COMBAT STUDIES INSTITUTE

Military History and Professional Development:

Suggestions to Units and Formations

U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
FORT LEAVENWORTH, KANSAS 66027-6900

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MILITARY HISTORY AND PROFESSIONAL DEVELOPMENT: SUGGESTIONS TO UNITS AND FORMATIONS

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INTRODUCTION

This pamphlet is designed to provide ideas for the use of military history and military history related activities in fostering professional development. The ideas presented here, with some exceptions, do not require great expertise in the historical arena for their implementation. They are simply designed for use by service members, unit commanders, and school commandants to enhance soldier awareness of the past and thereby to instill in us pride and esprit de corps in our profession. This pamphlet is not limited to ceremonial programs and exhibits but encompasses a wide range of activities, such as battle analyses and staff rides. The broad scope of the pamphlet will aid the user in picking those ideas that best fit the needs of the individual, unit, or organization. In some cases, the suggested activities may exceed the capabilities of those participating in them, and in those instances, points of contact and references are provided to aid the user in obtaining material and information on a desired activity.

This pamphlet is divided into three parts. Part I, "Commemorative," emphasizes unit or branch of service ceremonies and programs that are designed to build pride in one's unit as well as to enhance one's sense of belonging to a unit or organization. Part II, "Garrison Activities," suggests programs and exhibits that will illustrate the military profession. These events are aimed at stimulating interest in history and cultivating pride in the U.S. Army. They are based largely on the customs and traditions of units. Such events are useful in highlighting the accomplishments of past American soldiers and may serve as an inspiration for soldiers in the future. Part III, "Unit Programs," contains suggestions for the study of the military profession. This part is divided into basic and developmental sections. The basic section contains programs for everyone within a unit. The developmental programs are more advanced and require dedicated individuals for their execution. These programs can be applied at all levels of the chain of command but are time and energy intensive.

Detailed studies of battles may not appeal to all service members. Young soldiers may prefer lighter but equally stimulating programs, such as commemorative or garrison programs. Such programs will stimulate their interest in the U.S. Army and their understanding of their profession. For others, the detailed study of battles will reinforce past lessons and may foster future ideas.

A knowledge of history is important in furthering the professional development of soldiers and will influence their units' cohesion and success on the battlefield. Without pride in oneself, a sense of belonging, and an understanding of one's role in an organization--those values described by S. L. A. Marshall in Men Against Fire--one's effectiveness as a soldier will be adversely affected.

Part I

Commemorative

TITLE: Commemoration Days

REFERENCES: AR 360-61, Community Relations

DESCRIPTION: Key dates in the unit's history are selected, and social activities are planned to commemorate the unit's history and traditions. Unit parties, displays, open houses, and athletic competitions are possible ways of celebrating these activities.

APPLICABILITY: All units

IMPLEMENTATION: One staff agency or directorate at post level or an officer/NCO at unit level should be appointed to supervise the planning and the scope of the activity. These activities can range from post-level Armed Forces Day celebrations--with 10-kilometer races, rides, and displays--to unit picnics and training holidays. Planning and publicity must be thorough so that everyone will understand the relevance of the activity.

EXAMPLE: Post Armed Forces Day; "Keep up the Fire" Day (9th Infantry), General Order No. 7 Day (3d Armored Division).

TITLE: Veterans' Visits

REFERENCES: Roster of Organizations, February 1983, Chief, Community Relations Division, The Chief of Public Affairs, Department of the Army, Washington, D.C. 20310-1501

DESCRIPTION: Former unit members are invited to visit units in conjunction with celebrations such as Commemoration Days and Dinings-In. They should be allowed to visit and perhaps even stay in troop billets to allow them to talk to soldiers and impress on them the unit's history and traditions.

APPLICABILITY: Any TOE unit

IMPLEMENTATION: The major difficulty would be in finding members. Unit associations, such as the 101st Airborne Association, military publications, and nationally distributed publications may help in this search. The commander should send these veterans a letter inviting them to visit the unit as part of some activity. In addition, there are usually several former members in close proximity to most installations. They should be encouraged to stay in billets or BOQs as available, allowed to eat in unit dining facilities, and to participate in any other activity that will allow them exposure to soldiers. The troops should be given time and opportunity to talk to the veterans and to exchange stories and experiences.

EXAMPLE: The old 2d Battalion, 31st Infantry, 7th Infantry Division (now 2-9 Infantry) had close ties to approximately twenty former members who were invited to visit Ft. Ord yearly for a Dining-Out, for changes of command, and such other celebrations as the commander deemed appropriate. Most of these veterans were members of the "Survivors of Bataan" organization and were very active. At least one veteran spent much of his time visiting active units.

TITLE: Branch Balls

REFERENCES: None

DESCRIPTION: A branch ball is a formal social activity conducted on a division or postwide basis. It is oriented to all members of a particular branch of service and celebrates that branch's history and traditions. A general officer affiliated with the appropriate branch (if possible) is invited as guest of honor.

