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FM 21-5

DEPARTMENT OF THE ARMY FIELD MANUAL

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# MILITARY TRAINING MANAGEMENT



HEADQUARTERS, DEPARTMENT OF THE ARMY  
DECEMBER 1964

FIELD MANUAL }  
 No. 21-5 }

HEADQUARTERS  
 DEPARTMENT OF THE ARMY  
 WASHINGTON, D.C., 18 December 1964

## MILITARY TRAINING MANAGEMENT

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	Paragraph	Page
PART ONE. OBJECTIVES, RESPONSIBILITIES, AND CONCEPTS		
CHAPTER 1. INTRODUCTION .....	1-3	2
2. RESPONSIBILITIES FOR TRAINING.....	4-9	4
3. ARMY TRAINING STRUCTURE		
Section I. General .....	10-12	6
II. Individual Training .....	13-18	7
III. Unit Training .....	19-23	9
CHAPTER 4. ARMY TRAINING PROGRAMS AND TESTING		
Section I. Army Training Programs.....	24-33	14
II. Testing .....	34-35	16
PART TWO. TRAINING MANAGEMENT		
CHAPTER 5. GUIDANCE AND PLANNING.....	36-44	19
6. PROGRAMMING .....	45-54	26
APPENDIX I. REFERENCES .....	....	37
II. TYPICAL BATTALION (TRAINING) CIRCULAR.....	....	38
INDEX .....	....	47

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\* This manual, together with part I, FM 105-5, 17 April 1964, supersedes FM 21-5, 19 August 1959.

**PART ONE**  
**OBJECTIVES, RESPONSIBILITIES, AND CONCEPTS**

**CHAPTER 1**  
**INTRODUCTION**

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**1. Purpose and Scope**

a. This manual is a guide to training management. It provides guidance and assistance to personnel at all levels responsible for training individuals and units. To avoid repetition, the infantry battalion is used as the command level for illustrating the application of the principles and procedures contained herein. Reserve components and branches other than infantry can readily adapt these principles and procedures to their particular use.

b. The material contained herein is applicable without modification to both nuclear and non-nuclear warfare.

c. Users of this publication are encouraged to submit recommended changes or comments for its improvement. Comments should be keyed to the specific page, paragraph, and line of text in which the change is recommended. Reasons should be provided for each comment to insure understanding and complete evaluation. Comments should be forwarded direct to the Commandant, United States Army Infantry School, Fort Benning, Ga.

**2. The Army Training Mission**

a. To attain and maintain the Army at a state of operational effectiveness which will assure the capability of closing with and destruction of the enemy through prompt and sustained combat operations on land, including the seizure, defense or occupation of land, alone or jointly with the Navy, Air Force, or both, and to conduct effective counterinsurgency operations including the support of friendly or allied counterinsurgency operations.

b. The accomplishment of this mission requires—

- (1) Training all individuals in a military occupational specialty (MOS). The number of

personnel to be trained in each MOS is determined by current commitments and the structure of the planned establishment.

- (2) Training all units of the Army to include (where appropriate to the assigned missions) training in unified, joint, and special operations; and wherever practical, training with forces of allied nations.
- (3) Training individuals and units of the reserve components of the Army not on active duty, but required for mobilization.
- (4) Maintaining an adequate and progressive system of military education.
- (5) Maintaining training installations and facilities adequate for training of individuals and units for the planned establishment, and (within limitation of available funds) capable of rapid expansion to support full mobilization.
- (6) Evaluating tactics and techniques of Army combat, combat support, and combat service support elements, coordinating with the Navy and the Air Force in all aspects of joint concern, including those which pertain to amphibious, airborne, air support, special weapons, and air defense matters.

**3. Military Training Objectives**

The Army training mission and its supporting tasks can only be accomplished if the following five basic objectives of military training are achieved:

a. *Military Discipline.* It is essential that all soldiers recognize and respect authority and give unhesitating obedience to that authority. Training in military discipline is continuous. Its principles are applied in every military activity and every military activity reinforces the principles.

*b. Health, Strength and Endurance.* This objective is essential if soldiers are to withstand the rigors and hardships of combat. An army composed of men possessing these physical characteristics and military discipline has the foundation for becoming an unconquerable force.

*c. Technical Proficiency.* Each individual must possess sufficient knowledge and achieve the skills necessary to properly perform his assigned duties. He must know all aspects of his job thoroughly. He must also be able to use and maintain the weapons, equipment, and materiel available in support of the mission.

*d. Teamwork.* Each individual must be taught to employ his technical proficiency with other team members and to operate as a part of that team. He must subordinate his own interests to those of the team as a whole.

*e. Tactical Proficiency.* This is the ultimate goal of military training and is a culmination of all the other objectives. It is the ability of the unit to operate effectively in combat to accomplish the mission stated in its table of organization and equipment.

## CHAPTER 2

### RESPONSIBILITIES FOR TRAINING

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#### 4. General

The traditional policy of the United States is to maintain an Army of minimum size consistent with the immediate needs of the nation, but one that is capable of rapid expansion in the event of a national emergency. This policy demands the ability to mobilize rapidly. Because time is critical during mobilization, training requirements must be reduced to essentials. Peacetime training must serve to determine which requirements are essential and must provide a force ready for immediate combat in the event of a sudden attack.

#### 5. Department of the Army Training Responsibilities

The Department of the Army prepares broad, basic, Army-wide policies and plans for training, and issues periodic directives to accomplish the training objectives in paragraph 3. Training by units is based on the directives received through the chain of command and conducted in accordance with guidance furnished in Department of the Army training literature.

#### 6. Oversea Army Command Training Responsibilities

Oversea Army commands are responsible for implementing Department of the Army training policies and directives; for conducting specific training as necessary; for determining and executing training requirements generated by operational missions; and for maintaining their units in a high state of operational readiness. Oversea commands discharge these responsibilities by preparing appropriate plans and policies; by issuing the directives and training publications needed to accomplish the established training mission; and by supervising the training activities of subordinate units.

#### 7. United States Continental Army Command Training Responsibilities

The training responsibilities of the Commanding General, United States Continental Army Command

(CG, USCONARC), are set forth in AR 10-7. These responsibilities are further decentralized to the commanding generals of the Zone of Interior (ZI) Armies and Military District of Washington (MDW), commandants of continental United States (CONUS) service schools, heads of Department of the Army technical and special staff agencies, and to agencies reporting directly to the Commanding General, USCONARC, as set forth below.

a. Commanding generals of the ZI armies and MDW and the heads of Department of the Army agencies having training responsibilities to the CG, USCONARC, are charged with the responsibilities of—

- (1) Conducting replacement training, which includes basic combat training (BCT), for all individuals entering the military service, and advanced individual training (AIT), which includes common specialist training, for all personnel destined for all units of the Army in the field. (The term "Army in the field" refers to the individuals and units of the Army intended for use in a theater of operations.) This training is conducted in Army Training centers (USATC) and when necessary, in TOE units.
- (2) Training the units of the United States Strategic Army Corps (STRAC) to insure their continued capability for immediate and sustained combat operations as directed in appropriate operational plans.
- (3) Maintaining within the remaining United States Strategic Army Forces (STRAF) and other units of the active Army, a general condition of training which is conducive to the initiation of intensified combat training programs (ICTP) to bring these units to an early state of combat readiness.

- (4) Directing, supervising, coordinating, and inspecting the training of the Army Reserve (USAR) so its *units* are capable of combat deployment after a short period of accelerated training and USAR *individuals* so they are capable of immediate performance of their duties in the active Army when required.
- (5) Supervising, inspecting, and establishing training criteria for the training of the Army National Guard.
- (6) Directing, supervising, coordinating, and inspecting the organization and training of the Reserve Officers Training Corps (ROTC).
- (7) Operating a training aids center system.
- (8) Supporting the operation of Army service schools.
- (9) Planning, supervising, and directing field and command post exercises and maneuvers.

b. Commandants of Army service schools are charged with the responsibilities of—

- (1) Operating Army service schools with the goal of maintaining an adequate and progressive system of military education.
- (2) Conducting specialist training for the replacement system, except that conducted in USATC and tables of organization and equipment (TOE) units.
- (3) Insuring that training publications and literature required for Army training are prepared at the time required, with particular attention given to that required for major reorganizations.

## 8. Subordinate Command Training Responsibilities

Commanders of commands that are immediately subordinate to Headquarters, United States Continental Army Command, are responsible for implementing broad USCONARC training policies and directives; for conducting specific training requirements as directed; and for determining and executing the training requirements needed to accomplish assigned training missions.

## 9. Unit Training Responsibilities

A unit is defined as any military element whose structure is prescribed by competent authority, such as a table of organization or distribution. A unit commander is responsible for training his unit to perform the mission for which it is organized, and other assigned missions. He plans, programs, directs, conducts, and supervises this training. Based on the directives and policies of higher headquarters, he specifies the training that is to be conducted and charges his subordinate commanders and staff with its accomplishment. He insures that the performance, maintenance, and proficiency standards used are consistent with Department of the Army policies. He procures or controls the use of training facilities, aids, and equipment. As necessary, he issues training directives appropriate to the type of instructions or information to be disseminated. He uses the members of his staff to assist in the planning and supervision of training as appropriate to their specialized functions. As he is responsible for the performance of his unit, so is he also responsible to implement training in excess of required programs necessary to develop the unit to perform its mission.

## CHAPTER 3

### ARMY TRAINING STRUCTURE

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#### Section I. GENERAL

#### 10. Training Categories

The training being conducted by active Army and Reserve component units at any given period can be appropriately placed into one of three major categories—individual training, unit training, and combined training. These categories have been established for convenience in planning and to indicate definite stages of progress. These categories may be further subdivided into phases of training, depending largely upon the type of organization, its assigned mission, and the existing state of training.

*a. Individual training* is a broad term which applies to the training received by an individual without regard to grade or level of proficiency. It applies to the training of new recruits as replacements for units in training or in combat. It applies equally to the schooling and training of officers, noncommissioned officers, and specialists. Individual training begins when the individual enters the Army and continues throughout his service. Initially, emphasis is placed on development of the individual as a basic soldier. Then emphasis is shifted to the development of his primary skill to perform a duty assignment within a unit.

*b. Unit training* emphasizes the training of individuals to function as members of a team or unit. It integrates the smaller units into coordinated battlefield teams within their respective branches. These units develop their tactical proficiency, perfect operating procedures and the use of weapons, manpower, and equipment. Unit training continues to emphasize individual training by providing the opportunity for soldiers trained in individual skills to practice these skills and to learn the value of teamwork. Advanced individual training is continued for those specialists requiring additional training during the development of unit proficiency.

*c. Combined training* develops combined arms teams composed of branches which normally con-

duct combined combat operations. This type of training is generally initiated in the early stages of unit training. It continues as a major area of emphasis throughout the development of units, from platoon through Army level (advanced stages in the combined training of units may include joint training exercises that develop effective teams of combined services to insure the balanced forces necessary for major operations).

#### 11. The Army Training Structure

*a.* The Army training structure consists of the total environment in which a soldier develops the knowledge and skills required to accomplish his assigned duties. Within this structure, training develops from basic to advanced subjects, and from individual to unit, and to combined training to achieve technical and tactical proficiency.

*b.* The Army training structure is organized to provide and maintain a satisfactory and progressive system of military training and education through the Army training centers, the Army school system, and operational units.

- (1) *Army training center training.* This training is designed to produce a soldier who has the minimum requisite knowledge and skills to perform as a replacement in a unit engaged in combat.
- (2) *Army school training.* This training is designed to produce a soldier with the maximum requisite technical knowledge and skills to perform as an effective member of a unit engaged in combat.
- (3) *Unit training.* Unit training is that phase of military training in which emphasis is placed upon training individuals to function as members of a team or unit. This training is normally conducted in the field under conditions which the unit would

likely encounter in combat. It is a culmination of all training which members of the unit have received up to that point.

## 12. Subjects

The subject areas in military training can be grouped into three types (basic subjects, technical training, and tactical training), according to the broad objectives to be accomplished.

*a. Basic Subjects.* By nature and content, these subjects are directed toward developing military discipline in individuals and within units. Dismounted drill, military courtesy, interior guard duty, physical training, marches, and battle drill are examples of these subjects.

*b. Technical Training.* This includes those subject areas designed to develop the technical ability of the individual to perform his technical function. Technical training of the individual includes those

subjects designed to teach the fundamentals of his duty assignment, such as weapons training, marksmanship, communications, or clerical training. Technical training of the unit depends largely on the organization, mission, and branch of the unit; but it generally includes training in fundamental subjects designed to support its tactical performance.

*c. Tactical Training.* This includes those subjects and exercises conducted to train the individual in his role and to develop the proficiency of the unit to accomplish the mission for which it was organized. Effectiveness in tactical training depends to a large extent on the effectiveness of the disciplinary and technical training previously conducted and on the degree of realism achieved in the training exercises. This training may be conducted in field or garrison training areas using the applicatory exercises.

## Section II. INDIVIDUAL TRAINING

### 13. General

*a.* Individual training is a continuous process which begins the moment a man enters the Army and does not terminate until he leaves. It continues throughout his career, both in schools and units, or other organizations. It is the source of production of proficient units and combined arms teams. Individual skills must be periodically reviewed throughout a soldier's span of service and each degree of complexity in a skill must be mastered, before proceeding to the next level. This progression in the development of the individual continues until he leaves the service, or reaches the limits of his ability. The knowledge and skills which the soldier has mastered must be periodically practiced and refreshed so that they can be retained.

*b.* Initially, individual training familiarizes the new soldier with his surroundings and acquaints him with his responsibilities as a soldier. During this period, he receives short orientations on what is expected of him during his service and what he may expect from the Army. The objective of the commander responsible for the initial conduct of individual training is to bring about a rapid transition from civilian to soldier status. Practice, drills, and physical training develop knowledge, discipline, coordination, and teamwork in execution. The primary purpose of this training is to instill in each

individual precise and orderly habits. As the soldier progresses, he develops proficiency in weapons familiarization and marksmanship, maintenance of individual equipment, and other training. This provides him with a firm foundation in the fundamentals of basic military subjects. His training is then directed toward the development of skills with respect to job performance. Application in later phases of training insures a high degree of proficiency.

