

STUDENT OUTLINE

UNITED STATES MARINE CORPS

OFFICER CANDIDATES SCHOOL
TRAINING COMMAND
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QUANTICO, VA 22134-5033



OCC/PLC

COURSE ID: M02RM13/M02RM23/M02RMX3

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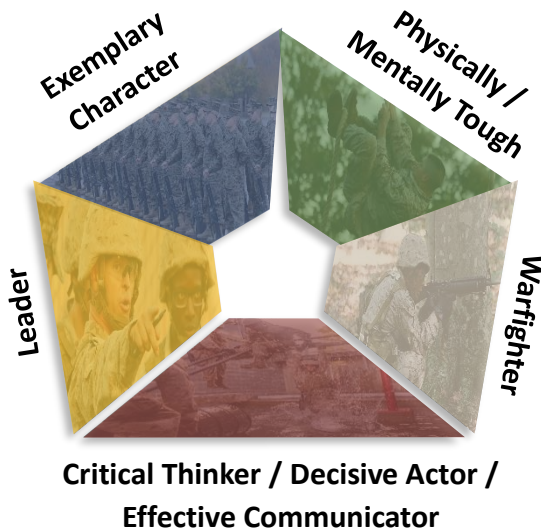
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ADM 1001: THE FIVE MARINE ATTRIBUTES

The mission of Officer Candidates School (OCS) is to train and educate officer candidates in Marine Corps knowledge and skills within a controlled and challenging environment in order to screen and evaluate individuals for the leadership, moral, mental, and physical qualities required for commissioning as a Marine Corps officer.

1. **PURPOSE.** Officer Candidates are observed and evaluated in a stressful environment to ensure they have the moral, intellectual, and physical qualities required to perform successfully as company-grade Marine Officers. A Marine leader is defined as a physically fit, tactically and technically proficient warrior of high moral character with a bias for action, possessing the courage to make ethically sound decisions and capable of properly preparing and leading Marines to successfully accomplish their unit's mission in combat.

2. **MARINE ATTRIBUTES.** Marine Attributes are defined as "the manifestation of competencies and traits required of all Marines to meet the challenges of the present and future operational environments." The Marine Attributes represent the ultimate training and education goals of the Marine Corps. They establish the framework and focus needed to develop and reinforce individual competencies throughout the training and education continuum. The five attributes are:



a. Warfighter. A Marine is proficient in their MOS and basic infantry skills, exercises sound ethical judgment, possesses a bias for action, and maintains an offensive mindset. Marines are lethal, intellectually curious professionals, dedicated to a lifetime of study in the profession of arms and educated in the fundamentals of maneuver warfare, tactics, combined arms, and time-tested principles of battle.

b. Leader. A Marine embraces their responsibility to one's fellow Marines, their families, and our shared legacy. A Marine has emotional intelligence to inspire and instill trust and confidence in other Marines. Sets the conditions for creative thought and execution, through personal example of selflessness, adherence to standards regardless of conditions and circumstance, and treats others with dignity and respect.

c. Physically / Mentally Tough. A Marine fosters a warrior spirit, thrives in a complex and chaotic environment, is hardened against and resilient to adversity in order to persevere against seemingly impossible odds, and hones self-discipline to push past human factors and preconceived limits.

d. Critical thinker / Decisive Actor / Effective Communicator. A Marine thinks critically, makes the best possible decision, and acts on Commander's Intent. Seizes the initiative and acts with boldness and determination on available information in a chaotic environment. Communicates effectively and issues concise orders and guidance.

e. Exemplary Character. A Marine has a clear understanding that they are entrusted with the special trust and confidence of their fellow Marines and that of the American people. Marines embody our core values of honor, courage, and commitment.

3. **MARINE ATTRIBUTE TRAINING AND EDUCATION DESIGN**. The Marine Attributes provide the same mission focus for individual training and education that Mission Essential Tasks (METs) provide for collective training and education. The Marine Attribute framework defines the "Whole Marine." Each of the five Marine Attributes is an integral and key component of the "Whole Marine." Any time that one designs or assesses training or education for subordinates or oneself, the attributes should provide the overarching framework that ensures the whole Marine is being developed. The Attributes are intangible ideals within the context of being a Marine; they are not meant to be achieved based off a single training event or educational experience. One cannot simply sit down and imbue Exemplary Character or any of the other Marine Attributes during one learning activity. Rather, they are goals that help guide training events and educational outcomes to achieve the desired competencies expected of an individual by grade and billet.

4. **DEFINITIONS**.

a. Terminal Learning Objective (TLO). The TLO informs the candidate of what he or she is expected to learn from the period of instruction. We require that candidates show mastery of the subject matter during academic testing and/or during leadership performance evaluations. It is essential that the candidate understands and can apply his or her TLOs.

b. Enabling Learning Objective (ELO). The ELO further dissects the TLO and gives the candidate a deeper understanding of the subject matter being presented. The ELO is written to further delineate what the candidate must do to accomplish the TLO. Each ELO has a test question or other form of evaluation directly derived from it, so this allows candidates to focus his or her studies.

5. **BASIC STUDY GUIDELINES**.

a. A range of techniques may be used to study for an exam, interview, or other similar event. Many of these techniques are well-suited for certain applications but not for others. In fact, candidates may choose to combine several different study techniques that work well for them into an effective system that will help them master the material. For candidates to choose the system, or series of study techniques, that will be most effective for their individual situation, it is essential for candidates to consider a variety of factors. However, there are certain fundamental study techniques that candidates should keep in mind, regardless of the learning style that they find most effective, or the exact situation for which they are preparing.

b. First, anyone studying for any reason should identify very specific goals and focus solely on achieving those goals. For example, if the goal is to pass Exam 2, the candidate should focus his or her attention on studying the topics covered on that exam and ignore almost everything else that might be a distraction for a period of time. Next, the candidate should attempt to gain a deeper understanding of the material rather than just memorizing it. This can be done by applying the material to other situations, re-stating the material in their own words or establishing parallels between it and other similar topics. Finally, try to vary studying methods. In other words, try not to look at the material the same way each time. Even if candidates think they have a solid grasp, they should try to interpret the information in a different way, come up with another example of how the information can be applied, or change the strategy or learning style they are using to review the material.

6. TAKING NOTES FROM A STUDENT OUTLINE - PREPARING TO TAKE NOTES. Before candidates begin to take notes from the student outline (SO), they may want to follow a few guidelines in order to make sure they are prepared to study without being interrupted. First, candidates should have all the materials that they need to take notes ready and waiting. These materials may include several sheets of paper/index cards, a highlighter, and pens or pencils. In addition to these basic supplies, candidates may also want to have an eraser, pencil sharpener, and any other similar materials before they begin taking notes. Next, skim over the SO quickly and write down each key topic that is covered in the SO. This will allow candidates to identify main ideas that they should expand on while reading. Finally, review the notes from the SO, related SOs, and classroom instruction. This technique may be utilized during designated study periods and while on liberty – studying multiple times is essential for success. Utilize the SO to prepare for upcoming classes. Read ahead and use the TLOs and ELOs to guide your notetaking.

*** **NOTE:** If there is a discrepancy in what an instructor says in the classroom and what is written in the student outline always study and retain the student outline information (**UNLESS** the discrepancy has been briefed by the instructor prior to the start of the class and your entire company puts a pen and ink change into the text). ***

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LDR 1001: MARINE CORPS LEADERSHIP

TERMINAL LEARNING OBJECTIVE(S):

(1) With the aid of references, develop Marine Corps leadership to sustain the transformation from civilian to Marine professional, achieve full potential, and prepare for long-term personal and professional success. (MCS-LDR-1005)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, identify the Marine Corps Leadership Traits without error. (MCS-LDR-1005a)

(2) Without the aid of references, identify the Marine Corps Leadership Principles without error. (MCS-LDR-1005b)

(3) As a candidate in a training company, exemplify Marine Corps' Leadership Traits in accordance with the candidate regulations. (MCS-LDR-1005c)

1. MARINE CORPS ETHOS.

a. Ethos. To understand what is required of Marine Corps leaders, candidates must understand what it means to be a Marine. Marines, like many warrior cultures across the world and throughout history have a distinct group identity which makes them unique. These group identities are known as an "Ethos." The following section describes the foundation of spirit and "personality" from which the Marine Corps expects its leaders to operate.

(1) The English language inherited the word ethos from the ancient Greeks. For them, ethos meant, "An accustomed place," or "instinct to seek an accustomed place," and was first applied to animals. Homer used it to describe the place where the Greek warriors retired their horses after their use on the battlefield against Trojan chariot teams and armor-clad warriors in fierce battles. When the horses returned to their ethos, they recovered and became at ease because they were in a familiar community.

(2) Ethos is defined as "the distinguishing character, sentiment, moral nature, or guiding beliefs of a person, group, or institution."

(3) Though morals, beliefs, and values are components of both ethos and ethics, they relate to ethos as identifiable features of the group character and spirit. Ethics is the philosophy on identifying, defending and recommending the concept of right and wrong. In short, a group's ethics defines the rules of what is right and wrong, ethos is the character of a group established from acting out these rules in practice.

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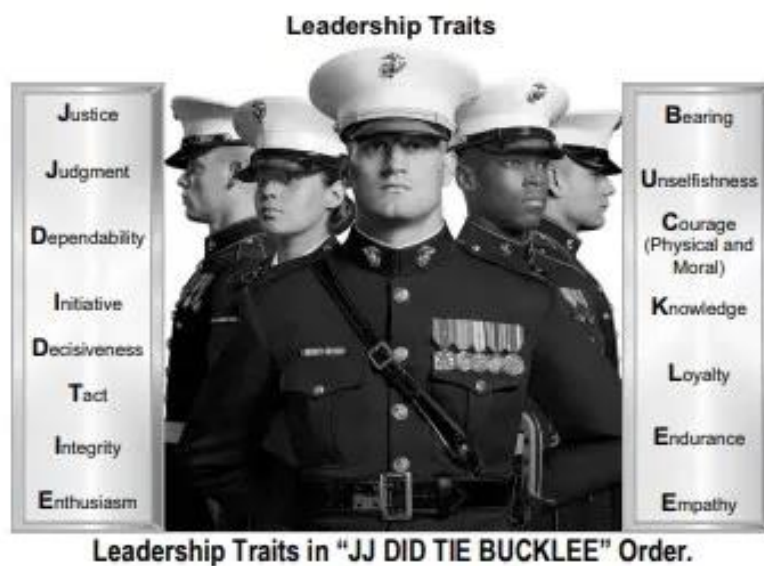
b. The Marine Corps Ethos

(1) The definition of Marine Corps Ethos is “the fundamental character or spirit of the Marine Corps, and more specifically, Marines everywhere.”

(2) Understanding the Marine Corps Ethos and what it means to be a Marine, is essential to understanding how to lead Marines. Marines come from all walks of life, but being a Marine transcends their differences. Being a Marine is not a job or a particular occupational specialty. It is a calling. It is a state of mind. Being a Marine comes from the eagle, globe, and anchor tattooed on the soul of everyone who has worn the uniform. It is a mark seared in their innermost being that comes after the rite of passage in boot camp at Parris Island or San Diego, or Quantico—when young men and women earn the title “Marine.” Once they undergo the transformation, they become a Marine for life.

c. A Defining Characteristic. Being a Marine means being part of something larger than yourself. There is a spirit - an esprit - that defines the Corps. To understand what it means to be a Marine, candidates must understand how the Marine Corps makes Marines. The method through which the Marine Corps instills the core values of Honor, Courage, and Commitment in America’s sons and daughters is as much a defining characteristic as how these core values are embodied by those who have earned the title “United States Marine.”

2. **LEADERSHIP TRAITS**. Being a Marine means being a leader. Eventually all Marines will lead in some capacity, officer or enlisted, serving one four-year enlistment or longer. Effective Marine Corps leaders possess certain character traits. Developing character begins in boot camp and Officer Candidates School and continues throughout a Marine’s career. Similar to the Core Values, Marine Corps leadership traits are universal, and part of the Corps’ Ethos.



a. **Leadership Traits**. The development of Marine Corps leaders builds upon our core values with fifteen time-tested leadership traits. Memorizing the leadership traits using the acronym JJ DID TIE BUCKLEE is just the beginning. Good leaders develop and sustain these traits in

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themselves and their Marines, and they bear directly on the quality of our leadership. Each trait is important, and the lack of development in one or more of the traits makes for imbalanced and ineffective leaders. The doctrinal publication Marine Corps Values, (Marine Corps Tactical Publication 6-10B) defines the leadership traits as:

(1) Judgement

(a) Definition. The ability to weigh facts and possible courses of action in order to make sound decisions.

(b) Significance. Sound judgment allows a leader to make appropriate decisions in the guidance and training of his/her Marines and the employment of his/her unit. A Marine who exercises good judgment weighs pros and cons accordingly to arrive at an appropriate decision/take proper action.

(c) Example. A Marine properly balances their liberty time to relax and prepare for the upcoming week.

(2) Justice

(a) Definition. Giving reward and punishment according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently.

(b) Significance. The quality of displaying fairness and impartiality is critical in order to gain the trust and respect of subordinates and maintain discipline and unit cohesion, particularly in the exercise of responsibility as a leader.

(c) Example. Fair apportionment of tasks to each squad leader. A Commanding Officer who sets aside a punishment after overlooking a critical piece of evidence, which resulted in the unjust reduction of a Marine's rank.

(3) Decisiveness

(a) Definition. Ability to make decisions promptly and to announce them in a clear, forceful manner.

(b) Significance. The quality of character which guides a person to accumulate all available facts in a circumstance, weigh the facts, choose and announce an alternative which seems best. It is often better that a decision be made promptly than a potentially better one be made at the expense of more time.

(c) Example. A leader who sees a potentially dangerous situation developing and immediately takes action to prevent injury from occurring.

(4) Initiative

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(a) Definition. Taking action in the absence of orders.

(b) Significance. Since an NCO often works without close supervision, emphasis is placed on being a self-starter. Initiative is a founding principle of Marine Corps Warfighting philosophy.

(c) Example. When a leader becomes a casualty, the next in command immediately takes charge of the platoon and carries out the mission.

(5) Dependability

(a) Definition. The certainty of proper performance of duty.

(b) Significance. The quality which permits a senior to assign a task to a junior with the understanding that it will be accomplished with minimum supervision. This understanding includes the assumption that the junior will take initiative on small matters not covered by instructions.

(c) Example. The squad leader ensures that their squad falls out into formation in the proper uniform without oversight from the platoon sergeant. The staff officer, who hates detailed, tedious paperwork, yet makes sure the report meets his/her and his/her supervisor's standards before submitting it.

(6) Tact

(a) Definition. The ability to deal with others without creating hostility.

(b) Significance. The quality of consistently treating peers, seniors, and subordinates with respect and courtesy is a sign of maturity. Tact allows commands, guidance, and opinions to be expressed in a constructive and beneficial manner. This deference must be extended under all conditions regardless of true feelings.

(c) Example. A Marine discreetly points out a mistake in drill to a NCO by waiting until after the unit has been dismissed and privately asking which of the two methods are correct. They anticipate that the NCO will realize the correct method when shown, and later provide correct instruction to the unit.

(7) Integrity

(a) Definition. Uprightness of character and soundness of moral principles. The quality of truthfulness and honesty.

(b) Significance. A Marine's word is their bond. The standard is nothing less than complete honesty in dealings with subordinates, peers, and superiors.

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(c) Example. A Candidate following the marked route during the endurance course, even when out of view from their staff members. During an inspection, if something goes wrong or is not corrected as had been previously directed, he/she can be counted upon to always respond truthfully and honestly.

(8) Enthusiasm

(a) Definition. The display of sincere interest and exuberance in the performance of duty.

(b) Significance. Displaying interest in a task, and an optimism that it can be successfully completed, greatly enhances the likelihood that the task will be successfully completed.

(c) Example. An officer applying genuine care and interest in doing a menial task because it is a requirement of their duties. A candidate who puts effort into the performance of their duties.

(9) Bearing

(a) Definition. Creating a favorable impression in carriage, appearance, and personal conduct at all times.

(b) Significance. The ability to look, act, and speak like a leader whether or not these manifestations indicate one's true feelings. Some signs of these traits are clear and plain speech, an erect gait, and impeccable personal appearance.

(c) Example. Maintain a professional, calm demeanor. Wear clean and pressed uniforms. Avoid profane and vulgar language. Keep a trim, fit appearance. Keep your head, keep your word and keep your temper.

(10) Unselfishness

(a) Definition. Avoidance of providing for one's own comfort and personal advancement at the expense of others.

(b) Significance. The quality of putting subordinates' needs ahead of their own is the essence of leadership. This quality is not to be confused with putting these matters ahead of the accomplishment of the mission.

(c) Example. An NCO ensures all members of their unit have eaten before they do. A leader ensuring that their order is written and support for an operation arranged prior to sleeping.

(11) Courage

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(a) Definition. Courage is a mental quality that recognizes fear of danger or criticism but enables a Marine to proceed in the face of it with calmness and firmness.

(b) Significance. Knowing and standing for what is right, even in the face of popular disfavor, is often the leader's lot. The business of fighting and winning wars is a dangerous one; the importance of courage on the battlefield is obvious.

(c) Example. Accepting criticism for making subordinates field day for an extra hour to get the job done correctly.

(12) Knowledge

(a) Definition. Understanding of a science or an art. The range of one's information, including professional knowledge and an understanding of your Marines.

(b) Significance. The gaining and retention of current developments in military and naval science and world affairs is important for your growth and development.

(c) Example. The Marine who not only knows how to maintain and operate his assigned weapon, but also knows how to use the other weapons and equipment in the unit.

(13) Loyalty

(a) Definition. The quality of faithfulness to country, the Corps, and unit, and to one's seniors, subordinates, and peers.

(b) Significance. The motto of our Corps is Semper Fidelis, Always Faithful. You owe unswerving loyalty up and down the chain of command: to seniors, subordinates, and peers.

(c) Example. A Marine displaying enthusiasm in carrying out an order of a senior, though he may privately disagree with it. The order may be to conduct a particularly dangerous patrol. The job has to be done, and even if the patrol leader disagrees, he must impart confidence and enthusiasm for the mission to his men.

(14) Endurance

(a) Definition. The mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship.

(b) Significance. The quality of withstanding pain during a conditioning hike in order to improve stamina is crucial in the development of leadership. Leaders are responsible for leading their units in physical endeavors and for motivating them as well.

(c) Example. A Marine keeping up on a 10-mile forced march even though he/she has blisters on both feet and had only an hour of sleep the previous night. An XO who devotes hours after the end of the day to ensure that promotion/pay problems are corrected as quickly as

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possible because they realize that this effort allows their Marines to receive badly needed back-pay the following morning.

(15) Empathy

(a) Definition. Having a genuine interest in the lives of your Marines, the challenges they face, and their overall well-being.

(b) Significance. Good leaders strive to understand the challenges and stressors their Marines are going through in order to effectively provide support. Leaders must demonstrate empathy to bridge differences, promote trust, and defuse conflicts within their units.

(c) Example. A Platoon Commander counsels a Marine who is struggling with post-traumatic stress and family issues following a combat deployment by actively understanding the Marine's unique challenges, taking them seriously, and referring that Marine to professional assistance resources.

3. LEADERSHIP PRINCIPLES

a. In this class, the student outline describes the eleven Leadership Principles, which explain what a leader does. These principles are generally self-explanatory; however, to truly understand these principles, leaders should discuss them using ethical and tactical decision exercises, vignettes, and sea stories. Once understood, effective leaders apply the principles in everyday situations they face. As outlined in MCTP 6-10B, they are as follows:

(1) Be technically and tactically proficient

(a) Before you can lead, you must be able to do the job. The first principle is to know your job. As a Marine, you must demonstrate your ability to accomplish the mission, and to do this you must be capable of answering questions and demonstrating competence in your MOS. Respect is the reward of the Marine who shows competence. Tactical and technical competence can be learned from books and from on-the-job training.

(b) To develop this leadership principle of being technically and tactically proficient, you should:

1. Seek a well-rounded military education by attending service schools; doing daily independent reading and research; taking correspondence courses from MCI, colleges, or correspondence schools; and seeking off-duty education.

2. Seek out and associate with capable leaders. Observe and study their actions.

3. Broaden your knowledge through association with members of other branches of the U. S. armed services.

4. Seek opportunities to apply knowledge through the exercise of command. Good leadership is acquired only through practice.

5. Prepare yourself for the job of leader at the next higher rank.

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(2) Know yourself and seek self-improvement

(a) This principle of leadership should be developed by the use of leadership traits. Evaluate yourself by using the leadership traits and determine your strengths and weaknesses. Work to improve your weaknesses and utilize your strengths. With a knowledge of yourself, and your experience and knowledge of group behavior, you can determine the best way to deal with any given situation. With some Marines, and in certain situations, the firm, hard stand may be most effective; however, in other situations, the "big brother" approach may work better. You can improve yourself in many ways. Self-improvement can be achieved by reading and observing. Ask your friends and seniors for an honest evaluation of your leadership ability. This will help you to identify your weaknesses and strengths.

(b) To develop the techniques of this principle you should:

1. Make an honest evaluation of yourself to determine your strong and weak personal qualities. Strive to overcome the weak ones and further strengthen those in which you are strong.
2. Seek the honest opinions of your friends or superiors to show you how to improve your leadership ability.
3. Learn by studying the causes for the success or the failure of other leaders.
4. Develop a genuine interest in people; acquire an understanding of human nature.
5. Master the art of effective writing and speech.
6. Have a definite goal and a definite plan to attain your goal.

(3) Know your Marines and look out for their welfare

(a) This is one of the most important of the principles. You should know your Marines and how they react to different situations. This knowledge can save lives. A Marine who is nervous and lacks self-confidence should never be put in a situation where an important, instant decision must be made. Knowledge of your Marines' personalities will enable you, as the leader, to decide how to best handle each Marine and determine when close supervision is needed.

(b) To put this principle into practice successfully you should:

1. Put your Marines' welfare before your own, correct grievances and remove discontent.
2. See the members of your unit and let them see you so that every Marine may know you and feel that you know them. Be approachable.
3. Get to know and understand the Marines under your command.
4. Let them see that you are determined that they be fully prepared for battle.
5. Concern yourself with the living conditions of the members of your unit.
6. Help your Marines get needed support from available personal services.
7. Protect the health of your unit by active supervision of hygiene and sanitation.
8. Determine what your unit's mental attitude is; keep in touch with their thoughts.
9. Ensure fair and equal distribution of rewards.
10. Encourage individual development.

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11. Provide sufficient recreational time and insist on participation.

12. Share the hardships of your Marines so you can better understand their reactions.

(4) Keep your Marines informed

(a) Marines by nature are inquisitive. To promote efficiency and morale, a leader should inform the Marines in his unit of all happenings and give reasons why things are to be done. This, of course, is done when time and security permit. Informing your Marines of the situation makes them feel that they are a part of the team and not just a cog in a wheel. Informed Marines perform better and, if knowledgeable of the situation, can carry on without your personal supervision. The key to giving out information is to be sure that the Marines have enough information to do their job intelligently and to inspire their initiative, enthusiasm, loyalty, and convictions.

(b) Techniques in applying this principle are to:

1. Whenever possible, explain why tasks must be done and how you intend to do them.

2. Assure yourself, by frequent inspections that immediate subordinates are passing on necessary information.

3. Be alert to detect the spread of rumors. Stop rumors by replacing them with the truth.

4. Build morale and esprit de corps by publicizing information concerning successes of your unit.

5. Keep your unit informed about current legislation and regulations affecting their pay, promotion, privileges, and other benefits.

(5) Set the example

(a) As a Marine progresses through the ranks by promotion, all too often he/she takes on the attitude of "do as I say, not as I do." Nothing turns Marines off faster! As a Marine leader your duty is to set the standards for your Marines by personal example. Your appearance, attitude, physical fitness, and personal example are all watched by the Marines in your unit. If your personal standards are high, then you can rightfully demand the same of your Marines. If your personal standards are not high you are setting a double standard for your Marines, and you will rapidly lose their respect and confidence. Remember your Marines reflect your image! Leadership is taught by example.

(b) Techniques for setting the example are to:

1. Show your Marines that you are willing to do the same things you ask them to do.

2. Be physically fit, well groomed, and correctly dressed.

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3. Maintain an optimistic outlook. Develop the will to win by capitalizing on your unit's abilities. The more difficult the situation is, the better your chance is to display an attitude of calmness and confidence.

4. Conduct yourself so that your personal habits are not open to criticism.

5. Exercise initiative and promote the spirit of initiative in your Marines.

6. Avoid showing favoritism to any subordinate.

7. Share danger and hardship with your Marines to demonstrate your willingness to assume your share of the difficulties.

8. By your performance, develop the thought within your Marines that you are the best Marine for the position you hold.

9. Delegate authority and avoid over-supervision in order to develop leadership among subordinates.

(6) Ensure the task is understood, supervised, and accomplished

(a) This principle is necessary in the exercise of command. Before you can expect your Marines to perform, they must know first what is expected of them. You must communicate your instructions in a clear, concise manner. Talk at a level that your Marines are sure to understand, but not at a level so low that would insult their intelligence. Before your Marines start a task, allow them a chance to ask questions or seek advice. Supervision is essential. Without supervision you cannot know if the assigned task is being properly accomplished. Over supervision is viewed by subordinates as harassment and effectively stops their initiative. Allow subordinates to use their own techniques, and then periodically check their progress.

(b) The most important part of this principle is the accomplishment of the mission. All the leadership, supervision, and guidance in the world are wasted if the end result is not the successful accomplishment of the mission. In order to develop this principle, you should:

1. Ensure the need for an order exists before issuing the order.

2. Use the established chain of command.

3. Through study and practice, issue clear, concise, and positive orders.

4. Encourage subordinates to ask questions concerning any point in your orders or directives they do not understand.

5. Question your Marines to determine if there is any doubt or misunderstanding in regard to the task to be accomplished.

6. Supervise the execution of your orders.

7. Make sure your Marines have the resources needed to accomplish the mission.

8. Vary your supervisory routine and the points which you emphasize during inspections.

9. Exercise care and thought in supervision. Over supervision hurts initiative and creates resentment; under supervision will not get the job done.

(7) Train your Marines as a team

(a) Every waking hour Marines should be trained and schooled, challenged, and tested, corrected, and encouraged with perfection and teamwork as a goal. When not at war, Marines

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are judged in peacetime roles: perfection in drill, dress, bearing and demeanor; shooting; self-improvement; and most importantly, performance. No excuse can be made for the failure of leaders to train their Marines to the highest state of physical condition and to instruct them to be the very best in the profession of arms. Train with a purpose and emphasize the essential element of teamwork.

(b) The sharing of hardships, dangers, and hard work strengthens a unit and reduces problems, it develops teamwork, improves morale and esprit and molds a feeling of unbounded loyalty and this is the basis for what makes men fight in combat; it is the foundation for bravery, for advancing under fire. Troops don't complain of tough training; they seek it and brag about it.

(c) Teamwork is the key to successful operations. Teamwork is essential from the smallest unit to the entire Marine Corps. As a Marine officer, you must insist on teamwork from your Marines. Train, play, and operate as a team. Be sure that each Marine knows his/her position and responsibilities within the team framework.

(d) When team spirit is in evidence, the most difficult tasks become much easier to accomplish. Teamwork is a two-way street. Individual Marines give their best, and in return the team provides the Marine with security, recognition, and a sense of accomplishment.

(e) To develop the techniques of this principle you should:

1. Train, study and train, prepare, and train thoroughly, endlessly.
2. Strive to maintain individual stability and unit integrity; keep the same squad leader and fire team leaders as long as possible if they're getting the job done. Needless transfers disrupt teamwork.
3. Emphasize use of the "buddy" system.
4. Encourage unit participation in recreational and military events.
5. Never publicly blame an individual for the team's failure nor praise one individual for the team's success.
6. Provide the best available facilities for unit training and make maximum use of teamwork.
7. Ensure that all training is meaningful, and that its purpose is clear to all members of the command.
8. Acquaint each Marine of your unit with the capabilities and limitations of all other units, thereby developing mutual trust and understanding.
9. Ensure that each junior leader understands the mechanics of tactical control for the unit.
10. Base team training on realistic, current, and probable conditions.
11. Insist that every Marine understands the functions of the other members of the team and how the team functions as a part of the unit.
12. Seek opportunities to train with other units.
13. Whenever possible, train competitively.

(8) Make sound and timely decisions

LDR 1001: MARINE CORPS LEADERSHIP

(a) The leader must be able to rapidly estimate a situation and make a sound decision based on that estimation. Hesitation or a reluctance to make a decision leads subordinates to lose confidence in your abilities as a leader. Loss of confidence in turn creates confusion and hesitation within the unit.

(b) Once you make a decision and discover it is the wrong one, don't hesitate to revise your decision. Marines respect the leader who corrects mistakes immediately instead of trying to bluff through a poor decision.

(c) Techniques to develop this principle include:

1. Develop a logical and orderly thought process by practicing objective estimates of the situation.
2. When time and situation permit, plan for every possible event that can reasonably be foreseen.
3. Consider the advice and suggestions of your subordinates whenever possible before making decisions.
4. Announce decisions in time to allow subordinates to make necessary plans.
5. Encourage subordinates to estimate and make plans at the same time you do.
6. Make sure your Marines are familiar with your policies and plans.
7. Consider the effects of your decisions on all members of your unit.

(9) Develop a sense of responsibility among your subordinates

(a) Another way to show your Marines that you are interested in their welfare is to give them the opportunity for professional development. Assigning tasks and delegating the authority to accomplish tasks promotes mutual confidence and respect between the leader and subordinates. It also encourages the subordinates to exercise initiative and to give wholehearted cooperation in the accomplishment of unit tasks. When you properly delegate authority, you demonstrate faith in your Marines and increase their desire for greater responsibilities. If you fail to delegate authority, you indicate a lack of leadership, and your subordinates may take it to be a lack of trust in their abilities.

(b) To develop this principle, you should:

1. Operate through the chain of command.
2. Provide clear, well thought directions. Tell your subordinates what to do, not how to do it. Hold them responsible for results, although overall responsibility remains yours. Delegate enough authority to them to enable them to accomplish the task.
3. Give your Marines frequent opportunities to perform duties usually performed by the next higher rank.
4. Be quick to recognize your subordinates' accomplishments when they demonstrate initiative and resourcefulness.
5. Correct errors in judgment and initiative in a way which will encourage the Marine to try harder. Avoid public criticism or condemnation.
6. Give advice and assistance freely when it is requested by your subordinates.

LDR 1001: MARINE CORPS LEADERSHIP

7. Let your Marines know that you will accept honest errors without punishment in return; teach from these mistakes by critique and constructive guidance.

8. Resist the urge to micro-manage; don't give restrictive guidance which destroys initiative, drive, innovation, enthusiasm; creates boredom; and increases workload of seniors.

9. Assign your Marines to positions in accordance with demonstrated or potential ability.

10. Be prompt and fair in backing subordinates. Until convinced otherwise, have faith in each subordinate.

11. Accept responsibility willingly and insist that your subordinates live by the same standard.

(10) Employ your unit in accordance with its capabilities

(a) Successful completion of a task depends upon how well you know your unit's capabilities. If the task assigned is one that your unit has not been trained to do, failure is very likely to result. Failures lower your unit's morale and self-esteem. You wouldn't send a cook section to "PM" a vehicle nor would you send three Marines to do the job of ten. Seek out challenging tasks for your unit but be sure that your unit is prepared for and has the ability to successfully complete the mission.

(b) Techniques for development of this principle are to:

1. Do not volunteer your unit for tasks it is not capable of completing. Not only will the unit fail, but your Marines will think you are seeking personal glory.

2. Keep yourself informed as to the operational effectiveness of your command.

3. Be sure that tasks assigned to subordinates are reasonable. Do not hesitate to demand their utmost in an emergency.

4. Analyze all assigned tasks. If the means at your disposal are inadequate, inform your immediate supervisor and request the necessary support.

5. Assign tasks equally among your Marines.

6. Use the full capabilities of your unit before requesting assistance.

(11) Seek responsibility and take responsibility for your actions

(a) For professional development, you must actively seek out challenging assignments. You must use initiative and sound judgment when trying to accomplish jobs that are not required by your grade. Seeking responsibilities also means that you take responsibility for your actions. You are responsible for all your unit does or fails to do. Regardless of the actions of your subordinates, the responsibility for decisions and their application falls on you. You must issue all orders in your name. Stick by your convictions and do what you think is right but accept justified and constructive criticism. Never remove or demote a subordinate for a failure that is the result of your own mistake.

(b) Techniques in developing this principle are to:

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1. Learn the duties of your immediate senior and be prepared to accept the responsibilities of these duties.
2. Seek different leadership positions that will give you experience in accepting responsibility in different fields.
3. Take every opportunity that offers increased responsibility.
4. Perform every act, large, or small, to the best of your ability. Your reward will be increased opportunity to perform bigger and more important tasks.
5. Stand up for what you think is right; have the courage of your convictions.
6. Carefully evaluate a subordinate's failure before taking action. Make sure the apparent shortcomings are not due to an error on your part. Consider the Marines that are available, salvage a Marine if possible, and replace a Marine when necessary.
7. In the absence of orders, take the initiative to perform the actions you believe your senior would direct you to perform if he/she were present.

b. Conclusion. Candidates are encouraged to reflect on the origin of the Marine Corps Leadership Philosophy and how our ethos ties into being an effective leader. Most importantly, candidates should be genuine first and foremost and refine their process to develop a more capable leader who will positively influence subordinate behavior over time.

REFERENCE(S):

1. MCO 1500.61 Marine Leader Development
2. MCTP 6-10B Marine Corps Values: A User's Guide for Discussion Leaders
3. MCWP 6-10 Leading Marines

LDR 1002: INTERIOR GUARD

TERMINAL LEARNING OBJECTIVE(S):

(1) Given the references, interior guard orders, special orders, and mission essential gear, execute the duties of the Officer of the Day to preserve order, enforce regulations, and protect property, without exceeding the assigned parameters, in accordance with MCO 5530.15, MCO 5530, MCO 5500.6_, and applicable interior guard orders and special orders. (MCS-ATFP-1501)

ENABLING LEARNING OBJECTIVES(S):

(1) Without the aid of references, identify the General Orders without error. (MCS-ATFP-1501a)

(2) With the aid of references, as a member of the guard force, demonstrate accountability without error. (MCS-ATFP-1501b)

(3) With the aid of references, as a member of the guard force, execute guard procedures without error. (MCS-ATFP-1501c)

1. PURPOSE

a. Responsibility of the Commander. “The responsibility of the Commanding Officer for the security of the command is absolute except as otherwise directed by competent authority...The Commanding Officer may delegate authority to subordinates for the execution of details...but such delegation of authority shall in no way relieve the Commanding Officer of the responsibility for the security of the command.”

b. In Practice. “Commanders may establish an interior guard to preserve order, protect property, and enforce regulations.” Key word: POPPER.

2. ORGANIZATION OF THE GUARD FORCE

a. Types of Interior Guards

(1) Main Guard: “Generally, the main guard consists of a number of sentries on post, supervisory and administrative personnel and a reserve. The Commanding Officer prescribes the number of sentry posts. The necessary sentries to stand these posts are normally organized into three reliefs, each directly supervised by a Corporal of the Guard. The main guard is commanded by the Commander of the Guard who is assisted by the Sergeant of the Guard. Whenever the CO determines that a Commander of the Guard is not required, that position in the guard structure can be eliminated. Aboard ship, no Commander of the Guard is assigned. In such cases, the Sergeant of the Guard performs the duties prescribed for the Commander of the Guard in

LDR 1002: INTERIOR GUARD

addition to those of the current position. The main guard always maintains a reserve, generally constituted from one or more of the off-duty reliefs of the guard.”

(2) Special Guard: “Special Guards are detailed when it is impractical to use sentries from the main guard to guard property or an area. The Commanding Officer or Commander establishing the special guard prescribes the composition. The Senior Commander of a troop organization embarked aboard ship and not a part of the authorized complement thereof (designated as “Commanding Officer of Troops”) establishes a Special Guard for the control of personnel and equipment as the Commanding Officer of the ship may approve or direct.”

b. The Guard Force Chain of Command. The chain of command for the guard is going to vary based upon the assignment of personnel. Interior Guards are managed to fit the need of the specific unit and are not exactly the same across the Marine Corps. Sometimes you may find that, depending on where you are stationed, an Officer of the Day may be called another name, or you may not have Sentries at all. The Guard Chain of Command consists of:

- (1) Commanding Officer (CO).
- (2) Field Officer of the Day (if assigned).
- (3) Officer of the Day/Officer of the Deck, aboard ship. (OOD).
- (4) Commander of the Guard (if assigned).
- (5) Sergeant of the Guard (SOG).
- (6) Corporal of the Guard (COG).
- (7) Main Guard Sentries.

c. Duties of the Interior Guard

(1) Commanding Officer. It is important to remember that “The security of the command is the responsibility of the Commanding Officer. The responsibility of the Commanding Officer for the security of the command is absolute - except when directed by a higher commander. The Commanding Officer may delegate his authority to subordinates for the execution of the Interior Guard, but such delegation of authority shall in no way relieve the Commanding Officer of responsibility for the security of the command.” To assist the Commanding Officer in ensuring the security of the command, members of the Guard Chain of Command have specific responsibilities.

(2) Executive Officer: Although not included in the official Interior Guard Chain of Command, the XO usually coordinates and supervises the execution of the Commanding Officer’s Interior Guard.

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(3) Officer of the Day. The Officer of the Day, or the Officer of the Deck aboard ship, supervises the main guard. The Officer of the Day is charged with the execution of all orders of the Commanding Officer which concern the security of the area within the assigned jurisdiction.

(4) Sergeant of the Guard (SOG). The SOG assists the Commander of the Guard in ensuring proper instructions, discipline, and performance of duty of the main guard. The SOG performs the duties of the Commander of the Guard, if no Commander of the Guard has been assigned.

(5) Corporal of the Guard (COG). The Corporal of the Guard supervises the members of the guard assigned to that relief. Performs the guardhouse duties of the Sergeant of the Guard when the latter is absent from the guardhouse.

(6) Main Guard Sentries. All members of the guard will memorize, understand, and comply with the General Orders for sentries. In addition, they will understand and comply with the regulations relating to General Orders, and with special orders applying to their particular posts.

d. Posts. In the U.S. Marine Corps Interior Guard Manual, the term “post” is defined as, “The place or area where a sentry is stationed, or the place where a member of the guard other than a sentry is required to be when not performing duties elsewhere...”

(1) The command, “Post,” can be used “to direct any member of the guard to assume prescribed duties or position in formation.”

(2) Posts will normally be of three basic types:

(a) Fixed. Where security personnel normally remain at one point or within a specific area, e.g., gates, towers.

(b) Mobile. These posts may also be referred to as roving post/patrols. They are used for perimeter surveillance, area patrols, etc.

(c) Administrative. These posts include the security officer, guard supervisor and other supervisory personnel.

3. **ORDERS OF THE GUARD FORCE**. Orders for the interior guard sentries are of two types: general and special. Together with the regulations relating to General Orders, they comprise the orders which govern main and special guard sentries on post.

a. Special Orders: Issued by the guard chain of command which cover details specific to a post.

(1) Special orders apply to particular personnel of the Interior Guard.

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(2) They are promulgated by the CO (or Commander of a unit establishing a special guard) to prescribe special duties for main and special guard sentries not contained in the General Orders.

b. General Orders: Apply to all members of the main and special guard. All members of the main and special guards are required to memorize, understand, and comply with the following regulations relating to the General Orders for sentries.

(1) To take charge of this post and all government property in view.

(a) The number, type (fixed or patrol), and limits of a sentry's post constitute part of the special orders. The post's limits are defined to include every place to which the sentry must go to execute those special orders.

(b) A sentry reports immediately to the COG every unusual or suspicious occurrence noted.

(c) A sentry halts and detains all persons on or near the assigned post whose presence or actions are suspicious. The sentry apprehends all persons involved in a disorder occurring on or near the post and all persons discovered or suspected of committing a crime or violating regulations. All persons apprehended or detained are turned over to the COG.

(2) To walk my post in a military manner, keeping always on the alert and observing everything that takes place within sight or hearing.

(a) Special orders will prescribe the way a sentry shall walk (stand, ride, or sit) that post and carry any assigned weapon. Such manner is dependent upon the type of post (fixed or patrol) and the specific duties involved, but sentries will always conduct themselves in a military manner and remain vigilant and attentive to their duties.

(3) To report all violations of orders I am instructed to enforce.

(a) A sentry reports a violation of orders to the COG at the first opportunity and to any Officer or Noncommissioned (Petty) Officer of the Guard inspecting him/her. The sentry apprehends the offender, if necessary.

(4) To repeat all calls from posts more distant from the guardhouse than my own.

(a) To call the COG for any purpose other than relief, fire or disorder, a sentry will call, "Corporal of the Guard, Post Number ____." When sentry posts are located within hearing distance of each other, a sentry receiving a call from a post more distant from the guardhouse than his/her own repeats the call to the next post loudly, distinctly, and exactly as it was received.

LDR 1002: INTERIOR GUARD

(5) To quit my post only when properly relieved.

(a) If a sentry requires relief because of sickness or other reason, the sentry calls, "Corporal of the Guard. Post Number____, relief."

(b) When so ordered, a sentry on the last relief of a post leaves at the proper time, returns to the guardhouse, and reports to the COG.

(c) Sentries are relieved according to the procedures described in chapter 5 of this Order.

(d) A sentry may leave the prescribed limits of a fixed or patrol post to protect government property in view or to apprehend an offender, only if these duties cannot be accomplished within the prescribed limits of the sentry's post. A sentry must inform the COG before leaving post under ANY circumstances, EVEN IF immediate action is essential.

(6) To receive, obey, and pass on to the sentry who relieves me all orders from the commanding officer, officer of the day, and officers and noncommissioned officers of the guard only.

(a) During the tour of duty, a sentry is subject to the orders of the Commanding Officer, Field Officer of the Day (if assigned), Officer of the Day, and Officers and Noncommissioned (Petty) Officers of the Guard only. In emergencies, however, the senior line officer present may give orders to sentries. In addition, any officer or noncommissioned (petty) officer is authorized to report violations of regulations by members of the guard. Sentries of special guards not under the jurisdiction of a main guard are subject to the orders of their unit Commander and Officers and Noncommissioned (Petty) Officers of the Special Guard only.

(b) A sentry will give up any assigned weapon only when ordered to by a person from whom he or she lawfully receives orders may be given while on post. Unless necessity therefore exists, no person will require a sentry to surrender any assigned weapon while that sentry is on post.

(7) To talk to no one except in the line of duty.

(a) When persons make proper inquiries of a sentry, courteous, but brief answers will be given. Long conversations will be discouraged. When challenging or holding conversations with a person, a sentry armed with a rifle will take the position of port arms.

(8) To give the alarm in case of fire or disorder.

(a) In case of fire, the sentry immediately calls; "Fire, Post Number____." and gives the alarm or makes certain an alarm has been given. If possible, without endangering oneself or the performance of duties, the sentry extinguishes the fire. If not, the sentry directs the responding emergency services to the fire. The sentry notifies the guardhouse of all actions as soon as possible.

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(b) In case of disorder, the sentry notifies the COG immediately. The sentry then takes proper corrective action. If the assistance of the guard is required, the sentry calls; "Corporal of the Guard, Post Number ____, Request Assistance."

(9) To call the corporal of the guard in any case not covered by instructions.

(a) Whenever a sentry encounters a situation not covered by general or special orders, or about which the sentry is in doubt, the sentry will call the COG for further instructions.

(10) To salute all officers and all colors and standards not cased.

(a) Colors and standards are cased when furled and enclosed in a protective covering.

(b) Sentries render salutes as prescribed in Navy Regulations and other portions of this Manual with the following exceptions:

1. No salute is rendered by a member of the guard who is engaged in the performance of a specific duty, the proper execution of which would prevent saluting.

2. A sentry armed with a pistol does not salute after challenging. The sentry stands at raise pistol until the challenged person has passed. While at raise pistol and holding a conversation, he does not salute, but remains at raise pistol until the person has passed.

3. A sentry armed with a rifle at sling arms will render the proper salute to all officers after challenging them and positively identifying them. If at port arms, the sentry remains at port arms until the officer has passed.

(c) A sentry in conversation with an officer will not interrupt the conversation to salute unless the officer salutes a senior, in which case the sentry will also salute.

(d) A sentry armed with a rifle (except at sling arms) salutes by presenting arms. Present arms is only executed when halted. If armed with a rifle at sling arms, or pistol (except after challenging), the sentry halts and renders the hand salute.

(11) To be especially watchful at night and, during the time for challenging, to challenge all persons on or near my post and to allow no one to pass without proper authority.

(a) If a sentry observes a person approaching post during the time for challenging, the sentry calls; "HALT, who is there?", while the person is still far enough away for the sentry to take effective measures should the person rush after being challenged. Before challenging, the sentry takes the most advantageous covered and/or concealed position from which to identify, detain, or apprehend the person or party. In effecting identification, the sentry may require the challenged person or one of a party to move as necessary to affect positive and prompt recognition. Normally upon receiving an answer to the challenge, the sentry will command;

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"Advance, (repeats the answer to the challenge such as "Officer of the Day") to be recognized." The sentry halts the person advanced again, at a point where recognition can be affected.

1. Positive recognition of all persons claiming authority to pass is the sentry's main consideration. The sentry must ascertain that those challenged are, in fact, the persons they represent themselves to be and have authority to be there before permitting them to pass. If not satisfied as to their identity, the sentry will detain the person or party and call the COG.

2. The sentry will permit only one member of a party to approach the post for the purpose of recognition. On receiving an answer that indicates the party is friendly and may be authorized to pass, the sentry will command. "Advance one to be recognized." When that one has been recognized, the sentry directs the person to bring up the rest of the party and to identify each individual as he/she passes.

(b) If two or more persons or parties approach the sentry's post from different directions at the same time, they will be challenged in turn and required to halt and remain halted until advanced. A sentry never permits more than one person to advance at the same time. The senior person or party is the first advanced.

(c) If a person or party is already advanced and in conversation with a sentry, the latter will challenge any other person or party that may approach. If the new person or party challenged is senior to the one already on the post, the sentry will advance the new person; otherwise, the sentry will advance no one until the first person or party leaves.

(d) Answers to a sentry's challenge intended to confuse or mislead are prohibited, but the use of such an answer as "friend" is not to be construed as misleading. It is the usual answer made by officers or patrols when the purpose of their visit makes it desirable that their official capacity should not be announced.

4. POST PROCEDURES

a. Assuming a Post. General Orders are applicable to all sentries and posts. Special Orders provide guidance to specific posts. Together, they encompass the full spectrum of what is required of a Marine Sentry.

b. Reporting a Post. Different units require different information to be reported. At OCS, candidates will at a minimum report who they are, what they are reporting, any applicable counts, and anything else they need to report.

c. Chapter 5 of MCO 5530.15. Describes two kinds of relief for interior guard personnel, formal and informal. Formal relief is the preferred method because it is affected under supervision and in a military manner, thus ensuring correct and complete transfer of verbal special orders, instructions and information. The Commanding Officer (CO) should direct personnel to be relieved formally, unless the person responsible for effecting the relief is unavailable or the procedure would prevent proper functioning of the guard.

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(1) Formal Relief. When a formal relief is prescribed, the following individuals will affect the relief for the personnel indicated below:

(a) Commanding Officer, or representative, for Field Officer of the Day and Officer of the Day.

(b) Off-going Officer of the Day for Commander of the Guard.

(c) Off-going Commander of the Guard for Sergeant of the Guard.

(d) On-coming Sergeant of the Guard for Corporals of the Guard.

(e) On-coming Corporal of the Guard for main guard sentries and administrative personnel.

(f) Officer or Noncommissioned Officer of the Special Guard for Special Guard sentries.

(g) Formal Relief Procedures. The following procedure will be followed in a formal relief of personnel other than sentries, using the relief of the Officer of the Day as an example:

1. The off-going and on-coming Officers of the Day report to the Commanding Officer, or designated representative, after the off-going Officer of the Day has affected the relief of the Commanders of the Guard.

2. When presenting themselves, the off-going Officer of the Day stands on the right of the on-coming and both salute. After saluting, the off-going Officer of the Day reports, "Sir, rank and last name reports as off-going Officer of the Day" and presents the Officer of the Day log. As soon as he/she is relieved, the off-going Officer of the Day salutes and retires.

3. The on-coming Officer of the Day then reports. "Sir/Ma'am, rank and last name reports as the on-coming Officer of the Day." Once posted, he/she salutes and retires.

(2) Informal Relief.

(a) When an informal relief is prescribed, the person relieving contacts the person to be relieved on the post in person and asks, "Are you ready to be relieved"?

(b) When the person to be relieved is ready, all pertinent verbal special orders, instructions and information are transmitted to the oncoming sentry.

(c) As soon as the person relieving understands this material, they state, "I relieve you" and assume all duties.

(d) The person relieved retires. If such person is a sentry, that sentry goes directly to the COG and reports the accomplishment of the relief.

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REFERENCE(S):

1. U.S. Marine Corps Interior Guard Manual (MCO 5530.15)
2. Manual for Courts-Martial (Current Edition)
3. Arming and the Use of Force (DoD Directive 5210.56)

LDR 1003: CUSTOMS AND COURTESIES

TERMINAL LEARNING OBJECTIVE:

(1) Without the aid of references, identify the historical significance of Marine Corps uniform items without omitting key components. (MCS-HIST-1003)

(2) Without the aid of references, render military customs, courtesies, and honors to demonstrate mutual respect and courtesy between members of military organizations and to show respect to national colors. (MCS-HIST-1004)

ENABLING LEARNING OBJECTIVES:

(1) Without the aid of references, identify the components of the Marine Corps Emblem without error. (MCS-HIST-1003c)

(2) Without the aid of references, identify Marine Corps customs without error. (MCS-HIST-1004a)

(3) Without the aid of references, identify Marine Corps courtesies without error. (MCS-HIST-1004b)

(4) Without the aid of references, identify Marine Corps honors without error. (MCS-HIST-1004c)

(5) During a Billet Performance Evaluation, render Marine Corps courtesies without error. (MCS-HIST-1004d)

(6) During a Billet Performance Evaluation, render Marine Corps honors without error. (MCS-HIST-1004e)

(7) Without the aid of references, identify Naval ranks without error. (MCS-HIST-1004f)

1. NAVAL RANK STRUCTURE.

a. There are three ways to identify military personnel: grade, rank, and insignia.

(1) Grade. Grade is the abbreviated way of saying pay grade. Pay grade allows Department of Defense a way of defining the monthly pay entitlement and determining what allowances and benefits a service member rates; all services use the same pay grade scale. Marines will never address or be addressed by their pay grade.

(2) Rank. Rank is the way to identify service members throughout the armed services. Each rank will be associated with a pay grade. Each service has their own rank structure, for example, an O-3 in the Marine Corps is a Captain as an O-3 in the Navy is a Lieutenant. Pay grade are the same across the Services but the ranks are different.

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(3) Insignia. Insignia is a device worn on the military uniform to identify the rank of the service member. In utilities, officers will wear gold and silver insignia on their blouse collar; enlisted will wear black chevrons on their blouse collar as well. In dress uniforms, officers will wear gold and silver insignia on the shoulder straps of the service coat or on the shirt collar when not in a service coat; enlisted will wear the chevrons on the service coat sleeve or shirt sleeves.

b. Personnel Classifications.

(1) Enlisted Rank Structure.

(a) Enlisted Marines are further broken down into “Junior Marines (E1-E3),” “Noncommissioned Officers (E4-E5),” and “Staff Noncommissioned Officers (E6-E9).”

(b) Enlisted Sailors are further broken down into “Junior Sailors (E1-E3),” “Petty Officers (E4-E6),” and “Chief Petty Officers (E7-E9).”

ENLISTED INSIGNIA OF THE UNITED STATES ARMED FORCES									
E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9	
NAVY									
									
SEAMAN RECRUIT	SEAMAN APPRENTICE	SEAMAN	PETTY OFFICER THIRD CLASS	PETTY OFFICER SECOND CLASS	PETTY OFFICER FIRST CLASS	CHIEF PETTY OFFICER	SENIOR CHIEF PETTY OFFICER	MASTER CHIEF PETTY OFFICER	MASTER CHIEF PETTY OFFICER OF THE NAVY
MARINES									
(no insignia)									
PRIVATE	PRIVATE FIRST CLASS	LANCE CORPORAL	CORPORAL	SERGEANT	STAFF SERGEANT	GUNNERY SERGEANT	FIRST SERGEANT	SERGEANT MAJOR	SERGEANT MAJOR OF THE MARINE CORPS
									
							MASTER SERGEANT	MASTER GUNNERY SERGEANT	

(2) Warrant Officer Rank Structure.

LDR 1003: CUSTOMS AND COURTESIES

(a) A warrant officer is an officer designated such by a warrant, vice a commission. They are the technical expert for their Military Occupational Specialty (MOS).

(b) For Warrant Officer 1 and Chief Warrant Officer 2, the non-red portion of their rank insignia is gold. For both officers and warrant officers, gold is always junior to silver. Chief Warrant Officer 3, 4, and 5 have silver behind the red bars.

(c) All warrant officers in the Marine Corps wear two collar rank insignia, except the Infantry Weapons Officer (MOS 0306) or “Gunner. They wear a bursting bomb insignia on the left collar with the rank insignia on the right collar.



(3) Commissioned Officers in both services are further broken down into “Company Grade Officers (O1-O3),” “Field Grade Officers (O4-O6),” and General/Flag Officers (O7-O10).”

O-1	O-2	O-3	O-4	O-5	O-6	O-7	O-8	O-9	O-10	SPECIAL
MARINES										
Second Lieutenant (2ndLt)	First Lieutenant (1stLt)	Captain (Capt)	Major (Maj)	Lieutenant Colonel (LtCol)	Colonel (Col)	Brigadier General (BGen)	Major General (MajGen)	Lieutenant General (LtGen)	General (Gen)	
NAVY										
Ensign (ENS)	Lieutenant Junior Grade (LTJG)	Lieutenant (LT)	Lieutenant Commander (LCDR)	Commander (CDR)	Captain (CAPT)	Rear Admiral Lower Half (RADM)(L)	Rear Admiral Upper Half (RADM)(U)	Vice Admiral (VADM)	Admiral (ADM)	Fleet Admiral (FADM)

LDR 1003: CUSTOMS AND COURTESIES

2. **RIFLE COMPANY STRUCTURE**. There are various levels of every chain of command. It is easy to compare these levels as jobs. Jobs are called 'billets' in the Marine Corps. The following are the 'billets' in the chain of command of a Marine Corps rifle company:

a. Rifleman, Grenadier, and Automatic Rifleman.

- (1) They are the most basic element of a Fire Team.
- (2) They are responsible for the effective employment, condition, and care of their weapon and equipment.
- (3) Their rank is Private, Private First Class or Lance Corporal.

b. Fire Team Leader.

- (1) They supervise the three members of their fire team.
- (2) They are responsible for the fire discipline and control of their fire team, and for the condition, care, and economical use of its weapons and equipment.
- (3) Their rank is Corporal.

c. Squad Leader.

- (1) They supervise three fire team leaders.
- (2) They are responsible for the discipline, training, control, conduct, and welfare of their squad at all times, and for the care and economical use of its weapons and equipment.
- (3) Their rank is Sergeant.

d. Platoon Commander.

- (1) They control the actions of the three squad leaders.
- (2) They are responsible for the training, combat efficiency, discipline, administration, and welfare of their Platoon. In essence, they are responsible for everything that their Platoon does, or fails to do, in garrison and combat.
- (3) Their rank is Second Lieutenant.

e. Company Commander.

- (1) They control the actions of their three rifle platoons and their weapons platoon.

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(2) They are responsible for the training, combat efficiency, discipline, administration and welfare of their company. Much like the platoon commander, they are responsible for everything their company does, or fails to do, in garrison and combat.

(3) Their rank is Captain.

f. Succession of Command. The succession from superior to subordinate through which command is exercised. This means that each military member has but one immediate supervisor. In this way, each individual links the different levels of command. There are also leaders in the rifle company who hold positions of authority but are not actually in the chain of command. They include the following:

(1) Platoon Sergeant. They perform duties assigned by the Platoon Commander. They assist the Platoon Commander in all aspects of supervision and control of the platoon. They assume command of the platoon in the Platoon Commander's absence. Their rank is Staff Sergeant.

(2) Company Gunnery Sergeant. They are the principal enlisted advisor to the Company Commander in logistical and training functions of the company. They ensure that a high state of police and sanitation are maintained in the company area. They are the rank of Gunnery Sergeant. Their duties complement those of the Company Executive Officer.

(3) Company First Sergeant. They are the senior enlisted Marine in the company. They are the principal advisor to the Company Commander in supervising the administration and legal processes of the company. Their duties complement those of the Company Executive Officer.

(4) Company Executive Officer. They perform such duties as directed by the Company Commander. They supervise the activities of the company headquarters. They keep abreast of the tactical situation of the company in combat. They assume command of the company in the absence of the Company Commander. They are the rank of First Lieutenant.

g. Chain of Command vs. Succession of Command. The term "Chain of Command" refers to those individuals who, "by virtue of rank and assignment, exercises primary command authority over a military organization," and have been granted specific Non-judicial Punishment/Courts-Martial authority. "Succession of Command" refers to the levels of responsibility within a unit and combines those that are members of the Chain of Command and those that hold positions of authority. For example, a Marine that needs to submit information to the Company Commander would route this information through their Platoon Sergeant, Platoon Commander, Company 1stSgt, and Company Executive Officer.

3. FLAGS IN THE MARINE CORPS. National Ensign, Colors, Standards, and Guidon.

a. National Ensign. The term "flag" is a general term, and is applicable regardless of size, relative proportions, or manner of display. The flag of the United States, when flown aboard a naval vessel or at Navy and Marine Corps commands ashore, is referred to as the "National

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Ensign.” There are numerous rules, regulations, and customs associated with the American Flag as a symbol of the principles of justice, liberty, and democracy enjoyed by the people of the United States. It is your duty, as an American, and as an officer of the United States military to be familiar with, and demand strict adherence to all measures of respect for this symbol.

b. National Ensign Sizes. The National Ensign will be displayed at all Marine Corps posts and camps.

(1) Garrison Flag. Displayed only on Sundays and certain holidays, measuring 20 feet by 38 feet.

(2) Post Flag. Displayed during pleasant weather, measuring 10 feet x 19 feet.

(3) Storm Flag. Displayed only in inclement weather, measuring 5 feet by 9 feet 6 inches.

c. Colors. “Colors” is the term used to refer to a national flag or a unit or organization-distinguishing flag carried by dismounted elements. The term “colors” also describes the ceremony aboard Navy and Marine Corps installations where the National Ensign is hoisted or lowered. The Colors Ceremony occurs at 0800 and at sunset daily.

d. Standards. “Standard” is the title applied to a flag carried by mounted, mechanized, motorized, or aviation units to identify general officers, or national and foreign dignitaries. The Marine Corps flag is also referred to as a standard.

e. Guidon. The guidon is a small rectangular flag carried by a company, battery, platoon, or detachment. It is carried on an 8-foot staff and is used at ceremonies and other times prescribed by the commander.

4. **MILITARY COURTESY.** Military courtesy is the traditional form of politeness in the profession of arms. Military courtesy embraces much more than the salute or other rituals. Courtesy is a disciplined state of mind. It must be accorded to all ranks and on all occasions. Courtesy to a senior indicates respect for authority, responsibility, and experience. Courtesy towards juniors expresses appreciation and respect for their support and for them as fellow Marines. Courtesy paid to the Colors and the National Anthem expresses loyalty to the United States. Military courtesy is a prerequisite to discipline. The Marine Corps has always stood at the top of the services in its full and willing observance of the twin virtues of soldierly courtesy and discipline.

a. Forms of Address.

(1) In written and electronic correspondence, both formal and social, full rank precedes the name and is written out (i.e., Captain Jones, Gunnery Sergeant Smith, etc.).

(2) Addressing Officers and Enlisted.

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(a) Addressing Officers. Use Sir or Ma'am whenever addressing officers more senior; however, if acquainted with the officer, it is acceptable to use both grade and name, e.g., "Good afternoon, Colonel Sands." Whenever addressing a general officer, it is customary to use "General" in lieu of "Sir or Ma'am." When addressing generals, lieutenant colonels, and first and second lieutenants, it is acceptable to use their short title, i.e., "How are you, Lieutenant?" or "Good morning, Colonel."

(b) Speaking to Enlisted Marines. Address them by rank and last name; avoid casual use of first name or nicknames. Senior enlisted Marines should also be addressed by their full rank and last name. Always refer to an enlisted Marine by their rank, not pay grade.

b. Walking with Marines.

(1) When walking with a senior, always walk to the left, one pace behind, and in step with that senior.

(2) When walking with another Marine, it is customary to walk along side of each other, in a column of two's and in step with each other.

c. Saluting. Over the centuries, men-at-arms have rendered fraternal and respectful greetings to indicate friendliness. A gesture of friendliness, raising the right hand to show it holds no weapon. This gesture survives as today's hand salute, which is the traditional greeting among soldiers of all nations. Regulations require that all officers be saluted by their juniors, and that they return such salutes. The salute formally recognizes the officer as a military superior, and returning the salute expresses the officer's thanks for the junior's support.

(1) How to Salute. To render a salute, do the following:

(a) From the position of attention, raise your right hand smartly until the tip of your forefinger touches the lower part of the headdress above and slightly right of your right eye, or the brim of your cover.

(b) Your fingers are extended and joined with the thumb along the forefinger. Your hand and wrist will be straight. You should be able to see your entire palm, and the person being saluted should not see any.

(c) Your upper arm will be parallel to the deck with the elbow very slightly forward of the body; your forearm will be at a 45-degree angle.

(2) Who to Salute. As a service member, you will salute all officers who are senior to you in rank in any of the Armed Forces of the United States, friendly foreign governments, officers in the Coast Guard (the Coast Guard is specifically mentioned because although they are a part of the Armed Forces, they fall under the jurisdiction of Homeland Security, not the Department of Defense), and members of the Geodetic Survey and Public Health Service who are serving with the armed forces of the United States. In addition, there are certain appointed or elected

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civilian members of our National and State governments who are so honored. These include, but are not limited to:

- (a) President of the United States
- (b) Vice President of the United States
- (c) State Governors
- (d) Secretary of Defense
- (e) Deputy Secretary of Defense
- (f) Senators and Congressmen
- (g) Secretaries of the Army, Navy, and Air Force
- (h) Assistant Secretaries of the Army, Navy, and Air Force
- (i) Among the members of the friendly foreign governments whom you salute are:
- (j) Heads of State
- (k) Ambassadors

(l) Ministers of Defense or other civilian leaders of defense establishments and their assistants at or above the Assistant Secretary of the Army, Navy, and Air Force

(3) When to Salute. When a senior officer approaches walking or riding, render a salute six paces away; accompany the salute with the appropriate verbal greeting of the day, such as, “Good morning, Sir/Ma’am.” The salute is held until returned or the senior officer commands, “Carry on.”

(a) Under Arms. A Marine is under arms when a weapon is in his/her hand, is equipped with a side arm, or when wearing equipment pertaining to arms, such as sword, pistol belt, or cartridge belt.

(b) Unit Leader/Member of a Group. The leader of a formation, or unit leader, will render a salute on behalf of the unit they are leading. If marching, the unit leader will render a salute with the verbal greeting of the day in stride. If the formation is halted, they will call the detail to attention and render a salute with the appropriate greeting of the day. As a member of a group not in formation, the first member noticing the senior officer should call all to attention, and all will render the salute.

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(c) Overtaking. Attempt to pass on the left, if possible, just before coming abreast, render a hand salute and say, "By your leave, Sir/Ma'am", when acknowledged, (the correct response is "Granted"), cut the salute and pass.

(d) Saluting Distance. The distance within which salutes are rendered and exchanged is between 6 and 30 paces. This gives the senior officer sufficient time to respond appropriately.

(e) Uncased Colors. Colors and standards not cased are saluted when either you approach, or they pass within six paces. Hold your salute until the colors have passed, or you have passed the colors, by six paces.

(f) General Vicinity. After a senior officer has been saluted, if he/she remains nearby and no conversation takes place, no further salutes are necessary. However, if a conversation occurs, the junior officer will salute as the senior officer is leaving.

(4) When NOT to Salute. In some situations, the salute is not appropriate. In general, do not salute when:

(a) Engaged in routine work when a salute would interfere.

(b) Carrying articles with both hands, or being otherwise occupied so as to make saluting impractical.

(c) The rendition of the salute is obviously inappropriate, such as in places of public assemblage such as theaters or churches, and in public conveyances.

(d) Engaged in driving an automobile. However, whenever practical, you should return the salutes of others providing the vehicle can be driven safely.

(e) As a member of a formation. As mentioned before, only the person in charge of the formation renders the salute and verbal greeting of the day.

(f) Within the sight of the enemy.

(g) Prisoner Escort. A prisoner chaser does not salute an officer, except when addressed by an officer in the line of duty.

(h) Marines should never salute uncovered, except for the return of uncovered salutes rendered first by Army and Air Force personnel. The exception in this case follows the general rule that, "social customs or military courtesy should always be interpreted so as to prevent awkward situations." When uncovered, naval officers initiate salutes by coming to a position of attention.

d. Salutes to the National Flag. Salutes to the national flag are rendered per U.S. Navy Regulations.

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(1) By Individuals.

(a) Individuals in the Navy, when in uniform and covered will render the appropriate salute (hand, rifle, etc.).

(b) Persons not in uniform will stand at attention, face the flag and place the right hand over the heart.

(c) Gentlemen, if covered, remove their headdress with the right hand and hold it at the left shoulder, so that the right hand is over the heart.

(d) When in full uniform indoors and uncovered, individuals will stand at attention.

(e) During morning colors and evening colors individuals stop and face the flagstaff, or the direction of the music, when "Attention" is sounded. Salutes are rendered by individuals on the first note of the "National Anthem," "To the Color," or "Retreat," and terminated on the last note. Individuals would remain at attention facing the flagstaff/music until "Carry On" is sounded, and then continue about their duties.

(f) When being passed by or passing the national colors (standard) uncased.
Note: Small flags carried by individuals and flags flying from flagstaffs, either stand-alone or affixed to a building, (except during morning and evening colors), are not saluted. For example, handheld flags at a parade or celebration, or when the National Ensign is flown on a monument (i.e., the Iwo Jima Memorial located at Parris Island, SC) a salute is not required.

(g) A folded flag being carried to morning colors, or from evening colors, by a color detail is considered cased and not saluted.

(2) By Persons in Formation.

(a) During morning colors and evening colors the formation commander stops the formation and causes it to face the flagstaff, or in the direction of the music, when "Attention" is sounded.

(b) The formation commander salutes for the formation on the first note of the "National Anthem," "To the Color," or "Retreat," and terminate the salute on the last note.

(c) The formation is kept at attention facing the flagstaff/music until "Carry On" is sounded at which time the formation commander would move the formation to its destination or dismiss the formation.

(d) When being passed by or passing the national colors (standard) uncased, persons in formation are brought to attention and order arms if halted, or attention if marching. The formation commander shall render the salute for his unit, facing the colors if the formation is halted. Persons in formation participating in a ceremony shall, on command, follow the procedure prescribed for the ceremony.

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(3) By Occupants of Vehicles. During morning colors or evening colors or when being passed by or passing an uncased national color, all vehicles in motion will be brought to a halt. Persons riding in such vehicles shall remain seated at attention until colors are over or the color has passed.

d. Reporting Procedures.

(1) Outdoors. When ordered to report to an officer outdoors, the procedures are as follows:

(a) Approach the officer and halt at the position of attention about two paces in front of the officer. Do not interrupt until recognized.

(b) Render a salute.

(c) Report: "Good morning, Sir/Ma'am, (state your rank and name), reporting as ordered." For example: "Good morning, Sir. Lieutenant Lee, reporting as ordered."

(d) Hold the salute until it is returned or acknowledged.

(e) Say what you have to say.

(f) When you receive the command, "Dismissed", you will say, "Aye, Aye, Sir/Ma'am", take one step back with the left foot, render a salute and proper greeting, i.e., "Good morning, Sir/Ma'am", then execute an about face and expeditiously leave.

(2) Indoors. When reporting to an officer indoors, you will use the following procedures:

(a) Center yourself six inches from the front of the officer, or the officer's desk.

(b) If under arms render a salute. Under arms means that you are either armed with a weapon or are wearing a duty belt (cartridge belt).

(c) Report in the same manner as outdoors. When not under arms, you will follow the same procedures, except you will not salute.

5. CEREMONIAL MUSIC.

a. National Anthem. All military personnel in uniform and covered will come to attention when the National Anthem is played, face toward the music and salute until the last note of the music. If the National Anthem is being played at a ceremony involving the colors, or if the United States flag is displayed, face toward the colors rather than the music.

b. Marines' Hymn. When the Marines' Hymn is being played outdoors, stop and come to attention. If played indoors, stand up and come to attention. All Marines should memorize all three stanzas of the hymn and be prepared to sing it out loud at any time.

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c. Rendering Honors to Dignitaries. During an official visit, the visiting dignitary is usually received by rendering “Honors.” These usually consist of a gun salute, “Ruffles and Flourishes” and other martial music. The Marine Officer's Guide outlines exactly what honors are rendered to specific dignitaries.

6. BOARDING/DEBARKING NAVAL VESSEL.

a. The Quarterdeck. This is a ceremonial location on board a ship when it is moored, or at anchor (it is located close to the brow [gangway] or accommodation ladder and is the watch station for the Officer of the Deck). You must cross the quarterdeck to enter or exit a naval ship. If leaving as a group or as a unit, you may be directed to some other entry/access point.

b. Boarding.

(1) When boarding a ship in uniform and the National Ensign is flying, you halt at the gangway, face aft (rear of the ship), and salute the National Ensign.

(2) Then turn to the OOD, salute, and say aloud, “Request permission to come aboard sir/ma’am.” The OOD returns the salute and says, “Come aboard,” or similar expression.

(3) If you are boarding a ship other than one you are stationed aboard, you would also give your reason for wanting to board.

c. Disembarking. When you leave a ship, the order of saluting is reversed. You salute the OOD first and say, “Request permission to go ashore, sir/ma’am.” After receiving permission, you face and salute the National Ensign (if it is flying) and depart. If you are not in the liberty uniform, state your reason for wanting to leave the ship: “I request permission to go on the pier to check the mooring lines, sir/ma’am.”

d. Boarding/Disembarking in Civilian Clothes. When boarding a ship in civilian attire and the National Ensign is flying, you will halt at the gangway at attention and face aft. You then turn to the OOD at attention and follow the same procedure without saluting.

e. Entering/Exiting a Vehicle or Small Boat.

(1) Entering. The junior officer enters the vehicle first and takes up the seat or the space at the rear, leaving the most desirable seat (forward) for the senior officer.

(2) Exiting. The senior officer will exit the vehicle first, followed by the junior officer.

7. **MARINE CORPS’ BIRTHDAY CUSTOMS.** All Marine Corps units shall provide for suitable observance of the Marine Corps birthday on 10 November. Such observances shall be appropriate to the size and mission of the unit concerned in accordance with the local conditions and within financial means of personnel of the host unit. Marine Corps Birthday observances should take the following general form:

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a. Troop formations. This can include parades when practical.

b. General Lejeune's Birthday Message. On 1 November 1921, General John A. Lejeune, 13th Commandant of the Marine Corps, directed a reminder of the honorable service of the Corps be published by every command, to all Marines throughout the globe, on the birthday of the Corps. Since that day, Marines have continued to distinguish themselves on many battlefields and foreign shores, in war and peace. On every birthday of the Corps, since, in compliance with the will of the 13th Commandant, his message is republished and read to the troops.

c. Cake-cutting Ceremony.

(1) The first piece is given to the guest of honor who takes a bite and returns the plate to the cake escort.

(2) The second piece is placed on a plate with two forks and given to the oldest Marine present, who takes a bite and passes the piece to the youngest Marine present, who takes a bite. The youngest Marine then returns the plate to a cake escort who places it back on the serving cart.

8. EAGLE, GLOBE AND ANCHOR.

a. In 1776, the device consisted of a fouled anchor of silver or pewter. In 1834, it was prescribed that a brass eagle be worn on the cover, the eagle to measure 3.5 inches from wingtip to wingtip. An eagle clutching a fouled anchor with thirteen six-pointed stars above was used on uniform buttons starting in 1804. This same insignia is used today on the buttons of Marine dress and service uniforms, with the six-pointed stars changed to five-pointed stars.

b. In 1868, the USMC's commandant, Brigadier General Jacob Zeilin, appointed a board "to decide and report upon the various devices of cap ornaments of the Marine Corps." On November 13, 1868, the board recommended the modern insignia. It was approved by the commandant four days later, and by the Secretary of the Navy on November 19, 1868. The emblem consists of a globe (showing the continents of the Western Hemisphere) intersected by a fouled anchor and surmounted by a spread eagle. On the emblem itself, there is a ribbon, clasped in the eagle's beak, bearing the Latin motto "Semper Fidelis" (Always Faithful). The uniform insignias omit the motto ribbon. The general design of the emblem was probably derived from the Royal Marines' "Globe and Laurel." The globe on the U.S. Marine emblem signifies the Corps' readiness to service in any part of the world. The eagle represents the United States. The anchor, which dates back to the founding of the corps in 1775, acknowledges the naval tradition of the Marines and their continual service within the Department of the Navy.

9. NAVAL TERMINOLOGY. The Marine Corps' amphibious capabilities that allow our ship-to-shore force projection world-wide would not have been possible without our close relationship with the United States Navy. Years of service aboard naval ships and these close ties with the Navy have caused nautical terms to become an integral part of Marine Corps' tradition.

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Even ashore, Marines customarily use nautical terms. Although not all-inclusive, the following list provides examples of such terms:

ADRIFT - loose from towline or moorings; scattered about; not in proper stowage; usage “gear adrift”.

AFT - referring to or toward the stern (rear) of a vessel.

ALL HANDS - all members of a unit or command.

ASHORE - any place outside of a naval vessel or Marine Corps reservation.

AS YOU WERE - resume former activity.

AWEIGH - the moment a ship's anchor leaves the sea bottom, the anchor is said to be aweigh.

AYE, AYE, SIR - required official acknowledgement of an order meaning I have received, understand, and will carry out the order or instruction.

BELAY - to make fast or to secure, as in "belay the line," to cancel or to disregard a statement just made.

BELOW - downstairs, lower deck.

BREAKOUT - take out of stock or storage.

BRIG - a place of confinement, a prison.

BOW - the front portion of a ship.

BRIDGE - the portion of a ship's structure from which it is controlled when underway.

BROW - a portable walkway from the pier or jetty to the ship's quarterdeck.

C.P. - Command Post in the field.

CARRY ON - resume previous activity.

CHIT - a receipt or authorization; a piece of paper.

FANTAIL - the main deck of a ship at the stern.

FIELD DAY - barracks cleanup.

FIELD SCARF - regulation Marine Corps uniform necktie.

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GALLEY - shipboard kitchen; kitchen of a mess hall; mobile field mess.

GANGWAY - An opening in the rail giving access to the ship. It can also be used as a command announcement to stand aside to let someone through.

GATOR - an amphibious ship; one who serves in the amphibious Navy.

GEEDUNK - the place (aboard ship) where candy, ice cream, soda, and smokes can be purchased.

HATCH - an opening between decks; door or doorway.

HEAD – toilet.

LADDER – stairs.

LIBERTY - absence of enlisted from the ship or command for less than 96 hours for purposes of rest and recreation which is not charged as leave.

OVERHEAD – ceiling.

PASSAGEWAY - a hallway.

PETTY OFFICER - a Navy NCO, E-4 through E-6; Navy E-7 through E-9 are further identified as Chief Petty Officers.

POLICE - to straighten or to tidy up.

PORT – left.

QUARTERDECK - the ceremonial location on board ship when the ship is moored or at anchor (it is located close to the brow or accommodation ladder and is the watch station for the Officer of the Deck).

RATE - a sailor's occupational specialty.

SCUTTLEBUTT - gossip or unfounded rumor; also, a drinking fountain.

SEABAG - the bag used to stow personal gear.

SECURE - stop; finish; end; make fast; put away in storage.

SICK BAY - hospital or dispensary.

SKIPPER - Commanding Officer.

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SKYLARK - goof-off; to loiter.

SMOKING LAMP - when smoking lamp is lit, smoking is authorized.

SQUARE AWAY - to straighten, make ship-shape, or to get settled. Inform or admonish someone in an abrupt manner.

STARBOARD – Right.

STERN - the blunt end (rear) of a ship.

SWAB - a mop.

TOPSIDE - upstairs; upper deck.

TURN TO - begin work; get started.

WARDROOM – On board ship, the officer's living room and dining area; also used to signify all the officers serving on the ship.

REFERENCE(S):

1. Flag Manual (MCO 4400.201, Vol 13, Ch. 10-13)
2. Marine Corps Drill and Ceremonies Manual (MCO P5060.20)
3. Marine Corps Manual w/Ch 1-3
4. Marine Corps Uniform Regulations (MCO 1020.34H W/CH1-5)

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TERMINAL LEARNING OBJECTIVE:

(1) Given individual clothing, a ruler, a marking kit, sewing kit, cleaning material and references, maintain military clothing to ensure clothing is clean, serviceable, marked, and fits according to the uniform regulations. (MCS-UNIF-1002)

ENABLING LEARNING OBJECTIVES:

(1) Without the aid of references, identify physical training uniform regulations in accordance with MCO P1020.34H. (MCS-HIST-1002a)

(2) Without the aid of references and given a utility uniform, obey utility uniform regulations in accordance with the evaluation rubric. (MCS-HIST-1002b)

1. LAWS AND REGULATIONS.

a. Laws. Per 10 U.S.C. 771, no person, unless otherwise authorized by law, may wear the uniform or a distinctive part of the uniform of which is similar to a distinctive part of the Marine Corps uniform. According to 18 U.S.C. 702, whoever wears the Marine Corps uniform without authority, in any place within the jurisdiction of the United States will be fined not more than \$250 or imprisoned not more than 6 months, or both.

b. Regulations. The Marine Corps uniform, with appropriate insignia, is designed primarily to show at a glance the branch of service and grade of the individual authorized to wear it. The uniform represents visual evidence of the authority and responsibility vested in the individual by the United States Government. Wearing the uniform should be a matter of personal pride to all Marines. Marines will maintain their uniforms and equipment in a neat and serviceable condition and will, by their appearance, set an example of neatness and strict conformity with these regulations. Marines are not known just for their battlefield prowess, but for their unparalleled standards of professionalism and uncompromising personal conduct and appearance. It is a Marine's duty and personal obligation to maintain a professional and neat appearance. Any activity that detracts from the dignified appearance of Marines is unacceptable. The use of chewing gum, chewing tobacco, cigarettes or the consumption of food while walking in uniform or while in formation are examples of activities that detract from the appearance expected of a United States Marine.

