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In order to make a reading list that “starts the conversation,” it needs to be significantly and deliberately manicured. The list should be 3 lists really: 1 permanent list that consists of 30 books, 1 list that consists of 1 book, and a final resource list. The first list will be comprised of 30 books that are enduring and start the dialog about Marines: who we are, where we came from, and where we are going. This book list is designed to be read in order from 1 to 30, one book a year for up to a 30-year career. The other list is, in the modern vernacular, a “Commandant’s Book Club,” a perpetual list that would add one title each year as designated by the Commandant for all Marines to read by 30 June of that year. The third list serves as a resource list allowing an individual or unit the ability to delve further into an area of interest. The combination of the three lists fosters discussion and debate and provides a foundation for commanders to structure discussions and professional development. Some may criticize a list with so few titles. The lists are merely a starting point—by no means does a printed list prohibit an individual from further exploring professional reading. In fact, because the reading requirements are so manageable, leaders should expect it to spark intellectual curiosity as peers and leaders alike discuss some of the most pertinent points of each reading.

The first two books of a Marine’s career should be the United States Constitution and *First to Fight* (Victor H. Krulak, Naval Institute Press, Annapolis, MD, 1984). These books would be part of a Marine’s initial issue with the Constitution discussion taking place at The Basic School for officers and recruit training for enlisted Marines. Poolees would be given instructions to read the Constitution before shipping out to boot camp.

Many of the younger Marines access most of their information through some sort of digital device; the Commandant’s Professional Reading List will need to meet Marines in the places where they already are. The reading list books can be stocked at base and unit libraries with all books available in digital and audio format for download at the program’s web page. The web

page should also contain discussion scripts for each of the books on the list.

There is great value in having every Marine read the same book each year along with the book associated with his current year in service. Unlike the currently required physical testing and information assurance (which are the same every year), the reading program requirements would present a new vehicle each year for the continual development of the critical-thinking muscle.

Reading is important—so important that it should be tracked and required much like the training that has been pushed down in the past (sexual assault, suicide, hazing, etc.). Unlike past required training, *this* training requirement would be a preemptive strike to develop the Marine Corps’ future leaders. Should it not be as important as annual information assurance training?

The answer is that mandatory reading is necessary to build the mind—a muscle that is arguably more important than the muscles tested on a biannual basis for the physical fitness test and combat fitness test.

If it is not mandated, it will linger in the “good idea box” overcome by all the mandatory training not required to be documented to the individual record, and, as such, it needs to be accurately documented in fitness report as well as being factored into junior Marines’ cutting scores. Some may ask, “What is the good of mandating reading?” The answer is that mandatory reading is necessary to build the mind—a muscle that is arguably more important than the muscles tested on a biannual basis for the physical fitness test and combat fitness test. Ultimately, the critical thinking honed from readings and follow-on discussions will help build the future of the Marine Corps.

For too long we have treated operational experience as the singular foundational building block; intellectual curiosity and the experiences and decisions found in books need to be the basis for a complementary building block. This

additional building block is critical so that we can learn from others and avoid repeating past failures. As a result, the proper course for the Marine Corps can be charted.

The idea that one could speak knowledgeably about 8 books with any Marine, commissioned or enlisted, who has served in our Corps for at least 4 years, is powerful and provides not only a point of entry for discussion, but also a foundation of knowledge regarding elements that make us who we are as captured by historians, journalists, Marines, and other military men.

