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SURVEY OF NONCOMMISSIONED OFFICER ACADEMIES FOR CRITERION DEVEL--ETC(U)
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APRO-RESEARCH STUDY-61-4

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RESEARCH STUDY 61-4

**Survey of Noncommissioned
Officer Academies for
Criterion Development Purposes**

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NCO Leaders b-11

Research Study 61-4

6 SURVEY OF NONCOMMISSIONED OFFICER ACADEMIES
FOR CRITERION DEVELOPMENT PURPOSES.

10 C. H. Hammer

F. F. Medland, Task Leader

Submitted by: E. Kenneth Karcher
Chief, Behavioral Evaluation Research Laboratory

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Approved by

Julius E. Uhlener
Director, Research Laboratories

Hubert E. Brogden
Chief Scientist

11/1 Dec 1961

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Research Studies are special reports to military management. They are usually prepared to meet requests for research results bearing on specific management problems. A limited distribution is made--primarily to the operating agencies directly involved.

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BRIEF

SURVEY OF NONCOMMISSIONED OFFICER ACADEMIES FOR CRITERION DEVELOPMENT PURPOSES

REQUIREMENT:

This survey was part of a research effort to develop improved techniques for identifying potentially successful noncommissioned officers. The specific purpose of the survey was to determine the feasibility of the NCO academy system as a framework in which to conduct this research.

PROCEDURE:

Department of the Army Military Personnel Management Teams visited 17 major installations in the Continental United States and collected data on 26 NCO academy courses. The data concerned mission of the academy, prerequisites, enrollment, course content, grading system, and attrition.

FINDINGS:

Nine academies subject to standardization of course length, course content, and assessment procedures appeared to be potentially useful as research settings. These academies are located at Fort Benning, Fort Dix, Fort Carson, Fort Meade, Fort Campbell, Fort Bliss, Fort Eustis, Fort Jackson, and Fort Leonard Wood.

UTILIZATION OF FINDINGS:

The survey data collected will be used to help construct predictor and criterion instruments for the selection of EM to undertake NCO training.

SURVEY OF NONCOMMISSIONED OFFICER ACADEMIES
FOR CRITERION DEVELOPMENT PURPOSES

BACKGROUND AND PURPOSE

The Department of the Army has established a requirement for techniques which will make it possible to identify, early in their careers, those soldiers potentially capable of becoming good NCO's in the combat branches. In operational terms, what is desired is a means of selecting men during basic training who possess the potentialities of effective combat soldiers and who will be capable of generating a fighting spirit in the men they will lead.

The present publication reports on a phase of the NCO Leaders Task, conducted by the U. S. Army Personnel Research Office, OCRD, in response to this requirement -- prediction of the quality of NCO performance of men, mainly within the E-3 and E4 pay grade levels, who have completed one to two years of military service. An initial critical requirement of this phase of the research was to find a research setting in which reliable and valid criterion measures could be obtained with a minimum of interference with active Army programs. It appeared that the NCO Academy system might offer an appropriate setting in which to conduct the research. But in order to help determine the appropriateness of the system as a research framework, specific information was needed on such variables as prerequisites for admission, enrollment, attrition rate, course content, and grading system.

Accordingly, representatives of the Army Personnel Research Office visited several installations where academies are in operation. They held discussions with academy staff members and observed classes in session. Their overall impression was that the academies appear to offer a suitable framework for the task research. The student input is sufficiently large, the course content is relevant to on-the-job NCO performance, and evaluation procedures in current use at the academies can be used to supplement criterion measures to be developed by task personnel. APRO representatives felt, however, that this information should be verified by a more comprehensive study of all academies in the Continental United States. A survey of the NCO Academy system was therefore planned.

The mission of the noncommissioned officer academies is to train NCO's and potential NCO's in principles of leadership and human relations and to provide them with a basic knowledge of the technical requirements of their job. A standard pattern for the establishment of these academies is presented in Army Regulation 350-90, which prescribes a core program of instruction with a minimum length of four weeks consisting of the following subject areas:

1. Leadership--minimum of 15 hours.
2. Drill, Ceremonies and Command--(Drill, Inspection, Fitting and Wearing of the Uniform, Ceremonies, Customs and Courtesies, Conduct of Physical Training Program, etc.)--minimum of 15 hours.
3. Methods of Instruction--minimum of 30 hours.
4. Weapons Training--number of hours to be determined by division or installation commander.
5. Map Reading--minimum of 20 hours.
6. Tactics--number of hours to be determined by division or installation commander.
7. Problems of the command and their solution--number of hours to be determined by division or installation commander.

