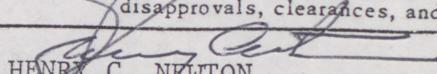


STUDY OF
THE USA INSTITUTE OF MILITARY ASSISTANCE
FORT BRAGG, NORTH CAROLINA

ROUTING AND TRANSMITTAL SLIP		ACTION	
1 TO Major General D. R. Pepke DCSIT, CONARC	INITIALS	CIRCULATE	
	DATE	COORDINATION	
2	INITIALS	FILE	
	DATE	INFORMATION	
3	INITIALS	NOTE AND RETURN	
	DATE	PER CONVERSATION	
4	INITIALS	SEE ME	
	DATE	SIGNATURE	
REMARKS <p>Attached are the original and three bound copies of my study on the Institute of Military Assistance. I am also inclosing a complete set unbound for such distribution you may desire to make to appropriate staff sections. I have stapled these sections for ease in handling.</p> <p>In accordance with your request, you will note that I am providing you with an additional copy which can be forwarded to the Institute.</p> <p>This was a very involved and difficult study to prepare since it covers four separate schools. I returned from Fort Bragg on Thursday, 29 July and started the report on Monday, 2 August, and it was completed on this date. The entire study was written at the Engineer School since we are still without a secretary in the Liaison Office.</p> <p>Do NOT use this form as a RECORD of approvals, concurrences, disapprovals, clearances, and similar actions</p>			
FROM  HENRY C. NEWTON Brigadier General, USAR (Ret) Educational Consultant, CONARC		DATE 24 Aug 71 PHONE	
OPTIONAL FORM 41 AUGUST 1967 GSA FPMR (41CFR) 100-11.206		* GPO : 1969 OF-352-829 5041-101	



DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES CONTINENTAL ARMY COMMAND
FORT MONROE, VIRGINIA 23351

CONARC Liaison Office, Room 2A724
Washington, D. C. 20310

IN REPLY REFER TO

24 AUG 1971

ATLIA

SUBJECT: Visit to the United States Army Institute of Military Assistance, Fort Bragg, North Carolina

Commanding General
United States Continental Army Command
Fort Monroe, Virginia 23351

1. In accordance with instructions from the Commanding General, CONARC, I visited the United States Army Institute of Military Assistance, Fort Bragg, North Carolina. I arrived at the Institute on Wednesday, 21 July, at 1600 hours, and reported to the Commandant at that time.
2. Fort Bragg is one of the largest posts in the Army, consisting of over 135,000 acres. The military population is approximately 50,000 with 51,000 dependents, 7,000 civilian employees. The Post supports over 12,000 retired military personnel with their dependents.
3. Fort Bragg is aptly name "Home of the Airborne". The XVIII Airborne Corps, the 82d Airborne Division, the 12th Support Brigade Corps Artillery and other tactical units are located on the Post. There are seven tenant units, the principle ones being the John F. Kennedy Center for Military Assistance and the Institute for Military Assistance.
4. The Commanding General, XVIII Airborne Corps is the Commanding General of Fort Bragg and exercises certain support functions for the tenant units.
5. There are five housing areas at Fort Bragg: Normandy, where the senior officer quarters are located; Bastogne, which is the main post enlisted quarters; Hammond, consisting of multiple apartments for enlisted personnel and duplex houses for officers; Corregidor, for officers; and Anzio for enlisted personnel, consisting of multiple apartments, single and duplex houses. Government family housing at Fort Bragg consists of 4,216 quarters for officers and enlisted personnel, containing two, three and four bedrooms. Seven permanent concrete block buildings are used to house bona fide bachelor officers. In addition, there are two high-rise dormitories, six stories each,

ATLIA

SUBJECT: Visit to the United States Army Institute of Military Assistance, Fort Bragg, North Carolina

totalling 550 rooms, used to house unaccompanied officer personnel in a TDY status. There is not sufficient housing on the Post for all personnel, and many officers and non-commissioned officers with dependents live in the well developed housing areas adjacent to the Post. All students, unaccompanied by dependents, are housed on the Post, which is highly desirable -- those with dependents find suitable housing adjacent to the Post.

6. The Commanding General of the John F. Kennedy Center for Military Assistance is also Commandant of the Institute for Military Assistance. In addition he commands the Joint Unconventional Warfare Task Force, Atlantic (JUWTF) and has recently been assigned further responsibilities in connection with the Army Leadership Program.

7. The Institute is well organized and consists of four separate schools: the Special Forces School, the Psychological Operations School, the Military Advisors School and the Civil Affairs School, the latter will close during the last two weeks of September. The Commandant has an Assistant Commandant and Deputy Assistant Commandant on the Institute staff and a Deputy Commander on the John F. Kennedy Center staff. The day to day operation of the Institute is under the direction of the Deputy Assistant Commandant, who has direct supervision of the schools. The Director of Instruction has joint responsibility for the operation of the schools, however, such is not indicated on the organizational chart. His position in this area, however, became quite apparent to me during my visit to the Institute.

8. While the schools are identified as such, they are operated as separate teaching departments, each being headed by a Director, officer of the rank of colonel, with a Deputy Director, rank of lieutenant colonel, which is a normal organization of the department structure in our service schools. The Nonresident Instruction Department is a staff section on the support line same as the Director of Instruction, Secretary, etc.

9. Due to the heavy demands for vehicles, weapons, airborne and related support, the Institute also includes a separate staff section known as Operations and Logistics, which provides the required support. This staff section contains an Audio-Visual and Publications Branch and an extensive Weapons Support Branch. During the past quarter, this staff processed requests for 4000 vehicles of all types, 301 sorties provided by the U.S. Air Force and 167 support missions by Army aircraft, plus a multiplicity of demands for visual equipment, color slides, training films and related items in the support of the schools. It is interesting to note that the Audio-Visual Branch has over 35,000 35mm Kodachrome color slides which are all filed and indexed.

ATLIA

SUBJECT: Visit to the United States Army Institute of Military Assistance, Fort Bragg, North Carolina

10. The Institute has a School Brigade, which is the carrying organization for the staff, faculty and students. This Brigade consists of a normal staff and two battalions with a total of eight companies. In addition to being responsible for the housing and administration of the assigned personnel, the Brigade also operates the Officers Field Ration Mess and Enlisted Consolidated Messes.

11. The school has a number of modern buildings, the principle one being the John F. Kennedy Hall, which provides office space for the staff of both the Center and the Institute. The building also contains the library, television studio, snack bars, auditorium, and seven major classrooms. Two additional major classrooms are also located in an additional modern building. These nine classrooms are all designed and properly equipped to provide appropriate instructional areas. They are all air conditioned and provided with fixed audio-visual equipment, including television, etc. The Institute also has 31 World War II classrooms for its sole use, and 11 similar type for common use, or a total of 42 classrooms of this vintage of which 19 are air conditioned.

12. There is a six story addition to the main building now under construction. Upon completion, this addition will provide spaces for the staffs and faculties of all four schools which are now housed in temporary buildings, which are all inadequate and poorly equipped. This building, when completed and occupied, will improve administrative procedures. Additional classrooms of a modern type are urgently required since many of these World War II buildings are not air conditioned and not suited for effective instruction. This is a condition I found in all the schools I have visited, and in view of present budgetary restrictions cannot be improved in the foreseeable future.

13. On Thursday morning, I had a long conference with the Commandant. Present were the Assistant Commandant, the Deputy Assistant Commandant and the Director of Instruction. The Educational Advisor was not present. This was a very interesting meeting and covered many of the major problems of the Institute. This was followed by a meeting with the Educational Advisor and several staff officers. During the afternoon I was briefed in detail by the directors of all the staff sections and other key officers. This briefing covered a mass of detail, all illustrated with Vu-graph slides, etc. The rest of my

week was devoted to a visit to the library, audio-visual laboratory, television facility, all the schools and support activities which was completed on Wednesday, 28 July. I briefed the Commandant and his principle staff officers, all school directors and the Educational Advisor on Thursday at 1030 hours.

14. The major areas of interest and comments thereon are contained in a series of tabs. Due to the rather complex nature of the Institute there are more tabs than usual and the cross references are rather numerous. Following are the tabs:

TAB A	Staff and Faculty
TAB B	Educational Advisor
TAB C	Library
TAB D	Training Aids, Center and Television Studio
TAB E	Evaluation Procedures -- Faculty & Students
TAB F	Testing and Examination Procedures
TAB G	Military Advisor School
TAB H	Psychological Operations School
TAB I	Special Forces School
TAB J	Civil Affairs
TAB K	Programs of Instruction
TAB L	Elective Program
TAB M	Budget
TAB N	Foreign Officer Training
TAB O	Systems Engineering
TAB P	Nonresident Instruction
TAB Q	Guest Speakers
TAB R	Programmed Instruction
TAB S	Language Laboratory

15. I have the following remarks, based upon my study of the Institute and its operations, which do not warrant more detailed comments as contained in the tabs.

a. BOARD OF ADVISORS

(1) The Institute does not have a Board of Advisors. As the result of the studies prepared at the recent conference at Fort Belvoir of a select group of Directors of Instruction and Educational Advisors, the Institute has decided to establish such a Board.

(2) A formal communication was forwarded to CONARC on 22 June 1971, requesting authority to establish the CONARC Advisory Committee to the U.S. Army Institute for Military Assistance. The Institute elected to use the term "committee" in lieu of "board", which is purely a matter of semantics. I have reviewed the correspondence,

ATLIA

SUBJECT: Visit to the United States Army Institute of Military Assistance, Fort Bragg, North Carolina

which included a list of distinguished individuals, from which the committee would be formed. The list includes the name of a retired general officer, which I feel will provide an essential contact with the military establishment and serve to orient the civilian members of the committee on the problems incidental to military requirements and operations.

(3) I discussed the operation of the Board of Advisors as organized at the Transportation School and the recent meeting of the Board (which I attended) with the Commandant and several members of the staff. My purpose was to give them guidance as to the method of operation of such a committee to produce effective results.

(4) The Institute has in preparation a study to be forwarded to CONARC on the appointment of a Consulting Faculty. The Consulting Faculty would consist of members of the educational community who are reserve officers in the field of Civil Affairs, who would serve their tours of active duty at the Institute. The tour of individual officers would be spread throughout the year, depending upon their availability. The study I reviewed was well prepared and, if approved could be implemented without any additional costs to the Institute. These officers should also have a mobilization assignment to the Institute, which would serve as an additional stimulating factor.

b. GUEST SPEAKER PROGRAM

(1) The Institute has an extensive Guest Speaker Program to support its various schools. This support is concentrated in the Military Advisors School and the Psychological Operations School with the Special Forces School a minor factor in the overall program.

(2) The list of speakers is attached (TAB Q). For the past 12 months the total was approximately 196 persons. There were 77 from the services; 34 from Department of State and its various agencies; 45 from colleges and universities; 40 from other Federal agencies. Nine were graduation speakers, which should not have been included in the list. A study of the inclosures will indicate the subject matter covered. In a number of instances several officers were on a board or participated in seminars. The speakers from colleges and universities were generally scheduled for a presentation of an hour and then participated in a seminar for an additional two hours. In many instances these same specialists covered their subject matter in more than one school.

ATLIA

SUBJECT: Visit to the United States Army Institute of Military Assistance, Fort Bragg, North Carolina

(3) For FY 71 the program cost \$34,500.00 and the budget for FY 72 is \$39,800.00. It should be pointed out that there are no costs involved in speakers from the services or federal agencies. The major portion of the funds, therefore, were for defraying the costs of guest professors from the colleges and universities required to support the curricula of the schools.

c. BOOK SHOP

(1) The Book Shop is well located and occupies an entire building in the Institute area. It has ample parking facilities and is situated in an area of major traffic flow. The shop is well stocked with both hard and soft bound books, training materials, officer supplies, souvenirs, and supplies of a general nature to support an educational institution. The stock also includes special items for airborne personnel, not otherwise obtainable in the local community.

(2) The shop has an operating staff of 12 civilian employees, including manager, assistant manager, bookkeeper, engraver, stock clerk and seven clerks and cashiers. The net profit for FY 70 was \$29,697.00 of which a dividend amounting to \$23,000.00 was contributed to the Commandants Welfare Fund. The net profit for FY 71 was \$46,654.00 of which a dividend of \$29,500.00 was distributed.