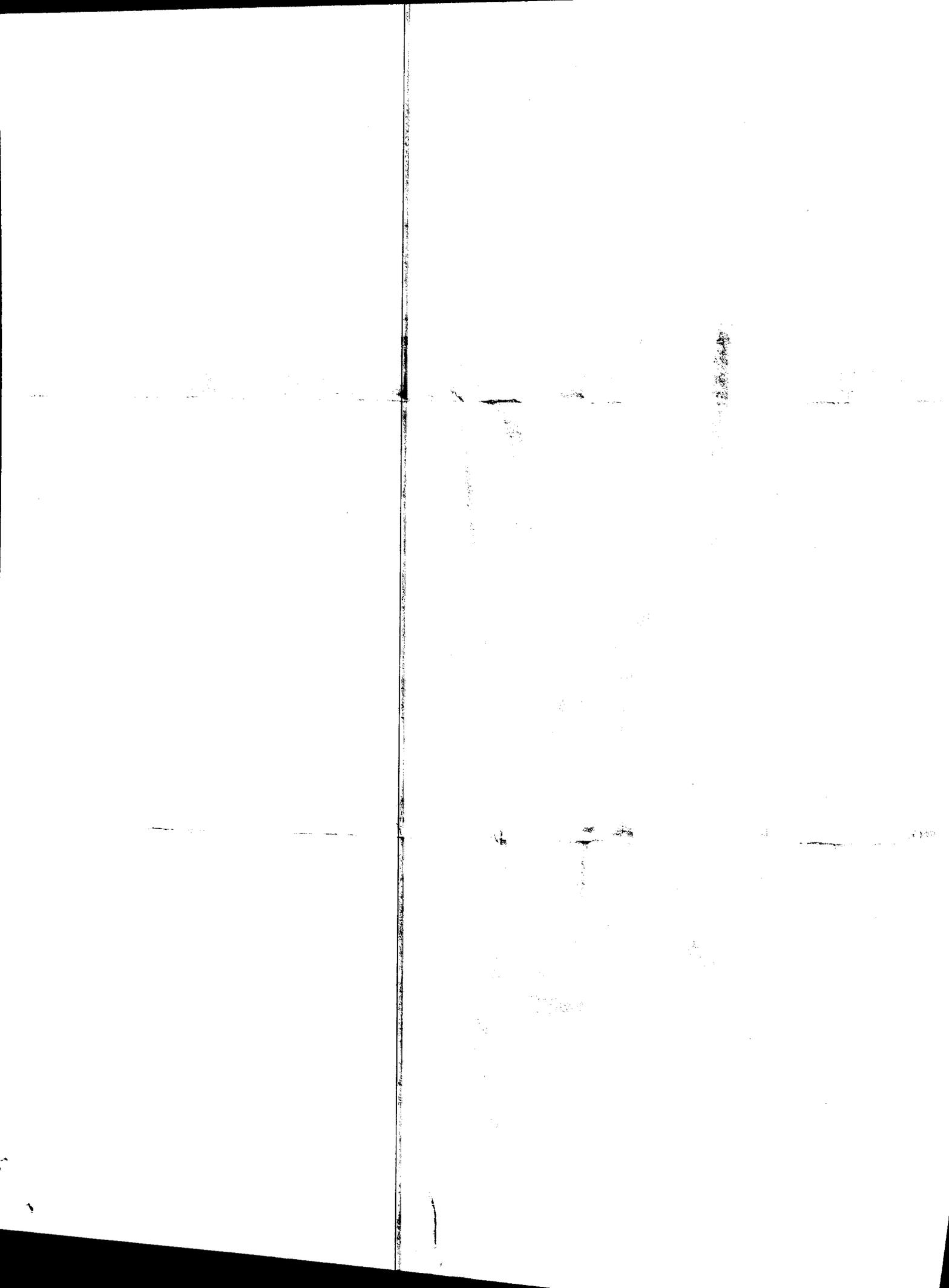
Reading a determined set of relevant books on a predetermined basis makes the reading program not only prescriptive, but it has definite results: providing a Marine who can critically assess a given situation. It also provides Marines with a common foundation; a foun-

dition that if properly cultivated will develop the critical thinking abilities of every Marine regardless of rank. As we continue to operate in environments that heavily rely on the “strategic corporal,” critical thinking is a necessary tool. A comprehensive reading program will develop the skills that enhance decisionmaking at all levels.

Developing the mind as a muscle must gain parity with the Marine Corps’ focus on developing other muscles, as doing so enhances the contribution of all Marines. As an individual develops his ability to think critically, the Marine Corps becomes a better fighting force, ready when the Nation calls.



Read more about reading/thinking at www.mca-marines.org/gazette/reading.



Read-Think-Win

A directed focus to exercise and develop the mind

by LtCol Maria McMillen

(Essence of the Corps success in combat)

"No matter how busy you may think you are, you must find time for reading, or surrender yourself to self-chosen ignorance"

—Confucius

Winston Churchill is often credited with stating, "Gentlemen, we have run out of money."

