

jobs. There were never a sufficient number of routine and simple tasks to which these women could be assigned. When assigned to a specialist school or jobs above their intellectual level of comprehension and performance, frequent psychosomatic complaints developed which rendered them unfit for efficient duty or created behavior problems and AWOLS. . . . In a volunteer organization such as the WAC, the problem of women with low intelligence should not exist.⁶⁰

WAC Officer Candidate School

The WAC officer candidate school continued to specialize in the production of officers for WAC troop administration, since it would have been impossible to duplicate the training of officers in the dozen or more arms and services to which Wac officers might be assigned. The conduct and policy of the WAC officer candidate school were, from the time of the establishment of the WAC, of minor importance to the Corps, since in its entire two years of existence the WAC school was allowed to receive only 750 candidates, in contrast to the 5,675 that had been received in only one year by the WAAC school. Later improvements were therefore of little effect upon Corps leadership. It could be said of the WAC, as of other Army Service Forces officer candidate schools, "It was not until the OCS were considerably past the peak of their greatest usefulness that they reached their highest development as training agencies."⁶¹

Actually, in the case of the WAC, there were few noteworthy new developments. The greatest change was in length; as soon as the ASF took charge of the school in 1943, it extended the course from the previous eight weeks to three months, since men's officer candidate courses averaged about this length. Director Hobby's office

was not consulted about either the extension or the new curriculum, but was informed of its content.⁶²

The extension to three months made a greatly increased number of hours available, since women could not be given subjects such as weapons training and combat orientation. Most of these extra hours were used on conventional subjects: twice as much time as the Auxiliary had given to map reading, defense against air attack, military courtesy, and physical training; four times as much in medical instruction; five times as much in organization of the army. Several new courses were added: some, like signal communications, because they were required for men, and others, such as duties of a staff officer, in consideration of the wider scope of officer employment in the WAC.

Wacs now received more hours of army organization than The Adjutant General's officer candidates, more mess management than The Quartermaster General's, and more physical training than the Medical Administrative Corps. In general, every noncombat course directed for men's schools was also added to the WAC course, with the sole and inexplicable omission of Defense Against Paratroops. The only courses in the 578 hours that had no parallel in men's courses were 6 hours devoted to public relations and 5 to recruiting, in

⁶⁰ Preston, *Hist of Psychiatry in WAC*, p. 25-27.

⁶¹ All OCS references unless otherwise stated from: (1) ASF Hist of Mil Tng, Officer Candidate Training, MTD ASF. OCMH. Hereafter cited as ASF Hist of OCT. (2) ASF Hist of WAC Tng, pp. 254-98, and Tables XV and XVII, which do not agree exactly. Quotation from pp. 45-46. (3) Figures from Statistical Sec, OCMH.

⁶² (1) Memo, Asst Dir MTD ASF for Dir WAC, 11 Nov 44. SPTRP 352.11 WAC, in WDWAC 352. (2) Memo, Dir Troop Tng Div MTD ASF for Dir WAC, 5 Dec 44. SPTRP 352.11 WAC, in WDWAC 352.