



Department of Defense Legacy Resource Management Program

PROJECT 95-10092

TRAINING TO FIGHT: Training and Education During the Cold War

David F. Winkler

July 1997

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TRAINING TO FIGHT: TRAINING AND EDUCATION DURING THE COLD WAR

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USACERL Special Report 97/99
July 1997

A Study Jointly Sponsored by:



Department of Defense Legacy
Program, Cold War Project



United States Air Force
Air Combat Command

Library of Congress Cataloging-in-Publication Data

Winkler, David F. (David Frank), 1958-

Training to fight: training and education during the Cold War /
David F. Winkler.

p. cm. -- (USACERL special report; 97/99)
"July 1997."

Includes bibliographical references (p.) and index.

1. Military education--United States--History--20th century.
2. Cold War. I. Title. II. Series: USA-CERL special report; 97/99.

U408.W55 1997

355.5'0973--dc21

97-27264

CIP

FOREWORD

The Department of Defense (DoD) Legacy Resource Management Program was established in 1991 to “determine how to better integrate the conservation of irreplaceable biological, cultural, and geophysical resources with the dynamic requirements of military missions.” One of Legacy’s nine task areas is the Cold War Project, which seeks to “inventory, protect, and conserve [DoD’s] physical and literary property and relics” associated with the Cold War.

In early 1993, Dr. Rebecca Hancock Cameron, the Cold War Project Manager, assisted by a team of DoD cultural resource managers, formulated a plan for identifying and documenting the military’s Cold War era resources. They adopted a two-pronged approach. The first phase was to conduct a series of studies documenting some of the nation’s most significant Cold War era sites. The second step had a much broader focus. Recognizing the need to provide cultural resource managers and historians with a national framework for future Cold War studies, the Cold War Project recommended conducting a series of theme and context studies that would examine the impact of prominent military weapon systems and missions on the American landscape.

The Cold War Project’s first studies documented the nation’s missile systems. Dr. Cameron directed a team from the U.S. Army Construction Engineering Research Laboratories (USACERL), headed by Virge Jenkins Temme, which produced *To Defend and Deter*, a report on the Army and Air Force facilities and systems; and contracted with R. Christopher Goodwin and Associates for the *Navy Cold War Guide Missile Context*. In the spring and fall of 1995, Ms. Temme met with Dr. Paul Green of the Air Force Air Combat Command (ACC) to discuss ACC involvement and scope of funding for follow-on Cold War studies. With ACC to provide the majority of the funding, Dr. Green, Dr. Cameron, and Ms. Temme authorized Dr. John Lonnquest, the lead historian on CERL’s Cold War missile study, to determine which mission areas warranted further study.

Dr. Lonnquest recommended a three-part study containing separate volumes on the areas of defense research, development, test and evaluation; defense production; and military training. Each of the studies was written by a different historian. In addition to serving as the series coordinator, Dr. Lonnquest also wrote the first volume, *Developing the Weapons of War: Military Research and Development, Test and Evaluation (RDT&E) During the Cold War*. The study explores the changes in RDT&E wrought by the rapid evolution of science and technology during the period. The second volume in the series, *Forging the Sword: Defense Production During the Cold War*, was written by Dr. Philip Shiman. Drawing on a wealth of diverse source material, Dr. Shiman has written an engaging and informative account of the challenges the military and industry faced to produce the myriad of weapons and products the DoD needed during the Cold War. The last volume in the Cold War series is an overview of military training and education

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written by David Winkler. A PhD candidate at the American University, Mr. Winkler has written extensively on the Cold War. In his current study, *Training to Fight: Training and Education During the Cold War*, Mr. Winkler addressed the challenges of military training and education in an era of rapid technological advances, geopolitical instability, and social change.

Julie L. Webster
USACERL Principal Investigator

PREFACE

Over the course of this project I received help from many people. First and foremost, I would like to thank Dr. Rebecca Cameron, Department of Defense Cold War Project Manager for Legacy. Her constructive feedback on the initial draft led to a reorganization that focused on service missions and how each service trained and educated to meet their missions. I also want to thank Dr. Anne Chapman with the Office of the Historian, U.S. Army Training and Doctrine Command; Thomas A. Manning with the Office of History and Research Office, Air Education and Training Command; and Dr. Alfred Beck. Their reviews caught some factual errors and pointed to areas that needed to receive greater attention. Ms. Virge Jenkins Temme, the U.S. Army Construction Engineering Research Laboratories principal investigator at the outset of this effort, provided a critique of this work. Ms. Temme's tasks as principal investigator were assumed by Ms. Julie Webster in May 1996. During the ensuing year of managing the project, Ms. Webster spent countless hours on administrative and technical details required to shepherd this project to completion. Her time and talents are gratefully appreciated. The text editor was Sharlyn A. Dimick. Gloria J. Wienke, USACERL managing editor, completed the final editing and packaging of this book.

Other historians ensured that I received the necessary monographs and other studies that made this study possible. Mr. Dick J. Burkhard with the Office of History and Research, Headquarters, Air Education and Training Command provided a key monograph on Air Force training and several installation and unit histories. Dr. Jerome A. Ennels with the Office of History at Air University also provided a helpful manuscript covering the history of that institution. Dr. Robert Schneller at the Naval Historical Center provided advice on Navy sources.

Several command public affairs officers provided materials relating to their respective commands. Their contributions are acknowledged in the site section.

Finally, acknowledgments must go to those reference personnel who helped me use various resources. At Bolling AFB, Librarian Yvonne Kinkard helped identify periodical sources and other studies that broadened the bibliography. Danny Crawford, Head of the Reference Section at the Marine Corps Historical Center, pointed me to invaluable Marine Corps installation and training files. At the U.S. Army Center of Military History, Geraldine K. Harcarik and James Knight identified Army training manuscripts and installation files. Dennis Vetock provided a similar service at the Military History Institute located at Carlisle Barracks.

David F. Winkler, June 1997

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PART I

THE HISTORY OF MILITARY
TRAINING AND EDUCATION

CHAPTER 1

INTRODUCTION

The Cold War has been and continues to be the subject of an ever-expanding range of books and articles. No doubt, with the declassification and availability of documents on both sides of the former Iron Curtain, some of the best histories of the conflict are yet to be written.

This book provides a contextual foundation for the documentation and, in some cases, preservation of the hundreds of Cold War-era military training and education facilities within the United States. The intent is to foster an appreciation and understanding of these places by future generations. The book is divided into two parts. The index contains names, places, and subjects from Part I only; Part II provides a state-by-state listing of training and education sites.

Along with efforts to design, develop, produce, and maintain needed equipment and weapon systems, training and education played a crucial role in building the forces necessary for national survival in the atomic age. The highly technical weapons forged by America's military-industrial arsenal would prove useless on the battlefield if not handled by highly trained soldiers, airmen, sailors, and marines led by highly educated commanders. Thus, a vast percentage of the military infrastructure was dedicated to training and education facilities.

Just how vast an infrastructure is illustrated in *Classrooms in the Military: An Account of Education in the Armed Forces of the United States*. In this 1964 study, Harold F. Clark and Harold S. Sloan identified over 300 schools located on some 126 military installations. These schools taught over 4,000 courses to a student body numbering over 300,000. The study speculated that if the thousands of buildings housing classrooms, living and dining facilities, and administrative spaces, and the acreage hosting proving grounds, airfields, firing ranges, and drill centers were all placed on one campus, it would cover an area larger than that of New York, Chicago, and Los Angeles combined.¹

At these facilities soldiers, airmen, sailors, and marines strove to increase their proficiency in their respective specialties. Officers also trained at these facilities to increase their warfighting and leadership skills. Officers were encouraged to attain graduate-level education through a variety of programs, including enrollment at local civilian schools and through correspondence courses.

World War II changed America's outlook toward global affairs. Whereas the United States avoided membership in the League of Nations, the country now maintained an active global role by strongly supporting the formation of the United Nations. America's new global vision was buttressed by relative economic, industrial, and military strengths that dwarfed the rest of the world. Because of this power, the United States assumed a global leadership role almost by default. Despite the rapid force drawdown after World

War II, the United States still retained significant military forces. The country would not be the sleeping giant it had been during the pre-World War II period.

Cold War Significance

In providing this contextual foundation it must be noted that Cold War-era military facilities may not be unique to the Cold War. Military structures would have been constructed in the post-World War II period even if relations with the Soviet Union had remained cordial. Given the assumption that the United States would have retained significant military capabilities regardless of post-war developments, how much of a difference did the Cold War make on the force structure and supporting infrastructure?

One possible way to answer that question is to pose another question: “Why is the Cold War unique?” By addressing this question cultural resource managers may begin to have a context to evaluate the significance of a particular facility or structure that saw service during the Cold War years. In general terms, the Cold War was characterized by:

1. the reduction of world politics to a system of two hostile and ideologically “opposite” superpowers and supporting alliances.
2. the growing importance of the former colonial areas in the Third World as a battleground for the ideological competition between the superpowers.
3. the presence of nuclear weapons that tempered the prospects of general war due to the possibility of mutual destruction.
4. the rising importance of aerospace. The ability to travel in the skies and heavens above shrank global distances; however, with the introduction of nuclear weapons, it robbed the United States of its oceanic insulation and its 150 years of free security.
5. the creation in the United States of a large military-industrial complex and large permanent peace-time force structure.²

To be considered Cold War-significant a structure either housed some function or illustrated in some unique manner Cold War-related missions, activities, persons, or purpose. For example, the Cold War spawned a massive arms race resulting in the construction of over 1,000 missile silos. Because land- and sea-based missiles became the principal platform for the delivery of nuclear warheads, these silos clearly have Cold War significance. In contrast, the armed forces would have conducted indoctrination training for new recruits whether or not there was a Cold War. Perhaps the only Cold War variable is that the number of recruits who underwent indoctrination training was significantly higher than in pre-World War II periods. Consequently, unless any specific facility has unique properties that set it apart from others of its type, indoctrination training facilities should be considered to be much less Cold War-significant.

The Force Structure

The way American leaders anticipated and responded to world events and rapidly changing technologies molded the force structure. As the force structure adjusted to the

changing global environment, the consequences of the changing flow of resources were felt by the military-industrial complex and by the hundreds of facilities designed to train and garrison the men and women and equipment deemed necessary for the nation's defense. While modernization and duplication forced some facilities to close, others were opened or greatly expanded. Some facilities, such as many World War II-era Army airfields, were taken out of mothballs to provide bases to train pilots destined to fight in the Korean and Vietnam wars. Consequently, this book incorporates a broad overview on American leadership decisions that affected the military force structure and organization over a span of 40 years.

Domestic Base Location

A number of factors affected the location of an installation. First, the Cold War-era military infrastructure was not created in a vacuum. Most of America's major bases have a history extending back to World War II and earlier. The more than 12 million men and women under arms in 1945³ represented the greatest military mobilization in American history. This required a vast domestic infrastructure to support operations overseas. The newly created Department of Defense (DOD) reopened facilities previously used by its War and Navy Department predecessors.

Political and economic factors were always major considerations in base location. For example, a study looking at the effects of the Cold War in South Carolina details a pre-World War II national policy that placed military facilities in the south to counter regional economic imbalances.⁴ As the Air Force sought new locations to base Strategic Air Command (SAC) bombers, Air Force generals were courted vigorously by civil leaders from dozens of midwestern localities.⁵

The availability of local resources such as land, energy, water, and skilled workers also contributed to site location. For example, the presence of a large research and development infrastructure at Wright-Patterson Air Force Base (AFB) provided a pool of instructors and many students for an institution that evolved into one of the Air Force's premier educational facilities—the Air Force Institute of Technology (AFIT).

Geography, topography, and climate were also factors considered in site location. Changing contingencies during the Cold War required troops be prepared to fight in temperate, tropical, desert, and arctic environments. However, because southern climates allowed for year-round training, there was a proclivity to operate training facilities, especially for aviation, in the sun-belt. For example, the Army had its helicopter training school at Fort Rucker in Alabama, and the Navy conducted much of its primary flight training in the Pensacola, Florida, and Corpus Christi, Texas, areas. To take advantage of clear skies, the Air Force had training facilities in every state across the nation's southern tier.

Another important determinant of military basing was its proximity to the potential foe. Alaska, the territory, and then state, located closest to the Soviet Union, hosted numerous frontline units. Florida briefly was placed in a similar position as a result of the Cuban Missile Crisis. These Cold War facilities were, however, not usually associated with training.⁶

Overseas Bases

Remember that the facilities discussed in this book represent only a portion of the military infrastructure pie. Overseas bases may serve as an even better barometer of the growing and shrinking U.S. force structure. For example, the Navy conducted combat refresher training at Guantanamo Bay, Cuba, and some of the Army's largest training areas were in West Germany because of the number of soldiers stationed there.

Training Classifications

In this book, training is divided into four training categories: indoctrination, technical, skill, and readiness. Professional military education makes up a fifth group. The definition of these terms has changed over the years within each of the services. For example, in a 1993 General Accounting Office report to Congress, the Army considered officer basic courses in warfare specialties such as infantry or logistics as professional military education. The Air Force did not.⁷ Distinctions may not always be clear-cut, however, the four training and one professional military education groups generally are defined as in the following paragraphs.

Indoctrination Training

Indoctrination is commonly referred to as "basic training" or "boot camp." At the beginning of the Cold War, the Army referred to its enlisted indoctrination posts as Replacement Training Centers. Of the four training groupings, indoctrination has undergone the least change during the Cold War, although retired Marines may exclaim that Parris Island "ain't what it used to be." Certainly, the change to an all-volunteer force and the increasing number of women entering the services affected the conduct of basic training.

Nearly everyone entering military service underwent some sort of indoctrination training. For many future officers, Officer Candidate Schools provided the indoctrination. Although this book considers the military academies to be on the ground floor of the DOD's professional military education, these institutions also have an indoctrination role, as any veteran of plebe summer at the Naval Academy would attest to. For most individuals, indoctrination was a once-in-a-lifetime ordeal.*

Technical Training

Technical training became a significant component of the military training infrastructure during the Cold War. Because weapon systems became more sophisticated, on-the-job training no longer sufficed to assure operational capability. First, with the sophistication of weapons costing millions of dollars, on-the-job training became the equivalent of asking an individual to perform heart surgery without attending medical

* Some individuals repeat indoctrination training if they switch services or move up from the enlisted to the officer ranks.

school. Second, with the rapid pace of technological advances, most military units lacked personnel with the expertise to provide such on-the-job training. When a new radar was installed on a destroyer, the expertise to maintain and repair the equipment often was not available. Consequently, as the Clark and Sloan study detailed, thousands of courses were designed to give soldiers, airmen, sailors, and marines the know-how to perform a variety of job skills ranging from fixing ice cream dispensers to maintaining nuclear reactors.

For most soldiers, airmen, sailors, and marines, technical training followed boot camp. Depending on the sophistication of the weapon systems, the length of technical training could stretch into months. Once an individual reached his or her permanently assigned unit, the opportunity for additional technical training always presented itself as new hardware was introduced. An enlisted specialist could find himself or herself recycled through the various service's technical school systems repeatedly. Officers also received technical training. For example, 2nd Lieutenants undergoing basic armor training were taught how to fix and repair their armored vehicles. However, the American military mostly depended on enlisted know-how to keep its forces running and operational. That made it unique. In contrast, Soviet bloc and many European military organizations that built military forces around conscripts depended on officers to perform the technical duties.⁷

Skill Training

Whereas the military provided technical training to people who maintained and repaired weapon systems, skill training was provided to the people who operated those weapon systems. Some skill training occurred during indoctrination, such as learning how to fire a rifle accurately or practicing shipboard fire-fighting techniques. Most skill training, such as how to drive a tank or fire an artillery piece, occurred after indoctrination. Perhaps the weapon system requiring the most skill to operate was an aircraft. Each service maintained large inventories of aircraft to support their various missions. To provide the thousands of pilots needed to fly these aircraft, the Army, Air Force, and Navy established extensive flight training pipelines. Marine pilots received their training from the Navy. For the Air Force, Flying Training was a major training category within its Air Training Command (ATC).

As with technical training, soldiers, airmen, sailors, and marines could expect to receive follow-on skill training after indoctrination or at a later date when new weapon systems entered the inventory. Because officers and enlisted personnel operated weapon systems ranging from Minuteman missiles to M-16 rifles, skill training occurred within all ranks.

Readiness Training

Readiness or combat training refers to the application of individual skills by the military unit to obtain an objective. Whereas skill training taught the pilot how to fly an aircraft, readiness or combat training taught the pilot the tactics necessary to attack a target in coordination with other aircraft and weapon systems. Teamwork was the operative word. Readiness training was most often provided by the unit to which the soldier,

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sailor, airman, or marine was assigned at any one of hundreds of military installations or ships scattered across the globe. Recognizing that this type of training was a daily event at any military garrison, this book does not attempt to document these activities. However, in addition to maintaining readiness training at its different garrisons and ships, each service established unique facilities that focused on readiness training. Most often these facilities were operated by the combat commands. For example, the Strategic Air Command (SAC) operated the B-52 training facilities at Castle AFB, California, and the missile crew training center at Vandenberg AFB, California, while the Atlantic and Pacific Fleets operated Fleet Training Centers at Navy ports located along both coasts and overseas. These facilities often served to polish the warfighting skills of troops before arrival at their ultimate destination. Often these facilities provided refresher training to those serving with front-line units.

To provide challenging readiness training and to save money, these readiness training facilities increasingly turned to the use of simulators. The development and growing sophistication of these simulators and other readiness training facilities, such as the Navy's Top Gun fighter pilot school at Naval Air Station (NAS) Miramar, California, or the Army's National Training Center at Fort Irwin, California, are important aspects of readiness training that must be addressed in any training narrative.

Professional Military Education

Professional military education in the United States traces its roots to the founding of the U.S. Military Academy at West Point in 1802. In 1845, a Naval Academy was established at Annapolis. The turn of the century marked the formation of institutions of even higher learning with the establishment of the Naval War College at Newport, the Army War College in Washington, DC, and the Command and General Staff College at Fort Leavenworth. The Cold War era saw these institutions expand and additional institutions created to support five levels of professional military education: precommissioning, primary, intermediate, senior, and general/flag.

Precommissioning Level

The precommissioning level of military professional education occurred at one of the three military academies or at civilian colleges or universities in conjunction with Reserve Officer Training Corps (ROTC) programs, at Officer Candidate Schools (OCS), or Officer Training Schools (OTS). With much literature available on the history and evolution of the service academies, this book gives minimal attention to them. ROTC programs actually produced the largest share of officers for the military during the Cold War. Rare was the major university that did not have an ROTC building. Because they were not on military installations, ROTC buildings are not covered in this study. However, they did play an important role in the professional military education infrastructure.

In contrast to academy and ROTC programs that were four-year pipeline sources for commissioned officers, OCS and OTS programs could provide the military with an officer within four months. These programs were responsive to short-term manpower needs and to filling deficiencies in technical areas, such as engineering, caused by sudden shifts in national priorities.

Primary Level

Primary professional military education prepared an officer to perform his or her warfare specialty. For example, at the four-month long Surface Warfare Officer (Basic) course held at Newport, Rhode Island, and Coronado, California, recently commissioned ensigns prepared for duties at sea. In the Army, a newly commissioned 2nd Lieutenant might have gone to at the Officer Basic Infantry Course at Fort Benning, Georgia, or the Officer Basic Armor Course at Fort Knox, Kentucky. As part of this phase of the professional military education ladder, many of these course curriculums included technical and skill training. As noted earlier, young tank officers at Fort Knox learned how to repair their machines.

The Army, Navy, and Marine Corps consider such branch-specific training as the primary education portion of an officer's professional military education. The Air Force did not. The Air Force considers such courses as specialized or skill training. The Air Force considered its Squadron Officer School at Air University, Maxwell AFB, Alabama, an institution designed to increase the professional competence of its captains, as its primary education point.

Intermediate Level

Intermediate level professional military education includes course work in theater operations. For example, at Air University's Air Command and Staff College, mid-grade (Capt./Lieutenant through Lt. Col./Commander) officers received nine months of graduate- or senior-level courses in management, aerospace doctrine, and airpower. The Army, Navy, and Marine Corps equivalent was taught at the Command and General Staff College at Fort Leavenworth, Kansas, the College of Naval Command and Staff at Newport, Rhode Island, and the Command and Staff College at Quantico, Virginia, respectively. Finally, the Armed Forces Staff College, opened in 1946 at Norfolk, Virginia, provided a venue for mid-grade officers from all services to participate in a graduate-level curriculum that was inter-service or "joint" warfare oriented.

Senior Level

Senior-grade officers (Lt. Col./Commander and Colonel/Captain) attended one of the service war colleges located at Maxwell AFB in Alabama, Carlisle Barracks in Pennsylvania, Newport in Rhode Island, Quantico in Virginia, the joint National War College, or the Industrial College of the Armed Services, both located at Fort McNair, Washington, DC. Courses at each of these institutions were oriented towards national security strategy, keeping pace with global social, economic, and political events, and emerging technologies.

Flag Level

Finally, the services hosted specialized courses for flag officers to prepare these men and women for deploying and leading large military forces in the pursuit of national interests.

Additional Professional Development

Besides establishing its own professional development infrastructure, the military increasingly encouraged its officer corps to obtain graduate degrees in military-related fields. The Naval Postgraduate School at Monterey, California, and the Air Force Insti-

tute of Technology at Wright-Patterson AFB, Ohio, were two examples of military-run institutions with degree-granting authority. The services also arranged for and encouraged officers to enroll in civilian universities. Because most officers earned their commissions through ROTC or OCS/OTS programs, civilian universities were not an unfamiliar environment. In time, many of the military's senior leaders boasted degrees from Harvard, Princeton, and other leading universities.

Additionally, the military recognized the need for professional military education for its senior enlisted corps. For example, in 1966 the Army opened a NonCommissioned Officers Academy to train promising recruits to assume greater responsibilities, and in 1973 the Sergeants Major Academy opened at Fort Bliss, Texas.

Organization and Administration

During the Cold War, the organization and administration of training and education programs within the military varied from service to service. During the early period of the Cold War, many of the Army training facilities were under various technical and operational commands. Reorganizations in the 1950s and 1960s centralized the Army training infrastructure. In 1973, the Training and Doctrine Command (TRADOC) was formed to define how the Army should be structured and to train and educate the troops and officers to operate within that structure. TRADOC assumed operation of Army training and education facilities ranging from Army training centers to the Command and General Staff College. Forces Command (FORSCOM) took responsibility for unit readiness training.

The Air Force maintained organizational continuity throughout the period. Formed in 1942, the Air Training Command (ATC) managed indoctrination, flight, and technical training and occasionally professional education for the Air Force.

In the Navy, the Bureau of Personnel oversaw indoctrination, technical, and professional military education facilities during the immediate post-war period. The Bureau of Aeronautics conducted flight training and maintained its own technical school infrastructure. Fleet and ship commanders controlled facilities that provided readiness training. In the 1970s, the Naval Education and Training Command (NETC) was created to manage many of these functions. However, in contrast to the other services, the organization of training and education in the Navy remained relatively decentralized.

Of all the services, the Marines' training and professional military education establishment maintained the longest continuity and stability. In the 1920s, the Marine Corps School at Quantico, Virginia, had established itself as the training and educational center for the Marine Corps. These facilities have served as the intellectual center of the Marine Corps since that time. Doctrine developed at Quantico has contributed to the continuing institutional success of the Corps.

Timespans

As noted, the size and shape of the services' training and education infrastructure often was affected by the changing force structure. To follow the evolution of the changing force structure and how it affected the training and education infrastructure, certain timespans have been selected. Major events occurred in each of these timespans that forced civilian and military leaders to re-evaluate the nation's military force structure. Sometimes the events were external, such as the detonation of the Soviet atomic bomb. Often the events were domestic, such as the election of a new president with a different vision of how resources should be dedicated to national security.

Each timespan of world and national events and technological breakthroughs provides a context for understanding how the military structured its forces and how the training and education infrastructure responded.

CHAPTER 2

PRE-COLD WAR: TO 1945

In George Washington's farewell address in 1796, he warned that Europe had a set of primary interests that hardly corresponded to America's and that it should be America's policy "to steer clear of permanent alliances with any portion of the foreign world." For the next century, American leaders heeded Washington's advice. Shielded by two large oceans, 19th century America focused on internal development. Only at the dawn of the 20th century did the United States begin to assume the role of a great power. In 1898, the United States' triumph over Spain led to Cuban independence and American colonies in the Philippines. Nearly two decades later American entry into World War I proved decisive in leading to an Allied victory. Yet even after that overseas conflict, America remained internally focused and rejected membership in the League of Nations. It took America's involvement in World War II to permanently shake its isolationist outlook.

America's vast Cold War training and education infrastructure portrayed in the 1964 study by Clark and Sloan (*Classrooms in the Military: An Account of Education in the Armed Forces of the United States*) had roots dating back to the early 19th century. As shall be seen repeatedly, this training and education infrastructure grew in the first half of the 20th century, responding to new and improving technologies and more sophisticated warfare tactics. This pattern continued into the Cold War era.

The Army

Army missions during a large portion of the nation's history included defense of the nation's borders and securing the interior for westward expansion. Consequently, the majority of regular Army forces were deployed to small garrisons located in the west, along the Canadian and Mexican borders, and in coastal fortifications to protect coastal cities. The Army also played an important role in building the nation's infrastructure by providing support for road and waterway development.

In times of crisis during most of the 19th century, and for nearly half of the 20th century, America relied on citizen-soldiers to come to the nation's defense. For example, the Civil War armies consisted mostly of state-raised militia regiments. Farmers, merchants, and factory workers from communities joined together, elected their officers, trained together, and marched off to war.

Indoctrination and Skill Training

There was little formal indoctrination. Throughout the 19th century, Army recruit depots rarely performed any training. Basic training was conducted at the unit level. Until the 1880s, such training mostly consisted of reviewing the manual of arms and conducting close order drill.⁹

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During World War I, the growing sophistication and lethality of modern warfare forced a longer preparation period. The Germans had trained rigorously in peace and had proven their effectiveness on the battlefield in three years of combat in France. General Pershing insisted that American soldiers should be trained thoroughly. Once formed into their units, the doughboys underwent four months of indoctrination and basic skills training in the states. After arriving in France, American troops spent additional months perfecting their individual skills and improving unit readiness.¹⁰

With the end of the war, the Army reverted to a small peacetime force. Centralized indoctrination training was dispensed. One veteran recalled, "Every outfit did its own recruiting. You just signed up and went straight to work. Until you were assigned overseas, you received no formal training."¹¹ Once again, individual units provided each new recruit on-the-job training.

This changed with the coming of World War II. As in World War I, many new enlistees were formed into new units that trained together and subsequently were shipped overseas. However, beginning in 1941, thousands of inductees were directed to report to 1 of 21 replacement training centers for basic training. Twelve of these centers prepared and provided soldiers for combat arms units. Basic training length varied. Initially, infantry spent 13 weeks learning the basics, while artillerymen spent only 12 weeks in training. Toward the end of the war, the time many soldiers spent in indoctrination training climbed up to 17 weeks.

After this indoctrination training, soldiers underwent three additional phases of skills and unit readiness training before they were deemed ready to fight the enemy. Skills and readiness training consisted of small unit training, combined unit training, and large-scale unit maneuver training. These soldiers then were sent to front-line units to replace casualties and sustain combat strength. To provide the space for the additional training, the Army acquired hundreds of thousands of acres, mostly in southern states where land was cheap and the weather allowed for year-round training.¹²

Technical Training

During World War II, the Army's percentage of soldiers who actually fought on the frontlines decreased as a larger percentage of soldiers were needed for construction, supply, transportation, communications, and other combat support duties. To handle these functions, the Army had specialized technical service branches such as the Corps of Engineers, Quartermaster Corps, and Signal Corps. In addition to operating their own school systems, during World War II these commands also operated their own replacement training centers.¹³

The individuals who graduated from the technical service replacement training centers entered into a school system with roots dating from the 19th century. Technical training, along with professional military education, traces its American roots to the founding of the United States Military Academy at West Point in 1802. Starting with a cadre of five officers and ten cadets, West Point's curriculum initially focused on science

and engineering. Under the leadership of Sylvanus Thayer (superintendent from 1817 to 1833), the curriculum at the academy focused on civil engineering—a skill deemed vital for officers assigned to an army of a westwardly expanding nation.¹⁴

With inventions, such as the telegraph, having military applications, the Army began to establish permanent service schools. Examples include the Army signal training center in Georgetown, DC (1861); an Ordnance School at Sandy Hook, New Jersey (1902); a Quartermaster School at Philadelphia (1910); an Infantry School at Fort Benning, Georgia (1918); and a Chemical Corps School at Edgewood Arsenal, Maryland (1920).¹⁵

During 1940, with World War II raging in Europe, additions to the Army's technical training infrastructure included an Armor School at Fort Knox, Kentucky; an Adjutant General's School at Arlington, Virginia; a Language School at Monterey, California; and an Intelligence School at Fort Holabird, Maryland. The Ordnance School was moved to Aberdeen, Maryland, and the Army Signal School was moved to and reestablished at Fort Monmouth, New Jersey. In 1941, a Cryptological School at Fort Monmouth moved to Fort Devens, Massachusetts.¹⁶ The value of having an established Army school system functional before World War II cannot be underestimated. Speaking after the war, General Jacob L. Devers, Commanding General, Army Ground Forces, stated that the pre-war school system had "saved us."¹⁷

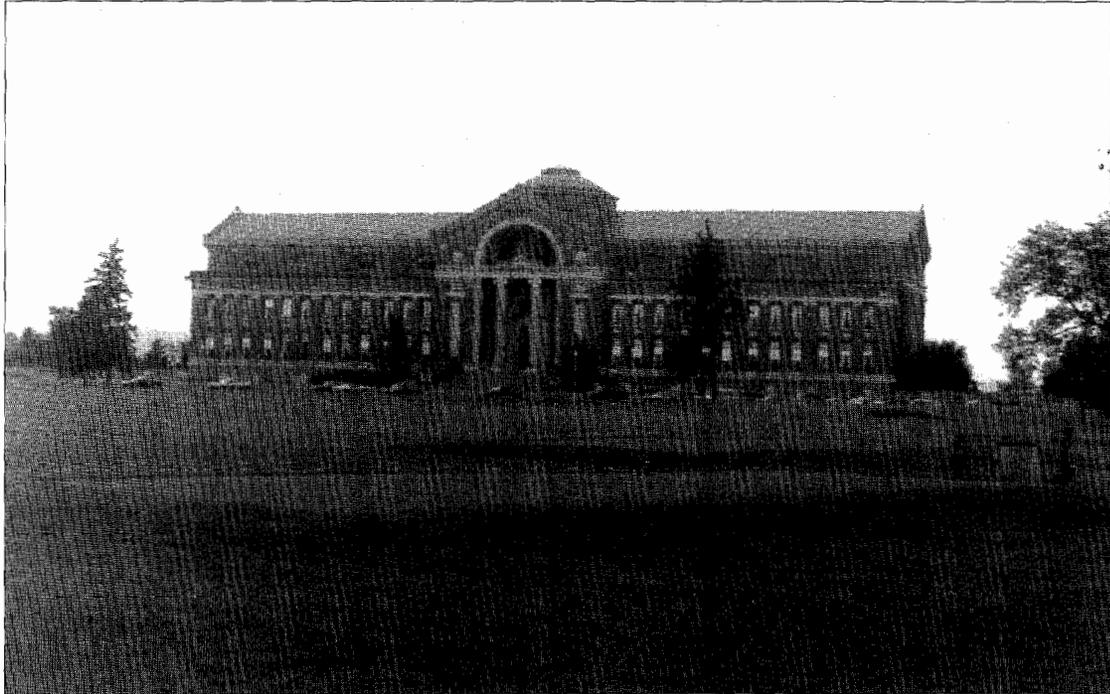
Professional Military Education

Another important component to American success during World War II was the professional military education the Army leaders received in the years leading up to the war. Before the turn of the century, an officer receiving his commission had few opportunities for additional professional military education. In 1824, Secretary of War John C. Calhoun established the Army's first postcommissioning school, the Artillery School of Practice at Fort Monroe, Virginia. However, the professional military education infrastructure saw little further growth. During the Civil War, most officers taught themselves tactics and warfare strategies from a variety of published sources.¹⁸

Further development of the Army's professional military education program began in 1881 with the establishment of the School of Application for Infantry and Cavalry at Fort Leavenworth. With the declaration of war against Spain in 1898, the school closed. When reopened in 1902, the school had a new name and a broader mission. As the General Service and Staff College, the school began instruction to prepare mid-grade officers for higher command. This school eventually evolved into the Army Command and General Staff College. A school for senior grade officers was established in Washington, DC, in 1901 as the Army War College.¹⁹

The professionalization of the military through the establishment of such schools of higher education reflected trends prevalent in society during a period that became known as the Progressive Era. Those in the military joined with lawyers, doctors, and educators, typifying groups that sought standards for their respective professions.

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Dedicated by President Theodore Roosevelt, this building, now called Roosevelt Hall, at Fort McNair in Washington, DC, served as home for the Army War College until World War II. After the war, this building became home of the new National War College. The Army War College was reestablished at Carlisle Barracks, Pennsylvania. (Photograph courtesy of U.S. Army Construction Engineering Research Laboratories.)

The Army established the Army Industrial College in Washington, DC, in 1924. Inspired by Bernard M. Baruch, businessman and presidential advisor, the college was designed to build on the lessons of World War I to familiarize officers with the intricacies of industrial mobilization for modern warfare.²⁰

Because of the urgency to place officers in the field, professional military education was not a priority during World War II. West Point shortened its curriculum. The War Department suspended senior-level education. The Army War College and the Army Industrial College each closed its doors. Roosevelt Hall, the Washington, DC, home of the Army War College, became the headquarters building for the Army Ground Forces.

In contrast, the Command and General Staff School at Fort Leavenworth greatly expanded, offering short courses to prepare officers destined to serve in command and staff positions in various operational theaters. Over 19,000 Army, Navy, and Marine officers attended 1 or more of the 27 wartime courses offered.²¹

The Air Force

The United States Air Force did not come into existence until 1947 (discussed in the next chapter). Still, airpower was an important component of the armed forces during the first half of the 20th century. At first, aircraft were valued for their ability to perform reconnaissance missions and spot for artillery. In World War I, planes armed with bombs and machine guns quickly proved to be a lethal component over the battlefields and rear lines. Recognizing the contribution of aircraft to modern combat, the U.S. Army Reorganization Act of 1920 established the U.S. Air Service as a combat arm of the Army.

During the 1920s, airpower advocates such as Billy Mitchell and Giulio Douhet foresaw that the outcomes of future war would be determined by strategic bomber forces. In the inter-war years, the Army Air Service (redesignated as the Army Air Corps in 1926) strove to develop bombers for strategic bombing, pursuit aircraft to defend against enemy bombers, and attack aircraft to support ground operations. Doctrines developed during the inter-war years were tested by the Army Air Forces (redesignated as such in 1942) during World War II. In the wake of the firebomb and nuclear devastation of Japanese cities, many would say that the vision of Mitchell and Douhet was fulfilled.

Indoctrination Training

Prior to World War II, officers and enlisted personnel assigned to Air Corps units received little indoctrination training. Military instruction was conducted at the discretion of the unit commander. This changed with the coming of World War II. In 1940, the War Department authorized the Air Corps to establish replacement training centers for incoming recruits. The first center was established at Jefferson Barracks, Missouri. Additional centers were opened and collocated with technical training centers at Keesler Field, Mississippi, and Sheppard Field, Texas. During World War II, the number of Army Air Forces replacement training centers grew to 12 (plus 1 provisional center). By February 1943, the number of recruits undergoing basic training peaked at 135,795.²²

Technical Training

Many World War II replacement training center graduates immediately entered the technical training pipeline. Many trained at Chanute Field, Illinois, an Air Corps Technical School established in the 1920s. By 1940, Air Corps Technical School facilities had spread to Scott Field southeast of St. Louis, Missouri, and Lowry Field near Denver, Colorado. A year later Keesler Field, Mississippi, and Sheppard Field, Texas, joined the list of Air Corps facilities offering technical training. During the war, the number of facilities providing technical training increased dramatically. Thousands of airmen joined with sailors and soldiers to receive training at numerous colleges and factory schools that had made their classrooms available to the War and Navy Departments.

Skill Training

A dramatic increase to the existing flying training infrastructure was required to provide the aircrews needed to support American and Allied operations on a global scale.

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Previous experience during World War I credited the Army with only limited success for training the pilots and support crews needed to support the American Expeditionary Force fighting in France. After World War I, aviation training was consolidated at Brooks and Kelly Fields in San Antonio, Texas. Because the two airfields had a limited training capacity, a third San Antonio facility, Randolph Field, was constructed in the early 1930s. This facility soon became known as the “West Point of the Air.”²³

With America’s entry into World War II, training fields spread throughout the southern and midwestern portions of the country. By 1943, the Army Air Forces had established the Army Air Forces Training Command to oversee flight training at the fields that were a significant part of the command’s 457 training stations. Often the training at these facilities was contracted. For example, the Army Air Forces Training Command contracted primary flight training to some 64 private pilot schools. The AAF provided the students, planes, and textbooks, and the private schools provided the instructors and airfield.²⁴

Professional Military Education

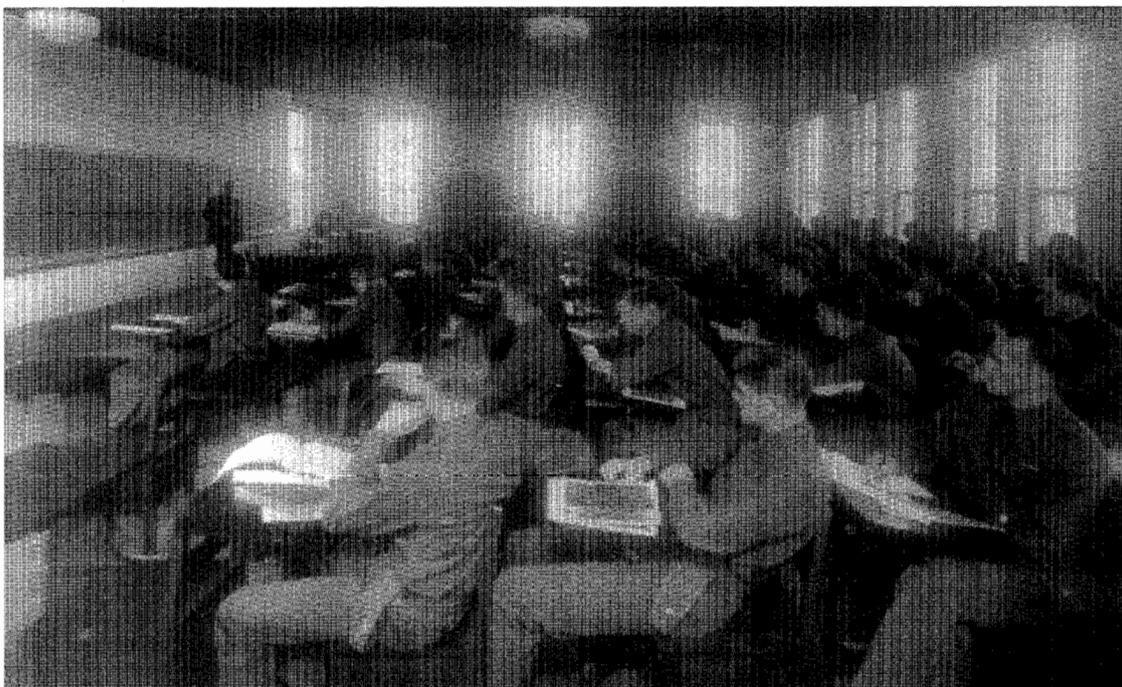
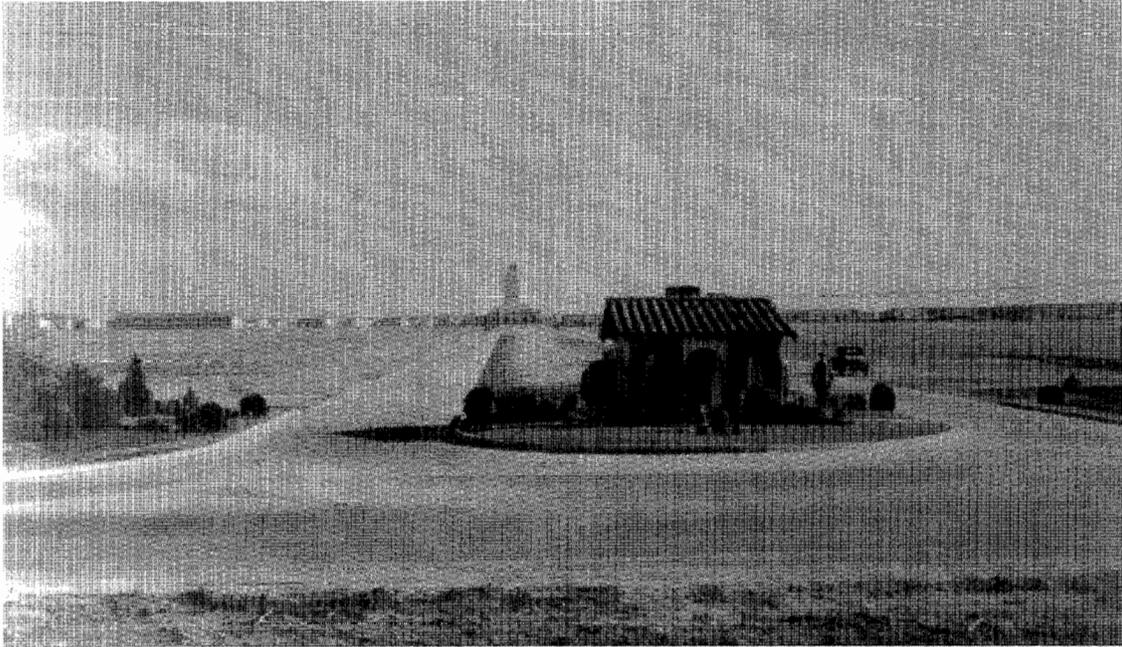
Success in the skies over Europe and the Pacific can be attributed partly to professional military education received by the air commanders in the years preceding the war. Shortly after its founding, the U.S. Army Air Service established the Air Service School at Langley Field, Virginia. In 1922, the school was renamed the Air Service Tactical School. The school’s mission was to prepare senior officers for higher air service command duty. The curriculum included lessons on strategy, tactics, and techniques of air power. In 1931, the school, now called the Air Corps Tactical School, moved to Maxwell Field, Alabama. In addition to graduating officers who would lead the Army Air Forces during World War II and the U.S. Air Force in the early Cold War, the Air Corps Tactical School developed much of the combat doctrine used during World War II.

Wartime manpower demands forced a cessation of classes in 1940. However, with the discontinuation of the Air Corps Tactical School, a void was created. An institution that could evaluate air warfare and disseminate lessons learned was finally created in October 1942 when the Army Air Forces School of Applied Tactics opened at Orlando Field, Florida. As the war continued, the curriculum offered by the School of Applied Tactics expanded to include a staff officer’s course and an air tactics familiarization program for officers from other services.

Rapid growth caused reorganization. In October 1943, the Orlando facility became the Army Air Forces Tactical Center. Two years later, the institution was renamed as the Army Air Forces Center. In addition to training staff officers, the center also provided courses for senior officers. In November 1945 the center moved to Maxwell Field, Alabama.

The Navy

During its first 100 years, the U.S. Navy had a primary mission to protect American commerce and to show the flag overseas. In war, American warships were designed to act as raiders, seeking out and disrupting foreign merchant activity. Consequently, American



These photographs depict the newly opened Randolph Field in the mid-1930s and cadets receiving training at this new facility. (Photographs courtesy of Military History Institute, Photographic Division, Record Group 100S, Helen Sparks Collection.)

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naval architects avoided building large ships in favor of smaller, faster frigates. The American maritime strategy expected that the prospect of merchant shipping losses would deter a potential enemy from making war on the United States.

That naval strategy changed at the turn of the century. A factor behind the change was Naval War College President, Captain Alfred Thayer Mahan. Mahan's lectures, emphasizing the importance of sea control for national security and prosperity, were published in 1890 as *The Influence of Sea Power Upon History, 1660–1783*.²⁵ Mahan's thesis emphasized the importance of controlling the sea lanes. Subsequently, the United States embarked on a warship-building boom. New steel ships scored easy victories over antiquated Spanish warships during the Spanish-American War. With the successful circumnavigation of the globe by the Great White Fleet in 1907–1908, the U.S. Navy joined the ranks of the world's other great navies.

The great battlefleet confrontations predicted by Mahan did not occur during World War I. Instead, the United States had to counter a Germany that employed a raider strategy through use of a new weapon—the submarine. Still, the big gun of the battle fleet remained a central element in Naval strategy and tactics in the inter-war years. This thinking changed forever one Sunday morning in December 1941 at Pearl Harbor, Hawaii.

Naval airpower provided a key element to victories in both the Atlantic and the Pacific. During World War II, the United States built a vast armada of warships, with the fast fleet carriers replacing battleships as the fleet's new capital ship. By the end of the war, the U.S. Navy's fleet of 4,000 ships was the greatest the world had ever seen. Providing trained officers and sailors for these vessels would be an immense accomplishment.