Beyond this core program the school commander has the prerogative of adding to the curriculum those content areas he feels are needed.

PROCEDURE

Data were collected through the assistance of five Department of the Army Military Personnel Management Teams whose mission is to obtain information helpful in an evaluation of the effectiveness of present or proposed personnel programs or administrative practices in the field. Each team consists of a Chief (a lieutenant colonel), two majors, and two captains. To maintain complete coverage of all major installations, each team is assigned a definite area and must make periodic visits to the installations within its respective area. In September 1960, at the beginning of a six-month round of visits to major installations, the five teams were requested, on behalf of the NCO Leaders Task of APRO, to collect information on the NCO academies in operation at the installations visited. It was estimated that this procedure could provide for coverage of over 95% of all existing NCO academies. To insure comparability of information across academies, standard data collection procedures were developed. As data were collected on each academy they were forwarded to APRO for analysis.

RESULTS

TYPES OF TRAINING PROGRAMS

During the six-month period, the teams visited 17 installations at which NCO academies were in operation. In all, 26 courses of four weeks duration or more were identified. (Courses less than four weeks in length were not considered because their brevity forces the exclusion of pertinent blocks of instruction). Each course was classified into one of five general types of training programs: Refresher, Instructor, Intermediate, Leadership, and Integrated (Table 1, p. 8).

The general mission of the Refresher program is to maintain or improve the professional ability of noncommissioned officers. This program provides useful training to NCO's who are returning to field duty after a considerable lapse of time. The Instructor training program provides a media to assist unit commanders in training cadre personnel. The Intermediate program consists of one course which is offered at Fort Lewis, Washington. There is virtually no difference between this and the Leadership program. Both have the mission of developing leadership potential among EM/junior NCO's. The Intermediate classification was established because Fort Lewis also operates a Basic Course for EM. The Basic Course was classified into the Leadership program and a new category was needed for the Intermediate course. The Integrated program, in addition to containing elements of all the above programs, is used as a preparatory program for potential officer candidates. It is probably most useful in Army areas where training requirements are diversified but where there are not enough potential students or facilities for more than one program.

PREREQUISITES FOR ADMISSION

Data on prerequisites are presented in Tables 2 - 6 (pp. 9 - 13). Generally, three types of prerequisites were found: test scores, grade, and service time remaining. The typical academy requires a minimum Aptitude Area GT score of 90 and at least six months service time remaining upon completion of the course. The test score requirements range from "None Specified" for the Refresher courses at Benning, Riley, and Knox, the Instructor course at Knox, and the Integrated course at Hood, to 100 or above in at least three Aptitude Areas for the Leadership course at Carson. The "Service Time Remaining" requirement also varies across courses, ranging from "None Specified" for the Refresher courses at Benning and Riley and the Integrated courses at Jackson and Eustis to twelve months for the Integrated course at Campbell. With respect to enlisted grade, some differences between programs were observed. Grade requirements for the Refresher program are considerably higher than for the remaining programs. This is to be expected since the program is primarily a review for senior NCO's. Five of the seven courses in this

program require an enlisted grade of at least E-5. Of the remaining two, Fort Huachuca requires a minimum grade of E-4 and Fort Ord does not specify a grade requirement. Within the four Instructor courses, not enough data on grade were available on which to base a definitive statement but it appears that a minimum grade of E-4 is preferred. The Intermediate course at Fort Lewis has a somewhat higher grade requirement than the majority of the Leadership courses. The Integrated program, because it has a variety of missions, has the greatest range, both within and between courses.

Prerequisites for the academies may be modified by the academy commanders. This modification can take place when outstanding EM cannot meet requirements for the Leadership course, or when a scarcity of instructors occurs.

ENROLLMENT

The average number of students per class ranges from 22 in the Refresher and Leadership courses at Huachuca, and the Instructor course at Hood, to 115 in the Integrated course at Jackson. All courses, except for the Intermediate course at Lewis and the Instructor course at Hood, are offered at least four times each year. In terms of total yearly enrollment the Integrated program has the largest input; the Intermediate program has the smallest.

