HISTORY

OF THE

US ARMY SERGEANTS MAJOR ACADEMY

1 JULY 1972 - 31 DECEMBER 1974

VOLUME ONE

SASMA
RCHIVES

Learning Resources Center
US Army Sergeants Major Academy
Fort Bliss, Texas 79918

PREFACE

The written history of most service schools can be best developed in a chronological manner due to the ongoing nature of the schools. However, the attendant problems of creating an Army service college from scratch requires that the initial written history of the United States Army Sergeants Major Academy be done in a slightly different manner.

This Academy history is developed by Chapters in both time and events to facilitate readability and understanding. Chapter One treats the development of the Academy from idea conception to commencement of the Pilot Class. Chapter Two deals with the experiences of the Pilot Class. Chapter Three covers events after the Pilot Class to the graduation of Class Four. Subsequent Chapters treat Academy experiences in long term-areas such as MCA construction, additional missions, et. al. Numerical footnotes are referenced at the end of each Chapter in order of appearance.

COLONEL KARL R. MORTON
Commandant
1 July 1972 to Present

COMMAND SERGEANT MAJOR WILLIAM G. BAINBRIDGE
Command Sergeant Major of the Academy
16 October 1972 to Present

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CHAPTER I - INITIAL DEVELOPMENT

INITIAL PLANNING

The Noncommissioned Officer Educational System was instituted during the 4th Quarter of FY 71, with the start of five basic level courses. Advanced courses were to begin in FY 72. Concurrent with this, the Commanding General of Continental Army Command, General Ralph E. Haines, Jr. directed The Armor Center and Fort Knox to develop a plan for initiating a PCS course for senior noncommissioned officers and determine the most appropriate site. On 21 April 1971, representatives from the Office of the Deputy Chief of Staff for Individual Training, CONARC, met with Armor Center personnel to initiate planning. On 5 May, a second conference was held at Fort Monroe to continue discussions. (1, 2)

The initial plan developed by the Armor Center proposed a course for E7's and junior E8's. Suggested length was approximately 5 months at a frequency of twice per annum. Studies were to be general in nature, not branch oriented, and would prepare the 125 students per class for key noncommissioned positions in higher headquarters, both joint and unilateral. This plan was staffed by CONARC, modifications made and ultimately was presented by the CONARC CG to the Chief of Staff of the Army in the form of a decision briefing, on 18 November 1971, resulting in conceptual approval by the CSA. Based on this approval, CONARC was required to submit a plan for the senior level to Department of Army (DA) for staffing and approval. (2)

CONARC's plan, submitted 15 February 1972, called for a PCS course of approximately 23 weeks in duration to prepare senior E7's and E8's for duty in key noncommissioned positions at division and higher headquarters while developing their intellectual depth and analytical ability. Selection for attendance was to be controlled at DA to ensure that only those noncommissioned officers with the highest qualifications attend. Class load was programmed at 125 students biannually. Specific milestones were submitted, the most significant being the commencement of the first class during the 3d Quarter, FY 73. A Department of Nonresident Instruction was to be created at a later date, with the school assuming the proponency for the Sergeant Major/Operations Sergeant Correspondence Course from the Command and General Staff College (CGSC). (2)

As a matter of interest, the original CONARC plan called for 8 officers, 57 enlisted, 1 warrant officer and 16 civilians. The concept envisioned enlisted spaces replacing officer spaces as the course progressed and as qualified enlisted personnel became available. Funds were initially estimated as an annual recurring cost of approximately $178,000 in OMA funds. (3)

This CONARC plan called for siting at Fort Bliss, specifically Biggs Army Airfield, due to the phaseout of the Defense Language Institute Southwest (DLISW). The suggested command relationship was for the senior noncommissioned officers course to be conducted as a separate school under the Air Defense Center, employing the standard Assistant Commandant-Commandant method of control. (3) This was in contradiction to the philosophy of the Commandant of CGSC, who believed the school should be a separate institute with its own commandant. (4) After submission of the initial plan, General Haines, in discussion with MG Shoemaker, CG, US Army Air Defense Center and Fort Bliss, changed the rationale to make the school a separate entity, directly under CONARC, in order to avoid branch connotation. (5) This was subsequently approved by DA.

On 17 May 1972, General William Westmoreland, then CSA, approved the creation of the senior level of NCOES at Fort Bliss. The approved course was to involve a PCS move, and classes were to be conducted on a frequency of two per annum. At this point, a name had not yet been selected for the school, and the CSA requested recommendations suggesting that it include "Academy." (6)

As a result of other briefings to the CSA during May 1972, the following prerequisites for attendance were established: an individual must be of grade E-8, have 15 to 23 years service, have an Enlisted MOS Evaluation score of 100 and have been recommended by the unit commander. Selection criteria were approved by DA, and the first two classes established at 160 personnel with subsequent classes, after phaseout of DLISW, to be increased to 200. This was in consonance with the Chief's previous guidance that the number of students to attend should be roughly the same percentage as colonels attending senior service colleges. (7)

As it was known then, the senior level of NCOES, the "Academy", was actually conceived on 17 May 1972 and thus had progressed from only an idea to the first stage of school infancy -

approval to create and staff.

CONARC GUIDANCE

Prior to official approval of the senior course, CONARC was proceeding to plan for implementation, assuming approval in the foreseeable future. During the period between 18 November 1971 and 17 May 1972, the initial groundwork was laid by General Haines in the areas of curriculum, instructional methodology, wives participation, etc. Of course, this groundwork was broad and general in nature and was designed to serve as planning guidance for the first assistant commandant. (5)

General Haines, the CONARC Commander, had a deep and abiding interest in the Academy, and most importantly, in what it was designed to do for senior noncommissioned officers and the Army. As such, he played an active part in the Academy's design, and the institution which stands today still reflects his concepts and ideas. (5)

The curriculum concepts included coverage of current affairs in the world to familiarize students with how world involvement affects the Army's daily business. General Haines also felt the students needed to develop a greater appreciation for the operations of the entire Army and become familiar with higher level command and staff procedures in order to better assist their future commanders. The "father of the Academy" also felt particularly strong about the need to enhance the leadership abilities of senior noncommissioned officers and acquaint them with new techniques. New procedures in resource management were to be presented also. (5)

General Haines felt the student wives should be classified as distaff students and an extensive program for their education and edification be presented. He was concerned with teaching the wives how to properly lead and become involved with junior enlisted wives, thus driving at the root of young married soldiers' dissatisfaction with the military profession. He wanted a program which would teach and show the many benefits of a viable wives activities program. (5)

The DA message announcing the formal implementation of the senior level course reflected General Haines' philosophy on course scope and objectives. His many efforts with the CSA resulted in the following official elements of course scope: (1) prepare students to assist future commanders in solution of leadership, human relations and training problems, (2) instruct students in the tactical and administrative operations of divisions, (3) update students on contemporary Army problems, (4) orient students on national and international affairs, and (5) improve communication. (8)

INITIAL STAFFING

Prior to official approval of the Academy, CONARC had selected a Commandant designee, Colonel Karl R. Morton. Concurrent with staff actions, Colonel Morton commenced preliminary planning for the multitude of actions required to create, from scratch, a service school. Of paramount importance was building a staff to accomplish the required tasks. The initial CONARC plan had suggested a sample Table of Distribution and Allowances. Colonel Morton, however, thought this TDA could possibly be improved upon and thus started to solicit recommendations and expertise. (5)

The Commandant designee considered staffing with 100% noncommissioned officers, similar to the Seventh Army NCO Academy, which had consistently operated in an effective fashion and was solely staffed with noncommissioned officers. Colonel Morton presented this plan to several senior noncommissioned officers, who generally did not agree with the concept, because such a staff organization would not be a "real world" environment. These noncommissioned officers were used to working with officers and felt they would be uncomfortable in a sterile unit. (5)

Colonel Morton also felt the need to have senior noncommissioned officers with advanced degrees on the staff to write lessons, etc. A series of computer printouts of this data on senior noncommissioned officers worldwide, were secured from DCSPER, DA. However, these machine runs confirmed suspicions of the extreme paucity of noncommissioned officers with graduate degrees within the Army. Thus, the staff, by nature of the initial mission, had to be structured officer heavy. (5)

Using personal experience and the yardsticks prescribed in the service school staffing guide, Colonel Morton set about constructing a Table of Distribution and Allowances (TDA), which would permit the rapid start of the Academy. Admittedly, what evolved was a little "fat." This slight

excess was necessary, since the school was only seven months away from conducting its first hour of instruction and at that point, not a lesson nor administrative procedure had yet been developed. After coordination with the CONARC Deputy Chief of Staff for Force Development, a TDA authorizing 45 officers, 1 warrant officer, 56 enlisted personnel and 16 civilians (total 118) was designed. This was in contrast to the conceptional force structure of 82 total, previously shown in the CONARC plan. (5, 9)

The first TDA plan of Colonel Morton's required an excess of 130 personnel, but MG Hunt, the DCSIT, for reasons unknown, issued an edict that the Academy would be limited to 120 spaces until experience was gained. Therefore, the 118 space initial TDA was tentatively approved by CONARC and DA. (5)

As the TDA was being developed Colonel Morton was concurrently attempting to fill key positions with highly qualified, professional personnel. He felt that in order to build a top level institution, an "Army War College" for senior noncommissioned officers, only the finest quality soldiers from all branches could be considered for positions on the staff and faculty. Representation from the total branch spectrum was necessary to preclude branch overtones and to lend expertise to the broad areas of the envisioned curriculum. (5)

LTC George R. Stotser was Colonel Morton's and General Haines' choice for the most important position of Director of Instruction (DOI), based on demonstrated abilities. LTC Stotser was then a student at the Army War College, preparing for graduation. He had been tentatively assigned to the Office of the J3, Joint Chiefs of Staff. Coordination between General Haines, LTG Kerwin, DA DCSPER, and LTG Zais, J3, JCS, secured LTC Stotser's release and assignment to the Academy in May 1972. (10, 11) This extensive effort to secure the proper individual for the DOI position was precipitated by the belief that Colonel Morton could not be released from his CONARC assignment until October 1972. Thus, a professional was needed to build the heart of the school, the curriculum and to get things rolling immediately for the projected 3rd Quarter, FY 73 class start date. (5)

In addition to the DOI, a Deputy Commandant was also required. Colonel Stotser recommended LTC (P) Ronald R. Rasmussen, a classmate of his at the Army War College. Colonel Rasmussen indicated his desire to tackle the job. However, he was on orders to go to Combat Developments Command and had to be released. Colonel Morton requested the Deputy CONARC CG, LTG Tolson, to contact General Norton, CG, CDC, to request LTC Rasmussen's release, which he did and subsequently secured. (5)

Concurrent with the selection of LTC Stotser and LTC Rasmussen, CSM William G. Bainbridge, with General Haines' sanction, was selected as the first Command Sergeant Major of the Academy. CSM Bainbridge, a professional soldier's soldier, was then the Command Sergeant Major of the United States Army Pacific and he became the first Command Sergeant Major of the Academy in October 1972. (5)

In addition to senior personnel, junior officers and enlisted men were needed on a rapid fill basis to accomplish the myriad of tasks involved in creating a viable institution in six months. The personnel offices of CONARC and DA worked in concert to identify and assign quality personnel to staff the Academy, but problems were to develop. (5)

NAMING

During June, while initial personnel selection activities were ongoing, the CSA decided upon the name for the senior level of noncommissioned officer enlisted system - United States Army Sergeants Major Academy. CONARC, the DA Staff, and Colonel Morton had supplied suggested names for the Chief's selection, and in keeping with his previous guidance, the final name did in fact contain the word "Academy." There was opposition to this title in some quarters, basically due to the Army-wide connotation "spit and polish" associated with the word "Academy." Some believe this did not lend to the feeling of a "war college" for senior noncommissioned officers. The Academy has since overcome this to some extent via informal channels of communications through graduates and distinguished visitors. (5)

HEADQUARTERS BUILDING
UNITED STATES ARMY SERGEANTS MAJOR ACADEMY

SUPPORT REQUIREMENTS

Also in June 1972, as tasked by the implementing message, US Army Air Defense Center and Fort Bliss, and US Army Air Defense School, staffs began initial planning for support, both facilities and services, of the embryonic school. On 18 - 21 June 1972 a conference was conducted at Fort Bliss with Academy and Fort Bliss personnel in attendance. The basic premise for this conference was to establish authorities, facilities, equipment, and POI procedures and proposed US Army Air Defense School support. The area of initial facilities was the prime concern. Specifically, the Academy's need for a lecture center, for both classified and unclassified presentations, and a library were of utmost priority. Realizing both directly supported the curriculum, and that lead time for renovation/modification was extensive, the major thrust for their development to support a January 1973 start date had to be on "long range" requirements. Other facilities to support administrative needs were considered. The consensus was that temporary makeshift facilities would suffice until the phaseout of DLISW. US Army Air Defense School agreed to provide general support associated with a host-tenant agreement and that specifics could be worked out as required. (12)

ACTIVATION

On 18 July 1972, CONARC, having received DA authority and a unit identification code, issued General Order 98, officially creating the US Army Sergeants Major Academy, effective 1 July 1972, with the mission to provide selected noncommissioned officers a broad and varied, in-depth educational experience designed to qualify them for promotion to Sergeant Major and subsequent service in top level noncommissioned officer positions throughout the United States Army. (13)

This order cited the TDA as containing authorization for 47 officers, 1 warrant officer, 42 enlisted and 30 civilians; hence the previously mentioned 120 maximum figure. However, this was a change from Colonel Morton's previously approved 56 enlisted men and 16 civilians on the 118 space TDA, for reasons unknown. The additional civilian spaces were later to be a great help, due to

the vast clerical and typing load to be experienced. (13, 5)

And so, with GO 98, the Academy had progressed to the second step of school infancy - Unit Activation.

Issuance of CONARC General Order 98 was only the "official" activation of the Academy; in fact, it had been "operating" with the handful of initial selectees since tacit approval was secured. In June 1972 the personnel agencies had assigned, not only Colonel Morton and LTC Stotser, but had issued PCS instructions to MSG Bennie Harrison and LTC Herbert Moore. These two individuals were the first members of the Academy staff on the ground at Fort Bliss, arriving during late June 1972. (14)

The "operating" of the Academy prior to GO 98 was primarily limited to planning via AUTOVON and postal communications. Colonel Morton and LTC Stotser had begun formulating, in concert with DA and CONARC guidance, their basic concepts for the Academy curriculum, its scope, hourly breakout, general subjects to be presented, methodology, mission statement, etc. The basic educational goals of the Academy were formulated and submitted by DF to the CONARC DCSIT on 6 June 1972 and were subsequently approved. (17) Additionally, based on length of service, general and military knowledge and experience, and the maturity of prospective students, a variation of the Indiana Plan, seminar instruction, was decided on as the most appropriate instructional technique. The success of this method at the chaplain and chemical schools prompted this decision. (5)

POI DEVELOPMENT

The most pressing problem in July 1972 was to develop a Program of Instruction for the incipient Academy. Formulation of the POI had requisite requirements timeliness and quality since it drove individual lesson creation.

Mr. Harold Schultz, the CONARC Education Advisor, with Colonel Morton and LTC Stotser, felt the only way to hammer out a semiviable program of instruction quickly, was to form a task force. This task force proposal was submitted and approved by the CONARC Chief of Staff. (5)

On 6 July 1972, messages were sent to several CONARC schools and major commands requesting assistance in POI development for the Academy. (15) Within 11 days, 10 command sergeants major from major Army commands, 13 educational personnel from throughout the CONARC school system, and the embryonic Academy staff of 5, were assembled to develop the Academy POI, under the helmsmanship of Mr. Harold Schultz. Colonel Morton gave the kick off address and the Charge to the task force, specifically requesting that the task force (1) develop a revised mission statement, (2) examine the scope of the DA guidance to establish curricular parameters, (3) recognize the prospective student's overall Army experience, i.e., not to sell short the student, (4) develop a POI that would educate and not train, (5) aim to broaden the whole man, (6) use a modern educational format and capitalize on student strengths in peer instruction, (7) innovate, (8) work toward an academic day of 6 hours, and (9) most importantly, emphasize sacrifice, selflessness, high ethics devotion, and loyalty as the basic tenets of sergeant majorship. All efforts were to be aimed at the Army's single most important mission of preparedness for battle. (16) With this Charge, Mr. Schultz took command of the task force which would ultimately develop the Academy POI.

At this point it should be mentioned that both Colonel Morton and LTC Stotser were skeptical as to the results which this task force would finally produce. They privately felt that only a variety of good ideas would fall out which would help in the ultimate development of the POI. This feeling was predicated on the extremely short notice that the task force personnel had been given and that, even though they were drawn from the CONARC schools, most were not experts in POI development. However, these personal feelings were to be proven false. In the space of slightly more than one week, this group worked with much determination and turned out what was, in essence, to be the final POI for Class One. The draft which the task force submitted required very little work by the Academy staff before it was submitted to CONARC for approval in August 1972. These personnel, in fact, had done a marvelous job! (18) The revised mission, formulated by the task force, was to provide a comprehensive, professional, educational environment within which selected noncommissioned officers may prepare to assume and fully discharge the total range of senior noncommissioned officer responsibilities, to include those of the Command Sergeant Major. Concurrent with forwarding the proposed POI to CONARC, it was sent to Army schools throughout the Continental United States for their evaluation and suggestions. The Academy received a variety of constructive comments. Two types of key remarks resulted. First, the Academy was shown where certain critical areas had been inadvertently omitted from the POI, such as fire support planning. These

omissions were easily corrected by revamping proposed lessons or adding others. The second key comment questioned the Academy's assessment of the target audience. Many schools felt the assessment was too high; others thought it too low. The applicability of certain areas of the proposed curriculum was questioned, also. The Academy evaluated these comments, incorporated those applicable, made required value judgements and basically refined the POI based on this feedback (19), and thereby took the third step toward becoming a full fledged education institution - POI development.

STAFF AND FACULTY FILL

The Academy staff and faculty was slowly, repeat slowly, materializing during the days of POI development. By September 1972, it had increased from six to barely half-strength, still far shy of the number needed to develop all the individual lessons within the POI. (5)

On 9 September 1972, General Haines visited the skeletal Academy for a briefing on its progress. He was told the Academy could not be ready for the January 1973 start date due to the extreme scarcity of staff and faculty. Using projected personnel fill figures and experience garnered from other schools concerning the time required to produce 1 hour of instruction, the Academy concluded that due to man-hours available, it could not possibly be ready by January 1973. Thus it requested the start date be slipped to July 1973. (20)

LESSON DEVELOPMENT

General Haines refused to move the start date and recommended that a task force, similar to the one which created the POI, be brought in to write individual lessons. At this time, he also promised his support to increase the rate of personnel fill. Hence, the Academy forwarded a request to CONARC asking that lesson authors from the various schools be sent TDY to Fort Bliss to write Academy lessons for areas in which they had expertise. After General Haines' visit, his promised support started to appear in the forms of assigned personnel, assistance from other agencies, and a new spirit of cooperation throughout the CONARC staff. (5)

On 9 October 1972, as requested, individual lesson authors from a variety of schools arrived at Fort Bliss. They came armed with the requisite knowledge and materials to create the individual lessons and attendant material for which they had been tasked. The month of intense lesson writing was started with a one day class and series of practical exercises in small group dynamics to acclimate all task force members with the type of instruction for which they would be writing lessons. From there, each member of the task force and each member of the Academy faculty was assigned areas of the curriculum and suspense dates were set. (21)

On 8 November 1972, the task force departed, leaving behind the vast majority of the Academy lessons completed or only needing minor polishing. The task force in conjunction with the Academy faculty had successfully accomplished what it had been charged to do. (21)

The Academy feels one of the reasons for the success of this venture, which also was looked upon with some private skepticism, is that each lesson had a concept sheet prepared on it for the use of individual task force members. Thus, the "lesson authors" were given central direction from both the group dynamics instruction and concept sheets. Additionally, the series of established suspenses tended to serve as guide-posts and to keep pressure on throughout the entire month, rather than just at the end. (21)

The vast majority of task force members came to the Academy in a TDY status, while a few were permitted to remain at their home station. The quality (and timeliness) of the work performed by those at the Academy was significantly better than that of the other task force members. Thus the end result, finished lessons, justified the effort and expense to create this task force. (21)

After the departure of the lesson writing task force, the faculty continued to refine the lessons already written and complete those which had been drafted in part only. At this point, the majority of the lessons which were to be presented early in the life of the first class had been finished, therefore, allowing sufficient leadtime to complete those to be presented toward the end of the class. (22)

ADMINISTRATIVE PROCEDURES DEVELOPMENT

GUEST SPEAKER PROGRAM

Concurrent with the writing of lessons, the staff and faculty not involved in lessons were developing the multitude of administrative procedures to support the academics. These procedures ran the gamut from scheduling classes to sponsorship of students, from housing to honorariums for guest speakers, from evaluation procedures to faculty group member selection. (5)

An important portion of these procedures dealt with guest speakers. The Academy wanted to pattern its program after that of the Army War College and other senior service colleges. It felt the need to procure only the best speakers; those who were sufficiently expert in their broad fields to respond adequately to the thought provoking queries of students. (5)

The Academy desired high ranking speakers to fit individual lessons and got them. In retrospect, the Academy enjoyed great success with this program. The primary benefit of this program was that it intellectually broadened the students while increasing their competence in dealing with high ranking personnel. As an adjunct, this program proved to be a tremendous public relations tool for the Academy as well, in that it helped spread the Academy word throughout both the military and civilian communities. (5)

FAMILY QUARTERS FOR CLASS MEMBERS AND THEIR FAMILIES IN THE AERO VISTA HOUSING AREA

SPONSOR PROGRAM

The Academy also felt strongly about the requirement to properly sponsor each student into the Academy. By this, each student would be afforded the smoothest possible transition into Fort Bliss, from the Army's operational ranks and into the academic environment. Sponsorship was to entail procuring quarters for both families and bachelors alike, providing advance information materials, preregistering and processing as required, coordinating transportation, kenneling the family dog, etc. This process was effective, especially with the first class, since it helped to create a pioneering spirit between the students and faculty. This spirit was very much needed in order for the pilot class to openly and objectively evaluate the Academy's task-force-created curriculum and individual lessons. (5)

SMALL GROUP COMPOSITION

Another administrative procedure which had to be developed was the placement of students into individual groups. Since the Academy had decided upon a modified version of the Indiana Plan as its prime instructional technique, the proper parameters of group demographics had to be determined. On 20 November 1972, MSG Norman R. Anderson was assigned as the Academy's first student. Since academics were not to start for a month and a half, he was assigned this large and complex task, under the supervision of the Office of the Director of Instruction. Using data on individual students procured through the sponsorship program, MSG Anderson started to compose the student

groups. He used eight selection criteria in determining the initial class mix: MOS by major field, grade, active duty/USAR-ARNG, Special Forces, staff experience, sex, SGM/CSM experience, and educational background. Ethnic backgrounds were not considered, but only looked at in the final analysis to guard against the outside chance of an ethnic "overload" in any one group. The basic process, with modifications, developed by MSG Anderson is still in use by the Academy, as it proved to be the correct formula. (23)

In addition to selecting students for each group, faculty representatives for each group had to be chosen. Colonel Morton wanted this faculty member in each group to be a member of the group and not a "big brother" from the faculty. With this in mind, the title "faculty group member" (FGM) was established. Maturity was the first selection criterion for FGM's. Thus, initially senior majors and sergeants major were desired; however, due to the nonavailability of sufficient members of the personnel, captains were also selected for this duty. (5)

MSG Norman R. Anderson, the Academy's first student, is welcomed by his sponsor, CPT Tony Giusti

INSTRUCTOR TRAINING

A series of instructor workshops were held in December 1972, to prepare staff and faculty for this job. A modified course in instructor training was presented by USAADS to acquaint these personnel with audio-visual techniques, etc. This was followed by a small group workshop run by Chaplain (LTC) Edward O'Shea from the Chaplain's School and Chaplain (MAJ) John Scott from the Academy. This workshop was designed to familiarize the future faculty group members with group dynamics and their potential roles as FGM's. This and subsequent workshops have served only to acquaint potential faculty group members with the group process and have not been the training vehicle hoped for. (5, 22)

The initial thought of maturity has proven to be the key FGM effectiveness. Although the FGM was to be a member of the group, he would still remain more as faculty representative, due in large part to his evaluator role, as the experience of Class One would show. (5)

By 1 January 1973 the Academy had developed the requisite lessons, lesson materials, and administrative procedures and trained its faculty in preparation for its students. The Academy was ready to step from infancy to adolescence and commence formal academics.

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[21]Memorandum, HQ US Army Sergeants Major Academy, 27 Nov 73, Subject: Experiences in Starting a TRADOC Service School.

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CHAPTER II - THE PILOT COURSE

CONCEPTS

In the early planning days, prior to receipt of formal authority to create the Academy, the basic concept of the student load was a small initial class and with larger subsequent classes. This was primarily based on the availability of facilities and the speed of DLISW's projected phaseout. Initial class load as stated by CSA on 17 May 72 was to be 160 with an increase to 200 upon departure of DLISW. Additionally, an orientation course of forty hours was to be conducted for individuals who were to be given constructive credit for the senior course as determined by DA. (1)

As the Academy progressed in its planning and curriculum development, it discovered the total available facilities, at that time, would not support the projected 160 students. Additionally, the Academy felt the first class should take on the complexion of a pilot class. This feeling was derived from the desire to have the students of Class One pursue the course in exact conformance with the established curriculum and under the small group concept planned for imparting instruction in order to determine existing problems. On 11 Sep 72, following the CG, CONARC's briefing of two days prior, the Academy forwarded a message requesting the student load of the pilot class be dropped from 160 to 60. On 12 Sep 72, MG Smith, CONARC DCSPER visited the Academy and stated the class load was to be between 80 - 120 students. A subsequent CONARC message set the figure at 100 for the pilot class. (2, 3, 4, 5)

The idea for a pilot course rather than a small regular course was based in part on the Academy's desire to conduct the first course exactly as envisioned for subsequent courses under the scrutiny of the faculty, but primarily to iron out the multitude of administrative procedures which had been developed from scratch. Additionally, a pilot venture would enable the Academy, in concert with pioneer students, not to verify the curriculum, but to get a "good handle on it" and gain much needed experience. This procedure would also enable the faculty to ascertain the weaker portions of the POI, the inappropriate lessons, and attempt to verify the viability, or lack thereof, of the small group instructional methodology. The basic idea was that a smaller class would experience the same problems as a full size class but to a lesser degree, thus making them more manageable for the yet to be completely filled Academy staff, and not exposing an unduly large population of students to unnecessary difficulties. Since the pilot class was designed to run the standard course length of 22 weeks, sufficient lead time would exist to correct deficiencies prior to the start of Class Two, the first full size class. In other words, the Academy felt it had a good product, but also was positive that it contained errors, and thus wanted to settle them with a test class. (2, 4, 5)

SELECTION OF STUDENTS

With the size of the pilot class set at 100, DA set about selecting students for it. In early November 1972 the Department of Army Board forwarded the names of the first 92 selectees. During that time the Academy also received word that the class size would go to 105, due to the addition, at Academy request, of Reserve and National Guard personnel, 7 total. Declinations and deferrals caused personnel juggling and late notification of alternate selectees. Selection action was frozen by DA on 8 Dec 72. (5, 6, 7)

The criteria used by the Department of the Army Board for student selection basically followed the early guidance of CSA; potential students had to be a first or master sergeant with between 15 to 23 years service, possess a PMOS evaluation score of 100, a GT score of 100 and have demonstrated through past performance the highest standards of professionalism and personal character. In addition, 50% of the selectees must have had first sergeant experience. Reserve component personnel selection was made by the Office of the Chief of Reserve Components and the National Guard Bureau, using generally the same criteria. (6, 8)

It is interesting to note that prior to finalizing the selection criteria, DA wanted to select only students who were due for PCS orders; another concept was to use only student input from CONUS and not consider personnel posted to overseas stations. The Academy was adamant that the total number of eligible personnel be considered regardless of PCS status so that selection of Academy students would be to that of senior service college students. The Academy's position was that only the best should come to the senior level of NCOES and that by excluding personnel on a PCS basis, all of the best would not be afforded the opportunity for selection. Although the Academy knew this was expensive, and would cause hardships on those students who had recently

arrived at a new station and were then required to move to Fort Bliss, it felt across-the-board selection was the only equitable and proper method. In the final analysis, DA saw the benefits of the Academy's position and established criteria regardless of PCS status. It is also interesting to note that initially, only personnel in the grade of E8 were to attend. However, this also was changed based on equity before the first board met, so that any E8 regardless of promotion standing was eligible for selection and attendance. This change allowed first and master sergeants on the current promotion list, but not promoted at the time of selection, the opportunity to attend the Academy. (2)

SPONSORING PROGRAM

Inasmuch as the lead time between the early November selection/notification of students and the reporting dates of NET 15 Dec 72 and NLT 8 Jan 73 was so short, the Academy's sponsorship program, conceived in total by LTC Ronald Rasmussen, the Deputy Commandant, commenced with telephonic contacts of each student by his assigned sponsor. This procedure served several benefits; these worldwide calls provided timely information concerning quarters requirements, biographical data needed for composition of the groups and served to answer student questions, etc. In some cases, the Academy sponsor call came before DA notification of students. The most important benefit derived from Academy's telephonic notification was the immediate confirmation whether a student was actually coming to Fort Bliss or not. This detected possible shortfalls of the class and allowed prompt replacement action to take place. Even in light of the DA edict closing Class One assignments on 8 December, assignments continued to be made until the starting point of Class One. MSG Marion Phillips, stationed at Fort Bliss, was notified on 8 January 1973 and reported for duty the first day of zero week, 8 January 1973. The selection and acceptance of MSG Phillips closed Class One's student selection 1 month after the established cutoff date. (2, 6, 9)

The sponsorship program did not stop with telephonic contact, but involved any sponsor service required to ease the transition into the Academy family. Although most of the students were moving on short notice and during the Christmas holidays, each member of the staff and faculty did his utmost to assist. In spite of this, there were some minor difficulties encountered by sponsors; one sponsor, after picking up his student and family at the airport watched through the rear view mirror as their luggage blew off the roof of his station wagon; another sponsor spent seemingly endless days of searching throughout Fort Bliss to ascertain if MSG Betty Benson could keep her two dogs in the SEBQ (she could and did); lastly, the Academy was slightly red faced since the student welcome letters had stated "Welcome to the Sunny Southwest" but when most students arrived they were greeted by a blizzard and no sun. Albeit, the Academy and the students had minor and some comical difficulties, the sponsorship program was very effective. A student consensus was that the students as a whole had never expected nor had received such eagerly offered and genuinely appreciated help throughout their military service. This assisted to infect the students with the same pioneering spirit possessed by the "Vanguard" which had built what these students were about to test. (2, 9)

FAMILY ATTENDANCE

The Academy, through the sponsorship program, strongly encouraged all students to bring their families with them. Many students were hesitant to do this, especially in light of the short lead time between notification and reporting. However, 63 did bring their families to Fort Bliss. Part way through the course, between the 6 - 14 week, many said they regretted this decision, a phenomenon which has also repeated itself in subsequent classes. This feeling was generated by the student's almost total consumption in Academy requirements, the trepidations suffered entering a threatening academic environment and the trauma of peer and self-destruction. However, most felt upon departure from the Academy that the presence of their families had been beneficial to them as students and that the distaff "POI" was beneficial to their families. (2, 6)

The Academy encouraged students to bring families for basically two reasons. First, the student would be, in most cases, a better student because he would be free from the worries of family separation and the attendant difficulties. Thus he could devote more mental power to academics than to wondering if number one daughter's broken arm was really okay, as the wife telephonically said it was. If the family were at the Academy, he would know. Secondly, the Academy felt that the wives' involvement in the unofficial distaff curriculum would be most beneficial. This program did and currently does show and teach students' wives how to operate within or set up wives programs at future duty stations. It affords the wife an opportunity to grow with her husband and better assume her inherent responsibilities as he progresses through the ranks. Through sponsorship and Academy efforts, and with their husbands' experiences, the wives of Class One students also developed a pioneering spirit and as did their men charged to test "their POI." (8)

CLASS BEGINNING

The Academy's pioneer students were divided into seven academic groups in order to commence instruction. As previously stated, MSG Anderson placed his fellow classmates into groups using backgrounds and skills in order to develop the widest possible conglomeration of experience within any one group. Class One students experienced some difficulty when initially placed in the group environment, as have all Academy students thereafter. Most students were unfamiliar with the group concept of instruction and therefore entered academics with a fear of the unknown. This departure from the more standard form of instruction, platform presentation, caused initial difficulties, both in mental approach and in individual preparation to present and participate in group instruction. (9)

In an attempt to reduce the student's acclimation period, the Academy decided to present a block of instruction on group dynamics as the first few hours of academic instruction. These classes enabled the students to learn the mechanics of group process but did not appreciably lessen their fears. The Academy found that only the experience of operating within the group would put the student at ease. He had to discover for himself that if he was a logistician his experience and knowledge could greatly benefit the group in logistics areas of instruction and that he would have to draw upon the other individuals' diverse skills in unfamiliar areas. This process of group acclimation, depending on the individual, was found to take approximately two to three weeks. Within that span of time each member of the group found his or her place and was a contributing member of the learning team. Thus, early instructional methodology was not well received, but all adjusted and learned the benefits of it. By the midway point of the pilot class, the Academy knew, in part, what it had suspected; that the small group method was the best method, based on the diverse experience and backgrounds of these mature Academy students. (2, 5, 9, 10)

