JUST ONE SIP—So says Prof. August Kohlsss as a student sips from the special French dish prepared for French Night at the Community College of Baltimore. Michele Rigaud, President of the Modern Language Club, looks on and gets ready for her taste Azeem Salaka, another member of the club is in the background. Azeem Salaka (left), a native of Africa, and student at the college, will present several dances at French Night.

UF WOMEN'S COUNCIL MEETS

Do something about the system, Miss Pinkett says

EDITOR'S NOTE: Following are highlights from a speech prepared by Miss Flaxie M. Pinkett, president and chairman of the board of John R. Pinkett, Inc., a Washington-based real estate and insurance firm founded by her father.

Miss Pinkett, a civil rights leader, is a former Democratic National Committeewoman. She is active in numerous civic and business groups, was to have given the speech at Thursday's third annual meeting of the Women's Council of the United Fund of Central Maryland. In D.C., she is affiliated with the United Givers Fund. She was vice chairman last year.

Because she was detained in Washington on account of the death of famed civil rights lawyer, Frank Reeves, Miss Pinkett's speech was read by Mrs. Vivian Washington, Baltimore school principal.

The audience gave her a standing ovation. Meeting was at the Northwood Appold United Methodist Church Educational Center.)

VOLUNTEERS

We get into volunteer work for a variety of reasons. Many of us volunteer because we think it's the "right" thing to do. We feel that we ought to be doing something for people less fortunate than we are. We get a good feeling from doing things for others. We see the need, and we pitch in to help.

We usually get disillusioned in very short order. Sometimes, it dawns on us that the very people we're trying to help do not appreciate what we are doing for them.

In fact, we get the distinct impression they expect us to do for them.

They resent that we don't do more.

If we are trusting enough to set our purse down for a minute, we're apt to find it missing. Appreciation? Seldom!

PEOPLE

This kind of experience can embitter and alienate the most dedicated volunteer. Actually, it's a healthy sign that we do get angry and resentful in circumstances like these.

Our instinctive responses are telling us what we may have overlooked: that the folks we are dealing with are neither nameless-faceless statistics, nor grateful, tail-wagging puppydogs. They are indeed people.

If we survive our first venture into voluntarism to this extent, the chances are that we will find ourselves hooked for life.

Because one day we will come to the shattering realization that our role is not to help those less fortunate than we are, but to do something about the system that put them where they are.

MANKIND

It is very important that we learn, early in the game, that voluntarism has very little to do with being liked by others—or liking those whose lot we seek to improve.

I'm not being cynical. If we are not concerned with humanity, there is a very good chance we are not going to be very effective as volunteers. And by humanity, I mean, simply, the state of mankind.

Now, I will be the first to admit that there are many differing opinions about what constitutes the state of mankind.

There are those who will tell you that going to the moon should have priority in our efforts on behalf of the state of mankind.

Others will cry for tougher law enforcement . . . a bigger defense budget . . . putting prayer back in the schools. You name it.

NIXON CUTS

Our President has buttressed his drastic budget cuts with a call for a return to self-reliance; and I would like to talk about this for a moment.

I must say, first of all, that Mr. Nixon has a very peculiar view of our society. He really believes that self-reliance is any kind of answer to the myriad of complex social problems that characterize life in the United States.

In my book, the answer can only be almost the exact opposite—for lack of a better word, I'll call it "inter-reliance."

It shocks me more than a little that the President of the United States apparently does not realize the extent to which the survival of all of us depends on this quality of "inter-reliance."

It is present in our simplest acts. When I drive down tre street in one direction and you are driving up the street toward me, I rely on you to drive to the right, just as you rely on me to drive to the right.

Granted, it's hazardous enough driving our city streets as it is, but if we couldn't rely on other drivers to observe at least some of the regulations, there's a very good chance none of us would venture out at all.

RELY

Now, I'll grant you that this "inter-reliance" of ours is far from perfect. But if you consider the literally millions of ways in which we are inter-reliant, what breakdowns there are will seem relatively few by comparison. Our society for all its imperfections, is a living monument to "inter-reliance."

