

AIR EDUCATION AND TRAINING COMMAND



MISSION

The Mission of Air Education and Training Command is to train and educate professional expeditionary minded airmen to sustain the combat capability of America's Air Force.

Provide basic military training, initial and advanced technical training, flying training and professional military and degree granting professional education.

Provide certain advanced administrative and technical training courses for officers. This includes basic training in the intelligence techniques necessary to combat reporting, photographic intelligence, prisoner of war interrogation, briefing and interrogation of combat crews, and such other techniques as are peculiar or pertinent to the operation of intelligence activities in the field.

Provide formal training for foreign personnel in accordance with the Training Command mission for United States personnel. Conducts Universal Military Training, Air Reserve Officers Training Courses, and Army Air Forces Extension Courses.

Maintain standards of proficiency in all phases of training and conducts training research leading toward improvement of individual proficiencies and methods of selection.

LINEAGE

Air Corps Flying Training Command established, 23 Jan 1942
Redesignated Army Air Forces Flying Training Command, 15 Mar 1942
Redesignated Army Air Forces Training Command, 31 Jul 1943
Redesignated Air Training Command, 1 Jul 1946
Redesignated Air Education and Training Command, 1 Jul 1993

STATIONS

Washington, D.C., 1942

Fort Worth, TX, 1 Jul 1942
Barksdale AFB, LA., 1946
Scott AFB, IL, 1949
Randolph AFB, TX, 1957

COMMANDERS

Lt Gen Barton K. Yount 23 Jan 42
Maj Gen James P. Hodges 27 Sep 45
Lt Gen John K. Cannon, 13 Apr 1945
Lt Gen Robert W. Harper, 14 Oct 1948
Maj Gen Glenn O. Barcus (acting), 1 Jul 1954
Lt Gen Charles T. Myers, 26 Jul 1954
Lt Gen Frederic H. Smith Jr, 1 Aug 1958
Lt Gen James E. Briggs, 1 Aug 1959
Lt Gen Robert W. Burns, 1 Aug 1963
Lt Gen William W. Momyer, 11 Aug 1964
Lt Gen Sam Maddux, Jr., 1 Jul 1966
Lt Gen George B. Simler, 9 Sep 1972
Lt Gen William V. McBride, 9 Sep 1972
Lt Gen George H. McKee, 1 Sep 1974
Gen John W. Roberts, 29 Aug 1975
Gen Bennie L. Davis, 1 Apr 1979
Gen Thomas M. Ryan, Jr, 29 Jul 1981
Gen Andrew P. Iosue, 23 Jun 1983
Lt Gen John A Shaud, 28 Aug 1986
Lt Gen Robert Oaks, 6 Jun 1988
Lt Gen Joseph W. Ashy, 25 Jun 1990
Gen Henry Viccellio, Jr, 10 Dec 1992
Gen Billy J. Boles, 20 Jun 1995
Gen Lloyd W. Newton, 17 Mar 1997
Gen Hal M. Hornburg, 22 Jun 2000
Lt Gen John D. Hopper, Jr. (acting), 14 Nov 2001
Gen Donald G. Cook, 17 Dec 2001
Gen William R. Looney III, 17 Jun 2005
Gen Stephen R. Lorenz, 2 Jul 2006
Gen Edward A. Rice Jr. Nov 2010
Lt Gen Darryl Roberson
Gen Robin Rand, 2013

EMBLEM



Air Training Command emblem: Azure, in front of a pair of stylized wings displayed or, a five-pointed star in flat perspective argent pierced by a torch of the second flamant gules; a diminished bordure gold. **SIGNIFICANCE:** The wings are those of the old Army Air Corps and represent all Air Force personnel. The torch is a traditional symbol of scholarship and learning-reflective of the objective of ATC. Approved: 20 July 1953.

Air Education and Training Command emblem: Azure, in front of a pair of stylized wings displayed Or a five-pointed star in flat perspective Argent pierced by a torch of the second flamant Gules, all within a diminished bordure of the second. Attached below the shield, a White scroll edged with a narrow Yellow border and inscribed "AIR EDUCATION & TRAINING

COMMAND” in Blue letters. **SIGNIFICANCE:** Ultramarine blue and Air Force yellow are the Air Force colors. Blue alludes to the sky, the primary theater of Air Force operations. Yellow refers to the sun and the excellence required of Air Force personnel. The torch of knowledge is symbolic of learning or education. The wings represent the Air Force and the star represents the Air Force and space. (Approved as a shoulder patch, 4 Oct 1949 and approved as an emblem, 20 Jul 1953)

MOTTO

Prepare the Man

In the late summer of 1961, ATC conducted a command-wide contest to find a motto that best described its mission. A family member at Greenville AFB, Mississippi, had the winning entry: "Prepare the Man." The motto was submitted by Joan W. Bellah, wife of 1Lt Connie G. Bellah of Greenville AFB, MS. Mrs. Bellah's entry, one of over 2,000, earned an award of a \$500 US Savings Bond. A board of senior officers in HQ ATC selected the command motto, which was adopted because it was all-inclusive concerning the ATC mission. The Motto was approved by the USAF on 2 Dec 60. The command used this motto until 29 Oct 1974.

In 1984 the Air Force Recruiting Service developed a logo for Air Training Command. Included in the logo were the torch of knowledge, taken from the official ATC emblem, and the words, "Show the Way."

OPERATIONS

AETC was formed in 1942 as the Army Air Corps Flying Training Command with headquarters in Washington, DC. Less than a year later, the headquarters moved to Fort Worth, Texas. During World War II the command provided technical and flying training at more than 600 installations, factories and institutions of higher learning.