2. CIVILIAN ATTIRE.

a. Privilege, Not A Right. The Commandant of the Marine Corps has extended the privilege of wearing civilian clothing to officers and enlisted Marines with limitations on these regulations. Marines are associated and identified with the Marine Corps in and out of uniform, and when on or off duty. Therefore, when civilian clothing is worn, Marines will ensure that their dress and personal appearance are conservative and commensurate with the high standards

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traditionally associated with the Marine Corps. Revealing clothing (i.e., clothing that exposes midriff, the buttocks, excessive amounts of chest/cleavage) or items designed to be worn as undergarments (and worn exposed) are not authorized for civilian attire, while on or off duty. When wearing trousers with civilian attire, a belt must be worn (unless there are no belt loops). Trousers will be worn at the waist. Undergarments, when worn, will not be visible, except as when the undershirt is exposed in a manner similar to the service “C” uniform. Civilian attire, including undershirts, should be worn as appropriate to the occasion (i.e., bathing suit/bikini appropriate to the beach/pool but not to the Marine Corps Exchange).

b. Off-Duty Status. Marines may wear civilian clothing when in an off-duty status, when directed by competent authority, and as otherwise authorized. Within the confines of a military base or a DoD installation, civilian clothing will be worn subject to local regulations.

c. Unauthorized Items. The wear of clothing articles not specifically designed to be normally worn as headgear (e.g., bandannas, do-rags) is prohibited. No part of a prescribed uniform, except those items not exclusively military in character, will be worn with civilian clothing. For example, you are not authorized to wear a Gore-Tex Jacket with civilian attire, ever. Examples of unauthorized civilian attire include, but not limited to:

- (1) Beach or swimwear
- (2) Gym or sweat gear
- (3) Tank tops
- (4) Ripped or torn clothes
- (5) Clothing with designs of an obscene or suggestive nature
- (6) Shower shoes/flip-flops

3. PHYSICAL TRAINING UNIFORMS.

a. Standard Marine Corps Physical Training (PT) Uniform (“Green on Green”).

- (1) General Purpose Trunks. The standard issue general-purpose trunks are fabricated from a polyester twill fabric, are olive green in color, are of thigh length, have an elastic waist with a draw cord, and have a bound V-notch at the outer leg seams.
- (2) Olive Green Trunks. Olive green trunks of any material, similar in design to the current standard issue general purpose trunks, may be worn at the option of the individual on all occasions for which the PT uniform is authorized/prescribed. For comfort and/or modesty, Marines



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are authorized to wear tights under the general-purpose trunks that are not longer than, and the same color as the general-purpose trunks.

(3) Green Undershirt. Standard undershirts will have quarter length sleeves and have an elliptical (crewneck) collar. The green undershirts will be made either of 100% cotton or if made from synthetic material, require certification (Marine Corps approval identification number) via Marine Corps Systems Command (PM ICE).

b. Cold Weather PT Uniform. The required cold weather PT uniform is of olive-green knit fabric and consists of a pull-over crew-neck sweatshirt and elastic waist sweatpants. The shirt and pants will have "USMC" in 3-inch block lettering and the Marine Corps emblem imprinted on the left breast of the shirt and upper left leg. The crew-neck sweatshirt may be worn under the MCCUU coat when sleeves are not rolled and with the MCCUU trousers when wearing "boots and utes."

c. Marine Corps Running Suit. The running suit is comprised of green jacket and trousers with reflective piping material and inserts, a silver Marine Corps emblem on the left breast of the jacket and upper left thigh of the trousers. There is a scarlet and gold "USMC" on the front of the lower right trouser leg and a scarlet and gold "MARINES" on the upper back portion of the jacket. The uniform is meant to be worn in combination with the existing physical training (PT) uniforms, except the cold weather physical training uniform will not be worn with the Marine Corps running suit. Additionally, the running suit jacket may not be worn with the utility uniform ("boots and utes").



d. Additional Guidance. The standard, Marine Corps running suit or cold weather PT uniform will be prescribed for all command PT activities except on those specific occasions when the commander determines that the wear of shirts with unit distinct markings, or when the modified wear of another uniform or other clothing is more appropriate to the respective unit's physical training objective. Except for the conduct of physical training, PT gear is not authorized for wear during leave and liberty (to include green undershirt and shorts), with the below two exceptions:

(1) The sweatshirt may be worn during leave and liberty as an outer garment or as a layering garment (e.g., under a jacket).

(2) Only the running suit *jacket* may be worn during leave and liberty as an outer garment. When worn on leave and liberty, the jacket must be zipped at least halfway to the top of the zipper.

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4. MARINE CORPS COMBAT UTILITY UNIFORM (MCCUU).

Commanders may prescribe the utility uniform as the uniform of the day, in accordance with the below guidance. The uniform is authorized for parades, reviews or other ceremonies, and informal social functions. The utility coat may be removed only for physical training and work details.



a. Wear of the MCCUU. The MCCUU should be loose fitting and comfortable. Items should be fitted loosely enough to allow for some shrinkage without rendering the garment unusable. No items of desert and woodland MARPAT MCCUU will be mixed. The MCCUU coat will be worn outside the trousers, except that commanders may direct the MCCUU coat be tucked into the MCCUU trousers in a neat manner, when doing so will enable Marines to deploy/employ mission critical equipment (e.g., MP belt, duty belt, pistol belt, etc.). The wear of the MCCUU with sleeves up or down usually coincides with daylight savings time, unless otherwise directed by local commanders.

(1) Sleeves Up. During the summer season the woodland MARPAT coat sleeves will be rolled with the inside out, forming a “snug to the arm” roll about three inches wide, with the bottom of the rolled (folded) sleeve slightly above to no more than half the distance between the top of the shoulder and the top of the elbow.

(2) Sleeves Down. During the winter season, woodland MARPAT utility sleeves will be worn down.

b. Service and Name Tapes. Service and Name tapes will be worn on the woodland and desert MARPAT MCCUU and the maternity camouflage work uniform. The MCCUU name and service tapes will be of MARPAT cloth, 1 inch wide, with embroidered 3/4-inch-high black block lettering, except that tapes for the desert utility uniform will utilize brown lettering on a tan background. The MCCUU name and service tapes will be of the same MARPAT material as the uniform it is sewn on to, with embroidered 3/4-inch-high black (for woodland MARPAT MCCUU) and brown (for desert MARPAT MCCUU) block lettering. If necessary, to accommodate longer names, the lettering may be in condensed print, 1/2 inch high. Nametapes will include the individual's last name only in upper case letters. Service tapes will be inscribed with "U.S. MARINES" in upper case letters, with a space before "MARINES."

(1) Tapes will be long enough to align with the edges of the pocket flaps when the ends of the tape are turned under and stitched down.

(2) On MCCUU coats, the nametape will be worn over the right breast pocket and the service tape will be worn over the left breast pocket, immediately above and parallel with the top of the slanted chest pocket flaps. On the MCCUU trousers, a nametape will be worn above the right rear trouser pocket.

c. Marine Corps Combat Boots. When combat boots are worn, the trousers will be bloused in a neat uniform manner. Temperate weather and hot weather boots may be worn with any version

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of the utility uniform at the individual's option. Organizational issue safety boots and deviations as approved by commanding officers and/or medical officers are also authorized. Authorized boots are as follows:

(1) The standard Marine Corps Combat Boot (MCCB) Hot Weather and Temperate Weather (HW and TW) are the brown rough-side-out leather boots and will be worn as issued/sold through the DoD Supply System/Retail Clothing Outlet and those private vendors who have authority to sell the patented boots. A Marine Corps emblem heat-embossed on the outer ankle identifies MCCBs authorized for wear by Marines.

(2) Marines must maintain one pair of certified temperate weather and one pair of hot weather boots.

(3) Optional hot and temperate weather boots with a Marine Corps approval identification number and Marine Corps emblem on the outside heel of the boot are authorized for wear with the MCCUU and will meet the minimum requirement.

(4) Coyote, Olive Drab, and Black are the only authorized sock colors.

d. Covers.

(1) Garrison Cap. The garrison cap ("8 Point Cover") will be worn in garrison.

(2) Field Cap. The field cap ("Boonie Cover") may be worn during field-type exercises and operations only, and may not be prescribed during parades, reviews, or other ceremonies. When worn, the MCCUU field cap brim will be worn straight or angled slightly down.

(3) Watch Cap. May be prescribed per the commander's guidance.

e. Belts. While at OCS, candidates will wear a web belt regardless of MCMAP proficiency/progress.

(1) Web Belt. The 1 1/4-inch-wide cotton khaki web belt, with buckle, will be worn by all Marines with the utility uniform, until qualified to wear the martial arts utility belt. The tip end of the web belt will pass through the buckle to the wearer's left and will extend from 2 to 4 inches beyond the buckle. The metal belt tip and the buckle will be kept highly polished. The buckle will be worn with the buckle tongue depressed into the buckle.

(2) Marine Corps Martial Arts Program (MCMAP) Belt. The 1 3/4-inch-wide nylon utility belt having black D-type buckle with locking bar will be worn by all martial arts qualified Marines with the utility uniform. The tip end of the utility belt will pass through the buckle, feeding back around the locking bar to the wearer's left, with the belt-end extending 4 to 8 inches beyond, and outside the buckle. The buckle will be kept subdued in flat black finish. The buckle will be worn with the locking bar cinched tightly into the buckle. Martial arts utility belts are not authorized for wear with civilian attire.

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f. Placement of Rank Insignia.

(1) **Enlisted.** Insignia of grade shall be worn on each side of the collar, placed vertically with the single point up and bisecting the angle of the point of the collar. The lower outside edge will be 1/2 inch from either side of the collar.



(2) **Officer.** Officers will wear only the grade insignia prescribed for their grade. Insignia is made of either shiny (anodized or oxidized) metal or subdued (flat black or brown) metal with clutch-type fasteners. Commanders will prescribe subdued or shiny pin-on insignia for officers (as appropriate) with the combat utility uniform and other field clothing in field environments. The insignia will be centered between the top and bottom edge of the collar, with the outer edge of the insignia one inch from the front edge of the collar.



g. **Maintenance.** No matter how well-fitting a uniform is when new, it will not continue to look its best unless well cared for both during wear and when not in use. A uniform should be put on carefully and kept buttoned. Large or heavy objects carried in the pockets will soon destroy the shape of the uniform. When not in use, carefully place uniforms on hangers and keep in a well-ventilated storage space. Well-constructed wooden or plastic hangers shaped to fit the shoulder contour, with locking trouser bar or clips, are recommended. When uniforms are folded in duffel bags or other containers for storage or shipment, fold them carefully to preserve their original shape. Specific instructions can be found inscribed on each set of MCCUUs.

h. **Additional Guidance.** The MCCUU is a working uniform and not appropriate for wear in a civilian environment. Wear of the MCCUU is authorized while commuting to and from work via privately owned vehicles. However, en-route stops while off-base are not authorized except for emergencies, such as medical emergencies, vehicle breakdown, or vehicle accidents. Marines and Sailors may only wear the MCCUU at off base establishments when using drive-thru services such as ATMs, fast food restaurants, or dry cleaners when they do not exit the vehicle.

REFERENCE(S):

1. MCO 1020.34H Marine Corps Uniform Regulations
2. MARADMIN 117/16

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TERMINAL LEARNING OBJECTIVE(S):

(1) With the aid of references, maintain a professional military appearance to set an example of neatness, present the best possible image at all times, and lead the way in military presence. (MCS-UNIF-1003)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, obey grooming regulations in accordance with the evaluation rubric. (MCS-UNIF-1003a)

(2) With the aid of references, identify body composition standards in accordance with MCO 6110.3A. (MCS-UNIF-1003b)

1. **PERSONAL APPEARANCE.** Marines will always present the best possible image and continue to set the example in military presence. The Marine Corps uniform regulations for standards of personal appearance and grooming are as specific as practicable in order to establish the parameters with which Marines must comply.

a. **Definitions.** Marine Corps uniform standards of grooming do not allow eccentric or faddish styles of hair, facial hair, make-up/nail polish, jewelry, or eyeglasses. Eccentric and faddish individual appearances detract from uniformity and team identity. Because it is impossible to provide examples of every acceptable or unacceptable style of “conservative” or “eccentric/faddish” grooming and attire, the good judgment of Marines at all levels is key to enforcement of Marine Corps standards in this matter, as in other issues. The following definitions are provided to aid in the interpretation of these regulations:

(1) Eccentric: Departing from the established or traditional norm.

(2) Fad(dish): A transitory fashion adopted with wide enthusiasm.

(3) Conservative: Traditional in style.

(4) Inconspicuous: Not readily noticed or seen.

(5) Unsightly: Unpleasant or offensive to look at.

(6) Bulk of Hair: The depth of the hair once the hairstyle is complete. Using the scalp as a starting point, measure the tallest portion of the hair.

b. **Tattoos.** Tattoos located anywhere on the body that are prejudicial to good order and discipline or are of a nature to bring discredit upon the naval service, are prohibited. Examples

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include, but are not limited to, tattoos that are drug-related, gang-related, extremist, obscene or indecent, sexist, or racist.

(1) Marines may have tattoos on any area of the body, excluding the head, neck, and hands in accordance with MCBUL 1020. Marines are advised there are future career implications regarding the application of tattoos. A tattoo that is not specifically prohibited may still prevent future duty assign.

(2) Head or Neck Tattoos.

(a) Tattoos on the head or neck, including in or around the mouth area, are prohibited.

(b) The head is defined as the portion of the body above the first cervical vertebrae (C1).

(c) The neck is defined as the portion of the body above the collar bone in the front area, and above the seventh cervical vertebrae (C7) in the back area.

(3) Chest or Back Tattoos.

(a) Tattoos on the chest or back must be below the collarbone and seventh cervical vertebrae (C7). Tattoos on the chest or back must be covered by wearing a properly fitting crew-neck undershirt with no portion of the tattoo showing.

(b) The crew-neck undershirt is required to be worn if a tattoo is visible in the “V” area created by the open collar of the short sleeve khaki shirt or utility coat (below the collarbone).

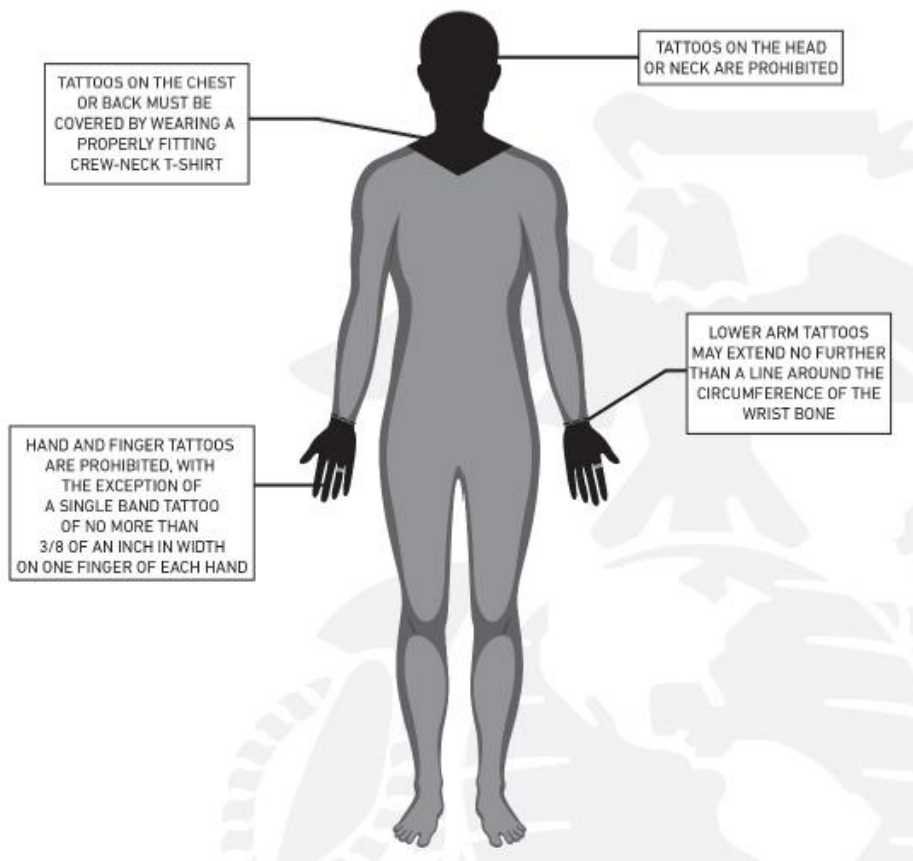
(4) Lower Arm Tattoos. Lower arm tattoos may extend down no further than a line around the circumference of the wrist measured at the wrist bone. (The prominent head of the ulna as it meets the wrist below the little finger.).

(5) Hand, Finger, and Wrist Tattoos. Tattoos on the hands, fingers are prohibited, except for a single band tattoo of no more than 3/8 inch in width on one finger. The hand includes the area from the wrist bone to the end of the fingertip.

(6) Ultra-Violet (UV) Tattoos. Any tattoo only visible or apparent with the use of ultra-violet light must still adhere to the guidance in MCBUL 1020.

(7) Brands. Brands and other body parts are subject to the same requirements, limitations, and prohibitions applicable to tattoos.

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c. Jewelry, Eyeglasses and Contact Lenses.

(1) Jewelry. Jewelry is authorized for wear with all uniforms as detailed below. Commanders may require the removal of all jewelry for safety/tactical reasons.

(a) Rings. Inconspicuous rings are authorized for wear in uniform. When worn, only one ring is authorized per hand, except for wedding and engagement rings (when worn on the same finger they will count as one ring) and will be worn on the base of the finger close to the palm. Rings will not be worn on the thumbs.

(b) Watches. Inconspicuous watches are authorized for wear in uniform.

(c) Necklaces. Necklaces if worn will not be visible in uniform (including the chain around the neck).

(d) Earrings. The below policy applies when in civilian attire, as well as in uniform.

1. Male Marines. Male Marines are not authorized to wear earrings.

2. Female Marines. Authorized in accordance with MCO 1020.34H.

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(e) Dental Ornamentation. The use of gold, platinum caps (permanent or removable) for purposes of ornamentation is prohibited. Teeth, whether natural, capped or veneered, will not be ornamented with designs, jewels, initials, etc. Unnatural shaping of teeth for non-medical reasons is prohibited.

(f) POW/MIA/KIA Honor Bracelets. Prisoner of War/Missing in Action and Honor Bracelets (also known as Killed in Action Bracelets) are authorized for visible wear in uniform. The bracelets will be silver or black in color, 1/2 inch wide and engraved with: at least the rank/rate, name, date captured/killed/missing, and may also include operation/location the individual was captured/killed/went missing. Multiple names on one bracelet are authorized, but only one bracelet will be worn at a time. No other bracelets are authorized for wear in uniform.

(2) Glasses and Contact Lenses.

(a) When worn, eyeglasses will be conservative in appearance. Eccentric or conspicuous eyepieces are prohibited. Chains, bands, or ribbons will not be attached to eyeglasses; however, eyeglass restraints are authorized for safety purposes, but must be of conservative style/design.

(b) Sunglasses, when worn, will be conservative in appearance. Manufacturer logos should be small and inconspicuous. Sunglasses may be worn on leave, liberty, and in garrison but not in formation unless prescribed by the commander or certified medical authority. When authorized for wear in formations, sunglass lenses will be of standard green, black, or brown shade or may be the type commonly referred to as “photosensitive.” Sunglasses that do not have “photosensitive” lenses will not be worn indoors.

(c) When worn in uniform, contact lenses must imitate a natural eye color/pupil shape. Designs are not permitted (e.g., cat eyes).

d. Religious Apparel. Subject to temporary revocation due to health, safety, or mission requirements, Marines may wear religious apparel items as follows:

(1) Articles of religious apparel which are not visible or apparent when worn with the uniform.

(2) Visible articles of religious apparel with the uniform while attending or conducting divine services or while in a chapel or other house of worship.

e. Additional Guidance.

(1) Articles that are not authorized for wear as a part of a regulation uniform will not be worn *exposed* with the uniform unless otherwise authorized by the Commandant or higher authority. Examples of such articles include but are not limited to the following:

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(a) Cell phones (and other electronic equipment, organizationally issued or personally owned).

(b) Pencils/pens.

(c) Watch chains/fobs.

(d) Personally owned hydration systems.

(e) Jewelry (except as authorized in MCO 1020.34H.

(f) Handkerchiefs.

(g) Combs/hair ribbons/ornaments/visible barrettes (except in PT situations).

(h) Pipes/tobacco pouches/canisters.

(i) Key chains/lanyards/security badges (except as required by the command in the work environment).

(j) Flowers (corsages/boutonnieres, etc.) or other similar items.

(2) Black, olive drab, brown, tan or a combination there of, or MARPAT commercial or organizational backpacks, of a conservative nature with minimal logo representation (manufacture tags/logos in subdued colors no larger than 5 inches long by 2 inches wide), are authorized for wear *over both shoulders* with the MCCUU. Gym/duffel bags, computer bags will be hand carried. Purses/handbags will not be carried (over the shoulder, in the hand or over the arm) in the utility uniform.

(3) The use of chewing gum, chewing tobacco, cigarettes or the consumption of food or beverage while walking in uniform or while in formation, are examples of activities that detract from an appropriate military presence.

(4) While in a garrison environment, you may not put your hands in your pockets other than to retrieve something from said pockets.

(5) Use of a cellular phone while walking in uniform is prohibited.

(6) The use of electronic equipment (i.e., portable audio devices) is not authorized while walking/running in uniform except as authorized per command/facility regulations.

(7) However, good judgment will govern the application of these policies in the field/training environment.

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2. **GROOMING STANDARDS.** No faddish or eccentric wearing of head, facial, or body hair will be permitted. Members of the Marine Corps Reserve will comply with these regulations during periods of active or reserve duty.

a. Male Grooming Regulations. The requirement for hair regulations is to provide direction for maintaining a neat and professional military image. Men's hairstyles require non-eccentric and non-faddish styles, maintaining a conservative, professional appearance, and will abide by the following:

(1) Hair.

(a) Hair Length.

1. Hair will be neat and closely trimmed.

2. The hair may be clipped at the edges of the side and back and will be evenly graduated all the way around the head from zero length (skin) at the hairline to at least the top orifice of the ear circling around the back of the head, where it may then extend to the maximum hair length.

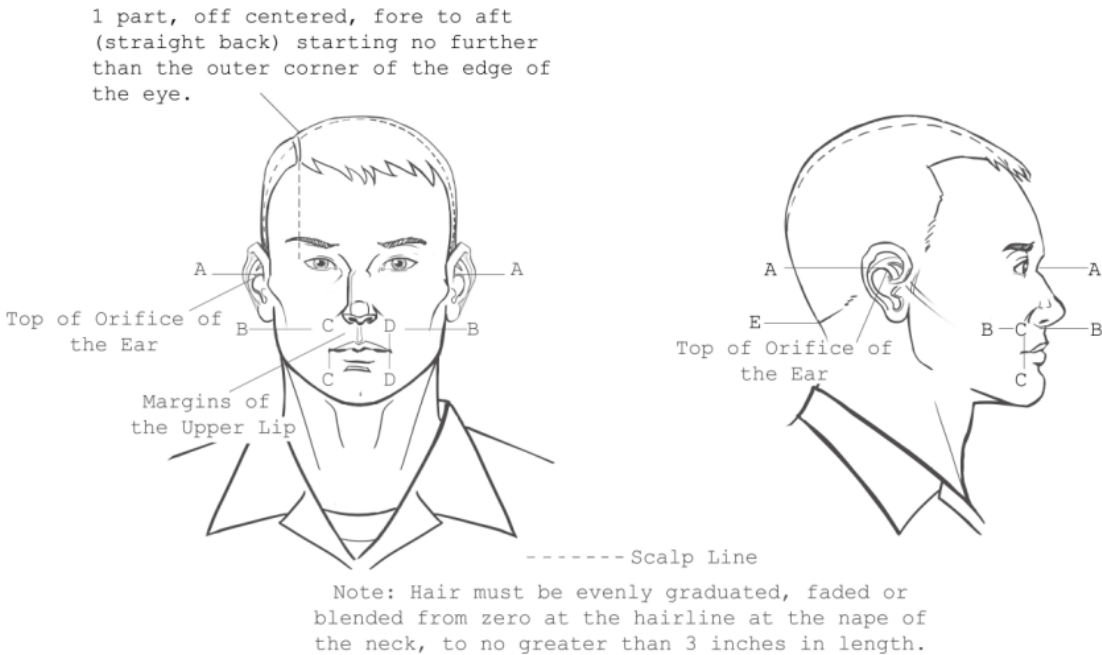
3. Hair will not be over 3 inches in length fully extended (an extended hair, not the style, determines proper length) on the upper portion of the head. The bulk of the hair shall not exceed 2 inches. Bulk is defined as the distance that the mass of hair protrudes from the scalp when styled.

4. The back and sides of the head below the hairline may be shaved to remove body hair.

5. Sideburns will not extend below the top of the orifice of the ear, as indicated by the line A-A in the following figure. Sideburns will not be styled to taper, flare, or come to a point. The length of an individual hair of the sideburn will not exceed 1/8 inch when fully extended.

6. No male Marine will be required to have his entire hair length clipped to the scalp except while he is undergoing recruit training or when such action is prescribed by a medical officer. This does not prohibit a male Marine from having his hair clipped (or shaved) to the scalp if he so desires.

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(b) Hairstyle.

1. Head hair will be styled so as not to interfere with the proper wear of uniform headgear. Hair, which protrudes from beneath properly worn headgear in an unsightly manner, is considered excessive, regardless of length.

2. Male hair styles will conform to the natural shape of the head without eccentric directional flow, twists, or spiking.

3. One (cut, clipped, or shaved) 1/8 inch wide or smaller, natural, narrow, fore and aft off centered part (placed no further than the outer corner of the eye and will not extend down the back of the head) is authorized.

4. Braiding of the hair is not authorized for male Marines. Male Marines are prohibited from wearing locks and twists in uniform.

5. When used, hair gel/mousse should provide a conservative, natural appearance.

(c) Hair Color. If applied, dyes, tints, bleaches, and frostings, which result in natural colors, are authorized. The hair color must complement the person's complexion tone. Color changes that detract from a professional image are prohibited.

(d) Facial/Chest Hair.

1. The face will be clean-shaven, except that a mustache may be worn. When worn, the mustache will be neatly trimmed and must be contained within the lines of B-B', C-C', D-D'

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and the margin area of the upper lip, as shown in the previous figure. The individual length of a mustache hair fully extended must not exceed 1/2 inch.

2. Except for a mustache, eyebrows, and eyelashes, hair may be grown on the face only when a medical officer has determined that shaving is temporarily harmful to the individual's health.

3. No male Marine will be required to have his chest hair clipped. Chest hair should not protrude in an unsightly manner above the collar of the visible undershirt when worn, or long sleeve khaki shirt.

4. Excessive plucking or removal of eyebrows is not authorized, except for medical reasons.

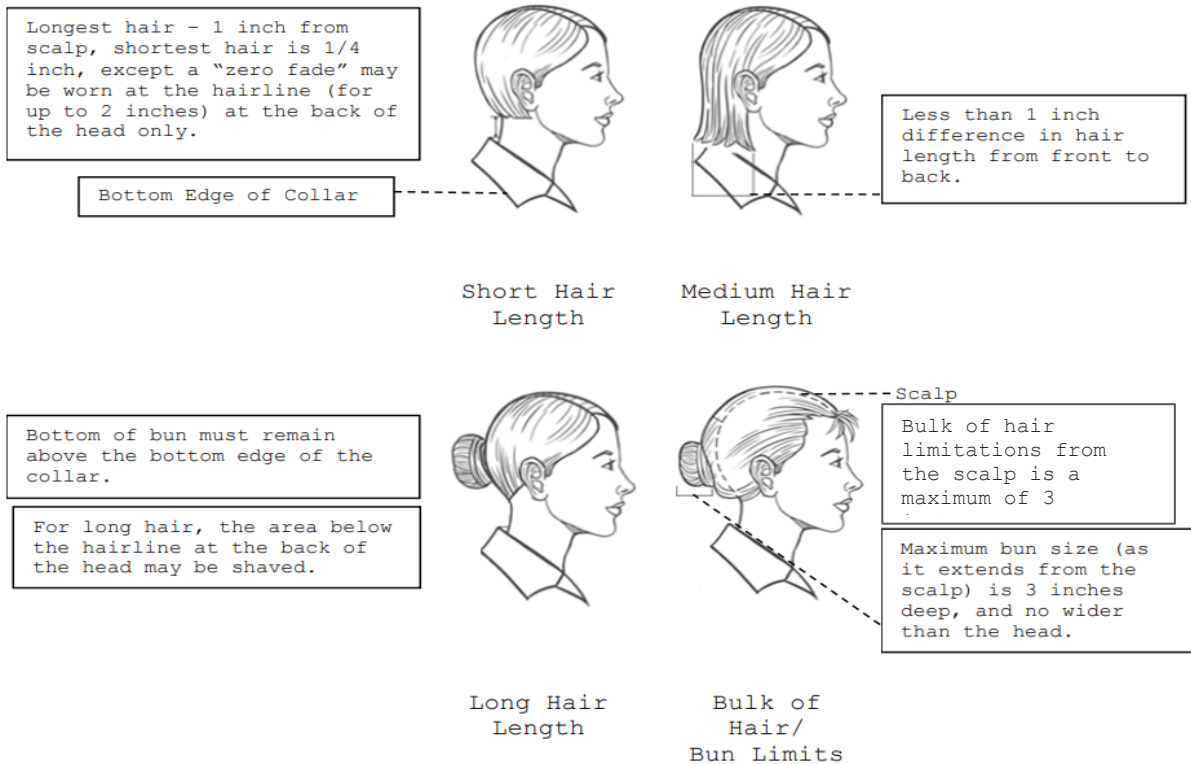
(2) Fingernails. Fingernails will be kept clean and neatly trimmed so as not to interfere with performance of duty, detract from military image or present a safety hazard. Fingernails shall not extend past the fingertips. Nail polish for male Marines is not allowed.

(3) Make-up. Male Marines will not wear conspicuous make-up (if the make-up can be seen or is noticed, it is conspicuous).

b. Female Grooming Regulations. Women will be well groomed at all times and will abide by the following:

(1) Hair Regulations. The requirement for hair regulations is to provide direction for maintaining a neat and professional military image. Women's hairstyles require non-eccentric and non-faddish styles, maintaining a conservative, professional appearance. For the purpose of these regulations, women's hairstyles will be organized into three basic categories: short length, medium length and long hair.

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(a) **Short Hair Length.** Short hair is defined as hair length that extends no more than 1 inch from the scalp (excluding bangs). Overall hair bulk may be cut no shorter than 1/4 inch from the scalp; except that it may be evenly graduated from zero at the hairline at the nape of the neck to the maximum length of 1 inch within two inches of the hairline/neckline (creating a fade). Bangs, if worn, may not fall into the line of sight, may not interfere with the wear of all headgear, and when worn with headgear must lie neatly against the head. The width of the bangs may not extend beyond the hairline at the temples.

(b) **Medium Hair Length.** Medium length hair is defined as hair that does not extend beyond 2 inches below the base of the collar's lower edge; however, hair length must not obscure the collar rank insignia. One unsecured half ponytail or up to two unsecured half braids (unsecured in this context is defined as hair on the crest / crown of the head is pulled back into a ponytail or braid(s) and the rest of the hair is left to fall naturally) that provides a neat and professional military appearance are authorized for medium hair length with the MCCUUs, flight suit, or physical training (PT) uniforms only. Half ponytails / braids must be secured over the crest of the head but no lower than the crown of the head with a ponytail holder that is consistent with the hair color and cannot extend beyond 2 inches below the base of the collar's lower edge or interfere with the proper wear of any headgear.

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(c) Long Hair. Long hair is defined as hair that extends beyond the collar's lower edge. When styled, long hair will be secured up so that it does not extend beyond the collar's lower edge, except in the physical training uniform. Long hair will be neatly and inconspicuously fastened or pinned, except that bangs may be worn. The regulations for the wear of bangs detailed in the short hair length section are relevant. No portion of the bulk of the hair, as measured from the scalp, will exceed 3 inches.

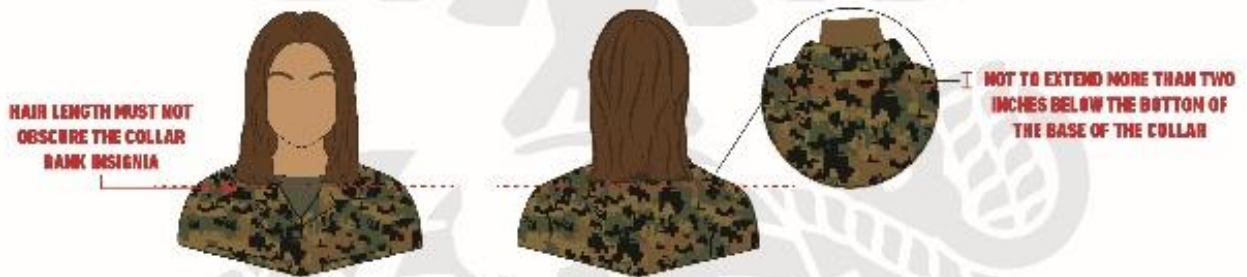
MARINE CORPS UNIFORM BOARD NO.220

CMC DECISION ON ADDITIONS TO APPROVED FEMALE HAIR STYLES

HAIR TWISTS FOR SHORT HAIR



MAXIMUM LENGTH FOR MEDIUM-LENGTH HAIR



HALF-PONYTAILS OR UP TO TWO HALF-BRAIDS FOR MEDIUM LENGTH HAIR



LONG HAIR

WHEN STYLED, LONG HAIR WILL BE SECURED UP, NOT TO EXTEND MORE THAN TWO INCHES BELOW THE BOTTOM OF THE BASE OF THE COLLAR

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(2) Hairstyles.

(a) Faddish and exaggerated styles to include shaved portions (other than the fade authorized in the short hair definition detailed above; and Marines are authorized to shave hair that extends below the hairline that cannot be pulled up into a bun), designs cut in the hair, unsecured ponytails (except during physical training or otherwise described), asymmetrical (unbalanced or lopsided) haircut/hairstyles, and locks, twists and multiple braids that exceed the size and style guidelines established in paragraph 1004.7b(1)(b)1 of MCO 1020.34H, are prohibited.

(b) Hair will be styled so as not to interfere with the proper wear of all uniform headgear. All headgear will fit snugly and comfortably around the largest part of the head without distortion or excessive gaps. When headgear is worn, hair should not protrude at distinct angles from under the edges. Hairstyles which do not allow the headgear to be worn in this manner are prohibited.

(c) Examples of hairstyles considered to be faddish or exaggerated and thus not authorized for wear in uniform are (this list is not all-inclusive): hair sculpting (eccentric directional flow, texture or spiking), buns or braids with loose hair extending at the end (except as authorized in the Uniform Regulations order), and hair styles with severe angles.

(d) To promote a neat and professional appearance, the use of hair products such as mousse, hair gel, and hairspray is authorized, as long as they provide a clear, dry finish.

Note: Further specifics regarding female hairstyles can be found in MCO 1020.34H.

(3) Cosmetics. Cosmetics, if worn, will be applied conservatively and will complement the individual's complexion tone. Exaggerated or faddish cosmetic styles are inappropriate with the uniform and will not be worn.

(4) Fingernails. Nail length will be no longer than 1/4 inch from the tip of the finger. Clear fingernail polish and nude fingernail polish that resembles the wearer's skin tone and covers the whole nail, as well as manicures that mimic the natural nail (e.g., French and ombre manicures) are authorized for wear in all uniforms. Press-on and acrylic nails are authorized for wear as long as they are maintained within the length and style regulations.

1. Fingernail Polish in Service and Dress Uniforms. When worn, fingernail polish may also be in shades of red (within the red spectrum, to include pinks and burgundies) and must complement the skin tone. Fingernails with multiple colors and decorative ornamentation are prohibited.

(5) Lipstick. Lipstick, lip gloss and lip balm must be in shades of red (within the red spectrum, to include pinks and burgundies) or clear and must complement the skin tone. When worn, lip liner must be in the same shade as the lipstick, gloss or balm.

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(6) Other Make-Up. Mascara, when worn, must be in tones of black or brown. Cosmetics with a sparkle/glitter or similar finish are not authorized for wear (to include in the hair). False eyelashes should be natural in appearance.

3. MARINE CORPS BODY COMPOSITION AND MILITARY APPEARANCE PROGRAM (MCBCMAP).

a. Body Composition Program Objectives. It is not uncommon for Marines to experience weight gain and increased body fat as a result of decreased physical activity and improper nutrition. Marines may also experience weight gain as metabolic rates change with age when no corresponding reduction in caloric intake is made. Excess body fat is directly associated with high blood pressure, high cholesterol, diabetes, cancer, cardiovascular disease, and other health risks. Furthermore, increased weight gain and body fat affects fitness levels through reduced stamina, speed, and endurance. Marines who exceed weight and body fat standards are a detriment to and detract from the combat readiness of their unit. Furthermore, it can generally be assumed that a Marine who meets established height, weight, body composition, grooming, and uniform standards will present a suitable military appearance.

b. Military Appearance Program Objectives. There are some Marines that may meet all established standards yet still fail to present a suitable military appearance. The presentation of an unsuitable military appearance is inconsistent with the Marine Corps leadership principle of setting the example. Simply put, Marines who do not present a suitable military appearance fail to possess the qualities necessary to effectively lead Marines. This is especially true for Marines in a leadership or supervisory role who are required to ensure their subordinates comply with established policies and standards.

c. An Effective MCBCMAP. The effective implementation of a MCBCMAP achieves the following:

(1) Provide Marines information and assistance in order to modify the attitudes and behavior consistent with a healthy lifestyle.

(2) Contribute to the health and well-being of every Marine through continuous monitoring of weight, body composition, and military appearance.

(3) Motivate Marines to set the example by maintaining established weight and body composition standards.

(4) Ensure compliance through supervised oversight, remedial conditioning, and professional assistance.

(5) Provide guidance and procedures for both overweight and underweight Marines.

d. Responsibilities. The following personnel have a responsibility for the implementation, execution, and adherence to the MCBCMAP:

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(1) Commanders/OICs. Commanders/OICs will enforce compliance with the MCBCMAP through development and uniform application of periodic assessments, assignment, and supervisory procedures. They will ensure Marines receive a medical evaluation from an authorized medical provider prior to being assigned to Body Composition Program (BCP) or Military Appearance Program (MAP).

(2) Executive Officers/Senior Enlisted Advisors. Executive officers will evaluate officers for compliance with the MAP. Senior enlisted advisors will evaluate enlisted Marines for compliance with the MAP. Executive officers/senior enlisted advisors will supervise the implementation of a weight reduction or weight redistribution plan developed by BUMED or certified Semper Fit professional for Marines assigned to the MAP, as required.

(3) Force Fitness Instructor (FFI)/Command Physical Training Representative (CPTR). The FFI or CPTR is responsible to the commander for development, implementation, management, and supervision of the organizational MAP, BCP and remedial conditioning programs.

(4) Individual Marines. Every Marine will conform to established Marine Corps weight and body composition standards and present a suitable military appearance, regardless of age, grade, gender, or duty assignment. Marines who exceed established Marine Corps weight and body composition standards will take necessary action to return to standards within the prescribed timeline. Failure to do so may result in formal assignment to the BCP/MAP and administrative actions that include limitations on promotion, retention, assignment, or administrative separation.

(5) Medical Providers. Authorized medical providers (Independent Duty Corpsman, Nurse Practitioner, Physician, or Physician Assistant) will evaluate Marines who have failed an official weigh-in and are being screened for BCP or MAP.

e. Requirements. The MCBCMAP establishes, evaluates, and enforces compliance with optimal weight, body composition, and military appearance standards that are essential to the preservation of good order and discipline and necessary for the maintenance of combat readiness Marine Corps-wide. All Marines will be periodically evaluated for weight and military appearance. The only authorized uniform for the weigh-in and BCE (if necessary) is the Marine Corps approved green-on-green T-shirt, shorts, and socks. No other uniform or clothing garment is permitted. Shoes will be removed prior to evaluation. Marines are considered to exceed standard when their body weight and body fat percentage exceeds the maximum allowable limits for their height, as contained in the following figures.

Marine Corps Body Composition Standards		
Age Group	Male	Female
17-20	18% BF	26% BF
21-25	18% BF	26% BF
26-30	19% BF	27% BF
31-35	19% BF	27% BF
36-40	20% BF	28% BF
41-45	20% BF	28% BF
46-50	21% BF	29% BF
51+	21% BF	29% BF

LDR 1005: PROFESSIONAL MILITARY APPEARANCE

MALE

Height	Maximum Standard	Minimum Standard
(Inches)	(Pounds)	(Pounds)
52"	106	73
53"	110	76
54"	114	79
55"	118	82
56"	122	85
57"	127	88
58"	131	91
59"	136	94
60"	141	97
61"	145	100
62"	150	104
63"	155	107
64"	160	110
65"	165	114
66"	170	117
67"	175	121
68"	180	125
69"	186	128
70"	191	132
71"	197	136
72"	202	140
73"	208	144
74"	214	148
75"	220	152
76"	225	156
77"	231	160
78"	237	164
79"	244	168
80"	250	173
81"	256	177
82"	263	182
83"	269	186
84"	276	191
85"	283	195
86"	289	200

FEMALE

Height	Maximum Standard	Minimum Standard
(Inches)	(Pounds)	(Pounds)
52"	100	73
53"	104	76
54"	108	79
55"	112	82
56"	115	85
57"	120	88
58"	124	91
59"	129	94
60"	133	97
61"	137	100
62"	142	104
63"	146	107
64"	151	110
65"	156	114
66"	161	117
67"	166	121
68"	171	125
69"	176	128
70"	181	132
71"	186	136
72"	191	140
73"	197	144
74"	202	148
75"	208	152
76"	213	156
77"	219	160
78"	225	164
79"	230	168
80"	236	173
81"	242	177
82"	248	182
83"	255	186
84"	261	191
85"	267	195
86"	274	200

(1) Frequency of Weigh-Ins. Although commanders/OICs are authorized to conduct unit/individual weigh-ins, BCP, or MAP assessments as often as deemed necessary, at a minimum, they will ensure the following timelines are followed:

LDR 1005: PROFESSIONAL MILITARY APPEARANCE

(a) Active Component. The weigh-in is a calendar year semi-annual requirement for all active-duty Marines, regardless of age, grade, gender, or duty assignment.

(b) Reserve Component. The weigh-in is a calendar year annual requirement for all SMCR/IMA Marines, regardless of age, grade, gender, or duty assignment.

(c) Activated Reservists. Activated Reserve Marines, to include AR, mobilized or those performing active-duty operational support (ADOS) will comply with the active component semi-annual weigh-in requirement.

(2) Permanent Change of Station/Assignment (PCS/PCA) Orders. A Marine can be transferred, receive PCS/PCA orders during an initial assignment, or be extended under an initial BCP assignment. Marines will not be transferred or execute PCS/PCA orders while on a second assignment to the BCP.

(3) End of Active Service (EAS)/Retirement. Imminent EAS/retirement does not preclude a Marine, who exceeds weight and body composition standards or presents an unsuitable military appearance from being evaluated and assigned to the MAP, BCP, and remedial conditioning.

f. Procedures.

(1) BCP.

(a) Height Measurement. The Marine will stand with their back against the wall, heels flat on the deck, shoulders back, with arms to the side in a relaxed manner, and head straight forward. Height will be rounded up/down to the nearest inch if more/less than the nearest 1/2 inch. If Marine exceeds weight on height/weight tables, height will be re-measured and recorded to the nearest 1/2-inch for use in body fat percentage estimation.

(b) Weight Measurement. Weight will be measured on a calibrated digital or balance beam scale in the required PT uniform, without running shoes. A one-pound reduction will be granted for the PT uniform; however, no other weight reductions are authorized. Measurement will be recorded to the nearest pound. If the weight fraction is 1/2-pound or less, round down to the nearest pound. If more than 1/2-pound, round up.

(c) Circumference Measurement. Body composition will be estimated using the circumference-based method. Circumference measurements will be taken three times by two separate evaluators in order to ensure accuracy. Each set of measurements will be completed sequentially to discourage assumption of repeated measurements of a specific region. The lowest body fat percentage estimation (vice circumference measurement) that results from the six sets of circumference measurements by the two BCP evaluators will be utilized for MAP or BCP assessment purposes. If a Marine is not within height and weight standards, then the CPTR or FFI will conduct a BCE initially using the taping technique. If a Marine is not within standards using this method, then the CPTR or FFI must conduct a BCE using an approved bioelectrical impedance analysis (BIA) machine within 7 working days. The BCP assignment process may be initiated while Marines await the conduct of a BIA scan.

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1. Male Marines. Measurements for male Marines will be taken along the neck and abdominal circumference, at the navel. The circumference value is calculated by subtracting the neck from the abdominal measurement.

2. Female Marines. Measurements for female Marines will be taken along the neck similar to males, at the waist at the thinnest portion of the abdomen, and at the hips. Measurements for female Marines will be performed by female evaluators, only. The circumference value is calculated by adding the waist and hip measurements and subtracting the neck measurement.

(2) MAP. Commanders will conduct military appearance assessments based upon personal appearance indicators and improper distribution/excessive accumulation of body fat. They are based on subjective and objective indicators.

(a) Subjective Indicators.

1. Uniform inspections (Service 'C' uniform).

2. Personnel inspections that focus on hygiene and grooming standards.

(b) Objective Indicators.

1. Established DoD height/weight standards.

2. Established Marine Corps body fat percentages, by age group.

3. Established DoD body composition standards. Specific target areas are neck and abdomen for male Marines, neck, waistline, and hips for female Marines.

g. Medical Considerations.

(1) Pregnancy. Marines who are pregnant, as verified by a BCBEMP/obstetrician (OB) health care provider, will not be evaluated for MAP or BCP assignment and are exempt from participating in MAP or BCP until at least 12 months after the birth event. Following this 12-month period after the birth event, a Marine birthparent is expected to meet body composition standards at the next regularly scheduled unit BCE. If already formally assigned, Marines will be placed in an inactive status during pregnancy and are exempt from participating in MAP or BCP until at least 12 months after the date of delivery and for 12 months after the date of the birth event. Active MAP or BCP status will resume after a return to full duty.

(2) Light/Limited Duty. Marines who are assigned light or limited duty or pending medical evaluation board (MEB)/physical evaluation board (PEB) screening are required to comply with established body composition and military appearance standards and may be evaluated for assignment to the BCP or MAP.

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(3) Neuro-Musculoskeletal (NMS) Injuries. NMS injuries may reduce or inhibit an individual's normal activity and without a resultant decrease in caloric intake, weight gain will occur. While the location of the injury will be the determining factor in how activity is limited, NMS injuries are normally of such short duration that they do not serve as a basis for exemption from assignment to the BCP or MAP.

(4) Medical Evaluation.

(a) Marines not in compliance with established weight and body composition standards and Marines not meeting military appearance standards require a medical evaluation prior to BCP or MAP formal assignment. An authorized medical provider (Independent Duty Corpsman, Nurse Practitioner, Physician, or Physician Assistant) will evaluate the Marine and make the following recommendations/determinations:

1. Medical clearance to participate in the BCP/MAP/remedial conditioning.
2. Physical limitations or restrictions.
3. Recommended weight and body composition fat reduction goals.
4. Recommended nutritional and dietary measures.
5. Referral to BCBEMP for evaluation of possible underlying cause for weight gain.

(b) Marines who suspect that their weight gain is due to an underlying medical condition will be evaluated by an authorized medical provider. If the authorized medical provider determines that the weight gain is the result of a medical condition, or medical therapy which has been newly diagnosed, worsened in severity, or increased in dosage in that six-month period which is known to result in weight gain, the provider may recommend a temporary medical exemption. The inability to exercise is not a valid reason for a temporary medical exemption from weight and body fat standards.

(c) All recommendations for temporary medical exemptions require the endorsement of a Board Certified or Board Eligible Military Physician (BCBEMP). If the provider recommending the temporary medical exemption is not a BCBEMP, then the Marine must be referred to a BCBEMP for further evaluation.

(5) Newly Diagnosed or Worsening Medical Condition or Therapy. When exceeding established body composition standards is due to a medical condition or medical therapy which has been newly diagnosed, worsened in severity, or increased in dosage in that six-month period which is known to result in weight gain, the BCBEMP will make an appropriate annotation in the Marine's Health Record and make the following recommendation(s)/take the following actions:

(a) Treat/alleviate the medical condition, return Marine to full duty, and recommend for assignment to the BCP or MAP.

LDR 1005: PROFESSIONAL MILITARY APPEARANCE

(b) Forward to a PEB for determination of fitness to continue military service.

h. Waivers.

(1) Marines who score 285 and higher on both the PFT and CFT are exempt from maximum weight and body fat limits. Height, weight, and body fat will still be recorded and reported.

(2) Marines who score 250 and higher on both tests are granted an additional 1 percent body fat limit.

(3) Commanders/OICs may submit a BCP assignment waiver for the “rare” Marine who exceeds established weight and body composition standards yet still presents a suitable military appearance. Marines being considered for a BCP waiver should display exceptional military appearance, possess a superior level of fitness, and perform beyond all reasonable expectations, despite exceeding established height/weight and body composition standards.

REFERENCE(S):

1. Individual Clothing Regulations (MCO 4400.201 Vol. 13)
2. Marine Corps Uniform Regulations (MCO 1020.34H)
3. Marine Corps Body Composition and Military Appearance Program (MCO 6110.3A CH-1)
4. MARADMIN 615/22
5. MARADMIN 134/22
6. MCBUL 1020

LDR 1006: AUTHORIZED ABSENCE

TERMINAL LEARNING OBJECTIVE(S):

(1) Without the aid of references in accordance with MCO 1050.3_ Regulations for Leave, Liberty and Administrative Absence, describe authorized absence, without omitting key components.

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, obey the Marine Corps' policy on liberty without error. (MCS-LDR-1001a)

(2) Without the aid of references, identify the Marine Corps' policy on leave without error. (MCS-LDR-1001b)

(3) Without the aid of references, identify the Marine Corps' policy on administrative absence without error. (MCS-LDR-1001c)

1. **LIBERTY**. Liberty is defined as any authorized absence granted for short periods to provide respite from the working environment or for other specific reasons, at the end of which the Marine is actually on board or in the location from which the Marine regularly commutes to work. This includes regular and special liberty periods.

a. **Regular Liberty**. Regular liberty should normally be granted from the end of normal working hours on one day to the commencement of working hours on the next working day. On weekends, regular liberty should normally be authorized to commence at the end of working hours on Friday afternoon until the commencement of normal working hours on the following Monday morning. For Marines on shift work, equivalent schedules should be arranged, though the days of the week may vary. Regular liberty periods shall not exceed 3 days. Public holiday weekends and public holiday days or periods specifically authorized by the President of the United States are regular liberty periods.

b. **Special Liberty**.

(1) Special liberty shall not be combined with regular liberty or holiday periods when the combined periods of continuous absence will exceed four days.

(2) Special liberty periods may be granted on special occasions or in special circumstances, such as, but not limited to:

(a) Compensation for significant periods of unusually extensive working hours.

(b) Special recognition for exceptional performance, such as Marine of the Quarter, etc.

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(c) Compensation for long or arduous deployment from home stations or homeport, afloat or in the field.

(d) Compensation to Marines on ships in overhaul away from homeport.

(e) Compensation for duty at a unit or activity for which normal liberty is inadequate due to isolated locations.

(f) A traffic safety consideration for long weekends or avoidance of peak traffic periods.

(g) House hunting trips for Marines returning from overseas tours who are not otherwise eligible for permissive TAD.

(3) Three-day special liberty is a liberty period designed to give a service member 3 full days absence from work or duty, usually beginning at the end of normal working hours on a given day and expiring with the start of normal working hours on the fourth day (e.g., from Monday evening until Friday morning or from Friday evening until Tuesday morning). These are commonly referred to as a “72.”

(4) Four-day special liberty is a liberty period designed to give a service member 4 full days absence from work or duty, usually expiring with the start of normal working hours on the fifth day, and including at least two consecutive non-workdays (i.e., from Wednesday evening until Monday morning). These are commonly referred to as a “96.”

(5) Extensions of Liberty. When a Marine requests an extension of an authorized period of special liberty and the said time (special liberty and extension) shall exceed 4 days, that portion that exceeds the special liberty shall be charged to the Marine’s leave account.

(6) Medical Restrictions. Marines under treatment for infectious or contagious disease shall not be granted liberty while they are in an infectious stage except in cases of urgent personal matters, which in the discretion of the officer in command or competent medical authority warrant authorization of such liberty.

c. Liberty Rules.

(1) Liberty Request. MOL users that possess Liberty Management permissions will provide Management of Liberty requests for Marines within their chain of command.

(2) Liberty Limits. While liberty is permission to leave the duty station, it does not include permission to leave the general vicinity of the post or station. Commanders shall define liberty limits in local liberty regulations after taking into consideration the local situation, including the surrounding facilities, availability of transportation, commuting distances, and other pertinent factors. A map will be used by the Commander to provide a visual depiction of liberty limits.

(3) Special Liberty Chits. Special Liberty can also be Permission to Leave the General Vicinity of the Duty Station. When such passes are deemed necessary by the commander or the

LDR 1006: AUTHORIZED ABSENCE

senior officer in the chain of command, the Liberty Request/Out of Bounds Pass may be used to authorize special liberty or permission to leave the general vicinity of the duty station. The liberty must be approved by the approving authority in MOL which will generate a “liberty chit”. The Marine must have the liberty chit on him/her at all times while executing the special liberty.

(4) Special Passes. When deemed appropriate or necessary, the commander or the senior officer in the chain of command may require the use of special passes for regular or special liberty for visits to foreign countries.

2. ADMINISTRATIVE ABSENCE.

a. Administrative absence is defined as a period of authorized absence not chargeable as leave to attend or participate in activities of a semi-official nature to the benefit of the Marine Corps or the Department of Defense (DoD). All costs incurred and associated with administrative absence (i.e., travel, lodging etc.) are the sole responsibility of the Marine requesting the administrative absence.

b. Administrative absence may be authorized for Marines. In approving such requests, care must be taken to ensure that the purpose of the absence is clearly defined and within regulation. If it is not, the absence shall be handled under normal leave or liberty procedures. Administrative absence may be authorized for the following purposes:

(1) Attendance at meetings sponsored by recognized non-Federal technical, scientific, professional medical, professional dental, professional legal, and professional ecclesiastical societies and organizations, when the meetings bear a direct relationship to the member’s professional background or primary military duties and clearly enhance the Marine’s value to the Marine Corps.

(2) Attendance of a member of the board of directors of a DoD credit union, at meetings of associations, leagues, or councils formed by DoD credit unions, the purpose of which is directly related to the DoD credit union program.

(3) Participation in competitive sporting events and essential support of participants in competitive sports events.

(4) Attendance in response to a subpoena, summons, or request in lieu of process, as a witness at a state criminal investigative proceeding or criminal prosecution involving substantial public interest, such as major crimes in which the member would be an essential witness.

(5) Transition PTAD. Transition PTAD (Permissive Temporary Additional Duty) is authorized for Marines being involuntarily separated from active duty if discharged under honorable or general (under honorable conditions).

(6) “House-Hunting” PTAD. Marines issued PCS orders to any location where Government quarters will not be available, Marines authorized to occupy non-Government quarters at their new permanent stations, or Marines scheduled for restrictive tours who wish to move their

LDR 1006: AUTHORIZED ABSENCE

dependents to a designated place are eligible to request up to 10 days of “House Hunting” PTAD.

(a) PTAD for house hunting may be used in conjunction with leave and liberty. If the Marine does not perform PTAD prior to detaching from the old duty station, PTAD may be authorized by the commanding officer at the new duty station after the Marine reports for duty. A period of PTAD for house hunting may not exceed 10 total days including workdays and nonworking days. Marines separating or retiring are not eligible for “House Hunting” PTAD under this paragraph but may be eligible for transition PTAD.

(7) Participation in other official or semi-official Marine Corps programs which will enhance the member’s value to, understanding of, or relationship to the Marine Corps.

3. **LEAVE**. Leave is paid authorized absence from a place of duty, chargeable against a Marine’s leave account.

a. Types of Leave.

(1) **Annual Leave**. Marines earn leave at a rate of 2.5 days per month unless confined or absent from duty without authorization. This leave is categorized as annual leave. Annual leave in excess of 60 days will be lost at the end of the fiscal year.

(2) **Advance Leave**. A means whereby a Marine with little or no accrued leave may be granted leave to resolve urgent, personal, or emergency situations. To avoid excess negative leave balances, advance leave is limited to the following:

(a) 45 days or

(b) The amount of leave able to be earned prior to separation

(3) **Excess Leave**. Leave taken over the amount that would have been earned prior to the expiration of current contract (ECC) for those Marines who have an ECC. Limitations associated with excess leave are:

(a) No pay and allowances are authorized while in excessive leave status

(b) Annual leave stops accruing

(c) Advance leave must be used prior to entering excessive leave status.

(4) **Graduation Leave**.

(a) Officer Candidates School Graduates. Candidates are not eligible to use graduation leave, but they may be authorized annual or advance leave between Officer Candidates School and The Basic School.

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(b) Naval Academy Preparatory School (NAPS) Graduates. Marines who graduate NAPS and receive an appointment to the Naval Academy may be authorized annual leave.

(c) Recruit Training Graduates. Upon graduating recruit training, Marines will be granted 10 days leave prior to reporting for their next assignment.

(5) Emergency Leave. Emergency leave and extension to emergency leave should be granted to Marines for family emergencies, whenever the circumstances warrant, and the military situation permits. Circumstances that warrant emergency leave are:

(a) Death of immediate family member

(b) When the service member's return will contribute to the welfare of a dying immediate family member

(c) When failure to return home will create unusual hardship on the household or immediate family

(d) When the service member is in the final stages of processing their citizenship to the United States

(6) Terminal Leave. Terminal Leave is leave awaiting discharge, separation, transfer to the Fleet Marine Corps Reserve, or retirement. Commanders, upon request, may grant leave up to the amount of accrued leave. Authorized terminal leave shall run continuously, to include normally authorized liberty periods, such as weekends and holidays. Leave in excess of 90 days may not be granted without prior authorization from the Commandant of the Marine Corps.

(7) Appellate Leave or Leave Awaiting Administrative Separation. Appellate Leave or Leave Awaiting Administrative Separation is the removal of those members awaiting a punitive discharge, dismissal, involuntary administrative separation, or administrative separation for cause from the presence of the active force promotes readiness by maintaining the highest standards of conduct and performance throughout the Marine Corps. These Marines may be permitted or required to take leave, depending on the situation.

(8) Parental Leave. Parental leave is a period of non-chargeable leave granted to a Marine following the birth of the Marine's child, adoption of a minor child by the Marine, or placement of a minor child with the Marine for adoption or long-term foster care in order to care for the child.

(a) For the birth parent, 12 weeks (84 days) of parental leave during the 1-year period beginning on the date of birth of the child is authorized following a period of convalescence from childbirth. Parental Leave may be taken consecutively or in 7-day increments.

1. Convalescent leave may be authorized for a diagnosed medical condition associated with the qualifying birth immediately following a birth event when specifically recommended, in writing, by the health care provider of the birth parent and subsequently approved by the

LDR 1006: AUTHORIZED ABSENCE

commander. Such leave will begin on the first full day after the birth of the child or the date of release of the Marine from the hospital or similar facility where the birth took place, whichever is later.

2. Commanders may grant convalescent leave only to the birth parent for recovery from a birth event, if such leave is specifically recommended in writing, by the health care provider of the birth parent. Commanders are authorized to approve convalescent leave in excess of 30 days in this instance without prior coordination with the CMC (MMEA/MMOA, or RA, as applicable).

(b) For the non-birth parent, 12 weeks of parental leave is authorized for a 1-year period beginning on the date of birth of the child. Parental Leave may be taken consecutively or in 7-day increments.

b. Leave Administration.

(1) Leave balances are provided on Marines' monthly leave and earnings statement but are also easily accessible through the Marine Online (MOL) portion of the Total Force Administration System (TFAS). All Marines will maintain an MOL account in order to submit and process leave, liberty, and permissive temporary additional duty (PTAD) requests. Officers may be the approving authority for Marines in their sections, depending on their billet within the unit.

(2) Combining Leave and Special Liberty. Marines are authorized to take leave in conjunction with special liberty. Leave may commence immediately upon termination of a special liberty period or terminate just prior to the commencement of a special liberty period. Once leave starts, and until it ends, all included calendar days (duty days, non-duty days, weekend days, special liberty days, and holidays) are to be charged as leave.

(3) Day of Departure and Day of Return.

(a) The day of departure from the duty station, normally at the end of the Marine's normal working hours on a day of duty, is a day of duty and not chargeable as leave. However, when such departure is prior to half a duty day, then the day of departure is chargeable as leave.

(b) The day of return from authorized leave shall be counted as a day of leave; however, when such return is prior to the Marine's normal work hours on a scheduled day of duty or prior to 0800 on a Saturday, Sunday or holiday, the day of return shall be counted as a day of duty.

REFERENCE(S):

1. Regulations for Leave, Liberty and Administrative Absence (MCO 1050.3J)
2. Guidebook for Marines (Ch. 6)
3. National Defense Authorization Act of 2008, Subtitle E, Sec 551
4. Marine Corps Maternity and Convalescent Leave Policy Update (MARADMIN 331/18)
5. Expansion of the Marine Corps Military Parental Leave Program (MARADMIN 051/23)

LDR 1007: MARINE CORPS UNIFORMS 2

TERMINAL LEARNING OBJECTIVE(S):

(1) Given individual clothing, a ruler, a marking kit, a sewing kit, cleaning material and references, maintain military clothing to ensure clothing is clean, serviceable, marked, and fits according to the uniform regulations. (MCS-UNIF-1002)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, identify service uniform regulations in accordance with MCO P1020.34H. (MCS-UNIF-1002c)

(2) Without the aid of references, identify dress uniform regulations in accordance with MCO P1020.34H. (MCS-UNIF-1002d)

1. SERVICE UNIFORMS.

a. Service "A" Uniform. The service "A" uniform is comprised of a service coat, khaki shirt, tie or neck tab, slacks, a service cap, dress shoes, dress socks, and a belt. The service "A" uniform may be prescribed for parades, ceremonies, social events, and as the uniform of the day. It will normally be worn when reporting for duty, unless otherwise prescribed by the commander. The service "A" uniform is authorized for leave and liberty.

(1) Service Coat.

(a) Males: Service coats are semi-formfitting garments and will not be fitted to present a tight or formfitting appearance. Approximately 2 inches of freedom should be allowed through the chest and 1 inch at the waist, with the belt of sufficient length to fit the coat waist rather than pulled snugly against the waist of the individual. A properly fitted service coat will ride freely up and down the body when the arms are raised/lowered.

(b) Females: Service coats are semi-formfitting garments and will be fitted and altered accordingly. The coat should fit smoothly but not tightly across the bust and shoulders with sufficient looseness to permit both arms to move freely. Coat sleeves/lapels will be roll pressed.

(c) The length of all coats will extend about 1 to 2 inches below the individual's crotch. The sleeve cuff bottom will extend to about 1 inch above the second/large joint of the thumb.



LDR 1007: MARINE CORPS UNIFORMS 2

(2) Khaki Shirt.

(a) Males: When the service “A” uniform is worn, males wear the long sleeve khaki shirt with a Khaki necktie and necktie clasp.

1. Marines will wear a 3 1/8-inch khaki necktie of any approved cloth with the service “A” uniform. Neckties may be tied with any type of standard necktie knot which presents a neat military appearance.

2. The necktie will be tied so that the tip of the bottom of the tie is between 1/2 inches above the belt buckle and 1/2 inches below the belt buckle.

3. The gold necktie clasp as sold through the Marine Corps Supply System is standard for all male Marines. For officers, the necktie clasp will have a silver-colored emblem; and for all enlisted, a gold-colored emblem. It will be placed horizontally on the lower half of the necktie midway between the third and fourth buttons from the top.



(b) Females: When the service “A” uniform is worn, females wear either the long- or short-sleeve khaki shirt with a green neck tab.

1. The green service neck tab will be worn when the long sleeve khaki shirt is worn with the service “A” uniform and when the short sleeve shirt is worn with the service “A” uniform.

2. The neck tab’s outer edges should be parallel to the outer edges of the collar. An equal amount of neck tab should show on each side of the collar.

(3) Slacks. Slacks will be long enough to break slightly over the shoe in front and to reach the juncture of the welt of the shoe in the rear. A variation of ¼ inch above or below the welt is acceptable. The hem on the slacks will be from 2 to 3 inches wide. Slacks will be pressed to present a smooth vertical crease at about the center front and rear of each leg. The crease will extend from the bottom of the hem to about 2 inches above the crotch.

(a) Females have the option, unless otherwise directed by a commander, to wear the service skirt as part of the Service “A” uniform. Skirts will be of conventional length and sweep appropriate to the appearance of the uniform and the individual. Service uniform skirts will be from 1 inch above the kneecap to 1 inch below the kneecap.

(b) Skirts will have a hem or facing from 2 inches to 3 inches wide and the seams will be pressed open and flat.

(4) Caps.

(a) Universal Service Cap. The universal service cap will be worn centered and straight with the tip of the visor in line with the eyebrows. Leather chinstraps and visors will be kept

LDR 1007: MARINE CORPS UNIFORMS 2

polished. Frame cap crowns (worn by male and female Marines) should fit on the frame and be free of wrinkles.

(b) Garrison Cap. Garrison caps will be worn centered squarely or slightly tilted to the right, with the top unbroken, and with the base of the sweatband about 1 inch above the eyebrows.

(5) Dress Shoes. All Marines may purchase, and wear approved commercial black leather and synthetic leather shoes in semi-gloss or high gloss (patent) finishes on an optional basis (approval identification not required for pumps). Chukka boots are authorized for male officers and SNCOs only.

(a) Males: Officers' dress shoes will be either oxford or chukka boot in style and may be either the bal-, or blucher-type.



Chukka Boot, Pomeri, Black



Oxford, Bal, Black



Oxford, Blucher, Black

(b) Females: All pumps will be of conservative cut with closed toes and heel without ornamental stitching or seams.

1. Black pumps will be smooth leather or synthetic leather. Heels will measure from 1 inch to 3 inches in height. The base of the heel will measure from 3/8 by 3/8 inch to 1 1/2 by 1 7/8 inches. Platform and wedge style pumps are not authorized.

2. Black dress flats are authorized for wear with the service "A" uniform instead of black pumps or oxfords and will be of smooth leather or synthetic leather, with the same general appearance standards as pumps. They will have a maximum heel height of 7/8 inch. The flats will have heels that are separate and distinct from the sole of the shoe; "wedge" heels are prohibited.

3. When the skirt is worn as part of the service "A" uniform, either black pumps or black dress flats will be worn at the individual's option, except when the skirt is worn for drill, parades, or other occasions that require functional uniformity, oxfords will be the prescribed footwear.

LDR 1007: MARINE CORPS UNIFORMS 2



Pumps (Max height is 3 inches)



Dress Flats (Max heel height is 7/8 in.)



Oxfords

(6) Dress Socks. Black dress socks will be plain and without ornamental stitching.

(a) Males: Males will wear black dress socks with all service uniforms.

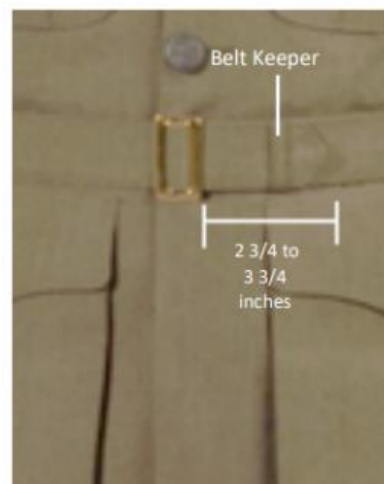
(b) Females: Female Marines may wear skin tone harmonizing full-length nylon hose with skirts as an option. Dark hose or black socks may be worn with slacks. When hosiery is not worn, shoe liners or no-show socks will be worn for hygienic purposes and to avoid abrasions or blisters caused by direct contact and rubbing between the foot and shoe.

(7) Belt.

(a) Males:

1. Belts for all males' service coats must match the color and material of the uniform with which they are worn. The buckle will cover the bottom button of the coat. The belt's tapered end will pass through the buckle to the wearer's left and will extend from 2 3/4 inches to 3 3/4 inches beyond the buckle. The free end of the belt will be held in place by a cloth keeper 1/2 inch wide and may be fitted with a snap fastener to secure the belt point. Buckles will be kept highly polished.

2. Web belts worn on the service trousers will follow the same guidance as with the utility uniform.



(b) Females: N/A. Belts are not worn on the service trousers or the service coat for females.

(8) Additional Guidance. When the service "A" uniform is prescribed as the uniform of the day, it is appropriate to remove the coat in office buildings within the confines of a military activity or establishment. The service "A" uniform is authorized for leave and liberty.

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b. Service “B” Uniform. The service "B" uniform is the same as the service "A" uniform except that the service coat is *not* worn. The following information details requirements specific to the service “B” uniform:

(1) Khaki Shirts. The long-sleeve khaki shirt is worn with the appropriate necktie and necktie clasp/neck tab.

(2) Additional Guidance.

(a) This uniform may be worn as the uniform of the day and for leave and liberty, unless otherwise prescribed by the commander, and may be prescribed for formations at parades or ceremonies on and off the military activity.

(b) This uniform will not be worn for formal or semi-formal social events.

c. Service “C” Uniform. The service "C" uniform is the same as the service "B" uniform except that the short sleeve khaki shirt is worn. The same additional guidance for the service “B” uniform (listed above) is applicable to the service “C” uniform (pictured, right).



2. **DRESS UNIFORMS.** There are numerous variations of dress uniforms that are worn by Marine Officers and Enlisted such as the Evening Dress Uniform, Blue Dress Uniform, and the Blue-White Dress Uniform. In this lesson, we will only discuss the Blue Dress Uniform.

a. Blue Dress “A” Uniform. The blue dress "A" uniform may be worn for parades, ceremonies and formal or semiformal social functions (i.e., the Marine Corps Birthday Ball), for NCOs and below throughout the year and for officers and SNCOs as appropriate to the season or those occasions requiring uniformity with NCOs and below.

(1) Blue Dress Coat.

(a) Males: Blue dress coats are formfitting garments and will be fitted and altered accordingly. Only the sleeves, collars, and lapels of the service coat will be creased and pressed flat. Creases in the back skirt of the coats are prohibited. The length of all coats will extend about 1 to 2 inches below the individual's crotch. The sleeve cuff bottom will extend to about 1 inch above the second/large joint of the thumb.



(b) Females: The Blue dress coat is a semi-formfitting garment and will be fitted and altered accordingly. The coat should fit smoothly but not tightly across the bust and shoulders with sufficient looseness to permit both arms to move freely. Coat sleeves/lapels will be roll pressed. MARADMIN 596/18 established the mandatory possession for the new female dress blue coat (FDBC). The new FDBC features the same high collar as the male dress blue coat but without the breast or lower pockets. Due to supply chain issues, there is a shortage of the new

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FDBC in many military clothing facilities. MARADMIN 548/23: Mandatory possession date for new female dress blue coat extended to 1 July 2024. Marines may wear either the old dress blue coat or the new FDBC until the new mandatory possession date.

(c) Collar, White Strip. The standing white strip collar is worn by male officers with the evening dress and blue dress uniforms, new female officer blue dress, and is attached in the inside of the coat or jacket with eyelet fasteners. The collar will have a straight edge high enough to extend not more than 1/4 inch above the uniform collar and will be long enough for the ends to meet in the front without a visible gap and with a slight overlap not to exceed 1/4 inch.

(2) Dress Shirt.

(a) Males: The male white soft-bosom shirt is a plain, neckband-style shirt with French cuffs, five pearl buttons, and a collar stud for top buttonhole. The shirt cuffs should extend 1/8 inch below the bottoms of the coat sleeves.

(b) Females: Female Marines are not required to wear a white dress shirt.

(3) Dress Slacks.

(a) Enlisted. Marines with the rank of Private through Lance Corporal will wear Blue Dress slacks *without* a scarlet stripe on the outer seam of each leg. Corporals and above will wear Blue Dress slacks with a 1 1/8-inch-wide scarlet stripe on the outer seam of each leg.

(b) Officers. All officers' Blue Dress slacks will have a 1 1/2-inch-wide scarlet stripe down the outer seam of each leg. When the blue dress uniform is prescribed, commanders may prescribe females to wear blue dress slacks as part of all blue dress uniforms when specific occasions require uniformity. On all other occasions, either the blue dress skirt or blue dress slacks may be worn by female officers at their discretion.

(4) Caps. Dress and service caps will be worn centered and straight with the tip of the visor in line with the eyebrows. Leather chinstraps and visors will be kept polished. The following components make up the Dress Cap:

(a) Field grade/general officers, black cloth-covered visor with gold bullion or synthetic ornamentation as prescribed

(b) Company grade officers/enlisted, black leather/synthetic leather (high gloss) visor.

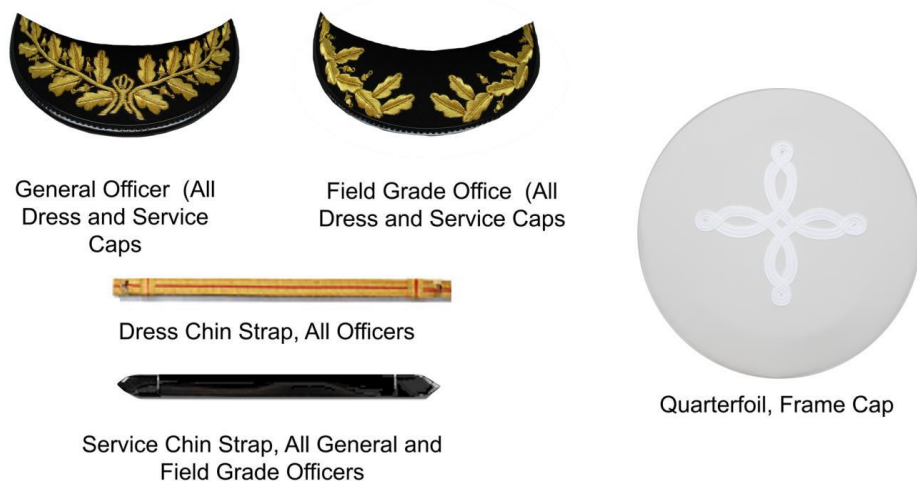
(c) Dress chinstrap (officers), or black leather/synthetic leather (high gloss) chinstrap (enlisted).

(d) Two 27-line gold uniform screw post buttons.

(e) Dress cap insignia (officers), or gold branch of service insignia (enlisted)

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(f) White crown, cloth or vinyl. Officer crowns with quatrefoil.



(5) Dress Shoes.

(a) Males: The rules applied to the service uniform also apply to the dress uniform.

(b) Females: The rules applied to the service uniform also apply to the dress uniform.

1. When the skirt is worn as part of the blue dress, blue-white dress, or service uniform, either black pumps or black dress flats will be worn at the individual's option.

2. When slacks are worn as part of the blue dress uniform, either black oxfords or black dress flats will be worn at the individual's option, except that oxfords will be prescribed for drill, parades, and other occasions which require functional uniformity.

(6) Dress Socks. Regulations for dress socks is the same as the service uniform.

(7) Belt. Regulations for the dress blue coat belt are the same as the service "A" uniform.

(a) Sam Browne Belt.

1. The Sam Browne Belt may be worn by officers at ceremonies, parades, honor guards, and reviews when the sword is prescribed, or at such times as are deemed appropriate by the commander. The Sam Browne Belt may be worn with the blue dress "A"/"B," blue-white dress "A"/"B," and service "A" uniforms. It will not be worn with the All-Weather Coat.

2. The belt is worn over the dress coats around the natural waist, shoulder strap over the right shoulder, and tightened with the buckle centered in front. The frog/carrier is attached to the belt at a point over the highest portion of the hipbone, generally along the seam of the left side of the coat.

(8) Medals. Marines will wear all large medals to which they are entitled on dress "A" coats. Hamilton Wash large and miniature medals, also known as "anodized," may be worn at

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the individual's option. Anodized medals will not be worn together with non-anodized medals by the same individual (except when a specific medal is not available in anodized finish). Placement and arrangement of medals will be discussed later in this lesson.

(9) Additional Guidance. The blue dress “A” uniform is not authorized for wear on leave or liberty.

b. Blue Dress “B” Uniform. The blue dress "B" uniforms consist of the same items as the corresponding blue dress "A" uniforms for both males and females, except that ribbons are worn in lieu of medals. The following information details requirements specific to the blue dress “B” uniform:

(1) Shooting badges may be prescribed for wear with ribbons.

(2) This uniform is authorized for leave and liberty.

c. Blue Dress “C” Uniform. The blue dress “C” uniform is similar to the blue dress “B” uniform with the following changes:

(1) Khaki Shirt. A long sleeve khaki shirt is worn instead of the dress coat and white dress shirt.

(2) Additional Guidance. Commanders may prescribe blue dress “C” as the uniform of the day for specified occasions or duties. Commanders may prescribe this uniform for honors, parades, and ceremonies on and off the military activity. This uniform is authorized for leave and liberty.

d. Blue Dress “D” Uniform. The blue dress “D” uniform is similar to the blue dress “C” uniform with the following changes:

(1) Khaki Shirt. The short sleeve khaki shirt will be worn instead of the long sleeve khaki shirt.

