HQ 2D ARMD DIV.
TI & E SECTION.
APO 42, US ARMY

REPORT

of the

Department of the Army Board

on

Educational System for Officers

HQ 2D ARMD DIV.
TI &
AP

15 June 1949

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MODIFICATIONS OF THE DEPARTMENT OF THE ARMY
BOARD ON EDUCATIONAL SYSTEM FOR OFFICERS

11 October 1949

The recommendations of the Department of the Army Board on Educational System for Officers, as modified below, are approved:

1. a. At least 90 percent of the officers commissioned in the Regular Army must have completed the equivalent educational requirements for a college degree.

b. No further action on the remainder of this recommendation is contemplated at this time.

2. Each newly commissioned second lieutenant of the Regular Army will be sent directly to duty with troops. Newly commissioned officers of the services, with the exception of those of the Medical Department and the Chaplains Corps, will serve their first two (2) years with one of the arms.

3. The Officers' Basic Course at the Ground General School will be discontinued at the completion of the August-December 1949 class.

4. Action with regard to common instruction in the branch advanced courses is suspended for the time being.

5. Action with regard to modification of the associate courses is suspended for the time being.

6. a. The officers' school system for the Army (See Inclosure No. 1 hereto) will be operated progressively on the following concepts:

Company Officers' Course, Branch School

After he has gained experience with troops, the officer will be assigned as a student in the company officers' course at his branch school. The scope of this course will be designed to equip him to perform duties at company and battalion levels. The length of this course will be determined by the immediate and long-range requirements of the particular branch or service involved. However, it will not exceed eleven (11) months.

Prerequisites:

(1) Combat Arms: 2 to 5 years service.

(2) Technical and Administrative Services: To be determined by the Chief of service concerned.

Advanced Officers' Course, Branch School

Following graduation from the company officers' course, and normally after further duty with troops, the officer will attend the advanced course at his branch school. This course will include instruction in combined arms

and the organization and functions of the division general staff. Additional instruction will be given on the general and special staffs in higher echelons necessary to qualify the student in the duties pertinent to his particular branch.

Prerequisites:

(1) Combat Arms: 5 to 12 years service; under 40 years of age; graduate of company officers' course.

(2) Technical and Administrative Services: To be determined by the Chiefs of service concerned.

Regular Course, Command and General Staff College

Selected graduates of the branch advanced courses will attend the Command and General Staff College Regular Course. This course will be approximately ten (10) months in duration. Its scope will include the duties of the commander and general staff of the division, corps, army, and comparable levels of the communications zone.

Prerequisites:

(1) Combat Arms: 8 to 15 years service; under 41 years of age; graduate of advanced course of his branch, or constructive credit therefor.

(2) Technical and Administrative Services: Same as for combat arms.

Army War College

The Army War College stands as the apex of the Army educational system for officers; attendance thereat will represent completion of the formal educational requirement for the assumption of high level positions with the Department of Defense, and those with other governmental agencies which the Army might be called upon to fill.

A few officers of the Army will be selected annually for attendance at the National War College and the Industrial College of the Armed Forces to study national and joint strategy and war planning, and industrial mobilization. This specialized knowledge is required in the Department of the Army, but attendance at either of these two institutions ipso facto will not be given more weight than attendance at the Army War College when selecting officers for promotion or high level positions.

Selected graduates of the Regular Course at the Command and General Staff College after another period of duty, will attend the Army War College. This course will be approximately ten (10) months in duration. The scope of this course will include instruction in the duties of the commanders and staffs of the higher Army echelons not included in schools previously attended, such as the army group, theater army headquarters, zone of interior, and Headquarters, Department of the Army, with emphasis on the Department of the Army. This course will be designed to emphasize Army technique necessary to carry out the Army's mission as a part of the Department of Defense. The initial course (1950-1951 academic year), will be conducted for about 100 officers, with an objective of ultimately handling about 300 students each year. Attendance will be limited to officers of the United States armed forces.

Prerequisites:

(1) Combat Arms: 13 to 21 years service; under 46 years of age; graduates of Command and General Staff College Regular Course, or have constructive credit therefor.

(2) Technical and Administrative Services: Same as for combat arms.

b. Appendix A to Annex 6 describes the mission, scope, techniques of learning and prerequisites for attendance at the Army War College.

7. The fields of business management, atomic energy, and future aspects of warfare will be incorporated into all levels of Army schools, subject to further consideration by the Department of the Army agency charged with the operation of Army Service Schools.

8. Greater emphasis will be placed on the joint aspects of all military operations, with due caution that courses currently given at the joint schools are not unduly paralleled or overlapped.

9. Constructive credit will be no bar to attendance at any Army school and officers having constructive credit will be considered for attendance at the highest level school for which each received constructive credit in the same manner as other qualified and eligible officers.

10. In selecting officers to attend schools, the Department of the Army in general will give preference to those officers approaching the upper limit of the age bracket for a particular school, who meet approved selective standards.

11. Action with regard to the establishment or designation of a control agency or headquarters for the Army school system is suspended for the time being.

12. The age requirements at all schools will be reviewed periodically.

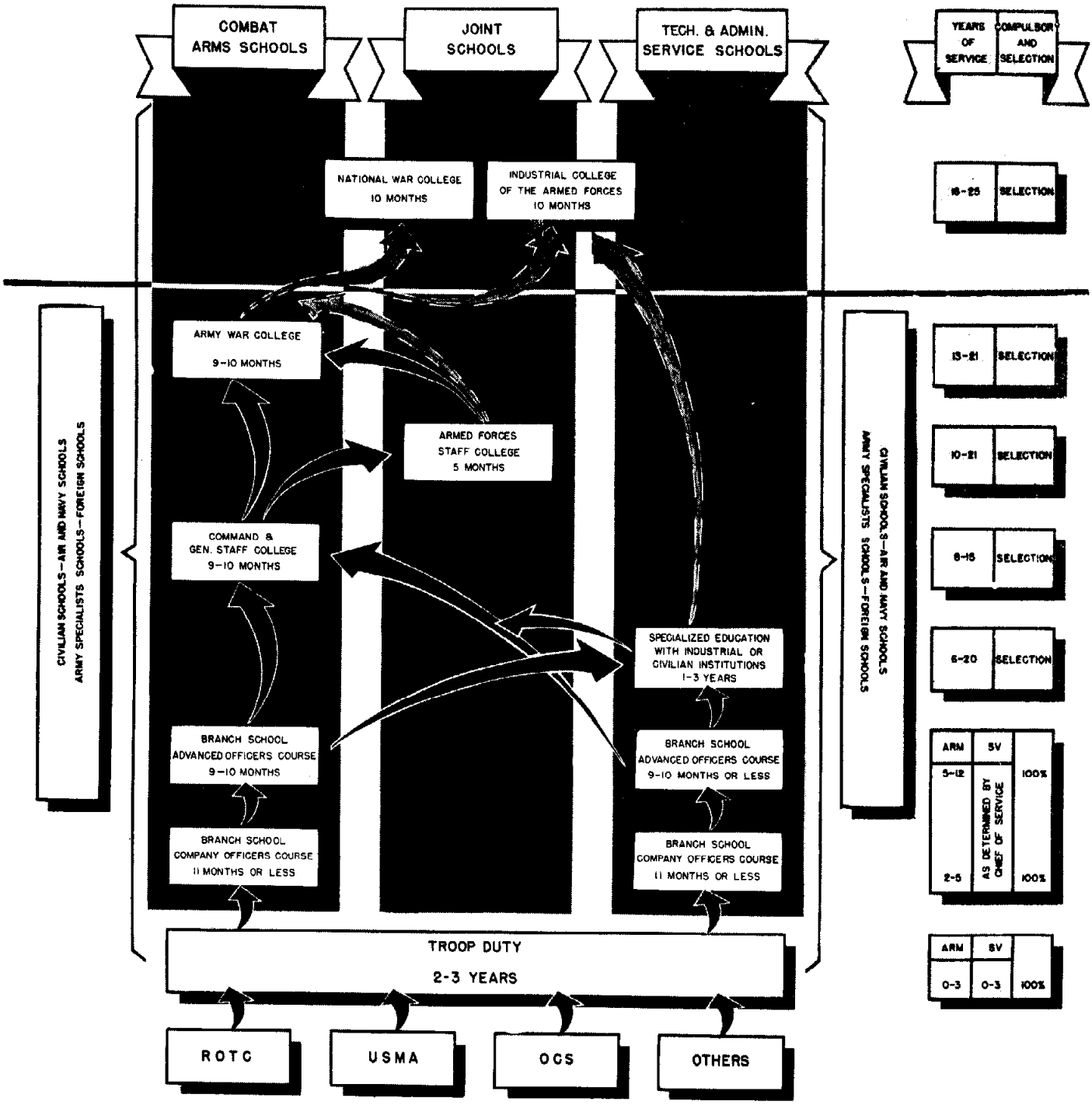
13. The Army school system will be continuously subject to scrutiny and revision in order to keep abreast of new world and military developments as they pertain to education.

BY ORDER OF THE SECRETARY OF THE ARMY:

EDWARD F. WITSELL
Major General
The Adjutant General

1 Incl.
Chart, "Educational System for Regular Army Officers."

EDUCATIONAL SYSTEM FOR REGULAR ARMY OFFICERS



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REPORT OF THE BOARD ON EDUCATIONAL SYSTEM FOR OFFICERS

TO: The Chief of Staff
United States Army

The conclusions and recommendations of the Department of the Army Board on Educational System for Officers (Annex 1) submitted herewith were reached after a series of meetings held at Fort Leavenworth, Kansas; Fort Monroe, Virginia; Washington, DC; and Fort Benning, Georgia. During these meetings the board interviewed not only representative members of the Army but also distinguished civilian educators. In addition, approximately 75 senior officers of the Army on duty both in staff and command assignments were circularized by a detailed questionnaire requesting their opinions on matters pertinent to the work of the board. The board approached the problems involved objectively and the information furnished both by the personal interviews and the questionnaires was of material assistance in arriving at the conclusions and recommendations. The existing school system for officers was also thoroughly studied from the standpoint of experience gained after approximately 3 years of operation.

It is evident that the prewar Army school system was splendidly organized and withstood in an outstanding manner the severe test of the recent war. The present system was designed to take advantage of lessons learned in World War II. The board's work then resolved itself into examining gaps or overlaps in the present system with particular attention to the adequacy of the scopes, missions, and curricula of the various schools to meet current and future educational requirements of the Army officer. The formal recommendations of the board are included in the last section of this report.

Objective of the School System

The objective of the Army school system can be stated concisely. It is to prepare an officer to perform effectively those duties to which he may reasonably expect to be assigned in war, with emphasis on the art of command.

Qualifications for Commission in Regular Army

The board noted that according to data furnished by the Personnel and Administration Division, GSUSA, approximately 27 percent of officers have not completed college baccalaureate work. The board feels, therefore, that prompt measures should be instituted to ensure that at least 90 percent of the officers commissioned in the Regular Army during peacetime shall have completed the equivalent educational requirements for a college degree. Officers entering the Army from West Point or from ROTC units universally qualify in this respect. However, it appears that during the next few years at least a substantial proportion of newly commissioned officers will be procured from other sources and the board feels that except in the case of outstanding enlisted men, the educational equivalent of the college degree should be a basic requirement for a commission in the Army. A possible solution to the problem of officer procurement on a long-

range basis is suggested by Dr. Harold Benjamin, Dean of Education at the University of Maryland. Under this plan, government-endowed military training colleges would be established at selected universities to furnish a reservoir of college graduates whose course of study would specifically prepare them for an Army career. This plan appears to have considerable merit and the establishment of an experimental school along these lines deserves serious consideration by the Department of the Army. The plan is explained in detail in Annex 3. In view of the large number of officers who are without college degrees, the board also feels that where it is clearly to the interest of the service, machinery should be provided to permit those officers who have not attained a college degree to do so. It is understood that such a project is currently under consideration in the Department of the Army.

Assignment of the Newly Commissioned Officer

The most controversial problem considered by the board was the initial assignment of the newly commissioned officer. Under present policies, the new second lieutenant is immediately given a 17-week course at the Ground General School, followed by a 25-week basic course at his branch school. The system obviously has merit. Opinion on its continuance was mixed. It appears, however, that a majority of the officers who have commenced their careers under this system recommend a change. Involved in the matter is an additional year of school work immediately following 4 years of college; duplication, particularly at the Ground General School, of instruction previously received; two changes of station during the first year of service with its attendant expense to the Government and the officer concerned; and the desirability of an immediate seasoning period with troops for the new officer where talents for leadership can be confirmed and enhanced. Considering the problem deliberately and from every pertinent angle, the board decided unanimously that the best solution would be to have the newly commissioned officer attend a brief orientation course at his branch school and then to be immediately assigned for duty with troops. The Officers' Basic Course at the Ground General School would be discontinued. A full discussion of this matter in contained in Annex 4.