GROUP MIX

Not long after the pilot students had become acclimated to their group, the Academy mixed and reformed groups. During the 11th week, 7 new groups were formed. This precipitated great anguish amidst the students, as they were reluctant to change. They had met the enemy together in the first group and had conquered it, thus a feeling of unity and identity had been generated. However, the Academy thought there was much to be gained by changing groups and exposing each student to a wider spectrum of his classmates. In the pilot class the personal affinity found in the first group did not materialize to the same degree in the second group, but the real benefit of the group mix did come through. Though not by design, the mixing of groups enabled each student to sharpen his interpersonal skills and learn more about himself. Thus, the Academy learned that the group process was, in itself, a great leadership instruction vehicle. Inasmuch as the same leadership skills of persuasion, salesmanship, tolerance, etc., are required in group process as they are in the operational environment, a tremendous self-teaching vehicle had been "discovered." The Academy decided that for Class Two and subsequent classes, a three group mix would be employed. General C. W. Abrams probably best stated this Academy "discovery" in an address to Class Two. He said, in essence, "The most important thing of your (the students) being here is not the lessons you are studying or the curriculum the Academy is presenting, but the fact that you are here together." In other words, the student, through group process and mix, learned about himself, his fellow man and learned how to cope with and move both. The experience of the pilot class had proven to the Academy the validity of the small group participatory learning method. (2)

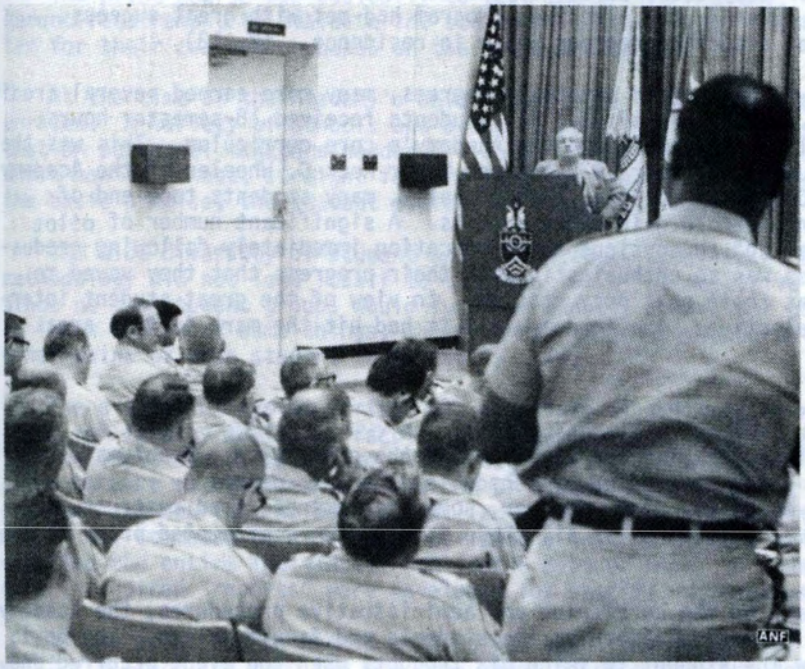
POI CHANGES

Not only was the pilot class attempting to test the instructional methodology, but also the curriculum, as derived by the POI and lesson writing task forces. By the time of the arrival of the pilot class a few changes had been made to the original POI. Polishing of lessons was underway and a cosmetic namechange had been applied to three of the initial four instructional segments/departments. Human Dimensions of Military Professionalism had become Human Relations, the International Scene was changed to World Affairs and Policy and Structure of National Defense - the Army Role had become Military Organization and Operations. The title of Military Management remained the same. (11, 14)

Some not-so-cosmetic changes had also been made. The draft POI proposed 678.5 hours, whereas the actual Pilot POI contained only 632.5 hours. This hour reduction was basically derived by eliminating overlapping subjects originally proposed in the draft POI. Conversely, the military and associated Electives Program had been expanded from 74 to 90 hours and only associated electives were to be offered. Military electives were dropped and thus allowed for the establishment of an Associate Degree Program with El Paso Community College. Additionally, many of the lessons

for individual blocks had been revamped to eliminate high level theory and apply material more closely related to the duties of a sergeant major. (14)

Human relations instruction in group dynamics commenced the academic life of the Pilot Class. Due to the applicability of human relations to all other areas of the curriculum, it was scheduled throughout the entire course. Military organization and operations was presented in total at the start of the class. Since this subject was thought to be most familiar to students, the Academy presented it first in order to reacclimate the students to academics in a familiar area. At the eleventh week mark, military organization and operations instruction was complete. World affairs and military management studies then commenced simultaneously and, with human relations, ran to the conclusion of the course. Also during this 22-week period, the students took two electives. The first commenced in the 2d week and terminated in the 10th week, while the 2d elective course started in the 11th week and ran to the 21st week. (12)



Brig. Gen. S. L. A. Marshall (USAR-Ret) entertains a student's question following a lecture on the history of the NCO. BG Marshall, a noted military historian, is one of the lecturers participating in the guest lecture program at the US Army Sergeants Major Academy, Fort Bliss, Tex. (U.S. Army photo)

STUDENT REACTIONS

The human relations instruction scheduled during the entire course, was very well received by the pilot course. The students felt the lessons were excellent and important. However, these pioneer students did feel that human relations study assignments were excessive, and that some required references were not available. The students saw the need for the Academy to procure more TV tapes to enhance case study and practical exercise situations. Additionally, students felt the guest speakers and their presentations were outstanding, interesting and informative. Most importantly, the students felt this innovative instruction was a good opportunity to gain self confidence. (13)

The initial students also felt the instruction in military organization and operations was very good and important for them to be familiar with. They felt, on the other hand, that too much emphasis had been placed on the Reserves and National Guard. Additionally, these students stated that insufficient time had been allowed for practical exercises. The guest speakers for human relations and military organization and operations were well received. The most important item the students recognized was that the military organization and operations lessons did not readily lend themselves to group process. The students felt these lessons could be best taught through conventional instruction, a view also held in part by subsequent classes. Conversely, the students were strong in their praise of the necessity and importance of staff functions and tactics to all noncommissioned officers. (13)

The instruction in military management was not well received. The students thought the instruction was informative and very important, and that the guest speakers complemented the lessons. However, the students felt they did not have adequate background to accomplish the lesson objectives. Moreover, they felt there was too much overlap between military management and leadership instruction as taught by human relations. Additionally, revision of visual aids was recommended. Thus, these comments dictated revision of lesson objectives and elimination of overlaps. (13)

Contracted electives courses, given under the auspices of El Paso Community College, were very well received by pilot course students. However, at the start of electives, these students did not think highly of college electives. This entry trepidation was precipitated by the fact that the vast majority of students had been removed from the academic climate for 15 or more years and held a preconceived notion that college was for intellectuals. Within the space of a few weeks they found that their entry fears were unfounded and that they not only had the ability to do college level work, but moreover they could do it very well. The final 3.35 grade point average of Class One attests to this. Overall the electives program had met with great success. Five students from Class One earned associate degrees while in residence. (2, 13)

Aside from the five students who had earned associate degrees, many more earned several credit hours over and above those earned through electives. All students received 18-semester hours credit from El Paso Community College for completing the Academy's core curriculum. This was the result of an arrangement worked out in November 1972 between Major Rock C. Wheeler of the Academy Electives Department and El Paso Community College. Additionally, many students took end of course exams, CLEP tests, etc., in order to gain extra credits. A significant number of pilot course graduates went on to "Bootstrap" to continue their education immediately following graduation. Another portion of the class was so enthusiastic with their progress that they vowed to continue working toward a degree at their next duty station. In view of the great student interest and their accomplishments in electives, the Academy felt it had hit the mark in this area. (2, 9)

COURSE EVALUATION

The experience of the pilot class verified the viability of the curriculum. Problems were, of course, discovered. Some were easily corrected by scheduling changes, others by receipt of previously nonavailable reference material, etc. However, some problems required restructuring certain segments of the curriculum. Solutions for all these problems were attempted prior to the arrival of Class Two.

In order to derive this feedback on the curriculum and administrative procedures, the Academy developed an extensive system for their evaluation by the students and faculty alike. The basic tenet of this program was to allow the student to voice his thoughts when the event occurred and then tell him what had been done to correct the situation. These "on site" comments were considerably different than the "end of course" evaluation questionnaires used by many service schools. The Academy felt an end of course instrument would not be effective since the student's state of graduation euphoria and the time lag between the problem and the questionnaire would negate constructive comments. Thus, the Academy went to a series of "on site" comments and varieties thereof. (2)

Under the authorship of Major Irving Smith, the Academy's evaluation system evolved during November and December 1972. Major Smith designed a series of end of block critiques which systematically required students to evaluate lessons just completed. A series of individual evaluations were also developed to complement the end of block questionnaires. These evaluations were used to gauge the effectiveness of the curriculum and not to measure merely individual student progress. (2)

In the area of student evaluation of administrative procedures, "on site comments" were solely used as the evaluation instrument with one exception. An administrative support critique was completed by each student after the first few weeks of the course. This tool provided student feedback on the vast array of administrative actions required from student selection to his commencement of academics. The feature which made all on site comments effective was, in the Academy's view, the fact that in time each and every on site comment was responded to by the staff. Thus, the student received a positive reply that his comment had been considered and acted upon, thereby increasing his "pioneering academy spirit" and desire to aid in the Academy's refinement. (2, 9, 15)

Not only were written instruments used to evaluate the Academy during the pilot class, but a series of dialogues with students were undertaken by the Deputy Commandant, LTC Ronald R. Rasmussen, to secure verbal feedback as well. These dialogues were conducted throughout the course with student representatives in attendance from each group. Frankness and candor were the ground rules. The issues in these sessions also were responded to, so that each student knew the results of the forum. (2)

The combination of a wide variety of student and faculty critique instruments provided a host of useful data on the validity of lessons, scheduling difficulties, administrative boondoggles, etc. Thus the Academy was able to apply the appropriate remedy, and improve the course for the first full sized class.

STUDENT EVALUATION

The pilot course was basically to test the entire Academy. However, the Academy had the inherent requirement to evaluate the students, so that Major Smith also developed an extensive system for their evaluation based on the whole man concept.

At the time of the Academy's development, the term "whole man concept" was one of the popular phrases. A variety of schools and agencies were giving it lip-service support. The Academy felt that DA personnel managers needed a viable, uninflated tool which would accurately describe the whole man in honest, straight forward language, sans flowers, fog and overrating. With this as the basic premise, the student evaluation system was developed. (2)

The wide diversity of student entry knowledge, experience, backgrounds and the small group methodology did not lend itself to the creation of an objective yet equitable evaluation system. Since no two student groups would function exactly alike, nor could any two students be expected to learn the exact same things, a system had to be developed which would inspect the academic and other gains of each student individually. (4)

The evaluation system derived was a variety of written, narrative inputs on each student. The students' faculty advisors, faculty group members and others were objective observers of students. The failings, successes, accomplishments, etc., of each student were noted and a file built. These comments were not limited to classroom or academic performance, but included demonstrated potential, presence and bearing, abilities, skills, extracurricular activities, writing, speaking, and many more. All comments were aimed at building a written picture of each student which would accurately describe the entire individual, not just a part of him. In order to preclude human failings and error, required "reports" were developed for specific milestones. (2, 6)

As the pilot course neared completion, each faculty advisor took his individual student's written history and compiled the many pages of data into the Academic Efficiency Report required by regulation. The report and student's file were then screened by a review board for accuracy. If discrepancies were observed or board members had a different view of the student, recommendations and corrections were made. Finally, each report was individually reviewed by the Command Sergeant Major and Commandant before signature. (2, 5)

These reports told each man's story as it was, not as it should have been. They were frank, candid, and "called a spade a spade." When first received by personnel managers, these reports were read with skepticism. Many thought the Academy had destroyed many careers with these reports, since they were not inflated. In fact, many students also had difficulty in accepting the written truth for the first time. However, by 1974, the personnel managers had agreed with the Academy; these honest reports are a good tool and a needed discriminator. Innumerable high level commanders have felt that the Academy gets a better look at its students than many of them do at their senior NCO's, and thus the reports are valid in their eyes. (2)

In essence, the pilot students did what they came to Fort Bliss to do - test the Academy. They ran a good shakedown of the curriculum, individual lessons, etc. They found many errors and likewise found much that was correct. Moreover, these students learned and departed the Academy with self-admitted broader horizons, added competence, and enhanced professional gusto. They felt revitalized and ready to tackle the Army's operational problems.

WIVES ACTIVITIES

While the students of the pilot class were testing the curriculum and administrative procedures, their wives were unofficially charged with creating a viable program of distaff activities.

This charge was originated by General Haines. As previously stated, he felt that these Academy "students" should be broadened and educated with their husbands. His basic premise was that the Academy's mission was to prepare its students for positions of increased responsibility and therefore it should likewise prepare the student wives, since their inherent responsibilities increase along with their husband's. (2)

Following a briefing to the CONARC staff on 7 November 1972, Colonel Morton and Command Sergeant Major Bainbridge spent several hours with General Haines discussing the wives "program of instruction." General Haines had several specific ideas which he felt would train the wives and bring out their talents. In his words, the Academy must conduct an "unofficial curriculum." His guidance to the Commandant and Command Sergeant Major was very specific. He stated that since this was a noncommissioned officer's school, the program should be run by enlisted wives, supported by officers' wives. General Haines envisioned college electives for the ladies, crafts, and recreational activities, participation in volunteer work, and both ladies and couples social affairs, all aimed at developing the social presence and poise required of senior noncommissioned officers and their ladies. With this basic guidance and philosophy, the Academy set about planning a wives activity program. (2, 8)

Since this program was unofficial and could only be supported by the Academy, Mrs. Hazel M. Bainbridge, the wife of the Command Sergeant Major, became the principle organizer and driving force behind the distaff "POI." Shortly after her arrival at the Academy in October 1972, and prior to receipt of General Haines' "guidance," she set about developing plans and concepts as to how this program would function. Mrs. Bainbridge, with Mrs. Jean Morton, organized the ladies of the Academy staff, formed committees and established specific areas of responsibility in preparation for the arrival of the pilot class. Mrs. Bainbridge's concept was for the student ladies to teach themselves and not be hand led through an activity program. (8)

When the first students' ladies arrived, they were greeted and briefed on the Academy and the surrounding community by Colonel Morton and Command Sergeant Major Bainbridge. Following this briefing, Mrs. Bainbridge conducted an organizational meeting and the wives activities program was officially started. A full spectrum of classes, trips, recreational activities and volunteer work had been set up. The pioneer ladies at first did not flock to join due to a similar apprehension shared by their husbands, fear of an unknown environment. However, within a few weeks, these ladies were earnest supporters of the program created in their behalf. Many joined with the staff and faculty ladies to chair committees, lead classes, organize events, etc. Even though innumerable ladies assisted, Mrs. Hazel Bainbridge remained the prime helmsman of this program and the success of it is entirely attributable to the tremendous load she assumed, carried, and adroitly discharged. (8, 9)

As an aside, General Haines has stated that part of his reason for concurring with Colonel Morton's selection of Command Sergeant Major Bainbridge as the Academy's Command Sergeant Major was the organizational ability and professional drive of Mrs. Bainbridge. (9)

Throughout Class One the student wives participated in a wide variety of activities. Crafts ran the spectrum from origami to seasonal decorations. The ladies visited throughout the local community, including trips to Carlsbad Caverns and White Sands Missile Range. Many of Class One students felt the wives' organized shopping trip across the Rio Grande to Juarez, Mexico was a continous one; this view also was shared by all future classes. The ladies also participated in many recreational activities such as softball, slimnastics, golf and bowling. In the area of volunteer work, the wives assisted in many community activities both on and off post. Thus, the vast majority of wives were not only entertained but most importantly, were self-taught the importance of a viable activity program, and were shown how such a program benefits their unit. (8, 9)

Throughout the conduct of Class One, many husbands and wives felt that distaff support of wives programs would reflect on Academic Efficiency Reports. This was an unfounded belief, but one the Academy did not fully realize until the completion of the class. Some of the magnificent support provided by the wives might have been attributed to this rumor. However, in retrospect, the Academy feels that this demonstrated support was freely given in almost all cases. If it was not in some, the learning vehicle was still present and displayed the responsibilities inherent in being a senior noncommissioned officer's wife. Procedures to dispell this rumor were instituted for subsequent classes. (8, 9)

By June 1973, the distaff students of Class One, aptly led by Mrs. Bainbridge, had developed the skeletal wives "POI" into a viable program which would accomplish the objectives envisioned by General Haines. Much improvement and enlargement would subsequently be undertaken by future classes, but the wives of both the students and staff and faculty had built and tested a lasting program. (2, 8)

With the creation and conduct of a wives program, the final resident action of the entire pilot class, both active Army and active wives, had been completed. The pilot class had tested the entire Academy, found many rough spots and many salient features, made innumerable recommendations for improvement, and thus had accomplished a two-fold mission. They improved themselves through education and improved the Academy for those who would follow in their stead. Colonel Morton best summed up the achievements of the pilot class during their graduation exercise. Regarding their contributions, he said, "The past five months have flown by as if driven by the West Texas wind. Yet in this brief period a great deal has been achieved. The Academy's curriculum and operational procedures have been solidified, new missions and responsibilities have been assimilated and a more positive course charted for the future." On 18 June 1973 the pilot class graduated and left their successors a great legacy.

Row 1: H.L. Billips; J.M. Liggett; E.R. Crowell; G. Brantley; F.T. DeCosta; T.E. Lanzo; B.J. Benson; B.V. McNeal; F.J. Henry; J.A. Roman; B. McClain; R.A. Roy; G.R. Blas; Row 2: E.T. Payne; W.F. Jones; D.J. Silva; C.V. Meadows; C. Webb; J.W. Duell, II; O. R. Anderson; J.R. Garcia; P. Josey; D.D. Donaldson; G. Haines; D.N. Bodie; R.L. Watson; [illegible] Hull, Sr.; [illegible] Rodriguez, Jr.; Row 3: V.A. Jones, Jr.; J.E. DeCasper; W.E. Robinson; H.P. Gannon; E.A. Smith; J.J. Brock; L.J. Violette; J. Wilkerson; M.L. Sanford; B.C. Henderson; J.H. Fackler; E.M. Batley; R.A. Sannes; A. Celeberti; Jr.; W.H. Langley; Row 4: H.P. McCammon; R.E. Beck, Jr.; [illegible] Zimmerman; W.E. Stevens; D.A. Hoppmann; D.G. Fonda; E. Nazario-Negron; H.J. Mohn; A.W. Evans; J.M. Fox; J.R. Landry; J.L. Jenkins; [illegible] Pradziad; [illegible] Talkington; J.I. Edwards; Row 5: R.H. Sebastien; F. Zimmerman, Jr.; J.R. Ingram; R. Gilchrist; T.W. Silva; O. Medina; R.E. Bell; [illegible] Barnes, Jr.; L. Mathews; J.H. Raley; C.A. Brooks; J.W. Alford; P.F. Howard; H.R. Anderson; J.P. McLaughlin; Row 6: Y.B. Kadlec; P.W. Cousins; [illegible] Hatsopoulos; F.B. Broome; W.J. Cronin; A.F. Cathey; M. Phillips, Jr.; G. Burke; R.E. Cobble; T.F. Lavin; [illegible] Troutman; L.E. Wardlaw; F.L. Ponce; [illegible] Blewer; Row 7: R.H. Cady; D.J. Colombo; J.A. Thomas; W.C. Hargrove; D.R. Timmons, Jr.; J.F. Hemaul; J.F. Andrzejewski, Jr.; D.R. Williams; [illegible] Hallison; W.G. Power; M. Viera-Rivera; J.J. Marchi; E.L. Hickman; W.F. Bismarck; A.Z. Riggs, Jr.; Absent were W.F. Willingave and W.B. Norton.

CLASS ONE
"The Pilot Class"
12 January 1973 to 15 June 1973

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[5]Memorandum, HQ US Army Sergeants Major Academy, 27 Nov 73, Subject: Experiences in Starting a TRADOC Service School.

[6]Historical Audiotape by Colonel Karl R. Morton and LTC George R. Stotser, HQ, US Army Sergeants Major Academy, 1974.

[7]Message HQ DA, 031841Z Nov 72, Subject: Selectees for Senior Level NCOES Course.

[8]Interview with CSM W. G. Bainbridge, HQ US Army Sergeants Major Academy, 1974.

[9]Personal Recollections, CPT R. C. Perry, HQ US Army Sergeants Major Academy, 1974.

[10]Historical Audiotape, Chaplain (LTC) John C. Scott, HQ US Army Sergeants Major Academy, 1974.

[11]Program of Instruction, HQ US Army Sergeants Major Academy, 1972.

[12]Ltr, HQ US Army Sergeants Major Academy, (ATSS-TEV), 26 Jul 73, Subject: USASMA Pilot Course Evaluation.

[13]Fact Book, HQ US Army Sergeants Major Academy, May 1973.

[14]Talking Paper, Comments on POI, 11 Dec 72, HQ US Army Sergeants Major Academy.

[15]Booklet - Courses Evaluation, HQ US Army Sergeants Major Academy, 1973.

CURRICULUM REFINEMENT

The students of Class One made many improvements and suggestions for the benefit of their successors; likewise, so have the students of Classes Two, Three, and Four. The atmosphere of the Academy has been one of dynamism. The status quo has never been accepted and the idea of improvement throughout has been the prime motivator. The personal and professional drive of Colonel Morton and CSM Bainbridge to enhance the Academy has permeated and had beneficial effects on all quarters of this institution. The great distance covered from inception to Class Four is directly attributable to the urgings and leadership of these Academy founders.

Refinement of all aspects of the Academy has been stressed. However, curriculum refinement has been paramount and rightfully so. Experience in Class One showed there were scheduling difficulties and gaps in some subject areas. Some subjects had been inadvertently left out and were added to the curriculum. Conversely, others were found to be not needed and were deleted. In some areas insufficient time had been allocated to properly conduct a lesson or excessive time had been scheduled, thereby precipitating hour revisions to align lesson objective accomplishment with allocated time. (1, 2)

A continual process of lesson refurbishment was always underway. Many of the lessons were originally put together rather hurriedly, and required continual polishing to make them the best possible. This process will conceivably continue ad infinitum because the experience of each class brings out new problems or suggests better methods of presenting the subject matter. Additionally, the changing nature of today's Army and world drives other changes. Suffice it to say, the curriculum has, for the first four classes, been under constant revision in varying degrees. The basic concepts of the POI have remained; however, individual lessons, hours, methods, etc., have been improved. (3)

Starting with the pilot class and continuing thereafter, an ad hoc committee of leading students were convened prior to the end of each class. Their prime mission was to take the faculty derived draft master plot for the next class and make scheduling changes based on their experiences of the preceding five months. This planning and scheduling group made drastic changes to the Class Two schedule. The number of changes made by subsequent classes has been on a downward trend, so that the Academy feels it is starting to approach the optimum schedule. Overall, this student scheduling program has been extremely beneficial for each successive class. The students rightfully feel that if a person has not undergone the rigors of a particular class, he or she is not fully capable of rendering scheduling judgement. This is not to say that all student recommended changes have been incorporated, since some have not for a variety of reasons. Nor does this imply that minor scheduling difficulties are not currently experienced, because they are. However, the overall schedule has been vastly improved. (3, 4)

Although four classes have said the curriculum is basically sound, the Academy still has many questions such as: Are we undershooting the students?; Is this what really needs to be taught?; Are we presenting what the students already know?; etc. In order to answer these curriculum related questions, the Academy implemented a systems engineering effort to align the curriculum with the job requirements of a graduate. Initial efforts were made during the pilot class; however, systems engineering/curriculum design was not to get fully under way until subsequent classes. (3, 5)

SYSTEMS ENGINEERING

During the fall of 1972, the Academy attempted to accomplish step one of the systems engineering effort - identify the job of the graduate. This presented the biggest problem in that no statistical data existed concerning the jobs performed by a SGM or CSM. It was determined that in order to collect data, a field survey was needed. In October 1972, CONARC tasked the Academy to develop a Military Occupational Data Bank (MODB) survey for the 00Z MOS. At that time it was felt, at least in great part, that this survey would provide the data required to identify the graduate's job. The Academy forwarded the MODB items through channels to DA in January 1973. (5)

During the development of the MODB survey items, the Academy saw a need to validate the survey results, by surveying, through the MODB system, the supervisors of the E9's surveyed, as a data cross-check. Although the DA MODB system made provisions for surveying officer MOS's, that portion of the system had never been used. Academy attempts, through the staff personnel of the DA MODB Branch, to use this portion of the system met with no success. (5)

Concurrent with the problem of developing the MODB survey, the Academy was selected to assume proponency for the 00Z MOS test in August of 1974. It was thought that the data required to develop the MOS test would be the same as that required by the systems engineering effort. The MODB survey was not felt to be responsive enough to the Academy needs, since a more rapid method of data collection was required. Thus the idea of having a DA Military Personnel Survey Team conduct this task was conceived; the plan being to have this team orally interview CONUS commanders and their CSM's. Based on the MODB survey development efforts and internal guidance, a 23 question survey was prepared and forwarded to the appropriate agency for the conduct of interviews.(5)

Also during this time frame, the Academy attempted to procure a computer analysis of task commonality of the 18 MOS's E9's had responded to in previous MODB surveys. Wide disparity of computer systems at the various branch schools made this computer analysis impossible, but the Academy did request and receive copies of branch school survey results. These reports were manually analyzed and 70 common areas of E9 duties were identified; these duties were later to become the basis for a task list. (5)

In December 1972, a "Soft Skills Conference" was conducted by CONARC and hosted by Fort Bliss. Army Service School representatives met at this conference to discuss their efforts to system engineer professional development type courses. It seemed that MOS courses, particularly those requiring mechanical skills, were relatively easy to engineer; however, the non-MOS courses, those teaching behavioral skills, were not. (5)

As a result of the data gathered at the December conference and the early results anticipated from the various surveys requested, a concept of systems engineering the Academy POI was forwarded in December 1972. In short, job analysis was planned for completion in January 1974, and implementation of a systems engineered POI was projected for January 1975. These dates were consistently slipped due to DA's inability to return 00Z survey results in the time planned. (5)

A plan for implementing the concept of systems engineering the Academy POI was developed in April 1973 which established milestones so that systems engineering of the POI would be conducted during July-December 1975 time frame. Implementation of this plan hinged upon receipt of MODB survey results. The plan was never implemented. (5)

On 13 September 1973, Mr. Aho, USAADS Education Advisor, visited the Academy and met with Academy representatives to discuss systems engineering (curriculum development). Mr. Aho was of the opinion that the Academy could develop a curriculum in a realistic and meaningful manner using goal analysis. He pointed out the following goals as possibilities: senior noncommissioned officers must be able to communicate, make decisions, lead, manage, evaluate, estimate, and enhance discipline and morale. These possibilities closely corresponded with DA stated goals. Additionally, at this time, the Commandant stated that the Academy should go toward a fresh start on curriculum development and disregard the current POI/Curriculum, in order to avoid restating the curriculum in different terms. (5)

On 24 September 1973, a course design work group was established and charged with identification of broad job functions of senior noncommissioned officers, identification of tasks, determination of those tasks requiring formal education, and finally, with preparation of a recommended POI. Added emphasis was placed on eliminating any comparison to the current curriculum. (5)

The course design group spent approximately the next six weeks attempting to conduct a goal analysis and define a single role for senior noncommissioned officers. The attempt which seemed to make the most headway produced a role statement that senior noncommissioned officers are assis tants and advisors to their immediate supervisors in the management of organization resources to accomplish the unit organizational mission while preserving the dignity of the soldier. The course design group soon determined that efforts along this direction would have proven unsatisfactory. Differences existed throughout as to what constitutes a leader, what constitutes a manager, what constitutes a supervisor, and if in fact, senior noncommissioned officers are all or any of these. (5)

On 29 October 1973, representatives from Educational Survey Branch, Headquarters, TRADOC, visited the Academy to provide assistance in the area of systematic curriculum development. It was their opinion that the Academy had a logical approach to the problem, but ought to address tasks before attempting to define the role and that "what is" and "what ought to be" should be analyzed separately. Additionally, they recommended that the course design study group be expanded to include representatives from all Academy academic departments. (5)

During the period 10 November 1973 to 15 January 1974, the course design group met on a frequent basis in an effort to identify common tasks. Early in this period it became apparent that task data in the possession of the Academy was not specific enough for Academy needs. Data available, as an example, showed that senior noncommissioned officers prepared correspondence, but did not identify the types of correspondence prepared nor whether they wrote, typed, or administratively processed the correspondence. It became apparent that more specific task data was needed. It was decided that the Academy should prepare its own task survey. (5)

Using the previous Academy MODB common task study involving 18 SGM MOS's, available Department of the Army Military Personnel Survey Team results (102 CSM, 102 commanders), letters from commanders, interviews with CONUS division CSM's, the Army War College Leadership for the 70's Study, the Volunteer Army Leadership Study, Academy senior noncommissioned officer input, and a healthy dose of "judgement," the course design group developed a 36 page task survey based on a format used previously by the US Army Chaplain School. In February 1974, the Commandant approved the task survey for distribution Army-wide to a sample of SGM's and CSM's with survey distribution to be conducted through CSM channels, with the advice and assistance of the Academy CSM. (5)

Prior to submission to the printing plant, the task survey was pretested by eight SGM's and eight CSM's. Purpose of the pretest was to determine readability, validity, and reliability, and to get a feeling for how long it would take an individual to complete the survey. Those taking the pretest completed the survey in a time range of 85 minutes to 135 minutes. Additionally, those pretested suggested several task additions which were included. (5)

Sample size was pegged at 350 with half to be distributed to SGM's and half to CSM's. This sample size was arrived at by using an in-house formula and a HumRRO Division 5 formula. MILPERCEN was queried on a desired confidence coefficient of 95% with nonstratified sampling. Their sample size was 375; the Academy elected to use a sample of 350. (5)

A master list of all Army CSM's was obtained, and these CSM's were queried on the number of CSM and SGM in their commands. Based on numbers of SGM's and CSM's assigned, type organization, and geographical location, 37 different organizations worldwide were selected. The survey was mailed during late March and early April 1974 through CSM channels with a letter signed by the Academy CSM. Three hundred and forty-six surveys were mailed and 306 were returned to the Academy.