Flying training was conducted at various bases prior to, during, and following World War I. On 28 Jun 1922, this training was centralized in the area of San Antonio, TX. Primary flying training took place at Brooks Field and advanced flying training at nearby Kelly Field. On 16 Aug 1926, an Air Corps Training Center was also established at San Antonio to supervise both primary and advanced flying training. In 1940, after the training activity expanded and more bases became available for training purposes, three regional training centers were created to supervise flying training in their respective geographical areas. The Air Corps Flying Training Command, established in Jan 1942, coordinated the activities of the three centers, which became subordinate components. A year later, the Technical Training Command and the Flying Training Command were merged into a general training command. By 1940, the United States began to take steps to greatly expand the size of the Army Air Corps. The increased demand for flying training caused by this expansion resulted in the creation of the Air Corps Flying Training Command on 23 Jan 1942. The first commander was Maj Gen Barton K. Yount. He retained command when the organization was redesignated the Army Air Forces Flying Training Command on 15 Mar 1942, after Congress redesignated the Army Air Corps as the Army Air Forces. Gen Yount shifted the command's headquarters from Washington, D.C. to Fort Worth,

Texas, on 1 Jul 1942.

The pre-war expansion and America's ultimate entry into World War II in 1941 brought about an enormous increase in new recruits requiring training. Despite ever-increasing production goals, the flying training and technical training commands were able to meet the nation's demand for trained pilots, air crewmen, and technicians. Through use of military and contract flying instructors pilot production increased dramatically – from only 184 in 1937 to a peak of 11,411 graduating from primary pilot training in Nov 1943. Technician production likewise increased. In the two decades prior to 1940, the Air Corps trained a total of 15,000 technicians. By Jun 1943, Army Air Forces Technical Training Command was producing 600,000 technicians per year. Between 1 Jan 1939 and the end of the war, the training commands produced 192,676 pilots, 294,847 gunners, more than 45,000 bombardiers and over 1.3 million technicians.

While ultimately successful, this enormous expansion of the training mission highlighted some difficulties with the Army Air Force's training command structure. To remedy these, Chief of the Army Air Forces General Henry H. "Hap" Arnold merged the flying training and technical training missions on 31 Jul 1943, creating the Army Air Forces Training Command.

Shortly after the Army Air Forces Training Command was established, and before the war was even over, demand for technical training began to decline somewhat. This was probably due to the success of the command's predecessor organizations. Technical training schools, which had graduated 75,000 technicians in May 1943, had reduced production to 21,000 by December 1944. The command also reduced flying training prior to the end of the war. With Japan's surrender on 2 September 1945, demobilization and consolidation of training activities began in earnest.

The post-war drawdown resulted in several organizational changes for the Army Air Forces Training Command. In February 1946, the command's headquarters moved from the leased facility at Fort Worth to Barksdale Field, Louisiana. On 1 Jul 1946, Army Air Forces redesignated the command as Air Training Command (ATC). On 1 Nov 1946, Air Training Command adopted a three-division organizational structure – Flying Division, Technical Division, and Indoctrination Division.

On 1 Jul 1946, AAF Training Command became Air Training Command. At about the same time, Army Air Forces began interpreting the word "command" to mean a major air command. For that reason, on 1 Nov, the Flying Training and Technical Training Commands became the Flying and Technical Training Divisions of Air Training Command. In addition, the Military Training Center in San Antonio (which had earlier been a part of Technical Training Command) became the Indoctrination Division. All three were co-equal in status.

Because the long runways at Barksdale AFB were better suited to strategic bombers than trainer aircraft, Air Force transferred Barksdale to Strategic Air Command in Sep 1949. Headquarters ATC consequently moved to Scott AFB, IL, effective 17 Oct 1949. And in Nov

1949, Defense Department directives targeting intermediate levels of command compelled ATC to abolish its three-division organizational structure and take over direct administration of the entire training program.

Air Training Command adopted Dec 54 the abbreviation "ATC" instead of "ATRC" after Air Transport Command became Military Air Transport Service in Jun 48.

Then in 1957, Headquarters Air Training Command moved from Scott AFB, IL, to Randolph AFB, TX, in order to reduce operating costs by being closer to its primary training facilities.

In keeping with the consolidations of the 1970s, Air Training Command assumed responsibility in 1978 for two additional functions: Air University and cryptologic training. Air Force transferred Air University to ATC effective 15 May 1978. Air University, established as a major command on 12 Mar 1946 at Maxwell Field, AL, controlled Air War College, Air Command and Staff College, and other professional military education schools. This consolidation brought all professional military education under the same roof as basic military, technical, and flying training.

In the early 1990's Air Training Command and Air University underwent significant changes. The USAF consolidated aircrew training within ATC and transferred associated bases from Air Combat Command and Air Mobility Command. AU lost its major command status when it is subordinated to Air Training Command. To represent the command's growing mission in education, training and recruiting, it was redesignated the Air Education and Training Command in 1993. The command activated Second Air Force to manage its technical training programs and Nineteenth Air Force to manage its flying training programs.

After 50 years of service to the nation's defense, Air Training Command can look back on a long and proud history. On 7 July 1943, the War Department consolidated the Army Air Forces Flying Training Command and the Army Air Forces Technical Training Command into a single Army Air Forces Training Command. While that date is the official beginning of Air Training Command, its origins go back to the earliest days of flying and technical training.

Flight training began 8 October 1909, when two Army Signal Corps lieutenants, Frank P. Lahm and Frederic E. Humphreys, began instruction with Wilbur and Orville Wright at College Park, Maryland. Shortly after that, the Wright Brothers delivered to the Army the Wright Model A "Military Flyer," also known as Signal Corps aircraft No. 1. General James Allen, Chief Army Signal Officer, selected Lt Benjamin D. Foulois as the Army's sole aviator. Lieutenant Foulois had logged only 54 minutes of flying time in the Wright Flyer when General Allen sent him and the

Wright Flyer to Fort Sam Houston, Texas. He was ordered to "take plenty of spare parts and teach yourself to fly." On 2 March 1910, Foulois made his first flight. That same day he made three other flights-the last ending with a crackup. Thus, in one day, Foulois had executed his first take off, first solo, first landing, and first crash. In teaching himself to fly, he became the first "correspondence course" pilot in history, when he received instructions from the Wright Brothers by mail.