APPLICABILITY: Any post or organization large enough to have adequate numbers of officers in a particular branch (twenty-five minimum) could host branch balls.

IMPLEMENTATION: A responsible individual should be appointed early. He should have authority to commit funds as necessary. He serves as the point of contact for all activities associated with the ball. Balls should be timed so as not to interfere with typical formal functions of a unit (Christmas, New Year's). It must have command emphasis from the highest levels. The deputy installation commander should schedule facilities, entertainment, and publicity and should keep the sponsoring commander(s) informed of his progress. All branch members should be encouraged to attend. Activities celebrating the history and traditions of the service and entertainment, such as skits, are appropriate. The ultimate goal must be to educate, as well as entertain, those present.

EXAMPLE: Most combat branches have branch balls, and they are often conducted on establishment dates or branch birthdays.

TITLE: Dining-In

REFERENCES: Dining-In, Combat Studies Institute, USACGSC, Ft. Leavenworth, KS 66027-6900

DESCRIPTION: This program is primarily ceremonial in nature, but has high value as a means of preserving and honoring U.S. Army traditions and customs. The Dining-In is a formal dinner attended only by active-duty soldiers and their invited guests. The dinner is conducted in accordance with specific standards and procedures.

APPLICABILITY: Because of its complexity, the Dining-In is normally held by battalion-sized units and larger. The Dining-In may be conducted by officers, NCOs, or both, although the officer Dining-In is the most common.

IMPLEMENTATION: The reference above is a seventy-two page booklet that contains information needed to conduct a Dining-In. It can be obtained by contacting CSI at the above address. Conducting a successful Dining-In requires a good deal of time and effort and the dedicated services of a project officer. A Dining-In should be conducted at least once a year.

EXAMPLE: U.S. Army Field Artillery officers conduct a Dining-In annually at many major installations worldwide, on or near St. Barbara's Day.

TITLE: Military History and Command Formations

REFERENCES: FM 22-5, Drill and Ceremonies, Unit Histories, U.S. Congress publication, Medal of Honor, 1863-1978

DESCRIPTION: Military history can play a role in conducting of unit command formations. Unit histories can be read aloud as part of change of command ceremonies or during special formations called for the purpose of issuing new soldiers their distinctive unit insignia (crests, Presidential unit citations, fourrageres, etc.). Medal of Honor citations can also be read during payday formations or musters.

APPLICABILITY: Programs integrating history into selected unit formations and ceremonies can be best administered at separate company or battalion level.

IMPLEMENTATION: Unit histories may be obtained through written requests to HQDA (DAAG-AMR-S), Washington, D.C. 20310-1501. Medal of Honor citations are listed in the U.S. Congress publication, Medal of Honor, 1863-1978. Distinctive unit accoutrements can be presented to soldiers during these formations (with an explanation of their significance) instead of simply being issued in supply rooms as part of routine in-processing procedures.

EXAMPLE: Every payday, an infantry battalion should conduct a muster formation. During this formation, the unit first sergeant should read a Medal of Honor citation provided by the battalion's adjutant. The same unit should conduct a battalion formation once a month to present new soldiers their unit insignias. Soldiers should be called forward to the colors individually or escorted by their squad leaders. The unit history should be read and the significance of the crest and other insignia explained.

This special formation can be viewed as a rite of passage for new soldiers, increasing their unit pride and tradition, while familiarizing them and others within the command of the unit's past accomplishments.

TITLE: Unit Associations

REFERENCES: AR 1-210, Participation in Activities of Private Associations. AR 210-53, Participation by Army, Navy, Marine Corps, and Air Force Organizations in Nonappropriated Funds. AR 210-1, Private Institutions on Department of the Army Installations

DESCRIPTION: Unit associations provide an alumni association for past and present unit members. These associations are generally oriented toward maintaining a sense of camaraderie among their members through an emphasis on unit history. By joining such an association, new unit members are provided an opportunity to meet unit veterans, thereby reinforcing a sense of pride in unit history. This is particularly true under the combat arms regimental system.

APPLICABILITY: Unit associations are generally formed at the division, regiment, group, or separate command level.

IMPLEMENTATION: AR 210-1 serves as the principal regulation concerning the establishment of a private organization on Army installations. The following institutions can provide assistance in establishing new or contacting existing unit associations:

Chief of Military History
U. S. Army Center of Military History
Washington, D.C. 20314-0200
Phone: (202) 272-0317

Historical Services Division
U. S. Army Military History Institute
Carlisle Barracks, Pennsylvania 17013
Phone: (717) 373-3178

Chief, Community Relations Division
The Chief of Public Affairs
Department of the Army
Washington, D.C. 20310-1501

EXAMPLE: Names of unit associations can be found in the Army Times or Army magazine.