During survey development, coordination was established with the TRADOC Data Processing Field Office (DPFO), Fort Leavenworth, Kansas. That office concurred that survey format was amenable to automatic data processing and offered to assist in that regard. The TRADOC DPFO developed a program which would enable the Academy to receive a master run of all results, a run depicting CSM results only, and a run depicting SGM results only. Additionally, by modifying a program entitled "System 2000," they provided a way for the Academy to recall any item by biographic data, recall only minimum or maximum responses, compute means, determine relative frequency, and determine standard deviation. This was considered sufficient since the Academy was dealing with a finite population and the data was subjective, i.e., not suitable to parametric statistics with any degree of reliability. (5)

As 1974 closed out, the Academy was using the computerized task survey results, DA survey team results, senior commander letters, and command guidance to arrive at a task list which would delineate those tasks warranting Academy education. From that point, the Academy will develop the "ought to" task list. The compiling of this second list of tasks reflects General DePuy's guidance that the Academy would have proponency for senior NCO's and thus would have "license" to assume which tasks senior noncommissioned officers ought to be able to perform. Development of this subjective task list will be by internal expertise and experience, since surveys in this area have not produced meaningful data. Upon completion of the "ought to" task list a combined list will be compiled to determine those items requiring Academy education or reinforcement. An educational analysis by appropriate Academy academic department will then be undertaken to develop, independently of other tasks, the lesson content, media, specific objectives and required time. Upon completion, this independent lesson development, constraints of facilities, funds, time, etc. will be applied to develop the new Academy curriculum. Target date for the systems engineered POI is Class Seven - February 1976. (5, 6)

Preliminary results of systems engineering lend credence and reinforce many areas of the present (end of 1974) curriculum. The foresight and educational expertise of both the POI task force and the early Academy vanguard again are being proven correct. (6)

FACULTY GROUP MEMBER MIX

As in the area of curricular design, the mix of faculty group members has been a process of revision and change based on experience gained. The faculty group member (FGM) is the heart of the Academy's instructional methodology. This faculty member is charged with guiding his group of students to ensure that it stays on track and attains required lesson objectives. As such, and by the nature of the curriculum, he cannot be an expert on all lessons. Rather, he is a resource person and a learning facilitator who must be fully conversant with each lesson, but who need not be an expert. (3, 7)

Early in the life of the Academy and as mentioned previously, it was believed that the FGM could truly become a group member. However, the process of group dynamics and the FGM's inherent evaluation role prevented this. During the conduct of Classes Two, Three and Four, the Academy experimented with the mix of FGM's. Class One had a high percentage of officers in FGM positions due to a shortage of sergeants major. In Class Two the percentage was partially reversed with more sergeants major performing this duty. Class Three saw the entire FGM complement as sergeants major and for Class Four a few officers were again being used. All this changing was, in part, based on the personnel situation, but primarily aimed at determining if any ratio of officer-NCO FGM's was better than another. (3)

The staff and faculty and the students have presented a variety of pros and cons for each possible combination, including "Noncommissioned officers, since they are struck from the same mold can communicate more effectively with other noncommossioned officers."; "Students need to be exposed to officer viewpoints and perspective."; "Majors and captains are too junior in time in service."; "Senior noncommissioned officers with the requisite background are hard to find." After two years of experience, none of these statements proved to be of overriding importance. After the experience of four classes, the one proven prerequisite of the FGM is that he must be mature. Basically, the individual FGM's success has depended on the man. Some were stars, some were not. Whether a man will succeed in the group environment has been difficult to forecast with any degree of certainty. The experience of four classes shows that the officer lesson author has need for FGM experience so that he will be more familiar with the type of instruction for which he is writing lessons. Conversely the increase of senior enlisted lesson authors dictates their presence in the classroom. In summary, the Academy has searched for but has not found the ideal officer-NCO FGM mix and has unequivocally proven the need for maturity in the classroom setting. (2, 7, 8)

TDA CHANGES

Not only did the Academy wrestle with FGM mix requirements but also the mix and size requirements for the staff and faculty in general. As previously stated, the Academy was organized under a TDA which authorized 120 military and civilian spaces making up 7 primary areas: Offices of the Commandant, Command Sergeant Major, Secretary, Director of Instruction, Education Advisor, the Academy Library, and the Staff, Faculty and Student Company. At the close of calendar year 1974 the Academy had undergone several TDA revisions and was authorized 155 total spaces for 7 operating agencies: Offices of the Commandant, Command Sergeant Major, Management and Budget, Secretary, Director of Education, the Learning Resources Center and the Student, Staff and Faculty Company. As can readily be discerned, the staff had enlarged, some cosmetic name changes had been applied, and new offices created and others dropped or assimilated into other Academy agencies. Thus, the Academy had grown and through experience aligned itself along more functional lines. (3, 9, 10, 11, 12, 13, 14, 15)

The initial TDA, conceived in part by Colonel Morton and limited in spaces by CONARC, was admittedly officer heavy. This was done because Colonel Morton felt the need initially to be strong in curricular areas. Due to the lack of sufficient senior noncommissioned officers with degrees in appropriate disciplines and with curriculum/lesson establishment experience and the abundance of officers so skilled, the first TDA authorized 51 officer positions. Throughout two years of operation the need for this officer expertise has decreased and a large percentage of these officer requirements has been assumed by noncommissioned officers. The first TDA authorized only 18 senior noncommissioned officers and 37 E6 and below. However, with the decrease of officer spaces, senior noncommissioned officer spaces have increased. The Academy's authorization document as of December 1974 authorized 44 senior noncommissioned officers (36 E9) and 20 junior enlisted personnel, while decreasing the officer population to 39. A decrease in lower grade enlisted personnel resulted from the civilization of 6 spaces in FY 74, under the Army Civilization Program. (2, 7, 9, 15)

The Academy felt this increase in the senior noncommissioned officer population and reduction of officers was the proper course to steer. Since the Academy teaches noncommissioned officers, these individuals are ideally suited to prepare and present the instruction. Likewise, Academy graduates are necessary on the staff and faculty. Only those who have undergone the rigors of the course can fully appreciate the student position. Inasmuch as a graduate can make his most meaningful contribution in the Army's operational ranks, the Academy withheld its requests for graduates to serve on the faculty until the closing months of 1974. This enabled the students from Classes One and Two to serve a "utilization" tour prior to returning to Fort Bliss. On a selective basis, three exceptions were made to this policy. (2, 8)

One notable exception was SGM Donald Colombo, a US Army Reservist and a graduate from Class One, who was placed on active duty at the Academy in October 1973. Since Reserve and National Guard students are a part of each class and some lessons deal with reserve components, the need was determined for an individual to exist on the faculty with this type background. With this in mind, the Academy requested and received approval for SGM Colombo to serve a two-year tour. He was slotted, of course, against an active Army position in the Academy's TDA. (8)

As in any organization, certain anomalies to the authorized structure exist; and the Academy is no exception. In July 1973, Colonel Stotser, the Deputy Commandant for Education also assumed the added responsibility of Deputy Commandant upon the departure of Colonel Rasmussen, due to the lack of a suitable replacement. After more than one year of searching and waiting for a replacement, Colonel Stotser still wore two hats when he departed in August 1974. The Commandant felt, at that time, that a person was required to occupy the Deputy position in order to handle the multitude of daily actions requiring Command Group attention. However, in retrospect, Colonel Morton readily admitted that this dual positioning of Colonel Stotser was a mistake. The workload was too large and justice could not be done to both jobs. Many things took Colonel Stotser away from academics and thus left the Academy without anyone on a full time basis supervising the curriculum. (2)

Another anomaly was created as a result of the previous one. LTC John Kaye was the Academy Secretary under the Deputy Commandant, Colonel Rasmussen. LTC Kaye at that time was senior in time in grade to then LTC (P) Stotser. Realizing Colonel Stotser would be promoted, Colonel Morton dual slotted him. Thus, he would have been the direct supervisor to LTC Kaye, even though he was junior in rank at that time. To prevent this situation, the position of Assistant Commandant was created for LTC Kaye. LTC Kaye was charged with many long-range planning projects and the supervision of the Academy's Logistics Office, which at the time was experiencing severe growing pains. It was felt this position would help smooth operations in difficult areas. In fact, it did not, through no fault of the incumbent. Crossed chain of command lines and the fact that the Logistics Officer reported to two supervisors were the reasons for the failure of this position. Upon departure of LTC Kaye, in July 1974, this position and its associated difficulties were erased. (2)

Since inception, the Academy's TDA has always called for an Education Advisor (GS-13). In January 1973 the Academy interviewed several prospective applicants and subsequently selected one. However, before that individual could be hired, a hiring freeze on civil service employees went into effect. By the time the freeze was lifted, a new list of applicants had to be secured and interviews again conducted. Additionally, during that time, the Academy's command operating budget was becoming severely constrained, and the decision was made not to hire an Education Advisor. Budgetary restrictions have, for two years of operation, kept an Education Advisor from being hired. Due to the large salary involved, the embryonic Academy felt the monies made available by not hiring an Education Advisor could be better used on other items and programs. (2, 8)

The Academy's initial TDA (1972) made no provisions for a Department of Resident Instruction under the Director of Instruction. However, with the TDA effective July 1973, a Resident Instruction Department was included per the Staffing Guide for US Army Service Schools. Due to the limited size of the Academy, this department has never been filled and the four instructional divisions have reported directly to the Director of Education (old title - Director of Instruction) in order to keep the organization as simple and clean as possible. (8, 9, 15)

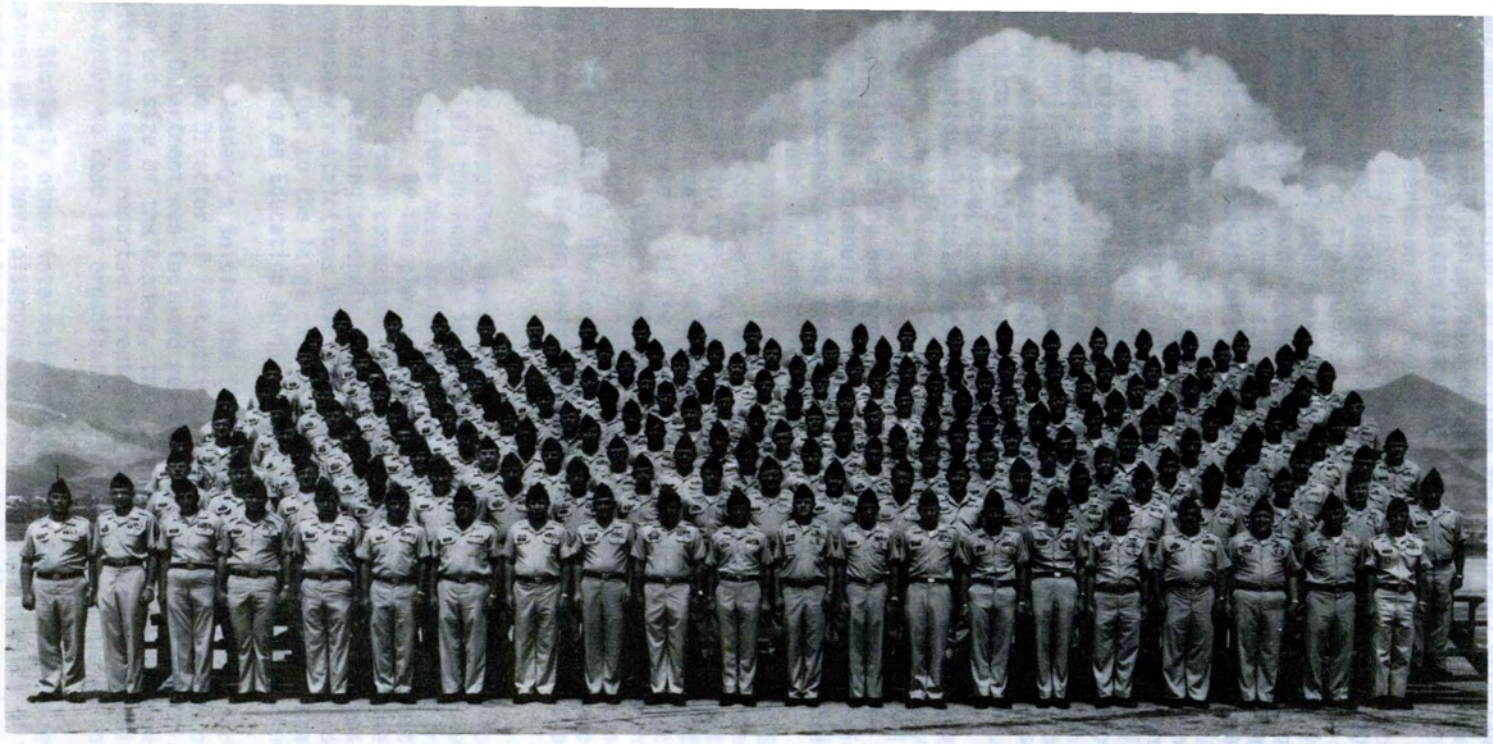
Similarly other internal modifications to the authorized TDA have been tried; some were retained while others disappeared. The first few classes of the Academy were conducted during a period of the normal turbulence associated with a school initiation. Thus, the various student, administrative and training aids support functions were being operated in a less than professional manner. The Academy's Distribution Center was that in name only; systematic control and filing of training aids were almost nonexistent and other administrative difficulties ad infinitum

existed. In an attempt to remedy these problems, the Administrative and Support Division of the Office of the Director of Instruction was created in April 1973. It was staffed with in-house assets pirated from other areas. Throughout its 13 months of existence it established many procedures which are still followed; it basically corrected the multitude of administrative and support ills of the Academy. In May 1974, upon Academy reorganization under a new TDA, which incorporated minor changes, this unofficial entity, having served its purpose, was disbanded, and its functions returned to their respective divisions. (2, 8).

Throughout the two-year existence of the Academy, department/division titles have changed several times. Some changes were made to align titles with higher headquarters guidance. Other titles were changed to make the name of the Agency more closely correspond with its functions and mission. As an example, Human Dimensions of Professionalism was changed to Human Relations and later to Leadership and Human Relations. Basically, the Academy TDA has been a living document which reflects the philosophies and changing atmosphere of this dynamic institution. (9, 10, 15)

As mentioned previously, the Academy has operated under several TDA's. Experience has been the driving factor in recommending changes to the current TDA in any one period of time. The Academy's manpower survey in February 1973 also served as a basis to initiate "change for," specifically increasing personnel allocations. However, the changes from one TDA to another have been relatively minor, and the Academy is still basically organized as it was in 1972. These changes have primarily been in personnel allocations, titles, and in two instances, in lines of command. The Academy has strived to maintain a responsive, yet "bare-bones" organization, while accomplishing its missions. In August 1974 the mission was reworded, in an effort to clarify and decrease the wording, to read, "To provide a program of study to prepare selected noncommissioned officers for positions of greater responsibility throughout the Defense Establishment. (9, 10, 11, 12, 13, 14, 15)

In summary, the Academy, since the Pilot Class, has continued to hone and polish all areas of its curricular operation, effectively utilize its resources, including students, and streamline its organization, all aimed at making the Academy truly the Capstone of the Noncommissioned Officers Education System.



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Class Two
13 July to 18 December 1973

(Row 1) R. Canales, J. J. Berry, J. G. Fisher, L. E. Sprowl, E. A. Weniger, D. W. Butcher, W. A. Cone, W. R. Garrett, R. C. Baker, H. I. Johnston, P. A. Tolar, W. T. Powers, J. K. Hudson, S. Myhand, J. D. Olarte, L. F. Garza, D. R. Amaral, B. Roldan, L. W. Hill, G. H. A. Knab, L. L. Letoto, E. A. Ibarra, H. P. Martello, Jr., (Row 2) J. Rabasa, R. E. Wilson, J. E. Mimms, K. R. Watson, J. Jenkins, I. Patino, D. J. Rechel, H. D. Rettke, C. B. Miles, D. G. Larsen, J. F. McGrath, D. W. Melton, P. L. Sparks, G. D. Lewis, Jr., W. E. Axsom, R. E. Sanderson, E. L. Gillikin, Jr., B. L. Sturgeon, D. L. Minard, C. E. Rawson, (Row 3) A. B. Robbins, Sr., F. V. Ehrlich, J. Colon-Nolasco, P. R. Morris, N. L. Morgan, L. R. Arend, M. L. Ray, C. L. Kolfalvi, R. C. Harman, D. G. Wyatt, F. H. Hinson, K. F. Sauber, G. B. Kaiser, J. E. Cumbee, G. N. Hall, R. K. A. Price, D. L. Turner, J. Ledford, Jr., R. E. Conley, W. D. Parker, G. L. Peters, W. E. Wheat, (Row 4) L. N. Simpson, G. L. Naquin, G. Didriksen, R. Hubert, J. E. Kings, E. E. Kitchen, R. H. Godfrin, W. Peters, I. D. Jenkins, E. H. Kight, J. E. Fox, R. C. Baker, R. E. Sova, W. L. Purcell, J. R. Wood, P. R. Morris, L. F. Jergens, J. J. McMullen, M. Douglas, (Row 5) D. Walker, P. E. Dobbs, J. R. Mooney, R. B. Barnes, F. E. Barnett, J. L. Lewis, Jr., O. W. McQueen, G. W. Smith, C. R. Bray, C. C. Scearce, Jr., D. N. Freeman, J. W. Ayers, B. O. Barnes, G. S. Keaveney, J. Lopez, R. G. Crooks, R. E. Hovendick, Jr., D. R. Ingram, L. G. Jeter, E. J. Waters, Sr., (Row 6) J. S. Fernald, J. H. Richardson, A. L. Walker, R. M. Nelson,D. A. Weng, J. Johnson, L. Dix, L. L. Spivey, Jr., V. A. Harper, R. L. Tribble, J. E. Hargraves, J. L. Cooper, H. Johnson, O. D. Payne, A. L. Scofi, T. J. Shanklin, J. J. Markham, J. L. Clapsaddle, (Row 7) A. D. Nave, E. W. McCormick, H. B. Westmoreland, W. J. Brosius, C. L. Copello, A. L. Farnham, F. K. Kraft, K. H. Nakaten, H. L. Taylor, F. L. Sowers, Jr., T. M. Doten, G. C. Moore, A. Van Dover, J. A. Strickland, R. W. Jones, W. R. Goetz, J. M. Asbury, R. C. Butler, S. R. Silverman, H. R. Harrell, (Row 8) C. E. Downs, T. L. Hancock, R. P. Stapleton, R. P. Johnson,G. J. Brennan, C. O. Averett, C. L. Manuel, W. W. Spurgeon, J. T. Gipson, H. W. Miller, T. L. Hancock, R. F. Stipsky, J. M. Asbury, N. L. Gage, J. R. Brown, H. H. Behnfeldt, R. D. Lacey, L. Greenwood, Jr., I. L. Nall, (Row 9) C. McKinnis, Jr., J. E. Lucas, T. L. Williams, R. V. Buxton, Jr., L. N. Simpson, W. D. Parker, B. Richardson, R. B. Kampsen, K. C. Vickers, G. G. Bennett, P. W. Heater, J. R. Gilbert, C. P. Gaskill, B. G. Adkins, J. M. Cruz, C. T. Anderson, E. P. Bailey, A. D. McNeely, (Row 10) H. F. Copeland, E. R. Hart, P. J. Motley, R. P. Murphy, J. B. Huggins, A. A. Bistline, S. D. Tackett, R. B. Hartle, R. F. Mariani, C. D. Perkins, G. R. Molina, F. Janicek, Jr., J. F. Deegan, D. W. Jones, A. B. Robbins, Sr., J. E. Beranek, W. S. Gann, M. L. Knowles, J. D. Wilson, W. E. Toon, A. Hunt, Jr.

Class Three
11 January to 20 June 1974

Row 1: D.H. Thompson; S.J. Manzano; J.C. Yap; R. Madayag; S.C. Propios; J.A. Young; H.O. Myerston; B.L. Moreno; J.L. Moore; M.F. Komarny; C. Powe; C.M. Holmes; J.R. Eldridge; W.M. Clark; J. Schalavin; F. Terrio, Jr.; S.G. Smith; T.L. Perkins; C.L. Sanchez; F.A. Notter; Row 2: H.L. Ikner; A. Garza; A. Musco; W.M. Robinson; R.H. Orth; J.J. Hodges; W.D. Ferrell; H.V. Fuller; R. Garcia; J.C. Roberts; M.J. Alvarez; R.A. Castillo; W.T. Chappell; T.R. Ovitt; A. Hill; K. Budrow; J.B. Rodriguez; B.W. Emde; K.E. Miles; S.E. Dempsey; J.D. Black; Row 3: J.H. Ferguson; J.M. Stephens; J.B. Parker; G. Lopez, Jr.; N.A. Wilfong; J.A. Ramil; J. Borek; T. Hamatake; B.B. Rasor; H.R. McIntyre; B.A. Clark; W.L. Pickett; C.A. Robinson, Jr.; G.E. Larrabee; L.K. Sheppard; L.R. York; R. Fenzlaff; H. Chavez; R.G. McGee; H.B. Scribner; Row 4: W.J. Mayer; E.C. Copeland; R.J. Soden; E. Stevens; R.L. Ellison; J.M. Liston; S.L. Cole; L.F. Leer; L.J. Williams; D.H. Devine; D.S. Hughes; J.E. Johnson; R.M. Heirakuji; R.R. Polk, Sr.; J.R. Putman; J.E. Krupa; F.R. Navarra; R.L. Arnold; M.C. McCoy; V.E. Vick; Row 5: T.T. Spencer; R.K. Winter; R.C. Owens; L.A. McClain; L. Dew; J. Hopkins; B.A. Hughes; D. Whittington; F.R. Palmer; T.M. Berry; W.B. Corbin; R.P. Perez; J.E. Goldsborough; P.R. Croley, Sr.; P.V. Fleury; R.S. Alexander; J.A. Dulaney, L.G. Long, Jr.; R.P. Ladnier; G.E. Klingeberger; Row 6: M.H. Groom; R.R. Clemons; W.D. Bell; C.A. Masten, Jr.; W.G. Hetzler;R.F. Henrickson; W.T. Landman; J.R. Sheriff; J.H. Ledbetter; K.R. Sammons; R.K. Busch; W.L. Plotts; R.T. Duffy; D.D. Stranahan; U.H. Pollard; J.F. Mathis; A.J. May, Jr.; A.E. Owens; A.L. Waite; B.J. Lewis; J.C. Sanders; Row 7: O. Boatwright; J.W. Lucas; S.E. Thornburgh; D.E. Grau, S. Garman, Jr.; E.H. Pippin; G.M. Debus; S.F. Brown; H.W. Freeman; L.L. Carpenter; R.E. Lynch; E. Fields; N.J. Heinen; F.O. Trotter; W.O. Conner; J.E. Collins; E.L. Surbaugh; H.H. Mosely; R.D. O'Brien; W.D. Block; Row 8: L.K. Ferguson; B.W. Hancock; W.D. England; J.C. Scarbrough; R.E. Gibbs; C.B. Morris; J.H. Gooden; P.A. Rosario; M.A. Ferry; L.C. Dane; E.L. Osmon; D.D. Duncan; A.G. Carpenter; D.N. Richey; H.L. Geier; E.G. Hamby; E.A. Siewert; R.E. Turner; C.E. Blankinship; E.W. Johnson; J.E. Hill; Row 9: R.E. Ivey; L.N. Mello; E.L. Moore; J. Anderson; J.E. Anderson; J.L. Wright; J.S. Norman; R.L. Phillips; F.E. Abe; R. Weathers; C.J. Pierson; T.M. Reeves; G.M. Hines; J.M. McDowell; N.B. McMillian; C.F. Chittum; R.J. Van Horn; J.W. Greek; J. Mikita; P. Millett; Row 10: T.L. Childers, D.L. Spears, G.A. Miller, G.E. McKinley; G.A. Davis; J.L. Gillis; R.C. Kirkbride; D.B. Kypta; T.F. Helbing; J.W. Fletcher; R.R. Johnson; F.R. McIver; L.E. Scholl; E.R. Nelson; J.R. McKinney; E.D. Ware; J.E. Spence; A.L. Jones; C.E. Parrish; F.G. Main; K.Dye

Class Four
11 July to 18 December 1974

REFERENCES - CHAPTER III

[1]Fact Book, Headquarters, US Army Sergeants Major Academy, May 1973.

[2]Letter, Headquarters, US Army Sergeants Major Academy (ATSS-TEV), 26 July 1973, Subject: US Army Sergeants Major Academy Pilot Course Evaluation.

[3]Historical Audio Tapes, Colonel Karl R. Morton, Headquarters, US Army Sergeants Major Academy, 1974.

[4]Interview, Major Larry Bennett, Operations Officer, Office of the Director of Education, Headquarters, US Army Sergeants Major Academy, 1974.

[5]Fact Sheet - Academy Curriculum Development Background, Headquarters, US Army Sergeants Major Academy, 1974.

[6]Interview, Major Wallace Stauffer, Chief, Plans Branch, Office of the Director of Education, Headquarters, US Army Sergeants Major Academy, 1974.

[7]Historical Audio Tape by Colonels George R. Stotser and Karl R. Morton, Headquarters. US Army Sergeants Major Academy, 1974.

[8]Personal recollection, Captain Robert C. Perry, Headquarters, US Army Sergeants Major Academy, 1974.

[9]TDA 5AW3QTAA000

[10]TDA 5AW3QTAA001

[11]TDA W3QTAA002

[12]TDA TCW3QTAA, CC NUN TC0174

[13]TDA TCW3QTAA, CC NUM TC0274

[14]TDA TCW3QTAA, CC NUM TC0374

[15]TDA TCW3QTAA, CC NUM TC0175

CHAPTER IV - OTHER MISSIONS

Even prior to the formal activation of the Academy, the idea of assigning the then unnamed school other missions in addition to resident instruction was seriously considered. Specifically, a nonresident or correspondence course was envisioned. Changing the proponency for the command sergeant major's MOS Test was discussed also, with a proposal to give constructive credit for attendance at the Academy to E8's and senior 9's who completed a refresher course. (1, 2)

Refresher Course. The concept of a refresher course arose during the "selling" of the Academy concept to General Westmoreland, then Army Chief of Staff. The Chief was very concerned that the proposed Academy could not field sufficient graduates in any one year. Even though he thought the annual output of the resident course should be approximately equal in percentage to the Army War College, he felt the Army needed to be rapidly filled with graduates. (2)

When General Westmoreland was on the verge of deciding to implement the Academy, MG Hunt used the concept of a refresher course as the tie breaker. The tenet of this idea was to operate a short course for E9's and those E8's with 23 years or more of service in order that they might also benefit from the school. Shortly after activation, the Academy was directed to establish a two week refresher course. This course was to operate for as long as necessary until the Academy's output had "caught up" with E9's and E8's with 23 years or more of service. (2)

The main problem was how to develop this refresher course. Much of the staff wrestled with the difficulty of how to make the refresher course parallel the resident curriculum and how to compress 21 weeks of instruction into 2 weeks of meaningful academic endeavor. Resolution of the many envisioned difficulties associated with concurrent operation of the two courses was attempted also. In late 1972, the Academy forwarded a variety of refresher course proposals to CONARC for approval, none of which were approved. In reality neither the Academy nor CONARC knew what they wanted in concept. (2)

Colonel's Morton and Stotser were both against the project for a variety of reasons. One of the big difficulties they saw was in the area of records. No one could arrive at a positive solution as to how to annotate, on forms 20, constructive Academy credit via the refresher course and show distinction between the graduate of the full length course. Both Colonel's Morton and Stotser felt much confusion in record reviews and board actions would subsequently result and thus, the stature of the graduate of the 6-month course would be lessened as would the school itself. (2)

CSM Bainbridge says farewell to General Creighton Abrams after his visit to the Academy on 26 Sept 73.

Obviously, the anti-refresher course feeling of the Academy slowed the development of this project. However, by February 1973, a new concept had been formulated and was believed workable. The Academy was on the verge of forwarding this for approval when General Westmoreland's successor, General Creighton Abrams, visited the Academy for a tour and briefing. He was given the Academy Command Briefing, which described the refresher course requirement. He requested the full details of the planned course and was given them. General Abrams felt the refresher course itself was unnecessary and directed that all actions pertaining to the course be ceased. The Academy reported this to CONARC, and in Spring 1973 the Academy received CONARC's cancellation. This back door approach to getting the course concept deleted was not done by design, but was received by the Academy with pleasure, due to internal resistance to the concept in general. (2)

CSM MOS Test

Another additional mission which had previously been talked about during the Academy's formulative stages was proponency for the CSM MOS Test. TRADOC basically, without warning or formal coordination, in early 1973, transferred the responsibility for this test to the Academy from the Command and General Staff College with an implementation date of August 1974. (3)

The Academy agreed with this shift since it was in the business of preparing senior noncommissioned officers, in part for duty as command sergeants major. However, since the Academy was a newcomer to the academic community, it felt the first few years of testing would have to be done with care. Many command sergeants major, worldwide, gave the Academy the impression that the previous tests had been poorly done, plagued by foggy or tricky questions, and moreover, were of a basic training level. Since the Academy was so new, it decided not to make any significant changes to the test plan and to confine the general test areas to those of previous years. (2)

Also, during the early stages of proponency assumption, the Academy, primarily at the urgings of Colonel Morton, decided to eliminate the theretofore 40+ references required for a CSM to prepare for testing. The basic philosophy was to publish a consolidated one-stop study reference which would eliminate the hours of searching normally required just to disinter the appropriate references. (2)

Shortly after assuming test responsibility, the Academy started to develop the test which was to be administered in August 1974. Major George Wise was the linchpin in the Academy's test efforts. He and his small group of assistants developed the 1974 test plan, in concert with the aforementioned guidance. The Enlisted Evaluation Center (EEC) quickly approved the plan, and then the tedious phase of test item development began. Items were written, murdered in-house and then formally murdered by a board. This board was comprised of command sergeants major and officers from various segments of the Fort Bliss community, such as the 11th ADA Group, 3d Armored Cavalry Regiment, etc. A wide variance of branch representation was present to guard against an inadvertent one-sided view of any particular question. Questions were then submitted to the Commandant for approval. He then performed minor editorializing on unclear questions, approved, or directed recasting as necessary. The locally approved bank of questions were then submitted to the Enlisted Evaluation Center for subsequent screening and approval. (2, 6)

The Evaluation Center was extremely helpful to the Academy during its first test preparation and continues to be so as the second test is being developed. The Academy invited the EEC personnel to Fort Bliss in 1973 for a working conference on test development. Not only was the on-station expertise of great benefit, but the visit did much to establish rapport with the EEC. The 1975 test plan has been approved and is a significant departure from those of previous years. The rapid EEC approval of this changed test plan is attributed in part to the excellent rapport between the two agencies. Additionally, it appears that the EEC considers the Academy as the expert in OOZ MOS Testing and thus does not question, to any significant degree, the plans and methods of the Academy. (2)

The Academy has always desired to align the test along lines which parallel the curriculum and is now starting to do so. On a visit to the Academy, MG Ira Hunt said the Academy has a very lethal weapon in test proponency, in that the Academy could dictate what subjects senior noncommissioned officers worldwide will study. Therefore, the Academy has to be exactly on target to avoid an adverse impact. Presently the Academy can move towards test alignment with the curriculum without adverse impact, since each testee is provided a one-stop study reference which contains appropriate material to prepare for the entire test, and since the August 1974 test was so well received, as feedback from the field indicates. (2)

When the Commandant initially directed the development of the study reference, he desired it t be more than a reference for testing. A desk manual for command sergeants major has long been needed in the Army, and Colonel Morton felt the addition of pertinent informational data to the study guide would give the Academy and command sergeants major a good start on such a desk reference. Therefore, Major Wise was charged with developing not only a study reference but an educational vehicle as well. (2)

Throughout the Spring of 1974, Major Wise and associates developed a 300-plus page document which was 1/3 devoted to test preparation and 2/3 devoted to data required by a CSM in the perform ance of his duties. This document was printed at Fort Bliss and mailed directly from the Academy to test control officers worldwide in lieu of using the standard EEC distribution. The field response concerning this book has been excellent. Many CSM's have praised the guide, not only as a preparation help, but also as a reference document. Some indicate that the study guides have be pirated from the intended audience and found their way into officers' desk drawers, indicating tha the Academy has a very viable product, even though minor errors did exist in the initial edition. The second study guide is now being prepared with a view toward slightly shortening its length. Ultimately, the Academy hopes to use this experience to publish a CSM desk reference designed solely as a desk reference. (2, 6)

After approximately two years of experience, the Academy has made giant strides in the 00Z testing area. As forecasted by General Haines, the Academy has learned a lot through the conduct of this exercise. Additionally, the credibility of the Academy has been enhanced in the eyes of senior noncommissioned officers by exposure to the test and study reference. Moreover, the study reference provided the Academy with a good advertisement vehicle in addition to its prime function. All in all, CSM MOS Test proponency has been a very valuable mission for the Academy. (2)

Correspondence Course

Aside from MOS test proponency, the Academy also was charged to develop a nonresident or correspondence course. This additional mission was planned for, even during the conceptual stages of the Academy. Both General Haines and Colonel Morton thought a course should be offered to thos senior noncommissioned officers, who for some reason were not able to attend the resident course. Additionally, they felt the course should correspond to the resident curriculum as closely as possible. (2, 7)

In early 1974, Academy detailed planning for the concept of the nonresident course commenced. Colonel Morton and others felt that in many service schools, the nonresident student and moreover his course of instruction were classified as second class. The courses were in many instances dull, unimaginative and often several years behind resident instruction in the areas of doctrine, methodology, etc. Therefore, when Academy detailed planning commenced for the correspondence course, the staff was charged with being innovative, creative and keeping foremost in their minds the tenet that the nonresident student should be treated on an exact par with the resident student. The course was to be applicable to active duty noncommissioned officers, reservists and guardsmen alike. This point was critical since at any one given period of time, the Academy could only educate, in residence, less than 4% of the Army's senior noncommissioned officers. (2)

In January 1973, Major James Erickson was tasked with the overall mission of nonresident instruction development, and MSG James Jeter became his primary assistant. Before commencing cours design, the War College, Command and General Staff College and the Adjutant General School were visited in an attempt to discover new ideas, concepts and media which might be used in the Academy' course. Major Erickson and MSG Jeter spent most of 1973 designing the course, gathering reference writing lesson concept sheets, developing a POI, establishing selection criteria and trying to get the course announced. (2)

All of this endeavor was driven by the basic concepts of the course as envisioned by Major Erickson. He felt the best manner to get the student through the course was to use a scenario which would place the student in progressive positions throughout the two years of study. The student was to start the promotable 1SG of a battalion headquarters and headquarters company and subsequently progress to division CSM, both in and out of combat. Throughout his tenure in these positions he would be faced with problematic situations normally required by his grade and job. The lesson material would enable him to learn the appropriate course of action and the reasons therefore. For example, in one subcourse, the headquarters company is confronted with a difficult military justice situation; the 1SG is next given a study assignment and a few self-graded exercise before he is required to write his recommendations to the company commander. His faculty advisor is then responsible for subjectively evaluating and returning the student's response. (2, 4)

Not only did Major Erickson envision written exchange between students and faculty advisors, but also verbal communication in the form of oral requirements and performance counseling via audiotapes. Machine graded multiple choice tests were not planned for use in this course. The faculty advisor was to take their place and provide better monitoring and interchange with student. Using faculty advisors will provide the additional benefit of maintaining parallelism between the resident and nonresident courses. All this was done to make the nonresident course meaningful, innovative and an enjoyable learning experience for the student. (2, 4)

Throughout the winter of 1973-74, the Academy reached several stumbling blocks along the road of course development. The Academy's nonresident course was designed similar to that of the Army War College; however, the War College's Course is administered by Headquarters DA, while complying with certain TRADOC requirements for correspondence courses. Thus, the Academy experienced certain problems in the areas of format, congruity of terms and titles, possibilities of central administration, changes in the resident POI, etc. In most instances, these difficulties were overcome by coordination between the Academy and the TRADOC staff, while a small number are still unresolved. (4)

In April, 1974 the course was formally announced by DA. The announcement message was very complete and contained many items the Academy had opted for. Included therein was authority for the Commandant to establish policies, concerning termination of enrollment, the requirement for an Academic Evaluation Report, and an end of pilot course review. Selection criteria and application procedures were announced later. (2, 4)

During the summer of 1974, DA received 786 applications for the 50-man pilot course. Eligibility criteria were: E8 with an enlisted MOS evaluation score of 100 or higher and not more than 23 years time in service, or same criteria that apply to the resident course. Two noteable exceptions do exist; time in service is waiverable, as is grade for E9's. A DA board was convened and from the 786 applications, selected 35 active duty personnel, of whom 11 were CSM's, 11 were SGM's, and 15 were reservists and national guardsmen, to fill the 50-man pilot class. The Academy had hoped to start the course in August 1974 but late receipt of selectees' names caused a postponement until 1 September. At the end of 1974, two personnel had dropped the course and 1 was selected for the resident course, thereby precipitating another disenrollment since completion of the nonresident course does not preclude attendance at the resident course. Future nonresident classes will be selected by the same board which selects resident students. (2, 4)

Due to the large response in applications for the pilot course, the Academy was asked by TRADOC to expand the course from 50 to 100 students. The Academy requested the course load to remain at 50, even though 100 could have been handled. The Academy felt that since this first class was a pilot class, the larger size might have adversely affected the validation of the course, in addition to exposing a larger population to any undiscovered errors. DA and TRADOC concurred in this request to hold at 50.

