

The ARMY HISTORIAN

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"This Enterprise Serves a Worthy Purpose. I Wish It Well."

John O. Marsh, Jr.
Secretary of the Army

I am honored to introduce *The Army Historian*, a periodical dedicated to the proposition that an appreciation of military history is a valuable addition to an officer's intellectual background.

The American Army is older than the Nation. It is rich in history. The 167 battle streamers on the Army flag tell not only the story of the Army, but the story of our great Republic. One of those streamers is Yorktown, whose bicentennial was commemorated Army-wide as a part of the Army's "Spirit of Victory" theme in 1981. Its observation had national and international implications as we re-examined its enormous importance to achieving victory in the American Revolution and thereby created the environment for peaceful resolution of the Revolutionary War. The Yorktown commemoration also helped build national will.

This year we mark the 200th Anniversary of the Treaty of Paris which concluded the American Revolution on terms that gave us our independence, and established our boundaries. That treaty was a stepping stone to the founding of the Republic. The Declaration of Independence, Yorktown, the Treaty of Paris and the founding of the Republic are all inter-related, and the Army played a vital role in bringing these events into being.

It has been observed that "what is past is prologue" and "learn from the past." I have cited only several examples of our nation's early history which have great meaning today.

I perceive history to be more than a patriotic reaffirmation of the noble principles and corporate steadfastness that accompanied the birth of our nation. An



understanding of history sharpens judgment and broadens perspective. A knowledge of past campaigns and commanders provides vicarious experience otherwise unobtainable. An appreciation of the reasons for the conversion from the square to the triangular division and of the inadequacies of the pentomic division aided Army '86 planners in their recent labors. It is conceivable that knowledge of Officer Candidate School buildups in our recent wars would be of some interest to planners and trainers anticipating future emergencies.

The reason why I am delighted to introduce *The Army Historian* is that this publication will help us have a better understanding of the value of history. But, in addition, by careful explanation and provocative example, it should attract the attention of those thus far uninitiated in the uses of this valuable discipline.

This enterprise serves a worthy purpose. I wish it well.

The Army Historian



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Editor's Journal

As issue editor of this first issue of a new publication, I talked with some thirty denizens of the Army's history community, to glean their comments on what is needed. The articles in this issue which respond to this inquiry include those on who the Army historians are, on commanders' history programs, and on professional reading. Left over from my traveling journal are the following entries on the purposes and precedents of this enterprise.

Our Purposes

Readers of *The Army Historian* will be seeing repeated allusions to "historical mindedness," a commodity essential in the makeup of Army decision-makers and planners. In fact, we think it so important that we dedicate this new periodical

to the explication of historical mindedness and its application to military affairs.

We can recommend at least forty good books that link conceptions of history with the processes of the mind--starting with Edward H. Carr's *What Is History?*, working through Marc Bloch's *The Historian's Craft* and Herbert J. Muller's *The Uses of the Past*, on to W. H. Walsh's *Philosophy of History*. Some of our colleagues also would insist on consulting Raymond Aron in *Introduction to the Philosophy of History* and Allan Nevins in *The Gateway to History* and Jose Ortega y Gasset in *History as a System*. These are books listed under "Historiography" in the required reading lists of graduate school history departments.

In the ruddy fashion of Army people,
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CHIEF'S BULLETIN

Secretary Marsh Sets New Directions for Army Historians

BG Douglas Kinnard, USA (Ret.)

A tested way of leadership in the American government is to set new directions of policy when an agency head is appointed. Secretary of the Army John O. Marsh, Jr., showed himself such a leader when he provided me a Letter of Instruction upon my becoming Chief of Military History and Director of the Center of Military History on March 9th.

His letter is an innovative document, and it sets a bold new pace for the Army's historians. Secretary Marsh properly cited the center's "honored past" and counseled that the principal missions remain sound. But he asked for a change in priorities among those missions in order to develop more effective means of supporting the Army through the remainder of the century.

Among the points he covered, three of particular interest warrant mention here: increased support of the Army staff in their planning; support of military history education in the Army; and establishment of a National Museum of the United States Army.

Supporting Army Staff Planning

With regard to Army planning, Secretary Marsh called for increased emphasis on "the preparation of historical studies in support of planning and mission execution by the Army staff." The secretary defined these studies as relating to the Army's current strategic, operational, and tactical concerns. Lessons learned from recent conflicts, for example, would prove valuable to current planners, as would surveys of doctrine and training development within the recent Army experience.

The center is equipped to serve as the Army's institutional memory, as it did in a recent study for the deputy chief of staff for personnel on the mobilization of manpower, military and industrial, for World War II. As another example, it prepared a historical summary of the establishment and evolution of the Office of the Deputy Chief of Staff for Operations

and Plans. The deputy chief of staff for operations and plans made use of the summary in a meeting with his directors and plans on using it as an orientation pamphlet for newly assigned personnel.