Part II

Garrison Activities

TITLE: Military History Exhibits

REFERENCES: AR 870-5, Military History: Responsibilities, Policies, and Procedures. AR 870-15, Army Art Collection. DA Pam 310-1, Index of Administrative Publications. AR 840-20, Historical Properties and Museums. AR 360-5, Public Information. AR 10-48, U.S. Army Centers of Military History.

DESCRIPTION: Military history exhibits include, but are not limited to, a hall of fame, equipment, lineage and honors certificates, photographs, portraits, flags, and guidons. Such exhibits increase awareness of unit history and traditions among both visitors and unit personnel.

APPLICABILITY: Military history exhibits are a central element of the Army organizational history program. Such exhibits range from established Army museums down to simple displays at the battalion or separate company level.

IMPLEMENTATION: Resources or guidance for establishing such an exhibit are best obtained from the U.S. Army Center of Military History. The center is the primary custodian of Army historical properties under AR 870-5. Other agencies, such as the National Archives and the Military History Institute at Carlisle Barracks, can be of assistance in performing unit historical research. Established Army museums can be useful in obtaining resources, guidance, or exhibit space. Finally, unit associations can provide additional materials. The following is a list of principal points of contact for use in establishing historical exhibits:

Initial Point of Contact--
Chief of Military History
U.S. Army Center of Military History
Washington, D.C. 20314
Phone: (202) 272-0317/0308

Research and Support Agencies--
Research Office
National Archives
Washington, D.C. 20409
Phone: (202) 523-3218

Research Office
Washington National Records Center
Suitland, Maryland 20409
Phone: (202) 763-1710

Historical Services Division
U.S. Army Military History Institute
Carlisle Barracks, Pennsylvania 17013
Phone: (717) 373-3178

Public Affairs Office
Department of the Army
Washington, D.C. 20310-1501

National Personnel Records Center
GSA
9700 Page Blvd
St. Louis, Missouri 63132

EXAMPLE: Formal Museums. Army museums exist on most installations. Unit museums, such as the 82d Airborne Division Museum, provide visitors with excellent displays of the organization's history. Other museums, such as the Infantry Museum, exist at most training centers. Commanders should take advantage of these established museums in developing organizational history programs.

Simple Exhibits. Units down to battalion or separate company level could develop simple historical exhibits. Such exhibits might consist of pictures, posters, period costumes, photographs, trophies, and copies of maps and records. Exhibits might be built around central themes, such as a unit hall of fame or past military engagements. Such exhibits are most effective when used as decorations or displays in mess halls, barracks, and administrative areas.

Special Event Exhibits. Armed Forces Day, Unit Day, or local holidays of military history exhibits should be conducted. Such exhibits are conducive to building and improving community relations. See AR 360-5 for more information.

Traveling Exhibits. Exhibits of distinctive and professional works from an art collection are especially suitable for display in headquarters, libraries, clubs, and organizational locations during special occasions. See AR 870-15.

TITLE: Naming Vehicles, Units, or Buildings After Famous Members or Actions

REFERENCES: None

DESCRIPTION: There are several ideas incorporated in this suggestion, all meant to remind unit members that they have a proud unit history. Vehicles--especially armored vehicles--can be named for battles or famous people from the unit's history. Likewise, buildings, streets, or billets can be so named. Another suggestion is to name units or honor guards after famous former members.

APPLICABILITY: This applies to all units, but it is most applicable to combat units.

IMPLEMENTATION: Simple research in unit histories will yield numerous actions that can be used as names. These names can be stenciled onto the sides of vehicles. Buildings and subunits could have nameplates attached at appropriate places.

EXAMPLE: 1st Battalion, 15th Infantry, 3d Infantry Division, has the Audie Murphy Platoon. The 5th Artillery has the Alexander Hamilton Battery.

TITLE: Obsolete Military Equipment

REFERENCES: AR 870-20, Historical Properties and Museums

DESCRIPTION: Although increasingly scarce and difficult to obtain, antique military vehicles, weapons, and systems are an excellent means of increasing interest in unit history while at the same time providing a highly visible means of enhancing unit esprit.

APPLICABILITY: Unit

IMPLEMENTATION: Obsolete vehicles can be obtained and restored by the unit. Museum Branch, Center for Military History, is the controlling agency for the procurement of antique military vehicles in the Continental United States (AUTOVON 285-0313). Information on the availability of armored vehicles can be obtained through Tank Automotive Command (AUTOVON 786-7921). Information on artillery pieces and other weapons systems can be obtained from Armament Command (AUTOVON 793-6766). Historical Office, HQ USAREUR, can provide information and assistance to units in Europe.

Displayed in a prominent location within the unit area, the vehicle can become the focal point for unit ceremonies and other activities. Adorned with crests, the names of campaigns, or battle streamers, the display can become a standing reminder of the unit's history.

