

IOBC LEADERSHIP INSTRUCTION

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The United States Army Infantry School
Fort Benning, Georgia 31905
22 October 1971

IOAC 1-72

SUBJECT: Leadership Instruction Presented to the IOBC Student

1. PROBLEM. To determine if the leadership instruction on contemporary subjects and counseling procedures presented to the Infantry Officer Basic Course (IOBC) student is sufficient to prepare him for small-unit leadership.

2. ASSUMPTION. Contemporary problems will receive added emphasis in the Army's move toward a Modern Voluntary Army.

3. FACTS BEARING ON THE PROBLEM.

a. The Leadership Department instruction for IOBC is constantly being reviewed and revised to provide more meaningful instruction. (Annex E)

b. The Leadership Department presents two hours of instruction on the leadership aspects of drug abuse to the IOBC student. (Annex A and 4:4C03)

c. The Leadership Department presents four hours of instruction on the leadership aspects of race relations to the IOBC student. (Annex A and 4:4C03)

d. The Leadership Department does not include instruction on counseling subordinates in its presentations to the IOBC student. (Annex A)

4. DISCUSSION.

a. An interview with Captain Pavero of the Leadership Department indicates that the instruction presented to IOBC students is under constant review to insure that the presentations include the most current information available.

b. Although the legal and moral aspects of drug abuse are discussed in class, no legal, moral, or medical expertise is available to answer specific questions. Certainly, a variety of experiences in these fields would add tremendously to the instruction presented and assist the IOBC student in preparing to face one of the most serious contemporary problems in the military today. (Annex C)

c. Although the lesson outline for the presentation of the leadership aspects of race relations states that the presentation will include "contributions to America" by minority group personnel, the class is limited to contributions made by the Black minority. Certainly, other minority groups, such as the American Indian, Puerto Ricans, and Mexican Americans have had a tremendous impact upon the development of our country and should be incorporated into the presentation. (Annex D)

d. Counseling is talking over a problem with someone (2:32). If the IOBC student is to become an effective leader, he must be able to assist his subordinates in solving a wide range of both personal and professional problems. The IOBC student must be made aware of the benefits of a sound

counseling program and be instructed in the procedures for establishing a counseling program.

5. CONCLUSIONS.

a. The leadership instruction presented to IOBC students on drug abuse does not provide the expertise necessary to deal with the problem and should incorporate a panel discussion into the instruction with representatives from the offices of the provost marshal, chaplain, Judge Advocate General and Staff Surgeon.

b. The leadership instruction presented to IOBC students on race relations lacks diversity. The lesson plan should be revised to include discussion of problems and contributions of minority groups other than blacks.

c. The leadership instruction does not prepare the IOBC ^{student} to counsel his subordinates. Television situations providing practical experience in discussing probable solutions ^{to problems} should be incorporated into the instruction presented.

d. The leadership instruction presented to the IOBC student does not properly prepare him for small-unit leadership in the areas of contemporary problems and counseling procedures.

6. ACTION RECOMMENDED. That the conclusions in Paragraph 5a, b, c, be approved.



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ANNEXES: A - IOBC Leadership POI
B - Survey of IOBC Students
C - Lesson Outline: Leadership Aspects of Drug Abuse
D - Lesson Outline: Leadership Aspects of Race Relations
E - Leadership Instruction Discussion
F - 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 - IOBC Leadership POI

THE OBJECTIVE OF THIS PROGRAM IS TO PROVIDE LEADERSHIP TRAINING TO THE MEMBERS OF THE IOBC...

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SPECIAL

SPECIAL

AMERICAN HISTORY BY BLACK AND OTHER MAJORITY GROUPS; AN INQUIRY INTO THE IMPACT SLAVERY HAD ON THE INDIVIDUAL AND THE FAMILY. STUDY SOME OF THE MOST PREVALENT COMPLAINTS OF BLACK AND OTHER SOLDIERS AND INDICATORS OF RACIAL UNREST; AND POSSIBLE REMEDIAL MEASURES. PRIOR SITUATIONS ARE DEVELOPED AND THE STUDENT TALKED THROUGH ALTERNATIVE COURSE OF ACTION.

