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THE CONCEPT OF COMMON TRAINING
A Comparison of
Military Qualification Standards II
with Selected Past Officer Basic Course
Programs of Instruction

A thesis presented to the faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE

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This pilot study analysed 8 programs of instruction and 5 common cores for past officer basic courses and compared them to the 1988 Military Qualification Standards II revision. The purpose of the study was to assess the applicability of past POIs to current training design.

Infantry and Transportation branches were studied. POIs for the pre-war and mid-war years from World War II, Korea, and Vietnam were collected and an instrument devised to systematize their contents. The results were analysed for common and critical tasks for peace, war and mobilization. Data as to course length, intent and prerequisites was also collected.

The study found that the training record is being destroyed but what remains is applicable to modern training design. OBC has historically been allocated major resources and common cores were found for all periods. Mobilization critical tasks were discovered, but combat and peacetime critical tasks were not. Thirteen universal training tasks were identified.

The study concludes that the current MQS list is adequate but some items should be considered for inclusion or elimination. Further study is indicated into other branches, the common cores, and training given in the combat theater. Changes to the Concept Based Requirements System are recommended.

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The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the forgoing statement.)

Unless otherwise stated, whenever the masculine or feminine gender is used, both men and women are included.

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This pilot study analyzed eight programs of instruction (POI) and five common cores for past officer basic courses (OBC) and compared them to the 1988 Military Qualification Standards II (MQS) revision. The purpose of the study was to assess the applicability of past POIs to current training design.

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CHAPTER ONE

INTRODUCTION

"The Army training mission is to prepare soldiers, leaders, and units to deploy, fight, and win in combat at any intensity level, anywhere, anytime.

- The training focus is on our wartime missions.*
- Our top priority is training."*

General Carl E. Vuono
(Chapter 1, FM 25-100)

In The Military Policy Of The United States Emory Upton contrasted the lackluster efforts of the U.S. Army in the War of 1812 with its effective conduct of the Mexican War. His thesis, which most historians confirm, is that the Army's improvements were primarily due to the strides made in the training of its junior officers. The competence of these key leaders was an essential element of the preparation, motivation, and employment of a winning army.¹ This is still true today. It is axiomatic that there is no substitute for good training and it is easy to see that this is especially true of lieutenants. It is more difficult to decide what that training should be. The Army's archives contain records of the training conducted to prepare for and successfully prosecute the wars of the recent past. The purpose of this paper is to examine one aspect of the training record to see if it can be of use in providing for the training of today's lieutenant.

This paper documents a pilot study of the officer basic course programs of instruction (POI) for selected years and branches from The Second World War (WWII) to the Vietnam conflict. The years selected (1944, 1949, 1950, 1964, 1968) were chosen to represent the pre- and mid-conflict periods in the last three major American conflicts. Infantry and the Transportation Corps were selected because these branches existed throughout the study period, had reasonably accessible records and represented two of the three major branch categories (combat and combat service support). The study was designed to sample the record, determine what information was available and how useful it would be, and see if there were any lessons from the past that would apply to the current process of refining the common core of Officer Basic Course (OBC) Programs of Instruction (POIs).

Why Study the Training of Lieutenants

Lieutenants play a key role in organizing for battlefield success. They are the "linking pins"² that tie the higher commanders and the fighting soldiers together. The Mexican American War is but one example of the effect, positive or negative, that the training of lieutenants can have on the success of an army. Military writers from the most ancient forward all cite the effect of the officer on the unit's will and effectiveness. He is frequently

described as bearing the brunt of battle himself, with his courage being the courage that sustains the unit. To maintain that courage a leader must know his job and be confident of his own preparation and ability. At the small unit level the leader is under constant observation by his troops and is given no opportunity for casual learning or reflection. The lieutenant frequently must be taught the basics of the military system as well as prepared for the technical aspects of his job. Therefore he must be trained to a high degree of effectiveness in a wide variety of tasks.

Armies generally fight as they are trained and the quality of that training can make the difference between victory and defeat. Long ago Confucius observed that to lead an untrained army to war is to throw them away. The wisdom of this saying has become more apparent with each passing year as advancing technology has rendered the battlefield more deadly. The increased range, maneuverability, and effectiveness of weapons has forced the dispersion of combat formations.³ This has given greater combat power and responsibility to the small unit leader. Modern tactics demand that these widely dispersed formations act as one to synchronize their combat power.⁴ To fight and survive on the modern battlefield requires a high degree of training. Success demands that this training be the very

best available.

The U.S. Army periodically reviews the training it provides to its officers. Such a review was conducted in 1987-88 through the Combined Arms Training Activity (CATA) of Fort Leavenworth. One of the outcomes of the review was a conclusion that the process of selecting training tasks was fundamentally flawed because it included no historical analysis of officer training.⁵ Army procedures require history be considered when designing training⁶ but in the 87-88 review the personal experience of subject matter experts was the basic reference.⁷

Purpose

The purpose of this study was to address that fundamental flaw. Specifically it was intended to:

1. Sample the historical record to ascertain what type of information was available.
2. Review the record, see what it contained, how much information that would provide and if the information was useful in POI revision.
3. Make preliminary observations from the historical record that might assist the current training task selection process.

Assumptions of the Study

The study was based on four assumptions:

1. WWII represents a watershed in American military history. The tactics, technology and leadership of that struggle bear a greater relationship to those of today than to the period immediately before the war. By beginning the study at WWII it was possible to include a look at training for a global war, a mid-intensity "police action", and a large scale counter insurgency war. Most modern branches of the Army were in existence by the end of the Second World War.

2. The training conducted for each of the wars in this study was assumed to have been successful. The training tasks selected and the emphasis given them in the POI was validated by success on the battlefield. To attempt to examine the individual tasks and judge their wartime effectiveness was beyond the limits of this study. Further research will be necessary to establish this detailed relationship.

3. Tasks included in the wartime POI are the minimum essential tasks for training effective combat officers. The constraints of war require that officers be trained in the minimum time possible without jeopardizing the effectiveness of their preparation. The tasks included in these "bare

bones" POIs may therefore assumed to be only those critical for wartime success. Emphasis on these tasks will increase in time of war and decrease during peacetime.

4. The training by the branches included in the study (Infantry and Transportation) was representative of the tasks common to the officer corps in general. A full study will give greater detail but will not contradict the basic findings.

Definition of Terms

1. Common Task: The Common Task Selection Board SOP defined a common task as: "Those critical individual or leader tasks on which all officers, regardless of branch, must be proficient. The task must enable the officer to survive on the battlefield; to lead, maintain, train, and fight his or her unit; or to help his or her commander or supported unit commanders lead, maintain, train, and fight their units. These tasks must support the officer as he or she address both peacetime and combat missions."^e

2. Combat Critical Task: One focused on war fighting or war-time tasks as opposed to a task that may be performed in both peace and war. Emphasis or hours increase in war and decrease in peace.

3. Critical Task: A task was assumed to be critical if it was included on the wartime POI. The critical tasks

were further subdivided into three types. A Combat Critical Task is one primarily concerned with war-fighting. A Peacetime Critical Task is focused on administrative concerns. It is not generally found on the wartime POI or is listed with a smaller degree of emphasis. A Mobilization Critical Task is found only on wartime POIs. It is applicable only to a mobilization situation and is therefore not found on a pre-war POI.

4. Emphasis: The percent of the total instructional hours of the POI devoted to the training of a topic or an individual task. It is used as a relative measure of the effort expended on the topic or task. This is a much more limited measure than the DIF (Difficulty, Importance, and Frequency) methodology used in the CATA study.⁹ It cannot differentiate between tasks that are essential for an officer to know but are relatively easy to teach (e.g., the basic operation order format) and those more simple tasks that require more training time for organization reasons (e.g. basic rifle marksmanship). Emphasis is a useful indication of the relative time spent on each topic or task in its own POI and thus can be used for a rough comparison across branches or across time in the same branch.

5. Mobilization Critical Task: A task applicable only to a mobilization situation and therefore not found on

pre-war POIs. It is by definition to be found only on wartime POIs. Example: "Railway operation in the ETO" (European Theater of Operations).

6. Peacetime Critical Task: A task or topic focused principally on administrative concerns. Not generally found on wartime POIs or found there with a minor emphasis. Reappears or gains emphasis on succeeding pre-war POIs.

7. Task: A brief statement that summarizes the intended training outcome. It may represent a skill to be performed or knowledge to be gained. This is similar to but specifically different from the definition used in the training objective statement of Performance Oriented Training.

8. Topic: A grouping of related training tasks.

9. Training for Lieutenants: Training provided to newly commissioned officers prior to their initial assignment. This is usually known as the Officer Basic Course (OBC). Speciality training provided in short courses such as the motor officer or airborne classes was excluded.

Limitation of the Study

The design of the study introduced four major limitations on the validity of its conclusions.

1. The training on a given POI may be shaped by the background of its students. As an example; the introduction of a large number of combat veterans into the class might reduce instruction in some of the basic elements of personal combat survival. Training of this type is essential to a lieutenant's success but would be missed by a study of this design.

2. Changes in threat, doctrine, and technology may make some of the historically common tasks inappropriate today. The opposite may also be true; tasks critical on the modern battlefield may be entirely new. Most of these cases should be intuitively obvious or brought out by the Concept Cased Requirements System (CBRS).

3. Individual courses were not reviewed or amended each year. The 1945 POI may have been the same one used in 1944 or 1946. The selection of the years used in the study thus introduced a limitation on its accuracy. Similarly, evolutions in the individual branches may have been missed by not reviewing the complete record of the POIs.

4. The incomplete sampling of the training record introduced another limitation. Several partial mobilizations, force structure changes and doctrinal evolutions are completely ignored even though they may be expected to have a dramatic impact on training. This

incomplete sampling also failed to represent the combat support branches in the study.

Delimitations

The study was designed as a pilot to further research. It was not intended to result in a complete POI or an exhaustive list of the common and critical training tasks for today's lieutenant.

ENDNOTES

1. Emory Upton, The Military Policy of the United States from 1775 (1968): 222.

2. From the concept put forth by Rensis Likert in New Patterns of Management (1961).

3. Du Picq, Battle Studies (1946): 98.

4. U.S. Army, FM 100-5 Operations (1986): 17

5. Memorandum ATZL-SWI, SUBJECT : MQS Common Task Selection Conference 26-29 Oct. 1987. Dated 30 Oct 1987.

6. U.S. Army Training and Doctrine Command, TRADOC Primer (1984): 18-19.

7. Interview, Maj Clifford Lindstrom (CATA action officer), 17 Nov 1988, Ft. Leavenworth, Ks.

8. Memorandum ATZL-TAI-L, SUBJECT: Military Qualification Standards (MQS) Common Task Selection Board SOP. Dated 21 Aug 1987. Hereafter "MQS SOP".

9. MQS SOP.

CHAPTER TWO

BACKGROUND

"Do essential things first. There is not enough time for the commander to do everything. Each commander will have to determine wisely what is essential.... He should spend the remaining time on near essentials. This is especially true of training."

General Bruce C. Clark

The purpose of this chapter is to set the study in the proper context. The historical background section reviews the events that gave rise to the Programs of Instruction (POIs) included in the study. The exploration of the current officer training system shows why the lack of historical reference is such an important flaw in the task selection process. The relevant literature is also reviewed.

Historical Background

Since the inception of the Republic the U.S. has made incremental improvements in the selection and training of its junior officers. Perhaps the most well known is the founding of the U.S. Military Academy at West Point, New York in 1802. This was the beginning of a trend toward the centralization and professionalization of junior officer training. Less well known are the Root reforms and the Dick Act of 1903 which were designed to solve problems in junior

leadership identified in the Spanish American War. They furthered the trend toward central, federal control by providing for schools and national standards of officer education.¹ The National Defense Act of 1916 put muscle on the already existing bone of the Reserve Officer Training Corps (ROTC). The National Defense Act of 1920 established the system of branch schools now administered by TRADOC. These examples demonstrate the continuing concern with the quality of the junior officer and his training.²⁻³

The massive mobilizations of the World Wars created the system of officer selection and training used throughout the study period and into today. This system has both a peacetime and a war mode. In times of peace ROTC produces the majority of junior officers with West Point second and the Officer Candidate Schools training the remainder. Each cadet is schooled to a standard level in a prescribed set of tasks before graduation. The newly commissioned officer then reports to a branch school where he receives the branch officer basic course. Much of the instruction in these courses is common and assigned by a higher headquarters.⁴⁻⁵

In times of war and mobilization the majority of lieutenants have been produced by a greatly expanded OCS program.⁶ This study assumes that the institutional focus of training was shifted to the demands of war. One may

imagine that the attention given to training by the students was also a bit more intense.

Training during the study period was conducted under a number of different organizations. The Army Ground Forces (AGF) had the mission of procuring and training the majority of lieutenants for the Second World War (WWII). The Army Service Forces produced a smaller number for the technical services (including the 1944 Transportation Officers Course in this study). In 1948 the AGF was stripped of its command function and became the Army Field Forces (AFF). While it retained the responsibility for developing training literature, coordinating training, and general training supervision it was no longer the primary provider of training. In a further move toward centralization the training of some of the technical and administrative troops was placed under AFF supervision.⁷

Following the Korean War the AFF was replaced with the Continental Army Command (CONARC). CONARC not only had the training supervision and authorship responsibilities of the AFF but also absorbed the training interests of some of the General Staff Divisions. This had the effect of streamlining the training chain of command, however; this more centralized training organization did not control all of the Army's training. Authority over the technical and administrative branches remained limited. With minor

changes this organization was responsible for officer training for the remainder of the study period.⁸

Not until 1973 was the Army organized into Training and Doctrine Command (TRADOC) and Forces Command (FORSCOM). TRADOC absorbed more than the training responsibilities of CONARC. Combat developments, training support, and a wide variety of previously independent schools came under central control in the TRADOC/ FORSCOM reorganization.⁹ It is important to remember that the training situation of the study period is different from that of today. A succession of less complete training organizations and a more decentralized training situation was the rule.

The year 1944 represents the maturation of the officer training system for our greatest mobilization. The United States produced its last wartime division in August 1943. Officer production declined from its high point of 58,109 in 1943 to 12,534 in 1944. The organization of the Army had also been adapted to conditions by a drastic reorganization in late 1943.¹⁰ All these changes were guided by the current combat experience. The North African campaign had been completed, Sicily taken, and the Italian mainland invaded as far as Anzio. In the Pacific the Army had gained bitter experience in Buna, Guadalcanal, New Guinea, Alaska, The Solomons, the Gilberts and the

Marshall's.¹¹ By 1944 the officer training program had incorporated the lessons learned into the training program. According to the record no substantial changes were made in 1945.¹²

Of particular interest is the creation of a common training core for AGF schools in 1943. In an attempt to raise the quality of officer graduates the course was lengthened to 17 weeks. AGF directed that the subordinate schools draw up a new curriculum that emphasized practical instruction and minimized theory. The collected results of this effort varied greatly in length and treatment of common subjects. As a result AGF devised and, on 6 July 1943, issued a 140 hour common core (Appendix J).¹³

By 1949 the Army had settled into occupation duty. The nation had demobilized rapidly after WWII, from 12 million men under arms to 3 million in less than twelve months. Funding was literally restricted to the leftovers from the federal budget. The Army used the weapons it had in the last war, weapons developed in the 30's. To retain force structure under budget restrictions units were kept open with only two thirds of their normal strength and none of their heavy weapons. Occupation duty further sapped their readiness by destroying training. The division in Europe was organized as a Constabulary and operated as such. The four divisions in Japan lacked the space for training:

ammunition was scarce. The West Point class of 1950 was sent to the field without the benefit of an officer basic course in an effort to save funds.^{14,15}

All of this unpreparedness was made possible by the nuclear monopoly enjoyed by the United States. The Army was thought irrelevant in the new nuclear world; "The Bomb" was all we needed. It was cheaper to produce and easier to move around the globe. The creation of the United Nations also played a part in American disarmament. Reliance on international law and the atomic threat resulted in a lean Army budget.¹⁶

This mindset was challenged by the failure of the Soviets to demobilize after the war. The Iran crisis, the Czechoslovakian take over, the Berlin blockade, and the fall of China to the communists were all reminders that the world remained a dangerous place. But until the Korean war opened in June 1950, the answer seemed to be a bigger bomb and more planes to deliver it.¹⁷

In 1951 CONARC was training an expanding officer corps for two separate missions; combat and deterrence. Korea had been a source of widely varying combat experience for the Army. It spent three months relearning the bitter lessons of withdrawal and defense. Then Inchon provided a setting for flexing amphibious skills dormant since the end

of WWII. The Winter advance to the Yalu, the Chinese intervention, and the U.N. Spring counter-offensive took place by early 1951. The most active phases of the war ended with the opening of truce talks in July 1951. Although many months were to drag by before an armistice agreement the lessons of the "police action" were readily apparent to the Army by 1951.¹⁸

Besides the fighting in Korea, Washington was reacting strongly to fears of global Soviet opportunism with a growing commitment to Europe. U.S. strength in NATO had doubled by the time the Supreme Headquarters Allied Powers Europe was established on 1 April 1951. Three days later Congress authorized an additional four divisions for Europe with the Fourth Division embarking in May. By the end of 1951 total U.S. ground strength in Europe was six divisions. Thus the training base in 1951 had a dual mission: to prepare junior officers for the small unit leaders war in Korea, or to move to the burgeoning Kasserins of Germany.^{19, 20}

Many things changed for the Army between 1951 and 1964. Technology was exploding. The development of the tactical nuclear weapon initially dominated doctrine after the Korean war. Then reliance on battlefield nuclear weapons fell out of favor. This resulted in an even

stronger Army, one that could provide the necessary fire power to deter and win without them. The forces were reorganized twice to realize this changing philosophy, first to the Pentomic division for the nuclear battlefield and then to the ROAD (Reorganization Objective Army Divisions) or triangular structure. Another important area of technological change was in electronics. Computers, satellite communications, and improved radios were coming into the force and revolutionizing the conduct of war. In 1964 the lieutenant had to be prepared to use this new technology to meet new threats. The Soviet Union had declared its support for "wars of national liberation" and the U.S. committed its Army to opposing them.^{21,22}

In 1968 America had a "Vietnam Army". US troop strength in country had grown from 23 thousand in 1964 to 537 thousand in July 1968.²³ Forces elsewhere had been drawn down to fill the seemingly insatiable demand of the combat theater. The tactics of the Vietnam war had been hammered out in operations like White Wing, Attleboro, Cedar Falls and Junction City. The climactic events of Tet 1968 took place and Nixon's "Vietnamization" plan was ready to begin. The lessons of war were available for inclusion in training by 1968.²⁴

The Officer Training System

Training, FM 25-100, contains the most current statement of the Army's training philosophy. The basis of this philosophy is that the Army exists to deter war. To be creditable this deterrence must be backed by the ability to fight and win on any battlefield, against any enemy, in any type of combat. Training is therefore the most important thing the Army does short of fighting.²⁵

Preparation for war demands realistic training. FM 25-100 expresses this realism as "battle focus". Battle focus links everything trained for in peace to a potential wartime task. It stresses that the conditions under which the task is trained simulate combat conditions as nearly as possible. It also ensures training is performance oriented - done in the manner the task will be used; hands on.²⁶

The mission to conduct this training is divided between the units and the training base. Unit training is very specific, oriented on those few critical tasks that are essential for the wartime success of that unit, in its mission, in its theater. Here the training is detailed, specific and tailored to an immediate situation. The training base prepares lieutenants to fill any one of those units. Here the training must have a broader scope, encompassing as full a range of missions, threats and

environments as the training budget will allow.²⁷

The U.S. Army Training and Doctrine Command (TRADOC) has the mission to prepare the Army for war. TRADOC uses the Concept Based Requirements System to analyse the environment and decide how the Army should fight in this environment. The lieutenants to fight that fight are trained under the Military Qualification Standards system.²⁸

The Concept Based Requirements System (CBRS) is the process TRADOC uses to decide what the material, organization, doctrine, and training of the future will be. It is based on an understanding of Army missions, analysis of the threat, a forecast of future technology, and a solid historical perspective. From this basis concepts are developed for how the Army might better accomplish its missions. After staffing and rigorous study the concept may result in change to current practice. Before any Army training is designed TRADOC procedures require that the lessons of history be applied.²⁹

The Systematic Approach to Training was not a factor in this study. While it is technically an intermediate between CBRS and MQS, it is in fact a closed loop feedback system focused only on more closely aligning current training with the needs of the field. It does not seek to incorporate external factors, only to improve the product

already designed through CBRS and fielded as MQS.³⁰

The Military Qualification Standards (MQS) system is the blueprint for the individual training of junior officers. This system standardizes precommissioning and company grade training for officers of all branches and all sources of commission. AR 351-1 (15 October 1987) describes the objectives and target audiences for each of the three levels of the MQS system.³¹

MQS I is the precommissioning training given to all officers. It is designed to provide prospective officers a common base of soldier skills before entry into the Officer Basic Course (OBC). MQS II starts when a newly commissioned lieutenant enters his officer basic course and concentrates on those tasks he must master to effectively lead, train, deploy, and fight any branch unit in combat. The MQS II training tasks are broken into a common training core required of all branches and a branch specific component that teaches the knowledge and skills required to qualify a lieutenant for service in his basic branch. MQS III addresses the officer's fourth through tenth years of service and is an extension of the previous level of training.³²

The U.S. Army Combined Arms Center (CAC) at Fort Leavenworth Kansas is responsible for directing.

coordinating, and integrating combined arms officer training for TRADOC. As the senior integrating center for the Army it coordinates the training developed by the other two integrating centers (The Logistics Center and the Soldier Support Center), and the fourteen major schools and activities that fall under the authority of the Commander, CAC. Ft. Leavenworth is therefore the heart of junior officer training design. The Combined Arms Training Activity (CATA) was the subordinate element of CAC set up to deal specifically with this issue in 1987.^{33,34}

The methodology CATA used in its 1987 review of officer training started with the programs of instruction then in use. These were analyzed to identify any tasks that were common to three or more of the branches. This large inventory of possible common tasks (the "gross task list") was then sent to the field for review by the subject matter experts of each TRADOC school, major command, or proponent agency (an organization tasked with development in it's area of expertise). The subject matter experts (SMEs) at these organizations were asked to review the list, indicate if a task was applicable to their branch (is it common?), and to rate the difficulty, importance and frequency of its use. An opinion as to the criticality of the task for a mobilization POI was also solicited.³⁵

CATA compiled the responses and convened a board of SMEs from all combined arms branches and schools to review the data and recommend a list of common tasks. CATA also provided their information and methodology to the other integrating centers and the Major Commands (MACOMS) which conducted similar review boards using some form of the CATA methodology. The methodology had the boards select tasks from the list and argue for the inclusion of other tasks by asking three questions: "Is the task consistent with the overall MQS philosophy?", "Do 85% of the officers of the applicable grade need to know how to perform the task?". and "Is the task sufficiently difficult, important and frequently used to be included on the list?". Final staffing by CATA coordinated the various board results and the resulting list was sent to TRADOC Headquarters for approval. Upon approval it became the basis for the 1989 set of MQS manuals.³⁶

Review of the Literature

The single most distinguishing feature of the literature pertaining to this topic is its absence. No studies directly applicable to this topic were found in the review of the literature. There are several works that deal with the history of the administration of officer training or the history of a particular branch. Perhaps the most applicable are those general military history books that

place the Programs of Instruction (POIs) into proper technological and tactical context.

A search of the Defense Technical Information Catalogue (DETIC) data base yielded little. Almost two hundred works are reported under the descriptors education, training, officers, and instruction. The advanced civil schooling and War College programs have been studied extensively. Much has been learned about officer training in other armies. However nothing from the search was directly applicable to the question at hand.

The Combined Arms Research Library (CARL) contains a large collection of annual reports by the various school commandants. It would seem that they would be a rich source of information for the study but this is unfortunately not the case. For the most part they chronicle personnel changes in the senior staff and give biographical sketches of visiting generals. They may be a source of background information such as moving the course to another post or the introduction of a new curriculum. Any details on the POI must be found elsewhere.

Another rude surprise was the destruction of the POIs themselves. Of the eight schools questioned only three had a reasonably complete POI collection. Several kept documents only back to the 70's. Three schools reported

they had simply thrown the old POIs away. The Infantry School had transferred their collection to microfilm and destroyed the originals. Unfortunately, the contractor who made the microfiche got several of them mixed up and may have destroyed some thinking he had already copied them. The raw materials necessary for a complete study of this question are being destroyed.