By the same token, is there any place in today's world for the so-called self-reliant man?

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SHERMAN A. HARMON (R), Philadelphia Metropolitan YMCA board member, accepts silver platter from "Y" President Lee Everett in recognition of leadership given to the record-breaking $250,000 Cooperating Membership Campaign for the 17 "Y" branches in four county area. Everett, president of the Philadelphia Electric Company, made presentation during recent meeting of the Metropolitan Board held at the Union League Club in Philadelphia.

Jail youth listed 'poor' after stabbing

Mercy Hospital officials report the 17-year-old City Jail inmate stabbed in the left eye on Tuesday is in poor condition as of Thursday morning.

Police report a correction officer standing in a hallway witnessed Robert Clark in a scuffle in the "dayroom" with another young inmate, Hilton Thomas, 17.

The guard, according to police, "saw (Thomas) stab the victim with a 6 to 8 inch metal object, later found to be a homemade" and immediately unarmed Thomas.

Police have charged Thomas with assault with intent to murder and assault with a deadly weapon.

City Jail Captain Richard Herbert, police say, questioned Thomas about the offense and was told Clark "hit him in the face with an apple" and Thomas told Clark "he would get him."

Both youths were confined in the jail's juvenile section. Clark was there awaiting trial on arson, rape and assault; Thomas there on the death of a food merchant at Northeast Market.

Harriet Dawkins, retired teacher, still concerned with learning

By LUCINDA BURGESS

SPARTANBURG, S. C. — Mrs. Harriet Dawkins retired in 1961 after 36 years as a teacher at Chesnee, White Hall and Cumming Street schools here. And, although she is retired, her mind and body are so geared toward continued learning and the transmission of that learning to others, that she never tires.

The daughter of Mr. and Mrs. Charles Dawkins, Miss Dawkins attended Spartanburg City schools through the seventh grade.

She completed her education at Allen Home High School in Asheville, N. C., and began teaching at age 19.

Over the years she periodically attended summer sessions at Claflin College in Orangeburg. When she retired she lacked only 30 credit-hours for a bachelor degree in education, and because of her unusual educational background, she was given the title of an in service training teacher.

The Bethlehem Center, for which she worked as a volunteer, sent her to Paine College in Augusta, Ga., for two summers. She obtained a certificate in religious education as a result of her studies at Paine, and was added to the staff at Bethlehem as a parttime worker.

She also was hostess for the USO at Camp Craft from 1942 to 1946, worked at Highland Swing pool canteen from 1753 to 1958.

Her memberships include the Silver Hill Methodist Church, the United Methodist Women, serving as vice adult fellowship, the Marionette's Federated Club and the Hour of Pleasure Club at T. K. Gregg Center.

She has been called a woman whose life is absorbed with love of people and life itself.

Mrs. Queenie Linder, of the Golden Street Baptist Church, was guest speaker at the recent Rainbow March sponsored by the Missionary Ladies of the Ridgeville Baptist Church.

Mrs. Lucille Lyles presided over the festivities and Mrs. Corrine Thompson is president of the society.

Others appearing on the program included Mesdames Hazel Foster, Florine Hookard, Lydia Foster and Grace Foster.

The Zion Hill Youth Choir and the Ridgeville Senior Choir provided music for the affair. Dr. B. T. Sears is pastor of the church.

Mrs. Louvenia Rice presided at recent Woman's Day Oberservances at Asbury United Methodist Church in Pacolet.

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Dr. Pincus, Loyola speaker

Mr. Fred L. Pincus, an assistant professor of sociology at the University of Maryland, Baltimore County, will present a slide show and discussion on China April 24 at Loyola College.

Dr. Pincus spent three weeks in six Chinese cities in November of 1972. He visited schools, hospitals, communes, factories and historical sites and observed the daily lives of the Chinese people first-hand. His observations have been formulated into a program which will be presented at 12:30 p.m. in Loyola College's Rogier Hall.

The program includes 290 color slides with commentary illustrating the different aspects of life in China; a discussion of Chinese education including insight gained from interviews with the National Minister of Primary and Secondary Education and the National Minister of Higher Education and the presentation of an analysis of the structure and organization of Chinese institutions before and after the Cultural Revolution, with special emphasis on communes, factories, hospitals and schools. The public is invited.

