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ABSTRACT

Since May 7, 1947, the Tuition Assistance (TA) Program has been the principal vehicle for helping enlisted active duty servicemembers afford the costs of participating in college programs and courses. Data from recent studies indicate strong and consistent associations between participation in the TA program and retention in the military as well as a strong correlation between participation and enlisted promotions. A historical search of legislative actions shows Congress's clear endorsement of the military's initiatives to provide voluntary adult and continuing education to servicemembers--education that is "in addition to" military training. A long and continuous chain of enabling legislation allows the military to use Department of Defense (DOD) appropriated funds for payment of tuition for off-duty training or education. The TA program is integral to the Voluntary Education Program for Military Personnel as presented in a DOD directive that military services implement by establishing and maintaining voluntary education programs within their specific services. Efforts are underway in some major Army commands to mingle education and training functions. If funds and personnel resources appropriated by Congress for the voluntary education programs in the military services are used strictly for military training purposes, adult and continuing education in the military has been co-opted. (The document includes the following attachments: pertinent U.S. Code sections, excerpts of Congressional hearings and reports, the DOD directive, Army regulation 621-5 and a paper, "The DOD Tuition Assistance Program," by David Boesel and Kyle Johnson.) (YLB)

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The Tuition Assistance Program in the Military

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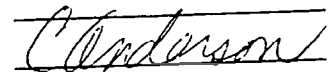
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- 2. War Memorandum No. 85-40-1 , 7 May 1947, with Change 1, dated 2 February 1948**
- 3. Senate Report 1336 (83-2) *Armed Forces Information and Education Programs***
- 4. Excerpts from *Subcommittee Hearing on S.3401, to Authorize the Furnishing of Information, Radio, and Television Entertainment, and Civilian Education for Personnel in the Armed Forces, and For Other Purposes, House of Representatives, Committee on the Armed Services, Subcommittee No. 3, Washington, DC, Monday, June 21, 1954***
- 5. Title 10, *United States Code*, Section 2007**
- 6. DoD Directive 1322.8, *Voluntary Education Program for Military Personnel***
- 7. Army Regulation 621-5, 1 April, 1989 (excerpts only)**
- 8. Excerpts from Defense Manpower Data Center *The DoD Tuition Assistance Program: Participation and Outcomes* (Executive Summary and Section III: Tuition Assistance in the Army)**

The Tuition Assistance Program in the Military

by
Clinton L. Anderson

Introduction

The Tuition Assistance (TA) Program has been the principal vehicle for helping enlisted active duty servicemembers afford the costs of participating in college programs and courses since May 7, 1947. The significance of the TA Program is that servicemembers have the means to participate in college courses at minimum costs without depleting the Veterans Educational Assistance benefits that the servicemember may be entitled to receive. The level of support for Tuition Assistance is a clear barometer of a military service's attitude toward educational development: when Tuition Assistance is reduced, enrollments decline. When it ceases, their soldiers, sailors, airmen, or marines simply feel that they cannot afford to go to school.

The TA Program began by providing 100 percent of the tuition for military personnel enrolled in accredited institutions. Because of budgetary and other considerations, the U.S. Congress quickly placed limitations on percent of tuition that the military could pay. Currently, Congress limits payment of tuition assistance to 75 percent with up to 90 percent for enlisted soldiers in grades E-5 and above with less than 15 years of military service. The Services can reduce the percentage of tuition assistance below the maximum allowed by Congress and place additional restrictions on the payment of tuition assistance due to fiscal necessity. In instances where specific military services have attempted to eliminate tuition assistance or drastically reduce the percentage of payment, storms of protests have arisen from thousands of servicemembers. Generally, the Military Departments and Services maintain the 75 percent payment rate.

Data from recent studies indicate that there is a strong and consistent association between participation in the Tuition Assistance Program and retention in the military, and strong and significant correlation between participation in the TA program and enlisted promotions (Boesel & Johnson, 1988). In a special Navy Report regarding the Tuition Assistance Program, the two major conclusions were:

Seventy-five percent of the TA users are prime retention candidates in the E-4 to E-6 pay grades. For example, the average TA user has been in the Navy over six years and has completed almost two years of college credit since enlistment.

The availability of TA was cited by a majority of the users as an important factor in their decisions to enlist and reenlist in the Navy; for many it was the deciding factor, TA is perceived as an entitlement or right. Reductions in the level of assistance, as with any other benefit, have a negative impact on morale, consequently, the incentive to stay in the Navy (Naval Training Systems Center, 1988, p. 5).

Legislative Intent and Statutes

Based on a historical search of legislative actions, it is clear that Congress has endorsed the military's initiatives to provide voluntary adult and continuing education to servicemembers that is "in addition to" military training. Evidence includes a long and continuous chain of enabling legislation allowing the military to use DoD appropriated funds for payment of tuition for off-duty training or education. The military requested

and received permanent authority for the tuition assistance program to help servicemembers participate in academic and vocational subjects in order that they may “(1) improve their value to the service; (2) have an opportunity to continue civilian education while in the service; and (3) make profitable use of their spare time.” (*Subcommittee Hearing on S.3401, to Authorize the Furnishing of Information, Radio, and Television Entertainment, and Civilian Education for Personnel in the Armed Forces, and For Other Purposes, House of Representatives, Committee on the Armed Services, Subcommittee No. 3, Washington, DC, Monday, June 21, 1954*)

Statutes show Congressional concern that servicemembers, while in service, be “given the opportunity to study and receive instruction upon educational lines of such character as to increase their military efficiency and enable them to return to civil life better equipped for industrial, commercial and general business occupations.” (Title 10, *U.S. Code*, Section 1176.) In other words, it was Congress’ intent that the military can and should provide adult and continuing education to active duty servicemembers that (1) will support their military duty performance, (2) will assist military personnel management (recruitment, retention, promotion, and qualification for job training), (3) will aid in transition from military to civilian life, and (4) will encourage fulfillment of the individuals’ aspirations for academic education by wisely using their leisure time.

While lawmakers clearly felt that education would enhance military effectiveness as a complement to the military training that the services provided separately, no evidence was found that Congress intended tuition assistance be integrated with military training or restricted to military-related subjects. On the contrary, opportunity for servicemembers to participate in academic and vocational subjects is definitely to be provided “in addition to” military training, not as part of military training.

A more detailed historical profile of legislative actions follows:

1778: In 1778 General George Washington recognized the need for providing basic academic instruction to illiterate, convalescent soldiers following the bitter winter at Valley Forge (Wilds, 1938). The purpose of this instruction appeared to have nothing to do with requirements for literacy to perform military jobs. Instead, it was aimed at providing enlisted men with the ability to read their Bibles in hopes of spiritual enrichment and a better life in the future.

1839: Chaplains were formally charged with the education responsibility. (Duffy, 1983) Washington’s initial efforts were later incorporated into an 1839 statute permitting “the administrative council at each Army post to hire a chaplain who also act as a school master.” (White, 1963, p. 479)

1866: During the Civil War, a number of educational activities were implemented for the benefit of “Negro enlisted men.” (Bahney, 1968) But after the War these educational activities languished. An important step in the establishment of an organized system came on May 2, 1866, when Representative James A. Garfield, long a friend of education, proposed legislation requiring the establishment of “post schools.” Instruction in those schools was to be “in the common English branches of education” and especially in United States history. Garfield’s stated purpose of such schools was to instill patriotism and provide enlisted men with cultural opportunities as well as to reduce crime and vice rates by eliminating idleness, the parent of all wickedness. (Congressional Globe, 39 Cong., 1 Sess., p. 2350.) This proposal was incorporated into the Army Reorganization Bill which also stipulated that the post or garrison commander would be responsible for providing a suitable room or building (United States Statutes at Large, XIV, p. 336)

1916: The foundation of current in-service voluntary education programs can be traced in the Army to a June 3, 1916 provision in Title 10, Section 1176, authorizing "instruction of soldiers in addition to military training:"

In addition to military training, soldiers while in active service shall hereafter be given the opportunity to study and receive instruction upon educational lines of such character as to increase their military efficiency and enable them to return to civil life better equipped for industrial, commercial and general business occupations. Civilian teachers may be employed to aid the Army officers in giving such instruction, and part of this instruction may consist of vocational education either in agriculture or the mechanic arts. (Page 736, *United State Code 1946 Edition*, enclosure 1)

1947-1948: War Memorandum No. 85-40-1, 7 May 1947, with Change 1, dated 2 February 1948, is often cited as the forerunner document delineating policy on payment of tuition for extension courses taken by military personnel at a nearby accredited school or college during off-duty time. (See enclosure 2) At first, authorization was for 100 per cent payment of tuition, but Change 1 quickly reduced this authorization to 75 percent.

1952- Temporary Congressional authority for the conduct of the information and educational activities was given with respect to the Army and the Air Force in the act of June 5, 1952, in the following language:

The Secretary of the Army is authorized, out of any moneys available for the Department of the Army, to provide for entertainment and instruction in connection with the welfare of enlisted personnel. (Act cited in Senate Report 1336 (83-2) 11729)

1954- Senate Report 1336 (83-2) *Armed Forces Information and Education Programs* cites the purpose of the legislation was "to provide statutory authority to the three military departments for the conduct of information and educational activities for military personnel." Department of Defense previously had only temporary authority without uniformity among its departments. With respect to the Navy and the Marine Corps, the only authorization for the conduct of information and education programs was contained in annual appropriations acts. Senate Report 1336 (Enclosure 3) states:

The witness from the Department of Defense pointed out that the Department wishes to continue to provide its military personnel with opportunities to increase individual ability through training and education....

The Subcommittee Hearing on S.3401, to *Authorize the Furnishing of Information, Radio, and Television Entertainment, and Civilian Education for Personnel in the Armed Forces, and For Other Purposes*, House of Representatives, Committee on the Armed Services, Subcommittee No. 3, Washington, DC, Monday, June 21, 1954, provides a record of the testimony of Major General H.N. Hartness, Department of Defense Witness in support of an act to authorize the furnishing civilian education for personnel in the Armed Forces, and for other purposes. Excerpts from his testimony follow:

I am sure all of you are thoroughly in agreement that our service personnel must be well informed. When they come into the service they experience many changes from their former lives; they have been separated from their families and friends; they are in new surroundings, in a new setting; they undergo rigorous training; they may be committed to immediate participation in military action if the situation demands it. They have a right to know why all this has happened to them. They must have a clear

understanding of the principles of the democracy they have been called upon to defend. And they must be fortified against enemy propaganda.

The education phase is designed to provide a program of academic and vocational subjects in order that service personnel may (1) improve their value to the service; (2) have an opportunity to continue civilian education while in the service; and (3) make profitable use of their spare time.

The educational opportunities made available by the Armed Forces have proved their worth from three points of view. The service profits by the man's improved performance of duty and his increased capability for the assumption of greater responsibility. The man himself increases his chances of promotion; improves his prospects for civilian life after his service is completed; continues, though at reduced speed, his civilian education program; and makes profitable use of time that might otherwise be wasted or misused. The Nation benefits, since our democratic form of government requires educated citizens in the armed services as well as in civilian life.

Later, in answering a question asked by Congressman Wilson, MG Hartness indicated that the appropriations for off-duty education is "not part of his (service member's) military training." (p. 5095) Congressman Wilson later expressed his support for this program by saying:

It seems to me that this program is a good encouragement to the GI benefit program. We have been talking about the drop in enlisted men rates, and I think this sort of program might very well keep men in the service as long as they have this partial payment by the Government and some encouragement by the Government to complete their education. (p. 5101)

Based at least in part on this testimony, the Congress authorized on May 13, 1954, the furnishing civilian education for personnel in the Armed Forces through tuition assistance funding. (See Enclosure 4 for a partial text of MG Hartness' testimony.)

1991- Title 10, United States Code, Section 2007, provides the current legal basis for the payment of tuition for off-duty training or education. (See Title 10, Section 2007, as shown in both the 1991 and 1990 United States Code Annotated, Supplementary Pamphlets at enclosure 5.)

DoD Policy

The Tuition Assistance Program is integral to the Voluntary Education Program for Military Personnel as presented in DoD Directive 1322.8, July 23, 1987. Military Services implement this Directive by establishing and maintaining voluntary education programs within their specific Services. DoD Directive defines "Tuition Assistance" as follows:

Funds provided by the Military Services to active military personnel to pay a portion of the charges for voluntary education programs.

"Voluntary Education Programs" are defined as "programs of study in which Service members elect to participate." Enclosure 2 of DoD Directive 1322.8 provides additional direction to the military services with regard to the establishment of "Voluntary Education Programs:"

Each Military Service shall establish comprehensive voluntary education programs that encompass a broad range of educational experiences including, but not limited to, functional skills development, high school completion programs, occupational/technical programs, and associate, baccalaureate, and advance degree programs.

The Military Services shall provide support essential to operating an effective voluntary education program. (p.2-1)

DoD Directive 1322.8 states that it is DoD policy to:

- a. Establish voluntary education programs to provide opportunities for Service members to achieve educational, vocational, and career goals.
- b. Allow Service members, subject to the requirements of military duties, access to educational opportunities available to other eligible citizens.
- c. Provide equal access to, and support of, educational opportunities for all Service members. (p. 2.)

(The full text of DoD Directive 1322.8 is at enclosure 6.)

Service Policy and Practice

A historical review of the voluntary education program within the military services reveals that the program proponent has traditionally rested in the human development, information, personnel staff family. The military services have kept the education staff function separate from military training and have generally avoided co-mingling of education and training funds and personnel resources. Based on recent data, tuition assistance has had the most impact on blacks, women, middle-management enlisted personnel who are "above average" in intelligence and abilities.

Program implementation has generally been aimed at (1) enhancing the servicemembers' professional development, military effectiveness, and leadership abilities, (2) preparing servicemembers for positions of greater responsibility in the service, (3) preparing soldiers for productive post-service careers and (4) increasing servicemembers' self-esteem and motivation for continued learning. In no known incident has a military service purposely excluded any one of these objectives or designed funding limitations or mechanisms to favor one of these objectives to detriment of or the exclusion of the other objectives. Though there have been recent attempts to redirect TA policy to focus exclusively on coursework recommended by training proponents, the military services have not in the past co-opted tuition assistance appropriations for purposes of supplementing military training at the expense of the other education program objectives.

A short historical profile of the Army voluntary education program follows:

1917-1918 During World War I education opportunities for members of the American Expeditionary Force were provided by the Young Men's Christian Association (YMCA). The Chaplains continued being the Army proponent agency for voluntary education until the establishment of the Morale Branch of the General Staff of the War Department just before the end of World War I. (Munson, 1921)

1941-1956. On March 14, 1941, a small education element began functioning as part of the Morale Branch of the Army. Between September 1941 and October 1943, the Information and Education Program of the Army was developed. On October 25, 1943 the staff proponent for education within the Army shifted to the Director of Military Training. This arrangement lasted only a few weeks when on November 10, 1943, education was reassigned to the jurisdiction of the Director of Personnel and later to the Chief, Information Office (CINFO). (Strehlow, 1967)

A review of Army Regulations beginning with AR 85-10, 23 March 1948, indicates a general consistency among the objectives of the Army Education Program with those presented in testimony before Congress by MG. Hartness. For example, the stated objectives of the Army Education Program listed in AR 85-10 were:

- a. Provide the education necessary for the soldier to perform his assigned duties efficiently, and to enable him to understand the significance of those duties in relation to the function of his unit and the over-all mission of the Army.
- b. Enable the soldier to meet the educational requirements for promotion.
- c. Provide continuing educational opportunities for the soldier.
- d. Assist the soldier to employ his leisure time profitably and to satisfy his intellectual interests. (p. 1)

AR 355-5, 11 May 1949, defines the term Army Education Program "as that part of the educational system of the Army which is devoted to instruction in subjects normally taught in civilian academic and vocational institutions for the purpose of raising the educational level of the individual, and which is not a part of the training programs established to meet military requirements." (p.1)

1956-present In 1956, the proponent agency was changed to the Army Deputy Chief of Staff for Personnel (DCSPER) where it still remains. Only for a few weeks during World War II has the primary Army staff responsibility for voluntary education ever fallen under an Army director of military training. Even though staff ties have continually existed with Army training elements, particularly at major command and installation levels, Headquarters Department of the Army has maintained voluntary education as a separate staff function tied directly with personnel management, morale, human development, and information. Numerous Army staff studies and reports have been periodically prepared and presented on whether Army voluntary education (currently known as the Army Continuing Education System (ACES)) should remain as part of the Personnel Family or be integrated as part of military training. In each case the decision has been to keep it separate as a "Personnel Function." Colonel Robert N. Waggener, Director of Education at Headquarters Department of the Army, wrote in a 1976 Army Decision Memorandum:

To be successful the education system must be integrated with the military personnel management function and be a direct support of the recruiting effort. Additionally, and perhaps more importantly, it must be perceived by individual soldiers as both voluntary and personalized in nature. This is reflected in recruiting publicity and we should, at all costs, maintain the credibility of our advertising. We must not inadvertently create the perception that education 'is just another Army training program.' (Waggener, p. 2)

AR 621-5, 20 February 1957, (the first Army Regulation with the voluntary education program within the jurisdiction of the Army DCSPER), provides the following guidance regarding tuition assistance:

Partial payment of tuition costs for voluntary off-duty study will be limited to required courses of functional importance to the military profession in accredited high schools, junior colleges (non-terminal curricula only), and 4-year degree-granting colleges. Courses of functional importance to the military profession are those comprising the subject matter fields of the academic curriculum of the United States Military Academy as well as those authorized in various regulations of the 350-series, pertaining to the training (schools) of military personnel in civilian educational institutions. See column 2, 3, or 4 of Part I of Accredited Higher Institutions, United States Office of Education. (p.17)

This Army Regulation that established policies and authorized funds for "the general educational development of military personnel" gave as one of its guiding "principles:" Commanders who personally concern themselves in the general educational development of their personnel contribute importantly to the Department of the Army's personnel quality and prestige objectives." (p. 2)

David C. Berry, in his 1974 book *Higher Education in the United States Army*, cited a number of ways higher education helped the Army and improved its image in the civilian community. Specific contributions of the voluntary higher education program to the Army include:

- Increasing the soldier's military competence;
- Improving the soldier's military leadership;
- Improving the soldier's job performance;
- Improving the soldier's morale;
- Improving the soldier's ability to meet the Army's global responsibilities;
- Improving the attractiveness of a career in the Army; and
- Improving the image of the Army.

Berry also cites two specific contributions to society made by having higher education programs in the Army:

- A more highly educated citizen; and
- Increasing the soldier's post separation employability.

With the planning and advent of the all-voluntary force in the first half of the 1970's, the voluntary education program received increased visibility. In a 1973 study entitled *The Army Education Program in the Volunteer Environment* found that "opportunities to continue education" had the "highest overall effect on for both officer and enlisted personnel" regarding their attitudes on whether to stay in the Army or leave the service. (p. III-18) This study concluded that : "The vast array of educational opportunities offered by current educational programs are vital to the success of accession and retention

programs and they directly influence the ability of the army to achieve an all volunteer force. " (p.III-19)

The August 7, 1979 Army Policy Statement signed by Clifford Alexander, Secretary of the Army, and General E.C. Meyer, Chief of Staff, Army, along with recommendations for improvement of the Army Continuing Education System gave new energies to adult and continuing education in the Army. Recommendation L. stated that the Army should "increase educational opportunities for soldiers and dependents through the Servicemen's Opportunity College, skill-related education, apprenticeship programs, etc." Top Army officials spoke out for continuing education. For example, General John W. Vessey, then Vice Chief of Staff of the Army, listed the fundamental benefits derived from continuing education programs: (a) increased trainability, job proficiency and professional development, a direct return on investment; (b) awakening of service members to their own potential; and (c) an incentive that helps recruitment and retention of talent. (Department of the Army, Vessey Speech, April 7, 1981) This theme was restated in Change 2, AR 621-5 (1983) by stating that the Army Continuing Education System supports the individual by:

1. Enhancing the soldier's professional development, military effectiveness, and leadership abilities.
2. Preparing soldiers for positions of greater responsibility in the Army.
3. Preparing soldiers for productive post-service careers.
4. Increasing soldiers' self-esteem and motivation for continued learning. (p. 1-1)

The current Army Regulation 621-5 (dated 1 April, 1989; effective 1 May 1989, excerpts at Enclosure 7) cited ACES mission:

The ACES mission is to develop and implement a system of educational programs and services that facilitate the professional and personal growth of the soldier. (p.3)

It lists ACES goals as follows:

- a. To enhance combat readiness by supporting the training community with education programs.
- b. To improve the quality of the force by developing education incentives that supports recruitment, retention, and sustainment.
- c. To equip all soldiers to better contribute to society by providing education programs appropriate for every academic level.
- d. To enrich the quality of life in the military community by making ACES programs and services available to families and civilians.
- e. To increase the effectiveness of ACES by improving management and administration.
- f. To strengthen the delivery of ACES programs and services by expanding opportunities for professional development among the ACES workforce. (p. 3)

Tuition Assistance policy in this Army Regulation echoes ACES goals listed above with its "goal being relevance to Army readiness." It states that: "counselors, in concert with commanders, must be diligent stewards of TA funds by exercising care and judgment in determining which courses/programs have relevance and/or general value to the soldier's military job. Furthermore commanders must ensure that soldiers using TA have potential for continued service."

