

20th Company, 2nd Student Battalion
Student Brigade
Fort Benning, Georgia
11 January 1968

(Office symbol)

SUBJECT: Graduate School Attendance for Infantry Officers.

1. PROBLEM. To determine whether Infantry Branch is placing sufficient emphasis on graduate school attendance for Infantry officers.
2. ASSUMPTIONS.
 - a. That an analysis of the participation of Infantry officers in the Advanced Civil Schooling Program will constitute a valid indication of the emphasis that Infantry Branch is placing on graduate schooling.
 - b. That the participation statistics presented in this study are correct and representative as army-wide and individual branch participation in graduate school under the auspices of the Advanced Civil Schooling Program.
3. FACTS BEARING ON THE PROBLEM.
 - a. The purpose of the Advanced Civil Schooling Program is to fulfill the Army's continuing requirements for officers trained at advanced civilian educational levels. (1: 1,2)
 - b. The objective of Infantry Branch within the Advanced Civil Schooling Program is to insure that sufficient high caliber Infantry officers, trained at advanced educational levels, are available to fill requirements placed on Infantry Branch for officers with such training. (5: 13)
 - c. The requirements placed on Infantry Branch in the form of validated positions to be filled with qualified Infantry Infantry officers now total 252 (FY 6~~8~~⁹) and are programmed

- to increase 20% during the next fiscal year. (Annex A)
- d. Infantry Branch is currently programming a sufficient number of officers each year into the Advanced Civil Schooling Program to fill all projected vacancies in validated positions. (Annex B)
 - e. In comparison with the other branches of the combat arms, Infantry Branch is sending a greater number of officers to graduate school and the Infantry percentage of total officers in graduate school is increasing at a greater rate than ~~with~~ the percentage of Armor or Artillery officers. (Annex C)
 - f. In one of the newest areas of graduate study, that of operations research/systems analysis, Infantry officers constitute over 15% of all officers in this discipline. By FY 69 this figure will increase to over 20%. (Annex D)

4. DISCUSSION.

- a. The purpose of the Advanced Civil Schooling Program and the objective of Infantry Branch in placing officers into graduate school under the auspices of this program is simply to qualify the officer to fill a ~~forecasted~~ vacancy in a validated assignment. The number of validated assignments that Infantry Branch is responsible to fill each year is established by the Army Educational Requirements Board. Thus, Infantry Branch is limited in the maximum number of officers they can send to graduate school each year by the number of ~~forecasted~~ vacancies assigned to the branch by an external agency. On the otherhand, if Infantry Branch is unable to fill all of their allocations, then the remainder are reallocated to other branches for filling. (Annex A)

- b. Within this system Infantry Branch has the responsibility of filling all of their required validated assignments. They are currently doing this, in spite of the heavy commitment for Infantry officers in Southeast Asia. This is a direct result of the emphasis Infantry Branch places on sending as many officers as possible to graduate school each year. (Annex B)
- c. By comparison with the other branches of the combat arms, Infantry Branch is increasing its percentage of officer participation in graduate school faster than either Armor or Artillery. (Annex C) While a more interesting and valid comparison might have been made using branch strength figures, this is impossible due to the security classifications involved. However, regardless of the strengths of each branch, it can be understood that the aggressive attitude of Infantry Branch in filling their validated positions is at least partially responsible for their receiving additional positions each fiscal year. (Annex A) They can therefore send an increasing number of officers to graduate school each year. Thus, as Annex C shows, Infantry Branch is maintaining a substantially greater rate of increase than either Armor or Artillery. This should also be considered in light of the fact that Infantry Branch currently has a greater commitment for its officers in Vietnam than either of the other branches. Greater emphasis by Infantry Branch as compared to Artillery and Armor can be the only logical reason for this statistical fact.
- d. As noted in Annex B the number of Infantry officers attending graduate school each year is greater than the number Infantry Branch sends under the auspices of filling a validated position. As explained in detail in Annex A, there are various other

programs under which an Infantry officer may attend graduate school and over which Infantry Branch has no direct control other than releasing the officer for attendance. However, if Infantry Branch was not placing a considerable degree of emphasis on graduate schooling, it is doubtful that so many officers would be released from their Infantry assignments each year to attend graduate school under these various programs.