REF: BOOKS: "DARK SHETTLE" "CRISIS IN BLACK AND WHITE"; SPECIAL MATERIALS

20012 - LEADERSHIP ASPECTS OF DRUG ABUSE

PRACETS: 2 U 001: 1-20, 22

SCOPE: TO ACQUAINT THE STUDENT WITH THE MORE COMMON TYPES OF ABUSE BY OUR SOCIETY, THE DAMAGING EFFECTS OF THESE DRUGS IN MEDICAL AND PSYCHOLOGICAL SENSE, AND THE LEADER'S MORAL AND RESPONSIBILITY IN DEALING WITH DRUG ABUSERS IN HIS UNIT.

REF: AG 300-32, 304, SPECIAL MATERIALS.

20013 - PREVENTION OF RACIAL

PRACETS: 2 001: 100, 102

SCOPE: A PREREQUISITE DESIGNED TO PROVIDE THE STUDENT WITH AS TO WHY THE LEADER SHOULD BE CONCERNED WITH THE CHARACTERISTICS OF INDIVIDUALS WHO ARE POTENTIALLY LIKELY TO BE TAKEN AS A RISK. INDICATIONS ARE GIVEN AS TO HOW AN INDIVIDUAL MAY BE IDENTIFIED AND THE DISCUSSION OF ACTIONS TO BE TAKEN TO PREVENT SUCH SITUATIONS TO BE TAKEN WHEN AN INDIVIDUAL RETURNS TO THE

REF: SPECIAL MATERIALS.

20014 - SENIOR-SUBORDINATE RELATIONSHIPS

PRACETS: 1 U 10

SCOPE: THIS COURSE IS DESIGNED TO PROVIDE THE STUDENT WITH THE FOUR SENIOR NONCOMMISSIONED OFFICERS' POINTS OF VIEW CONCERNING SENIOR-SUBORDINATE RELATIONSHIPS, AND THE RESPONSIBILITIES OF SENIOR OFFICERS TO BE ASSUMED BY PRINCIPAL INSTRUCTORS.

REF: AG 22-100, SPECIAL MATERIALS.

SECTION

22

4004

ANNEX B - Leadership Instruction Survey

1. The attached questionnaire (Appendix 1) was completed in October 1971 by officers from IOBC classes 4-72 and 5-72.
2. The majority of officers indicated that they did not think they were properly prepared to deal with the problem of drug abuse and would prefer additional instruction, such as a panel discussion with experts in the moral, legal, and medical aspects of drug abuse.
3. The majority of officers indicated a preference for inclusion of all minority groups in the discussion of leadership aspects of race relations.
4. The majority of officers felt that they were unprepared to counsel their subordinates.

APPENDIX 1 to ANNEX B

The following information will be used in a staff study to determine if the leadership instruction on contemporary subjects and counseling procedures presented to the Infantry Officer Basic Course student is sufficient to prepare him for small unit-leadership.

1. Do you think the Leadership Department's presentation, Leadership Aspects of Drug Abuse, adequately prepared you to deal with this problem? YES _____ NO _____

a. If no, would you prefer additional instruction, such as a panel discussion with experts in the legal, moral, and medical aspects of this problem? YES _____ NO _____

2. Would you prefer the class on Leadership Aspects of Race Relations include discussion of problems and contributions of minority groups rather than Blacks only? YES _____ NO _____

3. Do you feel that you have been presented adequate instruction to prepare you to counsel your subordinates? YES _____ NO _____

DEPARTMENT OF THE ARMY
 UNITED STATES ARMY INFANTRY SCHOOL
 Leadership Department
 Leadership Committee
 Fort Benning, Georgia 31905

LEADERSHIP ASPECTS OF DRUG ABUSE

LLC91

LESSON OUTLINE

LL(B,O,G,Y)52

LL(K,L,8)37

1 Hr (IOBC - 2 Hr)

I. **LESSON OBJECTIVE:** To enable the IOAC, IOBC, OC, OC(RC), VN ORIENT, and NCOC students to detect the symptoms of drug abuse within their units and to gain a better understanding of the leadership problems involved with drug abuse.