The Military History Institute, TRADOC Historical branch, and the National Archives were all contacted in the search for sources. No collection of the POIs was reported, but the National Archives was unsure what they did have. They may turn out to have some of the destroyed POIs on file.

The sources that were available fall into two categories: general background information and background on a specific element of the research. Of the general sources there were four that were most useful. Matloff's American Military History contains good background on the organization and the employment of the Army, but runs out of steam mid-way through the Vietnam period. Deupy and Deupy's Military Heritage of America is more recent but focuses more on the battlefield employment of the forces. Hewes' From Root to McNamara: Army Organization and Administration, 1900-1963 is the authoritative statement of military

organization for training in the stated period.

For background on training lieutenants there were also key documents. Understanding the Second World War period is mostly a matter of reading The Procurement and Training of Ground Combat Troops from the U.S. Army in WWII series. The TRADOC Primer is a good single source guide to the overall setup of the current training and training development program. The series of memoranda chronicling the labors of the CATA MQS group is essential.

ENDNOTES

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CHAPTER THREE

METHODOLOGY

"Every individual, leader, and unit training program must be carefully planned, aggressively executed, and thoroughly assessed."

General Carl E. Vuono

The design of this study was been adopted from the Combined Arms Training Activity (CATA) 1987/88 Military Qualification Standards (MQS) review. Like the CATA study it started with the Programs of Instruction (POIs). An analogue to the Gross Task List was then constructed and the POIs then reviewed to ascertain their relationship to that list. A measure of the task's importance was taken, just as CATA used the Difficulty, Importance, and Frequency (DIF) methodology. Finally this version of a common task list was tested against the judgement of the individual branches.^{1,2}

Unlike the CATA project this study used only two branches. Where the judgement of a subject matter expert was required only the author's was used. A more basic difference was that each branch was considered over time. This structure highlighted repetitive items; trends, classes consistently used, the amount of time successive course authors gave to a subject. This served to focus the study on the lessons of history as applied to the MQS POI on hand.

Selection of Data Points

The years selected for this study sampled the pre-war and mid-war training states of the Army since WWII. The mid-war period represents the maximum extension and focus of the training base. During this period training time is constricted and the outcome of training is focused on the leader tasks for the war at hand. Therefore POIs from this period should highlight the elements of training essential for a lieutenant to be successful on the battlefield of the time. This allowed the study to capture the lessons of war.

The pre-war period represents today. It is a period far enough removed from the last war that it's lessons have been blended into the POI without dominating it. Pre-war POIs reflect the press of peacetime concerns. Training resources must be divided between teaching lieutenants the tasks they need for the current idea of the next war, and the valid administrative concerns that face an army at peace. This focus allows the study to capture the two sided training needs of a peacetime army.

The branches selected for the study were chosen for stability, balance and records availability. The current branches of the Army were surveyed and any that did not have a continuous history back to 1943 were eliminated (e.g. Aviation, Special Forces). The Medical, Dental, Veterinary,

Chaplain, and Judge Advocate services were eliminated as being too specialized. Eight branches representing the combat, combat support and combat service support areas were selected for further study.³

The branch libraries for Infantry, Field Artillery, Engineers, Signal, Military Police, Quartermaster, Ordnance, and Transportation were contacted. POIs back to the WWII era were available only from Infantry, Field Artillery, and Transportation. All the others reported they did not keep records that far back or did not keep their old POIs at all. This eliminated the combat support branches from the study. Field artillery was not used beyond creation of the instrument. Time did not permit the survey of all three branches and Field Artillery was considered to be more similar in common core content to Infantry.

Creation of the Instrument

The study survey instrument was created to discover what the POIs contained, and to facilitate comparisons between them. It uses a numbering sequence that identifies a class by source and general content. Subdivisions of the subject areas are represented by extensions of the basic identification number. Ultimately such a system could be used to identify individual classes, but for purposes of this study only general classification was sought.

The final common task lists for MQS I and II that resulted from the CATA study were broken down into eight general categories using the numbering system described above.⁴ One category was reserved for encoding branch specific training. This instrument was then tested against the WWII era POIs for Transportation, Field Artillery and Transportation. Several deficiencies were revealed by this process and the instrument was modified. New subcategories were identified. category names revised to better define limits of inclusion and some little-used categories combined to better balance the number of hours or emphasis each category represented. The trial was repeated against Korean and Vietnam era POIs and further revisions of the same type were made. The final version is attached as Appendix A.

MQS I and II were both used to create the survey instrument. While current Officer Basic Course (OBC) training contains only MQS II tasks this has not always been so. To allow representation of the courses before the division was made and their comparison with later courses the instrument was kept as broad as possible. This does not introduce any anomaly as there are no MQS I or MQS II pure categories. The link between the two levels resulted in a blending and broadening of the instrument.

Data Analysis

Each of the POIs was reviewed and encoded using the study instrument. This process made comparisons between branches and across time easier by reducing the length of the documents that must be handled, systematizing the location of information and grouping like classes together. Each period was classified according to the description of training given in the POI. The hours devoted to the class were noted and the emphasis was calculated. This data was then recorded in a standardized format. Topics were listed sequentially by code number, each class was identified by name and a brief description was given. The topic hours and emphasis were placed to the right of the topic and each category sub totaled. The encoded POIs are attached in Appendices B through O.

During the process of reading the POIs several common cores were discovered. These were found as appendices to the POI briefly listing the required classes and comparing the current offering. The common core listings were not in the same detail as the regular POI. This limitation could be alleviated but not eliminated by referring to the class in the POI used to fulfill the common core requirement. Because of their special applicability to the genesis of this study they were also analysed and are included in the appendices.

Total POI hours listed are by actual count. In some cases this differs from the figure given in the POI. There are three reasons for this.

1. In two cases (In 1944, Trans 1950) the difference is the result of calculation error by the author of the POI.

2. In some POIs training conducted after dark is not listed in the total.

3. Administrative time may or may not have been included in the total hours, separated as a category, or embedded in the classes.

In all cases the hours were included to give as uniform a comparison as possible.

Topic hours usually reflect the number of hours listed for that class or topic in the POI. In very few cases the class contained elements of two topics that the survey instrument separated. When this was the case and when there was sufficient detail in the description of the training the topics were separated and the hours assigned to the subordinate elements. When this was done it was noted in the description of the class.

Emphasis was calculated by dividing the topic hours by the total hours and expressing the result in a percent. As was explained in Chapter 1, emphasis is a means of

measuring the relative importance of a task and should be considered along with topic hours. In this way it can assist comparisons across time and branch.

Branch specific training was not considered in as much detail as the common elements of the curriculum. After the survey instrument was completed items not listed on it were coded as either branch specific or "other". The decision between the two was subjective. Some of these judgements are a matter of opinion and subject to challenge. Deciding when rifle marksmanship ceased being common and became Infantry specific is a good example.

Once coding was complete the data was analyzed by comparison. The first comparison was between the format, data and content of the historical POIs and the MQS listing. Next the data was listed in tabular form and searched for common tasks. By definition these had to be applicable across all branches and address leadership, maintenance, training or combat. However, to be sure all possible topics were identified others were also considered on a subjective basis. Because of the special characteristics of some of the POIs an absolute standard of universality was not demanded. If a task was found on three of the four Infantry and Transportation POIs, and 2 of the three common cores it was listed as common.

The common task list was then searched for combat and peacetime critical tasks. Combat tasks are by definition war fighting skills and are included on all wartime POIs. Because of their specialized nature and limited training budgets they are supposed to increase in emphasis during war and decrease during peacetime.

Peacetime tasks are also subelements of the common task list. They have an administrative or peacetime nature and show a pattern to emphasis in war and peace. In wartime these tasks should decline in emphasis and in peacetime they should increase.

Mobilization critical tasks have a less restrictive definition. They are found only on wartime POIs and are specifically tailored to the needs of the war being fought at the time. They will not be found on the common task list because they are by nature isolated and specific. They were identified as the POIs were coded.

As the POIs were coded they were also searched for trends. Trends in a specific class might show an increase in emphasis or hours over time, a special emphasis on a common task in a particular branch or a consistency of treatment over time. Classes might disappear, reappear on subsequent POIs or make dramatic changes in emphasis. A trend implicit in the definition of Combat tasks and

Peacetime tasks is a difference in lieutenants' training in peace and war.

While the POIs were being coded they were also checked for other lessons. Changes in format, overall content or educational style are examples. Another example would be the impact of outside influences on the POI.

Finally, the current MQS listing was compared with the historical POIs. The relation of MQS to the common task list, the hours afforded subjects and the lessons of history were considered. MQS classes without historical background were also identified.

ENDNOTES

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CHAPTER FOUR

Findings and Discussion

"In my opinion it is in any case very difficult, if not impossible, to picture what form a modern war in Europe would take. We have at present a period of over thirty years of peace behind us and I believe that in our outlook we have become very unwarlike in many ways. How it will be possible to lead...no one, I think, can know in advance."

Von Moltke the younger

The results of this study indicate that comparisons can be made between the POIs of today and the training record. The records necessary for this comparison are available, if decreasing. The level of information contained in these records is sufficient to allow comparison to current MQS tasks. The tasks taught in the past have a great deal of similarity to those of today and may be assumed to have some validity for purposes of deciding what tasks have historically been valuable to the new lieutenant on the battlefield and in garrison. The instrument developed for this study has proven to be of value in analysis of the historical POIs. There are patterns visible in the training record that should be considered in creating a modern common core and training lieutenants for war or peace. Finally, the historical record has lessons that reflect on the CBRS system and the training philosophy contained in the 1988 version of FM25-100.

This chapter will briefly review the important points of each POI, describe and discuss the common cores discovered in the research, and reflect on the patterns discovered in the training record.

The Infantry POIs

The 1944 Infantry Officer Basic Course includes a total of 772 training hours. It was written for use in both the officers basic course and officer candidate course. There is no distinction between the two in the POI. Officers and candidates from multiple sources entered the course directly, so the course may be seen as an equivalent of the current Military Qualification Standards, levels I and II. In comparison with the other Programs of Instruction three major features stand out: the total lack of time reserved for class administration or study, the pervasive emphasis on training, and the length of time allowed for training in the middle of a major war.

Training is included in each major block. The new lieutenant is obviously expected to be a trainer in his unit. Each class contains a segment that describes how this subject may best be taught to the soldiers of the unit. There is also a large (40 hour) portion of the POI given over to general training methods. This represent 5.18% of the POI, a magnitude not surpassed in hours or emphasis

except by the current MQS common core.

The Infantry 1944 POI is also one of the longest in the study. Three others exceed it in total length (Inf 49, Trans 49, Trans 50) but when these are stripped of their administrative time all but the 1949 Transportation prove shorter in academic content. To devote this kind of time to training officers in a shortage skill in the middle of the major war in our history indicates both the importance placed on training and the criticality of the lieutenant in success on the battlefield. However this POI represents both the pre-commissioning and immediate post-commissioning training of today's structure.

The 1949 Infantry Officer's Basic Course POI takes 880 hours spread over 22 weeks. The course has a stated objective of producing officers capable of commanding companies and well grounded in the fundamentals and techniques of small infantry units. This is probably not new, as the lieutenant in the Second World War could expect dramatic career mobility in the combat environment. It is, however, a goal distinct from those of later years and is stated here for the first time. Another important piece of information is contained in the administrative information. The class is intended to further the post-commissioning education of officers who are graduates of the Officer's Basic Course of the Ground General School. This course

provided much of the common elements of a new officers training, so the analysis of items included or left out of the 49 POI must be done carefully. The POI of the Ground General School was not available for this study.

The course contains a lot of holdover material from the Second World War. If one makes allowance for the content of the missing branch immaterial course there does not appear to be much change. This heritage is also reflected in the use of films from WWII. This similarity is at odds with the usual treatment of training immediately prior to Korea. The Army is portrayed as bereft of funds, so poor that classes are canceled and officers sent directly to their units after commissioning. Yet here is evidence that in late 1949 the young officer spent almost 10 months completing a course of over 1500 hours before reporting to his first unit. There is also some indication that the content is not much different from that of the last war. This discrepancy must be investigated further if training is to be used to help explain the poor showing by U.S. forces early in the Korean war.

This emphasis on training continues into the content of the POI. Although not as embedded as in 44, training is still a major part of the curriculum. 14 hours are dedicated to the subject beyond that in the common course.

Although this is only 1.59% of the POI it is still more in hours and emphasis than is given in other years. The total amount of training is in fact greater than could be measured by the survey instrument as some is included in the branch specific classes.

Something big happened in training before 1964. The 1964 Infantry Officer's Basic Course and all other post Korean classes in the study show a dramatic decrease in length. IOBC 1964 got 495 hours of training in 9 weeks. This is beyond the demise of the branch immaterial course, and the absence of any prerequisite for this training. The introduction to the POI includes two evidences for the cause of this truncation. The course objective is no longer to provide training that will qualify an officer to command at the company or any other level. Rather, the objective is to provide basic branch training and orientation to newly commissioned lieutenants. This wording indicates that the course is introductory and intended to produce mastery of but a few items. Further training must be expected in the unit. There is also evidence that the pre-commissioning training has been improved and is expected to provide the basis for the branch course. A 3 hour diagnostic test of general military knowledge is given at the start of the course. The fact that the training is also broken out into three levels of intended outcome also indicates that later

training is expected. Officers are expected to attain either general knowledge, working knowledge, or the level of "qualified".

The class shows a large number of hours devoted to vehicle maintenance and the code of conduct. 6.46% of the POI is devoted to the care and use of vehicles. This is a striking increase over the past and more than will be found in many later classes. This may be attributed to the relatively recent increase in the mechanization of the Army. Before 1964 maintenance training would not have been much use for an Infantry officer. Later this heavy emphasis may have been found to be excessive. Proximity may also be the explanation for the hours devoted to the code of conduct. This is the only listing for the code of conduct in the POIs surveyed. It would not be seen before this time as the code was created in response to the treatment of U.S. prisoners by the North Koreans. That it is not seen afterword is worth further investigation. Was training in the code required because it was a new threat, to be discarded once the lesson had been learned? Or was the subject adequately covered in the newly invigorated pre commissioning training? In any case, 17 hours are devoted to it here, and none in any other POIs.

Helicopters and counter-insurgency training are also new items in this POI. Techniques of loading and

controlling helicopters are given only four hours, but even this inclusion recognizes the new importance of this weapon. Counter-insurgency is well developed enough to be both a large part of the curriculum (25 "pure" hours, 85 integrated hours, 110 total) and a part of the mandatory common curriculum core. The source of this training emphasis is not revealed in this investigation, but Soviet wars of national liberation had been around long enough to have made an impact on President Kennedy and senior members of the military establishment.

The 1968 Infantry Officer's Basic Course is 551 hours long with 87 non academic hours and a purpose of preparing newly commissioned Infantry officers for their first duty assignment. This mission is closest to the current philosophy of the POIs reviewed and seems to demand more of the students, thus the longer class. The class is rather specifically aimed at non regular Army officers who are not graduates of OCS - ROTC grads in other words. This POI continues the levels of instruction found in Infantry 1964 and also states a training philosophy. It strives to present the student a broad picture, avoid repetition, stress learning by doing, realism, integrated training, and use a building block concept. This all sounds very current, making the class content all the more relevant to today.

Counter-guerrilla warfare is understandably big news in the 1968 Infantry POI. Thirty-eight hours are devoted to the subject or the country where we were currently involved in such a conflict. Most of these are the same ones found in 1964, some are further developments on the theme such as the panel of officers who have just returned from Vietnam. The needs of training for the war also pervade the instruction by introducing jungle conditions to a subject or showing how it relates to a counter-guerrilla environment.

Helicopters also have more emphasis. New in this POI are classes on the loading of helicopters, their use in airmobile operations, aerial artillery and aerial navigation. This is obviously a reflection of the umbrella concept for combat in Vietnam and the technical development of helicopter capability.

The Transportation POIs

The 1944 Transportation Officer's course is not just a basic course like most of the others considered here. It consists of a one week common core of 48 hours and four specialized courses that follow the first and run concurrently: rail traffic regulation, highway traffic regulation, water port operation, and stevedore operations. Each of these specialized courses is 336 hours long and contains a further common core. This second group of common

topics is 105 hours long for a total common core of 153 and total POI of 384 hours. There is no reference to precursors or class objectives. The history of the Transportation Corps leads one to believe that the students of this course were already commissioned officers who had completed some other form of initial training. Arguing against this conclusion is the basic nature of many of the classes. If this were a class to branch qualify lieutenants of parent branches why would the classes be so elementary?

The class has an interesting orientation. It is aimed at the European theater of operations in loading and rail instruction. It contains only five hours of land navigation as a review. The course is devoid of maintenance instruction. The closest it comes is a field trip to the New Orleans Port of Embarkation to see the various types of vehicles the new transportation officers will be using in their job. There is no weapons training. Students drill with weapons, but never get the chance to shoot with one. Basic rifle marksmanship gets understandable emphasis in the concurrent Infantry POI.

The 1949 Transportation Officer's Basic Course is 840 hours long and takes 21 weeks to complete. Its purpose is to "train junior officers in the basic tactics and techniques of the Transportation Corps". The course prerequisites are broad; students must be an active member

prerequisites are broad; students must be an active member of a component of the Army. Because the students have not come from the Ground General Basic Course the course contains all the basic MQS I and II type courses found in other complete basic courses.

Two class topics are of particular interest. Military justice has not been included in any POIs in any significant fashion until now. 17 Hours (2.02%) are devoted to the subject here, taking the student through the subject rather completely to include a mock trial. Another large block of training new to this POI is on the topic of riot and crowd control. Students are instructed on civil affairs and military government, crowd and mob psychology, use of federal troops in civil disturbances and riot control formations (total 6 hours, 0.71%). A possible explanation for this is that the commander felt that civil unrest in the local area might call for use of the students' knowledge. Unlike the legal emphasis this instruction survives the onset of the Korean war.

The Transportation officer's Basic course for 1950 was 836 hours long, took 21 weeks and was designed for the newly commissioned regular army officer. Its purpose was to prepare selected officers with basic technical training in the functions of the Transportation Corps. The class is very similar to that of 1949, with a few significant

exceptions. Besides dropping the military law section this class has no section on overseas supply and has dropped the final transportation CPX. Water transportation training is reduced. The classes that are added are also contrary to what would be expected in the middle of a shooting war. 15 hours of remedial reading are added. The commandant's hours are almost doubled and the opening and closing exercises are given 12 hours in the POI as a separate item. An officer's professional education program is added. The only thing that seems to go as expected is a slight (one hour) increase in land navigation coming out of a general redesign of the topic that emphasises the basics.

The 1964 Transportation Officer's Basic Course is 492 hours long, seeks to prepare new second lieutenants for their first assignments and has no prerequisites. The change in course length and training philosophy has been noted with the Inf 64 POI. While such military staples as navigation and basic rifle marksmanship are reduced in this POI, the time spent in the general topic area does not change much because related subjects are added; call for fire and the light machinegun, for example. Legal education has returned to the POI though in none of it's former emphasis. and the principles of logistics are given an unusual 26 hours (5.28%). In general this is a mainstream POI and more closely resembles the Infantry POI of the time than any of

it's precursors.

The Common Cores

The official history of the Army Ground Forces gives a brief listing of the AGF mandated common training core for 1943. It represented 140 hours of the newly standardized maximum course length of 816 hours. The relation of the AGF common core to the training of the Army Service Forces is unestablished. The single largest part of the POI is physical training, with 34 hours (4.17% of the POI, 26.43% for the common core) devoted to the subject.

The next largest part of the POI is land navigation. Officers are required to take at least 30 hours of map and aerial photograph reading. This is exactly what is included in the Infantry POI for 1944 but far from the 5 hours of review in Transportation 1944. Of course, this is probably not the complete training picture for the Transportation Corps or the rest of the Army for that matter. Regardless, navigation is 3.68% of the total POI and 21.43% of the common core.

Three other segments remain. Young officers of the day would get equal doses of mine warfare and company administration (16 hours, 1.96%). Methods of instruction were allotted 10 hours (1.23%)

This reflects a concern for delivering to the battlefield a leader who was physically fit and able to find his way around even when only foreign maps were available. He should be able to detect enemy mines and booby traps and use his own effectively. It was important that even in the midst of war this combat arms officer know how to render a morning report, run a supply room and manage the company mess. Finally, it was essential that all leaders be able to effectively instruct their units in the proper way of doing business. So critical was this role that significant amounts of time (800 plus hours) would be devoted to creating a technical expert who could teach what he knew.

No common core from the Korean war period was included in this study. Such training was the purview of the Army Ground Forces school at Fort Riley Kansas. Records from the museum there indicate that the course was taught on an "as necessary" basis from 1947 to 1951. It was intended for West Point and ROTC honor grads of the Regular Army. branch immaterial. Apparently non- RA officers were taught by correspondence (noted in passing in the literature). The purpose of the course was to provide a common base of knowledge on general subjects to assist the branch schools in preparing the officer to assume his responsibilities in the "air-ground-naval team". This indicates a continued

high value on officer preparation, if only for a minority of the total force.

The 1964 Infantry POI lists a common core as an appendix comparing it to the current POI. Detailed description of the contents were not included. The titles may be compared with the actual POI to get a better idea of the details of the required classes. This common core requires 142 hours. Besides physical training it requires major blocks of time for logistics (14 hours, 9.86%), training (6, 4.23%), and administration (13, 9.16%). Relatively little time is devoted to navigation (10 hours), weapons training (13 hours) and tactics (9 hours). All of the mandatory tactical training is oriented toward counter-guerrilla warfare.

The 1964 Transportation Officer Candidate Course is the only junior officer course available for that time and branch. This may be because TOBC was not used and officers were commissioned directly from OCS or simply that the records were lost. It is included in the study for comparison, but care should be used in drawing conclusions. The course is similar to, but distinct from, the OBCs of the period.

The course devotes an unusual amount of time to several areas. Physical training is almost five times the

average at 177 hours. Fifty one hours are devoted to weapons training and 24 hours to training. Vehicle operation and maintenance gets a phenomenal 90 hours and general logistics gets an additional 37. Many of the other general subject areas are higher than usual, but not so much as the above, and not in terms of emphasis (percent of the total POI). Areas that got relatively little emphasis are individual combat skills, weapons training, tactics, communications, leadership, first aid/ field hygiene, and intelligence. This gives the impression that the course is oriented towards the needs of an officer expecting assignment to a very physically demanding motor pool.

A common core is also listed in the back of the 1968 Infantry Officer's Basic Course. It reflects a considerable increase in total hours over the 1964 OBC common core and is much more closely followed in the service school POI. It is 217.75 hours long and places a great deal of emphasis on the war fighting skills. Navigation gets 22 hours (10.1%), weapons training is expanded to 60 hours (27.55%), and communications gets 18 hours (8.27%). Leadership receives more emphasis than in any other historical POI at 7.12% (15 hours). Conversely, the skills more commonly associated with peacetime are reduced: logistics is down to 19 hours (8.73%) and military justice declines to 2 hours (0.92%). Two other classes are worth noting. Army aviation gets 5

percent of the total POI, probably reflecting the importance of helicopters in Vietnam. Unit readiness, which first appeared in 1964 with 7 hours, jumps in 1968 to 22.5 hours (10.33%).

The final common core was listed in the back of the 1968 Transportation Officer's Basic course. It is significantly different from the common core listed for the IOBC in the same year. Its total length is 156 hours. Navigation and weapons training are given virtually no emphasis (1.28% each). Tactics get a whopping 25%, but most of that comes from a 33 hour practical exercise (21.15%). Maintenance gets 14.74% and company administration 11.54%, both above the norm. While this may be a "common core" it is obviously tailored towards the needs of the Transportation Corps.

Patterns in the Historical Record

Figure 1 (below) shows the total number of training hours indicated in the Programs of Instruction considered. The most striking feature of the figure is the amount of time given to training in the Korean war era. This training was given in residence to Regular Army lieutenants while the majority of the force took it by correspondence. It should be noted for comparison that this probably represents the equivalent of MQS I, II and the branch specific training.

Figure 1

Hours of Training

year	1944	1949	1950	1964	1968
BRANCH IMM	--	680	680	--	--
IOBC	772	880	--	495	551
TOBC	384	840	836	--	492
AVERAGE	578	1540	1516	495	521.5

The amount of time spent on the wartime POIs is also striking. This is especially true of WWII when the country had been fully mobilized and the need for Infantry lieutenants was perhaps at its greatest. Less impressive but still in the same vein are the amounts of time devoted during Korea and Vietnam. In these cases the country had not mobilized and so was working off the full length non-mobilization POIs. While the average wartime POI is shorter than the average peacetime POI drawing any conclusions from this limited sample is not warranted.