WASHINGTON — Rep. Parren J. Mitchell D-7th, Maryland is the only black member serving on the new Steering and Policy Committee of House Democrats. The 21-member committee was authorized by the Democratic Caucus and will set party goals and policies. Congressman Mitchell said, "Of course this is an honor. I hope my selection indicated that my colleagues recognize that I will not compromise nor retreat in the struggle for black Americans"

Algerian gas delivery set

ALGIERS (NBNS)—The Natural Gas Company of El Paso, Texas, says it has begun construction on a $1.7 billion project to deliver natural gas from Algeria to the East Coast.

The Algerian oil and gas company completed financing of the project with the Export-Import Bank and commercial banks for construction of its facilities. The El Paso company will be responsible for the transportation o the liquefied gas aboard the nine ships, which will cost about $300 million.

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Citizens Charge Racism, Sexism At Four Schools

Fifth in series tells why they should close

EDITOR'S NOTE: Last month the AFRO began a series of excerpts from a 50-page report compiled by a black citizens' group calling for abolition of the four Maryland training schools. (This is part five).

This week's installment gives more reasons why the 10-member panel feels the Institutions should be closed down and replaced by smaller, community-based facilities.

• • •

The group consisted of prominent citizens in the black community known for their work in the child care field.

It includes: Mrs. Marian Banfield, Family and Children's Society and AFRO columnist; Mrs. Frieda Coleman, also of FCS; and Mrs. Henri Ann Daniels, Baltimore Department of Social Services.

Plus Raymond Harcum, Community Learning Center; Ruoel Martin, Baltimore Welfare Rights Organization; Mrs. Madeline Murphy, social worker and AFRO columnist; Norman Reeves, principal, Ralph Young Junior High School; and Dr. Oakley Saunders, pediatrician.

In addition, the Task Force was accompanied by two staff members of the NAACP Legal Defense Fund which jointly produced the report with the Task Force on Juvenile Justice.

They were Mrs. Ann Wagner and Mrs. Phyllis McClure.

• • •

The study, entitled "A Call For Reform of Maryland's Training Schools," is based on visits the group made to the four institutions last November-December.

The facilities are Victor Cullen, Sabillisville, Frederick County; Boys Village, Cheltenham Prince George's County; Montrose School for Girls, Reisterstown, and Maryland Training School for Boys, Loch Raven Dam, both in Baltimore County.

Following is another selection from the report:

Food

"The four training schools have a basic diet for all children which is probably adequate for the normal healthy child.

"The institutions spend on the average of $1 per day per child for food.

"There did not appear to be uniform standards set for diets because one training school made up its own menus while another used menus provided by the Department of Health and Mental Hygiene.

"There is a wide age range of boys and girls in three of the four training schools, but the standard diet does not accommodate the different calorie and protein requirements of the various ages of children.

"Special diets for particular medical problems are left to the physician or nurses at each institution to prescribe. The most common special diet is for diabetics.

"There is no dietician or nutritionist on the staff of the training scrools for consultation on special diets, and it is felt that such personnel would be more qualified to prescribe special diets.

Furthermore, there should be diets for the special medical problems of young people, such as anemia and obesity.

"There should be uniform standards established for all institutions for the special caloric and protein requirements and amounts for children of different ages as well as for children with special medical problems.

"Dieticians should be available to all training schools to prescribe special diets.

Drugs As Therapy

"Tranquilizer drugs and sedatives are prescribed for children who are aggressive, hyperactive, hysterical in isolation, or who exhibit other kinds of acute behavioral problems.

"It was difficult to determine exactly what is being done in the use of drug therapy because of the inadequate medical records, or approximately how many students in the training schools are receiving drugs.

"The majority of the drugs are ordered and prescribed by the psychiatrist; however, in a few instances the general practitioner prescribes.

"Drugs are then administered by the nurse to the cottage staff which actually dispenses the drugs.

"After the psychiatrist orders the drug to be administered, then sometime in the future the child is taken off the drug if the psychiatrist so determines.

