

18 October 1999

## Training

# INSTRUCTION IN MILITARY HISTORY

**Summary.** This regulation establishes policies and assigns responsibilities for the Instruction in Military History (IMH) Program in TRADOC. IMH consists of the TRADOC Military History Education Program (MHEP) and heritage instruction in Initial Entry Training (IET) and One Station Unit Training (OSUT). MHEP involves resident and non-resident academic instruction and study of military history as an integral component of leader development. IET involves providing instruction in Army heritage and an introduction to branch heritage. This revision implements substantial changes made necessary by the development of the common core for leaders and the infusion of heritage instruction into IET and OSUT.

**Applicability.** This regulation applies to precommissioning, preappointment, officer, warrant officer, and noncommis-

sioned officer education. It also applies to IET and OSUT instruction.

**Supplementation.** Do not supplement without approval from Commander, TRADOC, ATTN: ATMH, 11 Bernard Road, Fort Monroe, Virginia, 23651-1001.

**Suggested improvements.** The proponent of this regulation is the Chief of Staff. Send comments and suggested improvements on DA Form 2028, Recommended Changes to Publications and Blank Forms, through channels to Commander, TRADOC, ATTN: ATMH, 11 Bernard Road, Fort Monroe, Virginia 23651-1001. Suggested improvements may also be submitted using DA Form 1045, Army Ideas for Excellence Program (AIEP) Proposal.

**Availability.** This regulation will be available only on TRADOC's Homepage (<http://www.tradoc.army.mil/>).

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\* This regulation supersedes TRADOC Regulation 350-13, 20 July 1994.

## Chapter 1

### Introduction

**1-1. Purpose.** This regulation establishes policies and assigns responsibilities for implementing instruction in military history (IMH) in the TRADOC Military History Education Program (MHEP) within institutional courses, and heritage instruction in IET and OSUT. Additionally, this regulation sets goals, objectives, and procedures.

**1-2. References.** Required publications are found in appendix A.

**1-3. Explanation of abbreviations and terms.** Abbreviations and special terms used in this regulation are explained in the glossary.

## Chapter 2

### Responsibilities

**2-1. Chief of Staff, TRADOC.** The Chief of Staff is commandwide proponent for military history and chairs the TRADOC Military History Council (see para 4-2, below).

**2-2. Chief Historian, TRADOC.** The Chief Historian serves as executive agent for the Chief of Staff, acts as secretary of the TRADOC Military History Council, and chairs the IMH Executive Committee. The Chief Historian:

- a. Provides IMH Executive Committee recommendations and information on MHEP and IET heritage instruction to the Commanding General through the Chief of Staff and the TRADOC Military History Council.

- b. Implements policy guidance and directives from the Commanding General, Chief of Staff, the TRADOC Military History Council, and the IMH Executive Committee.

- c. Serves as training/task proponent for Army and branch heritage instruction in IET.

- d. Coordinates an outreach program to TRADOC service schools, Noncommissioned Officer (NCO) academies, Army Reserve (USAR) schools, state military academies and Army ROTC down to battalion level, utilizing resources in the TRADOC and Army Reserve Command History Programs. Outreach includes on-site staff assistance to commanders/commandants on development, sustainment, or improvement of military history education programs, and evaluation of IMH utility and performance (see chap 5).

- e. Promotes development and growth of military history education through the annual TRADOC Military History Workshop, attendance at professional meetings, participation in the West Point ROTC Military History Fellowship, and exchange of information with the academic community.

- f. Assists the Chief of Military History in his role as proponent for Skill Identifier (SI) 5X (historian) through identification of personnel eligible to receive the SI, and of positions to which SI-5X-qualified personnel should be assigned. In coordination with the Deputy Chief of Staff for Base Operations Support (DCSBOS), assists commandants in coding table of distribution and allowance (TDA) military history instructor positions with the SI-5X and in securing Army Education Requirements System (AERS) validation for those positions.

- g. Acts as the TRADOC point of contact with Headquarters, Department of the Army, Department of Defense, Joint

Chiefs of Staff, other major Army commands, other services, the academic community, and the general public on all matters pertaining to military history.