### 14. Replacement Training

*a.* Replacement training is that training conducted to provide new soldiers with basic military knowledge. It develops their proficiency for a specific duty assignment within a unit or organization. The Department of the Army assists in maintaining the operational proficiency of units by providing branch qualified basic soldiers and specialists as replacements for unit personnel losses, and in some cases, as fillers for newly activated units. These individuals are normally trained in training centers, branch service schools, and in designated TOE units within the continental United States or its possessions. The qualified replacement must be properly disciplined, physically conditioned, technically qualified, and emotionally prepared to perform successfully in combat operations. This training provides a continuous flow of qualified basic soldiers,



as individuals or in packets of variable size, to units in combat or conducting peacetime training requirements.

b. The replacement training phase consists of the basic combat and advanced individual training phases. The Department of the Army has established mandatory training requirements (AR 612-35) in time and subject areas to insure standardization of training and qualification of replacements for service outside the continental United States. These requirements are also contained in applicable Army training programs which cover all replacement training in consonance with current Army standards.

(1) *Basic combat training (BCT)*. This phase of training transforms the civilian into a basic soldier. The basic combat training phase is prescribed in Army Training Program (ATP) 21-114. Prior service personnel undergo basic combat training under the provisions of AR 612-200. The objective of basic combat training is to develop a disciplined, highly motivated soldier who is qualified in his basic weapon, physically conditioned, and drilled in the fundamentals of soldiery. Emphasis during this phase is on motivation, proficiency in the use of individual weapons, disciplinary training, and physical fitness.

(2) *Advanced individual training (AIT)*. Advanced individual training is the second stage of individual training and completes the mandatory replacement training. The objective of advanced individual training is to qualify an individual to perform the job required by a TOE or table of distribution (TD) assignment. This phase of training may be conducted in training centers, service schools, or in TOE units; it may be accomplished by on-the-job training (OJT), schooling, or a combination of these. Upon successful completion of training in this phase, individuals are awarded the military occupational specialty (MOS) for which they were trained.

c. Subsequent to the completion of replacement training, any individual found to be deficient in his primary MOS is retrained until he reaches the proper proficiency level. If retraining is impractical, appropriate personnel procedures are undertaken to assign him a new primary MOS that is

commensurate with his demonstrated capabilities and qualifications.

## 15. Schools

a. *Army Schools*. The Army operates branch and branch immaterial schools to meet Army-wide requirements for trained commanders, leaders, and specialists. Courses offered for officer and enlisted personnel in Army schools and the general provisions of the Army's school system for the education and training of individuals are described in AR 350-5 and DA Pam 20-21. The courses of instruction are controlled by USCONARC or appropriate Department of the Army agencies. Commanders at all echelons have definite responsibilities for the efficient and economical functioning of the school system. Specific responsibilities of unit and organization commanders include—

- (1) Insuring that personnel selected for school training meet the prerequisites.
- (2) Insuring that school-trained personnel are *properly utilized*.
- (3) Insuring that individuals (those required to receive training in an Army service school for MOS qualification) assigned to newly organized units are programmed for schooling so they return to the unit prior to advanced unit training.

b. *Troop Schools*. Troop schools are organized and operated to meet local training requirements outside the province of Army schools. For example, driver schools, instructor training schools, and chemical and radiological survey team schools are normally conducted at battalion level to supplement and further previous training to meet the training requirements of unit commanders. Troop schools are designed to keep officers and *noncommissioned officers* abreast of professional developments. They are encouraged and may be conducted at any level. Normally, they are operated for a limited period of time and for a limited number of men whose training requires special knowledge, techniques, facilities, or equipment.

## 16. On-the-Job Training

On-the-job training (OJT) is a method used to train individuals or small numbers of personnel, (normally in a specialized MOS), or to maintain proficiency. It is particularly applicable to the training of staff personnel, company overhead, mechanics, cooks, repairmen, and cadres. It may be

used to train personnel initially or to further develop skills learned in other training. Generally, OJT is best utilized immediately after an individual has completed formal schooling in an MOS or a general education course. The effectiveness of this system depends primarily on proper planning and close supervision over the training being conducted.

### 17. Active Army Cadre Requirements

a. A cadre is the key group of leaders and specialists needed to perform essential duties in the formation, administration, and training of a unit. Cadres consist of officer and enlisted positions as listed in the cadre column of appropriate TOE or, if appropriate TOE does not include cadre requirements, as designated by the proponent agency. Active Army units designated by Army commanders to provide a cadre for a new unit (to be activated after mobilization) maintain two cadres, equally qualified.

b. The requirement for each designated TOE unit to maintain an alternate qualified cadre insures the capability of units to provide the skeletal force to activate a similar type unit in any rapid expansion of the Army. This requirement makes it necessary for units to select and train alternate personnel for TOE positions designated as cadre positions. Personnel may become qualified to serve as members of a cadre through OJT, training in service schools, or through prior experience in a MOS. Maximum advantage should be taken of service school quotas for the training of cadre personnel. Unit training of the cadre is normally conducted as OJT under close supervision of the persons assigned to the TOE positions. Unit commanders should make provisions for training an alternate cadre concurrently with

the conduct of normal ATP and operational readiness training. A cadre training program is outlined in ATP 21-160.

### 18. Career Management and Guidance

Career plans aid commanders in developing the capabilities of officers, warrant officers, and enlisted personnel. These generally are directed by the Department of the Army and administered by lower commanders. Such plans are designed to provide a system of progressive development of military personnel through assignment, training, and advancement based on individual abilities, aptitudes, and initiative. They assist in the efficient utilization of manpower and provide the maximum opportunity for advancement within the individual's capabilities.

a. A commander's responsibility includes direction and assistance to his officer personnel in improving themselves professionally. He increases their experience by carefully varying their duty assignments. An officer must continue to increase his own knowledge and skill by capitalizing on his various assignments, by taking advantage of opportunities at service schools, unit and installation schools, and by individual study.

b. A commander must give his *noncommissioned officers* responsibilities commensurate with their demonstrated capabilities and appropriate grades. He develops them as leaders by requiring them to exercise their abilities and by supporting their position within the unit. The commander uses troop and service schools to instruct *noncommissioned officers* in their duties and to prepare them for higher positions of authority and responsibility.

## Section III. UNIT TRAINING

### 19. Training Objectives

Training objectives and requirements that originate at higher command levels culminate in the training of units. Training of units to high levels of operational proficiency and, then training to maintain these standards, provides the basis for the accomplishment of the mission of the Army. Trained units provide the deterrent forces to discourage aggression; initiate combat operations in the event of an act of aggression; and provide the basis for augmentation and expansion of the Army in the event of mobilization. Peacetime training is directed toward accomplishing these objectives.

### 20. Life Cycle of a Unit

During national emergencies, general mobilization results in the activation of many new units. These units progress through definite stages of development which are referred to as the unit's life cycle. Training requirements and objectives exist in each of these stages; commanders and staff officers must be aware of their existence to achieve success during mobilization periods. The progressive stages in the life of a unit are as follows:

a. *Activation and Organization.* When a new unit is activated, Department of the Army designates the unit and the effective date and place for activa-

tion. Concurrently, additional instructions are issued to indicate what unit is to provide the cadre and to designate the commander and key officer personnel. (Prior to reporting, the officer personnel are normally provided the opportunity to attend service schools to receive refresher instruction in the latest doctrine and techniques.) Plans are then initiated for the conduct of training within the unit. A cadre training program is prepared and implemented in preparation for conduct of ATP training. Prior to receipt of all filler personnel, a pre-ATP filler training program is conducted to assist in adaptation of these personnel to Army life. Plans are prepared to implement the basic combat training program immediately after the activation ceremonies.

*b. Training.* During this stage, individuals and units are trained to the level of proficiency permitting their deployment to a theater of operations. The Army training program training is conducted to insure development of the unit's capacity to accomplish its assigned mission. Upon completion of this training, operational readiness training is initiated prior to oversea movement of the unit. Specific objectives for ATP and operational readiness training are discussed in later paragraphs.

*c. Pre-Embarkation and Movement.* Training is conducted during the early portion of this period to correct deficiencies noted during latter phases of the training stage, to maintain the physical conditioning of the troops, and to perfect unit operating techniques so far as training time permits. Training is conducted to prepare the units for execution of loading and lashing, packing and crating, and other movement requirements. Other training requirements for this stage include orientations concerning shipboard and air transport procedures. Troops are provided information pertaining to the area to which they are going and about the enemy. The shipboard or air transport training program is prepared for implementation during actual movement overseas.

*d. Oversea Staging.* In oversea staging areas, units make final preparation to complete combat readiness. In this period, personnel and equipment requisitions are filled and an intensive refresher training program is implemented. This training includes physical conditioning, indoctrination and integration of replacement personnel, zeroing weapons, familiarization training on new weapons and equipment, orientation on new enemy techniques and tactics, reviewing small unit tactics, and perfecting

staff operating procedures. Preparation for combat readiness may be completed in the zone of the interior in the event initial combat operations climax a shore-to-shore movement.

*e. Combat.* This stage constitutes the ultimate evaluation of the training in all previous stages. During combat, training is conducted to remedy observed operational weaknesses, to prepare the unit to conduct special operational missions, to integrate replacement personnel and equipment, and to improve operating procedures.

*f. Occupation.* Training is conducted in oversea occupation areas to maintain the operational proficiency of the unit and to prepare individuals and units for any special requirements in accomplishing their occupational duties.

*g. Inactivation.* Training is conducted to prepare individuals for return to civilian life or reassignment to other units.

## **21. Army Training Program Phases of Training for Units**

*a.* During periods of either general or partial mobilization, new units may be formed with trained cadre from active Army units and with untrained filler personnel from reception centers. Formal ATP training is the system employed for training these units. ATP training may also be conducted, as required, by regular units whose status of training has been lowered by personnel turnover or other reasons.

*b.* The formal phases of ATP training for newly activated units receiving untrained fillers are conducted in the following sequence:

- (1) *Basic combat training (BCT).* Basic combat training is conducted in accordance with ATP 21-114, and with the same objective as stated in paragraph 14b(1).
- (2) *Advanced individual training (AIT).* Advanced individual training teaches the individual a specific skill or military occupational specialty (MOS). Specific AIT objectives are contained in appropriate Army Training Programs (ATP), Army Subject Schedules (ASubjSed), and Programs of Instruction (POI).
- (3) *Basic unit training (BUT).* The basic unit training phase trains skilled individuals to coordinate their efforts toward the accomplishment of unit missions. This phase provides the opportunity for the soldier to

learn the value of teamwork and to apply, in practice, the skills he acquired in advanced individual training. Team training is conducted in a progressive manner, beginning with the development of the squad, section, and platoon, followed by company-size team training. During this phase, combined arms training is initiated to fully develop the functional concepts and capabilities in each level team. The training during this and the advanced unit training phase is governed by the appropriate unit Army training program.

- (4) *Advanced unit training (AUT)*. The advanced unit training phase integrates the company-size teams, now fully capable of accomplishing their TOE missions, into the coordinated units (battalion level) within their respective branches. Emphasis is placed on the development of technical and tactical proficiency, operating procedures, combined arms training, and proper utilization of manpower, weapons, and equipment. On completion of this phase of training, the battalion has attained, as a minimum, a satisfactory standard of operational proficiency and can undertake combat operations.
- (5) *Field exercise and maneuver phase*. The field exercise and maneuver phase provides for the training of large units on the ground under simulated combat conditions. This period provides the opportunity for the battalion to become fully capable of operating as a separate combat unit or as a part of a larger force. These maneuvers involve many type units to insure maximum effect in combined arms training. Conduct of training in this phase is prescribed in AR 220-55 and ATP 20-5.

c. At other times units may be formed with trained cadre from active Army units and with qualified filler personnel from replacement training centers. Initially some individual training may be conducted; however, the unit begins the formal phases of ATP training with the Basic Unit Training Phase and its development proceeds from this phase.

d. Although the formal phases of ATP training consists of definite phases, there is no distinct boundary between them; rather, each is designed to

blend into the succeeding phase. However, units training under formal ATPs should achieve proficiency prior to advancing to the next higher phase.

e. Prior to achieving a combat ready training status, units undergoing ATP training should not be interrupted by diversionary activities until the phases are completed. While units undertaking ATP training may experience some equipment and facility shortages, an intelligent and imaginative approach in solving these problems generally results in an acceptable and effective solution being found.

## **22. Intensified Combat Training Programs (ICTP)**

These programs are designed to reduce the combat lead time of Active Army, Army National Guard, and Army Reserve units of STRAF which are not in a STRAC status. These units are capable of becoming combat deployable without undergoing the entire five phases of ATP training. These programs accelerate tactical readiness of STRAF units alerted for emergency missions. They provide for the training of individuals and units during the basic and advanced unit training phases through division level exercises.

### *a. Concept.*

- (1) Training readiness is accelerated as a result of personnel and equipment actions having been planned in advance. When an emergency is declared, this facilitates (throughout the various echelons of command) the execution of streamlined procedure and maintenance programs.
- (2) Upon declaration of an emergency and upon order, the designated STRAF units are brought up to authorized strength by the addition of trained fillers and critical MOS personnel and are provided with essential equipment as soon as possible.
- (3) When the alerted unit reaches the prescribed percentage of authorized strength, unit training is initiated.
- (4) Due to the limited time available, fundamentals, realism, maintenance, communications, mobility, combined arms exercises, night operations, fire support coordination, live firing exercises, CBR, and physical hardening are emphasized throughout the program. Training not essential in achieving the objectives of the program is elimi-

nated. Tactical exercises are prepared in advance to support this program.