Indoctrination Training

With the exception of the Civil War, the number of sailors in the Navy from 1830 through 1898 fluctuated between 6,500 and 10,000. Having to maintain such small numbers presented the Navy with few recruiting or training problems. By recruiting in major seaport areas, the Navy obtained experienced seamen to fill its musters. Navy captains could also recruit foreign sailors as needed during deployments overseas. If someone joined the Navy without sea experience, some training was provided at the receiving ship. Receiving ships, old vessels permanently berthed at Naval stations, served as way stations for sailors awaiting the arrival of their assigned ships. Once aboard an assigned ship, the new sailor learned the skills developed over centuries of sailing through on-the-job training.²⁶

With the expansion and modernization of the fleet at the turn of the century, the Navy's manpower authorization climbed from 10,000 in 1897 to 51,500 in 1913 on the eve of war in Europe. To man its ships, the Navy began to recruit within the nation's interior. To indoctrinate these first-time sailors, the Navy initially established a training squadron to conduct an at-sea boot camp. However, high costs forced the Navy to disband the training squadron and establish recruit training ashore at Naval Training Stations located at Newport, Rhode Island; Norfolk, Virginia; and Yerba Buena Island near San

Francisco. To support its interior recruiting program, in 1911 the Navy opened a recruit training center north of Chicago at Great Lakes, Illinois.²⁷

During World War I, these facilities expanded to handle the influx of recruits. In 1923, the Navy moved the west coast indoctrination training to San Diego. During the inter-war years, recruit training length stabilized at four months. Although requirements to sustain a force between 80,000 and 90,000 sailors meant that the Navy could have consolidated recruit training to one location, centers at Newport, Norfolk, Great Lakes, and San Diego remained in operation throughout most of the 1920s and 1930s. With this infrastructure in place, the Navy capably handled the sudden surge of recruits brought about by the Japanese attack on Pearl Harbor. With the demands for more sailors, additional facilities were built at locations such as Treasure Island near San Francisco; Sampson Naval Training Center near Geneva, New York; Bainbridge Naval Training Center in Maryland; and Farragut Naval Training Center at Athol, Idaho.²⁸

Technical and Skill Training

Technology influenced the decision to establish educational facilities ashore and when the United States Naval Academy was founded at Annapolis, Maryland, in 1845, steam engineering was the first subject taught. Gunnery classes were started on the east coast at Newport and at the Washington Navy Yard in the 1800s. However, it was the modernization at the turn of the century that truly contributed to the buildup of a Navy technical-training shore establishment. Training was initiated with electricity courses at New York and Boston in 1899, Boatswain-Quartermaster-Coxswain courses at Newport in 1901, craftsman courses at Norfolk in 1902, machinists courses at New York in 1907, and aviation repair classes at Pensacola in 1913. The new Great Lakes Naval Training Station featured courses in signaling and radio. By 1916, the Navy boasted some 40 advanced training schools.²⁹

The number of sailors undergoing technical training stabilized in the 1920s following the rapid surge caused by World War I. In addition to the 4 recruit training facilities, in 1920 the Navy maintained 54 trade schools. In 1925, the Navy introduced a system course classification that remains to this day. Class A schools provided sailors basic knowledge associated with a specialty. Class B schools provided advanced training for a specialty. Class C schools offered instruction for special duty assignments. Class D was added in 1927 to classify schools covering other specific categories such as periscope repair.³⁰

Just prior to World War II, the Navy's training establishment consisted of 75 schools that trained some 10,000 sailors annually. However, this number represented only 1 in 30. The training emphasis remained with the fleet. Thousands of sailors improved their professional skills through correspondence courses as their ships strove to improve combat readiness through maneuvers and gunnery exercises.³¹

World War II forced the shore establishment to assume a greater share of the training burden. With ships going into combat, ship commanders needed sailors reporting

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aboard who could perform their duties immediately. In addition to indoctrinating new sailors, the new training center at Bainbridge, Maryland, provided the fleet trained fire-control technicians, radiomen, personnel men, and yeomen. Aviation technical training was provided at locations that included Pensacola, Florida; Corpus Christi, Texas; and Millington, Tennessee. Other Navy schools appeared across the country in factories, hotels, colleges, country estates, and trade schools. By 1944, the Navy had almost 1,000 schools ashore and the daily average attendance at these schools was 303,000.³²

Readiness Training

Added to the training infrastructure were schools designed to enhance combat readiness. Under the cognizance of Commander Operational Command, Atlantic, and Commander Operational Command, Pacific, these fleet schools trained officers and sailors to effectively use the latest weapons and tactics.³³

Professional Military Education

Professional military education traced its roots to the founding of the Naval Academy in 1845. While the Navy trailed the Army in establishing its service academy, the perseverance of Commodore Stephen B. Luce allowed the Navy in 1884 to lead the way in post-graduate professional military education with the opening of the Naval War College at Newport, Rhode Island. In 1886, Luce was replaced by Captain Mahan who went on to bring the institution international fame. The establishment of a graduate school at Annapolis in 1909 added to the Navy's graduate education infrastructure.

During wartime, professional military education received reduced emphasis. During World War II, Annapolis shortened its curriculum to accelerate and increase the flow of officers to the fleet. Sea duty priorities for its top officers forced the Navy to close the doors of its war college during the war.

The Marine Corps

During the nation's early years, the Marine Corp performed a variety of functions for the United States Navy, such as performing guard duties, manning guncrews, serving as sharpshooters, boarding enemy ships, and leading landing parties. However, the modernization of the Navy at the end of the 19th century called into question the utility of the then 5,400-man Marine Corps. After heated debate, the Marines were retained for the mission of seizing and defending advance bases until reinforcements could arrive.³⁴ This is known as the Advance Base Force doctrine.

With the size of the Marine Corps increased to support this new mission, the United States deployed the Marine Corps to France to fight alongside the Army during World War I. In performing an infantry role, the Marines fought with distinction. This led to a debate in the post-war years whether to maintain the Advance Base Force doctrine or train the Marine Corps for an elite infantry role. At Quantico, Virginia, the debate was

resolved through the development of an amphibious warfare doctrine that became the cornerstone of Marine Corps operations during World War II and beyond. In the 1930s, Fleet Marine Forces were created to execute this doctrine.³⁵ During World War II, these forces played a pivotal role in sweeping Japanese defenders off of Pacific islands and paving the path to victory.

Indoctrination Training

Many Marines attributed their success and their survival during World War I and II to the rigorous basic training they endured. One World War I veteran of Parris Island, South Carolina, recalled:

The first day I was at camp I was afraid I was going to die. The next two weeks my sole fear was that I wasn't going to die. And after that I knew I'd never die because I'd become so hard that nothing could kill me.³⁶

In contrast, 19th century Marines did not have to endure basic training. Arriving at Naval stations, enlisted Marines reported aboard their assigned ships and received on-the-job training. With the change in the organization's mission at the turn of the century, the Marines established and collocated an indoctrination camp at the Naval Training Station at Norfolk.

To support the Advance Base Force and with war breaking out in Europe, the Marines needed a newer and larger recruit training depot. Thus, in 1915, the Marines moved recruit training from Navy facilities at Norfolk to Parris Island, South Carolina. With the American entry into World War I, Marine training facilities were opened or expanded at San Diego and Mare Island, California, and Quantico, Virginia.

Technical Training

Because the Marine Corps mission focused on infantry combat, there was little need for a technical training infrastructure prior to World War II. Marines requiring the know-how to fix and operate radios, trucks, and other equipment were simply sent to other service schools. This placed the Marines at a disadvantage during early World War II when other service priorities limited Marine training quotas. Consequently, many Marine technicians had to learn their specialties in the field, often under fire.³⁷

Readiness Training

As with the other services, World War II caused a dramatic increase in the size of the Marine Corps. With operations focused in the Pacific, the Marine infrastructure greatly expanded in and around San Diego. North of San Diego, Camp Pendleton was established to provide Marines combat training. On the east coast, the Marines established Camp Lejeune on the North Carolina coast to perform a similar function. These facilities would remain during the post-war era.

Professional Military Education

While the Marines may have lagged in technical training, they remained abreast of their service counterparts with professional military education. The professionalization trend that swept the nation at the end of the 19th century also affected the Marine Corps. In 1891, the Marines established a School of Application at the Marine Corps Barracks at Washington, DC, to teach officers and senior enlisted Marines infantry drill, tactics, field training, gunnery, electricity, mine warfare, and high explosives. With the adoption of the Advanced Base Force doctrine, the Marines established an Advanced Base School in New London, Connecticut, in 1910, to train Marine officers on tactics, communications, ordnance, and fortification construction. A year later the school moved to Philadelphia, Pennsylvania.³⁸

The complex of Marine Corps officer and enlisted schools established at Quantico during World War I and the following decade provided the Corps with officers and enlisted Marines capable of conducting sophisticated amphibious operations against Japanese-held islands. In the early 1920s, the training facilities at Quantico became known as Marine Corps Schools. With the development of amphibious warfare doctrines and Fleet Marine Force concepts, Quantico quickly became known as the intellectual center for the Marine Corps.³⁹

CHAPTER 3

THE POST-WAR ERA: 1945–1949

The post-war period was marked by a rapid demobilization, a military reorganization, debate on roles and missions, and the emergence of the Soviet Union as a potential threat to the national security. During this era of change, facilities were chosen from the World War II era that formed the core of a Cold War training and education infrastructure.

How this training and education infrastructure evolved can be understood after considering the overall force structure in 1949. This structure represented years of rapid demobilization from a 1945 force of over 12 million men and women to less than 2 million. Fearing that the economy could fall back into depression and heeding to demands to “bring the boys home,” national leaders ordered the rapid decommissioning of hundreds of ships, deactivation of army divisions and air wings, and the closure of dozens of military installations.

After World War II, conscription ended; however, in 1948 the draft was reinstated. Still, the 1949 force of 1,613,686 active-duty men and women was just a fraction of the size of the force that recently had won World War II. In addition to reduced size, one changed aspect of the 1949 force structure was its multiracial composition. On July 26, 1948, President Truman signed Executive Order Number 9981 that directed the desegregation of the armed forces. Military installations eliminated “colored only” facilities, such as barracks and latrines.

The reorganization of the American military establishment had long-term consequences for the shape of the American military and its training and education infrastructure during the Cold War. With the ratification of the Constitution, for the nation’s first 140 years, the management of American military power was delegated to the Navy and War Departments with the respective Secretaries of each organization holding a Cabinet-level post. World War II operations frequently required joint cooperation between the Army, Navy, and growing Army Air Forces. The faults of a split organizational structure became apparent early. In the field, different training methods, communications, logistics, and doctrines hindered the American war effort. Although several unification plans were proposed during the war, national leaders put off reorganization to avoid disrupting the war effort.⁴⁰

With victory over Japan, reorganization planning went forward. On July 26, 1947, President Truman signed into law the National Security Act.⁴¹ The Act established “The National Military Establishment” under the leadership of a single Secretary of Defense. The Joint Chiefs of Staff formally came into existence as an advisory committee consisting of the Chief of Naval Operations and the Chiefs of Staff of the Army and newly created U.S. Air Force. The first Secretary of Defense, James Forrestal, was sworn in on September 17, 1947.⁴²

With his limited statute powers, Forrestal eventually recommended changes to the National Security Act to strengthen his position and designate a head for the Joint Chiefs of Staff. Subsequently, President Truman recommended to Congress that the National

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Security Act of 1947 be amended. Significant recommendations included converting the National Military Establishment into an Executive Department and renaming it as the Department of Defense (DOD). This enhanced the Secretary of Defense's power and established a Chairman to the Joint Chiefs of Staff to serve as the principal military advisor to the Secretary of Defense and the President. After the 81st Congress approved amending the National Security Act of 1947, President Truman signed the legislation into law on August 10, 1949.⁴³

Other factors aside, defense reorganization contributed to shaping the training infrastructure during the post-war period. Still, passage of the National Security Act left many questions unanswered regarding what roles each service would perform. The detonation of two atomic bombs in Japan added a complex dimension to the debate. Did nuclear weapons negate roles for the Army and Navy and invalidate the Marine Corps' amphibious warfare doctrine?⁴⁴ The resolution of this debate set precedents for a force structure that drove industrial support, research and development, and training.

At Joint Chiefs conferences held in 1948 at Key West, Florida, and Newport, Rhode Island, agreements on roles and missions were reached between the three services. On the subject of strategic air warfare, the Joint Chiefs acknowledged Air Force responsibility, but also agreed that the Air Force would accept whatever strategic capabilities that Navy aircraft carriers could provide. The Air Force maintained responsibility for air defense and close-air support for the Army. The Army also would have an air defense mission through deployment of gun and later missile batteries.⁴⁵

Finally, despite worsening relations with the communist bloc that climaxed with the Berlin Airlift in 1948, the American defense budget remained small throughout this period. As a consequence, training was one area where dollars were reduced to preserve programs elsewhere.

Under unification, training still remained a responsibility of each of the services. However, the lessons learned from World War II and the move toward unification inspired the establishment of facilities for joint professional military education.

In 1946, the National War College and the Industrial College of the Armed Forces were established at Fort McNair in Washington, DC, and the Armed Forces Staff College opened in Norfolk, Virginia. Service parochialism continued as the Naval War College at Newport reopened and the soon-to-be-formed Air Force established its Air War College at Maxwell Field.

While reorganization of the military establishment occurred at the top, each service also made administrative changes that affected training.

The Army

With the advent of the atomic bomb, many, including some Army senior leaders, questioned the need for a large standing army. One Army Ground Forces study in 1947⁴⁶

saw the role of the Army as assisting the civilian population in the event of air attacks on the United States and then mobilizing to repel a ground attack. With the envisioned initial battle of World War III waged in the skies over the Soviet Union and North America, the Army would have time to mobilize and train. With time to prepare for war, the post-World War II Army deemphasized combat training. Instead, the Army rushed recruits through basic training so they could perform the Army's primary mission during the immediate post-war era: occupation duty in Europe, Japan, and Korea.

This long-term vision of Army mission, combined with demobilization and the end of selective service following World War II, led to a dramatic reduction of troop strength. Troop levels declined to a point where the Army's effective combat strength at the time of the February 1948 Czechoslovakia coup had trickled down to two and one-third divisions. The coup and other events spurred Congress to reinstate selective service in June 1948. However, the ensuing manpower increase was blunted by Secretary of Defense Louis Johnson in 1949. A believer in strategic air power, Johnson cut expenditures below President Truman's austere \$15 billion defense budget. Although Congress authorized an end-strength of 667,000 troops for Fiscal Year (FY) 1950, Johnson's cuts resulted in a force of 591,000 on the eve of the Korean War.⁴⁷

Army administrative changes also affected the training infrastructure. During World War II, Army Chief of Staff, General George C. Marshall had organized the Army around three major functional areas: Army Ground Forces, Army Air Forces, and Army Service Forces. Remaining independent within the overall War Department organization were the technical services. Under the command of the Quartermaster General, Surgeon General, Chief of Engineers, Chief of Ordnance, Chief of Chemical Warfare, Chief Signal Office, and Chief of Transportation, these services focused on procurement, production, research and development, and training for their assigned personnel.⁴⁸

Marshall's organization model was dismantled after World War II. The Army Service Force was eliminated. Within the continental United States, six "zones of the interior" armies were established under the command of the Army Ground Forces. The move also gave the Army Air Forces more autonomy as they strove to become an independent service. The reorganization became effective on July 11, 1946.⁴⁹

Indoctrination Training

Under this organization, Army Ground Forces maintained responsibility for basic and unit readiness training for troops stationed within the United States. However, the new organization proved unwieldy. To fix the problem, Army Circular 64 of March 10, 1948, stripped the Army Ground Forces of command functions and renamed it as Office, Chief of Army Field Forces. Recruit and readiness training functions fell upon the six continental armies. The Chief of Army Field Force's mission included supervising, coordinating, and inspecting matters pertaining to the training within a field army. Army Field Forces subsequently supervised training, prepared training literature, and developed tactical doctrine for the six continental armies within the zone of the interior and for the forces deployed overseas.⁵⁰

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Any change that threatened the integrity of the technical services was vigorously opposed by the technical service commanders. When a reorganization bill finally reached Congress in 1950, the technical services and their training organizations remained intact.⁵¹ Thus during the post-war period, Army training was divided between numerous continental army and technical service commands.

Army Ground Forces reorganized and reduced the number of replacement training centers from 16 to 4. By May 1947, recruits were trickling into Fort Jackson, South Carolina; Fort Dix, New Jersey; Fort Ord, California; and Fort Knox, Kentucky. These centers were administered by newly organized replacement training divisions.⁵² In addition to reducing the number of replacement training centers, Army Ground Forces also reduced the time recruits took to complete their indoctrination training. In January 1946, recruits spent only eight weeks in boot camp, half the time of their World War II-era predecessors. The time recruits spent learning to be soldiers fluctuated throughout the post-war era from as little as 4 to as many as 14 weeks.⁵³

Once assigned to their units, troops trained with equipment handed down from World War II and were unable to train under simulated combat conditions. For safety



The aggressor forces are rounded up as prisoners during an exercise in the early 1950s. Note the distinctive helmets and uniform markings of these Fort Riley-based troops. (Photograph courtesy of Military History Institute, Photographic Division, Record Group 3085, Box 11.)

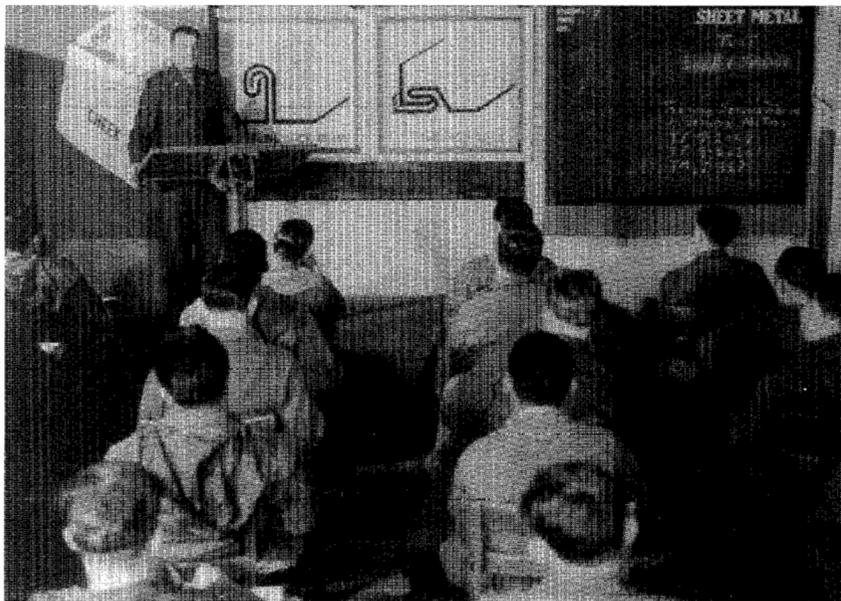
reasons, Army Ground Forces banned live-fire exercises. Army leaders assumed that if war broke out, time would permit the reinstatement of the types of live-fire drills that had been commonplace during World War II.⁵⁴ One innovation conceived during this era was the “aggressor force.” After the concept was first tested in 1946, the Ground General School at Fort Riley, Kansas, further developed the organization to the point where some assigned soldier’s only mission would be to play the bad guys. Upon joining the aggressor force, each soldier received distinctive uniforms and received indoctrination in a different nation’s ideology, combat doctrine, and military organization. This aggressor force organization would remain intact until 1978.⁵⁵

Technical Training

One bright spot in the Army training picture from 1945 through 1950 was the high emphasis on technical training. Army schools, mostly operated by the various technical services, were well attended. In fiscal 1948, 80,000 soldiers, or 15 percent of Army strength, were enrolled in Army technical schools. A year later the number enrolled climbed to 125,000.⁵⁶

Skill and Readiness Training

Budget cuts for FY 1950 further affected readiness training. Major training exercises were not held and other means were found to cut costs. For example, West Point



Although the budget was tight in the late 1940s, the Army maintained a vigorous technical training program. This picture, taken at Camp Lee, Virginia, shows soldiers learning how to handle sheet metal. (Photograph courtesy of Military History Institute, Photographic Division, Record Group 1, H.U. Milne collection.)

graduates of the class of 1950 were sent directly to their respective branches without first attending branch indoctrination schools.⁵⁷

Professional Military Education

Shortly after World War II, a War Department military education board reviewed the state of Army professional military education and made recommendations that guided the Army's post-war education system. In 1947, a progressive school system was implemented that provided course work at the basic branch, advanced, and specialty levels. At the intermediate levels was the Command and General Staff School at Fort Leavenworth. At the pinnacle of this system were the joint Armed Forces Staff College, the National War College, and the Industrial College of the Armed Forces.⁵⁸

Broad changes were instituted to bring Army officer education in line with the changing force structure. At the same time, specific changes were made between 1946 and 1950 at the Command and General Staff School at Fort Leavenworth that had long-term consequences. First, in 1947, the "School" was redesignated as a "College." Second, two tiers of instruction were created to provide education for officers destined for duties at the divisional, corps, and army level and those who would serve at the army group, theater army, and in zones of the interior level. Third, the curriculum was changed to include the latest weaponry developments and their impact on tactics. Fourth, class sizes were reduced to encourage greater student participation. Fifth, with the onset of the Cold War, the Soviet Union and its military capabilities became a central subject for analysis. Sixth, the college greatly expanded the quota of officers attending from America's allies. Seventh, the Fort Leavenworth school made its curriculum accessible to Army National Guard and Army Reserve officers. Finally, toward the end of the decade, instructors at the Command and General Staff College began to challenge the conventional wisdom that deferred atomic warfare to the Air Force. With smaller atomic warheads under development, students at Fort Leavenworth were challenged to employ these weapons on the battlefield. The long-term implications were clear. During the 1950s, the Army would challenge air power's role in national strategy.⁵⁹

The Air Force

At the end of World War II, Army Air Forces Commanding General Carl A. Spaatz ordered a reorganization to accommodate the rapid demobilization yet retain an effective combat force. The reorganization implemented on March 21, 1946, activated three commands. The Strategic Air Command (SAC) was charged with maintaining the capability to conduct long-range operations throughout the world. SAC aircraft were expected to conduct long-range reconnaissance over sea and land. In war, SAC bombers would destroy enemy strategic targets. With B-29 bombers capable of carrying atomic bombs, SAC quickly assumed a position at the top of the military hierarchy. However, in the wake of rapid demobilization, even SAC would lack the personnel, materiel, and training to achieve its strategic mission. Under the leadership of General Curtis E. LeMay, SAC commanded the needed resources within a tight fiscal environment to

improve its readiness. These resources came at the expense of other commands within the Army Air Forces and the other services.⁶⁰ While SAC was expected to take the battle to the enemy, the Air Defense Command (ADC) had the mission of defending the American homeland from enemy attack. With a Soviet bomber threat seeming to loom only in a distant future, the ADC received few resources during the immediate post-war period. The Army Air Forces activated the Tactical Air Command (TAC) as its third combat component. TAC's mission was to cooperate with land and sea forces and develop an air-ground doctrine.⁶¹

Besides the three combat commands, the Army Air Forces also maintained the Air Training Command (ATC) within its organizational structure. With the Air Force achieving independence under the National Security Act of 1947, the Spaatz-Eisenhower agreement of September 15, 1947, laid the framework for the orderly transfer of personnel, materiel, and physical infrastructure to the new service.⁶²

Much of this infrastructure was related to training. In 1947 the ATC, headquartered at Barksdale Field, Louisiana, operated 13 installations located within 9 states. Airmen recruits trained at Lackland AFB, Texas. Many went on to receive technical training at Scott and Chanute Air Force Bases in Illinois; Keesler AFB in Mississippi; Lowry AFB in Colorado, and Fort Francis E. Warren in Wyoming. Flying training at the seven remaining training installations dropped dramatically. After producing tens of thousands of pilots during World War II, ATC graduated only 371 new pilots in 1946. ATC maintained the basic and advanced pilot training mission. After completing the ATC training pipeline, pilots continued training at a combat crew training facility operated by one of the three combat commands or the Military Air Transport Service (MATS). Unlike the Army, the Air Force was fielding new equipment. Beginning in 1946, new pilots began training to fly jet fighters.⁶³

Technical Training

Receiving new equipment brought on additional training challenges as maintenance crews needed retraining to handle the new technologies. These challenges were exacerbated when budget cuts and operational commitments strained Air Force training resources during this period. In March 1947, budgetary cuts forced the technical division to reduce the numbers of civilian instructors. Military personnel had to fill the positions. Many of these military instructors had no instructor experience and some were recent graduates of the courses they were selected to teach. Morale and the quality of training suffered. Personnel requirements caused by the 1948 Berlin Crisis exacerbated the situation. With instructors receiving orders to rush to front-line units, holes in the training infrastructure again had to be plugged.⁶⁴

The impact of Secretary of Defense Johnson's 1949 budget cuts devastated the ATC. Drastic reductions included laying off 1,562 civilians, separating reserve officers, and converting rated officers to nonrated status. Flying programs suffered from shortages of airplane replacement parts, maintenance personnel, and especially instructors.⁶⁵

Training to Fight: Training and Education During the Cold War

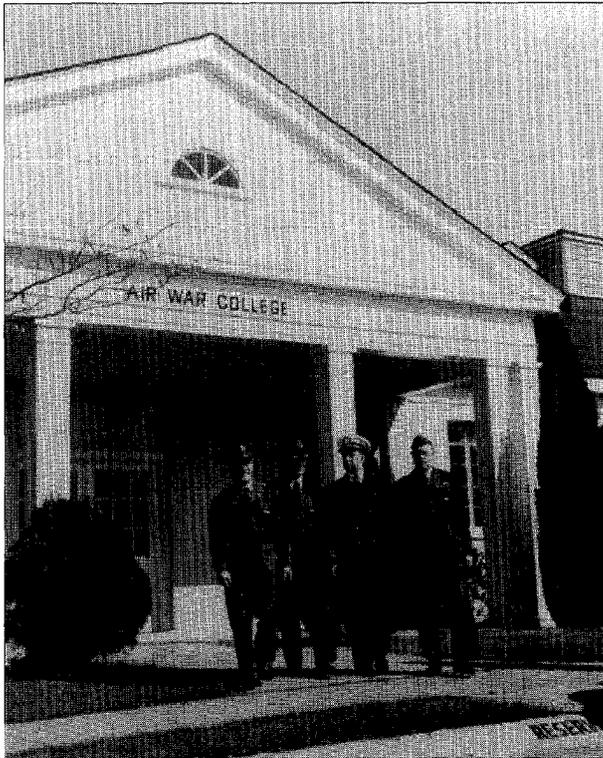
ATC coped with the difficulties. As the Air Force received funding priority to counter the Soviet threat, ATC managed to expand its infrastructure to 17 installations by the end of 1949.⁶⁶

Professional Military Education

The new service's professional military education program received a solid foundation as the Air Force established the Air University headquartered at Maxwell AFB, Alabama, that featured an Air War College, Air Command and Staff School, and Air Tactical School. In addition, the World War II-era Army Air Force's Engineering School at Wright-Patterson AFB, Ohio, evolved into the Air Force Institute of Technology (AFIT).

The Navy

The Navy's predicament in the post-war era was clearly understood by senior naval leaders. Because of the limited weight, size, speed, and characteristics of carrier aircraft, the Navy was concerned about its role in strategic warfare. Indeed, the first joint post-war plan code-named PINCHER relegated the Navy to attacking Soviet submarines and their bases with conventional weapons.⁶⁷



The Air War College was established as a component of the Air University at Maxwell Field, Alabama, shortly after the close of World War II. (Photograph courtesy of National Archives, Record Group 342B, Book T-79.)

However, the Navy would not concede to the Air Force the mission of strategic warfare. If the size of its aircraft carriers and aircraft denied the Navy a piece of the strategic mission, the solution was simple: build bigger aircraft carriers and aircraft. When Secretary of Defense Forrestal approved Navy plans to build a supercarrier, the Navy and Air Force appeared to be heading toward conflict. At the 1948 Key West conference, the issue seemed to be settled with the Navy assuming a participant role in strategic warfare.

However, Defense Secretary Johnson's 1949 budget cuts reignited the controversy as he canceled funding for the supercarrier *United States*. Navy Secretary John

L. Sullivan promptly resigned and an episode was sparked that has become known in naval folklore as “The Revolt of the Admirals.” Naval leaders testified before Congress over concerns about the evolving military establishment and challenged a national military strategy centered around the bomb. As the decade ended, the Navy’s future mission seemed uncertain.

During the post-war period, organizational boundaries continued to be clearly demarcated between the fleet commanders, the Chief of Naval Operations, and the bureaus. As with the Army’s technical services, each Navy bureau represented a functional fiefdom steeped in tradition. Originally five bureaus came into existence in 1842 as part of a reform. A century later there were eight bureaus: Yards and Docks, Supplies and Accounts, Ordnance, Ships, Personnel, Aeronautics, Hydrography, and Medicine and Surgery.⁶⁸

Exigencies of war had fragmented the majority of training between the Bureau of Personnel, Medicine and Surgery, Aeronautics, and the fleets. To shape the post-war training organization, a Training Policy Board was established on November 16, 1945, to consider consolidating all training under the control of one agency. However, proposals to bring fleet operational training centers under such an agency were turned aside. The fleet operational training commands simply had their names shortened to Fleet Training Command, Atlantic, and Fleet Training Command, Pacific. Similar attempts to centralize aviation and medical training also met resistance. In the case of aviation, naval aviators threatened to desert the Navy and lobby for realigning the naval aviation branch with the soon-to-be-created Air Force. In both aviation and medicine, the status quo remained.⁶⁹

Indoctrination and Technical Training

The fragmented training structure, split between the various bureaus, remained. The Bureau of Personnel administered basic training and many follow-on class A, B, and C schools. Many of these training facilities were located in San Diego, California; Great Lakes, Illinois; Newport, Rhode Island; and Bainbridge, Maryland. Although the number of students dropped dramatically from the World War II era, due to an increasing sophistication in naval hardware, the number of technical courses increased.

The Chief of Naval Aviation Training (CNATRA), headquartered in Pensacola, Florida, operated an entirely independent training infrastructure. Collocated with CNATRA was the component Naval Air Basic Training Command. Two other CNATRA commands included the Naval Air Advanced Training Command at Corpus Christi, Texas, and the Naval Air Technical Training Center (NATTC) at Millington, Tennessee. The latter command also hosted class A, B, and C schools.⁷⁰

Readiness Training

The Atlantic and Pacific fleet training commands maintained a system of schools to support readiness training at such major fleet homeports as Norfolk, San Diego, and Pearl Harbor.

Professional Military Education

To support professional military education, in the immediate post-war period the Navy reopened its Postgraduate School at Annapolis and its Naval War College at Newport, Rhode Island. Strategic courses shifted their focus away from Japan and to the Soviet Union. In addition to traditional curricula featuring strategy, tactics, and doctrine, courses were added covering geopolitics, physical science, economics, and international relations. In 1946, approximately 100 officers were enrolled in the Naval War College's junior and senior courses. In 1947, 50 more students arrived to participate in a new curriculum that focused on logistics.⁷¹

The Marine Corps

Concentrated assault forces posed as inviting targets to any foe armed with atomic bombs. During the defense unification debate, the Marine Corps' amphibious warfare mission, as well as its requirement for an independent air arm, was questioned by many civilian and military defense experts. In the end, the National Security Act of 1947 reaffirmed the Marines' amphibious warfare mission and the importance of maintaining Marine aviation. Marine Corps Commandant, General Alexander A. Vandegrift acknowledged the atomic vulnerability problem, but saw the day when a potential opponent would have atomic weapons available for tactical use as being in the distant future.

At Quantico, Virginia, during the post-war period, Marines worked to develop a doctrine that would solve the atomic vulnerability. The revolutionary solution they developed became known as vertical envelopment. With the introduction of the helicopter, technology played a key role in making the doctrine possible. By December 1947, Helicopter Squadron One (HMX-1) was established at Quantico. Pilots and maintenance crews underwent extensive training to learn how to operate and maintain the new flying machines. In May 1948, HMX-1 demonstrated the capability to move Marines ashore from ship. With subsequent exercises yielding further successes, the vertical envelopment doctrine greatly affected how Marines trained for the remainder of the Cold War and beyond.⁷²

Indoctrination Training

During the post-war period, Quantico remained a center for Marine Corps training and education. The base had a basic training function as officer candidates were indoctrinated to the ways of the Marine Corps. In 1949, a Women's Officer Training Course was added. For enlisted Marines, recruit training remained at the depots located at Parris Island and San Diego.

Technical Training

Technical training was spread among various Marine Corps installations. At Quantico, the Aviation Technical School trained mechanics for the new helicopters. Many Marines, especially in the aviation branch, received technical training with other

services. The trend of Marines using other service technical training facilities was maintained throughout the Cold War.

Readiness Training

Combat training occurred at Quantico and at major Marine Corps garrisons located at Camp Lejeune, North Carolina, and Camp Pendleton, California. At Quantico, The Basic School trained all new Marine Corps officers, regardless of specialty, on infantry tactics. Using this method, the Marines sought to instill a unity of purpose among officers serving in supporting combat arms units.

Professional Military Education

Quantico also continued its pre-war mission as the center for professional military education. Established in 1946, the Amphibious Warfare School offered junior- and senior-level courses.

CHAPTER 4

THE KOREAN WAR: 1950–1953

Concerns about the effects of the post-war budget cuts soon became irrelevant as world events forced Congress to reverse the defense budget decline.

The attempt to jump-start the European economy with the Marshall Plan faltered due to concerns that long-term stability might be threatened by Soviet forces positioned in Eastern Europe. Consequently, the North Atlantic Treaty Organization (NATO) was formed in 1949 as a collective defense organization that committed the United States to the defense of the European continent. The formation of NATO was significant. It represented the first formal U.S. alliance since the American revolution. The American commitment to fight in a massive land battle in Central Europe would greatly affect the types of strategies the Army employed, the types of weapons the Army procured, and how the Army trained its soldiers. The Air Force would provide air support for these ground forces. For the Navy, the commitment to Europe meant it would have a major Cold War mission of keeping resupply routes over the Atlantic open in the event of hostilities. The Navy would also provide support to Europe's underbelly with the establishment of the Sixth Fleet in the Mediterranean.

Other events in 1949, such as the fall of mainland China to the Communists and the Soviet detonation of an atomic bomb, were factors that caused President Truman to authorize a small *ad hoc* committee of State and Defense Department officials. The committee was to review potential threats and determine what strategies should be pursued to contain those threats. The result of this review was a report, NSC-68, prepared for the National Security Council. Presented in April 1950, NSC-68 called for large increases in defense expenditures and force structure.⁷³

The large defense expenditures called for in NSC-68 came to fruition. By 1953, there were more than 3.5 million men and women on active duty with the armed forces of the United States. This number was more than twice the total for 1949. The force increase in the early 1950s can be attributed directly to the advent of war in Korea in 1950 and the perceived threat of growing Soviet nuclear forces. Numerous training and other installations, closed at the end of World War II, suddenly bustled with activity as thousands of recruits trained for duty in Asia or Europe. These recruits went on to serve in planes, ships, and tanks that were brought out of mothballs into active service. Atomic bomb production was accelerated, and development of a hydrogen bomb proceeded. The nation also began deploying a credible air defense system.

With the National Security Act amended in 1949, and the nation's military leaders focused on mobilization and fighting a war in the Far East, few organizational changes that affected training were made within the Department of Defense during the Korean War era.⁷⁴

Training to Fight: Training and Education During the Cold War

At the service level, the Army, Air Force, Navy, and Marine Corps had to increase the size of the infrastructure for indoctrination, technical, skill, and combat or readiness training. To provide leadership for the surge of men and women entering the services after the outbreak of war in Korea, officer candidate schools expanded or were reopened for all of the services. As in World War II, professional military education became a lower priority.

The Army

The Korean conflict challenged some assumptions about the roles, missions, and preparedness of the post-war Army. It quickly became apparent in the days following North Korea's June 25, 1950 invasion of South Korea that American air, sea, and logistical support for the South Korean Army alone could not reverse the tide. American ground forces stationed in Japan were ordered into battle. Poorly prepared, these forces repeatedly were overrun and soon found themselves struggling to maintain a defensive perimeter around the southern port city of Pusan. These early combat setbacks, directly attributed to lack of readiness, were lessons learned for future American leaders.

Despite nearly tripling in size and budget during the Korean War, the Army maintained the organizational structure spelled out in the Army Organization Act of 1950.⁷⁵ Not everyone was happy with the structure. In a November 1952 letter to President Truman, Secretary of Defense Robert A. Lovett looked at the Army organizational structure and reflected his amazement that the system worked, let alone worked well. Lovett observed that the seven technical services—Corps of Engineers, Signal Corps, Quartermaster Corps, Medical Corps, Chemical Corps, Transportation Corps, and Ordnance Corps—each performed overlapping functions. He understood that reform was more “painful than backing into a buzzsaw,” but saw it as long overdue.⁷⁶

Indoctrination Training

With the outbreak of war, basic training expanded at the four major post-war indoctrination centers at Fort Dix, New Jersey; Fort Ord, California; Fort Jackson, South Carolina; and Fort Knox, Kentucky. Five additional replacement training divisions were formed to handle the influx of recruits. In addition, ten pilot replacement training centers of battalion or regimental size were created to provide indoctrination training for those destined to serve in the administrative branches or technical services. For the technical services, these pilot replacement training centers were collocated at their primary training installations. For example, soldiers destined to join the Signal Corps received boot training at Fort Monmouth, New Jersey.

Building this new indoctrination infrastructure took time. Consequently, during the first six months of the war many of the draftees destined for Korea were sent directly to newly formed units where they received basic combat training as those units stood up for combat. Thus, the Army repeated a mobilization practice that occurred during World Wars I and II.⁷⁷

Technical Training

The outbreak of war challenged the capacity of the Army's technical service school system as recruits flooded in from basic training facilities. In one example of coping with the increased loads of students, the Signal Corps added night classes at its Fort Monmouth school and opened Camp San Luis Obispo in California.⁷⁸

Skill Training

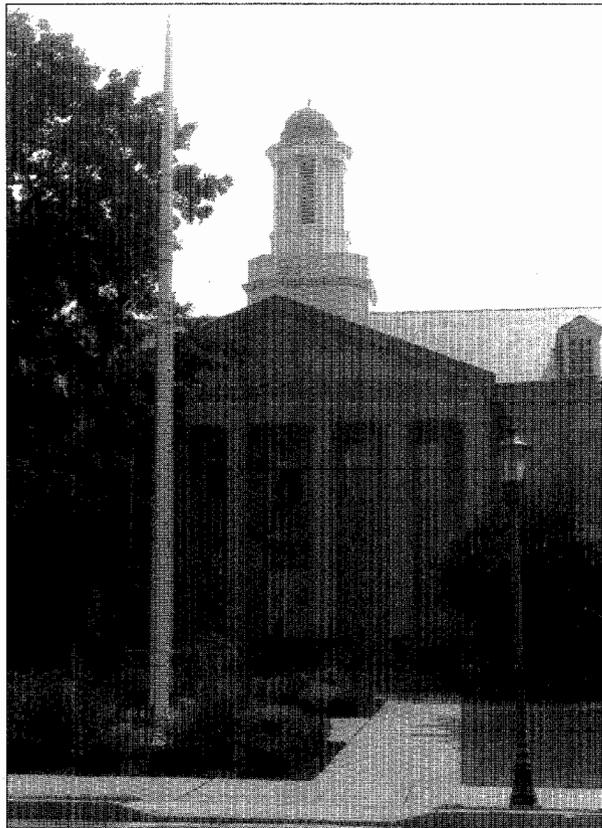
Fort Rucker eventually became home to the Army's aviation school. As depicted in the movie *M*A*S*H*, the Army discovered the helicopter was ideal for medivac operations. However, during the Korean War, the Air Force maintained responsibility for primary helicopter flight training at San Marcos, Texas. After the Army pilots received their wings, additional helicopter training occurred at Fort Sill, Oklahoma.⁷⁹

Readiness Training

Early on, the Army realized that its post-war combat training philosophy was inadequate to prepare troops for combat. Twelve days after American troops entered combat in Korea, the ban on live-fire maneuver exercises was rescinded.⁸⁰ To provide space for these exercises, many World War I- and World War II-era installations, such as Forts McClellan and Rucker in Alabama, were reopened. These installations, along with many others, remained open after the fighting ceased.

Professional Military Education

The Korean War was a period of transition for the Army War College. Reestablished at Fort Leavenworth, Kansas, in 1950, the college promptly moved the following year to Carlisle Barracks, Pennsylvania, and commenced classes. The class of 1952 graduated 152 officers. The Army War



The Army War College began classes in 1950 at Carlisle Barracks, Pennsylvania. With modern facilities completed in the 1960s, this building became home of the Military History Institute. (Photograph courtesy of U.S. Army Construction Engineering Research Laboratories.)

Training to Fight: Training and Education During the Cold War

College mission was “to prepare selected Army officers for duty as commanders and as general staff at the highest United States Army levels through courses of instruction not included in Army schools of a lower category.”⁸¹ While the Army War College organized itself to follow through on this mission statement, activity at the Command and General Staff College altered only slightly during the Korean War era. The number of students attending regular courses grew modestly from 500 to 550, and the opportunities for participation in associate courses increased as the number of courses doubled. Curriculum changes reflected the influence of McCarthyism, as faculty members taught classes on the subversive impact of communism. In addition, a department was added to focus on the use of tactical nuclear weapons in warfare. Although the number of hours of instruction dedicated to nuclear warfare nearly tripled from 1950 to 1954, the emphasis of instruction remained on fighting a conventional war using the mobilized forces of the United States.⁸²

The Air Force

Having limited resources due to budget cuts, in 1948 the Air Force combined the Air Defense Command and Tactical Air Command into the Continental Air Command. With the outbreak of the Korean War, the Air Defense Command and Tactical Air Command were again established as major commands. The Air Force had to respond to many demands. At home, an air defense network consisting of radar stations and interceptor squadrons had to be deployed to thwart a potential Soviet bomber attack. To deter such an attack, new generations of bombers such as the mammoth B-36 and all-jet B-47 were fielded. Older SAC B-29 squadrons were deployed to Japan and England to support the war and Korean and American forces stationed in Europe. Fighter squadrons from TAC similarly were deployed overseas to support the troops on the ground. To move personnel and materiel, the Air Force also increased its airlift capacity. To perform all of these feats, the Air Force needed trained aircrews and technicians on the ground who could keep the planes flying safely. Some of the manpower requirements were filled by reservists called back to active duty. However, meeting all of the new demands required training thousands of new personnel.

Indoctrination Training

Initially, the Air Force attempted to handle the onslaught of recruits at its indoctrination center at Lackland Air Force Base, Texas. However, by January 1951, the number of recruits arriving daily topped 6,000 one day. At that time, 55,000 prospective airmen were crowded onto a base designed to handle 25,000. Training had to be suspended temporarily to build the tent cities needed to house and feed the trainees. Eventually, the Air Force constructed more permanent facilities at Lackland, opened additional facilities, and added indoctrination centers at Parks AFB, California, and Sampson AFB, New York. By 1953, enlisted manpower requirements for the Korean War were met, and the new administration began making budget cuts. The Air Force shortened indoctrination training and curtailed the basic military training mission at Parks AFB.⁸³ In 1953, the Air Force established the Air Force Officer Military Schools at Lackland and changed its OCS curriculum to include more military training. As the war ended, Air Force OCS class quotas dropped from 600 to 156 per quarter.⁸⁴

Technical and Skill Training

There was a significant increase in specialized technical training courses as new equipment entered the Air Force inventory. Missile guidance, radio-radar, and rocket propulsion received emphasis. By the end of 1950, the Air Staff projected an annual quota of 7,200 pilots to meet Air Force needs. To train these pilots, the Air Force once again contracted with private sector schools to provide basic flying training. The Korean War also provided the Air Force's ATC with an additional mission: providing combat training for prospective aircraft flight crews. Before the war, this training was provided by the front-line forces as part of an on-the-job training regimen. Exigencies of war forced ATC to assume this mission. As a result, the number of installations under ATC control nearly doubled from 22 in 1950 to 43 in 1953.⁸⁵

Professional Military Education

To provide facilities for combat training, the Air University suspended educational programs at Tyndall AFB, Florida, and Craig AFB, Alabama, and turned these facilities over to ATC. With priority given to placing top people in operational commands, there were proposals to close the Air University campus at Maxwell AFB for the duration of the war. Instead, the Air Force reduced operations. Courses at the Air War College and Air Tactical School were temporarily suspended. The Air Command and Staff School course was reduced in length and student enrollment at the AFIT at Wright-Patterson AFB was cut to an absolute minimum.⁸⁶

The Navy

The Korean War demonstrated that seapower also retained a role in the atomic age. After contributing to blunting and repelling the initial North Korean invasion, naval aviation and gunfire showed its role in modern warfare by supporting American and United Nations ground forces ashore against the subsequent Chinese intervention.

Indoctrination and Technical Training

As with the Army, the Navy maintained its organizational structure throughout the war as the service brought hundreds of ships out of mothballs and recalled thousands of reservists to serve overseas. The various bureaus expanded their school infrastructures to accommodate the influx of recruits. In 1950, some 61,000 sailors were training at 77 of these schools. This number rapidly jumped. Prior to the war, 8,000 personnel were stationed at NATTC, Memphis. This number climbed to 18,000, and the Memphis center still could not accommodate the Navy's demand for skilled aircraft technicians. An additional NATTC opened in Jacksonville, Florida, and other training facilities were established elsewhere.⁸⁷

As in World War II, ship captains did not have the time to train new sailors in the skills necessary to fight in combat. Therefore, many sailors who previously were sent directly to their commands from boot camp now were sent directly to class A school.