The Academy's course was designed with a two-week resident phase and graduation at the Academy. However, since the first class was a pilot class, the Academy requested and received authority to conduct a one time mid-course resident phase of 2 weeks. This is designed to enable the Academy to get a better evaluation of the pilot vehicle and thus make more meaningful revisions for subsequent classes. (2)

Parallelism with the resident course has been a basic goal of the nonresident program, and has been achieved in all areas but one. To date, the Academy has not determined a feasible method to conduct electives via correspondence. This concept of total parallelism was first suggested by General Donald V. Bennett during his Class Three visit to the Academy. Since that time, the Academy has struggled to ascertain a way in which elective college courses could be offered. El Paso Community College is currently (Dec 74) exploring the possibility, feasibility and legality of such an undertaking. (2, 8)

The Academy feels that the current nonresident program, conceived by Major Erickson, is a viable program for those senior noncommissioned officers who cannot attend the resident course. Additionally, initial feedback from the field indicates the students are very pleased with the instruction. Of course, they are discovering loopholes in it, and the Academy is working to correct these deficiencies. (2)

ASSUMED MISSIONS

To complement assigned additional missions, the Academy has assumed other tasks which it classified as quasi additional missions. Due to the vast array of knowledge and experience assembled in the student bodies of both the Academy and the Army War College, an exchange program was considered beneficial. The basic premise of this proposed exchange was to have Academy and War College students share their thoughts and feelings on contemporary leadership problems while in a seminar environment. (2, 5)

During 1973, initial planning and ground work was laid with the War College to have students from the Academy's Class Two visit Carlisle for a few days. It was addressed as a one-time basis since feelers proposing the idea of a continuing rotational exchange had met with only lukewarm response. The War College approved the idea in concept, offered to fund the trip, and both the War College and the Academy started planning for a trip to Carlisle in December 1973. Just prior to the graduation of Class Two, 16 students (one from each academic group) selected on the basis of demonstrated academic excellence, intelligence and articulation skills, with a few members of the faculty, departed for Carlisle Barracks, Pa. Upon arrival Academy students were sponsored by War College students, entertained in the Commandant's home and generally treated as royalty. (2, 9)

The trip's real forte was in the classroom environment. Since the War College also utilizes the small group method of instruction, Academy students were divided among the groups and placed back in their familiar environment. After many hours of discussion, the main point of commonality was that both the senior commissioned and noncommissioned officers shared the same general leadership problems. (2)

Students return from their visit to the Army War College.

Both the Academy and the War College thought this exchange was very beneficial for both groups of students. Student reaction attested this view. Based on the success of the visit, as envisioned by the Academy, the stage was set to reopen the issue of rotational exchanges. (2)

Ideally, the Academy would have liked to send students from each class to Carlisle. However, since the War College only operates one class per year in comparison to the Academy's two, that plan was not feasible from a duplication point of view. The War College did consent to send a group of their students to the Academy each spring and to have members of the Academy's fall classes visit Carlisle. (2)

This rotational exchange has, through Class Four, worked very well, and the students from both institutions have benefitted. The Academy's Deputy Commandant, Colonel Russell M. McGraw, who replaced Colonel Stotser, was one of the War College students who visited the Academy in June 1974. He personally attests to the worthwhileness of this program, and cites that he and his fellow group members received renewed insights into leadership problems and their solutions while exposed

to Academy students. (2, 5)

Another form of exchange was also considered that would prove to be beneficial to both students and other participants. The Academy, during Class Four, established the Commander/CSM Seminar, where field commanders and their command sergeants major of battalion and brigade sized units were invited to spend two days in the Academy's group environment discussion contemporary management problems. The idea was to provide students with current true to life situations and to allow the commanders and command sergeants major to draw from the diversity of backgrounds and experience of Academy students.

Major General Fair explains his point of view during the Commanders Seminar.

During November 1974, nine commanders and their command sergeants major from Forts Bliss, Hood, Sill and Carson, and from Reserve component units from Colorado and Nebraska, met at the Academy. These visitors represented a wide spectrum of branches and type units. In the group environment, both students and guests shared their thoughts in a candid professional manner. The value to the students was great, but so was the value to the commanders and command sergeants major. As an example, one brigade commander, after listening to a student comment on the brigade's equal opportunity instruction difficulties, took out his pen, made a note and said, "Why didn't my staff think of that?" (5)

The success of this series of seminars has prompted the Academy to continue this valuable teaching experience for future classes.

[1]Message, HQ CONARC (ATIT) 182132Z Jul 72, Subject: US Army Sergeants Major Academy (USASMA).

[2]Historical Audiotape, Colonel Karl R. Morton, HQ US Army Sergeants Major Academy, 1974.

[3]Message, HQ CONARC, (ATIT) 142227Z Jul 72, Subject: Proponency for Command Sergeants Major (CSM) MOS Test, 00Z50.

[4]Briefing Army-Wide Training Support by LTC James Eitel, HQ US Army Sergeants Major Academy, Nov 1974.

[5]Personal recollections, CPT. R. L. Perry, HQ US Army Sergeants Major Academy, 1974.

[6]Interview, MAJ Wise, Department of Army Wide Training, HQ US Army Sergeants Major Academy, 1974.

[7]Historical Audiotape by Colonels George R. Stotser, Karl R. Morton, 1974.

[8]DF, HQ US Army Sergeants Major Academy, Subject: AWTS Historical Development.

[9]Fact Book, HQ US Army Sergeants Major Academy, May 1973.

[10]Interview, MAJ Irving Smith, Executive Officer, ODE, HQ US Army Sergeants Major Academy, 1974.

FIRST STAFF AND FACULTY

As cited previously, the key personnel of the incipient Academy were selected by Colonel Morton in concert with General Haines. With the key personnel selected, the remainder of the Academy had to be filled with qualified personnel. Colonel Morton made initial contacts with branches in late May and early June 1972 in an attempt to secure an initial operating base. Additionally, Colonels Morton and Stotser sent letters to personal friends soliciting named recommendations for qualified personnel. Moreover, a full complement of personnel requisitions was initiated. (1)

By late June 1972, MSG Bennie Harrison reported to Fort Bliss as the first Academy member "on board." He was immediately followed by LTC Herbert W. Moore and 2LT Ruth Ann Phillips. Throughout July, fill of personnel was painfully slow. Several personnel were due in, but their arrival dates were well into the fall and winter months, thus they would not be of any immediate assistance to the Academy. (1, 5)

Conversely, the career branches were starting to arbitrarily assign personnel without approval of the Academy and without adherence to Academy established selection criteria. (2) The Academy was receiving names and officer record briefs of personnel who had been passed over for promotion and/or Command and General Staff College, were not possessed of the requisite educational background or had other shortcomings, making them ineligible for assignment to the Academy. (1, 2)

Part of the problem in the Academy's attempt to secure staff college graduates and senior service college graduates was that the Academy had not been started early enough in the programming cycle, due to its activation date, in order to have valid requisitions for spring graduates. By the time the Academy was started, these graduates had departed their respective schools and were at new assignments. The Academy thus had to lessen its insistance for majors with staff college schooling. (1)

By early August 1972 the Academy had undergone the rigors of POI development but had only 10 officers, 6 enlisted men, and 3 civilians present for duty of the 120 authorized spaces. (3) On 11 August 1972, MG Ira Hunt, CONARC DCSIT visited the Academy on an inspection tour. He was advised that the strength outlook for December 1972 was for only a 45% fill. Thus, he suggested that Colonels Morton and Stotser "close up shop" and go on the road to recruit personnel from other service schools. He stated he would advise the schools they were coming and that they had authority to request personnel they desired. The Commandant and Director of Instruction did just that from 16 August to 30 August. (4)

RECRUITING EFFORTS

On this recruiting trip, the Infantry, Aviation, Armor, Field Artillery, Finance and Adjutants General Schools were visited in addition to the Institute for Military Assistance. Fourteen officers and one noncommissioned officer were identified for possible assignment to the Academy. (4)

Both Colonels Morton and Stotser realized the schools would not be happy to see them come looking to pirate personnel. However, they were very surprised at the support they received. At certain schools, the quality of the support and cooperativeness was marvelous and at others, it was not. Colonel Morton's comment, "You would not have known we were in the same Army," best summarizes the few schools' lack of support. (1) In the final analysis, these two weeks of effort netted only one senior noncommissioned officer and four officers (captains). At that time, if all 14 selectees had been assigned, the Academy would still have been 44 personnel short of being filled. (3) USAJFKIMA was the Academy's greatest benefactor in this endeavor.

Concurrent with early fill actions, Chaplains Branch offered the Academy three choices to fill the Chaplain's position on the TDA. This position was not for a Chaplain in the classical sense, but for an individual trained in small group dynamics, leadership, counseling, interpersonal skills, etc., hence a Chaplain. Of the three choices, the Academy selected Chaplain (then Major) John C. Scott, and he reported for duty during July 1972. (1, 5) Chaplain Scott became operating head of the Human Relations Department and became the proponent for the Academy's small group method of instruction. The human relations curriculum and instructional methodology for Classes One through Four are directly attributable to this individual, his guidance, leadership, and drive. (1)

On 9 September, General Haines visited the Academy for a briefing on its progress. He was advised of the scarcity of personnel and the lack of responsiveness from the personnel agencies, which at the then current rate of fill would have precluded opening the Academy in January 1973. General Haines refused to slip the class opening date and offered his support to remedy the personnel situation. (1)

Upon his return to CONARC, General Haines talked with MG Smith, his DCSPER, and requested that he do all he could to fill the Academy. This generated a visit by MG Smith to the Academy to ascertain the problems. Upon reviewing the records of those tentatively assigned to the Academy and seeing the magnitude of the task at hand, MG Smith was convinced that the quality and timeliness of fill was far too low. MG Smith then started to pull personnel from Fort Bliss both on temporary and permanent basis to assist the Academy in getting rolling. Bliss personnel comprised 30 - 40% of the initial Academy operating strength. Additionally, MG Smith assisted in other personnel assignments resulting in 31 personnel being assigned by January 1973. (13) The results of recruiting and MG Smith's assistance can be seen by the change of personnel fill over the early months; August-33, September-38, October-61, November-75, December-81. (6)

SEGMENT ACQUISITION OF PERSONNEL

Once over the initial rough sledding of the early months, the Academy has remained relatively stable in the area of military personnel. Acquisition of senior noncommissioned officers has never proven to be a problem area. The Enlisted Personnel Directorate (EPD) has been an eager and benevolent friend of the Academy. EPD has provided, on innumerable occasions, Forms 20 of qualified prospects and allowed the Academy to basically choose who it desired to fill its valid requisitions. Thus, the quality of the senior noncommissioned officers at the Academy has remained high and hence the Academy's "instructor's" have been of the caliber required due to the nature of the student. (1)

The Academy has experienced some turnover of senior noncommissioned officers, primarily based upon these fine noncommissioned officers being selected for the command sergeants major program. Conversely, the lower grade enlisted personnel have turned over several times in the past 2 1/2 years, predicated upon levies, reenlistments, ETS, etc. The quality of the lower grade personnel has also been good throughout the lifetime of the Academy. (1) The Academy considered requesting "high quality" lower grade personnel with a list of special qualifications, but ruled that idea out. (7) The Academy had only asked for E6's and below to be a high school graduate, have a proficiency pay score of 100 in their respective PMOS, and be free from disciplinary problems. (8) The quality of the lower grade enlisted personnel, as assigned solely by EPD, has offset their rapid rotation, which has not affected Academy operations appreciably.

Conversely, officer rotation was viewed to be a potential problem of great magnitude in 1973. Since almost all officers were assigned to the Academy in approximately a 6 month time frame, the possibility of a mass officer exodus via PCS loomed on the horizon. To prevent such a situation, the Academy went to Officer Distribution Branch, OPD requesting that rotation dates for assigned officers be staggered over a one to two year period. This plan was approved and the officer career branches have cooperated very well. Officers have been slowly rotated and replaced, thus creating no operational difficulties for the Academy, save one. (1, 7)

In July 1973, the incumbent Deputy Commandant, COL Ronald Rasmussen left the Academy to take command of an infantry brigade at Fort Carson, Colorado. COL Stotser, the Deputy Commandant for Education, then assumed the Deputy Commandant's responsibility while retaining his previous job. From August 1973 until July 1974, the Academy searched for, requisitioned, and otherwise attempted to procure a suitable replacement to fill the Deputy Commandant for Education position. (1, 7, 15) The Academy wanted an individual who was a graduate of a senior service college, possessed a master's degree, and was a senior LTC. (7, 9) The position called for a colonel, however, COL Morton felt three colonels in the same organization were too many and that a "young hard charger, still on his way up" would be better for the position. (1, 7) Close coordination with TRADOC DCSPER and MILPERCEN eventually produced the names of a few candidates on a couple of occasions throughout those 12 months. However, none were in a position to move to the Academy for a variety of reasons (to include date of rank difficulties). (7) Eventually, LTC Willis G. Bacon was offered to the Academy, was able to come, and was selected for the position. He arrived in July 1974. Interestingly enough, he was one of the original LTC's considered for assignment to the Academy by COL Stotser in May and June of 1972. (10)

AERB POSITIONS

In 1972, the Academy went to DA to secure Army Educational Review Board validated positions throughout the staff and faculty. By mid-1973, nine were approved, and the appropriate personnel on board at the Academy were applied against the validated positions. (1, 11) Concurrent with this officer personnel action, the Academy requested that several enlisted spaces also be validated as positions requiring advanced degrees. This request was disapproved since it was in contravention to the regulation. (7) The Academy, in 1974, shifted many of its officer positions to noncommissioned officer positions and renewed its right to validate enlisted positions. With the publishing of Army Regulation 616-200 in 1974, the Academy resubmitted its request for such positions and is, in January 1975, awaiting results of higher headquarters' action for 17 validated Enlisted Educational Review Board spaces. (13) The Academy also requested a net increase of one officer AERB validated space to bring the total to 10. (12) Primarily these advanced degree allocations are for personnel directly involved in curricular development, such as academic department chiefs and lesson authors of critical and technical subjects.

CIVILIAN PERSONNEL ASSIGNMENT AND TURBULENCE

Not only did the Academy initially experience a slowness of fill in the area of military personnel, it also experienced this problem in regard to civilian employees, compounded by personnel turbulance. Initially, civilian personnel fill was slow, but has improved, in part, through the passage of time. A large extent of the Academy's early civilian work force were personnel who by virtue of the Defense Language Institute, Southwest (DLISW) phaseout were forced into an intransit status, while awaiting placement.

The turbulance of these personnel was difficult for the early Academy and created operational problems. Between 1972 and 1974, this turbulance has markedly slowed, except for the normal seniority bumping actions, job grade changes, hiring freezes, et al. In the first six months of operation, the Academy's civilian work force turned over 35%. (1) Since that time, barring a few individuals, the Academy has experienced a 100+% turnover of civilian personnel, either through internal or external job changes. (14, 15)

Procuring qualified librarians for the Academy was also an early problem. During the fall of 1972, the Academy attempted to secure an appropriate list of eligible librarians through civilian personnel channels without much success. As an interim measure, the Academy borrowed a librarian from Fort Bliss Special Services in order to commence actions to build a learning resources center for the fledgling school. This borrowed librarian was of help, but did not know the intricacies of starting and building a complete reference facility. Thus, her efforts were mainly confined to ordering books from publishers. (2)

Later that year, the long awaited list of prospective librarians arrived. The Academy interviewed candidates and selected Miss Barbara Stevens as the Academy's first Chief Supervisory Librarian. The other librarians were not hired prior to Miss Stevens' arrival in January 1973 so that she could hire her own staff, and also because no one at the Academy knew what to look for, or knew what knowledge was required of a librarian. (2, 5, 7)

Miss Stevens remained with the Academy for one year, before being reassigned to another job. The Academy then went back through the civilian personnel offices to procure another list of candidates, make interviews, etc. Miss I. Camille Woodruff was selected and became the Academy's second librarian. Other than in the position of Chief Librarian, the Academy has experienced only minimal personnel turbulance at the Learning Resources Center. (5)

As in many other areas, the Academy also experienced severe early problems in the area of personnel. However, through learning, experience and 2 1/2 years of operation, these early difficulties have slowly disappeared. The Academy now only experiences the normal personnel turnovers and shortages as experienced by any other unit.

Row 1: CPT H.W. Durgin; COL K.R. Morton; CSM W.G. Bainbridge; MSG J.R. Jeter; Row 2: SFC E.A. Goat; SGM H.A. Ferris; SSG J.E. Shoemate; SSG J.A. Jacque; SP5 C.A. Sooby; SGM R.D. Steyer; SP4 K.H. Aigner; SGT D.R. Davis; SFC V.A. Parsons; SSG A.T. Askew; Mrs. D.J. Criner; Mrs. A. Brinkman; Mrs. Y. Snyder; Mrs. L. Sotomayor; Row 3: CPT W.K. Nolan; CPT J.A. Eichman; SSG G.L. Dauphin; LTC H.W. Moore; MAJ J.C. Scott; CPT G.L. Kotrous; SGM W.J. Sweeney; MAJ M.T. Pilgrim; CPT L.G. Tualla; Mrs. J.M. Herring; Mrs. G.S. Feldman; Mrs. P.M. Hocking; Mrs. S. Rodarte; Row 4: LTC W.U. Piland; CPT J.L. Horalek; MAJ E.D. Lyerly; SP4 D.R. Sutterfield; SP4 T.J. Squires; LT R.A. Phillips; SGM R.L. Foreman; MAJ J.D. James; SP5 L.W. Johnson; Mrs. M. Teske; Mrs. A.B. Cervantes; Miss M.G. Brown; Mrs. J. Bates; Row 5: MAJ L.T. Bennett; SSG J.T. Budd; CPT D.S. Crawford; MAJ W.W. Curl, III; MSG E.D. Schocknmyer; SFC G.H. Soza; SSG H.W. Rounds; LTC G.R. Stotser; LTC E.M. Brown; Mr. E.T. Larson; Mrs. B.A. O'Neal; Miss M. Mendoza; Row 6: CPT R.C. Perry; CPT K.E. Kohls; CPT P.K. Ceria; LTC A.D. Flitcraft; SGM G.M. Hale; SP4 W.C. Collins; SGM V.M. McNeill; LTC C.D. Pettersen; MAJ G.W. Wise; Mr. C.H. Rhoades; Miss B.E. Stevens; Mrs. D.C. Irwin; Row 7: SP5 C.E. Jeffries; SP4 H.L. Pope; MAJ M.L. Sullivan; SGM C.W. Telfair, Jr.; MAJ F.S. Weston; SP4 G.R. Bartholme; SP4 M.E. Smith; LTC J.W. Eitel; MAJ I.B. Smith; Mrs. F.M. Thick; Mrs. K.J. Stoppiro; Mrs. L.G. Hill; Row 8: SGM J.D. Offutt; MAJ T.C. Spears; SP4 T.R. Dirks; SP4 L.B. Hardin; CPT J.D. Covey; CPT A. Giusti; LT H.S. Marsh; CPT C.H. Blumenfeld, Jr.; MAJ J.M. Erickson; Miss B. Bowell; Mrs. E. Townes; Mrs. N.F. McSwain; Row 9: MAJ D.L. State; LTC J.P. Kaye; MAJ A.J. Stuart, III; MSG B.L. Harrison; SSG J.T. Howard; SP5 M. Waldschmidt; CPT J.R. Dobbs; SFC D.W. Kelley; MAJ R.L. Anderson; Mr. R.G. White; Mr. F.A. Gutierrez. Absent were: LTC R.R. Rasmussen; LTC C.H. Rolley; MAJ J.W. Ault; MAJ W.E. Bailey; MAJ J.W. Burke; MAJ J.E. Griffith; MAJ R.C. Wheeler, Jr.; CPT M.C. Baker; CPT J.R. Brillante; CPT G.A. Jones; CPT J.A. Stott; CW3 D. Edmonds; 1SG J.E. Mills; SFC D.F. Flowers; SFC G.L. Foster; SP5 M.J. Rasmussen; SP4 S. Hartgers; PFC S.F. Burdick; Mrs. M.C. Brown; Mrs. L.R. Hammerick; Mrs. T. Luna; Miss M.M. McDermott; Mrs. J.C. Quevedo; Mr. R. Schreibstein; and Mrs. C.D. Skriiko.

ACADEMY STAFF AND FACULTY
SUMMER 1973

[1]Historical Audiotape by Colonel Karl R. Morton, HQ US Army Sergeants Major Academy, 1974.

[2]Historical Audiotape by Colonels Morton and Stotser, HQ US Army Sergeants Major Academy, 1974.

[3]Memorandum, HQ US Army Sergeants Major Academy, 27 Nov 73, Subject: Experiences in Starting a TRADOC Service School.

[4]Memorandum for Record, HQ US Army Sergeants Major Academy, 6 Sep 72, Subject: Recruitment of US Army Sergeants Major Academy Staff at Service Schools (16 - 30 Aug 72).

[5]Personnel data cards, HQ US Army Sergeants Major Academy.

[6]DA Forms 1, HQ US Army Sergeants Major Academy, Staff, Faculty and Student Company, dated 31 Aug, 30 Sep, 31 Oct, 30 Nov and 31 Dec 72.

[7]Personal recollections, CPT Perry, HQ US Army Sergeants Major Academy.

[8]DF, HQ US Army Air Defense Center and Fort Bliss, ALBCAC-PM, 6 Jun 73, Subject: Special Instructions for USASMA Energy Req.

[9]OPO Form 37, HQ US Army Sergeants Major Academy, 1 Jul 73.

[10]Personal Notes, Colonel George R. Stotser.

[11]DA Forms 2654R, HQ US Army Sergeants Major Academy, Sep 72, ATSSM-CMT.

[12]DA Forms 2654R, HQ US Army Sergeants Major Academy, Dec 74, ATSS-MB.

[13]DA Forms 4249R, HQ US Army Sergeants Major Academy, Dec 74, ATSS-MB.

[14]Standard Forms 52, HQ US Army Sergeants Major Academy, ATSS-MB.

[15]Interview with Ms. Carmen E. Klenick, Budget Analyst, HQ US Army Sergeants Major Academy, 7 Jan 75.

[16]Message from MG Smith, DCSPER TRADOC to BG Forrest, Dir OPD MILPERCEN, DA, 4 Sep 73, Subject: Request for DCE Nominees.

PHYSICAL PLANT

In June 1972, when MSG Harrison arrived at Fort Bliss, the Academy had no facilities it could call its own. MSG Harrison, in conjunction with the Post's designated Academy Project Officer secured a room in the basement of a mail post building and the first Academy Headquarters became operational. (1)

In actuality, facilities planning for the Academy had commenced in the spring of 1972. General Haines, accompanied by Colonel Morton, visited Fort Bliss in February 1972 on a whirl-wind tour. Various facilities were shown to General Haines for possible use by the Academy. Most of these were occupied at that time by Defense Language Institute, Southwest (DLISW), which was in full operation. This inspection tour was primarily a drive-by rather than a detailed inspection. At that time there was no firm idea as to whether or not DLISW was going to remain in operation or phase down. Everyone's best guess at that time was that the language school would eventually phase down due to the cessation of US involvement in Southeast Asia. The big question was when. (2)

The understanding between CONARC and DA at the time of Academy implementation, was that the Academy would occupy DLISW facilities and that DLISW would be completely phased out by June 1973. (3) However, by June 1972, no firm timetable for such phase out had been established. This greatly hindered the Academy's early planning for facilities and directly slowed all urgent actions for minor military construction Army projects and operational and maintenance expenditures. Thus, the Academy requested that CONARC prod DA into a decision. CONARC did just that and recommended that DLISW be completely phased out prior to the start of Academy academics. (3, 2) However, no decision was to be forthcoming for quite some time.

During the first days of the Academy, the "Academy Staff," MSG Harrison, soon joined by LTC Moore, began looking for a place to serve as the first Headquarters and held conferences with the post facilities engineering personnel on how to develop a modification - renovation program. A little building (11196) on Biggs Field was settled on as the first headquarters; in fact, it was the entire Academy for several months. (2)

As mentioned previously, a minor MCA had been envisioned for renovation and upgrading of facilities for the Academy. Several items were of key concern to the Academy in its earliest stages. These concerns primarily centered around expeditiously procuring and upgrading facilities in order to be able to conduct classes. Based on the envisioned method of instruction, the Academy realized the need to have conference centers within which the small groups could operate. DLISW had five such buildings with rooms suitable for group action. Buildings 11238 and 11239 were chosen since they appeared to be adequate to house the projected student load, and they were centrally located on Biggs. (4, 5)

An auditorium also was considered very essential to support the projected guest speaker program. The early Academy staff cast about considerably on this subject. Initially, it appeared renovation of Building 11300, which had a 144 seat auditorium would suit the Academy best. However, several other alternatives were also investigated. There was a special services theater on Biggs which was considered for use by the Academy. This possibility was disregarded since it would remove the theater from use of the Biggs population. An old Air Force Mess Hall was also investigated, in addition to the possibility of building a lecture facility and using a Main Post facility several miles away. The decision was made to enlarge 11300 to be able to seat the projected 250 man classes. This decision was predicated upon engineering approval of the concept to ensure that sufficient seats could be installed in the limited space available and still have room for audio visual equipment. (4, 5)

A permanent facility for the Library or Learning Resources Center was also considered very essential for proper Academy operation. Colonel Stotser had selected the old Base Exchange Management Office (BEMO), Building 11203, as the future Academy Headquarters; however, when Dr. Leslie Poste, a reserve Colonel and Professor of Library Science, arrived to assist the Academy in Library development, he selected the BEMO building for the library, not the headquarters. After several days of wandering around Biggs and inspecting buildings, Dr. Post had selected 11203 basically for one reason - it had a concrete floor. This was essential to eliminate load bearing problems created by shelves of heavy books. Additionally, this building was considered to have sufficient space to house the projected 50,000 volume collection. Thus DLISW Headquarters

Building, 11271, was designated to become the Headquarters of the Academy. (4)

In August 1972, a work order was submitted to initiate an urgent minor MCA project on the two conference center buildings, the auditorium, and library, to include two additional frame buildings to be allocated with the library, Post Directorate of Facilities and Engineering (DFAE) did not immediately commence work to prepare the certificate of urgency and other related documents for this project due to their workload. On 1 September, the Post Commander directed the Academy be given top priority. By 15 September the MCA plan had been developed and was hand carried to Washington for approval. (5) This rush developed three problems. First, "as built" drawings

Interior view of the Academy Auditorium, Building 11300

of the buildings were not available for architectural use. Second, the District Engineer disagreed with the local cost estimate and required a higher estimate. This higher estimate resulted in the deletion of three projects the Academy desired. These were the movement of two frame buildings to be allocated with the Learning Resources Center and the yet unmentioned request for sidewalks and curbing around certain buildings. These deletions were required since the higher estimate was over the imposed $300,000 ceiling. Moreover, small errors in the plan affected its final interpretation at Department of Defense. (4, 5)

On 27 September 1972, the project was approved for design and funds released. A local architect was selected based on his knowledge of the buildings. DA authorized a project ceiling of $291,000 for these renovations. The District Engineer authorized the architect only 45 out of the normal 90 days to design the required modifications due to the urgings of the Academy. In the final analysis, this shortened time when coupled with the architect's internal corporate problems, produced many design errors. A side problem was the coordination of the audiovisual requirements with MCA design. DA and Sacramento Army Depot audiovisual experts were not able to design the project in a sufficiently timely manner to allow for inclusion in the MCA project. This problem will be discussed in more detail later. (4, 5)

The project scope included the removal of language training junction boxes in the two conference centers, with their associated conduit. Painting of the entire buildings and installing carpet and drapes were also included. In order for the auditorium to be enlarged, the east wall had to be repositioned, the floor slanted, and seats and audiovisual equipment installed, in addition to modifications to the heating and cooling systems.

The BEMO building inside was a labyrinth of cubicles which had to be gutted, the ceiling lowered, floor capped with concrete and the heating and cooling system reworked before it could be suitable for use as a library. (4, 5)

In December 1972, the design for the project was completed and approved by Department of Defense. Bids were opened in February 1973 and the contract was awarded to Goulemann Construction Company of El Paso, Texas on 16 February. Work commenced in late February; scheduled com-

pletion dates were: Building 11238 - June 1973; Building 11239 - May 1973; Building 11203 - July 1973; and Building 11300 - December 1973. Thus, at the earliest, none of these facilities would be available at any time during the conduct of Class One (January - June 1973) but most would be available around the start of Class Two, except the auditorium. A variety of design changes, errors in plans, contractor/labor difficulties, etc., precluded the majority of buildings from being completed on time. By July 1973, both Conference Centers were complete and ready for the use of Class Two. However, the library was not ready for occupancy until September, and the Lecture Center was not available until 15 December 1973. (4, 5)

One of the reasons for the delay on the Lecture Center was the rear vision screen, a 10' x 18' glass screen which was scheduled for installation in the fall of 1973. However, the truck carrying the screen arrived late in the day, and no one was available to offload the screen. The truck driver then decided to make another delivery that night in Las Cruces, New Mexico and return the next morning. The following day was extremely windy and upon his return, 180 square feet of glass blew off the truck and, of course, broke on the roadway. Fabrication of a new screen thus delayed the opening of building 11300 for approximately 2 months. (4, 1)

In December 1974, the results of this "rushed" MCA project can now be felt. The Learning Resources Center is becoming too small to properly house its research collection. The Lecture Center is experiencing a very leaky roof and a multitude of audiovisual problems. Moreover, the two conference centers are becoming too small, and a new building (11228) is in the process of renovation to accept the overflow. The haste of opening the Academy, in this case prevented adequate planning and resulted in adequate, but not the best possible, facilities. (4)

Since the Academy's primary academic facilities were not to be completed prior to the start of Class One, an alternate plan had to be formulated to replace the Conference Centers. One of DLISW's three other conference facilities was selected for this purpose. This building had sufficient rooms to conduct group discussion, house a small distribution center, and provide student study areas. This building (11301) required extensive janitorial support and the positioning of the requisite number of tables and chairs. It became available on 20 December 1972 and through all personnel of the Academy assisting to clear it and move furniture, it was ready by 15 January 1973, the start of the Pilot Class. The Academy was permitted to use this facility because DLISW had made provisions for the Academy to do so. Without this assistance, it would be hard to speculate where or how the Academy would have conducted classes. This temporary conference center was adequate for Class One. The permanent conference centers were available for Class Two. (2, 4, 5, 6)

Since the lecture center was not to be available for Class One, another alternate plan also had to be devised. Colonel Morton favored using, on a joint basis, the Special Services Theater. However, the staff recommended and he approved another plan which worked out quite well. This plan called for the conversion of a 1200 man mess hall into a lecture center. Building 11268 was divided in the center of the dining area by the construction of a wooden stage with a projection screen. Student desks were acquired for seating and the mess steward's office was remodeled into a visitors lounge. Seating capacity was 225, sufficient for both Classes One and Two. The other half of the dining area was used for electives classes, wives activities, etc. This "jackleg," but very functional, facility was used as a lecture center until the start of Class Three. Since then it has hosted wives activities, classes, briefings, boy scout troops and served a variety of other purposes. All modifications were made by Academy personnel. (2, 4, 5, 6)

The Learning Resources Center, started operations in the little building first dubbed the Academy Headquarters. The library shared its space with the Staff, Faculty and Student Company until Class Two arrived, and the size of the Learning Resource Center's holdings forced the company to move to another building. In September 1973, the Learning Resource Center's permanent facility became available. (5, 6)

Due to the changing nature of the Academy, availability of facilities, etc., the staff and faculty, elements of the Academy have been required to move on several occasions. The headquarters has occupied three buildings, eventually ending up in the DLISW Headquarters, Building 11271, in October 1973. The Staff, Faculty and Student Company has occupied Buildings 11196, 11273, 11279 and now is back in 11273. The Office of Logistics has moved several times as have the academic departments. Distribution and storage facilities also have been in a variety of buildings on Biggs Field. All of these relocations appear excessive, but were predicated upon space and operational considerations. In most cases, the moves were conducted by Academy personnel using loaned 2 1/2 ton trucks; larger moves, such as the Headquarters' final relocation, were handled by a local moving company. (4, 5, 6)

STUDENT HOUSING

Student housing was also a facilities problem with the earlier classes. Biggs was selected as the site for the Academy, based primarily upon the availability of family quarters. Thus CONARC directed Fort Bliss to earmark 100 sets of quarters to support the requirements of the Academy. (7)

By September 1972 quarters requirements for both bachelors and families were still in a state of flux when Brigadier General Richard L. West, the CONARC Comptroller visited the Academy on a working inspection tour. The proposed location for family housing was the Aero Vista housing area which had a total of about 800 sets of both officer and enlisted quarters. As stated earlier, it was General Haines' desire for the Academy to have one contiguous block of housing. Normal turnover would not have produced the number of quarters in time, especially in the designated area, without the involuntary displacement of current residents. In discussions between BG West, MG Shoemaker, the Post Commander, and Colonel Morton, several items were ironed out. MG Shoemaker was willing only to hold open quarters as they became available but was hesitant to move the current residents. On this point, BG West felt CONARC needed to give the post some firm guidance in order to allow for adequate prior planning. (8)

As a result of BG West's visit, a family housing plan was developed by the Academy in concert with the Fort Bliss Housing Office, was reviewed by MG Shoemaker and hand carried to CONARC for approval. It met both the Academy's and CONARC's stated requirements. Generally, the plan called for setting aside an island of housing units in Aero Vista, including parts of both officer and enlisted housing. To meet the projected four bedroom requirement, some 4 bedroom units had to be scattered outside the designated area. Involuntary displacement of personnel in that area was authorized, as was designating officer housing as enlisted. (8, 9)

Additionally, the plan called for a renovation and maintenance effort to be undertaken to bring the designated quarters to an acceptable standard. Fort Bliss had the Aero Vista housing area on a long range MCA project for upgrade, however, the time phasing was projected to be too slow to benefit Academy students. BG West suggested the Academy submit an urgent minor MCA to renovate "Academy" quarters. In the interim period, while awaiting MCA action, minor painting, maintenance and repair was undertaken for the first two classes. (4, 10)

BG Richard L. West, the CONARC Comptroller, inspects the Academy facilities

Using a block of quarters for Academy students has proved to be quite beneficial and has greatly sped the students' integration into the Academy community. For Class One, the Fort Bliss housing office made quarters assignments to students out of the block of designated Academy quarters. Students were given a choice in quarters selection in so far as possible. However, this system was found to be far too cumbersome, and for all subsequent classes, the Academy has operated its own housing office. The post housing office provides the Academy keys to quarters and grants authority for the Academy to assign quarters. Students are programmed for a specific set of quarters, and a choice is not available. This ensures equitable distribution of quarters, eliminates complaints and generally enhances service to students. For Classes Two through Five, the Academy's concept of operating its own housing office has proven to be extremely beneficial to all concerned. (5)

When BG West visited, he also was concerned with quartering bachelor and geographical bachelor students. One of the early CONARC messages concerning the Academy stated that CONARC had no objection to converting existing bachelor officer quarters (BOQ's) to senior enlisted bachelor quarters (SEBQ's). (7) With that, the Academy pressed to secure the two permanent BEQ's located on the East end of Biggs Army Air Field for student use. The only alternative to the BOQ's was to use subpar BEQ's located nearby which had already been given to the Academy. The cost to renovate the subpar BEQ's was determined to be excessive, and Fort Bliss agreed to allow the Academy to utilize the larger of the BOQ's as SEBQ's. Once again requiring occupants of government quarters to be relocated. BG West also suggested on his visit that the Academy should fight to obtain the other permanent BOQ. (8)

The Academy did press for this second BOQ, but without success. The experience, however, of the Pilot Class, which filled the one permanent SEBQ given for Academy use, provided the wedge to convince Fort Bliss that the other BOQ was absolutely essential for Academy use as a SEBQ. Since Class One graduated the Academy has to date utilized the two permanent SEBQ's as the primary quarters for bachelor students. Overflow students have, by necessity, had to have been housed in one of the three subpar BEQ's. Additionally, the Academy utilizes the subpar BEQ's to quarter enlisted permanent party members. All SEBQ's have undergone minor refurbishment and upgrade to make them more attractive living areas. (4, 10)

AUDIOVISUAL SYSTEM

Early in the Academy's infancy, the need to have an audio-visual capability in its primary learning facilities, i. e., the classrooms and auditorium was recognized. In July 1972, the Academy conducted a conference at Fort Bliss to determine what type of educational media support equipment was necessary. Personnel from the DA audiovisual agencies, CONARC, Fifth US Army, Fort Bliss and the Academy were in attendance. They were briefed on what the Academy was attempting to do and were requested to devise an appropriate audiovisual package/system for the Academy. The real hope was for the experts to devise a total system in which all pieces of equipment would dovetail with the others. (4, 13)

At the same time, the POI task force was hard at work developing the basic outline of the curriculum. Both groups tried to work in consonance in order to develop a POI which would blend with the audiovisual (AV) equipment. The AV experts developed two packages of equipment for the Academy. One was for the classrooms, the other dealt with the auditorium. In fact, two "best guess" equipment lists were developed; but not an integrated system. When the AV conference adjourned, the Academy's impression was that the CONARC personnel were going to return to Fort Monroe and get the draft equipments list approved, but this did not happen. In September 1972, the Academy discovered no action had been taken, and therefore submitted the same list for approval. (4, 10, 13)

In November 1972, funding was getting tight. CONARC reduced the Academy's $182,000 request to $79,000 and forwarded it to DA for approval. DA supposedly approved the request and forwarded it to Sacramento Army Depot for procurement, however, Sacramento Depot never received it. About 10 December, Academy efforts disintered an approved copy at CONARC and forwarded it immediately for action. Sacramento Army Depot worked extremely hard and by the first few weeks of January, had sufficient televisions, video players, 35mm projectors and overhead projectors to support Class One. The ultimate cost of the classroom AV equipment was $42,000, thus leaving $37,000+ for the auditorium package. (4, 10, 13)

Sacramento Army Depot was tasked by DA to design the auditorium AV package. In February 1973, they sent a technician to Fort Bliss to conduct a site survey and ultimately design the AV package. By mid-spring the design was approved and the contract let in July 1973. Year end funds had been made available for this project, so that the $39,000 figure was augmented with an additional $50,000 thus resulting in a $89,000 total AV package for the lecture center. (4, 10, 13) Contractor problems were experienced during the summer and fall of 1973. As mentioned previously, a broken screen caused one delay, building availability for AV contract work caused another, etc. By 15 December 1973, the total system was installed and ready for operation. (4, 10)

Since that time, the Academy has experienced many difficulties with the system. Some equipment is not compatible with other forms; certain types of equipment such as opaque projectors were not included in the package and had to be procured separately; others due to design and contract specifications have never worked properly due to a jury rig type set up. Some problems have been experienced by a lack of software and possibly the most important, by the lack of experience to know how to effectively get the best from everything available.