- h. Serves as training/task proponent for development of MHEP and IET common core for leader training support packages (TSP).

- i. Subject to availability of expertise and resources, assists service schools in developing additional curricular materials and training aids.

**2-3. Deputy Chief of Staff for Training (DCST), TRADOC.** The DCST exercises general staff supervision of MHEP as a part of the common core for leaders and IET instruction. The DCST serves as a permanent member of the TRADOC Military History Council, and appoints an O-6-level representative for the IMH Executive Committee.

**2-4. Deputy Chief of Staff for Base Operations Support (DCSBOS), TRADOC.** The DCSBOS:

- a. As staff proponent for TRADOC library systems and military personnel, supports IMH through development of Army libraries in TRADOC as repositories for curriculum support and other military history materials.

- b. Assists commandants with SI-5X coding of TDA positions identified as military history instructors and in obtaining AERS validation for those positions.

**2-5. Director, Combat Studies Institute (CSI), Command and General Staff College (CGSC).** Director, CSI, serves as a member of the IMH Executive Committee. As head of the capstone operating element of the TRADOC Military History Education Program, Director, CSI:

- a. Serves as proponent for instruction in military history in the Command and General Staff Officer Course (CGSOC), defining requirements, making recommendations through the IMH Executive Committee and Military History Council to the TRADOC Chief of Staff. Defines knowledge, skills and abilities which students should possess before undertaking military history course work within CGSC.

- b. Conducts all instruction in military history within CGSC and provides expertise for and review of the use of military history throughout the CGSC curriculum.

- c. Conducts an annual Military History Instructor Course that provides instructors with the necessary content and methodologies necessary to teach in the TRADOC Military History Education Program.

- d. Serves as a central point of contact for information on and assistance with battlefield staff rides.

**2-6. Commander, U.S. Army Cadet Command.** Commander, U.S. Army Cadet Command, supervises implementation of MHEP throughout Army ROTC and instruction in military history in Junior ROTC, serves as a permanent member of the TRADOC Military History Council, and appoints an O-6-level representative to the IMH Executive Committee. Additionally, the commander:

- a. Provides subject-matter expertise for all precommissioning military history requirements.

- b. Ensures all students, prior to commissioning, meet professional military education goals and objectives in military history, as outlined in this regulation.

c. Assists cadet battalions in the implementation of curriculum.

d. Works closely with host colleges and universities to implement instructional programs in military history to meet the requirements of this regulation, in support of TRADOC policy on teaching of military history in academic departments. In coordination with the United States Military Academy, conducts the West Point ROTC Military History Fellowship for civilian professors who teach military history to cadets in accordance with paragraph 3-3a. Nominates and provides funding for civilian professors.

e. At those host institutions where instruction in military history is not carried out in an academic department, designates one officer position on the TDA coded with SI-5X to serve as primary military history instructor. Sends all such uniformed instructors to the Military History Instructor Course conducted by the Combat Studies Institute.

**2-7. Commandants, TRADOC Service Schools.** Commandants implement IMH provisions in accordance with program objectives outlined in this regulation. Specifically, they:

a. Direct the Military History Education Program in their schools, within general guidelines established by the TRADOC Military History Council. Commandants who are chiefs of their respective branches serve as branch proponents for use of military history in leader development. Enforce standards for IMH set in training support packages.

b. Implement school-specific curricular materials in conformance with standards established for Army training.

c. Support Army and branch heritage instruction in IET through provision of supporting materials to training battalions, such as memorialization data and branch histories.

d. Appoint an IMH coordinator to serve as the point of contact for military history education and heritage instruction. Normally, the command historian is so designated. Responsibilities of this position include curriculum implementation and review, and coordination among instructional departments, libraries, bookstores and museums.

e. Designate at least one TDA position in the command as primary military history instructor. If the position is military, code the position SI-5X. If the position is civilian, recruit and hire a professionally trained historian qualified to teach military history, in accordance with provisions of TRADOC Regulation 690-4. Send primary military history instructor from the school to the Military History Instructor Course conducted by CSI. Use the primary military history instructor and the command historian to train and support drill sergeants and other instructors involved in officer, warrant officer, noncommissioned officer, and IET heritage instruction.

f. Establish an IMH team that meets at least semiannually, under the chairmanship of the commandant or assistant commandant, to enhance instruction in military history and foster coordination and integration of military history throughout the school. Members of the team should include:

- (1) Command historian.
- (2) Primary military history instructor.
- (3) Museum director or supervisory curator.