The Defense Manpower Data Center, in its May 27, 1988, study, provides the best overall data and conclusions regarding the use of tuition assistance within the military services. (See Enclosure 8 for Executive Summary and Section III: Tuition Assistance in the Army.) Major conclusions follow:

- There is a strong and consistent positive association between participation in the TA program and retention in the military. The association applies to both enlisted and officers....
- There is a strong and significant positive association between participation in the TA program and enlisted promotions....
- Judging from their courses titles, courses supported by Tuition Assistance funds are practical and work-related. (Courses in business, mathematics, English, social studies, computer and information science and psychology most frequently taken.)
- TA usage is much higher among enlisted members than officers.
- Blacks in the Army and Navy are more likely than whites to participate.
- Women are significantly more likely than men to participate.
- Enlisted participation for Army and Navy is highest at grades E-5 and E-6 (middle management NCOs/Petty Officers).
- Participation rates increase consistently with AFQT scores.

This study found sufficient evidence to "put to rest any doubts about the practicality of the courses supported by Tuition Assistance. TA-funded courses are, on the whole, solidly related to occupational and professional development."

Attempt at Redirection in Tuition Assistance Policy in the Army and Some Other Services

Bushell, D.S., et al, in their 1990 HumRRO study entitled *An Analysis of Overseas Postsecondary Education Services*, stated that United States Army, Europe (USAREUR) by limiting tuition assistance to educational programs that are military job-related may be violating Congressional intent. (p.69)

During Spring 1991 Headquarters Department of the Army circulated a draft revision of Army Regulation 621-5 that, if approved, would channel tuition assistance to disciplines that "relate to the soldier's career field or to the competency skills and knowledge that enhance soldier performance and career progression." (p. 5-1.) Enlisted, warrant officers, and officers' educational goals would have to be "consistent with" recommendations made by military trainers in their specific military career fields. No provisions are in the draft regulation for using tuition assistance for any programs or

courses aimed at preparing soldiers for productive post-service careers or for increasing soldiers' self-esteem and motivation for continued learning in any areas other than that prescribed by military trainers in the Army's training base. For example, the Commanding General of the U.S. Army Infantry Center at Fort Benning could, in effect, restrict tuition assistance to only academic and vocational subjects that he deemed directly related to professional and technical aspects of an Infantry soldier's career. This judgment would affect the off-duty, voluntary postsecondary education choices of the Infantry soldier wherever he was stationed and whatever duty he assigned for the rest of his military career.

Efforts are underway in some major Army commands to co-mingle education and training functions so that education services officers, specialists, and guidance counselors will assume military training functions thereby limiting, if not eliminating, their time and work aimed at providing voluntary education opportunities for soldiers.

Academic researchers have become alarmed over this change in direction. Meredith Ludwig and Holly Hexter, researchers at the National Center for Higher Education, in their 1991 report entitled *The Impact of the Military Drawdown on Student Assistance Programs*, recognized that "tuition assistance, which has been the chief vehicle for access to voluntary education for active duty personnel, will likely be altered in scope and focus." (p. 3) They wrote:

For its part the military seems to be turning its attention to linking education more closely to the training experience and to long-term employment preparation. Assistance resources and programs are being viewed in this framework. The result may very well be a shift in resources from the support of traditional education to self-directed education that can be applied to training goals. (p.1.)

The proposals to link continuing education within the military more closely to occupational specialty have reactivated a long standing debate about the purpose of service-sponsored voluntary education. In recent years, the programs have reflected the philosophy of the intrinsic value of a better educated force, and a full spectrum of programs and services have been offered to assist in the servicemembers' personal and professional development. In today's belt-tightening, however, it seems clear that the services' "corporate" needs will take precedence over individual ones. "The pendulum now appears to be swinging toward education linked to training," commented one military educator. "This change in philosophy will change the nature of educational opportunities within the military." Added another educator:

There is a real danger that as monies get shorter, education will be subordinated to training, so much so as to simply become an extension of training needs. The strongest argument against this development is that it will not prepare military personnel for life outside the military. Despite the fact that recruiting programs are going to have to emphasize educational opportunities even more heavily, the hazard is that education will simply get swallowed up by training. (pp. 16-17)

If funds and personnel resources justified to Congress and appropriated by Congress for the voluntary education programs in the military services are used strictly for military training purposes, adult and continuing education in the military has, indeed, been co-opted. The voluntary nature and the individual's quest for learning have been compromised. The Army's organizational training goal for the individual dictates his or her educational goal during off-duty hours throughout active military service of the servicemember.

Perhaps there is hope. Christopher Jehn, Assistant Secretary of Defense, Force Management and Personnel, at a meeting sponsored by the Office of Educational Research and Improvement, U.S. Department of Education, May 15, 1991, made a sharp distinction between military training resources (estimated at \$12 Billion per year) and Tuition Assistance (\$175 million per year) and the GI Bill entitlements as resources available to help servicemembers transition out of the military.

The Chairman of the Joint Chiefs of Staff, General Colin Powell, told the Army's Forces Command in 1989:

As commanders, we can all think of instances in which the value of continuing education has been demonstrated to us personally and professionally. We should reflect on that value as it pertains to our uniformed and civilian components.

Continuing education strengthens the foundation for training and improved job performance; it causes the force to develop intellectually, enhances promotion potential, and allows individuals to work toward personal and professional goals (Powell, 1990, p.1).

In a letter of 5 October 1990, addressed to every service member, General Powell reiterated his support for postsecondary education opportunities.

I support the DOD policy of providing postsecondary education opportunities for all active duty and Reserve Service members. I strongly advise you to take advantage of the voluntary education program to catch up with your education before you leave the military. The Military Services need well-trained, educated people. Your pursuit of higher education will not only enhance your military job performance and chance from promotion, but will also improve your job opportunities when you return to civilian life."

A proposal being staffed in the Army would encourage each enlisted soldier to establish an educational goal consistent with a Career Management Field Career Map dictated by the Army's Training and Doctrine Command proponent agency for that career field and then link tuition assistance with courses fulfilling that goal. For example, the Infantry soldier would be channeled into the educational goals established by the Infantry School. Unless the Infantry School is interested in the disciplines and degree programs that have some relevancy to civilian jobs, these soldiers would, in all likelihood, be denied access to programs through tuition assistance that would improve his job opportunities when he returns to civilian life. These restrictions on educational goals raise serious questions on whether a "voluntary" education will actually exist where individual learners make the critical decisions regarding their educational goals or will Army trainers dictate those goals and restrict use of funds appropriated by Congress for the "Voluntary Education Program," under Title 10, Section 2007, simply as part of military training.

Summary

The Tuition Assistance Program remains the principal funding mechanism for in-service college participation. As the military changes in the 1990s and this funding mechanism competes for scarce dollars within the military structures, advocates for voluntary education opportunities for servicemembers will be continuously challenged to assist in the retention of this program. Since voluntary postsecondary education is not commonly a high priority for the operationally-oriented military decision-maker, there will be

temptation to sacrifice **tuition assistance** as budget cuts are made or, more likely as in the case of the Army, to use these funds appropriated by Congress to supplement their \$12 billion military training budget. It will require wisdom and a genuine appreciation of the potential of education for commanders and senior civilians in the Defense Department budget process to realize that education programs are the foundation for combat training of the coming century and to co-opt these opportunities lessens instead of strengthening combat readiness.

When the going gets tough in the budget battles, as it inevitably will, this point of view must be advocated by those in military uniform, in the civilian Defense Department hierarchy and in Congress. General Powell's common-sense statements must be absorbed in a conscious strategy for future development of U.S. military personnel development. From the moment of recruitment and throughout the career of the U.S. servicemember, educational programs must be provided that broaden and deepen his or her understanding of not only the specific field of military expertise but also the world in which the servicemember lives. Redirection of the Tuition Assistance Programs will have the greatest impact on minorities, women, middle management enlisted, and the military's best and brightest. Beware!

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Subcommittee Hearing on S.3401, to authorize the furnishing of information, radio, and television entertainment, and civilian education for personnel in the Armed Forces, and for other purposes, House of Representatives, Committee on the Armed Services, Subcommittee No. 3, Washington, DC, Monday, June 21, 1954

Title 10, *United States Code*, Section 1176

Title 10, *United States Code*, Section 2007

Enclosure 1

Title 10, United States Code, Section 1176

UNITED STATES CODE

1946 EDITION

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CONTAINING THE GENERAL AND PERMANENT LAWS
OF THE UNITED STATES, IN FORCE
ON JANUARY 2, 1947

Prepared and published under authority of Title 1, U. S. Code, Section 52 (d)
by the Committee on Revision of the Laws and the Committee
on the Judiciary of the House of Representatives



VOLUME ONE
TITLE 1—GENERAL PROVISIONS
TO
TITLE 15—COMMERCE AND TRADE

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1947

- Sec. 1179. Sale of Army stores to educational institutions.
- 1180. Military equipment for certain schools and colleges.
- 1181. Detail of officers, warrant officers, and enlisted men to certain schools and colleges.
- 1182. Supplies and stores for military instruction camps.
- 1182a. Ordnance stores to colleges or universities.
- 1183. Ordnance stores to Washington High School.
- 1184. Ammunition for instruction in target practice.
- 1185. Rifles and appendages for target practice in schools having uniformed Corps of Cadets.

§ 1171. Cavalry School at Fort Riley.

The Secretary of War is authorized and directed to establish upon the military reservation at Fort Riley a permanent school of instruction for drill and practice for the Cavalry and light Artillery service of the Army of the United States, and which shall be the depot to which all recruits for such service shall be sent. (Jan. 29, 1887, ch. 72, § 1, 24 Stat. 272.)

§ 1172. Post and garrison schools for enlisted men.

Schools shall be established at all posts, garrisons, and permanent camps at which troops are stationed, in which the enlisted men may be instructed in the common English branches of education, and especially in the history of the United States; and the Secretary of War may detail such officers and enlisted men as may be necessary to carry out this provision. It shall be the duty of the post or garrison commander to set apart a suitable room or building for school and religious purposes. (R. S. § 1231.)

DERIVATION

Act July 28, 1866, ch. 299, § 27, 14 Stat. 336.

CROSS REFERENCES

Soldiers to be given instruction along educational and vocational lines in addition to military instruction, see section 1176 of this title.

§ 1173. Second lieutenants assigned to Field Artillery School at Fort Sill for instruction.

Officers in the grade of second lieutenant in the Field Artillery may be assigned, for the period of one year, to batteries stationed at the School of Fire for Field Artillery at Fort Sill, Oklahoma, for the purpose of pursuing courses of practical instruction in Field Artillery. (May 12, 1917, ch. 12, 40 Stat. 41.)

§ 1174. School detachments of enlisted men at service schools.

From the enlisted force of the Army provided by law the President may authorize the organization of school detachments at each of the service schools: *Provided*, That nothing herein shall be construed as to authorize an increase in the total number of enlisted men of the Army authorized by law. (Mar. 3, 1909, ch. 252, 35 Stat. 733.)

CODIFICATION

A provision formerly appearing in this section authorizing the appointment at the service schools of such noncommissioned officers, mechanics, artificers, farriers, horseshoers and cooks as might be necessary, is now covered by section 604 and former section 605 of this title. See J. A. G. 0102, July 10, 1931, Inc. 91.

§ 1175. Translator for Army service schools.

CODIFICATION

Section, act May 12, 1917, ch. 12, 40 Stat. 41, provided pay for translator who was to be appointed by commandant of the Army service schools.

§ 1176. Instruction of soldiers in addition to military training.

In addition to military training, soldiers while in the active service shall hereafter be given the opportunity to study and receive instruction upon educational lines of such character as to increase their military efficiency and enable them to return to civil life better equipped for industrial, commercial, and general business occupations. Civilian teachers may be employed to aid the Army officers in giving such instruction, and part of this instruction may consist of vocational education either in agriculture or the mechanic arts. The Secretary of War, with the approval of the President, shall prescribe rules and regulations for conducting the instruction herein provided for, and the Secretary of War shall have the power at all times to suspend, increase, or decrease the amount of such instruction offered as may in his judgment be consistent with the requirements of military instruction and service of the soldiers. (June 3, 1916, ch. 134, § 27, 39 Stat. 186.)

CROSS REFERENCES

Instruction and entertainment in connection with welfare of enlisted personnel during World War II and for six months thereafter, see sections 761 and 776 of Appendix to Title 50, War.

§ 1177. Vocational training.

CODIFICATION

Section, act May 12, 1917, ch. 12, 40 Stat. 59, provided training for enlisted men in agriculture or the mechanic arts.

§ 1178. Application by retired officer for detail as professor in college.

DERIVATION

Act July 15, 1870, ch. 294, § 23, 16 Stat. 320.

CODIFICATION

Section, R. S. § 1260 and act Feb. 27, 1877, ch. 69, § 1, 19 Stat. 243, is now covered by section 386 of this title and section 115 of Title 37, Pay and Allowances.

§ 1178a. Retired officer authorized to receive pay as military instructor in high school.

Notwithstanding any other provision of law, one retired officer of the United States Army, acting as professor of military science and tactics at the public high schools of Washington, District of Columbia, shall be permitted to receive, in addition to his retired pay, the pay of a teacher in the public high schools of Washington, District of Columbia, not to exceed \$1,800 per annum, under appointment by the Board of Education of the District of Columbia and payable from the appropriation for the expenses of the public schools of the District of Columbia. (June 4, 1935, ch. 167, 49 Stat. 320.)

§ 1179. Sale of Army stores to educational institutions.

Under such regulations as the Secretary of War may prescribe, educational institutions to which an officer of the Army is detailed as professor of military science and tactics may purchase from the War Department for cash, for the use of their military students, such stores, supplies, matériel of war, and military publications as are furnished to the Army, such sales to be at the price listed to the Army with the cost of transportation added: *Provided*, That all moneys received from the sale of stores, supplies, ma-

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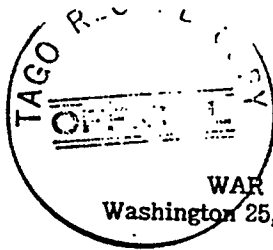


Enclosure 2

War Memorandum No. 85-40-1 , 7 May 1947

with

Change 1, dated 2 February 1948



Memo 85-40-1

MEMORANDUM)
No. 85-40-1)

WAR DEPARTMENT
Washington 25, D. C., 7 May 1947

POLICY FOR OFF-DUTY EXTENSION GROUP STUDY
CLASSES OF THE ARMY EDUCATION
PROGRAM IN THE ZONE OF INTERIOR

1. Purpose. The purpose of this memorandum is to establish policies pertaining to the use of such "Welfare of Enlisted Men" funds, Project 501-07, which may be allocated by the Budget Division, WDSS, after coordination with the Troop Information and Education Division, WDSS, or allotted by the Troop Information and Education Division, WDSS, specifically for providing off-duty-time classroom education opportunities for military personnel on active duty in the zone of interior.
2. Use. These funds may be used under the Army Education Program for the following specific purposes only:
 - a. Payment for services (on a fee basis) of civilian instructors for conducting group study classes in grade school, high school, technical, vocational, or college subjects organized on an off-duty-time basis at or near a post, camp, or station by the commanding officer.
 - b. Payment of tuition for extension courses taken by military personnel at a nearby accredited school or college during off-duty time.
3. Size of classes. Classes will be organized on the basis of an initial minimum of 10 students, and will be discontinued when attendance drops to five or less at three consecutive class meetings. Authority to deviate from this general principle may be requested when initial application for funds is made or when subsequent circumstances may make such a situation justifiable. (See par. 7d.)
4. Instructors.
 - a. Qualifications. Instructors will meet the same educational requirements and standards required of instructors teaching similar subjects in nearby public schools and or/colleges.
 - b. Status. Instructors will not be appointed to positions in the competitive service as employees of the War Department but will have the status of independent contractors engaged on a fee basis for services separate and complete in themselves and not computed on per diem or other time basis.
 - c. Payment. Instructors will be paid on the basis of a specific fee for each individual teaching session; purely on a performance basis, without any bulk, annual, or periodic basis. Payment will not be made on a per diem, per hour, or other time basis, on in any manner that contravenes existing dual compensation statutes, as outlined in Civilian Personnel Regulation 130 (see also 22 Comp. Gen. 362).

Memo 85-40-1

- (1) With the initial voucher for payment of fees to such instructors the officer or other person responsible for their employment will submit a supporting schedule of fees for the involved services. Subsequent vouchers will carry reference to the initial voucher with which the supporting schedule of fees was filed.
- (2) Each schedule of fees will be based upon a signed statement from the local public school system, setting forth the local prevailing rate of instructor attendance fees paid for individual teaching sessions at classes similar to those contemplated or in operation at the military installation concerned.

5. **Restrictions.** Funds authorized under the provisions of this memorandum may not be used--

a. For the purchase of textbooks or other instructional materials or supplies, or for any other purposes except those authorized in paragraph 2.

b. For payment of military personnel as instructors (AR 35-1320 and AR 35-2340). (Payments may be authorized from nonappropriated funds by local funds councils to either civilian or enlisted instructors, providing the program is an off-duty educational program, the school is by its very nature open to all personnel and is of a type to benefit the majority. Payments will be made from funds available to the installation and no special grant from the Army Central Welfare Fund is contemplated for this purpose. Attention is invited to the fact that compensation in excess of \$60 per month to enlisted personnel is prohibited by paragraph 19c(1)(c), AR 210-50.)

6. **Procedure.** a. All requests for funds, authorized under the provisions of this memorandum, initiated by commanding officers of units and installations under commands listed in c below will be submitted through channels in accordance with WD Circular 138, 1946, as amended. Requests should be submitted in form indicated on figure 1 and/or figure 2 by initiating units and installations.

b. Requests for funds should be submitted far enough in advance to allow action by higher headquarters and inclusion in quarterly requests for funds made by commanding generals of Army Air Forces, Army Ground Forces, Military District of Washington, and Armies. Original requests submitted in form indicated on figure 1 and/or figure 2 of this memorandum will be forwarded as supporting data to quarterly requests for allocation of Project 501, Welfare of Enlisted Men, Quartermaster Service, Army, funds made by the above headquarters to the Budget Officer for the War Department.

c. Funds from Project 501-07 for use under the provisions of this memorandum may be obtained in the following manner:

- (1) Army Air Forces, Army Ground Forces, and Military District of Washington. Request for an allocation of funds may be submitted by the commanding general to the Budget Officer for the War Department, WDSS. The requests will be referred for recommendation to the

Chief, Troop Information and Education Division, WDSS. Upon recommendation by the Chief, Troop Information and Education Division, WDSS, the Budget Officer will make the allocation of funds.

- (2) Armies. Requests for an allocation of funds may be submitted by the commanding generals to the Budget Officer for the War Department, WDSS. The requests will be referred to the Chief, Troop Information and Education Division, WDSS, for recommendation and necessary coordination with Army Ground Forces. Upon recommendation by the Chief, Troop Information and Education Division, WDSS, the Budget Officer will make the allocation of funds.
- (3) Administrative and technical services. A request for an allotment of funds may be submitted by the chief of each of the several administrative and technical services to the Chief, Troop Information and Education Division, WDSS, Washington 25, D.C. Upon approval of the request by the Chief, Troop Information and Education Division, an allotment of funds will be made.

