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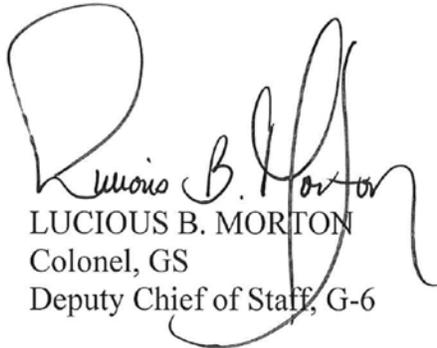
Training

Instruction in Military History

FOR THE COMMANDER:

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History. This publication is a rapid action to this regulation. The portions affected are listed in the summary of change.

Summary. This regulation sets policies and assigns responsibilities for the Instruction in Military History (IMH) Program in the U.S. Army Training and Doctrine Command (TRADOC). IMH consists of the TRADOC Military History Education Program, which involves academic instruction in and study of military history as an integral component of leader development, and Army heritage and branch heritage in basic combat training, advanced individual training, and one station unit training, which together constitute initial entry training.

Applicability. This regulation applies to precommissioning, preappointment, officer, warrant officer, noncommissioned officer, and civilian education. It also applies to initial entry training.

Proponent and exception authority. The proponent of this regulation is the TRADOC Military History Office. The proponent has the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and regulations. The proponent may delegate this authority in writing, to a division chief with the proponent agency or its direct reporting unit or field operating agency, in the grade of colonel or the civilian equivalent. Activities may request a waiver to this regulation by providing justification that includes a full analysis of the

*This regulation supersedes TRADOC Regulation 350-13, dated 18 October 1999.

expected benefits and must include formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through their higher HQ to the policy proponent.

Army management control process. This regulation does not contain management control provisions.

Supplementation. Supplementation of this regulation is prohibited unless specifically approved by the TRADOC Deputy Commanding General/Chief of Staff (ATCS), 7 Fenwick Road, Fort Monroe, Virginia 23651-1049.

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the TRADOC Military History Office (ATBO-MH), 11 Bernard Road, Room 116, Fort Monroe, VA 23651-1047. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program Proposal).

Distribution. This regulation is available in electronic media only and is published on the TRADOC Homepage at <http://www.tradoc.army.mil/tpubs/regndx.htm>.

Summary of Change

TRADOC Regulation 350-13
Instruction in Military History

This rapid action revision, dated 05 March 2010-

- o Clarifies operational responsibilities relating to Combat Studies Institute and Command and General Staff College Department of Military History (paras 2-11 and 2-12).
- o Includes general statements to incorporate military history and heritage instruction in the Civilian Education System as applicable (paras 3-2c(6) and 3-8).
- o Includes requirement to teach existing Armywide military history regulatory responsibilities in Pre-command Course (para 3-4e).
- o Clarifies intent behind incorporating military history into U.S. Army War College curriculum (para 3-4f).
- o Updates senior commander terminology throughout.
- o Updates organizational name titles and references throughout.
- o Updates course name changes throughout.

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Chapter 1 Introduction

1-1. Purpose

This regulation sets policies and assigns responsibilities for implementing instruction in military history (IMH), which consists of Military History Education Program (MHEP) within institutional courses and heritage instruction in initial entry training (IET). In addition, this regulation establishes goals, objectives, and procedures.

1-2. References

Required and related publications and prescribed and referenced forms are listed in [appendix A](#).

1-3. Explanation of abbreviations and terms

Abbreviations and terms used in this regulation are explained in the [glossary](#).

Chapter 2 Responsibilities

2-1. The Deputy Commanding General (DCG)/Chief of Staff (CoS), U.S. Army Training and Doctrine Command (TRADOC)

The DCG/CoS is the TRADOC proponent for military history and chairs the TRADOC Military History Council.

