'Infantry In Battle'

Infantry in Action From Somalia to Iraq

Friends of the Infantry, we are working on an effort to produce an updated "George Marshall" type *Infantry in Battle*, focused on today's actions. The readers will be tomorrow's NCO and officer leadership, discovering some of the "truths" relating to fighting and leading America's Soldiers. We need your help!! Please see the topical areas listed below and have your leaders send us their experiences grouped under the topics. If you have other ideas, let us know as well. We look forward to your engaging in this exciting endeavor.

For more information, please contact Mr. Dave Stieghan; e-mail is Stieghand@ benning.army.mil, phone (706)-545-4290/DSN 835-4290.

All the best and thank you for your leadership! Follow Me!

— BG Benjamin C. Freakley
Chief of Infantry

The Infantry School at Fort Benning is working on a modern-day version of the 1934, post-WWI "Infantry in Battle". The goal is for Soldiers to learn from the actions of infantrymen and infantry units, over the full spectrum of combat operations, from the conflict in Somalia to present day. A critical component of the project is the "infantryman's point of view" about his actions, without which the book would lack perspective. The challenge is to capture the finest accounts of infantry actions resulting from recent operations. We are therefore enlisting the help of commanders in the field to aid us in gathering the best stories, interviews, and personal monographs of the leaders and Soldiers who do the fighting. All infantrymen have a vested interest in the final product as a book by infantrymen, for infantrymen.

The intent is to fill out the chapters with the most concise, yet hard-hitting, personal accounts of battlefield situations to drive home the themes of the book. We are equally interested in both successes and failures: historically, we have learned as much or more from failure as from success. The 20 chapter titles listed below, with descriptions, are the themes selected to best describe infantrymen and infantry teams. We are looking for written vignettes and monographs by individual Soldiers detailing personal actions or observations occurring in operations that clearly illustrate one or more of these themes.

☐ **Discipline:** The basic quality that guides a Soldier's actions through the stress of combat and, particularly in the face of overwhelming odds, causes the Soldier to fight as he is trained to fight. A lack of discipline leads to a compromise of standards and values.

☐ **Fitness**: Those aspects of a Soldier's mental and physical fitness that harden him, keep him alive and in the fight, and allow him to focus his energy on mission accomplishment. An inadequate level of fitness distracts a Soldier from his mission, and limits his contribution to the team.

☐ **Marksmanship**: The critical advantage of having individual Soldiers that can provide accurate long-range or reflexive short-range fire, and teams/crews that employ disciplined, controlled fires against an enemy force.

☐ **Mutual Support Teamwork**: The support which units render each other against an enemy because of their assigned tasks, their position relative to each other and to the enemy, and their inherent capabilities.

☐ **Why Men Fight**: The forces that draw men together as teams, and impel them through the rigors of combat, not only because of duty or discipline, but because of much closer and more basic bonds of trust in the unit, the leaders, and each other.

☐ **Adaptability**: The ability of Soldiers to display mental agility in order to adjust to new challenges arising on the dynamic modern battlefield.

☐ **Ingenuity**: The development of new and varied tactics and techniques, or the innovative use of existing assets to facilitate mission accomplishment.

☐ **Patrolling**: Tactics, techniques, and procedures for conducting mounted and dismounted patrols in varying environments facing an adaptable and resourceful enemy.

☐ **Use of Terrain**: The use of terrain, effectively or ineffectively, that has a marked impact on the outcome of a mission or engagement.

☐ **Reporting:** The passing of reliable, actionable information to allow commanders and staffs to see and understand situations first and realize the negative results of inaccurate reporting.

☐ **Security**: The importance of strict measures taken to protect the force from

surprise hostile actions, and situations when a break down in security, at any level, negatively impacts the unit.

☐ **Civilian Considerations**: Ability of Soldiers to gauge the feelings and intent of a local populace and capitalize on a particular area or ethnic group's beliefs and feelings.