(2) Additional Guidance. Commanders may prescribe blue dress "D" as the uniform of the day for specified occasions or duties. During the winter uniform period, commanders may, at their discretion when the weather requires, authorize blue dress "D" as the uniform of the day. Commanders may prescribe this uniform for honors, parades, and ceremonies where climatic conditions preclude the comfortable wear of the blue dress "A" or "B" uniforms. This uniform is authorized for leave or liberty.



3. AWARDS AND BADGES.

a. Awards. The term “award” is an all-inclusive term covering any decoration, medal, badge, ribbon bar, or attachment bestowed on an individual. Awards are broken down into three distinct categories:

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(1) **Personal Awards/Decorations.** This is an award bestowed on an individual for a specific individual act or acts of gallantry or for meritorious service.

(2) **Unit Awards.** A unit award is an award made to an operating unit for outstanding heroism or achievement and worn only by members of that unit who participated in the cited action. Marine reservists who receive unit awards as civilians are not authorized to wear them on their military uniform.

(3) **Campaign/Service Awards.** An award issued to an individual to denote participation in a campaign, war, national emergency, or expedition, or to denote service requirements fulfilled in a creditable manner.

b. **Badges.** This is an award to an individual for some special proficiency or skill, which consists of a medallion, or a medallion hung from a bar or bars. Marksmanship badges are awarded for certain levels of qualification on the service rifle and service pistol. Although these badges are the most prevalent among Marines, they are not the only badges authorized for wear in various dress and service uniforms. Distinguished shooters can be awarded various trophies for exemplary performance in shooting competitions for which an individual would rate a specific badge. A maximum of three badges are allowed to be worn.



4. **WEARING OF AWARDS AND BADGES.** Specific guidelines regarding the wear of awards and badges are outlined in MCO 1020.34H. The following information provided is directly from the uniform regulations order and is meant to provide a basic understanding of the aforementioned guidelines for the uniforms discussed thus far in this lesson (Service and Blue Dress).

a. **Service Uniform.**

(1) Service “A” Uniform. Marines will wear all ribbons to which they are entitled on service coats.

(a) Ribbons.

1. Ribbon bars are normally worn in rows of three; however, rows of four may be worn when ribbon bars are worn in successively decreasing rows. Female Marines may also wear two-ribbon rows when a three-ribbon row would not lay flat or would extend too close to the armhole seam.

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2. When more than one row of ribbon bars is worn, all rows except the uppermost will contain the same number of ribbons. If the number of ribbons worn causes the ribbons to be concealed by the service coat lapel (one-third or more of a ribbon concealed), ribbon bars will be placed in successively decreasing rows, e.g., four-ribbon rows, three-ribbon rows, two-ribbon rows, single ribbon. The left (outer) edge of all decreasing rows will be in line vertically; except the top row shall be centered over the row immediately below it.

(b) Placement of Ribbons.

1. Males: Ribbon bars will be centered 1/8 inch above and parallel to the top edge of the upper left pocket of the service coat.

2. Females: On women's coats with horizontal pockets, ribbons will be worn as prescribed above. On women's coats with slanted upper pockets, a horizontal line tangent to the highest point of the pocket will be considered the top of the pocket. On coats without the faux pocket, ribbon bars will be placed on a horizontal line with the bottom edge of the ribbon bar 1 1/2 to 3 1/2 inches above the first visible coat button and centered so that they are in about the same position as when worn on the khaki shirt.

3. When marksmanship badges are worn, ribbon bars will be centered over the pocket with the bottom edge of the ribbon bar 1/8 inch above the widest holding bar of the marksmanship badge(s).

(c) Badges. Marksmanship badges, if awarded, will be worn with the service "A" uniform.

(d) Placement of Badges. Badges are worn, according to seniority, centered above the left breast pocket, with the bottom edge of the highest holding bar 1/8 inch above the pocket's top edge. The top edges of all badges will be aligned.



1. Males: When two badges are worn, they are symmetrically placed on a line with about 3/4-inch space between holding bars, but in no case will they span more than 4 1/4 inches. When three marksmanship badges are worn, they are symmetrically placed above the left pocket with 1/4 inch spacing between the holding bars of each badge.

2. Females: When women wear two badges, they are symmetrically placed on a line so that their outermost edges are approximately even with the pocket edges. However, there must be at least a 1/4-inch space between holding bars; in no case will the space exceed 1/2 inch. When three marksmanship badges are worn, they are symmetrically placed above the left pocket with 1/8 inch spacing between the holding bar of each badge.

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(2) Service “B” Uniform.

(a) Ribbons. In the absence of marksmanship badges, ribbons will be centered 1/8 inch above and parallel to the top edge of the upper left pocket. On women's khaki shirts, ribbon bars will be placed even with or up to 2 inches above or 1/2 inch below the first visible button and centered so that they are in about the same position as when worn on the service coat.

(b) Badges. Although not usually worn with the service “B” uniform, commanders may prescribe marksmanship badges for wear. Badges will be placed in the same manner as the service coat mentioned above previously. When marksmanship badges are worn, ribbon bars will be centered over the pocket with the bottom edge of the ribbon bar 1/8 inch above the widest holding bar of the marksmanship badge(s).

(3) Service “C” Uniform. The same guidance regarding the placement of ribbons and badges with the service “B” is applicable to the service “C” as well.

b. Blue Dress Uniform.

(1) Blue Dress “A” Uniform. Marines will wear all large medals to which they are entitled on dress “A” coats.

(a) Medals. Medals will be suspended from a holding bar of sufficient stiffness to support the weight of the medal(s).

1. Males: The maximum width of the holding bar for large medals will be 5 3/4 inches, and the length of the medals from top of holding bar to bottom of medallions will be 3 1/4 inches. A maximum of four large medals side by side will fit on the maximum width of holding bar; however, a maximum of seven medals will fit on the holding bar if overlapped. The overlapping on each row will be equal (not to exceed 50 percent). The right or inboard medal will show in full.



2. Females: No more than three large medals will be worn side by side on a single holding bar not to exceed 4 1/4 inches; however, a maximum of five medals will fit on the holding bar if overlapped. The overlapping on each row will be equal (not to exceed 50 percent). The right or inboard medal will show in full.

(b) Placement of Medals.

1. Males:

a. One Row of Medals: Large medals will be worn centered above the left breast pocket with the upper edge of the holding bar on a line midway between the first and second buttons of the coats.

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b. Two Rows of Medals: Place the most senior holding bar so that it is centered above the left breast pocket with the upper edge of the holding bar on a line midway between the first and second buttons of the coat. The junior row of medals should be placed so that only the medals are showing (suspension ribbons and holding bar will be covered by the upper row).

c. Three Rows of Medals: Place the middle row first (the top edge of the middle holding bar should fall halfway between the first and second buttons), then place the bottom row below it so that only the medals are showing (suspension ribbons and holding bar should be covered by the middle row). Finally, place the upper row so that only the medals of the middle row are showing. At no time should the top flap of the pocket be completely covered, nor should the uppermost holding bar extend beyond the top of the uppermost coat button. The most senior medals will be on the uppermost bar, to the wearer's right.



2. Females:

a. One Row of Medals: The holding bar will be centered with the upper edge of the holding bar on a line midway between the first and second buttons of the coat.

b. Two Rows of Medals: The holding bar of the senior ribbon bar will be centered with the upper edge of the holding bar on a line midway between the first and second buttons of the coat and the junior row of medals will be placed directly below so only the medals are showing. The holding bars may be moved up or down slightly to ensure a balanced appearance, if necessary.

c. Three Rows of Medals: Place the middle row first (the top edge of the middle holding bar should fall halfway between the first and second buttons), then place the bottom row below it so that only the medals are showing (suspension ribbons and holding bar should be covered by the middle row). Finally, place the upper row so that only the medals of the middle row are showing. At no time should the uppermost holding bar extend beyond the top of the uppermost coat button. The most senior medals will be on the uppermost bar, to the wearer's right. The holding bars may be moved up or down slightly to ensure a balanced appearance, if necessary.

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(c) Ribbons. When large medals are worn, all unit citations and other ribbons with no medal authorized will be worn. Note: every medal has an associated ribbon, but not every ribbon has an associated medal.

(d) Placement of Ribbons.

1. Males: Ribbons will be worn centered over the right breast pocket, the bottom edge of the lower row 1/8 inch above the top of the pocket.

2. Females: Ribbon bar(s) will be centered with the bottom edge of the bottom ribbon bar on a horizontal line midway between the first and second buttons of the coat. When wearing ribbons on the right side of the blue dress "A" coat, the ribbon bars will remain in place, while the holding bars of the medals may be moved up or down slightly to ensure a balanced appearance, if necessary.

(e) Marksmanship badges will *not* be worn with the blue dress "A" uniform.

(2) Blue Dress "B" Uniform. Marines will wear all ribbons to which they are entitled on the dress "B" coats.

(a) Ribbons. Ribbon bars are normally worn in rows of three; however, rows of four may be worn when ribbon bars are worn in successively decreasing rows. When more than one row of ribbon bars is worn, all rows except the uppermost will contain the same number of ribbons.

(b) Placement of Ribbons.

1. Males: Ribbon bars will be centered 1/8 inch above and parallel to the top edge of the upper left pocket of dress "B" coats.

2. Females: Ribbon bar(s) will be centered with the bottom edge of the bottom ribbon bar on a horizontal line midway between the first and second buttons of the coat.

3. When marksmanship badges are worn, ribbon bars will be centered over the pocket with the bottom edge of the ribbon bar 1/8 inch above the widest holding bar of the marksmanship badge(s).

(c) Badges. As mentioned before, marksmanship badges are an award to an individual for some special proficiency or skill, which consists of a medallion, or a medallion hung from a bar or bars.

(d) Placement of Badges. Badges are worn, according to seniority, centered above the left breast pocket, with the bottom edge of the highest holding bar 1/8 inch above the pocket's top edge. The top edges of all badges will be aligned.

1. Males: When two badges are worn, they are symmetrically placed on a line with about 3/4 inch space between holding bars, but in no case will they span more than 4 1/4 inches.

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When three marksmanship badges are worn, they are symmetrically placed above the left pocket with 1/4 inch spacing between the holding bars of each badge.

2. Females: Badges will be centered on the left front coat panel, with the center of the badge on a horizontal line with the center of the second (from the top) coat button.

(3) Blue Dress “C” Uniform.

(a) Ribbons. In the absence of marksmanship badges, ribbons will be centered 1/8 inch above and parallel to the top edge of the upper left pocket on the long sleeve khaki shirt. On women's khaki shirts, ribbon bars will be placed even with or up to 2 inches above or 1/2 inch below the first visible button and centered so that they are in about the same position as when worn on the dress coat.

(b) Badges. Although not usually worn with the blue dress “C” uniform, commanders may prescribe marksmanship badges for wear. Badges will be placed in the same manner as the blue dress “B” mentioned above in paragraph 8, a., (2), (d). When marksmanship badges are worn, ribbon bars will be centered over the pocket with the bottom edge of the ribbon bar 1/8 inch above the widest holding bar of the marksmanship badge(s).

(4) Blue Dress “D” Uniform. The same guidance regarding the placement of ribbons and badges with the blue dress “C” is applicable to the blue dress “D” as well.



5. PLACEMENT OF RANK INSIGNIA.

a. Enlisted. Enlisted Marines will wear only the grade insignia prescribed for their grade/gender. Cloth insignia is available in two sizes, large for men and small for women. Insignia will be worn single point up, centered on the outer half of each sleeve. Insignia will be placed 4 inches below the shoulder seam (3 inches for first sergeant/master sergeant and above) except as otherwise noted below.

(1) Blue Dress Coat. Standard gold on scarlet insignia will be worn on blue dress coats.

(2) Service Coat. Green on scarlet insignia will be worn on green service coats.

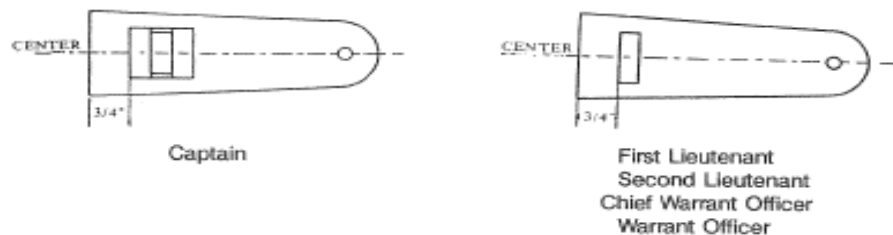
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(3) Khaki Shirt (L/S Sleeve). Green on khaki insignia will be worn on khaki shirts. On short sleeve khaki shirts, insignia will be centered between the shoulder seam and the bottom edge of the sleeve (men) or the peak of the cuff (women).

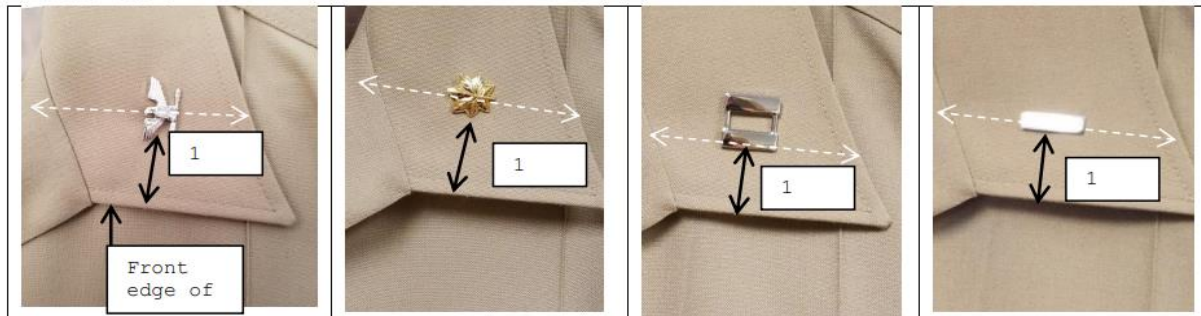
b. Officer. Officers will wear only the grade insignia prescribed for their grade. Insignia is made of either shiny (anodized or oxidized) metal or subdued (flat black or brown) metal with clutch-type fasteners. Metal grade insignia will be worn on all uniforms except for the evening dress jacket.

(1) Blue Dress Coat and Service Coat.

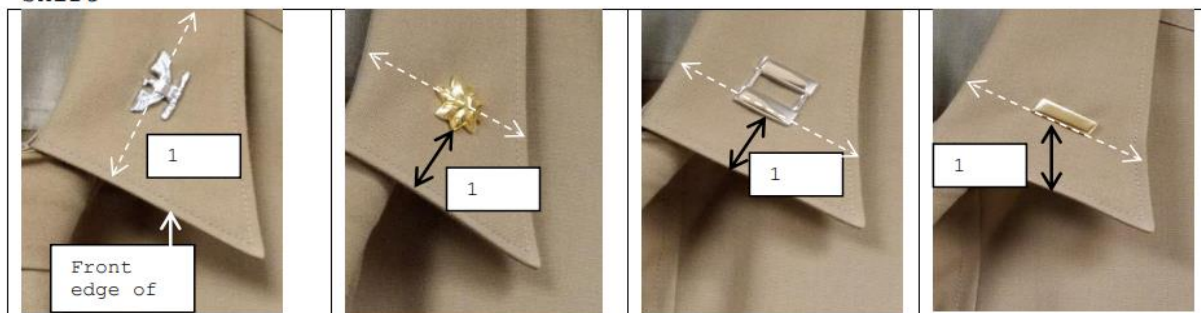
(a) Shoulder grade insignia will be placed on each shoulder strap of dress jacket. Insignia will be equidistant from the front and rear edges of the shoulder straps and $\frac{3}{4}$ an inch from center.



(2) Khaki Shirt (L/S Sleeve). Collar grade insignia will be worn on both sides of the collar of khaki shirts (to include when worn under the service and dress sweaters). When the service "A" uniform is worn by officers, the wear of the collar insignia is required at all times.



Short-sleeve Khaki
Shirt

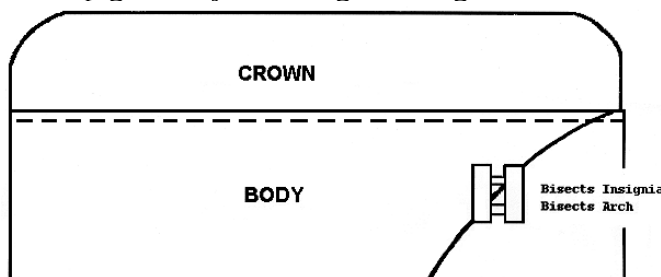


Long-sleeve Khaki
Shirt

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The insignia will be centered between the top and bottom edge of the collar, with the outer edge of the insignia one inch from the front edge of the collar.

(3) Garrison Cap. Collar grade insignia will be worn on the right side of the garrison cap opposite to the branch of service collar insignia, with the insignia placed at a point midway on the arc of the flap and the flap generally bisecting the insignia.



6. BRANCH OF SERVICE INSIGNIA.

a. Officer's Branch of Service Insignia. The officers' branch of service insignia for the dress/service cap is modeled after the Marine Corps emblem without motto ribbon. It consists of a view of the globe (Western Hemisphere) about 7/8 inches in diameter, intersected by a fouled anchor, and surmounted by an eagle. The rope of the fouled anchor is only connected at distinct points. The insignia is provided with a screw post securely soldered to and projecting from the approximate center rear of the globe and fitted with a milled nut. The dress insignia is gold and silver while the service insignia is finished in a nonglossy black.

(1) The design of the officers' dress collar insignia is identical to the dress cap insignia, except that it is about 11/16 inch in diameter.

(2) The design of the officers' service collar insignia is identical to the service cap insignia, except that it is 9/16 inch in diameter.

b. Enlisted Branch of Service Insignia. Enlisted branch of service insignia is the same general design as officers' insignia, except that the rope is continuously connected to the fouled anchor of the emblem, and Cuba is visible. Dress insignia is stamped of gold color metal while service insignia is stamped and finished in non-glossy black.

7. **CARE OF UNIFORMS.** The following information is presented to help prolong the useful life of uniforms and accessories so that they may be worn with the justifiable pride, which distinguishes Marines in uniform. No matter how well-fitting a uniform is when new, it will not continue to look its best unless well cared for both during wear and when not in use. A uniform should be put on carefully and kept buttoned. Large or heavy objects carried in the pockets will soon destroy the shape of the uniform. When not in use, carefully place uniforms on hangers and keep in a well-ventilated storage space. Well-constructed wooden or plastic hangers shaped to fit the shoulder contour, with locking trouser bar or clips, are recommended. When uniforms are folded in duffel bags or other containers for storage or shipment, fold them carefully to preserve their original shape.

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a. Dress Uniforms.

(1) Storage. Because of less frequent wear, use particular care when storing dress uniforms. An airtight plastic clothing bag with a packet of desiccant (drying agent) enclosed will give greatest protection. Place the uniform carefully on a substantial hanger and store in a dry, cool, well-ventilated closet.

(2) Cleaning. According to manufacturer's label instructions, dress uniforms of polyester or polyester/rayon gabardine may be either professionally dry cleaned or laundered and pressed. Another option is machine wash. Machine launder using a mild detergent; complete washing cycle for 30 minutes in 90-degree to 120-degree water; rinse thoroughly in clear warm water; set automatic dryer for regular fabrics and dry for 15 minutes. If pressing is required, use a cool iron. Do not use iron above rayon setting. Do not use hot iron.

b. Service Uniforms.

(1) Storage. The same care required for a dress uniform is applicable to service uniforms.

(2) Cleaning. Due to more frequent use, some additional measures may prove beneficial. As heat, friction, and pressure have a deteriorating effect on materials, service uniforms generally show more wear at creased areas. This may be partially offset by periodically pressing out old creases and reforming them slightly to either side of the previous crease. Sleeve cuffs and trousers/slacks/skirt hems should be periodically examined and turned if material permits. Dry cleaning preserves the original appearance and finish of wool and polyester/wool garments and is recommended over hand laundering.

8. MISCELLANEOUS.

a. Earrings (Females Only). Female Marines may wear earrings with service and dress uniforms at the individual's option, according to the following regulations:

(1) Small, polished, yellow gold color, ball, or round stud earrings (post, screw-on, or clip), not to exceed 6 millimeters (about 1/4 inch) in diameter, may be worn with the service and blue dress uniform.

(2) Small white pearl or pearl-like earrings (post, screw-on, or clip), not to exceed 6 millimeters (about 1/4 inch) in diameter, may be worn with the blue dress "A" uniform.

(3) When worn, earrings will fit tightly against, and will not extend below, the earlobe. Only one earring will be worn on or in each earlobe.

(4) Earrings will not be worn with the utility uniform, or while participating in a parade, ceremony, or other similar military functions.

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b. Cufflinks (Males Only). The officer or SNCO gold service cuff links sets (officers have superimposed sterling silver, rhodium-finished Marine Corps emblems; SNCOs have gold-plated Marine Corps emblems superimposed), concave gold or gold-plated cuff links, and MSC and above command level cuff links may be worn at the wearer's option with the with the male French cuff khaki shirt and dress shirts.

REFERENCE(S):

1. Marine Corps Uniform Regulations (MCO 1020.34H W/CH 1-5)
2. Marine Corps Drill and Ceremonies Manual (NAVMC 2691 W/CH 1)

LDR 1008: INTRODUCTION TO CLOSE ORDER DRILL

TERMINAL LEARNING OBJECTIVE(S):

(1) Given a drill command, with or without a service rifle and sling, execute individual drill movements to move with precision and automatic response to orders, in a uniform and standardized fashion, in accordance with MCO P5060.20 The Marine Corps Drill and Ceremonies Manual. (MCS-COD-1001)

(2) Given drill commands, as a member of a unit, with or without service rifle, execute individual actions in unit drill to move with precision and automatic response to orders, in a uniform and standardized fashion, in accordance with MCO P5060.20 The Marine Corps Drill and Ceremonies Manual. (MCS-COD-1002)

ENABLING LEARNING OBJECTIVE(S)

(1) Without the aid of references, identify the purpose of close order drill in accordance with MCO 5060.20 Ch1. (MCS-COD-1001a)

(2) Given an individual drill command, obey a drill command in accordance with the evaluation rubric. (MCCS-COD-1001b)

(3) As a leader of a unit, execute drill commands in accordance with the evaluation rubric. (MCS-COD-1002a)

(4) As a leader of a unit, issue drill commands in accordance with the evaluation rubric. (MCS-COD-1002b)

1. PURPOSES OF CLOSE ORDER DRILL.

- a. Move units from one place to another in a standard, orderly manner.
- b. Provide simple formations from which combat formations may be readily assumed.
- c. Teach discipline by instilling habits of precision and automatic response to orders.
- d. Increase the confidence of junior officers and non-commissioned officers through the exercise of command, by the giving of proper commands, and by the control of drilling troops.
- e. Give troops an opportunity to handle individual weapons.

2. PURPOSES OF FORMATIONS.

- a. To build unit cohesion and esprit de corps by recognizing Marines during awards and promotion ceremonies.
- b. To maintain continuous accountability and control of personnel.
- c. To provide frequent opportunities to observe the appearance and readiness of the uniforms, arms, and equipment of the individual Marine.

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- d. To keep the individual Marine informed by providing the means to pass the word.
- e. To develop command presence in unit leaders.
- f. To instill and maintain high standards of military bearing and appearance in units and in the individual Marine.
- g. To add color and dignity to the daily routine by reinforcing the traditions of excellence associated with close order drill.

4. FOUR TYPES OF COMMANDS.

- a. Preparatory Command. Indicates a movement is to be made and may also indicate the direction of the movement. In the drill and ceremonies manual, and this outline, preparatory commands are shown beginning with a capital letter followed by lower case letters. The comma indicates a pause between the preparatory command and the command of execution. Examples would be “Forward,” “Left,” “Platoon,” “About,” etc.
- b. Command of Execution. Causes the desired movement to be executed. In the drill and ceremonies manual, and this outline, commands of execution are shown in CAPITAL LETTERS. Examples would be “MARCH,” “FACE,” “ATTENTION,” etc.
- c. Combined Command. The preparatory command and the command of execution are combined. In the drill and ceremonies manual, and this outline, combined commands are shown in UNDERLINED CAPITAL LETTERS. Examples would be “AT EASE,” “REST,” “FALL IN,” etc.
- d. Supplementary Commands. Supplementary Commands that cause the component units to act individually. An example would be the commands squad leaders give to their individual squads following the platoon commander's preparatory command, “Column of Files From the Right,” and before the command of execution “MARCH.” In the drill and ceremonies manual, and this outline, supplementary commands may be shown as preparatory commands, commands of execution or combined commands, depending on the movement.

4. GIVING COMMANDS. The position of attention is the proper position for giving commands.

- a. If at a Halt. If at a halt, the commands for movements, which involve marching at quick time in a direction other than to the direct front, such as “Column Right, MARCH,” are not prefaced by the preparatory command, “Forward.”
- b. Commands that use Unit Designations. The only commands that use unit designations, such as “Battalion” or “Company,” as preparatory commands are “ATTENTION” and “HALT.” Such commands shall have no further designation added (e.g., “First Battalion, ATTENTION” or “Company, HALT”). Commands shall be given only as stated herein.
- c. Command Voice. A command must be given loud enough to be heard by all members of a unit.

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(1) Good posture, proper breathing, and the correct use of throat and mouth muscles help develop a commander's voice.

(2) Projecting the voice enables one to be heard at a maximum range without undue strain. To project a command, commanders must focus their voices on the most distant individuals. Good exercises for voice projection are:

(3) The diaphragm is the most important muscle in breathing. It is the large horizontal muscle that separates the chest from the abdomen. It automatically controls normal breathing but must be developed to give commands properly. Deep breathing exercises are one good method of developing the diaphragm.

(4) The position of attention is the proper position for giving commands. A leader's bearing will be emulated. If it is military, junior personnel will be inspired to respond to commands with snap and precision.

(5) Distinct commands inspire troops; indistinct commands confuse them. All commands can be given correctly without loss of effect or cadence. To give distinct commands, you must emphasize enunciation and make full use of the tongue, lips, and lower jaw. One should practice giving commands slowly, carefully, and in cadence; and then increase the rate of delivery until the proper rhythm (112 to 120 beats per minute) is reached and each syllable is distinct. Raising the hand to the mouth to aid in projecting commands is not proper.

(6) Inflection is the rise and fall in pitch, causing tone changes of the voice.

(a) Preparatory commands should be delivered with a rise and inflection in the voice. (e.g., "BaaaTALion," "PlaaaTOON," "FooreWARD," "TO the REAR," etc.) In particular, those preparatory commands that cause supplemental movements should be heavily accentuated on the last syllable. (e.g., The command "Present, ARMS" the preparatory command "Preee(pause) ZENT" causes those armed with swords to execute the first count of the movement and the national color to go to the carry.

(b) A command of execution is given in a sharper and higher pitch than the tone of the preparatory command's last syllable. A good command of execution has no inflection, but it must have snap. It should be delivered with sharp emphasis. If properly given, troops will react to it with snap and precision.

(c) Combined commands such as "FALL IN" are delivered without inflection. They are given in the uniform high pitch and loudness of a command of execution.

5. STANDARD DRILL TERMINOLOGY.

a. Definitions. The following definitions are standard terms used throughout this outline.

(1) Alignment. The dressing of several elements on a straight line.

(2) Base. The element on which a movement is regulated.

(3) Cadence. A rhythmic rate of march at a uniform step.

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(4) Center. The middle element of a formation with an odd number of elements or the left center element of a formation with an even number of elements (See figure 1-1b).

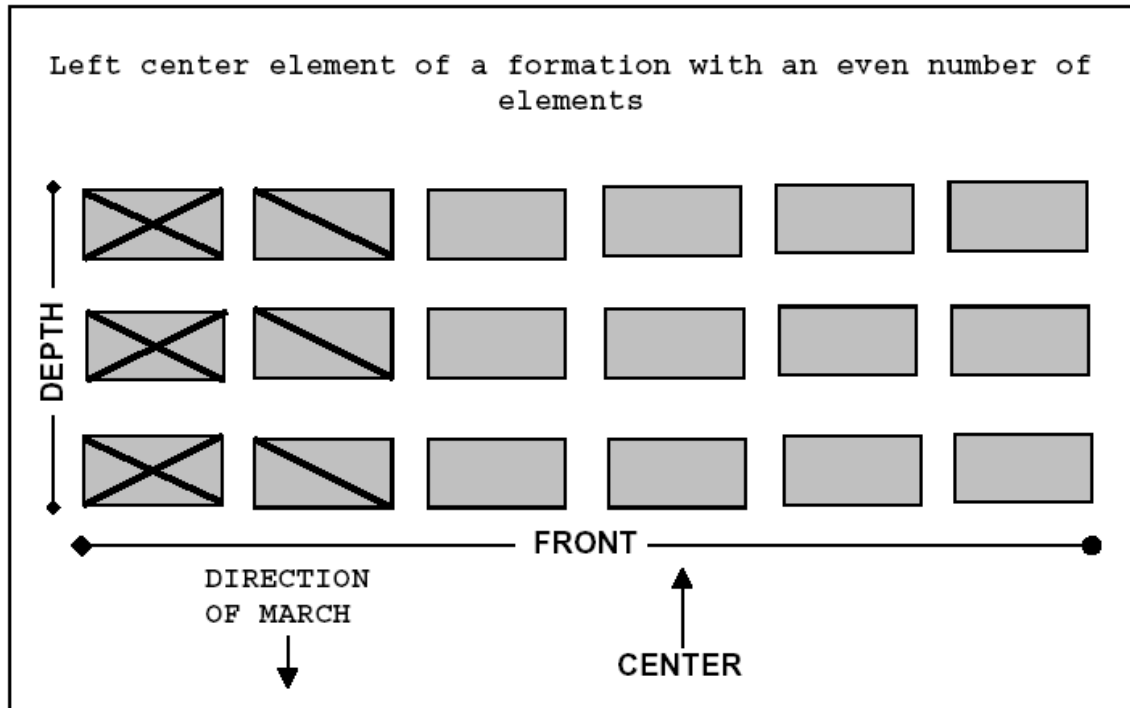


Figure 1-1b.--Center, Even Number of Elements.

(5) Ceremony. A formal military formation designated to observe a specific occasion.

(6) Column. A formation in which elements are placed one behind the other. A section or platoon is in column when members of each squad are one behind the other with the squads abreast of each other.

(7) Commander of Troops (COT). The COT is the senior officer taking part in the ceremony. If an enlisted ceremony the COT is the senior enlisted.

(8) Distance. The space between elements in the direction of depth. Between individuals, the space between your chest and the person to your front Platoon commanders, guides, and others whose positions in a formation are 40 inches from a rank are, themselves, considered a rank. Otherwise, commanders and those with them are not considered in measuring distance between units. The color guard is not considered in measuring distance between subdivisions of the unit with which it is posted. In troop formations, the distance between ranks is 40 inches. (See figure 1-2.)

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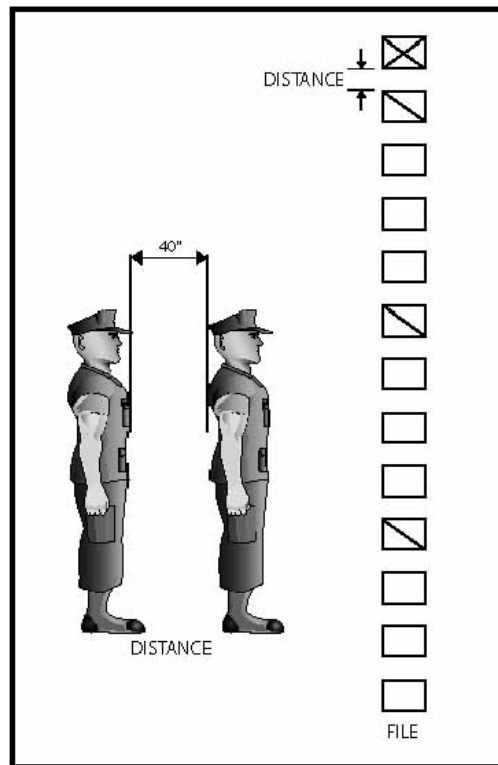


Figure 1-2.--Distance and File.

- (9) Double Time. Cadence at 180 steps (36 inches in length) per minute.
- (10) Element. An individual, squad, section, platoon, company, or other unit that is part of a larger unit.
- (11) File. A single column of troops or vehicles one behind the other.
- (12) Flank. The right or left extremity of a unit, either in line or in column. The element on the extreme right or left of the line. A direction at a right angle to the direction an element or a formation is facing.
- (13) Formation. Arrangement of elements of a unit in line, in column, or in any other prescribed manner.
- (14) Front. The space occupied by an element or a formation, measured from one flank to the other. (See figure 1-1a.) The front of an individual is considered to be 22 inches.
- (15) Guide. The individual (base) upon whom a formation, or other elements thereof, regulates its march. To guide: to regulate interval, direction, or alignment; to regulate cadence on a base file (right, left, or center).
- (16) Interval. The lateral space between elements on the same line. (See figure 1-3.) Interval is measured between individuals from shoulder to shoulder and between vehicles from hub to hub or track to track. It is measured between elements other than individuals and between

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formations from flank to flank. Unit commanders and those with them are not considered in measuring interval between elements of the unit. Normal interval between individuals is one arm's length. Close interval is the horizontal distance between shoulder and elbow when the left hand is placed on the left hip.

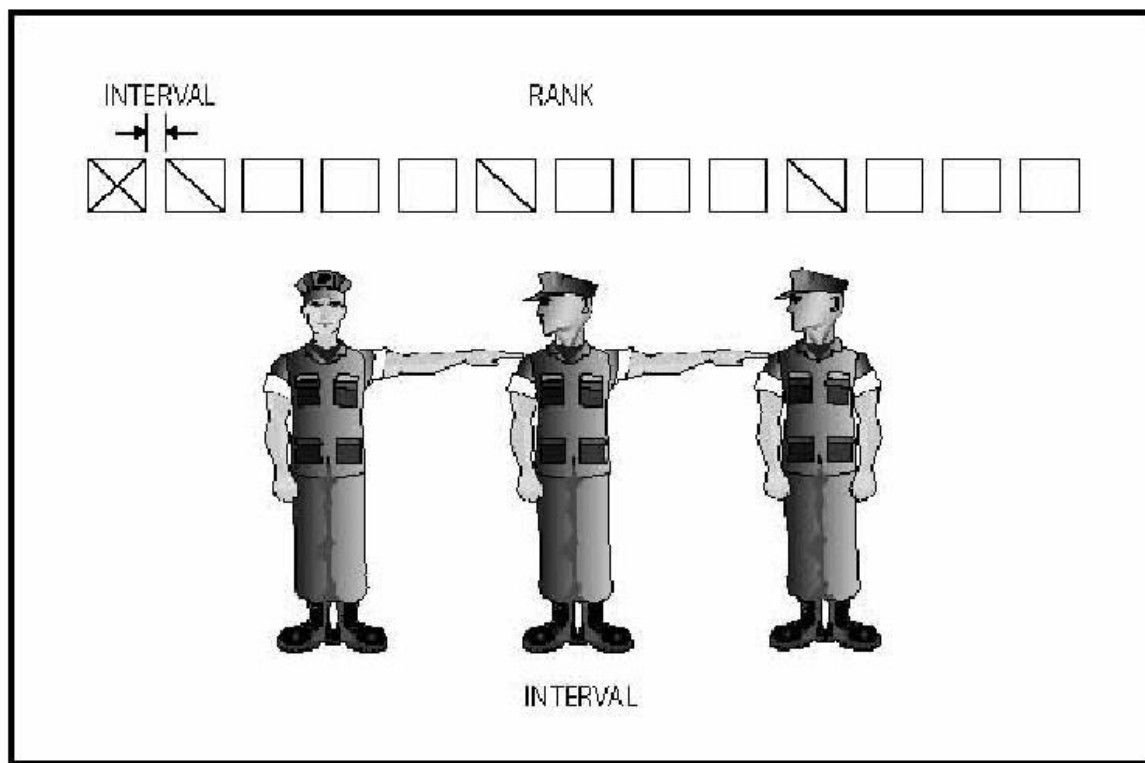


Figure 1-3.--Interval and Rank.

- (17) Left (Right). Extreme left (right) element or edge of a body of troops.
- (18) Line. A formation in which the elements are side by side or abreast of each other. A section or platoon is in line when its squads are in line and one behind the other.
- (19) Line of March. The line on which individuals or units are to march on.
- (20) Line of Troops. The line on which troops are to form when in formation.
- (21) Pace. The length of a full step in quick time, 30 inches.
- (22) Parade. A parade is a ceremony that involves the movement of marching units.
- (23) Parade Rest. Twelve inches are measured from the inside of the left heel to the inside of the right heel.
- (24) Parade sling. A sling that has all excess slack removed and is taut. The keeper is adjusted and locked in a position next to the sling tip. The sling lies on the left side of the rifle.
- (25) Point of rest. The point toward which all elements of a unit establish their dress or alignment.

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(26) Quick time. Cadence at 112 to 120 steps (12, 15, or 30 inches in length) per minute. It is the normal cadence or drill and ceremonies. (See double time above).

(27) Rank. A line of troops or vehicles placed side by side.

(28) Review. A review is a type of ceremony that omits certain elements found in a parade but includes an inspection (trooping the line) not found in a parade.

(29) Snap. In commands or signals, the quality that inspires immediate response. In drill the immediate and smart execution of a movement.

(30) Step. The distance from heel to heel between the feet of a marching individual. The half step and back step are 15 inches. The right and left steps are 12 inches. The steps in quick and double time are 30 and 36 inches, respectively.

(31) Unit leader. Is the individual who is drilling the unit. This can be any individual who is conducting drill or can be those assigned a specific billet such as squad leader, platoon sergeant, platoon commander, etc.

REFERENCE(S):

1. MCO 5060.20, Marine Corps Drill and Ceremonies Manual

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TERMINAL LEARNING OBJECTIVE(S):

(1) Without the aid of references, demonstrate Marine Corps Core Values in order to represent the highest moral character in and out of uniform. (MCS-VALU-1002)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, identify the Marine Corps' core values without error (MCS-VALU-1002a)

(2) Without the aid of references, define the Marine Corps' core values in accordance with the evaluation rubric. (MCS-VALU-1002b)

1. THE MARINE CORPS' PHILOSOPHY ON ETHICS

a. Mental Framework. This class is to provide you with a doctrinal stance on the Marine Corps' philosophy regarding ethics and how it applies to us as a warfighting organization. It is not designed to give specific answers of what is right and wrong for every event that you encounter. Rather, it is intended to give you a mental framework to help you make ethical decision on your own.

b. Role Within the Corps. Given the extreme environments that Marines can be placed in, coupled with the tremendous amount of responsibility and autonomy that our work demands, the need for Marines to know about and consider ethics is a critical component to our success in war, and your success here at OCS. As you learn what it takes to be a leader of Marines, and later when you learn about the theory and nature of war, it is important to realize that the ability of a Marine to independently act in accordance with the institutional values of the Marine Corps is necessary for unit cohesion, mission accomplishment, and your own success as an officer candidate and future leader of Marines.

c. Fundamental Tenet. Understanding ethics is an essential quality that America demands of its Marines and is a critical component in how we fight wars. We must arm ourselves with an ethical philosophy that complements the tremendous power and responsibility that Marines yield. Ethics are a fundamental tenet of being a United States Marine, and one that you must understand and embody if you are going to succeed at OCS and beyond.

d. Methodical Approach. The topic of ethics is a difficult one to address. While often seen as a general understanding of what is right or wrong, it rarely is given exacting guidelines for a thought process that helps one make ethical decisions. The understanding of values, morals, and ethics is necessary to facilitate a more methodical approach to this subject.

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3. VALUES

a. Defining Value: A principle, concept, or quality that is deemed important to an individual or an organization. People place importance upon these principles because they see them as critical to their team. Values are a reflection of what one feels is truly important.

b. Core Values: Certain values that a particular person, community, society, or organization considers important and especially applicable to them or their group.

(1) Many other groups in society adhere to a set of Core Values. Medical professionals adhere to a standard code of ethics. Police departments establish values for their officers. And every military service in the United States has their own set of core values.

(2) When they enter the Corps, Marines bring with them their own set of Core Values. Personal Core Values are instilled in Marines by their parents, families, religious beliefs, schools, peers, and other influences in their lives. These individual sets of values may be strong, or they may be weak. Regardless of background, every Marine should understand that being a Marine entails embracing and adhering to Marine Corps Core Values. The Marine Corps Core Values support and clarify the ethos and actions of Marines and are consistent with the warrior role as protectors and defenders of our constitution, country, and Corps.

c. Marine Corps Core Values. As Marines, we share the core values of honor, courage, and commitment. As much as anything else, our core values set us apart. They give us strength, influence our attitudes, and regulate our behavior. They bond all Marines into a band of brothers that can meet any challenge. In the end, these values make us better citizens when we return to a society that sometimes questions values. Many Marines realize this when they go home for the first time and notice they are different from their old buddies.

(1) Honor: Integrity, Responsibility, Accountability.

(a) The bedrock of our character. The quality that guides Marines to exemplify the ultimate in ethical and moral behavior; never to lie, cheat, or steal; to abide by an uncompromising concept of integrity; to respect human dignity; to have concern for each other. The quality of maturity, dedication, trust, and dependability that commits Marines to act responsibly, to be accountable for actions, to fulfill obligations, and to hold others accountable for their actions.

(2) Courage: Do the right thing, in the right way, for the right reasons.

(a) The heart of our core values. Courage is the mental, moral, and physical strength the Corps ingrains in Marines to carry them through the challenges of combat and the mastery of fear, to do what is right in every situation, to adhere to a higher standard of personal conduct, to lead by example, and to make tough decisions under pressure. It is the inner strength that enables Marines to take that extra step.

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(2) Commitment: Devotion to The Corps and my fellow Marines.

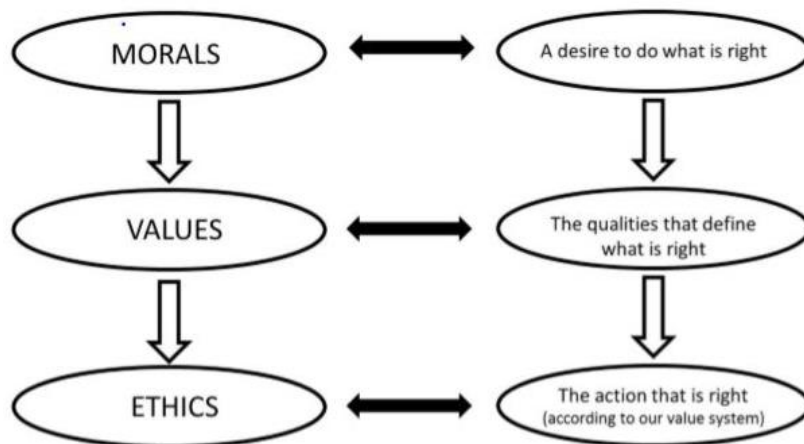
(a) The spirit of determination and dedication in Marines that leads to professionalism and mastery of the art of war. It leads to the highest order of discipline for unit and self; it is the ingredient that enables 24-hour-a-day dedication to Corps and Country, pride, concern for others, and an unrelenting determination to achieve a standard of excellence in every endeavor. Commitment is the value that establishes the Marine as the warrior and citizen others strive to emulate.

d. It takes time for Marines to internalize these values and it is a leader's responsibility to live them, demonstrate them, and instill them in their subordinates.

3. MORALS

a. Defining Morals. Morals are a concern for the principles of right and wrong behavior. Ultimately, being moral is *wanting* to do the "right thing." Being moral focuses on the concern for what is right but does not define what right is. The desire to do what is right must be followed up with the question of "what is the right thing to do?" When someone begins to ask these questions, they start to define what is valuable to them. With these defined values, a person must then focus on whether or not their actions are in keeping with their values. Morals compel someone to do what is right. A person's values provide the criteria that determines what is right. Acting in accordance with those values helps us define if those actions are "good" or the "right thing to do."

b. Moral Paradigm. The persistent desire to try to determine what is right or wrong will, over time, develop a moral paradigm for a Marine. This moral paradigm is a critical step in developing ethical Marines. Morals are the bridge between values and ethics. While one would want their actions to adhere to their values, morals are the mechanism that forces one to consider if their acts truly reflect their values. Morals are not the same as ethics, because they do not consist of action.



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4. ETHICS

a. The Hallmark of a U.S. Marine. Being ethical is the single most important quality of a Marine. Though we possess many other attributes, physical fitness and mental acuity being among them, they are not our defining characteristic. History is filled with examples of tyrannical and evil forces that have similar qualities and skill. Ultimately, it is the reliability and trust that stems from being an ethical warrior that are the hallmark of a U.S. Marine. In order to apply the Marine Corps philosophy on ethics, one must first define ethics and how it correlates to our institution's values and how they are applicable to the conduct of warfighting.

b. Ethics Defined. The adherence of one's actions to their values.

(1) Though a simple concept, this definition is a critical aspect to how one approaches their conduct. Often, people will define an ethical action as one that is simply "good" or seems 'nice.' This approach oversimplifies the issue and excuses people from the need for critical thought on the subject.

(2) Inherent to the definition of ethics is the need for every Marine to think about the values that drive their actions and whether or not their decisions truly adhere to those values. In order for a Marine to conduct themselves ethically, they must have a firm understanding of the institution's core values and how their actions will be able to adhere to them.

(3) This understanding of ethics provides Marines the basic framework on how to approach any situation. From how Marines are received, led, followed, trained, and developed, ethics ensures that all the required functions involving Marines are done in accordance with the guiding principles of the institution's values. This applies in both garrison and deployed environments, in peace as well as war.

(4) As ethics are the adherence of one's actions to their values, unethical conduct is the departure of their actions from those values. Unethical conduct is often the result of people who do not purposely incorporate ethics into their lives. It also stems from an inability to understand what ethics are, where one can draw their values, and their inability to think on how whose values can drive their actions.

(5) Ultimately, every Marine must consistently strive to have their actions adhere to the institution's core values. Marines must habitually ask themselves if what they are about to do is going to reflect or deviate from those values.

c. Ethical Approaches. There are three approaches to ethics: meta-ethics, normative ethics, and applied ethics. While these are not theories, they are realms in the philosophical study of ethics that help to shape ethical theories. In order to generate an ethical theory, one must first understand these approaches:

(1) Meta-Ethics. The study of the fundamental nature of what constitutes "good versus bad" and what is "right versus wrong." This is a broad and very philosophical approach that does not look to provide specific guidance or guidelines on how to act.

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(2) Normative Ethics. Looks to find rules for conduct under the basic understanding of what is right and wrong. This approach towards ethics attempts to move beyond the question of what is right but provides an answer and general rules on how to be ethical. This results in the formation of universal rules for conduct based on understanding of what is good and right. Normative ethics tends to be a difficult topic to venture into because universal rules are extremely difficult to apply to every person and every situation. Consequently, few rules will be regarded as applicable at all.

(3) Applied Ethics. A more focused element of normative ethics. It attempts to find a universal ethical standard within specified fields in order for that field to fulfill its purpose. Consequently, applied ethics results in ethical codes for law enforcement, medical practice, the business world, as well as the military. During this lesson and your time at OCS, we will focus on applied ethics in the realm of the Marine Corps. We will work upon general standards or what is “good” or “right” in the military. This requires an understanding of the purpose of the Marine Corps and the application of ethics in the conduct of war.

d. Ethical Decision Making. An ethical decision is the act of using values to shape the choices we make (the mechanism of morals). These decisions have three components:

(1) Intellectual understanding of the organization’s values. This requires not just knowing their definitions but taking time to reflect on their importance. Though the Marine Corps will provide some guidance on a philosophical approach to ethics and the definitions of values, it is the Marine’s responsibility to reflect on them, understand their importance, and how they apply to their lives. This begins the individual process of developing a mental framework of how values should drive one’s actions. It also develops a structure of what actions the value prohibits.

(2) Selecting actions with connections to our values. You must develop a mental habit to select actions with deliberate connections to Marine Corps Core Values. This means that a Marine must consistently ask themselves if their action will reflect the value that they feel are important (“Are these actions in violation of prohibited actions that we said we would not do?”). Such a process will create a moral paradigm for an individual and condition their thought process on what is needed to be ethical. Though this sounds relatively simple, it provides consistent “mental repetition” for our minds when thinking about how to make the right choice. It is also very easy to overlook this step. Managing many tasks and consistently being called upon to act quickly, Marines will feel compelled to decide first in an attempt to be decisive. While decisiveness is critical to being a Marine, we should be clear on the difference between “quick decisions” and “timely decisions.”

(3) Developing an ethical instinct. If time permits, Marines must develop a habit of asking themselves to adhere to our values first. As this habit persists, a Marine will create an instinct where they will view the world through the “lens” of our core values. Eventually, a Marine will make ethical decisions instinctively.

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e. Ethical Dilemmas. A conflict between the application of two or more values.

(1) By adhering to one value, a Marine will violate a different value. This can stem from a person who is deriving their values from multiple sources. Giving each source equal priority, a person will become indecisive and conflicted about what they should do. Even if there is a clear priority given to the Marine Corp's institutional values, those values may compel a Marine to violate one in order to fulfill the other. Adherence to orders may place Marines in harm's way, forcing one to choose between the trait of loyalty to their Marines or commitment to the mission.

(2) These dilemmas are a part of the friction that Marines endure during war. Marines who want to be ethical may find themselves struggling to "do the right thing" because both options would adhere to one value or the other, but not both.

(3) Often times, a person will fail to assess which source of values drives their actions, because it requires a declarative position on which a value system is most important. In other words, which role does a person prioritize more, being a Marine, or a practitioner of their faith? Are one's political beliefs relegated to social or familial value systems? This does not mean it refuses an individual's right to hold other values outside of those of the Marine Corp, but they cannot take priority over the institutions. That would lead to a compromise in one's ability to serve in accordance with the values of the organization. The sources of values (family, religion, social group, etc.) can be very valuable to the Marine, but cannot justify a Marine to deviate from the Corps' Values. This results in inconsistency of action and erodes confidence and reliability.

(4) This is why the subject of ethics is challenging and why it requires so much consideration and reflection. Simply waiting for such an ethical challenge to present itself, without thinking on these issues before hand, will result in needless time wasted and indecisiveness. War requires decisive action. Leaders and subordinates must be able to fall back on their understanding of ethics in order to make sound decision quickly.

(5) Should an individual feel that they are prioritizing other value sources over the Marine Corps', they should reassess their level of commitment to the institution and whether or not being a Marine is right for them.

f. Ethical Relativism. The belief that ethics are relative to an individual or a particular situation.

(1) Ethical relativism allows values to be unique to the individual but not for others. Consequently, you may not steal because you believe it is dishonorable, but it is okay for your friend to steal because he does not adhere to the same value system.

(2) The Marine Corps does not accommodate ethical relativism from its Marines. The need for unit cohesion, trust, and consistency in performance requires Marines to adhere to the institution's values. Critical to the Marine Corps' success is bringing people from all walks of life together. A unit's ability to get its people to "pull together" is necessary to succeed in war.

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This cannot be achieved if a Marine deviates from the Corps' value system. Ethical relativism allows a Marine to provide "post hoc" justifications as to why they would not act in accordance with our values, which is to say, a Marine can reverse engineer a justification for acting unethically as long as they have an extenuating circumstance.

(3) Ultimately, all Marines must adhere to the institution's values and cannot excuse themselves (or other Marines) from the obligation to uphold them. Just as other value sources cannot void the Corps' values, a Marine cannot refuse to apply the values of the organization. This would break the social contract between the Marine and the Corps.

g. Critical Thinking and Reflection

(1) Critical thinking and reflection are necessary elements of becoming ethical. Since a fundamental understanding and interpretation of our values is necessary to driving our actions, one must arrive at their own conclusions on which value systems are most important to them. Reflecting on these matters can only facilitate this understanding if we think critically. Critical thinking is the art of analyzing and evaluating thinking with a view to improving it. This helps a person identify any prejudices, biases, emotional motivations, or ignorance they may have that compromises the integrity of their decision making.

(2) Critical thinking is habitual and can be developed and strengthened overtime. It is imperative to overcoming emotional responses which can be very disruptive. Marines must resist the urge to make emotional responses as they are not biased on reason or logical connections to values, but on what relieves tension or stress. Emotional responses are based on what makes one "feel good." This can be devastating to ethical conduct as Marines are often placed in very stressful and dangerous situations.

(3) The habitual practice of being reasonable, logical, and critical in thought helps us overcome the risk of emotional decision making. This is essential when one is attempting to assess and analyze their thought processes and helps them to make honest connections between their roles and values, which is the first step in making ethical decisions.

(4) When determining what values are most important and how one's actions adhere to them, a Marine's thought process must be informed, fair, logical, precise, and relevant. All too often people justify their actions as good or bad simply by what they "feel" is the right thing to do. The problem with this approach is that it does not have a consistent reason behind it. When asked why a course of action is right, people who do not think critically will not have a logical argument to support their position. This can often result in second guessing or indecisiveness when a person needs to act. It can also result in inconsistent decisions based on a person's feelings or emotions. Once a Marine develops an honest assessment of their biases, prejudices, and overall thought process, they will begin to make better use of their time to reflect on their values and what they mean.

(5) Reflection is as critical to a Marine's ability to be combat fit as physical training of technical proficiency. While Marines like to be men and women of action, those actions must be done in accordance with intent and the values of the Marine Corps. Just as much as a Marine

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spends time conducting physical or technical training, they must also dedicate time to studying and reflecting on their values.

(6) This can be challenging as people are often busy and have competing interest for their time. Especially in the era of personal electronic devices, Marines can become saturated with messages from people all over the world at the same time. It is important that discipline be applied at turning away from these distractions throughout the day so that Marines can have time to reflect. The best way to do this is to develop a plan, just as we do with our physical and technical training, to allocate time for thoughtful consideration of one's values.

h. Humility. Humility is the quality of having a modest opinion of one's own importance.

(1) Another value that supports a Marines' ability to think critically and that all Marines must work to develop is humility. This is a necessary aspect of critical thinking, as well as team building, because it enables a Marine to consider other possibilities outside of their own perceptions. One of the strongest qualities a Marine can have is intellectual humility as it enables them to consider other points of view, which is essential for personal growth.

(2) Humility can be difficult to achieve as Marines endure rigorous training to become a part of the Corps. Consequently, the pride in achieving this can often result in a closed mindedness that what was achieved in the past does not require effort in the future; that a Marine has it all figured out. While this may give the appearance of always having the right answers, it often results in a Marine not taking all considerations into account. As a result, there may be little thought given to why we do things or a fair assessment of how one thinks, inhibiting critical thinking.

(3) Humility is something every Marine must strive to achieve. This can be challenging because it often requires exposure of one's weaknesses, which is very uncomfortable. While a Marine should be proud of their accomplishments and honest about their strengths, they should often seek out new challenges (physically, mentally, morally) that demonstrate room for growth. Being a persistent student (not just of history and academics, but also of one's immediate surroundings, what others in their command are doing) can help a Marine maintain a sense of perspective that is critical to maintaining humility.

REFERENCE(S):

1. Ethics (MCDP (pending), Maj Katolin, Dennis W.)
2. Marine Corps Values: A User's Guide for Discussion Leaders (MCTP 6-10B)
3. Leading Marines (MCWP 6-11)

CHAR 1002: MARINE CORPS HISTORY 1

TERMINAL LEARNING OBJECTIVE(S):

- (1) Without the aid of references, describe common terms, sayings, and quotations used in the Marine Corps without omitting key components. (MCS-HIST-1001)
- (2) Without the aid of references, identify significant events in Marine Corps history without omitting key components. (MCS-HIST-1002)
- (3) Without the aid of references, identify the historical significance of Marine Corps uniform items without omitting key components. (MCS-HIST-1003)

ENABLING LEARNING OBJECTIVE(S):

- (1) Without the aid of references, identify common terms from 1775-1914 without error. (MCS-HIST-1001a)
- (2) Without the aid of references, identify common sayings from 1775-1914 without error. (MCS-HIST-1001b)
- (3) Without the aid of references, identify common quotations from 1775-1914 without error. (MCS-HIST-1001c)
- (4) Without the aid of references, identify significant Marine Corps places from 1775-1914 without error. (MCS-HIST-1002a)
- (5) Without the aid of references, identify significant Marines from 1775-1914 without error. (MCS-HIST-1002b)
- (6) Without the aid of references, identify significant Marine Corps battles from 1775-1914 without error (MCS-HIST-1002c)
- (7) Without the aid of references, identify significant Marine Corps Pathbreakers from 1775-1914 without error. (MCS-HIST-1002d)
- (8) Without the aid of references, identify historical Marine Corps uniform items from 1775-1914 without error. (MCS-HIST-1003a)

1. CONTINENTAL MARINES (1775 -1783)

- a. The American Revolution (1775-1783). The success of the British Empire in the French and Indian War from 1754 to 1763 left its treasury depleted with vast new colonial holdings to control. Attempts by the British government to raise revenue by taxing the American colonies

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were met with heated protests from many colonists, who resented their lack of representation in Parliament and demanded the same rights as other British subjects.

(1) In response, a group of colonial delegates, including George Washington, John Adams, Samuel Adams, Patrick Henry, and John Jay, met in Philadelphia in September 1774 to voice their grievances against the British crown. This First Continental Congress did not demand independence from Britain, but it denounced taxation without representation, the quartering of the British troops in the colonies without their consent and issued a declaration of the rights due every citizen. These rights included life, liberty, property, assembly, and a trial by jury.

(2) The Continental Congress voted to meet again in May 1775 to consider further actions. The Second Continental Congress would convene again in Philadelphia. During this meeting, the Second Continental Congress would sign the Declaration of Independence, proclaiming the independence of the United States of America as its own nation free of British rule. At this same meeting they would also vote to form a Continental Army, with General George Washington as its Commander in Chief. Plans to create a formal navy soon followed.

b. Need for a Navy and Marine Corps. Britain was a naval power, and its Atlantic colonies were deeply committed to a maritime economy. American leaders knew they would have to fight a naval war to prevent the British army from supplying its military forces ashore and maintaining its rule.

(1) Over time, the colonies created small armed fleets of converted merchantmen to protect their own seacoasts and to raid British merchant ships. With this as a basis, Congress slowly accepted the need for a Continental Navy to pursue strategic missions.

(2) In October 1775, the Second Continental Congress authorized the establishment of a Continental Navy to stand for the duration of the war. John Adams, leader of the Maritime Committee of the Continental Congress, sought to design the new navy after the highly successful Royal Navy. This included a requirement for Marines to not only enforce order and discipline among sometimes fractious crews, but also to lead raids both ship to ship and ashore.

c. The Birth of The Continental Marines. Thus, on 10 November 1775, Congress ordered that two battalions of Marines be raised. This date would be forever known as the birthday of the Marine Corps.,

“Resolved, That two Battalions of marines be raised, consisting of one Colonel, two Lieutenant Colonels, two Majors, and other officers as usual in other regiments; and that they consist of an equal number of privates with other battalions; that particular care be taken, that no person appointed to office, or enlisted into said Battalions, but such as are good seamen, or so acquainted with maritime affairs as to be able to serve to advantage by sea when required: that they be enlisted and commissioned to serve for and during the present war between Great Britain and the colonies, unless dismissed by order of Congress: that they be distinguished by the names of the first and second battalions of American Marines, and that they be considered as part of the number which the continental Army before Boston is ordered to consist of.”

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(1) First Commandant by Tradition. Congress issued the first Officer commission to Samuel Nicholas of Philadelphia on 28 November 1775. He was commissioned as a Captain of Marines. As the senior Marine, Captain Nicholas' first task was to recruit the men needed for the Marine Corps. Captain Samuel Nicholas is considered to be, by **tradition**, the Marine Corps' "First Commandant." At the time the billet of Commandant of the Marine Corps had not yet been established.

(2) Tun Tavern. Captain Nicholas recruited throughout Philadelphia for his two battalions. The most well-known location from which Marines were recruited was the Tun Tavern. Tun Tavern was later established as the recruiting headquarters of the Marine Corps and is now recognized as the birthplace of the Marine Corps.

(3) Demographics of the Corps. These first battalions of Marines were an interesting mix of people. Few of the officers had military experience and relied more on social or political influence for their commissions. Of the enlisted men, many were foreigners, men who moved through the port cities of the world on the lookout for adventure. Some were Native Americans, and a few were even free African Americans. No service restrictions were placed on race until after 1798 when the Navy and Marine Corps were re-established.

d. First Amphibious Landing.

(1) Background. In February of 1776, the Continental Navy sailed south to engage the Royal Navy rather than raiding in the Chesapeake Bay. With Washington's army in desperate need of arms and ammunition, the Continental Navy discovered that large quantities of British cannons, shot, and gunpowder were stockpiled on the island of New Providence in the Bahamas, guarded by only a small detachment of British troops. A newly organized naval squadron's mission was modified from conducting harassing attacks on the British Navy in the south to raiding and acquiring the supplies stored in New Providence.

(2) Amphibious Landing. On 3 March 1776, Captain Nicholas led a 300-man landing party of Sailors and Marines that captured Fort Montague, Fort Nassau, and their stores. Even though the landing party succeeded in securing two British forts, and removing some stores of cannons and gunpowder, the British governor of Fort Nassau had also succeeded in removing a large quantity of powder during the night on a British merchantman's ship. This raid on New Providence Island would be known as the Marine Corps' first-ever amphibious landing.

(3) Continued Support. Marines continued to provide resolute service through the rest of the Revolutionary War serving at sea as sharpshooters, ship to ship boarders, and as members of landing parties. Additionally, a detachment of artillerymen accompanied Washington's army during the campaign in New Jersey and Pennsylvania. During this time Marines would find themselves both high in the riggings of their ships acting as sharpshooters and below on the decks fighting in close combat during boarding parties. According to popular belief, to help distinguish Marine Officers to the sharpshooter above, they would wear quatrefoils on their caps in the shape of a cross. Sharpshooters from high above could recognize this shape in the chaos of battle and avoid targeting what they may have thought was an enemy officer. Wearing the

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quatrefoil while at sea would become common practice for Marines and the quatrefoil officially became an authorized part of the uniform in 1859.

e. End of the Revolutionary War: In 1783, Congress signed the Treaty of Paris, effectively ending the war between Great Britain and the United States. After the war in 1783, Congress disbanded the Navy and the Marine Corps. The fledgling Congress was too weak to levy the taxes required to maintain a standing army and navy. Additionally, Americans had a deep distrust of standing military forces, as they had been subjected to prolonged abuse at the hands of British garrisons. Regardless of these negative perceptions and lack of popular support, Congress would soon discover there would be a need to protect American cargo and crews on the high seas.

2. RE-ESTABLISHMENT OF THE MARINE CORPS.

a. The Global Stage.

(1) In the competition for trade on the high seas, America was a very small player on a huge stage. European countries had no respect for American sovereignty, and the threat of piracy was constant, especially in the Mediterranean. Pirates found it easy to seize American goods and crews, demand protection money, gifts, and either ransom or sell crewmen as slaves. French privateering in the Caribbean and along the American coast forced Congress and the President to respond. In 1794, Congress authorized the construction of six frigates for a new navy. In April 1798, Congress established a regular Department of the Navy with authorization to attach Marines to each ship ultimately re-establishing the Marines Corps.

b. A New Nation's Response.

(1) The Act for Establishing and Organizing a Marine Corps was signed by President John Adams on 11 July 1798. This act specifically organized the Navy's Marines as a Corps of Marines. The legislation dictated the organization of a ship's crew, mirroring the British Royal Navy's one Marine per naval gun. The new fleet would also no longer be managed by the War Department, but by the newly created Department of the Navy.

(2) The Chairman of the House Naval Committee, Samuel Sewall, incorporated several core principles. He was known for the "Act for Establishing and Organizing a Marine Corps." By his foresight, he can rightly be called the father of the modern Marine Corps. He insisted that:

(a) Economy and discipline dictated a single Corps instead of small detachments aboard ships.

(b) A "Major Commandant" from a separate headquarters would coordinate recruiting, supervise all Marines, and deal with complaints.

(c) The Marine Corps must be, "in addition to the present military establishment." In other words, not recruited from among the current force of soldiers.

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c. The Mission of the Corps. The following were established as the Marine Corps' missions, as delineated by the Secretary of the Navy:

(1) Sea duty.

(2) Duty in the forts and garrisons of the United States.

(3) "Any other duty on shore, as the president, at his discretion, shall direct."

3. THE FIRST OFFICIAL COMMANDANT OF THE MARINE CORPS.

a. William Ward Burrows. Within 24 hours of re-establishing the Marine Corps in 1798, President Adams appointed William Ward Burrows as the **first official** Commandant of the Marine Corps at the rank of Major. This should not be confused with Captain Samuel Nicolas who is regarded, by tradition, as the First Commandant of the Marine Corps. Burrows was an energetic recruiter and he hand-selected his Officer Corps. Before long, additional authorization to increase manpower led to the recruitment of 41 Officers, and an additional 196 Marines into the Marine Corps. Burrows impressed the President and Secretary of the Navy so much that he was promoted to the rank of Lieutenant Colonel.

b. Improved Social Influence. The 1798 law creating the Marine Corps initially authorized a Marine Corps Band. LtCol Burrows saw an opportunity in this and bought additional instruments. The band trained and began playing open-air concerts around Washington, soon becoming a popular fixture. President Thomas Jefferson even had the band play at his inauguration in 1800. Since then, they have played at every presidential inauguration and become known as "The President's Own."

c. Leatherneck. In 1798, Burrows understood the importance of uniforms and perception. He put an emphasis on ensuring his Marines would look distinct and professional. When designing this new look, a roughly four-inch leather collar was added to their uniforms. This leather collar would serve to help keep the Marines head erect while on parade or on post giving an unmistakable look to anyone who saw them. Marines would later pick up the nickname "Leathernecks" from this uniform design. The high collar of the dress blue coat is the modern tribute to the leather stock.

4. **RANK OF SERGEANT MAJOR**. In 1798, Congress established the rank of Sergeant Major. The first Sergeant Major in the Marine Corps was Sergeant Major Archibald Sommers. The Sergeant Major's original duties were to manage the day-to-day affairs of the Commandant wherever his headquarters happened to be.

5. THE FOUNDING OF THE "OLDEST POST IN THE CORPS": MARINE BARRACKS WASHINGTON.

a. In the summer of 1800, President Thomas Jefferson moved the Marine Corps' headquarters from Philadelphia to the new national capital of Washington, D.C. LtCol Burrows established his

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Marines in a camp near Georgetown while he and the president chose a suitable location for a new barracks.

b. The final location, at the corner of 8th and I Streets, was chosen for its proximity to both the Capitol and the new Naval Yard, where Marines were guarding public property. In Washington, LtCol Burrows prioritized and enforced discipline, emphasizing drill for both his officers and enlisted men. Today, the Commandant, Ceremonial Companies, Guard Company, and the Marine Corps Band still reside in the same quarters, which is known alternatively as “Marine Barracks Washington,” “8th and I,” and the “Oldest Post in the Corps.”

6. WAR AGAINST THE BARBARY PIRATES (1801-1805).

a. Background. Since the 1500s, the inhabitants of the Barbary Coast (modern-day North Africa) had made their living by raiding ships and seaside settlements, the capture and sale of millions of slaves, and the extortion of tributes from maritime countries that worked on the Mediterranean Sea. European countries had accepted this arrangement as a cost of doing business in the Mediterranean and paid the tributes for their ships safe passage. The United States would not stand to let this continue.

(1) In July 1801, President Jefferson sent a squadron of naval ships to the Mediterranean to protect merchant ships in waters inhabited by Barbary raiders, eventually blockading Tripoli Harbor itself. In 1803, the *USS Philadelphia* ran aground near Tripoli Harbor and was captured by the Tripolitans, along with her 409-man crew and 41-man Marine guard. They were then ransomed by the Barbary Pirates.

(2) The United States realized the Tripolitans could not be allowed to use a new first-class warship; therefore, the *USS Philadelphia* had to be destroyed. A detachment of enlisted Sailors and Marines led by Navy Lieutenant Stephen Decatur snuck into the harbor aboard a captured Tripolitan merchant ship. In the dead of night, they boarded and burned the *Philadelphia*, denying its use to the corsairs. The renowned British Admiral Lord Nelson proclaimed the raid to be “the most daring act of the age.”

b. Attack on Derna. After four years, the blockade was not proving to be effective, and President Jefferson desperately wanted a solution to end the piracy. William Eaton, the former consul to Tunis, suggested that the deposed brother of Jussuf Karamanli, Prince Hamet, would serve as a leader in a revolt against his brother. It was known that he had escaped and taken refuge among the Mamelukes of Egypt. If the U.S. would do an overland attack and put Prince Hamet on the throne, he agreed to release the captured crew of the *USS Philadelphia* and facilitate better diplomatic relations.

(1) In 1805, Eaton accepted a commission as a navy lieutenant. Hamet and Eaton contracted an army of around 400 to 500 mercenaries and camel drivers for the expedition to attack Derna from the south. Accompanied by Lt. Presley O'Bannon and 7 Marines from the *USS Argus*, they began a nearly 600-mile march from Alexandria, Egypt to attack the port city of Derna, Tripoli.

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(2) On several occasions, the fractious mercenaries refused to continue unless they were paid immediately. This was refused with the knowledge that the mercenaries would disappear as soon as they had their money. Lt O'Bannon and his Marines were called upon several times to prevent mutinies among the mercenaries and camel drivers of the convoy, sometimes threatening the would-be mutineers at bayonet point.

(3) In April of 1805, Lt O'Bannon, his Marine squad, and the mercenaries assaulted Derna. During the attack, the Marines acted as the vanguard and fought in close quarters while assaulting the city. The U.S. Navy supported by bombarding the city from the harbor. After a successful assault, Lt O'Bannon raised the American flag over Derna. This was the first time the American flag was raised over the Old World.

(4) The Marines' expedition on Derna was praised in the American press and would start the decline of the Barbary Pirates. Prince Hamet presented his own Mameluke sword to Lieutenant O'Bannon as a token of respect for his actions during the battle.

(5) A replica of that sword was adopted for use among the officer corps and is still carried by all Marine Officers. The Mameluke Sword is the oldest weapon still in use today by any of the U.S. Armed Forces. Lt Presley O'Bannon's attack on Derna was later commemorated by the phrase "To the Shores of Tripoli," inscribed on the Marine Corps' Battle Colors and sung in the Marines Hymn.

7. A NEW ERA FOR THE MARINE CORPS (1815-1846).

a. Inter-War Period (1815-1836). During and after the War of 1812, the Marine Corps struggled to maintain relevance and to be effectively employed in the post-war period. In January 1821, the U.S. President selected Colonel Archibald Henderson to be the next Commandant of the Marine Corps. Henderson was commissioned a Lieutenant of Marines in 1806. He served on the *USS Constitution* during the War of 1812 where he received multiple awards for bravery. He was no stranger to politics, and was said to be politically astute, stubborn, intelligent, and a polished gentleman of considerable charm. Henderson would remain as Commandant for 38 years, and became known as the "Grand Old Man of the Marine Corps."

b. Marines in the Indian Wars (1836-1842). In May 1836, Colonel Henderson volunteered his Marines for service with the Army in Georgia to subdue raids by the Cherokee and Seminole Indians. President Jackson ordered the Marines to join units to march to the south. The Commandant assigned himself to command the regiment and left only a sergeant's guard at each Navy yard. For most of the summer, the Marines patrolled the Alabama-Georgia border by foot. Henderson's men proved their camp discipline was excellent and risk of disease problems were minimal. As a result, the Army took the Marine regiment to Florida in order to bolster the war efforts there against the Seminoles. While in Florida, the Marines only engaged in one serious battle at the Hatchee-Lustee River. Commanded by Henderson himself, the U.S. sent a composite brigade of Army regulars, Marines, Georgia volunteers, and Indians to assault the Native American camp. According to legend, Henderson tacked a paper sign on the door at Marine Barracks Washingtons saying: "Have gone to fight the Indians, will return when the war is over."

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8. MARINES IN THE MEXICAN AMERICAN WAR (1846-1848).

a. Background. In 1844, the Mexican government became more stubborn on real estate matters and belligerent about the annexation of The Republic of Texas into the US. Additionally, they disagreed with what the US' definition of their nations' boundaries. As a result, both countries deployed small armies to the Rio Grande. When war broke out in April 1846, now General Henderson asked Congress to increase the strength of the Marine Corps. He foresaw the use of his Marines in landing operations and the invasion of Mexico. He volunteered his Marines for every engagement so that the Marine Corps could continue to solidify their relevancy and wide array of capabilities.

b. Veracruz. The landing and capture of Veracruz in March 1847 was the first major, large-scale amphibious operation of the Mexican American War in which the Marines were involved. This is known as the first large-scale joint amphibious landing in history, and was conducted by over 12,000 Army, Navy, and Marine Corps personnel. The city of Veracruz was taken in a matter of hours, and the planning for an assault on Mexico City began.

c. Chapultepec.

(1) General Winfield Scott, overall commander of American forces in Mexico, decided that in order to reach Mexico City his units needed to conduct an assault on Chapultepec, the Mexican military academy. The hill-top fortress of Chapultepec controlled two causeways to the gates of Mexico City. Its western face was easily scalable, and the main assault would happen there. General Quitman and his Marines would assault the steeper southern slope of the fortress. Quitman's attack with a Marine regiment would serve as a diversion for the main assaults. On the evening of 12 September, Quitman's forces formed for an early morning attack.

(2) The battle was successful, though the forces attacking Chapultepec sustained heavy casualties, especially among the Officers and NCOs of the Marine Corps. During the battle, Marine Officers and NCOs led their units from the front up the daunting terrain providing encouragement and leadership for the attacking Marines. By the end of the battle, approximately 90 percent of the Marine Officers and NCOs were casualties. The scarlet stripe, or "blood stripe," worn today on the blue dress trousers of Officers and NCOs, commemorates the leadership, bravery and blood shed by them at the Battle of Chapultepec. Additionally, the opening line of the Marines' Hymn, "From the Halls of Montezuma," commemorates actions at and follow on repercussions of the Battle of Chapultepec.

d. Mexico City. The Marines were among the first U.S. troops to enter Mexico City. When the royal palace fell to invading Marines the "Stars and Stripes" were raised over the Mexican National Palace, also known as the "The Halls of Montezuma." When General Scott finally marched into the National Palace, he found the streets guarded by United States Marines. To this day the collective actions of Marines in the wars with Tripoli and Mexico are commemorated in the opening lines of the Marines' Hymn, "From the Halls of Montezuma, to the Shores of Tripoli." After this battle, the Marine Corps battle standard was emblazoned with "To the Halls of Montezuma."

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9. MARINES DURING THE CIVIL WAR (1860-1865).

a. Beholden to the Mission. The enduring mission was to furnish ship's guard for Navy vessels in order to enforce shipboard discipline, man guns, and join landing parties for limited operations ashore. When it was suggested that Marines be removed from warships, Vice Admiral David Dixon Porter said, "ship without Marines is like a garment without buttons."

(1) Marines served on gunboats fighting battles on the rivers of the south. Corporal John Mackie, aboard the ironclad *Galena* below Richmond, Virginia, was the first Marine to receive the Medal of Honor. When a confederate gun destroyed the main gun deck and killed the crews, Mackie and the Marines aboard cleared the decks, re-mounted the guns and re-commenced fire.

b. 1859 Model Sabre. In 1859, shortly before the Civil War, Marine uniforms were modified to standardize them with the army, most likely to save money. The most noticeable change was the adoption of the army foot officer's sword in place of the Mameluke design favored since the war with the Barbary Pirates. Both officers and NCOs carried this sword throughout the Civil War period, and Marine NCOs still carry the sword today.

10. THE SPANISH AMERICAN WAR (1898).

a. Background. The American people, spurred on by sensationalist press coverage, broadly condemned the treatment of Cuban rebels by the Spanish. The U.S. sent the *USS Maine* to Havana Harbor to "protect American lives and property," and to present a show of support for the Cuban rebels. However, while in the harbor at Havana, the *USS Maine* was sunk by a massive explosion in February 1898. Though the cause of the explosion was almost certainly a design flaw, a call to arms against the Spanish echoed throughout America: "Remember the Maine, to Hell with Spain!" By 19 April 1898, U.S. had declared war on the Spanish Empire. The declaration of war on Spain required the U.S. to confront them on multiple fronts simultaneously.

b. Manila Bay, Philippines. While the Marines on the eastern seaboard carried out their preparations for battle in Cuba, halfway around the world in the Philippines, Admiral Dewey was ordered in to attack the antiquated Spanish Fleet in Manila Bay.

(1) On 1 May 1898, Admiral Dewey destroyed the Spanish Fleet in Manila Bay with his state-of-the-art ships and landed Marines to occupy Fort Cavite, establishing a secure base of operations. Dewey had been assisted in his battle by Filipino rebel forces who attacked from the ground side while he attacked from the sea. The Filipinos expected to gain their independence after the Spanish were defeated, and were incensed when, in August, they were barred from entering Manila by U.S. troops. Ultimately, this would lead to a long and bloody insurrection.

c. Guantanamo Bay, Cuba. The head of the American fleet in the East Coast of the U.S. proposed to occupy Guantanamo Bay as a coaling station for his fleet and safe harbor for further operations. With a total Marine Corps strength of 3,500 enlisted men and officers, Marine Commandant General Heywood quickly formed a war ready battalion by taking Marines from

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stations and barracks across the East Coast and from hastily trained new recruits including a 16-year-old second lieutenant named Smedley Butler. *A future legend in the Marine Corps.*

(1) The Marines formed a coalition with Cuban *insurrectos* and landed on 10 June 1898. Their landing was made with naval gunfire coverage and was relatively unopposed. This was fortunate, but short-lived. By the end of the first day ashore, Spaniards and Cubans loyal to Spain began harassing the U.S. troops in the newly acquired harbor. These attacks by the Spanish forces were based nearby at place called Cuzco Wells. Shortly after these harassing attacks, permission was granted for the Marines to seize Cuzco Wells.