7. Screening criteria. a. Evaluation of the data included in the letter requesting funds as shown in figure 1 and/or figure 2 will be the basis for approval of each request for an allocation or an allotment of these funds.

b. In screening requests for funds the Chief, Troop Information and Education Division, WDSS, will follow the principle of the greatest good for the greatest number, since only limited funds are available.

c. Such basic courses as English, history, mathematics, business, and subjects having a military value will be given preference over such courses as calculus or thermodynamics, for example, which by their nature are limited to the interest of a very few students.

d. Since it is the primary purpose of funds made available under the provisions of this memorandum to provide group instruction opportunities for military personnel, each request for funds to be used for the benefit of one individual, or of a group smaller than the recommended minimum, will be submitted separately as specified in paragraph 6. Each such request will be considered on the basis of the specific circumstances in each case. In general, such requests will not be approved except when it is shown that organization of an instruction group is impracticable, when the requirements set forth in paragraph 6b and c are met, and when the average cost for each student is approximately the same amount as that which would be

MEMORANDUM FOR THE DIRECTOR

Memo 85-40-1

SUBJECT: Application for Project 501-07, QUARTERMASTER SERVICE, ARMY, WEM Funds, for Payment of Civilian Instructors under the provisions of War Department Memorandum No. _____ dated _____.

HRU: (Used when applicable)

TO:

1. It is requested that \$ _____ be made available to (name of organization), (location of organization), for the purpose of providing instructors for group study classes for military personnel at this installation.

2. Classes will be conducted (on or off the post).

a. Textbooks for the classes will be obtained from (USAFI or other source).

3. The subjects to be offered; anticipated enrollment in each; weekly hours of instruction and duration of each course follows:

<u>Subject</u>	<u>Enrollment</u>	<u>Hours per week</u>	<u>Length of Course</u>
--	--	--	--
--	--	--	--

4. Information concerning each instructor follows:

<u>Name</u>	<u>Subject</u>	<u>Teaching Credentials Held</u>	<u>Previous Teaching Experience</u>	<u>Teaching Fee</u>
-------------	----------------	----------------------------------	-------------------------------------	---------------------

(1).
(2).
(3).

5. Arrangements (have or have not) been made with (name of school if have) for the granting of credit on completion of courses.

6. The cost per student of the proposed program is \$ _____. Total cost of the project is \$ _____.

7. (Further justification for proposed program).

8. Proposed educational program will be coordinated, administered, and supervised by (name of I&E officer), presently assigned to this installation.

9. Local public school instructors are not furnished free of charge for such program as contemplated, as no adult education program is locally in existence on which local schools may receive reimbursement from the State Department of Education for additional enrollments.

10. Local Central Post Funds are not sufficient to establish the program requested.

Signed (CG or CO)

Figure 1. Sample form to request funds for instructors.

SUBJECT: Application for Project 501-07, QUARTERMASTER SERVICE, ARMY, WEM Funds, for Payment of Tuition for Extension Courses under the Provisions of War Department Memorandum No _____ dated _____.

THRU: (Used when applicable)

TO:

1. It is requested that \$ _____ be made available to (Name of organization), (Location of organization), for the purpose of providing extension courses to military personnel during their off-duty time at this installation.

2. Arrangements are underway with the (name of school), at _____ to provide classes at (university campus, or on Post). Classes are expected to begin on approximately (date).

3. The subjects to be offered; anticipated enrollment in each; weekly hours of instruction and duration of each course follows:

<u>Subject</u>	<u>Enrollment</u>	<u>Hours per week</u>	<u>Length of course</u>
--	--	--	--
--	--	--	--
--	--	--	--

4. The cost of tuition per student will be \$ _____. Total cost of the proposed program is estimated to be \$ _____.

5. (Further justification for request).

6. Proposed educational program will be coordinated and administered by (name of I&E officer) presently assigned to this installation.

Signed (CG or CO)

Figure 2. Sample form to request funds for tuition

25

Memo 85-40-1

required for one individual of a group of 10 or more studying the same type of course.

(AG 112.5 (5 May 47))

BY ORDER OF THE SECRETARY OF WAR:

OFFICIAL:
EDWARD F. WITSELL
Major General
The Adjutant General

DWIGHT D. EISENHOWER
Chief of Staff

DISTRIBUTION:
War Department General and Special Staff Divisions
Army Air Forces
Army Ground Forces
All armies, ZI
Military District of Washington
Administrative and technical services
Class I, II, and III installations

Copies of this memorandum are furnished only to agencies listed above.
See paragraph 6, AR 310-20.

POLICY FOR OFF-DUTY EXTENSION GROUP STUDY
CLASSES OF ARMY EDUCATION
PROGRAM IN ZONE OF INTERIOR

Changes)
No. 1)

DEPARTMENT OF THE ARMY
Washington 25, D. C., 2 February 1948

Paragraph 2b, Memorandum 85-40-1, 7 May 1947, is changed as follows, effective 1 July 1948.

b. Payment of 75 percent of the tuition costs per course per semester or quarter for courses taken by military personnel at a nearby accredited school or college during off-duty time. The maximum amount payable per course per semester or quarter is \$25.00, unless special approval to exceed that amount is secured from the Chief, Troop Information and Education Division, Special Staff, United States Army, Washington 25, D. C. Students will pay 25 percent of the cost of the tuition to the school or college, plus cost of books and any matriculation fees that may be charged.

(AG 112.5 (28 Jan 48))

BY ORDER OF THE SECRETARY OF THE ARMY:

OFFICIAL:
EDWARD F. WITSELL
Major General
The Adjutant General

DWIGHT D. EISENHOWER
Chief of Staff, United States Army

DISTRIBUTION:
Headquarters, Department of the Army
Department of the Air Force
Army Ground Forces
All armies, ZI
Military District of Washington
Class I, II, and III installations

Copies of this memorandum are furnished only to agencies listed above.
See paragraph 6, AR 310-20.

Enclosure 3

Senate Report 1336 (83-2)

Armed Forces Information and Education Programs

ARMED FORCES INFORMATION AND EDUCATION
PROGRAMS

MAY 13, 1954.—Ordered to be printed

SALTONSTALL, from the Committee on Armed Services, submitted
the following

REPORT

[To accompany S. 3401]

Committee on Armed Services, to whom was referred the bill
(1) to authorize the furnishing of information, radio and tele-
entertainment, and civilian education for personnel in the
Forces, and for other purposes, having considered the same,
favorably thereon with amendments, and recommend that the
amended, do pass.

AMENDMENTS TO THE BILL

and the bill as follows:
page 2, line 19, after the word "exceed", delete "75" and insert
thereof "60".
at the end of the bill add the following new section:
Sec. 3. This Act and all authority conferred thereunder shall
terminate at the close of July 31, 1956."

EXPLANATION OF THE AMENDMENTS

amending language (1) reduces from 75 to 60 percent the
amount of tuition assistance which may be extended to service
personnel under the bill, and (2) establishes a cutoff date of July 31,
1956. The reduction in tuition assistance was agreed to by the
Committee as a matter of experimental witness. With respect to the termination date of the
bill, it appeared that the matters in the bill were of a nature that
should be subject to periodic review in terms of authorizing legislation.

2 ARMED FORCES INFORMATION AND EDUCATION PROGRAM

PURPOSE OF THE BILL

This bill proposes to provide statutory authority applicable to three military departments for the conduct of information and educational activities for military personnel.

EXPLANATION OF THE BILL

Present authority is temporary and lacks uniformity

With respect to the Army and the Air Force, present authority for the conduct of the information and educational activities is contained in the act of June 5, 1952, in the following language:

The Secretary of the Army is authorized, out of any moneys available to the Department of the Army, to provide for entertainment and instruction in connection with the welfare of enlisted personnel * * *

This authority expires July 1, 1954.

With respect to the Navy and the Marine Corps, the only authority for the conduct of programs of the types herein under discussion is contained in annual appropriations acts. The bill proposes to enact the foregoing temporary authorizations into law applicable to all services alike.

Objectives of information and education programs

The witness from the Department of Defense pointed out that the Department wishes to continue to provide its military personnel with opportunities to increase individual ability through training and education, and to provide information on citizenship, American history, and current events in a manner which will contribute to the development of personal responsibility to the general welfare of the Nation. Expansion of existing programs is contemplated.

As recommended by the Department of Defense the bill authorizes tuition assistance to service personnel authorized under the provisions of the bill in an amount not to exceed 75 percent of the tuition fees as charged by the cooperating civilian educational institutions. The committee reduced this assistance from 75 percent to 60 percent on the basis that the smaller amount was adequate in view of testimony presented at the hearings.

The bill as recommended by the Department of Defense was intended as permanent legislation. The committee felt, however, that it would be prudent to reexamine this program after 2 years of operation and therefore fixed a termination date of July 31, 1956.

As was pointed out earlier in this report, the military services currently have temporary authority for the conduct of the programs herein to be authorized. No general expansion of existing programs will eventuate as a result of the enactment of this legislation.

DEPARTMENTAL RECOMMENDATION—BUDGET DATA

A similar bill, S. 1996, was recommended by the Department of Defense during the 1st session of the 83d Congress. The committee did not take favorable action on S. 1996 but did extend the termination date of the programs then in existence from July 1, 1953, to July 1, 1954, which action was approved by the Congress and became permanent law.

ment of the bill involves no increased expenditure of public information and education budget for fiscal year 1955 under the existing temporary authority amounts to which amount was presented to the House Committee on Armed Services considering the Defense Appropriation Act of 1954, and approved by the committee. The Department of Defense recommending enactment of this bill as a substitute for S. 1996 is attached hereto and is included in this report.

OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE,
Washington 25, D. C., April 28, 1954.

W. B. BALTONSTALL,
Chairman, Committee on Armed Services, United States Senate.

During the 1st session of the 83d Congress the Department of Defense submitted to the Congress a proposed legislative item to authorize information and civilian education for personnel in the Armed Forces. The proposal was introduced in the Senate as S. 1996 and hearings were held by the Senate Committee on Armed Services. During this process a question arose as to the intended scope of the proposed legislation, whether or not the proposal should include radio and television entertainment provided by the armed services in certain circumstances.

The Department of Defense has reexamined the entire proposal in cooperation with the Bureau of the Budget concerning the type of legislation to support the program. As a result of these studies, the Department recommends, and the Bureau of the Budget concurs in this view, that a draft of bill be substituted for S. 1996.

The proposed bill contains the same substance as S. 1996 with the addition of provisions to provide radio and television entertainment as well as information and education opportunities. The proposed draft of bill, however, limits radio and television entertainment to programs either overseas or in military camps, and stations in the United States. It does, however, provide that broadcasts emanate from the United States if they are received in overseas areas.

It is felt that the attached draft of bill clarifies and more fully reflects the views of the Department of Defense on this matter.

Very truly yours,

R. A. BUDEKE
(For the Assistant Secretary).



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Enclosure 4

Excerpts from

**Subcommittee Hearing on S.3401, to *Authorize the
Furnishing of Information, Radio, and Television
Entertainment, and Civilian Education for Personnel in
the Armed Forces, and For Other Purposes*, House of
Representatives, Committee on the Armed Services,
Subcommittee No. 3, Washington, DC, Monday, June
21, 1954**

JUL 20 1954

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[No. 100]

SUBCOMMITTEE HEARING ON S. 3401, TO AUTHORIZE THE FURNISHING OF INFORMATION, RADIO AND TELEVISION ENTERTAINMENT, AND CIVILIAN EDUCATION FOR PERSONNEL IN THE ARMED FORCES, AND FOR OTHER PURPOSES

HOUSE OF REPRESENTATIVES,
COMMITTEE ON THE ARMED SERVICES,
SUBCOMMITTEE No. 3,
Washington, D. C., Monday, June 21, 1954.

The subcommittee met at 10 a. m. in room 304, House Office Building, the Honorable Leroy Johnson (chairman of the subcommittee) presiding.

Mr. DUCANDER. The next bill, Mr. Chairman, is S. 3401, an act to authorize the furnishing of information, radio and television entertainment, and civilian education for personnel in the Armed Forces, and for other purposes.

(S. 3401 is as follows:)

[S. 3401, 83d Cong., 2d sess.]

AN ACT To authorize the furnishing of information, radio and television entertainment, and civilian education for personnel in the Armed Forces, and for other purposes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of Defense and the Secretaries of the military departments may, out of funds appropriated for such purposes, provide information, radio and television entertainment, and such civilian educational opportunities for military personnel as are deemed necessary to raise the educational level of such military personnel in the interest of the military preparedness and security of the Nation. Such radio and television entertainment provided shall be limited to radio and television programs either overseas or in isolated posts, camps, and stations in the United States. Short wave programs may be broadcast from the United States if beamed to overseas areas. The information provided may include such service newspapers, pamphlets, motion pictures, and other informational facilities as the respective Secretaries may prescribe as necessary to inform properly and raise the educational level of military personnel. Educational opportunities may be provided by means of service operated or sponsored correspondence courses, locally conducted academic classes, or such facilities as may be made available by those civilian educational institutions as may be recognized as accredited by the Office of Education of the Department of Health, Education, and Welfare, or by the cognizant agency of the respective States.

SEC. 2. There are hereby authorized to be appropriated such funds as may be necessary to carry out the purpose of this Act. Tuition assistance to service personnel, authorized under the first section of this Act, shall not exceed 60 per centum of such tuition fees charged by cooperating civilian educational institutions and shall be in accordance with such regulations as the Secretary of Defense may from time to time prescribe.

SEC. 3. This Act and all authority conferred thereunder shall terminate at the close of December 31, 1956.

Passed the Senate May 17 (legislative day, May 13), 1954.

Attest:

J. MARK TRICE, Secretary.

Mr. DUCANDER. The witness is Maj. Gen. H. N. Hartness.
The general has a prepared statement.

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(5065)

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**STATEMENT OF MAJ. GEN. HARLAN N. HARTNESS, OFFICE OF
INFORMATION AND EDUCATION, DEPARTMENT OF DEFENSE**

General HARTNESS. I am General Hartness, representing the Department of Defense, Office of Information and Education.

Mr. JOHNSON. We would be glad to hear from you, General.

General HARTNESS. I have a prepared statement which I shall be very happy to read.

Mr. JOHNSON. We would be glad to hear it.

General HARTNESS. I wish to thank you for the opportunity of appearing before your committee to give the views of the Department of Defense on the proposed permanent legislation for information, radio and TV entertainment and civilian education in the armed services which your committee has before it for consideration.

I should like to state at the outset that the Department of Defense believes that the authority contained in this legislation is extremely important. The program provided in this legislation is an integral part of the responsibilities of the Department of Defense to provide for the defense and security of our country. Our recent experiences in Korea have served to emphasize this fact. You doubtless recall General Dean's statement on being interviewed on a national TV program after his liberation from a Communist-prison camp when he stated:

I was convinced that I had not sufficiently stressed the information and education training of our own soldiers and I resolved that if I ever returned to active duty with my soldiers of the United States that I would stress to a much greater degree the information and education program.

As a distinguished combat leader, General Dean has stated his conviction about the necessity for information and education for the Armed Forces. Modern warfare demands more and more from each individual serviceman. He must be thoroughly versed in the principles of democracy and the concepts of freedom for which our country stands. Ever-changing developments in international affairs, as well as in national affairs, requires us to keep our service personnel informed in timely fashion.

This legislation covers three broad aspects which I shall discuss very briefly. The first aspect is the information phase of the program which has for its aims:

(a) Giving the individual serviceman an understanding of, and a living belief in, our representative form of government, his responsibilities and obligation to serve as well as the privileges he enjoys under our form of government; the value and dignity of the individual; the faith and trust which we as Americans place in our fellow man; and the missions of our Armed Forces, their relationships to each other and the vital importance of each serviceman's contribution to the program of national defense.

(b) Making each serviceman fully conscious of the national and international problems which have an impact on his life, and which affect his attitudes, and his conduct both at home and overseas.

(c) Acquainting the serviceman with the fallacies of false ideologies and forms of government such as that of Communist Russia and Communist China.

The necessity for effective information programs in the military service is clearly pointed out in numerous places in the series of reports which resulted from the investigation of the preparedness

program by the Preparedness Subcommittee of the Senate Committee on Armed Services. The committee, in its 36th report dated December 21, 1951, stated—

good troop information programs contribute to good morale. The American soldier, if indoctrinated with the "why" of his service, accepts his military responsibility with interest, courage, and devotion.

I am sure all of you are thoroughly in agreement that our service personnel must be well informed. When they come into the service they experience many changes from their former lives; they have been separated from their families and friends; they are in new surroundings, in a new setting; they undergo rigorous training; they may be committed to immediate participation in military action if the situation demands it. They have a right to know why all this has happened to them. They must have a clear understanding of the principles of the democracy they have been called upon to defend. And they must be fortified against enemy propaganda.

The education phase is designed to provide a program of academic and vocational subjects in order that service personnel may (1) improve their value to the service; (2) have an opportunity to continue civilian education while in the service; and (3) make profitable use of their spare time.

The educational opportunities made available by the Armed Forces have proved their worth from three points of view. The service profits by the man's improved performance of duty and his increased capability for the assumption of greater responsibility. The man himself increases his chances of promotion; improves his prospects for civilian life after his service is completed; continues, though at reduced speed, his civilian education program; and makes profitable use of time that might otherwise be wasted or misused. The Nation benefits, since our democratic form of government requires educated citizens in the armed services as well as in civilian life.

Years spent in the armed service must not be allowed to dislocate seriously the Nation's manpower balance. The continuance of large numbers of men and women in the service would in normal course greatly reduce and, as a minimum, delay the supply of technically trained personnel. The educational programs conducted by the armed service on off-duty time are substantially counteracting this trend and are helping to insure that the numbers of skilled personnel, junior technicians, and others required in the military and in civilian society do not fall to dangerously low levels.

The radio and television portions of this program have for their purpose the support of the information and education programs. I think you will agree that to attempt to use the radio and television solely for information and education purposes would soon result in the loss of the bulk of our listeners with a consequent diminution of the efficacy of the I. and E. program.

These programs of information, entertainment, and education, which had their beginning in World War II, have made a permanent place for themselves. They have grown to be more and more of a necessity. Succinctly stated, the fundamental purposes of the information, entertainment, and educational program are to contribute to the effectiveness of the Armed Forces. The need for this legislation is all the more imperative at this time when large numbers of young men are entering the armed services before they have completed

their education or have developed positive attitudes toward the advantages of American democracy and the responsibilities of citizenship. With the possibility of a prolonged emergency period and the consequent universal obligation of young men to spend at least part of their lives in military service, these programs of information, entertainment, and education are indispensable to the advancement of the individual and to the Nation as a whole. Their morale value alone is incalculable.

The Department of Defense recommends that support of these programs be enacted into permanent law. The activities covered by this bill are those which are already established under temporary authority and for which funds have been appropriated. Enactment of this bill will not involve any additional expenditure of public funds. It will, however, crystallize into permanent law a phase of military preparedness which, as has been pointed out, is increasingly more and more a vital part of our defense planning.

I shall be happy to answer, to the best of my ability, any questions you may care to ask.

Mr. JOHNSON. What is your background, General?

General HARTNESS. I beg your pardon, sir?

Mr. JOHNSON. What is your background? Are you a professional soldier?

General HARTNESS. Yes, sir.

Mr. JOHNSON. Have you come up through the ranks? How did you finally attain your major generalship?

General HARTNESS. I graduated from West Point in 1918. I have been in the service continually since.

Mr. JOHNSON. In what branch?

General HARTNESS. Infantry.

Mr. JOHNSON. We have two men here who are combat soldiers and who have had experience. I would like them to ask you some questions first. Then I may want to ask some more questions.

General HARTNESS. Yes, sir.

Mr. DEVEREUX. General, why is it in the naval service they did not go in for this program as much as you did in the Army?

General HARTNESS. I believe that the best way I can answer that is to say that the Navy and also the Marine Corps believe—and I am not justifying it one way or another—that their training programs do cover much of this type of information. The Navy does, in its basic training, I know, do considerable work in citizenship, as does the Marines.

