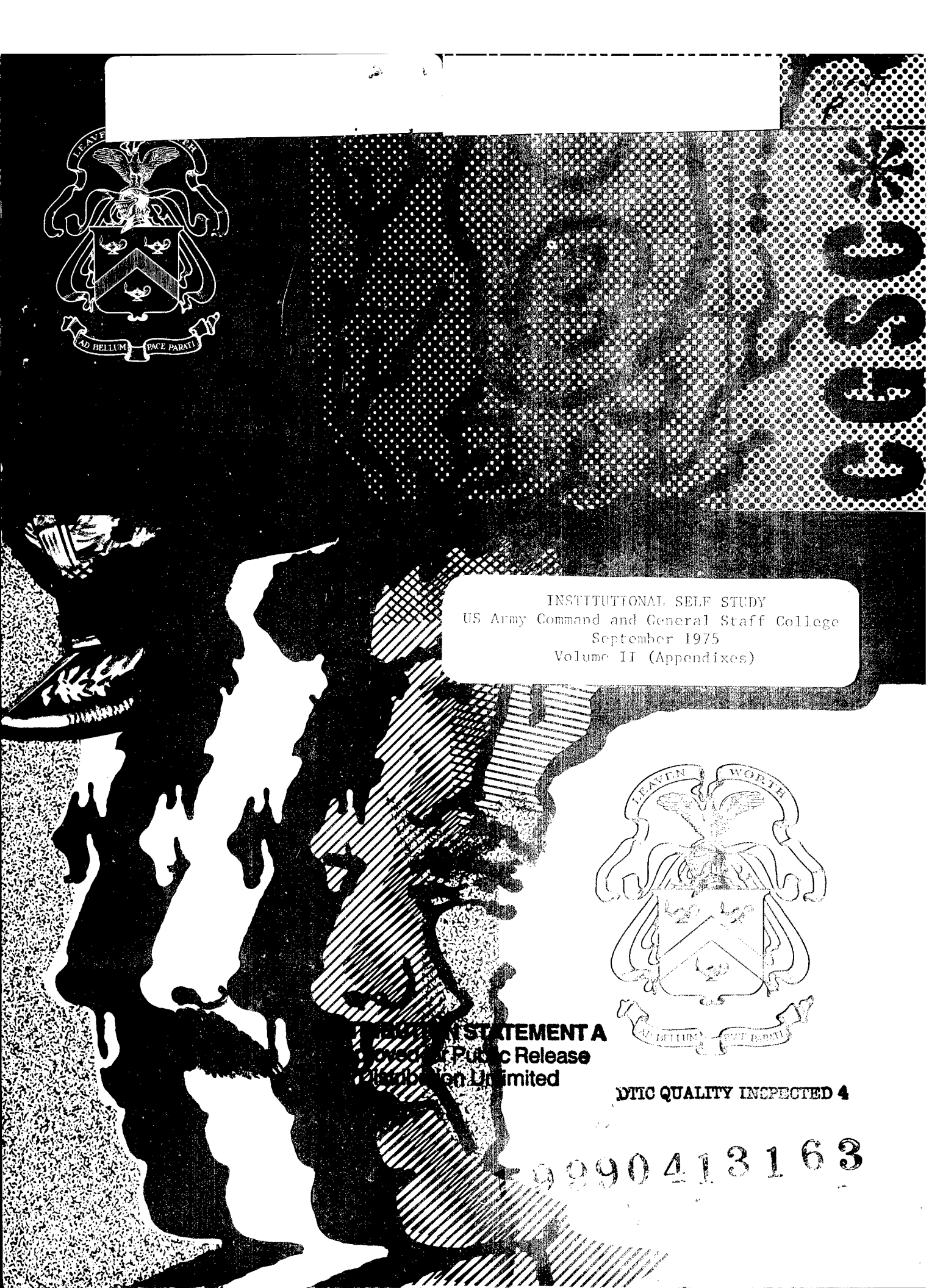

INSTITUTIONAL SELF STUDY
US Army Command and General Staff College
September 1975
Volume II (Appendixes)

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13. ABSTRACT *(Maximum 200 Words)*

The study constitutes the College's application for Membership Status in the North Central Association as a master's degree-granting institution. This self-study was developed in accordance with the guidelines of the North Central Association by a special task force. It represents a comprehensive analysis of College goals and achievements. The self-study was followed up by an on-site evaluation, which recommended that the degree of Master of Military Art and Science be accredited.

The Master's of Military Art and Science program was begun in 1964.

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APPENDIX A
CGSC ADVISORY COMMITTEE MEMBERSHIP

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APPENDIX B
STUDENT PROFILE

U. S. ARMY COMMAND AND GENERAL STAFF COLLEGE
Office of the Class Director
Fort Leavenworth, Kansas 66027

ATSW-DS

15 August 1974

SUBJECT: Student Profile /2, /3, /4, /5 Regular Course

SEE DISTRIBUTION

1. Attached is the student profile for the Regular Course, Classes /2, /3, /4, and /5. TAB A includes the Allied representation; TAB B-P is for U.S. officers only. TAB P (Assignments Following Graduation) includes data on the /1 class.

2. The 74/75 Regular Course has 1008 U. S. students and 97 Allied students representing fifty two different countries. The U.S. students have eight reserve component officers, four each from the Army Reserve and the National Guard. Twenty-eight officers from the Sister Services will be attending the class. The class, which has 987 U.S. members with combat experience, and one officer who was a POW in Southeast Asia for one year. The education level continues to climb with approximately 51% of the class having attained a Masters or equivalent level professional degree.

3. The effective date of preparation is 1 August 1974.

16 Incls
as

R. F. GLOVER
Colonel, Infantry
Class Director

INDEX

SERVICE/COUNTRY SUMMARY

	Number of Students			
	/2	/3	/4	/5
U.S. Army	1249	980	981	980
U.S. Air Force	14	14	14	14
U.S. Marine Corps	6	10	10	10
U.S. Navy	4	4	4	4
U.S. Total	1273	1008	1009	1008
Allied Officers	95	94	97	97
Grand Total	1368	1102	1106	1105

/5 Allied Representation, 52 Countries

Afghanistan	2	Laos	1
Argentina	1	Lebanon	2
Australia	2	Malaysia	2
Austria	1	Nepal	1
Belgium	1	Netherlands	1
Brazil	2	New Zealand	1
Canada	2	Nicaragua	2
China	1	Nigeria	2
Colombia	2	Norway	1
Denmark	1	Pakistan	1
Ethiopia	2	Paraguay	1
France	1	Peru	2
Germany	2	Philippines	3
Ghana	2	Portugal	1
Great Britain	2	Saudi Arabia	1
Greece	2	Singapore	1
Guatemala	1	Spain	1
Honduras	2	Sudan	1
Indonesia	2	Switzerland	2
Iran	7	Thailand	5
Israel	1	Tunisia	4
Italy	1	Turkey	2
Japan	2	Venezuela	3
Jordan	2	Vietnam	4
Khmer Republic	3	Zaire	2
Korea	2	India	1

RANK

Grade	Number of Students				Percentage			
	/2	/3	/4	/5	/2	/3	/4	/5
COL	1	0	0	1	--	--	--	--
LTC-CDR	231	88	67	50	18%	9%	7%	5%
MAJ-LCDR	1039	853	780	709	82%	84%	77%	70%
CPT	2	67	162	248	--	7%	16%	25%

TIME IN GRADE

Grade	Average (Yrs/Months)			
	/2	/3	/4	/5
COL	--	--	--	0/2
LTC-CDR	1/3	1/4	1/1	1/5
MAJ-LCDR	3/5	3/9	4/5	4/6
CPT	4/11	5/9	6/3	6/8

SOURCE OF COMMISSION

SOURCE	NUMBER OF STUDENTS				% OF CLASS			
	/2	/3	/4	/5	/2	/3	/4	/5
ROTC	856	627	593	556	67%	62%	59%	55%
OCS	181	147	165	210	14%	15%	16%	21%
USMA	163	150	175	162	13%	15%	17%	16%
Dir App	56	64	50	59	4%	6%	5%	6%
USAR	1	--	1	--	--	--	--	--
NG	5	2	12	3	--	--	1%	--
Avn Cadet (USAF-USN)	1	5	2	5	--	--	--	--
USNA	6	3	5	3	--	--	--	--
PLC (USMC)	0	2	4	2	--	--	--	--
USAFA	2	2	2	7	--	--	--	1%
NAVY ROTC	1	5	--	1	--	--	--	--
NAVY OCS	2	1	--	--	--	--	--	--

COMPONENT - U.S. ARMY

COMPONENT	NUMBER OF STUDENTS				PERCENTAGE			
	/2	/3	/4	/5	/2	/3	/4	/5
Regular Army	1141	912	926	895	90%	93%	94%	91%
Extended Active Duty	100	60	47	77	8%	6%	5%	8%
ACDUTRA	8	8	8	8	1%	1%	1%	1%

BRANCH - U.S. ARMY

BRANCH	NUMBER OF STUDENTS				PERCENTAGE			
	/2	/3	/4	/5	/2	/3	/4	/5
AD	86	58	58	51	7%	6%	6%	5%
AG	42	34	39	35	3%	3%	4%	4%
AN	1	1	1	1	--	--	--	--
AR	104	76	83	85	8%	8%	8%	9%
CA	--	--	--	--	--	--	--	--
CH	6	6	6	6	--	1%	1%	1%
CM	18	13	12	16	1%	1%	1%	2%
DE	2	2	2	4	--	--	--	--
EN	78	50	49	45	6%	5%	5%	5%
FA	181	163	148	166	14%	16%	15%	17%
FI	14	10	10	11	1%	1%	1%	1%
IN	290	233	231	233	23%	24%	24%	24%
JA	9	9	9	9	1%	1%	1%	1%
MC	7	6	7	7	1%	1%	1%	1%
MI	77	62	65	64	6%	6%	6%	6%
MP	32	26	25	25	3%	3%	2%	3%
MS	24	24	22	21	2%	2%	2%	2%
OD	71	52	46	45	6%	5%	5%	5%
QM	55	47	44	44	4%	5%	4%	4%
SC	87	54	70	64	7%	5%	7%	6%
SP	--	1	1	1	--	--	--	--
TC	59	47	47	41	5%	5%	5%	4%
VC	2	2	2	2	--	--	--	--
WC	4	4	4	4	--	--	--	--

AGE

CLASS	AVERAGE	MINIMUM	MAXIMUM
/2	34 yrs, 6 mos	28 yrs, 8 mos	44 yrs, 3 mos
/3	34 yrs, 3 mos	29 yrs, 3 mos	47 yrs, 1 mo
/4	34 yrs, 10 mos	29 yrs, 5 mos	46 yrs, 3 mos
/5	34 yrs, 5 mos	28 yrs, 8 mos	47 yrs, 10 mos

AGE IN YEARS	NUMBER OF STUDENTS				% OF CLASS			
	/2	/3	/4	/5	/2	/3	/4	/5
32 or less	319	262	235	254	25%	26%	23%	25%
33-39 (inclusive)	906	703	749	724	71%	70%	74%	72%
40 or more	48	43	25	30	4%	4%	3%	3%

YEARS OF ACTIVE COMMISSIONED SERVICE*

CLASS	AVERAGE	MINIMUM	MAXIMUM
/2	11 yrs, 3 mos	5 years	19 years
/3	11 yrs, 3 mos	5 years	18 years
/4	11 yrs, 2 mos	8 years	19 years
/5	11 yrs, 5 mos	3 years	17 years

NUMBER OF YEARS COMMISSIONED SERVICE	NUMBER OF STUDENTS				% OF CLASS			
	/2	/3	/4	/5	/2	/3	/4	/5
1-6	2	4	0	1	--	--	--	--
7-9	265	224	229	236	21%	22%	23%	24%
10-16	992	775	767	768	78%	77%	77%	76%
17-20	6	5	5	3	--	--	--	--

*Active Duty Officers Only

MARITAL STATUS

	/2	/3	/4	/5
Number of Students Married	1214	969	946	947
Number of Students Unmarried	59	39	63	61

DEPENDENTS

	/2	/3	/4	/5
Total Number of Dependents	4112	3255	3159	3105
Average Number of Dependents	3.2	3.1	3.1	3.1
Maximum Number of Dependents	13	12	8	10

CIVILIAN EDUCATIONAL DEGREES*

HIGHEST LEVEL ATTAINED	NUMBER (%) OF STUDENTS			
	/2	/3	/4	/5
Ph.D. Degree	8 (1%)	3 (--)	3 (--)	4 (0)
Professional Degree	21 (2%)	20 (2%)	26 (3%)	25 (3%)
Masters Degree	361 (28%)	394 (39%)	457 (45%)	487 (48%)
Baccalauerate Degree	814 (64%)	546 (56%)	505 (50%)	483 (48%)
Two Years College Equivalent	-- (--)	3 (--)	12 (1%)	7 (0)
Some College (less than 2 years)	-- (--)	-- (--)	8 (1%)	2 (1%)

Professional Degrees

	/2	/3	/4	/5
Doctor of Medicine (MD)	6	6	7	7
Doctor of Medical Dentistry (DMD)	1	--	1	--
Doctor of Dental Surgery (DDS)	2	1	2	4
Masters of Health (Veterinarians)	--	--	2	--
Doctor of Veterinary Medicine (DVM)	1	2	--	2
Doctor of Laws (SJD)	--	--	2	0
Masters of Law (LLM)	5	5	3	1
Bachelor of Laws (LLB/JD)	3	5	4	6/2
Master of Theology	--	--	1	2
Bachelor of Divinity	3	1	4	1

*NOTES:

a. For statistical purposes, only the highest awarded degree has been entered against receiving students.
b. 99% of the class possess a college degree.
c. 51% of the class possess a masters or higher degree.