COURSE LENGTH

The concern in this study, as indicated above, was with courses running a minimum of four weeks as established in AR 350-90. However, since the AR does not establish a maximum course length, some commanders have preferred to extend their courses as much as two weeks beyond the minimum.

GRADING SYSTEM

Information on student evaluation techniques was sought to help determine their potential usefulness as research criterion measures. Within each course a point total is assigned to each content area on the basis of judged importance of the area (total points used in most academies -- 1000). In most academies, a student must accumulate at least 70% of the total possible points through performance on written examinations or through ratings in order to complete the course successfully. Complete information was not available on the assessment instruments themselves, although it did appear that each academy develops its own instruments.

COURSE COMMENT

Based on the preceding results, 17 of the 26 courses were eliminated from further consideration as research settings for one or both of the following reasons:

1. Their annual input is too low to provide a sufficient number of experimental students.
2. Their grade prerequisites exclude EM or junior NCO's.

An analysis was carried out on the programs of instruction of the remaining nine courses. A listing of the specific subjects most common among these academies and the hours of instruction devoted to each subject as inferred from the survey data is presented in Appendix A. These subjects were classified into the following six major academic areas and one non-academic area:

Leadership

Methods of Instruction

Map Reading

Tactics

Weapons

General Subjects

Non-Academic

The Leadership area is usually presented first in a course and covers the general responsibilities of leadership, problems of leader-subordinate relationships, and some of the leader's specific duties, such as administering punishment and dealing with the personal problems of subordinates.

In Methods of Instruction, the emphasis is on training the students to organize a block of instruction, make use of training aids, and present a lecture to the class. More than 50% of the time spent on this area is devoted to student presentations, each student being responsible for three or four lectures, ranging from 5 - 20 minutes each. The remainder of the time is spent in learning general techniques of instruction.

The section headed Map Reading is concerned with terrain analysis, map reading techniques, use of the compass, and photointerpretation. In addition to receiving classroom training, students must perform a field map exercise on which they are evaluated.

Tactics is primarily concerned with principles of offensive and defensive maneuvers, patrol operations and combat formations. In this content area, students are tested in class and in a tactical field problem which emphasizes practical application of tactical principles.

Weapons training covers most of the small arms such as the M1, the M-16, the BAR and the 3.5 rocket launcher. Students are taught how to assemble, disassemble, and maintain the various weapons, as well as how, when, and where to use them. More than half of the schools also provide an orientation to mine warfare.

The General Subjects area is concerned primarily with the garrison responsibilities of the NCO. Some of the topics covered are conduct of drill, physical training, inspection, problems of supply and maintenance, and military courtesies.

The last content area, Non-Academic, consists of a number of hours devoted to such activities as orientation, commandant's time, study hall, and graduation ceremonies.

ATTRITION

The attrition rate reported by the Management Teams reflected information pertinent to a period ranging approximately from February 1959 to February 1961. The rate varies from 5% in the Refresher course at Riley and the Instructor course at Hood to 30% in the Leadership course at Lewis. The average attrition across courses is 15% but varies considerably both within and between programs. Attrition can be classified into three categories: Academic, Administrative, and Disciplinary. Academic failure covers inability to achieve passing grades; administrative failure covers hospitalization, emergency leave, and levies for overseas service; Disciplinary failure includes insubordination, cheating in exams, or other conduct unbecoming an NCO. Approximately 50% of all attrition is Academic, 35% is Administrative, and 15% Disciplinary. Several academies attribute the academic dropout to a lack of formal education. One academy reported that a significant factor affecting the academic failures was the low aptitude of the students for making effective platform presentations in the section of the course dealing with Methods of Instruction.

IMPLICATIONS FOR CONDUCT OF RESEARCH WITHIN THE NCO ACADEMIES

Army Regulation 350-90 provides a broad framework within which a division commander or commander of a major installation can establish an NCO academy. This framework allows for considerable flexibility in the design of an academy program of instruction and the determination

of quotas and prerequisites for admission. The principal advantages of a flexible system are that the commander can establish an academy to meet specific training needs within his own area and adjust the prerequisites for admission to obtain the desired quality and quantity of input.

