

if you fail to consider the NCOs' advice? You must then be prepared to navigate in rough seas.

If you stubbornly reject the NCOs' efforts to help, you will reach the point of a total breakdown in communications. In such a circumstance, the NCOs will fall back on the old soldier's philosophy of doing only what is called for in the regulations, but without taking any initiative or questioning any unwise decision you may make.

They will wait. In summary, you will sit alone. They will anxiously watch your first challenging situation to see what will happen. In most cases, the company commander will know the situation in your platoon. This makes it a negative point for you, even if your youth and inexperience are taken into consideration.

You must therefore change your attitude as soon as possible. If you don't you will find yourself working in an increasingly hostile environment, one that is not openly visible. This makes your simple day-to-day mission much more difficult. You cannot do everything by yourself, and you can no longer afford even the slightest error. Unless you are a magician,

your failures will occur more and more frequently. Pretty soon, whatever happens, only you will be held responsible. Don't turn to your platoon sergeant now, because he is likely to reply coldly, "Sir, you did not tell me."

It is not too late, however. In spite of a rough start, you can still change your attitude and overcome the barrier without major damage. But if you continue, be careful, for you will find yourself labeled by your superiors as well as your peers. Your rating will be low because you are a thorn in the side of the unit. Furthermore, because of the abnormal conditions under which you have been working, you will not receive the on-the-job development you must have as a junior leader. And this deficiency will follow you throughout your career.

You must keep in mind that I have described the process up to the ultimate stage—just before the battalion commander steps in. Such a situation benefits no one, and it must be avoided at any price. Who is responsible for avoiding it? Everybody.

The company commander's actions are of prime importance, of course, because

he has to establish the best conditions for your development. This is one of his main responsibilities. The senior NCOs also have their part to play in that process. But you have to do your part, too—not only as an object but as a subject. That means your integration into the company is also your responsibility.

Let's say you do succeed and go on to become a good officer. In that case, my final piece of advice to you is to remember all of this when you, in your turn, become a company commander responsible for developing junior officers and integrating them into your company.



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Army National Guard OCS

LIEUTENANT COLONEL DUNCAN M. THOMPSON

State officer candidate schools are the primary sources of junior officers to fill vacancies in the Army National Guard. Yet few people know about these schools and how they operate.

Between World Wars I and II, securing officers for the Army National Guard was relatively simple. The requirements for a commission in those days were not as stringent as they are today, and the standards were not established at such a high level of command.

After World War II, during a period of

reorganization for the Army National Guard, officer vacancies were filled mostly by experienced combat veterans and by directly commissioned veteran enlisted men. With the passing years, however, the source of qualified veterans became generally exhausted, and most new officers were commissioned through the 10-Series extension course of the United States Army. Although this was an excellent course of instruction, it did not provide any way of determining the leadership abilities of the individuals enrolled.

And other sources of officers—ROTC, U.S. Army Reserve, officers separated from active duty—contributed an insufficient number of officers to meet the needs of the Army National Guard. (Only the Commonwealth of Massachusetts had a program—the School of the Infantry—designed to produce junior officers for its Army National Guard.)

Efforts began in 1949 to establish state officer candidate schools to teach the military subjects, including the 10-Series course, while at the same time providing



Members of the Ohio Army National Guard in OCS training at Fort Benning.

a resident-type program designed to evaluate the leadership traits of potential officers for the Army National Guard. Although the initial proposal to establish such schools was approved in 1950, only four states (New York, Massachusetts, California, and South Carolina) responded favorably. Their plans were approved and their schools established in 1951. Later on, when Federal funds were secured for the support of schools, the other states eventually agreed to join the program. By 1963, a state OCS had been established in all states except Alaska. That state's OCS began operating in 1976.

These schools are conducted under Section 504, Title 32, United States Code, as amended by Public Law 88-662, dated 3 October 1964. The state officer candidate schools have evolved into state military academies, of which they are now a part. The academies also offer commissioned officer courses and noncommissioned officer courses of the NCO Education System (NCOES).

Presently, Federal funds are provided for two full-time technicians for each academy, some equipment and training aids, and the instructional material prepared at the United States Army Infantry School. Field manuals and subsistence for weekend assemblies and annual training periods are also provided, along with a limited amount of money for facilities.

All other funds come from the individual states.

The programs of instruction for the courses taught at the academies are prepared and published by two Active Army service schools: The U.S. Army Infantry School for OCS and the Sergeants Major Academy for the NCOES courses. All of the programs of instruction are approved by the Commander, U.S. Army Training and Doctrine Command, and the Chief of the National Guard Bureau. The Infantry School oversees the general conduct of the OCSs and grades the student examinations. Active Army major commands conduct annual accreditation inspections of the academies.