(3) The recent letter from CONARC, through Third Army, directed that several items be dropped from stock. These were mainly insignia, gift items, magazines and certain books. Additional directives from Third Army have also been received which has served to further complicate the problem. The Institute recently forwarded a lengthy communication to Third Army, justifying certain items which are provided to support not only the Institute and its schools, but major commands collocated at Fort Bragg. If the various directives are implemented, it is projected that the loss of these items would reduce sales by approximately \$9000.00 monthly, based upon sales of the previous six month period. This loss in sales would substantially reduce the amount available to the Commandants Welfare Fund which would curtail certain activities for which appropriated funds are not available.

ATLIA

SUBJECT: Visit to the United States Army Institute of Military Assistance, Fort Bragg, North Carolina

d. PRINTING PLANT

(1) The Printing Plant is a Third Army activity operated by the Post. It is located near the Institute in ample space to provide for the efficient operation of the various items of equipment necessary for normal production.

(2) The plant is staffed with 38 employees, 16 civilians and 22 military, and is five spaces short of its authorized strength. The Institute advises me that the time delay from requisition to delivery varies from four to six weeks. In this connection it should be realized that the plant supports a large military post and many adjacent active Army units, schools and related military activities. In view of this load, the time delay is understandable.

e. BUDGET

(1) There are no special problems insofar as the budget is concerned. The budget for FY 71 and FY 72 and a comparison of both are inclosed (TAB M). The reduction in the current budget of approximately \$200,000.00 is indicative of the overall reduction of funds appropriated for the Department of the Army for the current year. I have no comments on these items, inasmuch as the pertinent information on budget requirements is available at CONARC.

f. ACCELERATED READING LABORATORY

(1) The school does not have such an installation, however, the Post Educational Center is equipped with a complete laboratory for the use of all Post personnel. The laboratory is equipped with a Perceptoscope, which includes a multi-function 16mm film projector which combines the characteristics of the tachistoscopes, motion picture projector and accelerators or pacers in one piece of equipment.

(2) The Educational Center issues a very fine brochure on the program. The course is 40 hours in length and is conducted during evening hours. The course is taken by numbers of the staff and faculty of the Institute and also by some students. Approximately 15 attend each course of instruction as scheduled. This course is one of extreme importance and should be more heavily patronized by both faculty and students of the Institute.

ATLIA

SUBJECT: Visit to the United States Army Institute of Military Assistance, Fort Bragg, North Carolina

g. ADVISORY GROUP

(1) The Institute has assigned to its staff, representatives of various Federal agencies, consisting of the Department of State, United States Information Agency and the Central Intelligence Agency. There is no representative from the Agency for International Development. These individuals serve on panel discussions, presentation of subjects within their areas of interest, and assist in the review of instructional material, in disciplines where they have expertise in depth.

(2) The Institute has representatives from all the services who provide essential liaison and aid in the support of instruction pertinent to their field of interest.

h. REORGANIZATION OF JOHN F. KENNEDY CENTER AND THE INSTITUTE

(1) My mission was to study the four schools a part of the Institute. As the result of my study of the Center in relation to the Institute, I become convinced that there is a needless duplication of effort. The Institute, as referred to frequently in this study, operates four schools, however, none of these schools are of major size when compared to other service schools conducted by CONARC. The total estimated input for FY 72 for all four schools is only 5622 students.

(2) As I studied the organization of the Institute vis-a-vis the Center, it became apparent to me that the office of the School Secretary could easily be absorbed by the ACofS, G1 of the Center; the Director of Budget and Management by the ACofS, Comptroller; the Director of Instruction by the ACofS, G3 (with slight additions); the Director of Operations and Logistics by the ACofS, G4; the Director of Nonresident Instruction to become staff section of the Center. The Education Advisor and Advisory Group would perform the same functions as they do now only as a part of the Center staff.

(3) The Center staff sections would be augmented by special sub-divisions of the Institute staff, however, in my opinion, this would not present any critical problems. The command structure would not change except that the schools would be directly under the ACofS, G3.

ATLIA

SUBJECT: Visit to the United States Army Institute of Military Assistance, Fort Bragg, North Carolina

(4) Taking into consideration the constant reduction of the input to the schools of the Institute and the elimination of a number of courses now offered, as we reduce our commitments in Indochina, I urge that this proposed merger be carefully considered by CONARC as a positive economy measure.

16. This report will provide a rather comprehensive analysis of the Institute and the schools under its command. In my final conference with the Commandant and his staff, a number of items were discussed relative to various problems I encountered during my visit.

17. RECOMMENDATIONS: My recommendations are that:

a. CONARC take positive action in the following areas:

(1) Improve the imbalance of officers assigned to the Institute. TAB A, para 3

(2) Confer with DCSPER to ascertain that officers with appropriate Graduate Degrees be assigned to the Institute with the minimum of delay and further that such assignment be for a period of three years. TAB A, para 7

(3) That the Institute be authorized civilian instructors in lieu of military spaces. In this connection, the FY 72 budget for general speakers, which totals \$39,800.00, should be considered. TAB A, para 9

(4) Special effort be made to overcome the problems arising from the Institute being a branch immaterial installation. TAB A, para 11

(5) Support the Institute in obtaining funds for the additional space required for the library. TAB C, para 4

(6) Confer with DCSPER, DA, in an effort to improve the quality of officers assigned as students to the Psychological Operations School. TAB H, para 4

(7) Review the proposed elimination of certain courses offered at the Special Forces School in view of the strong feeling of the staff and faculty of both the school and the Institute. TAB I, para 7 and 14

ATLIA

SUBJECT: Visit to the United States Army Institute of Military Assistance, Fort Bragg, North Carolina

(8) Review with DCSPER, DA, the policy of the assignment of officers graduating from the Military Assistance Officer Command and Staff Course at the Military Assistance School. TAB G, para 4 and 5; TAB K, para 6f

b. The Institute to take action on the following:

(1) Send the Educational Advisor to the Engineer School, Fort Belvoir, to confer with Dr. Gray, the Educational Advisor, and to the Transportation School, Fort Eustis, to discuss related problems with Dr. Darst, the Educational Advisor. TAB B, para 6

(2) Provide work room for the library, from space now available. This is an immediate requirement. TAB C, para 2

(3) Provide the additional space for the library as soon as the present addition to the John F. Kennedy Hall has been completed. TAB C, para 4

(4) Librarian should be encouraged to visit libraries in the several colleges and universities in the area. TAB C, para 4

(5) The Civil Affairs Library, now in process of being moved from Fort Gordon, should be integrated into the present library. If space is not available, the library should be housed in a temporary installation and the books shelved so as to be available to the staff, faculty and students of the Civil Affairs School. TAB C, para 5

(6) Direct that the Library Board have more frequent meetings. TAB C, para 6

(7) Render more effective support to the Army Registry of Special Educational Materials (ARSEM-DAP). TAB C, para 8

(8) Take positive action to expedite the procurement procedures. TAB C, para 13

(9) Arrange for the librarian to attend weekly staff conferences conducted by the Assistant Commandant. TAB C, para 15

ATLIA

SUBJECT: Visit to the United States Army Institute of Military Assistance, Fort Bragg, North Carolina

(10) Arrange for telephonic control of TV presentations in major classrooms as soon as funds can be made available. TAB D, para d

(11) Give consideration to obtaining civilian instructors for the Instructor Training Course. TAB E, para 3

(12) Prepare a revised study on language training and resubmit to CONARC. TAB G, Para 15

(13) Should keep active liaison with CONARC and DA to determine the present status of AR 614-134. TAB G, para 1a(2)

(14) The Director of the Psychological Operations School should visit the Defense Information School, Fort Benjamin Harrison, which is also a branch immaterial school. TAB H, para 6

(15) The Institute should develop a "follow-up" questionnaire for graduates of the Psychological Operations School, the Military Advisor School and the Civil Affairs School. TAB H, para 18

(16) That the school determine potential students for the Psychological Operations School from those now enrolled in Extension Courses. TAB I, para 7

(17) Prepare a study to combine the Psychological Operations Unit Officer Course with the Operations Staff Officer Course, thus avoid overlap and eliminate one course. TAB K, para 4f

(18) Revise Program of Instruction for the Military Assistance Officer Staff Course and increase the number of hours as required. TAB L, para 5

(19) That a new type of Identification Booklet be provided Allied officers. TAB H, para 5

(20) The film program for Allied officers should be given greater emphasis. TAB N, para 11

ATLIA

SUBJECT: Visit to the United States Army Institute of Military Assistance, Fort Bragg, North Carolina

18. Based upon my comments and observations I have concluded that, within the foreseeable future, the Institute will consist of only two schools.

a. The Special Forces School, which will remain substantially as it is now organized, and continue for an indefinite period.

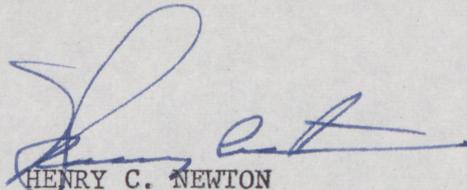
b. The Military-Political Science School (for want of a better name) be organized which would combine the reduced courses as now taught in the Military Advisor School, the Civil Affairs School and the Psychological Operations School. These three schools have many subjects in common and combined in one school would reduce personnel and make more effective use of officers with graduate degrees in certain critical instructional areas.

c. The Institute should initiate without delay a study of this problem which is logical from the point of view of subject content as well as more effective use of personnel.

19. Temporary World War II buildings now being used for classrooms should be provided with window type air conditioning units.

20. I wish to emphasize that all of the data of a statistical nature contained in this study was provided by the various staff offices of the school. Due to the branch immaterial character of the Institute, I was unable to verify any of the data with Branch Chiefs of OPD as I have in the past.

21. I completed my visit on Thursday, 29 July. I was much impressed with the advance planning on part of the staff and faculty to improve the various courses of instruction offered by the schools of the Institute. In spite of the many problems presented in this study, the Commandant and his staff have an enthusiastic approach toward finding acceptable solutions -- all of which indicate a high degree of leadership on the part of all concerned.



HENRY C. NEWTON

Brigadier General, USAR (Ret)
Educational Consultant, CONARC

USA INSTITUTE FOR MILITARY ASSISTANCE

STAFF & FACULTY

1. The Institute conducts a total of 18 courses of instruction of varying lengths. There are 10 officer courses and 9 enlisted courses. The courses for the individual schools composing the Institute are as follows:

<u>SCHOOL</u>	<u>OFFICER</u>	<u>ENLISTED</u>
Special Forces	1	7
Military Assistance	5	1
Civil Affairs	2	0
Psychological Operations	2	1

The Institute has a normal teaching load of from 900 to 1000 students and a programmed input for FY 1972 of 5622 students. These totals are subject to considerable variance due to possible reduction in the strength of the active army and the withdrawal of our forces from Indochina. The total estimated student load for FY 1972 for the individual schools is as follows:

<u>SCHOOL</u>	<u>OFF</u>	<u>EM</u>	<u>ALLIED</u>	<u>TOTAL</u>
Special Forces	521	1132	38	1691
Military Assistance	1913	865	0	2778
Civil Affairs	589	0	47	636
Psychological Operations	<u>267</u>	<u>170</u>	<u>80</u>	<u>517</u>
TOTAL	3290	2167	165	5622

I have not included the course for the International Police Academy since this consists of only a three day orientation for Allied civilians in the field of police operations and management. It is recognized that this course has a projected input of 540 students, however, I do not classify a three day orientation as a course, in fact I question the value of such a course. Further I have not included the two week refresher courses taught by the Civil Affairs School. These summer refresher courses represent a joint effort on part of the school and the units being trained.

2. The staff and faculty of the Institute totals 227 officers, 6 warrant officers, 757 enlisted personnel and 168 civilians or a total of 1158, which includes the Institute Brigade. The staff and faculty of the Institute proper, including the separate schools, consists of 203 officers, 4 warrant officers, 582

enlisted personnel and 140 civilians (Incl 1). A detailed breakdown of personnel in the headquarters of the Institute, the Student Brigade of the schools is attached (Incl 2). The figures do not include the Civil Affairs School. From information provided by an officer from the Advance Detachment for the school, 20 officers, 10 enlisted personnel and 10 civilians were authorized to be transferred to the Institute. This figure is different from that contained in a communication from the school addressed to CONARC, dated 22 July, which indicated 18 officers, 6 enlisted personnel and 3 civilians. I was not able to resolve these differences while at the Institute.