(4) Bookstore manager.

(5) School librarian.

(6) Commandant, NCO academy.

g. Use museums to enhance instruction in military history, including branch history. As technical repositories of their branches, museums are excellent venues for teaching and supporting a variety of instruction in IET, OES, WOES, NCOES, and for supporting battle analysis and staff rides.

h. Develop and use libraries, bookstores, and other educational resources to enhance instruction in military history.

i. Send the IMH coordinator and primary military history instructor to the annual TRADOC Military History Workshop.

j. Promote integration of military history into the programs of instruction (POI), particularly in classes that are doctrinally or theoretically based or otherwise suited to historical treatment. Integration of military history into the POI will not be used to substitute for common core requirements.

k. Conduct a staff ride program.

**2-8. Commandant, U.S. Total Army Warrant Officer Career Center (WOCC).** The Commandant, WOCC, is the proponent for MHEP within the Warrant Officer Education System (WOES). The commandant is responsible for assisting school commandants in implementing MHEP in warrant officer courses to meet the requirements of this regulation, and for implementing MHEP in all WOCC-conducted courses. The commandant serves as a permanent member of the TRADOC Military History Council. In addition, the commandant:

a. Identifies an IMH coordinator at the WOCC. Responsibilities for this position include curriculum implementation and review, and coordination among instructional departments, libraries, bookstores, museums, and branch warrant officer schools.

b. Identifies at least one military history instructor position in the WOCC. If the instructor is civilian, adheres to recruitment standards established by TRADOC Regulation 690-4.

c. Sends the primary military history instructor to the Military History Instructors Course conducted by CSI.

d. Sends a representative to the annual TRADOC Military History Workshop.

**2-9. Commandant, U.S. Army Sergeants Major Academy.** The Commandant, U.S. Army Sergeants Major Academy, is responsible for assisting commandants in implementing MHEP within the Noncommissioned Officer Education System (NCOES). The commandant serves as a permanent member of the TRADOC Military History Council and appoints a member of the MHEP Executive Committee. In addition, the commandant:

a. Identifies an IMH coordinator in the Sergeants Major Academy. Normally, the IMH coordinator will be the command historian or the primary military history instructor. Responsibilities for this position include curriculum implementation and review and coordination among instructional departments, libraries, bookstores, museums, and NCO academies.

b. Identifies a primary military history instructor. If the position is civilian, recruit and hire in accordance with provisions of TRADOC Regulation 690-4. Normally, the TDA position for the primary military history instructor will be supervised by the IMH coordinator.

c. Chairs an IMH team to enhance instruction in military history and foster coordination, communication, and integration of military history throughout the school, to meet at least semiannually. Membership of the team should include:

- (1) Command historian.
- (2) Primary military history instructor.
- (3) A noncommissioned officer from the SMA staff.
- (4) Director, Museum of the Noncommissioned Officer.
- (5) Bookstore manager.
- (6) School librarian.

d. Sends the primary military history instructor to the Military History Instructor Course conducted by CSI. Uses the primary military history instructor and command historian to train all other instructors involved in MHEP.

e. Uses the Museum of the Noncommissioned Officer to enhance instruction in military history in NCOES by serving as the technical repository for the history of the NCO and by serving as a resource for other branch museums seeking to support MHEP in their respective NCO academies.

f. Develops and uses the library, bookstore, and other educational resources to enhance instruction in military history in NCOES.

g. Sends the MHEP coordinator to the annual TRADOC Military History Workshop.

h. Prepares a report for the IMH Executive Committee, at the request of the committee, on the implementation and quality of MHEP in NCOES.

