

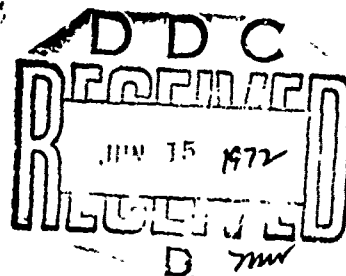
~~ITC SP400 DTPA DESP26~~

0

Source code
110 395

AD 7 43252

REPORT OF THE DEPARTMENT OF THE ARMY BOARD TO REVIEW ARMY OFFICER SCHOOLS.



VOL. II .
DESCRIPTION OF CURRENT EDUCATIONAL
AND TRAINING SYSTEMS.

FEBRUARY 1966

Reproduced by
NATIONAL TECHNICAL
INFORMATION SERVICE
Springfield, Va. 22151

DISTRIBUTION STATEMENT A
Approved for public release
Distribution unlimited

258

This report of the Department of the Army Board to Review Army Officer Schools is distributed to Army activities for staffing and information purposes. It is currently undergoing review within the Department of the Army. The report and its recommendations have not been approved, and do not constitute either policy or proposed plans of the Department of the Army.

DISTRIBUTION STATEMENT A

Approved for public release;
Distribution Unlimited

VOLUME II

DESCRIPTION OF CURRENT EDUCATIONAL AND TRAINING SYSTEMS

TABLE OF CONTENTS

	<u>Page</u>
ANNEX B: CURRENT SYSTEM FOR EDUCATION AND TRAINING OF ARMY OFFICERS	
Purpose and Scope	129
Background.	129
Discussion.	129
APPENDIX 1: ORGANIZATIONAL STRUCTURE OF ARMY OFFICER SCHOOL SYSTEM	
Purpose and Scope	131
Background.	131
Discussion	
General.	133
Department of the Army Schools	133
US Army Materiel Command Schools	133
USCONARC Schools	133
Summary	135
APPENDIX 2: OFFICER EDUCATIONAL AND CAREER PATTERNS	
Purpose and Scope	137
Background.	137
Discussion	
Officer Educational Patterns	138
Officer Career Patterns.	141
Specialist Programs.	143
Summary	144
APPENDIX 3: PRE-COMMISSION MILITARY SCHOOLING	
Purpose and Scope	147
Discussion	
United States Military Academy	147
Reserve Officers' Training Corps Program	150
Officer Candidate School Program	152
Comparison of Military Training Programs of USMA, ROTC, and OCS	156
Production of Second Lieutenants - USMA, ROTC, OCS	157
Summary	157

	<u>Page</u>
APPENDIX 4: BRANCH SCHOOLS	
Purpose and Scope	165
Discussion	
Definition	165
Total Size of Branch Schools	165
Staffs and Faculties	167
Mission.	167
Resident Courses	167
Nonresident Instruction.	172
Miscellaneous.	172
US Army Infantry School.	173
US Army Armor School	175
US Army Artillery and Missile School	177
US Army Air Defense School	179
US Army Engineer School.	181
US Army Signal School.	183
US Army Southeastern Signal School	185
US Women's Army Corps School	186
US Army Chemical School.	187
US Army Ordnance School.	189
US Army Quartermaster School	191
US Army Transportation School.	193
US Army Adjutant General School.	195
US Army Security Agency School	197
US Army Civil Affairs School	199
US Army Finance School	201
US Army Intelligence School.	203
US Army Military Police School	205
US Army Chaplain School.	207
The Judge Advocate General's School.	209
US Army Medical Field Service School	211
US Army Medical Service Veterinary School.	213
Summary	215
APPENDIX 5: ARMY COLLEGES	
Purpose and Scope	217
Background	
General.	217
US Army Command and General Staff College (C&GSC).	217
US Army War College (AWC).	218
Discussion	
C&GSC Mission and Organization	218
C&GSC Faculty and Class Composition and Organization	218
C&GSC Course Curricula and Methods of Instruction.	220

	<u>Page</u>
Other C&GSC Activities	223
C&GSC Nonresident Courses.	223
Army War College Mission and Organization.	225
AWC Faculty and Class Composition and Organization	225
AWC Course Curriculum and Methods of Instruction	227
Other AWC Activities	229
Summary	230

APPENDIX 6: SPECIALIST SCHOOLS

Purpose and Scope	233
Background	
General.	233
History.	233
Mission.	234
Categories	234
Discussion	
USCONARC Schools	235
Army Materiel Command Schools.	237
Department of the Army Specialist Schools.	238
US Army Aviation School.	241
US Army CBR Weapons Orientation Course	242
US Army Management School.	243
US Army Combat Surveillance School	245
US Army Ordnance Guided Missile School	247
US Army Primary Helicopter School.	249
US Army Special Warfare School	251
US Army Logistics Management Center.	253
US Army Management Engineering Training Agency	254
Joint Military Packaging Training Center	257
Defense Information School	259
Defense Language Institute	261
Summary	262

APPENDIX 7: SCHOOLING AT CIVILIAN INSTITUTIONS, WITH OTHER GOVERNMENTAL AGENCIES AND INDUSTRY

Purpose and Scope	263
Background	
History of Army Civil Schooling Program.	263
Types of Civil Schooling Available	264
Supervision of Programs.	265
Pertinent Regulations.	266
Discussion	
Operation of the Army Educational Requirements Board	266
Advanced Degree Program.	267
Scholarships and Fellowships	269
Training With Industry	270

	<u>Page</u>
Short Courses.	271
Degree Completion Program.	272
Off-Duty Tuition Assistance.	272
Officer Educational Level.	273
Summary	273
 APPENDIX 8: ARMY MEDICAL SERVICE PROFESSIONAL TRAINING	
Purpose and Scope	275
Background.	275
Discussion.	277
Summary	278
 APPENDIX 9: WARRANT OFFICER SCHOOLING	
Purpose and Scope	279
Background.	279
Discussion.	281
Summary	284
 APPENDIX 10: SCHOOLING OF RESERVE COMPONENT OFFICERS	
Purpose and Scope	287
Background.	287
Discussion	
Reserve Officer Procurement and Commissioning	
Programs.	287
Reserve Officer Career Planning.	288
USAR Schools and Courses	289
Reserve Component Career Progression	292
Summary	296
 APPENDIX 11: SUMMARY OF WILLIAMS BOARD RECOMMENDATIONS AND SUBSEQUENT ACTIONS THEREON	
Purpose and Scope	299
Discussion	
Objectives, Missions, and Scopes	299
Organizational Structure of the Army School System .	302
Requirements and Quotas.	305
Branch Service School Training and Education	307
US Army Command and General Staff College.	309
Senior Colleges.	309
Logistics Education and Training	310
Advanced Civil Schooling	310
Responsibility for Development of Doctrine	312
Constructive Credit.	312
Other Programs for Officer Education and Training. .	312
Subjects Recommended for Further Study	313
Review of School System.	313
Summary	313

	<u>Page</u>
ANNEX C: EDUCATION AND TRAINING THROUGHOUT THE DEPARTMENT OF DEFENSE, IN INDUSTRY, AND IN FOREIGN ARMIES.	
Purpose and Scope	315
Background.	315
Discussion.	316
APPENDIX 1: JOINT AND DEFENSE SCHOOL SYSTEMS	
Purpose and Scope	317
Background	
Responsibilities of Office of Secretary of Defense	317
Responsibilities of Joint Chiefs of Staff.	318
Definitions.	318
Defense and Inter-Service Boards and Committees.	319
Discussion	
The National War College	320
The Industrial College of the Armed Forces	324
Armed Forces Staff College	327
Defense Schools.	329
Defense Courses.	330
Summary	332
APPENDIX 2: NAVY AND MARINE CORPS OFFICER EDUCATION AND TRAINING	
Purpose and Scope	335
Discussion	
Part I - US Navy	
General Organizational Structure	335
Officer Procurement Programs	335
US Naval Academy	336
Naval ROTC Program	336
Officer Candidate School Programs.	337
Aviation Officer Candidate Programs.	337
Retention Rates.	337
Officer Professional Development	339
Fundamental Phase of Professional Development.	340
Intermediate and Advanced Phases of Professional Development	345
Summary of Navy Professional Schooling	347
Other Educational Programs	348
Part II - US Marine Corps	
General Organizational Structure	348
Procurement Programs for Unrestricted Officers	349
Procurement of Warrant and Limited Duty Officers	351
Professional Education	351
Basic Level of Professional Education.	353

	<u>Page</u>
Intermediate Level of Professional Education	353
High Level of Professional Education	354
• Top Level of Professional Education.	355
Summary of Professional Education.	355
Technical Training	355
Correspondence Courses	357
Non-Military Education	358
Summary	
Part I - US Navy	361
Part II - US Marine Corps.	362
 APPENDIX 3: AIR FORCE OFFICER EDUCATION AND TRAINING	
Purpose and Scope	363
Discussion	
General Organizational Structure	363
Pre-Commissioning Programs	364
Early Military Training.	367
Professional Education in the Air Force.	367
Air University	369
Air Force Institute of Technology.	373
Summary	373
 APPENDIX 4: EDUCATION AND TRAINING IN INDUSTRY	
Purpose and Scope	377
Background.	377
Discussion	
Procurement of Managerial Personnel.	378
Levels of Management	378
Primary or Entry Management.	378
Mid-Career Management.	379
Top Management	380
Qualities Desired in Management Personnel.	380
Staff and Line Responsibilities for Training and Education	381
Time Spent in Training	381
Industry Course Content and Methodology.	381
Student Motivation	382
Summary	382
 APPENDIX 5: EDUCATION AND TRAINING IN FOREIGN ARMIES	
Purpose and Scope	385
Background.	385
Discussion	
British Officer School System.	385
French Officer School System	388
German Officer School System	390
Japanese Officer School System	393
Summary	394

ANNEX B

CURRENT SYSTEM FOR EDUCATION AND TRAINING OF ARMY OFFICERS

PURPOSE AND SCOPE

1. This annex with its appendices sets forth the mission, objectives and scope of the current system for educating and training US Army officers of the Active Army and of the Reserve Components, to include schooling at institutions and agencies not operated by the US Army.

BACKGROUND

2. AR 350-5, "Military Education and Service Schools," establishes the general provisions governing the military education and individual school training of Army personnel. This regulation is the vehicle for expressing the educational and organizational philosophy of the Army school system, and any major change in that philosophy must be reflected in it.

3. A basic distinction is made between education, which is termed individual instruction given without regard to the student's assignment, and training, which is termed instruction given for the purpose of providing the student with a particular skill or specialty.

DISCUSSION

4. The current mission of the Army school system is to prepare selected individuals of all components of the Army to perform those duties which they may be called upon to carry out in war or in peace. The acknowledged emphasis is on the art of leadership.

5. AR 350-5 attributes to the Army school system an importance second only to the troop units which are the fighting strength of the Army, and terms it the keystone of the Army's preparation for wartime duties.

6. Army schools and colleges are charged with providing progressive

military education and appropriate training for officers of all components. An appreciable number of officers also attend joint and Defense schools and colleges, schools and colleges of other Services and other governmental agencies, civilian universities and other institutions, and military schools and colleges of foreign nations.

7. Below the level of the military colleges, Army schools normally conduct courses for enlisted personnel as well as officers, employing a common faculty and common facilities. This imposes a requirement to view the Army school system as a whole. Organizational changes proposed in officer schooling will inevitably impact on the training of enlisted personnel, as well as on the training and education of the Reserve Components.

8. Detailed discussion of the Army system for military education and individual school training of officers, with respect to its overall control and structuring, its successive levels, and certain specialized areas, are included in the ten appendices which follow. The eleventh appendix reviews the recommendations made by the predecessor board to this one, the Williams Board, and the actions that have been taken on those recommendations in the intervening seven years.

ANNEX B

CURRENT SYSTEM FOR EDUCATION AND TRAINING OF ARMY OFFICERS

APPENDIX 1

ORGANIZATIONAL STRUCTURE OF ARMY OFFICER SCHOOL SYSTEM

PURPOSE AND SCOPE

1. This appendix describes the organizational structure of the US Army School System, to include those inter-Service (Defense) schools administered by the Department of the Army (DA), and the staff and command responsibilities therefor.

BACKGROUND

2. At the start of World War II, the chiefs of the combat arms were eliminated and the Commanding General, Army Ground Forces, absorbed their training and doctrinal functions. A Replacement and School Command was created as an agency of Army Ground Forces to provide centralized direction of the wartime Army combat arms school system. The schools of the technical and administrative services were operated by the chiefs of those services under the overall command of the Commanding General, Army Service Forces. Following the war, Army Field Forces replaced Army Ground Forces as the primary training command of the Army. It was handicapped in the performance of its duties, however, since it was not in the chain of command between the Zone of Interior (ZI) armies and the Department of the Army and had no responsibilities for the technical and administrative service schools.

3. With the conversion of Army Field Forces into the Continental Army Command in 1955 (redesignated USCONARC in 1957), that headquarters was given command of those schools for which no chief of branch or agency existed (generally the Command and General Staff College, the combat arms schools, and certain associated specialist schools). The Commanding General, USCONARC, exercised this command directly on matters pertaining to direction and control of the curricula, training literature, training aids, and combat developments. He exercised resource and budgetary control through the responsible ZI Armies. The Commanding General, USCONARC, was also given general responsibility for the formulation and coordination of curricula in the technical and administrative schools through the chief of the service concerned. Certain Army schools continued to operate directly under the control of DA General Staff agencies. This situation remained relatively stable during the next decade.

4. The reorganization of the Department of the Army in 1962, resulting from Project 80, placed most of the technical and administrative service schools under USCONARC. Exceptions were made in the case of the Medical Service Schools and courses and the Judge Advocate General's School. The combat developments function was disassociated from the Army school system and placed in a separate command, the US Army Combat Developments Command. Three schools, related primarily to producer or wholesale logistics functions, were assigned to the newly organized US Army Materiel Command. Overall general staff responsibility for supervising the development of training concepts, policies and programs for individuals and units of the Army was vested in a new Department of the Army staff agency, the Office of the Assistant Chief of Staff for Force Development (ACSFOR). In 1965 this responsibility was given to the Office of the Deputy Chief of Staff for Personnel (DCSPER).

5. Proponent agencies have been assigned for all Army schools not under the command of USCONARC. Proponency entails direct supervision and control; furnishing support, funds, and resources; and, except for the schools operated by the Surgeon General and the Judge Advocate General, programming requirements, quotas, and class schedules. For the schools of these latter two agencies, USCONARC performs the programming functions.

6. Schooling of the Reserve Components is under the general staff responsibility of the Chief, Office of Reserve Components. US Army Reserve schooling is managed through the Chief, Army Reserve; USCONARC; the continental armies; and the 14 corps. Army National Guard schooling is managed through the National Guard Bureau, the state governors, and the state adjutants general.

7. Funding for Army schools and colleges is accomplished under Budget Program 210G, Training Activities, except for the following schools which are funded under the Budget Programs (BP) indicated:

a. Army Management Engineering Training Agency - BP 2200, Central Supply Activities.

b. Medical professional training - BP 2400, Medical Activities.

c. US Army Reserve Schools - BP 2600, Army Reserve and ROTC.

d. Army Security Agency (ASA) School - BP 2800, Intelligence Activities.

General

8. The present Army officer school system comprises two colleges; 22 branch schools, which qualify officers in the tactics, techniques, and procedures of a particular branch; and 10 specialist schools, which train officers in activities unrelated to a specific branch. In addition, the Department of the Army is responsible for the operation of the Defense Language Institute (DLI) at Anacostia, D. C., and the Defense Information School (DINFOS) at Fort Benjamin Harrison, Indiana.

Department of the Army Schools

9. In addition to exercising general staff responsibility for all Army schools, DCSPER has proponentcy for the US Army War College at Carlisle Barracks, Pennsylvania; the US Military Academy at West Point, New York; the US Military Academy Preparatory School at Fort Belvoir, Virginia; and is responsible for the Defense Language Institute and the Defense Information School previously mentioned.

10. The Surgeon General is the proponent of the US Army Medical Field Service School at Fort Sam Houston, Texas; the US Army Medical Service Veterinary School at Chicago, Illinois; and a number of medical professional training programs at institutions other than formal Army schools. A detailed discussion of these programs is at Appendix 8. The Judge Advocate General is the proponent for the Judge Advocate's General's School at Charlottesville, Virginia. The Commanding General, US Army Security Agency, is the proponent for the USASA School at Fort Devens, Massachusetts.

US Army Materiel Command Schools

11. With the creation of the USAMC in 1962, it acquired command of the US Army Logistics Management Center (ALMC) at Fort Lee, Virginia, (formerly under the Deputy Chief of Staff for Logistics, Department of the Army); and the US Army Management Engineering Training Agency (AMETA) at Rock Island, Illinois, and the Joint Military Packaging Training Center (JMPTC) at Aberdeen Proving Ground, Maryland, (both formerly under the Chief of Ordnance).

USCONARC Schools

12. The Commanding General, USCONARC, commands the remaining Army schools, which consist of:

a. One college --

US Army Command and General Staff College (C&GSC) at
Fort Leavenworth, Kansas

b. Eighteen branch schools --

US Army Adjutant General School at Fort Benjamin
Harrison, Indiana
US Army Air Defense School at Fort Bliss, Texas
US Army Armor School at Fort Knox, Kentucky
US Army Artillery and Missile School at Fort Sill,
Oklahoma
US Army Chaplain School at Fort Hamilton, New York
US Army Chemical School at Fort McClellan, Alabama
US Army Civil Affairs School at Fort Gordon, Georgia
US Army Engineer School at Fort Belvoir, Virginia
US Army Finance School at Fort Benjamin Harrison,
Indiana
US Army Infantry School at Fort Benning, Georgia
US Army Intelligence School at Fort Holabird, Maryland
US Army Ordnance School at Aberdeen Proving Ground,
Maryland
US Army Military Police School at Fort Gordon, Georgia
US Army Quartermaster School at Fort Lee, Virginia
US Army Signal School at Fort Monmouth, New Jersey
US Army Southeastern Signal School at Fort Gordon,
Georgia
US Army Transportation School at Fort Eustis, Virginia
US Women's Army Corps School at Fort McClellan, Alabama

c. Seven specialist schools --

US Army Aviation School at Fort Rucker, Alabama
US Army CBR Weapons Orientation Course at Dugway Proving
Ground, Utah
US Army Combat Surveillance School at Fort Huachuca,
Arizona
US Army Management School at Fort Belvoir, Virginia
US Army Ordnance Guided Missile School at Redstone
Arsenal, Alabama*
US Army Primary Helicopter School at Fort Wolters, Texas
US Army Special Warfare School at Fort Bragg, North
Carolina

* Redesignated the US Army Missile and Munitions School
effective 1 January 1966.

13. Although certain of these schools are clearly related, the Commanding General, USCONARC, has elected to exercise separate direction and control over 23 of the schools under his command. The remaining three schools, located at Fort Gordon, Georgia, are under a single center commander, who reports to C3, USCONARC.

14. USCONARC is also charged with the review of programs of instruction of the Army schools and courses not under his command (except the USAWC, the USMA, the USMAPS, and specialized Medical Service courses); supervision of Army instruction in the schools and centers of the other Services, and operational control of DA participation in courses conducted by the Defense Atomic Support Agency.

SUMMARY

15. At the Department of the Army level, responsibility for supervision of the Army school system is vested in a single general staff agency, the Office of the Deputy Chief of Staff for Personnel. Although USCONARC is the primary director of the Army school system and commands 26 Army schools, three Department of the Army staff agencies and two other commands operate a total of 10 additional officer schools and two schools associated with pre-commissioning training and education.

16. In addition, the Chief, Office of Reserve Components, exercises general staff responsibility for the schooling of the Reserve Components through the Chiefs of the Army Reserve and the National Guard Bureau.

17. The Army school system with staff and command responsibilities is indicated in Figure B1-1.

ORGANIZATIONAL STRUCTURE OF ARMY SCHOOL SYSTEM

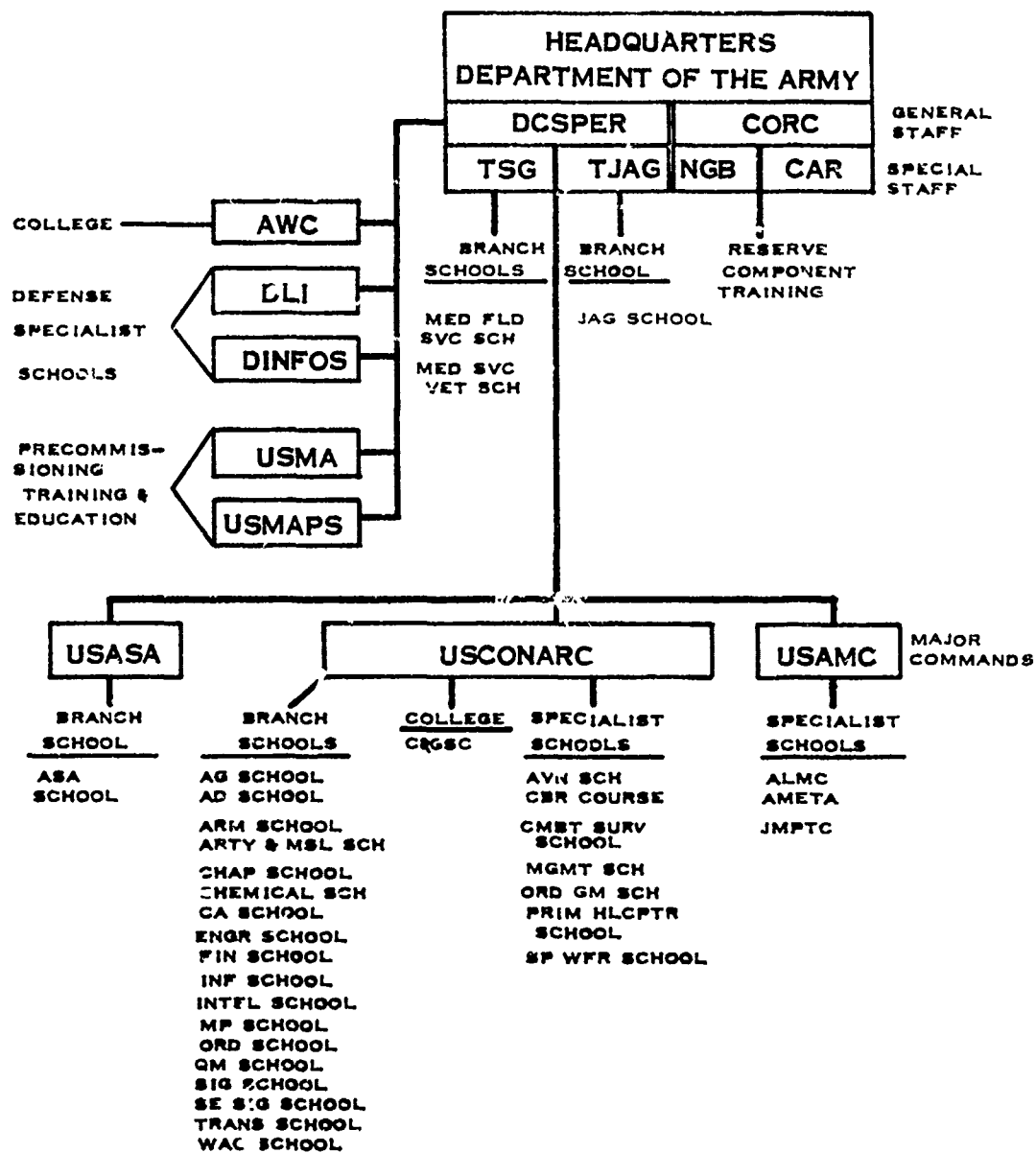


FIG. B1-1

ANNEX B

CURRENT SYSTEM FOR EDUCATION AND TRAINING OF ARMY OFFICERS

APPENDIX 2

OFFICER EDUCATIONAL AND CAREER PATTERNS

PURPOSE AND SCOPE

1. This appendix describes Army officer career patterns and their interrelation with the officer school system.

BACKGROUND

2. Formal schooling is only one means of developing an officer's capabilities, and must be considered against the backdrop of overall officer career patterns.

3. Newly commissioned officers enter the Active Army from the US Military Academy (USMA), the Reserve Officer Training Corps (ROTC), Officer Candidate School (OCS), by direct appointment, and through the draft of doctors and dentists. Officers entering through the ROTC program include Distinguished Military Graduates (DMG), who may apply for initial appointment in the Regular Army.

4. Regular officers serve an obligated period of three years, except for USMA graduates who must serve for four years (five, beginning with the class of 1968). Other than Regular Army (OTRA) officers who are graduates of the ROTC program or of OCS are obligated to serve on active duty for a period prescribed by the Secretary of the Army. This period is currently two years, except that those officers who received flight instruction during ROTC at government expense must serve for three years after completion of their Active Army flight training.

5. Statistics on the annual input of newly commissioned officers into the Active Army are shown in Fig. B3-5. These statistics reflect a normal situation in which the bulk of the officers come from the ROTC program. When the Army is expanded rapidly during a period of conflict or emergency such as the country is experiencing today, the OCS program becomes the primary source for the additional officers required.

6. Newly appointed Regular Army lieutenants of all branches except the professional services must serve for a two year period with a combat arm, in order to learn at first hand the needs of the combat units which make up the Army's fighting strength. This tour must be with the Infantry, Armor, or Artillery, with the following exceptions:

- a. Transportation Corps - 25% may serve with the Corps of Engineers.
- b. Military Police - May serve only with Infantry or Armor.
- c. Army Intelligence and Security - May serve with any of the combat arms, including the Corps of Engineers and Signal Corps.

DISCUSSION

Officer Educational Patterns

7. Branch Basic Course. All newly commissioned officers except USMA and OCS graduates, (about 13,000 Active Army officers a year), must attend a basic course of about nine weeks before their first duty with troops. Regular Army officers not of the combat arms attend the basic course of the branch to which they are detailed. All branches except AIS have officer basic courses; AIS OTRA officers attend the Infantry officer basic course. The Artillery has two basic courses: one for field artillery officers and one for air defense officers. USMA graduates going to air defense assignments attend a special three-week course.

8. Ranger and Airborne Training. USMA graduates are required to attend Ranger training and may volunteer for airborne training. All other RA second lieutenants of the combat arms and the Military Police Corps are required to take either Ranger or airborne training, and may volunteer for one or both, subject to quotas being available.

9. Service with Troops. Fundamental to the professional development of an officer is service with each level of command in his branch. To that end, all new officers are assigned to troop units early in their careers. Thereafter, troop assignments are alternated with staff and school assignments throughout an officer's career.

10. Branch Career Course. Essentially all except two-year service officers must attend a branch career course, normally between the third and eighth years of their commissioned service. All branch schools offer a regular career course of five months to a full academic year in duration; and all but the Engineers, Finance, Judge Advocate

General, Ordnance, and Women's Army Corps offer an associate career course, which is shorter and for which officers are eligible for a longer period (up to 17 years in the case of AIS). Some combat arms officers may attend the career course of another combat arm. The purpose of the career course, which is attended by 3,800 officers a year, is to prepare officers for duty at company through brigade level.

11. Specialist and Functional Courses. Officers may attend specialist (MOS producing) and functional (non-MOS producing) courses of varying lengths at any time in their careers. Attendance at such courses is designed to prepare officers for specific assignments, skills, or specialties.

12. Command and General Staff College. Approximately one half of all Army officers who reach field grade attend the Command and General Staff College (C&GSC), which prepares officers for service with division, corps, field army, and their associated logistics systems. Attendance at the regular course is for one academic year and comes between the eighth and fifteenth years of service. An associate course of four months' duration is offered until the 19th year of service. Some officers attend the command and staff colleges of other Military Services or other countries. Selection to this level of schooling is made on a competitive basis by the Office of Personnel Operations (OPO) according to branch quotas, 65 percent of the spaces going to Infantry, Armor, and Artillery. About 1,300 Active Army officers a year attend this level of schooling.

13. Armed Forces Staff College. A small number (160 each year) of Army officers attend the Armed Forces Staff College (AFSC) between their tenth and twentieth years of service. This five-month course prepares officers for duty in joint and combined operations. Selection is made on the same quota basis and in the same manner as for C&GSC. Graduation from the C&GSC is currently a prerequisite. Graduation from the AFSC is not a prerequisite for attendance at the next higher level of schooling, although one-half to two-thirds of the Army students who attend are eventually selected for one of the senior service colleges.

14. Senior Service College. At the apex of the military school system stand the senior service colleges, which are attended each year by about 280 Army officers: 165 at the Army War College and 115 at the four other US senior service colleges, as well as three at comparable military colleges of foreign countries. The purpose of these colleges is the preparation of officers for command and high level staff duties. A prerequisite for attendance is prior graduation from C&GSC or its equivalent, although this may be waived in exceptional cases (there were 14 such waivers out of 1,380 students for the period

ARMY OFFICER EDUCATIONAL PATTERN

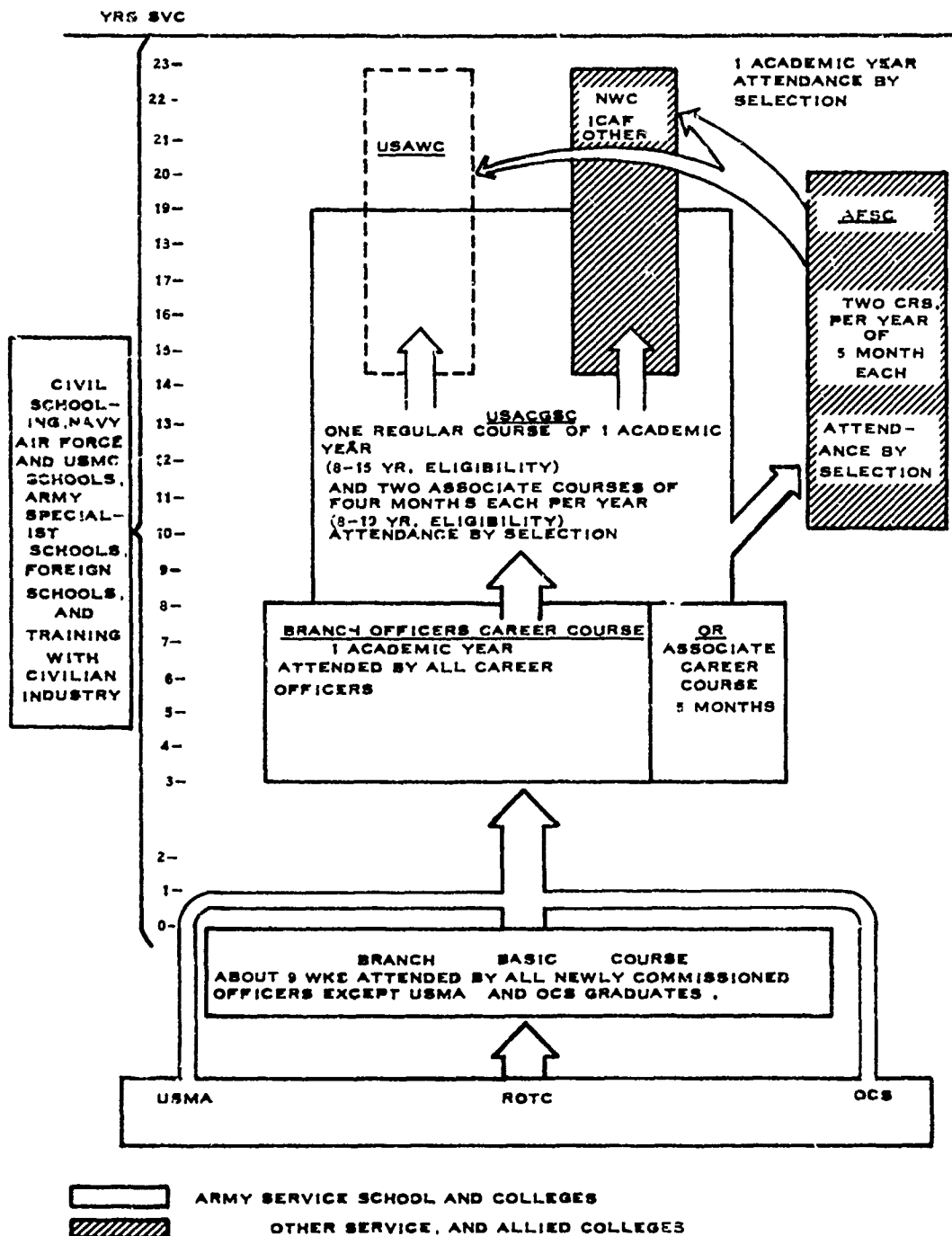


FIG. B2-1

FY 61-65). Selection is on a highly competitive basis (approximately 21.5% of C&GSC graduates attend), not governed by branch quotas, and is made by two officer boards. Except in the case of the professional services, general officers are usually senior service college graduates.

15. Non-resident Instruction. Non-resident (extension) courses are offered to all components of the Army. Officers of the Reserve Components, for whom these courses meet promotion requirements or offer retirement points, may take them by various combinations of homework, active duty training period, and attendance at Reserve Schools. Over 200,000 students of all categories - a third of them in the Regular Army - are enrolled in extension courses.

16. Civil Schooling. As an educational objective, the Department of the Army desires that all officers have at least a baccalaureate degree and, to help meet that goal, operates a degree completion program of full-time study and subsidizes off-duty academic instruction. In addition, the Army provides advanced civil schooling for approximately 930 selected officers a year, in order to provide specialized training not available in the military school system. This program, which has been in operation since 1867, involves full-time attendance at civilian educational institutions in a variety of disciplines and for varying periods.

17. Service Obligation. With minor exceptions, attendance at any course of military instruction over twenty weeks in length carries with it an active duty service obligation of at least one year after completion of the course. Starting in FY 67, attendance at a senior service college incurs an obligation of two years instead of four years as before. For civil schooling the normal periods of obligated service are: advanced schooling - 3 years minimum (for all courses over two years in length, obligated service is incurred on a 2-for-1 basis); degree completion - two years; and off-duty tuition assistance - two years.

18. A schematic outline of the Army officer educational pattern is at Figure B2-1.

Officer Career Patterns

19. The potential of career officers is developed through assignments, military and civil schooling, and progressive career planning. There are four major career development periods, each seven or eight years long: Basic Military Development (0-8 years of service), Intermediate Professional Development and Re-evaluation (8-15 years), Advanced Contribution and Development (15-23 years), and Major

ARMY OFFICER CAREER PATTERN

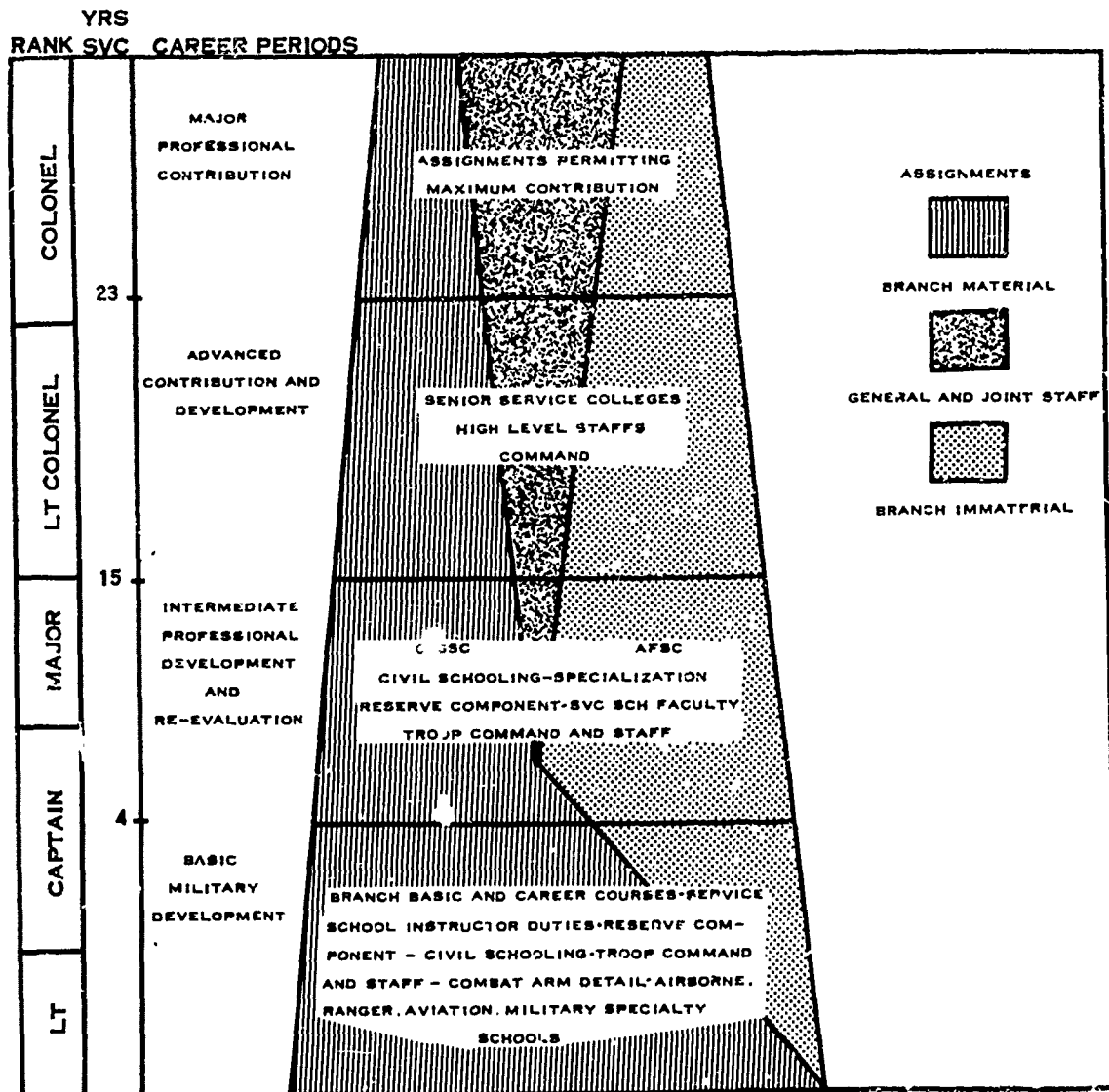


FIG. B2-2

Professional Contribution (23 years and beyond).

20. Within this general developmental outline, each branch designs career patterns to prepare its officers to assume progressively higher command and staff duties. Command and supervisory positions at each level are considered the most important assignments and normally are filled by the most promising officers. Military schooling is closely connected with professional development and opportunity for advancement, and non-selection for C&GSC or a senior service college in most instances acts as a bar to the higher levels of career development. Within the professional services, however, formal military schooling is not as rigid a requirement for career advancement.

21. An idealized career pattern for successful officers is shown at Figure B2-2. It should be borne in mind that not all officers follow this pattern to the top.

Specialist Programs

22. In addition to the requirement for career development for all officers, there is a need for a relatively small number of officers to be trained intensively in functional areas which cut across branch lines. This requirement is met by placing officers into seven formal and three informal specialist programs in the following fields:

<u>Program</u>	<u>Officers in Program</u> <u>(as of 30 Sep 65)</u>
<u>Formal</u>	
Army Aviation	6,815
Atomic Energy	196
Civil Affairs	32
Foreign Area Specialist	457
Information	216
Logistics	1,310
Research and Development	507
<u>Informal</u>	
Personnel Management	349
Procurement	229
Systems Analysis	107
<u>Total</u>	10,218

23. Career patterns in these programs tend to take the form of alternating branch assignments and specialized tours at different levels of command. This is not injurious to an officer's branch

career development, since officers reaching midcareer normally must alternate branch material and branch immaterial assignments in any case. On the contrary, an officer's career potential is normally enhanced by the additional schooling and special qualification.

SUMMARY

24. Career development of Army officers is a highly structured interrelation between civil and military schooling, assignments, job performance, years of service, and promotion patterns.

25. There are four levels of military career schooling: basic course, career course, command and staff college, and senior service college. Attendance at a lower school is normally a prerequisite for attendance at the next higher course

26. Attendance at the branch basic and career courses is mandatory for essentially all officers (except that USMA and OCS graduates do not attend the basic course). The two levels of military colleges are attended by progressively fewer officers on a selective basis. Relative attendance in a typical year (with the number of annual promotions to general officer for comparison) are shown at Figure B2-3 below:

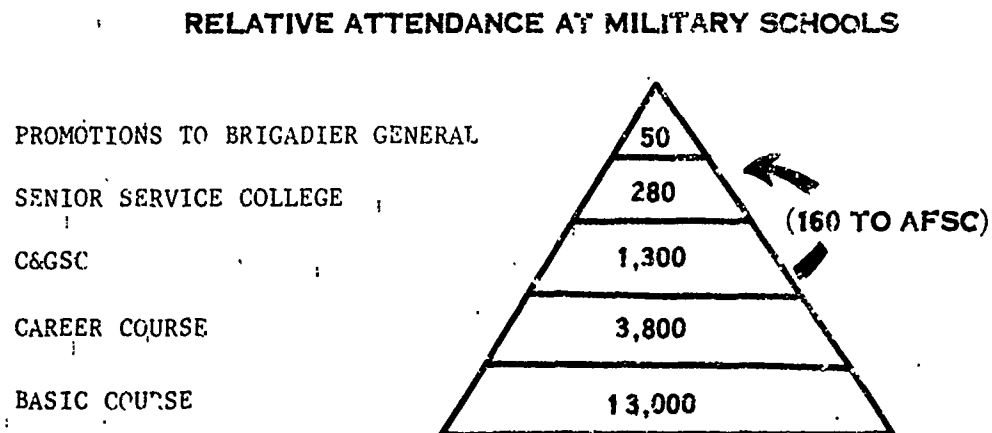


FIG. B2-3

27. Associate courses are offered in lieu of the C&GSC regular course and most branch career courses. Associate courses are about half as long as regular courses and officers are eligible for them for a longer period of time.

28. Civilian schooling is received by 930 officers a year as a supplement to military schooling.

29. There are approximately 10,000 officers participating in ten specialist programs. Two-thirds of these officers are in the Army Aviation program.

ANNEX B

CURRENT SYSTEM FOR EDUCATION AND TRAINING OF ARMY OFFICERS

APPENDIX 3

PRE-COMMISSION MILITARY SCHOOLING

PURPOSE AND SCOPE

1. The purpose of this appendix is to describe briefly the three principal military programs for the procurement of newly commissioned second lieutenants and the military training provided participants in these programs.

2. The discussion includes departmental and command responsibilities for operation of the United States Military Academy (USMA), the Reserve Officer Training Corps (ROTC), and the Officer Candidate Schools (OCS) of the US Army; missions and functions of these officer-producing programs, the general nature of the programs, and their past five years' production of second lieutenants; and a comparison of the amount of training provided in each program in seven fundamental areas of military interest.

DISCUSSION

The United States Military Academy

3. The United States Military Academy at West Point, New York, was established by an Act of Congress in March 1802. Drawing its current authorization from Chapter 403, Title 10, US Code, the United States Military Academy is under the immediate supervision and control of the Department of the Army. Immediate government and military command is vested in the Superintendent, an officer of the Army detailed to that position by the President. The present Superintendent is serving in the grade of major general.

4. The mission of the United States Military Academy is to instruct and train the Corps of Cadets so that each graduate will have the qualities and attributes essential to his progressive and continued development throughout a lifetime career as an officer of the Regular Army. Cadets enter early in the month of July and graduate early in June four years later; those successfully completing the academic, military and physical education courses of study and requirements for

graduation and commissioning are awarded the degree of Bachelor of Science and the commission of second lieutenant, Regular Army of the United States. In fulfilling its mission the Academy provides, in addition to four college academic years of nine months' duration each, four summer programs of two months' duration each devoted largely to military and physical training.

5. Academic instruction at West Point comprises approximately 59% of a cadet's total contact hours, with military training and physical education comprising the remaining 41%, divided 34% and 7%, respectively. The academic program is weighted toward mathematics, science and engineering courses which account for 56% of the curriculum. Social sciences and humanities comprise another 38%, and electives make up the remaining 6%. The curriculum is designed to prepare each graduate for entrance into the military profession, and for continued mental development throughout his career.

6. In addition to providing for standard, accelerated and advanced courses, the curriculum requires each cadet to carry at least four electives during his last two years at the Academy. A cadet can, by passing a validation examination for one of the prescribed courses for his particular class, substitute for it either another elective or a standard or advanced course from the program of an upperclass. Selected upperclass cadets are allowed to carry additional electives if their academic records indicate their capability of handling the overload. The overall elective program is designed to stimulate and to satisfy the cadet's intellectual curiosity, as well as to provide academic motivation. A cadet normally is given freedom of choice to select his elective courses in any pattern he desires. These courses are related in varying degrees to the prescribed portion of the curriculum and are available in the four major interdisciplinary areas represented -- Basic Science, Applied Science and Engineering, Language and Literature, and National Security and Public Affairs. By selection of his four electives (and more if he can qualify), a cadet can study in depth from a wide assortment of disciplines. By so doing, the cadet can better prepare himself to enter eventually into one of the several study areas available to commissioned officers under the Advanced Civil Schooling Program.

7. Throughout his entire four year period, the cadet receives from 1700 to 1800 hours of military training comprising, as noted above, approximately one-third of the hours devoted to the total curriculum. This military training is designed to meet the military objective inherent in the mission of the Academy to provide a broad military education rather than individual proficiency in the technical duties

of junior officers. Such individual proficiency is a gradual development, responsibility for which devolves upon the graduates themselves and upon the commands and schools to which they are assigned after being commissioned.

8. The military training is directed primarily toward leadership and general military, as opposed to branch, training. A unique feature of the training is the Army Orientation Training (AOT), in which the cadet serves for a month during the summer as a "third lieutenant" in a combat arms battalion in the United States or the Panama Canal Zone. (Until "gold flow" considerations dictated otherwise, he served in units in Europe.)

9. The educational philosophy of the Military Academy can best be portrayed by these extracts from the Annual Report of the Superintendent, 1963-1964:

"An essential difference between the Academy and civilian institutions is that we must provide in the same four-year period not only a basic academic education but also a broad military education - and at the same time develop physical agility, coordination, stamina, and courage in the cadets. A second essential difference lies in the degree of emphasis which every member of the Staff and Faculty must place on the continuous development in the cadets of integrity, of a keen sense of responsibility, of devotion to duty, of a strong feeling of self-confidence, and of complete dedication to the service of the nation."

"The United States Military Academy prepares selected young men for service to their country as professional officers of the United States Army. Since it is the only institution of higher learning with this specific mission, its philosophy of education is unique. The Military Academy must produce enlightened military leaders of strong moral fiber whose minds are creative, critical, and resourceful. The academic curriculum and military training encourage logical analysis, clear and concise expression of considered views, and independent thought and action along with a readiness, developed within the framework of military discipline, to carry out orders without reservation once a decision has been reached."

"The total curriculum is designed to develop those qualities of character, intellect, and physical competence needed by the officer who is prepared to lead the smallest combat unit or to advise the highest governmental council. The program includes the sciences, the humanities, and military and physical training. It forms a basis both for graduate education and for further professional development."

"Military training provides the requisite knowledge of professional fundamentals and doctrine and of the basic military skills. Service in positions of responsibility in the Corps of Cadets and participation in intensive summer training provide the opportunity to apply and test principles and to learn techniques by practice and observation."

"Fitness for military leadership requires physical strength, agility, stamina, and a competitive spirit. These are acquired from a comprehensive course in physical education and from participation in intramural and intercollegiate sports."

"The increasing complexity of the world scene requires constant adaptation by the military profession and by the institutions which prepare its leaders. But while adapting itself to the changing world, the Academy must continue to emphasize the devotion to Duty, Honor, and Country which has traditionally been the hallmark of its graduates."

10. Legislation to expand the strength of the United States Military Academy received Congressional approval on 17 February 1964 and was signed into law by the President. The Corps of Cadets is being expanded from its previously authorized strength of 2,529 to 4,417 cadets. A ten-year building plan has been inaugurated.

The Reserve Officers' Training Corps Program

11. The Reserve Officers' Training Corps (ROTC) program is organized under statutory authority of Title 10, United States Code, Sections 4381 through 4387. Its primary objective is "to procure and train college students so that they may qualify as commissioned officers in the Army upon graduation." To accomplish this objective, the Professor of Military Science (PMS) at each ROTC college and university

conducts military training, stimulates interest in the Army and a career therein, assists in student development, and serves in a liaison capacity between the institution president and the Department of the Army.

12. At the Department of the Army level, the Chief, Office of Reserve Components, has general staff responsibility for the plans, policies and programs of the ROTC. The Adjutant General is responsible for administration of the program.

13. Responsibility for general direction, supervision, inspection and coordination of matters pertaining to organization and training of ROTC units (to include preparation of training literature) rests with the Commanding General, United States Continental Army Command (USCONARC). The Commanding Generals of the CONUS Armies are responsible for the operation and administration of the ROTC program within their areas to include orientation of officer personnel assigned to ROTC duty. Consideration is being given to the establishment of a centralized PMS training course.

14. Traditionally ROTC has been a four year program consisting of a two year Basic Course which is compulsory at some colleges and elective at others, and a two year Advanced Course which is elective at all schools. The four year program and a newly created two year senior ROTC program explained below provide means by which college students can parallel academic studies leading to a baccalaureate degree, with between 744 and 828 hours of military training leading to a commission as second lieutenant in either the Army Reserve or the Regular Army. During the four year program, the ROTC student attends an average of four hours "on campus" instruction per academic week. In addition, he attends a six weeks encampment conducted between his junior and senior year where he receives 264 hours of training at the individual and unit levels with emphasis on the development of leadership and small unit tactical skills.

15. Provision for the establishment of a two year Senior ROTC course was made in the ROTC Vitalization Act of 1964. This course was developed for junior college graduates and students at four-year colleges who were unable to take ROTC during their first two years of college. Students selected for this course attend a six-week basic summer training camp prior to their junior year of college, consisting of 264 hours of military instruction with emphasis on practical work. Attendance at the summer training camp substitutes for the Basic Course (freshman and sophomore years) in the four year program and qualifies the student to enter the Advanced Course.

16. Additionally, the ROTC Vitalization Act of 1964 established a new scholarship program which provides financial assistance to outstanding young men in the four year Army ROTC program. Scholarships may be awarded for either two or four years. Four year scholarships are open to all students entering Army ROTC as freshmen, while the two year scholarships are restricted to those students who have completed the first two years of ROTC and are selected for enrollment in the ROTC Advanced Course. Plans call for approximately one thousand scholarships to be awarded each year, starting with school year 1965-1966 and continuing until a maximum of 5,500 awards are in effect during school year 1970-1971. Students in the two year ROTC program are not eligible for these scholarships.

17. A competitive Distinguished Military Graduate (DMG) program permits outstanding ROTC students to apply for a Regular Army commission upon graduation. At the end of the junior year of college (and prior to the Advanced Course summer camp) approximately one-third of the ROTC students in the junior class may be designated as potential Distinguished Military Students. Those students who maintain high standards throughout the camp period and during their senior year may qualify for designation as Distinguished Military Graduates and be tendered Regular Army commissions.

18. There are 247 colleges, universities, and military schools enrolled in the program, with a broad range of participation and output. With the abandonment of compulsory ROTC at many colleges, the output has trended downward. The impact of the 1964 ROTC Vitalization Act cannot be assessed as yet. The five leading schools in the commissioning of Army ROTC students in FY 1965 were Northeastern University - 235, Texas A&M University - 216, Pennsylvania State University - 199, Norwich University - 186, and Georgia Institute of Technology - 144. The schools providing the largest number of Regular Army (DMG) officers were The Citadel - 23, Pennsylvania State University - 21, Norwich University - 16, Virginia Military Institute - 16, and Northeastern University - 13. The total number of ROTC students who were commissioned during FY 1965 by school, branch and component is reflected in Figure B3-1 at the end of this appendix.

