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**DEPARTMENT OF THE ARMY  
AD HOC COMMITTEE REPORT  
ON THE  
ARMY NEED FOR THE STUDY  
OF MILITARY HISTORY**

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**VOL. IV  
ANNEX C  
(Military History Questionnaire—  
Evaluation of Results)**

**West Point, New York**

**May, 1971**

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MILITARY HISTORY QUESTIONNAIRE

EVALUATION OF RESULTS

Annex C to the Ad Hoc Committee  
Report on the Army Need for the  
Study of Military History



MILITARY HISTORY QUESTIONNAIRE  
EVALUATION OF RESULTS

\*Acknowledgments

Summary of Conclusions

Questionnaire

Agencies Polled

Evaluation of Questionnaire Results

List of Charts

Explanatory Notes

Charts:

- A. Background Data on Survey Population
- B. How Much History Has the Officer Corps Studied?
- C. What Is the Value of Military History?
- D. Where Should the Army Teach Military History?
- E. Do You Desire To Study More Military History?
- F. Is A Special Career Program in Military History Desirable?
- G. How Effectively Is the Army Using Its Military History Resources?

Selected Written Comments Received

## ACKNOWLEDGMENTS

The committee developed the questionnaire used in its survey from proposals offered by Major A. S. Britt, III, Assistant Professor, Department of History, USMA, and suggestions for refinements provided by the Office of Institutional Research, USMA. Preparation and mailing of the questionnaire were expedited through the services of the administrative staff of the Department of History and personnel from Headquarters, USMA.

Through cooperation of commanders and staffs concerned, questionnaires were administered to students and faculty members of the Army War College, the Command and General Staff College, sixteen Army Service Schools, and officers stationed at Fort Bragg. The prompt return of completed questionnaires made possible evaluation of results without delay. The committee expresses its appreciation to all concerned.

The committee is also grateful to senior officers, active and retired, and to many Professors of Military Science and their assistants throughout the country, for taking time from busy schedules to respond, and particularly for their many valuable comments.

Results were key punched by personnel of the Adjutant General Division, USMA, and data processing was accomplished by the Office of Institutional Research, USMA. Charts were drawn under the supervision of Mr. Edward J. Krasnoborski, Cartographer, Department of History, USMA. Printing was accomplished by the Printing Plant, USMA, under the overall direction of Mr. Orville Herbert.

The committee expresses its sincere gratitude to the 3397 officers who responded to this questionnaire, and especially to the 1717 who offered written comments concerning the Army's need for the study of military history. This overwhelming response is in itself, perhaps, the best expression of the concern for professional development that permeates the officer corps of the United States Army, young and old, Regular and Reserve, teacher and student.

Finally, the committee acknowledges the very important work performed by one of its members, Colonel Walter R. Hylander, Jr., in interpreting questionnaire answers. Colonel Hylander correlated answers received, devised methods for depicting results, and performed most of the analysis involved in evaluating the results.

*Thomas E. Griess*

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Ad Hoc Committee

West Point, New York  
15 May 1971

## SUMMARY OF CONCLUSIONS

Based on a representative survey of 3397 Army officers (2.6% of the total officer strength), it is concluded that:

a. Knowledge of, interest in, and appreciation for the value of the study of military history are correlated quite closely with military rank, with combat experience, and with closeness to "the sound of the guns" (service in a combat arm). In effect, knowledge of military history correlates with success as a professional soldier, but whether either is the result of the other cannot be ascertained solely as a result of this survey.

b. The principal benefits to be derived from the study of military history are considered to be insights gained from studying problems similar to those faced today, and lessons learned from studying success and failure. General enhancement of an officer's professional background and decision-making ability, rather than searching for solutions applicable to specific problems, should be the study goals. The study of history is an educational process--not a training program.

c. Occasional reading of military history does not provide the insights or the lessons held to be most valuable; an organized intensive home study program or college graduate level study is required.

d. Undergraduate ROTC study of military history has been deficient; fifty percent of ROTC officers, from second lieutenant thru colonel, indicated they did not even study military history as undergraduates.

e. Military history should be mandatory at USMA and in ROTC; the study of military history should then be continued through all levels of the Army school system, either as a required course of study or as an elective. Self-study should also be encouraged.

f. A special career program for military historians is not favored by experienced officers. They prefer that military history expertise be developed among those officers already possessing an educational background in history, by more emphasis at all levels of Army schooling and by an expanded advanced degree program. Younger officers do favor a special career program, and enough indicated interest to support it if implemented. A strong desire for a graduate degree in history exists (22% of officers surveyed); this desire exists throughout the officer corps.

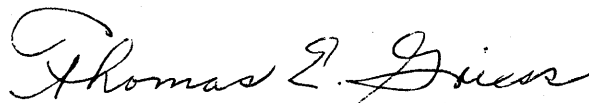
g. The Army is not making effective use of its military history resources now.

## MILITARY HISTORY QUESTIONNAIRE

The Chief of Staff has directed the establishment of an Ad Hoc committee to determine the Army's needs for the study of military history. You are invited to contribute your comments to this committee.

For the purpose of this questionnaire, consider the term "military history" in the following general sense: "an objective, accurate, descriptive, and interpretive record of all activities of the Armed Forces in peace and war." The committee interprets this definition to include three broad categories: operational history, which includes the study of tactics, strategy, logistics and leadership in combat itself; administrative and technical history, which includes studies in functional areas such as doctrine, professionalism, organization, and technological developments; and the history of the military and society, which examines the changing relationship between military and social, political, economic, and psychological elements of state power.

Please refer to this concept of military history when developing your responses to the questions listed below. Note that several of these questions may require expanded comments. A blank sheet has been provided at the end of this questionnaire for these comments and for any other comments you may care to make on related subjects not covered in this questionnaire. Ensure that your name appears on the upper right corner of all answer sheets. The committee will tabulate your responses for statistical purposes only and will adhere to a strict non-attribution policy in handling your comments. Answer in pencil only. Blacken appropriate space(s) beside answers you choose. Erase completely all stray marks.



THOMAS E. GRIESS  
Colonel, USA  
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Department of History, USMA  
Chairman, Department of the  
Army Ad Hoc Committee

1. Rank

- a. 01
- b. 02
- c. 03
- d. 04
- e. 05
- f. 06
- g. General Officer
- h. Retired Officer

2. Branch

- a. Cbt Arms (Inf, Armor, FA)
- b. Cbt Spt (CE, Sig C, ADA, Cml C, MI)
- c. Cbt Svc Spt (QMC, Ord C, Fin, TC, AGC, MP)
- d. Other

3. Source of Commission

- a. ROTC
- b. USMA
- c. OCS
- d. Other

4. Highest Educational Level Attained

- a. High School
- b. Bachelor's Degree
- c. Master's Degree
- d. Doctorate

5. Graduate Degree in History

- a. Yes
- b. No

6. Desire to obtain a Graduate Degree in History

- a. Yes
- b. No

7. Highest Military Schooling Completed

- a. Basic Course
- b. Advanced Course
- c. C&GSC/AFSC
- d. Senior Service School
- e. None of above

8. Duty Assignments Previously Held (Mark all appropriate responses)

- a. Student
- b. Troop duty--co/btry/trp level
- c. Staff--brigade or lower
- d. Staff--division or higher
- e. Staff--DA/Joint/Combined
- f. Command--Bn/Bde/Gp/Regt (or equivalent advisory duty)
- g. Instructor--USMA/ROTC
- h. Instructor--Army School

9. Current Duty Assignment

- a. Student
- b. Troop duty--co/btry/trp level
- c. Staff--brigade or lower
- d. Staff--division or higher
- e. Staff--DA/Joint/Combined
- f. Command--Bn/Bde/Gp/Regt (or equivalent advisory duty)
- g. Instructor--USMA/ROTC
- h. Instructor--Army School
- i. Other
- j. Not Applicable, since I am not on active duty

10. Combat Experience (Mark all appropriate responses)

- a. World War II
- b. Korean War
- c. Vietnam
- d. Other
- e. None

11. To what extent have you studied military history?  
(Mark all appropriate responses)

- a. Occasional reading
- b. Self-designed home study program (intensive)
- c. College level (undergraduate)
- d. College level (graduate)
- e. Military Service School
- f. Other (Please explain on separate answer sheet)

12. In what way has your study of military history proved most beneficial to your effectiveness as an Army officer?  
(Mark only one response)

- a. Lessons learned from studying success and failure
- b. Insights gained from studying problems similar to problems faced today
- c. Inspiration of great deeds performed by others
- d. Improved decision making ability
- e. Enhanced understanding of behavioral problems
- f. My study of military history has actually benefited me very little

13. List examples of your use of military history in the performance of your duties. (Please place your comments on separate answer sheet)

14. How valuable do you feel the study of military history (as defined above) can be in enhancing the professional Army officer's ability to perform his mission? (Mark one response)

- a. Highly valuable
- b. Of some value
- c. Not as valuable as the study of other disciplines
- d. Of no value at all; a waste of time
- e. No strong opinion

15. In order to facilitate processing of responses, this question is divided into three parts.

Which of the following books have you read? (Mark all appropriate responses)

- a. Weigley, R., History of the United States Army
  - b. Machiavelli, The Art of War
  - c. Ropp, T.R., War in the Modern World
  - d. Earle, E.M., Makers of Modern Strategy
  - e. Clausewitz, C., On War
  - f. Liddell Hart, B.H., Strategy
  - g. Chandler, D.G., The Campaigns of Napoleon
  - h. Freeman, D.S., Lee's Lieutenants
  - i. Barnett, C., The Swordbearers
  - j. Craig, G., The Politics of the Prussian Army
- 16.
- a. Taylor, T., The March of Conquest
  - b. Ridgway, M.B., The Korean War
  - c. Fall, B., Street Without Joy
  - d. Giap, V.N., People's War, People's Army
  - e. Lawrence, T.E., The Seven Pillars of Wisdom
  - f. Greenfield, K. (ed.), Command Decisions (OCMH)
  - g. Albright, J. et al, Seven Fire Fights (OCMH)
  - h. Hemingway, E., Men at War
  - i. Tuchman, B., The Guns of August
  - j. Pike, D., Viet Cong
- 17.
- a. Kissinger, H., Nuclear Weapons and Foreign Policy
  - b. Marshall, S.L.A., The River and the Gauntlet
  - c. MacDonald, C., Company Commander
  - d. Marx, K., Communist Manifesto
  - e. Hitler, A., Mein Kampf
  - f. Shirer, W.L., The Rise and Fall of the Third Reich
  - g. Manstein, E., Lost Victories
  - h. Pogue, F.C., George C. Marshall
  - i. Matloff, M. and Snell, E., Strategic Planning for Coalition Warfare
  - j. Thompson, R., Revolutionary War in World Strategy 1945-1969



18. At what levels in the Army's officer education program should military history (as defined above) be a required course of study? (Mark all appropriate responses)
- a. USMA/ROTC
  - b. Basic Course
  - c. Advanced Course
  - d. CGSC
  - e. War College
  - f. None of the above
19. At what levels in the Army's officer education program should military history (as defined above) be offered as an elective? (Mark all appropriate responses)
- a. USMA/ROTC
  - b. Basic Course
  - c. Advanced Course
  - d. CGSC
  - e. Senior Service School
  - f. None of the above
20. If military history (as defined above) were offered as an elective at the service school you are now attending, would you elect to take it?
- a. Yes
  - b. No
  - c. Not Applicable, since I am not attending a service school at this time
21. In the present-day Army there are a number of special career programs which utilize officers in relatively narrow areas. Among these are Logistics, Information, Foreign Area Specialty, and Military Assistance. What would be your reaction to the establishment of such a program in Military History?
- a. For such a program
  - b. Oppose such a program
  - c. No feelings on the subject

22. Considering the present-day career development objective of your particular branch, would you consider assignment to such a program?
- a. I would not be qualified for such a program
  - b. I may be qualified and would be interested
  - c. I may be qualified and would not be interested
  - d. I don't know if I would qualify
  - e. Not Applicable to my status
23. If the present-day career development objectives were changed to allow for more specialization in fields such as Military History, without the concurrent danger of being "sidetracked" or "left behind," would your answer to item 22 be different?
- a. Yes, I would then be interested in such a program
  - b. No, I would not be interested in such a program
  - c. I would still be unqualified for such a program
  - d. Not Applicable
24. If your answer to item 23 was YES, or Not Applicable, how should military history specialists be utilized? (Mark all appropriate responses)
- a. To teach Military History in Army Service Schools and USMA/ROTC
  - b. To provide historical judgment by advising in the decision-making process at high levels of command and staff
  - c. To research and publish lessons learned from recent combat actions.
  - d. To publish studies, articles, and books in order to stimulate military thought and theory
  - e. To serve in field commands as a historian or in a military history detachment
  - f. Other (Please explain on the separate answer sheet)

25. In your opinion, how effectively is the Army making use of its Military History resources? (Mark only one response)
- a. I do not know what the Military History resources are
  - b. Optimum
  - c. Adequate
  - d. Poor
26. If a career field in Military History is not established, what other courses of action are available to the Army to meet the requirement for expertise in this field? (Please record your recommendations on the separate answer sheet)
27. Have you provided separate comments?
- a. Yes
  - b. No

AGENCIES POLLED

Selected General Officers (Active and Retired)

Professors of Military Science

Instructors of Military Science

Fort Bragg, North Carolina (Sampling of Officers in TOE Units)

Army War College (Faculty and Students)

Command and General Staff College (Faculty and Students)

Faculty, Advanced and Basic Course Students at the Following Service Schools:

Infantry

Armor

Field Artillery

Air Defense Artillery

Engineer

Signal

Southeastern Signal

Military Police

Ordnance

Quartermaster

Transportation

Finance

Military Intelligence

Chemical

Adjutant General

Chaplain

## EVALUATION OF QUESTIONNAIRE RESULTS

General. A detailed analysis of the questionnaire employed and the responses received led to organizing this evaluation around seven fundamental considerations. The discussion that follows, and the supporting charts, are therefore presented under these general headings:

- A. Background Data on Survey Population.
- B. How Much History Has the Officer Corps Studied?
- C. What Is the Value of Military History?
- D. Where Should the Army Teach Military History?
- E. Do You Desire to Study More Military History?
- F. Is a Special Career Program in Military History Desirable?
- G. How Effectively Is the Army Using Its Military History Resources?

Background Data on Survey Population. A total of 4480 questionnaires were distributed, and 3397 replies were received for an overall return of 76%. Despite the "captive" nature of student populations surveyed, overall response was extremely gratifying. Of the general officers surveyed, 82% responded and 40 of 41 offered detailed written comments. Of the 500 questionnaires sent to Professors of Military Science and their assistants, 459 (92%) were returned and almost all contained comments and suggestions. In all, 1717 written comments were received; more than half the officers who responded took the additional time to offer their views and recommendations on the Army's need for the study of military history.

Composition of the population surveyed was fairly well distributed by rank. The first lieutenant group was smaller than could have been desired, but not enough to distort the data seriously (Chart A1). The composition by rank of the Fort Bragg group conformed quite closely to that of the survey population as a whole, and Fort Bragg served as an excellent control group (Chart A1). Responses from Fort Bragg, as shown on subsequent charts, also conformed closely to those from the entire population, dispelling apprehension on the part of the committee that the survey results would be distorted unduly by the academic environment of the majority of respondents.

The general officers (active and retired) who were included in the survey, were chosen by name from lists proposed by members of the committee. The composition of this group of general officers is therefore highly selective, but on the other hand the group incorporates many highly distinguished combat leaders, from World War II to Vietnam, whose views on the study of military history carry the weight of those who achieved the pinnacle of success as professional soldiers. Eleven were four-star generals (Chart A1).

In order to check whether the officer population surveyed was representative of the officer corps Army-wide, the composition of the survey population was compared with data obtained from the Office of Personnel Operations, Headquarters, Department of the Army. Comparative distributions were made by rank (2LT through COL) with branch of service, source of commission, and level of education (Charts A14, A15, A16).

The survey population was not truly representative of the officer corps Army-wide in several respects. The most significant distortion occurred in the distribution by branch (Chart A14). The survey contained a smaller percentage of combat arms lieutenants than exists Army-wide and larger percentages of combat arms officers in other grades. Army-wide, 45% of the colonels are in the combat arms; in this survey 72% were combat arms officers (Chart A14). The survey also included significantly smaller percentages of "Other" branch officers, primarily medical officers, than exist Army-wide (Chart A14). While these distortions mean that these survey results are not truly representative of the officer corps as a whole, the committee is of the opinion that the results remain useful in determining the Army's need to study military history. This view is based on the belief that the lessons of history are closer to the heart of the professional skill of combat arms leaders, particularly at higher levels, than they are for technically oriented officers.

By source of commission, the survey included fewer OCS second lieutenants than exist Army-wide (11 vs 42%) (Chart A15); this was because there were very few OCS lieutenants among the basic course students surveyed (Chart A5). There were also smaller percentages of "Other" source officers in the survey, for all grades, than in the officer corps as a whole (Chart A15); this was probably because the survey included very few medical and legal officers -- who receive direct commissions. For the reasons given in the preceding paragraph, the committee still regards the survey results as useful in its study.

By level of education, the survey caught very high percentages of lieutenants with advanced degrees (Chart A16). These were recent ROTC graduates who were basic course students. Of 1LTs in the survey, 20% had doctorates and 17% had master's degrees (Chart A16). In general, the level of education of the officers surveyed was somewhat higher than for the officer corps Army-wide. Except for lieutenants with advanced degrees, however, the patterns of educational levels were quite similar for the survey population and the officer corps Army-wide.

Distribution of the survey population by branch was adequate. The only apparent distortion resulted from an unexpectedly large (102) group of Chaplains Corps advanced course students (Charts A3, A4).

Distribution of responses by source of commission was adequate. Large blocks of OCS first lieutenants and captains were present (Charts A5, A6), but these were found to be representative of the Army taken as a whole (Chart A15).

Distribution by educational level was distorted to some degree in two respects: the population of lieutenants with advanced degrees (Chart A8), and the proportion of captains with only high school education (Chart A8). The latter proved to be representative of the Army as a whole (Chart A16); the former was caused by an abnormally high proportion of recent ROTC graduates included in this survey (Chart A15).

Distribution by highest military schooling was considered adequate (Charts A9, A10, A11).

Distribution by combat experience was likewise considered representative (Charts A12, A13). Except for basic course students, the majority of respondents (70%) had seen combat and 11% had been in two or more wars (Chart A13).

In summary, the committee concludes that:

a. The composition of the population surveyed was adequate for the purposes of this study, and conforms fairly well with composition of the commissioned officer corps of the Army.

b. In evaluating results of the survey, one should note and allow for:

(1) High proportions of "Other" branch majors, OCS captains without college degrees, and lieutenants with advanced degrees.

(2) Small sample sizes in some categories.

How Much History Has The Officer Corps Studied? The questionnaire results were surprising in some respects and anticipated in others.

Officers were asked to indicate:

a. The extent to which they had studied military history (occasional reading, intensive home study, college undergraduate level, college graduate level, at military service schools, or other) (Question 11).

b. Whether they had a graduate degree in history (Question 5).

c. Which books from a selected list of thirty they had read (Questions 15,16,17).

For the population as a whole, 73% read military history occasionally; only basic course students, at 51% (Chart B1), were significantly lower than the average for the officer corps as a whole. The reading of history does not increase much until the grade of captain (Chart B4). Only 50% of ROTC officers stated they had studied military history as undergraduates (Chart B8). This is not a recent trend; it applies generally for all ranks from second lieutenant through colonel (Chart B11). Ten percent of the officer corps claim intensive home study, and 4% have done graduate-level study (Chart B1). It is considered significant that in both categories the highest groups were general officers, professors of military science, and ROTC instructors.

Intensive home study increases steadily with rank, except for an unexplained drop among lieutenant colonels (Chart B2). College level study increases for majors and grows steadily through the rank of general (Chart B2).

The extent military history is studied decreased with distance from the "sound of the guns" (Charts B5, B6, & B7).

OCS and "Other" source officers (largely chaplains) read slightly more military history than ROTC and USMA officers (Chart B9). USMA officers have much more undergraduate level study (Chart B10). Those with doctorate degrees do not study as much as those with bachelor's or master's degrees (Charts B14 - B17).

Graduate history degrees are spread from second lieutenant to colonel, with concentrations in the field grades (Chart B19), among PMS and ROTC personnel (Chart B18), and in the combat arms (Chart B20).

The list of thirty books in the questionnaire (Questions 15,16,17) was designed to discriminate between serious students of military history and those who read only lightly. The list was not intended to be, in any sense of the word, an all-inclusive collection of books that every professional officer should read; many outstanding works were omitted. There were some best-sellers, such as Shirer's The Rise and Fall of the Third Reich; some autobiographical works by modern American leaders such as Ridgway's The Korean War; some books by noted civilian scholars such as Weigley's History of the United States; two of the "Green Book" series on The United States Army in World War II; and some of the classics such as Clausewitz's On War. While any such list is always subject to question, the results of the survey indicated that the list of books chosen did serve its intended purpose as a discriminator. With reference to the charts, the "over 10" group is judged as probably the best though rough indicator for identifying the serious readers of military history.

Of the total population surveyed, 17% had read none of the books on the list; 40% had read more than five; 17% had read more than ten; and 6% had read more than fifteen. The Fort Bragg group was only slightly less well-read than the total survey population, and conformed closely to it (Chart B21).

The most well-read groups were the general officers and the Army War College faculty (66% over ten books). Next were AWC students, Professors of Military Science, C&GSC faculty, and ROTC instructors (Chart B21). The lowest group were the basic course students; 38% had read none, and only 8% had read more than five (Chart B21).

The number of books read increased steadily with rank (Chart B22) and with military schooling (Chart B26). It also increased with civilian educational level, from high school through master's degree level, (Chart B25); those with doctorates presumably concentrate their reading in their own professional fields -- mostly scientific and technical.

The number of books read by USMA graduates was significantly higher than ROTC or OCS graduates, or those with other sources of commission (Chart B24).



The number of books read was highest for combat arms officers, and decreased with distance from "the sound of the guns" (Chart B23). The "Other" branch officers surveyed, however, included a sizable group of chaplains whose reading of military history exceeded all but combat arms officers (Chart B23).

When the number of books read was compared with the extent to which military history was studied, (Chart B27), only those with intensive home study or graduate level college study stood out from those who read occasionally, as undergraduates in college, or at military service school. This difference was to be expected, but it is considered significant because general officers were more than twice as high as the average for all officers, in both intensive home study and graduate level study of military science in the same two categories (Chart B1).

The list of most popular books (Chart B28) contained some surprises. The presence of The Rise and Fall of the Third Reich, The Guns of August, and Lee's Lieutenants is probably due to their having been nation-wide best sellers. Weigley's History of the United States Army is widely read in ROTC. Street Without Joy is being read by officers (probably before going to Vietnam) because it is widely viewed as providing an accurate picture of the background for the war in Southeast Asia. Giap's People's War, People's Army is probably on the list for the same reason.

The positions of some of the "classics" were surprising: The Communist Manifesto as third (first among basic students); Clausewitz's On War as fourth; Mein Kampf as sixth, and Machiavelli's The Art of War as ninth. These are often widely quoted, but not generally thought to be read comprehensively by most officers.

Five of the twelve most popular books can be considered in the "Know Your Enemy" category: Rise and Fall of the Third Reich, Street Without Joy, Communist Manifesto, Mein Kampf, and People's War, People's Army. Three are in the category of "Generalship": On War, Lee's Lieutenants, and The Art of War.

To summarize this portion on the extent to which the officer corps has studied military history, a few key conclusions may be drawn:

a. The extent to which military history is studied increases steadily with rank, and with progress through the Army school systems. It also increases with those officers who indicated service in one of the combat arms.

b. Approximately 50% of ROTC officers, in all grades through colonel, indicate they did not study military history as undergraduates, despite its having generally been a required subject in the ROTC core curriculum.

c. Junior officers read or study military history much less than the officer corps as a whole; not until they reach the grade of captain (or enter the advanced course) do they begin to catch up.

d. Almost all officers profess to occasional reading of military history; OCS officers and chaplains are the only groups that stand out from the officer corps as a whole.

e. Intensive home study and graduate level study identify the serious students of military history. As one would expect, the ROTC, C&GSC and AWC faculties stand out in these categories; but significantly, the AWC students and general officers also stand out from the officer corps as a whole.

What is the Value of Military History? Officers were asked to indicate:

a. How the study of military history had been most beneficial to them (lessons learned by studying success and failure, insights gained by studying problems similar to those faced today, inspiration of great deeds performed by others, improved decision making ability, enhanced understanding of behavioral problems, or very little) (Question 12).

b. How valuable they considered the study of military history to a professional officer (highly valuable, of some value, less than other disciplines, a waste of time, or no opinion) (Question 14).

c. Examples of their use of military history in performance of their duties (Question 13).

More than two out of three officers said that the study of history had been beneficial to them (Chart C1); 28% indicated "very little" but many of these indicated they were basic course students and had no occasion to use it.

The two benefits most often cited were "lessons learned" (22%) and "insights gained" (20%) (Chart C1).

The appreciation of the benefits of studying military history increases steadily with military rank (Chart C2), number of books read (Chart C5), and with combat experience (Chart C7). Most of this enhanced appreciation was credited to "insights gained".

Appreciation increases with closeness to "the sound of the guns", except for chaplains (Chart C3). (Chaplains credit "increased understanding of human behavior" and "inspiration of great deeds".) The increases occur in "lessons learned" and "insights gained" (Chart C3).

When the benefits of the study of military history are compared to extent studied (Chart C6), two groups stand out. These are those who claim intensive home study and college graduate level study; both give significantly more credit to "insights gained" (Chart C6).

Responses concerning the value of the study of history to a professional officer generally followed those concerning benefits. 28% said "highly valuable"; and 11% had no opinion (Chart C8).

Appreciation of the value of the study of history grew with rank (Chart C9), with nearness to the "sound of the guns" (Chart C10), and with combat experience (Chart C14). Officers with doctorate degrees were the least appreciative (Chart C13), while USMA graduates were the most (Chart C11).

In response to a request to cite specific examples of their use of military history, approximately one-third of the officers did so while 11% indicated that no specific examples came to mind (Charts C15, C16). 88% of the general officers gave examples; 12% did not (Chart C16). Responses appear to have been inspired, in part at least, by suggested answers for Question 12, because the wording of many comments followed that in Question 12. The use of history most often cited was in the preparation and conduct of training (14%); next came lessons learned (7%); understanding behavior and the art of leadership (6%); improved decision making ability (3%); and preparation of war plans and studies (3%) (Charts C15, C16). Junior officers and instructors understandably cited use in instruction and training. General officers cited use in the planning of wartime operations; ROTC personnel stressed the use of history in communicating with the public, and in understanding the Army's role in society. Application of the principles of war was low. General enhancement of professional background was cited by many; this comment was sometimes added by those who indicated that no specific examples of their use of history came to mind (All from Chart C15).

In order to analyze all of the 1717 written comments received, each committee member reviewed and categorized a share of the total. Interpretation and categorization of comments therefore varied somewhat, because of the varying subjective judgment of the reviewers. Many comments applied to more than one category shown on Chart C15, and were so tallied. When analyzed and subjected to some refinement, however, the five uses cited above stood out.

It was clearly apparent, from comments received, that the study of military history was considered valuable, but not so much for specific application to a combat situation as for general enhancement of one's professional background and insight.

A representative selection of written responses to Question 13 is shown following the charts themselves.

Results of the questionnaire lead to the following conclusions concerning the value of military history:

a. The value that is credited to the study of military history correlates quite closely to the military rank, with combat experience, with the number of books read, and with service in a combat arm.

b. The principal benefits derived are lessons learned from studying success and failure and insights gained from studying problems similar to problems faced today.

c. Specific examples of the application of a combat lesson from history and application of the principles of war, are much less frequently cited than the general enhancement of professional knowledge and the sharpening of judgment.

Where Should the Army Teach Military History? Officers were asked their opinions as to where military history should be a required course of study (Question 18) and also offered as an elective (Question 19). Suggested answers were: USMA/ROTC, basic course, advanced course, the command and general staff course, at senior service colleges, or none of these. More than one choice could be indicated; and, although not explicitly requested, the respondent could indicate a choice for both a required and an elective course at the same school. Officer candidate school was not included as a possible choice. It is not known whether any respondents believed they had to indicate either a mandatory or an elective course (but not both); this could have been possible from the way these questions were phrased.

An overwhelming majority (96%) indicated that military history should be mandatory at one or more of the schools listed. Somewhat fewer (87%) indicated it should be an elective at at least one of the schools (Chart D1).

At USMA and ROTC, 74% indicated military history should be required, and 25% recommended it as an elective. (No distinctions could be made between USMA and ROTC in answering the questionnaire, unless written in; no written comments were noted) (Charts D1, D2). The percentage favoring a mandatory course generally increased with rank, while that favoring electives decreased with rank (Chart D3).

While a significant percentage (at least one-third) of all officers favored teaching military history at all other levels of the Army school system, there was little in the way of overall patterns (Charts D1, D2). The basic course drew the least support (35% for required; 27% for elective) (Chart D1). At the advanced course, electives were slightly (52 to 50%) favored over a mandatory course; a similar slight preference for a mandatory course was indicated at C&GSC and the Army War College (Chart D1).

Officers appeared to favor electives until after they had completed the level of schooling concerned; thereafter a required course was preferred (Charts D1, D2, D4, D5). The one exception was that AWC students favored a mandatory course for themselves, 59 to 56% (Chart D1).

The higher the rank, the stronger appeared to be the preference for required courses (Charts D3, D4, D5).

Combat arms officers favored mandatory courses at all levels; "other" branch officers favored mandatory courses at basic and advanced; combat support and combat service support officers favored mandatory history at basic, electives at advanced, and indicated little or no preference at C&GSC

and AWC (Chart D6). In general, branch of service did not have a significant effect on preference as to where military history should be taught or whether it should be required or elective.

It is concluded, from results of this survey, that:

a. The officer corps strongly indorses the teaching of military history in the Army school system.

b. Mandatory courses in military history are strongly preferred at USMA and in ROTC.

c. Adequate support exists for incorporating military history, as a required and/or as an elective course of study, at all other levels of the Army school system. Those with more rank and experience favor mandatory courses; junior officers favor electives.

Do You Desire to Study More Military History? Officers were asked whether, if now attending a military service school, they would take an elective course in military history if it were offered (Question 20).

A surprising 22% of all officers surveyed indicated they did desire a graduate degree in history; and 28% of those at Fort Bragg answered similarly. (Chart E1). While this was an answer that cost nothing in the way of a commitment, the total of 747 of 3397 who answered "Yes", indicates that a significant part of the officer corps is willing to undertake the study of history in a serious way. If the study of military history is expanded within the Army, more than enough officers are available who desire to learn enough to do the teaching. This desire for an advanced degree in history is strongest among majors (29%), C&GSC students (28%), C&GSC faculty (45%) and ROTC instructors (43%) (Charts E1, E2).

When asked if they would take a military history elective at the service school they were attending, 48% of basic course students answered "Yes" and 70% of advanced students also answered "Yes" (Chart E3); both figures are even higher than those students who recommended a military history elective be offered at their schools (Chart D1). At C&GSC, however, only 27% indicated they would take such an elective (Chart E3), while 74% recommended it be offered (Chart D1). Apparently a number of C&GSC students appear to feel a military history elective should be offered but primarily for the benefit of their classmates.

There was little difference among desire to take a military history elective among branches of service (Chart E4) or civilian educational level (Chart E5).

It is concluded, as a result of this survey, that:

a. There is a significant desire among Army officers for a graduate degree in history, particularly among instructors at C&GSC, the AWC, and in ROTC.

b. There is strong interest in taking a military history elective at all levels of the Army school system.

Is a Special Career Program In Military History Desirable? Officers were asked to indicate:

a. Whether the Army should have a special career program for military historians (Question 21).

b. Whether they would consider assignment to a special career program for military historians (Question 22).

c. Whether, if career "sidetracking" could be avoided, their interest in a special career program would be changed (Question 23).

d. How military history specialists should be utilized (Question 24).

e. How, if a special career program were not established, the Army could meet its needs for military history expertise (Question 26).

In general, responses to this group of questions were confusing, and there were considerable indications that (1) officers were confused by the phrasing of questions 22 and 23, and (2) the Army's military history program is not well understood (See also following section on: How Effectively is the Army Using Its Military History Resources?).

The overall reaction to a special career program in military history was 32% "For", 28% "Against", and 39% "No Opinion" (Chart F1). Negative reactions increased sharply with rank, from majors upward, and a majority of LTCs and above opposed such a program (Chart F2). Favorable reactions outweighed negative reactions for Fort Bragg (39 to 27%), basic course officers (37 to 12%), advanced course students (34 to 21%), service school faculty (32 to 30%), and for ROTC instructors (41 to 31%) (Chart F1). There was little change in opinion by branch of service (Chart F3), educational level (Chart F4), or present duty (Chart F5).

The percentages of those interested in assignment to a special career program were 16% "Yes", 30% "No", and 54% "Not Qualified", "Don't Know", or "Not Applicable" (Chart F6). These were somewhat lower than overall reactions to establishment of such a program (Chart F1). No group surveyed had more "Yes" than "No" responses; interest was greater among ROTC instructors (29%), at Fort Bragg (20%), and among basic students (20%) (Chart F6). No significant variations by branch of service were noted (Chart F7).

When asked the same question, under the proviso that career development objectives would be changed to allow more specialization and to prevent "sidetracking", officers responded quite confusingly. Those responding "Yes" increased from 16% to 18%; those responding "No" also increased, from 30 to 38% (Chart F6, F8). The patterns of response remained about the same. Of those who had originally indicated they favored such a program (Question 21), interest decreased (Chart F9). Of those originally opposed to a special career program or who had indicated no strong feelings on the subject (Question 21), interest increased -- as would have been expected -- but so did the percentages of those not interested (Chart F9). The promise to eliminate sidetracking apparently had little effect as an inducement to join a special career program in military history; as indicated in written comments, many officers did not believe the stigma of specialization could be avoided. Some were undoubtedly just confused by the presentation of the questions; a numbering error on the questionnaire added to the problem.

According to survey responses, military history specialists should be used primarily: (1) to teach history at USMA, in ROTC, and at Army schools (97%); (2) to research and publish lessons learned from recent combat (75%); and (3) to publish studies, articles, and books in order to stimulate military thought (72%) (Chart F10). Considerably fewer indicated using them as field historians (44%), or to provide historical judgment by advising at high levels of command and staff (42%) (Chart F10).

Many different suggestions were received in written comments concerning what the Army could do if a special career program were not established. Most common suggestions were: (1) more emphasis at all levels of instruction (10% of total officers surveyed); (2) an advanced degree program for more officers (9%); (3) better use of officers already having an educational background in history (9%); (4) use of civilians, as instructors and in non-teaching positions (11%); and (5) more encouragement for self-study, including making correspondence courses available (5%) (Chart F11, F12). Six percent of all officers surveyed volunteered the observation that the Army should do nothing; more expertise is not needed (Chart F11, F12). More than sixty other suggestions were received and are shown on Charts F11 and F13.

Based on this survey, it is concluded that:

a. A majority of experienced officers oppose a special career program in military history.

b. From written comments received, opposition to a special career program appears to be based on views that:

- (1) More expertise is not needed in this field, or
- (2) Specialists cannot avoid becoming sidetracked.

c. If a special career program were to be established:

- (1) Enough junior officers are interested to make it work.
- (2) The primary use of military history specialists should be to teach military history.

d. If a special career program is not established, military history expertise can be obtained by:

- (1) More emphasis at all levels of instruction.
- (2) An expanded advanced degree program.
- (3) Better use of officers already possessing backgrounds in history.
- (4) Use of civilians.
- (5) Encouragement of self-study, including correspondence courses in military history.

How Effectively Is The Army Using Its Military History Resources?

Officers were asked this question and suggested responses were: optimum, adequate, poor, and "I don't know what the resources are" (Question 25).

Of the total population surveyed, 2% indicated "Optimum"; 19% indicated "Adequate"; 31% indicated "Poor"; and most (48%) indicated they didn't know what the resources were (Chart G1).

Knowledge of the Army's military history resources increases with rank (Chart G2), with combat experience (Chart G4), and with service in the combat arms (Chart G3); but so does the low regard for the utilization of these resources (Charts G2, G3, G4).

Conclusions from the survey, concerning effectiveness of the Army's use of its military history resources, are:

- a. The officer corps needs to be educated about the Army's military history program.
- b. The Army's military history program requires either major improvement or better publicity.



## LIST OF CHARTS

### A. Background Data on Survey Population.

- A1. Distribution of responses by rank
- A2. Current duty assignment
- A3. Distribution by branch
- A4. Branches of service vs rank
- A5. Source of commission
- A6. Source of commission vs rank
- A7. Highest educational level attained
- A8. Highest educational level vs rank
- A9. Highest military school completed
- A10. Highest military schooling vs rank
- A11. Highest military schooling vs educational level by rank
- A12. Combat experience
- A13. Combat experience summary
- A14. Officer distribution by branch of service and rank
- A15. Officer distribution by source of commission and rank
- A16. Officer distribution by level of education and rank

### B. How much history has the officer corps studied?

- B1. To what extent have you studied military history?
- B2. Extent military history studied -- by rank
- B3. Extent military history studied -- by branch
- B4. Extent military history studied by occasional home reading -- by branch and rank
- B5. Extent military history studied by intensive home study -- by branch and rank

- B6. Extent military history studied at college -- by branch and rank
- B7. Extent military history studied at military service schools -- by branch and rank
- B8. Extent military history studied by source of commission
- B9. Extent military history studied by occasional reading -- by source of commission and rank
- B10. Extent military history studied by intensive home study -- by source of commission and rank
- B11. Extent military history studied at college -- by source of commission and rank
- B12. Extent military history studied at military service schools -- by source of commission and rank
- B13. Extent military history studied by educational level
- B14. Extent military history studied by occasional reading -- by educational level and rank
- B15. Extent military history studied by intensive home study -- by educational level and rank
- B16. Extent military history studied at college -- by educational level and rank
- B17. Extent military history studied at military service schools -- by educational level and rank
- B18. Graduate degrees in history
- B19. Graduate degrees in history vs rank
- B20. Graduate degrees in history vs branch
- B21. Number of books read (from selected list of thirty)
- B22. Number of books read vs rank
- B23. Number of books read vs branch
- B24. Number of books read vs source of commission
- B25. Number of books read vs highest educational level
- B26. Number of books read vs highest military schooling

B27. Number of books read vs extent military history studied

B28. Most popular books on reading list

C. What is the value of military history?

C1. How has your study of military history proved most beneficial?

C2. How has your study of military history proved most beneficial?  
(by rank)

C3. Benefits of military history -- by branch

C4. Benefits of military history vs educational level

C5. Benefits of military history vs number of books read

C6. Benefits of military history vs extent studied

C7. Benefits of military history vs combat experience

C8. How valuable is the study of military history to an officer?

C9. How valuable is the study of military history to an officer?  
(by rank)

C10. Value of military history -- by branch

C11. Value of military history vs source of commission

C12. Value of military history vs source of commission and rank

C13. Value of military history vs highest educational level

C14. Value of military history vs combat experience

C15. How have you used military history in the performance of your  
duties? (tabulated from written responses)

C16. How have you used military history in the performance of your  
duties? (charted)

D. Where should the Army teach military history?

D1. Where should military history be taught? (table)

D2. Where should military history be taught? (chart)

D3. Should military history be a required and/or elective course at  
USMA/ROTC?

- D4. Should military history be a required and/or elective course in basic courses? in advanced courses?
- D5. Should military history be a required and/or elective course at C&GSC? at AWC?
- D6. Where should military history be taught? (vs branch)
- E. Do you desire to study more military history?
  - E1. Graduate degree in history desired
  - E2. Graduate degree in history desired vs rank and military schooling
  - E3. Desire for military history elective at army service schools
  - E4. Desire for military history elective at army service schools vs branch
  - E5. Desire for military history elective at army service schools vs educational level and rank
- F. Is a special career program in military history desirable?
  - F1. Reaction to a special career program in military history
  - F2. Special career program vs rank
  - F3. Special career program vs branch and rank
  - F4. Special career program vs highest educational level and rank
  - F5. Special career program vs current duty
  - F6. Would you consider assignment to a special career program (present-day career development objectives)?
  - F7. Interest in special career program vs branch and rank
  - F8. Would you consider assignment to a special career program (if career development objectives were changed to allow more specialization)?
  - F9. Interest in assignment to a special career program.
  - F10. How should military history specialists be utilized?
  - F11. Without a special career program, how can the Army meet its needs for military history expertise? (tabulated from written responses)

F12. Without a special career program, how can the Army meet its needs for military history expertise? (charted)

F13. Other suggested alternatives to a special career program

G. How effectively is the Army using its military history resources?

G1. How effectively is the Army using its military history resources?

G2. Effectiveness vs rank

G3. Effectiveness vs branch

G4. Effectiveness vs combat experience

## EXPLANATORY NOTES

1. The number of responses in any given category (rank, branch, etc.) will vary somewhat from sheet to sheet, because of "misses" recording during machine processing of DIGITEK replies. A "miss" could result from a question not being answered, or being answered incorrectly (such as more than one answer marked), or it could have resulted from a keypunching or a processing error. Keypunching errors were negligible, according to spotchecks conducted.

2. In order to save time, the majority of the officers surveyed were selected students in the Army school system. As a control, a random survey of officers stationed at Fort Bragg was also conducted; the distribution of responses from Fort Bragg conformed quite closely to that for the entire population surveyed and, therefore, enhances the validity of survey results.

3. Data on distribution of the officer corps Army-wide were provided by the Manpower Branch, OPDOD, Officer Personnel Division, Office of Personnel Operations, Headquarters, Department of the Army.

4. The general officers, active and retired, who were included in the survey, were chosen by name from lists proposed by each member of the committee. The composition of this group of general officers is therefore highly selective. On the other hand, the group incorporates many highly distinguished combat leaders, from World War II to Vietnam, whose views on the study of military history carry the weight of those who reached the pinnacle of success as professional soldiers. Eleven were four-star generals.

5. Because of the manner in which replies were processed, it proved impossible to separate precisely the responses of basic course students and advanced course students. Therefore it was decided to classify all service school student replies in the grades of O1 and O2 as basic course students, and grades O3 and O4 as advanced course students. The inaccuracies introduced by this arbitrary classification are not considered significant.

6. The basic course population is known to include a significant (but unmeasured) number of Active Duty-For-Training (ADT) officers, who revert to reserve status after three months. Their responses may have differed to some degree from those of active duty officers, either Regular or Reserve, but after considered evaluation of the overall result the committee concluded that the impact of ADT responses would not affect validity of the survey.

7. In order to simplify analysis, the questionnaire arbitrarily grouped all officers according to branch of service as follows:

Combat Arms:	Inf, Armor, FA
Combat Support:	ADA, CE, Cml C, MI, Sig C
Combat Service Support:	AGC, Fin, MP, Ord, QMC, TC
Other:	Chap, JAG, WAC, and all Medic

The classifications of FA as a combat arm and ADA as a combat support arm have been questioned. An examination of questionnaire responses showed that officers from Ft. Sill and Ft. Bliss did follow the branch groupings as presented in the questionnaire, and the overall results of the evaluation are still considered to be valid.

8. Although a total of 48 replies were received from general officers (active and retired), seven arrived with other bundles and were not identified until data processing was completed. Only 41 of the 48 general officer replies were therefore included in the tabulation of various responses as "GEN" or "RET". All retired officers included in the survey were actually general officers.

9. Some sample sizes were small (2LTs with combat experience, AWC faculty, etc.). Sample size is shown in every case, below the column concerned, and should be considered in interpreting results.

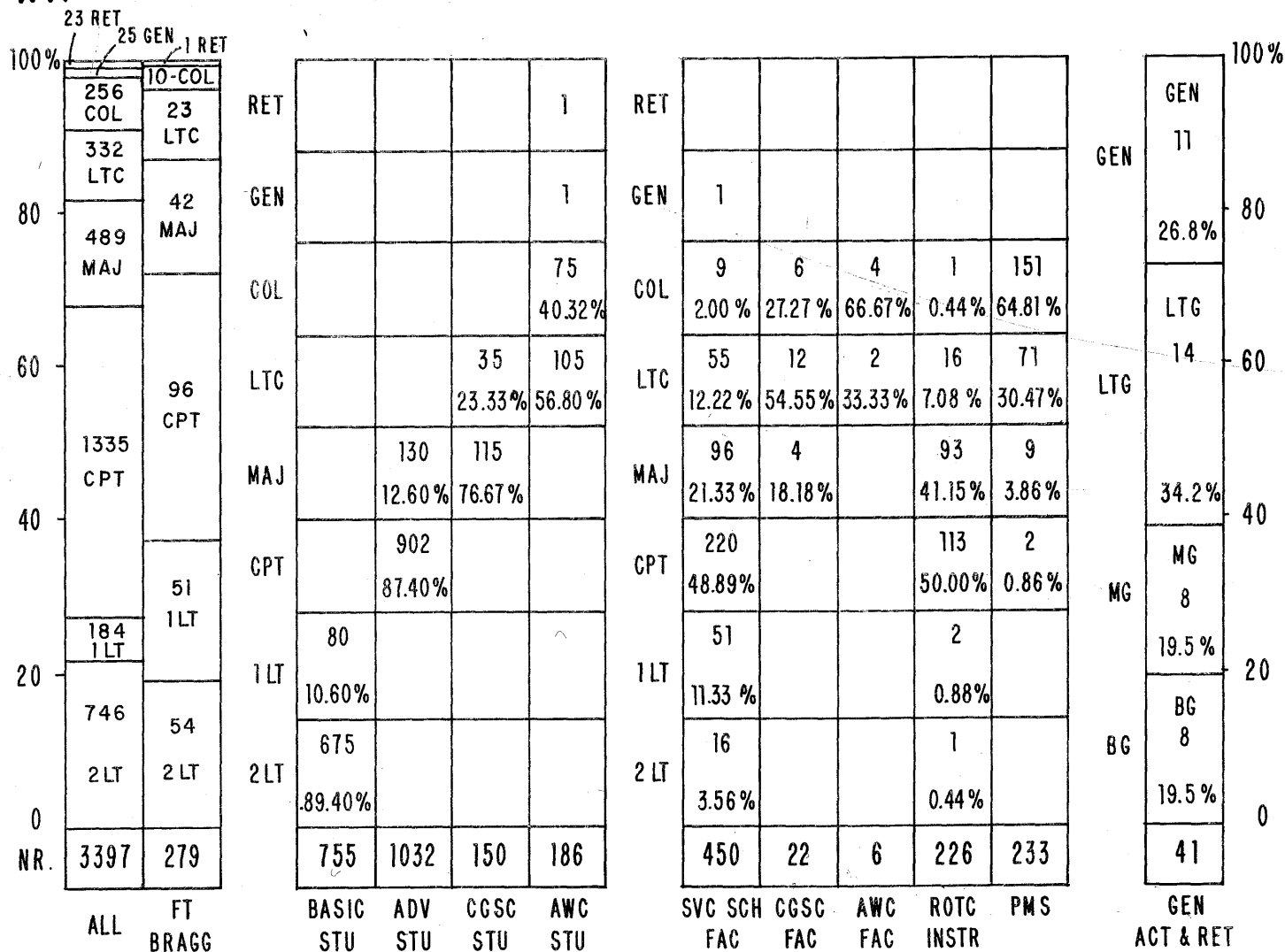
10. With the assistance of the Office of Institutional Research, USMA, all conclusions based on this survey were examined for statistical significance. Product-moment correlation coefficients for certain key charts (A14, A15, A16, C2, C3, C5, C6, C9, F2, and G4) were computed and in all cases results were satisfactory ( $p < 0.001$ ). In addition, data on two key charts (C6 and F2) were tested by "chi-squared" technique and again results were satisfactory ( $p < 0.001$ ). All conclusions drawn from this survey are considered statistically valid.

A. BACKGROUND DATA ON SURVEY POPULATION



A1.

## DISTRIBUTION OF RESPONSES BY RANK

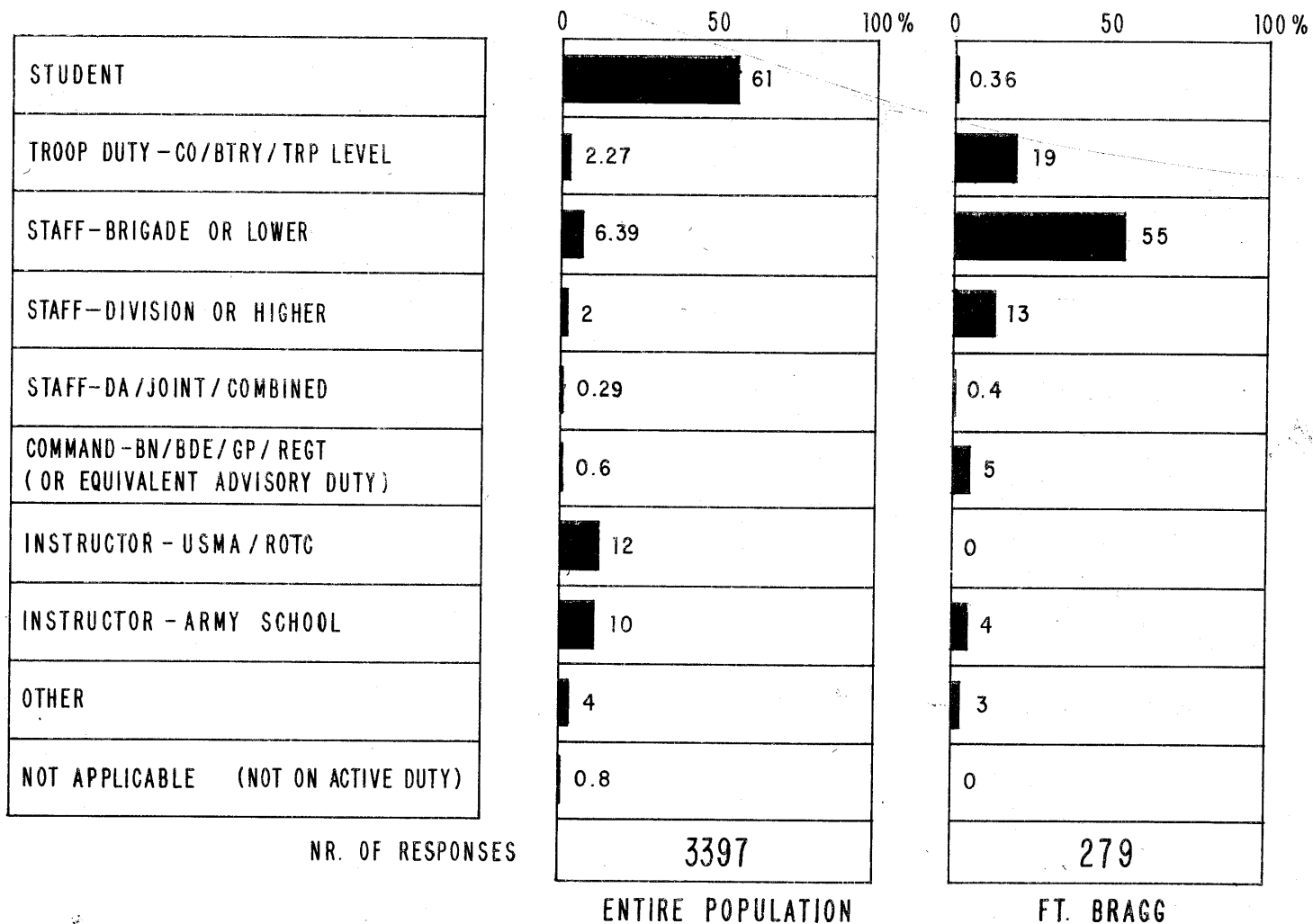


NOTES 1. Although 48 responses were submitted from Gen. Off (Active & Retired), seven arrived with other bundles and were not identified until data processing was completed. Only 41 responses could therefore be used.