The Army up until recently has been extremely strong for this program, and it is a program which we believe is of great importance in every phase of it. The Air Force is equally strong today.

The Navy and the Marines both used material which our office, the Office of Information and Education of the Department of Defense, publishes. That is not only for discussions among their men, but to provide their men with the reading material so that they can be better informed on these matters which I have discussed in this paper.

Mr. DEVEREUX. You will remember that at one time there was a great deal of resistance on the part of the Navy and the Marine Corps to accepting any such program as this.

General HARTNESS. I have heard of that; yes, sir.

Mr. DEVEREUX. You do not know why they resisted it?

General HARTNESS. Specifically I do not.

Mr. DEVEREUX. There is something related to this I would like to get an answer on.

How many officers do you have in the Department of Defense who are connected with the Public Information Service? Does that come under you?

General HARTNESS. I do not know that answer.

Mr. DEVEREUX. I see.

General HARTNESS. I am concerned with internal information.

Mr. DEVEREUX. I have no further questions.

Mr. JOHNSON. Any other questions?

Mr. BRAY. General, you state we already have legislation on this. Is it of a temporary nature?

General HARTNESS. No, sir; we have no legislation now.

Mr. BRAY. You do it, do you not?

General HARTNESS. By appropriation act only.

Mr. BRAY. You would have to appropriate every year anyway. I cannot see any reason for this legislation. You are already doing it, I know that from personal knowledge. The only reason I can see would be to make it a philosophy for permanent law. Otherwise I can see nothing to be gained by this legislation.

General HARTNESS. Well, it gives us a firmer foundation. As to how much this particular matter is worth, that is a question. It will eliminate the point-of-order proposition.

Mr. BRAY. What do you mean by the point-of-order proposition?

General HARTNESS. That our funds could be eliminated by a point of order on the floor.

Mr. BRAY. You mean you want legislation so that in the future we cannot control the money?

General HARTNESS. Yes, sir; you can control the money.

Mr. BRAY. I think Congress can always do that, and I think it will continue to do so.

General HARTNESS. Yes, sir.

Mr. BRAY. I just cannot see anything to be gained by this legislation; any right that you do not already have right now.

General HARTNESS. Well, it gives us a firmer basis. If I may put it on this basis, it permits a long-range planning and assurance of the American public that the Congress is behind this program.

Mr. BRAY. Congress appropriates the money. Every year we have to do that anyway, whether we have this bill or not. Regardless of this legislation, if the Congress 1 year decided it was not going to appropriate money, although I do not expect anything of that kind, we certainly would not appropriate the money if we were not in favor of the program, regardless of this legislation.

General HARTNESS. That is right; yes, sir.

Mr. BRAY. Then each year we have to go over the military budget just the same, whether we pass this law or not. We can eliminate it or put it in every year anyway.

General HARTNESS. But it does give all those concerned with the program a feeling of permanency. I think that is universal, generally, among the higher individuals in the service, that they have a sense that here is at least permanency to a program of tremendous value to the services.

Mr. BRAY. There is no question but that this program has some value. As long as I have been connected with the service, beginning before World War II, we have had this general plan. I have seen it handled miserably poor and I have seen it handled very fine.

It seems to me it all depends upon who in the theater or the vicinity is handling it.

I am happy to say that the Army has not, within my knowledge, made it a bureau of propaganda to propagate certain philosophical beliefs that may be believed some place in the country and not in other places. I have seen that attempted to be done by certain officers and certain units took a very dim view of that, because they felt it was being used for that.

Yet the more capable men who were running the program kept entirely away from that.

Outside of just affirming a belief that we have already carried out every year for a long time, I do not see what we would gain by this. Do you; frankly?

General HARTNESS. I believe there is at least a gain psychologically and perhaps philosophically. It gives us that tremendous gain, in that there is a recognition by the Representatives of our people that here is a program worth while in every sense of the word on which they have placed their stamp of approval by making it a permanent program.

Mr. BRAY. General, I do not care to take a lot of time on this. I kind of feel every year when we appropriate the money we know what you are doing with it. We certainly do not want to take a step to build up a propaganda bureaucracy of any kind within the Army. I know the Members of Congress are certainly not in favor of that, and I know you are not.

General HARTNESS. Our policy has been in the past—and I assure you it will be in the future—that this is not a propaganda agency.

Mr. BRAY. I think you have stayed pretty clear on that. I want to commend the Army for that. I have seen a few instances in the past where you did not, but on the whole you have done much better than I thought you would over the years with that weapon in your hands.

Mr. JOHNSON. General, so you think it would add to what we already have by having a law on the books so that they could not put this in the form of a rider, which, as you indicated, would be subject to a point of order? Is that your idea?

General HARTNESS. Yes, sir; I believe that not only from the point of view of the services and the point of view of the Department of Defense that this is important, but also we have quite a large educational program off duty. The colleges and the universities, I am sure, would feel that greater support was given to this and more firm and positive support were we to have such a law.

Mr. JOHNSON. Now let us look at this statement a minute. Take (a), for instance. It says:

Giving the individual serviceman an understanding of, and a living belief in, our representative form of government, his responsibilities and obligation to serve as well as the privileges he enjoys under our form of government; the value and dignity of the individual; the faith and trust which we as Americans place in our fellowman; and the missions of our Armed Forces, their relationships to each other and the vital importance of each serviceman's contribution to the program of national defense.

Certainly you could not expect the men to go into all of those things after hours voluntarily. That is, a very great proportion of them could not be expected to.

General HARTNESS. No, sir.

Mr. JOHNSON. Furthermore, the men are 18½ years old, are they not when they get into the services?

General HARTNESS. When they are drafted; yes, sir.

Mr. JOHNSON. I have lived in three different States of the Union, and I know this is true in those States—is it not true in most States?—by that time they ought to have their basic civics and understanding of the American Government. Do you agree with that?

General HARTNESS. I agree that they ought to; yes, sir. I do not agree that they do.

Mr. JOHNSON. Oh, you do not agree that they do. Well, I think that they do.

As you realize, there are some individuals—and that is true in the soldier class as well—who are not particularly interested in this sort of thing; is that not a fact?

General HARTNESS. That is true, sir, but if we can make them a little more interested and can inculcate in them—not by just propaganda—some of these things about which we are talking we are doing that much more good for the service and our country not only while those young men and young women are in the service but when they return to civilian life as citizens.

Mr. JOHNSON. Of course, when you enlist a man you enlist him for a specific military job. Is this going to carve out of the time for that job time to take up these matters?

General HARTNESS. No, sir. There is a program in the various services which provides that certain matters be included in their training. That is a very small portion of their training period. The Army, for instance, has certain of what they call minimum standards of requirements.

Mr. JOHNSON. To what are you referring? Minimum standards of what?

General HARTNESS. Of information and knowledge.

Mr. JOHNSON. On what topics?

General HARTNESS. On various topics.

Mr. JOHNSON. On the structure of the United States Government?

General HARTNESS. On citizenship, among other things; yes, sir.

Mr. JOHNSON. On the method of voting?

General HARTNESS. We give them that information on voting information. This [indicating chart] is one of the things which I have here, which we publish every 2 years. That is voting information for the Armed Forces for every State, and that goes throughout the services.

In addition to that there is a pamphlet—I think we have copies of it here—which augments that particular information.

Mr. JOHNSON. That is not required reading, though, is it, under your rules?

General HARTNESS. No, sir; that is just voluntary reading. We in the Department of Defense do not lay down any specific requirements. We provide the material which the services use to accomplish the aims which have been set forth rather briefly in this paper which I have read.

Mr. JOHNSON. How much of a man's time is taken? You said a certain amount of his time when he is on duty is going to be taken up with this.

General HARTNESS. That varies with the service. I think in the Army it averages about 1 hour a week. I believe I am correct in that.

Mr. JOHNSON. One hour a week?

General HARTNESS. That is on-duty time.

Mr. JOHNSON. Does that include this next one, (b):

Making each serviceman fully conscious of the national and international problems which have an impact on his life, and which affect his attitudes, and his conduct both at home and overseas.

Is that not worthy almost of a man trying for a Ph. D., to understand that problem?

General HARTNESS. No, sir. For instance, may I take it on this basis: When our troops go overseas they are given prior to their departure a very thorough, as I will call it, indoctrination on their conduct overseas and what they can be expected to find overseas.

Mr. JOHNSON. Could I interrupt you right there?

General HARTNESS. Yes, sir.

Mr. JOHNSON. Under "conduct" you mean moral conduct?

General HARTNESS. Yes, sir.

Mr. JOHNSON. That is what you are trying to impress on them. They are ambassadors, and they must behave themselves?

General HARTNESS. Yes, sir; and their attitudes.

Mr. JOHNSON. All right.

General HARTNESS. May we give to each of you a type of thing which we produce to give to our servicemen going overseas?

Mr. JOHNSON. Surely. We would be glad to have them. We have some up here.

General HARTNESS. These are in printed form. We also produce motion pictures. These are shown in the staging areas. These are given in the staging areas prior to their departure for overseas.

Mr. JOHNSON. What about the international problems? What are you going to tell them about those?

General HARTNESS. Well, we can tell them a good deal, for instance, about the United Nations and NATO, things which actually our citizens should be informed about. We produce this material. It is not necessarily all used in a discussion period, but it is available to these young people to read.

In my trips around I have found—I will not say 100 percent interest; I will not even say 75 percent interest; but I will say I have found a great deal of interest; and we have letters which have been written to us from young men and young women in the service as to how much value they get from the material which is provided them for reading purposes.

Mr. JOHNSON. Well, the libraries are fairly well attended, but not by any manner of means up to 50 percent of the personnel, at the ones I have seen.

General HARTNESS. This is not the libraries so much. It is the dayrooms and the other places which are frequented more than the libraries themselves.

Mr. JOHNSON. Then you have (c):

Acquainting the serviceman with the fallacies of false ideologies and forms of government such as that of Communist Russia and China.

General HARTNESS. We are in the process now of preparing material which can be used in discussion hours with our servicemen on communism.

Mr. JOHNSON. I think the record in Korea amply justifies the fact that the average American boy, at least up to 99 percent, does not fall for any of that stuff. He sees through it. Do you not think so?

General HARTNESS. I think that is true; yes, sir.

Mr. JOHNSON. I am heartily in favor of all of this, but it seems to me that it is a little too ambitious for the average GI. I was a second lieutenant at one time in the Army. We did not get as much of this as the GI gets here, if you give it to them. If it is voluntary, I think you are only going to touch a very small fraction of your men.

General HARTNESS. This is not all voluntary.

Mr. JOHNSON. As I understood your answer the mandatory part is a very small fraction of his available time, his duty time.

General HARTNESS. That is true, sir. I would like to say this: It has been my experience since I have been in this office, in visiting around, that this material is pretty well received and pretty widely read, even when it is not discussed.

Mr. JOHNSON. If we put this in a statute which is a permanent law, which will continue from year to year, assuming that the tensions of today last at least 5 years and maybe longer, how much a year will this increase the present cost of this?

General HARTNESS. Increase the present cost?

Mr. JOHNSON. Yes, sir.

General HARTNESS. Nothing.

Mr. JOHNSON. Not at all?

General HARTNESS. No, sir. There is no additional money involved.

Mr. DUCANDER. The money has already been appropriated for fiscal 1955.

Mr. JOHNSON. It has been appropriated this year, but we will have it every year.

General HARTNESS. Actually for the past 3 years our budget has dropped slightly each succeeding year.

Mr. JOHNSON. Is it not a fact that in the military groups, especially in the drafting of men, you have a very wide divergence of general knowledge and intelligence, which varies, depending on what part of the country the people come from?

General HARTNESS. And their educational advantages; yes, sir.

Mr. JOHNSON. Is that not true?

General HARTNESS. Yes, sir.

Mr. JOHNSON. Would the group which is the least trained in this and the least skilled in it be the group who would get it, or would it be the ones who are trained in it?

If you take States like my State, and Wisconsin and Oregon, they have a high level of education. Those boys know all of this in general when they are 18½ to 20 years of age.

General HARTNESS. The implementation of the program within each command is one which the services themselves are responsible for.

Mr. JOHNSON. I see. Of course, you are familiar with the Army. Do you think the Army has been fairly successful in this?

General HARTNESS. I do; yes, sir.

some off-duty and some on-duty time. Here, for example, is an officer and an enlisted man in the field who wants to continue his education with this tuition assistance. There is no compulsion about that. He makes a request to take courses and he is advised by the educational adviser in the field, or if there is not one present there at his immediate location, by the information and education officer who has all the data and information at his disposal to advise this young man as to what courses he can profitably pursue.

Mr. JOHNSON. In developing this in the boy, do you have instructors who do nothing but that?

General HARTNESS. No, sir.

Mr. JOHNSON. I suppose that you give examinations to see what their advance has been.

General HARTNESS. The field is such that this does not give the examination except for those people who are taking a compulsory course to bring their education to the fourth-grade level. The other courses that I mentioned are taken at the United States Armed Forces Institute, which has headquarters in Madison, and the examination of those courses is graded at Madison where we have 1 officer and 28 civilian personnel operating the United States Armed Forces Institute for an enrollment of approximately 300,000.

Mr. JOHNSON. In what State?

General HARTNESS. Wisconsin.

Mr. JOHNSON. You picked a good State, I will say that.

The reason I am questioning you about these things is because we will be questioned about it. We want to be sure that this legislation is sound. It dwells so much on the radio and television and entertainment that it seems to me it is almost going to exclude the real advantage in learning something and having the boy develop an understanding of the American form and system of government.

General HARTNESS. I do not believe so, sir, because on the radio and television both there are information and educational programs.

Mr. JOHNSON. Sponsored by the Armed Forces?

General HARTNESS. Yes.

Mr. JOHNSON. Does the station provide the television sets so that the men can make use of them?

General HARTNESS. No. The company fund, or some equivalent fund, will have to provide the television sets. They will not be from appropriated moneys.

Mr. JOHNSON. Who is involved in this?

General HARTNESS. Every individual is involved in this.

When you ask about the bigness, I would have to say where the greatest number of persons are located.

Mr. JOHNSON. For example, Camp Benning. Do they have a big operation like this down there?

General HARTNESS. Yes.

Mr. JOHNSON. And also at other stations like Fort Bliss? Do they have it at Fort Bliss?

General HARTNESS. Every post, camp, and station in the United States and overseas.

Mr. JOHNSON. This operation at Madison, Wis., is correspondence.

General HARTNESS. That is correct.

Mr. JOHNSON. Is there any way we can get the results from that, or form someone in your organization, as to what has happened—

how many have done well, how many are dropping by the wayside, and so forth.

General HARTNESS. I can give you that to this extent: The other day we had a little celebration out at Madison to celebrate the 12th year of the existence of the United States Armed Forces Institute, and we also had present the three millionth enrollee over its 12-year period; in other words, we have averaged around 250,000 enrollments a year from the inception of the organization, although in its earlier years the enrollment was low.

Mr. JOHNSON. That sounds very encouraging, that there are that many interested.

General HARTNESS. Today we have around 300,000. You have asked me how many complete courses? Our average is better than comparable civilian schools, although it is not too high. It will run around 12 percent.

Mr. JOHNSON. How do you compare that with civilian schools? Do they not graduate more than 12 or 12½ percent of those that enter the categories that you talk about?

General HARTNESS. On local attendance they do, but such schools as the International Correspondence School, they are much lower than we.

Mr. JOHNSON. Of course, they touch such a small fraction of the American public. I am talking about the public schools of our States. They graduate practically everybody that enters into the high schools.

General HARTNESS. I cannot give you the answer on how many graduate. I do not think that all people who start high school finish by a good deal.

Mr. JOHNSON. I think that you are right. My statement was a little extravagant. The freshman crop do not all graduate.

General HARTNESS. I am sure that the percentage of those that enter grammar school and high school and go on to college is extremely small.

Mr. JOHNSON. It depends upon the requirements of the State. Some States have requirements regarding education that almost force them to go through high school; is that not true?

General HARTNESS. Yes, or up to a certain age.

Mr. JOHNSON. We want to find out all we can about this. You were going to tell us some more about the Madison, Wis., results.

General HARTNESS. I have given you about as much as I can.

Mr. JOHNSON. That 12½ percent graduate?

General HARTNESS. Complete a course once they enroll.

Now, these courses are vocational; they are mechanical and they are academic. Madison goes through the second year of college in its some 280 to 300 courses. I had an officer tell me that he enrolled in a course to find out what it was about and to get the initial steps; that he had never intended to complete the course, but that it would give him a good insight into what it was and what he could at some later time use. I am sure that many of the young men who enroll do that for the same purpose, not with the intention of finishing the course but perhaps with the intention of getting some textbook which he wants to use in his reference library.

Mr. JOHNSON. This is done by contract with the University of Wisconsin?

General HARTNESS. The contract with the University of Wisconsin is only for the correction of papers.

Mr. JOHNSON. That is done by undergraduates, probably, at the university.

General HARTNESS. Yes, or professors or associate professors.

Mr. JOHNSON. You say that it has been in existence for 12 years?

General HARTNESS. Yes.

Mr. JOHNSON. And you consider it a success, that the results justify your saying it is a success?

General HARTNESS. I think that there is no question about that.

Mr. JOHNSON. I do not think there is any objection; it is just a question of whether it really produces the results to justify the expense.

I am a little surprised also, as Mr. Bray was, that you terminate this in 2½ years. You can have a review of this without any termination.

General HARTNESS. That was the Senate's action.

I also repeated section 2 we had in the bill as originally written 75 percent tuition aid, and the Senate committee reduced to 60 percent. I was asked when I talked before that committee if it would adversely affect the program. I stated in my opinion it would.

Mr. JOHNSON. If you think that it would be better to prolong this we can, of course, modify the bill. If you want to make any recommendations concerning the modification of the bill, we would be glad to hear them. If you want to sit down today and tentatively write them out, we would be pleased to have you do so.

General HARTNESS. My recommendation, and I cannot go any further than I have stated, would be that the bill on a permanent basis would be better.

Mr. JOHNSON. In other words, you would eliminate the 1956 figure?

General HARTNESS. I think that that would be better.

Mr. JOHNSON. What about the other part that you refer to? Would you like to have that changed, that 60 percent?

General HARTNESS. The Air Force and the Army both have very strong tuition aid programs, and I would ask the committee to listen to Colonel McCormick of the Army and Dr. Ray of the Air Force, if I may.

Mr. BRAY. The way this bill is written here, section 2, the Government pays 60 percent of the amount and the soldier pays 40 percent.

General HARTNESS. That is partially true.

Mr. BRAY. That is what it says here:

There are hereby to be authorized and appropriated such funds as may be necessary to carry out the purposes of this Act. Tuition assistance of service personnel, authorized under the first section of this Act, shall not exceed 60 percent of such tuition fees charged by cooperating civilian educational institutions and shall be in accordance with such regulations as the Secretary of Defense may from time to time prescribe.

There is no question about what that says.

General HARTNESS. No, sir.

Mr. BRAY. Today how much does a soldier have to pay?

General HARTNESS. Today the soldier in the Army gets 75 percent. In the Air Force he gets 75 percent.

Mr. BRAY. General, this bill that you are working out, the first thing that it does is to terminate, and the Congress has no idea of terminating. Second, you increase the amount that the soldier has

to pay to discourage him. It seems to me that you are doing nothing here to encourage the soldier.

General HARTNESS. These 2 provisions were put in by the Senate and we came to the Senate with 75 percent provision and a permanent legislative bill.

Mr. BRAY. You will admit that to pass this bill the way it is now you would be in worse shape than you are now.

General HARTNESS. No, sir.

Mr. BRAY. You have raised the percentage 15 percent. That is how much more the soldier has to pay. That is correct, is it not?

General HARTNESS. The 75 percent has varied from time to time.

Mr. BRAY. Your 2 experts just testified that it was 75 percent today and this would make it 60 percent. That is 15 percent worse off for the soldier.

General HARTNESS. That is right. May I ask them to testify?

Mr. JOHNSON. I would like to have our counsel ask you 1 or 2 questions and then we will be delighted to hear the others. Incidentally, undoubtedly there will be a very short session in the House today.

(Discussion off the record.)