There is a sharp drop in the length of the POI between 1950 and 1964. Further investigation will most likely reveal this to be a result of improvements in the pre-commissioning training, budgetary considerations, or some combination of the two. This was evidently a successful move as the total length of the POI was not significantly increased after the Vietnam war increased to

its full magnitude.

There are 13 topics that are nearly universal in the POI. Land navigation is usually afforded a large emphasis. In POIs where it is given only a few hours it is apparent they are a refresher to training given before or a test of that training followed by remediation if indicated. Navigation typically receives 20 hours of training time and increased emphasis during time of war. Basic rifle marksmanship has almost always received consideration but the number of hours given to it declined from 37 in Infantry 1944 to 9 in 1968 with a similar decline in Transportation. The Infantry lieutenant gets approximately 35 hours of squad and platoon level tactics. The Transportation officer is merely introduced to the subject with between 4 and 13 hours. Some NBC tasks have been included since 1949 and the number of tasks and hours have tended to increase from that time. Logistics has been unevenly applied but is usually focused on the practical aspects of getting the job at hand done. Some form of leadership instruction has always been given.

The lieutenant has always needed an introduction to first aid and field hygiene. Combat intelligence and personnel administration have been ubiquitous. Physical training and drill are usually 3 percent of the total POI.

peace. Training is considered a valuable skill for the lieutenant, but the emphasis accorded the subject is varied. Overall it is given 2% of the POI but for the Infantry this percentage has declined from 5% in WWII to 0.4% in Vietnam. Transportation conversely increased its training emphasis in each POI from 1.56% in 1944 to 2.85% in 1968.

The common core represents an increasing portion of the POI over time. This is depicted in the figure below.

Figure 2

Common Core Hours				
year	1943	1964	1968	1988
common core hours/ items	140/13	142/19	218/18	273
Infantry POI	772	495	551	
Transportation POI	384		492	

The increasing weight of the common core in the POI is a result of an increase in the number of hours required for the common subjects and a decrease in the total number of POI hours rather than an increase in the number of common core items. This parallels the history of increasing central control over the education and training of officers. It does not offer particular support to the idea that the professional requirements of the lieutenant are becoming

more broad.

The "all others" category represents both a failure of the survey instrument and the POI. The topics included in this category are experimental classes that come and go, often seen in only one instance. They could represent a fleeting educational need. Possible candidates for this are riot control training (Trans 1949) and automatic data processing (Inf 1968). The alternate explanation is that these are the ideas of an influential individual or group that fade as soon as their sponsors lose power or the extra time that made them possible disappears. Possible examples of these "fad" classes are trends in Infantry weapons development (Inf 1949), and military indoctrination (Common Core 1968). In either case the failure of the instrument to block them separately indicates a weakness in the ability to fully classify the topics offered in the full range of the POIs.

Classes tend to accumulate administrative time when not challenged by the pressures that lead to maximum efficiency. Of the eight actual POIs reviewed in this study five were in use during a war. The percent of the POI given over to administration in these wartime POIs ranges from zero in the Infantry 1944 to 16% in Transportation 1968. The total wartime average is 9.78%. The peacetime POIs average 13.47 with a range of 19.17 (Infantry 1949) to 6.9%

(Transportation 1944). Thus the total amount of administrative time is less in the wartime POIs and at it's least in Infantry 1944. A low figure would be expected given the extreme situation, total absence seems unrealistic. The Transportation POI of the same year reports 4.95% administrative time. War does not necessarily result in the reduction of administrative time. During 1968 Infantry reports 5.79% and Transportation 18.09%. While some of the administrative time is devoted to the obvious inprocessing and graduation, the inclusion of 132 hours of study hall in the 1949 Infantry POI is less easy to understand.

One of the original goals of the study was to look for Mobilization Critical Tasks (MCT), tasks that appeared only upon mobilization. While there are no generic tasks that are used in any war, there are tasks specific to a particular war situation. These are classes that prepare the student for the war he is about to face and it's particular demands. Examples include the Vietnam war panel (Inf 1968), loading and billing for the European theater of operations (Trans 1944), and the proper means of clearing a fortified Japanese jungle position (Inf 1944).

Those tasks that are emphasized in war (the Combat Critical Tasks) are not so easy to define. There are no

Basic rifle marksmanship will serve to illustrate. It could be expected to receive more emphasis in time of war for the infantryman, but instead it declines from 4.79% in 1944 to 2.83% in 1964 and finally 1.63% in 1968. Vehicle maintenance should be a bellwether for the Transportation lieutenant but it goes from 2.23% in 1949 to 3.23% in 1950 and 0.61% in 1968; no pattern at all.

This lack carries over to the question of training for war and peace. The absence of CCT and PCT are indicative of the lack of distinction between the two states. The length of the POI is another confused indicator.

Figure 3

	Total POI Hours				
year	1944	1949	1950	1964	1968
length	578	860	836	495	521.5

Obviously something else is influencing the length and content of the POI. The average length of the POI takes a jump from the war year 1944 to peace in 1949. It decreases again in 1950, but does so again in 1964. Finally it increases in the war year of 1968.

Comparing the POIs of the past to the MQS offering of the present yields two categories of topics for further

consideration. The first is those classes that were used in the past and still seem to have some applicability today. Foreign maps were often the only ones available to the lieutenant in WWII, and his grandchild in Grenada. The supply and communication classes of the past are different from the present because they seem more practical. The emphasis is on how the young officer can make the system work to help him accomplish his mission rather than giving him an understanding of the theory behind the machine or system. The counter guerrilla and internal defense and development classes of the 60's have definitely not lost their applicability.

The second class of topics is those that have no historical roots. Some of these are quickly understood. NBC being the best example. Its increasing emphasis is a reflection of the realities of changing battlefield technology. Others, such as leadership, are harder to solve. Is the increase in hours and topics necessary because of some change in our sociology, say as a result of Vietnam? It could also be that this distinction of subtasks has been made possible by improvement in theory and practice. The most troubling possibility is that it is an over reaction or overemphasis caused by pressure from above, misunderstanding of the need or simple fault of the task selection system.

Also out of line historically are the legal task: law of war and code of conduct.

Reading the titles and contents of the classes for the several POIs has left one final impression. The role of the lieutenant seems to be changing. In the 40's and 50's he still retained some degree of separation from the actual task of combat. The school was preparing him to be an authority, instructor and example. The heavy emphasis on instruction is one numerical indicator of this impression. As time went on the number of tasks and the level of detail increased. This went hand in hand with a reduction of the target level of student behavior. That is to say, student officers were no longer expected to know about basic principles of air defense, they were required to demonstrate they could perform the task.

Training theory has supported this trend to the present day. Goal analysis reflects the same orientation - reducing a subject to its behavioral ends and teaching to reach those behaviors. But this trend in the POIs appears to predate military use of the theory. This could therefore be the result of changing social attitudes toward leaders. Expectations of leader involvement, perfection in example, could have influenced this trend. Or it could simply have been that the Army "stole a march" on the rest of the educational community. Whatever the genesis, a careful

reading of the POIs conveys the impression that the role of the lieutenant changed over the course of this study.

Chapter Five

Conclusions and Recommendations

"Nothing is more dangerous in war than to rely on peace training; for in modern times, when war is declared, training has always been proved out of date."

MG J.F.C. Fuller

This final chapter presents the major conclusions of the study and general recommendations based on those conclusions. It also contains specific recommendations for further research to complete the effort begun with this study.

Conclusions

The results of this study provide several specific items that will be of interest to those charged with training tomorrow's lieutenants. They also contain larger implications which for the way we think about training the force and preparing for the next war. We shall deal with the simple conclusions first.

The initial goal of this pilot study was to discover if sufficient information was available to take a historical view of some portion of officer training. The information is available, but it is not easy to find and is being lost to us as time goes by. The historical POIs are comparable to today's in both format and content. Using an improvement

on the study instrument the information on past junior officer training can be systematized for easy use.

Another basic conclusion is the historical importance of the OBC. The data makes clear that considerable time and effort has been spent to train junior officers even when the Republic has been *in extremis*. This training effort was redistributed in the period following the Korean War but retains its share of the available time (and presumably money) even when the need for junior officers is at its greatest. This has obvious implications for budgeting training resources.

The POIs of the past include tasks that should be considered for inclusion in the next Military Qualification Standards review. As discussed in Chapter Four, these are tasks that appear in the record regularly, have been added as a result of combat experience, or seem to apply as much today as they did in the past. The hours devoted to their study or the percent of the POI they represent can be used as a double check to the opinions of today's experts. Whatever use we actually make of them, they come with the highest historical recommendation.

On the other hand there are tasks in the current MQS list that have no historical antecedent and should be considered carefully before already limited resources are

devoted to them. Some of these new tasks are quickly recognized as additions made necessary by the changing face of the modern battlefield. Some are not so obvious, and may be unnecessary additions that lengthen the course or detract from further training on the most critical aspects of officer preparation. They are listed in Appendix U.

The current MQS II is not broken. Despite the lack of historical analysis, the authors have done a remarkable job of including those classes that this study suggests are the common and critical elements in a lieutenant's education. There are topics with more or fewer hours than what the past recommends. There are classes that have no historical roots, and some good ones from the past that were not included. In the next iteration these should be considered, but today's lieutenants are not using a basically flawed product.

The concept of a common curriculum core has a long and consistent history. It was found in every period of this study and has increased in length and comprehensiveness. The study of these common cores, their genesis and their effectiveness would provide much insight into the items that should be considered for the modern system (CBRS) and the products of the system (MQS). But they cannot be considered without looking at the POIs. They complement the programs of instruction but are not so rich a

source of the common and critical training tasks for the lieutenant.

There is evidence that "fad" tasks have crept into past POIs. These are classes that appear suddenly without known cause, or established classes that balloon into much larger blocks of time. They are distinguished from Mobilization Critical Tasks because they have arisen during peace, or the fact that they have no apparent connection to the war at hand. This study could not establish how they originated, but the question is of interest in achieving a better understanding of the lessons of the past. Some will turn out to be a response to a change in technology, threat, doctrine or the social situation of the Army. Some may turn out to be the whim of a senior officer or the result of a loss of battle focus in training design. Whatever the case, understanding these topics and their history will help us better judge the classes in the current POI and our reasons for including them.

There is a large degree of variation in the amount of administrative time in the POIs. It can be almost completely eliminated when the need is great. But unchecked it can grow to a major item. Administrative time does not follow a war/ peace pattern, apparently because some of our wars have not constrained training dollars or time. The wide variations between POIs and the costs associated with

keeping lieutenants in the school house make careful consideration of this item a strong recommendation. While this is not strictly in the purview of the training designer, it is of interest to him because of the impact upon his work.

This study has produced insufficient evidence for the existence of a cyclic pattern of what is taught in war and peace. If we exclude the few MCTs the training items are not changed, and the emphasis on those items apparently changes, when it changes, in response to other pressures. However, the evidence is such that a pattern may be found in a more complete study, probably with minor variations in the emphasis accorded the key competency tasks.

This variation is not necessarily a bad thing, as the fine points of rifle marksmanship or land navigation degrade quickly and can not be "stored" like equipment awaiting the next war. It makes eminent sense to train the peacetime lieutenant more on forms and maintenance, skills much more important to his and the Army's peacetime survival. Such a pattern is suggested, but not demonstrated in the POIs reviewed.

Mobilization Critical Tasks exist. These items are, by definition, specific to the conflict they result from and an important enough omission from past training to be

included in a wartime POI. As such they drive one of the most striking conclusions of this study: we have never adequately anticipated the character of the next war.

This is an important caveat to the basic ideas behind the November 1988 version of FM 25-100. Implicit in "battle focus", "mission essential task lists" and "training as you will fight" is the notion that somehow a commander can know, in some level of detail, what the next battlefield will demand of him and his unit. This technique of training resource management may be forced by hard reality upon the deployed unit commander. But those who are training leaders "to deploy, fight and win in combat at any intensity level, anywhere, anytime" must heed the lessons of history and take a broader view. The 1949 TOBC class training equipment maintenance in jungle, arctic, desert, amphibious and airborne conditions (for 1 hour!) is closer to the mark history sets for the school house trainer.¹

The quote at the beginning of this chapter implies that war has surprised the trainers of many armies of the past. This was sometimes because they failed to see the immediate danger and sometimes because they forgot the difficulty (and importance) of doing the job right. But most of the time it was because they failed to train for "real" war; war that is confusing, fast paced, and includes an opponent constantly trying to win. In preparing officers

for this war there is an need for both training and education. Some tasks must be automatic, able to be performed when half dead. Others call for the educational philosophy. Rather than simply training an officer to master a specific task under one set of circumstances, the results of this study suggest we should give him the basic skills and knowledge, then engage his intelligence and curiosity to achieve the desired end in whatever circumstances the vicissitudes of war provide.

Choosing the broad common tasks all officers will be educated in involves risk because we will be forced by time and money to limit the depth and specificity of the training he receives on the rest. We will have to rely on the individual and his unit to complete his training. Careful analysis of the past can help reduce the risk by illuminating training constants and training pitfalls. Thus guided we may more surely go about our business of securing the nation.

The final conclusion is a generalization from the whole of the research and the subjective impression it left. It is the most overarching and implies the need for subtle but fundamental changes in the Army's officer education system.

The POI is a living document and must respond to the demands of its environment. The CBRS system is the current

means for providing the input necessary for this responsiveness. CBRS is based on the four pillars of Army mission, historical perspective, threat analysis, and technological forecast. These take into consideration the majority of the impacts to training demonstrated in this examination of the POIs of the past, but not all of them.

There is one impact on training that CBRS does not now directly include - the social element. The social element touches the POI at two points. The first of these is in the training selected. When society at large was very critical of the Army, more training on the role of the Army seems to have been included. When society became more familiar with the use of computers, less introduction was necessary in OBC. Rational analysis of this phenomenon may help to reduce the inclusion of "fad" classes and to add those classes that are necessary to reflect the society from which our army springs.

The second apparent social impact is in the role of the officer. In WWII the officer was a role model and trainer. By 1968 he had transformed into a super-soldier, differentiated from his followers only by the few extra tasks he was trained in. This seems to have resulted from a change in the social expectations of leadership. If so, the shift should be visible throughout the society. If this is not the case then today's combat leader may be trained to

fulfill a role at odds with the needs of his followers. This is a sure prescription for disaster. This study cannot tell what has happened to leadership in America over the last 40 years. It does indicate that the question needs to be asked and the answer included in some thoughtful way into the training of our officers.

General Recommendations

1. Conduct a follow-on study. This pilot study has shown that there is value to the information now available and that it is being lost. If the follow-on research, and that recommended below, is instituted the training of today's lieutenant can be improved.

2. Consider the specific findings of this study on the next revision of MQS. The results can be used to challenge the inclusion of new classes, the reduction or elimination of the historical constants, and to provide suggestions for classes that may be of continuing value.

3. Review the CBRN process to ensure it includes all major impacts on Army training. The impact of social elements should be specifically addressed.

Recommendations for Further Research

1. Revise the instrument used in this study. Too much of the data is under one heading (9), too much has to be put in the "other" category, and some major categories are too broad for careful analysis (branch specific. administrative time, first aid/ field hygiene, logistics). If the numbering hierarchy is retained it can be expanded into more detail to alleviate the shortcomings detailed above.

2. The study should be broadened to consider all MQS levels. This study indicates pre-commissioning training became a major factor in junior officer development in the 1960's. It may therefore have sufficient history to be of value. Expansion to the Advanced Course level will address MQS III level training.

3. Expand the study to include all branches. To obtain an accurate picture of common and critical tasks the needs of all branches must be represented. The individual branches could be studied in more detail by that branch. This detailed look should include office politics and the personalities of the senior leaders who had an impact on the items included in the POI.

4. Once the detailed studies have been completed, there needs to be a summary study. This would consider the overall training picture, the origin of the common cores and the fate of those branches that are no longer in existence.

5. The major training reviews and their impact on the training record must be studied. These training "boards" should be surveyed to discover who called them and why the need for them was felt. What were their recommendations and what was the eventual impact?

6. Most officers received some additional training in combat theaters when they arrived. This training was added close to the point of need and provided for out of meager resources. It should therefore be a particularly rich source of the details of combat readiness training.

7. Another source of information on training for combat are the results of battle studies. These may include comments on the effectiveness of junior officers. Such studies were commissioned by the Army in the wars studied here. Their results should also be considered.

ENDNOTES

1. U.S. Army, FM 25-100, Training the Force
(November 1988): Chapters one and two.

APPENDIX A

APPENDIX A

TOPIC NUMBERING SYSTEM

1. Individual Tactics and Techniques
 1. Land Navigation
 2. Hand to Hand Combat
 3. Call for/Adj Fire
 4. Const Ind Position
 5. Locate/ Avoid Mines
 6. Camouflage
 7. Move Under Fire
 8. Negotiate Obstacles
 9. React to Flairs
 0. Other
2. Infantry Weapons
 1. Basic Rifle Marksmanship
 2. Bayonet
 3. Lt/Med Machinegun
 4. Grenades
 5. Lt. Anti-tank Weapon
 6. Rifle Grenade
 7. Use Mines
 - 8.
 - 9.
 0. Other
3. Basic Infantry Tactics
 1. Offense/ Defense Opns
 2. Tactical Orders
 3. Patrolling
 4. Employ Obstacles
 5. Employ Fire/Movement
 6. Establish OP
 7. Rear Operations
 8. Estimate Range
 9. Basic Air Defense
 0. Other
4. NBC Warfare
 1. NBC Protection
 2. NBC Reporting
 3. NBC Decontamination
 4. Nuclear only tasks
 5. Biological only tasks
 6. Chemical only tasks
 - 7.
 - 8.
 - 9.
 0. Other
5. Maintenance and Logistics
 1. Vehicle operat/ maint
 2. logistics
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 0. Other
6. Signal Communications
 1. Radio
 2. Wire
 3. Communication Security
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 0. Other

7. Leadership; Professionalism: Personal Communication
- | | |
|-----------------------------|----------------------------|
| 1. Writing | 6. Decision Making |
| 2. Speaking | 7. Supervision/ Motivation |
| 3. Other Pers Communication | 8. Counseling |
| 4. Lcdrship Theo/ Practice | 9. |
| 5. Ethics | 0. Other |

8. Branch Specific Items
- | | |
|-------------------|----------|
| 1. Infantry | 6. |
| 2. Artillery | 7. |
| 3. Transportation | 8. |
| 4. | 9. |
| 5. | 0. Other |

9. General Subjects
- | | |
|--------------------------|--------------------------------|
| 1. Military History | 6. Personnel Management/ Admin |
| 2. Training | 7. Drill/ Physical Training |
| 3. First Aid/ Hygiene | 8. Know Your Enemy |
| 4. Military Intelligence | 9. Administrative Time |
| 5. Military Justice | 0. Other |
-
- | | |
|------------------------|-------------------------|
| 01. Org/Role Army | 06. Role of NCO |
| 02. Law of War | 07. Command/ Staff Func |
| 03. Convoy Operations | 08. Conduct Inspect |
| 04. Code of Conduct | 09. Terrorism |
| 05. Customs of Service | 00. Other. |

APPENDIX B

APPENDIX B

1944 INFANTRY OFFICERS BASIC COURSE

<u>TOPIC NUMBER</u>	<u>TITLE/ DESCRIPTION</u>	<u>EMPHASIS</u> hours/percent	
44IOB11	MAP SYMBOLS AND COORDINATES	2	0.26
	SCALES, DISTANCE, TOPOGRAPHY	2	0.26
	AZIMUTH, DECLINATION, RESECTION	2	0.26
	AERIAL PHOTOGRAPHS	2	0.26
	STEREOSCOPIES: used to correct maps	2	0.26
	FIELD WORK WITH MAPS, COMPASS, PHOTOS	4	0.52
	PHOTOS IN THE FIELD	4	0.52
	ROAD AND CROSS COUNTRY MOVEMENT	4	0.52
	TEST	2	0.26
	NIGHT COMPASS COURSE	4	0.52
	FOREIGN MAPS	2	0.26
		30	3.89%
44IOB12	HAND TO HAND COMBAT	6	0.78
44IOB14	CONSTRUCT POSITION: ind, cp, wpn	4	0.52
44IOB16	CAMOUFLAGE: self, psn, wpn, bivouac, cp	2	0.26
		=====	
		42	5.44%
44IOB21	M-1 RIFLE: d&a	4	0.52
	M-1 function, scorebook	4	0.52
	PREP TRAINING: sights, aiming, use		
	of sling, prone	4	0.52
	sitting, kneeling, standing psns	4	0.52
	squat, tgr cntl, tracking, destruction	4	0.52
	sustained fire exercise	4	0.52
	RANGE FIRE: 3 periods KD fire	12	1.55
	written test	1	0.13
		37	4.79%
44IOB22	INTRO TO BAYONET: principles, basic		
	positions, movements, thrusts,		
	quicking exercises, assault training	3	0.39
	BAYONET INTRO CONTINUED: parries,		
	butt stroke, stick competition	3	0.39
	BAYONET ASSAULT COURSE	3	0.39
		9	1.17%
44IOB23	BAR MECHANICAL TRAINING: d&a, immed		
	action, adjustment, cleaning	8	1.04

$$\frac{4}{12} = 0.52 = 1.55\%$$

1	0.13
1	0.13
4	0.52
1	0.13
7	0.91%

6.5 0.84

4	0.52
4	0.52
4	0.52
12	1.55%

44IOB31	ADVANCE, FLANK, REAR GUARD MISSIONS	4	0.52
	THE APPROACH MARCH: orders, org, recon bounding	4	0.52
	CROSSING GASSED, MINED OR SHELLED AREAS	4	0.52
	THE DAYLIGHT ATTACK: recon. plans. orders, air-ground liaison, smoke, conduct of the attack	4	0.52
	COMBAT FIRING PROFICIENCY	4	0.52
	ATTACK OF A JUNGLE POSITION: org of Japanese position, terrain exercise, demo	4	0.52
	BATTLEFIELD INOCULATION: fire and maneuver, tank operations	4	0.52
	RIFLE AND WEAPONS PLATOONS IN THE DEFENSE: org of platoon, selection of positions, employment of weapons, supply and commo, op's, recon, plans, orders	8	1.04
	RIFLE/ WPNS PLT IN DEF: pe	4	0.52
		40	5.18%

4	0.52
1	0.13
5	0.65

6	0.78
4	0.52

	PATROLLING: night infiltration of a hasty defense	4	0.52
	FORCE ON FORCE PATROLLING EXERCISE	8	1.04
	RAID PATROLS	6	0.78
		28	3.63%
44IOB37	DEFENSE OF REAR AREAS: threat. def of battalion rear	4	0.52
44IOB39	AA FIRE THEORY: from mg training	2	0.26%
	M-1 AA RANGE PRACTICE: in rifle tng	3	0.38
		82	10.62%
44IOB46	DEFENSE AGAINST CHEMICAL ATTACK: threat. chem 1st aid. mask fitting, equip. clothing, detectors, alarms, food/water. identification of gasses, training, smoke, chemical troops, mask drill, chlorine chamber. intel, reports	4	0.52
		4	0.52%
44IOB51	AUTOMOTIVE TRAINING: operation, maint. recovery, inspection, capabilities and limits, driver training	8	1.04
44IOB52	REGIMENTAL SUPPLY SYSTEM: emphasis on class I, II, III	3	0.38
	REGIMENTAL SUPPLY IN DEFENSE: org/operation of trains, push packages	4	0.52
	DUTIES OF S-4, CO. PLT LDR IN ATTACK	4	0.52
	BATTALION, COMPANY, PLATOON SUPPLY IN THE DEFENSE	3	0.38
	SUPPLY OF THE HEAVY WEAPONS CO IN THE ATTACK	4	0.52
		18	2.33%
		26	3.37%
44IOB61	RADIO EQUIPMENT TACTICAL USE	2	0.26
44IOB62	WIRE EQUIPMENT TACTICAL USE	1	0.13
	WIRE HANDLING: splicing, laying recovery, use of phone	2	0.26
44IOB63	MESSAGES: use of message book, pe	3	0.38
44IOB60	INTRO: personnel, equipment, employ	1	0.13
	PROCEDURES: practice	3	0.38
	BATTALION COMO SYSTEM: installation, employment, displacement	3	0.38

	TEST	<u>1</u>	<u>0.13</u>
		8	1.04%

		16	2.07%
44IOB74	QUALITIES OF THE SMALL UNIT LEADER	2	0.26
44IOB70	CASE HISTORIES IN SMALL UNIT LEADERSHIP	1	0.13
	PRESENTATION OF STUDENT LEADERSHIP	2	0.26
	ESSAYS	<u>1</u>	<u>0.13</u>
	LEADERSHIP DISCUSSION AND SUMMARY	4	0.52%