Training to Fight: Training and Education During the Cold War

During the Korean War, 90 percent of the class A school students came directly from boot camp. This trend continued after the war.⁸⁸

The increasing sophistication of shipboard radars and other weapon systems required sailors to attend longer technical training schools ashore. Unfortunately, with some technical training requiring two years of schooling, the Navy found that many of the sailors were completing training just as their enlistments expired. One article in the Naval Institute *Proceedings*, written before the outbreak of the war, complained: "The Navy trains excellent technicians—for industry."⁸⁹

Skill Training

To handle the increase in pilot training, numerous auxiliary airfields around Pensacola, Florida, and Corpus Christi, Texas, were placed into operation. Graduates went on to fly from World War II carriers brought out of mothballs.

Professional Military Education

During the post-war years, the Navy had difficulty obtaining construction funds to expand its Naval Postgraduate School at Annapolis. With funding made available due to the Korean War, the Navy moved the school to Monterey, California, at the end of 1950. During World War II the Navy had taken over Monterey's Del Monte Hotel and grounds and established an electronics school. For the remainder of the Cold War, the grand old hotel hosted one of the Navy's premier graduate institutions. However, during the Korean War era, operational demands kept the student body small. For example, in 1953 the Naval Postgraduate School only awarded 167 degrees.⁹⁰

At Newport, Rhode Island, the Korean War years were marked with curriculum reorganization. In 1950, the junior-level course was replaced by a ten-month command and staff course designed to prepare young officers for command of small fleet units or major command staff billets. About 40 mid-grade Army, Air Force, Marine Corps, and Coast Guard officers and civilians were enrolled to study naval warfare techniques, weapons employment, and tactics. In 1953, a two-year course combining strategy, tactics, and logistics was introduced. However, the two-year length deterred attendance, and the course was eventually reduced to one year. In addition to the senior-level and command and staff courses, Newport offered advanced courses for flag officers. During this period, this course was renamed the Flag Officer's Refresher Course.⁹¹

The Marine Corps

Marine Corps landings at Inchon, South Korea, in September 1950 demonstrated that amphibious warfare was still viable. Although the war eventually came to a stalemate, the reputation of the Corps was enhanced. Marine Corps combat doctrines and training methods paid off as Marines fought gallantly, especially in December 1950 when

Chinese troops threatened to trap Marines of the First Marine Division at the Chosin Reservoir in North Korea.⁹²

Valor on the battlefield earned the Marine Corps friends in Congress. A sympathetic Congress passed a 1952 amendment to the National Security Act of 1947. This amendment defined the missions of the Marine Corps as: maintaining an amphibious capability to be used in conjunction with fleet operations; providing security detachments for naval bases, facilities, and principle warships; and carrying out additional duties as the President may direct. In addition, the amendment specified that the Marines maintain no less than three divisions and three air wings. Having this force structure written into law was, and remains, unique.⁹³

Indoctrination Training

At Parris Island, South Carolina, there were 2,350 Marine recruits in training at the start of the war. Two years later, that figure increased by more than a factor of ten. A similar expansion occurred at the Marine Corps Recruit Depot in San Diego. To lead these Marines, The Basic School (TBS) at Quantico had to produce more 2nd Lieutenants. On February 1, 1952, The Basic School graduated its largest class to date, with 889 newly commissioned officers.⁹⁴

Skill and Readiness Training

With Marines engaged in Korea, the training infrastructure had to adjust to expansion and to lessons learned on the battlefield. The experience of the December 1950 retreat from the Chosin Reservoir and land-space limitations at Camp Pendleton led to the creation of new training facilities. In the fall of 1951, Marines arrived at a site located in Toiyabe National Forest on the eastern slope of California's Sierra Nevada mountains to begin cold weather orientation training. Eventually the site at Pickel Meadow evolved into the Marine Corps Mountain Warfare Training Center at Bridgeport, California. In 1952, Marines set up an artillery and missile range at a southern California desert location called Twentynine Palms.⁹⁵

Professional Military Education

At Quantico, boards were merged to form the Marine Corps Landing Force Development Center. Doctrines created by the Development Center subsequently were taught at the various schools at Quantico and at other Marine Corps installations. Schools at Quantico came under the umbrella "Education Center," which reported to Commandant, Marine Corps Schools.⁹⁶

CHAPTER 5

THE NEW LOOK: 1954–1960

The Korean War served as a pivotal episode in American military history, both for the lessons learned and those not learned. Korea certainly influenced the drafting of National Security Council paper NSC 162/2. Signed by President Eisenhower on October 29, 1953, NSC 162/2 formed the basis of a policy that became known as the “New Look.” Much attention was given to how Eisenhower’s New Look policy affected force structure. There was a common perception that the the Air Force’s budget prospered at the expense of the Army and Navy.

Because of the New Look policy’s emphasis on massive nuclear retaliation to thwart Soviet aggressiveness, SAC received priority for defense spending. While the Army and Navy were funded well above pre-Korean War levels, when contrasted with the Air Force, the Eisenhower years seemed to be a period of hardship for the two senior services.

However, in the post-Korean War era, the Army and Navy were not reduced drastically in size. With commitments to maintain the truce in Korea and provide divisions for the North Atlantic Treaty Organization (NATO), the number of soldiers in the Army during the 1950s hovered just below 900,000 and the annual budget stayed at \$9 to \$10 billion. Many of the posts reopened at the start of the Korean War remained open.⁹⁷ A similar story held true for the Navy as commitments to deploy ships to the Sixth Fleet in the Mediterranean and the Seventh Fleet in the Far East kept many of the warships taken out of mothballs in service.

By the end of the Eisenhower presidency, there were 2.4 million men and women—mostly volunteers—serving on active duty with the armed forces of the United States. The size and shape of the 1960 force resulted directly from the implementation of the New Look policy with its emphasis on nuclear weaponry and rapid advances in other technologies.

Throughout his presidency, Eisenhower desired to stand firm against the communist threat, yet not bankrupt the nation. To do so, he hoped to reorganize the Department of Defense to take advantage of emerging technologies. After making some changes during his first term, a reelection landslide and the emerging Soviet threat gave President Eisenhower the political capital to make further progress. Soviet technical achievements, such as hydrogen bomb and rocket development, raised questions about the efficiency of America’s defense organization. In January 1957, a committee led by Senator Stuart Symington reported that the Defense Department suffered from duplication and triplication that promoted waste and impinged on modernization.⁹⁸

In the aftermath of the October 4, 1957, launch of Sputnik, several congressional committees blamed interservice rivalries for delays in the United States space program. President Eisenhower took steps that had long-term consequences.⁹⁹

Training to Fight: Training and Education During the Cold War

On April 3, 1958, the President passed to Congress the draft legislation that became known as the Defense Reorganization Act of 1958. Congress adjusted the legislation and the President signed the bill into law on August 6 to become effective at the end of that year.¹⁰⁰

The act increased the powers of the Secretary of Defense and the unified commanders at the expense of the service secretaries and their military counterparts. Service secretaries were relegated to handle strictly administrative matters. As heads of their respective services, the service chiefs were also out of the operational command loop. However, as members of the Joint Chiefs of Staff, the service chiefs were not cut out completely.

The power of the Secretary of Defense was enhanced in other ways. For example, the Secretary could now establish single agencies to conduct any service or supply function common to two or more services. There were long-term implications for training. The eventual establishment of these defense agencies led to a defense department school infrastructure.¹⁰¹

The Army

During this era the Army had to do some deep soul-searching regarding roles and missions, despite its recent performance in Korea. Some people still maintained that the Army's sole purpose in modern warfare was to occupy the smoldering wasteland of the former enemies' territory and to restore order to areas in the United States devastated by nuclear attacks.¹⁰²

The receipt of a secondary mission and lower budgetary priority than the Air Force caused morale to sag. The image was not helped by service images projected by cartoon strips such as *Sad Sack* and *Beetle Bailey* and the TV program *Sergeant Bilko*. In contrast, the cartoon strip *Steve Canyon* portrayed the Air Force at the cutting edge of technology. The Army tried to counter this image by replacing its olive drab uniforms with "Army Green" clothing. The Army, led first by Chief of Staff General Matthew B. Ridgeway and then General Maxwell D. Taylor, also contested the New Look policy of massive retaliation on moral and practical grounds. The major flaw in massive retaliation, the Army contended, was the strategy's utility once the Soviets achieved parity in nuclear weaponry.¹⁰³

In opposing the New Look strategy, the Army used the limited resources allocated to it to implement its own doctrine that saw a traditional combat role for the Army in future confrontations. A lesson learned from Korea, where the Army employed "meatgrinder" defensive tactics to kill hundreds of thousands of Chinese, was that firepower beats manpower in battle. To win, future combat units should be amply equipped with overwhelming firepower to counter massed enemy formations. Consequently, the Army began to equip, organize, and train its units to use tactical nuclear weapons.¹⁰⁴

The miniaturization of atomic warheads allowed for the development and deployment of weapons that made a flexible, dispersible, and highly mobile "Pentomic" division concept

feasible. Under this concept, a division formed five battle groups that deployed in a pentagonal formation capable of sustaining attack from any direction. Soldiers in these units would use atomic cannons and nuclear-tipped rockets, such as Corporal, Honest John, Little John, Redstone, and Jupiter. The Army even fielded a short-range nuclear infantry weapon called Davy Crockett. Tactics and training anticipated that during the next war no differentiation would be made between conventional and nuclear armaments.¹⁰⁵

While developing a new doctrine, the Army also reviewed its supporting organizational infrastructure. On June 14, 1954, Secretary of the Army Robert T. Stevens released his Plan for Army Reorganization. One adopted change established a Continental Army Command headquartered at Fort Monroe, Virginia, similar to the former Army Ground Forces of World War II fame, to take charge of the six continental army commands and supervise combat arms training.¹⁰⁶

Indoctrination Training

At the end of the Korean War, most of the technical services turned over basic training of their future soldiers to centralized installations such as Forts Dix, Ord, Jackson, and Knox. In October 1953, the Army modified its training cycle so that all recruits endured eight weeks of basic combat training followed by eight weeks of advanced branch, specialist, or support training. This training cycle remained in effect well into the Vietnam conflict of the 1960s.

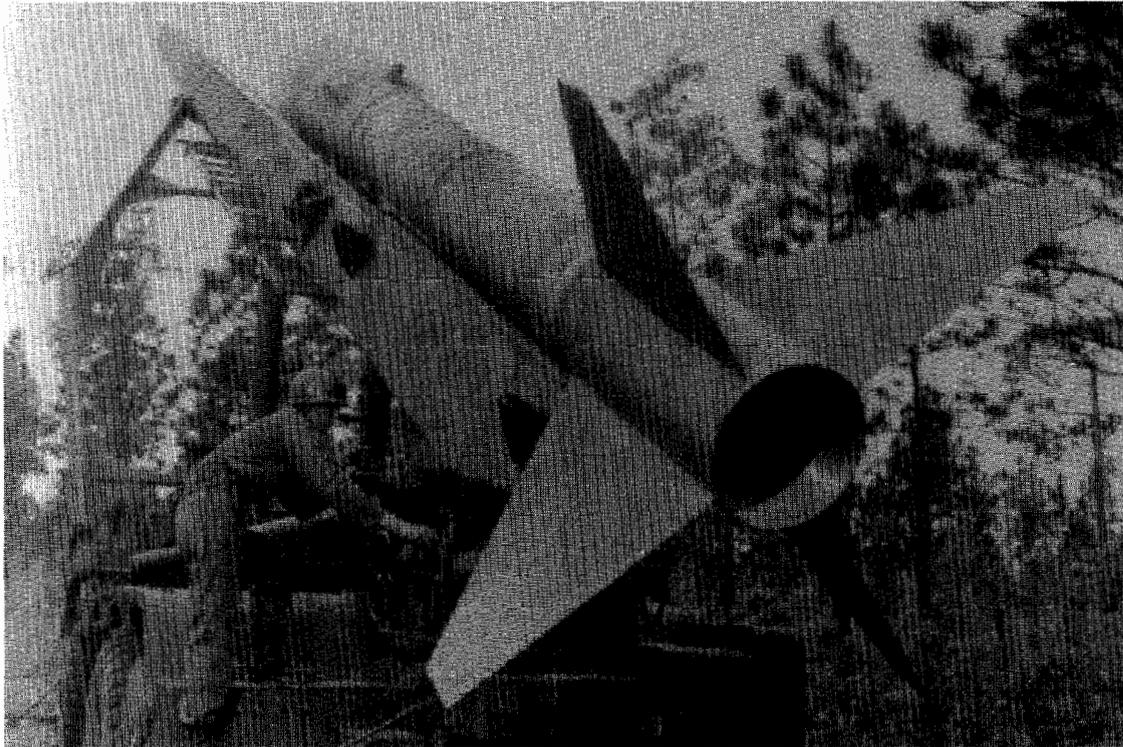
On March 16, 1956, Army basic training installations were designated as “United States Army Training Centers” followed by a combat speciality. For example, Fort Dix became the United States Army Training Center, Infantry, Fort Dix, New Jersey. In 1956, Fort Leonard Wood, Missouri, also was designated as an Army Training Center. With most of its basic training graduates going on to serve in the Corps of Engineers, Fort Leonard Wood’s official designation was United States Army Training Center, Engineer.¹⁰⁷

As noted, basic combat training during this era averaged eight weeks. Although the time spent in training did not increase from the pre-Korean War period, the training was much more efficient. First introduced at Fort Jackson, trainfire courses, challenging marksmen with moving targets, became a standard feature at all training centers. At Fort Dix, a “Proficiency Park” was installed that allowed recruits to test classroom knowledge in the field. Physical training shifted from traditional gymnastics to combat-related exercises such as crawling, grenade throwing, and dodging.¹⁰⁸

Technical and Skill Training

Once graduated from basic training, the soldier received additional training at one of the technical service schools or went on to receive additional combat arms skills. Those soldiers heading to installations that directly supported the new combat doctrine received much attention during the Pentomic era. Missiles played an important role in that doctrine. In 1952, the Ordnance Guided Missile School was formed at the Redstone Arsenal, Alabama, to train soldiers in the maintenance of missiles being developed for

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Tactical missiles became an important component of the Army's arsenal in the 1950s. Here a soldier prepares to fire an Honest John missile. (Photograph courtesy of Military History Institute, Photographic Division, Record Group 3085, Box 11.)

deployment by the Wernher von Braun rocket team. By the late 1950s, not only were U.S. soldiers training at this state-of-the-art school, but they were joined by technicians from Italy and Turkey who were learning to maintain missiles such as the Jupiter.

At Fort Sill, Oklahoma, soldiers learned to operate these new weapons. In 1954 the first Honest John missile was launched on post. By 1957, Fort Sill became the center of surface-to-surface missile training as the Army established its Artillery and Missile Center there.

Because the Army also had responsibility for providing point air defense for the continental United States, an extensive surface-to-air missile regimen was established at Fort Bliss, Texas, in 1953. After learning how to maintain and operate Nike Ajax, and later Nike Hercules missiles, the new missileers reported to newly constructed sites (batteries) built near America's strategic cities. In 1957, McGregor Range opened north of Fort Bliss, giving trainees a first-rate facility at which to achieve missile proficiency.

In 1954, the Army moved its Army Aviation School from Fort Sill, Oklahoma, to Fort Rucker, Alabama. Because the Army was not satisfied with the close air support provided to ground forces during the Korean War, the helicopter was considered for use in combat. In 1957, over the skies of Alabama, the Army tested the sky cavalry concept and learned

lessons that were applied a decade later in Vietnam. Meanwhile, in 1956, the Air Force relinquished the mission of training Army pilots and the Army established its primary flight school at Fort Wolters, Texas.¹⁰⁹

Professional Military Education

At the Command and General Staff College, the curriculum was adjusted to incorporate the new Pentomic doctrine. By 1955, the number of hours dedicated to nuclear warfare increased from 33 to 88. Limited warfare also had to be considered. Consequently, the curriculum was revised completely for the 1957-58 academic year. The revised course program devoted 67 percent of instruction to intelligence and operational related subjects with the rest of the curriculum focused on logistics, personnel, and civil affairs issues. Although Europe remained the central focus, tactical problems using current global situations were considered. Students worked together as teams to solve problems. With the new curriculum also came a new building. In January 1959, Bell Hall was dedicated. The size of this academic facility allowed the college to accommodate a larger student body.¹¹⁰

Changes also occurred at the Army War College. Beginning in 1955, Carlisle Barracks played host to a national security seminar. Later in the decade, the Army War College placed even greater stress on international affairs and national security policy by devoting 20 of 43 weeks to those subjects.¹¹¹

The Air Force

For the Air Force, the 1950s were golden years. With Eisenhower's New Look strategy placing an emphasis on strategic warfare, SAC was viewed as the nation's premier fighting force. With the introduction of the long-range B-52, Air Force strategic bomber forces could be based entirely in the United States. The Air Force created an additional deterrent force with the deployment of Atlas Intercontinental Ballistic Missiles (ICBMs). To deploy these strategic weapons, the Air Force received budgeting priorities. Whereas in 1953 the Army's budget topped the Air Force's budget, two years later the Air Force's



Helicopter tactics developed in the 1950s would later be used in Southeast Asia. (Photograph courtesy of Military History Institute, Photographic Division, Record Group 3085, Box 11.)

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The B-52 Stratofortress quickly became the Air Force's top strategic bomber in the 1950s. (Photograph courtesy of National Archives, Record Group 342B, Book T-64.)



A B-52 crew preparing for a training mission at Castle Air Force Base, California. (Photograph courtesy of National Archives, Record Group 342B, Book T-64.)

budget doubled that of the Army's budget. By 1957, the Air Force budget of \$18.4 billion was but a billion short of the other services' budgets combined.¹¹² In addition to maintaining primacy in the strategic mission, the Air Force also took a lead role in air defense. In 1954, Continental Air Defense Command (CONAD) was created to coordinate air, ground, and naval forces defending the homeland. Three years later a treaty with Canada integrated Canadian and American air defense command structures to form the North American Air Defense Command (NORAD). To support the Air Force mission, the service needed officers and enlisted personnel who could maintain and operate weapon systems of ever increasing complexity.

Indoctrination Training

During the mid-1950s, the Air Force closed Sampson and Parks Air Force Bases and consolidated basic training at Lackland AFB. After the Korean War, several studies were completed to determine the proper length for indoctrination training. In February 1954, the length went from 9 to 11 weeks. In October 1955, the Air Training Command (ATC) adopted a two-phase training plan where an airman received six weeks of training at Lackland before moving on to a technical training center for five weeks. A year later, the



The arrival of Intercontinental Ballistic Missiles (ICBMs) created the need for new training programs. Classroom instruction and training aids helped students understand the new technologies. This understanding was put to the test during training outside of the classroom.

(Photographs courtesy of National Archives, Record Group 342B, Book T-50.)

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Air Force adjusted school lengths to four weeks (basic) and seven weeks (technical). Despite the priority the Air Force received in the defense budget, the basic training program was not immune from cuts. In 1960, such cuts forced ATC to reduce basic training from 11 to 8 weeks. Phase I basic training was increased from four to five weeks, while Phase II technical training dropped from seven to four weeks.¹¹³

In the late 1950s, the Air Force found that its traditional sources were not producing the needed mix of officers with skills and knowledge in technical and scientific fields. The Air Force Academy and ROTC programs were too slow to respond to sudden personnel demands. In 1959, the Air Force decided to augment its six-month Officer Candidate School program with an intensive three-month Officer Training School. Unlike OCS, a program that provided an opportunity for enlisted personnel or civilians without a college degree to obtain a commission, the OTS focused on training four-year college graduates. The first OTS class graduated from Lackland AFB, Texas, in February 1960. With OTS becoming the primary source for officers, Air Force OCS was phased out in 1963.¹¹⁴

Technical and Skill Training

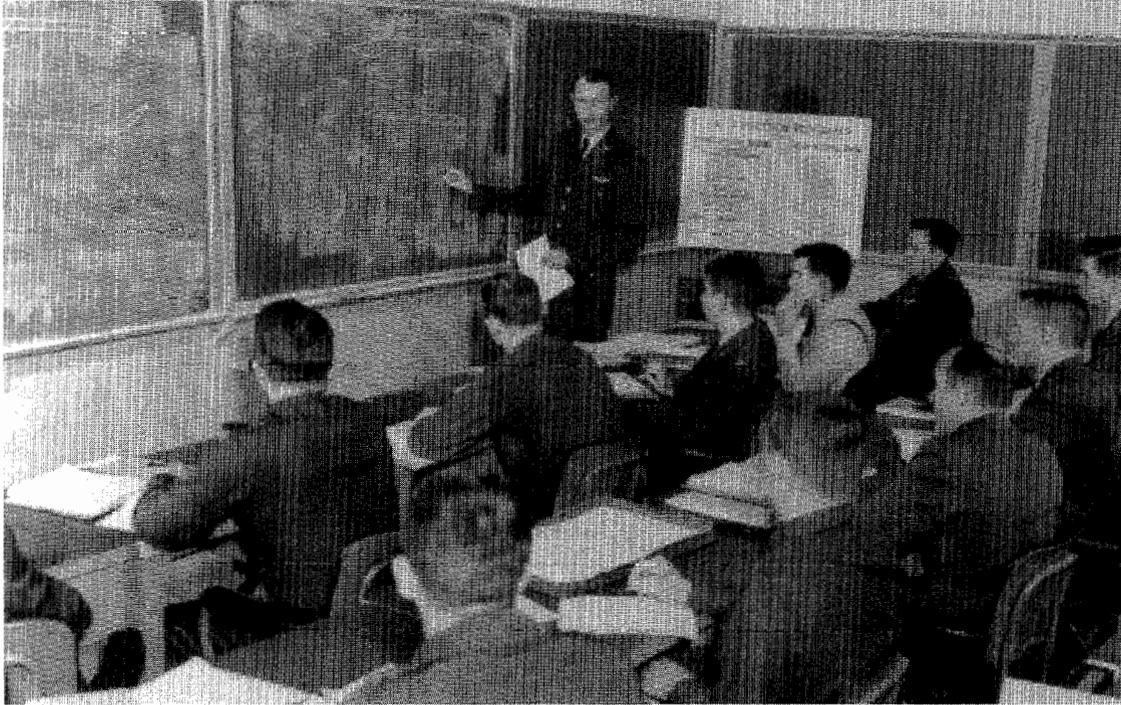
The growth of technical training made management of both the bases and the training overwhelming. To resolve the problem, in 1959 ATC created Technical Training Centers under the commanders of the following bases: Amarillo AFB, Texas; Chanute AFB, Illinois; Keesler AFB, Mississippi; Lowry AFB, Colorado; and Sheppard AFB, Texas. Technical training was not limited to these installations. By the late 1950s, ATC had formed several mobile technical training detachments that brought courses directly to the combat commands.¹¹⁵

With resources being dedicated to SAC, along with a resumption of combat crew training by operational commands such as TAC, the number of ATC installations dedicated to flight and technical training dropped from 43 to 25. Several of these installations were privately operated as ATC continued to contract to private schools to conduct basic flight training. After pilots completed basic and advanced flight training through the ATC pipeline, they were transferred to their assigned combat command and received combat crew training at installations operated by SAC, TAC, ADC, or the Military Air Transport Service (MATS).

Professional Military Education

Keeping pace with the emerging technologies continued to challenge the Air Force training establishment. Finding and training officers to perform technical missions proved especially challenging. Part of the solution occurred when the Air Force established its own service academy at Lowry AFB, Colorado, in 1955. In 1958, the Air Force Academy moved to Colorado Springs. The Air Force Academy changed the traditionally inflexible military academy education regimen by allowing cadets to attain a bachelor of science degree in the major of their choice. Elective courses were also offered. Later the U.S. Military and Naval Academies adopted aspects of this model.¹¹⁶

At a higher level, the Air Force pumped resources into the Air Force Institute of Technology (AFIT) at Wright-Patterson AFB, Ohio. In the aftermath of the Soviet launch of



A class at the Air Force Institute of Technology at Wright-Patterson Air Force Base, Ohio. (Photograph courtesy of National Archives, Record Group 342B, Book T-10.)



An aerial view of the Maxwell campus located northwest of Montgomery, Alabama. (Photograph courtesy of National Archives, Record Group 342B, Book T-79.)

Training to Fight: Training and Education During the Cold War

Sputnik, AFIT's curriculum became oriented more toward space activities and a course in scientific Russian was introduced. The Air University also experienced unprecedented expansion. A major construction program completed in the mid-1950s provided new classrooms, library, and administrative facilities comparable to any modern academic institution. As the campus grew, organizational changes also occurred at the Air University. In 1954, the Air Command and Staff School became the Air Command and Staff College. Components of the college included the Squadron Officers School and a Weapons Courses Branch. In 1959, these two component organizations were separated from the Air Command and Staff College. The independent Squadron Officers School and the newly designated Warfare Systems School reported directly to Headquarters, Air University.¹¹⁷

The Navy

During the late 1950s, sailors manned more than 1,000 combat ships deployed worldwide. Although the majority of the fleet remained World War II vintage, the Navy introduced nuclear power as a means of propulsion for submarines and surface ships. A significant milestone was achieved in July 1960 with an underwater launch of a Polaris ballistic missile from the nuclear powered submarine *USS George Washington*. With this successful demonstration, the Navy was assured a strategic deterrence role.

With the commissioning of the *USS Forrestal*, the Navy introduced the first of a class of supercarriers that became the centerpiece of battle groups for decades to come. The large angled-deck carriers hosted bigger, faster, and more powerful jet aircraft, many of which were capable of carrying nuclear weapons. To protect the carriers from air attack, surface-to-air missiles were introduced to surface combatant ships.

For the Navy, the technical advances and international and domestic events leading to reorganization at the DoD level forced changes at the service level. Changes at the top made the Navy organization more compatible with the Office of the Secretary of Defense (OSD). A significant recommendation instituted a merger of the Bureaus of Ordnance and Aeronautics to become the Bureau of Weapons.¹¹⁸

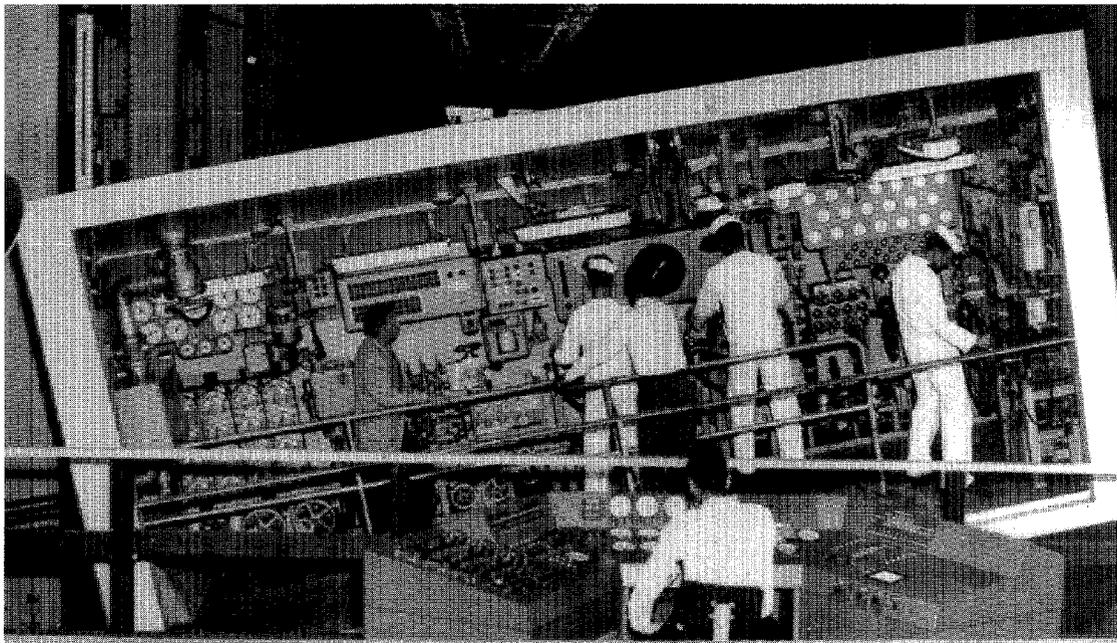
Indoctrination Training

At the basic training level, the changes at the top were hardly noticed. Boot camp continued at Great Lakes, San Diego, and Bainbridge. At this time, basic training lasted for approximately nine weeks. Bainbridge had the sole mission of training women recruits, most of whom went on to perform clerical duties. At San Diego, the Navy constructed a new recruit training complex. Opened in 1955, the new facility was named Camp Nimitz.¹¹⁹

Technical and Skill Training

After sailors left boot camp, technological leaps dramatically changed their training regimens. Nuclear propulsion for submarines greatly expanded the intensity and time it

took to prepare sailors for their first tour at sea. During the 1950s, Submarine School at New London, Connecticut required eight weeks of successful study to graduate. Sailors then were sent on to their first diesel boat or received additional specialized training. However, with the advent of nuclear propulsion on the submarine *USS Nautilus*, the time spent in training was close to two years. The Navy opened its first nuclear power school at New London, Connecticut, in January 1956 with a pilot course of 6 officers and 14 enlisted personnel. In two years, the school supported 4 classes enrolling over 100 enlisted personnel and 2 classes with over 30 officers. With more nuclear submarines being launched, and construction underway for a nuclear-powered aircraft carrier and cruiser, the New London school was augmented in 1958 by a second nuclear power school at Mare Island, California. Four years later, a third nuclear power school opened at Naval Training Station, Bainbridge, Maryland. After graduating from their classroom training, future reactor operators received operational experience. To provide realistic training, the Navy contracted with corporations such as Westinghouse and General Electric to provide training at prototype reactors that were built at locations such as Idaho Falls, Idaho, and West Milton, New York.¹²⁰ As prospective plant operators honed their skills at prototype plant sites, the Navy went ahead with a program that gave the submarine a new mission. By severing a nuclear attack submarine in half and inserting a compartment for Polaris missiles, the submarine suddenly became an underwater platform for launching devastating nuclear strikes. To support this new mission, in the late 1950s, the world's first fleet ballistic missile team training facility opened at the New London complex.¹²¹



To train submariners the Navy used sophisticated simulators, such as this conning deck mounted on hydraulic rams. (Photograph courtesy of Naval Historical Center, L files, Education, Occupation folder.)

Professional Military Education

In the 1950s, professional military education remained a low priority in the Navy. Operational experience rather than a graduate education still was seen as more important for promotion. Consequently, the Naval Postgraduate School in Monterey, California, struggled to attract students. Moderate expansion continued at the Naval War College. In 1956, the Naval War College established a Naval Command course that was opened to officers of other navies. The Naval War College, long noted for its wargaming, upgraded its capability in 1958 with the installation of an electronic wargaming simulator.¹²²

The fact that professional military education remained a low priority in the Navy during an era of changing technologies did not go unnoticed. Panels convened during the 1950s observed a stagnation of postgraduate education and recommended reforms. In 1959, one *ad hoc* committee's conclusions included observations that the educational background of the officer corps was shockingly deficient given current conditions, and that the Navy was dedicating comparatively fewer resources to officer education than it did during the 1930s. Recommendations included requiring all naval officers to hold a baccalaureate degree at commissioning and demanding that regular commissioned officers attain some postgraduate education. While these recommendations were never fully implemented, a recommendation to expand the Naval War College and Naval Postgraduate School, along with a recommendation to establish academic standards at the Naval Postgraduate School in line with other accredited institutions, were acted on during the following decade.¹²³

The Marine Corps

In spite of a New Look strategy emphasizing massive retaliation, the Marines struggled to remain a robust fighting force throughout the 1950s. Communist threats aimed at Japan, South Korea, Indochina, and Taiwan kept Marines focused on Western Pacific contingencies. In 1956, a board met to review the Marine Corps' roles and missions. Marine Corps doctrine regarding amphibious warfare and vertical envelopment were declared sound. However, plans having Marines confronting Soviet forces on nuclear battlefields were deemed unrealistic. Instead, a more likely scenario pitted Marines against forces of communist proxy states located away from Europe. Consequently, the Marines reorganized to better meet this contingency. Heavy armor was shed in favor of more air mobility. In 1958, the Marines employed their doctrine to peacefully land in Lebanon. During the following decade, the new doctrine ideally suited the Marines for combat in Southeast Asia.¹²⁴

Indoctrination Training

During the 1950s at Parris Island and San Diego Recruit Depots, drill instructors continued to mold raw recruits into Marines. How the Marines conducted indoctrination training was reviewed and revised in 1956 after a Marine drill instructor marched a recruit platoon into a tidal stream, resulting in fatalities. The Ribbon Creek incident and subsequent courts martial and training reorganizations received national attention.

Reforms were instituted to better prepare drill instructors and prevent physical abuse. Nevertheless, boot camp incidents continued to occur over the next few years, tarnishing the Marine Corps' reputation.¹²⁵

Technical Training

Once the Marines graduated basic training, most of them were assigned to a Fleet Marine Force unit based at either Camp Pendleton or Camp Lejeune. These forces were supported by air wings based at nearby air stations. At these bases and at Quantico, these new Marines attended specialty schools to receive technical training. However, Marines continued to keep their training infrastructure costs low by sending Marines to other service schools.

Readiness Training

For readiness training on the west coast, Marines had found Twentynine Palms in the California high desert ideal for live munitions testing and harsh environment training. The Marines succeeded in making the facility permanent through an aggressive construction program. In 1957, Twentynine Palms was designated as a base. Cold weather training also continued at the installation established at Pickel Meadows, California.¹²⁶

Professional Military Education

Much construction also occurred at Quantico as many temporary World War II-era structures were replaced. In 1958, The Basic School moved at Quantico from Camp Upshur to Camp Barrett where modern classroom facilities were built. At the time, approximately 1,500 officers and 150 warrant officers were graduating the 26-week long school. After serving tours with the Fleet Marine Force, many Marine officers returned to Quantico to attend the Junior School or the Senior School. Quantico was not the only venue available for Marines to enhance their professional military education. Marines could be found in the student bodies of other service war colleges and the joint schools such as the Armed Forces Staff College.¹²⁷

CHAPTER 6

FLEXIBLE RESPONSE AND VIETNAM: 1961–1970

In 1960, America's military force structure reflected the New Look vision. The United States began the previous decade with only a few hundred atomic fission bombs. By 1960, the number of atomic weapons topped 18,000, with many of these being hydrogen fusion bombs. However, the Soviet launch of Sputnik in 1957 and the rise of "national wars of liberation" caused many to question the validity of a policy based on massive retaliation. With the election of John F. Kennedy as President in 1960, many of these critics gained positions of influence. On July 25, 1961, President Kennedy addressed the nation on the growing crisis in Berlin and called for an immediate buildup of conventional forces. Nine years later there were over 3.4 million active-duty personnel in the armed forces—an increase of nearly 1 million from 1960.

Organizationally, the 1960s were turbulent for the armed forces. Besides expanding to fight in Vietnam, the military had to restructure to adjust to technological advances, new strategies, and a new management philosophy.¹²⁸

Secretary of Defense Robert McNamara established firm civilian control over the Pentagon hierarchy by instituting a management tool called Planning, Programming, and Budgeting System (PPBS). With PPBS, the Office of the Secretary of Defense (OSD) could now set programs, monitor service program accomplishments, and enforce compliance with Secretary of Defense policies. Long-range planning took shape in the form of a Five-Year Force Structure and Finance Program. To evaluate cost effectiveness, service missions were divided into functions such as general warfare offensive forces, general warfare defensive forces, airlift and sealift, general support, research and development, and reserve forces. The services had to force-fit their budget requests into this framework to warrant justification.¹²⁹

While McNamara's management system sparked controversy, so did some of his other ideas. One idea was "Project 100,000," which forced the services to accept applicants with lower-than-minimal entry test scores. These soldiers, airmen, sailors, and marines would challenge the military training infrastructure.

While McNamara revolutionized management of the Department of Defense (DOD), a new Chairman of the Joint Chiefs of Staff, General Maxwell Taylor, implemented the Kennedy administration defense strategy known as "flexible response." As Army Chief of Staff during the Eisenhower administration, Taylor had been a vocal opponent of the New Look emphasis on strategic nuclear warfare. Instead, Taylor called for more conventional forces while continuing to increase nuclear forces. The Cuban Missile Crisis was seen as a triumph for this policy as the United States, using conventional forces and not

resorting to nuclear arms, successfully responded to a Soviet attempt to place nuclear missiles in Cuba. Vietnam served as another test case for this strategy.¹³⁰

The Army

Before sending troops to Vietnam, the Army underwent one of the most significant reorganizations of its history. One of Secretary McNamara's study projects, Project 80, entailed a review of the functions, organization, and procedures of the Department of the Army. The question the reviewers focused on was the ability of the technical service organizations to support the Army's mission. The reviewers concluded that changes had to be made. Receiving the final Project 80 report, McNamara began to lay the groundwork for implementation.

The briefing of the plan to the technical service chiefs on December 8, 1961, became known as "Black Friday." With McNamara present, the chiefs learned just how sweeping the changes would be. On January 10, 1962, Secretary McNamara issued an executive order abolishing the statutory positions of the technical services pending Congressional approval. The order took effect on July 1, 1962.

Over the next year, thousands of personnel were transferred to new posts. On August 1, 1962, a new Army Materiel Command (AMC) assumed responsibility for the Army's wholesale logistics systems and assumed most responsibilities formerly held by the Chief of Ordnance. In addition to the dissolution of the Chief of Ordnance, the offices of the Quartermaster Corps and the Chief Chemical Officer also disappeared. The Continental Army Command (CONARC) assumed the training functions of the defunct technical service commands. Fifteen Army schools were added to the CONARC infrastructure, raising the number of CONARC-run schools to 27.¹³¹

Another new major command created by Project 80 was the Combat Development Command (CDC). This organization focused on Army tactics, organization, and doctrine. Subordinate commands included the Combined Arms Group, the Combat Service and Support Group, the Special Doctrine and Equipment Group, the Office of Special Weapons Development, and the Combat Development Experimentation Center.¹³² As the Army reorganized, it also grew. By 1963, the number of combat-ready divisions climbed from 11 to 16. Previously, many thought such an increase was futile considering that the Soviets possessed 150 divisions. Yet further analysis revealed that Red Army superiority in Eastern Europe was not as overwhelming as had been believed. The Soviet Union used different measurements for divisions. By increasing forces, it would be possible for the United States to fight and win a conventional battle in Europe.¹³³

As the number of troops increased, the ability to deploy them quickly also increased as airlift capacity jumped 75 percent from 1961 to 1963. The Pentomic division concept, which appeared ill-designed for generating offensive power in a conventional war, was scrapped in the early 1960s in favor of a more flexible organization called the Reorganization Objectives Army Division or "ROAD division."¹³⁴

To handle guerrilla warfare, the Kennedy administration in its first 21 months increased the size of the Army's Special Forces by 150 percent. To recognize their elite status, these troops were authorized to wear green berets.¹³⁵

The challenges presented by Vietnam and emerging aviation technology also influenced how the Army trained, equipped, and deployed its forces. In the skies of Southeast Asia, the helicopter proved its worth as a means to rapidly move troops into favorable tactical situations and to evacuate casualties. Soon, air cavalry divisions joined the American order of battle in the war against the Viet Cong and North Vietnamese. With the acquisition of thousands of helicopters, Army aviation grew significantly. At the end of the 1960s, the Army operated about 10,500 aircraft.¹³⁶

Indoctrination Training

With the increase in conventional forces requiring more troops, the Army increased its basic training infrastructure. In 1962, Fort Polk, Louisiana, was designated as an Infantry Training Center. With America's increasing involvement in Vietnam, soldiers undergoing training at Fort Polk were challenged by a Vietnam-orientation facility. A similar facility at Fort Jackson, South Carolina, was called Bau Bang. Fort Ord, California, also emphasized Vietnam-oriented subjects in its basic infantry training. Rifle marksmanship shifted from the trainfire concept emphasis of hitting moving targets at a distance to a "Quick Kill" program that taught quick-draw firing techniques to counter targets suddenly appearing at close range.

Reflecting the increase in the numbers of recruits undergoing basic combat training as American involvement in Vietnam expanded, the Infantry Training Center at Fort Dix, New Jersey, nearly doubled its average number of trainees from 11,000 in 1965 to 21,000 in 1967. Still, the Army's basic combat training infrastructure could not meet the Vietnam demand. The Army had to open additional basic combat training facilities at Fort Campbell, Kentucky, and Fort Lewis, Washington. The time in basic training during this era continued to average eight weeks.¹³⁷ In addition, the Army had to open more Officer Candidate Schools at locations such as Fort Eustis, Virginia, to meet the war needs.

Technical Training

To support the larger Army and overseas combat, technical schools formerly under the jurisdiction of the technical services also increased class quotas and the number of courses offered. With American forces fighting on the other side of the globe, transportation units were essential in supporting the buildup. Consequently, the Transportation School at Fort Eustis, Virginia, now a Continental Army Command installation, increased its student load from 7,459 in FY 1965 to 33,747 in FY 1967. With helicopters performing numerous missions over the skies of South Vietnam, thousands of soldiers received aviation maintenance training at Fort Rucker, Alabama, to keep the helicopter armada flying.¹³⁸

Professional Military Education

Steps were taken to introduce professional military education for the enlisted force. In 1963, a board led by Secretary of the Army Stephen Ailes recommended changes to the replacement training system. One change implemented was the Army's establishment of Noncommissioned Officers (NCO) Leaders Courses to enhance the professionalism of its training cadre. Graduates of the program were designated as Drill Sergeants and received distinctive insignia to enhance their prestige. After a trial program proved successful at Forts Gordon and Jackson, the Drill Sergeants Program was instituted in 1965 throughout the Army's basic combat training infrastructure.¹³⁹

For officers, Fort Leavenworth and Carlisle Barracks continued to be destinations of choice for those seeking professional military education. With the reorganization in 1962, the Command and General Staff College and the Army War College were relieved of responsibilities for doctrine development due to the formation of the Combat Development Command. Both schools underwent internal adjustments. For example, at the Command and General Staff College, new departments focused on command, joint, combined, and special operations. Large unit operations were created to prepare officers for likely scenarios.¹⁴⁰

The Air Force

By 1969, the Air Force maintained an inventory of some 4,000 aircraft. Many of these planes served with Pacific Air Forces supporting American efforts in Southeast Asia. While some B-52 bombers contributed to the war effort over Vietnam, most of the bombers remained on strategic alert at various bases across the country. Strategic missile forces were placed on alert status with the initial deployment of Atlas and Titan I missiles followed by the deployment of 1,000 Minuteman and 54 Titan II missiles into underground silos spread across the mid-continent.

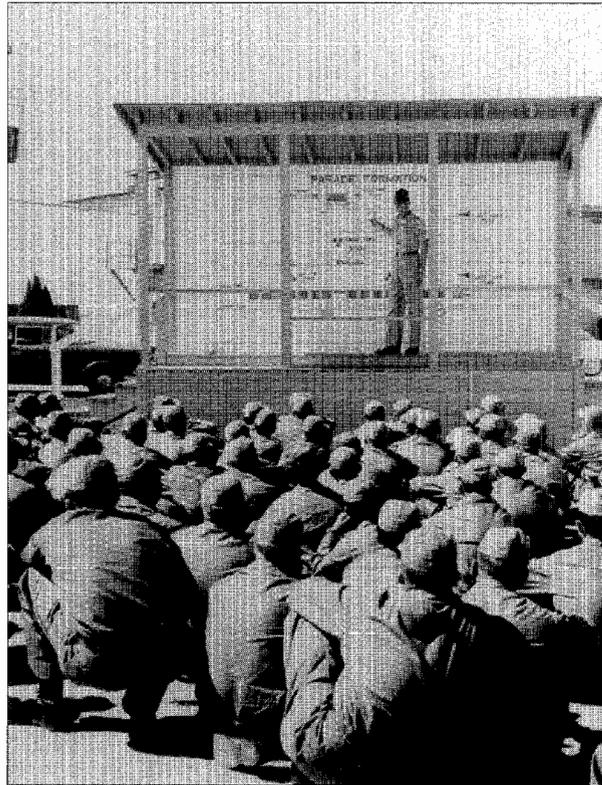
Indoctrination Training

The war in Vietnam had a profound impact on the Air Force's training establishment. In 1964, indoctrination training at Lackland AFB lasted six weeks. With the escalation in Southeast Asia, the numbers entering Air Force indoctrination training climbed during the mid-1960s. To increase production, in 1965 the Air Force had to revert to a split-phase basic military training program that provided for 22 days at Lackland and 8 days at a technical school. When basic training returned to a single phase in 1966, it lasted for a brief period at 24 days. By the end of the year, the training period again stood at six weeks.

Overcrowding never reached the crisis levels experienced during the Korean War. Yet on September 18, 1966, the trainee population climbed to over 20,000 at a facility designed to hold 17,770. Some basic training was conducted at Amarillo AFB. Slated for closure, Amarillo was rushed into service after an outbreak of spinal meningitis killed an airman at Lackland AFB in February 1966. Amarillo continued to provide basic training until November 1968. By then, a building boom had increased Lackland's capacity to process and train new recruits.¹⁴¹

Technical Training

The number of airmen undergoing technical training also climbed. Enrollment at Keesler Technical Training Center jumped from 10,089 in December 1964 to 16,495 in December 1965. Keesler continued to serve as a center for electronics technical training. Similar enrollment surges were seen at other technical training centers. More students attended guided missile courses provided at Lowry, Sheppard, and Chanute Air Force Bases. In addition to missile training, Lowry offered courses relating to atomic weapons, training devices, and photography. Chanute also provided courses related to industrial materials used in aircraft.¹⁴² The increasing student loads taxed Air Training Command (ATC) resources as the best instructors were issued orders to apply their skills to support the war effort. Invariably, the quality of training suffered.¹⁴³



Basic trainees undergoing indoctrination in 1961 at Lackland AFB, Texas. (Photograph courtesy of National Archives, Record Group 342B, Book T-29.)