2. Because basic and advanced course students were not so identified on all responses, an assumption was made that all service school students O1 & O2 were in basic course, and O3 & O4 were in advanced course. This assumption is considered valid for purposes of this survey.

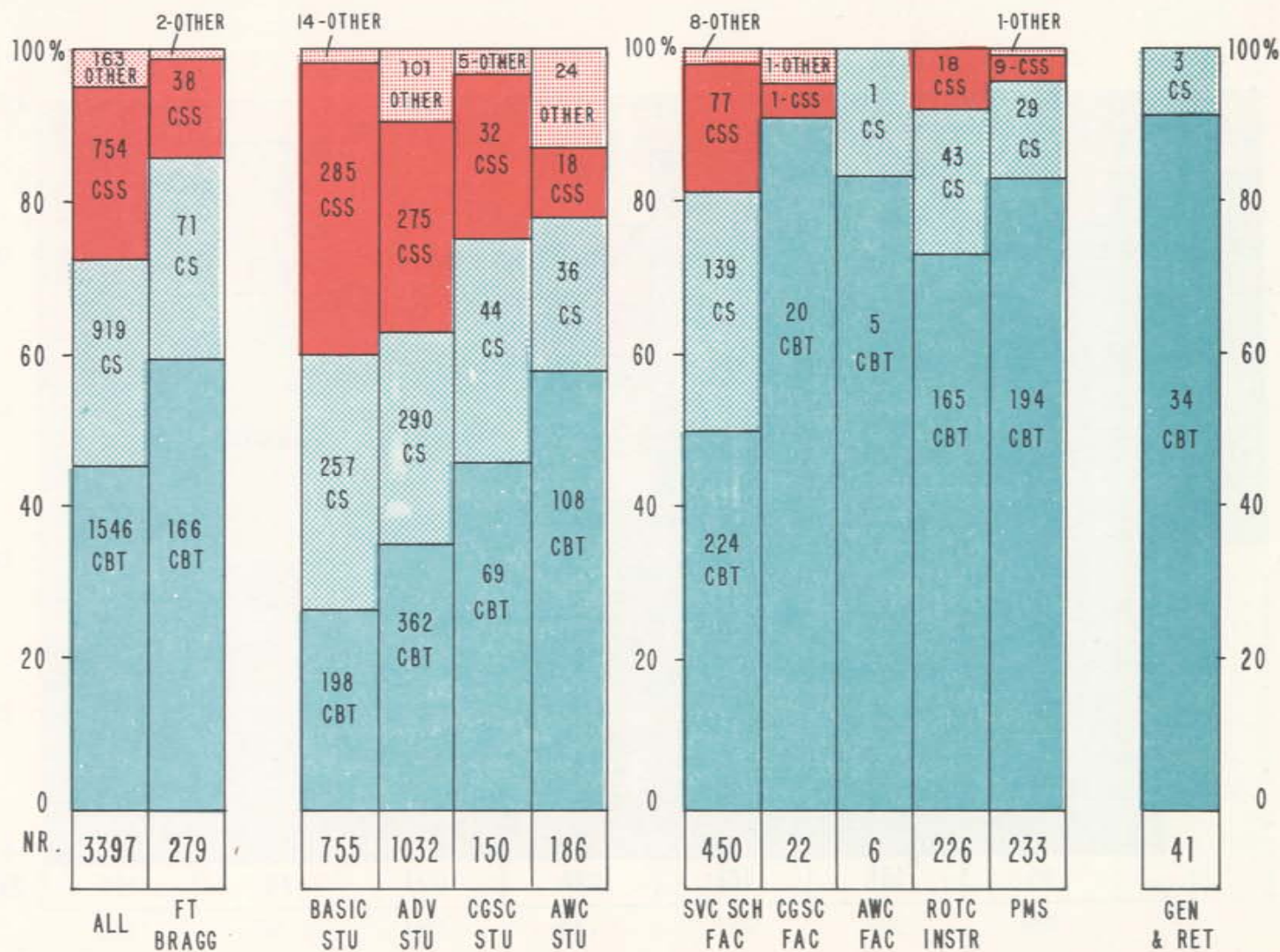
A2.

## CURRENT DUTY ASSIGNMENT



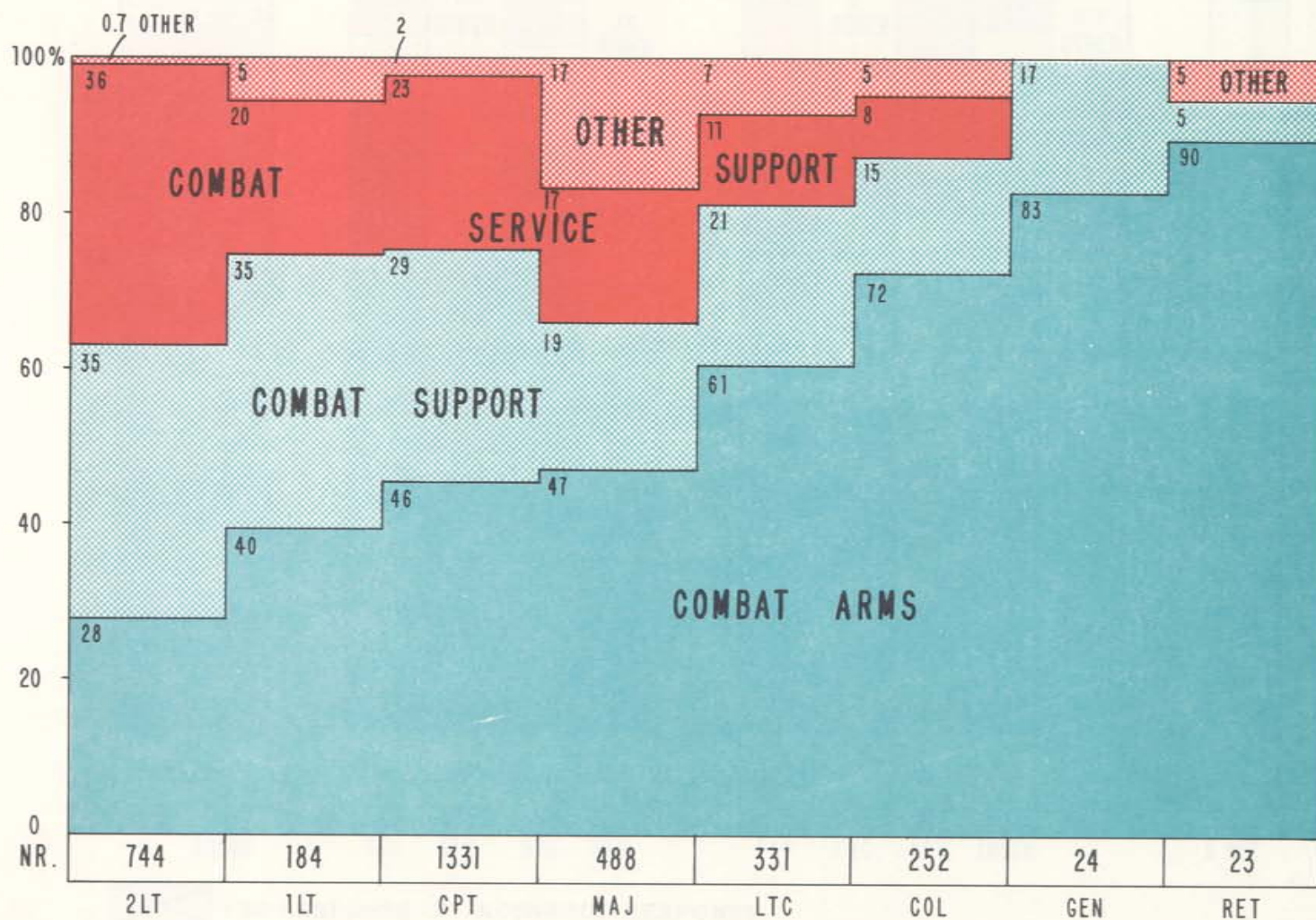
A3.

## DISTRIBUTION BY BRANCH



A4.

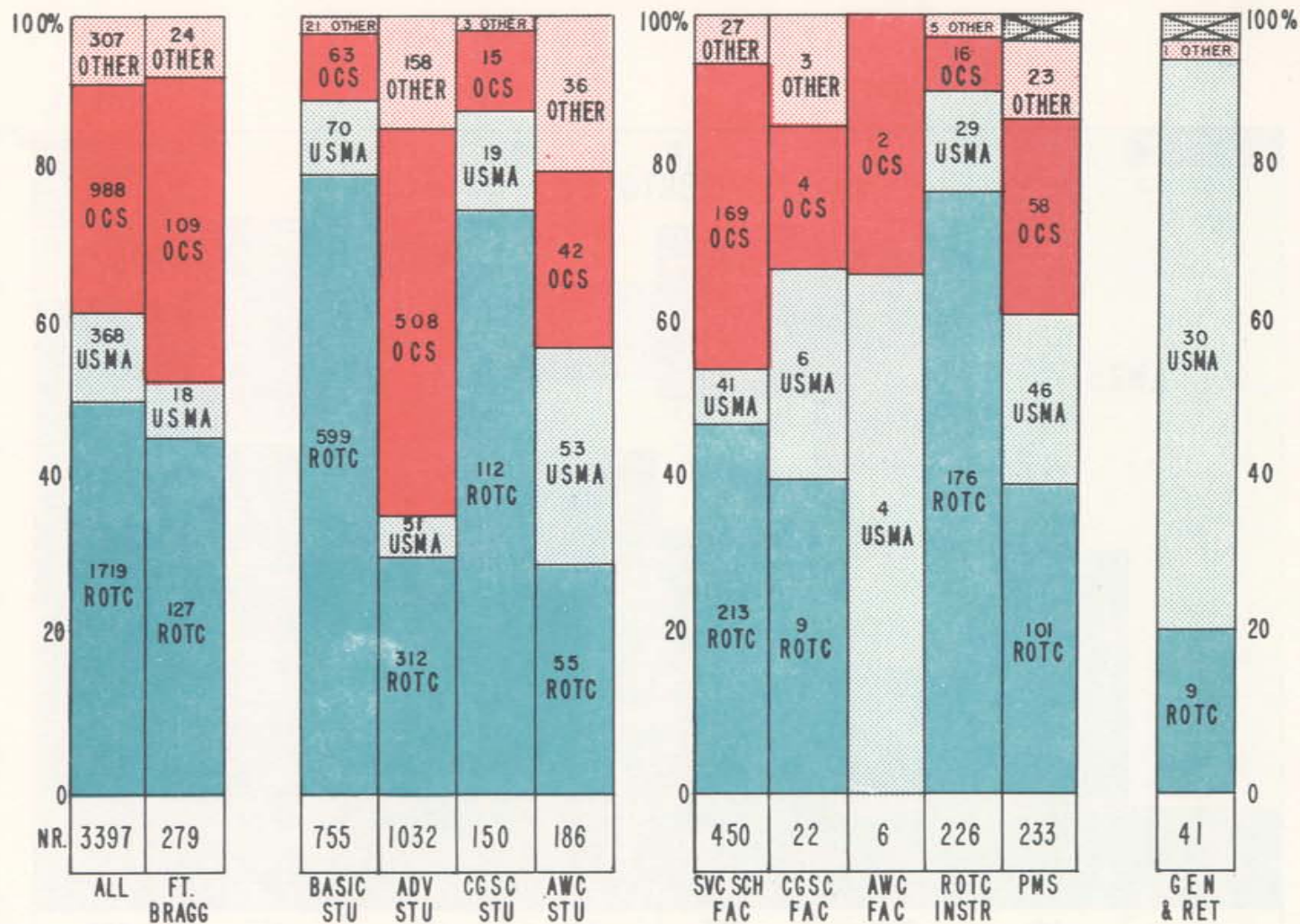
## BRANCHES OF SERVICE vs RANK





A5.

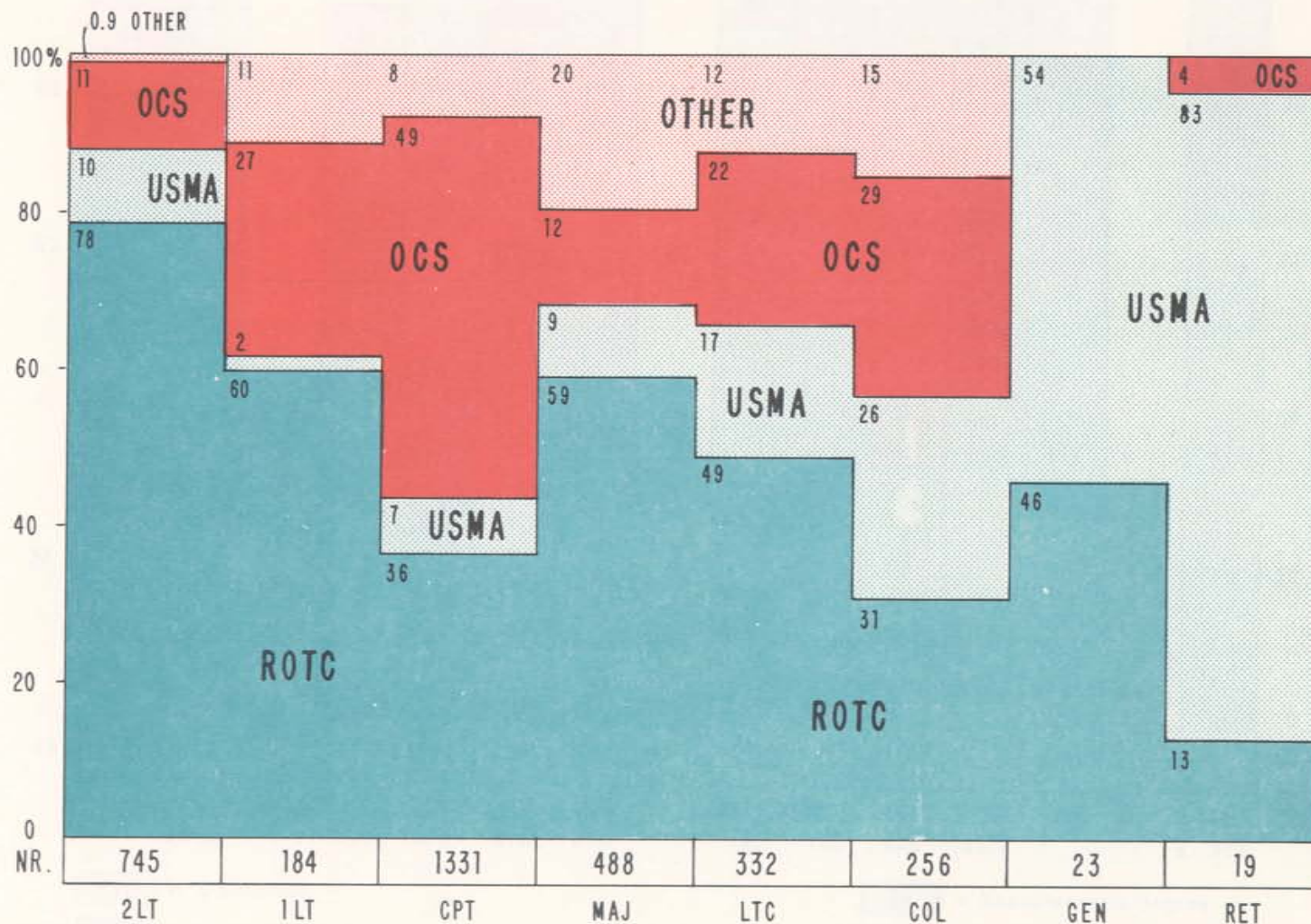
## SOURCE OF COMMISSION



= NO RESPONSE OR INCORRECT RESPONSE

A6.

# SOURCE OF COMMISSION vs RANK

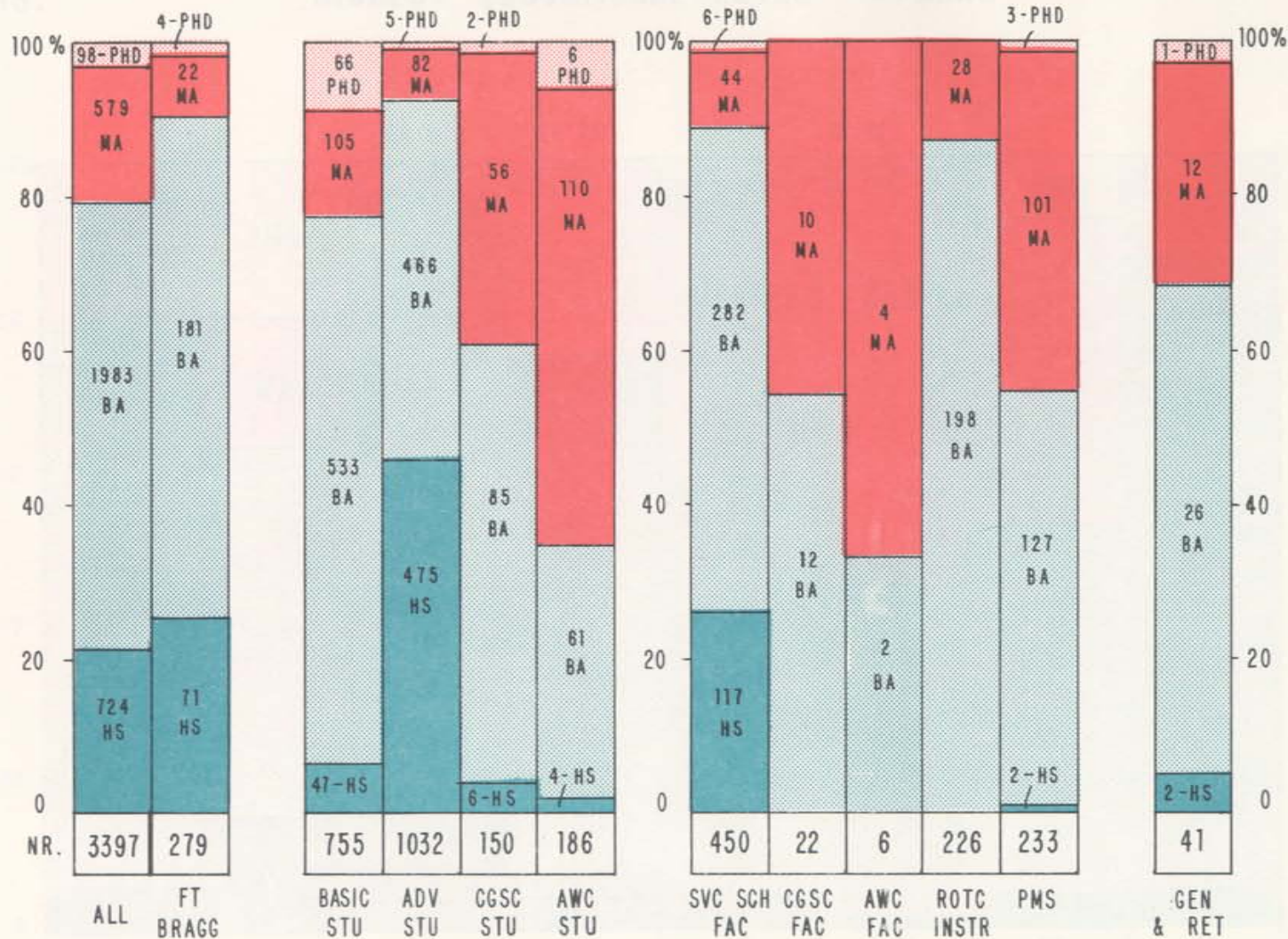


Q1 x 3



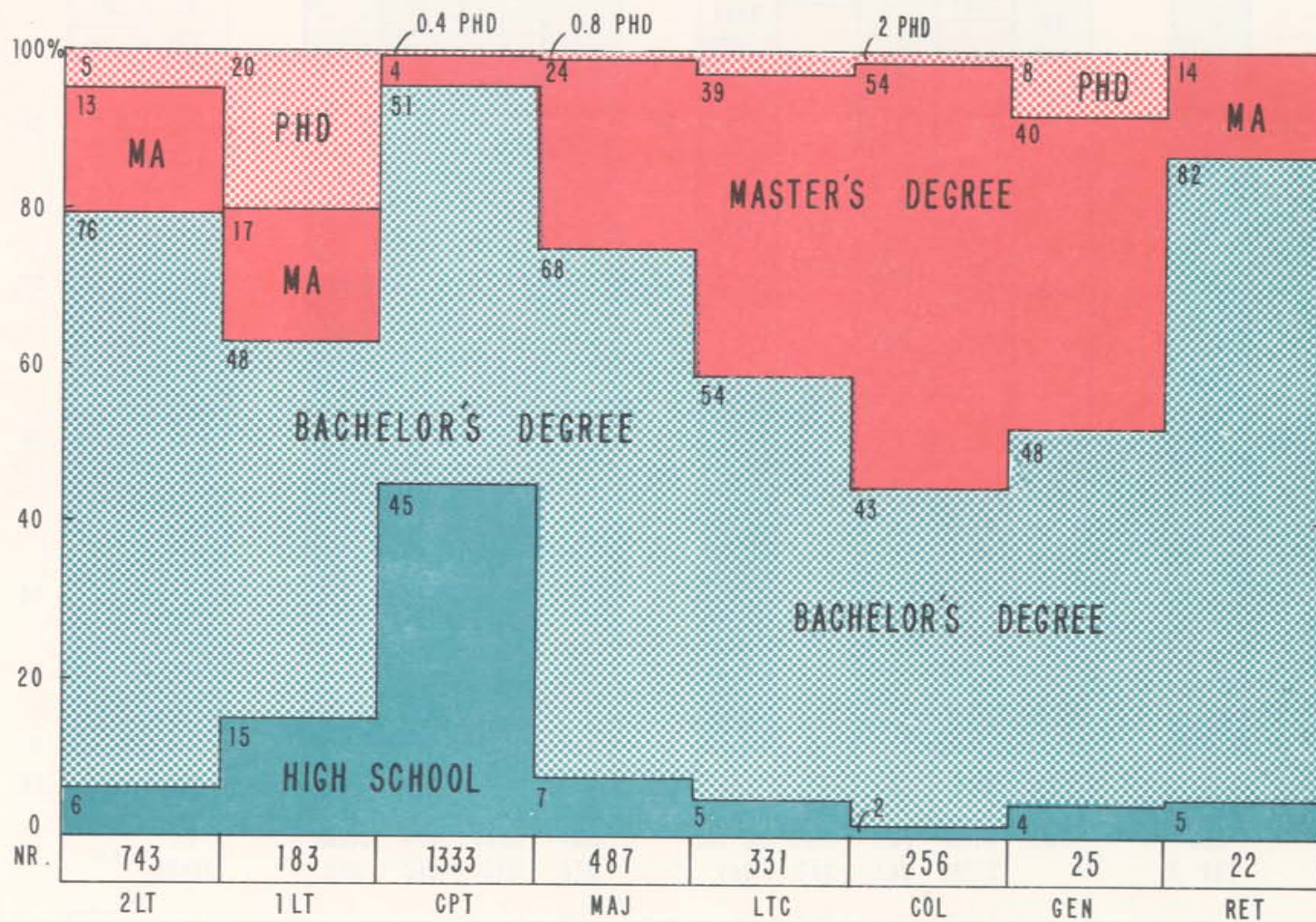
A7.

## HIGHEST EDUCATIONAL LEVEL ATTAINED



A8.

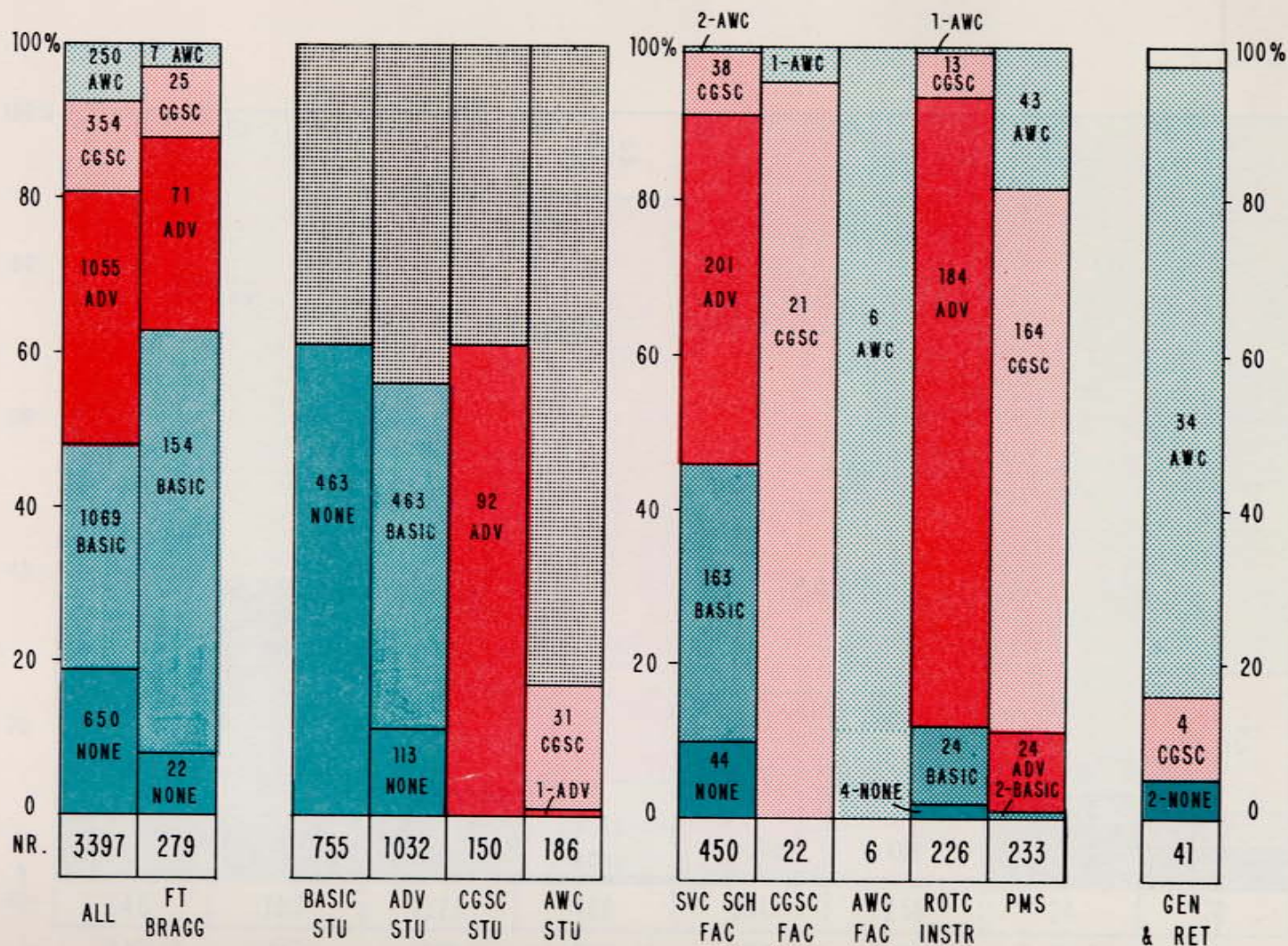
## HIGHEST EDUCATIONAL LEVEL vs RANK





A9.

## HIGHEST MILITARY SCHOOL COMPLETED

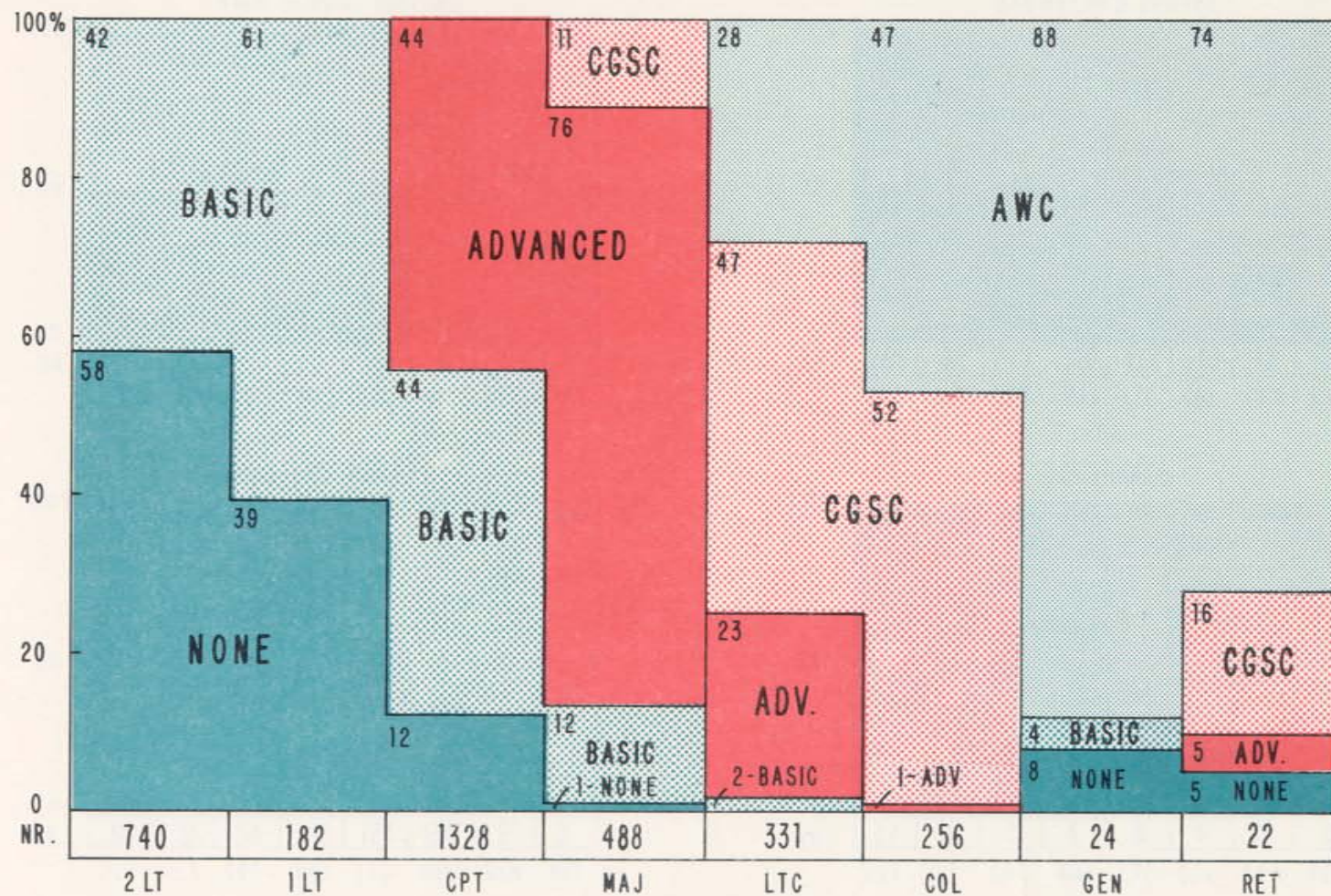


□ = No response or incorrect response (many students marked "completed" for course they were then still attending)



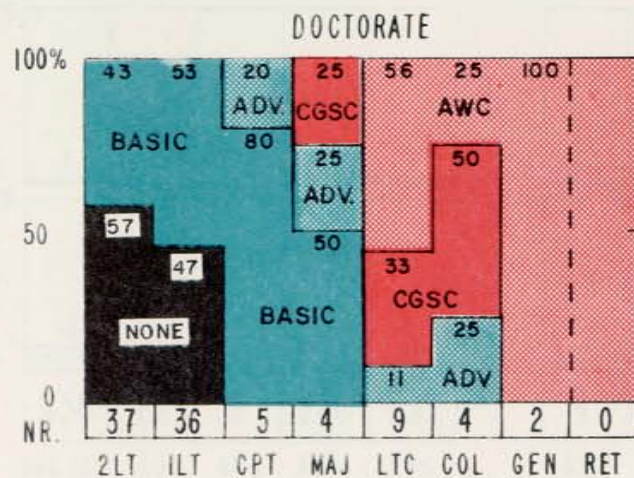
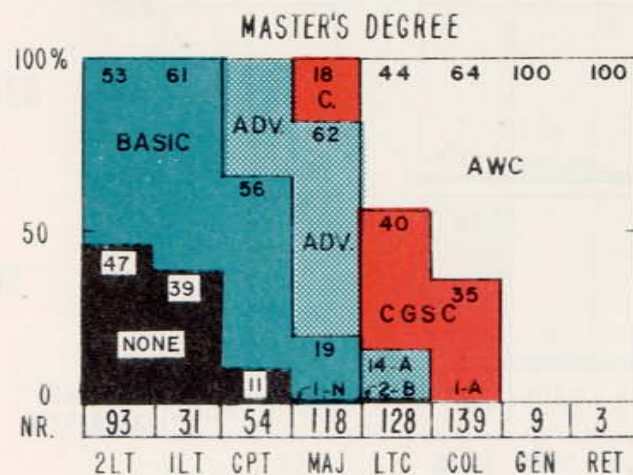
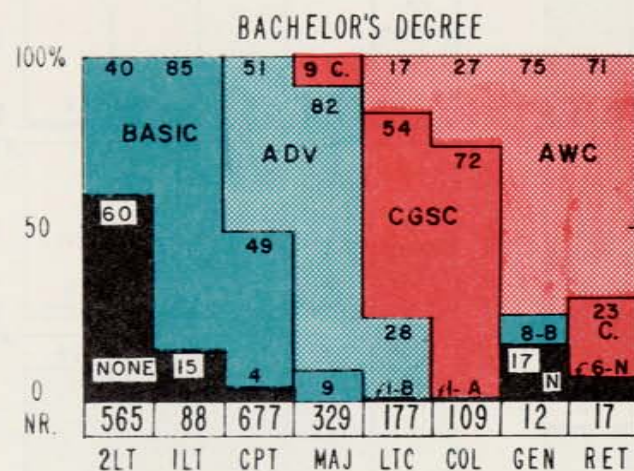
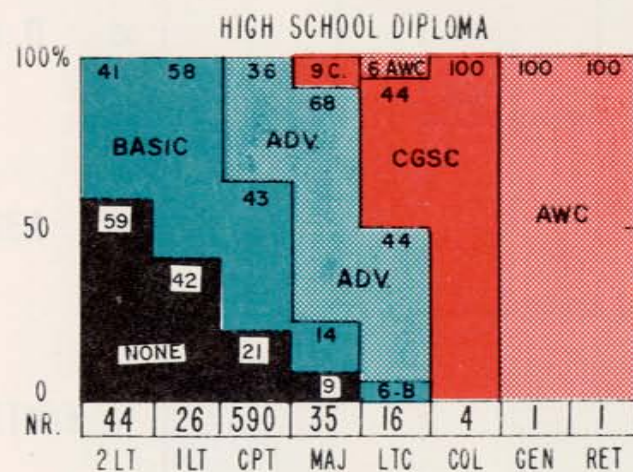
A10.

## HIGHEST MILITARY SCHOOLING vs RANK



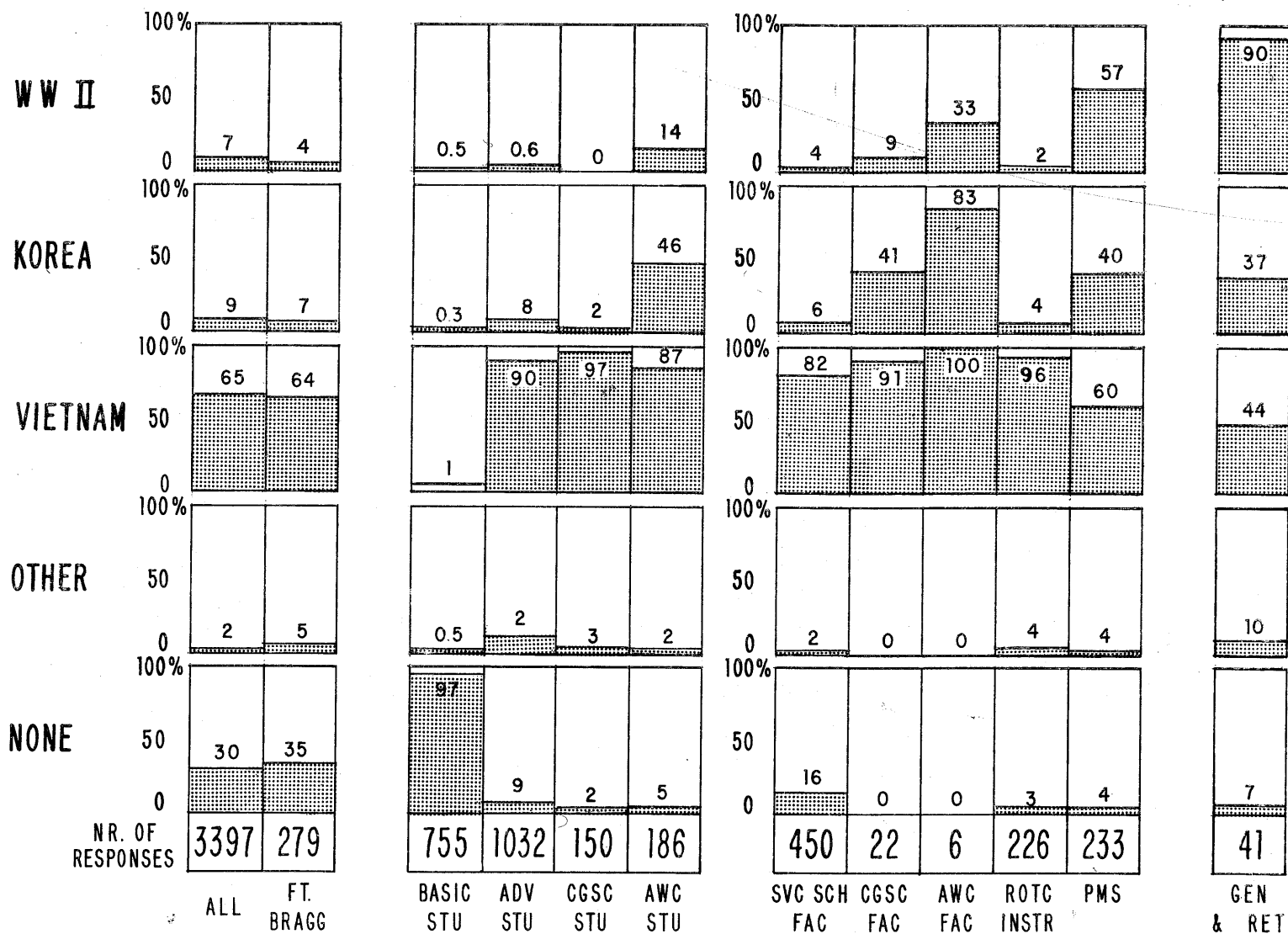


# A 11. HIGHEST MILITARY SCHOOLING vs EDUCATIONAL LEVEL BY RANK



A 12.

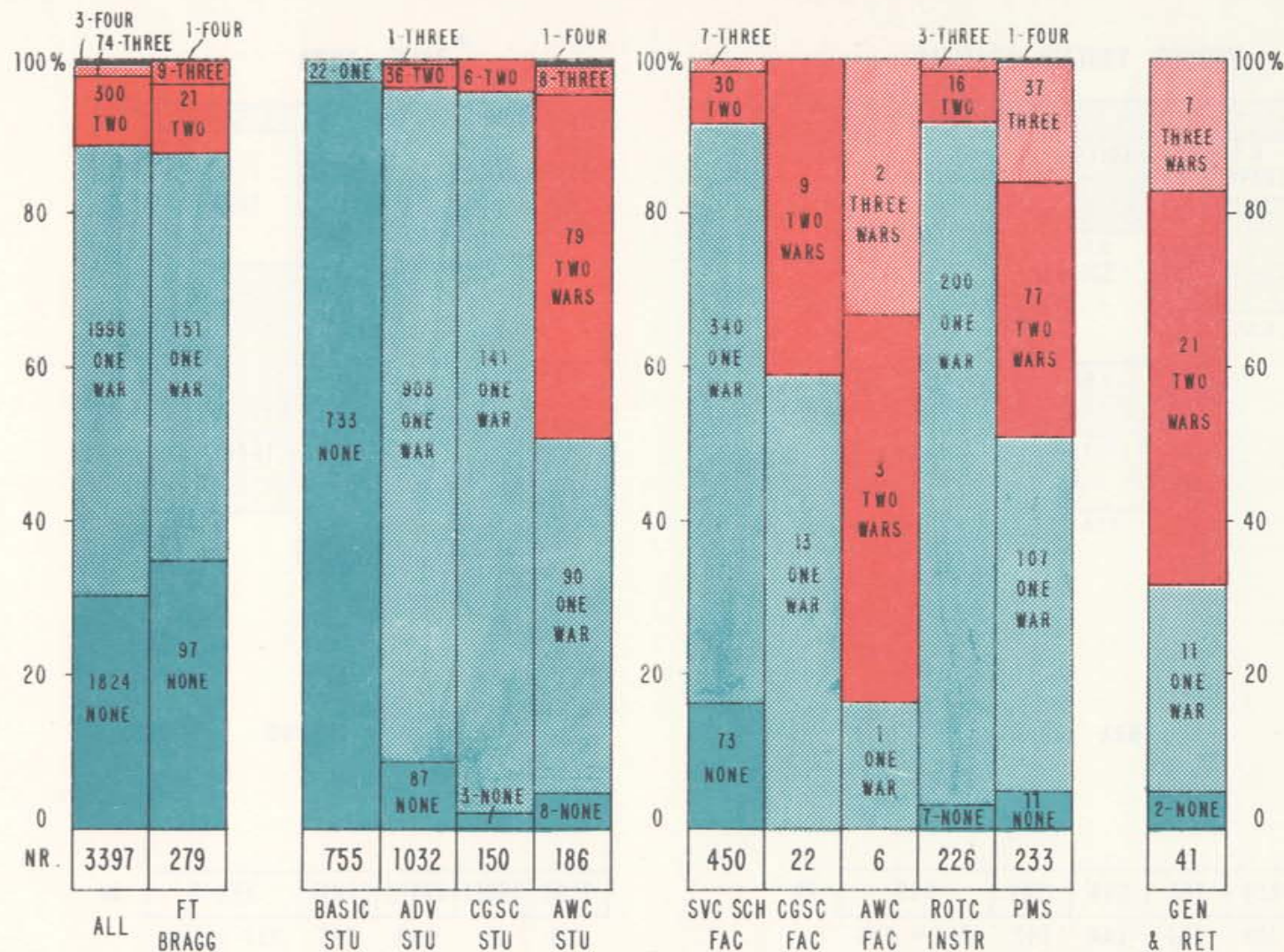
## COMBAT EXPERIENCE





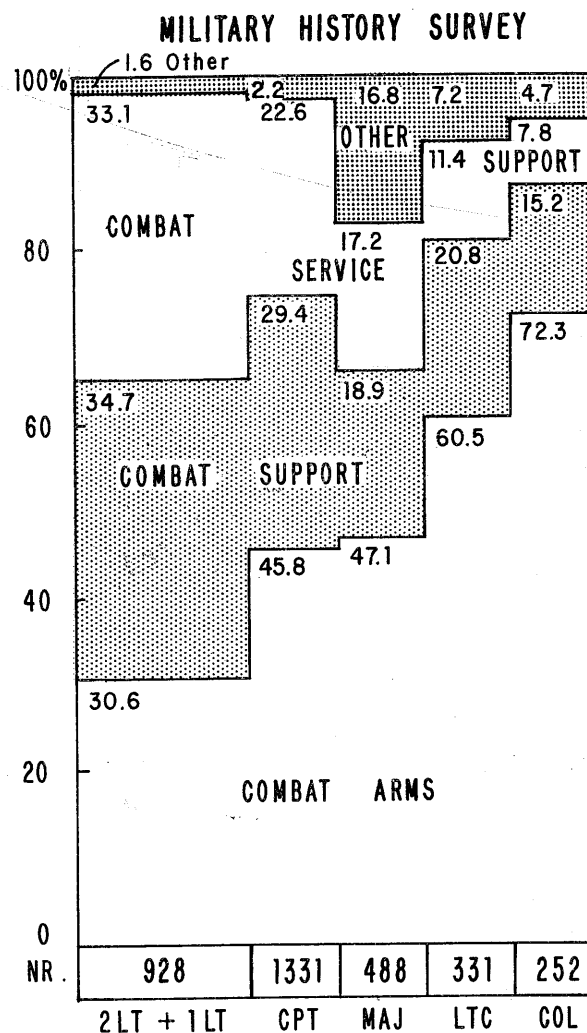
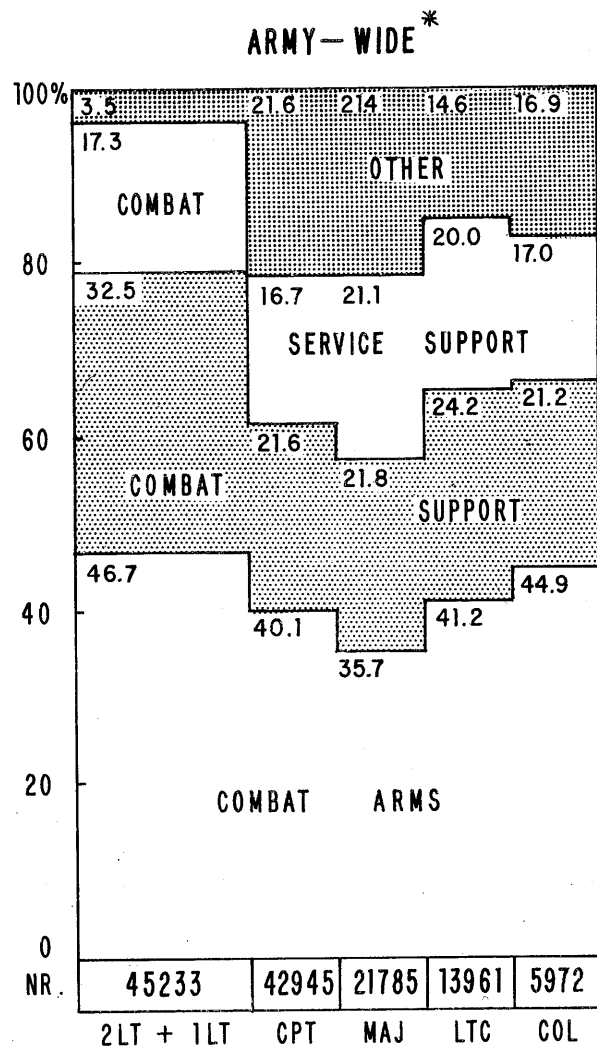
A13.

## COMBAT EXPERIENCE SUMMARY



A14.