		6	0.78%
44IOB81	ADVANCED TECHNIQUES OF RIFLE FIRE:		
	range estimation. target designation.		
	effects of fire	4	0.52
	transition fire. landscape fire.		
	appearance of objects. close combat.		
	squad fire	8	1.04
	field firing. training the ind soldier	8	1.04
	snipers: selecting training. handling	<u>4</u>	<u>0.52</u>
		24	3.11%
44IOB81	MACHINE GUN CAL 30 AND CAL 50		
	MECHANICAL TRAINING: general. d & a.		
	headspace. cleaning. functioning	10	1.30%
	DRILL: inspection. action/ out of		
	action. low psn. gun drag. AA drill.		
	angle fire. battery drill	8	1.04
	1000 INCH MARKSMANSHIP	19	2.46
	TECHNIQUES OF FIRE: direct. indirect		
	anti-aircraft (less 2 hours AA theory)	39	5.05
	GRADED TEST	<u>2</u>	<u>0.26</u>
		78	10.1%
44IOB81	37 AND 57 MM ANTI TANK GUN: mechanical		
	training. marksmanship. field exp	32.5	4.21
44IOB81	81/ 60 MM MORTARS: mechanical training		
	techniques of fire. review/ test	32	4.15
44IOB81	BAR RANGE PRACTICE: 1000 in practice		
	200/ 300 yard practice	12	1.55
44IOB81	INFANTRY CANNON: characteristics.		
	ammunition. i/a. technique of fire.		
	the infantry cannon company	4	0.52
44IOB81	INFANTRY IND TRAINING TEST LANES	2	0.26

44IOB81	TACTICAL TRAINING OF THE HEAVY WEAPONS ANTI-TANK. AND CANNON PLATOONS FOR THE OFFENSE: includes pe	28	3.63
	defense	24	3.11
	COMBAT IN CITIES WITH SPECIALIZED PLTS	4	0.52
		56	7.25%
44IOB81	TACTICAL USE OF MOTOR VEHICLES: patrolling, route recon	4	0.52
44IOB81	TACTICS OF THE RIFLE AND HEAVY WEAPONS COMPANIES: attack (78). defense (24)	102	13.21
	TACTICS SUBTEST	1	0.13
44IOB81	ATTACK OF A FORTIFIED POSITION BRIDGE AND ROAD CONSTRUCTION AND REPAIR	4	0.52
	EXPEDIENT TRAMWAYS. RAFTS. BRIDGES	4	0.52
	ASSAULT RIVER CROSSINGS	4	0.52
	ROAD BLOCKS: types. defense. clearing	4	0.52
		21	2.72%

		365.5	47.35%
44IOB92	PLATOON TRAINING BY THE PLATOON LDR PREP AND CONDUCT OF TNG PBLMS FOR THE RIFLE AND WEAPONS PLATOONS	4	0.52
	USE OF THE SANDTABLE IN PLT TRAINING	4	0.52
	TACTICAL TRNG OF SPECIALITY PLATOONS	8	1.04
	UMPIRING: system. duties. signals	6	0.78
	INTRO TO METHODS OF INSTRUCTION AND TRAINING MANAGEMENT: qualities to be developed. org of army training. master schedule. company training sch	2	0.26
	INSTRUCTION: preparation. learning theory. use of subject schedules	3	0.38
	PRESENTATION: types. how-to	3	0.38
	TRAINING AIDS: types. uses	2	0.26
	EXAMINATIONS & DISCUSSIONS: types. supervision	2	0.26
	REVIEW/ TEST	2	0.26
		40	5.10%
44IOB93	PERSONAL HYGIENE IN THE FIELD	2	0.26
	VENEREAL DISEASE PREVENTION	2	0.26
	MALARIA PREVENTION/ CONTROL	4	0.52
	TREATMENT OF WOUNDS: splinting. shock, misc injuries	2	0.26
	BANDAGING. TRANS. INFECTION CONTROL.		

	ARTIFICIAL RESPIRATION	2	0.26
	BN. CO MEDICAL ORGANIZATION	2	0.26
		14	1.81%
44IOB94	ARMORED VEHICLE RECOGNITION	1	0.13
	COMBAT INTELLIGENCE: collection/trans		
	pows, counter intel. troop training.		
	regimental procedures	6	0.78
	METHODS OF AIRCRAFT RECOGNITION: how to		
	teach	1	0.13
	SAFEGUARDING MILITARY INFO: classes		
	handling, importance	2	0.26
		10	1.30%
44IOB95	MILITARY LAW: application, preparation		
	for trial, charge sheet, investigations.		
	evidence, demonstration	3	0.38
44IOB96	CO MANAGEMENT: pers section, duty		
	roster, sick report	1	0.13
	THE MORNING REPORT	3	0.38
	UNIT FUND	4	0.52
	SUPPLY ROOM: classes of supply.		
	requisitions, property book, clothing		
	records, laundry	2	0.26
	REPORTS OF SURVEY, STATEMENT OF		
	CHARGES, CERTIFICATES	2	0.26
	MESS MANAGEMENT: field messing, ration		
	issue, sanitation, range op. food		
	conservation	3	0.38
	CLASSIFICATION PROCEDURES: use in		
	training, qual card, history	1	0.13
		16	2.07%
44IOB97	PHYSICAL TRAINING	19	2.46
	EXTENDED ORDER DRILL	2	0.26
	DRILL AND CEREMONY: ind. sqd. plt. co	6	0.78
	INTERIOR GUARD	2	0.26
		29	3.76%
44IOB98	SMALL UNIT TACTICS OF THE GERMAN AND		
	JAPANESE ARMIES	4	0.52
	LOGISTICS AND GENERAL SUBJECTS TEST	2	0.26
44IOB901	ORG OF THE ARMY: division, regiment.		
	major army subdivisions	1	0.13
44IOB903	FOOT MOVEMENT: marches/ bivouacs	4	0.52
	RAIL MOVEMENT: intro to trans corps.		
	demo of loading vehicles	2	0.26
	MOTOR MOVEMENT: march control. recon.		

planning	2	0.26
MOVEMENTS PE: 8 mile march	4	0.52
	12	1.55%
44IOB905 MILITARY COURTESY AND DISCIPLINE: saluting. calls. the flag. general	3	0.38
44IOB907 STAFF FUNCTIONS: org. duties. records. reports. relationships. cp layout. cpx	8	1.04
PREPARATION OF OPNS MAPS/OVERLAYS	1	0.13
44IOB900 MILITARY CENSORSHIP	2	0.26
SPECIAL SERVICE ACTIVITIES: materials	1	0.13
pubs. relations with staff	1	0.13
CHAPLAINCY ORIENTATION	4	0.52%
	=====	
	147	19.04%
	=====	
	772	100%

APPENDIX C

APPENDIX C

1949 INFANTRY OFFICERS BASIC COURSE

<u>TOPIC NUMBER</u>	<u>TITLE/DESCRIPTION</u>	<u>EMPHASIS</u>	
		hours	percent
49IOB11	MAP AND AERIAL PHOTOGRAPH READING:		
	daylight compass march	2	0.23
	night compass course	2	0.23
		4	0.45
49IOB13	FORWARD OBSERVATION PROCEDURES:		
	fire request, sensing, terms,		
	bracketing, adjustments	4	0.45
49IOB14	FOX HOLE CONSTRUCTION	2	0.23
49IOB15	MINE FIELD BREACHING: locating,		
	breaching, marking, removal, use		
	of detectors	1	0.11
49IOB18	STREAM CROSSING EXPEDIENTS	1	0.11

		12	1.36%
49IOB23	MECHANICAL TRAINING BAR: intro.		
	d&a, functioning	8	0.91
	PREP MARKSMANSHIP BAR	3	0.34
		11	1.25
49IOB24	HAND GRENADES: types, techniques.		
	grenade assault course	4	0.45
49IOB26	RIFLE GRENADES: into, types.		
	function, familiarization fire	3	0.34
49IOB27	ANTI-TANK AND ANTI-PERSONNEL		
	MINES: characteristics, laying,		
	recording and marking US mines	2	0.23

		20	2.27%
49IOB31	RIFLE AND WEAPONS SQUADS IN		
	OFFENSIVE ACTION: organization,		
	tactical principles, combat		
	formations, practical exercise	4	0.45
	TACTICAL PRINCIPLE AND TROOP		
	LEADING: preparation for and		

	conduct of the attack, troop leading procedures	4	0.45
	RIFLE AND WEAPONS PLATOONS IN THE ATTACK: recon, plans, orders, fire and maneuver, supporting weapons, smoke, assault, reorganization, PE	8	0.91
	OFFENSIVE TACTICS SEMINAR	2	0.23
	OFFENSIVE TACTICS EXAM	1	0.11
	GENERAL CONSIDERATIONS FOR THE DEFENSE: reasons for assuming, concept, doctrine, troop leading	2	0.23
	FRONT LINE RIFLE PLATOON IN THE DEFENSE: tactical walk and terrain exercise	4	0.45
	REVERSE SLOPE DEFENSE: principles, terrain walk	4	0.45
	RETROGRADE MOVEMENTS: principles, withdrawal, retirement, delaying	2	0.23
		31	3.52
49IOB32	OPERATIONS ORDERS: content, form, types, methods of issue, preparation, attack and defense orders, exam	12	1.36
49IOB37	ANTI-AIRBORNE DEFENSE: org of the anti-airborne defense within the battalion rear area, map ex	2	0.23
		45	5.11%
49IOB44	MEDICAL ASPECTS OF ATOMIC EXPLOSIONS: effect on the human body, ways to counteract, special evacuation procedures	1	0.11
49IOB46	THE WAR CHEMICALS: classifications, smokes, incendiaries, first aid, tactical employment	2	0.23
	ORGANIZATION FOR DEFENSE AGAINST CHEMICALS: staff organizations, means and measures, planning	1	0.11
		4	0.45%
49IOB52	INTRODUCTION TO LOGISTICS: principles, classes of supply, personnel in the regimental supply	3	0.34
	REGIMENTAL SUPPLY SYSTEM: organization and operation, trains, ammunition	4	0.45
	SUPPLY COMPUTATIONS: combat log	3	0.34

	LOGISTICAL COMPUTATIONS OF THE COMPANY AND BATTALION IN THE ATTACK: duties of S-4, Co Cdr, emphasis on class I and V	4	0.45
	LOGISTICAL OPERATION OF THE COMPANY AND BATTALION IN THE DEFENSE	4	0.45
	LOGISTICS EXAM	2	0.23

		20	2.27%
49IOB81	LOGISTICAL ORGANIZATION OF THE INFANTRY DIVISION	2	0.23
	REGIMENTAL AND BATTALION MEDICAL SERVICES AND EVACUATION	3	0.34
	TACTICAL EMPLOYMENT OF CHEMICALS IN SUPPORT OF INFANTRY OPERATIONS	6	0.68
	DEFENSIVE TACTICS: the coordinated fire plan, coordinated anti-tank fire plan, support and weapons plts, front line companies, battalion reserve missions, battalion defensive exercise, seminar, terrain exercise, firing demo, conduct of the battalion defense, relief of front line units, perimeter defense, defense in towns, defense of a river line, seminar, exam	54	6.14
	INTELLIGENCE: counterfire organ- ization and techniques	3	0.34
	RIVER CROSSING TECHNIQUE: assault crossing, use of standard engineer equipment; practical exercise	3	0.34
	FIELD ENGINEERING: EIB test on demolitions, written course exam	5	0.57
	MACHINE GUN, CAL 30: mechanical training, marksmanship, techniques of fire, EIB test, exam	53	6.02
	MORTARS: 60mm, 81mm, 107mm; mechanical training, crew drill, gunners exam, FDC operations, conduct of fire exercise, exam		
	4 hours FO procedures withdrawn	66	7.50
	1000 IN MARKSMANSHIP, BAR	3	0.34
	RANGE FIRING, BAR	4	0.45
	RECORD FIRE, BAR	6	0.68
	WRITTEN EXAM, BAR	1	0.11
	SNIPER TRAINING	2	0.23
	2.36in ROCKET LAUNCHER	11	1.25
49IOB81	NIGHT VISION, NV DEVICES	3	0.34
	EXAM: NIGHT VISION, 2.36 ROCKET, SNIPER TRAINING, GRENADES	1	0.11

RECOILLESS WEAPONS: 57mm, 75mm recoilless rifles: introduction, mechanical training, preparatory marksmanship, practice fire, qualification, techniques of fire. written exam			41	4.66
TANK WEAPONS: intro to the M26 medium tank; orientation, use of the 90mm gun, crew drill, fire control, conduct of fire, gunnery qualification, written exam			43	4.89
TACTICAL EMPLOYMENT OF ARMOR AND ARMORED UNITS: tank platoon organization and tactical formations, defense, offense, coordination, the regimental tank company, seminar, exam			18	2.05
SPECIAL PLATOON OFFENSIVE TACTICS: machine gun platoon in the attack. 75mm rifle platoon, 81mm mortar platoon, infantry-tank team in the attack, rifle platoon in village fighting, rifle platoon attack of a fortified position, seminar, exam			25	2.84
OFFENSIVE TACTICS, COMPANY: principles, heavy weapons company, heavy mortar company, rifle company attack, seminar, night attack, airborne attack, attack of a river line, offensive action in jungles, offensive action in mountains, seminar, exam			48	5.45
OFFENSIVE TACTICS, BATTALION: principles, interior units in the attack, envelopment, seminar, exam			18	2.05
FIELD ENGINEERING: intro to explosives and demolitions, assault demolitions			6	0.68
OPERATIONS IN DESERTS AND COLD CLIMATES: tactical considerations			3	0.34
SIGNAL COMMUNICATIONS: during the approach march and the attack, in the regimental attack, offensive action, sound locating gear			16	1.82
AIR TRANSPORTABILITY AND AERIAL SUPPLY: cargo aircraft, flight safety, ropes and knots, lashing, tiedown devices, loading, computations, manifests, heavy equipment, orientation flight, aerial delivery, pathfinders, final assembly			28	3.18
49IOB81	BATTALION CPX		6	0.68

BATTALION TRANSPORTATION EXERCISE	4	0.45
TRAINING: regimental training programs, preparation of platoon training exercises - offense and defense, review, exam, conduct of a field exercise	30	3.41
ORGANIZATION AND EQUIPMENT OF THE INFANTRY REGIMENT	2	0.23
TROOP MOVEMENTS: motor movement of the infantry regiment, shuttle march, review, exam	12	1.36
	526	59.77%
49IOB92 INDIVIDUAL DAY TRAINING: training the individual soldier. EIB event	2	0.23
INTRODUCTION TO TRAINING MANAGEMENT: obj/principles military training, DA/ ASF policies, pubs and sources, phases of training	1	0.11
TRAINING PLANS AND ORDERS: estimate of the training situation, military training programs, forms, unit training programs and schedules, selection/ assignment of tng areas	2	0.23
TRAINING PROGRAMS: use of army subject schedules	2	0.23
TRAINING SCHEDULES: preparation and use	2	0.23
REVIEW	1	0.11
PREPARATION OF FIELD EXERCISES: introduction	2	0.23
SUPERVISION OF TRAINING: observation and inspection of training, correcting deficiencies, improving tng through supervision, summary	2	0.23
	14	1.59
49IOB93 FIRST AID: principles and application	2	0.23
49IOB97 PHYSICAL TRAINING: one two hour period weekly	44	5.00
49IOB99 COMMANDANT'S TIME	161	8.30
49IOB903 TROOP MOVEMENTS. GENERAL: terms, organization of the column, use of reference data, time and space calculations, march graph	4	0.45
FOOT AND MOTOR MARCH, INFANTRY		

BATTALION: duties of staff officers.
warning order. recon party. quartering
party. march graph

4	0.45
8	0.91

49IOB907 ORDERS: classification, object.
responsibility for preparation.
authentication, distribution
STANDING OPERATING PROCEDURES:
use as time savers, advantages
and disadvantages
COMBAT INTELLIGENCE PROCEDURES:
posting the S-2 map and worksheet.
evaluation and interpretation
DUTIES OF THE S-3: relation to
the commander, organization of
the section, duties
OPERATIONS MAPS/ SITUATION MAPS
ESTIMATION OF THE SITUATION
EXAM ON DUTIES OF THE S-3

1	0.11
1	0.11
3	0.34
1	0.11
4	0.45
3	0.34
1	0.11
14	1.59

49IOB900 STANDARD INFANTRY WEAPONS AND
TRENDS OF DEVELOPMENT: conference
and demonstration
OFFICER'S CALL: one hour discussion
each month using the magazine of
the same name for a basis

4	0.45
6	0.67
10	1.14
=====	
229	26.02%
=====	
880	100%

APPENDIX D

APPENDIX D

1964 INFANTRY OFFICERS BASIC COURSE

TOPIC NUMBER	TITLE/DESCRIPTION	EMPHASIS	
		hours	percent
64IOB11	FUNDAMENTALS AND THEORY OF MAP		
	READING: marginal info, symbols,		
	military grid system, intersection,		
	resection	3	0.61
	TERRAIN ASSOCIATION: class and pe		
	to teach the skill of orientating		
64IOB12	the map to the ground w/o compass	3	0.61
	LAND NAVIGATION: class and pe.		
64IOB13	aerial photos, location	4	0.81
	NIGHT NAVIGATION	3	0.61
64IOB14	LAND NAVIGATION EXAMINATION:	4	0.81
		17	3.43
64IOB12	HAND TO HAND COMBAT	4	0.81
64IOB13	FORWARD OBSERVER PROCEDURES: control		
	of mortar fire using grid, sensing,		
64IOB14	correction, target engagement	3	0.61
64IOB14	FIELD ENGINEERING: basic positions		
	and wire barriers, camouflage	2	0.40
64IOB15	DEMOLITION TECHNIQUES: basic intro to		
	charges and primers		
	MINE WARFARE: arming, reporting,		
	laying, location and detection,		
	clearing, assault breaching	4	0.81
		=====	
64IOB21		32	6.46%
64IOB21	RIFLE MARKSMANSHIP ORIENTATION AND		
	MECHANICAL TRAINING: intro to M-14	2	0.40
64IOB21	PREPARATORY MARKSMANSHIP TRAINING		
	AND BATTLESIGHT ZERO: target analysis,		
64IOB21	follow through, prone, squatting, kneeling,		
	kneeling supported, standing and foxhole		
64IOB21	positions	4	0.81
	FIELD FIRING AND TARGET DETECTION:		
64IOB21	aim point, safety, detection techniques	4	0.81
	RECORD FIRE FOR FAMILIARIZATION	4	0.81
64IOB21		14	2.83

64IOB22	FUNDAMENTALS OF BAYONET AND PUGIL STICK TRAINING:	1	0.20
64IOB23	AUTOMATIC RIFLE MARKSMANSHIP: M-14E2. XM16E1 introductory INTRODUCTION, BASIC TRIPOD FIRING M-60 MACHINEGUN TRANSITIONAL FIRING M-60 MG EXAM	4 3 5 1 13	0.81 0.61 1.01 0.20 2.63
64IOB25	NIGHT FIRING FOR ANTITANK WEAPONS	2	0.40
64IOB26	40MM GRENADE LAUNCHER M-79: intro. prep marksmanship. mech training	3 =====	0.61 6.67%
64IOB31	FUNDAMENTALS OF OFFENSE AND DEFENSE: receipt, preparation, issue of orders. tactical fundamentals, troop control, methods of maneuver COMBAT FORMATIONS AND BATTLE DRILL: squad and platoon, fire and movement RIFLE PLATOON IN SECURITY DURING MOVEMENT: the approach march, movement as flank/ rear screen, advance guard RIFLE PLATOON IN THE ATTACK OF A FORTIFIED POSITION RIFLE PLATOON OF THE FORWARD COMPANY IN DEFENSE AND RETROGRADE OPERATIONS CONDUCT OF THE DEFENSE: RIFLE PLATOON: terrain board exercise PLATOON TACTICS OFFENSE AND DEFENSE TACTICS EXAMINATION	6 3 3 5 8 4 3 32	1.21 0.61 0.61 1.01 1.62 0.81 0.61 6.46
64IOB33	BATTLE INDOCTRINATION AND INFILTRATION: live fire course PATROLLING TECHNIQUES: individual level PATROLLING: planning, preparation, conduct, pe of night patrol AMBUSH AND COUNTERAMBUSH RECONNAISSANCE PATROLLING EXAM	2 2 12 5 4 1 26	0.40 0.40 2.42 1.01 0.81 0.20 5.25
64IOB30	COUNTERINSURGENCY OPERATIONS: 3 hour class on guerrilla war and 12 hr pe	15 =====	3.03 14.75%

64IOB41	SURVIVAL IN CBR OPERATIONS: physical effects, detection, protection, individual protective equipment, standards, demonstration of nerve agent effects	2	0.40
64IOB44	NUCLEAR WEAPONS EFFECTS: introduction, various effects, methods of protection	2	0.40
	MEDICAL ASPECTS OF NUCLEAR WEAPONS: nature of injuries, whole body radiation, exposure decisions, mass casualties, civil defense	1	0.20
		5	1.01%
64IOB51	GROUND VEHICLES AVAILABLE TO INFANTRY COMMANDERS: characteristics, capabilities, limitations	2	0.40
	VEHICLE RECOVERY TECHNIQUES: field expedients	4	0.81
	ARMY SYSTEM OF MAINTENANCE: units, program, forms	2	0.40
	MAINTENANCE MANAGEMENT: platoon leader's responsibility, reports, records	5	1.01
	MATERIAL READINESS: procedures, reports, material	1	0.20
	OPERATOR/ CREW MAINTENANCE: before, during, after operations maintenance, vehicle serviceability	8	1.62
	VEHICLE MAINTENANCE SYSTEMS: inspections, preventative maint indicators	3	0.61
	GROUND VEHICLE INSPECTION: related equipment and records	1	0.20
	INSPECTION OF WHEELED VEHICLES	2	0.40
	INSPECTION OF TRACKED VEHICLES	2	0.40
	PLATOON MAINTENANCE EVALUATION	2	0.40
		32	6.46
64IOB52	COMPANY SUPPLY PROCEDURES: terminology, requisition, control, relief	2	0.40
	COMBAT LOGISTICS: platoon leader, company commander, battalion S-4 in combat logistics, mess procedures	2	0.40
		4	0.81
		36	7.27%
64IOB61	PORTABLE AND VEHICULAR FM RADIO EQUIPMENT: into to the sets, their care and expedient use	3	0.61
	RADIO SET AN/GRC-8: operation, use, field expedient techniques	3	0.61
		6	1.21

64IOB62	PLATOON WIRE COMMUNICATIONS: intro to the telephones, switchboard and the hot loop (TA-1, TA-312, SB-993)	3	0.61
64IOB63	SOI EXTRACTS: use and security of, communications security, authentication, brevity codes, panel codes	3	0.61
	RADIO TELEPHONE PROCEDURE: message preparation, sending and receiving, security, training	3	0.61
		6	1.21

		15	3.03%
64IOB74	PROBLEMS OF COMMAND IN TRAINING AND COMBAT: the leadership problem solving process, assumption of cmd, senior-sub relationships, chain of cmd, conditioning men for combat	4	0.81
	EXERCISE FOR COMBAT LEADERS: practical exercise to work the traits and principles of leadership	4	0.81
	TRAINLEAD FILM ORIENTATION: PE to present this leadership training vehicle	1	0.20
		9	1.82
64IOB70	LEADER'S REACTION COURSE: leadership practical exercise and examination	4	0.81
	LEADER'S REACTION COURSE COUNSELING: counseling of the individual by his instructor on results of the LRC	1	0.20
	STUDENT EVALUATIONS: squad peer ratings with instructor counseling	1	0.20
		6	1.21

		15	3.03%
64IOB81	RIFLE PLATOON TACTICS: live fire, mech plt in the attack, night attack, night relief and defense	26	5.25
	COMPANY TACTICS: employment of weapons platoon, battalion support units, company offensive tactics, armor in the attack, rifle company team in the attack, practical exercise, exam	48	9.70
	ARTILLERY FIRE SUPPORT	4	0.81
	RANGER ORIENTATION	1	0.20
	PISTOL CAL .45, HAND GRENADES, CLAYMORE, PORTABLE FLAMETHROWER, M-4 BURSTER: introduction	4	0.81
	WEAPONS: night vision devices, night		

	firing, squad fire, field target firing, squad night assault firing, squad night, firing, M-60 mg firing, M-2 HB firing, firing with battlefield illumination. 3.5 in rocket launcher, 90mm recoilless rifle, 106mm RR, 81mm mortar, M-16 plotting board, mortar direct fire, field fire, night fire, exam	50	10.10
	COMMUNICATIONS: means and systems int the rifle company, airborne and mechanized como, reduced distance radio nets, extended distance radio nets, exam	10	2.02
	TECHNIQUES OF LOADING AND CONTROLLING ARMY HELICOPTERS	4	0.81
	FIELD MEDICAL SERVICE	1	0.20