EXAMPLE: An artillery battalion in Europe obtained a Korean War vintage self-propelled howitzer from 7th Army Training Center, where it was to be used as a target vehicle. After its restoration, it was prominently displayed in the unit area. Maintained on a rotational basis by the batteries, the howitzer has become the centerpiece for unit formations, ceremonies, and activities.

TITLE: Post Newspaper Historical Series

REFERENCES: None

DESCRIPTION: Periodically, post and unit newspapers publish articles on military history subjects of interest to their readerships.

APPLICABILITY: Any military newspaper

IMPLEMENTATION: To implement this program, post and unit commanders should direct the newspapers under their control to publish military history articles on a periodic basis, perhaps once a month. The subjects of these articles should be relevant to the readership. These articles could be solicited from members of the command or could be written by the newspaper staff. Local libraries, the official U.S. Army Center of Military History histories, and unit historical files can be used as sources. The U.S. Army Military History Institute, Carlisle Barracks, Pennsylvania 17013, has a series entitled "Vignettes of Military History" that contains short example-oriented history essays. These articles can be used to heighten morale and esprit by developing an appreciation for the past activities of the unit or post.

EXAMPLE: The Ft. Leavenworth Lamp frequently publishes articles about the origins and past uses of the buildings on post. These articles enhance the interest and pride of Ft. Leavenworth residents in their post.

The Ft. Benning weekly publication The Bayonet periodically publishes pictures, articles, and commentaries on significant historical events. These usually coincide with the commemoration date of the selected event or illustrate a theme such as Black History Week.

The 1st Armored Division newspaper, Old Ironsides, occasionally publishes articles on the historical exploits of the Division.

TITLE: Heritage Packets for Incoming Soldiers

REFERENCES: None

DESCRIPTION: This is a command program for providing incoming soldiers with copies of the unit's history and traditions. In addition to the packet, and as a part of the unit's in-processing procedures, incoming personnel could receive a briefing (complete with slides, films, etc.) on the unit's history, followed by a guided visit to the division or post museum.

APPLICABILITY: Individual

IMPLEMENTATION: Heritage packets can be prepared by the unit historian and incorporated into the unit's in-processing SOP. Briefings can be scheduled on a monthly basis.

EXAMPLE: Incoming soldiers of an armor battalion are provided with copies of the unit history and are briefed as a group on the unit history. Upon the completion of the briefing, they tour the division museum.

TITLE: Historical Films

REFERENCES: Training Aids Service Office, Audiovisual Catalogs

DESCRIPTION: Army Signal Corps World War II combat footage films, the Big Picture series, and films on U.S. Army operations in Southeast Asia can play a key role in unit history programs. Commercial films, available primarily on videotape (i.e., The Longest Day, A Bridge Too Far, Patton, etc.), can also be used. Films and tapes not only support historical readings but can also be used effectively in unit individual professional development programs. Many commercial and military films (i.e., Zulu, Twelve O'Clock High, Breaker Morant, Paths of Glory, and The Battle of San Pietro) deal directly with professional ethics and leadership issues.

APPLICABILITY: Historical films support unit history training and individual professional development programs. Films can also increase interest in, and awareness of, military history among younger soldiers who are attracted more to history through films and videos than by reading.

IMPLEMENTATION: Films and videotapes are available through installation training aids support offices. Commercial videotape films can be rented, purchased, or provided through personal video libraries.

EXAMPLE: Films can be shown to support a history class or as a means of providing a historical perspective for other training activities. A film about a division's operations in Vietnam, for example, can support a class on that unit's heritage. On the other hand, a film on the seige of St. Lo can support a class on small unit offensive operations in an urban environment. Recreation centers can sponsor film festivals during off-duty hours to encourage military history training.

TITLE: Military History Libraries for Duty Personnel

REFERENCES: None

DESCRIPTION: Personnel performing routine duty (e.g., staff duty officer [SDO], charge of quarters [CQ], field officer of the day [FOD], often have periods of inactivity which could be put to good use by reading short works on military history made available by the chain of command.

APPLICABILITY: This suggestion applies to any sized unit, installation, or activity.

IMPLEMENTATION: First, commanders must decide which duty personnel will participate. Certainly, officers and NCOs on duty can be expected to be interested in reading short works on military history during their tours of duty. On the other hand, it may not be feasible to expect CQ runners, fire guards, and arms-room guards to read military history during their tours of duty. It is recommended that this program be applied to CQs, SDOs, FODs, etc.

The reading materials obtained for a military history library should be short and should focus on the tactical and operational levels of war rather than the strategic levels. Military journals are particularly good reading choices. (Army, Military Review, Infantry, Armor, Field Artillery, etc.).

Resources for this program can largely be obtained free of charge through post libraries or Army publications. An excellent source to be considered for inclusion is the Leavenworth Papers series. These are relatively short historical works on military operations prepared by the Combat Studies Institute (CSI), USACGSC, Ft. Leavenworth, Kansas 66027-6900. CSI also publishes historical reports and surveys that address pertinent military subjects. These materials can be obtained by writing CSI at the above address.