The Officer Candidate School Program

19. The Army officer candidate program was established by the Department of the Army under authority contained in Title 10, United States Code, Sections 600 and 4411. Responsibility for the overall administration of the program is assigned in current regulations to The Adjutant General, in coordination with the Deputy Chief of Staff for Personnel and the Assistant Chief of Staff for Force Development.

The Commanding General, USCONARC, is responsible for general supervision and coordination of all Army officer candidate training.

20. The primary mission of Army Officer Candidate Schools is to prepare selected individuals for appointment as Reserve commissioned officers in the Army and for active duty as second lieutenants. The secondary mission is to serve as a basis for mobilization as the needs of the Service require. It is the most responsive source of officers to meet fluctuating requirements.

21. Male OCS applicants must be graduates of a high school (or school of similar level) or must pass the appropriate General Educational Development Test. In addition, applicants for the Artillery and Missile School must have successfully completed two years of high school mathematics. Female applicants must have at least 50% of the academic credits required for a baccalaureate degree from an accredited college or university or must have a Department of the Army two year college equivalency evaluation. The actual educational level of male OCS graduates for the past five years is shown in Figure B3-2. It will be noted that the large increase in OCS input from 1964 to 1965 (Figure B3-5) was accompanied by a drop in educational level; it is expected that the current expansion will reflect a further drop in quality.

22. Male applicants must complete basic combat training (eight weeks) and advanced individual training (eight weeks) prior to attending OCS. Female applicants must complete the WAC basic training course of eight weeks' duration.

23. A feature of the OCS program is the Officer Graduate School Enlistment Option. This program is normally limited to male applicants, qualified for OCS, who are graduates (baccalaureate or higher degree) of an accredited non-Army ROTC college or university; however, graduates of Army ROTC colleges or universities who for valid reasons could not participate in the Army ROTC program may also apply. (During October 1965 the Army expanded this program to permit active recruitment of non-ROTC students at ROTC institutions. At that time, it was anticipated that the increased need for junior officers would require this change to be effective until at least 30 June 1967). In carrying out the program, the Army enters into a pre-enlistment commitment with the applicant who acknowledges his obligation to complete the 16 weeks of basic combat and advanced individual training prior to entering OCS and his obligation to serve his active duty time and military obligation as a commissioned officer (or, if unsuccessful in winning a commission, to complete his two year Regular Army enlistment period and serve the remainder of the military obligation required by law).

PERCENTAGE OF TOTAL OCS GRADUATES BY EDUCATIONAL LEVELS

INFANTRY OCS

FY	HIGH SCHOOL GRADS % TOTAL OCS GRADS	2 YRS COLLEGE % TOTAL OCS GRADS	COLLEGE GRADS % TOTAL OCS GRADS
1961	72	16	12
1962	70	20	10
1963	62	20	18
1964	50	14	35
1965	57	20	23

ARTILLERY OCS

FY	HIGH SCHOOL GRADS % TOTAL OCS GRADS	2 YRS COLLEGE % TOTAL OCS GRADS	COLLEGE GRADS % TOTAL OCS GRADS
1961	43	36	21
1962	39	36	25
1963	34	31	35
1964	35	22	43
1965	42	34	24

FIG. B3-2

24. Officer candidate courses are offered on a periodic basis at the Infantry School (23 weeks), the Artillery and Missile School (23 weeks), and the Women's Army Corps (WAC) School (18 weeks). During periods of Army expansion, course capacities in these three schools are increased and additional courses are established at other schools. In the fall of 1965, the expansion program necessitated the establishment of additional OCS courses at the Engineer, Armor, and Southeast Signal Schools. In a manner similar to the ROTC program, the OCS program now allows outstanding soldiers in the upper 10% of the class to apply, as Distinguished Military Graduates, for a Regular Army Commission.

25. The male OCS candidate, it must be remembered, brings a minimum of 16 weeks military training with him when he enters OCS for precommission training; thus, he is already a qualified soldier, ready to further enhance his military training. During the ensuing 23 weeks in OCS he receives concentrated training appropriate to his branch. At the time of graduation he is fully prepared, militarily and psychologically, to assume the duties of a second lieutenant. A comparison of OCS training and branch officers' basic course training (which understandably Infantry and Artillery OCS officers do not attend) is shown in the table below:

COMPARISON OF PROGRAMS OF INSTRUCTION

INFANTRY OCS VS BASIC COURSE ARTILLERY OCS VS BASIC COURSE

SUBJECTS	HOURS OF INSTRUCTION			
	INFANTRY		ARTILLERY	
	OCS	BASIC COURSE	OCS	BASIC COURSE
General Military Training	108	61	222	63½
Drill, Parade, Ceremony	33	0	73	0
Weapons-Small Arms	218	84	47	8
Leadership	87	29½	76	6
General Orientation	28	3	17	2½
Tactics	183	138	193	27
Combat Arms/Branch Training	153	121	430	272
Testing, Counseling	285	73	98	58
TOTAL	1095	509½	1156	437

FIG. B3-3

Comparison of Military Training Programs of USMA, ROTC, and OCS

26. The table below provides a basis for comparison of the military curricula in the three pre-commission training programs. As in any such breakout, arbitrary decisions were necessary in grouping together a great number of dissimilar subjects, so that comparison by total hours probably makes a more valid picture than line-by-line analysis. Additionally, the United States Military Academy graduate has lived in a strict military environment on a 24-hour a day basis for his entire four years at West Point, and has acquired a detailed knowledge of military routine, customs and traditions which does not lend itself to measurement. This is true also of the OCS graduate and, to a somewhat lesser extent, of the graduates of military schools in the ROTC program.

PRE-COMMISSION MILITARY TRAINING

SUBJECTS	HOURS OF INSTRUCTION				
	USMA	OCS INF	OCS ARTY	ROTC 4 YR	ROTC 2 YR
Gen Mil Training (Including Drills, Parades, Ceremonies)	465	141	295	50	144
Weapons (Small Arms)	62	218	47	90	130
Leadership Training	727	87	76	189	131
General Orientation	71	28	17	72	32
Tactics (Below Co)/Map Reading	139	183	193	168	200
Combined Arms & Branch Training	245½	153	430	118	88
Testing, Processing, Open Time	39½	285	98	57	103
TOTAL	1749	1095	1156	744	828

FIG. B3-4

Production of Second Lieutenants - USMA, ROTC, OCS

27. A comparison of newly commissioned officer procurement from various sources over the last five year period is shown in the table below:

PROCUREMENT OF NEWLY COMMISSIONED ARMY OFFICERS

SOURCE	FY 61	FY 62	FY 63	FY 64	FY 65	TOTAL	PERCENTAGE
USMA	487	537	465	494	524	2,507	3.49
ROTC RA (DMG)	532	630	727	523	668	3,080	4.29
ROTC OTRA	6,369	11,362	9,851	10,314	9,218	47,114	65.68
OCS	565	608	781	1,688	2,277	5,919	8.24
DIRECT APPT	356	682	797	720	541	3,096	4.31
MEDICAL MC, VC, DC	1,406	2,713	1,778	2,473	1,664	10,034	13.99
TOTAL	9,715	16,532	14,399	16,212	14,892	71,750	100.00

FIG. B3-5

SUMMARY

28. The Active Army has procured an average of 14,350 newly commissioned officers per year from all sources during the past five years to sustain an average total officer corps of 99,273 during the same period.

29. The ROTC program has produced approximately 70% of the newly commissioned officers, the OCS program a little over 8%, and the USMA approximately 3½%. The remainder have received direct appointments or come in through the drafting of doctors and dentists.

30. In recent years, the Army has experienced difficulties in maintaining the ROTC output at desired levels. The trend has been away from compulsory ROTC courses traditional in military schools and land grant colleges. Growing academic demands on the student have been directly competitive with ROTC programs.

31. The OCS program has been a balancing factor in maintaining the required officer input into the Active Army, and, because of its inherent capability to respond quickly to changing requirements, has also provided a base to meet mobilization/emergency needs. A threefold increase in the program was accomplished during the three-year period 1962-65 because of increased authorization in the strength of the Army as a result of the Berlin situation. A further threefold increase is being sought in FY 1966 to meet pressing demands of the Vietnam situation.

32. With an 80% increase projected for the corps of cadets, the USMA will provide a larger percentage of the annual officer input into the Regular Army. It is too early to evaluate the impact on RA input from the ROTC Vitalization Act of 1964. However, increased retention of ROTC graduates after their two year obligated service period will still be required to provide for a balanced officer grade structure within the Army.

33. The cadet at the USMA receives more than twice the formal military training of a ROTC student and over one and a half times that of the officer candidate in OCS. The 24 hour a day military environment in which the USMA, OCS and certain ROTC military school students live provides an additional source of basic military orientation which is not measurable.

ROTC STUDENTS COMMISSIONED FY65

INSTITUTION	IN	AR	AT	CE	SC	OD	CM	QM	TC	MP	AI	MS	AG	FI	RES	RA	TOTAL
FIRST US ARMY																	
U of Connecticut	11	4	6	6	5	8	3	5	7	2	7	7	5	1	77	4	81
Yale	5	2	8	3	4	1		1	3		2		1		30	1	31
Rowdoin	4	2	12		5	1			3		4	1			32	1	33
U of Maine	14	2	5	5	4			3	1	2	9	4	3	1	53	9	62
Boston College	12	8	19	1	4	6		2	4	1	4	4		3	68	4	72
Boston	4	1	2	1	6	1		6	2	1	3		3	1	31		31
Harvard	2	1	4	1	2			1		1	2	1	1		16	1	17
MIT			1	2	2	5	1				1				12	1	13
Northeastern				62	140	9	2	2			3		2	1	221	13	234
U of Massachusetts	1	2	3	2		1	2	1		1	4	1	5	1	24	8	32
Worcester Poly Inst		1		1	4	2	1	2							11	3	14
Dartmouth	3	3	7	3	6	3		3	4	3	4	1	1		41	5	46
U of New Hampshire	4	4	3	5	2	2		1			1	3	4	1	30	1	31
Princeton			13			4		3	1		1	2			24	1	25
Rutgers	7	13	13	20	16	8	3	17	11	7	2	9	7		133	2	135
St Peter's College	3	8	12	1	5	9	1	3	6	4	2	3	1	3	61	5	66
Seton Hall	5	5	4	1	5	1		6	3	4	6	4	2	1	47	3	50
Alfred University				2	4	2				1		1			10	3	13
Canisius College	3	3	4	1	4	2	1	2	2	2	2	1	5		32		32
City College	23			8		1		2	1			5	1	2	43	10	53
Clarkson	1			10	6	2	1		1						21	2	23
Cornell	4	3	14	13	3	15	3	16	2		13	3			89	1	90
Fordham	5	3	5	3	8	4		4	6	3	4	8	1	2	56	9	65
Hofstra	2	3	5	3	11	7		3	2		2	6	3	3	50	4	54
New York	5	1	1	2	8	7	1	3	3	2		9	3	3	48		48
Niagara	11	1	1		2	1	1	2	4	3	3		4	1	34	4	38
Poly Inst of Brooklyn	1			25		4	2								32	2	34
Pratt Institute	1	1		11	11	7	1						1		33		33
Rensselaer Poly Inst			3	7	8	15	3				2	2			40	4	44
St Bernardine		1	15			1		1	1	1	2			1	23	1	24
St Bonaventure			34			1		1		1		3	4		44	2	46
St Lawrence	5	2	7	3	1	6			5	2	3	1	1	2	38	4	42
Syracuse	4	1	11	8	8	9	3	3	10			1	2		60	3	63
Providence College	5	6	6	1	9	3		3	8	2	8	2	3		56	9	65
U of Rhode Island	17			16	1		4	23			1				62	10	72
Middlebury	11	3	19	3	2	2			4	3	2	1	3		53	3	56
Norwich		96	3	31	13	4	1	7	6		2	4	2	1	170	16	186
U of Vermont	10	6	22	4	5	4	1	5		2	7	2			68	5	73
TOTAL	183	186	262	265	314	158	35	131	100	48	106	89	68	28	1973	154	2127

FIG. B3-1

INSTITUTION	IN	AR	AT	CE	SC	OD	CM	Q	TC	MP	AI	MS	AG	FI	RES	RA	TOTAL
SECOND US ARMY																	
U of Delaware	6	3	15	7	5	6	4	1	1		3	6	4		61	3	64
Georgetown	10	7	7		9	1		1	13	1	26		1	1	77	3	80
Howard	1	1	2	2	3	1		1				2	1		14	3	17
E. Kentucky St Coll	8		11	2	9	5					1	1	1	1	39	4	43
Murray State College	3	3	5		1	3		5	4		1	1	1	1	28	9	37
U of Kentucky	1	2	4	1	1	2		2	1			1	2	2	19	4	23
W. Kentucky St Coll	5	5	3		1		1	3	1		4	1	3	1	28	4	32
Johns Hopkins	4	1	3	4	4	11		1	1				2	1	32		32
Loyola	2	1	5		6	7	2	1	1		4	1			30	4	34
Morgan State College	7		8		5	1	1			1		2	1		26	1	27
W. Maryland Coll	4	1	2	1	1	1	3		2		1	1			17	7	24
Bowling Green State U.	8	2	7	1	1	3	1	1	2		6	2	3	1	38		38
Central State College	2	1	1	3	2	1			4	2		1	2		19	4	23
John Carroll									53						53	4	57
Kent State	1		4	1	4			3	3	1	3	1	3	2	26	5	31
Ohio State	13	2	10	3	14	7	2	8	5	2	7	4		2	79	10	89
Ohio University	4		3	1	3	3	2	3	3	1	1				24	3	27
U of Akron	4		3	3	2	6		3	1	2	2	4	5	1	36		36
U of Cincinnati		2	6	2	2	9	3		1		2	5	1	3	36	7	43
U of Dayton	8	2	11	5	5	5		1	3	3	2	6	5	1	57	2	59
U of Toledo	4	1	6	3	3	5		1	1	1	1		3		29	3	32
Xavier			25			4		2				1	1	2	35	4	39
Youngstown	1	1	2	2	2	5		2	5		4	1	2		27		27
Bucknell	3	3	14	10	10	12	3	1	6	5	13	10	6	2	98		98
Carnegie			7	14	3			1							26	4	30
Dickinson	1	3	4	3	5	1		2	1	2	4	2		1	29	1	30
Drexel Inst of Tech	16			29		8		1	1			1			56	6	62
Duquesne	9	3	1		2	2			2	1	2	6	5		33		33
Gannon College	2	1	5	2	2	4					1	3	2	2	24	2	26
Gettysburg College	4	3	1		6	5		1	5	2	1	4			32	5	37
Lafayette College	11	1	2	4	1	9	1		10	1	2	4	5	2	53	1	54
LaSalle College				31				4						1	36	5	41
Lehigh			2	8	3	10	2	5	9	1		2	4		46		46
Penn Military College	13	10	19	9	9	4	1	1	4	3	5	1	5	1	85	8	93
Pennsylvania State	16	1	24	33	27	17	3	16	11	4	6	8	12		178	21	199
State College, Indiana	1		3					23	3						30	7	37
Temple	4	2	1		3			2	4	4	1				21	4	25
U of Pennsylvania	8				1			10	17		1		1		38		38
U of Pittsburgh			4	2		4			1		3	2	1		17	4	21
U of Scranton	14	3	6				2	1		1	1	1	1		29	1	30
Washington & Jefferson	6		3		5	1	2		3		4	3	1		28		28
William & Mary	6	3	9	1	12	2		3	8	3		1	1	1	50	12	62
Hampton Institute	1	1	7	6	1	4	1			1	1	1	1		25	6	31
U of Richmond	2	2	3	3	4	7	1	6	4	2	2	1			37		37
U of Virginia	8	2	12	5	7	6		2	5	2	4	2	3	2	60	3	63
Virginia Military Inst	27	27	33			1	2	3	4	1		16	3	1	118	16	134
Virginia Poly Inst	10	2	17	35	12	20	1	7	3		7	7	4		125	4	129
Virgini State Coll	4		3		2	1		2							12	5	17
Washington & Lee		7	2	2	2	6	1		6	2		2	9	2	41	1	42
Marshall			1	1	8	2				1			1		14	1	15
West Virginia State Coll	4	4		1	4	3	1			1		1			19	2	21
West Virginia University	6	1	2	5	2	12	1	1	2		2	6	3	5	48	4	52
TOTAL	272	114	352	207	225	230	41	129	212	51	132	125	109	39	2238	207	2445

FIG. B3-1 (CONTINUED)

INSTITUTION	IN	AR	AT	CE	SC	OD	CM	QM	TC	MP	AI	MS	AG	FI	RES	RA	TOTAL
<u>THIRD US ARMY</u>																	
Auburn		8	11	19	16	10	1	3	2	2	4	3	3	3	85	7	92
Florence State Coll	8	3	8				2		1	1	2	1	1		27	8	35
Jacksonville State	6		6	3	1	7		1			3	2	2		31		31
Spring Hill Coll	1	1			3	2		1	1	1	3	3	3		19		19
Tuskegee Inst.tute	4	1	1	2		4							2		14		14
U of Alabama	14	4	8	10	11	3	1	18	5	1		6	12	5	98	4	102
Florida A & M	6		6		1	2					3	1			19		19
Florida Southern Coll	3	4	2			1	1	1		2			1	1	16	3	19
Florida State	11	3	14		2	2	1	2		1	3	3	3	1	46	1	47
Stetson U., John B.	6	3	3	2	4		1		4	2		3	1		29	4	33
U of Florida	7	4	17	2	10	6	1	5	2		3	2	5	1	65	4	69
U of Miami	2	2	4	2	5	3		4	2	1		5	2	3	35	1	36
Georgia Inst of Tech	14		20	17	21	32	34	4				1	1		144		144
Georgia State Coll	2	1	7		1			1				1	3	1	17	1	18
Mercer	2		2	1	2			3	1	6	1	3	3		24	2	26
North Georgia Coll	25	9	8		2	5	3	3	1	4	3	6	5		74	11	85
U of Georgia	15	4	13	6	5	4		4	2	3	5	4	3	1	69	4	73
Mississippi State	3	4	11	5	3	7		2	1		12	5	1	3	57	5	62
U of Mississippi	4	1	10	4	5	3		2		9	4	3			45	5	50
U of Southern Miss	7		6	1	1	1		1	2	1		1	2		23	5	28
A & T Coll of N. C.	6		4	1	6					3	1	1	1		23	1	24
Davidson College	6	4	32	7	6	9	1	1	5	1	11	18	8	3	112	3	115
N. C. St at Raleigh	2	3	9	25	3	16	4	6	3	1	7	5	1	1	86	1	87
Wake Forest	3	4	6		9	7	1	4	6	3	6	6	3	2	60	1	61
Clemson	4	2	14	19	14	11	3	12	1		5	7	1		93	3	96
Furman	1		5	2	6	4	1	4	1	2	5	1	2	1	35	1	36
Presbyterian College	3			3	4	4		4	4	1	2	3			35		35
South Carolina St Coll	3		4	2	4	3	1					1			18	4	22
The Citadel	23	13	25	14	11	13		6	4	5	1	9			127	23	150
Wofford College	1		10		7	2	2	7	1		3				33		33
E. Tennessee St U.	15	3	8		3	4		3	1	3	2	1		1	44	9	53
Middle Tennessee St U.	10	1	3	1	1	2	1		1		3	2	2		27	3	30
Tennessee Poly Inst	6	1	3	8	11	14	2	2	2	1	1	3	1		55	1	56
U of Chattanooga	1	1	7					5	1		1	3	1		20	1	21
U of Tennessee	10		9	6	3	9	1	5	5	3	4	2	4	3	64	2	66
Vanderbilt	1	1	2	4		7		5	3		5		1		29	1	30
TOTAL	235	85	305	166	181	197	62	119	62	57	103	115	81	30	1798	119	1917
<u>FOURTH US ARMY</u>																	
Arkansas Poly College	7	3	3	1		4		1			2				21	3	24
Arkansas State Coll	1	2	4		1	1		1		1	1	2	1		15	5	20
Henderson St Tchrs Coll	7	1	5	2	4	1	1	1	3		1	2	1		29	4	33
Ouachita Baptist Univ	8	1	3				1	1	1	1	4	1	1	2	24		24
U of Arkansas	6	4	11	5	5	3	4	5	3			3	4	1	54	1	55
LSU & A & M College	11	13	5	8	5	9	5	7	1	2	6	4	2	1	79	4	83
Loyola	3	3	3	3	5	2				3			3		25		25
McNeese State Coll	5	2	4	2		1		1		2	2				19		19
NE La. St Coll	2	2	1	2	3	1	1		2			3	2	1	20		20
NW St Coll of La.	3		3			3					1	1	1		12	2	14
Southern U & A & M	12		6	1	3	1		1				2	1		27		27
Tulane									24		1	2			27		27
New Mexico State	8		3	3	2	6		4	1	2	2	1	1	1	35		35
Oklahoma State	30	9	28	11	8	16	4	5	3	1	8	4	3		130	3	133

FIG. B3-1 (CONTINUED)

INSTITUTION	IN	AR	AT	CE	SC	OD	CM	QM	TC	MP	AI	MS	AG	FI	RES	RA	TOTAL
FOURTH US ARMY (CONT)																	
U of Oklahoma	4	4	15	6	4	10		3	3	1	4	1	7	3	65	1	66
Hardin-Simmons	1	1	6			1		1			5	1	4		20	1	21
Midwestern	5	1	6		2	2					1	2		1	20	1	21
Prairie View A & M	1		4	2	4	3	1	1		1			1		18	2	20
Rice	1	1	2	2	1	2	1					1			11		11
St Mary's	3	1	28			1		1			1	1	1		37	4	41
Sam Houston St Tchrs	5	6	6		3	1				2	1	2			26	4	30
Texas A & M	21	20	25	35	22	18	4	9	12	3	14	14	10	3	210	6	216
Texas Christian		2	5	1		1			3		1	1	3	1	18	2	20
Texas Coll of A & I	1		1		11						1				14	3	17
Texas Tech	2	2	10	5	13	6		4	2	1	1		1	3	50	2	52
Texas Western	1	1	7	3	5	3		3	1		1	4	2		31	2	33
Trinity	3	2	4	4	7	1		1		2	2	6	4	1	37	1	38
U of Houston	1	1	4					1			1				8		8
U of Texas				9			1	17	16	9	3	4	2	1	62	3	65
West Texas St	4	1	2	2	3	4			5				3	1	25	4	29
TOTAL	156	84	204	107	111	101	23	68	80	31	64	62	58	20	1169	58	1227
FIFTH US ARMY																	
Colorado College	1		3	1	2	2					3	3	2	1	18		18
Colorado School of Mines				23		3	1	1			2				30	2	32
Colorado St Univ	12	5	5	7	3	4	1	1	4		2	5	1	1	49		49
U of Colorado	1		2	6	1	4		1						1	16	2	18
DePaul University	3		4		1		2	3	1		6		3		23		23
Knox College		1	1	2	2	1	1	1	3		4	1			17		17
Loyola University	6	4	2	1	8	2	1	3	2		2	2	1	1	35	1	36
U of Illinois	6	6	20	11	5	18		17			4	5	2	1	95	4	99
Wheaton College	8	1	6		4	2	1		3	1	4	1	1		32	2	34
Indiana University	3	5	15		6	4	1	2	5	3	6	1	7	3	61	2	63
Purdue University	1		21	20	14	30	17		22			4	1		130	2	132
Rose Poly Inst	1			6		3					2				12		12
U of Notre Dame	12	13	9	12	14	12	2	9	10	3	6	9	8	2	121	8	129
Iowa St Univ of S & T			18	9	9	3	1	4	3		1	2	3		53		53
U of Iowa	5	4	2		5	7	1	1	3	2	2	2		2	36	6	42
Kansas St Coll of Pitts	6	2	3			3			1		1	1	2	1	20	10	30
Kansas St Univ of A & AS	4	5	10	8	5	8	2		2		5	2	4		55	4	59
U of Kansas	4	4	7	4	2	5	1	1	2	1	1		4	1	37	1	38
U of Wichita	1	1	3	1	4	?					2	2	2		18	1	19
Central Michigan Univ	4	3	7	2	2	3	5	1	2	4		1	2		34	1	35
E. Michigan Univ	4	1	2	1	2	3			2	1	2	1	1		20		20
Michigan St Univ	4	6	13	7	5	11		7	2	1	5	4	6	2	73	4	77
Michigan Tech Univ				19	1	5	1					1			27	2	29
U of Detroit	4	3	2	14	12	18	3		1		3	2			62	1	63
U of Michigan	3	2	5	4	3	4	1		1	2	4	4	3		36	4	40
W. Michigan Univ	3	3	8	1	4	4	2		1	2	3	7	1	7	44	1	45
St John's Univ	2	1	2	1	2	6		1	2	5	5	2	5		34	5	39
U of Minnesota	4		3	3	3	6					4	2	4		29	5	34
Lincoln University	3			2					1	2		2	1	3	14		14
SW Missouri St Coll	3	2	3	1	3	2		1	3	4	1	3	3	1	30	5	35
U of Missouri at Columbia			35			5		5			1	3	3	1	53	12	65
U of Missouri at Rolla			1	60		10	1		1		3		1		77		77
Washington Univ (Mo)	1			3					1	1		1	1		8	3	11
Westminster College		2	4		5	3			4			4	1	1	24	3	27

FIG. B3.1 (CONTINUED)

INSTITUTION	IN	AR	AT	CE	SC	OD	CM	TM	TC	MP	AI	MS	AG	FI	RES	RA	TOTAL
<u>FIFTH US ARMY (CONT)</u>																	
Creighton University	4	1	3		7	6			1	2	3	4	1		32	1	33
U of Nebraska	7	3	5	2	8	5	2	6	1	1	2	1	5	2	50	2	52
N. D. St Univ of A & AS	1	1	4	2	2	6		3	1	2		3	1		26		26
U of North Dakota		7	6	5	1	3	2	1	1	2	1	2	3	2	36	1	37
S. D. Sch of M & T				22		3	1								26	1	27
S. D. St Univ	6	1	8	3	1	6	1					6	1		33	4	37
U of South Dakota	4	1	8		1	1		1	2	1	4		1	3	27		27
Marquette University	3	4	1	5	2	3	1	3		1	2	1	1	1	28	5	33
Ripon College	1	4	2	2	1	5	1	1	1	1	3	2	2		26	1	27
St Norbert College	2	6	5			2			5	5		2		1	28	1	29
U of Wisconsin, Madison	6	3	7	5	11	1	3	2	4	2	2	8	7	2	63		63
U of Wisconsin, Milwaukee	5	2	4		5	2	1	1	4	1	3	2	1	4	35	4	39
U of Wyoming	5	3	1	2	4	4			1		5		1	3	29		29
TOTAL	153	110	270	277	170	240	55	78	104	51	108	100	103	43	1862	111	1973
<u>SIXTH US ARMY</u>																	
Arizona St Univ	5	1	6		1	1	2		1		2	1			21	2	23
U of Arizona	11	3	3	4	3	2			2	2		3			33	5	38
California St Poly Coll	1	2	7	3	2	5	1	2	6		1				30	5	35
Pomona C&Claremont Men's C	1	2	4	2	1	5		1	3	2	1	1	2	1	26	1	27
San Jose St Coll		1	1	1	3	7		2	2	2	3	2	7	2	33	2	35
Stanford University	5	8	3	4	3	10			5	2	13	1	2		56	1	57
U of California, Berkeley	9	5	15	5	5	6	1	7	3	3	6	3	1	4	73	2	75
U of California, Davis	4	4	11	4	3	4		4	1	5	3	5	1		49		49
U of California, UCLA	8	4	4	2		4	1	1	2	4	5	1	2	3	41		41
U of California, S Bar	2	9	9	3	3			2	2		3	3	2		38	4	42
U of San Francisco	10	2	4		3		1	1	1	2	2		2		28		28
U of Santa Clara	1	2	13	4	2	10			3	1	7			1	44		44
Idaho St University		1	6	3	2	2		4	1	1	1	5	2		28	3	31
U of Idaho	2	9	5	2	3	5	1	2	5			3			37		37
Montana St Coll	1		4	5	3	2	3					3		1	22	5	27
U of Montana	3	2	3	2	3	1	1		4	1	4	4		1	29		29
U of Nevada	5	5	6	1	1	3					2				23	6	29
Oregon St Univ	7	6	9	6	7	10		3	3	3	4	7	2	4	71	2	73
U of Oregon	4	4	7	1		1		2	3	3		1	1		27	1	28
U of Utah	6	2	3	2	6	2		1	2	2	5		4		35		35
Utah St Univ	5	1	3	2	4	6		2	2		4	5	1		35		35
E. Washington St Coll	7	2	11	1	3	5	1	2	1	1		3	2	1	40	3	43
Gonzaga Univ	4	1	3	4	5	5	2			2		1	1		28	7	35
Seattle University	7	1	1		3	5	2				1	2	1	1	25	11	36
Washington St Univ	13	5	14	7	2	6	1	2	6	1	7	4			68		68
U of Washington	6	4	7	5	4	2		2	3	4	3		3	3	46	3	49
TOTAL	128	86	162	73	75	109	17	40	61	42	77	58	36	22	986	63	1049
<u>OVERSEAS</u>																	
U of Alaska	2		1	3	2		1						1		10	3	13
U of Hawaii	2		2	9	3	5	1	3		1	1	4	3	1	35	7	42
U of Puerto Rico	10	4	7	7	2	4	1	2	1	2	4	2	1		47	5	52
TOTAL	14	4	10	19	7	9	3	5	1	3	5	6	5	1	92	15	107
GRAND TOTAL	1141	669	1565	1114	1083	1044	236	570	620	283	595	555	460	183	10118	727	10845

FIG. B3-1 (CONTINUED)

ANNEX B

CURRENT SYSTEM FOR EDUCATION AND TRAINING OF ARMY OFFICERS

APPENDIX 4

BRANCH SCHOOLS

PURPOSE AND SCOPE

1. The purpose of this appendix is to describe the size and mission of the branch schools, the types and levels of instruction offered, and certain specifics with regard to each school.
2. The discussion contains data on the total size of branch schools in terms of students per year and composition of staffs and faculties. It further sets forth factual data on the overall mission of the branch schools, objectives of the principal resident courses conducted, and certain functions common to all schools. Finally, factual data pertinent to each individual school are presented.

DISCUSSION

Definition

3. The term "branch school" as used in this and succeeding appendices applies to 22 US Army schools, 21 of which teach either the basic or career course (or both) and the Medical Service Veterinary School.

Total Size of Branch Schools

4. In FY 1965, over 130,000 students attended the US Army branch schools in a resident status, approximately 37,500 of whom were US Army officers. The great majority of students attending these schools were US Army enlisted personnel, although sizeable numbers of officers and enlisted personnel from other US and foreign Military Services and a limited number of civilians also attended. An additional 185,000 students of all categories were participating in extension courses conducted by these schools on 30 June 1965, of whom over 41,000 were US Army officers. A tabulation by school of officer and civilian students only is shown in Figure B4-1.

Preceding page blank

**BRANCH SCHOOLS
FISCAL YEAR 1965**

SCHOOL	RESIDENT COURSES						EXTENSION COURSES			
	ARMY OFFICERS		OTHERS			TOTAL	ARMY OFFICERS		OTHERS	TOTAL
	Actv Army	Res Comp	Oth Svc	For Offs	Civs		Actv Duty	Res Comp		
INF	8027	653	284	210		9174	711	5180	156	6047
ARMOR	2225	519	81	146	171	3142	15	1870	45	2070
ARTY&MSL	2295	413	157	216		3081	1551	5954	114	7619
AIR DEF	1834	124	86	128	1	2173	243	870	569	1682
ENGR	2005	350	39	154	151	2699	673	1988	4143	6804
SIG	773	218	27	112	72	1202	297	1787	68	2152
SE SIG	1068	43		2		1113				
CHEM	771	91	44	35	47	988	76	933	43	1052
ORD	1568	258	15	91	1	1933	90	270	50	410
QM	1587	229	55	109	288	2268	421	1663	869	2953
TC	1197	228	20	41	95	1576	1595	3616	915	6126
AG	1206	149	26	45	161	1587	1053	1327	30	2410
ASA	437	119	5		20	581	137	305	293	735
CIV AFF	248	710	13	39	1	1011	29	1180	24	1233
FIN	503	40	1	78	619	1241	337	640	4593	5570
INT	1534	45	93	46	366	2084	220	887	53	1160
MP	553	114	4	42	209	922	132	795	42	969
WAC	109		1	3		113				
CHAP	112	277		1		390	101	959		1060
JAG	259	320	106	10	97	792	196	1075	259	1530
MED	3973	298	6	46	356	4679	445	2048	125	2618
VET	185	3	19	2	2	211				
TOTAL	32564	5201	1082	1556	2657	42960	8462	33347	12391	54200

FIG. B4-1

Staffs and Faculties

5. In FY 1965, the authorized staffs and faculties in the 22 branch schools comprised 22,338 officers, warrant officers, enlisted personnel, and civilians; the assigned strength aggregated 22,055 for a 99% fill. Serious imbalances prevailed in the grades of major (647 assigned vs 899 authorized) and captain (1,063 assigned vs 1,374 authorized). In addition, 655 second lieutenants were assigned to fill a requirement of zero. The chart at Figure B4-2 shows assigned strengths of staffs and faculties by school and grade on 30 April 1965.

Mission

6. The current version of AR 350-5 assigns to branch and specialist schools the mission "to provide all required career and specialist school education and training for both officer and enlisted personnel of all components of the Army." In addition, each school is required to accommodate personnel from other US Military Services and foreign nations and a few US civilians.

7. Branch schools accomplish their mission of officer education and training by conducting resident courses, varying in length from one to 49 weeks, and non-resident courses.

Resident Courses

8. The basic course is the point of entry of the officer into the Army school system. It is designed to introduce him to the traditions of the Army and the philosophy of the officer corps, while giving him the opportunity to study and apply leadership principles and learn the fundamentals, weapons, equipment and techniques required at the company/battery/troop level. Practical work is stressed with a minimum of theory. The instruction is pointed toward the development of the officer to assume the duties and responsibilities of his first assignment.

9. As noted in Appendix 2, the branch career course is the second step in the formal education and training sequence associated with an officer's career development. Attendance normally comes between the third and eighth year of service. Here the objective is to prepare officers to perform command and staff duties at company through brigade level and to provide sufficient instruction on division organization and operations to develop branch perspective. In addition, technical, administrative, and professional branches include in their career courses instruction above division level as necessary to orient students in the missions and functions of the branch. Career courses today are primarily oriented toward a training, as opposed to an educational, philosophy of instruction.

**STAFF AND FACULTY
BRANCH SCHOOLS
ASSIGNED STRENGTHS ON 30 APRIL 1965**

SCHOOL	GEN	COL	L/COL	MAJ	CAPT	1/LT	2/LT	WO	EM	CIV	TOTAL
INF	1	23	73	64	235	136	113	11	2886	256	3798
ARMOR	1	9	28	50	49	14	19		918	208	1296
ARTY&MSL	1	19	35	67	178	90	156	69	1096	430	2141
AIR DEF	1	11	24	32	124	60	98	121	1845	324	2640
ENGR	1	7	23	24	42	35	55	10	1428	368	1993
SIG	1	4	21	43	42	36	27	19	999	728	1920
SE SIG		1	0	5	16	6	8	1	56	11	104
CHEM		2	18	26	33	17	12	1	136	102	347
ORD	1	3	17	35	46	19	20	16	1116	336	1609
QM		10	22	26	49	19	34	8	772	331	1271
TC		8	20	49	35	20	21	59	874	303	1389
AG		4	9	12	19	13	13	4	134	69	277
ASA		2	16	41	27	21	17	13	989	63	1189
CIV AFF		2	10	9	8		2		35	17	83
FIN		3	6	9	22	17	15	3	99	34	208
INT	1	5	23	38	43	18	13	11	191	96	439
MP		5	10	26	20	4	2	13	7	60	147
WAC			2	15	4	1	2		24	1	49
CHAP		2	6	10	2	0	1	1	27	14	63
JAG		2	13	7	12	9			8	28	79
MED	1	14	58	57	53	23	27	6	604	123	966
VET		1	3	2	4	1			28	8	47
TOTAL	9	137	437	647	1063	559	655	366	14272	3910	22055

FIG. B4-2

10. Most of the schools operate both a career course and an associate career course, which have the same general objective but vary in length and depth of instruction. The associate course teaches the principles, procedures and techniques found in the career course, but devotes little time to practical work, research, discussion, or field trips. Currently, all active duty officers are required to attend either the career or the associate career course.

11. In addition to branch peculiar subjects, the curricula of all schools include instruction in certain common subjects such as command responsibilities and functions, staff operations, and resource management. USCONARC directs attention to those areas which all schools must cover in their basic and career courses through publication of a list of common subjects, an extract of which appears in Figure B4-3. USCONARC specifies the scope and the performance objectives to be attained in each subject; however, time allocations are left to the determination of School Commandants. Instruction in these subjects requires an average of 45% of the total time available in the 38 basic and career courses. The time devoted to these subjects in the basic courses varies between 27% at the Finance School to 84% at the Infantry School. In the career courses, the variation is between 12% at the Judge Advocate General's School to 74% at the Infantry School.

12. Curricula in branch schools are characterized by a degree of rigidity, since all students in a particular course receive identical instruction. No elective subjects are currently offered within the curriculum in any course. In FY 1966 the Infantry School is offering extra-curricular electives on an optional basis as a prelude to possible introduction of electives in the curriculum in ensuing years.

13. Basic and career courses contain varying numbers of hours on signal communications and organizational maintenance. Generally speaking, the student is taught how to supervise individual operators and technicians in the basic course and how to manage these functions in the career course. While this exposure is adequate for commanders and staff officers generally, it is insufficient for officers assigned primary duties in these fields. To fill this gap for all branches, two specialist courses have been organized within the school system -- a Communication Officer Course at the Artillery and Missile School and an Organizational Maintenance Officer Course at the Armor School. Certain additional specialist courses being developed in furtherance of the COSTAR concept include: a Field Maintenance Officer Course at the Ordnance School; an Electronic Maintenance Officer Course at the Signal School; a Missile Maintenance Officer Course at the

LIST OF COMMON SUBJECTS

SUBJECT	BASIC	CAREER COURSES
1. Air/Ground Operations		X
2. Air Defense Operations		
a. Active and Passive Air Defense Measures	X	
b. Air Defense		X
c. Air Defense of the Division		X
3. Army Aviation	X	X
4. Army Information Program	X	X
5. Basic Military Administrative Law		X
6. CBR Operations	X	X
7. Character Guidance	X	X
8. Civil Affairs		X
9. Civil Disturbances		X
10. Civic Action		X
11. Command and Staff Procedures		X
12. Company Administration (less supply)	X	
13. Signal Security		X
14. Department of Defense Organization		X
15. Domestic Emergency and Civil Defense		X
16.* Drill and Command		
17. Effective Writing		X
18. Emergency Medical Treatment	X	
19. Field Engineer		X
20. Financial Management		X
21. Food Service	X	
22. Foreign Armies Orientation	X	X
23. Inspections	X	
24. Intelligence	X	X
25. Map and Aerial Photo Reading	X	X
26. Martial Law		X
27. Medical Support of Combat Operations	X	X
28. Methods of Instruction		X
29. Military Justice	X	X
30. Military Leadership	X	X
31. Military Transportation		X
32. Mine Warfare	X	X
33. Nuclear Weapons Employment	X	X
* OCS Only		

FIG. B4-3

SUBJECT	BASIC	CAREER COURSES
34. Officer Indoctrination	X	
35. Organization, Maintenance, and Maintenance Management	X	X
36. Personnel Management		X
37. Physical Security	X	X
38. Physical Training	X	X
39. Records Management		X
40. Signal Communications	X	
41. Special Warfare Operations		
a. Brigade and/or lower Units in Counter-guerrilla Operations		X
b. Fundamentals of Counterinsurgency Opns	X	X
c. Legal Aspects of Counterinsurgency		X
d. Psychological Operations	X	X
e. Survival, Escape and Evasion	X	X
f. The Insurgency Problem	X	X
g. Unconventional Warfare	X	X
42. Supply	X	
43. The Division:		
a. Organization of Army Divisions	X	X
b. Division Command and Control		X
c. Combined Arms:		
(1) Division Infantry		X
(2) Division Armor		X
(3) Division Airborne		X
d. Division Artillery		X
e. Division Engineers		X
f. Division Signal Communications		X
g. Division Military Police		X
h. Division Support Command Concept		X
i. Division Maint Operations		X
j. Division Supply, Service and Trans Operations		X
k. Division Administrative Operations		X
l. Fundamentals of Division Combat		X
m. Map Exercises, Division Operations (Offense)		X
n. Map Exercises, Division Operations (Defense)		X
44. Weapons	X	X
45. Automatic Data Processing		X

FIG. B4-3 (CONTINUED)

Ordnance Guided Missile School; and an Army Supply Officer Course at the Quartermaster School.

14. Branch schools teach short refresher courses. The purpose of this type course, as stated in AR 350-5, is: "To provide information on recent developments or changes which have occurred since the individual last attended a school or served with troops. The course may be used as a means of preparing an individual for a particular assignment." In certain cases, Reserve Component unit staffs attend specially tailored refresher courses as a group.

15. In addition to the type courses described above, scores of other specialist courses are taught in particular schools. The more important of these will be referred to in the discussion of individual schools later in this appendix.

Non-Resident Instruction

16. The branch schools conduct non-resident instruction in a great number and variety of courses. There is an extension course related to the career or associate career course in all branches. In certain instances, branch basic and refresher courses are also offered in non-resident form.

Miscellaneous

17. In addition to conducting resident and non-resident instruction, each branch school is charged with developing and producing training literature and training aids related to personnel and units of the branch concerned, to include Army Training Programs, Army Training Tests, MOS evaluation tests, field manuals for subjects other than doctrine, technical manuals, and training films.

18. Finally, branch schools act as branch homes. In carrying out this mission, they serve as a repository for the history, trophies, and awards of their respective branches.

The United States Army Infantry School

19. The United States Army Infantry School has the mission "to prepare selected officers...to perform Infantry duties required in peace and war, with emphasis on the art of command and leadership; to develop tactics, techniques, and procedures to implement approved doctrine for Infantry units; and to participate in the development, review, and testing of doctrine and materiel for Infantry units."

20. In the accomplishment of its mission, it operates an Infantry Officer Candidate School, teaches Infantry officer basic career courses on a resident and non-resident basis, conducts grade refresher course, and qualifies officers as specialists in airborne and Ranger tactics and techniques and in nuclear weapon employment. The Infantry School maintains close and continuous liaison with the other members of the "Infantry Family" collocated at Fort Benning - the Infantry Agency of the Combat Developments Command, the Infantry Board of the Army Materiel Command, and a division of the Human Resources Research Office.

21. The Infantry School is organized into a command element, an operating staff, and eight departments identified as follows: Brigade and Battalion Operations, Company Tactics, Weapons, Mobility, Communications-Electronics, Ranger, Airborne, and Non-Resident Instruction. It also includes a student brigade and an Officer Candidate School. The Center Commander and School Commandant is a major general; the Assistant Commandant, who is primarily responsible for the school, is a brigadier general. An Educational Advisor is responsible to the Assistant Commandant. A Director of Instruction acts in the capacity of an academic dean. Officer instructor personnel are primarily in the grades of captain and lieutenant. A tailored brigade furnishes troop units as required.

22. The Ranger and airborne courses are currently conducted only at the Infantry School. The purpose of the ranger course is to develop leadership and decision-making qualities, skill in small unit operations, and self-confidence in a simulated combat environment involving sustained mental, physical, and emotional stresses. The airborne course qualifies volunteers in utilizing the parachute as a means of transportation. A nuclear weapons employment officer course is conducted to qualify officers in this specialty. It is also included within the resident career course.

23. The Infantry School teaches a total of 12 courses, nine on a resident basis ranging from two to 35 weeks in length. Pertinent data on each of these courses are included in Figure B4-4.

US ARMY INFANTRY SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic	9	11	1954	215		23		2192
Career	35	2	376		6	24		406
Associate Career	19	3	287	153		77		517
Field Grade Refresher	2	3	93	165	13			
Airborne	3	42	3989	80	241	31		4341
Ranger	9	10	1116	3	24	48		1191
Pathfinder	5	5	81	3		7		91
Heavy Mortar & Davy Crockett Platoon Off	6	2	77	3				80
Nuclear Weapons Employment Officer	3	2	54	31				85
Total Resident			8027	653	284	210		9174
<u>NON-RESIDENT</u>								
Basic			263	1150	18	48		1479
Career			448	3584	10	80		4122
Career (RC)				446				446
Total Non-Resident			711	5180	28	128		6047

Fig. B4-4

The United States Army Armor School

24. The United States Army Armor School has the mission "to prepare selected officers...to perform those duties which they may be called upon to perform in time of peace and war, to develop techniques for the application of approved doctrine in the operation and training of armor...and to participate in the development and review of doctrine, organization, and equipment for armor, armored cavalry, reconnaissance and air cavalry units."

25. In the accomplishment of its mission, it teaches Armor officer basic, career, and field grade refresher courses and qualifies officers as specialists in nuclear weapons employment. It conducts, for all branches of the Army, a Senior Officer Preventive Maintenance Course, a Command Maintenance Management Inspection Course, and an Organizational Maintenance Officer Course. The school maintains close liaison with collocated agencies of the US Army Combat Developments Command, the Army Materiel Command, and the Human Resources Research Office.

26. The Armor School is organized into a command element, an operating staff, a student brigade and the following seven departments: Command and Staff, Automotive, Communications, Weapons, Preventive Maintenance, General Subjects, and Instructional Services, the last of which includes non-resident instruction. The Center Commander and School Commandant is a major general; the Assistant Commandant, who is primarily responsible for the school, is a brigadier general. An Educational Advisor is responsible to the Director of Instruction, who functions as an academic dean under the immediate control of the Assistant Commandant. Officer instructor personnel are primarily in the grades of major and captain. The 16th Armor Group provides troop units to support instruction.

27. The purpose of the Senior Officer Preventive Maintenance Course is to teach the importance of preventive maintenance and demonstrate procedures and techniques for establishing and maintaining it. The Command Maintenance Management Inspection Course is conducted primarily for those officers and civilians who will function on major commands' inspection teams. The Organizational Maintenance Officer Course is designed for company grade officers who are being trained to supervise maintenance operations at battalion and group/brigade levels. It is discussed further in Annex D, Appendix 6. All officers attending either the resident career course or the nuclear weapons employment course receive the so-called Prefix 5 qualification in nuclear weapons employment.

28. The Armor School teaches a total of 12 courses, nine on a resident basis ranging from one to 36 weeks in length. Pertinent data on each of the courses are included in Figure B4-5.

US ARMY ARMOR SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic	9	14	701	174	13	15		903
Career	36	1	212		3	21		236
Associate Career	19	3	145	126	3	28		302
Field Grade Refresher	2	5	54	65	2	1	4	126
Org Maint Off	10	11	315	23	2	16	1	357
Sr Off Pvnt Maintenance	1	22	709	73	57	65	14	918
Cmd Maint Mgmt Insp	1	9	47	4			152	203
Nuc Wpns Empl Off	3	3	42	54	1			97
Total Resident			2225	519	81	146	171	3142
<u>NON-RESIDENT</u>								
Basic			68	689	5	8		770
Career			87	951	1	31		1070
Career (RC)				230				230
Total Non-Resident			155	1870	6	39		2070

Fig B4-5

The United States Army Artillery and Missile School

29. The mission of the United States Army Artillery and Missile School is "to instruct and train selected officers....in the knowledge and skills essential to the efficient performance of Field Artillery duties in time of war."

30. In the accomplishment of its mission, it operates an Artillery Officer Candidate School, teaches Artillery officer basic, career and field grade refresher courses, and qualifies officers in nuclear weapons employment. It conducts special officer courses peculiar to Artillery weapons and techniques and operates, for all branches of the Army, a communication officer course. The school maintains contact with the local agencies of the Combat Developments Command and the Army Materiel Command.

31. The Artillery and Missile School is organized into a command element, an operating staff, and eight departments identified as follows: Tactics-Combined Arms, Target Acquisition, Gunnery, Guided Missile, Artillery Transport, Communications-Electronics, Non-Resident Instruction, and Instructional Support. It also includes a school command to administer staff, faculty, and student personnel. The Center Commander and School Commandant is a major general; the Assistant Commandant, who is primarily responsible for the school, is a brigadier general. An Educational Advisor operates under the Director of Instruction, who exercises supervision over the academic and operational aspects of school instruction. Officer instructor personnel are primarily in the grades of captain and lieutenant. The 1st Artillery Brigade and III Corps Artillery provide troop units to support instruction.

32. In the basic and associate career courses, the student receives instruction only in field artillery weapons. In the career course he is cross-trained, receiving 24 weeks of instruction at the Artillery and Missile School and eight weeks at the Air Defense School.

33. The purpose of the Communication Officer Course is to teach other than Signal Corps officers how to supervise and coordinate the installation, operation, and maintenance of communication systems. It is discussed further in Annex D, Appendix 6. Nuclear weapons employment instruction is given in the career course, in a separate three week course, and in a two week course added to the associate career course, all of which qualify graduates for award of the Prefix 5.

34. The Artillery and Missile School teaches a total of 16 courses, 12 on a resident basis ranging from two to 32 weeks in length. Pertinent data on each of the courses are included in Figure B4-6.

US ARMY ARTILLERY AND MISSILE SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic	9	12	854	140	96	26		1116
Career	32	4	475	22				497
Associate Career	19	4	229	81	22	36		368
Field Grade Refresher	2	4	33		18	98		149
Senior FA Off	2	3	47	19	5	4		75
Nuc Wpns Empl Off	3	4	133	27	15			175
Nuc Wpns Empl Off	2	3	2	97				99
Communication Off	11	8	249	20		10		279
Arty Trgt Acqn Off	11	3	45	3	1	4		53
Sergeant Off	6	5	101			14		115
Arty Survey Off	8	3	61	4		15		80
Pershing Off	8	5	66			9		75
Total Resident			2295	413	157	216		3081
<u>NON-RESIDENT</u>								
Basic			357	1109	20	33		1519
Career			227	2465	7	52		2751
Nuc Wpns Empl Off (RC)			22	858				880
Nuc Wpns Empl Off (Ref)			945	507	2			1454
Associate Career (RC)				1015				1015
Total Non-Resident			1551	5954	29	85		7619

Fig. B4-6

The United States Army Air Defense School

35. The current mission of the United States Army Air Defense School is to "provide required career and specialist school education and training for selected students."

36. In the accomplishment of its mission, it teaches Air Defense officer basic and career courses on a resident and non-resident basis, and a field grade refresher course. It conducts courses on Nike Hercules and Hawk weapons systems for officers of all grades and offers other specialized Air Defense courses for senior commanders and staff officers. The school maintains liaison with collocated agencies of the Combat Developments Command, the Army Materiel Command, and the Human Resources Research Office.

37. The Air Defense School is organized into command and staff elements, a Support Command, a Directorate of Doctrine Review and Training Literature, and five instructional departments under the immediate supervision of the Director of Instruction and identified as follows: Command and Staff, Low Altitude Missile, High Altitude Missile, Electronics and Non-Resident Instruction. The Center Commander and School Commandant is a major general; the Assistant Commandant, who is primarily responsible for the operation of the school, is a brigadier general. The Educational Advisor functions as Chief, Education Services Division in the office of the Director of Instruction. Officer instructor personnel are primarily in the grades of captain and lieutenant. The 6th Artillery Group currently furnishes troop units to support instruction.

