



Major General Edward R. Fry, President, NGAUS

PRESIDENT'S MESSAGE

SERVICE SCHOOLS: A DIVIDEND OF THE TOTAL FORCE POLICY

In the academic year ahead, some 28 members of the National Guard, Army and Air, will attend the senior military service schools. By this time next year they will hold the distinction of being War College graduates.

Beyond this many hundreds will have attended other service schools at the Command and General Staff level while it may be estimated that in excess of 40,000 officers and enlisted personnel from the Guard will participate in other Army- or Air Force-generated school environment training.

As we continue—from time to time—to reflect upon the National Guard of today in contrast to the National Guard of the pre-mobilization period 40 years ago, we find there are specific, unnoticed dividends of the Total Force policy. Take 1940, for example. At that time, only 675 Guard officers and 144 enlisted persons attended Army school courses. These included 15 flying cadets to be trained as aviators and 11 infantry officers who signed up for the tankers' course. On the enlisted side, only 13 men received Air Corps tech school training. This level of access to the regular Army's schools was symptomatic of the interwar years, 1920 through 1940.

What ensued upon mobilization was, of course, predictable. Regular officers threw up their hands in despair at the lack of school trained soldiers to be found in the ranks of the Guard or in officers' country, for that matter.

To the extent that this might be typical of the rest of the country, only 11 of the 42 commissioned officers of the 114th Cavalry Regiment, Kansas National Guard in 1940 were service school graduates. Of 21 lieutenants, only two had any service school training. Only three, the regiment's squadron commanders (majors), were graduates of the Cavalry School's "National Guard Course".

This typification led Lieutenant

General Lesley J. McNair to complain, in 1942, that many officers from the "civilian components", instead of being immediately ready to assist in the task of converting a mass of civilians into soldiers, themselves required a considerable period of post-mobilization training.

Much of the problem stemmed from the fact that in the years between WWI and WWII there were few funds available to send National Guard officers or enlisted men to service schools. The few who did attend went to truncated "National Guard Courses" which were half or less the length of courses which the regulars attended. And there was no OCS program—state or federal.

* * *

The situation deprived the Army of, upon mobilization, access to an officer and NCO corps—active, Guard and Reserve—with a strong, common bond of standardized understanding—or even a standardized approach to the conduct of training. This is why it took time to weld the "several" armies of 1940-42 into the homogeneous force which emerged only after extensive trial and tribulation.

The contrast, in 1981 terms, is startling. Members of the Guard have been tapped to become part of the educational process itself. The Air Guard, for example, conducts the Air Force training programs for F-4 and A-7 pilots and the maintenance and technical training for C-130 aircrews. Recently the Army Guard was asked by the Army to provide 50 young officers, captains and majors, to serve as assistant professors of military science at Army ROTC institutions. The educational interface is probably the best that we have ever known.

All of this, it should be observed, is part of the Total Force process—a part that is working. It is, in fact, one

of the sensible aspects of the "come as you are" notion. Although we in the National Guard, and particularly in the NGAUS leadership, have expressed our doubts about "come as you are" in terms of our lack of modern fighting equipment, we applauded the fact that this policy has been made meaningful in terms of Army and Air Force school training.

It would be a disaster if large numbers of officers and enlisted persons had to be yanked out of their outfits for technical or special training upon mobilization. This would only impede the ability of a National Guard unit to deploy or assume a stateside support mission. Having our people effectively school-trained in peacetime is the best way to insure that there will be no lost time or motion in getting our units ready for possible employment in wartime.

While it may be true that not every individual member of the Guard gains immediate access to desired schooling, the Army and Air Force batting average is good. In this important area we can report Total Force works.

While we continue to fight for the equipment we need so desperately and for the much-needed fulltime unit support personnel to make more complex and demanding combat and combat support systems ready for war, we should nevertheless recognize that there are other aspects to Total Force.

Our access to the Army and Air Force school systems is clearly one of these. It is within the context of the school system that the basic standardization of effort is established. To paraphrase General Douglas MacArthur's observation about the athletic field's role as a preparation for wartime duty, it might be said that in the Army and Air Force schools are sown the seeds of the future success on the Total Force battlefields of tomorrow.

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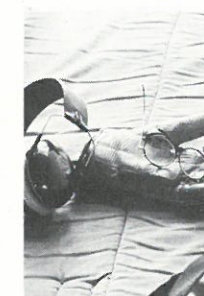
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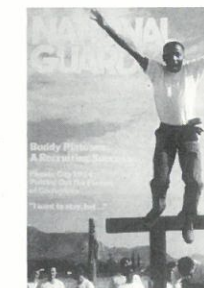
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COVER: A New Mexico Guard recruit leaps into the national Buddy Platoon Program. Photo, NMARNG. Cover design by Tom Powers of Duffy and Associates.

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