II. **TRAINING OBJECTIVES:** As a result of this instruction the students must be able to accomplish the following Training Objectives:

A. **Knowledge Objective:** As a leader know the five categories of dangerous drugs and what these drugs look like well enough to identify dangerous drugs.

B. **Knowledge Objective:** As a leader know the symptoms of drug usage in an individual and the indicators of drug usage in a unit well enough to detect drug abuse within an individual and a unit.

C. **Knowledge Objective:** As a leader know the three basic reasons why people use drugs well enough to explain why they use drugs. (Used only for IOBC 2-hour class.)

D. **Knowledge Objective:** As a leader know and understand the legal and moral responsibilities of a leader in dealing with drug abuse within his unit well enough to be able to solve drug problems within his unit.

III. **ADVANCE ASSIGNMENT:** Survey AR 600-32, MCM, and Special Materials.

IV. INTRODUCTION:

A. **Gain Attention:**

NOTE: USE SHOTGUN SKIT.

1. "SGT _____, what do you think you are doing up on my platform dressed like that and carrying a weapon?" "Sir, I'm on orders for Vietnam so I thought I'd practice hunting for the hated Cong." "Not on this platform you're not. Don't you realize that I'm supposed to be teaching a class here today?" "No, Sir." "Well I am. Incidentally, what kind of weapon is that you're carrying?" "Sir, this is a 12 gauge shotgun; most units arm their point men with this weapon in Vietnam." "I don't believe that Sergeant, I just returned from there and I saw that weapon used for other purposes." "If you don't believe me just focus your eyes on the TV and I'll prove it to you."

NOTE: SHOW CBS VIDEO TAPE DEPICTING USE OF SHOTGUN AS "POT PIPE."

2. It is alleged that this actually happened in Vietnam. The name of the unit or individuals is not important. What is important is that after questioning many RVN returnees such as squad leaders, platoon sergeants, platoon leaders, and company commanders, we found out that in some units between 50 - 75% of the men had either tried or were addicted to some type of dangerous drug or narcotic. We also discovered that during October of 1970, 35 American servicemen died in Vietnam as a result of an overdose of dangerous drugs or narcotics and that since October we have been losing an average of two per day to this cause. These figures are frightening as are the figures on this slide which depicts the rise in arrests for drug abuse in the civilian community during the period 1960-1968.

1. Marijuana: Causes rapid heart beat, dilated pupils, reddening of the eyes, and stimulation of appetite. Users may get talkative and loud or unsteady and drowsy. The effects vary from depression to excitement. Sense of time, distance, and motion may become distorted. Some individuals may experience no change of mood at all.

NOTE: SHOW 35MM SLIDES ON BARBITURATES DURING DISCUSSION.

2. Next, let us look at barbiturates. Barbiturates are used to promote sleep or quiet an anxious patient. They can be dangerous if an overdose is taken. The symptoms of barbiturates are sluggishness, drowsiness, slurred speech, confusion, emotional instability and lack of coordination. The emotional instability can contribute to the performance of aggressive acts.

NOTE: SHOW 35MM SLIDES ON AMPHETAMINES DURING DISCUSSION.

3. Another type of common dangerous drugs are the amphetamines. These drugs are commonly known as pep pills. The symptoms of amphetamines are nervousness, dilated pupils, talkativeness, sleeping becomes difficult, and even psychosis during which a person may entertain false beliefs.

NOTE: SHOW 35MM SLIDES ON HALLUCINOGENS DURING DISCUSSION.

4. The most dangerous of the dangerous drugs are the hallucinogens. The symptoms related to these drugs are mood change, hearing and smell distorted, false beliefs, rambling speech and excitation.

NOTE: SHOW 35MM SLIDES ON NARCOTICS DURING DISCUSSION.

5. Narcotics are listed as a separate type drug due to their pain killing affect. The symptoms of narcotics users are drowsiness, stupor, and pinpoint pupils.

