

recognition of the fact that the WAC had to recruit instead of draft its personnel.

Courses that aimed at developing leadership and the ability to manage a group were in a minority. Only 79 of the 578 hours could even remotely be considered to fall in this category, and even of these, many were more concerned with teaching the correct paper work than with the psychology of leadership. WAC candidates had more hours in map reading than in duties of an officer; three times as many hours in courts and boards as in leadership; five times as many in drill as in morale.

Consultants at the school observed:

In Officer Candidate Schools, the emphasis on the transmission of information could have been changed to an emphasis on developing the characteristics and attitude of an officer, and thus many of the deficiencies of leadership might have been averted. . . .⁶³

This deficiency was of course not peculiar to WAC schools, and Service Forces historians later noted of men's schools, "The courses most frequently omitted from curricula were those concerned with morale, management, and training of men."⁶⁴

There was considerable effort by instructors to make all officer candidate courses practical, but this was seldom possible except in the small group of leadership courses, where lively student discussion of actual problems took place. Material of other subjects was less easy to adapt, typical difficult subjects being organization of the field army and other tactical groups, malaria control, map and compass exercises, radio and pigeon communication, gas identification, camouflage, and others. In some subjects, such as supply, it was found that practical experience was a handicap. In order not to confuse the standard lecture, it was necessary to sup-

press student discussion of the varying procedures actually used by commands in the field in which many officer candidates had worked as enlisted women.

Instructors' efforts to make courses practical were handicapped also by the fact that most instructors had never been out of the training center, a problem common to other ASF officer candidate schools, of which it was said:

Most of the instructors were recent OCS graduates often totally lacking in field experience. . . . Even those in charge were too often those who had a background of school experience and training instead of service in the field or on-the-job training. . . . Later, when rotation policies were put into effect, . . . policy-making personnel [were seldom replaced].⁶⁵

Intermediate Officers' School (IOS)

Shortly before the conversion to Army status, Director Hobby attempted to put into effect a plan for improving the standards of WAAC leadership by establishing an advanced officer training school modeled on the British system, to which the most capable officers would be returned for preparation for higher jobs.⁶⁶ Unfortunately, the Intermediate Officers' School upon establishment coincided with the growth of the officers' pool, and was used to provide occupation for the unassigned pool officers. Attendance at IOS, instead of an honor, therefore came to be considered a blot upon an officer's record. General Faith tried to convince the inmates that instruction such as Advanced

⁶³ Preston, *Hist of Psychiatry in WAC*, pp. 13-14.

⁶⁴ ASF *Hist of OCT*, pp. 45-46.

⁶⁵ *Ibid.*, p. 93.

⁶⁶ Min, *Stf Dirs Conf*, Chicago, 15-17 Jun 43. SPWA 337 (6-1-43). Also Memo, WAAC Hq for CofAdm Serv, 7 May 43. SPWA 314.8 (1-7-43)(1) sec 1.