Between 1911 and 1913, College Park was the site of the Signal Corps Aviation School, although in winter training shifted to Augusta, Georgia. The College Park school closed in 1913 and moved to San Diego. When the United States entered World War I in 1917, the Aviation Section established government-funded schools for preflight training at universities throughout the United States. Flight training was divided into three phases-ground, primary, and advanced. After graduating from the ground schools, cadets advanced to primary flying schools where they could earn their wings in 6 to 8 weeks, after 40 to 50 flying hours, usually in the JN-4 aircraft. The cadets received primary and advanced flying training at these schools and then received pursuit training in France. Some cadets received their wings at overseas schools. A total of more than 10,000 pilots were trained during World War I. When the war ended in November 1918, the Army had 27 flying fields in the United States and another 16 in Europe.

After a lull in flying training, in January 1920 the Air Service resumed flying instruction on a small scale at March Field, California, and Carlstrom Field, Florida, but soon decided to concentrate all flying training near San Antonio, Texas. In 1922 it selected Brooks Field as the center for primary pilot training and Kelly Field as the sole advanced flying school. Meanwhile, tactical units provided aerial bombardier and observer training--a system that prevailed until the pre-World War II expansion.

The passage of the Air Corps Act in 1926 changed the name of the Air Service to the Air Corps and initiated a five-year plan to build up the nation's air power. A salient feature of the expansion was the establishment of the Air Corps Training Center at Duncan Field, adjacent to Kelly, in 1926. The center assumed jurisdiction over the two flying schools at Kelly and Brooks, as well as the School of Aviation Medicine. During October 1931, the Air Corps Training Center moved to the newly-opened Randolph Field, Texas. From that time until the World War II training expansion, Randolph Field conducted all primary and basic pilot training, and Kelly conducted all advanced pilot training for the Air Corps.

The beginnings of technical training activities can also be traced back to World War I. The same universities that provided ground training for the flying program also provided technical training. This arrangement proved unsatisfactory because of a lack of equipment and qualified instructors and because of the exorbitant expense to the government. As a substitute, the War Department established several training schools. The one at St Paul, Minnesota, and another at Kelly Field were the most important and were called the Enlisted Mechanics Training Department. In May 1918 the training department was reorganized, additional courses were added, and the name changed to the Air Service Mechanics School. At the end of the war, all mechanics schools closed except the one at Kelly Field, which continued as the nucleus of Air

Service mechanics training. In January 1921 the Air Service moved its mechanics school to Chanute Field, Illinois.

In addition to mechanics training, in March 1917 the Air Service established the School of Aerial Photographic Reconnaissance at Langley Field, Virginia. Two years later, it organized the Air Service Communications School at Fort Sill, Oklahoma. These schools transferred to Chanute Field in 1922 where they merged with the mechanics school to form the Air Service Technical School. In succeeding years, the school added armament, clerical, and basic training departments, and in July 1926 it officially became the Air Corps Technical School.

The spectacular success of the German military in 1940-particularly its air power-caused the United States to willingly support enormous increases in the size of the Air Corps. Because of this expansion, the Air Corps Training Center at Randolph Field was no longer adequate to administer flying training effectively, nor was the technical training establishment adequate for the expanded program.

To better manage its flying training program, on 8 July 1940, the Air Corps divided the United States into three flying training zones-the Gulf Coast Air Corps Training Center at Randolph Field; the West Coast Air Corps Training Center at Moffett Field, California; and the Southeast Air Corps Training Center at Maxwell Field, Alabama. Each of these training centers was an independent command responsible directly to the Chief of the Air Corps. This organizational structure lasted until 23 January 1942, when the Air Corps created the Air Corps Flying Training Command. Less than two months later, on 14 March 1942, the organization was redesignated the Army Air Forces Flying Training Command. Maj Gen Barton K. Yount assumed command in Washington, D.C., but shifted the headquarters to Fort Worth, Texas, on 1 July 1942.

To manage the rapid expansion of all aspects of technical training, the War Department established the Air Corps Technical Training Command on 26 March 1941. The new command, under Maj Gen Rush B. Lincoln, activated at Chanute Field initially and then moved its headquarters to Tulsa, Oklahoma, in September 1941. On 14 March 1942, the command was redesignated the Army Air Forces Technical Training Command. The command started with two districts, but within a year had expanded to five, located at Greensboro, North Carolina; St Louis, Missouri; Tulsa, Oklahoma; Denver, Colorado; and Miami Beach, Florida. Meanwhile, Technical Training Command headquarters moved from its leased facilities in Tulsa to a country club at Knollwood Field, North Carolina, in the spring of 1942.

In March 1943 Gen Henry H. "Hap" Arnold, Chief of the Army Air Forces, first suggested that the time had come to consolidate the Flying Training and Technical Training Commands. The two commands merged on 7 July 1943 to form the Army Air Forces Training Command (AAFTC) with headquarters at Fort Worth. General Yount was named the first commander.

When the AAF Training Command came into existence, it consisted of over a million people-divided almost evenly between students and permanent party at over 600 training installations. This was the peak strength of the command during World War II. More than half of the

installations (375) were devoted to flying training activities. The rest of the flying training activities consisted mainly of AAF College Training Detachments (Aircrew) and AAF War Service Training Detachments (a short-lived project for the training of service pilots).

During the same time, there were 234 technical training installations, though not more than 33 were regular AAF bases. The military bases consisted of 11 basic training centers, 20 technical schools, 1 officer candidate school, and 1 officer training school. The rest were composed largely of civilian contract and factory schools.

Although AAF Training Command appeared "full grown" in 1943, that was hardly the state of training prior to World War II. While Germany was increasing its domination over Central Europe in the middle thirties, the training of military pilots in the United States dipped to continually lower levels. The Air Corps only produced 184 pilots in 1937. Recognizing the dangers of the international situation in 1938, General Arnold ordered a study on the possibilities of mass producing pilots. The study recommended that civilian schools conduct primary training to produce 4,500 pilots in the succeeding two years. Basic pilot training presented no immediate problem, since the facilities at Randolph were not being used to capacity. Congress approved General Arnold's plan and in early 1939 provided the funding for contract training. Nine contract schools began operation in July 1939, with an annual goal of training 1,750 pilots.

Four days after the German invasion of Holland and Belgium, on 6 May 1940, President Roosevelt conferred with General Arnold and suggested a plan to increase pilot production to 7,000 per year. As part of this developing plan, the Air Corps reduced the length of the training from a year to 36 weeks. To accommodate the expanded program, training officials added Moffett and Maxwell Fields to Randolph Field as basic flying training centers in July 1940.