3. One of the critical problems in the Institute staff and faculty is the grade imbalance in officers. The Institute, for example, is authorized 72 lieutenant colonels with only 43 assigned; 102 majors with only 54 assigned; a shortage of 77 officers in these critical grades. In company grade officers there are 47 captains authorized and 101 assigned or an over strength of 54 officers; in the lieutenants only four are authorized and 14 assigned or a total of 64 officers over strength in these grades. This significant grade imbalance represents a critical deficit in the experience level required to provide the sophisticated instruction necessitated by such courses as the Military Assistance Officer Staff Course and the Psychological Operations Unit Officer Course and the Psychological Operation Staff Officer Course.

4. Of the total number of officers assigned, five have graduated from senior service colleges, and 34 from either the Command and General Staff College or the Armed Forces Staff College. This reveals that of the total of 15 colonels, ten have not graduated from a senior service college; of the 97 field grade officers (lieutenant colonels and majors) 77 have not graduated from either the C&GSC or AFSC; of the 101 captains, 82 have not completed the advance course of their basic branch.

5. A further study of the staff and faculty discloses that 139 out of 227 officers have undergraduate degrees and 25 have Masters Degrees, and two have Doctorates. One enlisted instructor has a Masters Degree in anthropology and teaches in that field. (Incl 3) Of the civilians only one, the Educational Advisor, has a PHD. (Incl 4)

6. The Institute has a total of 75 spaces validated for the Graduate Degree Program, however, this number was reduced to 66 spaces in their recent request to CONARC. As of 19 July 1971, only 13 field grade officers were assigned against these validated positions. As noted above the Institute has a total of 25 officers with

Masters Degrees, however, 12 of these are not against validated positions and their degrees are not in a required discipline. It is also noted, by reference to Incl 3, that five of the officers with advance degrees are in the rank of colonel.

7. The problem of the assignment of officers completing the Graduate Degree Program and in disciplines validated for the Institute should be a problem of grave concern to CONARC. I urge that CONARC take immediate steps to improve what I consider an unacceptable situation. Further, CONARC should insist that officers assigned to the validated positions be on a three year tour of duty. A Masters Degree does not mean a competent instructor in many of these critical areas. An instructor must develop an entire course of instruction in a given area and that cannot be accomplished until his special block of hours has been taught several times, so the value of the product can be determined by appropriate supervision and class reaction. Until this can be accomplished, the instructor will lack confidence in his own capability and cannot develop the depth in his discipline as required and possess such a reservoir of knowledge so as to feel secure on the platform. This approach is especially essential in the Military Assistance School where many students in the major courses are graduates of the C&GSC, all with undergraduate degrees and some with advance degrees -- it is also equally important in the Psychological Operations School courses.

8. As one reviews the curriculum for the schools, highly sophisticated areas of instruction become apparent. In these areas instructors must have graduate degrees to complement their field experience with a firm basis in theory. The Institute has developed curricula which cannot be supported in its entirety by its present faculty. It must, therefore, depend upon members of the faculties of several universities in their general areas and guest speakers from appropriate branches of the Army and other federal agencies. For guest speakers see TAB Q.

9. As I reviewed civilian areas of instruction I feel that an ideal solution to the problem would be to employ four or five civilian instructors with appropriate backgrounds in the academic area and expertise in depth in the several critical disciplines. Professors are now used extensively in these areas, however, not being regular members of the faculty, their subject cannot be controlled to give appropriate coverage. As permanent members of the faculty they would be subject to normal instructor supervision which would add to the content of their subject matter and the effectiveness of their presentation.

10. The schools are using their instructors effectively. Instructors in all their schools are interchanged and where subjects are common in the various curriculum, the same instructors cover the subject, thus giving a uniform and consistent instruction throughout the Institute. The visiting professors are also used in the same manner.

11. The senior staff positions have been fairly well stabilized (Incl 5). The situation is not so satisfactory, however, in the faculties of the schools. Here the retention leaves much to be desired (Incl 6). An average retention of 15.6 months is totally unsatisfactory and should be corrected. The absolute minimum time for the tour of instructors should be 2 1/2 years and should be increased to three years as soon as the "personnel turbulence" has been clarified.

12. The major problem of the staff and faculty stems from the fact that the Institute is a branch immaterial facility. All branches contribute to the officers and enlisted personnel required to operate the Institute and its subordinate schools. The Commandant cannot turn to a Branch Chief, as can other commandants, for support, nor can he maintain that close rapport which has proven to be so essential in schools which serve one particular Branch or Corps.

13. This condition is also reflected in the officers assigned. The Branches of OPO have a primary concern in the support of their own schools and organizations, and it is only natural to assume that with few exceptions, their most qualified officers are assigned. The same problem is apparent in the selection of officers assigned to the schools as students with the possible exception of the Special Forces School. Branch chiefs frown upon the assignment of officers to the field of Military Assistance and Psychological Operations and so do many of the officers thus assigned. This same situation faced me as Director of the Military Assistance Institute for six years and was a constant source of discussion and controversy with the branches and services. With the demands for the most competent officers during the past critical years, I have concluded that the situation has not improved.

14. As I prepare the tabs for the individual schools, I will comment further on this area, as it applied to their particular problems.

PERSONNEL STRENGTHS

	OFF	WO	EM	TOTAL MILITARY	CIVILIANS
School Staff and Faculty					
TD Authorized	213	3	609	825	140
Assigned	203	4	582	789	140
School Brigade					
TD Authorized	27	1	178	206	28
Assigned	24	2	175	201	28
School Troops					
TD Authorized				NONE	
Assigned					

TOTAL USAIMA STRENGTH AUTHORIZED AND ASSIGNED
AS OF 19 JULY 1971

	<u>OFF</u>	<u>WO</u>	<u>ENL</u>	<u>CIV</u>	<u>TOT</u>	<u>OFF LOSSES WITHIN 120 DAYS</u>
HQ, USAIMA						
Authorized	44	3	136	105	288	
Assigned	48	4	140	106	298	6
INST BDE						
Authorized	27	1	178	28	234	
Assigned	24	2	175	28	229	5
MAS						
Authorized	50	0	19	12	81	
Assigned	56	0	18	12	86	8
SFS						
Authorized	70	0	447	19	536	
Assigned	63	0	417	19	499	8
PSYOP						
Authorized	49	0	7	4	60	
Assigned	<u>36</u>	<u>0</u>	<u>7</u>	<u>3</u>	<u>46</u>	<u>8</u>
TOTAL						
Authorized	240	4	787	168	1199	
Assigned	227	6	757	168	1158	35

NOTE: Plus 6 USMC Officers

ADVANCED DEGREES

Staff & Faculty, Including EM

<u>GRADE/NAME</u>	<u>UNDERGRADUATE</u>	<u>MASTERS</u>	<u>POSITION OCCUPIED</u>
COL J.M. Ebbs	U of Utah (Mil Sci)	Indiana U (Pol Sci)	Dir, RS&LD
COL G.J. Gillert	U of Maryland (Mil Sci)	Geo Wash U (Intl Affairs)	DI
COL H.H. Jackson	U of Michigan (Pol Sci & Economy)	Tulane U (Intl Relations)	Dir, MAS
COL R.M. Ripley	Park College (Economics)	Geo Wash U (Intl Affairs)	DAC
COL L.S. Stanley	Okla State Col (Business, Gen)	Geo Wash U (Intl Affairs)	Dir, SFS
LTC L.D. Rhodes	A&M College, TX (Math)	U of Okla (Latin America)	Dir, Lang Br
LTC R.D. Tausch	West Point (Mil Sci)	Middlebury Col (Lang/Lit, German)	Dir, IDEV
MAJ N.L. Brown	Wash State Col (Agriculture)	Michigan State (Marketing)	Crs Analysis, Instr, PSYOP
MAJ J.J. Frey	U of California (Comm & Pub Policy)	U of Boston (Int Relations)	Pol Sci Instr PSYOP
MAJ J.T. Harris	Centenary Col of LA (Pol Sci)	Oklahoma U (Latin America)	RS&L Dept Instr, MAS
MAJ J.P. Thompson	Wake Forest Col (Pol Sci)	Claremont Grad Sch (Asian Studies)	RS&L Dept Instr, MAS
MAJ J.H. Wilson	Cornell U (Ind/Labor Relations)	Ohio U (General Studies)	RS&L Dept Instr, MAS
MAJ D.A. Waters	U of Wisconsin (Med Sci)	U of Wisconsin MD	Adv Med Tng Br, Sur Sec, SF
CPT L.K. Fouts	TX Christian (Rad/TV/Film)	U of Naples (Russian) TX Christian (Radio/ TV/Speech)	Commo Div Journalism Instr, PSYOP

CPT M. Gargiulo	U of Cambridge (English)	U of Naples, U of Moscow (Russian)	Pol Anal Instr, PSYOP
CPT R.A. Hennig	West Point (General)	U of Virginia (Government)	MATA Dept Instr, MAS
CPT R.W. Jones	Southern U, La (English)	Florida State U (English)	Lt Wpns Br Ch, SFS
CPT M.A. Mallory	U of Kansas (Accounting)	U of Kentucky (Public Admin)	Internal Dev Dept Instr, MAS
CPT R.T. McCarty	U of Kansas (Accounting)	U of Maryland (Intl Relations)	IDEV Instr MAS
CPT D.W. Scotton	U of Vermont (Zoology)	U of Vt & U of Va (MD)	Med Div Ch Adv, SFS
CPT D.C. Starr	Va Polyclinic Inst (Chemistry)	U of Virginia (MD)	Adv Med Tng Br Med Sec, SFS
CPT J.A. Wilson	Colorado State U (Vet Med)	Colorado State U (DVM)	Adv Med Tng Br Vet Off, SFS
CPT W.B. Wilson	Michigan State U (Soc Sci)	Methodist Theological Sch (Theology)	IB Chaplain
1LT B.G. Hartzog	Wofford College (Economics)	Spartanburg Col (Economics)	Instr PSYOP
1LT M.C. Mattice	Norwich U (Government)	Fletcher Sch of Law (Intl Relations)	IDEF Instr MAS
SGT H.T. Ward	Georgia State Col (Anthropology)	U of Missouri (Anthropology)	Cult Anthro Instr, PSYOP

NOTE: Of the above Major J. P. Thompson has a PHD in Asian Studies and 1st Lieutenant B. G. Hartzog has a PHD in Economics.

ADVANCED DEGREES

CIVILIAN STAFF & FACULTY

NAME	POSITION OCCUPIED	MASTERS	PHD	DISCIPLINE	INSTITUTION
Cortner, F. D.	Educ Adv	X		Mathematics	E. Carolina Greenville,
			X	Counselling & Guidance	UNC Chapel Hill

STAFF STABILIZATION

Average in Months (Computed over a
5 year period)

Commandant	20
Assistant Commandant	12
Députy Assistant Commandant	12
Director of Instruction	7
Secretary	10
Other Key Positions	Data not available to compute this portion.