38. In the basic and associate career courses, the student receives instruction only in the Hawk and Hercules weapons systems. In the career course he is cross-trained, as previously indicated.

39. The Air Defense School teaches a total of 23 courses, 11 on a resident basis ranging from three to 39 weeks in length. Pertinent data on each of the resident courses together with the principal non-resident courses are included in Figure B4-7. The data on eight non-resident courses and selected subcourses have been combined in the last entry.

US ARMY AIR DEFENSE SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic	9	23	808	72		3		883
Career (AD Portion)	8	4	472			22		494
Assoc Air Def Career	14	7	103	28		15		146
Field Grad Refresher	3	4	29	12	4	4		49
NORAD Sr Off Orien	1	2	40	1	40	17	1	99
Nike Hercules	7	4	74	7		8		89
Hawk	6	9	242		40	12		294
Surface-to-Air Missile Staff Officer	19	2	4	4		42		50
Surface-to-Air Missile Staff Officer (Hawk)	19	2	16		2	1		19
Guided Missile Systems	39	2	32			4		36
Missile Master Systems	12	2	14					14
Total Resident			1834	124	86	128	1	2173
<u>NON-RESIDENT</u>								
Basic			13	15		7		176
Career			71	464		25		560
Career (RC)				144				144
Officers Familiarization			2	63		2		67
Miscellaneous			157	43	439	50	46	735
Total Non-Resident			243	870	439	84	46	1682

Fig. B4-7

The United States Army Engineer School

40. The United States Army Engineer School has the mission to educate and train officers "in the functions, tactics, and techniques of the Corps of Engineers; in the relationship of the Corps of Engineers to other agencies of the Department of Defense; in the normal employment capabilities and limitations of the associated arms and services of the Army Establishment; and in the art of command."

41. In accomplishing its mission, the Engineer School teaches both resident and non-resident instruction in basic and career courses and conducts special training for officers in courses such as Atomic Demolition, Disaster Recovery, Construction Planning and Management, Engineer Equipment Maintenance and Post Engineer Management. The Engineer School assists the local agencies of the Combat Developments Command and the Army Materiel Command in the development of doctrine and equipment.

42. The Engineer School is organized into a command element, an operating staff, a Department of Doctrine Review and Literature, and three instructional departments identified as follows: Mechanical and Technical Equipment, Engineering and Military Science, and Topography. The Center Commander and School Commandant is a major general; the Assistant Commandant, who is primarily responsible for the operation of the school, is a brigadier general. A Director of Instruction is responsible to the Assistant Commandant for performance within the instructional departments. An Educational Advisor serves in a dual capacity as Deputy Director of Instruction and Advisor to the Assistant Commandant on all matters pertaining to training and education. Officer instructor personnel are for the most part in the grades of captain and lieutenant. A Table of Distribution unit provides troops to support instruction.

43. The purpose of the non-resident professional engineer preparatory course listed in Figure B4-8 is to prepare military personnel and federally employed civilians to undertake state examinations leading to registration as professional engineers.

44. The Engineer School teaches a total of 20 courses, 13 on a resident basis ranging from two to 29 weeks in length. Pertinent data on all courses are included in Figure B4-8.

US ARMY ENGINEER SCHOOL
FY 1965

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic	9	13	1132	95		30		1257
Career	29	3	281	33	9	57		375
Company Grade Refresher	2	1		24				24
Field Grade Refresher	2	2	9	75	2			86
Engr Equip Maint Off	3	8	137	17		7	1	162
Const Planning & Mgt	2	N/A	155	2		9		166
Atomic Demolitions	2	11	149	15	8		1	173
Disaster Recovery	2	3	26	60		1	46	133
Post Engr Mgt	3	4	49	3	5	10	102	169
Engr Equip Off	7	2	13	5	1	20		39
Engr Equip Rep Tech	11	2	15	10		3	1	29
Engr Equip Maint & Rep Off	3	2	21	5		11		37
Topographical Off	12	3	18	6	14	11		49
Total Resident			2005	350	39	154	151	2699
<u>NON-RESIDENT</u>								
Basic			51	476	8		2	537
Career			54	154				208
Engr Familiarization			17	236	3			256
Prof Engr Prep			359	419	422	1	1592	2793
Engr Tech Orient			16	92	8		283	399
Engr Combat Support			14	25				39
Engr Construction			22	56	19		85	182
Misc Subcourses			140	530	62		1658	2390
Total Non-Resident			673	1988	522	1	3620	6804

Fig. B4-8

The United States Army Signal School

45. The United States Army Signal School has the mission to provide for "the education of selected officers for positions of staff and command in communications-electronics and related activities and to train selected officers...in communications-electronics specialties." In addition, the assigned mission includes responsibility for supervising the training film and film strip program in support of the Signal Center/School and the Southeastern Signal School, and responsibility for maintaining and directing operation of the CONARC Automatic Data Processing Systems (ADPS) Orientation Team.

46. In accomplishing its mission, the Signal School conducts career courses on a resident and non-resident basis, and refresher, familiarization, and other courses in communications-electronics specialties. It operates a large, well equipped television production and taping studio and maintains liaison with the local agencies of the Combat Developments Command and the Army Materiel Command.

47. The Signal School is organized into a command element, an operating staff and the following instructional departments: Command Communications, Specialist Training, and Non-Resident Instruction. It also includes a troop command to administer staff, faculty, student personnel, and the 595th Signal Company, which supports instruction. The School Commandant is a brigadier general who is directly responsible for the operation of the school. The Assistant Commandant is a colonel who is primarily concerned with the appropriateness and quality of instruction. An Educational Advisor is responsible to the Director of Instruction, who is responsible to the Assistant Commandant for performance of the instructional departments. Officer instructor personnel are mostly in the grades of major and captain.

48. The Signal School teaches all officer communications-electronics courses except the basic course, which is conducted at the Southeastern Signal School. It is the proponent agency for the Communication Officer Course taught at the Artillery and Missile School. The ADPS courses are discussed further in Annex D, Appendix 12.

49. The Signal School teaches a total of 19 courses, 15 on a resident basis and ranging from one to 29 weeks in length. Pertinent data on the principal courses taught are included in Figure B4-9.

US ARMY SIGNAL SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Ofis	Civs	
<u>RESIDENT</u>								
Career	29	4	141		1	25		167
Associate Career	19	7	117	29		16		162
Field Grade Refresher	2	4	38	43			1	82
Associate Company Off	12	1				13		13
ADPS (Staff Off)	3	11	175	7	15	5	65	267
ADPS (Plans & Ops Off)	11	3	55		4	1		60
Comm Cen Opn	8	5	67	12				79
Radio Off	13	3	40	2		13		55
Sig Equip Maint & Repair Off	10	3	33	5		15		53
Microwave Radio Off	14	3	36			15		51
Five Misc			71	120	7	9	6	213
Total Resident			773	218	27	112	72	1202
<u>NON-RESIDENT</u>								
Career			184	366	3			553
Career (RC)				643	1			644
Familiarization			113	433	4		60	610
Associate Career (RC)				345				345
Total Non-Resident			297	1787	8		60	2152

Fig. B4-9

The United States Army Southeastern Signal School

50. The United States Army Southeastern Signal School has the mission to "provide progressive military education and practical training to prepare officers newly commissioned in the Signal Corps for performance of duties in their initial branch assignment."

51. In accomplishing the above described officer-oriented portion of its mission, the Southeastern Signal School teaches the basic course only, and only in resident instruction. All other courses for Signal Corps officers are conducted at the Signal School.

52. The Southeastern Signal School is organized into command and staff operating elements and the following instructional departments: Officer Communication, Radio Communication, and Wire Communication. It includes a troop command to administer staff, faculty, and student personnel. The School Commandant is a colonel, who also functions as the Commanding Officer of the collocated United States Army Training Center, Signal. The Assistant Commandant, who is primarily responsible for the operation of the school, is a lieutenant colonel. The Educational Advisor is immediately subordinate to the Assistant Commandant. The Director of Instruction is responsible to the Assistant Commandant for performance within the instructional departments. Officer instructor personnel are primarily captains and lieutenants. There are no school troops. In conjunction with the collocated Military Police and Civil Affairs Schools, the Southeastern Signal School operates under the Commanding General, United States Army School/Training Center, Fort Gordon, Georgia.

53. The basic course is conducted 39 times per year and is nine weeks in length. In FY 65 there were 1,113 officers in attendance, of whom 1,068 were Active Army, 43 Army Reserve Components, and two from foreign countries.

The United States Women's Army Corps School

54. The United States Women's Army Corps School has the mission to provide branch training in the duties and responsibilities of Women's Army Corps officers.

55. In the accomplishment of its mission the school teaches basic and career courses on a resident basis only. It assists the Director, US Women's Army Corps and the Commanding General, US Continental Army Command, in the development and revision of doctrine.

56. The Women's Army Corps School is organized into a command element, an operating staff, a Directorate of Doctrine and Literature, and an Officer Education and Training Branch. The Center Commander and School Commandant is a lieutenant colonel; the Assistant Commandant, who is primarily responsible for the school, is also a lieutenant colonel. The Director of Instruction is responsible to the Assistant Commandant for all instruction. There is no assigned Educational Advisor; however, the Post Educational Advisor assists as required. Officer instructor personnel are primarily in the grade of major. There are no school troops.

57. In FY 65, the 18 week basic course was conducted twice for 89 Active Army officers and three foreign officers. The 20 week career course was conducted for 21 officers -- 20 Active Army and one Active Marine Corps.

The United States Army Chemical School

58. The United States Army Chemical School has the mission to provide military training and instruction, both resident and non-resident, in the chemical, biological and radiological fields, and to participate in the development of CBR doctrine based upon approved concepts and policies.

59. In executing its mission, the Chemical School teaches progressive military education and training for officers of the Chemical Corps in basic, career, and associate career courses; conducts specialist training for CBR officers and nuclear weapons employment officers; and schedules special courses in radiological safety. It maintains liaison with the local agency of the Combat Developments Command.

60. The Chemical School is organized into a command element, an operating staff, a troop command which administers students and includes a troop support element, and five instructional divisions identified as follows: Military Art, Technical, Management-Logistics, MOS Training, and Non-Resident Instruction. The Center Commander and School Commandant is a colonel; the Assistant Commandant, also a colonel, is primarily responsible for the internal operation of the school. The Director of Instruction functions in the staff channel between the Assistant Commandant and the instructional divisions. An Educational Advisor is responsible to the Assistant Commandant. Officer instructor personnel are for the most part in the grades of major and captain. An attached US Naval unit, under the command of the Commandant, Sixth Naval District, conducts instruction for Naval personnel in ashore aspects of CBR defensive operations.

61. All officers who attend the career course are required to take a nuclear weapons employment officer course for qualification. The CBR officer courses are designed to teach chemical, biological, and radiological operations and applicable training techniques to officers of all branches. The radiological safety course had the objective of providing a working knowledge of the radiological safety techniques concerned in the storage and handling of radioactive material other than nuclear weapons.

62. The Chemical School teaches a total of 17 courses, 12 on a resident basis ranging from one to 28 weeks in length. Pertinent data on the principal courses taught are included in Figure B4-10.

US ARMY CHEMICAL SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic	9	4	172	2		8		182
Career	28	1	34					34
Associate Career	20	1	26	2		7		35
Field Grade Refresher	2	2		17				17
CBR Officer	4	8	300	17	39	9	3	368
USARADCOM CBR Off	3	3	11	26				138
Radiological Safety	2	2	23	5	5		44	77
Five Misc			104	22		11		137
Total Resident			771	91	44	35	47	988
<u>NON-RESIDENT</u>								
Basic			10	76		3	2	91
Career			21	328	2	8	3	362
Career (RC)				121				121
Familiarization			23	147	1	1	2	174
CBR			22	261	15	2	4	304
Total Non-Resident			76	933	18	14	11	1052

Fig. B4-10

63. The United States Army Ordnance School has the mission to conduct individual training in the fields of materiel maintenance, Army materiel, ammunition, and Ordnance operations, and to coordinate, as directed by USCONARC, Army materiel maintenance and Ordnance training conducted by other Army or defense agencies.

64. In accomplishing its mission, the Ordnance School conducts basic and career courses on a resident and non-resident basis and qualifies certain Ordnance officers as specialists in field maintenance and in Ordnance ammunition. It participates in the design and development of systems and procedures for more effective materiel maintenance management and coordinates its activities with the local agencies of the Combat Developments Command and the Army Materiel Command.

65. The Ordnance School is organized into command and staff elements, a troop (student) command, an Office of Doctrine Review, and six instructional departments identified as follows: Command and Staff, Mobility, Weapons, Ammunition, Services and Repair Parts, and Non-Resident Instruction. The Center Commander and School Commandant is a brigadier general. The Assistant Commandant, who is primarily responsible for the school, is a colonel. An Educational Advisor is responsible to the Assistant Commandant. The Director of Instruction exercises supervisory authority over the instructional departments. Officer instructor personnel are primarily in the grades of major and captain. Troop support is furnished by local T/O&E units.

66. The refresher course on conventional materiel is adapted to the COSTAR concept of a functional organization and provides instruction for officers entering a combat service support assignment. The Ammunition Officer Course provides officers with a thorough knowledge of supply and renovation procedures of all types of ammunition; responsibility for conducting the course was assumed by the Ordnance Guided Missile School early in FY 66. The Field Maintenance Course provides officers with a general knowledge of materiel maintenance and prepares them for supervisory roles. Finally, the Ordnance School acts in a prominent capacity for the Organizational Maintenance Course conducted by the Armor School.

67. The Ordnance School teaches a total of 20 courses, nine on a resident basis and eleven on a non-resident basis, ranging from two to 22 weeks in length. Pertinent data on the more important of these courses are set forth in Figure B4-11.

US ARMY ORDNANCE SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic	9	10	744	35		14		793
Career	22	4	242	19	5	32		298
Convl Materiel Ref	2	3	12	41	1			54
Autmv Maint & Rep Off	7	9	199	26	8	8		241
Ammunition Officer	7	8	167	2	1	8		178
Field Maintenance Off	8	7	151	14		17	1	183
Armt Maint & Rep Off	7	4	43	6		10		59
Misc Crs & Subcourses			10	115		2		127
Total Resident			1568	258	15	91	1	1233
<u>NON-RESIDENT</u>								
Basic			10	54				64
Career			18	75	2			95
Career (RC)				65				65
Nuclear Safety			24	21	2		17	64
Autmv Maint Rep Off			12	16			17	45
Service Section Off			10	14	2		2	28
Five Misc			16	25	3		5	49
Total Non-Resident			90	270	9		41	410

Fig. B4-11

The United States Army Quartermaster School

68. The United States Army Quartermaster School has the mission to function as the supply training center of the Army school system and to provide education and training to selected officers with emphasis on supply management, combat service support and installation and depot operations.

69. In accomplishing its mission, the Quartermaster School teaches officer basic and career courses on a resident and non-resident basis and conducts officer specialist courses in combat service and installation support skills. In the latter areas the Quartermaster School conducts a functional Army Supply Officer Course and other courses listed in Figure B4-12. The school also assists the local agencies of the Combat Developments Command and Army Materiel Command in carrying out their missions.

70. The Quartermaster School is organized into command and staff elements, a troop (student) command, and six academic departments identified as follows: Supply Career, Support Services, Subsistence and Food Service, Petroleum, Airborne, and Non-Resident Instruction. The Center Commander and School Commandant is a major general; the Assistant Commandant, who is primarily responsible for the school, is currently a colonel. An Educational Advisor is responsible to the Assistant Commandant. The Director of Instruction functions in a supervisory capacity between the Assistant Commandant and the academic departments. Officer instructor personnel are mostly majors and captains. Troop support is furnished by local T/O&E units.

71. The Army Supply Officer Course, attended by officers of nearly all branches, is designed to provide a working knowledge of policies and procedures applicable to all classes of supply for CONUS and overseas installations, depots, and units, including direct and general support activities.

72. The Quartermaster School teaches a total of 29 courses, 20 on a resident basis ranging from one to 24 weeks in length. Pertinent data on a representative group of courses (and gross figures on the others) are included in Figure B4-12.

US ARMY QUARTERMASTER SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic	9	9	487	10		4		501
Career	24	3	101			12		113
Associate Career	16	3	100	24		18		142
Field Grade Refresher	2	2		77				77
Installation Direct								
Support Supply Off	6	6	216	4		29	5	254
Army Supply Officer	7	10	320	12		17		349*
Depot Gen Spt Sup Off	6	2	67	1		2		70
Commissary Operations	7	4	59		9	1	18	87
Cmd Channel Stock Fund	1	5	40				155	195
Army-Air Force Exchange								
Operations	5	2	31				25	56
Petroleum Officer	13	2	23	2	2	13		40
Open Mess Management	7	4	21		21		1	43
Eight Other Courses			122	99	23	13	84	341
Total Resident			1587	229	55	109	288	2268
<u>NON-RESIDENT</u>								
Basic			51	224	1	38		314
Career			61	583		9		653
Career (RC)				260				260
Army Supply Off			86	128		18	80	312
Military Subsistence			41	108	4	11	13	177
Military Petroleum			40	94	2	6	23	165
Misc Subcourses			133	243	7	17	640	1040
Other Courses			9	23				32
Total Non-Resident			421	1663	14	99	756	2953
* January-July 1965								

Fig. B4-12

The United States Army Transportation School

73. The United States Army Transportation School has the mission to develop and administer a progressive program of education and training in military transportation and related subjects for selected personnel.

74. In accomplishing its mission, the Transportation School teaches officer basic and career courses on a resident and non-resident basis, conducts a resident field grade refresher course, and qualifies officers as specialists in aircraft maintenance, air transportability planning, traffic management, and other transportation areas. It participates in the development of doctrine, organization, and materiel through coordination with resident agencies of the Combat Developments Command and the Army Materiel Command.

75. The Transportation School is organized into command and staff elements, an Office of Doctrine and Literature, a troop (student) command, and three training departments identified as follows: Academic, Maintenance, and Non-Resident. The Center Commander and School Commandant is a major general; the Assistant Commandant, who is primarily responsible for operation of the school, is currently a colonel. The Director of Instruction functions in the staff channel between the Assistant Commandant and the training departments. The Educational Advisor is responsible to the Assistant Commandant. Officer instructor personnel are primarily in the grades of major and captain. There are no assigned school troops but T/O&E units are locally available to support instruction as required.

76. The Aviation Maintenance Officer Course has the objective of providing its students with a working knowledge of organizational and direct and general support aircraft maintenance and a general knowledge of maintenance management procedures. The Air Transportability Planning Course provides officers of all arms and services with a working knowledge of air transportability planning; it is discussed further in Annex D, Appendix 6. A Defense Advanced Traffic Management Course has been set up by OSD to provide instruction to supervisory traffic management personnel of all services; it is discussed further in Annex C, Appendix 1.

77. The Transportation School teaches a total of 27 courses, 15 on a resident basis ranging from two to 34 weeks in length. Pertinent data on each of the principal courses taught are included in Figure B4-13.

US ARMY TRANSPORTATION SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic	9	9	511	27		4		542
Career	34	1	122			15		137
Associate Career	17	2	132	13		2		147
Field Grade Refresher	2	1	1	55				56
Instl Tfc Mgt	4	1	5	3	1		24	33
Def Adv Tfc Mgt	4	2	20	1	9		66	96
Air Transportability								
Planning	2	5	204	30	9		2	245
Stevedore Officer	8	2	18			5		23
Acft Maint Off	14	8	160	27		17		197
Six Misc			19	72	1	5	3	100
Total Resident			1192	228	20	41	95	1576
<u>NON-RESIDENT</u>								
Basic			65	347	2	6		420
Career			108	1375	4	8		1495
Career (RC)				105				105
Instl Tfc Mgt			290	240	48	21	46	645
Four Trans, Two HarCrft								
One Stev, many subcrs			1132	1549	307	39	434	3461
Total Non-Resident			1595	3616	361	74	480	6126

Fig. B4-13

The United States Army Adjutant General School

78. The United States Army Adjutant General School has the mission to provide "career and specialist school education and training for officer...personnel of all components of the Army... other US Military Services, and civilian personnel."

79. In accomplishing its mission, the school teaches basic and career courses on a resident and non-resident basis. In residence only, it conducts a field grade refresher course and specialist courses to include the following: ADPS Analysis, Special Services, and Manpower Control. It assists in doctrine development through inputs to the local agency of the Combat Developments Command.

80. The Adjutant General School is organized into command and staff elements and four instructional departments identified as follows: Command and Staff, Personnel Management and Administration, Data Processing, and Non-Resident Training. The School Commandant is a colonel; the Assistant Commandant, who functions in a dual capacity as Director of Instruction, is also a colonel. An Educational Advisor is responsible to the Assistant Director of Instruction. Officer instructor personnel are primarily in the grades of major and captain. There are no school troops. Local coordination between the Adjutant General and Finance Schools has resulted in the establishment of a joint library, common blocks of instruction, and the mutual exchange of instructors to present branch material subjects.

81. The ADPS Analysis Course is designed to prepare personnel to function in this specialty area on graduation without further training. It is discussed further in Annex D, Appendix 2.2.

82. The Adjutant General School teaches a total of 16 courses, 10 on a resident basis ranging from two to 24 weeks in length. Pertinent data on each of these courses are included in Figure B4-14.

US ARMY ADJUTANT GENERAL SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic	8	15	656	14		6		676
Career	24	1	51			12		63
Associate Career	16	2	81	9		7		97
Field Grade Refresher	2	1		35				35
Military Personnel Off	5	4	102	67		5	1	176
ADPS Analysis Off	4	6	90	5	12	1	58	166
Recruiting Reenlistment & Induction Officer	3	3	83	4				87
Special Services Grf	3	2	52	8	14		5	79
Personnel Mgt Off	5	2	51	3		8	2	64
Manpower Control Off	3	5	39	4		6	95	144
Total Resident			1206	149	26	45	161	1587
<u>NON-RESIDENT</u>								
Basic			153	252		2	3	410
Career			267	670		3		940
Career (RC)			178					178
Sl/Adjutant			207	195	2	1		405
Military Personnel Off			148	169	1	1	10	329
Personnel Mgt Off			100	41	1		6	148
Total Non-Resident			1053	1327	4	7	19	2410

Fig. B4-14

The United States Army Security Agency School

83. The United States Army Security Agency School has the mission to prepare selected officers to perform in command, staff, and operational positions with the US Army Security Agency and to qualify designated personnel in military occupational specialties.

84. In the accomplishment of its mission, the Army Security Agency School teaches career and refresher courses on a resident and non-resident basis and conducts specialist courses on a resident basis.

85. The Army Security Agency School is organized into command and staff elements, a training regiment for enlisted personnel, and six departments, three of which are identified as Command and Staff, Equipment Support, and Non-Resident Instruction. The three remaining departments have classified titles and are omitted from this report. Both the School Commandant and the Assistant Commandant are colonels. An Educational Advisor is responsible to the Commandant. The Director of Instruction is in the staff channel between the Assistant Commandant and the instructional departments. Officer instructor personnel are mostly majors and captains. There are no school troops.

86. Newly commissioned Army Intelligence and Security officers receive their initial training at the Infantry School. As a consequence there is no basic course as such taught at the Army Security Agency School. However, an eight weeks familiarization course is given newly commissioned officers upon completion of their Infantry Officer Basic Course to introduce them into the Army Security Agency.

87. The Army Security Agency School teaches a total of 14 courses and certain other subcourses, 11 on a resident basis and ranging from one to 37 weeks in length. Pertinent data on the more important of these courses are included in Figure B4-15. Certain of these courses are discussed further in Annex D, Appendix 17.

US ARMY SECURITY AGENCY SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Career	37	1	36					36
Associate Career	16	1	32		1			33
Familiarization	8	4	143					143
Comm & Elet Scty	11	2	36					36
Electronic Warfare	6	1	22					22
Six Miscellaneous			168	119	4		20	311
Total Resident			437	119	5		20	581
<u>NON-RESIDENT</u>								
Career			38	193	3		3	237
All Others			99	112	35		252	498
Total Non-Resident			137	305	38		255	735

Fig. B4-15

The United States Army Civil Affairs School

88. The United States Army Civil Affairs School has the mission to instruct selected personnel "in civil affairs doctrine, organization, tactics, techniques, and staff procedures which they may be called upon to utilize in peace and war."

89. In the accomplishment of its mission the Civil Affairs School teaches career and refresher courses in residence for Reserve Component personnel on active duty for training together with basic and career courses on a non-resident basis. It offers specialist courses which are currently oriented toward Vietnam. In addition, the school maintains close liaison with the local agency of the Combat Developments Command.

90. The Civil Affairs School is organized into a command group, a staff element, a Non-Resident Instruction Department, and four instructional departments identified as follows: Public Facilities and Economics, Government Functions, General Subjects and Special Functions, and Organization and Staff. Both the School Commandant and the Assistant Commandant are colonels. There is no educational advisor assigned. The Director of Instruction functions in a supervisory capacity between the Assistant Commandant and the instructional departments. Instructor personnel are primarily in the grades of lieutenant colonel and major. There are no school troops. As previously indicated, the Civil Affairs School operates under the Commanding General, United States Army School/Training Center, Fort Gordon, Georgia.

91. Figure B4-16 indicates that there is no basic course taught in residence and that the career course was attended only by Reserve Component personnel. This situation exists because Civil Affairs does not enjoy branch status in the Active Army. Consequently, Active Army personnel performing in the Civil Affairs field are members of other branches and have attended the schools of those branches. While the resident career course is specified as being eight weeks in length, it is divided into two week segments which can be taken either on active duty or by non-resident instruction.

92. The Civil Affairs School teaches a total of nine courses, five on a resident basis and ranging from two to eight weeks in length. Pertinent data on each course are included in Figure B4-16.

US ARMY CIVIL AFFAIRS SCHOOL.
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Career	8	4		611	12			623
Refresher	2	2	1	97				98
Civic Action	6	4	129	2		38		169
Civil Affairs Functions	8	4	65		1	1	1	68
Special Civil Affairs Advisor (Vietnam)	4	1	53					53
Total Resident			248	710	13	39	1	1011
<u>NON-RESIDENT</u>								
Basic			10	123	5	2		140
Career			19	373	13	3		408
Career (RC)				653	1			654
Special Civil Affairs Preparatory				31				31
Total Non-Resident			29	1180	19	5		1233

Fig. B4-16

The United States Army Finance School

93. The United States Army Finance School has the mission "to provide Finance Corps career, specialist and functional courses in the education and training" of officer personnel of all components of the Army.

94. In the accomplishment of its mission, it teaches basic and career courses on a resident and non-resident basis, and conducts eight specialist courses to include the following: Military Accounting, Programming and Budget, and Military Comptrollership. It provides comments and recommendations in the doctrinal area to the local agency of the Combat Developments Command.

95. The Finance School is organized into command and staff elements and five instructional departments identified as follows: Accounting, Comptrollership, Finance, Military Science, and Non-Resident Instruction. The School Commandant is a colonel; the Assistant Commandant, who functions in a dual capacity as Director of Instruction, is also a colonel. An Educational Advisor is responsible to the Commandant. Officer instructor personnel are primarily in the grades of major and captain. There are no school troops. As previously discussed, local coordination between the Finance and Adjutant General Schools has resulted in establishment of joint facilities and instruction.

96. The Finance School teaches a total of 18 courses, 12 on a resident basis ranging from two to 35 weeks in length. Pertinent data on each course are included in Figure B4-17.

US ARMY FINANCE SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic	9	7	217	2		7		226
Career	35*	1	26			12		38
Associate Career	19	1	25			3		28
Field Grade Refresher	2	1		12				12
Military Accounting	5	6	81			8	78	167
Programming & Budget	4	4	58	3		9	68	138
Mil Comptrollership	6	4	38	7	1	20	55	121
Techniques of Rev & Anal	3	5	17	4		13	104	138
Financial Management								
Punched Card Machines	2	5	17	8			47	72
Financial Mgt ADP	3	2	11	2			31	44
Auditing of ADPS	2	10	8	1			211	220
Internal Review & Systems Improvement	4	2	5	1		6	25	37
Total Resident			503	40	1	78	619	1241
<u>NON-RESIDENT</u>								
Basic			38	130	2	2		172
Career			31	254		5		290
Accounting Principles			97	85	27	10	1376	1595
Mil Comptrollership			27	38	3	4	138	210
Programming & Budgeting			15	18	2	2	95	132
Techniques of Rev & Anal			4	8		1	52	65
Misc Subcourses			125	107	30	15	2829	3106
Total Non-Resident			337	640	64	39	4490	5570
*23 weeks in FY 66								

Fig. B4-17

The United States Army Intelligence School

97. The United States Army Intelligence School has the mission to train "selected Department of the Army personnel in all phases of Combat Intelligence and Counterintelligence activities, selected Department of Defense.....personnel in all phases of Intelligence Collection operations, and designated...personnel in Industrial Management and Procedures."

98. In the accomplishment of its mission, the Intelligence School conducts career courses on a resident and non-resident basis and qualifies officers as specialists in a variety of intelligence fields. It assists in the development of programs of instruction for use by the intelligence schools of the US Army Caribbean and Pacific Commands and by mobile teams conducting intelligence training under Military Assistance Programs. The school also maintains close and continuous liaison with the US Army Combat Developments Command to insure full utilization of school knowledge and experience in the development of intelligence doctrine.

99. The Intelligence School is organized into command and staff elements and four instructional departments identified as follows: Combat Intelligence, Counterintelligence, Area Studies, and Non-Resident Instruction. The School Commandant is a major general; the Assistant Commandant is a colonel. The Director of Instruction functions in the staff channel between the Assistant Commandant and the instructional departments. Officer instructor personnel are mostly in the grades of major and captain. There is no educational advisor and no school troops.

100. As indicated previously, all Army Intelligence and Security officers attend the basic course at the Infantry School, after which they are programmed into the six weeks military intelligence orientation course conducted at the Intelligence School.

101. The Intelligence School teaches a total of 26 courses, 24 on a resident basis ranging from one to 34 weeks in length. Pertinent data on the more important courses (and combined figures on the others) are included in Figure B4-18. Certain of these courses are discussed further in Annex D, Appendix 17.

US ARMY INTELLIGENCE SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Career	34	1	77					77
Associate Career	16	1	49	1				50
Orientation	6	12	560		21			581
Pers Scty Orien	2	6	56				37	93
Aerial Survl Off	22	5	102		4			106
Area Intelligence Off	19	4	56		27		11	94
Intel Research Off	13	6	228		14		2	244
Installation Intel	3	2	52				14	66
Industrial Scty Mgt	1	7	13				224	237
Area Intel Transition	8	2	45					45
Intel Staff Off	9	2	42					42
Adv Industrial Scty	1	1	2				18	20
Defense Against Methods of Entry	6	6	26					26
Eleven Misc			226	44	27	46	60	403
Total Resident			1534	45	93	46	366	2089
<u>NON-RESIDENT</u>								
Career			102	640	19	1		762
Familiarization			118	247	32	1		398
Total Non-Resident			220	887	51	2		1160

Fig. B4-18

The United States Army Military Police School

102. The United States Army Military Police School has the mission "to prepare selected officers...to assume positions of leadership, both in war and peace, in the application of military police doctrine and techniques...and to provide for the security of human and material resources."

103. In the accomplishment of its mission, the Military Police School teaches basic and career courses on a resident and non-resident basis and conducts several specialist courses to include the following: Industrial Defense and Disaster Planning, Physical Security, and Criminal Investigation. In addition, the Military Police School reviews doctrinal studies submitted by the local agency of the Combat Developments Command.

104. The Military Police School is organized into command and staff elements and five instructional committees identified as follows: Combined Arms, Criminal Investigation, Law, Military Police Science and Administration, and General Subjects. These committees function under the Director of Resident Instruction who in turn is subordinate to the Director of Instruction. The School Commandant and the Assistant Commandant are colonels. The Director of Instruction and an Educational Consultant are responsible to the Assistant Commandant. Officer instructor personnel are primarily in the grades of major and captain. School troops consist of a Table of Distribution unit organized into a platoon. The School Commandant functions under the Commanding General, United States Army School/Training Center, Fort Gordon, Georgia.

105. The Military Police School teaches a total of 17 courses, 14 on a resident basis ranging from one to 34 weeks in length. Pertinent data on the more important courses (and gross figures on the others) are included in Figure B4-19.

US ARMY MILITARY POLICE SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
RESIDENT								
Basic	9	5	232	16		7		255
Career	34	1	47			8		55
Associate Career	14	2	54	14	1	17		86
Field Grade Refresher	2	1		21				21
Industrial Defense & Disaster Planning	2	2	21	8		3	24	56
Physical Security	2	3	32	15		3	60	110
US Army Msl Site Scty	2	4	59	19	1			79
Criminal Investigation	8	5	26			4		32
Polygraph Exam Tng	12	1	44				1	45
Five Misc			36	21	2		124	183
Total Resident			553	114	4	42	205	922
NON-RESIDENT								
Basic			45	176	20	3		244
Career			87	562	12	2	5	668
Career (RC)				57				57
Total Non-Resident			132	795	32	5	5	969

Fig. B4-19

The United States Army Chaplain School

106. The United States Army Chaplain School has the mission to "train and educate chaplains of all components of the Army...to serve the moral and religious needs of the military service...and perform...assigned training, administrative, and staff responsibilities."

107. In accomplishing its mission, the Chaplain School conducts basic and career courses on a resident and non-resident basis, reviews the moral content of films being considered for purchase by the Army-Air Force Motion Picture Service, and maintains liaison with the Combat Developments Command.

108. The Chaplain School is organized into command and staff elements and three departments identified as follows: Resident, Non-Resident, and Administration and Management. The Resident Department is further sub-divided into an Instruction Branch and an Academic Operations Branch. The School Commandant is a colonel; the Assistant Commandant, who serves as Director of Instruction and Chairman of the Faculty Board, is also a colonel. Officer instructor personnel are all chaplains and are primarily in the grade of major. There is no educational advisor. There are no school troops.

109. The Chaplain School teaches a total of seven courses, four on a resident basis ranging from two to 34 weeks in length. Pertinent data on the courses are included in Figure B4-20.

US ARMY CHAPLAIN SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic	9	2	73	98		1		172
Career	34	1	39					39
Associate Career	10	1		132				132
Associate Career (RC)	2	1		47				47
Total Resident			112	277		1		390
<u>NON-RESIDENT</u>								
Basic			101	120				221
Career				408				408
Career (RC)				431				431
Total Non-Resident			101	959				1060

Fig. B4-20

The Judge Advocate General's School

110. The Judge Advocate General's School has the mission..."to assist the Judge Advocate General in the performance of his duties as legal advisor to the Secretary of the Army and the personnel and agencies of the Department of the Army;...to conduct training and education in military law for (selected) officers and employees of the United States Government;...to conduct and coordinate legal research and provide for the dissemination of the results thereof; ...and to develop, review and coordinate plans governing the organization, operation...training and equipment of the Judge Advocate General's Corps."

111. In accomplishing its mission, the school conducts basic and career courses on a resident and non-resident basis and maintains liaison with the allocated Combat Developments Command Judge Advocate Agency. It offers special courses in residence, monitors military legal training programs administered through extension courses and United States Army Reserve Schools, and has proponent responsibilities for preparing legal and quasi-legal instructional packets for use at other Army service schools.

112. The Judge Advocate General's School is organized into command and staff elements and five instructional divisions identified as follows: Military Justice, Military Affairs, Procurement Law, International and Comparative Law, and Military Training. The School Commandant is a colonel. The Deputy Commandant, who serves as Director of Instruction, is also a colonel. Officer instructor personnel are primarily in the grades of major and captain. There are no school troops.

113. The Judge Advocate General's School teaches a total of 14 regular (and numerous miscellaneous) courses, ten on a resident basis ranging from two to 34 weeks in length. Pertinent data on the courses are included in Figure B4-21.

US ARMY JUDGE ADVOCATE GENERAL'S SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic	10	2	111		1	10		122
Career	34	1	25		4			29
Field Grade Refresher	2	1		16	70			86
Procurement Law	3	3	67	66	14		92	239
Military Justice	2	1	16	54	9			79
Civil Law	2	1	13	52			4	69
International Law	2	1	9	51				60
Military Affairs	2	1	8	48	4		1	61
Civil Affairs	2	1	8	24	1			33
Law Officer Seminar	2	1	2	9	3			14
Total Resident			259	320	106	10	97	792
<u>NON-RESIDENT</u>								
Basic				56				56
Career			22	530	13	5		570
Career (RC)				150				150
Special Studies For Senior JAG Officers			1	29				30
Misc			173	310	43	6	192	724
Total Non-Resident			196	1075	56	11	192	1530

Fig. B4-21

The United States Army Medical Field Service School

114. The United States Army Medical Field Service School operates as a component of Brooke Army Medical Center, which is under the direct control of The Surgeon General. The school has the mission to train and educate selected military personnel in professional, administrative and technical fields; to assist in the development, review, and testing of Army Medical Service doctrine and materiel; and to conduct research in matters bearing on the field functions of the Army Medical Service.

115. In accomplishing its mission, it conducts basic and career courses for officer personnel of the Army Medical Service, teaches specialist courses, and maintains close liaison with the collocated Medical Service Agency of the Combat Developments Command.

116. The Medical Field Service School is organized into command and staff elements, an officer student detachment, and 10 instructional departments identified as follows: Medicine and Surgery, Preventive Medicine, Neuro Psychiatry, CBR Sciences, Pathology and Laboratory Sciences, Military Science, Dental Science, Nursing Science, Veterinary Science, and Non-Resident Instruction. The Center Commander is a major general; the School Commandant is a brigadier general. The Assistant Commandant, who serves in a dual capacity as Director of Instruction, is a colonel. Officer instructor personnel are equally divided among the grades of lieutenant colonel, major and captain. There is no educational advisor. School troops are provided by local T/O&E units and a small Table of Distribution element.

117. The Medical Management of Mass Casualties Course teaches a method of segregating casualties in a nuclear war environment and the procedures utilized to facilitate their treatment. Civilian medical doctors comprise the majority of the students.

118. The Medical Field Service School teaches a total of 28 courses, 20 on a resident basis ranging from one to 49 weeks in length. Pertinent data on the courses are included in Figure B4-22.

US ARMY MEDICAL FIELD SERVICE SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Basic (MC, DC, VC,AMSC)	5	4	1754	2				1756
Basic (MSC)	8	4	602	44		5		651
Basic (ANC)	9	5	629	11				640
Career (MC, DC, VC, MSC, AMSC)	33	1	142			8		150
Career (ANC)	23	2	71	3		4		78
Associate Career	17	2	141	8				149
Co Grade Refresher	2	2		38				38
Field Grade Refresher	2	3		69				69
Comd & Staff Refresher	2	3	60	1			1	62
Preventive Med Refresher	6	3	75	3		3		81
Medical Mgt of Mass Casualties	1	6	145	94	1	14	355	609
Med Supply & Service	12	3	77	3		5		85
Patient Administration	8	2	48	2				50
Physical Therapy	49	1	13					13
Six Misc			216	20	5	7		248
Total Resident			3973	298	6	46	356	4679
<u>NON-RESIDENT</u>								
Basic			136	481	8	4		629
Career			163	1220	12	3		1398
Hospital Administration			107	261	47	2	24	441
Five Misc			39	86	20	2	3	150
Total Non-Resident			445	2048	87	11	27	2618

Fig. B4-22

The United States Army Medical Service Veterinary School

119. The United States Army Medical Service Veterinary School is a Class II activity under The Surgeon General. The school has the mission to train and educate selected personnel in veterinary preventive medicine and food inspection procedures and assist in developing doctrine concerning food inspection methods and techniques and sanitary requirements.

120. In accomplishing its mission the school conducts resident courses of instruction, prepares specifications and regulations pertaining to veterinary preventive medicine and food inspection, and serves as a repository for food technology information for all US Military Services.

121. The Medical Service Veterinary School is organized into command and staff elements and four instructional departments identified as follows: Statistical Procedures, Veterinary Preventive Medicine, Food Preservation Technology, and Meat, Dairy and Poultry Technology. The School Commandant is a colonel. The Assistant Commandant is a lieutenant colonel who serves in a dual capacity as Director of Instruction. Officer instructor personnel are primarily in the grades of lieutenant colonel and captain. School troops consist of a Table of Distribution unit of platoon size. There is no educational advisor.

122. The Medical Service Veterinary School teaches three courses, all in residence, and ranging from two to ten weeks in length. Pertinent data on the courses are included in Figure B4-23.

US ARMY VETERINARY SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Preventive Medicine & Food Inspection	10	3	133			2		135
Preventive Medicine & Food Inspection Ref	2	3	28	2	5			35
Veterinary Statistical Procedures	3	3	24	1	14		2	41
Total Resident			185	3	19	2	2	211
<u>NON-RESIDENT</u>								
None								

Fig. B4-23

SUMMARY

123. In FY 65, over 130,000 students attended the 22 Army branch schools in a resident status, approximately 37,500 of whom were US Army officers. Attendance at officer type courses was approximately 75% Active Army officers, 12% Army Reserve Component officers, and 13% a combination of officers from other Services and other Armies and civilians. Of the 2,600 civilians who attended these courses, approximately half attended them at the Finance, Intelligence and Medical Field Service Schools.

124. At the end of FY 65, an additional 185,000 students were enrolled in non-resident courses at the branch schools, of whom over 41,000 were US Army officers. Almost four times as many Reserve Component as Active Duty Army officers were included.

125. As of 30 April 1965 (prior to the major Vietnam build-up), the branch schools had a total staff and faculty strength of about 22,000, of whom approximately 2,500 were officers. The heaviest requirements for officers on branch school staffs and faculties were in the grades of captain and major, in that order. On 30 April 1965, there was a shortage against authorized staff and faculty strength of approximately 550 officers of those grades and an overage of 655 second lieutenants.

126. In carrying out their officer educational and training missions, branch schools conduct a basic or "fundamentals" course for newly commissioned officers, a career or "broadening" course about five years later, and numerous refresher, specialist, and non-resident courses. Designated schools conduct specialist courses for officers of all branches in such functional areas as communications, maintenance, and supply.

127. Approximately 45% of the total time available in basic and career courses is devoted to "common subject" training prescribed by the US Continental Army Command. No elective subjects are currently offered within the curriculum of these basic and career courses.

128. Separate basic and associate career courses for Artillery officers are conducted at the Artillery and Missile School and the Air Defense School, and a single career course is divided sequentially between the two schools; basic and career courses for Signal Corps officers are conducted at two different institutions, the Southeastern Signal School and the Signal School respectively; the basic course for Army Intelligence and Security officers is the course at the Infantry School and separate career courses are conducted at the Intelligence School and the Army Security Agency School. Other branch basic and career courses are conducted at a single branch school.

129. With few exceptions, all branch schools participate in the development of doctrine, organization, and materiel through coordination with local agencies of the Combat Developments Command and the Army Materiel Command.

130. The disparity in mission statements among the branch schools is greater than can be justified by the differing branch functions.

ANNEX B

CURRENT SYSTEM FOR EDUCATION AND TRAINING OF ARMY OFFICERS

APPENDIX 5

ARMY COLLEGES

PURPOSE AND SCOPE

1. This appendix addresses itself to a description of the Army colleges, their history, missions, functions, and organizations, courses taught, size of staff and faculty, and student load.

BACKGROUND

General

2. During his tenure of office, from 1899 to 1904, Secretary of War Elihu Root inaugurated a sweeping reform of the Army which resulted in the creation of the Army General Staff and of a coordinated system of Army schools. The founding of the US Army War College in 1901 and the US Army Command and General Staff College in 1902 marked the introduction into the Army school system of professional military education at the postgraduate level. The establishment of the two colleges filled an educational gap and gave the Army the means to prepare selected officers progressively for high level command and staff duties including assignment to the general staff.

US Army Command and General Staff College (C&GSC)

3. The C&GSC traces its origin to the School of Application for Infantry and Cavalry which was established at Fort Leavenworth in 1882. It was closed temporarily during the Spanish American War and reopened in 1902, under the stimulus of Elihu Root's leadership, as the General Service and Staff School. The school was given a complete combined arms status, with the mission of preparing officers for higher command and staff duties. During the period between World War I and World War II, the C&GSC became the recognized source of Army tactical doctrine and procedures. The college concentrated its instruction on preparing officers for wartime duties at division, corps, and field army levels and produced a degree of professional competence in its graduates that

gave the Army a base upon which to expand in World War II. The C&GSC remained open during World War II and conducted a shortened course that produced 18,000 additional graduates.

4. The C&GSC is the second highest school in the Army educational system and is considered to be at the same level as the command and staff colleges of the other US Military Services.

US Army War College (AWC)

5. In the first few years of its existence, the AWC performed a dual role as an academic institution and an agency charged with certain planning and administrative functions for the War Department. The role gradually shifted to the completely academic orientation that exists today. During World War I, the AWC was closed temporarily. The operation of the college again was suspended during World War II, this time for nearly a decade. The delay in reopening the college stemmed from a decision to meet the Army's needs for high level military education by sending Army officers to the newly established joint college - the National War College and the Industrial College of the Armed Forces. In 1949 the Army recognized the need to reopen the AWC, and in August 1950 reopened it temporarily at Fort Leavenworth, Kansas. The AWC was relocated to its current home at Carlisle Barracks, Pennsylvania, in 1951.

6. The AWC stands at the apex of the Army educational system. The Department of the Army considers it to be at the same level as the National War College, the Industrial College of the Armed Forces, and the war colleges of the other US Military Services.

DISCUSSION

C&GSC Mission and Organization

7. The mission of the C&GSC continues to be oriented towards preparing officers for command and staff duties in the Army in the field. The traditional focus on preparation for wartime duties, however, has been broadened to include preparation for peacetime duties as well. The mission of the college as set forth in AR 350-5 is:

"To prepare selected officers of all components of the Army for peacetime and wartime duty as commanders and general staff officers of division, corps, and field army, including their logistical systems, the communications zone, and its subordinate elements, and to familiarize them with the activities of the theater army replacement system."

8

8. The C&GSC organization includes a command echelon, a coordinating staff, training liaison officers from the other US Military Services and from the armies of four allied nations, and four resident instructional departments: the Departments of Command, Division Operations, Larger Unit Operations, and Joint Combined and Special Operations.

9. In addition to commanding the C&GSC, the Commandant commands Fort Leavenworth, Kansas, and the Combined Arms Group (CAG), a US Army Combat Developments Command (CDC) agency located at Fort Leavenworth. In discharging his responsibilities, the Commandant is responsible to three separate commanders: to the CG, US Continental Army Command (CONARC), for instructional matters at the C&GSC; to the CG, Fifth US Army, for matters affecting Fort Leavenworth; and to the CG, CDC, for directing assigned combat development agencies, for developing current and future operational and organizational objectives, doctrine and tactics, and for reviewing material development objectives and requirements.

C&GSC Faculty and Class Composition and Organization

10. The college is authorized a total staff and faculty of 244 officers, 92 enlisted men and 283 civilians. Except for a civilian educational advisor, the faculty is composed entirely of officer personnel in the grade of major or above who are graduates of C&GSC. The faculty authorization of 193 officers provides a ratio of 1 faculty member to 6.2 students.

11. In accomplishing its instructional mission, the C&GSC conducts two principal courses: a Regular Course and an Associate Course. The Regular Course is 38 weeks in length and has a scheduled input of 750 students per class; one class is conducted in each academic year. The Associate Course is 18 weeks in length and has a scheduled input of 450 students per class; two classes are conducted in each academic year. The combined capacity of the two courses is 1,650 students per year.

12. The composition of the current C&GSC class is shown in Figure B5-1. The proportion of students from various sources will continue approximately as shown under current policies. The quotas for officers of the other US Military Services are offset by quotas for US Army officers to attend the command and staff colleges of these Services. Quotas for Allied students provide representation for about 50 countries in which the US has a continuing military interest.

COMPOSITION OF C GSC CLASS BY CATEGORY

CATEGORY	REGULAR COURSE FY 65		ASSOCIATE COURSE FY 65		TOTAL	
	NO.	%	NO.	%	NO.	%
US ARMY	642	86	825	94	1467	90
(RA)	(633)	(85)	(377)	(43)	(1010)	(62)
(OTRA)	(8)	(1)	(291)	(33)	(299)	(18.3)
(ACDUTRA)	(1)	(0.1)	(157)	(18)	(158)	(9.7)
US NAVY	3)		0)		3)	
)))	
US AIR FORCE	14)	-----3	0)	-----0	14)	-----1.7
)))	
US MARINE CORPS	10)		0)		10)	
ALLIED COUNTRIES	80	11	55	6	135	8.3
TOTALS	749	100	880	100	1629	100

FIG. B5-1

13. In both the Regular and Associate Courses, the student body is divided into sections of approximately 50 students per section. Each section occupies a separate classroom but may be further sub-divided into work groups, staffs, or committees. Generally, most of the instruction is presented or supervised by C&GSC faculty members on the basis of one instructor per section.

C&GSC Course Curricula and Methods of Instruction

14. The primary emphasis in the curricula of both the Regular and Associate Courses is on the operation and employment of the major organizational elements of the Army in the field. To this end, the two curricula divide into four major courses of study which focus on: command and staff responsibilities, including the art of command, staff planning, problem solving, and decision making; the fundamentals of combat and all aspects of division operations in varied tactical settings and environments; the tactical and service support aspects of corps, field army, and theater support command operations; the philosophy and concepts of joint, combined, and special operations, including unconventional warfare, psychological operations, counterinsurgency and airborne operations.

15. Also studied are the roles of the other US Military Services and selected foreign military systems. The Regular Course includes an appreciation of the elements of national power and the conduct of national security planning. Figure B5-2 shows the subjects and programs covered in the curricula.

1965 - 1966 CURRICULUM - C GSC REGULAR COURSE

SUBJECT	HOURS	PERCENT OF COURSE
ORIENTATION	40	3
COMMAND	306	22.8
Art of Command	(71)	(5.3)
General Staff	(90)	(6.7)
Bases of National Strategy Planning	(106)	(7.9)
Employment of Special Weapons	(39)	(2.9)
DIVISION OPERATIONS	274	20.4
Division Combat, Combat Support and Combat Service Support Operations		
LARGER UNIT OPERATIONS	205	15.3
Corps, Field Army and Army Group Tactical and Combat Service Support Operations	(118)	(8.8)
CONUS Logistics and Log Command Operations	(87)	(6.5)
JOINT, COMBINED & SPECIAL OPERATIONS	178	13.3
Joint and Combined Operations	(115)	(8.6)
Special Operations	(63)	(4.7)
OTHER	338	25.2
Navy, Marine Corps & Air Force	(48)	(3.6)
Guest Speakers	(90)	(6.7)
Research	(200)	(14.9)
TOTAL	1341	100

FIG. B5-2

16. An individual research program is included in both the Regular and Associate Courses. The student prepares a treatise, of from 1,500 to 4,000 words, which systematically develops a stated problem. Subjects are of a military nature and generally are on problems of current interest. The research effort is not designed, however, to assist in solving specific problems that confront Headquarters, Department of the Army, or any subordinate Army command. Each student also presents an information or decision type briefing during the course.

17. Selected guest speakers contribute to the curriculum. The 23 military visitors in the current academic year include major commanders and principal staff officers of the Army as well as senior representatives of the other Services. The 22 civilian lecturers are generally prominent academicians. The following table shows a breakdown of the methods of instruction used in the conduct of the current curricula in each course.