The secretary's requirement is not for lengthy and publishable studies, nor for any duplication of the work of action officers of the Army staff in their development of fully coordinated position papers. Rather, the center will provide the Army staff with historical background and analytical data that meets the Army's needs for quick responsiveness and flexibility in its planning and decision-making processes.

To meet this new direction we established in July a Research and Analysis Division from our current personnel resources. Though increased resources would permit us to do more in this area, we are off to a good start.

Supporting Military Education

In the past, the center's contribution to military history education has been chiefly in the writing of official histories. Students at the Command and General Staff College, for example, read Kent Roberts Greenfield's *Command Decisions*. And in the service schools, the center's study of small unit actions in the Korean War are in demand.

But now the secretary wants that we go further--that the center become more involved in the Army's military history education system.

What are we doing in response to this directive? *The Army Historian* has been inaugurated to serve as a clearinghouse for the exchange of ideas and techniques in military history education. We are updating the basic military history text used in ROTC. We will provide other textbooks and bibliographies to supplement what is already in print. In the next issue I will discuss the Army historian book series, which the ROTC-text rewrite will inaugurate. Finally, we hope to establish a subcommittee of the Department of the Army Historical Advisory

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THE COMMANDER AND MILITARY HISTORY

Historical Mindedness in an Air Assault Battalion

Lt. Col. John A. Cope

In the first of a series on the study of military history in combat organizations, Colonel Cope describes a program he designed for a battalion of the 101st Airborne Division (Air Assault). Cope received his master of arts degree in history at Duke University under the Army Educational Requirements Board program. He is currently a student at the Army War College.

The 3d Battalion, 327th Infantry, at Fort Campbell is as busy as any Army stateside deployable battalion, and not the ideal place for thirty officers to undertake a comprehensive reading program in military history. But when my two-year command of the battalion ended in June 1983, the record showed that we had included a considerable amount of historical thought and analysis in our pursuit of individual and small unit proficiency in an air assault organization.

Through exposure to selected kinds of history, we hoped to increase the officer's understanding of what happens on the wartime battlefield—a place unknown to practically all of our officers, since they had been commissioned after Vietnam. We were backed up in these endeavors by strong letters from the FORSCOM CG, General Richard E. Cavazos, who was concerned about officers' combat skills; and from the CG of the 101st, Maj. Gen. Charles W. Bagnal, who called for officer professional development classes, tactical exercises without troops, and required reading programs to assist officers in meeting their "personal responsibility to understand the doctrine and historical basis that guides the profession of arms."

Recognizing that multiple copies of books are unavailable, we turned to short extracts built around selected themes. Recognizing that the battalion's five companies were often scattered (Canada, Fort

Chaffee, one a cohort company), we scheduled professional development sessions once or twice a month as we could. And we worked hard to take all thirty officers on a three-day trip to the Civil War battlefield at Shiloh, Tennessee.

Professional Themes

Our excursions in military history included:

- Discussion of infantry defensive operations, based on an enactment by seven lieutenants of Maj. Gen. Sir Ernest Swinton's *The Defense of Duffer's Drifts*, using modern weapons on a similar piece of terrain.

- Discussion of the impact of artillery on infantry units, using extracts from Charles B. MacDonald's *The Battle of the Huertgen Forest*.

- Discussion of the battalion's heritage, based on James Lee McDonough's *Sky Raiders*.

- S. L. A. Marshall's lectures and writings on small unit actions, taken from *Men Against Fire* and his works on the Korean War.

- Other discussions, based on John Masters' *Bugles and a Tiger*; Barbara W. Tuchman's thoughts on generalship in *Practicing History*; Rommel's *Attacks* (1st ed.); and Leonard Rapport and Arthur Northwood, Jr.'s *Rendezvous with Destiny*, published by the 101st Airborne Division Association in 1948.

For the discussions I found it useful to print up pocket cards on the thought processes used by successful commanders, such as the elements of METT (mission, enemy, terrain, troops) and the principles espoused by Rommel.

Shiloh Battlefield

The three-day trip to the National Military Park at Shiloh started with our placing the battalion's five companies with their present-day weapons in a defensive posture on the terrain southwest of Pittsburg Landing, Tennessee. Once we had completed the exercise of imagining how our battalion would look in these positions, we were thoroughly

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familiar with the terrain. Then we began our study of the Civil War battle, subsequently finding that the trace of our front lines roughly paralleled the initial dispositions of the Union forces in 1862. With the help of the park historians, we analyzed the problems and decisions of the Civil War commanders, and we learned how to use a historical battlefield as a large but instructive training aid.

For this excursion we hired a bus and stayed in park facilities, each officer funding his own share. Some remarked that it was good to get away from the battalion to think about the profession;

others said that for the first time they began to understand and feel confident about deploying companies in defensive operations.

Studying history in the battalion was not centered on reading books; only about 10 percent of the officers who came through the battalion during my command were voracious readers, who would read without any established program. For this organization, a combination of picking combat themes and using excerpted readings seemed best. The battlefield trip pulled it all together.