6. Now that we have some idea as to the symptoms inherent in individual drug users, let's talk about some of the indicators that you may observe in a unit which would indicate that drugs are being used.

QUESTION: What do you think some of the indicators might be that would alert you to the fact that drugs were being used in your unit? (This question used only in IOBC 2-hour class.)

ANSWER: Low morale, theft, high AWOL rate, fluctuating proficiency.

7. Let's listen to what a company commander at Fort Bragg had to say about indicators within his unit.

NOTE: PLAY CPT FRY'S TAPE.

TRANSITION: To know the different types of drugs, individual symptoms, and indicators of drug use within a unit is really not enough. Another important factor that you, as a leader, must understand is why people use drugs. (Used only for IOBC 2-hour class.)

QUESTION: Why do you think people use drugs? (Used only for IOBC 2-hour class.)

ANSWER: Emotional instability, escape boredom, calm nerves, as a dare, to be a part of a group, inquisitiveness. (Used only for IOBC 2-hour class.)

NOTE: SHOW SLIDE NO 4 (WHY PEOPLE TAKE DRUGS). (USED ONLY FOR IOBC 2-HOUR CLASS.)

8. Discuss three basic reasons people take drugs and how these reasons can pertain to the military.

NOTE: END OF FIRST HOUR FOR IOBC TWO-HOUR CLASS.

1. How can you tell if your men are using dangerous drugs or narcotics?

2. This is a difficult question to answer - all we can really say is to use your common sense. If the physical manifestations of drug usage are present among the men in your unit, you may have a drug problem - although it's absurd to assume that every man whose eyes have reddish tint uses marijuana, or every man whose speech is slurred uses amphetamines or barbiturates. If your men have a low level of performance, or if their performance level fluctuates, this may be a sign of drug usage. Once again, however, we wouldn't even try to say that drug usage is always, or even most often the cause of poor performance. If people in your unit are using the more expensive drugs, they have to obtain a large amount of cash to pay for these drugs. One useful sign of drug usage may be an increase in petty thefts in your unit area.

3. Commanders should take advantage of the wide latitude offered them in dealing with drug abusers. As a preventive measure, of course, you should educate your men to the dangers inherent in drug abuse. The keystone to success in a program of this nature is an honest and objective approach, do not crusade or sermonize. Remind your men of the physical dangers inherent in narcotics and LSD. Tell them that in spite of the fact that marijuana does not cause physical addiction, its use in a combat zone can lead to a disastrous situation.

4. Similarly, although properly prescribed amphetamines and barbiturates have a legitimate medical function, their unchecked use can harm the body, and be as potentially dangerous as marijuana. Above all, let them know that if they are convicted of a drug offense, the legal repercussions may effect their future career, their potential financial value, in fact, their entire future. If you feel that your men are using drugs, intensify your efforts toward drug education. Hold periodic unannounced searches to determine who is using drugs. Any search of this nature must conform to established legal guidelines. Otherwise, if contraband materials are seized during the search, they are not admissible as court evidence because in legal terms the search was made without just cause. In the States, the sources are too numerous to try and pinpoint. In Vietnam, most soldiers buy marijuana, amphetamines and barbiturates from Vietnamese civilians. Make sure that troops in daily contact with Vietnamese are reliable individuals. When a unit is operating in the field, the major source of resupply will be from the rear area. Soldiers detailed as rear echelon personnel from your unit to work in the support capacity should be carefully selected. Insure that the XO or first sergeant carefully supervises the rear area troops, to include periodic personal inspection of all items of resupply being sent to the field.

5. Beyond this your reaction to any specific violation will depend on the circumstances surrounding the event and the drug substance in question. If the substance is detrimental to the individual's health, competent personnel at field hospitals should be consulted.

6. Evidence of hard narcotic use will necessitate immediate medical attention and disciplinary action. Repeated marijuana offenses by a few individuals may require breaking up smoking cliques by transferring users to other units so that the user will be separated from his suppliers. When drug usage by a few individuals negatively affects an entire unit, you may be able to enlist voluntary support from most of your men that will help you catch the offenders. Of the estimated 40% of the American soldiers in Vietnam who have smoked marijuana, most either experiment with the drug once or twice, or use it only occasionally. Many soldiers have smoked grass or used drugs before entering the military. The largest percentage of drug abusers also fall in this occasional category.