"However, for the most part the psychiatrist acts as the screening agent and is not concerned with repeated, on-going evaluations.

System Breakdown

"The system of using drugs for modifying behavior breaks down because of the failure to reevaluate their use on a particular child.

"It was difficult to determine what criteria were used to take a child off a drug because, for the most part, the psychiatrist did not have sufficient time for reevaluation nor was there a regular system for doing so.

"The Task Force is also concerned that drugs are used solely for behavior modification to maintain control of children, particularly aggressive children, rather than dealing with children who may have other kinds of problems, such as depression, and who may benefit from a different kind of drug.

"The possibility of drug abuse within the institution also arises in a system where the cottage staff dispenses the pills and there is little or no on-going reexamination.

"Pills may not be dispensed as prescribed, and thus may be stockpiled for other uses or for sale.

"The creation of a drug mentality and drug dependency may also result.

Shepard-Pratt

"Maryland Training School has established a relationship with Shepard-Pratt Hospital in which residents and psychiatric interns conduct research on juvenile inmates.

"This professional assistance is a mixed blessing.

"While there is greater potential for adequate professional screening, there is also potential for mischief in using a captive population as a research model without the truly informed knowledge and consent of both the child and parent.

"Finally, the kinds of problems observed and changes recommended do not necessarily require a great deal more money.

"More specialized medical professionals may be needed but essentially all that is required is a division of the resources that already exist and a uniform medical record system that would permit the institutions to match diagnosis to treatment.

Special Program

"Behavior modification and group therapy programs are being developed at three of the four training schools.

"These programs have been instituted recently in an attempt by the Department of Juvenile Services to move away from the 'sick child' form of therapy in which children are supposedly seen on a one to one basis by psychiatrists and psychologists.

"These programs are funded by the Governor's Commission on Law Enforcement and the Administration of Justice from federal funds under the Omnibus Crime Control and Safe Streets Act.

"The behavior modification programs in a few cottages at Victor Cullen, Montrose, and Maryland Training School are based on a point system by which students receive points for good behavior and spend them on certain privileges.

"The types of good behavior for which points are earned and the value of those points are defined by the staff and include such things as cooperative behavior around the cottage, behavior in line, behavior during sleeping time, appearance, prompt response to roll call, respect to staff, and courtesy to other students.

"It is generally assumed by institutional personnel that all children will benefit from a behavior modification program.

Educational Contracts

"Educational contracts are also a part of the behavior modification program.

"A teacher and student agree on a contract to perform certain academic tasks for which points are earned upon successful completion.

"Points are recorded on cards or 'bank' books by the staff.

"Special privileges which can be earned with accumulated points include a home visit or an extra day on home visit, a movie, extra time watching television, a photography or an art lesson.

"Points can also be converted into cash for the purpose of minor items at a small store on the premises of the institution.

"The behavior modification programs are another means toward the training school's goal of controlling a child's behavior within the institution.

"Behavior is molded to 'pro-social' goals as defined by the institution.

"The process of defining what behavior will be considered acceptable has no relation to the real life experiences of the child.

"The behavior modification program becomes the vehicle for imposing on poor and black children white middle-class values which people who design and implement these programs believe are necessary for 'rehabilitation.'

"The institution thus alienates the child and makes it that much more difficult for therapy or 'rehabilitation' to succeed.

"For the child in the training school, behavior modification becomes a way of making it through the institution.

"Whether the same reward system can be maintained upon release is open to serious question.

"Behavior modification programs serve the training school staff's need to maintain control.

Reward System

"The reward system in a behavior modification program is not essentially different from the reward and punishment system that operates in the institution for other children.

"Additionally, the program may not alter behavior at all.

"This is illustrated by the comments of one boy at Maryland Training School who was in one of the two behavior modification cottages.

"'Why should I earn points so that I can go home on the weekend," he said, 'when I can go home anytime I want?'

"He simply leaves the training school and is considered AWOL until he returns.

"This same young man pointed out that other students at Maryland Training School see movies without having to earn points for the privilege.

"Furthermore, at Boys Village which does not have a behavior modification program, the same reward system operates.