Reflections on a Unit Military History Reading Program

Capt. William W. Epley

Captain Epley was commissioned in 1973 and was a platoon leader in the 82d Airborne Division before commanding Company C, 2d Battalion, 505th Infantry. He has since earned a master of arts degree in history at the University of Michigan and teaches Russian and Soviet History at the United States Military Academy.

Like most professional soldiers I have always had a keen interest in military history, not only because of an intellectual curiosity to know more about my profession but also because of a natural desire to understand what combat is like. Shortly after taking command of a rifle company, I began to feel that my lieutenants should be exposed to some of the same literature I had read on small unit actions and set up an informal reading program for them. My objective was to provoke my subordinates into thinking about how other small unit leaders performed in combat and thereby perhaps to help them, in some small way, to prepare mentally for combat. The program was completely informal and unstructured, although it was not voluntary. I did not prepare a bibliography or reading plan. Out of my own personal collection, I simply gave a book to a lieutenant, indicated what chapters I wanted him to read,

and instructed him to pass it on to the next lieutenant when he finished. I would then informally chat with him (or several lieutenants) about what he had read whenever we could find the time. These discussion sessions would last about half an hour and would concentrate on the lessons learned aspect of the reading. It was my perception that the lieutenants enjoyed the readings and discussions and would frequently initiate the discussion sessions.

Small Unit Actions

The books I selected for my reading program concentrated on personal experiences and small unit actions. Military history books that described campaigns and strategy, while perhaps interesting and useful, were not appropriate at this level. My booklist was by no means exhaustive. Some of my personal favorites at the time were: S. L. A. Marshall's *Battles in the Monsoon*, *Night Drop* (of particular relevance to my unit), and *The River and the Gauntlet*; Guy Sajer's *The Forgotten Soldier*; and the following DA pamphlets: 20-269, *Small Unit Actions During the German Campaign in Russia*; 20-231, *Combat in Russian Forests and Swamps*; 20-230, *Russian Combat Methods in World War II*; 20-233, *German Defense Tactics Against*

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Russian Breakthroughs; 20-234, Operations of Encircled Forces (and) German Experiences in Russia.

Almost all the books describe leaders at various levels performing in combat in a variety of tactical situations; these can serve to inspire young officers to emulate the good ones and avoid the bad ones.

Many of these books evoke leadership principles which are timeless, equally applicable today as they were in World War II, Korea or Vietnam. Also many of the DA pamphlet series summarize what lessons could be learned from a particular combat experience, such as the need to conduct a thorough reconnaissance or to construct a good camouflage. This helps to reinforce everyday tactical training in a unit because a junior officer can see a clear connection between a training manual and the real-life scenario depicted in what he reads.

These kinds of books describe, often in vivid detail, the confusion and shock associated with modern war at the level of the soldier and the small unit leader. While it is perhaps hard to measure the degree of mental preparation this kind of reading program brings, the more committed young professionals will hopefully, as a result of their reading, come to terms with themselves and their profession. The vicarious experience they gain should better enable them to approach their jobs with the kind of sober realism necessary in any army and with a mental toughness from having learned how other soldiers have performed in times of extreme duress.

The value, therefore, of such a reading program, whether or not it be more structured or formalized than the one I used, should be clear to all officers who have served with combat units. I hope eventually to have the opportunity to initiate such a program again.

PRACTICING THE HISTORIAN'S CRAFT

The Army Historians: Who Are They?

Col. Roger H. Nye, USA (Ret.)

There are thousands of Army historians, but how do we know who they are? They wear no identifying badges or insignia of any special branch; rather, they claim that they are suited to all Army tasks--command, operations, personnel, R&D, logistics, to name a few. They say they are united by a common way of thinking; "historical mindedness" they call it. But they are forever quarreling among themselves over schools of thought within their craft.

Army historians have several traits in common. Generally, they are readers, with a special yen for stories of how military men of the past went about their calling. And, generally, they have a college education; if not, they have covered the necessary academic turf by voracious

reading on their own. Most historians also share a penchant to write, to keep journals, to keep a record of what they and those about them have experienced.

Civilian and Military

Army historians serve in both active and reserve assignments. Some are enlisted soldiers, who although often isolated from the wellsprings of academic history, have an unsurpassed skill in translating the Army's past into vivid lessons for today's recruits and generals. And some are civilians who have written much of the Army's historical record. They bring professional standards to the design of Army programs for writing unit histories, for teaching military history in the service schools, and now for recording

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the wars in Korea and Vietnam.

Certain facts dictate, however, that in the Army's history community the Officer Corps must carry the central burden of responsibility. Only this group can combine an access to the requisite education with a broad experience in the most vital operational interests of the Army, and with a potential for direct input of historical analysis to the decision-making process. At the present time, then, the answer to "Who Are They?" lies primarily in the Officer Corps.

Education

There are six ways of identifying officer historians in the Army. The first is by looking at the educational records. As of 1983, some 5,300 officers on active duty had pursued undergraduate majors in history and 600 had qualified at the master of arts level and 40 at the doctor of philosophy level. These records further identify the men and women by their specialties: American, European, Latin American, Far and Middle Eastern, diplomatic, economic, medieval, and, yes, military history.