- e. Some of the disciplines of graduate study available to Infantry officers under the Advanced Civil Schooling Program are not particularly desirable because they are closely related to, or are actual disciplines of the physical sciences. One such discipline is operations research/systems analysis. For various reasons (Annex D) it is felt by Infantry Branch that it is essential to place as many Infantry officers into this program as possible. As a result, Infantry officers now constitute 15% of all officers studying this discipline and the percentage will increase as shown in Annex D. Considering the difficulties involved in finding Infantry officers who are both interested and capable of competing on a graduate level in this discipline, it may be realized that this participation level is the result of direct emphasis by the personnel of Infantry Branch.

- 5. CONCLUSIONS. That Infantry Branch is placing sufficient emphasis upon sending its officers to graduate school under the Advanced Civil Schooling Program.

6. RECOMMENDATIONS.

- a. That the conclusion in paragraph 5 be approved.
- b. That Infantry Branch continue to place an increasing amount of emphasis on graduate school attendance for Infantry officers.



DON M. SNIDER
Captain, Infantry

- ANNEXES:
- A - Information from Infantry Branch
 - B - Comparison of number of Infantry Officers in graduate school versus Infantry Branch requirements
 - C - Comparison of percentages of combat arms officers participating in the Advanced Civil Schooling Program
 - D - Analysis of OR/SA graduate training by Infantry officers
 - E - Bibliography

CONCURRENCES: (Omitted)

NONCONCURRENCES: (Omitted)

CONSIDERATION OF NONCONCURRENCES: (Omitted)

ANNEXES ADDED: (Omitted)

ACTION BY APPROVING AUTHORITY:

DATE:

Approved (disapproved), including (excluding) exceptions.

Signature

ANNEX A. Information from Infantry Branch

The following information was recorded during a telephone conversation between the author and Major Haniwald, Civilian Education Section, Infantry Branch, OPO, Washington, D. C.

1. Infantry Branch can normally assign officers to graduate school on the basis of a need to fill a validated assignment position requiring a masters degree in a particular academic discipline. These validated positions are established by the Army Educational Requirements Board and then allocated to Infantry Branch to be filled. Any positions not filled by Infantry Branch will be re-allocated to another branch.
2. Infantry Branch currently has (FY 67) 252 validated positions to fill with Infantry officers. This number is projected to increase by 20% through FY 69 as a result of additional positions being validated by the Army Educational Requirements Board.
3. Infantry officers may also participate in graduate schooling under the auspices of various other programs; however, upon completion of their graduate schooling they are not available for assignment by Infantry Branch to a validated position. Such programs include any of the Army Specialist Programs, instructors at the U.S. Military Academy, and separate scholarships such as the Rhodes scholarship. Infantry Branch does not directly assign officers to these programs per se. Normally the officers concerned either are selected or volunteer for one of these programs directly to the respective agency or institution. The only function of Infantry Branch is to release the officer for attendance in the incidence that he is accepted for one of these programs.

ANNEX B. Comparison of number of Infantry officers in graduate school versus Infantry Branch requirements for qualified officers to fill validated positions.

1. The following chart is compiled from data available from Education Section, TAGO, and Major Haniwald, Civilian Education Section, Infantry Branch, OFO:

<u>1</u> Fiscal Year-- Data Current as of	<u>2</u> Total Infantry Officers in Graduate School	<u>3</u> Number Available for assignment to Validated Positions	<u>4</u> Number Validated Positions	<u>5</u> 1/3 Validated Positions
FY 67 (Sept 66)	127	71	201	67
FY 68 (projected by name)	123	83	252	84
FY 69 (projected by name)	179	114	303 (programmed)	101

2. To understand the above chart, two important facts should be kept in mind. The difference between the figures in columns 2 and 3 is caused by the fact that not all Infantry officers in graduate school will be available for assignment to a validated position after completion of their graduate studies. (For a more detailed explanation see subparagraph "3" of Annex A). Additionally, it should be noted that assignments to a validated position are normally of three years duration. Therefore, column 5 indicates the number of validated positions expected to be vacated each year.
3. A comparison of columns 3 and 5 shows that Infantry Branch is programming a sufficient number of officers to fill all validated positions. In view of the fact that there is an exceptionally heavy commitment for Infantry officers in Southeast Asia, this programming is indicative of the degree of emphasis Infantry Branch is placing on graduate schooling.

ANNEX C. Comparison of percentages of combat arms officers participating in the Advanced Civil Schooling Program.

- The following chart is compiled from master rosters of graduate school attendance from the Education Section, TAGO, Washington, D. C.