☐ **Embedded Personnel**: Journalists, Department of the Army civilians, other government agencies, non-government organizations, attachments or any person (nonmilitary) that is placed into a unit, especially while on combat operations.

☐ **Reconnaissance**: A mission undertaken to obtain, by visual observation or other detection methods, information about the activities and resources of an enemy or potential enemy or to secure data concerning the meteorological, hydrographic, or geographic characteristics of a particular area or enemy.

☐ **Dealing with Indigenous Forces**: Any action dealing with native military forces in a joint/symbiotic (cooperative) manner.

☐ **Dealing with casualties:** The timely evacuation and treatment of combatants and noncombatants, friendly, enemy and indigenous.

☐ **Rules of Engagement:** Directives issued by competent military authority which delineates the circumstances and limitations under which United States forces will initiate and/or continue combat engagement with other forces encountered.

☐ **Initiative**: The ability to set or change the terms of battle; implies an offensive spirit.

☐ **Combined Arms**: The synchronized or simultaneous application of several arms, such as Infantry, Armor, and Field Artillery, to achieve an effect on the enemy that is greater than if each arm was used on the enemy in sequence.

☐ **U. S. Army Values**: Loyalty, Duty, Respect, Selfless Service, Honor, Integrity and Personal Courage.

We are looking for "ground truth" accounts and observations as seen and told by infantrymen. There is no specific format for these, but we request that any written products submitted include some brief background on the situation, the identity of the author/s, and the unit at the time of the action. In addition to printed accounts it may be necessary for us to directly contact individuals submitting material for consideration, in order to clarify facts or gain further information. Materials currently under consideration vary in length from one to several pages, and describe a variety of actions ranging from individual actions, to battalion and brigade level engagements.

For more information, contact David S. Stieghan at (706)545-4290/6278, DSN 835-4290/6278 or via e-mail at stieghand@benning.army.mil.

Handheld Digital Assistants Hit Battlefield

JENNIFER SOWELL, ARMY NEWS SERVICE

Technology that has been available on Soldiers' vehicles since the early '90s is now being designed into a portable device.

The Force XXI Battle Command Brigade and Below Commander's Digital Assistant, known as the FBCB2-CDA, can be used all over the battlefield to track Soldiers, map the battlefield, and send digital messages.

"A unit with the XVIII Airborne Corps is currently training with the latest generation of the device," said Lieutenant Colonel David Gallop, product manager for Land Warrior. "They will deploy in the fall with about 1,000 devices to gather information on insurgents."

Jennifer Sowell

The FBCB2-CDA can be used all over the battlefield to track Soldiers, map the battlefield, and send digital messages.

User evaluations from this use in the field will be used to make adjustments and develop the next generation of the device, which will become common software for all land forces within the Department of Defense.

"Until recently there was no powerful, affordable and portable processing abilities available," said Gallop. "This new technology puts battle command in the Soldier's hand."

The device is a portable, ruggedized digital information system designed to give commanders, leaders, and Soldiers across the battlefield improved command and control capabilities, data sharing, and enhanced situational awareness.

The lightweight, handheld device operates on an Intel X-scale 500+ MHz processor and uses satellites that enable over-the-horizon communications, an integrated global positioning system and Blue Force Tracking to map the battlefield. Each device is networked so that all Soldiers are working off the same information.

Soldiers use drop-down menus on a color, LCD touch screen operating on a Microsoft Windows system for compact devices to use the many features of the device. These features include sending digital and voice messages and reports, requesting support at specific locations, mapping the area with locations of friendly forces, and using information provided by other Soldiers in the system to plan movements and operations.

The device also has the capability to be cleared quickly by the Soldier or remotely to protect operational security in case it falls into enemy hands.

"The device allows Soldiers to get messages across with speed and precision. It helps cut through the fog of war," said Gallop.