A second group are those indicated by the Additional Skill Identifier for historians, ASI 5x. Fewer than 200 officers carried this identifier in 1983; the bulk of these were serving in repetitive history assignments, or were in utilization tours after graduate schooling through the Army Educational Requirements Board program.

Positions

Historians can also be identified by serving in positions that call for officers trained in the craft--for example, teachers, researchers, operations officers, and unit historians. In 1983 the Department of the Army listed ninety-five officer positions requiring trained historians, such as those at the Center of Military History and at Army schools. The occupants of these positions are looked upon as the flagbearers for advancing the study and use of military history in the Army. In 1983 eighty-two

of these positions were filled by officers with ASI 5x, and nearly all were trained to the master of arts level in civilian graduate history programs.

The fourth group represents a differently oriented--but perhaps more significant--category of historians who practice their craft as commanders, planners, force developers, logisticians, and strategists. In 1982, for example, the commanding general of the 2d Armored Division and at least two assistant division commanders of other combat divisions had shared the experience of teaching military history to cadets for three years. At least twenty battalion and brigade commanders had spent five years in history training and teaching, as did ten field-grade officers assigned to the Army's Office of the Deputy Chief of Staff for Operations. Army historians populated the planning staffs of NATO, EUCOM, and USAREUR headquarters and served as ROTC professors of military science, foreign area officers, and staff officers in nearly all the combat divisions. In general, these historians had not adopted ASI 5x but chose to follow their particular specialty codes. Most would testify that their thinking about military affairs was tied to the knowledge, skills, insights, and values that came with their formal study of history. (See Table.)

A fifth group consists of officers who achieved their history credentials not from formal schooling but from a constant reading and affection for military history. These "amateur historians" derive their lineage from a distinguished roster of writers and users of military history--Patton, Eisenhower, MacArthur, Rommel, Montgomery, and, of course, Napoleon and Julius Caesar. Today's self-taught historian may bring to the profession a special skill, drawn from formal training in, for example, engineering, operations research, computer science, or economics. In the 1980s there was a host of senior Army generals who had gained their appreciation of a historical approach to problems through decades of military experience; Generals Donn A. Starry, Glenn K. Otis, William R. Richardson,

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The Army Historian selected 100 officers from a roster of those who had earned graduate history degrees and taught Army history courses early in their careers. In late 1982 they were assigned as follows:

- 20 Battalion and brigade commanders
- 18 Combat unit staff officers
- 14 HQ, DA, with 10 in ODCSOPS
- 10 NATO, EUCOM, USAREUR HQ
- 6 ROTC PMS
- 12 Miscellaneous: USREDCOM, TRADOC, MI, FAO
- 20 Repetitive history assignments: 7 USMA, 6 AWC & MHI, 4 CSI, 3 CMH

Ed. Note: Historical mindedness dictates two caveats for interpreting this *Table*. While it is an accurate record of a certain group in a certain time, it may not be representative of the careers of all Army historians. Further, it can be argued that changes in Army personnel policy have made it less possible for any officer to study and teach military history for five years and remain eligible for command selection; this is a contention not yet proven historically.

and Richard E. Cavazos were among the most active in pressing for more study of military history throughout the Army.

The Novices

In every profession one looks to the novices to replace the elders who have taught them. The sixth way of identifying the Army's historian is to search the ranks of lieutenants and captains for those who picked up an interest in history early in their academic and military experience. They may have had a good precommissioning course in military history and discovered in their basic and advanced courses some operational and biographical history that they liked. With luck they identify with a senior sponsor who not only knows the trade but also helps them decide how far

they want to pursue historical studies. Found in every unit and every specialty, the Army's novice historians number in the thousands.

There was a day when the Army historian was thought to be the hapless dullard called in by the Old Man and told to write the unit history. They went the way of mules and puttees. Today's historians range from the flagbearing coterie of educated experts to unnumbered platoons of volunteer novices. By 1983 it became necessary to give logic and coherence to this movement with a new publication, *The Army Historian*, written by and for those who choose to learn and practice the historian's craft in their military lives.

Patton's professional study during his years in the Office of the Chief of Cavalry was enormous. He now wore glasses when reading. In the spring of 1930, when he suffered . . . an inflammation of the eyes, the doctor recorded that the probable cause was Patton's staying up with his books until one o'clock every morning.

Martin Blumenson, *The Patton Papers*, Vol. I, p. 870.

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Dual Career: History and Artillery

Lt. Col. (P) Harold W. Nelson

Colonel Nelson will be both student and history instructor at the U.S. Army War College in 1983-84. He observes that he was promoted to major while teaching history at West Point, to lieutenant colonel while teaching history at Fort Leavenworth, and will be promoted to colonel while teaching history at Carlisle Barracks. Between these teaching tours he served as S-3 of the 4th Missile Command; commander of the 2d Battalion (Lance), 377th Field Artillery; and defense planner, United States Mission to NATO. He was commissioned in 1963, and received his master of arts and doctor of philosophy degrees in history from the University of Michigan. The Army Historian asked him to recount his recent conversation with younger Army historians about a dual career in history and a line branch.

