



School Of The Soldier

CHARGE TO THE INSTRUCTOR

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CASEY'S SCHOOL OF THE BATTALION

- General Rules and Division of the School of the Battalion.
 - S.B. 19. This school has for its object the instruction of battalions singly, and thus to prepare them for manoeuvres in line. The harmony so indispensable in the movements of many battalions can only be attained by the use of the same commands, the same principles, and the same means of execution. Hence, all colonels and actual commanders of battalions will conform themselves, without addition or curtailment, to what will herein be prescribed.

Our Challenge

- Need to overcome reenactor “urban legend”
 - Different manuals of instruction.
 - Sometimes legitimate historic basis
 - Different officers learned and understand the material differently
 - OJT contributes to this
 - Manual Stew: mix and match instructions from different manuals
 - And different time periods
 - Too many educated men in the ranks trying to “figure it out”.
 - Fill in the gaps with modern experience
 - We need to instruct them properly!
- If we don’t:
 - Diminished ability to properly and consistently execute a maneuver within and among the companies.
 - Particularly challenging for:
 - Soldiers that fall-in with different companies
 - Companies that are combined
 - Officers trying to command combined companies
 - Officers assigned to command companies other than their own

Casey's Manuals of Instruction

- Your Cookbooks for Instruction
 - Instruction of Officers
 - Instruction of Sergeants
 - Instruction of Corporals
- These Manuals are written for the Instructor not the soldier
 - What to Instruct.
 - How to Instruct It.
 - Why you instruct it.
 - Things to watch out for while instructing.

Title I. Article II

Instruction Of The Battalion (1 of 3)

- **49.** Every commanding officer is responsible for the instruction of his command. He will assemble the officers together for **theoretical and practical instruction** as often as he may judge necessary, and when unable to attend to this duty in person, it will be discharged by the officer next in rank
 - To fully understand some of the basic commands, you must read School of the Soldier, School of the Company, and School of the Battalion
 - Often subtle enhancements are made to instructions, or additional explanations are added as you progress through the Schools
- **50.** Captains will be held responsible for the theoretical and practical instruction of their non-commissioned officers, and the adjutant for the instruction of the non-commissioned staff. To this end, they will **require these tactics to be studied and recited**, lesson by lesson; and **when instruction is given on the ground, each non-commissioned officer, as he explains a movement, should be required to put it into practical operation.**
 - NCOs need to “recite” the lessons: say the instructions, as written in the manual out loud
 - NCOs need to “put into practical application” each lesson: practice what you preach
- **51.** The **non-commissioned officers should also be practised in giving commands.** Each command, in a lesson, **at the theoretical instruction, should first be given by the instructor, and then repeated, in succession, by the non-commissioned officers,** so that while they become habituated to the commands, uniformity may be established in the manner of giving them.
 - Use the correct command. E.g., “ABOUT FACE” not “Right About Face”
 - The valid ‘right about’ commands are ‘right about MARCH’ and ‘right about HALT’
 - Give the command correctly. E.g. “ABOUT...pause... FACE”

Title I. Article II

Instruction Of The Battalion (2 of 3)

- **52.** In the school of the soldier, the company officers will be the instructors of the squads; but if there be not a sufficient number of company officers present, intelligent sergeants may be substituted; and two or three squads, under sergeant instructors, be superintended, at the same time, by an officer.
 - NCOs, know thy stuff!
- **55.** Individual instruction being the basis of the instruction of companies, on which that of the regiment depends, and the first principles having the greatest influence upon this individual instruction, classes of recruits should be watched with the greatest care.
 - One-on-one, one-on-four, works best as described in the manual
- **56.** Instructors will explain, in a few clear and precise words, the movement to be executed; and not to overburden the memory of the men, they will always use the same terms to explain the same principles.
 - Be consistent
 - Use the words as stated in the manual
- **57.** They should often join example to precept, should keep up the attention of the men by an animated tone, and pass rapidly from one movement to another, as soon as that which they command has been executed in a satisfactory manner.
 - Bored boys become distractions!
 - Separate the fast learners from the slow learners.