Mr. DUCANDER. I think it would be helpful if we develop, so the subcommittee understands the matter exactly, what the problems or programs are that are covered by this bill.

I know that there is a school program for people who do not have a fourth-grade education. That is compulsory up to the eighth grade; is that right?

General HARTNESS. That is in the Army.

Mr. DUCANDER. That is in the Army. Is it true that the Air Force and the Navy and the Marine Corps have such a program?

General HARTNESS. I do not believe that the Marine Corps has that problem today.

**STATEMENT OF COL. P. J. SPECKMAN, PERSONNEL DIVISION,
HEADQUARTERS, UNITED STATES MARINE CORPS**

Colonel SPECKMAN. No; we do not. We did have it when we were taking draftees. At that time at our recruiting training camps at Parris Island and San Diego we were giving instructions in an effort to bring the level of education of the individual recruit to a fifth-grade level, working it into his training period at the recruit camp.

Mr. DUCANDER. Then you just do not enlist anyone with less than a fourth-grade education at this time?

Colonel SPECKMAN. That is correct.

Mr. DUCANDER. Now, General, what other schools are there within the Army itself, aside from the ones we have just mentioned—covered by this bill?

General HARTNESS. Covered by this bill, this is the only educational school involved.

Mr. DUCANDER. I see.

Now, in addition to the school up to the fourth-grade level in the Army, then you have the United States Armed Forces Institute, which is a correspondence course school?

General HARTNESS. That is correct.

Mr. DUCANDER. In addition to that, you have collaborating colleges, do you not?

General HARTNESS. In addition to that, we have two types, if I may put it on that basis, of colleges involved in this program. One is what I will call, and what we commonly call, participating colleges. Those participating colleges offer courses to include the fourth year of college to all personnel in the services provided they are qualified to take those courses, and they meet obviously the requirements. We have today 32 of those colleges that are participating in this program. I think that my figures may be a little off, but around 16,000 to 18,000 a year participate in that program.

Then we have the cooperating colleges, and there are some 200 of those within the United States and overseas. Those colleges in substance give on-the-ground courses. They either give the courses at the post, base, or station, or they are close enough to the post, base, or station so that the individual can go and take courses at the particular institution.

Mr. DUCANDER. At that point, General, who pays these cooperating colleges?

General HARTNESS. That is the tuition aid that we are talking about.

Mr. DUCANDER. And there is no other charge to the Government for that service?

General HARTNESS. To the Government, no, but to the man there is because he has to pay in addition to his tuition for his textbooks and any incidental expenses that come along.

Mr. DUCANDER. Aside from the tuition assistance in the bill, there is nothing in the bill to pay colleges anything above the tuition and assistance?

General HARTNESS. To these cooperating colleges; no.

Mr. DUCANDER. Can you tell the subcommittee something about your radio programs?

General HARTNESS. Yes. I would like to use some notes here to reduce my verbiage.

The Armed Forces Radio Service operates from 2 primary locations, 1 in Los Angeles and 1 in New York. They have the mission of broadcasting information, entertainment, and educational services to all service personnel overseas, and to 45 service hospitals in the United States. In order to accomplish its mission, the Armed Forces Radio Service in Los Angeles accomplishes the following tasks: From broadcasting stations on the west coast, the use of which is provided by the Voice of America, Armed Forces Radio Service, Los Angeles, broadcasts to the Pacific and the Caribbean areas 91 hours weekly. The average weekly broadcasts consist of 23 hours and 30 minutes of news. That is up-to-the-minute news; 17 hours and 30 minutes of information and education features; 38 hours and 30 minutes of sports and 7 hours and 35 minutes of other timely programs, plus 3 hours and 30 minutes weekly given to informing all the stations receiving these programs information as to change of program or other contingencies about which it is essential that the receiving stations be informed.

Now, overseas, there are 72 of these receiving stations, some of which are served by Los Angeles and some of which are served by New York.

Now, the Los Angeles office provides to each of these 72 stations located overseas a library package of records for 9 hours and 25 minutes

broadcast time. Each of these weekly library packages averages 6 hours and 55 minutes of information and educational features, 30 minutes of sport feature programs and 1 hour and 45 minutes of 5-minute fill-ins.

These fill-ins are prepared to take care of the loss of 5 minutes which sometimes occur when programs are decommercialized.

Now, I would like to dwell a moment on decommercialization. All of the major radio broadcasting companies in this country have given to the Armed Forces the right to reproduce their programs without any cost and with the permission to decommercialize, take out all commercials from their programs, which means that a 30-minute program decommercialized is ordinary whittled down to 25 minutes, and that is what I mean when I say "fill-ins."

They also provide a weekly overseas unit package of records. Each package averages 50 hours of broadcast material for each week. Thirty-nine of these packages are furnished weekly. The reason there are 39 is because this is in a circulating proposition and they do not stay in any one library but move from one place to another for use.

In order to accomplish this mission of providing 72 radio stations with permanent libraries and providing them with a weekly rotating package, the Armed Forces Radio Service prepares under contract at an average cost of about 65 cents nearly 600,000 records a year. This average cost of 65 cents is in contrast to a commercial cost of 2 or 3 times that amount.

That in essence is what Los Angeles does.

Mr. BRAY. The program is sent out from Los Angeles and is picked up by these stations and then rebroadcast to the areas?

General HARTNESS. Those are the shortwave programs.

Mr. BRAY. I wondered how you did it.

General HARTNESS. The local stations overseas also may take programs of their own and put them on, but we do provide on-the-spot news at least on the hour every hour.

Mr. BRAY. So that the stations overseas catch that on your short-wave station and rebroadcast it?

General HARTNESS. That is true.

Now, New York previously broadcast 33 hours and 15 minutes weekly to the North Atlantic, European, and North African areas. Of these 33 hours and 15 minutes, 5 hours are used for news broadcasts, 8 hours and 10 minutes for education and information features, 13 hours and 25 minutes for sports, and 3 hours and 35 minutes for other timely programs, plus 1 hour and 20 minutes during the week to keep stations informed of changes in programs or other contingencies.

The Armed Forces Press and Radio Services in New York also provide materials in the form of clip sheets, mats, and editorial services to more than 1,300 service newspapers.

The actual administration and operation of the 72 overseas broadcasting stations are under the Army, the Navy, and the Air Force, with the Army operating 39, the Navy 8 and the Air Force 25.

The Army also operates 37 transmitter relay stations, which, as indicated, are simply relays.

That is briefly what the Radio Service does.

Mr. DEVEREUX. When men take advantage of the educational program, for instance, where the Government pays a certain per-

centage of their tuition, is that deducted from their rights under the GI bill?

General HARTNESS. No.

Mr. DEVEREUX. Now, do you feel, or does the Department of Defense feel, that this question of civic education is the responsibility of the Federal Government, or do you feel that something is necessary?

General HARTNESS. We feel it is very greatly necessary.

I would like to answer your first question a little more fully and say this: Although I have no statistical proof, nor can I get any statistical proof, I am firmly convinced that providing these young men and women with these educational opportunities, off duty, will cut down in the long run the costs under the GI bill of rights by providing them, or paying a portion of, their tuition and getting them certain credits for institutions later on. That reduces their requirement when they go back to civilian life and should automatically put them in their chosen professions, or chosen work, earlier than if they did nothing in the service and went into civilian life and took the whole business under the GI bill of rights.

So I believe that we are saving the Government money in the long run by doing this.

Mr. DEVEREUX. I remember when we got out the Korean GI bill we made certain stipulations in it that if a person received educational advantages under a service program, for example, going to a business college, then that would have to be deducted from his rights that he might otherwise be entitled to when he left the service, but this is not taken into consideration as far as this particular program is concerned? Am I correct?

General HARTNESS. I said "No," sir. I am still of that belief.

Mr. JOHNSON. On whom do you think the responsibility devolves with regard to the education of the youth of the Nation, the States or the Federal Government?

General HARTNESS. I think probably both have some vital stake in this, but if it is a question of categorically "Yes" or "No," I would say that it is the States.

Mr. JOHNSON. That is universally conceded.

General HARTNESS. Yes.

Mr. JOHNSON. That they are to educate the children of the country and all that the National Government does is to offer advice and things like that.

General HARTNESS. However, we say to the soldier, to the sailor, the airmen, and the marine and the female compatriots, that when you serve honorably for a certain period you will be given so much money under the GI bill of rights to be educated.

Mr. JOHNSON. That is a good program. These people fundamentally go to State institutions; they do not go to national institutions to be educated.

General HARTNESS. No; but they get their money from the Federal Government.

Mr. JOHNSON. Certainly. We gave vocational training after the First World War because we felt the men who put in their time and made the sacrifices for their country ought to get something in the way of training that would benefit them. It was a modest program then, but it did considerable good, to my personal knowledge.

Mr. DEVEREUX. General, is there any question about forcing these programs on the various services?

General HARTNESS. Forcing them?

Mr. DEVEREUX. Yes.

General HARTNESS. No.

Mr. DEVEREUX. If they want to take them and carry them out, all right; if not, they can do whatever they want to; is that correct?

General HARTNESS. That is true.

Mr. DEVEREUX. And they can take such parts of a program as they wish?

General HARTNESS. That is correct.

Mr. DEVEREUX. And let the rest go by?

General HARTNESS. That is correct.

Mr. DEVEREUX. General, there is one thing that disturbs me a bit, whether or not you are going overboard on a propagananda and educational program and trying to cover our responsibility in the services rather than teaching leadership and teaching the people to live in a representative form of government, and that is, if you can call it a democratic service. I do not believe it is democratic, never will be, and never has been, and it cannot be, to be efficient.

That is the thing that disturbs me and a lot of people in the service. Have you in your experience had any indication that this purely educational or propagananda form is taking the place of fundamental responsibility in the various services?

General HARTNESS. From my experience, no. If I have followed you, your question is: Do our people think that perhaps we are trying to propaganadize them, and that we are letting certain fringe things, you might say, get the upper hand of what is the most important, and that is, training our people to be the best combat fighters and the best combat teams it is humanly possible to make; is that your question?

Mr. DEVEREUX. That is partially it. Frankly, I do not express myself very well. My thought is, with company grade officers, whether they will put out a certain amount of this educational propagananda that you have and think then, well, my responsibilities are over. In other words, they have held so many classes and that is that; they can check that off and say, "Well, I have taken care of my responsibilities as an officer."

General HARTNESS. I would not for a moment say that there are not some who would do that. I am convinced that any commander worth his salt, who has anybody like that, will not have him very long, or will straighten him out.

Mr. JOHNSON. In the statement that you made about the broadcasts, you gave a certain number of hours for sports. What percentage is that of the total hours?

General HARTNESS. About a third from Los Angeles.

Mr. JOHNSON. Of course, that is done primarily for morale, is it not, and not for education? You would not include that in education?

General HARTNESS. That is true, morale, and it is also things these young men have been accustomed to back in the States. Also, as I indicated in my prepared statement, if we feed them nothing but education and education, we would lose our listener audience.

Mr. JOHNSON. I think you would. Every boy likes to hear sports, if he is a normal American boy, and that is a good investment.

Mr. DEVEREUX. Can you give us an example of what are some of the educational programs that are put out over the air?

Mr. JOHNSON. Does this record that I have in my hand contain one here? If it does, we want to take it upstairs and play it.

General HARTNESS. I do not know what that program you have in your hand is.

Mr. JOHNSON. It is Invitation to Learning. It sounds like propaganda. I would like to hear it.

General HARTNESS. For instance, I have one week's program which was turned out. Here a few of the titles: "Adventures in Research," "University Explorer," "Behind the Story," "Hall of Fame," "Invitation to Learning," and "Last Man Out."

Now, Last Man Out, deals with escape from behind the Iron Curtain. It is a factual report. It is informational and educational. "Stroke of Fate." "What If Alexander the Great Had Lived to Continue his Conquest of the World." "Ways of Mankind." "You and the World."

And I think that we can include in information and education perhaps the 3 hours that we give to the Protestants, the Catholic and the Jewish faiths.

Mr. JOHNSON. I think we all agree.

General HARTNESS. Those are some of the items.

Mr. DEVEREUX. How much of a staff do you have in the Defense Department to coordinate the efforts?

General HARTNESS. Here in Washington I have 21 officers and 48 civilians.

In USAFI I have one officer and 328 civilians.

In Los Angeles I have 48 service personnel and 100 civilians. The service personnel are not all commissioned. Quite a number of them are enlisted. In New York I have 32 military and 18 civilians. Quite a number of the military in New York are enlisted personnel.

Mr. DEVEREUX. Do you borrow any from the various services to augment your staff over here?

General HARTNESS. My personal staff of 21 officers and the 47 or 48 civilians are all permanently with me, although they are drawn from all of the services. There are no borrowed personnel, and I do not carry anyone on temporary duty.

Mr. DEVEREUX. Can you give us a breakdown of the proportion of funds that will be used for these various programs?

General HARTNESS. Yes. USAFI, \$3,043,000. Armed Forces Radio Service, \$1,750,000. Armed Forces Press and Radio Service, New York, \$172,000. My office, \$1,435,000.

Mr. DEVEREUX. That is for your pay and all of your expenses in those different places?

General HARTNESS. That is for the pay of the civilian personnel on my budget. It does not include the pay of officer or noncommissioned personnel, nor does it include the 48 civilians who are in my office. There is \$6,400,000 for the Department of Defense, Office of Information and Education. The total information and educational budget is slightly more than \$14 million.

Now, if we calculate also the cost in money for pay of the officer personnel, of the enlisted personnel involved in this program, and in the program there are 739 officers in all the services and 3,260 enlisted men and 335 civilians not budgeted specifically in the budget, we come up with an additional \$14,348,000, or a grand total of about \$29,400,000 for the entire program, or as I like to think of it, it costs for this entire program, education, radio and everything, slightly under

\$10 per person in the service, or less than the cost of one pair of trousers, woollens, o. d. for a year.

Mr. JOHNSON. Does this include the pay you give to the radio companies? Is this on a Government-owned chain that you broadcast it?

General HARTNESS. Yes.

Mr. JOHNSON. So there is no compensation to the private companies?

General HARTNESS. All these 72 radio stations overseas belong to the Government.

Mr. JOHNSON. I just wanted to be sure of that, so a total roughly of \$30 million covers everything?

General HARTNESS. That is true, sir—officers, enlisted men and so on.

Mr. DEVEREUX. With the exception of these post schools where you bring people up to the fourth grade or eighth grade level?

General HARTNESS. That is actually an Army program, or a service program, and does not belong under my particular operation.

Mr. DEVEREUX. It does include, however, the college correspondence school courses and the amount the Federal Government has to put up?

General HARTNESS. That is correct, and it includes the money for all of these cooperating and participating colleges as well as for the operation of USAFI, this \$29 million plus.

Mr. DEVEREUX. In connection with that, are there any restrictions as to the courses the individuals may take at these civilian correspondence schools, or as a resident student?

General HARTNESS. The restrictions are based upon this: That he cannot take a course which does not lead him somewhere. I would rather have Colonel McCormick or Dr. Ray speak specifically to those questions and as to those requirements.

Mr. JOHNSON. In what connection, General, do you have advisers who sit down with a boy and talk to him about what he is aiming at in trying to dovetail him in the courses?

General HARTNESS. There are advisers in practically every base and station, and these young people come down and sit with the adviser with a catalog from the particular college where he wants to take a course, if that school is participating in our program, and he is advised: "You are not qualified to take that course; therefore, there is no point in taking it."

Mr. JOHNSON. Do you give any aptitude tests to see what their potential is for entering into any particular field of activity in civil life?

General HARTNESS. We do not. We do that only when they come into the service.

Mr. JOHNSON. How many years have you been in command of this?

General HARTNESS. Slightly over 1 year, sir.

Mr. JOHNSON. Apparently you like it.

General HARTNESS. I think it is a great program. I think it is worth every nickel we have ever put in it, and every nickel we will ever put in it.

Mr. JOHNSON. That is the kind of men we want in it, men who believe in it. Apparently you do. I want to compliment you on the way you answer the question.

General HARTNESS. Thank you.

Mr. DUCANDER. There is one other thing that I do not think we developed, and that is the television program.

General HARTNESS. I will have to answer that by saying they are not yet developed. We are looking to the future.

Mr. DUCANDER. At the present time you have no television programs?

General HARTNESS. Yes; we have one program at Limestone, Maine; one station that is set up by the Air Force. Our office has none. We have our policies prepared and we are working toward that end. The one at Limestone was the pilot model for the Air Force. I have not personally seen it. Some of my people have seen it. The Air Force are most—I was going to say extravagant but I will not say extravagant—high in their praise of it. The men out there are thoroughly sold on it. It is a medium which serves not only an entertainment requirement for these isolated bases and Limestone is an isolated base, but it is a very fine informational and educational medium. Actually, I think you are aware that many of our civilian schools are now operating educational courses over the television where the professor stands up and the classes may be here or elsewhere, but sitting in front of the television. It has its potential there. It has very great potential in that the commander will be able to talk to his people, maybe not in person, but at a large base he can impel his personality into a large number of men, maybe 10, 20, or 30 miles away, so our television program is one which we feel also has a terrific possibility, but one which is at present just in the process of being developed.

Mr. DUCANDER. Would the television station only be at isolated posts and stations?

General HARTNESS. In the United States; yes.

Mr. DUCANDER. Are there any plans that you know of to purchase commercial programs, such as the Jackie Gleason show?

General HARTNESS. No. I have just finished signing, I cannot count the number of letters, requesting the same authority that we have with the radio people to get these programs without cost to us. The letters are coming back now, and they are that the television people are going to give us those programs without cost.

Mr. JOHNSON. Now we find that we are not going to have the Consent Calendar this afternoon, so we will come back at 2 o'clock, if that is convenient.

Mr. DUCANDER. Mr. Chairman before you adjourn the subcommittee I have a statement from the National Association of Radio and Television Broadcasters which should be inserted in the record. With your permission I will do so at this time.

Mr. JOHNSON. Without objection the statement may be inserted in the record.

(The statement is as follows:)

NATIONAL ASSOCIATION OF RADIO
AND TELEVISION BROADCASTERS,
Washington, D. C., June 28, 1954.

Re S. 3401.

Hon. LEROY JOHNSON,
Chairman, Subcommittee No. 3, Armed Services Committee,
House of Representatives, Washington, D. C.

MY DEAR MR. JOHNSON: On behalf of the National Association of Radio and Television Broadcasters, the business association of the radio and television

industry, I wish to file the following comments with reference to S. 3401 now before Subcommittee No. 3 of the Armed Services Committee.

S. 3401 is entitled, "A bill to authorize the furnishing of information, radio and television entertainment, and similar education for personnel in the Armed Forces, and for other purposes," and provides, inter alia, "That the Secretary of Defense and the Secretaries of the military departments may, out of funds appropriated for such purposes, provide * * * radio and television entertainment * * * for military personnel * * *." S. 3401 further provides that, "such radio and television provided shall be limited to radio and television programs either overseas or in isolated posts, camps, and stations in the United States."

It has been the wise and historic policy of Congress to refuse the authorization of Government-owned broadcasting stations intended to operate in competition with stations operated by private citizens. It is believed that it is the intent of S. 3401 to continue this policy. However, it is believed that the bill as written is ambiguous with respect to this policy and may unintentionally establish authority for the operation of Government-owned broadcasting facilities in competition with those operated by private citizens.

The association believes that, before enactment, S. 3401 should be clarified to provide the following safeguards:

1) A definition of "isolated posts, camps, and stations in the United States" should be included. It is submitted that a post may be "isolated" within the commonly accepted definition of the word, and yet receive acceptable radio or television service. It is believed that the intent of S. 3401 is to authorize the armed services to provide radio and television service where none is available through commercial channels. This intent should be spelled out in unmistakable language.

2) The bill should guard against authorizing broadcasting stations operated by the armed services to cover any area larger than the immediate area of the post, camp, or station which the station is intended to serve.

3) Further, the bill should guard against authorizing the broadcast of commercial continuity in competition with privately owned media. For example, in areas within the United States where no commercial television service is available, it is highly probable that commercial radio service does exist, and to allow an armed services television station to carry advertising material would subject such radio service, as well as other private media, to governmental competition.