In April 1983 I spent a productive hour with the captains teaching in the West Point Department of History, discussing the problems and opportunities associated with successive tours as historian while serving on active duty. Several officers of my vintage (year groups 61-65) have followed this pattern, and the reasons for this are obvious to us. We love the study and teaching of history, and the demand for military historians within the Army has grown dramatically within the last decade. The supply of trained officers has not kept pace with the demand, and the rank structure of the faculties and the curriculum content at the Army's higher-level schools make the veterans of previous teaching tours the preferred candidates to fill vacancies.

Branch Qualifications

Officer historians who hope to make the greatest possible contributions to the Army (and to be regarded with timely promotions through the grade of colonel)

must recognize the need to retain their branch qualification. There is little evidence that an officer's initial tour of civilian schooling and teaching reduces his opportunity for selection to attend the Command and General Staff College, but the teaching tour can limit the opportunity for branch-related assignments as a major. Officers should seek any job that meets this requirement. As an artilleryman I should have been a battalion XO or S-3 as a major, but instead I was assigned to be the S-3 of a missile command that was being deactivated. I made the most of the job, and I know others who did the same thing in similar circumstances. In virtually every instance, we have been selected for promotion to O-6, and in some cases we have been lucky enough to command at the battalion level.

Foreign Area Specialty

Because the Army needs military historians, I stressed to the captains the fact that I had developed skills in military history, even though my graduate school training and initial teaching experience had centered on European history. The point was readily accepted, but we digressed to explore the foreign area officer (FAO) option. I explained that I turned down a chance to be trained as an FAO because my Russian was good enough to support my research needs, and I preferred spending three additional years teaching history to three years studying Russian. This is a matter each individual should discuss with counselors from MILPERCEN, because historians have traditionally become successful FAOs, and the Army clearly has extensive requirements in this career field.

The Doctorate

We also talked about the career advantages of completing requirements for a doctor of philosophy degree. I told the group that I did not believe selection boards paid very much attention to that credential, but I admitted that I would not

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have gained access to a stimulating two-year tour in Brussels if I had not finished my thesis. We seemed to agree that no one would actually enter a doctoral program to further his military career, so there was no need to expect any of the conventional advantages (such as early promotion and command selection) to be linked to degree completion. But I stressed my belief that officers who are fully credentialed will have an advantage competing for successive teaching

positions in the Army.

Since I was actively seeking recruits to succeed my generation of Army historians, I reiterated my plea for these educated captains to consider joining another faculty after they had been promoted and to become branch qualified in their new grade. The study of history in the Army, the quality of instruction in our service schools, and the job satisfaction enjoyed by many bright young officers will all be improved if this occurs.

Military History Takes on New Dimension

One of the major benefits flowing from the establishment of the Military History Institute at Carlisle Barracks has been the strengthening of the study of military history at the U.S. Army War College. In recent years the institute director, Col. Donald P. Shaw, has helped the college initiate lectures and courses taught by MHI historians, as well as history elective courses taught by the visiting professor of military history, and a joint-sponsored oral history program.

The most recent innovations have been designed by Lt. Col. Charles R. Shrader, MHI's chief of oral history, whose work had put him in a close working relationship with the students and faculty at the War College. He was able to draw on his extensive teaching experience at the Military Academy and the Command and General Staff College to formulate curriculum proposals that suited the War College's needs.

In academic year 1983, the USAWC curriculum reflected the results of these efforts. Each of the major subjects taught at the War College included a history dimension, and the appropriate lessons were researched and taught by military historians drawn from the War College faculty, MHI, and the student body (the class of '83 included two officers with doctorates in history and

extensive teaching experience). In addition, a voluntary program of afternoon lectures on historical topics that complemented the core curriculum was initiated. These programs were followed by a series of advanced courses in military history that attracted students whose appetites had been whetted by the core curriculum offerings.

In December, Maj. Gen. Richard D. Lawrence, commandant of the Army War College, recognized the value of these initiatives by directing that a civilian professor of military history be added to the faculty to provide continuity to the military history teaching effort; Professor Jay Luvaas was appointed to this position in 1983. Also designated was a new military position on the faculty for an officer who would develop the military history curriculum, identify qualified teachers, and coordinate the teaching effort.

The Military History Institute and the Army War College can now work together to strengthen the teaching of military history. Efforts are underway to expand the use of historical case studies to investigate operational questions at echelons above corps, and the historians are working closely with the newly opened Center for Wargaming to determine methods whereby the historical approach can be used to reinforce the methods currently employed in battlefield simulations.

Much work remains to be done, but the prospects for strengthening the study of military history at the U.S. Army War College are unlimited.

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however, we insist on definitions which serve our purposes. When Colonel Bill Stofft and his crew at the Combat Studies Institute were asked to translate "historical mindedness" into the craniums of Army officers, they suggested the following: "Historically minded persons make a practice of analyzing the present situation in light of the past, as well as considering past events and actions in the context of their own times. Characteristically, they try to identify cause and effect relationships and solve problems by searching for broad themes which trace developments over extended periods."

