

Professional English

for Military Education and Training

军事教育训练学

专业英语教程

■ 王春茅 仲锡 编著

■ 军事谊文出版社



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★★★★★

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内 容 简 介

《军事教育训练学专业英语教程》分为“基本教材”和“教师用书”两册。

基本教材分为三部分：

一、军事教育

共 10 课。目的是使学员了解外军院校教育的完整体系和各个环节。选文内容涉及军事教育的定义；军事教育体系；任命前职业军事教育，初、中、高级职业军事教育，联合职业军事教育，以及军事教育的发展与改革等多个方面。

二、军事训练

共 10 课。目的是使学员了解外军部队训练的完整体系和各个环节。选文内容涉及外军部队训练的定义、训练体系与训练管理的全过程，以及联合与联军训练，包括确定训练科目，计划制定，资源与支援，训练实施与评估和反馈；以及近年来训练的改革与发展。

三、扩展阅读

共 10 课。目的是使学员在学习以上两个单元的基础上，拓宽视野，更多地了解军事教育训练的其他形式，不同军兵种和其他国家的军事教育训练情况。选文内容涉及美国空军、海军、以及俄、英、德、日、以、波兰等国家军事教育训练的情况。

基本教材全部选用外国军队正式出版发行的原版野战条令、法规、词典、教范、教程以及国外专著、期刊、报纸上正式发表的有关军事人才培养、军事教育历史、军事教育训练体制与改革、法规、计划制定、管理、保障、教育训练技术与设备等方面的文章。为学习者提供了翻译、思考、阅读的各种材料。为便于学习，在每课课文后面，提供了专用军事术语和名词的中译文，课文注释和思考题。

教师手册提供了课文的背景材料、作者简介、思考题答案和课文的参考译文，供教师备课时使用。

该教程适用于军事教育训练学各研究方向的本科生、硕士研究生和博士生的专业英语教学。通过本教程的学习，能够使军事教育训练学各研究方向的学员学习外军军事教育训练的基本理论，全面了解和熟悉外军教育训练的基本情况，在全面提高英语读、写、听、说、译能力的同时，扩大军事与军事教育训练学的专业英语

词汇。

本教程的容量是按照 60 学时设计安排的，在教学中可根据学员的层次、具体学时数和不同要求，选用其中的部分课文；并灵活掌握教学进度、学习的方法和讲授的深浅、难易程度。

编者

2007 年 9 月 10 日

前 言

在新的历史时期，我军肩负着新的历史使命。世界新军事变革加速推进，中国特色军事变革逐步深化，要求我们努力推进军事教育与训练改革，以适应战争形态和作战方式的发展变化。

不久前，中央军委胡锦涛主席发出了“推进机械化条件下军事训练向信息化条件下军事训练转变”的重要指示，要求我们必须着眼战略全局，加强军事教育与训练，努力提高我军打赢信息化条件下局部战争，增强应对多种安全威胁、完成多样化军事任务的能力。这是继邓小平同志“把教育训练提高到战略地位”重要思想与理论，江泽民同志“实施科技强军，加强军队质量建设，走有中国特色的精兵之路”重要思想与理论之后，中央领导对我军军事教育训练的又一次具有战略意义的重要论述。我们必须深刻理解与认识胡锦涛主席重要指示的历史意义与现实意义，真正认识到军事训练是平时时期军队战斗力生成的主要途径，充分发挥军事训练对军队全面建设的推动作用。

军事教育训练学是研究军事教育与训练客观规律与指导规律的系统知识。军事教育训练学学科的完善与发展，是军事教育训练实践的总结与经验的升华，又对军事教育训练实践具有直接的指导作用，直接关系到军事教育训练实践的效果与成败。借鉴与参考外国军队教育训练的成功经验和有益做法，是发展与完善我军军事教育训练理论的重要途径。

外国军事教育训练研究是以外国军事教育训练现象为对象，用比较的方法研究世界各国军事教育训练的现状与历史，正确评价与探索军事教育训练发展的主要因素及其相互关系，揭示军事教育训练的一般规律和特殊规律，并预见未来军事教育训练的发展趋势。在认识、研究和阐述世界不同国家军事教育训练特有规律的基础上，发现、认识并阐述所有国家军事教育训练的共有规律，以作为改革本国军事教育训练的借鉴。