The Art of War Colloquium, U.S. Army War College, Carlisle Barracks, Pennsylvania, 17013, reprints classic and little-known historical works on the art of war that can be obtained by written request (address above).

Paperback books, such as Killer Angels by Michael Shaara, The Art of War by Sun Tzu, and The Red Badge of Courage by Stephen Crane, are suggested readings. There are, of course, many other choices.

An officer/NCO of suitable maturity on the commander's staff should be charged with the responsibility for compiling a list of such books. CGSC Reference Book 20-16, Professional Reading Program, provides a good bibliography of recommended works. CSI has also published a recommended list of paperback books. Both of these lists are available from CSI upon request. Once a list is obtained, the books can be ordered or received on loan from local libraries.

These library programs can be administered in either a passive or active fashion. In the passive mode, commanders simply make these military history sources available to duty personnel and encourage their use. In the active mode, commanders require their duty personnel to read one or more articles or works while on duty. Written reviews or oral briefings could be required.

EXAMPLE: For example, on a weeknight, the battalion SDO could be required to read an article and write a one-page report or discuss it with peers or an appointed officer. Over a weekend, he could be required to read a paperback book.

TITLE: Organizational History

REFERENCES: AR 870-5, Military History: Responsibilities, Policies, and Procedures. AR 340-18, The Army Functional Files System (chapter 2, para C-30). DA Pam 20-200, The Writing of American Military History: A Guide (chapter 1).

DESCRIPTION: An organizational history is the record of a military organization's partial or entire past. The history includes the organization's activities in the larger military forces to which it has belonged. Organizational history may include copies of official documents, narrative accounts, photographs, art works, diaries, scrapbooks, films, videotapes, tape recordings, and other documents mentioned below. Participating in organizational history can have high value for individual morale and organizational esprit.

APPLICABILITY: TOE organizations that are authorized an organizational color, distinguishing flag, or guidon (except the organic elements of a flag-bearing organization) are required by AR 870-5 to maintain organizational history files.

IMPLEMENTATION: Although unit histories are often prepared privately by former unit members or commercial firms, they are also prepared by the unit itself. The only resources required for the maintenance of this program are a project officer, photographer(s), and typing and filing support. The unit commander must designate a project officer; the S1 or assistant S3 are recommended choices.

Organizational histories should be prepared per DA Pam 20-200. Instructional material entitled "Organizational History: Its Preparation and Use" is also available on request from HQDA (DAMH-HSO), Washington, D.C. 20314-0200.

Source materials for organizational histories come from many areas. For the reconstruction of unit histories, official Army records not available in the unit historical files may be obtained through written requests to HQDA (DAAG-AMR-S), Washington, D.C. 20310-1501. Requests should specify the type and time of records desired. Stored organizational history files may be obtained from HQDA (DAMH-HSO), Washington, D.C. 20314-0200. Bibliographies of published unit histories by the Center of Military History and information on lineage and honors may also be obtained at this address.

For the maintenance of the unit's recent history, AR 340-18 requires that units establish files that contain the following materials:

- o Copies of lineage and honor certificates.
- o Data on organizational flags, coats of arms, and distinctive insignia.
- o Citations for unit decorations.
- o Newspaper clippings.
- o Unframed photographs, pictures, and certificates.
- o Names and social security numbers of commanders and the dates of their commands.
- o Copies of official letters pertaining to unit activations, deactivations, reorganizations, reductions, assignments, attachments and detachments.

AR 870-5 further directs that organizational history files include statements of primary and secondary missions; periodic summaries of unit activities and achievements; and documentation of important unit events, e.g., changeover of major weapon systems, Dinings-In, unit exchanges, VIP visits, etc. It is recommended (but not required) that units also maintain certain other important documents: periodic officer, NCO, and enlisted rosters; unit TOEs; significant after-action reports and operation orders; periodic training reports; recorded oral interviews of key personnel; etc.

A project officer coordinates for the systematic collection of the source materials noted above. His commander may direct him to write a short history of the unit over the past year (this is not required by regulation). Such a narrative would be used for internal purposes only and should not be confused with the "annual historical review" required for submission by AR 870-5 by armored cavalry regiments, certain separate brigades, divisions, and higher commands.

Unit historical files are maintained under file number 228-08.

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Non-TOE organizations, such as schools, colleges, installations, or activities, may also maintain organizational files. These files should conform to the guidance noted above and the requirements of ARs 870-5 and 340-18.

Commanders of organizations required to keep unit history files will ship these records to storage when their units are inactivated, disbanded, reduced to zero strength, or unable to care for them. Such files will be sent to HQDA (DAMH-HSO), Washington, D.C. 20314-0200.