FACT SHEET

19 July 1971

INSTRUCTOR STABILIZATION

1. Average retention by academic departments.		
a. Military Advisor School.		
(1) Officers	- 39	<u>Average in months</u> 15.5
(2) Enlisted	- 0	0
b. Psychological Operations School.		
(1) Officers	- 20	14.5
(2) Enlisted	- 2	11.0
c. Special Forces School.		
(1) Officers	- 39	16.3
(2) Enlisted	- 216	20.8
2. Average retention for all instructors.		
a. Officers	- 98	15.6
b. Enlisted	- 218	20.7
3. Overall average for instructors.		
Instructors	- 316	19.2

B

USA INSTITUTE FOR MILITARY ASSISTANCE

Educational Advisor

1. This position is filled by Dr. F. D. Cortner with the title of Educational Advisor and a rating of GS-14. He has a Masters Degree in mathematics and a Doctorate in Student Guidance with special research and study in the area of Student Personnel and Psychology. He served as Dean of Students at Pembroke State College in North Carolina and has had teaching assignments in both undergraduate and graduate levels. He is now a member of the faculty of North Carolina State University, at Fort Bragg, where the university has a major branch conducting both undergraduate and graduate courses. His special field is Student Guidance and Personnel Counselling (Incl 1).
2. Dr. Cortner has been on the staff of the Institute for three years. He was an officer in the USMC for over 20 years and retired in 1961 with the rank of lieutenant colonel.
3. The Institute has issued a directive titled "Terms of Reference and Guidance for the USA/MA Educational Advisor" dated 24 March 1971. This directive is very broad in concept and defines the area of responsibility of the Educational Advisor. He has direct access to the Commandant as a member of his immediate staff, as well as ready access to all staff members, department directors and the directors of the various schools of the Institute. As a matter of administrative convenience, the Educational Advisor is assigned to the office of the Assistant Commandant, however, his office is adjacent to that of the Director of Instruction.
4. Dr. Cortner was with me during all my interviews, staff visits, and the days I spent in each of the three schools a part of the Institute. It was obvious to me that he enjoyed a close professional relationship with the Director of Instruction, the directors of the schools, and maintained a close professional rapport with the instructors. He serves on the Library Board and makes a major effort toward developing the maximum use of the Institute's library facilities. He is now working on a review of the vault files, a study of the question bank and the review of selected test items for validation. He also reviews student evaluation procedures and prepares conclusions for review by the Director of Instruction and the Assistant Commandant. He is a member of the Academic Board which reviews all instructor manuscripts for both resident and non-resident instruction, Program of Instruction and other related areas of interest. He is also a member of the Faculty Board charged with the responsibility for the review of the academic records of failing officers and enlisted students.

5. The Instructor Training Course, which will be commented on in TAB E, is a very well planned course of instruction. The entire course structure is reviewed by Dr. Cortner, who gives the course general supervision, under the overall direction of the office of the Director of Instruction.

6. Dr. Cortner attends frequent conferences in the general areas of Education Technology, CONARC conferences and visits other service schools. A list of such meetings is attached (Incl 2). I suggested that he visit the Engineer School at Fort Belvoir for a conference with Dr. Gray, the Education Advisor, and the Transportation School, Fort Eustis, for a similar meeting with Dr. Darst.

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

OFFICE OF THE CHANCELLOR
BOX 5067 ZIP 27607
TELEPHONE: 919, 755-2191

26 July 1971

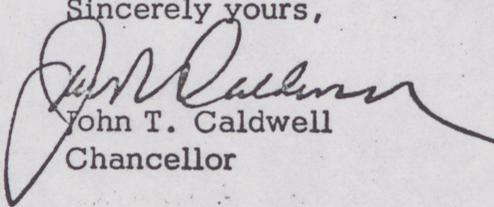
Dr. Frederick D. Cortner
U. S. Institute for Military Assistance
Fort Bragg, North Carolina 28307

Dear Dr. Cortner:

Your contributions to the program at the Fort Bragg Branch are appreciated, and upon the recommendation of Dean Dolce and Dr. Burt, I am pleased to notify you of your appointment as Adjunct Assistant Professor of Education, Fort Bragg Branch, for the academic year 1971-72. Appointment to this rank carries no implication of tenure and is subject to yearly renewal. Your salary will be determined on the basis of your work load.

We are happy to have you as an adjunct member of our faculty and sincerely hope you will continue to find association with us pleasant and of benefit professionally.

Sincerely yours,


John T. Caldwell
Chancellor

cc: Provost Harry C. Kelly
Dean Carl J. Dolce
Dr. Millard P. Burt

PROFESSIONAL DEVELOPMENT OF EDUCATIONAL ADVISOR

20-22 July 1971	Liaison visit to Hunter Army Air Field, Ga. (Cancelled because of visit by BG Newton).
18-21 May 1971	Liaison visit by Mr. Hall and Mr. Keesee, educational specialists from U. S. Army Transportation School, Ft Eustis, Va.
10-14 May 1971	Attended group-leadership workshop, Fort Bragg, N. C.
4-8 April 1971	Attended Annual Convention of American Personnel and Guidance Association, Atlantic City, N. J.
18-20 March 1971	Attended Annual Convention of N. C. Personnel and Guidance Association, Winston-Salem, NC.
March 1971	Visited Operation Awareness (drug rehabilitation program), Fort Bragg, N. C.
18 February 1971	Visited MITRE Corporation in McLean, Va, re computer assisted instruction.
5 November 1970	Attended Annual Convention of North Carolina College Personnel Association, Greensboro, N. C.
11 - 13 August 1970	Attended Multi-Media Individualized Instructor Seminar at the U. S. Army Logistics Management Center, Ft Lee, Virginia
5 May 1970	Visited Dr. R. L. Humphrey and staff in Washington, D. C., re personal relations.
29 April - 2 May 1970	Attended 1970 National Training Conference of the National Society for Programmed Instruction, Anaheim, California
22 - 26 March 1970	Attended Annual Convention of American Personnel and Guidance Association, New Orleans, La.

18-20 November 1969 Attended 1969 USCONARC School Commandants' Conference, Phase I, at Fort Lee, Va.

October 1969 Attended Annual Convention of N. C. Personnel and Guidance Association, Raleigh, N. C.

5 - 6 May 1969 Visited U. S. Marine Corps Education Center at Quantico, Va.

20-22 April 1969 Visited the Air University at Maxwell AFB, Alabama.

16-21 November 1968 Attended TV Application Course (7B-F1) at Redstone Arsenal, Huntsville, Alabama

October 1968 Attended Annual Convention of N. C. Personnel and Guidance Association, Raleigh, N. C.

16-21 September 1968 Attended USCONARC Innovations Conference and the Commandants' Conference, Phase I, at the Infantry School, Ft Benning, Georgia

C

USA INSTITUTE FOR MILITARY ASSISTANCE

LIBRARY

1. The library is located in the main academic building known as the John F. Kennedy Hall. I visited the library on three different occasions and had two conferences with the librarian. She has been in that position for 15 years and has a GS-11 civil service rating. She has had broad experience in her field and has a graduate degree in library science. The staff consists of six persons, including one military, however, only four persons are in the library proper.
2. The John F. Kennedy Hall is a well designed and impressive building, however, the library is very poorly planned, in fact it is quite evident to me that the architect had very little, if any, guidance as to the requirements of a library of this nature. The main library area consists of only 2300 square feet with a vault for classified files, however, the library is not provided with a separate room for work space or an office for the librarian and her secretary. There is a room across a small corridor containing six student carrels, however this room is only open by request and at present is filled with magazines, papers and miscellaneous materials. As the result of this condition, the carrels are used as storage space and not for students. The librarian and her secretary are located in a separate office across the main corridor, where adequate supervision of the functioning of the library is impossible.
3. Until recently, the library has been under the School Secretary, however, now under the Director of Instruction for staff supervision.
4. There is a six story addition to the J.F. Kennedy Hall now under construction, which will provide space for an addition to the library in its present location. This space is directly under the library and will be reached by the construction of an interior stairway from the present reading room to the proposed area. If properly designed, work room, storage space, etc., can be provided. The cost for this alteration has not been funded, however, it is essential that funds be made available in view of the additional requirements of the Civil Affairs School.

TAB C

5. The Civil Affairs School Library will be moved from Fort Gordon to the Institute. This library consists of 6000 hard bound texts, 1100 volumes of bound magazines and hundreds of separate files. This material will be housed or stored in a separate building until the alterations described above are available. When this move has been completed, three additional personnel spaces will be made available to the library staff.
6. There is a Library Board, the members consisting of the Director of the Doctrine Literature and Publications Division, Office of the Director of Instruction, the Educational Advisor, representatives from each of the four schools (including Civil Affairs School) and the librarian, or a total of seven members. This Board meets each quarter, however, its meetings, I conclude, are not on a regular basis.
7. The Contemporary Reading List is properly shelved in a conspicuous area and clearly identified. Extra copies of the reading list are available to the students, if desired. The list is heavily patronized, as indicated by the number of separate titles I checked.
8. The Army Registry of Special Educational Materials (ARSEM-DAP 350-16) is not being properly supported. The number of items from the Institute in the last printing totaled only 12 references. I feel certain that additional worthwhile items from both the Special Forces and the Psychological Operations School should be reported by the librarian and included in the next issue of the Registry.
9. The library is open from 0900 to 2100 hours Monday, Tuesday and Wednesday and from 0900 to 1800 hours on Thursday and Friday. It is not open on Saturdays or Sundays, except by special request by one of the schools.
10. The library contains a broad general collection consisting of 13,000 hard bound texts, 25,000 pamphlets and documents, and subscribes to 238 periodicals including several newspapers. The budget for FY 1971 was \$15,000, however, the budget for FY 1972 has been reduced to \$8,500. I discussed this problem with the Budget and Management Officer who was of the opinion that additional funds would be made available if requested. The number of hard bound texts added during the past several years is attached (Incl 1). This list represents an absolute minimum of new publications.

11. The classified files are contained in a secure vault, a part of the main library space. Material contained in the files is classified up to and including SECRET and available to students for study and research. There are five student carrels, located in the rear of the issuing counter for the use of students, however, they were used as loose storage space when I visited the library. Library personnel are cleared for SECRET for the purpose of handling classified material.

12. The Institute makes extensive use of the computer in selecting new texts to be purchased. The librarian selects a number of titles which are fed into the computer and a "read out" obtained of a complete list which may vary from 50 to 60 titles per "read out". Sufficient copies are obtained and forwarded to each school for review. The selected titles are checked by the staff and instructors and returned to the librarian who consolidates the request for purchase. The weekly and monthly accession list is also on a "read out" from the computer and provided to the schools, and staff of the Institute. This entire procedure is automated to a maximum degree and results in a tremendous savings over the old system where all such lists were typed and mimeographed (Incl 2).

13. The procurement of new commercial texts is a frustrating problem. Attached is a list of Purchase Requests upon the Post Procurement Division, Purchasing Branch, for the past several months (Incl 3). The delay here is most critical. It is to be noted that Purchase Request 099-71 was forwarded on 6 October 1970 and the texts not received until 12 April 1971 and that the original purchase request was short 33 titles; Purchase Request 152-71 dated 5 January 1971 was not received until 21 June 1971 and was short 28 titles. The list indicates delay between order and delivery of from 4 to 6 months and a substantial number of titles were not delivered. I found a similar situation at the Armor School and the Engineer School, and further checking indicates a similar problem in other service schools. The Engineer School is attempting to solve the problem by use of a Blanket Purchase Agreement, however, approval of this procedure has not as yet been received. AR 230-43, Book Departments and Commandants Welfare Funds, Section II, para 6(7)g, covers sales of goods or services made to United States Government or Government agencies, which, I believe could apply to the library for their purchases. This delay in supplying texts to our school libraries, due to out-moted methods of procurement, should be studied and solved by CONARC and appropriate directives forwarded to the CONUS armies for the using agencies.

14. The librarian, or at times her principal assistant, attend meetings of the Military Librarian Work Shop each year, as well as meetings of the Special Library Association. These work shops are essential to keep abreast of the latest developments in the science and techniques of library operations. The catalog files are kept under constant review and are reasonably up to date. I examined a number of titles at random and the use factor was normal and all cards were in proper order.

15. The librarian should attend the regular staff conferences now conducted by the Assistant Commandant on a weekly basis. This would serve to identify the librarian with the staff and faculty and provide for an exchange of ideas upon matters appropriate to the greater development of the facility.

16. I visited the Main Post Library and found an excellent facility. The entire three floors were carpeted, comfortable furniture, many overstuffed chairs, ample study and reading areas, all of which were far superior to the library in the Institute. In addition to the main library, there are six branch libraries located in various areas of the Post. In addition to the staff of these post libraries, a staff librarian was located at Post Headquarters, whose sole function was to supervise the post libraries. I point this situation out in view of the action taken by the Third Army in eliminating a similar position at Army Headquarters, where the need was far greater than at Fort Bragg.