In August 1940 the pilot training objective increased to 12,000 per year, and the course was further shortened to 32 weeks. In December 1940, before full implementation of the 12,000-pilots-per-year program, the goal increased to 30,000 per year. Soon the goal increased to 50,000 and then 90,000. Flying training officials reduced the course to just 27 weeks-9 weeks in each of the three phases. To meet the new objective, training officials created 20 additional flying schools and 2 gunnery schools and expanded 19 others. Expansion of pilot training, of course, spurred complementary increases in navigator, bombardier, and gunner production.

Before July 1940, Air Corps technical training courses were long and thorough. The Air Corps Technical School's objective was to produce a handful of highly competent technicians in several broad fields-aircraft maintenance, radio operation and maintenance, weather observer, and clerical, among others. In 1940 the school embraced three bases: Lowry Field taught armament, photography and clerical courses; Scott Field offered communications training; and Chanute Field served as headquarters for the school and taught a variety of other courses.

The Air Corps trained 15,000 technicians between 1920 and 1940. However, this all changed in July 1940 when it set a production goal of 94,000 trained men by the end of 1941. Two months

later the goal increased to 136,000. Technical Training Command came close to achieving this goal by November 1941; however, with the outbreak of war the Air Corps raised the annual training objective to 300,000 by January 1943. Ultimately, the annual production goal peaked at 600,000 by June 1943-Technical Training Command met it with time to spare. Almost half the graduates produced would be aircraft mechanics.

Blessed with abundant air space and good flying weather in its southern regions, the United States also provided training facilities and equipment to its allies and other friendly nations. In all, AAF Training Command trained approximately 21,000 nationals from 31 countries during the war. British, French and Chinese students accounted for approximately 94 percent of all foreign training.

The AAF initiated mobile training during the war to help aircraft mechanics to stay abreast of the rapid technological advances. Mobile training units followed operational units into the combat zones in Europe and the Pacific where they conducted conversion and familiarization training behind the front lines. By the time Japan surrendered, there were 163 mobile training units that had instructed over half a million students.

Scaling down of the technical training program began in the summer of 1943. The first schools to go were the civilian contract mechanics schools. No students entered these schools after June 1943, when the Technical Training Command diverted all mechanic training to military schools. By mid-1944 only 26 factory schools and 2 clerical schools still operated under contract. The number of bases offering technical training had declined to 10. AAF technical training schools graduated 75,000 technicians in May 1943, but by December 1944 monthly production had dwindled to 21,000.

From 1 January 1939 until the Japanese surrendered on 2 September 1945, the AAF Training Command and its predecessor commands produced 192,676 pilots, 93,123 observers, and 294,847 gunners. In the same period, over 1.3 million technical students graduated.

With the end of World War II, demobilization and consolidation dominated training activities. The speed of the decline in command strength was striking. Within a period of four months-1 September to 31 December 1945-the total number of command personnel dropped from 496,000 to 196,000. During the same period, the number of active training stations decreased from 95 to 39. By mid-1946 it was down to 13.

After World War II, the AAF Training Command headquarters remained at Fort Worth until early 1946 when, in line with the post-war retrenchment program to abolish leased facilities wherever possible, it transferred to Barksdale Field, Louisiana. Then, on 1 July 1946, the AAF redesignated AAF Training Command as Air Training Command. A further change occurred on 1 November 1946, when the AAF established three divisions under Air Training Command-Flying Division, Technical Division, and Indoctrination Division. The latter assumed responsibility for basic military training. In September of the next year, the National Defense Act of 1947 separated the Army Air Forces from the Army and created the United States Air Force.

The postwar training establishment was built around Air Training Command and Air University. ATC sent a steady flow of skilled personnel into every Air Force unit. New and highly advanced equipment demanded newer and more extensive courses of instruction. The transition to jet aircraft, for example, required not only new training for pilots but special courses for mechanics and other maintenance personnel.

Air University, established in 1946 at Maxwell Field, directed the professional education of Air Force officers. At its schools, such as Air War College, Air Command and Staff College, and the Institute of Technology, Air University provided professional military education for Air Force leaders and planners.

In the years following the war, the political and military strategy of many nations was decisively influenced by the confrontation between the United States and the Soviet Union. Attempts at cooperation between the two superpowers broke down almost completely, giving way to a persistent and ominous hostility known as the Cold War.

Even as relations worsened, the United States seemed unable to decide upon the size of the force needed to ensure the country's security. Immediately after the war, there were no formal requirements for pilot training. Then, in early 1946 the AAF announced a decision to train toward a 70-group force. The following year the AAF established a plan to train 3,000 pilots a year by 1950. To handle the increase in pilot production, the Air Force activated seven pilot training bases: Goodfellow, Perrin, Waco, Ellington, and Lubbock AFBs in Texas; Enid AFB, Oklahoma; and Las Vegas AFB, Nevada. Even though the 70-group goal was reduced to 48, too few pilots were trained between 1948 and 1950, partly because of the lack of enough volunteers with proper qualifications.

For a short period following V-J Day, technical training virtually stopped. When the Soviet Union imposed a blockade of Berlin in 1948, the Air Force announced that it was expanding technical training. However, a drastic cut in civilian personnel forced ATC to dismiss many of its instructors. To compensate for this deficiency and the lack of ground training aircraft, ATC adopted a system of broader and less specialized training.

To meet the increase in technical training, ATC retained four bases--Chanute and Scott in Illinois; Keesler, Mississippi; and Lowry, Colorado; and added a fifth at F.E. Warren, Wyoming. In addition, the command conducted basic military training at Lackland AFB. The Air Force also activated Sheppard AFB, Texas, in 1948 to handle the overflow in basic military training. Within a year, Sheppard ended this mission and became the sixth technical school.