"There are numerous opportunities for off-campus trips, but if a boy misbehaves, he is put on restriction and not permitted to go on the trip.

"Positive behavior is rewarded; anti-social behavior is punished by restriction or extra work duties.

"The superintendent at Boys Village is anxious to institute a behavior modification program but his proposals for funding these programs through the Governor's Commission have been turned down.

Group Therapy

"Only at Victor Cullen did the Task Force have an opportunity to see the group therapy or guided-group interaction at work. Boys in each cottage are divided into two teams, or groups; each group is assigned a group leader who is a staff member.

"The group of 8-10 boys meets periodically to discuss individual or group problems and to deal with behavioral problems.

"The group itself usually decides what it is going to talk about.

"In theory, the goal of the group process is to redirect behavior in the cottage and classroom as well as in situations within the institution and without.

"The way in which the group deals with problems is guided by the staff group leader.

"This staff member should be skilled in developing the group process so that positive reinforcement of the group or an individual within the group occurs.

"The Task Force sat in on two group sessions at Victor Cullen.

"One was considered a healthy session in which a boy was encouraged to talk about his own behavior and the other boys helped him to understand himself by their positive contributions.

"The other group session was considered destructive because the discussion was used to force certain behavior rather than to deal with the causes behind the behavior.

"The group became an oligarchy which demanded conformity to group norms rather than assisting an individual boy to deal constructively with his own behavior.

Knuckle Down

"This session did not seem to function as group therapy should, and it became another means of doing what the institution does anyway: force the students to knuckle down to the system.

"At Victor Cullen it is assumed that all children will benefit from group therapy.

"A child has no choice whether to participate in the group process.

"He must yield to the group pressure.

"There is no other recourse or alternative.

"If a boy refuses to participate in the group process he is sent to the adjustment unit, the secure facility used for discipline purposes.

"The control of behavior, which is the goal of the group process, is oriented toward making it within the training school and getting out rather than any long range behavior.

Institutional Interest

"The group process operates in the interests of the institution.

"The key to making the process work is the group leader.

"Whether the process functions to help the children depends on the ability of the group leader to identify problems and to prevent the group from becoming brutal and destructive toward any individual member of the group.

"In the destructive session there was no evidence that the group leader had any specific training in group therapy.

"Indeed, he was part of the regimentation process.

"Finally, since these sessions can be brutal if not conducted properly there is serious question whether this is healthy for children, especially those who may have emotional problems.

"Dr. Saunders noted in the medical logs that one boy broke under the pressure of the group and had to be treated at the infirmary at Victor Cullen.

Girls At Montrose

"A special word must be said about the treatment of girls by training schools.

"From discussions with the superintendent and staff at Montrose and observations of the program, it is apparent that girls are treated differently than boys.

"The majority of girls at Montrose are there as CINS (Children in need of care) rather than delinquents.

"The superintendent stated his belief that judges were more lenient with girls and thus classify most girls who come before the court as CINS.

"Yet girls are committed for behavior which boys would not be.

"The superintendent noted that girls committed as CINS would, if adults, be charged with prostitution.

"However, the charge of prostitution does not differentiate between actual soliciting and sexually promiscuous behavior, the latter not being a punishable offense.

"Therefore, girls may be picked up by police or reported by parents for behavior which is quite normal for a maturing girl.

"Similar male behavior is not condemned by social mores.

Sexism

"Within the training school, girls have less freedom of movement than boys, and the rules are not applied evenly to boys and girls.

"Girls are most aware of this discrimination because they learn from the boys at dances about life in the other training schools.

"For example, boys are allowed unlimited cigarettes while girls are restricted to four cigarettes a day.

"Furthermore, the vocational program and much of the atmosphere at Montrose reinforces traditional female stereotypes about a girl's role in society and possible vocational opportunities for women.

"Jobs as hairdressers, waitresses, and nurses are expected and reinforced through the vocational program and displays in the school library.

"There is no attempt to expose girls to professional jobs and roles, or to careers other than motherhood which are increasingly being made available to women in this society.