Good enough, we say, because the word *context* suggests that history does not necessarily, if ever, repeat itself. As for its significance, the CSI group wrote:

Historical mindedness is important to today's Army in order to learn from the past that which may be relevant for today or tomorrow. Since the profession of arms cannot practice its craft except in wartime, military history offers the leader who seeks to understand war, but lacks combat experience, the only source for such vicarious experience. A mature understanding of the Army's past also helps one avoid facile generalizations and single-causation stereotypes, and can assist in understanding the historical roots of various aspects of the military profession. Finally, the perspective that comes from the serious study of military history contributes to a sense of corporateness, continuity, and esprit in the Army.

Those who find these words familiar will recall them in Paragraph 3 of TRADOC Regulation 350-13, Military History Education (19 January 1982). This document also states that the objective of the TRADOC history program is "to foster a sense of historical mindedness in

the Army community, resulting in a sensitivity to the intellectual and functional values of Military History as a necessary component of professional education and development." Not often does the Army use the words *sensitivity*, *intellectual*, and *professional* in the same sentence. Bravo.

Our Precedents

When Colonel Stofft heard we were going to start a new periodical, he sent along a document from the Command and General Staff College library that set a fierce standard for us. This document, a 1946 prisoner-of-war brief by Baron Ruedt von Kollenberg, described the late-1930 publication of the Historical (or Seventh) Section of the German Army General Staff, entitled *Militärwissenschaftliche Rundschau* (*Military Science Review*).

The purpose of the periodical was to raise the intellectual level of an officer corps that had been recruited and trained in a relatively short period of time. Each bimonthly issue was based on one article about a great soldier, such as Mackensen or von Hoetzendorf; one article about the commandship of the *Wehrmacht* (Army, Navy, or Air Force); one article about military economics; and one about the armed forces of a foreign country. The Historical Section chose the themes and then sought competent authors, paying as much as twenty Reichsmarks for a printed page. There were 22,000 subscribers, who paid only six marks per year, thereby providing the *Rundschau* with enough capital (along with commercial advertising) to be financially independent of the government.

Along with the editorial staff of the *Review*, the Historical Section employed research analysts on military doctrine, wartime economics, and special histories (such as the Russian-Polish War of 1918-20). This close linkage between military historians and the German army's development and dissemination of doctrine provides an interesting precedent for the new directions being set for the Center of Military History.

AT THE CENTER

A National Museum

For many years the idea of a national museum to tell the story of the U.S. Army has been entertained. However, each time enthusiasm and expected funding have always dwindled and the concept has yet to reach fruition. The Center of Military History hopes to help change that. Following concept approval in May of this year by the then chief of staff, General Edward C. Meyer, the center is hard at work planning for such a museum, the National Museum of the United States Army.

As currently conceived, the new museum will be an approximately 150,000-square foot complex located in the Washington area and will cost about 15 million dollars. Monies for the facility will come from both appropriated and public funds, the latter to be actively solicited by the newly formed Army Historical Foundation.

Sure to be highly visited by the military and civilian public alike, the new facility will consist of galleries to display the artifacts that not only reveal the historic evolution of the Army as an institution in peace and in war but also

illustrate the life and experiences of the men and women who served in, and were, the Army. An additional gallery will house a portion of the fine Army Art Collection. The upper floor will become the permanent quarters of the Center of Military History.

ROTC Text Revision

The Center of Military History is revising the text used by the ROTC detachments, *American Military History*. The new text will be written to support an introductory, one-semester course in American military history. Support material, to include pictures and maps, will be placed throughout the text with an eye toward classroom viewgraph usage. Work will begin in September of this year, and with a publication target date in the summer of 1986, the revised book should be available for the 1986-87 academic year. The center would be glad to receive any constructive comments from users of the text. Comments should be sent to: Chief, Histories Division, U.S. Army Center of Military History, 20 Massachusetts Avenue, NW, Washington, D.C. 20314.

CHIEF'S BULLETIN (Continued from page 3)
Committee concerned primarily with military history and professional development.

National Museum of the U.S. Army

The National Museum of the United States Army is discussed elsewhere in this issue. Let me add a few other items that may be of interest to you. Together with the secretary of the Army, the founders of the Army Historical Foundation--Generals Lyman Lemnitzer and Bruce Palmer, Jr., and Lt. Gen. Orwin Talbott--are presently in the process of forming an advisory board and, subsequent to the selection of the foundation's president, will establish a board of directors, whose names we hope to publish in the next issue of *The Army Historian*. We are in the throes of site selection and survey, with the Fort Myer-Arlington Cemetery complex the leading contender from the

founders' point of view. Finally, we have begun contacting members of Congress with a view toward eventually securing congressional authorization--a must if the National Museum of the United States Army is to become a reality.