- (5) Special environment training for possible area employment and other appropriate subjects are integrated throughout all phases.
- (6) The applicatory phase of tactical training of smaller units is accomplished by employing these units concurrently with other elements of the parent unit.
- (7) Where feasible, the "opposing forces" concept of employing one unit against another is utilized in tactical exercises and training tests.
- (8) When a unit is not to be deployed immediately upon completion of ICTP, the unit conducts such training as the major commanders may prescribe to further improve its combat readiness.

*b. Training Cycle.* The length of the training cycle varies according to the category of the STRAF unit conducting training under this program. Categories are established based on the status of personnel, equipment, and state of training of units concerned. A unit, based on its category, conducts either the ICTP-8, which is an eight-week program, or the ICTP-13, which is a thirteen-week program. ICTP-13 is designed to supplement the ICTP-8 and provides reserve component STRAF units additional time necessary for movement to designated mobilization stations, orientations, preparation for receipt of equipment and replacements, and required retraining.

- (1) Phases of the Intensified Combat Training Program-8 are as follows:
  - (a) Phase I—squad, section, and platoon training (tactical and specialist—2 weeks).
  - (b) Phase II—company training (tactical and specialist—2 weeks).
  - (c) Phase III—battalion and larger unit training (tactical and specialist—4 weeks).
- (2) These phases are not intended to indicate periods of definite duration; rather they are designed to blend to insure a cohesive program. Training in some subjects is continuous and, although presented in early phases, is repeated throughout the program.
- (3) Army training tests (ATT) are conducted in all phases. During ICTP, departure

from normal procedures of testing each unit individually is required. In general, Army training tests for small units are conducted concurrently as part of a larger unit exercise. This procedure permits a considerable saving in time and personnel, reduces requirements for training areas, and permits emphasis to be placed on evaluation of units which normally operate with attached or supporting weapons as opposed to those who do not.

## 23. Operational Readiness Training

*a.* Operational readiness training is that training undertaken by units that have completed the formal phases of training and are responsible for maintaining the highest state of combat proficiency possible so they can accomplish their assigned operational mission as stated in Section I of the TOE. Entry of units into the operational readiness phase is determined by major commanders. Operational readiness training is oriented on the unit's mission(s), and its objective is to maintain the unit's capability to engage in immediate combat operations. It may involve preparations for specific operational missions.

*b.* Operational readiness is the end product of thoroughly training individuals and units in all of the individual and unit techniques, and procedures required for their combat missions, and in the efficient training, administration, supply, and maintenance of the units on a sustained basis when not in combat.

*c.* Training programs for operational readiness training are developed by appropriate commanders after complete assessment of the training situation and assigned operational missions. During this phase, training deficiencies are corrected and specialized training conducted as required.

- (1) *Length of operational readiness training phase.* No specific number of weeks is established for the conduct of training in the operational readiness training phase. The length of this phase will normally depend on—
  - (a) Assigned mission.
  - (b) Projected personnel strength.
  - (c) Probable date of oversea deployment.
- (2) *Retraining.* Normally, a systematic and comprehensive retraining program is conducted on an annual basis. This retraining

program facilitates raising individual skill levels and/or cross training individuals in another MOS. It compensates for personnel turnover which occurs throughout the year and also for time lapses since some skills, such as marksmanship, were last practiced. Small units, squads, sections, and platoons are retrained and tested on an annual basis. The amount of time devoted to the retraining of individuals and small units is determined by the commander and is based on known or anticipated deficiencies, missions, and the existing state of training of the unit. Since the effectiveness of larger units is directly related to the proficiency of individuals, squads, sections, and platoons, each subject mastered by these respective elements tends to hold the readiness of the unit at a higher level.

- (3) *Maintenance of unit proficiency.* Once a unit has completed its initial Army training program, it must remain ready for prompt commitment to combat. Therefore, company and higher exercises are *regularly* interspersed during periods devoted to retraining conducted at the individual and small-unit levels.
- (4) *Special operations.* Units engaged in operational readiness training conduct special operations as directed by higher headquarters. Examples of special operations include airborne, amphibious, arctic, desert, mountain, jungle, and riot control. Higher headquarters should notify battalion-size units well in advance of forthcoming special operations to facilitate adequate time for necessary planning, preparatory training, and specialized schooling for key troop leaders and selected staff personnel, as required.
- (5) *Mandatory subjects.* Because of their importance, certain mandatory training re-

quirements have been established by Department of the Army. These are outlined in appropriate Army regulations. They are subjects considered vital to an individual soldier. They specifically deal with his morale, character, or his personal protection as in CBR training, proficiency with his individual weapon, or ability to operate at night. Other subjects, directly related to the assigned mission of particular units, are made mandatory by the appropriate commander.

- (6) *Flexibility.* Except for the requirement of mandatory training, commanders of units engaged in operational readiness training have maximum flexibility in the development of training programs. Major commanders are authorized to delegate the authority to modify Army training programs and tests for units undergoing operational readiness training to assure that appropriate latitude is afforded to conduct that training most conducive to the maintenance of combat readiness and accomplishment of specifically assigned missions.

*d. Operational Readiness Evaluation.* Units conducting operational readiness training are required to maintain their capability to engage in immediate combat operations. The commander having responsibility for this requirement must frequently evaluate the unit's proficiency through the periodic conduct of operational readiness tests. These tests may be based on operational missions, may include selected portions of ATT's, and may be conducted as part of a field exercise. During the execution of an operational readiness test, the commander evaluates various aspects of the unit's performance to include—staff efficiency, notification plans, assembly procedures, personnel and equipment loading techniques, movement procedures (if applicable), and ability to accomplish TOE or specifically assigned operational mission(s).

## CHAPTER 4

# ARMY TRAINING PROGRAMS AND TESTING

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### Section I. ARMY TRAINING PROGRAMS

#### 24. Purpose and Use

a. Army training programs (ATP) are basically designed as a guide for the preparation of training programs and schedules during the various phases of Army training program training. They are used by both active Army units and reserve components. In addition, Army training programs assist commanders and staffs of units conducting operational readiness training in the planning for and preparation of their normal training activities throughout the training year. Each ATP is supported by an Army Subject Schedule (para. 37a).

b. Army training tests (ATT) are designed to assist commanders at all levels in evaluating training progress and in providing a basis for direction of the training effort. Training tests are divided into two general categories—those designed to test the proficiency of the individual, and those designed to test the operational proficiency of either a small or large unit.

#### 25. Modification

a. Major commanders may modify a training program to meet the specific requirements of their units. This authority may be delegated. Modification authority does not include the deletion of mandatory subjects prescribed by higher authority or deletion of subjects from the following programs:

- (1) Basic combat training.
- (2) Advanced individual training, except that conducted on a "train and retain" basis.

b. There are no restrictions on modification of an ATP by the commander of a unit which is conducting operational readiness training. In such instances, the ATP is used for guidance and reference.

#### 26. Methods of Instruction

a. Training is guided by the provisions of FM 21-6. The instructor must be thoroughly familiar

with this manual to present instruction properly and effectively.

b. Emphasis is placed on practical work. Lectures and conferences are scheduled only to bring out points to be demonstrated and applied, or to show the relationship of the subjects introduced with other subjects.

c. The hours of instruction prescribed in Army training programs are considered adequate to introduce subjects. Proficiency is attained by application and through integrated and concurrent training. After a subject has been introduced, it is then applied at every subsequent opportunity.

#### 27. Training Time

a. In accordance with AR 350-1, a 44-hour, 5½-day week is considered as a basis for scheduling training activities during peacetime. At the discretion of major commanders, units may be authorized to adjust the time devoted to the training week to permit uninterrupted field training, adequate training preparations, and effective maintenance support. During a mobilization period, the training week is based on a minimum of 48 hours.

b. Army regulations do not restrict the number of hours necessary for required activities such as guard duty, range firing, field exercises, special ceremonies, schools, replacement training, or other essential operating functions.

c. Sundays and national holidays are normally observed. When units, including reserve components, are required to train on the Sabbath or other days of religious significance, provision should be made for voluntary individual attendance at appropriate religious services.

d. Time designated as commander's time should be used to provide latitude in the administration and scheduling of training. It may be used to compen-

sate for interruptions, to bring individuals up to desired standards, to provide refresher training, or to introduce training not provided for in the ATP, but which is appropriate to the local training situation. Times shown in Army training programs are for a 44-hour week program. In mobilization, commander's time will be used to round out the training time to a prescribed phase length.

*e.* Time which is accrued as a result of prolonged night exercises conducted during the training week is scheduled as compensatory time. Compensatory time is scheduled to provide the needed rest of the troops, maintenance of individual equipment, and various administrative requirements. Compensatory time is not limited to compensation for prolonged night exercises. Commanders are authorized to grant time off when it is deemed necessary to the morale or welfare of the troops. Examples of this are: a unit which excels in the performance of a training activity may, at the discretion of the commander, be compensated for this by time off from regular duty hours; a unit which has maintained an exceedingly high disciplinary record for an extended period of time may be given time off in compensation for this type performance.

## **28. Physical Fitness**

*a.* All military personnel must develop and maintain a level of physical fitness commensurate with that required for field or combat duty. It is the commander's responsibility to insure that this objective is met.

*b.* To achieve the objective, it is necessary to execute physical training and athletics regularly. Criteria for training and testing for physical fitness are contained in TM 21-200 and DA Pam 21-1. These publications outline training methods to be used and levels of proficiency required of all military personnel.

## **29. Status of Instruction Records**

Temporary training records are maintained to provide the commander a basis for necessary review and to indicate the current progress of individual and unit training. Appropriate entries made on personnel records show completion of preparation of replacements for oversea movement (POR) and other mandatory requirements. Upon completion of these entries, the temporary training records may be destroyed. Elaborate training progress charts are discouraged.

## **30. Responsibilities of Commanders**

*a.* Administrative and tactical responsibilities of commanders are contained in AR 600-20. Commanders should refer to these regulations for guidance in the supervision of administration and training of individuals and units under their command.

*b.* The development of leaders is a major function of military training. Leadership potential must be developed and exploited in all phases of training. An initial requirement of military training is to develop a sense of responsibility in all personnel; that is, to teach every soldier to feel a personal obligation for the effective performance of his duties and for the efficient functioning of his unit. Those who are capable of leadership are given the opportunity to command. A man of good character who has the intelligence and the desire to lead can become an effective military leader through progressive training and supervision. A deliberate effort should be made to place responsibility in his hands with commensurate latitude to make decisions in order to develop acceptance of responsibilities.

## **31. Maintenance and Supply Economy**

*a.* By constant and active supervision and training, commanders at all levels insure that the most economical use is made of available manpower, money, and materiel resources. Training should stress that economy comes from proper supply management and utilization of supply procedures.

*b.* Maintenance extends to all military equipment. It is accomplished by thorough instruction in the standards expected and how to attain them, by placing definite requirements for the care of equipment on each individual within the chain of command, and by a thorough and timely system of inspections.

*c.* Periods devoted to maintenance of individual equipment and unit maintenance are shown on the unit training schedule. Normally these maintenance periods are conducted during the established training week. Determination of the amount of time devoted to maintenance depends on operational readiness deployment requirements, the size and type of unit, the phase and type of training, and the existing state of maintenance.

## **32. Safety and Realism**

The firing of all types of ammunition and weapons is governed by AR 385-63 and appropriate training publications. Realism is attained without



sacrifice of safety factors. The provisions of pertinent Department of the Army safety regulations must be complied with, but local implementing procedures and requirements are continuously reviewed to insure that the safety program is serving the training requirement, and not the reverse. When safety regulations preclude using live ammunition, maximum use is made of the many available simulators. The proper use of selected training devices

duplicate noise and other effects associated with the noise and confusion of battle.

### 33. Training Ammunition

Allowances of training ammunition authorized for ATP training and for operational readiness training are contained in TA 23-100. Normally an ATP also includes an appendix which lists ammunition requirements in support of training prescribed therein.

## Section II. TESTING

### 34. Individual Proficiency Tests

a. During the eighth week of basic combat training, the individual proficiency test (ATT 21-2) is administered to each soldier. The purpose of this test is to determine the proficiency attained by the individual soldier upon completion of basic combat training (ATP 21-114).

b. During the various stages of advanced individual training, or near the completion of this training, a proficiency test is administered to each soldier. The purpose is to determine if the minimum level of individual proficiency has been attained for the individual's respective military occupational specialty (MOS). The type test administered to advanced individual trainees differs according to the MOS.

c. To evaluate the effectiveness of the physical training program and the physical fitness of individuals throughout the Army, all male and female personnel are tested periodically as indicated below—

(1) *Active army—physical combat proficiency test.*

- (a) All male personnel in TOE and TD type units are to be tested semiannually.
- (b) Trainees in Army training centers are to take the test twice during basic combat training, once during advanced individual training, and once in Phase III for Reserve Forces Act personnel.
- (c) Students at branch service schools attending courses which are 20 weeks or longer in duration are to be tested at least once, normally about midway of the course.

(2) *Active army—other tests.*

- (a) All male personnel who cannot take the Physical Combat Proficiency Test due

to absence of test facilities will take the Minimum Physical Fitness Test—Male semiannually.