**2-10. TRADOC Subordinate Command Historians.** In addition to duties which may be assigned by commandants in accordance with paragraphs 2-7 and 2-8, command historians:

a. Advise commandants on the use of military history in the professional development of leaders throughout their organizations. Branch historians advise branch chiefs on the incorporation of military history into branch professional development programs Armywide.

b. Advise commandants on the integration of heritage instruction into IET.

c. Advise school faculty on integration of military history into the POI. Serve as adjunct faculty.

d. Ensure printed and documentary materials held in support of IMH are designated part of the organization's historical research collection. Designated materials will be deaccessioned or removed only in accordance with Army regulations and TRADOC policy, and with the knowledge of the school's IMH Committee.

**2-11. Directors of Army Museums.** In support of IMH, museum directors/supervisory curators:

a. Advise the IMH team on the use of historical properties in teaching of military history.

b. Develop and maintain exhibits in consonance with the museum's approved storyline, using historical properties which support military history and heritage instruction.

c. Assist students in historical research using printed and documentary materials located in the museum, in consonance with accepted standards for preservation. Ensure printed and documentary materials held in support of IMH are designated part of the organization's historical research collection. Designated materials will be deaccessioned or removed only in accordance with Army regulations and TRADOC policy, and with the knowledge of the school's IMH Committee.

**2-12. Directors of Army libraries.** In support of MHEP, library directors in TRADOC:

a. Advise the IMH team concerning information resources necessary for support of instruction in military history.

b. Develop reference collections of materials relevant to military history and the profession of arms.

c. In accordance with TRADOC policy, work with the command or branch historian in the development and maintenance of historical research collections to be used in connection with branch history instruction and the writing of research papers by students as a part of classroom assignments.

d. Ensure printed and documentary materials held in support of IMH are designated part of the organization's historical research collection. Designated materials will be deaccessioned or removed only in accordance with Army regulations and TRADOC policy, and with the knowledge of the school's IMH Committee.

e. Assist students in historical research by developing and maintaining literature search capabilities through printed and electronic media such as Defense Technical Information Center (DTIC) databases, commercial databases, and open literature sources, both within and outside of the library.

f. Accession materials produced within the school, including monographs, reports, proceedings of Army-sponsored conferences and symposia, and student papers of exceptional quality and significant professional interest. Deposit significant historical documents produced within the school into DTIC and ensure such materials receive appropriately wider distribution.

## Chapter 3 Goals, Objectives, and Standards

**3-1. Program goal.** The goal of IMH is to produce leaders who use critical thinking, grounded in military history, as the basis for decision making. To achieve this goal, IMH provides a foundation in Army and branch heritage, teaches the history of the profession of arms, and introduces historical method, historical analysis, and application of contextual thinking. Program objectives are to develop and sustain historically minded soldiers capable of bringing historical perspective to contemporary military problems. Standards are set in training support packages, which also contain evaluation tools.

### 3-2. Program objectives.

a. Provide soldiers with a program of basic military heritage and history instruction that is sequential and progressive, including tools which may be used for continued professional development.

b. Stimulate an interest in continuous study of military history beyond the classroom through individual reading programs, to assist future leaders in forming mature judgments about the profession of arms.

c. Establish course requirements to meet the following learning objectives:

(1) In IET, to integrate history and heritage into all phases of training as applicable;

(2) In NCOES, to know and understand the evolution and historical contribution of the NCO in the U.S. Army; the role of the NCO during the evolution of combined arms warfare; and the uses of history in military leadership.

(3) In WOES, to know and understand the evolution and historical contribution of warrant officers in the U.S. Army; and to know and understand the development of military staffs.

(4) In precommissioning, to know and understand the relationship of the military to American society and the value of military history to a professional officer.

(5) In officer education, to understand and execute battle analysis methodology; to plan and participate in a staff ride; to understand the evolution of Army missions, including combined arms warfare; and to apply the perspectives of military history to military theory, the art of war, battle analysis, and other military operations.