Skill and Readiness Training

Flying training also increased to support the war effort. However, unlike in previous wars, the Air Force no longer contracted out primary flight training. In 1961, with pilot training at a low ebb, the Air Force closed the last of the contracted facilities. As a result, the pilot pipeline was consolidated. Undergraduate pilot training was established at eight ATC bases. Vance AFB, Oklahoma, typified an installation that merged pre-flight training, primary training, and basic flight training. This new flying training organization met the Air Force needs during the late 1960s.¹⁴⁴

In addition to training aircrews, the Air Force had to train a new breed of officer—missileers. While ATC provided technical training on the missile systems at various technical training centers, Strategic Air Command's (SAC) 1st Strategic Aerospace Division trained the missile combat crews. Known as 1st STRAD, the command operated sophisticated launch control simulators at its Vandenberg AFB facilities. Once trained at Vandenberg, combat crews reported to their missile wings for final qualification training. Beginning in 1967, missile crews from each of the missile wings returned to Vandenberg to participate in an annual training competition. Eventually known as Olympic Arena, these competitions helped to increase the readiness of one of America's deterrent forces.

Professional Military Education

In contrast to flying aircraft, missile duty hardly seemed glamorous. To entice officers to man the missile launch control centers, SAC offered a carrot in the form of professional military education. Supervised by the Air Force Institute of Technology (AFIT), missileers spent many of their hours on alert duty underground studying to obtain a master's degree.

In addition to supporting SAC missile crew training, AFIT also worked to support the war effort by training logisticians and finding solutions to engineering problems posed by the tropical climate in Southeast Asia. During the 1960s, AFIT enjoyed a building boom that gave the school an appearance closer to that of an academic campus.¹⁴⁵

The Cold War environment also affected the curriculum at the Air University. In response to Soviet Premier Nikita Khrushchev's threat to wage wars of national liberation, President Kennedy requested that various levels of counterinsurgency instruction be provided to all military personnel. In 1962, the Air Command and Staff College developed a 2-week counterinsurgency course that had an annual quota of 1,000 students. The Cuban Missile Crisis had a short-term impact at the university as students attending the Squadron Officers School were quickly withdrawn by their parent commands to meet increased readiness levels.

With the war in Southeast Asia, the Air Force reduced the number of students attending the Air War College and the Air Command and Staff College to 30 percent of the normal level beginning in 1968. Quota reductions were also made to the Air University's Squadron Officer School. These reductions remained in place until 1971.¹⁴⁶

The Navy

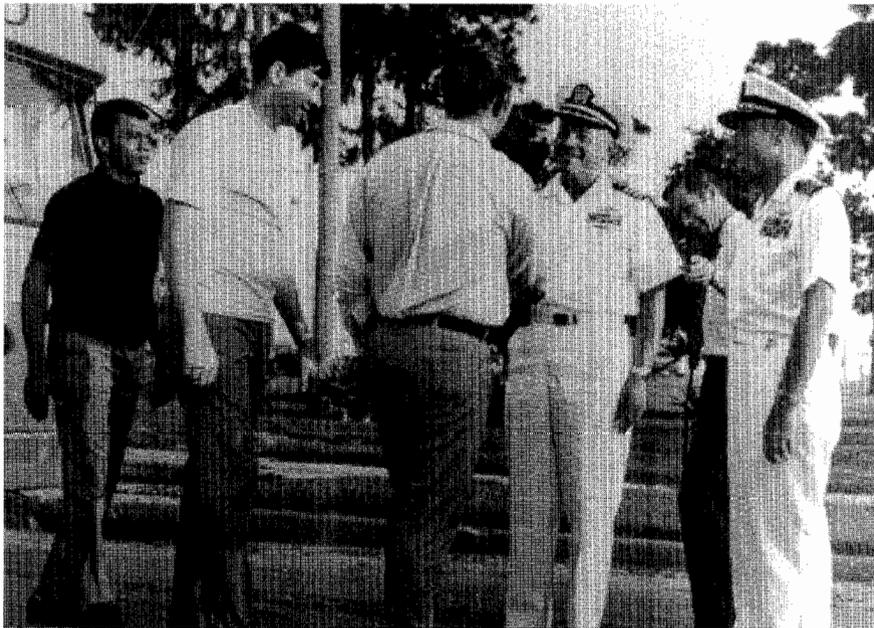
Much of the Navy's 900-ship fleet remained of World War II vintage. One significant building program involved constructing and deploying 41 ballistic missile submarines. These submarines joined an undersea fleet of over 100 attack boats, of which 40 were nuclear powered. Aircraft carriers remained the centerpiece of the surface fleet although the battleship *USS New Jersey* was reactivated for duty off the coast of Vietnam. For the Navy, the McNamara revolution also forced dramatic organizational changes at the leadership and shore establishment levels. Eventually, the bureau system was dispensed with and replaced by a number of "system" commands.¹⁴⁷

One of the organizations scrutinized was the Navy's training organization. In 1961, the Navy arranged for President Kennedy to witness a surface-to-air missile demonstration. Unfortunately, the demonstration failed. The repercussions led to much finger-pointing as insufficient training was identified as a cause. Several studies and boards reviewed the problem. Chief of Naval Operations, Admiral George Anderson, favored training consolidation. However, subordinates convinced him to maintain the status quo for the short term. With increased naval involvement in Southeast Asia, the Navy training organization remained fragmented.¹⁴⁸

While there were no organizational changes, naval operations and changing threats in the 1960s did affect the size and scope of the training infrastructure. General Taylor saw the Navy's role under flexible response as transporting Army troops and performing antisubmarine warfare. Yet, the Navy played key roles in the Cuban Missile Crisis and in supporting ground forces in Vietnam. In addition, the Navy's uncontested command of the high seas began to be challenged as substantial Soviet naval forces ventured onto the world's oceans. Although the Soviets lacked aircraft carriers, their warships carried a new weapon system that concerned United States naval commanders—surface-to-surface missiles. The potential threat of these missiles was demonstrated during the June 1967 war when Soviet-made Styx missiles launched by Egyptian missile boats succeeded in sinking an Israeli destroyer.

Indoctrination Training

With all of this global activity, the Navy Recruit Training Centers at Great Lakes, San Diego, and Bainbridge remained active during the 1960s. To accommodate the increasing number of recruits in a more modern facility, in 1968 the Navy opened the Naval Training Center (NTC) Orlando, Florida. Although on the site of a former Air Force base, the Orlando installation was rebuilt from the ground up.



The Commanding Officer of the newly opened Naval Training Center Orlando greets the first arriving recruits on October 1, 1968. (Photograph courtesy of Naval Historical Center, #NH-68767.)

Technical and Skill Training

With more sailors passing through boot camp, the number of sailors receiving technical training also climbed. Naval Air Technical Training Center (NATTC) Memphis supported some 17,000 sailors, up 7,000 from the start of the decade. To handle the additional activity, adjacent lands were purchased.¹⁴⁹

The increasing complexity of shipboard technology and the danger posed by Soviet naval forces forced the Navy to move more schooling ashore. For example, many of the new warships commissioned in the late 1950s and 1960s were built with 1,200-pound pressure steam propulsion plants. These highly efficient and powerful units presented special challenges requiring constant attention. A mistake could quickly result in permanent damage and personnel casualties. Consequently, the Navy established a Destroyer Engineering School at Newport, Rhode Island, with 1,200-pound plant mock-ups used to prepare prospective surface line engineering officers for duty. At Philadelphia and later at Great Lakes, 1,200-pound plants allowed sailors to steam the real thing.¹⁵⁰

Besides requiring more sailors to man the fleet, the Navy required more pilots to fly missions over Southeast Asia. The number of naval aviators flowing through the Chief of Naval Aviation Training pipeline dramatically increased. For example, at Naval Air Auxiliary Station, Meridian, Mississippi, the number of aviators graduating jet training jumped from 293 in 1962 to 950 in 1969.¹⁵¹

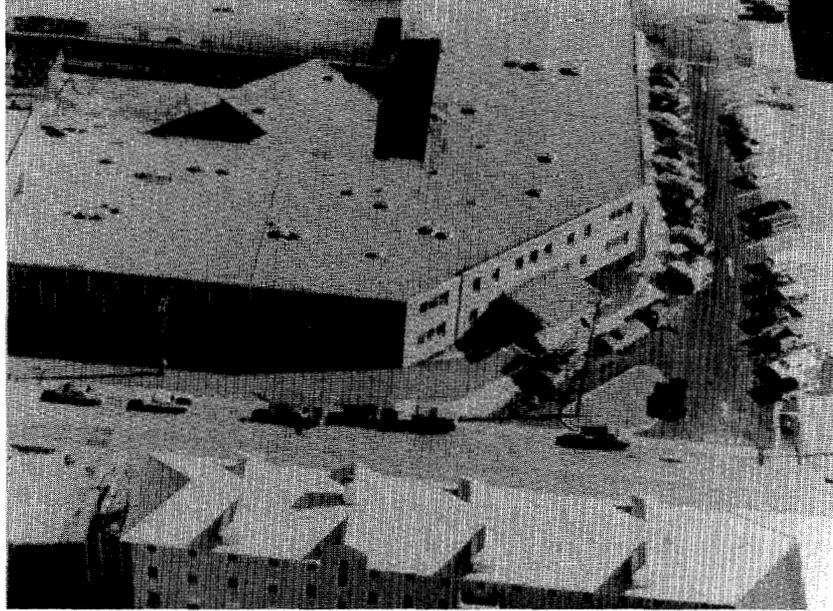
How those aviators fared over the skies of Southeast Asia raised concern that air-to-air combat training was deficient. In 1969, the Navy acted on a study that highlighted the poor kill ratios of Navy jets and established the Naval Fighter Weapons School at NAS Miramar, California. Known as "Top Gun," the school trained fighter crews in close air combat tactics. As a partial result of the training, from 1969 to 1972, the kill ratios in Southeast Asia rose from 2.1 to 12 enemy jets lost for every Navy jet lost.¹⁵²

In addition to being concerned about the war in Southeast Asia, the Navy also became more concerned with an emerging Soviet Navy and whether surface line officers had the training to capably fight their ships should war break out. Unlike naval aviators or submariners, naval surface line officers were not required to undergo a shore-based training pipeline before reporting to their ships. Surface line officers simply had learned on the job.

On-the-job training began to change in January 1962, when the Navy Destroyer School opened at Newport. The first class had 39 officers participating in a 24-week class covering engineering, weapons, operations, communications, navigation, and seamanship. By 1965, almost every combatant ship had at least one graduate from the school. In 1969, the school added a course for prospective ship captains.¹⁵³

Professional Military Education

The need for technical expertise also was met by the Naval Postgraduate School at Monterey, California. By the end of the 1960s, 80 percent of Navy postgraduate stu-



The Destroyer School, Newport, Rhode Island. (Photograph courtesy of Naval Historical Center, #K-80931.)

dents were enrolled at the west coast school. With four of every five instructors being civilians, Monterey yielded specialists in areas such as communications management, underwater physics systems, nuclear engineering, computer science, oceanography, and meteorology. Due to the increasing complexity of weapon systems, a master's or doctoral degree from the Naval Postgraduate School became an important ticket for any ambitious officer.¹⁵⁴

During the 1960s, the Naval War College basic curriculum consisted of the Naval Warfare, Command and Staff, and Naval Command courses. Beginning in 1966, the faculty was expanded to support an electives program that allowed officers participating in one of the three basic curriculums to pursue more specific topics such as Maritime Law, Cold War Operations, and Oceanography. By 1970, the student body enrolled in these courses hovered at 300.¹⁵⁵

The Marine Corps

Due to Vietnam, Marine Corps strength grew significantly. Officer strength was increased from 17,000 to 25,000. While the Second Marine Division remained in the United States, the First Marine Division and elements of the Third Marine Division fought in Southeast Asia.

Indoctrination Training

To provide Marines for Southeast Asia and other commitments, the Corps increased the number of inductees. To handle the overflow at the San Diego recruit depot, the Marines built a 100-tent cantonment. To speed up troop availability, beginning in 1965, the Marines reduced the time spent in recruit training from 12 weeks to 8 weeks. Recruit training became even more challenging with the implementation of Secretary of Defense McNamara's Project 100,000. By 1970, the number of Marines enlisted who did not have a high school diploma topped 50 percent.¹⁵⁶

Skill and Readiness Training

With Marines engaged in the war in Southeast Asia, cold-weather training at the Marines' Bridgeport facility came to a standstill. Instead, Marines trained at Camp Pendleton, California, to gain expertise in counterinsurgency techniques.

The number of officers passing through The Basic School at Quantico, Virginia, also increased during this time period. To get more 2nd Lieutenants to the field, The Basic School length was cut from 26 to 21 weeks, although training extended to Saturdays. One facility constructed at Quantico during this era was "Xa Viet Thang," a mock Vietnamese village used for Marine orientation.¹⁵⁷



Marines destined for combat in Vietnam receive indoctrination training at Camp Pendleton, California. (Photograph courtesy of Naval Historical Center, #A-413068.)

In addition to producing more infantry officers, the Marines required more aviators. With the Navy pilot pipeline filled, the Marine Corps called on the Air Force and Army. In June 1968, the first class of Marine fixed-wing aviators graduated from undergraduate pilot training courses conducted at Vance and Laredo Air Force Bases to earn Air Force wings. At Fort Rucker, the Army trained Marine helicopter pilots.¹⁵⁸

Professional Military Education

For the Marines, the 1960s proved to be evolutionary in the realm of higher education. In 1964, the junior and senior amphibious warfare courses that had been offered at Quantico became the core of the Amphibious Warfare School and the Marine Corps Command and Staff College. In 1968, the Marine Corps Schools, Quantico, was renamed the Marine Corps Development and Education Command.¹⁵⁹

CHAPTER 7

THE ALL-VOLUNTEER FORCE AND THE END OF THE COLD WAR: 1971–1989

Cutbacks in military expenditures in the 1970s were followed by a massive reinvestment in the armed forces during the 1980s. After peaking at 3.5 million in the late 1960s, in 1979 the number of personnel in uniform had dropped to just over 2 million. With the 1980s buildup, this number increased slightly to almost 2.2 million personnel. Although the 1987 total represented an increase of only a few percentage points, there were substantial differences in the capabilities of the 1979 and 1987 forces. First, almost ten percent of the 1987 number were women—a significant increase. Second, the nation equipped the 1987 force with the most modern and capable weapons. Finally, the 1987 force achieved a higher degree of professionalization and was competently trained to handle new, sophisticated weapon systems in combat. One thing the 1979 and 1987 forces had in common was that they were all-volunteer. In conjunction with America's withdrawal from Vietnam, the military ended the draft in 1973.

Reductions in the military force structure were prompted by the American withdrawal from Vietnam and the onset of détente with the Soviet Union and China. However, the October 1973 Yom Kippur War and subsequent oil embargo reminded Americans of the strategic importance of Middle East oil and the need to ensure that shipping lanes remain unimpeded. The détente established with the Soviet Union in the early 1970s did not last. South Vietnam fell to the Communists in 1975. Soviet-backed insurgencies continued elsewhere. The fall of the Shah of Iran and the Soviet invasion of Afghanistan suddenly placed the security of Middle East oil reserves in question. Critics claimed that due to a growing threat from the Soviet Union and belligerent states such as Libya, North Korea, and Iran, the force structure in 1979 was inadequate. Consequently, President Jimmy Carter initiated new policies to build up America's conventional and nuclear forces.¹⁶⁰

With the election of Ronald Reagan in 1980, the Carter defense initiatives were expanded. In addition to deploying a new generation of sea- and land-based strategic missiles, the Reagan administration funded the B-1B bomber program and even reactivated World War II vintage battleships. In 1983, Reagan announced a Strategic Defense Initiative (SDI) program that would channel billions of dollars into research and development activities. In arms control negotiations with the Soviet Union, the United States held firm, waiting to deal from a position of strength.

With the buildup, the military's training infrastructure was challenged in two ways. First, in 1973 the United States shifted to an all-volunteer military. Consequently, the training pipeline received individuals from different socio-economic backgrounds often

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having less education than conscripts of the draft era. Second, these individuals would have to be trained to fight with increasingly sophisticated weapons systems. The training infrastructure had to make additional adjustments to accommodate an increasing number of women who were joining the service in the 1980s.

Professional military education received emphasis from all of the services. For the first time, real emphasis was given to providing professional military education to the enlisted. Each service initiated a senior enlisted academy to enhance the professionalism of their respective noncommissioned officers. For officers, having a master's degree or even a doctorate became important for career advancement. With a greater interdependence between the armed services caused by the acceleration of technology, joint education received greater attention. In 1976, the National War College and the Industrial College of the Armed Services came together under the umbrella of the National Defense University. This new organization later incorporated the Armed Forces Staff College and the Department of Defense Computer Institute. The Goldwater-Nichols Act of 1986 made joint professional military education practically a mandatory requirement for senior-level command.



The National Defense University, headquartered at Fort McNair, Washington, DC, was established in 1976. (Photograph courtesy of U.S. Army Construction Engineering Research Laboratories.)

The Army

The Army of the 1970s and 1980s experienced dramatic changes. First, the post-Vietnam Army relied on greater support from the National Guard and Army Reserve. To keep American involvement in Vietnam low-key to avoid a public outcry, President Johnson declined to call up these forces. To avoid future situations similar to Vietnam where only active forces were committed, Army leaders structured the forces to depend on the reserves. By incorporating the National Guard and Army Reserves, Army Chief of Staff General Creighton W. Abrams was able to increase the number of Army divisions from 13 to 16. During the late 1970s, a substantial proportion of several Army divisions grew to include citizen soldiers. Implemented through a concept known as “roundouts,” two brigades of a division were active while the third brigade was a combat reserve unit that would deploy with the division after mobilization.¹⁶¹

Second, the size and warfighting capability of the Army changed. With the increase in military spending in the 1980s, two more divisions were added to round out the Army order of battle at 18 divisions. While the overall number of troops increased slightly during the 1980s, the equipment that these troops operated was substantially upgraded. For the Army, the 1980s constituted the period of the most complete rearming in American history. Monies spent in research and development during the 1970s bore fruit in the form of a new generation of tanks, armored fighting vehicles, helicopters, and munitions. For example, the Army acquired nearly 5,000 M-1 Abrams tanks and almost 3,500 M-2/3 Bradley fighting vehicles. The Army flew nearly 9,000 helicopters including the sophisticated Apache and Blackhawk.¹⁶²

Third, the Army had developed new combat tactics and techniques for the use of these weapons. Training soldiers to fight using these new techniques was the focus of the Army training organization during the 1970s and 1980s. In the wake of Vietnam, the Army conducted a self-assessment and concluded an additional reorganization was warranted. The CONARC, CDC, and AMC configuration that had worked well to support the war in Vietnam proved to have problems in a post-Vietnam environment.

In April 1972, a board reviewed the performance of the Army during the Vietnam conflict and considered the projected impact of a switch-over to an all-volunteer force that was to occur the following year. Board recommendations were implemented in 1973. Known as the Steadfast Reorganization, changes included the establishment of Forces Command (FORSCOM) and Training and Doctrine Command (TRADOC) from the former CONARC and CDC.

Headquartered at Fort McPherson, Georgia, FORSCOM assumed command of Regular Army units stationed throughout the continental United States. The FORSCOM mission included directing and supervising Army National Guard training and taking command of forces-oriented installations. FORSCOM’s overall objective was to improve the combat readiness of its assigned troops.

To provide FORSCOM units with troops trained in combat doctrine, the Army established TRADOC. Headquartered at Fort Monroe, Virginia, TRADOC took control of the

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Army's Training Centers, service schools, combat development functional centers, and training-oriented installations, as well as training supporting units and agencies.

To attract and retain recruits, the military raised pay and improved housing and recreational facilities. And finally, with soldiers becoming more costly to recruit and retain, training and schooling had to be effective.

As the Army implemented its 1973 reorganization, events occurred overseas that profoundly influenced how the Army equipped and trained over the next two decades. The 1973 Yom Kippur War was especially influential. Unlike Vietnam, the October 1973 War between Israel and its Arab neighbors pitted heavily mechanized armies employing the latest in weapons—including precision-guided munitions (PGMs), otherwise known as “smart-bombs.”

Some PGMs as laser and television-guided bombs had been used by the Air Force during later stages of the Vietnam conflict. However, in the Middle East, the intensive use of PGMs by both sides marked an evolutionary step in the waging of war. The devastation wrought by PGMs exceeded the expectations of the weapons' designers. So destructive were these weapons that in just over two weeks of fighting, Egypt and Syria lost about 2,000 tanks and 500 airplanes. The Israelis lost about 800 tanks and 114 airplanes. The lethality of these weapons led to high casualty figures on both sides.

Lessons learned from the Vietnam War and the Yom Kippur War of 1973 affected how soldiers were trained in the post-Vietnam era. The Steadfast Reorganization did more than just shuffle command jurisdictions. It introduced a new training philosophy based on proficiency and standards. The previous system, in place since World War I, had stipulated that a specific number of hours was required to train a soldier to perform a skill. It was assumed that at the end of the specified training period, the soldier had mastered the skill. Under the new system, proficiency was tested at each level of training. Time no longer was a driving factor.

Army planners realized that on the European battlefield, NATO would be outmanned and outgunned by Warsaw Pact forces. Accepting this given, along with the lessons of Vietnam and Yom Kippur, TRADOC developed a new fighting doctrine, first published in 1976 in Field Manual (FM) 100-5. The new doctrine focused on maximizing the lethality of the new weapons into an active defense. However, FM 100-5 had critics. During the late 1970s and early 1980s, several efforts succeeded in producing a revised doctrine published in 1982. The 1982 doctrine, called the AirLand Battle, adapted to the extremely fluid nature of modern warfare and placed a premium on leadership, unit cohesion, independent operations, and the deep battle. Training was emphasized as the cornerstone for success on the battlefield.¹⁶³

Indoctrination Training

With the withdrawal of the United States from Southeast Asia, the Army reduced its basic combat training infrastructure. Boot camps ended at such locations as Fort Lewis, Washington, and Fort Campbell, Kentucky. By 1973, TRADOC inherited five installa-

tions that focused on basic combat training. They were Fort Dix, New Jersey; Fort Jackson, South Carolina; Fort Ord, California; Fort Leonard Wood, Missouri; and Fort Polk, Louisiana. Other facilities, such as Fort Knox, Kentucky; Fort Gordon, Georgia; Fort Sill, Oklahoma; and Fort Bliss, Texas, also provided basic and advanced individual training for young males. Women received their indoctrination at the Women's Army Corps Center at Fort McClellan, Alabama. Some consolidation occurred during the mid-1970s. With the expansion of the Army from 13 to 16 divisions, FORSCOM needed facilities to garrison the new divisions. Consequently, TRADOC transferred Forts Ord and Polk to FORSCOM in 1975. Basic training ceased at those two installations a year later. Another basic training facility at Fort McClellan closed with the dissolution of the Women's Army Corps in 1977. Women already had begun basic training at other facilities, but had remained segregated. In 1977, integration of men and women into basic training companies completed the merger of women into the regular training pipeline. However, the integration experiment lasted only four years. In the early 1980s, the Army once again segregated men and women into separate training companies.¹⁶⁴

Throughout the period, basic combat training continued to average eight weeks. With the pending arrival of the all-volunteer force, Army leaders recognized that the basic training program took on greater importance. Numerous studies analyzed the basic training process, and trial programs were conducted at locations such as Fort Ord to implement "bold, innovative programs to improve dramatically the quality of instruction for the incoming basic combat soldier."¹⁶⁵ One concept adopted, called "One Station Training," represented a return to the Korean War era when technical services conducted basic training. By merging basic combat training and the advanced technical training at one installation, the Army succeeded in reducing the initial training period from 16 to 12 weeks for some soldiers.¹⁶⁶

Technical Training

At its establishment in 1973, TRADOC inherited some 24 military schools and colleges, branch schools, and specialist schools. Over time, some changes were made to this technical and professional military education infrastructure. The Primary Helicopter School at Fort Wolters, Texas, closed in 1974 with training shifted to Fort Rucker, Alabama. In the 1970s, the Signal School at Fort Monmouth, New Jersey, was consolidated with the Southeastern Signal School at Fort Gordon, Georgia. This pushed the Military Police School at Fort Gordon to resettle at Fort McClellan, Alabama. Other minor realignments occurred to adjust the schools based on the changing force structure.¹⁶⁷

Skill and Readiness Training

Once soldiers received their basic and advanced individual training, they reported to units that trained to implement the evolving Army combat doctrines. To facilitate this training, the Army created Combat Training Centers. The concept was inspired by Navy and Air Force successes with their respective Top Gun and Red Flag programs.¹⁶⁸ A joint FORSCOM-TRADOC project emerged in the early 1980s at the National Training Center at Fort Irwin, California. Here in the desert, heavy armored and mechanized forces met

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opposing forces trained to execute Soviet-style maneuvers. Highly sophisticated scoring devices tracked each unit's performance on the battlefield. Impressed with the success of Fort Irwin in preparing soldiers to execute the AirLand Battle doctrine, TRADOC established a Joint Readiness Training Center at Fort Chaffee, Arkansas, in 1987. The center provided realistic training for light infantry forces that were pitted against Soviet model opposition forces. Eventually, in 1993, the Army transferred this center to Fort Polk, Louisiana.

The concept behind the Combat Training Centers included an assessment of the training. In 1985, the Army established the Center for Army Lessons Learned at Fort Leavenworth. The center's mission was to review training conducted at the National Training Center and provide feedback to commanders on unit performance.¹⁶⁹

Professional Military Education

The success of the AirLand Battle concept depended on highly trained and educated individuals, both enlisted personnel and officers. With the onset of the all-volunteer force, the Army took steps to enhance the professionalism of the enlisted force. In 1973, the Army established a Sergeant Majors Academy at Fort Bliss, Texas. The six-month course challenged the Army's top enlisted personnel with coursework as difficult as any comparable courses provided by any university. During the last two decades of the Cold War, the professional military education pipeline for officers remained intact. There were some additions. For example, once having graduated basic and advanced courses, Army captains were funneled through the Combined Arms and Services Staff School. Established in 1982 as a component of Fort Leavenworth's Command and General Staff College, the school was designed to better prepare junior officers to fill staff positions in the field. In 1983, Fort Leavenworth added a School of Advanced Military Studies for selected graduates of the main command and staff course. The curriculum at this school was tailored to meet the professional needs of the student. Lieutenant Colonels studied war at operational and strategic levels while Majors focused on combat at tactical and operational levels.¹⁷⁰

The civilian component is often overlooked in the military training and education story. At each Army installation, civilians filled key positions providing invaluable expertise and continuity. To perform their jobs, many of these civilians took advantage of courses offered within the training pipeline. Recognizing the importance of the civilian component, the Army saw the need to provide additional professional educational development opportunities for this workforce and opened the Army Management Staff College in 1986 at Baltimore, Maryland. In 1990, this school would move to Fort Belvoir, Virginia.¹⁷¹

The Air Force

With America's withdrawal from Southeast Asia, the size of the Air Force combat aircraft inventory dropped to 3,400 by the end of the 1970s. Strategic deterrence remained a primary Air Force mission. America's nuclear strategic posture improved somewhat as air launched cruise missiles were mated with B-52 bombers and missile silos were back-fitted with Minuteman III missiles. However, plans to replace the aging B-52 with a new

bomber were scrapped by the Carter administration. Although President Carter rejected the B-1 bomber program, other programs went forward that yielded significant results in the 1980s.

With the election of Ronald Reagan, the Air Force received the purchase power to upgrade its weapons inventory. Fighter squadrons were fleshed out with F-15 and F-16 fighters. President Reagan reversed the B-1 decision and eventually, the B-1B bomber joined the inventory of the Strategic Air Command. Funding was approved to develop a whole new generation of aircraft with stealthy characteristics. Later in the decade, the Air Force replaced some of the Minuteman missiles at F. E. Warren AFB in Wyoming with 50 MX Peacekeeper ICBMs.

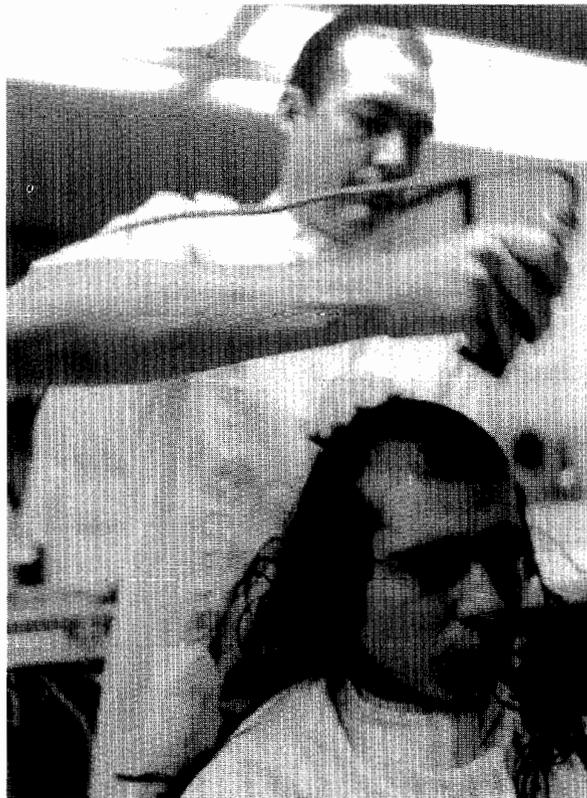
Organizational changes also occurred. In 1980, the Air Force disestablished the Aerospace Defense Command (formerly known as Air Defense Command). Its resources were divided between SAC and TAC. With the end of the Cold War there would be another major reshuffling with the creation of Air Combat Command and Air Mobility Command to replace SAC, TAC, and the Military Airlift Command (MAC).

Indoctrination Training

One constant throughout the last two decades of the Cold War was that Air Force basic training remained at Lackland AFB. Designated as the Air Force Military Training Center in 1973, Lackland continued to serve as the destination for all enlisted personnel entering basic training and officers attending OTS. Gender segregation began to fade during the 1970s as both male and female instructors began providing training to all recruits. However, men and women recruits continued to go through basic training in separate units.¹⁷²

Technical Training

In the immediate post-Vietnam era, tight budgets forced the Air Force to reduce the length of technical training courses. The average course length dropped from 17 weeks in 1970 to 11



Some things did not change with an all-volunteer force. This photograph, taken at Lackland Air Force Base, illustrates that recruit hairstyles remained the same as before. (Photograph courtesy of National Archives, Record Group 342B, Book T-10.)

weeks in 1980. It was hoped that airmen given initial skills training could gain technical proficiency with the operational commands through on-the-job training. However, the effects of reducing technical course lengths during the 1970s became apparent in the numbers of graduates reporting to commands not having the prerequisite skill levels. With a larger budget allotted for training during the 1980s, Air Training Command (ATC) increased the length of technical training courses. In 1985, the average course length had climbed to 15 weeks.¹⁷³

Throughout the 1970s and 1980s, Air Force technical training remained centered at Chanute, Keesler, Lowry, Sheppard, and also at Lackland Air Force Bases. Goodfellow AFB, Texas, came under ATC jurisdiction in 1978. Formerly an Air Force Security Service facility, Goodfellow continued to provide training for cryptologic linguists. With the closure of Lowry and Chanute Air Force Bases in the 1990s, the remaining technical training centers received additional training missions.¹⁷⁴

Skill and Readiness Training

There were few changes in the pilot pipeline during the last two decades of the Cold War. One significant exception dealt with helicopter pilot training. Beginning in 1970, Air Force helicopter pilots received their training through the Army training program. As the demand for aircrews fell off in the post-Vietnam era, ATC consolidated its undergraduate pilot training program into fewer installations. Bases closed included Laredo and Webb Air Force Bases in Texas and Craig AFB in Alabama. Moody AFB, Georgia, was transferred to the TAC.¹⁷⁵

With the closure of these bases, the ATC infrastructure supporting flying training stabilized at eight installations in the 1980s. ATC flying training wings were located at Randolph, Reese, Laughlin, and Sheppard Air Force Bases in Texas; Columbus AFB, Mississippi; Vance AFB, Oklahoma; Williams AFB, Arizona; and Mather AFB, California. The Mather site hosted navigator training for both the Air Force and the Navy. After completing the ATC aircrew pipeline, the newly minted Air Force aviators continued training at bases operated by TAC, SAC, and MAC. For example, prospective B-52 crews reported to Castle AFB, California, to learn the intricacies of the big jets. Prospective transport aircrews reported to Altus AFB, Oklahoma, and the MAC Airlift Training Center to become qualified on such aircraft as the C-5A and C-141. Luke AFB, Arizona, became the destination of many pilots who were slated to fly fighter planes for TAC.¹⁷⁶

Additional combat crew training was provided by the Tactical Fighter Weapons Center located at Nellis AFB, Nevada. Code named "Operation Red Flag," the Air Force established a realistic force-on-force air combat training center based on the Navy's Top Gun training conducted at NAS Miramar, California. To provide additional challenges, Red Flag included a ground-based air defense system and an active electromagnetic environment. The combat training range even included a replica of a portion of East Germany featuring Soviet airfields and additional battlefield targets. Later successes by Air Force pilots in the 1991 Gulf War against Soviet-designed Iraqi defenses can be partially attributed to the training that was provided at Nellis AFB.¹⁷⁷



In the 1970s, opportunities began to become available to women. Here, the first female navigator class poses at Mather Air Force Base, California. (Photograph courtesy of National Archives, Record Group 342B, Book T-17.)

Reflecting the trend to provide women more opportunities in the military, the Air Force opened up more career paths formerly limited to males only. In 1977, the first women navigators received their wings after completing training at Mather AFB. Throughout the 1980s, an increasing number of women earned pilot wings and went on to qualify in a variety of aircraft. While some women darted across the skies, others assumed duties underground as combat missile crews at various ICBM installations.¹⁷⁸

Professional Military Education

As an incentive for young men and women to join and reenlist in the all-volunteer Air Force, the organization provided additional opportunities for enlisted personnel to receive advanced education. Thus, ATC established a Community College of the Air Force in 1972 at Randolph AFB, Texas. The objective of the college was to translate the academic value of Air Force training and education curriculums so that Air Force personnel could receive college credits. The college issued its first degree in 1977. In 1979 the Community College of the Air Force relocated its administrative headquarters to Maxwell AFB, Alabama. Through the late 1970s and 1980s, enlisted participation in the program grew. By 1993, the 460,000 registered students stationed in 30 states; Washington, DC; and in 8 foreign countries allowed the Community College of the Air Force to rank as the

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world's largest multi-campus community college. By 1995, the college had issued some 144,000 degrees.¹⁷⁹

The Air Force also established additional programs to enhance the professionalization of its noncommissioned officers. In 1972, Air University established an Air Force Senior NCO Academy at Maxwell AFB. A year later, ATC activated its own NCO Academy at Lackland AFB. Shorter leadership courses were offered to junior sergeants at NCO leadership schools established on nearly all Air Force installations during the 1970s.¹⁸⁰

During the post-Vietnam era, the Air Force once again emphasized professional military education for its officers. At Air University, there was a shift away from teaching high-level policy and decisionmaking back to air warfare. The emphasis on airpower quickly permeated the various curriculums of Air University component commands. The Air University also expanded in 1975 to include an Air Force Logistics Management Center and a Leadership and Management Development Center.

Beginning in 1978, the Air University became a subordinate command of ATC. While under ATC control, the Air University added the Center for Aerospace Doctrine, Research, and Education to research and analyze issues of future concern.

In the late 1980s, having regained major command status, Air University implemented provisions of the 1986 Goldwater-Nichols Act that required a joint approach to educating future leaders. In 1993, Air University again became a subordinate command, reporting to the newly established Air Education and Training Command.¹⁸¹

The Navy

In the post-Vietnam era, the Navy dropped to fewer than 500 vessels as hundreds of World War II-vintage ships were retired. With the exception of a training ship, all World War II aircraft carriers were deactivated, leaving just 13 attack carriers to deploy. As older diesel boats retired, the submarine force became all nuclear. The 41 Polaris/Poseidon class ballistic missile submarines (SSBNs) remained in commission with new Trident class SSBNs entering service in the 1980s.

In addition to a reduction-in-force, the era proved traumatic in other ways. Racial tensions in civilian society also appeared onboard Navy ships as fights broke out between white and black sailors. Under the leadership of Chief of Naval Operations, Admiral Elmo Zumwalt, the Navy sought to address these problems. Zumwalt also directed several organizational reviews that led to long-term changes within the Navy hierarchy.

As with the Army, the October 1973 Yom Kippur War signaled to the Navy that the time for modernization was at hand. As the Sixth Fleet moved into the eastern Mediterranean Sea to demonstrate American support for Israel, it was met by a larger fleet of Soviet warships equipped with modern surface-to-surface antiship missiles. Had war broken out, the outcome would have been uncertain.¹⁸²

Modernization began during the mid-1970s and accelerated during the 1980s when the Navy grew to nearly 600 ships. The Navy clearly benefitted from the Reagan buildup. In the forefront, calling for Navy expansion, was Navy Secretary John F. Lehman. Lehman seized upon a doctrine, developed by the Chief of Naval Operations staff, titled *A Maritime Strategy*, which called for a more aggressive use of naval forces in potential conflicts with the Soviet Union.¹⁸³

To execute the maritime strategy, the Navy needed highly skilled aviators, surface sailors, and submariners. The Navy training infrastructure proved up to the challenge. Organizationally, the Navy training infrastructure experienced some consolidation. In the spring of 1971, a board met to reevaluate the Navy training organization and recommended, with the exception of medical training, that all Navy training be placed under one command.

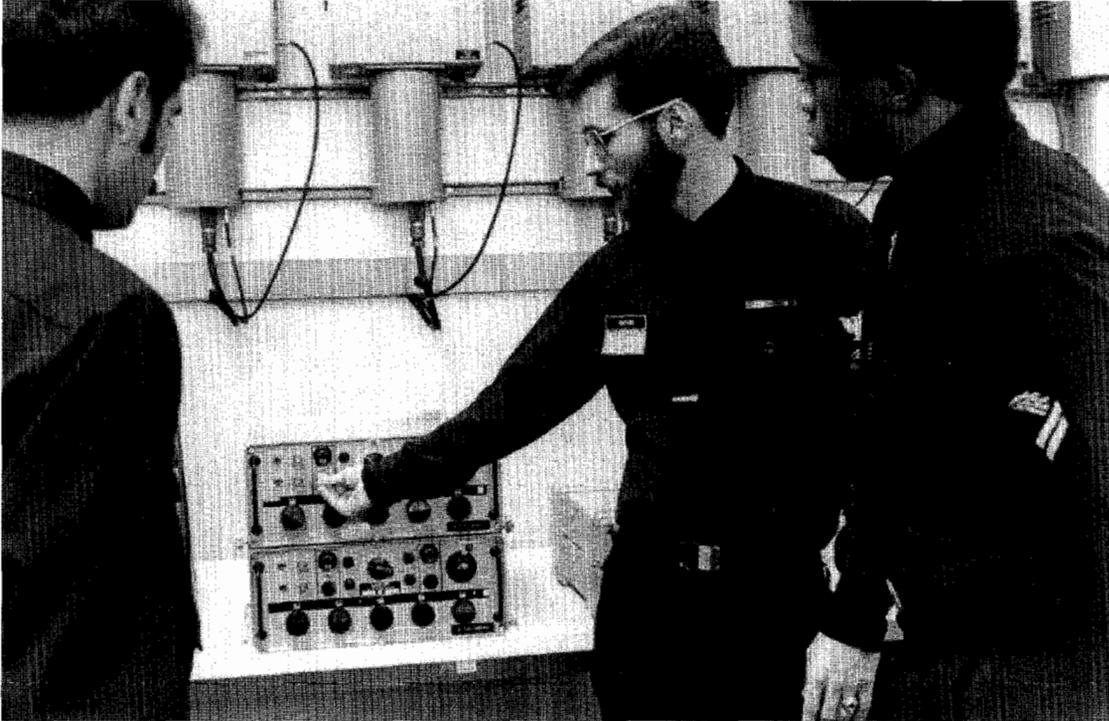
Most of the board's recommendations were accepted and aviation and ship-oriented training schools came under the Navy Training Command in 1971. When this organization assumed education functions such as the Naval ROTC program, the Naval Training Command became the Naval Education and Training Command. Still, not all training and education was placed under one roof. The Fleet Training Centers remained under the Atlantic and Pacific Fleet Commanders and the Naval Academy, Navy Postgraduate School, and Naval War College remained independent of the new organization.¹⁸⁴

Indoctrination Training

As the Vietnam War drew to a close and the Navy dramatically reduced its fleet, the Naval Education and Training Command decided to phase out training at the Naval Training Center, Bainbridge. With the shutdown of recruit training at Bainbridge, NTC, Orlando picked up the women's basic training mission. From the mid-1970s until the end of the Cold War, Orlando, San Diego, and Great Lakes served as recruit training centers for the Navy. With the end of the Cold War, only Great Lakes remained.

Technical Training

Technical courses offered at Bainbridge also found new homes. For example, the Radioman "B" school moved to Orlando and the Radio "A" and "C" schools were reestablished at San Diego. The Nuclear Power School at Bainbridge was transferred to Orlando. Great Lakes remained the other great technical training center for sailors destined for sea duty, especially those destined to fill engineering ratings. For those recruited to keep the Navy's air fleet flying, the Navy continued to provide technical training at such locations as Millington, Tennessee, and Pensacola, Florida. In 1973, President Nixon attended the dedication of a new Navy Technical Training Center located at Meridian, Mississippi. At the new complex, Navy and Marine enlisted personnel learned administrative, financial, and logistical duties at various "A" schools. With the end of the Cold War, many of the Navy's technical training installations, such as Orlando, San Diego, and Millington also were phased out.¹⁸⁵



Technical training received increasing emphasis in the post-Vietnam era Navy. (Photograph courtesy Naval Historical Center, # 1171330.)

Skill and Readiness Training

During the 1970s, the Navy began using increasingly sophisticated computers to operate a growing number of simulators that trained aviators, surface warriors, and submariners how to respond to different combat scenarios. Using such simulators, sailors could improve combat skills without having to get underway. By the mid-1980s, a van containing computers could be brought pierside and “plugged in” to a ship’s computers, converting the ship into a warfare training simulator. Such devices enhanced readiness and saved money.

One training command that used the new computer simulators was the Surface Warfare Officer School in Newport. Opened in 1975, the school represented an upgrading of its predecessor Destroyer School. Virtually all junior surface line officers passed through the Newport or San Diego branch school before their first assignment. Officers selected for department head positions returned to Newport for further training. The school retained the prospective commanding officer course that had been instituted by the Destroyer School.¹⁸⁶

Professional Military Education

Along with the other services, the Navy began to push to enhance the professionalism of its enlisted forces through a combination of off-duty and on-duty education programs. Founded in 1974, the Navy Campus for Achievement established a Navy-wide network of educational service offices that worked with sailors to obtain college credits from various sources. One source was Program Afloat for College Education (PACE), which had college professors either go onboard in port or embark with deploying vessels to teach undergraduate-level courses.¹⁸⁷

The Navy lagged behind the other services in opening an academy designed specifically for its chief petty officer corps. The Navy Senior Enlisted Academy finally opened in Newport, Rhode Island, in the early 1980s. Enlisted personnel and officers also participated in other programs designed to enhance the professionalism. Leadership, Management, Education, and Training (LMET) typified such a program. Two weeks in length, the course provided role play and used teamwork to solve problems. In the 1990s, LMET was replaced with the Naval Leadership (NAVLEAD) program. This program became a mandatory stepping stone for advancement.¹⁸⁸

Professional military education for officers also advanced during the final two decades of the Cold War. The Naval War College revised its mission in 1971 to “enhance the professional capability of its students to make sound decisions in both command and management positions.”¹⁸⁹ New trimester courses in Strategy and Policy, Defense Economics and Decisionmaking, and Naval Operations were added. As the curriculum changed, so did the facilities where courses were taught. During the 1970s, the Naval War College experienced a building and renovation boom that further enhanced the college’s academic standing. With expanded facilities, the student body attending the core courses rose to 500 in the mid-1970s. During the 1980s, the Naval War College remained a desired destination for ambitious officers. To meet provisions of the 1986 Goldwater-Nichols Act reforms, Naval War College curriculums were altered to lend more focus on joint operations.

The Marine Corps

After the war in Southeast Asia, the majority of active duty Marines were assigned to one of its divisions or air wings. The Third Marine Division remained stationed in Okinawa while the First Marine Division returned to Camp Pendleton, California. The Second Marine Division remained headquartered at Camp Lejeune, North Carolina. Units from each of these divisions embarked on Navy amphibious ships for contingency operations such as the Mayaguez rescue in 1975, Lebanon in 1982, and Grenada in 1983. Stationed near each division was a supporting Marine Air Wing. While west coast Marines remained on guard to thwart a break in the truce on the Korean peninsula, east coast Marines trained to implement the new maritime strategy that called on the Navy to fight its way into the Barents Sea and threaten the Soviet northern flank. The Marine mission in this grandiose scheme was to land in Norway to reinforce Norwegian forces.

