

October 27, 1943

[Education of Discharged Veterans]

1489 ²

FDR Speech File

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
West Park, N. Y.



From the Papers of
Samuel I. Rosenman

THE WHITE HOUSE
WASHINGTON

October 13, 1943

MEMORANDUM FOR THE PRESIDENT.

Enclosed is a draft of a message to the Congress on educational opportunities for discharged veterans.

It transmits the report of your special committee appointed for the purpose of making recommendations in this field.

It also states what is being done by the Veterans' Bureau for disabled veterans now being discharged -- in the line of educational and vocational rehabilitation.

It also states what the Army and Navy are doing now for the education of men and women presently in active service with the armed forces.

This subject of education for veterans is receiving the attention of many legislators and it would be very wise to get in first.

I also have a bill, ready to submit to the Congressional leaders privately, as soon as the message goes up.

JM

S. I. R.

EXECUTIVE OFFICE OF THE PRESIDENT
BUREAU OF THE BUDGET
WASHINGTON, D. C.

October 19, 1943

MEMORANDUM FOR JUDGE ROSENMAN

Subject: Proposed Message on Education for Veterans

We have looked over the proposed message to Congress on education for demobilized veterans. We are in sympathy with the general plan and agree that something of the sort is highly essential. We have two general comments and a number of specific suggestions.

The first general comment is that in the present draft message, the proposals for education of veterans are not adequately related to other major elements in a general plan for demobilization. In particular, provision for education on as large a scale as here contemplated should be tied in directly with the provision for unemployment compensation for veterans. If unemployment is as severe for a period as it may easily be, two, three, or five million veterans may decide they would like special training for periods of three to twelve months. If they take the training and receive the financial grants, their rights for unemployment benefits should be correspondingly reduced, as recommended in the Reeves Report on Demobilization and Readjustment, page 58.

Our second general comment is that the proposal is virtually an unlimited commitment for what may be a very large expenditure of funds. The Osborn Committee mentions a total cost of approximately one billion dollars in its report, page 18. Actually the figures previously mentioned in the report (1,000,000 students for a year; 200,000 for a second year; 165,000 for a third; 150,000 for a fourth, at a cost of \$500 a year each) seem to indicate a total of \$1,365,500,000, as unfriendly critics may be quick to point out. Moreover, the figure of a million veterans who will be interested in securing training for up to a calendar year is stated as a minimum estimate. There is no way of knowing to what extent the actual number will exceed a million; the more generous the terms, the larger the number will be.

Our specific comments on the draft are as follows.

Since public interest in education for veterans largely stems from the President's remarks in his radio address last summer, would

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
Franklin D. ROOSEVELT LIBRARY
WHITE PLAINS, N.Y.

From the Papers of
Samuel I. Rosenman

- 3 -

veterans with service-connected disabilities. Mention should be made of the program under the Federal Security Agency for veterans and others whose disabilities are not service-connected; the number of such veterans is larger than the number with service-connected disabilities.

Page 4, paragraph 6: The implication that disabled veterans get a program which is merely equivalent to that for veterans not disabled may draw adverse comment. It would be better to say that the disabled veterans receive a program which is specially adapted to their needs; actually it is more than fully equivalent, financially and otherwise.

Page 4, last line: The reference to "Pilots, motor mechanics, radio operators, machinists, meteorologists," etc., is unfortunate. Pilots will be a drug on the market after the war; only a few percent at most of the military air pilots will have any possible opportunity to get into civil aviation. They will have to be retrained for something else, and their aviation training and strong desire to keep on flying may be more of a tragic handicap than a help. The same sort of thing is true for motor mechanics, radio operators, meteorologists, and probably machinists.

Page 5, next to last paragraph: It appears that the training opportunities or facilities in the armed forces will be not so much "expanded" as redirected or reoriented during periods of demobilization.

We shall be glad to work with you on further revision of the draft if time permits, and are anxious to see the draft legislation when it is ready.

Samuel I. Rosenman



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
West Park, S. C.



From the Papers of
Samuel I. Rosenman

PROPOSED MESSAGE ON EDUCATION FOR VETERANS

Draft 10/19/43
by SIR

TO THE CONGRESS OF THE UNITED STATES:

On November 15, 1942, on signing the bill calling for the induction by Selective Service of young men eighteen and nineteen years old, I appointed a committee of educators, under the auspices of the War and Navy Departments, to study the problem of education of our service men and women after the war. The objective was to enable those young people, whose education had been interrupted, to resume their schooling, and to provide an opportunity for the education and technical training of other young men and women of ability after their discharge from the armed services.

This committee has sent me a preliminary report which I am herewith transmitting to the Congress for its consideration, and, I hope, for its early action.

We, at home, owe a special and continuing obligation to these men and women in the armed services.

During the war we have seen to it that they have received the best training and equipment, the best food, shelter, and medical attention, the best protection and care which planning, ingenuity, physical resources, and money could furnish in time of war. But after the war shall have been won, the best way that we can repay a portion of that debt is to see to it, by planning and by action now, that those men and women are demobilized into an economy which is sound and prosperous, with a minimum of unemployment and dislocation; and that, with the assistance of government, they are given the opportunity to find a job for which they are fitted and trained, in a field which offers some reasonable assurance of well-being and continuous employment.

For many, what they desire most in the way of employment will require special training and further education. The nation is morally obligated to provide this training and education and the necessary finan-

GENERAL SERVICES ADMINISTRATION

*National Archives and Records Service
FRANCIS B. HOBKIRK, LIBRARIAN
FORT DODGE, IOWA*

From the Papers of
Samuel I. Rosenman

- 2 -

cial assistance by which they can be secured. It is an obligation which should be recognized now; and legislation to that end should be enacted as soon as possible.

This is a good time not merely to be thinking about the subject, but actually to do something about it. Nothing will be more conducive to the maintenance of high morale in our troops than the knowledge that steps are being taken now to give them education and technical training when the fighting is over.

Every day that the war continues interrupts the schooling and training of more men and women, and deprives them of the education and skills which they would otherwise acquire for use in later life. Not only the individual welfare of our troops, but the welfare of the Nation itself, requires that we reverse this trend just as quickly as possible after the war.

Vocational and educational opportunities for veterans should be of the widest range. There will be those of limited education who now appreciate, perhaps for the first time, the importance of general education, and who would welcome a year in school or college. There will be those who desire to learn a remunerative trade or to fit themselves more adequately for specialized work in agriculture or commerce. There will be others who want professional courses to prepare them for their life's work.

Lack of money should not prevent any veteran of this war from equipping himself for the most useful employment for which his aptitudes and willingness qualify him. The money invested in this training and schooling program will reap rich dividends in higher productivity, more intelligent leadership, and greater human happiness.

GENERAL SERVICES ADMINISTRATION

Related Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
WHITE HALL, N.Y.

From the Papers of
Samuel I. Rosenman

- 5 -

We must replenish our supply of persons qualified to discharge the heavy responsibilities of the post-war world. We have taught our youth how to wage war; we must also teach them how to live useful and happy lives in freedom, justice and democracy.

Specifically, I agree with the recommendations made by the Committee in this regard as follows:

1. The Federal Government should make it financially feasible for every man and woman who has served honorably for a minimum period in the armed forces since September 1st, 1940, to spend a period up to one calendar year in a school, a technical institution, or in actual training within industry, so that he can further his education, learn a trade, or acquire the necessary knowledge and skill for farming, commerce or manufacturing.

2. In addition, the Federal Government should make it financially possible for a limited number of ex-service men and women selected for their special aptitudes, to carry on their general, technical, or professional education for a further period of one, two, or three years.



GENERAL SERVICES ADMINISTRATION

From the Papers of

Samuel I. Rosenman

National Archives and Records Service
Franklin D. Roosevelt Library
West Park, N.Y.



PROPOSED MESSAGE ON EDUCATION FOR VETERANS

file

TO THE CONGRESS OF THE UNITED STATES:

On November 13, 1942, on signing the bill calling for the induction by Selective Service of young men eighteen and nineteen years old, I appointed a committee of educators, under the auspices of the War and Navy Departments, to study the problem of education of our service men and women after the war. The objective was to enable those young people, whose education had been interrupted, to resume their schooling, and to provide an opportunity for the education and technical training of other young men and women of ability after their discharge from the armed services.

This committee has sent me a preliminary report which I am herewith transmitting to the Congress for its consideration, and, I hope, for its early action.

We, at home, owe a special and continuing obligation to these men and women in the armed services.

During the war we have seen to it that they have received the best training and equipment, the best food, shelter, and medical attention, the best protection and care which planning, ingenuity, physical resources, and money could furnish in time of war. But after the war shall have been won, the best way that we can repay a portion of that debt is to see to it, by planning and by action now, that those men and women are demobilized into an economy which is sound and prosperous, with a minimum of unemployment and dislocation; and that, with the assistance of government, they are given the opportunity to find a job for which they are fitted and trained, in a field which offers some reasonable assurance of well-being and continuous employment.

For many, what they desire most in the way of employment will require special training and further education. *Revert A* The nation is morally obligated to provide this training and education and the necessary finan-

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANCIS D. READEY LIBRANT
Washington, D. C.



From the Papers of
Samuel J. Rosenman

Janet (A) THE WHITE HOUSE
WASHINGTON p. 1.

As a part of a general
program for the benefit of
the members of our armed
services, I believe that

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
EIGHTH FLOOR



From the Papers of

Samuel I. Rosenman

- 5 -

We must replenish our supply of persons qualified to discharge the heavy responsibilities of the post-war world. We have taught our youth how to wage war; we must also teach them how to live useful and happy lives in freedom, justice and decency.

Specifically, I agree with the recommendations made by the Committee in this regard as follows:

1. The Federal Government should make it financially feasible for every man and woman who has served honorably for a minimum period in the armed forces since September 16, 1940, to spend a period up to one calendar year in a school, ^{a college,} a technical institution, or in actual training ~~within~~ industry, so that he can further his education, learn a trade, or acquire the necessary knowledge and skill for farming, commerce, ~~or~~ manufacturing, ^{or other pursuits.}
2. In addition, the Federal Government should make it financially possible for a limited number of ex-service men and women selected for their special aptitudes, to carry on their general, technical, or professional education for a further period of one, two, or three years.

This assistance from government should include not only cost of instruction but a certain amount of money for maintenance.

One incidental benefit of permitting discharged veterans to put in a year or more of schooling or training would be to simplify and cushion the return to civilian employment of service personnel. And I might call to your attention the fact that it costs less per year to keep a man at school or college or ~~on the job~~ training, than to maintain him on active military duty for a year.

While the Federal Government should provide the necessary funds and should have the responsibility of seeing that they are spent providently and under generally accepted standards, the control of the educational processes and the certification of trainees and students should reside in the States and localities.

I am sure that the Congress will agree with me that the report of this committee constitutes a helpful and constructive point of departure in the working out of a practical program for the meeting of this situation. Various recommendations are contained in the report concerning the administration of the plan. While there may be differences as to some of the details, I am confident that the Congress will find merit in the general objectives.

So far as disabled soldiers are concerned, the Congress is aware that, pursuant to existing statutes, the Veterans' Administration is prepared to conduct a [vast] program of rehabilitation of ~~Veterans with~~ ^{Disabled} service men and women.

The program is designed to provide for disabled veterans educational and training opportunities which are ^{more than} ~~fully~~ equivalent to those now proposed by the Committee for veterans not disabled. The program has already been initiated, and will be expanded as the war proceeds. *Joint A. P.*

At the present time a considerable number of specialized jobs, necessary to the training of a soldier or sailor, provide direct and basic training for a corresponding job in civilian life and develop certain skills which will later be generally helpful in civilian jobs. Pilots, motor

to help them take their places in civilian life.



Insert A p.4

Page 4 -- after paragraph "The program is designed to provide
disabled veterans etc."

The new program of the Federal Security Agency
Office of Vocational Rehabilitation will make similar
provisions for veterans [redacted] whose disabilities are
not service-connected.

GENERAL SERVICES ADMINISTRATION
National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
FRANKLIN D. ROOSEVELT LIBRARY



From the Papers of
Samuel I. Rosenman

mechanics, radio operators, machinists, ~~matronages~~, cooks, bakers, tailors - all these, and many others, are getting direct preparation, as a part of their military life, for civilian jobs.

B

In addition, the United States Armed Forces Institute, which is a joint operation of the Army and Navy offers men and women in the armed services a chance to enroll in courses usually offered by colleges, high schools, technical and occupational schools, in which they can study in their off-duty time. The Institute prepares self-teaching text books which enable them to learn a subject entirely on their own initiative; or, if they prefer, they may join any one of hundreds of classes which have or are being established in Army camps and posts and in Navy installations, and in Army and Navy hospitals, here in the United States and in places all over the world. Or if they wish, they can study by the correspondence method with the Institute or with one of its overseas branches the same as any student in a correspondence school.

~~These~~ Opportunities for vocational training and for systematic ^{and repeated} schooling within the armed services will be expanded during periods of demobilization and up to the moment of discharge.

Therefore, if the Congress adopts the general objective outlined herein, our men and women in the armed forces will be afforded opportunities for continuance of their education and vocational training - first, during the war, second, during the demobilization period, and, third, for a year or more after their separation from the service.

GENERAL SERVICES ADMINISTRATION

*Military Archives and Records Service
MARSHALL G. ROBERTSON LIBRARY
ARLINGTON, VA.*



From the Papers of
Samuel I. Rosenman

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
FRANKLIN D. ROOSEVELT PARK, N. Y.

From the Papers of

Samuel I. Rosenman

PROPOSED MESSAGE ON EDUCATION FOR VETERANS

TO THE CONGRESS OF THE UNITED STATES:

On November 13, 1942, on signing the bill calling for the induction by Selective Service of young men eighteen and nineteen years old, I appointed a committee of educators, under the auspices of the War and Navy Departments, to study the problem of education of our service men and women after the war. The objective was to enable those young people, whose education had been interrupted, to resume their schooling and to provide an opportunity for the education and technical training of other young men and women of ability after their discharge from the armed services.

This is a good time not merely to be thinking about the subject, but actually to do something about it. The men and women in our armed forces should be told now of the opportunities their grateful Nation expects to extend to them. Nothing will be more conducive to the maintenance of high morale in our troops than the knowledge that steps are being taken now to give them education and technical training when the fighting is over.

Every day that the war continues interrupts the schooling and training of more men and women, and deprives them of the education and skills which they would otherwise acquire for use in later life.

GENERAL SERVICES ADMINISTRATION

From the Papers of

Samuel I. Rosenman

Retired Archivist and Records Service
Franklin D. Roosevelt Library
Pocantico Hills, New York

- 3 -

obligation which should be recognized now; and legislation to that end should be enacted as soon as possible.

The men and women of the armed forces have a right to expect that definite provisions for their successful return to civilian life shall be ready and available to them when victory over the enemy has been achieved. It is common knowledge that first and foremost in the minds of every soldier is the desire for and expectation of a job upon his return, by which he or she can get on with his or her individual career.

These vocational and educational opportunities should be of the widest range. There will be those who desire to learn a remunerative trade or to fit themselves more adequately for a life in agriculture or commerce. There will be others who want refresher courses to bring themselves up to date in their chosen trades and professions. There will be those of limited education who now appreciate, perhaps for the first time, the importance of general education and would welcome a year in school or college.

Lack of money should not prevent any veteran of this war from equipping himself for the most useful employment for which his aptitudes and willingness qualify him. The money invested in this

GENERAL SERVICES ADMINISTRATION

From the Papers of

Samuel I. Rosenman

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
THE STATE, N.Y.

- 4 -

training program will reap rich dividends in higher productivity, more intelligent leadership, and greater human happiness.

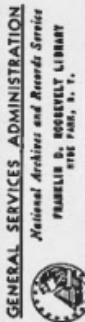
We must replenish our supply of persons qualified to discharge the heavy responsibilities of the post-war world. We have taught our youth how to wage war; we must also teach them how to live useful and happy lives in freedom, justice and decency.

Specifically, I agree with the recommendations made by the Committee in this regard as follows:

1. The Federal Government should make it financially feasible for every man and woman who has served a minimum period in the armed forces since September 16, 1940, to spend a period up to one calendar year in a school, a technical institution, or in actual training, so that he can further his education, learn a trade, or acquire the necessary knowledge and skill for farming, commerce or manufacturing.

2. In addition, the Federal Government should make it financially possible for a limited number of such ex-service men and women to carry on their general, technical and professional education for one, two or three years if by competitive tests they show the necessary aptitudes.

Therefore, if the Congress adopts the general objective outlined herein to cover a year or more after their discharge, our men and women in the armed forces will be afforded an opportunity for continuance of their education - first, during the war, second, during the demobilization period, and, third, for a reasonable period after discharge.