2-2. The Chief Historian, TRADOC

The Chief Historian, TRADOC will-

- a. Serve as executive for the DCG/CoS, act as secretary of the TRADOC Military History Council, and chair the IMH Executive Committee.
- b. Implement policy guidance and directives from the Commanding General (CG), DCG/CoS, the TRADOC Military History Council, and the IMH Executive Committee.
- c. Act as the TRADOC point of contact with Department of the Army, Department of Defense, Joint Chiefs of Staff, other Army commands, other services, the academic community, professional historical organizations, and the general public on all matters pertaining to military history instruction.
- d. Ensure the progressive and sequential nature of IMH in revised Army Educational Systems.
- e. Serve as training/task proponent for development of training support packages (TSP) and lesson plans (LP) for MHEP common core blocks of instruction.
- f. Serve as training/task proponent for Army and branch heritage instruction in IET.

g. Subject to availability of expertise and resources, assist service schools in developing additional curricular materials and training aids.

h. Coordinate and conduct an outreach program to TRADOC service schools, noncommissioned officer (NCO) academies, U.S. Army Reserve (USAR) schools, state military academies, and Army Reserve Officer Training Corps (ROTC) down to battalion level, utilizing resources in the TRADOC and USAR Military History Programs. Outreach includes onsite certification inspection/staff assistance to commanders and commandants on development, sustainment, or improvement of military history education programs, and evaluation of IMH utility and performance (see [chap 6](#)).

i. Promote development and growth of military history education through proponenty for the TRADOC Military History Annual Training Course, attendance at professional historical meetings, participation in the United States Military Academy (USMA)-sponsored ROTC Military History Fellowship, and exchange of information with the academic community.

j. Assist the Chief of Military History in his role as proponent for skill identifier (SI) 5X (historian) through identification of personnel eligible to receive the SI and of positions to which SI-5X-qualified personnel should be assigned. In coordination with the Deputy Chief of Staff, G-8 (Resource Management), assists commandants in coding table of distribution and allowance (TDA) military history instructor positions with the SI-5X and in securing Army Education Requirements System validation for those positions.

k. Provide IMH Executive Committee recommendations and information on MHEP and IET heritage instruction to the CG through the DCG/CoS and the TRADOC Military History Council.

2-3. The Deputy Chief of Staff (DCS), G-3/5/7

The DCS, G-3/5/7 will-

a. Exercise general staff supervision of MHEP as a part of the common core of instruction for leaders and IET.

b. Serve as staff proponent for the TRADOC library system and support IMH through development of Army libraries in TRADOC as repositories for curriculum support and other military history materials.

c. Serve as a permanent member of the TRADOC Military History Council and appoint a colonel-level representative to the IMH Executive Committee.

2-4. The DCS, G-8

The DCS, G-8 will assist commandants with SI-5X coding of TDA positions identified as military history instructors and in obtaining Army Education Requirements System validation for those positions.

2-5. The Commanding General (CG), U.S. Army Combined Arms Center (CAC)

The CG, CAC will-

- a. Serve as the proponent for the implementation of IMH in the Officer Education System (OES), OES-Warrant (OES-W), NCO Education System (NCOES), and the Civilian Education System (CES).
- b. Serve as a permanent member of the TRADOC Military History Council; and appoint a colonel-level representative to the IMH Executive Council.
- c. Send a representative to the annual TRADOC Military History Annual Training Course.
- d. Assist MHEP organizations with implementation of military history instruction.
- e. Prepare a report for the IMH Executive Committee, at the request of the committee, on the implementation of IMH in OES, OES-W, NCOES, and CES.

2-6. DCG, Initial Military Training (IMT)

The DCG, IMT will-

- a. Ensure the implementation of military history education and Army/branch heritage instruction in IMT.
- b. Serve as a permanent member of the TRADOC Military History Council and appoint a colonel-level representative to the IMH Executive Committee.
- c. Assist IMT organizations with implementation of military history education and Army/branch heritage instructional requirements.
- d. Assist the U.S. Army Drill Sergeants Schools in developing curriculum to support instruction in Army/branch heritage.
- e. Prepare a report for the IMH Executive Committee, at the request of the committee, on the implementation of IMH in IMT.

2-7. The CG, U.S. Army Accessions Command (USAAC)

The CG, USAAC will-

- a. Ensure the implementation of MHEP throughout Army ROTC and military history instruction in Junior ROTC.
- b. Serve as a permanent member of the TRADOC Military History Council and appoint a colonel-level representative to the IMH Executive Committee.
- c. Send a representative to the TRADOC Military History Annual Training Course.