**3-3. Precommissioning course standards.** Standards for history instruction in precommissioning are set by the training support products for TRADOC common core task 155-197-0020.

a. ROTC. Based on common core requirements and prior to commissioning, Army ROTC cadets will complete a one-semester or equivalent college-level course in military history from an academic department in the host institution. If the host institution does not offer such a course, Professors of Military Science (PMS) will conduct 45 contact hours in military history taught by designated military history instructors who have attended the Military History Instructor Course conducted annually by CSI.

(1) The required college-level military history course should develop students' awareness of the relationship of the military establishment to society, particularly in the United States. Further, the course should develop their interest in the evolution of war and the progression of military professionalism, give them an awareness of the history and purpose of joint operations, discuss the role of history in understanding their profession, and encourage the viewing of American military history from a joint perspective.

(2) PMS will also offer either a staff ride or battlefield tour, discussing the strategic and operational context of the battle, but focusing on the tactical level.

b. Officer Candidate School (OCS). In addition to the TRADOC common core instruction, a candidate staff ride will also be conducted.

c. United States Military Academy (USMA). Additional requirements in military history for USMA graduates are set by the academy in coordination with the Commander, U.S. Army Cadet Command.

### 3-4. Commissioned officer course standards.

a. Officer Basic Course (OBC). Standards for history instruction in OBC are set by the training support products for TRADOC common core task 155-297-0010. Students are expected to define military history, and understand why and how military professionals study history. Students will also define and describe battle analysis methodology. Because branch history is a focal point, instruction will be conducted in the branch museum where practicable.

b. Captain's Career Course (CCC).

(1) History instruction in the CCC is provided by the training support products for TRADOC common core task 155-397-0010. Students are expected to understand combined arms warfare and its role in military professional development; define, describe, and execute advanced battle analysis methodology; and define and describe staff ride planning methodology.

(2) Students will participate in a staff ride conducted by the school. The staff ride may be student-led as a practical exercise for TSP instruction.

c. Command and General Staff Officer Course (CGSOC). CGSOC students receive military history instruction in the core curriculum. As the capstone of TRADOC MHEP, the instruction in military history in CGSOC will be conducted on the graduate level and designed to analyze the evolution of warfare and operations other than war from the eighteenth century to the present. Instruction will maintain an American focus, while considering the context of the Western military tradition. In addition, CGSC will accomplish three other program objectives:

(1) Provide a balanced selection of military history electives taught at the graduate level.

(2) Offer students an opportunity to obtain SI-5X through the Master of Military Arts and Sciences (MMAS) Program.

(3) Include a staff ride program.

d. Army Logistics Management College (ALMC). ALMC students in the Logistics Executive Development Course (LEDC) receive military history instruction in its POI. As the Army's premiere logistics course, LEDC courses will be taught at the graduate level with the following goals:

(1) Understand and evaluate logistics factors that have influenced tactics, operations, and strategy.

(2) Study logistical contributions to past military campaigns, especially as relevant to current requirements.

(3) Analyze logistical and doctrinal changes relative to successes and failures in past military campaigns.

(4) Conduct battlefield tours focusing on logistics factors.

### 3-5. Warrant officer course standards.

a. History instruction in preappointment is provided by the training support products for TRADOC common core task 155-197-0020. This instruction will also emphasize the warrant officer's traditional role in the U.S. Army.

b. Warrant Officer Basic Course (WOBC). History instruction in warrant officer basic course is provided by the training support products for TRADOC common core task 155-297-0010. Students will also define and describe battle analysis methodology.

c. Warrant Officer Advanced Course (WOAC). History instruction in the warrant officer advanced course is provided by the training support products for TRADOC common core task 155-397-0010. Students are expected to understand combined arms warfare and its role in military professional development; define, describe, and execute advanced battle analysis methodology; and define and describe staff ride planning methodology.

d. Warrant Officer Staff Course (WOSC). Instruction will be in consonance with the CGSOC curriculum, devoted to battle analysis, emphasizing methodology and the human dimensions of battle.

