

INSTRUCTOR TRAINING DIVISION
GENERAL INSTRUCTION DEPARTMENT
THE ARMORED SCHOOL
Fort Knox, Kentucky

ADVANCED OFFICERS CLASS #1

25 FEBRUARY 1947

MILITARY MONOGRAPH

TITLE: **HISTORY ORGANIZATION AND OPERATIONS OF THE ARMORED SCHOOL AND
SCOPE: CHINESE MILITARY ACADEMY.**

The history and organization of The Armored School are presented in this monograph. The program of the Advanced Officers Course is discussed and the methods of the instruction are briefly reviewed.

In order to compare The Armored School with the Military schools of my country a short history of the Chinese Military Academy has been included.

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HISTORY OF THE U.S. ARMORED SCHOOL

Fort Knox was named in honor of Henry Knox, who was Brigadier General, Chief of Artillery, from 1775 to 1782; Major General, Chief of Staff of the Army, from 1782 to 1783; and Secretary of War from 1785 to 1794. The reservation originally was designated a camp and it held that designation through the First World War and up to 1932, when it was re-designated a fort and made a permanent military establishment.

Initially, the reservation was used by field artillery troops and the Field Artillery Central Officers Training School, which later became the basic course of the Field Artillery School, was established here. In 1931 the first mechanized elements were brought to the reservation, and from that date forward Fort Knox has been the home of U.S. Armor.

Fort Knox covers 106,060 acres, including, in addition to the post proper, ranges for all caliber tank and artillery weapons and areas for test driving and tactical problems. These ranges and areas are used by Army Ground Force Board No. 2 and by the Replacement Training Center, as well as by The Armored School.

The main gate of the Fort Knox lies approximately 35 miles from the heart of Louisville, Kentucky. Of national significance among the buildings erected on the reservation is the U.S. Gold Depository, established in 1935 by the Treasury Department. This vault safeguards 5/6ths of the world's raw gold supply, and at one time during World War II contained the Constitution, the Declaration of Independence, the British Magna Charta, the Gutenberg Bible and the original of Lincoln's Gettysburg Address with his marginal notes.

The Armored School is the university of Armor. It gives officers of armored units technical and tactical training; it turns out enlisted specialists, and it conducts special and refresher courses in all phases of Armored

Warfare. It's researches into tactical and technical trends maintains that instruction immediately abreast of the latest friendly and enemy developments, and its recommendations have a strong influence upon the equipment and tactical matters pertaining to U.S. Armor.

Activation of The Armored School was ordered 27 July 1940, although the elements which composed it had been in existence years before. The 7th Mechanized Cavalry Brigade (reinforced) School, which became the First Armored Division School in July 1940, conducted instruction in motorcycles, wheeled vehicles and combat cars. The Brigade Radio School conducted a radio operators course and a radio repairmen course, carrying a total of 129 students. The nucleus of the 7th Mechanized Cavalry Brigade (reinforced) arrived at Ft. Knox in 1931, when Major General (then Colonel) Van Voorhis brought the U.S. Army's small mechanized force from Fort Eustis. In January 1933, the first mechanized cavalry regiment arrived at Fort Knox from Marfa, Texas, and in 1936 the 13th Cavalry Regiment was mechanized and brought to Fort Knox for assignment to the brigade. Soon as the 7th Mechanized Cavalry Brigade was expanded and converted into the First Armored Division at which time Adna R. Chaffee became the first commanding general of the Armored Force. The tank section of the Infantry School at Fort Benning moved to Fort Knox, bringing two officers, 21 enlistmen, visual aids and training equipment.

The Armored School which was at the time of it's activation identified in the joint title "The Armored Force School and Replacement Center" and later as "The Armored Force School", incorporated most of the instructing personnel and equipment of these organizational schools.

Following its activation, The Armored School entered a period of rapid growth. On 4 November 1940 it received it's first students. Originally the annual output of the School was 8,000 officers and enlistmen. Within two

years these figures grew to the peak of more than 38,000 officers and enlistmen trained yearly. Attending this upshoot was the huge expansion of the School area and buildings, the steady inflow of equipment and material, the swift construction of training aids and allied teaching devices, and the development of shift systems akin to industrial procedure. The School soon became the largest of its kind in the world, encompassing some 50,000 acres of land upon which are gunnery and driving ranges, combat and demonstration areas, 500 buildings and vast quantities of equipment, with a total evaluation of \$20,000,000.