		148	30.0%
64IOB92	PREPARATION OF PLATOON FIELD EXERCISES: planning, preparing, conducting small unit field exercises	4	0.81
64IOB93	COMBAT FIRST AID: training programs, self and buddy aid, psychological first aid, transportation	3	0.61
	MILITARY MEDICINE: military importance of disease and injury, psychological problems of modern warfare, hygiene methods, units and personnel	2	0.40
		5	1.01
64IOB94	COMBAT INTELLIGENCE: purpose, value, use of intel, terrain and weather	3	0.61
64IOB95	MILITARY JUSTICE: disposition of offender, evidence, article 15	2	0.40
64IOB96	INTRODUCTION TO PERSONNEL: company and battalion personnel/ organization	1	0.20
	PERSONNEL PROCEDURES: classification and assignment, MOS, physical profile, evaluation system, records, personnel affairs	3	0.61
	MORNING REPORTS, DUTY ROSTER, SICK CALL: sick slip, duty roster, report	3	0.61
		7	1.41
64IOB97	PHYSICAL TRAINING: intro, practice, test	11	2.22
	DRILL AND COMMAND: company retreat	2	0.40
		13	2.63

64IOB98	THE CHINESE AND SOVIET ARMIES:	1	0.20
64IOB99	INPROCESSING AND ORIENTATION	28	5.66
	COMMANDANT'S TIME	16	3.23
	OPEN TIME	19	3.84
	OUTPROCESSING	8	1.62
		71	14.34
64IOB901	BATTALION ORGANIZATION: the ROAD division down to the battalion level	1	0.20
64IOB904	CODE OF CONDUCT TRAINING: 2 hour class and 15 hour pe of POW camp an escape and evasion	17	3.43
64IOB907	STAFF ORGANIZATION: role, organization of unit staff officers	1	0.20
64IOB908	INSPECTIONS: one hour class and 2 hours of pe	3	0.6
64IOB90	MISC SUBJECTS EXAMINATION	1	0.20
	INFANTRY SCHOOL MILITARY STAKES: final exam on all aspects of the course.	5	1.01
	MILITARY KNOWLEDGE SURVEY TEST: diagnostic test of general military knowledge at the start of the course	3	0.61
		9	1.82
		=====	
		137	27.68%
		=====	
		495	100%

APPENDIX E

APPENDIX E

1968 INFANTRY OFFICER'S BASIC COURSE

<u>TOPIC NUMBER</u>	<u>TITLE/ DESCRIPTION</u>	<u>EMPHASIS</u>	
		hours	percent
68IOB11	TERRAIN ASSOCIATION AND LAND		
	NAVIGATION: features, contours,		
	practical exercise	7	1.27
	NIGHT NAVIGATION: pe	4	0.73
	ADVANCE LAND NAVIGATION: pe using		
	difficult terrain, use of photos	4	0.73
	EXAM	4	0.73
		19	3.45
68IOB12	HAND TO HAND COMBAT	5	0.91
68IOB13	ARTILLERY FIRE SUPPORT: call for fire,		
	target location, adjust fire	4	0.73
68IOB14	FIELD ENGINEERING TECHNIQUES: camouflage,		
	basic obstacles, expedient lifting		
	techniques, bridge classification	3	0.54
68IOB15	MINE WARFARE	4	0.73

		35	6.35%
68IOB21	RIFLE MARKSMANSHIP AND QUICK KILL		
	TRAINING: on M-14, M-16, use of air		
	rifle training, battlesight	7	1.27
	TARGET DETECTION	2	0.36
		9	1.63
68IOB22	BAYONET FIGHTING	4	0.73
	PUGIL TRAINING	1	0.18
		5	0.91
68IOB23	FAMILIARIZATION WITH M-60 MACHINEGUN	3	0.45
68IOB25	INTRODUCTION TO THE 90MM, 106MM,		
	M-72, AND ENTAC ATGM	6	1.09
	NEW DEVELOPMENTS IN ANTITANK WEAPONS	1	0.18
		7	1.27
68IOB26	40MM GRENADE LAUNCHER M-79	2	0.36

68IOB20	EXAM	2	0.36

		28	5.08%
68IOB31	FUNDAMENTALS OF PLATOON OFFENSIVE OPERATIONS: control measures, troop leading procedures, estimate of the situation, operations orders	3	0.54
	FUNDAMENTALS OF PLATOON DEFENSIVE OPERATIONS: control measures, plan of the defense, types, preparation of the platoon defensive operations order	3	0.54
	COMBAT FORMATIONS, BATTLE DRILL, AND SECURITY DURING MOVEMENT: squad and pltn in the advance, flank and rear guard, counter guerrilla operations, response to the situation	6	1.09
	RIFLE PLATOON IN THE ATTACK OF A FORTIFIED POSITION: control, use of special equipment	6	1.09
	RIFLE PLATOON OF THE FORWARD RIFLE COMPANY IN DEFENSE: defense of the FEBA, COP, and perimeter	6	1.09
	CONDUCT OF THE DEFENSE, RIFLE PLATOON: map board practical exercise	4	0.73
	EXAM	4	0.73
		32	5.81
68IOB33	BATTLEFIELD PATROLLING TECHNIQUES: individual and group techniques	2	0.36
	FUNDAMENTALS OF PATROLLING: planning, preparation and conduct application to guerrilla warfare	13	2.36
	TECHNIQUES OF RECONNAISSANCE: area and point, orders, information, application to counter guerrilla operations	2	0.36
	SURVIVAL AND EVASION: principles, psychological aspects and expedient devices	2	0.36
	PATROL BASES: purposes, selection, movement to, occupation, counter-ambush techniques	4	0.73
	EXAM	1	0.18
		24	4.36
68IOB30	INTRODUCTION TO INTERNAL DEFENSE AND DEVELOPMENT: nature of insurgency, US response, organizational concepts	1	0.18
	PSYCHOLOGICAL OPERATIONS/ MILITARY CIVIC ACTION AND THE US ADVISOR: role of the US advisor in counter guerrilla		

	operations. nature of the conflict	3	0.54
	COUNTERGUERRILLA OPERATIONS: unit tailoring. rules of engagement. strike control. coordination with host nation	3	0.54
	THE RIFLE PLATOON IN COUNTERGUERRILLA OPERATIONS: tactical convoy. infiltration. perimeter defense. cordon and search. pursuit using helicopters	27	4.90
		34	6.17
		90	16.33%
68IOB41	SURVIVAL IN CBR ENVIRONMENT: effects, character, detection, ind protective equipment, self/buddy aid. decontamination	2	0.36
68IOB44	RADIOLOGICAL DEFENSE: protection against residual radiation. monitoring. reports	1	0.18
	NUCLEAR WEAPONS EMPLOYMENT: current delivery systems. security. effects and protection	1	0.18
		4	0.73
68IOB46	USE OF NON-LETHAL CHEMICAL AGENTS: use in Vietnam of herbicides. riot agents. delivery means. lessons learned	2	0.36
		6	1.09%
68IOB51	VEHICLE RECOVERY AND EXPEDIENTS: wheeled and tracked. includes pe	3	0.45
	SUPERVISION OF DRIVER SERVICES: records. preventive maintenance. pm indicators	1	0.18
	PLATOON MAINTENANCE RECORDS: the Army system of maintenance. records	3	0.45
	SUPERVISION OF PLATOON MAINTENANCE: development and supervision of	2	0.36
	REPAIR PARTS SUPPLY: establishment. maintenance and supervision at the organizational level	2	0.36
	VEHICLE INSPECTION TECHNIQUES: techniques. procedures	2	0.36
	MATERIAL READINESS: equipment service-ability criteria. records	2	0.36
	VEHICLE SERVICES AND INSPECTIONS	4	0.73
	EXAM	1	0.18
		20	3.63%
68IOB52	SUPPLY PROCEDURES: terminology. control. procurement. mess management. duties and		

	responsibilities of the platoon leader	2	0.36
68IOB50	LOGISTICS IN VIETNAM: airmobile support. systems of supply and maintenance	2	0.36
		24	4.36%
68IOB61	FM RADIO SETS: familiarization, preventive maintenance	3	0.45
	FIELD RADIO OPERATION: siteing, antennas	4	0.73
	field expedients	2	0.36
	RADIO SET AN/GRC-8	2	0.36
	RADIO SET AN-PRC-74	11	2.00
68IOB62	WIRE COMMUNICATIONS: capabilities and limitations, hot loop	1	0.18
68IOB63	SOI EXTRACTS AND COMMUNICATIONS SECURITY: authentication, codes, jamming	2	0.36
68IOB60	PROCEDURE LABORATORY: pe sending/ -receiving security, unit training	3	0.45
	EXAM	1	0.18
		4	0.73
		18	3.27%
68IOB74	CONCEPT OF LEADERSHIP AND LEADERSHIP PROBLEMS: development of ability, traits and principles, actions and orders, supervision, morale, esprit, discipline, assumption of command, leadership in Vietnam, development of morale fiber	2	0.36
	LEADERSHIP PROBLEMS OF COMMAND: selection of subordinates for promotion and command, mental and physical conditioning for combat, fear, panic and firepower	3	0.45
	EXERCISE FOR LEADERS IN GARRISON AND TRAINING SITUATIONS: case histories in rewards and punishments, personnel problems and relations with NCOs	3	0.45
	EXERCISE FOR LEADERS IN COMBAT: case histories from Vietnam, technical competence, traits and principles	3	0.45
		11	2.0
68IOB70	LEADER'S REACTION COURSE:	4	0.73
	EXAM	1	0.18
	PEER RATING	1	0.18

PLATOON ADVISOR RATING

1	0.18
7	1.27

18	3.27%

68IOB81	COMPANY TACTICAL OPERATIONS: rifle company organization, equipment, offensive/defensive fundamentals, retrograde operations	4	0.73
	RIFLE PLATOON IN THE ATTACK (LIVE FIRE)	6	1.09
	MECH RIFLE PLATOON IN THE ATTACK	6	1.09
	RIFLE PLATOON IN THE NIGHT ATTACK	8	1.45
	TANK COMPANY TEAM, OFFENSIVE OPERATIONS	4	0.73
	RIFLE COMPANY IN ATTACK	7	1.27
	RIFLE PLATOON IN NIGHT RELIEF AND DEFENSE	8	1.45
	RIFLE COMPANY IN DEFENSE	4	0.73
	RIFLE COMPANY IN PERIMETER DEFENSE AND RETROGRADE OPERATIONS	6	1.09
	RIFLE COMPANY FTX	24	4.36
	RIFLE COMPANY OPERATIONS IN VIETNAM	4	0.73
	RIFLE COMPANY AIRMOBILE OPERATIONS	4	0.73
	EMPLOYMENT OF ARMED HELICOPTERS	2	0.36
	AIRMOBILE PLANNING	2	0.36
	ARTILLERY FIRE PLANNING	2	0.36
	DEMOLITION TECHNIQUES	3	0.54
	STREAM CROSSING TECHNIQUES	2	0.36
	AIR FORCE OPERATIONS: tactical support, air-ground operations	3	0.54
	FIELD TRIPS AND DEMONSTRATIONS: combined arms team in the attack and defense	3	0.54
	PATROLLING: specialized techniques, long range reconnaissance patrolling	50	9.07
	IN FLIGHT NAVIGATION	3	0.54
	RIFLE COMPANY COMMUNICATIONS	1	0.18
	WEAPONS TRAINING: squad fire(8), MG (4), mortar 81MM (18), grenades, flamethrower, claymore, (4), into to 4.2 in mortar (1)		
	NIGHT VISION DEVICES	5	0.91
	READEYE WEAPONS SYSTEM	1	0.18
	RANGER ORIENTATION	1	0.18
	EXAM	2	0.36

		165	29.95%

68IOB92	TRAINING MANAGEMENT: principles, techniques, training schedule, supervision operational readiness training	2	0.36
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68IOB93	COMBAT FIRST AID: training tips, review		
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	of fundamentals. transportation	3	0.54
	MILITARY HEALTH: disease and war. psycho- logical aspects. prevention	2	0.36
	MALARIA PREVENTION: conarc requirement	1	0.18
		6	1.09
68IOB94	COMBAT INTELLIGENCE: basic principles. collection and reporting, shellreps. POWs. SAEDA	3	0.54
68IOB95	MILITARY JUSTICE: disposition of offenders. charges. article 15	2	0.36
68IOB96	PERSONNEL MANAGEMENT AND THE RESPONSIB- ILITIES OF THE PLATOON LEADER: classifi- cation. evaluation. assignment. reduction and elimination	3	0.54
68IOB97	PHYSICAL TRAINING	8	1.45
	PHYSICAL FITNESS TESTING: orientation	1	0.18
	BARRACKS INSPECTION	1	0.18
	IN RANKS INSPECTION	1	0.18
	PHYSICAL COMBAT PROFICIENCY TEST	6	1.09
		17	3.09
68IOB98	GUERRILLA WARFARE: organization. tactics and techniques of guerrilla movements	2	0.36
	VIETNAM PANEL: panel of officers to clarify US operations and Viet Cong tactics in Vietnam	2	0.36
		4	0.73
68IOB99	INPROCESSING	24.5	4.45
	OUTPROCESSING	8	1.45
	ORIENTATION/ OPENING	1	0.18
	INFANTRY MAGAZINE	0.5	0.09
	COMMANDANT'S TIME	20	3.63
	OPEN TIME	26	4.72
	EQUIPMENT MAINTENANCE	7	1.27
		87	15.79
68IOB900	INTRODUCTION TO THE ARMY'S READINESS PROGRAM: concept. terms. reporting	1	0.18
68IOB901	INTRODUCTION TO ARMY AVIATION: mission. organization. capabilities and tactical employment	1	0.18
	ARTILLERY ORGANIZATION AND FUNDAMENTALS	2	0.36
	FIELD MEDICAL SERVICE: battalion medical support. organization and procedures	1	0.18
		4	0.73

68IOB907 STAFF FUNCTIONS. PROCEDURES. DIVISION
ORGANIZATION: coordination and relation-
ship with units. major units organic to
the division

2	0.36
=====	
131	23.78%
=====	
551	100%

APPENDIX F

APPENDIX F

TRANSPORTATION OFFICERS COURSE 1944

GENERAL ORIENTATION AND COMMON CORE

<u>TOPIC NUMBER</u>	<u>NAME/ DESCRIPTION</u>	<u>EMPHASIS</u>	
		hours	percent
44TOC52	UNIT SUPPLY intro	2	0.52
	LOGISTICS AND SUPPLY intro	5	1.3
	UNIT SUPPLY principles, procedures and functions	10	2.6
		17	4.43
44TOC70	FACTORS IN MORALE part of combat orientation	1	0.26
	FEAR AND MENTAL PREPARATION FOR COMBAT part of combat orient	1	0.26
		2	0.52
44TOC83	TRANS IN THEATER OPERATIONS	3	0.78
	TC ORGANIZATION, MSN, UNITS	18	4.68
	PACKING, CRATING AND MARKING	16	4.17
	FOREIGN TERMS AND MEASURES	5	1.3
		42	10.94
44TOC92	METHODS OF INSTRUCTION	6	1.56
		6	1.56
44TOC93	FIRST AID teaching first aid, wounds fractures, transportation, frostbite shock, poisons, heatstroke	4	1.04
	CONTROL OF MALARIA	4	1.04
	SANITATION	6	1.56
		14	3.65
44TOC96	CO ADMIN mess, property, personnel, records, reports.	2	0.52
	CO ADMIN service records, duty roster, daily sick report, co funds	4	1.04
		6	1.56
44TOC97	PT general orientation	3	0.78
	D&C general orientation	2	0.52
	PT common core	21	5.47
	D&C common core	14	3.65
		40	10.41

44TOC98	FASCISM vs DEMOCRACY	1	0.26
44TOC99	INTRODUCTION	1	0.26
	COMMANDANT'S TIME	14	3.65
		15	3.91
44TOC900	THE NEW AND IT'S SIGNIFICANCE	1	0.26
	RUMOR IN WAR	1	0.26
	PROPAGANDA	1	0.26
	KNOW YOUR ALLIES	1	0.26
		4	1.04

		86	22.4

SPECIAL ORIENTATION

44TS11	MAP/AERIAL PHOTO READING REVIEW	5	1.22
44TS83	ORIENTATION TO COURSE	1	0.24
	LOGISTICS THEORY/OPS	3	0.73
	ORGANIZATION TC	2	0.49
	TC ZONES & DISTRICTS	2	0.49
	ORG OF THEATER OPERATIONS	2	0.49
	PORTS OF EMBARKATION	13	3.16
	TC AT POSTS, CAMPS, & STATIONS	1	0.24
	UTILIZATION OF MANPOWER	1	0.24
	TOUR OF PORT OF NEW ORLEANS	18	4.38
	TC UNITS toe, depots hhc etc.	15	3.65
		56	13.6
44TS94	SECURITY AND SECRECY	3	0.73
44TS97	PT	3	0.73
44TS99	COMPREHENSIVE EXAM	2	0.49
	COMMANDANT'S TIME	2	0.49
		4	0.97
44TS901	ORG OF ARMY SERVICE FORCES/ US ARMY	2	0.49

		75	18.25%

		153	100%

APPENDIX G

APPENDIX G

1949 TRANSPORTATION CORPS OFFICER'S BASIC COURSE

TOPIC NUMBER	TITLE/ DESCRIPTION	EMPHASIS	
		hours	percent
49TOC11	INTRODUCTION TO MAP READING: sources, marginal data, coordinates, symbols, scales, pe	2	0.24
	ANGULAR MEASUREMENT AND LOCATION OF POINTS: use of protractor, compass, declination diagrams, pe	2	0.24
	COORDINATES AND VISIBILITY: polar coordinates, thrust lines, relief, slopes and profiles, pe	2	0.24
	PACE AND STRIDE SCALE: pe	1	0.12
	AERIAL PHOTOGRAPHS: types, sources, pe	2	0.24
	STEREOVISION: orient, elevation, pe	2	0.24
	COMBINING PHOTOS AND MAPS: pe	1	0.12
	FIELD EXERCISE: pe	2	0.24
	TERRAIN ANALYSIS: application to offense and defense, importance to mil ops	2	0.24
	EXAM	2	0.24

		18	2.14%
49TOC21	WEAPONS FAMILIARIZATION: weapons of the Infantry regiment, discussion and demonstration of weapons usually in the hand of TC units in the rear.	2	0.24
	M-1 RIFLE: d&a, functioning, safety	2	0.24
	M-2 CARBINE	2	0.24
	SIGHTING AND AIMING EXERCISES	2	0.24
	SLINGS AND POSITIONS: applications and firing	4	0.48
	TRIGGER SQUEEZE: bass system, follow through, calling the shot	2	0.24
	SUSTAINED FIRE EXERCISES: 1 and 9 round sequence and rapid positions	2	0.24
	CADENCE EXERCISE: development of timing	2	0.24
	WIND AND SIGHT CHANGES: effects of wind, rules, use of score book	2	0.24
	RECORD FIRE: kd fire	8	0.95
		28	3.33
49TOC20	CARE AND CLEANING OF THE M-1 RIFLE AND M-2 HB .50 CAL MACHINEGUN	2	0.24

	.45 CAL PISTOL M1911A1	2	0.24
	FAMILIARIZATION FIRE WITH M-2 HB .50		
	CAL MG	8	0.95
		12	1.43

		40	4.76%
49TOC31	FUNDAMENTALS OF ATTACK: TACTICS.		
	TECHNIQUES AND SUPPORTING ARMS: doctrine		
	and missions of the several arms in		
	offensive combat	4	0.48
	FUNDAMENTALS OF THE DEFENSE: principles,		
	tactics, techniques, use of supporting		
	arms	4	0.48
	TUTORIAL	3	0.36
	EXAM	2	0.24
		13	1.55
49TOC32	OPERATIONS ORDERS AND MARCH ORDERS:		
	techniques of preparation	5	0.60
49TOC37	PROTECTION AGAINST GROUND ATTACK: defense		
	and security of the rear area. local		
	defense, aids and measures, responsib-		
	ilities of the commander	2	0.24

		20	2.38%
49TOC44	RADIOLOGICAL DEFENSE: hazards, defensive		
	measures, atomic effects, decontamination,		
	training, tactical implications	4	0.48
49TOC45	BIOLOGICAL WARFARE: potential	2	0.24

		6	0.71%
49TOC51	DRIVER RESPONSIBILITY: maint	1	0.12
	DRIVER MAINTENANCE: scheduling,		
	requirements, maint order	1	0.12
	UNIT MAINTENANCE: forms, rqmts	2	0.24
	UNIT MAINTENANCE: pe	4	0.48
	AUTOMOTIVE TROUBLE SHOOTING: diasis	4	0.48
	MOTOR VEHICLE INSPECTIONS	1	0.12
	MOTOR VEHICLE SUPPLY	2	0.24
	MOTOR VEHICLE ADMIN SUPPLY: pe	1	0.12
	EXAM	2	0.24
	THE DRIVER TRAINING PROGRAM	2	0.24
	DRIVER SELECTION AND TESTING	2	0.24
	HAND SIGNALS. RULES OF THE ROAD. FETY	1	0.12
	BASIC DRIVER FAMILIARIZATION	4	0.48
		27	2.38

49TOC52	PROPERTY ACCOUNTABILITY AND RESPONSIBILITY		
	defined, applied to individuals	1	0.12
	UNIT SUPPLY RECORDS AND TRAINING UNIT		
	SUPPLY PERSONNEL:	2	0.24
	REQUISITIONING, SHIPMENT AND RECEIPT:		
	forms, documents and handling	3	0.36
	REPORTS OF SURVEY: preparation	1	0.12
	EXAM	2	0.24
	CLASSES OF SUPPLY	1	0.12
		<u>10</u>	<u>1.19</u>
49TOC50	RESPONSIBILITIES FOR MAINTENANCE AND SUPPLY		
	DISCIPLINE: indoctrination of troops		
	and relation to combat	2	0.24
		<u>39</u>	<u>4.64%</u>
49TOC61	VOICE PROCEDURE IN TRANSMISSION OF		
	MESSAGES: nets, prowords, phrases	1	0.12
49TOC63	SIGNAL SECURITY: cryptographic and trans-		
	mission security	1	0.12
	SIGNAL OPERATING INSTRUCTIONS AND		
	STANDING SIGNAL INSTRUCTIONS: purpose and		
	use	2	0.24
	MESSAGE WRITING: preparation of	1	0.12
		<u>5</u>	<u>0.60</u>
49TOC60	COMMUNICATIONS RESPONSIBILITY OF		
	COMMANDERS AND STAFF OFFICERS:	1	0.12
	AGENCIES AND MEANS OF SIGNAL COMMUNICATION:		
	both Army specific and joint	2	0.24
	COMMUNICATIONS IN THE INFANTRY BATTALION		
	AND REGIMENT:	2	0.24
	MAINTENANCE AND PROTECTION OF SIGNAL		
	EQUIPMENT: in jungle, arctic, desert,		
	amphibious, airborne operations	1	0.12
	INSTALLATION OF RADIO AND WIRE EQUIPMENT:		
	pe on typical command system	4	0.48
	EXAM	1	0.12
		<u>11</u>	<u>1.31</u>
		<u>17</u>	<u>2.02%</u>
49TOC74	BASIC RESPONSIBILITIES: commandant's		
	introduction	1	0.12
	UNIT LEADERSHIP PROBLEMS: pe using		
	company level probs	2	0.24
		<u>3</u>	<u>0.36</u>