Racial Aspects

"A decade ago, before Maryland's training schools were desegregated, there were approximately equal numbers of white and black juvenile delinquents in the state's training schools.

"Now there are more black delinquents committed than white.

"While a majority of the referrals to juvenile court training schools are black boys and girls from Baltimore.

"The figures below illustrate the racism operating within the juvenile criminal justice system:

"Program: Referrals to juvenile court, white, 70 per cent; black, 30 per cent;

"Training school commitments, white, 46 per cent; black, 54 per cent;

"Purchase of care services, white, 68 per cent; black, 32 per cent.

"Detentions: Maryland Children's Center, white, 57 per cent; black, 43 per cent;

"Waxter, white, 76 per cent; black, 24 per cent.

Racism

"These statistics demonstrate that black juvenile delinquents are far more likely to be confined in training schools while white delinquents are more likely to be provided with the alternative of short-term detention or purchase of care facilities.

"Private facilities which contract with the Department of Juvenile Services under the purchase of care arrangement choose the children whom they will accept and turn down those children whom they do not want.

"A number of these private facilities are all or predominantly white.

"By rejecting black children and accepting white children, the private facilities provide a haven for white juveniles under the care of the Department.

"Black juveniles are sent to training schools because of the lack of private alternatives.

"The John Howard Association which has recently completed an examination of the entire Department of Juvenile Services, offered two possible explanations for the racial characteristics of the system:

"One is that more white children are diagnosed and more black youngsters are committed without such.

"The other is that the high number of white youngsters in detention means that this method of handling is used in lieu of eventual commitment to the training schools, regarding which many judges have little confidence.

"Several DJS officials have expressed the belief that juvenile court judges in rural and suburban parts of the state are extremely reluctant to commit white youngsters to majority black training schools.

"This reluctance is especially true of Maryland Training Schools for Boys which is almost 80 per cent black.

"In 1970, a lawsuit was successfully brought to make the juvenile age limit of 18 uniform throughout the state.

"Prior to that lawsuit, the juvenile age limit in the City of Baltimore was 16.

"As a result of the suit, 16-18 year olds from Baltimore while, the majority of children committed to more were transferred from adult jails to the Maryland Training School.

"The transfer of more mature youngsters who had experienced prison life caused disruption and chaos. AWOLs increased dramatically, and there were reports of racial friction.

"This situation undoubtably deterred judges from committing white juveniles to Maryland Training School for Boys, and further contributed to the racial imbalance at the training school.

"The superintendent of Maryland Training School told the Task Force that he believes judges are still very reluctant to send white children to his institution even though life at the training school has returned to normal.

White Cullen

"This judicial attitude is also reflected in the fact that the male CINS institution, Victor Cullen, is majority white and the two training schools for delinquent boys are majority black.

"The John Howard Association report noted that these racial figures indicate that while white youngsters are being disposed of as CINS, black youngsters are being committed to training schools as delinquents.

"The association found that misuse is being made of the CINS category by which some CINS children are actually delinquents and sometimes more in need of correctional services and facilities than some delinquents who could more properly be treated as true CINS cases.

"With the exception of Victor Cullen, the cottage staff which has direct daily contact with children is predominantly black.

"However, at the higher decision-making levels the staff is predominantly white.

"Three of the four training schools have white superintendents.

"The juvenile court services staff throughout the state is 21 per cent black.

"Although the Director of the Department of Juvenile Services is black, his headquarters' staff is 70 per cent white.

"Finally, the juvenile court judges who make the ultimate decision on commitment to training schools or to some other alternative, are all white, with the exception of two masters in the Baltimore Juvenile Court."

(EDITOR'S NOTE: Next week, in part six, the AFRO concludes this series, and gives the Task Force's recommendations for the future of the four training schools.

IN A NUTSHELL:

- TODAY AFRO continues exclusive series on massive 50-page Task Force report on Maryland's four juvenile training schools.
- THIS installment gives more of the many reasons the group feels that the institutions should be closed, including racism and sexism.

OPERATION FREE STATE

Md. National Guard 'Battle' In Va.

The combined forces of the Maryland Army and Air National Guard merged into what became the largest military exercise ever conducted by a state last weekend.

