

• Employing increasingly complex maneuvers involving battle drills.

Because of a continual personnel turnover, the integrated use of the division's operational terms and its maneuver techniques is a challenge, both to a unit and to an individual soldier. But the principles employed

are simple in concept and easy to learn. They provide a common basis for understanding within the Marne Division and provide an effective operational structure for mounted small-unit training. Other armored and infantry units might also find these techniques useful.



LIEUTENANT COLONEL RICHARD J. MORGAN, JR., commands the 1st Battalion, 30th Infantry, 3d Infantry Division. Among other assignments, he served as an advisor in Vietnam.

New Zealand's Staff and Tactics Course

CAPTAIN MICHAEL W. ALVIS

The Grade II Staff and Tactics Course, the premier school in the New Zealand Army, is an intensive individual training program aimed at preparing regular army officers for field grade staff assignments and for higher levels of command.

The class is usually composed of about 15 New Zealand Army majors and promotable captains and four to six officers from such nations as the United Kingdom, Australia, Fiji, Malaysia, and the United States.

Every year since 1963 a combat arms officer from the United States has attended the course under the auspices of the Western Command based in Hawaii. Most of these have been from the 25th Infantry Division. Recently, though, officers from other units have been given an opportunity to attend. All of these officers have found the school challenging, and they have derived an additional benefit by experiencing at first hand an alternative officer development program.

The course is divided into three phases: the pre-course, the resident

phase, and the final testing board.

Four months before they report for the resident course, each class member receives his pre-course requirements and a copy of the New Zealand P86 Staff Notebook.

FIRST EXPOSURE

From the written exercises the overseas student gets his first exposure to the New Zealand Army's abbreviations, overlays, staff tables, and operational message writing. (The importance of being thoroughly familiar with this material becomes apparent later in the first week of the resident phase when the officer learns that strict time limits are imposed on all exams. Additionally, he finds that great emphasis is placed on neatness and appearance in all written work.)

In the pre-course, each officer must develop a formal briefing on a subject assigned by the course's directing staff. The New Zealand officers are divided into groups on the basis of their geographical locations and

assigned a military history topic. Each three- to five-man group studies a different phase of war and later presents its findings at the appropriate time in the resident course when that block of instruction is taught. The format consists of a summary of the conduct of the operation, a description of the enemy situation, and an in-depth analysis of the staff and tactical aspects.

Overseas students individually are assigned subjects of general concern to the class as a whole. The School's staff is particularly interested, for example, in the force modernization and restructuring efforts of the U.S. Army and in the multinational peace-keeping missions in the Middle East.

The most challenging pre-course assignment is a 2,000- to 4,000-word essay. The class is assigned a topic that each officer must develop in a form suitable for publication in a military or civilian professional journal. The final grade is based on the selection of the essay's aim, the logical presentation of the assumptions and arguments, and the relevance of the

author's conclusion with regard to the text of the paper.

The members of the overseas contingent report early for the resident phase to participate in an extensive one-week block of instruction on the New Zealand Army's organization, weapons, and tactical doctrine. The directing staff leads the group through a series of tactical exercises without troops (TEWTs) in the surrounding countryside. During this time, the staff also provides assistance, if it is needed, to any students who have had difficulty with any of the non-graded pre-course assignments.

The following weekend the New Zealanders join the class and move into the student dormitory, where each officer is given his own room. "Living in" is mandatory, even for permanent party personnel; this arrangement contributes greatly to class unity and facilitates night and weekend syndicate work.

FIRST WEEK

The climate of the course is quickly established during the first week with three tests and a heavily weighted tactical exercise. Fortunately for the class, two of the evaluations involve subjects that have been covered in the pre-course, and the weekend problem is more a demonstration of each officer's ability to think logically than a complex integration of combined arms concepts.

The Royal New Zealand Air Force provides instruction in the use of offensive and transport air support, air reconnaissance, and air defense. Specific subunit subjects range from requesting and employing tactical air resources to briefing pilots on intelligence-gathering missions. Particular attention is devoted to the deployment of low level air defense resources and the passive measures available to the infantry commander in a hostile air environment.

The pace slows slightly in the three succeeding weeks with numerous lectures and classes on combined arms doctrine, special operations, and

defense management. The heads of New Zealand's Infantry, Armor, Engineer, and Military Police Corps brief the class on the mission of their respective branches. Instruction is also given in special operations (civil resistance and counter-insurgency) and in defense management (planning, procuring, and managing defense resources).

After a nine-day recess, during which they can relax, reflect, and prepare for the next phase, the students begin the fifth week, which is the busiest of the course. It consists of seven assessed exercises and a weekend problem, which is to write a TEWT. The students receive classroom instruction in preparing operations orders, in logistical planning, and in the defensive phase of war. Defensive operations are addressed at the infantry battalion and brigade levels in a conventional, limited war scenario. In the field, students develop tactical proficiency through TEWTs involving counter-penetration, counterattack, withdrawal, and relief operations. The highlight of the week is a two-hour address by the Chief of the New Zealand Army's General Staff.