49TOC77	ENVIRONMENTAL FACTORS: tour of the housing and mess of a unit to illustrate aids to morale and welfare	2	0.24
49TOC70	THE LEADER AND MILITARY PSYCHOLOGY: traits and attributes, psychoneurosis, adjustment, personality structure	2	0.24
	TECHNIQUES OF PROBLEM SOLVING: conditions of the problem, analysis of mission, diagraming, simplicity, budgeting time	1	0.12
	EXAM	1	0.12
		9	1.07%
49TOC83	SPECIAL LEADERSHIP PROBLEMS: special problems in the road, rail and marine areas	2	0.24
	TRANSPORTATION INTELLIGENCE: importance, the TC intelligence mission	2	0.24
	RAILROAD INTELLIGENCE: types and sources of information required	1	0.12
	MARINE INTELLIGENCE: types and sources of intelligence required	1	0.12
	HIGHWAY INTELLIGENCE: types and sources of intelligence required	1	0.12
	THEATER OF WAR: org of the ZI, theater, communications zone, combat zo	1	0.12
	EMPLOYMENT OF ARMOR: fundamentals of tank warfare, organization and attack formation, communications and support	2	0.24
	REINFORCED RIFLE BATTALION IN THE ATTACK: from occupation of assembly area, to the final objective	4	0.48
	REINFORCED RIFLE BATTALION IN THE DEFENSE: map exercise, location and mission of the elements, the fire plan, conduct of the defense	6	0.71
	AMPHIBIOUS OPERATIONS: planning, responsibilities, phases, function of the Engineer Special Brigade	4	0.48
	ORGANIZATION AND UTILIZATION OF THE UNITED STATES AIR FORCE: general, strategic and tactical airlift, air recon, troop carrier command and the military air transport service, air ground operations service, exam	8	0.95
	SOURCES OF SUPPLY AND DEPOTS: military procurement, storage, issue, the tc depot company	2	0.24
	SUPPLY AND PROPERTY: property disposal, stock control, stock records, storage	6	0.71

TRANSPORTATION LOGISTICS: division services. admin orders. FM 101-10. supply trans by class	9	1.07
OVERSEAS SUPPLY: responsibilities. packing and marking. requisitioning. shipping exam	9	1.07
ORGANIZATION AND FUNCTION OF THE TRANSPORT CORPS IN THE TRANSPORTATION NET: the TC org. relation to the DA staff. movements. post/ camp/ station TO. the port of embarkation. the transportation net. use of the net. pe. exam	18	2.14
MILITARY PASSENGER MOVEMENTS IN CONUS		
USING COMMERCIAL TRANSPORTATION:	22	2.62
FREIGHT MOVEMENTS IN CONUS	35	4.17
MOVEMENTS IN THE THEATER OF OPERATIONS	25	2.98
AIR TRANSPORT	35	4.17
LOGISTICAL SUPPORT FOR TRANSPORTATION OPERATIONS	16	1.91
ORGANIZATION AND FUNCTION OF THE HIGHWAY TRANSPORT SERVICE	8	0.95
PRODUCTION LINE MAINTENANCE	1	0.12
ORGANIZATION AND OPERATION OF MOTOR POOLS	4	0.48
TRAFFIC OPERATIONS AND REGULATIONS	10	1.19
AMPHIBIOUS TRUCK OPERATIONS	15	1.79
PRINCIPLES OF EFFICIENT RAILWAY OPERATION	37	4.40
MILITARY RAILWAY IN THE THEATER	28	3.33
WATER TRANSPORT SERVICES IN THE Z.I.	16	1.9
CARGO PLANNING AND DOCUMENTATION	26	3.10
WATER TRANSPORTATION SERVICES IN THEATER	24	2.86
STEVEDORE OPERATIONS	36	4.29
COMBINED TECHNICAL SERVICE MAP MANEUVER	40	4.76
	454	54.05%

49TOC92	MILITARY TRAINING: purpose. policies for preparation. management and conduct. subjects and phases	1	0.12
	MOBILIZATION TRAINING: mob training for tc units. mtp's. training policy	1	0.12
	TRAINING PROGRAMS. SCHEDULES. ESTIMATES: nature. content. preparation. schedules and estimates in the company and bn	6	0.71
	TRAINING INSPECTIONS. SUPERVISION AND TRAINING: purpose and methods	1	0.12
	EXAM	1	0.12
	RANGE MANAGEMENT: procedures. safety. commands. pit procedures	1	0.12
	THE INSTRUCTOR: traits. group control.		

	development of interest	1	0.12
	EFFECTIVE SPEAKING: platform presence, good speech, interest	1	0.12
	METHODS OF PRESENTATION: means, adv and disadvantages	1	0.12
	USE OF TRAINING AIDS: purpose, types, use	1	0.12
	PRACTICE INSTRUCTION	5	0.60
	REVIEW	1	0.12
		21	2.50
49TOC93	PRINCIPLES OF FIELD SANITATION: necessity, camp siteing, disposal of waste	1	0.12
	WATER SUPPLY IN THE FIELD: requirements, contaminations, methods to obtain	1	0.12
	PREVENTIVE MEDICINE: hygiene, public health, venereal disease, barracks, feet	1	0.12
		3	0.36
49TOC94	OPERATION OF COMBAT INTELLIGENCE: importance to nation, phases in production and use	1	0.12
	SOURCES OF INFORMATION: avail to S-2	1	0.12
	INTELLIGENCE AGENCIES: capabilities and limitations	1	0.12
	STUDY OF TERRAIN AND WEATHER	1	0.12
	AIR AND GROUND RECONNAISSANCE: principles, capabilities and limitations	1	0.12
	PROCESSING OF INFORMATION: collation, evaluation, interpretation	2	0.24
	DISSEMINATION: means and methods	1	0.12
	ENEMY CAPABILITIES: S-2 estimate	1	0.12
	INTELL ESTIMATE: form and preparation	1	0.12
	EEI AND COLLECTION PLAN: definition, purpose, form	1	0.12
	COUNTERINTELLIGENCE: principles, info security	1	0.12
	TECHNICAL INTELLIGENCE: agencies, processing, responsibilities	2	0.12
	EXAM	2	0.24
		16	1.91
49TOC95	INTRO TO MILITARY LAW: art of war, manual for courts martial, jurisdiction	1	0.12
	APPOINTING AUTHORITIES: appointment of trial advocates, defense counsels, summary court officers, court members	1	0.12
	OFFENSES: requirement of proof, military		

	offenses. punishments	2	0.24
	RULES OF EVIDENCE: gathering. documentary evidence. witnesses. stipulations. privileged and non-privileged commo	2	0.24
	COMPANY PUNISHMENT: AW 104. who may be punished. records	1	0.12
	ARREST AND CONFINEMENT BEFORE TRIAL: methods. status of the confined. swearing. to charges. investigation	1	0.12
	PREPARATION OF THE CHARGE SHEET: charges and specifications. statements	1	0.12
	PERSONNEL OF THE COURT: duties of each member	1	0.12
	TRIAL PROCEDURE: assembling. swearing. pleas. motions. questioning. findings. sentencing. records	1	0.12
	REVIEW OF TRIALS: Army system. actions on records	1	0.12
	MOCK TRIAL: participation	3	0.36
	EXAM	2	0.24
		17	2.02
49TOC96	ENLISTED EFFICIENCY REPORTS: prep	1	0.12
	GOALS OF PERSONNEL MANAGEMENT: principles. DA policy	1	0.12
	PRINCIPLES OF ORGANIZATION AND ADMINISTRATION: application to small units	1	0.12
	ENLISTED PROMOTION AND CAREER PLAN: fields. grades. promotions. demotions	1	0.12
	FOOD SERVICE PROGRAM: the system	1	0.12
	RATION TYPES AND DISTRIBUTION	1	0.12
	MESS OPERATION IN GARRISON AND FIELD	1	0.12
	NUTRITION. MASTER MENU AND THE COOK'S WORKSHEET	1	0.12
	FOOD PREPARATION	1	0.12
	INSPECTION AND STORAGE OF SUBSISTENCE	1	0.12
	MESS INSPECTION	1	0.12
	EXAM	2	0.24
		13	1.55
49TOC97	PHYSICAL TRAINING	42	5.0
49TOC99	COMMANDANT'S TIME	42	5.00
	HOLIDAYS	16	1.91
		58	6.91
49TOC901	ORGANIZATION OF THE ARMED FORCES: NSA 47 org of type corps and army	1	0.12
	ORG OF THE INFANTRY. ARMORED. AND AIR-BORNE DIVISIONS: equip. capabilities and		

limitations	6	0.72
EXAM	1	0.12
DUTIES WITH CIVILIAN COMPONENTS: history, organization, function of the Organized Reserve, National Guard, Reserve Officer Training, Corps, function of the Transportation School in civilian components		
	1	0.12
ROLE OF THE ARMY: key west agreements, role of the national military establishment, role of the army		
	1	0.12
	10	1.19
49TOC903 TERMINOLOGY AND ELEMENTS OF CONVOYS:		
basic elements of supply convoys and troop movements	1	0.12
TYPES OF CONVOYS: close, open and infiltration		
	1	0.12
HIGHWAY MAP READING	1	0.12
INTERNAL ADMINISTRATION: refueling, halts, messing, maintenance		
	1	0.12
ORG. CONTROL AND DUTIES OF PERSONNEL	1	0.12
CONVOY PLANNING: field exercise	6	0.71
EXAM	2	0.24
	12	1.43
49TOC905 MILITARY COURTESIES. HONORS. CUSTOMS OF THE MILITARY SERVICE: ceremonies, saluting, the flag, naval courtesies		
	1	0.12
49TOC907 S-1 GENERAL DUTIES: battalion and regimental organization		
	1	0.12
DUTIES OF THE SPECIAL STAFF: chaplain, adjutant, IG, JAG		
	1	0.12
ORGANIZATION FOR ADMINISTRATION: elements of a TO and E unit		
	1	0.12
ORGANIZATION OF A PERSONNEL SECTION: battalion S-1 section organization		
	1	0.12
DUTIES OF THE PIO: the public information program as applied to small units		
	1	0.12
EXAM	2	0.24
PRINCIPLES OF STAFF ORGANIZATION: types and composition of staffs, relations to other staffs, staff duties		
	1	0.12
STAFF ACTION AND PROCEDURES: responsibilities, authority, estimates, coordination, planning		
	2	0.24
STAFF WRITING: brevity and completeness	2	0.24
THE SOP: values and forms	1	0.12

REVIEW	2	0.24
EXAM	<u>1</u>	<u>0.12</u>
	16	1.91
49TOC900 SAFETY: causes/ prevention of accidents, training, battlefield safety	2	0.24
CIVIL AFFAIRS AND MILITARY GOVERNMENT: rules, definitions, policy, responsi- bilities of small unit leaders	2	0.24
ARMY COST ACCOUNTING: purposes, organ. scope of program, relation to the operating unit	1	0.12
CROWD AND MOB PSYCHOLOGY: mob and crowd activation, control	1	0.12
THE LEGAL AUTHORITY FOR USE OF FEDERAL TROOPS IN CIVIL DISTURBANCES: AR 500-50, posse comitatus act, liability	1	0.12
APPLICATION OF FORCE AND RIOT DUTY FORMATIONS: priorities in application of force, squad to company formations	2	0.24
TROOP INFORMATION PROGRAM: weekly talks on subject of current general or professional interest	<u>21</u>	<u>2.50</u>
	30	3.57
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	240	28.57%
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	840	100%

APPENDIX H

APPENDIX H

1950 TRANSPORTATION OFFICER BASIC COURSE

TOPIC NUMBER	TITLE/ DESCRIPTION	EMPHASIS	
		hours	percent
50TOC11	INTRODUCTION TO MAP READING	2	0.24
	MAP READING: ANGULAR MEASUREMENT	2	0.24
	ORIENTATION, LOCATION OF POINTS.		
	PREPARATION OF OVERLAYS: first		
	two broken out of old 2 hour class		
	overlays new addition	2	0.24
	MAP READING: COORDINATES: another		
	break out of an old class	2	0.24
	ELEVATION, RELIEF AND VISIBILITY:		
	third breakout of old 2 hr class	2	0.24
	AERIAL PHOTOGRAPHS	2	0.24
	USING PHOTOS WITH MAPS	2	0.24
	STEREOVISION	1	0.12
50TOC21	TERRAIN ANALYSIS	2	0.24
	EXAM	2	0.24

		19	27%
	US RIFLE CAL 30: intro	2	0.24
	US CARBINE CAL 30	1	0.12
	SIGHTING AND AIMING EXERCISES: align-		
	ment, picture	1	0.12
	SLINGS AND POSITIONS: firing	2	0.24
	TRIGGER SQUEEZE	1	0.12
	SUSTAINED FIRE EXERCISES	1	0.12
	CADENCE EXERCISE	2	0.24
	WIND AND SIGHT CHANGES	2	0.24
50TOC20	RANGE MANAGEMENT	1	0.12
	RECORD FIRE	8	0.96
		21	2.51
	WEAPONS: capabilities, dispositions		
	of the weapons of the infantry rgmt	2	0.24
	WEAPONS CLEANING	2	0.24
	M1911 .45 CAL PISTOL	1	0.12
	FAMILIARIZATION FIRE	7	0.84
		12	1.44

		33	3.95%
50TOC31	FUNDAMENTALS OF THE ATTACK: TACTICS.		

TECHNIQUES AND SUPPORTING ARMS	4	0.48
FUNDAMENTALS OF THE DEFENSE: THE		
SUPPORTING ARMS IN THE DEFENSE	4	0.48
	8	0.96
50TOC32 COMBAT ORDERS: operations and march order preparation and map exercise	6	0.72
50TOC37 PROTECTION AGAINST GROUND ATTACK	2	0.24
50TOC39 ANTIAIRCRAFT FIRE: theory, aa practice	1	0.12
50TOC30 PRINCIPLES OF WAR: application to Army tactics	1	0.12
	18	2.15%
50TOC44 RADIOLOGICAL DEFENSE	3	0.36
50TOC45 BIOLOGICAL WARFARE	2	0.24
	5	0.60
50TOC51 DRIVER RESPONSIBILITY: maint and admin	1	0.12
DRIVER MAINTENANCE	1	0.12
UNIT MAINTENANCE RESPONSIBILITY	2	0.24
UNIT MAINTENANCE	4	0.48
AUTOMOTIVE TROUBLE SHOOTING	4	0.48
MOTOR VEHICLE INSPECTION	2	0.24
MOTOR VEHICLE SUPPLY	2	0.24
MOTOR VEHICLE SUPPLY ADMIN EXERCISE	1	0.12
EXAM	1	0.12
DRIVER TRAINING	2	0.24
SELECTION AND TESTING	2	0.24
HAND SIGNALS, RULES AND SAFETY	1	0.12
BASIC DRIVING: pe	4	0.48
	27	3.23
50TOC52 PROPERTY ACCOUNTABILITY AND RESPONSIBILITY: unit and individual	1	0.12
UNIT SUPPLY RECORDS	2	0.24
REQUISITIONING, SHIPMENT AND RECEIPT	3	0.36
REPORTS OF SURVEY	1	0.12
EXAM	1	0.12
CLASSES OF SUPPLY	1	0.12
	9	1.08

50TOC50	RESPONSIBILITIES FOR MAINTENANCE AND SUPPLY ECONOMY	2	0.24
		38	4.55%
50TOC61	VOICE PROCEDURE, TRANSMISSION OF MESSAGES	2	0.24
50TOC63	SIGNAL SECURITY	2	0.24
	SIGNAL OPERATING INSTRUCTIONS AND STANDING SIGNAL INSTRUCTIONS	2	0.24
	MESSAGE WRITING	2	0.24
		6	0.72
50TOC60	AGENCIES AND MEANS OF SIGNAL COMMUNICATIONS	2	0.24
	IDENTIFICATION AND PROTECTION OF SIGNAL EQUIPMENT	2	0.24
	FIELD EXERCISE: INSTALLATION OF RADIO AND WIRE EQUIPMENT	4	0.48
	EXAM	1	0.12
		9	1.08
		17	2.03%
50TOC71	STAFF WRITING:	2	0.24
50TOC74	BASIC RESPONSIBILITIES: commandant's introduction to the basic leadership responsibilities of a junior officer	1	0.12
	UNIT LEADERSHIP PROBLEMS: pe	2	0.24
		3	0.36
50TOC77	EFFICIENCY AND DISCIPLINE: def. need for in the army, developing discipline, building efficiency	1	0.12
50TOC70	THE LEADER AND MILITARY PSYCHOLOGY: leader traits and attributes, psychonurosis, adjustment	2	0.24
	EXAM	1	0.12
	TECHNIQUE OF SOLVING PROBLEMS	1	0.12
		4	0.48
		10	1.20%
50TOC83	SPECIAL LEADERSHIP PROBLEMS: TC	2	0.24
	leadership specific	2	0.24
	TRANSPORTATION INTELLIGENCE	1	0.12
	RAILROAD INTELLIGENCE	1	0.12
	MARINE INTELLIGENCE	1	0.12

HIGHWAY INTELLIGENCE	1	0.12
THEATER OF WAR	1	0.12
TACTICS: employment of armor, Infantry rifle battalion in the attack/ defense, amphibious operations	14	1.68
ORGANIZATION AND UTILIZATION OF THE AIR FORCE: org. strategic air ops, tactical air, air defense, reconnaissance	7	0.84
SUPPLY AND PROPERTY: sources and depots property disposal, stock control, accounting, storage, marking and packing for overseas shipments	11	1.32
TRANSPORTATION LOGISTICS: by class, division services, the administrative order, exam. supplying overseas theater	14	1.68
ORGANIZATION AND FUNCTION OF THE TRANSPORTATION CORPS: principles of movement	4	0.48
PORTS OF EMBARKATION AND THE TRANSPORTATION NET:	7	0.84
MILITARY PASSENGER AND FREIGHT MOVEMENTS IN CONUS: regulations, federal control agencies, national carriers, state control classifications, rates, passenger associations, costs, travel allowances, modes, schedules, requests, meals	65	7.78
TRANSPORTATION SERVICES IN THE THEATER	16	1.91
AIR TRANSPORTABILITY: history, supply, characteristics of aircraft, safety, planning, loading, computations, loading	34	4.07
LOGISTICS SUPPORT OF TRANSPORTATION OPERATIONS	16	1.91
ORGANIZATION AND FUNCTION OF THE HIGHWAY TRANSPORT SERVICE: units, org. vehicle maint, use	7	0.83
PRODUCTION LINE MAINTENANCE	1	0.12
ORGANIZATION AND OPERATION OF MOTOR POOLS	4	0.48
TYPES OF OPERATIONS AND HIGHWAY REGULATION: need for, documentation, short haul, long haul, arctic ops, map ex	15	1.79
AMPHIBIOUS TRUCK OPERATIONS: use of the DUKW	14	1.67
PRINCIPLES OF EFFICIENT RAILWAY OPERATION: org of american rail, field trip, safety, maintenance, signals, steam, diesel-electric, rolling stock, operations, exam	33	3.95

	MILITARY RAILWAY SERVICE: ORGANIZATION, FUNCTIONS, CAPABILITIES, AND OPERATIONS IN THE THEATER: theater ops, foreign rail, security, interruptions to service	32	3.83
	STAFF SUPERVISION AND FUNCTIONS OF WATER TERMINALS IN PORTS OF EMBARKATION: staff, vessel nomenclature, loading, planning, manifesting, exam	29	3.47
	TRANSPORTATION CORPS STAFF AGENCIES AND UNITS IN THEATER OPERATIONS: harbors and ports, terminal ops, warf management, equipment, hazardous cargo, fire fighting, harbor craft, inland waterways, field trip, stevedore ops	64	7.66
		395	47.25%
50TOC92	MILITARY TRAINING. GENERAL	1	0.12
	MOBILIZATION TRAINING	1	0.12
	TRAINING PROGRAMS, SCHEDULES, ESTIMATES	6	0.72
	TRAINING SUPERVISION	1	0.12
	TRAINING METHODS WITH RESERVE COMPONENTS	3	0.36
	THE INSTRUCTOR	1	0.12
	EFFECTIVE SPEAKING	1	0.12
	METHODS OF INSTRUCTION	1	0.12
	USE OF TRAINING AIDS	1	0.12
	PRACTICE TEACHING	5	0.60
	REVIEW	<u>1</u>	<u>0.12</u>
		22	2.63
50TOC93	PRINCIPLES OF FIELD SANITATION: necessity for and responsibility for, camp sites, space requirements, waste disposal	1	0.12
	WATER SUPPLY IN THE FIELD: requirements, dangers, methods of obtaining pure water	1	0.12
	PREVENTIVE MEDICINE: role responsibilities, disease control, venereal disease, public health organizations, care of feet	<u>1</u>	<u>0.12</u>
		3	0.36
50TOC94	OPERATION OF COMBAT INTELLIGENCE	1	0.12
	SOURCES OF INFORMATION	1	0.12
	INTELLIGENCE AGENCIES	1	0.12
	STUDY OF TERRAIN AND WEATHER	1	0.12
	AIR AND GROUND RECONNAISSANCE	1	0.12
	PROCESSING OF INFORMATION	2	0.24
	DISSEMINATION	1	0.12

	ENEMY CAPABILITIES	1	0.12
	INTELLIGENCE ESTIMATE	1	0.12
	EEI AND COLLECTION PLAN	1	0.12
	COUNTER INTELLIGENCE	2	0.24
	TECHNICAL INTELLIGENCE	1	0.12
	INTELLIGENCE TUTORIAL	1	0.12
	EXAM	<u>1</u>	<u>0.12</u>
		16	1.91
50TOC96	ENLISTED EFFICIENCY REPORTS	1	0.12
	GOAL OF PERSONNEL MANAGEMENT	1	0.12
	PRINCIPLES OF ORGANIZATION AND ADMINISTRATION	1	0.12
	ENLISTED PROMOTION AND CAREER PLAN	1	0.12
	EXAM	1	0.12
	FOOD SERVICE PROGRAM: purpose, scope, types of messes, methods of feeding, sources of supply	1	0.12
	RATIONS: TYPES, REQUISITION AND DISTRIBUTION: authority, ration rqmts, head-count, estimations	1	0.12
	MESS OPERATIONS IN FIELD AND GARRISON: serving in trains and trucks	1	0.12
	NUTRITION. MENUES. THE COOK'S WORKSHEET: food preferences, quality and quantity, kitchen management	1	0.12
	FOOD PREPARATION: of all types of food	1	0.12
	INSPECTIONS AND STORAGE OF SUBSISTENCE: sanitation, the veterinarian, refrigeration	1	0.12
	CENTRAL MEET CUTTING PLANT: purpose, personnel, equipment, capabilities	1	0.12
	ARMY BAKING: techniques, issue	1	0.12
	MESS INSPECTION: forms, guides, correction of defects	2	0.24
	EXAM	<u>1</u>	<u>0.12</u>
		16	1.91
50TOC97	PHYSICAL CONDITIONING	42	5.02
50TOC99	HOLIDAYS	16	1.91
	RESERVED FOR COMMANDANT	86	10.29
	OPENING AND CLOSING EXERCISES	<u>12</u>	<u>1.44</u>
		114	13.64
50TOC901	ORGANIZATION FOR NATIONAL DEFENSE	1	0.12
	ORGANIZATION OF THE ARMY	1	0.12
	ORGANIZATION OF COMBAT DIVISIONS	3	0.36
	ORGANIZATION OF THE INFANTRY BATTALION	3	0.36
	ORGANIZATION OF THE ARTILLERY BATTALIONS	1	0.12

	ORGANIZATION OF THE ARMORED BATTALIONS	2	0.24
	ORGANIZATION OF THE AIRBORNE BATTALIONS	<u>1</u>	<u>0.12</u>
		12	1.44
50TOC903	TERMINOLOGY AND EVENTS OF CONVOYS	1	0.12
	TYPES OF CONVOYS	1	0.12
	HIGHWAY MAP READING	1	0.12
	INTERNAL ADMINISTRATION	1	0.12
	ORGANIZATION, CONTROL AND DUTIES OF PERSONNEL	1	0.12
	PLANNING CONVOY FIELD EXERCISES	2	0.24
	CONVOY FIELD EXERCISES	8	0.96
	CRITIQUE OF CONVOY	1	0.12
	EXAM	<u>1</u>	<u>0.12</u>
		17	2.03
50TOC905	MILITARY COURTESIES AND HONORS, CUSTOMS OF THE MILITARY SERVICE	1	0.12
50TOC907	ORGANIZATION FOR ADMINISTRATION	1	0.12
	S-1 DUTIES	1	0.12
	ORGANIZATION OF A PERSONNEL STAFF	1	0.12
	DUTIES OF THE SPECIAL STAFF	1	0.12
	PUBLIC INFORMATION	1	0.12
	PRINCIPLES OF STAFF ORGANIZATION	1	0.12
	STAFF ACTION AND PROCEDURES	<u>2</u>	<u>0.24</u>
		8	0.96
50TOC900	SAFETY	2	0.24
	CIVIL AFFAIRS AND MILITARY GOVERNMENT	2	0.24
	ARMY COST ACCOUNTING	1	0.12
	CROWD AND MOB PSYCHOLOGY	1	0.12
	THE LEGAL AUTHORITY FOR USE OF FEDERAL TROOPS IN CIVIL DISTURBANCES	1	0.12
	APPLICATION OF FORCE AND RIOT DUTY FORMATIONS	2	0.24
	REMEDIAL READING ORIENTATION: progress in training adult readers, poor reading habits, speed reading, the TCOBC program	1	0.12
	GROUP READING TEST: pre and post reading tests of speed and comprehension	1	0.12
	REMEDIAL READING EXERCISES: continuously monitored	13	1.56
	TROOP INFORMATION PROGRAM: weekly talks on issues of general interest	21	2.51
	OFFICER INFORMATION PROGRAM: monthly discussion periods on significant military and international matters, Army missions plans and policies, the military code of duty and honor, leadership reqmts of the		