《军事教育训练学专业英语教程》正是以此为目的，通过直接阅读与学习外国原版英语文献，使学员在提高英语水平的同时，学习并掌握外国军事教育训练的有关理论、知识与情况。

教程在编写过程中，得到工程兵指挥学院仲锡教授及其他同志的大力支持与帮

一助，在此表示衷心的感谢！

在第 23 个教师节来临之际，谨借此书的出版，向全军战斗在教学第一线的教员同志们致以节日的问候与祝贺！

编 者

2007 年 9 月 10 日

Table of Contents

PART I MILITARY EDUCATION 1

- Lesson 1 Military Education 3
- Lesson 2 Precommissioning Professional Military Education 14
- Lesson 3 Intermediate-level Professional Military Education 24
- Lesson 4 Senior-level Professional Military Education 31
- Lesson 5 Joint Professional Military Education 37
- Lesson 6 The Need for Professional Military Education 43
- Lesson 7 Revolutions in Military Technology and Missions 52
- Lesson 8 Reeducation 60
- Lesson 9 Preparing Strategic Leaders In the Age of Information 69
- Lesson 10 Professional Military Education (PME) in 2020 75

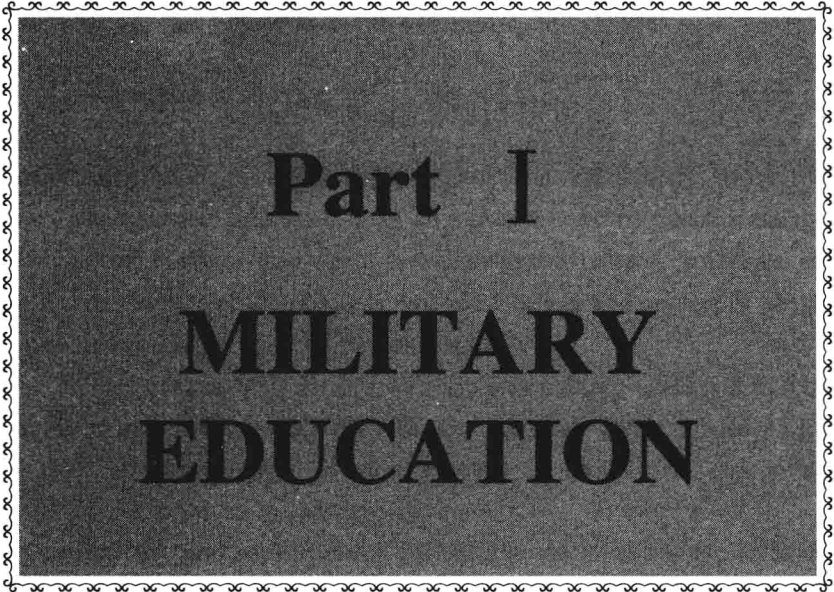
PART II MILITARY TRAINING 83

- Lesson 11 Training 85
- Lesson 12 How the Army Trains 92
- Lesson 13 Battle Focused Training 102
- Lesson 14 Mission Essential Task List Development 112
- Lesson 15 Training Plans 122
- Lesson 16 Execution of Training 132
- Lesson 17 Training Assessment 141
- Lesson 18 The Training Revolution 149
- Lesson 19 The Second Training Revolution 156
- Lesson 20 Training Transformation 163

PART III EXTENSIVE READINGS 169

- Lesson 21 Joint Focused Training in USEUCOM 171

Lesson 22	Naval ROTC The CITADEL Navy/Marine Corps Team	180
Lesson 23	Educational System of the USAF	190
Lesson 24	Russian Military Education	202
Lesson 25	“Serve to Lead” —The Royal Military Academy, Sandhurst (Britain)	207
Lesson 26	Education and Soldier Quality: The German Experience	214
Lesson 27	Officer Education in Japan	219
Lesson 28	The Israeli Army Officer	224
Lesson 29	Military Education Reforms in Poland	229
Lesson 30	A Comparison of CGSC and the Frunze Military Academy	237



Part I

MILITARY

EDUCATION

Lesson One

Military Education

by T. N. Dupuy

(Adopted from International Military And Defense Encyclopedia, 9-13-222, Bracey's (US) Inc, A Davison of Maxwell Macmillan, Inc., 1993)

Definition of Terms

Although superficially the terms military education and military training might seem synonymous, they are not. Education is an all-inclusive term of which training is a major element. This is true in the civilian world as well as in the military. Vocational education or training for a career is part of the curriculum of most college and university programs. Definitions in published military works differ only slightly.