METHODS OF INSTRUCTION USED IN CURRENT CURRICULA - C GSC

METHODS	PERCENTAGE OF TIME	
	REGULAR COURSE	ASSOCIATE COURSE
LECTURE	19.5	19.0
FACULTY	(12.8)	(18.0)
GUEST SPEAKER	(6.7)	(1.0)
CONFERENCE	23.5	31.7
SEMINAR	4.9	0
DEMONSTRATION	1.4	.7
PRACTICAL EXERCISE	33.4	39.0
STUDENT RESEARCH	14.9	6.6
EXAMINATION	2.4	3.0
TOTALS	100	100

FIG. B5-3

18. A special feature of the resident instruction program in the Regular Course is the graduate study program. The college is not affiliated with a civilian university but has been accredited by the North Central Association of Colleges and Secondary Schools for granting of a Master of Military Art and Science degree. It is currently the position of the Office of the Secretary of Defense, however, that legislative approval is required before degree granting authority can be vested in the C&GSC. The program presently is conducted for only a limited number of students (between 20 and 30) who are granted certificates upon successful completion of the program.

Other C&GSC Activities

19. The C&GSC conducts two special resident refresher courses for Reserve Component officers. Each of these courses is one week in length. The C&GSC Officer Refresher Course, Logistical Command, is conducted once a year and the C&GSC Officer Refresher Course, Combat Division, is conducted twice a year.

20. As the proponent for division level instruction, the C&GSC monitors the common subject, division level instruction conducted in all of the Branch School Career Course throughout CONARC. The college prepares and distributes to the Branch Schools instructional packets for the division level subject.

21. The Military Review, a professional journal of the US Army, is published monthly by the C&GSC in English, Spanish, and Portuguese.

C&GSC Non-Resident Courses

22. In the non-resident instruction area, the C&GSC offers two career courses; the C&GSC Extension Course and the US Army Reserve (USAR) School Associate Command and General Staff (CGS) Course. Both of these courses are based on and parallel the resident Associate Course in subject content and currency. The C&GSC Extension Course consists of 28 sub-courses grouped into 9 phases. The average completion time for the course is 3-3/4 years. Extension Course students take the course individually and proceed at their own rate. An Extension Course student may transfer to the USAR School Associate Course upon completion of any phase, or vice versa. The USAR School Associate CGS Course is divided into five years of instruction. Students are grouped into classes which are taught throughout the USAR school system using course material provided by the C&GSC. The final phase of the course consists of two weeks of instruction in residence at the C&GSC.

23. The college also offers courses in several special areas of non-resident instruction: a Special Extension Course (Graduate Refresher), a Special Extension Course (Preparatory), and specific individual sub-courses. The table at Figure B5-4 shows a breakdown of the student enrollment by category in all non-resident courses.

**NONRESIDENT STUDENT ENROLLMENT BY COURSE AND STUDENT CATEGORY
(CURRENT AS OF 30 JUNE 1965)**

COURSE	ACTIVE ARMY	ARMY NATIONAL GUARD	US ARMY RESERVE	ALLIED	TOTAL
C&GSC Extension Course	1147	762	2815	139	4863
USAR School-Associate Course	0	565	5604	36	6205
Special Extension Course - (Graduate Refresher)	850	241	1452	298	2841
Special Extension Course - (Preparatory)	268	9	11	135	423
Specific Sub-course	25	75	460	9	569
TOTALS	2290	1652	10342	617	14901
PERCENTAGE OF TOTALS	15.4%	11.1%	69.3%	4.2%	100%

FIG. B5-4

Army War College Mission and Organization

24. As the senior educational institution in the Army school system, the AWC provides the final stage of professional military education in the careers of selected officers. The mission of the college as set forth in AR 350-5 is:

"To prepare selected senior officers for command and high level staff duties with emphasis upon Army doctrine and operations and to advance interdepartmental and inter-service understanding."

25. The AWC organization includes a command echelon, a Director of Instruction and Research, a Jcint Advisory Group consisting of representatives of the other services, a Diplomatic Adviser, a Secretariat, and three instructional departments: the Departments of Strategy, Strategic Appraisal, and Military Planning.

26. In addition to commanding the AWC, the Commandant commands Carlisle Barracks, Pennsylvania, the US Army Combat Developments Command Institute of Advanced Studies, and the AWC Operations Group. In discharging his responsibilities the Commandant is responsible to three separate individuals: to the Deputy Chief of Staff for Personnel, Department of the Army, for instructional matters at the AWC; to the CG, Second US Army, for matters affecting Carlisle Barracks; and to the CG, CDC, for directing the CDC Institute of Advanced Studies.

AWC Faculty and Class Composition and Organization

27. The college is authorized a total staff and faculty of 65 officers, 45 enlisted men, and 103 civilians. Included in the officer strength are seven officers from other Services and one from the Department of State. The total faculty authorization is 37 officers and one civilian, providing a ration of one faculty member to approximately six students.

28. The AWC Course is 42 weeks in length and has a scheduled input of approximately 200 students per class; one class is conducted each academic year.

29. The composition of the current AWC class is shown in Figure B5-5. The proportion of students from various sources will continue approximately the same as shown under current policies. The Active Army total of 162 represents about 58% of the total of 279 Active Army officers attending all senior service colleges during 1965-66. The quotas for officers of the other US Military Services at the AWC are

offset by quotas for US Army Officers to attend the war colleges of these other Services. The quotas for attendance of civilian students provide desired representation from other government agencies.

COMPOSITION OF AWC CLASS BY CATEGORY

	NUMBER	% OF TOTAL
US Army	165	80.5
(RA)	(161)	
(OTRA)	(1)	
(ACDUTRA)	(3)	
US Air Force	16	7.8
US Navy	10	4.9
US Marine Corps	6	2.9
US Government Agencies (DA Hq-1; CIA-1; DIA-1; NSA-1; State Dept-3; USIA-1)	8	3.9
TOTALS	205	100%

FIG. B5-5

30. The student body is organized into 16 committees, each of which consists of 12 or 13 students. Each committee includes one Air Force officer and one Navy or Marine Corps officer; eight of the committees have a civilian student assigned. Student assignments to committees

and committee chairmanships are rotated to insure the exchange of experience and ideas, to promote acquaintanceship within the class, and to foster each student's ability to participate in and contribute to diverse group efforts. Each committee functions under the overall supervision of a member of the faculty.

AWC Course Curriculum and Methods of Instruction

31. The central theme of the curriculum is the design of a national strategy and its supporting military program, emphasizing the Army's role. To this end, the curriculum divides into eight courses which focus upon the examination of domestic and world environments; the study of strategic concepts and capabilities; the analysis of future military concepts, doctrine, and organization; and the preparation of a proposed national strategy and a supporting military program. The curriculum culminates in a National Strategy Seminar during which a student-developed national strategy and its principal implementing courses of action, with emphasis upon supporting military program, are examined and refined in collaboration with distinguished military and civilian guests. Figure B5-6 shows the courses covered in the curriculum.

32. An individual research program extends through most of the curriculum and affords the student an opportunity to investigate and make a contribution on an important military or national security topic. The student is offered a choice of preparing a graduate level thesis, a graduate level research paper, or two graduate level essays. The completed written work is evaluated by the faculty, and in addition, the student presents and defends his work orally. In the case of essays, only one of the two essays is presented orally.

33. Selected visitors, who are recognized leaders in their respective fields, contribute to the curriculum as lecturers, consultants, and panelists. The 58 military lecturers include senior representatives of all of the Services. The 61 civilian lecturers include prominent government officials and members of the academic world. Members of the faculty possessing special competence make similar contributions. Figure B5-7 shows a breakdown of the methods of instruction used in the conduct of the current curriculum.

34. The college is affiliated with the George Washington University, as are all of the other senior service colleges, for students to participate in a master's degree program. The program has been in effect since 1 September 1960 and is now beginning its sixth year.

1965 - 1966 CURRICULUM - AWC

SUBJECT	HOURS	PERCENT OF COURSE
Orientation	16	1
Course 1 - The World Environment and Sources of Conflict	144	8.9
Cmd-Mgt Seminar	32	2
Course 2 - Strategic Appraisal of the United States and the North Atlantic Community	264	16.3
Course 3 - The Strategic Threat of the Communist Powers	176	10.9
Course 4 - Strategic Implications of the Developing Areas	208	12.9
Course 5 - Army and Joint Capabilities Planning	216	13.4
Course 6 - Army and Joint Objectives Planning and Programing	152	9.4
Course 7 - Long Range Strategic Study	160	9.9
Course 8 - US National Strategy and a Supporting Military Program	248	15.3
TOTAL	1616	100.

FIG. B5-6

METHODS OF INSTRUCTION USED IN CURRENT CURRICULUM - AWC

METHOD	PERCENTAGE OF TIME
LECTURE	11.8
FACULTY	(2.2)
GUEST SPEAKER	(9.6)
AFTER LECTURE CONFERENCE	10.4
SEMINARS	18.1
GUEST PANELISTS AND CONSULTANTS	(7.0)
FACULTY LED	(5.8)
NATIONAL STRATEGY	(5.3)
CASE HISTORY, CASE STUDY	2.2
INDIVIDUAL AND COMMITTEE PRESENTATION	5.9
RESEARCH AND STUDY	49.6
TRIP	2.0
TOTAL	100 %

FIG. B5-7

Other AWC Activities

35. The AWC conducts two special short courses; one is a two week course for senior Reserve Component officers and the other is a special orientation course usually of three day's duration, for selected Secretary/Under Secretary/Assistant Secretary level personnel.

36. Although the college does not publish a professional military journal, it has instituted the publication of a series of occasional papers to be distributed to AWC members and graduates. In addition, the college maintains editorial liaison with C&GSC for publication of papers and articles in the Military Review.

37. The AWC does not offer any extension or correspondence courses. The college has studied the desirability and feasibility of conducting such courses and has reached the conclusion that the value of such a program would be questionable considering the added costs involved and the relatively limited number of individuals who would be eligible to participate.

SUMMARY

38. The US Army Command and General Staff College is the keystone of the Army officer educational system. The US Army War College stands at the apex of the system and is considered to be on the same level as the National War College and the Industrial College of the Armed Forces.

39. The Commandants of both colleges fill multiple positions. In addition to commanding the colleges, they command the posts and the collocated CDC agencies.

40. Both of the Army colleges provide professional military education to selected officers at a postgraduate level. The C&GSC is oriented towards preparing officers for command and staff duties with the Army in the field, while the AWC prepares senior officers for command and high level staff duties over a wider range of the military establishment.

41. The curriculum of the C&GSC course focuses on tactical application and the art of command. The staff planning process, problem solving, decision making, and fundamentals of combat are stressed throughout the course. The AWC curriculum has as a central theme the design of a national strategy and its supporting military program. The world and domestic environment is examined, strategic concepts and capabilities are studied, and future concepts, doctrine, and organization are analyzed.

42. The student bodies of both colleges consist of highly selected officers of the US Army and the other Military Services. At the C&GSC, officers from over 50 foreign nations are in the student body, whereas at the AWC the class includes selected civilians of US government agencies.

43. The methods of instruction used by C&GSC place the faculty members in the role of actively presenting a large proportion of the instruction from the platform. Although the methods of instruction at AWC require some active platform instruction by the faculty, their primary role is in leading, guiding, and counseling the students and in planning and preparing course content.

44. Although the C&GSC is not affiliated with a civilian university, it has been accredited by the North Central Association of Colleges and Secondary Schools for granting Master of Military Art and Science degrees. In the absence of authorizing legislation, it is not granting such degrees at present. In the graduate study area, the AWC is affiliated with the George Washington University for War College students to participate in a master's degree program in international affairs.

45. The C&GSC publishes the Military Review quarterly while the AWC publishes no professional journal in its own right. However, the AWC contributes articles to the Military Review.

46. The C&GSC has an active extension course program with an enrollment of over 11,000 students, while no extension courses are offered by the AWC.

ANNEX B

CURRENT SYSTEM FOR EDUCATION AND TRAINING OF ARMY OFFICERS

APPENDIX 6

SPECIALIST SCHOOLS

PURPOSE AND SCOPE

1. The purpose of this appendix is to describe the mission, functions, organization, and size of the specialist schools in the Army school system and to provide certain specifics with regard to each school.

2. This appendix traces the origin and evolution of the specialist schools, reviews their overall mission, and describes the varied organizational arrangements for their direction. It divides the specialist schools into three broad categories and treats each category in terms of students per year and composition of the staff and faculty. Finally, it presents factual data pertinent to each individual school.

BACKGROUND

General

3. The specialist schools in the Army school system are not a homogeneous grouping of educational institutions tied together by a common mission, parallel levels of instruction, and single directive or supervisory authority. They are, instead, a miscellaneous grouping of Army operated schools which are not a part of the structured, sequential school system represented by the branch schools and the Army colleges. As such they do not lend themselves to treatment as an entity.

History

4. Prior to World War II, the Army met the needs for specialized military training of selected officers outside the mainstream of career schooling through establishment of a relatively modest number of courses at branch schools. Since then, the introduction of radically new weapons systems, major changes in Army doctrine

and organization, shifts of emphasis in the conduct and support of military operations, increased interest in paramilitary operations, and formulation of improved management techniques have been reflected in major changes in the Army school system. Career courses have been modified and expanded use has been made of specialist courses to meet rapidly changing needs. Specialist career patterns have been developed and superimposed on branch career patterns. Specialist schools have been set up to provide training beyond the capacity of branch schools and not specifically encompassed in the missions of any of them.

Mission

5. Although the Army recognized the requirement for specialist schools, current regulations are not very precise in spelling out their overall mission nor in establishing their separate identity. The current version of AR 350-5 states that: "The mission of the branch and specialist schools is to provide all required career and specialist training for both officer and enlisted personnel of all components of the Army." This wording accepts the fact that branch schools as well as specialist schools conduct specialist courses. Nowhere in AR 350-5 or elsewhere did the Board find a separate listing of specialist schools.

6. Certain Army specialist schools have been converted into joint or Defense schools. Others have been assigned the responsibility for teaching a growing number of joint or Defense courses. In both cases, however, the Army continues to be responsible for the operation of the schools under varying degrees of policy direction or control from the Office of the Secretary of Defense. These trends have added further complications to the categorization of the specialist schools and the delineation of their relationship to the remainder of the Army school system.

Categories

7. For the purpose of the appendix, specialist schools are classified on the basis of the headquarters or agency responsible for their operation as follows:

US ARMY OPERATED SPECIALIST SCHOOLS

US CONTINENTAL ARMY COMMAND (USCONARC) SCHOOLS
US Army Aviation School US Army CBR Weapons Orientation Course US Army Combat Surveillance School US Army Management School US Army Ordnance Guided Missile School US Army Primary Helicopter School US Army Special Warfare School
US ARMY MATERIEL COMMAND (USAMC) SCHOOLS*
US Army Logistic Management Center US Army Management Engineering Training Agency Joint Military Packaging Training Center
DEPARTMENT OF THE ARMY SCHOOLS**
Defense Language Institute Defense Information School
* Conducts joint or Defense courses ** Defense School, operated by the Army

FIG. B6-1

DISCUSSION

USCONARC Schools

8. In FY 65, approximately 27,000 students attended the seven USCONARC specialist schools in a resident status, of whom over 7,000 were US Army officers. In addition, on 30 June 1965 almost 5,000 students of all categories were participating in extension courses in the Special Warfare School. A tabulation by school of the military and civilian students is shown in Figure B6-2.

9. In FY 65, the authorized staffs and faculties in the seven CONARC specialist schools comprised 4,852 officers, warrant officers, enlisted personnel, and civilians; the assigned strength aggregated 4,469 for a 92% fill. Serious imbalances prevailed in the grades of captain (316 assigned vs 394 authorized) and second lieutenant (87 assigned vs three authorized). The assigned strengths of staffs and faculties by school and grade on 30 April 1965 are shown in Figure B6-3.

STUDENTS
USCONARC SPECIALIST SCHOOLS FY 1965

SCHOOL	RESIDENT COURSES						TOTAL
	ARMY OFFICERS		OTHERS				
	Actv Army	Res Comp	Oth Svcs	For Offs	EM	Civs	
Aviation	2757	346	4	108	11427	23	14665
CBR Weapons Orientation Course	403	48	281	27	-	375	1134
Combat Surveillance	251	2	3	4	483	21	764
Management	337	15	35	1	-	107	495
Ordnance Guided Missile	201	10	0	7	3177	117	3512
Primary Helicopter	1386	308	-	56	1815	-	3565
Special Warfare	2217	121	184	141	610	80	3353
TOTAL	7552	850	507	344	17512	723	27488

FIG. B6-2

STAFF AND FACULTY
USCONARC SPECIALIST SCHOOLS ASSIGNED STRENGTHS ON 30 APRIL 1965

SCHOOL	GEN	COL	L/COL	MAJ	CAPT	1/LT	2/LT	WO	EM	CIV	TOTAL
Aviation	1	6	27	92	232	128	14	92	906	392	1890
CBR Weapons Orientation Course		1	6	2	2	1	5		83	7	107
Combat Surveillance		1	3	7	14	3	1	2	320	7	358
Management		3	4	2	3				24	6	42
Ordnance Guided Missile		3	10	12	32	47	52	38	838	502	1534
Primary Helicopter			2	8	13	7	6	3	43	29	111
Special Warfare	1	4	27	45	20	4	9	1	221	95	427
TOTAL	2	18	79	168	316	190	87	136	2435	1038	4469

FIG. B6-3

10. In addition to conducting officer and enlisted instruction, each USCONARC specialist school is charged with developing and producing instructional materials and publications relating to personnel, units, and materiel in its field.

11. Certain of the specialist schools operated by USCONARC are clearly related to branch schools, such as the CBR Weapons Orientation Course to the Chemical School and the Ordnance Guided Missile School to the Ordnance School. Others, such as the Aviation School and the Primary Helicopter School, are closely related to each other. The Commanding General, USCONARC exercises separate direction and control over his specialist schools; however, they maintain close liaison with related USCONARC schools.

Army Materiel Command Schools

12. The AMC schools conduct instruction related primarily to wholesale or producer logistics and generally to management in various functional areas. These schools are characterized by the multiplicity and relatively short length of their courses. The student flow through the three AMC schools is large; but is primarily civilian as opposed to officer, as might be expected from their basic orientation. Since one of the schools conducts only joint courses and the other two a preponderance of joint courses, a large number of the students come from other Services and other agencies of government. In FY 65, a total of approximately 11,500 students attended the three AMC schools in a resident status, of whom only a little over 1,000 were US Army officers. In addition, on 30 June 1965, 2,220 students of all categories were participating in the extension career program at the Army Logistics Management Center. A breakout of the students in these schools is given in Figure B6-4.

STUDENTS
US ARMY MATERIEL COMMAND SPECIALIST SCHOOLS FY 1965

SCHOOL	RESIDENT COURSES						TOTAL
	ARMY OFFICERS		OTHERS				
	Actv Army	Res Comps	Oth Svcs	For Offs	EM	Civs	
Army Logistics Management Center	369	548	121	83	8	2122	3251
Army Management Engineering Training Agency	355	48	632	95	-	5055	6185
Joint Military Packaging Training Center	314	11	226	-	-	1553	2104
TOTAL	1038	607	979	178	8	8730	11540

FIG. B6-4

13. In FY 65 the authorized staffs and faculties in the three AMC specialist schools totaled 459 personnel, primarily civilians. The assigned strength was approximately 87% of that authorized and is shown in the following table:

**STAFF AND FACULTY
US ARMY MATERIEL COMMAND SPECIALIST SCHOOLS
ASSIGNED STRENGTHS ON 30 APRIL 1965**

SCHOOL	GEN	COL	L/COL	MAJ	CAPT	1/LT	2/LT	WO	EM	CIV	TOTAL
Army Logistics Management Center		16	26	19	6	2	9		17	189	284
Army Management Engineering Trng Agcy										61	61
Joint Mil Packaging Training Center										49	49
TOTAL		16	26	19	6	2	9		17	299	394

FIG. B6-5

14. In addition to providing education and training, the specialist schools operated by AMC develop applicable training literature and training aids and provide consultant services upon request.

15. Certain difficulties have been experienced in keeping the instruction in the AMC schools from overlapping that taught in CONARC schools. Thus, the Army Management Engineering Training Agency teaches automatic data processing courses which overlap courses taught at the Adjutant General and Signal Schools, and Army Logistics Management Center teaches an installation management course which largely duplicates the course taught at the Army Management School.

Department of the Army Specialist Schools

16. The two specialist schools operated by the Department of the Army have been converted to Defense schools, although they continue to serve preponderantly Army needs. Their tie-in to the joint and Defense School systems is covered in Appendix 1 to Annex C. In FY 65, a total of approximately 6,400 students attended these two schools, of whom almost 1,000 were US Army officers. Additionally, in FY 65,

a total of 2,031 students of all categories participated in language training sponsored by the Defense Language Institute at the Foreign Service Institute of the State Department, Syracuse and Indiana Universities, and seven other commercial schools. A breakout of the students of these two Department of the Army operated Defense schools is shown below:

STUDENTS
DEPARTMENT OF THE ARMY SPECIALIST SCHOOLS FY 1965

SCHOOL	RESIDENT COURSES						TOTAL
	ARMY OFFICERS		OTHERS				
	Actv Army	Res Comps	Oth Svcs	For Offs	EM	Civ	
Defense Information	75	11	58	-	638	22	804
Defense Language Institute	880	-	957	-	1619	145	3601
TOTAL	955	11	1015	-	2257	167	4405

FIG. B6-6

17. In FY 65, the authorized staffs and faculties in the two DA specialized schools comprised nearly 1,000 military and civilian personnel; assigned strength was approximately 95% of that authorized. Figure B6-7 shows assigned strengths of staff and faculties by school and grade.

STAFF AND FACULTY
DEPARTMENT OF THE ARMY SPECIALIST SCHOOLS
ASSIGNED STRENGTHS ON 30 APRIL 1965

SCHOOL	GEN	COL	L/COL	MAJ	CAPT	1/LT	2/LT	WO	EM	CIV	TOTAL
Defense Information		1	6	14	12	2	-	-	52	18	115
Defense Language Institute		1	6	11	8	11	-	2	164	635	838
TOTAL		2	12	25	20	13	-	2	216	653	953

FIG. B6-7

18. In the ensuing part of this appendix, pertinent data are presented on each of the 12 Army operated specialist schools.

US ARMY AVIATION SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Officer/WO/WO Candidate RW Aviator (Phases II & III)	21	22	759	138	--	57	--	954
Officer/WO/WO Candidate FW Aviator	34	14	673	108	1	24	--	806
Aviation Command & Staff Officer	3	4	120	8	--	6	--	134
Five Transition Courses			607	--	2	14	3	626
Four Instrument Flying Courses			446	25	--	7	17	495
Other Specialist Courses			152	67	1	--	3	223
Total Resident			2757	346	4	108	23	3238
<u>NON-RESIDENT</u>								
None								

FIG. B6-8

The United States Army Aviation School

19. The United States Army Aviation School (USAAVNS) has the mission "to train and instruct officers, warrant officers, and enlisted men (warrant officer candidates) in Army Aviation flight training."

20. In the accomplishment of its mission, USAAVNS teaches resident courses in fixed wing (FW) and rotary wing (RW) aircraft, conducts numerous specialist courses for Army aviators, and prepares appropriate non-resident instructional material. USAAVNS maintains close liaison with the Aviation Agency of the Combat Developments Command (CDC), the US Army Aviation Test Board, the US Army Board for Aviation Accident Research, and a division of the Human Resources Research Office, all collocated at Fort Rucker. The programs of instruction for RW training are closely coordinated with the Primary Helicopter School to avoid course overlap or curriculum duplication.

21. USAAVNS is organized into command and staff elements, a student brigade and eight departments identified as follows: Rotary Wing Training, Fixed Wing Training, Maintenance, Aeromedical Education and Training, Tactics, Publications, Non-Resident Instruction, and Support. The Director of Instruction (DOI) functions in the supervisory channel between the Assistant Commandant and the departments. Officer instructor personnel are for the most part in the grade of captain. School troops are provided by a tailored Infantry battalion and three small Table of Distribution units.

22. The Fixed Wing and Rotary Wing Aviator Courses qualify officers, warrant officers, and warrant officer candidates in both flying techniques and aircraft instruments. The transition courses train previously qualified aviators in the flying techniques for other aircraft. The Aviation Command and Staff Officer Course provides a working knowledge in the duties and responsibilities of these positions.

23. In FY 65, USAAVNS taught a total of twenty courses, all on a resident basis ranging from one to 34 weeks in length. Pertinent data on each of these courses is included in Figure B6-8.

The United States Army CBR Weapons Orientation Course

24. The United States Army CBR Weapons Orientation Course (USACBRWOC) has the mission "to prepare and present instructional material dealing with United States policy, doctrine, techniques, and capabilities in the fields of chemical, biological, and radiological operations as an orientation for senior Department of Defense military and civilian personnel and other selected personnel upon invitation by the Department of Defense."

25. In accomplishing its mission, USACBRWOC provides a single resident course of instruction and assists appropriate agencies of CDC and AMC in doctrine and materiel development.

26. USACBRWOC is organized into a command element, an operating staff, and three divisions identified as follows: Classroom Instruction, Field Demonstration, and Academic Support. The Course Commandant is a colonel; there is no Assistant Commandant. The Director of Instruction functions in the staff channel between the Commandant and the instructional divisions. Officer instructor personnel are for the most part in the grade of lieutenant colonel. A Table of Distribution unit supports instruction.

27. The purpose of the course is to provide selected senior military personnel and federally employed civilians with general background knowledge in the fields of chemical, biological and radiological operations.

28. USACBRWOC is three and one-half days in length and is conducted 28 times per year on a resident basis. In FY 1965, attendance was 1,134 personnel, of whom 403 officers were Active Army, 48 Reserve Components, 281 other US Military Services, 27 from foreign countries, 233 civilians from DOD and 142 civilians from other federal agencies.

The United States Army Management School

29. The United States Army Management School (USAMS) has the mission to provide instruction in installation management for selected military and civilian students and participate in doctrine development.

30. In accomplishing its mission, USAMS conducts the Army Management Course in residence.

31. USAMS is organized into a command element, an operating staff, a Plans and Research Department, and an Academic Department. The School Commandant is a colonel; the Deputy Commandant, also a colonel, serves as the DOI. Officer instructor personnel are primarily lieutenant colonels. There are no school troops.

32. The Army Management Course provides students with a working knowledge of the techniques, practices, and fundamentals of installation management.

33. In FY 1965, the three week course was conducted nine times for a total of 495 students, of whom 337 officers were Active Army, 15 Reserve Components, 35 other US Military Services, one foreign officer, and 107 US civilians. For FY 1966, the title of the course was changed to the Army Installation Management Course. Course length, frequency, and attendance will remain approximately the same.

US ARMY COMBAT SURVEILLANCE SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Mohawk Pilot Aerial Surveillance	3	9	82	--	--		1	83
Senior Officer Orientation	1	5	148	2	1	4	20	175
Aerial Surveillance Materiel	2	2	5	--	--			5
Ground Surveillance Materiel	2	5	16	--	2			18
Total Resident			251	2	3	4	21	281
<u>NON-RESIDENT</u>								
None								

Fig. B6-9

The United States Army Combat Surveillance School

34. The United States Army Combat Surveillance School (USACSS) has the mission to train "selected military and civilian students in the operation and maintenance of surveillance equipment and systems and associated equipment."

35. In accomplishing its mission, USACSS conducts orientation and technical instruction in ground and aerial surveillance equipment and techniques. The school also maintains liaison with the Signal School at Fort Monmouth, the Intelligence School at Fort Holabird, and with local agencies of CDC and AMC.

36. USACSS is organized into a command element, an operating staff, an Organization, Doctrine, and New Equipment Office, and five academic departments identified as follows: Airborne Sensors, Radar, Drone, Common Subjects, and MQM-58A (drone). It also includes a student company. The School Commandant is a colonel; the Assistant Commandant is a lieutenant colonel. An Educational Advisor is responsible to the Commandant and a DOI functions in the supervisory channel between the Commandant and the academic departments. There are no school troops.

37. The Mohawk Pilot Aerial Surveillance Course teaches pilots the techniques of using the side looking airborne radar and infra-red and photographic equipment with which the Mohawk aircraft is equipped. The purpose of the Senior Officer Orientation Course is to provide commanders and staff officers with a general knowledge of the techniques for employing modern surveillance equipment. The Ground and Aerial Surveillance Materiel Courses provide officers with a working knowledge of surveillance operations and materiel to include ground radar, Mohawk aircraft, and drones.

38. USACSS teaches a total of four courses, all on a resident basis ranging in length from one to three weeks. Pertinent data on each of these courses are included in Figure B6-9.

US ARMY ORDNANCE GUIDED MISSILE SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Guided Missile & Special Weapons Staff Officer	12	4	17	--	--	6	--	23
Ordnance Missile Systems Maintenance Officer	19	11	133	--	--	1	--	134
Missile Systems & Logistics Support Orientation	2	8	51	10	--	--	117	178
Total Resident			201	10		7	117	335
<u>NON-RESIDENT</u>								
None								

Fig. B6-10

The United States Army Ordnance Guided Missile School

39. The United States Army Ordnance Guided Missile School (USAOGMS) has the mission to "provide all required career and specialist school education and training for....officers....and civilians in missiles and ammunition." In addition, the school trains special ammunition units and provides mission (special ammunition) loads for authorized units. It also provides individual and unit training and testing in explosive ordnance disposal.

40. In accomplishing the officer-oriented portion of its mission, USAOGMS conducts resident courses only and assists CDC and AMC in doctrine and materiel developments.

41. USAOGMS is organized into a command element, an operating staff, a Directorate of New Missiles and Literature and six instructional departments identified as follows: Missile Training, Special Ammunition, Air Defense, Missile Components, Artillery, and Officers' Training. It includes a School Troop Command to administer staff, faculty, and student personnel. The School Commandant is a colonel; the Assistant Commandant, also a colonel serves as Director of Training. Officer instructor personnel are primarily in the grade of lieutenant. There are no school demonstration-type troops.

42. The purpose of the resident instruction is to give commanders and staff officers of missile support units a general knowledge of maintenance and logistical operations and procedures associated with missile systems.

43. USAOGMS teaches three courses for officers ranging in length from two to 19 weeks. Pertinent data on each of these courses is included in Figure B6-10. An Ammunition Officer Course was transferred to USAOGMS from the Ordnance School in July 1965 as previously indicated in Annex B, Appendix 4.

US ARMY PRIMARY HELICOPTER SCHOOL
FY 65

COURSE TITLE	Nr Wks	Times Given	ARMY OFFICERS		OTHERS			TOTAL
			Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Officer/WO/WO Candidate RW Aviator (Phase I)	12	10	1078	111	--	34		1223
Officer/WO RW Qualification	8	10	308	147	--	22		477
National Guard RW Standardization	2	13	--	50	--	--		50
TOTAL RESIDENT			1386	308	--	56		1750
<u>NON-RESIDENT</u>								
None								

FIG. B6-11

The United States Army Primary Helicopter School

44. The United States Army Primary Helicopter School (USAPHS) has the mission to "train officers, warrant officers, and warrant officer candidates in primary helicopter pilot techniques (and) conduct warrant officer candidate indoctrination training."

45. In the accomplishment of its mission, USAPHS operates a Warrant Officer Candidate Indoctrination Course, and conducts resident instruction only for officers, warrant officers, warrant officer candidates, and National Guard aviators in primary rotary wing flying skills. The programs of instruction for USAPHS are closely coordinated with USAAVNS at Fort Rucker.

46. USAPHS is organized into a command element, an operating staff and a rotary wing instructional department. It also includes two warrant officer candidate training groups. A School Commandant, with the authorized rank of colonel, commands the post as well as the School. An Assistant Commandant, in the grade of lieutenant colonel, is primarily responsible for the operation of the school. A DOI develops instructional plans and programs. A civilian contractor, Southern Airways of Texas, conducts flying training and is responsible to the School Commandant for the quality of the contracted instruction and maintenance. Officer instructor personnel are primarily lieutenants. There are no school troops.

47. The Rotary Wing Aviator Course is conducted in three phases; Phase I is taught at USAPHS and Phases II and III are conducted at USAAVNS. A Warrant Officer Candidate Indoctrination Course provides OCS-type pre-flight instruction in individual responsibility and essential military subjects. It is followed by attendance at a Rotary Wing Aviator Course at Fort Wolters or a Fixed Wing Course at Fort Rucker, which teaches basic flying skills. Successful graduates receive their warrants. A standardization course is conducted for National Guard Aviators so that they can maintain a high skill level and be updated on flight instruction techniques.

48. USAPHS conducts three courses ranging from two to 12 weeks in length. Pertinent data on the courses are included in Figure B6-11. In addition, 1,100 enlisted men successfully completed the four week Warrant Officer Candidate Indoctrination Course in FY 65. Beginning in FY 66, a curriculum change was implemented as described in Annex D, Appendix 18.

US SPECIAL WARFARE SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Senior Officer Counter-insurgency & Special Warfare Orientation	1	6	332	32	43	--	64	471
Military Assistance Training Advisor	6	7	911	--	47	--	--	958
Special Forces Officer	12	3	493	29	9	10	--	541
Psychological Operations	10	3	143	8	13	52	1	217
Counterinsurgency Operations Officer	10	3	171	1	31	79	4	286
Special Warfare Orientation	2	5	167	51	41	--	11	270
Total Resident			2217	121	184	141	80	2743
<u>NON-RESIDENT</u>								
Counterinsurgency Operations			645	311	278	135	41	1410
Psychological Operations			501	343	226	50	38	1158
Special Forces			1032	842	384	17	60	2335
Total Non-Resident			2178	1496	888	202	139	4903

Fig. B6-12

The United States Army Special Warfare School

49. The United States Army Special Warfare School (USASWS) has the mission to "prepare and conduct resident and non-resident courses of instruction to meet requirements for training the Armed Forces of the United States, United States governmental personnel, and foreign personnel in psychological, unconventional warfare, and counterinsurgency operations."

50. In accomplishing its mission, USASWS conducts orientation courses concerned with all phases of stability operations, training courses in psychological, special forces, and counterinsurgency operations, and a special course in the duties of Military Assistance Training Advisor (MATA) personnel assigned to the Republic of Vietnam. USASWS maintains liaison and coordination on doctrine and combat developments with all interested agencies to include CDC, the Army War College, and the Command and General Staff College.

51. USASWS is organized into a command element, an operating staff, and four instructional departments identified as follows: Counterinsurgency Operations, Psychological Operations, Unconventional Warfare, and Non-Resident instruction. It includes a student company. The Center Commander and School Commandant is a brigadier general; the Assistant Commandant is a colonel and is responsible for the internal operation and administration of the school. The DOI functions in the staff channel between the Assistant Commandant and the heads of academic departments. An Educational Advisor is responsible to the Director of Instruction. Officer instructor personnel are primarily in the grade of major. School support is furnished by the United States Army John F. Kennedy Center for Special Warfare.

52. The purpose of the resident and non-resident instruction is to provide students with a knowledge of the concepts, principles, techniques, and doctrine of special warfare. The MATA Course is oriented to operations in Vietnam.

53. USASWS teaches a total of nine courses, six on a resident basis ranging from one to 12 weeks in length. Pertinent data on each of these courses is included in Figure B6-12.

US ARMY LOGISTICS MANAGEMENT CENTER
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Defense Procurement Management	5	6	150		47	5	527	729
Defense Advanced Procurement Management	3	10	36		19		238	293
Army Maintenance Management	6	5	28		12	15	167	223
Army Supply Management	12	3	40		2	25	202	269
Associate Army Supply Management	2	3		425	3		1	429
Eleven Other Resident Courses			116	123	35	40	987	1300
Total Resident			370	548	118	85	2120	3241
<u>NON-RESIDENT</u>								
Eight Extension Courses			158	372	27	23	1640	2220
Four Reserve Officer Group Studies				4991				4991
Three On-The-Job Education Programs			70	39	22		790	921
Total Non-Resident			228	5402	49	23	2430	8132

Fig. B6-13

The United States Army Logistics Management Center

54. The United States Army Logistics Management Center (ALMC) has the mission to "provide both resident and non-resident instruction in wholesale logistics management."

55. In the accomplishment of its mission, it operates resident, non-resident, Reserve Officer Group Study courses and on-the-job courses. ALMC maintains liaison with and provides assistance to AMC, the Deputy Chief of Staff for Logistics, and other appropriate agencies of DA and DOD.

56. ALMC is organized into a command element, an operating staff, a Logistics Research and Doctrine Department, and two instructional departments, Resident and Non-Resident. The Commandant is a colonel, who also serves as a member of the Army Materiel Command Board. The Deputy Commandant, who is primarily responsible for the operation of the Center, is also a colonel. Three coequal Assistant Commandants serve as department heads and principal assistants to the Commandant. Officer instructor personnel are primarily majors and lieutenant colonels. There are no school support troops.

57. The courses of instruction are designed to develop the capabilities of senior officers and civilians, who occupy responsible logistics positions, by increasing their understanding of the organization, operations, and problems of the producer logistics system.

58. ALMC teaches a total of 31 courses, 16 on a resident basis ranging from one to 12 weeks in length. Nine resident and one non-resident courses are conducted for DOD. Pertinent data on a representative group of courses (and gross figures on the others) are included in Figure B6-13.

The United States Army Management Engineering Training Agency

59. The United States Army Management Engineering Training Agency (AMETA) has the mission to "train civilian and military personnel in scientific management skills and techniques."

60. In the accomplishment of its mission, it develops and teaches a coordinated program of resident instruction in management engineering for all the Military Departments, the Defense Supply Agency, and other governmental agencies.

61. AMETA is organized into an operating directorate and staff, a Management Systems Department, and four instructional departments identified as follows: General Management, Automatic Data Processing, Industrial Management, and Applied Mathematics and Statistics. There are no military personnel on the staff and faculty. A Director and Associate Director manage the agency; there are no school support troops.

62. The purpose of the courses conducted is to teach students the best known business practices and their application to producer logistics.

63. AMETA teaches a total of 49 courses, all on a resident basis ranging from one day to eight weeks in length. All but one of these are Defense courses. An eighteen month Automatic Data Processing Intern Program is also available, the first six months of which are in resident instruction. Pertinent data on all courses are included in Figure B6-14.

US ARMY MANAGEMENT ENGINEERING TRAINING AGENCY
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Automatic Data Proc- essing Appreciation	1	3	34		15	3	165	217
Work Methods & Stand- ards Appreciation	1	4	36	9	1	7	287	340
Contractor Performance Evaluation	*	26	44	1	81		596	722
Management Statistics	2	10	6		82	6	171	265
Middle Management Seminar	2	16	15		65	7	296	383
Organization Planning	2	11	8		44	12	201	265
Principles & Appli- cations of Value Engineering	2	10	6				222	228
Systems & Procedures Analysis	2	16	9		71	7	313	400
Top Management Seminar	2	10	22		42	7	146	217
40 Other Resident Courses			175	38	231	46	2658	3148
Total Resident			355	48	632	95	5055	6185
<u>NON-RESIDENT</u>								
None								
* A one day course								

Fig. B6-14

JOINT MILITARY PACKAGING TRAINING CENTER
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Preservation & Inter- mediate Protection	2	21	41	6	54	--	354	455
Packing & Carloading	2	13	47	3	35	--	188	273
Preservation & Packaging	1	9	35	--	14	--	218	267
Packaging Administration	1	17	12	1	56	--	379	448
Seven Other Resident Courses			179	1	67		414	661
Total Resident			314	11	226	--	1553	2104
<u>NON-RESIDENT</u>								
None								

Fig. B6-15

The Joint Military Packaging Training Center

64. The Joint Military Packaging Training Center (JMPTC) has the mission to "provide training in the preservation, packaging, and related loading of military supplies and equipment for military and civilian packaging personnel."

65. In accomplishing its mission, JMPTC conducts packaging courses on a resident and mobile training team basis. It maintains liaison with AMC and other appropriate military and civilian agencies.

66. JMPTC is organized into an operating directorate and staff, a Joint Publications and Assistance Division, and three training divisions identified as follows: Preservation, Packing, and Missile and Specialized. There are no military personnel on the staff and faculty; a Director and a Deputy Director manage the Center. There are no school support troops.

67. The purpose of the instruction is to provide selected military and civilian personnel with a knowledge of the policies, methods, and techniques for packaging and packing of military supplies and equipment.

68. The JMPTC teaches eleven courses, all on a resident basis ranging from three days to two weeks in length. Pertinent data on the principal courses taught are included in Figure B6-15.

DEFENSE INFORMATION SCHOOL
FY 65

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Information Officer Basic	8	4	70	--	7	--	15	92
Information Officer Refresher	2	1	5	11	8	--	7	31
Broadcast Officer	3	1	--	--	--	--	--	--*
Total Resident			75	11	15	--	22	123
<u>NON-RESIDENT</u>								
None								
* Course was not conducted because of undersubscription of the quota.								

Fig. B6-16

The Defense Information School

69. The Defense Information School (DINFOS) has the mission to "provide information training for selected officers...and civilian employees of Department of Defense components for information assignments at all levels of command throughout the Defense Establishment; and to train a limited number of persons from other Federal agencies and foreign nations in the principles and techniques of United States Military information activities."

70. In executing its mission, DINFOS conducts officer specialist courses in residence. The curriculum is oriented to the field of unclassified military information and teaches use of three mass communication media, printed, oral/visual, and radio/television.

71. DINFOS is organized into a command element, an operating staff, and five academic departments identified as follows: International Relations and Government, Applied Journalism, Policy and Plans, Research and Oral Communications, and Radio and Television. The School Commandant is an Army colonel. The position of Assistant Commandant, presently an Army colonel, will become a rotating position alternating between Navy and Air Force officers in grade of colonel/ Navy captain. The Assistant Commandant functions as DOI and the Educational Advisor is responsible to him. Officer instructor personnel are primarily in the grade of captain and major. There are no school support troops.

72. The purpose of the instruction is to prepare officers and civilians to perform duties in the fields of public affairs and information programs and activities.

73. DINFOS teaches three officer courses, all on a resident basis ranging from two to eight weeks in length. Pertinent data on each of these courses for FY 1965 are shown in Figure B6-16.

DEFENSE LANGUAGE INSTITUTE
FY 55

			ARMY OFFICERS		OTHERS			TOTAL
COURSE TITLE	Nr Wks	Times Given	Actv Army	Res Comp	Oth Svcs	For Offs	Civs	
<u>RESIDENT</u>								
Courses at DLIWC			814	--	749	--	113	1676
Courses at DLIEC			66	--	208	--	32	306
Total Resident			880	--	957	--	145	1982
<u>NON-RESIDENT</u>								
Courses at the Foreign Service Institute			35	--	168	--	24	227
Courses at Civilian Institutions			172	--	1431	--	36	1639
Total Non-Resident			207	--	1599	--	60	1866

Fig. B6-17

The Defense Language Institute

74. The Defense Language Institute (DLI) has the mission to "exercise technical control of all language training within the Defense Establishment (except at the Service Academies) and to direct those elements of the program which are conducted on a Department of Defense-wide basis by the Department of the Army."

75. In accomplishing its mission, DLI has direct control of full-time, mission-required language training conducted at the two DLI schools, the West Coast Branch (DLIWC) at the Presidio of Monterey, California, and the East Coast Branch (DLIEC) collocated with the DLI Headquarters at Washington, D. C. It exercises technical control over, input to, and funding responsibilities for training conducted for DOD by the Foreign Service Institute of the State Department, Syracuse and Indiana Universities, and seven commercial schools in the Washington, D. C., area.

76. DLI Headquarters is organized into a command element, an operating staff, a Training Division, a Research and Standards Division, a West Coast Branch and an East Coast Branch. The branches are organized into command and staff elements and area oriented instructional departments. Troop Commands are attached to both branches to administer staff, faculty, and student personnel. The Director of DLI is an Army colonel; the Deputy Director is an Army lieutenant colonel. The Commandant of DLIWC is an Army colonel; the Commandant of DLIEC is a Navy commander. Instruction is normally conducted by civilians.

77. The objective of foreign language training is to develop linguistic skills to required levels, emphasizing foreign military terminology and incorporating area background materials in the courses. As a result, students can function as military linguists with an awareness of the historical, political, economic, and cultural heritage of the countries whose languages they have studied.

78. The DLI teaches a total of 49 language courses, 25 on a resident basis, ranging from eight to 49 weeks in length. Pertinent data on the courses taught or sponsored by DLI are included in Figure D6-17.

SUMMARY

79. Specialist schools are not a homogeneous grouping of Army operated schools. Rather they are a grouping of 12 generally disparate schools, each of which was established originally to provide specialist or functional training beyond the capacity of branch schools or not specifically encompassed in the mission of any one of them.

80. Specialist schools are operated by the US Continental Army Command, the US Army Materiel Command and Headquarters, Department of the Army, directly. They can most conveniently be grouped in that fashion.

81. The seven USCONARC specialist schools supplement the specialist courses taught in branch schools and provide a major segment of USCONARC's school system. In FY 65, nearly 27,000 students attended these schools in a resident status. of whom approximately 7,000 were US Army officers.

82. The three USAMC schools are oriented primarily toward wholesale or producer logistics and management in various functional areas. One of the AMC operated schools conducts only joint courses and the other two a preponderance of joint courses. The number of these courses has increased rapidly in recent years.

83. The student flow through the AMC schools is large but is primarily civilian in character. In FY 65, a total of approximately 11,500 students attended the three schools in a resident status, only a little over 1,000 of whom were US Army officers.

84. The two Department of the Army operated specialist schools have been converted to Defense schools although they continue to serve preponderantly Army needs. In FY 65 approximately 4,000 students attended these schools in a resident status, of whom 950 were US Army officers and 2,000 other US Army personnel.

ANNEX B

CURRENT SYSTEM FOR EDUCATION AND TRAINING FOR ARMY OFFICERS

APPENDIX 7

SCHOOLING AT CIVILIAN INSTITUTIONS, WITH OTHER GOVERNMENTAL AGENCIES AND INDUSTRY

PURPOSE AND SCOPE

1. This appendix addresses itself to the factual presentation of the education and training of Army officers in civilian universities, colleges, industry and other governmental agencies.

BACKGROUND

History of Army Civil Schooling Program

2. The education and training of Army officers in civilian universities, colleges, and technical institutions is the second oldest instructional program of the Department of the Army, yielding only to the United States Military Academy (USMA) in continuous operation. The first Army officers were enrolled in the program in 1867, following an assessment of operations during the Civil War. They were Army doctors, dentists, and veterinarians who were given professional training in university medical schools. Soon thereafter, other officers were given advanced training in ballistics, metallurgy, and engineering sciences at civilian institutions. The civil schooling program was continued and gradually expanded during the years until by the onset of World War I it had reached substantial size and included such fields as business administration.

3. The National Defense Act, as amended, encouraged graduate level education, but stipulated that such training must be for recognized and specific Army requirements. In 1948, legislation was enacted which authorized the Secretary of the Army to select for civil schooling, at any one time, up to 8% of the authorized Regular Army officer strength and 8% of the actual Reserve Component officer strength. The heavy demands the Army places on its officers have prevented it from even approaching these figures.

Types of Civil Schooling Available

4. Today, a wide range of civil schooling programs is available to Army officers to augment their military schooling. These programs are based on the Army's conviction that continuing education is essential if officers are to achieve maximum career potential and develop desired creative and intellectual abilities.

5. Army civil schooling programs can be divided into the following two broad categories:

a. Training or education which an individual receives on a full-time basis to meet recognized Army requirements, with the government bearing full tuition costs.

b. Courses which an individual takes in off-duty time or in a permissive temporary duty (TDY) status to raise his general educational level, for which the government defrays only a portion of the costs.

6. The first of the above categories includes:

a. Advanced civil schooling at colleges or universities in a permanent change of station (PCS) status, generally, although not always, leading to an advanced degree. Graduate schooling at the Navy Post-Graduate School, the Air Force Institute of Technology, and the government sponsored Institute of Defense Analysis is included in this program. Requirements for advanced civil schooling are established on a position-by-position basis by the Department of the Army Educational Requirements Board (AERB). The length of the training period varies by discipline but generally does not exceed two years.

b. Scholarships and fellowships for advanced scientific or literary study from eligible donors; principally corporations, foundations, and educational institutions. These scholarships are available principally to newly commissioned officers who are USMA graduates or Distinguished Military Graduates from the ROTC program. In certain cases, the Army extends the period of study provided for under the scholarship, and pays for the additional tuition costs.

c. Training with industry, in which advantage is taken of technical courses or expertise available in certain segments of industry. In the past, certain technical services employed this type of training rather extensively, although its use has declined markedly in recent years.

d. Short courses or training under 20 weeks' duration at civilian educational, commercial, or industrial institutions as well as other government agencies. Officers attend these courses on a TDY status, primarily to assist them in their current assignments.

7. The second of the two major categories of Army civil schooling includes:

a. The degree completion program, initiated by the Congress to provide an opportunity for individuals who remained in the Service after World War II and the Korean conflict to complete their education while on active duty. Although this program (often referred to as BOOTSTRAP) was designed primarily to provide individuals with an opportunity to obtain a baccalaureate degree, it may be used also to gain advanced degrees. To be eligible for the program, an officer must be able to gain a baccalaureate degree within 12 calendar months in a subject area of functional importance to the Army. If he is a graduate degree candidate, he must be able to obtain the degree in one semester or two quarters. Officers who participate in this program are put on a TDY status with normal pay and allowances, but must pay all expenses for their schooling.

b. Off-duty tuition assistance, provided under the General Educational Development (GED) program to individuals who desire to attend classes in accredited colleges or universities, when such activity does not interfere with the performance of military duties. Appropriated funds may be used to pay up to 75% of tuition costs (not to exceed \$14.25 for each credit hour), or fees in lieu of tuition costs. All other expenses must be borne by the individual.

Supervision of Programs

8. The Army advanced civil schooling program is conducted under the overall supervision of the Deputy Chief of Staff for Personnel (DCSPER), DA. The Office of Personnel Operations (OPO), and the Office of The Surgeon General, The Judge Advocate General, and The Chief of Chaplains are the training agencies responsible for selection of courses and schools to meet training needs. OPO and the Office of The Surgeon General are the primary operators of the program, responsible for its detailed funding and the negotiation of contracts and agreements with the civilian educational, commercial, and industrial institutions.

9. The Army's General Educational Development Program is conducted under the overall supervision of the Deputy Chief of Staff for Personnel, DA. The Adjutant General, DA, is the primary monitor of the program on a worldwide basis.

Pertinent Regulations

10. Regulations which are pertinent to schooling at civilian institutions, with other governmental agencies and industry are listed below:

- a. AR 350-46, Graduate Training in Nuclear Engineering (Effects).
- b. AR 350-72, Scientific and Engineering Graduate Schooling for Distinguished Military Graduates.
- c. AR 350-200, Training of Military Personnel at Civilian Institutions.
- d. AR 350-210, Advanced Management Training for Officers.
- e. AR 350-218, Training of Army Medical Service Personnel at Civilian Educational Institutions.
- f. AR 621-5, General Educational Development.
- g. AR 621-7, Acceptance of Fellowships, Scholarships, or Grants.
- h. AR 621-108, Military Personnel Requirements for Graduate Level Education.