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The turnover to an all-volunteer force proved to be a trying period for the Marine Corps. In 1973, entry screening exams indicated that the Marines were recruiting men of higher mental capabilities than from the previous year. However, almost half of these recruits had not completed high school. Many of these recruits could not complete their first enlistment due to drug or disciplinary problems. The Marines learned that there was a positive correlation between high school graduation and retention. The Corps subsequently raised the percentage of recruits that had to have a high school diploma.

Even with higher percentages of recruits arriving with high school diplomas at San Diego and Parris Island, there still was a high attrition rate. Consequently, the Marine recruit training process received intense scrutiny during the mid-1970s. Especially troubling were numerous reports of drill instructors abusing recruits. Reforms were made, including improving the quality of the instructor force and adjusting the in-processing procedure to be less stressful for newly arriving recruits. Recruits also were given more leisure time.

Indoctrination Training

While some believed Marine indoctrination training had gone soft, in reality the recruits actually were spending more time undergoing physical fitness training. Meanwhile, the percentage of recruits entering the Marines having high school diplomas jumped to nearly 100 percent in the mid-1980s. Women significantly contributed to attaining this goal as the number of women with a high school diploma that were allowed to enter the Marine Corps nearly tripled between 1976 and the late 1980s.¹⁹⁰

Skill Training

With the withdrawal from Southeast Asia, the Marines again resumed cold-weather training at Bridgeport, California. Contingencies where such training could make a difference included projected operations in Norway to support NATO's northern flank or a return to the Korean peninsula. Marines also began focusing on the desert warfare contingency. To do so, they used Twentynine Palms, California.

Located in the high desert of California and occupying territory the size of the state of Rhode Island, Twentynine Palms was acquired during the Korean War era as an artillery range for Marines based at Camp Pendleton. In the 1970s, this base evolved into a revolutionary training facility. By becoming the Marine Corps Air Ground Combat Center, Twentynine Palms was given the mission of bringing all of the combat elements of the Corps to work together. Infantry, armor, helicopters, and fixed-wing aircraft could now conduct maneuvers that had long been only conceptualized.¹⁹¹

Professional Military Education

Along with the other services, the Marines strove to enhance the professionalism of their noncommissioned officer corps during the all-volunteer force era. In February 1971,

the first Marine Corps Staff Noncommissioned Officers' Academy opened at Quantico, Virginia. The six-week course covered basic drill, communications, physical conditioning, instruction, effective writing, ceremonies, and leadership. The Marines also kept pace with other trends sweeping the military and society. Beginning in January 1977, The Basic School at Quantico went co-ed. For the first time, female lieutenants experienced the same training as their male counterparts. To accommodate the combined training, 5 weeks were cut from the 26 week course. Later that year, the Marine Officer Candidate School at Quantico ended sex-segregated training.¹⁹²

On November 10, 1987, the Marine Corps Development and Education Command, Marine Corps Base, Quantico was redesignated as Marines Corps Combat Development Command, Quantico. Under the new command structure, professional military education facilities at Quantico and at other Marine Corps bases were reorganized under the aegis of Marine Corps University. At Quantico, major Marine Corps University facilities included the Amphibious Warfare School and the Command and Staff College. Marine Corps University also held jurisdiction for noncommissioned officer schools located at Quantico and elsewhere.¹⁹³

EPILOGUE

The causes of the collapse of the Soviet Union will be debated for years to come. What is not debatable is that the post-Cold War world of the Bush and Clinton administrations led to unprecedented adjustments in the mission, organization, and size of the armed forces. With the demise of America's Cold War foe, the nation eliminated Army divisions, Air Force wings, and Navy ships from its order of battle. Consequently, the military infrastructure located at home and abroad, quickly became excessive to the needs of a smaller military force. To support the post-Cold War military, base closures and realignments have occurred and will continue to occur as national leaders debate what global role the United States will play in the 21st century. Many of the bases that closed or are slated for closure made significant training contributions that gave American forces the strength that contributed to the ultimate American triumph of the Cold War. It is hoped that this book has helped place the role of these bases in that context.

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179. *A Brief History of the Community College of the Air Force* (Maxwell AFB, AL: Office of History, Community College of the Air Force, 1995), pp. 1–7.
180. *A Short History of Air University*, p. 37; *History of Air Training Command*, pp. 199, 202.
181. *A Short History of Air University*, pp. 16–21.
182. Elmo Zumwalt, Jr., *On Watch* (New York: Quadrangle Press, 1976), p. 446.
183. Hone, pp. 117–22.
184. *Kenyon*, pp. 63–68.
185. Coletta, p. 38; *Navy Meridian*, pp. 17–18.
186. Muir, p. 224.
187. Charlotte D. Crist, *Winds of Change: The History of the Office of the Master Chief Petty Officer of the Navy, 1967–1992* (Washington, DC: Naval Historical Center and Office of the Master Chief Petty Officer of the Navy, 1992), p. 55.
188. *Ibid.*, pp. 54, 101–03, 123–25.
189. Coletta, pp. 144–45.
190. Millett, pp. 614–16.
191. Colonel Verle E. Ludwig, USMC (Ret.), *U.S. Marines at Twentynine Palms, California* (Washington, DC: Headquarters U.S. Marine Corps History and Museums Division, 1989), pp. 67–71.
192. *Quantico: Crossroads of the Marine Corps*, pp. 97, 99.
193. Karen Domabyl Smith with David L. Reese, and Monica D. Jackson, *USMC TRAINING: An Overview* (Alexandria, VA: Center for Naval Analysis, 1991), pp. 18–19.

PART II

TRAINING AND
EDUCATION SITES

INTRODUCTION

Many installations throughout the United States had a substantial training or education mission. The remainder of this book describes those installations. Installations that garrisoned soldiers, hosted ships, or based aircraft also may be included if technical training, unique readiness training, or professional military education facilities were present. In most cases, the list overlooks reserve and national guard facilities.

The significance for the military of the time periods ending in 1949, 1953, 1960, 1970, and 1989 is detailed in chapters in Part I. The paragraphs of the entries correspond with those time periods so that the reader can contrast events at an installation with “the big picture.” The arrangement also should make it easier to cross-compare different installation activities to determine if events at one installation fit into a broader pattern at other installations.

In most cases, sources are listed with each entry. A listing of general sources is presented at the end of this part. The information in the entries having no sources identified was drawn from these general works.

ALABAMA

Naval Auxiliary Air Station Barin Field

Located at Foley, the World War II facility was deactivated during the late 1940s.

Due to the Korean War, Barin Field was reopened to host gunnery and fighter training and prepare pilots for carrier landings. In addition, the Landing Signal Officer school was located here.

During the 1960s, 1970s, and 1980s, Barin Field became an outlying field for Naval Air Station Whiting, Florida.

Sources: *Training Your Navy* (Pensacola, FL: Chief of Naval Aviation Training, 1958), p. 18; Chief of Naval Operations (OPNAV) Notice C5400 (series) (Naval Aviation History Branch, Naval Historical Center, Washington, DC).

Craig Air Force Base

Located five miles southeast of Selma, Craig served as an advanced single-engine training facility during World War II.

During the post-war period, the base was managed by Air University.

Air Training Command (ATC) assumed control of this base in 1950. By 1953, the 3615th Pilot Training Wing performed basic single-engine flight training here.

The 3615th continued its basic pilot training mission throughout the Eisenhower years.

The basic pilot training mission increased during the Vietnam era. The base closed on August 31, 1977.

Source: *History of Air Training Command*, p. 65.

Gunter Air Force Station

Gunter was established in 1940 at Montgomery as an Army basic flying school. Basic flying training at Gunter ceased in 1945. During the post-war period, the base briefly was deactivated in 1946 and then became a satellite station of nearby Maxwell AFB.

In 1950, Air University facilities were moved there from other facilities to meet war needs. For example, the USAF Extension Course Institute and a branch of the School of Aviation Medicine were relocated here.

Ten years later, the Air Force redesignated the School of Aviation Medicine as the Medical Service School. The 1960s marked a transitional period for Gunter as the Medical Service School departed to Sheppard AFB, Texas, in 1966. Other commands were moved to and from this base.

The Senior Noncommissioned Officer Academy was relocated to Gunter in 1972. A year later, Gunter was redesignated from base to station status. In 1975, Air University activated the Air Force Logistics Management Center at Gunter.

Source: *A Short History of Air University* (Maxwell AFB AL: Office of History, HQ Air University, 1995), pp. 12, 30, 38.

Maxwell Air Force Base

Located in Montgomery, this base dates back to World War I. In 1931, the Air Corps Tactical School (ACTS) moved here from Langley Field, Virginia. Due to wartime circumstances, the ACTS was closed. During World War II, the base served as a pilot training facility. On December 1, 1945, the Army Air Forces School relocated here from Orlando. The school developed during the war to fill the void made by the closure of the ACTS. The school received major command status and reported directly to the Army Air Forces. This school was redesignated as Air University in 1946. A professional military curriculum was established under the Air University that included an Air War College and an Air Command and Staff School. A third professional military education facility, the Air Tactical School, opened in 1947 at Tyndall AFB, Florida. With the establishment of the professional military curriculum, Air University registered steady growth in the post-war period.

With the onset of the Korean War, calls were made to close the institution and to return the students to combat. Thus, the Air War College and Air Tactical School suspended classes and the Air Command and Staff College operated at a reduced tempo. Reorganization led to consolidation of all Air University activities at Maxwell and nearby Gunter AFB.

Because of the reorganization, the Air Force initiated a building program to support Air University. New classroom, administrative, and library facilities were completed in the mid-1950s. In 1954, Air University designated the Air Command and Staff School as the Air Command and Staff College. In 1959, three components of the college, the Squadron Officer School, the Academic Instructor School, and the Weapons Courses Branch became independent entities.

With Nikita Khrushchev's January 1961 announcement that support of wars of national liberation was now official Soviet policy, President Kennedy requested that military personnel receive indoctrination in counterinsurgency warfare. During 1962, the Air Command and Staff College hosted a two-week counterinsurgency course. By 1963,



Allied officers being welcomed at the Air University, Maxwell Air Force Base, Alabama, in 1960. (Photograph courtesy of National Archives, Record Group 342B, Book T-32.)

this course had a quota of nearly 1,000 students. As in the case of the Korean War, the conflict in Vietnam caused a reduction in student enrollment as trained personnel were needed in Southeast Asia. Changes during this period included the arrival of the USAF Chaplains School in 1966 and redesignation of the Warfare Systems School as the Air University Institute for Professional Development in 1968.

With the drawdown in Vietnam, the Air Staff approved an increase of student and faculty quotas. The University also received responsibility for Corona Harvest, an ongoing study that evaluated the use of airpower in Southeast Asia. The ambitious effort to learn lessons from the conflict was phased out in 1975. With the end of America's involvement in Vietnam, the University experienced additional growth with the establishment of the Air Force Management Logistics Center and the Leadership and Management Development Center. In 1978, ATC assumed responsibility of Air University. In 1983, Air University regained its independence and its major command status and activated a new component, the Center for Aerospace Doctrine, Research, and Education. This component developed and tested concepts of airpower doctrine and strategy for major Air Force commands. Additional organizational changes occurred at Air University during the 1980s. As a result of the DoD Reorganization Act of 1986, Air University began to offer curricula to support the joint-specialty requirement of the legislation. In 1993, Air University and ATC merged to become Air Education and Training Command.

Sources: *A Short History of Air University* (Maxwell AFB, AL: Office of History, HQ Air University, 1995), pp. 2–22; *History of Air Training Command*, p. 319.

Fort McClellan

Occupying 46,000 acres north of Anniston, this post dates from 1917. Over 500,000 soldiers trained there during World War II. In 1947, the Army placed the post in inactive status.

With the outbreak of the Korean War, the post was reactivated as a training facility in 1950. The U.S. Army Chemical School arrived in 1951.

In 1954, the post also became home for the Women's Army Corps Center. Courses taught at the Center included those for Women's Army Corps (WAC) officers, enlisted clerical personnel, and Noncommissioned Officer (NCO) leadership. The clerical training branch of the Women's Army Corps Center was open to both genders. Women from Allied nations trained there alongside American women.

With the Army reorganization of 1962, the Chemical School and Women's Army Corps Training Center came under Continental Army Command administration. During the Vietnam era, the requirements for trained individuals capable of operating chemical and smoke equipment increased the student enrollment. To support radiation detection training, the Army built a hot cell structure and laid out a field with underground sources of controlled radioactivity.

In 1973, the installation and its schools came under U.S. Army Training and Doctrine Command jurisdiction. The U.S. Army Chemical School was transferred to Aberdeen Proving Ground, Maryland, in 1973 only to return six years later. Meanwhile, the Military Police School arrived in 1975 from Fort Gordon, Georgia, and the Women's Army Corps Center was disestablished in 1978. In 1980, the post was designated as the U.S. Army Chemical and Military Police Training Centers.

Source: "Fort McClellan file" (Archives branch, Center of Military History, Washington, DC).

Redstone Arsenal

Located at Huntsville, Redstone Arsenal traces its roots from World War II. With the arrival of the von Braun team during the 1950s, Redstone became a major Army research and development center for missiles. Redstone also assumed a training mission as munitions and missile training arrived here from Aberdeen Proving Ground, Maryland in 1951. In 1952, the Army founded the Ordnance Guided Missile School (OGMS) at Huntsville to train soldiers on deploying and maintaining the various missile systems under development.

The Eisenhower years proved to be very active as Army doctrine called for employment of tactical missiles armed with small nuclear weapons to offset the numerical advantages presented by Warsaw Pact forces. In addition, during the late 1950s, Redstone provided training to strategic forces when Air Force, Italian, and Turkish military personnel trained at OGMS to learn how to operate the Jupiter Intermediate Range Ballistic Missile (IRBM) that deployed to Italy and Turkey.

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In 1973, the Ordnance Missile and Munitions School came under U.S. Army Training and Doctrine Command jurisdiction. At this milestone, the school had graduated over 80,000 students. The command eventually was designated as the U.S. Army Missile and Munitions Center and School.

Source: "Redstone Arsenal file" (Archives branch, Center of Military History, Washington, DC).

Fort Rucker

Located on 63,000 acres in southern Alabama, this World War II-era camp was closed after the end of that war. With the advent of the Korean War, Camp Rucker was reactivated and became home of the 47th Infantry Division.

The 47th Infantry Division moved to Fort Benning, Georgia, and the post briefly reverted to mothball status during 1954. However, the closure only lasted two months as the Army moved its Aviation School from Fort Sill, Oklahoma, to Rucker, and the post was designated as a fort. At Fort Sill, fixed-wing aircraft were employed as artillery spotters. During the late 1950s, with the advent of advanced helicopter models, tactics were developed at Fort Rucker to take advantage of the aircraft's versatility. The first demonstration of Sky Cavalry took place in July 1957. To support the air infantry, helicopters were armed and became known as gunships.

Changes in Army doctrine during the 1960s stepped up the tempo at Fort Rucker. With the advent of Air Cavalry Division and their deployment during the Vietnam War, pilot training increased dramatically. Non-officers were offered the opportunity to fly.

In 1973, the post and the U.S. Army Aviation Center came under U.S. Army Training and Doctrine Command jurisdiction. Aviation courses became focused on combat scenarios in Europe. Simulators were installed to provide pilots with additional quality training at lower cost. With the closure of Fort Wolters, Texas, all helicopter training was consolidated at Fort Rucker.

Source: "Fort Rucker file" (Archives, Center of Military History, Washington, DC).

ALASKA

Eielson Air Force Base

Built as a satellite field for Ladd Field, Eielson became an independent Air Force Base under the jurisdiction of the Alaskan Air Command after World War II. In 1960, Eielson became home to the Air Force Arctic Survival School, formerly posted at Ladd AFB, for the duration of the Cold War.

Big Delta Airfield/Fort Greely

Located on 677,000 acres about 107 miles southeast of Fairbanks, Fort Greely was the Army's largest post in Alaska. Known as Big Delta Army Airfield, the post served as an Air Transport Command base in World War II. After being closed at the end of the war, the Army reactivated the post in 1948 and the facility became home to the Army Arctic Indoctrination School. A year later the Cold Regions Test Center was established as an Army test and evaluation facility.

In 1954, a major construction project gave Big Delta new administrative, classroom, and housing structures. The installation was renamed Fort Greely in 1955. In 1957, mountain training at Camp Carson, Colorado, was terminated and transferred to Fort Greely. The Arctic Indoctrination School was renamed as the U.S. Army Cold Weather and Mountain School. Training focused on training individuals on cold weather and mountain operations.

To support changes in Army doctrine that called on troops to be capable of fighting in different environments, in 1964 the Army redesignated the school as the U.S. Army Northern Warfare Training Center. The center could train up to a battalion of troops to fight in arctic conditions.

During the 1970s, the shift away from operations in Southeast Asia allowed the Army to conduct more arctic training. During the 1980s, the fort's primary mission remained training Army troops to fight in a cold environment.

Source: "Fort Greely, Alaska file" (Archives, Center of Military History, Washington, DC).

Ladd Air Force Base/Fort Wainwright

Dating from pre-World War II, this base near Fairbanks served as a transfer point for lend-lease materials to Russia during World War II. During the post-war period, the 72nd

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and then the 46th Strategic Reconnaissance Squadrons were based here along with F-82 Twin Mustang fighters. In 1948, an Arctic Indoctrination School was established here to train airmen on arctic survival. In 1950, the school at Marks AFB was consolidated here.

During the 1950s, the base served as a major shipping point for construction materials for the DEW radar line.

In 1960, the Air Force prepared to turn the facility over to the Army. The Arctic Survival School was moved to Eielson AFB. The facility became Fort Wainwright in January 1961.

During the post-Vietnam era, the post hosted major Army combat training exercises. In the 1980s, the Army began a major facility improvement program to house the 2nd Brigade, 6th Infantry Division (Light), which was activated on March 6, 1986.

Marks Air Force Base

In 1947, the Air Force established an Arctic Indoctrination School at Marks AFB at Nome. In 1950, this school was consolidated with the school at Ladd AFB. The base was subsequently closed.

Source: *A Brief History of the 336th Training Group* (Fairchild AFB, WA: Office of History, HQ 336th Training Group, 1995), pp. 11, 17.

ARIZONA

Fort Huachuca

Located on 73,000 acres at Sierra Vista, this 1870s vintage post served as a training facility during World War II. The post was deactivated in 1947.

With the outbreak of the Korean War, the post was reactivated in 1951. After serving as a training facility for troops destined to the Far East, the post was again closed in 1953.

In 1954, the Signal Corps reopened and assumed command of the post. The Corps found that ideal climatic conditions were suited for communication equipment tests.

The U.S. Army Electronic Warfare School moved here in 1966. A year later, the post became headquarters for the Army Strategic Communications Command.

In 1971, the post also became the home of the Army Intelligence Center and School. This school had the mission of training selected personnel to perform intelligence and security duties in the fields of counterintelligence, area studies, and combat intelligence. In 1973, the school merged with the combat surveillance portion of the Electronic Warfare School. This enlarged institution then came under the jurisdiction of the new U.S. Training and Doctrine Command (TRADOC).

Sources: Cornelius C. Smith, Jr., *Fort Huachuca: The Story of a Frontier Post* (Fort Huachuca, AZ: Headquarters, Fort Huachuca, 1977), pp. 404–405; “Fort Huachuca file” (Archives, Center of Military History, Washington, DC).

Luke Air Force Base

Located on 4,197 acres west of Phoenix, during World War II Luke became the world’s largest single-engine and advanced-pilot training base. During the post-war era, Luke was deactivated and served as an aircraft storage facility.

Air Training Command (ATC) reactivated Luke in 1951 to train fighter pilots to serve in Korea. Pilots trained on the AT-6, P-51, and F-86. In 1952, the 3600th Fighter Training Wing operated the base and flight school. P-51 training ended in 1953.

During the late 1950s, Luke also trained German Luftwaffe pilots. In 1957, the F-100 Super Sabre was assigned to the base. A year later, ATC turned the base over to the Tactical Air Command (TAC).

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TAC continued to conduct fighter pilot training here during the 1960s. Foreign and American pilots trained on a variety of fighter aircraft. In 1969, the 58th Tactical Fighter Training Wing was activated to become the base's host unit.

During the 1970s, the F-100 program ended and TAC moved F-4 Phantom pilot training to Luke. In 1974, President Ford presided over the ceremony marking the arrival of the F-15 Eagle. In the 1980s, Luke trained pilots from Israel, Saudi Arabia, Japan, Pakistan, and Singapore. In 1993, Luke came under Air Education and Training Command jurisdiction.

Sources: *A Brief History of Luke AFB and the 56th Fighter Wing* (Luke AFB: Office of History, HQ 56th Fighter Wing, 1995); *History of Air Training Command*, pp. 75–76, 318.

Marana Air Base

This base was activated as a contract flying facility during World War II.

The Air Force again contracted with this facility during the Korean War to conduct primary pilot training. The facility was deactivated in 1957.

Sources: *History of Air Training Command*, p. 318.

Williams Air Force Base

Located southeast of Phoenix, this field was established in 1941 and served as a pilot training facility during World War II. In 1945, Williams' primary mission became fighter pilot training. The year 1946 marked the arrival of the first jet fighter transition course. A year later, the base received a "Captivair" jet simulator. By 1949, the base was operated by the 3525th Pilot Training Wing as an advanced single-engine school. Shortages of experienced instructors contributed to a high accident rate.

During the Korean War, the 3525th Pilot Training Wing continued operating the base as a basic single-engine flight school. Fighter-gunnery school was added in 1953–1954 as Williams assumed a crew training mission.

In 1960, after a brief period during the late 1950s when TAC assumed control of the base to conduct crew training, ATC again took command of the base. The 3525th was reorganized to run the base as part of ATC's consolidated pilot training program. The base served exclusively as an undergraduate pilot training site from 1961 to 1993. A flight simulator complex was opened in 1976. In 1979, the 82nd Flying Training Wing operated the base and flight schools. Williams closed in 1993.

Sources: *History of Air Training Command*, pp. 49, 326.

Marine Corps Air Station Yuma/Yuma Army Air Field/Vincent Air Force Base

The station occupies 3,000 acres in the southwestern corner of Arizona, but aircraft can use the 1.5 million acres of training ranges that are nearby. The field traces its roots to 1928. During World War II, the Army trained hundreds of pilots at Yuma Army Air Field.

The base was reopened by the Air Force in 1951 as a weapons proficiency center for fighter interceptor units. During the 1950s, Yuma AFB was renamed Vincent AFB. Established January 1, 1959, as a Marine Corps Auxiliary Air Station, Yuma, the Marines also used the facility as a base for proficiency training.

The facility became a Marine Corps Air Station in 1962. It featured a complex of aerial gunnery ranges totaling about 3 million acres. The three bomb and rocket targets, three remote strafing targets, and eight banner strafing targets enabled aviators from all services to gain proficiency for later missions over Vietnam. In 1969, the air station received A-4 Skyhawk and F-4 Phantom aircraft. AV-8 Harriers arrived in 1976. In the late 1980s, the base shifted its focus from training to hosting combat-ready aircraft.

Source: Tim Bennett, "MCAS Flying High over 25th Anniversary," *The Yuma Daily Sun* (August 11, 1987), p. 13.

ARKANSAS

Fort Chaffee

Located in western Arkansas, the post opened during World War II as a training center. The Army deactivated the post in 1946, but reopened it two years later to host the 5th Armored Division. It also assumed the additional responsibility for conducting advanced individual artillery training.

In February 1950, the Army deactivated Camp Chaffee and the 5th Armored Division. In August 1950, both were reactivated.

In 1956, the Army redesignated Camp Chaffee as a fort. A year later, the 5th Armored Division again was deactivated and the Army designated Fort Chaffee as the U.S. Army Field Artillery Training Center. After a decline in activity during the Eisenhower years, the Army deactivated the post in 1959.

Due to the Berlin Crisis, the post was reactivated in 1961 and became home to the 100th Infantry Division. Besides armor and artillery training, the post also became a major Army training center for basic infantry and combat support training. The Fort Chaffee military reservation was closed in 1965, but the post continued to be used as a training facility by reserve forces.

In the late 1980s, Fort Chaffee provided the maneuver area for the new Joint Readiness Training Center headquartered at Little Rock Air Force Base. The center was designed to provide the same type of quality training to light nonmechanized infantry as that provided to armored forces at the National Training Center at Fort Irwin, California. After 1993, the Joint Readiness Training Center moved to Fort Polk, Louisiana.

Source: "Fort Chaffee file" (Archives, Center of Military History, Washington, DC).

CALIFORNIA

Marine Corps Mountain Warfare Training Center, Bridgeport/Pickel Meadows

This center is located in Toiyabe National Forest in Mono County near the Nevada border. In the wake of the Chosin Reservoir retreat in Korea, the Marines sought to better prepare themselves for cold weather contingencies. This training was first conducted at Camp Pendleton starting on August 31, 1951. A month later, a year-round location was found on the eastern slope of the Sierra Nevadas. Thus, training began at the Bridgeport center (also known as Pickel Meadows). Over 23,000 Marines and Navy personnel trained at the 6,000-foot elevation site during that first winter.

Training continued at the center throughout the 1950s. By the end of 1956, the facility was designated as Marine Corps Cold Weather Training Center, Bridgeport. Soon the facility had gained a reputation for training Marines how to survive and fight in frigid conditions.

In 1963, the facility was renamed as Marine Corps Mountain Warfare Training Center, Bridgeport. With the war in Vietnam, the Marines cut back on cold weather training to shift manpower to support jungle warfare training. On September 1, 1967, the Mountain Warfare Training Center was closed down and placed in caretaker status.

With the return of the First Marine Division from Vietnam in 1971, training resumed at Pickel Meadows. With the Marines slated for contingencies in Norway and Korea, on May 10, 1976, the Marine Corps formally reactivated the Marine Corps Mountain Warfare Training Center. In addition to training for winter and summer mountain conditions, the Marine Corps used the area to test equipment in harsh environments.

Source: Larry James, "Bridgeport," *Leatherneck* (October 1974), pp. 26–31; Paola Coletta, ed., *The United States Navy and Marine Corps Bases, Domestic* (Westport, CT: Westport Press, 1985), pp. 62–63.

Castle Air Force Base

Located northwest of Merced, the base was established in 1941 as an Air Corps training base. After World War II, the newly-formed Strategic Air Command (SAC) assumed control of the field. The base garrisoned bombers of the 93rd Bombardment Wing. With the war in Korea concluding, SAC decided that the 93rd would assume a combat crew training mission for the new B-52 bomber. The first B-52 arrived in 1955 and the unit

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soon began training crews for SAC. In 1957, KC-135 Stratotankers arrived and Castle began hosting tanker aircrew training.

The 4017th Combat Crew Training Squadron was the specific unit that oversaw a variety of training courses for KC-135 and B-52 crews. Beginning in 1974, classes were conducted in a new \$4 million training facility designated as the Waring Academic Center. To provide realistic training, the Linebacker II Training Center was built by the Singer-Link Company. The B-52 and KC-135 simulators installed in the center are some of the most complicated and advanced of this type ever produced. Mounted on hydraulic struts, the simulators allowed a whole crew to fly a mission and never leave the ground. Castle AFB and the 93rd Bombardment Wing continued to serve as a B-52 combat crew training base for the duration of the Cold War.

Source: *Pride and Heritage: Castle AFB* (San Diego, CA: Marcoa Publishing Inc., n.d.), pp. 4–5, 12–13.

Coronado Amphibious Base

Located across the bay from San Diego, Coronado was established during World War II as a training and test base for amphibious warfare tactics. The Naval Amphibious School supported amphibious warfare-related activities such as underwater demolition, naval gunfire support, landing craft handling, and naval control of shipping. During the 1970s, the base also became host to the west coast branch of the Surface Warfare School Division Officers Course.

Naval Air Facility El Centro

Located east of San Diego, El Centro served as a Marine Corps Air Station during World War II. After the war, activity was reduced and the field became a Naval Auxiliary Air Station in 1946. A Fleet-Gunnery Unit was established in 1949.

In 1979, El Centro was designated as a Naval Air Facility.

During the 1980s, the installation continued to support fleet squadrons with gunnery and flight deck landing training activities.

Fort Irwin

Located 37 miles northeast of Barstow, Fort Irwin covers 1,000 square miles of some of the most rugged territory in the United States. Land now occupied by the fort was first set aside for military use in 1940. The World War II-era military reservation had been deactivated in 1944.

The Army reactivated the post in 1951 as a training center for units going to Korea.

The post was designated as Fort Irwin in 1961 and served as a training facility for primarily artillery and engineering units destined to serve in Vietnam.

The post was deactivated in 1971, but remained active under the command of the California National Guard. In October 1980, the Fort was designated as the National Training Center and in the following year was reactivated as an active Army installation. During the 1980s, some 378,000 troops came to Fort Irwin to train. The 177th Armored Brigade, schooled in Soviet combat tactics, provided opposition to the visiting forces.

Source: Anne W. Chapman, *The Origins and Development of the National Training Center, 1976–1984*, (Fort Monroe, VA: Office of the Command Historian, United States Army Training and Doctrine Command, 1992).

Naval Base Long Beach

This base was constructed during World War II. In the immediate post-war, the base supported mothballed ships of the inactive fleet. The Navy closed the base and shipyard in April 1950. The base was reactivated in 1951. By 1952, an attack carrier and destroyer escorts had transferred there. The base also hosted minesweepers and Military Sea Transport Service (MSTS) ships.

To support ships homeported here in the 1950s, Training Command, Pacific Fleet established a Fleet Training Center.

In 1961, 109 ships homeported there were using the center.

In 1974, a base realignment caused the base to be downgraded to a naval support activity and dozens of ships were transferred elsewhere. However, the base was again upgraded to a naval station in 1979. Long Beach was closed with the end of the Cold War.

Mare Island Naval Shipyard

Opened in the mid-19th century at the north end of San Francisco Bay, Mare Island Naval Shipyard activity peaked during World War II when the yard repaired 1,227 ships. During the Cold War, the shipyard built and repaired several classes of submarines. To support the improving technology, several schools were located there. For example, the Nuclear Power School was established there in 1958.

A Naval Schools Command was established in 1962 to train U.S. and Allied personnel on the latest surface missile systems, combat data systems, and cryptographic equipment.

In 1973, the name of this activity was changed to the Combat Systems Technical Schools Command. A year later, an Engineering Duty Officer School was established in

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the Naval Schools Command complex to provide Engineering Duty Officers practical aspects of ship cycle maintenance. With the end of the Cold War, Mare Island closed.

Source: Paola Coletta, ed., *The United States Navy and Marine Corps Bases, Domestic* (Westport, CT: Westport Press, 1985), p. 599.

Mather Air Force Base

Located southeast of Sacramento, this base dates back to World War I. The base was reactivated during World War II as a B-25 bomber base and a point of embarkation for the Pacific theater. As an ATC facility, Mather hosted the USAF Bombardment and Flight Engineer Schools beginning in 1946. In 1949, the 3535th Bombardment Training Wing operated the base and the training facilities.

In 1953, the redesignated 3535th Observer Training Wing operated Mather AFB. A 750-unit Wherry housing project was completed in 1951 to accommodate the increasing base population.

By 1960, the 3535th had been designated as a Navigator Training Wing. SAC became a tenant command and facilities were expanded in 1956 and 1957 to allow for B-52 operations.

During the 1960s, additional housing and training facilities were constructed. Electronic warfare officer training was transferred here from Keesler, Mississippi, in 1962.

In the 1970s, the 323rd Flying Training Wing operated the base. The base closed in 1993.

Source: *History of Air Training Command*, pp. 38, 319.

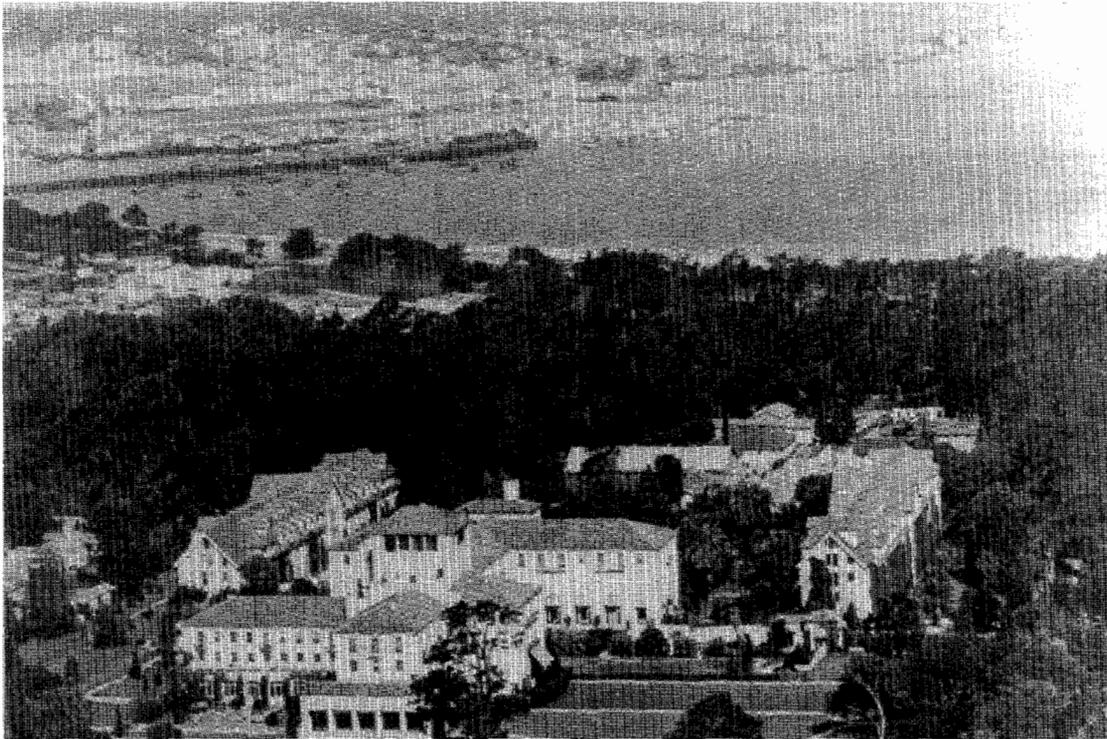
Naval Air Station Mirimar

Located north of San Diego, this 23,000-acre installation served as an auxiliary airfield for North Island Naval Air Station during World War II. In 1949 Congress appropriated funds to make Mirimar a Master Jet Base. Over the next two decades the station supported fleet fighter squadrons.

Due to combat losses over the over North Vietnam, in the early 1970s, the Navy established a Fighter Weapons School here that later became known as "Top Gun." The curriculum included mock air combat with an aggressor squadron mimicking Soviet fighter tactics.

Naval Postgraduate School Monterey

During World War II, the Navy established a preflight school in the Hotel Del Monte in Monterey. After the war, Congress authorized the purchase of the property. In 1951,



The Hotel Del Monte, Monterey, California, circa World War II. After the war, the hotel became the Naval Postgraduate School. (Photograph courtesy of Naval Historical Center, #NH 89326.)

the Navy established its postgraduate school here. During the Korean War, enrollment was low. In 1953, the school awarded only 167 degrees.

Monterey had to compete with other technical programs to draw students. Throughout its first decade, the school continued to have difficulty enrolling qualified officers. For most officers, graduate school was not seen as an important ticket to have punched.

During the 1960s, enrollment averaged 1,000 a year. Eventually, the school curriculum stabilized to the point where the institution could award doctorates.

In the 1970s, attitudes about graduate education changed and in addition to the core studies, faculty and students conducted research that attracted funding from numerous agencies. The school produced specialists in areas such as communications management, nuclear engineering effects, operations research, oceanography, and meteorology.

Sources: Michael T. Isenberg, *Shield of the Republic* (New York: St. Martin's Press, 1993), pp. 471–473; Paola Coletta, ed., *The United States Navy and Marine Corps Bases, Domestic* (Westport, CT: Westport Press, 1985), pp. 326–327.

Presidio of Monterey

In 1946, the Presidio of Monterey became the home of the Army Language School. The school later became known as the Defense Language Institute, Foreign Language Center. During the Cold War, over 120,000 language specialists graduated from the Presidio. In 1949, the school offered training in twenty-one different languages. The Korean War forced the school to increase teachers and language course offerings.

In 1973, the Defense Language Institute, Foreign Language Center came under jurisdiction of the U.S. Army Training and Doctrine Command. By 1987, the school offered over seventy different language courses.

Naval Air Station North Island

NAS North Island has been in commission since 1917. Readiness training has been continuous for the aviation units stationed here. A Nuclear Weapons Training Group stationed there provided instruction in the operation, maintenance, transportation, and use of nuclear weapons. The Group was a component command of Commander, Training Command Pacific.

Source: Paola Coletta, ed., *The United States Navy and Marine Corps Bases, Domestic* (Westport, CT: Westport Press, 1985), p. 558.

Fort Ord

Once occupying 28,000 acres near Monterey, this pre-World War II installation was used during World War II as a staging area. In 1946, the Antiaircraft Replacement Training Center arrived from Fort Bliss, Texas. Then in 1947, the 4th Replacement Training Center was established there. Along with Fort Jackson in South Carolina, Fort Dix in New Jersey, and Fort Knox in Kentucky, Fort Ord offered indoctrination for Army recruits during the post-war period. From 1947 through 1950, this training was administered by the 4th Infantry Division.

During the Korean War, basic and advanced individual training rapidly expanded. The 6th Infantry Division was activated and assumed the training mission. Congress authorized funding in 1951 for permanent barracks.

In the post-Korean War era, the Fort retained its basic and advanced infantry and hosted clerk, supply, mess, transportation, and communication courses. In January 1956, the 6th Division was replaced by the 5th Infantry Division. A year later, the 5th Division was deactivated and the post was designated as the United States Army Training Center, Infantry.

During the 1960s, Fort Ord continued its basic and advanced infantry training mission. Some soldiers received technical training in logistics, communications, and



Infantry training in 1971 at Fort Ord, California.
(Photograph courtesy of Military History Institute, Record Group 100S, VOLAR Collection.)

mechanics at Fort Ord schools. In the mid-1960s, the post served as a staging area for troops assigned to Asia.

With the move to an all-volunteer Army, Fort Ord served as a test site for basic training reforms during the early 1970s. In 1973, Fort Ord came under U.S. Army Training and Doctrine Command jurisdiction. The Infantry Training Center was deactivated in 1974. Jurisdiction switched to U.S. Army Forces Command in 1975 and the post became home to the 7th Infantry Division. In 1975, the post became home to the Organizational Effectiveness Training Center

Renamed in 1979, the Organizational Effectiveness Center and School closed in 1985. With the end of the Cold War, Fort Ord was closed.

Sources: Daniel Lapp, Chad Randl, Patrick Nowlan, Virge Jenkins, Carla Spralin, "Historical and Architectural Documentation Reports for Fort Ord, California," Draft Report, prepared for U.S. Army Engineering and Housing Support Center (November 1992), pp. 10–13; "Fort Ord file" (Archive, Center of Military History, Washington, DC); Lieutenant General Harold G. Moore, Lieutenant Colonel Jeff M. Tuten, *Building a Volunteer Army: The Fort Ord Contribution* (Washington, DC: Department of the Army, 1975), pp. 10–16.

Parks Air Force Base

The Air Training Command opened Parks AFB in 1951 as an indoctrination center operated by the 3275th Indoctrination Wing. In 1953, the 3275th became a Military Training Wing. Basic training and air-base ground defense training continued until the base was turned over to the Continental Air Command in 1957.

Source: *History of Air Training Command*, pp. 76, 321.

Camp Pendleton

This camp was established during World War II as a training facility for Marines.

In 1949, the First Marine Division returned from occupation duty in North China to its new home.

Training to Fight: Training and Education During the Cold War

During the Korean War, the First Marine Division was sent to Korea. Camp Pendleton trained replacement troops. To support the training, a mock Korean village was built. In addition, cold weather training began here at the end of August, 1951. This training soon moved to Bridgeport, California. With Congress mandating three Marine divisions, the Third Marine Division was reactivated. Over 200,000 Marines passed through Pendleton on their way to the western Pacific. The First Marine Division returned home in 1955.

During the 1960s, training featured counterinsurgency operations. Again, the First Marine Division saw combat. A Fifth Marine Division was activated in 1966. During this era, and afterwards, Marines studied at various schools at Camp Pendleton associated with amphibious warfare. Courses also taught enlisted personnel how to maintain and repair combat vehicles. The First Marine Division returned in 1971.

Naval Construction Battalion Center, Port Hueneme

This center was first opened in 1942 as an advanced base depot to support Navy Construction Battalion activities. In the immediate post-World War II era, the Navy established its School for Civil Engineering Corps Officers and Civil Engineering Laboratory there.

Throughout the Cold War, one of the center's missions was to serve as the west coast training center for the Seabees. Various Class A, B, and C schools trained Seabees to repair military vehicles, draft blueprints, build structures, and operate construction equipment. Being a west-coast installation, activity at the center was most active during the Korean and Vietnam eras.

Camp Roberts

This World War II-era training post is located between San Francisco and Los Angeles on Highway 101. The Army placed the post in caretaker status after the war.

The Army reactivated the post in August 1950 as an Armored Replacement Training Center for units assigned to fight in Korea. In November 1953, the post reverted to a small year-round garrison that supported National Guard and Army Reserve training. On April 2, 1971, the California Army National Guard assumed command of the post.

Marine Corps Recruit Depot, San Diego

Marines arrived here during World War I. After that war, permanent facilities were built. The depot became a major training facility and embarkation point for hundreds of thousands of Marines who fought the Japanese during World War II. The basic training mission continued after war. In 1948, the base was renamed as Marine Corps Recruit Depot, San Diego. A typical class size was two platoons.

To meet the needs of Korea, basic training was cut from ten to eight weeks. The number of recruits jumped so that the typical class size reached fourteen platoons. To handle the influx, there was an expansion of facilities.

The Vietnam War led to another expansion. A 100-tent cantonment was built to handle the overflow. In 1967, five new recruit barracks and a dining hall were constructed. In addition to recruit training, the depot hosted formal courses including instructor and NCO Leadership schools.

Camp Matthews

Located north of San Diego in LaJolla, Camp Matthews was established as a rifle range to support the new Marine Corps Recruit Depot during World War I. The facility greatly expanded during World War II. At times there were 10,000 Marines in training there. After the war, the camp usually trained 800 Marines at a time.

In August 1964, the last rounds were fired. The land is now occupied by the University of California, San Diego.

Sources: "The Camp Matthews Story," *The Badge* (Spring 1993), pp. 3-5; "Brief History of the Marine Corps Recruit Depot, San Diego California," November 1956 (San Diego, CA: MCRD, History Geographic file, Hist&Mus Div, Ref Sec, HQMC).

San Diego Naval Training Center and Commander Training Command Pacific

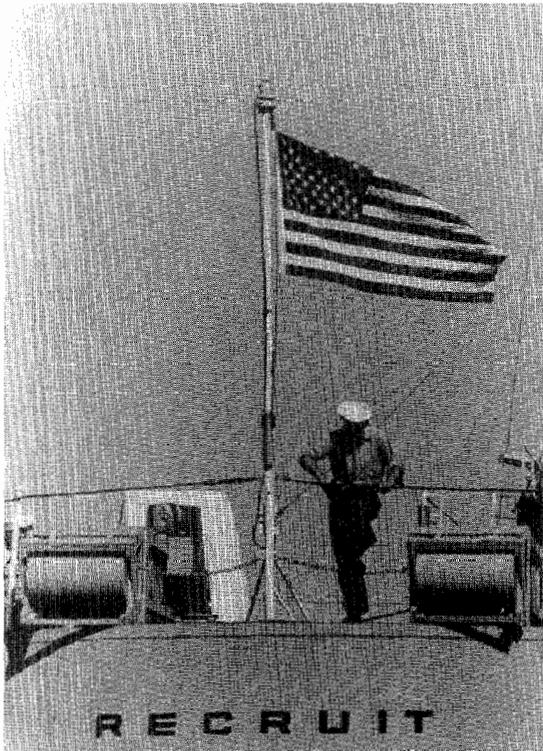
This Naval Training Station was commissioned in 1923. With the advent of World War II, the Navy greatly expanded the facility. By 1942, the center hosted 40,000 trainees and featured forty-one service schools. In 1944, the Naval Training Station was redesignated as a Training Center. A Recruit Training Command and Service School Commands were established. This structure continued throughout the Cold War.

After World War II, the number of students dropped. However, due to new technologies, the number of technical courses offered actually increased.

With the onset of the Korean War, the number of students also increased. Demands of the fleet forced the center to expand further. To meet the recruit training surge, the Navy activated Camp Elliot, a World War II Marine Corps training camp located ten miles north of San Diego. Over 15,000 boots received their training at Elliot before it closed in 1953.

In the aftermath of Korea, the Navy constructed a new recruit complex to be known as Camp Nimitz.