From the Papers of
Samuel I. Rosenman

PROPOSED MESSAGE ON EDUCATION FOR VETERANS

TO THE CONGRESS OF THE UNITED STATES: 11/17/43
com draft

On November 15, 1942, on signing the bill calling for the induction by Selective Service of young men eighteen and nineteen years old, I appointed a committee of educators, under the auspices of the War and Navy Departments, to study the problem of education of our armed service men after the war. The objective was to enable ~~the~~ ^{and women} young men whose education had been interrupted, to resume their schooling, and to ~~give~~ ^{provide an} equal opportunity for the education and technical training of other young men of ability [as soon as the war ends, before their actual discharge and] after their discharge ~~from the armed services.~~

This committee has sent me a [very helpful and constructive] ^{Kenneth} preliminary report which I am transmitting to the Congress for its [very serious] consideration, and, I hope, for its early action.

We, at home, owe a special and continuing obligation to these men and women in the armed services. During the war we have seen to it that they have received the best training and equipment, the best food, shelter, and medical attention, the best protection and care which human planning and ingenuity and physical resources and money could furnish in time of war. *[all have been won]*

But after the war [is over], the best way that we can repay a portion of that debt is to see to it, by planning and by action now, that those men and women are demobilized into an economy which is sound and prosperous, with a minimum of unemployment and dislocation; and that, with the assistance of government, they are given the opportunity to find a job for which they are fitted and trained, ~~and~~ in a field which offers some reasonable assurance of well-being ~~and continuous employment~~.

Insert (B) As a part of that process, reasonable education and a certain amount of technical training for jobs and careers must be given, at the expense of Government, to those veterans who need it, can use it efficiently, and who are anxious to obtain it.



GENERAL SERVICES ADMINISTRATION

Minister of Archives and Record Service

For the President
Samuel I. Rosenman

10/15/43

The men and women of the armed forces have a right to expect that definite provisions for their successful return to civilian life shall be ready and available to them when victory over the enemy has been achieved. It is common knowledge that first and foremost in the minds of every soldier is the desire for and expectation of a job upon his return, by which he or she can get on with his or her individual career.

What
For many, what ~~which~~ they desire most in the way of employment will require special training and further education. The nation is morally obligated to provide this training and this further education and the necessary financial assistance by which it can be secured. *It is an obligation* should be recognized now, and legislation to that end should be enacted *as soon as possible*. *It is an obligation* ~~as soon as possible~~.

On November 13, upon signing the Bill calling for the induction under Selective Service of young men 18 and 19 years old, I appointed a committee of educators to function under the auspices of the War and Navy Departments to study the problem of training and educating men and women of our armed service after the war. I am herewith submitting their report with recommendations.



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

Franklin D. Roosevelt Library

White Park, N. Y.

From the Report of
Samuel I. Rosenman

A p. 2

THE WHITE HOUSE
WASHINGTON

Every day that the war
continues interrupts the
schooling and training
of more and more women, and
deprives them of the education
and skills which they
would otherwise acquire
~~for good employment and~~
~~in later life~~
~~use in later life.~~



GENERAL SERVICES ADMINISTRATION

National Archives and Record Service
FRANKLIN D. ROOSEVELT LIBRARY

From the Papers of
Samuel I. Rosenman

INSERT C p.3.

Lack of money should not be the reason why any person
should not be able to use the opportunities inherent in
from equipping himself for the most useful
employment for which he is capable. His aptitude and
willingness qualify him.



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY

NEW YORK, N. Y.

From the Papers of
Samuel I. Rosenman



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY

Samuel I. Baskin
Commissioner
From the People to the People

Insert D

- 4 -

forces since September 16, 1940, to have a maximum of one calendar year of education or training, if he wants it, and is admitted to an approved educational institution.

2. In addition, the Federal Government should make it financially possible for a limited number of such ex-service men and women to carry on their education for one, two, or three years if by competitive tests [and continued satisfactory progress] they show the necessary aptitudes [and promise of future usefulness.]

This assistance would include not only ~~education~~ but a certain amount of money for maintenance. [depending on the individual case]

One incidental benefit of permitting discharged veterans to go-to-school-for-a-year-or-more would be to simplify and cushion the return to civilian employment of service personnel. And I might call to your attention the fact that it costs less per year to keep a man in school ^{privately} or college than to maintain him on active duty for a year.

The report estimates that the total cost of such a program ^{Manus. estimate of} would be one billion dollars. While this is a very large amount in absolute terms, it is infinitesimal when compared with what this war has already cost.

While the Federal Government should provide the necessary funds and should have the responsibility of seeing that they are ^{under a man on a plan} evidently spent, the control of the educational processes should reside in the States and localities. Various recommendations are contained in the report concerning the administration of the plan. While there may be differences as to some of the details, I am sure that the Congress will find merit in the general objectives.

So far as disabled soldiers are concerned, they are already being given opportunities for education to equip them to lead useful lives in spite of their disability.

The Congress is aware that the Veterans' Administration is ^{conducting} a vast program of vocational rehabilitation of injured soldiers and sailors. This activity is being carried on pursuant to an

Revised
Opinion
with

(F)

Insert D page 4

spend a period up to one calendar year in a school, ~~or~~ technical institution, ~~or~~ ^{or} in actual training, so that he can further his education, learn a trade, or acquire the necessary knowledge and skill for farming, commerce or manufacturing.



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY

WHITE PLAINS, N. Y.

From the Papers of
Samuel I. Rosenman



GENERAL SERVICES ADMINISTRATION

ARMED FORCES
REHABILITATION
PROGRAM

ARMED FORCES
REHABILITATION
PROGRAM

ARMED FORCES
REHABILITATION
PROGRAM

SAMUEL I. ROSENSTEIN
From the Paymaster or
of

[act by the Congress. The vocational rehabilitation service in the Veterans' Administration is designed to qualify wounded veterans for employment.]

[In this program the Veterans' Administration expects to utilize educational institutions and establishments of recognized standing, and to train each person as near his home as may be possible. The wounded veterans will, of course, be helped by the United States Employment Service in finding jobs after their vocational training has been completed.

Pursuant to the statute, while disabled veterans are receiving training, their pensions will be increased. [All expenses of training, including necessary transportation, will be paid by the Government, and, of course, medical care will be furnished free. [This program will apply to men and women and to all branches of the service.]

WOP The program has already been initiated and will, of course, be expended as the war proceeds.

Although I am making these recommendations that we take steps to assure our returning ^{men and women} heroes that they will be given an opportunity for education and technical training after their discharge, [I desire to call to the attention of those who do not already know it, that] the Army and Navy are even now devoting much time, energy and money in giving to the men and women now in the armed forces education and technical training in various fields. The armed forces realize that many of their members had to cut short their education, and that even those that did not, are also ambitious to get a good job when they get home and to advance in that job, looking forward to playing their parts as citizens in their communities.

Even while they are teaching our peace-loving citizens the tasks of the soldier, and even while ~~he is doing the~~ fighting and training, the Army and Navy are helping him to learn all that he can which will be of benefit to him after his discharge. [They are helping

him to build his own future, even while he fights to preserve the future for all of us. The fact is that one out of every three

Many specialized jobs in the Army and Navy provides direct and basic training for a corresponding job in civilian life, and that seven out of every ten specialized jobs in the Army and Navy develop certain skills which will later be generally helpful in civilian jobs. Pilots, motor mechanics, radio operators, machinists, meteorologists, cooks, bakers, tailors - all these and many others are getting direct preparation for civilian jobs. And in hundreds of other jobs men are receiving indirect preparation.

In addition, the United States Armed Forces Institute, which is the joint operation of the Army and Navy in charge of educating members of our armed forces, offers ~~supervision~~ in the armed services a chance to enroll in courses usually offered by colleges, high schools, technical and occupational schools, in which he can study in his off time. The Institute prepares self-teaching text books which enable him to learn a subject entirely on his own; or if he prefers he may join any one of hundreds of classes which have been arranged in camps, posts and stations, here in the United States and in places all over the world. If he prefers, he can study by the correspondence method, mailing his lessons back to the Institute for correction the same as any student in a correspondence school, and can take his final tests in the subject while he is out in the field.

The program of the Institute [is practically world-wide.] Its present student body includes men and women of the Army, the Navy, the Coast Guard and the Marine Corps scattered all over the far places of the world. 60% of the enrollments are from men and women now serving overseas. The courses are, of course, free; and any member of the armed services can enroll for as many as he wishes as long as he is in uniform. Branches of the Institute have been established in Hawaii and in Cairo, and other branches are planned



GENERAL SERVICES ADMINISTRATION

From the Papers of
General Archives and Records Service

FRANCIS E. WILSON LIBRARY
1941-1945, V. 1.

Samuel I. Rosenman

for other theatres of war. Men who have been wounded and are now in hospitals are also being given an opportunity to study and prepare themselves to take their place in civilian life. The Armed Forces Institute is working in close cooperation with the Office of the Surgeon General on this program to restore our wounded men to normal civilian pursuits.

In addition to this education for the men and women actually fighting in this war, the Institute expects to continue its educational program after the war is won and up to the time when our men and women are actually discharged from the armed forces. In all probability the educational opportunities will be stepped and increased because the soldier or sailor will then have more time for education since the actual fighting will be over.

Therefore, if the Congress adopts the general objective outlined herein to cover a year or more after their discharge, our men and women in the armed forces will be afforded an opportunity for continuance of their education first, during the war, second, during the demobilization period, and, third, for a reasonable period after discharge.



GENERAL SERVICES ADMINISTRATION

National Archives and Record Service
FRANCIS D. REEDLEY LIBRARY
FIRE PLANE, U. S.

From the Papers of
Samuel I. Rosenman

FOURTH DRAFT

SPEECH OF THE PRESIDENT
NAVY AND TOTAL DEFENSE DAY
OCTOBER 27, 1941

[Today - Navy Day - has been set aside annually to celebrate the birthday of a fighting American - Theodore Roosevelt. In this year of 1941 we have expanded the celebration into the larger theme of the total defense of all the Americas.

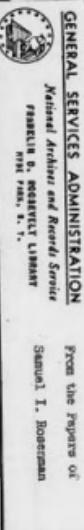
It is proper that we do so -- for we cannot dissociate the power of our fleet from the power of our land and air forces, or from the power of our industry. All of that power is now being massed for the greatest and most important effort in the history of our country.]

Five months ago tonight I proclaimed to the American people the existence of a state of unlimited emergency. [That national emergency is still with us -- 100%]

Since then much has happened. Our Army and Navy temporarily have been in Iceland in the defense of the Western Hemisphere; but Hitler has chosen to attack all shipping in areas far closer to our own continent.

Many American-owned merchant ships have been sunk on the high seas. One American destroyer was attacked on September ^{fourth} ~~seventeenth~~. Another destroyer was attacked and hit on October seventeenth. Eleven brave and loyal men of our Navy were killed by the Nazis.

We have wished to avoid a shooting war. But the shooting has



FOURTH DRAFT

- 3 -

This attack is an inevitable development of a long series of acts of aggression -- with which the whole world is familiar. It is useless to recall the misguided optimism of those who ^{here} have maintained that we were in no danger -- who have sought to play politics with human lives -- who have cherished the delusion that the Atlantic is as great a barrier ^{useless to be} as it had been in 1492.

Originally, our people were lulled into a false sense of security arising from our geographical location; then we were aroused by the realization that new and dreadful events were taking place in other continents.

We came gradually to know how immediately these events threaten the United States and all the Americas. By the lend-lease law we established our will to help. Now, let us to do what must be done in action.

The ^{first} freedom of the seas has been challenged. If our national policy were to be dominated by the fear of shooting war, then all of our ships and those of our sister Republics would have to be tied up in home harbors. Our Navy would have to remain respectfully behind ^{absolutely} ~~any~~ line which Hitler might decide to draw on any ocean as his own dictated boundary of his own ^{war} zone. All our aid to Hitler's enemies would have to be stopped at once. Naturally we reject that absurd and insulting suggestion. We

reject it because of our own self-interest, our own self-respect and our

(X) ^{can good faith.} Freedom of the seas is now, as it has always been, the fundamental policy of this government.



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY

From the Papers of
Samuel I. Rosenman

(A) p4

THE WHITE HOUSE
WASHINGTON

Hitler has often protested that his plans for conquest do not extend across the Atlantic ocean. His submarine prove otherwise. So does the entire design of his new world order.



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY

WHITE HALL, N. Y.

From the Papers of

Shameek L. Roestman



GENERAL SERVICES ADMINISTRATION

National Archives and Record Service
Reference & Research Library
N.Y.C., N.Y.

From the Papers of
Samuel I. Rosenman

(A)

I have in my possession a secret map made in Germany by Hitler's government -- by the planners of the new world order. It is a map of South America and a part of Central America, as Hitler proposes to re-organize it. in this area today there are 14 separate countries. The geographical experts of Berlin, however, have ruthlessly obliterated all existing boundary lines; and have divided South America into five vassal states, bringing the whole continent under their domination. And they have so arranged it that the territory of one of these new puppet states includes the Republic of Panama and the Panama Canal.

This map makes clear the Nazi design not only ~~in~~ South America
~~against~~ but ~~not~~ the United States itself. It would mean immediate control of ~~South America~~ ^{against} ~~the~~ ^{the} ~~United States~~ ^{the} ~~area~~ ^{the} ~~area~~

Central America and the Caribbean by Nazi air power and sea power. ~~It~~ ^{It} ~~would have been in a good strategic position to start~~ ^{to start} ~~would mean that we would have to fight alone in a long and bloody war to~~ ^{an invasion of the Mississippi Valley, itself,} ~~prevent invasion of the Mississippi Valley.~~ I tell you this not in an attempt to scare anyone. ~~I have reason to know that~~ ^I ~~the American people~~ ~~don't scare easily.~~ I tell you this because it is vital information ~~that~~ ^{in it: America} ~~is now in the possession of your Government~~ ^{in it: America} ~~and~~ ^{which can be told without} revealing our own military secrets.

The State Department has ^{in its possession} ~~also another document made in Germany by~~
Hitler's government. It is a detailed plan, which, for obvious reasons, the Nazis do not wish to publicize just yet, but which they are ready to impose on a dominated world -- if Hitler wins. It is a plan to

abolish all existing religions -- Protestant and Catholic and Mohammedan and Hindu and Jewish alike. The property of all churches will be seized by the Reich. The cross and all other symbols of religion are to be forbidden.

[Priests and] clergy are to be forever silenced under penalty of the concentration camps, where even now so many fearless men of God are being tortured. *[They placed God above Hitler.]*

In the place of the churches of our civilization, there is to be set up a National Nazi Church -- a church which will be served by orators sent out by the Government. In the place of the Bible, the words of Mein Kampf will be imposed and enforced as Holy Writ. And in place of the cross of Christ will be put two symbols -- the swastika and the naked sword. The God of Blood and Iron will take the place of the God of Love and Mercy.

These grim truths which I have told you of the present and future plans of Hitlerism will of course be hotly denied tomorrow in the controlled press and radio of the Axis Powers. *[I know, too, that]* *[And]* some Americans will continue to insist that Hitler's plans need not worry us -- and that we should not concern ourselves with anything that goes on beyond rifle shot of our own shores.



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY

Samuel I. Rosenman
From the People to

FOURTH DRAFT

- 5 -

6/17/44

The protestations of these Americans - few in number - will, as usual, be paraded with applause through the Axis press and radio during the next few days, in an effort to convince the world that the majority of Americans are opposed to their duly chosen Government, and in reality are only waiting to jump on Hitler's band wagon when it comes this way.

The motive of such Americans is not the point at issue. The fact is that Nazi propaganda continues in desperation to seize upon such opinions as proof of American disunity.

The Nazis have made up their own list of modern American heroes. It is, fortunately, a short list. I am glad that it does not contain my name.

All of us Americans, of all opinions, are faced with the choice between the kind of world we want to live in and the kind of world which Hitler and his hordes would impose upon us.

None of us wants to burrow under the ground and live in total darkness like the ~~proposed~~ comfortable mole.

The forward march of Hitlerism can be stopped — and it will be stopped.

(A)

Each day that passes we are producing and providing more and more arms for the men who are fighting on actual battlefronts. That is ^{turning} our task.



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
WHITE HOUSE, W. C. C.

From the Papers of
Samuel I. Rosenman
UNPUBLISHED

FOURTH DRAFT

- 7 -



GENERAL SERVICES ADMINISTRATION

National Archives and Record Service
Records of Congress Library
Washington, D. C.

From the Papers of
Samuel I. Rosenman

It is the Nation's will that these vital arms and supplies of all kinds shall neither be locked up in American harbors nor sent to the bottom of the sea. It is the Nation's will that America shall deliver the goods. *R* In open defiance of that will, our ships have been sunk, our sailors have been killed.

I say that we do not propose to take this lying down.

Our determination not to take it lying down has been expressed in the orders to the American Navy to shoot on sight. *These orders were* *that determination* *is now being carried out.*

Furthermore, the House of Representatives has already voted to amend part of the Neutrality Act of 1937. *fearedly, I would say, by the offices mentioned* The Senate Committee on Foreign Relations has recommended elimination of other hamstringing provisions in that Act. That is the course of honesty and of realism.

Our American merchant ships must be armed to protect themselves against the rattlesnakes of the sea.