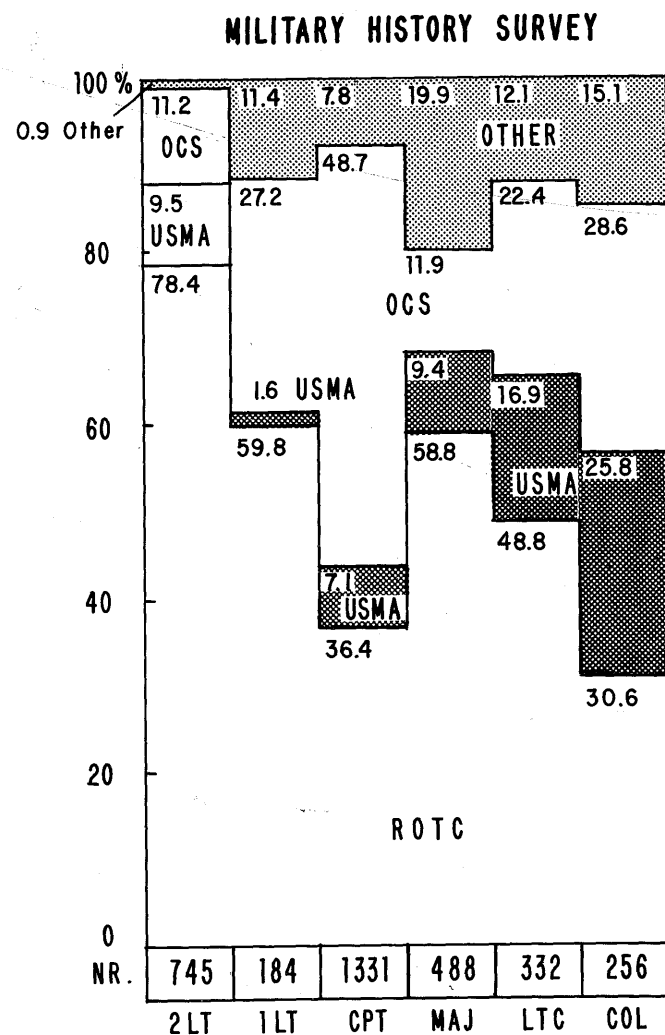
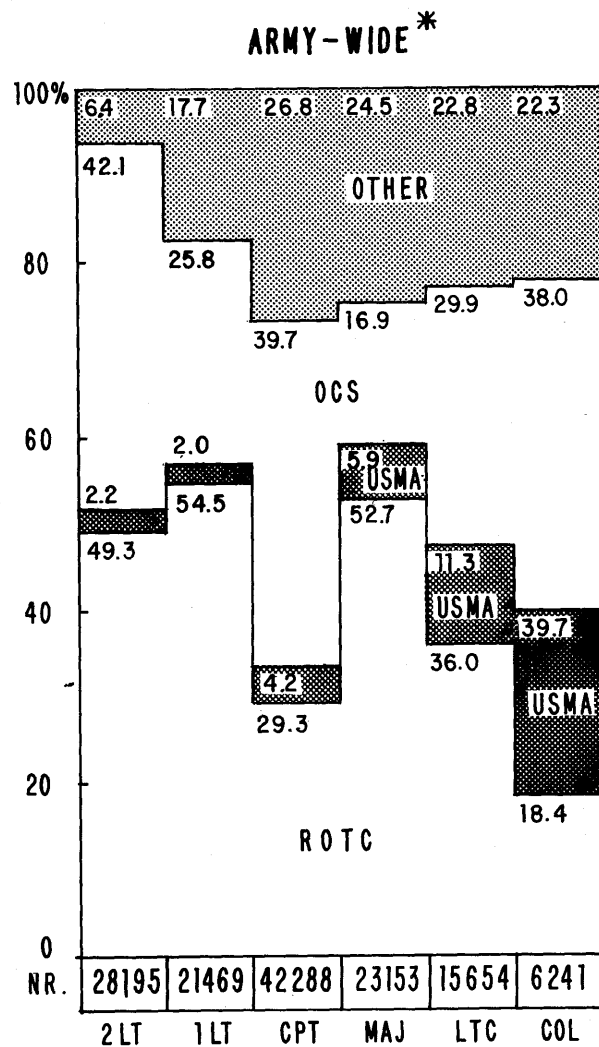
# OFFICER DISTRIBUTION BY BRANCHES OF SERVICE AND RANK



\* SOURCE = MANPOWER BR, OPDOD, OPD, OPO, HQ DA (as of 28 Feb 71)

A15.

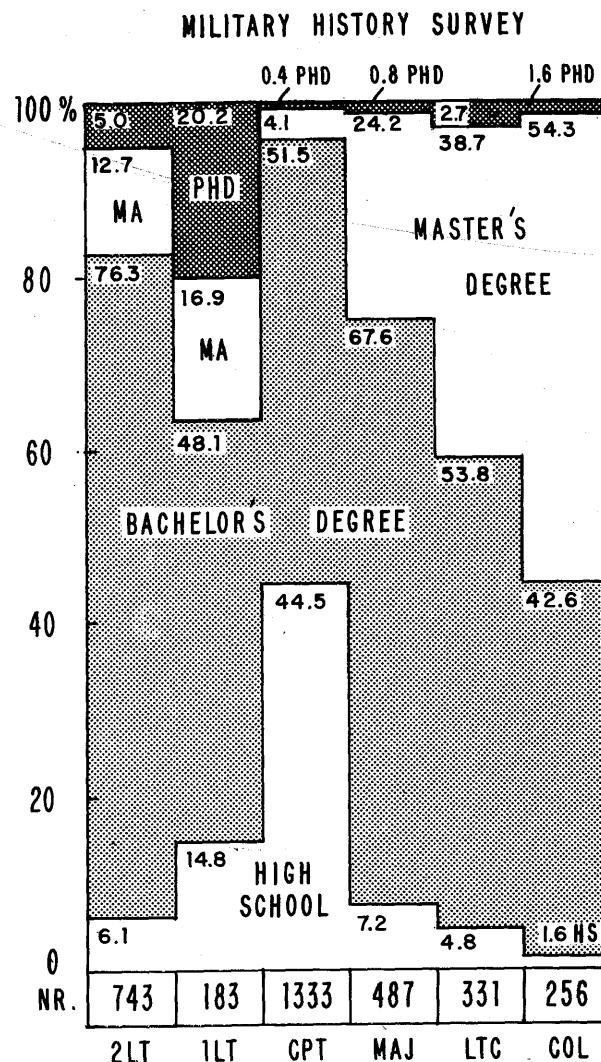
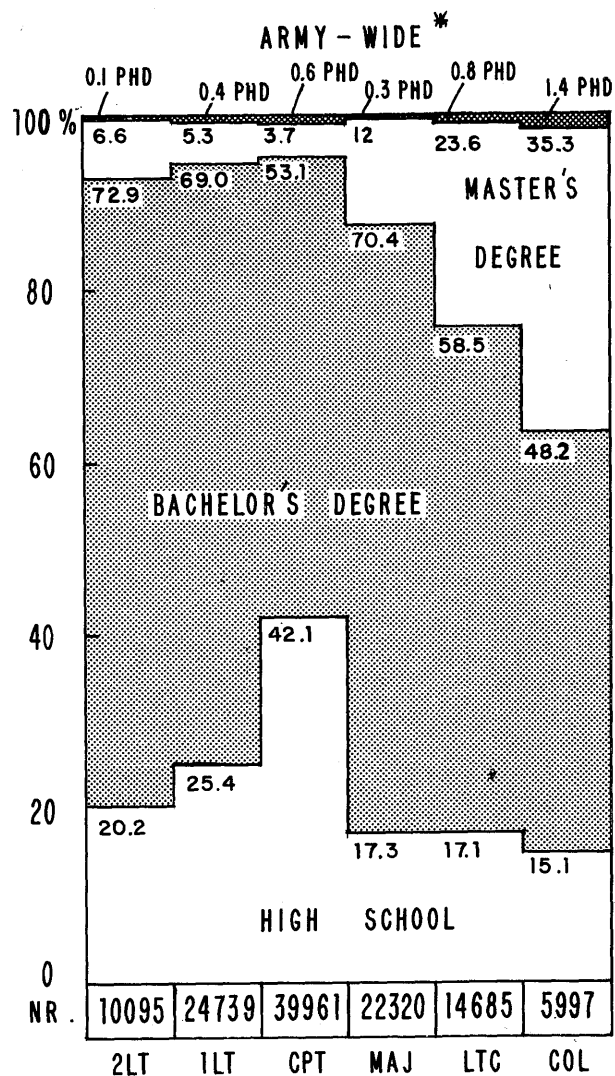
## OFFICER DISTRIBUTION BY SOURCE OF COMMISSION AND RANK



\* SOURCE = OPOPM REPORT No. 28-70-E, 28 Feb 70

A16.

# OFFICER DISTRIBUTION BY LEVEL OF EDUCATION AND RANK

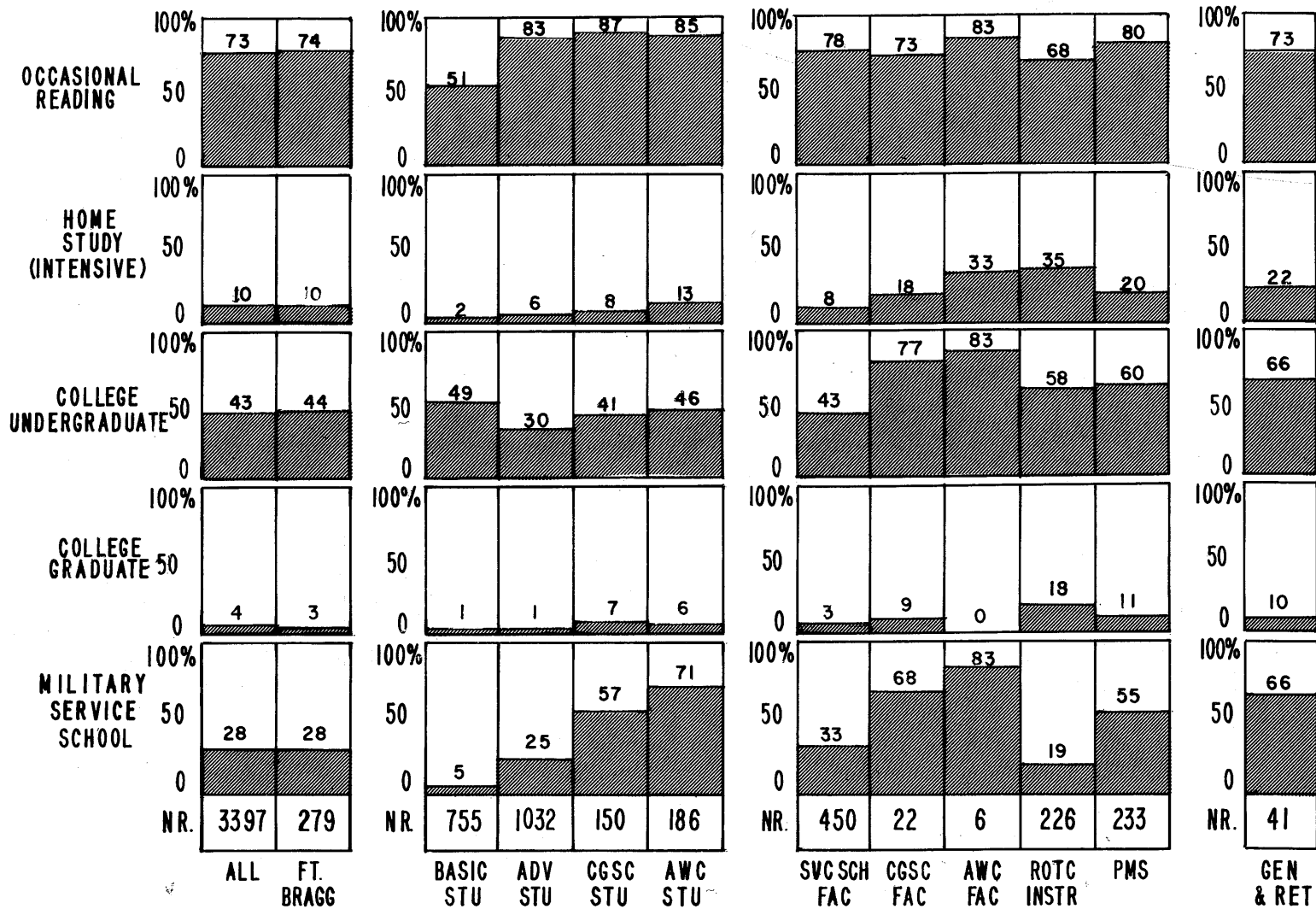


\* SOURCE = MANPOWER BR, OPDOD, OPD, OPO, HQ DA (as of Jan 71)



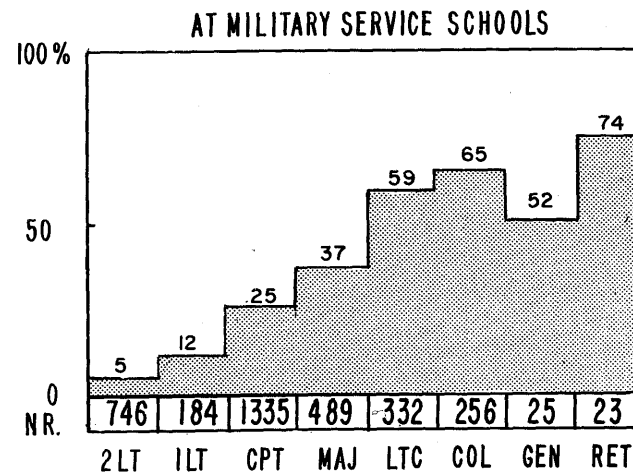
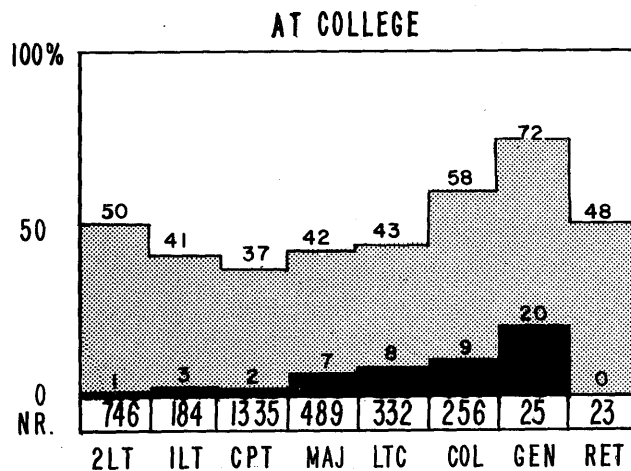
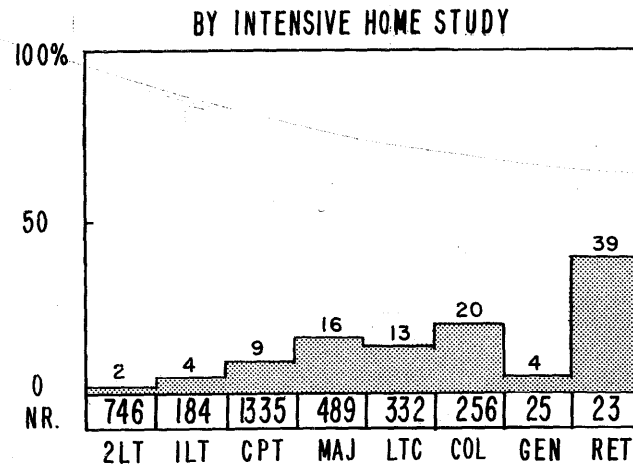
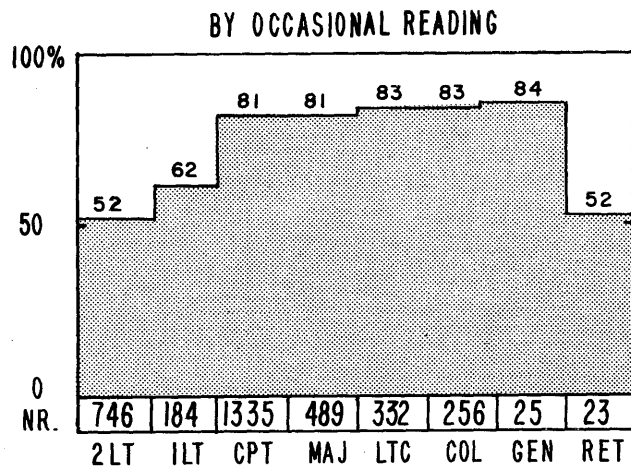
B. HOW MUCH HISTORY HAS THE OFFICER CORPS STUDIED?

# B1. TO WHAT EXTENT HAVE YOU STUDIED MILITARY HISTORY?



B2.

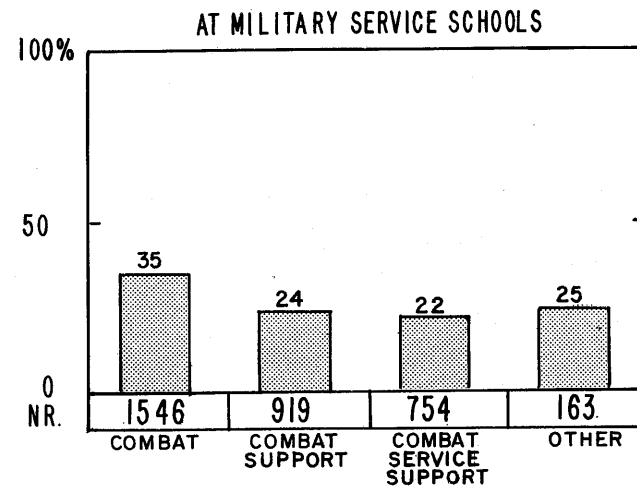
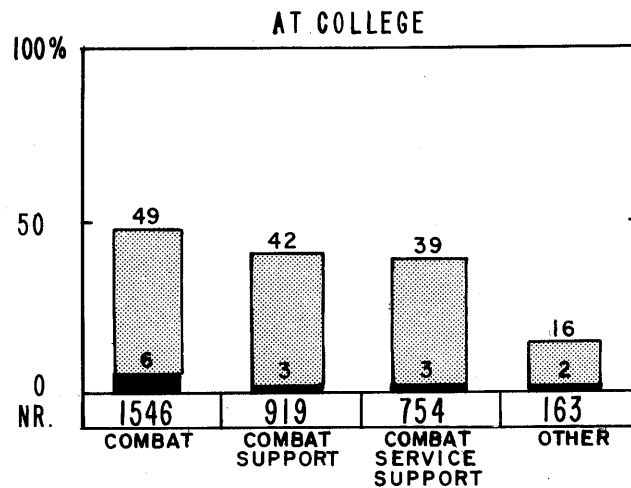
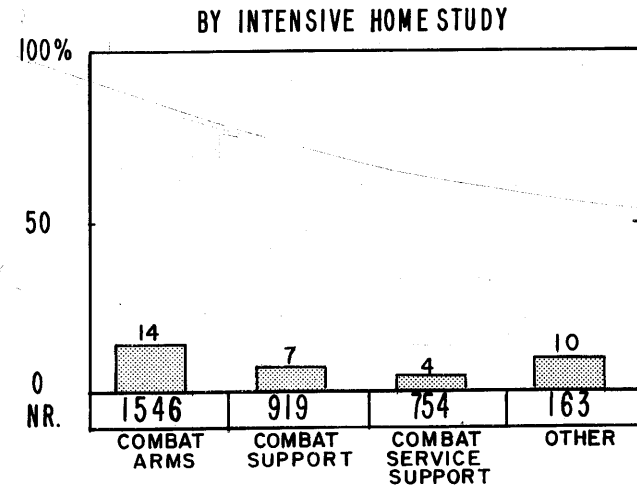
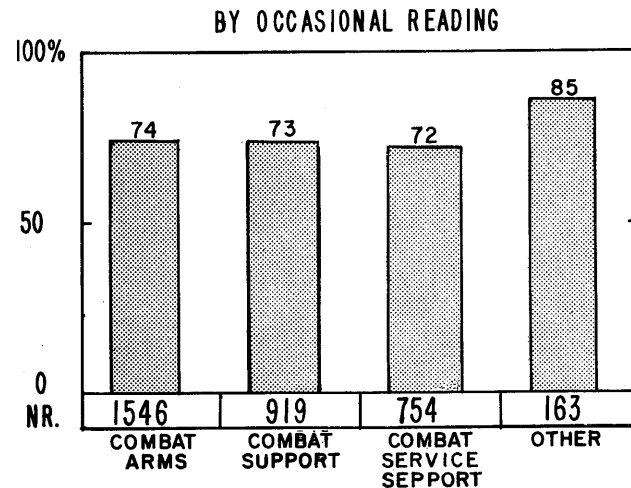
# EXTENT MILITARY HISTORY STUDIED - BY RANK



■ = GRADUATE LEVEL

B3.

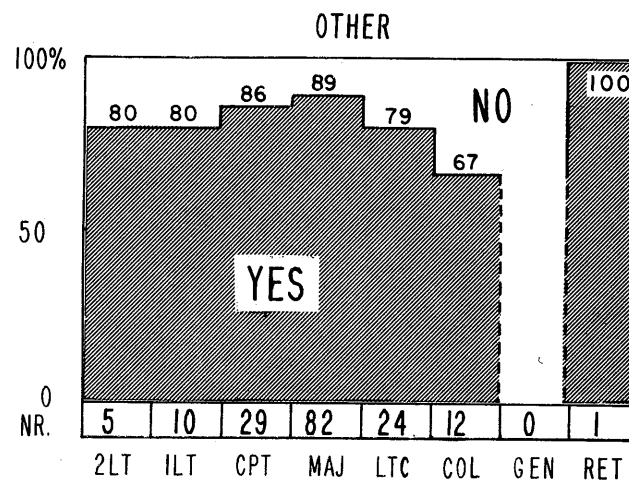
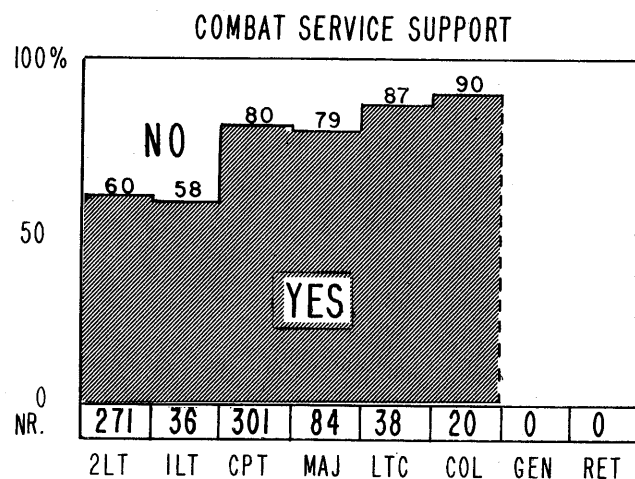
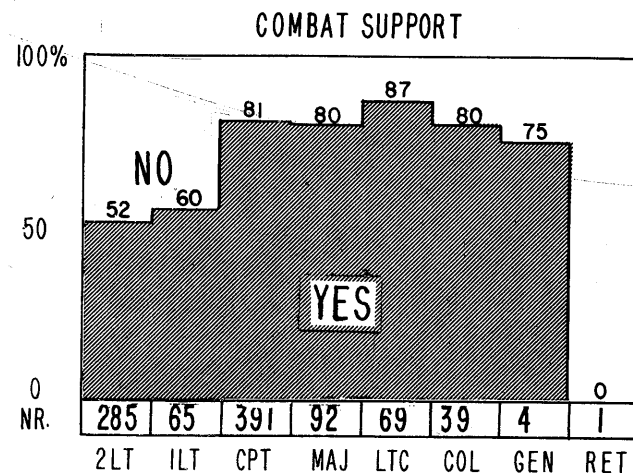
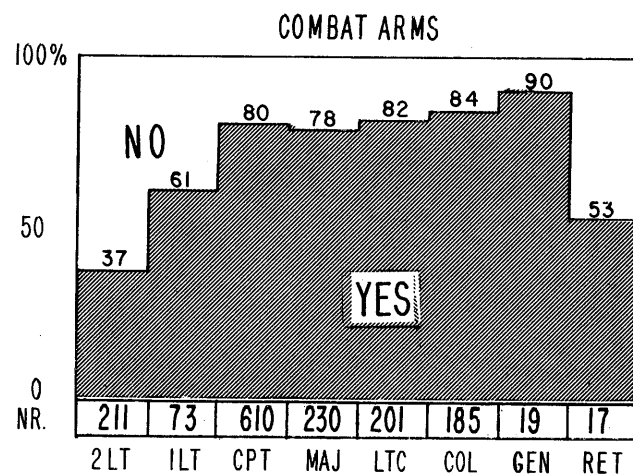
# EXTENT MILITARY HISTORY STUDIED - BY BRANCHES



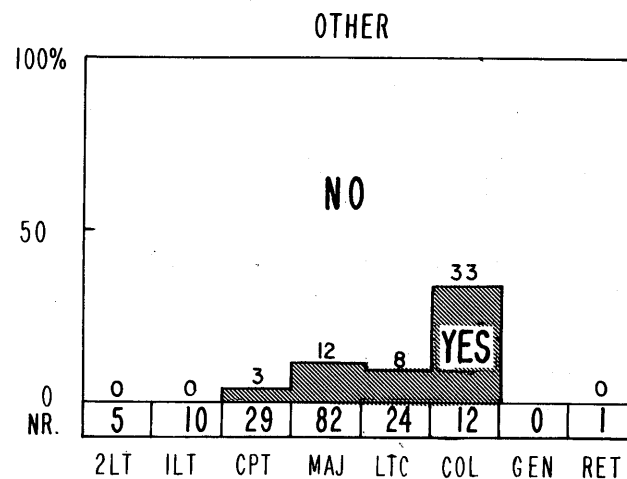
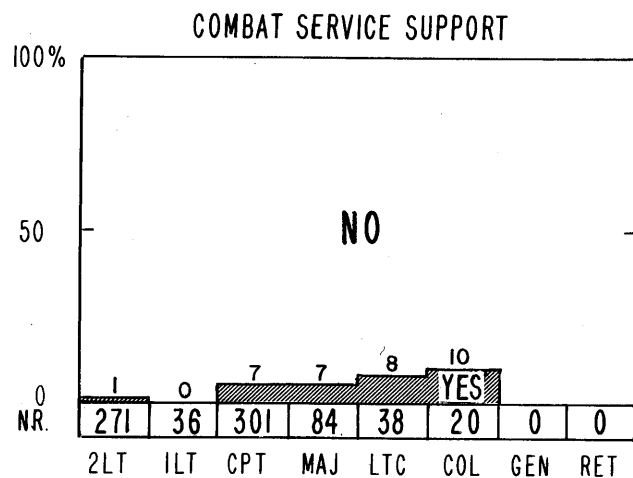
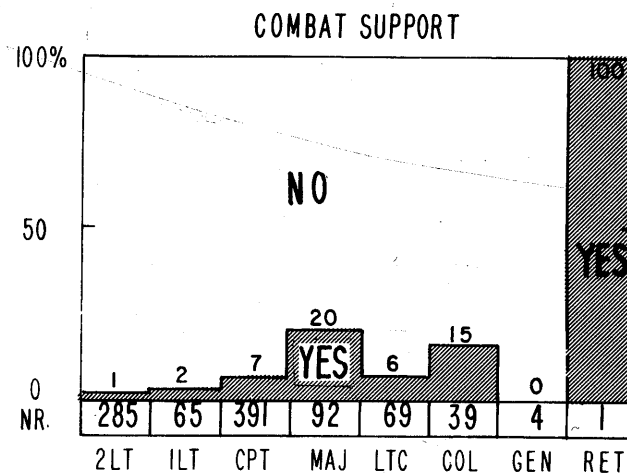
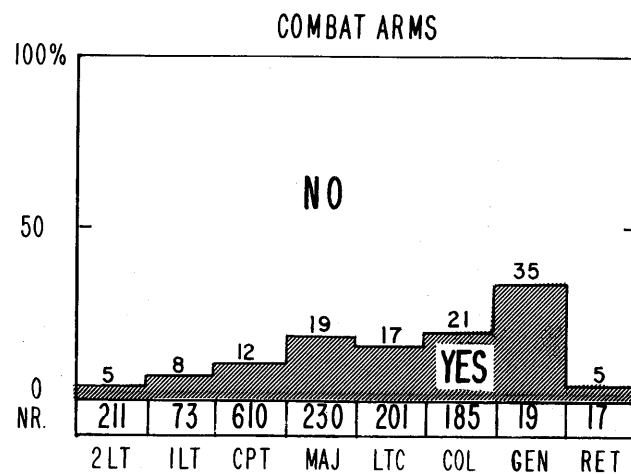
Q2\*11

█ = GRADUATE LEVEL

# B4. EXTENT MILITARY HISTORY STUDIED - BY OCCASIONAL HOME READING BY BRANCHES AND RANK

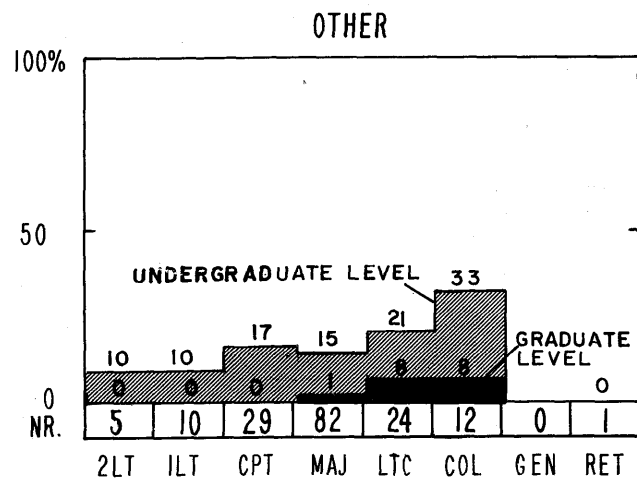
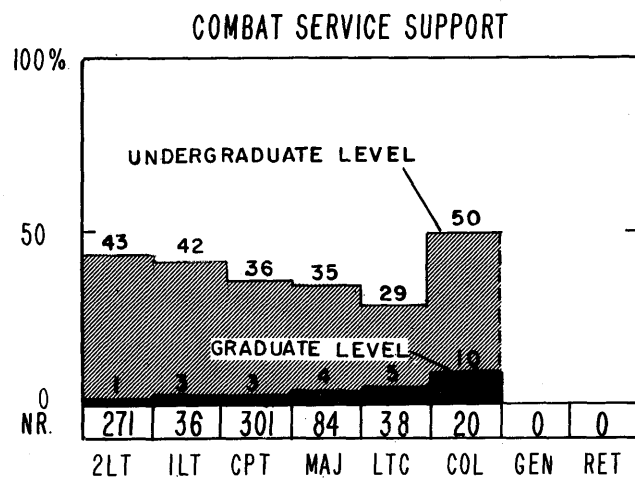
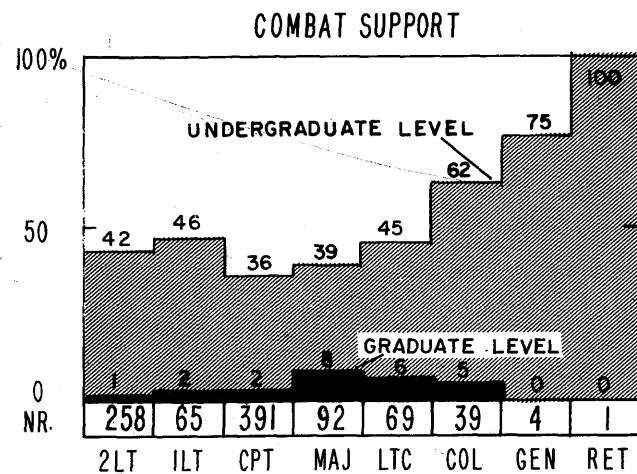
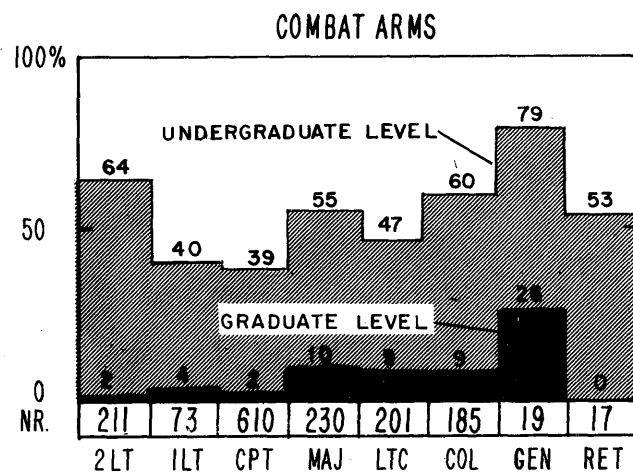


**B5. EXTENT MILITARY HISTORY STUDIED - BY INTENSIVE HOME STUDY  
BY BRANCHES AND RANK**

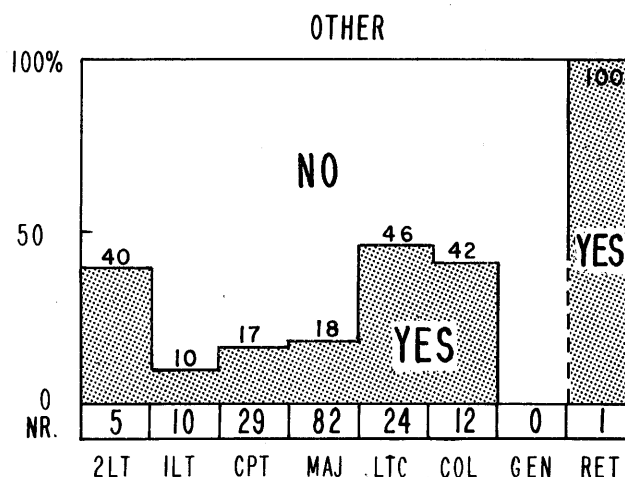
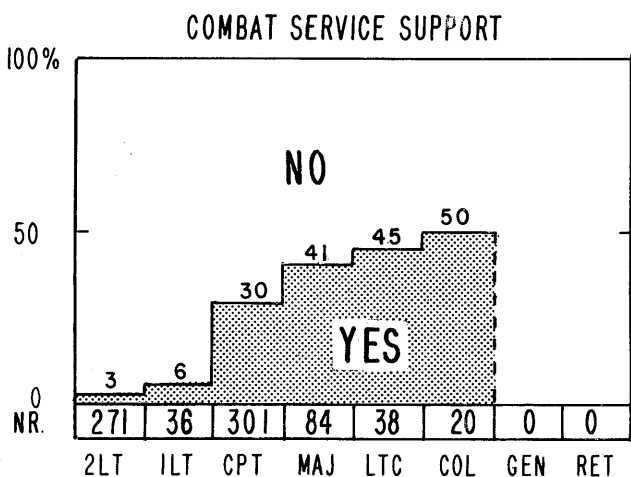
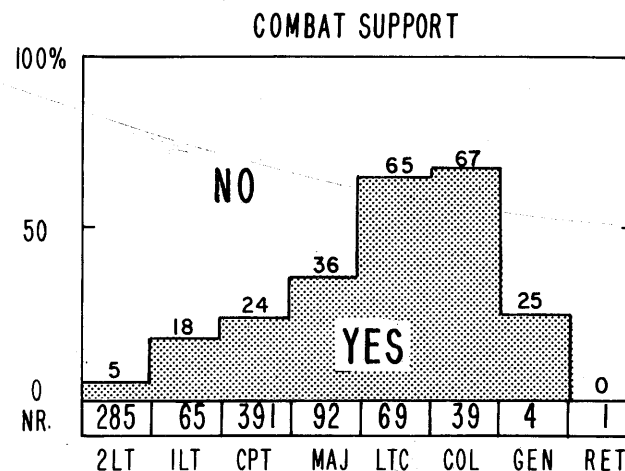
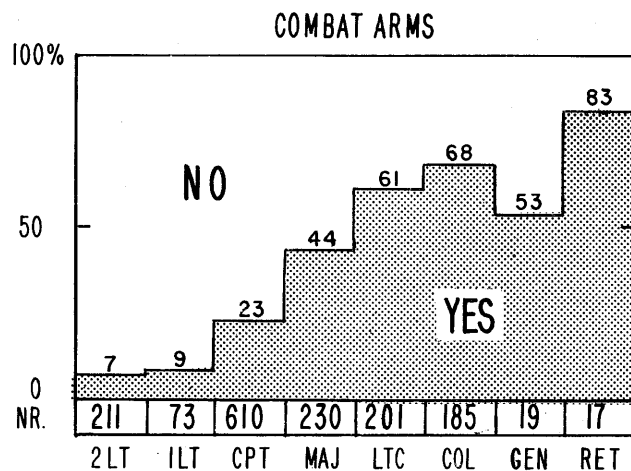


B6.

# EXTENT MILITARY HISTORY STUDIED - AT COLLEGE BY BRANCHES AND RANK

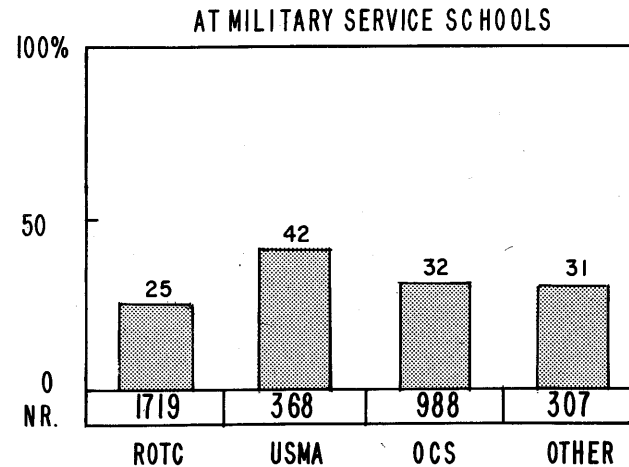
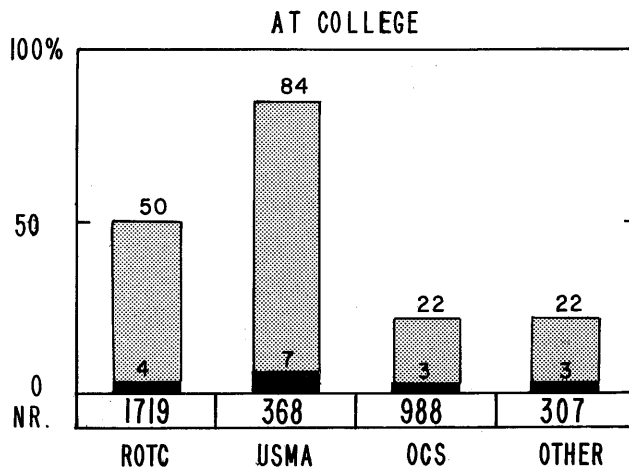
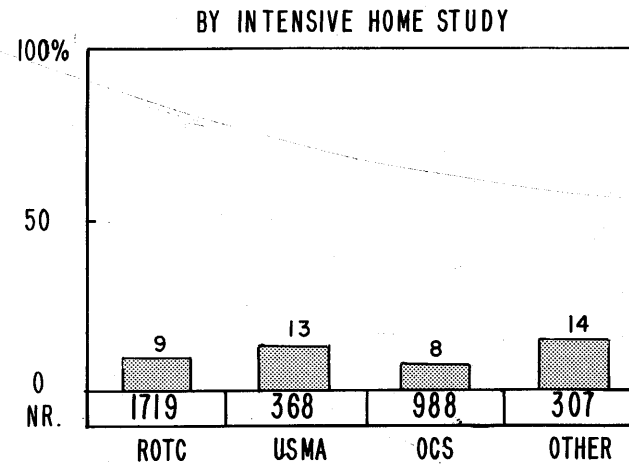
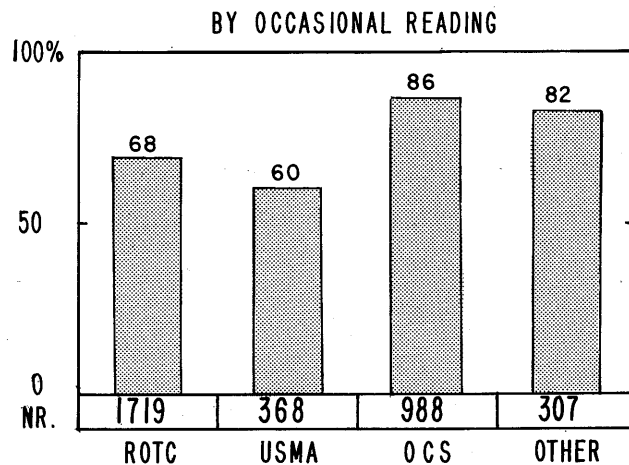


# **B7. EXTENT MILITARY HISTORY STUDIED - AT MILITARY SERVICE SCHOOLS BY BRANCHES AND RANK**



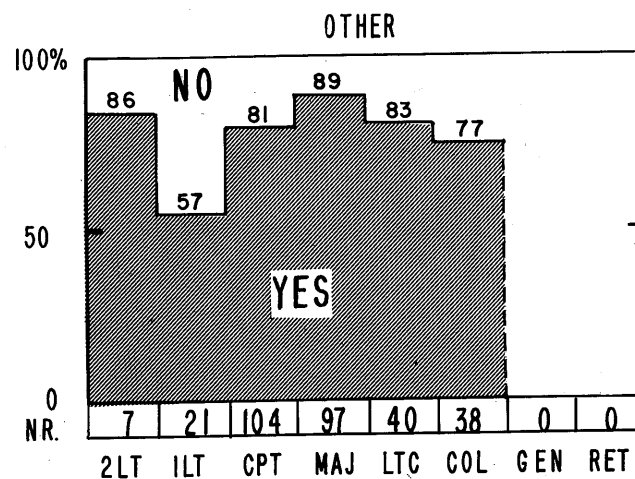
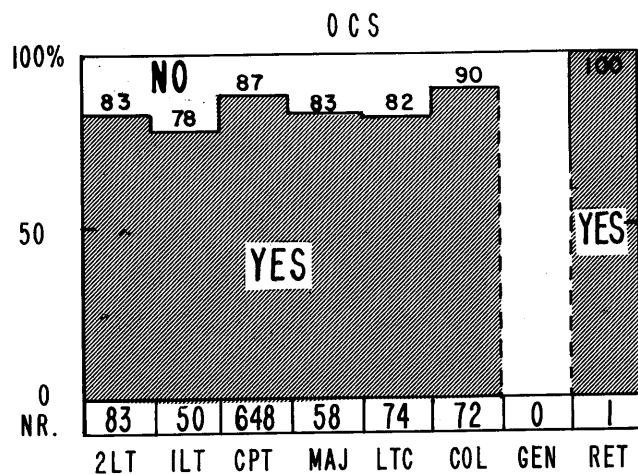
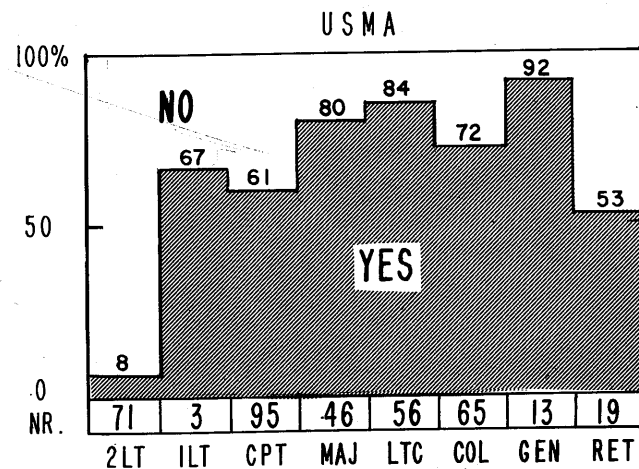
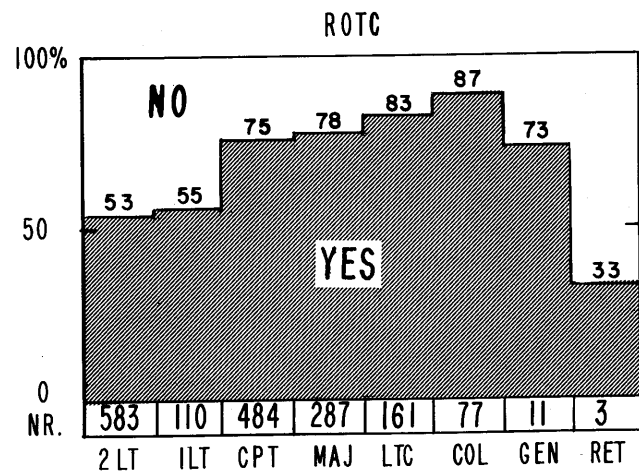


## B8. EXTENT MILITARY HISTORY STUDIED- BY SOURCE OF COMMISSION

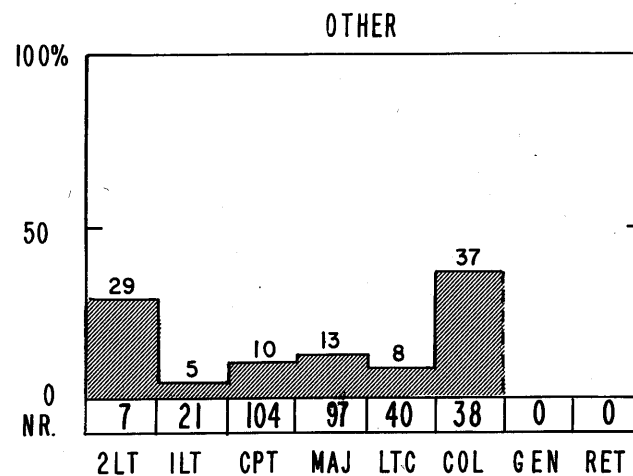
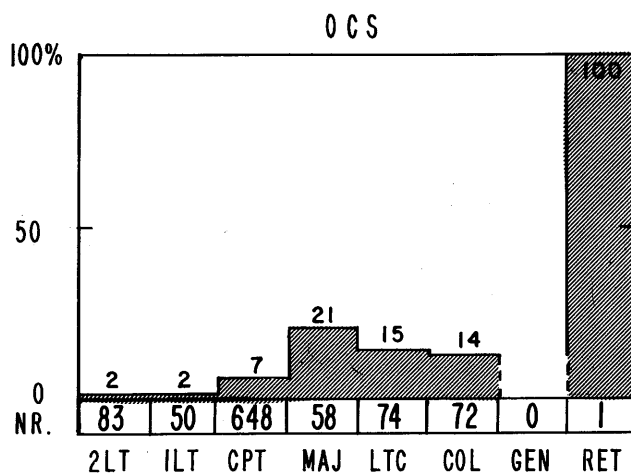
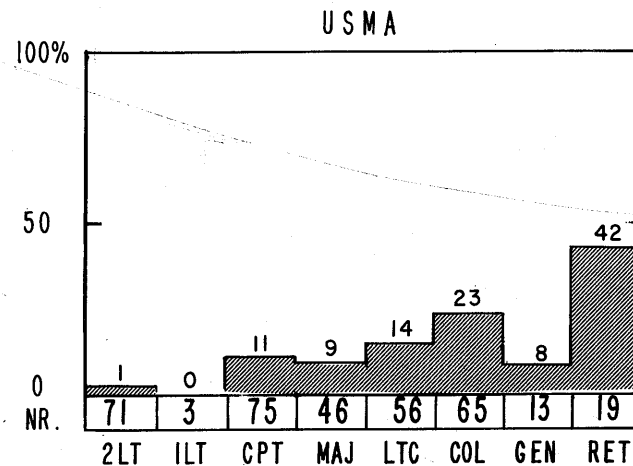
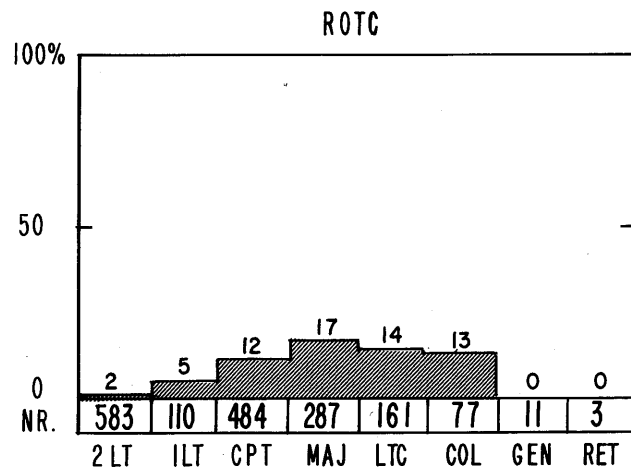


■ = GRADUATE LEVEL

**B9. EXTENT MILITARY HISTORY STUDIED - BY OCCASIONAL READING  
BY SOURCE OF COMMISSION AND RANK**

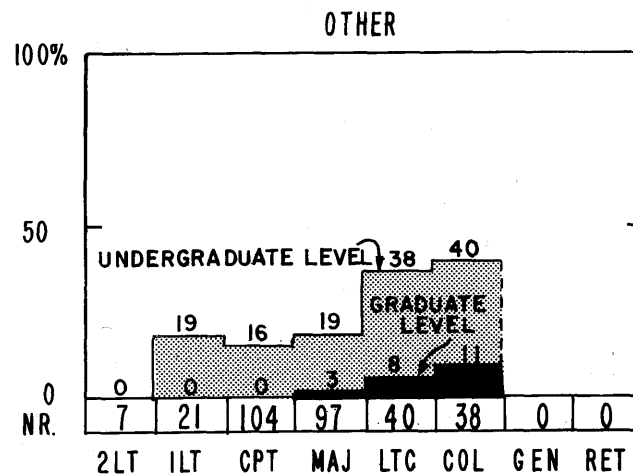
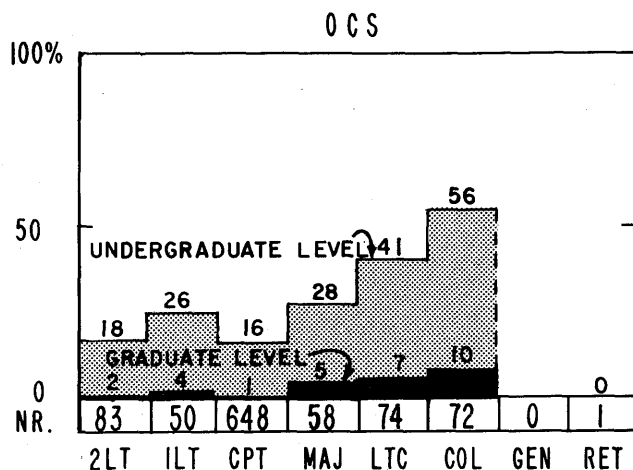
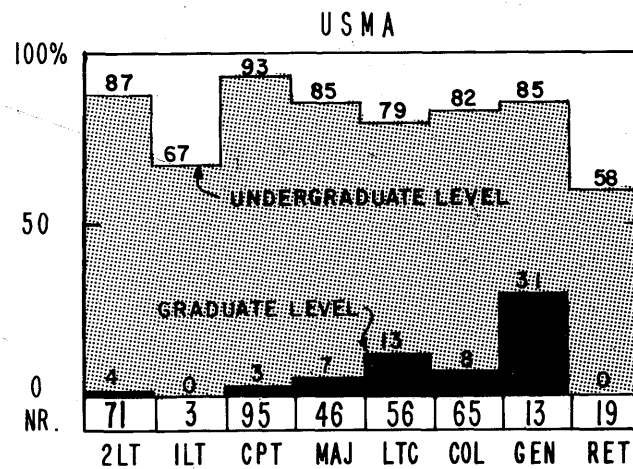
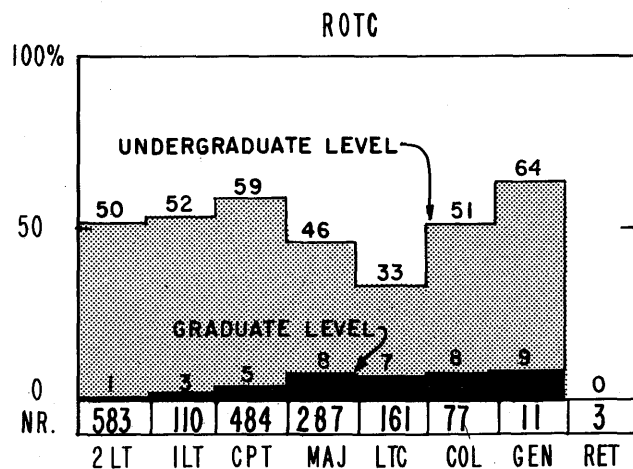


# **B10. EXTENT MILITARY HISTORY STUDIED - BY INTENSIVE HOME STUDY BY SOURCE OF COMMISSION AND RANK**

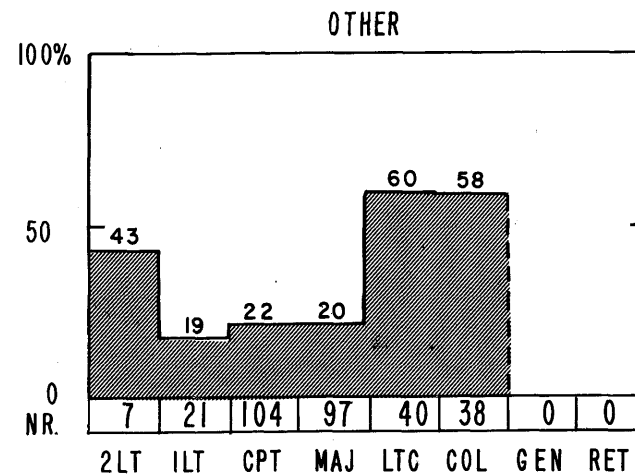
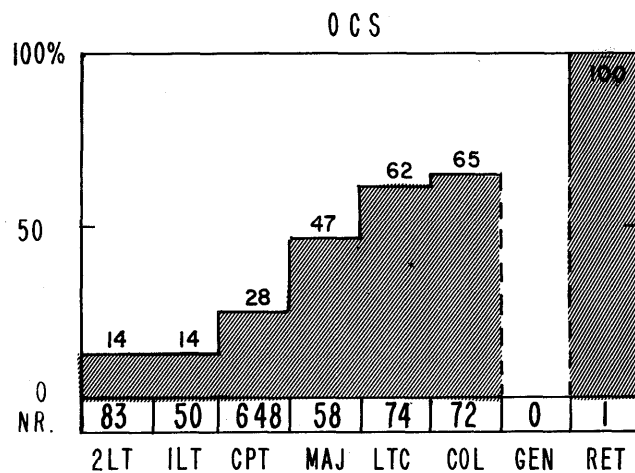
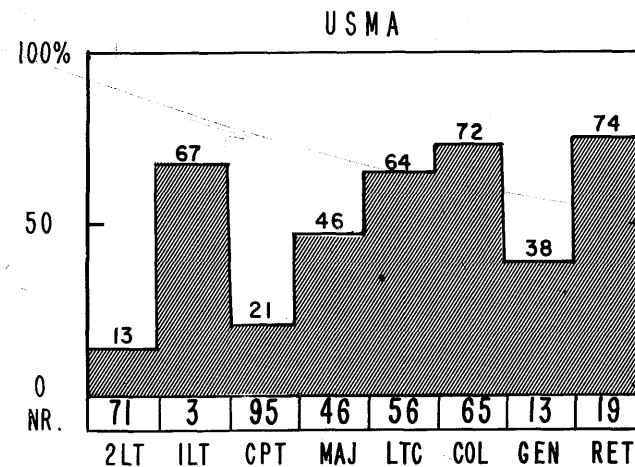
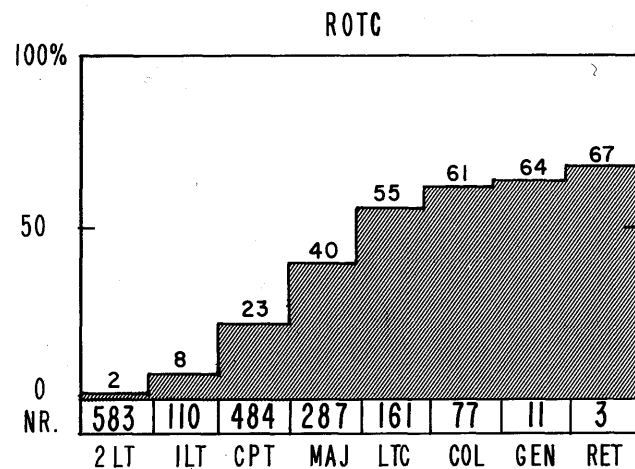


BII.