### 3-6. Noncommissioned Officer course standards.

a. Primary Leadership Development Course (PLDC). Standards for history instruction in PLDC are set by the TSP for TRADOC common core task 400-022-1001. Instruction will focus on small unit actions and the evolution of the American noncommissioned officer, dealing primarily with the duties, responsibilities, and actions of junior NCOs in the twentieth century.

b. Basic Noncommissioned Officers Course (BNCOC). Instruction will be progressive in nature and focus on branch history and heritage. Instruction will illustrate the applications of military history to training and leadership and a sense of branch significance. Instruction will be conducted during the technical phase of training.

c. Advanced Noncommissioned Officers Course (ANCOC). Standards for history instruction in PLDC are set by the TSP for TRADOC common core task 155-297-0010. ANCOC instruction will be progressive in nature and focus on battle analysis methodology and the role and use of military history. Instruction will be conducted during the technical phase of training.

d. Sergeants Major Academy (SMA). Instruction in military history, based on CGSOC curriculum, will emphasize the American experience, and will be designed to provide sergeants major with historical tools that can be used in staffs and units at battalion level and above for training and professional development. Instruction will concentrate on the use of military history and historical methods in military decision making. The resident Sergeants Major Course will also teach staff ride methodology, include a staff ride, which may be during normal duty hours or on weekends, as determined by the commandant.

**3-7. Initial Entry Training:** Basic Combat Training (BCT)/One Station Unit Training (OSUT) and Advanced Individual Training (AIT) course standards. IET instruction will be conducted in the branch museum where practicable.

a. BCT/OSUT instruction consists of:

(1) "Instill Values and Appreciation of Army Heritage and Traditions" TSP to include the videotape "What is a Soldier?" The TSP and videotape provide the new soldier with information about the Army's heritage and its role in the development of the nation. In addition, the TSP helps iden-

tify soldiers' roles and responsibilities and develops an understanding of the Army's contribution to American society.

(2) "Understand Military Courtesies and Customs" TSP. The TSP provides soldiers with an initial understanding of military courtesies and customs, drawn from the Army's historical foundations and traditions.

b. Advanced Individual Training (AIT). Classes focus on branch history and heritage, and include:

(1) "Identify Significant Branch Historical Events/Museum Lesson Plan." This lesson introduced the concept of using Army museums as institutions of learning, specifically to enhance soldiers' understanding of branch history and heritage.

(2) "Branch History Lesson Plan" with branch history video, which give an overview of branch history and accomplishments. Lessons are branch-specific.

## Chapter 4 TRADOC Military History Council

**4-1. Purpose of the Military History Council.** The TRADOC Military History Council is a senior-level steering committee responsible for advising the Commanding General on military history, for making recommendations on the scope and direction of the TRADOC Military History Program, and for setting long-range goals for the program.

a. The Military History Council, under the direction of the Chief of Staff, meets annually to conduct a review of the quality and scope of the program and examine resources required to meet current program goals and to support long-range goals.

b. The Council amends or approves an annual state-of-the-program report and long-range plan proposal prepared by the IMH Executive Committee (see para 4-3, below), and forwards it to the TRADOC Commander.

**4-2. Composition of the council.** Membership on the TRADOC Military History Council is drawn from within and outside of the command. The Chief of Staff chairs the council and the Chief Historian serves as secretary.

a. Members from within TRADOC include:

- (1) Commander, U.S. Army Cadet Command.
- (2) Deputy Chief of Staff for Training.
- (3) Deputy Commandant, CGSC.
- (4) Two TRADOC branch school commandants, nominated by the Chief of Staff to serve 2-year terms.
- (5) Commandant, Sergeants Major Academy.
- (6) Commandant, Warrant Officer Career Center.

b. Members from outside of TRADOC include:

- (1) Commandant, Army War College.
- (2) The Chief of Military History.
- (3) A senior-level civilian, nominated by the Chief of Staff to serve a 2-year term.