By December 31, 1946, The Armored School had trained 12,336 officers, 12,220 officer candidates and 71,339 enlisted men - a total of 95,895 students. It may be said that the Armored School has trained practically all of the junior officers and all the specialists in armor.

To date the School has had five Commandants: Major General (then Brigadier General) Stephen G. Henry, Brigadier General Joseph A. Holly, Brigadier General Paul M. Robinett, Major General Hugh J. Gaffey and the present Commandant, Major General John W. Leonard. The Armored School today has a headquarters, consisting of the Commandant and his staff, and three groups: first, The Training Group, which is the housekeeping unit; second, School Troop, consisting of tactical units which furnish demonstration requirements for student class; and the third, the Academic Group, consisting of the academic department and agencies. The organization of The Armored School is depicted graphically on the attached chart.

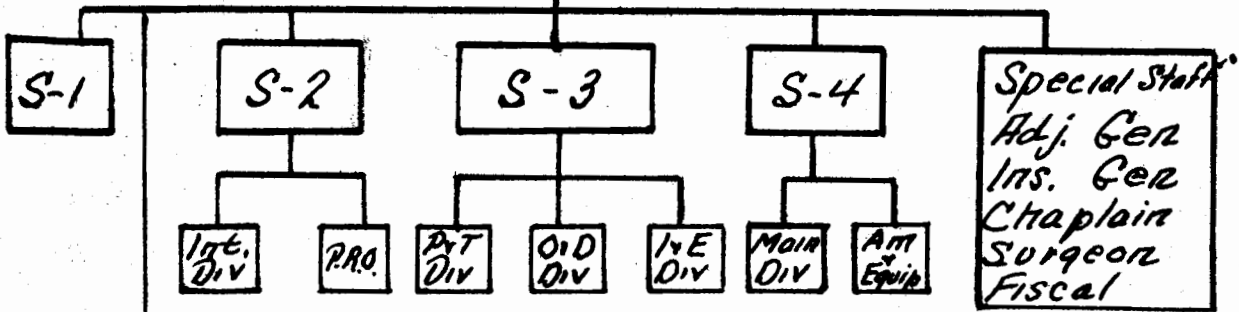
TRAINING FACILITIES IN THE ADVANCED COURSE

General discussion of military training.

In modern warfare, the organization and equipment of the Army are quite complicated. Any kind of successful operation will depend upon the individual