Our American merchant ships must be permitted to carry our American goods into the harbors of our friends. *Our American merchant must be protected by our American Navy.* It can never be doubted that the goods *will* be delivered by *the* nation whose navy has been reared in the tradition of "Bismarck, the torpedoes; *full steam ahead!*"

FOURTH DRAFT

- 6 -

objekt

Our national will must be soosed from every assembly in our
vast industrial machine. It must be the animating power of our armed
forces.

Our factories and our shipyards are constantly expanding.

That expansion must be multiplied. It cannot be hampered by the
selfish obstruction of a small but dangerous minority of industrial
managers who hold out for extra profits or for business as usual or for
considerations of the future of their own industry. It cannot be hampered
by the selfish obstruction of a small but dangerous minority of labor
leaders who are a menace to the true cause of labor itself as well as to
the Nation as a whole.

The lines of our essential defense now cover the seven seas;
and to meet the extraordinary demands of today and tomorrow our Navy grows
to unprecedented size. *Its offices and ships need no office, how
ever,*

The American people should know that our naval building capacity
has now reached a point where we are actually launching fighting ships
at the rate of one every two days. The rate of launching new American
destroyers, which are so vital to our patrol — is in excess of one per
week.

(A)

*We must have men for our Army, and more men, until we can be
certain of the strength needed to withstand the aggressors if their attack*



GENERAL SERVICES ADMINISTRATION

National Archives and Record Service
FRANCIS S. BREWSTER LIBRARY
WASH. 25, D. C.

From the Papers of
Samuel L. Rosenberg

THE WHITE HOUSE
WASHINGTON

(A) p10

bombs
equipping our own
army and navy and air
forces, and helping to supply



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY

WHITE PLAINS, N. Y.

From the Papers of
Samuel I. Rosenman

and we have come out of them the most powerful nation — and the freest —
all of
in history.

Today ⁱⁿ the face of this newest and greatest challenge we Americans
have shown ^{taken} our decks and ~~are~~ taking our battle stations, ~~ready~~ to do what
God has given us the power to see as our full duty.

*We stand
ready in the
defence of our
nation and the
fouth of our
fathers*



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY

44-10562-A-1

From the Papers of
Samuel I. Rosenman

INSERT A Page 1

Illinois, Alabama, California, North Carolina,
Louisiana, Pennsylvania, Georgia, Arkansas, New
Ohio, Texas, ^A Tennessee, Virginia -- those are the home states of the
honored dead and wounded of the Kearny.



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY

NEW YORK, N. Y.

Type the Papers of
Samuel L. Bissell

INSERT B Page 2

The purpose of Hitler's attack was to frighten the American people off the high seas -- to force us to make a trembling retreat. This is not the first time he has misjudged the American spirit.



GENERAL SERVICES ADMINISTRATION

Kinney Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY
NEW YORK, N.Y.

From the Papers of

Samuel I. Rosenman

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY

From the Papers of
Samuel I. Rosenman

A SUGGESTED
POST-ARMISTICE TRAINING PROGRAM
FOR
ARMED FORCES ON OVERSEAS ASSIGNMENTS

Colonel Ross W. Mayer
Deputy Director
Military Training Division
Office of the Quartermaster General

Dr. Leon Brody
Senior Training Technician
Military Training Division, O.Q.M.G.
Republic 6700 - Extension 71766
Temporary Building A

I. Introduction

1. Many of our Armed Forces on overseas assignments will continue on active duty for six months or a year or longer after the Armistice. In some cases they will be required to perform rigorous and exacting military duties. In many cases (in all probability a great majority) however, the military demands made on them will be relatively limited and a considerable amount of time will be available for other purposes. Such was the case in 1919 and 1920.

2. To make valuable use of this time, preserve morale, and equip our soldiers for productive work as civilians, a Post-Armistice Training Program is suggested which will be carried on under Army auspices.

3. The adjustments which our soldiers must make in their ways of life and work when they return to a civilian status will be many and varied. While some of them will have jobs to which they can return, many of the younger soldiers have learned no industrial skills, many of the others will welcome an opportunity to increase their earning capacity.

4. A vast quantity of equipment will be available which can be adapted to the purpose of training men for civilian occupations. For example, many mechanical trades can be taught by the use of such equipment.

5. There is available in the Army a considerable group of well-trained personnel which may be used for instructional purposes. Skilled automotive mechanics, electricians, plumbers, bakers, and many others can become instructors and provide essential training for such vocations.

6. Not only will there be the problems of providing occupational training, but many of our soldiers overseas will have a considerable amount of "catching up" to do with respect to general social, political, and economic developments in Continental United States. Provisions must be made for the study of recent and current events in order for our soldiers to resume their regular responsibilities as civilian citizens.



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANCIS D. ROSENSTEIN LIBRARIAN

From the Papers of
Samuel I. Rosenman

7. A small number of soldiers are illiterate. In so far as possible this condition should be remedied before they return to civilian life.
8. Many soldiers will welcome the opportunity of receiving training in various high school and college subjects and earning credit toward graduation. They should be provided with that opportunity even while overseas during the post Armistice period.

9. Within the limits of Continental United States training of this type can (and in all probability will) be provided by civilian educational institutions. No such opportunities will be available to our soldiers who are on overseas assignments. In terms of fairness, some similar provision must be made for them. Otherwise, they will have carried the heaviest burdens of the war but still be denied assistance in adjusting themselves to civilian life. The facilities and instructors of our public and private civilian training institutions cannot be transported easily or efficiently to overseas points for the provision of training of this type.

10. A realistic program of vocational guidance should be made available to the soldiers while serving overseas during the post Armistice period. It could be integrated with the work of the United States Employment Service and thus assist in the proper placement of soldiers in occupations which meet their training and abilities.

11. It is in line with our tradition to provide aid to the men who have risked everything to preserve the American way of life - "To care for him who shall have borne the battle." But our soldiers will prefer aid of the type which will help them to earn a good living and to participate actively in civic affairs under their own power rather than aid in the form of grants, made work assignments, or similar expedients.

II. Types of Training.

1. The training which may be provided under this program falls into four major groups:

a. Vocational training.

- b. Training in recent and current events.
c. Training in various high school and college subjects such as mathematics, English, history, accounting, statistics, and others.
d. Literacy and remedial reading.
2. In addition, a program of vocational guidance should be provided as a supplement to the above types of training programs. Such a program should assist soldiers to select the proper types of courses on the one hand and should help them to find jobs suitable to their interests and abilities on the other.

3. It is recommended that training in recent and current events be made mandatory and that the literacy and remedial training programs be required of all soldiers who need such training. Training in vocational or general high school and college subjects should be on an elective basis, either with a view to qualifying for civilian occupation or to meeting the general interests of the soldiers.

III. Vocational Training.

1. An analysis of Tables of Organization of the various Arms and Services and related materials indicates that the following types of activities are carried on rather generally throughout all the Arms and Services: Blacksmith and Welder; Machinist; Sheetmetal & Radiator Repairman; Motor Vehicle Operators; Automobile Mechanic; Painter; Carpenter; Electrician; Plumber; Storage Battery and Tire Serviceman; Baker; Cook; Diesel Mechanic; Radio Operator; Telephone Switchboard Operator; Warehouseman; Automobile Electrician; Draftsman; Tool Maker; General Mechanic; Stenographer; Typist; Record Clerk; General Clerk; Supply Clerk (Stock); Storekeeper; Motocyclist; Photographer; and Medical and Dental Technicians.

2. Hence, there are available officers and enlisted men who can give instruction in these occupations.

3. In addition, equipment is available to almost all units which may be used to implement such instruction.



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
WHITE PARK, N. Y.

From the Papers of
Samuel I. Rosenman

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY
WHITE PLAINS, N. Y.

From the Papers of
Samuel I. Rosenman

4. Definite programs can be developed under which soldiers may be trained in vocational subjects during the time which is not needed for the performance of their military duties. For example, a soldier may spend half a day in military duties and the other half of the day in vocational training. In this manner various administrative arrangements will not need to be altered.

5. Specialists in the vocations (either officers or enlisted men) could be given any additional training needed (including methods of instruction) as a first step in the program. Thereafter, they could act as instructors for those desiring the training. Handbooks dealing with the subject matter and methods of instruction will be provided for instructors in the various areas in which training will be given. Textbooks and workbooks will be provided for students.

6. Training in almost all of the types of occupations listed above could be run concurrently.

7. Programs should be planned in such a manner that certain basic topics could be taught in a four week's program and more advanced programs in units of four weeks each. This would allow for flexibility in administering the program and for adjustment to various military demands on the soldiers.

8. The total length of training in each subject should be commensurate with the subject matter involved.

IV. Training in Recent and Current Events.

1. Training in recent and current events should be required of all soldiers and should be the responsibility of their unit commanders.

2. As a major phase of this training, radio programs by various authorities and commentators from the United States should be provided at stated times (preferably during early afternoon, late afternoon, or early evening meetings) with short discussion meetings held immediately after such broadcasts.

3. Newspapers, news magazines, and similar materials should be provided in so far as possible.
4. Certain training films should be prepared by various industries and government agencies as well as the War Department for the purpose of bringing soldiers up to date in regard to recent developments in various fields.
5. In all probability the company should be the basic unit for this training.
6. Tests on recent and current events should be held at stated intervals - probably once or twice a month.

V. Training in General High School and College Subjects.

1. For those soldiers who prefer training in general high school and college subjects of the type made available under the Army Institute Plan, provision should be made for them to take such courses at the same time that vocational courses are given.
2. However, because of the many limitations of correspondence courses in which everything depends on the initiative of the individual students, such courses should be built around radio lectures broadcasted at stated frequencies and at stated times in the subjects which are the most widely elected. The broadcasts should be directed to soldiers meeting in groups under an instructor or discussion leader, who would also be charged with the responsibility of supervising correspondence work. Handbooks containing instructions for adequately discharging this responsibility will be prepared and distributed.
3. Courses, if taught as an Army Institute Project, should be provided free of charge.
4. High school or college credit should be given as earned, based on examinations prepared by the school or college involved and administered by the Army instructor provided for this training.
5. However, a given number of enrollees in a course should be required before an instructor is provided for this purpose.



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANCIS D. ROSENSTEIN, LIBRARIAN
WPA, PWA, EWA

From the Papers of
Samuel I. Rosenman



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
W.H.C. Park, N.Y.

From the Director of
Samuel I. Rosenman

VI. Literacy and Remedial Reading.

1. There are in the Army large numbers of functionally illiterate soldiers and soldiers with limited reading ability. This is not surprising in view of the fact that some ten million adults in this country are able to read or write their names but unable to read a newspaper, and millions more cannot read printed matter with as much comprehension as children in the sixth grade of school.

2. For such numbers of our Army, it is desirable therefore to provide instruction in vocabulary, spelling, and grammar; to provide training in the mechanics of reading; to develop habits of independent thinking based on materials they read, prior to the time they return to civilian life.

3. To overcome simple illiteracy, materials have already been prepared for programs conducted within the Army. However, much remains to be done in this sphere of activity and the entire problem of remedial reading is still relatively untouched.

4. Instructional materials already developed by the War Department and various universities and professional associations could readily be utilized or adapted to overseas programs taking the form of classroom instruction, assigned readings, and individual conferences.

VII. Vocational Guidance.

1. The objective of this program should be to aid individual soldiers in choosing, preparing for, entering upon, and progressing in various occupations.

2. The program should begin with a determination of individual interests and abilities through conferences, tests, and lectures. The soldier would then be guided to a consideration of occupations requiring the combination of traits that he may manifest.

3. Thereafter, necessary training would be outlined and, if this came within the scope of the overseas vocational training program, the soldier would be enrolled in the appropriate course.

4. Qualified officers and some qualified enlisted men would be given instruction in guidance. As a further aid, guidance counselor's handbooks would be prepared and made available. In addition, readable handbooks would be provided for enlisted men seeking guidance. These handbooks would cover briefly occupational requirements, describe new vocational fields, indicate sources of training, discuss interests and abilities, and perhaps include some self-administered tests.

5. Tests and guidance procedures developed by the Adjutant General's Department, the United States Employment Service, the Civil Service Commission, and various professional bodies could be coordinated and utilized to advantage.

VIII. Operation of Training Programs.

1. The Division should be the basis of operations whenever possible. The required personnel should be attached to the Staff of the Commanding General of the Division to assist him with the program. Similarly, an officer (perhaps an Assistant S-3) should be provided to help the Regimental S-3 in carrying out the program. Commanding officers of battalions and companies should be directly responsible for the program within their own units. However, such assistance should be provided as necessary.

2. Thus, the commanding officer of the company (or an officer provided for this purpose, responsible to the commanding officer) would determine the needs for training through questionnaires, records, interviews, etc. On the basis of such surveys, reports would be prepared and forwarded to the Regimental Headquarters for consolidation with other reports and the preparation of tentative programs. Then such reports and tentative programs would be forwarded to Division Headquarters. On the basis of such reports, Division Headquarters would organize training programs. In all phases of program planning, consideration should be given to such factors as groups to be instructed, time allotted, physical location of the equipment, availability of instructor personnel, and similar items. When completed, training plans should be transmitted to the various regiments and companies for execution.



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANCIS D. ROOSEVELT LIBRARY
WASH., D. C.

Samuel L. Rosenman
From the Papers of

IX. Selection of Instructors.

1. Instructors and guidance officers should be selected in so far as possible from the officers and enlisted men of the units involved. Selection should be based on:
- a. Past experience and training.
 - b. Interest in the program.
 - c. Personality factors determined by the reports of commanding officers and similar data.

X. Organization and Administration of the Post-Armistice Training Program.

The foregoing statements and the following appendix have been designed to indicate the general lines along which such a program should be developed. It is obvious that the scope and nature of the program is such as to require immediate planning and developing.

XI. First Steps.

It is essential that there be appointed now a Director and an Advisory Committee for the purpose of making a preliminary plan. This plan should then be developed, without delay, with regard to requirements, classification, instructional personnel, training materials, and operations.



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANCES B. ROSENSTEIN LIBRARY
and Park, L. T.

From the Papers of
Samuel I. Rosenman



GENERAL SERVICES ADMINISTRATION

*National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
West Park, N.Y.*

*From the Papers of
Samuel I. Rosenman*

APPENDIX

**OUTLINE OF VOCATIONAL TRAINING POSSIBILITIES
WITHIN AN INFANTRY DIVISION**

This appendix is intended as an illustration of the general possibilities of training overseas members of our Armed Forces after the declaration of an Armistice.

Occupations For Which Training Can Be Provided
Within An Infantry Division

1. Below are listed occupational specialists in an infantry division.
2. In general, this list also identifies the occupations in which training for civilian work can be provided within an infantry division.
3. In general, instructors would be selected from the higher-ranking specialists in each occupation.

Airplane Engine Mechanic	Master Mechanic
Ambulance Orderly	Meat and Dairy Inspector
Athletic Instructor	Meat Cutter
Automobile Body Repairman	Message Center Chief
Automobile Mechanic	Message Center Clerk
Automobile Parts Clerk	Message Dispatcher
Automobile Radiator Repairman	Meteorologist
Automotive Electrician	Motorboat Operator
Blacksmith	Motorcycle Mechanic
Bridge Builder	Nurse, Practical
Cable Splicer, Telephone & Telegraph	Painter, General
Carburetor Specialist	Personnel, Noncommissioned Officer
Carpenter, Construction	Personnel, Technician
Chauffeur	Pharmacist
Chief Clerk	Photographer
Chief Field Lineman	Power Shovel Operator
Chief Switchboard Operator, Local Battery	Radio Intelligence Control Chief
Classification Specialist	Radio Operator
Clerk, General	Radio Operator, High Speed
Clerk-Typist	Radio Repairman
Cook	Receiving and Shipping Checker
Communication Clerk	Rigger
Construction Foreman	Sanitary Technician
Dental Technician	Sheet Metal Worker
Dispatcher, Motor Vehicle	Signal Noncommissioned Officer
Draftsman	Statistical Clerk
Draftsman, Electrical	Stenographer
Draftsman, Topographic	Stock Clerk
Duplicating Machine Operator	Stock Control Clerk
Electrician	Storage Battery Electrician
Engineman, Operating	Supply Clerk
Enlisted Liaison Pilot Mechanic	Supply, Noncommissioned Officer
Field Lineman	Surgical Technician
Field Wire Chief	Switchboard Operator, Local Battery
File Clerk	Telegraph Operator
Foreman, Auto Repair Shop	Telephone Operator
Hospital Orderly	Teletypewriter Operator
Installer-Repairman, Telephone & Telegraph	Teletypewriter Mechanic
Instrument Man, Surveying	Toolroom Keeper
Intelligence, Noncommissioned Officer	Tractor Mechanic
Intelligence Observer	Tractor Driver
Jackhammer Operator	Truckmaster
Lineman, Telephone & Telegraph	Utility Repairman
Machine Shop Foreman	Water Supply Foreman
Machinist	Welder, Acetylene
Mail Clerk	Welder, Combination

Plan of a Typical Training Program

Subject: Automobile mechanics.