TITLE: War Games (Board Games)

REFERENCES: None

DESCRIPTION: Several commercial companies produce war games that are based on historical battles (e.g., Shiloh, Kasserine Pass, Battle of the Bulge). These games may be played by two or more soldiers. They are instructive and may be used to develop tactical skills and an appreciation for the complexities of military planning, operations, and logistics.

APPLICABILITY: Any company-sized unit or detachment large enough to maintain a dayroom can benefit from the use of war games.

IMPLEMENTATION: There are several ways for units to obtain war games. Individuals can be encouraged to purchase them, or unit funds can be used to purchase them as company property. In the latter situation, the games would be controlled like other dayroom property. However, these games must be regulated since the loss of any of their materials will render them useless. In addition, local military libraries can be encouraged to obtain and make games available for loan. Enlisted, NCO, and officers clubs may also be encouraged to keep war games on hand for use in recreational areas.

Whatever the method, it is important to keep several points in mind regarding the use of war games. The games are quite complex and will not appeal to everyone. The most likely audience will be junior officers and NCOs.

War games cover almost any time period (ancient, medieval, Napoleonic, modern), any type of terrain or climate (desert, jungle, steppe), and different types of combat (urban, partisan, etc.). The benefits of war games and instructions would make a suitable subject for officer and NCO professional development classes.

This program requires little control or supervision since it is essentially an off-duty activity pursued by individuals.

Strategy and Tactics magazine may be used by interested commanders as a source of materials for this program. The magazine normally includes a war game in each issue. In addition, it carries advertisements and catalog notices from many of the commercial companies that deal in war games. More information can be obtained from:

Strategy and Tactics
Dragon Publishing
Post Office Box 110
Lake Geneva, Wisconsin 53147

TITLE: Unit Posters and Plaques

REFERENCES: AR 215-1, Administration of Army Morale, Welfare, and Recreation Activities and Nonappropriated Fund Instrumentalities.

DESCRIPTION: Unit posters that are based on the organization's history are very effective in building a soldier's sense of history. Plaques based on the history of a unit can be used to recognize subunit performances or individual achievements or can be presented to individuals on departure from their units. Combined arms regimental system units should emphasize their regimental crest for use on such posters or plaques.

IMPLEMENTATION: Unit posters can be designed and printed by coordinating with the division or post public affairs office. Plaques can be purchased through unit funds or through special funds, such as the officer "flower and cup" fund. Historical photographs or paintings related to a specific unit can be obtained through coordination with some of the following agencies:

Chief Military History
U.S. Army Center of Military History
Washington, D.C. 20314-0200
Phone: (202) 272-0317

Historical Services Division
U.S. Army Military History Institute
Carlisle Barracks, Pennsylvania 17013
Phone: (717) 373-3178

Public Affairs Office
Department of the Army
Washington, D.C. 20310-1501

EXAMPLE: The 82d Airborne Division made wide use of a poster based on the 325th Glider Infantry Regiment's participation in the Battle of the Bulge.

Part III

Unit Programs

BASIC SECTION

TITLE: Guest Speaker Programs

REFERENCES: None

DESCRIPTION: Unit or post commanders would establish a scheduled program of guest speakers. Unit commanders could focus on branch history experts, successful commanders, or participants in famous or significant operations. Post commanders should establish programs having wide appeal.

APPLICABILITY: Posts, divisions, or service schools would apply.

IMPLEMENTATION: A guest speakers list could be obtained from the post's protocol roster or through the aid of the Center of Military History. Branch historians could also be helpful in locating veterans of various organizations. In addition, the various TRADOC schools and centers could recommend subject matter experts for technical presentations. A guest speaker program would require funds at the unit or post level for travel and accommodations.

EXAMPLE: Ft. Jackson, S.C. holds a military seminar on a quarterly basis. This seminar follows a theme which currently is American military history. The post invites a noted historian who presents a one-hour lecture. The lecture is followed by a question and answer period. The seminar is open to all interested persons. Prior to the lecture, the post library provides a reading list, and the post museum establishes an appropriate display.

TITLE: Battlefield or Memorial Visits

REFERENCES: Post Morale Support Activities

DESCRIPTION: Continental United States is rich with historic battlefields and memorials commemorating past events. Soldiers on duty in foreign countries will find many memorials to U.S. forces as well as to those of the host country.

APPLICABILITY: With limited support--primarily in the area of transportation--units, organizations, or individuals can conduct visits to historic sites, or these visits can be the product of individual initiatives.

IMPLEMENTATION: A visit to the post morale support activity will usually supply the visitor with a variety of pamphlets, tours, and ideas for visits to historic sites. Commanders can appoint a unit member to collect appropriate material for display in the dayroom or to publicize the programs at the morale support activity. Individuals can visit the morale support activity to pick up brochures and find firsthand information on local tours and activities.