Training to Fight: Training and Education During the Cold War



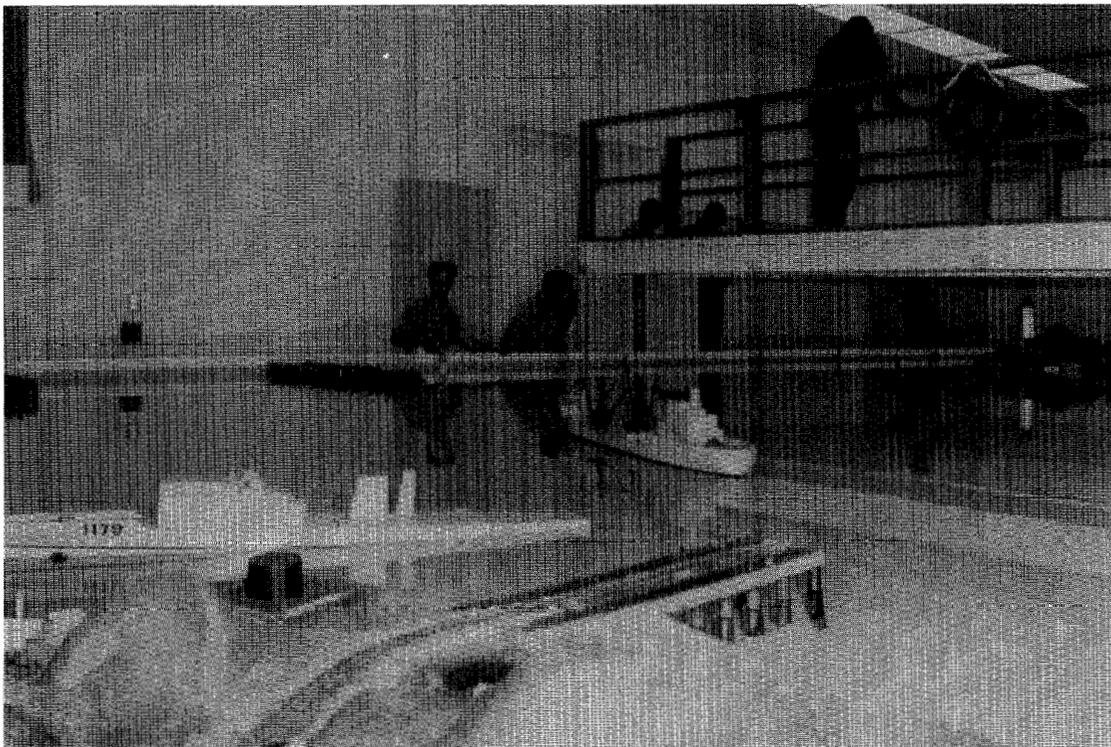
The stern of the training ship Recruit in 1969 at the Naval Training Center, San Diego, California (left). Recruits learn to fight fires at the firefighting school in nearby Carroll Canyon (below). (Photographs courtesy of Naval Historical Center.)



Over the years additional construction brought the number of buildings up to 380. In 1982, the center graduated 30,000 recruits from the recruit training course and an equal number of personnel from other post-basic training.

The San Diego Naval Training Center also hosted a Fleet Training Center (FTC). As a Training Command Pacific facility, the FTC provided readiness training to thousand of fleet sailors annually. In a compound southeast of the Naval Training Center was the Headquarters for Commander Training Command Pacific (COMTRAPAC). COMTRAPAC traces its roots back to 1943 when the Pacific Fleet established a command to better train sailors how to use new equipment entering the fleet. COMTRAPAC oversaw training installations overseas and at Pearl Harbor and San Diego. The Fleet Training Group in San Diego provided underway training to hone seamanship, gunnery, engineering, and other skills. Located in the COMTRAPAC compound, COMTRAPAC's Fleet Antisubmarine Warfare Center, trained sailors to counter the Soviet submarine threat. At Point Loma, COMTRAPAC's Fleet Combat Training Center provided surface warriors training to improve surface engagement and electronic warfare tactics.

In 1978, a Tactical Advanced Combat Direction and Electronic Warfare trainer was built adjacent to the Fleet Combat Training Center. This trainer challenged surface warfare officers with realistic combat scenarios.



Officers practice shiphandling using models at the Fleet Training Center, San Diego, California.
(Photograph courtesy of Naval Historical Center, #LPC 20954.)

Training to Fight: Training and Education During the Cold War

Source: Paola Coletta, ed., *The United States Navy and Marine Corps Bases, Domestic* (Westport, CT: Westport Press, 1985), pp. 557–60.

San Diego Submarine Base

This base was formerly Fort Rosecrans, which the Army declared excess in 1959. The Navy established the submarine base there in 1963 to support nuclear-powered attack submarines.

During the 1970s, sophisticated training simulators were installed on base to provide readiness training for submariners.

Camp San Luis Obispo

This camp was originally a National Guard facility that was taken over by the Federal Government as an infantry training center during World War II. The Army reactivated the camp in 1951 to serve as a Signal Corps Training Center and deactivated it in November 1953 after the end of the Korean War. The facility, with its World War II-era structures, continued to see use as a Guard and Army Reserve training site.

Naval Training Center Treasure Island

Located in the middle of San Francisco Bay, Treasure Island became a major naval training installation during World War II. Activity continued at this installation throughout the Cold War, peaking during the wars in Korea and Vietnam. During the Vietnam era, Treasure Island offered Class A and B schools to train sailors on electronic, radar, and microwave technology. With the end of the Cold War, the Navy closed this center.

Twentynine Palms Marine Corps Air Ground Combat Center

Located in the high desert covering an area about the size of the state of Rhode Island, Twentynine Palms was established in World War II as an Army glider and aircraft training facility. Before closing at the end of the war, it was a Naval Auxiliary Air Station. The Marines established the installation in 1952 due to lack of space at Camp Pendleton to conduct training with long-range artillery and rockets.

Twentynine Palms proved ideal for live munitions training and training Marines to handle harsh environments. Extensive construction using pre-cast, tilt-up, concrete slabs proved quick and inexpensive. Twentynine Palms became a Marine Corps Base in 1957. In addition to artillery, Twentynine Palms also served to train Marine anti-aircraft mis-

sile batteries. By the mid-1960s, units trained at the base were heading off to Southeast Asia. During the late 1960s, construction proceeded on electronics and communications schools.

In the 1970s, the mission of Twentynine Palms evolved into that of an Air Ground Combat Center for the whole Marine Corps. To bring in large Marine Corps units, contractors completed an expeditionary airfield in 1976. Soon Marine Corps infantry, armor, and air units worked together to perfect tactics. In 1979, the base was redesignated as Marine Corps Air Ground Combat Center, Twentynine Palms, California. The new mission and influx of training units created another building spurt during the 1980s. Twentynine Palms remains one of the premier training facilities in the United States.

Source: Colonel Verle E. Ludwig, USMC (Ret.), *U.S. Marines at Twentynine Palms, California* (Washington, DC: Headquarters U.S. Marine Corps History and Museums Division, 1989).

Camp Cooke/Vandenberg Air Force Base

Camp Cooke served as a World War II armored division training center. The post was deactivated on January 6, 1953. The Army transferred the post to the Air Force in 1957 and Camp Cooke became known as Vandenberg AFB. The Air Force embarked on various construction projects to support missile testing and launching satellites. In conjunction, the Air Force established a training school here for prospective missile crews.

The First Strategic Aerospace Division, known as "One Strad," became the unit having overall responsibility for base operations. Training of potential SAC crews became a component of One Strad's mission. Since 1963, the unit having specific responsibility for missile crew training has been the 4315th Combat Crew Training Squadron. To support the 4315th, Missile Procedures Trainers were built. These sophisticated launch-control simulators provided a realistic environment so students could perfect their skills. Beginning in 1967, SAC began to use these facilities for an annual crew training competition that eventually became known as Olympic Arena.

By 1986, the 4315th had taught the basics of missile procedures and operations to over 19,000 SAC missileers.

Sources: David A. Anderton, *Strategic Air Command: Two Thirds of the Triad* (New York: Charles Scribner's Sons, 1976), pp. 150-156; *Launch: Vandenberg Air Force Base* (Riverside, CA: Armed Services Press, 1986), pp. 1-5.

COLORADO

Camp Carson

At the end of the World War II, the Army consolidated mountain and cold weather training at Camp Carson from several locations. The school was the only one of its type until the Army established a school for arctic operations at Fort Greely, Alaska. For eight years, training in mountain survival and mountain operations was conducted at both Camp Carson and Fort Greely.

In 1949, the Air Force Strategic Air Command also opened a survival school at Carson. The school was so successful that training had to be relocated to Stead Air Force Base, Nevada, in 1952 to accommodate the course demand.

In 1957, total responsibility for cold weather training shifted to Fort Greely.

Source: *A Brief History of the 336th Training Group* (Fairchild AFB, WA: Office of History, HQ 336th Training Group, 1995), pp. 12, 17; Fort Greely, Alaska file (Archive, Center of Military History, Washington, DC).

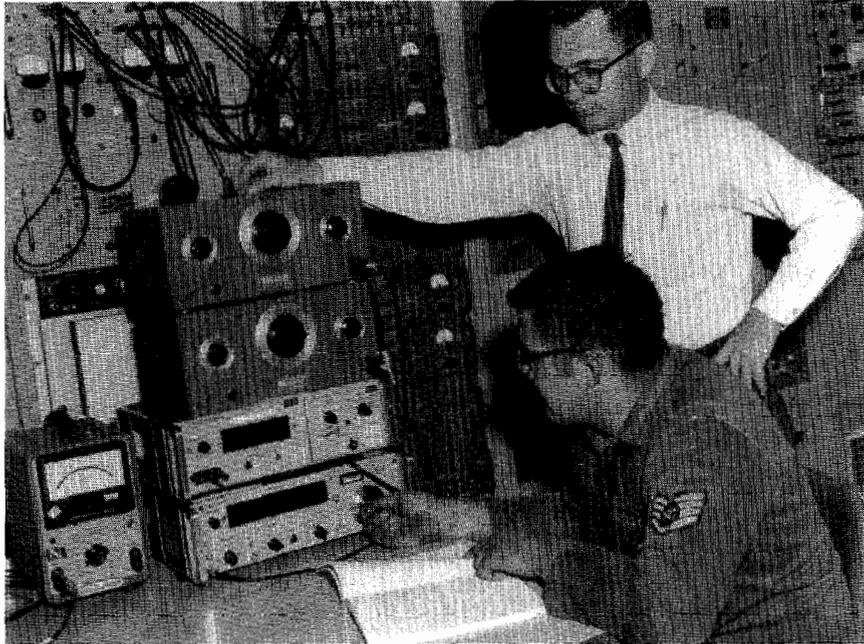
Lowry Air Force Base

Construction of this base near Denver began in 1937. During World War II, the base served as a major technical training facility and flying school. In the post-war period, Lowry continued as a technical training facility operated by the 3415th Technical Training Wing. In 1951, the wing introduced a Guided Missiles Department that featured courses in guidance, control, and propulsion for such missile systems as Matador, Falcon, Rascal, Snark, and Navaho.

By 1953, construction and rehabilitation projects improved the technical training facilities to include a guided missile facility and housing.

During the mid-1950s, Lowry served intermittently as President Eisenhower's summer White House and temporary home for the Air Force Academy. The Lowry Technical Training Center was established in 1959. The base was unique as it remained under Air Training Command jurisdiction during a period when SAC deployed eighteen Titan I missiles to the base. By 1962, the Guided Missiles Department (now renamed the Department of Missile Training) provided the Air Force 1,000 trained missile specialists per year.

In 1972, the 3415th Technical School became the USAF School of Applied Aerospace Sciences. Missile training continued within the Department of Aerospace Munitions Training. In 1980, Lowry Technical Training Center acquired a B-52D from



A student receives instruction at an instrument mechanic's course at Lowry Air Force Base, Colorado, in 1970. (Photograph courtesy of National Archives, Record Group 342B, Book T-79.)

Davis-Monthan AFB, Arizona, and stabilized another B-52 on base for use in Air-Launched Cruise Missile training. Lowry also supported maintenance and repair training for the Peacekeeper strategic missile. Lowry closed in 1994.

Sources: *History of Air Training Command*, p. 318; Michael H. Levy and SSgt. Patrick M. Scanlan, *Pursuit of Excellence: A History of Lowry AFB, 1937-1987* (Lowry AFB: History Office, 1987), pp. 33, 35-36, 59-61.

U.S. Air Force Academy

Legislation proposing establishment of an Air Force Academy came as early as 1947. However, a study considering the institution was withheld from consideration due to the Korean War.

In 1954, President Eisenhower signed a bill authorizing establishment of the academy. Beginning in 1955, Lowry Air Force Base served as a temporary home for the academy while a permanent site was constructed at Colorado Springs. Air Force cadets moved to Colorado Springs in 1958. Collocated with the academy is a preparatory school.

Training to Fight: Training and Education During the Cold War

The Air Force Academy led the service schools by allowing cadets an opportunity to earn a bachelor of science degree in a major of their choice. Elective courses, including some at a graduate level, were designed to encourage individual talents. Each year the Academy graduated approximately 800 to 900 2nd Lieutenants into the service. In 1976, the first women entered the Air Force Academy.

Sources: John E. Jessup, ed., *Encyclopedia of the American Military* (New York: Charles Scribner's Sons, 1994), p. 1565; John P. Lovell, *Neither Athens nor Sparta? The American Service Academies in Transition* (Bloomington, IN: Indiana University Press, 1979), pp. 6-9.

CONNECTICUT

New London Naval Submarine Base and Schools

In 1916, the Navy converted this naval station into a submarine base and established a submarine school there. During World War II, New London greatly expanded.

The advent of nuclear power required an improvement in training and support facilities. New facilities included the first Fleet Ballistic Missile Team Training Facility. By 1959, New London had become the largest submarine base in the world with 8,210 active personnel. In addition to training U.S. submarine personnel, the Submarine School trained fleet sailors from many Allied nations. Continual modernization to an all-nuclear submarine force, forced continuous updates to submarine curricula and facilities.

Source: Paola Coletta, ed., *The United States Navy and Marine Corps Bases, Domestic* (Westport, CT: Westport Press, 1985), pp. 331-33.

DELAWARE

Fort Miles

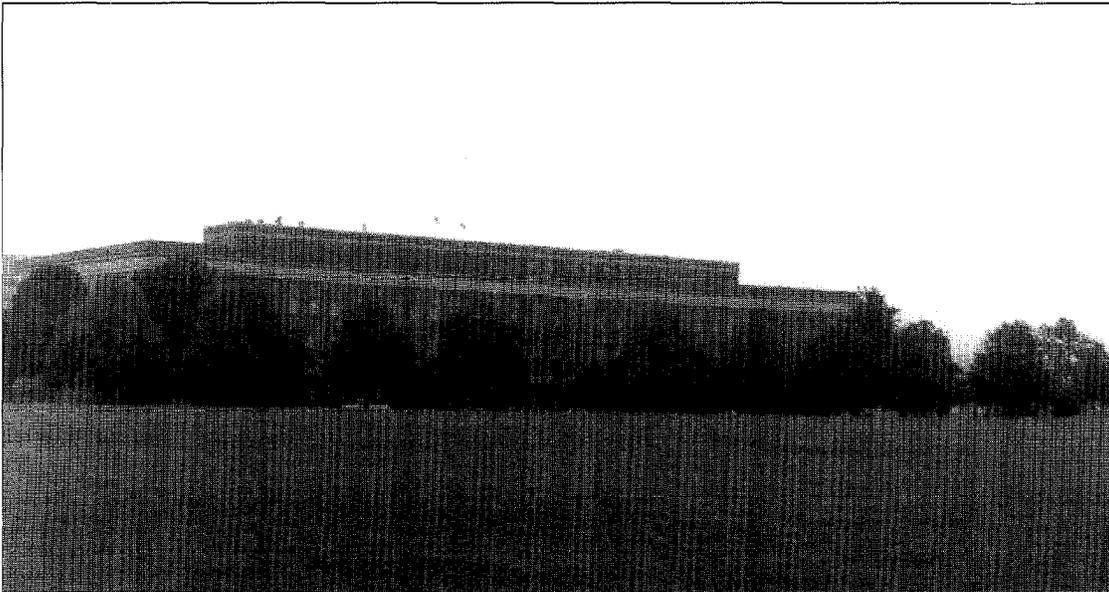
Fort Miles was constructed as a coastal defense site during World War II. In the post-war period, Fort Miles served as an antiaircraft training site for active and reserve soldiers. Deactivation of the post was announced on December 17, 1958.

DISTRICT OF COLUMBIA

Fort Leslie J. McNair

This post, dating back to the founding of the nation's capital, received its current name in 1948. Higher education began there in 1903 with the establishment of the Army War College. In 1924, the Army Industrial College opened. Learning from the nation's mobilization experience of World War I, the college established a curriculum that familiarized students with the nation's industrial infrastructure. During World War II, joint Army-Navy operations created the need for a joint education institution and the Army-Navy Staff College was created in 1943.

The National War College was created in 1946 to be the institutional successor to the Army-Navy Staff College. Students attended class at the former Army War College facility, a 1907 national historic landmark known as Theodore Roosevelt Hall. After suspending operations during the war, the Army Industrial College reopened in 1946. With a greater interservice focus, the school was renamed as the Industrial College of the Armed Forces (ICAF).



This structure at Fort McNair, Washington, DC, was built in the late 1950s and is home to the Industrial College of the Armed Forces. (Photograph courtesy of U.S. Army Construction Engineering Research Laboratories.)

Training to Fight: Training and Education During the Cold War

On September 6, 1960, President Eisenhower dedicated a new building for ICAF. Another dedication occurred in 1962 as the Inter-American Defense College opened to provide an advanced studies institute for senior officers of member nations of the Inter-American Defense Board.

During the 1970s, the acceleration of technology forced an even greater interdependence between the armed services, the nation's allies, and the industrial plant that armed them. Consequently, in 1976, the Joint Chiefs of Staff inaugurated the National Defense University (NDU) to pool the resources of the National War College and ICAF. In 1981, the Norfolk-based Armed Forces Staff College also came under the NDU umbrella. A year later, NDU created the Department of Defense Computer Institute at Fort McNair. This later became known as the Information Resources Management College.

FLORIDA

Bartow Air Base

During the Korean War, the Air Training Command contracted with this facility to conduct primary flight training. Pilot training was consolidated to Air Force installations in 1960, and this facility was deactivated in 1961.

Source: *History of Air Training Command*, p. 308.

Graham Air Base

Initially named Marianna Army Airfield, this installation served as a flying training facility during World War II. In 1953, ATC contracted with this private facility, now called Graham Air Base, to conduct primary flight training. Pilot training was consolidated to Air Force installations in 1960 and Graham reverted to civilian control in 1961.

Source: *History of Air Training Command*, p. 313.

Homestead Air Force Base

Homestead AFB was established during World War II and was inactivated in 1945. Reactivated in 1953, Homestead served as a SAC base until 1968 and then was turned over to TAC.

In 1971, Air Training Command activated the 3613th Combat Crew Training Squadron at Homestead to conduct simulation of all phases of in-flight emergencies over water. With the destruction of the base caused by Hurricane Andrew in 1992, the training eventually was collocated with Navy survival training conducted at Pensacola NAS.

Source: *A Brief History of the 336th Training Group* (Fairchild AFB, WA: Office of History, HQ 336th Training Group, 1995), pp. 13, 16; *Air Force Bases*, p. 253.

Hurlburt Field

Hurlburt Field was constructed during World War II as an auxiliary airfield for the research and development facility at Eglin AFB, Florida, and as a radar countermeasures training facility. The field was deactivated after World War II.

Training to Fight: Training and Education During the Cold War

From 1953 to 1955, the facility prepared to receive Tactical Air Command units. Air Defense Command took over the field in 1958 when it served as a test platform for Bomarc missiles. TAC resumed control of the field and the USAF Special Air Warfare Center was activated in 1962. The USAF Air Ground Operations School arrived from Keesler AFB, Mississippi. The Special Air Warfare School was activated in 1967 and was subsequently renamed as the Special Operations School. The field hosted unconventional warfare and counterinsurgency training to support efforts in Southeast Asia.

Naval Air Station Jacksonville

Established just before World War II, Jacksonville served as a major pilot training base. At the end of the war the station's mission turned to fleet support, reserve training, and technical training. The technical training school was disestablished in 1948. By 1949 NAS Jacksonville was considered the jet capital of the east coast.

With the Korean War requiring a more sophisticated surveillance capability, Jacksonville began hosting patrol squadrons using P-2 Neptune and later P-3 Orion aircraft. Technical training activities recommenced in 1952 after received many courses from Naval Air Technical Training Command (NATTC) Memphis, Tennessee, including electrician, ordnance, and storekeeper schools.

During the 1970s, Jacksonville became homeport to several fleet units.

Key West Naval Station

The Navy's presence at Key West dates to the 19th century. During World War II, Key West became a major center for antisubmarine warfare. This function continued during the 1950s and 1960s as classes taught tactics and skills. Through the 1970s, Key West hosted courses to train sonar men and divers. During the 1980s, Key West became a homeport for the Navy's Hydrofoil Fleet.

MacDill Air Force Base

Located near Tampa, this airbase was established in 1939 and served as a major logistics crossroad during World War II. During the post-war, the newly formed Strategic Air Command assumed operations of the field. SAC proceeded to use the installation for a variety of training purposes. For example, in 1949, MacDill became home to the SAC Transition Training School that enabled pilots to learn to fly newer aircraft models.

In the early 1950s, MacDill became home of the SAC Lead Crew School first established at Walker AFB, New Mexico. The 306th Bomb Group trained top B-29 and B-50 crews designated to lead bombing raids over enemy positions. This course later was designated as the Combat Crew Standardization School.

In 1962, TAC assumed duties as the host command. Activity during the 1960s included establishment of a combat crew training school for the B-57.

Source: Edward G. Longacre, *Strategic Air Command: The Formative Years (1944–1949)* (Offutt AFB, NE: Office of the Historian, Headquarters Strategic Air Command, 1991), p. 40.

Mayport Naval Station

This station was constructed during World War II as an auxiliary to the Jacksonville Naval Air Station. The station was disestablished in 1946 and reactivated in 1948. Land acquisition in 1951 expanded the station. In 1952, the first carrier arrived for a port call. In 1953 the *USS Champlain* became the first carrier homeported there. Additional carriers also were homeported there. In 1959, this facility officially was designated as a naval station.

The Station became a focal point during the Cuban Missile Crisis. With more combatant ships homeported here during the 1960s, Commander, Training Command, U.S. Atlantic Fleet, in Norfolk, established a Fleet Training Center here in 1966 to provide training support. The Fleet Training Center Engineering Department conducted readiness training in areas that included boiler operations and shipboard firefighting. The Combat Systems Department taught various tactical, operational, and electronic maintenance courses.

Source: Sonar Technician Chief (Surface Warfare) [STGC (SW)] M. W. Corbett, Fleet Training Command Public Affairs Office.

Naval Training Center Orlando

In 1940, the Army opened an airbase at Orlando that hosted the Interceptor Command School and the Army Air Forces School of Applied Tactics. In 1945, the school, now called the Army Air Forces School, was moved to Maxwell Field, Alabama. After serving as a separation site, the airbase was placed on standby status during the post-war period. In 1951, the Air Force reactivated the facility as a training site for aviation engineers. With the completion of the Korean War, Orlando became an Air Force logistics hub as the Military Air Transport Service (later Military Airlift Command) operated the base until 1968. Reductions in base infrastructure during the 1960s targeted the Orlando base for closure. However, the facility received a new lease on life when Secretary of Defense McNamara authorized the Navy to open a new training center. Available housing, transportation facilities, and climate made Orlando an attractive choice. New construction gave the new Naval Training Center (NTC) a college campus environment. The first recruits arrived in October 1968.

As the Navy reduced in size in the wake of Vietnam, NTC took over many training activities that once had occurred at Bainbridge, Maryland. For example, in 1973,



Women recruits line up for inspection in November 1975 at the Naval Training Center, Orlando, Florida. (Photograph courtesy of Naval Historical Center, #USN 1164641.)

Orlando assumed the mission of training enlisted females. In addition to training recruits, during the 1970s, NTC also provided primary, advanced, and specialist training for naval enlisted and officer personnel. Thus the Navy's Recruit Training Command and the Service Schools Command both were active at the center. The Nuclear Propulsion School, arriving from Mare Island, California, in 1977, had perhaps the highest reputation. Enlisted and officer students were challenged with a curriculum on par with the finest engineering schools in the nation. With the end of the Cold War, the Navy began to phase training from NTC Orlando to Naval Training Center Great Lakes, Illinois. Under direction of the Base Realignment and Closure Commission, NTC Orlando must close by 1999.

Source: Fact sheet provided by R.S. Mehal of the Naval Training Center Orlando Public Affairs Office.

Naval Air Station Pensacola and Adjacent Facilities

This station was established in 1914. During World War II the station served as a major naval aviation training center. During the immediate post-war era, Pensacola served as headquarters to the Naval Air Training Command. In 1948, Naval Air Basic Training Command also moved here. Basic flight training was consolidated.

The training tempo increased during the Korean War. NAS Pensacola graduated 6,000 aviators between 1950 and 1953.

Pilot training again increased during the Vietnam War era as the air station hosted three training squadrons and numerous other training units.

In 1971, Pensacola became headquarters for the Chief of Naval Education and Training. Aviation training continued to dominate station activity, as Pensacola absorbed activity from closing activities.

Corry Field

During the immediate post-war period, Corry Field hosted instructor training and aerobatic and instrument training. Korean War-era activities included basic and basic instrument flight training. During the late 1950s, Corry Field served as a stepping stone for students who went on to fly multi-engine patrol or antisubmarine aircraft. Flight training ceased prior to 1960.

In 1961, it was recommissioned as Naval Communications Training Center. In 1973, Corry Station was redesignated as a Naval Training Technical Center and became home to an Electronic Warfare and Photography School.

Ellyson Field

Ellyson was a training field at Pensacola that was deactivated after World War II.

During the Korean War, Ellyson field was activated for helicopter training.

Helicopter training continued as the field's primary mission through the Vietnam era. This mission was assumed by NAS Whiting in the 1970s.

Forrest Sherman Field

Opened at Pensacola in 1955, Forrest Sherman Field was designated to host advanced single-engine training for future fighter pilots. The field has remained in operational use since then.

Saufley Field

Saufley Field is located twelve miles northwest of Pensacola.

Korean War activities included teaching basic tactics flight training and supporting transport aircraft.

Training to Fight: Training and Education During the Cold War

In the late 1950s, student aviators made their first solo flights from this field, flying T-34 Mentor aircraft.

During the 1960s, the field became a full-fledged naval air station and hosted two training squadrons.

With the drawdown from the Vietnam War period, Saufley became an outlying field for NAS Pensacola and NAS Whiting.

In 1974, the Naval Education and Training Program Development Center was established here. The center's mission is to develop training and education programs and administer training publication nonresident career courses and correspondence course programs. In 1976, primary training squadrons VT1 and VT5 were disestablished at Saufley Field.

Naval Air Station Whiting

Located at Milton, the field was established as an auxiliary airfield for NAS Pensacola during World War II. Designated as a Naval Air Auxiliary Station, Whiting served as a primary pilot aviation training facility during the postwar period.

In the 1950s, Whiting became a stepping-stone facility for pilots electing to fly single-engine aircraft.

During the 1960s, Whiting was redesignated as a naval air station and hosted two training squadrons to train Navy, Marine, and Allied pilots.

With consolidation following the Vietnam War, Whiting picked up an additional fixed-wing training squadron and two helicopter training squadrons during the 1970s, making it one of the busiest aviation training facilities in the Navy. Whiting's mission of training aviators in the primary and intermediate phase of propeller-driven aircraft and basic and advanced helicopter operation continued through the end of the Cold War.

Pinecastle/McCoy Air Force Base

Located at Orlando, this base was deactivated after World War II.

Air Training Command reactivated Pinecastle in 1951 as a crew training facility for B-47 aircraft. In 1952, the 3540th Combat Crew Training Wing operated the base. The Strategic Air Command assumed control of B-47 combat crew training here in 1953. SAC eventually renamed the installation McCoy AFB. Eventually, SAC training activities were transferred to other locations as the airfield, which became known as Orlando International Airport, gradually saw greater use by commercial aircraft.

Source: *History of Air Training Command*, p. 76.

Tyndall Air Force Base

Established in 1941, Tyndall served as a gunnery training facility during World War II. After the war, the base hosted the Air Tactical School, a component of Air University. In 1950, Air Training Command assumed control of the base from Air University, and the base began combat crew training for all-weather interceptors and aircraft controller training. Training aircraft included the F-86, F-89, and F-94 jets. In 1953, Tyndall was operated by the 3625th Advanced Interceptor Training Wing.

In 1957, Tyndall became an Air Defense Command training facility. A year later, the base became host to a biennial air-to air weapons meet that became known as William Tell. Also, in 1958, the runway was extended to allow for F-101, F-102, and F-106 aircraft. The phase out of ADC led to the base coming under TAC jurisdiction in 1979. That year, the Air Force established its Interceptor Weapons School at Tyndall.

By 1986, the William Tell meet had grown into an inclusive competition involving air-crews, maintenance teams, and weapons loading specialists. The base came under Air Education and Training Command jurisdiction in 1993.

Sources: *A Brief History of Tyndall AFB and the 325th Fighter Wing* (Tyndall AFB, FL: Office of History, HQ 325th Fighter Wing, 1995), pp. 1-4; *History of Air Training Command*, pp. 64, 325.

GEORGIA

Navy Supply Corps School Athens

In 1944, a Naval Supply Operational Training Center was established at Bayonne, New Jersey; two years later it became the Navy Supply Corps School.

With growth spawned by the Korean War, the facilities at Bayonne became overcrowded and the search for a new school site began.

In 1954, Athens became the site of the new school on property purchased from the University of Georgia. During the Cold War, the school provided initial and advanced training to tens of thousands of Supply Corps officers who provided logistical support for fleet operations.

Source: *U.S. Navy Supply Corps School Athens, Georgia* (San Diego, CA: Marcoa Publishing, 1993), pp. 1–4.

Bainbridge Air Base

Bainbridge served as an Army Airfield during World War II. During the Korean War, the Air Training Command contracted with this facility to conduct primary pilot training. The Air Force consolidated pilot training to Air Force installations in 1960 and deactivated this facility in March 1961.

Source: *History of Air Training Command*, p. 308.

Fort Benning

Located on 182,000 acres south of Columbus, this fort dates from the World War I era. During World War II, the facility grew into a major infantry and airborne training base and performed this function throughout the Cold War. The fort served as home to the U.S. Army Infantry Center. Classes included basic and advanced infantry courses for officers as well as leadership classes for NCOs.

During the 1960s, the focus of the center increasingly turned to combined arms. In 1963, the 11th Air Assault Division was formed at Fort Benning to test air mobile concepts later used in Vietnam.

In 1973, Fort Benning and the U.S. Army Infantry Training Center came under the new U.S. Army Training and Doctrine Command. Courses included Infantry Officer Basic

and Advanced Courses, and Airborne and Ranger Schools. Numerous classes focused on teaching specific infantry related skills. Students from allied nations often trained alongside their American counterparts. In 1984, Fort Benning became host to the School of the Americas, which had moved there from Panama. The school had been founded in 1946 to train officers and enlisted personnel from Latin American nations. In 1956, Spanish became the academic language. During the Cold War, the school taught more than 45,000 students.

Source: "Fort Benning file" (Archive, Center of Military History, Washington, DC).

Naval Air Station Glynco

This facility was established during World War II to host lighter-than-air (LTA) aircraft.

After the war, Glynco became a storage point. In 1949 the facility was placed in standby status.

The Korean War revived the LTA program and in 1952 Glynco received Airship Squadron ZP-2 from Lakehurst New Jersey. In 1952, the Combat Information Center School arrived from Naval Air Station Glenview, Illinois.

In 1960, the airship units were disestablished. Glynco continued to serve as a technical training center. In 1962, the Air Traffic Control School arrived from Olathe, Kansas. In 1969, the station population topped 2,500.

As part of a consolidation move, NAS Glynco was closed in 1974.

Source: OPNAV Inst. 05400 (series), Chief of Naval Operations (Naval Aviation History Branch, Naval Historical Center, Washington, DC).

Fort Gordon

Located on 55,000 acres nine miles southwest of Augusta, the Army established Camp Gordon during World War II. The camp served as a separation center until 1948. In that year a Signal Corps Training Center was established and the Military Police School arrived from Carlisle Barracks, Pennsylvania.

During the Korean War, Camp Gordon also served as a replacement basic training center. Military government training courses were first offered in 1950 and evolved into the U.S. Army Civil Affairs/Military Government School. Basic training ended in 1955, only to be reinstated briefly during 1957 through 1958. In 1956, the Army redesignated the post as Fort Gordon. In 1959, the Army Civil Affairs/Military Government School became the U.S. Army Civil Affairs School. Basic training recommenced in 1961 with the establishment of the U.S. Army Training Center, Infantry. During the Vietnam War, Fort

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Gordon trained infantry, communications specialists, and military police that saw action in Southeast Asia.

In 1973, the installation became a U.S. Training and Doctrine Command facility. A year later, the Army began to consolidate its Signal Training there and in 1975 moved the Military Police school to Fort McClellan, Alabama. In 1976, the consolidation of signal training was completed with the closure of the Communications Electronics School at Fort Monmouth, New Jersey. With the reorganization, Fort Gordon hosted the Army Signal Center and became known as the home of the Signal Corps.

Source: "Fort Gordon file" (Archives, Center of Military History, Washington, DC).

Moody Air Force Base

Located on over 11,000 acres northeast of Valdosta, this base served as an air crew training base during World War II and subsequently was deactivated. The base was reactivated in 1951 as a Strategic Air Command fighter bomber training facility. Air Training Command assumed control of the facility late in 1951. An extensive rehabilitation and construction program was completed in 1952. The base was administered by the 3550th Interceptor Training Wing. In 1953, the base hosted instrument pilot, transition training, all-weather instrument, and aircrew schools. An 8,000-foot runway was completed in 1955.

During the 1960s, the 3550th continued to operate the base and conduct pilot training. The Tactical Air Command assumed control of the base from ATC in 1975.

Source: *History of Air Training Command*, pp. 75, 320.

Spence Air Base

This base was activated as Spence Field in 1941 and served as a contract flying training facility during World War II. During the Korean War, Air Training Command again contracted with this facility to conduct primary flight training.

In 1960, the Air Force consolidated pilot training to other Air Force facilities and Spence subsequently was deactivated.

Source: *History of Air Training Command*, p. 323.

HAWAII

Fort Derussy

Fort Derussy was a coastal defense position during World War II. The fort became Headquarters of the U.S. Armed Forces Institute, a center for correspondence courses. In 1949, the post was redesignated as an Armed Forces Recreation Center.

Pearl Harbor

This famous installation hosted several training facilities during the Cold War. Commander, Training Command Pacific maintained a Fleet Training Group here to provide readiness training for fleet units assigned. Likewise, the Naval Submarine Training Command Pacific was established in 1960 to provide training for submarine sailors. Pearl Harbor continues to serve as homeport to ships of the Pacific Fleet.

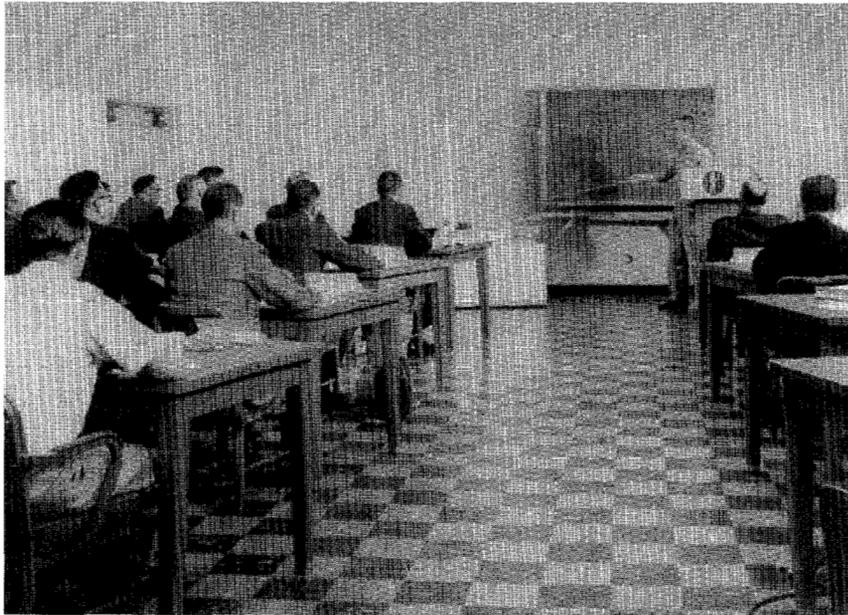
ILLINOIS

Chanute AFB

Established in 1917 at Rantoul, Chanute served as a technical training center during World War II. The base continued training after the war as an Air Training Command facility. The 3345th Technical Training Wing operated the base and the schools. The base also hosted the 3499th Training Aids Wing. By 1953, the 3499th was designated as a Mobile Training Wing.

By 1960, Chanute had become the primary technical training center for weapon systems. Crews and technicians were trained to handle Thor, Hound Dog, and Bomarc missiles. To support the intercontinental ballistic missile (ICBM) program, Minuteman II training facilities were installed in 1965. Minuteman training facilities were upgraded from 1970 to 1972. Navy and Air Force weather training was consolidated here in 1977. In 1988, the base was recommended for closure; it closed in September 1993.

Source: *History of Air Training Command*, p. 310.



Military and civilian managers receive orientation on the Minuteman missile in October 1961 at Chanute Air Force Base, Illinois. (Photograph courtesy of National Archives, Record Group 342B, Book T-51.)

Naval Training Center Great Lakes

Established in 1903, this training center located north of Chicago experienced massive expansion during World War II to handle recruit training. During the Cold War, Great Lakes continued to serve as a recruit and technical training center. Component commands included Recruit Training Command and Service Schools Command. Facilities were modernized or constructed to meet fleet training needs. Class A, B, and C schools were offered in a variety of seagoing ratings handling electronics, steam propulsion, gas turbines, sonar, and radars. With the end of the Cold War, the Navy consolidated its recruit training from NTC Orlando and NTC San Diego, and much technical training to this inland location.

Scott Air Force Base

Located southeast of St. Louis, Scott AFB dates from 1917. During World War II, the base served as an Army Air Forces Technical Training Command Headquarters and hosted numerous aviation-related technical training facilities.

In the immediate post-war period, the Headquarters of the Technical Training Command component of ATC remained there. As a result of reduced funding, in 1949 ATC consolidated its Headquarters here. The 3310th Technical Training Wing operated the base and the schools at the installation.

During the Korean War, Scott continued as a technical training center. Military Air Transport Service assumed responsibility for the base in 1957 and ATC Headquarters moved to Randolph AFB, Texas.

Source: *History of Air Training Command*, pp. 33, 322.

INDIANA

Fort Benjamin Harrison

Dating from the turn of the century, this post served as a reception center during World War II and hosted several schools.

In June 1947, the Army deactivated the facility. In 1948, the Air Force assumed control and the installation became home to Headquarters, 10th Air Force. The Army regained control in 1950. In 1953, construction was completed on Building 1. This is the largest Army administrative building and it housed the U.S. Army Finance Center.

In 1957, Gates-Lord Hall opened to host the Adjutant General and Finance Schools. In 1965, the Defense Information School moved here from Fort Slocum, New York.

In 1973, the newly established U.S. Army Training and Doctrine Command assumed control of the post from the Continental Army Command. Adjutant General and Finance Schools were combined into the Institute of Administration. In July 1980, the post was reorganized and renamed the U.S. Army Support Center. The Institute of Administration was renamed the Institute of Personnel and Resource Management. In 1984, this became the Soldier Support Institute.

Source: "Fort Benjamin Harrison file" (Archives, Center of Military History, Washington, DC).

KANSAS

Naval Air Station Hutchinson

During World War II, the station served as a pilot training center. In 1949, the station was deactivated. In 1952, a reactivation detachment arrived and a multi-engine program was started. The base served as an advanced training facility for Neptune and Tracker aircraft. The station was disestablished in June 1958.

Fort Leavenworth

Dating back to before the Mexican-American War, the post became home to one of the Army's first educational institutions with the founding of the School of Application for Infantry and Cavalry in 1881. Renamed in 1886 as the U.S. Infantry and Cavalry School, the courses matured as tactics were developed using wargaming techniques. After a brief closure due to the Spanish-American War, the school reopened in 1902 as the General Service and Staff College. Undergoing additional name changes, the schools at Fort Leavenworth prepared leaders to fight for both world wars. In 1946, the institution received its designation as the Command and General Staff College.

With the outbreak of the Korean War, the number of students attending the regular course curriculum climbed by one third from 400 to 600. The Army War College also moved to Leavenworth in 1950 before relocating to Carlisle Barracks, Pennsylvania, a year later. During the Eisenhower years, the college revised the curriculum to implement the Pentomic division concept. Students were taught to fight war in both nuclear and nonnuclear environments. In the wake of Korea, there was an increased emphasis on limited war. With the construction of Bell Hall, the college received a new main academic building.

During the 1960s, course curriculum again changed to reflect the changes in Army doctrine. In 1973, Fort Leavenworth and the U.S. Army Combined Arms Center came under the jurisdiction of the U.S. Army Training and Doctrine Command. During the 1970s, faculty at the Combined Arms Center at the college made significant contributions to changing the Army doctrine from an active defense to the AirLand Battle.

Sources: "Fort Leavenworth file" (Archive, Center of Military History, Washington, DC); Boyd L. Dastrup, *The US Army Command and General Staff College: A Centennial History* (Manhattan, KS: Sunflower University Press, 1982), pp. 90–127.

McConnell Air Force Base

This base was activated in 1951 at Wichita Municipal Airport by the Air Training Command to provide crew training for B-47 bombers. The facility was collocated with the

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Boeing plant that produced the B-47 bomber. In 1953, the base was operated by the 3520th Medium Bombardment Training Wing.

New 12,000 foot runways were completed in 1954. Over the next two years, \$22 million were spent to transform the base into one of the Air Force's premier training installations. The 1000th B-47 crew graduated on April 21, 1955. The Strategic Air Command assumed responsibility for the base in 1958. With the changeover, the 3520th was redesignated as the 4347th Combat Crew Training Wing.

With the phase-out of the B-47, the Tactical Air Command assumed control of the base in 1963. Eventually, the 23rd Tactical Fighter Wing assumed many training missions, including preparing F-105 pilots and maintenance crews for combat in Southeast Asia. SAC reassumed command of the base in 1972. Improvements were completed in 1974 to support B-52 operations.

Sources: *History of Air Training Command*, pp. 75, 319; "The History of McConnell Air Force Base: Wichita, Kansas, 1928–1980," Box SAC Base M, Folder SAC Bases—McConnell AFB, located at the Strategic Command History Office, Offutt AFB, Bellevue, NE.

KENTUCKY

Fort Knox

Dating from World War I, Fort Knox became the center of armored training before World War II. During World War II, the post served both as an armored school and as a replacement training center. In the immediate post-war period, Fort Knox served as one of four Army replacement centers to train recruits. The post continued to serve as a basic training facility throughout the next four decades. However, armor training has remained the fort's central mission. In 1973, Fort Knox and the U.S. Army Armor Center came under U.S. Army Training and Doctrine Command jurisdiction.

In the 1980s, the center benefited from receiving new equipment and more funding to increase training time. Sophisticated simulators were installed to supplement the hands-on training and reduce costs. In addition to conducting skill and technical training relating to tank operations, the center also hosted courses for commanders on leadership and tactics. Lieutenants passing through the Armored Officer Basic Course learned to operate the equipment and perform maintenance.

Source: "Fort Knox file" (Archives, Center of Military History, Washington, DC).

LOUISIANA

Barksdale Air Force Base

Occupying nearly 22,000 acres near Shreveport, Barksdale AFB was dedicated in 1933. During the immediate post-war era, Barksdale became headquarters for the Air Training Command. In addition the base hosted the Army Air Forces Pilot Instructors School. In 1949, Barksdale was transferred to the Strategic Air Command and Air Training Command was reestablished. Barksdale continued as a SAC base through the end of the Cold War.

Source: *History of Air Training Command*, pp. 42–43.

Naval Air Station Iberia

This station opened in 1960 to host the Navy's only advanced antisubmarine squadron. During the early 1960s, VT-27 trained hundreds of U.S. and Allied aviators in anti-submarine warfare (ASW) procedures. The station was closed in 1964.

Fort Polk

Located near Leesville and DeRidder, Camp Polk was established in 1941. During World War II, some eight million soldiers passed through this large military reservation. After World War II, the Army deactivated the camp, although reserve units continued to conduct training here.

With the outbreak of the Korean War, the Army reactivated the post to train activated National Guard units destined for duties overseas.

Camp Polk was closed in 1954. After a year's hiatus, the Army reopened the post and redesignated it as Fort Polk. During the late 1950s, large exercises were conducted to test the Army's Pentomic doctrine. The post again closed in 1959.

The Berlin Crisis of 1961 brought Fort Polk back to life. Besides serving as a garrison for armored and support troops, in 1962 the post was designated as an infantry training center. In addition to basic training, Fort Polk hosted advanced infantry training and schools for combat support personnel. In 1965, Fort Polk was selected to conduct advanced training oriented to conditions in Vietnam. This additional mission contributed to a building boom that started in the late 1960s.

In 1973, Fort Polk and the U.S. Army Training Center, Infantry came under U.S. Army Training and Doctrine Command jurisdiction. This status ceased in July 1975 when U.S. Army Forces Command assumed command. With the post assuming a primary mission of garrisoning troops, basic training ended in 1976.

After the end of the Cold War, Fort Polk became home to the Joint Readiness Training Center that had been established at Fort Chaffe, Arkansas.

Sources: "Fort Polk file" (Archives, Center of Military History, Washington, DC); John L. Romjue, Susan Canedy, and Anne W. Chapman, *Prepare the Army for War, A Historical Overview of the Army Training and Doctrine Command, 1973–1993* (Fort Monroe, VA: Office of the Command Historian United States Army Training and Doctrine Command, 1993), pp. 97, 104.