The end of the Berlin Blockade in 1949 led to reductions in Air Force strength, especially among pilots. In the fall of 1949, ATC abolished its three divisions-Indoctrination, Flying, and Technical. With that, Headquarters ATC took over the administration of the entire training system located at 17 bases. Meanwhile, to realize the most efficient use of its bases, the Air Force transferred Barksdale to Strategic Air Command on 30 September 1949. Air Training Command then moved

its headquarters from Barksdale to Scott AFB in October 1949. Moreover, the temporary easing of superpower tensions led to reductions in strength that were still under way when the North Koreans crossed the 38th parallel in June 1950.

The Korean War revealed an Air Force weakness in human resources. The problem was not so much one of enough manpower as it was one of trained manpower. During the year following the North Korean attack, the Air Force grappled with the task of rapidly creating a trained and balanced fighting force and sustaining it indefinitely. To bring units in the Far East up to combat strength, to train replacements, and to develop additional forces required a great effort. Only by drawing on the reserves and relying on the draft could the Air Force meet its most urgent needs.

When war broke out on the Korean peninsula, the Air Force had 48 wings and over 411,000 personnel. In response to the North Korean invasion, President Harry Truman authorized the Air Force to build to 95 wings and 1.1 million personnel by the end of June 1952. To reach that level the Air Force resorted to an involuntary recall of reservists. These provided the only readily available trained combat and service units. Heavy enlistments soon permitted the Air Force to limit the involuntary recall, and by October 1951 the recall ended except for officers possessing special qualifications.

As noted earlier, Air Training Command had 17 bases to carry out its training responsibilities. This included six technical training bases, one basic military training base, and ten flying training bases. There were also an officer candidate school, a training aids wing (also responsible for operating mobile training detachments), a psychological research center, a liaison-helicopter pilot training school, and an instrument pilot instructor school.

Just eight days after hostilities began, the Air Staff transferred almost the entire combat crew training mission from the operational commands to Air Training Command. As one writer put it, ATC got into the crew training business because the combat commands were "up to their prop tips in actual warfare." The transfer of the crew training mission permitted the operational commands to devote their time and resources toward bringing their potential combat capability to a peak. Providing crew training to pilot graduates became more challenging in December 1950, when the Air Force directed that pilot training production double to 7,200 by November 1951.

Over the next year, the command underwent a major expansion in mission, facilities, population, and graduates. The total base structure for ATC's flying program rose dramatically—from 17 bases to 29 by 30 June 1951. This base structure was needed to support the rapid increase in pilot production. By December 1951 ATC added another eight bases and in the next year and a half, another six for a total flying base structure of 43 installations. For the first time since World War II, ATC turned to contractors both in flying and technical training to augment the military force. In the first year of the war, the growing base structure increased the command's personnel strength from 70,000 to 142,000, while the total student load rose from 45,000 to 109,000.

The training load quickly became too heavy for a single headquarters. Therefore, in 1951 ATC proposed setting up intermediate headquarters for flying training and technical training.

Air Training Command then launched a search for new headquarters, eventually choosing Waco, Texas, as the site for Flying Training Air Force, which was activated on 1 May 1951. In early 1952, the headquarters moved into leased buildings downtown. Locating facilities for the technical training operation took a little longer. Finally, ATC chose the Gulf Coast Military Academy near Gulfport, Mississippi, for the Technical Training Air Force, which the command activated on 16 July 1951. Besides its role in monitoring and supervising technical training, this headquarters also became responsible for basic military training.

By the spring of 1952, Flying Training Air Force found itself unable to do more than provide basic flying training to student pilots for the rapidly growing Air Force. Getting crews ready for combat became the role of a new ATC organization-Crew Training Air Force-established 1 April 1952, at Randolph AFB. This activation freed the Flying Training Air Force to concentrate on the operation of the pilot and observer training programs.

Crew Training Air Force eventually consisted of 10 bases devoted to combat crew training. Four of these-Nellis AFB, Nevada; Williams AFB, Arizona; and Randolph and Perrin AFBs, Texas-were already ATC pilot training bases and were converted to crew training with relative ease. Two bases, Tyndall AFB, Florida, and Moody AFB, Georgia, belonged to other commands and transferred to ATC with the crew training mission. Of the remaining four, three-Luke AFB, Arizona; Pinecastle AFB, Florida; and Laughlin AFB, Texas-were inactive World War II bases that were activated and transferred to ATC, while the fourth-the Wichita, Kansas, Municipal Airport-was a new installation activated for the command.

In addition to expanding its base structure, ATC also resorted to civilian contractors for the primary phase of flying training-a most successful practice in World War II. Nine civilian contract primary schools (Bartow AB, Florida; Bainbridge AB, Georgia; Columbus AFB, Mississippi; Greenville AFB, Mississippi; Hondo AB, Texas; Marana AB, Arizona; Maiden AB, Missouri; Spence AB, Georgia; and Stallings AB, North Carolina) began operation in 1951.

Flying training was not the only program undergoing a rapid expansion. When the Korean War began, the Air Force issued a directive for the production of 225,000 technicians a year. Air Training Command added only one technical training base-Amarillo. The increase in production was to be attained through vertical expansion. This involved a six-day academic week, shorterclass entry intervals, multi-shift operation, physical expansion of existing bases, and "shred-out" of general courses into shorter specialized segments. ATC handled the increase in basic military training by establishing new basic training centers at Sampson AFB, New York, and Parks AFB, California, two former Navy installations.

Technical training expanded considerably. The average student load increased from 28,000 in June 1950 to 70,000 by June 1951. The number of graduates increased to 240,000 in FY1952, well above the annual goal set shortly after the commencement of hostilities in Korea.

As it did in World War II, the Air Force turned to mobile training detachments to address the urgency of providing conversion and familiarization training. Detachments deployed to Japan and Korea to keep pilots and mechanics abreast of the latest flying and maintenance techniques.

With the end of hostilities in Korea, production of technical training graduates dropped. The student load in technical training courses fell from a high of 70,000 in 1951 to half that at the end of 1953.

The Korean War ended on 27 July 1953, and almost immediately ATC began to gear down. Many ATC facilities transferred to the strategic and tactical forces. From the high water mark of 43 bases, ATC began a gradual downward trend. This eventually led to a 16-base structure, a level ATC maintained for some years. Personnel strength also started downward. From 271,849 on 30 June 1953, ATC dropped to 79,272 by the end of 1963.