7. You must keep in mind the fact that drug abuse has a particularly important consequence in the Army.

C. Application: Those in the military service have a special dependency

DEPARTMENT OF THE ARMY
UNITED STATES ARMY INFANTRY SCHOOL
Leadership Department
Leadership Committee
Fort Benning, Georgia 31905

LEADERSHIP ASPECTS OF RACE RELATIONS

LESSON OUTLINE

LLB16
LLC98
LL(B,O,G,K,L,8,)50
4 Hours

I. **LESSON OBJECTIVE:** To enable the IOAC, IOBC, EIOBC, OC, OC(RC), and NCOC students to promote racial understanding and harmony within their units by making them aware of the history of minority group contributions to America, attitudes harbored by soldiers, common complaints of minority group personnel, indicators of possible unrest and some available measures for promoting mutual understanding and respect.

II. **TRAINING OBJECTIVES:** As a result of this instruction the students must be able to accomplish the following Training Objectives:

A. **Knowledge Objective:** As a leader know the contributions, both military and civilian, that minority group personnel have made to the United States well enough to be able to discuss them with soldiers.

B. **Knowledge Objective:** As a leader know the effects that slavery has had on today's soldiers, both black and white, well enough to recognize these effects.

C. **Knowledge Objective:** As a leader know the attitudes harbored by today's soldiers well enough to recognize these attitudes.

D. **Knowledge Objective:** As a leader know the Army's position on equal opportunities, and the leader's legal and moral obligation well enough to be able to act on these obligations.

E. **Knowledge Objective:** As a leader know the most common complaints of minority group personnel well enough to know how to handle them within the unit.

F. **Knowledge Objective:** As a leader know the indicators of possible unrest within a unit well enough to recognize them.

G. **Knowledge Objective:** As a leader know and understand the racial problems that can occur in a unit and some suggested methods for preventing and solving them.

III. **ADVANCE ASSIGNMENT:** Survey Advance Sheet, LLB16, LLC98, LL(B,O,G,K,L,8)50.

IV. **INTRODUCTION:**

A. **Gain Attention:** Joke by black instructor about adding color to the Leadership Committee.

B. **Lesson Tie-In:** Today, you will find that we will treat problems with racial overtones as leadership problems. The reason for that is that they are leadership problems and you, as leaders, will recognize them as such. We have nothing new or unique to offer you or to add to the proven leadership principles and techniques already taught. We do intend to show you how to apply these principles and techniques to the racial situation.

C. **Motivation:** Gentlemen, this class is not designed to make you comfortable; it is designed to make you think. And in that sense _____ and I have a very important responsibility. We must give you an outline for success in leading men of different races. This, incidentally, is a goal which has eluded our civilian counterparts for hundreds of years. But, we in the Army have a tremendous advantage in attacking this because of our pioneering efforts in the field of race relations and the manner in which the military

system is structured. Granted the immediate reaction from some of you, that the root of the problem lies in society - outside the Army. We agree! But the fact remains that the young soldier of today brings these problems into the Army with him. And you, as a modern Army leader, must face these problems with him. Before you can lead and deal with these soldiers you have to know a little bit about them. This is an area in which today's block of instruction will assist you.

D. Scope: We're going to tell you a few things about the young, black soldier and about minority group contributions to our history - both military and civilian. We expect that some of these facts will be totally new to you - not many are recorded in ordinary text books. We intend to provide you with background information on both minority group history and slavery as it was practiced in the United States. Both of these are essential if you are to understand the causes of certain attitudes harbored by many of today's young minority group soldiers. We will explain the Army position on equal treatment and equal opportunity so that you can understand exactly what your responsibilities are as a leader. We will examine with you the complaints most often heard from young soldiers and discuss their legitimacy and the methods for handling them. There are many indicators of racial tension building within a unit. We will discuss some of them and their origins so that you, as a leader, will be better prepared to prevent or eliminate the causes of these complaints. And finally, during the last two hours we will place you in a contemporary problem situation and discuss with you possible solutions. This exercise will give you a feel for the type of problems you may face in your unit, afford you the opportunity to express your views and to compare them with those of your classmates. The opportunity to discuss the subject matter freely will exist and we encourage you to take advantage of it

V. BODY:

A. Knowledge Objective: As a leader know the contributions, both military and civilian, that minority group personnel have made to the United States well enough to be able to discuss them with soldiers.