LIBRARY
U. S. Army Institute for Military Assistance
Room 140 - Kennedy Hall
Fort Bragg, North Carolina 28307

AT SMA-IL

28 July 1971

Number of books purchased July - December 1965	247
Number of books purchased January - June 1966	238
Number of books purchased July - December 1967	319
Number of books purchased Calendar Year 1968	293
Number of books purchased Calendar Year 1969	839
Number of books purchased Calendar Year 1970	402
Number of books purchased thus far in CY 1971	488

LIBRARY
U. S. ARMY INSTITUTE FOR MILITARY ASSISTANCE
ROOM 140 - KENNEDY HALL
FORT BRAGG, NORTH CAROLINA 28307

ACCESSION LIST

23 JULY 71

NO. 4-72

BOOKS

335
R933

RUHLE, JURGEN

LITERATURE AND REVOLUTION: A CRITICAL STUDY OF THE WRITER AND
COMMUNISM IN THE TWENTIETH CENTURY. NEW YORK: PRAEGER, 1969.

STUDY OF THE INFLUENCE OF COMMUNISM, BOTH THE PHILOSOPHY AND THE
REVOLUTIONARY SOVIET EXPERIMENT, ON SOME OF THE WORLD'S MOST
CELEBRATED WRITERS.

335
S7754

STAAR, RICHARD F., EDITOR

ASPECTS OF MODERN COMMUNISM. COLUMBIA: UNIV OF S.C. PRESS,
1968.

COMPRISES THE EDITED PAPERS AS WELL AS REMARKS MADE BY THE
DISCUSSANTS AT A CLOSED CONFERENCE HELD NEAR EMORY UNIVERSITY IN
ATLANTA, GEORGIA.

335
T8373

TRISKA, JAN F., EDITOR
COMMUNIST PARTY-STATES; COMPARATIVE AND INTERNATIONAL STUDIES.
INDIANAPOLIS: BOBBS, 1969.

ESSAYS ON THE RELATIONSHIPS WITHIN THE WORLD COMMUNIST SYSTEM.

335.9438
R3883

REMINGTON, ROBIN A., EDITOR
WINTER IN PRAGUE; DOCUMENTS ON CZECHOSLOVAK COMMUNISM IN
CRISIS. CAMBRIDGE, MASS.: MIT PRESS, 1969.

SELECTED DOCUMENTS TO SHOW WHAT WAS HAPPENING BEFORE THE INVASION,
SOVIET AND EAST EUROPEAN REACTIONS, AND THE POST-INVASION
JUSTIFICATIONS.

335.951
T5145

THORNTON, RICHARD C.
THE COMINTERN AND THE CHINESE COMMUNISTS, 1928-1931. SEATTLE:
UNIV OF WASHINGTON, 1969.

IN-DEPTH, WEEK-BY-WEEK ANALYSIS OF THE CRITICAL, FORMATIVE YEARS
OF THE CHINESE COMMUNIST PARTY.

338.27
S27444

SAYEGH, KAMAL S.
OIL AND ARAB REGIONAL DEVELOPMENT. NEW YORK: PRAEGER, 1968.

LOOKS AT THE POSSIBILITIES FOR LONG RANGE ECONOMIC DEVELOPMENT ON
A REGIONAL BASIS WHICH IS NEEDED TO SUPPLEMENT AND REPLACE THE
ECONOMY BASED ON OIL AS IT BECOMES EXHAUSTED.

338.91
P3614

PEARSON, LESTER B.
PARTNERS IN DEVELOPMENT: REPORT. NEW YORK: PRAEGER, 1969.

FOURTEEN EXPERTS MET TOGETHER TO STUDY THE CONSEQUENCES OF 20 YEARS
OF DEVELOPMENT ASSISTANCE AND TO PROPOSE POLICIES FOR THE FUTURE.

338.91
P4518

PERLOFF, HARVEY S.
ALLIANCE FOR PROGRESS; A SOCIAL INVENTION IN THE MAKING.
BALTIMORE: JOHNS HOPKINS, 1969.

REVIEWS THE FIRST EIGHT YEARS OF THE ALLIANCE, NOTING ITS
ACCOMPLISHMENTS, FAILURES, AND FUTURE.

338.947
S9124

STRAUSS, ERICH
SOVIET AGRICULTURE IN PERSPECTIVE; A STUDY OF ITS SUCCESSES
AND FAILURES. NEW YORK: PRAEGER, 1969.

A CONCISE HISTORY OF SOVIET AGRICULTURAL POLICY.

338.96
R667

ROBSON, PETER
ECONOMIC INTEGRATION IN AFRICA. EVANSTON, ILL.: NORTHWESTERN
UNIV PRESS, 1968.

A STUDY OF THE RATIONALE OF COMMON MARKETS AND OTHER FORMS OF
ECONOMIC INTEGRATION AMONG AFRICAN STATES.

341
V833

VISSCHER, CHARLES DE
THEORY AND REALITY IN PUBLIC INTERNATIONAL LAW. PRINCETON,
N.J.: PRINCETON UNIV PRESS, 1968. REV ED.

NEW EDITION OF A MODERN CLASSIC IN THE FIELD OF INTERNATIONAL LAW.

341.1
R4532

REVES, EMERY
THE ANATOMY OF PEACE. GLOUCESTER, MASS.: PETER SMITH, 1969.

A REVIEW OF WORLD POLITICS BETWEEN THE WORLD WARS.

341.67
R6432

ROBERTS, CHALMERS M.
THE NUCLEAR YEARS: THE ARMS RACE AND ARMS CONTROL, 1945-1970.
NEW YORK: PRAEGER, 1970.

A SHORT OF THE NUCLEAR ARMS RACE AND EFFORTS AT ARMS CONTROL.

351.74
T1214

TADMOR, JOSHUA
THE SILENT WARRIORS. NEW YORK: MACMILLAN, 1969.

TRUE STORIES OF THE WAR OF ESPIONAGE IN THE MIDDLE EAST SINCE WORLD
WAR II.

353
L9834

LYDEN, FREMONT J. & E.G. MILLER
PLANNING-PROGRAM-BUDGETING. CHICAGO: MARKHAM PUBLISHING,
1968.

A TEXTBOOK FOR STUDENTS OF PUBLIC ADMINISTRATION.

353
P5293

PFIFFNER, JOHN M. & ROBERT PRESTHUS
PUBLIC ADMINISTRATION. NEW YORK: RONALD PRESS, 1967.

DESIGNED FOR AN INTRODUCTORY COURSE.

355.0973
F9622

FULBRIGHT, J. WILLIAM
THE PENTAGON PROPAGANDA MACHINE. NEW YORK: LIVERIGHT, 1970.

AN EXPANSION OF A SERIES OF SPEECHES GIVEN ON THE SENATE FLOOR IN
DECEMBER 1969, WHOSE AIM WAS TO MAKE THE PUBLIC MORE AWARE OF THE
DOD PUBLIC RELATIONS ACTIVITIES.

355.0973
S6553

SMITH, MARK E. & CLAUDE J. JOHNS, JR. EDITORS
AMERICAN DEFENSE POLICY. BALTIMORE: JOHNS HOPKINS, 1968.

REPRESENTATIVE SELECTIONS ON U.S. MILITARY POLICY COVERING MAJOR
ASPECTS OF STRATEGY AND POLICY.

355.43
R2191

RAPOPORT, ANATOL
STRATEGY AND CONSCIENCE. NEW YORK: SCHOCKEN, 1964.

CHALLENGES THE METHODS OF REASONING BEHIND STRATEGIC CONCEPTS
EXPLAINING GAME THEORY AND FORMAL LOGICAL DEDUCTION.

357
T923

TULLY, ANDREW
THE SUPER SPIES; MORE SECRET, MORE POWERFUL THAN THE CIA.
NEW YORK: MORROW, 1969.

DESCRIBES AMERICAN INTELLIGENCE AGENCIES AND THEIR ACTIVITIES IN
VARIOUS INTERNATIONAL CRISES.

370.196
R5233

RICHARDSON, JOHN M.
PARTNERS IN DEVELOPMENT; AN ANALYSIS OF AID-UNIVERSITY
RELATIONS, 1950-1966. EAST LANSING: MICH STATE UNIV PRESS, 1969.

DESCRIBES AND ANALYZES THE INSTITUTION BUILDING PROGRAMS DEVELOPED
THROUGH U.S. FOREIGN ASSISTANCE.

386.43
S3712

SCHONFIELD, HUGH J.
THE SUEZ CANAL IN PEACE AND WAR, 1869-1969. CORAL GABLES,
FLA.: UNIV OF MIAMI PRESS, 1969.

CONCISE SURVEY OF THE BACKGROUND, HISTORY, AND POLITICS OF THE CANAL.

700.98
T3292

TERRY, EDWARD D., EDITOR
ARTISTS AND WRITERS IN THE EVOLUTION OF LATIN AMERICA.
UNIVERSITY: UNIV OF ALA PRESS, 1969.

TWELVE ESSAYS BASED ON ESSAYS READ AT THE APRIL 1968 MEETING OF
THE SOUTHEASTERN CONFERENCE ON LATIN AMERICAN STUDIES.

914.38
N551

NEWMAN, BERNARD
THE NEW POLAND. LONDON: ROBERT HALE, 1968.

THE AUTHOR SHOWS DEEP INSIGHT INTO THE PEOPLE AND POLITICS OF POLAND.

915.03
S7992

STEADMAN, JOHN M.
THE MYTH OF ASIA. NEW YORK: SIMON & SCHUSTER, 1969.

REFUTES WESTERN STEREOTYPES AND POINTS OUT THE ENORMOUS VARIETY
OF ASIAN CULTURES, THEIR INTERNAL TENSIONS AND EXTERNAL CONFLICTS.

918
08612

OSWALD, J. GREGORY
SOVIET IMAGE OF CONTEMPORARY LATIN AMERICA: A DOCUMENTARY
HISTORY, 1960-1968. AUSTIN: UNIV OF TEXAS PRESS, 1970.

TRANSLATIONS OF SOVIET WRITINGS, REFLECTING VARIOUS OFFICIAL AND
ACADEMIC VIEWPOINTS.

940.53
T944

TURNER, ALFRED W.
DISASTER AT MOSCOW: VON BOCK'S CAMPAIGNS, 1941-1942.
ALBUQUERQUE: UNIV OF NEW MEXICO PRESS, 1970.

DRAWS FROM VON BOCK'S PREVIOUSLY UNPUBLISHED (IN ENGLISH) WAR DIARY
TO CONVEY A HIGHLY DRAMATIC ACCOUNT OF THE FIERCELY RESISTING
RUSSIANS THEMSELVES, AND VON BOCK'S PERSONAL STRUGGLES WITH PANZER
LEADER GUDERIAN AND OTHER WEHRMACHT LEADERS WHO SET UP THE MOSCOW
DISASTER, AND HIS OWN FALL FROM GRACE AFTER THE RUSSIAN WINTER.

940.53495 TSATSOS, JEANNE
T877 THE SWORD'S FIERCE EDGE; A JOURNAL OF THE OCCUPATION OF GREECE,
1941-1944. NASHVILLE: VANDERBILT UNIV PRESS, 1969.

PERSONAL DIARY OF A NATIVE OF ATHENS.

943.086 SPEER, ALBERT
S7424 INSIDE THE THIRD REICH: MEMOIRS. NEW YORK: MACMILLAN, 1970.

HIS MEMOIRS OF HIS RELATIONSHIP WITH HITLER DRAW A FASCINATING
PORTRAIT OF DER FUHRER THAT UNDERLINES HIS PERSONAL MAGNETISM AND
HIS HUMAN WEAKNESSES.

943.7 STERLING, CLAIRE
S8384 THE MASARYK CASE. NEW YORK: HARPER & ROW, 1969.

THE AUTHOR PROBES DEEPLY INTO ALL THE FACTS SURROUNDING THIS DEATH
WHICH HAS BEEN AN INTERNATIONAL 'OBSESSION' SINCE 1948, AND WHICH
CONTRIBUTED TO THE PROTEST WHICH PRECEDED THE SOVIET MILITARY
INVASION OF CZECHOSLOVAKIA IN 1968.