Now we have to think." Those words have a biting truth as our Nation, and more specifically our Marine Corps, enters into a period of fiscal austerity. But the question remains: How do we transition from a force that has spent the last decade fighting wars to a period of time where we have to think about the next fight? Unlike the problems we encountered during the war years where money could shield us and solve most troubles (better protected vehicles, better equipment, better training), during the upcoming interwar period we will be forced to rely on creative thinking to solve complex problems.

Ensuring junior commissioned and enlisted Marines are properly equipped to form the future is certainly one of the most, if not *the* most, important things leaders of Marines can and must do. But just how to "teach thinking" remains the question. One way critical thinking can be developed is through reading. Not only is reading available to all without the need for specialized equipment, it is available to everyone regardless of rank or previous educational background. Before it is too late,

>LtCol McMillen is currently serving as the Executive Officer, School of Advanced Warfighting.

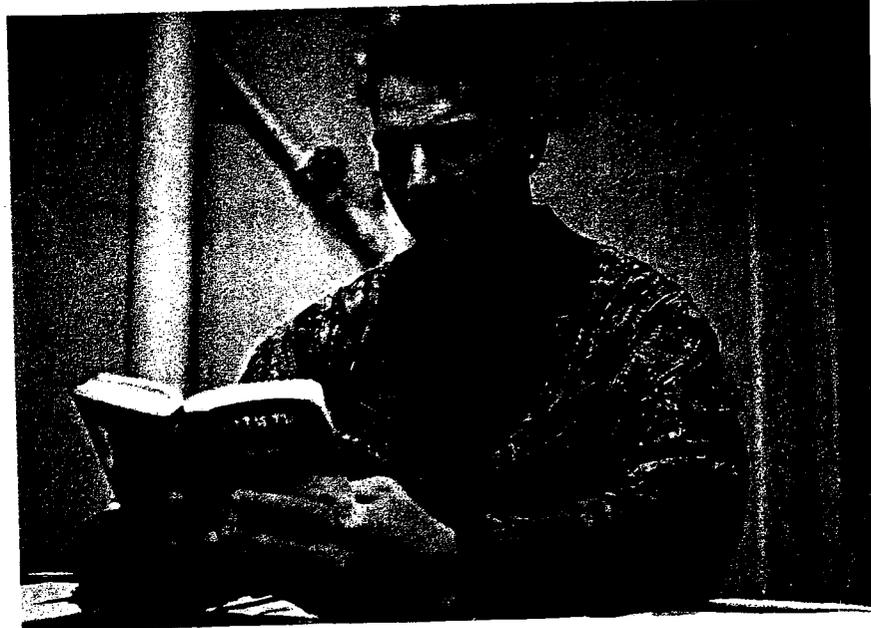
the Marine Corps must implement a comprehensive and enduring program that exercises and develops the mind of the individual Marine.

The Marine Corps must find a way to exercise and train the mind for combat just as we have found better ways to train the body. We cannot rely on professional military education provided at our schools because after initial training, the next opportunity for in-house professional military education is Corporals Course for enlisted Marines and Expeditionary Warfare School for officers. Training the mind to think critically cannot be put off until the "timing is right" (i.e., 3 to 5 years after initial training)—it must begin at boot

camp and The Basic School and then cultivated throughout the entire career of each Marine.

Rather than create yet another training requirement, we need to optimize a currently established program. The Commandant's Professional Reading List is an obvious place to start. Since November 2012 there has been a directive for each Marine to read books per year. Even though this step in the right direction, its implementation and results are disjointed at best. The physical equivalent would be to require Marines to take a physical fitness test of their choosing, given certain parameters, over the course of 1 year. One Marine might run a marathon while another Marine performs timed kettlebell lifts, all before the end of the year.

In order to effectively develop critical thinking of Marines through reading, we need to have a more directed focus. With this in mind, the Marine Corps needs to revamp the Commandant's Professional Reading List



Reading is available to every Marine. Find the time. (Photo courtesy of www.marines.mil.)

USMC

Marine Corps Gazette
Join the Debate

debate.
marines.org/forum.
gazette.blogspot.com.

make it more meaningful. The current reading list consists of 10 levels. By virtue of the sheer number of levels, there is considerable overlap; however, this overlaps appears to be accidental vice intentional (i.e., if a battalion commander is reading a particular book then it would be logical that his sergeant major is reading the same book, but such logic cannot be intuitively extracted from the current list). Instead of trying to provide a comprehensive list of all books that have merit or applicability to Marines, the list should be culled, with the final list consisting of only a few books—books that draw on the essence, history, culture, and future of the Marine Corps. The final list should consist of books that inspire the reader to reflect and develop potential applications for the present-day and future Marine Corps.