- d. Provide subject-matter expertise in support of precommissioning military history requirements.
- e. Ensure all students, prior to commissioning, meet professional military education goals and objectives in military history, as outlined in this regulation.
- f. Assist cadet battalions in the implementation of military history curriculum.
- g. Work closely with host colleges and universities to implement instructional programs in military history to meet the requirements of this regulation, in support of TRADOC policy on teaching military history in academic departments. In coordination with USMA, conduct the West Point ROTC Military History Fellowship for civilian professors who teach military history to cadets IAW paragraph 3-3a. Nominate and provide funding for civilian professors.
- h. At those host institutions where military history instruction is not carried out in an academic department, designate one officer position on the TDA coded with SI-5X to serve as primary military history instructor. Send all such instructors to the Military History Instructor Course conducted semiannually by the Combat Studies Institute.
- i. Provide subject matter expertise for Army/branch heritage requirements.

2-8. Commandants, TRADOC service schools

Commandants will-

- a. Implement IMH provisions IAW program goals and objectives outlined in this regulation.
- b. Direct IMH in their schools, within general guidelines established by the TRADOC Military History Council, and enforce MHEP standards established in TSPs and LPs. Commandants who are chiefs of their respective branches also serve as branch proponents for the use of military history in leader development.
- c. Implement school-specific curricular materials in conformance with standards established for Army training.
- d. Support Army and branch heritage instruction in IET by providing supporting materials to training battalions, such as memorialization data and branch histories.
- e. Appoint an IMH coordinator to serve as the point of contact for military history education and heritage instruction. Normally, the branch or command historian is so designated. Responsibilities of this position include curriculum implementation and review, and coordination among instructional departments, libraries, bookstores, and museums.
- f. Designate at least one TDA position in the command as primary military history instructor. If the position is military, code the position SI-5X. If the position is civilian, recruit and hire a professionally trained historian, qualified to teach military history, IAW the provisions of TRADOC Regulation 690-4. Send the primary military history instructor from the school to a

Military History Instructor Course conducted by the Combat Studies Institute. Use the primary military history instructor and the branch or command historian to train and support drill sergeants and other instructors involved in officer, warrant officer, NCO, civilian, and IET heritage instruction.

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

- (1) Branch or command historian.
- (2) Primary military history instructor.
- (3) Museum director or supervisory curator.
- (4) School librarian.
- (5) Commandant, NCO academy.
- (6) Bookstore manager.

h. Use museums as the preferred venue to enhance military history instruction, including Army/branch heritage and branch history. As technical repositories of their branches, museums are excellent platforms for teaching and supporting a variety of instruction in IET, OES, OES-W, NCOES, and CES. Museums are also useful for supporting instruction in the evolution of combined arms warfare, battle analysis, and staff rides.

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

j. Send the IMH coordinator and primary military history instructor to the TRADOC Military History Annual Training Course.

k. Promote the further incorporation of military history into programs of instruction (POI), particularly in classes that are doctrinally or theoretically based or in general suited to historical treatment. Incorporation of military history into the POI will not be used to substitute for common core requirements.

- l. Conduct a staff ride program.

2-9. The Commandant, U.S. Army Warrant Officer Career College (WOCC)

The Commandant, WOCC will-

a. Assist school commandants to implement MHEP in OES-W to meet the requirements of this regulation, and to implement MHEP in all WOCC-conducted courses.

b. Serve as a permanent member of the TRADOC Military History Council and appoint a member to the MHEP Executive Committee.

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

d. Identify at least one military history instructor position in the WOCC. If the position is civilian, recruit and hire IAW the provisions of TRADOC Regulation 690-4.

e. Send the primary military history instructor to a Military History Instructor Course conducted by the Combat Studies Institute.

f. Send a representative to the annual TRADOC Military History Training Course.

g. Prepare a report for the IMH Executive Committee, at the request of the committee, on the implementation and quality of MHEP in OES-W.

2-10. The Commandant, U.S. Army Sergeants Major Academy (USASMA)

The Commandant, USASMA will-

a. Assist school commandants to implement MHEP in NCOES to meet the requirements of this regulation, and to implement MHEP in all USASMA-conducted courses.

b. Serve as a permanent member of the TRADOC Military History Council and appoint a member to the MHEP Executive Committee.

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

d. Identify a primary military history instructor. If the position is civilian, recruit and hire IAW the provisions of TRADOC Regulation 690-4. Normally, the TDA position for the primary military history instructor will be supervised by the IMH coordinator.

e. Chair an IMH team, to meet at least annually, to enhance instruction in military history and foster coordination, communication, and integration of military history throughout the school. Members of the team include:

- (1) Command historian.
- (2) Primary military history instructor.
- (3) A senior NCO from the USASMA staff.