DISCUSSION

Operation of the Army Educational Requirements Board (AERB)

11. The AERB was established by the Army in 1963 in order to develop more precisely its requirements for advanced civil schooling. It is chaired by a representative of the Office of Personnel Operations and includes 11 other members from various DA general and special staff agencies. It is charged with determination of worldwide position requirements for officers with graduate level education. In the preparation of its two annual reports to date, the AERB has confined its efforts largely to reviewing and validating requirements submitted from the field. Provision has been made for the appointment of subordinate panels in the fields of engineering, physical sciences, and social sciences to develop independent studies on requirements. Requirements for advanced civil schooling of Medical Service Officers have been developed separately under The Surgeon General.

12. For FY 1965, the Board found that 3,420 Army positions (other than Medical) required an advanced degree. The validated positions included 3,279 master's degrees and 141 doctorates. These figures represent an increase of almost 100% in requirements over a five-year period. A detailed breakdown by broad fields of study and grades of currently validated positions is given below:

**VALIDATED POSITIONS FOR ADVANCED
CIVIL SCHOOLING BY FIELD OF STUDY AND GRADE**

BROAD FIELDS OF STUDY	NO. OF INCLUDED DISCIPLINES	GEN	COL	LT COL	MAJ	CAPT	LT	TOTAL
Agriculture/Forestry	3			2	3	4		9
Arts/Classics	5	1	29	58	42	53	3	186
Biological Sciences	3		2	5	6	4	1	12
Business	19	14	256	247	104	44		665
Engineering	36	22	289	497	395	268	40	1,511
Physical Sciences	24	3		97	121	96	22	391
Social Sciences	27	4	127	235	163	107	4	640
TOTAL	117	44	755	1,141	834	576	70	3,420

FIG. B7-1

13. The AERB has programmed an input of 700 officers into the advanced civil schooling program for FY 1966 and a level-off figure of 830 for the ensuing five years to fill validated positions.

Advanced Degree Program

14. Although certain career branches such as the Engineers are aggressive in pointing out the advantages of advanced civilian schooling to their officers, the individual officer must take the initiative in applying for advanced civil schooling. He submits an application through channels giving his preferences of schools and courses, together with his undergraduate transcript and a report of scores on certain

graduate tests prepared by the Princeton Educational Testing Service. Career branches select officers on a best-qualified basis to fill quotas allocated to them and, upon acceptance by the civilian institution, request issuance of necessary orders.

15. As of September 1965, 931 officers were enrolled in this program, of whom 881 were Regular Army. Of the total, 101 were preparing themselves to instruct at USMA. Officers were attending 90 civilian institutions at home and abroad in the disciplines and grades indicated below:

**ADVANCED CIVIL SCHOOLING PROGRAM BY SUBJECT AREA AND GRADE
AS OF 30 SEPTEMBER 1965**

	COL	LT COL	MAJ	CAPT	LT	TOTAL
Agriculture/Forestry				3		3
Arts/Classics	4	5	7	37	1	54
Biological Sciences			1	5	1	7
Business		10	107	131	5	253
Engineering	1	8	53	291	48	401
Physical Sciences	1	3	14	70	15	103
Social Sciences		7	39	59	5	110
TOTAL	6	33	221	596	75	931

FIG. B7-2

16. The 931 students above are acquiring nine bachelor's, 887 master's, and 21 doctor's degrees, and 14 are training with industry. It is significant to note the heaviest program is in engineering (43%)

and the most prevalent grade of the student is captain (61%). On a branch basis, the statistics break down as indicated in Figure B7-3.

**ADVANCED CIVIL SCHOOLING PROGRAM BY BRANCH
AS OF 30 SEPTEMBER 1965**

BRANCH	NO.	BRANCH	NO.
Adjutant General	43	Infantry	101
Army Intelligence & Security	16	Judge Advocate General	3
Armor	55	Military Police	18
Artillery	151	Ordnance	91
Chaplains	7	Quartermaster	39
Chemical	44	Signal	108
Engineer	195	Transportation	40
Finance	19	WAC	1

FIG. B7-3

Scholarships and Fellowships

17. Cadets and recent USMA graduates compete with students and graduates of other institutions throughout the country for certain scholarships and fellowships. USMA graduates are eligible for the Rhodes, Atomic Energy Commission, and National Science Foundation scholarships and are the sole competitors for the Olmstead Foundation scholarship for two-year graduate study in the social sciences at a foreign university. In addition, the upper 5% of the graduating class may elect immediate advanced schooling, although they are encouraged to request it after a minimum period of two years in the service.

18. Distinguished Military Graduates (DMG's) also have an opportunity for early graduate training on a scholarship basis. A maximum of 15 such graduates who have accepted Regular Army commissions are selected annually to attend a civilian institution for an advanced degree in a scientific or engineering field of interest to the Army. They must serve two years on active duty before they start their graduate studies.

19. At this time, 43 USMA graduates and DMG's are attending institutions under the scholarship programs indicated above or have won such scholarships and will be in school prior to the end of the current fiscal year.

Training With Industry (TWI)

20. The principal Army users of the TWI program are the Army and Transportation Corps. As of 30 September 1965, the number of officers were being trained for periods in excess of 20 weeks with industries listed:

OFFICERS TRAINING WITH INDUSTRY AS OF 30 SEPTEMBER 1965

American Tel & Tel	10	Communications
Bell Helicopter	1	Aircraft Maint. & Manufacturing
Vertol Div, Boeing Aircraft	1	Aircraft Maint. & Manufacturing
US Steel Corporation	1	Traffic Management
E.I. DuPont de Nemours & Co.	1	Traffic Management
TOTAL	14	

FIG. B7-4

Short Courses

21. Short courses available to officers at civilian educational and industrial institutions and government agencies vary in length from one-day seminars to courses of almost five months. There is no set pattern of rank or assignment for the majority of these courses. Attendance at a short course in excess of four weeks requires career branch clearance. The principal programmed short courses handled entirely at the Department of the Army level are the Advanced Management Program at Harvard and Pittsburgh. Twenty colonels are selected each year to participate in these programs. In addition to programmed short courses, a significant number of unprogrammed short courses are funded each year. In FY 1965, 486 Army officers attended short courses at 43 civilian institutions or other governmental agencies as follows:

CIVIL SCHOOLING SHORT COURSES FOR FY 1965

FIELD	NUMBER OF STUDENTS
Agriculture/Forestry	0
Arts/Classic	65
Biological Sciences	1
Business	227
Engineering	45
Physical Sciences	45
Social Sciences	103
TOTAL	486

FIG. B7-

Degree Completion Program

22. Seven hundred officers and warrant officers are authorized to participate in this program annually. From 1962 through June of 1965, 1,971 officers gained their degrees, including 1,865 bachelor's, 91 master's, and 15 doctorates. The breakdown by rank is 33 colonels, 311 lieutenant colonels, 602 majors, 898 captains, 90 lieutenants and 37 warrant officers. Officers are currently attending 51 academic institutions under this program. Approximately 72% are majoring in military science, business administration, history, or general education.

Off-Duty Tuition Assistance

23. An off-duty tuition assistance program is in operation as part of the General Educational Development (GED) Program at Army installations throughout the world. In this program during FY 1965, 399 individuals received their baccalaureate degrees, 218 received their master's degree and one received a Ph.D.

CIVILIAN EDUCATION LEVEL OF ARMY COMMISSIONED OFFICERS AT MID FY 1965

CIVILIAN EDUCATION LEVEL	A G G R E G A T E					
	REGULAR ARMY NR.	%	OTHER THAN RA NR.	%	GRAND TOTAL NR.	%
Doctor's Degree	206	0.51	289	0.50	495	0.51
Master's Degree	5,990	14.89	2,190	3.82	8,180	8.38
Professional Degree	3,309	8.23	6,389	11.14	9,698	9.94
Post Grad College but no Grad Degree	971	2.41	1,146	2.00	2,117	2.17
Baccalaureate Degree	24,111	59.93	28,483	49.67	52,594	53.90
Two or More Years College Non-Graduate	4,237	10.53	9,373	16.34	13,610	13.95
Less than Two Years College	992	2.47	4,492	7.83	5,484	5.62
High School Graduate	410	1.02	4,892	8.53	5,302	5.43
Non-High School Graduate	5	0.01	95	0.17	100	0.10
SUB-TOTAL	40,231	100.00	57,349	100.00	97,580	100.00

FIG. B7-6

Officer Educational Level

24. The Army officer educational level has continued to climb since the close of the Korean conflict. In 1952, 44% of all Army officers had a baccalaureate degree; by 1964, this had improved to 75%. The advanced degree levels for all officers during the same period more than doubled. Figure B7-6 indicates current educational levels of Army officers by category.

SUMMARY

25. A variety of schooling programs at civilian educational, commercial, and industrial institutions is available to Army officers. These include the advanced degree program at civilian colleges and universities, various scholarship and fellowship programs, training with industry, short courses at civilian institutions or other government agencies, the degree completion program (BOOTSTRAP), and the off-duty tuition assistance program.

26. The National Defense Act of 1920, as amended, stipulated that graduate level education for officers must meet recognized, specific Army requirements. Since 1963 the Army Education Requirements Board (AERB) annually has validated the world-wide position requirements for officers with advanced degrees.

27. Requirements for graduate level training of Army officers have doubled in the past five years. Not including 1,041 validated positions for the Army Medical Service, there are currently 3,426 validated positions for officers with advanced degrees, 80% of which are in field grades and 55% of which are in engineering and physical sciences.

28. There are currently over 900 Army officers pursuing graduate level studies at 90 civilian institutions on a full-time basis. Over 70% of these officers are in company grades.

29. The Corps of Engineers leads all other branches of the Army in the number of officers engaged in graduate level schooling.

30. The civil schooling which officers attend in their off-duty time or in a permissive TDY status under the General Educational Development (GED) Program serves primarily to raise their general educational level. The great bulk of officers enroll in this program to gain their baccalaureate degree in relatively soft disciplines.

31. The civilian educational level of Army officers, in terms of both undergraduate and graduate degrees, has risen materially since the Korean conflict. Today, 75% of all Army officers on active duty and 86% of all Regular Army officers have a baccalaureate degree or above. Of all Army officers on active duty, 10% hold professional degrees and 9% hold graduate degrees; of all Regular Army officers, 8% hold professional degrees and 15% hold graduate degrees.

ANNEX B

CURRENT SYSTEM FOR EDUCATION AND TRAINING OF ARMY OFFICERS

APPENDIX 8

ARMY MEDICAL SERVICE PROFESSIONAL TRAINING

PURPOSE AND SCOPE

1. This appendix describes Army Medical Service (AMEDS) professional training and includes a review of the responsibilities The Surgeon General bears for education and training.

BACKGROUND

2. After World War II, the Army Medical Service made a concerted effort to improve its professional medical capability. Initially this included the establishment of a program of professional refresher courses in all phases of military medicine, the institution of residency training in teaching hospitals of the Army Medical Service, and the strengthening of the professional intern program. The temporary void in progressive medical training which resulted from the operational demands of World War II was soon overcome. It was replaced, however, by the need to keep abreast of the many technological advances that followed the cessation of hostilities. This in turn brought about increased emphasis on professional specialization.

3. Army Regulation 350-219 assigns to The Surgeon General responsibility for exercising "overall supervision of education and training for commissioned officers of the Army Medical Service in accordance with Department of the Army policies." Army Regulation 350-5 establishes these Department of the Army (DA) policies and delineates The Surgeon General's responsibilities for specialized medical courses as general supervision, including the formulation of plans and policies and coordination of their execution; and direction, control, review, and approval of curricula and instruction. Commanding General, United States Continental Army Command is assigned responsibility for coordinating programming actions in connection with quotas, requirements, and schooling for medical training listed as numbered courses in the US Army Formal Schools Catalogue. Army Regulation 10-5 states in more general terms that The Surgeon General, under the general staff supervision of DCSPER, "is responsible for medical professional training for the Army."

ACTIVE ARMY MEDICAL PROFESSIONAL TRAINING

FY 65

PROCUREMENT PROGRAMS	NUMBER IN PROGRAM
<u>PRE-COMMISSION</u>	
1. Senior Medical Student Program	102
2. Walter Reed Institute of Nursing	135
3. Army Student Nurse Program	639
4. Registered Nurse Student Program	6
5. Student Dietitian and Occupational Therapist Programs	30
<u>POST-COMMISSION</u>	
<u>At AMEDS Facilities</u>	
6. Resident and Fellowship Program	275
7. Intern Program	238
8. Army Nurse and Medical Specialist Corps Programs	191
<u>At Civilian Institutions</u>	
9. Resident Program	11
10. Graduate AMSC Programs	0
11. Graduate Psychology Student Program	9
INCREASED PROFESSIONAL CAPABILITY PROGRAMS (All post-commission)	
<u>SHORT COURSES</u>	
12. At AMEDS Facilities	1734
13. At Non-Army Federal Facilities	319
14. At Civilian Institutions	265
<u>LONG COURSES</u>	
15. Graduate Training at Civilian Institutions	106
TOTAL	4060

FIG. B8-1

DISCUSSION

4. Specialized medical courses are identified generally in AR 350-219 as all non-career type military education for officers of all six corps of the Army Medical Service. They include specifically: military internships and civilian military residencies for the Medical Corps and Dental Corps; specialty training for the Veterinary Corps; in-service specialty courses (e.g., anesthesiology) for the Army Nurse Corps; courses in physical and occupational therapy and dietetic internships for the Women's Medical Specialist Corps; and professional, administrative, and management courses for the Medical Service Corps. These courses include postgraduate study in civilian institutions, short and long term courses at civilian and military institutions, and attendance at symposia and conferences.

5. Medical professional training activities are currently conducted in 15 separate programs as shown in Figure B8-1. These programs are in addition to the numbered resident and non-resident courses conducted by the Medical Field Service School and the USAMEDS Veterinary School discussed in Appendix 6.

6. Procurement Programs. Eleven of these programs are designed to procure or train commissioned personnel with initial medical skills, to bring them up to an entry level of professional skill.

a. Pre-commission training activities. By public law and implementing Army regulations, The Surgeon General includes pre-commission training programs for physicians, nurses, dietitians, and occupational therapists in professional medical training. Individuals are put on active duty in a student capacity, with appropriate pay and allowances, in return for a period of obligated service. In addition, tuition support is rendered for all but dietitians and occupational therapists.

b. Post-commission training activities. For those medical professional personnel who have completed their formal civilian schooling, a variety of programs are offered to qualify them in a medical specialty. Participation in these programs is as a commissioned officer with full pay and allowances, and incurs a period of obligated service. This training may be conducted either in-house or in a civilian institution. Internships and residencies are offered to medical and dental school graduates; and similar programs are available for nurses, occupational therapists, physical therapists, dietitians, psychologists, and hospital administrators.

7. Increased Professional Capability Programs. Separate and distinct from the procurement programs are the four programs designed to increase the professional medical capability of those AMEDS personnel who

have already attained entry skill levels. In these programs participants receive travel pay, per diem, and tuition support as appropriate. Participation may or may not incur additional obligated service, depending on the length of the training received. These programs include:

a. Short Course Training at AMEDS Facilities. These are militarily oriented short courses which stress refresher instruction and are designed to up-date existing medical skills. In order to insure maximum utilization of critical professional personnel, existing AMEDS facilities and personnel are used to conduct the bulk of these courses. Not reflected in Figure B10-1 is the participation of 590 Army Reserve Component personnel, 889 military personnel of other Services, and 935 civilians in these courses.

b. Short Course Training at Non-Army Federal Facilities. These courses are intended to facilitate inter-service and inter-agency exchange of professional ideas and experience. This is the most rapidly expanding area of medical professional training.

c. Short Course Training at Civilian Institutions. This is also refresher instruction intended to up-date existing skills, but with a more purely medical than military orientation. It uses civilian facilities as a substitute for governmental facilities when the latter do not exist or when the use of civilian facilities is more economical.

d. Graduate Training at Civilian Institutions. This is graduate training given to selected officers in order to meet Department of the Army validated graduate educational requirements for the many professional and administrative skills required by the Army Medical Service.

SUMMARY

8. The Surgeon General exercises direct supervision over certain precommission training designed to procure professional medical personnel and over all training of commissioned officers in the six corps of the Army Medical Service.

9. Medical professional training comprises 15 programs for over 4,000 Active Army personnel. Eleven of these programs are designed to procure professional personnel by offering training in return for obligated service; three programs are designed to increase or refresh medical professional capabilities in short courses; and one program provides advanced graduate education at civilian institutions.

10. Government facilities are used whenever possible for instructional purposes, over 70% of the training being conducted in Army or other federal facilities.

ANNEX B

CURRENT SYSTEM FOR EDUCATION AND TRAINING OF ARMY OFFICERS

APPENDIX 9

WARRANT OFFICER SCHOOLING

PURPOSE AND SCOPE

1. This appendix examines the education and training available to warrant officers (WO) as part of their career development and utilization in the US Army.

BACKGROUND

2. Current Role. To provide a meaningful basis for examining the schooling of warrant officers, it is important to understand their unique status. As part of the officer structure of the Army, warrant officers are chargeable against total officer strength limitations. Warrant officers are, however, vested with limited powers, with rank and precedence below those of second lieutenants. They are highly skilled technicians provided to fill positions above the enlisted level and too specialized in scope to permit the effective development and continued utilization of broadly trained, branch-qualified commissioned officers. The word "technician" connotes the possession and exercise of technical skill, as opposed to tactical skill, and the ability to supervise enlisted personnel who are qualified in technical occupations similar to those of the warrant officer.

3. Qualification and Selection. Warrant officers are procured to meet requirements for particular skills and knowledge. Appointments are made generally on the basis of qualifications already possessed by the applicant in currently required military occupational specialties (MOS), although in some cases post-appointment training is required. Eligibility criteria for appointment and/or active duty vary by MOS and by procurement program. To be eligible for the current WO Regular Army (RA) integration program, an applicant must have not more than 18 years of federal service and at least a high school education, although two years of college is considered desirable.

4. Assignments and Utilization. For personnel management and control purposes, warrant officers are divided up among the various career branches of the Officer Personnel Directorate, Office of Personnel

Operations, on the basis of MOS. Awards of MOS are closely controlled by Headquarters, Department of the Army, and restricted to those specifically designated for warrant officers. As of August 1965, there were 10,308 male and Women's Army Corps (WAC) warrant officers on active duty in 57 different MOS's, distributed by categories indicated below:

DISTRIBUTION OF WARRANT OFFICERS BY CAREER BRANCH MONITOR

BRANCH	TOTAL ASSIGNED	NUMBER IN RA	BRANCH	TOTAL ASSIGNED	NUMBER IN RA
Adjutant General	1062	245	Medical Service	75	8
Artillery	1301	27	Military Police	508	53
Aviation	2666	3	Ordnance	1578	62
Engineers	371	20	Quartermaster	1034	103
Finance	7	4	Signal	757	15
Intelligence & Security	783	52	Transportation	112	13
Judge Advocate General	54	13			

FIG. B9-1

DISTRIBUTION OF WARRANT OFFICERS BY GRADE AND COMPONENT

GRADE	RA	ARMY RESERVE		NATL GUARD	AUS	TOTAL
		MALE	WAC			
W1	3	1760	2	2	1	1768
W2	0	4531	10	36	112	4689
W3	85	2206	5	51	352	2699
W4	530	448	5	30	139	1152
TOTAL	618	8945	22	119	604	10308

FIG. B9-2

DISCUSSION

5. Training Philosophy and Policy. Military schooling for warrant officers is directed toward specific job training rather than broad career development and general education. Regulations are specific as to training authorized: Attendance at commissioned officer branch career type courses is prohibited; occupational training is limited to courses that train for, or contribute directly to qualification in a currently authorized warrant officer MOS. Refresher training in an MOS is authorized and transition training to appropriately related MOS's is encouraged.

6. Selection for Training. Warrant officers are selected to attend courses by their career branches or by their local commanders, often based on personal requests. For courses of over one month's duration, prior clearance must be obtained from their career branches. Warrant officers normally must have a minimum of one year active duty service remaining upon completion of any school course to be selected. Active duty service obligations up to three years are incurred after completion of certain courses.

7. Training Practices.

a. Little, if any, uniformity in training exists for warrant officers as a group. Formal career patterns, such as published for commissioned officers do not exist. Instead, one finds a heterogeneous assortment of practices which may be attributed in part to the relatively recent adoption of a revised warrant officer concept; the advancing age, length of service and experience of many warrant officers; and variations in the nature of training required for individual MOS's.

b. Attempts to codify the general categories of training utilized for warrant officers were complicated by the wide divergence in practices encountered. For some MOS's no formal training is scheduled at all; other MOS's require both extensive pre-appointment and subsequent career refresher or transition training as appropriate. Some courses are used both for imparting initial qualifications and updating existing skills. In almost all cases, exceptions to training practices were noted. Due to the absence of centrally located, readily available statistics, the following listing is illustrative rather than an exhaustive compendium.

(1) Pre-appointment Training.

(a) Applicants must possess occupational qualifications prior to consideration for appointments. However, certain MOS's require extensive schooling to furnish training not normally available

to enlisted personnel as well as to screen prospective warrant officer appointees. The Nike Maintenance Course (55 weeks), the WO Fixed Wing Aviator Course (34 weeks), the WO Rotary Wing Aviator Course (33 weeks), and the Bandmaster Preparatory Course (22 weeks) are examples.

(b) With the exception of the four-week pre-flight indoctrination for pilot candidates, there is no Officer Candidate School (OCS) type course to screen suitability, impart officership skills, and assist in the transition from enlisted to warrant officer status.

(2) Training Immediately After Appointment.

(a) Selected warrant officers attend courses enroute to initial assignments. These individuals include recalls to active duty, enlisted personnel not serving in related fields at time of appointment, and accessions from other Services. Since relatively large numbers of warrant officer applicants are received from the Air Force, Navy and Marine Corps (e.g. 40% of the Military Police Criminal Investigators), divergencies in basic military experience and qualifications require rectification by training.

(b) Examples of post-appointment training include the Sergeant Missile Battery Course (six weeks), the Pershing Specialist Course (19 weeks), the Field Artillery Radar Maintenance Course (14 weeks), the Criminal Investigation Course (eight weeks) and the Military Personnel Officers' Course (five weeks). This latter course is also used as a refresher course. Additionally, five to 15% of all new Quartermaster (QM) appointees attend courses at the QM School.

(3) Subsequent Military Schooling. Schooling is given to a warrant officer during the remainder of his career based on requirements to obtain additional qualifications, to refresh and update existing knowledge, and to provide training in newly developed techniques or equipment. In practice, the line of demarcation among these categories of training is not very precise, and courses frequently meet multi-purpose instructional needs.

(a) Additional Qualifications Training. Approximately 33% of the Military Police (MP) warrant officers attend the 12-week Polygraph Examiners Course. Other qualifications type courses offered to selected students are: the Federal Bureau of Investigation Training or Narcotics Course, the Quartermaster Procurement Course, the Language Training Courses, the Military Assistance Institute Course, the Counterinsurgency Course, the Automatic Data Processing Systems Analysis Course, manufacturer computer equipment seminars, and the Chemical-Biological-Radiological Orientation Course.

(b) Refresher Training. Courses such as the Harbor Craft Deck Operations Course (18 weeks) and Harbor Craft Engine Operation (Advanced) Course (18 weeks) are used for refresher training when records of the individuals involved indicate a need for such training. Similarly, some Transportation Corps Masters and Mates attend an eight-week's course at the Baltimore Navigation and Marine Engineering School.

(c) Transition Training. As new weapons and equipment are developed, older models and skills become obsolete, with resultant requirements for retraining. For example, the conversion of Signal Corps Data Processing Equipment Repair Technicians to Fire Distribution Systems Repair Technicians requires retraining of 104 warrant officers in either a 30-week integrated Data Link Repairman Course or a 27-week Fire Distribution Integration Course. MP Criminal Investigators attend a two-week transition course in the latest polygraph equipment techniques. A variation of transition training was found in repetitive use every three to four years of the Nuclear Weapons Maintenance Technician Course. Although scheduled for a maximum of 11 weeks and one day, students can complete the course in as little as one week depending upon their background and requirements.

8. WO Aviator Training

a. The WO Aviator program is the largest and most dynamic of all the WO programs. WO pilot training was established in 1951 to meet expanded requirements for Transportation unit aviators. By 1959, after training 1,100 pilots, the program was discontinued. In FY 1963 training was resumed with an input of 720 students and continued upward with 1,100 in FY 1964 and 1,200 in FY 1965. The original level-off figure of 1,200 for FY 1966 was later doubled with the impetus of the growing intensity of conflict in Vietnam. The Army has recently announced a goal of three warrant officers to every officer at the cockpit seat level.

b. Sources of aviator candidates are equally divided between enlistment commitment personnel (who receive only basic combat training) and applicants from in-service enlisted personnel. Both categories of candidates attend a common instruction four-week WO Indoctrination Course approximating OCS-type training which is used as a suitability screening device. Successful completion is required before proceeding to subsequent rotary or fixed wing instruction.

9. Army Extension Courses

a. Warrant officers are encouraged to participate in correspondence or extension courses offered by Army service schools.

Voluntary enrollment is authorized, subject to meeting prerequisites, in: the Army Precommission Extension Course; Branch Officer Basic, Career and Familiarization Extension Courses; and special extension or individual sub-courses.

b. Many warrant officers avail themselves of this opportunity to broaden their knowledge sometime during their career. Queries at three Army service schools disclosed that 122 warrant officers are currently enrolled in the Precommission Course and 24 in other courses at the Infantry School, 53 at the Finance School, and 529 at the Adjutant General School. These statistics are not complete since RA warrant officers holding commissions in the Army Reserve are enrolled and reported in their Reserve officer status.

10. Civilian Schooling

a. The warrant officer general educational development goal is the attainment of at least the equivalent of two years of college. As of the last annual report, 17.95% of the warrant officers had achieved this objective. Additionally, 3.24% have a baccalaureate degree; 0.36% have completed some post-graduate work less than an advanced degree; 0.2% have a master's degree; and 0.12% have some other professional degree.

b. Educational assistance programs are available to warrant officers, including the Degree Completion Program, off-duty academic instruction (Tuition Assistance Program) and courses offered at local Army Education Centers and through US Armed Forces Institute. Only limited numbers have entered the Degree Completion (Bootstrap) Program in the past. Some increase in interest is evident, with 30 warrants currently enrolled. Statistics pertaining to other off-duty academic instruction are not available at the career branches, but this type of instruction has become increasingly popular over the years.

SUMMARY

11. Occupational proficiency in designated specialized fields is a prerequisite to appointment and/or active duty for warrant officers.

12. Formal career patterns, such as those published for commissioned officers, do not exist for warrant officers. Career development is individualized based on background, experience and education.

13. Assignment and utilization of warrant officers is limited to authorized, closely controlled positions.

14. Attendance at branch basic and career courses is prohibited. Regulations restrict military schooling to occupational training, including pre- and post-appointment courses, which enhance or update specific qualifications.

15. Practices concerning attendance at formal school courses vary considerably, even among warrant officers holding the same MOS.

16. Except for aviator candidates, no OCS-type course is available to impart officership skills and assist in transition from enlisted to warrant officer status.

17. Warrant officers participate extensively in extension courses at Army service schools, in some cases leading to commissions and subsequent career advancement as officers in the Army Reserve.

ANNEX B

CURRENT SYSTEM FOR EDUCATION AND TRAINING OF ARMY OFFICERS

APPENDIX 10

SCHOOLING OF RESERVE COMPONENT OFFICERS

PURPOSE AND SCOPE

1. The purpose of this appendix is to describe the procurement, subsequent military schooling, and general career patterns of Army Reserve Component officers not on extended active duty.

2. Background information is provided on the purpose of the Reserve Components and the current officer strength of the Ready Reserve. The principal areas subsequently discussed are officer procurement and commissioning programs, career planning, the US Army Reserve schools, military educational requirements for promotion, and the availability of career, specialist, functional and general enrichment type courses to Reserve Component officers.

BACKGROUND

3. The Reserve Components of the Army consist of the Army National Guard (ARNG) and the US Army Reserve (USAR). The purpose of the Reserve Components as set forth in Chapter 11, Section 261, Title 10, US Code is ". . . to provide trained units and qualified persons available for active duty in the armed forces, in time of war or national emergency . . ." As of 30 June 1965, there were 69,027 Reserve Component officers assigned to troop program units and 93,821 Reserve Component officers assigned to the Ready Reserve Mobilization Reinforcement Pool (RRMRP).

DISCUSSION

Reserve Officer Procurement and Commissioning Programs

4. There are two principal sources for procurement of officers for the Reserve Components, viz., the Reserve Officer Training Corps (ROTC) and Officer Candidate Schools (OCS) of the Active Army and the several states. A third and relatively minor source is through direct appointment.

Preceding page blank

5. ROTC. The ROTC officer, upon appointment as a second lieutenant in the Army Reserve, serves on active duty for two years or more depending upon the commitments of the program which he pursued. Upon completion of his active duty tour, he may voluntarily join an appropriate Reserve Component unit or be mandatorily assigned to a USAR troop program unit or to the RRMRP to complete his obligatory service.

6. Active Army OCS. Both the ARNG and the USAR send selected male personnel to the Active Army OCS courses at the Infantry and Artillery Schools. Special officer candidate courses for Reserve Component personnel are also conducted at these two schools. The special course at the Infantry School is nine weeks long and the course at the Artillery School is eleven weeks long. Educational requirements for attendance at the above courses are the same as for Active Army personnel. The graduate of the standard Active Army officer candidate course is commissioned a second lieutenant in one of the Reserve Components. The graduate of the special officer candidate course is awarded a certificate of completion which serves as evidence of military qualification for appointment as a second lieutenant in one of the Reserve Components. To be tendered an appointment as a second lieutenant, the graduate must submit an application for appointment and appear before a board of officers.

7. State OCS. A National Guard Officer Candidate School is conducted in every state except Alaska. This program provides the majority of second lieutenants for the ARNG and a lesser number for the USAR. Upon successful completion of this course a certificate of completion is granted. The course consists of 230 hours of instruction and is divided into three phases: Phase I - two weeks annual active duty for training (ANACDUTRA); Phase II - 12 week-end training assemblies; and Phase III - two weeks ANACDUTRA.

8. The numbers of ARNG and USAR personnel who attended the OCS courses are indicated in Figure B10-1.

Reserve Officer Career Planning

9. There is no centralized career planning at the Department of the Army level for Reserve Component officers who are not on extended active duty. Responsibility rests with the individual officer to take positive action to attain the military educational level required by his branch and grade for advancement. Career planning information is provided in a Department of the Army pamphlet, National Guard bulletins and other publications. Additionally, counsel and guidance are available from the local unit level to Headquarters, Department of the Army.

RESERVE COMPONENT OFFICER PROCUREMENT FROM OCS

	FY 1963		FY 1964		FY 1965	
	USAR	ARNG	USAR	ARNG	USAR	ARNG
Regular Officer Candidate School Courses	7	22	13	7	10	9
Special Officer Candidate Courses	35	531	34	363	116	315
ARJG State Officer Candidate Schools	UNK	1373	UNK	1348	150	1887
TOTAL	42	1926	47	1718	276	2210

FIG. B10-1

The USAR officer career pattern depicted in Figure B10-2 applies generally to all Reserve Component officers assigned to troop program units. It parallels the Active Army officer career plan indicated in Appendix 2. The Active Army and USAR schools play a vital part in the career progression of officers of the Reserve Components. Before discussing this career progression, it is pertinent to describe briefly the USAR school program.

USAR Schools and Courses

10. The objective of the USAR school program within the Army school system is to prepare individuals of the Reserve Components for duties which they may be called upon to perform in time of an emergency. The USAR schools are established to provide a progressive system of military education for Reserve Component officers not on extended active duty, paralleling as closely as possible the associate branch officer career courses and the associate course of the US Army Command and General Staff College (C&GSC). The Commanding General, US Continental Army Command (USCONARC), has the responsibility for the establishment and organization of USAR schools through the several continental armies. Before a USAR school can be established, there must be a demonstrated need among prospective students, and a sufficient number of qualified

**YRS
SVC** **USAR OFFICER CAREER ASSIGNMENT PATTERN**
CAREER PERIODS

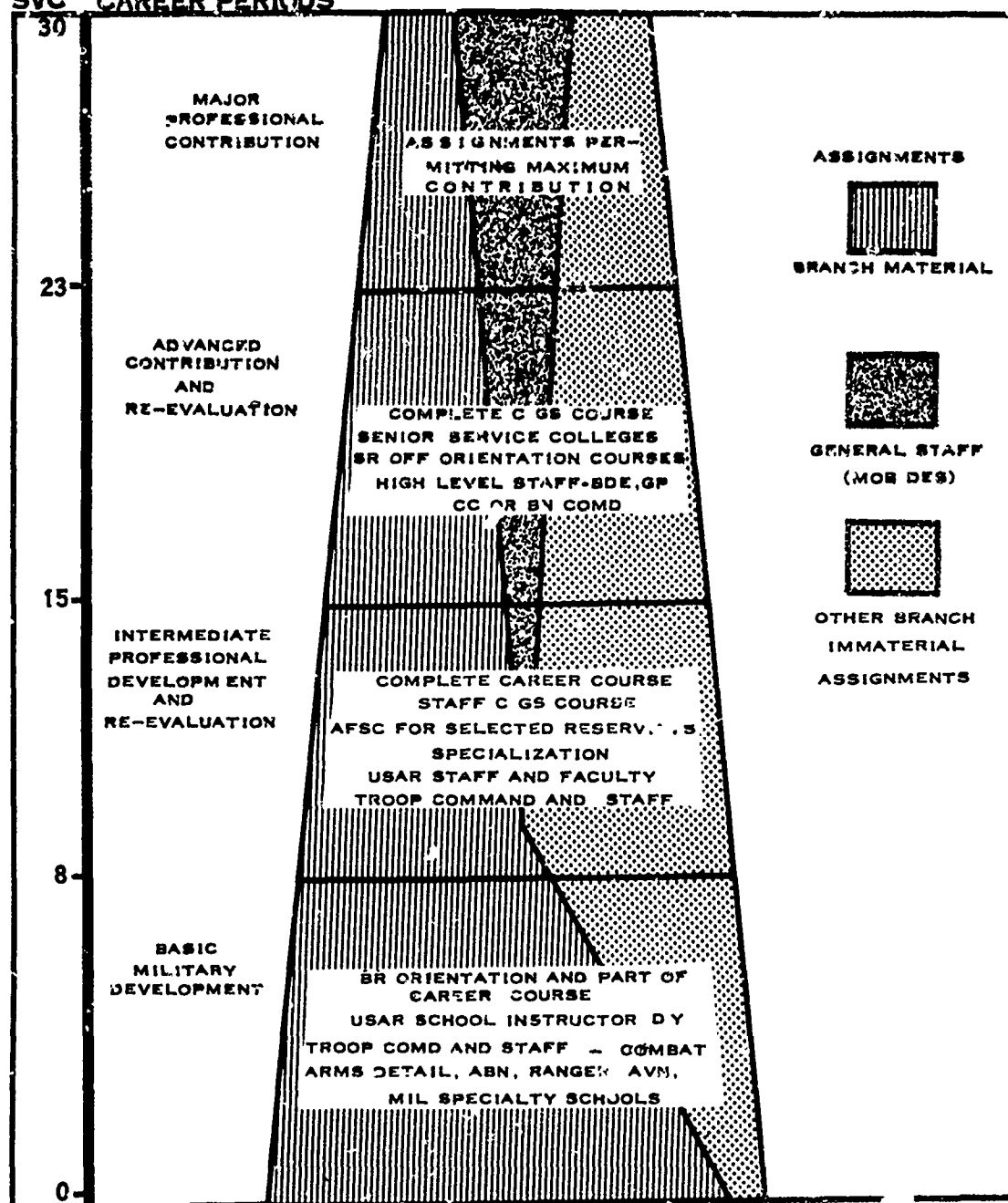


FIG. B10-2

instructors in the immediate area. Satellite departments may be established to provide resident training in areas other than the parent school area. Personnel of the staffs and faculties must be members of the Ready Reserve not on extended active duty, and must demonstrate an ability to instruct. Attendance at an Army area or service school instructor training course is required. Command and General Staff instructors are encouraged to attend the C&GSC instructor training course. With rare exceptions, department directors and instructors in the C&GSC and branch career courses must have actual or constructive credit for the courses which they direct or instruct. A typical organization of a USAR school is shown below:

TYPE USAR SCHOOL ORGANIZATION

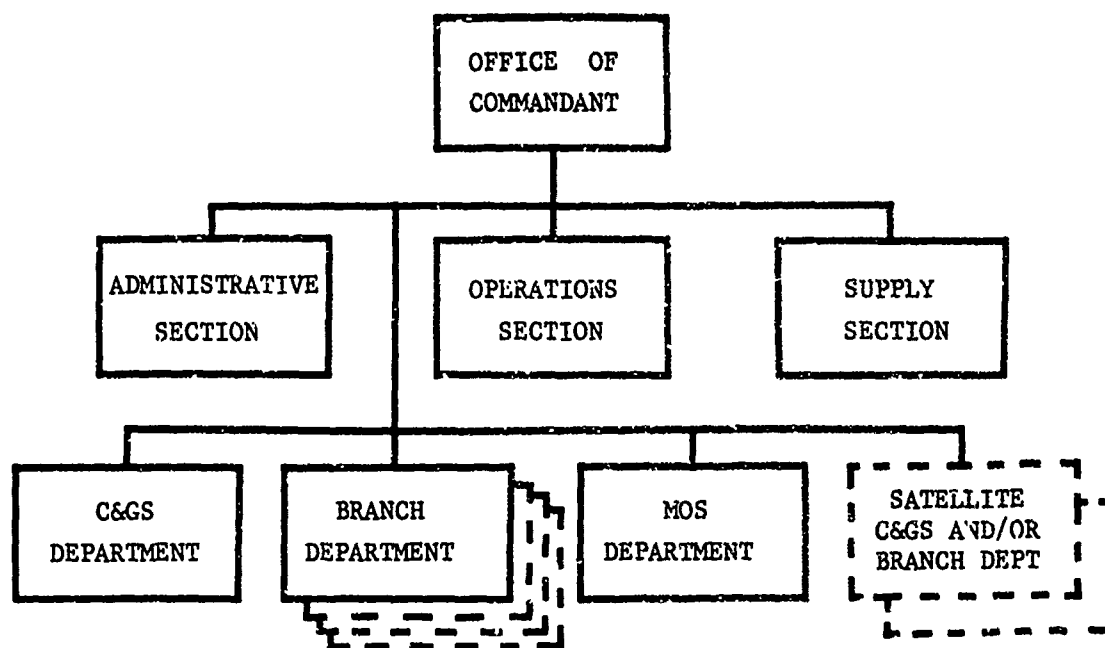


FIG. B10-3

11. The USAR School Officer Career Course consists of eight phases and is designed to be completed in four years. The odd-numbered phases (common subjects) are prepared by USCONARC and are conducted at a USAR school during 24 two-hour reserve duty training assemblies in each school year. The even numbered phases (branch oriented) are prepared by the appropriate service schools and are conducted during two-week ANACDUTRA periods. In virtually every case, fourth year branch students go to the

proponent Active Army service school during the final ANADUTRA phase, in order to receive certain otherwise unobtainable instruction. During all ANADUTRA phases, instruction is conducted primarily by the USAR school faculty, assisted, as appropriate, by the branch service school staff and faculty. Examinations required for the reserve duty training phases are prepared, distributed, and graded by Active Army service schools. Upon successful completion of all eight phases of instruction, each graduate is presented a diploma by the appropriate Active Army branch service school.

12. The USAR Command and General Staff Course consists of ten phases and is designed to be completed in five years. All phases are prepared by the C&GSC. Additionally, examinations are prepared and are graded by the C&GSC. The odd-numbered phases are conducted at the USAR School during reserve duty training and the even numbered phases during the two-week ANADUTRA periods. The first four ANADUTRA phases of this course are conducted by a host USAR school for a geographical area as determined by the CONUS army commander. Students may elect to substitute extension courses developed by the C&GSC for any or all of these ANADUTRA periods. The fifth year annual ANADUTRA period must be taken in residence at the C&GSC. It is during this final phase that certain classified subjects and unique material requiring specific facilities and instructors are presented. Approximately 40% of the instruction during this phase is presented by the resident C&GSC faculty. Upon successful completion of all ten phases of instruction, each graduate is presented a diploma from the C&GSC.

Reserve Component Career Progression

13. There are three military educational levels which are essential to the progressive advancement of the Reserve Component officer: the branch basic and career courses and the C&GSC course. Completion of the above minimum military educational requirements may be accomplished by attendance at resident courses, by enrollment in extension courses, by attendance at USAR schools (except the basic course), or by participating in a combination of resident and non-resident courses.

14. The Basic Course is attended by all newly commissioned reserve officers fulfilling their active duty service obligation. Reserve Component graduates of the standard Active Army officer candidate course are not required to attend the basic course unless their branch is other than the branch of the officer candidate school attended. Graduates of the special and the state officer candidate courses must either attend the resident basic course or successfully complete the basic extension course of their branch to be eligible for promotion to captain.

15. The Career/Associate Career Course is the next educational level in the advancement of the Reserve Component officer. Completion of this course is mandatory for promotion to the grade of lieutenant colonel. (For promotion to major, 50% of the total credit hours of the career non-resident or combination resident-non-resident course must be completed.)

16. The Command and General Staff Course is the final military educational level for most Reserve Component officers. Completion of this course is required for promotion to the grade of colonel except in the professional services. Waivers of this requirement may be granted by selection boards to lieutenant colonels of branches other than the Infantry, Armor, Artillery, Engineer and Signal who possess outstanding qualifications.

17. Army War College (AWC attendance credit is not required for promotional purposes; however, a quota of two ARNG and two USAR officers, not on extended active duty, to the AWC has been allocated since 1951. Reserve Component officers selected for attendance at the AWC must meet as nearly as possible the same qualification as Active Army officers.

18. Participation of Reserve Component officers, not on extended active duty, in the above courses in FY 1965 is reflected in Figure B10-4 below. It is significant that the great bulk of Reserve Component officers pursue their mandatory military schooling through extension courses or USAR school courses, rather than through resident courses at Active Army branch schools or the C&GSC.

MILITARY SCHOOLING ATTENDANCE OF RESERVE COMPONENT OFFICERS, FY65

	RESIDENT COURSE	RESIDENT ASSOC COURSE	EXTENSION COURSE	USAR SCHOOL COURSE
Basic Course	996	N/A	5,534	N/A
Career/Associate Career Course	55	661	19,964	9,373
C&GSC	1	157	3,577	6,169
AWC	4	N/A	N/A	N/A
TOTAL	1,056	818	29,075	15,542

FIG. B10-4

**TRENDS IN USE OF ACTIVE ARMY EXTENSION USAR
COURSES, FY 63, 64 AND 65**

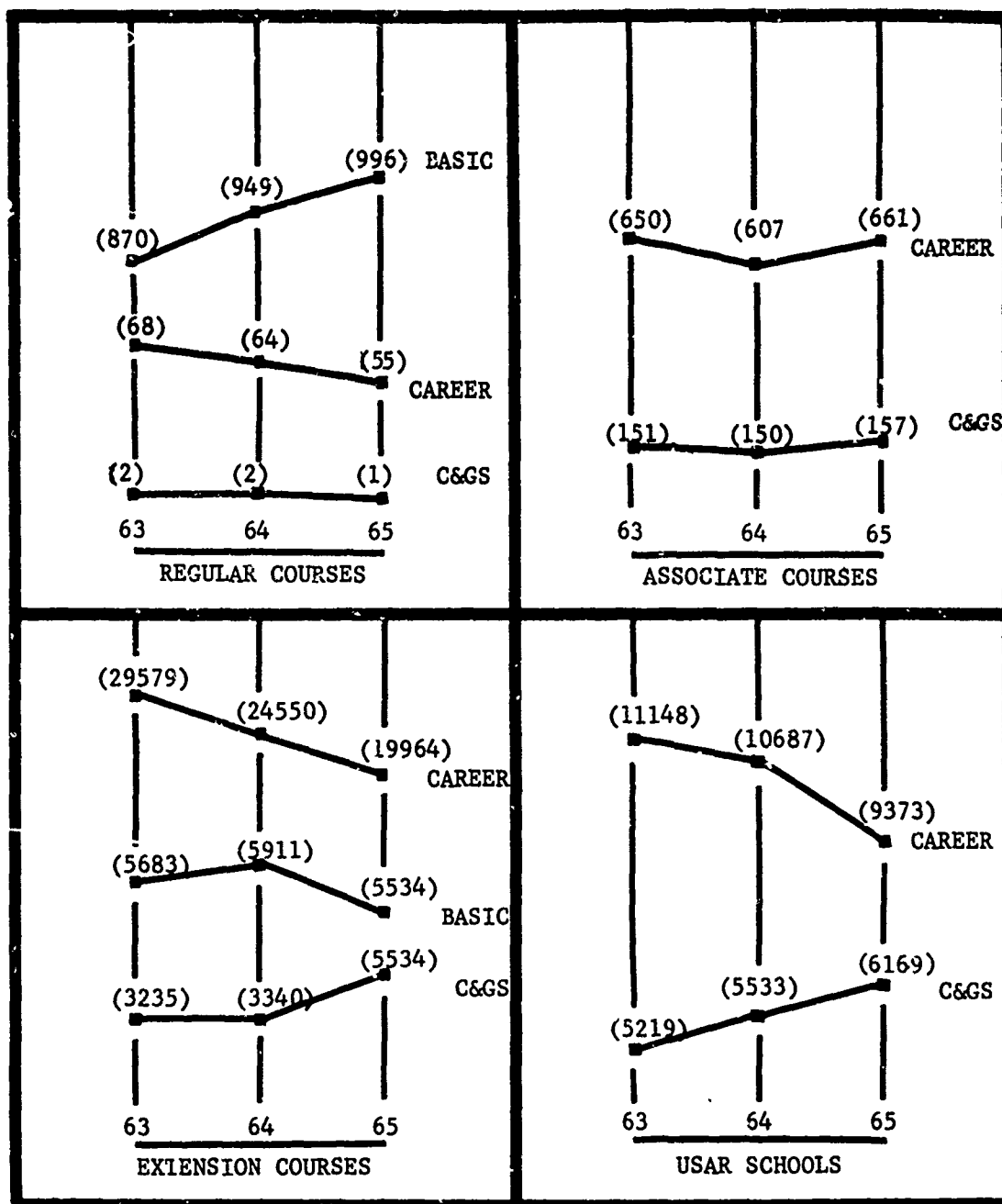


FIG. B10-5

19. Trends in the use of Active Army/USAR schools by Reserve Component officers not on active duty are reflected in Figure B10-5.

20. Other Service School and College Courses available to Reserve Component officers may be categorized as specialist, functional, orientation/refresher, and seminar/conference type courses.

a. The branch schools, with a few exceptions, conduct a two-week refresher course for company and field grade officers whose actual or anticipated assignment is to a Reserve Component unit of that branch.

b. The Command and General Staff College annually conducts one-week courses to provide refresher training to the commanders and principal staff officers of ARNG and USAR divisions, maneuver area and logistical commands, and separate brigades.

c. At the Armed Forces Staff College, a quota of 11 is made available to Army Reserve Component officers not on extended active duty to attend the last two weeks of the two annual resident courses for a total annual quota of 22.

d. The Army War College annually conducts a two-week Senior Reserve Component Officer Course for general officers and colonels occupying general officer positions. The purpose of this course is to acquaint selected senior Reserve Component officers with the college curriculum and its objectives, to promote a better understanding of the importance of the roles of all components of the "One Army" and to enhance the reservist's capability for higher command and staff assignments. The current academic year quota is 16, eight for the ARNG and eight for the USAR.

e. The Industrial College of the Armed Forces conducts National Security Seminars of two weeks duration in selected cities throughout the continental United States each year. In FY 1965, fifty USAR officers and four National Guard officers were authorized to attend each of the 14 seminars held. Reserve Component officers selected are normally field grade officers whose probable future assignments will be at the policy-making level. The objective of the seminars is to foster a better understanding of national security problems.

f. The National War College conducts a two-week Defense Strategy Seminar each year which is attended by approximately 200 Reserve Component officers from all Services. In 1965, the Army allocation amounted to 63 spaces (26 to the ARNG and 37 to the USAR). The objective of the seminar is to develop a fuller appreciation of the national and the international aspects of national security.

SUMMARY

21. The principal source of newly commissioned officers for the United States Army Reserve (and the Reserve Components as a whole) is the ROTC program. Within the Army National Guard, the primary source of newly commissioned officers is the State Officer Candidate School program.

22. The three military educational levels essential to the progressive advancement of Reserve Component officers include the branch basic and career courses and the Command and General Staff College course. These levels may be achieved by attendance at resident courses, by enrollment in extension courses, by attendance at USAR schools (except the basic course), or by participating in a combination of resident and non-resident courses.

23. There is no centralized career planning at the Department of the Army level for Reserve Component officers not on extended active duty. Primary responsibility for such planning rests with the individual officer. Minimum military education requirements for advancement provide him a basic guide in establishing his career plan.

24. Graduates of a standard branch officer candidate school course who are commissioned in that branch receive credit for the basic course. Those who are commissioned in other branches, or who graduate from a special or state officer candidate course, must complete the basic course of their branch as a prerequisite for promotion to the grade of captain. Attendance at the resident basic course by Reserve Component officers not on extended active duty has shown some increase over the past three years.

25. Reserve Component officers must complete the branch career course to be eligible for promotion to lieutenant colonel.

26. Reserve Component officers, other than those in the professional services, must complete the Command and General Staff course as a prerequisite for promotion to colonel. Waivers of this requirement may be granted to officers of branches other than the Infantry, Armor, Artillery, Engineer and Signal who possess outstanding qualifications.

27. Other military courses, to include refresher courses, seminars, and conferences, although not essential for promotional purposes, serve to enhance the professional development and competence of Reserve Component officers.

28. A USAR school program, with courses which parallel the associate courses at the Active Army branch schools and the C&GSC, provides additional flexibility to Reserve Component officers in meeting mandatory

military schooling requirements. USAR school courses are designed to be completed over a four to five year period, through a combination of 24 annual reserve duty training assemblies and two-week annual active duty for training periods.

29. The bulk of Reserve Component officers complete their mandatory military training requirements through attendance at USAR schools or completion of extension courses. However, there has been a decrease in the enrollment in extension and USAR school career courses over the past three years.

ANNEX B

CURRENT SYSTEM FOR EDUCATION AND TRAINING OF ARMY OFFICERS

APPENDIX 11

SUMMARY OF WILLIAMS BOARD RECOMMENDATIONS AND SUBSEQUENT ACTIONS THEREON

PURPOSE AND SCOPE

1. This appendix addresses itself to a summary of the recommendations made in the Williams Board report of 1 July 1958; the Department of the Army position taken thereon after staffing, as set forth in DA letter, "Report of the Department of the Army Officer Education and Training Review Board," dated 22 July 1960; and comments on the present status of the recommendations in case of subsequent change.

DISCUSSION

Objectives, Missions, and Scopes

RECOMMENDATION 1. That the objective of the Army service school system remain as presently written in AR 350-5; that is:

"The objective of the Army school system is to prepare selected individuals of all components of the Army to perform those duties which they may be called upon to perform in war. The emphasis is on the art of command."

ACTION: The objective was modified as follows: "The primary objective of the Army service school system is the preparation of selected individuals of all components of the Army to perform those duties which they may be called upon to perform in war. Emphasis is on the art of command. In addition, the school system will accommodate the requirement for education of officers to perform important functions in conditions short of war which are not directly related to the wartime role." (Underlining supplied.)