The FBCB2-CDA enables Soldiers all over the battlefield to share and view information that is linked to show relationships without filtering anything out, constructing an overall picture of the battlefield. For example, a Soldier spots a sniper in his area. The location of the enemy can be entered into the CDA where it is immediately accessible to all Soldiers with the device. Other Soldiers now know to be aware of the enemy in that location and can plan to avoid the area, or eliminate the threat.

2-29 Infantry Creates Combat Leader's Course

LIEUTENANT COLONEL MARK L. EDMONDS

On March 23, 2003, Iraqi forces killed or captured 17 members of the 507th Maintenance Company in a hasty ambush after part of the company was separated from the main body of the air defense artillery battalion they were tasked to support. The results of the ensuing investigation led Army leaders to the conclusion that we need to improve on training all Soldiers in basic infantry skills through a focus on the new 40 Warrior Tasks and nine Warrior Drills, thus inculcating the Warrior Ethos across the force, regardless of military occupational speciality (MOS).

It was determined that the best way to indoctrinate young Soldiers with the Warrior Ethos and train them on infantry skills was to incorporate the "40 and 9" into Initial Entry Training for combat support (CS) and combat service support (CSS) MOSs. In order to do this, the drill sergeants charged with training our new Soldiers must first be proficient at these tasks. With that in mind, the 2nd Battalion, 29th Infantry Regiment at Fort Benning was charged with developing a course to train CS and CSS drill instructors on infantry skills using these new tasks and drills as the vehicle. The result was the formulation of the Combat Leader's Course (CLC). The first three-week long pilot course was run in March 2004, with mixed results. All agreed that the "40 and 9" were to remain the pillar of the course. During this first pilot, there were 62 students consisting of NCOs from Fort Jackson, Fort Sill, Fort Leonard Wood, Fort Knox, Fort Benning, and ROTC Cadet Command. The course concluded with a culminating exercise that included a convoy reacting to improvised explosive devices. This first pilot identified that students needed more training in small unit tactics, individual tasks, field craft, and land navigation. We also determined that the course should include more field time and all pertinent tasks could be accomplished in 13 days of continuous training.

After incorporating lessons learned from the first pilot, a second pilot was conducted, again using predominantly CS and CSS drill instructors. During this pilot, the cadre incorporated squad integrity with rotating leadership responsibilities. This served to build esprit de corps and facilitated the development and rehearsal of squad SOPs. The significant change was that the students spent more than 85 percent of their time in the field which enhanced the training in both tasks and field craft. Additionally, a day and night battle march and shoot utilizing a majority of Advanced Infantry Marksmanship Strategies and Standards (AIMSS) equipment was incorporated. As in the first pilot, the culminating event was a convoy live-fire exercise which enabled the students to utilize the SOPs and Warrior Drills they had been taught.

As we move forward to validate the program of instruction (POI) developed by the Infantry School, we're incorporating all lessons learned and field feedback as we execute the third and final CLC pilot 12-24 September 04. The terminal learning objective of which is "to provide NCO's serving in a BCT assignment the requisite skills to implement the warrior ETHOS into their IET Platoons." The first of 10 scheduled courses is in November, and will serve to meet the Army Chief of Staff's intent that every Soldier is a Warrior; and that begins in Initial Entry Training.

By first training the trainers (BCT drill instructors), who then train the BCT Soldiers, the result will be Soldiers arriving to their first assignment with the requisite training and skills of the 40 Warrior Tasks and nine Warrior Drills.

Donovan Research Library Places Student Papers on Web

During your assignments at Fort Benning, do you remember reading AARs, command diaries, and firsthand battle accounts at the Donovan Research Library? The library, which is located in Infantry Hall, is currently in the midst of transitioning its massive 10,000-plus collection of student papers to digital format.

This collection includes after action reports, command diaries, case studies, battle accounts, and first hand experiences from U.S. Army personnel during World War I, World War II, the Korean War, the Vietnam War and other conflicts following 1980.

It represents the intellectual talent of research and education that Soldiers receive from the faculty and staff at the U.S. Army Infantry School and its divisions. Prior to this effort, these materials were only accessible through on-site visits.