944 SERVAN-SCHREIBER, JEAN-JACQUES
S4915 THE SPIRIT OF MAY. NEW YORK: MCGRAW-HILL, 1969.

A CLEAR EXPLANATION OF THE ECONOMIC AND POLITICAL FACTORS THAT
CAUSED THE STUDENT UPRISING IN FRANCE.

944 SINGER, DANIEL
S61712 PRELUDE TO REVOLUTION: FRANCE IN MAY 1968. NEW YORK: HILL
& WANG, 1970.

EXPLORES THE BEHIND-THE-SCENES POLITICAL MANEUVERS IN INTRICATE
DETAIL, AND ANALYZES THE FRENCH COMMUNIST PARTY'S TEMPORIZING WHEN
THE ISSUES WERE IN THE BALANCE.

949.5
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PAPANDREOU, ANDREAS G.
DEMOCRACY AT GUNPOINT: THE GREEK FRONT. NEW YORK: DOUBLEDAY,
1970.

A HIGHLY CHARGED POLITICAL MEMOIR THAT BECOMES AT TIMES A TIRADE,
ALTHOUGH THE LARGER PART OF THE BOOK IS A MORE SOBER HISTORY OF
THE CONFLICTS WITHIN GREEK POLITICS THAT LED UP TO THE COUP.

951.04
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SCHIFFRIN, HAROLD Z.
SUN YAT-SEN AND THE ORIGINS OF THE CHINESE REVOLUTION.
BERKELEY: UNIV OF CALIF PRESS, 1968.

SKILLFULLY PORTRAYS THE INTERACTION OF A UNIQUE INDIVIDUAL WITH
THE HISTORICAL FORCES OF LATE NINETEENTH AND EARLY TWENTIETH-CENTURY
CHINA.

951.05
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NEE, VICTOR
THE CULTURAL REVOLUTION OF PEKING UNIVERSITY. NEW YORK:
MONTHLY REVIEW, 1969.

TRACES THE CHINESE CULTURAL REVOLUTION, THE ISSUES, PEOPLE, AND
EVENTS, AS IT DEVELOPED IN ONE PARTICULAR INSTANCE.

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FRASER, THOMAS M., JR.
RUSEMBILAN: A MALAY FISHING VILLAGE IN SOUTHERN THAILAND.
NEW YORK: CORNELL UNIV PRESS, 1960.

A STUDY OF MALAYAN CULTURAL GROUPS RESIDING IN THAILAND.

959.4
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SCHANCHE, DON A.
MISTER POP: THE ADVENTURES OF A PEACEFUL MAN IN A SMALL WAR.
NEW YORK: MCKAY, 1970.

THE STORY OF AN AMERICAN FARMER, EDGAR BUELL, WHO WENT TO LAOS IN 1960 AND HAS BECOME FAMOUS THERE FOR HIS RESCUE EFFORTS ON BEHALF OF THE LAOTIAN MEO TRIBESMEN.

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B98845

BUTTINGER, JOSEPH
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VATIKIOTIS, PANAGIOTIS J.
THE MODERN HISTORY OF EGYPT. NEW YORK: PRAEGER, 1969.

AN INCISIVE INTERPRETATION OF EGYPT'S HISTORY AND ITS INFLUENCE ON MODERN POLITICS AND CULTURE.

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URBAN AMERICA, INC.
ONE YEAR LATER. NEW YORK: PRAEGER, 1969.

AN ASSESSMENT OF THE NATION'S RESPONSE TO THE CRISIS DESCRIBED BY THE NATIONAL ADVISORY COMMISSION ON CIVIL DISORDERS.

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NICHOLSON, IRENE
THE LIBERATORS: A STUDY OF INDEPENDENCE MOVEMENTS IN SPANISH AMERICA. NEW YORK: PRAEGER, 1969.

AUTHORITATIVE ANALYSIS OF A BASIC ASPECT OF LATIN AMERICAN HISTORY, PORTRAYING THE UNIQUE POLITICAL CHARACTER OF SOUTH AMERICA'S LIBERATORS.

986.1
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REICHEL-DOLMATOFF, GERADO & ALICIA
THE PEOPLE OF ARITAMA: THE CULTURAL PERSONALITY OF A COLOMBIAN
MESTIZO VILLAGE. CHICAGO: UNIV OF CHICAGO, 1961.

AN IMPORTANT ANTHROPOLOGICAL STUDY.

TAB C, INCL 3

PURCHASE REQUEST #	DATE	# ITEMS REQ.	PURCHASE ORDER #	DATE	SHIPMENT REC'D	# ITEMS REC'D (not)
099-71	6 Oct 70	113	DABC21 71 M 1663	4 Nov 70	4 Mar 71 12 Apr 71	80 33
137-71	14 Dec 70	114	2256	22 Dec 70	5 May 71 17 May 71	86 28
152-71	5 Jan 71	170	2380	12 Jan 71	5 May 71 21 Jun 71	131 39
177-71	2 Feb 71	111	2742	5 Feb 71	20 May 71 27 May 71	82 29
185-71	9 Feb 71	166	3010	22 Feb 71	27 May 71 7 Jun 71	99 67
202-71	25 Feb 71	114	3114	1 Mar 71	1 Jun 71	31 83
222-71	19 Mar 71	130	3471	26 Mar 71	14 Jul 71	
253-71	19 Apr 71	111	4012	4 May 71		
263-71	7 May 71	82	4142	18 May 71		

D

USA INSTITUTE FOR MILITARY ASSISTANCE

TRAINING AIDS, TRAINING AIDS CENTER, AND TELEVISION STUDIO

1. Training Aids

a. The various schools use all types of training aids, such as magnetic boards, overhead projectors, strip film projectors, color slides, motion pictures, training films and television, all of which are normal to the educational process.

b. Equipment "mock ups", cut-a-way models, terrain maps are used extensively in the Special Forces School. A complete arms room, exclusively for foreign individual and crew-served weapons, is maintained for the use of the Special Forces School. This collection is very complete and the weapons are available in sufficient numbers to satisfy their training requirements.

c. The Institute maintains a well equipped Audio Visual and Publications Branch, which serves all schools. This facility is well supplied with all types of visual projectors, which are available for use in classrooms, where fixed equipment is not installed. The branch has a well cataloged selection of over 35,000 35mm color slides, many of which were obtained from the Military Assistance Institute when it was phased out a few years ago. These slides are used extensively in all schools. When a series of slides is selected by an instructor, duplicates are made from the master file for his exclusive use. A complete photo laboratory is available for the reproduction process as well as other photographic activities.

2. Training Aids Center

a. I visited the Training Aids Center, which is under the direction of the post as an activity of the Third Army. The Center is housed in five separate buildings covering a considerable area, however the preparation of all aids is concentrated in one large building. The Director is a civilian who is highly experienced in the design, preparation and construction of all types of aids in the broad field of training.

b. The Center supports the Institute, all units at Fort Bragg, USAR, National Guard, ROTC units in colleges and universities and active army units in North Carolina. The Center has a total authorized staff of 37 persons, seven of which are military spaces and 30 civilians. The Art and Graphic Shop has 16 spaces; the Devices Shop 8 spaces; warehouse and supply 3; and administration 5. Only two of the military spaces are filled and these are in the Art and Graphics Shop. There are five military spaces to be filled as soon as qualified replacements are made available. These spaces will all be assigned to the Art and Graphics Shop. Last year the Center staff was reduced by eight spaces.

c. The files and records are complete and surplus aids are stored in four separate buildings. There is a delay of from three to four weeks from the time the requisition is received until the training device has been delivered. The principle delay is in vu-graph slides, where the art work is time consuming. The Center produced 70,300 items in FY 1971, and considering the heavy demands from the tactical units, the Institute and Post requirements, the operation is being conducted in an efficient manner.

3. Television Studio

a. The Institute has a Television Studio, however, does not have any fixed cameras. It has one mobile unit and when required, the cameras are moved from the van to the studio. The studio supports all units at Fort Bragg and the Training Center at Fort Jackson, South Carolina, using the mobile unit for that purpose.

b. The School produces approximately 33 tapes per month and a total of 403 tapes were produced in FY 1971. The time length of these tapes vary from 20 to 45 minutes.

c. The school has projection equipment and can project tapes on eight channels simultaneously. The studio serves 64 buildings in the J.F.K. Center and the Institute and the balance of a total of 145 buildings are throughout the post. These buildings have a total of 143 classrooms with 418 outlets for TV receivers. The studio has a total of 296 receivers of which 173 are installed in secure classrooms and other areas. The remaining receivers are installed as required on a day to day basis since many of these classrooms are not secure. The studio broadcasts from 12 to 15 tapes each day and during the last quarter of FY 1971 broadcast a total of 331 tapes. They have the normal interchange service with other schools throughout the CONARC system.

d. The Institute does not have a telephone installation from any classroom from the control of the tapes as I found in several other schools. This matter is under consideration, however, the lack of funds has precluded the installation of the equipment.

e. Present activities of the TV studio consist of support of the 1971 Fort Bragg ROTC Summer Camp. This support consists of on-location taping of selected field training problems, immediate playback on site for critique, and playback of selected training tapes from 1900 to 2130 hours Sunday through Thursday in the ROTC area. Future activities have projected approximately 80 productions for the 1st and 2d Quarter FY 72. Six of these will be for permanent retention. The remaining will be for local use only. Contract has been finalized for installation of a remote control facility in the playback area. Work on this addition is to be completed by 1 January 1972.

f. This entire operation is being very efficiently directed and produces excellent results. The personnel problems are acute, however, since the branch is authorized 22 personnel and only 16 are assigned.

E

USA INSTITUTE FOR MILITARY ASSISTANCE

EVALUATION PROCEDURES - FACULTY AND STUDENTS

1. The control of the quality of instruction is determined by both examination and testing results as outlined in TAB F. The evaluation of the staff and faculty in the performance of this instructional responsibility is obtained through the supervision and monitoring of instruction. The entire program is under the Director of Instruction for supervision and control. The details, however, are a function of the Evaluation and Instructional Methods Division of that office. The entire program of evaluation procedures for both students and faculty are clearly defined and specific requirements set forth in an instructional directive "Standing Operating Procedure for Instruction" published in February of 1971.

2. Evaluation of Faculty

a. The training of newly assigned instructors is conducted by the Evaluation and Instructor Methods Division of the office of the Director of Instruction. The Instructor Training Course is scheduled as required and now consists of a well organized course of two weeks duration. A class is conducted each month and the normal input is 20 students, thus providing for a high degree of personal instruction and supervision. The classes includes both officers and noncommissioned officers for lectures and demonstrations, however, they are separated for all practical work and individual presentation. Beginning with classes starting after 13 September, the course will be extended to three weeks with an improved curriculum and more individual presentation.

b. Each student is provided a sponsor from the school to which he has been assigned. The duties of the sponsor are defined in a directive from the office of the Director of Instruction (Incl 1). This is an extremely effective method of developing the instructor for a particular school and teaching department. All of the instructor presentations are focused on his future teaching assignment. Upon being assigned to the course the student receives a memo from the Director of Instruction, which defines the instructor mission and his responsibility as a future member of the faculty. (Incl 2) A personal data sheet is also prepared which is very helpful to the course director in determining areas which may require special attention (Incl 3). The classes are sub-divided into small teaching groups presided over by a Group Instructor, who is provided with a Student Performance Guide. The document is some 25 pages in length and is an extremely well written guide for both student and instructor.

c. Students are provided with Advance Sheets covering each unit of instruction. Evaluation Reports are used for the grading of all presentations and as a means of compiling final grades. This entire course is extremely well designed. It is taught entirely by officers and senior non-commissioned officers. Due to the experience required for effective teaching in speech techniques and subject organization, it is extremely difficult to find qualified military personnel with sufficient depth and expertise in these disciplines. In this area civilian instructors should be used as I find in the majority of schools I have visited. This is especially important in view of the rapid turnover of officer and enlisted personnel.

d. The Instructional Methods Division also conducts a Supervisors Training Course of five days duration, which is scheduled for four hours each day or a total of 20 hours. All personnel with staff responsibility for the supervising or monitoring of instruction are required to attend the course. There are three courses conducted each year and the normal class consists of approximately 20 students.