SPECIAL CAREER FIELDS - U.S. ARMY

FIELD	NUMBER OF STUDENTS /2	/3	/4	/5
Atomic Energy	4	7	7	11
Automatic Data Processing	9	14	24	21
Civil Affairs	-	-	-	-
Comptroller	16	12	19	18
Foreign Area Officer	-	-	36	30
Information	9	4	5	9
Intelligence	1	1	1	-
Logistics	76	84	71	68
Military Assistance	7	10	-	-
OR/SA	13	15	28	19
Procurement	10	14	13	8
Research and Development	18	17	22	34
TOTALS	174	188	226	218
Percentage in Special Career Fields:	14%	19%	23%	22%

COMBAT EXPERIENCE

	KOREA				VIETNAM			
	/2	/3	/4	/5	/2	/3	/4	/5
* No. of Students with Cmbt Exper	10	14	5	3	1240	979	991	983
% of Class	1%	1%	--	--	97%	97%	98%	98%
Avg No. of Months in Combat	12	10	15	10	18	19	19	19
Minimum No. of Months (for those serving)	6	6	10	3	2	3	2	5
Maximum No. of Months (for those serving)	18	16	27	18	83	47	42*	47

*Does not include 1 year one officer spent as POW

NOTE: Class /3 had one student with WWII experience (19 months).

Class /5 has one student with WWII experience (11 months).

COMMAND EXPERIENCE

PLATOON	/2	/3	/4	/5
No. of Students Having Command	970	545	682	596
Average Command Time (Months)	18	15	14	14
Maximum Command Time (Months)	80	63	54	60
% of Class Having Command	76%	54%	68%	59%
COMPANY/BATTERY				
No. of Students Having Command	1116	745	882	870
Average Command Time (Months)	15	14	15	15
Maximum Command Time (Months)	72	92	59	84
% of Class Having Command	87%	73%	87%	86%
BATTALION				
No. of Students Having Command	50	82	61	57
Average Command Time (Months)	7	10	8	10
Maximum Command Time (Months)	26	24	27	62
% of Class Having Command	3%	8%	6%	5%

AWARDS AND DECORATION

Award	Number of Students/Total Awards				% of Class			
	/2	/3	/4	/5	/2	/3	/4	/5
Medal of Honor	--	--	1/1	--	--	--	--	--
Distinguished Service Cross	4/4	7/7	5/5	5/5	--	1%	--	--
Silver Star	108/114	86/102	122/152	115/142	9%	8%	12%	11%
Legion of Merit	86/87	47/50	45/46	27/27	7%	5%	4%	3%
Distinguished Flying Cross	174/256	134/208	85/127	101/151	14%	14%	8%	10%
Soldiers Medal	35/37	30/31	25/26	21/21	3%	3%	2%	2%
Bronze Star w "V"	172/179	146/176	180/249	177/225	14%	14%	18%	18%
Bronze Star	1122/1896	930/1710	917/1752	927/1748	88%	92%	91%	92%
Meritorious Service Medal	190/193	210/219	234/243	249/270	15%	21%	23%	25%
Air Medal w "V"	135/181	94/111	83/107	81/106	11%	9%	8%	8%
Air Medal	688/6708	574/4414	545/3389	572/3924	54%	57%	54%	57%
Joint Service Commendation Medal	97/107	114/122	136/149	126/132	8%	11%	13%	13%
Commendation Medal w "V"	97/105	64/67	75/85	95/104	8%	6%	7%	9%
Commendation Medal	991/1632	756/1244	784/1266	814/1012	78%	75%	77%	81%
Purple Heart	168/198	152/185	185/224	201/261	13%	15%	18%	20%
Combat Infantryman Badge	349/353	302/303	332/332	333/334	27%	30%	33%	33%

STAFF EXPERIENCE

LEVEL	NUMBER OF OFFICERS /2	/3	/4	/5	TIME IN MONTHS MAXIMUM /2	/3	/4	/5	AVERAGE /2	/3	/4	/5
Bn/Btl Gp	925	759	467	603	118	96	78	72	15	14	16	12
Bde/Gp/Regt	568	433	445	419	87	62	92	71	13	12	14	13
Division	346	302	291	241	90	80	74	69	13	13	14	12
Corps	159	132	82	94	35	46	72	34	12	11	13	11
Army	237	171	134	140	72	87	70	96	17	17	20	18
DA	83	70	90	74	84	48	52	67	23	22	25	28
Joint Stf	195	181	158	132	51	80	93	71	20	21	20	22
Comb Stf	29	18	16	17	35	41	59	42	19	22	24	26
Function												
S1,G1,J1	461	311	290	294	82	92	132	111	15	14	15	15
S2,G2,J2	378	273	218	204	58	85	120	68	15	13	14	12
S3,G3,J3	845	652	606	585	90	86	76	80	12	16	16	15
S4,G4,J4	368	281	231	222	86	129	96	87	14	16	16	15
S5,G5,J5	40	49	25	31	30	48	46	18	11	10	10	5
J6	15	14	9	12	40	39	48	36	30	15	19	14

INSTRUCTOR EXPERIENCE

	NUMBER (%) OF STUDENTS			
	/2	/3	/4	/5
Service School	451 (35%)	371 (37%)	349 (35%)	331 (33%)
ROTC	159 (13%)	148 (15%)	135 (13%)	157 (16%)
Military Academy	75 (6%)	72 (7%)	95 (9%)	87 (9%)
TOTAL NUMBER (%) OF STUDENTS HAVING INSTRUCTOR EXPERIENCE	685 (54%)	591 (59%)	579 (57%)	575 (57%)

FOREIGN LANGUAGE ABILITY

Language	/2	/3	/4	/5
Arabic	5	6	2	4
Bulgarian	-	-	-	1
Burmese	-	-	-	-
Cambodian	1	-	-	-
Chamoro (Guamanian)	-	-	-	-
Chinese	6	3	4	3
Czech	2	-	-	-
Danish	1	-	-	-
Dutch	1	1	-	1
Farsi	-	1	-	-
Filipino	1	-	-	-
Finnish	1	-	-	-
French	115	33	19	36
German	165	54	25	64
Greek	3	4	-	-
Hungarian	4	1	-	-
Indonesian	-	2	-	1
Italian	16	5	2	3
Japanese	7	-	1	2
Korean	3	1	2	-
Laotian	2	1	1	1
Latin	2	-	-	-
Latvian	-	1	-	-
Lithuanian	2	-	-	-
New Guinea	1	-	-	-
Norwegian	4	-	-	1
Ordu (Hindu)	1	-	-	-
Persian	2	1	-	-
Polish	6	2	3	-
Portuguese	16	1	2	2
Romanian	1	-	-	1
Russian	32	7	7	10
Spanish	157	35	30	38
Swahili	-	-	-	-
Swedish	3	-	1	1
Thai	11	7	8	4
Turkish	3	1	-	1
Ukranian	-	-	1	-
Vietnamese	135	37	13	31
Yugoslavian	-	-	1	-

PLACE OF RESIDENCE

	NUMBER (%) OF STUDENTS /3	/4	/5
Students On Post	936 (93%)	912 (90%)	931 (92%)
Housing Areas			
East Normandy	32 (3%)	32 (3%)	30 (3%)
Kansa Village	183 (18%)	193 (19%)	188 (19%)
Kickapoo	150 (15%)	150 (15%)	150 (15%)
Shawnee	150 (15%)	150 (15%)	150 (15%)
Delaware Village	100 (10%)	100 (10%)	100 (10%)
Pershing Park	174 (17%)	162 (16%)	173 (17%)
Artillery Barracks	27 (3%)	26 (3%)	25 (2%)
Beehive	47 (5%)	40 (4%)	46 (5%)
Organ Avenue	4 (-)	4 (-)	4 (-)
West Normandy	14 (1%)	--	--
Permanent Party Areas	16 (2%)	11 (1%)	12 (2%)
BOQ	39 (4%)	44 (4%)	53 (5%)
Students Off Post	72 (7%)	97 (10%)	77 (8%)
Accompanied			
Private Rental	44 (4%)	42 (4%)	30 (4%)
Private Owned	2 (-)	8 (1%)	6 (-)
Unaccompanied	26 (3%)	47 (5%)	41 (4%)

ASSIGNMENT FOLLOWING GRADUATION - ACTIVE ARMY
(As of June 1974)

	/1	/2	/3	/4
CONUS	852	934	754	745
FORSCOM	66*	85*	120*	151
READINESS RGNS	11	4	6	40
OTHER FORSCOM	55	81	114	111
TRADOC	265*	331*	297*	179
CGSC	37	26	41	43
OTHER SVC SCHOOLS	110	94	99	54
ROTC	15	15	15	24
OTHER TRADOC	103	196	142	58
USMA	18	10	16	29
CIVIL SCHOOLS	200	276	190	165
DA & HIGHER STAFF	194	161	94	73
OTHER CONUS	109	71	37	148
OVERSEAS	394	302	218	226
HAWAII	28	23	11	14
THAILAND	1	6	12	5
EUROPE	66	128	120	138
KOREA	17	28	29	40
OTHER O/S	282 (NC 227 RVN)	117 (NC 72 RVN)	46	29
TOTAL	1246	1236	972	971

* Extrapolation effected to provide historical comparison of /1, /2, & /3 Classes Asg's with /4 Asg's to Contemporary US Army Organization.

APPENDIX C
ALLIED ATTENDANCE
1894 - 6 June 1975

Afghanistan	21	Jordan	35
Argentina	34	Khmer Republic	13
Australia	45	Korea	171
Austria	18	Laos	42
Bahrain	1	Lebanon	25
Belgium	31	Liberia	16
Bolivia	25	Libya	6
Brazil	263	Luxembourg	6
Burma	24	Malaysia	12
Canada	99	Mexico	63
Chile	50	Morocco	11
China	253	Nepal	10
Colombia	67	Netherlands	26
Costa Rica	1	New Zealand	12
Cuba	15	Nicaragua	15
Czechoslovakia	6	Nigeria	14
Denmark	61	Norway	45
Dominican Republic	1	Pakistan	55
Ecuador	35	Paraguary	20
Egypt	3	Peru	81
El Salvador	11	Philippines	191
Ethiopia	46	Poland	56
Finland	3	Portugal	21
France	76	Saudi Arabia	34
Germany	79	Senegal	1
Ghana	13	Singapore	4
Great Britain	216	South Africa	5
Greece	64	Spain	34
Guatemala	66	Sudan	17
Haiti	2	Sweden	6
Honduras	10	Switzerland	30
India	26	Syria	3
Indonesia	70	Thailand	175
Iran	155	Tunisia	22
Iraq	19	Turkey	85
Ireland	9	Uruguay	18
Israel	18	Venezuela	83
Italy	38	Vietnam	236
Japan	85	Yugoslavia	34
		Zaire	4

Students - 3,961 Countries - 79 Graduates - 3,794

APPENDIX D
REPRESENTATIVE LISTING
74-75 STUDENT RESEARCH PROJECTS

Research Project	Proponent Agency
Advanced ORSA Applications	DCOM
Advanced Staff Operations in Combat	DCOM
Advanced Wargaming	DCOM
An Analysis of Service Academies Academic Systems	Asst Secy Army
Army Mortar Requirements Study	CACDA
Assured Air Lines of Communications	DLOG
Attachment of US Brigade to a British Division	DTAC
Barrier Operations in Combat	CACDA
Communication Principles	CACDA
Communication Support Review	CACDA
Evolution of Air Defense Systems - Joint Operations	CACDA
Examination of a Mid-East Tactical Situation-Wargaming	CACDA
Examination of the Logistics Structure of the Division	DLOG
Examination of TOE Service Support Units-Non-Divisional	DLOG
Human Resources Management	DCOM
Joint/Standard Recurring Evaluation System	CACDA
Laser Designator Survivability	CACDA
The Leavenworth Corps Model	DCOM
Logistics Force Planning	DLOG
Military Operations in Built-Up Areas	DCOM
NATO Center Region Logistics Posture	DLOG
NATO Study	DSTRAT
Night Operations - Special Research	DTAC
Organization Information System	C1 Dir
Personnel and Administration in Combat	DCOM
Post Management Activities Survey (Housing Area Improvement)	HQ Cmdt
Preparation of a Division Map Maneuver	DTAC
Preparation of a Joint Manual	CACDA
Programming, Planning and Budgeting System Research	DCOM
Pulse Timing Circuits	CACDA
Reconnaissance and Surveillance Research	CACDA
Research in Advanced Automatic Data Processing	DCOM
Special Study in River Crossing	DTAC
A Study of the Lower Back Using Radiographic Methods	MAH
Tactical Doctrine for NATO Land Forces	DTAC
Tactical Effect Testing of Anti-Tank Missiles	CACDA
Tactical Lessons of the Vietnam War	DTAC
Vietnam Build-Up Study	DCOM

APPENDIX E
LIBRARY DEVELOPMENT PLAN

SUBJECT: Library Development Plan

1. PURPOSE

a. The purpose of the Library Development Plan is to establish policies and develop programs which will insure continuous improvement of the library and its services in consonance with USACGSC and CACDA missions.

b. This plan encompasses library development over the next five years. It articulates the objectives and goals announced in the Plan for Institutional Development (CGSC - 1980) by establishing improvement priorities and assigning responsibilities to staff elements.

2. SITUATION

a. General. The current organization and operation of the College library are based on a concept of the library's role that has changed in the past five years. Under that concept, the library was designed primarily to provide background materials for the preparation of instruction consisting of a common curriculum, and to contain documents for combat development research. During the past years, a gradual change has taken place from a faculty-oriented library to a library serving both students and the CGSC and CACDA staff. The library must now function as a primary research and reference source for students and faculty studying and teaching in a curriculum consisting of electives in many graduate fields leading to a master's degree, in addition to serving the CGSC core curriculum and increased doctrinal responsibilities of the CGSC and CACDA. During the next five years, the library management must respond to the dynamic changes in information services by expanding into a multi-dimensional learning center with upgraded holdings of conventional library materials as well as greatly increased holdings of microforms and audio/video tapes, all supported by automated circulation, reference, and bibliographic services.

b. Assumptions. This plan is based on the recognition that no drastic increases in library's budget and personnel strength are realistic today or foreseeable in the next five years. Floor space in Bell Hall will remain scarce. Any increase in library's resources, then, is achievable only through trade-offs with other College activities.

SUBJECT: Library Development Plan

3. LIBRARY'S MISSION

a. Mission. USACGSC library forms an essential part of the College and provides reference and research support to students, faculty, and staff for core curriculum, elective, individual research, MMAS, and doctrinal studies and doctrinal support to CACDA to include: a special military-oriented collection of books, texts, periodicals, and documents in print or microform; professional and technical library services and assistance to users; and facilities for individual reading, research, and group studies and conferences.

b. Priorities. The following priorities are inherent in the library's mission.