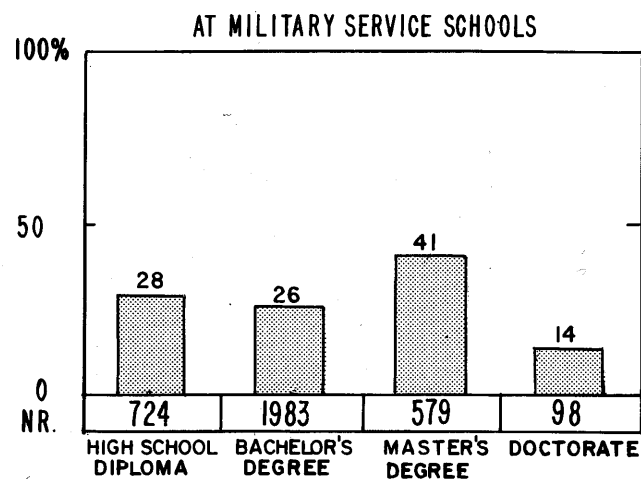
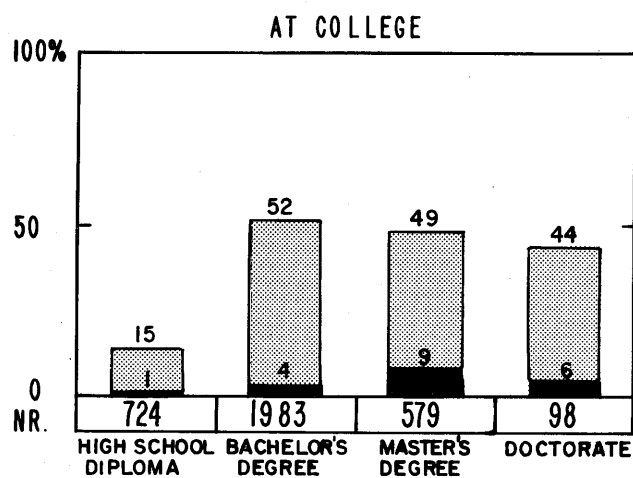
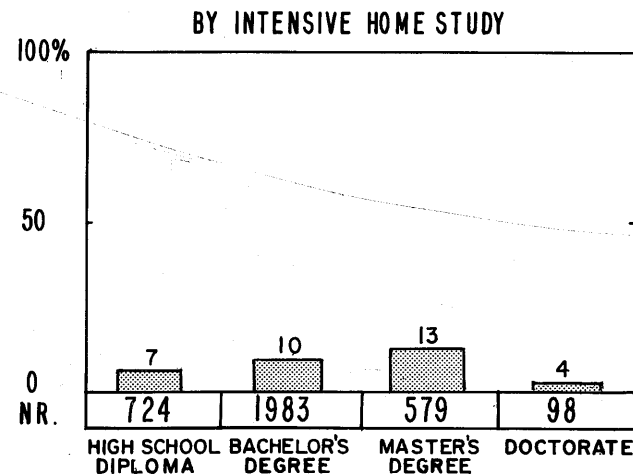
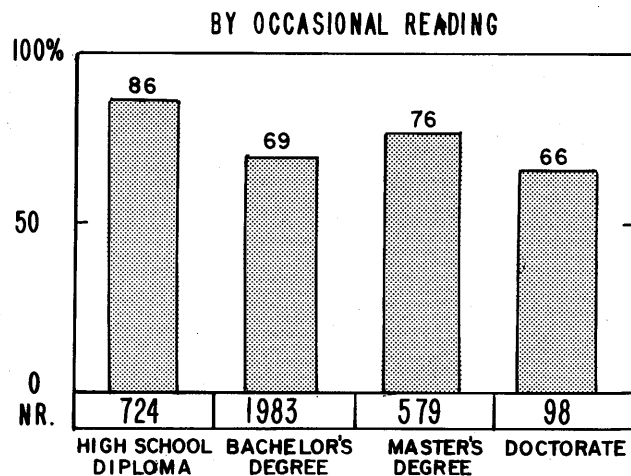
# EXTENT MILITARY HISTORY STUDIED - AT COLLEGE BY SOURCE OF COMMISSION AND RANK



## B12. EXTENT MILITARY HISTORY STUDIED-AT MILITARY SERVICE SCHOOLS BY SOURCE OF COMMISSION AND RANK

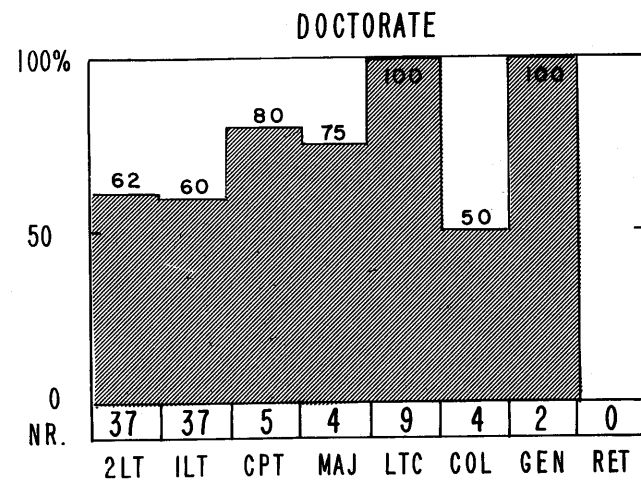
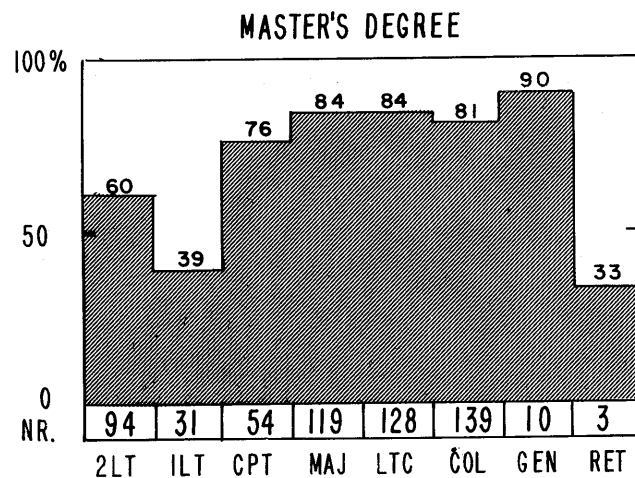
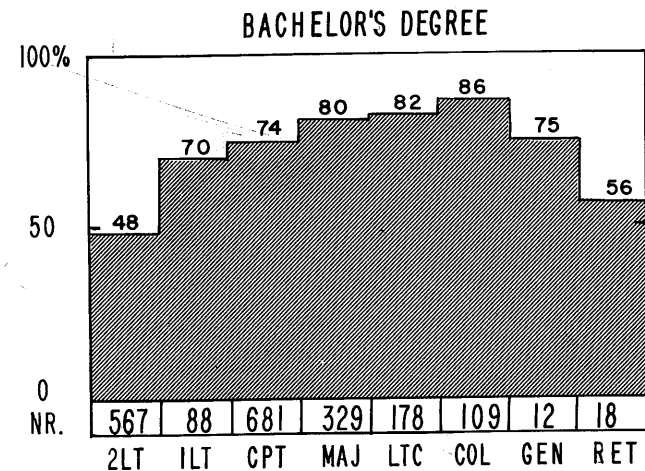
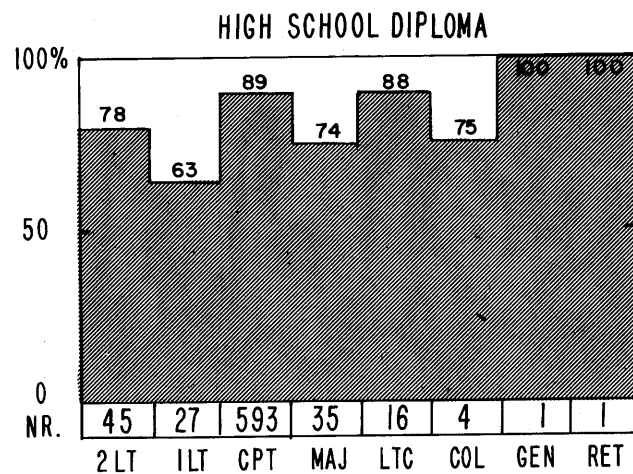


# B13. EXTENT MILITARY HISTORY STUDIED-BY EDUCATIONAL LEVEL



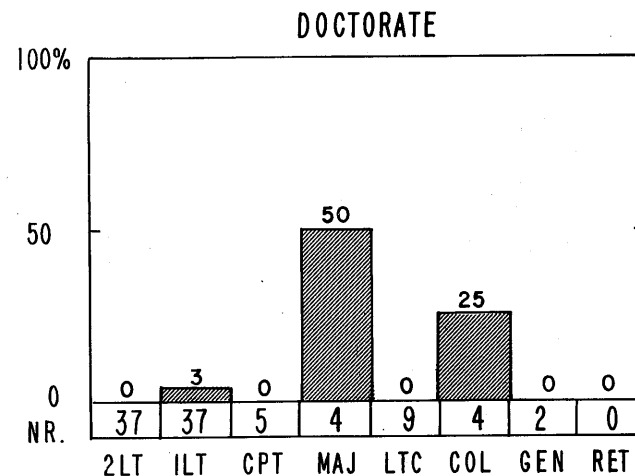
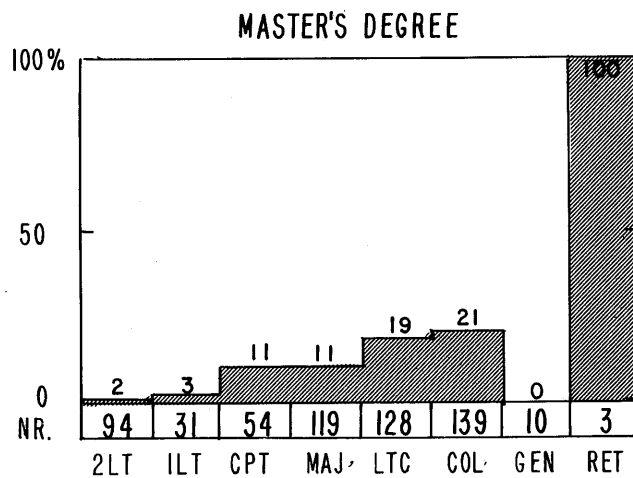
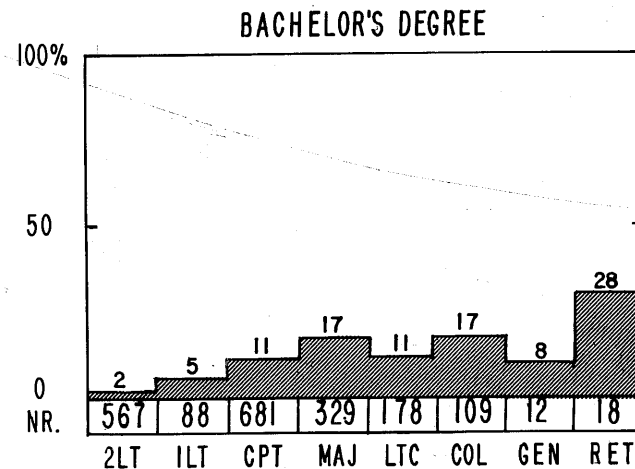
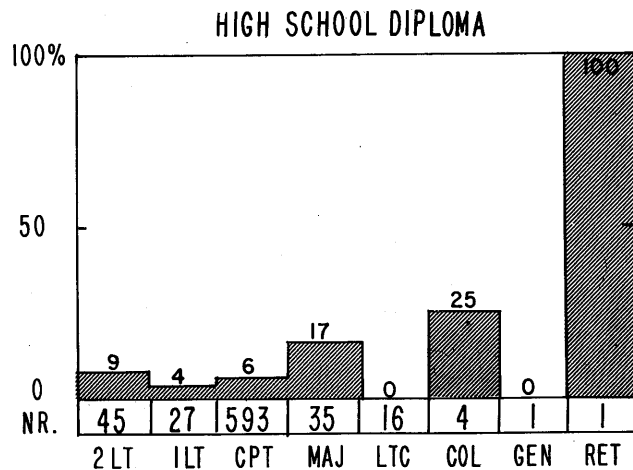
■ = GRADUATE WORK

**B14. EXTENT MILITARY HISTORY STUDIED - BY OCCASIONAL READING  
BY EDUCATIONAL LEVEL AND RANK**



B15.

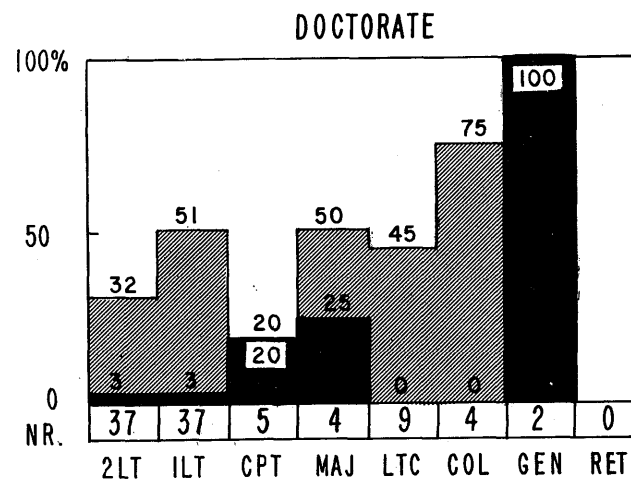
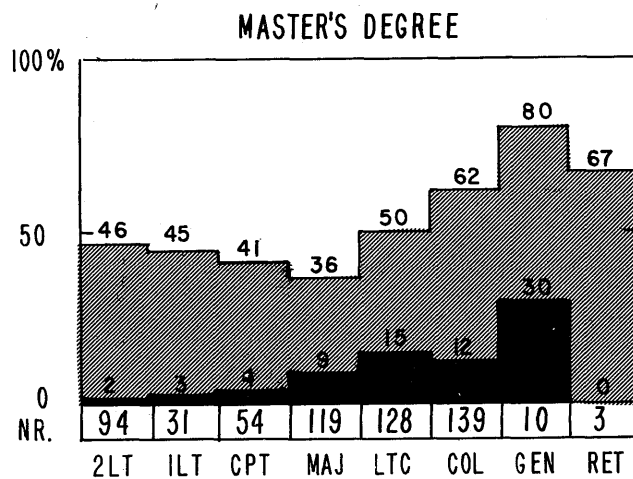
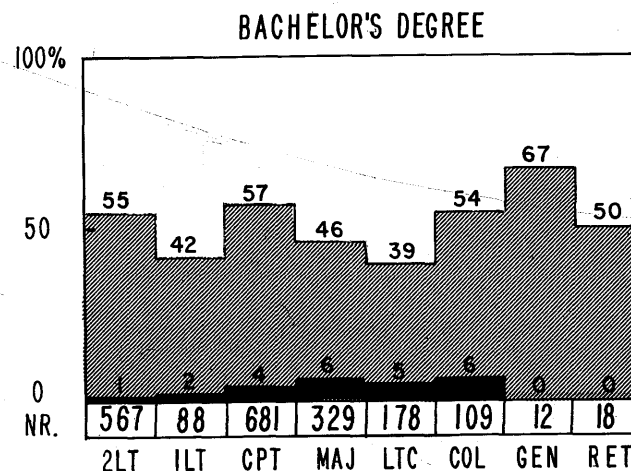
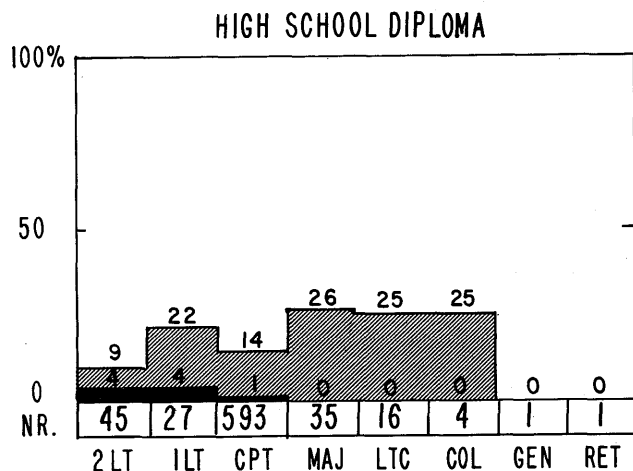
## EXTENT MILITARY HISTORY STUDIED - BY INTENSIVE HOME STUDY BY EDUCATIONAL LEVEL AND RANK





B16.

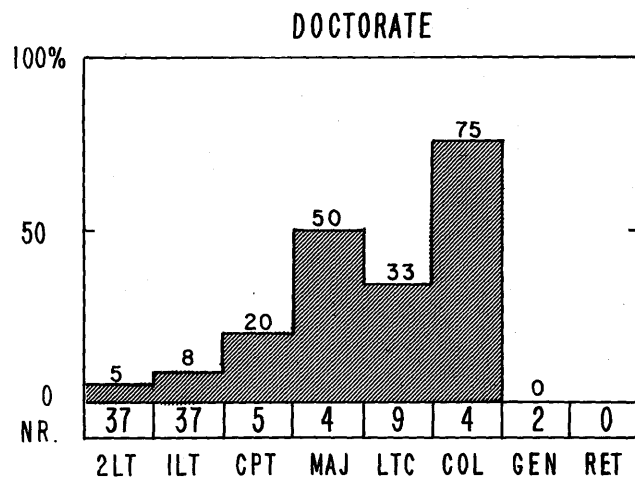
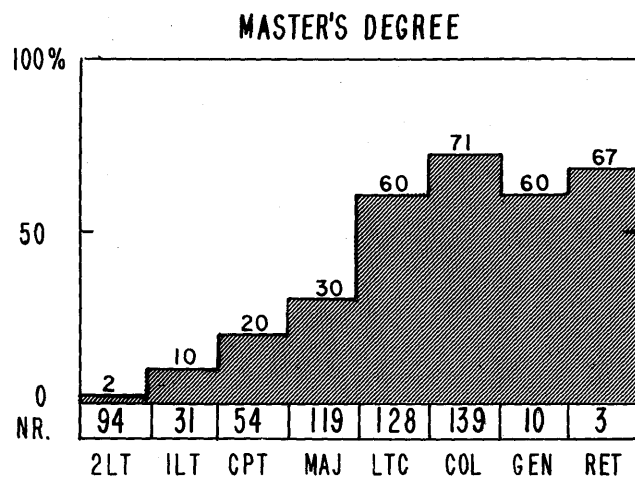
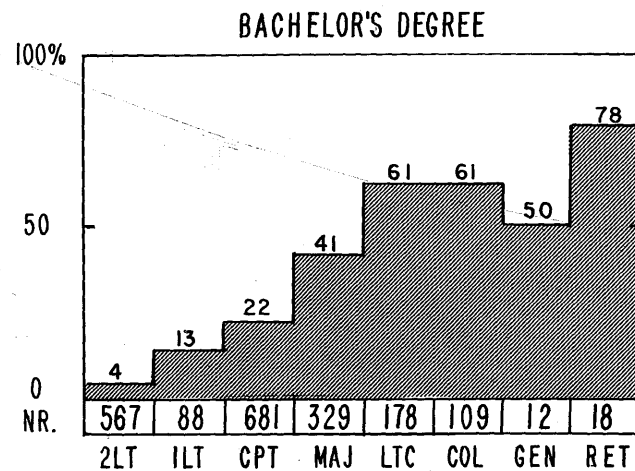
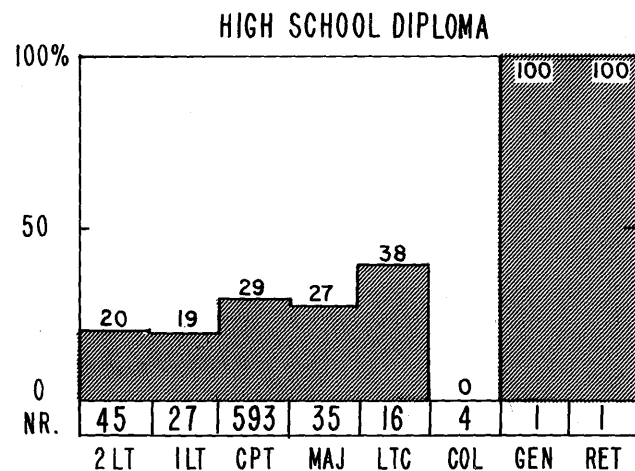
# EXTENT MILITARY HISTORY STUDIED - AT COLLEGE BY EDUCATIONAL LEVEL AND RANK



Q1-4x11

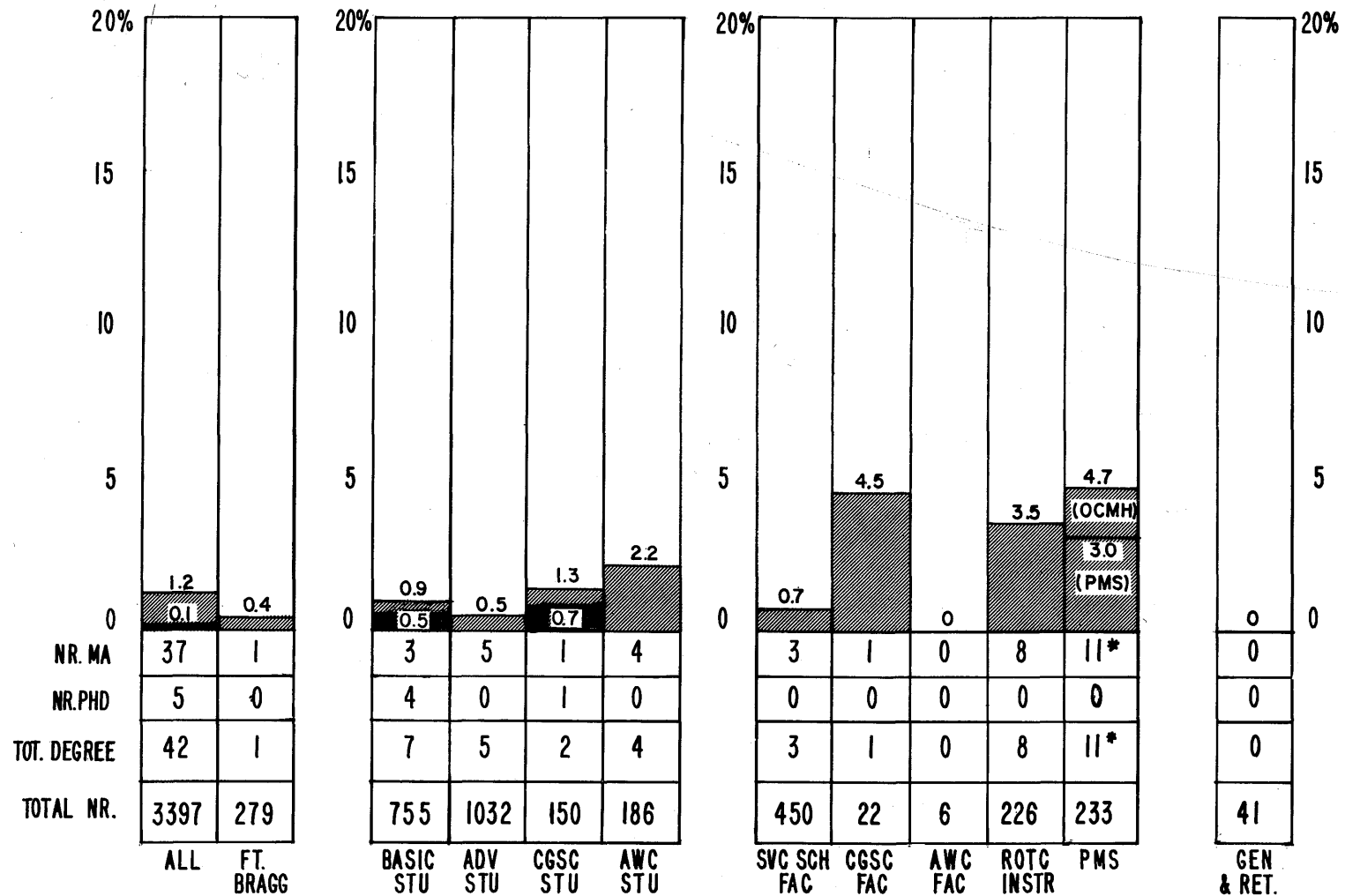
■ = GRADUATE LEVEL

# **B17. EXTENT MILITARY HISTORY STUDIED - AT MILITARY SERVICE SCHOOLS BY EDUCATIONAL LEVEL AND RANK**



B 18.

# GRADUATE DEGREES IN HISTORY

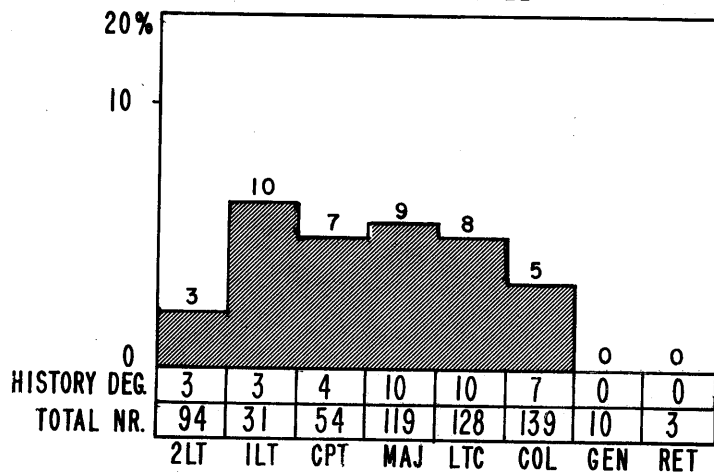


\* Four OCMH Officers were included with PMS Group for Data Processing.

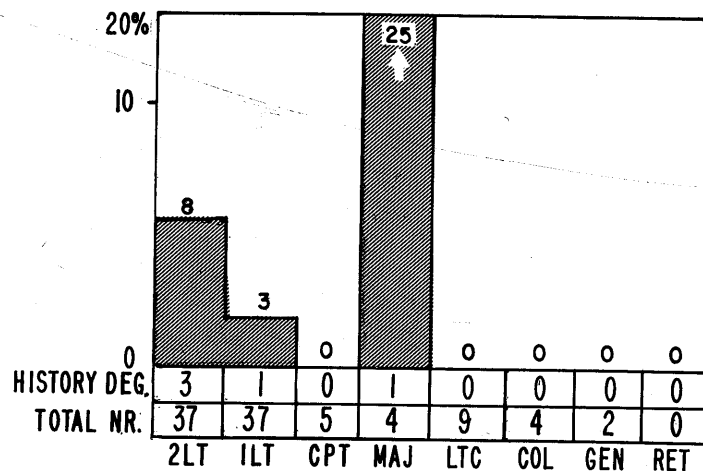
B19.

# GRADUATE DEGREES IN HISTORY vs. RANK

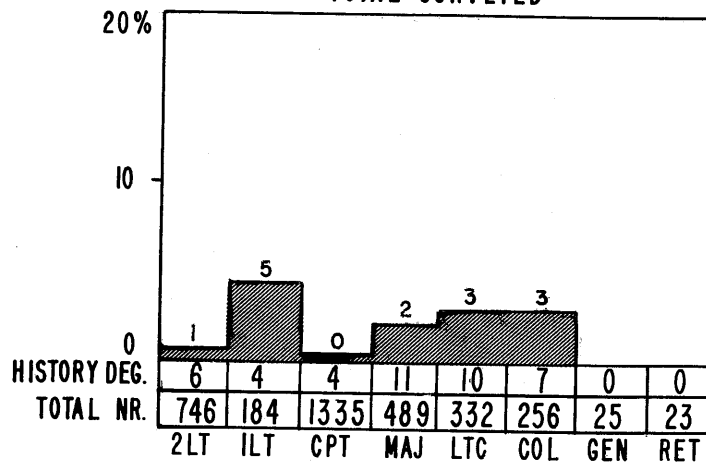
MASTER'S DEGREE



DOCTORATE



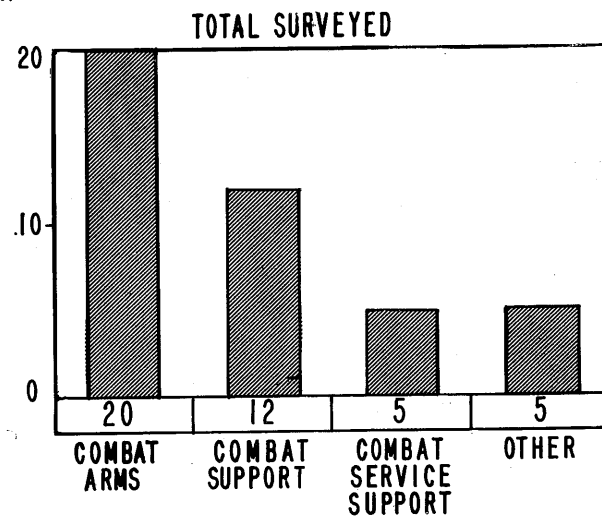
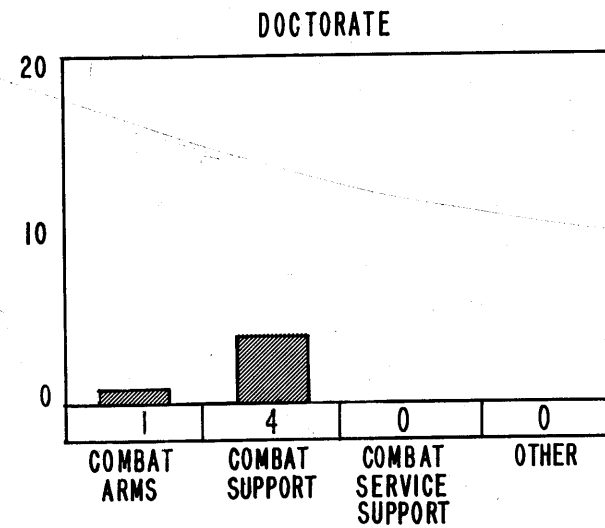
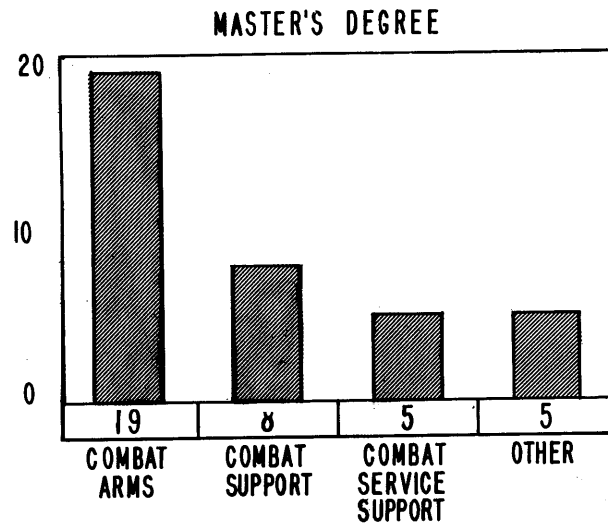
TOTAL SURVEYED



B20.

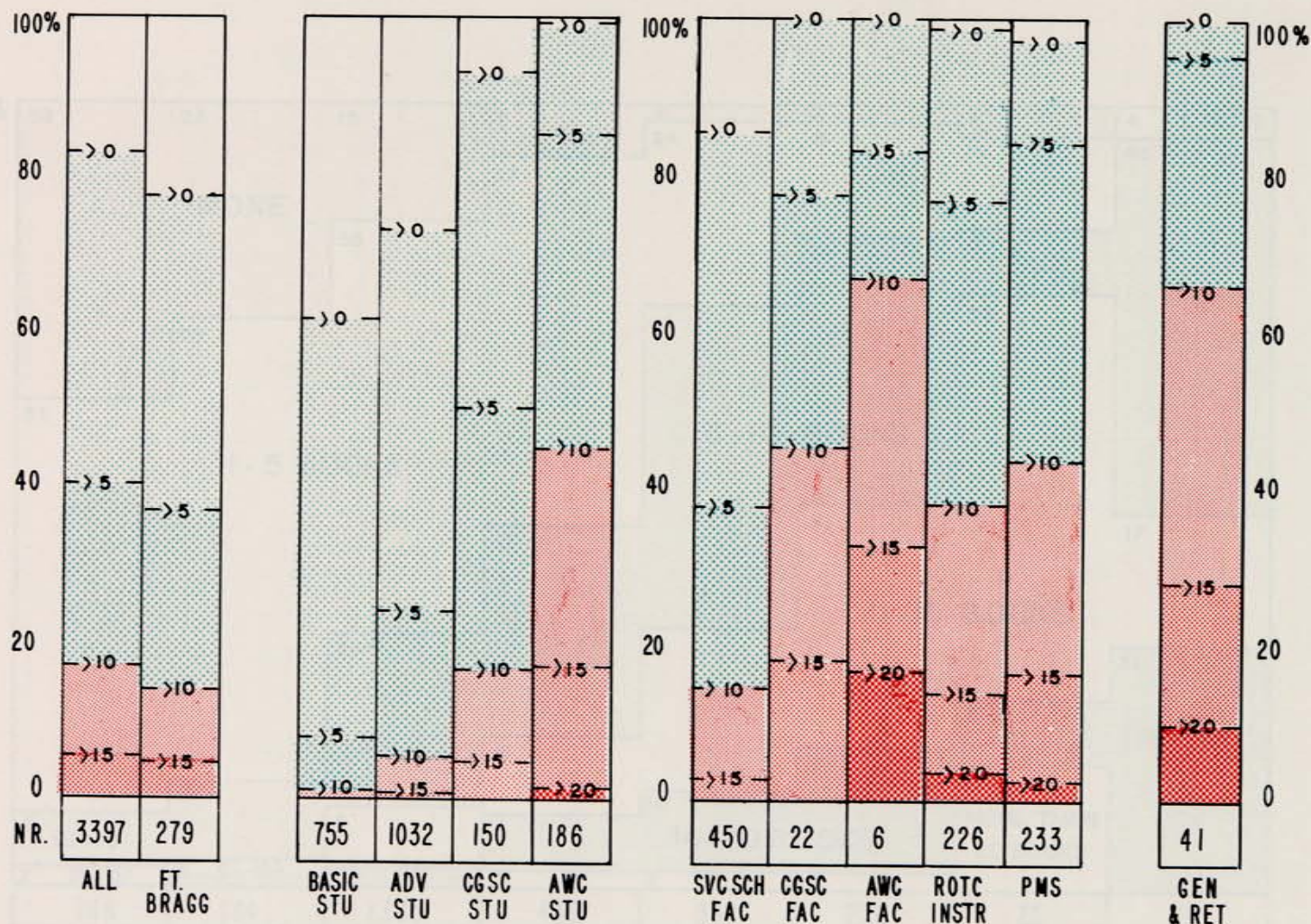
## GRADUATE DEGREES IN HISTORY vs. BRANCHES

NOTE: THIS CHART IS NOT IN PERCENTAGES



B21.

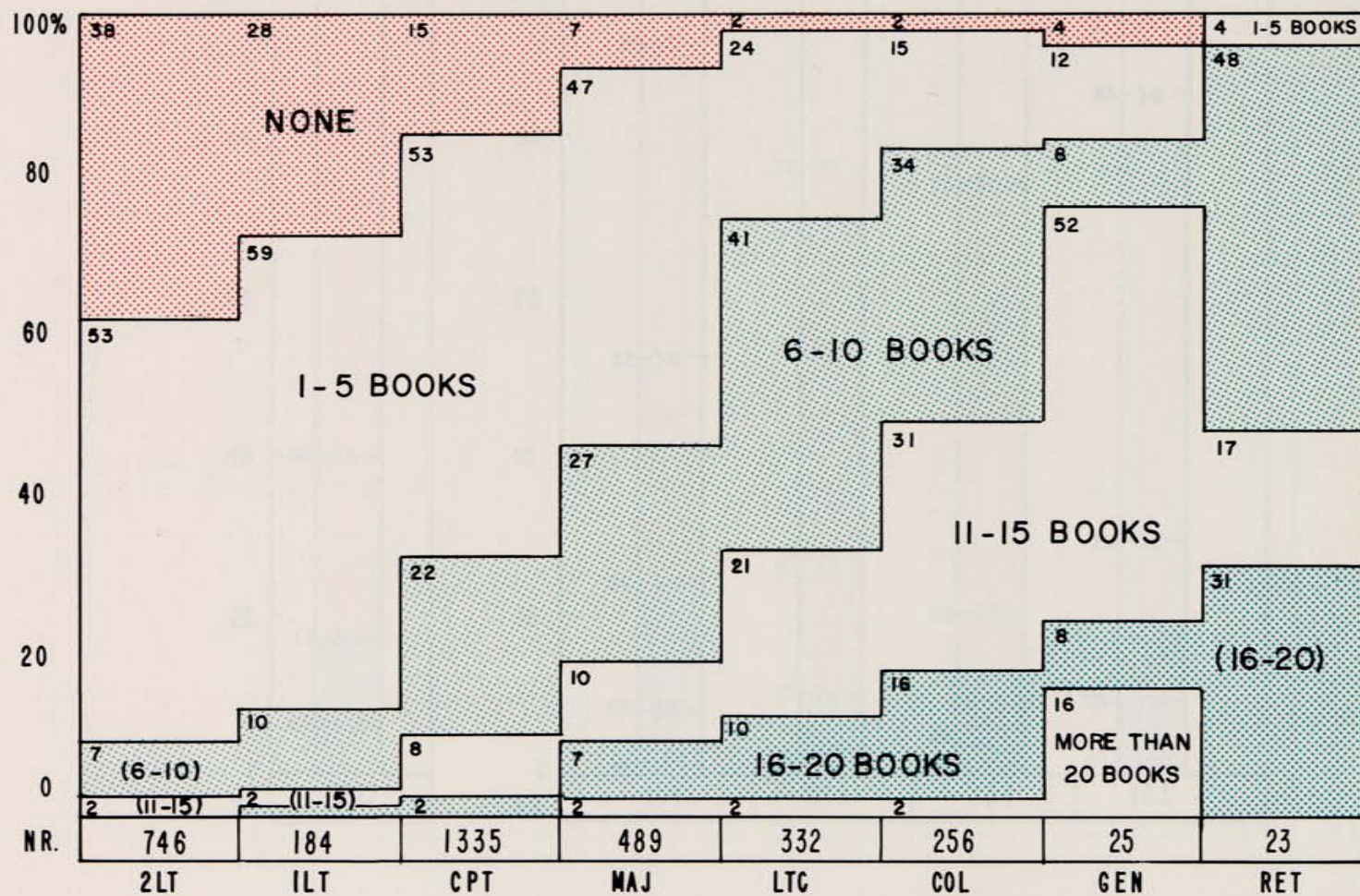
## NUMBER OF BOOKS READ (FROM SELECTED LIST OF 30)





B22.

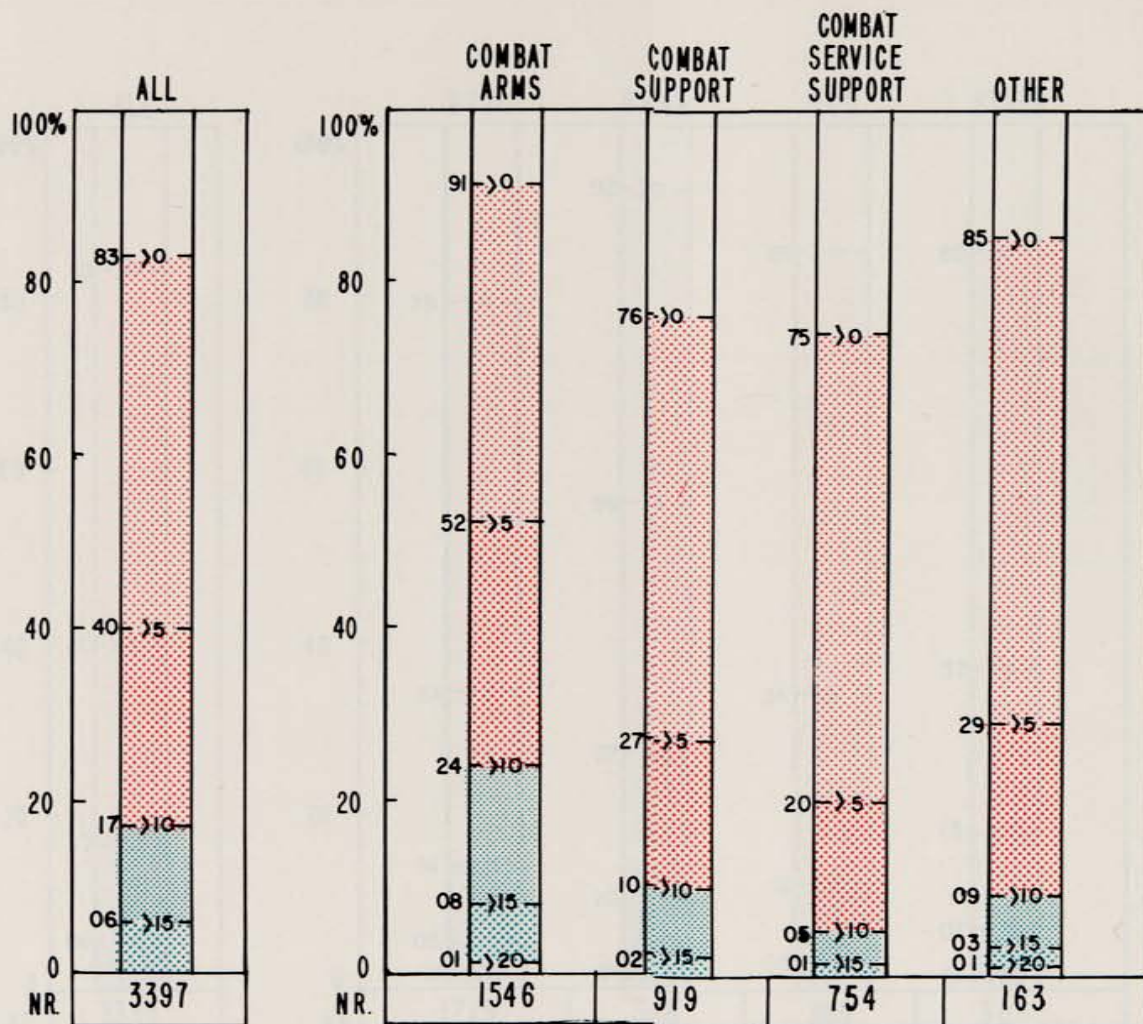
## NUMBER OF BOOKS READ vs. RANK



Q1\*BOOKS

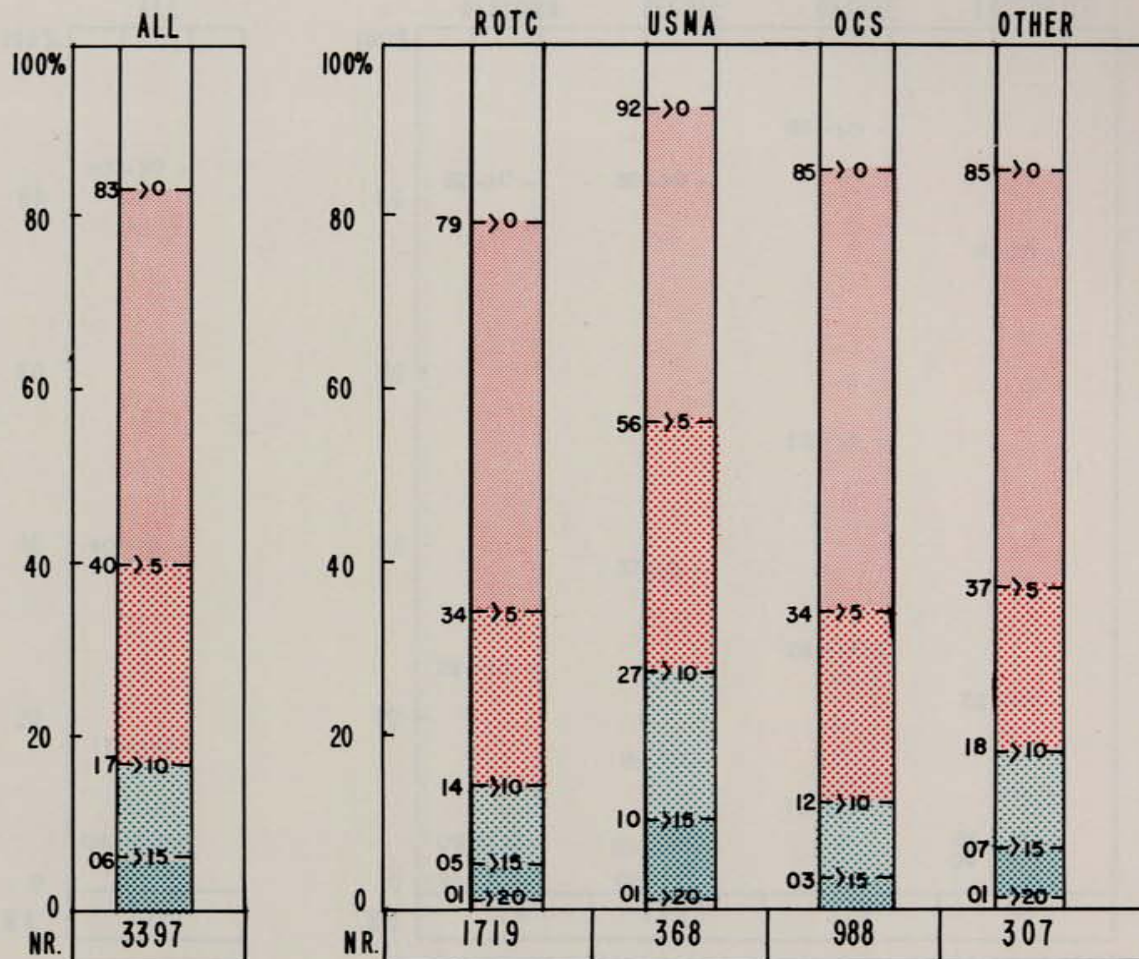
B23.