Code-named 'Operation Free State Charger', more than 7,000 men and 1,000 vehicles were transported to Camp A. P. Hill Fredericksburg, Va. April 6.

The men were then divided into two 'armies' the attacker and the defender. The purpose of the exercise which saw the two sides wage a 2-day war with blanks was to determine the readiness of state troops.

The idea was originated last September by The Adjutant General of Maryland, Maj. Gen. Edwin Warfield II. Claiming members of the State National Guard needed a test situation to see if they were ready to carry out their federal mission, the Major General ordered the mock battle.

Here is the report on what the weekend tussel was like and whether it proved to be worthwhile.

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The din of artillery, the clatter of small arms fire, the buzz of jet fighters overhead . . . war came to Virginia on the first weekend in April. The invaders: the Maryland National Guard

Seven thousand Maryland Guardsmen conducted their first full-scale field training exercise ever to employ both Air and Army Guard units, in what may have been the largest military operation in Virginia since the Civil War.

The battlefield, Camp A.P. Hill, a heavily wooded post in the rolling hills near Fredericksburg. The operation: a simulated battle between Guard units representing the "First US Army Corps" and other Guardsmen posing as enemy aggressors.

The citizen-soldiers of the Maryland Guard have had ample real life opportunity to perform their State mission. "Free State Charger" involved moving those 7,000 troops and about 1,000 vehicles from all over Maryland into Camp A.P. Hill. This was accomplished on Friday night, 6 April, with an average 5½ hours convoy time.

The exercise began 9 a.m. the next day. The First Corps attack included mortar and artillery simulators as well as small arms fire. Engineer support was utilized to breach obstacles consisting of craters, logs and wire, mines and booby traps.

Tactical air strikes were called in. An airmobile assault was employed.

After the day-long engagement on April 7, participating units dug in overnight, and the operation concluded the following morning.

The aggressor or attacking force, engineer battalions and a Special Forces battalion, were the key to the success of "Free State Charger" as a training exercise.

The aggressors provided the indispensable element of battle realism, letting inexperienced troops see, hear and feel the conditions of real combat.

That realism made it possible, in General Warfield's words, "to teach lessons that would otherwise be unattainable.

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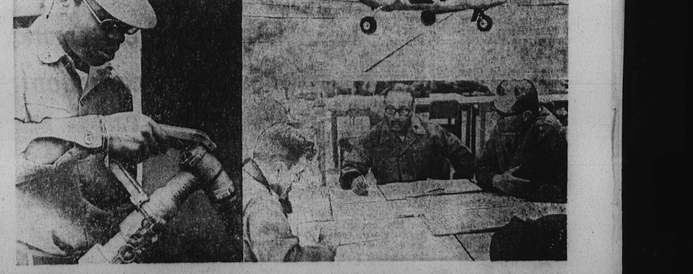
Who won the Battle of Camp A.P. Hill?

The Maryland National Guard did.

Its troops fought this battle on the ground and in the air, not on the drawing board or in the classroom.

Its officers learned valuable lessons about the capabilities and needs for improvement of their commanders and units in performing their duties. Future training and preparedness were the winning trophies.



MARYLAND DEFENDERS— Pictured here are three scenes from last weekend's combined Maryland Army and Air National Guard combined exercise tabbed "Free State Charger". The realistic training exercise was a test to see how the Maryland National Guard 'citizen-soldiers' fulfilled their federal mission. The 2-day mock battle was conducted at Camp A. P. Hill, Fredricksburg, Va. Seven thousand troops and nearly 1000 vehicles participated in the maneuvers. Initiator of the plan, Major General Edwin Warfield III, the Adjutant General of Maryland, called the operation a success and the Md. National Guard the winner. Pictured at left, SP 4 James Paye of Headquarters Battery 5th Regiment Armory is shown refueling a troop transit vehicle. Top right is a 0-2 aircraft preparing to take-off. Attached under the near wing are smoke rockets used to provide ground troop support. Bottom right shows Col. Brooks (c) and Col. McClelland (l) checking details of the operation while an operation official looks on.