Commandant — Aides

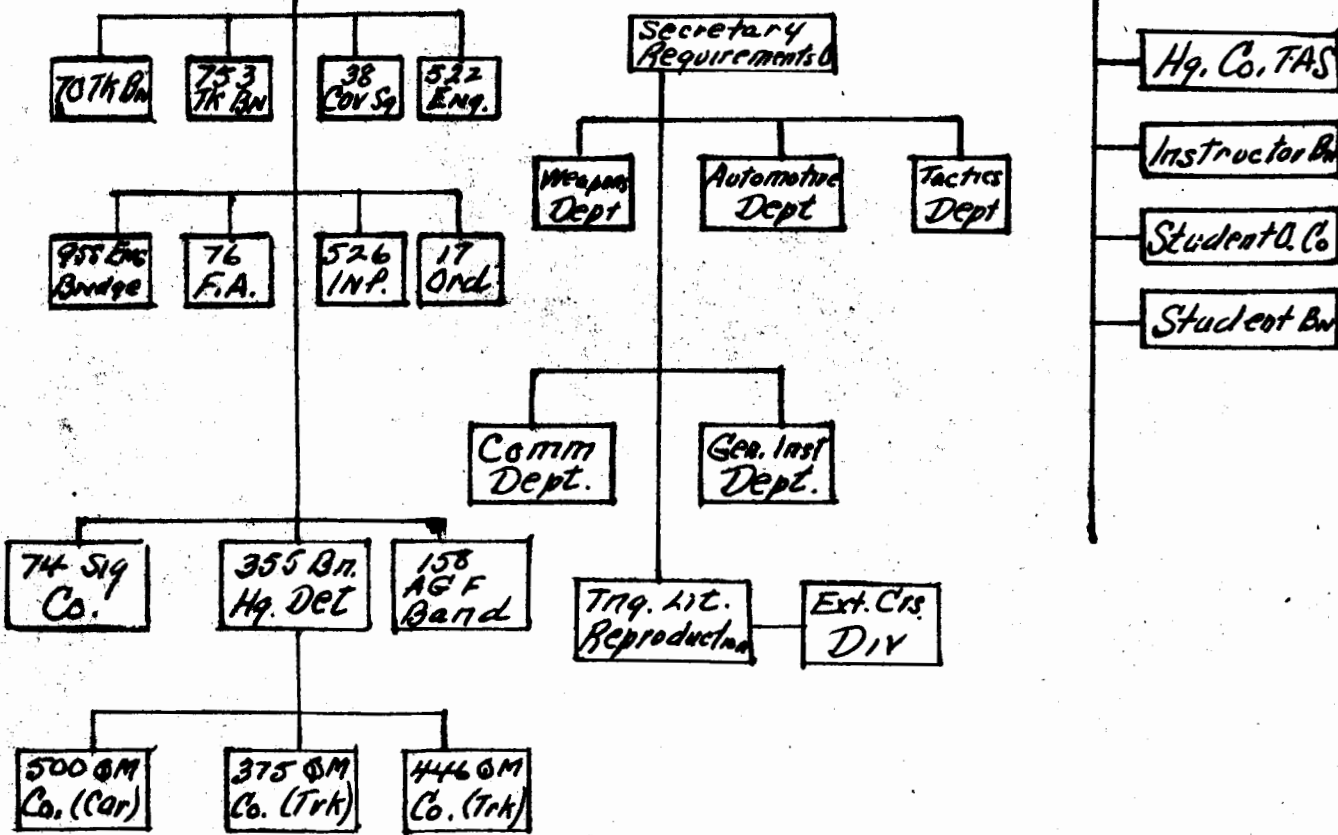
Executive



Hq. School Tps.

Hq. Academic Gp.
Asst. Commdt.

Hq. Training Gp.



within the organization who could well perform this assigned duty.

In the Army, the officer has the responsibility of training his men to be experts in the use of weapons; proficient in Map and Photograph reading, and terrain appreciation; his discipline; and Administrative work. However, the officer himself should be thoroughly trained before he can teach his men. The officer must not only be a good leader, but also he must learn the science and art of the war. He must acquire the experience in estimating enemy situations, in making a logical decision and in leading his troops to carry out this decision.

To achieve this end -- to help an officer meet the requirements of his rank and profession -- this Advance Course, I believe, was established.

This course lasts about 37 weeks according to the School program of instruction. The subjects taken up in the course are as follows:

SUBJECT	HOURS
Signal Communication	100
Weapons	296
Automotive	174
Tactics	587
General Instruction	510
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	1467 (Total)

From the preceding paragraph, we can see that Tactics is the most important subject in the course. It provides instruction that will insure the most effective development and employment of the armor as a part of combined arms team, and prepares officers for their duties as members of the staff of the Battalion or combat command or up to division level. Here, I may point out the teaching method of the Tactical Department, which may be able to be a good reference after I go back to China. The Training procedure of Tactics is the most effective and logical. It may be divided into the following steps:

Lecture will be considered the first step. The instructor gives the lecture of organization and equipment with which the certain subject is

concerned. Usually it is shown by charts or other training aids. This method helps the student to fully understand the characteristics of the unit.

Conference then follows. The instructor illustrates the tactical employment of the organization by explaining the principle or the experience of military history in the battlefield. This gives the student a general impression of the subject matters.

Next step is demonstration. Usually there is staff exercise or troop maneuvers. In the staff exercise the instructors will be organized as a staff group which will demonstrate in the class. In the latter one, the School Troops goes on maneuvers in the field. The whole class will be usually at the most favorable positions to watch the demonstration. For example in an attack problem, the instructor explains the principle to be taught in the field. This includes enemy situations, location of assembly area and attack positions. The formations of the troops, the influence of the terrain and others required for the solution of the problem.