Army

5	0.60
50	5.98

301	36.01%

836	100%

APPENDIX I

APPENDIX I

1968 TRANSPORTATION OFFICER'S BASIC COURSE

TOPIC NUMBER	TITLE/ DESCRIPTION	EMPHASIS	
		hours	percent
68TOC11	MAP AND AERIAL PHOTOGRAPH REFRESHER MAP AND AERIAL PHOTO REVIEW: mandatory for those who fail map test	2	0.41
		10	2.03
		12	2.44
68TOC13	FIELD ARTILLERY: mission, org, equipment, capabilities of fa. call for and adjust fire FIELD ARTILLERY ADJUSTMENT PROCEDURES FOR AREA FIRE: communications, adjust- ment, convoy support	2	0.41
		1	0.20
		3	0.61
68TOC15	MINE WARFARE: capabilities, limits, functioning and employment	2	0.41
68TOC18	BATTLE INDOCTRINATION RANGE: at night	3	0.61
		20	4.07%
68TOC21	M-14 RIFLE: intro, ia. maintenance M-16 INTRO	8	1.63
		2	0.41
		10	2.03
68TOC23	M-60 MACHINEGUN: intro	2	0.41
68TOC26	M-79 GRENADE LAUNCHER: intro	2	0.41
		14	2.85%
68TOC31	FUNDAMENTALS OF THE OFFENSE: small unit attack, org for combat, maneuver control and fire support FUNDAMENTALS OF THE DEFENSE: area, mobile and perimeter defense, rear area self security	2	0.41
		2	0.41
		4	0.81
68TOC30	FUNDAMENTALS OF INTERNAL DEFENSE/ DEVELOPMENT: concepts, policy and programs	2	0.41

UNCONVENTIONAL WARFARE: concepts and doctrine, missions and objectives, special operations personnel and ops			2	0.41
ESCAPE AND EVASION: code of conduct and techniques of e&e			1	0.20
EXAM			<u>1</u>	<u>0.20</u>
			6	1.22
			=====	
			10	2.03%
68TOC41	CHEMICAL-BIOLOGICAL DEFENSE: characteristics, effects, defense measures, self aid, buddy aid, unit defense		5	1.02
68TOC44	NUCLEAR WEAPONS DEFENSE: nuclear effects, nuclear environment, military organizations		8	1.63
68TOC40	EXAM		1	0.20
			=====	
			14	2.85%
68TOC51	MAINTENANCE MANAGEMENT: principles and categories, organizations, inspections, PM indicators		3	0.61
68TOC52	SUPPLY PUBLICATIONS: purpose, content and use		2	0.41
	CLOTHING ALLOWANCE: the individual clothing allowance, maintenance allowance, clothing records		1	0.20
	RELIEF FROM RESPONSIBILITY: inventory adjustment, statement of charges, cash collection, report of survey		2	0.41
	UNIT AND ORGANIZATION SUPPLY PROCEDURES: the property book, supply discipline		10	2.03
	REPAIR PARTS SUPPLY: PLL and unit readiness, creation and maint of unit PLL		2	0.41
	DIRECT SUPPORT SUPPLY PROCEDURES: system, records and forms in the stock record account		4	0.81
	MILSTRIP EXERCISE: the flow of documentation and supply from CONUS to overseas requesting unit		4	0.81
	EXAM		<u>1</u>	<u>0.20</u>
			26	5.29
			=====	
			29	5.90%
68TOC71	ORIENTATION TO TECHNIQUES OF EFFECTIVE			

	ARMY WRITING: the 4-S formula	1	0.20
68TOC70	MILITARY LEADERSHIP: traits and principles, applications, human behavior, motivation, problem solving	5	1.02
	CHARACTER GUIDANCE: the program, cmds responsibility, chaplains job	<u>1</u>	<u>0.20</u>
		6	1.22

		7	1.42%
68TOC83	INTRODUCTION TO TRANSPORTATION		
	COMMUNICATION	4	0.81
	MILITARY AIRLIFT: mac/ tac	2	0.41
	AIR TRANSPORT: aircraft maint. employment, air movement, port ops, loading, movement planning, helicopters, exam	22	4.07
	RAIL TRANSPORT: yard and terminal ops. line ops, way maint, equipment, exam	14	2.85
	TERMINAL AND WATER TRANSPORT: water craft, beach operations, cargo ships, combat loading, terminal transfer units, ship's gear, stowage, hazardous cargo, documentation, exam	29	5.89
	MOTOR TRANSPORT: convoy defense, motor movements, motor pools: loading, truck operations, accidents, driver training, unit maint, exam	23	4.68
	TRANSPORTATION MOVEMENTS: personal property, traffic management, freight, milstamp, loss reports, management, planning, exam	28	5.69
	TRANSPORTATION FIELD EXERCISE: final integrated exercise under field conditions	<u>70</u>	<u>14.23</u>
		192	39.02%
68TOC92	TECHNIQUES OF MILITARY INSTRUCTION: instructor role, effective speaking training planning	5	1.02
	ORAL PRESENTATIONS: practice teaching	5	1.02
	BATTLE INDOCTRINATION RANGE: purpose, use in training, demonstration	2	0.41
	MEDICAL SUPPORT OF COMBAT OPERATIONS AND EMERGENCY MEDICAL TREATMENT: cdr's responsibility, prevention of injury, medical units and evacuation, first aid	<u>2</u>	<u>0.41</u>
		14	2.85

68TOC94	FUNDAMENTALS OF INTELLIGENCE: strategic and combat, the intel cycle, counter-intelligence, SAEDA	4	0.81
68TOC95	MILITARY JUSTICE- COURT MARTIAL: purpose of UCMJ, article 15, rights and duties	3	0.61
	BASIC MILITARY ADMINISTRATIVE LAW: status and rights of individuals, lod investigations, eliminations	2	0.41
	LEGAL ASPECTS OF INTERNAL DEFENSE AND DEVELOPMENT: international law, status of us forces, status of insurgents	<u>2</u> 7	<u>0.41</u> 1.42
68TOC96	COMPANY ADMINISTRATION: of company, admin personnel, pubs, correspondence, records, reports, unit fund, sick slip, class A agent	6	1.22
	PERSONNEL ADMINISTRATION: Army system, MOS system, EER/ OER, promotions	4	0.81
	EXAM	2	0.41
	UNIT MESS MANAGEMENT: principles, concepts, organization of unit mess, types of rations and accounting	<u>2</u> 14	<u>0.41</u> 2.85
68TOC97	PHYSICAL CONDITIONING: supplemental DRILL, CEREMONIES, AND COMMAND, co and platoon	10 8	2.03 1.63
	PHYSICAL COMBAT PROFICIENCY TEST: pt test	2	0.41
	PHYSICAL TRAINING: lead and practice	10	2.03
	IN-RANKS INSPECTION: daily, by students and tactical officers	9	1.83
	COMMANDING OFFICER'S INSPECTION: by company commander	<u>2</u> 41	<u>0.41</u> 8.33
68TOC99	INPROCESSING	32	6.50
	OUTPROCESSING	8	1.63
	OPEN TIME	19	3.86
	COMMANDANT'S TIME	16	3.25
	DEFENSE OFFICER RECORD EXAM: to be administered w/i 10 days. No other information	3	0.61
	CARE AND CLEANING OF EQUIPMENT	10	2.03
	EXAM	<u>1</u> 89	<u>0.20</u> 18.09%
68TOC901	ORGANIZATION OF THE ARMY DIVISION:		

the division base and the five types. capabilities and limits	2	0.41
ORGANIZATION AND EMPLOYMENT OF DIVISION AVIATION UNITS: w/i the ROAD division	1 3	0.20 0.61
68TOC903 CONVOY OPERATIONS: leadership. control. support, loading and coordination	1	0.20
68TOC905 CUSTOMS AND COURTESIES OF THE SERVICE: culled from officer indoctrination	1	0.20
68TOC900 AUTOMATIC DATA PROCESSING SYSTEMS: intro. general knowledge of the system and military application	15	3.05
OFFICER INDOCTRINATION: reporting to the first assignment, military affairs, personal affairs, the SGM	2	0.41
JUNIOR OFFICER RETENTION: advantages. disadvantages of mil service, ways to enhance retention	1	0.20
OFFICER CAREER DEVELOPMENT: TC branch program, responsibilities, schooling	2	0.41
ROUTE AND BRIDGE CLASSIFICATION: recon and use of information	1	0.20
CIVIL AFFAIRS: ca functions, units	1	0.20
FINANCE AND PERSONNEL AFFAIRS: orientation and possible areas of difficulty	1	0.20
UNIFORM ORIENTATION: wearing and inspection, officer and enlisted	1	0.20
UNIT AND MATERIAL READINESS: unit and material readiness reporting, equipment serviceability criteria, pe	8 32	1.63 6.50
	206	41.87%
	492	100%

APPENDIX J

APPENDIX J

AGF COMMON CORE JULY 1943

TOPIC NUMBER	TOPIC TITLE/ DESCRIPTION	EMPHASIS	
		hours	percent
43AGF11	MAP AND AERIAL PHOTO READING	30	3.68
43AGF27	MINES AND BOOBY TRAPS: probably includes several hours on avoidance	16	1.96
43AGF46	DEFEND AGAINST CHEM ATTACK	4	0.49
43AGF74	LEADERSHIP AND MORALE	2	0.25
43AGF92	METHODS OF INSTRUCTION TRAINING MANAGEMENT	10 4 14	1.23 0.49 1.72
43AGF93	MILITARY SANITATION AND FIRST AID	8	0.98
43AGF94	AIRCRAFT/ VEHICLE IDENTIFICATION SAFEGUARD MILITARY INFORMATION MILITARY CENSORSHIP	2 2 2 6	0.25 0.25 0.25 0.74
43AGF95	MILITARY LAW	4	0.49
43AGF96	CLASSIFICATION PROCEDURE COMPANY ADMINISTRATION	1 16 17	0.12 1.96 2.08
43AGF97	PHYSICAL TRAINING	34	4.17
43AGF901	ORGANIZATION OF THE ARMY	1	0.12
43AGF905	MILITARY CUSTOMS AND TRADITIONS	3	0.37
43AGF900	SPECIAL SERVICE ACTIVITIES	1 5	0.12 0.61
		=====	
		140	100%

APPENDIX K

APPENDIX K

1964 OFFICER'S BASIC COURSE COMMON CORE

<u>TOPIC NUMBER</u>	<u>TITLE/DESCRIPTION</u>	<u>EMPHASIS</u>	
		hours	percent
64CCC11	MAP AND AERIAL PHOTOGRAPH READING	10	7.04
64CCC15	MINE WARFARE	1	0.70
		=====	
		11	7.75%
64CCC20	WEAPONS	13	9.16
		=====	
		13	9.16%
64CCC30	CIVIL ACTION IN COUNTERINSURGENCY OPERATIONS	1	0.70
	FUNDAMENTALS OF COUNTERINSURGENCY OPERATIONS	2	1.41
	FUNDAMENTALS OF GUERRILLA OPERATIONS	1	0.70
	FUNDAMENTALS OF COUNTERGUERRILLA OPERATIONS	2	1.41
	SURVIVAL. ESCAPE AND EVASION	2	1.41
	UNCONVENTIONAL WARFARE	1	0.70
		=====	
		9	6.34%
64CCC44	NUCLEAR WEAPONS EMPLOYMENT	8	5.63
64CCC40	CBR OPERATIONS	2	1.41
		=====	
		10	7.04%
64CCC50	ORGANIZATIONAL MAINTENANCE AND MAINTENANCE MANAGEMENT	8	5.63
	SUPPLY	6	4.23
		=====	
		14	9.86%
64CCC60	SIGNAL COMMUNICATION	8	5.63
		=====	
		8	5.63%
64CCC71	EFFECTIVE WRITING	2	1.41

64CCC74	CHARACTER GUIDANCE	1	0.70
	MILITARY LEADERSHIP	4	2.82
		=====	
		7	4.93%
64CCC92	METHODS OF INSTRUCTION	6	4.23
64CCC93	FIRST AID	2	1.41
64CCC94	INTELLIGENCE	2	1.41
64CCC95	MILITARY JUSTICE	2	1.41
64CCC96	ARMY INFORMATION PROGRAM	2	1.41
	COMPANY ADMINISTRATION (LESS SUPPLY	4	2.82
	EDUCATIONAL DEVELOPMENT OF MILITARY		
	PERSONNEL	1	0.70
	PERSONNEL MANAGEMENT	6	4.23
		13	9.16
64CCC97	DRILL AND COMMAND	6	4.23
	INSPECTIONS	3	2.11
	PHYSICAL TRAINING	10	7.04
		19	13.38
64CCC98	FOREIGN ARMIES ORIENTATION	2	1.41
64CCC901	ORGANIZATION OF THE ARMY DIVISION	2	1.41
	DIVISION COMMAND AND CONTROL	1	0.70
	DIVISION INFANTRY	1	0.70
	DIVISION ARMOR	1	0.70
	DIVISION AIRBORNE	1	0.70
	DIVISION ARTILLERY	1	0.70
	DIVISION AVIATION	1	0.70
	DIVISION ENGINEERS	1	0.70
	DIVISION SIGNAL COMMUNICATION	1	0.70
	DIVISION SUPPORT COMMAND CONCEPT	2	1.41
	FIELD MEDICAL SERVICE	2	1.41
	FOOD SERVICE	1	0.70
		15	10.56
64CCC904	ARMY AVIATION	1	0.70
64CCC907	COMMAND AND STAFF PROCEDURES	4	2.82
64CCC90	OFFICER INDOCTRINATION	4	2.82
		=====	
		70	49.30%
		=====	
		142	100%

APPENDIX L

APPENDIX L

1968 OFFICER'S BASIC COURSE COMMON CORE

<u>TOPIC NUMBER</u>	<u>TITLE/ DESCRIPTION</u>	<u>EMPHASIS</u>	
		hours	percent
68CCC11	MAP AND AERIAL PHOTOGRAPH READING	22	10.1
68CCC15	MINE WARFARE	4	1.84
		=====	
		26	11.94%
68CCC20	WEAPONS	60	27.55
		=====	
		60	27.55%
68CCC30	FUNDAMENTALS OF INTERNAL DEFENSE	3	1.38
	AND INTERNAL DEVELOPMENT OPERATIONS	2.25	1.03
	PSYCHOLOGICAL OPERATIONS	2	0.92
	SURVIVAL ESCAPE AND EVASION	.25	0.12
	UNCONVENTIONAL WARFARE	=====	
		7.5	3.44%
68CCC44	NUCLEAR WEAPONS EMPLOYMENT	1.5	0.69
68CCC40	CBR OPERATIONS	10	4.59
		=====	
		11.5	5.28%
68CCC51	MAINTENANCE	19	8.73
		=====	
		19	8.73%
68CCC60	SIGNAL COMMUNICATIONS	18	8.27
		=====	
		18	8.27%
68CCC74	CHARACTER GUIDANCE	0.5	0.23
68CCC70	MILITARY LEADERSHIP	15	6.89
		=====	
		15.5	7.12%

68CCC93	EMERGENCY MEDICAL TREATMENT	3	1.38
	MEDICAL SUPPORT OF COMBAT OPERATIONS	<u>1</u>	<u>0.46</u>
		4	1.84
68CCC94	INTELLIGENCE	3	1.38
68CCC95	MILITARY JUSTICE	2	0.92
68CCC96	COMPANY PUBLICATIONS	.25	0.12
	COMPANY RECORDS	.25	0.12
	COMPANY PERSONNEL MANAGEMENT	2.50	1.15
	COMPANY MESS MANAGEMENT	.25	0.12
	COMPANY SUPPLY OPERATIONS	<u>3.75</u>	<u>1.72</u>
		7	3.22
68CCC97	PHYSICAL TRAINING	7	3.22
68CCC901	ARMY AVIATION	11	5.05
68CCC907	CIVIL AFFAIRS	1.75	0.80
68CCC90	OFFICER INDOCTRINATION	2	0.92
	UNIT READINESS	<u>22.5</u>	<u>10.33</u>
		24.5	11.25
		=====	
		60.25	27.67%
		=====	
		217.75	100%

APPENDIX M

APPENDIX M

1964 TRANSPORTATION OCS COMMON CORE

<u>TOPIC NUMBER</u>	<u>TITLE/ DESCRIPTION</u>	<u>EMPHASIS</u>	
		hours	percent
64TCC11	MAP AND AERIAL PHOTOGRAPH READING	23	2.57
64TCC14	FIELD ENGINEERING	7	0.78
64TCC15	MINE WARFARE	5	0.56
		=====	
		35	3.91%
64TCC20	WEAPONS	51	5.69
64TCC39	ACTIVE AND PASSIVE AIR DEFENSE MEASURES	1	0.11
64TCC30	FUNDAMENTALS OF COUNTER-INSURGENCY OPERATIONS	9	1.00
	PSYCHOLOGICAL OPERATIONS	2	0.22
	SURVIVAL ESCAPE AND EVASION	4	0.45
	THE INSURGENCY PROBLEM	3	0.35
	UNCONVENTIONAL WARFARE	3	0.35
		=====	
		21	2.34%
64TCC44	NUCLEAR WEAPONS EMPLOYMENT	11	1.23
64TCC40	CBR OPERATIONS	7	0.78
		=====	
		18	2.01%
64TCC51	ORGANIZATIONAL MAINTENANCE AND MAINTENANCE MANAGEMENT	90	10.05
64TCC52	SUPPLY	37	4.13
		=====	
		127	14.17%
64TCC63	SIGNAL SECURITY	1	0.11
64TCC60	SIGNAL COMMUNICATION	15	1.67
		=====	
		16	1.79%

64TCC71	EFFECTIVE WRITING	6	0.67
64TCC70	CHARACTER GUIDANCE	1	0.11
	MILITARY LEADERSHIP	13	1.45
		=====	
		20	2.23%
64TCC83	MILITARY TRANSPORTATION	317	35.38
	DIVISION SUPPORT COMMAND	2	0.22
		=====	
		319	35.60%
64TCC92	METHODS OF INSTRUCTION	24	2.68
64TCC93	EMERGENCY MEDICAL TREATMENT	4	0.45
	MEDICAL SUPPORT OF COMBAT OPERATIONS	2	0.22
		6	0.67
64TCC94	INTELLIGENCE	3	0.35
64TCC95	MILITARY JUSTICE	11	1.23
64TCC96	COMPANY ADMINISTRATION	6	0.67
	FOOD SERVICE	2	0.22
	PERSONNEL MANAGEMENT	3	0.35
		11	1.23
64TCC97	DRILL AND COMMAND	37	4.13
	INSPECTIONS	70	7.81
	PHYSICAL TRAINING	70	7.81
		177	19.78
64TCC98	FOREIGN ARMY ORIENTATION	3	0.34
64TCC901	ARMY AVIATION	7	0.78
	ORGANIZATION OF ARMY DIVISIONS	2	0.22
	DIVISION INFANTRY	6	0.67
	DIVISION ARMOR	5	0.56
	DIVISION AIRBORNE	2	0.22
	DIVISION ARMY	2	0.22
	DIVISION ENGINEER	1	0.11
	DIVISION SIGNAL COMMUNICATIONS	1	0.11
	DIVISION SUPPORT COMMAND CONCEPT	2	0.22
	DIVISION MILITARY POLICE	3	0.35
		31	3.46

64TCC900 AIR/ GROUND OPS	1	0.11
OFFICER INDOCTRINATION	6	0.67
PHYSICAL SECURITY	3	0.25
AUTOMATIC DATA PROCESSING SYSTEMS	2	0.22
ARMY INFORMATION PROGRAM	5	0.56
UNIT READINESS	7	0.78
	24	2.68%
	=====	
	285	31.81%
	=====	
	896	100%

APPENDIX N

APPENDIX N

1968 COMBAT SERVICE SUPPORT COMMON CORE

<u>TOPIC NUMBER</u>	<u>TITLE/ DESCRIPTION</u>	<u>EMPHASIS</u>	
		hours	percent
68CSS11	MAP AND AERIAL PHOTO READING	2	1.28
68CSS15	MINE WARFARE	2	1.28
		=====	
		4	2.56%
68CSS20	WEAPONS	16	10.26
68CSS30	FUNDAMENTALS OF INTERNAL DEFENSE AND DEVELOPMENT OPERATIONS	2	1.28
	PSYCHOLOGICAL OPERATIONS	2	1.28
	SURVIVAL. ESCAPE AND EVASION	33	21.15
	UNCONVENTIONAL WARFARE	2	1.28
		=====	
		39	25.0%
68CSS44	NUCLEAR WEAPONS EMPLOYMENT	8	5.13
68CSS40	CBR OPERATIONS	5	3.21
		=====	
		13	8.33%
68CSS51	MAINTENANCE	13	8.33
68CSS52	COMPANY ADMINISTRATION: supply operations	10	6.41
		=====	
		23	14.74
68CSS60	SIGNAL COMMUNICATIONS	4	2.56
68CSS70	CHARACTER GUIDANCE	1	0.64
	MILITARY LEADERSHIP	5	3.21
		=====	
		6	3.85%
68CSS93	EMERGENCY MEDICAL TREATMENT	2	1.28
	MEDICAL SUPPORT OF COMBAT OPERATIONS	2	1.28
		4	2.56
68CSS94	INTELLIGENCE	4	2.56

68CSS95	MILITARY JUSTICE	5	3.21
68CSS96	COMPANY ADMINISTRATION: PUBLICATIONS	6	3.85
	COMPANY ADMINISTRATION: RECORDS	6	3.85
	COMPANY ADMINISTRATION: PERSONNEL		
	MANAGEMENT	4	2.56
	COMPANY ADMINISTRATION: MESS		
	MANAGEMENT	2	1.28
		18	11.54
68CSS97	PHYSICAL CONDITIONING	2	1.28
68CSS901	ARMY AVIATION	3	1.92
68CSS900	CIVIL AFFAIRS	1	0.64
	OFFICER INDOCTRINATION	6	3.85
	UNIT READINESS	8	5.13
		15	9.62
		=====	
		51	32.69%
		=====	
		156	100%

APPENDIX O

APPENDIX O

1988 MQS TOPIC LISTING

<u>TOPIC NUMBER</u>	<u>TITLE/ DESCRIPTION</u>	<u>EMPHASIS</u>	
		hours	percent
88MQS11	MIL SYMBOLS/GRAPHICS	2	0.33
	ANALYSE TERRAIN	2	0.33
	MAP OVERLAY	4.25	0.71
	NAVIGATE W MAP/COMP	8	1.33
		16.25	2.7%
88MQS12	HAND TO HAND COMBAT	8	1.33
88MQS13	CALL FOR ADJ FIRE	4	0.66
88MQS14	CONST IND FIGHT POS	3	0.50
88MQS15	LOCATE MINES	1	0.17
88MQS16	CAMOUFLAGE SELF	1	0.17
88MQS17	REACT TO DIRECT FIRE	1	0.17
	REACT TO INDIRECT FIRE	1	0.17
		2	0.33
88MQS18	NEGOTIATE OBSTACLES	0.66	0.11
88MQS19	REACT TO FLAIRS	1	0.17
		=====	
		36.91	6.15
88MQS21	INSPECT M16: function check.		
	load/unload. correct malfunction	8	1.33
	ZERO M16	8	1.33
	QUALIFICATION	4	0.66
		20	3.33
88MQS22	BAYONET TNG: asslt crs	10	1.67
88MQS23	M60/ SAW FAMIL	9	1.5
88MQS24	GRENADES: intro. choose. famil	4	0.66
88MQS25	M72A2: engage tgts	4	0.66
88MQS26	M203: engage tgts	4	0.66