Next, the course concentrates on the staff functions and area defense planning of a division headquarters. All aspects of operating and staffing a headquarters are discussed in detail, after which each student prepares a division operations order. Seven other written evaluations test each student's ability to identify, marshal, and manipulate logistic data and to communicate that information in support of operational plans. In tactics, the TEWT training method is expanded to integrate antiarmor, engineer, and air defense resources into pure infantry units.

The seventh week features division level logistics and additional defensive tactical training. The student learns the supply system within the division and is graded on his ability to plan logistical support for offensive, defensive, and special operations. He also becomes familiar with the roles and capabilities of service units and

broadens his planning base to include these assets.

The defensive phase is completed with a study of the active defense and the principles of delaying actions on a conventional modern battlefield. At week's end, the Secretary of Defense spends an evening with the class and provides an insight into international security and New Zealand's defense policy.

During the last two weeks of the course, the officers learn to apply the principles of the offensive to a limited war setting. In TEWTs each officer expands his tactical expertise to include the advance and the attack. Additionally, he learns how to use engineer units to breach battlefield obstacles and is evaluated on his understanding of enemy defensive tactics and the ability to predict their effects on offensive operations.

FINAL BOARD

Just before the final testing board, a trial panel is convened, made up of senior officers from throughout the New Zealand Army school system. The purpose of this panel is to prepare the students for the testing board itself. Each student presents a ten-minute solution to a tactical problem and defends his plan in a "murder board" atmosphere. He is then critiqued on his personal appearance, presentation, briefing format, tactical proficiency, and composure.

The testing board, which is appointed by the Army General Staff, meets for three days for the sole purpose of determining which officers will graduate from the course.

During the first day, the panel assesses each student's staff proficiency by examining all the written work he completed during the course. Additionally, faculty members brief the board on the TEWT problems that were used to evaluate the officer's tactical ability.

On the second day, each officer is observed on an individual outdoor TEWT. He is advised in advance only that the parent unit is an infantry bat-

tion. He is not told the field location, the phase of war, or the attachments. On site, he receives a written problem and is given two hours to conduct a reconnaissance, to deliberate, and to formulate a course of action. After that time, he presents to the panel, in ten minutes or less, his organization for battle and his outline plan. Following this briefing, the student then defends his plan for another ten minutes against questions from the board members.

On the third day the panel convenes for an indoor tactical problem at brigade level. Students, organized into three-man groups, present solutions in the same format they used for the outdoor TEWT. On both problems, each officer is evaluated on his knowledge of combined arms operations and of

the tactical employment of units.

The Grade II Staff and Tactics Course is the final resident training program in the New Zealand Army officer education system. In its role as a "finishing school," it presents an intensive regimen in which the skills requisite for upper level command and staff are nurtured and evaluated.

As for the U.S. officers who attend, with rare exception, none has failed to place in the top 25 percent on the final testing board. This record can be attributed to the detailed screening process that led to their selection. The nominees are evaluated on everything from their military records to their advanced course performance and their civilian education. Additionally, the final four candidates receive an extensive grilling from a general officer who

spends up to an hour with each nominee before making his decision.

The course, with its small class of carefully screened students and its intensive curriculum, is particularly valuable to infantry officers because of the orientation of its tactics training. It is certainly one of the most challenging courses of its kind in the world.



CAPTAIN MICHAEL W. ALVIS attended the New Zealand course in 1981. He is now assigned to the Military District of Washington and is scheduled to enter the Harvard School of Government in 1984. He is a 1973 graduate of Tulane University and earned a master's degree from Central Michigan University.

Machinegunners

MAJOR HARLIE R. TREAT

The machinegun is one of the most potent weapons in a rifle company's armory. It can support the rifleman with a heavy volume of close and continuous fire in both the attack and the defense, and it can engage distant targets with a heavy volume of controlled and accurate fire. The machinegun can deliver long range, close defensive, and final protective fires as an integral part of a unit's defensive fires.

But machinegun training, as it is conducted today, is clearly inadequate for these tasks. Many machinegunners assigned to units throughout the Army, for example, say that they have never fired an annual qualification course with the weapon and

that few of them know how to employ it from a defilade position, how to prepare range cards, or how to engage targets during periods of limited visibility.

This is not a new problem. Many machinegunners in Vietnam had to be replaced because they simply did not know enough about the weapon to be confident in its reliability and its killing power. Many soldiers did not want the job, because they were not sure they could fire the gun accurately or take immediate action in case of a stoppage.

Clearly, we cannot afford such deficiencies in future wars, and some major changes in our machinegun training should be made — changes

that would give machinegun crews confidence in the weapon and in their ability to use it.

At present, all infantry trainees are taught to be riflemen, automatic riflemen, grenadiers, Dragon gunners, and machinegunners. As a result, our infantrymen generally know some aspects of each of these jobs but do not know any one of them thoroughly. It is too much to expect that they should be able to master all of these weapons and to maintain their proficiency with every one of them.

But training machinegunners cannot be either easy or fast. Soldiers should go through at least 185 hours of individual instruction before they can be considered trained as machine-