MARYLAND

Naval Air Facility Annapolis

Naval aviation activities began at Annapolis as early as 1911. The former Naval Air Activity was disestablished and a Naval Air Facility (NAF) stood up in March 1950. The mission of the facility was to give aviation indoctrination to midshipmen and to provide an opportunity for flight training for instructors at the Naval Academy and attendees of the postgraduate school. The facility used floatplanes. With the floatplanes placed out of service in 1958, in 1960 the Chief of Naval Operations directed the facility be moved to Andrews AFB Maryland. The former NAF buildings were transferred to the Naval Academy.

Aberdeen Proving Ground

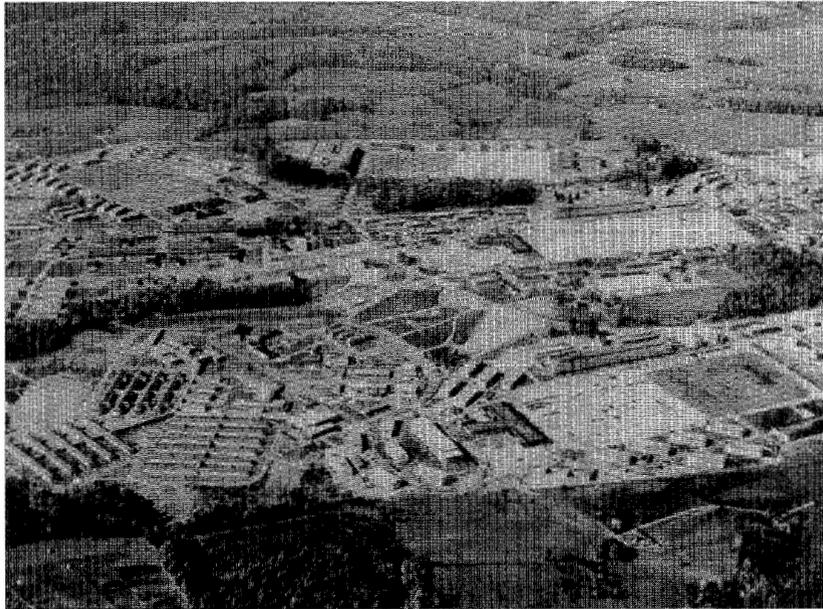
This post was established in 1917 as a research and development facility. In 1932, the Proving Ground became headquarters for ordnance schools. Ordnance training was consolidated here in 1940 and the Ordnance Training Center opened in 1941. During World War II, the center trained some 75,000 personnel on ammunition handling and related procedures. In 1951, munitions and missile training was transferred to Redstone Arsenal, Alabama. During the Korean War, the numbers of students attending courses increased.

With the demise of the Army's technical services, the Aberdeen training facilities were redesignated as the U.S. Army Ordnance Center and School. Again during the Vietnam era, the numbers of students attending various courses increased. During this time period, the school offered courses in ordnance handling, fire control equipment maintenance, ordnance supply, and ordnance disposal. In 1973, the Ordnance School became a U.S. Army Training and Doctrine Command activity. During the 1970s, an Army Chemical School operated at nearby Edgewood Arsenal. In the 1980s, the U.S. Army Ordnance Center and School graduated an average of 14,500 students annually. In 1983, the school Commander also was designated to hold the post of Chief of Ordnance.

Source: "Aberdeen Proving Ground file" (Archives, Center of Military History, Washington, DC).

Naval Training Station Bainbridge

This training station was established at the mouth of the Susquehanna River in 1942. In the immediate post-war period, the training station served as a separation cen-



This overhead view shows the Naval Training Center, Bainbridge, Maryland, during World War II. (Photograph courtesy of Naval Historical Center, #80-G-85793.)

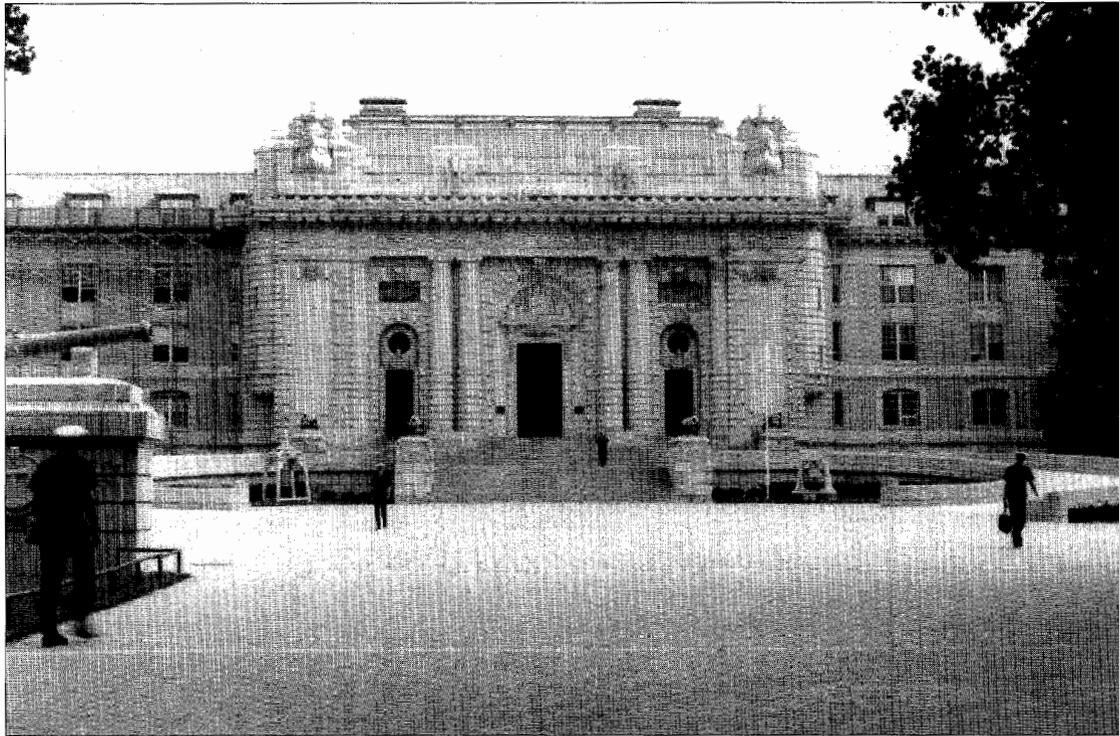
ter for naval and marine personnel. During this period, the number of schools at this training center was cut.

With the Korean War, activity increased sharply, especially recruit training. Bainbridge featured the only training facility in the Navy for women. The station also hosted many technical training schools ranging for radioman to dental technician. Except for a short period in the early 1950s, the Naval Academy Preparatory School was located here. Reductions in course offerings occurred in the late 1950s. In 1962, the Naval Nuclear Power School came to Bainbridge. By 1966, the station had 501 buildings on 1,269 acres. During the 1970s, activities were transferred elsewhere. For example, the Naval Academy Preparatory School shifted to Newport and the women's recruit training moved to Orlando.

The station was closed in 1976.

U.S. Naval Academy, Annapolis

Established in 1845, the Naval Academy traditionally had a prescribed curriculum that focused on technical subjects associated with seamanship. Beginning in 1959, a



Bancroft Hall of the U.S. Naval Academy, Annapolis, Maryland. (Photograph courtesy of U.S. Army Construction Engineering Research Laboratories.)

broadening began of the course offerings available to the midshipmen. In 1963, the Trident Scholarship program was initiated. This program allowed senior midshipmen an independent study option and encouraged exceptional students to directly pursue graduate studies.

During the 1970s, an extensive modernization program provided the school outstanding classroom and science facilities. In 1976, women entered the Naval Academy for the first time. By 1991, the number of majors midshipmen could choose from rose to 18. While the majority of majors were related to technical fields, midshipmen also had the opportunity to study the humanities.

Sources: John E. Jessup, ed., *Encyclopedia of the American Military* (New York: Charles Scribner's Sons, 1994), p. 1571; John P. Lovell, *Neither Athens nor Sparta? The American Service Academies in Transition* (Bloomington, IN: Indiana University Press, 1979), pp. 6–9.

MASSACHUSETTS

Fort Devens

Fort Devens came into existence during World War I as an infantry training center. Three combat divisions, along with other units, trained there during World War II. After World War II demobilization, the Army closed the fort and the installation served as an extension of Massachusetts State College. The Army reopened the fort in 1948.

During the Korean War, the post served as a reception center for newly drafted soldiers. In 1951, Fort Devens became host to the Army's Cryptologic Training School. That year, 2,615 students graduated from eleven courses. The school facility consisted of two buildings. In 1957, the school was officially designated as the U.S. Army Security Agency Training Center and School. To support the U.S. effort in Southeast Asia, the number of graduates steadily climbed during the 1960s. In 1969 the student load peaked at 9,600.

During the early 1970s, the U.S. Army Intelligence School was disestablished at Fort Holabird, Maryland, and portions of that school were consolidated into the Fort Devens school. In 1976, the school was redesignated as the U.S. Army Intelligence School when the Army transferred the training facility from the Army Security Agency to U.S. Training and Doctrine Command jurisdiction. In 1980, the school boasted 2,333 graduates from forty different courses. At that time, the school was housed in forty buildings.

Source: "Fort Devens file" (Archives, Center of Military History, Washington, DC).

MISSISSIPPI

Columbus Air Force Base

This airfield was established in 1941 as an Army Air Forces pilot school. During World War II, 7,412 pilots earned their wings there. The base was deactivated in 1946.

The Air Force returned the field to active status in 1950 to provide basic training to air cadets during the Korean War. Pilot training was performed by a contractor.

In 1955, the airfield became a Strategic Air Command base to support efforts to lessen the vulnerability of America's bomber fleet to nuclear attack. An additional runway and other support facilities were constructed in 1956. Construction of Capehart housing began in 1957. The first B-52 arrived in 1959.

During the 1960s, B-52s from Columbus saw service in Southeast Asia. Air Training Command assumed control of the base in 1969 and converted the base to a fighter pilot training facility. To support the new mission, ATC activated the 3650th Pilot Training Wing to operate the base and flight school.

In 1972, the 14th Flying Training Wing replaced the 3650th. The move allowed the Air Force to maintain the lineage of an organization that traced its roots to World War II. Throughout the 1970s and 1980s, Columbus AFB continued as a major undergraduate pilot training facility. To aid training, a flight simulator facility opened in 1980.

Sources: *A Brief History of Columbus AFB and the 14th Flying Training Wing* (Columbus AFB, MS: Office of History, HQ 14th Flying Training Wing, 1995); *History of Air Training Command*, p. 310.

Greenville AFB

This airfield opened in 1941 and served during World War II as a contract flying training base. Greenville was reopened in 1950 by the Air Training Command and operated by the 3505th Pilot Training Wing as a basic single engine flight school.

Basic pilot training ended in 1960. The 3505th now was designated as a Technical Training Group. ATC wanted to close the base; however, this proved politically infeasible. Finally, ATC ended operations in 1964 and the base was deactivated in April 1965.

Source: *History of Air Training Command*, p. 314.

Gulf Coast Military Academy

This facility was activated as an Air Force installation in 1951 and served as Headquarters for the Technical Training Air Force until that unit was deactivated in 1958. The facility then served as a training annex for Keesler AFB until it was transferred to the Navy in 1972.

Source: *History of Air Training Command*, p. 314.

Naval Construction Training Center, Gulfport

In 1967, this facility was commissioned as Construction Training Unit Gulfport. The organization's primary mission involved training direct procurement petty officers for service with the Seabees during the Vietnam War. The mission expanded to train battalions assigned to Gulfport and many in the Reserve Construction Forces. Six formal courses began in 1968, starting with a mechanic course on transmission repair.

During the 1970s, the decision to close Davisville, Rhode Island increased the importance of Gulfport. Seabee training consequently was split between Gulfport and Port Hueneme, California. To support the enlarged training mission, construction began in 1974 on additional facilities. In 1975, Gulfport became the Navy's first school to gain civilian accreditation. A year later, disaster recovery courses were initiated to train Seabees to respond to natural or man-made disasters.

Source: Engineering Aid Chief (Seabee Construction Warfare [EAC (SCW)] Michael T. Saunders, Public Affairs Office, NCTC Gulfport, Mississippi.

Keesler Air Force Base

Located at Biloxi, this base opened in 1941 as an Air Corps technical and basic training facility. After the war, basic training ceased, but the student population actually increased as technical training activities were consolidated here. The radar school arrived from Boca Raton, Florida, to join the mechanical schools in 1947 to make Keesler one of the Air Force's two largest technical school complexes. In 1949, mechanical training was shifted to Sheppard AFB, Texas, and Keesler focused on electronics training. The Air Training Command base was operated by the 3380th Technical Training Wing.

The Korean War sped up the training tempo to a six-day work schedule to provide additional radio and electronic technicians for the war effort. Basic training again was provided. The war sparked a major rebuilding program. Additional mess halls, quarters, and administration buildings were built at this time.

During the late 1950s, Keesler provided thousands of trained technicians to operate the nation's growing air defense radar network. Students learned how to operate the



A student receives electronic countermeasure training in August 1961 at Keesler Air Force Base, Mississippi. (Photograph courtesy of National Archives, Record Group 342B, Book T-17.)

semi-automatic ground environment (SAGE) system that provided the nation with air defense command and control capabilities. SAGE introduced students to computers. During the 1960s, computer training expanded as a computer training facility was added in 1963. In 1962, the Electronic Warfare Officer course moved to Mather AFB, California, and the Air Ground Operations School moved to Hurlburt Field, Florida. Due to the increasing demand for pilots in Vietnam, the base provided training to foreign pilots from 1967 through 1973. A majority of these pilots came from South Vietnam. An aircraft weapons training facility was completed in 1969.

Keesler had become and remained the largest training base within ATC. During the 1970s, improvements in living quarters and medical facilities were made. In 1972, the 3380th Technical School was redesignated as the USAF School of Applied Aerospace Sciences. In 1977, this command was redesignated as the 3300th Technical Training Wing. An airborne electronics

system training facility was completed in 1977. Computer programming and operator training was consolidated here in 1979. With the end of the Cold War leading to closure of other technical training facilities, Keesler remains as the Air Force's premier technical training center.

Source: *A Brief History of Keesler AFB and the 81st Training Wing* (Keesler AFB, MS: Office of History, HQ 81st Training Wing, 1995), pp. 8–17.

Naval Air Station Meridian

Construction began at Naval Auxiliary Air Station in 1957. The station was commissioned in 1961 to support training activities. During its first year, Meridian graduated 293 naval aviators. During the 1960s, with the demands of the war in Southeast Asia, jet training increased at Meridian. As a result, Meridian was redesignated as a Naval Air Station in 1968. At that time the station hosted two jet training squadrons. In 1969, 950 students graduated the program.

In 1971, Training Air Wing ONE was established, incorporating an additional squadron. That year, the TA-4J Skyhawk trainer arrived. The wing implemented a single base concept to train naval jet aviators through intermediate and advanced training at one base. In 1973, President Nixon attended the dedication of the new Naval Technical Training Center. The Training Center featured many Class A schools for supply and administrative ratings for sailors and marines. Beginning in 1976, foreign students began jet training there. During the 1980s, Meridian was upgraded and designated as a major shore command.

Source: OPNAV Notice 05400 (series), (Naval Aviation History Branch, Naval Historical Center, Washington, DC); *Navy Meridian* (San Diego, CA: Marcoa Publishing, 1995), pp. 2-3, 12-18.

MISSOURI

Fort Leonard Wood

Located in south-central Missouri, Fort Leonard Wood covers 55,000 acres and was initially activated in January 1941. During World War II, 300,000 soldiers were trained at the post. Closed in 1946, the post was reopened in 1950 shortly after the start of the Korean War. The 6th Armored Division (Training) operated the fort and conducted a replacement training mission that included basic infantry, advanced engineer, and engineer specialist training. With the deactivation of the 6th Armored in 1956, the fort was designated as the U.S. Army Training Center, Engineer. When the fort was given permanent status, there was a building boom in the late 1950s to replace temporary World War II-era structures. The fort also continued to serve as a boot camp for soldiers.

In 1973, Fort Wood and the U.S. Army Training Center Engineer came under U.S. Army Training and Doctrine Command jurisdiction. Engineering training activities were consolidated here from Fort Belvoir Virginia in 1988.

Source: "Fort Leonard Wood file" (Archives, Center of Military History, Washington, DC).

Malden Air Base

During World War II, this base was a contracted flying training facility. During the Korean War, Air Training Command again contracted with this facility for primary pilot flight training. The base closed in 1960.

Source: *History of Air Training Command*, p. 318.

NEVADA

Camp Desert Rock

Camp Desert Rock opened in September 1951 as a camp for troops and observers training during Atomic Energy Commission atomic bomb tests. The camp was closed in October 1957.

Naval Air Station Fallon

Established during World War II, this site was a Naval Auxiliary Air Station providing advanced training for carrier pilots. After the war, the Navy turned the facility over to the Bureau of Indian Affairs. During the Korean War, the Navy reactivated the facility as an auxiliary to NAS Alameda California.

Reflecting the increasing training activity, NAAS Fallon became NAS Fallon in 1972. During the 1980s, Fallon became the premier carrier strike force and bomber training facility. Many targets were built in the late 1980s. A 1983 raid in Lebanon that cost the Navy two bombers forced a re-evaluation of the training regimen to include the establishment of a strike warfare university at this station.

Nellis AFB

Established during World War II as Las Vegas Army Air Field, this site northeast of Las Vegas range became the largest military range in the western world. Deactivated in 1946, the Air Force reactivated the installation in 1948 under Air Training Command jurisdiction. The 3595th Pilot Training Wing operated the base and the advanced single-engine school.

In 1950, Las Vegas AFB was redesignated as Nellis AFB. Construction of the Air Force Aircraft Gunnery School was completed at this time. In 1951, 435,000 acres of the range were turned over to the Atomic Energy Commission for use as the Nevada Nuclear Test Site. The range was used extensively during the Korean War for pilot combat training. The 3595th Fighter Training Wing operated the base.

Runway expansion and additional hangars were constructed in 1954. The Thunderbird aerobatic team arrived there in 1956. TAC assumed control of the base in 1958. A major runway rehabilitation project was completed in 1966. The USAF Tactical Fighter Weapons Center was organized in 1966. Losses in Vietnam led to the establishment of

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RadAR navigation training at Nellis Air Force Base, Nevada, was conducted using relief models in 1964. (Photograph courtesy of National Archives, Record Group 342B, Book T-17.)



Survival training was conducted at Stead Air Force Base, Nevada. This student is proudly showing that he caught his evening meal. (Photograph courtesy of National Archives, Record Group 342B, Book T-67.)

Red Flag training in 1975. Dormitories were built to support the rotating squadrons arriving for training.

Source: *History of Air Training Command*, pp. 55, 64, 320.

Stead Air Force Base

This was a World War II-era base that became a Nevada Air National Guard facility during the post-war era. In 1952, SAC moved its survival school here from Camp Carson, Colorado. Two years later, Air Training Command assumed responsibility for the survival training school. Stead became a helicopter training facility at the same time. The base was operated by the 3635th Flying Training Wing.

During the 1960s, survival training increased to support the war effort in Vietnam. The National Aeronautics and Space Administration also trained astronauts on desert survival techniques there. Training ended in mid-1966. The base remained in caretaker status until 1969 and was then disposed of.

Sources: *History of Air Training Command*, p. 323; *A Brief History of the 336th Training Group* (Fairchild AFB, WA: Office of History, HQ 336th Training Group, 1995), pp. 12-13.

NEW JERSEY

Fort Dix

Fort Dix was established in central New Jersey in 1917 as an Army training center. During World War II, the post served as a major training center and waystation for troops destined to fight in Europe. After performing the role of a major separation center, in 1947 Fort Dix was designated as a basic training center and home of the 9th Infantry Division (Training). In addition to conducting replacement training, the 9th Division conducted specialist training for mechanics, cooks, and clerks.

During the Korean War, the training load increased as the Army needed soldiers for duty in Asia and Europe. In 1953, the basic training center began to train men destined to attend transportation, quartermaster, chemical, and adjutant general schools.

In March 1956, the post became United States Training Center, Infantry. Basic training was divided into two phases. Every soldier went through the initial eight-week indoctrination course. Soldiers then were divided for the second eight-week segment. Some attended advanced infantry training while others participated in technical schooling. One facility added in the 1950s was a trainfire course to improve marksmanship.

The 1960s proved to be an active period for the New Jersey post. With the Berlin Crisis of 1961, President Kennedy mobilized the reserves; fourteen reserve units were processed into active status at Fort Dix. To support the increased activity, the post embarked on a construction program to replace World War II-era structures. In 1964, a Drill Sergeant School was established there and at other basic training sites. The war in Vietnam led to the establishment of an Assistant Drill Sergeant School as there was a shortage of trained NCOs due to the war's manpower needs.

In 1973, Fort Dix and the U.S. Army Training Center came under the new U.S. Army Training and Doctrine Command. In 1978, the post integrated women into its basic training program. A year later, political pressure from regional representatives caused a reversal of a decision to shut down the post.

Sources: *The History of Fort Dix, New Jersey, (1917-1967)* (Fort Dix, NJ: Information Office, U.S. Army Training Center Infantry, 1967), pp. 76-103; "Fort Dix file" (Archives, Center of Military History, Washington, DC).

Fort Monmouth

Established at Eatontown in 1917 as a Signal Corps Camp, the post survived World War I to become a training and research and development center for the Army Signal

Corps. The post was designated as Fort Monmouth in 1925. During World War II, the fort also hosted basic training and an officer candidate school. During the post-war period, Fort Monmouth again focused solely on Signal Corps activities. Personnel strength declined to 11,419 by January 1948. However, the Berlin Airlift in 1948 forced a reversal in this trend and by mid-November, the post hosted over 15,000 personnel.

With the onset of the Korean War, an Officer Candidate School again was established there and operated until April 1953. To handle the load of students, the Signal School taught some courses at night. Radar training was especially critical. The war spurred construction activity to build new barracks, classrooms, and administrative facilities.

The Army reorganization of 1962 abolished the Signal Corps and divided the Signal Corps activities at Fort Monmouth among several new commands. The U.S. Army Signal Center and School became a Continental Army Command component. The Signal School came under jurisdiction of the U.S. Training and Doctrine Command in 1973. The Signal School was redesignated as the Communications-Electronics School and moved to Fort Gordon, Georgia, in 1976. The vacant space was taken up in 1975 when the U.S. Military Preparatory School relocated here from Fort Belvoir, Virginia. Four years later, the Chaplain School transferred here from Fort Wadsworth, New York.

Source: *A Concise History of Fort Monmouth, New Jersey* (Fort Monmouth, NJ: Historical Office U.S. Army Communications-Electronics Command, July 1985), pp. 4, 8-11, 23-27, 34-37, 44, 47, 57.

NEW MEXICO

Kirtland Air Force Base

Founded in 1941 as Albuquerque Army Air Base, this installation served as a major bomber training base during World War II. During the post-war era Kirtland and nearby Sandia Laboratories became a center for nuclear testing and development. Although research and development remained as the base's primary focus, in 1976 Kirtland received a training mission with the arrival of the 1550th Aircrew Training and Test Wing from Hill AFB, Utah. The wing trained combat rescue and special operation tactics. In 1984, the unit was redesignated as the 1550th Combat Crew Training Wing. In 1991, the 1550th became the 542nd Crew Training Wing. Change occurred again in 1994 as the 542nd became the 58th Special Operations Wing.

Source: *A Brief History of Kirtland AFB and the 58th Special Operations Wing* (Kirtland AFB, NM: Office of History HQ 58th Special Operations Wing, 1995), pp. 8–9.

Walker AFB

This airfield at Roswell traced its roots to World War II. In the post-war era, Walker became a Strategic Air Command bomber base. In 1949, SAC established a lead crew school designed to improve radar bombing techniques and increase efficiency in controlled-groundspeed navigation. The program was so successful that SAC decided to establish a permanent school at MacDill AFB, Florida, in the early 1950s. Walker AFB closed in 1967.

Source: Edward G. Longacre, *Strategic Air Command: The Formative Years (1944–1949)* (Offutt AFB, NE: Office of the Historian, Headquarters Strategic Air Command, 1991), p. 40.

NEW YORK

Fort Drum

This post dates from 1908 as a training center. In the 1980s, the Fort served as a major summer training area for Reserve and Regular Army troops. Up to 50,000 people train here during the summer and 10,000 in the winter.

Sampson Air Force Base

Located at Geneva, during World War II, Sampson was a U.S. Navy Training Center. Reopened in 1950 by the Air Training Command as a indoctrination facility, Sampson expended \$24 million to rehabilitate the infrastructure. To operate the facility, the Air Force established the 3650th Indoctrination Wing. The base was placed in inactive status in 1956.

Source: *History of Air Training Command*, pp. 65, 70, 322.

West Point

West Point was established in 1802 as the United States Military Academy. For over 150 years, cadets studied a prescribed curriculum based on a system developed by early superintendent Sylvanus Thayer.

In the post-war period, critics argued that the West Point curriculum had to be broadened and made more flexible to account for changes in technology and American society. Initially, West Point resisted change. However, a study group known as the Ewell Board concluded in 1958 that reliance on a fixed body of knowledge would not suffice for preparing future Army officers.

During the 1960s, West Point initiated some changes. Beginning in 1961, cadets could take two elective courses. By 1968, this number jumped to eight.

By the 1970s, West Point completed a major modernization program to upgrade education facilities. Included in the construction was a science research laboratory that supported original research in such areas as infrared spectroscopy, planetary physics, and low temperature and high pressure physics. The year 1976 marked the introduction of women into the Corps of Cadets.

Sources: John P. Lovell, *Neither Athens nor Sparta? The American Service Academies in Transition* (Bloomington, IN: Indiana University Press, 1979), pp. 6–9; John E. Jessup, ed., *Encyclopedia of the American Military* (New York: Charles Scribner's Sons, 1994), p. 1566.

NORTH CAROLINA

Fort Bragg

Located on 148,000 acres at Fayetteville, the post was established in 1918. During World War II, the fort expanded as some 3,000 buildings were built. During the war, Fort Bragg hosted replacement, artillery, and airborne training. In the post-war era, Fort Bragg served as a garrison for the 82nd Airborne Division. The 82nd called Fort Bragg home for the remainder of the Cold War.

The Army transferred the Psychological Warfare Division of the Fort Riley, Kansas, Army General School here in 1952. Redesignated the Psychological Warfare Center, the center's focus was on unconventional warfare. President Kennedy believed that Special Forces could counter guerrilla activity in Southeast Asia. The Psychological Warfare Center developed counterinsurgency and special warfare courses for senior officers. The Psychological Warfare Center was redesignated as the Institute for Military Assistance. During the 1960s, the training quotas for individuals undergoing special warfare training increased dramatically to support the Vietnam War effort.

In 1973, the Institute for Military Assistance came under U.S. Army Training and Doctrine Command jurisdiction. Ten years later, the Institute for Military Assistance was reorganized as the John F. Kennedy Special Warfare Center.

Source: "Fort Bragg file" (Archives, Center of Military History, Washington, DC).

Camp Lejeune

Construction of this amphibious base began in 1941. The First Marine Division trained at Camp Lejeune in 1942 before departing for the Pacific. The camp continued to serve as a training center during the war. After the war, Camp Lejeune became a major separation center. Many of the tents were replaced with Quonset huts and additional permanent facilities were constructed. The camp became Headquarters to the 2nd Marine Division. Headquarters, Montford Point Camp, North Carolina, was disestablished due to President Truman's Executive Order 9981 integrating the military. The Camp was established in 1942 to train African-American marines.

Eventually, Montford Point was renamed Camp Johnson and hosted numerous Marine Corps service schools. Other training facilities at Camp Lejeune included the Marine Corps Engineer School established at Courthouse Bay and the Infantry Training School located at Camp Geiger.

In the 1960s, a major reconstruction program replaced many of the post World War II structures. In addition to hosting the 2nd Marine Division, Camp Lejeune hosted numer-

ous schools. For example, during the Vietnam era, marines learned to be welders, stewards, supply managers, equipment operators, cooks, and mechanics. In the early 1980s, these facilities were nestled in a camp that contained over 6,000 buildings and 180 miles of paved road. Facility improvements continued to support 40,000 marines and 32,000 dependents.

Source: Lucy B. Wayne and Martin F. Dickinson, "Historic Preservation Plan, Camp Lejeune, North Carolina" (Gainesville, FL: Water and Air Research, Inc., 1987), pp. 5-11 through 5-13.

Stallings Air Base

During World War II, this base served to train Navy pilots. In 1951, Air Training Command established Stallings Air Base and contracted with this facility to conduct primary flight pilot training. In 1957, the contract ended and the base returned to civilian status.

Source: *History of Air Training Command*, p. 323.

OHIO

Wright-Patterson Air Force Base

Well known as a center for research and development, Wright-Patterson is also home of the Air Force Institute of Technology (AFIT). AFIT traces its roots to the Air School of Application, established in 1919 at McCook Field. By 1941, the organization was known as the Army Air Forces Engineering School.

As the military reorganized after the war, so did the school. On December 15, 1945, it became the Army Air Forces Institute of Technology (AAFIT). In 1946, plans split the Institute into two colleges: Engineering and Maintenance, and Logistics and Procurement. Deans, department heads, and half of the faculty were civilians to provide continuity. In the fall of 1946, the AAFIT was in full operation. AAFIT also supervised the education of Air Force students attending civilian schools. When the Air Force became independent, AAFIT became Air Force Institute of Technology. Over the years, this name occasionally would be altered. Coming under the cognizance of Air Materiel Command, the Institute of Technology rapidly developed a reputation for excellence. For example, by studying the F-86 program, students developed a more cost-efficient way to bring weapons into production.

The Korean War reduced the number of students attending as personnel were detailed to support the war effort. Beginning in 1950, more emphasis was placed on providing graduate-level education in fields that included computer technology. In 1951, graduate programs began in industrial administration, electrical engineering, electronics, armament, automatic control, and aeronautical engineering. In September 1953, students could also take classes in nuclear engineering, air ordnance and servomechanisms, and computers.

In August 1954, President Eisenhower signed a bill that authorized the institution to grant degrees. By late 1956, the institute was organized into a School of Engineering and a School of Business. The institute's facilities were becoming inadequate to meet the demand for highly trained officers. Pressures caused by Soviet scientific advances, especially after Sputnik, were placed on the Air Force to graduate more engineers. In 1958, education focused on advances in space. In addition, courses in Russian language used in the advanced sciences were introduced.

During the early 1960s, funds were approved for new buildings, and a campus emerged. In addition to expanding offerings, AFIT accepted a Strategic Air Command request to provide graduate education for its intercontinental ballistic missile crews on location. Soon AFIT detachments were appearing at SAC bases across the continent. Problems posed by the war in Vietnam challenged the curriculum. The School of Logistics was especially challenged to train logisticians on how to cope with supporting forces at a

great distance in a very different environment. The Civil Engineering Center also adjusted its curriculum to handle construction problems posed by combat in Southeast Asia. During this period, AFIT also established its own nuclear engineering test facility.

The 1970s proved to be a period of consolidation. The nuclear engineering program was closed. The Defense Weapons Systems Management Center, established in the 1960s, was moved to Fort Belvoir, Virginia to become the Defense Systems Management School. In 1976, AFIT assumed responsibility for the Defense Institute of Security Assistance Management. In 1977, building 641 was dedicated to house the School of Systems and Logistics. In 1978, AFIT came under Air Training Command during an Air Force reorganization. During the 1980s, AFIT continued to provide graduate-level training to improve the technical abilities of the Air Force officer corps. By 1982, the number of military members since 1955 who had received an AFIT education had surpassed 246,600. Many of these people went on to assume preeminent positions in America's defense and space programs.

Source: Capt. Sanders A. Laubenthal, USAF, "The Air Force Institute of Technology," *From Huffman Prairie to the Moon: The History of Wright-Patterson Air Force Base* (Office of History, 2750th Air Base Wing: Air Force Logistics Command, n.d.).

OKLAHOMA

Altus Air Force Base

The Army Air Forces established Altus in 1942 as an advanced flying school and dis-established the base in 1945. The Tactical Air Command reopened the base in 1953 and the Strategic Air Command assumed control of the base a year later. During the 1950s and 1960s, Altus hosted strategic bombers and tanker aircraft, as well as Atlas ICBMs in the surrounding region.

In 1967, the Air Force announced Altus would host the Military Airlift Command (MAC) Training Center. MAC assumed control of the base in 1968. The 443d Military Airlift Wing assumed the mission of training C-141 and C-5 aircrew members. Aircrew training continued through the next two decades. In 1993, the base came under jurisdiction of the Air Education and Training Command.

Source: *A Brief History of Altus AFB and the 97th Air Mobility Wing* (Altus AFB, OK: Office of History, HQ 97th Air Mobility Wing), pp. 1–3.

Fort Chickamauga

This post, dating from the 1830s, was reestablished in 1973 as the Headquarters to the 4th Cavalry and serves as the nation's only cavalry training center.

Naval Air Technical Training Center Norman

This center opened during World War II as a technical training center for aviation maintenance. After use as a separation center, the facility closed. Due to the Korean War, the center was reopened in 1952. By the end of that year, over 4,000 students were enrolled. Students studied machinery and structural mechanics. In 1960, the center was declared excess and closed.

Source: OPNAV Notice 05400 (Series), (Naval Aviation History Branch, Naval Historical Center, Washington, DC).

Fort Sill

This post dates from 1869. In the 20th century, the 94,000-acre post, located 60 miles southwest of Oklahoma City, became a major artillery training center. It became home to the Field Artillery Board, which is the oldest test agency in the Army. During the Korean War, the Army Aviation School was headquartered here. Helicopter pilots who trained at

Fort Sill provided medical evacuation and other services in Korea. After the war the aviation school moved to Fort Rucker, Alabama. In 1953, Fort Sill soldiers fired an atomic artillery round in Nevada.

In 1954, the first Honest John missile was fired on post and in 1957 the Army's Artillery and Missile Center was located here.

In 1968, Fort Sill was designated as the United States Field Artillery Center.

In 1973, the post and its U.S. Army Field Artillery Center came under U.S. Army Training and Doctrine Command jurisdiction.

As home to the U.S. Army Field Artillery School, Fort Sill trains Army and Marine Corps personnel as well as allied artillerymen. Over 14,000 students pass through the post annually.

Source: *History of the U.S. Army Artillery and Missile School, 1945–1957* (Fort Sill, OK, 1957); Fort Sill File (Center for Military History, Washington, DC).

Vance Air Force Base

During World War II, the field at Enid served as a pilot training school. After brief deactivation in 1947–1948, the Air Training Command reopened Enid as ATC's second multi-engine pilot training base. In 1949, the base was renamed as Vance AFB. The 3575th Pilot Training Wing operated the base and the advanced multi-engine school. Training activity picked up during the Korean War as students trained on AT-6 and then TB-25 aircraft.

With the conclusion of the Korean War, the training pace slowed. The primary runway was extended in 1954. Multi-engine aircraft training was phased out. By 1958, the single-engine T-33 jet had completely replaced the TB-25. Additional facilities to support aircraft and personnel were completed during this time period.

Starting in 1961, Vance hosted undergraduate pilot training. A flight simulator training building was completed in 1963. A Vance experiment to train students with simulated instrument flying prior to contact flying was adopted throughout ATC. In the mid-1960s, training operations converted from T-33s to T-38s.

In 1972, base operations were assumed by the 71st Flying Training Wing. Additional administrative and housing structures were completed in the 1970s. A new flight simulator structure opened in 1977. In 1978, the first women entered undergraduate pilot training. Throughout the 1980s, housing, dining, and recreational facilities were upgraded as part of ongoing modernization efforts.

Sources: *A Brief History of Vance AFB and the 71st Flying Training Wing* (Vance AFB, OK: Office of History, HQ 71st Flying Training Wing, 1995), pp. 1–6; *History of Air Training Command*, pp. 54, 59, 325.

PENNSYLVANIA

Carlisle Barracks

Located in southern Pennsylvania, Carlisle Barracks dates from the 18th century. Prior to and during World War II, the post served as home to the Medical Field Service School. In the post-war era, Carlisle Barracks hosted the School for Government of Occupied Areas, the Adjutant General School, the Chaplain School, the Military Police School, and the Army Security Agency School.

In 1951, the post became home to the U.S. Army War College that had been reestablished at Fort Leavenworth. Besides representing the apex of Army professional military education, the college had an additional mission of contributing to the development of Army doctrine. Under the influence of Army Chief of Staff General Maxwell Taylor, the Army War College formally adopted a curriculum theme titled "National Strategy and Its Supporting Military Program." Within this new curriculum, international affairs and national security policy received greater stress.



The Army War College, Carlisle Barracks, Pennsylvania. (Photograph courtesy of U.S. Army Construction Engineering Research Laboratories.)

In 1962, the Army Combat Development Command Institute of Advanced Studies was established separate from the Army War College to assume the doctrine development mission. This institution was renamed in 1971 as the U.S. Army Combat Development Command Strategic Studies Institute. In 1967, the college moved to a new academic building and the first elective courses were offered.

In the early 1970s, Army Chief of Staff General William Westmoreland directed the Army War College to provide more emphasis on professionalism and leadership. Major changes were made to the curriculum. In 1973, the U.S. Army Combat Development Command Strategic Studies Institute was integrated with the Army War College as the Strategic Studies Institute. During the Army-wide 1973 reorganization, the U.S. Army War College came under the jurisdiction of the Deputy Chief of Staff for Operations, Department of the Army. During the 1980s, the Army War College oriented senior officers on new AirLand Battle doctrines. Wargaming received emphasis. In 1984, the Department of War Gaming was elevated to become the Center of Land Warfare. Four years later this center was renamed as the Center for Strategic Warfare.

Sources: "Carlisle Barracks file" (Archives, Center of Military History, Washington, DC); Colonel Harry P. Ball, U.S. Army, (Ret.), *Of Responsible Command: A History of the U.S. Army War College* (Carlisle, PA: Alumni Association of the United States Army War College, 1983), pp. 498–501.

Philadelphia Navy Base and Shipyard/Mustin Field

During the post-war era, many aviation schools associated with Mustin Field were located on the eastern end of the base. Although Mustin Field was shut down in 1963, many of the schools continued into the 1970s to train sailors how to operate and maintain catapults and arresting gear. Many of these courses were transferred to Lakehurst, New Jersey.

Throughout the Cold War, Philadelphia hosted one of the Navy's top damage control training facilities. Thousands of sailors learned their firefighter and flood control techniques here.

RHODE ISLAND

Davisville Naval Construction Battalion Center

Located adjacent to NAS Quonset Point, Davisville served as a depot for advance bases during World War II. It also served as a Seabee training camp. In the post-war era activity was scaled down, but was later increased due to the Korean War. The Naval Construction Battalion Center became headquarters for the Commander, Naval Construction Battalions, U.S. Atlantic Fleet.

During the 1960s, the base provided significant support for operations in Southeast Asia. Schools at Davisville trained Seabees in the areas of disaster recovery, construction mechanics, construction electrical work, and steelworking.

A base realignment in 1974 removed major activities from Davisville to Gulfport, Mississippi. Remaining activities involved support for Naval Reserve Seabee units.

Newport Naval Training Station/Naval War College/ Naval Base

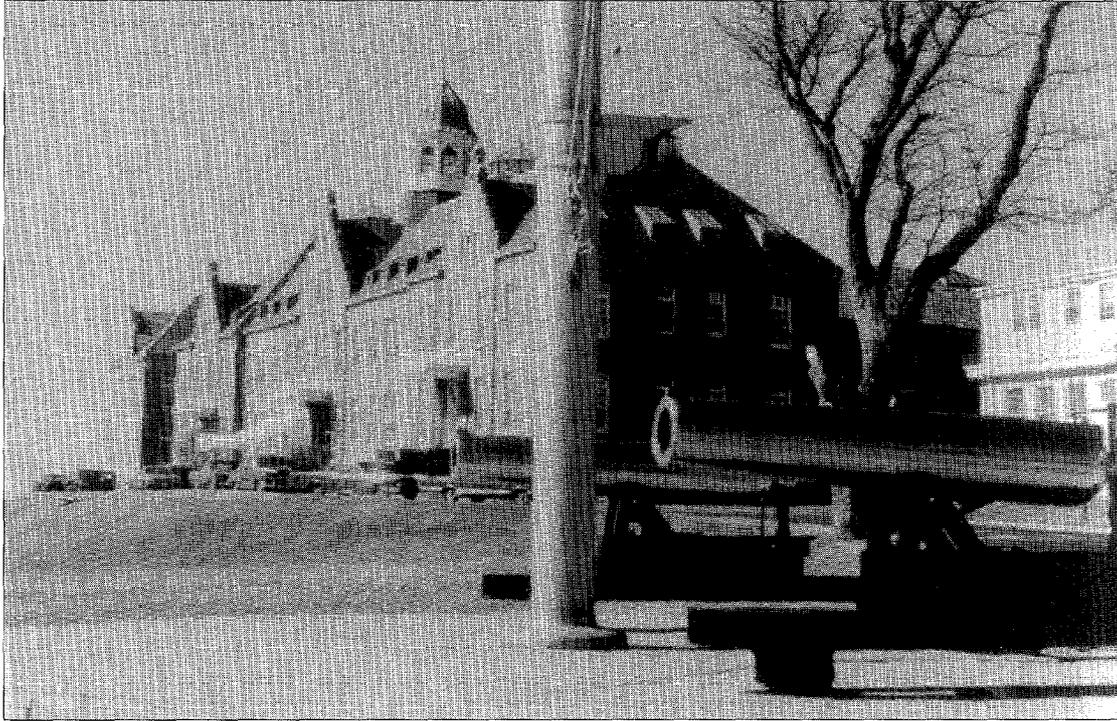
With roots dating from the 19th century, Newport Naval Training Station served as a major recruit training facility during World War II. The Naval War College was established there in 1884.

In the post-war period, a consolidation of training activities occurred on Coasters Harbor Island. In 1949, the Naval Academy Preparatory School arrived from Bainbridge, Maryland.

Admiral Raymond Spruance assumed the presidency of the Naval War College in 1946 and refocused the curriculum to incorporate nonmilitary subjects to broaden the outlook of students. Recognizing the importance of logistics, a logistics course was added in 1947.

The Naval Justice School arrived just before the outbreak of the Korean War. During the Korean War, Newport again served as a recruit training facility. The facility trained some 25,000 future sailors before closing in 1952. To fill the void, in 1951 an Officer Candidates School was established that remained through the duration of the Cold War. In 1952, the naval installation at Newport was redesignated as Naval Station, Newport.

In 1956, the Naval War College began offering a Naval Command course for officers of other navies. In the late 1950s, the Naval War College installed an electronic wargaming simulator.



The Naval War College at Newport, Rhode Island. (Photograph courtesy of Naval Historical Center, #K-82131.)

Construction activity in the late 1960s provided new training and berthing facilities for the Officer Candidate School as well as sophisticated Anti-Submarine Warfare training that became part of the Fleet Training Center complex on Coddington Point.

In 1973 and 1974, many of the homeported destroyers were moved to other installations. The Naval Base organization was disestablished and thousands of jobs were lost or relocated. In 1974, the Naval Education and Training Center was established with the dual mission of training and logistic support. Schools included Officer Indoctrination School, Officer Candidate School, Chaplain School, Communications School, Anti-Submarine Warfare School, Surface Warfare School, and Naval Justice School. The Naval War College physical plant was greatly expanded and several changes were made to the curriculum.

Source: "The Navy in Narragansett Bay: Past and Present," monograph provided by Naval Education Training Center, Newport Public Affairs Office.

SOUTH CAROLINA

Charleston Naval Base

Established in 1901, this base hosted significant shipbuilding activities during World War II. An ammunition depot was located up river. In 1946, naval facilities in Charleston were organized into a naval base. One component of the base was a fleet training unit. In 1951, this unit was designated as a Fleet Training Center (FTC) by the Atlantic Fleet Training Command. Initially, FTC Charleston featured classroom instruction in damage control, antisubmarine warfare, Combat Information Center procedures, and other readiness-related skill areas. In 1953, the center built mock-ups to provide students realism in fire-fighting and damage control classes.

In 1954, new Fleet Training Center Charleston facilities were located on the site of a former naval air station located just south of the main base. A Mine Warfare School moved to Charleston from Yorktown, Virginia, in 1959.

With the arrival of two destroyer squadrons at Charleston in 1959, the Fleet Training Center experienced additional growth. A Fleet Training Group was established in 1962 to oversee training center activities and the number of course offerings increased to fifty-four. During the 1960s, more training facilities were built to support fleet units stationed and undergoing repair there. A Fleet Ballistic Missile Training Center was opened in 1963 and a new Mine Warfare School was finished in 1965.

In 1970, the Fleet Training Center added an antisubmarine warfare simulator that used computers to challenge trainees in realistic warfare situations. As of 1982, there were seventy ships homeported at Charleston. These and other units used the training facilities. One innovation introduced in 1985 was the establishment of a Fleet Training Unit that fed simulations into ships' computers so sailors could train on their own equipment while berthed alongside a pier.

Source: *The Cold War in South Carolina*, 2nd interim report (Columbia, SC: USC History Department, 1994), pp. 57–61.

Fort Jackson

Established in 1917, the post trained over 500,000 men during World War II. In 1947, Fort Jackson was selected to serve as one of four replacement (or basic) training centers. Fort Jackson continued to turn civilians into soldiers throughout the remainder of the Cold War.