(1) Course/instruction support for both students and faculty, including course-related research.

(2) Research support for doctrinal development by CACDA and CGSC staff and faculty.

(3) Maintenance of a unique militarily-oriented reference and research collection supporting the MMAS and related graduate level programs and OPMS career fields for which the College has proponency.

c. Services

(1) Acquire, catalog, store, maintain and loan books, documents, periodicals, microforms, audio/video tapes, and other library materials for reference, study, and research.

(2) Provide up-to-date reference information to users.

(3) Provide assistance for users in locating library materials.

(4) Develop and disseminate bibliographic information.

(5) Brief and orient new faculty, students, and visitors.

(6) Locate and borrow materials from other libraries for users.

(7) Provide facilities for study and research in the library.

(8) Maintain reserved course materials for display and use in the library.

(9) Display materials of current interest.

(10) Obtain copyright and reprint permissions for staff and faculty.

(11) Operate a classified message center and document repository for the College.

(12) Provide duplicating service for students.

4. CONCEPT OF LIBRARY DEVELOPMENT

a. Objective. The objective is to revitalize the library as a professional institution and to effectively integrate it into the CGSC AND CACDA educational and research programs. Specifically,

(1) Apply new concepts of library management to improve operations.

(2) Upgrade library's collection and services to users.

(3) Modernize equipment and expand library's automation.

(4) Include the chief librarian in College's deliberations on changes in curriculum.

(5) Gain professional standing and recognition for the College library through representation at library meetings and conferences nationwide.

b. Phasing. Library development through FY 1980 is planned in three phases:

(1) Phase I. This is a transitional phase, lasting from January 1975 through June 1975. Measures taken during this period lay the groundwork for later development. Detailed plans and surveys are completed for Phase II execution.

(2) Phase II (FY76). Major development projects are initiated and executed. Detailed plans are prepared for Phase III execution.

(3) Phase III (FY77-80). Longer term projects initiated during Phase II are completed. Automation is extended to cataloging and information retrieval.

c. Development Projects. Development projects are discussed in annexes as listed below:

(1) Annex A (Organization) addresses improvement of library's management by upgrading the professional element of the library's staff and by reorganizing and adding to present staff.

(2) Annex B (Collection) addresses upgrading the quality of library's holdings in books, periodicals, and documents by acquisition of more titles and weeding out of unneeded materials.

(3) Annex C (Facilities and Services) addresses improvement of current facilities and services by rearrangement of the library floor plans and purchase of new equipment.

(4) Annex D (Microfiche) addresses expansion of current limited microfiche capability by purchase of a microfiche production facility and related viewing and storage equipment.

(5) Annex E (Automation) addresses expansion of current automated library information system (ALIS) from circulation control to other library applications.

(6) Annex F (Audio/Video) addresses expansion of current limited audio tape collection to an audio/video library.

d. Project Overview. A summary chart at Annex G provides for an overview of development projects.

5. BUDGET AND PRIORITIES

a. General. Library development envisioned in this plan is contingent on funds in excess of current budgetary projections. Accordingly, execution of this plan is subject to modification as directed by a reassessment of College's priorities at the time of the annual budget reviews. In order to insure an orderly development of the library and optimization of library services, specific development projects must be ranked in order of budgetary feasibility and essentiality for support of College's mission. In practice, this will mean that lower priority projects will be reduced or postponed more than higher priority projects.

b. Priorities. The following priorities and guidelines are established:

(1) Development of a new position, Chief Librarian.

(2) Expenditure of at least 50 percent of library's book budget for the purchase of quality titles of long-term value.

(3) Rearrangement of the third floor of the library together with microfiche conversion of document holdings presently stored there, with separation of library work areas by construction of soundproof partitions.

(4) Purchase of required library shelving and other equipment for improved user services.

(5) Expansion of Defense Documentation Center (DDC) terminal to include classified information.

(6) Acquisition of audio/visual materials and related equipment.

(7) Expansion of ALIS to include other library applications, including cataloging and information retrieval.

(8) Upgrading of certain current library positions and hiring of additional personnel in excess of current authorizations to meet present shortfalls and to expand library services under this plan.

c. Budgetary Requirements. A chart of projected budgetary requirements is at Annex H.

6. RESPONSIBILITIES

a. Director, Resident Instruction

(1) Phase I.

(a) Revise and publish Faculty Memorandum No. 16, Library Operations.

(b) Obtain approval for and monitor installation of a microfiche production facility.

(c) Conduct a quality review of library's holdings of books, periodicals, and documents.

(d) Include all books in the master file and bring all books under automated circulation control.

(e) Develop an acquisition list of quality books, periodicals, and other source materials for graduate level reference and research.

(f) Prepare for reorganization of the third floor work, research and document storage areas.

(g) Plan for the changeover from Dewey Decimal system to Library of Congress (LC) system of cataloging books.

(2) Phase II.

(a) Orient the new chief librarian on College's mission and organization.

(b) Reorganize the third floor of the library.

(c) Start production of microfiche.

(d) Initiate LC system of book cataloging for new acquisitions.

(e) Plan for an audio/video library and a listening/viewing facility with multimedia carrels.

(f) Expand DDC terminal to include classified information.

(g) In coordination with DISO, prepare for expansion of ALIS to cataloging and information retrieval.

(h) Plan for conversion to LC system of current Dewey and M collections.

b. Directors, Academic Departments

(1) Conduct a qualitative and quantitative review of library's holdings of departmental interest.

(2) Develop a list of graduate level books, periodicals, and other source materials of departmental interest to be added to the library.

c. Secretary

(1) Obtain four library interns through TRADOC.

(2) Allocate funds as required for execution of this plan.

(3) Establish a GS-14, Chief Librarian, position and fill the position with best-qualified applicant by 1 July 1975. If no applicants qualify, request from DA a temporary assignment of an active duty MAJ/LTC with a master's or doctorate degree in Library Science.

(4) Coordinate manpower surveys to establish an adequate library manning strength for execution of this plan.

(5) Coordinate construction requirements for execution of this plan.

(6) Coordinate additional space allocation for execution of this plan.

SUBJECT: Library Development Plan

d. Educational Advisor

Monitor execution of this plan in regard to meeting the requirements for accreditation by the North Central Association.

e. Director, Information Systems Office

(1) Provide technical assistance in planning for changeover to LC system of cataloging as it relates to ALIS data base.

(2) Monitor expansion of DDC terminal.

(3) Develop feasibility studies for expansion of automated library information systems (ALIS) to library technical operations.

7. PROGRESS REPORTS

a. This plan is effective upon receipt. It will be reviewed quarterly and revised and updated as necessary.

b. Staff elements with responsibilities under this plan will forward quarterly progress reports to Director, Resident Instruction on the first working day of each quarter. Reports will list progress made in the preceding quarter and progress planned for the next quarter.

FOR THE COMMANDANT:

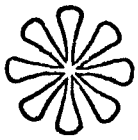
JOSEPH D. HYNES
Colonel, Infantry
Secretary

APPENDIX F

THE EXPERIMENTAL CLASSROOM

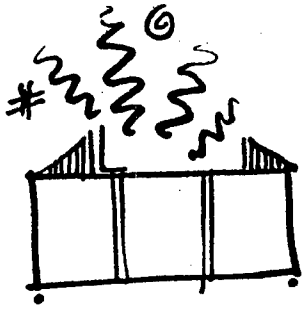
A REPORT TO THE FACULTY:

A MIXED BAG . . . . . .



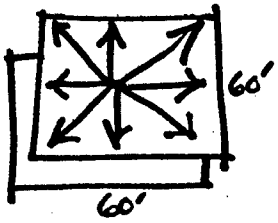
Our classrooms have more to offer than we thought . . . As you move to teaching in a work group set up, take an audio/visual system with you . . . . The College hosts a number of conferences which help share the doctrine as quickly as it evolves. These things and more have challenged us this fall and we want to tell you about them, and then using the attached survey ask you to tell us about your needs.

SQUEEZING HORSEPOWER OUT OF A CLASSROOM . . . .



Its hard to tell what a facility can do for you if you treat it like a warehouse. Atmosphere, lighting, color, temperature, and acoustics can make a difference. We now understand these energies and how to tackle them. Noise pollution is our overwhelming enemy. By spring the carpet we tested will be installed in most classrooms. Some form of acoustical dome may cover each workgroup. Our prototype styrofoam models burn toxic vapor and so two alternatives are being tested.

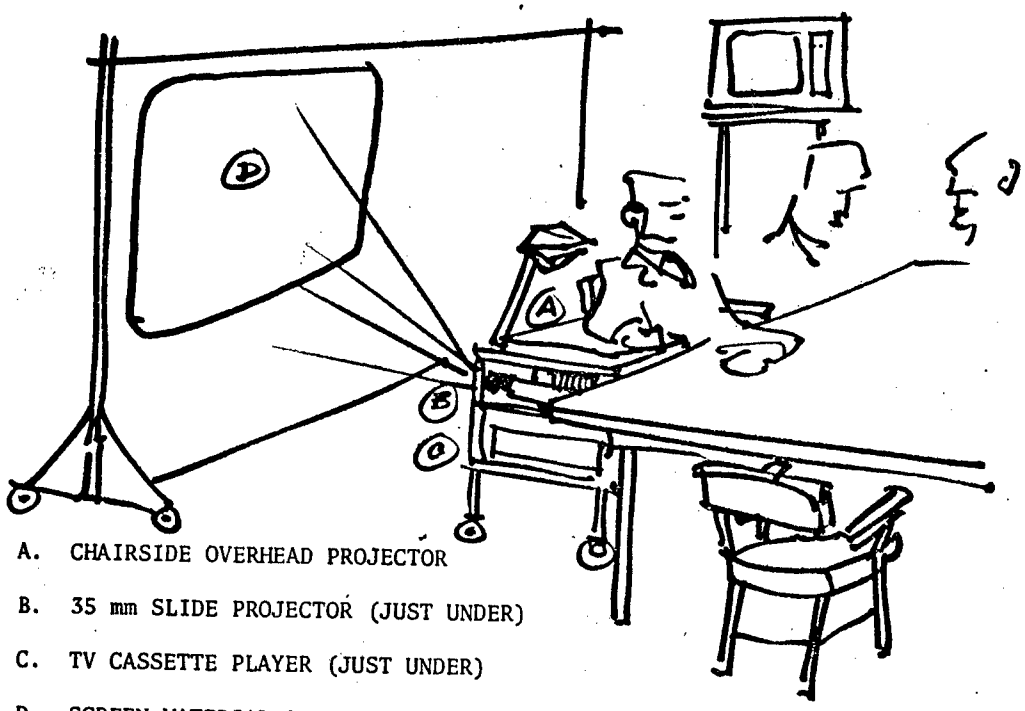
WE ARE FLOOR SPACE RICH!!!



Our classrooms can hold 200 folks for lecture, or have 10 separate discussion areas or any number of individual positions. The space is there if we can separate the noise. The partitions we have tested don't do that job well enough for the money.

THE WORK GROUP/ELECTIVE TREND

Observation --- if the media ain't handy it won't be used! The instructor has moved from his 16 button podium to a workgroup, but the requirement to present first-class instruction remains. There is no reason to strip the instructor of his ability to teach with the most effective media . . . so the action must join him within arm's reach. How about something like this?



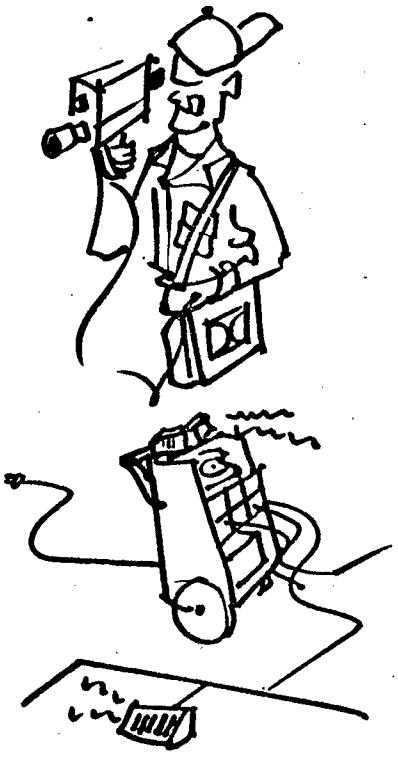
A. CHAIRSIDE OVERHEAD PROJECTOR

B. 35 mm SLIDE PROJECTOR (JUST UNDER)

C. TV CASSETTE PLAYER (JUST UNDER)

D. SCREEN MATERIAL ON CORK BOARD PANEL.

4 of these armchair media carts are being built now for test.



HOTLINE INSTRUCTION

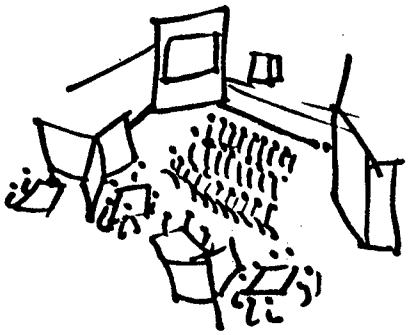
Faculty and students recently crashed another field exercise with portable TV, audio tape recorders and 35mm slide film. The exercise at Fort Bragg ended on a Friday and the following Monday DTAC and students presented television interviews showing exercise participants sharing their perspectives on the success of the exercise. That's "real world" and "real time." Let us give you the same package before you visit the action.

LONG DISTANCE LECTURE

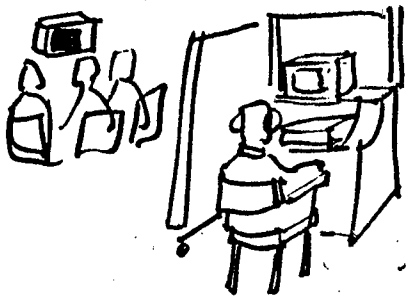
DCOM asked to use the Post owned telephone conferencing system to conduct a lecture/conference with a guest speaker. We packaged the system in an easy to set up cart. Its two way with 6 table mics. Don't let the energy crisis do you in.