<u>1</u> Period	<u>2</u> Data Current as of:	<u>3</u> Total Officers from all Branches in Graduate School	<u>4</u> Inf Br	<u>5</u> % Of Total	<u>6</u> Arty Br	<u>7</u> % of Total	<u>8</u> Arm Br	<u>9</u> % of Total
FY 66	Sept 65	931	101	10.9	151	16.2	55	5.9
FY 67	Sept 66	849	127	15.0	151	17.8	43	5.1
FY 68	projected by name	820	123	15.0	150	18.3	48	5.9
FY 69	projected by name	925	179	19.5	171	18.5	73	7.9

- The above chart can be read one of two ways. By reading horizontally across the chart for any one fiscal year the number of officers in any branch of the combat arms can be compared to the total number of officers army-wide attending graduate school (the percentages of each branch participation are also displayed). In addition by reading down the vertical columns the current and projected attendance figures and percentages are displayed.
- For purposes of this study it should be noted that by reading down columns 1, 5, 7, and 9 it can be seen that Infantry Branch is increasing its total number of officers attending graduate school (and thus, its percentage of the total) faster than either Artillery or Armor Branch. In view of the increase of the numbers presented, it can be understood that Infantry Branch is definitely increasing its emphasis on graduate school attendance.

4. It should also be noted that during the period displayed on the chart (FY 66-69) Infantry Branch had heavy commitments for its officers in Southeast Asia.

ANNEX D. Analysis of OR/SA graduate training by Infantry officers.

1. One of the newest areas of validated assignment positions within the Army is that of operational research/systems analysis. This subject area is basically one of economic analysis that has been introduced by the Secretary of Defense. It is envisioned that officers trained in this discipline will be of great assistance in the decision-making process at major commands and higher levels. Infantry Branch realizes that regardless of academic training, to be able to make sound decisions for the army, the officer must first have extensive knowledge and experience with field troops. Infantry Branch feels that officers from their branch are excellently qualified with first-hand knowledge from the field. As a result, a great deal of emphasis has been placed by Infantry Branch on sending its officers to the additional graduate schooling required to qualify for these OR/SA assignments.
2. The chart below displays the projected status of Infantry officers in OR/SA training.

1	2	3	4
-	<u>Number of Officers army-wide in OR/SA graduate school</u>	<u>Number of Infantry Officers in OR/SA graduate school</u>	<u>% of Total</u>
FY 68	84	13	15.5%
FY 69	112	23	20.6%

3. The discipline of graduate study pursuant to a degree in operational research/systems analysis is practically one of a physical science requiring extensive use of higher mathematics. It is therefore a discipline not normally desired by Infantry officers for graduate study because of their lack of undergraduate training in the requisite areas. With this fact in mind, it is important to note that over 15% of those officers currently studying in this discipline are Infantry officers and by next year this figure will have increased to over 20%. It can only be concluded that this is the result of the emphasis placed upon this subject by Infantry Branch and their aggressive attempts to locate qualified officers.
4. Additional evidence of the emphasis being placed on entering Infantry officers into this discipline was presented by Colonel ~~H~~ Rickman, Chief of Infantry Branch, CPO, during his address to the Infantry Officer Advanced Class #1 in October of 1967. Colonel Rickman outlined the requirements and opportunities of this discipline of study and encouraged any officer interested to discuss the program at length during his personal interview later the same day. This resulted in several officers from Advanced #1 applying for graduate school in OR/SA whereas the day before Colonel Rickman's address they had been only vaguely familiar with the subject.

ANNEX E. Bibliography

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5. Infantry--Your Career. (Fort Benning, Georgia: United States Infantry School, 1 August 1966).
6. Knox, Carisle Leavenworth, "The Haines Board Report on Officer Education". Army, May 1966, pp. 21-26.
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9. Report of the Department of the Army Board to Review Army Officer Schools, Volume I Summary and Recommendations. (Fort Monroe, Virginia: United States Department of the Army Board to Review Army Officer Schools, February 1966).
10. Haniwald, J., Major. "Telephone conversation". Washington, D. C.: Department of the Army, OPC, Infantry Branch, 22 November, 1967.

UNITED STATES ARMY INFANTRY SCHOOL
Office of the Director of Instruction
Instructional Methods Division
Fort Benning, Georgia 31905

AJIIS-D

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MEMORANDUM FOR: Chief, Instructional Methods Division
SUBJECT: Classified Information

1. This memo has been read and signed by the content evaluator, a person with expertise in the subject area.
2. To the best of my knowledge, this staff study (roster number 149, IOAC 1-68) contains no classified information, and in the opinion of the undersigned requires no classification IAW AR 380-5.

John J. Granity Jr.
(NAME)
John J. Granity Jr., Major, USA
(CONTENT) (EVALUATOR)
Director of Instruction
(DEPARTMENT)