(4) Director, Museum of the Noncommissioned Officer.

(5) School librarian.

(6) Bookstore manager.

f. Send the primary military history instructor to a Military History Instructor Course conducted by the Combat Studies Institute. Use the primary military history instructor and command historian to train all other instructors involved in MHEP.

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

h. Develop and use the library, bookstore, and other educational resources to enhance IMH in NCOES.

i. Send the IMH coordinator to the TRADOC Military History Annual Training Course.

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

2-11. The Director, Combat Studies Institute (CSI), CAC

The Director, CSI will-

a. Serve as a member of the IMH Executive Committee.

b. Send a representative to the TRADOC Military History Annual Training Course.

c. Conduct a program of semiannual Military History Instructor Courses that provide instructors with the methodologies and content necessary to teach in the TRADOC MHEP.

d. Manage the Field Historian Course (FHC) and manage the SI-5X (historian) application and certification process through recommendation for award of the SI to the U.S. Army Center of Military History (CMH). Conduct the FHC in a resident format aimed at Command and General Staff College (CGSC) students pursuing the Master of Military Arts and Science and in a distributed learning format for field officers.

e. Serve as proponent and central point of contact for doctrine, information on, and assistance with battlefield staff rides, both live and virtual, Armywide. Exercise a robust staff ride program for the Command and General Staff Officer Course (CGSOC).

f. Assist in the development of all TSPs and LPs for MHEP and IET common core blocks of instruction.

g. Assist in the development of all Army and branch heritage instruction in IET.

h. Subject to availability of expertise and resources, assist service schools in developing additional curricular materials and training aids.

i. Assist onsite certification inspection/staff assistance to commanders and commandants on development, sustainment, or improvement of military history education programs, and evaluation of IMH utility and performance.

2-12. The Director, Department of Military History (DMH), U.S Army Command and General Staff College (CGSC)

As head of the capstone operating element of the TRADOC MHEP, the Director, DMH will-

a. Serve as a member of the IMH Executive Committee.

b. Send a representative to the TRADOC Military History Annual Training Course.

c. Serve as proponent for IMH for the CGSOC, defining requirements, making recommendations through the IMH Executive Committee and Military History Council to the TRADOC DCG/CoS. Define knowledge, skills, and abilities which students should possess upon completion of military history instruction at CGSOC.

d. Conduct military history instruction within CGSC and provide expertise for and review of the use of military history throughout the CGSC curriculum.

2-13. TRADOC subordinate branch and command historians

In addition to duties which may be assigned by commandants IAW paragraphs 2-8, 2-9, and 2-10, branch and command historians will-

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

b. Advise commandants on the incorporation of Army/branch heritage instruction into IET.

c. Serve as adjunct faculty and advise regular school faculty on the inclusion of military history in the POI.

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

2-14. Directors of Army Museums

In support of IMH, TRADOC museum directors/supervisory curators will-

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

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

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

2-15. Directors of Army Libraries

In support of MHEP, TRADOC library directors will-

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

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

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

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

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

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

Chapter 3 Goal, Objectives, and Standards

3-1. IMH Program goal

The goal of IMH is to produce leaders that use critical thinking, grounded in military history, as the basis for decisionmaking. To achieve this goal, IMH provides a foundation in Army and

branch heritage, teaches the history of the profession of arms, and introduces historical method/analysis and application of contextual thinking. Program objectives are to develop and sustain historically minded Soldiers and civilians capable of bringing historical perspective to bear on contemporary military problems. Standards are set in TSPs and LPs, which also contain evaluation tools.

3-2. Program objectives

a. Provide Soldiers with a program of basic military heritage and history instruction that is progressive and sequential and includes tools to be used for continued professional development.

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

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

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

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

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

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

(5) In officer education, to understand and execute battle analysis; to plan and participate in a staff ride; to understand the evolution of combined arms warfare, including the Army's missions that contribute to it; and to apply the perspectives of military history to military theory and strategy, the military art, the profession of arms, and military operations in general.

(6) In CES, to incorporate history and heritage into instruction as applicable.

d. Conduct staff rides both in and out of the classroom as a critical element of training and as a vital component of leader and professional development. Training funds may be used to conduct staff rides, both curricular and noncurricular.