VARIED

State military academies accept students for the officer candidate school program from the Army National Guard, the Army Reserve, and the Active Army. (The students from the Active Army are not commissioned upon graduation; they receive certificates of completion.)

Candidates enter the state OCS program from varied backgrounds. Men and women who hold doctorates in their particular civilian fields and soldiers whose formal education meets only the minimum college education requirements have all

received their gold bars through this program. Candidates with the minimum one year of National Guard military experience have been enrolled alongside students who hold the Combat Infantryman Badge. Attributes common to all successful state OCS candidates, however, are leadership ability and motivation.

The year-long program of the state OCS is operated in three phases.

Phase I consists of a two-week annual training period. (Some state military academies conduct "orientation" OCS training during weekend assemblies immediately before Phase I.) This phase of intensified training is conducted at an Active Army post or at a state Army National Guard training site. A great deal of pressure and stress is created during this initial phase. (If a candidate cannot, or will not, function under the types of pressure and stress to which he is subjected during the initial phase, it is a fair assumption that he will not react calmly to the pressure of a combat situation.)

The basic subjects focus on military leadership, drill and command, and weapons training. Each candidate is rated, graded, prodded, examined, and given every opportunity to prove himself in positions of leadership within the squads, platoons, and companies. The candidate is lectured, counseled, and physically tested. Most of the candidates who drop

out of the state OCS program do so during this first phase.

Phase II of the program, which follows this annual training period, consists of 11 separate weekend training assemblies, one per month for the rest of the year. To continue training the candidate to function *under pressure*, this phase is also made stressful.

The academic subjects taught are map reading and land navigation, additional weapons of the infantry, combined arms, personnel and logistics, maintenance, and the Battalion Training Management System (BTMS). Also, in this phase, training is conducted in basic operations and tactics, communications and electronics, and military support to civil authorities. The program of instruction meets all of the requirements of the Military Qualification Standards (MQS I) program.

Military leadership training is intensified during this phase, and candidates are constantly rotated within the command positions of the class. Candidates are given tasks and missions to accomplish within certain time constraints, so that they can be constantly evaluated and counseled on their abilities, traits, and accomplishments, as well as on their failures. And through the use of an honor code and a candidate honor council, they are instructed in ethics, discipline, and the

Uniform Code of Military Justice (UCMJ).

Physical training is also a constant factor during the program. All candidates, men and women, must achieve and maintain the same standards—those that are expected of an infantry second lieutenant. Their physical training program includes exercises, terrain marches, rappelling, swimming, and combat oriented field training exercises.

Phase III is conducted during a second two-week annual training period, also at an Active Army or state National Guard facility. In this phase, all of a candidate's training comes together. Everything he has learned and been exposed to in the previous year is put to the test. The training consists of operations and tactics, combined arms operations, and patrolling, and includes two tactics examinations and a lengthy field training exercise. The candidates are expected to demonstrate not only their tactical abilities but also their keen understanding of OPFOR tactics, equipment, weapons, and abilities. In brief, candidates must show that they can perform in a combat environment as infantry second lieutenants, or they do not graduate.

Throughout the state OCS program, candidates are constantly reminded that theirs is a *team effort*. "Cooperate and Graduate" is their guide. Making the best

use of limited assets is constantly stressed. Also, throughout the training year, oral and written communication is taught, performed, and practiced.

The standards of the state military academies are high. The state OCS program is long and difficult, and deviations from the standards are not condoned. Without dedication and persistence, a candidate will not make it to graduation and commissioning.

The sole function of the Army National Guard State OCS program is to qualify soldiers, through an intensive course of leadership evaluation, academic study, and physical training to accept appointments as second lieutenants in the Army National Guard and the United States Army Reserve. State military academies are the most cost effective means of producing second lieutenants for the Reserve Components of the United States Army.



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Preparing for Airborne Training

CAPTAIN DANNY L. GREENE

Confidence and toughness are two traits that leaders must possess if they are to succeed. One of the finest schools available in which to build these fundamental leadership characteristics is the U.S. Army Airborne School at Fort Benning. The

three-week Basic Airborne Course stresses mental and physical toughness and confidence in oneself and one's equipment.

Although a wide variety of officers, enlisted personnel, and cadets attend the course, many of those who volunteer ei-

ther do not complete the course or are turned back as soon as they arrive, for various reasons. As a result, the spaces reserved for them are wasted, and they do not get the training for which they volunteered.