## NUMBER OF BOOKS READ vs. BRANCHES

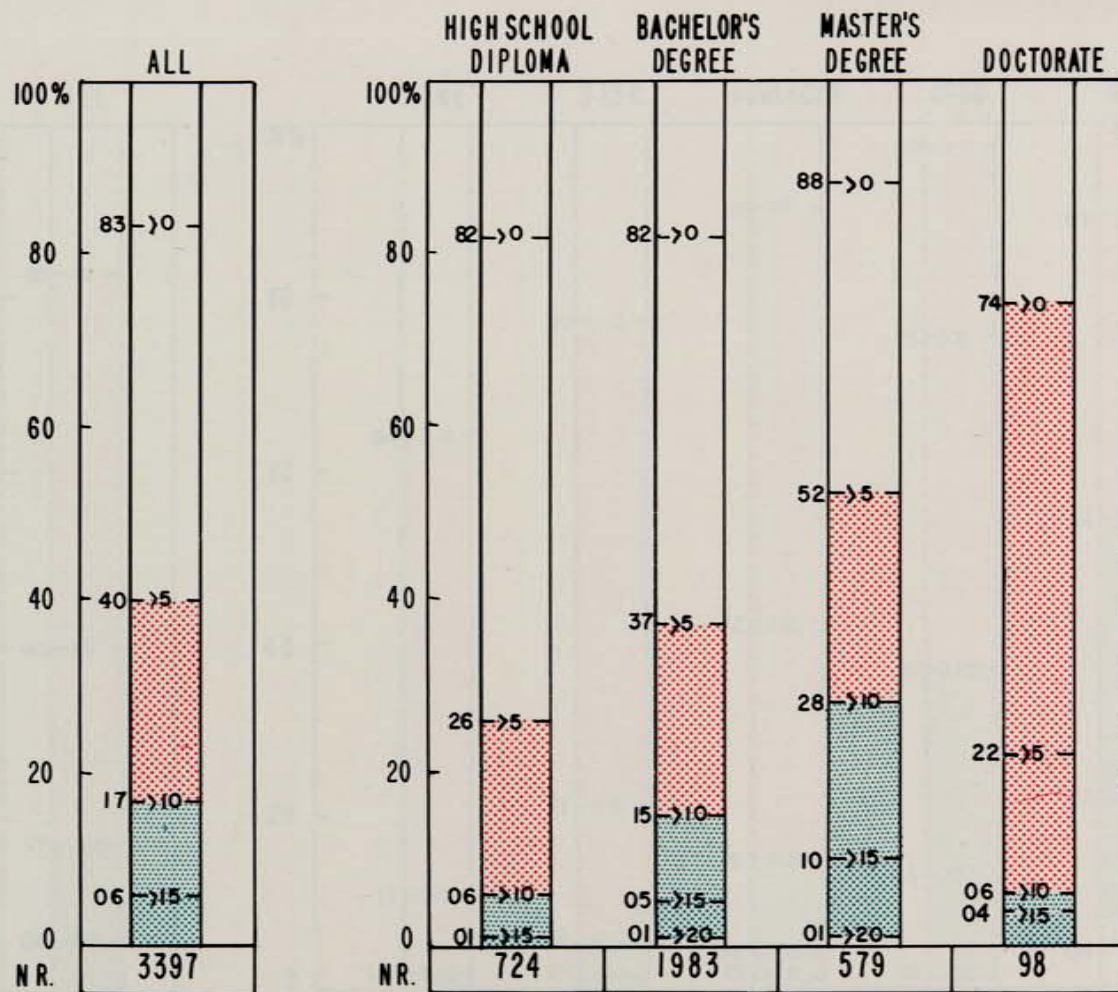




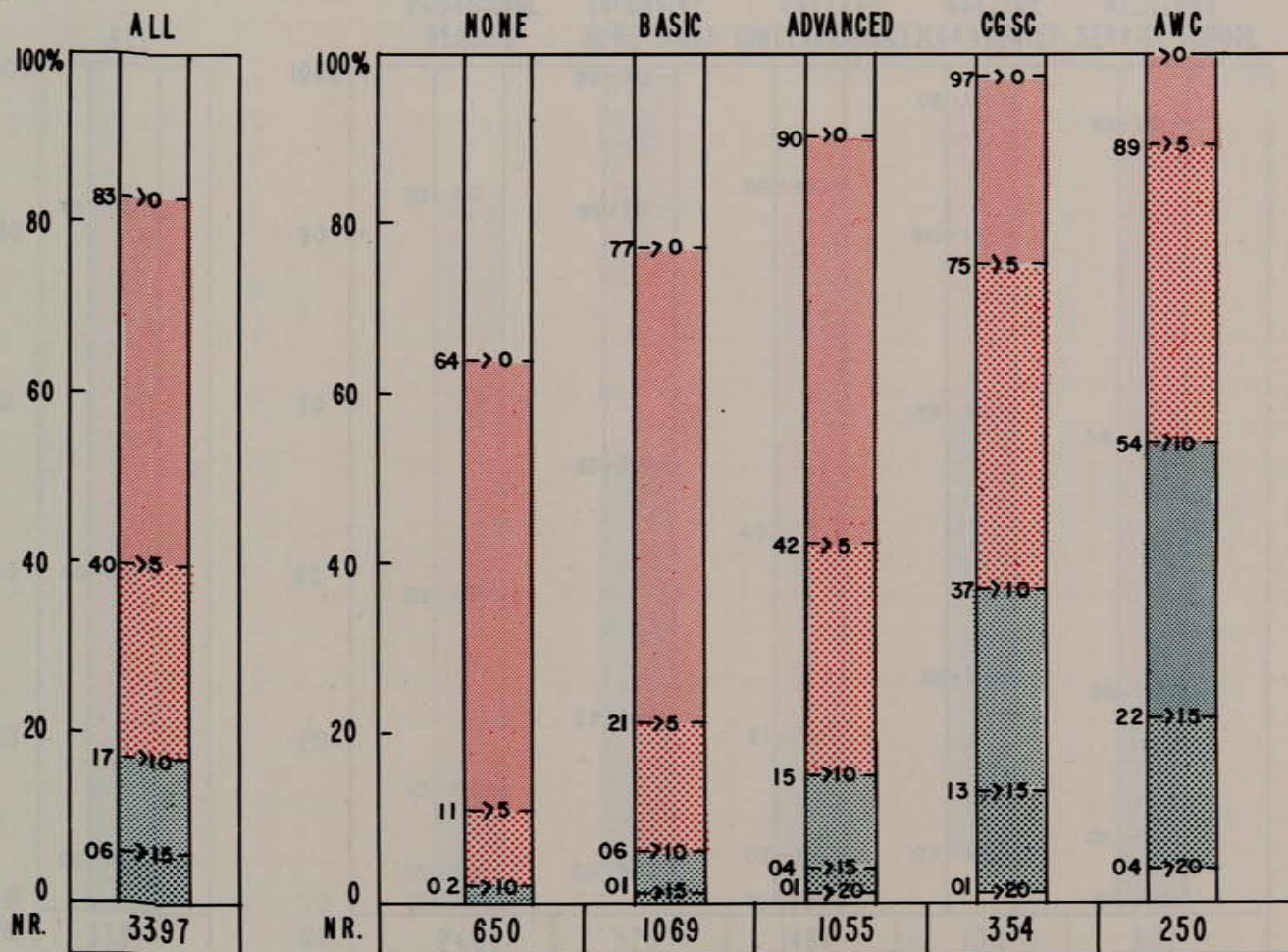
# B24. NUMBER OF BOOKS READ vs. SOURCE OF COMMISSION



# B25. NUMBER OF BOOKS READ vs. HIGHEST EDUCATIONAL LEVEL



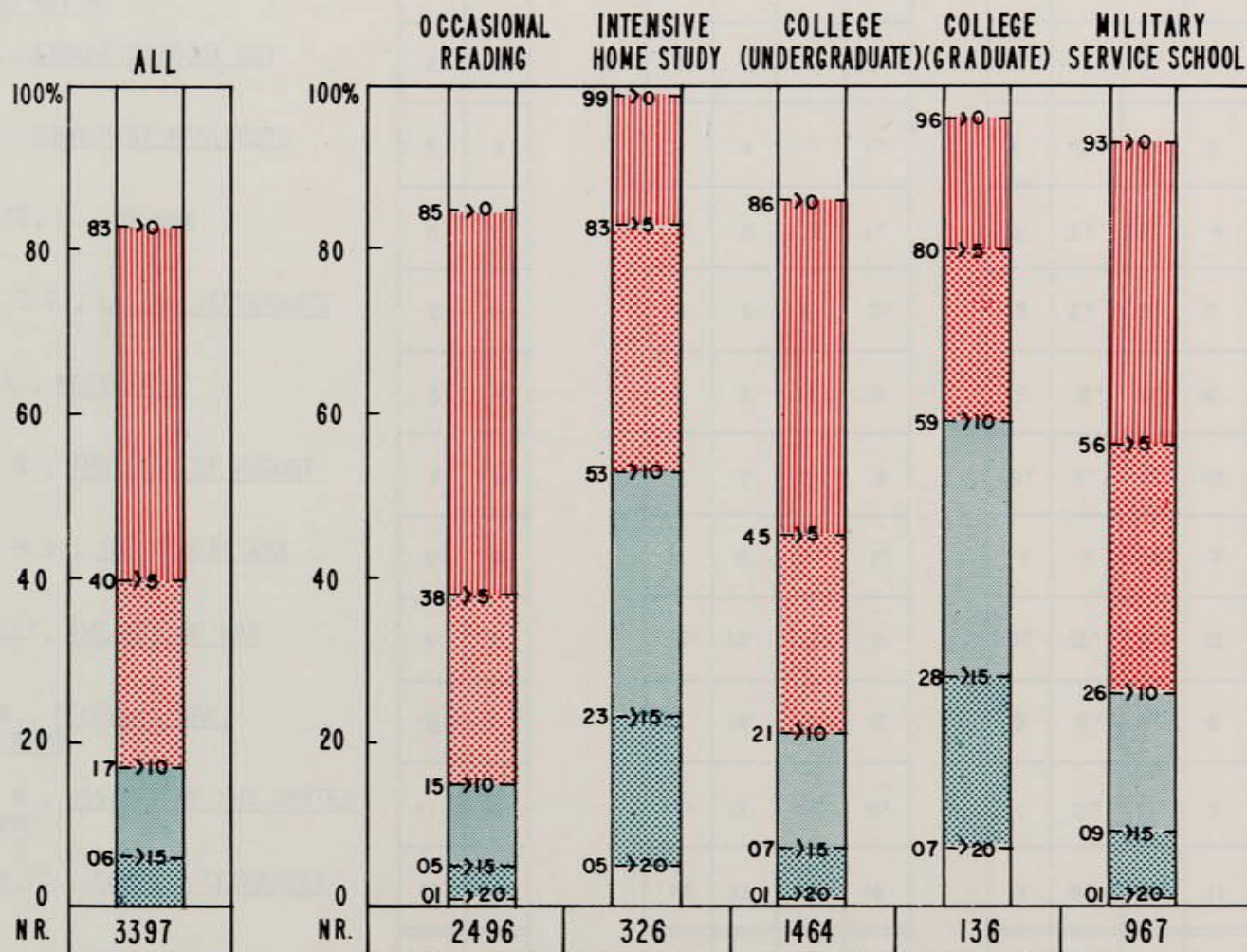
# B26. NUMBER OF BOOKS READ vs. HIGHEST MILITARY SCHOOLING



Q 7\*BOOKS



# B27. NUMBER OF BOOKS READ vs. EXTENT MILITARY HISTORY STUDIED



B28.

# MOST POPULAR BOOKS ON READING LIST

SHIRER, W., THE RISE AND FALL OF THE THIRD REICH

FALL, B., STREET WITHOUT JOY

MARX, K., COMMUNIST MANIFESTO

CLAUSEWITZ, C., ON WAR

FREEMAN, D.S., LEE'S LIEUTENANTS

HITLER, A., MEIN KAMPF

TUCHMAN, B., THE GUNS OF AUGUST

RIDGWAY, M.B., THE KOREAN WAR

MACHIARELLI, THE ART OF WAR

GIAP, V.N., PEOPLE'S WAR, PEOPLE'S ARMY

WEIGLEY, R., HISTORY OF THE UNITED STATES ARMY

MACDONALD, C., COMPANY COMMANDER

NR. OF RESPONSES

1	1
2	2
3	3
4	5
5	6
6	4
7	8
8	9
9	7
10	12
11	14
12	13
3397	279
ALL	FT BRAGG

2	1	2	5*
7	2	1	4
1	4	7*	1*
11	8	3	1*
9	5	4	5*
3	3	11	13
4	7	9	3
13	6	7*	10
5*	10	13	9
12	14	5	12
5*	12	14	21*
14	13	12	14
755	1032	150	186
BASIC	ADV	CGSC	AWC
STU	STU	STU	STU

1	2*	9*	2	2
2	1	1*	1	3*
4	10*	5*	8	10
6	2*	1*	4	1
5	2*	5*	5	3*
3	12*	9*	10	7
9*	8*	1*	12	15
7	7	16*	7	6
9*	10*	5*	13	14
13	16*	9*	6	12
11	12*	15*	3	8*
8	8*	15*	11	8*
450	22	6	226	233
SVC SCH	CGSC	AWC	ROTC	PMS
FAC	FAC	FAC	INSTR	

8
9*
13*
1
2
6*
3*
13*
16*
19
21*
13*
41
GEN & RET

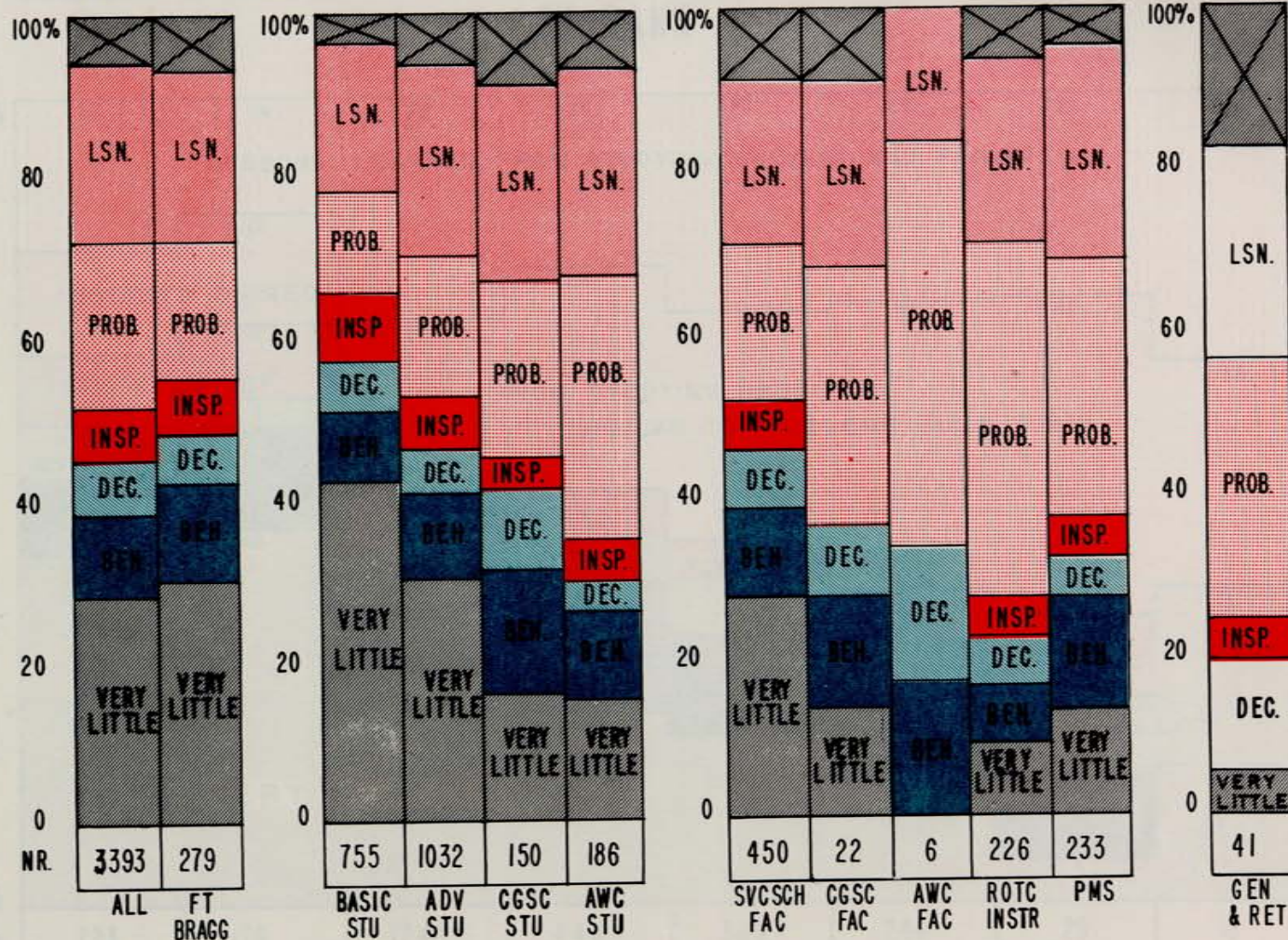
\* indicates a tie for that position.

Q15,16,17

C. WHAT IS THE VALUE OF MILITARY HISTORY?



# C1. HOW HAS YOUR STUDY OF MILITARY HISTORY PROVED MOST BENEFICIAL?



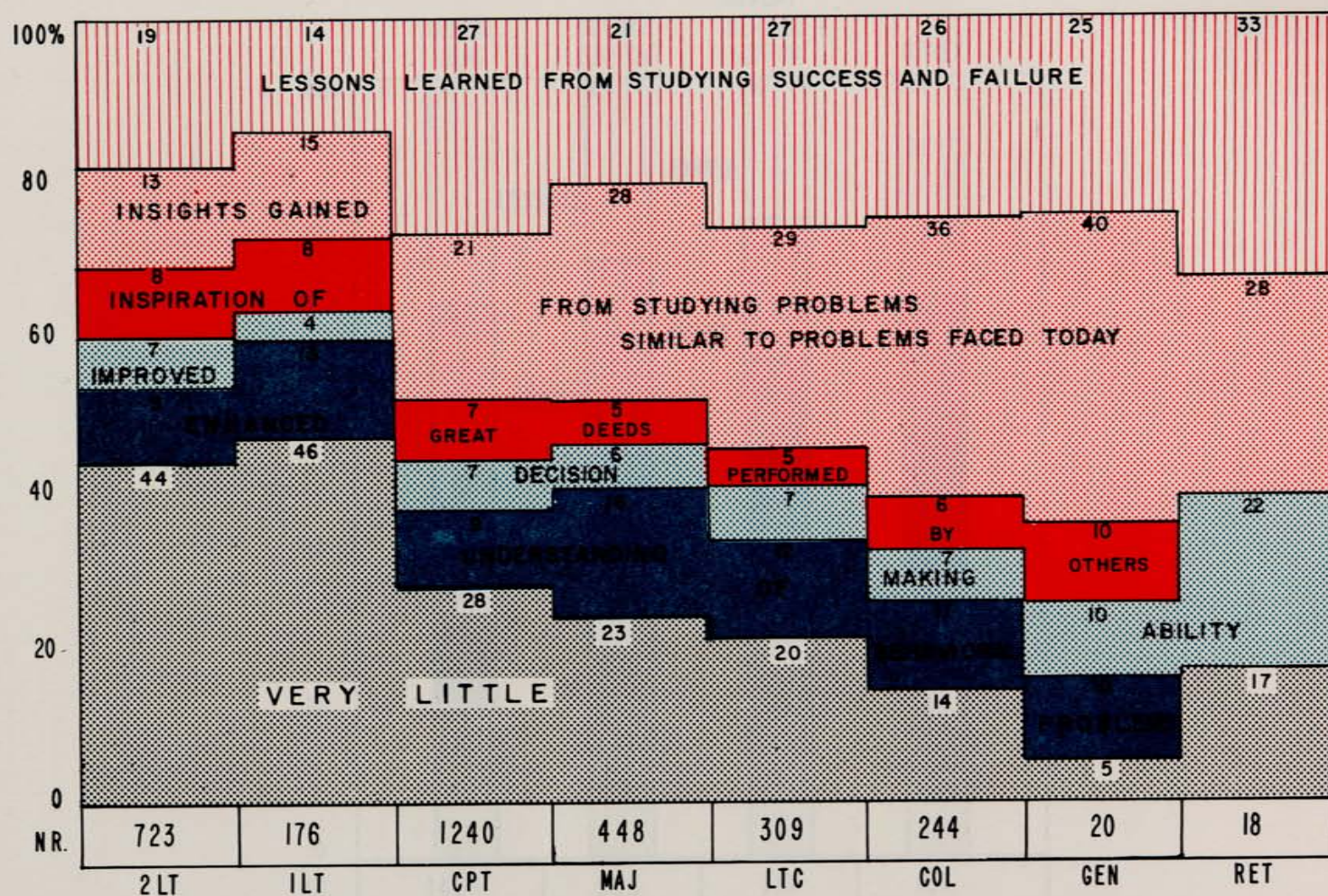
= NO RESPONSE/INCORRECT RESPONSE

LSN=LEARNED BY STUDYING SUCCESS AND FAILURE  
 PROB= INSIGHTS GAINED BY STUDYING PROBLEMS SIMILAR TO THOSE FACED TODAY

INSP=INSPIRATION OF GREAT DEEDS PERFORMED BY OTHERS  
 DEC= IMPROVED DECISION MAKING ABILITY  
 BEH= ENHANCED UNDERSTANDING OF BEHAVIORAL PROBLEMS  
 VERY LITTLE

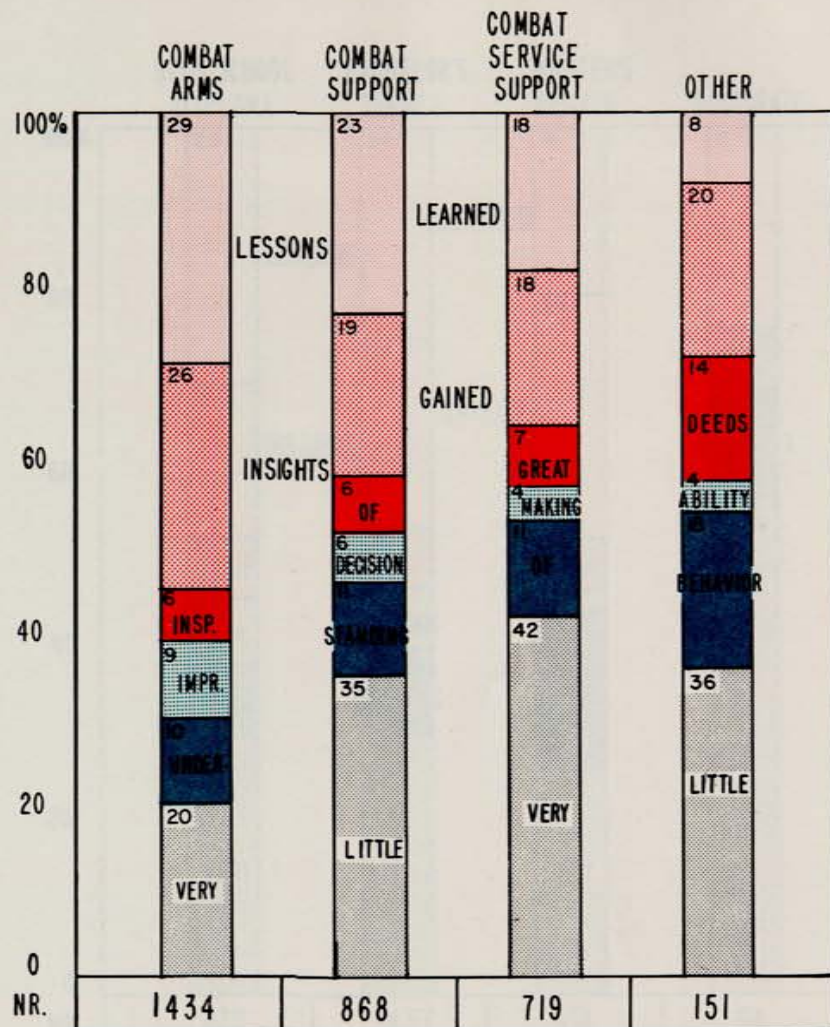


## C2. HOW HAS YOUR STUDY OF MILITARY HISTORY PROVED MOST BENEFICIAL? BY RANK

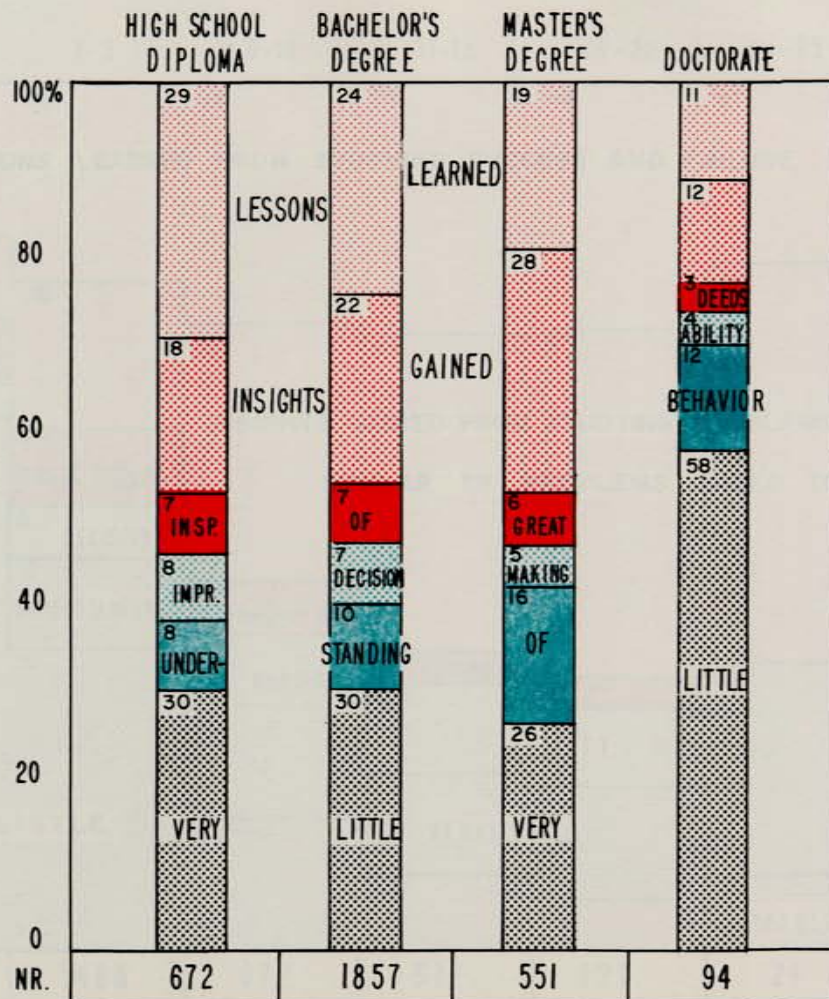




### C3. BENEFITS OF MILITARY HISTORY BY BRANCHES

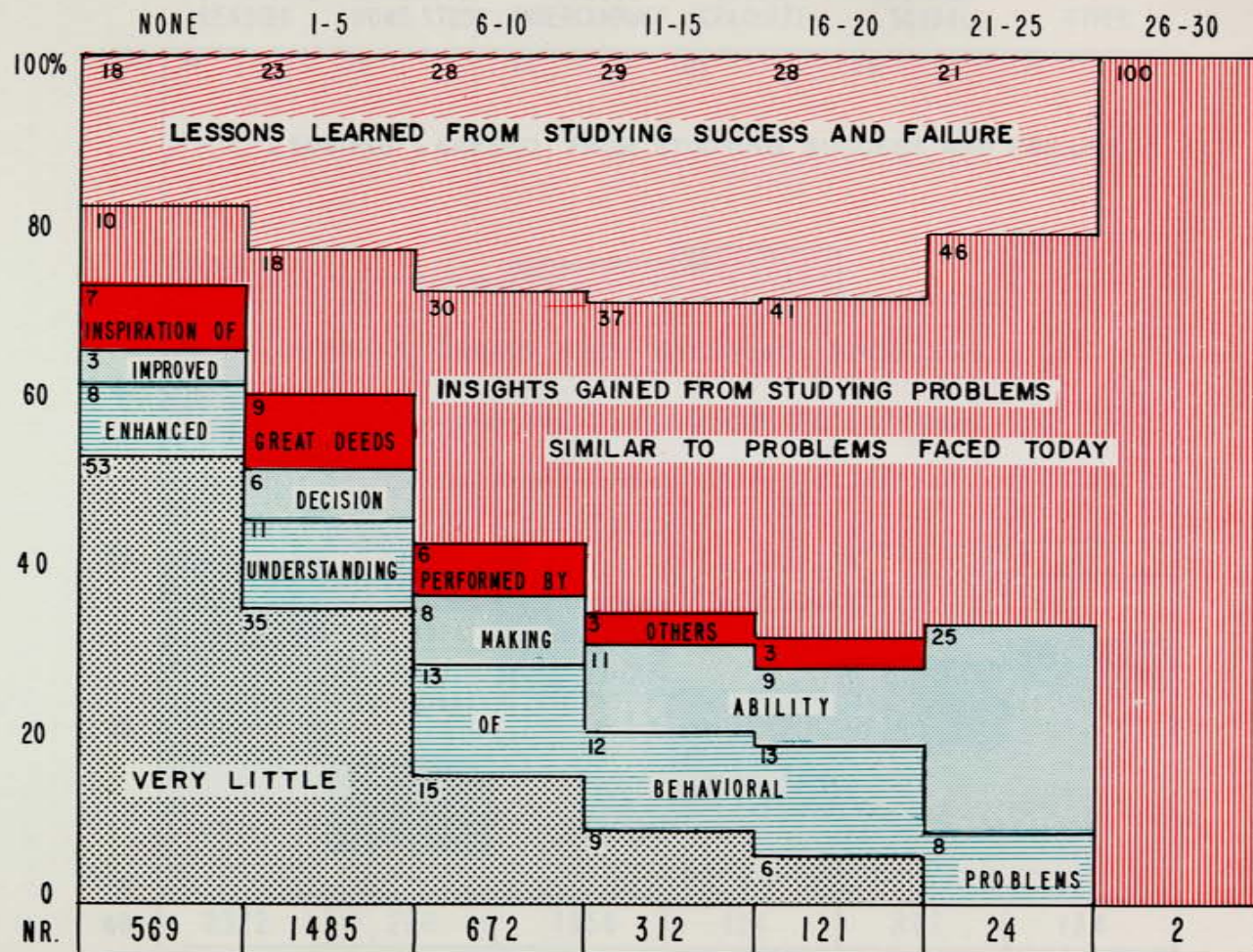


# C4. BENEFITS OF MILITARY HISTORY vs. EDUCATIONAL LEVEL

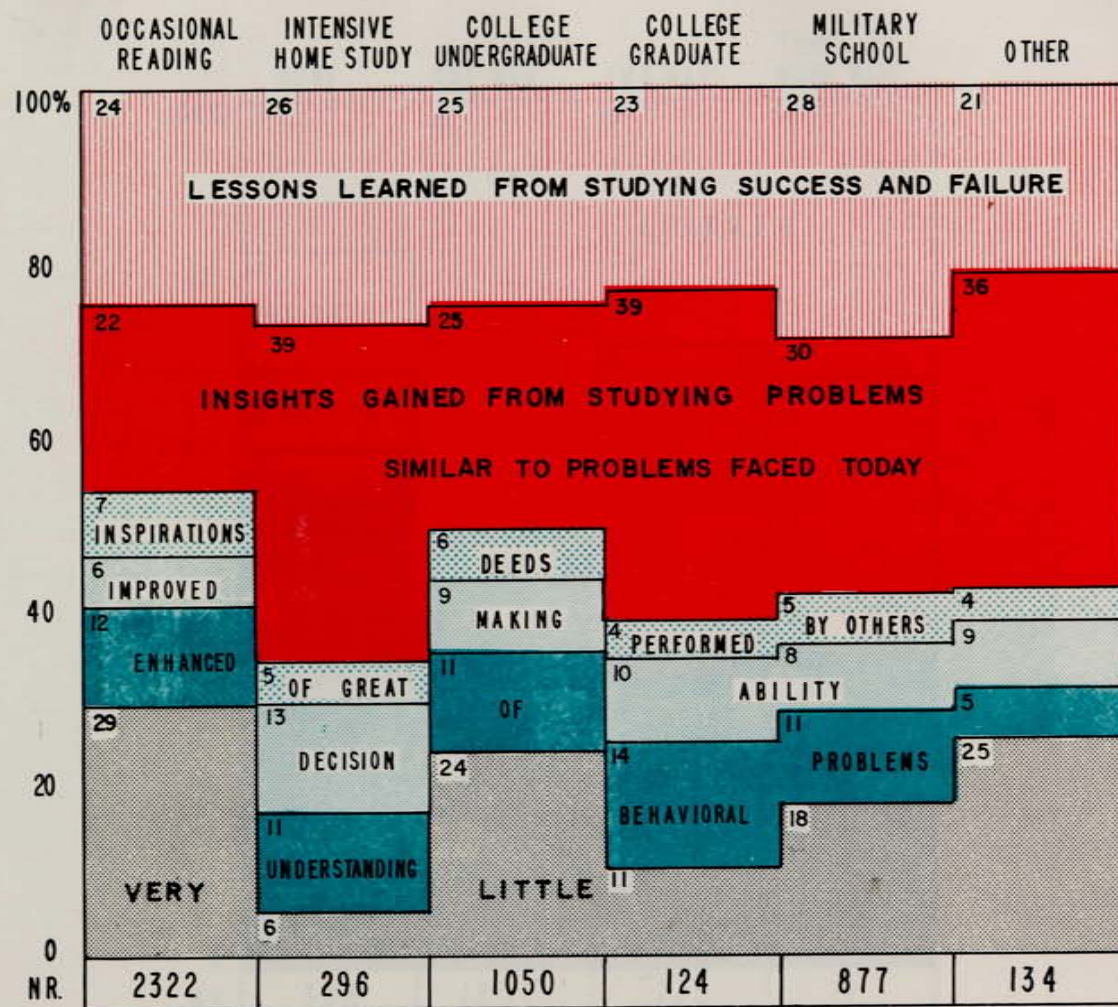




# C5. BENEFITS OF HISTORY vs. NUMBER OF BOOKS READ

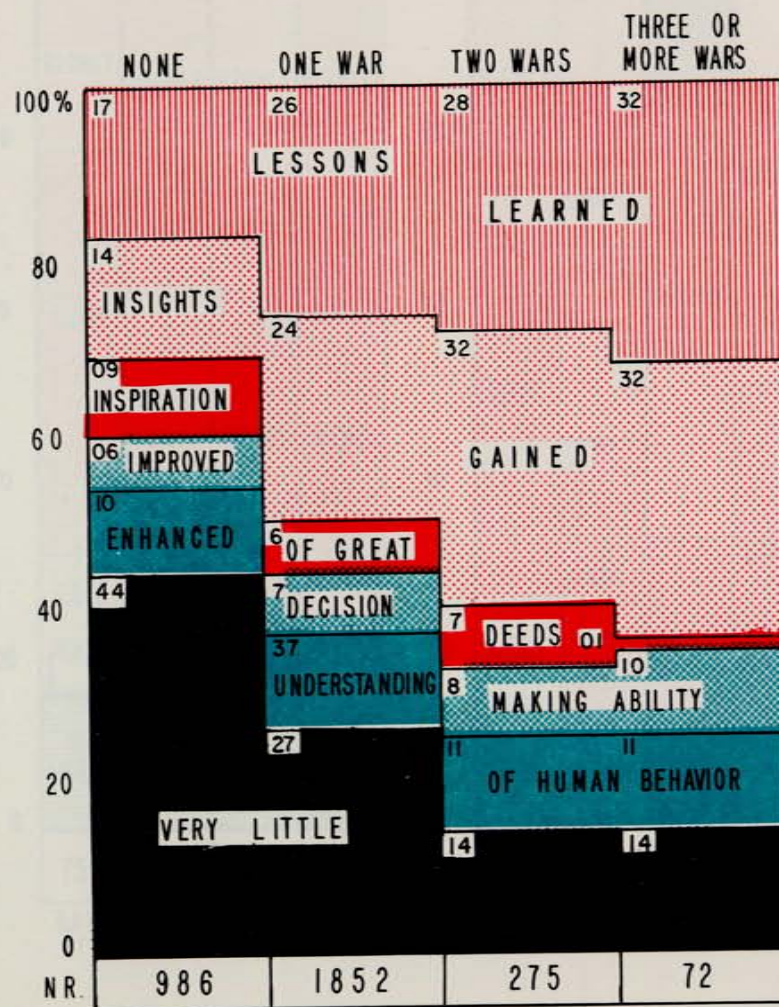


# C6. BENEFITS OF MILITARY HISTORY vs. EXTENT STUDIED

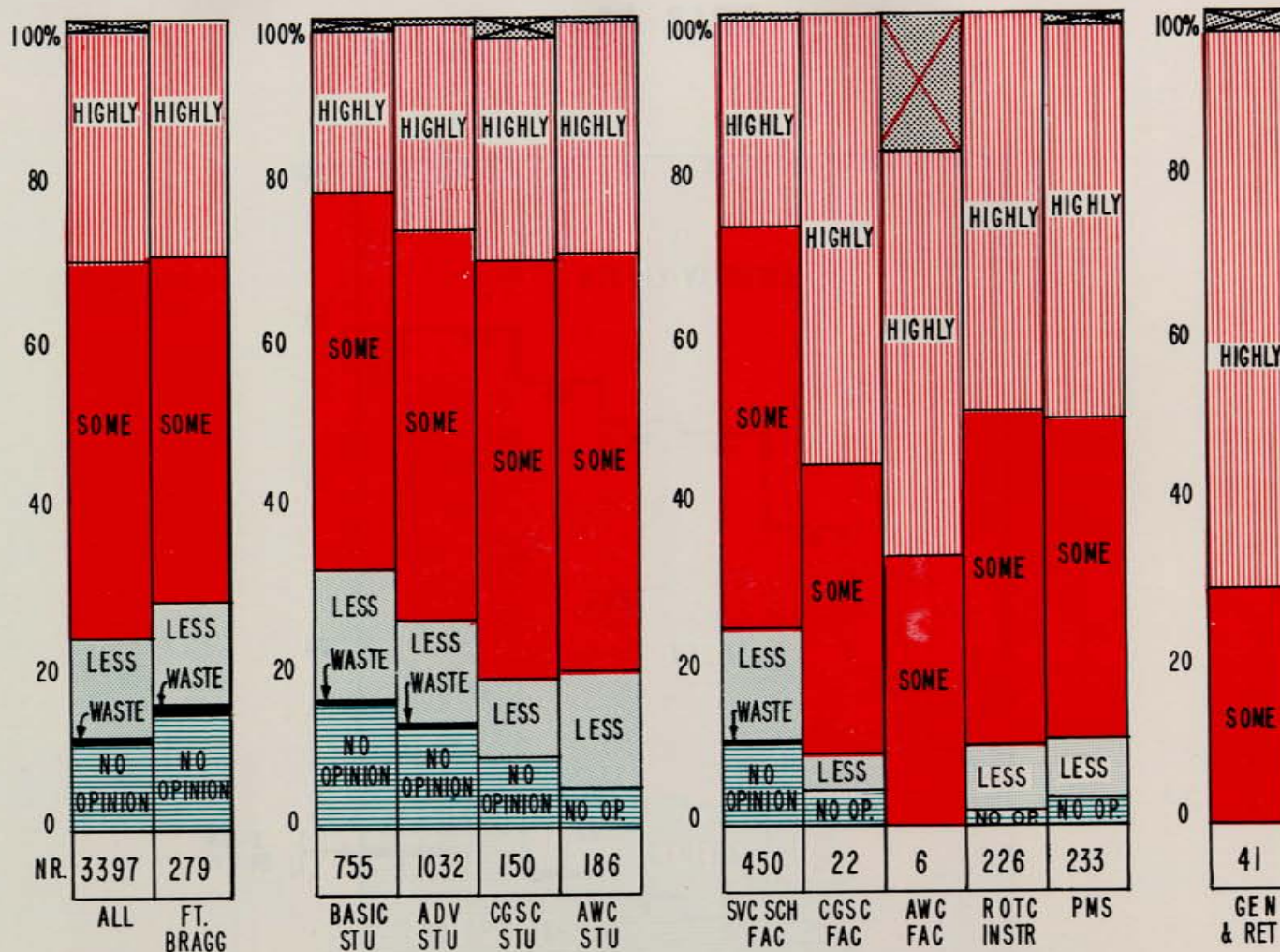




# C7. BENEFITS OF MILITARY HISTORY vs. COMBAT EXPERIENCE



# C8. HOW VALUABLE IS THE STUDY OF MILITARY HISTORY TO AN OFFICER?



- NO RESPONSE

HIGHLY - HIGHLY VALUABLE

SOME - OF SOME VALUE

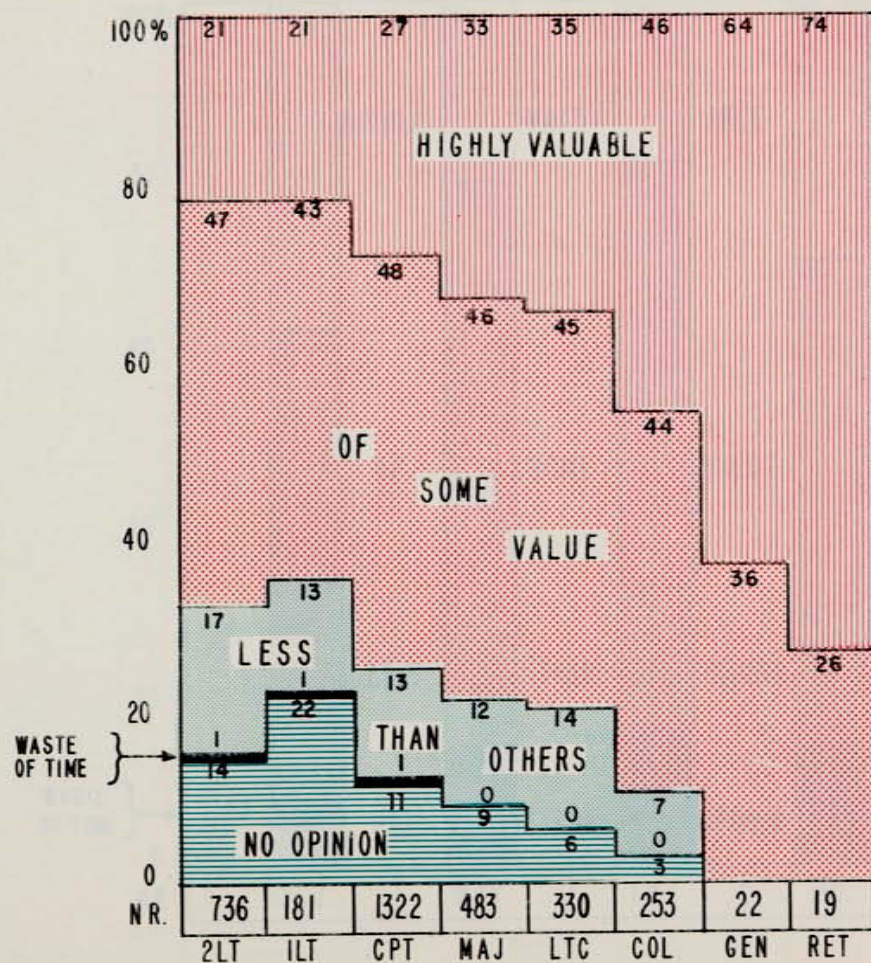
LESS - NOT AS VALUABLE AS STUDYING OTHER DISCIPLINES

WASTE - OF NO VALUE AT ALL, A WASTE OF TIME

NO OPINION

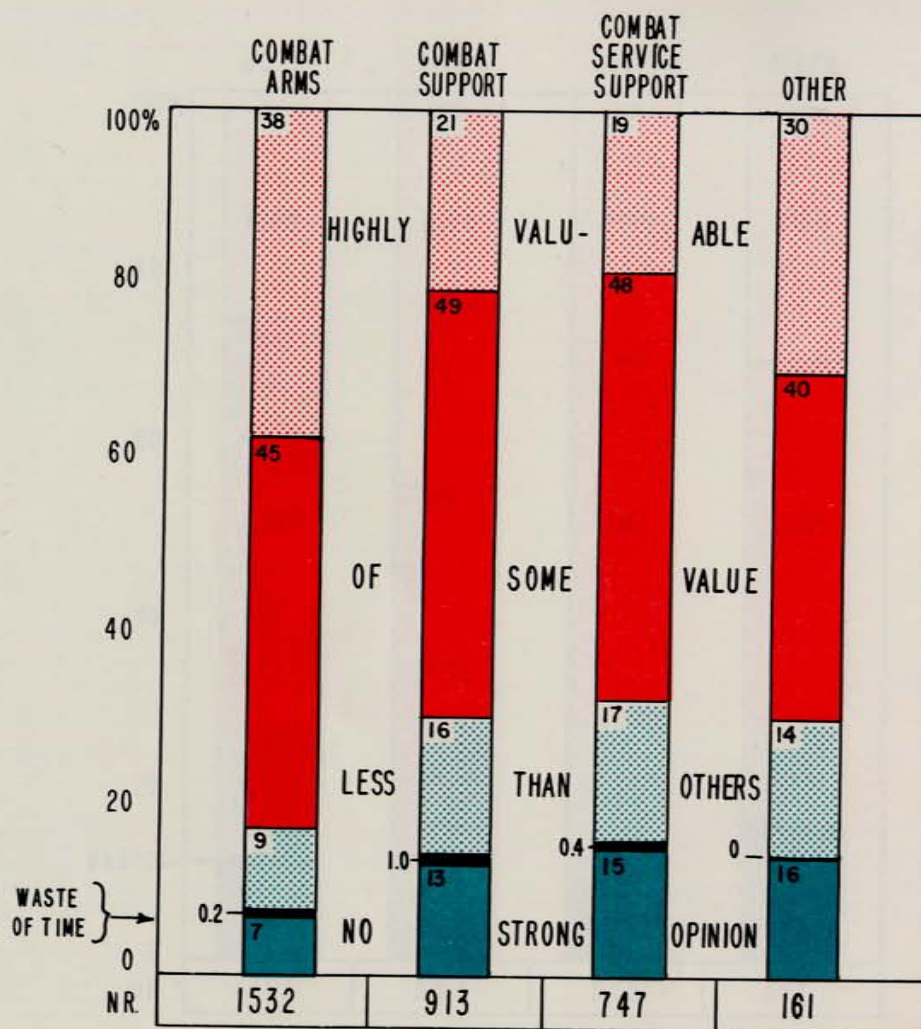


# C9. HOW VALUABLE IS THE STUDY OF MILITARY HISTORY TO AN OFFICER? BY RANK



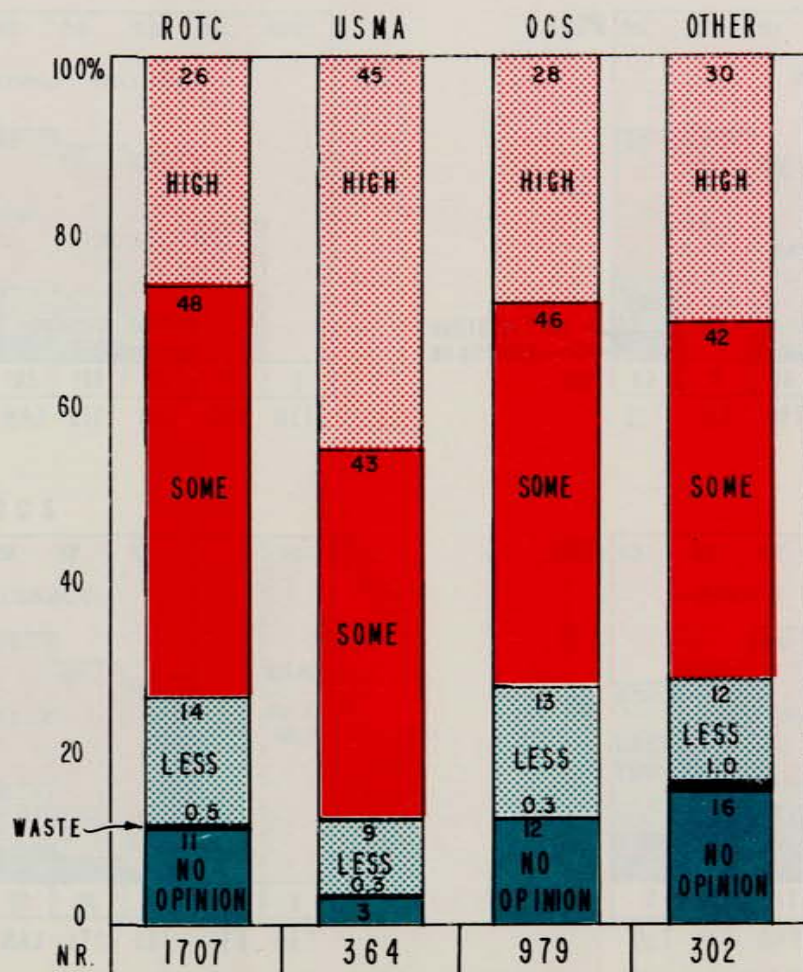
C10.