The Academy has also endeavored to procure a TV production capability for the Lecture Center. This was one of the items cut from the $182,000 total proposal. In 1973 the Academy attempted to obtain a color television system from the Fort Bliss Educational Television Division without success. ETV Division did, however, consent to support the Academy with their mobile production van as necessary, but its production schedules, in part, have precluded 100% support. Thus as 1974 closed, the Academy was investigating the possibilities of purchasing its own TV production capability. (4)

FUTURE FACILITIES

So far, this chapter has discussed the past and present facilities of the Academy. However, actions are in progress to develop an Academy of the future. In the Academy's infancy, General Haines stressed strongly, the requirement for long range facilities planning, specifically a major MCA project to build a permanent Academy facilities complex. The Academy started on this project, even before the minor MCA for renovations was too far underway.

In October 1972, the site for the Academy of the future was one of the agenda topics for the Fort Bliss Installation Planning Board. They reviewed the Academy's proposal for siting the future Academy just east of Biggs Field on an eight acre tract or in the old hospital area on Biggs Field proper. The decision was made ultimately to use the site east of Biggs between the stables and the post confinement facility.

Also in October 1972, Major, then Captain, William K. Nolan, the Academy's Logistics Officer and a graduate of the Texas Technical School of Architecture, proposed a design project to Texas Tech. The concept was to provide graduate architecture students with a "real world" problem in design, namely that of the future Academy. In February 1973 the school accepted the project. The students displayed great interest; some even drove from Lubbock, Texas to Fort Bliss to inspect the site. Their final designs were marvelous to say the least. The building complexes envisioned were futuristic, functional, but most of all, cost prohibitive. Feeling that the drawings had served their purposes, the Academy returned them to the students. (4)

In 1973 the Academy developed a tentative major MCA submission of two increments which was presented to the Installation Planning Board. The first increment was for an academic module to support the Academy's instructional plant. This 3.5 million dollar project was placed as item 15 on the Fort Bliss priority listing and scheduled for FY 79. The second increment was for a support module to house the staff and administrative functions of the Academy. This 3+ million dollar project was placed in long range planning, tentatively for FY 81. Increment 1 has been approved by TRADOC for FY 79. (4, 11, 12)

The Academy is now becoming concerned that this tentatively approved submission may not provide the type facility required. These fears are based on the $3.5 million ceiling versus the rising costs of construction materials, labor, etc. The Academy is seeking two finite decisions: one, will the Academy be permanently sited at Fort Bliss and two, will $3.5 million be sufficient in light of today's economic situation? (4)

REFERENCES - CHAPTER VI

[1]Personal recollections, MSG Bennie Harrison, HQ US Army Sergeants Major Academy.

[2]Historical audio tape by Colonels Morton and Stotser, HQ US Army Sergeants Major Academy, 1974.

[3]Message, HQ CONARC, (ATIT) 05 2143 Jul 74, Subject: Defense Language Institute Southwest.

[4]Historical audio tape by Colonel Morton, HQ US Army Sergeants Major Academy, 1974.

[5]Memorandum, HQ US Army Sergeants Major Academy, 27 Nov 73, Subject: Experiences in Starting a TRADOC Services School.

[6]Personal recollections, CPT R. C. Perry, HQ US Army Sergeants Major Academy.

[7]Message, HQ CONARC, (ATIT), 221834 May 72, Subject: Senior NCOES.

[8]Memorandum for Record, HQ CONARC, 11 Oct 72, Subject: Visit to Fort Bliss, Coordination of Actions Pertaining to the US Army Sergeants Major Academy (USASMA).

[9]Message, HQ CONARC (ATLOG) 031437Z Oct 72, Subject: Family Housing Support for US Army Sergeants Major Academy.

[10]Personal recollections, MAJ William K. Nolan, HQ US Army Sergeants Major Academy, 1974.

[11]DA Form 1391, Military Construction Project Data, Academic Building with Classrooms, Faculty Offices, Library and Auditorium, dated 6 Sep 73.

[12]Priority Listing for Top 25%, undated.

[13]Talking Paper - Audio Visual Problems, HQ US Army Sergeants Major Academy, undated.

CHAPTER VII - LEARNING RESOURCES CENTER

LOCATION

The previous chapters have addressed the Academy's personnel and facilities difficulties in establishing a library or, as it was later termed, Learning Resources Center. However, the problems of actually creating this library were of much greater magnitude than those two areas and are deemed worthy of their own short chapter in the history of the development of the Academy.

During the earliest stages of the Academy, both Colonel's Stotser and Morton realized the vital need for a library in the academic structure of any institute for learning. Colonel Morton had spent quite some time with BG Henry C. Newton discussing the Academy, and General Newton had provided some very specific guidance on library operations. However, even with this guidance, Colonel's Morton and Stotser were still saying to themselves, "We need a library, but how do you go about setting one of those up?" (1)

It so happened that one of the members of the POI task force, a lieutenant colonel from the Institute for Military Assistance, knew of a Reserve colonel, Dr. Leslie I. Poste, from the State University of New York, who had helped IMA with its library before and reputably was quite good. Colonel Morton and staff started searching for Dr. Poste, found him, and requested that he come to Fort Bliss to assist the Academy found its Learning Resources Center. (1)

Dr. Poste, a mobilization designee with the Civil Affairs School, said he would be pleased to spend three weeks on active duty for training to assist the Academy. Upon arrival in late July, he was charged, as stated before, to ascertain the best possible site for the library. He ruled out building a new facility due to time and money constraints, and use of the Biggs Special Services Library was also ruled out due to limited space. Of the other available buildings, Building 11203 was most suitable, since it had a concrete floor (no load bearing problems), sufficient space (8,000 useable square feet), and room for expansion on all sides. Thus, this building was included in the MCA project as previously stated. (1, 2, 3)

COLLECTION SIZE

Dr. Poste felt the collection size ultimately would be driven by the curriculum. Moreover, in his professional opinion, he felt the size of the library's holdings would reasonably to go 50,000 hardbound books, with an interim goal of 25,000 in 3 to 5 years. He recommended the Academy purchase a $150,000 working collection immediately, due to the inordinately long lead time required to purchase books. (2, 3)

The process of moving in begins

The finished product

PROCEDURES

In addition to collection sizes, Dr. Poste formulated plans for many of the internal library problems/procedures which would have to be tackled before it became fully operational. A small sampling of these would include MCA renovation details pertaining to floor space utilization, furniture requirements, shelving plans, hours of operation, etc. In analyzing the library's section of the TDA, he noticed a shortfall in personnel and recommended what ultimately was an approved change to increase the staff from 6 to 8 in order to provide better customer service. Moreover, he developed a working list of 300+ recommended periodical subscriptions and had his library science class at the State University of New York at Geneseo analyze it and make recommendations in light of the Academy's curriculum. (2, 3)

In his 3 weeks of active duty, Dr. Poste had made many valuable contributions toward getting the Academy's library and its small staff started in the right direction.

LEARNING RESOURCES CENTER
UNITED STATES ARMY
SERGEANTS MAJOR ACADEMY

DONATIONS

In September 1973, some unknown individual in the Academy suggested the idea of having MG Hunt CONARC DCSIT send letters to all school commandants asking for book donations. This appeared to be a good way to rapidly and inexpensively develop a basic research collection. General Hunt approved of the idea, and the Academy prepared the letters for his signature. (1)

The basic request was for each school to screen its library collection and provide the Academy a list of those books it would be willing to donate. This enabled the Academy to pick and choose, thus eliminating to a great extent the possibility of duplications. As the program progressed, it was affectionately dubbed "Operation Hunt" by the library staff, and expanded from service schools to posts, camps and stations worldwide. (1)

The results of this program were quite gratifying. Over its nine+ months of operation, the Academy received innumerable stacks of books, many valuable works, some out-of-print historical items, and, of course, some "junk" which had to be forwarded to Property Disposal. The Academy's greatest benefactor was Fort McClellan, due to the closing of the Chemical School; it turned over its entire nontechnical collection to the Academy. By May 1973, 24 academic libraries were in the process of transferring approximately 11,000 volumes, and Special Services in Korea had forwarded 2,000 volumes. (1, 5)

SUPERVISORY LIBRARIAN REFERRAL LIST

Shortly after Dr. Poste's visit, the Academy requested, from the Civilian Personnel agencies, a referral list of qualified individuals to fill the supervisory librarian position. This list was extremely slow in materializing, finally arriving 2 November 1972. The Academy set about setting up interviews with the candidates, but since no one at the Academy had sufficient expertise to conduct an interview for a librarian, Dr. Poste was again asked to return to Fort Bliss to

assist in the interviews. This he did and on 16 November, the Academy selected Miss Barbara Stevens, a librarian serving in Panama, to be the Academy's first librarian. She was due to arrive in early January 1973. (4)

Since the referral list was long in coming, the Academy needed interim help to get the Learning Resources Center at least semi-operational. When MG Smith visited in September 1972, he assisted in this effort and obtained the temporary services of Miss Norma Kudiesy, a librarian from Fort Bliss. She started her 60-day loan period to the Academy on 10 October, concurrent with the arrival of the Academy's first books. These books were donated by BG Lloyd Leech, USA, Retired, a former Assistant Commandant of the Air Defense School. (4)

LEARNING RESOURCES CENTER

UNITED STATES ARMY SERGEANTS MAJOR ACADEMY

By the arrival of Miss Stevens in January 1973, the Learning Resources Center had grown to 400 volumes and was sharing a building with the Staff, Faculty and Student Company. At the start of Class One, that was basically the extent of the library, since references were not on hand, there was not a public card catalogue, books which had been ordered had not arrived, etc. However, with the success of Operation Hunt, books of all kinds soon started to arrive, so that by the end of Class One, the Learning Resources Center had started to take the form of a library and was in use by students. (4, 6)

Since that time until the end of Class Four, the Learning Resources Center has grown by leaps and bounds. The collection has grown to over 25,000 volumes and is continuing to grow on a daily basis. The LRC has moved into its renovated facility, been equipped with sophisticated library equipment, developed an extensive card file, and in fact, has become one of the finest research facilities available to the Fort Bliss community. (2)

[1]Historical audio tape by Colonels Morton and Stotser, Headquarters, United States Army Sergeants Major Academy, 1974.

[2]Historical audio tape by Colonel Morton, Headquarters, United States Army Sergeants Major Academy, 1974.

[3]Historical audio tape by Colonel Leslie Poste, US Army Reserve, Library Consultant to Headquarters, United States Army Sergeants Major Academy, 1974.

[4]Memorandum, Headquarters, United States Army Sergeants Major Academy, 27 November 1973, Subject: Experiences in Starting a TRADOC Service School.

[5]Fact Book, Headquarters, United States Army Sergeants Major Academy, May 1974.

[6]Personal recollections, Captain Perry, Headquarters, United States Army Sergeants Major Academy, 1974.

MARCH OF THE SERGEANTS MAJOR

Since most branches and schools have a musical March dedicated to their members, and sergeants major did not, Colonel Morton contacted a friend, Major Verne D. Campbell, to solicit assistance. As Commander of the United States Military Academy Band, Major Campbell was possessed of sufficiently qualified personnel to undertake such a composing task, and did so as a favor to Colonel Morton. (1)

In the spring of 1974, the Academy received from Specialist Seven Jean Brosseau, Chief Arranger for the USMA Band, an original March entitled, "The March of the Sergeants Major." The music was provided to the 62nd Army Band of Fort Bliss who subsequently played the first public rendition of this March dedicated to all sergeants major and the Academy during Graduation Ceremony for Class Three on 20 June 1974. (2)

In December 1974, the Academy sent copies of the written music to all Army Bands for their use. (2)

MEMORIALIZATION

One of the long-term plans of Colonel's Morton and Rasmussen was to memorialize Academy facilities in the names of distinguished noncommissioned officers. For the first year and a half of operation, this project was given low priority and only a modicum of effort was put into it. However, when the Academy's library, the Learning Resources Center, became fully operational in its remodeled and decorated building, priorities were changed and a memorialization plan was finalized. (1, 2, 3)

The Academy did not want to memorialize buildings in the names of Medal of Honor winners due to the vast means of other recognition normally associated with that honor. Instead, the Academy wanted to honor senior noncommissioned officers who had faithfully served their country, her Army and its soldiers in an exemplary manner. (1)

Mrs. Valent unveils the Plaque at the Memorialization Ceremony

Dedication Plaque for the
OTHON O. VALENT LEARNING RESOURCES CENTER

Developing a list of possible selectees proved to be a very difficult task, since very little is written on famous deceased noncommissioned officers. After much consideration, the name of Command Sergeant Major Othon O. Valent was selected as the first choice for memorialization due to his long record of extraordinary service primarily aimed at the "Cutting Edge" of the Army, its soldiers. (2)

Plans were formalized and submitted to Fort Bliss for approval. Once approved by the Post Commander, MG CJ LeVan, the Academy Information/Protocol Office set about developing a fitting ceremony to honor "Jumpy" Valent. MG Fredrick Davidson was invited as the guest speaker, since he had been "Jumpy's" commander during part of his Vietnam service. Friends and relatives were also invited and a reception in honor of the family was planned. (2)

On 11 October 1974, the memorialization ceremony took place with the Valent family, MG Davidson and friends of "Jumpy" in attendance. MG Davidson delivered the memorialization address, and Mrs. Valent unveiled the bronze plaque officially dedicating the Learning Resources Center in Command Sergeant Major Valent's name. The reception followed the ceremony. (2)

NAVY, MARINE, AIR FORCE, AND FOREIGN STUDENT REPRESENTATION

During the conduct of Class One, the Academy saw the need to expand student representation to other services and foreign students. This was primarily based on the concept of providing additional view points and experience to the contingent of Army students, while having the other students benefit from the Academy experience. Therefore, in the spring of 1973, the Academy forwarded a request through channels asking authority to invite two representatives each from the Navy, Air Force and Marine Corps. Also authority was requested for foreign student representation from Canada, Australia and the United Kingdom. These three countries were specified based solely on the language requirement dictated by small group methodology which the Academy relied so heavily on. The Academy meant to include New Zealand in this grouping but never did through oversight. (3, 4)

Authority was received during Class Two for the Academy to invite, in the name of Department of the Army, two representatives from each sister service. Invitations to foreign countries were to be handled in the Washington arena. The Academy first received acceptances from the Navy and Marine Corps and later a declination from the Air Force. The Air Force had a similar program of instruction at Gunter Air Force Base, Alabama. Additionally, Chief Master Sergeant of the Air Force Barnes thought there was too much Army instruction to do his noncommissioned officers any good. This might have been partly caused by a misreading of the program of instruction. (4)

In the area of foreign representation, attaches from the United Kingdom, Canada and Australia visited the Academy to inspect its program. The Academy felt it received passing marks, and all attaches explained that they were pleased and impressed with what they saw. Additionally, each indicated they would like to send students and their families, but were very specific in stating difficulties with their home treasuries. In the final analysis all three countries declined. At the request of the Academy, TRADOC and DA did not reopen the issue. (4)

Sister Service Students from Class Three. From left: AFCM Bistline, 1st Sgt Jeter, 1st Sgt Martello, NCCS Gage

Midway through the Third Class, the first one to have Marine and Navy students, the Academy decided that its sister service representation was spread a little thin, and therefore requested authority to increase representation from two to six Sailors and Marines. This was received, and the Academy has subsequently invited the Navy and Marine Corps to increase representation to six in each class, speculating that if the Air Force did send students later, sufficient spaces would still be available. The Navy did elect to send the additional students; however, the Marines due to constraints in their programming cycle declined, apparently waiting until FY 76 to send additional students. (4, 5)

The sister service representation for Classes Three and Four has proven very beneficial to both groups of students. The insights these senior noncommissioned officers provided Army students have been valuable, enriching and broadening. Likewise, to a man, each sister service student has felt his Academy educational experience has been most worthwhile and will be, in the largest part, directly applicable to his duty in his respective service. Each of these students have been top notch and have given their Army contemporaries an "Academic run for the money." In Class Four, a Naval Senior Chief Petty Officer, George A. Miller, won the Association of the U.S. Army Award for Military Excellence. This award is bestowed on the student, who in the eyes of his classmates, exhibits the greatest degree of potential while a member of the class. The Academy has always regretted the declination of the Air Force, since it leaves a wide gap in sister service representation and thus the total education of the student body. The Army students admit their association with their Naval and Marine counterparts is worthwhile, and also recognized that there is a gap precipitated by the lack of Airmen in the class. (3, 5)

HISTORY OF THE NONCOMMISSIONED OFFICER

Another of the actions initiated by the Academy was the attempt to produce a written history of the noncommissioned officers corps. Heretofore, very little has been written about noncommissioned officers in comparison to their officer counterparts; therefore, in the history of the US Army in total, a large void exists. Realizing this need, the first school in the history of the Army dedicated to all Army senior noncommissioned officers sought proponency for this action. (1)

The Academy, in 1973 and 1974, asked questions of some local noted historians and at other service schools to include the War College and Command and General Staff College to see if they had the capability to, and would undertake such a project. All unanimously answered in the negative. (1, 4)

The Academy then went forward with a request to have such a history written by an historian contracted under the auspices of the Office of the Chief of Military History (OCMH). OCMH heartily agreed on the value of such a research endeavor and estimated it would take a qualified individual approximately three years to complete such a comprehensive history. Their enthusiasm for this project was dampened only by their lack of funds. Thus, the Academy's request was returned with approval in concept and directions to list the $50,000+ required as an Academy unfinanced requirement during the FY 75 budget execution review, but the Academy's austere funding would not permit such an addition. (6)

At that point, the Academy went back to the Office of the Chief of Military History, asking them to reconsider, based on the extreme worth and need for this project. As calendar year 1974 closed, no response had been received. (6)

NONCOMMISSIONED OFFICER MUSEUM

Not only has the Army been lacking in a written history of the noncommissioned officers corps, but also it has been lacking in a museum which would portray the accomplishments of the legions of noncommissioned officers who have served over the past 199 years. A proliferation of museums can be found Army-wide, but all are primarily aimed at a specific branch or unit and its specific accomplishments. (6)

Therefore, the Academy also felt it had proponency for the future museum of the noncommissioned officer. In 1973, the Academy initiated a request for Bicentennial Funds to commence museum planning. This request was approved, and the Academy was allocated $11,500.00 over FY 74, 75 and 76. The FY 74 increment of $4500 was used to purchase display cases and mannequins which would ultimately be used in the planned museum. Also during that time, actions were initiated to procure, through donations, historical artifacts, basically weapons, before the true antiques would become too scarce. (6, 2)

During 1974, the Commanding General, Fort Bliss, approved the concept of a separate Academy Museum to be located on Biggs Army Airfield. At first there was resistance in some Fort Bliss quarters to the Academy having its own museum. Some felt it should be part of the main Fort Bliss Museum. This resistance was overcome and a separate museum was authorized. The building to house the museum has been identified and engineering estimates for renovation are currently being made. (6)

Action is currently underway with OCMH to officially register the museum, which will be titled "The U.S. Army Museum of the Noncommissioned Officer," and as such, will become an Army Museum and not a unit museum. This offers a slight disadvantage however; it is offset by the increased prestige and borrowing power of the museum with other museums throughout the country. (6)

To date, the Academy has secured many items of noncommissioned officer memorabilia from the Indian Wars forward but is searching for items from the Civil War back to the Revolutionary War. FY 75 and 76 bicentennial funds are being programmed for items which will enhance displays and the museum in general. In many instances, the museum and written history projects are closely correlated and thus the Academy is striving to keep both moving at the same pace, even though more success has been achieved with the museum. (6)

[1]Interview, Colonel Karl R. Morton, HQ US Army Sergeants Major Academy, 1974.

[2]Interview, Captain Charles H. Blumenfeld, Jr., HQ US Army Sergeants Major Academy, 1974.

[3]Personal recollections, Captain R. C. Perry, HQ US Army Sergeants Major Academy, 1974.

[4]Historical Audiotapes, Colonel's Karl R. Morton and George R. Stotser, HQ US Army Sergeants Major Academy, 1974.

[5]Historical Audiotape, Colonel Karl R. Morton, HQ US Army Sergeants Major Academy, 1974.

[6]Talking Paper for DA Command Sergeants Major Conference, HQ US Army Sergeants Major Academy, Nov 74.

CHAPTER IX SUMMARY

This narrative has presented the history of the US Army Sergeants Major Academy from its earliest planning stages through December 1974. All the concepts, philosophies, problems, and growing pains associated with the establishment of the newest Army service school have been identified and examined so as to provide a meaningful historical, as well as a lessons learned, document.

Ever since its first days, the Academy has encompassed several key concepts, including education of its students as opposed to training; small group instructional methodology; college credit awarded for satisfactory completion; no class standing; no Commandant's list, but rather evaluation of the student using the "whole man" concept; and the concept that all that the student does at the Academy is designed to be a learning experience for himself and his family, such as the sponsorship and wives activities programs.

Due to the activation of the Academy in July 1972 and the desire to start Class One in January 1973, and due to the slow personnel fill for the staff and faculty, two major problems arose: rapid development of the POI and rapid preparation of lessons to support it. Task forces sent to the Academy in a TDY status, coupled with the small staff and faculty already on station, were able to overcome the short suspense and produce a viable curriculum which has undergone minor revisions since that time, but has maintained its basic tenets.

Attendant to the growth of the Academy, as in any new service school, have been a constantly changing TDA and problems in obtaining "permanent" facilities. In continuing efforts to streamline the TDA so as to provide the most efficient organization, the Academy wiring diagrams have been constantly in a state of change. The concurrent phasedown of DLISW activities and initial growth of the Academy caused some problems in facilities, but these problems were overcome as time passed.

As additional missions assigned since its start, the Academy, the highest level of instruction for senior noncommissioned officers, is the proponent proponency for the Command Sergeant Major MOS test and for the Sergeants Major nonresident course.

The first two and a half years of the US Army Sergeants Major Academy have been full of learning experiences for all its students, staff, and faculty. Possibly the most important philosophy to evolve at the Academy has been to remain flexible and not to "get set in concrete." Consequently the POI, policies, procedures, and organization are continually changing in order to better perform the Academy mission: To provide a program of study to prepare selected noncommissioned officers for positions of greater responsibility throughout the Defense Establishment.

"MARCH OF THE SERGEANTS MAJOR"

On 11 July 1974, a march was heard for the first time at the Opening Ceremony for Class Four. Since that day, the stirring march has been played at all special Academy ceremonies. The "March of the Sergeants Major" was composed by Specialist Seven Jean Brosseau, Chief Arranger for the US Military Academy Band at West Point. The March was sent to all Army Bands. Hopefully it will become traditional at noncommissioned officer conducted reviews and especially at retirement ceremonies which include sergeants major and command sergeants major.

Inclosed is a copy of the March as written by Specialist Brosseau. The original copy is located at the Academy.

