

## INTELLIGENCE COLLECTION AND REPORTING GENERAL

Intelligence is that knowledge of the enemy, weather, and terrain which is used in the planning and conduct of tactical operations. The student teams, when employed independently or when attached to other units, will generally be located in a position where collection of this information is possible. Student team members must always be on the alert for the collection of such information.

### SOURCES OF INFORMATION

The best source of combat information is the individual. Student team members must be trained to observe and report immediately a any enemy information and unusual terrain conditions. Next in importance as a source is the enemy. Students. provide information from the following enemy sources:

- a. Enemy Personnel.--By capture of enemy troops whenever possible.
- b. Enemy Documents.--By search of enemy prisoners, enemy dead, and enemy installations for documents. When documents are taken from prisoners, care must be taken to be sure that they can later be identified with the person from whom they were taken.
- c. Enemy Materiel.--By turning in or reporting the description and location of enemy materiel.
- d. Enemy Activity.--By observing and reporting what the enemy does or fails to do.

### REPORTING INFORMATION

- a. Genera.--Information must be reported as quickly, accurately, and as completely as possible. An established method to remember how and what to report about the enemy is by use of the letters of the word "SALUTE" and WWWHHW

S ize who

A ctivity what

L ocation when

U nit where

T ime how

E quipment why

- c. Estimating Range by the Flash-Bang Method.--Sound travels about 330 meters per second (1,000 feet per second). When the observer sees the flash or smoke of a weapon, or the dust it raises, he starts counting seconds (one thousand one, one thousand two, etc.). He stops counting

when he hears the report of the weapon. If he steps on the count of "one thousand three," for example, the range from the observer to the gun is three times 330 meters per second or 990 meters (3,300 feet). Team members should practice timing their count with the second hand of a watch to develop the correct speed.

## CAMOUFLAGE

### GENERAL

Camouflage is a French word meaning "disguise" and is used to describe actions taken to mislead the enemy by misrepresenting the true identity of an individual's position or equipment. Individual camouflage of the student is that personal concealment he uses in combat to surprise and deceive the enemy. It is important that the student know how to use the ground for effective concealment. He adapts his dress for the best concealment while in the firing position, and carefully selects his routes between position for as much concealment as possible.

### TARGET INDICATORS

A target indicator is anything a student does or fails to do that will reveal his position to an enemy. A knowledge of these indicators will assist the student in locating the enemy as well as preventing the enemy from locating him. These indicators are grouped into the three general areas of sound, movement, and improper camouflage.

a. Sound.--Although it is difficult to pinpoint a target's location by sound alone, it alerts the observer so that the possibility of eventual location of the target is increased.

b. Movement.--The degree of difficulty in locating moving targets depends primarily on the speed of movement. Slow, deliberate movements are much more difficult to notice than those which are quick and jerky. The techniques used in the hasty search, will provide the best means for locating moving targets.

c. Improper Camouflage.--The improper use of, or lack of, camouflage and/or concealment provides indicators which reveal the majority of targets detected on the battlefield. Camouflage indicators are divided into the three general groups of shine, regularity of outline, and contrast with background.

(1) Shine.--Items such as belt buckles and other metal objects reflect light making them a particularly revealing signal to an observer. Therefore, any object which reflects light should be camouflaged.

(2) Regularity of Outline.--The human body, rifles, helmets, and vehicles are familiar outlines and, therefore, easily identified. For this reason, the shape of these familiar objects must be concealed by camouflage.

(3) Contrast With the Background.--When choosing a position for concealment, a background should be chosen that will virtually absorb the student and his equipment. In preparing his position, the student must avoid leaving telltale signs of his presence. For example, a parapet of freshly dug earth around a foxhole is as noticeable as a flag waving over it. An area having no vegetation other than a row of evenly spaced bushes leaves little doubt in an observer's mind as to the presence of a defensive position. Another problem encountered when using vegetation for camouflage is that it will eventually wilt and turn brown, thus providing a contrast in background.

#### CAMOUFLAGE DURING MOVEMENT

a. Camouflage Consciousness.--The student must be camouflage conscious from the time he departs on a mission until the time he returns. He must constantly observe the terrain and vegetation, changing camouflage as the terrain and vegetation change. He should utilize shadows caused by vegetation, terrain features, and cultural features to remain undetected. He must master the techniques of hiding, blending, and deceiving.

