

believe that the benefits in leadership training and self-knowledge more than outweigh any of the risks.

The Ranger School teaches leadership, *real* leadership, and allows its students to practice that leadership in a simulated combat environment. It is often said that "you can't *manage* a platoon of men to take a hill under fire," but ROTC cadets rarely get a chance to *lead*. In the Ranger course, the principles and traits of leadership that are taught in ROTC classrooms crystallize into day-to-day survival.

Throughout the course, the students (or "studs," as they are called by the instructors) are rotated through such graded leadership positions as patrol leader and assistant patrol leader. As patrol leader, the Ranger student learns what it's like to plan and accomplish a mission while leading tired, dirty, and hungry men who often don't even know their own names. The assistant patrol leader has to push these men to accomplish the patrol leader's mission, constantly accounting for personnel and equipment.

Without food and sleep and under the stress of passing the course, the student leader must pull himself and his unit together in order to succeed. No amount of classroom instruction or practice in drill and ceremonies can teach the importance of quick decisions and sound leadership practices in combat. Only such stressful training as that given in the Ranger course can build competent, confident

leaders. Trust others, obey orders, and stop complaining: the Ranger must do all this to earn his tab.

The Ranger learns to be a good follower as well. Working as a fire team leader, carrying a heavy rucksack, or humping a PRC-77 radio or an M60 machinegun up and down mountains gives the student an understanding of and a respect for the men who normally do these tasks in a unit.

The cadet who attends Ranger training learns these lessons. And when he is commissioned, he will enter on active duty a step ahead of his ROTC classmates who have not been in an Active Army environment before. He will understand how his radio telephone operator feels, for example; he will have greater respect for his troops; and he will know what his men can do if they are given the proper leadership.

The Army's present Ranger policy is primarily designed to integrate Ranger-qualified individuals into regular units. These men, trained in small-unit leadership and tactics, can then instruct and aid their fellow soldiers in these skills.

When each ROTC cadet returns to his college, he, too, brings the benefits of Ranger training back to the other cadets. Thus, the pride, motivation, and leadership skills of one will influence many. He is particularly well-suited to help the other cadets prepare for the tactical exercise lanes, for the military skills test, and for the leadership positions that most

of them will have when they attend their advanced camps.

In addition, the self-knowledge the cadet gains from the course helps him to mature greatly as an individual. He sees himself and others under stress, and it is usually an eye-opening experience. Personal faults and limitations come to the surface, and the cadet must learn to overcome them to earn the coveted Ranger tab.

Balanced against the possibility of suffering an injury or a setback that could result from not getting credit for the advanced ROTC camp, the benefits of leadership training far outweigh the risks. I know that the proudest moment of my life was when the Ranger tab was pinned to the shoulder of my uniform. If "leaders are made and not born," Ranger School is one of the places where they are made. The man who wears the Ranger tab is a true leader, whether on a college campus or in the heat of battle.

Although the school is not for every ROTC cadet, the qualified cadets who do attend and graduate will benefit immeasurably from the training they have received. This, in turn, will make them better officers when they are commissioned, and they will help make a better officer corps.

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Mortar Training Standards

SERGEANT FIRST CLASS STEVE L. OVERHOLSER

A new mortar platoon leader usually has a good basic knowledge of mortar gunnery techniques when he takes over his platoon, particularly

if he has just completed the Infantry Mortar Platoon Course. But he usually lacks the experience to place that knowledge in the proper perspec-

tive. Just by watching his platoon's performance he can usually determine whether a task is being performed right, but the time standards

for the completion of these tasks may be confusing.

For example, he may find that, even though his platoon is at full strength and high in morale and discipline, it scored an "unsatisfactory" on its most recent ARTEP. The evaluators of that ARTEP may have indicated that the platoon members' knowledge of individual and collective tasks was excellent, but that they failed to meet the prescribed time standards.

The ARTEP time standards are different from those in the 11C Soldier's Manual, which the platoon uses in training (Table 1). This means that a platoon, by training to meet the minimum standards in the Soldier's Manual, risks failing virtually every ARTEP mission. And this is not what a platoon leader normally wants to do.

But can a platoon leader set his own standards — standards that are considerably different from the ones that have been published? Certainly, he can. The only question is, What should those standards be? Table 2 shows some recommended standards along with the established standards for comparison.

At first glance, these recommended standards may seem too high — the recommended times may seem too low. But they are attainable, although the platoon's leaders, once the standards have been set, may have to prove it to a group of skeptical squad leaders.

