

DEPARTMENT OF THE ARMY  
OFFICE OF THE CHIEF OF STAFF

3 April 1996

4 CSA  
3 DAS  
2 SMA  
1 DIR, ECC3 April  
1 MAJ JOHNSON-CLARK 5

*Good information*  
*Start a file for speech material.*

SUBJECT: Military History and the Role  
it Plays in Training Noncommissioned  
Officers--INFORMATION MEMORANDUM

*SMA*

1. (U) TYPE ACTION: ACTION AGENCY

         Decision            DAMH  
         Signature  
         Line Thru/Initial  
  X   Information

2. (U) Priority:

         Prompt NLT:      X   Routine

3. (U) DISCUSSION:

a. The attached information paper is self-initiated by the Center of Military based on a conversation on the use of military history in the Army Noncommissioned Officer Education System that took place between GEN Shalikashvili and Ms. Frances Kennedy of the Conservation Fund.

b. The purpose of the paper is to provide information to GEN Shalikashvili on the Army's use of military history in training NCOs.

4. (U) RECOMMENDATION:

That the DAS and CSA approve information paper by lining thru and initialing attached memorandum to the CJCS.

APPROVED: \_\_\_\_\_  
SEE ME: \_\_\_\_\_



REPLY TO  
ATTENTION OF

DEPARTMENT OF THE ARMY  
THE CENTER OF MILITARY HISTORY  
1099 14TH STREET NW  
WASHINGTON, DC 20005-3402



DAMH-FPF (350-1)

29 MAR 1990

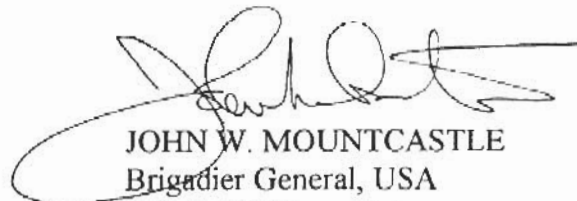
MEMORANDUM THRU DIRECTOR OF THE ARMY STAFF  
CHIEF OF STAFF, ARMY

FOR CHAIRMAN, JOINT CHIEFS OF STAFF

SUBJECT: Military History and the Role It Plays in Training Noncommissioned Officers--  
INFORMATION MEMORANDUM

1. This paper is self-initiated based on a reported conversation on the use of military history in the Army Noncommissioned Officer Education System (NCOES) that took place recently between General Shalikashvili and Ms. Frances Kennedy of the Conservation Fund.
2. The teaching of military history occurs at every level of the NCOES and remains an integral part of the noncommissioned officer educational process. An information paper with more detail is at TAB A.
3. The information paper has been coordinated with DAMO-TRO (SGM Tew).

Encl

  
JOHN W. MOUNTCASTLE  
Brigadier General, USA  
Chief of Military History

Sir —

Frances Kennedy told me of your interest, so I asked our SGM Bob Rush to provide the attached update.

Jack

SGM Rush/761-5368

## INFORMATION PAPER

DAMH-FPF  
1 April 1996

SUBJECT: Military History and the Role It Plays in Training Noncommissioned Officers

1. PURPOSE: To provide information on the Army's use of military history in training NCOs.

2. FACTS.

a. What NCOs do today is not new. Despite profound changes in the outward appearance of noncommissioned officers during the last century, the mission "to protect and defend" remains. From the stand-up battles of the Civil War and enforcing the peace in the West, to the war of maneuver in the Gulf and peacekeeping in Bosnia; the essentials of small unit leadership and, therefore, the duties of the NCO have remained the same. Although many NCOs may have an active interest in the "Big Picture" of military history; biographies of famous military leaders and movements of armies, the true applicability of military history in training NCOs lies in relating the historical aspects of small unit leadership under fire, NCO duties such as soldier accountability, reconstituting small units, and the accompanying cohesiveness built through small unit training.

b. Currently, military history is taught at every Noncommissioned Officer Education System (NCOES) level. The number of hours increase the higher the level of the course. Listed below are the current hours required, the average number of hours taught, and the focus of the historical message.

Course	Hours Prog	Avg Taught	Focus
Primary Leadership Development Program (PLDC)	1	1	<i>History of the NCO</i>
Basic Noncommissioned Officer Course (BNCOC)	3	3.2	<i>Duties, Responsibilities and Authority of NCOs; Branch History</i>
Advanced Noncommissioned Officer Course (ANCOC)	3	4.3	<i>Focus on Evolution of Combined Arms Warfare</i>
Sergeants Major Academy	30	30	<i>Role and use of Military History Historical Methods and Military Decision Making (Battle of Nancy Analysis) Staff Ride (usually to Columbus, NM) some travel to Hürtgen, Ardennes, Gettysburg, Chickamauga.</i>

c. Senior noncommissioned officers traditionally have been the keepers of their organization's lineage and traditions. Serving as role models and mentors, they pass on and inculcate the traditions and organizational ethos into newly arrived soldiers.

d. Another important leader development technique is the staff ride which analyzes battles on the actual terrain where historic events took place. Illustrating the complexity of the human condition during combat, military history can help NCOs bridge the gap between peacetime training and war. Although most unit staff rides study decision making at the higher levels, including maneuver, logistics and politics, some units at battalion and company level, integrate the different perspectives of officers and NCOs. When staff rides incorporate the human conditions under stress of battle, such as why and how they fought, and the combat duties and responsibilities of the different grades, as well as the more mundane but as necessary lessons learned regarding casualty evacuation and reporting, resupply, and training and integration of replacements, NCOs learn more about their present-day duties. When NCOs realize that instead of soldiers *moving as a member of a fire team*, soldiers were *moving as a member of a company in line*, and other comparisons of past and present, they better understand the greater importance they play on the decentralized battlefield.

e. In the future, military history will continue to be taught in the NCOES system, and there are efforts being made to establish some degree of equivalency between courses at the same level (i.e., the Officer Basic Course and Advanced NCO Course focus on platoon level, and the Officer Advanced Course and the First Sergeant's Course, although not an NCOES course, at the company level), even though the perspectives might be different. Efforts are also being made to maintain a minimum number of hours devoted strictly to military history, while incorporating historical lessons learned into other facets of the courses. In summary, the current rapid changes in technology and doctrine may make many lessons obsolete, especially minor tactics; however, this makes military history only more valuable to NCOs. It is true lessons are timelines as they spring from universal principles or from the human condition, which never changes much.

SGM Robert S. Rush 761-5368