TRANSITION: We asked you to read and bring your advance sheet to class. If you read it you noticed immediately that it is somewhat different from the usual Infantry School publication. We hope that you will continually discuss these topics among yourselves. In doing so you will foster communication. And positive communication is one of the Army's most urgent requirements. Leaders who circulate among their troops freely know what the troops are thinking and what the troops consider to be problem areas. These leaders are able to solve problems. And certainly it will be easier to talk to your men if you know a little about their background.

NOTE: SHOW FILM (HERITAGE IN BLACK).

1. The film you just saw was a very broad brush at black history. We showed it to you to give you an idea of some of the contributions negroes have made to American society. There are some points in it which we would like to amplify for you and some other historical incidents we would like to cite.

2. Benjamin Banneker.
3. New Orleans.
4. Civil War - 54th Regiment.
5. Dorie Miller.
6. 442nd Combat Team.
7. 761st Tank Battalion.
8. 99th Pursuit Squadron.

B. Knowledge Objective: As a leader know the effects that slavery has had on today's soldiers, both black and white, well enough to recognize these effects.

TRANSITION: During the Korean conflict and currently in Vietnam all minority groups have served in all types of units and their performance certainly needs no elaboration here. We hope that your exposure to this background information on minority group achievements will serve as a sound basis for our further discussion concerning race relations.

1. In the short history course that you just received we did not consider the issue of slavery in detail. Now we intend to discuss slavery in depth. Why? Because within the slavery system there were causes, and in present day society there are effects. _____ will show you the relation between the two.

2. History of slavery.
3. Effects on slaves.
 - a. Subverted relationship between the sexes.
 - b. Stole the slaves' emotional maturity.
 - c. Marriage and the family.
 - d. Customary role patterns between the races.
4. Reaction of middle class children.

C. Knowledge Objective: As a leader know the attitudes harbored by today's soldiers well enough to recognize these attitudes.

TRANSITION: During the first hour we've given you both historical background material and a description of slavery and its effects. We did this to provide a basis for our discussion of today's soldier - both black and white. It is true, of course, that during the past five to ten years resentment has also crystallized among other minority groups - Mexican American, Puerton Rican, and American Indian to name a few. This resentment results from historic patterns of discrimination in jobs, housing, and education and has an impact on the attitudes of these soldiers as they enter the Army today.

1. During the next hour we'll take a closer look at how the attitudes of today's soldiers can manifest themselves in the units that you will lead. Take a 10-minute break.

2. Now let's talk about the people you're going to be leading - the young soldier of today - both black and white. But before doing so you must eliminate from your mind the old adage that all blacks are alike and that all whites are alike.

3. Black racial pride.
4. Young whites' attitudes.
 - a. Blacks are silly, lazy, etc.
 - b. No blame for past injustice.
 - c. Negro gains in the past few years have been tremendous.
 - d. Blacks in competition with whites for jobs.

D. Knowledge Objective: As a leader know the Army's position on equal opportunities, and the leader's legal and moral obligation well enough to be able to act on these obligations.

TRANSITION: We recognize that there are black racists who hate all white people and who believe that the only solution to the race problem is complete destruction of all whites. We also realize that there are white racists who hate all black people and believe that all blacks are inherently inferior. You, as a leader, cannot allow yourself to be influenced by nor accept the attitudes expressed by black extremists and white extremists. Instead, you must view the problem in a consistently objective manner, and gear your actions to improving the unit as a whole.

1. The young black soldier, however, is more acutely aware of past injustices and this can present a special problem to his leader.