# VALUE OF MILITARY HISTORY - BY BRANCHES



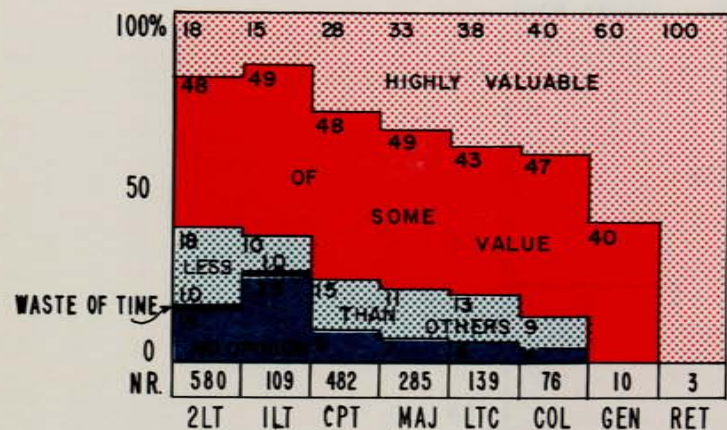


## CII. VALUE OF MILITARY HISTORY vs. SOURCE OF COMMISSION

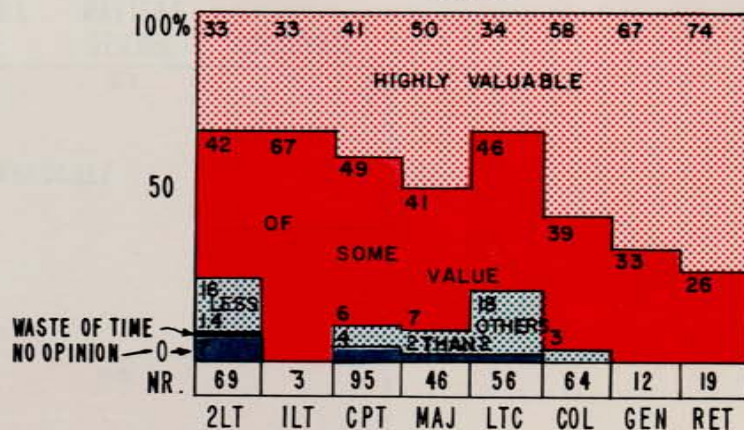


# C12. VALUE OF MILITARY HISTORY vs. SOURCE OF COMMISSION AND RANK

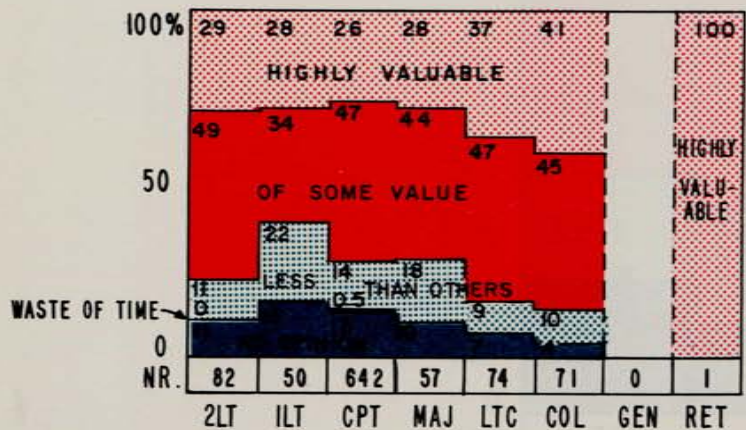
ROTC



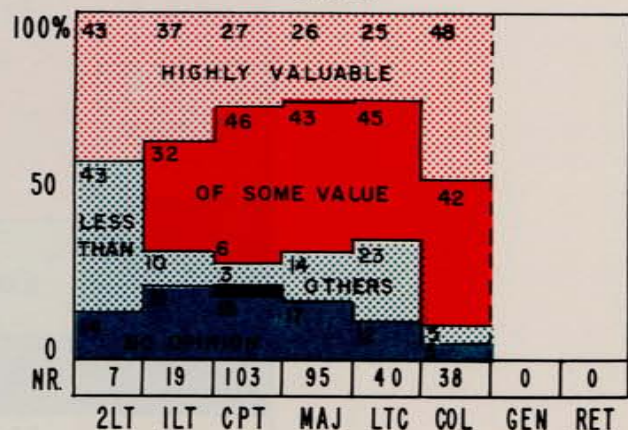
USMA



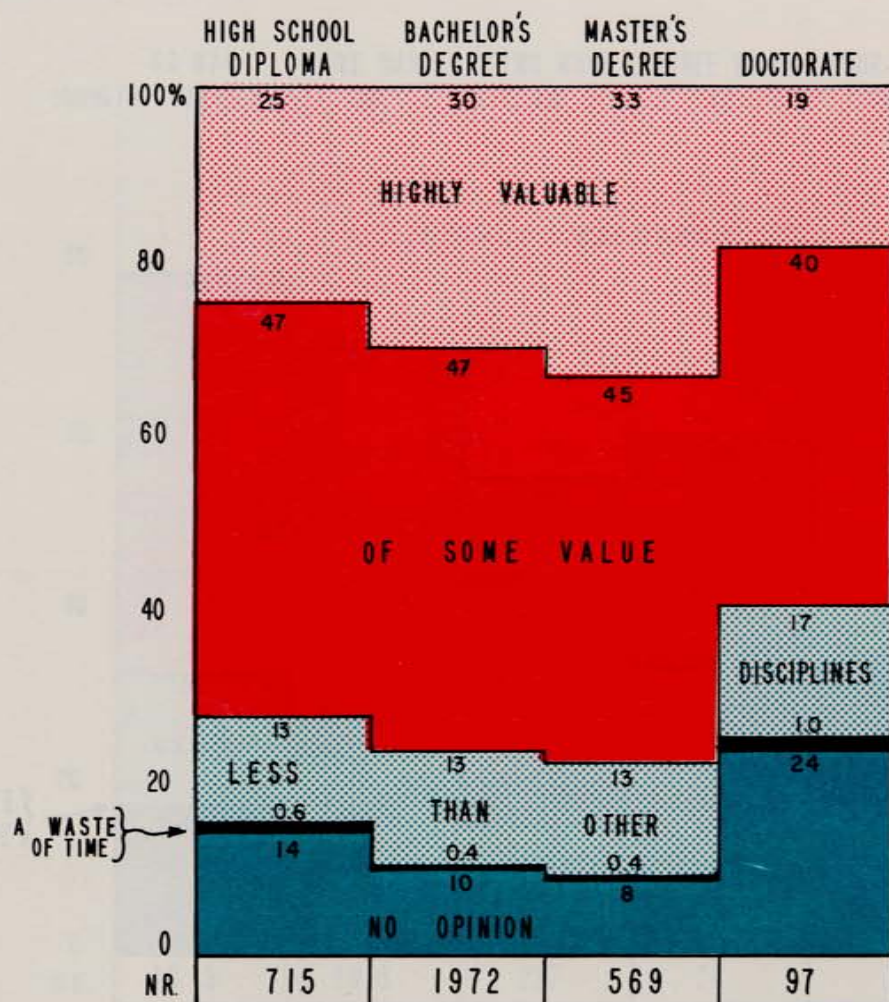
OCS



OTHER

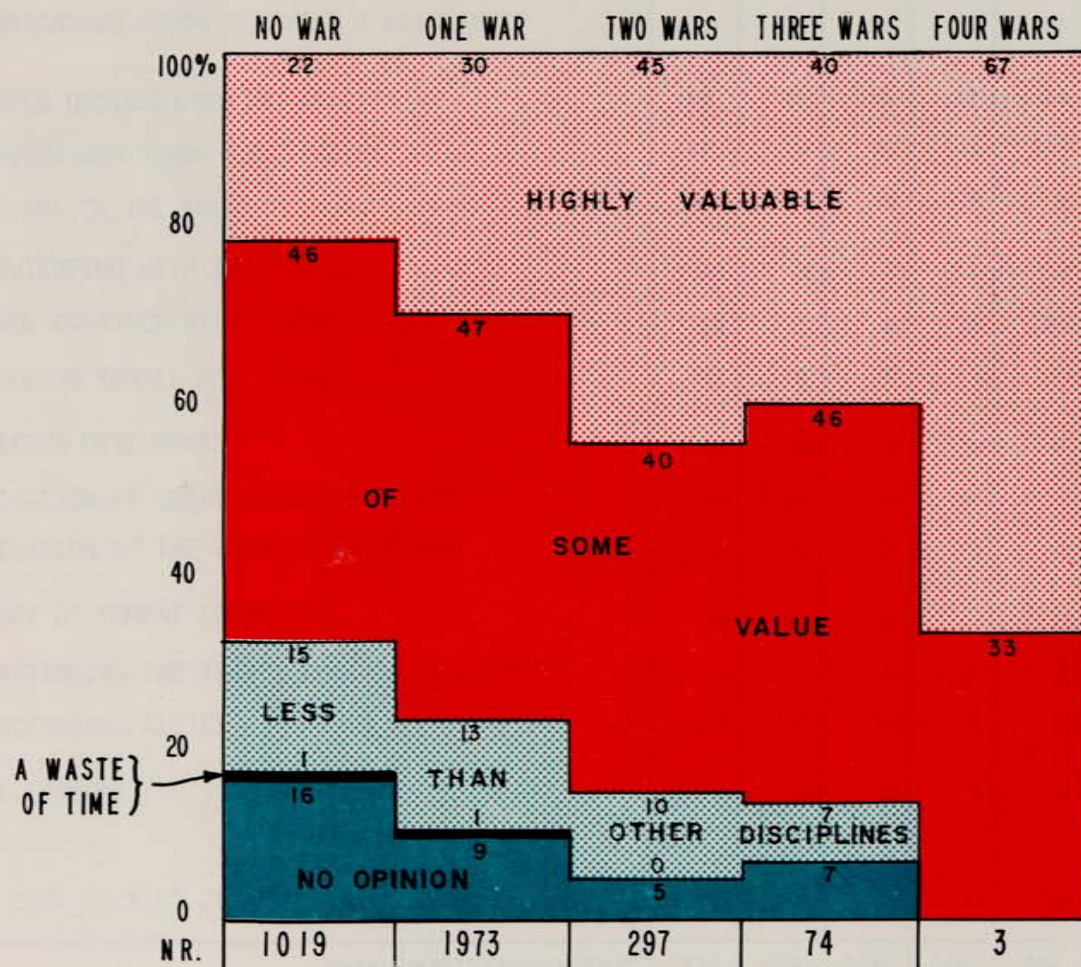


# C13. VALUE OF MILITARY HISTORY vs. HIGHEST EDUCATIONAL LEVEL





# C14. VALUE OF MILITARY HISTORY vs. COMBAT EXPERIENCE



**Q15. HOW HAVE YOU USED MILITARY HISTORY IN THE PERFORMANCE OF YOUR DUTIES?**  
(TABULATED FROM WRITTEN COMMENTS)

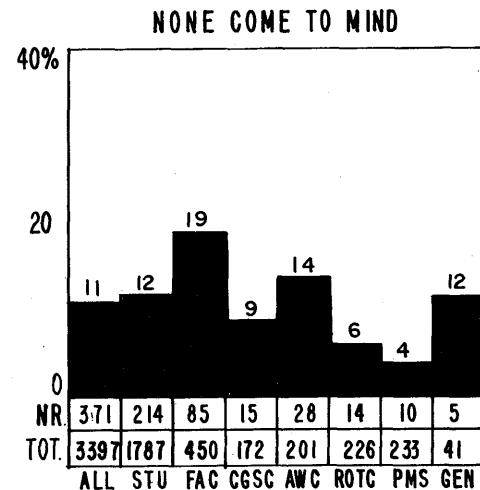
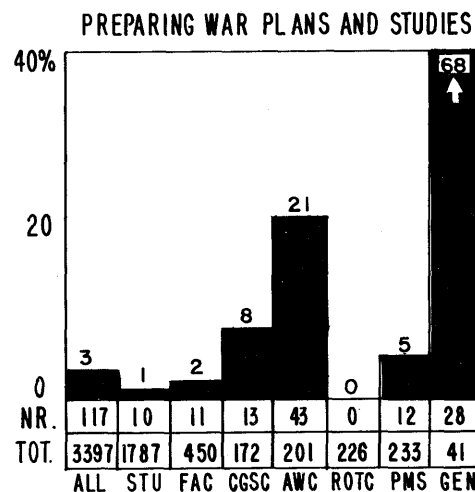
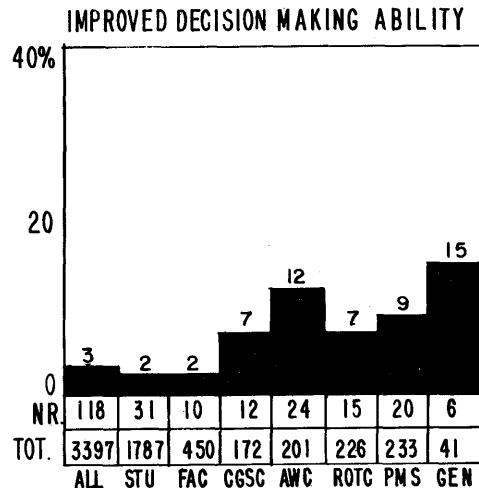
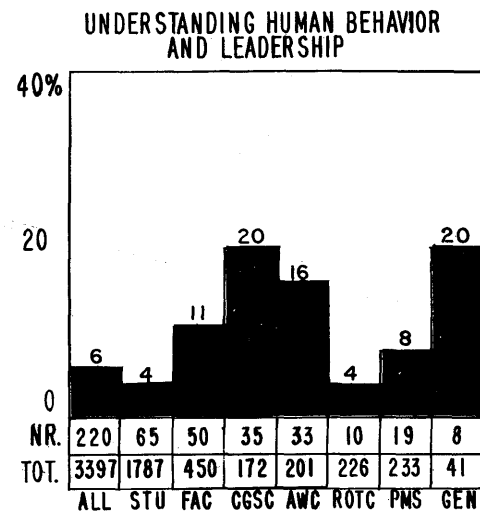
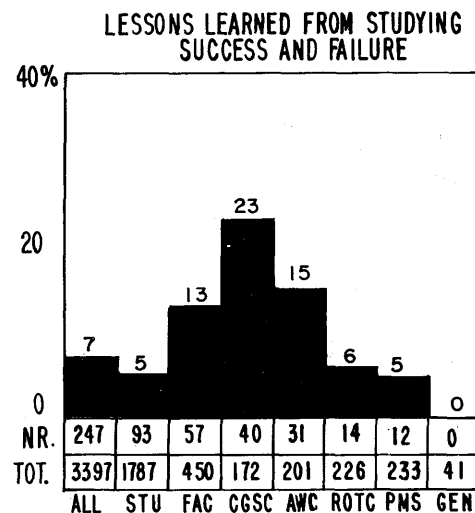
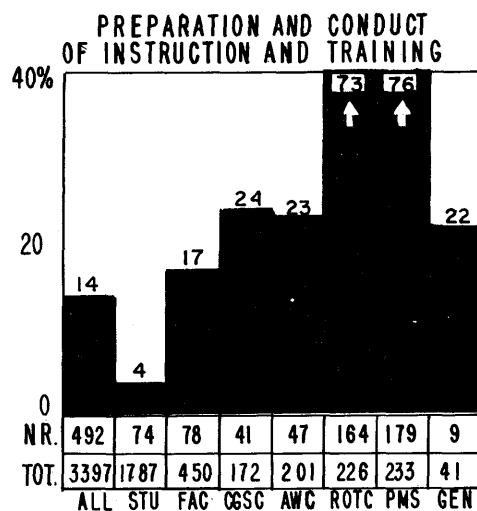
PREPARATION AND CONDUCT OF INSTR TRAINING	492	74	78	41	47	164	179	9
LESSONS LEARNED FROM STUDYING SUCCESS & FAILURE	247	93	57	40	31	14	12	-
UNDERSTANDING HUMAN BEHAVIOR & LEADERSHIP	220	65	50	35	33	10	19	8
IMPROVED DECISION MAKING ABILITY	118	31	10	12	24	15	20	6
PREPARING WAR PLANS AND STUDIES	117	10	11	13	43	-	12	28
KNOWLEDGE OF THE ENEMY	58	25	18	5	6	3	1	-
COMMUNICATING WITH THE PUBLIC	55	3	-	1	7	17	27	-
GENERAL ENHANCEMENT OF PROFESSIONAL BACKGROUND	49	1	8	18	24	-	-	8
INSTILLING MORALE AND ESPRIT	47	16	8	2	10	4	3	-
CHARACTER DEVELOPMENT	45	30	4	5	4	1	1	-
INSPIRATION OF GREAT DEEDS BY OTHERS	45	13	8	4	7	6	7	-
APPLICATION OF THE PRINCIPLES OF WAR	45	5	6	9	8	8	8	1
CONDUCT OF COMBAT OPERATIONS	38	12	4	-	16	-	-	6
UNDERSTANDING THE ARMY'S ROLE IN SOCIETY	31	-	-	-	2	14	15	-
UNDERSTANDING ALLIES	17	1	2	1	13	-	-	-
MISCELLANEOUS	6	4	2	-	-	-	-	-
NONE COME TO MIND OR HAVE NOT USED IT AT ALL	371	214	85	15	28	14	10	5
TOTAL WRITTEN COMMENTS*	1771	619	316	146	201	223	226	40
TOTAL NR. RESPONSES	3397	1787	450	172	201	226	233	41
	ALL	SVC SCH STU	SVC SCH FAC	CGSC	AWC	ROTC INSTR	PMS	GEN & RET

\*Some comments applied to more than one category, so column totals may exceed these figures.

\*Some comments applied to more than one category, so column totals may exceed these figures.

Q13

# C16. HOW HAVE YOU USED MILITARY HISTORY IN THE PERFORMANCE OF YOUR DUTIES? (TABULATED FROM WRITTEN COMMENTS)



## NOTES:

1. For simplification, C&GSC and AWC totals include students and faculty, and generals include retired.
2. Each committee member reviewed and categorized a share of the 1771 written comments received. Interpretations and classification of comments therefore varied somewhat, because of subjective judgments involved. When analyzed and refined, however, these six comments definitely stood out over all others. (See chart C15).

D. WHERE SHOULD THE ARMY TEACH MILITARY HISTORY?

D1.

## WHERE SHOULD MILITARY HISTORY BE TAUGHT ?

( IN PERCENT OF TOTAL RESPONSES )

USMA & ROTC	REQUIRED	74	67
	ELECTIVE	25	29
BASIC COURSE	REQUIRED	35	40
	ELECTIVE	27	23
ADVANCED COURSE	REQUIRED	50	57
	ELECTIVE	52	41
CGSC	REQUIRED	42	42
	ELECTIVE	39	38
AWC	REQUIRED	38	41
	ELECTIVE	35	34
NONE	REQUIRED	04	06
	ELECTIVE	13	16
NR		3393	279

74	63	87	86
34	22	32	20
22	43	53	39
32	28	29	18
27	57	63	52
42	64	55	37
18	42	62	66
28	42	74	47
26	33	48	59
25	34	62	56
05	05	04	04
11	09	09	17
755	1032	150	186

74	86	100	92	93
23	27	33	14	15
33	41	67	23	28
24	36	16	26	27
56	36	67	53	54
58	59	33	51	40
47	68	83	52	64
43	59	50	43	33
40	64	50	39	53
37	68	67	35	31
04	09	00	01	02
11	09	17	14	28
450	22	6	226	233

100
34
44
32
68
39
83
37
85
47
02
24
41

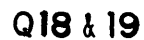
ALL FT.  
BRAGGBASIC ADV CGSC AWC  
STU STU STU STUSVC SCH CGSC AWC ROTC PMS  
FAC FAC FAC INSTRGEN  
( ACT & RET )

Q18 &amp; 19

Note: Because of phrasing of questions used in this survey, an individual could vote for both a required and an elective course at the same school. Totals of the two percentages may therefore exceed 100 percent.

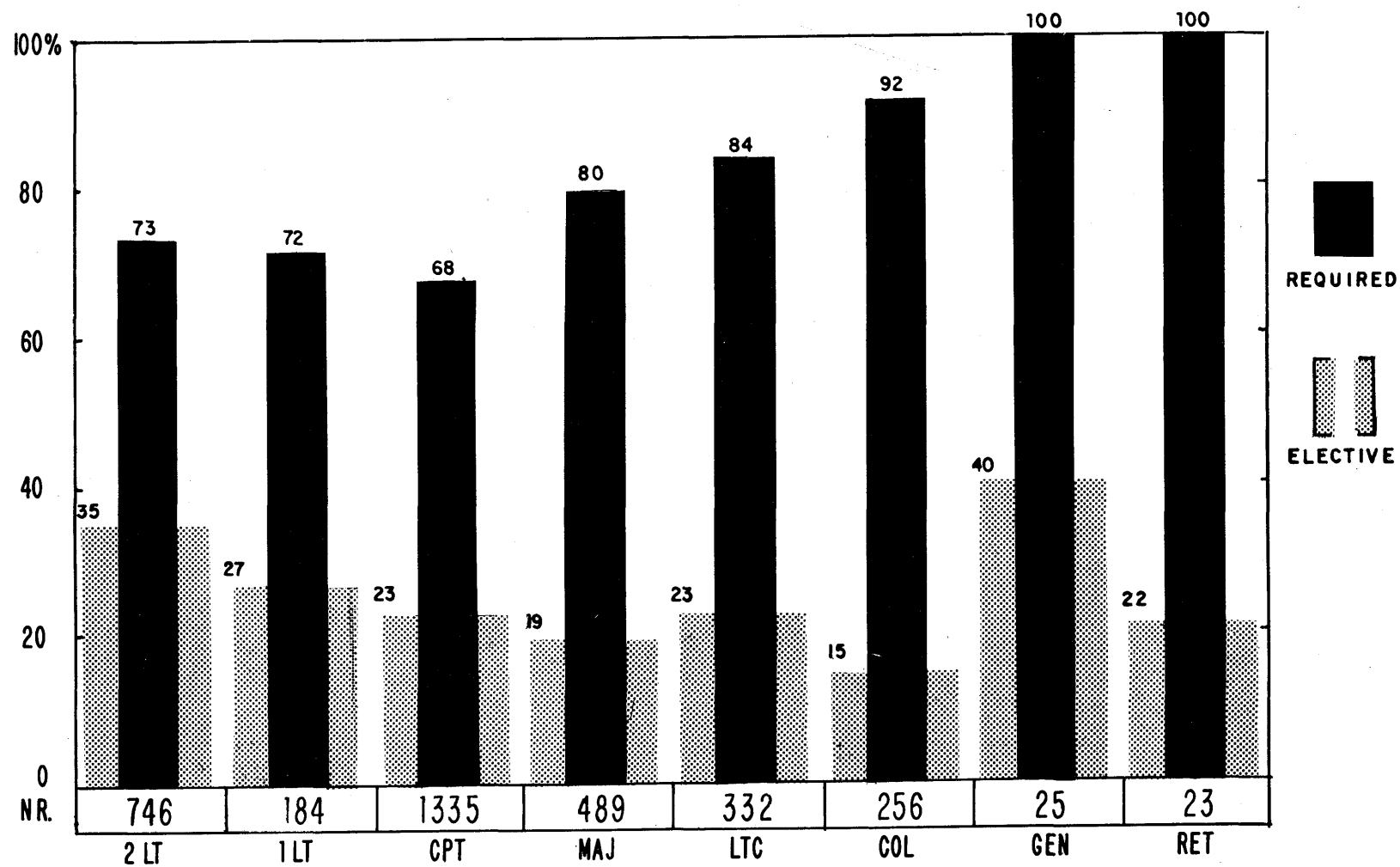


**WHERE SHOULD MILITARY HISTORY BE TAUGHT ?**  
( IN PERCENT OF TOTAL RESPONSES AS SHOWN ON CHART D1 )



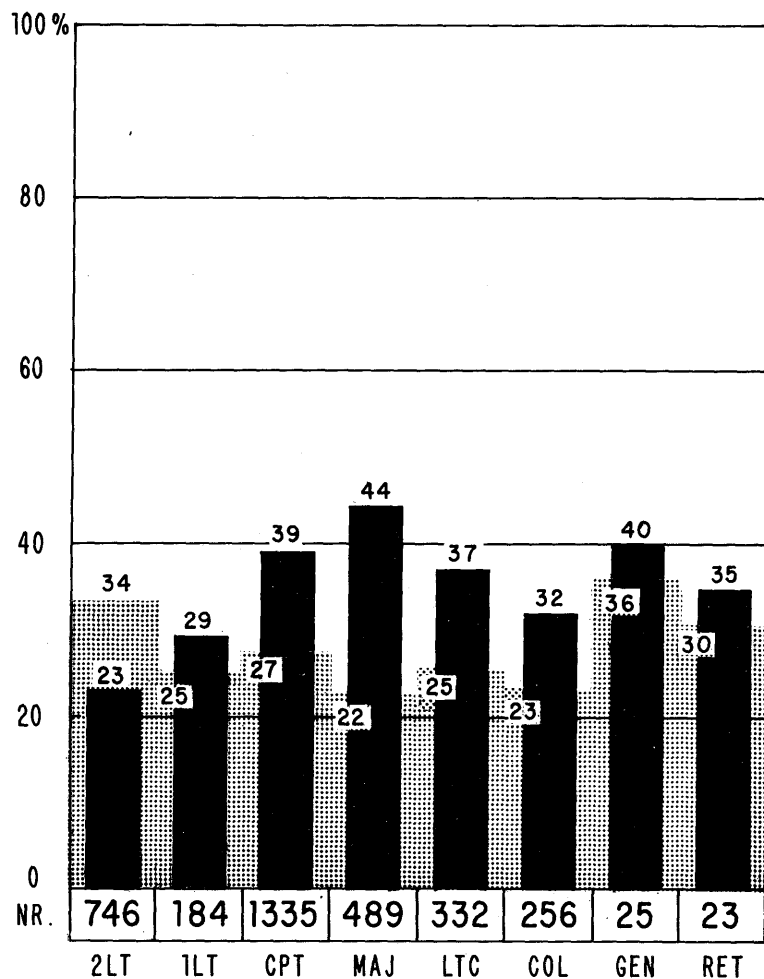
# D3. SHOULD MILITARY HISTORY BE A REQUIRED AND/OR ELECTIVE COURSE

AT USMA/ROTC ?

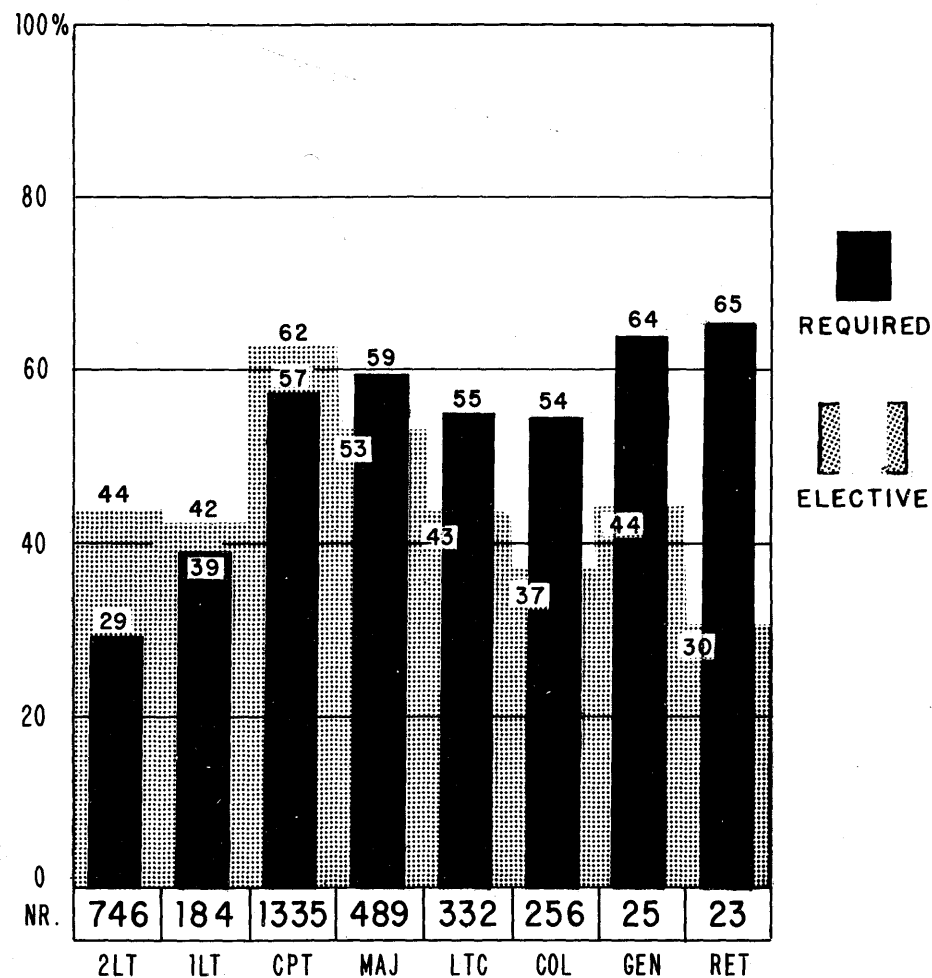


# D4. SHOULD MILITARY HISTORY BE A REQUIRED AND/OR ELECTIVE COURSE

## IN BASIC COURSES ?

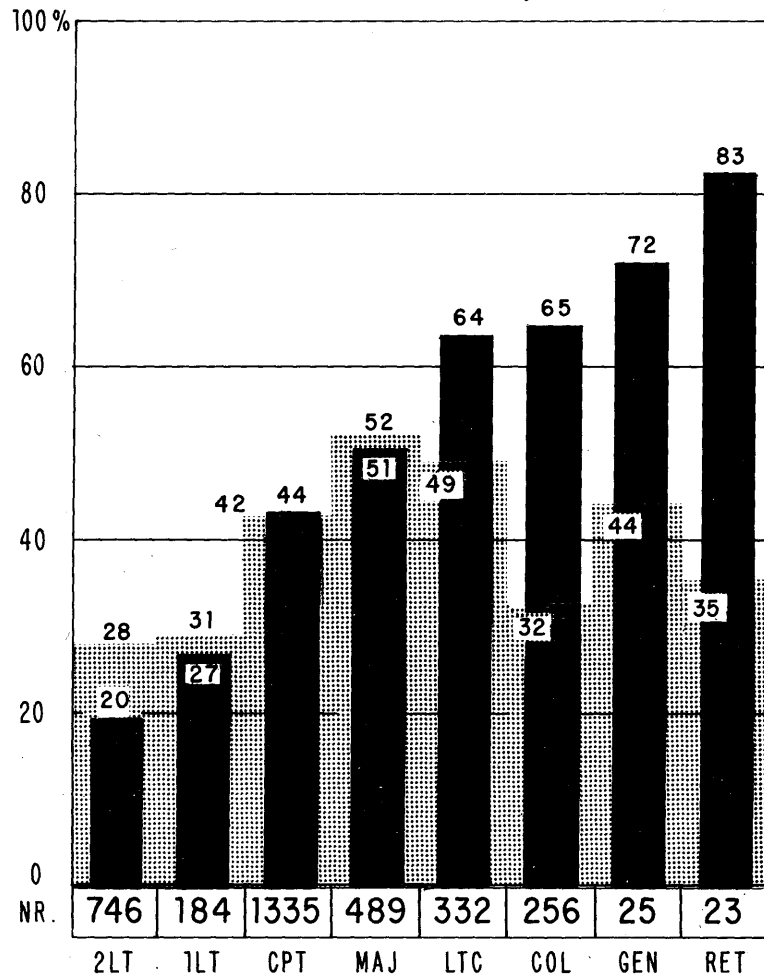


## IN ADVANCED COURSES ?

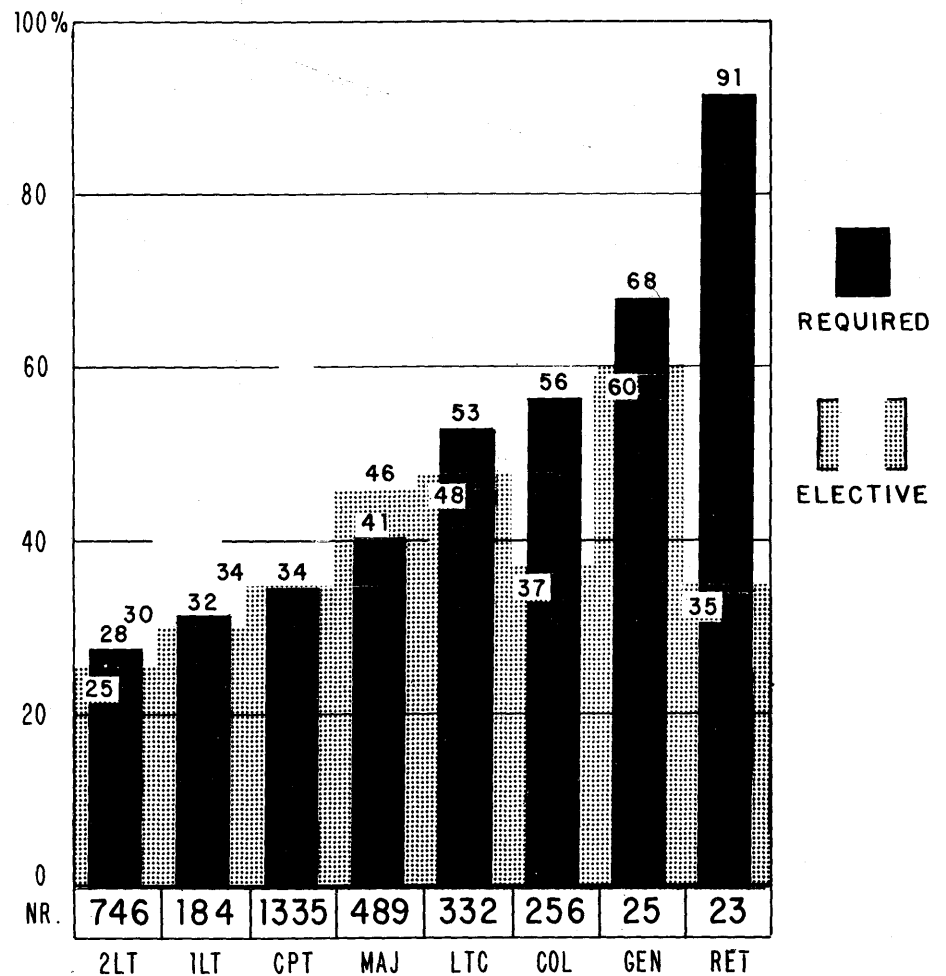


# D5. SHOULD MILITARY HISTORY BE A REQUIRED AND/OR ELECTIVE COURSE

## AT C & GSC ?



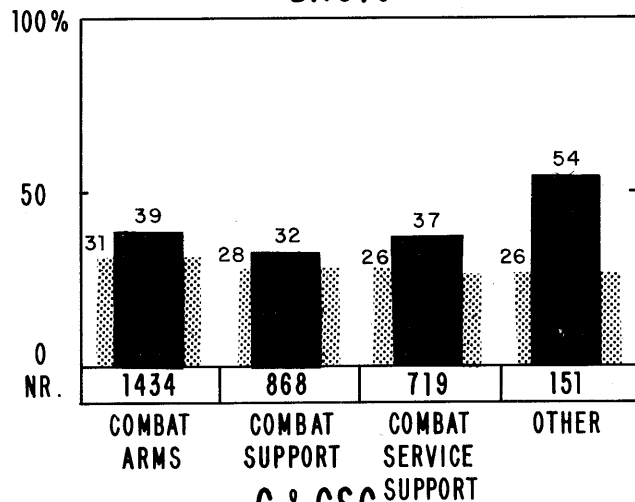
## AT AWC ?



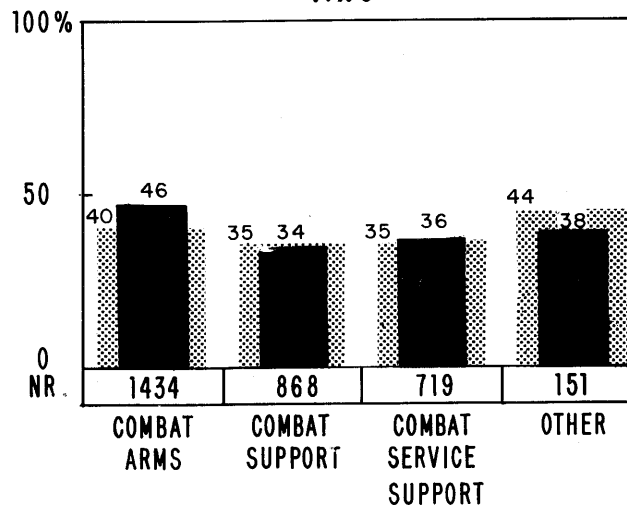
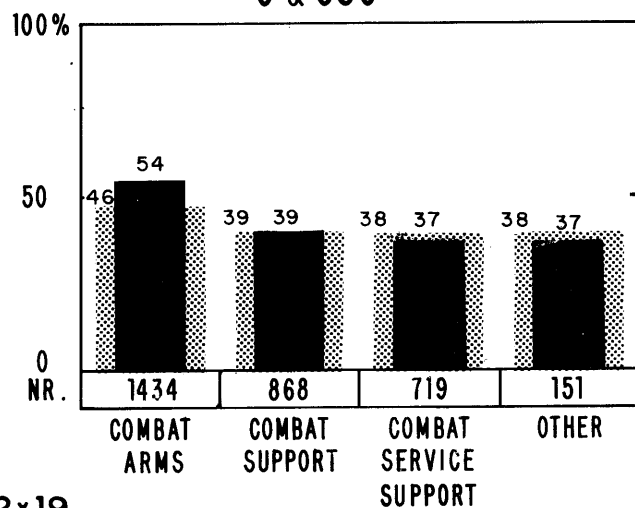
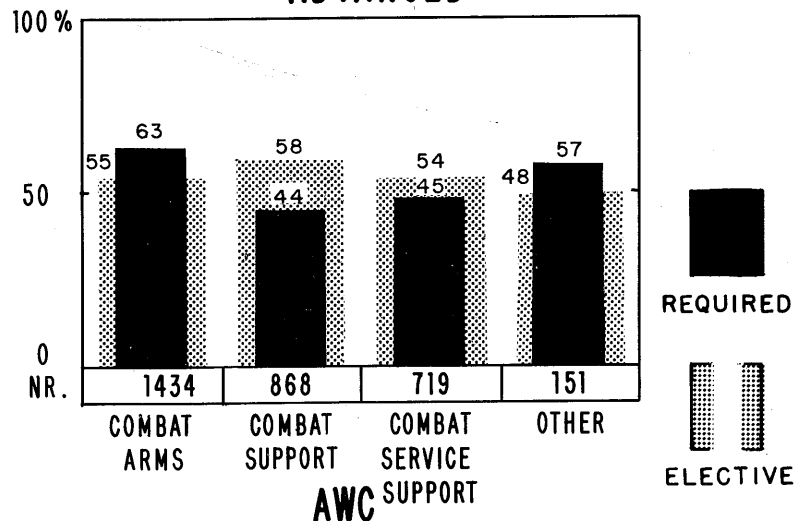
D6.

# WHERE SHOULD MILITARY HISTORY BE TAUGHT ?

## BASIC



## ADVANCED

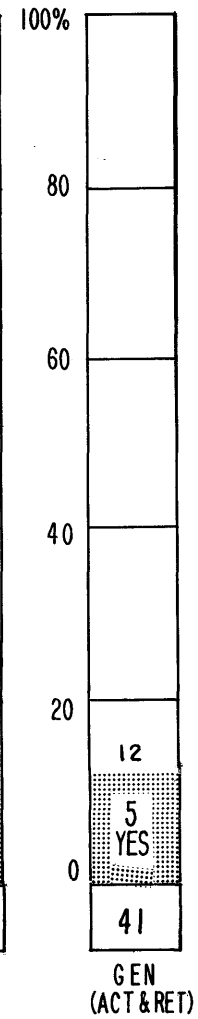
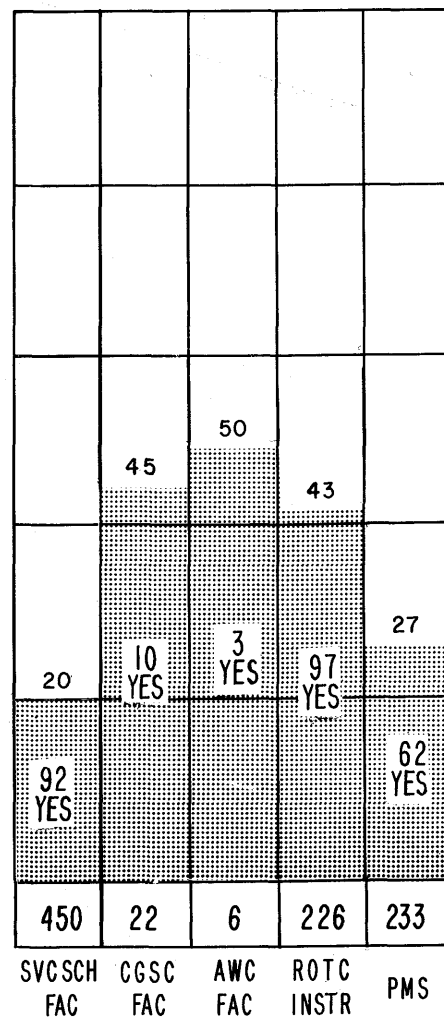
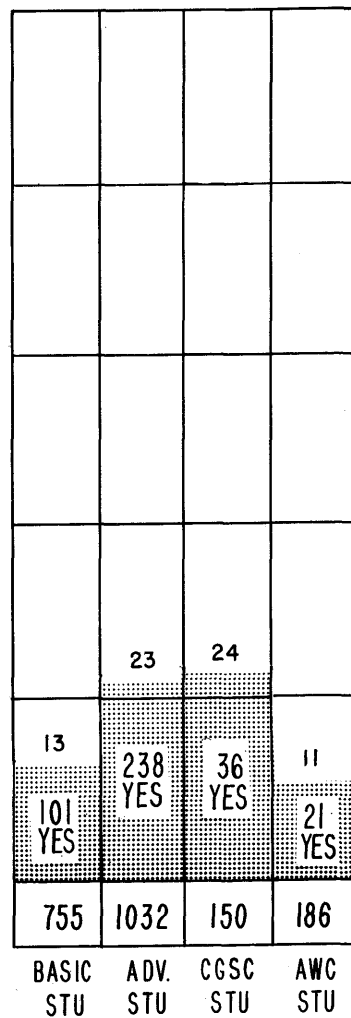
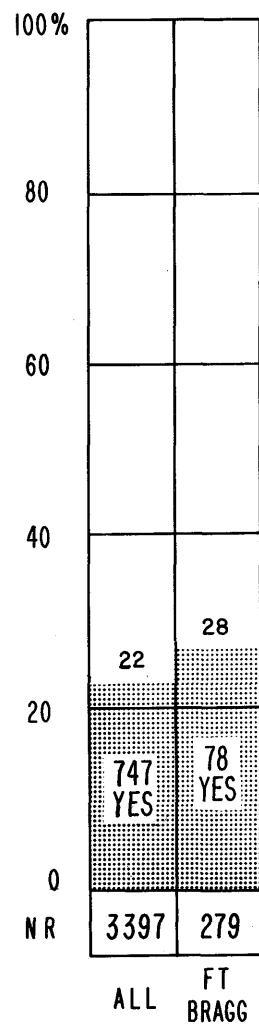


E. DO YOU DESIRE TO STUDY MORE MILITARY HISTORY?



E1.

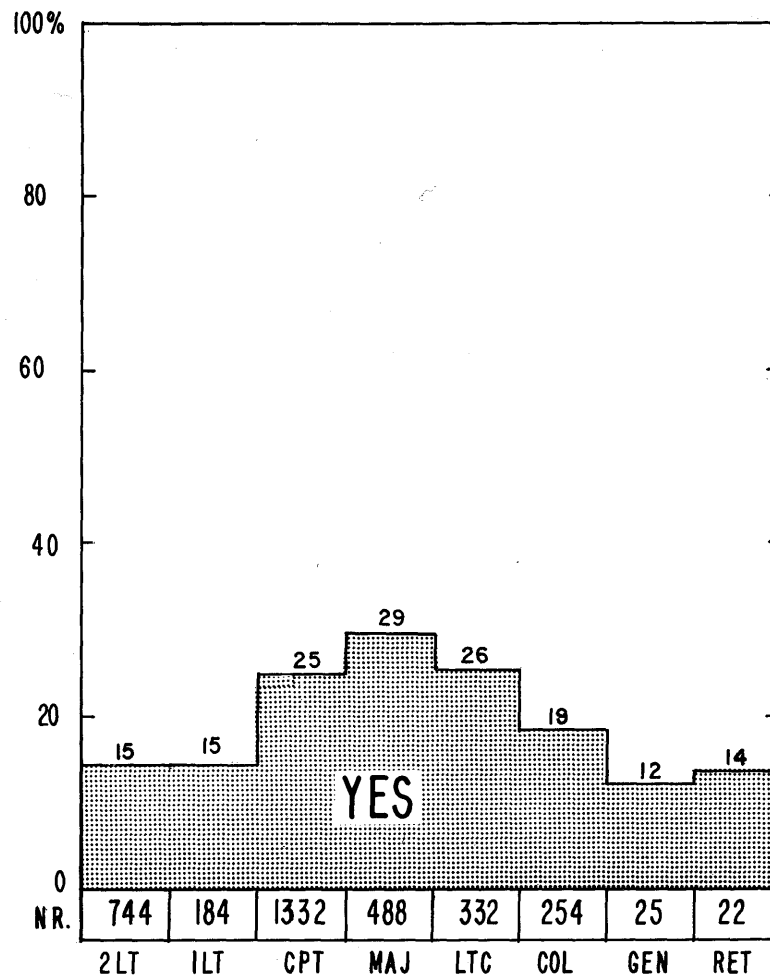
# GRADUATE DEGREE IN HISTORY DESIRED



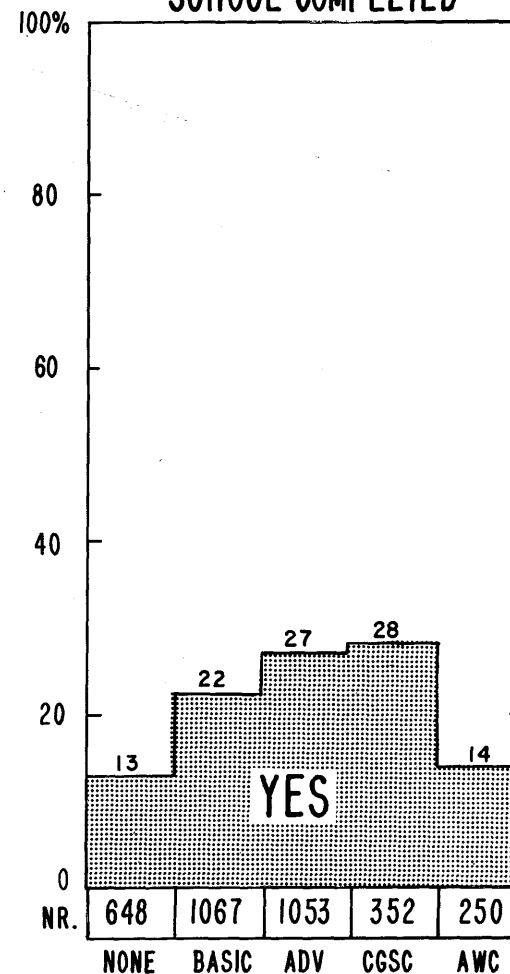
E2.

## GRADUATE DEGREE IN HISTORY DESIRED

VS. RANK



VS. HIGHEST MILITARY SCHOOL COMPLETED\*

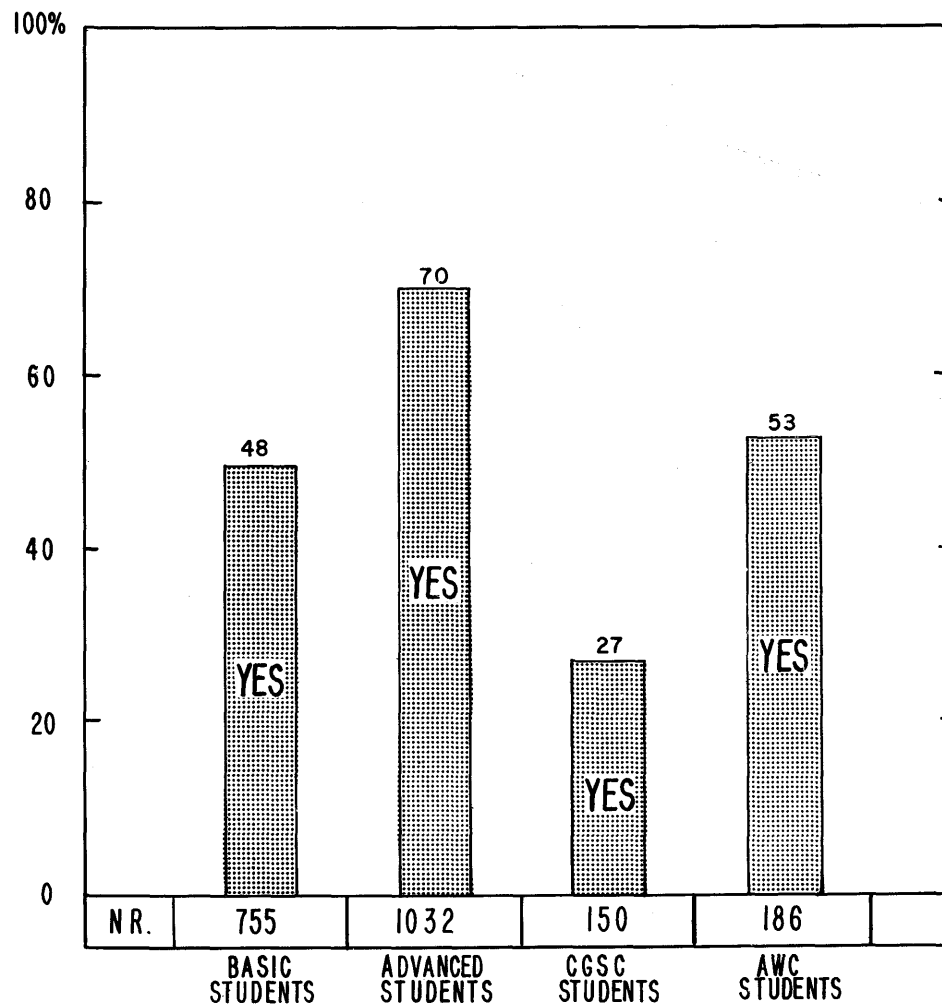


Q1\*6 & 7\*6

\* SOME STUDENTS MARKED "COMPLETE" FOR COURSE THEY WERE ATTENDING. RESULTS ARE THEREFORE INACCURATE, BUT THE INDICATED TREND IS CONSIDERED VALID.