The following step is practical work. The School prepares the special problem that brings out the tactical principles which already explained. Students are then required to solve the requirement using the principles taught. After the students have turned in their paper or solution, the instructor issues a school solution which is being carefully studied by the Tactical Department. The whole class will then warily discuss this solution.

This procedure of practical work is also followed in Chinese Military Schools. The only difference is that in The Armored School they are many instructors from different branches who work out in one problem and join the class in discussing the problem. This is especially true in combined operation problems. This enables the students to get the opinions from officers expert in their branches. It is also the best way to correct the students misconception and giving them a broad idea regarding the employment of a

certain principle.

Map exercise will be held after the class has been well prepared to employ tactical principles. It is a coordinated work of unit commander and his staff. The class will be divided into several groups; each group representing a unit headquarters. The exercise is coordinated by umpires, and by the use of liaison officers between the units.

Critique is an important procedure of training in every map exercise or field exercise. The instructors and the umpires point out the mistakes committed by the students. In this way, students can find the most logical way in accomplishing their operation. Meanwhile, students are given opportunities to state their personal views or experiences.

Graded test -- After giving the conference, the School usually gives an examination. The purpose is to remind the students to pay particular attention to certain principles and also to measure the degree of the student's understanding of the principles. Another purpose is to enable the instructors to determine the ability of the student; it may be an important reference for his later service in the troops.

In teaching technical subjects, the training aids are the most important factor. The School has also good classrooms with adequate light and heating facilities.

THE CHINESE CENTRAL MILITARY ACADEMY

The Chinese Republic was born early in the year of 1911, while the whole country was still under the control of the Conservative Militarists. They controlled the National Political Authority with the use of their own troops. The country was separated, the people did not enjoy the freedom of exercising their personal rights. Dr. Sun Yet-Sen, the father of the republic, could not then put his "Three principles of the people" into practice. He

did his best in the unification of the country by peaceful means; but he failed. Therefore, he decided to build a new national army to unify the country. In his training plan he established a military academy which was called "Hung-Po". This school was located in a small island named Hung-Po which is very near HongKong. The commandant of the school was General Chiang Kai-Shek who is now the president of the Chinese republic. The initial training period was about six months. All the students were the members of Kuomintang Party which was composed of the youth of the country with new thoughts and ideas. After they finished the course, they were commissioned a 2nd Lieutenant in the New Army.

We learned from Chinese history that these officers contributed a great deal to the success of various campaigns for the unification of China. The training proved very successful, because they were also trained in political science which was as important as Military training.

In 1928, "The Chinese Northern Expeditionary" had accomplished its mission. Most parts of the country were unified, and the government established the capital at Nanking. Hung-Po Military Academy was moved to the new capital, and took a new title "The Central Military Academy" or "C.M.A."

The government realized the importance of the national army and ordered that all officers in the Army be trained by this academy. Following this order of the government, C.M.A. began a period of rapid growth. The expansion of school area and construction of buildings were begun. The acquisition of equipment and material became faster and the school became more efficient. The school trained annually 3000 cadets. The training program included six months basic training and two years of specialist training.

In 1932, the government realized the Manchuria was occupied by the Japanese, and war seemed unavoidable. A branch Military Academy was, therefore, established in Lo-Yung which is located north west and along the Yellow river.

In 1935, the government founded another branch school at Chengtu which is located in western part of the country. In 1937, the Sino-Japanese undeclared war broke out and the Central Military Academy was forced to move to Chingtu which was one of the branch schools.

During the war, the National Army suffered great casualties so that the C.M.A. had to expand rapidly into nine branch schools which are located at different parts of the country. In the critical phase of World War II (1939-1945) C.M.A. and its branch schools graduated 40,000 cadets annually.

After V-J day, the remobilization plan of the Government closed all the branch schools except the Ninth branch school at the far north-western border of Te-Hwa, SinKiang.

The C.M.A. was planned to be moved to Peiping. But, the present Communist disturbance on communication lines prevented the transfer of the academy as planned. The academy is still at Chingtu.