Branch Schools

It appeared to the board that the present policies under which the branch schools operate are satisfactory in most respects. Problems as to missions, scopes, and lengths of courses vary with each arm or technical service involved. In general, the existing system of basic (company officer) and advanced (field officer) courses should be continued. The board wishes to emphasize, however, the importance of having the branch advanced schools continue their instruction in the duties of division general staff officers, since it will be the only instruction on this important subject that many officers will receive. The board also feels that the branch advanced schools are currently required to place undue emphasis on the teaching of common subjects. It recommends, therefore, that greater latitude on this matter should be granted the school commandants since they are responsible for formal technical education of the members

of their particular branch. A fuller discussion of this subject is contained in Annex 5.

Associate Courses

Another matter to which the board gave consideration was the subject of associate courses for National Guard and Reserve officers. Experience has indicated that many Reserve officers, who would like to do so, cannot obtain sufficient time from their civilian pursuits to attend the associate courses even for as long as 3 months. A solution of this problem might be to have civilian component officers attend a series of short courses at the branch schools of approximately 2 weeks' duration extending over a period of 2 to 3 years. Between these short periods of actual attendance at the school, the officer could pursue extension courses on his own time, integrating this work into the applicatory instruction given at the school itself. This system has been recommended for the Command and General Staff College and beneficial results are expected, particularly with regard to the number and quality of officers trained. The board feels that the application of this system to the branch schools would have similar beneficial results. Where this system is not feasible for a particular school because of technique or type of equipment involved, the present system of associate courses should be continued. In general, the age requirements for attendance at associate courses should parallel those for the regular courses.

The board also feels that Regular Army officers should be encouraged to take the associate courses at the various schools, particularly those for which they have constructive credit.

Higher Army Schools

Following graduation from his branch advanced school course, the officer becomes eligible from an educational point of view for attendance at the Command and General Staff College. Prior to the war, this course varied in length from 1 to 2 years and it is felt that 1 year is the minimum time in which an officer can properly be instructed in the duties of the commander and general staff officer of Army units on the level of the division, corps, and army. During the war, the Army War College course which gave selected graduates of the Command and General Staff College training in duties of the commander and general staff of Army units higher than the army, in war planning, and for duties on the Department of the Army General Staff, was discontinued. At the conclusion of the war, in recognition of the importance of coordination of command and staff work between the Army, Navy, and Air Force, three joint schools (the Armed Forces Staff College, the Industrial College of the Armed Forces, and the National War College) were established. These schools have important functions and the board feels that they should not only be continued but also their capacity should be increased. However, in the change-over following the war, a very important aspect of military training, i.e., the duties of the commander and general staff officers of the army group, the theater, the zone of interior, and the Department of the Army, was eliminated. In an effort to close this gap, a short course along these lines was instituted at the Command and General Staff Col-

lege. This course consists of 10 weeks, and, aside from the shortness of time, has other unfortunate features. For example, the students are given training in only one phase of general staff activities as distinguished from four which should be given; the student receives little training in the duties of the commanders of these units. Also, the time element is such that the student cannot receive satisfactory instruction as gaged by modern pedagogical principles. In addition to these deficiencies, the time consumed at the Command and General Staff College for the so-called 10 weeks' specialized phase deducts from available instruction hours which should be given to subjects pertinent to the Command and General Staff College course as such. It is apparent that a definite gap exists in the Army officer's educational system for instruction at the higher level. After careful consideration of the matter, the board decided that a course similar to that given at the Army War College prior to the last war should be reestablished immediately if the requirements of national security are to be met. The curriculum of the new course should in no respect overlap or parallel the courses now being given at the joint colleges. The new course should simply close the existing gap in the Army school system and at the same time permit the Command and General Staff College to present a course of adequate length to its students.

Suggested mission and scope for such a course with a discussion of matters involved are included in Annex 6.

Having agreed that a course similar to that given at the former Army War College was necessary, the next problem confronting the board was that of recommending a location for this school. Of many sites proposed, Fort Monroe appeared to be the most suitable in many respects. However, the availability of Fort Monroe, as well as several other sites considered, is problematical, and the board felt it imperative that the new course commence not later than the school year 1950-51. Consequently, as an expedient to permit the course to be started without delay, but with maximum economy and minimum administrative adjustments, the board recommends that it be established as an advanced course at the Command and General Staff College at Fort Leavenworth with attendance limited initially to approximately 100 students. As conditions permit, the enrollment should be increased to 300 officers and the course moved at a later date to another site if that procedure becomes feasible.

The board also examined the mission, scope, and curricula of the Department of the Army schools which are located in various parts of the United States. There is no evidence of a serious overlap in the courses conducted in these schools and no changes in their nature or operation are recommended at this time.

New Fields of Learning

Another matter which came to the board's attention is the necessity for incorporating into the Army school system new fields of military interest which, due to changing world events and scientific discoveries, have become pertinent to the military profession. For example, the field of business management is somewhat a specialty, but instruction on this subject should be integrated into all schools in the Army system, commencing on a limited scale in the branch schools and developing in

scope as the higher educational levels are reached. Prime difficulty encountered in this project is the shortage of time available for incorporating new subjects into the courses. Some training on these matters is currently being given at the Command and General Staff College. It is felt that with the establishment of an advanced course at the Command and General Staff College sufficient time could be allotted to this important subject to fulfill current requirements. Another field which should be integrated into the school system is the indoctrination of Army officers in the principles and military implications of atomic energy, now being urged by the Armed Forces Special Weapons Project. Security requirements complicate the matter but a solution similar to that given above for courses in business management would appear to fulfill the requirements. The board also feels that the importance of joint interservice cooperation and coordination should be emphasized at all schools and training in this subject should be given where it will not overlap with currently established joint colleges. Although emphasis on this subject has automatically taken care of itself, due to current doctrines and modifications of military principles which emerged as a result of the last war, the subject is of vital importance to the national defense and should be continuously stressed throughout the Army school system.

Constructive Credits

An unfortunate situation has arisen due to the establishment of constructive credits for school attendance. It is a matter of practical experience at the Command and General Staff College that many officers attending this school who have been given constructive credit for their advanced branch school find themselves in academic difficulties. Also, many able officers who held responsible positions during the war and who have been given constructive credit for the Command and General Staff College are now virtually barred from attendance thereat. These officers may later rise to positions of great responsibility in the Army, and, therefore, the full course at the Command and General Staff College with its attendant professional benefits should be made available to them. The board feels, consequently, that the current policy regarding constructive credit should be liberalized so as to permit, upon their application, the attendance of officers to a particular school, even though they have constructive credit therefor.

Length of Academic Day

Educational specialists have commented on a tendency in Army schools to overwork students. Experience in civilian educational institutions indicates that there is a limit to the amount of academic work which a student can accomplish and absorb over an extended period of time. Investigation of the matter indicates that the maximum amount of daily academic work, including study hours outside of school, should not exceed 10 hours, the optimum being 8 hours a day, 5 days a week. The board recommends, therefore, that this factor be given consideration in arranging curricula at the various schools.

Selection of Students

In considering the matter of selection for attendance at the higher schools, the board obtained from statistical data the information that approximately 90 percent of eligible officers will, if availability permits, be able to attend the Command and General Staff College. (See Annex 7.) The board feels that attendance at this particular school is so important to an officer's career that every effort should be made to permit the maximum number to attend. Since age requirements inevitably limit an officer's opportunity of attendance at this school, selection should be made from the top age brackets as officers approach the limiting age and preference be given to the older officers in the bracket. Also, in the allocation of quotas, the vital importance of this school to members of the combat arms should be considered. In this connection, there was presented to the board a plan for selection of officers to attend Army schools which would provide a selective system starting with the branch advanced courses. This system appears to have considerable merit and is discussed with other pertinent data in Annex 7.

Military Sabbatical Leave

It is possible that many officers who have either completed the courses of instruction available in the service schools or are ineligible for attendance at other schools desire to continue their education. This might include attendance at foreign military schools or universities or possibly at institutions of higher educational learning in the United States. The board feels that within reasonable limitations, efforts of this nature should be encouraged and a policy established whereby an officer might be given a military sabbatical leave for a period of from 6 months to a year. Undoubtedly this suggestion would require considerable study in the Department of the Army but the board feels that it has merit.

School Command Agency

One of the greatest apparent weaknesses of the Army school system is the present lack of a central controlling and coordinating agency. In the Technical and Administrative Services, this defect is not so apparent. However, in the arms which have no chief of branch a definite deficiency exists. A central agency for the entire school system would certainly promote efficiency of operation with respect to academic matters. Such an agency, designed to adapt itself to the varying requirements of the arms and services in coordinating matters of personnel, scopes, mission, and curricula, appears to be required at this time. Its concept is given in the board's recommendations (paragraph 11) and a full discussion of the subject is offered in Annex 8.

Board Recommendations

The board recommends—

1. That at least 90 percent of the officers commissioned in the Regular Army be required to have completed the equivalent educational requirements for a college degree. Those officers already commissioned who do not have a college degree should be permitted to complete their college courses to

attain one. This opportunity, however, should be afforded only to those officers who clearly demonstrate that the Government's interest would be served through their additional attendance in college and the conditions should be set up which would permit them to continue their studies without prohibitive financial sacrifice.

2. That each newly commissioned second lieutenant of the Regular Army to be sent to his branch school for an orientation course of approximately 4 to 12 weeks, as determined by the chief of branch or the Chief, Army Field Forces. Following this course, newly commissioned officers should be assigned to duty with troops. Officers of the services should serve their first 2 years with one of the arms, which will include attendance at the orientation course of the assigned arm.

3. That the Officers' Basic Course at the Ground General School be discontinued.

4. That with respect to common instruction in the branch advanced schools, Department of the Army Memorandum No. 350-5-4, 15 Mar 48, be liberalized to permit the commandants to make deviations of not more than 40 percent in the total number of hours authorized. See Annex 5 for specific recommended changes.

5. That where feasible, the associate courses be made sufficiently short to permit the civilian component officers to leave their civilian pursuits to attend these courses. It appears that a series of short courses of approximately 2 weeks, interspersed by extension courses, will best meet this situation. The board recommends that the Department of the Army study this matter. The board also recommends that Regular Army officers be encouraged to attend associate courses at Army schools.

6. That the officer's school system for the Army (Annex 2) be operated progressively on the following concepts:

Company Officers' Course, Branch School

After he has gained experience with troops, the officer will be assigned as a student in the company officers' course at his branch school. The scope of this course will be designed to equip him to perform duties at company and battalion levels. The length of this course will be determined by the immediate and long-range requirements of the particular branch or service involved. However, it will not exceed 11 months.

Prerequisites:

(1) Combat arms: 2 to 5 years' service.

(2) Technical and Administrative Services: to be determined by the chief of service concerned.

Advanced Officers' Course, Branch School

Following graduation from the company officers' course and normally after further duty with troops, the officer will attend the advanced course at his branch school. This course will include instruction in combined arms and the organization and functions of the division general staff. Additional instruction will be given on the general and special staffs in

higher echelons necessary to qualify the student in the duties pertinent to his particular branch.

Prerequisites:

(1) Combat arms: 5 to 12 years' service; under 40 years of age; graduate of company officers' course.

(2) Technical and Administrative Services: to be determined by the chief of service concerned.

Regular Course, Command and General Staff College

Selected graduates of the branch advanced courses will attend the Command and General Staff College Regular Course. This course will be approximately 10 months in duration. Its scope will include the duties of the commander and general staff of the division, corps, army, and comparable levels of the communications zone.

Prerequisites:

(1) Combat arms: 8 to 15 years' service; under 41 years of age; graduate of advanced course of his branch, or constructive credit therefor.

(2) Technical and Administrative Services: same as for combat arms.

Advanced Course, Command and General Staff College

Following the Regular Course at the Command and General Staff College, selected officers, after another period of duty, will attend the Advanced Course of the Command and General Staff College of approximately 10 months. The scope of this course will include instruction in the duties of the commanders and staffs of the higher Army echelons not included in schools previously attended, such as the army group, theater Army headquarters, zone of interior, and Headquarters, Department of the Army. This course will be designed to emphasize Army technique necessary to carry out the Army's mission as a part of the National Military Establishment. Initially the course should be given at Fort Leavenworth in the 1950-51 academic year to about 100 officers, with an objective of ultimately handling about 300 students each year. Attendance should be limited to United States officers.

Prerequisites:

(1) Combat arms: 13 to 21 years' service; under 46 years of age; graduate of Command and General Staff College Regular Course, or have constructive credit therefor.

(2) Technical and Administrative Services: same as for combat arms.

7. That the fields of business management, atomic energy, and future aspects of warfare be incorporated into all levels of Army schools.

8. That greater emphasis be placed on the joint aspects of all military operations, with due caution that courses currently given at the joint schools are not unduly paralleled or overlapped.

9. That constructive credit be no bar to attendance at any Army school.

10. That in selecting officers to attend schools, the Department of the

Army in general give preference to the officers approaching the upper limit of the age bracket for a particular school.