Organization of Instructions: The following table indicates the number of skilled automobile mechanics in the component parts of a typical infantry division, as well as the total number of enlisted men in each case.

Unit	Number of Automobile Mechanics (014)	Total Number Of Enlisted Men
Headquarters, Infantry Division	0	115
Headquarters Co., Infantry Division	4	327
Military Police Platoon, Infantry Division	1	77
Headquarters and Headquarters Co., Infantry Regiment (5)	3	354
Service Co., Infantry Division (3)	48	357
Infantry Anti-tank Co. (5)	6	486
Infantry Cannon Co. (3)	6	354
Headquarters and Headquarters Co., Infantry Battalion (9)	18	1170
Infantry Rifle Co. (27)	0	5184
Infantry Heavy Weapons Co. (9)	9	1602
Headquarters and Headquarters Battery, Div. Artillery Brigade	2	103
Headquarters and Headquarters Battery, Field Artillery Battalion (3)	6	456
Field Artillery Battery, 105-MM Howitzer (9)	9	963
Service Battery, Field Artillery Battalion, Light (3)	24	219
Headquarters and Headquarters Battery, Field Artillery Battalion	2	152
Field Artillery Battery, 155-MM Howitzer (3)	3	348
Service Battery, Field Artillery Battalion, Medium	8	84
Cavalry Reconnaissance Troop, Mechanized, Infantry Division	3	194
Headquarters and Headquarters and Service Co., Engineer Combat Battalion, Infantry Division	8	136
Engineer Combat Co. (5)	6	582
Headquarters and Headquarters Detachment, Medical Battalion	5	44
Collecting Co., Medical Battalion (3)	3	306
Cleaning Co., Medical Battalion	1	120
Signal Co., Infantry Division	9	311
Quartermaster Co., Infantry Division	6	196
Ordnance Light Maintenance Co., Infantry Division	23	146
TOTAL	213	14,385



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY

From the Papers of
Samuel R. Rosenman



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
West Park, N. Y.

From the Papers of
Samuel I. Rosenman

From the foregoing table, several conclusions may be drawn with regard to program organization and administration:

1. There are enough skilled automobile mechanics, all of technician grade, to permit formation of an instructional staff capable of meeting a large demand for instruction in this subject.
2. In many units there probably would be enough automobile mechanics to meet local demands.
3. Special provisions would be made in the case of the 27 infantry rifle companies which have no automobile mechanics. Enlisted men in these companies who wish instruction in automobile mechanics would be transported to attend regular sessions in units such as the Service Company, which have a strong staff of automobile mechanics and adequate equipment. To a smaller degree, similar arrangements might be necessary in the case of other units with limited numbers of automobile mechanics - for example, the nine Heavy Weapons Infantry Companies.
4. If classes were limited to fifteen men per instructor, as many as two thousand automotive mechanics, or more, could be trained within an infantry division. Applicants who could not be handled would be referred to related courses, if possible.

Outline of Training Programs

<u>Subject</u>	<u>Hours</u>
1. The job of the automobile mechanics; vocational possibilities; nature of the course.	3
2. Nomenclature, care and use of automotive hand tools; shop forms.	40
3. Nomenclature and functions of units and parts of the motor vehicle eng- ins.	40
4. Nomenclature and functions of units and parts of the motor vehicle chassis.	40
5. Carburetion & electrical units, trouble shooting and engine tune-up, minor unit removal and replacement.	40
6. Limited parts replacement and adjust- ment on units of the motor vehicles.	40
7. Limited parts replacement and adjust- ment on units of the special motor vehicle.	40
8. Technical inspection of motor vehicles and limited unit replacements and ad- justments on the vehicle.	40
9. New developments in units and parts of the motor vehicle; future motor vehicle design. Sources of further training. Related jobs. Placement possibilities.	37
TOTAL	320 hours

Equipment: The equipment for organizational maintenance (first and second echelon) in the various theatres of operations is generally sufficient for training a limited number of men in the fundamentals of automotive mechanics.

Instructional Materials: Instructor's guidebook in automobile mechanics, student notebook in automobile mechanics, visual aids.



GENERAL SERVICES ADMINISTRATION
National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
West Park, N. Y.

From the Pages of
Samuel L. Rosenberg

AMERICAN COUNCIL ON EDUCATION
744 JACKSON PLACE
WASHINGTON, D.C.

October 16, 1943

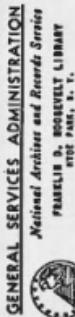
Honorable Samuel I. Rosenman
The White House
Washington, D.C.

Dear Judge Rosenman:

I am submitting to you herewith a statement of a proposed program relating to postwar educational opportunities to be provided for members of the military services, which has been tentatively adopted by the Committee on Relationships of Higher Education to the Federal Government of the American Council on Education. This statement has been developed through extensive cooperation with the institutions of higher education and it is herewith presented to you as an expression of opinion on the part of a committee which has given the matter extended consideration. I should call your attention to the fact that there are one or two subjects, notably the manner of making payments for this postwar educational program, on which no final conclusion has been reached. It has seemed to us desirable, however, that this report should be placed in your hands at this time for such attention as you may wish to give to it.

Yours very sincerely,

George F. Cook
George F. Cook
President



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY
STATE PARK, L. T.

From the Papers of

Samuel I. Rosenman

September 15, 1943

Not for release

A PROPOSED PROGRAM FOR WAR SERVICE EDUCATION

1. The purpose of the proposed program is to provide for all war service persons suitable opportunity to continue or to complete their formal education in approved educational institutions; and in connection therewith to provide counselling and guidance.

2. Definitions:

a. A "war service person" is any man or woman who, subsequent to December 7, 1941, has served either in the armed forces of the United States, in the Merchant Marine, or in any of the auxiliaries thereto, and who has received an honorable discharge from such service.

b. The "War Service Education Commission" shall be appointed by the President of the United States. The membership of the Commission shall consist of three representatives of the public one of whom shall be designated by the President as Chairman of the Commission; one representative each appointed from the U.S. Office of Education, the Veterans Administration, the Bureau of Training of the War Manpower Commission, the Bureau of Placement of the War Manpower Commission, and Selective Service; one each from the American Council on Education and the National Education Association; and one each from the fields of vocational education, adult education and technical and vocational education.

c. An "approved educational institution" is (1) any institution of higher education which is exempt from taxation under the Internal Revenue Code, and is approved by the War Service Education Commission; and (2) any school providing training of less than college grade, which is approved for this program by the appropriate agency of the state in which the school is located.

3. The provisions of this program shall be available to any war service person (1) who desires to complete or to continue his formal education; and (2) who is qualified to meet the admission requirements of the educational institution which he selects; and (3) who continues to make satisfactory educational progress.

4. Alternate proposals:

Proposal A:

Each war service person shall receive a payment of \$50.00 a month if single, \$75.00 a month if married, and \$10.00 a month for each dependent, the total not to exceed \$105.00 a month, during such time as he or she may be in full time attendance at an approved educational institution.

For each war service person enrolled, and in full time attendance in a given approved educational institution, that institution shall be paid from federal funds the full amount of tuition and fees, together with the full cost of books and supplies specified by that institution as necessary for each war service person enrolled, provided, however, that such payment shall not exceed the average cost of similar services and supplies to non-war service persons.

Proposal B:

Each war service person shall receive a payment of \$75.00 a month if single, \$100.00 a month if married, and \$10.00 a month for each dependent, the total not to exceed \$130.00 a month, during such time as he or she may be in full time attendance at an approved educational institution.

5. Payment during full time attendance at an educational institution under this proposal shall not extend to or for any individual over a period longer than

140

bit 15
1943

168

GENERAL SERVICES ADMINISTRATION

*Warman Archives and Records Service
PARKER B. ROSEMAN LIBRARY
PARKER B. ROSEMAN PARK, N.Y.*

From the Papers of

Samuel I. Roseman

- 2 -

one calendar year; except that certain war service persons certified by the War Service Educational Agency continue to receive such payments for a maximum of three additional years, provided, however, that such total payment to or for any individual shall not extend beyond a period of six calendar years from the date of his discharge. Initial enrollment of the individual in an approved educational institution must be effected within a period of twelve months from the date of his discharge.

6. A war service person enrolled for only part-time attendance at an approved educational institution shall receive payments under this program sufficient to cover the cost of his tuition and fees, books and supplies specified by that institution as necessary provided that his initial enrollment in an approved educational institution shall be effected within a period of twelve months from the date of his discharge, and provided further that such financial aid to him shall not continue for a period longer than six years from the time of his discharge.
7. The educational institution shall have the right (1) determine qualifications for admission of war service persons, (2) select from the applicants for admission on those war service persons whom it is willing to admit, and (3) determine satisfactory progress therin of its war service registrants.
8. Each war service person shall be free (1) to select the educational institution in which he wishes to enroll, whether it is within or outside the state in which he resides, and (2) to choose the course or courses in which he desires to enroll, subject to the approval of the proper authority of the educational institution concerned.
9. Adequate counselling services shall be made available to all war service persons through close cooperation of the approved educational institutions with (1) the United States Employment Service, (2) the Bureau of Training of the War Manpower Commission, (3) the armed forces, and (4) other appropriate government agencies.
10. It shall be the function of the War Service Education Commission to formulate policies and procedures necessary to assure the effective operation of the War Service Education program, including (1) the allocation of state quotas of federal funds for war service education, (2) the determination of standards of selection of persons chosen for further education beyond the first twelve months and (3) the total number and the state quotas of such selections.

All funds for the operation of the war service education program shall be administered through the United States Office of Education, to be allocated to the appropriate educational agency in each state (usually the State Department of Education) on the basis of quotas determined by the War Service Education Commission.

The appropriate state agency in any state shall have jurisdiction over (1) the reallocation of federal funds to war service persons within its state, (2) the approval of institutions of less than college grade within the state for participation in this program on the basis of plans for war service education submitted by each institution desiring such participation, and (3) the determination of such other state policies and measures as may be necessary to adapt national policies to state procedures.

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
ERIC TABS, A.C.

From the Papers of
Samuel I. Rosenman

COPY OF LETTER TO MEMBERS OF CONGRESS (HOUSE AND SENATE)

AMERICAN COUNCIL ON EDUCATION
744 JACKSON PLACE
WASHINGTON, D.C.

August 16, 1943

My dear — (Senator or Congressman)

The planning and organizing of an effective educational program for men and women who have served in the armed forces is a question to which the Congress will undoubtedly give consideration early in the next session. This is as it should be. The development now of educationally sound programs will facilitate the demobilization of our army and navy, the early readjustment of men and women to civilian life, and the speedy overcoming of the shortages of trained personnel which have necessarily accumulated during the war. In a very real sense the problem is, therefore, not only one of helping those young people whose education has been interrupted or shortened by service in the armed forces, but also one of national interest. Its effective handling will require the full cooperation of the Federal Government, the several States, and the educational institutions and organizations.

The American Council on Education, which represents practically all of the professional educational organizations and more than 600 colleges and universities, has been considering this problem for some time. Recently, the Council submitted to its members a series of questions dealing primarily with the problem of higher education for former service men and women. We recognize that this is only one aspect of the total rehabilitation situation, but, because of the maturity of men and women in the services, colleges and universities will need to play an important part in any postwar educational program.

I am enclosing a summary of the judgments of approximately 300 leading representatives of higher education on various aspects of this problem. We believe that this information will be interesting to you and we hope that it may be of value to you in considering this highly important question.

As the Council is able to analyze this problem further, we will submit to you additional information.

Yours very sincerely,

GEORGE F. ZOKE

President.

HIGHER EDUCATION AND NATIONAL DEFENSE



Published by
AMERICAN COUNCIL ON EDUCATION
WASHINGTON, D. C.

Bulletin No. 57

August 16, 1945

From the Papers of
Samuel I. Rosenman

GENERAL SERVICES ADMINISTRATION
National Archives and Record Service
Franklin D. Roosevelt Library
West Park, N. Y.

For many months the American Council on Education has taken the position that effective prosecution of the war implies also the necessity for long range planning for the post war period. In the formulation of plans for the readjustment of military personnel to civilian life education can and must play a major role.

In order to enlist the participation of as large a number of individuals as possible in such planning, and as a guide in the formulation of recommendations of the Council, fourteen questions regarding post war educational programs for service personnel were sent to all members of the Council on June 25. By August 1, replies were received from 235 colleges and universities almost equally divided between privately and publicly controlled institutions. The numbers are 123 and 112 respectively. They were widely distributed geographically and represented a cross section of all types of institutions.

The replies express more than the judgment of individuals. In a very considerable number of institutions, the composite reply was the consensus of prolonged discussion of the entire faculty, of the War Committees or of a special committee appointed to draw up the reply. The thoughtfulness of the answers indicating the deep concern of the institutions with this problem is a fine commentary on higher education and augurs well for the development of an effective program.

The Council recognizes that the questions cover only one segment of the total rehabilitation problem, but it is an immediate problem in the solution of which higher education can and must participate.

SUMMARY OF REPLIES

1. What is the federal government's responsibility to encourage further education for service personnel after discharge? I. e., to meet national needs, to meet individual needs.

In the replies to this question there was almost complete unanimity. With only two exceptions, all believed that the federal government has a definite

- 2 -

responsibility to provide educational opportunities for military personnel after demobilization. Some stressed the necessity of developing such a program primarily to meet national needs; others particularly emphasized the necessity of assuring a means of assisting the individual to make his adjustment to civilian life; the majority, however, pointed out that individual and national needs are correlative and a program to meet the needs of the individual would likewise be of assistance to the nation in meeting post war adjustment problems. Specifically or by implication, the institutions would restrict the technical and professional training to students of demonstrated ability.

A very few institutions would limit the extent of such responsibility either in the amount of aid that should be given to any one individual or in the types of individuals eligible for such aid. Only two suggested that aid be limited to those with service connected disabilities.

The following typifies the almost unanimous judgment of institutions of higher education:

The government has an obligation to the future of this nation to see that those young men and women whose education has been cut short or distorted in order to fight the war are provided an opportunity to obtain the education on which, in the last analysis, the future of the nation and the future of this generation depends. Whatever the obligation to the individual who has served his country in time of national crisis, the principal obligation is to insure the future of the democracy, civilization and culture of this nation. This is primarily a national need, but it is also an individual need for just as the individual has a personal stake in the future of the nation, so also has the nation's stake in the individual and his education. The minimum obligation of the federal government is to provide an opportunity for discharged service personnel to obtain proper education for life and for useful and satisfying careers in a world of peace.

2. What are the plans and responsibilities of the several states, and institutions of higher education for the post war educational readjustment of service personnel?

- a. special facilities for service personnel?
- b. scholarships?
- c. dangers of diplomas and degrees by legislation?

The first part of this question dealt with the highly controversial issue of the interrelation of federal and state governments and the institutions. No group asked to express judgment on a question involving this issue would agree. The answer varied all the way from those who would insist that the local insti-



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
1215 L Street, N.W.

From the Papers of

Samuel I. Rosenman

AND NATIONAL DEFENSE

- 3 -

tution assume full obligation to meet the educational needs of ex service personnel, to those who would place full responsibility upon the federal government.

The preponderance of the replies, however, favor the following:

1. Federal subsidies either allocated to the states on an equitable basis for reallocation to the individual ex service man; or allocated directly to the institution on a quota basis, the institution to reallocate it to the individual;
2. High standards to be maintained both in the selection of institutions to provide the training and in the selection of individual students, the latter either by a system of national examinations or preferably by the individual institutions;
3. Utilization of existing educational institutions rather than the development of special facilities by either federal or state governments;
4. Freedom of selection of the institution which the individual wishes to attend, and, under guidance by the institution, of the courses he will pursue. Many expressed strong opposition to any limitation of the fields of study which the individual must take in order to procure the subsidy.

Without exception, the colleges and universities opposed the awarding of credit for military experience on a blanket basis either by state legislation or by action of their own faculty.

3. How shall educational experiences gained in the armed forces be related to civilian educational opportunities after discharge? e.g. Armed Forces Institute; guidance.

This question is closely related to the last part of the second and the replies were consistent.

With varying degrees of emphasis three definite attitudes were indicated:

1. That in the interest of the men themselves, academic standards should be maintained;
2. That every possible adaptation in degree and individual course requirements should be made to relate the educational knowledges and skills gained while in military service to the supplementary

- 4 -

- education provided by the institution.
3. That a comprehensive and effective guidance program should be established for ex service personnel and individual instruction be provided if necessary to facilitate the effective educational adjustment of the individual.
 4. That the U. S. Armed Forces Institute should be used as the agency through which to procure a complete record of the individual's military record and an educational profile based upon examinations and that the institution should evaluate academic credit on the basis of demonstrated abilities.
4. What kinds of educational programs should be provided in civilian institutions for discharged service personnel, and in what kind of environment?
- a. refresher courses?
 - b. general and liberal education?
 - c. vocational and semi-professional?
 - d. professional?