(2) Two companies of Marines (about 160 men) and 50 Cuban *insurrectos* undertook the attack on Cuzco Wells, supported by the U.S. naval warship the *USS Dolphin*. The force was also accompanied by a war correspondent from a New York newspaper, Stephen Crane. During a maneuver towards Cuzco Wells, the *USS Dolphin's* supporting gunfire started to drift towards one of the Marine Companies. The Marines now found themselves heavily suppressed by both naval gun fire and fire from the Spanish troops in Cuzco Wells. Sergeant Quick acted quickly and was ultimately be awarded the Medal of Honor for bravely exposing himself to enemy fire in order to signal the *USS Dolphin* to shift its fire. Crane wrote "In the several minutes, Sgt Quick was fully exposed to a storm of small-arms and light artillery fire, his face only once betrayed any emotion. When his signal flag snagged on a cactus, a look of annoyance flashed across his face." Due to the actions of Sergeant Quick, the *USS Dolphin* was able to reacquire Cuzco Wells, allowing the Marines to close the distance and secure it.

d. The End of the Spanish-American War. The Treaty of Paris was signed on 10 December 1898 and Spain withdrew from Cuba. The U.S. now found itself to be a world power with newfound territories in the Philippines due to the help of the U.S. Marines.

11. THE PHILIPPINE INSURRECTION (1899 -1902).

a. When Admiral Dewey destroyed the Spanish fleet at Manila Bay and occupied Cavite, he did it with the support of Filipino rebels. In 1899, when the U.S. opted to replace Spanish ownership with their own, the Filipinos continued their revolt, now against the U.S. A battalion of 350 Marines was gathered on the east coast, sent overland to the west coast, and embarked on ships, arriving in September 1899. This left the security of all naval facilities in the hands of the Navy while Marines participated in operations with the Army. Detachments from ships were also able to assist with amphibious operations. By 1900, the size of the Marine contingent in the Philippines steadily grew to over 1,000 men tasked with defeating the insurrection. They participated in seemingly endless patrols, raids, and operations attempting to settle the rebellious Filipinos. Many Filipinos felt that they had traded one dictator for another. Rebel forces resorted to guerrilla tactics and the U.S. found itself involved in counter-insurgency operations. For the next three years, Marines would help lead these counter-insurgency operations against a determined and brutal enemy. Moral and ethical lines would become blurred over time with atrocities committed by both sides. Marine Corps Officers would find themselves being given unethical orders and in disagreement with their Army counterparts who were in overall command. After three bloody years, the U.S. would subdue the Philippine insurgency and

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establish control. The 7th Marine Regiment would remain in the Philippines to help enforce the U.S.' new rule.

12. THE SIEGE OF THE PEKING LEGATION ("THE BOXER REBELLION").

a. Background. At the turn of the 20th century, China was heavily exploited by Western and Japanese powers for its natural resources. The Western intrusion into Chinese society, particularly by Christian missionaries, enraged some Chinese. A secret society called "Boxers" for their religious practice of martial arts, began slaughtering Chinese Christian converts, and threatening European missionaries and their families. The Boxers devoutly believed that their faith would protect them from foreign bullets. If a Boxer was shot, he was deemed to have fragile faith. The weak ruling Manchu Dynasty lacked the power to quell this popular movement, though the Western powers demanded protection for their citizens. By May 1900, 50,000 Boxers surrounded the city of Peking and threatened the legations (embassies) of Austria-Hungary, Britain, France, Germany, Italy, Japan, Russia, and the United States. The diplomats requested help, and in late May, a foreign security force of approximately 400 enlisted and officers arrived.

b. Peking Legation.

(1) Legation Guard Force. This force, referred to as the Legation Guard, consisted of British Royal Marines, German and Japanese Marines, Russian sailors, Austrian Marines, Italian sailors and an American contingent, consisting of 48 Marines, 3 sailors, and a Navy surgeon. This force quickly moved to support the embassies and carried no baggage except weapons and ammunition. Soon after arriving, they were besieged and isolated for 55 days by the Boxers, who were secretly supported by Chinese Imperial soldiers. The U.S. contingent was assigned the mission of defending a portion of the wall surrounding the compound.

(2) Assault on the Legation. The Legation Guard faced small arms and artillery fire from the Chinese forces who fought from behind barricades along the perimeter of the legation lines. These barricades became the focus of effort for the Marines as they fought to drive the Boxers away from their lines and out of firing range of the legation. Private Dan Daly volunteered to defend a key position on one of the legation walls while his officer left to retrieve reinforcements. Private Dan Daly held the position for an entire night and single-handedly held off wave after wave of Boxer Rebels attacking his post. He was described by Smedley Butler as "the fightin'est Marine I ever knew," and would go on to become one of the great figures in Marine Corps history. Private Dan Daly would later be awarded his first Medal of Honor for his heroic actions during the assault on the legation.

c. The Road to Peking. An international force was assembled to relieve the legations in Peking and the Americans scrambled to send a force. Major Littleton Waller was chosen to lead the Marine contingent. This expedition initially consisted of Marines from the 1st Marine Regiment posted at Fort Cavite in the Philippines. These Marines would eventually combine with Army and other international forces as they fought their way 115 miles from Tientsin to Peking.

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(1) Tientsin. The Boxers had destroyed portions of the only railway leading to the legation in Peking. As the China Relief Expedition embarked on trains and began the journey, they were halted short of Tientsin. Having picked up a Russian contingent headed to Peking, Major Waller and his Marines began to move towards Tientsin. During the initial assault on Tientsin, the Russians ran away and left the Marines to fend for themselves. As the Marines began to withdraw, First Lieutenant Smedley Butler was wounded and found a seriously injured Private. Along with four other Marines, Butler carried the Private 17 miles back to the expedition's departure point.

(a) First Lieutenant Butler might have been awarded the Medal of Honor for his actions, but, at the time, officers were not eligible to receive the medal. Instead, for his bravery he was promoted to the rank of brevet Captain. The term 'brevet' is a term referring to a warrant authorizing a commissioned officer to hold a higher rank temporarily, but usually without receiving the pay of the higher rank except when actually serving in that role.

(2) Arrival of Relief Expedition. On 14 Aug 1900, allied reinforcements arrived and broke the siege of the legation. The large Boxer force was shattered and fled the city saving the legation.

d. A "Force in Readiness" Demonstrated. The Marines of the China Relief Expedition perfectly demonstrated a "Force in Readiness" capability by moving from the Philippines on a moment's notice (four hours in the case of the company led by Smedley Butler) and fighting their way to Peking within 55 days. For heroism during the Boxer Rebellion, 33 Marines would be awarded the Medal of Honor; four of these medals were earned during the Siege of the Peking Legations.

13. "THE BANANA WARS" (Circa 1899 - 1934).

a. Background. Much of U.S. diplomacy in the first half of the 20th Century focused on the Caribbean and Central America. The isthmus of Panama had been a strategic location since the U.S. became a trans-continental power. Since the mid-19th century, the pattern of evolution for most of the countries in the Caribbean was to obtain freedom from a colonial power and establish their own government. This was often done by very powerful and influential citizens who would borrow money from outside countries or commercial interests, with no organized means (and often with no real desire) to pay the ensuing debts. Ultimately, the outside debtor either directly or indirectly demanded intervention to recoup their losses. These European interventions threatened the Panama Canal, and were unacceptable to the U.S. In 1904, President Theodore Roosevelt articulated an interpretation of the Monroe Doctrine that would not only have the U.S. block interventions into the Caribbean, but also have it assume responsibility for the "good behavior" of the failing regimes. In essence, the U.S. would intervene as an international referee and financial sponsor. These interventions came in the form of occupations, police actions, and mediations by the United States in Central America and the Caribbean at the end of the Spanish American War. They were most often be carried out by the United States Marine Corps and would be called "The Banana Wars."

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b. Discipline. The impact The Banana Wars had on the Marine Corps was significant. The Marine Corps demonstrated that it was a force in readiness due to the mobility and fire support of the Navy, capable of swiftly deploying to any conflict and carrying out a wide spectrum of operations. Marines were capable of injecting themselves into turbulent situations. By their discipline and restraint, they were often able to defuse many situations without a shot being fired. This is a key attribute shown by Marines throughout history and is carried forward to modern times.

c. Mexico. In 1914, relations between the United States and Mexico began to rapidly deteriorate, and instability on the U.S. southern border led to an interventionist strategy by the U.S. When the Mexican president was murdered by a fringe military group who took over, the American president refused to recognize the new government and decided to take action. In April 1914, a working party of sailors from the gunboat *USS Dolphin* were arrested and paraded through Tampico by Mexican forces. The U.S. president used this affront to American honor as justification to escalate hostilities against Mexico and ordered a larger fleet to Mexican waters.

(1) News that a German freighter was bound for the port city of Veracruz carrying arms and ammunition for Mexican forces caused the Americans to put troops ashore in order to prevent the weapons from reaching Mexican forces. A Marine battalion from Colonel Lejeune's Regiment and two battalions of sailors landed from the various warships sitting offshore, headed to Vera Cruz. The defenders of the city anticipated the attack, and fierce street-to-street fighting broke out when the Marines and Sailors landed. The Marines quickly secured high vantage points and successfully engaged enemy forces. After being reinforced by a second battalion from Colonel Lejeune's Regiment the landing force secured the city in two days.

(2) Major Smedley Butler commanded the battalion that had landed to reinforce the initial assault. Major Butler had been recently assigned to this battalion and he was not sure how his Marines would behave under fire. To inspire them, he walked down the middle of the streets, ignoring bullets plowing into the dirt at his feet and used a stick to point out snipers to the men in his detachment. His courageous display of fearlessness under fire inspired his Marines, and Major Butler was awarded his first Medal of Honor, which had only recently been authorized for officers.

d. Haiti. Between 1911 and 1915, Haiti had six presidents. A consortium of American investors gained control of the Haitian National Bank in 1911, and in 1914, unrest was troubling the country. After a particularly bloody coup, the President sent in the Marines to seize Port au Prince and "protect American and international interests." As Marine units arrived, sweeps were conducted of main cities. Anyone causing unrest was either disarmed or arrested. The Marines were able to secure Port au Prince and establish an area of stability for the Haitians. Just outside of the city, a large group of bandits remained. These bandits hid in the high mountains surrounding Port au Prince and were called Cacos. These Cacos continued to spread unrest and violence through the countryside and even conducted raids into the city. The Marines would be tasked with clearing these Cacos from their positions hidden in mountaintop fortresses created by the Spanish years ago.

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(1) A patrol of 40 Marines under the command of Major Smedley Butler and Gunnery Sergeant Dan Daly were conducting a reconnaissance mission of a mountaintop fortress called Fort Riviere. Major Butler observed from a distance that the fortress was well beyond his patrol's ability to subdue, so he gathered what intel he could and began a withdrawal to get more help. During the withdrawal, his patrol was ambushed by vastly superior force of Cacos. Relentless attacks continued throughout the day and only stopped once night fell. The Marines realized they needed more firepower in order to break the Cacos' ambush.

(a) Earlier that day, the Marine patrol had lost a machine gun that was strapped to a mule's back. The mule drowned during a river crossing, and the machine gun with its ammo sank to the bottom of the river. Major Smedley Butler and Gunnery Sergeant Dan Daly concluded that if they could not get that machine gun back by daylight, their position would be overrun. In the dead of night, Gunnery Sergeant Dan Daly slipped out of the defensive perimeter and through enemy lines to retrieve the machine gun. He reached the river crossing, swam down to the bottom, and retrieved both the machine gun and its ammunition. Gunnery Sergeant Dan Daly would then sneak back into the Marines position with the machinegun in hand.

(b) At daybreak, the Cacos attacked but were met with devastating fire. The Marines used this to their advantage and counterattacked, breaking the ambush and chasing the bandits back to one of their fortresses. Gunnery Sergeant Dan Daly was awarded his second Medal of Honor for this action. Two of the three officers on the patrol also received Medals of Honor.

(2) The final holdout for the Cacos had become Fort Riviere. Major Butler was given the mission to secure the fortress and neutralize the Cacos within. Major Butler and his three reinforced companies attacked. Major Butler used the knowledge gained from his reconnaissance mission to overcome the Cacos formidably walled fortress. As one company kept the Cacos busy, Major Butler led a twenty-four-man detail toward a drainpipe he knew led into the middle of the Cacos stronghold. As the detail found the opening, a Marine named Sergeant Ross Tams (along with Private Gross and Major Smedley Butler) took the lead and made a dash down the drainpipe, followed closely by the rest of the Marines. Sergeant Tams shot the sentry guarding the opening as the small party emerged from the pipe. The Marines were immediately attacked by seventy bandits. They fought desperately until the rest of the company arrived and swarmed past them into the fort. The Cacos broke and ran when they saw their defenses breached, and when the fighting ended, fifty Cacos lay dead, and the Marines had captured the fortress. Sergeant Tams, Private Gross and Major Butler were all awarded the Medal of Honor for their actions. This was Major Butler's second Medal of Honor

(3) Marines would maintain a presence in Haiti until 1934 ensuring the re-stabilization of the country.

14. THE BIRTH OF MARINE CORPS AVIATION

a. Alfred A. Cunningham, received a commission as a Second Lieutenant in the United States Marine Corps in January of 1909. His goal was to tie aviation into a military career. While at Marine Barracks Philadelphia, 1stLt Cunningham used his own money to rent a local airplane

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and gained permission to use the Navy Yard's parade field to practice flight and show off its potential capabilities. The Commandant at the time offered to send Cunningham to the Navy's flight training program. 1st Lieutenant Cunningham reported in on 22 May 1912 and learn how the Navy established their air corps. For this Cunningham became the first Marine Corps Aviator and the father of Marine Corps aviation.

b. Cunningham helped to develop the first techniques for aerial photography and helped make bombing techniques more accurate prior to World War I. He was the first aviator to be launched from a catapult aboard a ship that was underway. Cunningham also organized the Marine Corps' first Aeronautic Company, which was deployed to France for World War I, and eventually served as the first commander for the 1st Marine Aviation Squadron. Some of his enduring influences resulted from his participation (due to his expertise in aviation) in various naval commissions that were responsible for codifying the early training doctrine for naval aviators and for the foundational methods that governed the employment of naval air power. He also participated in a Navy commission that was responsible for establishing the first Navy and Marine Corps Air Stations around the country. When the concept of Marine Aviation was finally developed, it enabled the Marine Corps to expand its warfighting capabilities.

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CHAR 1003: MARINE CORPS HISTORY 2

TERMINAL LEARNING OBJECTIVE(S):

- (1) Without the aid of references, describe common terms, sayings, and quotations used in the Marine Corps without omitting key components. (MCS-HIST-1001)
- (2) Without the aid of references, identify significant events in Marine Corps history without omitting key components. (MCS-HIST-1002)
- (3) Without the aid of references, identify the historical significance of Marine Corps uniform items without omitting key components. (MCS-HIST-1003)

ENABLING LEARNING OBJECTIVE(S):

- (1) Without the aid of references, identify common terms from 1914-1941 without error. (MCS-HIST-1001d)
- (2) Without the aid of references, identify common sayings from 1914-1941 without error. (MCS-HIST-1001e)
- (3) Without the aid of references, identify common quotations from 1914-1941 without error. (MCS-HIST-1001f)
- (4) Without the aid of references, identify significant Marine Corps places from 1914-1941 without error. (MCS-HIST-1002e)
- (5) Without the aid of references, identify significant Marines from 1914-1941 without error. (MCS-HIST-1002f)
- (6) Without the aid of references, identify significant Marine Corps battles from 1914-1941 without error. (MCS-HIST-1002g)
- (7) Without the aid of references, identify significant Marine Corps Pathbreakers from 1914-1941 without error. (MCS-HIST-1002h)
- (8) Without the aid of references, identify historical Marine Corps uniform items from 1914-1941 without error. (MCS-HIST-1003b)

1. IMPENDING WAR.

a. Pre-War Events. World War I began in 1914, between the Central Powers (Germany, Austria-Hungary, The Ottoman Empire, and Bulgaria), and the Allied Powers (Russia, France, and Great Britain). At the outbreak of the war in 1914, the U.S. adopted a policy of neutrality, while engaging in commerce and shipping with European countries on both sides. In 1915, Germany declared the waters surrounding the British Isles to be a war zone, and German U-boats

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sank several commercial and passenger vessels, including some U.S. ships. In May 1915, widespread protest broke out over the sinking of the British ocean liner *RMS Lusitania* by a German U-boat. The *Lusitania* had been traveling from New York to Liverpool, England with hundreds of American passengers onboard. When the *Lusitania* sank, 128 Americans were killed. This event helped turn the tide of American public opinion against Germany.

b. Pre-War Marine Corps and Recruiting.

(1) The 12th Commandant of the Marine Corps (CMC) was Major General George Barnett. Major General Barnett's frequent calls for more structure and funding fell on deaf ears, until the impending entry of the U.S. into World War I.

(2) The Marine Corps established a new base in Parris Island, SC in November 1915, and another one, closer to Washington, in Quantico, VA in May 1917. The bases offered ample room for tactical exercises as well as water frontage for the practice of amphibious landings. The Marine Corps still uses both installations today.

(3) MajGen Barnett's calls for more manpower were finally responded to through the 1916 Naval Appropriations Act, which allowed forces to exceed their manpower ceilings for contingencies. The Act legally designated the use of "reserves." Dozens of officers and thousands of enlisted men were enlisted as reserves for the "duration" of World War I, meaning that after the crisis ended, they would be discharged with no further obligation. The Marine reserves that enlisted were in some cases able to continue their relationship with the Marine Corps while others departed the service after the war.

(4) At the beginning of the war, Marine Corps Aviation was comprised of 5 officers and 30 enlisted men supporting the Advanced Base Force in Philadelphia, and the Navy's aeronautical station at Pensacola. By October 1917, Marine aviation had ballooned to 34 officers and 330 men. In the Inter-War Period, the role of Close Air Support (CAS) in the Marine Corps was greatly expanded.

c. The United States Declares War.

(1) In February 1917, Congress passed a \$250 million arms appropriations bill intended to make the United States ready for war. Germany sank four more U.S. merchant ships the following month, and on 2 April 1917, the President appeared before Congress and called for a declaration of war against Germany. The United States declared war against Germany on 6 April 1917.

(2) It was at this time that the famous Marine slogan, "First to Fight," made its first appearance on Marine recruiting posters. The slogan pointed out that Marines were at the forefront of every American war since its founding. Recruiters stressed the Corps' heritage of combat valor and emphasized that men were enlisting for wartime service in an all-volunteer, elite fighting force. Despite the influx of new recruits, the Corps refused to compromise its recruiting standards. This was evident in that the Marine Corps accepted only 61,000 out of 239,000 men who tried to enlist.

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2. WORLD WAR I.

Note: The following information regarding World War I is not all-encompassing. It describes the involvement of the Marine Corps and some of the events that shaped, not only the Corps, but the war itself. The information provided earlier is still applicable.

a. Marines with the American Expeditionary Force.

(1) With the influx of newly recruited Marines, the question became: “What will the Marines do?” The Chief of Naval Operations (CNO) wanted the Marines to remain under the control of the Navy. However, Major General Barnett had different ideas and successfully argued that the Marines should be included in the composition of the American Expeditionary Force (AEF) deploying to France for World War I. In June 1917, the first elements of the American Expeditionary Force (AEF) sailed for France. The AEF included 2,759 Marines of the 5th Marine Regiment.

(2) In France, the Marines were initially assigned as security detachments and labor troops based on the urgent need to provide men for logistical support and training camps. This angered Major General Barnett, who had been busy organizing yet another regiment, the 6th Marine Regiment, to make a full Marine brigade. The 6th Marine Regiment sailed to France in February of 1918 and joined 5th Marine Regiment in training and security duties. The 5th and 6th Marine Regiment comprised the new 4th Marine Brigade which was assigned to the Army’s 2d Division. In mid-March 1918, the 2d Division left the staging areas and moved to Verdun. There they completed their training in trench warfare.

b. The Kaiserschlacht (Kaiser’s Battle).

(1) In the spring of 1918, the Russian (Eastern) front collapsed after the Bolshevik Revolution. This freed up 50 German divisions for service in the west. The Germans were aware of the inbound U.S. forces and wanted to achieve a decisive victory before they could build significant combat power.

(2) In May of 1918, the Germans launched a massive offensive against the French 6th Army that was poorly deployed along a ridge north of the Aisne River. In the first day of the attack the Germans broke the French line and drove 12 miles crossing the Aisne River. Ahead of them was 100 miles of easy terrain to Paris.

c. The Second Battle of The Marne: Belleau Wood (1918).

(1) The first Battle of the Marne took place in 1914, with the French successfully repelling a German advance. During the second Battle of the Marne in 1918, the German High Command managed to break through the French lines but was unable to exploit this success. Three days after the German assault, 2d Division was ordered to join the failing French 6th Army. By June, 2d Division (to include 4th Marine Brigade) was deployed to stop the Germans and to execute a counterattack.

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(2) During the first week of June, the German attack pushed deep into a wooded area known as Bois de Belleau (Belleau Wood). The overwhelmed French troops retreated past the Marine positions. It is famously known that one French officer advised Marine Captain Lloyd Williams that he too should withdraw, and Williams replied in disgust: "Retreat, hell! We just got here!" This quote would go down in Marine Corps history as a direct representation of the Marines Corps' warfighting spirit. On 3 June, German forces attempted to advance through the woods and across the French wheat fields. 4th Marine Brigade stopped the Germans cold, decimating them with long-range rifles. The exhausted Germans had outrun their supplies and suffered heavy casualties. This would mark their limit of advance.

(3) With the German advance stopped, 2d Division prepared for a series of counterattacks. 4th Marine Brigade was assigned as the main effort with little notice or time to plan. On 6 June, one battalion from 5th Marine Regiment began the counterattack with an assault on Hill 142, a key piece of terrain. After crossing an open field rife with machine gun and rifle fire, only two companies' worth of Marines survived the first assault. Despite their heavy casualties, the Marines took and held Hill 142.

(4) 5th Marine Regiment would attack the Belleau Wood from the west, while 6th Marine Regiment would attack the woods and the nearby town of Bouresches from the southwest. 6th Marine Regiment suffered significant casualties when they crossed the open wheat field west of Belleau Wood. It was here while under heavy fire that Gunnery Sergeant Dan Daly famously said, "Come on, you sons of bitches! Do you want to live forever?" Encouraging the Marines to push forward.

(a) By nightfall, the Marines occupied a third of the woods and the town of Bouresches with a cost of nearly 60% casualties among its infantry companies. By late June 1918, 4th Marine Brigade finished capturing the rest of the woods and forced the Germans to retreat. The Marine Corps suffered more casualties during this battle than it had in its entire history up to that point.

(5) For the Marines gallant actions, the French awarded the Croix de Guerre to the 4th Marine Brigade and renamed "Belleau Wood" to the Bois de la Brigade de Marine "The Wood of the Marine Brigade." It was here that the Marines received their famous nickname "Teufelhunden" or Devil Dog. A reporter was said to have found a journal on a dead German that referenced the Marines as vicious devil dogs with red eyes, foaming at the mouth, who would scream and charge without reservation.

d. Soissons. (15-20 July 1918)

(1) The stalled offensives near Bouresches left several bulges in the front lines called salients. A salient was the perfect location for either army to counterattack since there were three sides to protect from an attack and cut off, vice one solid line. The German attempts to lunge forward across the Marne to gain new ground towards Paris were unsuccessful, leaving only larger bulges in their lines. The French were ready to counterattack with the American troops that had joined them. The main U.S. effort would strike the western edge of the salient and drive

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toward the German supply lines running from Soissons to Chateau Thierry.

(2) The 4th Marine Brigade formed the right flank of a three-division spearhead attack aimed at the Soissons-Chateau-Thierry highway. Major General Harbord placed the 5th Marines on the left flank of the American formation, with the 6th Marines assigned as a reserve. The American 1st and 2d Divisions, including the 4th Marine Brigade, would attack on 18 July 1918.

(3) The early fighting on the first day occurred within the forest and was bitter and costly, but the regiment reached the farmlands beyond by mid-day. Attempting to eliminate fortified farms and maintain contact with the French, 5th Marine Regiment became scattered. The attack halted along a large ravine outside the town of Vierzy. Major General Harbord decided to attach the remainder of 5th Marines to the Army's 3rd Brigade and successfully took Vierzy by nightfall. Although the attack covered nearly 6 miles, 2d Division was still short of the final objective. The next day 6th Marine Regiment took up the assault to reach their final objective.

(4) A company commander in the 6th Marines, First Lieutenant Clifton B. Cates (future Commandant) sent back a message from an abandoned trench:

"I have only two men left out of my company and 20 out of other companies...I have no one on my left, and only a few on my right. I will hold."

(5) By the end of 19 July 1918, 6th Marine Regiment had lost 40% of its combat power, and 4th Marine Brigade had taken nearly 2,000 casualties. On 20 July, 2d Division was replaced on the front lines and returned to a staging area to rest, refit, and receive replacements. All agreed that fighting in Soissons was much harder fighting than Belleau Wood. Again, the Marines of the 4th Brigade would be awarded the Croix de Guerre by the French government for their actions and sacrifice.

(6) After Soissons, 2d Division was sent to a quiet sector. 4th Marine Brigade received a replacement battalion from the U.S. along with 2,500 other replacements culled from rear areas. After faithfully serving as a brigade commander for two Army Brigades, Major General John A. Lejeune assumed command of 2d Division. Col Wendell Neville stayed as commander of the 4th Brigade, and acquired a new adjutant, Lieutenant Colonel Earl "Pete" Ellis who would later become known as the "The Father of Amphibious Warfare."

(7) Back in the United States, the success of the 4th Marine Brigade began to spread. Their bravery and tenacious fighting spirit inspired many to join the Marine Corps to such a degree that recruiters became inundated with applicants wanting to share the glory.

e. St. Mihiel.

(1) Marching north towards the St. Mihiel salient, 4th Marine Brigade took this time to train its new Marines. 2d Division joined I Corps, of the new U.S. First Army, which was assembling for an offensive on the German salient.

(2) On 12 September 1918, 2d Division began its assault in the southern sector and caught

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the Germans already withdrawing. The division captured its first objective by early afternoon. 4th Marine Brigade was not heavily engaged on the first day of the attack. However, for the next three days they assumed the role as the division's main effort. Compared to the mass casualties at Belleau Wood and Soissons, St Mihiel was considered a holiday for the Marines. The salient was under American and French control by 15 September, and 2d Division was relieved on 16 September.

f. Blanc Mont Ridge.

(1) Major General Lejeune and the 2d Division were not assigned to the opening attacks of the Meuse-Argonne offensive. Instead, the 2d Division was assigned as reserve for the U.S. First Army. The commanding general was later convinced to reassign 2d Division to the French Army Center, which was facing overwhelming obstacles in the Champagne region.

(2) Blanc Mont ridge dominated the countryside, and the terrain posed a difficult problem. The Germans had dug trenches, constructed mazes of concrete bunkers, and emplaced machine guns all along Blanc Mont. German control of the ridge assured accurate artillery fire and observation of the whole French Fourth Army front west of the Argonne Forest.

(3) Originally, the commander of the French Fourth Army wanted to split up 2d Division's forces and utilize the infantry units in separate assault positions. However, when the French attack on the German "Essen" position in front of Blanc Mont stalled, Major General Lejeune volunteered to attack and take the German bastion, with the stipulation that 2d Division remained intact. On 3 October 1918, the French Command accepted MajGen Lejeune's stipulation and 2d Division assaulted Blanc Mont along a 3-mile front. The initial attack was well supported by artillery, and 4th Marine Brigade secured the "Essen Hook" plunging through trenches and up Blanc Mont's slopes. Despite 5th and 6th Marine Regiments' success in occupying the ridge in a commanding position, the majority of the ridge still belonged to the Germans.

(4) On 4 October, 5th Marine Regiment assaulted down Blanc Mont toward St. Etienne. Here, they faced a fresh German division and the attack stopped well short of the town. In close combat along Blanc Mont's reverse slope, 5th Marine Regiment suffered over 50% casualties (the worst single day's casualties for the Marines since the start of the war). The 6th Marine Regiment cleared and secured the rest of Blanc Mont. The Regiment linked up with the Army's 3rd Brigade on the right flank, giving the division increased security. Due to the number of casualties, 4th Marine Brigade suffered, the unit was not able to reach St. Etienne. On 5 October, 6th Marine Regiment advanced a mile but was halted by severe machinegun fire and shelling.

(5) On 6 October, the majority of 4th Marine Brigade was relieved by an Army division. One battalion from 6th Marine Regiment remained behind and assisted the eventual capture of St. Etienne on 8 October. 4th Marine Brigade was once again sent to rest and refit, while the greater Meuse-Argonne campaign carried on.

(6) For their valor and steadfastness, 4th Marine Brigade received their third Croix de Guerre for the battle at Blanc Mont ridge. This authorized the Marines of 5th and 6th Marines to wear the green and red French Fourragere in honor of their combat valor. To this day, 5th and

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6th Marine Regiment members still wear the French Fourragere on their service and dress uniforms.

g. Meuse-Argonne.

(1) 2d Division rejoined the U.S. First Army just in time to play a significant role in the last two weeks of the Meuse-Argonne offensive which originally started back in September 1918. Early in October, the American Army and French divisions attacked the well-fortified German position in the area between the Argonne Forest and the Meuse River. The Germans had established an intricate defense in depth with mutually supporting positions. By mid-October, the Allies had suffered over 75,000 casualties, and the need for reinforcements was extreme. By the end of October, the Allies had captured only half of the German main position. One last great assault was needed to finally break the Germans. The U.S. amassed fresh divisions for this attack, which included 2d Division. 2d Division was attached to the First Army's V Corps.

(2) In early November of 1918, V Corps and 2d Division assumed the role of the main effort in the final assault to breach the German defenses south of Sedan. The objective was to clear the area around the Meuse River. A successful attack at this location would compromise the German defenses from the Ardennes to the Rhine and sever the railroad lines of communication serving the entire German center. Major General Lejeune was critical of the battle plans for the main assault. He successfully persuaded First Army headquarters to postpone the division's attack until he could gather and organize all his units. The delay enabled 2d Division to prepare its attack plans, coordinate the support of three artillery brigades, and conduct reconnaissance of its sector.

(3) In early November 1918, 4th Marine Brigade began their assault. The Marines gained five miles in one day in a spectacular advance with few casualties. Over the next four days, they continued their aggressive advance. The Germans could not exploit any gaps produced by these advances due to American artillery and well-placed infantry supports. The division additionally utilized several successful night advances to exploit its breakthrough. For the first time in the war, the division inflicted more casualties than it suffered. A week later, First Army headquarters ordered V Corps and its attachments to cross the Meuse and establish a bridgehead southeast of Sedan. 2d Division, which comprised the left flank of the sector, occupied their positions along the river by 7 November.

(4) Rumors of an imminent armistice made the attack unappealing for Major General Lejeune, but the First Army headquarters insisted that the offensive continue. The November attack was neither well-conceived nor well executed. The pontoon bridges in 2d Divisions sector were pounded with enemy artillery fire and unable to be completed. Most of the division remained in a covered position on the south side of the river. When news of the armistice came on the morning of 11 November, the battalion commanders called off the attacks. However, two Marine battalions suffered heavy casualties crossing the Meuse since they were unaware of the armistice until the afternoon of 11 November.

h. The Treaty of Versailles. The Treaty of Versailles ended the First World War. It was punitive in nature and required an occupation of the western German Provinces that bordered

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France. As part of the occupying force, the 4th Marine Brigade continued the march to and across the Rhine into northern Germany. They had no idea whether they would be met with civil disobedience or if the massive German forces would pick up their arms and continue to fight. In the American sector, neither happened. The German populace was restrained and orderly, but the tension over the uncertainty of the occupation was palpable. Once the Army found out that the occupation would be peaceful, the Marine Brigade was sent home along with most of the Army forces. 4th Marine Brigade returned to Quantico for a celebration parade. As part of one of the AEF's most distinguished divisions, the 4th Marine Brigade had proved that the Marine Corps' claims of valor and skill were not mere recruiting publicity nor organizational hubris.

i. Female Marines.

(1) Success in France also came with heavy casualties, causing more men to deploy from the United States as combat replacements. In response to this, Major General Barnett authorized the Marine Corps to begin recruiting women for clerical duties in the United States under the Reserve (Female) designator.

(2) By the end of the war, 305 females would join the Marine Corps. Their primary purpose was to fill non-combat roles to release men for combat duties. Their selection was every bit as rigorous. They were required to be between the ages of 18 and 40, with, "excellent character, neat appearance, and business or office skills."

(3) Female Marines during this period received instruction in drill and ceremonies, served under military discipline, and wore a long-skirted version of the enlisted green service uniform. Their counterparts in the Navy served under more lenient military conditions, but the Female Marines took great pride in their discipline and status as Reserve Marines.

(4) Opha Mae Johnson enlisted in the Reserves on 13 August 1918, and was the first female Marine. She worked as a clerk in the Quartermaster General's office throughout the war.

3. THE 13TH COMMANDANT: MAJOR GENERAL JOHN A. LEJEUNE

a. Superiority vs. Seniority. On 1 July 1920, President Wilson appointed Major General John A. Lejeune the 13th Commandant of the Marine Corps. Major General Lejeune remained in this position until he retired in 1929. He was not only a proven combat leader, but also a shrewd strategist with deep intellect. He was chosen over other more senior officers like Littleton Waller and Smedley Butler, who, though they had exceptional records as combat leaders, had what were deemed unsavory public images.

b. General Lejeune's Contributions. Detailing all Major General Lejeune's significant contributions to the Marine Corps would require a separate lesson. Major General Lejeune's contribution and influence can still be felt today within the Marine Corps, particularly regarding leadership. It is no coincidence that the premier Marine Corps leadership think tank is named the Lejeune Leadership Institute. Below are just some of Major General Lejeune's lasting contributions to the Marine Corps:

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(1) He re-organized HQMC into divisions, with relatively junior officers in charge who reported directly to him. This was a move to improve efficiency and limit the power of entrenched senior staff.

(2) He created a division of Operations and Training, and transferred in Lieutenant Colonel Earl “Pete” Ellis, one of the brightest military strategists of the day, into it. Lieutenant Colonel Ellis immediately began work on an in-depth study and war plan development for the islands in the Central Pacific, a plan which, almost without modification, dictated the “Island-Hopping” Strategy of War Plan Orange in World War II.

(3) He created three new sections: Personnel, Education, and Recruiting. These sections have remained in varying forms through to the present time.

(4) Major General Lejeune maintained and improved the Marine Corps Institute (established by Major General Barnett), a correspondence school to all Marines designed to increase knowledge and professionalism within the military, which was not deactivated until 2015, and whose principles still influence the Marine Corps of today.

4. THE INTER-WAR YEARS.

a. Continued Roles. Besides the Occupation of the Rhineland, the Marines still maintained all the missions required by overseas stations controlled by the U.S. in the Caribbean and the Pacific. The Pacific theater was especially troubling because though the Japanese had entered the war late, they took possession of all German strongholds in the Pacific and began to rapidly fortify them. By the 1920s, the Japanese Army was the world’s pre-eminent amphibious force.

b. Public Interest Fades. Lawmakers in the U.S. and the public at large began to question why allotted funding was necessary for the military since the war had ended. Even though the U.S. has entered late, they had suffered unimaginable casualties in the short time they had been engaged, which led to an aversion to all things military for a period of time. Major General Lejeune was continually rebuffed by the Senate when he proposed even a maintenance of adequate personnel numbers as the war-time enlistees were de-mobilized. A small cabal of military planners still managed to move forward with modernization of battleships, naval aviation, and submarines in the naval arsenal. Less attention was paid to amphibious warfare, though there were numerous examples of successful amphibious raids and invasions carried out by the Germans and the British during the war.

5. THE FLEET MARINE FORCE.

a. On 9 July 1930, Major General Ben H. Fuller assumed the office of the Commandant of the Marine Corps. One of his strategies to address continual manpower shortages was to combine the numerous expeditionary forces into one Fleet Marine Force (FMF). Although the FMF concept would not come to fruition during his tenure, the stage had been set for his successor.

b. The FMF arrangement formed permanent units under the control of the fleet commander. These permanent units trained in base defense, fortifications, artillery (both mobile and fixed),

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and amphibious assaults to capture advanced bases. Major General Russell envisioned the FMF as a separate warfighting capability of the fleet (similar to aviation, surface combatants, or submarine warfare) and convinced the Chief of Naval Operations of its viability.

6. **SUMMARY.** We have seen the Marine Corps withstand an explosive increase in manpower for the duration of an international crisis without losing the traditions and esprit de corps that had become the hallmark of the Soldiers of the Sea. The end of WWI led to a drawdown as the Marine Corps transitioned to a peacetime state. As the drawdown occurred, we saw successive commandants fight to not only maintain the Marine Corps as the nation's expeditionary force, but to progress the Advanced Base Force Concept to the Fleet Marine Force.

REFERENCE(S):

1. USMC History Division Website (<https://usmcu.edu/historydivision/end-strengths> accessed 20170711)
2. Semper Fidelis: The History of the United States Marine Corps (Millett)
3. Commandants of the Marine Corps (Millett and Shumlinson)
4. Soldiers of the Sea (Heinl)

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TERMINAL LEARNING OBJECTIVE(S):

(1) Without the aid of references, describe common terms, sayings, and quotations used in the Marine Corps without omitting key components. (MCS-HIST-1001)

(2) Without the aid of references, identify significant events in Marine Corps history without omitting key components. (MCS-HIST-1002)

(3) Without the aid of references, identify the mission of the Marine Corps without omitting key components. (MCS-MGTF-1001)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references identify common terms from 1941-1947 without error. (MCS-HIST-1001g)

(2) Without the aid of references identify common sayings from 1941-1947 without error. (MCS-HIST-1001h)

(3) Without the aid of references identify common quotations from 1941-1947 without error. (MCS-HIST-1001i)

(4) Without the aid of references, identify significant Marine Corps places from 1941-1947 without error. (MCS-HIST-1002i)

(5) Without the aid of references, identify significant Marines from 1941-1947 without error. (MCS-HIST-1002j)

(6) Without the aid of references, identify significant Marine Corps battles from 1941-1947 without error. (MCS-HIST-1002k)

(7) Without the aid of references, identify significant Marine Corps Pathbreakers from 1941-1947 without error. (MCS-HIST-1002l)

(8) Without the aid of references, identify components of National Security Act of 1947 without error. (MCS-MGTF-1001a)

(9) Without the aid of references, identify purpose of National Security Act of 1947 without error. (MCS-MGTF-1001b)

(10) Without the aid of references, define the mission of the Marine Corps without error. (MCS-MGTF-1001c)

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1. TROUBLE IN THE PACIFIC.

a. A Shift of Attention. In the 1930s, the Empire of Japan wanted to increase its territorial holdings and was at war with China. Seeking their own economic security, Japan sought out territories that offered raw materials it lacked. Up to this point, Japan had received most of its oil supply from the U.S. and rubber from British Malaya. President Roosevelt took various actions to end financial and resource-based ties with Japan. These efforts included abolishing the existing commercial treaty between the two nations, prohibiting the sale of scrap metal, and going so far as to encourage the Dutch East Indies to cease all oil exports to Japan. These pressures led to negotiations, and in October 1941, the U.S. demanded that Japan cease its current conquests and refused to recognize the Japanese expansion as legitimate.

2. U.S. ENTRY INTO WORLD WAR II.

a. Pearl Harbor. The United States entered World War II following the Japanese attack at Pearl Harbor on 7 December 1941. The losses incurred by the attack on the American Naval base on Oahu, Hawaii were unprecedented and incomparable, causing President Roosevelt to declare it “a date which will live in infamy.” The attack began on a Sunday morning, with a surprise aerial attack on the U.S. Pacific Fleet. The majority of the fleet stationed at Pearl Harbor, to include four battleships, was destroyed, and 2,404 service members were killed. Japan’s main objective, the U.S. carrier fleet, was fortunately spared as it was underway.

b. Guam. The island of Guam was attacked within hours of the Pearl Harbor strike. The small naval base located on Guam was defended by a group of naval personnel, civilians, and 153 Marines. The heaviest weapons on Guam were .30 caliber machineguns. For two days, the Americans held the island against heavy Japanese bombardments, followed by an attack of approximately 6,000 Japanese soldiers. This was the first ground combat action between American and Japanese forces. Guam was the first American outpost to fall.

c. Wake Island. The following day, the Japanese attacked Wake Island from the air. The Japanese sent daily airstrikes against the island. Wake Island was a naval outpost in the Pacific that had been hurriedly reinforced in 1940 by the 1st Marine Defense Battalion consisting of 375 Marines.

(1) On the first day of the attack, a Japanese airstrike destroyed two thirds of the Marine aircraft and nearly all vital supplies. Capt Henry Elrod, a pilot of a VMF-211, sunk a Japanese destroyer and shot down several bombers until the squadron’s last fighter was destroyed. Captain Elrod then fought with the ground detachment and became the first Marine aviator awarded the Medal of Honor in World War II for both air and ground combat. Elrod Avenue, the road parallel to the OCS parade deck, is named in his honor.



(2) Three days later, twelve Japanese ships, including an amphibious landing force, came to seize Wake Island. The initial Japanese amphibious assault would be repelled by the defending

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Marines and Sailors. The Japanese would eventually take Wake Island; however, this would be the only amphibious landing in World War II, by either side, that was initially repelled by defenders.

d. The Philippines. Simultaneously, the Japanese launched their initial air attacks against the Philippines on 8 December. By 12 December, they dominated the skies and began landing troops on Luzon, the main island. On the day after Christmas, to avoid its complete destruction by air, commander of the defense General Douglas MacArthur declared the city of Manila an “open city.” The city would not be defended, and he ordered U.S. forces to the Bataan Peninsula.

(1) U.S. and Filipino forces defending the Bataan Peninsula were able to hold out for over three months until early April. Dazed by constant bombardment and suffering from disease and lack of rations, 75,000 Americans and Filipinos (including over 100 Marines), surrendered on 9 April and began the infamous Bataan Death March, during which American and Filipino POWs were brutally abused by their Japanese captors.

(2) The island of Corregidor that guarded the entrance to Manila Bay became the only center of resistance to the Japanese assault. Marines who were alive and uncaptured had been consolidated and assigned to the 4th Marine Regiment on Corregidor. The Marines held out for over three weeks until the Japanese finally overwhelmed them. The remaining U.S. forces surrendered, and General MacArthur fled to Australia. The staunch, but hopeless, defense of the Philippines became a symbol of American heroism and courage.

3. **ISLAND HOPPING CAMPAIGN**. As discussed in *Marine Corps History 2*, in 1921 Lieutenant Colonel Earl “Pete” Ellis designed and published the “Island Hopping” strategy in anticipation of a war with Japan throughout the Pacific. Both the Japanese and American forces would use this strategy to help expand their influences throughout the island chains in the Pacific. The U.S. would use the Marine Corps and Navy in order to begin offensive operations against mainland Japan. In a series of 63 separate amphibious landings, the Marines would have to fight the Japanese on their newly acquired and well defended islands.

a. Guadalcanal.

(1) Initial Landing. In August 1942, 1st Marine Division, commanded by Major General Alexander A. Vandegrift, made the first amphibious landing in the Pacific Theater at Guadalcanal. This was the first real test of the principles established by Marine Corps training publications and fleet landing exercises that had been conducted in the summer of 1940 in Puerto Rico. What began as a largely uncontested landing was to become the longest sustained Marine engagement of World War II.



(2) Loss of Supporting Elements. On the night of 8 August 1942, American and Australian naval escorts were badly defeated in the Battle of Savo Island. A Japanese cruiser force steamed into the narrow channel between Guadalcanal and other islands nearby and sank three American and one Australian heavy cruisers providing cover for the transports. The admiral leading the aircraft carrier group providing cover for the invasion felt his position was untenable without the surface ships, and steamed for safety, taking the half-unloaded transports with him. The loss of

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the covering surface ships caused the Navy to withdraw its aircraft carriers, leaving the transport and supply ships without sufficient protection from air or surface attack. The departure of these ships took with it the majority of the Marines' supplies as well as 1,400 men of the Division reserve. 1st, 5th, and 7th Regiment, 1st Reconnaissance Battalion, and Headquarters Battalion of the 1st Marine Division were left on their own to take Guadalcanal from 36,200 Japanese defenders.

(3) Henderson Field. In August 1942, a Japanese held airfield on Guadalcanal was the first objective the Marines would capture. The Marines re-named it "Henderson Field" in honor of Marine Major Lofton R. Henderson, a pilot that was shot down at the Battle of Midway in June. Securing this vital airfield allowed for very limited supplies and air cover to be provided to the Marines on Guadalcanal while the Japanese Air Force and Navy maintained near complete control of the skies.

(4) The Battle of Edson's Ridge.

(a) The Japanese commanding officers devised a plan to retake Henderson Airfield. They planned to attack from the inhospitable ridges to the south of Henderson Field, which was deemed to be the Marines' weakest point. The Japanese marched over extremely difficult terrain, attempting to position themselves to surprise the Marines. Despite their attempts at deception and surprise, Marine patrols captured a Japanese map that betrayed the plan. Major General Vandegrift moved Colonel Merrit A. Edson's 1st Raider Battalion to the ridge to support the 1st Parachute Battalion. To help keep this information on Japanese movement secret, the rank-and-file Marines were told they were being moved to a quiet sector of the lines for some rest.



(b) At dusk on 12 September 1942, Japanese naval forces unleashed a hellish barrage on the Marine positions holding "Edson's Ridge." At 2100, Japanese forces struck Colonel Edson's left flank, probing for weakness. The fighting lasted all night, often at bayonet range. The enemy launched three different assaults; the Marine Raiders repelled each one.

(c) Convinced the Marines had no weak points on the ridge, the Japanese changed their orders for a second night assault. As darkness fell, the Japanese troops converged on one single point, trying to break through the infantry and sweep down upon Henderson Field one mile away. Hand-to-hand combat raged around nearly every fighting hole. Again, the Marines held, but they were forced back to the last spur on the ridge. If the enemy overwhelmed their position, the airfield was doomed. The Marines held firm. Colonel Edson and a company commander named Captain Kenneth Bailey received Medals of Honor for their heroic and inspiring leadership. The Marines would rename the ridge, "Bloody Ridge."

(d) The four-day battle for Edson's Ridge proved a decisive Marine victory. At home, newspapers raised American morale and boosted Marine-recruiting efforts. President Roosevelt and others who had doubted the fate of the 1st Marine Division now threw their weight behind them. The Navy and Army were ordered to increase their support of the Marines on Guadalcanal.

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Navy ships took increased risk of submarine and air attack to move more Marines and supplies to the island. U.S. Army units were ordered to prepare to join the Marines at Guadalcanal. The Japanese revised estimates that indicated only 2,000 Marines were on the island. Tokyo hastily committed sizable naval forces and two whole army divisions to driving the 1st Marine Division back into the sea.

(5) With the arrival of the 7th Marines in mid-September as well as additional reinforcements, General Vandegrift was able to take the offensive. Unknowingly, Marine forces advanced forward and set a defensive line along a river that would take on a substantial Japanese assault. The Japanese, who to this point had vastly underestimated the strength and fighting spirit of the Marines on Guadalcanal, had reinforced their presence on the island as well and began their counterattack.

(6) It was during this counterattack that Sergeant John Basilone would make his entry into Marine Corps lore. Basilone's heavy machine gun section covered a vulnerable piece of the thinly held line. In three days of fighting, Basilone continuously moved from position to position, keeping the other guns in his section in service, and making numerous runs through Japanese-infiltrated jungle to get more ammunition for his Marines. By the time they were relieved, his two sections were down to two functioning machine guns, and he had fought off the last of the attackers with just a Colt .45 pistol and a machete. Because of his actions, he was awarded the Medal of Honor, the first enlisted Marine in the war to receive the award, becoming an American hero.

(7) Six months after it began, the Guadalcanal campaign was finally over. It cost the Marines almost 1,200 dead and 2,800 wounded; the U.S. Navy lost 24 ships and several thousand men during the 8 major naval engagements fought around the island. The enemy lost close to 25,000 soldiers on the island. At sea the enemy lost 2 battleships, 3 carriers, 12 cruisers, 25 destroyers, and an innumerable number of transports, all of which were irreplaceable. For his actions on Guadalcanal, President Roosevelt presented Major General Vandegrift with the Medal of Honor. Vandegrift remains the senior most Marine to receive the nation's highest military decoration. The Marines had proven they could defeat the best of Japan's military forces. Admiral Tanaka, leader of the "Tokyo Express," later wrote, "There is no question that Japan's doom was Guadalcanal." Most importantly, the Marines and Navy learned important lessons about amphibious warfare, lessons that paid dividends in future campaigns. By February of 1943, the Marines had full control of Guadalcanal. The U.S. now concentrated on the offensive in the Pacific.

b. The Battle of Tarawa. (20-23 November 1943)

(1) With Guadalcanal secure, the search continued for more airbases from which to launch attacks against the Japanese homeland. A small atoll called Tarawa was the next target. A Japanese-fortified island called Betio, part of the Tarawa Atoll, had a well-developed airfield that allowed the Japanese to threaten the U.S. route from Hawaii to the Marshall Islands. From the U.S. perspective, Betio could also be used to attack Japan. The Japanese had converted Betio into a fortress. Assisting this fortified island was a coral formation surrounded by reefs nearly 1,000 yards in width making any amphibious landing very difficult. 4,800 Japanese soldiers

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defended Tarawa, manning 32 large coastal artillery pieces, 106 machine guns and 14 tanks. Because of the small size of the island, its defense would take place almost solely on its surrounding beaches. The Japanese Commanding Officer boasted that “It would take one million men one hundred years” to conquer Tarawa.

(2) On 20 November 1943, the 2d Marine Division, put this boast to the test and attacked the island. The first three assault waves of Marines were taken ashore in experimental Landing Vehicles Tracked (LVTs) from their landing ships while the remaining waves rode in on more traditional Higgins boats. Due to the shallow waters surrounding the island, the later Higgins boats were unable to pass over the coral reef and had to drop the Marines off short of the beach. Marines would be left stranded or have to risk the treacherous waters to reach the beaches. The LVTs that had carried the first three waves then began to ferry the Marines from the reef to the shore but so many LVTs were destroyed in the early waves that this became too time consuming and ineffective. Later waves of Marines were forced to wade through over a quarter of a mile of chest-deep water in the face of murderous enfilading machine gun and indirect fire. Despite the dangerous obstacles and horrendous losses, the Marines were able to establish a beachhead.

(3) By nightfall there were 5,000 Marines ashore struggling to keep their foothold on Betio. Throughout the second day, the Marines pushed forward, advancing pillbox-by-pillbox, bunker-by-bunker. On the morning of the second day, the Colonel David M. Shoup reported the “situation ashore uncertain.” By the afternoon of that day, his outlook changed. Despite the hard fighting, he reported to higher, “Casualties many. Percentage of dead not known. Combat efficiency... we are winning.” In a desperate attempt, the Japanese launched suicidal counterattacks, but the Marines held their ground. By the afternoon on 23 November, the last Japanese strongholds fell. Despite the Japanese commander’s boast that “it would take one million men one hundred years” to seize Tarawa, it took the Marines just 76 hours. Only 17 Japanese surrendered; the rest fought to the death.

(4) The Marine Corps learned two very important lessons from the Battle for Tarawa:

(a) The Higgins boat lacked the ability to traverse over coral reefs. The 2d Marine Division had brought along an experimental amphibious landing craft, the Landing Vehicle Tracked (LVT). These were tracked vehicles with the capability of riding over coral reefs and continuing to shore. There were only 93 LVTs at Tarawa, not enough to transport the Marines to shore as quickly as needed. After Tarawa, the United States Marine Corps adopted the exclusive use of the LVT.

(b) Beach samples and intelligence would be needed to help prevent the carnage that occurred at Tarawa. The use of Underwater Demolition Teams (UDTs) would be established and prove invaluable. UDTs would find out the depth of the water inside the reef ringing the island, look for potential landing obstacles, and mark paths for tanks to safely make it ashore without succumbing to deep water.

d. The Marshall Islands. Marshall Islands campaign was a series of battles fought in the Pacific from August 1942 through February 1944. They were the first steps in the drive across the central Pacific by the United States Pacific Fleet and Marine Corps. The purpose of this

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campaign was to establish airfields and naval bases that would allow air and naval support for upcoming operations across the Central Pacific. Navy UDTs scouted the beach defenses prior to the Marines' arrival. With the additional coordinated naval gun fire, the Marines used LVTs for transport to the beaches. Planners of the operation believed the Japanese defenses of Kwajalein would be tougher than that on Tarawa. Marines were able to secure the entire atoll in a matter of days thanks to the new implementations from Guadalcanal and Tarawa, resulting in substantially fewer casualties than had been taken at Tarawa.

e. The Marianas.

(1) By this point in the war, the U.S. needed air bases for the Army Air Corps' B-29 Super Fortress Bombers. The Marianas consisted of about 15 volcanic islands much larger than the coral atolls previously encountered, and could support the establishment of these air bases, so the U.S. assigned the U.S. Joint Expeditionary Force, which consisted of more than 120,000 troops, to take the islands. Major General Holland M. Smith's V Amphibious Corps, comprised of the 2d and 4th Marine Divisions, was tasked with seizing Saipan and Tinian, two major islands in the Marianas.



(2) Saipan. Saipan was the first objective for the Marines in the Marianas. The initial landings began on 15 June and were bereft with confusion. As a result, the assault battalions suffered heavy casualties in a short period of time. The attack was bogged down and by the end of the first day the Marines gained only about half of the ground that was planned to have been taken. Attempts to drive east across the island and split it in half moved slowly as casualties continued to mount. Progress was slow and the Japanese launched numerous counterattacks, including Banzai attacks. These attacks were eventually stopped, and by evening most of the ground lost had been recovered. On 9 July, the 4th Marine Division reached the northern coast, and the island was declared secure.

(3) Tinian. 24 July 1944, Marines conducted the first shore-to-shore movement from Saipan to Tinian, which was only 3 miles south of Saipan. The Marines climbed aboard their LVTs on Saipan, instead of re-embarking on ship, and conducted their assault on Tinian. Despite some bitter fighting that occurred during the battle, the decision to attack the island directly from Saipan enabled the Marines to land at a pair of beaches that were not as heavily defended as others. It also enabled them to bring heavy equipment and tanks with which to flank the main Japanese defenses. The island was declared secure on 1 August.

(4) Guam. Simultaneously, the Marines began the recapture of Guam. On 21 July 30,000 Marines would assault the 18,500 Japanese on Guam. It took three weeks of hard fighting to complete the conquest of the island. The island was declared secure on 10 August.

(5) The Marianas victories brought air power within striking distance of the Japanese homeland. The battle resulted in more than 5,000 killed and 21,000 wounded. The Japanese lost more than 46,000 troops.

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f. Peleliu. (15 September-15 October 1944)

(1) Peleliu was intended to guard the northern flank of General MacArthur's planned invasion of Mindanao, in the Philippines. It turned out to be unnecessary because even before the Marines landed on Peleliu, MacArthur had changed the site of his invasion of the Philippines to Leyte. For unknown reasons, Admiral Nimitz refused to call off the operation, and it went forward with the 1st Marine Division assigned to take Peleliu and the Army's 81st Division to take the neighboring island of Angaur.

(2) Due to the Navy ineffectively blockading the island, the Japanese were able to establish a defense-in-depth. The Japanese also changed their standard tactics. Instead of trying to fight the Marines at the beaches, the Japanese waited in mutually supporting positions along the high ridges just beyond the beaches. The Marines were compelled to dig them out one-by-one. Japanese resistance along with the terrain slowed 1st Marine Division's advance and caused casualties to mount. In the first week, the Marines took the airfield on Peleliu and secured the southern portion of the island. On the morning of 15 October, the depleted 1st Marine Division was relieved by the Army. A small pocket of defenders remained, and the Army units methodically squeezed it until organized resistance ended in November. More than 1,100 Marines were killed and 5,024 wounded. The Japanese lost an estimated 10,200 troops of which only 302 were taken prisoner. This new tactic from the Japanese would become common practice for the battles to come.



g. Iwo Jima. The island of Iwo Jima, a pork chop-shaped volcanic rock only five miles long and two and a half miles wide, was strategically important because it was 670 miles from both Tokyo and the Marianas Islands. It provided B-29 bombers flying from the Marianas with an emergency landing field as well as a base for shorter-range fighters escorting the B-29s.

(1) Modeled after the tactics of Peleliu, the Japanese commander had his troops dig themselves into caves and tunnels. They used the large inactive volcano, Mount Suribachi, as their command post. Like Peleliu, the Japanese would wait for the Marines to mass on the beaches before firing on them forcing them to pay in blood for every inch.

(2) On the morning of 19 February 1945, the Marines of the 4th and 5th Divisions landed on the black volcanic ash in which men sank to their ankles and vehicles were immobilized in the largest Marine amphibious landing to date. The Japanese, firing from their covered and concealed caves, punished the Marines on the beaches. A week after the landings began, Suribachi was captured, and the now famous flag-raising photograph was taken. This picture was the inspiration for the United States Marine Corps War Memorial in Arlington, VA. With the fall of Suribachi, the Marines turned north toward Kuribayashi's main force.



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(3) Casualties were enormous, totaling over 27,000 dead and wounded with 6,102 killed being Marines. By the end of the battle, a dead Marine or Japanese soldier could cover every square yard on the island. Sadly, Gunnery Sergeant John Basilone, who had won the Medal of Honor on Guadalcanal, was killed during this battle. With his unit pinned down, Gunnery Sergeant Basilone made his way around the side of the Japanese positions until he was directly on top of the blockhouse. He then attacked with grenades and demolitions, single-handedly destroying the entire strong point and its defending garrison. Soon after he would be killed by mortar fire from the Japanese. He was posthumously awarded the Navy Cross for his valor and sacrifice.

(4) The island was eventually secured on 19 March 1945. Americans were horrified by the number of casualties from taking Iwo Jima but praised the efforts of the Marines and Sailors. Admiral Nimitz said of the Americans that served on Iwo Jima, “uncommon valor was a common virtue.” Marine General Holland Smith said, “Iwo Jima was the most savage and the costliest battle in the history of the Marine Corps. Indeed, it has few parallels in military annals.” Secretary of the Navy James Forrestal admitted, “The raising of that flag on Suribachi means a Marine Corps for the next 500 years.”

h. Okinawa. Narrow and 60 miles long, Okinawa, the largest of the Ryukyu Islands, was to be the main advance base for the invasion of the Japanese home islands. 117,000 Japanese soldiers fortified the island by digging caves and tunnels and entrenching mortars in the reverse slopes. The Japanese also had three airfields on the western coast.

(1) The Navy shelled Okinawa with over 27,000 rounds. Carrier aircraft flew over 3,000 sorties that destroyed the enemy air force by 29 March. On 1 April 1945, 500 carrier aircraft strafed and napalmed the landing beaches. Four divisions landed abreast, with two Marine divisions (1st and 6th MARDIV) on the left and two Army divisions on the right. The new Commander of the 1st Marine Division was Major General Pedro del Valle, who would go on to become the first Hispanic officer to reach the rank of Lieutenant General. The 1st and 2d Marine Divisions together comprised the III Amphibious Corps commanded by Major General Roy S. Geiger.

(2) The Japanese plan was to have kamikazes, which had been used since Peleliu, destroy the U.S. fleet, which General MacArthur unwisely left surrounding the island during the battle. This would isolate the invasion forces and prolong the invasion of Japan. The kamikazes were extremely effective, and they would eventually sink 36 naval vessels and damage 368 more before the battle ended. More sailors died in battle at Okinawa than Marines or soldiers.

(3) Following the fall of the last main Japanese defensive line, the Marines and soldiers continued to advance, squeezing the enemy into unsupported pockets at the southern end of the island. The island was declared secured in late June, but the Army remained to finish off any last-ditch stands by the few remaining Japanese. Marine Corps casualties were more than 20,000, including 3,561 killed. It took 82 days and more than 75,000 American casualties to secure Okinawa, the last major battle in the Pacific theater.

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4. ENDING THE WAR.

a. A New Age of Weaponry. The Potsdam Declaration was issued 26 July 1945 and amounted to a demand for unconditional surrender of the Japanese Empire. Two days later, Prime Minister Suzuki announced Japan would continue to fight. During the Potsdam conference, a new weapon was being perfected under heavy secrecy in the United States. President Harry Truman ultimately made the decision to use the atomic bomb against the Japanese. On 6 August, the B-29 “Enola Gay” took off from the island of Tinian and dropped a single atomic bomb over the city of Hiroshima. After a second refusal by the Japanese to surrender, on 9 August, a second atomic bomb was dropped on the city of Nagasaki.

b. Japan Surrenders. On 10 August 1945, the Japanese agreed to peace with slight modification to the terms of the Declaration. On 13 August, President Truman accepted Japan’s proposal. On 15 August 1945, Emperor Hirohito made the final decision to surrender after quelling a small contingent of pro-war government members, and the war ended. The Japanese were granted their concession, and the emperor was allowed to retain his throne. Formal surrender ceremonies were held on the deck of the battleship *USS Missouri* on 2 September 1945.

5. A NEW WAVE OF MARINES FROM MONTFORD POINT.

a. Fighting Discrimination. In the early months of the war, African Americans in northern cities continued to experience discrimination, and sometimes violence as they attempted to support the war effort in defense industry jobs. African American labor leaders brought pressure to bear on the Roosevelt White House to codify the right of all Americans to work without fear of discrimination and violence.

b. Executive Order 8802. On 25 June 1941, Executive Order 8802 was signed by President Roosevelt. It decreed: “There shall be no discrimination in the employment of workers in defense industries and in Government because of race, creed, color, or national origin.” This Executive Order was passed to the military services as a matter of course. While the Navy had recruited African Americans for segregated jobs as mess stewards, (one such Navy mess attendant was awarded the Navy Cross for rescuing a number of wounded shipmates and shooting down several Japanese planes from the deck of the *USS West Virginia* at Pearl Harbor), the Marine Corps had remained strictly segregated since its establishment in 1798.

c. Resistance to Change. Then-Commandant Major General Thomas E. Holcomb initially resisted the efforts to integrate the Marine Corps but was forced to begin an African American recruiting effort. For a Marine Corps already struggling to assimilate thousands of new white recruits, the task of recruiting and training black Marines was daunting, but Commandant Holcomb’s response was clear, “if it is forced upon us, we must make it a success.”

d. Montford Point. Where the recruits would go, and more importantly, who would train them became the next question. The answer was a new camp at the Marine Barracks, New River, North Carolina (soon to be re-named Camp Lejeune). The training cadre would come from the fleet, with a mix of new and experienced officers and veteran staff NCOs as drill instructors. The

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strategy was to evaluate and rapidly advance black Marines who showed the aptitude to replace the white cadre.

(1) In August 1942, African Americans began arriving at Montford Point, NC to begin recruit training. By April 1943, the last of the white drill instructors had been transferred out, and new black NCOs were in charge. One of the most well-known of these NCOs was Gilbert “Hashmark” Johnson (right). A veteran of the Army’s black 25th Infantry, who served through the 1930s as a Navy mess attendant, Hashmark earned the title because of the prior service stripes he wore almost from the beginning. Montford Point has been renamed Camp Johnson, honoring Sergeant Major “Hashmark” Johnson.



(2) Other notable arrivals and subsequent graduates from Montford Point included:

(a) John T. Pridgen, a former member of the Army’s black 10th Cavalry who would quickly take over different leadership roles at Montford Point due to his experience.

(b) George A. Jackson, previously a Second Lieutenant in the Army who would become one of the senior drill inductors at Montford Point.

(c) Charles F. Anderson, the first black Sergeant Major of Montford Point.

(d) Arvin L. “Tony” Ghazio, a former bodyguard and jujitsu instructor who became the primary close combat instructor at Montford Point.

e. Contributions to the Corps.

(1) The formation of the 51st Defense Battalion, heralded the first black Marine combat unit. The 51st was shipped to the Marshall Islands, an area in the rear of the island-hopping. They became known as expert artillerymen, eager to do their duty, but to the disappointment of many, this unit saw no combat action. The second black combat unit, the 52d Defense Battalion, followed the 51st to the Marshalls, and from there to Guam, in the Marianas in early 1944. Here, they faced isolated pockets of Japanese holdouts, and actively patrolled the surrounding islands, sustaining their first combat wounds. Still, they were sidelined from the intense action occurring elsewhere in the Pacific.

(2) The needs of the war effort led to the next black Marines forming into Depot and Ammunition Companies (these were the Marines who saw the most combat). Wherever Montford Point Marines fought, they distinguished themselves. On Iwo Jima, two Montford Point Marines received the Bronze Star for actions in clearing their area of a desperate attack by several hundred Japanese intent on killing as many Marines as possible, before they, too, were killed.

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f. Executive Order 9981. By the end of the war, many black Marines returned home and were de-mobilized, but others stayed to serve as career Marines. They continued to serve in segregated units until Executive Order 9981, signed by President Truman in July 1948 completed the de-segregation of the military. In 1949, African American recruits were fully integrated into the training depot at Parris Island, and Montford Point was closed. This integration, however, came at a cost from the point of view of some of the graduates of Montford Point. These “Montford Point Marines” had developed an affinity for the camp they had almost literally carved with their own hands out of the piney North Carolina woods. Montford Point had become a symbol of their excellence, and a tribute to their pioneering efforts in civil rights.



g. The First African American Marine Officer. On 10 November 1945, the Corps’ 170th birthday, Frederick C. Branch of Hamlet, NC, who had graduated from Montford Point, and served in the 51st Defense Battalion, became the Marine Corps’ first African American officer. Lieutenant Branch was commissioned too late to serve in WWII, but he returned to active service during the Korean War.

6. NAVAJO CODE TALKERS. At the beginning of the war, American radio codes were either too cumbersome for field use, or easily broken by the Japanese. A white man who had grown up on a Navajo Reservation came up with the idea of using Native American code talkers. They were perfect because their written language was not widely used, even among the Navajo, and was virtually unknown outside of their home territory in Arizona. The Navajo language, even if known, was difficult to speak for non-native speakers. Originally, 30 Navajos were recruited from 3 boarding schools. One was injured, so the first platoon to graduate from San Diego had 29 members. These graduates formed the nucleus of what would later be 100 code talkers assigned per Marine Division. “Code talkers” were first sent to Guadalcanal, where they proved their ability to quickly encrypt, send, receive, and decrypt messages. A message that would take two hours to encode, send, and decode, took the Navajos less than two minutes. In every campaign thereafter, the Navajos performed flawlessly, and saved hundreds of Marine lives with their rapid and accurate ability to pass vital information. Ira Hayes (right), a Pima Indian from Arizona, and former Marine Paratrooper, was one of the flag-raisers on Mount Suribachi.



7. FEMALE MARINES

“They (Women Marines) don’t have a nickname, and they don’t need one. They get their basic training in a Marine atmosphere, at a Marine Post. They inherit the traditions of the Marines. They are Marines.”

– Lieutenant General Thomas Holcomb, Commandant of the Marine Corps, 1943

a. Called to Serve. On 7 November 1942, Commandant Holcomb signed an order enhancing the efficiency of the Marine Corps and enabled 20,000 women to respond to the call of patriotism. The Commandant's official announcement, however, was not made to the American public until 3 months later on 13 February 1943. On 13 March 1943, exactly a month after the

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initial public announcement of the women's reserve, the first class of 71 women officer candidates entered Mount Holyoke College, Massachusetts to begin training. Two weeks later, 722 women recruits began their training at Hunter College, New York. The first half of training was conducted in civilian clothes due to the lack of availability of female uniforms. In July 1943, the female officers and recruits began training at New River, North Carolina.

b. War-time Contributions. By the end of the war in 1945, there were 820 female officers and 17,640 enlisted female Marines. These women served in non-combat roles, predominantly in clerical positions, although some were parachute riggers, mechanics, radio operators, and welders. None served farther west than Pearl Harbor, HI. The Marine Corps Commandant at the time, General Alexander Vandegrift, said the presence of female Marines made it possible for the 6th Marine Division to be put to the field. In 1948, women were integrated into the regular Marine Corps.

8. **THE POST-WAR ERA**. Following World War II, the Marine Corps established its reputation with the American people as an institution grounded in battlefield excellence. The flag raising on Mount Suribachi at Iwo Jima forever remains a symbol of American patriotism and probably one of the best-known symbols of the United States. However, following the end of the war, Congress shrunk the military drastically, and the Marine Corps went from 495,000 to 92,000 by 1948.

a. Existential Threat. Despite the overwhelming success of the Marine Corps during World War II, the War Department questioned the validity of amphibious warfare in the nuclear age and made plans to relegate the Marine Corps to a police force for the Navy.

(1) In January 1946, S. 2044 was introduced. This Senate bill included authority that would permit the new Secretary of Defense to prescribe, without Congressional checks, the roles, and missions of the Armed Services. This legislation, if signed, would remove the Marine Corps from the protection of Congress.

(2) On May 6, 1946, General Vandegrift, the Commandant of the Marine Corps and Medal of Honor recipient, testified before the Senate Naval Affairs Committee to defend the Corps against S. 2044. Following his powerful testimony (referred to as the “Bended Knee” speech), S. 2044 was not acted on and the Marine Corps was temporarily safe.

b. Eternally Established. Despite continuing opposition from the War Department and the Army, Congress included a charter for the modern Marine Corps in the National Security Act of 1947, which defined the roles and missions of the Marine Corps.

(1) The National Security Act of 1947 officially reaffirmed the Corps’ status as a separate military service within the Department of the Navy. It provided for the Fleet Marine Forces, both ground and aviation, and by inference for the Marine Corps Reserve. It gave the Marine Corps the mission of seizure and defense of advanced bases, as well as land operations incident to naval campaigns.

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(2) It gave the Marine Corps primary responsibility for development of amphibious warfare doctrines, tactics, techniques, and equipment employed by landing forces. It gave the Marine Corps collateral missions of providing guards for naval shore stations and ships' detachments. Stemming from the Marine Corps laws of 1798 and 1834, the Corps was assigned the additional responsibility to carry out, "such other duties as the President may direct."

c. By mobilizing their public affairs genius, and the perennial support of the Congress, the Marine Corps had finally achieved equal standing among the other armed services.

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2. Marine Corps Uniform Regulations (MCO 1020.34H W/CH 1-4)
3. SEMPER FIDELIS: The History of the United States Marine Corps (Millet, Allan R.)
4. Blacks in the Marine Corps (Shaw Jr., Henry I., and Donnelly, Ralph W.)
5. Navajo Weapon (McClain, S.)
6. Soldiers of the Sea: The United States Marine Corps, 1775-1962 (Heinl Jr., Robert Debs)

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TERMINAL LEARNING OBJECTIVE(S):

- (1) Without the aid of references, describe common terms, sayings, and quotations used in the Marine Corps without omitting key components. (MCS-HIST-1001)
- (2) Without the aid of references, identify significant events in Marine Corps history without omitting key components. (MCS-HIST-1002)

ENABLING LEARNING OBJECTIVE(S):

- (1) Without the aid of references identify common terms from 1947-1953 without error. (MCS-HIST-1001j)
- (2) Without the aid of references identify common sayings from 1947-1953 without error. (MCS-HIST-1001k)
- (3) Without the aid of references identify common quotations from 1947-1953 without error. (MCS-HIST-1001l)
- (4) Without the aid of references, identify significant Marine Corps places from 1947-1953 without error. (MCS-HIST-1002m)
- (5) Without the aid of references, identify significant Marines from 1947-1953 without error. (MCS-HIST-1002n)
- (6) Without the aid of references, identify significant Marine Corps battles from 1947-1953 without error. (MCS-HIST-1002o)
- (7) Without the aid of references, identify significant Marine Corps Pathbreakers from 1947-1953 without error. (MCS-HIST-1002p)

Note: Are a succinct description of occurrences that became pre-cursors to U.S. involvement in the Korean War and are not all-encompassing.

1. THE KOREAN WAR

a. In Europe, at the end of World War II, a reasonably clear line was drawn between Communist and non-communist blocs. Until now, Korea had been a part of the Japanese Empire. After the defeat of Japan in WWII, it fell to the United States and the Soviet Union to decide what should be done with the territory. In 1945, the Korean peninsula was divided in half along the 38th parallel. The north would become a communist satellite state of the Soviet Union and the south would become a republic controlled by the U.S. Both leaders sought re-unification, but obviously under their own control. Additionally, the U.S. had made the decision to withhold

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heavy artillery and modern tanks from the south, because they feared the President of South Korea would invade the north.

b. The strategic center of gravity in Asia for the U.S. was Japan. In 1947, the Joint Chiefs of Staff (JCS) developed a plan to protect Japan from the communist influence that had overcome Russia and parts of China. The JCS saw little strategic interest in the Korean peninsula and in the spring of 1949, they withdrew 49,000 U.S. armed forces personnel occupying South Korea. 500 U.S. military personnel (mostly in advisory roles) were left. Meanwhile, the North Korean Army had become one of the best-armed and best-trained armies in the world. The communists saw this as an opportunity to garner more territory and enhance their position within the geopolitical world.

c. The Communist Invasion.

(1) In June of 1950, ten divisions of the North Korean People's Army (NKPA) advanced across the 38th parallel and attacked the surprised and under-equipped Republic of Korea (ROK) soldiers patrolling the border. The NKPA captured the South Korean capital of Seoul within 72 hours. In late June of 1950, the U.N. Security Council passed a resolution calling for armed intervention into North Korea under a United Nations (U.N.) flag. General Douglas MacArthur, commanding U.S. forces in the Far East, was authorized to commit U.S. Army units to the fight. The U.N. forces sent to defend South Korea were extremely under equipped and failed to stop the NKPA.

(2) Within a month, the ROK and U.N. forces were forced into a small perimeter around the port city of Pusan. Four ROK and four American divisions held a thin line along the Nakdong River 50 miles outside Pusan. General MacArthur soon requested the support of a Marine Regimental Combat Team. Within days, the 1st Provisional Marine Brigade (also known as the Fire Brigade) was created and within a week, sailed from San Diego. The brigade was built around 5th Marine Regiment and Marine Aircraft Group 33, with substantial supporting arms. Most of its officers and NCOs had seen combat during World War II.

d. The Active Defense of the Pusan Perimeter.
Within days of landing, the 1st Provisional Marine Brigade drove over 20 miles into NKPA occupied territory utilizing tank-infantry teams and close air support to crush enemy opposition. For the first time since the invasion, U.N. forces had driven the NKPA back and closed to within four miles of their objective, Sachon, South Korea. The Marines were then ordered to disengage in order to shore up the new perimeter. Throughout the continued defense of the newly expanded Pusan Perimeter, Marines were tasked to reinforce the U.S. Army's 24th Division, fill potential gaps, and stop the communist counter attacks.



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e. The Naktong Bulge.

(1) In early August 1950, the NKPA forces crossed the Naktong River and by 10 August had almost a full division across what was called the Naktong Bulge. The Army was originally tasked to eliminate enemy forces within the Naktong Bulge but was unable to eradicate the force themselves. The “Fire Brigade” was called on and tasked with pushing the NKPA back across the Naktong. After ten days, the Marines had pushed the North Koreans back to the western side of the river and would repeatedly repulse NKPA counter attacks throughout the rest of August.

(2) In early September, the Marines were pulled off the line for in order to rest. The units that took the Marines’ place were pushed back and the enemy was once again across the Naktong River. After their short rest, on 3 September the “Fire Brigade” moved back to familiar ground in the Second Battle of the Naktong. In 3 days, the Marines drove the enemy back west of the river. Much of the success that the Marine “Fire Brigade” had achieved is attributed to the cadre of veteran officers and NCOs who helped train and lead the inexperienced junior Marines. In 5th Marines, 90% of their officers and 60% of their NCO’s had seen combat in the Pacific during WWII. Many of the junior Marines never had the opportunity to attend boot camp and relied on these men to help train them up to standard.

f. Battle of Inchon.

(1) While the 1st Provisional Brigade fought at the Naktong Bulge, General MacArthur finished his plans for a counter-offensive designed to force the North Korean Army out of the war. He knew that any rapid advance would cause a possible breaking of the enemy’s supply lines, thus weakening their resolve. General MacArthur recognized the port city of Inchon as an opportunity to do this because it was located 25 miles from Seoul and was a major supply center. General MacArthur would assign the newly arrived 1st Marine Division, as his primary assault force. Inchon would be the first amphibious assault since World War II, however, instead of assigning any number of accomplished and experienced Marine officers, General MacArthur chose his personal Chief of Staff, Army Major General Edward Almond (who had no experience with amphibious operations) to command the operation.

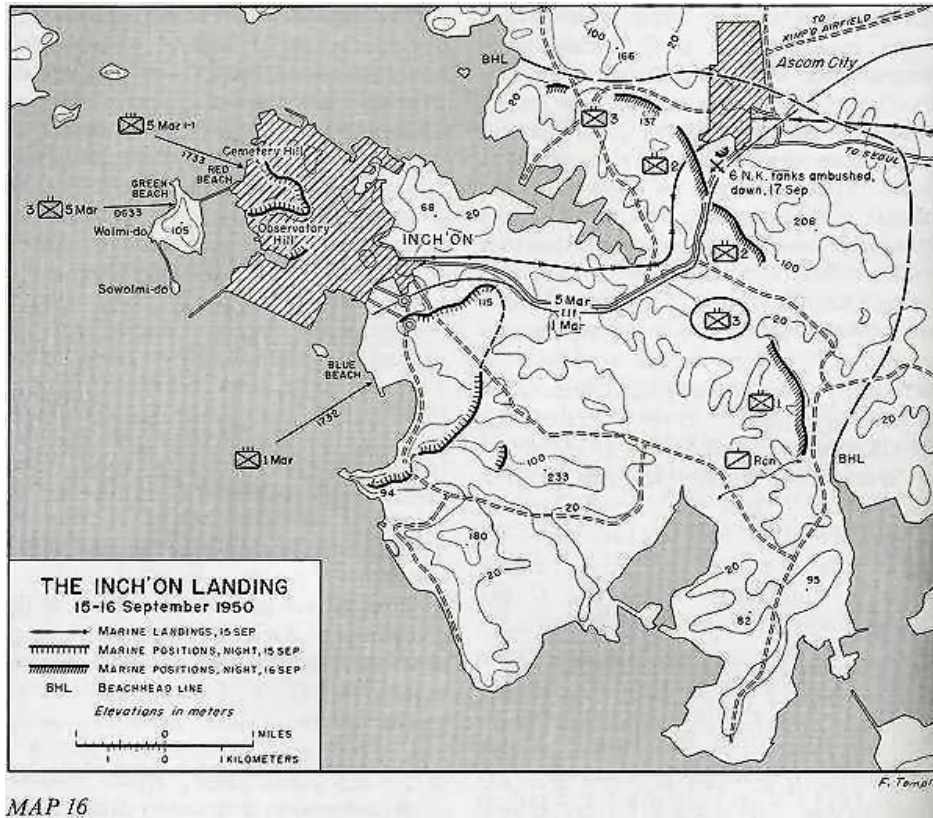
(2) There were many obstacles that had to be overcome in order to make the assault successful. The geographic and hydrographic conditions at Inchon made amphibious assaults very difficult. The harbor experienced a massive 33-foot difference between high tide and low tide, and at low tide the harbor was blocked by mud flats that were impassable, even for LVTs. The harbor also had an 8-foot sea wall that was cause for concern. Despite its drawbacks, MacArthur believed that Inchon could decisively affect the outcome of the war.