CONVENTION CITY

Conferences have consumed us for the last two months. Big groups and smaller

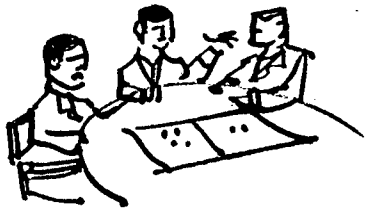


groups have each had their own special needs. This business is a fine art and demands the flexibility of a classroom seven. Having the visitors in Bell Hall makes care and feeding easier. It does confuse the student who comes in to view a video tape and conference support will be discouraged when student interest picks up during the elective terms.



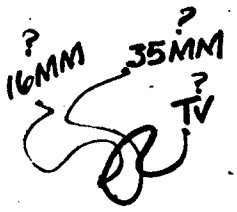
War Games and TV Tape Viewing.

. . . . Few takers during the common curriculum. War gamers and model collectors however, were identified and have been channeled into IRR's that will take advantage of their skills and models. The only consistent TV viewers we have were asked *as part of their assigned work* to visit CR 7 to view a selection of tapes. This aspect of the learning center will grow in direct proportion to the amount of audio/visual *homework that is assigned.*



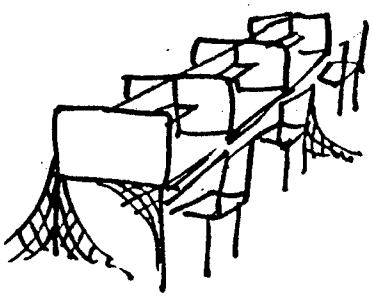
Current activities

Electives, authors' briefings, student meetings, and the like should prevail during elective terms. Five video and two audio positions will be isolated for independent study. Call 2027 and try us on for size.



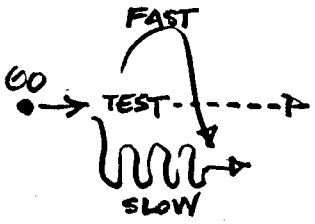
Media Counselling.

Want some advice on how to best present your ideas? TV, multi-media, VGT, audio tapes, slides, still photos or film, we can quickly suggest a way to go. Non-resident materials and field manuals have been made more effective with a graphic idea or two.



Column of Twos or Bounding Overwatch?

During recent visits to a number of learning centers we discovered an interesting contrast. Those centers that failed had neat rows of carrels waiting for student participants to arrive, check out materials of their interest, go quietly to a cubicle and complete the program. Those that succeeded were usually cluttered, rearranged by the students and had several faculty on hand for advice, testing and sometimes annoying side chatter. We intend to give the students a greater run of the place during the spring. Come join in.

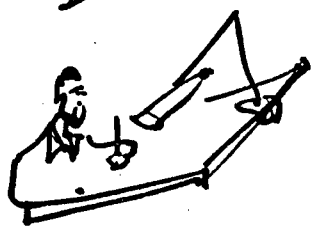


Educational Trends to Watch

A move toward more self-paced instruction with the faster students encouraged to help the slower ones complete the program . . . . DCOM does it now with ADP instruction. A long term trend toward complete simulation where possible . . . . like the TOC, someday perhaps we'll have a wing devoted to simulated field headquarters. A move to short, high impact television situations designed to start discussions sometimes called segmented instruction . . . now called trigger tapes.

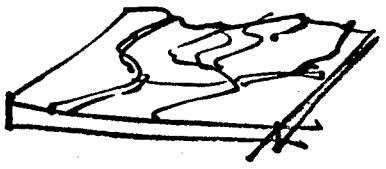
THE TASO (training aids service officer)

We have worked closely with Maurice Julian, the TASO. He is charged with Learning Center support and training. Its a surprise to most, but he works for the Post, not the College. Let me tell you what he's up to:



QUICK GRAPHIC SUPPORT. *Also as an experiment the TASO has satellited a media assistance office onto CR 7. The idea is to handle small, short notice graphic aids requests and to provide some self-help tools. The artist on duty, Gary Duree, is a hotshot and has surprised some folks with his speed and good ideas. Bring your short notice needs to Gary. The entire graphics aids shop at the Pentagon is geared to one day service. Who knows . . . some day it could happen to us.*

HARDWARE ON ORDER. *As advertised, the TASO has ordered such goodies as a speech compressor, a quick quiz board, a multi-media system, and other exotic unmentionables- and we'll keep you posted on them when they get here.*



TERRAIN MODELS. *Some rather difficult but necessary production problems are being struggled with to mass produce some light weight tabletop terrain boards. The Leavenworth area and the Jordan river valley are pilot efforts. Once the system is debugged, the gear should give birth to some useful small group training aids.*

P.S. these are press on letters ← do it yourself type - Jim

INSTRUCTOR NEEDS SURVEY

1. Rank order the following list of potential improvements according to your personal teaching needs:

		REMARKS
a.	Media planning services	
b.	Versatile divider systems	
c.	Telephone conference system	
d.	Do-it-yourself VGT equipment	
e.	Inter-workgroup sound separation	
f.	Multi-media programming	
g.	Workgroup teaching cart	
h.	Exhibit support	
i.	Compressed speech audio tape machine	
j.	Slide library	
k.	Games/devices	
l.	Portable television system	
m.	Terrain boards (portable)	
n.	Completely simulated tactical environment	
o.	35mm/16mm rear screen projection	
p.	New podium delivery system	
q.	Realistic scale model equipment	
r.	_____	
s.	_____	
t.	_____	
u.	_____	

2. Describe a teaching environment or teaching support system you have thought about. Your ideas, please.

_____

_____

_____

_____

_____

_____

3. Can you advise us of any material or process suitable for an exhibit? Describe, please.

_____

4. Commo check. Did you know that:

a. You can receive practical advice on media or graphic treatments from Major Channon. YES NO

b. You can schedule classroom seven for authors' briefings or workgroup seminars. YES NO

c. You can get two day class B graphic support on small orders from the Media Assistance Office. YES NO

d. You can scan and select 35mm slides for reproduction and use in multi-media programs made by yourself or students. YES NO

e. You can rearrange CR tables for your seminars according to formal, informal, or acoustical needs. YES NO

f. You can check out the portable TV system for TDY trips, local terrain evaluation, interviews or whatever. YES NO

5. Attempt to forecast the number of video or audio tapes you would expect to be used for supplementary viewing material by 1980 for the courses you author. We would like to be able to forecast the dimensions of a media library.

Hrs.	Subject	Circle one Audio/Visual
___	_____	Audio/Visual
___	_____	Audio/Visual
___	_____	Audio/Visual
___	_____	Audio/Visual
___	_____	Audio/Visual

Total Hrs_____.

Please return this to CR 7 by 7 Jan 75.

Thanks.

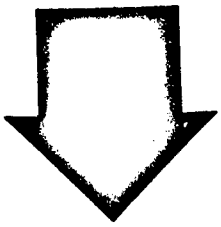
JAMES B. CHANNON
Major, MI

DISTRIBUTION:
"D" Plus
50-Learning Center

X7 THE EXPERIMENTAL CLASSROOM

A REPORT TO THE FACULTY:

- The faculty survey has been analyzed and action taken to meet the needs ranked as most important -● there are some interesting things happening in education and we have packaged them for you under teaching tips -● these areas highlight this communication to you.

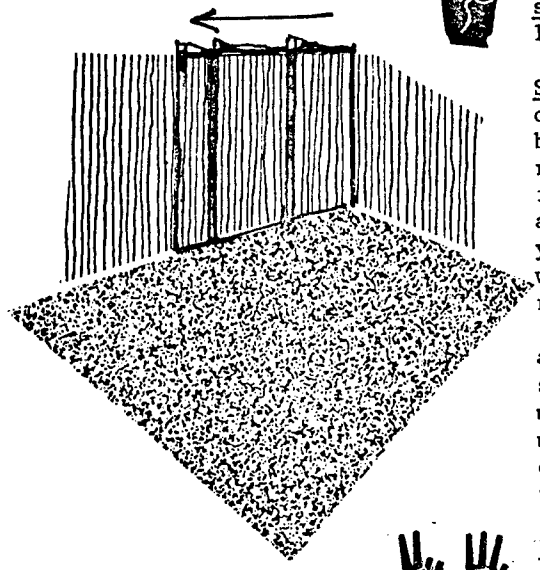


INSTRUCTOR NEEDS SURVEY

Received were 65 surveys - predominately from DTAC - with over a quarter of the faculty responding.

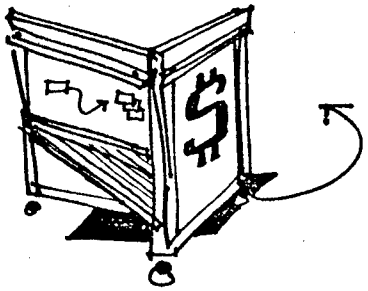
The surveys revealed the following preferences for improvements to the instructional environment and selected hardware support systems. Instructional support division actions are included.

FACULTY RESPONSE Inter-workgroup sound separation was the unquestioned leader in the balloting.



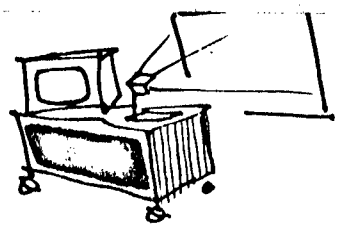
SUPPORT ACTION Thanks to the persistence of the Deputy Commandant you are now beginning to enjoy the acoustical respite provided by the carpet being installed. Funds are budgeted for air-wall divider systems for next year. These large telescoping walls will effectively divide each classroom into two separate classrooms (front and back) additionally they are surfaced with carpet. A complete sound seal can be achieved in 4 minutes with this system. A pilot model will be tested this summer. For electives this will double the classrooms available.

FACULTY RESPONSE Versatile divider systems and workgroup teaching carts were tied for second.

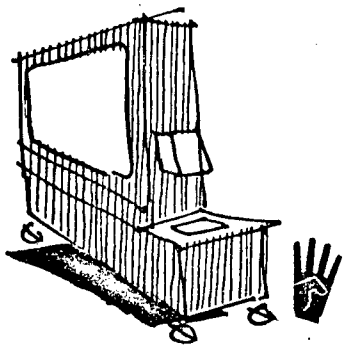


SUPPORT ACTION The current divider systems being used in CR 7 are sturdy and versatile. Their sound attenuation value is questionable especially when covered with the chalkboards that make them versatile. At $800.00 each we have got to find something better in these days of austerity.

Two kinds of workgroup teaching systems are under study. One is of our own design and has 35mm, television,



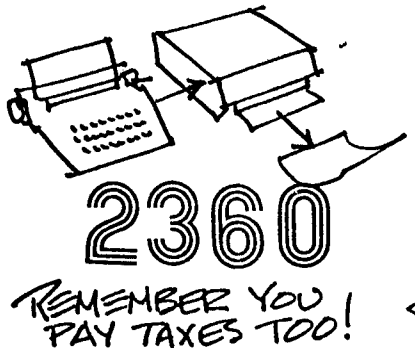
and VGT projection in a mobile cart with a screen 70" x 70" positioned somewhere within the workgroup area behind the instructor. Money for this system has been budgeted for next year thru the TASO and procurement action will begin as soon as the budget is approved. Cost per system is approximately $1,600.00



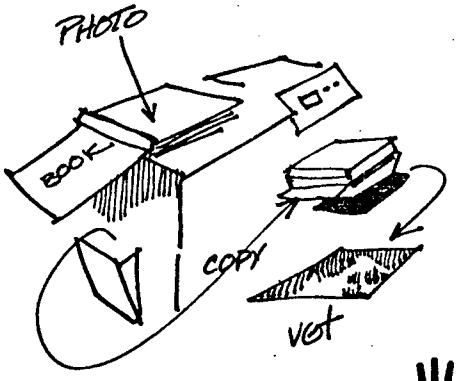
Another completely self-contained system with built on rear screen offers 16mm film projector and does not have a TV cassette capability. This system would put the instructor and screen on the same plane, but costs $8000.00 per copy. Ouch!

FACULTY RESPONSE Do-It-Yourself VGT Equipment ranked fourth in the balloting.

SUPPORT ACTION The media assistance office was equipped with a 3-M versatile transparency maker in January. During last month the faculty and staff and an equal number of students prepared 2,360 class A and class B VGT's in the MAO. Additionally, a speech typewriter, portable light tables, press-on letters and a variety of more humble goodies were put to use. This area has been operational for those interested after duty hours.

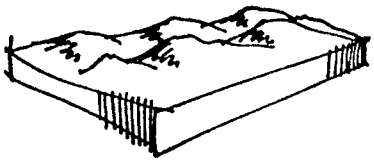


*Preparing hand lettered one time course outlines is considered a poor use of a skilled draftsman's time, but those instructors under pressure have been accommodated.

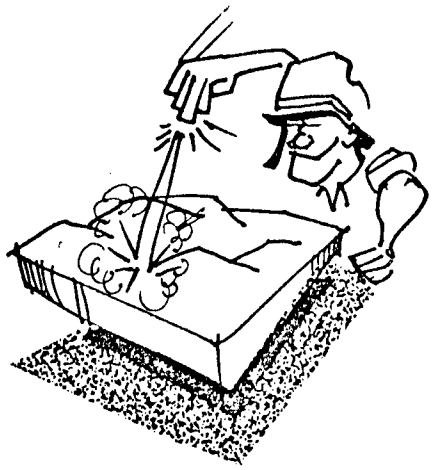


If you're interested in a half-tone VGT (like a photograph) copy your material first on one of the new IBM copiers and then it can be run thru the VGT maker. The bookstore is out of transparency markers but expects a shipment soon.

FACULTY RESPONSE Ranking fifth was terrain boards.

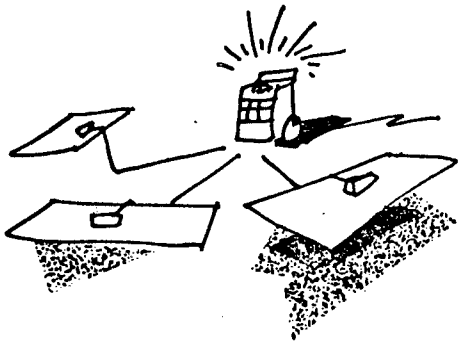


SUPPORT ACTION The process of terrain board production has been well exercised. Molds, fumes, painting and storage problems have been solved to create a working system. A large drying box has been built by the TASO to exhaust the toxic fumes from the devices shop.