The collection is available online at www.infantry.army.mil/donovan/content/monograph.htm.

WARRANT OFFICERS NEEDED

The U.S. Army is looking for highly motivated Soldiers, Marines, Sailors, and Airmen to fill its warrant officer ranks. Positions are open in all 45 specialties if you qualify. Applicants with less than 12 years active federal service (AFS) are encouraged to apply.
For more information and all forms/documents required, visit www.usarec.army.mil/warrant or call (DSN) 536-0328/0466/0271.

CSA Reveals Updated Professional Reading List

"The Professional Reading List is a way for leaders at all levels to increase their understanding of our Army's history, the global strategic context, and the enduring lessons of war. The topics and time periods included in the books on this list are expansive and are intended to broaden each leader's knowledge and confidence. I challenge all leaders to make a focused, personal commitment to read, reflect, and learn about our profession and our world. Through the exercise of our minds, our Army will grow stronger."

— General Peter J. Schoomaker, Chief of Staff, Army

Sublist 1 — For Cadets, Soldiers, and Junior NCOs

■ ***The Constitution of the United States*** — Available at www.house.gov/Constitution/Constitution.html

■ ***Centuries of Service: The U.S. Army 1775–2004*** — David W. Hogan, Jr. (CMH Pub. 70–71–1) Available at www.army.mil/cmh/books/COS/index.htm

■ ***The Face of Battle*** — John Keegan

■ ***For the Common Defense: A Military History of the United States of America*** — Allan R. Millett and Peter Maslowski

■ ***Band of Brothers: E Company, 506th Regiment, 101st Airborne from Normandy to Hitler's Eagle's Nest*** — Stephen E. Ambrose

■ ***We Were Soldiers Once … and Young: Ia Drang — The Battle That Changed the War in Vietnam*** — LTG (Retired) Harold G. Moore and Joseph L. Galloway

■ ***If You Survive: From Normandy to the Battle of the Bulge to the End of World War II, One American Officer's Riveting True Story*** — George Wilson

■ ***Touched with Fire: The Land War in the South Pacific*** — Eric M.Bergerud

■ ***Closing with the Enemy: How GIs Fought the War in Europe, 1944–1945*** — Michael D. Doubler

■ ***Patton: A Genius for War*** — Carlo D'Este

■ ***In the Company of Heroes*** — Michael J. Durant

Sublist 2 — For Company-Grade Officers, WO1-CW3, and Company Cadre NCOs

□ ***America's First Battles: 1776–1965*** — Edited by Charles E. Heller and William A. Stofft

□ ***Personal Memoirs of U. S. Grant*** — Ulysses S. Grant

□ ***The Philippine War, 1899–1902*** — Brian McAllister Linn

□ ***The War To End All Wars: The American Military Experience in World War I*** — Edward M.Coffman

□ ***An Army at Dawn: The War in Africa, 1942–1943, Volume One of the Liberation Trilogy*** — Rick Atkinson

□ ***Company Commander*** — Charles B. MacDonald

□ ***East of Chosin: Entrapment and Breakout in Korea, 1950*** — Roy E. Appleman

□ ***Leadership: The Warrior's Art*** — Christopher Kolenda

□ ***American Soldiers: Ground Combat in the World Wars, Korea, and Vietnam*** — Peter S. Kindsvatter

□ ***The Challenge of Command: Reading for Military Excellence, Art of Command Series*** — Roger Nye

□ ***The New Face of War: How War Will Be Fought in the 21st Century*** — Bruce Berkowitz

Sublist 3— For Field-Grade Officers, CW4-CW5, and Senior NCOs

■ ***National Security Strategy of the United States of America*** — Available at www.whitehouse.gov/nsc/nss.pdf

■ ***National Strategy for Combating Terrorism*** — Available at http://usinfo.state.gov/topical/pol/terror/strategy