COMMENT: Current version of AR 350-5 states: "The objective . . . perform in war or in peace. The emphasis is on the art of leadership." (Underlining supplied.)

Preceding page blank

RECOMMENDATION 2. That the additional missions charged to the Army service school system, as stated in AR 350-5, be revised to specify the instructional task and to add the responsibility for training Allied students. The proposed revised statement of mission is:

"Missions charged to the Army service school system are to:

"a. Prepare and conduct resident instruction; prepare and administer non-resident instruction.

"b. Initiate action leading toward the formulation of new and revision of old doctrine.

"c. Prepare training literature.

"d. Accomplish cross-service and Allied understanding of Army tactics, techniques, and operations by providing training, as directed, for members of other components of the Armed Forces and for Allied students.

"e. Support other training activities of the Army, as directed."

ACTION: Approved.

COMMENT: Current AR 350-5 includes all the missions proposed above, except that contained in 2b. Primary responsibility for the development of doctrine is now assigned to the Combat Developments Command, but Army schools maintain liaison with local elements of that command, and review and evaluate doctrine developed by them.

RECOMMENDATION 3. That, at the branch level, the scope of instruction be extended to include coverage of the organization of the division, the functions of the division general staff, and sufficient instruction on division operations to provide branch perspective; but that US Army Command and General Staff College retain its present responsibility for divisional doctrine, and that its existing scope of instruction not be altered.

ACTION: Generally approved, with addition that: "Technical and administrative services branch career courses will continue to be authorized to conduct such instruction above division level as is necessary to qualify students in missions and functions of these services."

COMMENT: Current AR 350-5 charges the officer career and associate career courses with providing "sufficient instruction on division organization and operations to develop branch perspective." Technical and administrative branch career courses are directed to "include such instruction above division level as is necessary to orient students in the mission and functions of their branch." No mention is made of instruction in the functions of the division general staff.

RECOMMENDATION 4. That the scope of responsibility of US Army War College include army group and theater army; and that the mission of the US Army War College be restated as follows:

"a. To prepare selected Army officers for the highest command and general staff positions in the Army, in joint and combined commands; and for such high level positions within the Department of Defense and other governmental agencies at the national level as the Army may be called upon to fill.

"b. To develop the tactical and logistical doctrine relating to the organization, employment, and operations of army group and theater army to include joint aspects thereof; and provide curriculum coverage at these levels.

"c. To develop studies relating to optimum strategies, doctrine, organization and equipment for current and future Army forces.

"d. To develop interservice and interdepartmental understanding and to support academic exchange with selected civilian institutions, with emphasis on Army doctrine and operations."

ACTION: Approved.

COMMENT: Current mission of the Army War College as contained in AR 350-5 is "to prepare selected senior officers for command and high level staff duties with emphasis upon Army doctrine and operations and to advance interdepartmental and interservice understanding."

RECOMMENDATION 5. That principles and policies essentially as outlined below be adopted as guidance for the school system and responsible agencies, and be incorporated in AR 350-5 and other appropriate regulations:

"a. The importance of the service school system. - The Army service school system is second in importance only to the troop units which are the fighting strength of the US Army. This system is the keystone of the Army's preparation for war-time duties and will assume an increasingly important role in meeting the challenges posed by new concepts, missions, and weapons.

"b. Relationship of the service school system to other means of officer education and training. - The Army service school system is the principal means of officer education and training. However, troop duty, on-the-job training, individual study, civilian schooling, information programs, and precepts acquired from seniors are significant factors in overall officer education and training. Each of these factors should contribute its share toward the development of the professional officer. A balance must be maintained which insures that the school system does not perform training functions which can appropriately be accomplished by other means.

ACTION: Approved; AR 350-5 to be revised essentially as recommended.

COMMENT: Recommendations 5a, c and g are embodied almost verbatim in the current version of AR 350-5. The first sentence of 5b is also contained in the AR, but it is significant that the remainder of the paragraph is not. The general philosophy expressed in the remaining sub-paragraphs is reflected in the regulation, although not verbatim.

Organizational Structure of the Army School System

RECOMMENDATION 6. That the provisions of * * * AR 10-7, be revised in accord with the following:

"a. The CG, USCONARC, is designated as the Director of the Army service school system. He will direct, control, and approve the curricula and instruction in all Army service schools except the following:

- (1) Oversea schools.
- (2) US Armed Forces Institute.
- (3) US Military Academy.
- (4) US Military Academy Preparatory School.
- (5) Those schools and courses whose curricula are.
 - (a) Predominantly of medical professional nature; or
 - (b) Of a non-military nature.

"b. In discharging these broad responsibilities, CG, USCONARC, will:

- (1) Coordinate as appropriate on all matters pertaining to curricula and instruction with heads of technical and administrative services and separate operating agencies.
- (2) With regard to curricula:
 - (a) Eliminate unnecessary overlap between schools and between courses of instruction.
 - (b) Insure appropriate balance of instructional material to meet the objectives of courses of instruction.
- (3) With regard to instruction, exercise necessary supervision, including inspections, to provide for:
 - (a) Use of appropriate methods and uniform standards of instruction.
 - (b) Adequate staff and faculty.
 - (c) Adequate facilities and support.
- (4) With regard to new courses of instruction and new schools, coordinate and review requirements.
- (5) With regard to other responsibilities outlined in AR 10-7, continue as at present.

"c. Support of the school system. - The detailed planning and long lead time essential for effective operation denies the school system the flexibility which is characteristic of most Army functions. Hence, a high level of support is vital to successful accomplishment of school missions. Agencies charged with policy direction and support of the school system must, as a minimum, insure provision of a faculty adequate in quantity and quality; sufficient academic plant, housing, and school support troops; early doctrinal guidance, and establishment of firm student input quotas to permit timely curriculum and course planning; and stability of faculty tenure.

"d. Supervision of schools. - Agencies responsible for the direction and control of service schools will provide broad missions and guidance to the school commandants. Operating within these guidelines the commandants will be given wide latitude in accomplishing their missions.

"e. Academic purpose. - The principal academic purpose at each level of the school system is the thorough instruction of all students in the fundamentals of ground combat and staff action pertinent to that level. Attainment of this objective is of paramount importance. When this knowledge of fundamentals has been gained the student will be projected into situations designed to develop his reasoning powers, tactical and strategic judgment, and intellectual capability. The ultimate goal is the development of officers who will be prepared to apply a sure knowledge of the fundamentals to the complex situations of the future; and who will demonstrate intelligence, versatility, imagination, and initiative in their application.

"f. Academic approach. - The academic approach at each level of the school system must fully exploit the capabilities of the student group. Instruction must be academically demanding and must be maintained at a level which credits the student with maturity and intellectual competence commensurate with his experience.

"g. Curriculum content. - In all areas of the school system, the expanding scope of knowledge required to fight future wars tends to crowd and lengthen the curricula; and demands that an officer spend an increasing portion of his career in resident schooling. On the other hand, limited personnel resources and the desirability of sending as many officers as practicable to schools make it necessary that curricula be kept at minimum length and content. To reconcile these conflicting demands, each curriculum should be focused on essentials, the curriculum should contain only those subjects which cannot be adequately learned elsewhere, and nice-to-know subjects should be acquired by individual study on a non-resident basis."

ACTION: Approved, except that the following seven additional schools were exempted from USCONARC direction and control: Army War College, Strategic Intelligence School, Army Security Agency School, Army Intelligence School, Military Assistance Institute, Army Logistic Management Center, and the Army Information School.

COMMENT: CG, USCONARC is now the Commander rather than the Director of the Army schools assigned to him. The Army Intelligence School has been added to his command. Recommendations in 6b(2) and 6b(3) are covered substantially in the current version of AR 10-7. US CONARC is not required at present to coordinate with heads of technical and administrative services and separate operating agencies as recommended by 6b(1).

RECOMMENDATION 7. That the primary responsibility of the Department of the Army General Staff with respect to the school system be the provision of policy guidance to the operating agencies; and that to the maximum extent feasible the Department of the Army General Staff be relieved of responsibility for the operation of schools.

ACTION: Approved as an objective.

COMMENT: The schools operated by the Army General Staff are now limited to those under DCSPER. They include the US Military Academy, US Military Academy Preparatory School, US Army War College, Defense Information School, and Defense Language Insitute.

RECOMMENDATION 8. That the Schools Division, G3 Section, USCONARC, be given a stature commensurate with its position as the focal point for guidance and direction of the Army service school system; and that this element of USCONARC be expanded and strengthened to insure its capability adequately to perform the functions and responsibilities presently assigned as well as those additional functions and responsibilities recommended in this report.

ACTION: Internal action by CG, USCONARC to create a Schools Division under the then G3 was considered adequate.

COMMENT: USCONARC now has a major staff agency under the Deputy Chief of Staff for Individual Training which administers the US CONARC schools.

RECOMMENDATION 9. That tours of duty for all officers assigned to staff and faculty of schools be stabilized at a minimum of three years; and that the tours of commandants and assistant commandants be staggered to provide continuity.

ACTION: DA established as a goal a three year stabilized tour for all staff and faculty "whose relief would have serious effect on the accomplishment of the schools' missions." Staggered tours for commandants and assistants were already in effect.

COMMENT: Current regulation, provide for stabilization of field grade officers for three years, company grade and warrant officers for two years.

Requirements and Quotas

RECOMMENDATION 10. That essentially all career officers attend career courses through the branch level.

ACTION: Approved.

RECOMMENDATION 11. That, under existing conditions, one regular course with an annual input of approximately 750 and two associate courses with a total annual input of approximately 800 be conducted at US Army Command and General Staff College; and that, as a policy, the objective be to increase the quota to the regular course, consistent with the maintenance of essential associate course training.

ACTION: Approved, effective in the fall of 1959.

COMMENT: Current input is 750 officers to one regular course and 900 officers to two associate courses per year.

RECOMMENDATION 12. That the Department of the Army initiate action to increase the existing annual quota of 126 US Army students at Armed Forces Staff College by approximately 100 percent.

ACTION: DA agreed to seek substantial increase in quotas for Army officers to AFSC.

COMMENT: Current quota is 160 officers per year, an increase of 27%.

RECOMMENDATION 13. That the annual input of approximately 278 US Army students at senior colleges be maintained.

ACTION: Approved.

COMMENT: Input to senior colleges in FY 66 was 283 (280 Active Army, two NG, and one USAR officer).

RECOMMENDATION 14. That approximately 65% of the student quotas at the US Army Command and General Staff College and the Armed Forces Staff College be from the combat arms (Infantry, Artillery, and Armor), and approximately 35% from the technical and administrative services.

ACTION: Quota allocations were to be flexible and subject to periodic adjustment.

COMMENT: The 65/35 allocation has been maintained as a basis for branch quotas. Within these overall percentage figures, quotas are allocated proportionately on the basis of eligibles.

RECOMMENDATION 15. That approximately 70% of the student quotas at the senior colleges, exclusive of ICAF, be from the combat arms (infantry, Artillery, and Armor), and approximately 30% from the technical and administrative services.

RECOMMENDATION 16. That approximately 20% of the student quotas at ICAF be from the combat arms (Infantry, Artillery, and Armor), and approximately 80% from the technical and administrative services. (Note: The net effect of recommendations 15 and 16 is that the overall quota for all senior colleges including ICAF, is approximately 65% for the combat arms and approximately 35% for the technical and administrative services.)

ACTION: Neither recommendation was adopted. Selection continued to be by board selection above branch minimums without regard to branch of service.

RECOMMENDATION 17. That responsible Department of the Army agencies establish stable requirements for language training conducted at the US Army Language School.

ACTION: Approved.

COMMENT: The US Army Language School has become the Defense Language Institute. The establishment of stabler requirements by the Military Services in a constantly changing world environment continues to be a difficult matter, although some improvement has been made.

RECOMMENDATION 18. That, until such time as precommission training is adequate to prepare newly commissioned officers for initial assignment to duty with troops, all newly commissioned officers, except Officer Candidate School graduates who by virtue of their Officer Candidate School course or prior training are qualified to perform

duties in their branch, attend a branch orientation course of approximately eight weeks' duration, designed to prepare them for their first duty assignment.

ACTION: Generally approved.

COMMENT: The branch orientation course, now renamed the basic course, is currently nine weeks in length. In FY 64, by DA Staff action, graduates of USMA were also exempted from attendance; except for newly commissioned Air Defense officers, who receive a three week special orientation course.

RECOMMENDATION 19. That this orientation course stress practical work, with a minimum of theoretical instruction; and that its length and content be adapted to the variations in precommissioned training of the various categories of officers.

ACTION: Approved.

COMMENT: The current version of AR 350-5 states "Practical work is stressed and there is a minimum of theoretical instruction."

RECOMMENDATION 20. That the provisions of AR 621-109 remain in effect but that, at the earliest practicable date, these be modified to defer attendance at Army aviation training courses until after completion of at least one year of troop duty.

ACTION: Effective 1 April 1960, newly commissioned RA officers were not permitted to attend aviation training until completion of ranger or airborne training, if combat arms officers, and at least one year of duty with troops. AR 621-109 and AR 611-110 were revised accordingly.

COMMENT: AR 611-110, 27 December 1963, requires one year of troop duty for RA officers in Armor, Artillery, Infantry, Engineers and Signal Corps before entry into aviation training. Others must complete combat arms branch detail first.

RECOMMENDATION 21. That ranger training be conducted as a separate course at the US Army Infantry School, and not be incorporated in any branch career course.

ACTION: Approved.

Branch Service School Training and Education

RECOMMENDATION 22. That one comprehensive branch officer career course

of approximately one academic year's duration to be attended at three to eight years' service be established in the branch career school pattern. The scope of this course should be designed to prepare the officer to perform duties at company through battle group or comparable level; and should include instruction on the organization of the division, the functions of the division general staff, and sufficient instruction on division operations to provide branch perspective.

ACTION: Approved.

COMMENT: "Brigade" has been substituted for "battle group" with adoption of the ROAD structure. Instruction on the functions of the general staff is not prescribed in the current revision of AR 350-5.

RECOMMENDATION 23. That integrated artillery instruction not be presented in the artillery orientation course; but that integrated instruction first be presented in the artillery branch career course.

ACTION: Integrated artillery instruction was continued at orientation course level for RA officers; for all others, the recommendation was adopted.

COMMENT: The recommendation has now been adopted on an across-the-board basis.

RECOMMENDATION 24. That branch career courses be designed and conducted to challenge the student officer, with emphasis on practical work and instruction with troops.

ACTION: Approved.

RECOMMENDATION 25. That, at the branch level, associate courses be designed as a combination of resident and non-resident instruction for the training of reserve component officers not on extended active duty; but that resident associate courses of the current type be authorized as an interim measure pending establishment of the one-year branch career course and to accommodate exceptional circumstances, where necessary to satisfy specific branch requirements.

ACTION: Approved as a concept. Resident associate courses were to be continued as an interim measure pending the availability of PCS spaces which would permit all career officers to attend a regular course.

COMMENT: Associate career courses are still being conducted for career officers.

RECOMMENDATION 26. That existing coverage of Common Subjects be modified by:

- a. Elimination of marginal subjects.
- b. Reduction of coverage of essential subjects to minimum number of hours.
- c. Coverage of appropriate subjects outside the resident school system, in troop schools, information programs, and individual study.
- d. Encouraging the integration of this instruction with other instruction.
- e. Authorizing commandants 40% leeway in the coverage of the Tactics and Weapons Categories of Common Subjects; and 100 percent leeway in the coverage of the General Subjects Category of Common Subjects.

ACTION: Approved, except that CG, USCONARC was to determine the extent to which commandants could vary from specified requirements.

COMMENT: CG, USCONARC currently prescribes common subjects coverage without specifying hours.

US Army Command and General Staff College

RECOMMENDATION 27. That the US Army Command and General Staff College continue to conduct a difficult and rigorous course to the extent it presents a real challenge to the student; and that competition among students be maintained by continuance of evaluation and class ranking of students.

ACTION: Approved.

COMMENT: Students are ranked only in thirds of the class in the current academic report.

Senior Colleges

RECOMMENDATION 28. That the US Army War College remain at the apex of the Army school system, and on a coequal status with the National War College and the Industrial College of the Armed Forces.

ACTION: Approved.

RECOMMENDATION 29. That the number of students and faculty from the US Navy, US Marine Corps, and US Air Force at the US Army War College

be increased, on a quid pro quo basis, to insure adequate coverage of naval and air considerations in appropriate instruction.

ACTION: Approved.

COMMENT: For 1965-1966, the Army War College faculty has two Navy, two Marine Corps, and three Air Force officers, plus one State Department civilian. The student body includes ten Navy, six Marine Corps, 16 Air Force, and eight civilians. These numbers represent significant increases over those in effect at the time of the Williams Board.

RECOMMENDATION 30. That detailed assessment be made by Department of the Army of the proposal that the Commandant of the US Army War College be an officer in the rank of general or lieutenant general.

ACTION: No action taken.

COMMENT: The rank of the Commandant is currently that of major general.

Logistics Education and Training

RECOMMENDATION 31. That a separate logistics school not be established; but that appropriate segments of logistics instruction above theater army level be incorporated within the curricula of the US Army Command and General Staff College, and the US Army Logistics Management Center, by necessary minor modification of existing curricula.

ACTION: Approved.

Advanced Civil Schooling

RECOMMENDATION 32. That the purpose of the advanced civil schooling program (paragraph 1, AR 350-200) be restated as follows:

"a. To supplement and complement professional education available in the Army service school system.

"b. To provide an expanding nucleus of qualified officers to:

(1) Command, control, coordinate the Army's progressive exploitation of advanced knowledge in the physical and social sciences.

(2) Participate in the scientific research and development programs for military application to insure that sound military factors are considered.

(3) To provide continuous, enlightened liaison between the civilian scientist and the US Army.

"c. To provide qualified instructors for the United States Military Academy.

"d. To prepare officer specialists in geographic, ethnic, and cultural areas of the world where the US Armed Forces foresee a continuing interest.

"e. To develop advanced management and administrative skills beyond those available to the Army service school system.

"f. To raise the general level of education of those selected officers who possess the ability to absorb this knowledge in appropriate fields with the objective of developing potential leaders capable of recognizing and coping with the political, economic, scientific, and social problems which may be related to their future duties."

ACTION: Next revision of AR 350-200 to give consideration to this recommendation, except 32f.

COMMENT: AR 350-200, 26 April 1965, covers these points in general terms.

RECOMMENDATION 33. That the current policy of providing advanced civil schooling to fulfill requirements be liberally interpreted to accommodate:

a. The purposes of the program set forth in Recommendation 32.

b. The immediate requirements, and requirements projected as far into the future as practicable.

ACTION: AR 621-108 to project requirements five years into the future.

COMMENT: The Army Educational Requirements Board (AERB) was established to refine Army-wide requirements for advanced civil schooling. As of 31 March 1965 the AERB developed a five year requirements program.

RECOMMENDATION 34. That the Army continue to use the civilian contract system to meet the objectives of the advanced civil schooling program.

ACTION: Approved.

RECOMMENDATION 35. That the time of entry into the advanced civil schooling program be judged by individual characteristics, experience factors, and the best interests of the service, rather than on arbitrary age limits alone.

ACTION: Not adopted. General limitation in terms of age, with possibility of waiver in exceptional cases, remained in effect.

COMMENT: Current version of AR 350-200 places limitations on years of service but not on age for officers applying for advanced civil schooling.

Responsibility for Development of Doctrine

RECOMMENDATION 36. That the schools be provided additional personnel resources to augment the effort being devoted to current and future doctrine, and that the system for development of future doctrine be continuously examined and evaluated in order to insure optimum accomplishment of this function.

ACTION: Agreed to in principle, but requests for augmentation had to compete with other priority requirements.

COMMENT: Responsibility for doctrine has now been transferred to the Combat Developments Command.

Constructive Credit

RECOMMENDATION 37. That a system of constructive credit based on experience and demonstrated ability be adopted only as a means of readjusting career patterns and realigning the school system following extended emergency periods which result in disruption of the normal career schooling pattern.

ACTION: Approved.

COMMENT: Constructive credit system is not currently in effect.

Other Programs for Officer Education and Training

RECOMMENDATION 38. That language training be made a requirement for an increasing number of positions with foreign governments and Allied staffs; and that language training for the specific purpose of individual improvement be kept on a voluntary basis.

ACTION: DA indicated every effort would be made to increase officers' qualification in languages.

RECOMMENDATION 39. That the existing final semester plan leading to completion of a baccalaureate be extended to provide a maximum of 12 calendar months.

ACTION: Approved.

RECOMMENDATION 40. That the draft revision of AR 350-5, Military Education (appendix * to annex *), which the Board considers in consonance with its previous recommendations, be used as a guide in the revision of these regulations.

ACTION: Approved, as modified by decision on individual recommendations.

Subjects Recommended for Further Study

RECOMMENDATION 41. That the following problems, arising from the deliberations of the Board, be made the subject of further study by the Department of the Army:

- a. The establishment of a branch material curricula in all schools supporting the ROTC program.
- b. The establishment of a formalized, coordinated officers' individual study program.
- c. The consolidation of the existing fragmented system of language training government-wide into an integrated system.

ACTION: Review of ROTC program was made by DA but recommendation 41a was not adopted; pending DOD action.

COMMENT: DLI has consolidated language training as recommended in 41c. The individual study program recommended in 41b has never been adopted.

Review of School System

RECOMMENDATION 42. That the system for officer education and training be continuously subjected to scrutiny and revision in order to keep abreast of developments; and that it be subjected to a complete and thorough review in approximately 5 to 10 years.

ACTION: Approved.

COMMENT: This report is being rendered seven and a half years after completion of the Williams Board report.

SUMMARY

2. The recommendations of the Williams Board were approved with exceptions. In certain cases, subsequent actions have further modified the board's recommendations. Major changes from the Williams Board recommendations included:

Recommendation 1 - The pointing of the Army school system toward preparation for wartime duties in its mission statement has been diluted to include duties in war or peace. The emphasis on command has been changed to emphasis on leadership.

Recommendation 3 - Branch schools are charged with providing sufficient instruction on division organization and operations to develop branch perspective, but not with instruction in the functions of the division general staff, as proposed by the Williams Board.

Recommendation 5 - Current regulations stress the importance of the Army school system, but fail to acknowledge the other means of professional development and the necessity to maintain a balance between these means, as advocated by the Williams Board.

Recommendation 6 - Additional schools were exempted from USCONARC control.

Recommendation 9 - The three year stabilized tours of duty for all officers assigned to school staffs and faculties have not been achieved. Current goals, subject to frequent violation because of overriding Service requirements, are three years for field officers and two years for company and warrant officers.

Recommendations 15 and 16 - The 65/35 quota system for the combined arms/technical and administrative service officers adopted at C&GSC was not extended to the senior service college level.

Recommendation 30 - The rank of the Commandant, USAWC, remained unchanged.

Recommendation 35 - General age limitations on eligibility for advanced civil schooling remained in effect, but have been modified since then to years of service.

Recommendation 41 - Branch material curricula for ROTC were not adopted, and a formalized officers' individual study program has not been adopted.

3. In some instances, recommendations were agreed to in principle or established as goals, but were not written into the applicable regulations. These include:

Recommendation 7 - To the maximum extent feasible, the Army General Staff is not to be an operator of the school system.

Recommendation 25 - Associate courses should be designed for sts not on active duty; career officers should attend a regular

ANNEX C

EDUCATION AND TRAINING THROUGHOUT THE DEPARTMENT OF DEFENSE, IN INDUSTRY, AND IN FOREIGN ARMIES

PURPOSE AND SCOPE

1. This annex with its appendices sets forth the system of officer education and training within the Department of Defense, to include joint and Defense schools and colleges, the school systems of the other Military Services, inter-Departmental relationships, and staff and command responsibilities in the education and training area. It also addresses briefly education and training in industry and in four foreign armies.

BACKGROUND

2. The US Army has an obvious interest in the schooling systems throughout the Department of Defense, in industry, and in foreign armies, since its officers attend schools and institutions within those systems. In the case of the Department of Defense, this interest is made even more direct by the requirement for the Army school system to operate within that environment. A clear relationship must be established between Army, joint, and Defense schools, and command and control channels clearly delineated, if the overall system is to function efficiently and achieve maximum responsiveness to requirements.

3. Additionally, it is certainly in the Army's self-interest to review periodically the education and training programs of other public and private institutions and to compare them with its own. Any such review and comparison, conducted in a dispassionate manner, cannot help but have a salutary effect. School systems, by their very nature, tend to become institutionalized and inbred. The vast resources of people, funds, and facilities which the Army has invested in its educational and training system certainly dictate that it stay abreast of innovations in this area, and draw fully from the concepts, methods and techniques developed by other agencies.

DISCUSSION

4. The three appendices which follow discuss successively officer education and training carried out under the supervision and control of the Joint Chiefs of Staff and the Office of the Secretary of Defense, and the officer schooling systems of the Navy, Marine Corps, and Air Force. The two following appendices extend this inquiry into the educational and training systems of industry, based primarily on information gained from visits to eight large corporations, and of the British, French, German, and Japanese armies, based on briefings from the attachés of the countries concerned.

ANNEX C

EDUCATION AND TRAINING THROUGHOUT THE DEPARTMENT OF DEFENSE, IN INDUSTRY, AND IN FOREIGN ARMIES

APPENDIX 1

JOINT AND DEFENSE SCHOOL SYSTEMS

PURPOSE AND SCOPE

1. This appendix addresses itself to a description of joint and Defense schools, colleges and courses; the responsibilities of the Office of the Secretary of Defense (OSD), the Joint Chiefs of Staff, other Defense agencies, and the Military Departments for their operation; and their relationship to the Army school system.

BACKGROUND

Responsibilities of Office of Secretary of Defense (OSD)

2. The responsibilities of the Assistant Secretaries of Defense are defined in Department of Defense directives. These responsibilities are primarily in the planning, policy, and programmatic areas. The Assistant Secretary of Defense (Manpower) /ASD(M)/ is designated the principal staff assistant to the Secretary of Defense for Armed Forces education. At present, he has two deputies who are concerned with training and education: an Assistant for Manpower Planning and Research, who handles training matters, and a Deputy Assistant Secretary of Defense for Education, who handles educational matters.

3. Responsibilities for training and education within OSD are not, however, confined to the ASD(M). The Assistant Secretary of Defense (Installations and Logistics) /ASD(I&L)/ is heavily involved in joint logistics training and has a Director of Research and Special Projects who devotes most of his time to this area. Similarly, the Director of Defense Research and Engineering (DDRE), the Assistant Secretary of Defense (Comptroller) /ASD(C)/, the Assistant Secretary of Defense (International Security Affairs) /ASD(ISA)/, the Assistant Secretary of Defense (Public Affairs) /ASD(PA)/ and the Assistant Secretary of Defense (Systems Analysis) /ASD(SA)/ have assumed or been assigned primary OSD interest in the training of officers (as well as civilians and enlisted personnel) within their broad areas of responsibility. In all cases mentioned above,

this interest has been translated into varying degrees of supervision or direction of specific Defense schools or courses.

Responsibilities of Joint Chiefs of Staff (JCS)

4. The JCS have clear statutory responsibilities for training and education. The National Security Act of 1947, as amended, states in part:

"Subject to the authority and direction of the President and the Secretary of Defense, the JCS shall --

- a. Formulate policies for the joint training of the Armed Forces: and
- b. Formulate policies for coordinating the military education of members of the Armed Forces."

Within the Organization of the Joint Chiefs of Staff, the Director for Personnel (J-1) has primary staff responsibility for joint training and military education.

5. The JCS have specific responsibility for directing the operations of the National War College, the Industrial College of the Armed Forces, and the Armed Forces Staff College. They prescribe the policies under which these three joint colleges will operate, approve their manning tables, pass on the military Commandants and Deputy Commandants (who are rotated among the Services), approve the syllabi of the courses, and determine the allocation of student quotas.

Definitions

6. The JCS have developed and use the following definitions dealing with education:

- a. "Military Education is the systematic instruction of individuals in subjects which will enhance their knowledge of the science and art of war."
- b. "Inter-Service School or Courses: A school or course utilized by two or more services/agencies that is administered by a coordinating service/agency and which presents curriculum developed in coordination with the participating (using) services."
- c. "Joint School or Course: A school or course utilized by two or more services that has a joint faculty, and a Director (Commandant) who rotates among the services and is responsible, under the direction of the Joint Chiefs of Staff, for the development and administration of the curriculum."

7. These definitions are not adequate to deal with the full spectrum of formal education and training of officers. They have not received wide recognition or use at the OSD level. Neither is there any accepted definition of a Defense school or course.

Defense and Inter-Service Boards and Committees

8. Various Defense and inter-Service boards and committees have been established with broad coordination responsibilities in the field of Defense or joint education and training. They are enumerated below:

a. A Defense Advisory Committee on Education in the Armed Forces was established under the direction of the ASD(M) in November 1961. The committee is comprised of representatives from the Army, Navy, Air Force, Marine Corps, and Coast Guard; five ex-officio members, including the Deputy Assistant Secretary of Defense for Education, the President of the American Council on Education, the Executive Secretary of the National Education Association, the Chairman of the US Civil Service Commission, and the US Commissioner of Education (or their designated representatives); and not to exceed 14 civilian educators. Its chairman is selected from among its civilian members. Meetings are held annually unless special sessions are called. This Committee provides the ASD(M) with advice on military educational problems and programs, information on standards and policies governing civilian educational practices, and assistance in assuring that educational services and materials provided to the Armed Forces are in accord with the highest standards of civilian education.

b. A Defense Logistics Management Training Board (DLMTB) was established under the direction of the ASD(I&L) in November 1963. It is chaired by an ASD(I&L) representative (the Director of Research and Special Projects, previously mentioned), and includes a representative of the ASD(M) and four members appointed by the Materiel Assistant Secretaries of the Military Departments and the Director, Defense Supply Agency (DSA). The board's responsibilities include monitoring logistics management training, less procurement, to assure a comprehensive and coordinated program. Through this board, the ASD(I&L) exerts a considerable influence on the curricula of a number of Service schools.

c. A Defense Procurement Training Board was established in March 1962. It also is chaired by an ASD(I&L) representative and includes four additional members appointed by the Materiel Assistant Secretaries of the Military Departments and the Director, DSA. (The membership differs from that on the DLMTB.) The board recommends to ASD(I&L) the scope and level of joint procurement training and policies for the determination of joint training requirements in the procurement area. It reviews the content of joint and single Service procurement training courses and provides guidelines to the school commandants involved.

d. A DOD-Industry Procurement Training Advisory Committee was established under the ASD(I&L) in July 1964. It is chaired by a representative of ASD(I&L) and includes members appointed by the ASD(M), the

Materiel Assistant Secretaries of the Military Departments, and the Director, DSA; and not more than six industry members representing a cross-section of the Defense industrial base. The committee makes recommendations to the ASD(I&L) on the scope, level and degree of participation by the DOD and industry in joint procurement training and management training.

e. An Inter-Service Coordinating Board, chaired by the J-1 and including representatives from the four Military Services, was established by the JCS. This board has concerned itself with developing policies and procedures for coordinating, reviewing, and determining joint or inter-service education and training requirements.

f. A Joint Military Education Committee (JMEC) was established in January 1957. Its membership consists of representatives from the three joint colleges with the senior member acting as the Chairman. The Military Department Personnel Chiefs may be invited to attend meetings. The JMEC meets annually, or more often as may be required, to consider ways and means of increasing the effectiveness of military education at, and the operation of, the joint colleges.

g. A Military Education Coordination Conference (MECC) was established in November 1962. Its membership includes the Commandants of the senior Service and joint colleges, plus the Commandant of the Marine Corps Schools. Conferences are held annually for the purpose of exchanging information, discussing mutual problems, and coordinating joint instruction at the senior Service and joint colleges, in order to provide for effective coordination of military education at that level.

DISCUSSION

The National War College (NWC)

9. In February 1946, a National War College was established by the Secretaries of War and Navy in concert with the Secretary of State. The Army War College building in Washington, D.C., was designated the site of the new NWC and the first class was opened in August 1946. Eighteen classes have since graduated from the annual ten-month course.

10. The mission of the NWC as prescribed by JCS is: "to conduct a course of study of those agencies of government and those military, economic, scientific, political, psychological, and social factors of power potential, which are essential parts of national security in order to enhance the preparation of selected personnel of the Armed Forces and State Department /other government agencies are not mentioned/ for the exercise of joint and combined high-level policy, command and staff

functions, and for the planning of national strategy." The NWC seeks to promote understanding between the civilian and military components of the government in their respective areas of interest and responsibility, as well as understanding among the Military Services themselves as to their capabilities and limitations.

11. The NWC is organized into a command element, an administrative staff, an academic board and four instructional departments: Political Affairs, Military Affairs, National Strategy, and Educational Development. The faculty is headed by a Commandant of three-star rank and two Deputy Commandants: a military Deputy for Academic Affairs, who is a major general or rear admiral, and a civilian Deputy for Foreign Affairs, who is a foreign service officer of ambassadorial rank. The Commandant is advised by a board of consultants. The college is authorized a faculty of 22 drawn from all the Military Services, the Foreign Service, and civilian colleges and universities. The administration of the college is performed by six officers, five enlisted personnel, and 74 civilian employees. The faculty are in the grade of colonel or captain (USN) and equivalent civilian grade. The military normally serve for three years; foreign service officers normally serve a two year tour.

12. The current class consists of 139 individuals, including 34 officers from each of the Military Departments, and 35 civilians primarily from the State Department, but from other governmental agencies as well. The military students have the rank of colonel/lieutenant colonel or Navy captain/commander, and the civilian students are of comparable seniority.

13. The class is organized into committees of six or seven members representing a cross-section of views and experiences for the group solution of broad problems. Committee membership is changed for each problem. Each committee is provided with faculty guidance, but in general the groups are left to their own devices as regards scope of solution, method of approach, method of presentation, and format. The functioning of a committee is the responsibility of its chairman. Each committee is required to submit a written solution, some of which are selected for oral presentation to the entire class.

14. Discussion groups, consisting of approximately 12 members each, are normally convened following each lecture to discuss the topic of the day. The composition of these discussion groups is changed every two weeks. Leadership of the discussion groups is provided initially by members of the faculty. Later, members of the class are designated as moderators.

**THE NATIONAL WAR COLLEGE
CURRICULUM 1965-66**

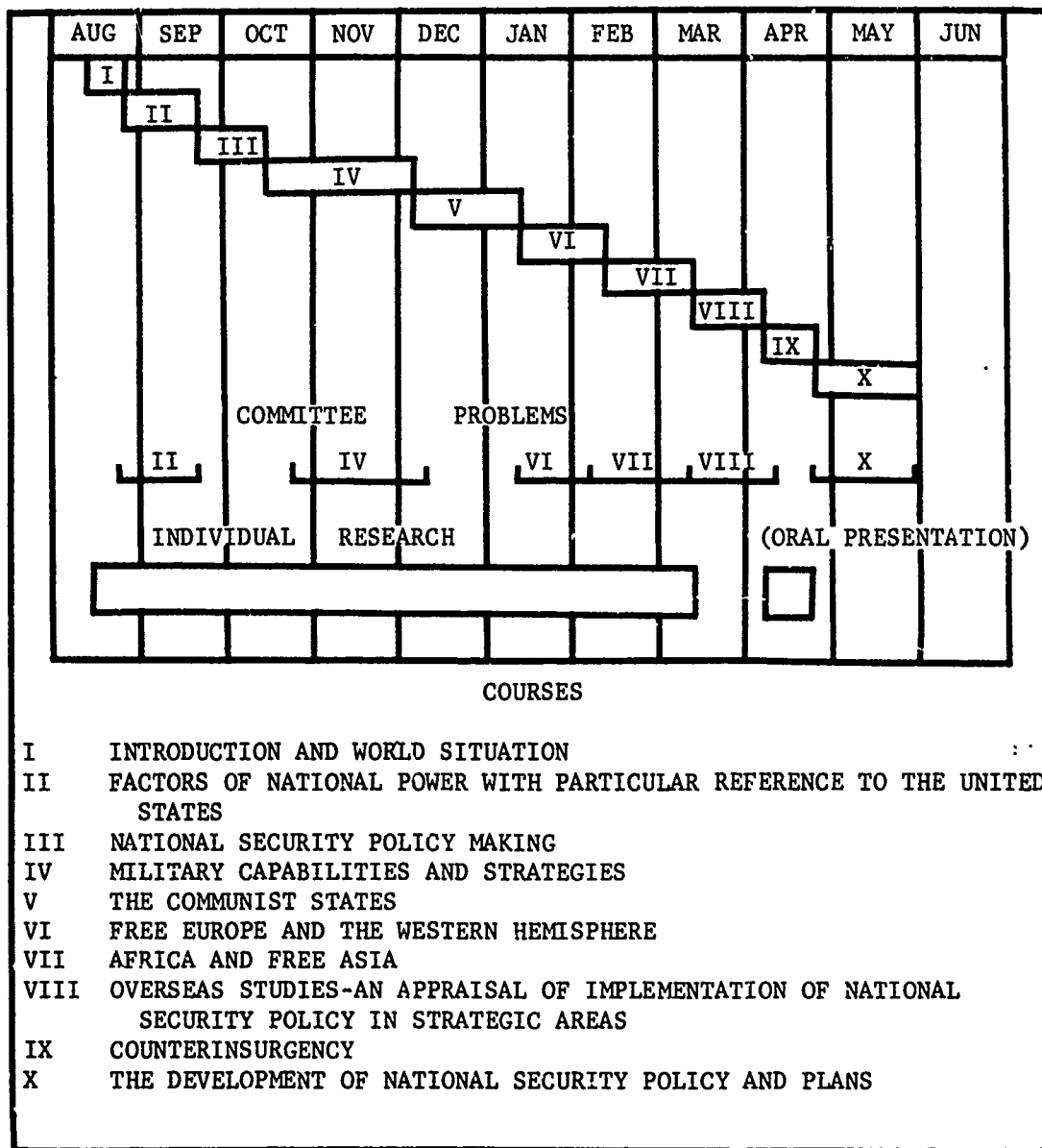


FIG. C1-1

15. The NWC Curriculum is shown in Figure C1-1. The methods of instruction are as follows:

NWC METHODS OF INSTRUCTION

METHODS	PERCENT
Lecture	35%
Seminar	2%
Briefing	10%
Committee Work	20%
Committee Presentation	3%
Individual Research Program	9%
Individual Research Program Presentation	5%
Administrative Time	4%
Course Introduction & Summary	2%
Field Trip	10%
TOTAL	100%

FIG. C1-2

16. Each member of the class is required to develop a research paper on some subject related to national security and to make an oral presentation of his paper during the latter part of the academic year.

17. The guest lecture program is an essential part of the College curriculum. This year, 133 distinguished lecturers (26 military and 107 civilians) will address the class. Local visits in the Washington area and field trips to activities both in the United States and abroad are also included in the curriculum.

18. A master's degree program in conjunction with the NWC resident course is made possible by affiliation with George Washington University. The decision to participate in the program is left to the individual.

19. A two-week Defense Strategy Seminar for Reserve Component officers from all Services is conducted at the National War College each summer, as indicated in further detail in Annex B, Appendix 10. Extension or correspondence courses are not offered by the NWC.

The Industrial College of the Armed Forces (ICAF)

20. This college was founded in 1924 as the Army Industrial College to provide instruction in planning for wartime industrial mobilization. The attack on Pearl Harbor forced suspension of the regular school activities. During the war a number of short courses were conducted in such areas as contract renegotiation. Regular classes began again in January 1946, and in April the college was renamed the Industrial College of the Armed Forces (ICAF), in formal recognition of its inter-Service character. In 1948, it was designated a joint college in its present location at Fort Lesley J. McNair, Washington, D.C.

21. The mission of the ICAF is: "to conduct courses of study in the economic and industrial aspects of national security and in the management of resources under all conditions, giving due consideration to the interrelated, military, political, and social factors affecting national security, and in the context of both national and world affairs, in order to enhance the preparation of selected military officers and key civilian personnel for important command, staff, and policy making positions in the national and international security structure." The ICAF is designed to be the capstone of the military educational system in the management of logistics resources for national security.

22. The ICAF is organized into command and administrative elements; a faculty board; an office concerned with academic plans and research; and Resident, National Security Seminar, and Correspondence Schools. The faculty is headed by a Commandant of three-star rank and a Deputy Commandant of two-star rank from a different Military Department. The normal tour in both positions is three years. A board of advisors provides the Commandant with professional, technical, and scientific counsel on the college's program. The staff and faculty is composed of 42 officers from all the Military Services, 114 civilians, and nine enlisted personnel. The instructors are in the grade of colonel or captains (USN) and equivalent civilian rank. The class of 180 currently consists of 49 officers from each Military Department and 33 civilians from various governmental agencies. The military students are in the grades of colonel/lieutenant colonel or Navy captain/commander and civilians are of comparable seniority.

23. In FY 1965, the Commandant made significant changes in the ICAF methodology and curriculum. Electives have been added to the curriculum and certain of the courses are taken concurrently rather than sequentially. The current curriculum is shown in Figure C1-3.

24. The course is now action-oriented, utilizing high personal involvement and participation. There has been a reduction in the number of formal lectures and an increase in individual study and small

INDUSTRIAL COLLEGE OF THE ARMED FORCES CURRICULUM 1965-66

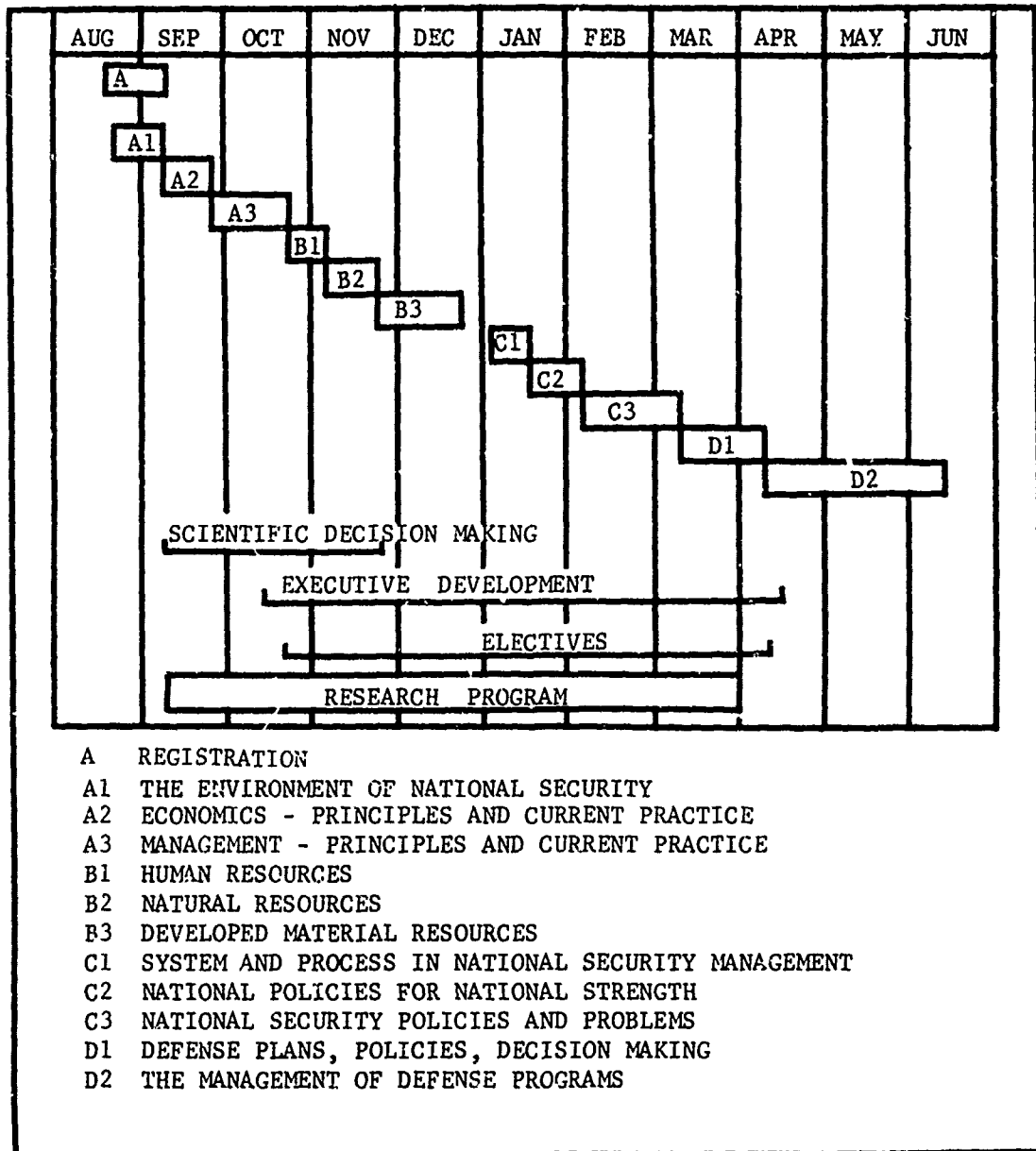


FIG. C1-3

group activities. Student oral presentations to the entire class have been discontinued, except for a small number of research reports. The class is organized into discussion groups of approximately 15 members. These groups are formed primarily to discuss topics assigned as homework the night before, and are faculty managed. The personnel in the groups are rotated throughout the school year.

25. The methods of instruction for the resident course are as follows:

CAF METHODS OF INSTRUCTION

METHODS	PERCENT
Formal Lectures	18%
Miscellaneous Auditorium Activities	2%
Group Discussion	15%
Group Instruction	10½%
Seminars (small groups with visiting experts)	5%
Special Small-Group Techniques	4½%
Field Studies	8%
Study	37%
TOTAL	100%

FIG. C1-4

26. Each student is required to prepare a research paper, either as an individual or as a member of a small research team. Each research project is an analysis in depth of a live problem area of Defense management, selected from a DOD list of such problems.

27. The reduced guest lecture program for the current academic year includes 130 senior officials from the Department of Defense, other governmental agencies, industries, and educational institutions. Field study activities in the United States and abroad are now primarily an extension of research to solve course problems. The size of visiting groups varies depending on problems being studied.

28. Graduate study is a special feature of the resident instruction program. George Washington University grants a total of 22 credits for the current ICAF curriculum and research paper toward a degree of Master of Science in Business Administration. This arrangement has the advantage of eliminating the need for the student to attend George Washington University classes concurrently with the ICAF course. Participation in this program is voluntary.

29. A National Security Seminar program was started in 1947. Its curriculum is addressed to specific geographical areas, types of war, management subjects, new military and industrial developments, economics, international relations, logistics and resources. In 1964-65, a total of 11,176 conferees enrolled in the fourteen two-week seminars. Further information on Army Reserve Component participation is given in Annex B, Appendix 10.

30. A correspondence course based on the resident course and entitled, "The Economics of National Security," was established in 1950. The purpose of this course is: "to impart knowledge of the economic and industrial aspects of national security and of the management of resources under all conditions and in the context of both national and world affairs, with special emphasis given to the interrelated military, logistical, administrative, scientific, technological, political, and social factors affecting national security." In FY 1965, 2,335 individuals graduated from the ICAF non-resident course.

Armed Forces Staff College (AFSC)

31. The AFSC was established at Norfolk, Virginia, in 1946. The mission, as prescribed by the JCS, is: "to conduct a course of study in joint and combined organization, planning, and operations, and in related aspects of national and international security, in order to enhance the preparation of selected military officers for duty in all echelons of joint and combined command."

32. The AFSC is organized into a command element; a faculty board; staff elements concerned with administration and with plans, evaluation and special programming; and an instructional element consisting of three faculty groups. The faculty is headed by a commandant of two-star rank, with three deputy commandants of colonel/captain (USN) rank, one from each Military Department. A State Department representative is assigned to the school as a political advisor to the commandant. The college is authorized a staff and faculty of 80 officers, 43 enlisted men, and 67 civilians. The State Department representative is the only civilian who serves on the faculty in an instructor/advisory role. The instructors are in the grades of colonel/captain (USN) and lieutenant colonel/commander (USN).

33. The college conducts two five-month classes each year. The last class of 267 students was divided as follows: 86 Army, 64 Navy, 80 Air Force, 18 Marine Corps, nine other governmental agencies, and 10 allied students. Military students are of lieutenant colonel/ commander or major/lieutenant commander grade.

34. The student body is organized into seminar groups of 12 to 15 individuals divided proportionately among the US Services with a sprinkling of allied and civilian students in each group.

35. The AFSC curriculum for the 1965-66 classes is shown below:

**AFSC CURRICULUM
1965-66**

SUBJECT	HOURS
Introduction	7
National Defense Orientation	188½
Military Organizational and Command Relationships	53½
Joint & Combined Operational Planning	260½
National and International Security Consideration	41
Individual Study	11½
TOTAL	562

FIG. C1-5

36. The methods of instruction for the resident course are as follows:

AFSC METHODS OF INSTRUCTION

METHODS	PERCENT
Lecture	20%
Group Study	12%
Group Discussion	18%
Planning Problem	27%
Practical Exercise	2%
Field Trip	5%
Individual Study	16%
TOTAL	100%

FIG. C1-6

37. A staff study or thesis is prepared by all students in order to gain experience in the exploration and development of a subject in an orderly, comprehensive, and logical manner. Selection of a subject is from a list prepared by the college or chosen separately by the student with the approval of his faculty adviser.

38. Guest lecturers are selected for their competence in specialty fields. In the last class, 80 lecturers (58 military and 22 civilian) were included in the course.

39. Field trips and local visits are made by the student body to military installations to witness field training activities.

40. A two-week orientation course for approximately 35 Reserve Component officers from all Services is combined with the last two weeks of the regular course, as indicated in Annex B, Appendix 10.

41. Extension or correspondence course programs are not offered by the AFSC.

Defense Schools

42. The Military Assistance Institute was established at Arlington, Virginia, by a DOD directive in 1958. It is operated on a contract executed between the Defense Supply Agency (DSA) and the American Institute for Research. The initial contract for this school was negotiated by the Secretary of the Army. The Director of Military Assistance of the Office of ASD(ISA) is responsible for the overall direction of the institute. The objective of the course is to indoctrinate personnel in the aims, missions, and role of the US government under the Military Assistance Program. The enrollment has varied from 80 to 120 officers per class, roughly 75% Army, 15% Air Force, and 10% Navy and Marines. Specific course quotas are dictated by forthcoming assignments of individuals to Military Assistance Advisory Groups, Missions, and headquarters administering the Military Assistance Program. Officers attend in all grades from warrant officer to general officer.

43. The Defense Intelligence School was established at Anacostia, Maryland, by DOD directive in 1961. It is a joint educational institution operated and controlled by Director of DIA, under the direction of the JCS. The school conducts courses of instruction related to DOD intelligence functions designed to: prepare military personnel and civilians for high positions in the national and international security structure; prepare personnel for duty in the military attache system; and assist career development of DOD military and civilian personnel

assigned to intelligence functions. The Director of DIA approves the program of instruction and the quotas for class attendance. The school teaches eight courses. In FY 65, 135 Regular Army officers, 47 Reserve Component officers and eight civilians attended resident courses; and 13 officers participated in the non-resident course. The Navy provides logistic and administrative support to the school.

44. The Defense Computer Institute was established by DOD directive in 1964. It is operated by the Navy under policy guidance of the DDR&E, in consultation with the ASD(C), the ASD(I&L) and the ASD(M). The objective of the course is to teach digital computer capabilities, limitations and applications to senior military and civilian DOD personnel. Two courses are offered: a Senior Executives Course (for generals and GS-16 and above), and an Intermediate Course (for lieutenant colonels/colonels, commanders/captains, and GS-14 and 15). The Army has annual quotas of 67 and 120 to these two courses.