88MQS27	CLAYMORE: emplace/recover	2	0.33
		=====	
		53	8.82%
88MQS31	CONDUCT SQD/PLT DEFENSE	16	2.66
	CONDUCT PLT DEFENSE	56.5	9.41
		72.5	12.07
88MQS32	PREPARE SQD/PLT CBT ORDS: w/o. frago, opord	8	1.33
88MQS33	CONDUCT RECON PATROL	8	1.33
88MQS34	SELECT/ USE OBSTACLES	4	0.66
88MQS35	CONTROL FIRE/ MVT	4	0.66
88MQS36	ESTABLISH OP	2	0.33
88MQS37	REAR OPERATIONS	2	0.33
88MQS38	ESTIMATE RANGE	1	0.17
88MQS39	DIRECT UNIT AIR DEFENSE	1	0.17
88MQS30	DEVELOP SURVIVAL PLAN	1	0.17
		=====	
		103.5	17.24%
88MQS41	PRO MASK: wear. carry. maintain	4	0.66
	MOPP GEAR: put on, wear	1	0.17
	USE NBC WARNING SYSTEM	2	0.33
	RECOG/ REACT BIO/ CHEM HAZARD	1	0.17
	UNMASK UNIT	1	0.17
	RESPOND TO CHEM/ BIO ATTACK	6	1.00
	LIVING IN MOPP 4: supervise	1	0.17
	SUPERVISE FITTING PRO MASK	0.5	0.08
	SELECT MOPP LEVEL	1	0.17
	EXCHANGE MOPP GEAR	1	0.17
	PREPARE FOR NBC ATTACK	1	0.17
		19.5	3.25%
88MQS42	PREPARE NBC 1 REPORT	0.5	0.08
	PREPARE NBC 4 REPORT	6	1.00
	PLACE NBC MARKERS	0.5	0.08
		7	1.17
88MQS43	DECON SELF/ EQUIP	1	0.17
	DECON UNIT	6	1.00
		7	1.17

88MQS44	CONTROL RADIOLOGICAL EXPOSURE: unit task. collect. report data	3	0.5
	REACT TO NUCLEAR HAZARD	1.5	0.25
	MITIGATE NUCLEAR EFFECTS: unit	6	1.00
	RESPOND TO NUC ATTACK: unit	2	0.33
		12.5	2.08
88MQS46	ADMIN NERVE AGENT ANTIDOTE TO SELF/ BUDDY	2	0.33
	ID CHEM AGENT: use M8/M9 paper	1	0.17
	ID CHEM AGENT: use M256/M256A1	0.5	0.08
	ID CHEMICAL AGENTS: unit task	1	0.17
		4.5	0.75
		=====	
		50.5	8.41%
88MQS51	SUPERVISE UNIT MAINT	5	0.83
	REPORT UNIT MAINT STATUS	1	0.17
	SUPERVISE VEHICLE RECOVERY	2	0.33
	LICENSE UNIT OPERATORS	1	0.17
	PLL SYSTEM	4	0.66
	PMCS	2	0.33
	MAINTENANCE DOCTRINE	1	0.17
	MAINTENANCE OPERATIONS	2	0.33
		18	2.99%
88MQS52	ARMY SUPPLY SYSTEM	1	0.17
	BASIC LOGISTICS	3	0.50
	POST/ INSTALATION LOGISTICS	3.5	0.58
		7.5	1.25
		=====	
		25.5	4.25%
88MQS61	TRANS/ RECEIVE RADIO	3.5	0.58
	INSPECT RADIO	3	0.50
	ANTENNAS	2.5	0.42
		9	1.49
88MQS62	INSPECT PHONE	1	0.17
	INSTALL HOT LOOP	3	0.50
		4	0.66
88MQS63	USE CEOI	1.66	0.23
	ENCRYPT/ DECRYPT	1.66	0.23
	COMMUNICATIONS SECURITY	2	0.33
	ELEC COUNTER COUNTER MEASURES	3.5	0.58
	COMM SECURITY EQUIPMENT	2.5	0.42
		11.32	1.88%

88MQS60	MESSAGE FORMAT	1	0.17
		=====	
		25.32	4.22%
88MQS71	WRITE A PAPER	6	1.00
	ANALYSE WRITTEN COMO	3	0.50
	WRITE TO INFORM	4	0.66
	REVIEW WRITING	2	0.33
	WRITE TO PERSUADE	4	0.66
		19	3.16
88MQS72	CONDUCT BRIEFING	3	0.50
	CONDUCT BRIEFING	3	0.50
		6	1.66
88MQS73	ANALYSE COMMUNICATION PBLMS	1	0.17
	APPLY COMO SKILLS	5.5	0.92
		6.5	1.08
88MQS74	LEADERSHIP COURSE	1	0.17
	SITUATIONAL LEADERSHIP	3	0.50
	LEADER ROLES	3	0.50
	LEADERSHIP	2	0.33
	DUTIES/ RESPONSBLTY/ AUTH	1	0.17
		10	1.66
88MQS75	ETHICAL REASONING	1	0.17
	ETHICAL DECISION MAKING	1	0.17
	OTHER ETHICAL SYSTEMS	2	0.33
	ETHICS	2	0.33
		6	0.99
88MQS76	DECISION MAKING	1	0.17
	APPLIED DECISION MAKING	1	0.17
	APPLIED PLANNING	1	0.17
		2	0.33
88MQS77	SUPERVISE/ MOTIVATE	5	0.83
	SUPERVISE	1	0.17
	MOTIVATE	1	0.17
		7	1.16
88MQS78	COUNSEL	3	0.50
88MQS79	MILITARY AS PROFESSION	1	0.17
	PROFESSIONAL OBLIGATIONS	1	0.17
	THE PROFESSION OF ARMS	1	0.17
		3	0.50
88MQS70	ANALYSE MISSION	1	0.17
	DISSENT	1	0.17

	JUST WAR	1	0.17
	KEY VALUES	3	0.50
	SMALL GROUP DYNAMICS	1	0.17
	MODELING VALUES	1	0.17
	TAKE CHARGE	2	0.33
	SUPPORT	2	0.33
	EVALUATE COHESION	2	0.33
	DEVELOP COHESION	3	0.50
	CONTROL PANIC	3	0.50
		20	3.33

		75.5	12.57%
88MQS91	MILITARY HISTORY	45	7.50
	HISTORICAL ANALYSIS	2	0.33
	BRANCH HISTORY	1	0.17
	BATTLE ANALYSIS	3	0.50
		51	8.49
88MQS92	CONDUCT TRAINING	6	1.00
	PLT/ CO TRAINING	12	2.00
	EVALUATE PLT TRAINING	12	2.00
	OPERATE SMALL ARMS RANGE	12	2.00
	DEVELOP SMALL ARMS TRAINING PLAN	4	0.66
		46	7.66
88MQS93	EVALUATE CASUALTY	2.5	0.42
	CLEAR AIRWAY	1.5	0.25
	APPLY MOUTH TO MOUTH	2	0.33
	FIELD DRESSINGS: tourniquet. various wounds. burns	2.5	0.42
	TREAT INJURIES: shock. heat. frostbite. transport injured.	6.5	1.08
	PERSONNEL FIELD HYGIENE: insects. diarrhea. cleanliness. heat. cold	2.5	0.42
	SUPERVISE UNIT FIELD HYGIENE	1	0.17
	PROTECT UNIT AGAINST DIRECT ENERGY WEAPONS	2.5	0.42
		21	3.5
88MQS94	REPORT INFO (SALUTE)	1	0.17
	RECOGNIZE VEHICLES/ AIRCRAFT	3	0.50
	CHALLENGE PASSWORD	1	0.17
	SURVEILLANCE	2	0.33
	INTELLIGENCE AND ELECTRONIC WAR	1.5	0.25
	SUPERVISE ENEMY PRIS WAR	3	0.50
	IMPLEMENT OPSEC	1	0.17
	PROTECT CLASSIFIED MATERIAL	2	0.33
	EVACUATE CAPTURED DOCUMENTS	1	0.17
		15.5	2.58

88MQS95	BASIC CONCEPTS MIL JUSTICE	12	2.00
	MILITARY JUSTICE	<u>3</u>	<u>0.50</u>
		15	2.50
88MQS96	PERSONNEL MANAGEMENT/ ADMIN	2.5	0.42
	OFFICER/NCO EVALUATIONS	4	0.66
	AWARDS SYSTEM	2	0.33
	EQUAL OPPORTUNITY PROG	1	0.17
	DRUG/ ALCOHOL AWARENESS	1	0.17
	FAMILY ADVOCACY	1	0.17
	CONDUCT UNIT SAFETY PROGRAM	<u>2</u>	<u>0.33</u>
		13.5	2.25
88MQS97	DRILL AND CEREMONY	10	1.67
	PHYSICAL TRAINING	<u>10</u>	<u>1.67</u>
		20	3.33
88MQS98	DESCRIBE SOVIET ARMY	0.83	0.14
	DESCRIBE SOVIET QUALITIES	0.83	0.14
	SOVIET OFFENSE/ DEFENSE	0.66	0.11
	SOVIET ORGANIZATION/ EQUIP	0.83	0.14
	SOVIET LOGISTICS	0.33	0.05
	SOVIET FIRE SUPPORT	0.66	0.11
	SPETZNAZ	<u>0.33</u>	<u>0.05</u>
		4.5	0.75
88MQS901	ORG/ ROLE OF ARMY	5	0.83
88MQS902	LAW OF WAR	4	0.66
	RULES OF WAR	2	0.33
88MQS903	CONVOY OPERATIONS	4	0.66
88MQS904	CODE OF CONDUCT	2	0.33
88MQS905	CUSTOMS/ TRADITIONS SERVICE	1	0.17
88MQS906	ROLE OF THE NCO	1	0.17
88MQS907	COMMAND/ STAFF FUNCTIONS	1	0.17
88MQS908	CONDUCT AN INSPECTION	1	0.17
88MQS909	PROTECT AGAINST TERRORISM	<u>3.5</u>	<u>0.58</u>
		24.5	4.08%
		=====	
		211	35.14%
		=====	
		600.4	100%

APPENDIX P

APPENDIX P

INFANTRY POI SUMMARY hours and percent

NUMBER	I44	%	I49	%	I64	%	I68	%	MQS	%
11	30	3.89	4	0.45	17	3.43	19	3.45	16.25	2.70
12	6	0.78			4	0.81	5	0.91	8	1.33
13			4	0.45	3	0.61	4	0.73	4	0.66
14	4	0.52	2	0.23	2	0.40	3	0.45	3	0.48
15			1	0.11	4	0.81	4	0.73	1	0.16
16	2	0.26							1	0.16
17									2	0.33
18			1	0.11					0.66	0.11
19									1	0.16
21	37	4.79			14	2.83	9	1.63	20	3.33
22	9	1.17			1	0.20	5	0.91	10	1.67
23	12	1.55	11	1.25	13	2.63	3	0.45	9	1.50
24	7	0.91	4	0.45					4	0.66
25					2	0.40	7	1.27	4	0.66
26	6.5	0.84	3	0.34	3	0.61	2	0.36	4	0.66
27	12	1.55	2	0.23					2	0.33
28							2	0.36		
31	40	5.18	31	3.52	32	6.46	32	5.18	72.5	12.07
32	5	0.65	12	1.36					8	1.33
33	28	3.62			26	5.25	24	4.36	8	1.33
34									4	0.66
35									4	0.66
36									2	0.33
37	4	0.52	2	0.23					2	0.33
38									1	0.16
39	5	0.64							1	0.16
40					15	3.03	34	6.17		
41					2	0.40	2	0.36	19.5	3.25
42									7	1.17
43									7	1.17
44			1	0.11	3	0.60	2	0.36	12.5	2.08
45										
46	4	0.52	3	0.34			2	0.36	4.5	0.75
47	5								50.5	8.41
51	8	1.04			32	6.46	20	3.63	18	2.99
52	18	2.33	20	2.27	4	0.81	2	0.36	7.5	1.25
53							2	0.36	25.5	4.25
61	2	0.26			6	1.21	11	2.00	9	1.49
62	3	0.38			3	0.61	1	0.18	4	0.66
63	3	0.38			6	1.21	2	0.36	11.23	1.88
64	8	1.04					4	0.73	1	0.16
71									19	3.16

NUMBER	I44	%	I49	%	I64	%	I68	%	MQS	%
72									6	1.66
73									6.5	1.08
74	2	0.26			9	1.82	11	2.00	10	1.66
75									6	0.99
76									2	0.33
77									7	1.16
78									3	0.49
70	4	0.52			6	1.21	7	1.27	2	0.52
91									51	8.49
92	40	5.18	14	1.59	4	0.81	2	0.36	46	7.66
93	14	1.81	2	0.23	5	1.01	6	1.09	21	3.5
94	10	1.30			3	0.61	3	0.54	15.5	2.58
95	3	0.38			2	0.40	2	0.36	15	2.50
96	16	2.07			7	1.41	3	0.54	13.5	2.25
97	29	3.76	44	5.00	13	2.63	15	2.72	20	3.33
98	4	0.52			1	0.20	4	0.73	4.5	0.75
99			161	8.30	71	4.34	87	5.79		
901	1	0.13			2	0.40	4	0.73	5	0.83
902									6	0.99
903	12	1.55	8	0.91					4	0.99
904					17	3.43			2	0.33
905	3	0.38							1	0.16
906									1	0.16
907	9	1.17	14	1.59	1	0.20	2	0.36	1	0.16
908					3	0.61	2	0.36	1	0.16
909									3.5	0.58
900	4	0.52	10	1.14			1	0.18		
TOTAL	772		880		495		551		600.4	

APPENDIX Q

APPENDIX Q

TRANSPORTATION POI SUMMARY hours and percent

NUMBER	T44	%	T49	%	T50	%	T68	%	MQS	%
11	5	1.22	18	2.14	19	2.27	12	2.44	16.25	2.70
12									8	1.33
13							3	0.61	4	0.66
14									3	0.48
15							2	0.41	1	0.16
16									1	0.16
17									2	0.33
18							3	0.61	1	0.16
19									1	0.16
21			28	8.33	21	2.51	10	2.03	20	3.33
22									10	1.67
23							2	0.41	9	1.50
24									4	0.66
25									4	0.66
26							2	0.41	4	0.66
27									2	0.33
20			12	1.43	12	1.44				
31			13	1.55	8	0.96	4	0.81	72.5	12.07
32			5	0.60	6	0.72			8	1.33
33									8	1.33
34									4	0.66
35									4	0.66
36									2	0.33
37			2	0.24	2	0.24			2	0.33
38									1	0.16
39									1	0.16
30					1	0.12	6	1.22		
41							5	1.02	19.5	3.25
42									7	1.17
43									7	1.17
44			4	0.48	3	0.36	8	1.63	12.5	2.08
45			2	0.24	2	0.24				
46									4.5	0.75
40							1	0.20	50.5	8.41
51			27	2.38	27	3.23	3	0.61	18	2.99
52	17	4.42	10	1.19	9	1.08	26	5.90	7.5	1.25
50			2	0.24	2	0.24				
61			1	0.12	2	0.24			9	1.49
62									4	0.66
63			5	0.60	6	0.72			11.23	1.88
60			11	1.31	9	1.08			1	0.16
71					2	1.08	1	0.20	19	3.16

NUMBER	T44	%	T49	%	T50	%	T68	%	MQS	%
72									6	1.66
73									6.5	1.08
74			3	0.36	3	0.36			10	1.66
75									6	0.99
76									2	0.33
77			2	0.24	1	0.12			7	1.16
78									3	0.49
70	2	0.52	3	0.36	4	0.48	6	1.22	23	3.83
91									51	8.49
92	6	1.56	21	2.50	22	2.63	14	2.85	46	7.66
93	14	3.65	3	0.36	3	0.36			21	3.50
94	3	0.78	16	1.91	16	1.91	4	0.81	15.5	2.58
95			17	2.02			7	1.42	15	2.50
96	6	1.56	13	1.55	16	1.91	14	2.85	13.5	2.25
097	40	0.41	42	5.00	42	5.02	41	8.33	20	3.33
98	1	0.26	1	0.12					4.5	0.75
99	19	4.95			114	3.64	89	18.09		
901	2	0.49	10	1.19	12	1.44	3	0.61	5	0.83
902									6	0.99
903			12	1.43	17	2.03	1	0.20	4	0.99
904									2	0.33
905			1	0.12	1	0.12	1	0.12	1	0.16
906									1	0.16
907			16	1.91	8	0.96			1	0.16
908									1	0.16
909									3.5	0.58
900	4	0.97	30	3.57	50	5.98	32	6.50		
=====										
TOTAL	384		840		836		492		600.4	

APPENDIX R

APPENDIX R

COMMON CORE SUMMARY hours and percent

NUMBER	C43	%	C64	%	C68	%	MQS	%
11	30	3.68	10	7.04	22	10.10	16.25	2.70
12							8	1.33
13							4	0.66
14							3	0.48
15			1	0.70	4	1.84	1	0.16
16							1	0.16
17							2	0.33
18							0.66	0.11
19							1	0.16
21							20	3.33
22							10	1.67
23							9	1.50
24							4	0.66
25							4	0.66
26							4	0.66
27	16	1.96					2	0.33
20			13	9.16	60	27.55		
31							72	2.07
32							8	1.33
33							8	1.33
34							4	0.66
35							4	0.66
36							2	0.33
37							2	0.33
38							1	0.16
39							1	0.16
30			9	6.34	7.5	3.44		
41							19.3	3.25
42							7	1.17
43							7	1.17
44			8	5.36	1.5	0.69	12.5	2.08
45								
46	4	0.49					4.5	0.75
40			2	1.41	10	4.59	50.5	8.41
51					19	8.73	18	2.99
52							7.5	1.25
50			14	9.86				
61							9	1.49
62							4	0.66
63							11.23	1.88
60			8	5.63	18	8.27	1	0.16
71							19	3.16

NUMBER	C43	%	C64	%	C68	%	MQS	%
72							6	1.66
73							6.5	1.08
74	2	0.25	7	4.93	0.5	0.23	10	1.66
75							6	0.99
76							2	0.33
77							7	1.16
78							3	0.49
70					5.5	7.12	23	3.83
91							51	8.49
92	14	1.72	6	4.23			46	7.66
93	8	0.98	2	1.41	4	1.84	21	3.50
94	6	0.74	2	1.41	3	1.38	15.5	2.58
95	4	0.49	2	1.41	2	0.92	15	2.50
96	17	2.08	13	9.16	7	3.22	13.5	2.25
97	34	4.17	19	3.38	7	3.22	20	3.33
98			2	1.41			4.5	0.75
99								
901	1	0.12	16	1.26	11	5.05	5	0.83
902							6	0.99
903							4	0.99
904							2	0.33
905	3	0.37					1	0.16
906							1	0.16
907			4	2.82	1.8	0.80	1	0.16
908							1	0.16
909							3.5	0.58
900	1	0.12	4	2.82	25	11.25		
=====								
TOTAL	140		142		218			

APPENDIX S

APPENDIX S

OCS/ SPECIAL POI SUMMARY

NUMBER	O64	%	S68	%	MQS	%
11	23	2.57	2	1.28	16.25	2.70
12					8	1.33
13					4	0.66
14	7	0.78			3	0.48
15	5	0.56	2	1.28	1	0.16
16					1	0.16
17					2	0.33
18					0.66	0.11
19					1	0.16
21					20	3.33
22					10	1.67
23					9	1.50
24					4	0.66
25					4	0.66
26					4	0.66
27					2	0.33
20	51	5.69	16	10.26		
31					72	2.07
32					8	1.33
33					8	1.33
34					4	0.66
35					4	0.66
36					2	0.33
37					2	0.33
38					1	0.16
39	1	0.11			1	0.16
30	21	2.34	39	25.00		
41					19.3	3.25
42					7	1.17
43					7	1.17
44	11	1.23	8	5.13	12.5	2.08
45						
46					4.5	0.75
40	7	0.78	5	3.21	50.5	8.41
51	90	0.05	13	8.33	18	2.99
52	37	4.13	10	6.41	7.5	1.25
50						
61					9	1.49
62					4	0.66
63	1	0.11			11.23	1.88
60	15	1.67	4	2.56	1	0.16
71	6	0.67			19	3.16

NUMBER	O64	%	S68	%	MOS	%
72					6	1.66
73					6.5	1.08
74					10	1.66
75					6	0.99
76					2	0.33
77					7	1.16
78					3	0.49
70	20	2.23	6	3.85	23	3.83
91					51	8.49
92	24	2.68			46	7.66
93	6	0.67	4	2.56	21	3.50
94	3	0.35	4	2.56	15.5	2.58
95	11	1.23	5	3.21	15	2.50
96	11	1.23	18	11.54	13.5	2.25
97	177	9.78	2	1.28	20	3.33
98	3	0.34			4.5	0.75
99						
901	31	3.46	3	1.92	5	0.83
902					6	0.99
903					4	0.99
904					2	0.33
905					1	0.16
906					1	0.16
907					1	0.16
908					1	0.16
909					3.5	0.58
900	19	2.12	15	9.62		
=====						
TOTAL	896		156		600.4	

APPENDIX T

APPENDIX T

UNIVERSAL POI TOPICS

LAND NAVIGATION: 20 hours. This essential minimum is supplemented with branch or war specific additions.

BASIC RIFLE MARKSMANSHIP: 20 hours. This should be supplemented with an introduction to other common weapons on the battlefield (light, medium machinegun, anti-tank weapons, etc.).

SQUAD AND PLATOON TACTICS: 10 hours. An introduction to the basic tactics of the light infantry squad in offense and defense. Each branch will supplement with tactics appropriate to its organization and situation of the battlefield.

OPERATIONS IN A NUCLEAR AND CHEMICAL ENVIRONMENT: 5 hours. Personnel and unit survival and operation. Biological tasks have not been included, but current technology and threat probably dictate its addition.

VEHICLE OPERATION AND MAINTENANCE: 25 hours. Includes training in the maintenance system.

LOGISTICS: 10 hours. Using the Army logistics system to provide for the needs of the unit.

LEADERSHIP: 10 hours. Traditional leadership training focused on case studies, introduction to Army publications on the subject and the development of a personal philosophy.

TRAINING: 20 hours. The planning, evaluation and execution of effective training.

FIRST AID AND FIELD HYGIENE: 7 hours. Treatment of combat injuries and measures for the maintenance of combat strength.

MILITARY INTELLIGENCE: 7 hours. Making and reporting field observations, safeguarding military information.

PERSONNEL ADMINISTRATION: 10 hours. Enlisted and officer personnel ratings, classification, pay and regulations.

PHYSICAL TRAINING AND DRILL: 30 hours. Physical training necessary to maintain basic combat fitness. A better measure than total hours of combined activity would be pure PT hours per week of training. Drill is focused at the Company level and below.

ORGANIZATION AND ROLE OF THE ARMY: 6 hours. An overview of the major units of the Army and how they work together to fulfill the mission of the Army. Relates basic branch to other elements of the Army.

APPENDIX U

APPENDIX U

MQS TOPICS WITHOUT HISTORICAL ANTECEDENTS

Individual tactics and techniques: MOVE UNDER FIRE. REACT TO FLAIRS. NEGOTIATE OBSTACLES. CONDUCT FIRE AND MOVEMENT. ESTABLISH OBSERVATION POST and ESTIMATE RANGE. Some of these may have been embedded in other classes such as COMBAT INDOCTRINATION.

Nuclear, biological and chemical warfare: NBC REPORTING, and NBC DECONTAMINATION. NBC in general has much more emphasis than in the historical record. This is in part due to the threat, in part to the technology. These two tasks have not antecedents at all, perhaps because the current systems were not in use at the time.

Leadership: EFFECTIVE SPEAKING. PERSONNEL COMMUNICATIONS. ETHICS. DECISION MAKING. SUPERVISE/ MOTIVATE and COUNSELING. Leadership has more emphasis and the subordinate missions are broken out into discrete parts. This may result from increased knowledge of leadership practice or a change in the cultural expectations for the lieutenant. EFFECTIVE WRITING is in the record but was usually one or two hours, maximum of six.

Military history: There is no antecedents in the POI record for the class. Some branch history hours may have been embedded in the training but they are not discrete. It is likely that an introduction to military history was included in the precommissioning training, which is where most of it is now.

Law of land warfare: May have been felt to be unnecessary for the lieutenant or for the American soldier. May result from a change in the importance of law to combat, a changed social attitude towards law, or a lingering result of the Vietnam war. The popular image of the war contains numerous incidents of violations of the law of war.

Role of the NCO: In the past this subject may have been taught in the unit, probably by the NCOs.

Terrorism: A obvious reaction to the changing face of struggle between peoples.

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