11. That in order to provide for efficient coordination in the formulation of tactical doctrine, planning of curricula, and the employment of modern educational methods, the Army school system have a control agency or headquarters at a level corresponding to that of a zone of interior army. This agency would control all schools, both officer and enlisted.

The headquarters of the Army school system should function both as a *command* (answerable directly to the Chief of Staff, US Army) and as a *general staff supervisory agency.* It should exercise both of these functions in connection with those schools not currently operated by the Chiefs of the Technical and Administrative Services. It should exercise only its general staff supervisory power in connection with the schools of the Technical and Administrative Services, and principally in relation to the formulation and coordination of curricula and in the employment of modern educational methods.

To implement the policy described above, all schools under the command of the headquarters of the Army school system must be declared exempted (Class II) activities in order that the commander can exercise proper budgetary, personnel, and curricular coordination and control.

Preparation of field manuals and the formulation and conduct of extension and associate courses should come under the supervision of the headquarters of the Army school system.

12. That the age requirements at all schools be reviewed periodically to lower progressively the maximum age limitations.

13. That the Army school system be continuously subject to scrutiny and revision in order to keep abreast of new world and military developments as they pertain to education.

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Annex 1

Department of the Army Directive to the Board

DEPARTMENT OF THE ARMY
Office of The Adjutant General
Washington 25, D. C.

JAW crs 2E629
Asgmt Br Ph 73425

AGPA-EG 350 (3 Feb 49) 4 February 1949

SUBJECT: Department of the Army Board on Educational System for Officers

TO: Each Officer Concerned

1. A board to be known as the Department of the Army Board on Educational System for Officers, consisting of:

Lieutenant General Manton S. Eddy, 04655, President
Commandant, Command and General Staff College, Fort Leavenworth, Kansas
Major General Withers A. Burress, 04812, USA
Commandant, The Infantry School, Fort Benning, Georgia
Major General William G. Livesay, 04603, USA
Commandant, The Armored School, Fort Knox, Kentucky
Major General Clift Andrus, 03266, USA
Commandant, The Artillery School, Fort Sill, Oklahoma
Major General Douglas L. Weart, 03774, USA
Commanding General, Fort Belvoir, Virginia
Colonel Philip C. Wehle, 018067, Field Artillery
Office, Chief, Army Field Forces, Fort Monroe, Virginia
Colonel Cecil W. Nist, 015274, Infantry
Organization and Training Division, General Staff, United States Army
Colonel Edward H. McDaniel, 016497, Infantry
Command and General Staff College, Fort Leavenworth, Kansas
Recorder, without vote, to be designated by the President
(Colonel William T. Sexton, 015777, Field Artillery
Command and General Staff College, Fort Leavenworth, Kansas)

is appointed to meet at the call of the President thereof on or about 10 February 1949 at Fort Leavenworth, Kansas for the purpose of reviewing the Educational System for Officers of the Army.

2. The Board will determine:

a. The adequacy of the present system to meet the educational requirements for commissioned officers.

b. The appropriateness of the scope at the various educational levels.

c. The existence of excessive overlaps or gaps in the instruction considered necessary up to the level of the National War College and Industrial College of the Armed Forces.

d. Specifically whether an Army War College (or other institu-

tion at a level comparable to the Naval and Air War Colleges) should be included in the Army School System.

3. In preparing the report the Board will:

a. Recommend the scope of instruction at each educational level to correct deficiencies noted as a result of investigation indicated in paragraph 2 above.

b. Review the report of the War Department Board on the Educational System for Officers of the Army (Gerow Board) and recommend changes.

4. If the investigation of the Board indicates the need for an Army War College, the Board will:

a. Provide for an Army War College in the revised plan for the Army Educational System (paragraph 3b above).

b. Submit a plan for the establishment of the Army War College to include:

(1) Mission.
(2) Scope of instruction in sufficient detail so that a program of instruction can be developed therefrom.
(3) Most suitable location, and alternate locations adequate to provide for a student body of 300 and personnel required in accordance with subparagraph (4) below.
(4) Personnel requirements for operation.
(5) Cost of establishment at each location recommended.
(6) Prerequisites for attendance.

c. In preparing the plan indicated in 4b above, the Board will:

(1) Study the overhead requirements and population to include requirements for staff and faculty (officers, enlisted personnel and civilians), students (Army, Navy, Air Force, Reserve components, and Foreign Nationals), and housekeeping personnel required for the post or station.
(2) Consider locating the college at an existing Army post or civilian facility except that in no case will the location proposed be in the Washington area. Consideration should be given to the purchase of civilian facilities adequate for establishment of a college. The sites recommended should consist of permanent structures capable of housing the staff and faculty and the students; classrooms should be of such adequacy as to preclude the necessity of requiring additional construction funds subsequent to the initial outlay.
(3) Submit the estimated cost for the initial establishment of the War College at each site recommended, together with an estimated annual budget.

5. The Board is authorized to call upon any agency of the Department of the Army for information and assistance. A copy of pertinent staff studies will be furnished the President of the Board. Individuals may be requested to appear before the Board in order to obtain personal views of opinions.

6. Recommendations of the Board will be submitted to the Chief of Staff not later than 15 May 1949.

BY ORDER OF THE SECRETARY OF THE ARMY:

/s/ Julian H. Wilson
Adjutant General

(SEAL)

Annex 2

Graphic Representation of Recommended
Educational System for Regular
Army Officers

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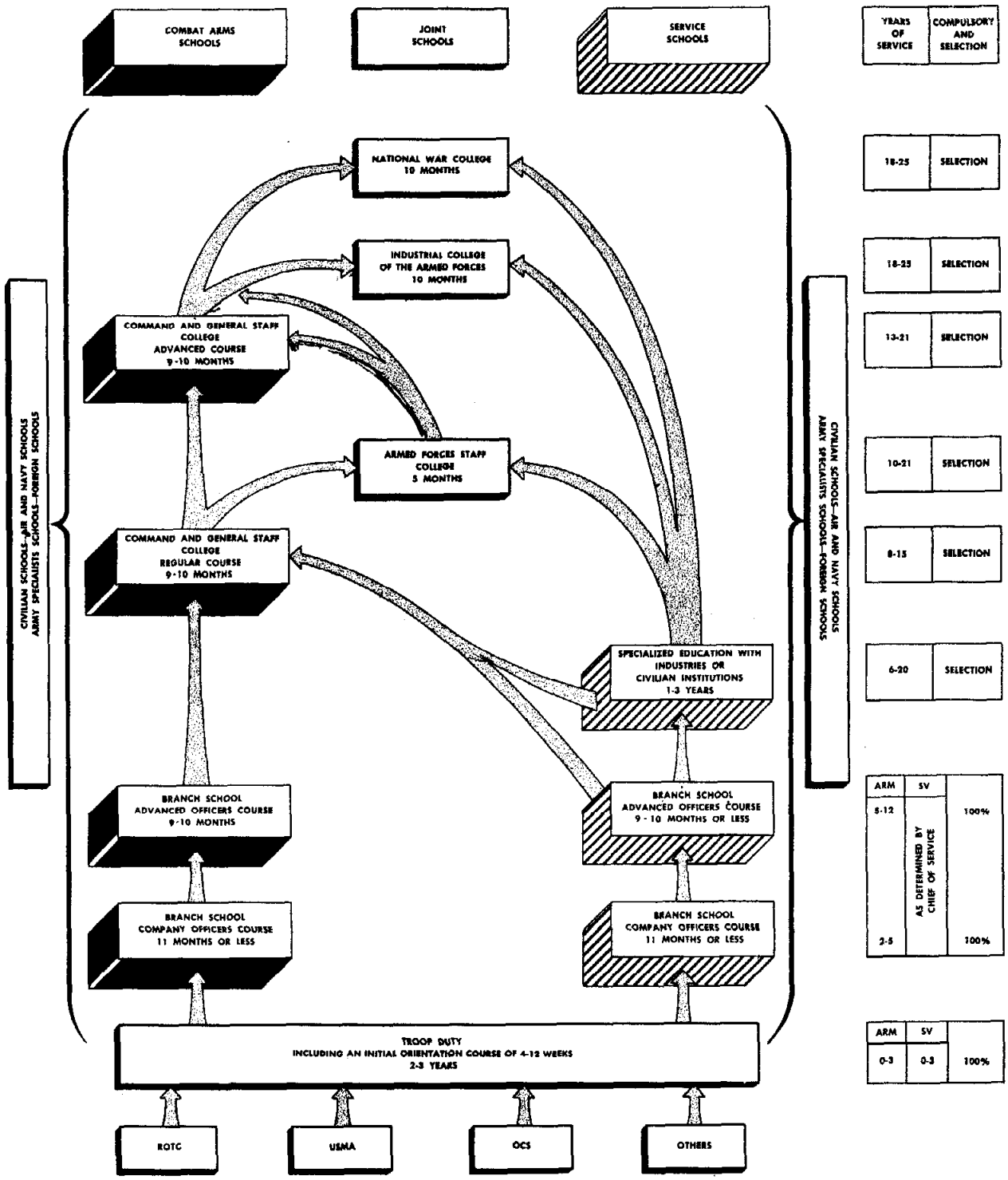
RECOMMENDED EDUCATIONAL SYSTEM FOR REGULAR ARMY OFFICERS



Annex 3

Educational Qualifications for Commission in the Regular Army

Appendix A

Chart Showing Civilian Educational Level of Regular Army Male Officers

EDUCATIONAL QUALIFICATIONS FOR COMMISSION IN THE REGULAR ARMY

Section I. INTRODUCTION

1. SCOPE.—In considering the educational qualifications for candidates to receive a Regular Army commission, the board analyzed several related subjects. The average college educational level of the existing Regular Army officer corps, the educational qualifications which future candidates should possess to receive Regular Army commissions, and methods for obtaining a sufficient quantity of college graduates as newly commissioned second lieutenants were among those subjects, and are discussed in subsequent paragraphs.

2. OBJECTIVE.—The board unanimously agreed that the current average educational level of the Regular Army officer corps, as measured by work towards a college baccalaureate degree, must be raised. This concept influence the board in arriving at conclusions affecting both the present and future officer corps.

Section II. PRESENT EDUCATIONAL LEVELS OF REGULAR ARMY OFFICERS

1. EXISTING CONDITIONS.—Evidence presented to the board by the Personnel and Administration Division, GSUSA, indicated that about 27 percent (see Appendix A to this annex) of the Regular Army officers have not attained a college baccalaureate degree. Furthermore, both witnesses and testimony clearly indicated that without assistance, it was extremely difficult, if not impossible, for a Regular Army officer to complete a required course of study for a college degree. The board unanimously feels that the Department of the Army should at least assist in obtaining a college degree for those deserving officers who have clearly demonstrated that the Government's interest would be served by such action.

2. CURRENT PROGRAM.—The program established by the Department of the Army Circular 146, 20 May 48, is extremely worthwhile and, along with extension courses, offers to those officers without degrees an opportunity to complete most of their college education. However, that program does not permit the end result to be realized since most colleges require some resident training in the last year's work prior to granting a degree. The Department of the Army should be very liberal in permitting those deserving officers who have taken full advantage of the abovementioned program to meet the resident requirements of the college concerned without prohibitive financial sacrifice. Some of the methods by which this action may be taken include a liberal leave policy (i.e., military sabbatical leave), preference in assignments, and the establishment of branches of existing colleges at selected Army posts together with an adjustment of working hours to permit officers to attend such schools.

Section III. EDUCATIONAL QUALIFICATIONS FOR COMMISSION IN THE REGULAR ARMY

1. SCOPE.—The board considered to be sound the legal requirement that each officer be a citizen of the United States, at least 21 years of age, of

good moral character, physically qualified, and so forth. Therefore, the board considered only the educational prerequisites for commission as a Regular Army officer. This subject is complicated by the variety of sources from which officers are commissioned and by the fact that all officers of certain branches (the Medical Corps, for example) are required to have a college education.

2. TESTIMONY.—The opinions expressed on this subject indicated an almost unanimous opinion that a college degree should be an essential prerequisite for commission in the Regular Army. It was even indicated that for the recent integration program the lowering of the educational requirement to the equivalent of 2 years of college instead of 4 was unfortunate. However, any policy which establishes educational requirements which would bar outstanding enlisted men from becoming Regular Army officers would be unsound.

3. CONCLUSIONS.—Consequently the board unanimously agreed that in the future, the prerequisites for the preponderance (at least 90 percent) of officers commissioned in the Regular Army should include a degree from a recognized college or university plus a basic knowledge of common military subjects. In addition, prior to granting a commission to a candidate who does not have a college degree, he should be required to meet standards which clearly substantiate that he possesses the potential intelligence to permit his future development as an Army officer as well as the ability to attain a college degree under the program discussed in section II of this annex.