(1) Hiding.--In hiding, the student uses any means available to completely evade detection.

(2) Blending.--Blending is the art of using camouflage in such a way as to be indistinguishable from the surrounding area.

(3) Deceiving.--In deceiving, the enemy is tricked into false conclusions regarding the student's location, intentions, or movement. By planting objects such as cans or cartons, the enemy may be decoyed into the open where he can be brought under fire.

b. Footprints.--The student must avoid leaving footprints on open ground. Whenever possible, he must move parallel with such terrain features as rows of vegetation, fence lines, and cultivated rows.

c. Return to Friendly Area.--Probably at no other time during the course of the mission will the student have more of a tendency to be careless than when he is returning to a friendly area. Fatigue and undue haste may override caution and planning. The enemy will have more intensive intelligence as the student activities become known. Camouflage, concealment, and cautious movement then become of paramount importance.

Attention to every detail and careful planning will enable the student to return safely to his unit and be available to execute another mission.

## INDIVIDUAL MOVEMENT

### GENERAL

The student, moving from position to position, runs the calculated risk of offering target indicators to the enemy in trade for a more advantageous location. This section discusses some movement rules and practices by which the sniper can reduce or avoid his risk of being detected.

### PREPARATION FOR THE MOVEMENT

In preparation for travel, the student can take many effective precautions. He must:

- a. Camouflage his person and equipment.
- b. Pad or tape loose items of equipment so they will not betray him by rattling or shining.
- c. Wear soft well-fitted clothing. Starched clothing makes noises as the wearer moves. Loose or baggy clothing will snag on trees and brush. Thigh and ankle ties will take up any slack in field trousers. Other tie-downs should not be used as they may interfere with good circulation.
- d. Wear a soft cap with its indistinctive outline, unless for some reasons, the helmet is required. Helmets can be camouflaged, but they muffle and distort sound, especially in any wind.
- e. Not carry any equipment unnecessary to his mission.

### MOVEMENT

a. General.--When possible, the student moves in darkness, fog, smoke, or haze. He travels by moving from one place of cover or concealment to the next one. He may rush, walk, or crawl. His first rule of safety is to always assume that his area of movement is under observation.

b. Other General Rules

- (1) From his position, the student carefully chooses his next location, having first carefully observed the area for enemy signs.
- (2) He selects his entire route to the new position before making his move.
- (3) He halts at the new position, listens, and observes. He notes, especially, any activity of birds or animals which might betray his presence.
- (4) Moving through tall grass, he changes direction frequently. Straight line travel through grass causes it to wave unnaturally and thus attract attention. The best time to move in grass is when

the wind is blowing

(5) Moving across roads or trails, the student seeks culverts, low spots, and curves.

(6) Moving across plowed fields, the student crawls in the furrows. If necessary to cross the furrows, he does so at the lowest part of the field.

(7) The student avoids steep slopes, areas of loose stones, cleared areas, and ridge lines.

(8) He takes full advantage of distractions such as artillery fire or passing aircraft.

c. Rush.--The rush is the fastest way to move from one position to another. The correct technique is as follows:

(1) From the prone position slowly raise the head and select the next position.

(2) Slowly lower the head. Draw in the arms to the body, keeping elbows down, and pull the right leg forward.

(3) With one movement, raise the body by straightening the arms.

(4) Spring to the feet stepping off with the left foot and run to the new position by the shortest route

(5) Just before hitting the ground, plant both feet and drop to the knees, at the same time sliding the right hand to the heel of the rifle butt

(6) Fall forward, breaking the fall with the butt of the rifle. Avoid injury to the scope

(7) Shift the weight of the body to the left side. With the right hand, place the butt of the rifle in the hollow of the right shoulder

(8) Lie as flat as possible. If it is believed the move was observed by the enemy, move to the right or left if cover and concealment exist.

d. Crawl.--There are times when it is necessary to move with the body close to the ground to avoid being seen. There are two ways to do this: the low crawl and the high crawl. Use the method best suited to the conditions of visibility, cover and concealment available, and speed required.