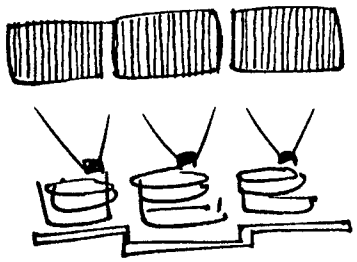
Three of the five basic models of the Leavenworth area series are complete with a production schedule designed to see this system employed in this year's DTAC electives toward the end of term 3. Other hand carved techniques have produced larger scale interpretations with high resolution foliage and manmade structures. These larger systems will be molded for production for next year. The business of training devices has long been neglected at CGSC and it takes awhile to get the system in high gear.

Reports on the remainder of the survey items follow:



Telephone Conference System (Connie)

Used to transport guest speakers into the classroom. This two way autovon link has been imaginatively used by both the teaching faculty and the combat developments faculty. Some happy customers in the building are LOSA (DLOG), FOWLER and WHITE (DTAC). Call CPT Jim Englebrecht, 2035, for reservations. The TDY travel money saved has paid for the system seven times over already. You can get a roomful of experts on the other end instead of just one with this system.



Multi-media Programming

The response on this was near zero. We'll have to demonstrate it's power to communicate historical trends with impact.

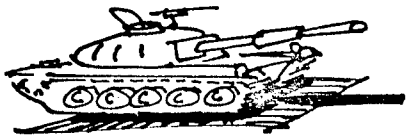
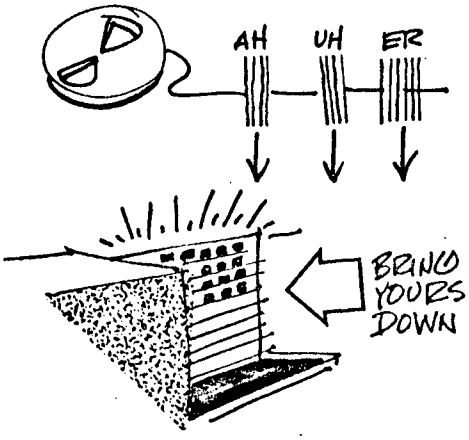


Exhibit Support

Foreign hardware got the nod here. The DTAC instructors are working hard on a total immersion concept and have mini-exhibits planned for their teaching areas.

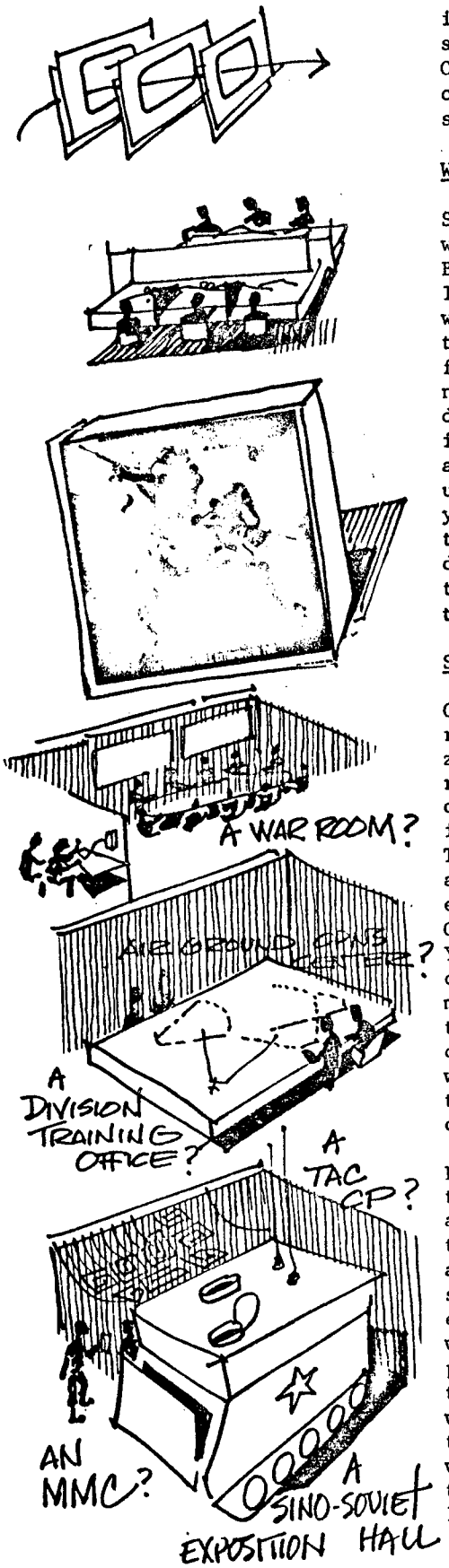


Compressed Speech

TRADOC has approved purchase and our our first system will be on hand to prepare compressed speech tapes for next year. Think of material you already have on audio tape - it can be compressed. The tool is great for hard data, summaries and testable review material.

Slide Library

Thanks to several instructors who have unloaded their very precious but rarely used collections of slides, we can now support most television productions with slide materials. Our 2000 slide



inventory has just been cataloged by subject and is waiting for your use. Cough up your extries because we have ordered another light backed shelving system for next year.

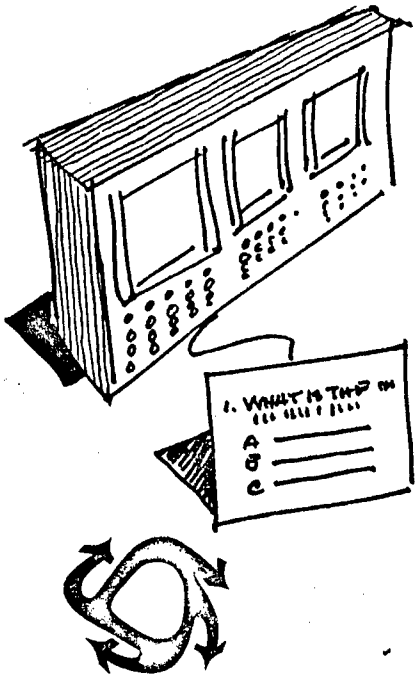
War Lord I

Students Kempf and Dunn have hit on a winning gaming combination using modified British rules and micro miniature models. It exercises the quick application of weapons systems knowledge and tests tactical uses of terrain, suppression fires and obscuration by smoke. A new game called STARGUARD has been developed that pits the intergalactic infantry, 23d century, against various aliens with imaginative but not unrealistic weapons systems. It makes you wonder about whether some of this growing number of War Gaming buffs don't know alot more about our business than we do. It's an exciting hobby that teaches!

Simulated Environments

Obviously if a school could duplicate reality it would achieve an educational zenith. Heretofor this notion seemed ridiculous because of the constraints of time and a preoccupation with an instructor oriented methodology. The TOC and a battle command simulator are the beginnings of a move to simulated environments which could make this College the most advanced in the nation. Yes, all subjects can be taught in context and in an environment that more closely replicates the one on the outside. Consider what your department and committee classrooms would look like if they were designed to present real world problems in context.

Listening to someone lecture about what to do (unless he's an authority) is an abstract solution. Doing a desk top practical exercise is less abstract and gives each student a chance to store solutions with problems. But, experiencing a realistic situation wherein you must deduce what the problems are and practice strategies to resolve them is as close to real world as you can get. The value is that you store working strategies with the environment that will later trigger their recall. And that's learning.



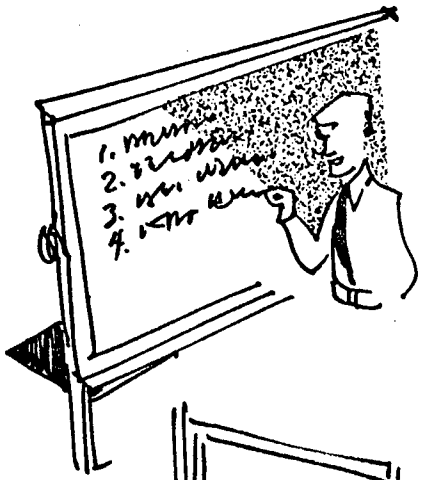
Quick Quiz Board

Interested in teaching certain basic testable data during the coffee breaks? Check out a quick quiz board. This device allows you to present 20 multiple choice questions with up to 3 correct or incorrect responses for each. It gives the student a red light or green light response for the responses you program. Change questions and answers with the flip of a switch.

SOFTWARE DEVELOPMENTS

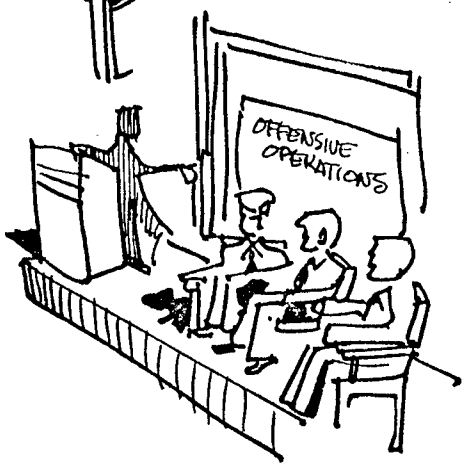
Teaching Tips

Some questionnaire comments thought our emphasis was a bit too gadget oriented. It would be rather easy to draw that conclusion, so to balance the menu here are some teaching tips from the education field that may give you a new angle on that elective class you're dealing with.



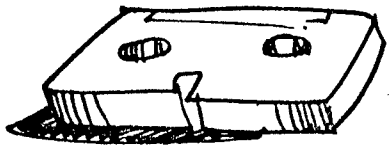
Group Brainstorming

It's often awkward to laboriously review the material covered in previous lessons or in the homework, but sometimes it is necessary. Turn the job over to each workgroup. Give them a short time period and ask them collectively to brainstorm and record on the board the material in question. As a group they will cover the material in detail and then you have 4 boards full of data on which to draw in order to reinforce certain items. It's quick, it's painless and they make the training aids while exercising their brains.



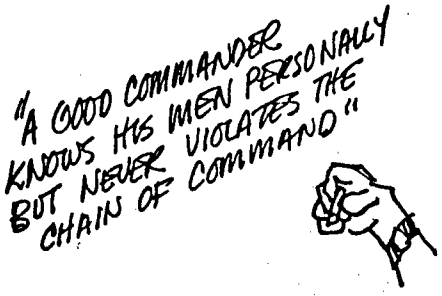
The Panel of Experts

Get those 3 or 4 students with the mental horsepower to help you teach and ask them to join you on the platform in chairs. This panel technique recognizes student talent and puts them in a position of commitment to the class. It discourages the pseudo experts who often take up class time with their ramblings and makes your job as lecture/conference leader alot easier.



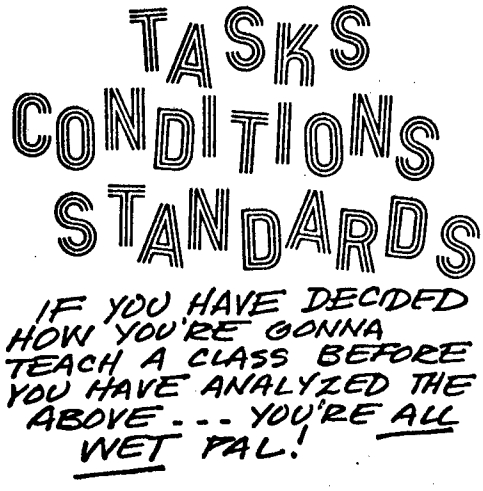
Trigger Tapes/Trigger Phases

Recently work at Michigan State uncovered a way to stimulate discussion periods with a very short video-tape that indirectly portrayed an aspect of a problem with all its associated human



complexity as presented within an organization. A few well constructed vignettes can effectively stimulate long and well conceived discussion periods. The directed discussion is still preferred as an assured learning method. Often a short pithy statement that poses a paradox or myth can effect the same discussion "trigger."

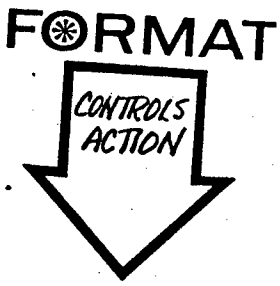
Field Manual 21-6



The new field manual on Military Instruction is worth your interest. The Army doesn't require lesson plans anymore. The format of student tasks, conditions and standards however becomes the staple approach to training and one long overdue even at this level. Look at the example lesson plan at Appendix A taken from the new manual. Now, does all that material you've been laboring with to include in your lesson plan make sense when compared to these essential performance oriented concepts? It maybe time to change.

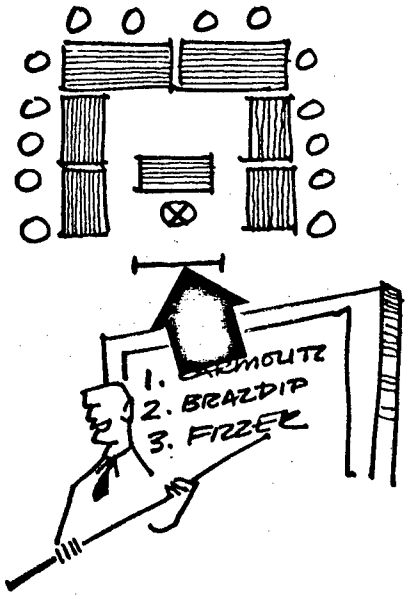
Situational Geography

Let's graphically review the bidding on how your classroom set-up can help control the direction of any discussion group you have to lead. Contrast two rather classic set-ups.



FORMAL - LEADER DOMINATED

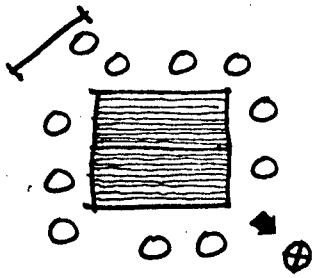
Formal workgroup discussions can have value during periods wherein alot of fundamental material must be covered in the time allowed.