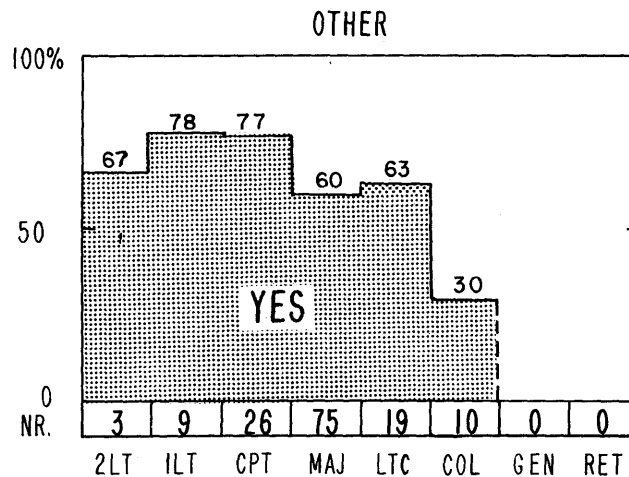
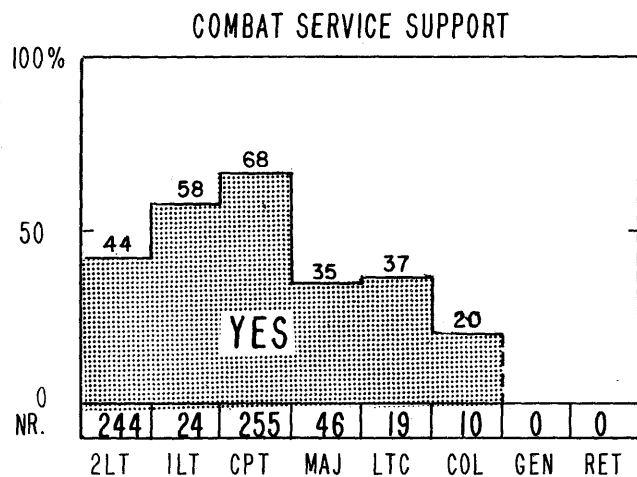
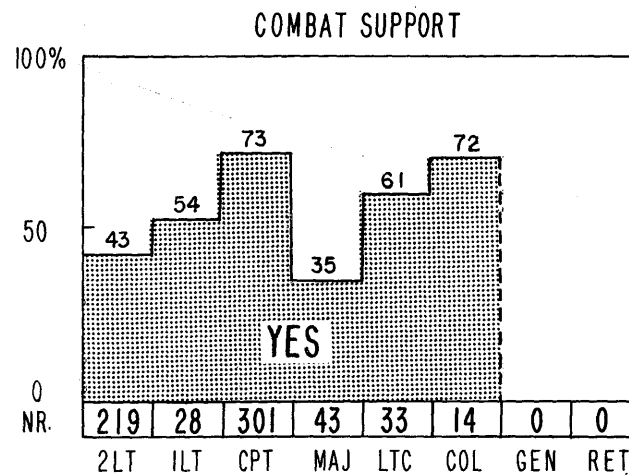
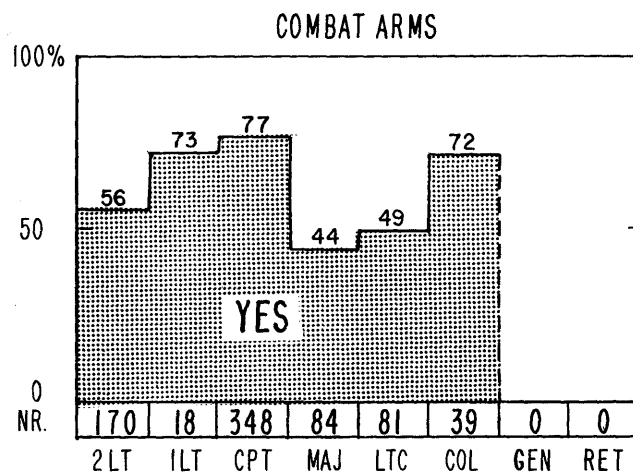
E3.

# DESIRE FOR MILITARY HISTORY ELECTIVE AT ARMY SCHOOLS\*



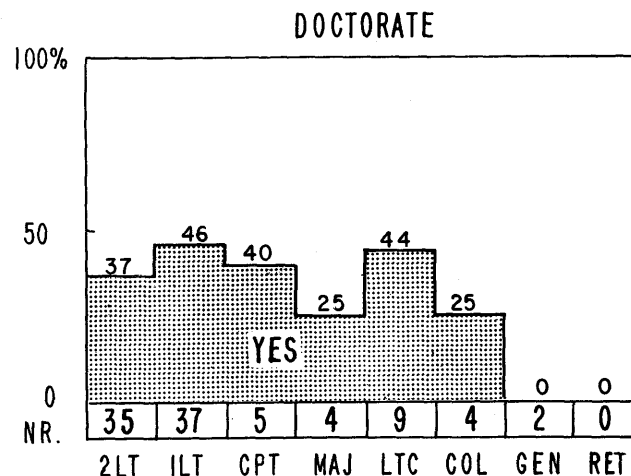
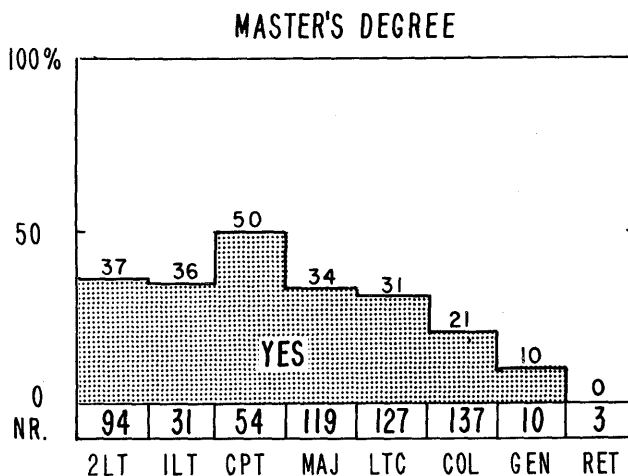
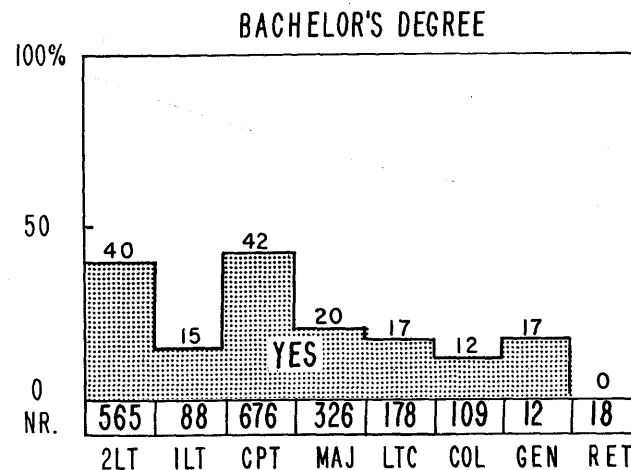
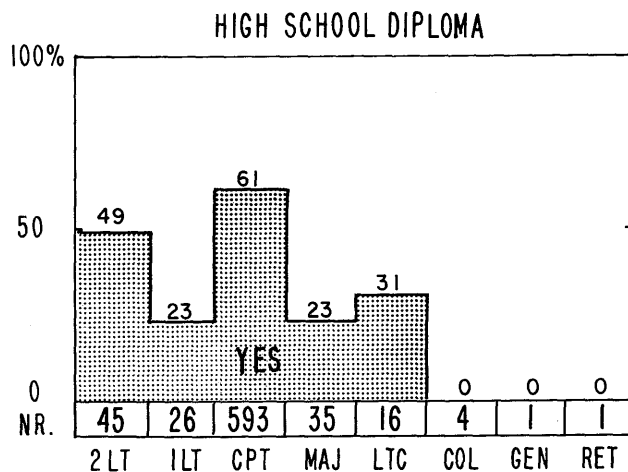
\*IN PERCENT OF TOTAL WHO INDICATED THEY WERE NOW ATTENDING A SERVICE SCHOOL(Q20)

## E4. DESIRE FOR MILITARY HISTORY ELECTIVE AT ARMY SCHOOLS vs. BRANCHES\*



\*In percent of total who indicated they were then attending a service school.(Q 20)

# E5. DESIRE FOR MILITARY HISTORY ELECTIVE AT ARMY SERVICE SCHOOLS vs. EDUCATIONAL LEVEL AND RANK

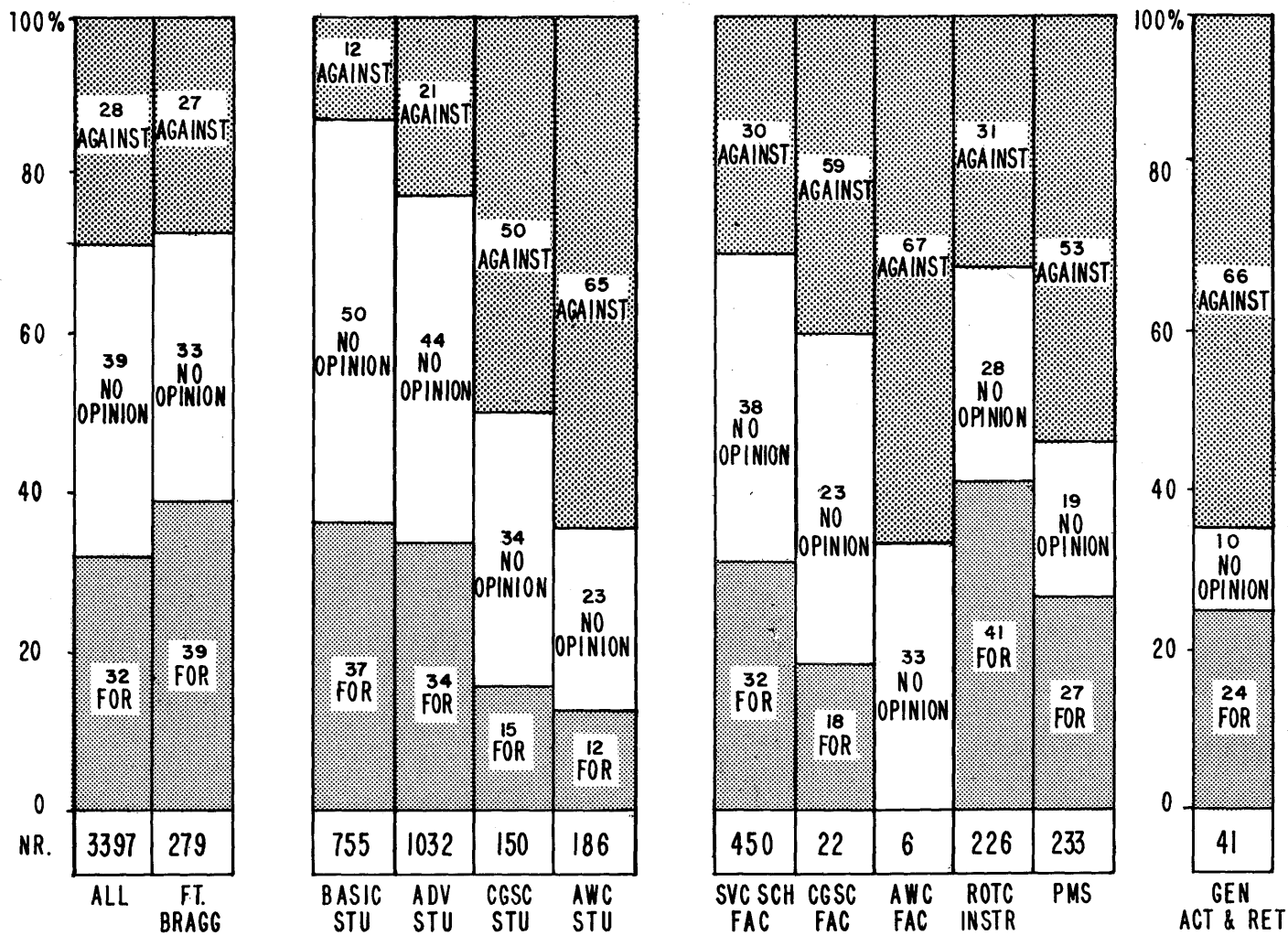


F. IS A SPECIAL CAREER PROGRAM IN MILITARY HISTORY DESIRABLE?



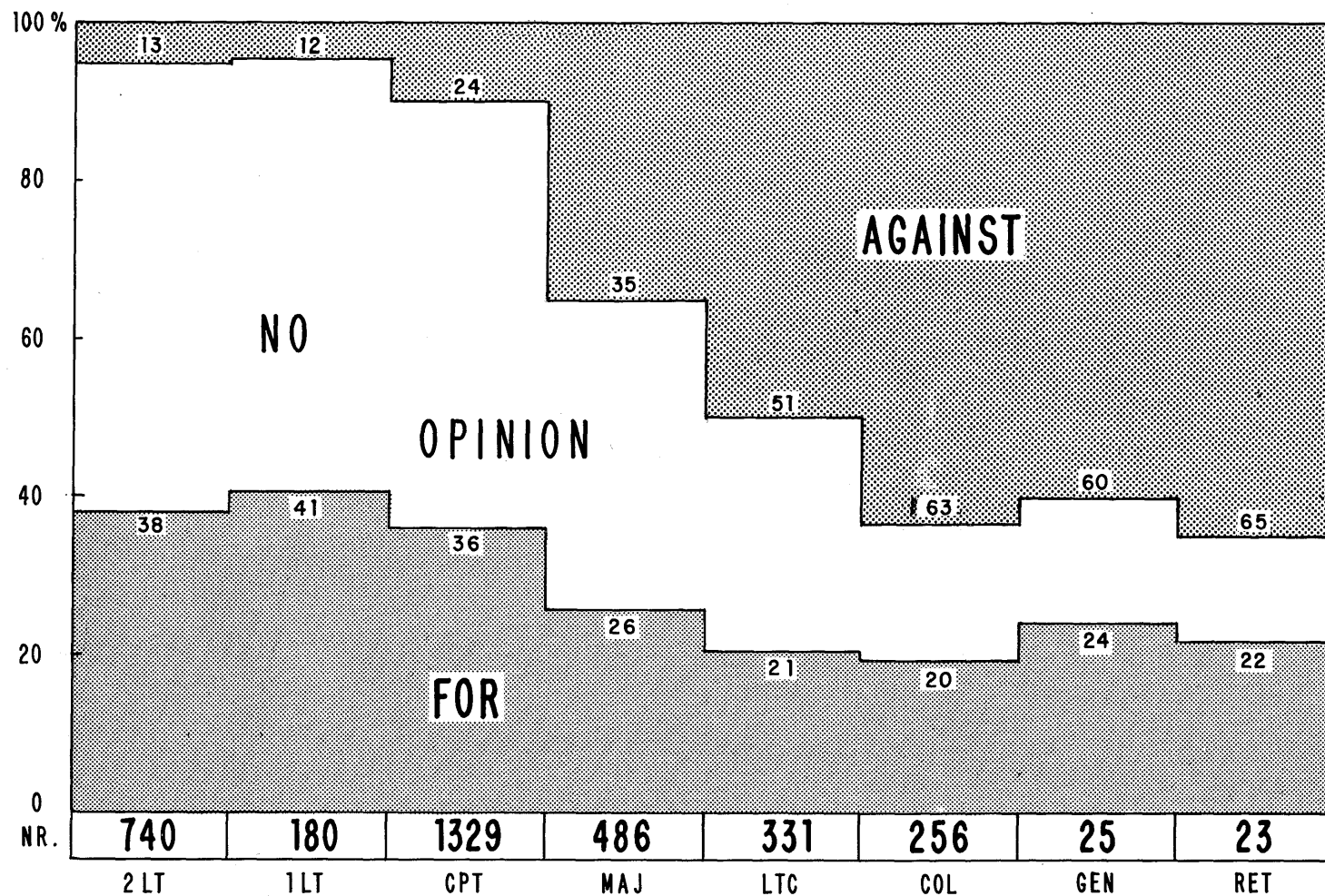


# F1. REACTION TO A SPECIAL CAREER PROGRAM IN MILITARY HISTORY



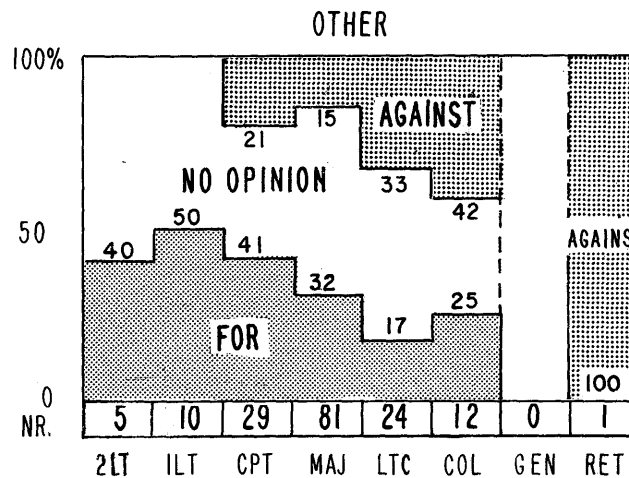
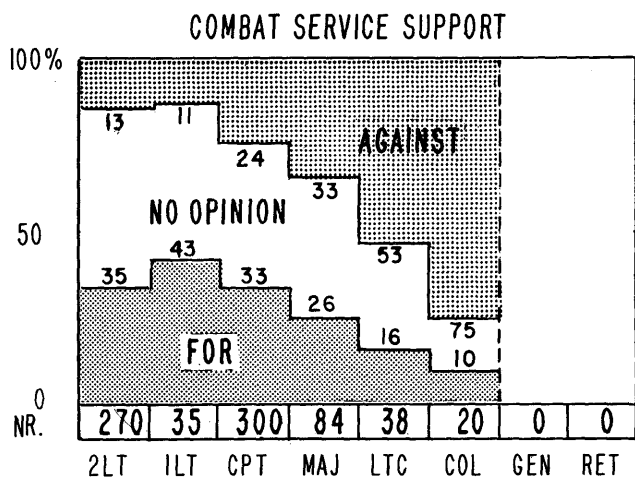
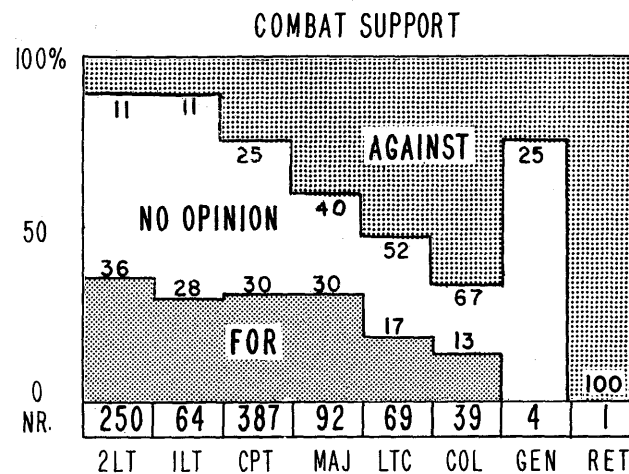
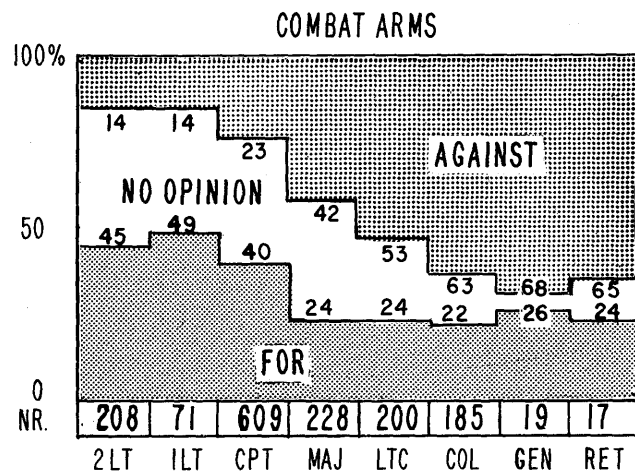
F2.

# SPECIAL CAREER PROGRAM vs. RANK

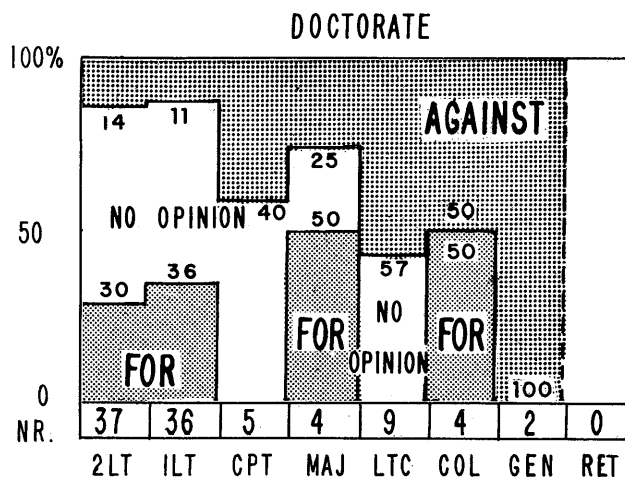
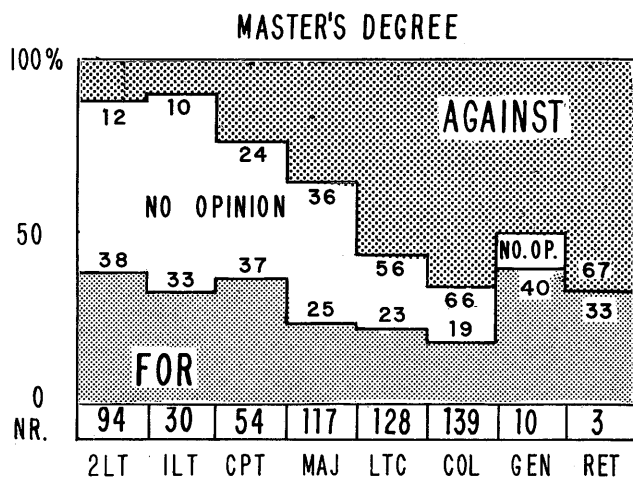
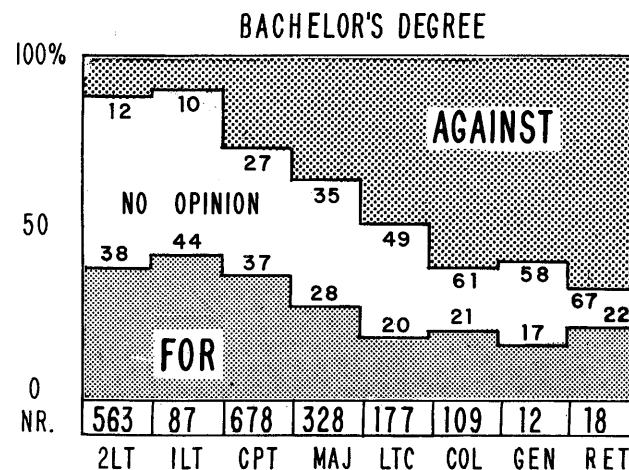
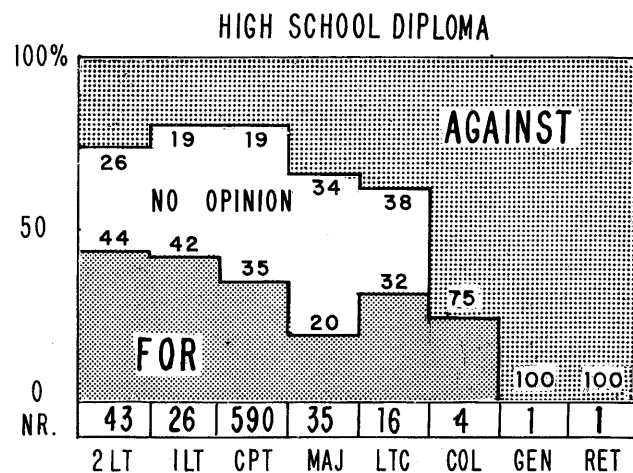


F3.

# SPECIAL CAREER PROGRAM vs. BRANCHES AND RANK

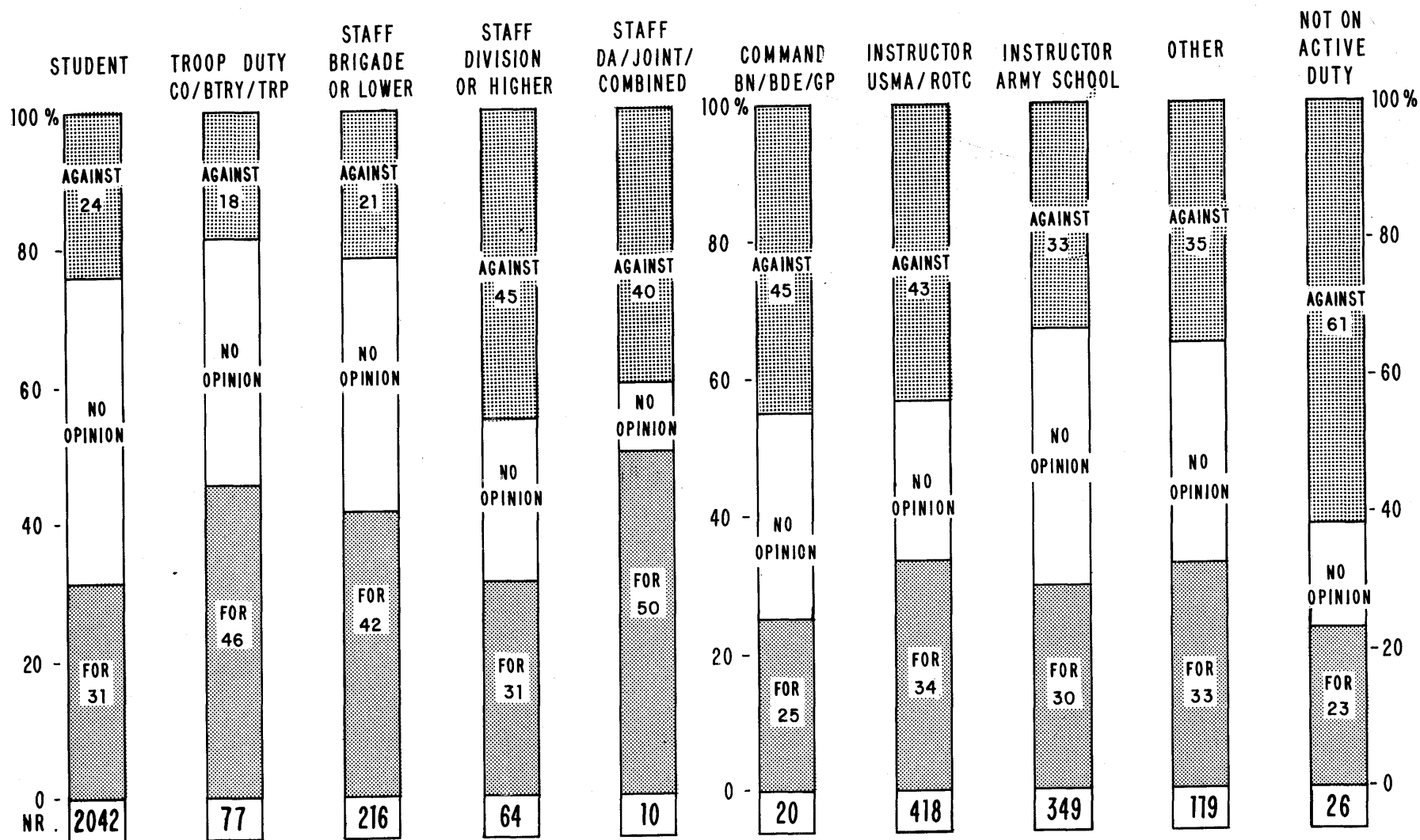


## F4. SPECIAL CAREER PROGRAM vs. HIGHEST EDUCATIONAL LEVEL AND RANK



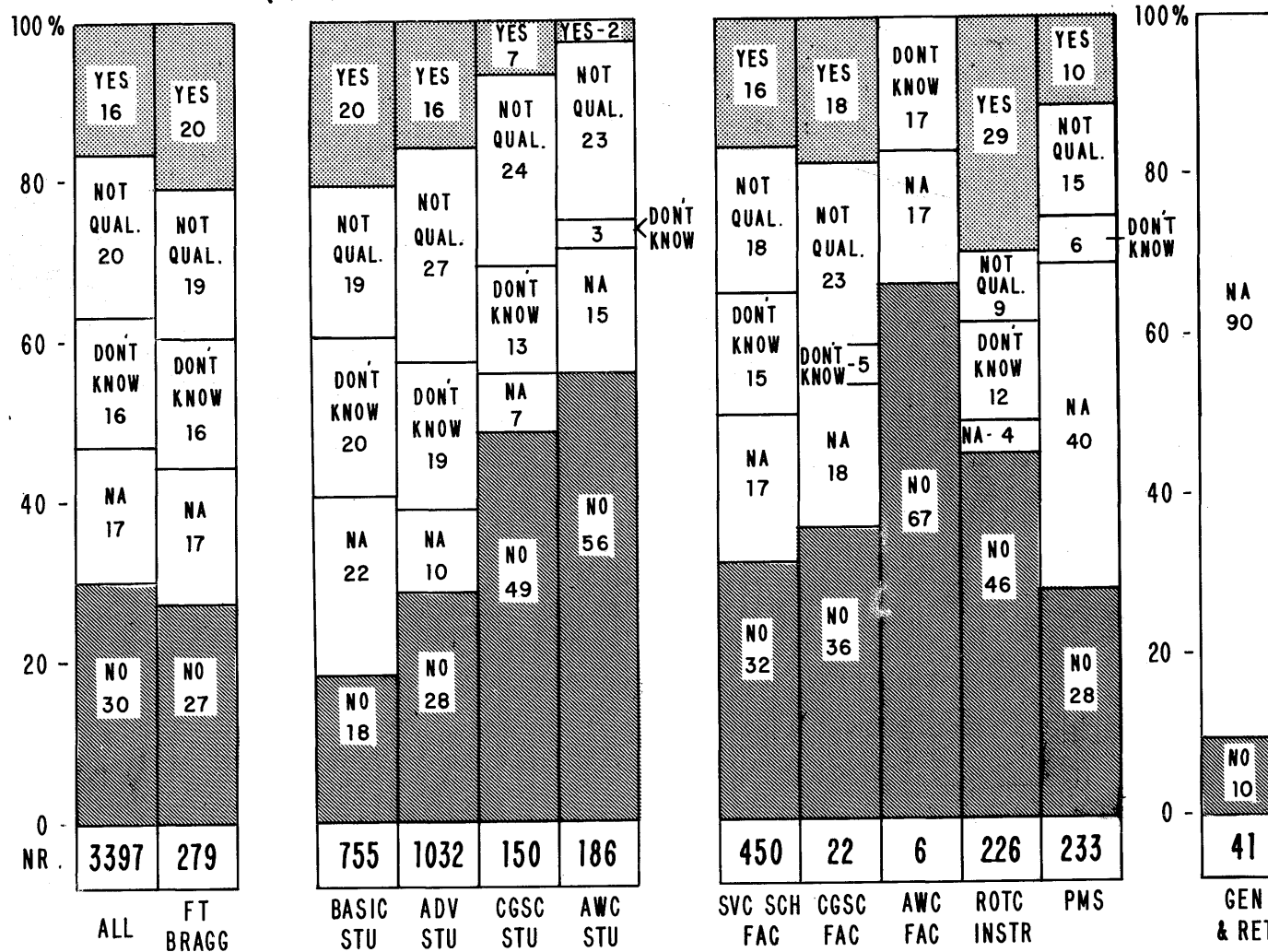
F5.

# SPECIAL CAREER PROGRAM vs CURRENT DUTY





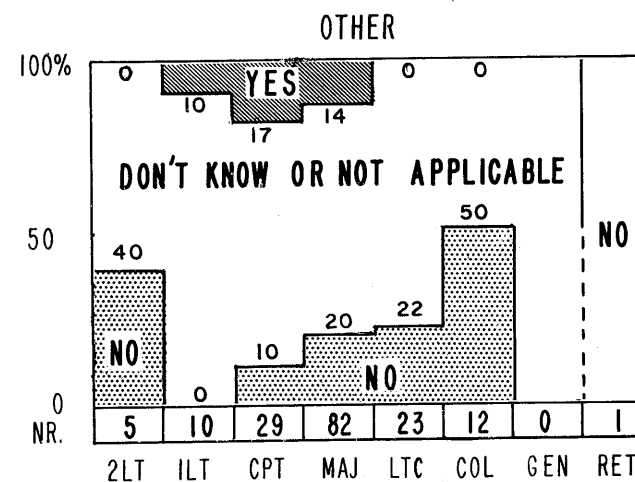
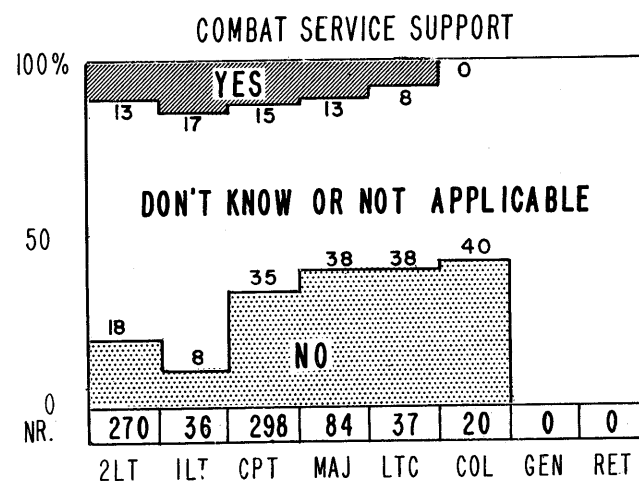
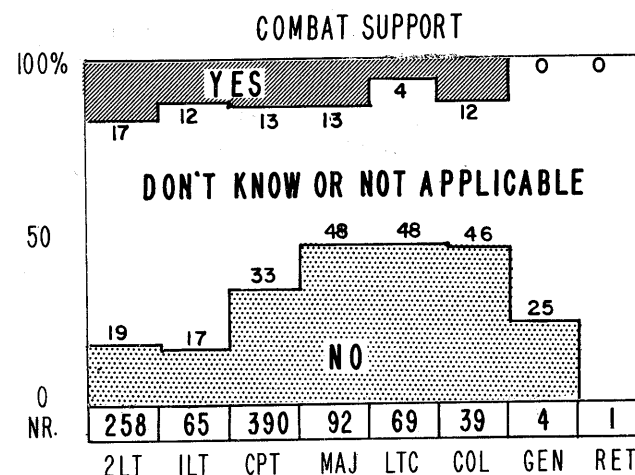
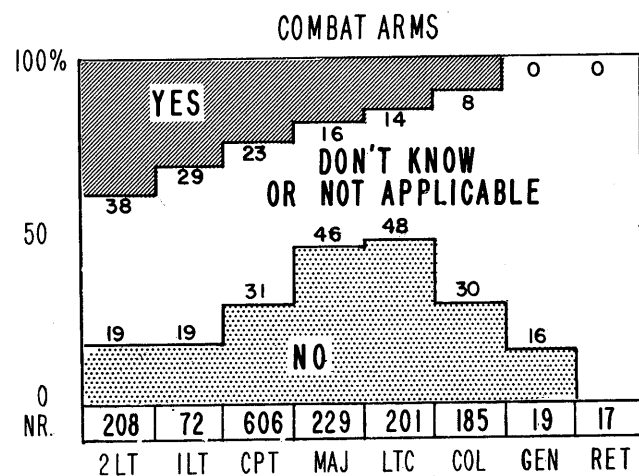
# F6. WOULD YOU CONSIDER ASSIGNMENT TO A SPECIAL CAREER PROGRAM ? ( PRESENT-DAY CAREER DEVELOPMENT OBJECTIVES )



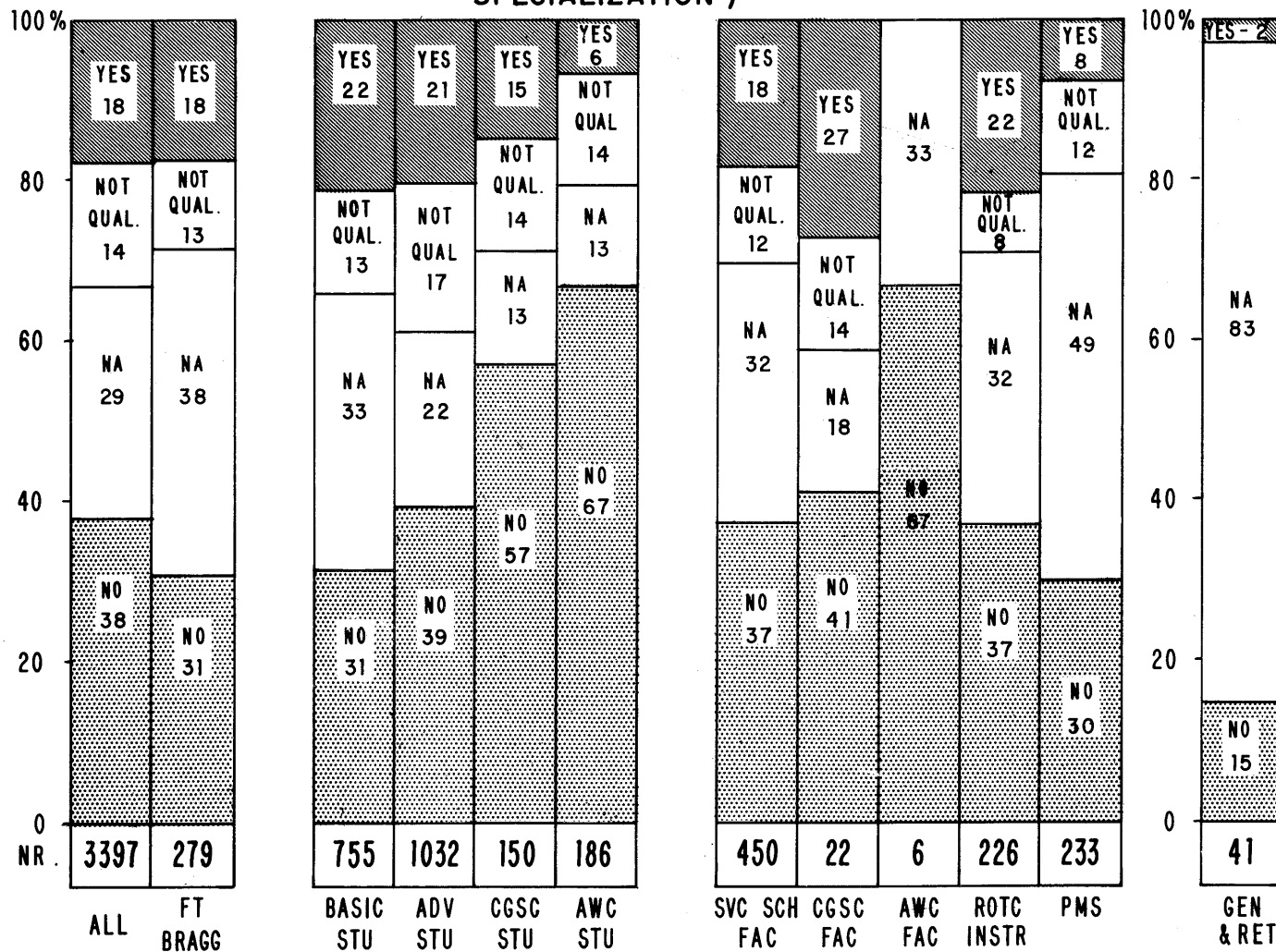
YES = I may be qualified and would be interested  
 NOT QUAL. = I would not be qualified for such a program  
 DONT KNOW = I don't know if I would qualify

NA = Not applicable to my status  
 NO = I may be qualified and would not be interested

# F7. INTEREST IN SPECIAL CAREER PROGRAM vs. BRANCHES AND RANK



**F8. WOULD YOU CONSIDER ASSIGNMENT TO A SPECIAL CAREER PROGRAM ?**  
**( IF CAREER DEVELOPMENT OBJECTIVES WERE CHANGED TO ALLOW MORE SPECIALIZATION )**

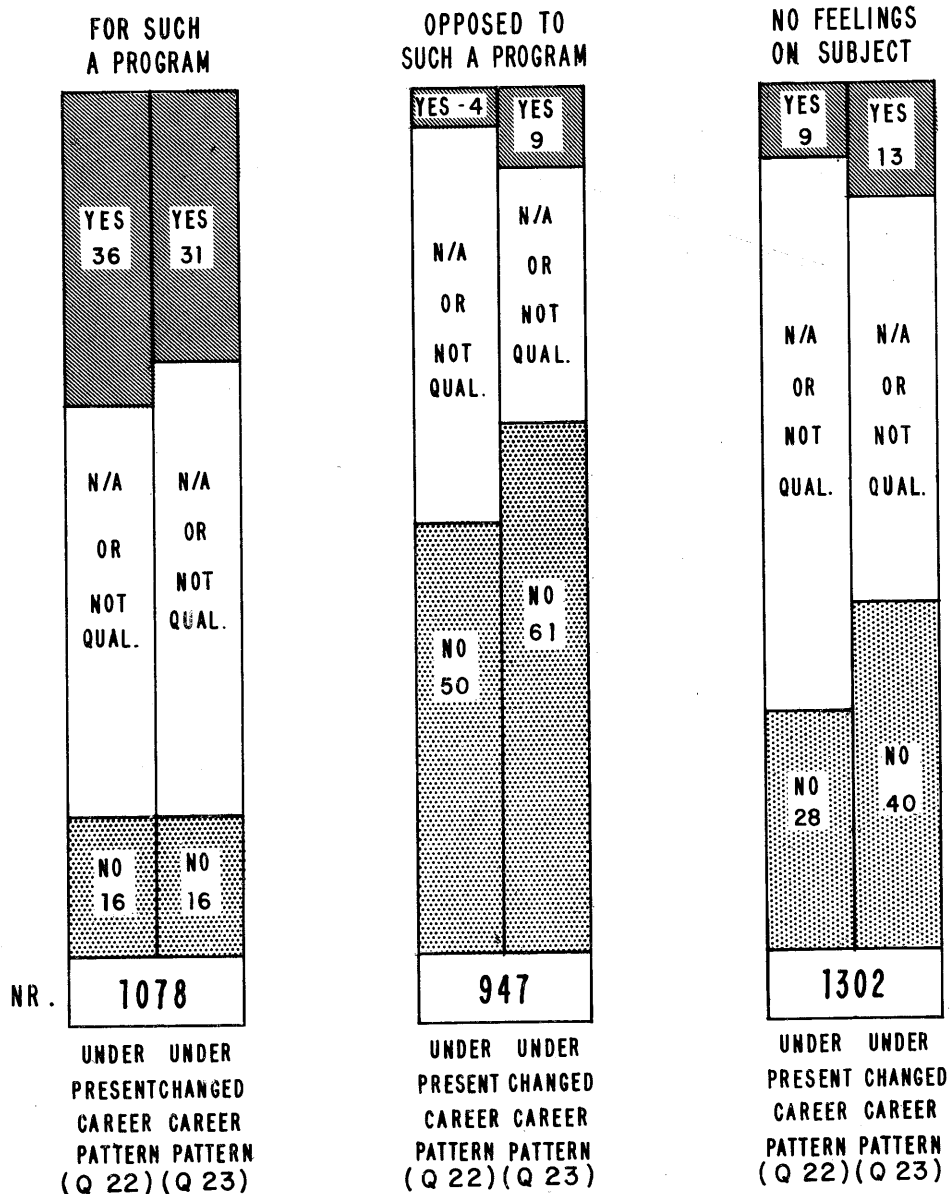


YES = Yes, I would then be interested in such a program  
 NOT QUAL. = I would still be unqualified for such a program

NA = Not applicable  
 NO = No, I would not be interested in such a program

F9.

# INTEREST IN ASSIGNMENT TO SPECIAL CAREER PROGRAM



Q 21 x 22 & 23

F10.

# HOW SHOULD MILITARY HISTORY SPECIALISTS BE UTILIZED ? ( IN PERCENTAGES OF "YES" PLUS "N/A" RESPONSES TO QUESTION 23 )

TO TEACH HISTORY AT USMA/ ROTC AND ARMY SCHOOLS	97	83	89	86	114*	119*	93	90	100	116*	102*	8
TO PROVIDE HISTORICAL JUDGMENT BY ADVISING AT HIGH LEVELS OF COMMAND AND STAFF	42	40	44	33	57	31	41	50	50	50	41	31
TO RESEARCH AND PUBLISH LESSONS LEARNED FROM RECENT COMBAT	75	77	61	64	91	100	78	80	100	93	83	72
TO PUBLISH STUDIES, ARTICLES & BOOKS IN ORDER TO STIMULATE MILITARY THOUGHT	72	72	50	60	98	100	74	70	100	97	83	77
TO SERVE AS HISTORIANS IN THE FIELD	44	37	20	38	67	70	47	50	50	72	71	60
OTHER	07	09	02	02	14	31	06	00	00	17	12	14
NR.	1604	155	406	535	42	36	224	10	2	121	131	35
	ALL	FT BRAGG	BASIC STU	ADV STU	CGSC STU	AWC STU	SVC SCH FAC	CGSC FAC	AWC FAC	ROTC INSTR	PMS	GEN & RET

\* This figure exceeds 100% because some responses were incorrect as received. Overall trend is valid.

**F II. WITHOUT A SPECIAL CAREER PROGRAM, HOW CAN THE ARMY MEET ITS NEEDS  
FOR MILITARY HISTORY EXPERTISE ?  
( TABULATED FROM WRITTEN COMMENTS )**

MORE EMPHASIS AT ALL LEVELS OF INSTRUCTION	348	103	68	30	40	32	40	23
ADVANCED DEGREE PROGRAM FOR MORE OFFICERS	319	56	40	24	28	78	80	9
BETTER USE OF OFFICERS WITH HISTORY EDUCATION	303	79	77	23	28	44	35	3
USE CIVILIAN HISTORIANS (OTHER THAN TO TEACH)	141	41	25	17	20	15	4	9
USE CIVILIANS TO TEACH MILITARY HISTORY	132	23	14	3	15	32	30	3
ENCOURAGE (OR REQUIRE) SELF STUDY	108	33	18	6	17	8	8	13
CORRESPONDENCE COURSES - VOLUNTARY OR REQUIRED	74	24	18	2	5	6	9	1
MAKE BOOKS MORE AVAILABLE (OR FREE)	38	10	9	3	1	7	5	-
USMA WORKSHOPS	32	1	1	-	2	12	16	-
USE RETIRED MILITARY PERSONNEL	24	5	3	5	7	-	-	4
GRANTS TO UNIVERSITIES	9	-	-	5	3	-	-	1
SHORT COURSES FOR INSTRUCTORS OR MHD OFFICERS	7	3	2	1	1	-	-	-
PUBLISH A MILITARY HISTORY PERIODICAL	7	1	4	-	-	1	1	-
ORGANIZE POST-LEVEL CLUBS OR COURSES	7	3	2	1	1	-	-	-
TRAVELING TEAMS TO TRAIN ROTC INSTRUCTORS	6	2	2	-	1	-	1	-
DO NOTHING; MORE EXPERTISE NOT NEEDED	198	78	41	20	44	-	-	9
TOTAL WRITTEN COMMENTS*	1771	619	316	146	201	223	226	40
TOTAL RESPONSES	3397	1787	450	172	201	226	233	41

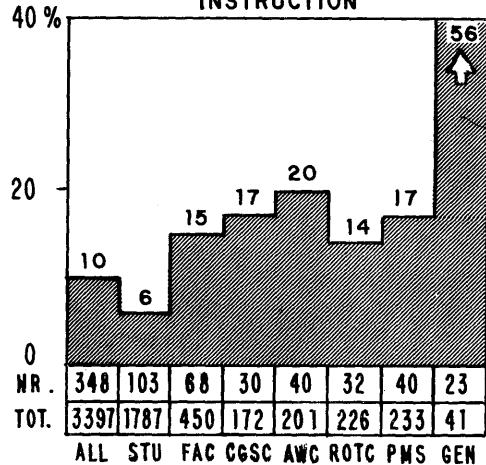
\* Some comments applied to more than one category,  
so column totals may exceed these figures.