2. The unfortunate dilemma that this young man finds himself facing in the military is that his forefathers have fought and died in every war in which this country has been involved; but this fact is either generally not known or not accepted. He is harassed by black racists or white racists in his platoon or company, and many times he has been influenced by black militants such as Brown, Cleaver, and Newton, who preach violence and separatism. This man is just begging for concerned leadership, recognition, and effective, positive communication. The good leader, black or white, will provide this. Indeed, he is required to provide it.

NOTE: EXPLAIN AR 600-21.

E. Knowledge Objective: As a leader know the most common complaints of minority group personnel well enough to know how to handle them within the unit.

TRANSITION: One of the main points which _____ just made was that a leader must know his men. And certainly to know your men you must be able to communicate with them.

1. Communication.

a. Vertical communication.

NOTE: SHOW SLIDE ON CHANNEL OF INFORMATION AND TALK THROUGH.

(1) Inform subordinates of what you expect from them.

NOTE: SHOW SLIDE ON KNOWLEDGE OF MEN AND TALK THROUGH.

(2) Sense of loyalty to seniors and subordinates.

(3) Make yourself available to your soldiers.

(4) Talk to the men.

(5) Unit athletics.

(6) Social functions.

(7) Platoon meeting.

(a) Specific causes of racial tension.

(b) Terminology minority groups prefer.

b. Leaders are not concerned with the welfare of blacks and do not listen to or investigate their complaints.

NOTE: SHOW SLIDE AND TALK THROUGH (HOW TO HANDLE COMPLAINTS).

NOTE: SHOW SLIDE ON COMPLAINTS.

c. Whites do not understand the black thrust for identity in dress, music and symbolism.

d. Negroes object to the use of racial epithets, terms such as "boy."

e. Negroes are more likely to be charged or to receive stiffer punishment for similar offenses than whites.

f. Post exchanges and libraries are frequently not stocked with an adequate variety and assortment of books, magazines and cosmetics preferred by negro personnel.

g. Participation in Project Transition is being discouraged by commanders.

h. There is a lack of black officers in field grade positions.

i. There is a tendency to use black leaders to solve black problems.

NOTE: SLIDE ON COMPLAINTS OFF.

F. Knowledge Objective: As a leader know the indicators of possible unrest within a unit well enough to recognize them.

TRANSITION: We have discussed with you a short list of the most prevalent complaints. A more complete list will be included in your summary sheet. We hope that you will examine the list carefully and take it with you to your new unit. We also recommend that you make a concerted effort to become aware of the more common complaints bearing racial overtones from other minority group soldiers.

1. We have talked about complaints, but ultimately your responsibility is to prevent these complaints from ever occurring. To do this you must be able to spot problems before they get out of hand. To help you we will show you a list of "Indicators of Possible Unrest." Take a couple of minutes to read them and then we will discuss them.

NOTE: SHOW SLIDE ON INDICATORS AND TALK THROUGH.

2. There is a danger that white leaders may interpret indicator Number 1 as laziness or a negative attitude toward the Army on the part of black soldiers. Black leaders may interpret a response of this type on the part of white soldiers as prejudice. However, this could be a sign of increased racial tension brought about by incidents on and off post.

3. It is your responsibility as a leader to find out why this indifference has developed and take immediate action to solve the problem.

4. This could be an indication of polarization among the races in your unit. But before coming to this conclusion you must keep in mind that individuals group for various reasons. Some of these are:

a. Similar background.

b. Similar educational level.

c. Similar interests (sports, politics, autos, etc.).

5. Again your informal communication channel and formal chain of command will enable you to find out the exact reasons for grouping in your unit.

6. This may be a positive indication of racial tension within a unit. Whether the Day Room is being controlled by blacks or whites.

7. As a leader it is imperative that you visit your Unit Day Room during off duty hours to determine if the facilities are being controlled by

a racial group or as it happened in one unit, by a group of troublemakers who were robbing both black and white members of the unit and barring them from the Day Room facilities.

8. With respect to Indicator Number 4. If you determine the offensive language is taking on racial overtones or is being carried out by a group, it may be a positive indicator of racial tension.