Section IV. SUBSIDIZED OFFICER PROCUREMENT PLAN

1. Testimony presented to the board indicated that the United States Army may expect to experience difficulty in its procurement of Regular Army officers. A possible solution to this problem on a long-range basis was suggested by Dr. Harold Benjamin, Dean of Education, University of Maryland. Since this proposal appears to have considerable merit it is discussed here in detail.

2. Dr. Benjamin proposed that the United States Army in cooperation with selected civilian colleges or universities establish, supervise, and help maintain military colleges for the purpose of ensuring an adequate supply of well-educated Army officers on the concepts outlined below. Such a military college would be established on the campus of the institution. Dr. Benjamin believes that the chief value of such colleges would be in supplying well-educated young officers to the Army. It would also provide an excellent method for educating prospective officers for the United States Foreign Service, business men, and political leaders. Furthermore, it would cause many university faculty members to study problems of national and international security and the Army's part in them. The Department of the Army should consider establishing such a pilot course, in coordination with and supplementary to the present ROTC program at the institution at which the pilot course is established.

a. Objectives of a military college.—The military college will train graduates to have the following qualities:

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(1) Ability to speak the English language with clarity and precision, not only in formal audience situations but also in various types of informal discussions, conferences, and reports.

(2) Ability to write the English language clearly, simply, and effectively in the preparation of letters, formal essays, technical reports, and popular articles.

(3) A skill in the use of some, and a general understanding of the uses of all, audio-visual aids to oral and written expression.

(4) A good writing, reading, and speaking knowledge of one of the modern languages other than English, to be based on 2 years of college instruction in the language, or the equivalent as determined by examination, plus 2 years of instruction in the upper division of the military college. The latter instruction will be related to military and area studies pertaining to the foreign language of the student's specialization.

(5) A general knowledge of the history, government, and geography of countries of the world, with special knowledge of one of the larger areas related to the student's choice of foreign language.

(6) A basic, general competence in the mathematical and natural sciences.

(7) A fundamental military training to include all skills and studies now required for graduates of the advanced ROTC course in civilian universities and colleges, and an additional group of military studies amounting to a combination of a strong undergraduate major.

(8) Ideals of integrity, loyalty, and professional achievement. It is recognized that this objective cannot be fully attained by classroom or laboratory instruction but must be supplemented by a strong program of organized but clearly extra-curricular activities.

b. Conditions under which military colleges may be established.—Steps to establish an experimental military college should include the following:

(1) The Department of the Army should notify selected educational institutions of the general requirements for a military college, requesting proposals of specific programs from those institutions which desire to be considered for the establishment of a military college. Detailed prescriptions should be avoided but such general requirements as the following should be included:

(a) A statement of the objectives of the military college.

(b) A description of the minimum institutional requirements which the Army desires the cooperating institution to have, such as accreditation by the American Association of American Universities, an ROTC of approved size and quality, and coordinate rank with other professional schools and colleges of the institution.

(2) Each institution meeting the general standards should be permitted to develop a program for a military college.

(3) The Department of the Army, based on the programs proposed by various institutions, should select one institution for the establishment of an experimental military college.

(4) The designated institution should then establish and operate the military college under the supervision of the Department of the Army.

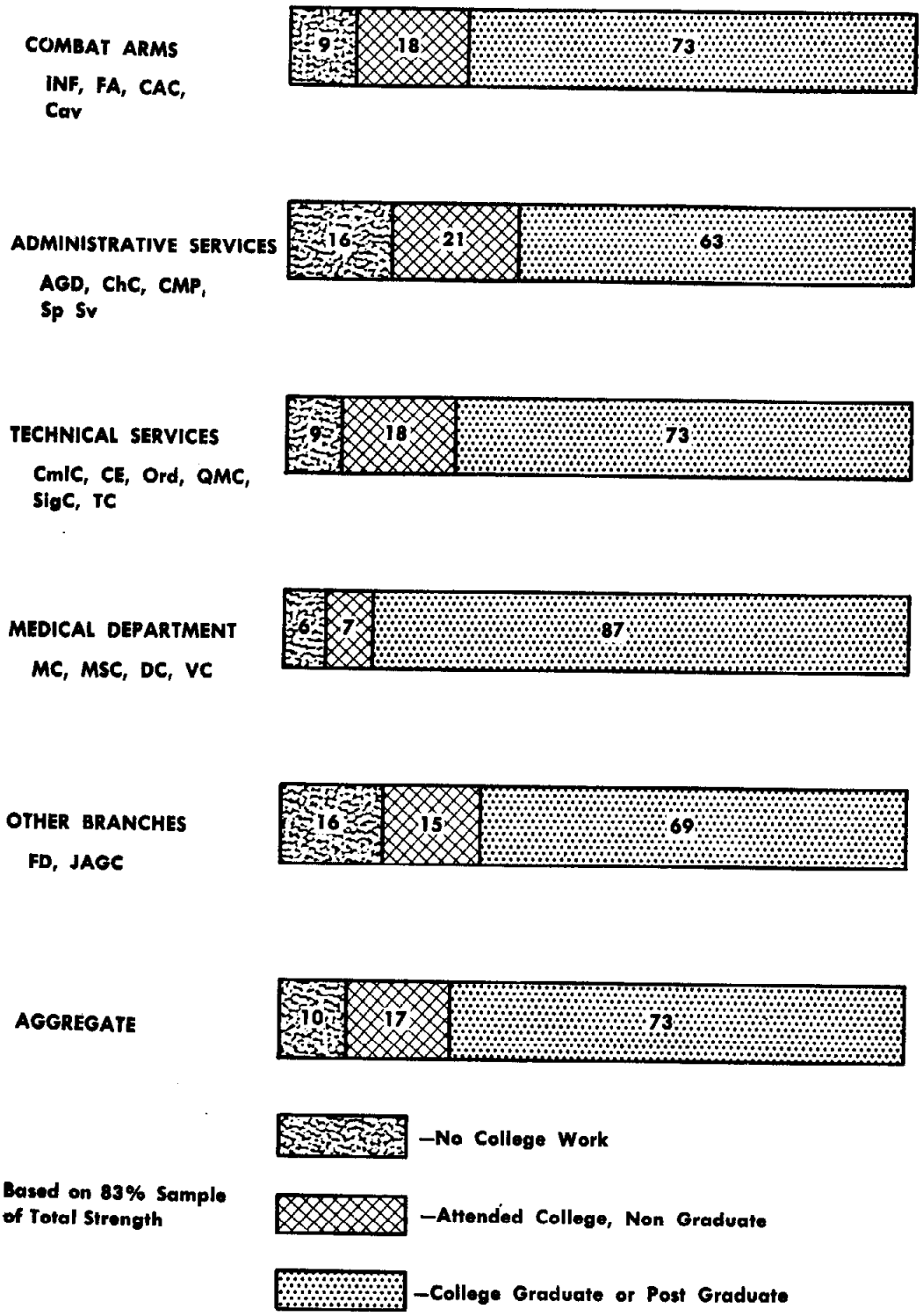
c. Cost of military colleges.—Dr. Benjamin estimated that the cost to

the Army of educating a future second lieutenant at a military college would be about $2,000, distributed approximately as indicated below. The remainder of the cost should be borne by the university.

Army scholarship to upper division student at $500 a year for 2 years	$1,000
Army's contribution to salaries of military college professors at rate of $1,000 per graduating student	$1,000
Total	$2,000

d. Service in United States Army.—Those students who accept the Army scholarship should be required to serve in the United States Army under conditions similar to those prescribed for graduates of the United States Military Academy. Those students who attend the military college at their own expense and do not take advantage of the Army scholarship should not be required to serve in the United States Army but could, and should, be awarded a commission in the Officers' Reserve Corps.

CIVILIAN EDUCATIONAL LEVEL OF REGULAR ARMY MALE OFFICERS *



* Based on 83% Sample of Total Strength

Annex 4
Assignment of the Newly Commissioned Officer

ASSIGNMENT OF THE NEWLY COMMISSIONED OFFICER

1. One of the most controversial problems considered by the board was the initial assignment of the newly commissioned officer in the Regular Army. During normal peacetime years the majority of these officers are graduates of either the United States Military Academy at West Point, or of an ROTC unit of a civilian college or university. In either case the young officer has just completed at least 4 years of academic work augmented by an organized program of basic military training which, in the case of the ROTC student, is pointed toward a particular branch. Two other sources of second lieutenants are the distinguished graduates of officer candidate schools and successful candidates on competitive tours. The former group is insignificant in size. The latter group is comparable to the ROTC graduates, except that at the time of commissioning they shall have just completed approximately 2 years of duty with troops. In view of these factors, the board considered the problem primarily from the standpoint of the West Point and ROTC graduates.

2. Two questions to be answered in this matter are:

a. Should the newly commissioned officer attend a school or immediately be assigned for duty with troops?

b. If it is decided to send him to school first, does the present system provide the most efficient means of launching him on his career?

3. Opinions of senior officers regarding the first question were mixed, with the majority feeling that some sort of formal schooling was desirable, particularly in view of the types of training and duties performed by the Army today which make impracticable the teaching of basic branch technique in troop unit schools. To quote the division commander of a training division in the United States:

> "It would be extremely difficult to provide instructors with the background and instructional ability needed to make troop schools effective. . . . Only 9 percent of my officers are regulars. . . . For these reasons it seems unwise to me to try to do too much in the way of training officers in troop schools in a training division."

Another, stationed overseas, stated:

> "We all agree that troop schools for new lieutenants are not feasible, certainly not in an occupation army."

4. Many senior officers felt, however, that immediate duty with troops is highly desirable both from the standpoint of the service and the officer himself. They pointed out that the newly commissioned officer has usually just finished 4 years of applied academic work and is not psychologically receptive to another academic year. One senior officer stated:

> "It is my personal belief that after 4 years of college or West Point, he should be given duty with troops without delay and start assuming the responsibilities that go with an officer's job."

Another stated:

> "I feel very keenly on this question. . . . I vigorously oppose any further immediate academic training of young officers newly commissioned from the Military Academy or any other scource. . . . They have been 'academicked' to within an inch of their lives. . . . No school, no matter how well organized, can ever substitute for the sometimes uninspiring actual responsibility of taking care of an organization all the way through its administration, its training, leadership, etc. I strongly recommend that newly commissioned officers be sent to a unit at once."

This feeling was unanimously confirmed by the civilian educators who testified before the board and were in a position to discuss authoritatively the experiences of civilian educational institutions in the matter.

5. On the other hand, however, the newly commissioned officer needs some academic instruction in the basic technique of his particular branch and under current conditions in the Army, he cannot obtain this in troop unit schools. Also, the personnel with whom he will have to deal in troop units today are generally untrained themselves and the situation requires even higher standards of leadership and professional technique than were necessary in the prewar Army.

One senior officer stated:

> "I know that newly commissioned officers from West Point and other sources are not qualified to assume the responsibilities of troop duty."

A senior officer stationed overseas stated:

> "It is felt that the policy of sending a newly commissioned officer to school as his initial assignment is proper."

Another division commander stated:

> "I definitely feel that it is better to have officers attend school immediately after they are commissioned. . . . There are so many distracting influences and so many interruptions in troop duty that a young officer does not get the same continuity of instruction that he does at the schools."

6. Weighing these opinions the board concluded that both ideas had considerable merit. Duty with troops immediately upon being commissioned permits an officer to assume the responsibilities of his profession at an early stage in his career and to gain by practical experience what cannot be taught in schools. Also it would avoid a tendency to make an officer stale with respect to academic work at a critical point in his career. On the other hand, it appeared to the board that a short, carefully planned, orientation period at his branch school should be given the new officer, so

that when he joins his first command, he will be professionally qualified to implement effectively his precommission training.

7. Having arrived at this fundamental decision, the board then considered the question as to what academic work should be given to the new officer. Under present policies the officer attends a 17-week basic course at the Ground General School followed by approximately 25 weeks' attendance at the basic course of his branch school. At the Ground General School he is given a course of instruction generally embracing common subjects applicable to all branches. In addition, he is thrown together with his contemporaries of other branches, a procedure which should exert a broadening influence on the new officer.

8. On the other hand, it appears that despite all efforts to prevent duplication, the students, particularly West Point graduates, receive a certain amount of instruction in subjects previously covered at the Military Academy. In addition, there is the question of the necessity of maintaining a separate installation with its attendant cost of operation and its requirements in instructor personnel, for the teaching of branch immaterial subjects. The system also has the definite disadvantage of requiring the new officer to make two changes of station during his first year of service.

9. Among the senior officers of the Army, opinions varied as to the value of the Ground General School in the system as a whole. As one senior officer observed:

> "I think that graduates of the USMA and College ROTC might well skip the Fort Riley course. . . . Consideration should be given to the fact that most of these individuals have just come from extended periods of schooling and that a respite from classroom work might prove beneficial."

Another stated:

> "As to the present system of sending young second lieutenants to Riley and then to the school of their arm, I am not at all sure that this is the most efficient way to operate. My personal belief today is that there is too much duplication in these places and that while a little concentration on the basic arm of the officer may be of value, that after 4 years in college or at West Point he should be given duty with troops and start assuming the responsibilities that go with an officer's job."