■ ***Inside al Qaeda: Global Network of Terror*** — Rohan Gunaratna

■ ***Battle Cry of Freedom: The Civil War Era*** — James McPherson

■ ***Supplying War: Logistics from Wallenstein to Patton*** — Martin Van Creveld

■ ***George C. Marshall: Soldier-Statesman of the American Century*** — Mark A. Stoler

■ ***The General's War: The Inside Story of the Conflict in the Gulf*** — Michael R. Gordon and Bernard E. Trainor

■ ***On Becoming a Leader*** — Warren Bennis

■ ***On War*** — Carl von Clausewitz, Edited and Translated by Michael Howard and Peter Paret

■ ***The Art of War*** — Sun Tzu, Translated by Samuel Griffith

■ ***Masters of War: Classical Strategic Thought, 3rd Edition*** — Michael I. Handel

■ ***The Soldier and the State: The Theory and Politics of Civil-Military Relations*** — Samuel Huntington

■ ***The Future of the Army Profession*** — Don Snider and Gayle Watkins, Project Directors

Sublist 4 — For Senior Leaders above Brigade Level

□ ***Thinking in Time*** — Richard E. Neustadt and Ernest May

□ ***The Clash of Civilizations and the Remaking of World Order*** — Samuel Huntington

□ ***The Lexus and the Olive Tree: Understanding Globalization*** — Thomas Friedman

□ ***War in European History*** — Michael Howard

□ ***Makers of Modern Strategy: From Machiavelli to the Nuclear Age*** — Edited by Peter Paret

□ ***The Making of Strategy: Rulers, States, and War*** — Edited by Williamson Murray, MacGregor Knox, and Alvin Berstein

□ ***The Peloponnesian War*** — Donald Kagan

□ ***Dereliction of Duty: Lyndon Johnson, Robert McNamara, the Joint Chiefs of Staff, and the Lies That Led to Vietnam*** — H. R. McMaster

□ ***Victory on the Potomac*** — James R. Locher III

□ ***The Dynamics of Military Revolution, 1300–2050*** — Edited by MacGregor Knox and Williamson Murray

□ ***The Challenge of Change: Military Institutions and New Realities, 1918–1941*** — Edited by Harold R. Winton and David R. Mets

□ ***Transformation under Fire: Revolutionizing How America Fights*** — Douglas A. Macgregor

U.S. Army Infantry School Recommended Reading

Infantry Company Grade Leader Suggested Reading List

Lieutenants

Black Hawk Down; A Story of Modern War — Mark Bowden (1999)

Infantry in Battle — Infantry Journal Inc. Staff (1982 [1934])

American Soldiers: Ground Combat in the World Wars, Korea, and Vietnam — Peter Kindsvatter (2003)

Once an Eagle — Anton Myrer (1997)

Forgotten Soldier — Guy Sajer (1986)

Fields of Fire — James Webb (1985)

If You Survive — George Wilson (1987)

Mud Soldiers: Life Inside the New American Army — George C. Wilson (1989)

Captains

Toward the Flame: A Memoir of World War I — Hervey Allen (2003)

This Kind of War: A Study in Unpreparedness — T.R. Fehrenbach (1994).

The Mask of Command — John Keegan (1987)

Company Commander — Charles B. MacDonald (1947)

Men Against Fire; The Problem of Battle Command in Future War — S.L.A. Marshall (1947)

The Defense of Hill 781: An Allegory of Modern Mechanized Combat — James R. McDonough (1988)

We Were Soldiers Once…and Young — Harold G. Moore and Joseph L. Galloway (1992)

Attacks — Erwin Rommel (1979)

Alternates

On the Banks of the Suez: An Israeli General's Personal Account of the Yom Kippur War — Avraham Adan (1991)

Citizen Soldiers; The U.S. Army from the Normandy Beaches to the Bulge and the Surrender of Germany, June 7, 1944-May 7, 1945 — Stephen Ambrose (1997)

Red Badge of Courage — Stephen Crane (1990). [Available free as an e-book at: http://www.usmchq.com/ebookcategories/fiction2.htm]