If one talks to Marines, enlisted and officer alike, it is surprising the dearth of books read—sometimes as few as two books per year—and not two *military* books, just two books. Unfortunately sometimes the book count is even lower. Although professional reading is important, it receives varying levels of interest and is usually dependent on the personal reading habits of the senior Marines in the unit. Marines need direction from the top. If their commanders do not make time for reading, the vast majority of their Marines won't either. With a never-ending supply of "new" requirements, Marines will look to their leaders to discern how to prioritize a task list that exceeds the amount of time to train.

Developing a Commandant's Professional Reading List that is useful, meaningful, and doable is necessary. Above all, the program must benefit the organization. The current list provides generic guidance, such as reading three books per year as determined by pay grade. Although this guidance is definitely a push in the right direction, it does little to start a dialog. There is virtually no commonality; the probability that two Marines of differing ranks have read the same book is miniscule. The reading list needs to provide more deliberate opportunities for professional discussion.

United States Constitution

Declaration of Independence

First to Fight: An Inside View of the U.S. Marine Corps by Victor H. Krulak

A Message to Garcia by Elbert Hubbard

Handbook for Marine NCOs by LtCol Kenneth W. Estes, USMC(Ret)

Marine Officer's Guide by LtCol Kenneth W. Estes, USMC(Ret)

The Ugly American by Eugene Burdick and William J. Lederer

Starship Troopers by Robert A. Heinlein

The Art of War by Sun Tzu

Gates of Fire: An Epic Novel of the Battle of Thermopylae by Steven Pressfield

Common Sense Training: A Working Philosophy for Leaders by Arthur Collins

Rifleman Dodd by C.S. Forester

The Defense of Duffer's Drift by Ernest Dunlop Swinton

With the Old Breed: At Peleliu and Okinawa by E.B. Sledge and Paul Fussell

The Killer Angels: The Classic Novel of the Civil War by Michael Shaara

Marine! The Life of Chesty Puller by Burke Davis

Once an Eagle by Anton Myrer

The United States Marines: A History by Edwin Howard Simmons and Charles H. Waterhouse

U.S. Marines and Amphibious War by Jeter A. Isely and Philip A. Crowl

On Killing: The Psychological Cost of Learning to Kill in War and Society by Dave Grossman

The Village by Bing West

The Complete Personal Memoirs of Ulysses S. Grant by Ulysses S. Grant

On Infantry by John A. English and Bruce I. Gudmundsson

All Quiet on the Western Front by Erich Maria Remarque and A.W. Wheen

Battle Leadership by Adolph Von Schell, D.M. Twomey, and Campbell King

Stormtroop Tactics: Innovation in the German Army by Bruce I. Gudmundsson

Maneuver Warfare Handbook by William S. Lind

Small Wars Manual by HQMC

Defeat into Victory: Battling Japan in Burma and India, 1942-1945 by Field Marshal Viscount William Slim and David Hogan

The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War by Thucydides, Robert B. Strassler, Richard Crawley, and Victor Davis Hanson

Diplomacy by Henry Kissinger

Rethinking the Principles of War by Anthony D. Mclvor

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to say that he picked up (and twisted around) phrases he heard from his father and other Marines during his career. He told me why he communicated this way:

In the infantry we do basically three things: move, shoot, and communicate. For a leader, the most important is to communicate effectively. I discovered through the years that the best way for me to communicate was to try to encourage people to want to listen closely—to pay attention to what I was saying—to catch my points of emphasis. They do this if there's humor and if they can relate to the language or style of delivery. It also helps them remember what information was passed. It just seemed to work for me.

I'd noticed that sometimes other general officers would rib Gen Huly that he had graduated from a brain school, the University of California, Berkeley. A little before he retired, I had a chance

to walk with him down one of the Pentagon passageways.