(1) Low Crawl.--The low crawl is used when cover and concealment are scarce, when visibility permits the enemy good observation, and when speed is not essential. The correct technique is as follows:

(a) Keep the body as flat as possible against the ground. Grasp the rifle sling swivel. Let the balance of the rifle rest on the forearm and let the butt of the rifle drag on the ground.

(b) To start forward, push the arms forward and pull the right leg forward, then pull with the arms and push the right leg.

(c) Change the pushing leg frequently to avoid fatigue, and be careful not to raise or lift any part of the body.

(2) High Crawl.--The high crawl is used when cover and concealment are available, when poor visibility reduces enemy observation, and when more speed is required. Keep the body free of the ground and rest the weight on forearms, keeping its muzzle off the ground. Keep the knees well behind the buttocks. Move forward by alternately advancing the right elbow and left knee, left elbow and right knee.

(e) Crawling on Hands and knees.--The low and high crawl are not suitable when very near the enemy since they result in shuffling noises which are easily heard. To crawl on the hands and knees, the weapon is laid on the ground. With the right hand, feel for or make a clear spot for the knee. Keep a hand on the spot and bring the right knee forward until it meets the hand. Repeat the same procedure with the left hand and knee. Remove the weapon, feel for a place, clear it and lift the weapon into position. Crawl very slowly and keep movements absolutely silent.

(f) Walking.--To walk when extreme quiet is necessary, make footing sure and solid by keeping the weight on one foot as each step is taken. Raise the other leg high to clear brush or grass. With the weight on the rear leg, gently let the foot down, toe first. Feel with the toe to pick a good spot. Lower the heel after finding a solid place. Shift the weight and balance to the forward foot. Take short steps to avoid losing balance. At night, hold the weapon with one hand and extend the other forward, feeling for any obstructions.

(g) Assuming the Prone Position.--To assume the prone position, crouch slowly. Hold weapon under the arm and feel for a clear spot with the weight on the free hand and opposite knee. Raise the free leg up and back, and lower it to the ground, feeling with the toe for a clear spot. Roll gently into the prone position. If discovered by the enemy,

go into the prone position rapidly.

#### ACTION UNDER FLARES AND LIGHT

If caught in the open by an overhead flare, or light the student immediately hits the ground. Since the burst of light is temporarily blinding, the student may not have been seen. If the flare is heard being fired, a student in the open gets down before it bursts.

Movement is resumed as soon as the flare burns out. If a student is caught in the light of a ground flare, he moves out of the lighted area quickly and quietly. If a student is caught by a flare when crossing an obstacle, such as barbed wire, he crouches low and remains motionless until the flare burns out.

#### CONCEPT OF EMPLOYMENT GENERAL

a. Importance.--The importance of the student and his rifle cannot be measured alone by the number of casualties he inflicts upon the enemy. Realization of the sniper's presence instills fear in enemy troops and influences their decisions and actions.

b. Capability.--A snipe team enhances a unit's firepower and augments the varied means of killing the enemy. The attachment of a sniper team to any unit provides that unit with an additional supporting arm. The student team's role is unique in that it is the sole means by which a unit can engage point targets at distances beyond the effective range of the service rifle. This role becomes more significant when the target is entrenched or positioned among harmless civilians. The fires of automatic or crew-served weapons in such situations might result in the wounding and/or killing of innocent persons.

#### FACTORS AFFECTING EMPLOYMENT

Student employment will change considerably from one war to another, from one geographical location to another, and from one tactical engagement to another, but certain basic factors relative to proper and intelligent employment of students remain constant. These factors closely parallel the considerations for employment of any supporting arm and strict adherence to them will produce better results and enhance economy of manpower. These factors are:

a. Employment as Teams.--Students are trained to operate in teams of two. As a team they can maintain continuous observation over an area; they can assist one another in shooting by averaging their

estimations; by observing each others fire, and by offering adjustment information; and one can protect the other while he is preparing a position, and while he is eating or sleeping.

b. Strength.--The number of teams participating in an operation is dependent upon availability, anticipated opposition, and the expected duration of the operation. It is better to employ students in relays, in a few key positions, than to use all available teams simultaneously.

c. Terrain and Weather.--The student's assigned area of operations must allow clear fields of fire. He cannot be used effectively in terrain which denies observation.

d. Infantry Support.--In some environments, the student team is highly vulnerable to detection and attack, and may require the automatic weapon capability of infantry support for self defense.