Firepower in Limited War — Robert H. Scales (1995)

The Killer Angels — Michael Shaara (1974)

Command Sergeant Major's Infantry NCO Suggested Reading List

BNCOC Reading List

Band of Brothers: E Company, 506th Regiment, 101st Airborne from Normandy to Hitler's Eagle's Nest — Stephen E. Ambrose (1992)

A Short History of the NCO — L. R. Arms (1989)

Black Hawk Down: A Story of Modern War — Mark Bowden (1999)

To Hell and Back — Audie Murphy (1983)

ANCOC Reading List

Citizen Soldiers: The U.S. Army from the Normandy Beaches to the Bulge to the Surrender of Germany June 7, 1944-May 7, 1945 — Stephen E. Ambrose (1997)

G Company's War; Two Personal Accounts of the Campaigns in Europe, 1944-1945 — Bruce E. Egger and Lee MacMillan Otts. Edited and with commentary by Paul Roley (1992)

Guardians of the Republic: A History of the Noncommissioned Officer Corps of the U.S. Army — Ernest F. Fisher, Jr. (1994)

We Were Soldiers Once … and Young — Harold G. Moore and Joseph L. Galloway (1992)

Forgotten Soldier — Guy Sajer (1986)

Alternates

Through the Wheat; A Novel of the World War I Marines — Thomas Boyd (2000)

Soldiering: The Civil War Diary of Rice C. Bull, 123rd New York Volunteer Infantry — Rice C. Bull (1977)

A Doughboy with the Fighting Sixty-Ninth: A Remembrance of World War I — Albert Ettinger (1992)

The GI's War: The Story of American Soldiers in Europe in World War II — Edwin P. Hoyt (1988)

The G.I.: The American Soldier in World War II — Lee B. Kennett (1987)

The Diary of Alvin York — Alvin C. York. Online version of York's World War I diary with official reports and affidavits is available at www.acacia.pair.com/Acacia.Vignettes/the.Diary.of.Alvin.York.html

eArmyU Goes Armywide

Beginning October 1, access to the Army Continuing Education System's eArmyU program will be available to most active-duty enlisted Soldiers.

The Army launched eArmyU in 2001, to offer eligible enlisted Soldiers the opportunity to work toward a college degree or certificate online. The program began with selected installations and so far, more than 46,000 Soldiers have taken courses from 29 institutions.

With the program's expansion to the entire Army, the eArmyU "Technology Pack" or "laptop" option will be offered solely as a retention and readiness tool in support of Army Transformation and the Army Campaign Plan, officials said, by encouraging reenlistment into combat forces/operational units.

The eArmyU "no laptop" enrollment, now called "eCourse enrollment," will be offered to the majority of other active-duty Soldiers, officials said.

With eCourse enrollment, Soldiers use their personal computers to participate in the program on a course-by-course basis. There is no longer a service-remaining requirement with the eCourse option, officials said. However, they said Soldiers must have sufficient remaining time in service to complete the eArmyU course in which they are enrolling.

The Army-wide expansion of the program comes with some critical changes in Soldier enrollment eligibility, officials said.

Enrollment in eArmyU's "laptop" option (referred to as Technology Package) will be limited only to Soldiers who reenlist for assignment in a combat forces/operational unit.

To find out more about the Army-wide expansion, visit any installation's Education Center.

General information can also be found at www.earmyu.com or by calling the eArmyU Help Desk at 1-800-817-9990.

Highest Attrition Occurs in First Week of Ranger School

COMMAND SERGEANT MAJOR DOUGLAS M. GREENWAY

"Not for the Weak or Fainthearted"

These words that are emblazoned on the front sign of Camp Rogers are one of the first things newly arrived students see as they enter the gates. Ranger School can't be fully recognized until it is experienced.