However, the system as it currently exists does not appear to permit meaningful comparisons of student performance between academies. Meaningful comparisons could be accomplished, though, if standardization of prerequisites, course length, course content, and assessment techniques could be arranged. The range in course length is four to six weeks. For purposes of research planned for the NCO Leaders Task, a standardized five-week course would be desirable and would not require substantial changes in course content, as can be seen in Appendix B. Actually the area headed Weapons is the only content area requiring extensive modification. With respect to evaluation procedures, a set of instruments could be selected from those in current use at the academies and standardized for use as research criterion instruments. These instruments would be supplemented by instruments developed in APRO and at the conclusion of the research could be turned over to the academy staffs for operational use.

Table 1

NCO ACADEMY TRAINING COURSES IN OPERATION AT INSTALLATIONS
 SURVEYED BY DA MILITARY PERSONNEL MANAGEMENT TEAMS

Installation	Type of Training Program				
	Refresher	Leadership	Instructor	Integrated	Intermediate
Fort Carson		x			
Fort Jackson				x	
Fort Eustis				x	
Fort Huachuca	x	x			
Fort Dix				x	
Fort Bliss				x	
Fort Benning	x	x			
Fort Meade				x	
Fort Ord	x	x	x		
Fort Riley	x				
Fort Bragg	x				
Fort Campbell				x	
Fort Sill	x	x			
Fort Leonard Wood		x	x		
Fort Knox	x		x		
Fort Lewis		x			x
Fort Hood			x	x	

Table 2
 PREREQUISITES, ENROLLMENT, COURSE LENGTH, AND ATTRITION
 REFRESHER COURSES

Installation	Test or Ap- titude Area Scores	Grade	Months of Svc Time Remaining	Avg. No. Per Class	Classes Per Year	Number Students Per Year	Length of Course (Weeks)	Percent Attrition
Huachuca	GT and CO-A 90 and above	E-4-E-7	6	22	4	88	5	15
Benning	NS ^a	E-5 and above	NS	60	10	600	4	14
Ord	GT 90 and above	NS	Active Army 90 days; Re- serve 6 mos.	NS	NS	NS	NS	DNA ^b
Riley	NS	E-5 and above	NS	47	7	329	5	5
Bragg	GT 90 and above	E-5 and above	6	55	11	605	4	14
Sill	GT 90 and above	E-5 and above	6	40	5	200	6	21
Knox	NS	E-5 and above	6	48	10	480	4	8

^a None Specified
^b Data not available

Table 3
 PREREQUISITES, ENROLLMENT, COURSE LENGTH, AND ATTRITION
 INSTRUCTOR COURSES

Installation	Test or Ap- titude Area	Grade	Months of 'Svc Time Remaining	Avg. No. Per Class	Classes Per Year	Number Students Per Year	Length of Course (Weeks)	Percent Attrition
Ord	GT 90 and above	NS ^a	Active Army 90 days; Re- serve 6 mos.	25	9	150	6	6
Knox	NS	E-4- E-7	6	50	6	300	6	25
Hood	GT 90 and above	NS	6	22	3	66	6	5
Wood	90 and above in three ACB tests	E-4 and above	6	65	7	455	6	20

^a None Specified

Table 4
 PREREQUISITES, ENROLLMENT, COURSE LENGTH, AND ATTRITION
 INTERMEDIATE COURSE

Installation	Test or Ap- titude Area	Grade	Months of		Avg. No. Per Class	Classes Per Year	Number Students Per Year	Length of Course (Weeks)	Percent Attrition
			Svc Time Remaining	6					
Lewis	GT 90 and above	E-5- E-7	6	45	2	90	6	13	

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Table 5
 PREREQUISITES, ENROLLMENT, COURSE LENGTH, AND ATTRITION
 LEADERSHIP COURSES