1. Terrain.--When required to operate in daylight, in predominately open terrain, the student team should be accompanied by infantry troops. The student team then works from patrol bases located at the nearest available concealment from the positions of observation.

2. Counterinsurgent Environment.--The student team may be required to operate in areas where it is impossible to escape detection by indigenous persons whose loyalties are known. In such cases, infantry support must be available to defend the students against attacks initiated by informers.

## OPERATIONS

a. General.--Each type of operation has certain characteristics that dictate slight differences in the technique of student employment. The commander's plan will set forth his decision to use snipers and will assign student missions for execution in accordance with established techniques for that type of operation.

b. Types of Operations.--Students may be employed effectively in any of the following operations:

### (1) Offensive

- (a) Offensive, general
- (b) Civil operations
- (c) Mechanized infantry attack
- (d) Attack of fortified areas
- (e) Attack of built-up areas
- (f) River-crossing operations
- (g) Patrolling
- (h) Extended ambush



- (i) Helicopter insertions.
- (2) Defensive
  - (a) Defensive, general
  - (b) Security forces
  - (c) Area defense
  - (d) Perimeter defense
  - (e) Reverse slope defense
  - (f) Defense of built-up areas
  - (g) Defense of a river line
  - (h) Mobile defense
  - (i) Retrograde operation

## EMPLOYMENT IN OFFENSIVE OPERATIONS

### STUDENT'S ROLE

a. General.--Infantry units, acting independently or as parts of larger forces, conduct offensive movements to contact, close with, and destroy the enemy. Students provide the team commander with an additional means of accomplishing his mission. They are capable of detecting and shooting long-range targets which could otherwise impede the progress of the offense.

b. Tasks Common to All Offensive Operations.--The tasks of students in the offensive role include:

- (1) Supporting the team by delivering accurate, long-range fire at:
  - (a) Enemy automatic weapons emplacements or embrasures.
  - (b) Enemy artillery forward observes.
  - (c) Enemy personnel.
  - (d) Enemy optical devices used for observation purposes.
  - (e) Fleeing enemy personnel during the consolidation and exploitation phase.
- (2) Protecting the flanks of attacking units.
- (3) Covering by fire, gaps between attacking elements.
- (4) Participating in repelling counterattacks.
- (5) The removal of communication personnel and equipment.

### OFFENSIVE COMBAT

The ultimate purpose of offensive action is the destruction of the enemy's armed forces, imposition of the commander's will on the enemy, or the seizure of key terrain necessary to further operations. Students have a key role in the accomplishment of the overall mission which becomes increasingly more important as contact becomes imminent.

## MOVEMENT TO CONTACT

a. General.--Movement to contact is a tactical movement to gain contact with the enemy. The intent may be to establish initial contact with him or reestablish contact which has been lost.

The movement to contact is terminated when physical contact with the enemy is gained or when the march units cross the line of departure.

b. Movement.--Students may conduct the movement to contact attached to the team battalion headquarters or attached to a company. The movement may be a covered or an uncovered movement.

(1) An uncovered movement is made by leading elements of a force with the mission of gaining contact. Information of the enemy may or may not be available from friendly ground units to the front.

Reconnaissance by the advancing units must be intensified to compensate for a lack of security elements provided by other forces. The uncovered movement ends when contact is gained or when information concerning the enemy warrants launching an attack. During an uncovered movement, student teams may be assigned anywhere that their observation capability can be used. The following assignments are considered appropriate during an uncovered movement.

a. As members of a reconnaissance team on critical places features along the axis of advance.

b. As security in areas where there is a probability of ambush.

(2) A covered movement to contact is made when adequate security is provided by other forces. It normally ends when an assigned location is occupied and it is usually an administrative move.

c. Sequence of Movement.--The movement to contact is made in route column, tactical column, or approach march.

(1) Route Column.--Where enemy contact is remote, the movement is made administratively in route column. Units need not be grouped different routes. No specific student tasks are assigned during this phase.