45. The Defense Language Institute (DLI) and the Defense Information School (DINFOS) were established by DOD directives in 1962 and 1964 respectively. Both schools are operated by the Army under the direct supervision of the Deputy Chief of Staff for Personnel. Broad guidance for operation of DLI is provided by ASD(M) and more specific guidance for operation of DINFOS is provided by ASD(PA) and ASD(M) in concert. This latter guidance includes approval of the school program of instruction. Both of these schools are covered in some detail under Army specialist schools in Annex B, Appendix 6.

Defense Courses

46. A Defense Systems Analysis Education Program was established by the ASD(C) in 1964, giving the Navy responsibility for the establishment of a postgraduate course in economics, statistics and systems analysis under the guidance of the ASD(C), in coordination with the ASD(M) and ASD(SA). The Navy contracted with the Institute of Defense Analysis (IDA), located in Arlington, Virginia, to operate the course in cooperation with the University of Maryland. A Master of Science degree in Economics will be awarded by the University of Maryland to those students who complete the course successfully. The objective of the course is to train military and civilian personnel in the techniques of planning, programming, and financial management for ultimate assignment to agencies concerned with systems analysis and force level planning. The course is of one year's duration and has an input of 30 students, nine of whom are Army officers.

47. The Atomic Weapons Training Group (AWTG) was established by DOD directive in 1964. The AWTG has the mission to provide atomic weapon training advice and services to the Office of the Secretary of

Defense, the Joint Chiefs of Staff, and the Military Departments. In the accomplishment of its mission, the AWTG conducts nine resident courses at Sandia Base, New Mexico, attended by Army officers. Two are designed to orient or familiarize senior officers and selected civilians on the national nuclear weapons program and weapon capabilities. The remaining seven courses, six of which are Army oriented, are technical in nature and train officers and warrant officers in nuclear safety and the supervision of weapons assembly or maintenance operations. The AWTG also assists the Services in their conduct of nuclear weapons training by providing instructional material and recommendations as to course content. The FY 1965 resident course attendance was 747 Army personnel, which included 600 Active Army and five Reserve Component officers and 142 civilians.

48. The Defense Management Systems Course was established at the Naval Post Graduate School in Monterey, California, by a DOD letter in 1965. It is operated as an integral part of the school under the Department of the Navy. General guidance is provided by the ASD(C). The purpose of the course is to provide an appreciation of the concepts, principles and methods of Defense management as they concern planning, programming, budgeting, and related activities. The course is of four weeks' duration and is attended generally by military personnel in the grades of lieutenant colonel and above, and civilian personnel of GS-13 and above.

49. The School of Systems and Logistics was established in 1963 as a part of the Air Force Institute of Technology (AFIT) at Wright-Patterson Air Force Base, Ohio. The mission of the school is to further the development of selected personnel in scientific management and administrative systems, procedures, and methods of handling human and material resources. Approximately 47% of the established courses are designated as Defense courses in the joint logistics training program. A further description of this school is contained in Annex C, Appendix 3.

50. The Defense Weapons Systems Management Center was established at Wright-Patterson Air Force Base, Ohio, by DOD letter directive in 1964. It is also operated as an integral part of AFIT under direction of the Air University. The ASD(M), in coordination with the DDR&E, the ASD(I&L) and the ASD(C), provides policy guidance. The Center conducts one course which trains selected military and civilian personnel in effective systems/project management. Four classes of approximately 11 weeks' duration are held each year. The Army has a quota of 17 per class. A further description of this center is contained in Annex C, Appendix 3.

51. The Army Logistics Management Center, Army Management Engineering Training Agency, and Joint Military Packaging Training Center, all operated by the Army, have been teaching a growing number of Defense

courses during the last three years. These schools are assigned to the Army Materiel Command but have been receiving an increasing amount of direct guidance from the Office of the ASD(I&L) and Defense boards and committees previously discussed. These schools are treated in some detail under Army specialist schools in Annex B, Appendix 6.

52. The Defense Advanced Traffic Management Course was established at the US Army Transportation School at Fort Eustis, Virginia, which is operated under the direction of the Continental Army Command. The purpose of this four-week course is to provide advanced managerial training for military traffic management and supervisory personnel. Although the school is Army operated, it receives guidance in the conduct of this course from ASD(I&L). The operation of the US Army Transportation School is covered in Annex B, Appendix 4.

53. The PERT Orientation Training Center was established by DOD directive in 1963. It is operated by the Air Force under policy guidance of the ASD(I&L), in coordination with the ASD(C), the DDR&E, and the ASD(ISA). The objective of the course is to conduct common orientation and training courses in Program Evaluation Review Technique (PERT) and similar industrial management techniques for DOD personnel, other governmental agencies, and industrial contractors. Three courses are offered: a Top Executive Course of three hours (Colonels/GS-15 and above), a Middle Management Course of eight hours (Major/GS-13 and above), and a Training Workshop of 40 hours (officers and GS-9 and above.) A mobile on-site one-hour lecture as well as special orientations for specific problems are also available upon request.

SUMMARY

54. Although the Secretary of Defense has designated the Assistant Secretary of Defense (Manpower) as his principal staff assistant for Armed Forces education, a number of other Assistant Secretaries of Defense have been assigned, or have assumed, varying degrees of supervisory responsibility over military training programs within their respective functional areas.

55. The JCS have the statutory responsibility for formulating policy for joint training and for coordinating the military education of the Armed Forces.

56. A number of Defense or inter-Service committees and boards have been established during the last three years with broad coordinative responsibilities for military education and training.

57. Army officers attend many Defense and joint schools and courses. These schools and courses have been rapidly expanding in number over the last three years due primarily to increased interest on the part of the Assistant Secretaries of Defense in education and training.

58. The three joint colleges are operated directly under the control of the Joint Chiefs of Staff. The Defense Intelligence School is operated by the Defense Intelligence Agency under direction of the Joint Chiefs of Staff. The Army provides administrative and logistic support for the National War College and the Industrial College of the Armed Forces, and the Navy for the Armed Forces Staff College and the Defense Intelligence School.

59. Most other joint and Defense schools and courses are operated by one of the Military Departments under policy direction of the Office of the Secretary of Defense. In two cases, a Defense school or course is operated by contract with a civilian agency.

60. Specific service quotas to certain joint and Defense schools and courses have been established by the Office of the Secretary of Defense.

ANNEX C

EDUCATION AND TRAINING THROUGHOUT THE DEPARTMENT OF DEFENSE, IN INDUSTRY, AND IN FOREIGN ARMIES

APPENDIX 2

NAVY AND MARINE CORPS OFFICER EDUCATION AND TRAINING

PURPOSE AND SCOPE

1. The purpose of the appendix is to describe briefly the system for the education and training of officers of the US Navy and the US Marine Corps.

2. The discussion treats these two Military Services separately. Part I addresses the education and training of US Navy officers and Part II the education and training of US Marine Corps officers. Both parts include a delineation of organizational structures and command responsibilities for education and training, followed by a discussion of officer schooling commencing with pre-commissioning programs and progressing to the highest levels of military education.

PART I US NAVY

DISCUSSION

General Organizational Structure

3. The Chief of Naval Personnel has the responsibility for policies, plans, programs and budgets for individual training and education of all officers except Naval aviators and medical personnel. The Deputy Chief of Naval Operations(Air) is responsible for aviation training and the Chief of the Bureau of Medicine and Surgery is responsible for medical training.

4. Functional training of officers is provided by the Commander, Training Command, Atlantic Fleet; the Commander, Training Command, Pacific Fleet; and by various type commanders.

Officer Procurement Programs

5. The principal programs leading to the production of commissioned officers in the Navy are the US Naval Academy (USNA), Naval

Reserve Officers' Training Corps (NROTC), Officer Candidate School (OCS), and Aviation Officer Candidate (AOC) programs. These sources provide almost all of the Navy line, Supply Corps, and Civil Engineer Corps officers. The bulk of the doctors, lawyers, and chaplains are procured by a variety of special programs, including direct appointment, drafting, and subsidized professional training.

The US Naval Academy

6. The Academy conducts a four-year program leading to a Bachelor of Science degree. It provides a broad general education, balanced between basic and engineering sciences on the one hand and humanities and social studies on the other, in addition to the necessary military subjects. The Academy also offers a broad program of selective courses and provision for validation of college-level work completed prior to admission. Additional overload courses may also be undertaken. The program provides all midshipmen with the basic educational background required for effective Naval officer leadership, and an opportunity to undertake advanced undergraduate work for fuller development of individual talents.

7. A limited number of midshipmen have the opportunity for advanced civilian education immediately after graduation. Not later than 1 March of each year, the Superintendent submits the names of prospective candidates to the Chief of Naval Personnel for approval. Uninterrupted education to the doctorate degree level is possible. Some graduates win competitive appointments to participate in nationally recognized scholarship programs. The education, training or research to be performed under the fellowship, scholarship or grant must enable the recipient to satisfy a requirement of the Armed Forces and contribute toward his recognized potential for career service. The Naval Academy provides approximately 8% of the annual officer input into the Navy.

The Naval ROTC Program

8. The Navy ROTC Program is conducted at 53 colleges and universities. Its purpose is to provide, by a permanent system of training and instruction in essential naval subjects at civil educational institutions, a source from which qualified Regular and Reserve officers may be obtained for the Navy and Marine Corps. There are two types of NROTC students: those whose college education is subsidized and who receive a commission in the Regular Navy or Marine Corps; and contract students who are not subsidized and who receive Reserve commissions. The NROTC program provides approximately 15% of the annual officer input into the Navy.

Officer Candidate School Programs

9. The Officer Candidate School is the largest single source of officer procurement for the Navy, and provides approximately 30% of the annual officer input. The Officer Candidate School is located at Newport, Rhode Island. The course of study is 16 weeks in length and provides instruction in a wide variety of professional Navy subjects such as leadership, naval operations, weapons, engineering and navigation. All candidates must have baccalaureate degrees except for approximately 50 highly selected enlisted men from the Fleet each year. All graduates are commissioned in the USNR with the exception of these 50, who receive Regular commissions.

10. The Reserve Officer Candidate (ROC) Program is designed to provide an opportunity for enlisted Naval Reservists on inactive duty who are attending college to receive a commission. Candidates spend eight weeks during each of two summers at OCS where they receive the same course of instruction as other officer candidates. Upon completion of two summers' work, and upon receiving their baccalaureate degrees, they are commissioned in the Naval Reserve. Approximately 2% of the annual input of officers are ROC's.

11. The Navy Enlisted Scientific Education Program (NESEP) provides an opportunity for selected enlisted men on active duty in pay grade E4 and above to obtain a baccalaureate degree in engineering and physical science fields. During their schooling they receive pay and allowances for their grade and are furnished tuition, fees and books. Upon receiving their degree, they attend an OCS course and are commissioned in the Regular Navy after completing it. Approximately 2% of the officer input comes from this source.

Aviation Officer Candidate Programs

12. Naval air commissioning training is conducted through four programs: Aviation Officer Candidate (AOC), Naval Aviation Cadet (NAVCAD), Naval Aviation Officer Candidate (NAOC) and Officer Candidate Airman (OCAN). The first two of these programs provide naval aviators and the others provide airmen who are non-aviators. AOC's and NAOC's must have a baccalaureate degree before they are taken into the program. NAVCAD's and OCAN's must have completed two years of college to be eligible. These four programs provide approximately 16% of the annual officer input.

Retention Rates

13. Retention figures for the preceding procurement sources are shown in Figure C2-1.

US NAVY OFFICERS RETENTION RATES

	FY 61	FY 62	FY 63	FY 64	FY 65
USNA	95.2	(2)	82.2	78.5	80.7
NROTC (Regular)	29.9	34.5	36.8	43.0	(3)
NROTC (Contract)	28.8	17.9	19.2	21.8	25.0
OFFICER CANDIDATE PROGRAMS					
OCS	18.5	20.7	31.5	28.2	32.6
ROC	32.2	44.0	21.8	34.6	40.11
NESEP	(4)				
AVIATION OFFICER CANDIDATE PROGRAMS					
AOC	(5)	32.9	33.4	64.1	59.3
NAVCAD	(5)	65.0	43.4	62.0	59.0
NAOC	(5)	(5)	(5)	(5)	(5)
OACN	(5)	(5)	(5)	(5)	(5)
<p>NOTES: (1) All retention percentages are based on numbers of officers on duty one year beyond obligated service.</p> <p>(2) FY 57 input incurred three-year obligation and FY 58 input incurred four-year obligation.</p> <p>(3) Graduates of FY 61 input and thereafter are obligated for four years.</p> <p>(4) Since the number of NESEPS who have completed their obligated service is so small, retention figures here would not be significant.</p> <p>(5) No retention figures available.</p>					

FIG. C2-1

Officer Professional Development

14. The professional development of an officer over a 30-year period consists of three phases: fundamental, intermediate and advanced. The fundamental phase involves over 51,000 officers, the intermediate 20,000 officers, and the advanced about 4,000 officers. These phases together with the corresponding grades and years of service are depicted in the following chart.

PHASES OF NAVY OFFICER PROFESSIONAL DEVELOPMENT

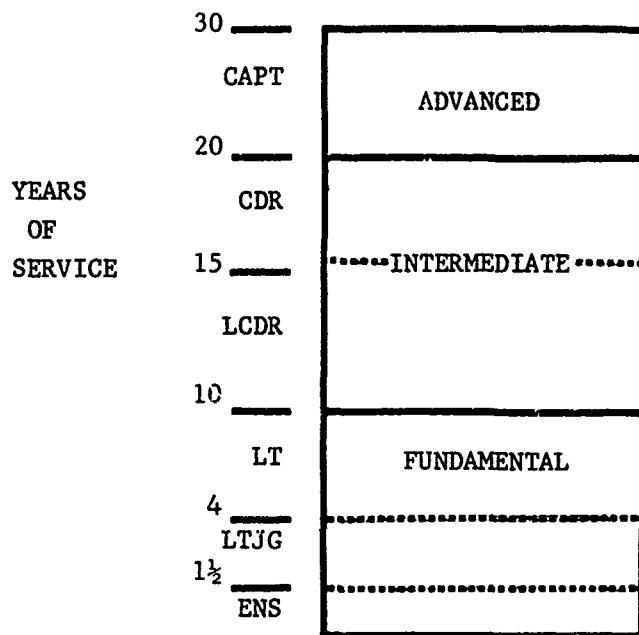


FIG. C2-2

15. The line officer is educated and trained to achieve the following dual goals:

- a. Competence in naval warfare and command at sea (air, submarine, and surface).
- b. Competence in a particular technical or managerial field.

Fundamental Phase of Professional Development

16. Surface line officers, when first commissioned, are, for the most part, assigned immediately to sea duty. Others, due to their specialty (air, submarine), corps affiliation, or duty preference, attend school prior to duty afloat. Officers selected for submarine service go to Basic Submarine School, Nuclear Power School and a Nuclear Power-Training Unit. A small number of officers are trained for surface ship nuclear plants.

17. Officers commissioned in the Supply Corps and those transferring from the line to the Supply Corps attend a Basic Supply Officer Qualification Course of 26 weeks duration. This course equips officers to perform competently in their first supply billets, ashore and afloat.

18. Officers commissioned in the Civil Engineer Corps are initially assigned to a Basic Civil Engineering Course of eight weeks' duration. This course is designed to provide these officers with specialized, administrative and technical engineering information, augmenting their previously acquired conventional engineering education. These officers may also enroll in short courses of one or two weeks' duration tailored to the requirements of the position which they will next occupy.

19. Officers of the Medical, Medical Service Corps, Dental and Nurse Corps, plus lawyers and chaplains, have usually had no prior contact with Navy life and, therefore, attend a three to eight week short indoctrination course at officer training activities, prior to reporting to their first duty stations.

20. For the large group of surface line officers newly reporting on board ship, there are three principal types of junior officer training: on-the-job training; required type commander training courses; and formal correspondence courses which are optional or mandatory depending upon the requirements of the individual command.

21. After a junior officer has been aboard for a very brief period, he will usually be directed to attend one or more courses in a school complex ashore. There are 19 fleet and 14 functional training activities, and eight special officer schools. These 41 schools offer a wide variety of courses, ranging from a one-day fire-fighting course to a seven weeks course in military law. Following a longer period of shipboard duty, usually a year or more, the officer may return to the same fleet, functional or special schools. At this time, his courses will probably be tailored to prepare him for a specific position, and consequently may be as long as six months.

22. After three to five years of commissioned service, the line officer is rotated to his first duty ashore. At this point he may be ordered to a postgraduate, undergraduate, foreign language or scholarship program. Although Staff Corps officers and many restricted line officers may not have had appreciable sea duty at this career point, these four educational programs are available, in varying degrees, to them as well. The details of these programs are described in succeeding paragraphs.

23. The Postgraduate Program provides selected officers with the necessary theoretical background which they will be required to apply in future assignments. In 1964, a special board was convened for the purpose of determining the numbers of graduate level educated officers the Navy should have, and the career assignments which they should follow. The Board determined that, exclusive of the healing arts and the chaplains, the Navy should have a total of 14,488 officers possessing graduate level education. This means that one out of every three officers of the grade of lieutenant and above must possess some graduate level education.

24. The following figure indicates the principal disciplines, out of a total of 44, in which the Navy provides graduate level education for its officers, and the FY 1966 quotas for each.

NAVY POSTGRADUATE PROGRAM PRINCIPAL DISCIPLINES

DISCIPLINES	FY 1966 QUOTA
Aeronautical Engineering	72
Communications Engineering	84
Management/Data Processing	13
Engineering Electronics	98
Engineering Science	100
Environmental Science	68
Naval Mech. and Elec. Engineering	88
Nuclear Effects	12
Operations Analysis	75
Weapons Systems	106
Navy Management	93
Navy Management (MSTS)	7
TOTAL	816

FIG. C2-3

25. Annually, the Chief of Naval Personnel convenes a board to select officers, based upon professional performance, academic background, and ability, within quotas which reflect the Navy's requirements in the various fields of study available.

26. A relatively new feature of the Navy's postgraduate program is the educational year group concept, which offers postgraduate schooling to selected officers at the time they are completing their obligated service. By requiring two years of service for every year of graduate schooling, a postgraduate educated officer will normally have at least ten years of commissioned service when he has fulfilled his obligation. Statistics show that the officer who completes 10 years of service is a good candidate for a full career.

27. Historically, a postgraduate trained officer has a higher retention rate than does his non-postgraduate educated contemporary. A recently completed Bureau of Naval Personnel study revealed that, of approximately 8,000 officers who completed postgraduate training during the last 17 years, only 51 have, to date, voluntarily resigned prior to completion of 20 years service.

28. The total graduate education program involving some 1,700 officers annually - roughly 6% of those in proper grade - is accomplished at the US Naval Postgraduate School, Monterey, California, and some thirty civilian institutions.

29. The Naval Postgraduate School mission as defined by the Secretary of the Navy is:

"To conduct and direct the advanced education of commissioned officers, to broaden the professional knowledge of general line officers, and to provide such other indoctrination, technical and professional instruction as may be prescribed to meet the needs of the Naval Service; and in support of the foregoing, to foster and encourage a program of research in order to sustain academic excellence."

30. The educational programs conducted at this school fall into several general categories:

- a. Engineering and scientific education leading to designated baccalaureate and/or advanced degrees.
- b. Management education to the Master's level.

c. Undergraduate education leading to a first baccalaureate degree, either B.S. or B.A.

d. Navy professional type education designed to build up or broaden the base of professional experience.

e. Engineering Science, a supplemental program to that in paragraph a above. The major portion of the officers selected for this program undergo two terms of refresher and prerequisite study. Those who are motivated and available for the requisite time may be selected for a two or three year engineering or science curriculum; those not selected continue in a non-degree program with the primary objective of basic scientific education which will better prepare them for advanced functional training or general updating in technical areas.

31. The 11 academic departments at the Postgraduate School are: Aeronautics, Business Administration and Economics, Electrical Engineering, Government and Humanities, Material Science and Chemistry, Mathematics, Mechanical Engineering, Meteorology and Oceanography, Naval Warfare, Operations Analysis, and Physics. Approximately two-thirds of the teaching staff are civilians of varying professorial rank and the remainder Naval officers.

32. The Undergraduate Program is designed to provide selected officers with a baccalaureate degree, and thus better equip them to perform all duties of senior rank. Officers who have previously acquired at least 45 semester hours of college level work, and have demonstrated academic as well as professional competence are eligible. As with graduate level work, a two-for-one obligated service requirement is stipulated. The average student load for this program is about 300 officers.

**EDUCATIONAL LEVEL
USN OFFICERS (LESS MEDICAL, DENTAL)**

EDUCATION	NUMBER	PERCENT
High School Or Less	1,147	3.1%
Some College	6,259	18.2%
Baccalaureate Degree	22,217	62.6%
Significant Graduate	1,313	3.8%
Master's Degree	4,242	12.0%
Doctoral Degree	99	0.3%
TOTAL	35,277	100%

FIG. C2-4

USN PROFESSIONAL MILITARY SCHOOLS FY 66

SCHOOLS AND RESIDENT COURSES	CLASSES YEAR	CLASS LENGTH	CLASS QUOTA	ANNUAL USN QUOTA
Naval War College (Naval Warfare Course)	1	10 mos	160	92
Naval Command & Staff Course	1	10 mos	203	160
Basic Supply Qualification Course (Supply Corps Off)	11	26 wks	75	825
Basic Civil Engineering Course (Civil Eng Corps Off)	5	8 wks	55	275
Basic Indoctrination Courses				
Medical Officer	1	3 wks	50	50
Dental Officer	3	3 wks	80	240
Nurse Corps	10	4 wks	30	300
Legal Officer	2	8 wks	50	100
Chaplain	6	8 wks	25	100
Non-USN Schools				
Joint				190
Schools of Other US Services and Departments				39
Schools of Other Nations				11
TOTAL				2,382

FIG. C2-5

33. A breakdown of the Regular Navy officer educational level is indicated in Figure C2-4. The term Significant Graduate refers to those officers who have received a bachelor's degree in a particularly useful discipline such as communications, engineering, meteorology, or operations analysis.

34. The Foreign Language Program is designed to provide linguistic skills to officers who are to be ordered overseas. Instruction is generally conducted at the Defense Language Institute.

35. The Scholarship Program includes Rhodes, Fulbright, and Olmsted academic scholarships, plus those granted by colleges and universities. Currently there are 17 officers pursuing studies under scholarship grants.

36. After possible participation in one of the four programs delineated above, and upon completion of his first shore tour, an officer generally attends courses at fleet or functional schools prior to returning to sea.

Intermediate and Advanced Phases of Professional Development

37. After two sea tours, a typical officer has not less than 10 years commissioned service, and is a lieutenant commander. He is now considered in the intermediate phase of his professional development. If he has not previously been assigned to postgraduate or undergraduate educational programs, he may be so assigned at this point in his career. In addition, he becomes a candidate for further professional development and broadening at one of the service command and staff colleges.

38. The Naval Command and Staff Course is attended by selected Naval officers in the grades of lieutenant commander and commander, with 10 to 16 years of commissioned service, who currently are best qualified for promotion. Officers of other Services are of equivalent grades. Most of the Naval officers attending this course or its equivalent in the other Services are line officers.

**ELIGIBILITY AND SELECTION CRITERIA
USN PROFESSIONAL MILITARY EDUCATION**

SERVICE SCHOOL	GRADE	YEARS SERVICE	MAX AGE	REMARKS
SENIOR				
Naval War College	Capt/ Cdr	16-23		
National War College	Capt/ Cdr	16-25	N/A	Quota 26
Industrial College of Armed Forces	Capt/ Cdr	16-25	N/A	Quota 40
Related (Army, Air Force & Allied)	Capt/ Cdr	16-25	N/A	Quotas: Army War College 10 Air War College 10 Allied War Colleges 6
JUNIOR				
Naval Command & Staff Course	Cdr/ LCdr	10-15		
Marine Corps Command & Staff College	LCdr	10-15		Quota 6
Armed Forces Staff College	Cdr/ LCdr	10-16		Quota 124
Related (Army, Air Force and Allied)	Cdr/ LCdr	10-16		Quotas: Army C&GSC 3 Air Command & Staff College 7 Allied Colleges 5
Marine Corps Amphibious Warfare School	Lt	6-10		Quota 3
				TOTAL: 240

FIG. C2-6

39. The objective of this 10-months' course is to further the student's understanding of the fundamentals of warfare, emphasizing the operational functions of command, operational planning and command decision. The curriculum is divided into three interrelated studies and associated programs: introduction to the Navy, writing and speaking, national and military history and global strategy. Approximately 16% of the curriculum is devoted to the preparation of theses and oral presentations.

40. Later in the intermediate phase of his professional development or early in the advanced phase, a Navy officer is eligible to attend a senior service or joint college. Prior attendance at the Command and Staff Course, although highly desirable, is not a prerequisite for attendance at a senior service or joint college.

41. The Naval War College is the highest educational institution in the Navy school system. The Naval Warfare Course is conducted annually and attended by almost 100 Naval officers. In similar fashion to the Army, an officer attending this course does not attend either the National War College or the Industrial College of the Armed Forces. The Naval Warfare Course is attended by selected Naval officers in the grade of commander and captain, with 16-23 years of commissioned service, who are currently best qualified for promotion. The principal study areas of the 1965-1966 curriculum are: Sea Power and National Strategy (43%), Strategic Planning (27%), and Naval Warfare (25%).

Summary of Navy Professional Schooling

42. A resume of school courses and student quotas for FY 1966, and eligibility criteria for Navy and related joint, Army, Air Force, Marine Corps and Allied schools, are shown in Figures C2-5 and C2-6.

43. The Naval Officer Correspondence Course Program is centrally controlled by the Chief of Naval Personnel and consists of approximately 100 courses. These courses, designed to enhance and promote the professional development of Naval officers, cover a wide variety of subjects in naval technical and professional fields such as marine navigation, oceanography, and naval machinery. The US Naval Correspondence Course Center at Scotia, New York, administers the courses, receiving and processing applications, sending courses to students, grading assignments, and preparing a few courses.

44. Total officer participation in the program for FY 1965 was 52,110, categorized as follows: active duty officers, 24,590; Reserve officers on inactive duty, 23,506; other US Armed Forces officers, 4,014.

Other Educational Programs

45. In addition to the above schools and courses which are scheduled over a full career, there are three other general programs available to officers. Under the Tuition Assistance Program, an officer may take college level or graduate level courses in a wide variety of curricula areas. The Chief of Naval Personnel may assist the individual officer in the payment of tuition for these courses, the Navy paying not more than 75% of the total cost.

46. The Navy pays full tuition costs for a limited number of officers in the Washington area in selected after hours courses. Currently, courses in Russian, public speaking, governmental budgeting, and human relations in management are offered.

47. To assist officers to carry out the requirements of a billet to which currently assigned, the Navy makes use of many Department of Defense and civilian sponsored courses. The Defense Weapons System Management Center at Wright-Patterson Air Force Base prepares officers for duties in the "cradle to grave" management of large, complex weapons systems. Officers are regularly sent to varying levels of courses of instruction in computer usage and operation, given by the Defense Computer Institute.

PART II US MARINE CORPS

DISCUSSION

General Organizational Structure

48. The Assistant Chief of Staff, G-3, at Headquarters US Marine Corps, has responsibility for the training and education of Marine Corps officers except aviators, medical personnel, and chaplains. The Deputy Chief of Staff(Air) is responsible for aviation training. The US Navy provides medical officers and chaplains for the Marine Corps and is responsible for their training and education.

49. The Commandant of the Marine Corps Schools, a lieutenant general, is responsible for the operation of the entire school complex at Quantico, Virginia, consisting of 10 schools or separate courses. He reports directly to the Commandant of the Marine Corps. The Director of the Marine Corps Educational Center, a major general, assists the Commandant of the Marine Corps Schools in discharging his responsibilities. The Director has command responsibility for five organic schools such as the Amphibious Warfare School and academic supervisory responsibility for five non-organic schools or courses such as the Basic School.

Procurement Programs for Unrestricted Officers

50. The principal programs leading to the production of commissioned officers in the Marine Corps are the Service Academies, Naval Reserve Officers' Training Corps (NROTC), Officer Candidates Course (OCC), Platoon Leaders Class (PLC), and Marine Aviation Cadet (MARCAD) programs.

51. The Service Academies. Of the three Service Academies, the USNA provides by far the greatest number of officers for the Marine Corps.

52. The Naval ROTC. The Marine Corps quota from this program is an eighth of each graduating class and the annual input for FY 1965 from this source was 262 officers. Students who elect the Marine Corps attend a six-week summer course of training at Quantico, Virginia, between their junior and senior years. This course provides basic military instruction in those subjects not covered in the NROTC and closely parallels the instruction given in the PLC course.

53. The Officer Candidates Course. The annual input for FY 1965 from this source was 429 officers. The course is nine weeks in length and provides basic instruction in military subjects. Annual selection criteria for participation in this course are established by Headquarters, US Marine Corps. This course is primarily relied upon to fulfill unprogrammed officer requirements during expansion.

54. The Platoon Leaders Class Course. This course is designed for the college student and provided an input of 864 officers during FY 1965. Participants must undergo two summer training periods of six weeks' duration each or attend a ten-week summer training period during one summer prior to graduation. The first and second six-week increments are called the PLC Junior and PLC Senior Courses respectively. Instruction presented parallels that of the OCC. Although candidates are classified into one of three categories - ground, aviation or law - they attend the same summer training periods and are intermingled. The PLC is the major source of newly commissioned officers.

55. The Marine Aviation Cadet Program. Generally speaking, enlisted men who have satisfactorily completed at least two scholastic years in an accredited college are eligible for this program. After being enrolled for aviation training, cadets are assigned directly to the Naval Air Training Command at Pensacola, Florida, where they undergo approximately 18 months of pre-flight and flight training. The MARCAD training is identical with the NAVCAD training and the cadets of both services are intermingled. Upon completion of the training program, the MARCAD's are commissioned as second lieutenants in the Marine Corps

Reserve, designated Naval Aviators, and are assigned to the Fleet Marine Force. Since these officers have not attended the Basic School, they are required to complete the Officers' Basic Extension Course within two years after receiving their commissions.

56. The following figure indicates procurement sources, the principal ones of which were discussed in preceding paragraphs, by percentages for FY 1965.

**PROCUREMENT OF UNRESTRICTED MARINE CORPS OFFICERS
SOURCES FY 1965**

SOURCE	PERCENT
SERVICE ACADEMIES	4.2
Naval	(3.8)
Military }	(.4)
Air Force }	
Naval Reserve Officers' Training Corps	14.0
Officer Candidate Course	23.0
Platoon Leaders Class	46.3
Marine Aviation Cadet Program	9.9
Naval Enlisted Scientific Education Program	.8
Army Reserve Officers' Training Corps	.4
Wcman Officer Candidates Course	1.4
TOTAL	100.0

AVERAGE ANNUAL INPUT

Regular	500
Reserve	1500

FIG. C2-7

Procurement of Warrant and Limited Duty Officers

57. Trained enlisted technicians provide the source for warrant officers and limited duty officers. After initial appointment, the warrant officer attends a short warrant officer basic course of 11 weeks' duration. The warrant and limited duty officers fulfill two basic needs of the Marine Corps in that they provide:

a. An outlet into the officer grades for well qualified enlisted technicians in various military occupational specialties.

b. Officers skilled in certain technical fields. These skills do not exist in the unrestricted officer category, exist in insufficient numbers, or are not considered as suitable fields of specialization for unrestricted officers. Typical examples of these skills are: contracting and procurement, engineer equipment, utilities, bulk fuel, and mapping and reproduction.

Inasmuch as the warrant and limited duty officers are generally well trained in their specialized fields at the time they are commissioned, their training presents no significant problem. Requirements exist, at times, to provide these officers with refresher courses or more advanced schooling in their specialties. However, these requirements are generally exceptions to the rule. Limited duty officers are restricted in promotion opportunity to the grade of lieutenant colonel. The average annual input of limited duty officers is less than fifty.

Professional Education

58. The professional education of the Marine Corps officer consists of four levels; basic, intermediate, high and top. The Marine Corps visualizes that ultimately each unrestricted officer will receive professional education at the basic, intermediate and high levels during appropriate times in his career. However, this goal is not currently attainable due to limited school facilities related to personnel strengths. A normal career pattern for the unrestricted officer is shown in Figure C2-8.

59. Although this normal pattern does not extend beyond the 20th year, it does not signify that 20 years of service constitutes a full career. In general, career development does not extend beyond the 20-year service level, at which point assignment patterns are dictated primarily by the requirements of the service.

GENERAL ASSIGNMENT PATTERN FOR UNRESTRICTED OFFICERS

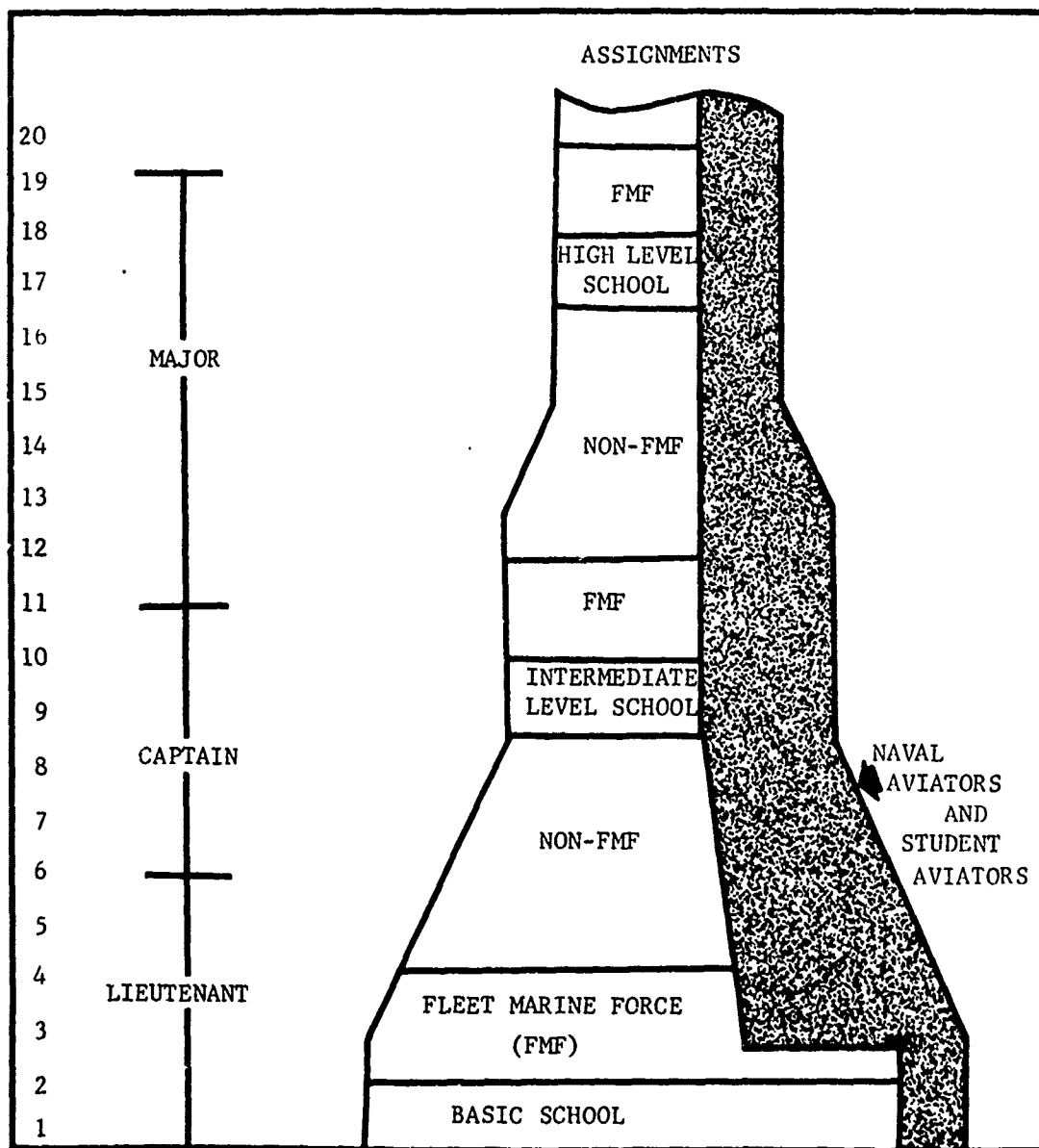


FIG. C2-8

Basic Level of Professional Education

60. The Basic School is attended by all officers, upon initial commissioning, with the exception of warrant officers, limited duty officers and Marine Aviation Cadets. This school is designed to educate the newly commissioned officers in the duties of a company grade officer, with particular emphasis on the duties and responsibilities of a rifle platoon commander. Courses are conducted five times a year, vary in size from 200 to 400 students, and are 20 weeks in length. While at the Basic School, the officers indicate their preferences for specialist fields of assignment upon completion of the course. These preferences are considered and honored based upon requirements. Specialist (occupational) fields consist of Infantry, Artillery, Engineers, Tank/Amphibious Tractors, Communications, Supply, Motor Transport, Aviation Ground and Aviation Flight Training. Upon graduation from the Basic School, those officers specializing in such fields as artillery, engineers, communications, and supply receive additional schooling at the basic level prior to reporting for duty with the Fleet Marine Forces (FMF). Under normal conditions approximately 65% of the graduates from the Basic School attend a course in their specialist field. Others, such as infantry, motor transport and tank/amphibious specialists go directly to the FMF. These officers are not considered to be fully trained in their specialty, but are oriented in that direction. Experience gained while on the job provides the necessary leavening which brings them to a qualified state. The distribution of a normal Basic School class among the above specialist areas is indicated in Figure C2-9.

Intermediate Level of Professional Education

61. Later in their careers, officers, usually in the grade of captain or junior major, may attend the Amphibious Warfare School at Quantico, Virginia, or other service schools. Approximately half of the unrestricted officers of an eligible year group currently attend intermediate level schools.

62. The Amphibious Warfare School prepares the officer for the duties of a field grade officer in the Fleet Marine Force to include command at the battalion/squadron level and staff duty at the regimental/group level. Primary emphasis is placed on command and staff duties in the employment of Marine ground and aviation units in amphibious operations in an environment of cold, limited, or general war. Secondary emphasis is placed on instruction in contemporary military organization, weapons, and tactics, relating to employment of Marine units of the appropriate level in any type of operation. Additionally, background instruction is presented on related subjects of national, international, and politico-military significance. Approximately 26 hours of the total 754 instructional hours of this course are devoted to effective language.

**MARINE CORPS OFFICER ASSIGNMENTS BY OCCUPATIONAL FIELD
UPON COMPLETION OF BASIC SCHOOL**

OCCUPATIONAL FIELD	PERCENTAGE
Infantry	23.5
Artillery	11.6
Engineers	7.1
Tank/Amphibious Tractors	3.1
Communications	8.4
Supply	14.2
Motor Transport	5.8
Aviation Ground	15.3
Aviation Flight Training	11.0
TOTAL	100.0

FIG. C2-9

This 21-week course is conducted twice a year; the average class strength is approximately 200 students. Graduate level schooling is usually equated to the Amphibious Warfare Course, which means that, in general, a Marine officer does not participate in both programs.

High Level of Professional Education

63. Subsequent to additional FMF and non-FMF duty, officers, usually in the grade of major or lieutenant colonel and having 13-20 years of service, may become eligible for attendance at high level

educational courses. Prior attendance at an intermediate level school, although highly desirable, is not a prerequisite for attendance at Command and Staff courses.

64. The Marine Corps Command and Staff College is the highest level professional military educational school conducted by the Marine Corps. Its mission is to prepare majors and lieutenant colonels for command at the regimental/group level, for staff duties at the division/wing and higher Fleet Marine Force levels, and for duties appropriate to the grade of lieutenant colonel/colonel with Departmental, combined, joint and high level Service staffs. This ten-month course is conducted once a year and is attended by approximately 100 students per class. Of the total of 1,358 instructional hours, 100 hours are devoted to developing a conversational capability in either French or Spanish. Several months prior to attendance at the Command and Staff College, each student receives a packet of material designed to bring him up to a common denominator level of knowledge. The Marine Corps regards this college as a co-equal of the Armed Forces Staff College, and consequently an officer does not attend both colleges. Approximately 50% of the unrestricted officers of an eligible year group attend high level educational courses.

Top Level of Professional Education

65. When officers attain the grade of lieutenant colonel or colonel and have approximately 16 to 23 years of service, they may be considered for top level professional education at a senior service or joint college. Prior attendance at high level schooling is not a prerequisite for top level courses. Approximately 30% of an eligible year group attend senior service and joint colleges.

Summary of Professional Education

66. A resume of school courses and student quotas and eligibility criteria for these and related joint, Army, Navy, Air Force and Allied schools are shown in Figures C2-10 and C2-11.

Technical Training

67. In addition to the professional education described in the preceding paragraphs, technical training, to include courses conducted by other Services, is made available to officers for training in their primary or secondary Military Occupational Specialty (MOS). For example, officers who attended an Engineer orientation course immediately upon completion of the Basic School, and received a primary MOS in this area may later in their careers receive advanced technical training in the same field by attending the Army Engineer Officer Career Course. On the

**ELIGIBILITY AND SELECTION CRITERIA —
PROFESSIONAL USMC MILITARY EDUCATION**

SERVICE SCHOOL	GRADE	YEARS SERVICE	REMARKS
TOP			
Naval War College	Col/ Lt Col	16-23	Quota 14
National War College	Col	16-23	Quota 7
Industrial College of The Armed Forces	Col	16-23	Quota 9
Related (Army, Air Force, Allied & State Departments)	Col/ Lt Col	16-23	Quotas: Army War College 6 Air War College (Lt Col) 6 Allied Colleges 5 State Departments 1
HIGH			
Marine Corps Command & Staff College	Lt Col/ Major	13-20	
Naval Command & Staff College	Major/ Capt	13-20	Quota 14
Armed Forces Staff College	Lt Col/ Major	13-20	Quota 36
Related (Army, Air Force & Allied)	Major/ Capt	13-20	Quotas: Army C&GSC 14 Air Command & Staff College 8 Allied Colleges 2
INTERMEDIATE			
Amphibious Warfare School	Major/ Capt	6-13	
Related (Army, Defense & Allied)	Capt		Quotas: Army Career Courses 19 Defense Intelligence Course 2 Allied 1
BASIC			
Basic School	Lt	Assigned upon being commissioned	

FIG. C2-10

US MARINE CORPS PROFESSIONAL MILITARY SCHOOLS FY 66

SCHOOLS AND RESIDENT COURSES	CLASSES YEAR	CLASS LENGTH	ANNUAL USMC QUOTA
Command and Staff College	1	41 wks	128
Amphibious Warfare School	2	21 wks	380
Communication Officers School	2	24 wks	112
Ordnance Officer School	2	8 wks	45
Artillery Officer Orientation Course	None programmed for FY 66		0
Basic School	5	20 wks	1794
NON-USMC SCHOOLS			
Joint Colleges			52
Schools of Other US Services and Departments			84
Schools of Other Nations			7
TOTAL			2602

FIG. C2-11

other hand, officers may participate in technical training to prepare them for a directed secondary MOS such as supply officer, in which case the officers attend a Marine Corps Supply Officers Course.

Correspondence Courses

68. The Extension School, located at Quantico, Virginia, provides officers and staff non-commissioned officers with correspondence courses which parallel the level and type of instruction presented at the resident

schools. The following categories of officers are required to complete the Officers Basic Extension Course; officers commissioned through aviation flight training programs who have not attended the resident Basic School and reservists remaining on inactive duty after commissioning. Statistics for officer participation in the extension school program for FY 1965 are indicated in the following figure.

**MARINE CORPS OFFICER ENROLLMENT IN EXTENSION COURSES
FY 65**

TOTAL ENROLLED		COURSES COMPLETED	SUB-COURSES COMPLETED
Regular Officers	1795	296	48
Reserve Officers	497	36	71
TOTAL	2292	332	119

FIG. C2-12

69. The Marine Corps Institute, located in Washington, D.C., is an official training activity of the Marine Corps. It provides correspondence courses relating primarily to Military Occupational Specialties (MOS) and technical subjects whereas the Extension School courses generally relate to command and staff subjects. During FY 1965, approximately 6,000 Regular and Reserve officers were enrolled in the various courses.

Non-Military Education

70. Undergraduate Programs are designed to provide the means whereby officers not possessing a baccalaureate degree may be assisted in furthering their formal education. Statistical data on these programs are as indicated in Figure C2-13.

71. The purpose of the College Degree Program is to assist career officers, in the rank of warrant officer through lieutenant colonel, in completing their college requirements for a baccalaureate degree. Selection for the program is based on the officer's availability,

USMC OFFICER UNDERGRADUATE EDUCATION PROGRAMS

TYPE	FY - 64	FY - 65	FY - 66
College Degree Program	67	50	50
Tuition Assistance	3756	3510	3600
United States Armed Forces Institute (USAFI)	848	825	825

FIG C2-13

career potential, past performance of duty, academic record, and ability to complete undergraduate requirements within a maximum of two semesters or the equivalent. Those officers pursuing a degree in a science other than the pure and applied or social sciences are limited to one semester in residence. Participating officers receive their normal pay and allowances and pay all costs of schooling while attending accredited institutions of higher learning. Since its inception in 1957, approximately 700 officers have graduated through the program to date.

72. The purpose of the Marine Corps Tuition Assistance and Instructor Hire Program is to support training and to raise the education level of Marine Corps personnel. The program is designed to encourage personnel to attend off-duty courses offered by accredited secondary schools and institutions of higher learning, either on campus, at extension centers, or on military installations. Designated Marine Corps commanders have authority to obligate and expend funds for tuition assistance. Under the Instructor Hire phase of this program, certain commands, designated as "isolated areas," are authorized to pay a portion of instructors' salaries to accredited educational institutions which offer classes for credit on base. In FY 1965, approximately 9,000 officers and enlisted Marines were enrolled in 11,225 courses at accredited high schools, colleges, and universities.

73. The Marine Corps makes extensive use of the United States Armed Forces Institute, (USAFI), a field activity of the Office of the Assistant Secretary of Defense (Manpower). This institute affords members of the Marine Corps and the other Armed Forces an opportunity to

**USMC
POSTGRADUATE EDUCATION PROGRAM**

COURSE	LOCATION	FY-66
Aeronautical Engineering	USNPGS	8
Communications Engineering	USNPGS	4
Engineering Electronics	USNPGS	26
Meteorology	USNPGS	0
Nuclear Engineering	USNPGS	0
Operations Analysis	USNPGS	4
Weapons System Engineering	USNPGS	8
Computer Science	USNPGS	0
Navy Management - Curriculum Elements of Management	USNPGS	0
Management Data Processing	USNPGS	2
Mechanical Engineering	USNPGS	2
Financial Management	GEO WASH UNIVERSITY	8
Management & Industrial Engineering	Rensselaer Polytechnic Institute	3
TOTAL		73

FIG. C2-14

further their educational development by participating in USAFI correspondence or group study courses. Texts, study guides, instruction outlines, tests and other materials are furnished by USAFI.

74. The Postgraduate Program is utilized to prepare officers for billet requirements. Figure C2-14 reflects the number of Marine Corps officers programmed to participate in postgraduate education.

75. The Educational Level of USMC officers is currently as follows: 3% hold an advanced degree, 65% have a baccalaureate degree, and 32% have no degree.

SUMMARY

PART I US NAVY

76. The Chief of Naval Personnel has the responsibility for policies, plans, programs and budgets for individual training and education of all officers except Naval aviators and medical personnel. The Deputy Chief of Naval Operations(Air) is responsible for aviation training and the Chief of the Bureau of Medicine and Surgery is responsible for medical training.

77. The Navy Reserve Officers' Training Corps(NROTC) provides approximately 15% of the annual officer input, consisting of NROTC graduates whose college education is subsidized and who receive commissions in the Regular Navy, and NROTC graduates whose college education is not subsidized and who receive commissions as Reserve officers.

78. The Officer Candidate School program is the largest single source of Naval officers, and produces approximately 30% of the annual input. With minor exceptions, all candidates must have received baccalaureate degrees.

79. The Navy Enlisted Scientific Education Program provides selected enlisted men on active duty an opportunity to obtain a baccalaureate degree in engineering and physical science fields and to receive a commission upon satisfactory completion of Officer Candidate School. Tuition and fees are furnished by the government.

80. Newly commissioned surface line officers, for the most part, are assigned immediately to sea duty and receive their initial training on the job.

81. Professional military education in the Navy below the Command and Staff College level consists of fleet, functional and special schools operated by fleet training commands and type commanders.

82. The Navy has an in-house capability at its Postgraduate School for awarding undergraduate and graduate degrees in various engineering and scientific disciplines.

83. The Navy places less emphasis on a structured, sequential school system than the Army.

PART II US MARINE CORPS

84. The Assistant Chief of Staff, G-3, at Headquarters, US Marine Corps, has the responsibility for the training and education of officers except aviators, medical personnel, and chaplains. The Deputy Chief of Staff(Air) is responsible for aviation training and the Department of the Navy is responsible for the training and education of the Naval medical officers and chaplains assigned to the Marine Corps.

85. The Commandant of the Marine Corps Schools is responsible for the operation of a large school complex at Quantico, Virginia, embracing some 10 schools and courses ranging from an Officer Candidates School to a Command and Staff College.

86. The Marine Corps quota from the Navy Reserve Officers' Training Corps program accounted for approximately 14% of the Marine Corps officer input in FY 65.

87. The Platoon Leaders Class (PLC) is the largest single source of Marine Corps officers and produced approximately 46% of the officers in FY 65.

88. All newly commissioned officers, with the exception of warrant officers, limited duty officers and Marine Aviation Cadets attend the Basic School. Marine Aviation Cadets must complete the Basic Extension Course within two years after being commissioned.

89. Approximately 65% of the graduates from the Basic School immediately attend a course in their specialist field, and the remainder report directly to the Fleet Marine Forces.

90. Approximately half of the unrestricted officers of an eligible year group attend intermediate level educational courses, paralleling career courses at Army branch schools, and a like percentage attend high level educational courses at the Command and Staff College level. Some 30% of an eligible year group attend top level educational courses at the senior service or joint colleges.

91. The Marine Corps school system is not as rigidly sequential as the Army system, in that officers are not required to complete a level of schooling as a prerequisite to attendance at the next level.

ANNEX C

EDUCATION AND TRAINING THROUGHOUT THE DEPARTMENT OF DEFENSE, IN INDUSTRY, AND IN FOREIGN ARMIES

APPENDIX 3

AIR FORCE OFFICER EDUCATION AND TRAINING

PURPOSE AND SCOPE

1. The purpose of this appendix is to describe briefly the system for the education and training of officers of the United States Air Force (USAF).
2. The discussion includes organizational structure and command responsibilities for education and training at Departmental and major command echelons. Programs for officer schooling are discussed, commencing with USAF pre-commissioning programs and progressing through training for newly commissioned officers to the highest schools for professional education of Air Force officers. Brief factual notes are included on selected topics pertaining to operation of the educational system of the Air Force.

DISCUSSION

General Organizational Structure

3. At Headquarters US Air Force, staff responsibility for all personnel matters, to include responsibility for policies, plans, programs and budgets for individual training and education of all officers, is assigned to the Deputy Chief of Staff for Personnel. Within that office, the Director of Personnel Training and Education has general staff responsibility for the total Air Force school system, operational responsibility for which is divided into four principal commands or agencies: the Air Force Academy, Air University, Air Training Command and Continental Air Command.
4. The Air Force Academy, located near Colorado Springs, Colorado, provides through its graduated cadets a primary source of officers for the Regular Air Force and is comparable in mission and functioning to the Military Academy at West Point.