3-3. Precommissioning course standards

Requirements for history instruction in the Basic Officer Leader Course (BOLC) A precommissioning are set by the training support products for TRADOC common core tasks 155-197-0010 and 155-197-0020.

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

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

(2) Cadets will define and describe the nine principles of war.

(3) Cadets will conduct a battle analysis.

(4) Professors of military science will conduct and cadets participate in a staff ride or battlefield tour, discussing the strategic and operational context of the battle, but focusing on the tactical level.

b. Officer Candidate School. In addition to the TRADOC common core instruction described above, Officer Candidate School students will also conduct a staff ride.

c. USMA. Additional requirements in military history for USMA graduates are set by the academy in coordination with the DCG, IMT, and the CG, USAAC.

3-4. Commissioned officer course standards

a. BOLC B. Standards for history instruction in BOLC B are set by the training support products for TRADOC common core task 155-297-0010. Students will define military history and understand why and how military professionals study history. Students will also define and describe basic battle analysis methodology. As branch history is a focal point, instruction will be conducted in the branch museum where practicable.

b. Captains Career Course.

(1) History instruction in Captains Career Course is provided by the training support products for TRADOC common core task module 011-M141. Students are expected to understand combined arms warfare and its role in military professional development; define, describe, and execute advanced battle analysis methodology; and define and describe staff ride planning methodology.

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

c. CGSOC. CGSOC students, through Intermediate Leader Education, receive military history instruction in the core curriculum. IMH in CGSOC will be conducted at the graduate level and will be designed to analyze the evolution of warfare, the major military revolutions and doctrinal innovations from the eighteenth century to the present. Instruction will maintain an American focus, while considering the context of the Western military tradition. In addition, CGSC will accomplish two other program objectives:

(1) Provide a balanced selection of military history electives taught at the graduate level, including a staff ride program coordinated through CSI.

(2) Offer students an opportunity to obtain SI-5X through the Master of Military Arts and Sciences Program in conjunction with the CSI Field Historian Program.

d. Theater Logistics (TLog) Studies. TLog students at the Army Logistics University (ALU) receive military history instruction throughout their POI. As the Army's premiere logistics curriculum, TLog courses will be taught at the graduate level with the following goals:

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

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

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

(4) Conduct staff rides and battlefield tours focusing on logistics factors.

e. Precommand course. Precommand course students receive instruction in the technical phase of training to understand their military history roles and responsibilities as unit commanders outlined in AR 870-5 and AR 870-20.

f. U.S. Army War College (USAWC). Military history is integrated into the USAWC curriculum. As the Army's premiere school of strategy and the strategic employment of landpower, USAWC courses will be taught at the graduate level with the following goals:

(1) Understand and evaluate national security and military strategy as they have influenced the historical development and employment of landpower focusing on strategic thought and analysis and joint and combined operations.

(2) Conduct staff rides and battlefield tours focusing on strategic factors.

3-5. Warrant officer course standards

a. Warrant Officer Candidate School (WOCS-BOLC A). History instruction in preappointment WOCS-BOLC A is provided by the training support products for TRADOC

common core tasks 155-197-0010 and 155-197-0020. This instruction will also emphasize the warrant officer's evolving role in the U.S. Army. In addition to the TRADOC common core instruction described above, WOCS-BOLC A students will also conduct a staff ride.

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

c. Warrant Officer Advanced Course (WOAC). History instruction in WOAC is provided by the training support products for TRADOC common core task module 011-M141. Students should understand combined arms warfare and its role in military professional development; define, describe, and execute advanced battle analysis methodology; and define and describe staff ride planning methodology.

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

3-6. Noncommissioned (NCO) officer course standards

a. Warrior leader course. Standards for history instruction in warrior leader course are set by the TSP for TRADOC common core task 400-022-1001. Instruction will focus on small unit actions and the evolution of the American NCO, dealing primarily with the duties, responsibilities, and actions of junior NCOs in the 20th and 21st centuries.

b. Advanced leader course. Standards for history instruction in advanced leader course are set by the TSP for TRADOC common core task 155-297-0010. Instruction will be progressive in nature and focus on branch history and heritage. Instruction will illustrate the applications of military history to training and leadership and a sense of branch significance. Instruction will be conducted during the technical phase of training.

c. Senior leader course. Standards for history instruction in senior leader courses are set by the TSP for TRADOC common core task 155-297-0010. Instruction will be progressive in nature and focus on battle analysis methodology and the relevance and utility of military history to training and leadership. Instruction will be conducted during the technical phase of training.