Title I. Article II

Instruction Of The Battalion (3 of 3)

- **77.** The object of this school being the individual and progressive instruction of the recruits, the instructor **never** requires a movement to be executed until he has given an exact explanation of it; and he executes, himself, the movement which he commands, so as to join example to precept. He accustoms the recruit to take, by himself, the position which is explained-teaches him to rectify it only when required by his want of intelligence-and sees that all the movements are performed without precipitation.
 - Demonstrate first. The importance of muscle memory and first impressions
 - No Pop Quizzes!!!! “Let’s see what you remember!” = Wrong, wrong, wrong, wrong, wrong!!!!
- **78.** Each movement should be understood before passing to another. After they have been properly executed in the order laid down in each lesson the instructor no longer confines himself to that order; on the contrary, he should change it, that he may judge of the intelligence of the men.
 - This is our biggest challenge as reenactors! We don’t have (make?) enough time to drill fundamentals before taking the field. We don’t have consistent attendance at the few drill sessions we do have.
- **79.** The instructor allows the men to rest at the end of each part of the lessons, and oftener, if he thinks proper, especially at the commencement; for this purpose he commands REST.
 - Hold this thought until the next slide

Speaking of REST...

- 80. At the command REST, the soldier is no longer required to preserve immobility, or to remain in his place. If the instructor wishes merely to relieve the attention of the recruit, he commands, in place-REST; the soldier is then not required to preserve his immobility, but he always keeps one of his feet in its place.
 - This one foot maintains the alignment of the battle front
- NOTE: You are NOT allowed to break ranks on the command REST!
 - Basis? => explicitly stated in Casey's School of the Battalion
 - S.B. 72. When the colonel may wish to give some relaxation to the battalion, **without breaking the ranks**, he will execute what has been prescribed in the S. C., Nos. 37 and 38 or Nos. 39 and 40.
 - S.C. 37 and S.C. 38 are the instructions for *In place* – REST.
 - S.C. 39 and S.C. 40 are the instructions for REST.
- We have the specific command to break ranks,
 - *Break ranks.* MARCH
 - which is taught in the instructions immediately after the instruction to stack arms: "Stack – ARMS".

Soldier, Don't Think. Do!

Method to the Madness = Physiology

- “Conditioned Reflex” = Instruct. Do as instructed.
 - Pavlov’s Dog:
 - Nobel Prize winning Russian physiologist, Ivan Pavlov had learned then when a bell was rung in subsequent time with food being presented to the dog in consecutive sequences, the dog will initially salivate when the food is presented. The dog will later come to associate the ringing of the bell with the presentation of the food and salivate upon the ringing of the bell.
 - (source: Wikipedia: http://en.wikipedia.org/wiki/Ivan_Pavlov)
- “Motor Learning” and “Muscle Memory” = Just do it!
 - Motor behavior:
 - When first learning a motor task, movement is often slow, stiff and easily disrupted without attention. With practice, execution of motor task becomes smoother, there is a decrease in limb stiffness, and muscle activity necessary to the task is performed without conscious effort.
 - (source: Wikipedia: http://en.wikipedia.org/wiki/Muscle_memory)
 - Muscle memory:
 - When a movement is repeated over time, a long-term muscle memory is created for that task, eventually allowing it to be performed without conscious effort. This process decreases the need for attention and creates maximum efficiency within the motor and memory systems.
 - (source: Wikipedia: http://en.wikipedia.org/wiki/Muscle_memory)
- We, the instructors, need to get it right, and set the example!
 - Casey (and his predecessors and peers) may not have known the physiology terms (which were defined in the late 1890s early 1900s), but his instructions are in sync with those concepts.
 - **Teach small groups**
 - **Provide precise instruction for motor movements**
 - **Say commands consistently**
 - **Instruct maneuvers consistently**
 - **Execute maneuvers consistently**
 - **Repeat**