- (b) All female personnel will take the Minimum Physical Fitness Test—Female semiannually.
- (3) *Reserve components testing.*
  - (a) All Reserve component male personnel assigned to divisional and nondivisional combat and combat support TOE units will take the Physical Combat Proficiency Test once annually during annual active duty for training (ANACDUTRA) where test facilities are available; otherwise, individuals will be tested twice annually as indicated below.
  - (b) All Reserve component male personnel not tested with the Physical Combat Proficiency Test will be tested with the Minimum Physical Fitness Test—Male on a semiannual basis.
  - (c) All Reserve component female personnel will be tested with the Minimum Physical Fitness Test—Female on a semiannual basis.
- (4) *Records.* Records of actual test results attained by each individual are maintained at the unit level. Such records are used by unit commanders to evaluate the effectiveness of the physical fitness program and to respond to such reporting requirements of higher headquarters as may be needed for Army-wide program evaluation.

d. Commanders should insure that all qualified personnel, commissioned, warrant, and enlisted, have an opportunity to participate in individual proficiency tests such as the expert infantryman badge

test, gunner's test, and various crewmen tests. These tests provide recognition of the attainment of a high degree of professional skill in the individual, promote esprit, and provide incentive to greater effort. Encouraging and training personnel to qualify in these tests develops an advanced training program that instills a high level of technical proficiency in both individual and unit. These tests are also useful to the commander in determining the effectiveness of training conducted in these areas, and can serve as an index when evaluating enlisted personnel for proficiency pay.

### 35. Army Training Tests

*a. Administration.* Army Training Tests (ATT) are administered to active Army units as follows:

- (1) Units conducting training under an ATP are tested at the appropriate time during the various training phases in accordance with the standard ATT for the unit concerned.
- (2) The testing requirement for units engaged in Intensified Combat Training Programs (ICTP) remains as specified in the ICTP.

*b. Instructions.* In administering Army training tests, the following general instructions apply:

- (1) Cellular units of the 500- and 600-(TOE)-series are tested in conjunction with the ATT of the unit(s) supported or to which attached, when practicable.
- (2) Opportunities for scheduling Army training tests for combat service support units in conjunction with maneuvers are exploited.
- (3) Army training tests are normally administered by the responsible commander two echelons higher than the unit being tested.
- (4) All Army training tests are conducted within the framework of the headquarters immediately superior to the unit being tested; i.e., elements of the next higher headquarters required to initiate, complement, or sustain ATT action of a tested unit are physically present in the field with the tested unit during its ATT.
- (5) Current Army training tests, regulations, and/or directives from higher headquarters specify the minimum percentage of personnel necessary for the conduct of an ATT.
- (6) A combat readiness maintenance checklist is included. A minimum amount of equipment as prescribed in the appropriate ATT

is inspected for combat serviceability during the conduct of an ATT.

*c. Modification.* Major commanders are authorized to modify an ATT to insure that the best use is made of existing facilities, to conform to conditions of the training situation, or to facilitate attainment of training objectives. This authority may be delegated. Additional items may be included in the checklist, to include necessary scoring modifications where appropriate. Realism is not sacrificed merely to include a large number of requirements. In addition, chief umpires may modify a test because of terrain, geographical location, weather, safety restrictions, ammunition allowances, or personnel or equipment limitations. Justification for any modification must be completely covered in the chief umpire's report to higher headquarters.

*d. Scoring.* Army training tests and their scoring systems are designed so that disproportionate emphasis is not given to the planning phase as opposed to the execution of plans. Greater emphasis is given, where appropriate, to the execution of phases. Only adjectival entries of "Unsatisfactory," "Satisfactory," or "Excellent" are made for umpire checklist items. Numerical weights are not given to checklist items. The final score submitted includes an adjectival summation to reflect a score of "Unsatisfactory," "Satisfactory," or "Excellent," as appropriate. Units engaged in the operational readiness phase of training are scored only by a rating of "Combat Ready," or "Not Combat Ready," as appropriate.

*e. Realism.*

- (1) Army training tests are designed to provide realistic combat situations and conditions for the tested unit. Tests provide specific evaluation of the capabilities of the unit to perform its assigned mission, including the performance of individuals in the command structure.
- (2) Army training tests for combat service support units are prepared with a view toward administering the tests during periods of field exercises or maneuvers. The magnitude of the logistical and operational loads imposed on these units is such that realistic evaluation of their ability to perform their primary logistical and/or administrative mission is assured if they are tested during maneuvers or exercises in which the units to be supported participate.

(3) Actions executed in accordance with unit *standing operating procedures (SOP)* are given full credit by umpires, even though not covered specifically in formal orders issued by the unit during the ATT. However, unit capability should be judged on the overall performance of the unit. Judgment of the unit's capability should not be unduly influenced by specific good or bad individual actions. Further, the tests provide a basis for determining additional training required to overcome weaknesses brought out by the ATT.

*f. Duration of Test.* Army training tests are of sufficient duration to provide realistic coverage of areas to be tested. The time allocated for each requirement is carefully evaluated in order to conduct a valid determination of the state of training of the unit. Tests should be designed to challenge the unit both physically and mentally. Critical weaknesses are often found when personnel consider themselves tired and have "done enough for one day."

*g. Reporting Test Results.* The results of Army training tests are reported as directed by the appropriate higher headquarters. Reports include recommendations for changes to the test. An adjectival rating will indicate the overall physical fitness of

individuals in the unit as evidenced by the manner in which they performed their assigned duties. Narrative reports highlight the strong and weak points of units and are concerned with such matters as validity of unit procedures, soundness and effectiveness of unit SOP and the levels of performance of specific functions and missions. The report also covers corrective actions indicated and subject areas requiring continued training emphasis. The ratings used are those stated in *d* above.

*h. Ammunition.* Ammunition requirements are listed by type and quantity in Army training tests. However, ammunition listed in an ATT is not to be construed as a mandatory requirement for the conduct of the test, but is furnished as a guide to be used in conjunction with established allowances in TA 23-100. Ammunition to support the test is furnished within allowances contained in the TA for the appropriate ATP or operational readiness training, whichever is applicable.

*i. Maintenance.* Units will be evaluated on their capability to operate and maintain equipment commensurate with mission requirements. Spot checks of equipment, basic loads, and organizational maintenance activities will be made. If maintenance activities are unsatisfactory, the unit must be retested on this portion of the ATT within 60 days.

**PART TWO**  
**TRAINING MANAGEMENT**  
**CHAPTER 5**  
**GUIDANCE AND PLANNING**

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**36. General**

a. Training management involves the planning, directing, programming, and supervision necessary to accomplish the assigned training mission or requirement in the specified time limit. Commanders at all echelons are responsible that measures used to implement training provide for the most economical and efficient use of manpower, facilities, equipment, time, and money. The management of training is guided by the following principles of training:

- (1) The effectiveness of the Army, its units, organizations, and individuals is determined in large measure by the quality of its training programs.
- (2) Training is a principal consumer of resources: time, funds, personnel, and equipment.
- (3) Efficient training imparts maximum knowledge and skills with a minimum consumption of resources.
- (4) Effective training depends on effective leadership, proper organization and use of resources, and sufficient repetition to assure retention of desired knowledge and skills.
- (5) The individual's understanding of the reason for training is fundamental to the accomplishment of effective training.
- (6) Training programs must meet the full requirements of Army tasks.

b. Training is properly managed by intelligently studying the situation, planning for the best use of time, material, and facilities, and proper supervision. The management of training is governed to a large degree by the factors in the general and local training situation. Planning, within the guidance furnished by higher headquarters, begins on a re-

ceipt of the mission and evolves in the commander's general plan. The commander, assisted by his staff, finalizes each element within this plan and publishes the necessary directives for implementation by subordinate units. The commander also plans and provides for supervision of the execution of these directives to insure accomplishment of the mission. The commander constantly reviews his training program during implementation and revises his instructions to meet changing conditions.

**37. Department of Army Training Publications**

The Department of the Army publishes and distributes training literature in various forms to guide and assist commanders in developing and executing effective procedures in training management. These publications pertain to doctrine, tactics, techniques, and procedures adopted for use in training individuals and units of the Army. In addition to Army regulations that state broad training policies and requirements, and army training programs and tests which are discussed in detail in chapter 3, commanders and other personnel concerned with training management should utilize the following training publications.

a. *Army Subject Schedules.* These are published by the Department of the Army to support Army Training Programs and are used by all Army components. Subject schedules are prepared and published to insure maximum uniformity in the conduct of MOS training and training in subject areas. They contain detailed instructions to commanders and staff officers engaged in the planning and programming of training. In addition, the training notes, sequence charts, and lesson outlines included in them provide assistance to instructors in the preparation and conduct of training.

b. *Field Manuals.* Field manuals are used to promulgate military doctrine, tactics, and techniques. They contain instructional, informational, and reference material relative to military training and operations.

c. *Training Circulars.* Department of the Army training circulars are used to quickly disseminate to the field new training policies, doctrine, tactics, or techniques. They contain information to be later included in more permanent training literature.

d. *DA Pamphlets.* These pamphlets are not normally directive in nature but are frequently published to disseminate training information. Examples are those used to disseminate troop information topics.

### 38. Command Training Publications

a. *Training Directives.* This is an all-inclusive term given to oral instructions or written training publications that are of a directive nature, regardless of contents or publishing headquarters. Generally, a directive establishes a definite policy or prescribes a specific requirement or objective to be accomplished. Training directives include such publications as regulations, circulars, and memorandums. Commanders and staff officers should familiarize themselves with C 4, AR 310-1, for definite instructions pertaining to type directives and their publication.

b. *Pamphlets.* Pamphlets are published by commanders at lower levels as well as the Department of Army to disseminate informational guidance. They are not directive in nature. Figure 1 shows the pur-

	Regulations	Circulars	Pamphlets	Memorandums
Applicable command wide.	X	X	X	
Applicable to a Headquarters only.				X
Disseminates information of a continuing nature.	X		X	X
Disseminates information of a transitory nature (not to exceed one year).		X		
Disseminates policies, responsibilities, administrative procedures.	X	X		X
Informational guidance.			X	

Figure 1. Purpose and applicability of command directives and pamphlets.

pose and applicability of command directives and pamphlets.

### 39. Estimate of the Training Situation

a. The estimate of the training situation is a logical and orderly examination of all the factors pertaining to the training situation to determine the best method of accomplishing the training mission. It follows the basic five paragraph format of the estimate of the situation. At division level and below it is usually a purely mental process.

b. The estimate of the training situation is a continuous process applicable throughout a continuing training mission or throughout the planning for any particular phase. It is used to determine such items as subjects to be taught and the sequence in which they are to be covered, the efficient use of facilities, aids, equipment, personnel, and the most economical use of training time.

c. The S3 uses the commander's decisions in the areas covered by the estimate as the basis for developing the unit training program.

### 40. Analysis of the Mission

a. The mission is the most important element in a training situation. The commander must analyze the directive from higher headquarters to determine precisely what his unit must accomplish. If his unit has been assigned multiple missions, he must establish priorities.

b. Training missions assigned by higher headquarters generally are broad in nature. They can be placed into one or more of the following general categories:

- (1) Attaining and maintaining a prescribed level of combat operational proficiency.
- (2) Conducting replacement training.
- (3) Training a unit for specialized operations.
- (4) In addition to a primary mission, maintaining the capability of providing cadres to activate similar type units.

c. Considering the broad mission assigned by higher headquarters, the commander determines specific objectives, the attainment of which will accomplish the overall mission. The mission and objectives are clearly defined for the information of all concerned. Unnecessarily limited objectives result in a loss of time and interest. Ineffectiveness and laxity develop when the objectives are unattain-

able. The shorter the training time, the greater the care taken in defining the mission and objectives.

#### 41. Situation and Courses of Action

a. The commander and his staff evaluate all aspects of the local training situation to determine those factors which will have a bearing on the accomplishment of the training mission. Each problem is identified and possible solutions (courses of action) are developed.

b. The number and type factors which are considered will vary greatly from unit to unit and from installation to installation; however, the following factors are considered in any training situation:

(1) *Training to be conducted.*

(a) Certain subjects are designated mandatory because of their importance. These subjects are planned for throughout the year and phased into the training program. The number of hours normally associated with mandatory subjects is a fair estimate of the time it takes to train new and inexperienced troops. Scheduling and conduct of training in mandatory subjects for units engaged in operational readiness training is done with a view toward raising the standard to excellent or better.

(b) Once the training mission is clearly established, a greater portion of the training may be prescribed or outlined by the appropriate ATP. Guidance for a more detailed analysis of the mission to determine the training to be conducted may be found in Army subject schedules, Army training tests, field manuals, technical manuals, training directives from higher headquarters, and previous unit directives. If adequate guidance is not available, the commander considers the relative experience of the personnel of his unit and the existing state of training. He then determines the additional training or subjects required, establishes the scope of each and establishes the sequence in which they will be conducted to attain his objectives or training mission.

(c) Units scheduled to conduct special operations require preparatory training in those specific subjects related to the

operation. Jungle, desert, arctic, airborne, amphibious operations, and riot control are examples of special operations which require special training.

1. Much of the preparatory training for special operations is taught at home stations. This training is completed so that all personnel are ready to advance into sound and effective training when special equipment becomes available, or when the troops arrive in special environmental areas to complete a specialized type of training. For example—cold weather operations are taught up to a certain point in temperate areas. Theoretical training for units destined to work in cold areas is conducted along with other training, again, in connection with routine subjects. A few exercises on the fitting and care of clothing, loading and moving arctic gear, and the erection and use of tentage and stoves are adequate to prepare a unit to move to a cold area for acclimatization prior to field training. Field exercises in snow and cold follow the same general nature and scope they follow elsewhere. Their chief value lies in proving to all concerned that one can live and operate with confidence in the cold without "cold casualties." No field exercise is undertaken in cold areas without prior adjustment to the local conditions. Therefore, all cold weather activities are planned with field exercises as graduations, not introductions.
2. One of the essentials of air movement training is accomplished when the unit becomes proficient in loading, lashing, and unloading personnel and equipment. Stationary aircraft, mockups, and the cargo compartments of salvage aircraft provide a means for basic instruction in loading and lashing equipment prior to actual air movement.
3. Efficient and effective training in special subjects is accomplished only when adequate preparations are made. Staffs plan the use of and make provision for special equipment to insure that it is available when needed. Adequate preparation specifically includes thorough

unit schooling for officers and the appropriate training of leaders at all levels.