EXAMPLE: The Ft. Leavenworth Mid-America Recreation Center has a list of museums in the area and periodically receives information on Civil War reenactments and other events. Ft. Leavenworth has an outstanding museum, and there is a World War I museum amd memorial in Kansas City. The site of the Civil War Battle of Westport (now part of Kansas City) is within easy driving distance. Most areas have a similar variety of sites.

In recent years, the V Corps command historian conducted visits to selected World War II battle areas. These visits were coordinated by the command historian and offered periodically on a volunteer basis.

TITLE: Professional Development Classes

REFERENCES: AR 350-1, Army Training. Local 350-1 regulations. A Guide to the Study and Use of Military History--(Center of Military History).

DESCRIPTION: Professional development classes are an excellent opportunity to use history to illustrate significant points on ethics, leadership, tactics, and the traditions of units. If possible, examples should be used from the unit's past to help build pride and a sense of continuity; however, this is by no means mandatory. Historical examples are a particularly good way to illustrate solutions to command and control problems in combat and how to apply the principles of war at a small unit level. Historical examples may accompany professional development classes on other subjects or stand on their own.

APPLICABILITY: All units of battalion or separate company size have personnel capable of teaching these classes.

IMPLEMENTATION: Individuals assigned to teach specific blocks of instruction should be informed in advance to allow them to research and prepare presentations properly. Classes on the overall history and lineage of a unit, its specific actions (especially those where a Presidential unit citation was awarded), and occasions where it failed to accomplish its mission are appropriate to illustrate teaching points.

EXAMPLE: Historical examples can be used in professional development classes to illustrate:

- o Unit history
- o Leadership
- o Tactics
- o Ethics
- o Morale
- o Mobility-maneuver
- o Principles of war
- o Logistics
- o Fire support
- o Combined arms operations
- o Joint operations
- o Initiative

TITLE: Professional Reading Program

REFERENCES: AR 28-86, United States Army Contemporary Reading Program. DA Circular 1-84-1, Contemporary Reading List. A Guide to the Study and Use of Military History by John E. Jessup, Jr. and Robert W. Coakley, Center of Military History, 1982. CGSC RB 20-16, Professional Reading Program. CMH Publication 105-1, US Army Center of Military History Publications Catalog. CGSC FC 22-3, Leadership Development Program, Historical Readings in Military Leadership.

DESCRIPTION: A professional reading program (PRP) is an important element of a commander's officer and NCO professional development program. The fundamental purpose of the program should be to improve individual competence. It can be administered independently or in conjunction with other professional development programs (e.g., military qualification standard for junior officers). The PRP should be designed to expand an individual's understanding of the nature of war and the practices of warfare. A principal objective of the program should be to develop an individual's capabilities to confront contemporary problems more effectively through reading and analysis of both historical as well as current literature (books, professional journals, and periodicals).

APPLICABILITY: Although a professional reading program is designed primarily for the individual, it supports unit professional development progress.

IMPLEMENTATION: Popular military history books and works on the current Army contemporary reading list are available for loan through installation libraries. Professional journals and periodicals are available through unit or individual subscription. Post exchanges, Stars and Stripes bookstores overseas, service school bookstores, and military book clubs are additional sources. Recommended reading lists can be provided by TRADOC schools and centers and can be tailored to individual needs based on branch, rank, unit, or duty assignment.

EXAMPLE: A division can prepare a general reading list based on a TRADOC recommended list. The reading list can be further augmented by subordinate units based on arm, mission, or unit history.

Progress in the unit PRP can be monitored through book reports submitted on a scheduled basis. Informal oral reviews can be integrated into routine meetings as an introduction to a staff call.

Formal presentations covering the readings also provide the basis for professional development seminars or classes. These seminars are an ideal method to use readings as a basis for the discussion of substantive professional issues: leadership, ethics, responsibilities of command, command and control, tactics, etc.

TITLE: Battle Analysis

REFERENCES: Combat Studies Institute, Battle Analysis, Course P651. TRADOC Regulation 350-13, Military History Education.

DESCRIPTION: Battle analysis is a systematic, critical approach to the in-depth investigation of operational military history. Its purpose is to enrich one's knowledge about the profession of arms and to highlight the problems of tactics, logistics, command and control, and leadership that confront commanders and staff officers during battle. It is an analysis of the way armies fought battles and illustrates theories, ideas, and interpretations on the practice of the military profession. This analysis may include a study of men who planned and commanded the battles, thus demonstrating the challenges and requirements of combat leadership.

APPLICABILITY: Battle analysis may be an individual effort, but it is best accomplished by a small group performing staff functions.

IMPLEMENTATION: There are several methods for implementing battle analysis. One method is a continuation of the U.S. Army's "Common Campaign" fought by Lieutenant General George S. Patton's Third Army in World War II. This Common Campaign is currently studied at all levels of officer schooling from the basic course to the Army War College and should be familiar to most officers being assigned to units from branch schools and the Command and General Staff College. The Lorraine Campaign, by Hugh Cole (part of the U.S. Army in World War II "Green Book" series), has sufficient detail to conduct this analysis. Another battle analysis method is for the unit to choose a battle it is interested in and that is adequately covered in the "Green Book" series.