Almost without exception those replying to the questionnaire recognized that all four types of programs should be provided for ex service personnel. There was repeated emphasis upon the need of adaptation of courses to meet the increased maturity of those who have been out of formal education from one to several years.

It is significant to note that this group believe a well balanced and flexible program must be made available. As one institution phrased it:

"We must avoid the mistake made after the last war of assuming only vocational education will be of value to the returning military personnel. On the other hand, higher education must avoid insistence that only liberal subjects have educational value."

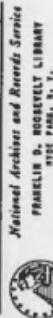
Three further points of emphasis are important. First, it was generally recognized that institutions should not seek to offer all types of programs but should limit their services to those for which they are pre-eminently qualified. Second, it was believed that these institutions should not enter into competition with trade and vocational schools but should remain institutions for higher education. Third, colleges and universities staffed to do so, should plan to broaden their programs of correspondence and extension courses both in the types of courses offered and the geographic areas served. Institutions in urban areas also expressed the desirability of relating their post war educational programs to the



GENERAL SERVICES ADMINISTRATION

From the Papers of

Samuel I. Rosenman



AND NATIONAL DEFENSE

- 5 -

technical, supervisory and professional needs of industry in their areas.

5. If the government should assist financially discharged military personnel who seek further education, on what basis should it be done?

- a. loans?
- b. scholarships?
- c. institutional subsidy?
- d. other?

When asked to indicate the form which federal aid should take the following divergent views were expressed:

	<u>Favored</u>	<u>Opposed*</u>
Loans to students	68	21
Scholarships	163	4
Institutional subsidy	21	107
Other forms of subsidy	18	

It is interesting to note the preponderant judgment of colleges and universities in favor of aid to the individual student and opposition to any form of institutional subsidy. Many of the replies expressed strong feeling on this matter and with but a half dozen exceptions those few who favored institutional subsidy believed it should be only in those instances in which the institution was asked to develop a special program to meet the specific need of those with service-connected disabilities.

A number of those replying recommended a combination of loans and scholarships, a frequent proposal being scholarships for the completion of the first degree after military service, loans to continue for any further education. Those who believed the financial need of the student should be a factor, urged that it be the responsibility of the institution to determine who should receive a scholarship and who should be given a loan. A number used the phrase, "something comparable to the administration of the NYA program."

Of the few who suggested other forms of subsidy, the most common was the continuance of the individual's military pay at time of discharge, such to be paid to all for a definite period and the individual to decide whether or not he would use it to further his education.

Although not specifically asked to indicate the optimum amount of federal subsidy, many did so. The statements varied from those that would provide a

*Includes only those institutions which definitely stated their opposition.

- 6 -

sufficient amount to each individual to cover all educational costs, to those that would provide only for tuition. The majority believed it should be a fixed amount for each individual rather than varying with the amount of tuition of the institution although a few expressed the opposite viewpoint. "Federal aid to the students should be on such a basis as to avoid discriminating against private schools with necessarily higher tuition than state supported schools."

6. Should financial aid be related to:

- a. individual needs?
- b. ability?
- c. other?

On this question there was much greater unanimity of judgment. While eight believed federal aid should be only on the basis of the financial need of the individual, thirty-one only on the basis of ability and six without regard to either, all the other desired that the aid be on the basis of need and ability. In stating that both need and ability should be criteria, there was a preponderant judgment that ability should be the more important factor. Several added a consideration of "social attitudes and personal character" and a number indicated that national need is also an important factor, proposing definite quotas to be set for the numbers to be given training in each of the technical and professional fields.

7. How long should aid be available to an individual and over what period should the total program be available?

It is difficult for any individual at this time to predict the length of time for which federal aid to ex service personnel will be necessary. It was natural that there should be wide divergence in the replies. The time proposed during which such aid should be available to the individual varied from one to six years. The majority opposed any mechanical formula or fixed number of months or years but believed it should vary with the individual and be long enough to make it possible for the individual to complete his education. The formula was also proposed "the approximate equivalent time the individual has spent in the armed forces."

Several stated that for the first year there should be fairly low standards of selection, but that for each year thereafter selection be more stringent and only those who have demonstrated superior ability be permitted to continue.

Institutions in states which provided educational subsidies to ex service



AND NATIONAL DEFENSE

- 7 -

men after the last war were strong in their judgment that the individual must begin his educational program within one year of discharge if he is to be eligible for such aid and that the entire aid program should extend only long enough to make it possible for all to complete their education - not in excess of six or ten years.

Running continually throughout the replies was the insistence that for each individual, the maintenance of satisfactory progress in his studies should be an absolute requisite for the continuance of such aid. They believed the institutions in which the individual is studying should be the agency to determine satisfactory progress. It should also determine when the individual has completed his education and thereby prevent the institutions from being "a refuge for intellectual loafers."

The attitude toward federal subsidy was forcefully expressed in the statement "Federal aid should be an honor based primarily on merit. Scholarship standards must be maintained as a basis for its continuance. It must terminate for the individual when the individual has completed the normal program of education."

8. How should institutions be selected to participate in these programs?

Without exception, colleges and universities agreed that participation should be restricted to accredited institutions. The detailed comments on the meaning of "accredited" reflected the situation in the area or state. In areas in which regional accrediting associations are strong, it was proposed that only those institutions approved by such associations be utilized. In states in which the state department of education approves schools and colleges, it was suggested that this office be responsible for selecting institutions. Some proposed that the approval of professional associations be required.

In spite of these natural variations of proposed procedure, there was unanimous judgment that only institutions of good standing be utilized and that "every effort be expended to prevent the development and utilization of unscrupulous schools and fly-by-night institutions."

9. Should institution participation be on the basis of definite contracts between the government agency and the institution for specific quotas of trainees (as is the present Army Specialized Training Program and the Navy College Training Program) or should the individual trainee be free under guidance to select his own institution. Maintenance to be refunded to the trainee and the institution to be reimbursed tuition costs through the government agency?

Although a few of the replies indicated that there had as yet been too little experience with contracts between the military and the educational institution to provide a basis for judgment, there was almost unanimous opposition to any



- 8 -

contractual relations with government such as those now existing for the Army Specialized Training and Navy College Training Programs. Without exception, the replies insisted that the individual should be free under guidance to select the institution in which he wishes to study. The following is a typical statement:

"With such guidance as is desirable, the individual should have complete freedom to select his own college or university. One feature of the guidance should be the extent to which the institution is prepared to give sound education in the field selected by the trainee."

10. What federal agency should be responsible for such a program?

- a. the armed forces?
- b. Veterans Administration?
- c. Office of Education?
- d. Employment Service?
- e. War Manpower Commission?
- f. new independent agency?
- g. the several states?

Without a thorough knowledge of what the program will be, it is difficult to determine the agency that should have responsibility for its operation. However, several significant attitudes are indicated in the replies:

1. 55% of those replying believe that the responsibility should rest with the U. S. Office of Education; 27% with the Veterans Administration; the remainder divided among the War Manpower Commission, a new independent agency, and exclusively by the several states.
2. Responsibility should be definitely allocated by law and thereby avoid the competitive bidding or overlapping often characteristic of governmental agencies.
3. Whatever the agency designated, it should work in close cooperation with (a) other federal agencies; (b) state education agencies; and (c) non-governmental organizations.
4. A strong, effective national committee representing



GENERAL SERVICES ADMINISTRATION

*National Archives and Records Service
Patricia B. Reservy Library
Patricia B. Reservy, Librarian*

From the Papers of

Samuel I. Rosenman

ND NATIONAL DEFENSE

- 9 -

both government and non-government should have vital advisory functions in the determination of basic policies and procedures.

11. How should federally supported programs be organized and programs operated in the several states and individual institutions?

As in the previous question which touched upon the relationship of federal and state responsibility in the administration of the program, there was divided judgment. It is interesting to note the positiveness of many of the replies, some favoring state administration only, others totally eliminating any state participation and urging direct administration through a federal agency.

In spite of these differences of point of view, a slight preponderance of judgment proposed that the federal agency be primarily responsible for the allocation of funds to the state and that a minimum of federal control be exercised. As in previous questions, it was believed that the administration should be kept as simple as possible and that the major responsibility be left to the individual institution.

12. To what extent is there a comparable responsibility for the federal and state governments to develop an educational program for civilian personnel discharged from war industries?

With some variation in statement, a considerable majority believed that the government did not have a responsibility for the education of those discharged from civilian industry. While they realized that the education of these young people had also been interrupted, there was a strong conviction (a) that the high compensation relieved the government of responsibility and (b) that the regular scholarship and loan funds of the institution were adequate to care for worthy individuals.

13. Should quotas of numbers of ex service men to be trained in technical and professional fields be established and how? i. e., engineering, medicine, etc.

Replies to this question also reflected the divergent views expressed in the relation of national needs to individual interests. A little more than twice as many of those replying were opposed to the setting of quotas as favored quotas. The latter were frequently qualified by such phrases as "only in those areas in which employability can be definitely determined."

The majority believed that national surveys should be made to provide all possible information on potential employment in the technical and professional fields but that this information should be used as the basis for amassalling rather

- 10 -

than restriction of numbers. The statement was frequently made that the normal capacity of the professional schools would exert a national limitation and that governmentally established quotas were therefore unnecessary.

III. What should educational institutions be prepared to do for effective participation in the program?

- a. guidance facilities?
- b. special curricula?
- c. instruction for mature individuals?
- d. continued acceleration?
- e. other?

Colleges and universities recognize the need for the development of an effective guidance and counselling service within their own institutions, flexibility in the planning of the individual's program, and individualization of instruction to meet the needs of those discharged from military service. It is interesting to note that the continuance of acceleration is opposed more than two to one.

The following statement is characteristic of the attitude shown by the vast majority of college and university administrators:

"Institutions should make themselves flexible and open-minded, and should forget their sacred systems of credit. They should put all their guidance facilities, and they are numerous, at the service of the government and the individual veteran. They should make their standard curricula sound and strong, but should be prepared to make the studies fit the needs of the returned service man in a tailor-made fashion. This means that they would adapt themselves to the ability and experience of the veteran, and would instruct him on a level appropriate to his condition. The veteran will inevitably feel that he can not afford the time which ought to be taken for the maturing of youths into men, and his education will have to be accelerated. The object ought to be to prepare him adequately in the briefest time possible for his career."

The following concise summary presents the consensus of approximately 250 colleges and universities regarding the post war educational program for ex-service



GENERAL SERVICES ADMINISTRATION

From the Papers of

Samuel I. Rosenman

National Archives and Records Service
Franklin D. Roosevelt Library
West Park, N.Y.

AND NATIONAL DEFENSE

- 11 -

personnel:

1. The federal government has a definite responsibility to provide educational opportunities for military personnel after demobilization in order to facilitate the readjustment of service people to civilian life and to meet national needs for trained personnel.
2. A well balanced and flexible program of education should be available to ex-service personnel both in the length and the nature of the courses and in the fields of study. The program should definitely not be restricted to vocational training but should be organized to encourage the individual to go ahead with the studies he would normally have taken, if war had not interrupted him.
3. The federal agency to administer the program should be either the U. S. Office of Education or the Veterans Administration, the former preferred. Such federal agency should, however, exercise the least possible responsibility in the administration of the program of federal aid for the education of ex-service personnel. Its primary function is the allocation of funds to states or institutions on an equitable basis. There should be close correlation in the development of the program of education for casualties and for other ex-service personnel.
4. A national advisory committee, representing both government and non-government agencies should be established with responsibility, in cooperation with the appropriate administrative agency, for the development of basic policies and procedures.
5. Recognizing that states will probably establish educational provisions for their own ex-service personnel, the federal agency should work in close relationship with the appropriate state agencies to avoid wide variances of opportunity dependent upon residence. The state agency may also have the responsibility for the selection of participating institutions within the state and such other functions as may properly be administered on the state level.

GENERAL SERVICES ADMINISTRATION

From the Papers of

Samuel I. Rosenman

National Archives and Records Service
FRANCIS D. ROSEVELT LIBRARY
FRANCIS D. ROSEVELT PARK, N.Y.



- 12 -

6. Major responsibility for the administration of the program should rest with the individual college or university subject only to such minimum national and state policies as are necessary to provide equality of opportunity for all.
7. Aid should be to the individual ex service person through scholarships, supplemented on the advanced level and at the discretion of the institution, by loans at a low interest rate. The scholarships should be such as to avoid discrimination between public and privately controlled institutions. They should be allotted on the basis of need and ability, the latter being the more important consideration.
8. There should be no institutional subsidy or fixed contracts with the institutions to provide educational services (as the ASTP and NCTP) although the institution may be paid directly for the tuition of individual trainees.
9. Only properly accredited institutions should be utilized for participation in the program, and no new institutions or institutional agencies should be established specifically by the government for this purpose.
10. High quality of educational standards should be maintained. The individual institution should be responsible for:
 - a. Selection of individuals to receive training on the college and university level, with increasing selectivity beyond the first year of training.
 - b. Determination of the amount of scholarship or loan for each individual, subject to the national or state policy.
 - c. Maintenance of satisfactory educational progress on the part of the individual trainee.
 - d. Determination of when the individual has completed his educational program and termination of scholarship.
11. The individual should have freedom, under guidance, to select the college or university he wishes to attend.
12. The individual institution should establish adequate counselling facilities. Guidance officers should have full and complete information on present and potential manpower needs in the professional and technical fields such information to be provided on a national basis, by the appropriate federal agency.

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
81st Street, N. Y. C.

From the Papers of
Samuel I. Rosenman

OFFICE OF
THE ASSISTANT SECRETARY GENERAL



September 17, 1943

Honorable Samuel I. Rosenman
The White House
Washington, D. C.

Dear Judge Rosenman:

I am enclosing:

- (a) a further revision of the Servicemen's Education and Training bill;
- (b) a short summary of its provisions;
- (c) A memorandum explaining the respects in which we departed from the recommendations of the President's Committee and of the National Resources Planning Board and analyzing the principal provisions of the bill.

With all best wishes,

Yours sincerely,

Milton Handler
Milton Handler

Enclosures

SERVICE MEMBERS EDUCATION AND TRAINING ACT OF 1948

I

This bill is designed to carry out the recommendations of the Armed Forces Committee on Post War Educational Opportunities for Service Personnel in its Preliminary Report to the President. The bill is so drafted as to permit broad flexibility in its administration. Many of the recommendations relating to matters of administrative detail are not dealt with specifically in the bill. It is to be anticipated that the Committee's recommendations will provide the guide posts for those who will later be charged with the administration of this measure.

The recommendations of the Committee which were not specifically embodied in the draft are:

1a. Commencement of Training.

The Committee recommended that the period of education or training of servicemen should commence not later than six months after they leave the service. It was felt that the establishment of a time limitation could best be left to administrative discretion in the light of future circumstances. The establishment of a six-months limitation might conceivably be too short under some circumstances and the selection of any other period might lead to too long an interval between demobilization and the beginning of instruction.

2a. Apportionment of Students Among States.

The Committee recommended that the number of persons selected for more than one year's training should be apportioned among the states according to the number of service personnel coming from each state.





- 2 -

The bill, section 3, establishes the apportionment system as a standard, but it is sufficiently broad to permit deviations therefrom. This was done primarily for the reason that the percentage of servicemen furnished by each state is a constantly varying figure and it was not felt that the bill should attempt to establish the apportionment as of a definite date but that it might better be left for administrative determination in the light of future conditions. Likewise, it was felt that it might be necessary to have some deviation from any absolute percentage figures and, therefore, following the basic pattern of the apportionment language in the Civil Service Act, some latitude for administrative discretion is allowed.

3. The Amount of Tuition to be Paid.

The Committee recognized the difficulty of this problem and suggested, as a general standard, that there be paid the amount normally charged by educational institutions for out-of-state or out-of-city students. The bill, section 4, permits payment of a sufficient sum to cover the institutions' costs whenever it is found that the established tuition is insufficient to do so. It is believed that this will provide sufficient flexibility to meet the wide variety of situations likely to be encountered.

4. Living Expenses for Married Men.

The Committee recommended that married men receive \$75 per month for living expenses. Nothing is set forth in the report respecting actual dependency of the wife and nothing was recommended with respect to students who are married women. The bill, section 5, provides for the payment of

GENERAL SERVICES ADMINISTRATION

*National Archives and Record Service
FRANKLIN D. ROOSEVELT LIBRARY
WATER FURNACE, B. T.*

From the Papers of
Samuel I. Roseman

UNPAGED P. 1
2010 sec 4000 b-2
UNPAGED P. 1
200 pgs 1-10

- 3 -

of \$75 per month for living expenses of all married persons (male or female) having a dependent spouse.

5. Living Expenses for Part-Time Students.

The Committee did not recommend any payment of living expenses to part-time students. In drafting the bill, it was felt that a wide variety of circumstances might be presented warranting some provision for living expenses to those not devoting all their time to their studies. At the time it was thought best not to require the granting of an allowance to part-time students, in every case. Accordingly, the bill provides, section 5, that part-time students should receive such sum, if any, as may be determined by the President.