(2) *Personnel.* The commander considers the personnel available to assist in training and the status of the personnel to be trained. He is concerned with evaluating the subordinate commanders who will plan, direct, and conduct much of the training. A careful consideration of the number and qualifications of instructors available within the unit, and anticipated gains or losses, is an important part of the development of a detailed training plan. Lack of a sufficient number of competent individuals to instruct in technical or specialized areas seriously handicaps the conduct of training. In evaluating the personnel to be trained, the commander is concerned with the number, prior training or experience, and expected gains or losses.

(3) *Time.*

(a) Training time is the time actually available for training, and, as such, is one of the most critical factors to be considered. Normally, the directive assigning the unit its training mission specifies the time allotted for its accomplishment. When time is not specified, the commander must estimate it. The time available for training varies considerably depending on the type unit, its assigned mission(s), and location. When determining the time available, the following demands on time are considered: the time to be used in the performance of operational tasks; the time to be used in the performance of administrative requirements; and the loss of time due to movements to and from training areas and interruptions by authorized holidays.

(b) Barring emergency operations there is sufficient time in one year to accomplish required training and still have sufficient time remaining for larger field exercises, unprogrammed demonstrations, recreation, and athletics as well as other activities such as guard, fatigue, and reasonable post support. Commanders at all levels must examine unit training schedules prior to placing unprogrammed requirements on a particular unit. The

Army training program specifies the training time that male personnel and units must receive in order for units to attain a state of operational readiness justifying shipment to an active theater of operations. This training time is shown graphically in figure 2. The time required for training a division normally is determined by the time required for training the combat elements.

#### INFANTRY DIVISION

Individual training		Unit training		Field exercise and maneuver	?
Basic 8 Weeks	Advanced 8 Weeks	Basic 8 Weeks	Advanced 5 Weeks	5 Weeks	18 Weeks

Figure 2. Required time for training.

(c) It will be noted from figure 2 that the infantry division requires 34 weeks to complete the mobilization training program. With 52 weeks in a year, a division could complete the entire Army training program in one year and have 18 weeks remaining. This time should provide a unit with sufficient latitude in programming those nontraining activities cited in (a) and (b) above.

(d) Frequently, the most significant tasks in a year's time are major exercises and demonstrations. Many of these activities provide worthwhile training for the participants when the exercises or demonstrations are programmed to use units which have attained a high state of operational readiness providing that the exercises or demonstrations are conducted in the correct tactical framework.

(e) Time for divisional, corps, or larger exercises is built into the Army training program in which five weeks are allowed for field exercises and maneuvers. Such exercises are, therefore, not additive to the overall time requirements as are demonstrations.

(f) Reorganization of units sometimes interferes with training, but the problem of reorganization is frequently one of completing the administrative work related

to transfers, issuance of orders, straightening out property accounts and preparing and practicing new or revised *standing operating procedures*. If squads, platoons, and companies are not markedly reorganized, then they require little training incident to the reorganization, and to program any more than identifiable essentials is a waste of time.

- (4) *Training facilities*. The commander analyzes the status of training facilities to determine the availability, during the prescribed training period, of permanent and semipermanent aids to training (ranges, classrooms, field training areas, and other required training areas). The nature of the training determines those facilities necessary; training literature provides valuable assistance in planning for their use. The commander considers the number and type of facilities available in relation to the number of personnel to be trained and subjects to be taught. He anticipates any additional or special facilities required and plans for their construction or procurement. He coordinates the use of limited facilities to insure equitable availability to each unit and thereby precludes the exclusive use of certain facilities, particularly field training areas, by single units. The commander evaluates each type facility as to number, size, capacity, and suitability. Further, he considers the operating condition of each, equipment installed, maintenance requirements, proximity to garrison areas, and the effect of the climate on the use of these facilities. Based on this evaluation, he determines how facilities can be most efficiently used.
- (5) *Training aids*. When analyzing the training aids factor, the commander considers the number and type required, availability, suitability, and problems of procurement, control, and storage.
- (6) *Unit equipment*. The commander evaluates the equipment factor to determine that the authorized equipment is in the hands of the troops. He considers procuring any special equipment required; he evaluates the condition of all organizational and individual equipment to be used. Availability of equipment can be a major factor of

consideration for newly activated units. During the initial stages of activation and organization, commanders of newly activated units frequently find it necessary to program training based on the availability of equipment.

- (7) *Administrative requirements*. The commander includes in his initial estimate a system for the fulfillment of administrative requirements. Administrative requirements can become a major obstacle to training if they are not properly envisaged, delineated for the entire period of training, and fulfilled in a logical, systematic manner. The ultimate goal of this particular portion of the training plan is to provide subordinate unit commanders with maximum training time and maximum personnel for training throughout the training year, or specified period.
  - (a) Administrative obstacles include fatigue details, guard duty, custodial requirements, courtesy patrols, escort details, honor guard details, maintenance of buildings and grounds, and other requirements that remove personnel from training. The first step for the commander is to determine exactly what administrative requirements exist. He must then determine how many personnel during any given day or week are necessary to fulfill the requirements. With these two items in mind, the commander then determines a system which best facilitates the accomplishment of the training mission and, at the same time, fulfills the existing administrative requirements. Basically, there are two approaches to this problem as outlined below:
    1. The commander can piecemeal the requirements to the various subordinate elements within the command on a continuing basis. Although this system allows training of all elements to progress without interruption, it can hinder the training efforts of subordinate elements when significant numbers of personnel are removed daily from a training status.
    2. The commander can assign one entire subordinate element the responsibility



for all administrative requirements for a moderate period of time and rotate this responsibility systematically. For example, a division commander might assign all administrative requirements to a battalion-size unit for a two-week period of time, then rotate this responsibility until all battalions have been committed in turn. If the division comprised as many as nine battalions, a single battalion would be committed for administrative requirements only once every 18 weeks. The commander of the battalion could plan on 46 weeks per year free of outside administrative requirements. Certain other advantages accrue when this system is employed. Since the administrative requirements will seldom require all personnel each day, certain functions such as CBR schools, officer and *noncommissioned officer* classes, planning for future training, fabrication of training aids, command post exercises, communications training, dental surveys, reenlistment and discharge physicals, reenlistment interviews, weapons, vehicles, communications, buildings and grounds maintenance, and many others can be performed during the same period. In addition, this system provides a source of officer, noncommissioned officer, and troops to perform such functions as umpires, controllers, fire markers, and Aggressors in support of field exercises and training tests.

- (b) Physical obstacles include distance from training areas, loss of time due to movement, poor facilities, weather, and similar factors that adversely affect training. To overcome these obstacles, alternate plans are made, coordination is constantly effected, and inclement weather schedules are prepared.

c. A course of action will normally be concerned with the most efficient use of equipment, facilities, and personnel. Organization for training should be directed toward overcoming the limitations of the local training situation. Since most of the limitations in the local training situation can be overcome through proper organization, an understanding of the two basic systems of organization for training is

necessary. These two systems are *centralized* and *decentralized*:

- (1) *Centralized*. Centralized organization is that training which is planned, programmed, scheduled, and conducted under the control of battalion or higher headquarters. Through this system, instructors are detailed into instructional groups or committees that specialize in teaching or training in certain subjects. The commander who organizes training using the centralized system has, by nature of the committee system, relieved his subordinate unit commanders of much of their normal responsibility for training and instruction. However, use of the centralized system results in the most efficient utilization of training time, and the most economical and effective utilization of qualified instructor personnel, facilities, and training aids. The commander who uses this system must realize that he is obtaining only individual proficiency. This system is used by service schools and training centers and is particularly effective in the training of specialists such as radio-telephone operators, drivers, mechanics, clerks, cooks, and other specialists who must receive standardized instruction.
- (2) *Decentralized*. Decentralized organization releases primary responsibility for detailed planning, direction, and conduct of training to the company, troop, or battery level of command with the higher headquarters retaining only supervisory control and coordination. In organizing for training under this system, company commanders must plan, program in detail, and prepare weekly training schedules subject to approval by the battalion commander. This system normally is used to the maximum extent consistent with its capabilities. It encourages development of leadership qualities, initiative, and self-confidence in officers and *noncommissioned officers*. Through personal contact of leaders with subordinates, it tends to enhance the development of troop morale, esprit de corps, and teamwork. Current Department of the Army policies emphasize the use of this system in all training where conditions permit. This system of training is particularly ap-

plicable to those units in operational readiness training, or performing an operational mission.

d. An evaluation of the advantages and disadvantages of each system results in the tentative selection of a system to be used. Normally, a combination of both systems is used, with one system always predominant. This practice insures full utilization of the advantages of one method to minimize the disadvantages of the other. For example, a commander is at a disadvantage if he is required to conduct training at company level for drivers, mechanics, radio operators, and clerks, and at the same time be responsible for the training conducted in the general subject areas and tactics. Therefore, by retaining specialist training under a centralized system at battalion level, the company commander is afforded the opportunity to devote maximum effort to the training of the bulk of his unit under the decentralized system. This is particularly true of combat service support units which are conducting operational missions. The phases of training conducted, the number of qualified instructors and the number of personnel available for training influence the organization for training.

#### **42. Analysis of Opposing Courses of Action**

a. After identifying the problem and developing courses of action to overcome it, the estimator then analyzes each course of action one at a time. He thinks the solution through to its logical conclusion and notes the advantages and disadvantages offered by each course of action.

b. During the analysis it may become apparent that a combination of two or more courses of action would offer the best solution to the problem. The estimator would then reconsider his original courses of action to include the combination as a newly developed course of action. The analysis may also reveal obstacles to training that require reconsideration of related items.

#### **43. Comparison of Own Courses of Action**

During this step in the estimate of the training situation, the estimator compares the advantages

and disadvantages of the courses of action for each identified problem area and selects the course of action which provides the best solution to the problem.

#### **44. Decisions**

a. The commander makes decisions to overcome limitations imposed by the local training situation and to exploit fully any circumstances which favor the accomplishment of the mission. Typical examples of the many decisions required in developing a training plan are as follows:

- (1) In his analysis of training facilities, the commander determines that he has only one tactical area suitable for company attack exercises. Therefore, he decides to retain control of his critical area, rotate its use by all units, and divide the remaining areas among his subordinate commands.
- (2) In his analysis of the equipment, the commander of a TOE unit finds that he will be critically short of machineguns during advanced individual training. His analysis of the personnel situation reveals that the companies have an adequate number of personnel qualified to teach the machinegun. He then decides to pool the available weapons and rotate their use throughout the command. In this manner he makes maximum use of the equipment and supports his decision to use decentralized training.

b. The commander expresses his decisions relative to the training factors in his plan. His decisions are then disseminated to subordinate commanders. He continues to review his plan during implementation to insure adequate attention to changing conditions. Additionally, review after implementation will consolidate experience for application in succeeding programs. The completed training estimate becomes the commander's determination of how his unit can accomplish its training mission; it is the basis for developing the training program.

## CHAPTER 6

### PROGRAMMING

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#### 45. General

A unit training program promulgates the commander's determination to the subordinate elements of his command as to how the unit will achieve its training mission and objectives in a given period of time. It contains specific instructions on those factors the commander analyzed or considered in his estimate of the training situation. At battalion level or higher, the training program normally is disseminated as a circular (app. II). It is generally prepared by the operations and training officer in written form for a phase of training, a specialized type training, or for a specified period of time.

#### 46. Training Program

a. Training programs outlining the general plan for the conduct of training for the entire organization for specified periods of time are prepared and disseminated for the information of all personnel concerned with training. The scope of each program depends on the size of the organization and its overall training mission. In general, the training program amplifies the directive received from higher headquarters. It directs and coordinates the training of subordinate units. The completed program contains all the detailed information subordinate commanders need to plan, direct, conduct, and supervise the required training. The normal media for dissemination is the 350-series of DA circulars on education and training (para. 33 and 34, AR 310-1).

b. The training program is prepared in a form that insures understanding by subordinate units, thus precluding the necessity for subsequent clarification. Generally, the program consists of two elements—a body that contains specific information or instructions applicable to all units, and annexes that may contain voluminous information applicable to all units or specific instructions for a single type unit. Programs prepared by a battalion or higher command contain, as a minimum, information concerning the following items:

- (1) *Mission and objectives.* First, the overall training mission to be accomplished is

stated. Then specific training objectives, the attainment of which will accomplish the mission, are set forth. An example in application of this procedure is as follows:

- (a) The division training program indicates that a broad mission to be accomplished by battalions during the basic unit training phase is to develop the proficiency of small combat teams through company level.
- (b) The battalion commander, when implementing the division program, includes the following objectives:
  1. Development of higher standards through emphasis on disciplinary training.
  2. Development of squads, sections, platoons, and companies into effective teams capable of performing assigned operational missions.
  3. Integration of skills developed during individual training into the operation of teams.
  4. Development of staff operational techniques and procedures.
  5. Providing a foundation through training for the conduct of advanced unit training.
- (2) *Effective date.* An effective date for implementation by subordinate units is specified to allow for adequate planning by the commanders concerned. Training programs are prepared and distributed well in advance of the effective date for implementation.
- (3) *Standards for training.* Standards for training are uniform for similar type units. Information is included as to the level of proficiency or standards to be attained. The training test(s) to be administered and conducted during or upon completion of a specified time interval or phase of training is indicated. In addition, the plan for con-

duct of supervision specified types of inspections, procedures, and the individuals responsible for their conduct.