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

3-7. Initial Entry Training (IET) course standards

IET consists of basic combat training/one station unit training and advanced individual training course standards. IET instruction will be conducted in the branch museum where practicable.

a. Basic combat training. Instruction will provide new Soldiers with information about the Army's heritage and its role and importance in the development of the American nation and its society; help Soldiers identify their roles and responsibilities as drawn from Army heritage; and provide Soldiers with an initial understanding of military courtesies and customs as drawn from the Army's historical foundations and traditions.

b. Advanced individual training. Instruction will focus on enhancing Soldiers' understanding of branch history and heritage and emphasize the concept of using museums as institutions of learning.

c. One station unit training. Instruction will combine the Army and branch heritage standards of both basic combat training and advanced individual training.

3-8. Civilian course standards

IMH requirements for CES graduates are set by the Army Civilian University (ACU) and the Army Management Staff College.

Chapter 4**TRADOC Military History Council****4-1. Purpose of the Military History Council**

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

a. The Military History Council, under the direction of the DCG/CoS, will meet as needed to conduct a review of the quality and scope of the program and examine resources required to meet current program goals and to support long-range goals.

b. The Council will amend or approve an as-needed state-of-the-program report and long-range plan proposal prepared by the IMH Executive Committee.

4-2. Composition of the Council

Membership on the TRADOC Military History Council will be drawn from inside and outside the command. The DCG/CoS chairs the council, and the Chief Historian serves as secretary.

a. Members from inside TRADOC include:

(1) CG, CAC.

- (2) DCG, IMT.
- (3) CG, USAAC.
- (4) DCS, G-3/5/7.
- (5) Deputy Commandant, USAWC.
- (6) Deputy Commandant, CGSC.
- (7) Deputy Commandant, ALU.
- (8) Two TRADOC branch school commandants, nominated by the DCG/CoS.
- (9) Commandant, WOCC.
- (10) Commandant, USASMA.

b. Members from outside TRADOC include:

- (1) The Chief of Military History.
- (2) A senior-level civilian, nominated by the DCG/CoS.

4-3. Report of council meetings

The TRADOC Military History Council Secretary will forward the report and long-range plan to the CG.

Chapter 5

IMH Executive Committee

5-1. Purpose of the IMH Executive Committee

The IMH Executive Committee manages IMH and makes recommendations to the chairman of the TRADOC Military History Council based on proposals and information gathered from IMH coordinators, school commandants, major subordinate commands, the TRADOC Military History Annual Training Course, or other sources inside or outside the command. The Executive Committee will meet as needed.

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

b. The Executive Committee will prepare an as-needed report on the state of IMH for the TRADOC Military History Council.

5-2. Composition of the IMH Executive Committee

Membership on the MHEP Executive Committee will be drawn from TRADOC agencies and organizations with a responsibility for some aspect of MHEP management.

a. Regular members include:

- (1) Chief Historian, TRADOC (chair).
- (2) Director, CSI, CAC.
- (3) Director, DMH, CGSC.
- (4) One colonel-level representative each from the DCG, IMT, and USAAC.
- (5) A representative of the Chief of Military History.
- (6) A representative from the WOCC.
- (7) A representative from the USASMA.
- (8) Two IMH coordinators, selected by the Executive Committee chairman for 2-year terms.

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

5-3. Reports of committee meetings

The IMH Executive Committee chair will prepare and forward reports of all meetings to each member of the TRADOC Military History Council.

Chapter 6 Program Evaluation

6-1. Evaluation and quality control

Overall program evaluation is the central responsibility of the TRADOC Military History Council. Quality control is the central responsibility of the IMH Executive Committee, aided substantially by USAAC; the DCS, G-3/5/7; the TRADOC Military History Office; service school commandants; IMH coordinators; and Department of the Army history and museum certification inspectors.

6-2. IMH assessment

Program assessment is carried out at all levels.