(3) The Marines of 3/5 landed on 15 September 1950 and achieved their first objective of securing Wolmi-Do, a small island guarding the entrance to Inchon’s harbor, within a few hours. The following day, the remaining two battalions of 5th Marines began the main Inchon landing and assaulted Red Beach. The Marines managed to scale the 8-foot seawall using ladders all while machine gun fire raked their advance. An iconic photo from the battle shows



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First Lieutenant Baldomero Lopez scaling the seawall after landing on Red Beach. Minutes after this photo was taken, First Lieutenant Lopez was killed after covering a live grenade with his body. He was posthumously awarded the Medal of Honor. This type of leadership by example helped ensure the Marines were able to clear the beach and fight into the city. After securing prominent terrain features in the industrial area, 5th Marines advanced inland to link up with 1st Marines.



MAP 16

(4) 1st Marines, led by Colonel Lewis B. "Chesty" Puller, landed at Blue Beach, four miles south of Wolmi-Do, and sealed off the city against retreat or reinforcement by the enemy. This action ensured that the NKPA in the vicinity of Inchon would be completely destroyed, and the port city would be secured. The landing at Inchon was a huge success and would become an iconic battle in the legacy of the Marine Corps. The Marines were now poised to recapture Seoul, and the NKPA resistance was collapsing.

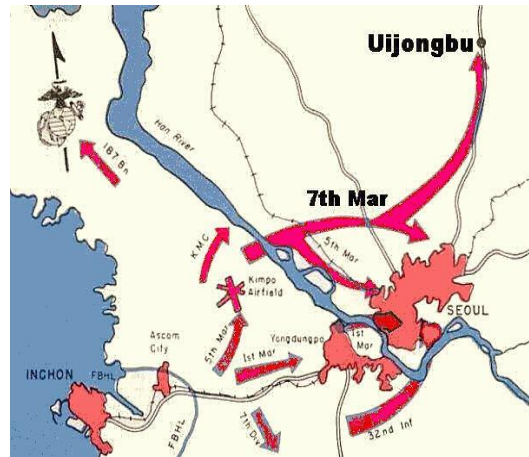
g. Seoul.

(1) On 24 September 1950, 5th Marines crossed the Han River in LVTs under heavy fire and attacked the hills above Seoul. They found 10,000 enemy troops well dug in. These troops, many of whom were hardened veterans of the communist civil war in China, fought hard and to the death. Only one of the original seventeen platoon commanders, and only one of the original six company commanders who had landed at Inchon a week earlier were still in action. The rest had been killed or wounded.

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(2) 7th Marines fought through Seoul, and then attacked alongside 5th Marines through the hills. On the last day of battle, they were the only regiment with enough men left to break the final NKPA lines within the hills.

(3) Colonel Puller's 1st Marines initially cleared an industrial city that was across the Han River next to Seoul. 1st Marines would have to navigate through minefields to enter Seoul and once in the city, they fought in close quarter battles against NKPA tanks and house-to-house battles against NKPA infantry. Two days after crossing the Han, Puller's Marines raised the Stars and Stripes above the United States Embassy located within the city.



(4) The rapid progress made from Incheon to Seoul obscured the fact that the capture of the South Korean capital was one of the toughest fights in Marine history and first major urban combat the Marine Corps experienced in the twentieth century.

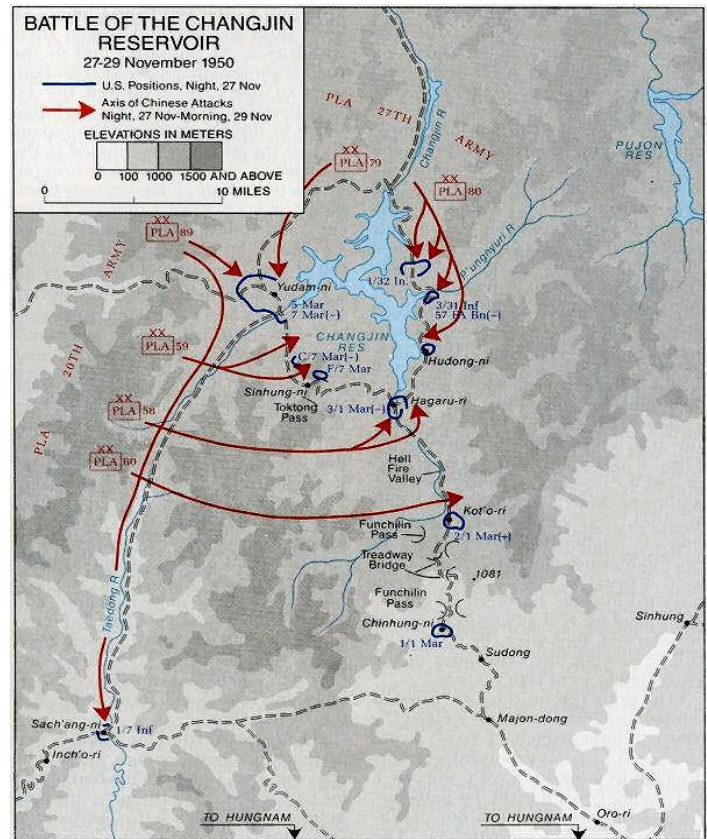
h. The Movement North. In early October 1950, General MacArthur's next move was to advance north and crush the NKPA. There were many concerns about the possibility of a communist Chinese intervention into the war. This made many U.S. politicians very uneasy about pursuing the NKPA to the Chinese border. MacArthur insisted that the Chinese would keep their distance but was ultimately warned not to go all the way to the Yalu River, a broad, deep river that outlines the border between North Korea and China. Regardless, MacArthur sent a force north towards the North Korean capital of Pyongyang while also landing Marines on the east coast of the North Korea port of Wonsan. The two forces would trap and destroy most of the remaining NKPA.

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i. Battle of the Chosin Reservoir. (27 November - 13 December 1950)

(1) U.N. forces continued to advance north, driving back the NKPA before them. MacArthur ignored his orders to not pursue the NKPA to the southern border of China and instead had U.N. troops push all the way to the Yalu River in vicinity of the southern border. In response, the Chinese military crossed the North Korean border and started heading south in late October 1950.

(2) In the last week of October, 7th Marines launched their drive north along a 78-mile long road which wound through steep mountains to a man-made reservoir called Chosin. In early November, gusting winds carried snow from the north and drove down the temperature from 32 degrees to -8 degrees Fahrenheit. An 80-mile gap opened between 1st Marine Division's left flank and the 8th Army to the west. The division became strung out along a single, vulnerable mountain road. On Thanksgiving night, over 20,000 men of 1st Marine Division were positioned along what would become known as the "Frozen Chosin" due to the plummeting temperatures.



(3) During the night of 27 November, in -20-degree weather, allied units all along the main supply route were attacked by a Chinese force of about 120,000 soldiers divided into twelve divisions. The Army units across the reservoir from the Marines were completely annihilated. However, in the blowing snow and bitter cold, the Marine positions held, often only through the close-in combat of Marines and Chinese using frozen weapons as clubs. Marine artillery pounded the enemy constantly and the Marine/Navy air wings dropped napalm on massed Chinese forces during the day. Further south, five Chinese divisions seized blocking positions based on 1st Marine Division's positions across the main supply route. 1st Marine Division was cut-off and isolated in small pockets, 70 miles from the sea and any support. The Chinese were counting on destroying America's most successful division to reap a stunning military and psychological victory.

(4) All along the front, General MacArthur's U.N. forces were reeling from a massed attack of almost 300,000 Chinese soldiers. On 30 November 1950, the X Corps commander, Major General Edward M. Almond, ordered 1st Marine Division to withdraw to the sea. When Major General O.P. Smith, who was in command of 1st Marine Division, was asked by a reporter if he was retreating, he replied, "We are not retreating, we are attacking in a different direction." This was a testament to the Marines fighting spirit. As the Marines began their epic advance to the sea, they fought through thousands of Chinese soldiers while also battling the extreme weather. Without the effective use of close air support and air medevac flights, the Marine ground units

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would not have survived. It took thirteen agonizing days to reach the waiting ships at the port city of Hungnam. Despite the overwhelming odds, 1st Marine Division had virtually destroyed seven Chinese divisions.

(5) At Hungnam, the U.N. fleet evacuated the Marines. 1st Marine Division escaped the Chinese trap with nearly all their equipment, and a lot of U.S. Army equipment, at a cost of 6,000 Marine casualties. Over half of the casualties sustained were from severe frostbite and weather-related injuries. Estimates place Chinese casualties around 37,000 troops lost. Historians generally consider the Chosin Reservoir Campaign the most successful withdrawal in military history. It was here that Colonel Puller received his fifth Navy Cross for "superb courage" commanding the division's rear guard out of Koto-Ri. To this day, Chesty Puller is the only Marine to ever be awarded five Navy Crosses.

(6) The Chinese advance continued, driving MacArthur's forces south past Seoul, which the Chinese Communist Forces (CCF) re-took in January 1951. U.N. forces counterattacked to retake Seoul in March 1951 and the 8th Army returned to the 38th parallel. The Marines acted as the spearhead for this assault and pushed north. As the Marines pushed north, they did so without their usual air cover, as higher headquarters decided to pull the close air support away from the Marine Division for employment elsewhere. As a result, casualties began to increase all along the front. The United Nations halted ground offensive operations and planned to bomb the Chinese out of the war.

j. Stalemate.

(1) On 11 April 1951, the President Truman removed MacArthur as Supreme Allied Commander for insubordination, and the U. N. altered its goal of reuniting the entire peninsula to re-establishing the two Koreas along the pre-invasion de-militarized zone.

(2) The war entered a diplomatic and strategic phase of stagnation. In a throwback to World War I, the war became a routine of patrolling, bunker life, raids, and artillery barrages. Throughout this change, the Marines still maintained their fighting spirit. A U.S. Army General was dispatched to Korea as a personal representative of the U.S. President. After weeks of observation, including much time spent on the front lines, he stated, "The safest place in Korea was right behind a platoon of Marines. Lord, how they could fight!" More importantly, he reported back to the President that the Marine Corps had assumed the forefront of military planning with their MAGTF concept, and their use of helicopters. He also recommended that the Marine Corps be expanded to three divisions and three air wings and be assigned the mission of "readiness for aggression against the United States."

(3) By mid-1952, the air war mission was realigned and 1st MAF, tasked with close air support missions and support, immediately improved the situation of Marines on the ground. By late 1952, 1st MAF provided 40% of all strikes along 8th Army's front, with strike priority given to 1st Marine Division.

k. Ending the Hostilities. In July 1953, an armistice agreement was signed between North and South Korea, bringing an uneasy peace back at the 38th Parallel. By this time the Marines had

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suffered 4,262 killed in action and 20,038 wounded. The 38th Parallel remains garrisoned by ROK, U.S., and U.N. troops to this day. The armistice remains in effect and peace sustained, but the war has never officially ended.

2. DEVELOPMENTS FROM THE KOREAN WAR

a. Doctrine and Equipment. The first major development of the war was the fielding of lightweight body armor in the latter stages of the war. This is the origin of the flak jackets used in the operating forces today. The second was the introduction of thermal boots. Because of the intense cold, frostbite injuries, and the problems of fighting in an arctic environment, all Marine replacements for Korea were sent to Bridgeport, CA for extensive cold weather training prior to departure to Korea. Third (and probably most important), was the introduction of the helicopter into a combat environment. The Marine Corps pioneered the doctrine of Vertical Envelopment, also known as the helicopter assault. All four innovations still apply or are in use today.

b. The Douglas-Mansfield Act (Public Law 416). On 20 June 1952, Congress passed the Douglas-Mansfield Act. This amended the National Security Act of 1947 and stated that the Marine Corps would never be smaller than three active-duty divisions, three active-duty air wings, and the necessary service support. The Marine Corps was finally firmly established as a “force in readiness” and their position as a distinct (and separate) branch of the Armed Forces was cemented. This act would prevent the U.S. Armed Forces from being as militarily unprepared and undersized as they were before the Korean War started. Furthermore, Public Law 416 made the Commandant of the Marine Corps a non-voting member of the Joint Chiefs of Staff.

c. The Sergeant Major of the Marine Corps. The post of Sergeant Major of the Marine Corps was established by an order from Assistant Chief of Staff for Personnel at Headquarters Marine Corps. This billet would serve as the senior enlisted advisor to the Commandant. This was the first such post established in any of the Armed Forces. The first Sergeant Major of the Marine Corps was Sergeant Major Wilbur Bestwick. From 1952 to 1953, Sergeant Major Bestwick served with 1st Marine Division in Korea where he earned a Navy Commendation Medal with a Combat “V.”

3. **POST KOREAN WAR: A FORCE IN READINESS**. Following the Korean War, the Marine Corps’ reputation as a “force in readiness” made them the quick-response agency for the U.S. With Korea behind them, the Marine Corps focused on further developing the Fleet Marine Force as the force-in-readiness. The most important developments of the Korean War were the improvements in the vertical air-assault doctrine and the Navy upgrading their amphibious ships capabilities to carrying Marines, landing craft, and helicopters to distant shores. The Marine Corps would keep the III Marine Amphibious Force (MAF) and I Marine Aircraft Wing (MAW) on Okinawa to counter Communist moves in Asia.

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4. Give Me Tomorrow: The Korean War's Greatest Untold Story-The Epic Stand of the Marines of George Company. (O'Donnell, Patrick K.)
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6. On Desperate Ground: The Marines at The Reservoir, the Korean War's Greatest Battle (Sides, H.)

CHAR 1006: MARINE CORPS HISTORY 5

TERMINAL LEARNING OBJECTIVE(S):

(1) Without the aid of references, identify significant events in Marine Corps history without omitting key components. (MCS-HIST-1002)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, identify significant Marine Corps places from 1953-2001 without error. (MCS-HIST-1002q)

(2) Without the aid of references, identify significant Marines from 1953-2001 without error. (MCS-HIST-1002r)

(3) Without the aid of references, identify significant Marine Corps battles from 1953-2001 without error. (MCS-HIST-1002s)

(4) Without the aid of references, identify significant Marine Corps Pathbreakers from 1953-2001 without error. (MCS-HIST-1002t)

Note: The following opening paragraphs are a short description of occurrences that became precursors to U.S. involvement in Vietnam and are not all-encompassing.

1. THE BEST OF INTENTIONS.

a. After WWII and Korea, the Eastern Bloc sought to expand its influence through the spread of communism. The United States and its North Atlantic Treaty Organization (NATO) allies pursued a strategy of containment by offering financial and military aid to nations in danger of falling to communist actors and forces. This struggle would become known as the Cold War. The Cold War would spawn numerous proxy wars around the world as the two ideals vied for power and influence.

b. In confronting communism, the United States firmly believed that they were morally obligated to come to the aid of nations that were too weak to fend off communist attacks themselves. The National Security Council had formalized what was known as the “Domino Theory” which argued that the loss of even a single Southeast Asia country would lead to relatively swift submission to, or alignment with, communism by the rest of Southeast Asia and eventually the Middle East.

c. The First Indochina War.

(1) During WWII, the Japanese occupied the French Colony of Indochina (comprising of a non-partitioned Vietnam, Cambodia, and Laos) until their defeat in 1945. After the war, the French re-occupied their colony, and by 1946 were engaged in an insurgency against a moderately communist, but mostly nationalist, guerrilla army called the Viet Minh.

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(2) The insurgency's author was a fiercely nationalist leader named Ho Chi Minh. The first few years of the war involved a low-level rural insurgency against the French authority. Slowly, the conflict turned into a more conventional war between two armies equipped with modern weapons supplied on one side by the United States and, on the other, the Soviet Union and Communist China.

(3) After multiple French setbacks culminating in a disastrous defeat at Dien Bien Phu, they were forced to come to the negotiating table. The agreements made during negotiations were signed in July 1954 between the French, Vietnamese, Laotian, and Cambodian governments. The principal agreements for Vietnam were for a cease-fire line along the 17th parallel between the Communist North, and the U.S.-backed Democratic south. Within a year, the North and South would be at war over these political ideals. The U.S. would begin to support the south more in this war in accordance with the "Domino Theory" while communist Russia and China would support the North to help spread the influence of Communism.

d. United States Military Advisory Command, Vietnam.

(1) Almost as soon as the French withdrew, the Communist North (the Democratic Republic of Vietnam, DRVN) began to subvert the non-Communist South (Republic of Vietnam RVN). American advisors flowed into the country to prop up a series of fumbling, corrupt, aimless administrations. The more energetic and better-led DRVN would likely have quickly overrun the RVN without the support of the United States. Soon, the administration of so many American advisors became extraordinarily complex, and a central command structure was established. The Military Assistance Command, Vietnam (MACV) was led by the Army and their headquarters would be established in Saigon, the capitol of the RVN.

(2) President John F. Kennedy appreciated the use and effect of "Special" Forces against the guerilla campaign waged by the DRV. One of Kennedy's principal advisors on unconventional warfare was Marine Major General Victor Krulak. After the assassination of Kennedy, Major General Krulak was promoted to Lieutenant General and moved from Washington to Hawaii to command Fleet Marine Forces, Pacific, where he was responsible for all of Marine operations in Vietnam. In this role, he was frequently at odds with both President Johnson and Army General Westmoreland, the commander of all American operations in Vietnam.

(3) President Lyndon B. Johnson and his administration geared up for a confrontation between communism and democracy. As time progressed and the ineffective RVN became more and more unstable, the U.S. President ordered covert bombing missions launched from Vietnamese air bases against the "Ho Chi Minh Trail." This "trail" was a major supply line used by the DRVN to move troops and supplies into the south to support their war effort. By 1964, the U.S. Command was becoming uneasy about the Army of the Republic of Vietnam (ARVN) and the security provided for their air bases, including the one at Da Nang.

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e. The Gulf of Tonkin Incident.

(1) In August 1964, the destroyers *USS Maddox* and *USS Turner Joy* were conducting electronic data gathering missions along separate areas off the coast of North Vietnam. North Vietnamese PT boats attacked the *USS Maddox*. Two days later, the *Maddox* and *Turner Joy* were conducting a joint patrol when the *Turner Joy*'s radar reported numerous small high-speed targets approaching from two directions. Lookouts also reported torpedo wakes inbound. The destroyers executed evasive procedures and there was no damage. The *USS Turner Joy* and aircraft from the carrier *USS Ticonderoga* sank two DRVN patrol boats in the attack.

(2) These two events would become known as the Gulf of Tonkin Incident. The attacks provided a pretext for President Johnson to ask Congress for authorization to use military force to stop the spread of communism in Vietnam and Southeast Asia. The Gulf of Tonkin Resolution authorized the President "Take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression."

f. I Corp's Area of Responsibility. In 1964, top level discussions regarding the role of the Marine Corps in Vietnam were taking place. There was a clear need to assist the Republic of Vietnam (RVN) in securing I Corp's Tactical Zone. I Corps included the five northernmost provinces of South Vietnam and was bordered to the north along the De-Militarized Zone. The intent was to use the Marines as a blocking force between RVN and the communist forces of the north. However, the North Vietnamese were able to successfully bypass the area through Laos and Cambodia to the west using the "Ho Chi Minh Trail."

g. Da Nang.

(1) The city of Da Nang was the logical choice for the first beachhead of the war. Located in the heart of I Corps, the city possessed a naturally protected harbor and one of only three jet-capable air bases in all of South Vietnam, which gave it significant strategic importance for the United States.

(2) The first large scale Marine ground combat units in Vietnam were elements of the 9th Marine Expeditionary Brigade (MEB) which had been postured off the coast for two months. In May 1965, Battalion Landing Team (BLT) 3/9 conducted an unopposed amphibious landing on the beach north of Da Nang. Two hours later, BLT 1/3 landed at Da Nang air base in Marine KC-130 transport aircraft. 1/3's immediate task was to provide security to the airbase and the Marine squadrons operating from the base. While 1/3 secured the airfield, 3/9 occupied a ridgeline overlooking the base.

(3) With the arrival of an additional BLT and several fixed wing squadrons, including VMFA-531 (the first Marine fixed wing squadron in Vietnam), the 9th MEB was dissolved and replaced by III Marine Expeditionary Force (MEF). Under the insistence of Army General Westmoreland, Commander MACV, III MEF would officially change its name to III Marine Amphibious Force (MAF) as the term "Expeditionary" was thought to be too reminiscent of the French Expeditionary Forces who had occupied Vietnam a decade prior.

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2. THE ENEMY.

a. Drawing Distinctions.

(1) Guerilla forces in the South called Viet Cong (VC), were usually comprised of people from the local area. With their knowledge of the local terrain, both geographic and political, they were especially difficult to identify. The classic frustration for the Americans in Vietnam was that the smiling villager who did laundry during the day could also be a guerilla fighter, or VC cell commander, in that same area at night.

(2) Separate and distinct from the Viet Cong were the North Vietnamese Army (NVA), the regular, professional military arm of the DRVN. Though relatively lightly armed, they were capable of great feats of logistics and endurance that allowed them to strike hard at one spot, disappear into the jungle, and reappear later where they saw a weak spot in a defense. The NVA looked down on the Viet Cong units and they seldom worked together.

b. Offensive Doctrine.

(1) Search and Destroy. General Westmoreland, who had a distinguished record in conventional battles from World War II and Korea, advocated a "search and destroy" strategy against the Viet Cong. Army units patrolling the countryside destroyed and burned any structures and occasionally entire villages that appeared to be used by the Viet Cong.

(2) Clear and Hold. The Marines attempted a "clear and hold" or "ink blot" strategy, which relied on clearing coastal enclaves, such as Da Nang, of enemy presence and then gradually moving out into the countryside to "clear and hold" villages one by one.

(3) Marine Pacification. The "search and destroy" and "clear and hold" operations were unsuccessful, so the Marines tried a new approach, which was a call to "win the hearts and minds" of the Vietnamese. Using pacification waged through the Combined Action Program (CAP), units of Marines and Vietnamese, known as Combined Action Platoons, organized platoons of three squads of local Vietnamese militiamen, and a U.S. Marine rifle squad with a corpsman. Because the CAPs lived in the villages, the villagers gained confidence in the CAPs fighting ability and appreciated the security and labor the platoons provided. The approach was championed by Lieutenant General Krulak, who saw the futility of attrition warfare.

3. TAKING THE FIGHT TO THE ENEMY.

a. Operation STARLITE

(1) Though firmly believing in the strategy of pacification, III MAF engaged in major combat operations when the opportunity presented itself. In August 1965, the III MAF Commander, received intelligence from the local ARVN Commander that a VC regiment was in a village on the Van Tuong Peninsula. After confirming the presence by radio intercepts, the III MAF Commander mounted the first regiment-sized assault since Korea in order to reduce the fortified position on the peninsula just 15 miles from the city of Chu Lai and 55 miles south of

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Da Nang. The Viet Cong had been fortifying the peninsula since 1963, using it as a marshalling and recovery area for VC units throughout I Corps. It also gave the VC a relatively safe base of operations near the vital communications complex at Chu Lai.

(2) In August 1965, Operation STARLITE commenced as Regimental Landing Team 7 launched a multi-axis attack. One battalion attacked from the north, another battalion conducted a heliborne assault from the west, and a third conducted an amphibious assault from the southeast. Viet Cong losses were around 700 killed versus 45 Marine casualties. Operation Starlite showed that vertical envelopment, naval gunfire, close air support, and aggressive infantry maneuvering were a match for the skill and pure ferocity of the VC. Despite this victory and similar results during Operation PIRANHA in September, the VC maintained a presence on the Van Tuong Peninsula throughout the war. In 1968, the infamous My Lai massacre would occur in the southwest of this peninsula. Operation STARLITE reinforced the Marines' belief in their strategy and ability of using combined arms against an adversary.

b. The First Battle of Khe Sanh.

(1) The establishment of a Demilitarized Zone (DMZ) between North and South Vietnam dictated the location of numerous skirmishes and fights that would prove difficult for the Marines of III MAF. Marines were by the doctrine of the time ill-suited for occupation duty, yet here they were forced to develop a comprehensive defense against the NVA, who enjoyed freedom of movement through the neighboring country of Laos, which was denied to U.S. Forces. The Marines were also denied permission to direct any offensive fires against the actual DMZ itself, so the Communists moved artillery and infantry divisions into that area totally unharassed by the Americans.

(2) Many of the fixed bases along the DMZ were under constant enemy fire, so supplying them became the most dangerous mission. The DMZ resembled World War I-style trench warfare more than a jungle war. The North Vietnamese concentrated more and more on I Corps, and from 1965 into 1967, I Corps' share of overall enemy casualties in Vietnam climbed from 13 to 44 percent. In the maneuver and pacification campaigns of 1965, the ratio of North Vietnamese to Marine casualties was 10:1. During the static defense of the DMZ, that number dropped to 3:1.

(3) The Hill Fights.

(a) A key piece of terrain in Quang Tri province (nearest the DMZ) was a mountain plateau near the Laotian border named Khe Sanh. The Marines built a firebase on the plateau that served as the western anchor of the DMZ defensive line. The plateau's weakness was its location at the end of long overland supply routes (in particular, Route 9) that afforded numerous ambush possibilities and three hills that provided high ground from which enemy assaults could be launched.

(b) On 24 April 1967, a patrol from Khe Sanh ran headlong into a previously undetected enemy force. The patrol had unknowingly tripped a trigger (prematurely for the NVA) on preparations for an assault on Khe Sanh. The NVA planned to seize three hills overlooking the

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base, Hills 861, 881 North, and 881 South. III MAF knew that this was key terrain and determined to keep the hills at all costs. Khe Sanh (at the time garrisoned by a company from 1/9) was reinforced by 2/3 and 3/3. Their mission was to drive the NVA off the high ground, and in a series of brutal battles called the Hill Fights, they did just that. Using massive close air support and artillery support, in addition to bitter ground fighting, the Marines killed over 900 NVA soldiers while sustaining 580 killed and wounded. The NVA withdrew, and the Marines put garrisons on top of each of each hill. By the end of May, as attacks became less frequent, the garrison of Khe Sanh was reduced again to one battalion, and the rest of the summer of 1967 was fairly quiet.

(c) Problems with maintaining a major base without an overland supply route were compounded by the weather that accompanied the monsoon season. MACV was adamant that the base remains as a defense against an NVA attack down Route 9 to the coast. III MAF was frustrated by this narrow vision, especially since the fast-moving NVA could bypass Khe Sanh anytime they wanted. For General Westmoreland, the information that the NVA was massing around the base was the final straw. He saw Khe Sanh as developing into the major set-piece battle that he craved. Additionally, since it was in an unpopulated region, a major battle at Khe Sanh would also allow unrestricted use of American firepower.

c. The Second Battle of Khe Sanh.

(1) In December 1967, two divisions of NVA troops moved into the area around Khe Sanh. As the situation developed, III MAF moved 1/9 into Khe Sanh to reinforce the members of the 26th Marines who were holding the fire base and the three hill garrisons. On 2 January 1968, increased enemy activity prompted III MAF to send the remaining elements of the 26th Marine Regiment to Khe Sanh. For the first time since the Battle of Iwo Jima, the 26th Marines were together in combat.

(2) On 20 January 1968, a North Vietnamese defector came into the firebase and gave the Marines detailed information about the NVA plan of attack. Shortly after midnight on 21 January, Hill 861 was attacked by around 300 NVA. Despite massive artillery support, the NVA breached the wire and were only driven out by fierce hand-to-hand combat.

(3) Almost simultaneously, the main base was attacked with mortar and rocket fire. Hundreds of 82mm mortar rounds, artillery shells, and 122mm rockets slammed into the compound as Marines took cover in bunkers and trenches. The main ammunition dump was one of the first things hit with over 1,500 tons of ammunition destroyed. The ammunition burned and exploded for days after. Marines were fortunate that the NVA did not exploit this opportunity to attack the main base, as parts of at least two NVA divisions moved into an attack position. The NVA were heavily reinforced with artillery and air defense units, and on 24 January, NVA artillery entered the conflict by saturating all of the Khe Sanh positions with 130mm and 152mm indirect fire. The Marines and ARVN dug deeper and hoped for a break from the artillery barrage due to the Vietnamese New Year (Tet) Cease Fire on 29 January. Not only was that not to be, but the Tet Offensive of 1968 would begin that month.

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(4) Attacks continued at varying levels of intensity (including the first use of NVA armor at the Special Forces Camp of Lang Vei, just inside Laos on the base's western flank), through January, February, and March of 1968. A Marine Direct Air Support Center (DASC) on Khe Sanh gave final direction to possibly the most concentrated application of aerial firepower in the history of warfare. Air power was also responsible for the logistical maintenance of the base as an estimated 185 tons of supplies were required per day during the height of the siege. For most of the winter battles, fog blanketed the firebase until midday (sometimes later). If the aviators made it through the limited visibility, planes loaded with supplies were tempting targets for the massed anti-aircraft fire of the NVA.

(5) When the aircraft managed to make it through the gauntlet of fire and land, they became easy targets for artillery and mortars. Ultimately, all supplies had to be air-dropped into the encircled base and its surrounding outposts. Despite the challenges, only four Air Force cargo planes were destroyed by enemy action during the entire siege of Khe Sanh.

(6) Reminiscent of Dien Bien Phu, the attackers also began trenches to get themselves into attack position with relative cover from direct fire. However, this time, the defenders had significantly greater air and artillery superiority on their side. On 1 April, a combined Marine and Army force was able to break the NVA choke hold on Route 9. Elements of the 1st Air Cavalry Division entered Khe Sanh on 8 April, and on 11 April, Marine engineers reported Route 9 open.

(7) The fire base at Khe Sanh was maintained for exactly one week after General Westmoreland departed from MACV. His successor, Army General Creighton Abrams, ordered the base destroyed and evacuated, and the last troops left the area on 6 July. Controversy still rages about the need for the battle, as no overall strategic reason for fortifying the base has ever been confirmed.

d. The Tet Offensive.

(1) Typically, during the week of Vietnamese Lunar New Year of Tet, much of the fighting throughout Vietnam would cease. The NVA and VC managed to use this to their advantage and covertly massed their forces for an assault. In 1968, the North Vietnamese forces would launch a massive surprise offensive operation all throughout South Vietnam during Tet. 80,000 NVA and VC troops would attack more than 100 towns and cities, including 36 provincial capitals, 72 district towns, and the southern capital of Saigon. This offensive operation was the largest military operation conducted by either side up to that point in the war. The Marines would see some of their worst fighting in the ancient imperial capital city of Hue.

(2) Hue City is located on the coast midway between Da Nang and the DMZ. Until the Tet Offensive, both sides had spared the city from heavy fighting, partly out of deference for its tradition as the center of Vietnamese culture. An ancient citadel with stone and masonry walls several feet thick surrounded the "old city" north of the Perfume River. South of the Perfume River, the "new city" was home to a MACV Advisors compound and Hue University. Despite its symbolic and strategic value, only a handful of ARVN troops defended the city.

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(3) In January 1968, seven battalions of NVA assaulted and occupied most of the city. Surprisingly fierce defense by ARVN troops kept the Communists from occupying the ARVN HQ inside the citadel, and the MACV Compound on the south side of the river. Marines, based in nearby Phu Bai, slowly moved into the city. They were hampered by an almost total lack of intelligence regarding the enemy's location. The battle became in essence a series of chance meeting engagements that soon devolved into the most intense street-to-street, house-to-house fighting that the Marine Corps had experienced since Seoul in 1950.

(4) Initially, Marines were denied air and artillery support because senior military commanders did not want to destroy the ancient imperial capital. But when casualties started to mount, air support was approved. By mid-February, the last NVA were driven from the old city. Marines counted over 5,000 bodies in the rubble, with 142 Marines dead and 857 wounded. Slowly, the story of a massacre of between 5,000 - 6,000 civilians by the NVA and Viet Cong began to emerge. While this tragedy was expected to help turn American public opinion, its political effects were negligible. Regardless, the Marines once again proved their battle prowess and courage under fire when retaking Hue City, and the battle would be remembered as one of the most famous battles the Marines would fight during the Vietnam War.

g. Results of the Tet Offensive.

(1) U.S. forces estimated the enemy suffered over 15,000 killed and 65,000 wounded during the four-month offensive. The enemy was largely defeated and III MAF, thanks to the assumption of the defense of the DMZ by Army units, was in a position to carry out raids against enemy base camps. Pacification was a continued effort throughout I Corps.

(2) Politically, the Tet Offensive was a major victory for the Communists. The Tet Offensive is viewed by many as the point at which American public opinion turned decisively against the war. When Gen Westmoreland requested 206,000 more troops, the Johnson Administration recoiled and instead chose to scale back the bombing of North Vietnam. The administration also decided to limit troop deployment numbers, and began peace talks in Paris with the Communists. In the fall election of 1968, Richard M. Nixon took over from Lyndon B. Johnson, who refused to run for re-election. He ran on a promise to stop the draft and to provide "peace with honor." The new watchword for the war became "Vietnamization," turning the responsibility for the active prosecution of the war to the South Vietnamese.

4. STAND-DOWN AND WITHDRAWAL.

a. Vietnamization. In 1969, President Nixon announced his plan for "Vietnamization" of the war. He intended to gradually phase American troops out of the country as the war effort was turned over to the South Vietnamese government. In the summer of 1969, III MAF began its withdrawal from Vietnam. Marines worked to turn their operations over to the South Vietnamese Marine Corps and ARVN. During this time, the NVA fell back across the borders to await the end of the U.S. withdrawal. The VC spent the fourth phase largely buying time as well, avoiding Marine forces and content with launching occasional ambushes and artillery attacks. By the end of June 1971, the last Marine combat troops left Vietnam.

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b. Operation FREQUENT WIND. Until the fall of Saigon in 1975, about 60 Marines remained in South Vietnam as advisors to the South Vietnamese Marine Corps. In March of 1975, the North Vietnamese Army began their final offensive of the war. As NVA armor entered the outskirts of the city and NVA artillery landed around the U.S. Embassy, U.S. Forces launched Operation FREQUENT WIND, the final evacuation of Saigon. It proved to be a much more complex operation than Operation EAGLE PULL (the American evacuation of Cambodia in April 1975) due to larger numbers of people. In April, large numbers of Americans and Vietnamese still needed to be evacuated. Over the next 20 hours, Marine helicopters flew 530 sorties, evacuating almost 7,000 people from Saigon. Marine ground units flown in from California provided security during the evacuation. Four Marines lost their lives in the operation. They were the last Marines to die in Vietnam.

5. LEBANON.

a. Operation FLUID DRIVE. In the 1970s, a Civil War in Lebanon gradually developed between Christian and Muslim militias, and in July 1976, when protracted kinetic infighting in Beirut threatened the lives and safety of American citizens, a Marine Amphibious Unit (MAU) on routine deployment to the Mediterranean responded to assist in a non-combatant evacuation operation (NEO). The MAU coordinated the orderly evacuation of 160 American civilians and 148 foreign nationals. Despite efforts of the international community to alleviate the bloodshed in Lebanon, the fighting continued, fluctuating with the fortunes and the strength of each faction. The Marines entered Lebanon once again in June 1982, destined to play a larger role than they had ever anticipated.

b. Lebanon (25 August 1982 – 31 July 1983).

(1) On 25 August 1982, the 32d MAU went ashore peacefully in Beirut, and joined an Italian and French contingent helping restore the peace. Their mission was to evacuate the Palestine Liberation Organization (PLO) fighters to help stabilize the situation. The Multinational Force (MNF) assisted in moving 6,500 armed PLO fighters to Cyprus. On 10 September, the Marines left, never having fired a shot. Four days later, Lebanon's Christian president was murdered. In retaliation, Christian Phalangist forces massacred nearly one thousand unarmed Palestinian civilians, many of whom were family members of those who had moved to Cyprus.

(2) The PLO returned, and amongst the turmoil, the Marines landed again. Their new mission was to provide "a presence in Beirut that would in turn help establish the stability necessary for the Lebanese government to regain control of their capital." The U.S President ordered the deployment, against the advice of the Joint Chiefs. To accomplish the mission, the MAU dug in around the perimeter of Beirut International Airport, while the Italians and French moved to other locations in Beirut. Violence escalated throughout the summer, and on 23 October 1983, an Iranian suicide bomber supporting a Palestinian cause drove a yellow Mercedes truck filled with explosives around the barriers erected around the headquarters building that housed the Marines of the 24th MAU and detonated his payload. The force of the explosion, equivalent to 12,000 pounds of TNT, leveled the building where 300 troops slept. By

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the time all were accounted for, 220 Marines, 18 Navy corpsmen, and 3 soldiers were dead. Across town, 58 French paratroopers died in a similar bombing.

(3) Marines continued their mission in Beirut; however, their security measures were significantly heightened. In July 1984, the MNF was withdrawn from Lebanon and by the end of July, the Marines had left. This tragedy highlighted the need to review force protection measures throughout the Marine Corps. The event also foreshadowed the type of tactics used by terrorists and insurgents in the years to come. The security posture the Marines used that morning was based on previous experiences concerning rules of engagement. The guards on post at the compound's front gate were not carrying loaded weapons, and by the time they had loaded their weapons, the bomber was already inside the compound. This event directly led to all services training and ensuring every United States service member understood their inherent right to self-defense and the standard operating procedures for guard duty. This would have a direct effect in the future conflicts in Iraq and Afghanistan.

6. OPERATION EAGLE CLAW (24 April 1980)

a. In November 1979, fifty-two American diplomats and citizens were taken hostage in the United States Embassy in Tehran, Iran, by a group of Iranian college students belonging to the Iranian Revolution. The U.S. president at the time ordered a U.S. Military operation to be conducted in order to rescue the American citizens. The operation would be a joint effort by multiple U.S. service branches. From the start, the operation was plagued with faulty equipment, deficiencies in inter-service operability, and a failure of command and control. As a result of the complications, the Mission Commander recommended the operation be aborted, which the President approved. The failure of the mission highlighted deficiencies in planning and joint service operational capabilities. While the Marine Corps did not command the operation, three Marines were killed following the decision to abort the mission when a CH-53 helicopter struck a C-130 that was attempting to ground taxi in a staging LZ during nighttime conditions.

b. Goldwater-Nichols Department of Defense Reorganization Act of 1986. Following this failed joint-service operation and the failures to effectively work together in Vietnam, the U.S. government knew it needed to change how the U.S. Military was organized. After some review, congress would pass the Goldwater-Nichols Department of Defense Reorganization Act of 1986. This important legislation established the framework for the way the Department of Defense operates today. The key components of this act determined:

(1) Chairman, Joint Chiefs of Staff (CJCS) is the “principal military advisor to the President of the United States, the SECDEF, and the National Security Council.

(2) Forces are assigned to the Combatant Commands (CCMDs) for employment

(3) Service Chiefs retain responsibility to “train, organize, and equip” but not to employ forces

7. **OPERATION URGENT FURY**. Operation URGENT FURY began on 25 October 1983 when Marines from the 22d MAU, embarked aboard the *USS Guam*, landed in Grenada in order

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to rescue American medical students endangered by the spreading violence in Grenada. A helicopter assault on Pearls Airport secured it within two hours. The next morning the Marines had secured the governor's residence. Two Army Ranger Battalions parachuted onto the Port Salinas Airfield. Elements of these battalions later captured Grand Anse, where a number of Americans were attending medical school. By 28 October, all organized resistance had ceased, and the mission was accomplished.

8. PERSIAN GULF WAR.

a. In the early 1990s, Iraq was fresh from fighting Iran from 1980 to 1988 and was in debt from the long, drawn-out conflict. Saddam Hussein, the leader of Iraq, planned to pay off this debt by selling oil. The plan was not working out as well as Iraq had hoped, as oil prices collapsed in the late 1980s. Saddam Hussein believed this was at least in part due to neighboring Kuwait exceeding their Organization of Petroleum Exporting Countries (OPEC) quotas and therefore driving down the cost of oil, describing this as economic warfare. He knew that if he were to annex Kuwait, he could double his access to oil, expand his possessions to over 20 percent of the world's supply, and have further influence over market prices. Although the Iran-Iraq War was costly in lives and money, it did provide Iraq with the world's fourth largest army, battle hardened from nearly a decade of combat. On 2 August 1990, Saddam Hussein moved his Army south and invaded Kuwait. He claimed annexation of Kuwait as Iraq's 19th province. Saudi Arabia, concerned that Saddam Hussein would not just stop at Kuwait, immediately requested international assistance in defending its sovereignty.

b. Operation DESERT SHIELD. Immediately, President Bush ordered a military buildup in the region in concert with the government of Saudi Arabia to halt further aggression by Hussein. Marines from the East Coast deployed on amphibious shipping and airliners to Saudi Arabia. There they were met by Maritime Pre-positioning Ships (MPS). The MPS are cargo ships that carry a full complement of equipment and vehicles for a Marine unit. They are continuously forward-deployed at sea to provide a rapid response capability. On 7 August, within five days of activation, the MPS ships arrived, the equipment was off-loaded, and the Marines were moving north ready to fight. This deployment of forces was called Operation DESERT SHIELD. The world's leaders decided Kuwait could not fall into the hands of an aggressive regime, so the United States banded together with 34 other nations to form a coalition sanctioned by the United Nations. During Operation DESERT SHIELD, Marines at sea helped enforce a maritime blockade of Iraqi shipping. The Navy and Marine Corps team conducted many highly publicized amphibious "rehearsals" to show the Iraqis their capabilities. Because of these demonstrations, the Iraqis committed three divisions to defend the Kuwaiti coast against an amphibious landing from the sea.

c. Operation DESERT STORM. President Bush issued a strong warning to the Iraqi government that America would not hesitate to use force. That use of force was known as Operation DESERT STORM. On 16 January 1991, the war began, and the United States quickly established complete air supremacy. Coalition forces, led by American Armed Forces, took up positions in the Persian Gulf and surrounding countries. Throughout, Marines were embarked aboard 31 amphibious ships, and the 1st and 2d Marine Divisions were ashore along with the 3d Marine Aircraft Wing. Operation DESERT STORM was an immediate success, and the war was

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over less than 100 into the invasion. To this day, it is often referred to as the “100 Hour War,” and its success is often seen as the culmination of an intellectual shift towards Maneuver Warfare following the Vietnam War.

9. INFLUENTIAL LEADERS (1975 – 1999)

a. General Louis H. Wilson (26th Commandant of the Marine Corps, 1975-1979)

(1) Modernized and Expeditionary. In an effort to preserve its very existence, the Marine Corps has fought throughout history to prove its relevancy. The post-Vietnam time period was no different for the Marine Corps. In the years following Vietnam, the Marine Corps focused on improving the skills of the individual Marine, modernizing our equipment, and proving our expeditionary capabilities.

(2) The Great Personnel Campaign. The Corps had to address problems with drug use, lack of discipline, and low morale. General Louis Wilson, for whom the headquarters building of OCS is named, made it his agenda to purge the war bloated ranks of druggies, malcontents, and racial agitators with an expeditious discharge program and a promise that he would have a quality Marine Corps. He threw his weight behind “The Great Personnel Campaign,” stressing quality over quantity.

b. General Alfred M. Gray (29th Commandant of the Marine Corps, 1987-1991)

(1) Warrior Thinker. Bearing in mind the obvious physical nature of war, General Gray focused his efforts on the development of the Marine Corps mind. His sophisticated understanding of the nature of war and its challenging complexities inspired an approach to leadership and mentorship far above the physical demands. He recognized the supreme importance of an educated leader—one who could understand and outthink the enemy.

(2) Marine Corps University (MCU). General Gray established the MCU and the Commandants Reading List. These projects and decisions from the Commandant emphasized his focus on the warrior thinkers and the educated leaders.

(3) OODA Loop/Maneuver warfare. In contrast to attrition warfare of the past, this time period saw a specific focus on maneuver warfare and the ability to “out cycle” the enemy. USAF Colonel John Boyd’s OODA Loop (Observe, Orient, Decide, Act) became a popular concept amongst leadership and a framework for focused and agile decision making. The concept is still utilized and referenced today by the Marine Corps. It recognizes the ability to implement flexible and fast decision making with a lack of emphasis on raw, materialistic power.

(4) FMFM-1 Warfighting (1989). *Fleet Marine Force Manual 1 Warfighting* was the philosophical guide for the Marine Corps and the intellectual approach required to be successful in the complex and challenging environment of war. This doctrine, drafted by Captain John Schmitt as directed by Commandant Gray, is a representation of the Marine Corps philosophy on warfighting. It is not a manual containing references and step-by-step processes. Rather, it is a document intended to be read cover to cover by all Marines in an effort to understand the

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thinking and approach necessary to lead Marines and take action within the challenging circumstances of war. The document requires the reader to think and understand the intellect required in war.

c. General Charles C. Krulak (Son of Lieutenant General Victor H. Krulak, and 31st Commandant of the Marine Corps, 1995-1999)

(1) Three Block War. A concept introduced by General Krulak that has proved relevant and applicable to many recent conflicts and operations. The three-block war concept introduced the idea that the Marine Corps could find itself participating in one of three types of operations: full scale military operations, peace-keeping operations, and humanitarian assistance. General Krulak emphasized the necessity to prepare for the aforementioned circumstances, and the approach required to combat mental and physical challenges.

(2) Strategic Corporal. Another a concept introduced by General Krulak that is still very much in use today. Simply put, the “Strategic Corporal” concept is a focus on small unit leadership—the implication being that decisions made on the battlefield by a Corporal may have impacts up to the strategic level of war. The concept emphasizes the importance of small unit leadership and empowering small unit leaders with the mental and physical tools required to make the best decisions in the most challenging circumstances.

(3) MCDP 1 – Warfighting (1997). One of war’s defining characteristics is that of constant change and evolution. As a result, the Marine Corps must continue to examine its philosophy on war and affirm the relevancy of its tenets. MCDP-1 was an update to FMFM-1 and is the current doctrine for Marine Corps warfighting. This publication remains the standing Marine Corps guide to warfighting and the critical thinking required to be successful in the most challenging of circumstances.

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TERMINAL LEARNING OBJECTIVE(S):

(1) Without the aid of references, identify significant events in Marine Corps history without omitting key components. (MCS-HIST-1002)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, identify significant Marine Corps places from 2001-2023 without error. (MCS-HIST-1002u)

(2) Without the aid of references, identify significant Marines from 2001-2023 without error. (MCS-HIST-1002v)

(3) Without the aid of references, identify significant Marine Corps battles from 2001-2023 without error. (MCS-HIST-1002w)

(4) Without the aid of references, identify significant Marine Corps Pathbreakers from 2001-2023 without error. (MCS-HIST-1002x)

1. **11 SEPTEMBER 2001.** On 11 September 2001, terrorists struck the American homeland. Four separate passenger airliners were hijacked by 19 terrorists and purposely crashed into three targets meant to symbolize American power.

a. **Financial Power.** The north and south towers of the World Trade Center in New York City were struck at 0846 and 0903 respectively. Fires fueled by the full load of aviation fuel on board the planes caused massive structural damage to the skyscrapers. The impact, the raging fire, and the toxic smoke eventually led to the collapse of the towers resulting in the death of 2,753 people.

b. **Military Power.** Erected in 1943 and home to the Department of Defense, the Pentagon has long been a symbol of American military power. At 0937, the Pentagon became the second target to be struck, precisely at the spot where the Marine Corps Aviation Branch had its offices. The explosion and subsequent fires killed 125 people in the Pentagon.

c. **Political Power.** The fourth airliner was presumed to be heading for the United States Capitol building or the White House, representing the legislative and executive branches of American government, respectively. After hearing on cell phones what was happening in Washington, D.C. and New York City, passengers became aware of the probable mission of their hijacked aircraft and became determined to regain control of the aircraft. Heroic passengers attacked the hijackers who, once convinced that the passengers would re-take the aircraft, intentionally crashed in a field in Shanksville, Pennsylvania. Forty passengers and the 4 hijackers were killed in the crash.

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d. The terrorist organization known as Al Qaeda and its leader, a Saudi Arabian named Osama bin Laden, were found to have planned and executed the attacks. At the time of the attacks, Osama bin Laden and Al Qaeda were based in Afghanistan. Osama bin Laden travelled to Afghanistan in 1979 during the failed Soviet occupation and joined the Afghan resistance. Osama bin Laden became an effective conduit for foreign (including U.S.) money and fighters in support of the Afghan resistance to the invasion. However, after the Soviet Union withdrew from Afghanistan, the nation became a harbor for terrorists and by 2001 Osama bin Laden had developed a mature underground organization that had orchestrated many worldwide terror attacks throughout the end of the 20th century.

2. OPERATION ENDURING FREEDOM.

a. Ultimatum and Invasion. Following the 11 September 2001 attacks, President George W. Bush let it be known that any country harboring perpetrators of the attacks would either turn them over, or be considered equally responsible. Once the intelligence agencies of the United States declared that Al Qaeda was responsible for the attacks, the President issued an ultimatum to the Taliban to give up Osama bin Laden and Al Qaeda. When the Taliban failed to comply, President Bush launched The Global War on Terror (GWOT) with Operation ENDURING FREEDOM (OEF) on 7 October 2001.

b. Marine Corps Operations

(1) In October 2001, Marines deployed to Northern Pakistan in support of the GWOT by sending Marines and Sailors to establish a forward operating air base and logistical hub. Their mission was to provide security to USAF personnel who arrived on location shortly after. The Marine Corps' first engagement in OEF was in October 2001 when pilots of Marine Fighter Attack Squadron (VMFA) 251 conducted air strikes against targets in Afghanistan.

(2) At the same time, Brigadier General James Mattis, commander of 1st Marine Expeditionary Brigade (MEB) and commander of all amphibious forces in the theater, established Naval Expeditionary Task Force 58, and in November 2001, the Marine Corps conducted an amphibious assault over 400 miles into the land-locked country of Afghanistan using CH-53 helicopters. The Marines and Sailors set new standards for Marine Corps amphibious doctrine. Landing at a remote airbase 90 miles southwest of Kandahar, the Marines established Camp Rhino, America's first forward operating base in Afghanistan. From this base, Marines were able to maintain the first significant conventional ground presence in Afghanistan. From Camp Rhino, the Marines and coalition forces moved north to Kandahar International Airport securing a new forward operating base.

c. International Security Assistance Force (ISAF)

(1) By December, the Taliban and Al Qaeda had largely fled to Pakistan or remote rural and mountainous regions of Afghanistan. Although some key leaders had been killed, the Taliban and Al Qaeda were not destroyed. In April 2003, the U.S. Secretary of Defense announced that major combat activities had come to an end in Afghanistan. He ordered U.S. Forces to remain in the region in order to conduct stabilization and reconstruction operations.

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(2) The International Security Assistance Force (ISAF) was formed by the United Nations (UN) Security Council to oversee the establishment of an Afghan Transitional Administration (ATA) and the training of an Afghan National Army. Hamid Karzai, a veteran Afghan politician was selected to head the interim ATA. In 2004, Karzai was elected president of the newly formed Islamic Republic of Afghanistan.

(3) Despite the best efforts of the UN and ISAF to assist the ATA to establish themselves as a true national government, factional tensions continued to pull Afghanistan apart. From within Pakistan, a resurgent Taliban launched an insurgency operation to oppose the new Afghan Government and coalition forces.

(4) By the end of 2003, the U.S. had 13,100 total troops supporting the ISAF in Afghanistan. During this time the United States also began combat operations in Iraq, reducing the number of American forces in Afghanistan. This reduced combat power would create a power vacuum in Afghanistan and facilitate the resurgence of the Taliban.

d. The Surge in Afghanistan.

(1) Following the most active phase of Operation IRAQI FREEDOM (OIF), the United States' focus shifted back to OEF. 11,000 Marines would assist in the 2009 Afghanistan surge. During this surge, the 2d Marine Expeditionary Brigade pushed into Helmand Province for an Operation dubbed Operation KHANJAR.

(2) In July 2009, the Marine Corps would conduct the largest Marine airlift since the Vietnam War with 4,000 Marines being flown into Helmand Province.

(3) During Operation KHANJAR, Sergeant (then Corporal) Dakota Meyer would repeatedly risk his own life to rescue a trapped joint patrol of American and Afghan service members during a 6-hour fire fight while serving with Embedded Training Team (ETT) 2-8 on 8 September 2009. For his heroic actions that day, he would be awarded the Medal of Honor. He would be the first living Marine in 38 years to be awarded the Medal of Honor.

e. Operation MOSHTARAK (Battle of Marjah)

(1) Operation MOSHTARAK (Dari for Together or Joint), also known as the Battle of Marjah, was an ISAF pacification operation in the town of Marjah, Helmand Province, Afghanistan that commenced in February 2010. It involved a combined total of 15,000 Afghan, American, British, Canadian, Danish, and Estonian troops, constituting the largest joint operation of the War in Afghanistan up to that point. 3,500 of those troops were United States Marines. The purpose of this operation was to remove the Taliban from Marjah and to eliminate the last Taliban stronghold in central Helmand Province.

(2) Marjah was estimated to hold approximately 500 Taliban fighters. The Taliban continued to use guerilla tactics, and the greatest threat that the coalition force faced was from the minefields and improvised explosive devices (IEDs). This is believed to be the largest concentration of mines and IEDs NATO had ever confronted. Marines would have to clear these

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obstacles while assaulting the town. After isolating Marjah in late 2009, waves of Marines landed in helicopters followed by additional units moving over land. After days of traversing minefields filled with IEDs and assaulting through Marjah, Marines and Afghan soldiers raised the Afghan national flag over the city's bazaar in mid-February. Coalition forces had effectively secured the town with only small pockets of resistance remaining.

(3) During this operation, Corporal Kyle Carpenter was awarded the Medal of Honor for his heroic actions. On 21 November 2010, Corporal Carpenter, an automatic rifleman with 2d Battalion, 9th Marines, was fighting Taliban insurgents when he threw his body on top of an enemy grenade, saving his fellow Marines lives. As he shielded them from the blast, he suffered severe injuries to his face and right arm. He was the eighth and youngest living recipient of the Medal of Honor awarded for actions in Iraq and Afghanistan.

f. Battle of Sangin

(1) The next operation that Marines would participate in within Afghanistan would take place in Sangin district of Helmand Province. Sangin was a Taliban stronghold and major opium producing zone outside Kandahar that was previously occupied by a company of British Royal Marines. The British company was spread too thin and the Taliban fighters practically controlled the territory surrounding the British forward operating bases.

(2) Marines would eventually relieve the British in mid-2010 and begin operations that would prove to be among some of the hardest fought battles of OEF. Marines closed half of the patrol bases established by the British and began to consolidate their forces. This allowed the Marines to mass their combat power and begin an effective offensive clearing operation against the Taliban. By April 2010, the Taliban forces were crushed and holding operations began.

(3) By the end of a seven-month tour, Marines had seen 25 members killed in action and another 184 wounded, 34 of whom returned home as single, double, and triple amputees. During the following holding operations 17 more Marines would be killed in action with 191 wounded. Treatment of these wounded men and women would eventually be cared for by the newly established Wound Warrior Regiment. This regiment is still in use today for Marines that become physically or mentally injured.

g. Drawdown and Withdrawal

(1) The Marine Corps maintained a reduced presence after 2010, mostly staying within Helmand Province. Marine Corps units would fight in a decentralized command environment with platoons and squads spread across the region. Much like the Marines of the Banana Wars, young company grade officers and non-commissioned officers were placed in positions of great responsibility and operational freedom. Young platoon commanders often found themselves responsible for patrol bases and a portion of an area of operations, requiring them to operate under broad commander's intent to defeat local insurgencies and build relationships with local leaders. The Marines continued to conduct counter-insurgency operations in Afghanistan, holding key terrain while providing security to the populace and assisting in the development of infrastructure and Afghan National Security Forces.

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(2) In addition to training and operating with local and national Afghan forces, the Marine Corps still sustained a significant aviation presence in the region until 2014. Marine Aviation units operated out of Camp Bastion, a large airbase in Helmand Province that also contained Camp Leatherneck. Most major Marine Corps units were headquartered at this location until 2014 and it acted as the main logistical hub of the region. On September 2012 Camp Bastion was attacked by a small unit of Taliban that managed to infiltrate the major airbase. The Taliban fighters killed two Marines and destroyed six U.S. Marine Corps AV-8B Harriers before the Taliban infiltrators were killed or captured. The attack showcased the potential vulnerability of ISAF forces in the region, and that the war which had raged for 11 years, was still not over.

(3) The Marine Corps officially withdrew all major units from Helmand Province in support of OEF by 2014. However, specialized units such as Marine Special Operations Command (MARSOC), in addition to other United States and ISAF Special Operations Forces continued to participate in pacification and stability operations in this region until 2021.

(4) In 2021, the American government began working on a truce with the Taliban, and ultimately agreed to a deal with Taliban stipulating the U.S. would begin a withdrawal if the Taliban agreed to not attack NATO forces, continue counter-terrorism operations, and begin talks with the Afghan Government. After the deal was signed, the Afghan Government and the Taliban began their own peace talks. These talks fell through as the American forces began their withdrawal, and the Taliban launched a major offensive against the Afghan Government. American forces did not interfere in the ensuing civil war.

(5) By July 2021, the U.S. began operations to evacuate the entire country. The Afghan Government was unable to hold back the Taliban and all its remaining forces were pushed back to Kabul, the last city with an American presence. In August 2021, the 24th Marine Expeditionary Unit secured the Hamid Karzai International Airport in Kabul, Afghanistan to support the evacuation of any American citizens, western nationals, and what were deemed “high risk” citizens that could face reprisals for assisting the U.S. during the past 20 years i.e., interpreters, government officials, and merchants. Marines found themselves guarding hastily erected walls, screening thousands of people for evacuation, and airlifting personal out. The Taliban would eventually take all of Kabul, but generally not interfere with the American evacuation, holding to their previous agreement. Roughly 5,000 American troops participated directly in the evacuation, and by 30 August 2021 the last of American troops would leave Afghanistan.

3. OPERATION IRAQI FREEDOM (OIF).

a. Building Tension. By 2002, the American focus of the GWOT had broadened to include not only Afghanistan, but also Iraq, where Dictator Saddam Hussein was feared to be stockpiling weapons of mass destruction (WMD), and contributing to de-stabilization in the region. On 20 March 2003, after the expiration of an ultimatum to Saddam Hussein that he must leave Iraq or be subject to a military attack, President Bush commenced a pre-emptive campaign to remove him and his regime. The spearhead of the invasion from Kuwait to Iraq was headed by the Army’s 3d Infantry Division and the 1st Marine Division (MARDIV) supported by Task Force

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Tarawa, a regimental Marine Air-Ground Task Force (MAGTF) from II Marine Expeditionary Force (MEF).

b. The March to Baghdad

(1) In March 2003, Major General James Mattis, Commanding General of 1st MARDIV used three of his Regimental Combat Teams (RCT) and 2d MEB (named Task Force Tarawa) to leapfrog through the Iraqi defenses. In a classic example of maneuver warfare, they bypassed enemy forces that were deemed to not be a threat, and decisively destroyed any that were. As the Marines secured an objective, they would hand off to the 1st (UK) Division to occupy, thus maintaining their momentum and the speed of their advance. Their main concerns were avenues of approach and bridges.

(2) On 13 April, Marines of Task Force Tripoli (a composition of three Marine Light Armored Reconnaissance (LAR) battalions) took control of Tikrit, Saddam Hussein's hometown and the last significant city held by the regime. This would end the major military operations in the country against the conventional Iraqi military.

c. The Insurgency

(1) In March 2004, the Marines and Major General Mattis formally assumed responsibility for Al Anbar Province from the Army's 82d Airborne Division. Al Anbar Province, the largest province in Iraq and home to 1.2 million Sunni Arabs, had recently become a hotbed for insurgent activity due to its penetrable border with Syria, which allowed foreign fighters to flood into it. The Marines' area of operations included the major cities of Fallujah and Ramadi, and their mission was to establish a stable environment to help set the stage for the establishment of a democratic Iraq. The Marines had established their credentials as warriors in the drive to Baghdad. Their actions during the counter-insurgency would reveal the diplomatic skills and ability needed to work with the local populace.

(a) Corporal Jason Dunham was assigned to Kilo Company, 3d Battalion, and 7th Marines in April 2004. Following an attack on his battalion commander's convoy near the Syrian border with Iraq, his platoon was dispatched to investigate. As Corporal Dunham's squad advanced to investigate a vehicle near the site of the attack, the driver leaped out and wrestled with Corporal Dunham, trying to escape. The driver dropped a grenade during the fight, and Corporal Dunham immediately took off his helmet, and shielded the rest of his squad from the blast by covering the grenade with his helmet and body. The blast left him mortally wounded, but his squad was saved from serious injury, and he was posthumously awarded the Medal of Honor. He was the first recipient of the Medal since the Vietnam War.

(2) For the Marines, this began a regular rotation that would carry through until the end of the Marine involvement in Iraq in 2009. I and II MEF alternated sending units for seven month deployments during which they would act as an occupation force. This was a different mission set for the typically expeditionary Marine Corps, and the Marine Corps as a whole had little recent experience in extended counter-insurgency. As a result, it would have to lean heavily on

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its experiences in Vietnam and the Banana Wars to establish doctrine for effective counter insurgency.

(3) Battles for Fallujah. Fallujah was a city of 250,000 to 300,000 inhabitants along the Euphrates River west of Baghdad. The 2003 invasion had minimal effect on the city, since Iraqi Army units stationed there deserted en masse rather than face the American attack. A local Sheik, originally pro-American, was elected as mayor, and he maintained the peace until April 2003 when the 82d Airborne occupied the city. Escalating tensions between the soldiers and the citizens ended with the murder and mutilation of four American security contractors in March 2004.

(a) Operation VIGILANT RESOLVE. In response to the killings, American commanders ordered Operation VIGILANT RESOLVE, also known as The First Battle of Fallujah. In early April 2004, Marines would assault the city and eliminate most of the known insurgent defensive positions. Although 2,000 Iraqi police and military forces were also assigned to the mission, the vast majority of these forces deserted and disappeared before the assault even began. Additionally, due to the complexity of the situation, most of the insurgent forces melted into the local population making it impossible for the Marines to completely rid the city of insurgent forces. When the coalition fought their way into the center of the city, the Iraqi Interim Government requested that the city's control be transferred over to an Iraqi-run local security force. An Iraqi Brigade was trained and equipped by the U.S. to conduct the mop-up and security operation to clear the rest of the city. Operation VIGILANT RESOLVE would end with the turnover of the battle space to the new Iraqi Brigade. Once responsibility was turned over, the Iraqi Brigade would quickly dissolve and join the insurgent forces within the city. With this new accumulation of manpower and equipment, the insurgents retook control of the city, stockpiling weapons, and building complex defenses.

(b) Operation PHANTOM FURY. Operation PHANTOM FURY, referred to as the Second Battle of Fallujah, began on 7 November 2004 when a force consisting of two Marine infantry battalions, one Army battalion with Abrams tanks and Bradley fighting vehicles, and an Iraqi battalion started clearing the city from north to south. Overall, 10 battalions of Marines and soldiers participated in the attack. The Marines met determined and fanatical insurgents who for months prepared fortified and complex defenses throughout the city. The interval between April and November had given them ample time to set IEDs throughout the city and create bunkers and tunnel systems inside buildings where they could inflict high casualties. At the time of the assault, it was estimated that there were over 4,000 to 5,000 insurgent fighters in Fallujah. Despite ferocious close quarters fighting, the city was considered taken on 20 November, and the phase of stability operations commenced. In December, the stability operation was complete. It is considered the bloodiest battle of the Iraq War and the intense urban combat is often compared to Hue City, Vietnam in 1968. The Marine Corps suffered 54 killed in action and 425 wounded. Ten Marines were awarded the Navy Cross for their actions during The Second Battle of Fallujah.

(4) Battle of Ramadi. The Battle of Ramadi was fought from April 2006 to November 2006 for control of the capital of Al Anbar Province. After the fall of Fallujah, Ramadi became the center of the insurgency, and Al-Qaeda in Iraq declared the city to be its capital. Again, the

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Marine Corps would find itself helping spear head an assault into an insurgency held city. Ultimately, the insurgency's actions inflicted significant casualties upon the local population, including the killing of a Sunni Sheik who supported the Iraqi Police and American forces. This killing in particular prompted tribal leaders throughout Al-Anbar Province to align with American interests and the Iraqi Security Forces, leading to the overall end of the insurgency's foothold in the city.

d. Transition and Withdrawal. By 2006, the focus of the Marine Corps had shifted to training the Iraqi Police and Iraqi Army units. In urban centers such as Fallujah, Marines and Iraqi Police often operated in joint, platoon-sized precincts. Marine NCOs and platoon commanders mentored and trained their Iraqi counterparts, often times sharing operation centers and conducting patrols and operations in tandem, much like Marines had done in Afghanistan years earlier. Operating with local security forces was essential to establish the legitimacy of the Iraqi Police and Iraqi Army, as many of these police officers and soldiers had little experience and had to be trained in the basics of military service. In February 2008, Marines began to hand over Al Anbar to Iraqi forces. By October 2009, the last two Marine regiments left Al Anbar. However, American forces have remained in Iraq ever since to assist the transition process and protect key American interests such as the Embassy complex.

4. OPERATION INHERENT RESOLVE (OIR).

a. After the defeat of the Hussein regime in Iraq and the withdrawal of American forces from Iraq in 2010, a power vacuum developed, much like in Afghanistan in the 1990s. This void was filled by a new terrorist organization known as the Islamic State of Iraq and the Levant (ISIL), and the Islamic State of Iraq and Syria (ISIS), and by its Arabic language designator of Daesh. ISIS was a jihadist militant group and unrecognized proto-state that followed a fundamentalist doctrine of Sunni Islam. ISIS gained global prominence in early 2014 when it drove Iraqi government forces out of key cities in its Western Iraq offensive, followed by its capture of Mosul. ISIS has been designated a terrorist organization by the United Nations and many individual countries. The United Nations holds ISIS responsible for human rights abuses and war crimes, and Amnesty International has charged the group with ethnic cleansing on a "historic scale" in Iraq.

b. Since the summer of 2014, the Marine Corps has participated with individual augments in OIR. OIR is the U.S. military's operational name for the military intervention against ISIS, including both the campaign in Iraq and the campaign in Syria. Special Purpose Marine Air-Ground Task Force – Crisis Response – Central Command (SPMAGTF-CR-CC) has played a significant role in the fight against ISIS, providing ground troops as well as a litany of aviation and artillery support. Additionally, Marine units have provided Iraqi units with advisors throughout their campaign to rid their country of ISIS, similar to OIF and OEF in the 2010s. The Marine Corps continues to support the international effort to eliminate ISIS across the globe to this date.

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5. KEY DEVELOPMENTS.

a. Counter-insurgency doctrine was further developed and implemented during the early 2000s and has continued to this day. “The Small Wars Manual,” a Marine Corps publication written during the 1930s using lessons learned in the Banana Wars, was relearned and reapplied to modern day fighting. Additionally, lessons learned like those from the Combined Action Platoons of the Vietnam War were revisited and added to modern Marine Corps doctrine. In 2006, the Counter-Insurgency Field Manual was published in a joint effort headed by Army General David Petraeus and Marine General James Mattis that consolidated these and many other lessons into the modern study of counter-insurgency. With the use of this manual, the ultimate goal of the counter-insurgency strategy in Iraq and Afghanistan was to provide security to the population, while building infrastructure and, most importantly, developing the Afghan National Security Forces and Iraqi Security Forces to take over the security and stability of their respective countries.

b. In 2004, in response to the proliferation of IEDs, the Marine Corps began to look for a more survivable vehicle than the thin-skinned high mobility multipurpose wheeled vehicle (HMMWV). Beginning in 2007, multiple variants of mine resistant ambush protected vehicles (MRAP) were developed and delivered to the Department of Defense. The MRAP was designed around a specific v-shaped hull that helped to deflect the blast of an IED away from the occupants. Nearly 12,000 of these vehicles were deployed to Iraq and Afghanistan. In 2019, the Marine Corps began replacing its aging HMMWVs with the new Joint Light Tactical Vehicle (JLTV). This vehicle builds upon the technology used with the MRAPs to resist mine and IED threats.

c. In February 2006, the Marine Corps formed United States Marine Forces Special Operations Command (MARSOC). As the Marine Corps’ component of U.S. Special Operations Command (USSOCOM), their mission is to train, organize, equip and, when directed by the Commander, USSOCOM, deploy task-organized, scalable and responsive U.S. Marine Corps special operations units in support of combatant commanders and other agencies.

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6. 23 Days to Baghdad: U.S. Marine Aviation Combat Element in Iraq, 2003 (Saint)
7. Organization of the United States Marine Corps (MCRP 1-10.1)

CHAR 1008: INTRODUCTION TO THE MARINE AIR-GROUND TASK FORCE

TERMINAL LEARNING OBJECTIVE(S):

(1) Without the aid of references, describe Marine Air-Ground Task Force (MAGTF) organizations without omitting key components. (MCS-MGTF-1002)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, identify components of a MAGTF without error. (MCS-MGTF-1002a)

(2) Without the aid of references, identify the organization of the Marine Corps without error. (MCS-MGTF-1002b)

1. **MARINE AIR-GROUND TASK FORCE (MAGTF)**. The Marine Corps generally operates as MAGTFs, which are balanced, combined-arms forces with organic ground, aviation, and sustainment/logistics elements. Each MAGTF has four core elements: a command element (CE), a ground combat element (GCE), an aviation combat element (ACE), and a logistics combat element (LCE). Established in 1962, as the principal organization for conduct of Marine Corps missions, the MAGTF is a balanced, combined arms force with organic ground, air, and sustainment can carry out the spectrum of military operations. In its current form it consists of:

a. **Command Element (CE)**. The CE is the MAGTF headquarters. It is task organized to provide command and control capabilities (including intelligence and communication) necessary for effective planning, direction, and execution of all operations.

b. **Ground Combat Element (GCE)**. The GCE is task organized to conduct ground operations in support of the MAGTF mission. It usually forms around an infantry organization reinforced with artillery, reconnaissance, light armored reconnaissance, assault amphibian, tank, and engineer forces.

c. **Aviation Combat Element (ACE)**. The ACE is task organized to conduct air operations, project combat power, and contribute to battle space dominance in support of the MAGTF's mission by performing some or all of the functions of Marine aviation (Anti-air warfare, assault support, electronic warfare, offensive air support, air reconnaissance, and control of aircraft and missiles).

d. **Logistics Combat Element (LCE)**. The LCE is task-organized to provide all functions of tactical logistics necessary to support the continued readiness and sustainability of the MAGTF. The LCE performs all or some of the six functions of tactical logistics (Supply, maintenance, transportation, health services, general engineering, and other services)

CHAR 1008: INTRODUCTION TO THE MARINE AIR-GROUND TASK FORCE

3. THE TYPES OF MAGTF.

a. Marine Expeditionary Force (MEF). The MEF's are the principal warfighting organizations of the Marine Corps, capable of conducting and sustaining expeditionary operations in any geographic environment and across a wide range of military operations. A MEF is capable of deploying with 60 days of sustainment and includes:

(1) Command Element. Normally commanded by a Lieutenant General and staff.

(2) Ground Combat Element. A MEF rates one or more Marine Divisions, reinforced.

(3) Aviation Combat Element. A MEF rates one or more Marine Aircraft Wings (MAW), reinforced, organized and equipped for establishment ashore.

(4) Logistics Combat Element. A MEF rates one or more Marine Logistics Groups (MLGs).

b. Marine Expeditionary Brigade (MEB). The MEB is capable of rapid deployment and employment via amphibious shipping, strategic airlift, marrying with Maritime Prepositioning Force (MPF) assets, or any combination thereof. MEBs provide the building blocks for forcible entry and other power projection operations. A MEB is capable of deploying with 30 days of sustainment.

(1) Command Element. Brigadier General and staff.

(2) Ground Combat Element. Infantry Regiment (reinforced). Commonly referred to as a regimental landing team (RLT) or regimental combat team (RCT).

(3) Aviation Combat Element. Marine Aircraft Group (MAG), which contains several squadrons capable of performing the six functions of Marine aviation.

(4) Logistics Combat Element. One Combat Logistics Regiment (CLR).

c. Marine Expeditionary Unit (MEU). The MEU's mission is to act as a forward-deployed, sea based, rapid crisis response capability to execute a full range of military operations. It is organized, trained, and equipped as a self-sustaining, general-purpose expeditionary MAGTF that possesses the capability to conduct a range of military operations in support of various contingency requirements, including such selected maritime special operations as reconnaissance and surveillance; tactical recovery of aircraft and personnel, seizure/recovery of selected personnel or materiel; and visit, board, search, and seizure of vessels. A MEU is capable of deploying with 15 days of sustainment.

(1) Command Element. Colonel and staff.

(2) Ground Combat Element. Battalion Landing Team (BLT), which is normally composed of an Infantry Battalion, reinforced with artillery, reconnaissance, armor, assault amphibious units and other detachments as required.

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(3) Aviation Combat Element. A helicopter squadron reinforced with transport, utility, and attack helicopters, a detachment of vertical/short takeoff and landing (V/STOL) fixed-wing attack aircraft, and other detachments as required.

(4) Logistics Combat Element. One Combat Logistics Battalion (CLB).

d. Special Purpose Marine Air-Ground Task Force (SPMAGTF). SPMAGTF is organized, trained, and equipped to conduct a wide variety of missions that include crisis response, regionally focused training exercises, and peacetime missions. A SPMAGTF may be any size but is normally smaller than a MEU with tailored capabilities chosen to accomplish a particular mission. The SPMAGTF includes all four of the basic elements of a MAGTF.

(1) Command Element. As required.

(2) Ground Combat Element. As required.

(3) Aviation Combat Element. As required.

(4) Logistics Combat Element. As required.

4. MARINE EXPEDITIONARY FORCES AND THEIR MAJOR SUBORDINATE COMMANDS.

a. Marine Expeditionary Force (MEF).

(1) I MEF- Camp Pendleton, CA

(2) II MEF- Camp Lejeune, NC

(3) III MEF- Camp Butler, Okinawa

(4) There is no standing IV MEF; however, there are MEF Command Elements within MARFORRES.

b. Marine Division (MARDIV). Mission is to execute amphibious assault operations and such other operations as may be directed. It must be able to provide the ground amphibious forcible-entry capability to an amphibious task force and conduct subsequent land operations in any operational environment.

(1) 1st MARDIV – Camp Pendleton, CA

(2) 2d MARDIV – Camp Lejeune, NC

(3) 3d MARDIV – Camp Butler, Okinawa

(4) 4th MARDIV – New Orleans, LA (Reserve)

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c. Marine Aircraft Wing (MAW). Mission is to conduct air operations in support of the Fleet Marine Force to include offensive air support, anti-air warfare, assault support, aerial reconnaissance, electronic warfare, and control of aircraft and missiles.

- (1) 1st MAW – MCAS Futenma, Okinawa
- (2) 2d MAW – MCAS Cherry Point, NC
- (3) 3d MAW – MCAS Miramar, CA
- (4) 4th MAW – New Orleans, LA (Reserve)

d. Marine Logistics Group (MLG). Provide general and direct support above the organic capabilities of supported elements of the MAGTF in the functional areas of logistics during deployment and employment of the MEF and smaller, geographically separated MAGTFs in all levels of conflict.

- (1) 1st MLG – Camp Pendleton, CA
- (2) 2d MLG – Camp Lejeune, NC
- (3) 3d MLG – Camp Butler, Okinawa
- (4) 4th MLG – New Orleans, LA (Reserve)

REFERENCE(S):

1. Organization of the United States Marine Corps (MCRP 1-10.1)

TCAC 1001: BOYD'S OODA LOOP

TERMINAL LEARNING OBJECTIVE(S):

(1) Given a scenario requiring a decision, apply the components of the Decision Cycle (OODA) Process to achieve a decision with a bias for action. (MCS-CMBH-1002)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, identify components of the OODA process without error. (MCS-CMBH-1002a).

(2) During a Situational Leadership Event, apply the OODA Process in accordance with the evaluation rubric. (MCS-CMBH-1002b).

1. BACKGROUND.

a. College to Korea. In 1947, John Boyd enrolled at the University of Iowa and joined the USAF ROTC program. While in ROTC, he was selected for the pilot training program. In the winter of 1953, Boyd was sent to Korea and assigned to the 51st Fighter Interceptor Wing and flew almost all his missions as a wingman. Boyd's experiences in Korea were the foundation for all of his later contributions. While in the USAF he studied how the F-86 Sabre was able to achieve such a dominant 10:1 kill ratio over the Soviet MIG-15 that was flown by the North Korean air forces. His studies ultimately led to a published essay titled "Destruction and Creation" and a brief titled "Patterns of Conflict," both of which laid the foundation for what became known as the OODA loop.

b. Boyd's Contributions. Boyd retired from the Air Force as a Colonel in 1975. Colonel Boyd was a maverick thinker whose steadfast character and determination revolutionized the American military. Although he was shunned by many peers and superiors in the Air Force, his significant contributions greatly improved air to air combat tactics, aircraft design, weapons acquisitions, and, most importantly, the military's approach to war fighting and decision making. Boyd did not invent the ideas he circulated but was the first to see the relationships and to make connections between existing thoughts and ideas as they pertain to decision making and warfare in general. Boyd's impact on the Marine Corps is most clearly manifested in his influence on the development of *Fleet Marine Force Manual 1 (FMFM-1) Warfighting*, which eventually became *Marine Corps Doctrinal Publication 1 (MCDP-1) Warfighting* and is the foundational pillar of the Marine Corps' maneuver warfare philosophy.