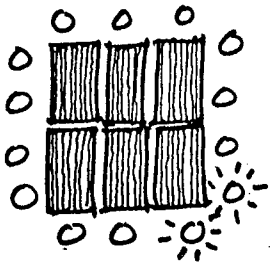
- Maximum distance between all participants.
- Instructor located centermost.
- Agenda on chart or board directly behind instructor.
- Instructor begins instruction standing and frequently uses the agenda to keep the discussion paced and on track.

INFORMAL - LEADERLESS DISCUSSION

Informal discussions are preferred when participants are mature, goal oriented and time permits. This technique often presents problems in such a way that the students will consult fundamentals of their own choice to solve the problem at hand.

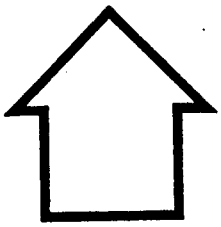


- Participants are close enough to touch elbows with eye contact around.
- Instructor seated out of the bubble and off one corner.
- Students appointed recorder tracks discussion with chalkboard notes away from instructor.
- Instructor opens blouse leans back and student opens class.



The Case of the Two Big Mouth Adversaries

Got a couple of problem children who dominate the discussion with their arguments? The research says -- seat them side by side at the corner of the table. This strange little tidbit should reduce the arguments 20%.



SUMMARY

Recently a team of educators visited the College to determine its suitability for accreditation by the North Central Association of Higher Education. One of their impressions was that they viewed our turmoil as healthy and we didn't toot our educational horn loud enough. Read the following list of educational innovations, (at Appendix B) add the other dozen you know about (that we don't) and take a moment to pat yourself on the back.

YES, CLAUDE MAYBE CHANGING LESSON MATERIALS EVERY YEAR IS A BIT MUCH, BUT I WISH I COULD GET MY PROFESSORS TO DO IT ONCE EVERY DECADE!

DISTRIBUTION:
D Plus
MAJ Channon - 150

APPENDIX A

SAMPLE LESSON PLAN

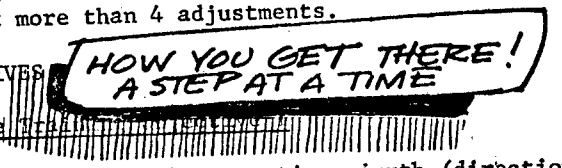
A. TRAINING OBJECTIVE

TASK: Each squad leader will request and adjust 4.2 inch mortar fire,

CONDITIONS: as a ground observer, given a 1:50,000 map, a lensatic compass, binoculars, a radio, and a designated, observable point target (targets may vary in range from 1000 to 4000 meters), using the grid coordinates/direction method and the bracketing method of adjustment.

TRAINING STANDARD: Location of target and the initial request for fire must be made within 3 minutes after the target has been designated. Adjustments must be made within 15 seconds after the round impacts. Target must be hit (round must land within 25 meters of target) in not more than 4 adjustments.

B. INTERMEDIATE TRAINING OBJECTIVES



Intermediate Training Objective 1

TASK: Each squad leader will determine the magnetic azimuth (direction) from his location to a target,

CONDITIONS: as a ground observer, given a designated, observable point target (range may vary from 1000 to 4000 meters), and a lensatic compass.

TRAINING STANDARD: The correct magnetic azimuth (± 3 degrees) must be reported within 30 seconds after the target has been designated.

Intermediate Training Objective 2

TASK: Each squad leader will estimate a target's grid coordinate location,

CONDITIONS: as a ground observer, given a 1:50,000 map, binoculars, and a designated, observable point target (targets may vary in range from 1000 to 4000 meters).

TRAINING STANDARD: An 8-digit grid coordinate location of the target must be reported within 1 minute after the target has been designated and to the following accuracy: Actual 8-digit location of target is ± 15 percent of the ground distance from the observer to the target (e.g., if target is 1000 meters from the observer, the location must be reported within 150 meters of the actual location).

Intermediate Training Objective 3

TASK: Each squad leader will make an initial fire request (call for fire),

CONDITIONS: as a ground observer, given a 1:50,000 map, a lensatic compass, radio, and a designated, observable point target (target may vary in range from 1000 to 4000 meters), employing the grid coordinates/direction method.

TRAINING STANDARD:

(1) Request for fire must be made within 3 minutes after the target has been designated.

(2) Request must include all six elements of the fire request.

(3) Radio procedures must adhere to the procedures specified in FM 23-91, "Mortar Gunnery," (December 1971), pages 5-1 through 5-4.

(4) Target location must be reported to the following accuracy: Actual 8-digit location of point target, ± 15 percent of the ground distance from the observer to the target.

(5) Observed target's magnetic azimuth (direction) must be reported within 3 degrees of the actual magnetic azimuth.

Intermediate Training Objective 4

TASK: Each squad leader will adjust 4.2 inch mortar fire.

CONDITIONS: as a ground observer, [illegible] designated target (ta[illegible] and a spotting round[illegible] ment employing the br[illegible]

TRAINING STANDARD: Sub[illegible] made within 15 seconds after the i[illegible] (spotti[illegible]t place effect on targ[illegible]g., round [illegible] of target) in not more tha[illegible] obtained a positive [illegible]

TASK — WHAT THE STUDENT CAN DO WHEN INSTRUCTION IS OVER.

CONDITIONS — DETERMINED BY TASK. NOT SOME MAGICAL LIST OF SUBJECT TITLES

STANDARD — THAT STUDENT PERFORMANCE THAT ASSURES YOU THE TASK HAS BEEN LEARNED.

C. ADMINISTRATIVE INSTRUCTION[illegible]

1. When training will [illegible]

2. Training location: [illegible]

3. Who will be trained [illegible]

4. Principal and As[illegible] [illegible]er, SGT Evans and SGT Ho[illegible]

5. Listing of all t[illegible] during the instruction. These must be coordinated [illegible] stated in the CONDITIONS element of the trai[illegible]

D. SEQUENCE (of) ACTIVITY (and) TIME

1. State the commander's training objective and then state the intermediate training objectives while demonstrating how to request and adjust 4.2 inch mortar fire. Point out each step and the intermediate training objective in the process as you come to it. — 15 min

2. Insure that students can determine target locations and observer-target azimuths. If not, practice this until they can. — 15 min

3. Explain the elements of the call for fire and then break class into three groups (maintain unit integrity if possible). Have each group master fire requests on chalkboards with the groups competing against each other by calling for fire on a radio to a simulated FDC.* — 77 min

*Have the groups compete with each other once they have grasped the procedure.

4. Explain how to spot rounds and calculate corrections and then break class into three groups. Have each group spot rounds, make range changes and correct deviations using a puff board.* — 52 min

5. Have the groups practice requesting and adjusting 4.2 inch mortar fire on a puff board until each NCO can meet the prescribed standards of the commander's training objective. Then, test their performance using live mortar fire. Once this has been accomplished, release the class, or keep working on speed and precision. — 70 min

6. Movement between concurrent stations. — 11 min

240 min or 4 hours

E. SAFETY RESTRICTIONS

Coordinate with range control, Bldg 39, for complete instructions on range fans. Area K requires: Range flag during firing, road guard at XT 681379, opening and closing of firing by an officer, and reporting of any malfunctioning rounds. Safety Officer will be present, in addition to the Principal Trainer.

F. (Additional comments and information required by local SOPs).

*Have the groups compete with each other once they have grasped the procedure.

THINK THIS APPROACH A BIT SIMPLISTIC? OF COURSE IT IS. BUT, ONLY A BIT. YOU WOULD DO WELL TO REMEMBER THIS PROVEN APPROACH... ITS FAR MORE SOUND THAN 15 PAGES OF RAW PRESENTATION.

EXAMPLE:

TASK — EACH STUDENT WILL UNDERSTAND THE FUTURE RELATIONSHIP OF COUNTRY X AND COUNTRY Y. A RATHER ESOTERIC PROBLEM!

APPROACH

TASK — EACH STUDENT WILL DESIGN A MULTI-DIMENSIONAL MODEL OF THOSE FACTORS AFFECTING THE RELATIONSHIP OF COUNTRY X AND COUNTRY Y.

CONDITIONS — AS AN ANALYST ON THE FAR EAST DESK WITH A GIVEN SET OF BACKGROUND MATERIALS DURING A 6 HOUR BLOCK OF NON-CONTACT TIME.

STANDARD — THE MODEL WILL INCLUDE AS A MINIMUM THE RECOGNIZED FORCES IN INTERNATIONAL POLITICS AND DEMONSTRATE A LOGICAL RELATIONSHIP BETWEEN RECENT TRENDS AND THESE FORCES. THE MODEL WILL INCLUDE THE STUDENTS ASSESSMENT OF THE RELATIVE POWER EACH FORCE SHOULD PLAY IN FUTURE EVENTS DESCRIBED BY POSITION, DIMENSION OR MATHEMATICALLY.

APPENDIX B

EDUCATION INNOVATIONS 1974

INNOVATIVE PROTOTYPES

Data Services Center
Tactical Operations Center (Simulator)
Experimental Classroom (Learning Resources)

INNOVATIVE TEACHING METHODS

"Hotline Instruction" (TDY teams w/portable AV) (DTAC)
"Teaching on the Sly" (Noontime TV Prompter) (DTAC)
"Trigger Tapes" (TV Discussion Stimulant - DCOM)
Television Tape Homework (12 tapes Management DCOM)
Wargaming with Miniatures (Computer Test DTAC)
Community Enrichment Program (Open University)
Peer Teaching (Computer Solo DCOM)
Studio TV Interview with Expert (St. Vith DTAC)
Televised Staff Guidance (Cmdt)
Computer Driven TV Teacher (Digilog - DCOM)
Civil Military Teaching Symposium (Cmdt)
Extra-curricular Challenges (Cmdt's Requirement)
Multi-media Student Research Products (DRI)
Role Playing Wargame (RAMP DSTRAT)

INNOVATIVE INSTRUCTIONAL SUPPORT SYSTEMS

Development of terrain board training aids
Development of acoustic sound devices
Development of one-stop quick graphic support
Development of multi-media systems
Development of role playing wargame system
Development of DART BOARD teaching system
Test of versatile divider systems
Long distance conference lecture system

THINGS ON THE HORIZON

Compressed speech summaries
Training literature graphic guide
Assessment module - Cmd post
Quick Quiz Board Prompter
Workgroup presentation systems (AV)

I WOULD LIKE TO KEEP THIS LIST ACCURATELY — PLEASE CALL IN YOUR ADDITIONS thanks Jim TEL. 2027

APPENDIX G
ARTICLES PUBLISHED IN MILITARY REVIEW
JANUARY - JUNE 1975

JAN

AFNORTH-NATO's Assailable Flank? . . . . .MAJ John F. Meehan III, USA
A Theory for Field Exercises . . . . . LTC Robert E. Loehe, USMC
The Viable Tool . . . . . ."Ethelbert"
National Objectives Into Specific Programs . . .LTC Jerry H. Hogan, USA
Number, Rank and Name! . . . . . .LTC A. J. Barker, British Army, Ret
Hostile Appointments: A New Concept in Western Strategy . . . . . .
Bicentennial Feature:
The War for Independence: Won or Not Lost? . . LTC James C. Shepard, USA
British Army Selection of Recruits . .COL Norman L. Dodd, British Army, Ret
Thesis: Antithesis: Synthesis? . . .COL Raymond R. Battreall Jr., USA
Logistics--A New Potential . . . . . .COL Linwood B. Mather, USA
General Otis' Leadership in the Philippines. . . . .Thomas F. Burdett

FEB

Military Force and Nonmilitary Threats . .CDR James Alden Barber, Jr., USN
Field Grade Officers' Decisionmaking Process . MAJ Donald L. Adams Jr., USA
Expenditures and Combat Readiness of Reserve Forces. . .George J. Neimanis
Air Defense Protection for the Division . . .CPT William D. Killgore, USA
Raise the Offensive Tempos . . . . . .COL I. Kirin, Soviet Army
Bicentennial Feature:
Fourth of July: The Army in the West . . . COL William P. Pipkin, USA
Conventional Warfare in Europe--Soviet View. . LTC Dallas C. Brown Jr., USA
Dam Building in the Army? . . . . . COL Gerald E. Galloway, USA
Artillery Shock . . . . . .MAJ Alexander M. S. McColl, USAR

MARCH

The Egyptian Staff Solution . . . . . Charles Wakebridge
Electromagnetic Pulse . . . . . Edwin James Gaul
Pigsticking or the Rat Race? . . . . MAJ O. J. M. Lindsay, British Army
A Man Under Authority . . . . . .LTC Fielding Lewis Greaves, USA-Ret
A CENTO for the 1970s . . . . . COL Sammy J. Cannon, USA
"Fightin' Means Killin'" . . . . . .COL William R. Brooksher, USAF
CPT David K. Snider, USAF
Bicentennial Feature:
Paul Revere and Who? . . . . . MAJ John A. Hardaway, USA
Chinese Army and Psychological Warfare . . . . COL Jack L. Mohler, USAR
LTC George D. Livingston Jr., USA
Tremors in the Western Pacific . . . . . Eugene B. Mihaly
Credibility in Military Education . . . . MAJ Robert E. Shea Jr., USA
Soviet Preparation for Night Combat. . . . . CPT Eugene D. Betit, USA

APPENDIX G (cont)

APRIL

The Political Problem of the People's Army . . . CPT William J. Gregor, USA
Clausewitz and Limited Nuclear War . . . . . LTC William V. Murry, USA
East German Army: A New Look at Indoctrination . . . . Dennis Chaplin
The Australian All-Volunteer Force
Part 1 - The Political Evolution. . . . . Kenneth J. Coffey
Civil Affairs in Transition . . . . . LTC Philip D. Coleman, USAR
The Infantry Battalion Revisited. . . . MAJ Alexander M. S. McColl, USAR
Bicentennial Feature:
Kings Mountain and Southern Loyalism . . . MAJ David Curtis Skaggs, USAR
Problems of Contemporary War . . . . . MG A. S. Milovidov, Soviet Army
COL V. G. Koslov, Soviet Army
Future Trends of Communist China's Strategic Policy . . . Niu Sien-Chong
The American General Staff (1903-16) . . . . . MAJ Marc B. Powe, USA