Installation	Test or Aptitude Area Scores	Grade	Months of Svc Time Remaining	Avg. No. Per Class	Classes Per Year	Number Students Per Year	Length of Courses (Weeks)	Percent Attrition
Benning	GT 90 and above	E-4 and below	90 days	60	9	540	4	14
Ord	GT 90 and above	NS ^a	Active Army 90 days; Reserve 6 mos.	33	10	330	4	6
Sill	GT 90 and above	Cpl, Specialist all grades, EM w/NCO potential.	6	40	6	240	6	21
Carson	100 or above in at least 3 Aptitude Areas	E-3-E-5	9	44	9	396	6	25
Huachuca	GT and CO-A 90 and above	E-2-E-4	6	22	4	88	6	11
Wood	90 and above in 3 ACB/tests above	E-4 and above	6	65	7	455	6	20
Lewis	GT 90 and above	E-2-E-4	6	50	5	250	6	30

^a None Specified

Table 6
 PREREQUISITES, ENROLLMENT, COURSE LENGTH, AND ATTRITION
 INTEGRATED COURSES

Installation	Test or Ap- titude Areas	Grade	Months of Svc Time Remaining	Avg. No. Per Class	Classes Per Year	Number Students Per Year	Length of Course (Weeks)	Percent Attrition
Jackson	GT 90 and above	E-3-E-7	NS ^a	115	6 - 7	690	6	24
Eustis	NS	E-4-E-7	NS	50	8	400	5	20
Dix	GT 85 and above	E-3-E-7	6	45	16	720	6	22
Bliss	GT 90 and above	NS Except every 4th class (E-5 and above)	6	42	10	420	4.5	20
Meade	GT 90 and above	E-3-E-7	6	28	16	448	5	20
Campbell	GT 90 and above	E-4-E-9 and OCS Selectees	12	53	11	583	4	19
Hood	GT 90 and above	NS	DNA ^b	59	10	590	4	16

^aNone Specified
^bData not available

APPENDIX A

Common Elements of Course Material
for Nine NCO Academies

Table A-1

CONTENT AREA--LEADERSHIP

Subject	Installation and Hours Of Instruction									
	Benning	Bliss	Campbell	Carson	Dix	Eustis	Jackson	Meade	Wood	
Introduction	1	2	1	1		1	1	1	1	1
Punishment						1	2	2	1	1
On-the-Spot Correction	2		1		1	1		1	1	1
Combat Leadership	3		1	1	1	2	3	1	1	1
Problems of Command	3	2	4	3	3	3	5	2	2	2
Leadership Principles	2		2	2	1	1	1		1	1
Reenlistment						1	1	1	1	1
Role of the Leader	1	2				1		1		
Leader-subordinate Relationship	1	1	1	1	1	2		1	1	2
Human Behavior	1		1	1	1	2				
Leadership Traits	2	1	1	2	1		1			
Concept of Leadership			1		1		3			

Table A-2

CONTENT AREA--METHODS OF INSTRUCTION

Subject	Installation and Hours Of Instruction									
	Benning	Bliss	Campbell	Carson	Dix	Eustis	Jackson	Meade	Wood	
Introduction	1	1			1	1	1	1		
Lesson Plans	3	5	2	5	3	3	4	4	4	4
Training Aids	3	3	1	2	1	3	2	2	1	1
Student Presentation	16	32	19	18	20	19	18	26	29	29
Conference Method	1				1			1	1	1
Demonstration Method			1	1	1			1	1	1
Sandtable Techniques							1	1		
Instructor Responsibilities						1	1	1		
Techniques of Instruction	1			2		2	4	1		
Speech Techniques		1	1	1		1			1	1
Principles of Learning	1	1	1				2			1

Table A-3

CONTENT AREA--WEAPONS

Subject	Installation and Hours Of Instruction								
	Benning	Bliss	Campbell	Carson	Dix	Eustis	Jackson	Meade	Wood
M-1 Rifle					31		22		3
MG Cal. 30					10		3		
3.5 Rocket Launcher					4		1		2
Mine Warfare	2		3	1					
M-14 Rifle			1	3		10		2	3
M-60 Machine Gun			2	1		10			9
81 mm Mortar			2						10
Hand and Rifle Grenades					3				
Mines and Booby Traps				1					3
106 mm Recoilless Rifle					2			1	1
Nuclear Weapons								2	4