2. **BOYD'S TRINITY.** The bulk of Boyd's work rested on three primary principles:

a. Godel's Incompleteness Theorem. The first part of Boyd's Trinity is Kurt Godel's Incompleteness Theorem. Godel's proof established that no logical mathematical axiom can be proven completely from within; one needs an external orientation to prove its validity. It postulated that various mathematics are based in part on propositions that are not provable within mathematics itself, although they can be proved by logic external to mathematics. In other

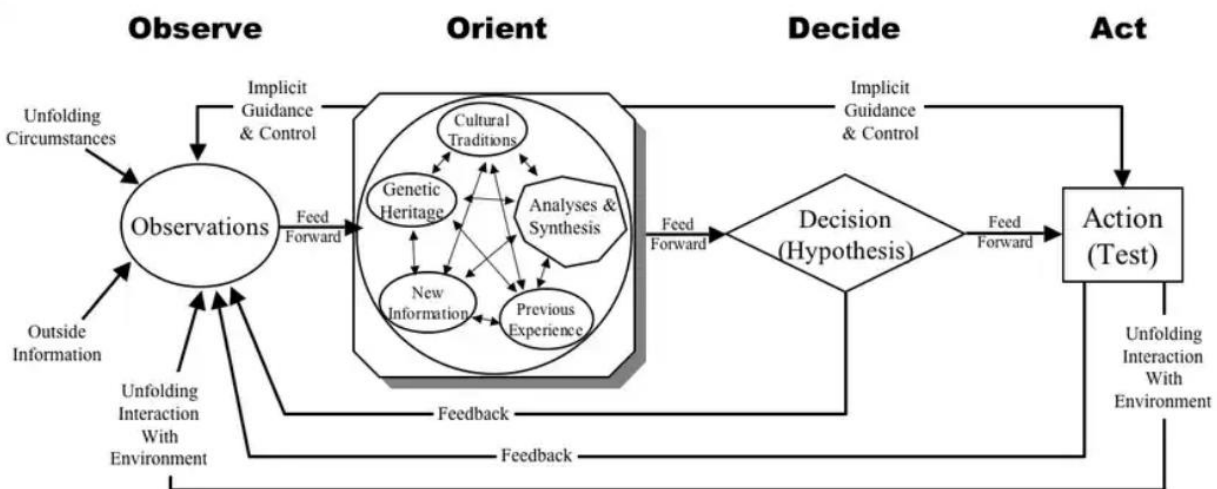
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words, you cannot accurately describe the totality of any environment based on a single component of that environment.

b. Heisenberg's Uncertainty Principle. The second part of Boyd's Trinity is Heisenberg's Uncertainty Principle, which states that it is impossible to determine both the position and momentum of subatomic particles with high accuracy. That uncertainty, rather than certainty, lies at our understanding of the physical universe. This principle highlighted our limited ability to observe reality with accuracy. In summary, there is a limit to our ability to observe our reality with any great degree of accuracy.

c. The Second Law of Thermodynamics. Finally, the third part of Boyd's Trinity is the Second Law of Thermodynamics which states that all observed natural processes generate entropy. Entropy is the degree of disorder within a system. As Boyd explained it, "entropy represents the capacity for taking action or degree of confusion and disorder associated with any physical or information activity. High entropy implies a low potential for doing work or taking action and a high degree of confusion and disorder. Low entropy implies just the opposite." The tendency is for entropy to increase in a system that is closed or cannot communicate with external systems or environments. Over time, in a closed system, entropy increases, energy dissipates, efficiency decreases, and confusion and disorder increase. In summary, a system will change over time despite efforts to prevent it.

3. OODA LOOP DEFINED. On the surface, Boyd's Cycle (observe, orient, decide, act – a.k.a. OODA Loop) is a simple reckoning of how human beings make decisions. This process can be applied to situations ranging from making tactical decisions on a mission, to making ethical decisions while on liberty. This concept is more than a simple process or loop that can be followed to success. The decision-making loop does not continue until completion and then start back over. It is a continuous and simultaneous process. Decisions are occasionally made as a result of these processes as they interact with each other.



a. Observe. Observation is the task that detects events within an individual's environment. It is the method by which people identify change, or lack of change, in the world around them. While

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it is not the sole basis for action, it is a primary source of new information in the behavioral process. Factors that must be included in the observations include:

(1) Outside Information. You need outside information to build a more complete picture of what is going on around you (since a system cannot be completely defined from within itself).

(2) Unfolding Interactions. Your unfolding interaction with the environment around you will add entropy to that environment, a change which must be observed and considered.

(3) Unfolding Circumstances. Finally, when deciding on a course of action you must observe and consider the unfolding circumstances that occur naturally within an environment, or that are a result of outside influences.

(4) Observations are not meant to be filtered in any way. You want to observe everything that you can, to take in as much raw information as possible, and allow the orientation process to keep, or disregard, what is most important to making a decision.

b. Orient. Orient is the **most pivotal** of the four processes of the OODA Loop. Without the context of orientation, most observations would be meaningless, and the vast amount of information would be overwhelming. To survive and grow within a complex, ever-changing world of conflict, it is necessary to have insight, vision, focus, and direction. In order to effectively orient yourself on your environment you must quickly and accurately develop mental images (or concepts) to help you comprehend and cope with the vast array of threatening and non-threatening events you may face. Internal to the orient phase, is the process of analysis and synthesis, which allows you to filter, process, and prioritize information, circumstances, and interactions gathered during the observation phase:

(1) Analysis and Synthesis. Boyd's essay "Destruction and Creation" explored how individuals develop mental patterns to cope with their environments. It is through a sequence of analysis and synthesis of the information absorbed through observation that individuals rationalize their environments and produce a mental product that can be used to make a decision.

(a) Analysis ("Destruction"). Analysis can be defined as the separation of a whole into its component parts. Generally speaking, analysis is taking a general concept and breaking it down into a specific idea (or set of specific ideas). The process of breaking down of a concept into its constituent parts is what Boyd referred to as "Destruction."

(b) Synthesis ("Creation"). One definition of synthesis is, "the combining of often diverse conceptions into a coherent whole." Synthesis is a cognitive skill and can be thought of as taking individual parts and connecting threads between them to form a domain to arrive at a new, perhaps better, understanding of the "coherent whole."

1. The process of forming a concept by connecting common parts is what Boyd referred to as "Creation." We utilize Creation to try to develop an idea of what is going on around us, or what could potentially occur in the future. If we enter an environment with which we are not familiar and observe the individual components of that environment, we use synthesis

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(or “creation” as Boyd called it) to put together a picture of what we interpret that environment to consist of. It is when the product of our synthesis does not match with reality that we run into problems rationalizing the environment. This is uncertainty. When we cannot resolve our observations and deductions into reality there is confusion and ambiguity. We must continually work through cycles of “destruction and Creation,” until the inconsistencies that we observe in our environment are eliminated.

2. Your mental images of the environment that you develop during Orientation are shaped by many factors including:

- a. Previous experiences.
- b. Genetic heritage.
- c. Cultural traditions.
- d. New information.
- e. Analysis and synthesis.

c. Decide.

(1) Decisions must be properly oriented to be effective. One can make any number of decisions in any amount of time (large or small), but if they are not based on observations that have been filtered by a sound orientation, those decisions will only serve to impede progress towards the ultimate goal.

(2) A key part of the decision-making process is **communicating the decision to those who need to know**. This includes subordinates, leadership, and adjacent parties. It is important to ensure that all aspects of the decision that has been made is communicated effectively and concisely. This process can serve to slow progress and lead to missed opportunities if not executed in a timely manner. A useful quote to remember is, “What do I know? Who needs to know it? Have I told them?”

(3) The decision can be thought of as a hypothesis. This hypothesis is based on what you have observed in your environment. Cycling through the analysis and synthesis process generates an idea of what the surrounding environment contains, and the decision is based on that idea. However, you cannot know whether that hypothesis is correct until you put the decision into action and the effects of that action are observed.

d. Act. Action is the implementation of the decision that has been made in light of your observations of the surrounding environment. Actions must be focused and executed with due consideration given to the overall goal. The action can be thought of as a *test* to the hypothesis that has already been developed (the decision). Like in any discipline, a hypothesis cannot be confirmed until it is tested, and the results of that test are observed to fall in line with what one expected to see. However, when making decisions against a human adversary, the results of the

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test (the action) is dependent on how the human adversary reacts. The human dimension of acting and reacting make Act the most difficult phase to execute, because the adversary has their own set of wills and intentions, which may or may not be known.

4. THE COMPLETE OODA LOOP.

a. Feedback. You must continually observe the environment in order to obtain feedback throughout the entire decision-making process. Feedback allows for adjustments to be made as the environment inherently changes and you implement your action. This feedback is then quickly implemented into the OODA Loop allowing you to adjust the plan and enact the OODA Loop faster than the adversary.

b. Implicit Guidance Control. The previous figure is a complete representation of the OODA loop. It contains the four processes (Observe, Orient, Decide and Act), but also includes "Implicit Guidance and Control." This is the term Boyd used to explain how you can scale-up the OODA loop to work for organizations. On the individual level, the OODA loop cycles as quickly as an individual's ability to orient on observations made of their environment. But an organization that is made up of many subordinates or sub-units (i.e., a platoon, company, battalion, etc.) can only cycle as fast as the subordinates or sub-units cycle through their own respective OODA loops. Through the use of Implicit Guidance and Control, organizations can increase the cycling speed of their respective decision-making processes.

c. Out-Cycle the Enemy. All too often the goal of the OODA loop is over simplified to simply being able to cycle through the OODA loop more rapidly than an opponent. But Boyd's OODA loop is more comprehensive and deeper than the popular interpretation of it. When speaking of the OODA loop, Boyd almost exclusively spoke of, "operating inside opponents' OODA loops." The power this decision-making cycle gives to a leader is the ability to quickly decide and act, but in a manner which allows one to disrupt an adversary's ability to decide and act themselves. One way to rationalize this is to think of Observing, Orienting, Deciding, and Acting more inconspicuously, more quickly, and with more irregularity than one's adversary, so as to induce uncertainty and ambiguity for that adversary. The aim is to change the situation more rapidly than an adversary can comprehend, and then to keep doing it until the adversary's decision-making ability collapses.

5. APPLYING THE OODA LOOP CYCLE.

a. Boyd's Description. Boyd described the result of the OODA loop cycle as creating a rapidly changing environment while denying your enemy the ability to adapt, thereby forcing your adversary to make increasingly irrelevant decisions that lead to his own demise. You force your enemy into slow motion, and you begin to command both sides of the conflict.

(1) Observe-orient-decide-act more quickly than the enemy to unmask and penetrate vulnerabilities.

(2) Operate inside the enemy OODA loop to generate "mismatches," thereby causing uncertainty, pushing enemy beyond his capacity to adapt.

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(3) Thus, overloading his system in a manner to destroy internal harmony, produce paralysis, and collapse his will to resist.

b. Professionals. We think about getting inside someone's OODA Loop. The idea is that if you can continue to change the environment, you can keep the other person resetting their OODA Loop before they get to the end and act. Problems arise from trying to think too far into the theory, or believing the theory works all the time on everyone. Trained people can go through the Loop at surprising speed while a true professional has only Observe and Act in their process. They have trained themselves enough so when they see a trigger they just act. Professionals have already decided what to do and where to go before the trigger. They have looked at their environment, orientated themselves, and decided what to do before the attack.

c. Implicit Guidance and Control. The idea of Implicit Guidance and Control manifests itself in the Marine Corps through the use of mission-type orders, in which a commander tells a subordinate what they want done but not how to do it. A commander delivers guidance (e.g., Commander's Intent) and other controls (e.g., Rules of Engagement) to allow a subordinate to insert that information into their own Orientation. This allows a subordinate to make decisions as needed and in a timely manner, ensuring that the subordinate's actions are consistent with what the commander wanted to see done.

REFERENCE(S):

1. Destruction and Creation (Boyd, John R.)
2. Boyd: The Fighter Pilot Who Changed the Art of War (Coram, Robert)
3. Science, Strategy and War: The Strategic Theory of John Boyd (Osinga, Frans P. B.)
4. Certain to Win: The Strategy of John Boyd, Applied to Business (Richards, Chester W.)

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TERMINAL LEARNING OBJECTIVE(S):

(1) Given subordinate units, a changing situation, and time available, and having previously issued a five-paragraph order, issue a fragmentary order to provide additional direction and guidance necessary to continue operations and to communicate a timely, cohesive, realistic, and tactically sound plan that meets the commander's intent. (MCS-C2-1505)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, identify the components of the operations order without error. (MCS-C2-1505a)

1. OPERATION ORDER INTRODUCTION.

a. An operation order, also known as an "OPORD" or "five paragraph order," is defined as "a directive issued by a commander to subordinate commanders for the purpose of effecting the coordinated execution of an operation." In other words, it is the delivery of a mission, with clarifying information regarding the execution of an operation that is given by a unit leader to his or her subordinates. The purpose of the operation order is to provide a unifying and comprehensive understanding of a given situation and detail on how the unit will, in execution, achieve mission accomplishment. The operation order lays the foundation for the success of an operation prior to execution.

2. THE ORDERS PROCESS.

a. The order's process begins with a unit leader, such as a fire team leader, receiving an operation order from his or her higher unit, in this case, the squad leader. Once the fire team leader receives the order from the squad leader, the fire team leader begins the tactical planning process, and develops his or her order to give to his or her subordinates. The order's process ends when the fire team leader briefs his or her fire team members the operation order that was created by the fire team leader, derived from the order given to him or her by his or her higher unit, in this case the squad leader. This occurs across all tactical levels, from a squad leader receiving an order from his platoon commander to the commander of a battalion receiving an order from the commander of his higher unit, the regiment. In the previous example, the squad leader would have received an order from his higher unit (his platoon commander). The squad leader then started the tactical planning process, and developed an operation order, which was briefed to his subordinate fire team leaders. The situation and time will always play a crucial role in how the tactical planning process and issuing of an order is conducted. There is no standard time or situation in which the tactical planning process or orders delivery occurs. In order to provide some standardized structure for operation orders, the common format described below has been adopted by United States Armed Forces and its NATO allies.

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3. **OPERATION ORDER OVERVIEW.** The acronym “SMEAC” is commonly understood by Marines to represent the five paragraphs of the operations order, and “O-SMEAC” when time allows, or the situation dictates, when an orientation paragraph is briefed:

Orientation
Situation
Mission
Execution
Administration and Logistics
Command and Signal

Nearly all types of combat orders are based on all, or part of, the five-paragraph format. A short and simple order that is easily understood and conveys commanders’ intent is superior to an overly complex order. Standard order formats expedite and improve comprehension and communication, prevent omission of information, and facilitate speed of reference. Below is a brief description of each element of the operations order.

4. **THE OPERATION ORDER FORMAT (O-SMEAC).**

a. **O - Orientation.** The orientation brief gives subordinates awareness of the terrain they will be operating in, and how that terrain within the area of operations impacts their mission. Orientation is not strictly tied to terrain features; to be properly oriented means subordinates know crucial information as it relates to their assigned mission.

(1) The acronym ‘OCOKA – W’ is used to explain pertinent information. Time permitting, key elements of ‘OCOKA – W’ can be briefed to enhance subordinate’s understanding of the area of operations.

(a) **Observation and Fields of Fire:** Leaders should consider the observation and fields of fire from different points within the area of operations. The season, time of day, and geographic location all impacts observation and fields of fire. Observation from the low ground in Quantico during the summer months may be 10m, whereas on high ground could extend out to 50-75m. During the fall and winter, visibility from both those vantage points greatly increases due to the lack of foliage. This extends visibility, which is important to know when considering the tactical ramifications of being able to see the enemy at greater distance, and the enemy being able to see friendly units.

(b) **Cover and Concealment:** Forms of adequate cover and concealment vary greatly between geographic locations and different areas of operation. Cover and concealment in Quantico will typically be in the form of micro-terrain, dried stream beds and larger trees. Concealment in the form of foliage, which, as previously mentioned varies based on the season. This would be much different in an open desert environment, with little to no concealment and rock formations and micro-terrain as the only forms of cover. This information arms subordinates with what both friendly and enemy forces expect to use to their advantage during engagements.

(c) **Obstacles:** For the purposes of route selection, forecasting friction and decision points, and general development of a tactical plan, a leader needs to consider how obstacles will

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affect their mission. Obstacles should be considered in the terms of friendly, enemy, and of natural origin. Minefields, barbed or concertina (razor) wire, and jersey barriers do not distinguish between friend and foe. Friendly and enemy obstacles will most likely be in this form. Natural obstacles that can impede movement may be cliffs, rivers, or “slow-go” terrain such as extremely thick vegetation.

(d) **Key Terrain:** Leaders need to assess what terrain in the area of operations is crucial for their mission. Key terrain must be differentiated from ambiguous terrain and does not necessarily have to be a natural terrain feature. Key terrain from both a friendly and enemy perspective must be assessed by the unit leader to properly shape and identify what is crucial for the mission. A hill, for instance, is not in and of itself key terrain unless it provides a significant tactical advantage to either friendly or enemy forces. Key terrain could be a trail that friendly forces use to conduct resupply. That same trail could also be key terrain because it is the route that the unit will use to link-up with friendly forces in the event a casualty or enemy prisoner of war requires extraction.

(e) **Avenues of Approach:** A leader must identify routes into and out of the area of operation, as these routes are likely to be used and have some form of significance for both enemy and friendly forces. Avenues of approach could be hardball roads (paved roads trafficable by all vehicles), unimproved roads (typically gravel, trafficable by most vehicles), trails (typically dirt, heavily affected by weather and vehicle trafficability varies greatly), foot paths or game trails (limited to individuals), or any other corridor that facilitates movement into, out of, or throughout the area of operations.

(f) **Weather:** A leader needs to forecast and assess the weather and the possible effect it has on their mission. Weather’s impact on operations cannot be understated. Significant rainfall impacts trafficability of vehicles and personnel by washing out roads or making previously fordable water features impassable. Fog limits observation, significant precipitation can mask the audible signature of a unit moving through a wooded area, and snowfall leaves tracks that can be followed. All of these implications should be considered by leaders when conducting analysis.

(2) At the very minimum, an orientation brief should give the following information:

(a) Current Location

(b) Objective Location

(c) Direction and Distance of Attack

b. **S - Situation.** The situation paragraph provides details on enemy and friendly units operating in the AO that affect, or could affect, the unit’s mission.

(1) **Enemy Forces.** This sub-paragraph provides more detailed information on the enemy forces the unit is expected to encounter during the operation.

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(a) Composition, Disposition, and Strength. Provides data gathered on the enemy force that the unit executing the mission is expected to encounter. This information is typically sourced from reconnaissance, such as unmanned aerial surveillance (UAS) or direct observation from friendly forces. The acronym 'SALUTE' can be remembered to cover the important information pertaining to the enemy. During the actual order's brief, 'SALUTE' is briefed as 'TSUALE' to facilitate ease and fluidity of communication.

1. Size: How many enemies are there?
2. Activity: What are they doing?
3. Location: Where are they or last known location?
4. Unit: Which unit/organization are they from?
5. Time: When were they last seen?
6. Equipment: What type of weapons and equipment do they have?

(b) Capabilities and Limitations. This portion is an assessment on behalf of the unit leader about the enemy force. The unit leader develops what they believe to be the capabilities and limitations of the enemy force based upon the enemy's composition, disposition, and strength. This is where the unit leader explains to his subordinates what the enemy is capable of doing, vice limited to do, based on the information known about the enemy. It is important for a unit leader to analyze the enemy and provide their subordinates with an assessment that mitigates uncertainty and establishes expectations of enemy strengths and weaknesses. The acronym 'DRAW-D' is used for reference of the various actions the unit leader determines the enemy is capable, or limited of, accomplishing.

1. **Defend:** Are they capable of, or have a limited ability to effectively defend and repel friendly assault? For example, "They have a limited ability to defend due to their lack of combat power. The enemy is fixed in one place, and therefore will have significant difficulties suppressing multiple targets from their single fighting position."

2. **Reinforce:** Are they capable of, or have a limited ability to reinforce their position? How long would it take? For example, "They have a limited ability to reinforce due to their lack of adjacent units in the area."

3. **Attack:** Are they capable of, or have a limited ability to effectively attack friendly forces with the resources and personnel they have? For example, "If the enemy leaves their defensive position, they will be exposed and outnumbered, and as a result makes them limited in their ability to attack."

4. **Withdraw:** Are they capable of, or have a limited ability to effectively withdraw if engaged? For example, "Due to their knowledge of the terrain, they are capable of withdrawing

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using pre-planned egress routes in the event they become overrun or decide to displace from their dug in position.”

5. **Delay:** Are they capable of, or have a limited ability to effectively delay friendly movement? For example, “3 hours of preparing a defensive position is a significant amount of time, and it is possible that the enemy is well entrenched with their machine gun, even more so if they had time to fill sandbags. This makes them capable of delaying.”

6. Time dictates how much information the unit leader is able to pass to his subordinates. While a more thorough brief results in more awareness from subordinates, at a minimum, the briefer should brief the following:

Example:

“The enemy has a limited ability to defend, reinforce, or attack. They are capable of delaying and withdrawing.”

(2) **Friendly Forces.** This sub-paragraph provides more detail about friendly forces operating within your area of operation and how other friendly forces affect your unit and its mission. The acronym ‘HAS’ is used to remember the portions of the friendly forces sub-paragraph.

(a) **Higher Units Mission:** The unit one level higher than the unit leader conducting the order. If a fire team leader is giving an operation order to their fire team, their higher unit would be the squad.

(b) **Adjacent Units:** All other friendly forces operating within the area of operations are briefed here. At a minimum, their location and mission, or activity, should be briefed in this portion.

(c) **Supporting Units:** “None” while at OCS.

(3) **Attachments / Detachments:** “None” while at OCS.

c. **M - Mission.** The mission is a concise statement that serves as the units’ goal. This statement encompasses the “Five Ws,” when, who, what, where, and why a unit is performing a certain action. Within each mission statement is a tactical task and purpose. The task identifies how something is to be done. For instance, in the event the mission is to attrite, or kill, enemy forces, the tactical task ‘destroy’ is utilized. The most important information in a mission statement is the purpose, or why the unit is doing what they were tasked with. The task could change, but as long as the unit leader understands why they are doing a task, they can adapt in execution to ensure the purpose is accomplished. Mission statements are taken from the higher units’ order in the execution paragraph under tasking. As a fire team leader, one would receive an operations order from the squad leader. That would be considered a squad order, with the squad leader briefing all his subordinate team leaders. The squad leader develops tasking statements for each of his subordinate fire teams that the squad leader has deemed necessary to accomplish the squad mission.

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Example:

“1st Fire Team, on order (O/O), **destroy** the enemy defensive position in order to **(IOT) prevent the enemy from interfering with friendly freedom of movement.**”

In this example, destroy is the tactical task assigned to the fire team, while the purpose is to prevent the enemy from interfering with friendly freedom of movement. Following this example scenario, if the friendly unit comes in contact with an enemy force on the way to the defensive position, that fire team leader is able to be flexible due to their understanding of the purpose. If that enemy encountered enroute to the objective is able to interfere with friendly freedom of movement, then actions need to be taken to prevent them from doing so, even though that was not the intended objective.

d. **E - Execution.** This paragraph provides details on how the unit will accomplish their assigned mission, what each subordinate is tasked with accomplishing, and any additional information the commander deems essential to assist in the coordination of the execution of the mission.

(1) **Commander's Intent.** This sub-paragraph is used by the commander of the unit for the purpose of ensuring that his subordinates understand the purpose, or ‘why’ of their mission, and how it will be accomplished. This allows subordinates to exercise judgment, take initiative, and adapt as the situation inevitably changes. There are three elements of the Commanders Intent and can be remembered by the acronym ‘PME.’

(a) **Purpose:** Taken directly from the purpose of the unit's assigned mission found after the ‘in order to’ statement.

(b) **Method:** A generalized brief from the unit leader on how their operation will exploit the enemy's weakness while avoiding or mitigating the enemy's strength. The method does not have the same level of detail expected during the scheme of maneuver brief. The focus of this portion is on the tactical thought process of the unit leader, as it pertains to enemy and friendly forces, and how his scheme of maneuver will accomplish the mission.

(c) **Endstate:** Describes what the leader wants the situation to look like when the mission is accomplished in terms of friendly forces, enemy forces, and the terrain.

(2) **Concept of Operation.** This section describes the type of operation to be taken. At OCS, the operations will involve patrolling and simple offensive actions that consist of fire and movement.

(a) **Scheme of Maneuver (SOM).** This section provides the “how to” of your plan – it is the “game plan” for how the entire unit will work together to accomplish the mission. It is anonymous, thorough, and sequential.

(3) **Tasks.** This sub-paragraph is where the unit leader gives his or her subordinates tasking that supports the fire teams' SOM. Tasks issued to subordinates have been deemed essential by

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the unit leader for the unit to successfully accomplish its mission. Tasking statements must be specific to one unit, or in this case, an individual.

Example:

“Candidate Jones, you will be the rifleman and serve as the point man. Candidate Johnson, you will be the grenadier and navigator. Candidate Smith, you will be the automatic rifleman and pace counter.”

Each candidate knows their role in the fire team formation and their additional duty within the patrol. It is important to understand that the tasks must address the mission. If the mission requires further coordination than positions in formation and additional duties, it is important that the fire team leader addresses it in tasking.

(4) Coordinating Instructions. This paragraph contains instructions common to two or more subordinates. While tasking statements address individual assignments common to a single unit, coordinating instructions allows a leader to pass information with relevance to two or more. While at OCS, time will be limited while giving operations orders. There is no standard list of coordinating instructions that must be included in every order, but examples include the following:

(a) Time of Attack: When the leader has determined that the attack will begin.

(b) Actions on Enemy Contact: In the event the mission does not have an enemy oriented objective, actions on enemy contact enables the leader to address actions to be taken in the event of enemy contact. This is especially useful when assigned a mission that involves casualty evacuation or resupply.

(c) Lost Marine Plan: Actions individuals take in the event they become separated or lost from their unit.

e. A - Administration and Logistics. This is a two-part paragraph.

(1) Administration: The administrative part of this paragraph is where the commander provides actions to take in regard to casualty evacuation (CASEVAC) and enemy prisoner-of-war (EPW) handling procedures.

(a) CASEVAC Plan: What is the unit going to do in the event of casualties? If a unit is taking casualties, it is likely that the situation is chaotic and uncertain, all reasons why CASEVAC plans should be simple and rehearsed to mitigate friction on the unit, and instill confidence amongst subordinates that if they become a casualty they will be taken care of. At a minimum, a casualty collection point and plan for evacuating the casualty should be reinforced within the CASEVAC plan.

Example:

“CASEVAC Plan: Upon destruction of the enemy, casualties will be moved to join the unit on the objective and consolidated in the center of the 360. The platoon casualty collection point (CCP) is at the AA. Once casualties are consolidated, the casualty will be transported, with the

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rest of the unit holding security to the front and rear, to the AA in order to link up with the platoon corpsman.”

(b) Enemy Prisoners of War (EPW) Plan: What the unit is going to do in the event of taking enemy prisoners. The acronym ‘STRESS’ stands for search, tag, report, evacuate, segregate, and safeguard and will be the baseline actions to be taken in the event a unit receives an enemy Prisoner of War. At a minimum, handling EPWs in accordance with ‘STRESS’ should be reinforced within the EPW plan.

Example:

“EPWs will be treated in accordance with STRESS and consolidated in the center of the consolidated 360. We will then coordinate with the Company Gunnery Sergeant for extraction via Fallujah Trail.”

(2) Logistics: The logistics part of this paragraph is where the commander provides information on the supplies and equipment the unit has at its disposal to use in the accomplishment of its assigned mission.

(a) Chow and Water: How much chow and water does the unit need/have for the operation?

(b) Ammunition and Equipment: How much ammunition does the unit have for the operation? What gear does the unit have and need?

Example: “Each candidate will have one MRE, a full camelback and two full canteens. Each candidate will have 80 rounds, a compass, LBV, gloves, eye protection, map gear, and assault packs. Upon consolidation, the fire team members will re-distribute ammunition as needed.”

f. **C - Command and Signal.** This is also a two-part paragraph.

(1) Signal: The signal portion is where the commander briefs his subordinates on the communication plan for the mission, challenges, and passwords for differentiating friendly and enemy forces, as well as any signal plans that may assist with the execution.

(a) Contains the communication plan for the operation such as the use of hand and arm signals and voice commands on contact (HAVOC).

(b) Additional information is passed in this paragraph to assist in the SOM, such as challenge and passwords to identify friendlies through voice communication, near and far recognition signals when voice communication is unsafe or ineffective, and any other signals that are to be used in the execution of the mission.

Signal Example: “The communication plan is HAVOC throughout execution. Challenge and Pass: Challenge is *Steel*, Pass is *City*, and Running is *Penguins*. Near and far recognition is going to be one Kevlar tap to initiate and three Kevlar taps returned as an affirmative response.”

TCAC 1002: INTRODUCTION TO THE OPERATIONS ORDER

(2) Command: The command paragraph covers information about the location of key personnel, such as leaders and Corpsman, and who will succeed the leaders in the event they become a casualty.

(a) Location of Key Leaders: Where are key leaders from higher located during the operation? Where is the tactical commander of the operation located during execution?

(b) Succession of Command: Which subordinate leaders move up in billet in the event a higher billet becomes a casualty?

5. RECEIVING AND ISSUING AN OPERATION ORDER.

a. Time. Time available to receive and brief an operations order greatly varies and depends entirely on the operational requirements and situation. Some operations orders are prepared for days and last hours and are briefed over to-scale replicas of the battle space in extreme detail. In other circumstances, operations orders are prepared in hours or minutes, and are briefed over a map with an enemy threat. It is the responsibility of the unit leader to properly balance time spent planning, briefing, and executing within their operational limitations.

b. Issuing the Order. When issuing an operations order, it is imperative that the leader speaks clearly and at a speed that enables subordinates to follow and comprehend the information being passed. The brief should be sequential and avoid skipping through portions of the operations order. The operations order was designed to be given in a specific format to facilitate rapid comprehension. Deviation from the format will confuse subordinates and lead to general disorganization and possible misunderstandings. The leader should display confidence through tone of voice and body language during the issue of the order. A leader's confident briefing of his plan translates directly into subordinates' willingness to execute it. Questions during an order should be held until the end of the brief.

REFERENCE(S):

1. Commander's Tactical Handbook (MCRP 3-30.7)
2. Marine Rifle Squad (MCIP 3-10A.4i w/Ch. 1)
3. Scouting and Patrolling (MCTP 3-01A)
4. Warfighting (MCDP 1)

TCAC 1003: THE FRAGMENTARY ORDER

TERMINAL LEARNING OBJECTIVE(S):

(1) Given subordinate units, a changing situation, and time available, and having previously issued a five-paragraph order, issue a fragmentary order to provide additional direction and guidance necessary to continue operations and to communicate a timely, cohesive, realistic, and tactically sound plan that meets the commander's intent. (MCS-C2-1505)

ENABLING LEARNING OBJECTIVE(S):

(1) During a Situational Leadership Event, given a map, protractor, operations order, and updates to the situation, prepare a fragmentary order in accordance with the evaluation rubric. (MCS-C2-1505b)

(2) During a Situational Leadership Event, issue a fragmentary order in accordance with the evaluation rubric. (MCS-C2-1505c)

(3) During a Situational Leadership Event, execute the plan in accordance with the evaluation rubric. (MCS-C2-1505d)

1. FRAGMENTARY ORDER INTRODUCTION.

a. In the Marine Corps, an order conveys instructions from a superior to a subordinate. In essence, combat orders express the will of the commander. They must be brief, clear, and definite. A decision, however promising, will fail if the commander cannot effectively communicate it to subordinates. Effective orders planning, writing and delivery allows the commander to effectively communicate and act. The more urgent the situation, the greater need for brevity and simplicity. Remember that an effective combat order is much more than merely passing information. You must convey your will. A good order is as much inspiration as information. The confidence and enthusiasm in which a leader delivers his or her order is as important as the order itself. Combat orders are distinguished from administrative orders by their purpose and tactical action. There are several types of combat orders; the most common are the: operations order, warning order, and fragmentary order.

b. A fragmentary order (FragO) is an abbreviated form of an operations order, usually issued on a day-to-day basis, that eliminates the need for restating information contained in the original operations order. It may be issued in sections. It is an oral, a digital, or a written message that provides brief, specific, and timely instructions without loss of clarity. It is issued after an operations order to change or modify that order or to execute a branch or sequel to that order. Fragmentary orders are often necessary due to enemy action. Remember "no plan survives contact with the enemy." Expect fragmentary orders in most operations. They can only be issued if a complete combat order (known as a base order) has been previously issued. Fragmentary orders should cover only the information that has changed since the issuance of the base order. Frequently, the information changed pertains to enemy situation, mission, and execution of the plan. Fragmentary orders are an important technique to keep orders short. (In order to alleviate

TCAC 1003: THE FRAGMENTARY ORDER

any potential confusion, if there are no changes to a particular paragraph, subparagraph, or section, the order issuer shall state the name of the section and “No changes.”

2. FRAGMENTARY ORDER OVERVIEW.

a. The below format will serve as a baseline. This is the minimum amount of information required at Officer Candidates School and must be memorized. Paragraphs and sub-paragraphs are bolded.

O. Orientation

- (a) Current Location
- (b) Objective Location
- (c) Direction and Distance of Attack

I. Situation

a. Enemy Forces

- (1) Composition, Disposition and Strength: (TSUALE/SALUTE)
 - (a) T – Time
 - (b) S – Size
 - (c) U – Unit
 - (d) A – Activity
 - (e) L – Location
 - (f) E - Equipment

b. Friendly Forces (HAS)

- (1) Higher Unit’s Mission
- (2) Adjacent Units

II. Mission

III. Execution

a. Concept of Operation

- (1) Scheme of Maneuver

b. Tasks

c. Coordinating Instructions

IV. Administration and Logistics

a. Administration

- (1) CASEVAC Plan

REFERENCE(S):

- 1. Commander’s Tactical Handbook (MCRP 3-30.7)
- 2. Marine Rifle Squad (MCIP 3-10A.4i w/Ch. 1)
- 3. Scouting and Patrolling (MCTP 3-01A)
- 4. Warfighting (MCDP 1)

TCAC 1004: HAND AND ARM SIGNALS

TERMINAL LEARNING OBJECTIVE(S):

(1) Given a situation when voice commands are difficult, impossible, or when silence must be maintained, while wearing a fighting load, utilize Hand and Arm Signals to transmit commands or information. (MCS-COMM-1001)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, identify hand and arm signals without error. (MCS-COMM-1001a)

(2) During a Situational Leadership Event, communicate using hand and arm signals in accordance with the evaluation rubric. (MCS-COMM-1001b)

1. PURPOSE.

a. Signals are used to transmit commands or information when voice communications are difficult, impossible, or when silence is required. Subordinate leaders repeat signals to their units whenever necessary to ensure prompt and correct execution.

b. Hand and arm signals are the most used signals. This is because they are easy to execute, silent, and require minimal movement. They are also standardized throughout the military service and are appropriate to all tactical situations.

2. HAND AND ARM SIGNALS FOR PATROLLING OPERATIONS.

a. Fire Team. The right arm should be placed diagonally across the chest.

(1) This signal is used to designate that a fire team is going to receive a follow-on signal.



TCAC 1004: HAND AND ARM SIGNALS

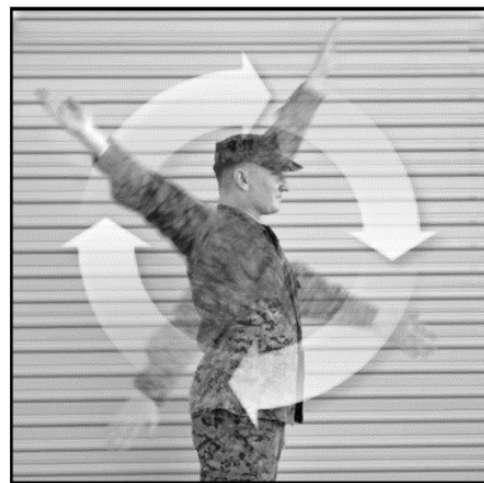
b. Form Column. Raise either arm to the vertical position. Drop the arm to the rear, describing/making complete circles in a vertical plane parallel to the body. The signal may be used to indicate either a troop or vehicular column.



(1) Fire Team Column.



PLUS



TCAC 1004: HAND AND ARM SIGNALS

d. Skirmishers Right/Left. Raise both arms laterally until horizontal with arms and hands extended and palms down. If it is necessary to indicate a direction, move in the desired direction at the same time. When signaling for fire team skirmishers, indicate skirmishers right or left by moving the appropriate hand up and down. Regardless of the direction the signaling Marine is facing, the moving hand indicated the direction of the skirmisher.



(1) Fire Team Skirmishers Right.



PLUS



TCAC 1004: HAND AND ARM SIGNALS

e. Wedge. Extend both arms downward and to the side at an angle of 45 degrees below the horizontal with palms to the front.



(1) Fire Team Wedge.



PLUS



TCAC 1004: HAND AND ARM SIGNALS

3. HAND AND ARM SIGNALS FOR CONTROLLING UNIT MOVEMENT.

a. Double Time. Double time is used to start running at a double time pace. Carry the hand to the shoulder, fist closed; rapidly thrust the fist upward vertically to the full extent of the arm and back to the shoulder several times.



b. Close Up. Close Up is used to tighten up the formation's spacing. Start signal with both arms extended to the side, palms forward, and bring palms together in front of the body momentarily. When repetition of this signal is necessary, the arms are returned to the starting position by movement along the front of the body.



TCAC 1004: HAND AND ARM SIGNALS

c. Open Up. Open Up is used to open up the formation's spacing. Start signal with arms extended in front of the body, palms together, and bring arms to the horizontal position at the sides, palms forward. When repetition of the is signal is necessary, the arms are returned along the front of the body to the staring position and the signal is repeated until understood.



d. Forward, Advance, To the Right/Left, To the Rear. This signal is used to move out from your halted position in the desired direction. Face and move in the desired direction of march; at the same time extend the arm horizontally to the rear, then swing it overhead and forward in the direction of movement until it is horizontal, palm down.



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e. Take Cover. Extend arm to the side at an angle of 45 degrees above horizontal, palm down, and lower it to side.



f. Halt. Halt is used to stop the formation. Carry the hand to the shoulder, palm to the front; then thrust the hand upward vertically to the full extent of the arm and hold it in that position until the signal is understood.



TCAC 1004: HAND AND ARM SIGNALS

g. **Freeze**. Freeze is used to stop in place, DO NOT MOVE AT ALL. Make the signal for Halt and make a fist with the hand.



h. **Assemble**. Assemble is used to bring all Marines to one location to pass on orders or word. Raise the hand vertically to the full extent of the arm, fingers extended and joined, palm to the front, and wave in large horizontal circles with the arm and hand.



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i. Cease Firing. Cease Fire is used to signal the Marines to stop firing at their targets. Raise the hand in front of the forehead, palm to the front, and swing the hand and forearm up and down several times in front of the face.



j. Decrease Speed. Decrease Speed is utilized when there is a need for a unit to slow their pace. Extend the arm horizontally to the side, palm to the front, and wave arm downward several times, keeping the arm straight. Arm does not move above the horizontal position.



TCAC 1004: HAND AND ARM SIGNALS

k. Enemy In Sight. Hold the rifle horizontally, with the stock in the shoulder and the muzzle pointing in the direction of the enemy. Aim at the enemy target and be ready to engage him if he detects your presence.



REFERENCE(S):

1. Marine Rifle Squad (MCIP 3-10A.4i, w/ Ch 1)

PMT 1001: FIELD HYGIENE

TERMINAL LEARNING OBJECTIVE(S):

(1) Given water and hygiene items, while in a field environment, perform individual hygiene to maintain health, prevent injuries, and preserve the fighting force to accomplish the mission. (MCS-IND-1002)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, identify tenets of field gear maintenance without error. (MCS-IND-1002a)

(2) Without the aid of references, identify tenets of field hygiene without error. (MCS-IND-1002b)

1. METHODS TO MAINTAIN PERSONAL EQUIPMENT.

a. Cleaning Materials.

(1) Water. Just like with cleaning the body, it is important to utilize potable water when cleaning clothing and sleeping gear. Using non-potable water may cause illness and disease because of bacteria and viruses that you could encounter.

(2) Laundry Detergent. Clothing and sleeping gear should be washed with a mild detergent that does not contain optical brighteners. DO NOT USE BLEACH.

b. Cleaning Personal Equipment

(1) Frequency. Clothing and sleeping gear should be washed once a week, minimum, and more frequently if needed.

(2) Inspecting. Clothing and sleeping gear should be inspected daily for dirt, sweat, and odors. You should inspect clothing at the armpit and groin area. You should also inspect areas that are more prone to becoming wet with sweat. Dirty clothing can be identified by smelling the clothing for bodily odors, and visually identifying sweat stains.

(3) Cleaning. Using cool potable water and a bucket if available, rinse your gear out. Pour the laundry detergent into the bucket with fresh water. Dunk your gear into the bucket and scrub it together, focusing especially on areas that have accumulated sweat and body odor. Rinse your gear out with fresh water, removing all detergent residue and hang up to air dry. If detergent and water is unavailable, shake your gear out and air dry.

PMT 1001: FIELD HYGIENE

2. METHODS TO AVOID DISEASE AND NON-BATTLE INJURIES

a. Just like keeping your individual M16 clean so that it may be employed when needed, Marines must maintain personal hygiene so that they are healthy enough to accomplish the mission. Marines operate in fire teams and what each Marine does or does not do can affect their fellow Marines and their ability to accomplish a mission.

b. A Marine's ability to properly conduct personal hygiene is an important skill that will keep him/her mission ready and contribute to the overall health of the fire-team.

c. Cleaning Materials.

(1) Water. When cleaning the body, you should always use potable water, no matter what cleaning method you are using. Non-potable water may contain bacteria, viruses, and parasites. While these primarily cause illness by ingestion, you may also become infected if they come in contact with open cuts or sores on your body. While in the field it may be difficult to find running water. If facilities are available that provide running water, you should always use them over alternative methods, provided the water is potable. If running water is not available, you may have to pour water over yourself using a canteen.

(2) Soap. Commercially available antibacterial soap should be brought to the field with you. Liquid soap bottles may burst open while in the pack, so bar soap is easier to pack.

(3) Baby Wipes. If water, and/or soap and a washcloth is not available, commercially available baby wipes are a viable alternative. Baby wipes should be changed after each part of the body has been cleaned to prevent spreading bacteria around your body.

(4) Deodorant. Antimicrobial deodorant should be used after cleaning the body to keep your body fresher for longer. Antiperspirant deodorants should not be used as they restrict the body's ability to cool itself. Colognes and body spray are unnecessary in the field and may actually give away your position in the ambush or on patrol.

(5) Foot/Talcum Powder. Foot powder should be used on your feet to keep them dry and prevent fungal infections. Talcum powder is similar to foot powder, but it can be used on other parts of the body to keep problem areas dry, such as between the thighs, and for females, under the breasts.

(6) Shampoo. Commercially available shampoo should be brought with you and used to wash your hair to keep your head clean and germ free.

(7) Conditioner. If you have longer hair, you will need conditioner to keep your hair healthy, strong, and tangle free.

(8) Waterless Shampoo. If you do not have easy access to potable water, you can bring commercially available waterless shampoo that can help you keep your hair clean. However,

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once water is available to use, you should take the opportunity to wash your hair with shampoo and water.

(9) Toothbrush/Floss/Toothpaste. You must bring a toothbrush, floss, and toothpaste with you to the field so that you can properly clean your mouth and remove plaque, gingivitis, and bacteria. Ensure you place the toothbrush in a case so that you do not get bacteria on the bristles.

d. Cleaning Parts of the Body. You should clean your body with soap and water daily to ward off illness and infection in the field; if showers or baths are not available, use a washcloth or baby wipes.

(1) Armpits. Rinse your armpits with water, then apply and lather soap with a washcloth. Rinse the soap off and dry. If water, soap, and/or wash cloth is not available, wipe armpits with a baby wipe and discard. Apply deodorant.

(2) Under the Breasts (females) and Between Buttocks. Rinse under your breasts with water, then apply and lather soap with a washcloth. Rinse the soap off and dry. If water, soap, and/or wash cloth is not available, wipe under breasts with a baby wipe and discard. Rinse between your buttocks with water, then apply and lather soap with a washcloth. Rinse the soap off and dry. If water, soap, and/or wash cloth is not available, wipe between your buttocks with a baby wipe and discard.

(3) Genital Area. Wash your genital area daily. Do not use perfumed soaps or deodorants in the field; they cause irritation and attract arthropods.

(4) Feet. Rinse between your feet with water, then apply and lather soap with a washcloth. Wash between your toes. Rinse the soap off and dry. If water, soap, and/or wash cloth is not available, wipe your feet with a baby wipe and discard. Apply foot powder to your feet to prevent fungal infections. You should change your socks daily to reduce the chance of fungal diseases. Additionally, if you are hiking, patrolling, or sweating excessively, you should change your socks more frequently. You should also keep your toenails trimmed while in the field. Bacteria can cause infection and untrimmed nails retain the bacteria if they are not kept neatly trimmed. Check your toenails once a week to ensure they are trimmed.

(5) Skin. The rest of your skin must be cleaned as well. Rinse your skin with water, then apply and lather soap with a washcloth. Rinse the soap off and dry. If water, soap, and/or wash cloth is not available, wipe your skin with a baby wipe and discard. Use talcum powder in areas where wetness is a problem, such as between the thighs, or for females, under the breasts.

(6) Hair. Rinse your head and hair with water, preferably warm water. Apply the amount of shampoo to your hair as directed on the shampoo bottle and lather. Rinse out the shampoo from your hair with water. Apply conditioner to your hair as directed on the conditioner bottle. Rinse out the conditioner from your hair with water. Towel dry your hair before putting a cover on or putting it in a bun (females).

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(7) Mouth. Apply toothpaste to your toothbrush and scrub your teeth, tongue, and gums for 2 minutes. Spit the remaining toothpaste out of your mouth and rinse your mouth out with potable water. Floss your teeth using floss and rinse your mouth out with potable water.

(8) Hands. You should keep your fingernails trimmed while in the field. Bacteria can cause infection and untrimmed nails retain that bacteria if they are not kept neatly trimmed. DO NOT bite your fingernails. The bacteria under your nails can cause illness. Check your fingernails once a week to ensure they are trimmed. Use soap and water to wash your hands. Hand sanitizer and baby wipes may be used if soap and water is not available. You should wash your hands:

- (a) After using the head.
- (b) Before touching eating utensils or food.
- (c) After eating.
- (d) After handling any item that can potentially transfer germs.
- (e) Frequently during the day to keep your hands free of germs.

e. Dispose of Human Waste.

(1) Any time there are a large number of humans in one area, the waste they produce must be properly disposed of. Proper disposal is important to provide clean and sanitary living conditions for Marines so that they can prevent illness and continue to work toward mission accomplishment. While in bivouac, a designated hygiene pit must be used to dispose of personal waste.

(2) Selecting the location of your latrine is an important step to prevent disease. Your hygiene pit should be as far as possible from food service and natural water sources (100 meters or more is best). Hygiene pits should be at least 50 feet from sleeping areas. The hygiene pit should be located on level ground, and never uphill from the bivouac site or water supplies.

3. **DISEASE AND NON-BATTLE INJURIES (DNBI)**. Improper hygiene may lead to injury and illness. Below are the most common injuries and illness related to improper hygiene. If you develop any of these symptoms, talk to a corpsman.

a. Blisters. Small pocket of fluid within the upper layers of the skin. Most are filled with a clear fluid, but some can be filled with blood or with pus (if they become infected).

b. Frost Bite. Frostbite is the injury of tissue caused from exposure to cold, usually below 32°F depending on the wind-chill factor, duration of exposure, and adequacy of protection. The body parts most easily frostbitten are the cheeks, nose, ears, chin, forehead, wrists, hands, and feet. Frost bite is characterized by:

- (1) Loss of sensation (numb feeling) in any part of the body.

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(2) Sudden blanching (whitening) of the skin of the affected part, followed by a momentary tingling sensation.

(3) Redness of skin in light-skinned service members; grayish coloring in dark-skinned service members.

(4) Blisters.

(5) Swelling or tender areas.

(6) Loss of previous sensation of pain in affected area.

(7) Pale, yellowish, waxy-looking skin.

(8) Frozen tissue that feels solid (or wooden) to the touch.

c. Immersion Foot.

(1) Numbness.

(2) Erythrosis (turning red).

(3) Cyanosis (turning blue).

(4) Decaying odor.

(5) As the condition worsens, feet may also begin to swell.

(6) Advanced trench foot often involves blisters and open sores, which lead to fungal infections.

d. Cellulitis.

(1) Redness.

(2) Red streaking.

(3) Swelling.

(4) Warmth.

(5) Pain or tenderness.

(6) Leaking of yellow, clear fluid or pus.

PMT 1001: FIELD HYGIENE

e. Fungi.

- (1) Scaly red rash that typically begins in between the toes.
- (2) Itching, often the worst right after you take off your shoes and socks.
- (3) Some types may cause blisters, ulcers, chronic dryness, or scaling on the soles that extends up the sides of the feet.
- (4) The infection can affect one or both feet and can spread to your hand — especially if you scratch or pick at the infected parts of your feet.

f. Preventing Infection. Below are behaviors you should AVOID while in the field in order to prevent the spread of bacteria and germs that may lead to infection.

- (1) Picking your nose.
- (2) Scratching your body.
- (3) Biting your fingernails.

REFERENCE(S):

1. Combat Skills of the Soldier (FM 21-75)
2. Field Hygiene and Sanitation (MCRP 4-11.1D)
3. First Aid (MCRP 3-40A.9)

WFGT 1001: INTRODUCTION TO THE M16A4 SERVICE RIFLE

TERMINAL LEARNING OBJECTIVE(S):

- (1) Given a service rifle, sling, magazines, individual equipment, and ammunition, perform weapons handling procedures to handle, operate, and employ the service rifle. (MCS-RFL-1001)
- (2) Given a service rifle, sling, and cleaning gear, perform weapon maintenance to ensure the weapon is complete, clean, and serviceable. (MCS-RFL-1002)

ENABLING LEARNING OBJECTIVE(S):

- (1) Without the aid of references define safety rules without error. (MCS-RFL-1001a)
- (2) Without the aid of references identify characteristics of the service rifle without error. (MCS-RFL-1001b)
- (3) Without the aid of references and given a service rifle, sling, magazines, individual equipment, and ammunition, demonstrate weapon conditions in accordance with the evaluation rubric. (MCS-RFL-1001c)
- (4) Without the aid of references and given a service rifle, sling, and individual equipment, demonstrate weapon carries in accordance with the evaluation rubric. (MCS-RFL-1001d)
- (5) Without the aid of references and given a service rifle, sling, and individual equipment demonstrate weapons transfer in accordance with the evaluation rubric. (MCS-RFL-1001e)
- (6) Given a tactical scenario, a service rifle, sling, magazines, individual equipment, and ammunition, demonstrate reloads in accordance with the evaluation rubric. (MCS-RFL-1001f)
- (7) Given a tactical scenario, a stoppage or malfunction, service rifle, sling, magazines, individual equipment, and ammunition, perform immediate actions in accordance with the evaluation rubric. (MCS-RFL-1001g)
- (8) Without the aid of references, given a service rifle, identify components of service rifle without error. (MCS-RFL-1002a)
- (9) Without the aid of references, identify authorized lubricants in accordance with TM 05538/10012-OR. (MCS-RFL-1002b)
- (10) Given a service rifle, cleaning gear, and lubricant, maintain weapon in accordance with the evaluation rubric. (MCS-RFL-1002c)
- (11) Without the aid of references, given a service rifle, execute functions check without error. (MCS-RFL-1002d)

WFGT 1001: INTRODUCTION TO THE M16A4 SERVICE RIFLE

1. **THE FOUR WEAPON SAFETY RULES.** There are four weapons safety rules (and one unofficial rule) that have been adopted as the foundation of weapons safety for all Marines. These must be strictly adhered to at all times. They are:

a. **Rule #1.** “Treat every weapon as if it were loaded.” When a Marine takes charge of a rifle in any situation, he or she must treat the weapon as if it were loaded, determine its condition, and continue applying the other safety rules.

b. **Rule #2.** “Never point a weapon at anything you do not intend to shoot.” A Marine must always maintain muzzle awareness. This rule exists not only for his or her safety, but also for the safety of others around him or her.

c. **Rule #3.** “Keep your finger straight and off the trigger until you are ready to fire.” A target must be identified before moving the finger to the trigger. By keeping his or her finger straight and off the trigger, the shooter prevents the action of accidentally firing a round.

d. **Rule #4.** “Keep the weapon on safe until you intend to fire.” A target must be identified before taking the weapon off safe. This rule is intended to eliminate negligent discharge (e.g., brush snagging the trigger). Additionally, this rule acts as a failsafe to rule number three.

e. **Rule #5.** (Unofficial) “Know your target, and what lies beyond and in-between.” This rule reminds us that, when firing, we must be cognizant of the material we are shooting at (body, steel, etc.) to understand that material’s ballistic effects on the rounds we fire, what lies beyond the target (in case of penetration or missed shots), and what lies in-between the shooter and the target (objects that could deflect rounds fired, other Marines, etc.).

2. CHARACTERISTICS OF THE M16A4.

a. **Characteristics.** Use the acronym “LMGAS” to remember that the service rifle is a Lightweight, Magazine-fed, Gas-operated, Air-cooled, Shoulder-fired weapon. It fires a 5.56mm projectile in semi-automatic single shots, or three-round bursts, as the tactical situation dictates.

Weight	Rifle w/o magazine	7 lbs. 8 oz.
	Magazine 30 rounds	1 lb. 1 oz.
	Bayonet w/ scabbard	15.5 oz.
	Sling, adjustable	4 oz.

WFGT 1001: INTRODUCTION TO THE M16A4 SERVICE RIFLE

b. Capabilities. The capabilities consist of the rates of fire and range of the service rifle.

(1) Rates of fire

(a) Cyclic rate of fire. Approximately 700-900 rounds per minute.

(b) Rate of fire

1. Semi – 45 rounds per minute.

2. Burst – 90 rounds per minute.

3. Sustained rate of fire - 12 to 15 rounds per minute.

(2) Ranges

(a) Maximum range: 3600 meters (approximately)

(b) Maximum effective range

1. 550 meters (individual/point targets)

2. 800 meters (area targets)

3. **NOMENCLATURE OF THE M16A4**. The M16A4 is composed of three main groups: the upper receiver, lower receiver, and bolt carrier group. Figures 1-4 identify the three major groups of the M16A4.

WFGT 1001: INTRODUCTION TO THE M16A4 SERVICE RIFLE

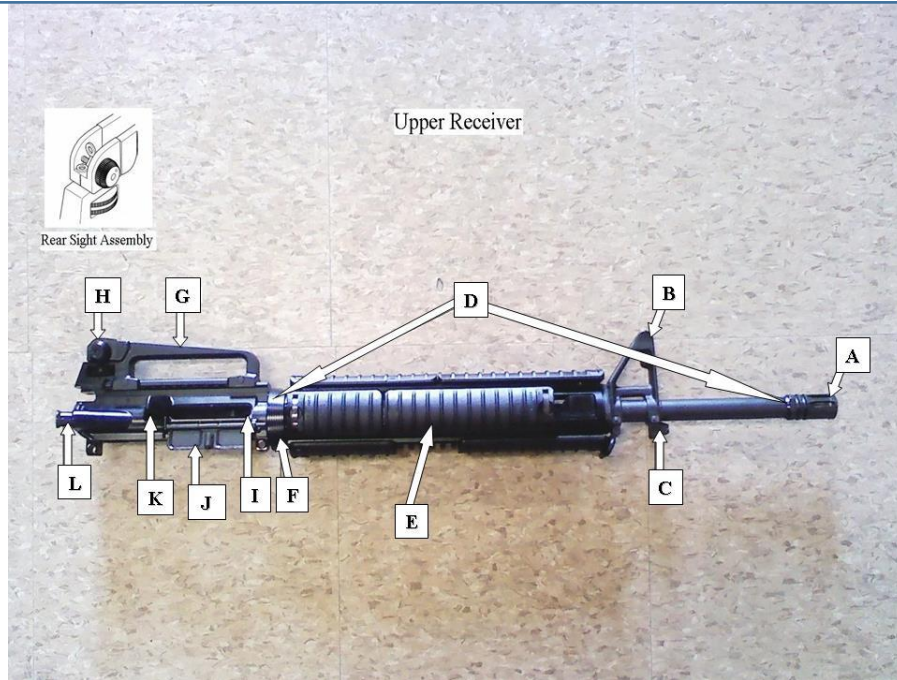


FIGURE 1: “UPPER RECEIVER.”

a. COMPENSATOR.

- (1) Reduces the blast signature by directing the escape of gases in an upward direction.
- (2) Reduces felt recoil and muzzle rise.

b. FRONT SIGHT ASSEMBLY.

- (1) Front sight post is used to move the strike of the round vertically.
- (2) Wings on the assembly protect front sight post from impact.
- (3) Houses the gas return port.

c. BAYONET STUD. Used to mount a bayonet.

d. BARREL. Houses the chamber and the locking lugs.

e. HAND GUARDS.

(1) The hand guard protects the operator’s hands from the heat of the barrel, while allowing air to circulate around and cool the barrel.

(2) In the Service Rifle, the hand guards are augmented by the M5 Rail Adapter System (RAS) which provides four additional mounting rails for the attachment of accessories to mission-tailor the weapon.

f. SLIP RING. Locks the hand guards onto the upper receiver.

g. CARRYING HANDLE.

- (1) Houses the rear sight aperture.
- (2) Reinforces the stability of the rear sight system.
- (3) Detachable on Service Rifle with M5 Rail Adapter System.

h. REAR SIGHT ASSEMBLY (3 Components).

- (1) Elevation Knob - Adjusts the strike of the round up and down.
- (2) Windage Knob - Adjusts the strike of the round left and right.
- (3) Rear sight aperture - Used in conjunction with the front sight post for aiming and has two settings, one for normal daytime sighting, and one for limited visibility/nighttime.

WFGT 1001: INTRODUCTION TO THE M16A4 SERVICE RIFLE

- i. EJECTION PORT. Used to eject rounds after firing.
- j. EJECTION PORT COVER.
 - (1) Prevents debris from accumulating in the chamber.
 - (2) Should be closed when not firing the weapon.
- k. SPENT BRASS DEFLECTOR. Deflects brass forward and away from left-handed shooters.
- l. FORWARD ASSIST. Manually forces the bolt home.

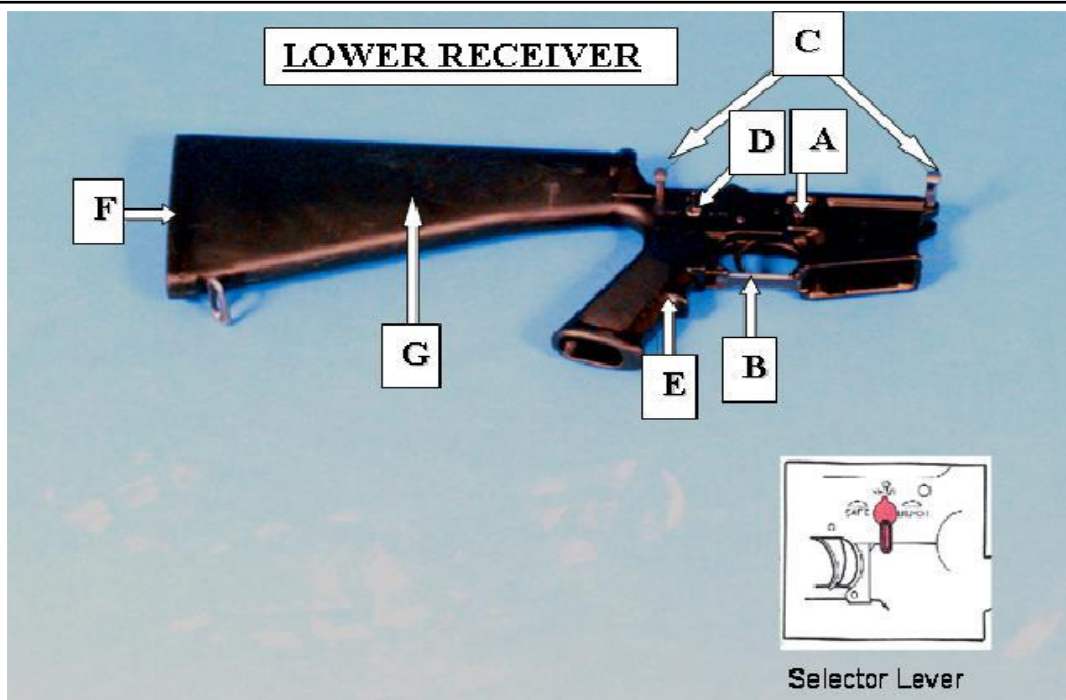


FIGURE 2 “LOWER RECEIVER – RIGHT”

- a. MAGAZINE RELEASE BUTTON. Releases the magazine.
- b. TRIGGER/GUARD. Adapts to cold weather firing by rotating down along the pistol grip, allowing the shooter to fire with mittens on.
- c. REAR/FRONT TAKEDOWN PINS.
 - (1) Used in assembly/disassembly of the upper and lower receiver.
 - (2) Pull from left to right (NOT REMOVABLE).
- d. SELECTOR LEVER. Three positions: Safe, Semi, and Burst.
- e. PISTOL GRIP. Provides stability when firing.
- f. BUTTPLATE ASSEMBLY. Drainage hole. Door covers cleaning compartment.
- g. BUTTSTOCK. (See Figure 3b)

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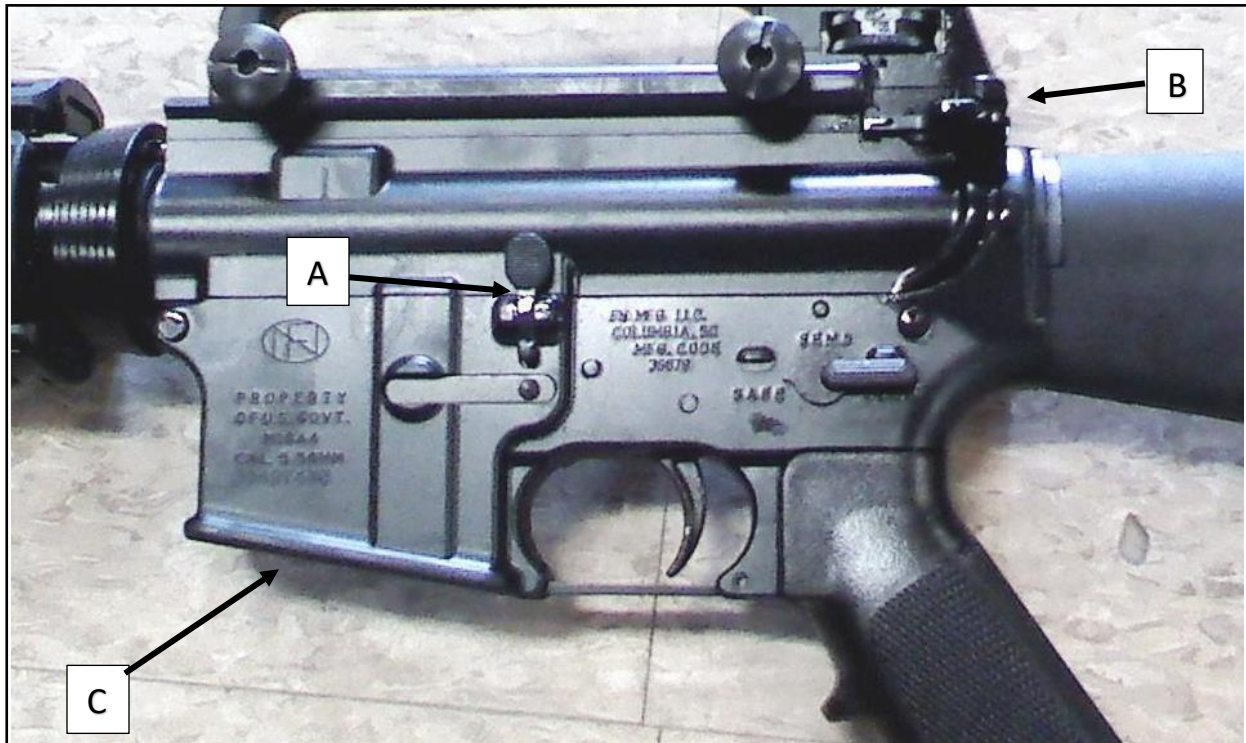


FIGURE 3a. “LOWER RECEIVER – LEFT”

- a. BOLT CATCH. Locks the bolt to the rear and allows for proper clearing and inspection of the chamber.
- b. CHARGING HANDLE. Provides initial charging of the weapon.
- c. MAGAZINE WELL. Location for magazines to be inserted and locked into the weapon.

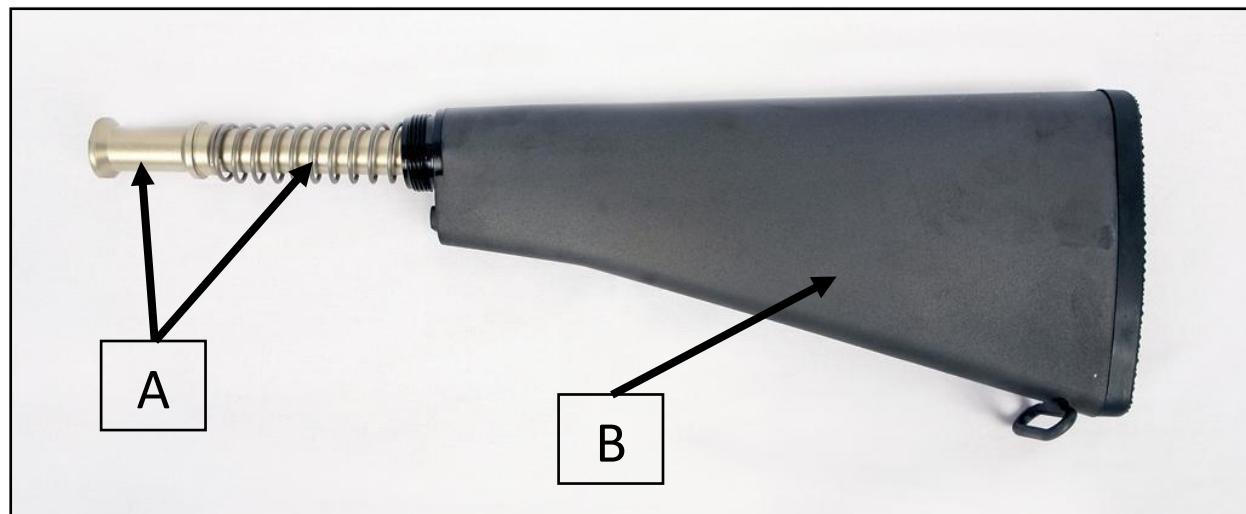
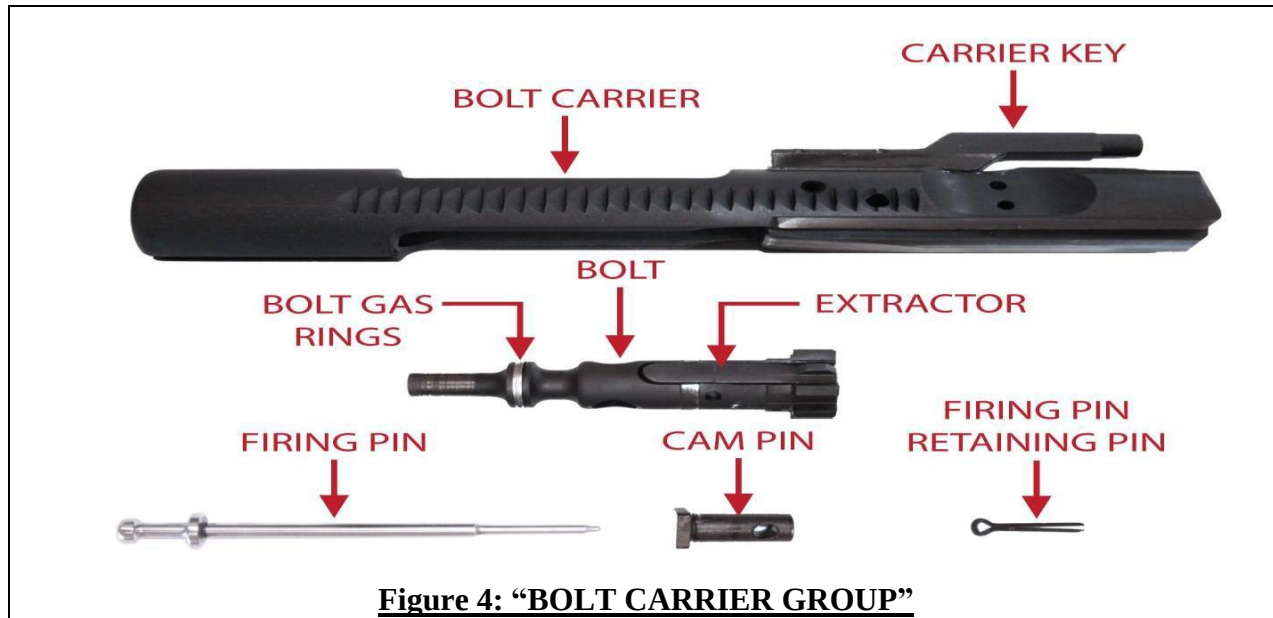


Figure 3b: “BUTTSTOCK”

- a. BUFFER AND ACTION SPRING.
- b. CLEANING GEAR STORAGE. To access: open plate on the buttplate assembly.

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4. FILL A SERVICE RIFLE MAGAZINE.

a. Types of Ammunition Used with the Service Rifle.

(1) M855 Ball. This ammunition is the primary ammunition for the service rifle. Identified by a green tip, its 5.56mm center fire cartridge has better penetration than the M193. It has a 62-grain gilded-metal jacket bullet. The rear two-thirds of the core of the projectile is lead alloy and the front one-third is a solid steel penetrator. The primer and case are waterproofed.

(2) M199 Dummy. This ammunition has six grooves along the side of the case. It contains no propellants or primer. The primer well is open to prevent damage to the firing pin. The dummy cartridge is used during dry fire and other training purposes.

(3) M200 Blank. This ammunition has the case mouth closed with a seven-petal rosette crimp. It contains no projectile. Blank ammunition, identified by its violet tip, is used for training purposes.



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b. Filling the Magazine with Loose Rounds (Individually). To fill a magazine with loose rounds, first remove a magazine from the magazine pouch. Place a round on top of the follower and press down until the round is held between the follower and magazine feed lips. Ensure the projectile of the round is parallel with the simulated projectile on the follower. Repeat until the desired number of rounds is inserted. The recommended number of rounds per magazine is 28 or 29. Thirty rounds in the magazine may prohibit the magazine from seating properly on a closed bolt. While loading, ensure the rounds are seated against the back of the magazine.



d. Stowing Magazines.

(1) Magazine pouch. In a magazine pouch, filled magazines are stored with rounds down and projectiles pointing outboard.

(2) Load-bearing vest. In a load-bearing vest, magazine pouches are attached on the shooter's weak side to facilitate an efficient reload. Filled magazines are stored with rounds down and projectiles pointing outboard.

(3) Empty or partially filled magazines. Empty or partially filled magazines are stored with the follower up to allow the selection of filled magazines by touch (i.e., at night).

e. Downloading Magazine. To empty a magazine, first remove a magazine from the magazine pouch. Place thumb on top of a round, press downward and forward until the round is released from the follower and magazine feed lips. Repeat until all rounds have been removed from the magazine. Return empty magazine to magazine pouch for proper stowage.

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5. VICKERS SLING

a. Attaching the sling.

(1) Sling swivel

(a) Push sling through sling swivel



(b) Feed sling through both D-rings



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(c) Feed sling over first D-ring and under second D-ring.



(2) Buttstock

(a) Push bottom of sling adapter over buttstock, insert metal piece of sling into metal D-ring located on the buttstock.



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(c) Push top of sling adapter over buttstock



b. Wearing the sling. Sling hangs on dominant side shoulder, and under non-dominant side arm.



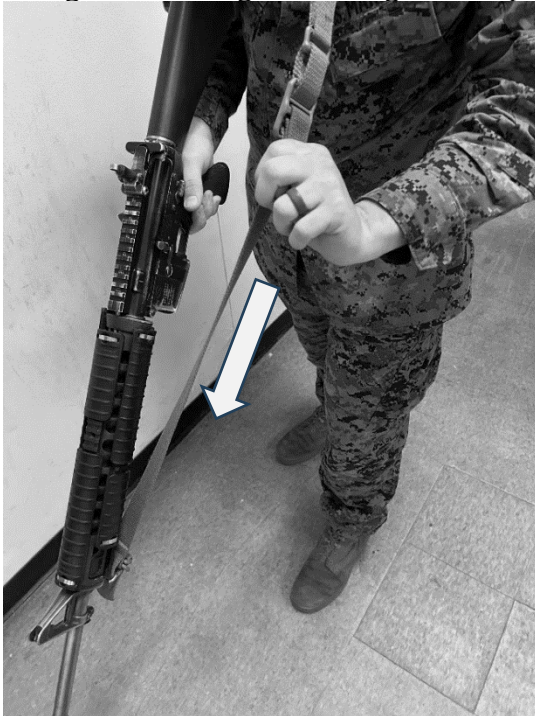
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c. Adjusting the sling.

(1) With the quick adjust tightened all the way, the buttstock of the rifle should hang a fist away from the chin.



(2) To tighten the sling, slide the green strap away from your body.



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- (3) Feed sling through top buckle to achieve desired length.



- (4) Secure slack with Tri-glides

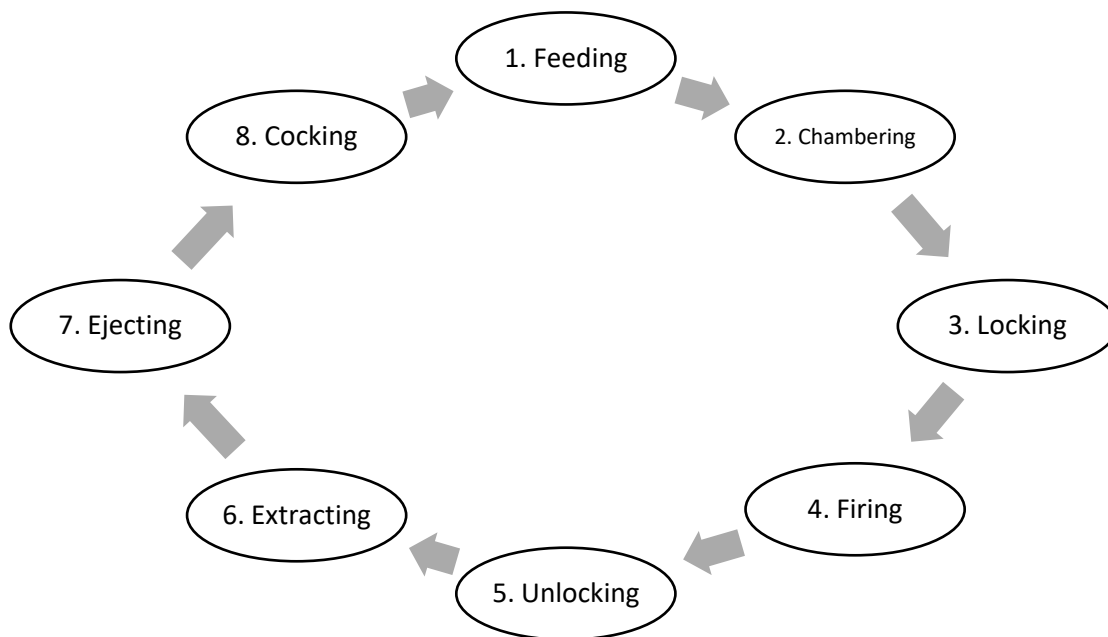


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(5) To loosen the sling, pull the green strap towards your body



6. **THE CYCLE OF OPERATION.** The M16A4 has eight steps in its cycle of operation. They are:



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7. **WEAPONS CONDITIONS.** A weapon's readiness is described by one of four conditions. Knowing what condition a weapon is in is key to weapons safety.

a. **Weapons Conditions.** The following steps in the loading and unloading process take the rifle through four specific conditions of readiness for live fire.

(1) Condition 1. Safety on, magazine inserted, round in chamber, bolt forward, ejection port cover closed.

(2) Condition 2. Not applicable to the M16A4 service rifle.

(3) Condition 3. Safety on, magazine inserted, chamber empty, bolt forward, ejection port cover closed.

(4) Condition 4. Safety on, magazine removed, chamber empty, bolt forward, ejection port cover closed.

b. **Determine the Weapon's Condition.** A Marine must always know the condition of his or her weapon. When taking charge of a weapon in any situation, a Marine must determine its condition. Situations include coming across an unmanned rifle in combat, taking charge of any weapon after it has been unmanned (e.g., out of a rifle rack, stored in a vehicle), or taking charge of someone else's weapon. To determine the condition of the weapon in any of these situations, a Marine will:

(1) Point the muzzle in a designated SAFE DIRECTION.

(2) Attempt to place selector lever on SAFE. If weapon is not cocked, lever cannot be placed on SAFE.

(3) Remove the magazine by depressing the magazine catch button and pulling the magazine down.

(4) To lock bolt open, pull charging handle rearward. Press bottom of bolt catch and allow bolt to move forward until it engages bolt catch. Return charging handle to full forward position. Place the selector lever on SAFE if necessary.

(5) Visually (not physically) inspect the receiver and chamber to ensure these areas contain no ammo.