**4-3. Reports of council meetings.** The TRADOC Military History Council prepares a report of the annual meeting and the state of the program and forwards it to the Commanding General.

## Chapter 5

### The IMH Executive Committee

**5-1. Purpose of the IMH Executive Committee.** The IMH Executive Committee manages IMH and makes recommendations to the chairman of the TRADOC Military History Council based on proposals and information gathered from IMH coordinators, school commandants, major subordinate commands, the TRADOC Military History Workshop, or other sources in or outside of the command. The Executive Committee meets at least semiannually, and may meet more often at the request of the Chief of Staff.

a. When decisions are required before the scheduled meeting of the TRADOC Military History Council, the Executive Committee may deal directly with the Chief of Staff as chairman of the council. If decisions are required before the committee can meet, recommendations may be made to the Chief of Staff by the Executive Committee chairman after coordination with members of the committee.

b. The Executive Committee prepares an annual report on the state of IMH for the TRADOC Military History Council.

**5-2. Composition of the IMH Executive Committee.** Membership on the MHEP Executive Committee is drawn from TRADOC agencies and organizations with a responsibility for some aspect of MHE program management.

a. Regular members include:

- (1) Chief Historian, TRADOC (chair).
- (2) Director, Military History Institute.
- (3) Director, Combat Studies Institute.
- (4) An O-6-level representative from U.S. Army Cadet Command.
- (5) An O-6-level representative from the Office of the Deputy Chief of Staff for Training.
- (6) A representative of the Chief of Military History.
- (7) A representative from the Sergeants Major Academy.
- (8) Two IMH coordinators, selected by the Executive Committee chairman for two-year terms.

b. Members of the headquarters staff or others with expertise on particular issues before the committee may be invited by the chairman to participate on an ad hoc basis.

**5-3. Reports of Committee Meetings.** Reports of all meetings of the IMH Executive Committee will be prepared and forwarded to each member of the TRADOC Military History Council.

## Chapter 6

### Program Evaluation

**6-1. Evaluation and quality control.** Overall program evaluation is the central responsibility of the TRADOC Military History Council. Quality control is the central responsibility of the IMH Executive Committee, aided substantially by U.S. Army Cadet Command, the ODCST, the TRADOC Military History Office, service school commandants, IMH coordinators, and Department of the Army museum certification inspectors.

**6-2. IMH Assessment.** Program assessment is carried out at all levels:

a. The TRADOC Military History Council assesses resource needs and long-term program requirements and reports to the TRADOC Commander.

b. The IMH Executive Committee assesses program implementation and quality commandwide and reports to the TRADOC Military History Council.

c. The Commander, U.S. Army Cadet Command, assesses program implementation and success within ROTC, United States Military Academy, and OCS programs, and provides reports to the IMH Executive Committee at the pleasure of the committee.

d. Commandants, TRADOC service schools, assess program implementation and quality in their schools and provide reports to the IMH Executive Committee as requested.

e. Commandant, U.S. Army Total Army Warrant Officer Career Center, assesses program implementation and success in WOES and provides reports to the IMH Executive Committee, as requested.

f. Commandant, U.S. Army Sergeants Major Academy, assesses program implementation and success within NCOES and provides reports to the IMH Executive Committee, as requested.

g. DCST and TRADOC Command Historian, and other designated representatives from HQ TRADOC assess IMH implementation and quality during periodic staff assistance visits, and provide written reports of their findings to the TRADOC Chief of Staff through the IMH Executive Committee.

h. The IMH Executive Committee works with other Army MACOM to integrate IMH with other programs for professional leader development in military history.

i. The Chief Historian reports issues and proposals arising during the course of the annual TRADOC Military History Workshop to the IMH Executive Committee.

