



Headquarters 26th Infantry “Yankee” Division

DIVISION TRAINING DOCTRINE

All information derives from FM 7-5 (1940)

1. **GENERAL:**

The fundamental training doctrines are prescribed in FM 100-f, FM 21-5, and in this manual. Special instructions in regard to military training are published in periodical training directives.

2. **OFFICERS:**

- a. *Duties and training.* - The training of officers is continuous throughout their service. Theoretical instruction is accomplished by means of troop schools (AR 350-2600, *or in the case of Living History, Unit Training Classes*), the various schools of the military educational system (AR 350-5, *in the case of Living History, Period Manuals*), and by individual application and study. It is the duty of every officer to apply himself to the study of his profession in order to increase his knowledge and proficiency in the duties he may be called upon to perform. It is the duty of every commander to encourage and assist his subordinates in their efforts to increase their professional knowledge and attainments. The practical training of officers is derived from actual experience in command or staff duties appropriate to their grades.
- b. *Objectives of schools.* - Troop schools are important agencies of a unit commander in the training of his unit.

The objects are to-

- (1) Prepare the personnel of the command to carry out the current training program or prospective operations.
 - (2) Coordinate and insure uniformity in the training and action of the command.
 - (3) Provide basic instruction for newly appointed officers.
- c. *Applicatory exercises.* - The principal means of imparting tactical instruction to officers comprise applicatory exercises, such as map problems, terrain exercises, and tactical rides or walks, and field and combat exercises. Command post exercises are valuable for the training of staffs. Leaders and troops are trained in application of combat fundamentals in field exercises and maneuvers.
 - d. *Avoidance of excessive specialization.* - Infantry officers should become familiar with the various types of infantry units. This is a responsibility of regimental commanders. Infantry officers likewise must become familiar with the powers and limitations of the associated arms. In particular it is desirable that artillery, armored forces, and aviation be included or represented in battalion or regimental exercises.
 - e. *Training plans.* - It is the duty of every commander to make the necessary plans for the training of his command. Commanders of units down to and including battalions prepare and issue programs prescribing the general plan for training the command over an extended period of time. Schedules prescribing detailed instruction for the conduct of training in accordance with the program are issued by commander of companies and similar units for all training within the unit and by a higher commander for such training as is to be conducted under his personal direction. Schedules are usually issued weekly. They apportion the time available to the several subjects of instruction.

- f. *Supervision.*-*Supervision* of training is a function of command and is carried out, when practicable, by the unit commander in person. It may consist of daily supervision, training inspections, or tactical inspections. Daily supervision is informal and should not interrupt the continuity of training. Except for cogent reasons, intervention in the work of a subordinate while he is engaged in the training of his unit should be avoided. The regulations governing training and tactical inspections are given in *FM 21-5.

3. NONCOMMISSIONED OFFICER:

- a. *Role.*-The noncommissioned officers are the leaders and instructors of their units. All basic instruction of enlisted men is given by noncommissioned officers. Observance of this fundamental greatly increases the prestige of group leaders and enhances the discipline of the group.
- b. *Scope of training.*-*Sergeants* assigned the platoons are trained as platoon leaders. Where practicable in rifle companies, sergeants assigned to rifle platoons are also trained as leaders of mortar and light machine-gun sections. They are instructed in the tactics of composite groupings, such as the rifle platoon, reinforced by a light machine-gun section, acting as an outpost support; advance or rear party or reconnaissance detachment.
- c. *Schools.*-*The* purpose of schools is to equip noncommissioned officers with the necessary knowledge and skill to lead and instruct their units in an effective manner. They teach the tactical procedure governing the employment of small units and develop the pertinent methods of instruction.
- d. *Administrative and disciplinary responsibility* --Noncommissioned officers should become accustomed to the exercise of command through the performance of administrative and disciplinary duties as well as the duties of instructors and tactical leaders. Each leader should be taught that his (*See appendix III in FM 7-5) exercise of authority over-his unit is complete and extends to all phases of the soldier's life. He should be held to his responsibilities.

4. TRAINING OF INDIVIDUALS.

- a. *Physical.*-*The* physical fitness, endurance, and condition of individual members of a command are among the most important concerns of those responsible for training. Details of physical training are contained in (*FM 21-20). Voluntary athletics should be encouraged and quickening exercises, group games, and mass athletics included in the training program so as to provide a certain amount of athletics for every man in the command. Officers encourage, supervise, and at times participate in the athletics of their units. A limited participation by officers in competitive games as members of unit teams is permissible as a means of stimulating interest but should not be encouraged as a systematic practice. This is not a required activity in Living History.
- b. *Development of offensive spirit.*-*Training* is so conducted as to prepare the troops for eventual offensive warfare. Troops are initially grounded in the elements of defensive action in order that they may not only be qualified for emergency defensive missions but also have an understanding of the problem of the individual soldier and the small unit in attack. From the beginning of his training the soldier should be imbued with the spirit of individual aggressive action.
- c. *Combat instructions.*-*The* combat instruction of the individual soldier and group begins at an early period of the soldier's service. Training in technical subjects should be concurrent with training in basic subjects. Training in elementary tactical subjects should not be postponed pending attainment of a high standard of proficiency in basic disciplinary training and the care and use of weapons. (See par. 214 in

FM 7-5) Concurrent training in different subjects affords variety and stimulates the interest of the soldier.

5. TACTICAL EXERCISES OF UNITS.

- a. In the early stages of training, each tactical exercise is limited to a definite phase of combat. Attempts to cover several phases in a short period are rarely remunerative. Critique of tactical exercises is (-See appendix III in FM 7-5) based upon the manuals or regulations. Tactical exercises of units should include combat situations where the units are operating with supported flanks as well as acting alone on detached missions. The tendency to devote excessive attention to situations of the unit acting alone or semi independently to the neglect of instruction of the unit operating as a part of a larger force must be controlled.

PER:
DIVISION HEADQUATERS