6. Loans for Students Receiving More Than One Year's Training.

The Committee recommended that students who are selected for further training should be permitted to obtain loans not exceeding \$50 per month where necessary in addition to the allowances for living expenses. It was believed that such a provision would be premature at this time and might be better presented in the future, for example, when appropriations are sought.

7. The Number of Students Selected for More Than One Year's Training.

While the Committee made no definite recommendations as to the number of persons selected for further training, it made some estimates as to the number who might be expected to take advantage of the program. It was not felt that, at this time, any numerical limitation could be set forth in this bill other than to indicate that the opportunity would be available only to persons having exceptional abilities.

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
Frances G. ROSENSTEIN LIBRARY
1915 Page, N.Y.C.

From the Papers of
Samuel T. Rosenman

II. The Selection of Students for More Than One Year's Training.

The Committee recommended that the states should select the persons who are to receive more than one year's training. The bill provided that they shall be selected by the states in accordance with general standards or regulations established by the President. This places the operational responsibility in the states, but calls for uniform, national standards.

III. Federal Administration.

The report recommends that the administration of the bill should be entrusted to an existing federal agency but did not specify which agency should be used. The bill places all administrative power in the President and gives him broad authority to delegate his responsibilities. It is anticipated that the President may desire to consult with many of the federal departments and agencies with respect to educational needs peculiarly within their knowledge. For example, the Surgeon General would be able to give advice in connection with the educational problems and needs of the medical profession, the Attorney General with respect to the legal profession. A further advantage of placing all administrative powers in the President is to remove any basis for jurisdictional disputes at this time.

II

In most respects the recommendations made by the National Resources Planning Board with respect to an educational program for returning servicemen do not differ from the recommendations made by the President's Committee. The following points of differences exist between the bill as drafted and the recommendations made by the National Resources Planning Board:

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
WHITE PLAINS, N. Y.

From the Papers of

Samuel I. Rosenman

- 5 -

1. The bill requires that ex-servicemen, to be eligible, must have served for at least six months in the armed forces. The National Resources Planning Board's recommendations do not require any particular length of service for those eligible to receive one year's training and require only 90 days' service for those eligible to receive more than one year's training.
2. The bill leaves for administrative determination the length of time following discharge during which the ex-serviceman must start his period of training. The National Resources Planning Board recommended that the period of training might be started during the three-months period of "leave" or "furlough" or the ensuing twelve months.
3. The National Resources Planning Board did not recommend any definite amount that should be paid for living expenses, but did recommend that it be a modest amount so as not to induce those who have no serious intention of benefiting thereby to take advantage of the program. It is believed that the sum provided for in the bill probably fulfills that recommendation.
4. The National Resources Planning Board recommended that those who are to receive training for more than one year should be selected on a competitive basis. The bill follows the recommendation of the President's Committee and leaves the selection of students for advanced training to the states in accordance with standards set by the Government.
5. It was recommended that all courses of education should be completed within a period of six years following the termination of the present war. The bill is silent in this regard. It is to be expected that those charged with the administration of the bill will establish a reasonable time within which a course of instruction must be commenced and finished.

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
West Park, N. Y.

From the Papers of

Samuel I. Rosenman

RECORDED JOURNAL
SERIALIZED JUN 24 1945
INDEXED JUN 24 1945
FILED JUN 24 1945

- 6 -

Certain general recommendations of the National Resources Planning Board, such as those that persons should receive training in fields in which there will be a likelihood of employment, that education should be at appropriate adult levels, that courses of instruction be instituted to suit the needs of the returning serviceman, etc., have not been dealt with in the bill specifically, but it is believed that the bill is drafted so as to permit sufficient administrative latitude in this respect, either through state or federal action.

III

Section-by-Section Analysis of the Bill

Section 1.

All members of the armed forces who are discharged after September 16, 1940 (the date of the Selective Service Act and the date on which the National Guard was called up) who have served for at least six months are made eligible for selection and training.

Section 2.

The President is given broad authority to promulgate rules and regulations to select eligible persons on the basis of their intelligence, aptitudes, skills, etc., for education and training. Persons selected are entitled to receive training in any of the fields of knowledge for which they have been determined to be qualified.

Section 3.

Persons selected under the Act are entitled to training at an educational institution for a period of one year, or for such lesser time as may be required to complete their chosen course of instruction. For persons of

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
WATER PARK, N. Y.



From the Papers of
Samuel I. Rosenman

- 7 -

of exceptional ability and skill, the President may provide an additional three years of training. The persons selected for additional training are to be chosen by the states, so far as it is practicable, in accordance with general standards promulgated by the President. In general, the number of persons entitled to receive training is to be apportioned among the states on the basis of the number of service personnel which they furnished. However, this section does not require that the apportionment be made on the basis of any rigid formula since it was felt that it would not be administratively expedient to establish in the legislation a formula and to permit no deviation therefrom. The working out of an equitable basis for apportionment is left for administrative action.

Section 4.

The President is empowered to pay to the institutions furnishing training to ex-servicemen their costs of tuition and other fees. Where established tuition fees, such as in state universities, are not sufficiently high to reimburse the institution for the cost of instruction furnished, the President is authorized to make payment in such amounts as will cover those costs.

Section 5.

\$50 a month is to be paid to each student for living expenses. If a student is married and has a dependent spouse, he may receive an additional sum of \$25, as well as \$10 for each dependent child. If a student attends on a part-time basis, the President may provide for the payment of a lesser amount than \$50 for living expenses, or for none at all.

Section 6.

The President is given broad authority to provide that proper vocational guidance is given to all persons who are eligible for training.

- 8 -

Section 7.

The Secretary of War and the Secretary of the Navy are authorized to establish training facilities following the cessation of hostilities pending the demobilization of the armed forces.

Section 8.

The President is required to report to the Congress at least once every six months on operations under the Act.

Section 9.

The President is given broad authority to promulgate rules and regulations, to delegate his authority, and to utilize the services of state officials and agencies.

Section 10.

The President is to request that the Governor of each state furnish a list of educational institutions which are found, on the basis of standards prescribed by the President, to be qualified to provide training and instruction to persons selected under the Act. Only such institutions may be attended by the persons who have been selected. The purpose of this provision is to allow the states to designate the educational institutions to be used and to avoid the charge that the Federal Government is intruding into the field of education—a field hitherto reserved to the states.

Section 11.

This section defines certain terms used in the Act.

Section 12.

This section extends the benefits of the Act to members of the Merchant Marine who have rendered honorable service.



GENERAL SERVICES ADMINISTRATION
National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
1943

RECORDED
1943
SERIALS SECTION
LIBRARY
GENERAL SERVICES ADMINISTRATION

- 9 -

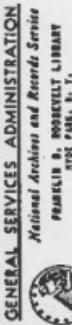
Section 13.

This section contains a separability clause.

Section 14.

This section gives the Bill the short title of "The Serviceman's Education and Training Act of 1943".

MH:VG - 9/16/43





A BILL

To provide for the education and training of members of the armed forces and the merchant marine after their discharge or conclusion of service, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:

Sec. 1. All members of the armed forces of the United States who shall have been honorably discharged or relieved from active duty after September 16, 1940 shall be eligible for selection and training under this Act, provided they shall have been in service for a period of at least six months.

Sec. 2. Persons eligible for training under this Act shall be selected, in accordance with such rules and regulations as the President may prescribe, on the basis of their intelligence, aptitude, skill, interest, prior training, education, and experience. Any person so selected shall be entitled to receive training at any approved educational institution in any one of the fields or branches of knowledge for which he shall have been determined to be qualified.

Sec. 3. (a) Persons selected under this Act shall be entitled to training at an approved educational institution for a period of one year, or for such lesser time as may be required to complete the course of instruction chosen by them.

(b) In the case of persons of exceptional ability and skill, a further period of instruction not exceeding three additional years

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
WHITE HOUSE, W. C.



From the Papers of
Samuel I. Rosenman

- 2 -

may be provided for by the President. The number of persons selected for a further period of instruction shall, as nearly as the conditions of good administration and educational needs may warrant, be equitably apportioned among the several states principally upon the basis of the number of persons supplied the armed forces by each state. The selection of persons for a further period of instruction shall be made, so far as is practicable, by the states in accordance with general standards or regulations promulgated by the President.

Sec. 4. The President shall, by regulation or otherwise, provide for the payment by the United States to the educational institutions furnishing instruction to persons selected under this Act for the costs of tuition, and laboratory, library, and other similar fees and charges: Provided, That such payments shall not include charges for board, lodging, or other living expenses. If the established tuition fees at any publicly supported institution shall be found by the President to be insufficient to compensate such institution for the costs of furnishing instruction to persons selected under this Act, he is authorized to provide for the payment of such additional compensation as may be necessary to cover such costs.

Sec. 5. Every person who has been selected and who attends on a full-time basis an approved educational institution in accordance with this Act shall be entitled to receive the sum of \$50 per month for board, lodging, and other living expenses while in attendance and in good standing at such institution. A person having a dependent

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
Print File, N. Y.

From the Papers of
Samuel I. Rosenman

- 3 -

spouse shall be entitled to receive an additional sum of \$25 per month as well as \$10 per month for each dependent child. Persons attending on a part-time basis shall receive such lesser sum, if any, for living allowances as may be fixed by the President. Where necessary or advisable, the President may, however, make other provision for the board and lodging of any such person, in which event such person shall receive only such additional sum per month as the President determines is necessary for incidental living expenses. No person while in attendance at an educational institution in accordance with the provisions of this Act shall be considered as unemployed for purposes of determining eligibility for unemployment compensation or allowances.

Sec. 6. Reports shall be made public by the President at such intervals as he deems necessary respecting the need for trained personnel in the various trades, crafts, and professions, in order that persons eligible for training under this Act may be given proper guidance in the choice of a course of instruction and be furnished such training as will improve their opportunities for useful and gainful employment. The President is authorized to take any other measures which may be necessary to provide educational and vocational guidance to the persons eligible for training under this Act.

Sec. 7. The Secretary of War and the Secretary of the Navy, pending the demobilization of the armed forces following the cessation of hostilities, may establish temporary facilities for training the members of the armed forces wherever it is not practicable for them to attend

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
WHITE HALL, N. Y.

From the Papers of
Samuel I. Rosenman



- 4 -

an educational institution: Provided, That any person eligible for training under this Act shall be afforded the opportunity of obtaining training at an approved educational institution as rapidly as may be possible.

Sec. 8. The President from time to time, but not less frequently than once every six months, shall transmit to the Congress a report of operations under this Act except such information as he deems incompatible with the public interest to disclose. If the Senate or the House of Representatives is not in session, such reports shall be transmitted to the Secretary of the Senate or the Clerk of the House of Representatives, as the case may be.

Sec. 9. The President may, from time to time, promulgate such rules and regulations as may be necessary and proper to carry out the provisions of this Act; and he may exercise any power or authority conferred on him by this Act through such department, agency, or officer as he shall direct, and he may utilize the services of any state official or agency in the execution of this Act.

Sec. 10. The President shall, from time to time, request the Governor of each State to furnish lists of approved educational institutions in such State which are found, on the basis of general standards prescribed by the President, to be qualified to provide training and instruction to persons selected under this Act. Only such educational institutions as are included in such lists shall be deemed approved educational institutions within the meaning of this Act.

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
Franklin D. Roosevelt Library
FDR Park, L. I.



From the Papers of
Samuel I. Rosenman

- 5 -

Sec. 11. As used herein, the term "member of the armed forces of the United States" means any member of the Army of the United States, the United States Navy, the United States Marine Corps, and the United States Coast Guard, or any of their respective components; the term "state" shall include the States of the United States, the Territories and possessions, the District of Columbia and the Philippine Islands; the term "educational institution" shall include elementary and secondary schools furnishing education for adults, trade schools, scientific, technical, and vocational training institutions, colleges, professional schools and universities.

Sec. 12. The benefits of this Act shall be available to persons who have rendered honorable service in the Merchant Marine of the United States after September 16, 1940 for a period of at least six months. No such person shall be entitled to training under this Act unless he shall have received a certificate from the War Shipping Administration, under rules and regulations promulgated by the President, to the effect that he has rendered honorable service in the Merchant Marine.

Sec. 13. If any provision of this Act or the application of such provision to any circumstance shall be held invalid, the validity of the remainder of the Act and the applicability of such provision to other circumstances shall not be affected thereby.

Sec. 14. This Act may be cited as "The Servicemen's Education and Training Act of 1943."

9/15/43

Summary of Servicemen's Education and Training Act
of 1948

1. All members of the armed forces who have been in service for at least six months are eligible, upon demobilization, for education and training at an approved educational institution for a period of a year. Selection for training shall be made on the basis of intelligence, aptitude, interest and experience and the training shall be in fields in which the serviceman shall be qualified. Three additional years of training and study may be provided those of exceptional ability. (Sections 1 - 3)

2. The Government shall pay the costs of tuition, laboratory, library and similar charges to the educational institutions providing the instruction. (Section 4)

3. Living allowances are provided for those attending educational institutions on a full-time basis at the rate of \$50 per month for single persons and \$75 for persons with a dependent spouse, plus an additional \$10 per month for each dependent child. Persons attending on a part-time basis shall receive such lesser sum, if any, as may be fixed by the President. (Section 5)

4. Educational and vocational guidance shall be provided those eligible for training and reports shall be published from time to time respecting the need for trained personnel in the various trades, crafts, and professions. (Section 6)

5. Pending demobilization, temporary facilities may be established by the Army and Navy for training those who cannot attend an educational institution. (Section 7)



GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY
FIFTH FLOOR, N. Y.

From the Papers of
Samuel I. Roseman

- 2 -

6. The President shall transmit to the Congress a report on the operations under this Act every six months. (Section 8)

7. The President is empowered to promulgate rules and regulations to carry out the provisions of the Act and to delegate his powers to any department, agency or official. (Section 9)

8. The approval of educational institutions is left with the states, on the basis of general standards promulgated by the President. Lists of approved institutions shall be requested by the President from the Governors of the states. (Section 10)

9. The benefits of the Act are made available to persons who have rendered honorable service in the Merchant Marine. (Section 12)

10. The bill contains a definitional section (Section 11), a separability provision (Section 13), and a short title (Section 14).

(9/16/43)

GENERAL SERVICES ADMINISTRATION

*National Archives and Record Service
FRANKLIN D. ROOSEVELT LIBRARY
West Park, N.Y.*

From the Papers of

Samuel I. Rosenman

COMPARISON OF RECOMMENDATIONS OF NATIONAL RESOURCES PLANNING BOARD AND THE ARMED FORCES COMMITTEE ON POST WAR EDUCATION

NATIONAL RESOURCES PLANNING BOARD

THE ARMED FORCES COMMITTEE ON POST WAR EDUCATION

1. Eligibility

- (a) General plan for education and training for all servicemen who are honorably discharged.
- (b) Supplementary education for those whose education was interrupted or who are specially qualified, who have served at least 90 days, who are discharged other than dishonorably, and who are selected on a competitive basis.
- (a) At least one year's training available to all who have been in service for at least six months since September 16, 1940, who desire the education, and who are admitted to an approved institution.
- (b) Further period of education for those who are specially qualified.

2. Commencement of Training

Before one year after discharge, exclusive of three months' furlough.

Not more than six months after leaving service.

3. Duration

- (a) General education for period not exceeding one year.
- (b) Supplementary education for three years.
- (a) Minimum of not more than one year.
- (b) Additional education up to three years.

4. Financial Assistance

- (a) Those receiving general education should receive free tuition and modest maintenance allowance but not so large as to attract those not seriously interested.
- (b) System of scholarships for supplementary education.
- (c) Amount of fees to be paid to institutions requires further study.
- (a) Free tuition and fees plus \$50 a month maintenance for single men, \$75 for married men, plus \$10 for each child.
- (b) Those continuing for more than one year should receive maintenance as above, plus loans where needed.
- (c) Part-time students should receive tuition and fees.
- (d) Tuition and fees payable directly to educational institution with provision for added amounts for public institutions making only nominal charges. Maintenance allowance payable directly to student.

NATIONAL RESOURCES PLANNING BOARD

THE ARMED FORCES COMMITTEE ON POST WAR
EDUCATION

5. Selection of Students for
Training Beyond One Year

- (a) Competitive basis of selection.
- (b) Available to those whose higher education was interrupted or who are specially qualified to benefit.
- (c) Scholarships should be offered in fields where there is a shortage of trained persons and should not be offered in fields where there is an over-supply.
- (d) Scholarships should be made available at intervals and in proportion to rate men are being demobilized.
- (e) Continuation of student to depend upon academic progress.
- (a) Quota system for states, men to be selected by states.
- (b) Based upon educational performance during first year demonstrating likelihood of benefit from further study.
- (c) Satisfaction of recognized educational needs.
- (d) Continuation of student to depend upon academic progress.

6. Qualifications of Educational Institution

- (a) Standards of eligibility need further study.
- (a) Selection by states on basis of qualifications to render needed training.