The New Challenge

The secretary concluded his letter: "CMH has an honored past. You have an opportunity to add to its luster as the Army adjusts to the changing requirements of national defense during the present decade and beyond." The Center of Military History welcomes this new challenge and hopes to call on the best talent of the Army's community of historians to help. If you have any thoughts on the matters covered above, or on related issues, I would appreciate hearing from you or seeing you, either when you are in Washington or I am in your area.

PROFESSIONAL READING

"Bookfinding": The Unnecessary Professional Chore

Is this far from reality? Captain Jinx, stationed in Unteroberfahrt, Federal Republic of Germany, is told by his commanding officer to get several copies of Lord Moran's *The Anatomy of Courage* for study by battalion officers. Jinx goes to the nearest Army library, which has one copy, although it is checked out. The librarian consults *Books in Print* and informs Jinx that the book is no longer stocked by the publisher. Or this? Lieutenant Loblolly leaves the Armor Basic Course with a short list of military books he wants to buy and read. Later at Fort Swampy he finds no bookstore, no way of ordering a book, and gives up on the project.

Or this? Major Benchpress is organizing a service school history course on military command. He wants to use T. R. Fehrenbach's *This Kind of War* for its small unit leadership in the Korean War, J. Bayne's *Morale* for its analysis of cohesiveness in a World War I British battalion, and Lieut. Col. G. F. R. Henderson's *Stonewall Jackson and the American Civil War* for its stunning portrayal of a brilliant leader in action, but discovers that none of these books are "in print" and cannot be bought. Benchpress redesigns the course around the second-rate literature that is available, yet it fails to accomplish his purpose. Eventually the course is cancelled.

These three paragons with right intentions are in the legion of officers who are thwarted by their inability to lay their hands on good books in military history at the time they need them. The problem is not new, but it has been exacerbated by an explosion in demand and by new trends in publishing, bookselling, and library management. Where does the problem lie?

The Librarian's Problem

The Army's excellent system of post and school libraries performs many services for readers who know how to ask for them. If they do not have the book, they often know where it can be obtained on loan or by purchase. They have great

difficulty, however, with theft of their only copies of important books; replacement takes time and money and the lost book may no longer be available on the publisher's shelves. Meanwhile, they should not be expected to buy multiple copies of books to support a one-time reading course. In short, they have a good reputation for meeting the broad needs of a variegated clientele, but they cannot be expected to have on hand all the needs of a serious historian.

The Publisher's Problem

Today's high cost of publishing books has forced the traditional publishing houses to seek out best sellers and to shy away from printing--or reprinting--a few thousand copies of a classic book that is needed for the study of military history. When they do adventure into the smaller market, they can be expected to tack on a high pricetag. In addition, they are discouraged from keeping on their shelves a stock of these classics to be doled out as orders are placed. The Internal Revenue Service stopped much of that practice with a recent ruling that such inventory can no longer be fully depreciated; this has caused publishers to sell off, often at half price, the books that might well have been purchased by military readers in the future.

By using new technology and new marketing techniques, it is economically feasible for small, low-overhead publishing firms to print books in small quantities (three to five thousand copies) for sale at a relatively low price to specially targeted audiences, such as military historians. But the military has not yet developed a system of informing the publishers relying on government printing agencies to reprint enough copies for one-time use in a course, say, at West Point or Fort Leavenworth; this practice becomes a further obstacle to a commercial publisher's wanting to put the book in print.

The Bookseller's Problem

Commercial bookselling firms,

PROFESSIONAL READING

which military readers find in shopping centers and the large towns in CONUS, include Barnes and Noble, Waldenbooks, B. Dalton, Doubleday, and Crown Books, as well as nonaffiliated local shops. Although they may add a 30- to 40-percent markup over wholesale prices, they have high overhead costs and must limit their stock to current sellers, reference, paperbound classics, some discounted "remainders," and a heavy proportion of fiction, cookbooks, and "how-to" manuals. They will generally special order a book in print, with necessary charges for telephoning and mailing, and they often discount quantity purchases by a group. They cannot be expected to have on hand, however, the range of specialty books wanted by the Army historian.

The Military Reader's Problems

No Army system addresses itself to easing the problem of book availability for military historians and other conscientious readers. The post exchange system is not equipped to meet the need, although it has a virtual monopoly on selling books to soldiers residing at government installations, and it operates the bookstores at most Army service schools. With the general exceptions of

bookstores at Fort Leavenworth and West Point, military readers must turn to commercial sources for quality books.

Some join a book club, which has limited selectivity. Others establish a working relationship with a commercial bookseller, usually distant and only half responsive. And the most knowledgeable turn to the *New York Times* Sunday "Book Review" section for addresses of mail-order specialists in secondhand and out-of-print books; these include the Strand Book Store, The Military Bookman, Carpenter Book Service, Faber, Books-by-Phone, and Marlboro Scholarly Books.