The U. S. Department of Defense (1988) defines military education as "the systematic instruction of individuals in subjects which will enhance their knowledge of the science and art of war." Obviously, many of these subjects are broad-based and go well beyond the teaching of skills involved in military training.

As the complexity and sophistication of military education has increased, a new term has come into use, professional military education (PME); it is defined as instruction that provides officers with the skills, knowledge, and understanding that enable them to make sound decisions in progressively more demanding command and staff positions within the national security environment. In the United States, PME is formally organized at primary, intermediate, senior, and general flag officer levels, and emphasizes the joint nature of warfare.

The U. S. definition of military training is "the instruction of personnel to enhance their capacity to perform specific military functions and tasks: the exercise of one or more military units conducted to enhance their combat readiness."

A somewhat more specific definition of military training is "the process of preparing military individuals and units to perform their assigned functions and missions, particularly to prepare for combat and wartime functions. Covering every aspect of military activity, training is the principal occupation of military forces when not actually engaged in combat."

This definition makes it clear that military training applies to both individuals and

units, whereas military education applies to the individual.

History of Military Education

The beginnings of formalized military training, even for officers, came in the late seventeenth and early eighteenth centuries and then only as a result of development of military science and the art of war.

In the Greek city-states, military leaders were highly educated men, but that education was cultural rather than military in nature. During the Middle Ages, military commanders were normally knights. Their education or training began early with lessons in handling a lance while sitting astride a wooden horse. Knights fought under the command of barons, and their advancement depended more on social standing than on demonstration of military skills.

Military education and training for officers was a major factor in the evolution of the professional officer. Training was originally limited to technical services but spread to combat strategy and tactics. This came several hundred years after university education of other professionals, such as doctors, lawyers, and clergymen, became commonplace. The early style of combat—massed blocks of troops using weapons of limited range—did not seem to require special skills. The evolution of longer range weapons and more widely dispersed combat units required effective communication for command and control. The need for special training in military arts became apparent.

In the seventeenth century, some prominent Dutch, French, and Spanish commanders set up private military academies to train young men who applied for offices posts in their headquarters. Those academies were soon brought under government control. Their training courses were expanded in the eighteenth century into military and naval schools at several locations in Europe. These developments had parallels in the civilian world, as the Age of Enlightenment resulted in opening of schools for many civilian technical specialties. The enlightenment of the period also led to publication of military textbooks in most European languages, which were studied by future military leaders as part of their general education. These early military academies did not achieve the status of the academies of today. Until the nineteenth century, commissions were still issued to members of the nobility without any requirement that they have formal military schooling.

For personnel who had already won their commissions, advanced military training did not emerge until late in the eighteenth century. Because war was becoming more complicated, it was necessary to organize general staff and begin to think about training for all personnel. In the nineteenth century, education and training of officers and noncommissioned

officers became generally recognized and gradually advanced along professional lines, albeit slowly. Warfare came to be recognized as a science as well as an art, including a body of professional knowledge to be learned by its practitioner. The U. S. Military and Naval academies came into being to develop a professional officer corps.

By the late nineteenth century, Austria, England, France, Germany, and Italy had established schools for officers and noncommissioned officers. In the British army, a Director General of Military Education managed the entire program. In the United States every post, camp, and station was required to maintain schools to train officers and enlisted personnel.

The formalized military education system of the Soviet Union dates from the 1917 revolution. It includes three levels of military education: higher, secondary and elementary, ranging from broad senior service education to the elementary training of individuals as team members.

The twentieth century has seen even greater changes in the nature of warfare than were experienced previously. The atomic bomb in World War II and the subsequent rapid advance of military technology increased the requirement for sophisticated technical training not only for officers but also for enlisted personnel, especially noncommissioned officers. This has led generally to centralized control of the curricula of training and to the need for education of more officers in the principles of joint force operations to coordinate land, sea, and air actions.