It is submitted that S. 3401, if clarified by appropriate amendment, will accomplish its purpose, and, at the same time, protect private enterprise against competition from Government-owned stations.

Sincerely yours,

HAROLD E. FELLOWS.

AFTERNOON SESSION

The subcommittee met at 2 p. m., Hon. Leroy Johnson, member of the subcommittee, presiding.

Mr. JOHNSON. The subcommittee will come to order.

(Maj. Gen. Harian N. Hartness resumed the stand.)

Mr. DEVEREUX. We'd like to have in the record just how much money you will have to spend on each of these programs, broken down for the record?

General HARTNESS. Do you mean the Armed Forces Institute, for Los Angeles and New York, and here in our office in Washington?

Mr. DEVEREUX. Yes, and how much goes into this indoctrination program for the men before they go overseas. That is all part of your program, is it not?

General HARTNESS. Yes, except that the Army and Air Force also produce some material of their own.

Our indoctrination program overseas consists essentially of these "how to get along in" booklets or guides, plus motion pictures.

Now, I can take this and break it down into what I have, and I'd be very happy to answer any other questions if I am not answering as you wish?

Mr. DEVEREUX. All right, sir.

Mr. JOHNSON. Do you have any chart covering the outline of your organization, an organizational chart—

General HARTNESS. I have no chart with me, Mr. Chairman.

Mr. JOHNSON. Of how much goes into each particular branch?

General HARTNESS. Maybe if I just start out here, it will come out.

Mr. JOHNSON. All right.

General HARTNESS. We have in Washington, over here in building P-7, our Office of Information and Education, where the policies are prepared and the various doctrines are enunciated.

My office works under the Assistant Secretary of Defense for Manpower, and Personnel Director John Hannah.

Now, the total budget for the Office of Information and Education, Department of Defense, is \$6,400,000.

Of that the office in Washington here is budgeted for \$1,435,000.

In our office we have 21 military and 48 civilians. As I have stated, we are the policymaking agents for the Department of Defense. We do not, nor do we intend to issue, any positive orders to the services for the way in which they shall operate and carry on this program. It is our function essentially, as I have stated, to provide policies and to provide materials to assist all the services in executing the program.

Mr. JOHNSON. You supervise the policy and let the other people carry it out?

General HARTNESS. Yes, sir; but just how they will implement that is a service matter.

Mr. JOHNSON. Yes.

General HARTNESS. Now, I believe each of you have certain things, certain publications which were prepared such as You and your U. S., in which we have three of those thus far; the Declaration of Independence; Freedom and Responsibility; and, What America Means to Me.

We have 1 in the hands—or rather 2 in the hands of the printer, and 4 either with the services for their comment and comparisons, following which they are ready to go to the services.

We prepare 36 Armed Forces information pamphlets a year, and we send those to all the services. The number of those runs to about 185,000 per issue.

We prepare pamphlets such as How To Get Along in Germany, and How To Get Along in North Africa, and How To Get Along in Korea—as a matter of fact we prepare a similar booklet which is available and distributed to all of the personnel, which is furnished the personnel when they go to the various countries.

We also provide these voting information pamphlets, a copy of which is here, in addition to which there is a pamphlet giving more detailed information which the services should have and which every man or woman in the service has available to him through his voting officer within the company, troop, or battery, and comparable organizations in the Air Force, Navy, and Marines.

We provide a weekly map also to all the services of immediate news and events of the immediate importance, showing the vital areas of the world, and what is taking place there.

Mr. JOHNSON. Is that a sort of news week?

General HARTNESS. Yes, sir; a news week map.

Mr. JOHNSON. A map?

General HARTNESS. Yes [spelling] m-a-p, and the major news itemized in that map.

Mr. JOHNSON. Such as what is going on, for instance, now in Indochina and Korea?

General HARTNESS. Yes, sir.

Mr. DEVEREUX. Such as is posted, for instance, on a bulletin board or something of the sort?

General HARTNESS. Yes.

Mr. JOHNSON. And, do you cover all parts of the world?

General HARTNESS. We cover various areas, a different area each week.

Mr. JOHNSON. For instance, Guatemala is in the papers now, and would that be covered?

General HARTNESS. That will be put out, yes, sir.

Mr. JOHNSON. You are also putting out this map covering the troubled areas of the world?

General HARTNESS. Yes, sir; the news area involved.

Mr. JOHNSON. For instance, did you cover the event which occurred in Egypt when Naguib was out temporarily, briefly, and then back in?

General HARTNESS. Yes, sir.

Now, in addition we prepare and distribute through the motion picture services, motion picture films, one of which is entitled "Report to the Armed Services."

That gives to all services a motion picture covering the latest developments which can be given, that is, of course, to the units in the field.

Classified material obviously we cannot publish.

Mr. JOHNSON. For instance, would you cover the conference down in Quantico?

General HARTNESS. No, sir.

Then, we provide pamphlets such as are those I previously mentioned on Germany and on Japan, and that gives these men, prior to their departure to these areas, a very clear understanding insofar as motion pictures can, covering the laws and customs of the country to which they are going, and a further indoctrination on how to conduct themselves as good American citizens, and so forth.

Mr. JOHNSON. Are you the judge of what goes out every week, General?

General HARTNESS. I am responsible for it, but this material is also used by the services as well as my office. It is also reviewed by the services as well as my office. We work in complete cooperation.

Then, we are also working on some other films today in which we bring in outstanding people to discuss in a forum type of picture certain topics, for instance, "Communism," and on this we have had Mr. George Kennan in twice, one time for a general audience and another time for an officer audience picture, which, in the first one, 40 service personnel from all services, male and female, in an unrehearsed program asked him questions and he answered them.

Mr. JOHNSON. You could not have had a better man.

General HARTNESS. Yes, and the second was done by 17 officers and civilians, students of the National War College, of all the grades or equivalent grades of colonel in the Army.

They asked some very acute, very seeking, very searching, and very far-reaching questions of Mr. Kennan, and which questions Mr. Kennan discussed with them on the practical as well as the statistical aspects of policy.

Mr. JOHNSON. I think you asked the best man you could get.

General HARTNESS. Yes, sir, and we have had Mr. Bob Kennedy, of the State Department, discuss Southeast Asia as well.

Mr. JOHNSON. Did you ever have Mr. Walter Robinson as yet?

General HARTNESS. Not yet, sir.

We are still projecting the program into the future. However, those are some of the main things which we in our local office have done.

Now, the cost of that office—

Mr. JOHNSON. Could I ask you a question, first?

General HARTNESS. Yes; certainly, sir.

Mr. JOHNSON. The purpose is to sort of orient the man in the service in order that he may know what is going on and in order to put the little individual person into the bigger picture so that he knows what is going on, is that it?

General HARTNESS. Yes, sir.

Now, as I mentioned, our budget in this office is \$1,435,000. That includes the cost of printing of these items, \$425,000; motion picture films, \$740,000; and other costs, \$270,000.

Mr. JOHNSON. Have you had any difficulty in getting response to these budgeted costs?

General HARTNESS. In appropriations I appeared twice, once just after I returned from Germany last year, and another time, this spring.

Mr. WILSON. Maybe I missed some of this because I wasn't here this morning, but has there been any previous attempt to get any authorization?

General HANNAH. At the moment, sir, there is no permanent legislation. There was—now, I'm trusting to my memory—but in 1941 or 1942 an authorization for the Army to provide for the education and morale of its service personnel—that authorization—again I am trusting to my memory, ceased on the last June 30.

It was extended for 1 month in the Senate, but the extension never go any farther so we are operating without any legislative authorization of any kind at the present.

Mr. WILSON. These activities grew out of certain wartime activities, and you found it so helpful you think it should become a part of the regular establishment, and now, you want permanent authority for it, is that correct?

General HARTNESS. That is correct, and although there may not be any shooting right just at this moment, there is a pretty "hot" cold war going on, and we have something around, as you gentlemen know, 3 million in the services today.

Mr. WILSON. And, what you want to get into the statute is language that lays down a broad policy, and to have this in the armed services to give you authority to appropriate money?

General HARTNESS. Yes, sir.

Mr. WILSON. But that is a more or less continuous thing, is it not?

General HARTNESS. That is correct, sir, but it does give stability to our program, and it gives a firm basis from which to work.

Mr. WILSON. It is very important to the morale of the troops. I knew when we went on that trip to Korea last fall I went up and visited in the little Quonset huts that had been set up to carry on the various aspects of the Armed Forces Institute, and it was very good for the men right up on the frontline to be able to continue their education.

General HARTNESS. That is correct, Mr. Wilson, and to put it mildly they were crying for it as soon as hostilities ceased.

Mr. WILSON. I know that it was a very good thing, the fact that they could continue their studies right up at the front.

Mr. JOHNSON. Let this be off the record.

(Thereupon, an off-the-record discussion ensued).

Mr. JOHNSON. Back on the record. Proceed, General.

General HARTNESS. Shall I proceed to the next item, sir?

Mr. JOHNSON. Yes.

General HARTNESS. I will take the Armed Forces Institute in Madison. The budget—\$3,043,000: The procurement of education supplies and materials, \$1,493,000; supplies and storage—all of these include personnel costs, of course—\$248,000; miscellaneous administrative expenses, \$327,000; operations for cost of lessons in service, \$975,000, and that is broken down into lesson service reports, \$374,000, which is the payment for the grading of lessons; preparation, review, and evaluation of educational material, \$135,000; and testing service, \$260,000; maintenance of records, \$206,000.

I would like to point out in passing that the activities of USAFIE is increasing terrifically; each month our enrollment is going up and has been for some time.

Mr. JOHNSON. How do you account for that, General, that they have now more time to look into these things?

General HARTNESS. I think there has been a greater impetus on the part of the various commanders to give these people a greater opportunity to afford themselves of this educational program, and also I think we would find that—well, although the Korean fracas has been quiet for some time—that this impetus started immediately after the cessation of hostilities.

Mr. JOHNSON. We were over there last fall and found the entire antiaircraft forces were very much dissatisfied, is that true, General?

General HARTNESS. I have been asked that question as to what would happen if these young men didn't have this opportunity and the only thing I could say is that a lot of them would be in barrooms and other places far less desirable, Mr. Chairman.

Mr. JOHNSON. It is, then, desirable that they get the benefit of a lot of these educational programs, General?

General HARTNESS. Yes, sir; it is available to every man and woman in the service.

Mr. WILSON. When I was in Korea last year we inquired into this thing and most of the answers were negative, as to whether they were taking it or not, and it certainly would be a wonderful thing for that group, the antiaircraft forces, because they just sit there, antiaircraft and that's about all they have to do, it is wait for something to happen.

General HARTNESS. Now, I don't know whether you would want to—whether you ran into this situation overseas, or not, but we have 6 of these cooperating colleges overseas, 1 of which is the Far East.

University; and, in the Caribbean the Louisiana State University; in Europe the University of Maryland; and we have the American International College up here in Springfield, Mass., which is in the Northeast Command, and we have also used the University of Hawaii, which is in Hawaii, and we have the European Institution—I believe it's called Sofia, which is a cooperating college, and the University of the Philippines.

But, there are eight institutions either from America, from the United States or locally on the ground who are providing these courses off duty for our servicemen and women in all branches of the services.

Mr. DUCANDER. And they send the professors right over there; do they not?

General HARTNESS. Yes, sir; the professors are sent over there by these colleges and universities.

Mr. DEVEREUX. Are you including any part of this with academic schools for children?

General HARTNESS. No, sir; I have nothing to do with that.

Mr. WILSON. Under what department is that handled?

General HARTNESS. That is handled by the various services themselves in their dependent school program.

Mr. DEVEREUX. What is this program you have just outlined, what is that called?

General HARTNESS. Based upon the original bill as prepared in the Department of Defense it was to cost—and I am speaking generally first and then I will speak a little more specifically—it was to cost the Government 75 percent of the tuition, which is actually about 50 percent of the cost to the individual, because that tuition cost does not include any books or incidental expenses.

Now, I will have to call on the Air Force, the Army, and the other two services for their budget allocations for the fiscal year 1955, but I believe I am correct in saying the Army has in its budget \$300,000 for its tuition; the Air Force has \$1,299,000; the Navy has nothing at all; and the Marines, I believe, have \$40,000.

That is, again, an individual service operated proposition.

Mr. DUCANDER. This is not available in the Navy and it will not be in the fiscal year 1955?

General HARTNESS. That is correct.

Mr. DUCANDER. Doesn't the Navy find it helpful to the sailors, and if not, can you give any reason why it does not?

General HARTNESS. I will have to ask for help on that answer from the Navy.

Commander T. J. MORIARTY. The Navy has quite a different situation than the other services.

Fortunately for us, in our officer corps we have, I think, a relatively higher percentage of college graduates, and therefore, we don't feel the need for this tuition program such as might exist in some of our sister services.

I suppose if we had the money available to us for this kind of program, we would feel we would put it into some of our service schools which we have had to close in recent years.

Now, also, because of the kind of operation in which the Navy engages, and only a relatively small number of our personnel would be eligible or available for our tuition aid, as most of our people are at sea, and those most conveniently located, say, on shore duty would be the only ones available to take advantage of it.

For those reasons we couldn't equitably administer this program, and therefore, for the Navy at this time, we are not participating in the tuition-aid program.

Mr. DEVEREUX. Well, Commander, as far as correspondence schools are concerned, you would have the same opportunity, would you not?

Commander MORIARTY. In the correspondence school courses we participate wholeheartedly, and we do have a very high percentage of participation.

Mr. DEVEREUX. I'm talking about the University of Maryland program, as well as the other universities such as Louisiana and California.

Commander MORIARTY. We also participate in that manner. In my previous statement I was thinking of the tuition-aid program.

Mr. DEVEREUX. Isn't that the tuition-aid program?

Commander MORIARTY. I don't think that properly comes under the tuition-aid portion of the thing, sir.

Mr. DEVEREUX. Then, I was a little bit confused. I thought you had some resident issue to assist the people in Government, and also to assist the enlisted personnel by correspondence school procedures, who are also assisted by the Federal Government?

General HARTNESS. The University of Maryland operates an on-the-spot series of courses, Mr. Devereux.

Now, the extension courses, the correspondence courses are called the USAFIE, at Madison.

These other cooperative schools are the ones where they teach on their campus if the enlisted personnel are close enough, or if the university is close enough to the base, and in the absence of that they send an instructor or a teacher to the location, and that teacher conducts that class right at that location.

For instance when I was at Fort Leavenworth, Kans., the University of Kansas sent its professors into Fort Leavenworth to conduct classes for people in the post, and that is really a tuition-paid—a tuition-aid program.

Mr. JOHNSON. Thank you very much, General.

Mr. WILSON. Well, under the tuition-aid program a serviceman has a pretty free choice to attend whatever school he wants; isn't that correct?

General HARTNESS. No, sir. He doesn't really have a pretty free choice for this reason:

He is limited to the school in the area in which he is located and the school which will provide that service in that area.

In other words in Europe the tuition-aid program is with the University of Maryland; in Japan and Korea it is with the University of California and Sofia, and in the Caribbean it is with the Louisiana State University.

Mr. WILSON. Is the tuition-aid program which was covered, or with which we were concerned during the war changed in the appropriations act which covered the amount of participation in which the Government would enter?

General HARTNESS. If the item you are speaking about was—

Mr. WILSON. The Government, as I understood it, paid 50 percent of the cost of tuition, and now it pays 75 percent; is that correct?

General HARTNESS. That has varied depending on the act and upon certain rulings the details of which I am not thoroughly familiar with at this time.

But, last year, in the appropriations act there was a provision that tuition aid could be granted to all enlisted personnel, and to commissioned personnel up to and including the grade of first lieutenant, and corresponding grades in all other services.

The appropriation act as it stands today, takes that limitation off the officers and provides—which I think is just and fair and honorable—all officers can take advantage of this tuition aid with the proviso that he must agree to serve 2 years after he has completed it.

Mr. WILSON. But there is still Government participation in the program?

General HARTNESS. The appropriations act, as it was reported out of the House, provides for a limit of 75 percent of tuition aid. That is correct.

Mr. DUCANDER. Is that program general?

General HARTNESS. Yes, sir.

Now, let me see if I don't have a copy of the appropriations act.

Mr. WILSON. That doesn't cover the USAFIE?

General HARTNESS. No, sir. The USAFIE is not a tuition-aid program.

Mr. DUCANDER. He must pay a certain fee in order to take the USAFIE?

General HARTNESS. Yes, sir. Two dollars and as a matter of fact we turn in about \$200,000 a year to the Treasurer.

Mr. DUCANDER. How much does a man have to pay for a correspondence course of the University of Maryland—let's say he wanted to take a course in mechanical engineering and he is stationed at Fort Bliss, and further assuming he is qualified to take such a course?

General HARTNESS. That is going to require a little bit of explaining, if you will bear with me, sir.

Mr. DUCANDER. All right.

General HARTNESS. This soldier requests to take a course, A, let's say, at the University of Maryland, which we will use for an example; his educational adviser, or his information and education officer, or both, will advise him, in substance, "You are qualified to take that course," or, "You are not qualified to take that course," and—let's assume that he is qualified:

He, then, makes an application for it.

Then, that course costs, we'll say \$15, but that is just the enrollment and matriculation and incidental cost.

That does not include the cost of the lesson service, the correction of the lessons, and the evaluation and correction of the examinations.

The soldier or officer, whichever the case may be, pays that \$15, and USAFIE at Madison pays the cost of the grading of those lessons.

Mr. DUCANDER. Is there any tuition assistance for this \$15?

General HARTNESS. No, not as we understand the tuition aid provided for in this bill, no. He gets nothing. We pay only for the grading of the lessons and examinations.

Mr. WILSON. Actually the \$15 is only a very minor portion of the overall cost, is it not?

General HARTNESS. Oh, yes.

Mr. JOHNSON. Now, do you ever send the students direct to a university to take such courses?

General HARTNESS. Our office does not; no sir.

Mr. JOHNSON. Personally, I'm thinking of a case of a boy who is a major now. He went to the University of Georgia, and he took certain courses so that he could go in the Comptroller General's Office, and all the time he was there he got paid, that is his regular pay together with the quarters allowance, and all the other benefits.

General HARTNESS. Yes.

Mr. JOHNSON. And the Air Force paid for whatever tuition there was while he was at the university.

General HARTNESS. That is correct.

Mr. JOHNSON. But, that is not true in your program we are now discussing?

General HARTNESS. No, sir.

Those courses are being taken today, I'm sure, in the Army, and I am quite sure in the Air Force, but I am not sure about the Navy and the Marine Corps, but they are sending officers to school to better equip them to function as officers in this atomic age.

Mr. WILSON. Well, what we are talking about is the rider in the appropriations act which is concerned with off-duty education, is it not?

General HARTNESS. That is correct.

Mr. WILSON. And, it does not have anything to do with the man's career in service?

General HARTNESS. Well, incidentally it does.

Mr. WILSON. I mean it is not considered a part of his training at the time?

General HARTNESS. Not a part of his military training.

I thought I had a copy of the appropriations act and—well, I believe it is section 630 which definitely states—

no more than 75 percent of tuition aid; no limitation on officer or enlisted personnel, except that the officer must agree to serve 2 years upon completion of his work.

Mr. JOHNSON. Now, that was section 730 of the last appropriations act for the armed services?

General HARTNESS. Yes, sir.

Mr. DUCANDER. Is there any authority in this bill, General, and if so, I hope I am not being redundant, but is there any appropriation under this bill to send a man to the University of Maryland for 4 years?

General HARTNESS. No, sir, that bill provides for off-duty tuition-aid assistance.

Mr. DUCANDER. And, the only time the tuition aid is paid is with the, what do you call them, cooperative schools, where the instructor is right on the spot and gives instructions right in the classroom?

General HARTNESS. That is correct.

Mr. DEVEREUX. If a person happened not to be located in a university town could he get any assistance under this provision to take off-duty courses?

General HARTNESS. Yes, indeed, he could. For instance, I was out to the University of Omaha not so long ago, and there's an Air Force base right on the edge of Omaha, Nebr., and the Air Force has people attending the University of Omaha on off-duty hours, and they are receiving tuition aid, and Dr. Ray, I think, can give you further figures on that, and the same is true, I'm sure of the Army where they are located close by these institutions, and as I mentioned

previously, at Fort Leavenworth the university sent their professors right out to the post.