10. On the other hand a former commandant of the Ground General School, now in command of troops overseas, felt strongly that the Officers' Basic Course at the Ground General School should be continued. He stated in part:

> "I have had an opportunity closely to observe the officers in both of these categories and I assure you that the basic course trained officer definitely carries the load in his organization and he is well

qualified to do it. . . . I believe that the basic courses mold the entire pattern for an officer's future development and that if they should be eliminated or their scheduled position changed with respect to the Army educational system, we would be losing something of great value."

11. An interesting aspect of the value of the Officers' Basic Course at the Ground General School was obtained by conducting a poll of recent graduates of the Ground General School who are now students at their basic branch schools. Student opinion, which appears tc be based on honest reactions, finds little merit in the Officers' Basic Course. For example, out of 90 students in one group polled, only 24 indicated the desirability of attending the course. In another group, approximately 95 percent recommended the elimination of the Officers' Basic Course of the Ground General School. Of a third group, 85 percent felt that the Ground General School was of no value to them. However, a group polled in an oversea organization were unanimous in the feeling that the basic course at the Ground General School was of great help to them in the performance of their present duties. Although student reaction should not be, and was not, a determining factor in the decision reached by the board, the preponderance of feeling in one direction certainly merited serious consideration as to the value of the Officers' Basic Course at the Ground General School in the Army school system, particularly in view of the cost involved, the availability of qualified instructors, the shortage of officers, and the ability of the branch schools to teach common subjects.

12. The following conclusions appear to be logical:

a. The officer newly commissioned from West Point or ROTC has reached an academic saturation point and does not respond well to the 44 more weeks of schooling which he now receives. Also, since his training to date has been primarily academic in nature, he should therefore be assigned to duty with troops as soon as practicable.

b. However, these officers are not qualified professionally to go immediately to troops. Current conditions in the Army preclude effective use of troop unit schools, but yet the new lieutenant will have to assume greater responsibilities in training in basic subjects than prior to the war. He should therefore have a short orientation course in branch technique prior to reporting for duty with troops. This course would be of material benefit and enable him to assume confidently the responsibilities of a commissioned officer in his particular branch. The length of time necessary for this primary indoctrination will vary with the technique of the branch involved, but should fall between 4 and 12 weeks. Its length should be as short as possible.

c. The Ground General School at Fort Riley, Kansas, is not prepared to give this technical branch training. It is basically designed to teach branch immaterial subjects, a portion of which at least have been previously covered by the majority of its students. Actually, branch immaterial subjects apply to any branch and therefore can be taught by any branch. Such subjects as sanitation, map reading, and the like are all simple and basic. With good texts and limited control they can be taught anywhere. Also, the designation of a separate school as branch im-

material results in a tendency for such a school to shun specific instruction for fear of favoring branches. This results in a great deal of vague presentation of instruction. Were this same instruction presented in a branch school, it would be doubly effective since the same subject matter could be covered and at the same time tied to specific arms and organizations, thus increasing the training of the student in his eventual arm or service. Also, if branch immaterial subjects are taught in branch schools, they can be favorably scheduled throughout a balanced course in sound sequence, and variety can be attained by interspersing them with branch subjects. In a branch immaterial school, on the contrary, the taboo of branch subjects results in less favorable scheduling. Consequently, the basic course at the Ground General School should be eliminated and the officer should receive his preliminary orientation at the school of his arm.

13. As a result of these conclusions, the board decided that the newly commissioned officer of the arms should be given a short orientation course lasting from 4 to 12 weeks at his branch school, this to be followed by immediate assignment to troops. Officers of the services would attend the school and perform duty with troops of the arm to which they are assigned for the first 2 years of their service. The Officers' Basic Course at the Ground General School should be discontinued. The latter decision was unanimously agreed upon by the board.

Annex 5

Branch Schools and Common Subjects

Appendix A

Proposed Modification of Department of the Army Memorandum No. 350-5-4, 15 March 1948

BRANCH SCHOOLS AND COMMON SUBJECTS

Section I. INTRODUCTION

The subject of branch schools is complicated because the missions of the various branches differ considerably. This condition must be appreciated and recognized in any Army school system if it is to be fully effective in meeting the educational requirements of the Army. While this concept necessitates that the branches or headquarters concerned be given considerable latitude in the development of the curricula for branch schools, it does not require complete freedom of action.

Section II. OBJECTIVES OF BRANCH SCHOOLS

1. The board agreed unanimously that the principal objective of branch schools is to ensure that all officers are thoroughly proficient in the command and staff functions pertaining to the highest unit of their branches, and have a working knowledge of the division general staff and of tactical and staff functions of corresponding or related commands. Testimony presented to the board clearly indicated that this objective is currently beyond complete fulfillment for the following reasons:

a. The missions of the several branches are not fully accomplished due to the restrictions placed on the length of courses and curricula of the various branch schools.

b. The requirements of Department of the Army Memorandum 350-5-4, 15 March 1948, overloads several branch advanced courses with common subjects.

2. A satisfactory solution with regard to branch schools thus involved a determination of how to provide those schools sufficient latitude to accomplish their objective without eliminating instruction in those common subjects with which all officers must become thoroughly familiar.

Section III. BRANCH SCHOOLS

1. COMPANY OFFICERS' COURSE.—The consensus expressed to the board definitely established that newly commissioned officers require early in their careers some basic military education in their particular branches. Therefore each officer, immediately following the troop duty assignment discussed in Annex 4, should attend a company officers' course conducted at the branch schools. While the missions, scopes, and lengths of these several courses must of necessity vary to meet the specific requirements of the different arms and services, they in general should equip officers to perform duties at company and battalion levels. Some branches indicated that a course of from 4 to 6 months would be sufficient while other branches believed that a full academic year would be required. Although the board felt that the development of these courses should rest with the branch concerned, it agreed that in no case should the length of the course exceed 11 months.

2. BRANCH ADVANCED (FIELD OFFICERS') COURSE.—*a.* All officers should be thoroughly familiar with the command and staff functions pertaining to the highest unit of their branches and have a working knowledge of

the tactical and staff functions of corresponding or related commands. All branches, except Infantry and Armor, must accomplish this type of education at their branch schools. It is felt that most of an academic year would be required to cover the many subjects encompassed in this concept. Testimony presented to the board concurred in these thoughts.

b. It is also extremely important that all officers be familiar with the duties of the division general staff. The board felt that such familiarization instruction should continue to be included in the branch advanced courses.

3. SUMMARY.—In accordance with the preceding concepts the board unanimously agreed on the branch school system outlined below:

a. Company Officers' Course, Branch School.—(1) After he has had troop experience, each commissioned Regular Army officer will attend the company officers' course at his branch school. The mission of this course is to equip him to perform duties at company and battalion levels. The length of the course will be determined by the immediate and long-range requirements of the particular branch or service involved. However, it will not exceed 11 months.

(2) Prerequisites.

(a) Combat arms: 2 to 5 years of service.

(b) Technical and Administrative Services: to be determined by the chief of service concerned.

b. Advanced Officers' Course, Branch School.—(1) Following graduation from the company officers' course and usually after further duty with troops or other nonstudent assignments, the officer will attend the advanced officers' course at his branch school. The mission of this course is to equip officers to perform command and staff functions pertaining to the highest unit of the branch concerned and will include instruction in combined arms and the organization and functions of the division general staff. Such additional instruction will be given on the general and special staffs in higher echelons necessary to qualify the student with the duties pertinent to his particular branch.

(2) Prerequisites.

(a) Combat arms: 5 to 12 years of service, graduate of company officers' course.

(b) Technical and Administrative Services: to be determined by the chief of service concerned.

Section IV. COMMON SUBJECTS

1. DEPARTMENT OF THE ARMY MEMORANDUM NO. 350-5-4.—The testimony relating to the common subjects listed in Department of the Army Memorandum No. 350-5-4, 15 March 1948, was divided. However, representatives of the Technical and Administrative Services were in full agreement that the scope of common instruction now required to be included in the advanced officers' course by that memorandum is so great that inadequate time is left to prepare officers as technical staff planners in their respective services, especially at the theater of operations, theater Army, army group, and communications zone headquarters levels. Representatives of some of the services pointed out the fact that if the requirements

of the memorandum are strictly adhered to, the advanced officers' course should develop division general staff officers whereas, from a practical viewpoint, all that is required for most officers of the services is a working knowledge of the duties of the G-1, G-2, G-3, and G-4. The board appreciated that the advanced officers' course is the last opportunity the services have to perfect their officers for performance of duty at the highest level in the branch concerned. It is therefore proposed that Department of the Army Memorandum No. 350-5-4, 15 March 1948, be modified for the school year 1949-50 as indicated in Appendix A to this annex, in order to permit maximum effort on branch material instruction.

2. NEW MILITARY FIELDS OF INTEREST.—*a*. The board noted that new fields of military interest have developed as a result of changed conditions and scientific discoveries, both national and international. Most of these new interests should be included in the curricula for branch schools. Representatives of some branches, especially the Corps of Engineers and Signal Corps which are combat arms with service functions, proposed that common instruction include such items as the organization and utilization of the United States Air Force, air-transportability, and, to a limited degree, the principles and military applications of atomic energy. These same individuals, however, considered that the number of hours now allotted to common subjects could be materially reduced without sacrificing results.

b. The board noted that the Army is engaged in operating one of the most extensive business enterprises in the Nation. It is therefore incumbent upon Army officers to practice the most modern and efficient methods of business management in its daily administration, both in peace and in war. To accomplish this all officers must be made conscious of good business practices in order that they may apply them in the daily execution of their responsibilities. The board, therefore, proposes that familiarization in business management methods be incorporated in all levels of the Army school system, beginning with the initial orientation course shown in Annex 2. For the present, qualified experts in this field should assist the school commandants in developing the coverage desired in each course conducted at the several schools.

3. REVISION OF APPENDIXES TO DEPARTMENT OF THE ARMY MEMORANDUM NO. 350-5-4, 15 MARCH 1948.—Subjects similar to those discussed in the preceding paragraph should be treated as common subjects. This condition, together with the principles discussed in paragraph 1, indicates that the contents of Appendixes I to VII, inclusive, of Department of the Army Memorandum No. 350-5-4, 15 March 1948, require major revision. It is felt that this task should be performed by the Command and General Staff College. Furthermore, the board felt that pending such a revision, the modification of that memorandum as proposed in Appendix A to this annex would allow the school commandants ample latitude to include new fields of interest discussed herein in the programs of instruction for the advanced branch courses as desired.

Appendix A to Annex 5

PROPOSED MODIFICATION OF DEPARTMENT OF THE ARMY MEMORANDUM NO. 350-5-4, 15 MARCH 1948

DEPARTMENT OF THE ARMY
Washington 25, D. C.

MEMORANDUM
NO. 350-5-4

COMMON SUBJECTS, BRANCH ADVANCED COURSES, SCHOOL YEAR 1949-50

1. The Department of the Army policy for the Common Subjects, Branch Advanced Courses, is as follows:

a. Objective.—The advanced courses at branch schools must produce trained battalion and regimental combat team commanders and combat command commanders, or comparable commanders and staff officers within the Technical and Administrative services, and will include instruction in combined arms and general staff duties.

b. After 1951, the advanced courses will contain no common instruction covered thoroughly in the basic courses. Prior thereto, basic course instruction need be included to the extent dictated by the experience, or lack thereof, of the student personnel and so far as is consistent with the total length of the course.

c. The advanced course will include *common* instruction in the combat zone only only as high as division level.

d. Hours for common subjects as included herein account only for that portion of instruction that is common to all branch schools and does not include such additional instruction as may be required by branch material aspects. The hours listed herein may, however, be included in branch material instruction.

2. Appendix I contains the lists of common subjects, scopes, and the number of hours considered desirable for inclusion in Branch Advanced Courses. Appendixes II, III, IV, V, VI, and VII are a detailed break-down by hours of subjects specifically pertaining to duties of division general staff officers. These appendixes are for the information and guidance of branch schools only.

3. In order that a considerable degree of latitude may be obtained in fitting the common subjects into the curriculum of a particular school, a deviation of not more than 40 percent in the total number of hours is authorized, provided that none of the following subjects is completely eliminated or reduced by more than 40 percent of the hours prescribed in the appendixes.

a. Staff procedure and organization.

b. Personnel.

c. Intelligence.

d. Operations and training.

e. Logistics.

f. Combined arms.

* * * * *

NOTE

Appendixes I to VII, inclusive, will remain the same as now contained in Department of the Army Memorandum 350-5-4, 15 March 1948, pending revision subject to detailed analysis by the Command and General Staff College.

Annex 6

Higher Army Schools

Appendix A

Mission and Scope of Proposed Advanced Course,
Command and General Staff College

Appendix B

Mission and Scope of Proposed Regular Course,
Command and General Staff College

HIGHER ARMY SCHOOLS

Section 1. DIRECTIVE

In its inquiry into the various educational levels of the Army school system, the board was specifically directed to study the field of higher military education and determine whether an Army War College should be established.