Ask any qualified Ranger and they will probably tell you many underestimate what is needed to get through just the first week. More than 60 percent of all Rangers that fail Ranger School fail in the first week. We have a maximum student load of 250 students, but we take up to 330 because we know statistically that we will lose almost one-third of the class in the "Ranger Assessment Phase" (RAP week).

RAP week events are not too difficult by themselves, but when you put them all together it is like a mini-Best Ranger competition.

RAP week events that must be passed are:

- ☐ PT test * (70 percent standards plus 6 chin-ups)
- ☐ Swim test* (15m swim, 15m blind drop, equipment removal)
- ☐ 5-mile run (8 min per mile / 40 min total)
- ☐ Land navigation* (5 out of 6 points needed)
- ☐ 2.5-mile buddy run (with boots / equip)
- ☐ Ranger Stakes*
- ☐ 14.5-mile road march (with 65 to 75 pounds total equip)

*Retests provided. (You don't want retest on any of these events because that is energy you may not have for other events.)

Other events conducted during this week include: water confidence training, Malvesti obstacle course, 17 hours of hand-to-hand and rifle bayonet training, pugil stick fighting, airborne refresher training and jump, prepping of gear, initial leadership classes, patrolling classes, and a lot of running and retesting.

Perhaps the most shocking thing for most new Rangers is working 20-hour days nonstop for 61 days — the full length of the course without recycle. (The exception is an 8-hour break every three weeks if deserved. It has to be earned.) Getting no rest that first week makes many give in.

Food is the other condition that can break a Soldier's spirit. Rangers get three square meals a day and only two out in the field, but the average "Joe" before Ranger School isn't used to working 20-hour days. Many Rangers may also be used to eating junk food and other snacks in between meals before they began this course. They aren't going to get snacks for a long time. You can bet they are burning up everything they are eating and more. The fact is Ranger School is a great weight loss program. If you take a look at a graduating class, all you will see are fit, focused machines that would kill for a slice of pizza.

Attrition has always been an issue at Ranger School. Since its inception in 1950, each class typically loses about 50 percent of the students for one reason or another.