It was only natural that the decline brought shifts in the command's organizational structure. For example, the Air Force assumed responsibility for its own recruiting on 1 July 1954. Recruiting headquarters was located at Wright-Patterson AFB, Ohio. It remained there until 1 July 1966, when the headquarters moved to Randolph AFB. Air Training Command gained another new mission-survival training-when it assumed control of Stead AFB, Nevada, from SAC on 1 September 1954. In June 1966 the mission and organization transferred from Stead to Fairchild AFB, Washington.

In April 1956, the Department of Defense announced that the Army would be responsible for its own helicopter pilot training. Edward Gary AFB, Texas, had been the site of the joint helicopter training program. On 13 July the Army transferred its helicopter pilot training to Fort Rucker, Alabama. The Air Force's helicopter pilot training program shifted to Randolph, in July 1956 and it moved to Stead AFB two years later. Then in April 1966, the program moved again, this time to Sheppard AFB, where it remained until the Army assumed responsibility for all helicopter training in 1971.

Soon after the Korean War ended, the operational commands began pressing ATC to return combat crew training to them. The Air Staff finally supported the commands, and ATC returned bomber crew training to Strategic Air Command and fighter crew training to Tactical Air Command on 1 July 1958. Air Training Command, however, continued interceptor crew training until 1 July 1962, when it returned to Air Defense Command. Moreover in early 1957, amidst growing concern about operating costs, HQ USAF approved an ATC plan to move its headquarters from Scott to Randolph and consolidate its intermediate headquarters.

Along with these organizational changes, ATC began reviewing the entire flying training process. Since World War II, Air Training Command had provided specialized undergraduate pilot training--in essence training students only for the type of aircraft they would fly. Students

received a common primary phase and then continued on to a basic phase for either single-engine or multi-engine training.

For a number of years, the Air Force moved deliberately toward its goal of upgrading ATC's fleet of trainer aircraft. At one point, in addition to the acquisition of the T-37 and T-38, ATC had also hoped to obtain a T-36 aircraft to replace the B-25 in multi-engine training. However, that hope was dashed when the DOD deleted funds for that upgrade. In 1959 ATC replaced the T-28 aircraft with the T-37, which it integrated into the primary phase. Training officials continued to use the T-33 for the single-engine phase and the B-25 for the multi-engine phase.

Air Training Command retired the B-25 from the training program and converted from specialized to generalized undergraduate pilot training-with its inherent assumption that all students were being trained to fly a jet fighter in combat. The Secretary of the Air Force approved the idea in March 1960, and ATC implemented the training program a year later. The command received its first new basic trainer aircraft-the T-38-in March 1961 and started the first T-37/T-38 undergraduate pilot training course at Webb AFB, Texas, in February 1962. As the aircraft acquisition program progressed, pilot production requirements declined. ATC began to look at a new training concept-combining preflight, primary, and basic instruction at one base. This concept called for replacing all civilian flying instructors with military officers and phasing out the contract primary flying training schools.

Unlike its previous wartime experience, ATC did not drastically increase its base structure or permanent party personnel during the Vietnam War, although training production did rise. In 1965 President Lyndon B. Johnson escalated American military involvement in Vietnam. This had a marked effect on individual technical and military training centers, creating a significant increase in student population. The war in Southeast Asia siphoned off most of the command's best instructors, leaving it with a lack of experienced, qualified personnel. During this time, pilot production almost tripled from 1963 to 1969. The number of graduates from basic military training increased dramatically, with 29,000 graduates in the first half of 1965 compared to 73,000 in the second half. To accommodate the increased production, ATC reverted to a split-phase basic military training program-four weeks at Lackland and two weeks at one of the technical training centers.

In 1969 the Air Force became involved in the Vietnamization program to help the Vietnamese Air Force become a self-sufficient, 40-squadron air arm. Training was the foundation of the program, and all elements of ATC's training establishment played a vital role over the next three years. That same year non-prior service enlistments rose to 113,634, basic military training graduates 123,092, and technical training 702,974.

With the end of the Vietnam War, ATC's training requirements gradually diminished. Following the signing of the peace agreement in January 1973, President Richard Nixon called for the end of the draft, indicating that the US would depend exclusively on a volunteer military establishment. The draft ended officially on 30 June 1973.

The era following inception of the all-volunteer force was complicated by tightening defense budgets and rising training costs. From a permanent party strength of almost 73,000 in 1972, ATC shrank to slightly over 50,000 in 1977. During this same time, the percentage of recruits with a high school education declined to the lowest point in the history of the Air Force and did not stabilize until the late 1970s.

Air Training Command also made a number of changes to its flying training programs. With pilot production declining, ATC closed Craig and Webb, transferred Moody to Tactical Air Command, and ended undergraduate pilot training at Randolph. By the end of 1977, ATC had only 12 active bases-Chanute, Columbus, Keesler, Lackland, Lowry, Sheppard, Randolph, Reese, Williams, Mather, Vance, and Laughlin. Additionally, ATC implemented centralized light plane screening at Hondo, Texas, in 1973. Training officials contracted out this operation using ATC's T-41A aircraft. The centralized flight screening program fell under the jurisdiction of the Officer Training School at nearby Lackland AFB, where it remained until 1991, when it was assigned to the 12th Flying Training Wing at Randolph.

After a number of studies aimed at reducing the cost to produce an undergraduate pilot training graduate and prolonging the life of its trainer aircraft, ATC acquired instrument flight simulators in 1977 for both the T-37 and T-38 aircraft. The simulators reduced the number of UPT flying hours from 210 to 175 hours.

In 1978 undergraduate navigator training also underwent some major changes in content and philosophy, switching from generalized to specialized training. The new course provided basic navigator skills to all graduates, and two new courses-advanced navigation (AN) and tactical navigation (TN)--offered specialized training tailored to major command needs. Upon graduation from undergraduate navigator training, students received their wings. Those with assignments to tankers, transports, and bombers took the AN course and those going to Tactical Air Command, mainly as weapon systems officers, took the TN course. A third course already taught at Mather-electronic warfare officer training-also received students upon graduation from UNT.