MAY

Power Projection 1990 . . . . . LTC William M. Stokes III, USA, et al.
US Position on Chemical Warfare Disarmament . . . MAJ Ray W. Bills, USA
The Vital Center . . . . . COL Norman L. Dodd, British Army, Ret
General Hugh S. Johnson and the War Industries Board . . . John Kennedy Ohl
Strategy and Tactics . . . . . BRIG C. N. Barclay, British Army, Ret
Bicentennial Feature:
Marquis de Lafayette and the American Revolution . . . Joseph R. Goldman
Waterloo and the Principles of War . . . . MAJ Carter H. Brantner, USA
One-Man Command . . . . COL GEN Aleksander N. Yefimov, Soviet Air Force
The Australian All-Volunteer Force
Part II-The Impact on Force Levels . . . . . Kenneth J. Coffey
Western Strategy . . . . . LTC Peter A. Koman, Austrian Army

JUNE

Stabilizing Military Systems . . . . . Morris Janowitz
Toward a US Defense Policy: Latin America . . COL Charles D. Corbett, USA
Military Language: Barometer or Bobby Trap . . . MAJ John D. Bergen, USA
Conventional Military Balance in Europe . . . LTC Stephen L. Canby, USAR
SALT Agreements in the 1970s . . . . . COL Charles L. Brindel, USA
"Miracles" and Leadership in Civil War Cavalry . . LTC James C. Shepard,USA
Bicentennial Feature:
For Rights Not Independence . . . . . Lynn L. Sims
The McClellans and the Grants . . . . . Edward K. Eckert
Is Your Army ROTC Legitimate? . . . . . COL Richard M. Meyer, USA
What Are US Reserve Forces Really For? . . . . COL George H. Gray, ARNG

APPENDIX H
MMAS DEGREE GRANTING AUTHORITY

Public Law 930365, 93rd Congress, H. R. 14592, August 5, 1974

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

* * *

TITLE VII - GENERAL PROVISIONS

* * *

SEC. 708. (a) Chapter 401 of title 10, United States Code, is amended--

(1) By adding the following new section at the end thereof:

4314. United States Army Command and General Staff College degree

"Under regulations prescribed by the Secretary of the Army, and with the approval of a nationally recognized civilian accrediting association approved by the Commissioner of Education, Department of Health, Education, and Welfare, the Commandant of the United States Army Command and General Staff College may upon recommendation by the faculty confer the degree of master of military art and science upon graduates of the college who have fulfilled the following degree requirements: a minimum of thirty semester hours of graduate credit, including a masters thesis of six to eight semester hours, and a demonstration of competence in the discipline of military art and science as evidenced by satisfactory performance on a general comprehensive examination. These requirements may be altered only with the approval of such association. The Secretary of the Army shall report annually to the Committees on Armed Services of the Senate and House of Representatives the following information: (1) the criteria which must be met to entitle a student to award of the degree, (2) whether such criteria have changed in any respect during the reporting year, (3) the number of students in the most recent resident course graduating class, (4) the number of such students who were enrolled in the master of military art and science program, and (5) the number of students successfully completing the master of military art and science program."; and

(2) by adding the following new item at the end of the analysis of such chapter:

"4314. United States Army Command and General Staff College degree."

(b) The Commandant of the United States Army Command and General Staff College may confer the degree of master of military art and science upon graduates of the college who have completed the requirements for that degree since 1964 but prior to the enactment of this Act; but the number of such degrees awarded for such period may not exceed two hundred.

APPENDIX I
MEMORANDUM OF AGREEMENT: RELATIONSHIP
OF NORTH CENTRAL ASSOCIATION AND CGSC

ATSW-ER 18 September 1974

MEMORANDUM OF AGREEMENT

SUBJECT: Relationship of North Central Association of Colleges and Secondary Schools and the US Army Command and General Staff College

1. On 17 Sep 74 a conference was held at Ft. Leavenworth, Kansas for the purpose of discussing the relationship between the Commission of Higher Education, North Central Association of Colleges and Secondary Schools, and the US Army Command and General Staff College in view of the recently enacted legislation authorizing the College to award the degree, Master of Military Art and Science (Extract of PL 93-365 attached). The conferees were:

Dr. Randall L. Thompson, representing the Commission

Dr. Ivan J. Birrer)
LTC George B. Kuykendall, Jr.,) representing the College

2. Following a thorough analysis both parties agreed to the following regarding the implementation of the legislation:

a. Commission policy does not allow for the approval of specific degree granting regulations for a single institution.

b. The Commission indicates its appraisal of an ins itution by its membership status; the membership status depicts accreditation status. This procedure should be followed insofar as the Commission and CGSC is concerned.

c. There is a regular process by which institutions are accredited. The process consists of the institution establishing a formal relationship with the Commission as first an affiliate and later as a member.

d. The process of obtaining an affiliate status involves an appraisal of the institution with respect to its compliance with the criteria for affiliate status. The award of affiliate status announces that the institution has satisfied the minimum standards established for affiliate status.

e. After obtaining affiliate status, the College may properly seek membership in the Commission. Any such affiliation would require a further

appraisal of the College with respect to the criteria for fully accredited institutions. Favorable action on such an application would indicate that the Commission believes CGSC meets the minimum standards for full accreditation.

f. The establishment and continuation of affiliate or member status with the Commission satisfies the provisions of PL 93-365.

g. USACGSC should proceed through the regular accreditation process. The process is initiated by the submission of a Status Study Report.

IVAN J. BIRRER
USACGSC

RANDALL L. THOMPSON
NCA

APPENDIX J
MASTER OF MILITARY ART AND SCIENCE
DEGREE AWARDS - 6 JUNE 1975

Retroactive Awards

1963–1964

Name	*Grade*	*Branch*	*Name*	*Grade*	*Branch*
De Luca, Anthony P	COL	IN	Randolph, James G	MG	USAF
Hardesty, George D (deceased)	COL	IN	Sawyer, Richard H	COL	OD
Hetz, Robert A, Jr	LTC	IN	Scheider, Max B	COL	EN
Hurst, John E, Jr (retired)	COL	EN	Schopper, Jared B	COL	IN
Ianni, Francis A	COL	IN	Shelton, Henry R	COL	IN
Kenny, John F. C., Jr	COL	IN	Simko, Andrew M (deceased)	LTC	IN
Kurtz, Maurice K, Jr	COL	EN	Smith, Gorman C	BG	USA
Mills, Neil B (retired)	COL	USMC	Tudor, Alfred T (retired)	LTC	AD
Pierce, Edward M	COL	IN	Youree, Charles D	BG	USAF
Pugh, Hilton E	LTC	FA			

1964–1965

Cash, William G	COL	IN	Munnelly, John E	COL	FA
Craig, Robert B	COL	SC	Murane, David M	COL	USAF
Dooley, Michael J	COL	OD	Obach, Ronald M	COL	SC
Gast, Philip C	COL	USAF	Otis, Glenn K	BG	USA
Glisson, William C	COL	IN	Price, Robert E (retired)	COL	AD
Heitzke, Kenneth S	COL	FA	Rogers, Ronald J	MAJ	IN
Henson, Virgil A, Jr (retired)	LTC	ARTY	Skaer, Kenneth L	LTC	IN
Kark, John S	COL	IN	Snyder, Howard W	COL	IN
Lammie, James L (retired)	COL	EN	Walter, Francis J	COL	EN
Leach, Charles R	COL	FA	Wang, Jesse	COL	SC
Merrill, Frank J (retired)	LTC	USAF	Weathersby, Russell A	COL	FA

1965–1966

Anson, Richard W	COL	IN	Hampton, Wade	COL	IN
Bieri, Leon D	COL	IN	Holman, Jonathan L, Jr	COL	OD
Bole, Albert C, Jr	COL	FA	Laudati, Roger C	LTC	FA
Brudvig, Dale K	LTC	AR	McGurl, Peter W	COL	IN
Canham, Charles D. W., II	COL	IN	Peterson, Leonard R	COL	USAF
Cooley, Andrew L	COL	AR	Quinn, Paul D	COL	AR
Doyle, David K	COL	AR	Schweitzer, Robert L	COL	AR
Ellis, Alvin C	LTC(P)	TC	Wilson, Dwight V	LTC	USAF
Fosmire, William L	COL	CH	Wilson, Franklin L	COL	IN
Galvin, John J	COL	IN			

1966–1967

Applegate, Walter V	LTC	FA	Mullen, Raymond C, Jr	LTC	IN
Balzhiser, Robert M	COL	FA	Nolde, William B (deceased)	COL	FA
Brain, Tom H	COL	OD	Platt, Richard L (retired)	LTC	MI
Cummings, Eldon L	COL	IN	Rogers, Clare R. J.	COL	SC
Dyke, Charles W	COL	IN	Smith, Frank L	LTC	AR
Gunter, Gurnie C	LTC	EN	Sevilla, Exequiel R, Jr	LTC	FA
Handwork, Bertrand A	LTC	AIS	Vavra, George R	LTC	EN
Heinlein, Joseph J, Jr	LTC	AD	Watts, Bobbie M	LTC	AD

1967–1968

Bremer, James H	COL	IN	Durbin, James J	LTC	FA
Cannon, Morris C	LTC	QM	Eitel, John C (retired)	LTC	AR
Chaney, Otto P, Jr	COL	MI	Ennis, Harry F	LTC	OD
Charles, William M, Jr	COL	USAF	Evrard, James A	COL	IN
Curl, Richard L	COL	EN	Galloway, Gerald E	COL	EN
Debelius, Charles A	COL	EN	Hartman, Donald F	LTC	EN
Donohue, Edward J	LTC	TC	Hausman, Conrad K	COL	FA

1967–1968 (continued)

Name	Grade	Branch	Name	Grade	Branch
Hyman, Stanley H	LTC	MI	Saling, Neil E	LTC	EN
Johnstone, Homer	COL	EN	Summers, Harry G	LTC	IN
O'Brien, John E (retired)	LTC	AD	Winkler, William P	COL	MC
O'Shei, Donald M	LTC	EN	Withers, George K	COL	EN
Price, Oscar G	COL	AD			

1968–1969

Brown, John P	COL	SC	Mussells, John D	MAJ	FA
Downen, Robert E	LTC	IN	Rapp, Edward G	MAJ	EN
Goodwin, Willard C, Jr	LTC	AR	Reed, Jean D	MAJ	FA
Hokanson, William A	MAJ	EN	Reynard, Richard L	LTC	FA
Humphries, Smith C	LTC	USAF	Schow, Robert A, Jr	LTC	EN
Kerver, Thomas J	LTC	FA	Shalala, Samuel R	LTC	AR
Klose, John A	LTC	FA	Smith, Vernard J (retired)	LTC	IN
McCall, James F	LTC(P)	IN	Sweetwood, Dale R	LTC	IN

1969–1970

Bomersheim, Phil K	MAJ	FA	McCaffrey, William J	LTC	IN
Longhofer, James E	MAJ	AR	O'Meara, Andrew P, Jr	MAJ	AR

1970–1971

Arbogast, William R	MAJ	AD	Jones, Julius E	LTC	OD
Backus, Richard J	LTC	AD	Malmberg, James E	MAJ	SC
Conrad, Hawkins M	LTC	AR	Mauk, Gerald F	LTC	MI
Cothran, James M	MAJ	SC	Mills, Frank L (retired)	COL	SC
Daley, John M	LTC	FA	Ramsden, James H	LTC	CM
Dilworth, Robert L	LTC	AG	Siegal, David L	COL	MC
Gamino, John M	MAJ	OD	Snowden, Edgar	LTC	EN
Griffiths, William R	MAJ	AR	Starsman, Raymond E	MAJ	AD
Hines, Charles A	MAJ	MP	Thiede, Alfred J	LTC	EN
Hocker, John R	LTC	IN	Wilhelm, Edmund A	LTC	SC
Ingman, John F	LTC	TC	Wilson, Bruce E	MAJ	IN

1971–1972

Alexander, Franklin D	MAJ	AD	Lenti, John M	MAJ	IN
Allred, Raymond S	LTC	FI	Leuty, Ray S	MAJ	IN
Blume, Geoffrey E	LTC	EN	Mallion, Richard J	MAJ	SC
Howard, Robert T	MAJ	EN	Potter, Allen R	LTC	AD
Ikeda, Moss M	LTC	USAR	Reynolds, Robert H (retired)	MAJ	AD
Ladehoff, Harold L	MAJ	SC	Runey, Dennis I	MAJ	FA

1972–1973

Andrews, Andrew E	MAJ	AD	Kershaw, Theodore G	MAJ	MI
Brooks, Joseph H	MAJ	FA	King, Joseph S	MAJ	MI
Channon, James B	MAJ	MI	Leigh, Fredric H	MAJ	IN
Duberstein, George E	MAJ	MI	Pappas, Robert L	MAJ	USMC
Eaves, Maynard D	MAJ	MP	Roberts, Thomas C, III	MAJ	FA
Gordon, Don E	MAJ	MI	Williford, Sherman H	MAJ	IN
Hazen, David W	MAJ	FA			

1973–1974

Bankson, Peter R	MAJ	IN	Stanley, Richard A	CPT(P)	SC
Duryea, Lyman C, Jr	MAJ	IN	Street, Donald R	MAJ	FA
Fisher, Richard B	MAJ	MI	Thomes, James T	MAJ	USAF
Johnson, Donald W	MAJ	USMC	Van Horn, Fredrick E	MAJ	FA
Malone, William K	MAJ	FA	Wahl, William E	MAJ	SC
McElroy, Joseph R	MAJ	QM	Walkley, Lester D	MAJ	IN
Mott, William H	MAJ	FA	Warren, Daniel C	LTC	MC
Paone, Joseph F	MAJ	IN			

1974–1975 Awards

Major Creighton W. Abrams, Jr., FA
Thesis – The 16 Division Force: Anatomy of a Decision
Thesis Committee: LTC H. R. Stone*
MAJ E. F. McGushin
LTC R. Hirtzel**

Major John I. Alger, IN
Thesis – The Origins and Adaptations of the Principles of War
Thesis Committee: Dr. H. L. Coles*
LTC W. A. Stofft
MAJ D. C. Skaggs**

Captain John W. Beaver, SC
Thesis – An Analysis of Alternatives to Verbal FM Radio Tactical Command and Control Communications
Thesis Committee: LTC D. R. Campbell*
MAJ J. B. Channon
MAJ D. Martin, Jr.**