Table A-5

CONTENT AREA--MAP READING

Subject	Installation and Hours Of Instruction									
	Benning	Bliss	Campbell	Carson	Dix	Eustis	Jackson	Meade	Wood	
Introduction	1	1	1	2	1	1	2	2	1	1
Military Grid Reference System	3	5	2	3	2	1	2	4	2	2
Scale and Distance	1	2	1	2	1	1	3	1	1	1
Use of Compass	2	2	2	2	2	1	3	1	1	1
Direction, Orientation, and Location	3	3	5	3	4			1	3	3
Elevation and Relief	2	1	2	3	2	1	2	2	2	2
Military Symbol	2	1	1	1	1	1		1	1	1
Field Exercise	12	4	5			4		8	2	2
Terrain Analysis			4	4						
Intersection and Resection		2		4		3	3		1	1
Aerial Photographs	2	1	2	4			2	2	2	2
Day Compass Course				4	8	5	3		4	4
Night Compass Course			6	4	4	2	4		4	4
Overlays	1		1	1					1	1

Table A-6

CONTENT AREA--GENERAL SUBJECTS

Subject	Installation and Hours Of Instruction									
	Benning	Bliss	Campbell	Carson	Dix	Eustis	Jackson	Meade	Wood	
Physical Training	6	8	7	11	12	18	21	2	9	
Conduct of Inspection	3	8			1	4	3	1	10	
Fitting and Wearing of the Uniform	2				2	1	1	1	1	
Interior Guard	1	2		2	1	2	2	1	1	
Personal Affairs	2					1	3	2	1	
Maintenance of Equipment	1					1		1	1	
Military Courtesy and Customs	2		1	2	1	1	1	2	2	
Supply Responsibilities	1	1				1	2	2	2	
Guard Mount									2	
Drill, Voice, and Command	11	8	7	8	22	33	31	24	3	

Table A-7

CONTENT AREA--NON-ACADEMIC

Subject	Installation and Hours Of Instruction									
	Benning	Bliss	Campbell	Carson	Dix	Eustis	Jackson	Meade	Wood	
Opening Exercise	2					2	1	1	1	1
Commander's Time	8	5			9	14	18	9	19	
Care and Cleaning of Equipment										6
Graduation Exercise	4	2	4	4	2	2	4	2	2	1
Processing Orientation	1	8		2	1	2	2	2	3	
Out Processing		2			2	2				
Study Hall	8					32	32	20		
Troop Information					6	4				

APPENDIX B

Suggested Outline for Standardized Course

SUGGESTED OUTLINE OF AN NCO ACADEMY
 COURSE STANDARDIZED FOR RESEARCH PURPOSES
 (5 Weeks, 235 Hours)

<u>Area and Subject</u>	<u>Hours of Training</u>	
	<u>Number</u>	<u>Total</u>
I. LEADERSHIP		
Introduction	2	
Concept and principles of leadership	3	
Combat leadership	2	15
On-the-spot correction	2	
Problems of command	4	
Leader-subordinate relationships	2	
II. WEAPONS		
M-14 rifle	14	
MG Cal. 30	11	
MG Cal. 50	11	53
M-60 machine gun	9	
3.5 rocket launcher	4	
Mine warfare	4	
III. TACTICS		
Introduction	2	
Squad in attack	4	
Squad in defense	4	
Combat formations	3	41
Patrolling	4	
Combat training of the individual soldier	2	
Estimates and orders	2	
Tactical field exercise or field problem	20	

<u>Area and Subject</u>	<u>Hours of Training</u>	
	<u>Number</u>	<u>Total</u>
IV. METHODS OF INSTRUCTION		
Introduction	1	
Lesson plans	4	
Training aids	2	35
Student presentations	25	
Speech techniques	1	
Techniques of instruction	2	
V. MAP READING		
Introduction	1	
Military Grid Reference System	3	
Scale and distance	2	
Use of the compass	2	
Direction, Orientation, and Location	3	23
Elevation and relief	2	
Military symbols	1	
Intersection and resection	2	
Aerial photographs	1	
Compass course and field exercise	6	
VI. GENERAL SUBJECTS		
Physical training	10	
Drill, Voice, and Command	13	
Conduct of inspection	4	
Fitting and wearing of the uniform	1	39
Interior guard	1	
Military courtesy and customs	1	
Supply responsibilities	2	

Area and Subject

Hours of Training
Number Total

VII. MISCELLANEOUS

Processing	2	
Orientation	2	
Commandant's time	10	30
Study hall	14	
Graduation	2	
	TOTAL	235