ALL SVC SCH STU SVC SCH FAC CGSC STU & FAC AWC STU & FAC ROTC INSTR PMS GEN & RET

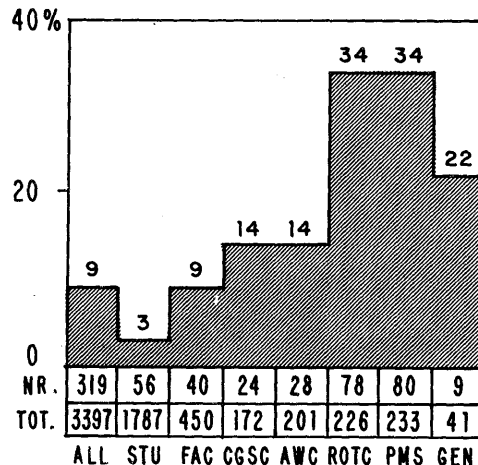


## F12. WITHOUT A SPECIAL CAREER PROGRAM, HOW CAN THE ARMY MEET ITS NEEDS FOR MILITARY HISTORY EXPERTISE ?

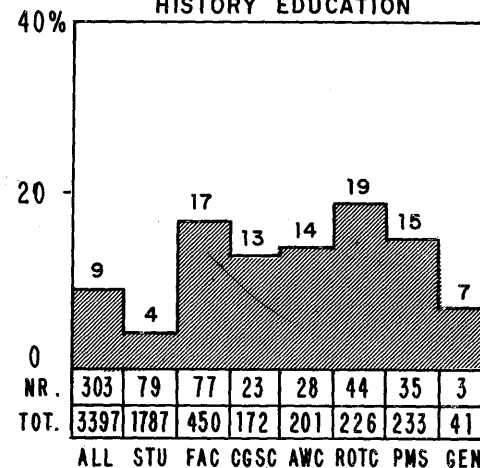
MORE EMPHASIS AT ALL LEVELS OF INSTRUCTION



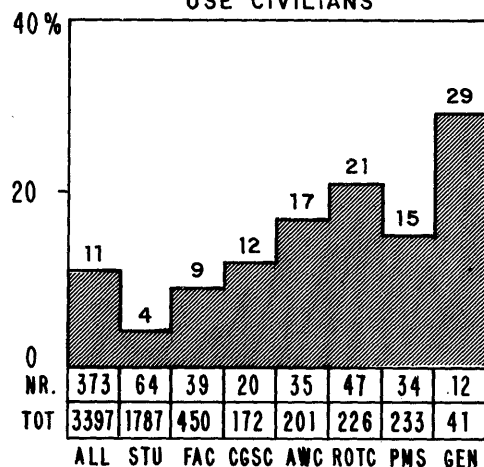
ADVANCED DEGREE PROGRAM



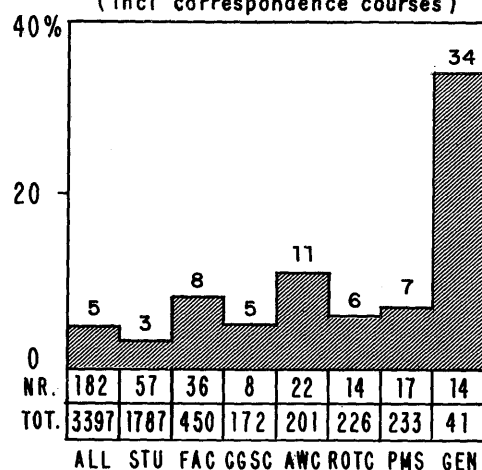
BETTER USE OF OFFICERS WITH HISTORY EDUCATION



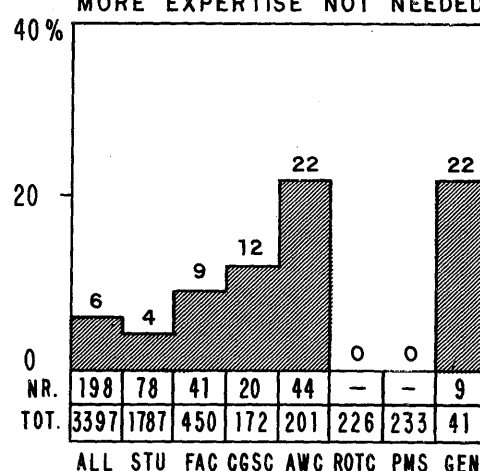
USE CIVILIANS



MORE SELF STUDY  
(Incl correspondence courses)



MORE EXPERTISE NOT NEEDED



NOTE: Each committee member reviewed and categorized a share of the 1771 written comments received. Interpretation and classification of comments therefore varied somewhat, because of subjective judgments involved. When analyzed and refined, however, these six comments definitely stood out over all others (SEE CHART F11).

**F13. OTHER SUGGESTED ALTERNATIVES TO SPECIAL CAREER PROGRAM**  
**( FROM WRITTEN COMMENTS )**

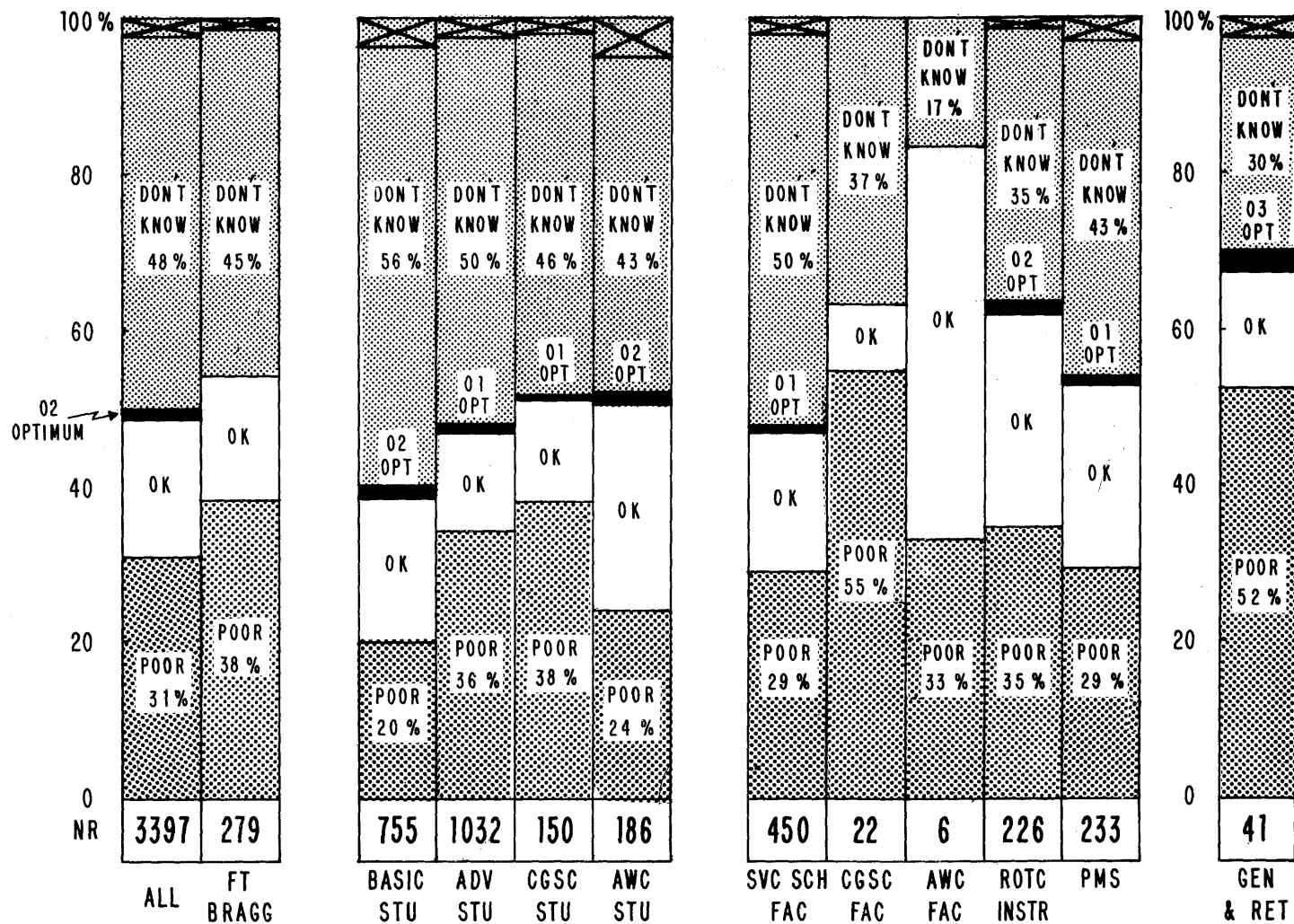
1. EMPHASIZE THROUGHOUT CHAIN OF COMMAND (8)
2. DIRECT COMMISSIONS FOR PH.D'S, NOTED WRITERS (3)
3. SEMINARS LIKE US AIR FORCE
4. PUBLICATION OPPORTUNITIES
5. ESTABLISH CHAIR IN MILITARY HISTORY AT AWC
6. ENCOURAGE WRITING (AWARDS, ETC) (3)
7. SUPPORT MIL HISTORY CHAIRS AT SELECTED UNIV
8. USE FAST STUDENTS (2)
9. FACILITATE RESEARCH WITH BIBLIO'S, ETC (3)
10. ESTABLISH A DAC CORPS
11. ESTABLISH DATA COLLECTION STANDARDS (2)
12. BOOK REVIEWS ON MILITARY HISTORY SUBJECT
13. COMBINE WITH CINFO FIELD (13)
14. ALL STUDENT RESEARCH PAPERS IN MIL HISTORY
15. COMBINE WITH AG BRANCH (3)
16. STAFF ELEMENT IN DA/DCSOPS (2)
17. CONTRACT WITH THINK TANKS OR UNIVERSITIES (9)
18. REVITALIZE LESSONS LEARNED (5)
19. ESTABLISH TD SLOTS AT ALL LEVELS AND SCHOOLS
20. USE ENLISTED SPECIALISTS (2)
21. ESTABLISH A SEPARATE BRANCH
22. INSTILL PROFESSIONALISM
23. UPGRADE OCMH
24. ESTABLISH MIL HISTORY COMMITTEES AT SVC. SCHOOLS
25. MILITARY HISTORY INSTITUTE (CENTER) (2)
26. PREREQUISITE KNOWLEDGE FOR ADVANCED SCHOOLS
27. AUTOMATIC DATA PROCESSING (2)
28. MILITARY HISTORY SERVICE SCHOOL
29. KNOWLEDGE OF MIL HISTORY REQUIRED FOR PROMOTION
30. BETTER STAFF WORK (3)
31. THESIS REQUIRED BY COMPANY GRADE OFFICERS (2)
32. COMBINE WITH MI BRANCH
33. TEACH BRANCH HISTORY AT BASIC COURSE (2)
34. EXTRA PAY INCENTIVE FOR HISTORY DEGREES
35. COMBINE MH PROGRAM WITH OTHER SERVICES
36. USE SOME OF MILLIONS OF FEET OF COMBAT FILM ON HAND
37. INSURE ACCURATE REPORTS FROM THE FIELD
38. USE GUEST SPEAKERS (AS A LAST RESORT)
39. IMAGINATIVE USE OF RECORDING MEDIA AT UNIT LEVEL
40. STRESS AT USMA/ROTC/OCS (2)
41. USE A COMMITTEE TO DIGEST DOCUMENTS
42. GIVE JOB AS EXTRA DUTY FOR JUNIOR OFFICERS
43. RECRUIT AT TEACHER'S COLLEGE
44. TEACH MILITARY HISTORY AT JUNIOR ROTC (HIGH SCHOOL) (2)
45. USE FILM AND TV FOR CLASSES
46. FOSTER UNIT HISTORIES
47. PROGRAMMED INSTRUCTION
48. BASIC TRAINING
49. OJT
50. CIVILIAN INSTITUTION RESOURCES
51. PUSH HISTORY IN OUR RESERVES
52. EMPHASIZE AT COMBAT ARMS SCHOOLS BUT NOT OTHERS
53. PROVIDE STUDIES ON POLITICAL SCIENCE AND THE MILITARY
54. ESTABLISH MINIMUM LEVEL OF KNOWLEDGE FOR ALL
55. PREREQUISITE FOR COMMAND AND STAFF COURSE
56. SECONDARY MOS'S
57. USE PRESENT ROTC PROGRAM



G. HOW EFFECTIVELY IS THE ARMY USING ITS MILITARY HISTORY RESOURCES?



# G1. HOW EFFECTIVELY IS THE ARMY USING ITS MILITARY HISTORY RESOURCES?



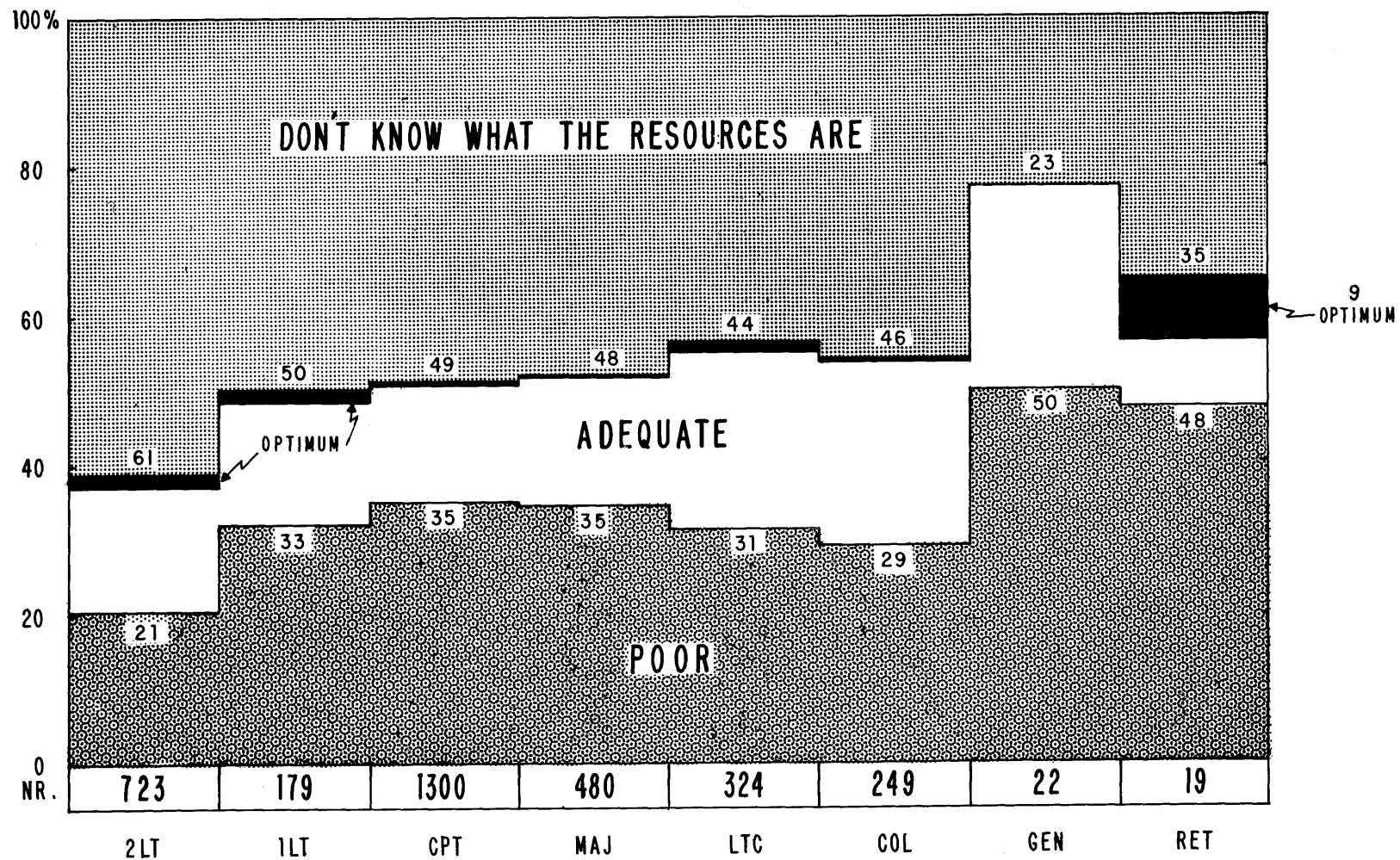
= No response or incorrect response

DONT KNOW = "Don't know what the resources are"



62.

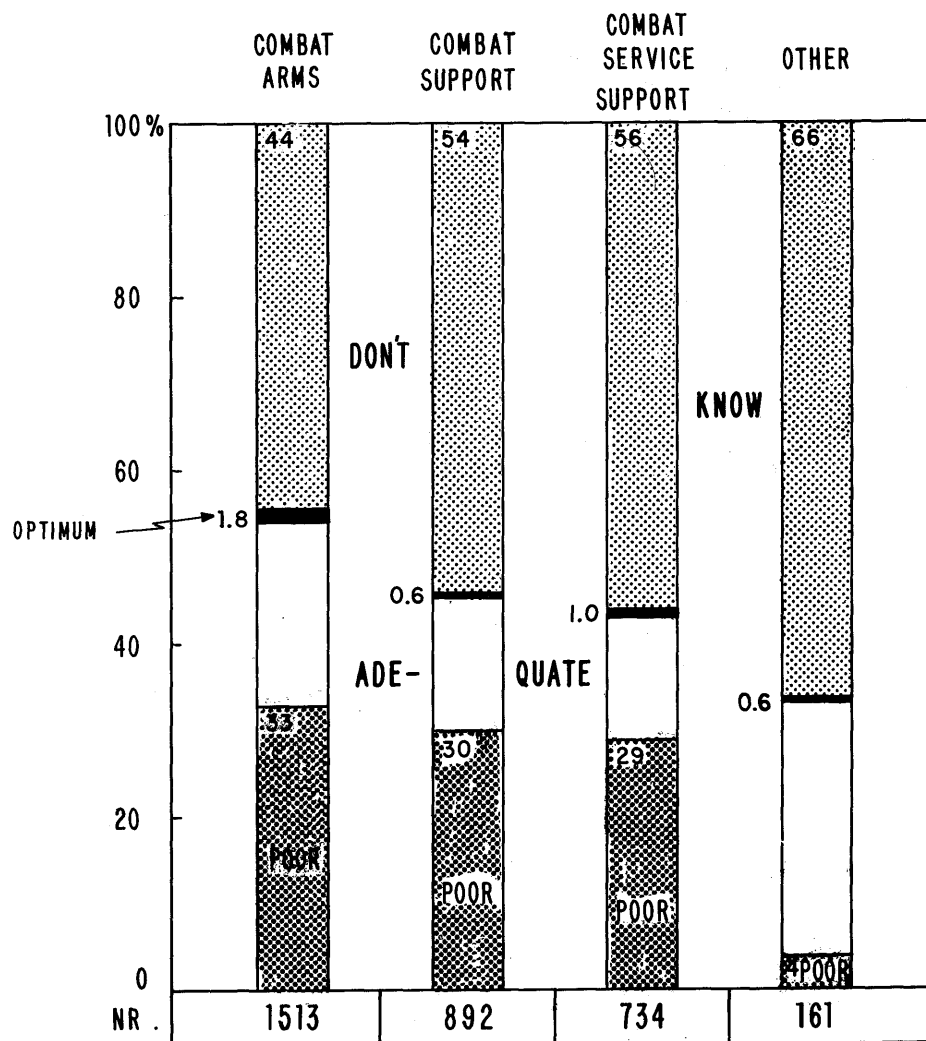
# EFFECTIVENESS vs RANK



Q1x25

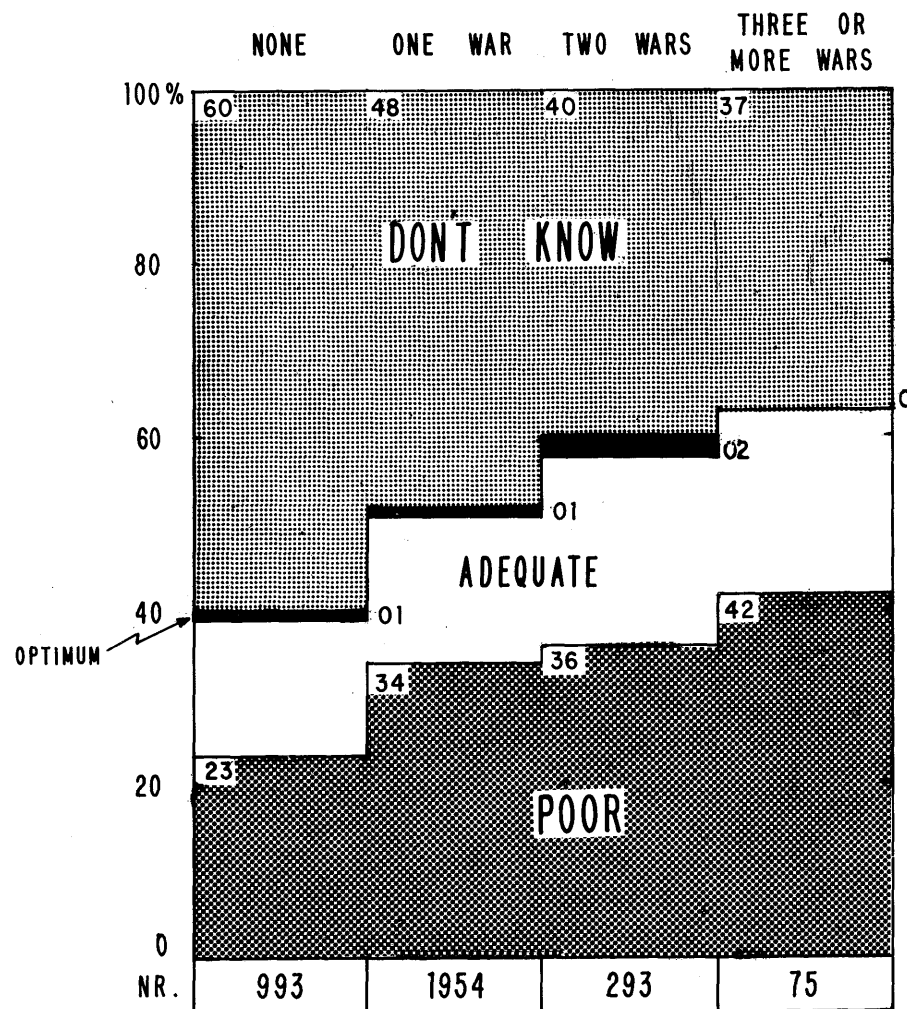
63.

# EFFECTIVENESS vs. BRANCHES



**G4.**

## EFFECTIVENESS vs COMBAT EXPERIENCE



## SELECTED WRITTEN COMMENTS RECEIVED

### INTRODUCTION

Space was provided within the questionnaire for the respondents to add written comments. Two questions (Nos. 13 & 26) required written comments rather than multiple choices. Provided here is a sampling of the written comments.

### GENERAL COMMENTS

A retired general:

"The caliber, age, and rank of officers assigned to our war colleges should provide the greatest source for advancing or developing avid students of history."

An Army War College student:

"Military History should be included in Sr. NCO Schools."

An active general:

"It is my feeling that an effective historical section should be organized at the beginning of a conflict to record the facts as they take place, rather than trying to reconstruct them through records or interviews. This should be one of your principal recommendations."

A retired general:

"It seems to me that military history must be so much a part of the life of every officer of the Armed Forces that I question the need to bring into being a military history program comparable to that of logistics, information, etc. Military history must be for everyone and it should not only be taught at the college level and graduate schools, but it should be a part of the post-officer school courses."

An Army War College student:

"An officer should study history to enable him to become a better military officer. One does not become an officer to become an historian (ordinarily)."

A Leavenworth faculty member:

"1. The Army should compile a History of the Black Soldier. 2. A separate historical document should be written and distributed to the field relative to the Army's role as a pioneer in social integration; i.e., racial integration, Project 100,000 etc. A work of this sort is of particular relevance -- youth sees the military as the ultimate in clinging to tradition and adhering to the status quo. The progressiveness of the Army in sociological problems of great magnitude should be told."

RESPONSES TO QUESTION 13 (List examples of your use of military history in the performance of your duties.)

Military History as an Intellectual Frame of Reference.

A retired general:

"Answers to this question may place the professional utility or value of military history in a false light. One gradually develops a mental matrix from his reading and experience. This nebulous matrix is the foundation of judgment."

An Army War College student:

"Finally, the lessons of history -- the strengths of those who figured in the historical moment are to be used -- it is fool-hardy to think otherwise. Each man should attempt to blend the best of all lessons into his distinctive character and profit from such effort. An appreciation of and use of military history is an essential to achievement of professional maturity and value!"

A Leavenworth faculty member:

"The review of military history permits one to have a better feel for what can be expected in a behavioral sense under conditions not previously experienced. In fact history can serve as a substitute for experience under some conditions."

An Infantry School faculty member:

"Most of my reading of military history would mainly provide an addition to my basic attitudes which would then affect all my actions."

A Leavenworth student:

"The use of information gained in studying military history becomes a part of the total experience one has. In any problem solving that part of knowledge gained by studying military history becomes lost in the total. When faced with a problem, one thinks of: his past military experience, information from schools and publications and lessons learned from history."

An active general:

"To begin with, I believe that military history is desirable for the professional Army officer, just as the study of history or English is desirable for the educated civilian in any walk of life. One finds it difficult to come to grips with either the theory or practice of warfare or combat without some reasonable background of how we got to where we are and what the classical approaches have been. Therefore, I would say that the use of military history in general is inherent to the proper performance of duty by any senior military man. If I am informed correctly, many of our senior commanders in World War II have cited their knowledge of military history as being useful to them in rather specific terms."

A Leavenworth faculty member:

"More effective in dealings with foreign nationals who do not subscribe to "Christmas Goose Syndrome" so popular with Americans -- i.e., "That we wake up in a new world each morning." Most foreign nationals, and particularly Asians, see events in an historical perspective that is not apparent to Americans."

A Leavenworth student:

"Indirectly this has improved my decision making ability by providing historical judgment. The history of great deeds performed by others is no substitute for experience but does provide a basis or model for an individual to develop his leadership."

An Armor School faculty member:

"It is impossible, at least for me, to cite specific examples, but I feel quite certain that the study of military history has provided and continues to provide a background which enhances my overall effectiveness as an officer in all assignments held to date."

A Leavenworth student:

"I have an acute interest in certain portions of military history. My interest lies in the World War II period with some additional interest in the Korean War and the Wars of Insurgency. Lessons learned in these wars can be more directly applied to the conflicts of today and the future. I have studied Dwight D. Eisenhower in great detail from his birth to the end of World War II and I have been deeply inspired by his foresight, dedication and his thoughts that he had when he made some of the decisions that he made. History allows one to study these thoughts, decisions and compare them to the results. My studies have also centered around the great military leaders of World War II, Korea, the Middle East and the Far East. This study has given me unlimited insight into present strategy, technology and political implications of the various forms of war."

An Engineer School student:

"I am a young officer of limited experience. So far, I cannot point to a single event or several such events and say that my military history studies have clearly enhanced my thoughts and actions. This is not to say that my studies were worthless. On the contrary, I have a better appreciation of what I am doing as a result of my studies, but I simply cannot point out several isolated examples."

A retired general:

"Military history has been important to me as background in connection with my duties in various staff and command assignments at all levels. While admittedly historical examples do not provide precise patterns or answers to modern staff and command problems, they do provide useful background against which to view the situations in comparison with that being dealt with at the time."



A Leavenworth student:

"I can think of no concrete example in response to this question. A knowledge of history has influenced probably every action I have taken as a staff officer and commander."

A Leavenworth student:

"Military History provides a frame of reference and starting point from which to make a current decision. It's not a specific example or historical event applied to a current situation, but the use of a general historical knowledge in a broad manner to assist in current military activities and decisions."

An Army War College student:

"At Senior Service Colleges, military history studies should focus on the national objectives, goals, and "make-up", not only of the US, but of selected "culturally typical" countries also, to better understand the role of military force and other military capabilities in realizing these goals."

A retired general:

"The value of such study has been rewarding as part of my pattern for living these last 30 years and not just where military considerations were foremost."

An Army War College student:

"It is my belief that a distinctive appreciation of military history is an absolute prerequisite for reaching the zenith of an officer's profession."

#### Military History as an Aid to Decision-Making and Staff Operations.

A Professor of Military Science:

"I strongly suggest that historical judgment is a vital element in decisions made at Corps and higher level; I would expect that some commanders and/or their staff have this judgment. In other cases some commanders and/or staffs lacked historical judgment and therefore made decisions that caused the United States much agony."

An active general:

"I cannot cite too many specific instances in which this was true but feel that military history affected one's whole approach to European operations. The reverse effect is true in Asia, in that I think that one reason the Korean and Vietnamese wars were a little hard for the average American to get hold of is that he had no historical background to speak of in the area."

A Leavenworth student:

"The historical accounts of logistical operations in Europe and the Pacific were helpful in my job of operating an outside storage area for Class I, II, IV, VII & IX supplies in Vietnam. However, I think more examples of mistakes should be written into history to avoid repeating them."

A Leavenworth faculty member:

"As a staff officer and as a professional soldier, I have used my study of military history to provide a wide range of optional actions for consideration and comparison as possible solutions to current or proposed actions."

An ROTC instructor:

"I don't feel performance of my duties was directly affected by my reading in Military History; but I did acquire a knowledge about guerrilla warfare and various "principles" of conventional conflict that provided me with a broader base of reference for decision making.

My judgment as a platoon leader in a divisional engineer battalion and particularly later as commander of an American-Vietnamese combined force was definitely favorably influenced by a self-acquired knowledge of Viet Cong tactics. In retrospect, however, I find it difficult to separate instincts acquired through experience from those achieved through study."

A Leavenworth faculty member:

"It has given breadth and depth to my presentations of instruction over a wide variety of subjects to include commander-staff actions, decision-making, tactics, combat service support, and of course is a necessary part of instruction in all the lessons of Military History itself."

An Army War College student:

"Overall, I think that U. S. military history -- and military policy (Upton, etc.) is so unique, that only one who has studied it can have a grip on the proper advice to present in the Pentagon."

A Leavenworth student:

"I am a military intelligence officer and believe that an enemy cannot be defeated without good intelligence. From the study of the history of that same enemy, or potential enemy, one can do much to know or understand him. With that kind of understanding, intelligence can be evaluated and analyzed more accurately."

A Leavenworth student:

"I believe that nations, like people, develop distinctive methods of operation, and the United States would do well to pay more attention to this."

A Leavenworth student:

"I would say that the most useful form of military history is the "Lessons Learned" type which is often reduced to written form in our professional journals and in some publications currently coming from RVN."

An Ordnance School faculty member:

"STREET WITHOUT JOY by B. Fall had rather a profound effect on my duties as an advisor in Vietnam. I believe that, through the comments of this author I gained a better insight into the problems of S.E.A. and enabled me to temper the advice I gave with an understanding of the culture and background of my counterparts in the Vietnamese Army."

A Leavenworth faculty member:

"There are numerous occasions when some knowledge of history is important.

a. Evaluation of doctrinal and organizational proposals. The evaluation of these proposals is easier if one has an historical perspective and an understanding of the evolution of doctrine and organization.

b. Planning and selecting courses of action. An understanding of similar past exercises or operations removes some of the uncertainty from proposals."

A retired general:

"I do recall clearly that my military history background gave me a measure of confidence in handling staff actions on major decisions."

An ROTC instructor:

"In studying military history an officer is able to lift himself out of the mainstream of Army life, while still possessing his personal knowledge and experience on the subject. He is able to view the evolution of technology, society, international affairs, economics and politics in context with the development of the military. This study will, of course, show the strengths and the weaknesses, the good and the not so good of the service, but will develop a knowledgeable officer confident of his choice of professions and proud to serve."

A Military Intelligence School student:

"I can cite no specific examples where history has helped in performance of my duties.

However, a reading of history has lead me to the conclusion that more battles and wars have been lost due to indecision as a failure to act than any one other single factor. I have tried to act decisively and always take some sort of action. Based on my analysis of history, indecision is worse than the wrong decision."

## Military History as an Aid in Unit Training and Unit Command:

An Infantry School faculty member:

"I have used lessons learned to educate my soldiers in Vietnam. I have used the experiences of the British in Malaya to set up the jungle ambush station in the Tropical Training Center in Hawaii. I have used principles of Clausewitz, slightly modified, in training and in combat. I have gained insight into successes and failures of modern commanders by correlating their actions to certain historical battles and strategic ploys."

An ROTC instructor:

"Military history has impressed me with the importance of keeping troop morale at the highest level possible. A unit which has high morale and whose members have a feeling of identification with the unit, invariably performs at maximum potential. Such a unit performs well in the field and has little or no problem of delinquency incidents. As platoon leader and company commander my primary emphasis was on troop morale -- with gratifying results."

A Leavenworth faculty member:

"As a Commander, I have used the lessons of Military History to explain how some current regulations, procedures, and traditions had their genesis in historical fact and had a logical and necessary base."

An ROTC instructor:

"Presently, there is no real emphasis on instruction regarding unit history. It would seem that at the very first briefing of incoming officers or enlisted men, some attempt should be made to acquaint the soldier with the history of the unit in which he will now serve."

A Leavenworth student:

"I would like to see Military History taught to all 1st Term Officers and enlisted to at least acquaint them with the traditions and history of our Army and its divisions and regiments. However, the course should be well presented, not just an additional duty to a Lieutenant or SP/5."

An Armor School student:

"Military history has provided me great help in the improvement of morale and a sense of pride within a unit. This was especially true when I was commander of a newly activated unit. Since the unit had no recent history to be proud of, the men readily responded to the past history of the unit."

A Leavenworth student:

"History of the recent past is advantageous, but in the opinion of the writer, military history throughout the ages of civilization provides little usable knowledge to the Army officer. As technology changes, military policy, procedures, and tactics must likewise change. How a man fixed a tank in World War II has little relevance to the maintenance of today's tanks. Similarly, the study of signal devices,

intelligence collection devices, etc., of WW II have little effect on requirements or capabilities or procedures of today. The big plus to military history appears to be in the field of "Leadership".

An ROTC instructor:

"Military history has shown that most military men are intellectually inflexible. Those who were successful in military history achieved prominence precisely because they were intellectually flexible and open-minded. The lesson is particularly important today when dealing with the new type recruit who is not satisfied with the "old, hard-line" concepts and answers."

Military History to Provide Depth in Personal Contacts.

A Professor of Military Science:

"At the present, and for the foreseeable future, the major problem facing US Army is one of public understanding and support. A thorough knowledge of military history and the ability to articulate and relate to contemporary and future national issues is one of the best vehicles through which to reach individuals and influence their opinions and actions. This is applicable whether talking to today's youth, faculties, the community at large, or legislators and public officials. There is in general a woeful lack of knowledge of the impact of the military and war upon history."

An Infantry School faculty member:

"I believe our vital support to the many struggling countries could be much more effective if our U.S. Commanders and advisors were better versed in military and political histories of the countries they work with. Knowledge of past military and political defeats of our enemies and allies on the parts of our commanders and advisors can greatly improve our effectiveness in our relationships on and off the battlefield of our conflicts of today and tomorrow."

A Leavenworth faculty member:

"A detailed study of military history and society would lead to a better understanding of the upheavals and changes taking place in the Army today, and prepare the professionals for meeting these challenges. An understanding of the cycles that the Army has gone through in its development since the American Revolution is essential if we are to successfully adjust to the modifications being forced upon us by influences that are as ancient as man himself. If the military is a mirror of the society which it serves, then the professional officer must understand the pressures which have their origins in the society. Politics, finance, tradition, psychology and sociology, and their relation to the military must be understood."

A Professor of Military Science:

"Some knowledge of (and research in) military history has been of specific value in instructing at a branch school, in ROTC, and on the staff and faculty, by citing pertinent historical examples to emphasize teaching points. The same knowledge (and homework) have been effective in supporting recommendations as a staff officer and commander, and as a student at all levels of the military educational system. It has also been very effective and valuable in discussions with persons outside the Army, particularly among members of the academic community."

An ROTC instructor:

"ROTC cadets feelings towards the military, and towards war, can often times be affected by a greater appreciation of the historical treatment of military systems and combat operations. History is alive, and knowledge of historical events is broadening, stimulating, and frequently unadulterated fun. Once a cadet is "turned on" to military history, he becomes involved personally; results here show cadets more prone to develop officer-like qualities, self-respect, and positive, can-do attitudes. Historical biography has also proved, here, an innovative and stimulating course approach to leadership."

An ROTC instructor:

"Thorough study of military history will undoubtedly prompt some officers to write books and articles. An increase in prolific military writers can be significant in improving the Army image. It is appalling that we have so few officers capable of defending the Army in the literary world. Instead, we must rely on friendly college professors to speak for us at a time when the military profession is under such strenuous attack."

A Leavenworth student:

"In my career field (ADPS), military history in the literal sense is scarce. However, unpublished latter-day history has been invaluable to me in day-to-day relationships with 2-year enlisted men, superior officers, contractors to the Army, and contemporaries."

A Leavenworth student:

"The study of military history has proven useful to me in improving my understanding of the interaction of people in leadership positions with their subordinates and with their contemporaries."

A Leavenworth faculty member:

"As an Army spokesman to the civilian segment of our society, the study of military history has provided the historical, cultural, logical basis for dialogue or to bring current events into a more logical, understandable framework."

A Leavenworth faculty member:

"The in-depth study that I have conducted has been highly beneficial to me because it has increased my awareness of the pressures that the military is constantly subjected to in any society. In addition, the impact of technology, politics, and finance have been made clearer. Consequently, the changes taking place in the Army today, and the attitudes of the nation at large have been placed in perspective and better understood. When I depart for reassignment in the summer of 1971, and eventually become involved again with troops, I believe that I will be better prepared to cope with the changes currently taking place in the Army."

Miscellaneous Applications of Military History.

A retired general:

"The U.S. Army is notorious for failing to apply lessons learned in previous wars."

A Field Artillery School student:

"As an adjutant, military history was used in preparation for every social function."

An Engineer School student:

"I have been able to understand and explain the customs and tradition of the army. Also the lessons learned pamphlet has helped me gain confidence while in Vietnam."

An ROTC instructor:

"As professional soldiers a background in the development and traditions of one's trade is of paramount importance."

A Field Artillery School student:

"I served as a military historian in Viet Nam in 1968 and 1969. In that position the only military history I used was that of the unit. The only thing the commander wanted to use history for was to name his operations. The point is that even though allied commanders have historians available to them they don't use them to research problems similar to their own that have been met and overcome in previous conflicts. This is an area which could be effectively exploited if the army would make better use of the people they place in the historian slots."

RESPONSES TO QUESTION 26 (If a career field in Military History is not established, what other courses of action are available to the Army to meet the requirement for expertise in this field?)

Better Utilization of Existing Personnel Resources.

A Military Intelligence School faculty member:

"Military history is adequately taught in college to provide enough students for the army to utilize for any of its needs."



A Professor of Military Science:

"By maintaining an inventory of historians within the Army we would provide a source for assignment determination. Such a system is used for many of our current requirements such as linguists, mathematicians, and other specialities primarily of a non-military nature."

A Professor of Military Science:

"Army policy should generate enough graduate degrees in history and political science for utilization by Army officers with these degrees in all ROTC instructor groups, at USMA, service schools, OCMH, and senior service colleges. This should maintain a substantial pool of career Army officers with special qualifications in the field of military history, even if a special career field is not established. However, all Army officers should be coerced, if necessary, into maintaining reading and study in this field throughout their careers."

A Professor of Military Science:

"Insist upon utilization of those whose advanced degrees in history were at Army expense; thus, school only those who are really interested in history rather than so many who see the advanced degree as nothing more than another "punch in the ticket", in which cases the graduate schooling has little or no reference to the officer's overall goal."

A Professor of Military Science:

"If (1) sufficient positions at all levels (OSD Down) are validated for Graduate Degrees in History and (2) number of graduate Schooling Slots for History and Military History are increased, we can provide the base to support a viable program. Current emphasis on "utilization" of Graduate Degrees would return these men to the History field - without a career field."

An ROTC instructor:

"I do not advocate a specialization area for Military History but I feel that interested officers with graduate degrees in history should be assigned to teach it for their instructor tours."

An ROTC instructor:

"Appropriate civil schooling for selected individuals who wish to specialize is the best solution as a substitute for a career field."

An ROTC instructor:

"I suppose that the next best alternative is to detail officers to utilization tours after civil schooling in History which would support the objective of a greater Military History expertise at the Department of Army level. I think that some sort of muscle is required to enable the Director of the Office of Military History, rather than the career branches, to guide selection for such schooling and especially to control the assignment of such officers at lower levels."

A Field Artillery School faculty member:

"Good personnel management could meet the requirement."

An Army War College student:

"Successive reassignment of military historians to positions requiring this expertise should be advantageous. Moreover, it will take a lot of "doing" to convince officers that they are not "dead" career-wise."

An ROTC instructor:

"If a career field is not offered, the Army should allow those officers who specifically request it, to obtain advanced degrees in military history. The training in research and writing which a Masters or Ph.D. imparts will pay significant dividends for the Army over a period of time."

A Leavenworth faculty member:

"The requirement can be met by putting the same emphasis on the formal study of Military History as is put on other disciplines or academic pursuits, to wit: Business Administration, Personnel Management, Comptrollership, etc. These fields have been and continue to be areas of great study by many Army officers who have a subsequent utilization tour but who do not necessarily become permanent members of a special career field."

A Leavenworth student:

"The Army has spent much money and time in training officers at the graduate level in history, political science, etc. -- use them!"

A Leavenworth faculty member:

"Those officers having degrees in history could be assigned to positions requiring their knowledge. For example -- majors as division historians, LTC at OCMH. However, today this would still be bad career-wise."

An Infantry School student:

"Assign people with experience in journalism, history, political science, English, etc., to the field or in jobs and positions related to this area. The Army preaches placing a man in an assignment commensurate with his abilities and desires, in addition to considering the needs of the service."

An Infantry School student:

"I feel the study of Military History is a universal requirement and as such selected individuals should attend advanced civil schooling/specialized military schooling to prepare them as required to teach the subjects at the under-graduate and advanced course level. I feel that permanent professorships (a la USMA) should be established at C&GSC and War College level."

An Army War College student:

"While a career field in Military History might be desirable, the demand might not warrant the investment. It would appear that a logical development of military history instruction in Army Service Schools and ROTC units would provide the base upon which the individual officer can build his own knowledge. The courses would not have to be nearly as extensive as that offered at USMA, but should certainly provide more than is currently given in the brief overview of ROTC instruction. The curriculum should be so organized that the officer is re-exposed in greater depth as he progresses up the Army school "ladder"; i.e., an increasing awareness and depth at each higher school, basic, advanced, CGSC, and Senior Service College."

A Leavenworth student:

"I suggest expanding the military history programs at ROTC institutions to include a whole year of study by a qualified teacher; use of historical examples to exemplify solutions to tactics (and other problems) at all Army schools, expansion of elective programs at branch schools and CGSC, establishment of a military history review which analyzes not just tactics (e.g., The West Point History of Wars) but, furthermore, the historical and political ramifications of them."

A Leavenworth student:

"I feel mandatory -- not elective -- courses in military history should be required at every level of military training from basic to the senior service schools."

A Leavenworth faculty member:

"Based on my experience in RVN there is a crying need for instruction both in the Basic Course and in the Advance Course on the keeping of historical records. Much valuable material has already been lost due to lack of anyone in the command with a sense of history. Knowledge of basic historical requirements in a unit would allow the preservation of material of historical value."

An active general:

"In all events I feel that military history in its broadest sense should be required study at all levels. ... if history is not required study at any level, it certainly should be provided as an elective."

An Engineer School student:

"Short Course in Branch History should be minimum at Branch School."

A Transportation School faculty member:

"The techniques now being employed by the Chief of Military History are very good as far as small unit tactics are concerned. The biggest weakness seems to be in the area of foreign thought and social sciences. As history of a people will have a great impact on that country's military and military thinking, this aspect of history should be emphasized. This could be done by requiring more independent research on history of ideas and society of various countries, including our own, as part of the Advanced Course and C&GSC. Reading programs of a much broader outlook could be established."

An Adjutant General School student:

"ROTC does an adequate job of teaching basic military history. Anyone else interested in military history has 100's of books available to him in libraries, etc. My experience is that the Army finds outstanding history majors and assigns them as historians. Based on their college training, they are familiar with how "normal" history is recorded. I would think this procedure is closely related to collection of military history."

The Military School System.

A retired general:

"Every career officer should receive some basic formal education in military history. The USMA/ROTC level is the proper place to get it. After such basic education, history study should be an individual's own responsibility."

A retired general:

"Better handling of military history on the part of Service Schools could go far in teaching a broad range of our future commanders the benefits to be gained from the study of history."

An active general:

"If established, a career field in military history should be designed to accommodate the technical requirements of collecting and compiling historical data and of providing inputs to users. However, the basic need is not greater specialization but the broadening of the entire officer corps in the value and use of military history. Therefore, the most effective way is through the officer educational system. Specifically:

a. ROTC and USMA should include substantial amounts of military history in their curricula, both mandatory and elective. This should be oriented to the application of military history and the analyses of actions as opposed to simple memorization of factual data.

b. Discussion and use of military history in the service schools at the career course level and higher. (The basic course should be excluded and should be oriented to preparing the lieutenant for his first branch assignment only.) In addition to electives, emphasis should be placed on military history and its adaptation in problems, term papers, theses, etc. Information should also be provided on just what the military history program consists of, its capabilities, its resources and its use."

An Army War College student:

"Military history should be a part of the education of every officer and should be a part of the course work at every level of an officer's education."

A Professor of Military Science:

"If a career field is not established, we should nevertheless place greater emphasis on the subject in our military education system."

A Military Intelligence School student:

"Military History, both recent and classical, should be integrated into all phases of military education as a part of teaching whatever the subject happens to be."

An ROTC instructor:

"The Army should require all major service schools to teach military history with fully qualified instructors. This means that all persons selected for this type of instructor duty should have, as a minimum, a Master's degree in History. The program for obtaining instructors for this program should be similar to that presently instituted for ROTC instructors. The officer selected should be sent to civil schooling for his graduate degree, and then to his instructor assignment. This would allow many more officers to obtain advanced schooling in History, and would go a long way towards improving Army-wide expertise in this field."

#### Programs to Improve Individual Expertise.

A retired general:

"While I can understand your very special interest in history as an important subject or cultural discipline, it does not constitute a career "field" such as logistics, intelligence, communications, ordnance -- or infantry -- to name a few, for specialization except for prospective instructors and professors of history, in my opinion.

The best officers I have known have been avid readers or students of history. They have done this out of professional interest -- not only military history but all aspects involved in the development of civilizations and nations since 6000 B.C."

A Leavenworth faculty member:

"The study of military history is a professional responsibility of each individual officer. Ample books are available on military history and it appears that a lack of authors is not a major problem. Instructors can attain competence in military history by conducting individual research. Consideration should certainly be given to assigning officers with a history major to ROTC assignments where they could be tasked with teaching military history. Additional progress could be made if civilian institutions could be encouraged to offer a major in military history. ROTC scholarship students could then be encouraged to pursue this degree.

The military academy could be the ideal repository for the experts in military history. Officers/civilians with the appropriate background could be formed into a military history department and retained by the academy. In addition to instructional duties they would publish military history guidance to service schools and develop the broad guidelines for the military history curriculum for the various service schools."

A Professor of Military Science:

"I feel that the study of Military History does not require specialization in "Military History". A person with a good liberal arts education from a recognized college or university is able to perform in this field in an acceptable manner provided he keeps abreast by reading appropriate books which are published or have been published."

An ROTC instructor:

"Courses of action open to the Army to meet Military History requirements:

- a. Assign officers with degrees in history to fill these slots.
- b. Expand the USMA Military History Seminar to accept all officers assigned to ROTC duty.
- c. Provide Military History seminars or workshops throughout CONUS on as frequent a basis as possible, i.e., U.S. Air Force Academy Seminar.
- d. Encourage Military History Instructors and students to submit research papers and articles for publication.
- e. The USMA should be staffed to publish a professional Military History magazine.
- f. Provide "sabbatical tours" for officers interested in Military History research.
- g. Utilize civilian scholars as instructors when qualified and when absolutely necessary."

An Army War College student:

"Establish a Professional Library Lending Service for:

- a. The Army
- b. Other Military Services
- c. The Department of Defense
- d. Other US Government Agencies

Include books (paperbacks to keep costs low), and selected reprints of articles, reports, and other documents of high value for professional development of career government personnel. Examples of subjects are:

- a. Military History
- b. Foreign Relations
- c. International Relations
- d. International and Military Law
- e. Military Strategy and Tactics
- f. Logistics and Economics
- g. Social, Psychological, and Cultural Material
- h. Scientific and Technological Material"

A Leavenworth student:

"Each individual should study on his own. Perhaps a correspondence type course could be set up which would provide a list of suggested reading in specified fields."

Various Programs to Build Military History Expertise.

An ROTC instructor:

"I recommend that research grants be made to active duty officers to afford them an opportunity to pursue historical research. OCMH does offer such grants, but only to civilian students who are completing their doctoral programs. This is too limited. We need books too, that show the public that we have accomplished something worthwhile--not only books that reorganize and restate facts."

An Infantry School faculty member:

"It appears that this questionnaire is designed to provide a lever for the establishment of another 'paper mill.' If a real requirement exists for something of this nature, the existing Military Art instructional element at USMA could be given the task--most probably without additional funds or personnel."

An officer at Fort Bragg:

"Each branch might increase efforts to teach military history to their officers and at the same time select some officers for further training in military history. Those who receive this further training should incorporate this knowledge into their service through a research of past military situations which would apply to today's problems. Results of such research should receive widest possible dissemination."

A Leavenworth student:

"The Army could provide school time for field grade officers (O4-O6) to assemble and study and/or write histories. This type of schooling should be separate and be utilized as a holding area prior to command. History could be used as a basis for "brain storming" sessions of current problems. The results could be furnished to existing commands to use as they desired."

Two years would not be excessive for this type school."

A Leavenworth student:

"Another area, not addressed in this questionnaire, is unit training. A well designed program (scheduled on a recurring basis and other than command information) would assist the entire armed forces."

A Leavenworth student:

"I suggest as one possible solution the development of Military Historian--Education Advisor slots at the service schools who could be retired military officers with appropriate operational and educational backgrounds. Their primary purpose would be to study and interject historical experiences into the POI lesson plans."

An Infantry School student:

"Hire top civilians to do this sort of research and writing."



A Leavenworth student:

"I am much more in favor of establishing highly specialized area studies career programs (Latin America, SE Asia, Western Europe) requiring the incumbents to have Ph.D's in a foreign area specialty and be utilized in repetitive area assignments than I am in favor of a military history career program per se. Obviously military history would be an essential element of this program."

A Leavenworth student:

"The Army would do well to establish a "Humanities Career Field" particularly since most of our assets over the past 5-6 years have been devoted to "Winning Hearts and Minds." History, literature (the subjective approach to history), and behavioral and social sciences might be combined to form humanities career field."

A Leavenworth student:

"I fail to see the overpowering need for a career field in military history. The Army should employ civilian expertise in this field if it isn't adequately provided within the military."

An ROTC instructor:

"Most important is our need to do something. It is professionally disturbing that an officer needs to go outside his professional organization to study military history. By outside, I include the American Military Institute (non-military), Civil War Times, American Heritage, and even the History Book Club. The civilian community has clearly outdistanced us in interest in a discipline from which we can derive the greatest benefit."

A Leavenworth student:

"Develop in conjunction with appropriate civilian universities programs in which candidates for graduate degrees in history and other appropriate disciplines would perform their graduate research and write their thesis or dissertation in an area of military history of interest to the Army. The Army would assist the graduate students in obtaining material for their research and provide monetary assistance either in the form of a stipend or summer employment. The results of this research would become the property of the Army."

A Leavenworth student:

"(a) Contract this requirement out to civilian institutions. (b) Use more civilians in the office of Military History. (c) Do not censor the writings of military historians. Get qualified people who have the required academic background and let them write it as they find it. I have spoken to some military historians and one of their major complaints is that they are not permitted to write the full story. (d) Do not penalize officers professionally for being military historians."

An Ordnance School student:

"As part of professional development require that a thesis be submitted during grades 01-03. Also establish certain correspondence courses to be completed."