- (4) *Organization for training.* The system for training to be employed within the unit is explained to delineate command and staff responsibilities. When the centralized system is used (para. 41c(1), the control to be exercised over all training, the organization of committees, and other items necessary for implementation of training are clearly outlined. When the responsibility is decentralized to company level, the exceptions to complete decentralization are indicated, e.g., schools to be conducted at battalion level.
- (5) *Training time.* Information is included to indicate the length of the period in which stated training objectives must be attained, the number of hours to be devoted to training in each week, holidays to be excluded from training time, and any exceptions as appropriate.
- (6) *Night training.* A statement as to how the subjects and hours are to be conducted at night must be included in the circular. The circular should also contain other information relative to the purpose, objectives, emphasis, policy, and amount of time to be devoted to night training.
- (7) *Training schedules.* Specific instructions are included on the preparation of unit weekly training schedules. Normally, these instructions are prepared and illustrated in separate annexes.
- (8) *Assignment and allocation of training facilities.* Complete instructions are included on the use of facilities to support the selected system for training. The control of all facilities is coordinated with other items of the training program as appropriate. This information may be included as an annex in tabular form.
- (9) *Allocation, procurement, and control of training aids.* Sufficient detailed information is included as to availability, allocation, and control of training aids to support the conduct of training.
- (10) *Training records and reports.* Specific instructions are stated concerning the individual and unit training records to be

maintained and the frequency and type training reports to be rendered during the conduct of training. These instructions may be contained in the unit *SOP*; however, instructions must indicate compliance with, or permissible deviation from, normal policy.

- (11) *Miscellaneous training instructions.* Additional paragraphs are often necessary so that other instructions may be included on such items as safety policies in the conduct of training, realism in exercises, ammunition, or policies to be in force during the implementation of the program. These may, however, be included in appropriate annexes.
- (12) *References.* Adequate references are cited and made available to subordinate commanders for their use in detail planning for implementation of the training program. References enable subordinate commanders to fully understand the overall concept of the required training. These references are the same as those used by the commander and his staff in developing the training plan. Some applicable references are training directives from higher headquarters, appropriate Army training programs, training tests, subject schedules, applicable Army regulations, and appropriate tables of allowances.

c. Normally, the entire program is disseminated, but it may be necessary to publish some annexes at a later date when additional information is received from higher headquarters. Changes are published as required. A typical battalion circular used to disseminate the training program is included in appendix II.

## 47. Master Training Schedules

a. *A Guide to Subordinate Commanders.* The master training schedule is that part of the training program which is designed to guide subordinate commanders in preparing their weekly training schedules. It is prepared for each type unit within the organization. These schedules specify the subjects to be taught, the number of hours to be devoted to each subject, and outline the general sequence of instruction. A master schedule, normally an annex to the training program, may be prepared in either the abbreviated or detailed format.

b. *Detailed Master Schedule.* The detailed master schedule (fig. 3) prescribes the subjects to be taught, the number of hours to be devoted to each subject, appropriate references to limit the scope of each subject, the required amount of night training for the appropriate subjects, and the week(s) in which the training will be conducted. Additional instructions may be included if necessary to insure proper scheduling at subordinate levels. This type schedule is used when the major commander desires to maintain maximum control over the conduct of training or when factors within the local training situation require maximum control and coordination. The detailed master schedule is normally used in centralized training, but it can be used in decentralized training. Subordinate commanders must schedule in detail the training indicated for the particular week by instructional periods and by days in their weekly schedule.

c. *Abbreviated Master Schedule.* The abbreviated master schedule (fig. 4) contains less information than the detailed form and is used when the commander desires to give subordinate commanders maximum latitude in planning and conducting training. This type master schedule is most appropriately used in decentralized training. It contains the subjects to be conducted, the number of hours to be devoted to each, appropriate references to indicate the scope of each subject, and appropriate remarks to outline required integrated, concurrent, or coordinated training. When it is used, subordinate commanders must determine the amount of night training to be conducted in the appropriate subjects, program subject material into the appropriate week of training for the entire period or phase, and schedule in detail the instructional periods by day and by week. Although this schedule requires additional work on the part of subordinate commanders, it promotes interest and experience in planning and conducting training.

d. *Concept of Programming.*

- (1) Each subject to be taught and the hours devoted to that subject is programmed in either one of two ways—by block or by period.
- (a) Block programming is the programming of all the hours of a particular subject in one week. This insures continuity, affords some flexibility, and permits rapid progression into the next level of learning; for instance, programming all the hours

of squad in the attack in one week permits progression into platoon in the attack the week following.

- (b) To program a subject by periods is to program the hours of that subject in two or more weeks. Period programming facilitates gradual progression, lends variety to training, enhances the soldier's understanding and appreciation of the relationship between subjects. Certain subjects, e.g., troop information, physical training, dismounted drill, and inspections are normally programmed by period.
- (c) The decision to program a subject either by block or by periods depends primarily on the subject; however, other factors in the training situation, e.g., facilities and equipment available, enter into the decision. Each subject is programmed to facilitate learning, and this is the primary consideration.
- (2) *Continuity.* Subjects which require both theory and application are programmed so theory and application are taught in the same week; otherwise, continuity is lost.
- (3) *Logical sequence.* Training is programmed progressively to train the individual first, then the team, squad, section, platoon, and larger units. Progression is made from the simple to the complex. There is also a logical sequence within certain subjects. For example, the night attack is not programmed until after the unit has had training in the day attack. Likewise, the day defense is programmed prior to training in the night defense.
- (4) *Equable distribution of night training.* The training officer should distribute night training equally throughout the training phase without disrupting continuity and logical sequence.

## 48. Weekly Training Schedules

a. Weekly training schedules and inclement weather schedules are published as inclosures (fig. 6) to a command letter (fig. 5) which constitutes the final directive necessary to implement the training program.

b. In battalions employing decentralized training, company commanders prepare draft weekly training

**MASTER TRAINING SCHEDULE**

Subjects	References	Hours	Night Tng Hrs	Week of training										Remarks	
				1	2	3	4	5	6	7	8	9	10		

*Figure 3. Suggested format for a detailed master training schedule.*

MASTER TRAINING SCHEDULE

Subjects	References	Hours	Remarks

Figure 4. Suggested format for an abbreviated master training schedule.

schedules. These schedules are then forwarded to the battalion S3 for screening. They are published as an inclosure to the command letter which directs training to be conducted for that week. If the battalion employs centralized training, the S3 has the responsibility for the preparation and content of each unit's weekly training schedule.

c. The unit weekly training schedule is developed from the master training schedule. In general, the content of a unit training schedule includes two types of information: that which instructors need to prepare and present the prescribed subjects, and that which the personnel to be trained need to enable them to be present at the designated place of instruction at the proper time and with the proper equipment. This information is broken down as follows:

- (1) Date, time, and place of instruction.
- (2) Personnel to be trained.
- (3) Subjects to be taught.
- (4) Instructors for each subject.
- (5) Text references.
- (6) Uniform and equipment.
- (7) Administrative instructions that will help the instructors and personnel to be trained.

d. The unit inclement weather training schedule is an alternate plan that enables unit commanders to salvage training time that might otherwise be lost. This schedule is a necessary alternative to the regular schedule. The commander who prepares the regular unit weekly schedule also prepares the inclement weather schedule. It is adaptable for an entire week of training or for any portion of it. Since the inclement weather schedule performs the same general function as the regular weekly schedule, its contents are essentially the same. The principal differences are that the inclement weather schedule does not prescribe the date and time of instruction; it normally contains fewer periods of instruction than the regular one; and, if the uniform is known, it is included in "remarks." The geographic location, weather, troop experience, and type of training to be conducted are all considered in determining the number of hours on the inclement weather schedule. The basis for selecting inclement weather subjects, in order of priority, is as follows:

- (1) Subjects appearing on the regular schedule as indoor instruction.
- (2) Subjects appearing on the regular schedule as outdoor instruction that can be taught

indoors. Within this category are subjects originally scheduled as integrated or concurrent training.

- (3) Subjects which will be scheduled for indoor presentation at a later date.

## 49. Principles of Scheduling

The success or failure of a training program is ultimately determined by the effectiveness of the instruction presented, which in turn depends in part on the development of the master and unit weekly training schedules. To this end, these schedules insure logical development in subject sequence, proper relationship of subjects during training, and continuity in each subject. As a final guide to insure effective training, the principles of scheduling are applied. These principles are—*facilitate preparation of instruction, facilitate learning, use training time effectively, and accommodate the troops.*

## 50. Facilitate Preparation of Instruction

Effective instruction depends on adequate preparation. Following are ways in which proper scheduling assists instructors in their preparation for classes.

a. Training schedules are published well in advance.

b. Instructor's names, rather than job titles, are shown on the training schedule. This establishes a personal responsibility for the preparation of instruction.

c. Adequate references are provided the instructor to furnish him sufficient research material and limit the scope of the subject being taught.

d. Sufficient time is allocated during each period for the instructor to present his material and conduct practical application as required.

## 51. Facilitate Learning

a. The amount of information troops receive from a period of instruction is appreciably affected by the circumstances under which the subject is taught. Insure instructional areas selected and the methods of instruction used are appropriate to the subjects.

b. Schedule subjects progressively. Lead troops from facts that are familiar, whether from civilian or military experience, into new, but related subjects. Relate the subjects to their functional application and have the troops apply the more simple elements of newly acquired knowledge before confronting them with more complex situations. For example,



*HEADQUARTERS*  
*UNIT DESIGNATION*  
*STATION*

File No.

Date \_\_\_\_\_

SUBJECT:

TO:

1. Reference, Circular Number \_\_\_\_\_, HQ, unit date, subject: (PHASE) Training Program.
2. Training during the period (incl dates) will be conducted in accordance with inclosures \_\_\_\_\_ through \_\_\_\_\_ (weekly training schedules).
3. Subsequent paragraphs can be used to disseminate information or coordinating instructions relative to the entire battalion, e.g., parades and changes to schedules.

NOTE. The reverse side of this page contains a subject number system. Subjects being integrated into the primary subject can be reflected by the number system. Subject being integrated should be placed in parentheses to the right of the primary subject being taught.

FOR THE COMMANDER:

Signature Block  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Inclosures

**DISTRIBUTION**

NOTE. Weekly training schedules for each company and each separate platoon of Headquarters Company should be prepared as separate inclosures to this letter.

*Figure 5. Suggested format for command letter for weekly training schedules.*

*Subject Numbers System for Integrated Training*

- |   |   |
|---|---|
| 1. Adjustment of artillery and mortar fire. | 12. First aid.                          |
| 2. Boobytraps and demolitions.              | 13. Guerrilla warfare, defense against. |
| 3. CBR.                                     | 14. Intelligence.                       |
| 4. Code of conduct.                         | 15. Map reading.                        |
| 5. Communications.                          | 16. Maintenance.                        |
| 6. Concealment and camouflage.              | 17. Marksmanship.                       |
| 7. Demolitions.                             | 18. Mine warfare.                       |
| 8. Drills and ceremonies.                   | 19. Obstacles.                          |
| 9. Evasion and escape.                      | 20. Patrolling.                         |
| 10. Field fortifications.                   | 21. Safety.                             |
| 11. Field sanitation.                       |   |

Reverse side of cover letter

*Figure 5—Continued.*

movement to the line of departure is taught before the attack; training in defense is conducted before the withdrawal.

c. Following night training, schedule compensatory time as required for rest and maintenance of individual equipment. Troops are not expected to be at their normal state of mental or physical alertness early on the day following night exercises.

d. The time allotted for teaching each subject is based on the troops' knowledge of the subject, the methods of instruction used, and the commander's desires. Sufficient consecutive hours are devoted to a subject to allow all the related teaching points to be brought out at one time without causing the troops to lose interest.

e. Subjects that are taught primarily by lecture or conference are normally scheduled for the morning hours when the troops are mentally alert. Afternoon hours are normally devoted to training requiring greater physical activity because the troops tend to become drowsy and sluggish if inactive during the afternoon.

## **52. Use Training Time Efficiently**

The necessity for moving to widely spaced training facilities and the administrative demands of garrison living, if not given forceful command attention, tend to reduce the time allotted for training. Careful scheduling helps to reduce the time lost to such causes, as suggested in the following:

a. *Movement.* The requirements for one week of training may involve the use of training facilities dispersed over a major portion of the post. Consider the time required to move from one facility to another and schedule the subjects so that movement time is minimized. Subjects that can be taught at

the same or adjacent facilities are scheduled during the same day. When time required for movement between training sites cannot be made during time normally allocated for breaks, it is reflected on the weekly training schedule. It is often possible to use the movement itself as a teaching vehicle when teaching marches, movement to contact, retrograde operations, and similar subjects. When movement time cannot be used to teach required subjects, it is taken from commander's time.

### *b. Integrated Training.*

- (1) Integrated training is training in which one or more subjects previously taught and related to the primary subject are incorporated into instruction being given to an entire unit. The subjects selected may be any in which weaknesses have been observed, or in which a commander desires more emphasis. One or more subjects may be integrated, but *each* subject must be *planned*. Integration of too many subjects into any one primary subject results in no real emphasis being placed on any, thus the value of integrated training is lost. Additional instructors are not normally necessary for subjects being integrated.
- (2) Commanders take every opportunity to exploit the benefits of integration of subjects in creating realistic training programs. The following subjects are considered of sufficient importance to be included as integrated subjects in all phases of training where appropriate:
  - (a) *Code of conduct.* The objectives to be attained in support of the code of conduct are to increase the individual will

Inclosure \_\_\_\_\_ (Weekly Training Schedule, co \_\_\_\_\_), to Letter, file number, headquarters, unit, date.

COMPANY (Unit to be trained)

PARENT UNIT

STATION

WEEK AND PHASE OF TRAINING

INCLUSIVE DATES

**TRAINING SCHEDULE**

Day and date	Personnel to be trained	Time		Subject	Location	Instructor	Text reference	Uniform and equipment	Remarks
		From	To						
									NOTE: This column used to further clarify or coordinate training for one period or one day of instruction.

REMARKS: NOTE: This section is used to further clarify or coordinate training relative to the entire week's training.