Lieutenant Colonel Robert O. Begtrup, MC
Thesis – United States National Will: A Psychodynamic Theory
Thesis Committee: LTC W. A. Stofft*
COL R. D. Wiegand
COL A. G. Federici**

Major Mark L. Bellamy, AR
Thesis – The Air Cavalry Troop's Capability to Perform as a Covering Force in European Mid-Intensity Warfare
Thesis Committee: MAJ E. V. Parker, Jr.*
LTC R. Maxson
MAJ B. J. Sottak
LTC R. Hirtzel**

Major John D. Bergen, SC
Thesis – The Causes of Writing Problems in the Army
Thesis Committee: LTC P. W. Child, Jr.*
MAJ R. C. Stiepock
LTC J. R. Breitlow**

Major Howard E. Boone, EN
Thesis – The Feasibility of Estimating the Contribution of Artificial Obstacles to Force Performance
Thesis Committee: MAJ J. E. Miller*
MAJ V. R. Chitren
Mr. R. Willis**

* Chairman
** Consulting Faculty

Major Dante A. Camia, IN
Thesis – The Evolution of the Advanced Attack Helicopter
Thesis Committee: MAJ L. B. Fulton*
LTC C. A. Klopp
LTC W. P. Franz**

Major Edward W. Cavanaugh, Jr., lN
Thesis – Helicopter Antitank Weapons System: AH–IQ or OH–58Q?
Thesis Committee: LTC J. T. Willis*
LTC C. A. Klopp
Dr. L. L. Sims

Major Norman K. Chung, Jr., MI
Thesis – An Analysis of Command and Control Doctrine for the Infantry Battalion in the Attack
Thesis Committee: MAJ R. S. Talmadge*
LTC J. D. Crandall
COL A. G. Federici**

Captain Wesley K. Clark, AR
Thesis – Military Contingency Operations: The Lessons of Political-Military Coordination
Thesis Committee: LTC G. B. Rogers*
LTC E. W. Gale
Dr. H. L. Coles

Captain John L. Condon, Jr., OD
Thesis – The Perceived Threat of Affirmative Action Policy
Thesis Committee: MAJ R. W. Symons*
LTC C. E. Prisk
LTC W. R. Larson**

Major William H. Cook, FA
Thesis – The Field Artillery Battalion on the Nuclear Battlefield
Thesis Committee: MAJ J. E. Metelko*
LTC R. A. Cooper
MAJ D. Martin, Jr.**

Major John G. Coombs, IN
Thesis – The Atlanta Campaign: Principle of the Objective Revisited
Thesis Committee: MAJ R. C. Stovall*
LTC J. G. Fowler, Jr.
MAJ D. C. Skaggs**

Major Robert M. Coombs, IN
Thesis – Changsin (Chosin) Reservoir, Korea 1950: A Case Study of United States Army Tactics and Doctrine
Thesis Committee: LTC J. G. Fowler, Jr.*
Dr. L. L. Sims
MAJ D. C. Skaggs**

Captain John S. Cowings, OD
Thesis – Reaction of Combat Service Support Troops Under Stress: The Small Maintenance Support Unit in a Combat Environment
Thesis Committee: MAJ K. R. Wykle*
LTC G. H. Pertain
LTC G. H. Rice, Jr.**

Major William F. Daugherty, AR
Thesis – The SHORAD Requirement of the Armored Cavalry Regiment
Thesis Committee: LTC W. W. DeWitt*
MAJ G. R. Sullivan
MAJ D. Martin, Jr.**

Major Gerald H. Early, AG
Thesis – The United States Army in the Philippine Insurrection: 1899–1902
Thesis Committee: LTC D. B. Vought*
MAJ C. R. Nelson
MAJ D. C. Skaggs**

Major Curtis V. Ebitz, IN
Thesis – The Tank-Attack Helicopter in the European Mid-Intensity Conflict Environment: An Operational Effectiveness Analysis of Competitiveness/Compatibility
Thesis Committee: MAJ J. M. Berg*
MAJ J. J. Carlin
MAJ D. Martin, Jr.**

Captain Gene R. Farmelo, SC
Thesis – An Examination of the Command and Control Communications at Brigade
Thesis Committee: LTC A. L. Wehrle*
LTC D. P. Prescott
Dr. J. R. Goldman

Major Donald C. Fischer, OD
Thesis – An Analysis of Cost Implications of Accomplishing Direct Support Maintenance Tasks for the Truck, 1/4-Ton, M151 Series at the Organizational Maintenance Level
Thesis Committee: LTC E. F. Small*
MAJ E. M. Kelley
LTC G. H. Rice, Jr.**

Major Henry H. Fitzpatrick, OD
Thesis – Production Control for a C&C Company
Thesis Committee: MAJ D. E. Cleaver*
MAJ W. H. Dunford
MAJ J. M. Liittschwager**

Major John B. Gaither, IN
Thesis – Galahad Redux: An Assessment of the Disintegration of Merrill's Marauders
Thesis Committee: Dr. H. L. Coles*
Dr. L. L. Sims

Lieutenant Colonel Luther J. Griffith, OD
Thesis – A Perceptual Evaluation of the CONUS Installation Maintenance Support Structure by Application of the Contingency Theory of Management–An Exploratory Study
Thesis Committee: LTC C. F. Phillips*
MAJ W. D. Katholi
LTC W. K. Heim**

Captain Colin O. Halvorson, AR
Thesis – Motivation and Job Satisfaction for Middle Level Career Army Officers
Thesis Committee: LTC R. K. Jayne, Jr.*
MAJ J. W. Durbin
LTC G. H. Rice, Jr.**

Major Anthony E. Hartle, IN
Thesis – Breaching Walls in Urban Warfare
Thesis Committee: MAJ B. A. Jones*
LTC E. E. Perry
COL J. W. Price**

Major Robert F. Helms II, FA
Thesis – The Effects of Nuclear Weapons on Post WWII US/USSR Confrontations Intensity Peak Levels
Thesis Committee: MAJ S. J. Watson III*
MAJ R. Klein
LTC R. Hirtzel**

Major Patrick R. Hughes, FA
Thesis – A Study of Recognition of the Lesser Achievements of Low Ranking Enlisted Men
Thesis Committee: LTC W. F. Fitzpatrick*
LTC W. J. Winter, Jr.
COL R. W. Schlater**

Major Eric A. Kevitz, EN
Thesis – The Future Availability of Strategic Raw Materials and Possible North Atlantic Treaty Organization Actions
Thesis Committee: LTC L. J. Kochanek*
MAJ P. H. Bouton
COL J. W. Price**

Major Ian W. Larson, IN
Thesis – An Interactive Language Query System for Retrieving Alphanumeric Data from an Army Tactical Data System
Thesis Committee: MAJ D. G. Moore*
Mr. G. K. Kitarogers
LTC W. R. Larson**

Major Loren G. Lundquist, FA
Thesis – The Nuclear Weapon Capabilities Required to Support the Military and Political Uses of Nuclear Weapons Envisioned by Selected Civilian Strategic Thinkers

Thesis Committee: MAJ P. R. Bankson*
LTC W. V. Murry
LTC R. Hirtzel**

Captain Orlin L. Mullen, AR
Thesis – Hellfire Designator Survivability

Thesis Committee: MAJ J. J. McKinney*
MAJ R. H. Goldsmith
MAJ D. M. Campbell
LTC W. R. Larson**

Major D. Brent Pope, OD
Thesis – An Analysis of the Process of Management by Objectives Adapted to an Army Battalion

Thesis Committee: LTC H. B. Dyer*
MAJ F. Gibson
MAJ J. M. Liittschwager**

Major Charles W. Raymond III, FA
Thesis – A Military Perspective of International Peacekeeping: The Nature and Characteristics of Peacekeeping Operations and Review and Evaluation of Some Peacekeeping Concepts and Doctrine

Thesis Committee: MAJ D. S. Krape*
LTC D. G. Hanson
LTC H. J. Psomiades**

Captain Robert D. Rood, SC
Thesis – FM Tactical Communications Under Intentional Interference

Thesis Committee: COL W. K. Evans*
MAJ L. Walker
LTC W. P. Franz**

Major John T. Thomas, FA
Thesis – Negotiating with the North Vietnamese: A Military Perspective

Thesis Committee: LTC J. A. Sauvageot*
MAJ A. Wilhelm, Jr.*
LTC R. D. Welch
LTC H. J. Psomiades**

Major John C. Thompson, AR
Thesis – Pershing's Mission in Mexico

Thesis Committee: Dr. L. L. Sims*
LTC M. Lopez
COL J. W. Price**

Major Michael W. Totten, MI
Thesis – An Analysis of the Decisionmaking Elite of the Kingdom of Sa'udi Arabia
Thesis Committee: MAJ R. G. Totten*
LTC R. N. Storms
LTC H. J. Psomiades**

Major William M. Vance, MS
Thesis – Recruitment of Physicians for the Active Army, 1970–1980
Thesis Committee: MAJ C. O. Jordan, Jr.*
LTC A. B. Smith
COL R. W. Schlater**

Lieutenant Colonel Joseph A. Walton, IN
Thesis – Policy Precedents: United States Involvement in Vietnam 1944–1961
Thesis Committee: MAJ F. W. Benson*
MAJ J. F. Neale
Dr. J. R. Goldman

Captain William A. Wise, EN
Thesis – An Economic and Ecologic Comparison of the Nuclear Stimulation of Natural Gas Fields with Retorting of Oil Shale
Thesis Committee: LTC M. R. Kortum*
LTC G. M. Richards
MAJ J. M. Liittschwager**

Major Allen R. Wissinger, IN
Thesis – Economic Planning as it Affects Military Strategy: The Rathenau and Speer Systems of Modern Industrial Warfare (1914–1945)
Thesis Committee: Dr. J. R. Goldman*
LTC J. C. Shepard
MAJ F. Benson

APPENDIX K
PLAN FOR INSTITUTIONAL DEVELOPMENT (CGSC - 1975), 14 OCTOBER 1971

ATSCS-EA

14 October 1971

MEMORANDUM FOR: Staff and Faculty, USACGSC

SUBJECT: Plan for Institutional Development (CGSC - 1975)

The overall aim of institutional development is for USACGSC to become a professional graduate school responsive to anticipated Army needs. To achieve this aim, the following objectives and specific goals are announced:

I CURRICULUM

Objective: Modify present curriculum, in both content and design, as required for graduate education.

Specific Goals:

1. Complete the change from a Subject-oriented to a Course of Study oriented perspective of curriculum design.

2. Provide a common curriculum adequate to prepare all graduates for duty with the Army in the Field together with a variety of optional courses to be pursued by portions of the student body.

3. Include in the program of each CGSC student a meaningful research experience.

4. Establish a procedure for exempting students from curriculum areas on the basis of demonstrated competence.

II INSTRUCTIONAL METHODS AND PROCEDURES

Objective: Modify present instructional methods and procedures in consonance with educational philosophy and curriculum design.

Specific Goals:

1. Establish an appropriate balance between contact hours and out-of-class study requirements.

2. Improve the present teacher-student ratio by decreasing the number of students per section.

3. Reduce the classroom time devoted to skill training in order to provide more problem-solving activity.

4. Reduce the subject matter density in order to promote the opportunity for analysis and discussion in depth.

5. Exploit educational innovations that show promise of improving the College's educational program.

III FACULTY -- QUALIFICATION AND TRAINING

Objective: Upgrade the quality of the CGSC faculty.

Specific Goals:

1. Establish qualifications for faculty positions in terms of professional experience and/or education.

2. Establish procedures whereby the Office of Personnel Operations nominates only officers clearly qualified for assignment to CGSC faculty.

3. Improve the validity of procedures for designating potential instructors.

4. Continue to obtain a high proportion of yearly replacements from the graduating class.

5. Provide a measure of continuity in faculty assignments.

6. Endorse the concept of a College-wide continuing in-service training program for all faculty members.

7. Encourage faculty members to improve their professionalism by additional education relevant to their faculty responsibilities.

IV INTERFACE WITH HIGHER EDUCATION

Objective: Gain acceptance and recognition as a full-fledged member of the higher education community.

Specific Goals:

1. Acquire degree-granting authority.

2. Regain accredited status with North Central Association.

3. Participate actively as an institution in important educational organizations, e.g., ACE, NCA, Council of Graduate Schools.

4. Develop procedures for capitalizing on the ACE Study regarding applicability of portions of the CGSC curriculum to civilian graduate programs.

5. Develop an official transcript.

6. Strengthen liaison and working relations with neighboring graduate institutions.

7. Establish a faculty research program designed to support the College curriculum, to promote scholarship, and to provide for professional academic affiliation of faculty members.

V FACILITIES AND EQUIPMENT

Objective: Improve or modify facilities and equipment to fully support College educational program.

Specific Goals:

1. Provide a production studio for ITV.

2. Convert ITV distribution system from black and white to color.

3. Automate library holdings.

4. Provide additional rehearsal rooms.

5. Move DNRI to Bell Hall.

6. Move Book Store to Bell Hall.

JOHN J. HENNESSEY
Major General, USA
Commandant

APPENDIX L

REFERENCES USED IN PREPARING INSTITUTIONAL SELF STUDY

1. Status Study Report -- November 1974, US Army Command and General Staff College.
2. Report of Educational Survey Commission of the United States Army Command and General Staff College, 1962.
3. Report of the Department of the Army Board to Review Army Officer Schools, February 1966, VOL II.
4. Special Report of USACGSC, Information for Review Committee, USOE, 1967.
5. Report of Annual Meetings of CGSC Advisory Committee, 1968-1973.
6. The History of Fort Leavenworth 1964-1973, by CPT John L. Cowings, OD.
7. A History of the Master of Military Art and Science Program and Related Activities, by MAJ Robert E. Ahrens.
8. Articles and speeches by present and former CGSC Commandants.
9. Department of the Army Pamphlet No. 600-3, Officer Professional Development and Utilization, March 1974.
10. Official Catalog and related documents of CGSC including official US Army and DOD Policy Guidance.
11. Plan for Institutional Development (CGSC - 1975), 14 October 1971.
12. Plan for Institutional Development (CGSC - 1980).
13. Self Study Reports of CGSC Departments and Staff Agencies.
14. The NCA Handbook on Accreditation and numerous self studies of other institutions.