- a. The TRADOC Military History Council assesses resource needs and long-term program requirements and reports as needed to the TRADOC CG.
 - b. The IMH Executive Committee assesses program implementation and quality commandwide and reports as needed to the TRADOC Military History Council.
 - c. The CG, CAC, assesses program implementation and success within the OES, OES-W, NCOES, and CES programs and provides reports to the IMH Executive Committee as requested.
 - d. The DCG, IMT, assesses program implementation and success within IET and provides reports to the IMH Executive Committee as requested.
 - e. The Commandant, USAWC, assesses program implementation and success within the college and provides reports to the IMH Executive Committee as requested.
 - f. Commandants of TRADOC service schools assess program implementation and quality in their schools and provide reports to the IMH Executive Committee as requested.
 - g. The Commandant, WOCC, assesses program implementation and success within OES-W and provides reports to the IMH Executive Committee as requested.
 - h. The Commandant, USASMA, assesses program implementation and success within NCOES and provides reports to the IMH Executive Committee as requested.
 - i. The DCS, G-3/5/7, the TRADOC Chief Historian, and other designated TRADOC representatives assess IMH implementation and quality during periodic staff assistance visits and certification inspections and provide written reports of their observations, findings, and recommendations to the TRADOC DCG/CoS.
 - j. The IMH Executive Committee works with other Army commands to integrate IMH with other programs for professional development and leader development in military history.
 - k. The TRADOC Chief Historian reports issues and proposals arising from the TRADOC Military History Annual Training Course to the IMH Executive Committee.
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Appendix A
References

Section I
Required Publications

Army Regulation 350-1
Army Training and Education

Army Regulation 735-17
Accounting for Library Materials

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

Army Regulation 870-20
Museums and Historical Artifacts

TRADOC Regulation 10-5
U.S. Army Training and Doctrine Command

TRADOC Regulation 10-5-1
Headquarters, U.S. Army Training and Doctrine Command

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

TRADOC Regulation 350-10
Institutional Leader Training and Education

TRADOC Regulation 350-18
The Army School System (TASS)

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

TRADOC Regulation 690-4
Recruitment and Selection of Historians and Museum Curators

TRADOC Regulation 870-1
TRADOC Military History Program

Section II
Related Publications

AR 25-400-2
Army Records Information Management System (ARIMS)

Section III
Prescribed Forms

This section contains no entries.

Section IV
Referenced Forms

This section contains no entries.

Glossary

Section I

Abbreviations

ACU	U.S. Army Civilian University
ALU	U.S. Army Logistics University
BOLC	Basic Officer Leader Course
CAC	U.S. Army Combined Arms Center
CES	Civilian Education System
CG	commanding general
CGSC	Command and General Staff College
CGSOC	Command and General Staff Officer Course
CMH	U.S. Army Center of Military History
CoS	chief of staff
CSI	Combat Studies Institute
DCG	deputy commanding general
DCS	deputy chief of staff
DMH	Department of Military History
FHC	Field Historian Course
G-1/4	personnel and logistics
G-3/5/7	operations, plans, and training
IAW	in accordance with
IET	initial entry training
IMH	instruction in military history
IMT	initial military training
LP	lesson plan
MHEP	Military History Education Program
NCO	noncommissioned officer
NCOES	Noncommissioned Officer Education System
OES	Officer Education System
OES-W	OES-Warrant
POI	program of instruction
ROTC	Reserve Officer Training Corps
SI	skill identifier
TASS	The Army School System
TDA	table of distribution and allowance
TLog	Theater Logistics Studies
TRADOC	U.S. Army Training and Doctrine Command
TSP	training support package
USAAC	U.S. Army Accessions Command
USASMA	U.S. Army Sergeants Major Academy
USAR	U.S. Army Reserve
USAWC	U.S. Army War College
USMA	U.S. Military Academy
WOAC	Warrant Officer Advanced Course

WOBC	Warrant Officer Basic Course
WOCC	Warrant Officer Career Center
WOCS	Warrant Officer Candidate School
WOSC	Warrant Officer Staff Course

Section II

Terms

Battle analysis

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

Battlefield tour

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

Branch historian

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

Historical research collection

Documentary material—in any media, regardless of its location in the organization, and as defined by Army Regulation 870-5—that has been designated as having historical significance by the center, branch, command, or activity historian.

Historical properties

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

Military heritage instruction

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

Military history instruction

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

Military history integration

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

Staff ride

A systematic preliminary study of a selected campaign or battle utilizing primary sources, an extensive visit to the field to study the actual sites associated with the historical events, and an opportunity to integrate the insights and lessons derived from both preliminary and field study.

Section III
Special Abbreviations and Terms

This section contains no entries.