Figure 6. Suggested format for weekly training schedule.

to resist, thereby increasing unit fighting strength. Subject areas considered appropriate for integrated training of code of conduct are as follows:

1. Character guidance.
  2. Troop information.
  3. Intelligence.
  4. Military justice.
  5. Field exercises and maneuvers.
- (b) *Survival, evasion, and escape.* Subject areas considered appropriate for this integrated training are as follows:
1. All subjects of troop information and indoctrination pertaining to the code of conduct and character guidance.
  2. Concealment and camouflage.
  3. Field sanitation and personal hygiene.
  4. First aid.
  5. Field fortifications.
  6. Individual day and night training.
  7. Squad patrolling.
  8. All unit and training exercises.
- (c) *Chemical, biological, and radiological operations.* Subject areas considered appropriate for integration in this subject are—
1. Marches and bivouacs.
  2. Patrolling.
  3. Squad tactical training.
  4. Basic and advanced unit training.
  5. Field exercises and maneuvers.
- (d) *Counter guerrilla.* Subjects considered appropriate for integration are—
1. Marches and bivouacs.
  2. Intelligence training.
  3. Guard duty.
  4. Patrolling.
  5. Squad, platoon, and company tactical training.
  6. Field exercises and maneuvers.
  7. Psychological warfare.
- (e) *Intelligence.* Subject areas considered appropriate for integrated training are—
1. Marches and bivouacs.
  2. Guard duty.
  3. Patrolling.
  4. All tactical training.
  5. Field exercises and maneuvers.

*c. Concurrent Training.* Concurrent training is simultaneous but separate training of part of a unit in one or more subjects other than the primary subject. These subjects may or may not have been

taught previously. This training may be used as makeup periods for personnel who miss regularly scheduled instruction, for training in required subjects of limited scope, or for additional training in subjects previously presented. Concurrent training subjects are prepared and presented as carefully as the principal subjects. It is conducted to serve a constructive purpose. Examples of concurrent training are—

- (1) A rifle company is conducting flamethrower firing as a primary subject. At the beginning of the instruction, all personnel are assembled in the bleacher location and given a brief class on the capabilities, limitations, and safety procedures of the flamethrower. This is followed by a firing demonstration. The company has only 10 flamethrowers for practical application. One flamethrower can accommodate three men—one gunner, one assistant gunner, and one safety man with a fire extinguisher. Since only about one platoon can actually receive training on the flamethrowers at any one time, the company commander has decided to employ concurrent training stations for the remainder of the troops. He sets these stations up as follows:
  - (a) *STATION 1*—Main station at which all personnel receive initial instruction, followed by practical application in firing the flamethrower.
  - (b) *STATION 2*—At this station a portion of the troops receive instruction on fuel mixing, filling the fuel tanks, and care and cleaning of the flamethrower. (Note that this training is related to the primary subject being taught.)
  - (c) *STATION 3*—As a result of the company's participation in an unforeseen event a week ago, some of the training to have been conducted in demolitions was cancelled. The company commander has decided to make up this training at concurrent training station 3. (Note that this training is not related to the primary subject being taught).
  - (d) *STATION 4*—During a recent inspection of the unit, the company commander asked various questions concerning the individual soldier's equipment. Most of the troops did not know the contents of their chemical agent protection and

treatment set, and those who did were not conversant in its application for chemical decontamination of the individual soldier and first aid for nerve agents. The company commander has decided to correct this weakness by conducting training on the contents of the chemical agent protection and treatment set and the application of its contents at concurrent training station 4. (Note that this training is not related to the primary subject being taught.)

- (e) On a prearranged signal or at a designated time, the troops rotate from one station to the next until all troops have received training at all stations.
- (2) Personnel waiting to negotiate a close combat course can receive concurrent training in bayonet drill.
- (3) The number of methods the commander can use to minimize the loss of valuable training time by conducting training concurrently is limited only by his initiative and imagination.

### **53. Accommodate the Troops**

Although scheduling must be aimed primarily at accomplishing the training objectives and, ultimately, the unit's mission, there are different ways of scheduling subjects which contribute equally to this end. Therefore, subjects are scheduled to best suit the convenience of the troops. While the first consideration for scheduling compensatory time

should be the need for rest, additional maintenance of equipment, and various administrative requirements, at certain times it can be scheduled for the personal use of the men. Scheduling to accommodate the troops promotes good morale and willingness to participate in a rigorous training program.

### **54. Supervision**

a. Supervision is the direct, immediate guidance and control of subordinates in the performance of their tasks. A commander supervises training activities by means of inspections and counselling. Inspection involves not only visits to a unit under supervision, but also the evaluation of reports and records pertaining to that unit. Counselling refers to the advice and assistance the commander gives subordinates on the proper methods and manner of conducting training activities.

b. The purposes of supervision is to insure that subordinates comply with the intent of directives, to help them execute specific requirements, and to determine the validity and effectiveness of directives.

c. Effective supervision stresses encouragement and deserved praise, and minimizes criticism. The commander gives special thought to combining needed criticism with deserved praise to insure that subordinate units respond favorably to the training and that the prestige of commanders is constantly enhanced in the eyes of their men. This is not to be construed as a soft attitude. Required correction and constructive criticism must be given at the proper time.

## APPENDIX I

### REFERENCES

---

AR 10-7	United States Continental Army Command.
AR 220-55	Field and Command Post Exercises.
AR 220-58	Organization and Training for Chemical, Biological, and Radiological Operations.
AR 310-1	Military Publications General Policies.
AR 320-5	Dictionary of United States Army Terms.
AR 320-50	Authorized Abbreviations and Brevity Codes.
AR 350-1	Army Training.
AR 350-5	Military Education.
AR 350-90	Noncommissioned Officer Academies.
AR 360-81	Command Information Program.
AR 385-63	Regulations for Firing Ammunition for Training, Target Practice, and Combat.
AR 600-20	Army Command Policy and Procedure.
AR 600-30	Character Guidance Program.
AR 600-73	Expert Infantryman Badge Test.
AR 612-35	Preparation of Replacements for Oversea Movement (POR).
AR 612-200	Processing Procedures at Training Activities.
ATP 20-5	Army Training Program for Field Exercises and Maneuvers.
ATP 21-114	Male Military Personnel Without Prior Service.
ATP 21-160	Cadre Training.
ATT 21-2	Individual Proficiency in Basic Military Subjects.
DA Pam 20-21	The Army School Catalog
DA Pam 21-1	Physical Fitness Program for Specialists and Staff Personnel.
DA Pam 108-1	Index of Army Motion Pictures, Film Strips, Slides and Phono-Recordings.
DA Pam 310-3	Military Publications: Index of Doctrinal, Training, and Organizational Publications.
DA Pam 310-5	Military Publications: Index of Graphic Training Aids and Devices.
FM 21-6	Techniques of Military Instruction.
FM 21-20	Physical Training.
TA 23-100	Ammunition, Rockets and Missiles for Training.
TM 21-200	Physical Conditioning.

**APPENDIX II**  
**TYPICAL BATTALION (TRAINING) CIRCULAR\***

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HEADQUARTERS  
1ST BATTALION, 66TH INFANTRY  
FORT BENNING, GEORGIA

CIRCULAR  
NO. 350-1

4 September 196\_\_

Effective until 5 December 196\_\_ unless sooner rescinded or superseded

EDUCATION AND TRAINING  
Basic Unit Training Program

1. Purpose. To prescribe the organization, policies, training objectives, and procedures for the conduct of basic unit training by the 1st Battalion, 66th Infantry.

2. Mission and Objectives.

a. Mission: The 1st Battalion, 66th Infantry, will be combat ready by 25 May 196\_\_.

b. Objectives:

(1) To develop squads, platoons, companies, and the battalion into effective teams capable of performing operational missions.

(2) To develop higher standards through emphasis on disciplinary training.

(3) To improve technical proficiency of individuals through on-the-job training.

(4) To integrate the skills developed during individual training into the operation of teams.

(5) To develop staff operational techniques and procedures.

(6) To provide a foundation through training for the conduct of advanced unit training.

3. Effective Date. This circular is effective for planning upon receipt and for implementation on 12 October 196\_\_.

4. Standards for Training.

a. Training will emphasize the development of operational effective teams from squad, section, platoon to company level.

b. Squads, sections, platoons, and companies will develop *standing operating procedures (SOP)*.

c. This headquarters will conduct formal and informal inspections to assist commanders in evaluating the effectiveness of training being conducted.

d. Inspection report form (Annex A).

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\* This example is for illustrative purposes only and can be modified as necessary to meet local requirements.

e. All staff officers of this headquarters will participate in the inspection of training related to their function.

f. During the basic unit training phase, Army training tests will be administered to all units of the battalion to determine their tactical proficiency and to provide a basis for supplementary training in those areas of noted deficiencies. However, commanders and leaders at each level should not rely on performance during these tests as the only criterion for determination of proficiency, but should evaluate effectiveness on a continuing basis during all tactical training, and conduct immediate remedial training as required.

#### 5. Organization for Training.

a. Master training schedules, published as annexes to this circular, indicate basic unit training for each type unit.

b. Except as otherwise indicated, company commanders are responsible for the conduct and administration of all basic unit training instruction.

c. Exception. Schools (Annex B).

d. Unit integrity will be maintained during all tactical instruction.

e. Combat support and combat service support elements will habitually be attached or placed in support of rifle elements during tactical training.

f. Basic unit training is conducted in progressive phases developing from squad and section to platoon and company. Where appropriate, the training of a unit may be conducted within the framework of an exercise involving the next larger unit. This will serve to provide a more natural tactical environment and will permit the simultaneous training of additional combat support and combat service support elements.

#### 6. Training Time.

a. Basic unit training will be conducted during the period 12 October to 5 December 196\_\_.

b. Training will be conducted on a 44-hour, 5½-day week basis.

c. Time in excess of the 44-hour, 5½-day week may be used as required for training when conducting bivouacs and when utilizing critical range facilities and combat exercise areas. Nothing contained herein will restrict the number of hours necessary for required activities such as guard and other essential operational functions.

d. Holidays to be observed during the training period:

(1) 11 November 196\_\_, Veterans Day.

(2) 26 November 196\_\_, Thanksgiving Day.

7. Night Training. Night training will be conducted in those subjects indicated in the night training column of the master training schedules. Training conducted during the hours of darkness will emphasize light and noise discipline, self-sufficiency, confidence, night vision, and night firing. Artificial moonlight, tank searchlight, illuminating ammunition, luminous devices, and infrared equipment will be used to the maximum during all applicatory phases of training conducted during the hours of darkness. Training conducted during a period of instruction which includes both daylight and darkness will be planned as a continuous exercise.

#### 8. Training Schedules.

a. Master training schedule, rifle companies (Annex C).

b. Master training schedule, Headquarters Company (Annex D).

c. Weekly training schedules (Annex E).

#### 9. Training Facilities (Annex F).

#### 10. Training Records and Reports (Annex H).



11. Training Aids (Annex G).
12. Training Ammunition (Annex I).
13. Training Policies (Annex J).
14. References.

a. Circular 350-7, Headquarters, 1st Brigade, 21st Infantry Division, 5 August 196\_\_.

b. Circular 350-10, Headquarters, 21st Infantry Division, 1 July 196\_\_.

c. ATP 7-16-1, "Headquarters and Headquarters Company, Infantry, Airborne Infantry, and Mechanized Infantry Battalions."

d. ATP 7-18-1, "Rifle Company, Infantry, Airborne Infantry, and Mechanized Infantry Battalions."

e. ATP 8-200, "Medical Service Units and Teams."

f. ATT 7-16-1, "Heavy Mortar Section, Headquarters and Headquarters Company, Infantry, Airborne Infantry, and Mechanized Infantry Battalions."

g. ATT 7-19-2, "Davy Crockett Squad, Infantry Units."

h. ATT 7-16-2, "Reconnaissance Platoon, Headquarters and Headquarters Company, Infantry Battalion, and Armored Cavalry Platoon, Headquarters and Headquarters Company, Mechanized Infantry Battalion."

i. ATT 7-16-4, "Communications Platoon, Headquarters and Headquarters Company, Infantry, Airborne Infantry, and Mechanized Infantry Battalions."

j. ATT 7-16-3, "Antitank Platoon, Headquarters and Headquarters Company, Infantry, Airborne Infantry, and Mechanized Infantry Battalions."

k. ATT 7-16-6, "Support Platoon, Headquarters and Headquarters Company, Infantry, Airborne Infantry, and Mechanized Infantry Battalions."

l. ATT 7-18, "Rifle Company, Infantry, Airborne Infantry, and Mechanized Infantry Battalions."

m. ATT 8-1, "Medical Service Units and Teams."

n. FM 21-5, "Military Training."

o. FM 21-6, "Techniques of Military Instruction."

p. Range and Terrain Regulations, USAIC.

q. TA 23-100, "Ammunition, Rockets and Missiles for Training."

FOR THE COMMANDER:

W. R. STEWART  
 Captain, Infantry  
 Adjutant

ANNEXES:

- A—Inspection Report Form (omitted)
- B—Schools (officer, noncommissioned officer, and specialist)
- C—Master Training Schedule, Rifle Companies
- D—Master Training Schedule, Headquarters Company (omitted)
- E—Weekly Training Schedule
- F—Training Facilities
- G—Training Aids (omitted)
- H—Training Records and Reports (omitted)
- I—Training Ammunition (omitted)
- J—Training Policies

DISTRIBUTION: A

- 2—CO, 1st Bde, 21st Inf Div  
 (ATTN: S3)
- 2—CG, 21st Inf Div  
 (ATTN: G3)

## SCHOOLS

1. Unit training will be supplemented, as required, by a continuation of the program indicated in the AIT phase of attendance at Army Service Schools for those personnel who must acquire skills which cannot be taught effectively within the battalion.

### 2. Battalion Schools.

#### a. Driver School.

\* \* \* \* \*

#### b. Intelligence School.

\* \* \* \* \*

#### c. Radio Operator School.

\* \* \* \* \*

#### d. Officer Schools.

(1) A two-hour school for all officers of the battalion will be conducted each week during after training hours. Instructors will be announced.

(2) Subjects to be presented:

(a) Tank-infantry team tactics and techniques.

(b) Fire support coordination.

(c) Preparation of a field exercise.