A good platoon sergeant can put on a convincing demonstration — show off a little — using the "show and tell" method in a kind of training clinic. These are the techniques he should demonstrate:

First, as we all know, 10 mils of change in deflection is equal to one turn of the traversing crank. Once the gunner cross-levels he will be within two mils. But to simplify this operation, he needs to think in these terms: The deflection micrometer knob and the traversing crank work in opposite directions. An increase in deflection moves the micrometer knob clockwise, thus forcing the traversing

| (FOR 81MM) TYPICAL ADJUST MISSION | SOLDIER'S MANUAL | CUMULATIVE TOTAL | ARTEP 7-15 | CUMULATIVE TOTAL |
|---|---------------------|---------------------|---------------|---------------------|
| Initial call for fire | 3:00 | 3:00 | 2:00 | 2:00 |
| FDC Order | 2:00 | 5:00 | | |
| FDC Corrections | 1:00 | 6:00 | 2:00 | 4:00 |
| Charge Setting | 1:00 | | | |
| Large Deflection Change | 1:00 | 7:00* | 1:00 | 5:00 |
| 1st FO Correction | :30 | 7:30 | :15 | 5:15 |
| FDC Correction | 1:00 | 8:30 | :30 | 5:45 |
| Charge Setting | 1:00 | | | |
| Small Deflection Change | :35 | 9:30 | 1:00 | 6:45 |
| 2nd FO Correction | :30 | 10:00 | :15 | 7:00 |
| FDC Correction | 1:00 | 11:00 | :30 | 7:30 |
| Charge Setting | 1:00 | | | |
| Small Deflection Change | :35 | 12:00 | 1:00 | 8:30 |
| 3rd FO Correction | :30 | 12:30 | :15 | 8:45 |
| FDC Correction | 1:00 | 13:30 | :30 | 9:15 |
| Charge Setting | 1:00 | | | |
| Small Deflection Change | :35 | 14:30 | 1:00 | 10:15 |

*The charge setting and small deflection change are performed simultaneously; therefore, cumulative time is derived from that which requires the most time (the charge setting).

Table 1.

crank to move counterclockwise. For example, if the gunner starts at 2800 and receives a deflection of 2840, indexing clockwise, he traverses four complete turns counterclockwise, levels up, and, without even looking through the sight, he's "up."

But while deflection turns work in opposite directions, elevation moves in the same direction — clockwise with the elevation micrometer knob, clockwise with the elevation crank, and vice versa. The ratio is the same — 10 mils equals one turn.

After a good demonstration, the squad leaders should be allowed to practice the technique themselves for a few minutes. Most of them will be able to hit the 10-second mark. Even those who can't quite hit that standard will still be within the 15 seconds required for the gunner's exam and

considerably within the 35 seconds required on the SQT.

There is also a simple procedure for making large deflection changes, which the platoon sergeant can also demonstrate:

Starting at deflection 2800, if a change of 100 mils is indicated, the bipod needs to be shifted only about 3½ inches, or the length of a cigarette package. The assistant gunner is the key to this operation. In moving the bipod, he must remember the rule "increase right, decrease left." To help in this matter he can measure off 3½-inch increments from the bipod legs going both left and right. Then when the gunner indexes a new deflection of 2900, which is an increase of 100 mils, the assistant gunner simultaneously shifts the bipod 3½ inches to the right. The gunner

| | ARTEP | SQT | GUNNER'S EXAM* | PLATOON'S STANDARDS |
|-------------------------|-------|------|-------------------|------------------------|
| Small Deflection | 1:00 | :35 | :15 | :10 |
| Large Deflection | 1:00 | 1:00 | :35 | :15 |
| Refer/Re-align | — | 1:15 | 1:00 | :45 |
| Mounting | — | 1:30 | 1:05 | :45 |
| Reciprocal Lay | — | 1:55 | 1:05 | :45 |
| Traversing Fire | — | 1:20 | :50 | :40 |
| Emplacement (Mount/Lay) | 7:00 | — | — | 2:00 |
| Initial FDC Data | 2:00 | 1:00 | — | :20 |
| Subsequent Data | :30 | 1:00 | — | :10 |

*Represents time for earning maximum points on the gunner's exam.

Table 2.

then levels up and checks his sight picture. If he is a little off, say 11 mils, he has to make only a small deflection change of one turn of the knob.

Practice and competition should be encouraged at this point among the squad leaders. Once convinced, their next task will be to give their squad members a similar demonstration to convince them that the standards are attainable. The particular techniques

they use are not as important as the competitive spirit and shooting for a challenging time standard.

All gunnery hinges on small and large deflection changes — manipulating the sight and the mortar. Once these have been mastered, the other tasks — reciprocal lay, traversing fire, and refer/re-align — will also improve.

The squads will be as good as their leaders require them to be, and they

will pass their next ARHP without any trouble.



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Combat Cross-Country Course

LIEUTENANT COLONEL GEORGE A. FISHER

Individual conditioning, fighting skills, and attitude are all important in keeping soldiers prepared to do their jobs, and so is unit teamwork. Incorporating activities that

strengthen these attributes into unit training schedules either on a daily basis or periodically is one way to keep the soldiers prepared. A combat cross-country competition is one

technique that has proved successful for trainers in the 7th Infantry Division's 3d Battalion, 32d Infantry. (This is not an original concept; variations on it have been used in the