Section II. PHASES OF INSTRUCTION

1. The stages in higher education for Army officers must follow closely the echelons of command and staff organization existing in the Army, and indeed in the National Military Establishment. As these echelons are modified, there must be corresponding modification of the scopes of instruction in service schools. For purposes of analysis, this realm of learning divides itself, at this time, into instruction in the division, corps, field army, army group, communications zone, theater Army, zone of interior, and Department of the Army levels.

2. Superimposed upon these Army activities are the joint command and staff functions of the Joint Chiefs of Staff and the Secretary of Defense. Moreover, at each stage there are matters of joint interest which require integration of instruction pertaining to the Air Force, the Navy, and other agencies of the Government. Courses in subjects which are essential to more than one service should be given in joint schools.

Section III. THE SITUATION AT PRESENT

1. COMMAND AND GENERAL STAFF COLLEGE.—*a. Regular Course.*—The Army school system attempts to meet the requirements for instruction in the echelons from division to Headquarters, Department of the Army, in the Regular Course, Command and Generad Staff College. This course is 10 months in length. The course is divided into phases of instruction as follows:

Phase	*Hours*	*Weeks*
I. Orientation and general principles	72	2.4
II. Combat zone to include division, corps, and army	582	19.4
III. Communications zone and theater	150	5.0
IV. Department of the Army and zone of interior (orientation)	36	1.2
V. Specialized instruction (army group, theater Army, zone of interior, and Headquarters, Department of the Army)	300	10.0
VI. Joint operations (Army aspects) and future warfare	72	2.4
Total	1,212	40.4

b. The Specialized Phase.—Phase V, which deals with the specialized instruction, requires some explanation.. During this phase the student is assigned to one of four groups where he receives instruction in one of the sections of the general staff—personnel, intelligence, operations and training (P&O and O&T), or logistics. The scope of this instruction covers the

functions and duties of the particular general staff agency at army group, theater Army, zone of interior, and Headquarters, Department of the Army.

c. Background of present C&GSC course.—The broad coverage in the scope of instruction outlined above is a compromise resulting from the discontinuance of the Army War College at the beginning of World War II, and the postwar recommendations of the War Department Military Education Board (Gerow Board). The recommendations of this board were never fully implemented. Special mention should be made at this time of an outstanding feature of this board's report because of its influence on the postwar Army schools. This feature was the importance attached to the establishment of joint schools, especially at the higher echelons. This farsighted recommendation resulted in the establishment of the National War College, a joint institution which deals primarily with matters of global strategy and political-military problems. The establishment of this school was a great step forward. It clearly established recognition of the close relationship between the Department of State and the armed forces in the formulation and execution of national policy, respectively.

Prior to World War II, instruction in the higher fields of Army education were divided between the Command and General Staff School, and the Army War College in Washington, DC. Instruction in the division, corps, communications zone, and army were given in a 9-month course at the Command and General Staff School. The army group, army logistical problems at the theater level, zone of interior, and Headquarters, War Department (including war planning), were covered in the Army War College. Since there was no joint school comparable to the National War College, the Army War College also touched on some aspects of problems of political-military nature.

d. Insufficient time to cover division, corps, army at C&GSC.—Despite the excellent methods of learning currently employed at the Command and General Staff College, it has been demonstrated from 3 year's experience that too much instruction is crowded into the 10-month Regular Course. As already pointed out, this course covers in 10 months what was formerly accomplished before World War II in 2 years at the Command and General Staff School and the Army War College. Furthermore, the increased number of problems which confront the Army as a result of new developments in warfare, and the tremendous amount of technical knowledge gained from World War II experiences, have added to the time required for instructional purposes.

The direct result of this crowded curriculum is the short time that must be devoted to the division, corps, army, and communications zone. In the division and corps phase especially, there is insufficient time to pound home the principles of command and staff which form the very foundation of sound tactical learning. There should be more time available to permit a greater variety of tactical and administrative problems. By this procedure alone will our future leaders be indoctrinated in tactical principles which they will retain long after their formal military schooling. The tremendous responsibilities given to leaders of those tactical units require the most thorough preparation during peace, when time will permit.

e. Inadequacy of C&GSC specialized instruction.—Taken separately,

the Departments of Personnel, Intelligence, Organization and Training, and Logistics have each developed excellent 10-week courses in their respective fields covering duties at the Headquarters, Department of the Army, at the zone of interior, at theater Army, and at army group, and also covering specialized features of the communications zone. It has been pointed out before that these fields were formerly covered in the Army War College. The greatest disadvantage to the present arrangement is that nowhere does an officer get the broad problems of the commander and the *entire* general staff at the higher Army echelons. It should also be pointed out that matters of personnel, intelligence, and logistics have a fundamental and highly important bearing on tactical decisions which a commander must make. At no place in the Army school system has he been given an objective view of the entire vast and complex machinery which makes up the Department of the Army. A critical analysis of the missions, doctrine, and techniques under which the Army operates can be accomplished only through a broad knowledge of the existing command and staff structure. Only through critical analysis by informed persons can real progress be made in the military art. The specialized phase does not provide this foundation.

2. JOINT SCHOOLS.—*a. Established schools.*—The joint schools currently established are the National War College, the Industrial College of the Armed Forces, and the Armed Forces Staff College.

b. The National War College.—The mission of the National War College is essentially to prepare officers of the military services and the State Department for the exercise of joint high-level policy, command and staff functions, and strategic planning in their respective departments. This is primarily the field of global strategy where the political-military aspects of national policy are studied and evaluated. Because the military services are essentially power factors for supporting national policy, the greater part of the instruction at the National War College must embrace matter pertaining to the entire field of national endeavor, beamed at those matters in which the State Department has also a major interest.

There is insufficient time to teach each Army, Navy, Air Force, or State Department student the details of his particular service. Students at that institution must come to the college with a broad professional knowledge. For the Army officer, he should know the capabilities and limitations of the land component, the organization, the technical problems of administration, and tactical and strategical powers of Army forces. This requires knowledge of the logistical requirements of large Army units under varying situations of terrain and locale. Army students must know how to make the necessary Army plans which can be fitted into the over-all joint plans. At a joint college operating at the State Department, Secretary of Defense, and Joint Chiefs of Staff levels, this professional Army "know how" is the basic material which the Army student can contribute to his student associates from the other services in their common solution of military problems of national and international scope.

The unification program recognizes the joint nature of all strategic operations. This applies to most tactical operations, as well. This recognition of mutual joint interest has resulted in confusion of the meaning of the term "strategy." By dictionary meaning it may apply to the method of

employment of large land forces the size of the field army or greater. Again, it may apply to the development and deployment of joint forces in theaters of war, and finally, to the implementation of military plans formulated at the Secretary of Defense and Joint Chiefs of Staff levels. Instruction in the latter is clearly the province of a joint school such as the National War College. It would be difficult to draw a line of demarkation in this area of military learning to limit categorically the scope covered in an Army school on one hand, and the joint schools on the other. As has been pointed out, the knowledge of Army techniques and skills which are required for this field of joint study is clearly the Army's responsibility under existing organization of the services.

The enrollment of the National War College is a little over 100 students, divided between the Army, Navy, Air Force, and State Department. The Army is allocated approximately 30 spaces. The facilities of the college, in its present location, are such that there is little likelihood of any material expansion. An increase, while most desirable for training more Army officers in this important field, would not, however, eliminate the gap between current Army instruction and the national political-military level.

c. The Industrial College of the Armed Forces.—This joint institution operates on the same level as the National War College. Its scope of instruction deals with problems relating to mobilization of manpower and industrial potential of the nation for war, and the war potential of foreign countries. The fields covered by the curriculum of this institution require an integration of specialized knowledge of the requirements and problems, especially logistical, of the separate services. There are spaces available for about 50 Army officers. In its broad context there is little, if any, overlap in the instruction presented and that which should be presented in Army schools, since the former deals in producer logistics and the latter would be confined to consumer logistics.

d. The Armed Forces Staff College.—The mission of the Armed Forces Staff College is to train selected Army, Navy, and Air Force officers in joint oversea operations. Instruction in this college is aimed at the joint problems which are the concern of the commander and joint staff of a theater or task force engaged in amphibious-airborne operations. The mission or scope does not contemplate instruction of an Army officer in purely Army functions and techniques at Department of the Army and zone of interior, or in detailed Army logistical problems in a theater. This course is 5 months in length. There are spaces for about 50 Army officers.

3. NEW FIELDS OF ARMY STUDY.—*a.* This atomic age and the rapid development of more destructive weapons of warfare have forced new problems upon the security forces of our country.

b. The Army, which in the last analysis bears the responsibility for the maintenance or establishment of order in land areas, is now confronted with security problems on our own territory and in strategic areas abroad. This requires study of the relationship of the Army's responsibilities, as a part of the National Military Establishment, to the civil defense structure of the Government to meet possible hostile attacks upon our homeland. In addition we must keep under study and evalua-

tion the many forms and tasks under which Army forces may be committed abroad because of our national aims and commitments.

c. To achieve the utmost efficiency in the discharge of the Army's responsibilities requires continuous study of methods to apply throughout the service the most modern and scientific business methods of administration. This is the field of business management and comptrollership. This important aspect of administration must be stressed throughout our schools. It should receive the greatest attention in advanced Army schools.

Section IV. THE SOLUTION

1. ADVANCED COURSE (ARMY WAR COLLEGE COURSE).—*a.* It is the opinion of the board, and most of the officers queried, that the best solution to the problem of higher Army education is the creation of an additional course in the Army school system to provide integrated instruction for selected officers in the duties of the commander and general staff officer above the field army and corresponding communications zone activities. The importance of this course is accentuated by the fact that the size and composition of the Army during peacetime precludes on-the-job training for a sufficient number of officers to meet emergency requirements. (See Appendix A for mission and scope.)

b. This course should be from 9 to 10 months in length. The methods of learning should be those comparable to the ones employed in a graduate school of a civilian institution. There should be no formal examinations. Evaluation of an officer's professional attainments should be obtained through observation of his over-all performance, both as a member of a committee, and by his individual work. The instructional methods should stimulate constructive and logical thought, rather than blind adherence to a formulated faculty solution.

c. An important factor in the learning process is the development of an atmosphere for creative study and the ability of the instructors to inspire thinking on the part of the student. The old adage that Mark Hopkins on one end of the log and the student on the other end makes a university, may well apply to this Advanced Course.

d. Actually, the course should provide an integration of the present 10-week Specialized Phase at the Command and General Staff College, with more time made available for student solutions of problems such as a student would be confronted with were he a commander or staff officer in a high Army headquarters, or on duty in the Pentagon.

e. The Advanced Course should not immediately follow the Regular Course. Although consecutive courses would have some economic advantage, the board feels that undesirable academic competition would result. Also, a further period of nonacademic duty would permit the officers selected to be judged on leadership and command ability as well as purely academic attainments.

2. REGULAR COURSE, C&GSC.—*a.* Freed from the mission of conducting the 10 weeks' instruction in the Specialized Phase, the Command and General Staff College Regular Course can concentrate on the task of teaching the division, corps, army, and corresponding communications zone activities. It will be a school dealing essentially with the combat aspects of

land warfare. This field is the very reason for the Army's existence. It is in this course that our future leaders must be steeled in sound principles for leading, fighting, and maintaining our fighting forces in the battle areas.

b. This course should be approximately 10 months in duration, with possible reduction to 9 months. The extra time gained through the elimination of the Specialized Phase will permit the necessary increase in time devoted to the fighting units, particularly the division level.

3. LOCATION OF ADVANCED (ARMY WAR COLLEGE) COURSE.—*a. Washington, DC.*—The course should be conducted near Washington because of the scope of instruction and the methods of learning employed in a school of this character. This is especially desirable because of the relative ease of travel for lecturers, most of whom would be found in the Washington area. Furthermore, close proximity to Washington would put the student in a locality where he would have better opportunity to come in personal contact with those individuals and agencies of the Department of the Army and other governmental agencies which have a bearing on his studies. The board was directed to discard the city of Washington as a possible site.

b. Fort Monroe, Virginia.—Of all the sites in the country which the Department of the Army indicated might be made available, it was considered that Fort Monroe was the best one. To make this site available will obviously require some redisposition of Army units and headquarters, since the present location of Army Field Forces is at that station. This involves matters of administration at departmental level beyond the purview of this board.

c. Fort Leavenworth, Kansas.—The next best location available at this time is at the Command and General Staff College at Fort Leavenworth, Kansas. In order to get the course started with the least delay, the course can be established at Fort Leavenworth, Kansas, for one hundred students beginning with the school year 1950-51. The classrooms and offices for students can, if necessary, be improvised. The faculty now employed in teaching the Specialized Phase can form the basis for a War College faculty. No increase in the aggregate number of instructors at the Command and General Staff College will be required. In the reallocation of instructors some saving will accrue through combining the instruction of the four Specialized Departments. This expedient will also result in maximum economy and minimum administrative adjustments. If the course is located initially at the Command and General Staff College, it should be called the Advanced Course, in order to simplify administraitve problems. Students should not be selected from those immediately graduating from the Regular Course. They should come to the Advanced Course after having duty subsequent to graduation from the Command and General Staff College Regular Course.