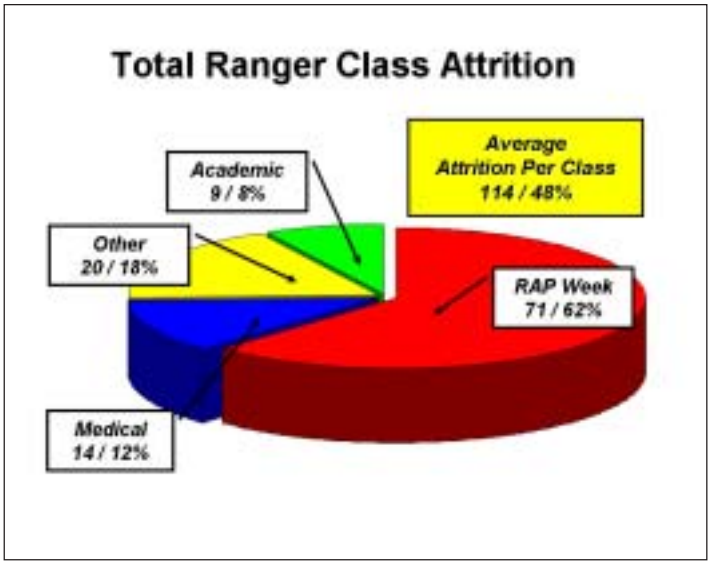

Figure 1

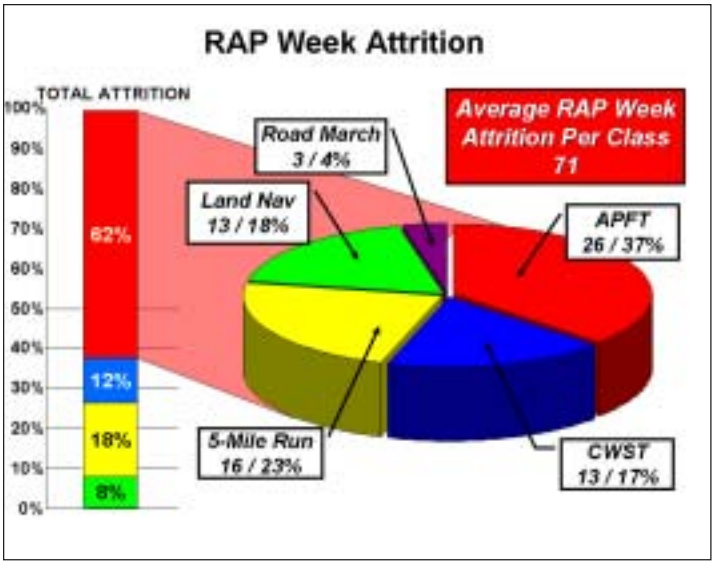

Figure 2

The figures above show where most Rangers fall out of the Ranger course. Figure 1 shows where most students failed during classes from June 2002 to June 2004. RAP causes the most attrition, and then the rest is split up somewhat evenly by medical, other, and administrative or academic (patrols /peers) reasons.

Figure 2 is a breakdown of what events caused the most failures during RAP week. Usually 60 percent or more of each class will fail in one or more of these events.

The best source for success in the Ranger course is to put all future Ranger candidates through a "Pre-Ranger" course. Those courses tend to put much of the same vigor into a three-week package that Ranger School has and sometimes more. By attending a pre-Ranger course, students have a much higher chance of success. The pre-Ranger course may not only save the individual from recycle, it will also determine if the Soldier has the desire and attitude to endure the course. This not only saves slots but also money.

The Ranger course tests the mettle and soul of a man's character. When you think you are finished and can't go on any further, you will have to find the will to go on. You will find that "can't" or "quit" will not be part of your vocabulary. The Ranger course sets you apart from those that "could not." So don't waste your time if you are weak or fainthearted.

Rangers are men that "Can!"

ITEMS OF INTEREST

Nomad Helmet Mounted Display

Giving leaders "out the hatch" situational awareness, the Nomad Helmet Mounted Display (HMD) by Microvision allows tank/vehicle commanders and other leaders access to the Force XXI Battle Command Brigade and Below (FBCB2) system and other vehicle displays without having to leave their hatch position to move inside the vehicle in order to view the displays.

The device provides electronic information that is visible under all lighting conditions while also being see-through.

About 100 Nomad HMD units were used by the 3rd Brigade, 2nd Infantry Division (Stryker Brigade Combat Team) in Iraq. Over the past two years, the display has also undergone field trials at the National Training Center at Fort Irwin, California, and Joint Readiness Training Center at Fort Polk, Louisiana, with the 3-2 SBCT as well as the 1st Brigade, 25th Infantry Division (SBCT).

The systems used by the 3-2 (SBCT) consist of a display module attached to the helmet and a video control module mounted to the vehicle with a cable connected to the FBCB2 system. The systems in use by the 1-25 (SBCT) have been upgraded to provide the ability to switch between the FBCB2, thermal weapon display, and thermal driver's display. Additional developments and improvements to the HMD display systems are forthcoming.

CamelBak CBR 4.0 Chem-Bio Reservoir

CamelBak® Products, LLC., recently announced the availability of its CBR 4.0, Chem-Bio Reservoir system to supply constant access to safe, clean water to personnel operating in hazardous chemical and biological environments.

The CBR 4.0, already operational in combat situations with U.S. Special Forces, was thoroughly field-tested at Fort Polk's Joint Readiness Training Center. CamelBak's CBR 4.0 represents more than five years of research and development that anticipated an increasing demand for hydration systems strong enough to survive the rigorous demands of combat use in chem-bio environments.

The CBR 4.0 fits into most CamelBak Maximum Gear hydration systems and is compatible with standard protective mask fittings used by military, first responders, and security personnel. The CBR 4.0 is proven to withstand exposure to hazardous toxins such as sarin nerve and mustard blister agents as well as Anthrax.