9. Indicators 5 and 6. These are not necessarily indicators of racial tension but they are problems that will lead to unrest in a unit.

10. As a leader you have the responsibility to find out why these things are taking place in your unit and take action to eliminate the cause. Some reasons could be:

- a. Financial difficulty.
- b. Marital problems.
- c. Personal problem with family (mother, father).
- d. Personality conflict between leader and subordinates regardless of race.
- e. Rebelling against authority by the young generation regardless of race.

11. You will receive, as a part of your summary sheet, an expanded list of indicators. Familiarize yourself with its contents and take it with you to your next unit.

NOTE: SLIDE OFF.

G. Knowledge Objective: As a leader know and understand the racial problems that can occur in a unit and some suggested methods for preventing and solving them.

TRANSITION: During the first two hours we've looked at causes and effects of the racial problem in the Army. During the next two hours we will show you some actual situations with racial overtones which have recently confronted unit leaders.

1. Up to this point, we've been doing all the talking. Now we're going to give you the opportunity to air your views after we examine the first situation.

2. Discuss it among yourselves, then select a spokesman from your table group to be prepared to state and explain your course of action.

NOTE: SHOW VIDEO TAPES AND DISCUSS.

VI. CONCLUSION:

A. Retain Attention:

NOTE: SHOW KU KLUX KLAN SLIDE.

B. Summary:

1. The race problem in the Army is your problem.
2. History, attitudes, complaints, indicators are all pertinent to the situation and how you handle it.

C. Application: As an Army leader, your job is to maintain a 100% effective unit and you cannot do so if you have racial discord.

D. Closing Statement: As leaders, it is up to you to show a genuine and wholehearted interest in your men. If you do this and apply the principles of leadership to your utmost ability, you will minimize racial tension within your unit. Only through good leadership can we hope to solve the problem.

ANNEX E - Leadership Instruction Discussion

1. An interview with Captain Pavero of the Leadership Department revealed that the leadership instruction is constantly being reviewed for validity and completeness. He further indicated that current emphasis has been placed on contemporary problems and counseling subordinates.

2. At a recent meeting of the association of the United States Army, panelists headed by LTG Walter T. Kerwin listed drug abuse and race relations as the toughest contemporary problems the Army faces today. (6:21)

3. A sampling of opinion of IOBC students that have received the Leadership Department's instruction on drug abuse indicates that they do not believe they are prepared to deal with this problem. (Annex B) Specific guidance in the legal, moral, and medical aspects of this problem are needed and can best be provided by a panel discussion with knowledgeable participants from each of these fields.

4. The Leadership Department's instruction on the leadership aspect of race relations does not provide diversity in the presentation. Although the lesson outline eludes to a presentation of minority group contributions to America, the class, as it is currently presented, covers only those contributions of the Black minority group. A majority of the IOBC officers surveyed in classes 4-72 and 5-72 believed the class should incorporate contributions of other minority group personnel. (Annex B) Contributions and problems of minority groups, such as the American Indian and Mexican Americans should also be discussed.

5. Certainly not the answer, but a step in the right direction toward solving our contemporary problems, is the establishment of effective counseling programs by officers at the platoon level. Currently, the IOBC student does not receive any specific instruction on initiating a counseling program. (Annex A) "The soldier should be taught to seek assistance from his immediate leader." (2:32) The IOBC student should be instructed on the procedures for establishing a counseling program and the many benefits that can be derived from an effective program. The IOBC student should also be made aware of the many agencies available to assist him with his counseling program.

ANNEX F - Bibliography

1. Army Regulation 600-32, Drug Abuse Prevention and Control (Washington, D. C.: Department of the Army, 23 September 1970).
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5. The Bayonet, Volume 30, Number 5 (Columbus, Georgia: R. W. Page Corporation, 15 October 1971).
6. The Columbus Enquirer, Volume 114, Number 118 (Columbus, Georgia: R. W. Page Corporation, 13 October 1971).
7. United States Continental Army Command Supplement 1 to Army Regulation 600-32, Drug Abuse Prevention and Control (Fort Monroe, Virginia: United States Continental Army Command, 4 June 1971).