Bookfinding has become an unnecessary professional chore. Obtaining quality books at reasonable cost should be easy rather than difficult for Army historians. Through this section on Professional Reading, *The Army Historian* hopes to serve as a clearinghouse of ideas for breaking the logjam facing the Army's reading community. Publishers, booksellers, librarians, military distributors, course directors in service schools, and students of military history are all useful players in this enterprise. They can expect the Center of Military History to be an honest broker in efforts to find new solutions to their problem.

CMH Publications

The Center of Military History has prepared over two hundred titles of historical works and has listed them in a brochure entitled *Publications of the U.S. Army Center of Military History*, which is available from the center. Nearly all of the works may be procured through Army publications channels.

Military users requiring historical publications for official use may submit requisitions to the AG Publications Center, 2800 Eastern Boulevard, Baltimore, Maryland 21220. Center of Military History publications that can be requisitioned by military publications

account holders are listed in the current DA Pamphlet 310-1, *Consolidated Index of Army Publications and Forms*, which is updated periodically in microfiche. When ordering historical publications, the requestor should cite the publication number on the requisition, DA Form 4569.

Nearly all of the center's publications are also sold by the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. To facilitate ordering, this office has prepared a select bibliography entitled *Military History*, which is free upon request. Publications not available through the Government Printing Office may be obtained from the AG Publications Center.

PROFESSIONAL READING

A \$100 Library in Military History

The professional soldier who warmed up to his college introduction to military history often casts about for the right follow-up books. He learns, unfortunately, that much of the best literature is either out-of-print or financially out-of-sight. It is still possible, however, to acquire for less than \$100 a library of excellent historical works that tell the 2,500-year story of the theory and practice of war, a shelf of good books for occasional reading and ready reference.

The booklist below was developed for a summer 1983 course given at the Military Academy for some eighty college history professors, who were adding military history to their other specialties; they were programmed to teach ROTC cadets the TRADOC required course in military history. The USMA history faculty officers who designed this ROTC Workshop course selected this library according to guidance that the books must be currently available from publishers and must not exceed a \$100 aggregate cost.

The following overview books reflect an emphasis on the modern period of European and American military art and science:

- Brodie, Bernard and Fawn M. *From Crossbow to H-Bomb*. Rev. and enl. ed. Bloomington: Indiana University Press, 1973.
- Earle, Edward Mead, ed. *Makers of Modern Strategy*. Princeton: Princeton University Press, 1961.
- Howard, Michael. *War in European History*. New York: Oxford University Press, 1976.
- Ropp, Theodore. *War in the Modern World*. Rev. ed. New York: Collier Books, 1962.
- Biographies, monographs and survey histories, from past to present, include: Adcock, Frank E. *The Greek and Macedonian Art of War*. Berkeley: University of California Press, 1974.

- Alden, John R. *The American Revolution*. New York: Harper & Row, 1962.
- Catton, Bruce. *This Hallowed Ground*. New York: Pocket Books, 1975.
- Donald, David, ed. *Why the North Won the Civil War*. New York: Collier Books, 1966.
- Guderian, Heinz. *Panzer Leader*. Abr. ed. New York: Ballantine Books, 1967.
- Lewin, Ronald. *Ultra Goes to War*. New York: Pocket Books, 1981.
- Lewy, Guenter. *America in Vietnam*. New York: Oxford University Press, 1980.
- Markham, Felix M. *Napoleon*. New York: New American Library, 1966.
- Mellenthin, F. W. von. *Panzer Battles*. New York: Ballantine Books, 1976.
- Murfin, James V. *The Gleam of Bayonets*. Atlanta: Mockingbird Books, 1976. (Preparation for a tour of Antietam battlefield.)
- Rothenberg, Gunther E. *The Art of Warfare in the Age of Napoleon*. Bloomington: Indiana University Press, 1980.
- Shaara, Michael. *The Killer Angels*. New York: Ballantine Books, 1981. (Preparation for a tour of the Gettysburg battlefield.)
- Stokesbury, James L. *A Short History of World War I*. New York: William Morrow & Co., 1981.
- _____. *A Short History of World War II*. New York: William Morrow & Co., 1980.
- Weigley, Russell. *The American Way of War*. Bloomington: Indiana University Press, 1977.

(Ed. Note: This reading list was compiled for a particular purpose, as described above. *The Army Historian* will publish other lists in future issues, and readers are encouraged to submit their ideas on professional reading, either in list form or as individual suggestions.)



The Vietnam Series

The closest project to the Green Book series of the past that the Center of Military History has going is that on the Vietnam war. There will be some eighteen volumes in all; the first, Dr. Ron Spector's *Advice and Support: The Early Years, 1941-1960*, is due for publication this fall. Incidentally, it is planned to publish this series in both hardcover and paperback simultaneously.

One great advantage the World War II historians enjoyed was access to

captured German files and to the German generals. Obviously the Vietnam authors have a different situation; indeed they even have on occasion problems of clearance with other government agencies. Still, the volumes move along, supported by diligent research of the same high quality of the Green Book series.

In the next issue we will report on an in-house colloquium on Vietnam, which is chaired by the Chief of Military History, and on the possibility of a major Vietnam symposium to be sponsored by the center during November 1984.

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