Mr. JOHNSON. How many officers have taken these courses, General?
General HARTNESS. I think I have those figures for you, Mr. Chairman.

Tuition-aid enrollments for the fiscal year 1953, in the Army there were 6,013; in the Navy, 512—the Navy did have a program then; the Air Force had 28,000; and the Marine Corps 148, for a total of 34,000 officers for the fiscal year 1953.

Mr. JOHNSON. What is the general purpose of that, if the men are not taking that to help them become better officers?

General HARTNESS. I'd say that they are, that you are correct.

Mr. WILSON. Well, a man may not be a college graduate, and he can take advantage of this added education, and certainly qualify himself for further advancement.

Isn't that correct, General?

General HARTNESS. Well, I think the better educated a man is, we can take it pretty much for granted that he becomes a little bit better man, and better able to do his job, and a little bit better able to evaluate things, and better able to talk with people with whom he is associated—and particularly those in civilian life—and I believe you will find this educational program as highly important particularly when we realize the Air Force and the Army have a great number of officers brought into the service during World War II and even since then who, because of coming in at an early age, didn't get an opportunity to complete their formal education.

Mr. JOHNSON. You think that most of the Army officers are not all intellectuals, then?

General HARTNESS. No, sir, but it helps.

Now, further answering your question, we had a total of 17,429 in the fiscal year 1954 for the first 6 months, which is just about half of what we had in the fiscal year 1953, and—

Mr. JOHNSON. This, of course, might help in the transition. When they leave the service, either when they are retired or when they leave the service, help them that way in that by that time they might have received some specialized training which is useful in helping them to obtain a job after they leave the service.

Mr. WILSON. The purpose of obtaining this rider in the act was more or less a guaranty that the man would not leave the service, referring particularly to the commissioned personnel, which is the reason they put the 2-year limitation in it.

Mr. JOHNSON. You wouldn't want to deny the fact that it certainly broadens them and, perhaps, just from the standpoint of intellectual ability alone the more they learn the better they are off, not to speak of many other factors of benefit to them?

General HARTNESS. Yes, sir, but the higher you raise each individual member of that combination, the better off that individual is.

Mr. DEVEREUX. Now, have you covered all the divisions of the money?

General HARTNESS. No, sir; I haven't.

I have here section 730, if any of you would like to have it read.

It belongs to the committee itself, Mr. Chairman.

Mr. JOHNSON. Is that the bill before it was passed, or after it was passed?

General HARTNESS. This was the bill as passed by the House, and it states as follows:

Sec. 730. No appropriation contained in this Act shall be available for the payment of more than 75 per centum of charges of educational institutions for tuition or expenses for off-duty training of military personnel, nor for the payment of any part of tuition or expenses for such training for commissioned personnel who do not agree to remain on active duty for two years after completion of such training.

Mr. WILSON. That was passed by the Senate?

General HARTNESS. Yes, sir; it was.

The rider was not changed.

Mr. WILSON. All right.

General HARTNESS. Now, I'll go on with the other items:

Armed Forces, Los Angeles, \$1,750,000; basis for requirements radio program, \$1,045,000; DDE commercialized program, \$730,000; original information and education program, \$88,000; original entertainment programs—these programs specifically carried for service personnel—\$87,000; other programs: music transcription library and programs, special events, \$140,000; short wave programs, \$180,000; procurement and storage costs, \$388,000.

Now, I might state that all of the 72 radio stations which are operated overseas, are procured by the Armed Forces Radio Service, Los Angeles, but those which are under the administration of the Army, the Army reimburses the Armed Forces Radio Service for their cost.

The Navy and Air Force do not.

We are charged with budgeting for and providing for the radio stations which the Navy and Air Force administer.

We are also charged with the maintenance of all radio stations for nonstandard parts.

Mr. WILSON. In other words that budget of a little over a million dollars takes care of the 72 radio stations you mentioned?

General HARTNESS. That is correct, Mr. Wilson, and the 45 hospitals in the United States on a closed-circuit type of reception.

You see, we cannot broadcast in the United States.

Mr. JOHNSON. You are convinced this program does a great deal of good, are you not, General?

General HARTNESS. I am. Yes, sir.

Mr. JOHNSON. And that is based upon your experience?

General HARTNESS. Yes, sir.

Then, we have the Armed Forces and Press Radio Service in the budget, which is \$172,000, of which the Press Service represents \$110,000 of that amount.

As I mentioned earlier, it provides news service to over 1,300 service newspapers. This service includes the publication and distribution of clip sheets, newspaper mats, pre-cut stencils, and the maintenance of all service newspapers and the furnishing of technical advices and assistance to editors of service newspapers.

The radio service budget at New York was \$62,000. Of course there they are not involved in any of the recordings or the provision of records for overseas service.

They are essentially a short wave broadcasting service to Europe, and—

Mr. WILSON. Do you have anything to do with the Voice of America?

General HARTNESS. All our broadcasting is done by the Voice of America, and it is done by them on time they do not use, and if we had to pay for that transmission in terms of the costs that are a matter of record, our costs would go up, considerably.

Mr. DEVEREUX. Have you now broken down every item that comes in your office?

General HARTNESS. Yes, sir.

Mr. JOHNSON. And we will hear from the Air Force and the Navy on everything they have?

General HARTNESS. Yes, sir.

Mr. DEVEREUX. Do you have anything more, Mr. Johnson?

(No response.)

General HARTNESS. Now, I do not have a complete breakdown on all the budgets of all the services.

I have my own, and the total budgets of the Army, Navy, Air Force, and the Marine Corps.

But for specific breakdowns, gentlemen, I'll have to call upon other specific representatives here.

I would like to make one more statement, if I may, before the various representatives of the services come on: That, to place this bill in harmony with the Appropriations Act I think the 60 percent feature should be raised to 75 percent in the bill.

Mr. DUCANDER. Mr. Chairman?

Mr. JOHNSON. Mr. Ducander.

Mr. DUCANDER. I imagine you want to include, generally, the temporary nature of the act?

General HARTNESS. Yes, sir. I mentioned that this morning, and I do not see why, although it—if it is the desire of Congress to do so—

Mr. DEVEREUX. Well, it wouldn't hurt you very much if we had a chance to review it after 2 years, would it?

(No response.)

Mr. JOHNSON. Wouldn't this be a better thing to make it permanent and provide that they should report on it after 2 years, or perhaps annually?

In other words, have it reported annually and let the Congress look it over and make modifications or even eliminate the whole thing?

General HARTNESS. Well, I think a biennial report would be much more desirable than the way it is now written.

Mr. WILSON. I notice this covers television, and while we discussed radio, does this, then, anticipate that you will get into television?

General HARTNESS. That is correct, sir. We have—and when I say "we" actually I mean the Air Force, which has moved into that field at Limestone, Maine, which is an isolated post.

We are taking steps to enunciate servicewide policies, and to get air clearances with the television people so that we can also use their programs.

Mr. JOHNSON. That is all in the record. Now, is it not?

General HARTNESS. Yes, sir.

Mr. DUCANDER. Does this bill cover motion pictures for entertainment of Armed Forces personnel?

General HARTNESS. No, sir.

Mr. DUCANDER. You know what I mean—where you buy movies in order to show these movies on the base?

General HARTNESS. The answer is still "No."

Mr. DUCANDER. This bill does not cover that?

General HARTNESS. No, sir. That's the motion-picture service which does that.

Mr. DUCANDER. Would this bill cover the payment of expenses for entertainers?

General HARTNESS. No, sir—only when we put on an original program, produce an original program in Los Angeles, and when that is done the cost is about one-third of the standard cost.

But most of the entertainers out there give their services without cost—the big name people like Bob Hope, and the others.

Mr. DUCANDER. One more thing for the record: Am I correct that the Army had temporary authority, starting in 1942, which expired when, General?

General HARTNESS. June 30—now, I'm speaking strictly from memory—but I think it was June 30, 1953.

Mr. DUCANDER. Consequently when going to the Appropriations Committee this year, for fiscal year 1955 money, you had no authority?

General HARTNESS. That is correct.

Mr. DUCANDER. And the Navy and Marine Corps have never had any such authority?

General HARTNESS. That is correct. That was the War Powers Act I was speaking of.

Mr. WILSON. Now, this is an important piece of legislation and I confess I don't understand this "60 per centum" item in section 2 of the bill, and is that in any way related to the 75 percent?

General HARTNESS. The 60 percent was put in there by the Senate committee.

The bill came in from the Department of Defense at 75 percent, and with no section 3.

Mr. WILSON. Well, this is pretty broad coverage. They are asking for all education, and it seems to me you are going to be in trouble if we let that go through with 60 percent in there.

(No response.)

Mr. DUCANDER. Did you not say, General, that is just for off-duty education?

General HARTNESS. May I refresh my memory just one moment, please?

Educational opportunities may be provided by means of service-operated, or correspondence courses locally conducted and academic courses of such facilities as may be made available by available institutions and may be recognized as a credit.

Now, we come down here to services authorized, and this reads that it shall not exceed 60 percent—or 75 percent as it was originally charged by civilian educational institutions, and civilian institutions are those which actually provide off-duty education on or near posts or bases.

Mr. DUCANDER. But, not those written in the act, in other words this is your definition of a cooperative institution?

General HARTNESS. Yes.

Mr. JOHNSON. And, that is the way it has been run?

General HARTNESS. That is correct.

Mr. JOHNSON. And, you want that percentage increased to 75 percent?

General HARTNESS. I think in harmony with what the appropriations act has and in harmony with what is being done by the Army and Air Force today, that 75 percent is a far more desirable figure, Mr. Chairman.

Mr. JOHNSON. In other words your answer is yes?

General HARTNESS. Yes, sir.

Mr. DUCANDER. Was it not your point, Mr. Wilson, that there is nothing in the act which prevents "on duty" education?

Mr. WILSON. Yes; in case any educational activity was determined at a later date to be worth while during the course of duty.

As it stands, I think this cooperative educational institution is pretty well limited.

Mr. DUCANDER. Well it could be corrected, sir, by definition.

Mr. JOHNSON. We could define that when we get into the revamping of the act.

Is that all of your testimony, General?

General HARTNESS. Yes, sir.

Mr. JOHNSON. Any more questions by anyone here?

(No response.)

Mr. JOHNSON. Who is the next witness?

Colonel McCORMICK. My name is Col. Otis McCormick, Chief of Troop Information and Education, Office of the Chief of Information, Department of the Army.

Mr. DUCANDER. Do you have a statement to make, Colonel?

Colonel McCORMICK. I have no prepared statement to read into the record, and what I had to say has already been taken up, but that was the restoration of the 75-percent tuition aid.

We want to get it restored.

I was going to go into the effect that it has had in the tuition-aid program, on the reduction in tuition aid.

Mr. JOHNSON. All right.

Colonel McCORMICK. For the fiscal year 1952 the Army had 75-percent tuition aid.

In the fiscal year 1953 the Army was prohibited by the annual authorization from paying tuition aid to officers and therefore, tuition aid for enlisted men was reduced to 50 percent. That resulted in a reduction of enrollments in the officers' program by 23 percent over 1952, and a 10-percent reduction in the enlisted personnel enrollment.

Mr. JOHNSON. Do you think the mere fiscal aspect of that was the cause, Colonel?

Colonel McCORMICK. I believe it was the fiscal aspect of it; yes.

The reports we got from the officers in the field was that the officers did not feel they could carry the load when they had to pay all of the costs.

During this fiscal year when the Army paid 75 percent for the enlisted men, the enrollment increased over 1953 some 67 percent.

The officers were permitted up to the grade of lieutenant, were permitted this tuition aid of 50 percent, and I am sure of this because that is what we had budgeted for it.

On that, the enrollment increased; I believe it was something like 30 percent.

Now, some of that effect was, of course, to—that increase was due to the cessation of hostilities in Korea, and the increase of enrollments in the University of California, but all of it was not due to that particular fact; it was due to the increase in the tuition aid, and I am sure if

tuition aid comes back to 75 percent for all, that more officers who need this additional education will take advantage of it.

Mr. JOHNSON. That is the basis of your recommendation, that we increase it to 75 percent?

Colonel McCORMICK. Yes, sir; because, as has previously been brought out here before, because 75 percent will probably amount to about 50-percent payment for the officers and 50 percent for the Government, because, you see, the officers must pay for their books also, and if we decrease that to 50 percent, it will make the officer pay much more than the 50 percent.

I might say we have made a study, and we find that many industrial firms have tuition-aid programs for their employees—so—

Mr. JOHNSON. Is it similar in allocation of costs?

Colonel McCORMICK. Some are, and some are not, Mr. Chairman. We have found that you can pick some industrial concerns that have an educational program where, if an employee makes an A in his course the firm will pay all his expenses; if he makes a B, they will pay a certain part of it, and if he makes a C, they still pay some certain part of it.

There are many concerns in industry around the country doing that. Now, some concerns in industry assist them in any course they want to take. Others assist them in courses which will help them in their employment in that particular firm, and they go to night schools, and so on.

Our program, of course, is a good credit program. We only allow them to take courses at accredited colleges to work toward a degree of some sort, such as bachelor of arts, or bachelor of science or the equivalent of any good, solid degree in education.

Mr. JOHNSON. We have a program something like that out in our part of the country, and some industries I have heard about send their men to this—to business colleges like Harvard and Stanford, and I think your program is something similar to the industrial program?

Colonel McCORMICK. Yes.

Mr. JOHNSON. Of course, in industry they are trying to train the men better for their specific job, and you are not trying to do that, to handle their jobs as Army officers.

It is a collateral matter, but, if they do get education and training you think they will become better officers?

Colonel McCORMICK. As I stated before, many of them go to night schools—not to get their education—that is, not actually taking a course which may help them in their program. Those you spoke about going to Harvard and Stanford, go to take courses under our program where the officer is sent full time.

Mr. JOHNSON. That is correct but they pay all expenses.

Colonel McCORMICK. Yes; but ours is off-duty and the officer is still doing duty.

Mr. JOHNSON. Yes; but you mentioned this full-time basis where an officer is being paid full time?

Colonel McCORMICK. Yes, sir; but that is not in this program.

Mr. WILSON. It seems to me this program is a good encouragement to the GI benefit program. We have been talking about the drop in enlisted men rates, and I think this sort of program might very well keep men in the service as long as they have this partial payment by the Government and some encouragement by the Government to complete their education.

Mr. JOHNSON. Well, one of the provisions requires 2 years' additional service following the completion of one of these programs—and you require the men if they take it, to serve 2 years more?

Colonel McCORMICK. That is for the officers in the tuition-aid program, Mr. Johnson.

Mr. JOHNSON. I think it would be beneficial to them in that way.

Mr. WILSON. Mr. Chairman, would you object to writing into section 2 a provision similar to the rider in the present appropriations bill, which would more or less set up the same ground rule for the officers, that if the officer took advantage of this tuition-aid program, they they would be obligated to serve a 2-year additional tour of duty?

Mr. JOHNSON. I wouldn't object to that.

Mr. WILSON. I think if we took that into consideration and put it into this section it might make it more acceptable to the Senate, if the Senate has approved the 75-percent payment with the restriction in it.

Mr. JOHNSON. Also, they might apply that same provision to the Regular officers when they get old enough to retire?

Mr. WILSON. It would be the same provision even if this were basic law and the rider were still in effect, they couldn't take advantage of it so why not put it in this law and eliminate the need for a rider. I think it is a sensible safeguard to put it into the law.

Mr. DEVEREUX. I think you might run into some difficulty if you had that in a permanent law, because there might be some cases where an officer might want to resign for hardship reasons, and I think we must be very careful about that, to allow some administrative—what have you—flexibility.

Colonel McCORMICK. I think that could be taken care of by administrative action.

Mr. DEVEREUX. Could you furnish for the record a breakdown of your budget—not that we don't want to go into all these details, but, just furnish it for the record so we could refer to it if necessary?

Colonel McCORMICK. All right, sir.

Mr. JOHNSON. Also if you have a chart which would show the points you have made, and which you could give to the reporter, it would be very acceptable.

Colonel McCORMICK. I have a breakdown here:

For information activities other than radio, which activities will include the printing of certain information material which our overseas command prepares; also, it will include the pay of certain information specialists or writers; pay for information and certain material they purchase locally; pay for news service and other incidental expenses—for that we have \$1,049,379; and for the oversea radio which the Army operates—

Mr. DEVEREUX. Colonel, I think the committee would be satisfied if you would just furnish it for the record and not read it into the record now.

Colonel McCORMICK. I can furnish it, but there are only 2 other items, overseas radio \$1,106,090; and for education—\$4,153,531 for a total of \$6,309,000.

Mr. WILSON. Just one point I wondered about, was the difference in the cost between the 60 percent of tuition fees and 75 percent, what that difference would be. Do you have such a figure?

Colonel McCORMICK. As far as the Army is concerned, we estimate \$300,000 for next year—one-fifth of which would be \$60,000.

Mr. JOHNSON. Thank you very much.

Mr. RAY. I am Dr. J. M. Ray, Chief of Education Services, Personnel Services Division, Headquarters, USAF.

There are 2 or 3 more points I might make, several of which have been made about the advantages of the tuition aid program under discussion in contradistinction to the veterans' bill, where we encourage a man to leave the service in order to pursue his education.

In the Air Force we have had 75-percent tuition aid. We have, under the present rider in the appropriations bill, had to cut out tuition aid for officers above the rank of first lieutenant.

Thus, you have captains and on up in rank in the Air Force, from the point of view of educational attainment cut out from tuition aid, and these officers are then in the position to where if they left the service they could get or finish their education.

If they stay in the service they get no help at all.

With regard to any particular figure you asked for a moment ago, in the Air Force there was saved by withholding tuition aid from officers, captains and up, about \$260,000 last year.

So, that is one of our points.

The way the Senate bill is written if you have 60 percent tuition aid actually what we have done is to extend tuition aid to officers, and all, and in order to bring in captains and up we may cut tuition aid for enlisted men by 15 percent from 75 percent and thus it would seem to me to be a quite convincing proposition that we are going so have a little morale situation there.

To get the ranking officers back into the program, we in our representation before Congress have brought about the reduction in enlisted men's tuition aid. We certainly don't want it and we of the Air Force have had 75 percent all along.

Mr. JOHNSON. Aren't part of the captains pilots?

Dr. RAY. A proportionate share; yes.

This thing really isn't so much as I see it, not so much whether a man can afford it. It's obvious a lieutenant colonel can afford to pay higher tuition fees than someone else making less money.

However, it is strictly an educational program and each one of them is a student strictly, and these professors when they come in call them, Mister rather than by their ranking title simply to capture a university room situation.

What we are really trying to do is encourage or underwrite the program, so there will be a good program.

Mr. JOHNSON. But you do think that indicates discrimination?

Dr. RAY. Yes, sir; I do. Now, I can't speak for our sister services, but that is my information from the very first time this distinction arose between the enlisted men and the officers.

Mr. JOHNSON. We all know something about discrimination, it depends upon your viewpoint, but anyway, if you will put them all in the same category and place their tuition aid at 75 percent what would be the increase in cost over what it stands now?

Dr. RAY. We would estimate roughly \$250,000 in the Air Force.

Mr. JOHNSON. How many Air Force personnel would be involved?

Dr. RAY. I don't know, sir. I can't give you that figure offhand on that.

A number of officers above the rank of captain, I'd say, an estimate would be about 11,000 officers in our enrollments.

Enclosure 5

Title 10, *United States Code*, Section 2007

UNITED STATES CODE ANNOTATED

Title 10
Armed Forces
§§ 1121 to 3000

1990
Supplementary Pamphlet
Covering Years 1984 to 1989

Replacing 1989 pocket part in back of 1983 bound volume

Includes the Laws of the
101st CONGRESS, FIRST SESSION (1989)

For close of Notes of Decisions
See page III

For Later Laws and Cases
Consult
USCA

Interim Pamphlet Service

SECTION 2007

ST. PAUL, MINN.
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§ 2007. Limitation on payment of tuition for off-duty training or education

(a) The Secretary of a military department may not pay more than 75 percent of the charges of an educational institution for the tuition or expenses of a member of the armed forces enrolled in such institution for education or training during his off-duty periods, except that—

(1) in the case of an enlisted member in the pay grade of E-5 or higher with less than 14 years' service, not more than 90 percent of the charges may be paid;

(2) in the case of a member enrolled in a high school completion program, all of the charges may be paid; and

(3) in the case of a commissioned officer on active duty, no part of the charges may be paid unless the officer agrees to remain on active duty for a period of at least two years after the completion of the training or education.