4. MISSIONS AND SCOPES.—Recommended missions and scopes of instruction for the Advanced (Army War College) Course and the Regular Course, Command and General Staff College, are set forth in Appendixes A and B.

5. COST OF ESTABLISHING AN ARMY WAR COLLEGE COURSE AT FORT LEAVENWORTH, KANSAS.—It is estimated that space can be made available, after the construction of the new printing plant, to conduct a War College Course for approximately one hundred officers. The additional cost to the Command and General Staff College in rehabilitation of buildings, and for personal services, will be approximately $100,000. This will provide office space for the students and the faculty, committee rooms, and auditoriums. Housing for the additional students can be met through a Federal Housing project. A detailed estimate is contained in a separate study forwarded to Headquarters, Department of the Army (O&T).

Appendix A to Annex 6

MISSION AND SCOPE OF PROPOSED ADVANCED COURSE, COMMAND AND GENERAL STAFF COLLEGE

Section I. MISSION

To prepare selected officers for duty as commanders and as general staff officers within the headquarters of the army group and corresponding communications zone activities, the theater Army, the theater, the zone of interior army, and the Department of the Army, with emphasis on the Headquarters, Department of the Army.

Section II. SCOPE

1. GENERAL.—In the light of war lessons and modern developments, to provide instruction and opportunity for original research pertinent to—

a. The Army's role in war planning.

b. The efficient and timely mobilization and employment of the land forces as a part of an integrated National Military Establishment.

c. The efficient administration of manpower for, the energetic collection of intelligence for, and the effective logistical support of, the fighting forces; with emphasis on the objective, problems, and duties of the General Staff, US Army.

2. SPECIFIC.—*a.* Current organization and doctrine pertaining to the corps, field army, and communications zone (short review). Organization, functions, and employment of the army group and comparable units of the communications zone.

b. Organization and functions of the theater Army headquarters, theater of operations, zone of interior, and Headquarters, Department of the Army.

c. Organization and mission of the National Military Establishment.

d. Employment of Army units and organizations with joint forces and within the framework of the National Military Establishment from the Department of the Army to the army group.

e. Interests and objectives of the United States and the interests and objectives of other powers in order to understand the formulation of United States policy and the most feasible means of its implementation, as may pertain to the employment of landpower.

f. United Nations Organization and its relationship to United States security.

g. Evolutionary effects of new weapons on warfare.

h. Leadership and management arts and techniques.

Section III. TECHNIQUES OF LEARNING

The advanced course will employ those techniques of learning which will best require creative and objective thinking on the part of the student. The following techniques will be applied in the learning process: conferences, committees, seminars, lectures, map exercises, map maneuvers, war games, and theses.

Section IV. PREREQUISITES FOR ATTENDANCE

1. Selection from among the highest rated officers.

2. Under 46 years of age.

3. Graduate of the Regular Course, Command and General Staff College, or have constructive credit therefor. Students will not be ordered to the Advance Course immediately following graduation from the Regular Course, Command and General Staff College.

4. Officer of the armed forces of the United States.

Appendix B to Annex 6

MISSION AND SCOPE OF PROPOSED REGULAR COURSE, COMMAND AND GENERAL STAFF COLLEGE

Section I. MISSION

1. To prepare officers—

a. For duty as commanders at division, corps, army, and comparable levels in the communications zone.

b. For duty on the general staff of division, corps, army, and comparable levels in the communications zone.

2. To provide instruction in the light of modern developments and war lessons to ensure—

a. Effective development and employment of all field forces within the framework of the field army and the communications zone.

b. Efficient administrative, intelligence, and logistical support of the fighting forces.

Section II. SCOPE

1. Organization, equipment, and tactical employment of units comprising divisions, corps, and armies.

2. Tactical employment of divisions, corps, and armies, and the administrative, intelligence, and logistical support of these organizations.

2. Coordinated employment of Army units with Air Force and Navy forces.

4. Organization and functioning of major subdivisions of the communications zone.

5. Command and staff functions and procedures in accordance with the following:

a. Instruction is presented primarily from the viewpoint of the commander.

b. The commander employs his general staff as a coordinating group to assist him in exercise of command and to achieve teamwork.

c. Instruction in duties of special staff officers is limited to that necessary to give commanders and general staff officers a knowledge of special staff capabilities and limitations.

(Instruction in the detailed operation and techniques of special staff officers is a function of the schools of the arms and services.)

6. Brief orientation on organization and functioning of the army group and comparable communications zone activities, the theater, the zone of interior, and the Department of the Army.

7. Development of understanding and teamwork among officers of the Army of the United States, and with officers of the other armed forces.

8. Research and study to improve methods of personnel, intelligence, tactical, and logistical procedures; and study of effects of improved material and new developments on methods and doctrine of the division, corps, and army.

Section III. PREREQUISITES FOR ATTENDANCE

1. Selection from among the highest rated officers.

2. Minimum of 8 years' commissioned service (to include commissioned service in civilian components), and under 41 years of age.

3. Graduate of a branch advanced course or constructive credit therefor.

Annex 7

Selection of Students

Appendix A

Officers by Age Groups Who Are Eligible for Branch Advanced Courses

Appendix B

Officers Eligible for Attendance at the Command and General Staff College

Appendix C

Officers Whose Eligibility for Command and General Staff College Will Expire During the Period 1950-1959

SELECTION OF STUDENTS

Section I. GENERAL

1. It is the opinion of the board that every officer of the Army who measures up to the standards of proficiency for the service is worth educating. In fact, every officer should receive formal instruction up to the level of his potential mobilization assignments. This instruction should include a course at the Command and General Staff College for all field-grade officers. Unfortunately, neither the facilities nor officer availability will permit such an extensive program; therefore, one of the principal problems of school attendance becomes a matter of who should be educated and when.

2. The objective of the first two levels of the Army officer educational system, i.e., the Company Officers' Course and the Advanced Officers' Course, is to make specialists of the officers within their respective branches as discussed in Annex 5. All officers will receive this instruction. The only question which might be raised in connection with these two courses is whether attendance should be based on length of service, or whether priority should be given to the more proficient officers. The board is of the opinion that the education of the outstanding officer should be expedited.

3. In establishing the postwar educational system for officers, the Gerow Board recommended that 50 percent of the graduates of the branch advanced courses be selected for attendance at the Command and General Staff College. It now appears that we will be able to exceed that percentage. Based on current data and assuming that the present rate of output will continue, it has been determined that approximately 90 percent of the eligible officers in the present 30-39 year age-group can be accommodated in the Regular Course at the Command and General Staff College. Further, it has been determined that this can be done without jeopardizing such education for younger officers now less than 30 years of age. Even though the percentage of attendance will be greater than originally anticipated, it still will be impracticable to send all officers to the Command and General Staff College; therefore, resort must be made to some system of selection. In a highly competitive profession such as the Army, it is only logical that selection should be based on performance of duty. Here again, the board favors a system of selection which will expedite the education of the outstanding officer.

4. Because of the many limiting factors, the Regular Course at the Command and General Staff College will be the highest educational level achieved by the majority of the officers of the Army. For the higher levels, such as the Advanced Course at the Command and General Staff College and the joint colleges, Army quotas will be quite limited. Hence, attendance must be on an even more selective basis. What has previously been said of selecting the most proficient and expediting the education of the outstanding officer applies equally to the selection of students for these higher level colleges.

5. One proposed method of selection of students presented to the board appears to merit consideration. Briefly the plan contemplates dividing

the graduates of a course into three groups based on their class standing; an upper third, a middle third, and a lower third. Officers in the upper third would tentatively be scheduled for the next higher level of education at an earlier date than the middle third; likewise the middle third at an earlier date than the lower third. The final order of selection, however, would be rearranged after taking into account their rating while on non-school duty.

6. There are many ramifications in this approach to the selection of officers for schools. Among these is the availability of officers for assignment as students during the exact school year for which they become eligible. However, the study shows constructive thinking on the part of officers of the Department of the Army who are concerned with personnel management. Their objective of getting the best officers through schools at the earliest practical date is a proper and important one; for in that way the Army will derive the maximum advantage from the talents of our outstanding officers.

Section II. SPECIAL CONSIDERATION FOR OFFICERS APPROACHING THE UPPER AGE BRACKET

1. In the consideration of any system of student selection the board realizes that the system should not be a rigid one. For instance, the recent integration has resulted in a considerable age spread for officers having approximately the same amount of service. As a consequence, we have many thoroughly competent officers eligible for the Command and General Staff College and higher educational levels who are approaching the upper age limit. It is believed that if other factors permit, preferential treatment should be accorded to those officers nearing the cut-off age.

2. In exploring this matter, the board took cognizance of the fact that graduation from the Command and General Staff College Regular Course will terminate the formal military schooling for a large portion of the officer corps of the Regular Army; and, that graduation from a branch advanced course will constitute the terminal education in Army schools for those officers not selected for attendance at the Command and General Staff College. The ramifications of the current selection policies and their evaluation in light of these facts are discussed in the next paragraph.

3. *a.* The board was furnished the number of officers by branch in each group who are now eligible to attend both their branch advanced course and the Command and General Staff College. These data are shown in Appendixes A and B.

b. Each branch will be able to assign all of its officers to its advanced course. The board was particularly concerned with the number each year becoming eligible for the Command and General Staff College. This number is significant because the annual capacity of this college cannot be materially increased to care for unusually large peaks in eligibility for attendance.

c. Analysis of the appendixes shows that the period 1950-1959 is the one during which the greatest number of officers will become eligible for attendance at the Command and General Staff College. The officers

affected are now in the 30-39 year age bracket; therefore, the next 10 years will be a critical period for that group due to the fact that their eligibility for the Command and General Staff College will expire in 1959.

d. The present capacity of the Command and General Staff College will provide for the education of 4,500 Regular Army officers during a 10-year period. Except for certain services for which there is no great requirement, the total number of officers whose eligibility for selection will expire during that 10-year period is approximately 5,115.

e. It follows, therefore, that approximately 90 percent of the officers whose eligibility for selection to the Command and General Staff College would expire during the period could be selected for attendance. However, this would require that in the selection for each year's class, the officers chosen would be those qualified officers nearest the age limit. This is not inconsistent with an early Command and General Staff College education for the outstanding officer. The current class at the Command and General Staff College has an average age of 36.7 years. This means that a large proportion of the student quota was filled by officers well under the age limit. If the current policy is continued it will prevent the selection of many officers who are approaching the age limit for selection.

4. The board concluded that—

a. The present quota for the Command and General Staff College is adequate and will permit the selection of a sufficiently large percentage (90 percent approximately) of officers eligible to attend.

b. In selecting future Command and General Staff College classes the students should be chosen from those approaching the age limit, and who are otherwise eligible.

c. The age requirements to all schools should be reviewed periodically to lower progressively the maximum age limitations.

Section III. LIBERALIZING POLICY ON CONSTRUCTIVE CREDITS

Since only the best officers should be selected for education at higher Army schools, the policy enunciated in TM 20-605, paragraph 70, which prohibits the attendance of an officer in a course for which he has the equivalent credit, is believed to operate against the best interests of the officer and of the service as a whole.

In initiating the postwar school program for Army officers, it is appreciated that there had to be a starting point or a base upon which to build the program. The system of equivalent credits provided that foundation although it might be conceded that the policies governing its application were possibly too liberal. The system served its purpose in providing a basis for planning and in determining the immediate eligibility for student assignments. Because of the comparatively restricted fields of activity of the wartime assignments of most officers, no one really believed the awarding of constructive credit for a particular course was in fact the equivalent of actual attendance. Nor was there any provision in the original concept of the scheme which would bar an officer from a particular course or school.

The board is of the opinion that constructive credits cannot and should

not be abolished. On the other hand, there are many officers, particularly in the younger age group, who would greatly benefit by actual attendance at a course even though they have constructive credit therefor. Probably no general rule could be laid down as to which officers should take the course and which should not; in fact, it could only be resolved as a matter of individual career management. But in any case, the restriction imposed by TM 20-605, paragraph 70, which prohibits an officer from attending a course for which he has constructive credit, should be removed.