e. In the evaluation of faculty performance the Evaluation Branch conducts periodical formal evaluations of resident periods of instruction in all of the schools. A standard form, however, has been developed by the Institute for the use of the students to give an evaluation in a broad coverage of the value of the specific unit of instruction to the student, and a rating of the presentation of the instructor (Incl 4). This inclosure is used by the Military Assistance School and conforms to that designed by the Institute, which because of its size is not included in this study. This form covers approximately one third of the course length of the major courses and may, in some short courses, only cover a short period of time. This is an ideal type report for Institute level, since it gives essential information of both subject content and instructor evaluation. These reports when completed by the students are forwarded by the schools to the Evaluation and Instructional Methods Division, office of the Director of Instruction of the Institute, where they are studied and necessary corrective action taken as required.

f. This report of evaluation of both subject content and instructor performance is the only one required from the schools by the Institute. As referred to in paragraph e above, however, periodical inspections and monitoring of instruction is conducted by the Instructional Methods Division of the Institute. The purpose of these visits is to observe units of instruction, check use of training aids, classrooms or training site conditions and determine that adequate support of the instructor has been provided. Standard forms are used in preparing reports of such visits and copies provided to the schools. During FY 1971, 290 such inspections were made, which indicates adequate supervision of instruction (Incl 5).

g. The use of other evaluation forms for specific units of instruction may be used by the individual schools for internal use. These forms deal with specific comments by students in greater detail, which can be used by the schools in improving units of instruction or instructor performance (Incl 6).

h. The Institute has established a Distinguished Instructor Award to provide recognition for instructors of the various schools who have exhibited exceptional ability as instructors and whose efforts result in a substantial contribution to the accomplishment of the academic mission of the Institute. Nominations are made by the schools or staff sections of the Institute and reviewed by the Instructor Awards Committee, which meets on a semi-annual basis. The "Distinguished Instructor Award" is presented at an appropriate ceremony.

3. Student Evaluation

a. The question of the evaluation of students poses many problems in the various schools of the Institute. In certain courses, student evaluation can only be made as the result of performance type tests. In the majority of courses, where taught in small groups, such as in the Special Forces School, student evaluation becomes a direct appreciation of a student's capabilities through direct contact and observation of the group instructor or leader.

b. The entire procedure for the evaluation of students is designed to give both a detailed and objective study of student capabilities, competence and potential. The Institute has issued a very comprehensive directive on the Faculty Advisor Program. The program is under the Director of Instruction and is designed to foster mutual understandings of both the Institute and the schools policies and provide a means for the improvement of the courses of instruction through student-faculty effort.

c. The number of students for each Faculty Advisor varies in the different schools due to the nature of the instruction. The program is well organized and provides appropriate counsel and guidance. The system in the Military Assistance School and the Psychological Operations School are uniform in operation due largely to the type of curricula in the two schools. All schools, however, have Senior Faculty Advisors who are responsible to the School Director for the operation of the program.

d. Each Faculty Advisor has a close personal relationship with each of his students. He provides guidance and counsel on matters that concern academic difficulties, study habits, electives program where appropriate, and makes arrangements for additional or supplemental instruction where required or requested in areas where the student has any problems affecting grades or his class standing.

e. The Academic Records Section, Office of the School Secretary forwards to each advisor the cumulative grades made by each student in his group after each examination. They also report students whose grades are below 75 on any examination or graded exercise for appropriate action by the Advisor.

f. Faculty Advisors are provided with standard forms for reports of student conferences. These reports are required on all students and serves to provide factual information necessary in the preparation of the Academic Report.

g. In my conference with the Directors of the schools and the Commandant, I discussed in detail the Academic Report, with special emphasis on the remarks of the Faculty Advisor and the elimination of marginal students.

h. The subject of the Faculty Advisors will be discussed in greater detail as pertains to the several schools of the Institute under the appropriate tab included herein.

UNITED STATES ARMY INSTITUTE FOR MILITARY ASSISTANCE

Office of the Director of Instruction

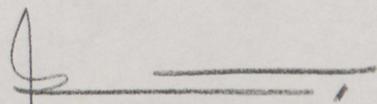
Fort Bragg, North Carolina 28307

ATSMA-I

SUBJECT: Sponsor Duties

TO: Sponsors of ITC Students
United States Army Institute for Military Assistance
Fort Bragg, North Carolina 28307

1. Successful completion of the Instructor Training Course requires the efforts of not only the student but also the student's sponsor. This letter outlines broadly what your major responsibilities as a sponsor are.
2. The sponsor's first responsibility is to see that everything possible is done to assist the student attending ITC. As a sponsor you must be available to rehearse your student, help him plan his presentations, offer advice on techniques of instruction, and tips which will make him a more proficient instructor. Make yourself available both during and after duty hours if it is required.
3. Require your student to see you daily, discuss his critique sheet, his performance that day, and the requirements for the next presentation. Should questions arise from the critique sheet or should a student have a special problem, contact the ITC group instructor and discuss it with him as soon as possible.
4. During the initial counseling sessions with your students, emphasize his strong points rather than exaggerating his weak ones. Use the group instructor's recommendations as a guide for recommending improvements. Convince him that he can successfully complete the course and become a valuable member of your committee or department. The assistance you render will benefit not only the student, but also you and your department as well.


GUSTAV J. GILLERT, JR.
Colonel, Infantry
Director of Instruction

DISPOSITION FORM

For use of this form, see AR 340-15; the proponent agency is The Adjutant General's Office.

REFERENCE OR OFFICE SYMBOL

SUBJECT

ATSMA-IE

Instructor Training Course

TO Students, ITC

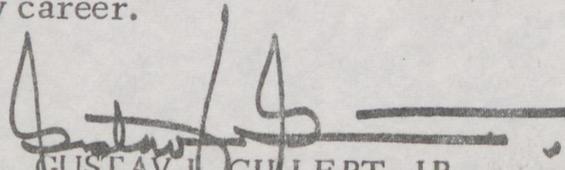
FROM Director of Instruction
USAIMA

DATE

CMT 1

MAJ Holland/lm/65393

1. You have been designated to attend the next Instructor Training Course which begins _____.
2. This course has been designed to provide the best possible preparation for your assignment as an instructor at the United States Army Institute for Military Assistance. Each formal presentation, every study assignment, and every requirement for student performance has been included because experience has proven that it will be of value to you. For maximum advantage to you as well as to other members of your class, participate fully in all course activities, particularly in class discussions and small group critiques of student presentations. Only in this way can you secure maximum benefits from the course.
3. Course standards are high. This is necessary if the United States Army Institute for Military Assistance is to continue to insure that its students receive the finest possible training. The keystone of the Instructor Training Course is a series of progressive speaking and teaching exercises. You will perform these exercises in a small group consisting of approximately eight students under the supervision of an instructor from EIM. Student presentations will be subject to critique and evaluation by your group instructor and your fellow students.
4. Study the weekly training schedule carefully so you can budget your time intelligently. Preparation and rehearsal time has been carefully integrated in the schedule to provide the supplementary hours necessary to do a good job in each of your practice speaking and teaching exercises. However, some students find that it is necessary to devote evenings and weekends in order to insure that they are sufficiently prepared and rehearsed for student requirements.
5. The entire staff of the Instructional Methods Branch is looking forward to having you in attendance during Instructor Training. We hope that you will find this experience beneficial not only during your assignment as an instructor at the Institute, but throughout your military career.


GUSTAV J. GILLERT, JR.
Colonel, Infantry
Director of Instruction

TAB E, INCL 2

UNITED STATES ARMY INSTITUTE FOR MILITARY ASSISTANCE
INSTRUCTOR TRAINING COURSE

2578-R
Mar 71

ITC CLASS No _____

Date: _____

PERSONAL DATA

Name _____
Last First MI Rank

_____ Date of Rank (EM) GT Score SSAN Date of Birth

Branch Component MOS AGE Total Service-years

Permanent Home Address _____

Local Address _____ Phone # _____

School and Department _____

Supervising Officer _____ Phone # _____

Sponsor _____ Phone # _____

CIVILIAN EDUCATION

Elementary & High School: Circle highest grade completed | 2 3 4 5 6 7 8 9 10 11 12

Colleges and Universities	Field of Study	Years Attended	Degree Received or Years Completed

MILITARY EDUCATION

List below the courses three weeks duration or longer that you have satisfactorily completed at a service school or post.

	COURSE	LENGTH	SCHOOL	LOCATION	YEAR
1.					
2.					
3.					
4.					

MILITARY EXPERIENCE

List below your principal Military Experience

POSITION	UNIT DESIGNATION	THEATRE OR ZONE	DATES
1.			
2.			
3.			
4.			
5.			
6.			

REMARKS:

INSTRUCTOR EXPERIENCE (Military or Civilian)

Location	Field or Subject	Dates
1.		
2.		
3.		
4.		
5.		

DISPOSITION FORM

For use of this form, see AR 340-15; the proponent agency is The Adjutant General's Office.

REFERENCE OR OFFICE SYMBOL

SUBJECT

USMA-IE

Military Assistance Programmer/Advisor Course
Evaluation Sheet

TO Each Student
MAPA Course

FROM Director,
Military Advisor School

DATE 21 June 1971

CMT 1

1. Constructive student evaluations of this course have enabled the USAIMA to improve it in the past. Your comments are solicited in order that we may continue the improvement process for future classes.

2. This evaluation sheet covers all scheduled periods of instruction, approximately in the order that you will receive them (note exception in paragraph 3e below). You are requested to complete the evaluations carefully according to the following instructions. Following each entry, space has been provided for any specific recommendations which you feel will improve the course.

3. INSTRUCTIONS:

a. There are two entries to be made for each presentation.

b. To the right of each subject title are capital letters A, B, and C. Circle one of these letters to indicate whether that presentation's value to you is High, Moderate, or Low.

c. Further to the right are capital letters A, B, C, D, and E. Circle one of these letters to indicate whether the quality of the presentation was Outstanding, Above Average, Average, Below Average, or Unsatisfactory.

d. Record your ratings in this manner for all presentations as the course progresses. Please do not wait until the end of the course to complete the entire evaluation.

e. For certain subjects that are given over a period of several days, the rating line has been sequenced according to the last day on which that subject is presented. This has been done so that your rating may be made after receiving all instruction on each subject.

f. After you have completed the entire evaluation, turn it in through your class leader to the MAPA Program Coordinator.

FOR THE DIRECTOR:

Charles S. Snowden, Jr.
CHARLES S. SNOWDEN, JR.
LTC, Infantry
Chief, Program Coordination Division

TAB E, INCL 4

PRESENTATIONVALUE TO YOUQUALITY OF PRESENTATION

	<u>VALUE TO YOU</u>			<u>QUALITY OF PRESENTATION</u>				
	<u>High</u>	<u>Mod</u>	<u>Low</u>	<u>Outstand- ing</u>	<u>Abv Avg</u>	<u>Avg</u>	<u>Below Avg</u>	<u>Unsat</u>
1801-Intro to US Foreign Policy (U)	A	B	C	A	B	C	D	E
1802-Considerations of Distribution of US Resources	A	B	C	A	B	C	D	E
1803-US Department of State (U)	A	B	C	A	B	C	D	E
1804-US Agency for Inter- National Development (USAID) (U)	A	B	C	A	B	C	D	E
1805-The US Info Agency (USIA)	A	B	C	A	B	C	D	E
1810-Intl, Natl and Pvt Agencies in Developing Countries	A	B	C	A	B	C	D	E
1825-Defense Attache Relationships (U)	A	B	C	A	B	C	D	E
1806-The US Country Team Concept (U)	A	B	C	A	B	C	D	E
1035-Modernization: Aspects and Problems (U)	A	B	C	A	B	C	D	E