I told him that he might soon meet some of his fraternity brothers. Many would have become high-priced lawyers or corporation executives. They would have more money in the bank than he did. And because they spent most of their time with other successful, well-

For a leader, the most important [thing] is to communicate effectively. . . .

spoken people, they would talk more like FSOs than Marines. I told him not to let go of his colorful language because it would communicate something to his classmates. He had spent his career with Americans drawn from every quarter,

the advantaged and the disadvantaged, and he learned to lead them all. He had spent his time in a hierarchical institution, the Marine Corps, but it was he who best knew our wonderful American democracy. Every Marine offers something to a unit, and earnestness and followership and teamwork may be more important than SAT scores. When 1stLt Huly or LtGen Huly talked, everyone understood. When he spoke so clearly, Marines were persuaded—and did great things.

When I would cross the Potomac to the State Department, it always took me a few moments to adjust my language. To show I worked with Marines, however, I always made sure to call the floors of the State Department building “decks.” And at the key moment in a meeting, I would deploy some of the right stuff—lingo from Jan Huly.

USMC

LtCol Earl “Pete” Ellis Essay Contest!

Help Stimulate Strategic Thinking and Advance the Marine Corps Into the Future

- Both civilian & military writers eligible
- 2,000 – 3,000 words maximum length
- Entries due between 1 July – 31 August with entries judged in September 2014 and winners announced shortly after
- All entries are eligible for publication in *Marine Corps Gazette*

2014 Theme: *Expeditionary Force 21* is the Marine Corps' capstone concept and will align future concepts, advocate plans, and capability roadmaps. It does not change what Marines do, but how they will do it. However, current and future fiscal challenges may necessitate new or alternate courses of action and/or procedures to accomplish the goals of *Expeditionary Force 21*. Given this environment, how can United States naval forces achieve the goals of *Expeditionary Force 21* and remain effective as the Nation's deployable, employable, and sustainable crisis response force, while operating within the limitations of a strict budget? (To read *Expeditionary Force 21*, go to: <http://www.mccdc.marines.mil/EF21>)

First Prize - \$5,000 Funded by the Marine Corps Association & Foundation

Got Some Visionary Ideas Like “Pete” Ellis Had? Unleash Them Here!

Read more about contest details and submission requirements in the LtGen Richard Mills article in the February 2012 edition of *Marine Corps Gazette* and here: www.mca-marines.org/gazette



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Take It From a Marine

Lead with lingo, manage with metaphors

by Donald M. Bishop

Leadership with common sense!

Every foreign service officer (FSO) sent by the State Department to an Armed Forces command as a political advisor (POLAD) gets a jolt. It was no different for me when I was detailed in 2006 to Headquarters Marine Corps as the Commandant's POLAD. It was big-time culture shock. Fortunately, I had some good teachers.

Marines, I discovered, have their own language made up of acronyms. Or, as I learned from Assistant Commandant, Gen Robert Magnus, "McSiddick and McPippin are not new menu items at the Golden Arches." Excuse me, I now know he meant Marine Corps Combat Development Command and Marine Corps Prepositioning Program—Norway.

Marines care about sports! As LtGen Richard Natonski said frequently, "You gotta have a team, and it oughtta be the Yankees." Staff meetings that included both Yankee fan Natonski and Red Sox diehard Gen Joe Dunford were worth the price of admission.

FSOs are fond of talk about the ins and outs of foreign policy. Marines care about command! As Commandant, Gen James T. Conway, said often, "Leadership and management! They're like Tabasco and MREs. Like Beavis and Butthead. You can't have one without the other."

There's one more teacher I won't forget—LtGen Jan Huly. I worked in the headquarters only a few months before he retired, but he taught me some things about communication.

Dare I admit it? We FSOs are not shy about our writing skills. Our holy grail is to provide "cogent" foreign policy reports, usually written in for-

>Mr. Bishop concluded his 31-year career as an FSO in 2010, directing communication and public diplomacy at the American Embassy in Kabul at the front end of the civilian surge. From 2006 to 2008 he was detailed by the State Department as the Foreign Policy Advisor to the Commandant of the Marine Corps. He is now president of the Public Diplomacy Council.

mal "cables" that change the future by changing minds "on the seventh floor" (the Secretary of State's office is on the seventh floor of the Truman Building). State cables have many virtues, but brevity is not one.