\* \* \* \* \*

### 3. NCO Schools.

\* \* \* \* \*

Annex C to Circular 350-1, HQ 1st Bn, 66th Inf  
Fort Benning, Georgia, 4 September 196\_\_\_.

## MASTER TRAINING SCHEDULES

### Rifle Companies

#### 1. General.

a. Basic unit training of rifle company elements will be conducted in accordance with this annex.

b. Combined arms training will be stressed at every level through the employment of armor, artillery, and engineer elements in conjunction with infantry tactical training.

2. The Master Training Schedule is indicated in appendix 1 of this annex.

Appendix 1 to Annex C  
(Located at back of manual)

Annex E to Circular 350-1, HQ 1st Bn, 66th Inf  
Fort Benning, Georgia, 4 September 196\_\_

### WEEKLY TRAINING SCHEDULES

1. Company weekly training schedules will be submitted in draft to this headquarters (ATTN: S3) not later than ten duty days prior to the effective date of implementation.

a. Location of bivouac areas, and time of arrival and departure from such areas will be included in the information submitted.

b. Whenever any scheduling change is made, this headquarters will be promptly notified by telephone (33). A written schedule change will also be submitted.

2. An inclement weather schedule will be included as a part of all weekly training schedules.

3. Draft schedules will be screened at this headquarters and, as necessary, further coordination effected with company commanders. The schedules will be published not less than seven working days prior to the effective date of implementation.

Incl

App 1, Format for Weekly Tng Schedule.

Appendix 1 to Annex E to Circular 350-1, 1st Bn, 66th Inf  
 Fort Benning, Georgia, 4 September 196—

FORMAT FOR WEEKLY TRAINING SCHEDULE

Company

WEEK AND PHASE OF TRAINING

INCLUSIVE DATES

TRAINING SCHEDULE

Day and Date	Personnel to be trained	Time		Subject	Location	Instructor	Text reference	Uniform and equipment	Remarks
		From	To						
									NOTE: This column used to further clarify or coordinate training for one period or one day of instruction.

Remarks: NOTE: This remarks section is used to further clarify or coordinate training relative to the entire week's training.

Fort Benning, Georgia, 4 September 196\_\_

### TRAINING FACILITIES

1. References.

- a. Range and Terrain Regulations, USAIC, 15 January 196\_\_.
- b. Circular 350-16, Headquarters, 21st Infantry Division, 1 July 196\_\_.

2. Classrooms.

- a. Classroom allocation effective 12 October 196\_\_.

- (1) Building 85: \*Co A, Co B.
- (2) Building 86: \*Co C, Hq & Hq Co.

\* Denotes responsible unit.

b. Using units will police the classroom immediately upon completion of instruction. Responsible units assigned to each classroom are responsible for nightly cleaning of classrooms concerned.

c. Request for use of other classrooms or theater facilities will be submitted to the S3 for coordination.

3. Training Areas.

a. Tactical training area allocation (see overlay 1—omitted) and responsibility for maintenance is as follows:

Unit	1st Week	2d Week	3d Week	4th Week	5th Week	6th Week	7th Week	8th Week
Hq & Hq Co	1	1	1	1	1	1	1	1
A Co	2	3	4	2	3	4	2	3
B Co	3	4	2	3	4	2	3	4
C Co	4	2	3	4	2	3	4	2
Bn Control**	5 & 6	5 & 6	5 & 6	5 & 6	5 & 6	5 & 6	5 & 6	5 & 6

\*\* These areas available on request when units are not being tested.

b. Units desiring training areas for other than scheduled periods will request them from the S3.

4. Communication Equipment.

- a. The S3 will coordinate communications support.

b. Public address systems will be utilized wherever necessary to insure effective instruction.

c. Company communications chiefs will coordinate with the communications officer for procurement, transportation, and operation of needed equipment. The battalion communications platoon will deliver and operate public address systems within its capability. Units may be requested to provide transport and operators because of other communications platoon commitments.

d. Requests for communication equipment to augment organic unit equipment used for control purposes (radios, wire, and telephones for aggressors or umpires) will be submitted directly to the Battalion Communications Officer. Requests will be submitted seven days in advance of requirements to permit procurement and issue.

### TRAINING POLICIES

1. In order to minimize the loss of training time incurred when moving to and from training areas, the following policies will be implemented.

a. All units will arrive at the initial area of instruction for the day by drill call. They will depart from the last area of instruction for the day no earlier than recall.

b. If the prescribed area(s) for training for one day is more than 15 minutes march time (foot or motor, as applicable) from the garrison area, the noon meal will be served in the field.

c. If a unit is scheduled for eight or more training hours, on two consecutive days, and in an area(s) more than one hour's march time (foot or motor, as applicable) from the garrison area, the unit will bivouac in the training area during that time.

2. Details will be performed by complete units (squads and platoons).

3. As practicable, small unit field exercises will include logistical planning.

4. Correct marksmanship practices will be emphasized during field training so that the soldier will instinctively apply correct techniques in battle. Competition must be stimulated during combat firing exercises. Targets will be *scored* in all combat firing exercises.

\* \* \* \* \*

8. Integrated and concurrent training techniques will be utilized to the maximum in all tactical training.

9. Personnel procedures peculiar to combat situations will be integrated throughout this phase of training. Emphasis will be placed on battle casualty reporting.

10. Cadre Training.

a. Each company will establish, train, and maintain two equally qualified cadres. Both will be capable of operating the parent unit and will be prepared to act as a base to activate a new unit of a similar type. These cadres will be designated as "Cadre A" and "Cadre B."

b. Rifle companies will schedule and conduct 12 hours of on-the-job training per week for company headquarters alternate cadremen.

NOTE: Training policies may be contained in a battalion SOP for training and they would not, in this event, be duplicated in the circular.

## INDEX

	Paragraph	Page		Paragraph	Page
Advanced individual training .....	14, 21	7, 10	Programming, concepts of .....	47	27
Advanced unit training phase .....	21	10	Publications .....	37, 38	19, 20
Ammunition .....	33, 35	16, 17	Records .....	29, 46	15, 26
Army:			References .....	46, app. I	26, 37
Schools .....	15	8	Replacement training .....	14	7
Subject schedules .....	37	19	Safety .....	32	15
Training mission .....	2	2	Schedules, training .....	46, 48	26, 28
Training program phases .....	21	10	Scheduling, principles of .....	49	31
Training programs .....	24	14	Schools .....	15	8
Training publications .....	37	19	Supervision .....	54	36
Training tests .....	24, 35	14, 17	Survival, evasion, and escape .....	52	33
Army school training .....	11	6	Tactical training .....	12	7
Army training center training .....	11	6	Technical training .....	12	7
Basic combat training .....	14, 21	7, 10	Tests:		
Basic subjects .....	12	7	Army training .....	35	17
Basic unit training phase .....	21	10	Individual proficiency .....	34	16
Cadre .....	17	9	Minimum physical fitness—female ..	34	16
Career management and guidance .....	18	9	Minimum physical fitness—male ....	34	16
Centralized training .....	41	21	Physical combat proficiency .....	34	16
Chemical, biological, and radiological operations .....	52	33	Training:		
Code of conduct .....	52	33	Advanced individual .....	14	7
Combined training .....	10	6	Advanced unit .....	21	10
Concepts of programming .....	47	27	Aids .....	41, 46	21, 26
Concurrent training .....	52	33	ATP .....	21	10
Counter guerrilla .....	52	33	Basic combat .....	14	7
DA training responsibilities .....	5	4	Categories .....	10	6
Decentralized training .....	41	21	Circulars .....	37, app. II	19, 37
Decisions in training .....	44	25	Combined .....	10	6
Estimate of the training situation .....	39	20	Concurrent .....	52	33
Field exercise and maneuver phase .....	21	10	Directives .....	38	20
Inclement weather training schedule .....	48	28	Facilities .....	41, 46	21, 26
Individual training .....	10	6	Field exercises and maneuver .....	21	10
Integrated training .....	52	33	Individual .....	10	6
Intelligence .....	52	33	Management .....	36	19
Intensified combat training programs .....	22	11	Night .....	46, 47	26, 27
Life cycle of a unit .....	20	9	Objectives .....	3, 19	2, 9
Maintenance and supply economy .....	31, 35	15, 17	On-the-job .....	16	8
Master training schedule .....	47	27	Operational readiness .....	23	12
Mission, analysis .....	40	20	Organization for .....	41, 46	21, 26
Mobilization .....	4	4	Program .....	45, 46	26
Night training .....	46, 47	26, 27	Publications .....	37, 38	19, 20
Operational readiness training .....	23	12	Records .....	29, 46	15, 26
Oversea staging .....	20	9	Responsibilities:		
Physical fitness .....	28	15	Army service schools .....	7	4
Planning .....	36	19	Department of the Army .....	5	4
			MDW .....	7	4
			Oversea Army command .....	6	4
			Unit .....	9	5
			USCONARC .....	7	4
			ZI Armies .....	7	4



	Paragraph	Page		Paragraph	Page
Responsibilities—Continued			Unit .....	10	6
Schedules .....	46, 47, 48	26, 27, 28	Training ammunition .....	33, 35	16, 17
Situation, estimate of .....	39	20	Training mission, Army .....	2	2
Standards for .....	46	26	Training program .....	46	26
Tactical .....	12	7	Unit training .....	10, 11, 19	6, 9
Technical .....	12	7	Weekly training schedules .....	48	28
Time .....	27, 41, 46, 52	14, 21, 26, 33			

By Order of the Secretary of the Army:

Official:

J. C. LAMBERT,  
Major General, United States Army,  
The Adjutant General.

HAROLD K. JOHNSON,  
General, United States Army,  
Chief of Staff.

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NG: State AG (3); Units—same as Active Army.

USAR: Same as Active Army.

For explanation of abbreviations used, see AR 320-50.

Appendix I to Annex C  
 Cir 350-1, Hq 1st Bn, 66th Inf  
 Ft Benning, Ga.  
 4 Sep 196

RIFLE COMPANY MASTER TRAINING SCHEDULE

Subjects	Basic ref	Total hrs ATP 7-18-1	Total Adj hrs	Night tag	Subject Hours Per Week								Remarks
					1	2	3	4	5	6	7	8	
a. GENERAL		121	142		18	15	14	12	15	12	12	44	
Character Guidance		2	2				1					1	
Troop Information		8	8		1	1	1	1	1	1	1	1	
Physical Training		14	24		4	3	3	3	4	3	4		
First Aid		4	4		4								
Drills and Ceremonies		7	13		3	1	4		3			2	
Inspection		7	8		1	1	1	1	1	1	1	1	
Communication Training		2	2		2								
Proficiency Testing		41	41	13½	7			10				24	
Commanders Time		28	24		3	3	3	3	3	3	3	3	
Troop Payment		0	8			4						4	
Air Movement Training		8	8								4	4	
b. SQUAD TACTICAL TRAINING		36	32										
(1) Rifle Squad			32	12	26	6							
(a) Squad as Security Element		4	0										
(b) Squad as an Outguard		4	4		4								
(c) Attack		12	12	5	6	6							
(d) Defense		8	8	4	8								
(e) Patrolling		8	8	4	8								
(2) Weapons Squad		32	32	12*									
(a) Principles and Techniques of the Attack		1	1		1								
(b) Selection of Firing Positions and Displacement		3	3		3								
(c) Night Firing		4	4	3*	4								
(d) Movement to Contact		4	4		4								
(e) Attack		8	8	4*	8								To be preceded by Principles and Techniques of the Attack.
(f) Defense		12	12	5*	6	6							
(3) Antitank Squads		32	32	12*									
(a) Night Firing		4	4	3*	4								
(b) Movement to Contact		4	4		4								
(c) Attack		12	12	4*	9	3							
(d) Defense		12	12	5*	9	3							
(4) 81mm Mortar Squads		32	32	12*									
(a) Night Firing		4	4	3*	4								
(b) Movement to Contact		4	4		4								
(c) Attack		12	12	4*	9	3							
(d) Defense		12	12	5*	9	3							
(5) Ground Surveillance Squads		36	32	12*									
(a) Movement		3	3	1*	3								
(b) Employment		3	3	1*	3								
(c) Target Detection		11	11	5*	8	3							
(d) Target Tracking		11	11	5*	8	3							
(e) Target Reporting		8	4		4								
c. PLATOON TACTICAL EXERCISES		96	85										
(1) Advance Party		4	4		4								Integrate squad as security element.
(2) Attack		14	12		3	3	6						
(3) Night Attack		10	10	9	4	3	3						
(4) Combat Outpost		4	4		4								
(5) Installing and Breaching a Protective Minefield		4	0										
(6) Defense		12	11	5	4	4	3						Integrate installing and breaching a protective minefield in defense.
(7) Night Withdrawal		4	4	3	4								
(8) Day Withdrawal		4	4		4								
(9) Night Relief		4	4	3		4							
(10) Attack of a Fortified Position		4	4		4								
(11) Infantry-Tank Team in Attack		8	8		4	4							
(12) Platoon Leadership Exercise		20	16	6		16							
(13) Night Patrol		4	4	3	4								
d. COMPANY TACTICAL EXERCISES		99	77										
(1) Advance Guard		6	4				4						
(2) Flank Security Mission		6	4								4		
(3) Attack and Reorganization		14	10				5		5				
(4) Night Attack		8	6	5			3	3					
(5) Attack of a Riverline		4	4	3					4				
(6) Night Raid		5	5	4					5				
(7) Defense		12	8				5		3				
(8) Daylight Withdrawal		4	4						4				
(9) Delaying Action		7	4						4				
(10) Night Defense		8	8	7			4		4				
(11) Night Withdrawal		6	4	3							4		
(12) Day Relief		4	4						4				
(13) Night Relief		4	4	3							4		
(14) Combat Outpost		4	4						4				
(15) Infantry-Tank Team in Attack		4	4						4				
Total		352	336	80½	44	44	44	44	36	44	36	44	

\*Not included in total number hours of night training.