Inclosure 1

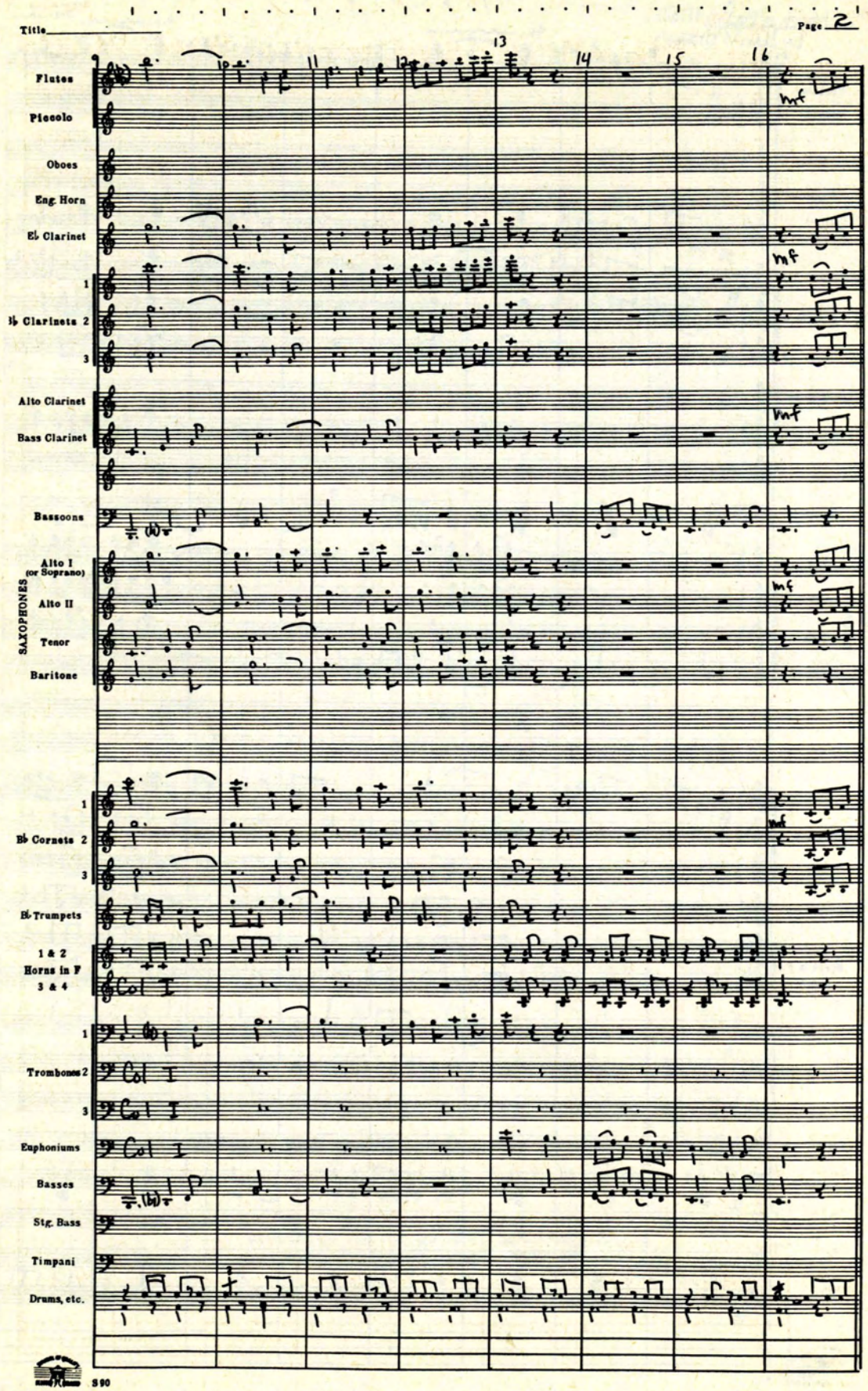
MARCH OF THE SERGEANTS MAJOR

BY JEAN BROSSEAU

DEDICATED TO THE US ARMY SERGEANTS MAJOR
ACADEMY AND ALL SERGEANTS MAJOR

Copyright 1974 by Jean B. Brosseau

Title March of the Sits Major
by Jean B Brosseau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Piccolo
Oboes
Eng. Horn
Eb Clarinet
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Bb Clarinets 2
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Alto Clarinet
Bass Clarinet
Bassoons
SAXOPHONES
Alto I (or Soprano)
Alto II
Tenor
Baritone
1
Bb Cornets 2
3
Bb Trumpets
1 & 2
Horns in F
3 & 4
1
Trombones 2
3
Euphoniums
Basses
Stg. Bass
Timpani
Drums, etc.
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Flutes
Piccolo
Oboes
Eng. Horn
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B♭ Clarinets 2
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Alto Clarinet
Bass Clarinet
Bassoons
SAXOPHONES
Alto I (or Soprano)
Alto II
Tenor
Baritone
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B♭ Cornets 2
3
B♭ Trumpets
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Horns in F
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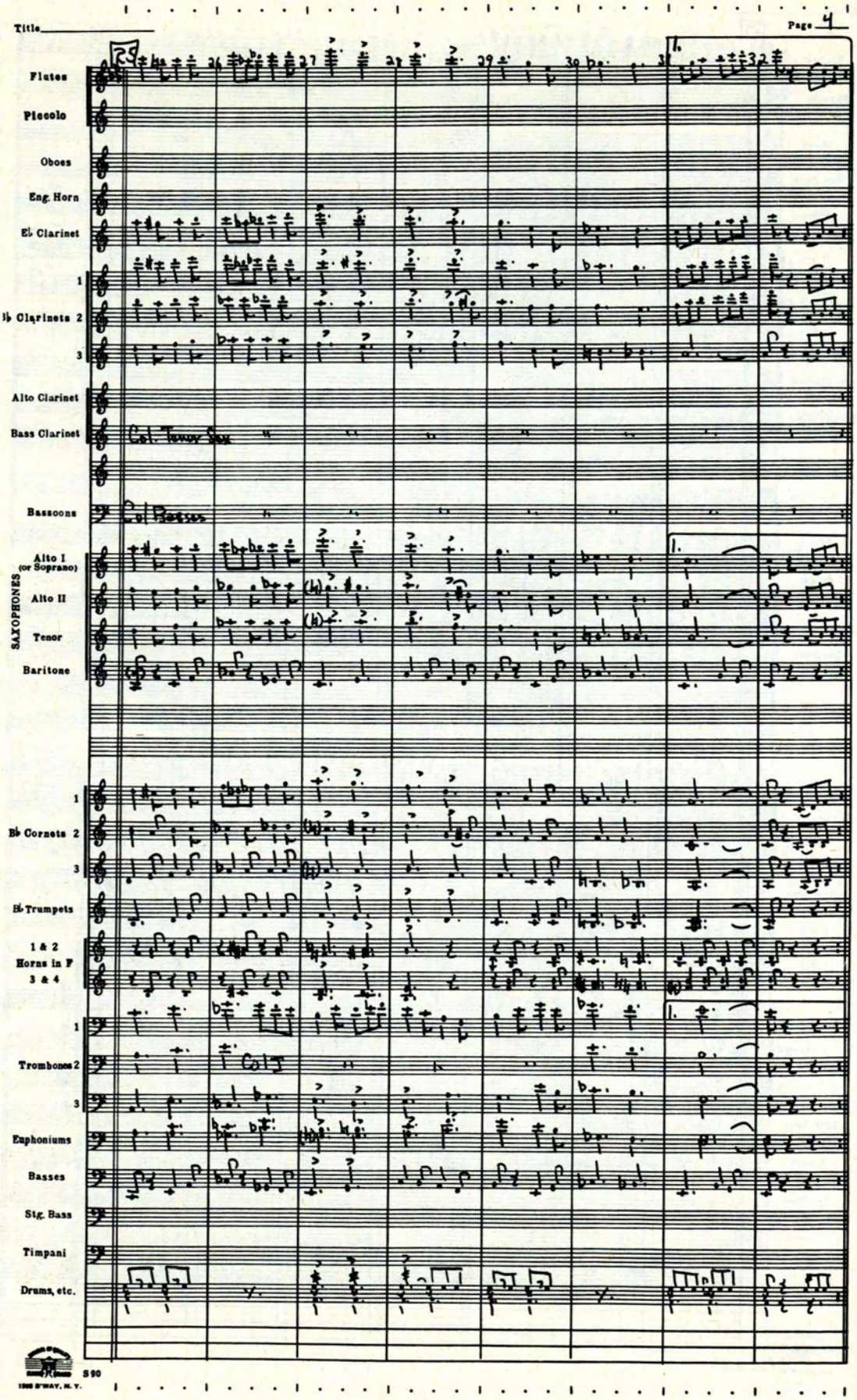
Basses
Stg. Bass
Timpani
Drums, etc.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Flutes
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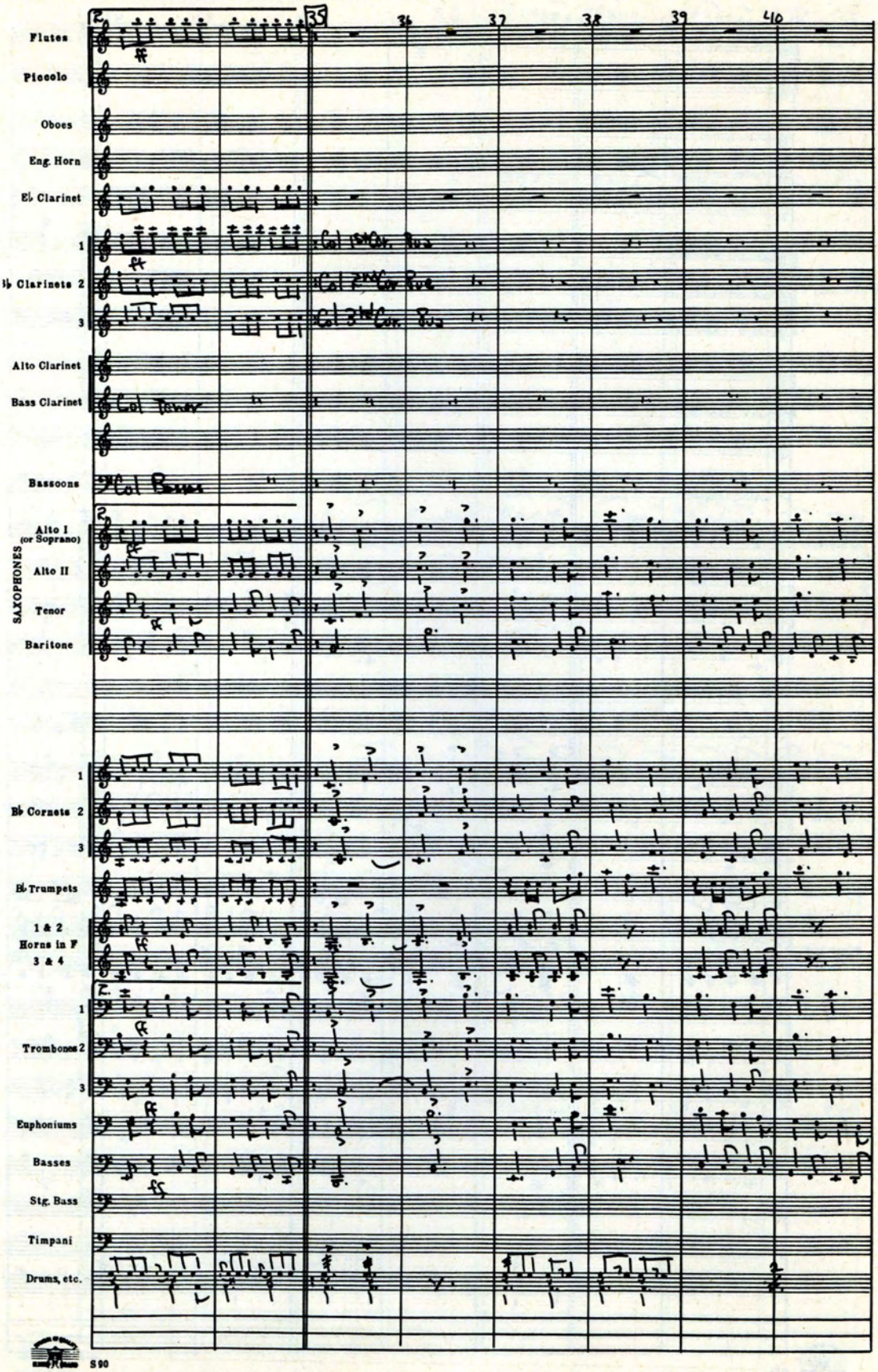
Alto Clarinet
Bass Clarinet
Col. Tenor Sax
Bassoons
Col. Bassoon
SAXOPHONES
Alto I (or Soprano)
Alto II
Tenor
Baritone
1
B♭ Cornets 2
3
B♭ Trumpets
1 & 2
Horns in F
3 & 4
1
Trombones 2
3
Euphoniums
Basses
Stg. Bass
Timpani
Drums, etc.
1. 2.
S90
1600 B'WAY, N. Y.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Flutes
Piccolo
Oboes
Eng. Horn
E♭ Clarinet
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B♭ Clarinets 2
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Alto Clarinet
Bass Clarinet
Bassoons
SAXOPHONES
Alto I (or Soprano)
Alto II
Tenor
Baritone
1
B♭ Cornets 2
3
B♭ Trumpets
1 & 2
Horns in F
3 & 4
1
Trombones 2
3
Euphoniums
Basses
Stg. Bass
Timpani
Drums, etc.

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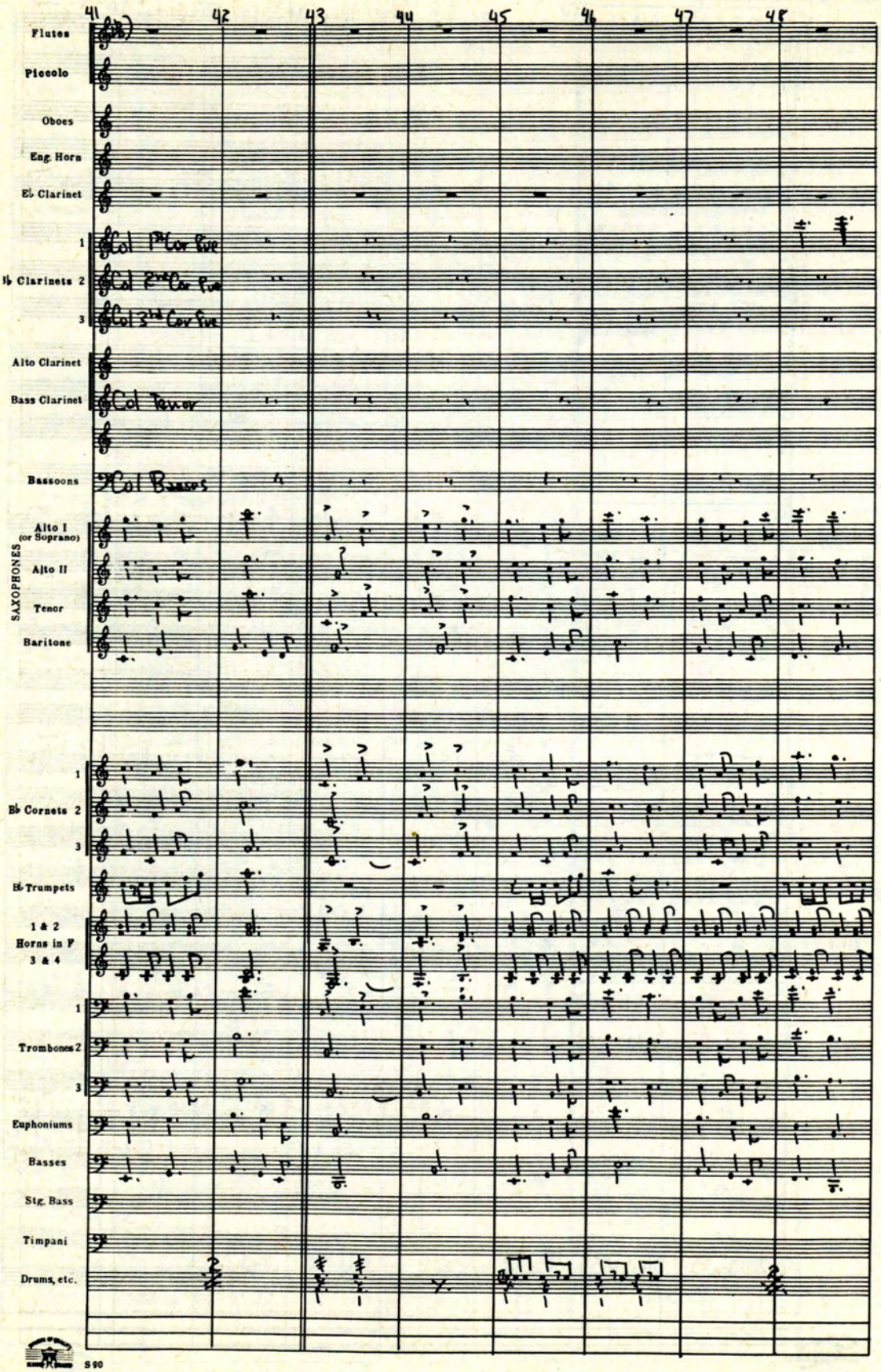

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Flutes
Piccolo
Oboes
Eng. Horn
E♭ Clarinet
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B♭ Clarinets 2
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Alto Clarinet
Bass Clarinet
Bassoons
SAXOPHONES
Alto I (or Soprano)
Alto II
Tenor
Baritone
1
B♭ Cornets 2
3
B♭ Trumpets
1 & 2
Horns in F
3 & 4
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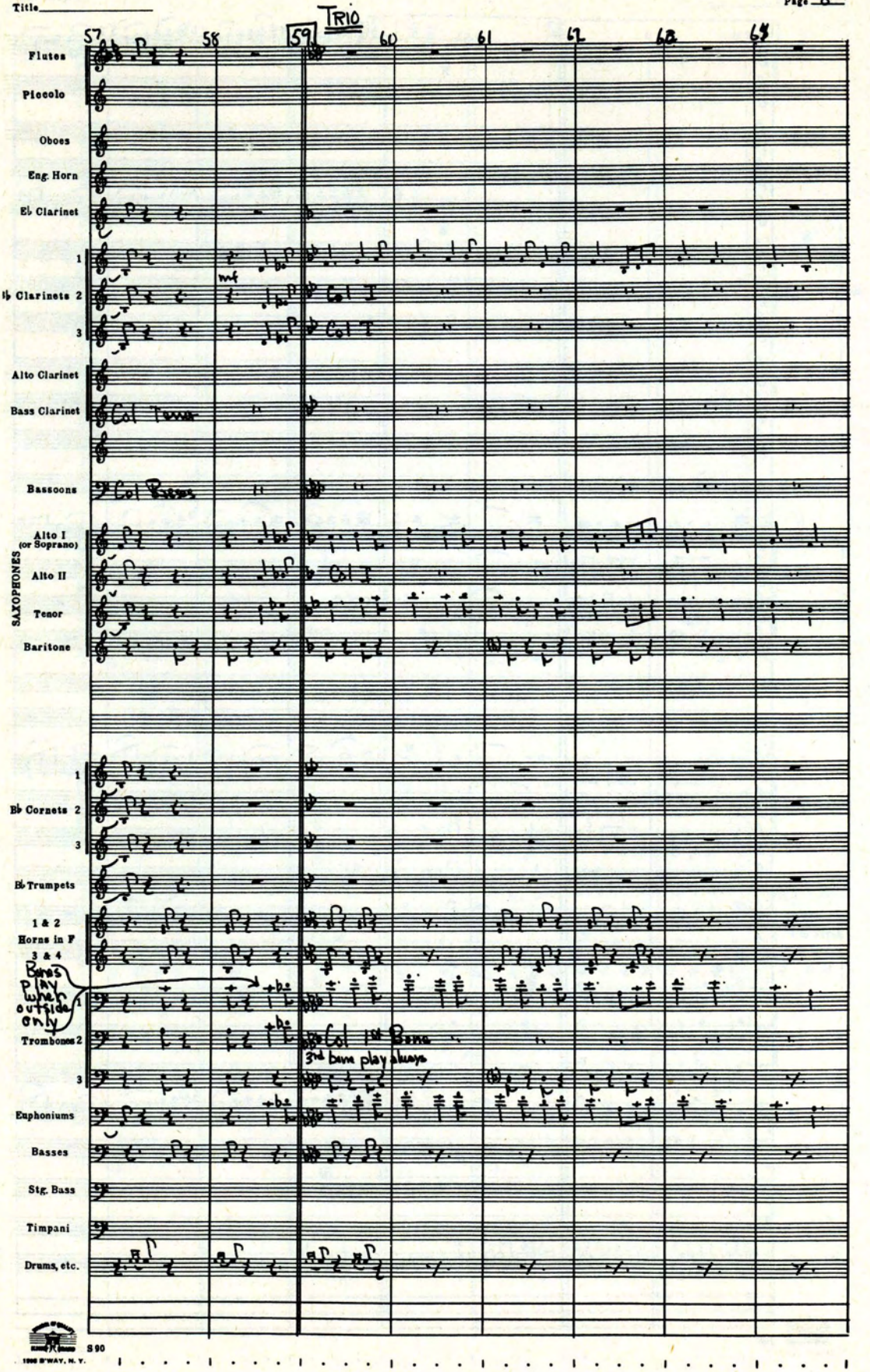
Trombones 2
3
Euphoniums
Basses
Stg. Bass
Timpani
Drums, etc.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TRIO
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Flutes
Piccolo
Oboes
Eng. Horn
Eb Clarinet
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Bb Clarinets 2
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Alto Clarinet
Bass Clarinet
Bassoons
SAXOPHONES
Alto I (or Soprano)
Alto II
Tenor
Baritone
1
Bb Cornets 2
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Bb Trumpets
1 & 2
Horns in F
3 & 4
Bass play when outside only
1
Trombones 2
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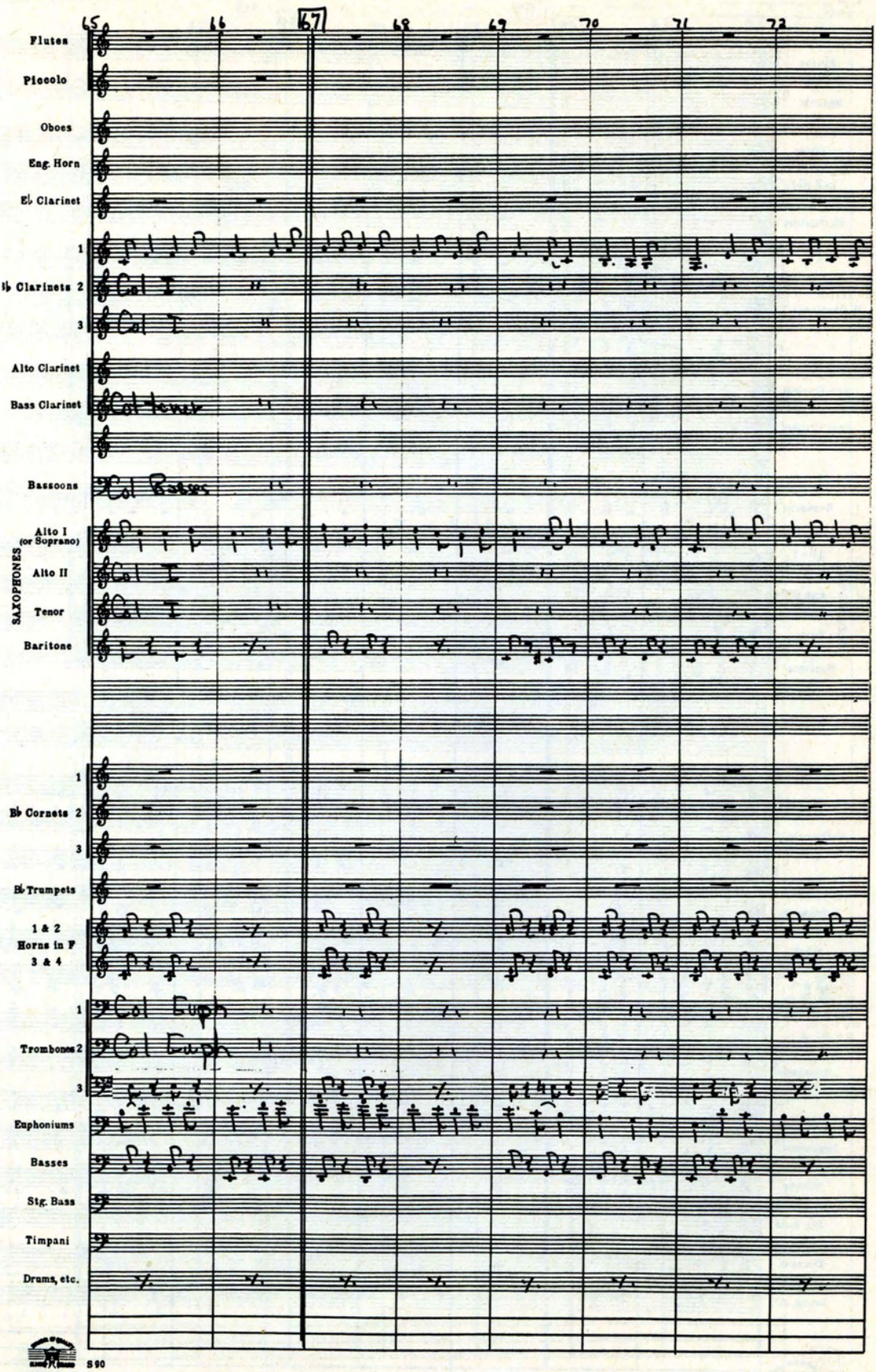
3rd bone play always
Euphoniums
Basses
Stg. Bass
Timpani
Drums, etc.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Alto Clarinet
Bass Clarinet
Bassoons
SAXOPHONES
Alto I (or Soprano)
Alto II
Tenor
Baritone
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B♭ Cornets 2
3
B♭ Trumpets
1 & 2
Horns in F
3 & 4
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Trombones 2
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Euphoniums
Basses
Stg. Bass
Timpani
Drums, etc.

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Oboes
Eng. Horn
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Bass Clarinet
Bassoons
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Alto I (or Soprano)
Alto II
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Baritone
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B♭ Trumpets
1 & 2
Horns in F
3 & 4
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Trombones 2
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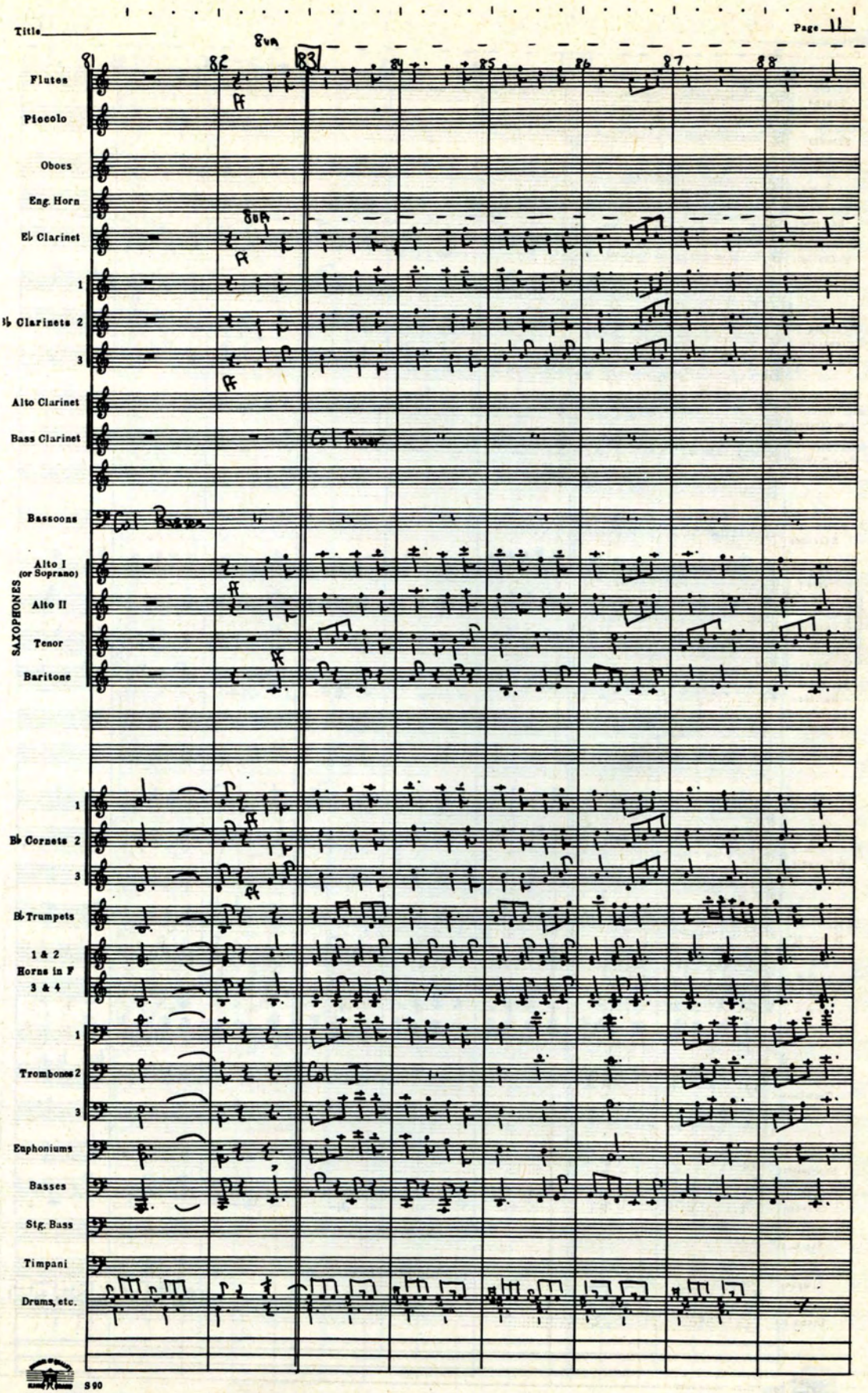
Euphoniums
Basses
Stg. Bass
Timpani
Drums, etc.
Tutti
Tutti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Oboes
Eng. Horn
Eb Clarinet
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Bb Clarinets 2
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Alto Clarinet
Bass Clarinet
Bassoons
SAXOPHONES
Alto I (or Soprano)
Alto II
Tenor
Baritone
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Bb Cornets 2
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Bb Trumpets
1 & 2
Horns in F
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Trombones 2
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Euphoniums
Basses
Stg. Bass
Timpani
Drums, etc.
S90
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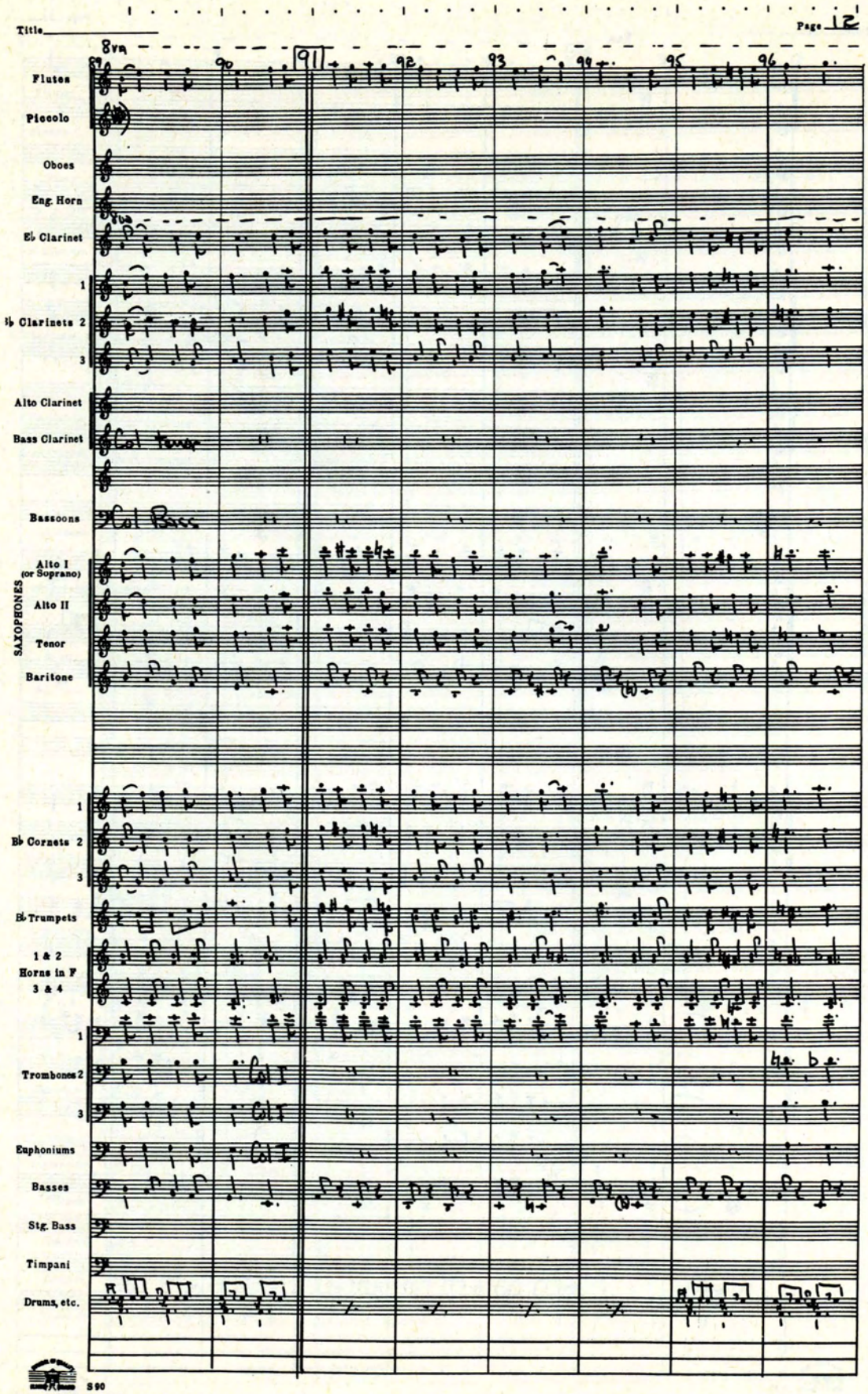
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Flutes
Piccolo
Oboes
Eng. Horn
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Alto Clarinet
Bass Clarinet
Bassoons
SAXOPHONES
Alto I (or Soprano)
Alto II
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Baritone
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B♭ Cornets 2
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B♭ Trumpets
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Horns in F
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Trombones 2
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Euphoniums
Basses
Stg. Bass
Timpani
Drums, etc.
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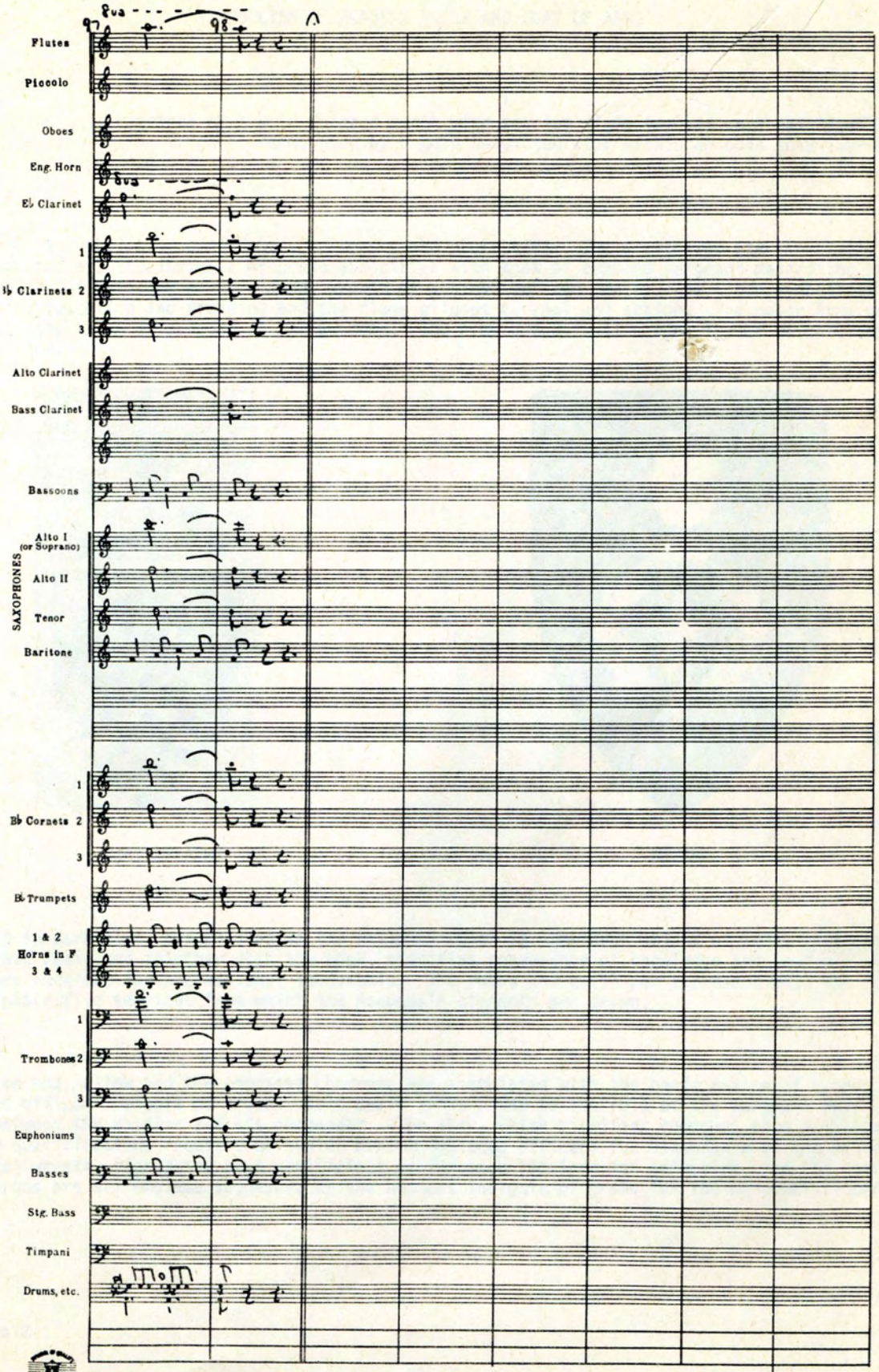
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Flutes
Piccolo
Oboes
Eng. Horn
E♭ Clarinet
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♭ Clarinets 2
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Alto Clarinet
Bass Clarinet
Bassoons
SAXOPHONES
Alto I (or Soprano)
Alto II
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B♭ Cornets 2
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B♭ Trumpets
1 & 2
Horns in F
3 & 4
1
Trombones 2
3
Euphoniums
Basses
Stg. Bass
Timpani
Drums, etc.

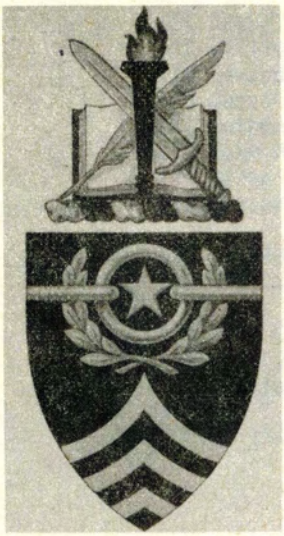
SYMBOLISM OF ACADEMY PATCH AND COAT OF ARMS

DESCRIPTION

The patch insignia consists of a gold colored torch with scarlet flame imposed on a shield of Army green. The stem of the torch is surmounted by a gold 5-pointed star within an open gold laurel wreath.

SYMBOLISM

The shield is symbolic of confidence, boldness, and protection. The wreath and star simulate, and were suggested by, the insignia of grade associated with that of command sergeant major; the star is emblematic of guidance of the laurel wreath of achievement and merit. The torch symbolizes leadership, education and training and the flame alludes to zeal and action. The color Army green alludes to the all-Army purpose of the Academy. The Army green is also symbolic of faithfulness and obedience.



COAT OF ARMS

PATCH

CREST

The torch in dark blue, established as the national color in Army Regulations of 1821, is flamed to indicate zeal, and together with the book, signifies conveyance of knowledge and instruction in techniques required for professional leadership. The sword and quill pen represent both the combat and administrative services from which the Academy's students are drawn.