FSOs show they had good SAT verbal scores by using big words in long sentences. That's fine when speaking with other foreign policy eggheads in a meeting at Foggy Bottom. In the Corps, on the other hand, leaders know that



LtGen Huly and the State Department didn't always use the same phrase. (Photo by Ann Thomas.)

their Marines come from every part of America. They know that, when their Marines were in high school, most cared more about winning the next game than they did about Miss Limpert's vocabulary list. So direct and colorful talk works best.

No senior Marine was more colorful and direct than Gen Huly. Logging time at staff meetings, I began to write down what he had to say, and I began to write out translations. This is the list I left for my successors:

State Department: "Economic indicators" or "survey data."

Huly: "Lines that go squiggly up or squiggly down."

State: "The process of coordination proved extraordinarily difficult and time consuming."

Huly: "This was like giving birth to a cow."

State: "Some offices in the Department will not agree with our reasoning, and they are likely to obstruct the proposal."

Huly: "They'll get all wrapped around the axle like a piece of barbed wire."

State: "They will want to add irrelevant material to pad the report and tilt it in their desired direction."

Huly: "They need to fat finger that in."

State: "Be wary. That office may try to persuade us to undertake many of the tasks they should perform themselves."

Huly: "You're gonna get pulled down the rabbit hole."

State: "The people who will be adversely affected by our proposal will be highly reluctant to help us prepare the justification."

Huly: "You don't hand a pig a meat axe and ask him to give you some pork chops."

State: "We have examined this proposal from every angle but have been unable to agree on a conclusion. We must ask for guidance."

Huly: "When in doubt, bump it up to your higher boss."

State: "Count the number of acceptances to the reception so that we will order a sufficient number of hors d'oeuvres and beverages."

Huly: "How much Kool-Aid and baloney sandwiches do we have to lay on?"

State: "All his proposals are naïve or ill-thought-through."

Huly: "He comes unarmed to a battle of common sense."

State: "Reports and analyses produced under pressure of short deadlines are often deficient."

Huly: "You want it bad, you get it bad."

State: "The adverse outcome unfolded over a protracted period."

Huly: "I watched that automobile accident happen in slow motion."

State: "The Ambassador is adamantly opposed to the Secretary's new policy."

Huly: "They have a name for that—it's called mutiny."

State: "You personnel officers must be firm. Everyone in the Foreign Service must accept their 'fair share' of overseas hardship assignments."

Huly: "Nobody joins the Marines to stay home."

State: "Full information bearing on the acquisition will not be available before the deadline for the decision."

Huly: "I'd rather have an 80 percent solution now. Buy the d— things."

State: "Why is that office asking that the report be revised to incorporate new viewpoints now, long after we sent it to the Secretary? It will show our staff work in a bad light."

Huly: "Where were they when the f— page was blank?"

State: "Assure the closest coordination to align our efforts."

Huly: "Make sure we're doing the lam-bada here."

No senior Marine was more colorful and direct than Gen Huly. Logging time at staff meetings, I began to write down what he had to say, and I began to write out translations. This is the list I left for my successors.

State: "The figures from the Office of Management and Budget won't support our mission."

Huly: "They know the cost of everything and the value of nothing."

State: "The proposal is high on the Secretary's personal agenda. Regardless of our misgivings, it would be prudent to not raise objections."

Huly: "If there's anything I've learned, it's not to stand between a dog and a fire hydrant."

State: "No need for brevity in this paper. Use everything you have or can think up."

Huly: "It's much easier to build a dugout canoe out of a sequoia than a toothpick."

Here are a few more Huly aphorisms with wide applicability:

• "Never pass up the opportunity to keep your mouth shut!"

• "Common sense was an uncommon virtue."

• "Easy to be hard, hard to be smart."

• "Self-praise is no praise."

• "Always find someone else to walk point for you."

• "Vision without resources is fantasy."

• "It's nice to be important, but it's important to be nice."

This last piece of advice, Gen Huly told me, came from his father, SgtMaj George Huly, a combat veteran of World War II, Korea, and Vietnam. Young Jan had an ear for compact phrases early in life, it seems, and he would be the first

Deborah M. Haley



Celebrate the Christmas season with
hope, happiness and peace

And just makes as you
lead your firm into in becoming a
magnet for business & industry to
settle in South Carolina. Cheers!

Deborah Fidler
Deborah Haley



Peace
on Earth