## Appendix A

### References

Army Regulation 351-1  
Individual Military Education and Training

Army Regulation 735-17  
Accounting for Library Materials

Army Regulation 870-5  
Military History: Responsibilities, Policies, and Procedures

Army Regulation 870-20  
Museums and Historical Artifacts

TRADOC Regulation 350-6  
Initial Entry Training (IET) Policies and Administration

TRADOC Regulation 350-7  
A Systems Approach to Training

TRADOC Regulation 350-70  
Systems Approach to Training Management, Processes, and Products

TRADOC Regulation 351-10  
Institutional Leader Training and Education

TRADOC Regulation 351-18

Total Army School System

TRADOC Regulation 690-4

Recruitment and Selection of Historians and Museum Curators

TRADOC Regulation 870-1

TRADOC Military History Program

## Glossary

### Section I

#### Abbreviations

|        |   |
|--------|---|
| AERS   | Army Educational Requirements System          |
| AIT    | Advanced Individual Training                  |
| ALMC   | Army Logistics Management College             |
| ANCOC  | Advanced Noncommissioned Officer's Course     |
| BCT    | Basic Combat Training                         |
| BNCOC  | Basic Noncommissioned Officers' Course        |
| CAC    | Combined Arms Center                          |
| CASCOM | Combined Arms Support Command                 |
| CGSC   | Command and General Staff College             |
| CGSOC  | Command and General Staff Officers Course     |
| CSI    | Combat Studies Institute                      |
| DCST   | Deputy Chief of Staff for Training            |
| NTIS   | National Technical Information Service        |
| IET    | Initial Entry Training                        |
| LEDC   | Logistics Executive Development Course        |
| MACOM  | major Army command                            |
| MHEP   | Military History Education Program            |
| MMAS   | Master of Military Arts and Sciences          |
| NCO    | noncommissioned officer                       |
| NCOES  | Noncommissioned Officer Education System      |
| OCS    | Officer Candidate School                      |
| OSUT   | One Station Unit Training                     |
| PLDC   | Primary Leadership Development Course         |
| PMS    | professor of military science                 |
| ROTC   | Reserve Officers' Training Corps              |
| SI     | skill identifier                              |
| TDA    | tables of distribution and allowances         |
| TRADOC | U.S. Army Training and Doctrine Command       |
| TSP    | training support package                      |
| USAR   | U.S. Army Reserve                             |
| USASMA | U.S. Army Sergeants Major Academy             |
| USMA   | U.S. Military Academy                         |
| WOAC   | Warrant Officer Advanced Course               |
| WOBC   | Warrant Officer Basic Course                  |
| WOCC   | Total U.S. Army Warrant Officer Career Center |
| WOCS   | Warrant Officer Candidate School              |
| WOES   | Warrant Officer Education System              |
| WOSSC  | Warrant Officer Senior Staff Course           |

### Section II

#### Terms

##### Battle analysis

The comprehensive, systematic examination of a battle or campaign to arrive at insights concerning contemporary military problems.

##### Battlefield tour

A visit to the site of an actual campaign, with little or no preliminary systematic study.

##### Branch historian

A command historian who also has Armywide responsibility as historian for an Army branch, such as Field Artillery, Quartermaster Corps, or Army Aviation.

##### Historical research collection

Material in any media which has been designated as having historical importance by the command historian, regardless of its location in the organization.

##### Historical properties

Historical artifacts as designated by the Chief of Military History or defined by Army Regulation 870-20, and other articles of historical significance.

##### Military heritage instruction

Studying the origins and evolution of ideas and material culture which the Army considers important for sustaining institutional integrity.

##### Military history instruction

Systematic study of the past to understand the art of war and the evolution of the profession of arms.

##### Military history integration

The careful use of examples and case studies drawn from military history to illustrate major teaching points relating to the evolution of theory and doctrine.

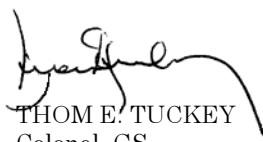
##### Staff Ride

A systematic analysis of a selected campaign involving preliminary study, a field study at the site involved, and integration following the visit.

FOR THE COMMANDER:

OFFICIAL:

CHARLES W. THOMAS  
Major General, GS  
Chief of Staff



THOM E. TUCKEY  
Colonel, GS  
Deputy Chief of Staff  
for Information Management