5. The Air University, located at Maxwell Air Force Base, Montgomery, Alabama, is responsible for all officer professional education (military, specialist and civilian) and for the Air Force ROTC program. It also operates the Air Force Institute of Technology (AFIT) at Wright-Patterson Air Force Base, Ohio.

6. The Air Training Command, with headquarters at Randolph Air Force Base, Texas, provides general military training, flying training and technical training for officers, and precommission training for certain potential officers.

7. The Continental Air Command, located at Warner Robbins Air Force Base, Georgia, is responsible for individual training of officers of the Air Force Reserve.

Pre-Commissioning Programs

8. Four of the principal programs leading to the production of commissioned officers of the Air Force are operated by three of the above commands. These are the cadet program at the Air Force Academy; Air Force Reserve Officers' Training Corps (AFROTC) program and the Airman Education and Commissioning Program (AECF) operated by the Air University; and the Officer Training School (OTS) operated by the Air Training Command. The fifth principal program, leading to procurement of Medical Officers, is not discussed herein.

9. The US Air Force Academy (USAF) conducts a four-year program leading to a Bachelor's degree, and adheres to a concept of education designed to challenge the cadet to advance academically as far and as fast as he can. It provides a broad general education balanced between basic and engineering sciences on the one hand and humanities and social studies on the other, with necessary military subjects. A voluntary Enrichment Program has been instituted permitting cadets, by transfer, validation or accelerated credits, to substitute electives for prescribed courses and, in some cases, to take extra-electives. In addition, the Academy offers graduate level courses to outstanding cadets who can assume the additional load. Beginning with the class of 1965, every cadet must graduate with an academic major.

10. A limited number of cadets have the option after graduation for immediate advanced civilian education. Within seven months after graduation they can, by transfer of graduate level credits from the Academy, complete a Master's degree at one of five universities in management, astronautical engineering, political science, economics, or mathematics. Some graduates win competitive appointments to participate in nationally recognized scholarship programs; other

selected graduates can take one- or two-year programs leading to a Master's degree through the graduate training program of the Air Force Institute of Technology.

11. The Air Force ROTC Program is operated and controlled directly by the Air University without layering of intermediate headquarters. The program is conducted in 182 colleges and universities. Apart from its centralized direction and control and the fact that officers thus commissioned have a four or five year (rated officers) service obligation instead of two, the program is comparable to its Army counterpart. In the words of the Commandant, AFROTC, a general officer subordinate to the Commander, Air University, the aim of the program is "to select, motivate, educate, and produce career officers." Emphasis is on the word "career." This program, as well as the OTS Program, has a "distinguished graduate" program for commissioning selected volunteers directly into the Regular Air Force. The AFROTC program provides approximately 30-40% of annual officer input into the Air Force. Roughly 25% of the officers currently on duty in the active Air Force are AFROTC graduates.

12. The Airman Education and Commissioning Program which has replaced the former Air Force Officer Candidate School, is the smallest of the four principal sources of new'y commissioned officers and accounts for approximately 3-4% of the annual USAF officer input quota. The program rewards the qualified airman who can complete academic requirements for a baccalaureate degree within two years. After completion of one year enlisted service, selected applicants for AECP are enrolled through the AFIT in civilian educational institutions for two years (or less) to pursue studies leading to a college degree. After receipt of a baccalaureate degree, the successful airman is transferred to the Officer Training School to join other college graduates (who did not participate in the AFROTC Program) to complete requirements for a commission.

13. The Officer Training School was activated in 1959 to train and commission certain non-AFROTC-participating college graduates to supplement officer production from other sources. Initially it was conducted in addition to an Officer Candidate School (OCS). Now it has replaced OCS. About 8-10% of OTS input comes from the AECP. The course of study is of 12 weeks' duration and includes basic military orientation, leadership and physical conditioning. The program provides approximately one-third (4200) of the annual officer procurement. Except for its associated AECP, the OTS Program is comparable to the Officer Candidate School Enlistment Option Program in the Army. It is significant that the Air Force today does not commission any individual who does not hold a college degree.

USAF RETENTION RATES

		FY 62	FY 63	FY 64
AFROTC:	RATED	43.7%	63.5%	65.7%
	NON-RATED	19.5	19.7	26.4
	TOTAL	29.1	36.2	44.7
USMA/USNA:	RATED	84.4	92.8	93.4
	NON-RATED	78.1	69.1	83.3
	TOTAL	82.1	83.3	86.8

NOTES: 1. Retention rates are computed as of the fifth year following entry on active duty, since retention is most critical for officers having less than five years of commissioned service. The great majority of officers who remain on active duty after five years stay for a full career.

2. There are no figures on retention of OTS officers since this program is only a few years old. However, OTS retention is expected to be similar to AFROTC retention.

3. There are no figures on retention of USAFA officers since the Academy graduated its first class in FY 59. However, USAFA retention is expected to be similar to USMA/USNA retention.

4. Retention rates from all sources for FY 65 are 69% rated, 28% non-rated, 48.5% total.

FIG. C3-1

14. Retention figures for all of the preceding procurement sources are shown in Figure C3-1.

Early Military Training

15. Responsibility for all early military training for Air Force Officers is centralized in the Air Training Command with operational responsibility delegated to several subordinate schools and technical training commands. Approximately 12% of the newly commissioned officers are assigned immediately to technical training in such fields as communications-electronics, aircraft maintenance, missiles, and photography; approximately 30% of the new officers are assigned to flying training leading to aeronautical ratings (pilot, navigator); and about 57% are directly assigned to Air Force units for on-the-job training. A very small percentage of newly commissioned officers from all sources (less than 1%) go directly to advanced civilian education. The table below gives a breakout of early military training by type and officer-sources.

INITIAL ASSIGNMENTS, USAF OFFICERS - FY 1965

DUTIES	SOURCES OF COMMISSION		
	AFROTC	OTS/AECP	USAFA
Pilot Training	399 (11.3%)	1,068 (27.4%)	317 (62.7%)
Navigator Training	314 (8.8%)	199 (5.2%)	29 (5.8%)
Technical Training	631 (17.8%)	311 (8.0%)	53 (10.5%)
Graduate Education	3 (0.1%)	63 (1.6%)	82 (16.2%)
Direct to Units	2,203 (62.0%)	2,247 (57.8%)	24 (4.8%)
TOTAL	3,550 (100%)	3,888 (100%)	505 (100%)

FIG. C3-2

Professional Education in the Air Force

16. Unlike the situation in the Army where operational responsibility for professional career education is fragmented in several commands and agencies, all professional education in the Air Force is under the direction of the Commander, Air University. The Air University operates under policy guidance from Headquarters USAF with the mission to:

USAF PROFESSIONAL MILITARY SCHOOLS FY 65

SCHOOLS AND RESIDENT COURSES	CLASSES YEAR	CLASS LENGTH	CLASS QUOTA	ANNUAL USAF QUOTA
Air War College	1	10 Mos	280 (USAF 220)	220
Air Command & Staff College	1	39 Wks	600 (USAF 496)	496
Squadron Officer School	3	14 Wks	774 (USAF 747)	2241
Acad Inst & Allied Off Sch				
Academic Inst Course	6	6 Wks	170	1060
Allied Officer Familiar- ization Course	4	6 Wks	60	
Warfare Systems School				
Aerospace Operations Crse	5	3 Wks	30	150
Counterinsurgency Course	6	2 Wks	80	480
Employment Indoctrination Course	4	2 Wks	37	150
Space Fundamentals Course	6	3 Days	30	180
Non-AF Schools				
Joint				252
Schools of Other US				
Services & Departments				55
Schools of Other Nations				16

FIG. C3-3

a. Function as an Air Force educational, doctrinal, and research command in designated fields.

b. Prepare officers for command of, and staff duties in all types of Air Force organizations and joint and combined commands.

c. Provide education to meet Air Force requirements in scientific, technological, managerial, and other designated professional areas.

d. Conduct precommission programs at civilian educational institutions.

17. Professional military education as outlined in b above is conducted in a group of Air Force schools collocated with Headquarters, Air University; responsibility for professional specialist education as outlined in c above is delegated by the Commander, Air University to his subordinate, the Commandant of the Air Force Institute of Technology.

The Air University (AU)

18. The Air University at Maxwell Air Force Base, consists of five principal resident schools - the Warfare Systems School, the Squadron Officers School, the Air Command and Staff College, the Air War College, and the Academic Instructor and Allied Officer School - and an Extension Course Institute. A resume of courses, number held, class length and class quotas conducted by these schools is contained in Figure C3-3. Eligibility criteria for these and related Army, Navy and joint schools are shown in Figure C3-4. It should be noted that the Air Force Officer career schooling, unlike the Army's, is non-sequential. Attendance at one school is not a prerequisite for attending the next higher school, nor is attendance at any school a prerequisite for promotion. The Air University has recently embarked upon a ten-year program to update professional military education programs by stressing accomplishments in faculty, curricula and student evaluation.

19. The Warfare Systems School (WSS) operates short courses of duration from three days to three weeks designed for rapid orientation or refreshing of officers on a need-to-have basis on such subjects as Aerospace Operations, Counterinsurgency, and Space Fundamentals. The WSS is not in the mainstream of career schooling but rather meets specialized requirements for intensive refresher education.

20. The Squadron Officers School (SOS) is the initial school in the Air Force program for professional military education; it equates

ELIGIBILITY AND SELECTION CRITERIA - USAF PROFESSIONAL MILITARY EDUCATION

SERVICE SCHOOL	GRADE	YEARS SERVICE	MAX AGE	REMARKS
SENIOR				
National War College	Col	15 thru 22	46	Officers are eligible W/O restriction provided they have been on station a minimum of 12 months, as of 1 July of FY of class. Selection is by HQ US AF Senior Service School Selection Board.
Industrial College of The Armed Forces	Lt Col	15 thru 20	44	
Related Colleges (Army, Navy, and Allied)				
Air War College	Lt Col	15 thru 20	44	
INTERMEDIATE				
Armed Forces Staff College	Major	9 thru 14	38	Officers normally must have been on station a minimum of 12 months as of 1 July of FY of class. Selection is from command nominations by HQ USAF Intermediate School Selection Board.
Air Command and Staff College	Major/ Captain	9 thru 13	37	
Army Command and General Staff				
Related (Navy, Marine and Allied)				
JUNIOR				
Squadron Officers School	Captain & Lt	3 thru 7	31*	Attendance is on TDY basis. Selection is by boards of the several major air commands.

* Chaplains, Medical and Legal Officers may attend through age 35.

FIG. C3-4

generally with a branch career course in the Army. The school operates under the "whole man" concept to increase the abilities of selected officers to execute command tasks associated with squadrons and to perform staff tasks normally encountered by lieutenants and captains; and to provide these officers with a broad foundation for professional development. All officers must complete the course either by resident attendance (14 weeks) or by extension/correspondence. Eligibility for residence extends from three to seven years' commissioned service and for completion by correspondence to 12 years' service. (There were over 4,700 completions of SOS by correspondence in FY 65). The SOS is terminal education for three out of every four graduates; students are selected by the major Air Force commands with only the best qualified career officers (50%) being designated to attend. The student body consists of officers from all career areas of the Air Force - operations, scientific and engineering, and technical - and from the three learned professions - legal, medical and theological. Students from the latter are selected by the Judge Advocate General, the Surgeon General and the Chief of Chaplains, respectively.

21. The Air Command and Staff College (ACSC), generally the equivalent of the US Army Command and General Staff College, is at the intermediate career level of professional military education for Air Force officers, and, unlike the situation in the Army, is considered to be on the same level as the Armed Forces Staff College. Almost 50% of the curriculum is devoted to study of military employment; the other half is oriented toward the areas of military management (32%) and military environmental study (20%). Considerable emphasis is placed on developing the student's writing ability, and he is required to submit a thesis, two book reports and eight other written papers. The course is conducted once each year, is one academic year in length, and is attended by 500 Air Force officers.

22. The Air War College is the equivalent of the Army War College and is the highest school in the system. Courses are conducted once each year and attended by 220 Air Force officers. As is the case in the Army, an officer attending this course is not eligible for attending either the National War College or Industrial College of the Armed Forces. The curriculum for FY 66 at the Air War College is 30% non-military and 70% military. This represents a significant increase in military subject coverage over previous years. Included in the non-military area are courses covering both causes of international conflict and US national security policy, such as Development of the Nation-State System, Elements of Power, Ideologies, Foreign Governments, and Roles of Congress and non-DOD agencies. Included in the military portion of the curriculum are these principal areas: Weapons Systems

Development, Service Roles and Missions, Strategy and Tactics, and Military Management.

23. The Academic Instructor and Allied Officer School conducts two principal courses: an instructor training course of six weeks in one or more of 13 different laboratories, and a special eight-weeks' course for allied officers to bring them up to a common level of English proficiency and general background knowledge. The Academic Instructor Course is given to all officers enroute to duty as Professors of Aerospace Studies with AFROTC units as well as to instructors throughout the AF school system.

24. The Extension Course Institute (ECI), an adjunct of the Air University, operates a centrally managed and controlled program offering a total of 130 courses, of which 124 are on technical subjects and six are in general military areas. Eighty-three percent of the current enrollment of 322,551 (all ranks and grades) are in the active Air Force, with the remaining 17% divided for the most part between the Air Force Reserve and Air National Guard. Under policy guidance and curriculum approval authority of HQ USAF, the ECI receives its course manuscripts from proponent agencies, principally ATC and the schools of the AU. The ECI edits the manuscripts; prints and administers the courses; constructs, corrects and returns tests; and awards certificates of completion to students successfully completing courses. Total officer participation in the 89 courses offered averages about 36,000 per year, approximately, equally divided between active and reserve components. Of these, 85 are technical courses, and four are leadership courses, comparable to the principal schools of the AU. Successful completion of one of these extension courses, shown below, does not eliminate an officer from the competition for selection to attend that course in residence.

OFFICER PARTICIPATION - AF EXTENSION COURSES

COURSE	ENROLLMENTS		NUMBER COMPLETION	PERCENT
	ACTIVE AF	AF RES COMP		
SOS	6849	1985	4782	55
ACSC	4087	2403	2165	30
AWC	426	355	168	22
AWC SEMINAR	487		82	17

FIG. C3-5

The Air War College Seminar is a two-year course administered directly by the Air War College; it was started in FY 62 with the mission of providing professional education for senior officers who cannot attend the resident school. Expansion of the ECI both in curriculum and student body has been large and continuous. So far more than 936,000 people have completed ECI courses, and there is no sign that the largely voluntary demand for its services is leveling off. Many of the major air commands are making ECI courses mandatory for certain of their men who are faced with problems of upgrading, retaining, or refreshing their original training.

25. Aerospace Studies Institute, also a part of the Air University, is charged with research in air science, including formulation of doctrine, accumulation of Air Force historical records and communications, and joint operations. A communications-electronics doctrinal project is maintained, in which manuals are researched and written for Air Force-wide use in this fast-growing technical field. The Aerospace Studies Institute includes these other principal organizational elements: Concepts Division; Arctic, Desert, Tropic Information Center; the Air Force Historical Division; Documentary Research Division; and the Air University Review. The latter is the professional journal of the Air Force.

The Air Force Institute of Technology

26. As already noted, the AFIT, operated as a part of the Air University, conducts professional specialist training at the undergraduate and graduate level, and in each case through both "in-house" program and programs arranged with civilian educational institutions. The "in-house" schools consist of the School of Engineering, School of Systems and Logistics, Defense Weapons Systems Management Center and the Civil Engineering Center. Over 80 civilian colleges and universities are now participating with AFIT in conducting professional educational courses for Air Force officers. The educational program carried on under the aegis of AFIT for FY 65 is shown in Figure C3-6.

SUMMARY

27. Irrespective of the several areas of similarity and career phase comparability in the officer school systems of the Air Force and the Army, the following essential features of the former mark the differences between it and the Army system:

- a. Provision for educating to baccalaureate level selected enlisted men for entry into precommission training.

USAF OFFICER DEGREE PROGRAMS AND TRAINING WITH INDUSTRY 1965

	AFIT	CIVILIAN INST	WITH INDUSTRY	TOTAL
BY LOCATION	353	1200	150	1703

	BACCALAUREATE	MASTER'S	DOCTORATE	TOTAL
BY DEGREE	393	1039	121	1553

BY FIELD	ENGINEERING	811
	BUSINESS ADMINISTRATION	381
	BIO PHYSICAL SCIENCES	247
	ARTS & SOCIAL SCIENCES	39
	USAF & AFIT INSTRUCTORS	64
	SCHOLARSHIPS	5
	CHAPLAIN POSTGR'DUATE EDUCATION	6
	TOTAL	1553

PREREQUISITES: Others must be volunteers and in the grade of Lieutenant Colonel or below. Reserve Officers must be serving in career indefinite status.

Authorized maximum years of active service are:

	RA	RESERVE
TECHNICAL PROGRAMS	18 years	14 years
NON-TECHNICAL PROGRAMS	16 years	14 years

Obligation: Incurred on 3 - 1 basis

Assignments: Directed duty assignments are made in line with formal school program completed.

FIG. 3C-6

U

b. Unified command and control at the operating level of the ROTC program.

c. Consolidation into one major command of the total school system for professional education of all officers including doctors, lawyers, and chaplains.

d. Centralized instructor training for prospective instructor personnel throughout the Air Force.

e. Unified control of Reserve Officer Training.

f. Capability for "in-house" awarding of civilian educational degrees.

g. Less emphasis on a structured, sequential schooling system.

h. Greater use of non-resident or extension courses at all levels of officer career schooling, with particular reference to active duty officers.

i. Placement of the Air Command and Staff College on the same level as the Armed Forces Staff College in Air Force officer career planning.

ANNEX C

EDUCATION AND TRAINING THROUGHOUT THE DEPARTMENT OF DEFENSE, IN INDUSTRY, AND IN FOREIGN ARMIES

APPENDIX 4

EDUCATION AND TRAINING IN INDUSTRY

PURPOSE AND SCOPE

1. This appendix concerns itself with education and training in industry and describes how large companies or corporations educate and train personnel in categories roughly comparable to officer personnel in the US Army.

BACKGROUND

2. Members of the board visited the American Telephone and Telegraph Company, Chrysler Motors Corporation, E.I. Dupont de Nemours & Company, Ford Motor Company, General Electric Company, General Foods Corporation, General Motors Corporation, and International Business Machines Corporation during the period July-October 1965. These industries were selected to compare their respective systems of education and training with that of the United States Army. Each company was asked to discuss the education and training of its managerial and executive group only, as this group most closely resembles the officer corps of the Army. Time did not permit examination in depth of each company's education and training program. However, educational and training policies, organization and administration of programs, facilities, methods of instruction, selection of students and faculty, content of courses, and evaluation of personnel were discussed. The results of these discussions have been blended as though they were found in a typical industrial corporation. Extreme variances are indicated as parameters to the study.

3. A questionnaire was sent, in advance, to each company visited. All companies provided verbal or written information, miscellaneous books, pamphlets, circulars, and other printed material; copies have been placed in the Board's master file. The information gained by this limited survey of industry has been augmented by reference to other studies and by document research.

DISCUSSION

Procurement of Managerial Personnel

4. Fifty to 75% of the annual input into the managerial group is recruited from college personnel on completion of their undergraduate or graduate work in the disciplines desired by the company. Great importance is attached to class standings, rigor of courses taken and academic reputation of the colleges attended. Competition is particularly keen for graduates with engineering and physical science degrees. Such individuals are hired at approximately twice the pay of a 2nd lieutenant. Advanced degrees command significantly higher salaries. One corporation visited had its own undergraduate institution which granted bachelor of science degrees in three engineering disciplines. Students attended the institution on a cooperative basis and 65% of the graduates joined the company.

Levels of Management

5. The management group in industry is stratified by general duties. Top or senior management personnel equate in responsibility, age, and experience with general officers and senior colonels. Middle management equates with field grade officers. Primary or entry management equates roughly with company grade officers. Ten percent or more of industrial personnel are classified as in managerial or individual contributor positions, which approximates roughly the percentage of officers in the Army. Vertically, throughout industry, the use of the military-type line and staff concepts appears to have growing acceptance.

Primary or Entry Management

6. Entry level management personnel are generally given a brief orientation period and put almost directly to work. Professional, technical, or management training is conducted under division, department, or plant cognizance. Primary emphasis is placed on training on the job. This training is buttressed by short in-house or correspondence courses. Individuals may take after-hours, out-company courses on a tuition-refund basis, subject generally to successful completion of the courses. They may also participate in college cooperative plans wherein they alternate periods of work in the company with periods at school at company expense. In a limited number of cases, technical and professional personnel are sent back to college to get advanced degrees. Entry level managers who must discharge a military obligation receive partial pay or a concurrent accrual of longevity from the company while in service.

7. These entry programs provide an input of selected young men to meet the requirements of the company for selection to progressively higher positions in management, technical, and professional areas. The primary

management period normally lasts for five to seven years of service with the company. During this period several detailed written evaluations may be made of the individual. Generally, however, his ability is gauged by informal observations and by his accomplishments with regard to industry-set objectives. Central, corporate records to include evaluation reports are not kept on individuals at this level of management. Their career development is largely a matter between them and their immediate supervisors.

Mid-Career Management

8. The programs in this period confront the highly motivated aspirants with an apparent bifurcation in their career paths. The choice has been described as one between professional management and functional individual contribution. The work of the manager is to plan and organize the total work of the component or enterprise managed so that it can be done successfully, profitably, and harmoniously through the work of other people. The work of the individual contributor, (whether in research and engineering, manufacturing, marketing, finance, or employee relations) is to perform well and creatively in his functional area, as a direct performer or as a consultant or teacher to aid others in acquiring skills. The product of such an individual contributor's creative thinking and ability is often to devise "the better way." A possible over-simplification may be to relate the manager to the military generalist and the individual contributor to the military functional specialist.

9. If an individual elects a generalist career, the transition is generally gradual. Cross-training is employed to round out the manager at the mid-career level. Short management courses are given to improve problem-solving and decision-making skills. Lectures and case studies in these courses deal almost exclusively with internal company problems. Some effort is made to improve communications skills. Management and technical courses at accredited civilian institutions of higher education are offered tuition and expenses free with stipends varying from full salary to specified lesser amounts.

10. Industry offers upper middle management a number of executive-type courses ranging from four to thirteen weeks. These are both in-house and out-company. The in-house courses are usually located well away from the operating part of the company. Some are located in country club locations with superior academic facilities, including the latest in training aids and equipment, comfortable quarters, and extensive athletic and recreational arrangements. These courses generally focus on problems outside the company which impact on its operations. The out-company courses are at management institutions such as the American Management Association or educational institutions such as the Harvard Graduate School of Business Administration, Advanced Management Program. Limited

use of evaluating techniques is made during the education and training process, although some use is made of the peer-rating technique. This middle and upper middle management training, interspersed with positions of increasing responsibility and difficulty, gradually results in a selection base from which top management candidates are chosen.

11. Not all specialists show either interest or aptitude for generalist responsibility. If they elect to follow the individual contributor career, they generally are not selected to attend management courses. Additional training and education is, however, made available to the specialist as well as to the generalist. Resident and non-resident, technical and non-technical, courses are offered both in-house and out-company. Graduate work at civilian academic institutions is used in the development of the specialist throughout his useful career. Every effort is made to provide compensation, prestige, and career progression to the individual contributor paralleling that of the manager. Both are evaluated in terms of accomplishments on-the-job. These accomplishments are measured primarily in terms of their impact on net profits.

Top Management

12. Top management development is essentially self-development which involves a continuous consideration of philosophies and attitudes concerning the total business environment and the place of the manager in such an environment. Since the acquisition of these philosophies and attitudes is an individual matter, planned and systematic long-range development programs are not emphasized for top management. Development which takes place through so-called top management training programs is, for the most part, the development of individuals at the upper echelons of middle management who are candidates for promotion to top management, rather than the development of personnel currently holding top management positions. Seminars, conferences, and short courses, both in-house and out-company, are used to assist in the self-development of top management personnel. A good example is the one-week course at the American Management Association under the title of "The Management Course for Presidents."

Qualities Desired in Management Personnel

13. The qualities that industry seeks to develop in its management personnel are not much different from those which the Army seeks to develop in its officers. Some of the more important are: analytical ability and balanced judgement; capacity to solve problems and reach decisions in a sound and organized manner; vigor of mind and imagination; ability to work with and lead others; character that assures adherence

to high principles even under stress conditions; ability to keep an open mind and to continue learning on one's own initiative; and understanding of human behavior and of social, political, and economic forces.

Staff and Line Responsibilities for Training and Education

14. Most industries have one or more "staff agencies" at corporate level concerned with training and education. They have only the "authority of knowledge." In many cases they provide training teams, instructional materials or other services, on request and at cost, to subordinate echelons of the company. In certain cases they operate central in-house schools. Training at division, department, or plant level is left largely to the responsible director or manager and is not closely supervised or directed from the corporate level.

Time Spent in Training

15. Industry indicates that 8% of its personnel are in training at all times. Within the managerial group, this percentage is certainly much lower. Among the companies visited, it was estimated that management personnel spent an average of less than one year in formal education and training away from their jobs during 30 years with the company. This relatively modest schooling program is explained partially by the fact that industry hires a large number of its technical and professional personnel with advanced degrees or extensive experience. It is due also to the reluctance of an individual's immediate supervisor to release him for any protracted period of time. Training in industry is primarily job oriented and relatively short range in nature. Industry has no requirement to train individuals to fill positions two grades above their current levels as the Army has to meet mobilization or emergency requirements. As one executive phrased it: "In this company we are not preparing for war. We are in the front lines fighting for our corporate life."

Industry Course Content and Methodology

16. The subject areas considered most beneficial in industry courses, in order, are: leadership, motivation, communications, planning, organizing, decision-making, developing subordinates, control, delegation, counseling, creative thinking, and technical subjects in specialized areas.

17. The more traditional methods of group instruction, such as lectures, discussion groups, and case studies, are still widely used by industry. While fewer firms have adopted newer techniques, such as business games and sensitivity training, those firms that have done so are enthusiastic about their merits. Innovations such as closed circuit TV, computer assisted instruction, programmed instruction, single concept

eight millimeter sound films, and others are being tested or considered, though not to the same extent as in the Army. A rather conservative policy exists regarding innovation. This is due, most likely, to an attitude that industry is a user rather than a developer of educational techniques.

Student Motivation

18. The motivation of individuals to improve is based on the general philosophy that "all development is self development." The obvious advantages of increased pay and prestige given to well educated and trained individuals appear to provide all the motivation required for attendance and performance at available schools and courses. The Board was impressed by the obvious interest and enthusiasm of the students at all the industry schools and courses visited.

19. Management personnel at companies visited were interested in the work of the Board and were most cooperative in their efforts to assist the Board in its work, but stated they felt the military had little to learn from them in the education and training field. While this is to some extent true, the Board considers it in the mutual interest of the Army and industry to maintain continuing liaison in this important area.

SUMMARY

20. The greater decentralization of operations in industry than in the Army is reflected in a greater decentralization in its education and training system. Although certain schools and courses are operated at the corporate level, no central organization for overall direction of education and training exists.

21. The management group in industry, which extends from the first line supervisor or plant foreman to the company president, comprises around 15% of the total company work-force and can be equated roughly to the officer corps of the Army. Fifty to 75% of the annual input to this group is recruited from the college campus.

22. Education, in the broad intellectual sense, receives less emphasis in industry than in the Army. Training sponsored by industry is primarily short range in nature and job-oriented. Management personnel in industry spend an average of less than one year in formal education and training away from their jobs during a 30-year period. More education is provided for the Army Officer due to the fact that there is no "civilian market-place" from which trained military men may be procured.

23. Industry has less of a structured, sequential, educational and training system for its managers than the Army has for its officers. Training during the primary or entry management period is largely a matter between the individual and his immediate supervisor. The bulk of company sponsored management training is given to middle management, generally in the 35-45 age bracket.

24. Career development in industry is primarily self-development. Crossover of management personnel between functional areas occurs later and less frequently in industry than in the Army. The specialist who shows no interest or aptitude for generalist training and who elects to follow an individual contributor career fares better in industry than he would in the officer corps of the Army.

25. Use of periodic written evaluation reports on management personnel is sporadic in industry. Individuals are judged in terms of specific accomplishments primarily related to net profits. Central files on management personnel are not maintained until they reach the upper middle management level.

26. Education and training in industry includes the use of a varied assortment of in-house and out-company schools, colleges, courses, conferences, seminars, and coaching sessions, but places primary reliance on on-the-job training.

27. An increasing proportion of management training in industry is being developed and presented in-house. Large industries have exclusive management/executive schools with carefully limited attendance as finishing schools for middle and upper middle management.

28. Industry is testing and utilizing new equipment and techniques in its in-house training and education, although not to the same extent as the Army.

ANNEX C

EDUCATION AND TRAINING THROUGHOUT THE DEPARTMENT OF DEFENSE, IN INDUSTRY, AND IN FOREIGN ARMIES

APPENDIX 5

EDUCATION AND TRAINING IN FOREIGN ARMIES

PURPOSE AND SCOPE

1. This annex addresses itself to an analysis of the system for the education and training of officers in the armies of Great Britain, France, Germany, and Japan.

BACKGROUND

2. The material covered below is based on presentations made to the Board by military attachés of the countries concerned.

DISCUSSION

British Officer School System

3. Special considerations: The British Army is slightly smaller in size than the US Marine Corps, and its officers are almost entirely Regulars. Through the grade of lieutenant colonel, prime consideration is given to troop duty, and two-year troop assignments with one's own arm are alternated with two-year staff assignments. Progressive command assignments are essential to promotion.

4. Of a total of 650 new officers per year, 460 are commissioned from the Royal Military Academy at Sandhurst, a non-degree-producing two-year institution. The rest are obtained from universities, by direct short service commission, limited service regular commission (for officers who do not intend to serve longer than a stated period and who never attain rank above captain), and special entry (medical, dental, and Royal Army Education Corps).

5. After commissioning, the officer attends a Young Officer's course of his own arm, which is usually three months in length. This course is designed to impart the technical knowledge pertaining to a particular branch. Between the 18th and 36th month of commissioned

Preceding page blank

service, the young officer takes an examination for promotion from lieutenant to captain. This is a practical examination held in the field, and is prepared for by service in the company and by unit schools. Failure to pass this examination results in release from the service.

6. In ensuing years, the officer attends advanced arms or specialist courses of varying lengths (e.g., a gas course of three weeks or a gunnery course of one year), the objectives of which are to qualify him as an instructor in a subject appropriate to his arm and to make him a specialist in an additional area. Approximately 110 officers a year receive civil schooling (70 through the University of London external degree program in science or engineering, 20 at Cambridge in mechanical science, 20 at Oxford and the provincial universities in the humanities), in most cases earning a baccalaureate degree.

7. After promotion to the substantive rank of captain and not later than his eighth year of service, the officer takes the staff/promotion examination. Successful completion of the promotion examination is a mandatory requirement for promotion to major. Volunteers may take a more difficult and longer form of the examination, the staff examination, which serves additionally as the basis for selection for the Staff College. Normally officers prepare for these examinations by home study, averaging 22½ hours per week for a year. Commands supplement this study with evening lectures.

8. Few officers (5 to 7%) fail the promotion examination, but about two-thirds of the 500 officers taking the staff examination each year fail to qualify for the Staff College. Those who qualify go before a selection board, which chooses 146 to attend the Staff College at Camberley and 16 to attend other service and Commonwealth staff colleges. These courses last six months.

9. The Royal Military College of Science at Shrivenham, in addition to conducting the University of London external degree program in the sciences and engineering, formerly conducted a non-degree course for captains and majors of all arms and services, in order to qualify them as technical staff officers. The technical staff officer course lasted two years and three months, and required successful completion of the staff examination.

10. A new system of staff training is being introduced progressively, starting in October 1965, whereby qualified officers with technical degrees will attend the Royal Military College of Science at Shrivenham for one year and then the Staff College at Camberley for one year; while all other qualified officers will have three months at Shrivenham and one year at Camberley. The intent of this additional schooling is

the qualification of Weapons (W) staff officers, and abolishment of the distinction between general staff officers and technical staff officers.

11. Between the ages of 32 and 39, about 45 officers (15% of 300 eligibles) per year are selected to attend advanced staff training at the Joint Services Staff College at Latimer or a foreign equivalent. This course is six months long and provides instruction in the operations of all three services.

12. The highest level of military schooling is the Imperial Defense College in London. The course lasts one year and trains military officers and civil servants in the broadest aspects of policy and strategy. There are no age limits, but selection is confined to lieutenant colonels and above who are expected to reach the highest ranks. Of 600 eligible officers, 60-70 are nominated each year, of which 12 are selected.

13. Those regular officers who fail the promotion examination from captain to major are retired after 16 years of service with a small pension. Those who pass the promotion examination, but who do not take or do not pass the staff examination, are assured of careers until age 55.

14. The British officer schooling system, as related to a normal career pattern, is indicated in the Figure C5-1 below:

BRITISH ARMY OFFICER SCHOOL SYSTEM

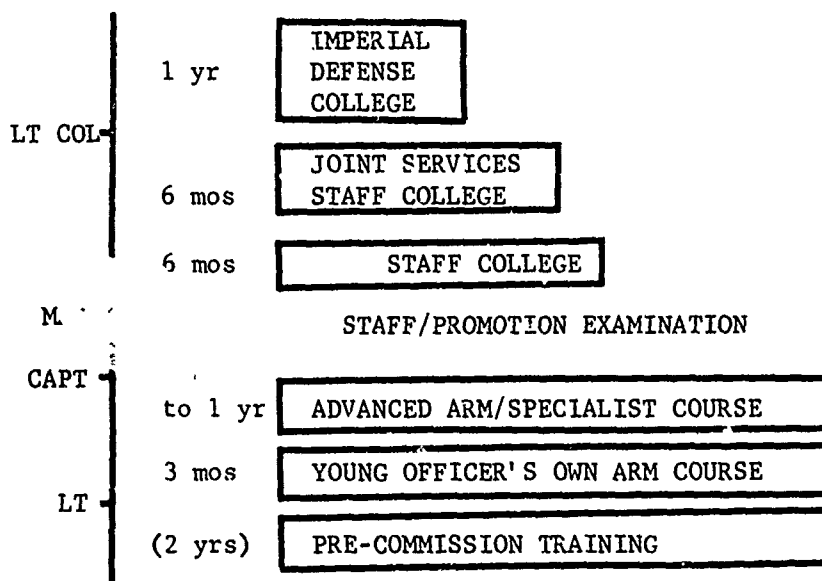


FIG. C5-1

French Officer School System

15. Special considerations: From the end of World War II until 1962 the French Army was engaged almost continuously in active warfare with the bulk of its troops outside of metropolitan France, primarily in Indo-China and Algeria. The school system is still in the process of conversion to peacetime conditions, and has not been completely tested. Promotion in the French Army is generally slower than in the US Army, but all promotions are permanent. It is not unusual for captains to be 35 and lieutenant colonels 45. Almost no reserve officers are on active duty. Retirement is geared to age in grade. Majors retire at 54, colonels at 57, and major generals at 60. The system described pertains primarily to combat arms officers, which includes officers of the Engineer, Signal, and Transportation Corps.

16. Officer candidates receive two years' training at the Military Academy at St Cyr or in OCS, although sergeants-major under 35 may be commissioned directly. Thereafter officers may pursue one of three separate career patterns:

a. Command and general staff pattern - which leads to the highest positions.

b. Branch pattern - which produces troop officers who may reach colonel at best.

c. Technical career pattern - which is open to officers specializing in techniques of their own branch. These officers, whose functions are comparable to those of the US warrant officer, normally come from the ranks and do not go beyond captain or major. This career pattern will not be discussed further.

17. Immediately after completing two years of pre-commission training, all officers attend a one year basic course in their own branch schools. Thereafter, they have only troop assignments until reaching the grade of captain, usually after eight years of commissioned service. On promotion to captain, officers attend a five month branch-oriented career course. (Students attending this course must be under 35, which eliminates the technical officer commissioned from the ranks). Approximately forty percent of the captains graduating from this course are selected to attend the Staff College in Paris, a five months course which follows immediately. The Staff College course conducts instruction through brigade level and is the first step in the command and general staff pattern.

18. Within this pattern some officers (112 in 1964) may be given civil schooling after four years of troop duty. This study is primarily in the sciences and leads to a baccalaureate or advanced degree. Schooling may last up to three years, during which time the officer also attends the Staff College.

19. The second and most critical step in the command and general staff pattern is selection to the War College (also in Paris), which is based on examination open to officers between 35 and 40 upon their own application. Competition is severe, since only 650 graduates are required for an Army containing 5,400 field grade and general officers. Over 300 officers take the examination each year, of whom 55 are selected. The course lasts two years and trains staff officers at all general staff levels. The last four months at the course are concerned with joint instruction, conducted for the Army, Air and Naval War Colleges as a body.

20. As a third and last step, some fifteen colonels or brigadier generals are selected each year to attend the Institute of Higher Military Studies in Paris for six months, where they work with senior civil servants and industrialists on problems of national defense. It is expected that most of these officers will eventually reach three or four star rank.

21. Those officers not selected for the Staff College after the career course receive no further schooling until they become eligible for lieutenant colonel (i.e. after four years as a major), at which time they receive an eight-week advanced branch course designed to prepare them for assignment as battalion commanders or executive officers. Some officers desiring more technical careers may be selected for an eight-month course in the repair and maintenance of equipment.

22. For colonels who have been away from troop duty for a long time, an eight-to ten-week brigade commander's course provides a refresher before assuming command of a brigade. Colonels of both career patterns may attend.

23. The French officer schooling system, as related to a normal career pattern, is indicated in the Figure C5-2 below:

FRENCH ARMY OFFICER SCHOOL SYSTEM

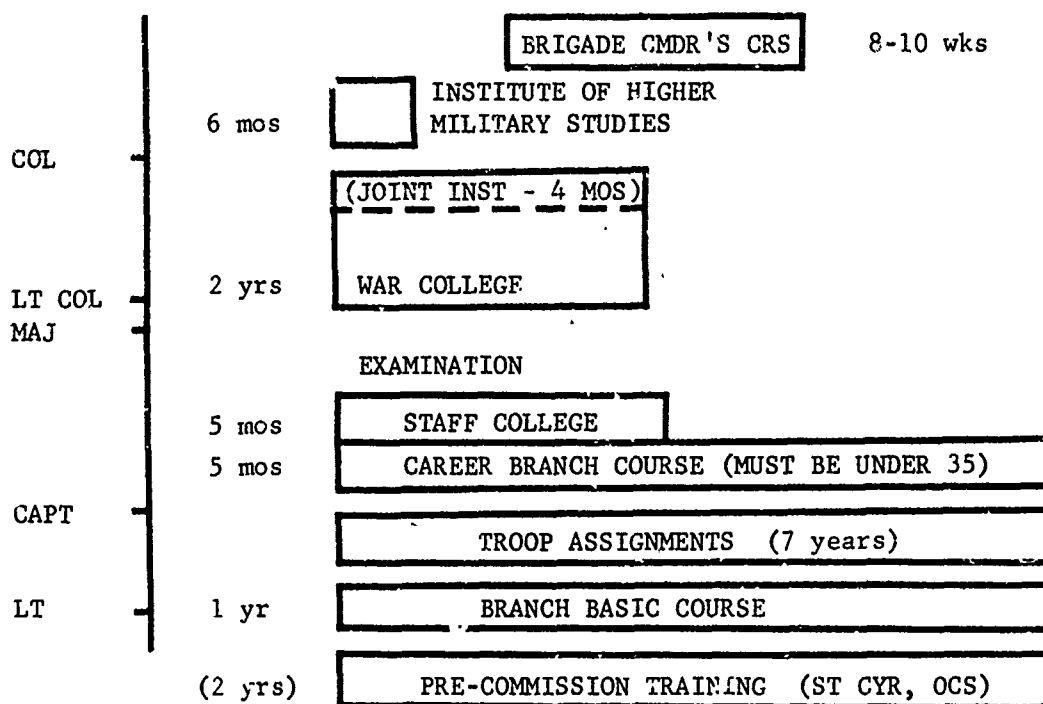


FIG. C5-2

German Officer School System

24. Special considerations: The Bundeswehr distinguishes between three categories of commissioned officers:

a. Career officer - Permanently commissioned; retirement is based on age in grade; captains retire at 52, colonels at 58.

b. Temporary service officer - Commissioned for a limited tour of duty, a minimum of three and a maximum of twelve years; receives a lump separation payment in lieu of a pension.

c. Reserve officer - Serves a compulsory military service period of 18 months; and then either volunteers for a six-months

extension, or is recalled to duty for training three times within the five years following discharge.

25. Strong emphasis in officer schooling is given to pre-commission training. Career officer cadets and temporary service officer cadets receive identical training for a two-year period, alternating assignments between field training with troops and instruction at school. Reserve officer candidates attend only 18 months of pre-commission training: three months of basic training, six months of troop duty, and nine months of alternate troop and school assignments.

26. After commissioning, temporary service and reserve officers go directly to troops. The career officer attends an additional six-months' course at one of three Army Officer's Schools (Hamburg, Hannover, Munich), and a two-month course in motor vehicle maintenance at a branch school. It is planned to extend this eight months of additional training to a full year.

27. As the officer becomes eligible for promotion to captain, he attends a three-months' Company Commander's Course at a branch school. This is a mandatory course for all officers.

28. Each year all officers of one age group (usually all officers reaching age 30 in that calendar year) are assembled for special classes and several days of centrally controlled written and oral examinations. On the basis of these tests, approximately 15% of the officers are selected to go as captains to the Command and Staff College (Führungsakademie der Bundeswehr) in Hamburg. The course is preceded by six months' study of language and the sciences, during which time the officer is evaluated and tested further, and approximately 10-15% of the group are eliminated. Those who are accepted for the Command and Staff College attend for two years, and on successful completion of the course are promoted to major. (It is planned to extend this course to three years in the future). For those captains not selected to attend the Command and Staff College, a two-months' Staff Officer Course is given at Hamburg. This course is required for promotion to major.

29. The third mandatory course is the Battalion Commander's Course of three months, given at the Schule der Inneren Führung der Bundeswehr in Koblenz. This course is attended just prior to being given command of a battalion. There is no separate War College level schooling for general staff officers.

30. The German officer schooling system, as related to a normal career pattern, is indicated in Figure C5-3 below:

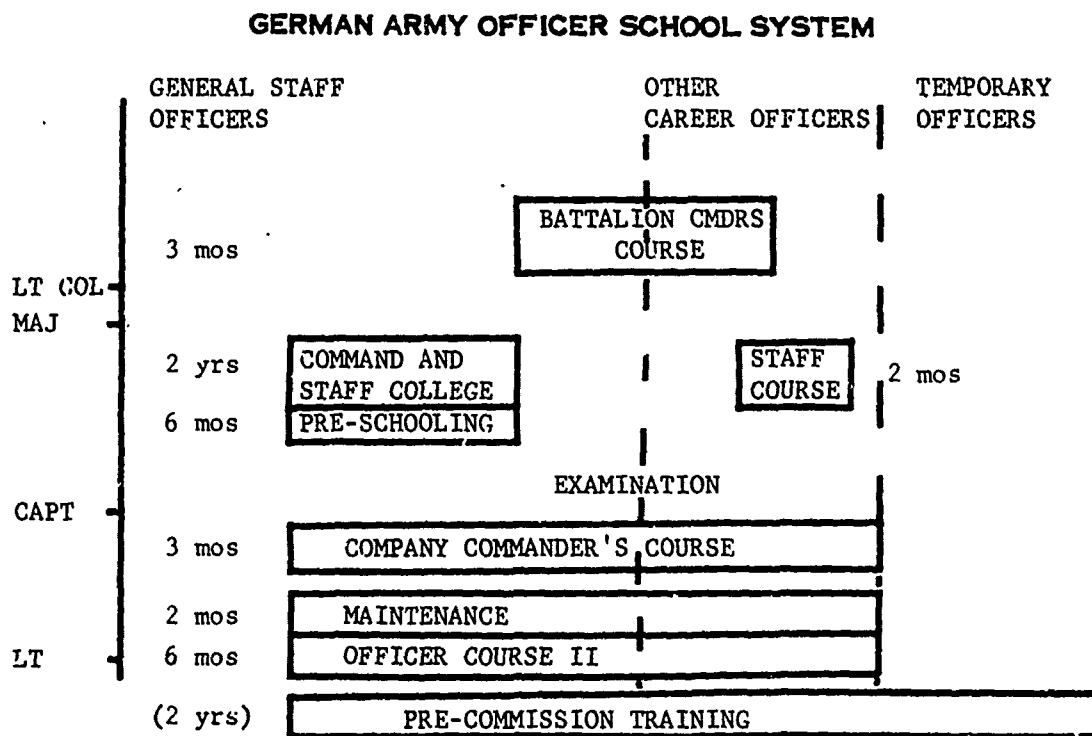


FIG. C5-3

Japanese Officer School System

31. Special considerations: The Japan Defense Academy at Yokosuka produces 530 cadets a year for all three services. The Defense Academy and the National Defense College are headed by civilians, while the other schools are headed by military officers. A significant feature of the Japanese branch school system is that the infantry, artillery and tank schools are consolidated in a single Combined Arms School at Fuji.

32. Each year 300 cadets of the Japan Defense Academy enter the Ground Self Defense Force (GSDF), having majored in one of six scientific or engineering subjects for four years. On graduation cadets become officer candidates and report to Kurume (Kyushu) along with 100 officer candidates direct from colleges, for 46 weeks of officer candidate school. On completion of OCS, candidates are commissioned and sent to units for 12 to 40 weeks of training, depending on branch. In addition some 200 to 300 NCO's are selected annually from the ranks to attend a 30-week OCS, after which they go directly to units.

33. After completing preliminary unit training, all officers are sent to a basic officer course of 6-11 months, to qualify them in their respective branches. Some time before the completion of eight years of commissioned service, all officers also attend an advanced branch course of about eight months. Commissioned NCO's normally do not progress beyond this point.

34. Ten to twelve years after commissioning, officers may volunteer to take a competitive entrance examination for the Command and General Staff College. If selected, officers (normally in the grade of major) attend an 18-month course. Thereafter smaller numbers of officers (normally lieutenant colonels) are selected to attend the Army General Staff College for 10 months or the Joint Staff School for nine months. Of the graduates of these institutions, an even smaller number are chosen as colonels to attend the National Defense College for 10 months. All staff schools and colleges are located in Tokyo.

35. Those officers not attending the Command and General Staff College receive a Special Advanced Course of 11 months' duration some time later in their careers.

36. The Japanese officer schooling system, as related to a normal career pattern, is indicated in Figure C5-4 below:

JAPANESE ARMY OFFICER SCHOOL SYSTEM

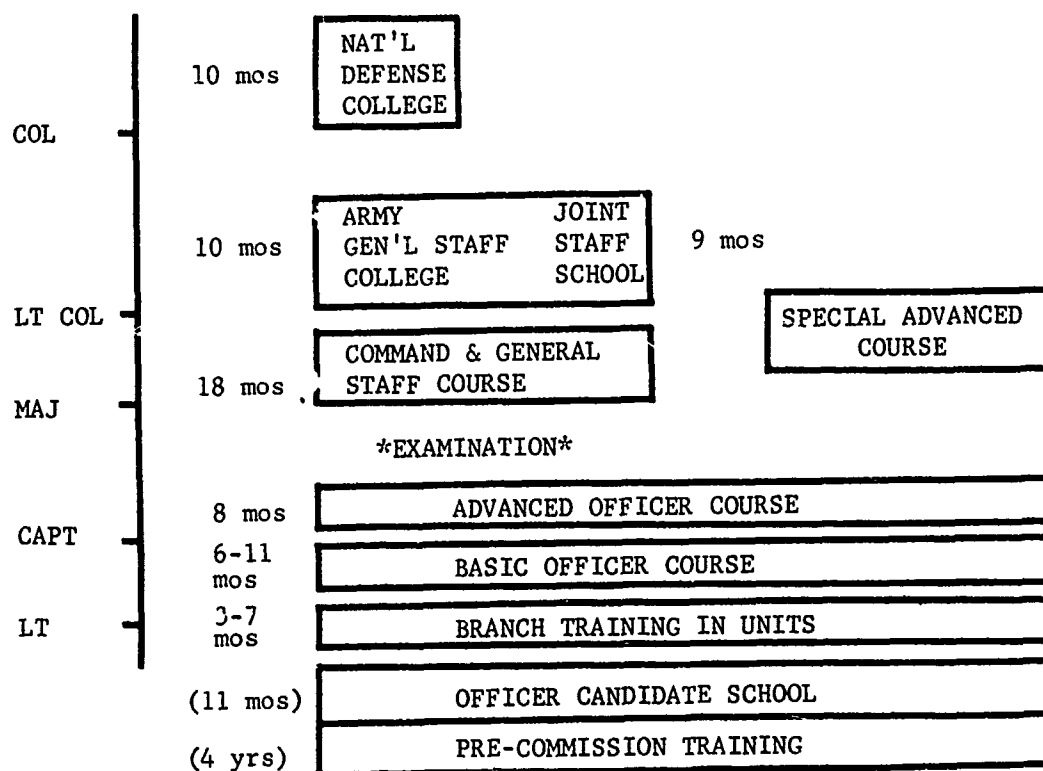


FIG. C5-4

SUMMARY

37. Each of the foreign officer schooling systems described provides for mandatory attendance at a basic officer course of 3-12 months, designed to teach lieutenants the principles and techniques of their own arms. All of the systems require an advanced officer course of 3-12 months, designed primarily to teach captains. Great importance is laid on duty with units as the primary means of branch qualification for junior officers. Branch schools are regarded as a supplement to, not a substitute for, troop experience.

38. Advanced military schooling is sequential in nature and increasingly selective. In all four systems, training as a high-level

staff officer is given to substantially less than half of the officers reaching the rank of captain. Those qualifying for staff schooling may or may not have an opportunity for additional advanced schooling in their own branch or in an allied specialty. Only the German system provides for short staff training for all those not attending the regular Staff College. Primary emphasis in all four systems is placed on training of general, as opposed to technical, staff officers.

39. Advanced civil schooling is not stressed to any great extent due in part to the fact that, with the exception of the Japanese, most officers do not possess baccalaureate degrees on entry into the service. Where advanced schooling is utilized, it is primarily in the scientific and technical fields.

40. Joint staff schooling is a common feature for all but the German system, although there is no uniformity in how it is accomplished. Joint schooling may be a separate sequential level (British), an integral part of the war college (French), or a parallel school (Japanese). The length varies from four to nine months.

41. War College level schooling on a highly selective basis is common to all four systems, except the German system which has a single level of Staff College attended by captains lasting $2\frac{1}{2}$ (soon to be $3\frac{1}{2}$) years. The total years of Staff and War College schooling are, therefore, comparable. The British and Japanese War Colleges are one year in length, while the French War College is two years long.

42. A significant feature of all four systems is the extremely stringent competitive examination required for attendance at the Staff College (or, in the case of the French, the War College). The examinations are difficult and comprehensive and entail lengthy and intensive preparation by the officer on his own time.

43. Only the French offer military schooling beyond the War College level, i.e. six months at the Institute of Higher Military Studies.

44. The total time that may be spent by a successful officer in formal military career schooling (less pre-commission and specialist training) is as follows: British - two to three years; French - four-and-a-half years; German - four years (soon to be five), and Japanese - five years.