There are several ways of performing battle analysis. It can be done mentally or in a written format. A good technique for the mental process is the "commander's estimate of the situation." The following questions should be asked: Who was involved in the fight? What happened? When did it happen? How did the fight develop? Why did the fight progress as it did? Who won? What was the significance of the action? This

procedure leads the investigator systematically through the actions surrounding the battle. Another way of executing battle analysis is the use of a narrative methodology format, consisting of six major topics that provide a logical order for the research and analysis of a battle. The topics are

1. Define the subject.

2. Review the strategic setting.

3. Review the operational situation.

4. Review the tactical situation.

5. Describe the action.

6. Assess the significance of the action.

The P651 course booklet available through Combat Studies Institute explains these topics in detail and provides the questions that serve as a guide in performing battle analysis.

Battle analysis can also be conducted at division and down to battalion level by assigning coordinating staff and special staff sections areas of interest to investigate. The staffs would then meet periodically to discuss progress and findings.

The battle analysis format may also be used for detailed investigation of a unit's recent field problems. The best initial source for battle analysis is the "Green Book" series published by the Center of Military History, available through AG publications and post librarians. The Center of Military History also has a series of studies on Korea and an excellent monograph series on Vietnam. These studies are particularly valuable for the in-depth study of an area of interest, such as Vietnam Studies, Field Artillery, 1954-1973.

Furthermore, excellent secondary source books are readily available on many modern-era battles. Other documents and source material may be acquired with the assistance of the Combat Studies Institute or through the help of branch historians.

EXAMPLE: CGSC course P651 follows the U.S. VII Corps from D-Day 1944 through its final battle in Germany. Each staff group of about fifteen officers performs a detailed analysis using a narrative methodology format.

TITLE: Staff Ride

REFERENCES: CGSC Syllabus for Individual Development Course A659/660. Article in The Army Historian, Number 2, Winter 1984 by Dr. W. G. Robertson, "The Staff Ride Returns to Leavenworth."

DESCRIPTION: The staff ride is a concept espousing study of the battlefield in three dimensions: the written account, map study, and site visits. To be most successful, individuals should study a battle prior to visiting the battle site. This enables the participants to have a theoretical mastery of the battle situation that can be related to the actual physical setting when it is seen. Through this process of synthesis, the staff rider can arrive at inferences that may be adapted to the operational problems of the Army today.

Study sites should be carefully selected, ensuring they have enough government or park-owned land relevant to the battle to allow examination of the terrain in detail. A second factor concerning selection is the nature of the battle. Selected sites should illustrate the aspects of a battle most applicable to the staff ride participants.

APPLICABILITY: Staff rides can be conducted at the unit level (for selected personnel) or at the installation level by the command historian or a selected subject matter expert (SME). Application at TRADOC service schools is especially relevant due to the presence of a command historian and because of the existing academic organization and environment. Installation support for transportation to the site would be required and duty time could be designated for study of the battle prior to the visit.

IMPLEMENTATION: The implementation of a staff ride is time-intensive. Although guides are usually available at many battle sites, they should not be relied on to lead the group. An SME from the unit or installation must lead the group in order to guide the learning process along lines applicable to the needs of the group members. Staff riding is not merely a history lesson; it is a means by which the participants can gather lessons from the past for application to the future. The SME must be knowledgeable concerning the battle and campaigns and their application to current doctrinal issues.

Source materials on the battle must be available. This problem can be addressed in a number of ways. Post libraries, TRADOC school libraries, and mailable packages by service schools can be used for study. Commanders should designate study or discussion periods for participants and, if possible, make duty time available. Study should be spread over a period of time so as not to detract from other missions.

Numerous battlefields are available for study, and their choice is only limited by available source materials. In the United States, many Civil War battlefields merit study as do some of the Revolutionary War and Indian War campaigns. Europe is fertile with World War I and World War II battlefields. The Center of Military History (CMH) "Green Book" series is an excellent source for study of World War II battles. The Korean War campaigns are rich studies for personnel stationed in Korea, and the early campaigns are covered in a CMH series available in most post libraries.

EXAMPLE: The Combat Studies Institute, U.S. Army Command and General Staff College, conducts a staff ride for selected students as part of its curriculum. The Civil War Battle of Chickamauga, near Chattanooga, Tennessee, is used for this staff ride. The study is focused on the commanders and their participation in that battle.

The Army War College conducts a number of staff rides each year for its students, including visits to Antietam, Gettysburg, and Fredricksburg. Participation is voluntary, and staff riders do individual study prior to the trip to the battlefield.

The point of contact is: Combat Studies Institute (ATZL-SWI), U.S. Army Command and General Staff College, Ft. Leavenworth, Kansas 66027-6900.

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