Recapitulation

- (1) Principal differences are with respect to--
 - (a) Eligibility
 - (b) Commencement of training
 - (c) Manner of selection of those to receive supplementary training
- (2) The proposed draft limits the benefits of the educational program to those who have been in the service for six months after August 31, 1940 (when the National Guard was called into active service); and leaves many of the points above outlined to administrative action, since flexibility in their handling is desirable.

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
FIRE PLATE, I. T.



From the Papers of

Samuel I. Rosenman

GENERAL SERVICES ADMINISTRATION



*National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
HYDE PARK, N.Y.*

From the Papers of

Samuel I. Rosenman

78TH CONGRESS | HOUSE OF REPRESENTATIVES | DOCUMENT
1st Session | No. 344

V. trans
Adviser
10/27/43

POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL

M E S S A G E

FROM

THE PRESIDENT OF THE UNITED STATES

TRANSMITTING

PRELIMINARY REPORT OF THE ARMED FORCES COMMITTEE ON POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL

October 27, 1942.—Referred to the Committee on Education and ordered to be printed

To the Congress of the United States:

On November 13, 1942, on signing the bill calling for the induction by Selective Service of young men 18 and 19 years old, I appointed a committee of educators, under the auspices of the War and Navy Departments, to study the problem of education of our servicemen and women after the war. The objective was to enable those young people, whose education had been interrupted, to resume their schooling and to provide an opportunity for the education and technical training of other young men and women of ability after their discharge from the armed services.

This committee has sent me a preliminary report which I am here-with transmitting to the Congress for its consideration, and, I hope, for its early action.

We, at home, owe a special and continuing obligation to these men and women in the armed services.

During the war we have seen to it that they have received the best training and equipment, the best food, shelter, and medical attention, the best protection and care which planning, ingenuity, physical resources, and money could furnish in time of war. But after the war shall have been won, the best way that we can repay a portion of that debt is to see to it, by planning and by action now, that those men and

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service

FRANKLIN D. ROOSEVELT LIBRARY
HYDE PARK, N. Y.



From the Papers of

Samuel I. Rosenman

2 POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL

women are demobilized into an economy which is sound and prosperous with a minimum of unemployment and dislocation; and that, with the assistance of Government, they are given the opportunity to find a job for which they are fitted and trained, in a field which offers some reasonable assurance of well-being and continuous employment.

Finally, what they desire most in the way of employment will require special training and further education. As a part of a general program for the benefit of the members of our armed services, I believe that the Nation is morally obligated to provide this training and education and the necessary financial assistance by which they can now be secured. It is an obligation which should be recognized now; and legislation to that end should be enacted as soon as possible.

This is a good time not merely to be thinking about the subject but actually to do something about it. Nothing will be more conducive to the maintenance of high morale in our troops than the knowledge that steps are being taken now to give them education and technical training when the fighting is over.

Every day that the war continues interrupts the schooling and training of more men and women and deprives them of the education and skills which they would otherwise acquire for use in later life. Not only the individual welfare of our troops but the welfare of the Nation itself requires that we reverse this trend just as quickly as possible after the war.

Vocational and educational opportunities for veterans should be of the widest range. There will be those of limited education who now appreciate, perhaps for the first time, the importance of general education and who would welcome a year in school or college. There will be those who desire to learn a remunerative trade or to fit themselves more adequately for specialized work in agriculture or commerce. There will be others who want professional courses to prepare them for their lifework.

Lack of money should not prevent any veteran of this war from equipping himself for the most useful employment for which his aptitudes and willingness qualify him. The money invested in this training and schooling program will reap rich dividends in higher productivity, more intelligent leadership, and greater human happiness.

We must replenish our supply of persons qualified to discharge the heavy responsibilities of the post-war world. We have taught our youth how to wage war; we must also teach them how to live useful and happy lives in freedom, justice, and decency.

Specifically, I agree with the recommendations made by the committee in this regard as follows:

1. The Federal Government should make it financially feasible for every man and woman who has served honorably for a minimum period in the armed forces since September 15, 1940, to spend a period up to one calendar year in a school, a college, a technical institution, or in actual training in industry, so that he can further his education, learn a trade, or acquire the necessary knowledge and skill for farming, commerce, manufacturing, or other pursuits.

2. In addition, the Federal Government should make it financially possible for a limited number of ex-service men and women selected for their special aptitudes to carry on their general, technical, or professional education for a further period of 1, 2, or 3 years.

POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL 3

This assistance from Government should include not only cost of instruction but a certain amount of money for maintenance.

One incidental benefit of permitting discharged veterans to put in a year or more of schooling or training would be to simplify and cushion the return to civilian employment of service personnel. And I might call your attention the fact that it costs less per year to keep a man at school or college or training on the job than to maintain him on active military duty for a year.

While the Federal Government should provide the necessary funds and should have the responsibility of seeing that they are spent prudently and under generally accepted standards, the control of the educational processes and the certification of trainees and students should reside in the States and localities.

I am sure that the Congress will agree with me that the report of this committee constitutes a helpful and constructive point of departure in the working out of a practical program for the meeting of this situation. Various recommendations are contained in the report concerning the administration of the plan. While there may be differences as to some of the details, I am confident that the Congress will find merit in the general objectives.

So far as disabled soldiers are concerned, the Congress is aware that, pursuant to existing statutes, the Veterans' Administration is prepared to conduct a program of rehabilitation for veterans with service-connected disability. The program is designed to provide for the special needs of war-disabled veterans, and to furnish educational and training opportunities to help them take their place in civilian life. The program has already been initiated and will be expanded as the war proceeds. The new program of the Federal Security Agency will make provisions for veterans whose disabilities are not service-connected.

The Army and the Navy require a large number of workers skilled and experienced in various occupations and professions. Men who are filling these posts are acquiring valuable training and experience. A man who has become a mechanical draftsman, a cartographer, a meteorologist, a cook, or a baker may succeed in finding a similar post in civilian life. In a great many other occupations, such as those dealing with tank or tractor maintenance and repair, or with radio operation and maintenance, men are acquiring basic skill and experience which will provide a solid foundation for learning a related civilian occupation.

In addition, the United States Armed Forces Institute, which is a joint operation of the Army and Navy, offers men and women in the armed services a chance to enroll in courses usually offered by college, high schools, technical and occupational schools, in which they can study in their off-duty time. The Institute prepares self-teaching textbooks which enable them to learn a subject entirely on their own initiative; or, if they prefer, they may join any one of hundreds of classes which have or are being established in Army camps and posts and in Navy installations, and in Army and Navy hospitals, here in the United States and in places all over the world. Or, if they wish, they can study by the correspondence method with the Institute or with one of its overseas branches the same as any student in a correspondence school.

GENERAL SERVICES ADMINISTRATION



National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
5725 PARK, N. Y.

4 POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL

Opportunities for vocational training and for systematic schooling within the armed services will be expanded and reoriented during periods of demobilization and up to the moment of discharge.

Therefore, if the Congress adopts this general objective outlined herein, our men and women in the armed forces will be afforded opportunities for continuance of their education and vocational training—first, during the war; second, during the demobilization period; and, third, for a year or more after their separation from the service.

While the successful conclusion of this great war is by no means within our sight, yet it may well be said that the time to prepare for peace is at the height of war.

FRANKLIN D. ROOSEVELT.

THE WHITE HOUSE, October 27, 1943.

PRELIMINARY REPORT TO THE PRESIDENT OF THE UNITED STATES FROM THE ARMED FORCES COMMITTEE ON POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL, JULY 30, 1943

Mr. President: When on November 13, 1942, you signed the amendment to the Selective Service Act calling for the induction of young men 18 and 19 years old, you stated:

I am causing a study to be made by a committee of educators, under the auspices of the War and Navy Departments, for the taking of steps to enable young men whose education has been interrupted to resume their schooling and afford equal opportunity for the training and education of other young men of ability after their service in the armed forces has come to an end.

Shortly thereafter you appointed as members of the Committee to make this study the following:

Brig. Gen. Frederick H. Osborn, Director, Special Service Division, Army Service Forces, chairman.

Capt. Cortlandt C. Baughman, Director of Special Activities, Bureau of Naval Personnel, United States Navy.

Rufus C. Harris, president, Tulane University.

Dexter M. Kesser, Deputy Administrator, Office of Price Administration.

Young B. Smith, dann, Columbia University Law School.

John W. Studebaker, United States Commissioner of Education.

General Osborn designated as his alternate Col. Francis T. Spaulding, chief, Education Branch, Special Service Division; Captain Baughman designated as his alternate Lt. Comdr. Ralph A. Sennott, officer in charge, Educational Services Section, Bureau of Naval Personnel. The Committee has had the advantage of the continuous collaboration of these alternates as well as their principals. At some of the meetings, the Commissioner of Education, Mr. Studebaker, has been represented by Fred J. Kelly, chief, Higher Education Division, United States Office of Education.

Soon after you created it, the Committee met, organized with Captain Baughman as cochairman, Dr. Harris as vice chairman, and Colonel Spaulding as secretary, and designated itself as the Armed Forces Committee on Post-War Educational Opportunities for Service Personnel, a title in which brevity was sacrificed to accuracy of description.

From the Papers of

Samuel I. Rosenman

POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL 5

Since its organization, the Committee has held meetings with an increasing frequency which of late has brought it together for all-day sessions about once a week. This speeding up of the work of the Committee has been due, in part, to realization by the Committee that the problem which you assigned to it for study is already an important practical problem. It is made so by the fact that hundreds of thousands have already been discharged from the armed forces. For the rehabilitation of those discharged because of disability, provision has already been made through Public Law No. 10 of the Seventy-eighth Congress. But among those discharged for other reasons, there are many having educational problems of the type you envisaged in creating our Committee. Timely handling of these educational problems, while appropriate in any event, will provide administrative experience which should greatly facilitate the handling of the far larger number of similar problems in the post-war period.

Also, it is the conviction of the members of the Committee that the effectiveness of the steps to provide post-war educational opportunities for ex-service men and women will depend in large measure upon having enough time to acquaint these men and women fully with at least the broad outline of the opportunities which will be afforded and enough time to enable our educational institutions to prepare thoroughly to fulfill their crucial role in providing such opportunities. Further, we believe that the already high morale of our armed forces will be increased by the knowledge that plans are being developed to provide the members of the forces with educational opportunities of the type you directed us to explore.

With this conviction that time is of the essence, we are submitting to you this preliminary report suggesting what we believe should be the broad outlines of policy and administration to govern the provision of post-war educational opportunities for those who have served in the armed forces. In the inevitable nature of the case, we now lack the information essential to a detailed development of post-war educational plans. At present we can know neither what will be the final extent of our mobilization nor the military plan for demobilization. Likewise, the general economic situation during the period of demobilization, which will have a vital bearing on the financial aspects of any program for post-war education, remains a closed book at present.

However, we do know that even if full victory were to come at a date set by the most optimistic, the war would have caused a serious thinning of the ranks, as gauged by prewar levels, of young men and women equipped with the various kinds of education needed for the stable and effective operation of a democracy. For example, the American Council on Education estimates that 70 percent fewer men and women will complete college work in agriculture in 1943-44 than in 1939-40; 40 percent fewer will be graduating from liberal arts colleges; and 80 percent fewer will be graduating from law schools.

We believe we have developed certain general ideas which are valid guides of policy and administration of a national program to overcome this educational shortage created by the war, regardless of the precise pattern of demobilization and the detailed economic situation which attends it. It is on this basis—that it will be adaptable to plans for demobilization and to economic developments still to be unfolded—that this preliminary report of arrangements to govern the provision

GENERAL SERVICES ADMINISTRATION

National Archives and Records Service



FRANKLIN D. ROOSEVELT LIBRARY

From the Papers of

Samuel I. Rosenman

6 POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL

of post-war educational opportunities for those who have served in the armed forces is submitted.

It should be noted that in addition to the plans for this group, the Nation will also face the problem of educational plans for men and women who have left schools and colleges for employment in war industries and who may need vocational readjustment. These questions lie outside the Committee's assignment.

As the work of the Committee advances, it will be possible to make some of our proposed plans more precise. For example, through appropriate agencies of the Army and Navy we are undertaking to find out in considerable detail about the post-war educational aspirations of the members of these services. Also, we have enlisted the cooperation of various educational groups and associations in working on a number of specific phases of a post-war educational program. As these detailed studies are completed they will be made the subject of further reports, but we believe they will not affect the validity of the broad propositions of policy and procedure which are embodied in this first and preliminary report from your Committee.

The nature of the problem.—All our work has been based on one fundamental proposition, namely, that the primary purpose of any educational arrangements which we may recommend should be to meet a national need growing out of the aggregate educational shortages which are being created by the war. Every day that the war continues, the extent of this deficit is increased. Our efforts have been centered upon the problem of reversing that trend just as quickly as possible after the war; and we have regarded any benefits which may be extended to individuals as incidental. We can hardly overstate the fact that this has been our fundamental conception of the educational problem you wanted us to explore, for it is a basic foundation of all the proposals we make to deal with it.

Responsibilities of the armed forces.—Also, we have taken literally your statement made in announcing your intention to create our Committee that you wanted us to concern ourselves with the educational problems of service personnel "after their service in the armed forces has come to an end." This arrangement has been entirely congenial to the members of the Committee because it is our strong feeling that the provision of educational opportunities for service personnel prior to discharge is the business of the armed forces, to be carried on under their exclusive jurisdiction.

We realize, of course, that in its nature neither a discharge from the armed forces nor a diploma from a school or college marks a clear break in the education of the individual. To be successful, a post-war educational program for ex-service people must be carefully related to and built upon their educational experience in the armed forces, much of which will have been no less effective because it was secured far from any formal classroom. Consequently, we have interested ourselves in the educational and training programs of the armed forces, and have gained the comforting assurance that if fully developed along the lines at present projected, these programs will contribute greatly to the solution of post-war educational problems of service personnel. However, we believe that, if ex-service people are to make the best use of post-war educational opportunities, the

POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL 7

educational programs provided by the armed forces should be so designed as to—

1. Furnish systematic guidance which will direct the men and women in the services to the educational opportunities open to them after discharge;

2. Provide an objective record of educational experience in the service which can be used to gauge accurately the post-war educational opportunities for which these men and women are fitted; and

3. Expedite, as much as possible, the discharge of service personnel who want to get ahead with feasible educational plans, and the discharge of teachers needed to carry on these plans.

To make it possible for the armed forces to provide educational advisory service which will enable service personnel to make the most effective use of post-war educational opportunities, we urge the early appointment and training of educational and guidance officers within the armed forces to work in the field, both before the cessation of hostilities and during the demobilization period.

Essential to effective performance on the part of such guidance officers is a plan for evaluating accurately the educational experience of members of the armed forces who wish to go on with their education after discharge. After the last war, a misguided outpouring of sentimentality often resulted in a scheme of accreditation by which a term of service as a machine gunner emerged as the equivalent of a full term of study in a high school or college. To avoid repetition of such procedure, which is particularly unfair to the person who seems initially to be favored by it, your committee has approved a program for "sound educational credit for military experience" developed by the American Council on Education for institutions of higher education, and a similar plan for secondary schools developed by the National Association of Secondary School Principals. In their essence these programs recognize that the education of a soldier or a sailor may be advanced greatly by much of the specialized technical and professional training which the armed forces provide, by courses of study such as those included in the off-duty educational programs of the Army and Navy, and by field experience quite unrelated to formal instruction, but that this advance can and should be carefully gauged by objective tests disclosing where the individual fits into the course of study he wishes to pursue after the war. The United States Armed Forces Institute is now setting up machinery to provide this kind of evaluation of the educational experience of men in the Army and Navy. Utilization of this machinery by schools and colleges is essential to their effective participation in a post-war educational program for ex-service people.

Within the limits of military necessity which it accepts as completely controlling, the Committee feels that young men and women who have clear-cut and feasible plans to get ahead with their education after discharge should be given as much preference as possible in securing this discharge. Also, the Committee feels that if post-war education for ex-service men and women is to be provided, provision must be made for the early discharge of competent young teachers and administrators. The Commission on Liberal Education of the Association of American Colleges has pointed out the need which will arise immediately after the war for a large number of good teachers.

GENERAL SERVICES ADMINISTRATION



National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
HYDE PARK, N. Y.

From the Papers of

Samuel I. Rosenman

8 POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL

Discharge plans for these persons must, of course, take into consideration the educational needs of the armed services themselves following the end of hostilities.

Responsibilities of civilian institutions.—Although the Army and the Navy can be expected to make a substantial contribution to overcoming the wartime educational shortage, your Committee recognizes that civilian leadership can be made toward solving this problem until demobilization. Then the solution will involve a civilian educational and training undertaking unprecedented both in its magnitude and in the educational design required. For example, many young people, including some of the ablest, have gone from high schools to the armed forces. If they do not carry on their education after the war it is obvious that we shall be wasting much of our best material for fine leadership.