SHIELD

Army green and yellow and the embossed chevrons are associated with the basic device of a noncommissioned officer insignia of grade. Gold chain links refer to the role of the sergeant major as a link between the soldier and his commander. The star, which signifies command, also indicates the high qualifications required of senior noncommissioned officers for attendance at the Academy. The laurel wreath, signifying past meritorious performance required for selection, and the star and chevrons are all emblems suggested by the highest insignia of grade for the noncommissioned officer.

Inclosure 2

LIST OF KEY PERSONNEL

Below are listed the past and present key personnel of the Academy. The positions listed are their initial assignments.

DATE ASSIGNED	NAME	POSITION
Jul 72	COL Karl R. Morton	Commandant
Sep 72	COL Ronald R. Rasmussen	Deputy Commandant
Jul 72	COL George R. Stotser	Director of Instruction and Deputy Commandant
Aug 74	COL Russell M. McGraw	Deputy Commandant
Jul 74	LTC Willis G. Bacon	Director of Education
Oct 72	LTC Edward M. Brown	Chief, World Affairs
Jan 72	LTC James W. Eitel	Chief, Army Wide Training Division
Nov 72	LTC Anthony J. Flitcraft	Chief, Plans and Operations
Jan 73	LTC John P. Kaye	Secretary and Assistant Commandant
Aug 74	LTC Byron Marsh	Chief, Military and World Studies
Jul 72	LTC Herbert Moore	Secretary, Chief Admin and Services Division
Feb 73	LTC Clifford D. Petterson	Chief, Military Management Division
Sep 72	LTC William U. Piland	Chief, Military Operation and Organization
Jul 72	LTC John C. Scott	Chief, Human Relations Division
Jul 72	LTC Tom Spears	Secretary
Oct 72	CSM William G. Bainbridge	Command Sergeant Major
Jan 73	Barbara E. Stevens (GS-11)	Supervisory Librarian
May 74	I. Camille Woodruff (GS-11)	Supervisory Librarian

Inclosure 3

CLASS PROFILE DATA

STUDENT LOAD	CLASS ONE	CLASS TWO	CLASS THREE	CLASS FOUR
RA	97	190	184	186
ARNGUS	4	4	10	8
USAR	4	7	4	5
USMC	0	0	2	2
USN	0	0	2	6
TOTAL	105	201	202	207
GRADUATES	100	199	199	207
AVERAGE YEARS SERVICE				
RA	19.9	20.9	18.9	18.6
ARNGUS)				
USAR)	20.6	19.4	18.7	20.0
USMC			19.8	15.3
USN			15.0	15.6
MOS BREAKDOWN				
Number of Separate MOS:	32	34	39	43
Combined Arms	61%	77%	60%	77%
Others	39%	22%	40%	23%
SGM Experience:	35%	23%	22%	23%
CSM Experience:	-	-	-	12%
1SG Experience:	84%	76%	81%	80%
SPECIAL QUALIFICATIONS				
Special Forces	16%	15%	13%	12%
Instructor	40%	49%	40%	34%
NCOLP	7%	2%	3%	-
RDTR	2%	.5%	-	-
Linguist	16%	10%	16%	12%
AVERAGE AGE	40.4	39.5	38.7	37.9
EDUCATION				
High School				
GED	55%	42%	45%	43%
Graduate	45%	58%	55%	67%
College				
Some College	6%	13%	14%	13%
Degree	2%	4%	5%	1%

Inclosure 4

DISTINGUISHED VISITORS AND GUEST SPEAKERS

The following is a list of the distinguished visitors and guest speakers that have visited the Academy:

DATE	DISTINGUISHED VISITORS/GUEST SPEAKERS
27 Sep 72	BG Richard L. West, CONARC Comptroller CSM Frank Bennett, CSM CONARC
17 Nov 72	MG Chester L. Johnson, Deputy Commander, 5th US Army MG R. L. Shoemaker, Commander, Fort Bliss
5 Jan 73	Dr. Alfredo de los Santos, President, El Paso Community College (EPCC) - to sign the Memorandum of Understanding between EPCC and USASMA
8 Jan 73	SMA Silas L. Copeland, Sergeant Major of the Army CSM William Sauerzopf, CSM, Fort Bliss, USAADCENFB
12 Jan 73	GEN Ralph E. Haines, Jr., Commanding General, CONARC, principle speaker for Opening Ceremony Honorable Bert Williams, El Paso Mayor BG R. Dean Tice, ODESPER LTG Patrick F. Cassidy, Commander, 5th US Army MG R. L. Shoemaker, Commander, USAADCENFB SMA Silas L. Copeland, Sergeant Major of the Army BG George L. McFadden, DCG, USASA CSM Lee K. Stikeleather, CSM, USASA MG W. H. Nutter (Ret) GEN Earl W. Heathcote (Ret) BG Jack Rogers (Ret) BG R. Hardaway, William Beaumont Army Medical Center
13 Jan 73	BG C. K. Hayden, Commander, 75th MAC
31 Jan 73	MG R. P. Murphy, Commander, 1st Region ARADCOM
2 Feb 73	BG G. S. Pott, USAARMS
7 Feb 73	BG John C. Faith, Special Assistant to Chief of Staff, CONARC, Guest Speaker
15 Feb 73	BG Ernst E. Roberts, Cdr, USAADS, Fort Bliss
22 Feb 73	GEN Creighton W. Abrams, Army Chief of Staff GEN (RET) Bruce C. Clarke, Arlington, Virginia, Evening Lecturer
23 Feb 73	GEN Henry A. Miley, Jr., CG, USAMC, Guest Speaker
28 Feb 73	LTG Richard T. Cassidy, Cdr, USARADCOM, Guest Speaker CSM Ruben O. Brerin, Jr., CSM, USARADCOM
2 Mar 73	BG Billy M. Vaughn, Chief of Staff, USACDC, Guest Speaker MG John Q. Henion, CG, USAREC, Guest Speaker
5 Mar 73	MG Clarence J. Lang, CDR, MTMTS, Guest Speaker
7 Mar 73	Dr. Edgar F. Puryear, Author Guest Speaker
12 Mar 73	BG Edmund B. Edwards (USAF), Guest Speaker MG R. M. Shoemaker, CG, 1st Cav Div

Inclosure 5

DISTINGUISHED VISITORS AND GUEST SPEAKERS (CONT)

DATE	DV/GS
19 Mar 73	BG W. F. Simlik (USMC), Guest Speaker LTG William Knowlton, USMA CSM Farrell Graham, CSM, USARPAC
21 Mar 73	BG George L. McFadden, Jr., DCG, USASA, Guest Speaker CSM L. K. Stikeleather, CSM, USASA
26 Mar 73	MG Henry E. Emerson, CG, JFK Center for Military Assistance
4 Apr 73	MG Henry C. Schrader, CG, USACSC, Guest Speaker CSM James W. Crawen, CSM, USACSC
12 Apr 73	BG William R. Richardson, Asst Comdt, USAIS CSM William T. Mixon, CSM, USAIS
13 Apr 73	Mr. Curtis R. Smothers, Acting Deputy Assistant Secretary Defense (EO) Guest Speaker
16 Apr 73	Dr. Z. Anthony Kruszewski, Dept of Political Science, UTEP, Guest Speaker
24 Apr 73	MG Ira A. Hunt, Jr., Deputy Chief of Staff for Individual Training CONARC, Guest Speaker
25 Apr 73	Dr. Abdul A. A. Said, School of International Science, Am University, Guest Speaker GEN Walter T. Kerwin, CG, CONARC
26 Apr 73	Dr. Charles T. Vetter, Foreign Service Institute, Dept of State, Guest Speaker
1 May 73	LTG Richard G. Stilwell, CDR, Sixth US Army, Guest Speaker
2 May 73	MG Raymond L. Shoemaker, CG, USAADCENFB
3 May 73	MG Homer D. Smith, Director, Supply and Maintenance, DCofS for Logistics, Guest Speaker
7 May 73	BG Donald R. Keith, Director of Development, Office of R&D, Guest Speaker
10 May 73	LTG John A. Hay, Jr., CDR, XVIII Airborne Corps
15 May 73	MG Hugh R. Higgins, US Army Mobility Command, Guest Speaker
17 May 73	BG Jack R. Sadler, ADC, 1st Inf Div LTG Patrick F. Cassidy, CG, Fifth US Army BG Mildred C. Bailey, HQ, DA Director WAC, Guest Speaker
21 May 73	BG Ernst E. Roberts, Acting Commandant, USAADCENFB, Guest Speaker
23 May 73	CSM Leo J. Pike, Jr. CSM, USA Transportation Center
30 May 73	BG Richard L. West, CONARC, Guest Speaker
1 Jun 73	BG John T. Peterson, Director, Clubs and Open Messes, Guest Speaker
7 Jun 73	BG (RET) S. L. A. Marshall, Author, Guest Speaker CSM Robert A. Young, CSM, Sixth US Army, Guest Speaker
11 Jun 73	MG Albert H. Smith, Jr., DCofS for Personnel, CONARC

Inclosure 5

DISTINGUISHED VISITORS AND GUEST SPEAKERS (CONT)

DATE	DV/GS
12 Jun 73	CSM John F. LaVoie, CSM, TRADOC CSM Ray L. Martin, CSM, FORSCOM
14 Jun 73	CSM Fred E. Darling, USMA
15 Jun 73	GEN William B. Rosson, Commander in Chief, US Southern Command, Guest Speaker, Graduation Ceremony, Class One MG CJ Le Van, CG, USAADCENFB SMA Silas L. Copeland, Sergeant Major of the Army
13 Jul 73	LTG Patrick F. Cassidy, CDR, Fifth US Army, Guest Speaker, Opening Ceremony, Class Two SMA Leon Van Autreve, Sergeant Major of the Army
24 Jul 73	MG Jeffrey G. Smith, DCofS, Operations, FORSCOM, Guest Speaker
2 Aug 73	MG Spurgeon Neal, Army Health Services Command, Guest Speaker CSM Frederick Crauswell, CSM, Army Health Services Command
7 Aug 73	MG Robert C. McAlister, DCofS for Combat Development, TRADOC, Guest Speaker
13 Aug 73	GEN Henry A. Miley, Jr., CG Army Materiel Command, Guest Speaker
20 Aug 73	MG George A. Godding, Cdr, ASA, Guest Speaker
23 Aug 73	MG Ira A. Hunt, DCofS for Individual Training, TRADOC, Guest Speaker SMA Leon Van Autreve, Sergeant Major of the Army
7 Sep 73	LTG Raymond L. Shoemaker, CG, USARADCOM, Guest Speaker CSM William Sauerzopf, CSM, USARADCOM
13 Sep 73	MG Marshall B. Garth, Director of Military Support, Guest Speaker
25 Sep 73	Mr. Henry S. Marsh, Ohio State University, Guest Speaker
26 Sep 73	GEN Creighton W. Abrams, CofS US Army, Guest Speaker
9 Oct 73	MG William Y. Smith (USAF), Guest Speaker
15 Oct 73	BG John W. Currier, Cdr, Finance Support Center, Guest Speaker
16 Oct 73	Dr. John R. Champlin, Ohio State University, Guest Speaker
19 Oct 73	BG William G. Joslyn (USMC), Guest Speaker
31 Oct 73	MG Theodore Antonelli, Assistant DCofS for Logistics, DA, Guest Speaker
2 Nov 73	Dr. Charles F. Hermann, Mershon Center, University of Ohio, Guest Speaker
5 Nov 73	Dr. Robert W. Russell, Assistant Professor, Northern Illinois University, Guest Speaker
6 Nov 73	BG E. H. Johansen, Director of Supply, USAMC, Guest Speaker
9 Nov 73	Dr. Abdul A. A. Said, American University, Guest Speaker
19 Nov 73	BG Richard L. West, DCofS, Comptroller, FORSCOM, Guest Speaker

DISTINGUISHED VISITORS AND GUEST SPEAKERS (CONT)

DATE	DISTINGUISHED VISITORS AND GUEST SPEAKERS
21 Nov 73	BG John T. Peterson, Cdr, US Army Club Mgmt Agency, Guest Speaker
27 Nov 73	MG C. W. Hospelhorn, Cdr, US Army and Air Force Exchange Services, Guest Speaker
28 Nov 73	MG John R. McGiffert, II, DCofS, Resources Management, TRADOC, Guest Speaker
30 Nov 73	MG CJ Le Van, Cdr, USAADCENFB, Guest Speaker
3 Dec 73	MG Robert G. Gard, Jr., Cdr, US Army Center, Fort Ord, Guest Speaker
4 Dec 73	The Honorable H. Tati Santiesteban, Texas Senator, Guest Speaker
10 Dec 73	CSM John F. LaVoie, CSM, TRADOC, Guest Speaker
18 Dec 73	GEN Walter T. Kerwin, Cdr, FORSCOM, Principle Speaker, Graduation, Class Two BG Ernst E. Roberts, Assistant Commandant, USAADS Dr. Alfredo de los Santos, President, El Paso Community College
11 Jan 74	The Honorable Howard H. Callaway, Secretary of the Army, Principle Speaker for Opening Ceremony, Class Three BG Ernst E. Roberts, Assistant Commandant, USAADS
14 Jan 74	MG Toshimiteu Komatsu, JASDF
28 Jan 74	MG Burnside E. Huffman, Jr., CofS, TRADOC, Guest Speaker
4 Feb 74	BG Lawrence M. Jones, Jr., ADCOPS, FORSCOM, Guest Speaker Dr. Lee Sherman Dreyfus, Chancellor, University of Wisconsin, Guest Speaker
5 Feb 74	MG Joseph W. Pezdirtz, CofS, USAMC, Guest Speaker CSM Robert C. Eckenrod, Jr., CSM, USAMC
6 Feb 74	MG Frederick J. Kroesen, Cdr, 82nd Airborne Division
8 Feb 74	LTG Raymond L. Shoemaker, Cdr, USARADCOM, Guest Speaker
11 Feb 74	BG Frank P. Clarke, Combat Development, TRADOC, Guest Speaker
12 Feb 74	BG Jack Pollock, US Army Health Services Command, Guest Speaker CSM Frederick Crauswell, CSM, US Army Health Services Command
15 Feb 74	Committee of Fifty
21 Feb 74	MG George A. Godding, Cdr, USASA, Guest Speaker CSM Lee K. Stikeleather, CSM, USASA
23 Feb 74	SMA Leon Van Autreve, Sergeant Major of the Army
1 Mar 74	MG Henry R. Del Mar, MTMTS, Guest Speaker CSM Russell D. Harmon, CSM, MTMTS
4 Mar 74	GEN Donald V. Bennett, US Army Pacific, Guest Speaker CSM Farrel C. Graham, CSM, USARPAC
5 Mar 74	Dr. Edward B. Glick, Professor of Political Science, Temple University, Guest Speaker

DISTINGUISHED VISITORS AND GUEST SPEAKERS (CONT)

DATE	DV/GS
6 Mar 74	BG Mildred C. Bailey, Director, Womens Army Corps, Guest Speaker
7 Mar 74	MG Frederic E. Davison, Military District of Washington, Guest Speaker CSM John L. Skinner, CSM, MDW MG Verne L. Bowers, The Adjutant General, DA
8 Mar 74	BG Bates C. Burnell, Cdr, US Army Safeguard Systems Command MG Marshall B. Garth, Director of Command and Central and Military Support, ODCSOPS, DA, Guest Speaker
11 Mar 74	LTG (RET) Charles G. Dodge, Executive Vice President, AUSA, Guest Speaker MG Robert F. Cocklin (USAR), Director, PR, AUSA
14 Mar 74	MG Edward H. Vogel, Jr., US Army Academy of Health Sciences CSM James A. King, CSM, US Army Academy of Health Sciences Honorable Herman R. Stoudt, Under Secretary of the Army
15 Mar 74	BG William A. Patch, Director, EPD, MILPERCEN, Guest Speaker
18 Mar 74	BG Samuel Grady Cockerham, Project Manager, Advanced Attack Helicopter, USAMC, Guest Speaker
19 Mar 74	BG William J. White, Director, Operations Division, Plans and Operations Department, HQMC, Guest Speaker SGM Clinton A. Puckett, SGM of the Marine Corps, Guest Speaker
20 Mar 74	BG Robert M. Montague, Jr., USAREC, Guest Speaker CSM Carrol Dean Stripling, CSM, USAREC, Guest Speaker
21 Mar 74	GEN (RET) Hamilton H. Howze, Guest Speaker
22 Mar 74	MG Jack A. Albright, US Army Communications Command, Guest Speaker CSM Theodore C. Spellacy, CSM, USACC
26 Mar 74	GEN William E. DePuy, Commander, TRADOC, Guest Speaker
27 Mar 74	MG Winant Sidle, Commander, Army Readiness Region VII, Guest Speaker CSM Donnie H. Worley, CSM, Army Readiness Region VII
28 Mar 74	BG Bennie L. Davis (USAF), Vice Commander, Air Force MILPERCEN, Guest Speaker CMSgt Thomas M. Barnes, Chief Master Sergeant of the Air Forces
2 Apr 74	BG John W. Currier, Commander, Army Finance Support Center, Guest Speaker Dr. Charles C. Moskos, Jr., Department of Sociology, Univeristy of Texas at Austin
3 Apr 74	MG John K. Singlaub, Commander, Readiness Region VIII
4 Apr 74	GEN (RET) Ralph E. Haines, Jr., Guest Speaker
8 Apr 74	MG George S. Prugh, The Judge Advocate, DA, Guest Speaker
10 Apr 74	BG Paul F. Gorman, DCofS for Training and Schools, TRADOC, Guest Speaker
17 Apr 74	MG Theodore Antonelli, DCofS for Logistics, DA, Guest Speaker
18 Apr 74	BG Fritz Wegner, Commander, German Air Force Training Command COL Simitake Hiraiski, Japanese Liaison Officer

DISTINGUISHED VISITORS AND GUEST SPEAKERS (CONT)

DATE	DV/GS
22 Apr 74	MG James C. Smith, Cdr, Army Readiness Region V CSM Ralph Bass, CSM, Army Readiness Region V SMA Leon Van Autreve, Sergeant Major of the Army MG CJ Le Van, Cdr, USAADCENFB, Guest Speaker
23 Apr 74	MG Spurgeon Neel, Cdr, Health Services Command CSM Frederick Crauswell, CSM, Health Services Command
26 Apr 74	BG (RET) S. L. A. Marshall, Guest Speaker
1 May 74	BG Hugh F. T. Hoffman, Jr., DCofS for Force Management, DA, Guest Speaker
2 May 74	MG C. W. Hospelhorn, Army and Air Force Exchange Service, Guest Speaker
3 May 74	Dr. Donald S. Van Meter, Department of Political Science, Ohio State University, Guest Speaker
8 May 74	MG Donald H. McGovern, Chief, US Army Audit Agency, Guest Speaker
9 May 74	MG Albert E. Milloy, Cdr, Readiness Region IX
15 May 74	Dr. Paul V. Hyer, Asian Studies Department, BYU-Provo, Utah, Guest Speaker
22 May 74	Sister Margaret M. T. Gorman, Chairman, Department of Psychology, Newton College of the Sacred Heart, Guest Speaker
28 May 74	Dr. Abdul A. A. Said, School of International Service, American University, Guest Speaker
29 May 74	Dr. Charles F. Hermann, Mershon Center, Ohio State University, Guest Speaker
30 May 74	LTG George P. Seneff, Jr., Cdr, Fifth US Army, Guest Speaker
3 Jun 74	Dr. Robert Russell, Department of Political Science, Northern Illinois University, Guest Speaker
7 Jun 74	BG Michael D. Healy, Cdr, JFK Center for Military Assistance, Guest Speaker
19 Jun 74	LTG Richard J. Seitz, CG, XVIII Airborne Corps, Graduation Ceremony for Class Three Guest Speaker
10 Jul 74	LTG Donn R. Pepke, DCG, USA Forces Command, Opening Ceremony, Class Four
11 Jul 74	MG Erwin M. Graham, Jr., Cdr, USA Logistics Center and School
22 Jul 74	MG C. R. Myer, Cdr, USA School Training Center and Fort Gordon
23 Jul 74	MG Burnside E. Huffman, Jr., CofS, TRADOC LTG Elvy B. Roberts, Cdr, Sixth US Army
24 Jul 74	GEN Walter T. Kerwin, Jr., Cdr, FORSCOM
31 Jul 74	GEN M. S. Davison, CINC USAREUR and 7th Army, Guest Speaker

Inclosure 5

DISTINGUISHED VISITOR/GUEST SPEAKERS (CONT)

DATE	DV/GS
5 Aug 74	Dr. Lee Sherman Dreyfus, Chancellor, University of Wisconsin, Guest Speaker
5 Aug 74	MG J. A. Albright, Cdr, USA Communications Command, Guest Speaker
7 Aug 74	MG P. W. Powers, Cdr, US Army Readiness Region II, Guest Speaker CSM L. T. Dahle, CSM, US Army Readiness Region II
14 Aug 74	BG A. B. Hale, Air Force Programs and Structures, ODCSOPS, Guest Speaker
18 Aug 74	BG J. P. Pollock, Deputy Cdr, US Army Health Services Command, Guest Speaker
22 Aug 74	SMA Leon Van Autreve, Sergeant Major of the Army
5 Sep 74	MG Julius Becton, Jr., DCG, USATC, Fort Dix, Guest Speaker
8 Sep 74	BG A. M. Weyand, Deputy Cdr, USAREC, Guest Speaker
12 Sep 74	SGM C. A. Puckett, Sergeant Major of the United States Marine Corps, Guest Speaker BG W. R. Johnson, USMC, Guest Speaker
26 Sep 74	BG R. L. Harris, Dir, MIS, Guest Speaker
1 Oct 74	BG C. K. Heiden, Director, EPD, MILPERCEN, Guest Speaker
8 Oct 74	BG P. F. Gorman, DCofS for Training and Schools, TRADOC, Guest Speaker
9 Oct 74	BG D. H. Wardrop, Cdr, 31st Air Defense Artillery Brigade
10 Oct 74	MG F. E. Davison, Cdr, MDW, Memorialization Speaker CSM D. V. Wright, CSM, MDW
17 Oct 74	MG E. M. Graham, Cdr, USA Logistics Center, Guest Speaker
21 Oct 74	Dr. M. C. King, Department of Political Science, Howard University, Guest Speaker
24 Oct 74	Dr. D. S. Van Meter, Department of Political Science, Ohio State University, Guest Speaker
30 Oct 74	Dr. V. J. Browne, Professor of Political Science, Howard University, Guest Speaker
3 Nov 74	Dr. J. R. Champlin, Department of Political Science, Ohio State University, Guest Speaker
7 Nov 74	Senator H. T. Santiesteban, Texas Senator, Guest Speaker BG J. St-Aubin, Canadian Forces Staff College BG D. L. Burkett, Deputy Cdr, AAFES, Guest Speaker
9 Nov 74	MG R. L. Fair, Cdr, 2nd Armored Division, Guest Speaker CSM T. Carruthers, CSM, 2nd Armored Division
14 Nov 74	Dr. C. E. Becker, San Francisco General Hospital, Guest Speaker LTG J. A. Kjellstrom, Comptroller of the Army, Guest Speaker
19 Nov 74	BG H. S. Long, Jr., Chief, US Army Audit Agency, Guest Speaker
20 Nov 74	Dr. Abdul A. A. Said, American University, Guest Speaker

DISTINGUISHED VISITORS/GUEST SPEAKERS (CONT)

DATE	DV/GS
26 Nov 74	Dr. P. S. Nye, Conduct Accreditation Evaluation, Southern Association of Colleges and Schools Dr. D. Valdez, Conduct Accreditation Evaluation, Southern Association of Colleges and Schools
1 Dec 74	Dr. J. C. Thompson, Professor, Vanderbuilt University, Guest Speaker
2 Dec 74	Dr. R. Russell, Northern University, Guest Speaker
4 Dec 74	Dr. C. T. Vetter, Foreign Service Institute, Department of State, Guest Speaker
6 Dec 74	BG (RET) S. L. A. Marshall, Guest Speaker
18 Dec 74	GEN Walter T. Kerwin, Jr., Cdr, FORSCOM, Guest Speaker, Graduation Ceremony for Class Four. MG J. A. Albright, Cdr, US Army Communications Command

Inclosure 5

CALENDAR OF MAJOR EVENTS

21 Apr 71	General Ralph E. Haines, Jr., Commanding General of Continental Army Command, directs the Armor Center and Fort Knox to develop a plan for a senior non-commissioned officers' school.
15 Feb 72	CONARC's plan is submitted to the Department of the Army.
17 May 72	General William Westmoreland, Chief of Staff of the Army approves the creation of the senior level NCOES. General Westmoreland recommends the name for the school include the word "Academy."
18-21 Jun 72	Conference is conducted at Fort Bliss to establish authorities, facilities, equipment, and Program of Instruction (POI).
6 Jul 72	POI Task Force is assembled, development is under way.
18 Jul 72	General Order 98 is issued creating the United States Army Sergeants Major Academy, effective 1 July 1972.
Aug 72	Initial POI is submitted for approval to CONARC.
9 Sep 72	General Haines visits the Academy for briefing. Lesson Plan Task Force is planned.
27 Sep 72	Project to renovate the conference centers, auditorium, and library is approved.
9 Oct 72	Lesson Plan Task Force arrives at Academy.
8 Nov 72	Task Force departs Academy, mission accomplished.
20 Nov 72	MSG Norman R. Anderson, the Academy's first student, arrives.
Dec 72	Instructor workshops are held to aid future Faculty Group Members.
1 Jan 73	The Academy is armed with lessons, materials, and procedures for Class One.
12 Jan 73	The "Pilot Class," Class One has opening ceremonies, General Ralph E. Haines, Jr., was guest speaker.
22 Feb 73	General Creighton W. Abrams, Army Chief of Staff visits Academy.
15 Jun 73	Graduation Ceremony for Class One, General William B. Rossen, keynote speaker.
13 Jul 73	Class Two has its Opening Ceremony, LTG Patrick F. Cassidy, Cdr, 5th US Army is keynote speaker.
Jul 73	Both conference centers are completed and ready for Academy use.
26 Sep 73	General Creighton W. Abrams, Army Chief of Staff was a guest speaker.
Sep 73	Learning Resources Center is completed and available for the Academy's use.
15 Dec 73	Lecture Center is completed and available for the Academy's use.
18 Dec 73	Graduation Ceremony for Class Two, BG Ernst E. Roberts, keynote speaker.
11 Jan 74	Opening Ceremony for Class Three, The Honorable Howard H. Callaway, Secretary of the Army, keynote speaker.
14 Mar 74	Honorable Herman R. Stoudt, Under Secretary of the Army visits the Academy.

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26 Mar 74	General William DePuy, Commander, TRADOC, was a guest speaker for the Academy.
4 Apr 74	General Ralph E. Haines, Jr., (RET) was a guest speaker for the Academy.
19 Jun 74	Graduation Ceremony for Class Three. LTG Richard J. Seitz, Commanding General, XVIII Airborne Corps, keynote speaker.
10 Jul 74	Opening Ceremony, Class Four, LTG Donn R. Pepke, DCG.
18 Dec 74	Graduation Class Four, General Walter T. Kerwin, Jr., Commander, FORSCOM, keynote speaker.

POI TASK FORCE

The following individuals were involved in the complex problem of initiating the Program of Instruction for the Academy. They were very instrumental in enabling the Academy to be ready for Class One:

NAME	RANK	MILITARY ADDRESS
Schulz, Harold A.	GS-15	US CONARC, ATIT-E Ft Monroe, VA
Tennow, Daniel E.	CSM	HQ, Army Materiel Command Washington, DC 20315
Malone, D. M.	CSM	HQ Fifth US Army Ft Sam Houston, TX 72234
Groetken, David L.	LTC	DSTRAT, USACGSC Ft Leavenworth, KS 66027
Fiske, William S.	LTC	USAIMA Ft Bragg, NC 31905
Turnage, John O.	MAJ	Leadership Dept, USAIS Ft Benning, GA 31905
Kennedy, Lawrence	CSM	HQ, CD Ft Belvoir, VA
Orr, Arnold E.	CSM	HQ, US Army Armor Center Ft Knox, KY 40121
Hendrix, Otis C.	CSM	HQ, Ft Geo G. Meade, MD 20755
Bainbridge, William G.	CSM	HQ, US Army Pacific APO San Francisco 96558
Bennet, Frank J.	CSM	HQ, CONARC Ft Monroe, VA 23651
Bost, Fred H.	SGM	Dept of the Army, Office of the Chief of Staff Washington, DC 20310
Eiler, Francis W.	GS-13	US Army Ordnance School Aberdeen Proving Grounds, MD
Fry, John P.	CIV-Dr	HUMRRO Div #5, PO 1111 El Paso, TX 79913 Tel # 568-2783
Kneisel, Richard S.	GS-14	Sp Asst-Ed Advisor Army Inf School, Ft Benning, GA Tel 865-1312
Emerson, Lloyd A.	MAJ	USAFS-Dept of Comp Ft Benjamin Harrison, IN
King, Howard	MAJ	USA Ord Sch, Aberdeen Proving Grounds, MD
Penoyer, Melvin R.	CSM	HQ USAADCENFB, Ft Bliss, TX
Klaes, James G.	GS-11	Educ Svc Div, DOI, USAADS Ft Bliss, TX 79916

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LESSON WRITING TASK FORCE

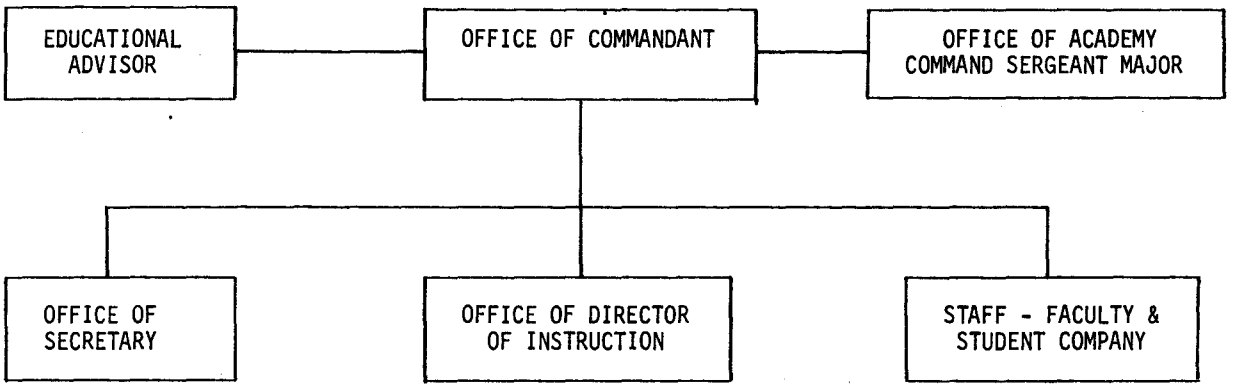
The following individuals were involved in the complex mission of writing all the lesson plans for the Academy POI. Due to their concentrated efforts, the Academy was ready for Class One.