PRESENTATIONVALUE TO YOUQUALITY OF PRESENTATION

	<u>VALUE TO YOU</u>			<u>QUALITY OF PRESENTATION</u>				
	<u>High</u>	<u>Mod</u>	<u>Low</u>	<u>Outstand- ing</u>	<u>Abv Avg</u>	<u>Avg</u>	<u>Below Avg</u>	<u>Unsat</u>
1030-Intro to and Organ- ization for ID/ID (U)	A	B	C	A	B	C	D	E
1665-Internal Defense Plan- ning (U)	A	B	C	A	B	C	D	E
3440-Role of Ideology (U)	A	B	C	A	B	C	D	E
1662-Concepts of Internal Development in ID/ID (U)	A	B	C	A	B	C	D	E
1814-Leadership Groups in Developing Countries (U)	A	B	C	A	B	C	D	E
3790-Psychological Operations in ID/ID (U)	A	B	C	A	B	C	D	E
1102-Civil Affairs in ID/ID (U)	A	B	C	A	B	C	D	E
1830-MAAG Operations (U)	A	B	C	A	B	C	D	E
1260-Role of Intelligence in ID/ID (U)	A	B	C	A	B	C	D	E
1302-Populace and Resources Control (U)	A	B	C	A	B	C	D	E

<u>PRESENTATION</u>	<u>VALUE TO YOU</u>			<u>QUALITY OF PRESENTATION</u>				
	<u>High</u>	<u>Mod</u>	<u>Low</u>	<u>Outstand- ing</u>	<u>Abv Avg</u>	<u>Avg</u>	<u>Below Avg</u>	<u>Unsat</u>
1401-Counter guerrilla Tactical Operations (U)	A	B	C	A	B	C	D	E
1900-Introduction to International Logistics (U)	A	B	C	A	B	C	D	E
1807-Org and Functions of DOD for Military Assistance (U)	A	B	C	A	B	C	D	E
1808-Intro to US Army Military Assistance Operations (U)	A	B	C	A	B	C	D	E
1818-Foreign Military Sales (U)	A	B	C	A	B	C	D	E
1816-Military Assistance and Sales Manual (MASM) (U)	A	B	C	A	B	C	D	E
1819-Foreign Military Sales Case Study (U)	A	B	C	A	B	C	D	E
1820-Cooperative Logistics Programs (U)	A	B	C	A	B	C	D	E
1844-Material Requisitioning, Issue & Movement Procedures (U)	A	B	C	A	B	C	D	E
1821-Coproduction Programs (U)	A	B	C	A	B	C	D	E

<u>PRESENTATION</u>	<u>VALUE TO YOU</u>			<u>QUALITY OF PRESENTATION</u>				
	<u>High</u>	<u>Mod</u>	<u>Low</u>	<u>Outstand- ing</u>	<u>Abv Avg</u>	<u>Avg</u>	<u>Below Avg</u>	<u>Unsat</u>
1824-Legal Aspects of Assistance Opns (U)	A	B	C	A	B	C	D	E
1841-Map Support Levels (U)	A	B	C	A	B	C	D	E
1809-Trends in US Foreign Assistance Program (U)	A	B	C	A	B	C	D	E
1840-Planning & Prog Concepts for Grant Aid & MASF Prog (U)	A	B	C	A	B	C	D	E
1846-Logistics Management: Intl Logistics Center (U)	A	B	C	A	B	C	D	E
1823-Material and Maintenance (U)	A	B	C	A	B	C	D	E
1843-Introduction to Programming Techniques (U)	A	B	C	A	B	C	D	E
1842-Military Articles and Service List (U)	A	B	C	A	B	C	D	E
1822-Org and Employment of Mobile Training Teams (U)	A	B	C	A	B	C	D	E
1845-Military Assistance Training (U)	A	B	C	A	B	C	D	E

<u>PRESENTATION</u>	<u>VALUE TO YOU</u>			<u>QUALITY OF PRESENTATION</u>				
	<u>High</u>	<u>Mod</u>	<u>Low</u>	<u>Outstand- ing</u>	<u>Abv Avg</u>	<u>Avg</u>	<u>Below Avg</u>	<u>Unsat</u>
1847-Unified Command Planning and Programming (EUCOM) (U)	A	B	C	A	B	C	D	E
1848-Unified Command Planning and Programming (PACOM) (U)	A	B	C	A	B	C	D	E
1849-Unified Command Planning and Programming (SOUTHCOM) (U)	A	B	C	A	B	C	D	E
1850-Unified Command Planning and Programming (STRICOM) (U)	A	B	C	A	B	C	D	E
1860-Role of the Advisor (U)	A	B	C	A	B	C	D	E
1862-Training Management (U)	A	B	C	A	B	C	D	E
1863-Advisor-Counterpart Relationships: Case Study (U)	A	B	C	A	B	C	D	E
1992-Host Country View of US Military Assistance (U)	A	B	C	A	B	C	D	E
3538-Intercultural Contact (U)	A	B	C	A	B	C	D	E
1811-Free World Economic Assistance Programs (U)	A	B	C	A	B	C	D	E

PRESENTATION

VALUE TO YOU

QUALITY OF PRESENTATION

	<u>High</u>	<u>Mod</u>	<u>Low</u>	<u>Outstand- ing</u>	<u>Abv Avg</u>	<u>Avg</u>	<u>Below Avg</u>	<u>Unsat</u>
1861-Organizing the Advisory Effort (U)	A	B	C	A	B	C	D	E
1891-Problems and Exercises In The Dev Of A Country Plan (U)	A	B	C	A	B	C	D	E
1881-Area Orientation - Guided Study Program (U)	A	B	C	A	B	C	D	E
<u>(Fill in Name of Country)</u>								
1812-Non-US Military Assistance Programs (U)	A	B	C	A	B	C	D	E
1882-The Advisor-Planner/ Programmer On The Job (U)	A	B	C	A	B	C	D	E

FACT SHEET

DI/IM Branch
Major Michael
22 July 1971

SUBJECT: Evaluation of Resident Instruction.

PURPOSE: To provide BG Newton (Ret) with information pertaining to USAIMA evaluation of Resident instruction.

REFERENCE: USAIMA Instructional SOP, dated February 1971.

FACTS: 1. Purpose:

To improve the quality of instruction by identification of those factors which are contributing causes to partial, or non-attainment of learning objectives.

2. Responsibilities:

a. Chief, IM Branch, DI, is responsible for conducting instructional evaluation in the USAIMA and Institute Brigade.

b. The directors of the three schools (SFS, MAS, and POS) and CO, Institute Brigade, provide for internal quality control evaluation program.

3. Procedures:

a. Instructional evaluations are accomplished with and without advance notice and with minimum interference with instruction. Evaluations are normally made on not less than a 50-minute academic period.

b. Evaluations are made in the following areas:

(1) MOS-producing courses.

(2) Functional courses.

(3) Mandatory military training.

c. Evaluators accomplish the following:

(1) Check the classroom or training site for any conditions which materially affect the quality of instruction.

(2) Conduct a critique with the instructor and offer constructive suggestions for improvement.

(3) Complete an instruction evaluation report (in triplicate) based on the factors contained in the prescribed supervisory check sheet.

d. Evaluation forms are processed by the DI, ATTN: Chief, IM Branch.

(1) Chief, IM Branch, maintains a file of all completed evaluation forms. Five duplicate copies are prepared and forwarded to the school concerned. When required due to deficiencies in facilities or equipment, an additional copy will be prepared and forwarded to the appropriate maintenance element.

(2) When a class has been rated outstanding, the Chief, IM Branch, prepares a draft letter of commendation for the Assistant Commandant's signature.

(3) Chief, EIM Division, prepares a Quarterly Summary of Evaluations.

4. Total number of evaluations made in FY 71 - 290.

5. Total number of ratings per school:

SFS - 223

MAS - 41

POS - 26

6. Breakdown by ratings:

	OS	SUP	EX	VS	SAT	UNSAT	TOT	ACCUM TOTAL
1st QTR	2	25	45	12	6	1	91	
2nd QTR	1	22	40	17	17	6	103	194
3rd QTR	4	6	8	7	4	7	36	230
4th QTR	2	19	18	8	8	5	60	290

UNITED STATES ARMY INSTITUTE FOR MILITARY ASSISTANCE
SPECIAL FORCES OPERATIONS DEPARTMENT
Fort Bragg, North Carolina 28307

Code Number _____

Name _____

Class Number _____

1. What are some of the things you think could be done to improve this course of instruction?

2. What in particular did you LIKE about the course?

3. What in particular did you DISLIKE about the course?

4. In your opinion, should any particular instructor be designated as the MOST OUTSTANDING instructor in this course? If so, indicate by name, and state why.

5. In your opinion, should any particular instructor be designated as the POOREST or least qualified instructor to instruct in this course? If so, indicate by name, and state why.

6. Do you feel you were given enough PRACTICAL work?

7. Were you provided with sufficient time to prepare for examinations and other assignments? PLEASE EXPLAIN.

8. Do you feel the course accomplished its objectives?

9. How did this course compare with other military courses you have attended? CIRCLE ONLY ONE.

- a. The very best.
- b. One of the best.
- c. Very good.
- d. Average.
- e. Poor.
- f. One of the poorest.
- g. The very poorest.

ADDITIONAL COMMENTS:

F

USA INSTITUTE FOR MILITARY ASSISTANCE

TESTING & EXAMINATION PROCEDURES

1. The Institute has a very extensive directive which provides for the method of preparation, conduct and grading of examinations, as well as the evaluation of students by the various schools. Due to the very nature of the courses conducted, many of the examinations are practical in nature in lieu of normal examination procedures.
2. The directors of the schools determine which units of instruction and lesson objectives are to be included in examinations. The number and types of tests used in the instructional departments of the schools depend upon the specific measurement requirements in each departmental phase. Sufficient tests are used in each school to insure that the instructional situations are complete and effective and to provide a sound basis for assigning grades. Before regularly scheduled written examinations, students are informed of the subjects to be covered in the examination by means of advance sheets.
3. In certain courses performance type tests are used to measure how well students can actually perform specific military tasks. These type tests are used extensively in the Special Forces School. All schools, however, use objective test items and essay type or free response items when appropriate. In major classes students are required to prepare short term or monograph type papers. All test items are prepared by the instructors and reviewed in detail by the director of the school to insure that the items are in proper format, valid in content and adhere to the principles of test construction. Questionable items are returned to the instructor, if required, for reconsideration. Upon approval, the various test items are forwarded to the Office of the Director of Instruction, Evaluations and Instructor Methods Division, using a special designed card for that purpose.
4. In December 1970, the Master Objectives Question Branch was moved from the office of the School Secretary to the Evaluation Branch and certain personnel were transferred to that Branch from the Academic Records Division of the Secretary's Office, thus placing the responsibility for the entire examination procedure under the Director of Instruction.

5. Test items, as developed and approved by the schools, are forwarded to the Evaluation Branch, where they are reviewed by the Branch and the Educational Advisor. Test items carry an identification number which is an indicator of a given period of instruction. Upon approval, all test items are fed into the computer and segregated in accordance to the schools. This represents a very comprehensive question bank covering all courses and blocks of instruction covered by the schools of the Institute.

6. When a school conducts an examination, a request is forwarded to the Evaluation Division for a certain type examination, identified by number, course of instruction and other essential information. The request contains the subject and the identification number, referred to above, the title of the subject and the number of test items desired to cover the period of instruction. This information is fed into the computer and a "read out" of the examination is provided in the number of copies requested. This system was used beginning 1 January 1971 and now covers all the examinations given by the Military Assistance and the Psychological Operations Schools, and a number of the examinations conducted by the Special Forces School. The examinations are then conducted by the schools and each student is provided with an IBM examination answer card and a small punch device, which is used to indicate the answer selected. These cards are then fed into the computer and the results obtained for the entire class on a "read out". This entire procedure is automated even to the point that the student receives a grade card with the "read out".

7. At present, essay and performance type examinations are corrected by the instructors, and the scores fed into the computer for a combined "read out". The Evaluation Branch hopes to expand its activities, in this area, to the point where the branch will control, through review and inspection, all graded subjective and performance requirements. This poses certain problems, however, the branch is optimistic as to results they hope to achieve by the end of the calendar year.

8. Critiques are conducted for all examinations by the instructor or the course director. The method of conducting the critique differs depending on whether the test is a knowledge or performance type. The critiques are formal in nature and conducted in regular classroom instructional sessions.

9. The entire examination procedure used throughout the Institute is under the supervision of the Director of Instruction and produces a consistent and uniform system of testing. The procedure is automated to the maximum degree possible and the results are excellent.