Coupled with these reductions in training costs, ATC shifted its philosophy of technical training in the mid-1970s. Driven by the lack of ground training aircraft, lower recruit quality, and reduced retention rates, ATC transformed initial skills training from one oriented to career training to one teaching only those tasks needed in the first enlistment. As a result, ATC placed much greater emphasis on field training and on-the-job training, and the average technical training course length of 17 weeks in 1970 declined to an average of 11 weeks in 1979.

The most significant problems of peacetime training were a shortage of resources of all types and a constant struggle to produce "cost effective" training. In 1972, following a report which criticized the services for maintaining duplicate training courses, DOD established the Interservice Training Review Organization as a cooperative effort among the services to review all training and education with a goal of eliminating duplication.

From its establishment, the Department of Defense expanded ITRO's role in seeking more cost-effective ways to provide service training requirements.

While ATC reorganized its training programs, the Air Force transferred additional training missions to the command. In 1978 the Secretary of the Air Force directed that responsibility for all cryptologic training, along with Goodfellow AFB, be transferred to ATC. Goodfellow had previously served as an ATC pilot training base during World War II and in the post-war era, before it was turned over to USAF Security Service in 1958, where it taught cryptological courses. The transfer occurred on 1 July 1978.

In addition, by the late 1970s, more than 20 studies had looked at various realignments of education, training, and personnel management functions. While virtually all the studies concluded that some type of merger or consolidation was feasible, for one reason or another the Air Force took no action along these lines until 1978. On 15 May of that year, the Air Force transferred Air University to ATC. In conjunction with the AU merger, ATC transferred the Community College of the Air Force from the Lackland Training Annex to Maxwell on 1 June 1979.

On 1 July 1983, scarcely five years after HQ USAF had aligned Air University under ATC, it reversed the process and conferred separate command status on Air University once more. At the time of the merger, the Air Force sought to consolidate most of its education and training programs and provide a focal point for USAF personnel procurement programs. The move brought professional military education (PME) under the same roof as basic military, technical, and flying training. Moreover, it provided common direction for two of the Air Force's major commissioning programs-Air Force Reserve Officer Training Corps (AFROTC) and OTS. Over time, HQ USAF officials became concerned that this arrangement lowered the visibility and diminished the importance of the Air War College, the Air Command and Staff College, and other PME schools. In elevating Air University to separate command status, HQ USAF hoped to erase that perception.

For a number of years, the General Accounting Office had emphasized that savings could be realized by consolidating like functions on military installations located in the same geographic area. On 1 January 1977, ATC activated the San Antonio Procurement Center-later redesignated San Antonio Contracting Center (SACC)-at Kelly AFB. It assumed responsibility for all base procurement functions at Kelly, Brooks, Lackland, and Randolph AFBs.

In a similar vein, the Comptroller General of the United States advocated to the Department of Defense the consolidation of real property maintenance organizations in certain geographical areas containing several military installations. As a result, the Air Force activated the San Antonio Real Property Maintenance Agency (SARPMA) on 15 February 1977. The Air Force assigned this new agency to ATC, thus consolidating the real property maintenance activities at five military installations.

Over the course of its short existence, SARPMA was one of the most controversial and most-studied organizations in the Department of Defense. It did not produce the savings that an initial cost study had projected. This, coupled with continued customer dissatisfaction and the desire to give commanders more authority and flexibility to manage their bases, led Air Training Command to disestablish both SARPMA and SACC in 1991.

When President Ronald Reagan assumed office in 1981, he was committed to a substantial buildup of the nation's military force. Congress, however, made it clear that the costly program had to be supported from within current resources. With the improved defense budgets came better military pay-resulting in better qualified recruits and higher retention rates. Funding to expand flying hours also resulted from the improved Reagan defense budgets. Although the budget situation looked bright, a number of DOD-directed manpower reductions caused ATC to become much leaner, but with expanding training requirements.

Instructor pilots found that cuts in undergraduate pilot training flying hours brought about by the instrument flight simulator did not produce the intended quality graduate. Since simulator time did not fully replace actual cockpit time, flying hours were added back into the syllabus. By 1988 flying hours increased from 175 to nearly 190, and ATC had extended the course by three weeks.

As it had in the 1950s, the Air Force again decided to change the way it trained its pilots. In both instances, a common factor influenced the decision-the need for new trainer aircraft. The idea of specialized undergraduate pilot training was not a new one. From 1939 to 1959, the Air Force had followed a specialized approach, exposing students to different curricula depending on whether they would fly single-engine or multi-engine aircraft.

On 20 July 1992, Reese became ATC's first base to implement the Air Force's new specialized undergraduate pilot training program. Thus, the Air Force returned once again to providing a different flying training program for each specialized track. In the primary phase, specialized undergraduate pilot training provided a common core of flying fundamentals in the T-37 for all students, who then moved into one of two tracks. Students following the tanker-transport track received training in the newly acquired T-1A "Jayhawk," and those pursuing the fighter-bomber track received training in the T-38. Upon graduation, new pilots could expect an assignment corresponding to their advanced track.

THE T-43 FLYING CLASSROOM has been used as the primary trainer for undergraduate navigator training since 1974.

Specialized undergraduate navigator training (SUNT) replaced the tailored navigator training program on 15 July 1986, when the first class started the SUNT-core course at Mather AFB. Under specialized undergraduate navigator training, all students took a 65-day common core training course. The students then went into one of three training tracks: fighter, attack, reconnaissance; tanker, transport, bomber; or electronic warfare training. Students received their wings upon completion of the specialized training.

Historically, technical training in ATC had swung back and forth between two different philosophies. On the one hand, ATC could provide extensive instruction to nonprior service personnel at its resident training centers, or it could teach only the minimum job knowledge necessary for their first job, then upgrade them through on-the-job training. The availability of money, the quality of recruits, and the level of retention rates were some of the most significant factors that determined which philosophy was ascendant. In 1984 ATC announced its intention to train personnel to the fullest extent that resources allowed.