SCHOOL	TF MEMBER	AREA OF INTEREST
AG	CPT Brown	Personnel Management
AG	CPT Deery	Written Communication
OM	MAJ Meacham	Logistics Management
IN	CPT Aronow	Training Management
IN	LT Harris	Small Group Process
IN	CPT Simmons	Organizational Psychology
C&GSC	LTC Kvederas	National Government DOD and DA
C&GSC	LTC Valardry	Military Tactics
C&GSC	LTC Huffman	Military Tactics
ARM	Mr. Fleishman	Oral Communication
IMA	LT Marsh	International Assistance
IMA	CPT Noles	World Affairs
IMA	CPT Wooten	Sociology
SIG	M. Lamm	Electives Program

Inclosure 8

UNITED STATES ARMY SERGEANTS MAJOR ACADEMY
ORGANIZATIONAL CHART

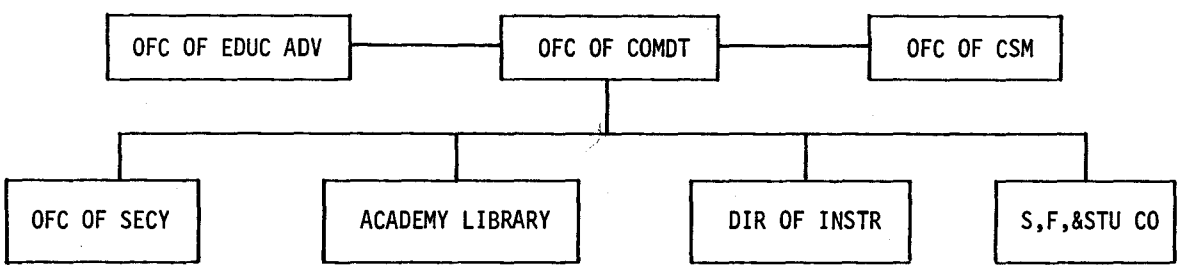
1 JULY 1972 - 31 AUGUST 1972



OFFICERS - 47
WO - 1
ENLISTED - 42
CIVILIAN - 30

TOTAL 120

1 SEPTEMBER 1972 - 28 FEBRUARY 1973



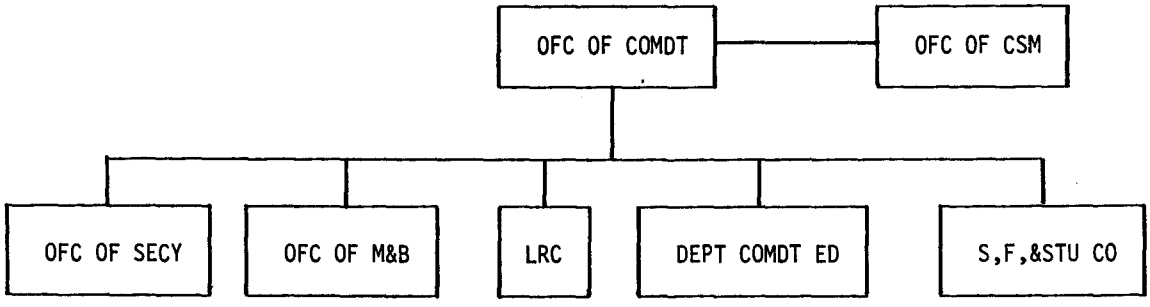
OFFICERS - 47
WO - 1
ENLISTED - 40
CIVILIAN - 32

TOTAL 120

Inclosure 9

UNITED STATES ARMY SERGEANTS MAJOR ACADEMY ORGANIZATIONAL CHART (CONT)

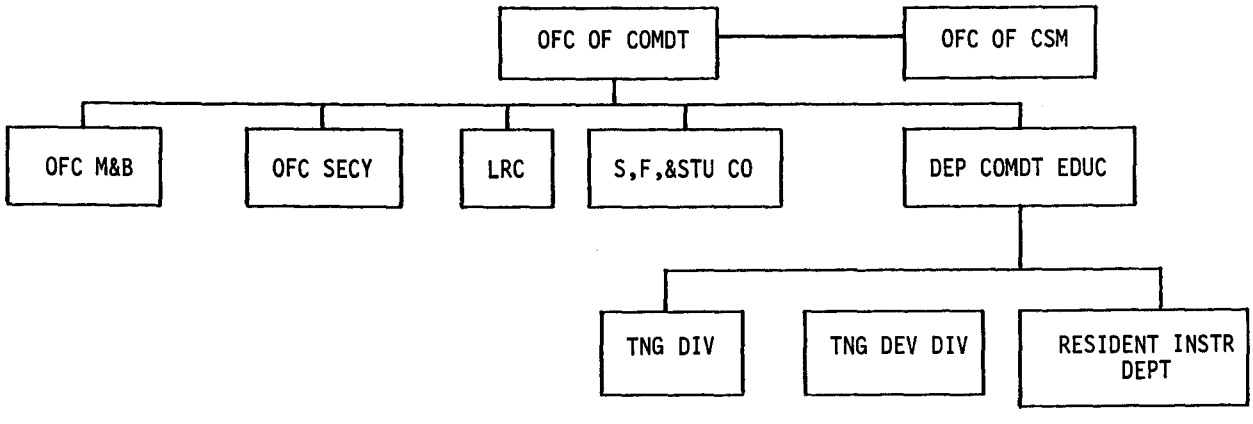
1 MARCH 1973 - 30 JUNE 1973



OFFICERS - 51
WO - 1
ENLISTED - 55
CIVILIANS- 42

TOTAL 149

1 JULY 1973 - 29 JANUARY 1974



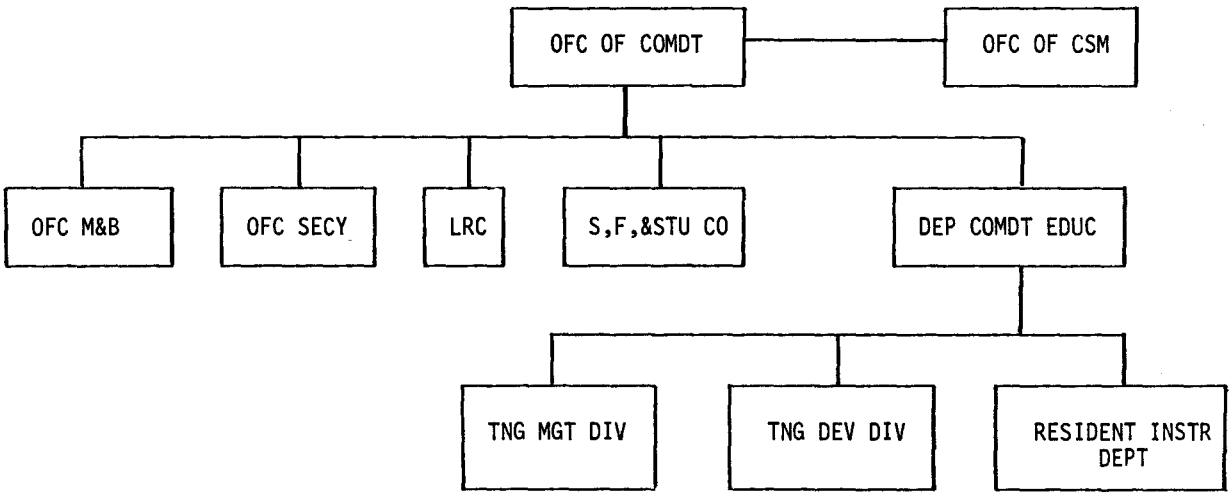
OFFICERS - 51
WO - 1
ENLISTED - 55
CIVILIANS - 42

TOTAL 149

Inclosure 9

UNITED STATES ARMY SERGEANTS MAJOR ACADEMY ORGANIZATIONAL CHART (CONT)

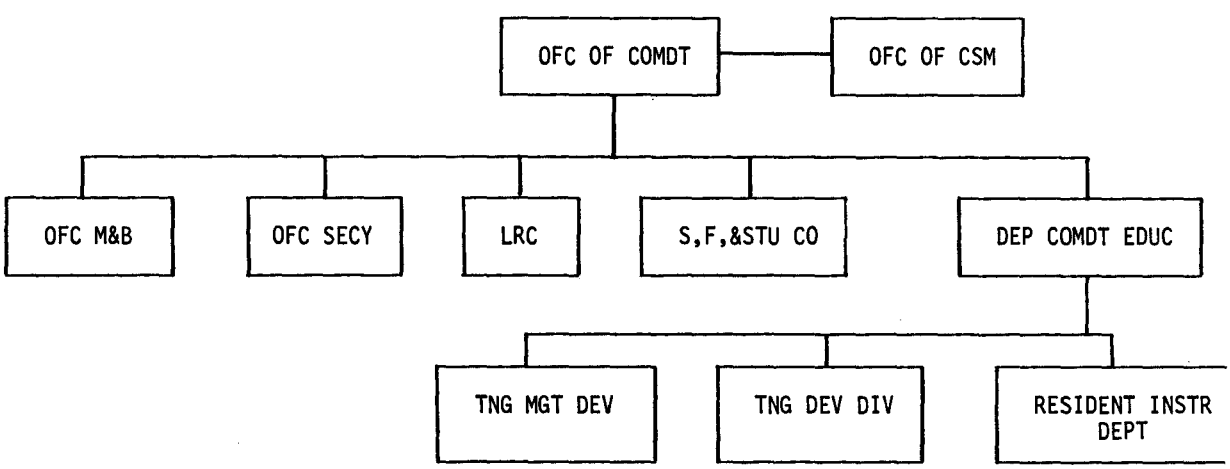
30 JANUARY 1974 - 29 APRIL 1974



OFFICERS - 45
WO - 1
ENLISTED - 56
CIVILIANS - 40

TOTAL 142

30 APRIL 1974 - 31 DECEMBER 1974



OFFICERS - 45
WO - 1
ENLISTED - 56
CIVILAINS - 40

TOTAL 142

Inclosure 9

LESSON	PRE-PILOT	PILOT	CLASS 2	CLASS 3	CLASS 4
US Defense Policy	AA001 8(2GS,4C,2S)	3(1GS,1C,1S)	2(1GS,1C)	No change	Deleted
Org, Role, Mission of DOD	AA002 2(1GS,1C)	No change	2(2C*)	No change	Department of Defense 4(1GS,3C[2*])
DOD Interrelations with other Agencies	AA003 3(2C,1S)	3(1GS,1C,1S)	2(2C*)	No change	Combined w/AA002
Org, Role, Mission of DA	AA004 2(1GS,1C)	No change	No change	No change	No change
Org, Role, Mission of USN	AA005 2(1GS,1C)	No change	No change	No change	No change
Org, Role, Mission of USAF	AA006 2(1GS,1C)	No change	No change	No change	No change
Org, Role, Mission of USMC	AA007 2(1GS,1C)	No change	No change	No change	No change
Org, Role, Mission of Reserve Components	AA008 2(1GS,1S)	No change	No change	No change	Combined w/AB11
Joint and Combined Operations	AA009 4(2.5C,1.5PE3)	4(2.1C,.1TV,1.8PE)	No change	Joint and Cmbnd Organization	Unified/Specified & Cmbnd Commands 5(3.1C*,1TV,1.8PE2)
An Overview of Unified Specified Commands	AA010 6(1.5F,4.5C)	6(3PE,3CS)	US Combatant Commands 4(4C)	No change	Combined w/AA09
Policy and Structure of National Defense Evaluation			AA011 1(1E)	No change	No change
Forces Command			AB001 2(1GS,1C)	No change	No change
CONARC and the CONUS Armies	AB002 2(1GS,1C)	No change	TRADOC	No change	No change
Army Materiel Command	AB003 2(1GS,1C)	No change	No change	No change	No change
Combat Development Command	AB004 2(1GS,1C)	No change	Deleted		
Health Services Command			AB004 2(1GS,1C)	No change	No change

LESSON	PRE-PILOT	PILOT	CLASS 2	CLASS 3	CLASS 4
US Army Intelligence Command	AB005 2(1GS,1C)	No change	No change	No change	Deleted
US Army Air Defense Command	AB006 2(1GS,1C)	No change	No change	No change	Deleted
US Army Recruiting Command	AB007 2(1GS,1C)	No change	No change	No change	No change
US Army Strategic Communications Command	AB008 2(1GS,1C)	No change	No change	No change	US Army Communications Command
Military Traffic Management and Terminal Service	AB009 2(1GS,1C)	No change	No change	No change	Military Traffic Management Command
US Army Security Agency	AB010 2(1GS,1C)	No change	No change	No change	Deleted
Reserve and National Guard Mobilization	AB011 4(4C)	4(1C,1.9E,1CS, .1TV)	4(2.3C*,1.1CS, .6TV)	4(2.3C*,1.7CS)	Reserve Components 4(1GS,3C*[2])
Materiel Development	AB012 3(1C,1GS,1F)	2(1GS,1C)	Deleted		
Doctrine and Organizational Development	AB013 4(1C,2GS,1S)	2(1GS,1C)	No change	No change	Deleted
Civil Disturbance	AB014 6(1GS,3C,2PE3)	6(1GS,2.6C,2.2PE .2TV)	6(1GS,2.6C [1.6*]2.2PE2,.2TV)	No change	Domestic Operations 4(3C[2*],1GS)
Disaster Relief	AB015 2(1C,1S)	2(1.9C,.1TV)	2(1.9C*,.1TV)	No change	Combined with AB014, Domestic Operations
Policy Structure of National Defense - The Army Role Evaluation	AB016 2(2E)	AB020 1(1E)	Combined w/AC20 and AC21		
US Army Criminal Investigation Command		AB016 2(1GS,1C)	No change	No change	Deleted
US Army Military District of Washington				AB017 2(1GS,1C)	Deleted
The Commander and His Staff	AC001 3(2C, 1PE3)	3(.8C,1.7PE,.5TV)	3(.8C*,1.7PE2 .5TV)	4(1.3C*,2.2PE2, .5TV)	AC002 7(5C*,2PE2)
Organization and Function of Division G-1 Inclosure 10	AC002 2(1C,1PE3)	2(1C,.9PE,.1TV)	2(1C*,1.9PE2, .1TV)	No change	Combined w/AC02

LESSON	PRE-PILOT	PILOT	CLASS 2	CLASS 3	CLASS 4
Organization and Function of Division G-2	AC003 2(1C,1PE3)	2(.9C,1PE,.1TV)	2(.9C*,1PE2, .1TV)	3(1.4C*,1.5PE2, .1TV)	Combined w/AC02
Organization and Function of Division G-3	AC004 3(2C,1PE3)	3(1.5C,1.4PE,.1TV)	4(2C*,1.9PE2., .1TV)	5(2C*,2.4PE2,.6TV)	Combined w/AC02
Organization and Function of Division G-4	AC005 2(2C)	2(.9C,1PE,.1TV)	2(.9C*,1PE2, .1TV)	No change	Combined w/AC02
Organization and Function of Division G-5	AC006 2(2C)	2(.9C,1PE,.1TV)	2(.9C*,1PE2, .1TV)	No change	Combined w/AC02
The Special Staff	AC007 3(3C)	3(1.6C,1.3PE,.1TV)	3(1.1C*,1.3PE2, .6TV)	No change	Combined w/AC02
Electronic Warfare					AC007 4(4C*)
Combat Plans and Orders	AC008 12(4C,8PE3)	8(4.5C,3.5PE)	8(1C*,2S*, 4.4PE2,.6TV)	10(5C*,4.5PE2, .5TV)	AC004 10(2.2C*,7.3PE2, .5TV)
Operation Roadrunner	AC009 6(6PE3)	12(12PE)	No change	No change	10(10PE2)
The Division	AC011 8(8C)	No change	8(2C*,6S*)	No change	No change
Division Combat Operations	AC013 16(10C,6PE3)	16(8.5C,6.5PE, 1TV)	Division Of- fensive Ops 8(3.8C*,3.2PE2,1TV)	No change	7(2.8C*,3.7PE2,.5TV)
Division Defensive Operations			AC014 8(3.8C*,3.2PE2, 1TV)	No change	7(3.3C*,2.7PE2,1TV)
Combat Service Support to the Army	AC014 4(4C)	2(2C)	No change	AC015 4(2S*,1PE2,1TV)	AC05 4(2S,1PE2,1TV)
Theatre Army Support Command	AC015 4(2C,2PE3)	2(.8C,1PE,.2TV)	Combined w/ Cmbt Svc Spt to the Army		

LESSON	PRE-PILOT	PILOT	CLASS 2	CLASS 3	CLASS 4
Field Army Support Command/COSCOM	AC016 4(2C,2PE3)	2(1.9C,1PE)	Combined w/ Cmbt Svc Spt to the Army		
Principles of Combat		AC018 4(3C,1PE)	5(3C*,1.5PE2, .5TV)	No change	No change
Fire Support Division		AC019 2(2C)	3(2.5C*,.5TV)	No change	No change
Operations and Staff Functions Evaluation		AC020 3(3E)	2(2E)	No change	No change
Organization and Operations Evaluation			AC021 2(2E)	No change	No change
International Relations	BA001 4(4C)	Nature of World Affairs 2(1GS,1C)	No change	No change	No change
The Nature of International Relations	BA002 4(4C)	History of World Affairs 4(1GS,1C,2S*)	No change	History of US Foreign Affairs	No change
The Struggle for World Order	BA003 6(5C,1GS)	BB008 4(1GS,1C,2S*)	BB007	No change	No change
Elements of Power		BA003 3(3S)	3(3C*)	No change	4(4C*)
Current International Affairs	BA004 16(1C,15PE3)	16(16PE3)	16(16PE3)	No change	No change
US Government Organization	BB001 4(4C)	3(1GS,1C,9S,.1TV)	4(1GS,1C,1.9S*, .1TV)	No change	No change
The American Political Process	BB002 3(2C,1S)	4(1GS,1C,2S)	4(1GS,1C,2S*)	No change	No change
The Union of Soviet Socialist Republics	BB003 3(2C,1GS)	BB004 3(2GS,1C)	4(1GS,1C,2S*)	No change	No change
Communism in Today's World	BC002 4(3C,1GS)	BB003 Communism 3(2GS,1C)	4(1GS,1C,2S*)	No change	No change
The People's Republic of China	BB004 3(2C,1GS)	BB005 3(2GS,1C)	4(1GS,TC,2S*)	No change	4(1GS,1C,1 .8S*)

LESSON	PRE-PILOT	PILOT	CLASS 2	CLASS 3	CLASS 4
The Emerging Nations	BB005 3(2C,1S)	BB007 4(1GS,1C,2S)	Combined w/BB06 Application of Ntl Elements of Power 4(1GS,1C,2S*)		
The Developed Nations	BB006 3(2C,1S)	Developed World 3(1GS,1C,1S)	Combined w/BB06 Application of Ntl Elements of Power		The Development of Nations
US Foreign Policy	BC003 3(2C,1S)	BB009 3(1GS,1C,1S)	BB008 4(1GS,1C,2S*)	No change	No change
Military Strategy	BE002 4(4S)	BC001 4(1GS,1C,2S)	4(1GS,1C,2S*)	No change	No change
Insurgent Wars		BC002 3(3PE3)	4(1.8C*,2.2S)	No change	No change
Unconventional Warfare	BD004 2(2C)	Techniques of Limited War BC003 3(2GS,1C)	4(1GS,1C,2S*)	No change	No change
Exercise Feathered Serpent		BC004 8(9PE3)	8(7.8PE2,.2TV)	No change	6(5.8PE2,.2TV)
Evaluation - Conflict and Cooperation	BC005 1(1E)	2(2E)	No change	No change	Deleted
Human Behavior	CA001 1(1C)	Human Relations	1(.6L,.4C)	No change	1(1L)
The Small Group	CA007 2(1C,1PE3)	Small Group Study methods CA002 12(3.6C,1GS,5PE3, 2.4S)	12(6C[5*],1GS, 5PE2)	No change	No change
Perception	CA004 4(1C,1F,1D,1PE3)	CA003 2(1.3C,.5TV,2PE3)	3(1C*,.5TV, 1.5PE2)	No change	No change
The Study of Attitudes	CA006 8(1GS,3C,3PE3)	A Study of Opinions Attitudes & Beliefs CA004 5(2.5C,.8PE3,.7TV, 1S)	A Study of Our Value System CA004 6(3.5C*,1PE2, 1.5TV)	3(1.5C*,1PE2,.5TV)	5(3.5C*,1PE2,.5TV)

Inclosure 10

LESSON	PRE-PILOT	PILOT	CLASS 2	CLASS 3	CLASS 4
Human Motivation	CA005 4(1C,1F,2PE3)	4(2.5C,.5TV,1PE3)	2(1.3C*,.5TV, .2PE2)	No change	No change
Behavior of Man	CA002 2(1C,1PE3)	CA006 2(1.4C,.4S,.2PE3)	2(1.5C*,.5PE2)	No change	Combined w/CD03 Personal and Permance Counseling
Fundamentals of Learning	CA003 6(2C,1F,1PE3, 2PI)	CA007 5(1.9C,.5TV,2.6PE3)	4(2.5C*,.5TV, 1PE2)	4(3.5C*,.5TV)	CA006
Communications Process	CB001 3(2C,1TV)	1(.8C,.2PE3)	Communications 4(1.5C*,.5PE2, 2CS)	No change	No change
Opinions, Attitudes & Beliefs	CB002 2(1C,1S)	Combined w/A Study of Attitudes and became A Study of Opinions, Attitudes and Beliefs CA004 5(2.5C,.8PE3,.7TV, 1S)	6(3.5C*,1PE2, 1.5TV)	3(1.5C*,1PE2, .5TV)	5(3.5C*,1PE2, .5TV)
Problems and Solutions in Communicating		CB002 5(.3C,.3PE3,4.4CS)	Combined with CB001 Communications		
The Listening Process	CB004 3(.5C,.5TV,2PE3)	CB003 4(3C,1PE3)	CB002 4(3C*,1PE2)	No change	No change
Interaction Communication Analysis	CB006 4(1.5PE3,.5TV, 1C,1GS)	CB005 4(2.5C,5PE3,5CS, .5TV)	CB003 3(1.5C*,1PE2, .5CS,.5TV)	No change	Small Group Communications 2(.5C*,1PE2,.5TV)
Human Awareness		CB004 2(1.1C,.9PE3)	Combined with Perception CA003		
The Briefing	CB011 2(.3TV,.2D,.5S, 1PE3)	CF001 Techniques of a Military Briefing 2(1.5C,.5TV) and CF002 Briefing Presentations 5(1C,4PE3)	CB004 7(1.5,.5TV, 5PE2) Techniques of a Military Briefing	No change	Military Briefing 12(1.5C,.5TV,5S, 5PE2)

Inclosure 10

LESSON	PRE-PILOT	PILOT	CLASS 2	CLASS 3	CLASS 4
Effective Writing			CB006 8(2TV,6PE2)	No change	8(1C,1TV,6PE2)
Student Monograph		EA001 9(9C)	CB007 1(1C)	3(3C)	Individual Research Paper 25(23S,2C)
Small Group, Roles and Norms	CA008 4(1GS,1C,1PE3, 1TV)	CC001 4(4S)	4(1C*,3S)	No change	CA007
Group Process	CA009 6(1GS,1C,1CS, 3PE3)	CC002 10(1C,9PE3)	10(1C*,9PE2)	6(1C*,5PE2)	CC004 4(1C*,3PE2)
Collective Behavior	CA010 4(1GS,1C,1PE3, 1TV)	CC003 4(1.8C,.5TV,1.7CS)	4(2C*,2CS)	3(2C*,1CS)	CA008
Types of Organizational Structure	CC001 4(1TV,1.5CS, 1.5PE3)	CD001 5(3S,2PE3)	Deleted		
Introduction to Organization			CD001 1(1L)	Deleted	
Group Behavior in Organization		CD002 4(3S,1PE3)	Conflict in Org 4(.5S,3.5PE2)	CD001	CC001 3(.5S,2.5PE2)
Organizational Functioning	CC003 4(4PE3)	CD003 4(3CS,1S)	No change	CD002	CC002
The Informal Organization	CC005 4(1C,3PE3)	CD004 4(2S,2PE3)	No change	CD003 4(2S*,2PE2)	CC003 3(3C*)
Principles and Traditions of Leadership	CD001 6(1C,1GS,1.5CS, .5TV,2PE2)	Principles of Leadership CE001 5(.3C,4.7PE3)	4(.3C,3.7PE3)	No change	CD001
Leadership Styles	CD002 6(1C,1GS,4PE3)	CE002 8(1GS,1C,.1TV, 5.9PE3)	8(1GS,1C,.3TV, 5.7PE2)	No change	CD002 8(1GS,1C,.3TV, 5.7PE2)
Personal and Performance Counseling	CB010 11(1TV,1GS,9PE3)	CE003 11(2GS,4C,5PE3)	11(1GS,5C[4*], 5PE2)	No change	CD003 12(1GS,6C[5*], 5PE2)
Evaluation of Leadership Alternatives	CD004 3(3E)	CE004 3(2E,1C)	CE005 3(2E,1C)	No change	CD005 2(2E)

LESSON	PRE-PILOT	PILOT	CLASS 2	CLASS 3	CLASS 4
Moral and Ethical Responsibilities of Leaders			CE004 2(.5C,1.5PE2)	3(.5C,2.5PE2)	CD004 4(1.5C,2.5PE2)
History of NCO Corps	CH001 4(1GS,1C,2S)	CE001 5(2C,1S,1CS,1GS)	CF001 2(1GS,1C)	No change	CE001
Relationship and Protocol	CE002 5(1GS,2C,1S,1CS)	CH002 5(1GS,1S,2PE3,1C)	Duties, Relationships and Protocol CF002 5(1GS,4C[3*])	Relationships and Protocol 3(3S*)	CE002 Protocol 1(1S*)
Oral Expression	CB012 2(.3TV,.2D, 1.5PE2)	Fundamentals of Oral Communication CF003 1(1C) and Public Speaking Presentations CF004 6(1.1C,4.9PE3)	Fundaments of Oral Communications CB005 6(1C,5PE2)	No change	No change
Mass Communication	CB009 3(1TV,1C,1GS)	CH004 3(1GS,1C,1S)	CF004	No change	Cmbnd w/Communications
Cultures, Subcultures and Newer Religions			CF005 4C(3*)	5(4C[3],1S)	4(3C*,1S)
Self Development	CE006 10(3C,3CS,3PE3 1GS)	CH006 8(1GS,1C,6PE3)	CF006 4(1GS,1C,2PE2)	No change	CE05 Professional Development 2(1GS,1C)
Councils, Committees, and Ad Hoc Groups			CF008 4(2.7C,1L.3PE2)	No change	CE007 2(2C*)
The Contemporary Scene	CF001 5(2GS,3C) and CF002 Contemporary Scene Research Paper 45(1C,44PE3)	CG001 5(1.5C,1GS,1.5PE3, 1S) and CG002 Contemporary Scene Research Paper 45(1C,43PE3,1S)	CF007 Contemporary Scene Research Paper 44(2GS,3C[1*], 39PE2)	50(2GS,9C[1*], 39PE2)	
Community and Public Relations	CB008 2(.5TV,.5CS, 1PE3)	CH003 2(1.5S,5PE3)	CF003 4(1GS,1C, 1.5S,.5PE2)	2(1.5,.5PE2)	CE003 3(1.5S,1.5PE2)

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LESSON	PRE-PILOT	PILOT	CLASS 2	CLASS 3	CLASS 4
Command and Control	CE003 3(1C,1.5S,.5GS)	CH005 2(.1C,1.9S) Chain of Command and Channels of Communications	Deleted		
Issues of Interest, Military and Civilian (Drugs)		CH007A 5(5C)	CE006 Contemporary Leadership Problems (Drugs) 8(2GS,2.5C*,2TV, 1.5S*)	10(2GS,2C*,2.5TV, 3.5S*)	CD06
Issues of Interest, Military and Civilian (Alcohol)		CH007B 3(2c,1GS)	Combined w/CE06		
Issues of Interest, Military and Civilian (Race Relations)		CH007C 3(3C)	CE007 Contemporary Leadership Problems (Race Relations) 8(1GS,7C[6*])	American Ethnic Studies 12(2GS,10C,[8.5*])	CD07
Issues of Interest, Military and Civilian		CH007D 2(2C)	CE008 Contemporary Leadership Problems (Current Issues) 4(4C)	Used for AWC Visit	Deleted
Introduction to Military Management		DA001 .5(.5C)	No change	No change	Intro to Resource Management
Functions of Management and of the Manager		DA002 2(1GS,1C)	No change	No change	No change
Problem Solving and Decision Making		DA003 3(3CS)	No change	No change	No change
The Effective Executive		DA004 5(2.5TV,2.5CS)	No change	No change	No change
Managerial Styles		DA005 2(2CS)	No change	Deleted	
Completed Staff Work				DA005 1(1CS)	Deleted

LESSON	PRE-PILOT	PILOT	CLASS 2	CLASS 3	CLASS 4
Military Law; An Overview				DB001 3(2GS,1C)	2(1GS,1C)
Military Affairs				DB003 4(2C,2CS)	4(2L,2CS)
International Law				DB004 4(1.5C,.5TV,2CS)	3(2.5C*,.5TV)
Introduction to Automatic Data Processing			DC001 2(2C)	No change	2(2L)
Current and Future Army Management Information Systems	DC002 3(1C,2GS)	DC001 2(1GS,1C)	DC002 2(1GS,1C)	2(2C*)	Deleted
Information Systems as Tools of Management	DC001 1(1C)	DC002 2(2S)	DC003 2(2C*)	2(1GS,1C)	DC002 2(1GS,1S)
Management Evaluation					DC003 1(1E)
Recruiting, Classification and Assignment	DD001 6(4C,2PE3)	DD001 (PI) 4(1GS,1C,2S)	4(4C*)	DD002	4(.5TV,3.5C*, [2.5])
Enlisted Personnel Management	DD004 4(2GS,2C)			DD001 2(1GS,1C)	No change
Enlisted Evaluations Promotions and Awards	DD002 6(4C,2PE3)	DD001 (PII) 4(.5TV,3.5S)	4(.5TV,3.5C*)	DD003 4(.5TV,3.5C*)	4(1TV,3C*)
Reenlistments and Separations	DD003 4(3C,1PE3)	DD001 (PIII) 4(4S)	4(4C*)	DD004 4(1TV,3C*)	4(.5TV,3.5C*, [2S])
Military Justice		DD001 (PIV) 6(2GS,1C,3CS)	7(2GS,5C,[4*])	DB002 4(2C,2CS)	5(2L,3CS)
Enlisted Personnel Management System		DD001 (PV) 4(1GS,1C,2PE3)	Student Pre-sentations PIV 4(1GS,1C,2PE2)	DD005 2(2PE2)	No change
Army Pay System - JUMPS	DC003 3(3GS)	JUMPS DD002 2(1GS,1C)	No change	DD006	No change
Personal Affairs		DD003 4(2CS,2S)	4(2CS,1GS,1C)	DD007 2(2CS)	2(.5TV,1.5CS)

LESSON	PRE-PILOT	PILOT	CLASS 2	CLASS 3	CLASS 4
Current State of Army Training		DE001 2(1GS,1C)	No change	Army Training: Msn, Policies, and Responsibilities	No change
The Army Training System: An Overview		DE002 8(1GS,1C,.2TV, 5.8S)	8(1GS,.2TV, 6.8C[1*],1GS)	Lesson split into Tng Phases Active and Reserve (DE002) and Eval of Tng DE003	
Training Phases Active and Reserve				DE002 4(.4TV,3.6C*)	No change
Development of A Training Program		DE003 8(.2TV,7.8PE3)	8(.2TV,3.8C*, 4PE2)	Dev of a Bn Tng Program DE005 6(1C,5PE2)	6(2C*,4PE2)
Evaluation of Training				DE003 4(1GS,1C,.2TV, 1.8PE2)	No change
Training Role of CSM		DE004 6(6S)	4(4C*)	Deleted	
Training Literature and Aids				DE004 2(2C*)	No change
Evaluation			DE005 2.5(2E,.5C)	Evaluation I Mil Mgmt DE007	
Training Philosophy				DE006 4(4C*)	No change
CONUS Logistics Management		DF001 2(1GS,1C)	Army Logistics; An Overview DF001 2(1GS,1C)	No change	No change
Maintenance Management		DF003 4(4S)	DF004 6(4C*,2PE2)	No change	6(6C*)
Inventory Management		DF002 2(1GS,1C)	DF003	2(.5TV,1.5C*)	Deleted
Division/Unit Supply					DF003 2(.5TV,1.5C*)

LESSON	PRE-PILOT	PILOT	CLASS 2	CLASS 3	CLASS 4
Supply and Maintenance Problems at Division Level		DF004 4(4PE3)	Logistics Problems at Div and lower levels DF005 4(3.5PE,.5TV)	4(3PE2,1TV)	
Materiel Development		DF005 2(1GS,1C)	DF002	No change	DF002 Materiel Development and Acquisition 2(1GS,1C)
Logistics Problems at Division and Lower Levels			DF005 4(3.5PE,.5TV)	4(3PE2,1TV)	Logistics Problems at Unit Level DF006 2(2CS)
Unit Dining Facility Management					DF005 2(.5TV,1.5C*)
Installation Management and Its Challenges		DG001 2(1GS,1C)	No change	No change	Installation Mgmt; An Overview
Army Financial Management System	DG001 2(2C)	Army Financial Management DG002 2(1GS,1C)	No change	No change	Resource Management
Program Budget Advisory Committee		DG003 3(3PE3)	3(.5TV,2.5PE2)	No change	No change
Nonappropriated Funds		DG004 4(1GS,1C,2PE3)	4(1GS,1C,2PE2)	No change	AAFES 2(1GS,1C)
Manpower Utilization		DG005 2(1GS,1C)	Manpower Mgmt	2(2C*)	Cmbnd w/Resource Management DG002
Army Open Mess Operation					DG005 2(2PE2)
Civilian Personnel in the Army System	DD005 5(2GS,2C,1PE3)	DG006 4(1GS,1C,2CS)	DG006 Civ Pers Mgmt 4(1GS,1C,2CS)	No change	No change
Installation Tour		DG007 6(6PE2)	DG008 No change	Deleted	Deleted
Environmental Protection			DG007 2(.5TV,1.5C*)	No change	No change

LESSON	PRE-PILOT	PILOT	CLASS 2	CLASS 3	CLASS 4
Evaluation		DG008 2(2E)	Deleted		
Army Audit Agency		DH001 2(1GS,1C)	No change	No change	No change
MAP-TOE	DH002 5(2C,1TV,2PE3)	2(2S)	2(1.6C*,.4TV)	3(2C*,1TV)	2(1C*,1TV)
Reports and Reporting		DH003 4(4PE3)	No change	No change	DH003 Unit Administration 6(6PE2)
Evaluation			DH004 2.5(2E,.5C)	No change	Evaluation III 1(1E)

FACULTY GROUP MEMBER DUTY ASSIGNMENTS

The following individuals were Faculty Group Members:

NAME	CLASS ONE		CLASS TWO			CLASS THREE			CLASS FOUR		
Phase	1	2	1	2	3	1	2	3	1	2	3
MAJ Bailey			X								
MAJ Burke	X		X								
MAJ Ceria		X	X								
MAJ Curl		X	X								
MAJ Griffith	X		X	X							
MAJ Hutchison									X	X	X
MAJ Lyerly			X	X	X						
MAJ Murphree										X	
MAJ State	X			X	X						
MAJ Sullivan		X	X	X	X						
MAJ Wise									X		
CPT Baker			X								
CPT Blumenfeld			X								
CPT Cabanillas											X
CPT Crawford				X							
CPT Jones			X	X							
SGM Bean								X	X	X	X
SGM Brewer						X	X	X	X	X	X
SGM Colombo						X	X	X	X	X	X
SGM Craig				X	X	X	X	X		X	
SGM Ferris	X										
SGM Foreman		X	X	X	X	X	X	X			
SGM Goodman				X	X	X	X				
SGM Haggerty									X	X	X
SGM Hale		X	X	X	X	X	X	X	X		
SGM Hart									X	X	X
SGM Howell									X	X	X
SGM Kaplan				X	X	X	X	X	X	X	X
SGM McArdle						X	X	X	X	X	X
SGM McNeill	X		X	X	X	X	X	X		X	X
SGM Michaelis											X
SGM Offutt	X										
SGM Osborne					X	X	X	X	X	X	X
SGM Parson				X	X	X	X	X	X	X	X
SGM Patrick					X	X	X	X	X	X	
SGM Peterson									X		
SGM Spore						X	X	X	X	X	X
SGM Steyer		X	X	X	X	X	X	X			X
SGM Stover					X						
SGM Sweeney	X		X	X	X	X	X	X	X	X	X
SGM Telfair		X	X								
SGM Waldemar				X	X	X	X	X			

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