Appendix A to Annex 7

OFFICERS BY AGE GROUP WHO ARE ELIGIBLE FOR BRANCH ADVANCED COURSES
(age restrictions ignored)

Age	*Inf*	*FA*	*CAC*	*Cav*	*CE*	*Sig C*	*Total arms*	*QMC*	*Ord Dept*	*TC*	*CMP*	*AGD*	*FD*	*Cml C*	*Total services*	*Grand total*
50 +	1					1	2						2		2	4
45 - 49	7	4	1		5	6	23		3	1	3		2	6	15	38
40 - 44	15	18	4	5	17	16	75	16	1	29	14	10	12	15	97	172
35 - 39	98	86	32	12	19	57	304	59	37	66	25	15	9	20	231	535
30 - 34	467	364	179	105	97	101	1,313	96	65	130	29	41	13	33	407	1,720
25 - 29	1,021	480	163	241	277	131	2,313	68	93	94	21	17	10	37	340	2,653
20 - 24	214	120	26	121	66	19	566	1	12	5			1	1	20	586
	1,823	1,072	405	484	481	331	4,596	240	211	325	92	83	49	112	1,112	5,708

NOTE: Statistics were furnished the board for only those arms and services shown. Since the Command and General Staff College quota requirements for the remaining services are not large, their noninclusion had no material effect upon the board's conclusions.

Appendix B to Annex 7

OFFICERS ELIGIBLE FOR ATTENDANCE AT C&GSC
(age restrictions ignored)

Age	Inf	FA	CAC	Cav	CE	Sig C	Total arms	QMC	Ord Dept	TC	CMP	AGD	FD	Cml C	Total services	Grand total
50 +								3					3		6	6
45 - 49								19		13			19	4	55	55
40 - 44	20	20	7	4	23	7	81	80	4	77	12	7	21	11	212	293
35 - 39	283	145	85	62	100	41	716	93	60	129	65	61	31	17	456	1,172
30 - 34	572	230	113	184	144	73	1,316	68	38	107	38	41	38	42	372	1,688
25 - 29	119	45	13	55	10	15	257	4		14	7	5	7	19	56	313
	994	440	218	305	277	136	2,370	267	102	340	122	114	119	94	1,158	3,528

NOTE: Statistics were furnished the board for only those arms and services shown. Since the Command and General Staff College quota requirements for the remaining services are not large, their noninclusion had no material effect upon the board's conclusions.

Appendix C to Annex 7

OFFICERS WHOSE ELIGIBILITY FOR C&GSC WILL EXPIRE
DURING THE PERIOD 1950-1959

Age	*Inf*	*FA*	*CAC*	*Cav*	*CE*	*Sig C*	*Total arms*	*QMC*	*Ord Dept*	*TC*	*CMP*	*AGO*	*FD*	*Cml C*	*Total services*	*Grand total*
35 - 39																
Eligible for C&GSC	283	145	85	62	100	41	716	93	60	129	65	61	31	17	456	1,172
Eligible for branch advanced course	98	86	32	12	19	57	304	59	39	66	25	15	9	20	231	535
																1,707
30 - 34																
Eligible for C&GSC	572	230	113	184	144	73	1,316	68	38	107	38	41	38	42	372	1,688
Eligible for branch advanced course	467	364	179	105	97	101	1,313	96	65	130	29	41	13	33	407	1,720
																3,408
Total number of officers whose eligibility for C&GSC will expire during period 1950-1959 - - -																5,115

NOTE: Statistics were furnished the board for only those arms and services shown. Since the Command and General Staff College quota requirements for the remaining services are not large, their noninclusion had no material effect upon the board's conclusions.

Annex 8

School Command Agency

Appendix A

Chart Showing Graphic Concept of Command Agency

SCHOOL COMMAND AGENCY

Section I. GENERAL

1. Considering the large number of personnel involved, the magnitude of the task, and the importance of the end result to the over-all effectiveness of the Army in both peace and war, the operation of the Army school system constitutes one of the most important functions of the Army. The Army service schools prepare the great bulk of the training literature for the Army. They constantly revise it in line with current progress in the field of scientific and military developments and disseminate it to the Army through both resident and nonresident courses of instruction. This is a most important project for they have achieved for the service as a whole an integration of highly complex operations which would otherwise be impossible. In fact, it is the coordinated teachings of our service schools which make it possible to assemble personnel from the various branches of the service in the execution of a common task, and which enable them to approach their problems from a common point of view, speak the same professional language, and work in an atmosphere of mutual respect and understanding. The achievements to date have been accomplished in an outstanding manner; however, the board believes that the maximum progress has not been made, and will not be made, until all Army schools, both officer and enlisted, have been placed under the guidance of a single individual who is directly responsible to the Chief of Staff, United States Army. That individual should be the Director, Army Educational System.

2. It is the purpose of the following discussion to depict the board's concept of an agency for the over-all control of the Army schools, its missions and functions, and the relationships which should exist between the Director and the various schools and the agencies which sponsor them.

Section II. NECESSITY FOR A DIRECTOR, ARMY EDUCATIONAL SYSTEM

Prior to World War II the service schools were comparatively small. They operated at exempted stations and under the direct control of their respective chiefs of branch. This was a satisfactory arrangement for the small peacetime Army we then had. But the present Army is several times the size of our prewar one and, as a result, the problems of planning, programming, and control of the various tasks involved have become increasingly complex. For the service schools, the situation has been aggravated as the result of the abolition of the offices of the chiefs of the arms. Today there is no single agency that exercises command over the Command and General Staff College and the Infantry, Artillery, Armored, and Ground General Schools in the sense that it was previously exercised by the chief of an arm. Not even the Chief, Army Field Forces, has that authority, because, while he has the authority to assign and coordinate missions and tasks, the means for their accomplishment, i.e., control of personnel and funds, are handled through the command channels of the zone of interior armies. No doubt the reestablishment of of the offices of the chiefs of the arms might in some measure alleviate the situation; but it would not solve the larger problems. It would not provide the Army-

wide coordination in instruction, tactical doctrine, techniques, educational methods, and procedures now needed in the school system of a highly technical and complex Army. In the opinion of the board this can only be obtained by placing all schools under a single head who has the rank, authority, and means commensurate with the task of administering the broad mission and functions with which he would be charged.

Section III. CONSIDERATIONS IN THE ASSIGNMENT OF MISSIONS AND FUNCTIONS

1. In the creation of the office of the Director, Army Educational System, every consideration should be given to sound and well-established principles of organization. The Director must be assigned every necessary function involved in the operation of the Army school system. Care must be exercised that these functions are clearly defined and that they are not shared with other agencies or overlap into their fields of activity. If confusion is to be avoided, a clear and definite statement must exist of the relationships between the service school commandants and the Director on the one hand, and between the Director and the agencies sponsoring the schools on the other. The responsibilities delegated or implied in the mission assigned the Director, Army Educational System, must be matched by the authority for their execution; and finally, he must be given the means and the control over those means which are essential to its accomplishment.

2. In general, the Army schools are engaged in four major essential activities, i.e., the conduct of resident instruction, the conduct of non-resident instruction, the formulation of doctrine in keeping with current scientific and military developments, and the preparation of training literature. The Director, Army Educational System, would have a paramount interest in all four of these activities. In the case of Command and General Staff College and of the Infantry, Artillery, Armored, and Ground General Schools, this interest would amount to complete responsibility. With respect to the other schools there must be exception in the case of doctrine and techniques in the specialized fields, because responsibility for these matters is admittedly a proper function of the Chief of the appropriate Technical or Administrative Service. But even for these excepted items, the Director, Army Educational System, would be responsible for the uniform and Army-wide interpretation and application of such specialized doctrine and techniques as taught in the various schools of the Army.

3. It is visualized that the Director, Army Educational System, would be the technical educational expert for all Army Schools. As such he would plan, coordinate, and direct the educational activities of the various Army schools. These activities relate not to *what* is taught but to *how* it is taught. They would include educational methods and procedures, curriculum design, techniques of learning, and instructor training.

4. If the Army school system is to be operated efficiently, the Director must be assigned every necessary function involved in its operation, as discussed subsequently. For the Command and General Staff College

and the Infantry, Artillery, Armored, and Ground General Schools, this includes the determination of requirements for personnel, funds, facilities, and services necessary to their operation; and the planning, programming, and control of these items in line with the over-all mission of these schools. For the schools of the Technical and Administrative Services, these matters would be handled by the respective chiefs of service; however, a reasonably detailed knowledge of those matters would be required by the Director, Army Educational System, if proper coordination of the school system were to be achieved. This concept is in harmony with the principle of sound organization and good business administration that the head of an organization should have the means necessary for the accomplishment of his mission. It should be apparent from the foregoing that the office of the Director, Army Educational System, would be operational in nature and would perform both command and staff functions.

Section IV. ORGANIZATIONAL LOCATION OF THE DIRECTOR, ARMY EDUCATIONAL SYSTEM

1. The board is not in a position to recommend the chain of command between the Department of the Army and the Director, Army Educational System. The board believes the solution to this problem depends upon decisions of the Department of the Army which are beyond the scope of the board's directive.

2. If the Office, Chief, Army field Forces could be designated as a command agency as contemplated in section V, the commander thereof could well become the Director, Army Educational System. In this event the Office, Chief, Army Field Forces, would become the command agency of the Army Educational System.

3. If this can not be done, the Director, Army Educational System, should be a command agency reporting directly to the Chief of Staff, United States Army, in the manner now utilized by the commanders of the zone of interior armies.

Section V. MISSION AND FUNCTIONS OF THE DIRECTOR, ARMY EDUCATIONAL SYSTEM

The Director, Army Educational System, would function in accordance with the following concept:

The Director, Army Educational System, is responsible to the Chief of Staff, United States Army, for the efficient administration, direction, and control of all general service schools, special service schools, and specialist schools (both officer and enlisted) of the Army in accordance with the announced policies of the Department of the Army. In the accomplishment of his mission the Director, Army Educational System, will perform the following functions:

1. He will command the following Class II installations and activities: The Command and General Staff College, The Infantry School, The Artillery School (including its branches), The Armored School, The Ground General School, and the Physical Training and Athletic Directors School. The schools of the Technical and Administrative Services will remain under the direct command of the Chief of the Technical or Ad-

ministrative Service concerned; the Department of the Army specialist schools will remain under the direction of the staff agency which sponsors them.

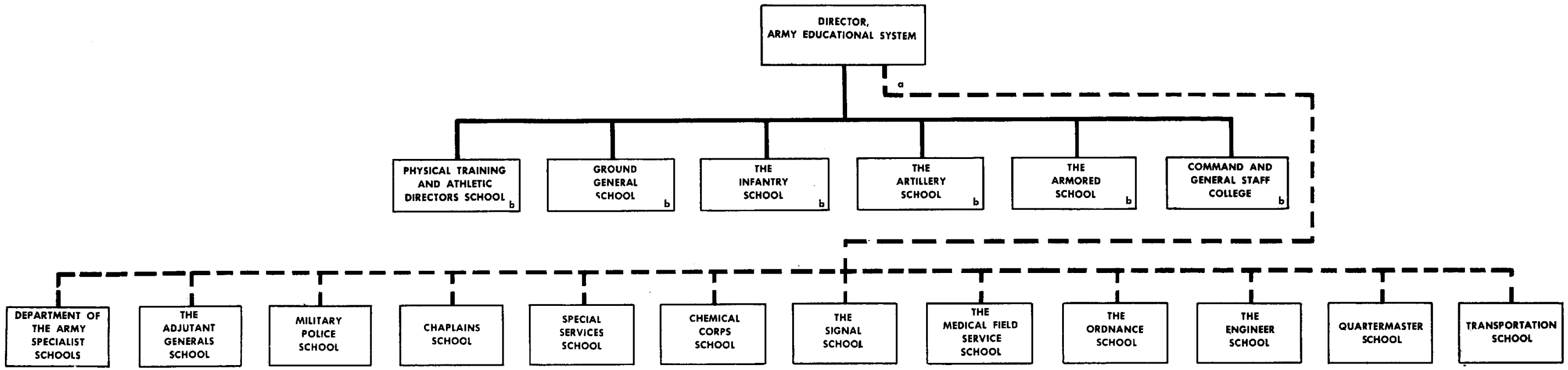
2. He will plan, coordinate, and direct the educational methods and procedures, curriculum design, preparation of training literature, preparation and conduct of extension courses, and instructor training, and will ensure the uniform application of approved doctrine throughout all Army schools.

3. He will determine the requirements for personnel, funds, facilities, services, and school troops for the schools which he commands as enumerated in paragraph 1 and will submit appropriate recommendations thereon to the Department of the Army together with a statement of such requirements for the school system as a whole for which provision has not otherwise been made. He is responsible for the suballocation of the resources made available in the fulfillment of these requirements.

4. He will maintain such records pertaining to personnel, budgets, funding, facilities, services, school troops, educational statistics, and other matters as may be necessary for the efficient operation of the entire Army school system.

Section VI. ORGANIZATION AND RELATIONSHIP WITHIN THE ARMY SERVICE SCHOOL COMMAND

For organization of the Army school system and relationships to the Director, Army Educational System, see Appendix A to this annex.



a. Control and coordination of educational activities to include educational method and procedures, curriculum design, preparation of texts and school prepared FM's, preparation and conduct of extension courses, and other matters which are clearly of an educational nature. Under command of Chief, Technical or Administrative Service concerned.
b. Class II installations.