Education

Military education is a step-by-step process in the case of both officers and enlisted personnel. The process applies in all countries but will vary greatly through combinations of courses, lengthened or shortened phases, and limitations of resources.

Officer Education

Officers are expected to have a broad-based general education. In some countries, notably the United States, officers must have a baccalaureate degree. Some who were commissioned without a college degree in the past are expected to get the degree while in the service. A further emphasis of the importance given to a broad education is the fact that many officers are offered the opportunity to attend civilian institutions to work toward graduate degrees early in their military careers.

The first phase of an officer's military education is the precommissioning. This may be through a military or naval academy; a civilian college offering military, aerospace, or na-

val science course options; or an officer candidate school. In wartime, officers are sometimes appointed directly from the enlisted ranks in combat, with required formal education and training to be gained later.

After commissioning, regardless of the source of the commission, most officers must attend a primary-level or basic course at their branch of service (e. g., infantry, artillery, military police) to qualify them for service with troops. Later, officers attend an advanced course at their branch school to qualify them for service at a somewhat higher level within their branch. Officers who are selected for further advancement next attend an intermediate-level command and staff course. The final level of schooling is the senior service college. Many, but not all, of its graduates attain flag rank.

Enlisted Education

With increased use of high-technology weapons and support systems, enlisted personnel also need more formalized education and training. All military services rely on non-commissioned officers both as operators of complex equipment and systems and as supervisors of teams or crews who operate the equipment.

All newly enlisted or inducted personnel must satisfactorily complete prescribed levels of training, starting with basic training to acquaint the recruit with the differences between civilian and military life and to teach the fundamentals of the military organization.

Individual skill training follows, after which further skill training is required for career advancement. Individuals who are selected for higher noncommissioned officer positions usually get formal leadership training, in an academic environment such as the NCO Academy. This kind of broad-based instruction qualifies as education under our definitions.

Professional Military Education (PME)

Increased use of high-technology weapon systems and increased importance of integrating land, sea, and air forces have placed greater emphasis on the professional nature of military education of officers.

In the United States this has led to continued reexamination of the military education institutions, their curricula and faculty, and their relationships to each other and to an officer's career pattern. So great has been this interest in military education that the U. S. Congress conducted a major review of the military education system in 1989. The House of Representatives Armed Services Committee produced a lengthy report covering all the training installations along with a series of recommendations.

The first recommendation in this congressional report was that the Department of Defense "establish a PME framework for Department of Defense schools that specifies and relates the primary educational objectives at each PME level." Other recommendations in-

cluded adding more civilian faculty, members, placing greater stress on joint operations, and establishing a position of Director of Military Education on the staff of the Chairman of the Joint Chiefs of Staff.

These recommendations, along with internal reviews within the Department of Defense, resulted in a more formalized approach to professional military education, including preparation of officers for duty assignments involving joint forces.

Professional military education, defined above, is conducted at a series of increasingly complex and demanding levels. It addresses the military, political, economic, social, and psychological dimensions of national security with varying degrees of emphasis on the planning and Conduct of war, organization of the armed forces, joint and combined operations, force employment and deployment concepts, and military leadership. Increasing emphasis is placed on joint matters relating to the integrated employment of land, sea, and air forces.

Precommissioning Education

Education at the precommissioning level is conducted at the service academies, civilian colleges offering military options (known in the United States as Reserve Officers Training Corps, or ROTC) and at officer candidate schools or officer training schools.

Regardless of the source of commission, new officers receive the same commission and have the same status and rank upon entry on active duty. However, the nature of the precommissioning education varies considerably.

The service academies, especially in the United States, were originally intended to develop officers for combat service while providing them with a broad general education. Hence the military aspects of a service academy education were somewhat more focused than the military part of the ROTC curriculum at a civilian college, which offered that program as a set of course options leading to a reserve commission. In recent years this difference has narrowed. The service academies commission offers in the service and support branches as well as the combat arms. Even more recently in the United States, women have attend all of the service academies, thus further emphasizing the broad role of the academies to produce officers for all types of service.

The U. S. ROTC programs also have changed in recent years. There are separate program for the army, navy and air force. These programs have never been limited to producing officers for their respective components, but the number receiving regular commissions very small for many years. Recently the need for more officers in the active components has led to increased regular commissions from ROTC programs. Their curricula have been