(6) With the selector lever pointing toward SAFE, allow the bolt to go forward by pressing the upper portion of the bolt catch. Watch the bolt go home on the empty chamber to verify its condition.

c. **Weapons Commands.** Weapons commands dictate the specific steps required to load and unload the rifle. Six commands are used in the Marine Corps during weapons handling:

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- (1) Load. This command is used to take the weapon from Condition 4 to Condition 3.
 - (2) Make ready. This command is used to take the weapon from Condition 3 to Condition 1.
 - (3) Fire. This command is used to specify when shooters may engage targets.
 - (4) Cease-Fire. This command is used to specify when shooters must immediately stop firing.
 - (5) Unload. This command is used to take the weapon from any condition to Condition 4.
 - (6) Unload and show clear. This command is used when an observer must check the weapon to verify that no ammunition is present before the rifle is placed in Condition 4.
- d. Loading the Rifle. Perform the following steps to load the rifle (make the rifle Condition 3):
- (1) Ensure the rifle is on safe.
 - (2) Withdraw the magazine from the magazine pouch.
 - (3) Inspect the magazine to ensure it is filled.
 - (4) Fully insert the magazine into the magazine well. Without releasing the magazine, tug downward on the magazine to ensure it is seated.
 - (5) Fasten the magazine pouch.
- e. Making the Rifle Ready. Perform the following steps to make the rifle ready for firing (take the rifle from Condition 3 to Condition 1):
- (1) Pull the charging handle to the rear and release. There are two methods of doing this:
 - (a) Grip the pistol grip firmly with the right hand and pull the charging handle with the left hand to its rearmost position and release.
 - (b) Grip the hand guards firmly with the left hand and pull the charging handle with the right hand to its rearmost position and release.
 - (2) To ensure ammunition has been chambered, conduct a chamber check to ensure a round has been chambered.
 - (3) Check the sights (to ensure proper battle sight zero [BZO] setting, correct rear sight aperture, etc.).
 - (4) Close ejection port cover.

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f. Fire. On the command, “Fire,” aim the rifle, take the rifle off safe, and pull the trigger.

g. Cease-Fire. On the command, “Cease Fire,” perform the following steps:

(1) Place your trigger finger straight along the receiver.

(2) Place the weapon on safe.

h. Unloading the Rifle. Perform the following steps to unload the rifle (make the rifle Condition 4):

(1) Ensure the weapon is on safe.

(2) Remove the magazine from the rifle and retain it on your person.

(3) Cup the left hand under the ejection port; rotate the weapon until the ejection port faces down.

(4) Pull the charging handle to the rear and catch the round in the left hand.

(5) Lock the bolt to the rear.

(6) Put the weapon on safe if the selector lever would not move to safe earlier.

(7) Visually inspect the chamber to ensure it is empty.

(8) Depress the bolt catch and observe the bolt moving forward on an empty chamber.

(9) Close the ejection port cover.

(10) Place any ejected rounds into the magazine, return the magazine to the magazine pouch, and close the magazine pouch.

i. Unloading and Showing the Rifle Clear. Perform the following steps to unload the rifle and show it clear to an observer (make the rifle Condition 4):

(1) The Shooter.

(a) Ensures the weapon is on safe.

(b) Removes the magazine from the rifle and retains it.

(c) Cups the left hand under the ejection port, rotates the weapon until the ejection port faces down.

(d) Pulls the charging handle to the rear and catches the round in the left hand.

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(e) Locks the bolt to the rear and ensures the chamber is empty and that no ammunition is present.

(f) Ensures the receiving Marine inspects the weapon to ensure no ammunition is present.

(2) The Observer.

(a) Visually inspects the chamber to ensure it is empty, no ammunition is present, and magazine is removed.

(b) Ensures the weapon is on safe.

(c) Acknowledges the rifle is clear.

(3) The shooter, after receiving acknowledgment that the rifle is clear.

(a) Depresses the bolt catch and observes the bolt moving forward on an empty chamber.

(b) Closes the ejection port cover.

(c) Places any ejected rounds into the magazine, returns the magazine to the magazine pouch, and closes the magazine pouch.

8. WEAPONS CARRIES.

a. Strong Side Sling Arms Transport (Muzzle Up). To assume the strong side sling arms (muzzle up) transport from the tactical carry, perform the following steps:

(1) Release the hold on the pistol grip.

(2) Lower the butt stock and bring the rifle to a vertical position.

(3) With the right hand, grasp the sling above the left forearm.

(4) With the left hand, guide the rifle around the right shoulder.

(5) With the right hand, apply downward pressure on the sling. This stabilizes the rifle on the shoulder.



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b. Weak Side Sling Arms Transport (Muzzle Down). The weak side sling arms (muzzle down) transport can be used in inclement weather to keep moisture out of the rifle's bore. To assume this transport from the tactical carry, perform the following steps:

- (1) Release the hold on the pistol grip.
- (2) With the left hand, rotate muzzle down and bring the rifle to a vertical position on the left side of the body. The pistol grip is pointed outboard.
- (3) With right hand, place sling on left shoulder.
- (4) Grasp sling above the waist with the left hand.
- (5) With the left hand, apply downward pressure on the sling. This stabilizes the rifle on the shoulder.



c. Cross-Body Sling Arms Transport. Use the cross-body sling arms transport if you require both hands for work. The rifle is slung across the back with the muzzle up or down. Normally, the rifle is carried with the muzzle down to prevent pointing the muzzle in an unsafe direction.

(1) Muzzle down. Perform the following steps from strong side sling arms (muzzle up):

- (a) With the right hand, grasp the sling.
- (b) With the left hand, grasp the hand guards.
- (c) Pull up on the rifle with both hands.
- (d) Slide the sling over the head.
- (e) Position the rifle so that it rests comfortably across the back.



9. **TRANSFERING THE WEAPON**. Proper weapons handling is required every time a Marine picks up a weapon, passes a weapon to another Marine, or receives a weapon from another Marine. It is the responsibility of the Marine receiving or taking charge of a weapon to determine its condition. Depending on the situation, one of two procedures can be used to transfer a rifle from one Marine to another: show clear transfer and condition unknown transfer.

a. Show Clear Transfer. When time and the tactical situation permit, the Marine should transfer the rifle using the show clear transfer method. To properly pass a rifle between Marines:

- (1) The Marine handing off the rifle must perform the following procedures:

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- (a) Ensure the rifle is on safe and pointed in a safe direction.
 - (b) Remove the magazine if it is present.
 - (c) Lock the bolt to the rear.
 - (d) Visually inspect the chamber to ensure there is no ammunition present.
 - (e) Verbally state "Clear."
 - (f) Leave the bolt locked to the rear and hand the weapon to the other Marine.
- (2) The Marine receiving the weapon must:
- (a) Ensure the rifle is on safe and pointed in a safe direction.
 - (b) Visually inspect the chamber to ensure there is no ammunition present.
 - (c) Verbally state "Clear."
 - (d) Release the bolt catch and observe the bolt going forward on an empty chamber.
 - (e) Close the ejection port cover.

b. Condition Unknown Transfer. There are instances when time or the tactical situation does not permit a show clear transfer of the rifle. The procedures for the condition unknown transfer are conducted by a Marine when they take charge of a rifle in any situation when the condition of the rifle is unknown (e.g., an unmanned rifle from a casualty, a rifle stored in a rifle rack).

(1) To properly take charge of a rifle when its condition is unknown, the Marine must perform the following procedures:

- (a) Ensure the rifle is on safe and pointed in a safe direction.
- (b) Conduct a chamber check to determine the condition of the weapon.
- (c) Remove the magazine and observe if ammunition is present. If time permits, count the rounds.
- (d) Insert the magazine into the magazine well.
- (e) Close the ejection port cover.

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10. WEAPONS CARRIES.

a. Alert Carry. Carry the rifle at the alert if enemy contact is likely. The alert is also best for moving in close terrain (e.g., urban, jungle). Perform the following steps to assume the alert:

(1) Place the left hand on the hand guards, the right hand around the pistol grip, the trigger finger straight along the receiver, and the right thumb on top of the selector lever.

(2) Place the butt stock in the shoulder.

(3) Angle the muzzle downward about 45 degrees and point it in a safe direction or the general direction of likely enemy contact.

b. Ready Carry. Carry the rifle at the ready if contact with the enemy is imminent. The ready allows immediate target engagement, but it is tiring to maintain over a long period of time. Perform the following steps to assume the ready:

(1) Place left hand on hand guards, right hand around the pistol grip, the trigger finger straight along the receiver and the right thumb on top of the selector lever.

(2) Place the butt stock in the shoulder.

(3) Point the muzzle in the direction of the enemy.



11. SHOOTING POSITIONS.

a. Prone Position. The prone position provides a steady foundation for shooting and presents a low profile for maximum concealment. The prone position is also the least mobile of the firing positions and may restrict the Marine's field of view. In the prone position, the Marine's weight is evenly distributed on his elbows, providing maximum support and good stability. Depending on the combat situation, the prone position can be assumed by either moving forward or dropping back into position. To assume the Prone Position:

(1) Stand erect, face the target, and place feet a comfortable distance apart (i.e., approximately shoulder width).

(2) Place the support hand on the rail system/fore grip/grip pod and firing hand on the pistol grip.

(3) Lower body into position by dropping to both knees.

(4) Shift weight forward to lower the upper body to the ground using the support hand to break the forward motion.

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b. Kneeling Position. The kneeling position is quick to assume, easy to maneuver from, and can be easily adapted to available cover. When the Marine assumes the kneeling position, a tripod is formed by the support-side foot, firing-side foot, and firing-side knee, providing a stable foundation for shooting. The kneeling position also presents a higher profile to facilitate a better field of view as compared to the prone position. Assume the kneeling position by either moving forward or dropping back into position. To move forward into the kneeling position, the Marine steps forward toward the target with their support foot and kneels on their firing knee. To drop back into the kneeling position, the Marine leaves their support foot in place, steps backward with their firing foot and kneels on their firing knee. Lean slightly forward and place the flat part of the upper support arm, just above the elbow, on the support-side knee so that it is in firm contact with the flat surface formed on top of the bent knee. The point of the support elbow extends just past the support-side knee.



c. Standing Position. The standing position is the default position for most initial and close-range engagements. Its primary benefits are mobility and observation. A properly built standing position will enable the Marine to engage multiple close-range targets rapidly and effectively, while permitting 360-degree movement. To assume the standing position for quick, close engagement:

(1) Square the body to the target.

(2) Spread feet apart to a comfortable distance with the support foot slightly in front of the firing foot. This distance may be wider than shoulder width.

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(3) Distribute weight evenly over both feet and hips and shift balance forward slightly to reduce recovery time and increase the stability of the hold. The legs should be bent slightly for balance.

(4) Grasp the pistol grip with the firing hand.

(5) With the support hand, grasp the rail system/fore grip/grip pod under the sling in a position that provides maximum bone support and stability of the weapon. If grasping the rail system, the support hand will be under them, with the thumb on the outboard side of them. The magazine must be on the inside of the support arm.

(6) Bring the Service rifle sights to eye level instead of lowering the head to the sights and place the cheek firmly against the stock. Ensure that the head is erect so the aiming eye can look through the rear sight aperture.

(7) Pull back on both the firing and support hands to place the service rifle butt into the firing shoulder so that the sights are level with the eyes.

(8) Hold the firing elbow in a natural position.



12. AIMING WITH IRON SIGHTS.

a. Sight Alignment. Sight alignment is the relationship between the front sight post, rear sight aperture, and the aiming eye. This relationship is critical to aiming and must remain consistent from shot to shot.

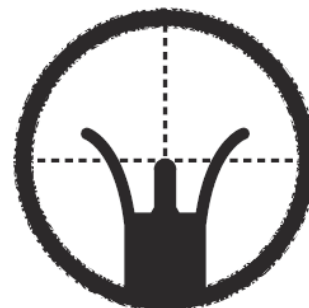
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b. Correct Sight Alignment. To achieve correct sight alignment:

(1) Center the tip of the front sight post both vertically and horizontally in the rear sight aperture.

(2) Imagine a horizontal line drawn through the center of the rear sight aperture. The top of the front sight post will appear to touch this line.

(3) Imagine a vertical line drawn through the center of the rear sight aperture. The line will appear to bisect the front sight post.



c. Sight Picture. Sight picture is the placement of the tip of the front sight post in relation to the target, while maintaining sight alignment. Correct sight alignment, but improper sight placement on the target, will cause the bullet to impact the target incorrectly on the spot where the sights were aimed when the bullet exited the muzzle.

d. Correct Sight Picture. To achieve correct sight picture, place the tip of the front sight post at the center of the target, while maintaining sight alignment. Center mass is the correct aiming point to achieve point of aim and/or point of impact. In combat, targets are often indistinct and oddly shaped. Targets are often partially exposed as they present themselves from behind cover. A center mass sight picture should still be applied on the largest portion of the target that can be seen.



13. CORRECTIVE ACTION FOR STOPPAGE.

a. Observe for Indicators. Once the rifle ceases firing, visually or physically observe the ejection port to identify the problem before clearing it. The steps taken to clear the weapon are based on observation of one of the following four indicators:

(1) Bolt is Forward, or the Ejection Port Cover is Closed.

(a) Seek Cover. As the tactical situation requires.

(b) Tap. Tap the bottom of the magazine.

(c) Rack. Pull the charging handle to the rear and release it.

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(d) Bang. Sight-in and attempt to fire.

(2) Visible obstruction (usually indicates a double feed or failure to eject).

(a) Seek cover if the tactical situation requires.

(b) Attempt to remove the magazine.

(c) Attempt to lock the bolt to the rear. If the bolt will not lock to the rear, rotate the rifle so the ejection port is facing down; hold the charging handle to the rear as far as it will go and shake the rifle to free the round(s). If the rounds do not shake free, manually clear the obstruction.



(d) Conduct a reload.

(e) Sight-in and attempt to fire.

(3) Bolt Locked to the Rear and the Ejection Port Cover is Open.

(a) Seek cover if the tactical situation requires/permits.

(b) Conduct a speed reload if contact with the enemy is imminent or conduct a tactical reload if able.

(c) Sight-in and attempt to fire as the situation requires.

14. RELOADING.

a. Principles of Reloading.

(1) When performing a reload, the first priority is to reload the service rifle and get it back into action.

(2) The second priority is to retain the magazine so that when you move, the magazine moves with you. When time permits, retain magazines securely on your person (e.g., cargo pocket, load-bearing vest).

(3) The combat situation may dictate dropping the magazine to the deck when performing a speed reload. This is acceptable as long as the magazine is picked up before moving on to another location and if the tactical situation permits.

b. While Reloading:

(1) The focus should remain on the tactical situation (i.e., keep both eyes and the muzzle focused on the adversary while conducting a magazine exchange).

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(2) The weapon should be close to your body while maintaining a firm pistol grip for positive control of the M16A4. Always use your support hand to make magazine exchanges.

(3) The new magazine should be tugged on to ensure that it is seated. Do not slam the magazine into the weapon hard enough to cause a round to partially pop out of the magazine. This action will cause a double feed and require corrective action.

c. When There is a Lull in the Action:

(1) Refill the empty magazines for future use.

(2) Replace any magazines that are low on ammunition. This ensures that there is a full magazine of ammunition in the M16A4.

d. Tactical Reload. A tactical reload occurs when the magazine is replaced before it runs out of ammunition, there is a lull in the action, and when the weapon is in Condition 1. To perform a tactical-reload:

(1) Withdraw a filled magazine from the initial load pouch (or the next furthest away magazine pouch) by grasping the filled magazine with an extremely low grip.

(2) Grasp (high on the magazine with the thumb and fingers) the magazine to be replaced, controlling both the filled and empty magazines with the same hand.

(3) Depress the magazine's release button to remove the magazine:

(a) Right-handed Marines should press the magazine release with the index finger of the firing hand and remove the magazine with the support hand.

(b) Left-handed Marines should bring the support hand to the slip ring and wrap the hand around the magazine well. Next, press the magazine release button with the thumb of the support hand, and remove the magazine with the support hand.

(4) Insert the magazine fully into the magazine well until the magazine catch engages the magazine.

(5) Store the partially filled magazine in a dump pouch or cargo pocket. Empty or half-empty magazines should never be stored in magazine pouches.

e. Speed Reload. A speed reload is required when the magazine in the weapon has been emptied and the bolt has locked to the rear. It is conducted as quickly as possible. To perform a speed reload:

(1) Keep the trigger finger straight, press the magazine release button, and remove the empty magazine as follows:

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(a) Right-handed Marines should press the magazine release with the index finger of the firing hand.

(b) Left-handed Marines should press the magazine release with the thumb of the non-firing hand.

(2) Insert a filled magazine into the magazine well and tug downward on the magazine to ensure that it is properly seated.

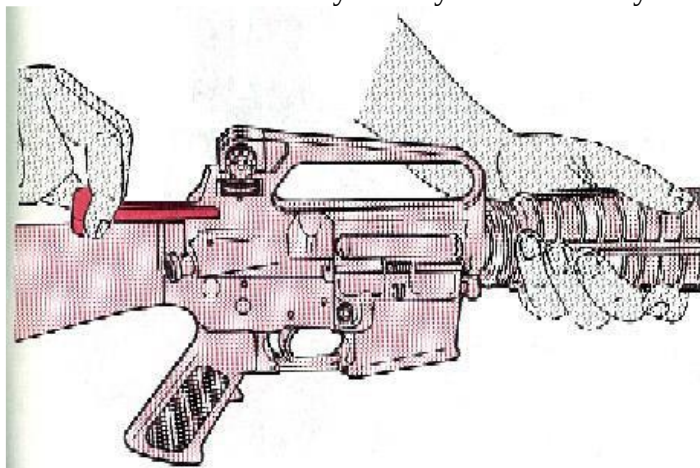
(3) Press the bolt release to allow the bolt carrier to move forward. Observe the round being chambered:

(a) Right-handed Marines should strike the upper portion of the bolt catch with the palm of their support hand. This places the Service rifle in Condition 1

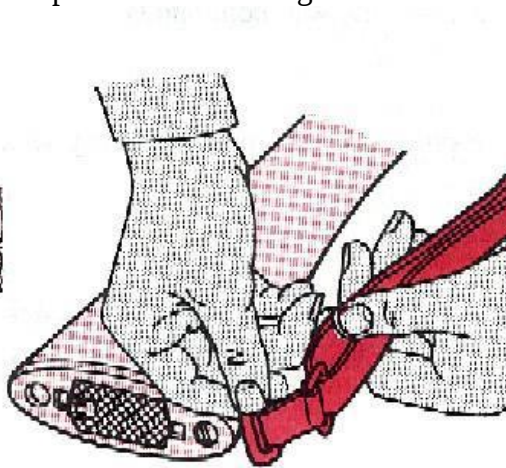
(b) Left-handed Marines should slide their non-firing hand around the front of the magazine well and strike the upper portion of the bolt catch with the fingers of their non-firing hand. This places the Service rifle in Condition 1.

15. DISASSEMBLY OF THE M16A4.

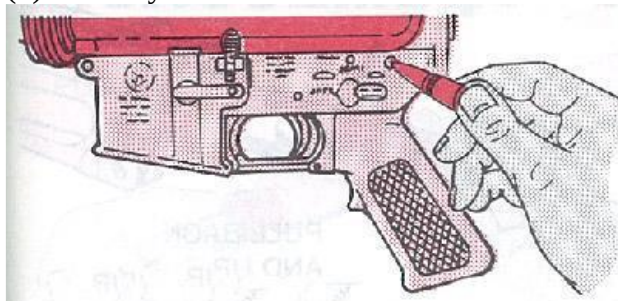
a. Order of Disassembly. Always disassemble your weapon in the following order:



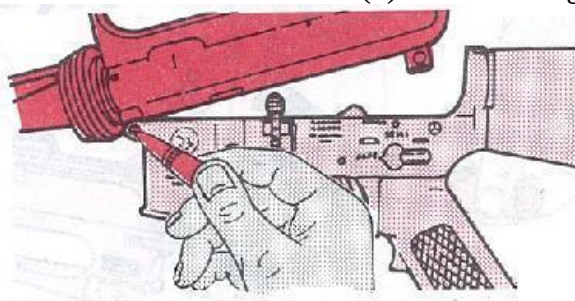
(1) Ensure your rifle is clear.



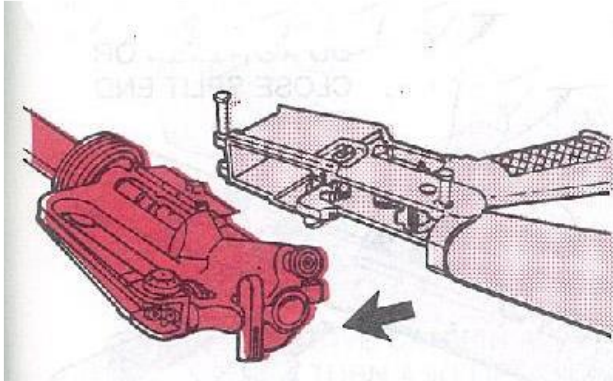
(2) Remove sling.



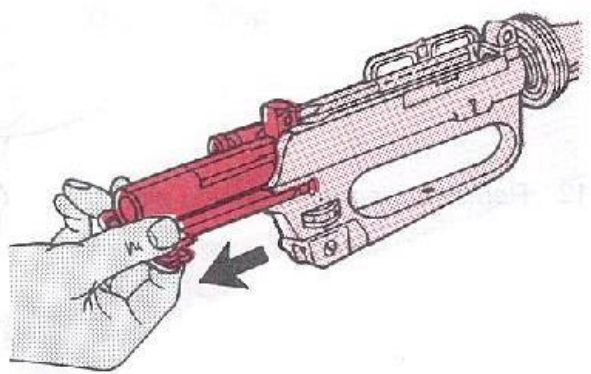
(3) Push both takedown pins as far as they will go.



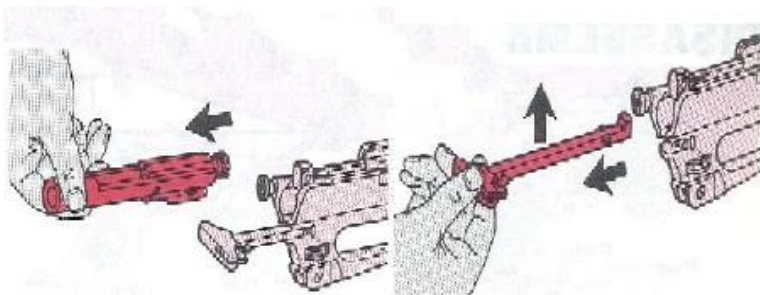
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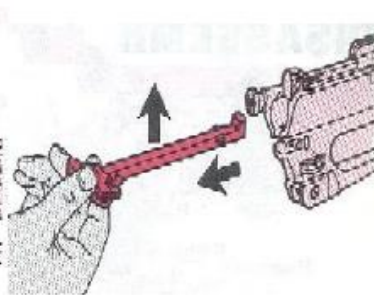
(4) Separate upper and lower receivers.
bolt carrier.



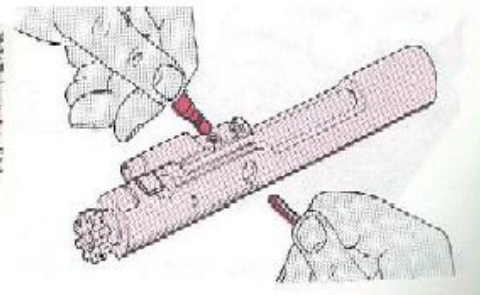
(5) Pull back charging handle and
bolt carrier.



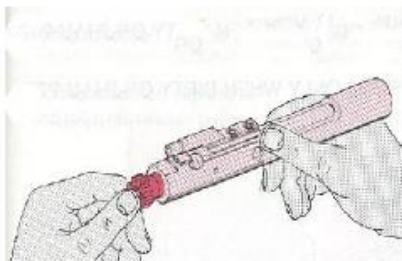
(6) Remove bolt carrier and bolt.
retaining pin.



(7) Remove charging handle.



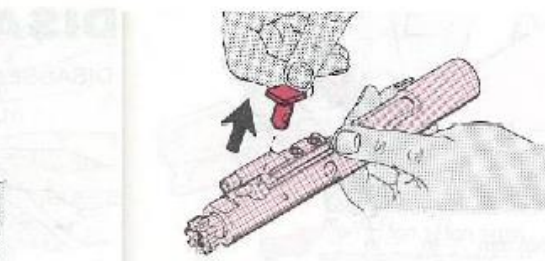
(8) Remove firing pin



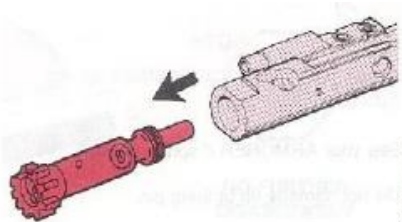
(9) Push bolt inward to the
locked position.



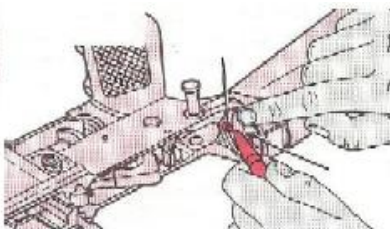
(10) Drop firing pin out to
the rear of bolt carrier.



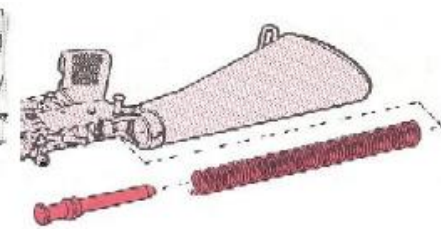
(11) Remove bolt
cam pin.



(12) Remove bolt assembly
from carrier.



(13) Press in buffer, depress
retainer, and release buffer.



(14) Remove buffer and
action spring.

WFGT 1001: INTRODUCTION TO THE M16A4 SERVICE RIFLE

16. MAINTENANCE ON THE M16A4.

a. Normal Care and Cleaning. Normal care and cleaning will result in proper functioning of all parts of the rifle. Use only issue-type cleaning materials. Improper maintenance can cause stoppages, reducing your combat readiness and effectiveness.

(1) Inspection. While cleaning the rifle, and during each succeeding step in the preventive maintenance process, inspect each part for cracks and chips and to ensure parts are not bent or badly worn. Report any damaged part to the armorer. Inspection is a critical step to ensure the combat readiness of your rifle. It is performed normally during rifle cleaning (prior to lubrication), however, it can be performed throughout the preventive maintenance process.

(2) Cleaning Materials. The following cleaning materials will be used in preventive maintenance:

(a) Brushes. Bore, chamber and general purpose.

(b) Rods. Rods in three sections and a T-handle assembly.

(c) Eyelet. Patch holder section, cotton-tipped swabs, patches, pipe cleaners and rags.

(d) Cleaner, Lubricant, and Preservative (CLP). CLP does three things, it contains solvents to dissolve firing residue and carbon, it lays down a layer of Teflon as it dries to provide lubrication, and it prevents rust from forming. Follow the instructions below to use CLP.

1. Always shake the bottle well before use.

2. Place a couple of drops of CLP on a patch or rag.

3. Clean your rifle with these patches and rags until they come out clean.

4. Take a clean patch or rag and apply a fresh, light coat of CLP.

(3) Upper Receiver. The basic cleaning of the upper receiver should include the following:

(a) Attach the three rod sections together but leave each one about one turn short of being tight.

(b) Attach the bore brush to the rod but leave it one turn short of being tight. Put a few drops of CLP on the bore brush. Insert the rod into the barrel from the chamber end, attach the handle and pull the brush through the bore.

(c) Inspect the bore for cleanliness.

(d) Attach the patch holder onto the rod and put a CLP-moistened patch into the patch holder

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(e) Point the muzzle down, insert the non-patch end of the rod into the chamber and pull it through the bore.

(f) Repeat the above steps until patches come out of the bore clean.

(g) Attach the chamber brush and one section of the cleaning rod to the handle. Moisten it well with CLP and insert it into the chamber.

(h) Scrub the chamber and bolt lugs using a combination of a plunging and clockwise rotating action.

(i) Do not reverse direction of the brush while it is in the chamber.

(j) Clean the interior portion of the upper receiver with the general-purpose brush and CLP.

(k) Dry the bore, chamber, and the interior of the receiver with rifle patches until they come out clean.

(4) Bolt Carrier Group. The basic cleaning of the bolt carrier group should include the following:

(a) Clean the outer and inner surfaces of the bolt carrier with the general-purpose brush and CLP.

(b) Clean the bolt carrier key with a pipe cleaner and CLP only.

(c) Clean the locking lugs, gas rings, and exterior of the bolt with the general-purpose brush and CLP.

(d) Insert a swab into the rear of the bolt and swab out the firing pin recess and gas ports.

(e) Clean the extractor with the general-purpose brush and CLP, ensuring that all the carbon is removed from underneath the extractor lip.

(f) Clean the firing pin, firing pin retaining pin, and extractor pin using the general-purpose brush and CLP.

(g) Clean the charging handle assembly with the general-purpose brush, CLP, and patches.

17. **PERFORM A FUNCTION CHECK FOR THE M16A4**. A function check is performed to ensure the rifle works properly. To perform a functions check:

a. Charge the weapon once by pulling the charging handle to the rear, then release it.

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- b. Place the selector lever on SAFE and squeeze the trigger, the hammer should not fall.
- c. Place the selector lever on SEMI and squeeze the trigger, the hammer should fall. Do NOT release the trigger.
- d. While holding the trigger to the rear, charge the weapon once.
- e. Release the trigger, you should hear an audible clunk. Squeeze the trigger again, the hammer should fall.
- f. Charge the weapon once and place the selector lever on BURST.
- g. Squeeze the trigger, the hammer should fall. Do NOT release the trigger.
- h. While holding the trigger to the rear, charge the weapon three times.
- i. Release the trigger, you should hear an audible clunk. Squeeze the trigger again, the hammer should fall.
- j. Charge the weapon once and place the selector lever on safe. Close the ejection port cover.

REFERENCE(S):

1. Rifle Marksmanship (MCRP 8-10B.2)
2. Rifle, 5.56-mm, M-16 (TM 05538/10012-10A/1)

WFGT 1002: PREPARE FOR COMBAT

TERMINAL LEARNING OBJECTIVE(S):

(1) Given an order with a mission to conduct combat operations, while wearing a fighting load, prepare for combat, to ensure the individual is prepared to accomplish the mission. (MCS-PAT-1003)

(2) Given an issue of individual field equipment and a prescribed gear list, wear individual equipment to ensure proper fit and functionality of gear, in compliance with the gear list, to minimize noise, support accountability, and support sustainability. (MCS-UNIF-1004)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, identify pre-combat checks without error. (MCS-PAT-1003a)

(2) Without the aid of references, identify pre-combat inspections without error. (MCS-PAT-1003b)

(3) Without the aid of references, identify rehearsals without error. (MCS-PAT-1003c)

(4) During Human Performance Evaluations, employ gear in accordance with the OCS SOP. (MCS-UNIF-1004a)

(5) During Situational Leadership Events, employ gear in accordance with the evaluation rubric. (MCS-UNIF-1004b)

1. COMBAT.

a. The Marine Corps defines combat as “engaging the enemy with individual or crew-served weapons; being exposed to direct or indirect enemy fire; and otherwise undergoing a high probability of direct contact with enemy personnel and firepower, to include the risk of capture.”

b. The nine common elements found in the combat environment are:

- (1) Confusion and lack of information
- (2) Casualties
- (3) Violent, unnerving sights and sounds
- (4) Feelings of isolation
- (5) Communication breakdowns

WFGT 1002: PREPARE FOR COMBAT

- (6) Individual discomfort and fatigue
- (7) Fear, stress, and mental fatigue
- (8) Continuous operations
- (9) Homesickness

c. All these common elements cause stress, which manifests in combat. The Marine Corps identifies five stresses of combat:

- (1) Boredom
- (2) Fog of War
- (3) Casualties
- (4) Discomfort and fatigue
- (5) Extreme risk and fear

2. HOW WE PREPARE FOR COMBAT.

a. Preparing for Combat. One of the most important responsibilities a small unit leader has is not just leading their Marines IN combat but preparing their Marines FOR combat. Leaders do this by creating habits of thought and habits of action within their subordinates. Pre-combat checks, pre-combat inspections, and rehearsals are the way small unit leaders confirm the readiness of their subordinates and develop these habits of thought and action. While the battle is not solely won during pre-combat actions, it can be where it is lost.

(1) Pre-Combat Checks (PCC). The physical confirmation by unit leaders that all gear, equipment, and personnel are mission ready. PCCs focus on the physical readiness of the unit. Common PCC items a small unit leader would look for include:

- (a) Proper use of MOLLE on all equipment
- (b) Proper fit of equipment (for example, are LBVs and main packs adjusted for size)
- (c) Equipment (including magazines and compasses) is properly secured
- (d) Water and Ammunition sources are full and properly secured
- (e) Weapons are cleaned and lubricated
- (f) Camouflage is appropriately applied/reapplied

WFGT 1002: PREPARE FOR COMBAT

(2) Pre-Combat Inspections (PCI). The mental inspection and confirmation by unit leaders that subordinates understand their assigned mission. Pre-Combat Inspections (PCIs) focus on the individual Marines' understanding of the operation they are about to execute. Common PCI questions are taken from the order or standard operating procedures. Examples of such questions may be "What is the lost Marine plan?" "What is our fire team doing during execution?" "What are the other fire teams in our squad doing?" "What type of uniform and weapons do the enemy have?"

(3) Rehearsals. Rehearsals are the practice a unit conducts prior to executing an assigned task and are critical to the success of a unit in execution. Units should identify required tasks they were either explicitly ordered to do, or implied they may have to do, to accomplish their assigned mission. Rehearsals should be as realistic and repetitive as able to maximize the real-world application. Examples of rehearsals can range all the way from patrolling and utilizing hand and arm signals to casualty evacuation drills.

REFERENCE(S):

1. Infantry Company Operations (MCRP 3-10A.2)
2. Marine Rifle Platoon (MCWP 3-11.6)
3. Marine Rifle Squad (MCIP 3-10A.4i)

WFGT 1003: INDIVIDUAL ACTIONS

TERMINAL LEARNING OBJECTIVE(S):

(1) Given a patrol order, assigned weapon, and an assignment, perform individual actions in a patrol without compromising the integrity of the patrol. (MCS-PAT-1004)

(2) Given an operational environment, camouflage materials, individual field equipment, and individual weapon, camouflage self and equipment to blend equipment into the visible and IR spectrums of the operational environment. (MCS-IND-1001)

ENABLING LEARNING OBJECTIVE(S):

(1) In a training environment as a member of a fireteam, given a tactical scenario prepare for patrol in accordance with the evaluation rubric. (MCS-PAT-1004a)

(2) In a training environment as a member of a fireteam, given a tactical scenario execute immediate actions in accordance with the evaluation rubric. (MCS-PAT-1004c)

(3) Without the aid of references, define concealment in accordance with MCTP 3-01A Scouting and Patrolling. (MCS-IND-1001a)

(4) In a tactical environment, given gear list, and foliage, apply camouflage in accordance with the evaluation rubric. (MCS-IND-1001b)

1. **PURPOSE.** Individual actions are disciplines and functions common to every Marine in the patrol. Marines must consistently maintain mental and physical toughness throughout the patrol. If any Marine fails to maintain personal discipline, it jeopardizes the safety of the whole patrol and the ability to accomplish the mission.

2. THE FIRE TEAM.

a. **Organization.** The fire team consists of four Marines, one fire team leader and three subordinate members (the grenadier, the automatic rifleman, and the rifleman).

(1) **Fire Team Leader.** The Fire Team Leader controls the movement and fires of the individuals within the fire team. He or she is responsible for the fire discipline and control of his or her fire teams, and for the condition, care, and economical use of his or her weapons and equipment. Additionally, the Fire Team Leader is responsible for conducting rehearsals, Pre-Combat Checks (PCCs), and Pre-Combat Inspections (PCIs) for his or her fire team.



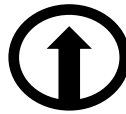
(2) **Grenadier.** The Grenadier is responsible for the effective employment of his or her rifle and grenade launcher, and for the condition and care of his or her weapons and equipment. He or she

WFGT 1003: INDIVIDUAL ACTIONS

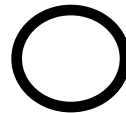
is responsible for the effective and economical employment of his or her weapons to create battlefield effects that support the squad leader's scheme of maneuver and target precedence.



(3) Automatic Rifleman. The Automatic Rifleman is responsible for the effective employment of the automatic rifle and for the condition and care of his or her weapon and equipment. He or she is responsible for providing accurate and appropriately prioritized suppressing and assault fires in order to support the squad leader's scheme of maneuver and target precedence.



(4) Rifleman. The Rifleman is responsible for the effective employment of his or her rifle and for the condition and care of his or her weapon and equipment. He or she is responsible for delivering accurate rifle fire on the enemy in accordance with the squad leader's scheme of maneuver and target precedence.



3. INDIVIDUAL ACTIONS IN PREPARATION FOR OPERATIONS

a. Accountability. Each Marine is responsible for himself or herself and his or her gear.

(1) Weapon: Each Marine is issued a service weapon as their Table of Organization (TO) weapon. As Candidates learned in *WFGT 1001-Introduction to the M16*, their issued weapon is their most critical piece of equipment. As a member of a Fire Team, individual team members are relying on the member to their left and their right to protect their exposed flanks and rear. Each individual must take personal responsibility of cleaning, maintaining, and mastering their assigned weapon system.

(2) Gear: Each individual member of the fire team must ensure all required equipment for the execution of the assigned mission is accounted for, prepared, and maintained. At a minimum, each unit will have a standard operating procedure stating which gear each individual, regardless of rank, will possess during any mission. The Warning Order (if issued) will specify any mission specific gear requirements and who is responsible for that gear.

(3) Body: Minimizing one's signature to mitigate detection is critical to surviving on the battlefield. Blending into the operating environment is a basic skill that each Marine must become proficient in.

WFGT 1003: INDIVIDUAL ACTIONS

(a) **Camouflage**: Successful individual camouflage involves the ability to recognize and take advantage of all forms of available natural and artificial concealment (e.g., vegetation, soil, debris). Marines must learn how to read the terrain and be able to determine how best to blend into their surroundings. Each Marine must use terrain to give themselves cover and concealment. Marines must master the basic skills of camouflage to reduce their personal visual signature, this is achieved through applying camouflage paint on exposed areas of skin.

1. Exposed skin reflects light and draws the enemy's attention. Even very dark skin reflects light because of its natural oil. The buddy system is recommended when applying camouflage face paint. Prior to camouflaging, Marines must study the terrain to determine which colors and patterns are best suited for the environment they are operating in. There are three techniques used to apply camouflage paint: splotching, striping, and combination.



4. INDIVIDUAL ACTIONS DURING THE EXECUTION OF OPERATIONS

a. **Maintaining Awareness of Surroundings**. The ditty to remember the individual's priorities for observation is, "Sector, Leader, Buddy, Cover."

(1) **Sector**: Fire team member diligently scans assigned sector of patrol.

(2) **Leader**: Fire team member maintains awareness of his or her unit leader's position and for signals/commands.

(3) **Buddy**: Fire team member maintains awareness of his or her adjacent patrol members, ensuring proper dispersion, formation, communication, and accountability.

(4) **Cover**: Fire team member identifies nearest source of cover or concealment in the case of enemy engagement.

(a) **Concealment**: only provides protection from enemy observation. i.e., Brush, glass window, or a car door.

WFGT 1003: INDIVIDUAL ACTIONS

(b) Cover: provides protection from the effects of fire. i.e., a tree, micro terrain, boulders, concrete structures, or a vehicle's engine block.

(5) Repeat: The process is repeated constantly throughout the execution of the patrol.

b. Maintaining Proper Dispersion. It is the responsibility of the individual to maintain proper dispersion and the integrity of the formation. By maintaining proper dispersion, the individual members of the fire team allow the team leader to maintain focus on the developing situation and away from making minor corrections. Dispersion between individuals is generally between 5 to 15 meters. This minimum distance is based on the kill radius of hand grenades (5m kill radius, 15m casualty radius).

c. Safe Weapons Employment: Each individual team member is responsible for the safe employment of their assigned weapons system. The application of the four weapons safety rules ensures the safety of the adjacent members of the fire team and other friendly units. An angle of 15° (~300mils) or more must be maintained between the direction of fire and near flank of the closest individual or maneuvering unit.

d. While Halted: A unit may halt its movement for a variety of reasons; rest, scout, recon, eat, or verify direction. While halted, it is imperative that everyone plays a critical role in the unit's security. **Security First, security always.** All around security is established and until individual position are refined by the unit leader, each individual must proactively face outboard and assume a sector of fire.

e. Immediate Actions: Immediate action drills are designed to provide swift and positive small unit reaction to enemy contact. They are simple courses of action that are standardized throughout the unit, and which Marines repeatedly rehearse until they are second nature.

(1) Return Fire, Take Cover, Return Accurate Fire (RTR). RTR is a mnemonic device to remember the IA drill for enemy contact. The friendly unit under fire must mitigate the enemy threat by quickly returning fire. Fire superiority is gained by subjecting the enemy to fire of such accuracy and volume that enemy fire ceases or becomes ineffective. Fire superiority allows the Fire Team Leader time to organize the Fire Team and formulate a course of action to handle the enemy contact.

(2) Build Situational Awareness for the Fire Team. Contact with the enemy, visual or physical, is often unexpected. In the event of contact with the enemy, it is critical for each individual to seek Orientation on the contact. When a threat is discovered, leaders and fire team members must define its location rapidly and clearly. The method of building situational awareness is through the application of the acronym ADDRAC. ADDRAC stands for: "*Alert, Direction, Description, Range, Assignment, Control.*" The acronym ADDRAC is often used to refer to the fire command itself. While leaders will determine the assignment and controls, it is also incumbent on members of the fire team to issue the core elements of fire commands (Alert, Direction, Description, Range). As it is impossible to plan which Marine will spot the threat first, any individual is able to call ADDR.

WFGT 1003: INDIVIDUAL ACTIONS

5. INDIVIDUAL ACTIONS DURING CONSOLIDATION

a. Sectors of Fire in Security: After consolidating on an objective, the unit assumes a defensive posture. While in a security posture, each individual is assigned a sector of fire to protect the unit from enemy forces and project the unit's situational awareness outward. This sector of fire will mutually support the sector of fire to the individual to their right or their left. It is the duty of that individual to influence everything within their left and right lateral limit.

b. ACE Report. The ACE report is used to gather pertinent information from all members of a fire team. As the fire team leader is required to pass up this information to higher, it is imperative that individuals proactively take accountability of their weapon, gear, and body throughout an operation.

(1) Ammunition. Remaining ammunition, by Marine. ("45 rounds.")

(2) Casualties. Number of casualties and level of severity. ("No casualties" or state the injury sustained.)

(3) Equipment. Gear accountability. ("All equipment accounted for" or "1 magazine lost and 1 canteen damaged.")

REFERENCE(S):

1. Scouting and Patrolling (MCTP 3-01A)
2. Marine Rifle Squad (MCIP 3-10A.4i, w/ Ch 1)

WFGT 1003a: INTRODUCTION TO FIRE AND MOVEMENT

TERMINAL LEARNING OBJECTIVE(S):

(1) Given a patrol order, assigned weapon, and an assignment in a patrol while wearing a fighting load, perform Individual Actions in a Patrol without compromising the integrity of the patrol. (MCS-PAT-1004)

ENABLING LEARNING OBJECTIVE(S):

(1) In a training environment as a member of a fireteam, given a tactical scenario execute immediate actions in accordance with the evaluation rubric. (MCS-PAT-1004c)

1. PURPOSE.

a. The concept of fire and movement is the primary means of closing with and destroying the enemy. Fire and Movement is the concept of a unit providing its own suppression while closing with the enemy. At its smallest level, this concept is executed at the buddy pair. Moving with a buddy ensures that, in any situation, there will be at least one weapon oriented towards a threat. A Marine moving alone is vulnerable; movement as a pair ensures that there is never an uncovered movement.

b. The cardinal rule of fire and movement is that there can be no movement without fire and there should never be fire without movement. That is to say, suppressing fires on the enemy are required for Marines to expose themselves and rush forward; however, sustaining suppressing fires without taking advantage of them with movement is a waste of ammunition.

2. **THE CYCLE OF THE INFANTRY (SAM-K).** The Cycle of the Infantry describes the method of conducting fire and movement. This involves two Marines alternating suppression and movement to close with the enemy. The steps of this cycle are Suppress, Assess, Move – Kill (SAM-K). The cardinal rule of fire and movement is: There can be no movement without fire and there should never be fire without movement.

a. **Suppress.** Suppression is the critical infantry task. By effectively suppressing the enemy, they are unable to effectively engage friendly forces. Establishing fire superiority is the condition that allows Marines to begin closing on the enemy position. On contact, fire superiority is established through the immediate action (IA) drill known as Return Fire, Take Cover, Return Accurate Fire (RTR).

(1) **Return Fire, Take Cover, Return Accurate Fire (RTR).** RTR is a mnemonic device to remember the IA drill for enemy contact. The friendly unit under fire must mitigate the enemy threat by quickly returning fire. Fire superiority is gained by subjecting the enemy to fire of such accuracy and volume that enemy fire ceases or becomes ineffective.

(a) **Return Fire.** On contact with the enemy, Marines who have clear sectors of fire will immediately begin establishing suppression by quickly firing two to three rounds at the enemy,

WFGT 1003a: INTRODUCTION TO FIRE AND MOVEMENT

before assuming a covered firing position. This response must be immediate, violent, and aggressive and is executed to gain or re-gain fire superiority.

(b) Take Cover. Marines will assume cover behind the closest available micro-terrain. Micro-terrain describes small pieces of cover created by uneven ground, roots, tress, or dead fall that act as a barrier to incoming enemy fire. Those who were initially unable to return fire will immediately find cover.

(c) Return Accurate Fire. Once behind cover, Marines then refine the target location and begin building the fire superiority necessary to begin moving on the enemy position. Those who were initially unable to engage the enemy, due to their proximity to other friendlies, will move to a position where they can fire.

b. Assess. Before conducting movement, a Marine must assess the effectiveness of their buddy's suppression and locate their next piece of cover. The Marine should look for their next firing position no more than five to seven steps from their current location. This ensures when they move, they will not be exposed to the enemy for an extended period.

c. Move. Upon determining the level of suppression is adequate and the next piece of cover has been identified, the Marine sprints to their next covered position and resumes suppression.

d. Kill. This cycle of firing and moving, or successive bounding, between the two Marines in the buddy pair is executed until the enemy has been destroyed.

3. **FORE AND AFT POSITIONS**. The roles and responsibilities of Marines in the buddy pair conducting fire and movement are defined by their position in relation to each other. At any given time, there will be one Marine in the fore position and one Marine in the aft position.

a. Fore Position. The Marine in the fore position is responsible to the Marine in the aft position for providing enough suppression to allow the Marine in the aft position to conduct movement. They are providing the Suppression in the Cycle of the Infantry.

b. Aft Position. The Marine in the aft position conducts the Assess and Move portion of the Cycle of the Infantry. Once movement has been conducted, the aft assumes the role of the fore position and resumes suppression.

4. **ACTIONS UPON ENEMY CONTACT**. Once contact with the enemy is made, the objective is to close the distance to the enemy and destroy them. To do this, the unit uses the Cycle of the Infantry outlined earlier in this class.

a. Suppress. The first thing to do when receiving fire is to gain fire superiority through RTR, then maintain fire superiority by providing continuous suppression.

b. Assess. Once it has been determined that suppression has been achieved, the aft begins to assess their next piece of cover.

WFGT 1003a: INTRODUCTION TO FIRE AND MOVEMENT

c. Move. The Marine in the aft position will move to the next available piece of cover. It is essential that communication is maintained with the fore position to ensure that adequate suppression is maintained while the aft is moving.

(1) Once the aft begins rushing the enemy, they must make themselves a hard target. They should not stand and rush towards the enemy for extended lengths of time. The ditty: “I’M UP, THEY SEE ME, I’M DOWN!” should allow for five – seven steps of movement to the next piece of cover. These bounds need to be short to ensure the rushing Marine is not exposed to enemy fire for an extended period.

(2) Once the aft is behind cover and actively suppressing the enemy, they assume the fore position. Let the buddy now in the aft position know they can move by yelling “SET!” By saying “set,” the fore is communicating they have achieved effective suppression. This can also be communicated implicitly by beginning suppression.

(3) The Marine now in the aft position will pick their next piece of cover and yell “MOVING!” to let the fore know they are up, and the suppression needs to be maintained.

d. Cover and Move. Once the enemy has been neutralized, the buddy pair will cover and move through the objective. The cycle of the infantry and fore and aft positions do not change. This will allow the unit to close the remaining ground to the objective while still maintaining a passive security posture. The buddy pair will stop 10-20 meters past the objective. Further continuing actions upon clearing the objective will be addressed at the fire team level.

5. **COVER AND MOVE**. Cover and move is a commonly used movement technique to maintain a deliberate transition between the fore and aft position without having to assume a prone position. This technique is used when there is no enemy fire. When utilizing cover and move, the Marines in both the fore and aft positions assume a kneeling position while actively aiming in the direction of the enemy. In doing so, this method of closing on the enemy sacrifices security for speed. This technique is commonly used when:

a. Closing on a known enemy position. The enemy position is known, but the friendly unit is not in contact. This allows the friendly unit to encroach onto the objective before initiating or receiving fire, while making themselves a hard target.

b. Upon neutralizing the enemy. Once the friendly unit has either destroyed or neutralized the enemy threat, cover and move can be utilized to close the remaining ground to the objective. The friendly unit will continue covering and moving 10-20 meters past the objective for consolidation. This allows the assaulting unit to reach the point they wish to consolidate while still actively covering their sectors of fire and maintaining a low profile.

c. Moving through obstacles. Individual obstacle negotiation techniques will be covered through demonstration on the various courses aboard Brown Field. However, moving through obstacles is another case where cover is needed from another Marine to ensure their buddy is able to negotiate the obstacle safely.

WFGT 1003a: INTRODUCTION TO FIRE AND MOVEMENT

6. **RELOADING OR WEAPONS MALFUNCTIONS.** During actions on the objective, a stoppage or malfunction will require a temporary pause in movement to perform immediate or remedial action. Similarly, a speed or tactical reload may be required during the assault on the enemy position. In either case, it is critical that communication exists between the buddy pair to ensure suppression is maintained on the enemy.

a. Reloading/Weapon Down. Communication is critical. When a Marine conducts a reload they yell, “RELOADING!” If their weapon malfunctions they will yell, “WEAPON DOWN!” Their buddy will respond by yelling, “COVERING!” to let them know that they will provide the suppression necessary for the malfunction or reload to be conducted.

b. Weapon Up. Once the weapon is back in action, resume firing and communicate, “WEAPON UP!” Once this happens, the buddy pair can continue to advance.

REFERENCE(S):

1. Marine Rifle Squad (MCIP 3-10A.4i, w/ Ch 1)

WFGT 1004: FIRE TEAM OPERATIONS

TERMINAL LEARNING OBJECTIVE(S):

(1) Given a patrol order, assigned weapon, and an assignment in a patrol, while wearing a fighting load, perform individual actions in a patrol without compromising the integrity of the patrol. (MCS-PAT-1004)

ENABLING LEARNING OBJECTIVE(S):

(1) In a training environment as a member of a fireteam, given a tactical scenario execute patrol in accordance with the evaluation rubric. (MCS-PAT-1004b)

(2) In a training environment as a member of a fireteam, given a tactical scenario consolidate patrol in accordance with the evaluation rubric. (MCS-PAT-1004d)

1. PATROLLING.

a. A patrol is a detachment sent out by a larger unit to gain information about the terrain and enemy, provide security for defensive positions, or cause attrition of enemy forces and materials by ambush.

b. Patrolling also serves to describe the methods for moving a unit in a tactical environment. Anytime a unit moves in a tactical environment, even during a deliberate attack, the fundamentals of patrolling still apply.

c. Patrolling fundamentals:

(1) Detailed Planning.

(2) Productive realistic rehearsals. Similar terrain and environmental conditions are used when conducting rehearsals.

(3) Thorough reconnaissance. The patrol leader will conduct a reconnaissance of the route and objective. Maps and photographs will supplement the reconnaissance.

(4) Positive control. The patrol leader must maintain positive control, this includes supervision during patrol preparations.

(5) All around security. Security must always be maintained, particularly near the end of the patrol where there is a natural tendency to relax.

d. Skills required to develop for patrolling:

(1) Expertise in handling individual and special weapons.

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(2) Recognize camouflaged personnel, equipment, and defensive positions; ability to pick up fleeting targets and fire the rifle from any firing position.

(3) Quick and accurate observation skills, and the ability to recall and transmit clearly and briefly, both orally and in writing.

(4) Recognize and quickly respond to improvised signals, visually or by sound.

(5) Use issued or improvised camouflage suits and garnish helmet to blend with the surroundings. Smudge face, hands, and any bright surfaces of weapons and equipment with some substance, such as mud or charcoal, to prevent the reflection of light.

(6) Silence self, equipment, and weapon.

2. TASK ORGANIZATION:

a. The Fire Team:

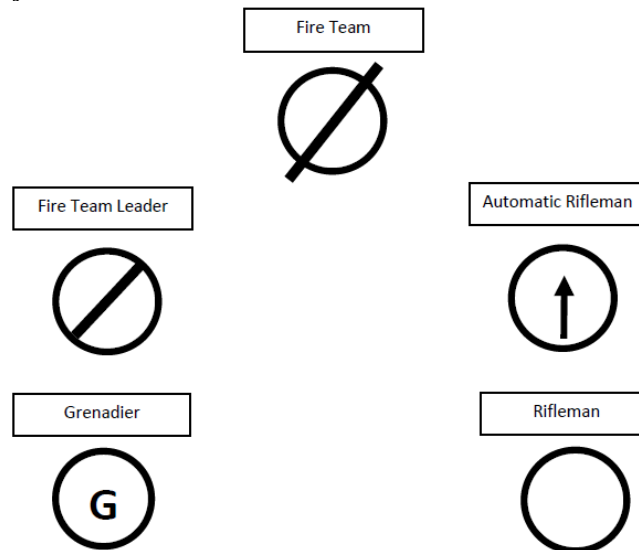
(1) Fire Team Leader. The Fire Team Leader controls the movement and fires of the individuals within the fire team. He or she is responsible for the fire discipline and control of his or her fire teams, and for the condition, care, and economical use of their weapons and equipment. Additionally, the Fire Team Leader is responsible for conducting rehearsals, Pre-Combat Checks (PCCs), and Pre-Combat Inspections (PCIs) for his or her fire team.

(2) Grenadier. *Refer to WFGT 1003: Individual Actions.*

(3) Automatic Rifleman. *Refer to WFGT 1003: Individual Actions.*

(4) Rifleman. *Refer to WFGT 1003: Individual Actions.*

(a) Fire Team Symbols.



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b. Additional Responsibilities. While the fire team construct remains the same, during a patrol there are additional roles and responsibilities that each member of the team must take on in addition to their billets inside the team.

(1) Point. Acts as an early-warning for the rest of the unit by being the forward-most eyes and ears of the patrol. The point is first in the order of movement and most likely to make contact with the enemy.

(2) Navigator. Responsible for the patrol's direction of movement in accordance with the briefed patrol route. The Navigator must be in a position to effectively communicate changes in direction of the patrol both to the Point and the Team Leader. The Navigator is a safety backstop for the Team Leader, which allows the Team Leader to focus on the enemy situation and the overall conduct of the patrol. However, the Team Leader is still ultimately responsible for ensuring the patrol navigates according to the selected route. The Navigator must be placed in a position where he or she can communicate direction of movement to the Point but **must not** be assigned with both point and navigation.

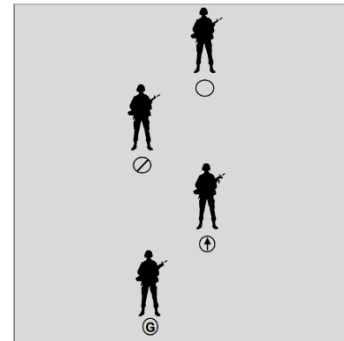
(3) Pacer. Works closely with the Navigator and is responsible for keeping track of the distance the patrol has traveled. The pacer must be familiar with the patrol route and know the distance to the objective. He or she is responsible for reporting the distance travelled to the Team Leader.

3. MOVEMENT TO THE OBJECTIVE.

a. Fire team formations. Formation selection is based on the tactical environment analysis conducted prior to conducting the mission. Formations are selected based primarily on the analysis of the enemy situation and the terrain.

(1) Fire Team Column.

- (a) Permits rapid, controlled movement.
- (b) Favors firepower to the flanks.
- (c) Vulnerable to fire from the front and provides the least amount of fire to the front.

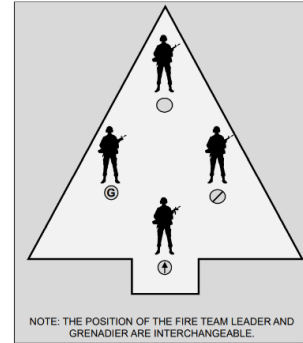


(d) Used when speed and control are governing factors, such as when moving through densely wooded areas, fog, smoke, and along roads and trails.

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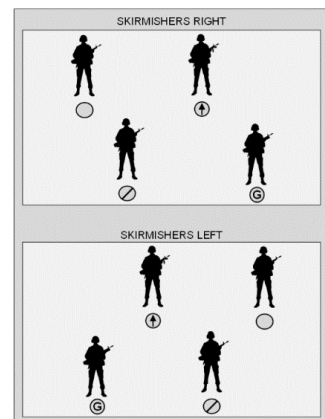
(2) Fire Team Wedge.

- (a) Permits good control.
- (b) Provides all-around security.
- (c) Formation is flexible.
- (d) Fire is adequate in all directions.
- (e) Applied when the enemy situation is uncertain.



(3) Fire Team Skirmishers.

- (a) Provides the greatest volume of fire to the front.
- (b) Used when the location and strength of the enemy are known, during the assault, and during pursuit.



b. Dispersion. The Fire Team leader is responsible for ensuring proper dispersion is maintained within their unit. If a unit is not dispersed, it is easier to detect and accurately engage. Distances between individuals must be prescribed and enforced. As the terrain changes, the dispersion must be changed to match. Dispersion between individuals is generally between 5 to 15 meters. This minimum distance is based on the kill radius of hand grenades (5m kill radius, 15m casualty radius). Ultimately, dispersion should be as great as it can be, while still allowing the unit leader to maintain control.

c. Changing Formations. Changing the formation of a fire team is a simple battle drill. Individuals moving to new positions should do so in the most direct route. The leader will usually change formations in response to a change in the enemy situation or the terrain.

(1) Change in the enemy situation. The team leader may choose a new formation in order to maximize fire power in a certain direction or present a less vulnerable target. For example, the team leader may choose to transition from a column to a wedge if they encounter signs of enemy activity.

(2) Variation in Terrain. Formation changes in rough terrain are common in order to maintain control of the unit. For example, the team leader may choose to transition from a wedge to a column when vegetation becomes thick, and visibility is reduced.

d. Halts. A halt is a command that stops the movement of a patrol. The halt command can be given for a number of reasons and can be given by any member of the patrol. When resuming movement from a halt, patrol members should not all stand up and begin moving at the same time. Instead, they should echelon out of the halt in the order and direction of movement, moving

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only after adequate dispersion has been created between members of the patrol. There are two types of halts – short and long.

(1) **Short Halt.** Short halts should be no more than 5 minutes long. When the command “halt” is given, the fire team member will seek protection at the nearest available cover and continue scanning his or her sector. This provides a reasonable amount of security and easy transition back to the patrolling formation to continue movement. Some examples of a short halt are:

(a) Observe, listen, and smell for enemy activity. This is known as SLLS (Stop, Look, Listen, and Smell).

(b) Confirming the patrol is travelling along the appropriate route.

(c) Suspected visual or audible alerts of enemy personnel.

(2) **Long Halt.** Long halts are considered halts that last longer than 5 minutes. When conducting a long halt, the patrolling unit should ensure that 360-degree security is established and sectors of fire are assigned by the unit leader. Terrain selected for a long halt should allow the patrolling unit to defend themselves for a short period of time, if compromised by the enemy. Long halts are used for:

(a) Administrative reasons such as eating, resting, adjusting direction, or dispatching a reconnaissance element.

(b) Reconnoitering a danger area or an area of interest.

e. **Security. Security first, security always.** Security is always a primary consideration in any tactical decision. There are both passive and active means in which unit leaders ensure that security is being considered and weighed against the inherent risks associated with tactical operations in an uncertain environment. Some basic security measures for patrolling are:

(1) Avoiding roads and trails.

(2) Avoiding open woods and clearings.

(3) Maintaining proper dispersion.

(4) Maintaining security when negotiating danger areas or obstacles.

(5) While conducting a long halt, establish security covering all likely avenues of approach into the site.

(6) While conducting a long halt, always establish a rotation plan with a certain percent of the personnel on security while others rest and refit.

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4. **DANGER AREAS.** A danger area is any place where the patrol is vulnerable to enemy observation or fire. For example, open areas like roads, trails, rivers and streams. The patrol leader must plan for crossing each danger area and include these plans in the order. There are two general classifications of danger areas, linear and cross-compartment. The focus at Officer Candidates School will be on the linear danger area.

a. **Linear Danger Area.** Any location where a patrol is vulnerable to enemy observation or fire predominantly from the flanks, such as a trail, road, or stream. Patrols should avoid crossing or moving parallel to linear danger areas if possible. However, if the situation dictates that the danger area must be crossed, the patrol should execute the danger area crossing as quickly as possible utilizing the following techniques. Both techniques begin with the Point identifying a possible linear danger area and the Patrol Leader confirming its presence and passing the appropriate hand and arm signal.

(1) **Bump Method.** Two Marines move up and assume near side security with their sectors covering outboard along the danger area. The next two Marines will then move up to their position and assume their security positions and “bump” the first two Marines across the danger area to the far side. Once across the danger area, the first two Marines will assume far side security. The Marines on near side then move across the road and assume far side security, “bumping” far side again. The patrol will then resume along the pre-planned route. This process of “bumping” each consecutive buddy pair across the danger area will continue until the entire unit has crossed. This method is slower to execute for a larger unit but allows the unit to maintain the original order of movement.

(2) **Bounding or Flow Method.** Upon confirmation of the linear danger area, two Marines will move up and assume near side security. However, instead of being “bumped” across the danger area, they will remain on the near side. The next two Marines will flow through them and assume far side security, effectively creating a lane for the remainder of the unit to travel through to cross the danger area safely. Once the unit has crossed the danger area, or in the case of the fire team, when far side security is set, near side crosses the danger area, flowing through far side and continuing along the pre-planned patrol route. This method facilitates a rapid crossing, however, will shift the order of movement along the planned patrol route.

5. **ACTIONS ON CONTACT/ AT THE OBJECTIVE.**

a. Once contact with the enemy is made, the fire team must close the distance to the enemy and drive them off or destroy them. The process of closing with the enemy as a fire team is exactly the same as the buddy pair. A fire team is simply two buddy pairs shooting and moving simultaneously under the control of the Fire Team Leader.

b. **Immediate Actions Upon Enemy Contact.** There are two ways in which contact with the enemy is made. The first is either audible or visual contact with the enemy force, and the second is by fire. In either scenario, it is important that fire superiority is established as quickly as possible.

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(1) Enemy in Sight. If the enemy's position is sighted before enemy contact, give the hand and arm signal (*refer to TCAC 1004: Hand and Arm Signals*) for enemy in sight. Upon receiving this signal, the fire team leader orders the fire team members to assume the prone position behind a covered and concealed position. Do not wait to be engaged first – exploit the element of surprise! Hastily form the team and close with and destroy the enemy.

(2) Gain and Maintain Fire Superiority. Fire superiority is gained by subjecting the enemy to fire of such accuracy and volume that the enemy fire ceases or becomes ineffective. It is imperative to place effective rounds on target to suppress and kill the enemy which allows for advance. If terrain and vegetation make it impossible to clearly identify targets, suppress the general area while performing fire and movement to close the distance; adjust aim as necessary upon closing and targets are positively identified.

(3) Return Fire, Take Cover, Return Accurate Fire (RTR). When the enemy initiates contact with fires, the fire team's actions must be swift and violent in an effort to overcome the enemy's advantage of surprise. When fired upon by the enemy, those with clear sectors of fire immediately begin suppressing the enemy position to establish fire superiority. Team members will then assume prone positions behind the nearest and best available cover. Members of the team with clear sectors of fire will continue to suppress the enemy to allow members of the team who are unable to engage the enemy to move to a position where they can best employ their weapons. Once the team has gained fire superiority and moved into an assault formation, the Team Leader gives the command to rush the objective.

(4) In either case, the fire team leader will switch to verbal commands once firing begins. The team members will be oriented onto the enemy position and subsequent command and control will be given utilizing an ADDRAC. It is important to understand that when orienting a unit onto an enemy position, any member of the fire team can provide the ADDR portion of the ADDRAC. Often, the team leader will not be the first to engage or sight the enemy.

a. ADDRAC. An ADDRAC is a FIRE command that is comprised of six elements:

(1) Alert. Alert all members of the unit to be ready to receive further instructions. This is often synonymous with providing direction.

(2) Direction. Orient the unit to the location of the enemy either using general direction or the clock method. ("CONTACT FRONT!" or "CONTACT 3 O'CLOCK!")

(3) Description. Give the unit a brief and accurate description of the target. ("ENEMY MACHINE GUN BUNKER!")

(4) Range. Give the unit refined target information needed to adjust point of aim. ("50 METERS!")

(5) Assignment (Target). If there are multiple targets, assign who is to fire on which target. At OCS, assignment is used as a preparatory command to begin fire and movement. ("FIRE AND MOVE!")

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(6) Control. Once fire superiority is established, the Fire Team Leader issues the command to rush. (“MOVE!”)

c. Close With and Destroy. Once the fire team achieves fire superiority, they must aggressively close the remaining ground to the objective. Fire and movement will cease after the enemy has been destroyed. The team will cover and move 10 to 20 meters past the objective area and begin to consolidate.

d. Fire and Movement Using “The Fighter/Leader Concept.” Leaders at all levels must recognize the need to inspire and drive action through their own actions and example. Through this, Marines gain confidence in their leader and the plan, allowing them to overcome the friction around them. **Marines will follow a fighter-leader.** Their violence of action will set the tone of their unit’s attack and will maintain the momentum of their unit’s assault.

6. ACTIONS DURING CONSOLIDATION.

a. Consolidation Battle Drill. Upon the destruction of the enemy, the unit’s focus must remain oriented on potential threats beyond the objective itself. The enemy has placed obvious value on the tactical importance of the objective, and it is likely that they will attempt to counterattack to retake the ground lost. The consolidation battle drill is a series of actions a unit takes following a decisive engagement with the enemy that pre-disposes the unit for a counterattack, while also reassessing combat effectiveness. These actions include:

(1) Hasty 180. Upon destruction of the enemy, the unit will cover and move approximately 10 to 20 meters beyond the objective, or to the nearest advantageous terrain feature in vicinity of the objective and establish a 180-degree security posture in the direction of the presumed threat of counter-attack. This action is known as the Hasty 180.

(a) Sectors of Fire. The Team Leader will assign interlocking sectors of fire between unit members.

(b) Fields of Fire. Each Marine will ensure they have clear fields of fire and are able to effectively employ their weapon system within their assigned sector. This may mean adjusting or moving to a more advantageous position as long as the sector can still be covered.

(2) Once the Team Leader determines that there is no significant chance of enemy counterattack, he or she will shift his or her focus to reorganizing the Fire Team. Reorganization is shifting internal resources within a degraded unit to increase its level of combat effectiveness. The Fire Team Leader will get Ammunition, Casualties, and Equipment (ACE) reports from all their team members. After receiving ACE reports, the Fire Team Leader will compile his or her unit’s ACE report and report it to higher.

7. **REPORTING**. A fire team is a subordinate unit of a squad, and the squad of a platoon. Each of these units are limited to a finite amount of combat power at their level of command and require external support from upper echelons of command to sustain and augment their combat power. Each subordinate unit is an extension of its immediate superior. The information that

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flows from subordinate units to superior leaders and commanders aid in developing the tactical picture. It is critical for subordinates and superiors to communicate during all phases of the operation as needed. Reporting requirements are the minimum reports that a commander must receive from his or her subordinate units. Unit leaders' basic reports include mission accomplishment and the unit's ACE reports, contact with the enemy, and any request for guidance.

8. CONTINGENCIES.

a. Casualty Evacuation. While hands on Tactical Combat Casualty Care (TCCC) is outside of the scope of knowledge expected of an Officer Candidate, taking casualties is something all leaders must be prepared to handle. It is the leader's responsibility to plan appropriately for Casualty Evacuation (CASEVAC) and ensure his or her Marines receive the care they need in a timely manner.

(1) Care Under Fire. In a tactical environment, the care rendered at the scene of the injury will most likely occur while under effective hostile fire. Because of this, **fire superiority is the best medicine on the battlefield**. Consider it the first and best measure to any casualty evacuation plan. The casualty must remain engaged as a combatant if appropriate and return fire as needed or directed.

(2) Self-aid, Buddy-aid, Corpsman-aid. This simple framework outlines the steps you will take at OCS to ensure casualties are evacuated to the appropriate echelon of care.

(a) Self-aid. Direct the casualty to move to cover and apply self-aid if able. Try to keep the casualty from sustaining additional wounds.

(b) Buddy-aid. The Team Leader should assign one Marine, usually the one closest in proximity, to remain with the casualty to provide security and assist in treating the wound. The Marine will continue to provide active suppression to negate the enemy threat as long as they have clear sectors of fire. Once unable to continue firing, the Marine will shift focus to the casualty, providing first aid and protection from the enemy as necessary. Once the enemy has been neutralized, the Marine may be required to move the casualty to the consolidation position. It will be the unit leader's decision whether to consolidate on the casualty's position or on the objective once the enemy threat has been cleared.

(c) Corpsman-Aid. This step signifies the need to move the casualty to receive higher level care. The location of medical personnel and the personnel at the platoon and company level that will be responsible for coordinating the CASEVAC will be briefed in the Operation Order from the Platoon Commander. It is the responsibility of the small unit leader to understand the CASEVAC plan and ensure the casualty is moved to the appropriate location to facilitate the transfer of the casualty to the appropriate authority. When moving the casualty, security is of utmost importance. The small unit leader can never lose sight of the larger tactical picture. Delegate tasks to subordinate members and supervise their execution; do not lose sight of the enemy situation.

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REFERENCE(S):

1. Scouting and Patrolling (MCTP 3-01A)
2. Marine Rifle Squad (MCIP 3-10A.4i, w/ Ch 1)

WFGT 1005: INTRODUCTION TO THE MILITARY COMPASS

TERMINAL LEARNING OBJECTIVE(S):

(1) Given a lensatic compass, a surveyed point with a level platform, an azimuth marker, and a surveyed known direction, determine the error in a lensatic compass to within three (3) degrees. (MCS-PAT-1001)

(2) Given periods of daylight or darkness, a lensatic compass, map, and designated objectives, while wearing a fighting load, navigate with a compass to arrive at each designated objective. (MCS-PAT-1002)

ENABLING LEARNING OBJECTIVE(S):

(1) Given a lensatic compass, a surveyed point with a level platform, an azimuth marker, and a surveyed known direction, calibrate a compass to within three (3) degrees. (MCS-PAT-1001a)

(2) Without the aid of references, identify minimum distance required from specific items that will disrupt the compass reading without error. (MCS-PAT-1001b)

(3) Without the aid of references and given a compass and SL-3, identify compass components without error. (MCS-PAT-1002a)

(4) Given an azimuth, calculate a back azimuth without error. (MCS-PAT-1002g)

(5) Given a distance, azimuth, and a compass, navigate to your objective without error. (MCS-PAT-1002h)

1. NOMENCLATURE OF THE LENSATIC COMPASS.

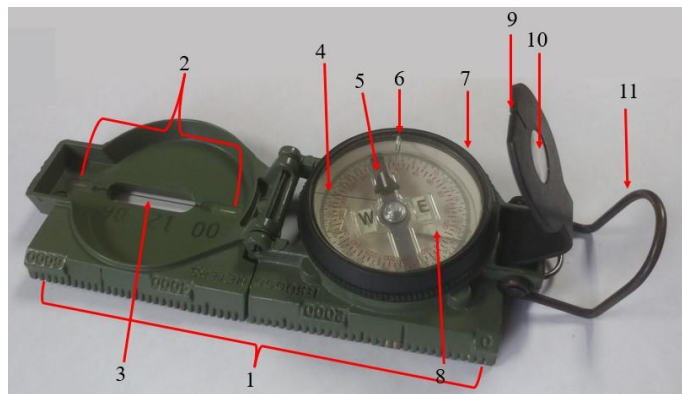
a. The lensatic compass has many parts but can be classified into three main parts. These parts are the cover, base, and lens (or rear sight).



WFGT 1005: INTRODUCTION TO THE MILITARY COMPASS

b. The individual parts of the compass are:

- (1) Graduated Straight Edge. Used to measure distance with a 1:50,000 map.
- (2) Luminous Siding Dots. Used during night navigation and directs you in the position you need to go.
- (3) Sighting Wire. The sighting wire and its use are similar to the front sight of a weapon.
- (4) Fixed Index Line. The black index line is a stationary line used as a reference line for determining direction. It is placed over the compass dial and is aligned with the sighting slot and the sighting wire.
- (5) Luminous Magnetic Arrow. Points to magnetic north and is used in conjunction with the short luminous line for night land navigation.
- (6) Short luminous Line. Rotates with the Bezel ring and helps assist with night land navigation.
- (7) Floating Dial. The compass dial is delicately balanced and free floating when in use. It contains two complete circular scales: one in degrees (360), and one in mils (6400).
- (8) Bezel Ring. The bezel ring holds the upper glass crystal and helps preset a direction for night compass work. It has 3-degree serrations on the outer edge and a clicking device for night compass usage.
- (9) Sighting Slot. The sighting slot can be used similarly to the rear sight of a rifle. It is used as an aid in sighting an azimuth and to lock the compass dial when the compass is closed. This protects the delicate balance of the compass dial.
- (10) Lens. Magnifies the unit measure for a more accurate reading.
- (11) Thumb Loop. This serves as a retaining device to secure the compass in the closed position. It is also used as a wire loop for the thumb when holding the compass in position for sighting on objects.



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2. COMPASS HANDLING PROCEDURES.

a. Compass Inspection.

(1) Inspection. Compasses are delicate instruments and should be cared for accordingly. A detailed inspection is required when first obtaining and using a compass. One of the most important parts to check is the floating dial, which contains the magnetic needle. The user must also make sure the sighting wire is straight, the glass and crystal parts are not broken, the numbers on the dial are readable, and most important, that the compass dial does not stick!

(2) Accuracy. A compass in good working condition is very accurate. However, a compass has to be checked periodically on a known line of direction, such as a surveyed azimuth using a declination station. Compasses with more than 3 degrees + or – variation should not be used.

(3) Protection. If traveling with the compass unfolded, make sure the rear sight (eyepiece) is fully folded down onto the bezel ring. This will lock the floating dial and prevent vibration, as well as protect the crystal and rear sight from damage.

b. Compass Handling.

(1) Handle the compass with care. The dial is set at a delicate balance, which could be damaged by a shock.

(2) Close and return the compass to its pouch when not in use. In this way, it is not only protected from possible damage, but is also readily available for use when needed.

(3) Attach a string or a lanyard between the thumb loop and your equipment to prevent loss.

(4) Compass readings should never be taken near visible masses of iron or electrical circuits. The following are suggested as approximate, safe distances to insure the proper functioning of the compass:

(a) Metal helmet or rifle - 0.5 meters

(b) Machine gun - 2 meters

(c) Telephone wires and barbed wire - 10 meters

(d) Field guns and tank - 18 meters

(e) Power lines - 55 meters

3. SYSTEMS OF MEASUREMENT.

a. Direction. For military use, direction is expressed as units of angular measure from a base line. There are two systems of measurement used by the military:

WFGT 1005: INTRODUCTION TO THE MILITARY COMPASS

(1) Degrees. The most common unit of measure is degrees. There are 360 degrees on a compass. Degrees are depicted by red numbers on the compass.

(2) Mils. Another system is mils. This system is commonly utilized in artillery and gunnery. In this system, a circle is divided into 6400 mils for increased precision. Mils are depicted by black numbers on the compass.

b. Angles Of Measurement. Degrees can best be understood by dividing a circle into 360 equal angles, like the spokes of a wheel. The lines drawn from the center of the circle divide the circumference into 360 equal arcs. Each of the angles thus formed represents one degree of angular measurement.

(1) Azimuth. The most common military method of expressing a direction is by using azimuths. An azimuth is defined as a horizontal angle, measured in a clockwise manner from a north base line.

(2) Back Azimuth. A back azimuth is the opposite direction of an azimuth. To determine a back azimuth:

(a) If the original azimuth is greater than 180 degrees, subtract 180 degrees to obtain a back azimuth.

(b) If the original azimuth is less than 180 degrees, add 180 degrees to obtain a back azimuth.

(c) Remember LAMS. Less Add, More Subtract.

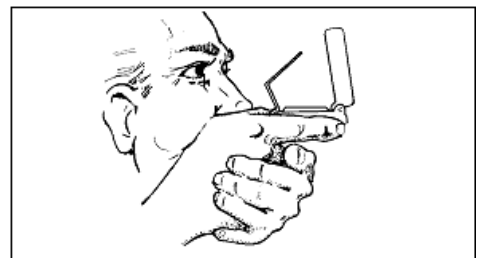
4. SHOOTING AN AZIMUTH

a. Compass To Cheek Method (Sighting Method).

(1) Pivot the thumb loop all the way under the compass.

(2) Raise the cover 90 degrees.

(3) Raise the eyepiece to a 45-degree angle. If the eyepiece is not raised enough, it may affect the desired free-floating effect of the compass dial. Align the slot in the eyepiece, the sighting wire in the cover, and the target. The azimuth can be read by glancing down at the dial through the lens in the eyepiece.



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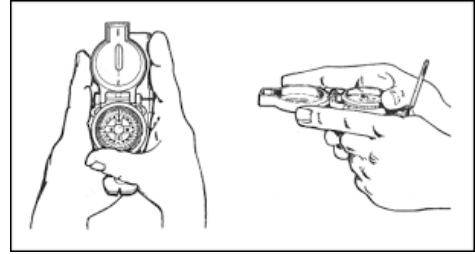
b. The Center Hold Method. This is the preferred method for land navigation.