Technical training courses that tended to consist of broad, generic instruction and relied heavily on OJT were replaced by more intensive, specialized initial skills training. These changes had not taken place across the board but were concentrated in "sortie-producing" specialties. To help accomplish this shift in training philosophy, ATC developed computer courseware for teaching the non-sortie producing courses. The courseware was exported to the operational commands and imbedded in the computer systems becoming widely available in the workcenters. Personnel in the non-sortie producing specialties used the courseware to receive additional training, which reduced or eliminated some non-sortie producing courses at the training centers. The resources thus saved were reinvested in sortie-producing courses, and by 1985 the average length for these courses had risen to nearly 17 weeks.

Since the early 1980s, ATC sought to coordinate the various technical training programs, identify new technology, set priorities, and implement the latest training and technology research into its classrooms. Although a large and complex task, ATC formalized this process by creating the Training Technology Applications Program in 1982. To more effectively manage computer training, ATC consolidated nearly all computer operations and maintenance training at Keesler Air Force Base. By 1989 ATC had developed its first satellite distance learning technology course, which used television and satellite technology to bring the course to the job site.

In 1985, Congress passed the Gramm-Rudman-Hollings Act in an effort to reduce the national debt. The law tried to force the executive and legislative branches of government to eliminate deficit spending. Thereafter, ATC had to modify ongoing operations to live within the limits of the annual budgets that followed. Faced with increasingly tighter fiscal constraints stemming from the Gramm-Rudman-Hollings Act, ATC underwent significant mission and organizational change during 1987. While ATC's primary mission of basic military training, flying training, technical training, and recruiting continued, a new mission had been created. The Air Force activated and assigned the San Antonio Joint Military Medical Command (SA-JMMC) to ATC on 16 February 1987. Activation of the jointly staffed command consolidated Air Force and Army medical facilities in San Antonio under one command. Almost from the day of its inception, SA-JMMC was the object of a succession of studies, audits, and reviews. Ultimately, the DOD directed its disestablishment on 1 October 1991.

By the 1980s, the role of space systems in intelligence, comm-unications, and weather reconnaissance had become so pervasive that it was necessary to establish a military command

structure devoted to space operations. The Air Force also needed a space training program, and in 1986 Air Training Command began conducting an undergraduate space training course and AFSC-awarding technical courses at Lowry Air Force Base.

In response to the revolutionary changes occurring throughout the world, such as the breakup of the Soviet Union, the fall of the Berlin Wall, the reunification of Germany, political and military strife in Eastern Europe, and conventional and nuclear arms agreements in the 1990s, the Air Force developed a vision of what air power could bring to the nation's defense. Called Global Reach-Global Power, the vision was a blueprint to organize, train, and equip the Air Force to confront the challenges of a fast-changing world.

Organization of the Air Force was the first page of the Global Reach-Global Power blueprint; its second page was training. General Merrill A. McPeak, Air Force Chief of Staff, declared 1991 the "Year of Organization" and 1992 the "Year of Training." The 1991 approach to restructuring the Air Force affected organizational levels from the secretariat down to squadrons and flights. While realignment of several major commands-Air Combat Command, Air Mobility Command, and Air Force Materiel Command-garnered most of the headlines, significant changes also occurred in the Air Force's basic unit-the wing. One fundamental rule governed the restructure of the wings-"one base, one wing, one boss." Air Training Command implemented the new structure at its flying training wings on 15 December 1991 and then adapted the concept to its technical training centers on 1 February 1992.

While such broad-based programs as the Year of Organization and the Year of Training occupied much of ATC's attention in the post-cold war era, they paled in comparison to the eruption of the Persian Gulf War. From the beginning, ATC took several actions to support the Persian Gulf War. These included deploying over 3,000 ATC personnel to other commands, calling up 2,387 individual mobilization augmentees, and implementing Push-Pull Mobilization-a system whereby over 1,000 inactive reservists and Air Force retirees were recalled, processed through Lackland AFB, and then pulled for assignment to fill Air Force active duty shortfalls. At the same time, the Air Force activated ATC's 11th Contingency Hospital and deployed it to the United Kingdom to treat expected casualties from the war.

On another front, the command also faced the daunting task of closing four of its training bases-Chanute, Mather, and Williams in FY 93, and Lowry in FY 94. Because of the enormous federal budget deficit and the consequential restraints on federal spending, a bipartisan commission chartered by Congress as the Base Closure and Realignment Commission, announced in 1989 that Chanute and Mather were 2 of 86 military installations that it had recommended for closure. In its second round of closures announced in 1991, the commission added Williams and Lowry to the list.

During 1992, as part of the Year of Training, ATC completed a top-to-bottom review of how it conducted its business and how other organizations did their training. As Gen Henry Viccellio, Jr., Commander, Air Training Command, put it: "Our goal is to train people so that when they get to their first operational assignment, they're as close to mission ready as we can make

them. . . . taking that load off the operational commander, who will then be free to concentrate on war-fighting concerns."

Thus, the Air Force charged the training command with improving how and when it trained Air Force enlisted personnel. In the future, no one would arrive at their first assignment without graduating from a technical school; and everyone would attend a resident initial skills training course to become an apprentice or three level. They would also be cycled back through the schoolhouse to earn their craftsman or seven level certification. At the same time, training officials sought to synchronize professional military education and training programs so the right things happened to people at the right times in their careers. Thus, with the proper timing of training with professional military education, the Air Force would better align job requirements and needed leadership roles.

Out of the Year of Training came two especially important initiatives. One recommended the transfer of weapons system crew training to ATC to allow the operational commands to concentrate on their combat missions. The other advocated the creation of a single, coherent education and training structure for officer, enlisted, and civilian personnel from entry through retirement.

Adopting these two recommendations, the Air Force would merge Air Training Command and Air University to form the Air Education and Training Command on 1 July 1993 and transfer weapons systems crew training, along with Luke AFB, Arizona; Tyndall AFB, Florida; and Altus AFB, Oklahoma; plus several other crew training units that were tenants on other bases, to the new command. All Air University programs would remain under its purview. In addition, this restructuring would transfer operational oversight and execution of Air Education and Training Command's technical and flying training missions from the current headquarters at Randolph AFB to two numbered air forces, one at Randolph to oversee the flying training mission, and one at Keesler for the technical training mission.

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