However, it is equally obvious that the young men and women returning from service will not be willing to resume their studies in the social environment provided by the typical high school which they left to join the armed forces. Hence, if they are to be put back on the educational track educational programs which take proper account of their age and military experience and of the attitudes flowing from them must be devised, together with courses of study adapted to the special educational requirements of ex-service people. The courses of study must include, no doubt, a streamlining which will give full weight to the natural impatience of men and women who have been in the service for a considerable time to get ahead with their education with all possible speed.

Here, beginning right now, is work to tax to the fullest the educational leadership of our country. As one of a number of moves to enlist this leadership we have invited a committee of educators to submit recommendations on how our schools and colleges and universities can best prepare themselves, in terms both of course adjustments and of guidance programs, to handle the educational problems of ex-service people.

II

Financial provisions.—While it is obviously necessary to have an educational program designed to enable the Nation to overcome rapidly the educational shortages created by the war, it is also necessary to make arrangements under which ex-service men and women will be financially able to participate in this plan to the degree necessary to overcome the shortages. Even if nothing is done to consider the number of young men and women now in the armed forces will have private resources enabling them to resume their education after the war. The number of such persons, however, represents only a fraction of those whose education must be continued if we are to fill the educational gap created by the war. Among those lacking the means to get ahead with their education after the war will be many of the ablest and most promising of the Nation's youth—young people who, because of their mental capacity, their character and personality, would with proper training be capable of assuming positions of leadership. Provision of financial aid to secure appropriate educational opportunities for these young people seems to your Committee a proper function of the Government. The need for such aid is not new; it has, however, been raised to special prominence by the effects of the war.

POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL 9

Specifically the Committee has concluded that the Federal Government should make it financially feasible for every man and woman who has served 6 months or more in the armed forces since September 16, 1940 (the date the Selective Service Act became effective) to have a maximum of 1 calendar year of education or training, beginning not later than 6 months after he leaves the service, if he wants it and is admitted to an approved educational institution. In addition, the Committee believes it should be made financially possible for a limited number of exceptionally able ex-service personnel (the number to be apportioned among the States according to the numbers of service personnel coming from those States) to carry on their education for a period of 1, 2, and in some instances as much as 3 additional years, provided—

1. That completion of the courses they are taking will serve to meet recognized educational needs;
2. That by superior performance on a competitive basis they have demonstrated the likelihood that they will profit from these courses; and
3. That they continue to make satisfactory progress in the courses and to give promise of future usefulness.

During the first year after discharge the financial arrangements we have in mind would provide every ex-service person taking advantage of them as a full-time student, first, with his tuition and fees¹ at an approved institution of his choice to which he had secured admission; and, second, a sum of \$50 a month in the case of single persons, and \$75 a month in the case of married men, with an allowance of \$10 for each child, to meet living expenses while he or she is attending school. Ex-service personnel enrolling as part-time students under this plan should be allowed tuition and other school fees.

For the limited number chosen, as a result of their special qualifications and accomplishments, to go ahead with additional years of education needed to bring the country back to a pre-war educational par, the financial arrangements would be the same, with the added provision of Federal loans to a maximum of \$50 a month for those finding it impossible to meet their expenses with the grant provided.

With the students enrolled during their first year after discharge and for the smaller number selected for advanced study, the Committee suggests that grants for maintenance should be paid directly to each student and that tuition fees should be paid to the institution in which the individual is enrolled.

The primary objective of these financial arrangements, as is true of all the efforts of our Committee, is to do what is necessary to overcome the educational shortages created by the war. However, in making it possible for all members of the Army and Navy with 6 months or more of service to pursue an educational course for a year after their discharge, we also recognize that such an arrangement would simplify the problem of demobilizing our armed forces. It is generally agreed that if the demobilization of an Army and a Navy of the magnitude now contemplated is to be carried out smoothly, there

¹The determination of the amount which should be paid for tuition and fees is necessarily difficult. The Committee has concluded that it is necessary to leave considerable administrative freedom in the arrangements to be made with the present. It suggests, however, that a sound policy in the matter of tuition fees in approved educational institutions would be to limit the amount to be charged to the cost of half-tuition or out-of-pocket expenses. In the case of privately supported institutions, it suggests that tuition and fees be those normally charged to other students.

GENERAL SERVICES ADMINISTRATION



National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
NYC PARK, N. Y.

10 POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL

is likely to be need of a variety of devices to cushion the return to civilian employment by ex-service personnel. There have been numerous proposals that such a cushion be created by holding young men and women in the armed forces while letting them use their time to go to school. Where military necessity demands their retention in the Army or Navy but where there is time available for schooling, we certainly think that appropriate schooling should be provided by the armed forces. Where, however, military necessity is not a governing factor, we believe that service personnel should be demobilized as rapidly as possible, and that responsibility for their educational direction should be transferred to civilian institutions.

This transfer, it should be noted, will have the advantage not merely of placing major responsibility for the post-war educational program where it properly belongs, but of keeping the cost of this program for ex-service personnel within manageable bounds. The total cost to the Government of maintaining a man in an educational institution for 1 year will be approximately \$900. The estimated cost of maintaining an enlisted man on active duty for 1 year, exclusive of ordnance and overcoat, is approximately \$1,500.

At present we have no way of knowing how many ex-service men and women will take advantage of the educational opportunities we would provide in the post-war period. In the first place, we do not and cannot know how many men and women the armed forces will ultimately mobilize. Also, we have no way of knowing when the war will end, and hence how extensive will be the educational gap created by it. However, it seems a reasonable assumption that if the Nation mobilizes an Army and Navy of about 12,000,000, a minimum of 1,000,000 may be expected to be interested in resuming interrupted courses of education or in applying to new educational courses abilities uncovered and developed by their experience in the armed forces. Should demobilization begin in 1945, it seems likely that the Army's and Navy's share of the educational deficit will be relatively well overcome if 200,000 ex-service personnel are enabled to carry on their education for a second year after discharge, approximately 165,000 for a third year, and about 150,000 for a fourth year.

These figures are smaller than our estimates of the total educational deficit which will have accumulated by 1945. The Committee has made these figures smaller than the total estimated partly in recognition of the probable desire of ex-service personnel to complete their education more rapidly than in normal years by taking accelerated programs, but more particularly because it is convinced of the desirability of limiting financial aid beyond the first year to those men and women who demonstrate unusual promise and ability. In addition, it has assumed that a share of the total deficit will be made up by the further education of young men and women whose schooling has been interrupted by the war program but who have not served in the armed forces.

Of course, these figures must be recognized as completely subject to change by conditions which may later grow out of the war. They are presented simply as the best we can do at this juncture by way of indicating the magnitude of the educational problem with which the Nation must be concerned. We shall know more about the size of this problem when studies which we have already launched are completed.

From the Papers of

Samuel I. Rosenman

POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL 11

In relation to the expenditures for war which the Nation is now making, the expenditure which we propose for educational rehabilitation is relatively small. The total cost of this program would be approximately \$1,000,000,000. This is only four-tenths of 1 percent of the total cash appropriations and contract authorizations for the Army and Navy Establishments alone for the years 1942, 1943, and 1944. However, we are acutely conscious of the fact not only that the suggested expenditure is large in absolute terms but also that the expenditure will need to be made at a time when the country will have been very severely strained economically by the cost of the war and when there is likely to be strong public agitation for financial retrenchment.

Therefore, we have considered with the greatest care other financial arrangements which might overcome the educational shortages created by the war. In this connection we have weighed the possibility of financing an adequate volume of post-war education of ex-service people solely by loans, or by a combination of grants for a first year and loans for subsequent years. Also, we have examined carefully the feasibility of limiting financial aid to those men and women establishing a clear-cut need for it.

We have rejected both a program based chiefly on loans and a program based chiefly on financial grants contingent on a showing of need, because we have concluded that either of these programs would discourage many of the ex-service people most capable of helping to overcome the national educational deficit, from doing so. With respect to loans in particular, we have believed that a program which would saddle young men and women with relatively heavy indebtedness at the outset of their careers would (even if they would accept it, as many of the best of them would not) be of doubtful wisdom. Also, we have been of the opinion that pressure to cancel in whole or in part any large-scale loans which might be made would probably result later in turning these loans into grants without having secured for the Nation the benefits of broad participation which would have accrued from grants in the first instance. By contrast with these disadvantages, we believe that a system of grants supplemented by small-scale loans will enable qualified ex-service people to move toward their educational goals without becoming saddled by an excessive burden while at the same time not providing financial aid so generous as to make the pursuit of an educational course economically attractive in itself.

Duration and types of training.—Your committee has had as a major objective the limitation of grants, in terms both of monthly stipends and of total duration, to the minimum amounts necessary to get the educational job in question done. With respect to the duration of grants, it first considered carefully the possibility that by granting all ex-service men no more than 1 year of education, the educational deficit incurred by the Nation during the war could be overcome. It found that great headway could be made during this year, particularly if the content of courses designed to meet vocational objectives were broadened so as to create appreciation of the social and political setting in which vocational activities are carried forward. With the latter end in view, we are asking certain committees already studying the situation to suggest possible adjustments of vocational courses which are certain to attract ex-service people in large numbers,

GENERAL SERVICES ADMINISTRATION



National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
HYDE PARK, N. Y.

12 POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL

so that these courses may make a larger contribution to the obvious post-war need of civic education.

However, it has become clear that 1 year will not suffice to offset the educational deficit created by the war, either in the field of liberal education, upon the adequate diffusion of which our society depends in peculiar degree for its stability as well as its leadership, or in vocational fields of professional education, where the war has sharply curtailed the numbers of persons being trained. It is to meet this situation that, for a limited number of men and women who are specially qualified, grants making possible a total of 4 years of education after discharge are recommended.

We anticipate that the educational opportunity to study for 1 year, which we would make available to all ex-service men, would be used to carry out the more diverse educational undertakings. Some of the 1-year students would not doubt be traversing the highest reaches of postgraduate courses, while at the other extreme men whose military service had made them peculiarly aware of the disadvantages of illiteracy would be spending their time on the most elementary education. The men and women selected to carry on their studies beyond the first year after discharge we should expect to find studying largely, though not exclusively, in colleges, professional schools, and postgraduate schools, where we believe it particularly important to have a substantial percentage of the most gifted devoted to studies designed to provide liberal education. If for no other reason than the urgency which most ex-service people will feel to get jobs and get established after the war, we anticipate that their educational inclinations will run strongly in favor of what is commonly characterized as practical training.

From the point of view of the Nation, it is equally practical to insure that the ex-service group, some of whose members will inevitably have been completely out of touch with the normal workings of the democratic scheme of life over extended periods, shall contain a large measure of people extensively schooled in civic and liberal education. To this end steps should be taken to interest business, industrial, agricultural, and labor groups, which we believe have a peculiarly vital stake in it, in the successful handling of this problem. In suggesting such steps the committee has no intention of depreciating the importance of continued vocational and professional education, which must be both extended and accelerated after the war to meet educational deficiencies caused by the war. It simply emphasizes the obvious fact that to secure at the same time stability and constructive leadership, the Nation must have in the ex-service group a large number of men and women who have had broad civic and liberal education as well as specialized vocational preparation.

Administrative arrangements.—In considering administrative arrangements for the program it proposes, your Committee has had as its primary objective the provision of arrangements which will get the program carried out with an absolute minimum of administrative overhead. In addition, it has been governed by the conviction that in the post-war processes of education for ex-service men the traditional State and local control of education should be fully respected, and that the Federal Government should not inject itself into these processes beyond the degree necessary to assure that the funds it may make available are providently spent. The Committee has

From the Papers of

Samuel I. Rosenman

POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL 13

always borne in mind, moreover, the fact that the educational institutions themselves, in the final analysis, must be responsible for the most important part of the program—the actual guidance and teaching of former servicemen and women.

To meet these various conditions, the Committee believes that—

1. The Federal Government should undertake to gather information regarding the desire for further education of ex-service personnel, to provide and disburse funds, to set general policies to assure uniformity of procedure, to develop necessary interstate relationships, and to set quotas for training beyond the first year;

2. The States should be given responsibility within their borders for making up lists of approved institutions on the basis of policies established by the Federal Government, for determining that adequate guidance is available to the individual regarding possible educational opportunities, for stimulating educational institutions to prepare appropriate programs, for working out plans of institutional relationships, and for certifying individuals to the Federal Government for financial help; and

3. Individual educational institutions should provide the educational guidance needed by their students, pass upon students' qualifications for admission, carry on the educational program which ex-service personnel need, and report to the State authorities on each individual's progress.

The Committee believes that the administration of the first-year program can and should be kept simple. While the States should be responsible for certifying individuals to the Federal Government for financial help, the only requirement need be that each individual shall have served honorably for at least 6 months in the armed forces and shall have been admitted to an approved educational institution.

Choosing the individuals to receive financial help from the Federal Government for education beyond 1 year will necessarily be more complicated. This will involve the establishment of national quotas, the assignment of subquotas to the States on an equitable basis, and the selection by the several States of individuals who have demonstrated their ability and whose further education gives promise of contributing to the elimination of the educational gap caused by the war.

With these problems in mind the Committee has looked for the best machinery to meet the need. The Federal machinery could be set in operation either under an existing agency of the Government or through a new agency created for the purpose. The Committee recognizes that there are tenable arguments for both alternatives. It further recognizes the impossibility of foreseeing all, or perhaps even a majority, of the administrative problems which must be met and on which the wisdom of any decision made now must inevitably depend. On the basis of the evidence presently available, however, the Committee believes that it is justified in proposing that such operations as the Federal Government will need to conduct in the furtherance of an educational program for ex-service personnel be organized within the framework of an existing agency rather than through the establishment of an entirely new agency.

GENERAL SERVICES ADMINISTRATION



*National Archives and Records Service
FRANKLIN D. ROOSEVELT LIBRARY
HYDE PARK, N. Y.*

14 POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL

Recommendations for immediate action.—Therefore, the Committee recommends that there be created immediately within a permanent Federal agency an office to assist State authorities in the development of educational and training programs for ex-service personnel. The Committee recommends that there be appointed an advisory council to work with this office, representing both the public at large and the various types of publicly and privately supported educational institutions providing education for ex-service men and women.

The responsibilities of the proposed office, as your Committee sees them, should be to—

1. Secure from the armed forces all possible information regarding the educational needs and educational goals of service personnel, and information regarding the demobilization plans of the Army and Navy.

2. Provide necessary liaison between the educational activities of the armed forces and those of the States.

3. Cooperate with other appropriate Government and non-Government agencies to the end that—

- (a) A complete picture of the existing resources for vocational and semiprofessional education and training throughout the Nation may be obtained, and these resources may be strengthened wherever necessary through action by the appropriate authorities.

- (b) A similar picture of the resources of institutions of higher education may be obtained and procedures developed to assure adequate education at this level.

- (c) Standards and procedures may be developed, with due regard for the judgments of educational, professional, and vocational accrediting groups, whereby the States may determine which educational institutions are to participate in the program.

4. Develop, through the machinery of the several States or a combination of these States, agreements between institutions for specialization with respect to their educational programs, in order to assure effective coverage of all needs, to promote efficient institutional administration, and to avoid duplication of facilities.

5. Prescribe the necessary rules and regulations under which ex-service personnel eligible for continued education may obtain the assistance made available by the Government.

6. Assure that qualified ex-service personnel have opportunity to attend approved institutions outside the States in which they reside, if they so choose, and are admitted.

7. Establish quotas for training after the first year and apportion the subquotas to the several States.

8. Disburse such grants and loans as may be authorized for the education of ex-service personnel.

The Committee also recommend that you urge the Governor of each State to designate or create as promptly as possible an agency within the State, so constituted as to be broadly representative of the

From the Papers of

Samuel I. Rosenman

POST-WAR EDUCATIONAL OPPORTUNITIES FOR SERVICE PERSONNEL 15

types of educational institutions concerned with the program and of the general public, and qualified to—

1. Assist individual institutions within the State in the development of educational programs which will best meet the needs of ex-service personnel and of the State as a whole.

2. Select educational institutions qualified to give the educational training needed by ex-service personnel, and approved by the recognized educational, professional, and vocational associations.

3. Organize (wherever possible through the educational institutions themselves) a guidance program adequate to assure that each individual can find out what educational opportunities are available, for what kind of further education he is fitted, and how his training may be made to relate to the national needs caused by the deficit of educated persons resulting from the war.

4. Recommend to the Federal office, on the basis of such policies and regulations as may be set forth, individuals qualified to receive financial assistance.

If, Mr. President, you approve in general the program outlined by this report, we presume that you will make it the basis of a message to the Congress and that the Congress thereafter will consider legislation to carry out this program. In the course of preparation of legislation and subsequent hearings we anticipate that improvements and refinements on the program here outlined will be devised. We would hope to contribute to this process, particularly as a result of supplementary studies which have already been initiated by the Committee and other studies to be undertaken. We believe, however, that the broad outlines of the program we have presented will stand on a sound basis "for the taking of steps to enable young men whose education has been interrupted to resume their schooling and afford an equal opportunity for the training and education of other young men of ability after their service in the armed forces has come to an end."

It is on this basis that this report is submitted.

○