(1) Pivot the thumb loop all the way under the compass.

(2) Open the cover until it forms a straight edge with the base; pull the eyepiece to the rear most position.

(3) Place your thumb through the thumb loop, form a steady base with the second and third fingers and extend your index finger along the side of the compass.

(4) Place the thumb of the other hand between the eyepiece and the lens; extend the index finger along the remaining side of the compass and the remaining fingers around the fingers of the other hand, pull your elbows firmly into your sides.



c. Measuring an Azimuth. To measure an azimuth, turn your entire body toward the object and point the compass cover directly at the object. Look down and read the azimuth from beneath the fixed black index line.

(1) Distance. A pace is equal to two steps, or approximately 60 inches. Every person has a different length of natural pace. To utilize pacing in navigation, first determine the required number of paces taken in a certain distance.

(2) In the field, the average pace must often be adjusted because of uncontrollable conditions such as the following:

(a) Slopes. Pace is lengthened on the downgrade and shortened on the upgrade.

(b) Winds. Headwinds shorten the pace while tail winds increase it.

(c) Surfaces. Sand, gravel, mud etc., tend to shorten pace.

(d) Elements. Snow, rain, and ice reduce length of pace.

(e) Clothing. Excess weight shortens the pace.

(f) Stamina. Fatigue affects the length of the pace.

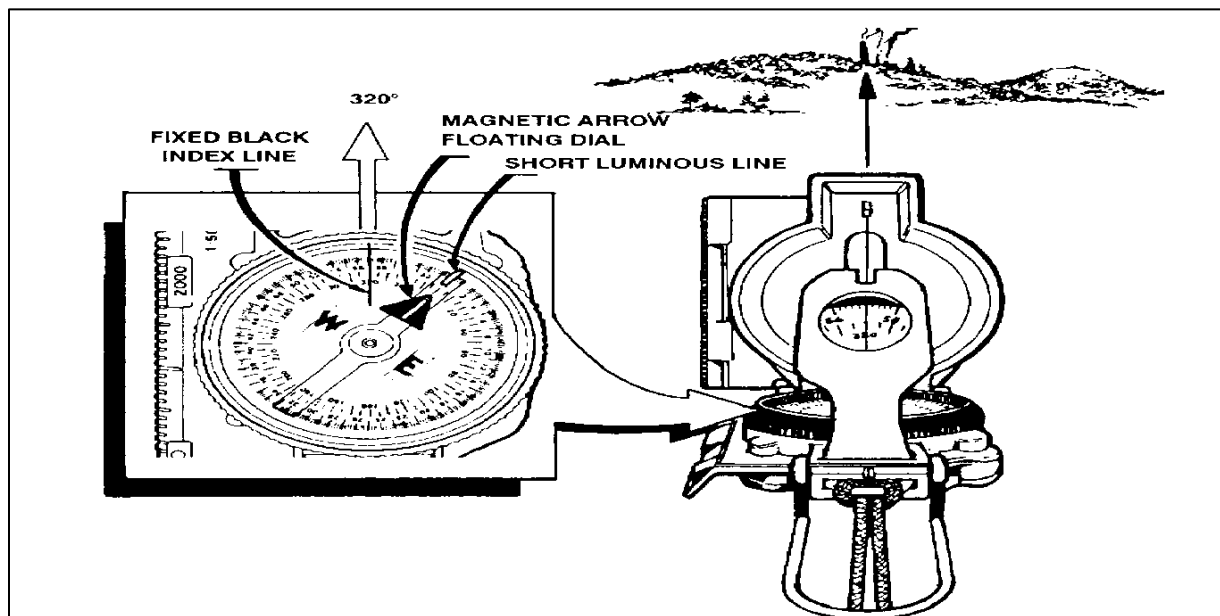
5. NIGHT NAVIGATION.

a. Presetting a Compass and Following an Azimuth. Although different models of the lensatic compass vary somewhat in the details of their use, the principles are the same.

(1) During daylight hours or with a light source.

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- (2) Hold the compass level in the palm of the hand.
- (3) Rotate it until the desired azimuth falls under the fixed black index line (for example, 320 degrees), maintaining the azimuth as prescribed (See figure below).
- (4) Turn the bezel ring until the luminous line is aligned with the north-seeking arrow. Once the alignment is obtained, the compass is preset.
- (5) To follow an azimuth, assume the center-hold technique and turn your body until the north-seeking arrow is aligned with the luminous line. Then proceed forward in the direction of the front cover's sighting wire, which is aligned with the fixed black index line that contains the desired azimuth.



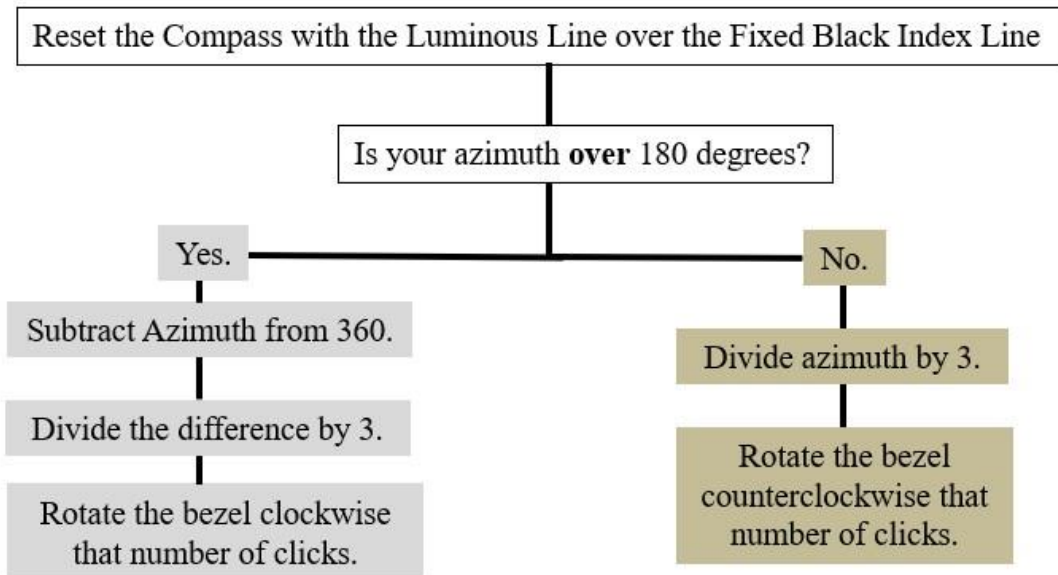
b. The Click Method. During limited visibility, an azimuth may be set on the compass by the click method. Remember that the bezel ring contains 3 degrees intervals (clicks).

- (1) Rotate the bezel ring until the luminous line is over the fixed black index line.
- (2) To find the desired azimuth use the following steps:
 - (a) If your desired azimuth is MORE than 180 degrees:
 1. Subtract the azimuth from 360.
 2. Divide the difference by 3.
 3. Rotate the bezel ring CLOCK-WISE (CW) the number of clicks calculated in the previous step.

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(b) If your desired azimuth is LESS than 180 degrees:

1. Divide the azimuth by 3.
2. Rotate the bezel ring COUNTER CLOCK-WISE (CCW) the number of clicks calculated in the previous step.



(c) When an azimuth is not divisible by three, you will need to either round up or down. If the decimal number is 0.5 or greater, round up. Rounding up will cause an increase in the value of the azimuth, and the object will be found to the left of the shot azimuth. If the decimal number is less than 0.5, round down. Rounding down will cause a decrease in the value of the azimuth, and the object will be found to the right of the shot azimuth.

REFERENCE(S):

1. Scouting and Patrolling (MCTP 3-10A)
2. Map Reading and Land Navigation (TC 3-25.26)

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TERMINAL LEARNING OBJECTIVE(S):

(1) Given periods of daylight or darkness, a lensatic compass, map, and designated objectives, while wearing a fighting load, navigate with a map and compass to arrive at each designated objective. (MCS-PAT-1002)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references and given a map, identify map features without error. (MCS-PAT-1002b)

(2) Without the aid of reference, given a map, identify terrain features without error. (MCS-PAT-1002c)

(3) Given a map, protractor and grid coordinates, plot a point within 50 meters. (MCS-PAT-1002d)

(4) Given a map, protractor, and two points, calculate the distance between them within 50 meters. (MCS-PAT-1002e)

(5) Given a map, protractor, and two points, calculate the azimuth within 5 degrees. (MCS-PAT-1002f)

1. **COMPONENTS OF A TOPOGRAPHICAL MAP.** A topographical map is a mathematically determined representation of a portion of the earth's surface systematically plotted to scale upon a plane surface. Marginal information is information that helps to read and interpret a map. Marginal information consists of the following things:

a. Graphic bar scale. Rulers used to convert horizontal map distance to ground distance.

(1) Maps usually have three or more bar scales, each in a different unit of measure, such as meters, nautical miles, statute miles or yards.

(2) To the right of the zero (0), the scale is marked in full units of measure and is called the primary scale.

(3) To the left of zero (0), the scale is marked and divided into tenths of a unit and is called the extension scale.

b. Declination Diagram. The declination diagram indicates the angular relationship of the three north(s): true north, grid north, and magnetic north.

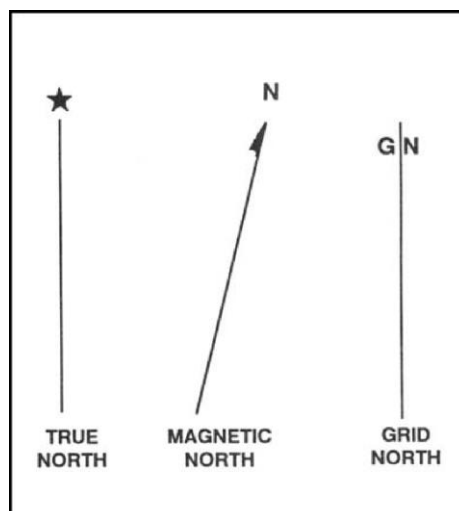
(1) True North. A line from any position on the surface of the earth to the North Pole. All lines of longitude are true north lines. True north is usually indicated by a star symbol.

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(2) Magnetic North. A direction to the North Magnetic Pole, as indicated by the north-seeking needle of a magnetic instrument. A half arrow usually symbolizes magnetic north.

(3) Grid North. A north that is established by the vertical lines on the map. The letter GN or the letter Y may symbolize grid north.

c. Legend. The legend illustrates and identifies the topographic symbols used to depict some of the more prominent features on the map. Not all symbols are the same on all maps.



d. Representative fraction (RF). The representative fraction is the numerical scale of the map that expresses the ratio of horizontal distance on the map to the corresponding horizontal distance on the ground.

(1) It is usually written as a fraction and is always called the representative fraction.

(2) The representative fraction is always written with the map distance as one (1).

e. Map Scales. The scale of a map, “small, medium, or large”, is determined by the value of the denominator. The smaller the scale of the map, the larger the number after the one (1) has to be.

(1) Small-Scale Map. Maps that have a scale of 1:1,000,000 and smaller (the number after the colon will be larger) are small-scale maps.

(a) Small scale maps are used for general planning and for strategic studies at higher echelons.

(b) The standard small-scale map is 1:1,000,000.

(2) Medium-Scale Map. Maps of scales larger than 1:1,000,000 but smaller than 1:75,000 are medium-scale maps.

(a) These maps are used for planning of operations, including movement and concentration of troops and supplies.

(b) The standard medium-scale map is 1:250,000.

(3) Large-Scale Map. Maps at scales of 1:75,000 and larger are large-scale maps.

(a) They are used to meet the tactical, technical, and administrative needs of the field units.

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(b) The standard large-scale map is 1:50,000.

f. Colors on a Map. Colors are used to facilitate the identification of features by providing a more natural appearance and contrast. The topographic symbols are usually printed in different colors. Each color identifies a class of features. Other colors may be used to show special information. These, as a rule, are indicated in the marginal information. For example, training areas are shown on the map with large blue letters and numbers. The colors used and the class of features each represents on a standard large-scale map is as follows:

(1) Black. The majority of cultural or manmade features.

(2) Blue. Water features such as lakes, rivers, and swamps.

(3) Green. Vegetation such as woods, orchards, and vineyards.

(4) Brown. All relief features such as contours. You will see more of these during your second mapping class.

(5) Red. Main roads, built up areas, and special features.

(6) Reddish-Brown. The colors red and brown are combined to identify cultural features, all relief features, and elevation, such as contour lines and red-light readable maps.

g. Grid Lines. A grid line is a series of straight lines intersecting at right angles and forming a series of squares. It furnishes the map-reader with a system of squares similar to the block system of most city streets.

(1) Principle Digits. Two digits are printed in large type at each end of the grid line, these same two digits appear at intervals along the grid lines on the face of the map. They are called Principal Digits. They are of major importance to the map-reader because they are the numbers he will use most often for referencing points.

(2) Vertical Grid Lines. Also known as “eastings”. Vertical grid lines are lines drawn on the map that run from the bottom of the map sheet to the top (grid south-grid north). They function as the left and right (eastern and western) boundaries of a grid square and are labeled in the margin.

(3) Horizontal Grid Lines. Also known as “northings”. Horizontal grid lines are lines drawn on the map that run from the left side of the map sheet to the right side (grid west-grid east). They function as the bottom and top boundary (southern and northern) boundaries of a grid square and are labeled in the margin.

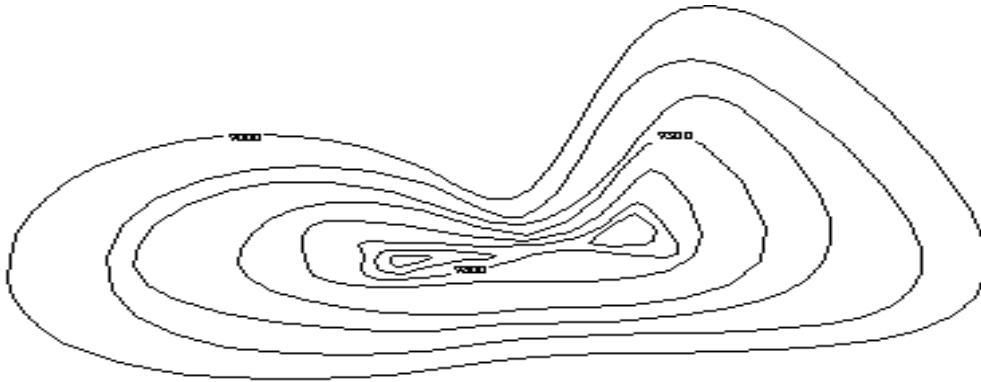
h. Grid Squares. Intersect at right angles at horizontal and vertical grid lines.

(1) On most military maps, a grid square is 1000 meters by 1000 meters.

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(2) Any point located within the grid square is considered to be part of the grid square.

2. **CONTOUR LINES**. A line drawn on a map representing an imaginary line on the ground along which all points are at the same elevation. The characteristics of contour lines indicate a vertical distance above or below a datum plane. The vertical distance between adjacent contour lines is known as the contour interval, and the amount of the contour interval is given in the marginal information. Starting as sea level, the zero contour, each contour line represents an elevation above sea level. On most maps the contour lines indicate the nature of the slope.



a. **Index Contour Line**. Starting at zero elevation, every fifth contour line is drawn with a heavier line. These are known as index contours. Along each index contour the line is broken and its elevation is given.

b. **Intermediate Contour Line**. The contour lines falling between index contours are called intermediate contours. They are drawn with a finer line than the index contours and do not have elevations given.

c. **Supplementary Contour Line**. A third type of contour line that is not often used is the supplementary contour line. This line is depicted as a dashed line and is used to indicate a minimal change in elevation or terrain between two intermediate contour lines. Using the contour lines on a map, the elevation of any point may be determined by:

(1) Finding the contour lines on a map from the marginal information and noting both the amount and the unit of measure.

(2) Finding the numbered contour line nearest the point for which the elevation is being sought.

(3) Determining the direction of the slope from the numbered contour lines index contour to the desired point.

(4) Counting the number of contour lines that must be crossed to go from the numbered index contour line to the desired point and noting the direction up or down. The number of lines crossed, multiplied by the contour interval is the distance above or below the starting value.

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(5) If the desired point is on a contour line, its elevation is that of the contour line.

(6) For estimating elevation of a point between contours, most military needs are satisfied by estimating elevation to an accuracy of one half the contour interval.

(7) To estimate the elevation to the top of an unmarked hill, add half the contour interval to the elevation of the higher contour line around the hill.

(8) To estimate the elevation of the bottom at a depression, subtract half the contour interval from the value of the lowest contour line around the depression.

3. TERRAIN FEATURES.

a. Terrain features can best be described by using the hand technique.

(1) Make a fist:

(a) Finger- represents finger on the ground.

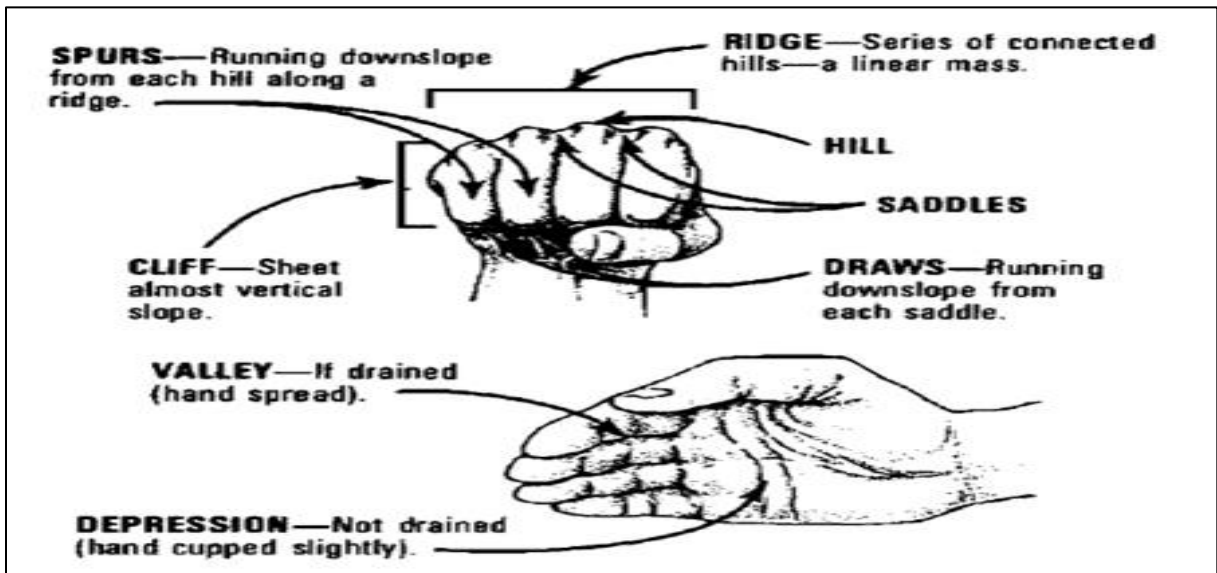
(b) Knuckles- top of ridge.

(c) One Knuckle- hill.

(d) Saddle- In between your knuckles.

(e) Draw- In between your fingers.

(f) Cliff- side of your hand.



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(2) Make a palm:

(a) Depression- hand cupped slightly to show low point in ground.

(b) Valley- in between two mountains/hills.

b. **Hill**. A point or small area of high ground. Contour lines will represent the hill by being a closed loop within a small area on the map. When you are located on a hilltop the ground slopes down in all directions.

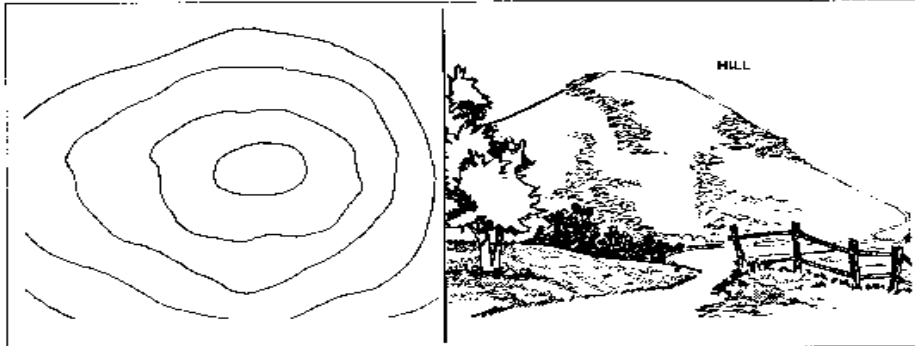


Figure 10-17. Hill.

c. **Draw**. A less developed stream course in which there is essentially no level ground, and therefore, little or no maneuver room within its confines. The ground slopes upward on each side and towards the head of the draw. Draws occur frequently along the sides of ridges. Contours indicating a draw are V shaped, with the point of the “V” toward the head of the draw.

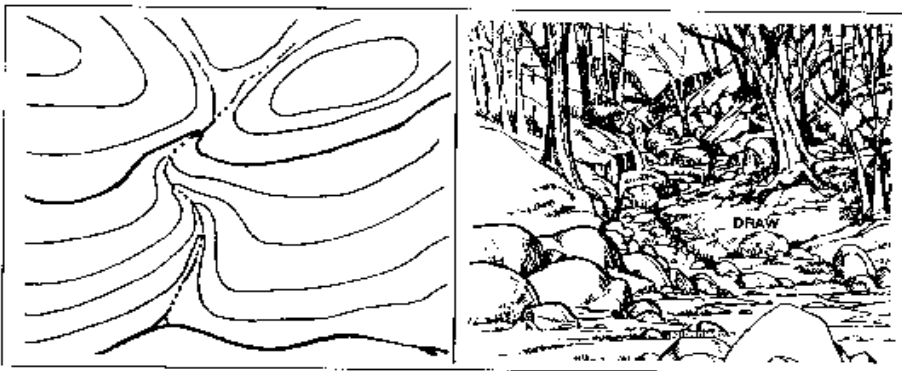


Figure 10-22. Draw.

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d. **Finger.** A usually short continuously sloping line of higher ground, normally jutting out from the side of a ridge. A finger is often formed by two cutting draws down the side of a ridge.

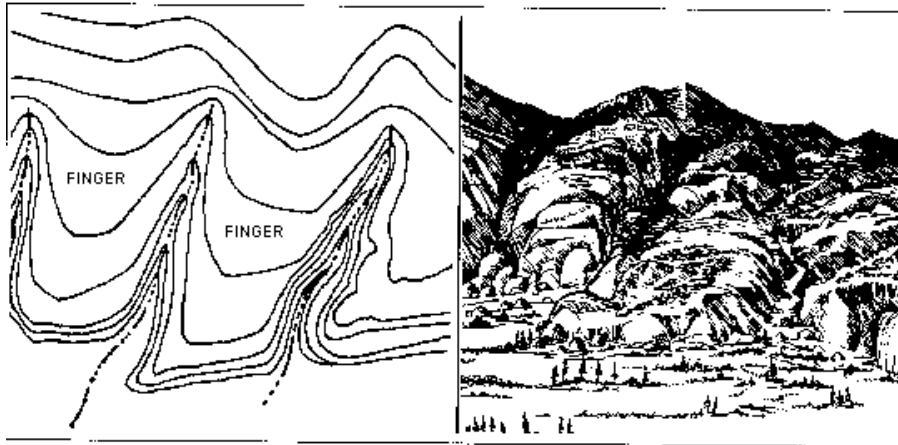
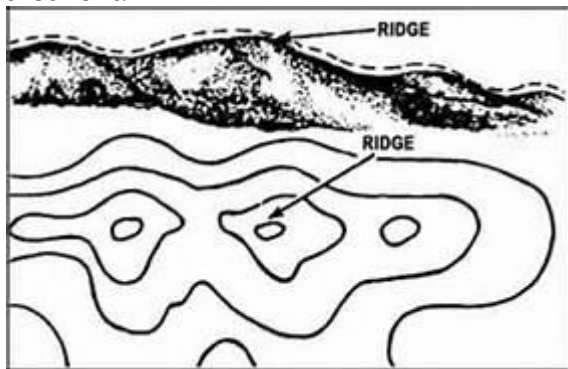


Figure 10-23. FINGER

e. **Ridge.** A line of high ground, with normally minor variations along its crest. The ridge is not simply a line of hills. All points of the ridge crest are appreciably higher than the ground around it.



f. **Saddle.** A dip or low point along the crest of a ridge. A saddle is not necessarily the lower ground between two hilltops. A saddle is simply a dip or break along an otherwise level ridge crest.

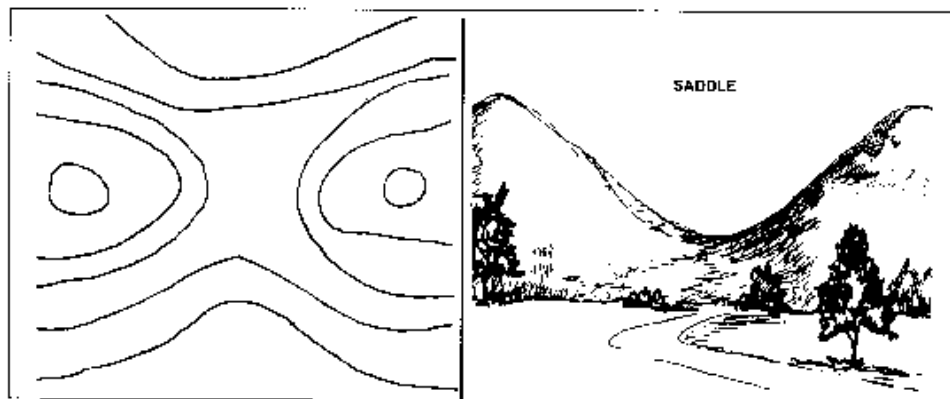


Figure 10-18. Saddle.

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g. **Cliff.** A vertical or near vertical slope. When a slope is so steep that it cannot be shown by the contour interval, it is shown by ticked "carrying" contours. The tick marks always point toward lower level of elevation.

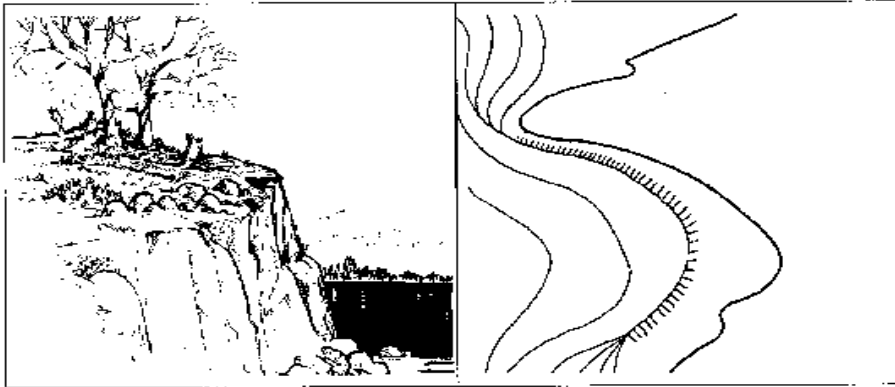


Figure 10-24A. Cliff.

h. **Depression.** A low point or sinkhole surrounded on all sides by higher ground. Tick marks are used in conjunction with contours to show the lower elevation of a depression. One additional contour with tick marks will be used for each depth equal to the contour interval of the map.

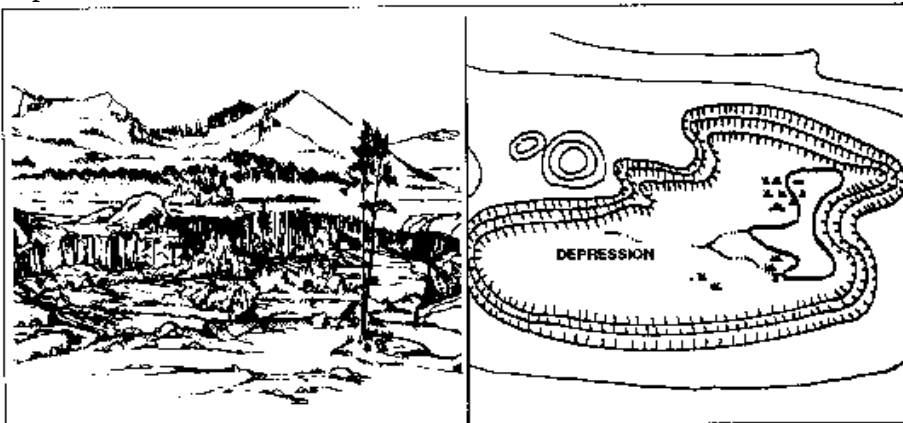


Figure 10-21. Depression.

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i. **Cuts and Fills.** Man-made features by which the bed of a road or railroad is graded or leveled off by cutting through high areas and filling low areas along the right of way. Tick marks are used on a fill to show the lower elevation. The tick marks will point away from linear features such as roads, railroad tracks, and trails. The contours on a cut are parallel to the linear feature. Cuts are formed by removing the high areas along the linear features path.

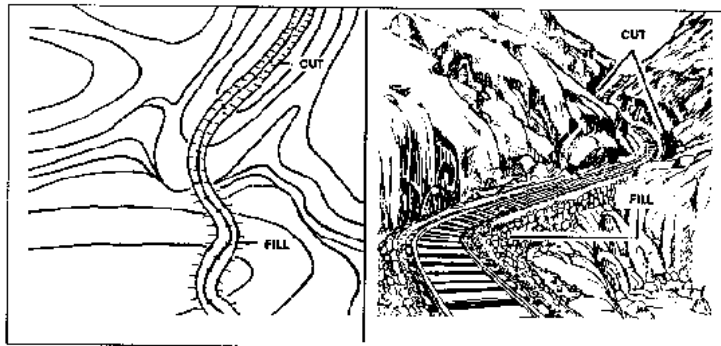
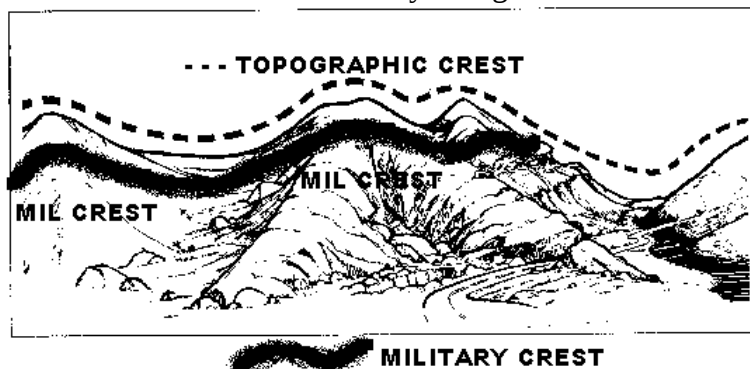


Figure 10-25. Cut and Fill.

j. **Military Crest.** An area on the slope of a hill or ridge just below the topographic crest from which maximum observation and direct fire can be obtained. Using the military crest reduces the chances of a unit sky lining itself.



k. Relief Features

(1) **Slopes.** The spacing of the contour lines indicates the nature of the slopes.

(a) **Uniform steep slope.** Contour lines evenly spaced and close together indicate a uniform steep slope. The closer the contour lines are to each other the steeper the slope.



Figure 10-7. Uniform, steep slope.

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(b) **Uniform gentle slopes.** Contour lines evenly spaced and wide apart indicate a uniform gentle slope.

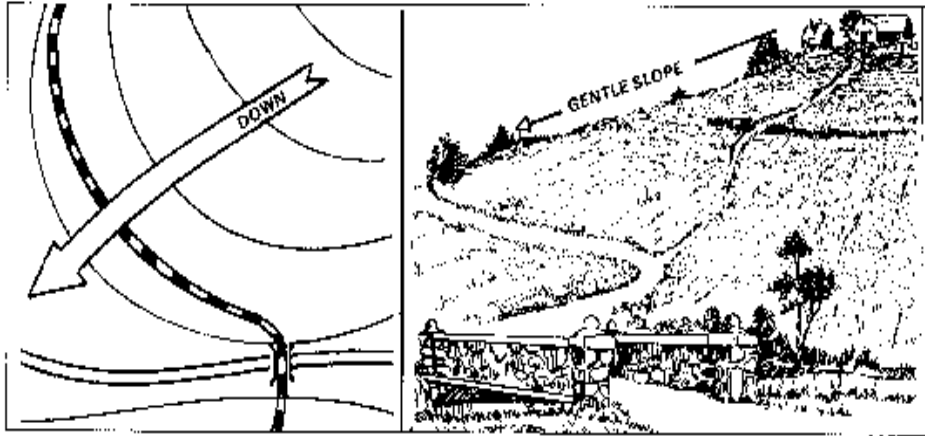


Figure 10-6. Uniform, gentle slope.

(c) **Convex slope.** Contour lines widely spaced at the top and closely spaced at the bottom. An observer at the top of a convex slope cannot observe most of the slope, or the terrain at the bottom. The farther up the slope, the easier it is to climb.



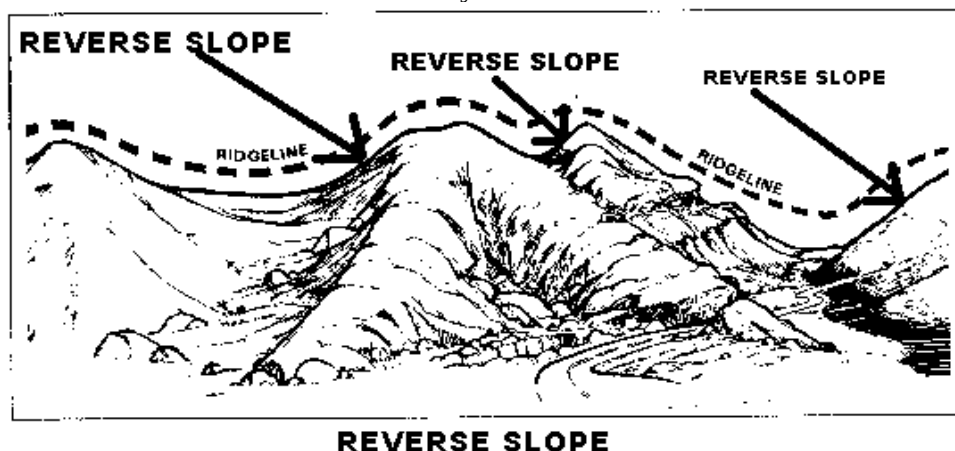
Figure 10-9. Convex slope.

(d) **Concave slope.** Contour lines are closely spaced at top and widely spaced at bottom. An observer at the top of the concave slope can observe the entire slope and the terrain at the bottom. The farther up the slope, the more difficult it is to climb.



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(e) **Reverse Slope**. Any slope, which descends away from the enemy. A reverse slope defense reduces the chance of enemy observation and thus the effects of direct and indirect fire.



4. MAP READING.

a. **Orienting the Map.** There are two methods to orienting a map.

(1) **Inspection Method.** Compare the features on the map to the actual terrain and rotate the map until they are aligned.

(2) **Compass Method.** With the map in a horizontal position, place the straight edge of the compass on any north-south grid line. Rotate the map and compass until the north arrow and the black index line form the same V-shaped angle corresponding to the declination diagram.

b. **Grid Square Identification.** The Reading Rule is important to understand how to apply the map reading rule to identify a grid square and locate a point within a grid square. Based on military principle, the map reading rule is “**read right, and then read up.**” The following section will demonstrate how to find the 94 / 62 grid square.

(1) Start by reading from left to right using the vertical lines. Then from bottom to top using the horizontal grid lines.

(2) The coordinates of a grid square are found by combining the values of the vertical and horizontal grid lines that form the lower left-hand corner of the grid square.

(3) First read right to the vertical grid line that forms the left (western) boundary of the grid square and record the principle digits.

(4) Next read up on the horizontal grid line that forms the bottom (southern) boundary of the grid square and record the principal digits.

(5) The combination of the principal digits that label the vertical grid line and horizontal grid line are the identification of the grid or its coordinates.

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(6) A four-digit grid coordinate locates a point to within 1000 square meters, inside the grid square.

j. Grid Square Identification Practical Application.

(1) To find the 96 / 64 grid square on the map, count the vertical lines using the principal digits as a reference moving from the left-hand side of the map, towards the right-hand side before stopping at the 96 easting. “Read right.”

(2) To find the 96 / 64 grid square on the map, count the horizontal lines using the principal digits as a reference moving from the bottom of the map towards top before stopping at the “64” northing. “Read up”.

(3) To check the answer: The 96 / 64 grid square has a large, green “2” in the middle of it.

(1) Start by reading from left to right using the vertical lines (“eastings”). This is what “read right” means. Example: To find the “94” easting, “read right”. Start on the left side of the map, then move right past the “93” easting to the “94” easting.

(2) Then from bottom to top using the horizontal grid lines (“northings”). This is what “then read up” means. Example: to find the “62” northing, “then up”. Start at the bottom of the map and read up to the 62 northing, which happens to be the first northing on the map.

(3) Determine the coordinates of the grid square by combining the principal digit values of the vertical grid line (“easting”) and the horizontal grid line (“northing”) from where they intersect at the bottom left side of the grid square. The combination reads: 94 (“read right”) / 62 (“then read up”). Example: Follow the 62 northing to the left until it intersects with the 94 easting. This is the bottom left-hand side of the 94 / 62 grid square.

(4) First read the vertical grid line that forms the left (western) boundary of the grid square and record the principle digits. Example: 94.

(5) Next read the horizontal grid line that forms the bottom (southern) boundary of the grid square and record the principal digits. Example: 62.

(6) The combination of the principal digits that label the vertical grid line and horizontal grid line are the identification of the grid or its coordinates. Example: 94 / 62. The 94 / 62 grid square has the word “Tower” in the centered in the top third of the square.

(7) A four-digit grid coordinate locates a point to within 1000 square meters, inside the grid square.

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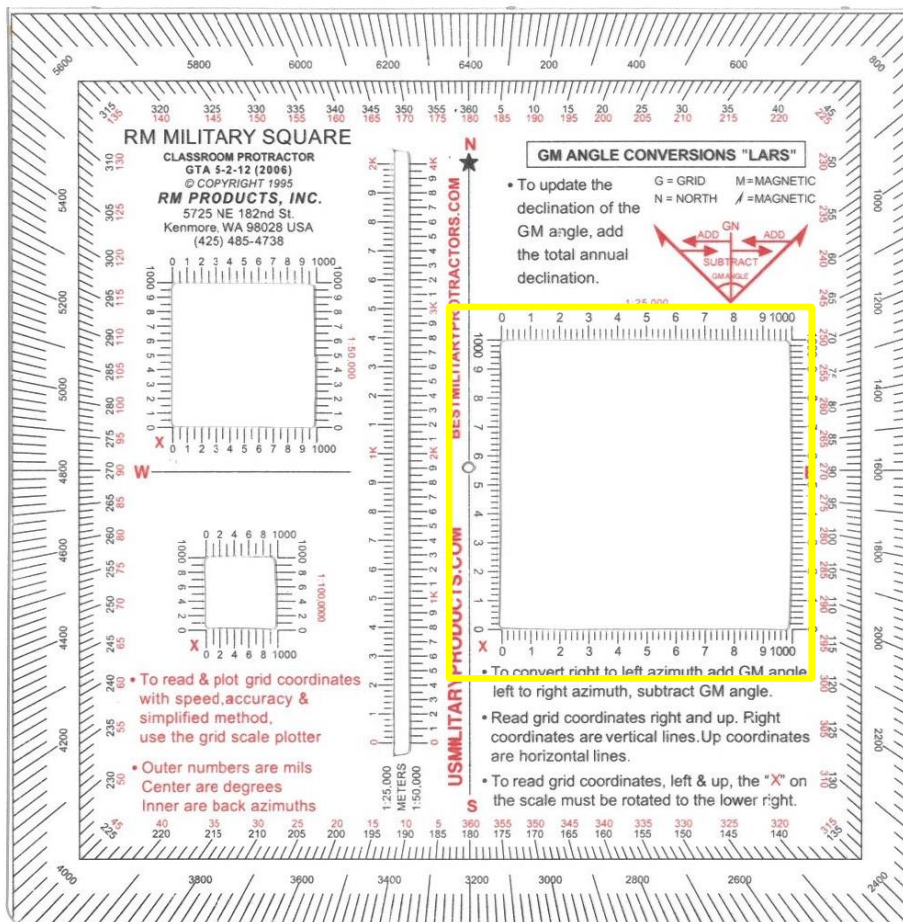
5. THE PROTRACTOR.

a. The Coordinate Scale.

(1) The Military Grid Reference System (MGRS) protractors contain scales that apply to more than just the OCS Land Navigation Special Map. These scales are the cut-out segments of the protractor where there is no plastic. These are called Coordinate Scales.

(2) The protractors issued to candidates have 3 different coordinate scales. The size of the map that correlates with the coordinate scale are written in red letters on the right hand of the cut-out squares.

(3) For purposes of OCS, candidates will only use the 1:25,000 scale. Note: a method to ensure the user is plotting points with the right scale is to place the protractor on the map and align the scale with a grid square. If it is the proper scale, it will be the same size as the grid squares on the map.



b. Using the Coordinate Scale. A coordinate scale divides a grid square more accurately than can be done by estimation and the results are more consistent.

(1) When the protractor is placed on top of a grid square, the coordinated scale subdivides

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each of the 1000m x 1000m grid squares into more precise measurements illustrated by numbered and unnumbered tick marks.

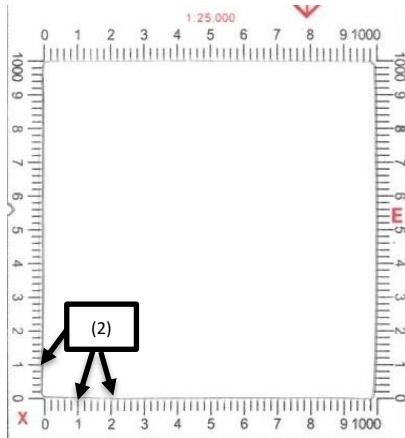


Figure 2

(2) There are 10 numbered tick marks (excluding “0”) along the vertical and horizontal axis of the Coordinated Scale. Since the square itself aligns with a grid square that represents 1000 meters by 1000 meters, each numbered tick mark represents changes in intervals of 100 meters. On Figure 2 if the Red “X” is aligned beneath the bottom left corner of the grid square, the number “1” on the horizontal section of the Coordinated Scale identifies a position exactly 100m east from the intersection of the northing and easting, the number “2” represents 200m from the intersection.

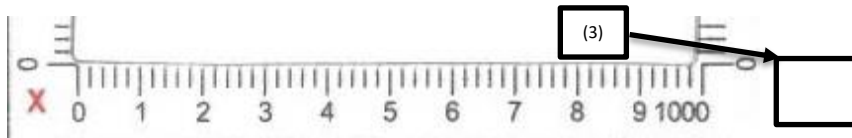


Figure 3

(3) There are 4 unnumbered tick marks between each of the numbered tick marks. Since the numbered tick marks represent intervals of 100 meters, the unnumbered tick marks each represent changes in 20 meters. On Figure 3, the first tick mark past the numbered “7” tick mark represents 720 meters of distance from the red “X.”

(4) The spaces between the unnumbered tick marks represent distances of 10 meters. On Figure 3, the space between the numbered “7” tick mark and the next unnumbered tick mark represents 710 meters distance from the red “X”.

(5) The vertical and horizontal scales on the Coordinate Scale are identical and both are used when finding a point on the map. Write the given grid coordinate down with a slash between the fourth and fifth digits. Next, underline the first two digits of each group of four numbers. The grid coordinate 97326371 would look like this: 9732/6371. The underlined numbers are the ones that identify the grid square; the other numbers will allow us to find a point within that grid square to within 10 meters.

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(6) Keeping the horizontal scale on the bottom of the grid square, slide the protractor to the LEFT until the horizontal grid line (the first two numbers) crosses the scale at the point specified by the third and fourth digits. In this case, grid line 97 would cross the scale at 3.8, or FOUR tick marks past 3.

(7) Then make a mark with your pen on the map along the horizontal scale at 6.7, or one tick mark between 3 and 4 tick marks above 6.

6. PLOTTING GRID COORDINATES ONTO THE MAP.

a. When Marines receive grid coordinates from an operations order, fragmentary order, or position report, they are communicated in sequences of even numbers.

(1) Four-digit grid coordinates represent a location within a 1000 meter by 1000-meter radius. Example: 98 / 54. The digits “9” and “5” signify increments of 10,000 meters. The digits “8” and “4” signify the increments of 1,000 meters. At the coordinates 98000 / 54000, the point is directly beneath the bottom left corner of the grid square (98000 / 54000).

(2) Six-digit grid coordinates represent a location within a 100 meter by 100-meter radius. Example: 987 / 543. The digits “7” and “3” signify the increments of 100 meters in the six-digit grid. At the coordinates 98700 / 54300, the point is 700 meters to the right, and 300 meters up from the bottom left corner of the grid square (98000 / 54000).

(3) Eight-digit grid coordinates represent a location within a 10 meter by 10-meter radius. Example: 9876 / 5432. The digits “6” and “2” signify the increments of 10 meters in the eight-digit grid. At the coordinates 98760 / 54320, the point is 760 meters to the right and 320 meters up from the bottom left corner of the grid square (98000 / 54000).

(4) Ten-digit grid coordinates represent a location within a 1 meter by 1 meter radius. Example 98765 / 54321. The digits “5” and “1” signify the increments of 1 meter in the ten-digit grid. At this coordinate, the point is 675 meters to the right and 321 meters up from the bottom left corner of the grid square (98000 / 54000).

(5) At OCS, candidates will use 8-digit grid coordinates unless otherwise instructed.

(6) Candidates are recommended to split grid coordinates in half to make the plotting process easier. Example: 97326371 and 9732 / 6371.

b. When reading a sequence of grid coordinates, users will use the Map Reading Rule to assist the process of plotting points. **“Read right and then read up”**.

(1) An easy way to remember where to start when plotting points is to apply the “Read right and then up” to the sequence of grid coordinates.

(2) In an eight-digit grid, the first four digits correlate to “read right”, and the second four digits correlate to “then read up”.

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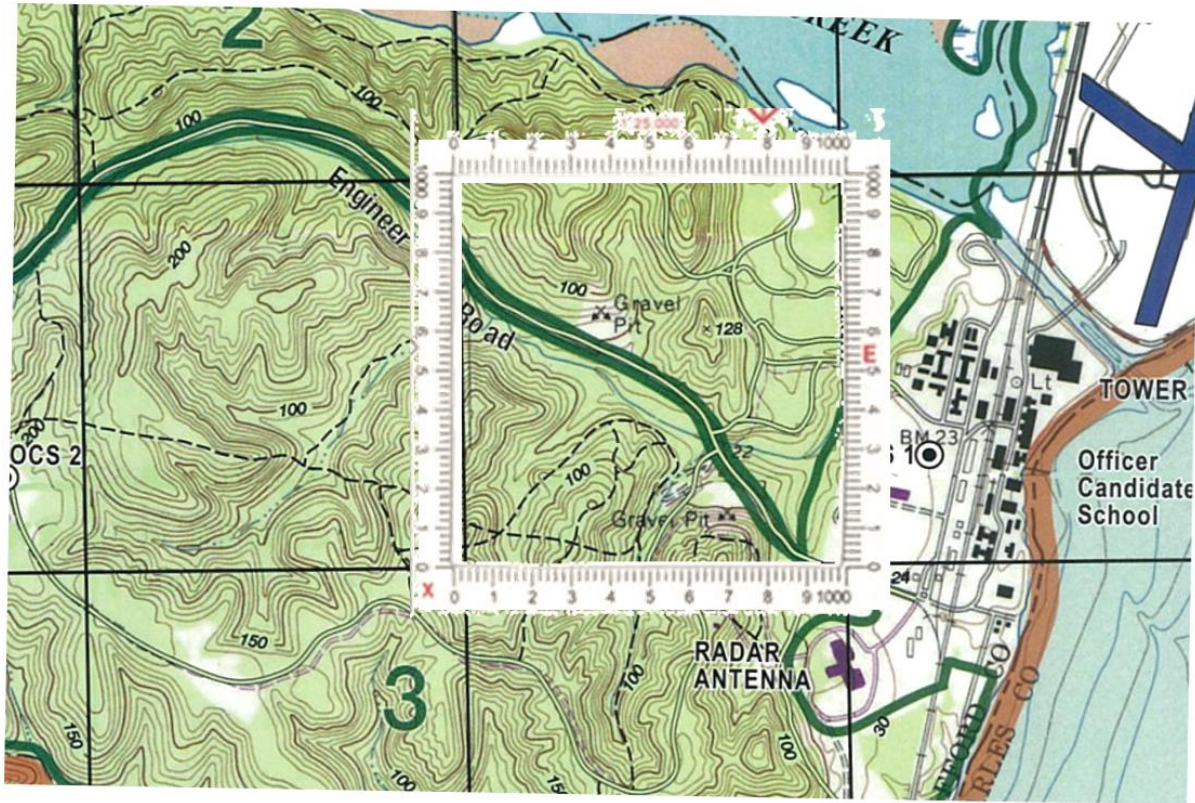


Figure 4

(3) For example: When given the grid 9732 6371, the “9732” half of the grid is the value that represents how far to “read right”. In Figure 4, the Coordinate Scale is over the 97 / 63 grid square. This means that the user has already accounted for the “97” in 9732.

(4) In an eight-digit grid, the last four digits of the coordinates correlate to the “Read up” portion of the rule. In Figure 4, the Coordinate scale is over the 97 / 63 grid square, which means that the user has accounted for the “63” in 6371.

(5) Another example is the grid 9789 6271. In this 8-digit grid, the user will read “9789” to the right from the left-hand side of the map, and “6271” up from the bottom of the map.

c. Plotting an 8-Digit Grid. There are several methods to plot grid coordinates on a map. The student outline will explain one method for determining the location of a grid coordinate on the map. The example used in the student outline will be the same one used during the platform instruction. The grid coordinates for the point to plot on the map is 97326371.

(1) Write down the coordinate in an easy-to-read format. Example: 9732 / 6371.

(2) Following the Map Reading Rule, we will “Read right and then up” to identify the correct grid square. Example: “Read right” to find the 97 easting. “Read up” to find the 63 northing. Figure 5 shows the correct grid square.

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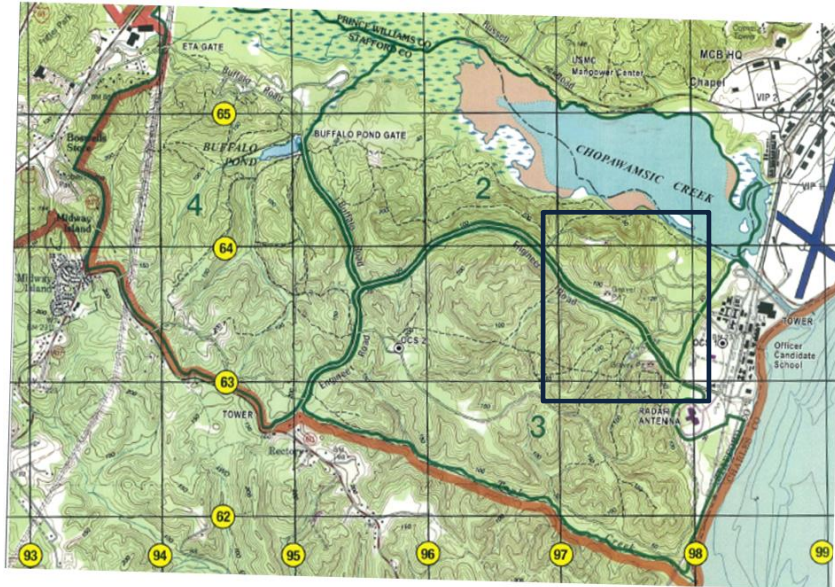


Figure 5

(3) Following the Map Reading Rule, we will “Read right and then read up” to identify the correct grid square. Example: “Read right” to find the 97 easting. “Read up” to find the 63 northing. Figure 5 shows the correct grid square.

(2) The two methods are identical up until finding the hundreds and the tens values along the horizontal axis. Example: 9732 / 6371. Start with the protractor on top of the grid square (see figure 6 for reference).

(3) **ROTATE THE PROTRACTOR** so that the Red “X” is outside the right vertical line of the grid square and beneath the same horizontal line of the grid square. See Figure 10.

(4) To find the hundreds and tens values for the horizontal axis, shift the protractor to the **RIGHT** until the hundreds value is over the vertical grid line on the **LEFT** side of the grid square. Example: to find the hundreds value in 97**3**2, shift the protractor to the **RIGHT** until the numbered tick mark “3” is resting on top of the vertical grid line on the **LEFT** of the grid square.

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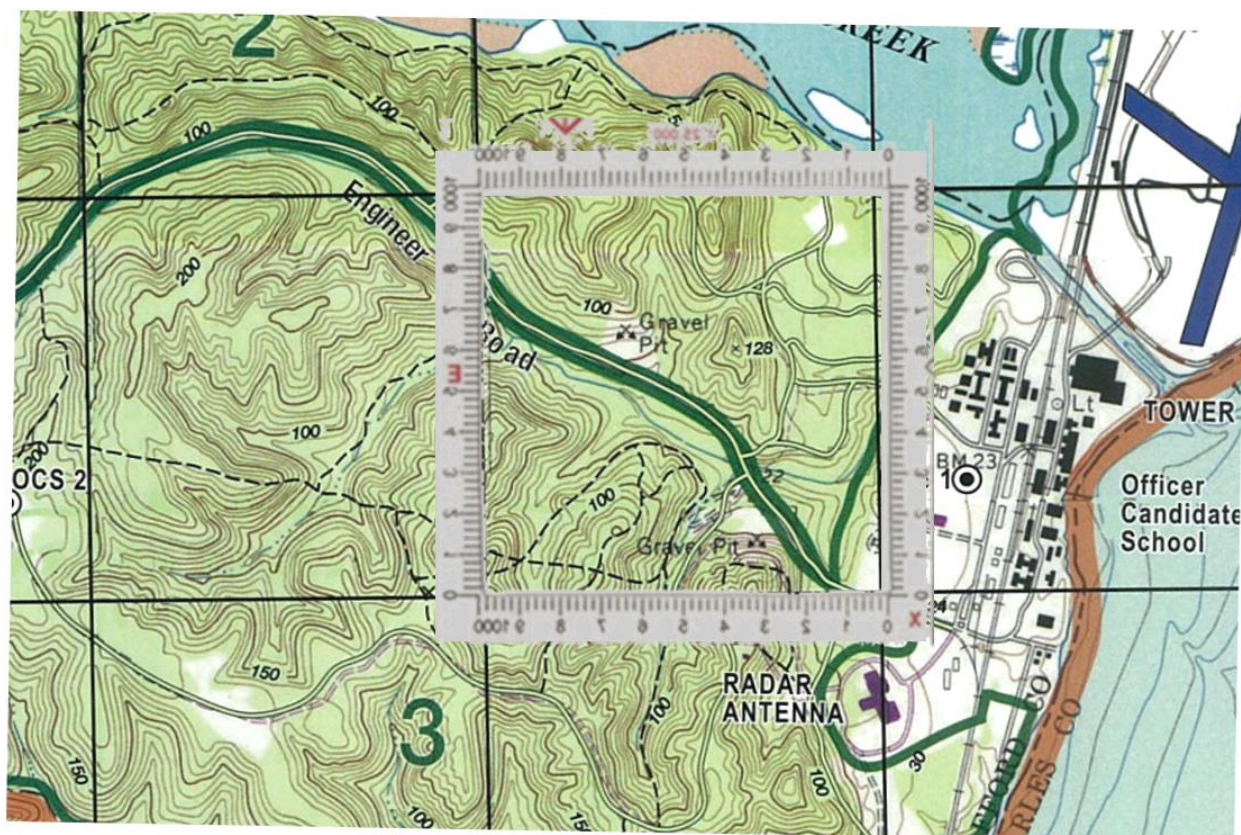


Figure 10

(5) Adjust the protractor **RIGHT** using the unnumbered tick marks and spaces between them to find the tens value. Example: To find 9732, shift the protractor **RIGHT** so that the first unnumbered tick mark to the left of the numbered “3” tick mark is resting on the vertical grid line on the **LEFT** side of the grid square. See Figure 11.

(6) Note: this method still follows the Map Reading Rule because the protractor was inverted. Even though the protractor is moving to the left, the user is still ultimately finding the value as it moves to the right from the start point of the grid square.

(7) At this point, users must “Read Up” to find the hundreds and tens values along the vertical axis. **DO NOT MOVE THE PROTRACTOR.**

(8) Example: To find the hundreds value in 6371, use the vertical coordinate scale on the protractor and count up 7 numbered tick marks. **DO NOT MOVE THE PROTRACTOR.**

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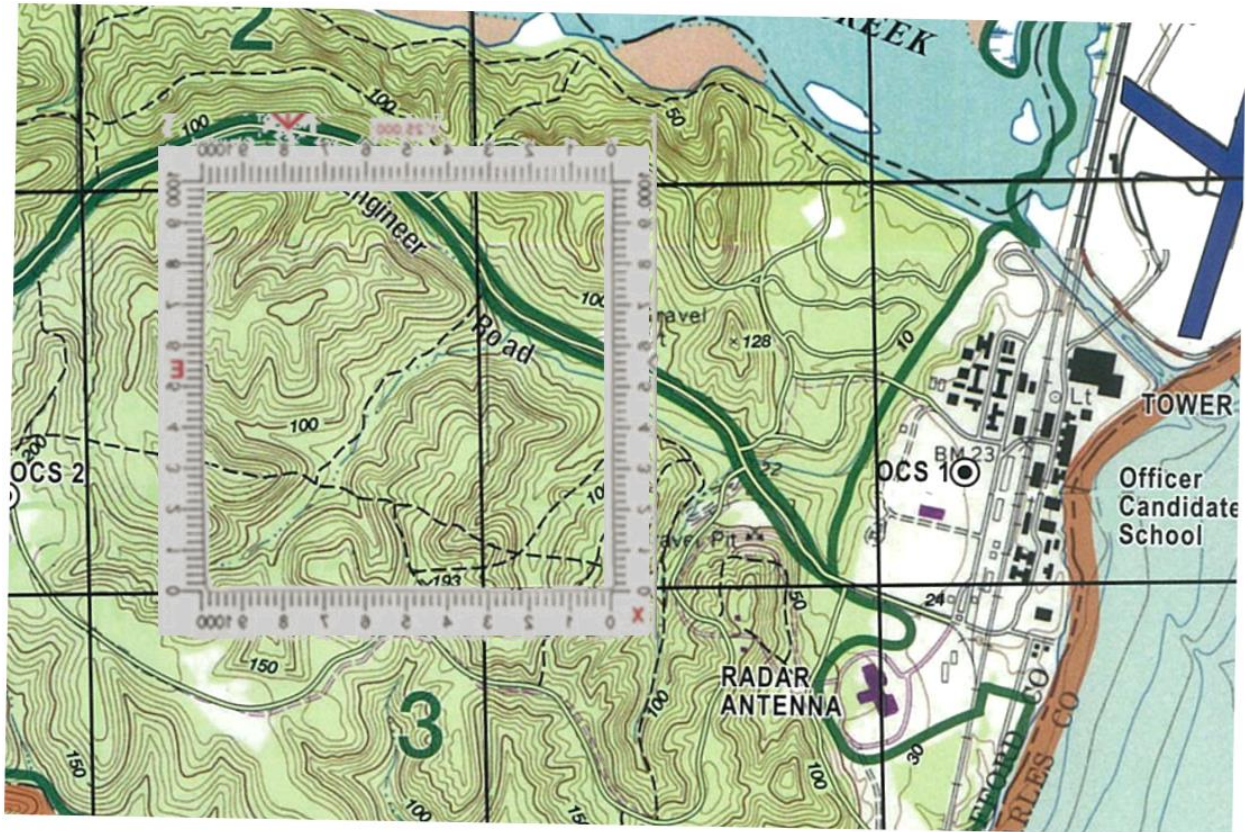


Figure 11

(9) Example: To find the tens value in 6371, count the number of spaces and unnumbered tick marks moving up from the “7” numbered tick mark. Since the tens value is odd in this example, the point will fall between the numbered “7” tick mark and the subsequent unnumbered tick mark. See figure 12 for an example.

(10) Using a map pen, mark the point. Example: Using a map pen, mark a small dot in the space between the numbered tick mark “7” and the first unnumbered tick mark. Note: Mark as closely to the **RIGHT** edge of the protractor as possible to maintain an accurate easting (“read right” value). See Figure 12.

(11) Note: The imagery does not perfectly reflect the location of the points on the map. Even though the marks appear to be in different places on the pictures, both methods are viable processes to properly plot a point.

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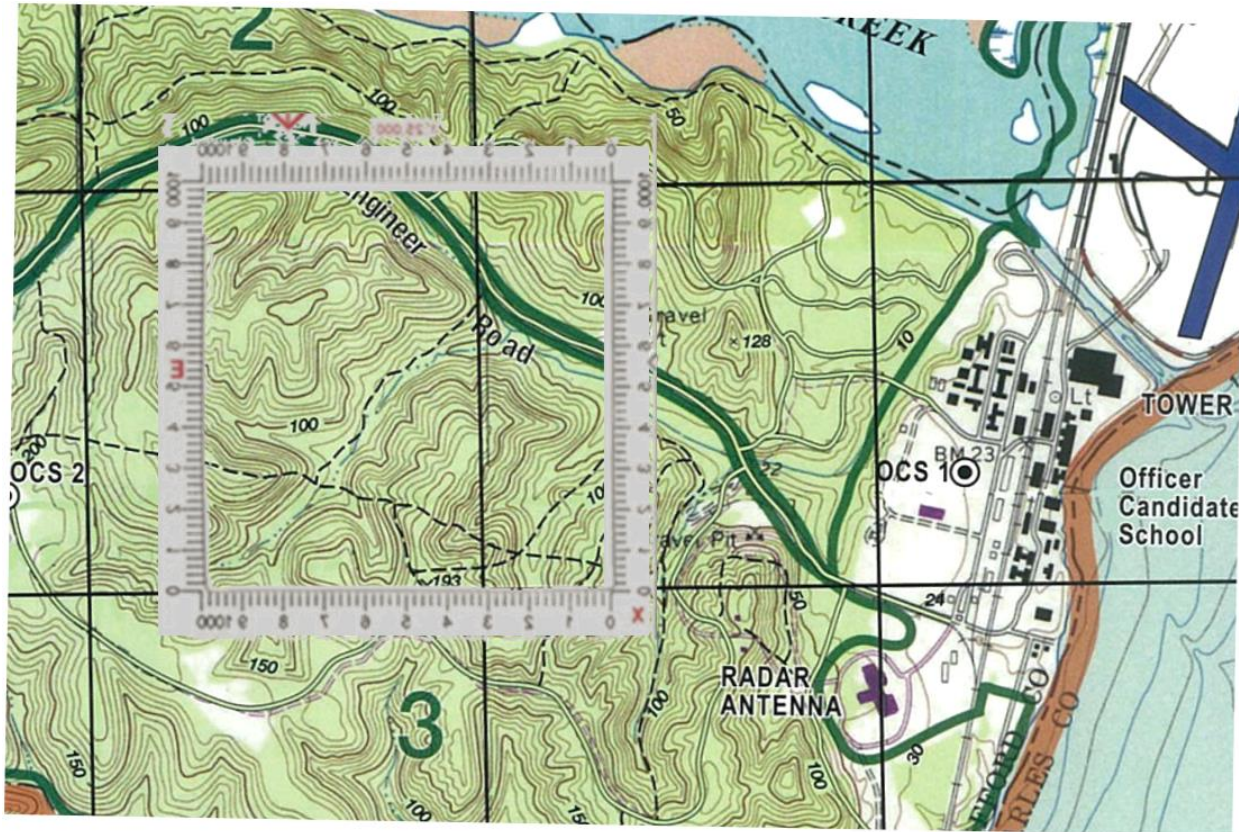


Figure 12

7. RETRIEVING A GRID FROM THE MAP.

- Locate the desired point to identify. Using the rotate method, place the coordinate scale on top of the grid square, as previously described.
- Slide the scale to the **RIGHT**, until the vertical scale is on top of the point, terrain feature, or symbol. If it is a large point, terrain feature, or symbol, put the vertical scale on the center.
- Record the first two numbers from the easting and northing values found from the principal digits. (This should equate to a four digit grid).
- To find the hundreds and tens values of the easting coordinate, use the horizontal coordinate scale and read the value directly under the point. Then write down the number value of the point along the horizontal scale of the protractor where the symbol is located.
- To find the hundreds and tens values of the northing coordinate, use the vertical coordinate scale and read the value directly next to the point. Then write down the number value of the point along the vertical scale of the protractor where the symbol is located.
- This is the eight-digit grid of the point on the map.

8. MEASURING DISTANCE. Topographical maps tell us straight-line distance: the shortest

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distance between two points or, "as the crow flies."

a. To determine a straight-line ground distance between two points on a map, lay a straight edge piece of paper on the map so that the edge of the paper touches both points.

b. Make a mark on the edge of the paper at each point.

c. Since symbols are positioned on a map in such a manner that the centers of the symbols remain in its true location, always use the center of the symbol to make your tick mark.

d. Move the paper down to the graphic scale and read the ground distance between the two points. First determine the full units of measure by placing the straight edge of the paper at the extreme right of the scale. Then determine the remaining tenths of units of measure on the extension scale. This gives the distance to the nearest 100 meters.

9. **TYPES OF AZIMUTHS.** The most common military method of expressing a direction is by using azimuths. An azimuth is defined as a horizontal angle, measured in a clockwise manner from a north base line. There are two types:

a. **Magnetic Azimuth.** A horizontal angle measured clockwise from magnetic north. A magnetic azimuth can be read directly from a compass but not from a map.

b. **Grid Azimuth.** A horizontal angle measured clockwise from a grid north line. A grid azimuth can be measured directly from a map showing grid north lines.

10. **MEASURING A GRID AZIMUTH.**

a. Plot two eight-digit grid coordinates.

b. Connect them with a straight line.

(1) Place the index point of the protractor on the point from which you want to measure the azimuth.

(2) Ensure the grid alignment lines are parallel to the north and south grid lines on the map.

(3) Ensure the square edges of the protractor are aligned with the east or west horizontal gridlines.

(4) Read the value off the protractor where the line crosses the rounded edge. Make sure to read the proper scale.

11. **CONVERTING AZIMUTHS.** The GM angle will allow you to take an azimuth from a map (grid azimuth) and convert it to a bearing (magnetic azimuth) which can be used with a compass.

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a. The GM angle is the difference in degrees between a grid azimuth and the magnetic azimuth for a certain area. The magnetic azimuth changes depending on where you are in relation to the North Pole, i.e., different locations will have different GM angles. For example, the GM angle you will use while at Officer Candidates School is 10 degrees.

b. The Declination Diagram shows the relationship between the local magnetic azimuth and the grid azimuth. On newer maps, the instructions are written out next to the declination diagram.

c. If the map does not contain instructions, there are two simple methods to determine whether the GM Angle should be added or subtracted.

(1) Look at the declination diagram and determine the direction between the line representing grid north and the line representing magnetic north.

(2) Put your finger on the grid north line, now move it to the magnetic north line. If you moved left, you should add the angle between grid and magnetic; if you moved right, you should subtract. This concept of **LEFT ADD, RIGHT SUBTRACT** is known as the LARS Rule.

REFERENCE(S):

1. Map Reading and Land Navigation (TC 3-25.26)

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TERMINAL LEARNING OBJECTIVE(S):

(1) With the aid of references, embody the Marine Corps philosophy of warfighting by applying the tenets to dictate an approach to duty, in war, in crisis, and in peace. (MCS-LDR-1009)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, define the Nature of War in accordance with MCDP-1. (MCS-LDR-1009a)

(2) Without the aid of references, define the Theory of War in accordance with MCDP-1. (MCS-LDR-1009b)

(3) Without the aid of references, define Preparing for War in accordance with MCDP-1. (MCS-LDR-1009c)

(4) Without the aid of references, define the Conduct of War in accordance with MCDP-1. (MCS-LDR-1009d)

1. WARFIGHTING (MCDP-1).

a. MCDP-1 describes the warfighting philosophy of the United States Marine Corps.

b. The post-Vietnam era was a period of intellectual reformation within the U.S. military establishment. The public and military leaders believed that we had lost the war in Vietnam and were intent on taking significant corrective action to ensure the same mistakes would not be made twice. Although the war was identified to be a quantitative success, it was perceived that we did not achieve our political objectives. Concurrently, the Marine Corps was facing scrutiny for its existence during a period of peacetime and rebalancing of funds toward domestic agendas. Lastly, the Marine Corps' quest to solidify its niche role for service to the nation ultimately led it to achieve its required intellectual renaissance.

c. In 1989, General Gray, 29th Commandant of the Marine Corps, declared that every officer was charged to read and re-read this foundational text, to understand it, and to take its message to heart. MCDP-1 (at the time, Fleet Marine Force Manual 1 or FMFM-1) refined and expanded our philosophy on Warfighting, taking into account new thinking about the nature of war and the understanding gained through participation in extensive operations.

d. It provides a conceptual approach to maneuver warfare that emphasizes generating the greatest decisive effect against the enemy at the least cost to friendly forces.

2. CHAPTER 1 - THE NATURE OF WAR.

a. War Defined. The definition of war is a violent clash of interests between or among organized groups characterized by the use of military force. Warfighting says the essence of war is opposing irreconcilable wills.

b. Characteristics of War. The following are some characteristics of Warfighting, as it pertains to the nature of war:

(1) Friction.

(a) May be mental: as in indecision over a course of action to take.

(b) May be physical: as in effective enemy fire or a terrain obstacle.

(c) May be internal: caused by such factors as a lack of a clearly defined goal, lack of coordination, complicated or unclear plans, complex task organizations or command relationships, or complicated technologies.

(d) May be external: imposed by enemy action, weather, or mere chance.

(2) Uncertainty: all actions in war will be based on incomplete, inaccurate, or even contradictory information. At best, we can hope to determine possibilities and probabilities. Non-linearity is inherent, and defined as: a system in which the causes and effects are disproportionate i.e. there is randomness in the outcome. The Marine Corps Planning Process is the formulaic model by which we as an institution solve problems. We begin by problem framing – we must conduct analysis of the uncertainty to fully comprehend and distinguish what we know and don't know.

(3) Fluidity. Each episode in war is the temporary result of a unique combination of circumstance, presenting a unique set of problems and requiring an original solution. Nevertheless, no episode can be viewed in isolation. Rather, each episode merges with those that precede and follow it—shaped by the former and shaping the conditions of the latter—creating a continuous, fluctuating flow of activity replete with fleeting opportunities and unforeseen events. Since war is a fluid phenomenon, its conduct requires flexibility of thought. Success depends in large part on the ability to adapt—to proactively shape events to our advantage as well as to react quickly to constantly changing conditions.

(4) Disorder. Like the other attributes of war, disorder is an inherent characteristic of war; we can never eliminate it. In the heat of battle, plans will go awry. Instructions and information will be unclear and misinterpreted, communications will fail, and mistakes and unforeseen events will be commonplace. It is precisely this natural disorder which creates the conditions ripe for exploitation by an opportunistic will. As the situation continuously changes, we are forced to improvise again and again until finally our actions have little, if any, resemblance to the original scheme.

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(5) Complexity. In reality, each belligerent is not a single, homogeneous will guided by a single intelligence. Instead, each belligerent is a complex system consisting of numerous individual parts. As a result, war is not governed by the actions or decisions of a single individual in any one place but emerges from the collective behavior of all the individual parts in the system interacting locally in response to local conditions and incomplete information. A military action is not the monolithic execution of a single decision by a single entity but necessarily involves near-countless independent, but interrelated decisions and actions being taken simultaneously throughout the organization.

(6) The Human Dimension. Not all wills are equal. People react differently to stress; actions that undermine the will of one enemy may only serve to stiffen the resolve of another.

(7) Violence and Danger. Essential to victory is bloodshed, destruction, and suffering.

(8) Physical, Moral, and Mental Forces. Physical and mental are easier to quantify with intelligence gathering and study of our enemy. However, morality is qualitative and tougher to gauge.

(9) The Evolution of War. The major catalyst of change is the advancement of technology. As the hardware of war improves through technological development, so must the tactical, operational, and strategic usage adapt to its improved capabilities both to maximize our own capabilities and to counteract our enemy's. We have to adapt our methodologies as technology evolves.

(10) The Science, Art and Dynamic of War. The conduct of war is fundamentally a dynamic process of human competition requiring both the knowledge of science and the creativity of art but driven ultimately by the power of human will. Human competitive nature requires creative application of knowledge.

3. CHAPTER 2 - THEORY OF WAR.

a. War as an Act of Policy. War is an extension of both policy and politics with the application of military force. Politics refers to the distribution of power through dynamic interaction, both cooperative and competitive among officials who write and enact policy. Policy refers to the conscious objectives established within the political process.

b. War must serve policy, and if policy (or strategic objectives) have not been clearly issued to military leaders (to protect and defend America's interests and ideals), military leaders must request this or provide guidance to policy decision makers.

“War must serve policy. Why? Because if war is part of policy, policy will determine its character. As policy becomes more ambitious and vigorous, so will war, and this may reach the point where war attains its absolute form.”
– On War Carl Von Clausewitz

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c. The Spectrum of Conflict. Conflict can take a wide range of forms constituting a spectrum which reflects the magnitude of violence involved. At one end of the spectrum are those actions referred to as military operations other than war in which the application of military power is usually restrained and selective. At the other end of the spectrum is general war, a large-scale, sustained combat operation such as global conflict between major powers.

d. Levels of War. Levels for the application of war permeate throughout the spectrum of conflict and can operate simultaneously within any phase.

(1) The Strategic Level. Strategy derives from policy objectives and is the sole authoritative basis for military operations. The strategic level of war involves the art of winning wars and preserving the peace.

(2) The Operational Level. Where we win campaigns

(a) Means- tactical employment of military combat power

(b) Ends – seizing strategic objectives

(3) The Tactical Level. Tactics are the concepts and methods used to accomplish a mission.

e. Styles of Warfare. From the spectrum of conflict for operations, and the levels of war, MCDP-1 further categorizes war into two different styles- attrition and maneuver.

(1) Attrition Warfare. Warfare by attrition pursues victory through cumulative destruction of the enemy's material assets by superior firepower. It is a direct approach to the conduct of war that sees war as a straightforward test of strength and a matter principally of force ratios. An enemy is seen as a collection of targets to be engaged and destroyed systematically. Enemy concentrations are sought out as the most worthwhile targets. The logical conclusion of attrition warfare is the eventual physical destruction of the enemy's entire arsenal, although the expectation is that the enemy will surrender or disengage before this happens out of unwillingness to bear the rising cost.

(2) Maneuver Warfare. Maneuver warfare stems from a desire to circumvent a problem and attack it from a position of advantage rather than meet it straight on. Rather than pursuing the cumulative destruction of every component in the enemy arsenal, the goal is to attack the enemy "system"- to incapacitate the enemy systematically.

f. Centers of Gravity (COG): Source of enemy's strength

g. Critical Vulnerabilities (CV): If areas of critical vulnerabilities are exploited, this will do the most significant damage to the enemy's will and their scheme of maneuver. The Marine Corps subscribes to the strategy of maneuver. We avoid the enemy's strength and we attack a gap in his system. We pit our strength against his weakness, gain a foothold, and pursue until we achieve destruction. We must also be fully aware, and mindful of our own weaknesses and vulnerabilities and guard against their destruction.

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4. **CHAPTER 3 - PREPARING FOR WAR.** The entire process for preparing for war is the responsibility of the CMC. You can see this depicted in the command structure. The CMC does not have any command over combat operations.

a. Future Years Defense Program (FYDP): is a 5–15-year future budgeted plan authorized by congress to man and equip the Marine Corps.

b. Force Planning. Optimization Models that produce required staffing and equipment to create a force that meets congresses' approved FYDP.

c. Organization. The application of the approved FYDP with the intent of organizing a scalable and tailorable MAGTF capable of executing combined arms.

d. Doctrine. Consists of writing/revising doctrine. Doctrine establishes a particular way of thinking about war and a way of fighting. It also provides a philosophy for leading Marines in combat. Our doctrine does not consist of procedures to be applied in specific situations so much as it sets forth general guidance that requires judgement in application. Therefore, while authoritative, doctrine is not prescriptive.

e. Professionalism. As military professionals charged with the defense of the Nation, Marine leaders must be true experts in the conduct of war. The people we provide a service to expect officers who have a solid foundation in military theory and knowledge to respond to the threats to America's ideals and interests.

f. Training. Training is the key to combat effectiveness and therefore is the main effort of a peacetime military. The Marine Corps has a very quantitative and qualitative curriculum for training each specific Military Occupational Specialty that ranges from individual to unit level skills.

g. Personnel Management. This is the process of Human Capital Management. A large component of staffing is talent management and ensuring the right Marine is assigned to the right job.

h. Equipping. Equipment should be easy to operate and maintain, reliable, and interoperable with other equipment. It should require minimal specialized operator training.

5. **CHAPTER 4 - CONDUCT OF WAR.**

a. The Challenge. You must be able to take action in an uncertain, chaotic, and fluid environment. You can create a competitive advantage through a bias for action after conducting mission analysis. This is best done through employing concepts of maneuver warfare:

“Maneuver warfare is a warfighting philosophy that seeks to shatter the enemy's cohesion through a variety of rapid, focused, and unexpected actions which create a turbulent and rapidly deteriorating situation with which the enemy cannot cope.”

-MCDP 1

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b. Philosophy of Command. Centralized command seeks to unify efforts under a single central authority. This authority accepts full responsibility for everything those efforts achieve or fail to achieve while allowing decentralized execution.

c. Decision making. Decision making is a time competitive process. Maneuver warfare favors a bias for action and a 70% solution, over deliberate calculation that forfeits the initiative to the enemy.

d. Mission Type Orders through Commander's intent: we issue the task and purpose and allow the freedom for the subordinate to take whatever steps necessary.

REFERENCE(S):

1. Warfighting (MCDP-1)
2. On War (Clausewitz)
3. The Art of War (Sun Tzu, translated by Samuel B. Griffith)