During the Korean War, the number of recruits increased greatly; in January 1951, as many as 300 arrived daily. In addition to training, the fort served as a garrison for the 8th Infantry Division during this period.

After 1956, Fort Jackson no longer served as a garrison; it focused its mission on training. The Fort was declared a U.S. Army Training Center, Infantry. After basic training, a soldier could remain at Fort Jackson for advanced infantry training. To enhance this training, Fort Jackson led the Army in 1958 by introducing a Trainfire Range that trained marksmen to hit moving targets.

During the Vietnam war, a village named Bau Bang was built to prepare soldiers destined to fight in Southeast Asia. Soldiers also trained with armored personnel carriers and helicopters that were entering the inventory. In 1973, the U.S. Army Training Center came under the jurisdiction of the new U.S. Army Training and Doctrine Command. A year later, the first all-female brigade was established there. In 1977, training segregated by gender ended.

Source: *The Cold War in South Carolina*, 2nd interim report (Columbia, SC: USC History Department, 1994), pp. 14–17.

Marine Corps Recruit Depot Parris Island

Located along the coast between Savannah and Charleston, the depot contains 7,000 acres, of which 3,200 acres are habitable. The first Marine Corps activity was established at Parris Island in 1893 in connection with a U.S. Naval Station at Port Royal. In 1915, the recruit depot was established. During World War II, marines from the eastern half of the country trained there. Activity dropped after the war. Parris Island was designated as the Marine Corps Recruit Depot in 1946. Prior to the outbreak of the Korean War, the island had 2,350 recruits in two training battalions.

Two years later, that figure increased by more than ten times. Drill Instructor school was reestablished; facilities expanded. During that war, 138,000 marines received basic training at Parris Island.

In 1956 a tragedy occurred when a young drill instructor marched a recruit platoon into a tidal stream and six men drowned. The subsequent court martial received national attention and forced the Marine Corps to examine its training procedures.

Social pressures associated with the 1960s also affected how recruits were treated. For example, Drill Instructors were not allowed to haze through use of abusive language. During the 1960s and 1970s, World War II-era buildings were replaced by new structures.

During the 1980s, Parris Island provided indoctrination for all male marines from east of the Mississippi and all female marines nationwide. In addition to training recruits, Parris Island hosted several schools including Personnel Administration, Water Survival, Field Music, and Drill Instructor.

Sources: "Brief History of the Marine Corps Recruit Depot, Parris Island, South Carolina," March 1957 (MCRD Parris Island Geographic file, Hist Div, HQ USMC); *The Cold War in South Carolina*, 2nd interim report (Columbia, SC: USC History Department, 1994), pp. 110–118.

TENNESSEE

Naval Air Technical Training Command Memphis

Located on 3,400 acres, the station was established in Millington during World War II as a technical training center. The commander of Naval Air Technical Training Command established his headquarters here in 1946. Known as NATTC Memphis, the center hosted numerous Class A, B, and C courses including those for aviation machinists, mechanics, electricians, ordnancemen, and storekeepers. With consolidation of naval air technical training here, there was a housing shortage. At the end of 1948, there were over 8,000 personnel stationed there.

During the Korean War, the station underwent a modernization program to expand capacity to allow the training of 18,000 people at once. Unable to meet all of the Navy's training requirements, many of the courses were sent to a reactivated NATTC Jacksonville.

With the end of that conflict, the station population dropped to nearly 10,000 by the end of the 1950s. During this era, foreign military personnel joined the student population.

The war in Southeast Asia reversed the decline, and the station population approached 17,000 in 1969. At that time, the station became a major reserve training facility. Additional land was purchased to support all of the activity. During the 1980s, the station received major funding to improve its runways and upgrade its training facilities to support up to 30,000 graduates annually.

Sources: OPNAV Notice 05400 (series), (Naval Aviation History Branch, Naval Historical Center, Washington, DC); Public Affairs Office; Paola Coletta, ed., *The United States Navy and Marine Corps Bases, Domestic* (Westport, CT: Westport Press, 1985), pp. 308-313.

TEXAS

Amarillo Air Force Base

This base served as an Army Air Forces basic training and technical training facility during World War II. Air Training Command reopened Amarillo in 1951. The 3320th Technical Training Wing operated the facility. During the Eisenhower years, the base continued as an ATC technical training facility.

Because of overcrowding at Lackland Air Force Base due to the personnel demands of the Vietnam War, Amarillo took on the additional responsibility for basic military training from 1966 through 1968. With the basic military training requirement met, the base was deactivated on January 1, 1969.

Source: *History of Air Training Command*, pp. 75, 307.

Fort Bliss

Located at El Paso, this 19th century post served as a major cavalry training facility until World War II when the primary mission became antiaircraft training.

In 1946, the Antiaircraft Replacement Training Center was moved to Camp Ord in California. The Antiaircraft Artillery School remained. With Fort Bliss hosting guided missile research and development, training was instituted to familiarize soldiers with the new technology. Consequently, the Antiaircraft Artillery School was redesignated as the Antiaircraft Artillery and Guided Missile School.

In the fall of 1950, the Antiaircraft Replacement Training Center was reactivated at Fort Bliss. At the Antiaircraft Artillery and Guided Missile School, units destined for duty both overseas duty and to gun batteries placed around American cities received intensive training. Beginning in 1953, training began on use of the Nike Ajax surface-to-air missile. Test firings were conducted for the rest of the decade at Red Canyon, New Mexico.

Since its founding, the Antiaircraft Artillery and Guided Missile School trained soldiers to operate such surface-to-surface missiles as the Lance Corporal and the Honest John. In the mid-1950s, training on these weapons moved to Fort Sill, Oklahoma, and Fort Bliss focused on training crews for the new Nike Ajax and follow-on Nike Hercules missile units. To support the Nike training, Fort Bliss experienced a mini-building boom with the construction of classroom facilities such as Hinman Hall. In 1956, the Antiaircraft Replacement Training Center was redesignated as the U.S. Army Training Center (Antiaircraft). With the departure of surface-to-surface missile training to Fort Sill in

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1957, the Antiaircraft Artillery and Guided Missile School was renamed as the U.S. Army Air Defense School. That year, McGregor Range opened to the north of Fort Bliss to accommodate missile crews rotated through for annual training. In 1959, technical training began for some 2,500 future missile and electronic technicians.

In 1960, training ceased on antiaircraft guns. Marines arrived to train on use of the new Hawk missile. Meanwhile, some soldiers were trained to fire the Nike Zeus antiballistic missile (ABM). During the 1960s, extensive training facilities were constructed to support training for the Army's ABM effort.

In the early 1970s, the level of antiaircraft missile training dropped as the United States phased out its Nike missile batteries. Still, training continued on the ranges as Army units practiced firing mobile surface-to-air weapon systems such as the Hawk. In 1973, Fort Bliss and the U.S. Army Air Defense Artillery Center came under the command of the new U.S. Army Training and Doctrine Command. That year also saw establishment of the Sergeants Majors Academy. With the deployment of the Patriot missile in the 1980s, the U.S. Army Air Defense Artillery Center began training soldiers to fire this weapon that had a theater missile defense capability.

Source: "Fort Bliss files" (Archives, Center of Military History, Washington, DC).

Brooks Air Force Base

This airfield dated from World War I and served as an advanced flying school starting in 1941. The base remained active in the post-war period.

In 1959, the School of Aviation Medicine arrived to become a component of the newly established Aerospace Medical Center. Flying activity ceased in 1960 as the base became a research center under Air Training Command jurisdiction. In 1961, the base was transferred to Air Force Systems Command.

Source: *History of Air Training Command*, p. 309.

Bryan Air Force Base

During World War II, Bryan Army Airfield served as an instructor instrument pilot school. Closed after the war, Bryan was reestablished by the Air Training Command in 1951 as a basic single-engine flight school. The base was operated by the 3530th Pilot Training Wing.

ATC placed the base in caretaker status in 1958 and turned the base over to Air Materiel Command in 1960 for disposal.

Source: *History of Air Training Command*, pp. 76, 309.

Naval Air Station Chase Field

Located southeast of Beeville, this airfield began training operations during World War II. Financial cuts forced the Navy to place the field in standby status in 1946.

During the Korean War, the Navy reacquired the airfield and improved it to facilitate jet training. In November 1953, Chase Field was designated as an Navy Auxiliary Air Station. Advanced jet training units arrived featuring such aircraft as the F9F-2s. The field officially reopened in 1954.

In 1968, the field was designated as a full Naval Air Station. Aircraft operated here by Training Wing Three included the TA-4J Skyhawk and the T-2 Buckeye. The wing annually produced a fourth of the Navy's jet pilots.

Source: Paola Coletta, ed., *The United States Navy and Marine Corps Bases, Domestic* (Westport, CT: Westport Press, 1985), pp. 51–53.

Naval Air Station Corpus Christi

Established in 1941, this base served as a major pilot training facility during World War II. The training load dropped dramatically after the war. Several reorganizations occurred that affected the station's mission during this era. By 1949, the station hosted the Naval Air Advanced Training Command. Nearby NAAS Cabaniss Field provided advanced training for attack and fighter pilots.

The training pace picked up dramatically during the Korean War. Flight training was provided for multi-engine seaplanes and search and rescue aircraft. In 1952, a miniature city was built for night vision indoctrination.

In 1954, the main runway was completely refurbished. The base continued to serve as an advanced pilot training facility. With these upgrades and the reopening of Kingsville and Chase, Cabaniss Field was relegated as an outlying field focused on training attack pilots.

In 1963, Corpus Christi graduated its last naval air cadet. World War II barracks were torn down and replaced with new quarters.

In the early 1970s, the Chief of Naval Aviation Training relocated to Corpus Christi from Pensacola Florida. The decade also marked the arrival of women for flight training. In 1982, there were over 2,200 military and 4,700 civilians stationed at Corpus Christi. Four training squadrons supported advanced pilot training for Navy, Marine Corps, and Coast Guard personnel.

Sources: OPNAV 05400 (series), (Naval Aviation Branch, Naval Historical Center, Washington, DC); Paola Coletta, ed., *The United States Navy and Marine Corps Bases, Domestic* (Westport, CT: Westport Press, 1985).

Ellington Air Force Base

Ellington was a training base located near Houston that operated during both world wars. During World War II, the base hosted bombardier and navigator training.

The base was deactivated in 1946. In 1949, Air Training Command reactivated the facility as a navigation training school. The 3605th Navigator Training Wing was established to administer the base and school.

By 1953, the 3605th was designated as an Observer Training Wing.

The base served as an ATC navigation school until transferred to the Continental Air Command in 1958.

Source: *History of Air Training Command*, pp. 59, 312.

Foster Air Force Base

Located at Victoria, Foster Field served as a flying training base during World War II and was subsequently closed. Reopened by the Air Training Command in 1952 as a basic single-engine flight school, the facility was operated by the 3580th Pilot Training Wing. The base was transferred to the Tactical Air Command in 1954 and subsequently closed.

Source: *History of Air Training Command*, p. 313.

Gary Air Force Base

See San Marcos Air Force Base.

Goodfellow Air Force Base

Located on 1,137 acres near the West Texas community of San Angelo, Goodfellow was opened in 1941 as a pilot training facility. During the war, over 10,000 pilots received training here. The base was briefly deactivated in 1947. Air Training Command reopened the field as a basic pilot training facility. In 1949, the 3545th Pilot Training Wing operated the facility.

In April 1950, the Air Force designated Goodfellow as a permanent station. Primary flight training continued here during the Korean War.

In 1954, primary flight training ceased and basic multi-engine pilot training commenced using the B-25 Mitchell. A runway and taxiway expansion project was completed in 1956. Two years later, Goodfellow graduated its last class of pilots and the USAF Security Service assumed control of the base and established a center for advanced crypto-

graphic training. The base also served as a multi-engine training facility. In 1966, the advanced cryptologic school began accepting students from the Army, Navy, and Marine Corps.

A new cryptographic training facility was completed in 1974. Flying activities ceased in 1975. ATC resumed control of the base in 1978. During the mid-1980s, new construction occurred to support a larger base population expected due to a consolidation of Air Force intelligence training there. In 1985, the base became the Goodfellow Technical Training Center. In 1992, the base was renamed the Goodfellow Training Center. The end of the Cold War led to additional expansion to accommodate schools formerly conducted at bases slated for closure.

Sources: *A Brief History of Goodfellow AFB and the 17th Training Wing* (Goodfellow AFB, TX: Office of History, HQ 17th Training Wing, 1995); *History of Air Training Command*, p. 313.

Harlingen Air Force Base

During World War II, Harlingen Field served as a basic military training facility.

Air Training Command activated Harlingen in 1952. The 3610th Observer Training Wing operated the facility. By the late 1950s, the 3610th was designated as a Navigator Training Wing. ATC ended its activities there in 1961.

Source: *History of Air Training Command*, p. 314.

Hondo Air Base

Hondo Army Airfield hosted flying and navigator training during World War II.

During the Korean War, the Air Training Command contracted with this facility to conduct primary pilot flight training. Hondo Air Base was deactivated and returned to civilian control in 1958.

Source: *History of Air Training Command*, p. 315.

James Conally Air Force Base

During World War II, Waco Field served as an Army Air Forces training facility.

Waco was reactivated in 1948 and renamed James Conally AFB a year later. In 1949, the 3565th Pilot Training Wing operated the base and its basic pilot training wing. The primary mission changed to navigation training. What was now the 3565th Observer Training Wing operated the facility.

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By 1960, the redesignated 3565th Navigator Training Wing operated the radar interceptor and navigation schools. Air Training Command transferred the base to the Tactical Air Command in 1966.

Source: *History of Air Training Command*, pp. 55, 59, 315.

Naval Air Station Kingsville

During the Korean War, this facility was activated to support advanced single-engine flight activities. By 1960, the station supported training for F9F and F11F fighter aircraft.

From the Vietnam era through the end of the Cold War, Kingsville hosted three training squadrons to conduct advanced training on jets. TA4 Skyhawk and T2C Buckeye jets served as training aircraft during the 1970s and 1980s.

Source: OPNAV Notice 05400 (series), (Naval Aviation History Branch, Naval Historical Center, Washington, DC).

Lackland Air Force Base

This base, adjacent to Kelly Field near San Antonio, opened in 1941 to serve as the nation's largest aviation cadet training school during World War II.

During the Cold War, Lackland became known as the "Gateway to the Air Force." In 1946, the Air Training Command established the Air Force Basic Military School here. Besides training enlisted personnel, the base hosted an Officer Candidate School. Basic training for women began in 1948.

The outbreak of the Korean War overwhelmed the facility. In September 1950, too many recruit arrivals forced training to be suspended. In response, Basic Military Training occurred at other installations and contractors built additional barracks and support facilities. In 1952, a recruit processing building to be known as "the Green Monster" was completed. By the end of the war, there were 1,228 buildings in the physical plant.

After the Korean War, Lackland reverted back to being the sole Air Force Basic Military School. Technical training arrived in 1956 as Lackland took on the responsibility of training security police. In 1959, an Officer Training School was established to commission college graduates. Officer Candidate School continued as a venue for enlisted to obtain commissions until 1962 .

Additional academic buildings, barracks, dining halls, and recreational facilities were added during the 1960s to replace World War II vintage structures. With the American escalation in Vietnam, overcrowded conditions caused ATC to move some basic training to Amarillo AFB from 1966 through 1968. Meanwhile, the Defense Language Institute English Language School was established. The school went on to train personnel from over 100 countries.



Recruits arriving at Lackland Air Force Base, Texas, in July 1972. (Photograph courtesy of National Archives, Record Group 342B, Book T-29.)

Additional housing construction and modifications were made during the 1970s. The last World War II-era barracks closed in 1976. In 1974, men supplemented female instructors to train women recruits. In 1975, women began training the male recruit classes. With the end of the Cold War, closure of other installations led to additional training activity at Lackland.

Sources: *A Brief History of Lackland AFB and the 37th Training Wing* (Lackland AFB, TX: Office of History, HQ 37th Training Wing, 1995); *History of Air Training Command*, pp. 79, 316.

Laredo Air Force Base

Laredo AFB opened in 1942 and served during World War II as a flying and gunnery training base. The base was deactivated in December 1945.

Reopened in 1952 by Air Training Command, Laredo was operated by the 3640th Pilot Training Wing as a basic single engine flight school.

At the end of the Vietnam War era, Laredo closed in 1973.

Source: *History of Air Training Command*, p. 317.

Laughlin Air Force Base

Located east of Del Rio, this base opened during 1942 as an advanced flying training base for B-26 Marauders. At the end of the war, the field was closed.

With the advent of the Korean War, the Air Force reactivated Laughlin after significant construction to support F-84 combat training. The 3645th Pilot Fighter Training Wing operated the facility.

In 1955, the base began to host basic single engine pilot training. Two years later, SAC assumed control of the base and upgraded the facility to support U-2 and RB-57 operations. A U-2 pilot based at Laughlin brought back evidence in 1962 of Soviet missiles in Cuba.

Air Training Command reassumed command of the base in 1962. The 3646th Pilot Training Wing operated the base and conducted undergraduate pilot training.

In 1972, the 3647th was deactivated and was replaced by the 47th Flying Training Wing. Pilot training continued and, starting in 1978, included foreign students. An instrument flight simulator was completed in 1979. In 1981, Laughlin's first female pilot graduated. Additional training facilities, including an Operations Training Complex, were built during the 1980s.

Sources: *A Brief History of Laughlin AFB and the 47th Flying Training Wing* (Laughlin AFB, TX: Office of History, HQ 47th Flying Training Wing, 1995); *History of Air Training Command*, p. 317.

Moore Air Base

During the 1950s, the Air Force contracted with this facility to perform basic pilot training. The Air Force canceled the contract in 1960.

Perrin Air Force Base

This base was activated as Perrin Field in 1941 and served as a flying training base until deactivation in 1946.

Perrin AFB was reactivated in 1948 by the Air Training Command as a basic pilot school. In 1949, the 3555th Pilot Training Wing operated the base.

During the Korean War, Perrin's basic mission changed to a crew combat training. The 3555th was now a Fighter Training Wing. ATC turned the base over to Air Defense Command in 1962.

Source: *History of Air Training Command*, pp. 54, 321.

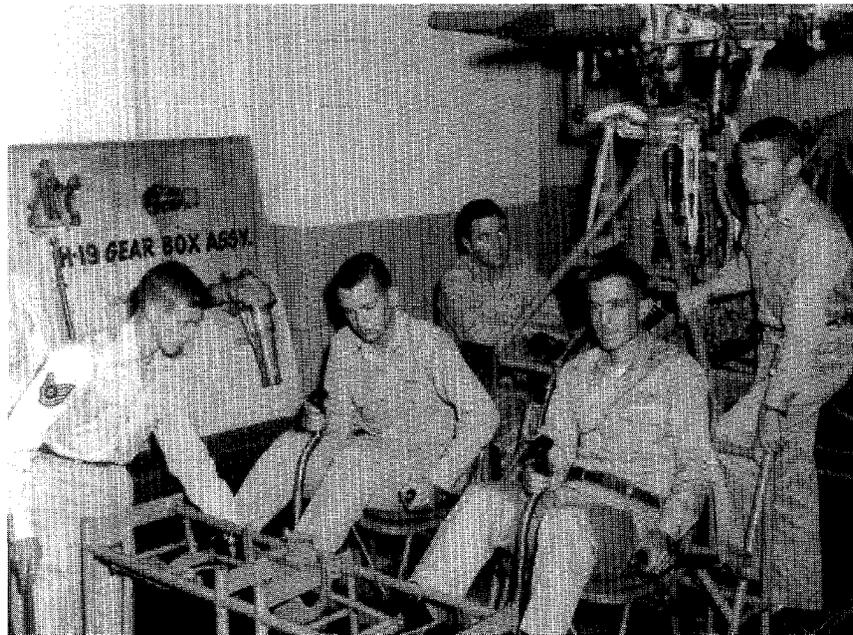
Randolph Air Force Base

Established in 1928 near San Antonio, Randolph once was called the “West Point of the Air.” During World War II, this base served as a basic pilot and instructor training facility.

This base continued as an Air Training Command activity after the war. In addition to training instructors, Randolph provided primary and basic flight training. In 1948, primary flight training mission ceased and the 3510th Pilot Training Wing operated the base and its basic flight school.

Basic pilot training ceased in July 1951. With the outbreak of the Korean War, the 3511th Combat Crew Training Group conducted B-29 crew training from 1950 through 1956. B-29 pilot training arrived here in 1953. The 3510th became a Medium Bombardment Training Wing. Housing and other facilities were expanded to support the additional training.

Facilities were modified in 1954–1956 to support C-119 and T-33 pilot training. T-33/B-57 instructor and transition training was conducted from September 1954 to October 1955. Helicopter pilot training arrived from Gary AFB in mid-1956 and remained for two years. KC-97 crew training also was conducted from 1956 to 1958. The ATC Headquarters arrived from Scott AFB, Illinois, in 1957. With jet qualification



Combat crew training in February 1958 at Randolph Air Force Base, Texas.
(Photograph courtesy of National Archives, Record Group 342B, Book T-27.)

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training becoming a primary mission, an extensive runway rehabilitation project was completed in 1959.

First Air Force T-38 operations began in 1961. The USAF Military Personnel Center arrived in 1963. Headquarters USAF Recruiting Service arrived in 1965. An undergraduate pilot training program was established in 1967.

Pilot instructor training programs commenced for the T-37 and T-38 in 1971. A year later the Air Force discontinued the 3510th Flying Training Wing and replaced it with the 12th. The Wing had claimed fame in Vietnam and the Air Force desired to maintain its lineage. The Wing provided pilot requalification training to former prisoners of war. Improvements continued in the late 1970s with the installations of an underground aircraft support system and an instrument flight simulator. Throughout the 1980s, the sole mission of the 12th Flying Training Wing was instructor pilot training. With the end of the Cold War, Randolph assumed missions that had been performed at installations slated for closure.

Sources: *A Brief History of Randolph AFB and the 12th Flying Training Wing* (Randolph AFB, TX: Office of History, HQ 12th Flying Training Wing, 1995); *History of Air Training Command*, p. 322.

Reese Air Force Base

Established in 1941, Lubbock Field served as an Air Corps Advanced Flying School. Deactivated in December 1945, the field served as a reserve center and a veterans housing center. The field was reactivated in August 1949 as an Air Training Command facility and renamed Reese AFB in November. The 3500th Pilot Training Wing moved here from Barksdale AFB, Louisiana, to operate the base and its advanced multi-engine school.

Facilities were upgraded to support all-jet training beginning in 1951. Starting in 1952, most classes included students from allied nations. A Wherry housing project was completed and runway rehabilitation was begun in 1953.

TB-25 training occurred from 1955 to 1959. T-33 training began in 1958. At this time Reese offered only basic pilot training.

During the 1960s, training with T-38 and T-41 aircraft began. With several types of trainer aircraft, Reese expanded to offer preflight, primary, and basic flight training.

The Low-Cost Aircraft Training Program began in 1975. The ATC's first instrument flight simulator was accepted in 1977. The 64th Flying Training Wing was activated at Reese in 1972 and remained as the base host wing through the duration of the Cold War.

Sources: *A Brief History of Reese AFB and the 64th Flying Training Wing* (Reese AFB, TX: Office of History, HQ 64th Flying Training Wing, 1995), pp.1-8, 12-13; *History of Air Training Command*, pp. 59, 322.

San Marcos Air Force Base, Gary Air Force Base

During World War II, San Marcos Army Airfield served as a navigator training facility. After a short deactivation, the base was reopened in 1946 as a helicopter and liaison training facility. The airfield was again deactivated in 1949.

San Marcos was reactivated as an Air Force Base in 1950 to perform its previous mission and in 1953 was renamed as Gary AFB. Gary was ideally suited for helicopter training as the nearby terrain resembled Korea. During this time the base was operated by the 3585th Pilot Training Wing. In 1956, the base was transferred to the Army.

Source: *History of Air Training Command*, pp. 44, 59, 80, 312.

Sheppard Air Force Base

Established in 1941 at Wichita Falls, this base served as a technical training and basic training facility during World War II. After two years of deactivation, the Air Training Command reactivated the base in 1948 as a basic training facility to meet manpower needs created by the Berlin Airlift. The airfield and support structures underwent extensive rehabilitation. The aircraft mechanics school arrived in 1949 from Keesler AFB in Mississippi. The 3750th Technical Training Wing operated the base and its schools.

Basic military and technical training increased there during the Korean War. Stationed at Sheppard were many World War II-vintage aircraft that proved useful to the many foreign students who trained there during the early 1950s. Jet engine training also commenced in 1950.

Basic military training ended with the cessation of hostilities and the student population dropped dramatically. Intelligence, comptroller, and transportation schools arrived from 1954 to 1963. In 1958, the Department of Utilities Training was established. Atlas and Titan missile training facilities were completed in 1959 and the runway was extended to accommodate B-52s. Eventually, one-quarter of the students at Sheppard were enrolled in missile-related courses.

In addition to serving as a technical training center, during the 1960s Sheppard hosted a B-52 wing. With the deactivation of the bomber wing, Sheppard assumed the mission of helicopter training beginning in 1965. This training was consolidated with the Army in 1970. The Medical Service School arrived from Gunter AFS Alabama in 1966 and 1967. Due to the war in Vietnam, this school increased production by training in multiple shifts six days a week. Also in 1967, a runway was extended to accommodate German Air Force training.

On January 1, 1973, the Air Force activated the 80th Flying Training Wing as a multinational unit organized to train pilots for the North Atlantic Treaty Organization (NATO) and other allied nations. During its early years, the wing provided undergraduate training for pilots from South Vietnam, West Germany, Iran, Salvador, Kuwait,

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Ecuador, and Saudi Arabia. To support the training, additional housing and administrative facilities were built. A communications training facility was completed in 1976. In 1981, the Euro-NATO Joint Jet Pilot Training Program began there. Fifty percent of the wing instructors and students were from the U.S. Air Force. The other 50 percent were provided by NATO. The program was designed to promote interoperability and develop respect and friendship between the air forces that would have to cooperate to counter any Soviet invasion of Western Europe.

Sources: *A Brief History of Sheppard AFB and the 82d Training Wing* (Sheppard AFB, TX: Office of History, HQ 82d Training Wing, 1995), pp. 2–14; *A Brief History of the 80th Flying Training Wing* (Sheppard AFB, TX: Wing Historian, HQ 80th Flying Training Wing, 1995), pp. 1–3; *History of Air Training Command*, pp. 54, 323.

Webb Air Force Base

Located in Big Spring, during World War II the field served as a bombardier school.

Initially called Big Spring AFB, the base was reopened by Air Training Command in 1952 as a basic single-engine flight school. The 3560th Pilot Training Wing operated the base.

Renamed Webb AFB, the base continued as an ATC basic pilot training facility in the post-Korean War era. Flying training continued until the base was deactivated in 1977.

Source: *History of Air Training Command*, pp. 76, 326.

Fort Wolters

Established in the 1920s, Fort Wolters served as a World War II Army induction and replacement center. The post was declared surplus in 1946.

The post was reactivated in 1951 and designated as Wolters Air Force Base to serve as a training base for the newly established Aviation Engineering Force.

The base reverted to Army control in 1956 and as Fort Wolters assumed the mission as a primary helicopter school.

During the 1960s, the post trained numerous helicopter pilots who went on to serve in the Vietnam War. With the American withdrawal from Southeast Asia, helicopter training was consolidated at Fort Rucker, Alabama. The Army announced closure of Fort Wolters in 1973.

VIRGINIA

Armed Forces Staff College

Located in Norfolk, the Armed Forces Staff College (AFSC) is a successor to the Army-Navy Staff College that was located at Washington, DC, during World War II.

The Joint Chiefs of Staff established the AFSC on June 24, 1946. The first class began in 1947 with 150 students taking a five-month course.

In 1962, the College moved into Normandy Hall, a modern educational facility.

In 1979, a Joint Command, Control and Communications Staff and Operations Course began as part of a new Command, Control and Communications School. In 1981, AFSC came under the cognizance of the Fort McNair-based National Defense University. In 1985, the Armed Forces Staff College formed two schools: the Joint and Combined Officer School, and the Joint Command, Control, and Electronic Warfare School.

Source: Reinetta A. Van Eendenburg, *Armed Forces Staff College: Fifty Year Commemorative History, 1946–1996* (Norfolk, VA: Armed Forces Staff College, 1996), pp. 85–86.

Fort A.P. Hill

Fort A.P. Hill was established as an Army training facility in World War II. The post served as a major staging area for troops deploying to Europe during the 1950s. During the Vietnam era the Fort served as a major training center for engineers out of Fort Belvoir.

Fort Belvoir

This base served as a training center for the Corps of Engineers. During the 1960s, the Engineer School taught various courses related to construction, equipment maintenance, and engineering. The U.S. Army Military Academy Preparatory School was also here.

In 1973, Fort Belvoir and the U.S. Army Engineer Center became an installation under the Training and Doctrine Command. In 1975, the Preparatory School moved to Fort Monmouth. Meanwhile the Defense Weapons Systems Management Center came here from Wright-Patterson AFB, Indiana. Due to a reorganization, the Engineer Center and School relocated to Fort Leonard Wood, Missouri in 1988. Fort Belvoir was transferred to the Washington Military District where it became the Defense Systems Management School.

Fleet Combat Training Center Atlantic, Dam Neck

The Center is located on the Atlantic coast five miles south of Virginia Beach. Established in 1942, during World War II the Center served as a gunnery training center.

In the post-war period, the Navy established radar training here and in 1949 the Navy initiated a five-year \$20 million expansion.

During the 1950s, the installation was designated as the Fleet Air Defense Training Center.

In the 1960s, the Fleet Anti-Air Warfare Training Center served as the senior command at Dam Neck. Major schools included the U.S. Naval Guided Missiles School where sailors studied how to maintain anti-air and ballistic missiles at a new \$120 million facility.

During the 1970s, Dam Neck was designated as the Fleet Combat Direction Center. One of the major activities at the center during this time and afterwards was the Operations Specialist A School. Over 1,600 students attended this 14-week course annually, studying how to operate complex combat and command control systems. In addition, Dam Neck hosted refresher courses for teams assigned from shipboard commands.

In the 1980s, the installation was called Fleet Combat Training Center Atlantic. At this time additional training activities arrived. In 1980, Tactical Group Atlantic was established to train maritime decision makers in operational planning, tactics, and war-fighting skills. In 1986, the Navy and Marine Corps Intelligence Training Center was established here to train students in basic and advanced intelligence methods and applications.

Sources: "23rd Anniversary for Navy at Dam Neck" *Mount 'n Missile*, 20 November 1964, pp. 1, 4 (Operational Archives Naval Historical Center, Washington, DC); and <http://www.militarycity.com/ins/site4800.rlc.html>

Fort Eustis

Fort Eustis was established in 1918 as an artillery training area. In 1946, it became the principal training post for the U.S. Army Transportation Corps. With the outbreak of the Korean War, training activities at Fort Eustis increased dramatically. In August 1950, the Army Transportation Center was established. The center's training components consisting of the Transportation School and the Transportation Replacement Training Center. With the Transportation Corps becoming a permanent branch of the Army in 1953, the Transportation Center became known as the Transportation Training Command.

With the reorganization of 1962, the command again became known as the U.S. Army Transportation Center. During the next few years, training activity leaped as the Army became engaged in Vietnam. Student loads increased from 7,459 in 1965 to 33,747 in 1967. Some of the featured courses at the Transportation School in the 1960s included



The U.S. Army Transportation School at Fort Eustis, Virginia. (Photograph courtesy of U.S. Army Construction Engineering Research Laboratories.)

diesel-electric locomotive repair, aircraft repair, basic stevedore, amphibian operations, truckmaster, and various transportation officer modules. One of the unique training facilities was a “land ship” built into a pier so personnel could practice cargo handling procedures.

In 1973, Fort Eustis and the U.S. Army Transportation Center became a U.S. Army Training and Doctrine Command activity. In 1983 the Aviation Logistics School was established. This school eventually merged with the Transportation School.

Source: “Fort Eustis file” (Archives, Center of Military History, Washington, DC).

Fort Lee

This installation traces its roots back to World War I. Reopened in 1940, the post served as a major Quartermaster Corps installation during World War II. In 1946, the War Department announced that Fort Lee would be retained as a center for Quartermaster training. In 1948, after President Truman signed legislation integrating women into

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the regular armed forces, the first regular Army WAC (Women's Army Corps) training center opened at Fort Lee. The school remained here until 1954.

In 1950, the post was given permanent status and was designated as a fort. In addition to serving as the Headquarters for the Quartermaster Corps, the post hosted numerous schools relating to Army supply and logistics. To coordinate these activities, in 1952 the Quartermaster Training Command was established. In addition, during the war, Fort Lee hosted a Quartermaster Replacement Training Center. When the Center was closed in September 1953, it had graduated some 31,000 Quartermaster soldiers.

In the years following the Korean War, the fort experienced a tremendous building boom as permanent facilities replaced World War II-vintage structures.

In 1962, the Quartermaster School came under jurisdiction of the Continental Army Command Service School System. During the 1960s, the Quartermaster School and Logistics Management School featured courses in procurement, exchange management, supply management, inventory management, and logistics management.

In 1973, Fort Lee hosted the U.S. Army Logistics Center and the U.S. Army Quartermaster Center came under the jurisdiction of the U.S. Army Training and Doctrine Command.

Source: "Fort Lee files" (Archives, Center of Military History, Washington, DC).

Naval Air Base Little Creek

Little Creek was established in 1941 as an amphibious training base. Training activities continued in the post-war period.

During the 1950s, an extensive modernization program took place to replace temporary World War II structures.

To support amphibious operations, several courses were offered. The port was homeport for several landing ship transports and minesweepers during the 1970s. At this time the base employed 12,000 civilian and military personnel.

Fort Monroe

Construction of Fort Monroe began in 1819.

In 1946, Headquarters, Army Ground Forces was moved here from Washington, DC. In 1948, this command was redesignated as Office, Chief of Army Field Forces.

In 1955, the Headquarters, Continental Army Command came into existence at the fort.

The 1973 reorganization eliminated the Continental Army Command and the Headquarters, U.S. Army Training and Doctrine Command was established there. The Fort continued to serve as an intellectual center for the development and implementation of Army combat doctrine through the end of the Cold War.

Norfolk Naval Operating Base

Established in 1917, this base grew to become the largest naval installation in the world. During the immediate post-war era, the base became home to a large mothballed fleet, as well as Headquarters for the Atlantic Fleet. In addition, the base served as Headquarters for Commander, Training Atlantic Fleet (COMTRALANT).

In charge of fleet training activities on the eastern seaboard, COMTRALANT also had responsibility of the Fleet Training Center located at Norfolk. With Norfolk hosting an extensive training infrastructure, crews assigned to both homeported ships and visiting ships could participate in classroom and simulated combat training to enhance readiness.

Fort Pickett

Fort Pickett was a World War II training facility. The Army deactivated the post in 1947, reopened it in 1948, and closed the post again in 1949.

With the onset of the Korean War, the post was again reactivated in August 1950.

The post was deactivated in 1954. A renovation began in the fall of 1960 that ensured its continued use as a military training reservation.

Quantico Marine Corps Base

Founded during World War I, Quantico grew to become the major educational and technical training center for the United States Marine Corps. During World War II, the base greatly expanded in terms of size and facilities to meet the needs of the conflict. Numerous schools were started to train Marines in the combat arts.

With demobilization, Quantico continued its education mission. The Basic School emerged as the core training course for junior Marine officers. Other courses included artillery, communications, and junior and senior amphibious warfare classes. Enlisted marines also learned maintenance skills at the Aviation Technical School. With the Women Armed Services Integration Act of 1948, Quantico established a program to train women marine officers and NCOs.

The Korean War caused a significant increase in the number of 2nd Lieutenants to graduate from The Basic School. One class graduated 889 in February 1952.

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In 1958, The Basic School completed a move to a newer compound at Camp Barrett that featured modern classroom and training facilities.

Extensive organizational changes occurred in the 1960s that gave various commands familiar labels. In 1963, the Training and Test Regiment that prepared potential officers became known as the Officer Candidate School. In 1964, the junior and senior amphibious warfare courses evolved into the Amphibious Warfare School and the Command and Staff College, respectively. While organizational changes occurred, the number of students attending The Basic School climbed as marines became involved in the war in Southeast Asia. In 1968, Marine Corps Schools Command that oversaw activities at Quantico became the Marine Corps Development and Education Command.

In 1971, the first Marine Corps NCO Academy was established at Quantico. In 1977, female Marines began enduring the same training at The Basic School as did their male peers.

Source: Lieutenant Colonel Charles A. Fleming, USMC; Captain Robin L. Austin, USMC; Captain Charles A. Braley, USMC; *Quantico: Crossroads of the Marine Corps* (Washington, DC: History and Museums Division, Headquarters U.S. Marine Corps, 1978), Chapter V.

Camp Wallace

Established in 1918, Camp Wallace served as a subinstallation of Fort Eustis. Under Transportation Corps jurisdiction in 1946, the Camp was used for amphibious training and bivouac area. It also served as a test area for the Transportation Engineering Agency.

WASHINGTON

Fairchild Air Force Base

Located west of Spokane, this base traces its roots to World War II. The Strategic Air Command assumed command of the base in 1947, and the installation has since garrisoned a portion of the U.S. strategic bomber force. In addition to hosting SAC bombers, Fairchild also hosted an annual bomber competition. Besides improving morale, the competition served as an invaluable training opportunity to improve readiness.

In addition, this SAC base became home to the Air Force Survival School in 1966 when Air Training Command activated the 3636 Combat Crew Training Group (Survival) as a tenant command.

In 1971, the Air Staff consolidated all air crew survival training and the 3636th became a Combat Crew Training Wing (Survival). Courses offered at Fairchild included combat survival training; survival, evasion, resistance and escape (SERE) training; and water survival training. In 1993, the 3636th Combat Crew Training Wing became the 336th Crew Training Group.

Source: *A Brief History of the 336th Training Group* (Fairchild AFB, WA: Office of History, HQ 336th Training Group, 1995), pp. 1, 11–16.

Fort Flagler

Built in 1897, this post was reactivated for World War II. During the Korean War, troops and engineers trained here for amphibious warfare. The fort was closed in July 1953.

Fort Lewis

This World War I fort was the largest training camp constructed for that conflict. The post grew to 86,000 acres in World War II and an auxiliary post known as North Fort Lewis was established. North Fort Lewis hosted training facilities used for Korea, the Berlin Crisis, and Vietnam.

During the 1970s and through the end of the Cold War, Fort Lewis served as a major Army garrison.

Fort Worden

Fort Worden was a coastal emplacement that served as a training facility for engineers from 1947 until closure in 1953.

WYOMING

Francis E. Warren Air Force Base

Dating from the 1800s, this post served as an Army training complex during World War II. The Air Training Command acquired the base in 1947 to establish a technical training school. Designated as an Air Force Base in 1949, the 3450th Technical Training Wing operated the facility.

The Strategic Air Command took command of the base in 1958 as Atlas missiles and later Minuteman Missiles were placed in the surrounding area. The base remained under SAC jurisdiction through the end of the Cold War.

Source: *History of the Air Training Command*, p. 48.

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Introduction

The literature on the Cold War training and professional military education is extensive and diverse. Material is available in general reference works, chronologies, selected government studies, congressional hearings, reports, oral histories, monographs, and articles that cover much of the subject matter.

For those who wish to delve deeper into Cold War training and professional military education, collections of program records are stored at government archives and records centers. The types of records on file include routine correspondence, detailed progress reports, program planning documents, and program summaries. Unfortunately, these repositories are scattered across the country and are often poorly indexed. A rule of thumb is to first check with the regional Federal Record Center and National Archives Branch for records for any given installation located within that region.

Given these hurdles, this bibliography seeks to serve two purposes. The first is to introduce the reader to the existing literature on the Cold War training and professional military education; the second is to identify and briefly describe document collections I found useful in preparing this study.

Published Sources

Consulting the published sources is always a good first step for any researcher. Unfortunately, little has been written to provide broad overviews of Cold War training and professional military education programs. However, several pieces ranging from scholarly monographs to magazine articles do make excellent contributions to our understanding pieces of the story.

Record Repositories

Record repositories come in all shapes and sizes, ranging from the National Archives and the Federal Records Centers to small military history offices. The most valuable record collections that the author consulted are listed below.

The Office of History and Research, Headquarters, Air Education and Training Command, at Randolph AFB, Texas, compiles histories from the various subordinate commands and forwards a consolidated history to the Air Force Historical Research Agency (AFHRA) at Maxwell AFB, Alabama. Although AFRHA is the best place to obtain records,

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the Office of History and Research at Randolph retains a cadre of historians who provide a corporate memory.

AFHRA is the Air Force's most extensive archive, housing sixty million pages of records. AFHRA also sponsors an oral history program. The collection is open to the public, and the agency has a staff of archivists and historians available to assist researchers. In preparing this study, the author drew upon AFHRA's extensive collection of unit and oral histories. Adjacent to AFHRA is the Air University Library, which hosts hundreds of studies and reports in addition to its extensive book holdings.

The Air Force History Office (AFHO), Bolling Air Force Base, Washington, DC, maintains a small research collection and also hosts microfilm copies of many of the documents held at AFHRA through the mid-1970s. Since many of the reels contain both classified and unclassified documents, access to the unclassified documents is difficult. Consequently, researchers might want to consult the original documents at AFHRA.

The Air Force Museum at Wright-Patterson Air Force Base has a Research Center with thousands of files, mostly related to aircraft. A call ahead is recommended to discuss the area of research.

The Army's Training and Doctrine Command (TRADOC) also has an office of history located at its Fort Monroe headquarters in Virginia. As with the Air Education and Training Command, these historians provide an invaluable corporate memory. The TRADOC military history office also has extensive holding of command records. Not only does TRADOC serve as a repository for command histories in the post-1973 era, the history office holds many documents from the Continental Army Command days. An excellent finding aid titled "CONARC Historical Inquiry Files" provides a guide to some fifty boxes of materials. However, not all CONARC-era files are located at TRADOC. With the reorganization of 1973, many of the former CONARC records were transferred to Forces Command at Fort McPherson, Georgia. The TRADOC office also has several cabinets containing files on an assortment of subjects dealing with installations and training.

The Army Center for Military History (CMH), Washington, DC, serves as a repository for organizational histories from TRADOC and earlier Army training organizations. A card catalog serves as a useful finding aid. The CMH also houses cabinets containing files on a variety of subjects.

The U.S. Army Military History Institute (MHI), collocated at the Army War College at Carlisle Barracks, Pennsylvania holds many staff study reports and maintains bibliographies for a variety of training and infrastructure related topics. The holdings are maintained on a computer data base and some holdings are available through inter-library loan.

Unlike the Army and the Air Force, the Navy does not maintain a history office with its major training command. Thus organizational histories are sent directly to the Operational Archives of the Naval Historical Center, Washington, DC. The Aviation Branch of the Naval Historical Center holds an extensive collection of materials relating to naval aviation training.

The History and Museums Division, Headquarters U.S. Marine Corps, also located at the Washington Navy Yard, holds an extensive collection of materials discussing installations and Marine Corps training. Resources available include microfilmed copies of most Marine Corps installation newspapers.

The Army Corps of Engineers supervised the construction of hundreds of training and professional military education facilities for the Army and Air Force. Construction records and written histories of many of the projects may be found at regional division and district history offices. Many division and district histories and records have been preserved in the Research Collection, Office of History, Headquarters U.S. Army Corps of Engineers (HQUSACE), Alexandria, Virginia. For the Navy and Marine Corps, construction records may be located at the regional division of Naval Facilities Engineering Command. Master copies are maintained at the Navy Facilities Engineering Command repository located at Port Hueneme, California.

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GLOSSARY

AAF	Army Air Forces
AAFIT	Army Air Forces Institute of Technology
ADC	Air Defense Command
AFB	Air Force Base
AFIT	Air Force Institute of Technology
AFSC	Armed Forces Staff College
AMC	Army Materiel Command
ASW	Antisubmarine Warfare
ATC	Air Training Command
CDC	Combat Development Command
CNATRA	Chief of Naval Aviation Training
COMTRALANT	Commander, Training Atlantic Fleet
COMTRAPAC	Commander, Training Command Pacific
CONAD	Continental Air Defense Command
CONARC	Continental Army Command
DOD	Department of Defense
FORSCOM	U.S. Army Forces Command
FY	Fiscal Year
ICAF	Industrial College of the Armed Forces
ICBM	Intercontinental Ballistic Missile
LMET	Leadership Management Education and Training
LTA	Lighter-than-air
MAC	Military Airlift Command
MATS	Military Air Transport Service
MSTS	Military Sea Transport Service
NAS	Naval Air Station
NASS	Naval Auxiliary Air Station
NATO	North Atlantic Treaty Organization
NATTC	Naval Air Technical Training Center
NAVLEAD	Naval Leadership program
NETC	Naval Education and Training Command
NCO	Noncommissioned Officer
NDU	National Defense University
NORAD	North American Air Defense Command

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NTC	National Training Center
NTC	Naval Training Center
OCS	Officer Candidate School
OGMS	Ordnance Guided Missile School
OSD	Office of the Secretary of Defense
OTS	Officer Training School
PACE	Program Afloat for College Education
PGM	Precision Guided Munition
PPBS	Planning Programming and Budgeting System
ROAD	Reorganization Objectives Army Division
ROTC	Reserve Officers Training Corps
SAC	Strategic Air Command
SDI	Strategic Defense Initiative
TAC	Tactical Air Command
TBS	The Basic School (Marine Corps)
TRADOC	U.S. Army Training and Doctrine Command

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