(b) The limitation in subsection (a) does not apply to the Program for Afloat College Education.

(c)(1) Subject to paragraphs (2) and (3), the Secretary of the Army may pay not more than 75 percent of the charges of an educational institution for the tuition or expenses of an officer in the Selected Reserve of the Army National Guard or the Army Reserve for education or training of such officer in a program leading to a baccalaureate degree.

(2) The Secretary may not pay charges under paragraph (1) for tuition or expenses of an officer unless the officer agrees to remain a member of the Selected Reserve for at least four years after completion of the education or training for which the charges are paid.

(3) The Secretary may not pay charges under paragraph (1)—

(A) for a warrant officer; or

(B) for an officer on active duty or full-time National Guard duty.

(Added Pub.L. 98-525, Title XIV, § 1401(g)(1), Oct. 19, 1984, 98 Stat. 2618, and amended Pub.L. 99-661, Div. A, Title VI, § 651(a), Nov. 14, 1986, 100 Stat. 3887; Pub.L. 100-26, § 3(4), Apr. 21, 1987, 101 Stat. 273.)

Historical and Statutory Notes

Codification. Section 3(4) of Pub.L. 100-26 made a technical amendment to the directory language of section 651(a)(2) of Pub.L. 99-661 by striking out "of" before "the following", which amendment required no change in text. Such amendment by section 3 of Pub.L. 100-26 effective as if included in Pub.L. 99-661 when enacted on Nov. 14, 1986, see section 12(a) of Pub.L. 100-26, set out as a note under section 774 of this title.

Prior Provisions. Provisions similar to those comprising this section were contained in the following prior appropriation Acts:

Oct. 12, 1984, Pub.L. 98-473, Title I, § 101(h) [Title VIII, § 8017], 98 Stat. 1904, 1926.

Dec. 8, 1983, Pub.L. 98-212, Title VII, § 720, 97 Stat. 1441.

Dec. 21, 1982, Pub.L. 97-377, Title I, § 101(c) [Title VII, § 721], 96 Stat. 1833, 1854.

Dec. 29, 1981, Pub.L. 97-114, Title VII, § 721, 95 Stat. 1582.

Dec. 15, 1980, Pub.L. 96-527, Title VII, § 722, 94 Stat. 3084.

Dec. 21, 1979, Pub.L. 96-154, Title VII, § 722, 93 Stat. 1156.

Oct. 13, 1978, Pub.L. 95-457, Title VIII, § 822, 92 Stat. 1247.

Sept. 21, 1977, Pub.L. 95-111, Title VIII, § 821, 91 Stat. 903.

Sept. 22, 1976, Pub.L. 94-419, Title VII, § 721, 90 Stat. 1295.

Feb. 9, 1976, Pub.L. 94-212, Title VII, § 721, 90 Stat. 172.

Oct. 8, 1974, Pub.L. 93-437, Title VIII, § 821, 88 Stat. 1228.

Jan. 2, 1974, Pub.L. 93-238, Title VII, § 722, 87 Stat. 1042.

Oct. 26, 1972, Pub.L. 92-570, Title VII, § 722, 86 Stat. 1200.

Dec. 18, 1971, Pub.L. 92-204, Title VII, § 722, 85 Stat. 731.

Jan. 11, 1971, Pub.L. 91-668, Title VIII, § 822, 84 Stat. 2034.

Dec. 29, 1969, Pub.L. 91-171, Title VI, § 622, 83 Stat. 483.

Oct. 17, 1968, Pub.L. 90-580, Title V, § 521, 82 Stat. 1133.

Sept. 29, 1967, Pub.L. 90-96, Title VI, § 621, 81 Stat. 246.

Oct. 15, 1966, Pub.L. 89-687, Title VI, § 621, 80 Stat. 995.

Sept. 29, 1965, Pub.L. 89-213, Title VI, § 621, 79 Stat. 877.

Aug. 19, 1964, Pub.L. 88-446, Title V, § 521, 78 Stat. 478.

Oct. 17, 1963, Pub.L. 88-149, Title V, § 521, 77 Stat. 267.

Aug. 9, 1962, Pub.L. 87-577, Title V, § 521, 76 Stat. 332.

Aug. 17, 1961, Pub.L. 87-144, Title VI, § 621, 75 Stat. 379.

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July 7, 1960, Pub.L. 86-601, Title V, § 521, 74 Stat. 353.

Aug. 18, 1959, Pub.L. 86-166, Title V, § 621, 73 Stat. 382.

Aug. 22, 1958, Pub.L. 85-724, Title VI, § 623, 72 Stat. 727.

Aug. 2, 1957, Pub.L. 85-117, Title VI, § 624, 71 Stat. 327.

July 2, 1956, c. 488, Title VI, § 624, 70 Stat. 471.

July 13, 1955, c. 358, Title VI, § 628, 69 Stat. 320.

June 30, 1954, c. 432, Title VII, § 730, 68 Stat. 355.

1986 Amendment. Subsec. (a)(3). Pub.L. 99-661, § 651(a)(1), added "on active duty" following "a commissioned officer".

Subsec. (c). Pub.L. 99-661, § 651(a)(2), added subsec. (c).

Effective Date of 1986 Amendment. Section 651(c) of Pub.L. 99-661 provided that: "Subsection (c) of section 2007 of title 10, United States Code, as added by subsection (a) [subsec. (c) of this section], shall take effect on the date of the enactment of this Act [Nov. 14, 1986]."

Effective Date. Section effective Oct. 1, 1985, see section 1404 of Pub.L. 98-525, set out as an Effective Date note under section 520b of this title.

Legislative History. For legislative history and purpose of Pub.L. 98-525, see 1984 U.S. Code Cong. and Adm. News, p. 4174. See also, Pub.L. 99-661, 1986 U.S. Code Cong. and Adm. News, p. 6413.

Enclosure 6

DoD Directive 1322.8

Voluntary Education Program for Military Personnel



Department of Defense
DIRECTIVE

July 23, 1987
NUMBER 1322.8

ASD(FM&P)

SUBJECT: Voluntary Education Programs for Military Personnel

- References:
- (a) DoD Directive 1322.8, "Voluntary Educational Programs for Military Personnel," February 4, 1980 (hereby canceled)
 - (b) Title 10, United States Code, Section 2007
 - (c) Title 38, United States Code, Section 1775
 - (d) Title 38, United States Code, Section 1796(a) and (b)

A. REISSUANCE AND PURPOSE

This Directive reissues reference (a) and implements references (b) through (d) for the operation of voluntary education programs in the Military Services.

B. APPLICABILITY

This Directive applies to the Office of the Secretary of Defense (OSD), the Military Departments, the Organization of the Joint Chiefs of Staff (OJCS), the Defense Agencies, and the Defense Activity for Non-Traditional Education Support (DANTES). The term "Military Services," as used herein, refers to the Army, Navy, Air Force, Marine Corps, and the Coast Guard (by agreement with the Secretary of Transportation when the Coast Guard is not operating as a Service of the Navy).

C. DEFINITIONS

1. Education Center. Military installation office for voluntary education and related education programs.
2. Functional Skills. Academic competencies essential to learning and performing a military job (i.e., reading, writing, computation, and oral skills).
3. Off-Duty Time. Time when the Service member is not scheduled to perform official duties.
4. Tuition Assistance. Funds provided by the Military Services to active duty military personnel to pay a portion of the charges for voluntary education programs. Under Section 2007(a)(2) (reference (b)), a Military Department may pay all of the charges for high school completion programs (enclosure 5).
5. Voluntary Education Programs. Programs of study in which Service members elect to participate (enclosure 2).

D. POLICY

1. It is DoD policy to:

a. Establish voluntary education programs (enclosures 3 and 4) to provide opportunities for Service members to achieve educational, vocational, and career goals (enclosure 1).

b. Allow Service members, subject to the requirements of military duties, access to educational opportunities available to other eligible citizens.

c. Provide equal access to, and support of, educational opportunities for all Service members.

2. Service members shall be encouraged to use voluntary education programs to enhance their military effectiveness and prepare for positions of greater responsibility in the Military Services.

3. Participation in voluntary education programs is usually limited to off-duty time unless otherwise directed by legislation or by Military Service policy.

4. Voluntary education programs of the Military Services shall:

a. Be geared to programs, courses, and services provided by institutions and organizations, including high schools, postsecondary vocational and technical schools, colleges, and universities, accredited by accrediting associations recognized by the Council on Postsecondary Accreditation (COPA) and the Department of Education (ED) (enclosure 4).

b. Include the resources and programs of other Federal agencies, such as the ED, the Department of Labor (DoL), and the Veterans Administration (VA), and of the states, when possible.

c. Include educational guidance and counseling by qualified personnel.

E. RESPONSIBILITIES

1. The Assistant Secretary of Defense (Force Management and Personnel) (ASD(FM&P)) shall:

a. Provide overall policy guidance and periodically review voluntary education programs.

b. Maintain liaison with the ED, DoL, VA, other appropriate Federal and state agencies, and educational associations to implement this Directive.

c. Issue DoD Instructions to implement this Directive, as needed.

d. Modify the enclosures to this Directive, as needed.

e. Exercise policy control over the Defense Activity for Non-Traditional Education Support (DANTES) (enclosure 7).

2. The Secretaries of the Military Departments shall:

a. Provide educational staff, finances, and other resources, within available manpower and funding, for the operation of voluntary education programs, consistent with this Directive, applicable DoD Instructions, and the needs of the Military Services.

b. Issue regulations governing the conduct of voluntary education programs to comply with this Directive, applicable DoD Instructions, and the needs of the Military Services.

c. Maintain liaison with the ED, DoL, VA, other appropriate Federal and state agencies, and with national educational associations, as needed.

d. Appoint a representative from each Military Service to serve on the DANTES Working Group established in enclosure 7.

e. Assign, on a rotating basis, a senior enlisted Service member (E8-E9) to serve as the DANTES enlisted advisor.

3. The Secretary of the Navy shall:

a. Serve as the DoD Executive Agent for DANTES and report to the ASD(FM&P) on this program.

b. Support DANTES consistent with the policy guidance established by ASD(FM&P).

F. INFORMATION REQUIREMENTS

This Directive prescribes the use of the following forms:

1. DD Form 295, "Application for the Evaluation of Learning Experiences During Military Service."

2. DD Form 1572, "Test Log (DANTES and Others)."

3. DD Form 1996, "DANTES Test Inventory Log (Daily, Monthly)."

4. DD Form 2004, "DANTES Independent Study Application."

G. EFFECTIVE DATE AND IMPLEMENTATION

This Directive is effective immediately. Forward one copy of implementing documents to the Assistant Secretary of Defense (Force Management and Personnel) within 120 days.



William H. Taft, IV
Deputy Secretary of Defense

Enclosures--7

1. Guidelines for Participating Personnel
2. Guidelines for the Military Services to Establish Voluntary Education Programs
3. Criteria for Obtaining Education Programs and Services
4. Criteria for Selecting Institutions to Deliver Education Programs and Services on Military Installations
5. Tuition Assistance for Service Members Participating in Education Programs
6. Other Education Programs for Service Members
7. Responsibilities of the Defense Activity for Non-Traditional Education Support (DANTES)

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GUIDELINES FOR PARTICIPATING PERSONNEL

- A. The voluntary education programs of the Military Services and the education support programs of DANTES are established for active duty Military Service members.
- B. Each Military Service shall provide educational services and facilities, including tuition assistance and testing, to personnel of other Services (including the Coast Guard) who are assigned for duty at installations of the host Service. However, the Department of Transportation is responsible for tuition assistance and testing costs for Coast Guard personnel, except when the Coast Guard is operating as a Service of the Navy.
- C. The Military Services may extend their education programs to all members of the Reserve components.
- D. The Military Services may allow family members of active duty personnel and DoD employees and their family members to participate in installation education programs on a student-funded, space-available basis.
- E. Participation by civilians, who are not directly employed by the Department of Defense or other Federal agencies and who are not family members of DoD personnel, may be allowed in locations where an education program offered on an installation is not otherwise conveniently available. Participation in such programs on a student-funded, space-available basis after the registration of active duty personnel, civilian employees, and family members may be an important contribution to community relations.
- F. DANTES will extend education support to members of the Reserve components and Coast Guard at the request of the Services, subject to the availability of resources.

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GUIDELINES FOR THE MILITARY SERVICES TO ESTABLISH
VOLUNTARY EDUCATION PROGRAMS

- A. Each Military Service shall establish comprehensive voluntary education programs that encompass a broad range of educational experiences including, but not limited to, functional skills development, high school completion programs, occupational/technical programs, and associate, baccalaureate, and advanced degree programs.
- B. The Military Services shall provide support essential to operating an effective voluntary education program. This support includes:
1. Adequate trained staff to conduct program needs analysis, counsel students, procure education programs and services, and manage the Education Center and assigned subcenters and learning centers.
 2. Adequate funds.
 3. Adequate and appropriate classroom, laboratory, library, and office facilities and equipment.
 4. A review of the program's quality and effectiveness.
- C. Each Service member shall receive educational advisement or program counseling at each new duty station, and at suitable intervals during the member's military career.
- D. Each Military Service shall maintain participants' educational records and plans, showing educational accomplishments, military training, and educational and career goals.
- E. Each Military Service shall provide for the continuing professional development of the education services staff, and shall provide funds for this purpose.
- F. Educational programs shall:
1. Support and reinforce the skill specialties of the Service member.
 2. Lead to a credential signifying satisfactory completion of the education program, such as a certificate, diploma, or degree.
 3. Include a functional skills program, as required, that allows personnel to upgrade their reading, computation, and communication abilities in support of military occupations. Functional skills programs may include English as a Second Language (ESL).
 4. Include program and course offerings that comply with the installation's education plan. Duplication of course offerings on the installation should be avoided.
 5. Be described in a comprehensive brochure that lists available courses and programs with specific times they are scheduled.

G. Needs assessment is the foundation for establishing meaningful and cost-effective education programs. The Military Services shall require installations to conduct an annual needs assessment for education programs and services. Based on the needs assessment results, each installation shall develop an education plan for implementing a voluntary education program.

H. The Department of Defense prefers that state planning for postsecondary education take into account the education needs of military personnel, including family members and civilian employees serving on military installations within state boundaries. Therefore, education services officers at installations within the United States annually shall advise appropriate state postsecondary planning, advisory, or governing agencies of the results of the education needs assessments on installations within their boundaries.

CRITERIA-FOR OBTAINING EDUCATION PROGRAMS AND SERVICES

A. To obtain education programs and services on an installation, the appropriate military installation official shall inform institutions that programs are needed in particular curriculum areas. The geographic location of an institution shall not be a factor in the search for suitable institutions, although the geographic proximity of an institution may be a selection factor.

B. A military installation seeking an on-site education program under section A., above, shall provide, to interested institutions able to conduct that program, information pertinent to preparing an education services proposal. Such information shall include:

1. The level and subject or discipline desired.
2. An abstract of the installation's needs assessment supporting the probable student population for the program.
3. Facilities, equipment, and supporting services available at the installation.
4. Information contained in enclosure 4 of this Directive.
5. Evaluation criteria for selecting institutions.
6. Special program needs:
 - a. Format, such as evening classes, independent study or short seminar, with an explanation of the students' special needs.
 - b. Flexible scheduling to meet the operational requirements of the installation.
 - c. Scheduling classes on a rotating basis to ensure an opportunity for program completion.
7. Institutional policies:
 - a. Extent of transfer of applicable credit from other programs or institutions, and from nontraditional and extra-institutional learning sources.
 - b. Recognition of credit based on military training or experience.
 - c. Minimum and typical length of time needed for completing the program on a part-time basis.
 - d. Membership in the Servicemembers Opportunity Colleges (SOC).
8. Administrative and student services to be provided by the institution.

C. Institutional proposals shall include:

1. Requirements for completion of undergraduate and graduate programs, such as admissions tests, theses, comprehensive examinations, course requirements, and other degree or diploma requirements.

2. Class size criteria (minimum per class or average of classes).

3. Evidence that the applicable accrediting body has approved the proposed extension of service before the program begins.

4. Agreement to have new programs evaluated by the appropriate accrediting body during the first year of operation on the installation and at appropriate times thereafter.

5. Evidence that the institution meets the requirements of the state where its main campus is located.

6. Evidence that the appropriate postsecondary planning, advisory, or governing agency in the state where the installation is located has been notified of the extension of educational services.

D. Criteria to be used for evaluating institutional proposals follow:

1. Appropriate installation or major command personnel shall evaluate institutional proposals using the criteria established in this Directive. (Encl 4)

2. Cost may not be the sole criterion for selecting an institution. However, provided other criteria are met, cost may be a determining factor. See enclosure 5, section F.

3. The fact that an institution is located in the same state as the installation requesting education services shall not be a factor in evaluating its proposal. The geographic proximity of the institution to the installation may be considered.

CRITERIA FOR SELECTING INSTITUTIONS TO DELIVER EDUCATION PROGRAMS AND SERVICES ON MILITARY INSTALLATIONS

To be selected, institutions must:

- A. Be chartered or licensed by a state government or by the Federal Government.
- B. Be accredited by an agency recognized by the COPA and ED.
- C. Conduct programs only from those offered or authorized by the main campus in accordance with standard procedures for authorization of degree programs by the institution.
- D. Involve the main campus in approving installation-based programs, in faculty selection, assignment, and orientation; and in teaching, monitoring, and evaluating the programs. Adjunct or part-time faculty shall possess the same or equivalent qualifications as full-time, permanent faculty members.
- E. Deliver courses on installations that carry identical credit values, represent the same content and experience, and include the same student evaluation procedures as courses on the main campus.
- F. Accept credits for courses given off-campus at the same value as those given on campus.
- G. Include credits from courses taken off-campus in establishing academic residency to meet degree requirements.
- H. Provide library and other reference and research resources that are appropriate and necessary for the academic offerings.
- I. Maintain the same admission, grading, and graduation standards for the same programs on the main campus.
- J. Ensure regular and frequent communication between campus-based faculty and administrators and off-campus representatives.
- K. Use appropriate techniques to evaluate program effectiveness, such as examinations scored by external norms, student course critiques, faculty monitoring of classes, and faculty review of final examinations.
- L. Provide students with regular and accessible advisement services.
- M. Charge tuition and fees that correspond to those charged to nonmilitary clientele, except when the need for a variance can be documented. High enrollment courses must be used to underwrite the expense of offering small, elective, and laboratory courses germane to the curriculum.
- N. Comply with 38 U.S.C. 1775 (reference (c)) regarding State Approving Agency (SAA) approval of courses.



O. Provide evidence of compliance with 38 U.S.C. 1796 (reference (d)) regarding limitations on advertising, sales, and enrollment practices. This section requires, among other things, that institutional publications and claims be neither false nor misleading.

Note. Current approval of the program by the applicable SAA for veterans' educational benefits is adequate evidence for sections N. and O., above.

TUITION ASSISTANCE FOR SERVICE MEMBERS
-PARTICIPATING IN EDUCATION PROGRAMS

- A. Tuition Assistance shall be available for Service members participating in postsecondary education programs consistent with this Directive.
- B. The use of DoD-appropriated funds to support Service member participation in off-duty voluntary education programs shall be limited to the payment of not more than 75 percent of the institution's tuition and related instructional charges. As an exception, payment of up to 90 percent of these charges may be made to enlisted active duty Service members in grades E-5 and above with fewer than 14 years of service on the course starting date. Payment of 100 percent may be made for Service members in off-duty high school completion programs. No DoD-appropriated funds shall be used to pay for the tuition or expenses of commissioned officers who do not agree to remain on active duty for 2 years after completing the supported education.
- C. Tuition Assistance shall not be authorized for any course for which the Service member is receiving reimbursement in whole or in part under any other provision of the law except as stated in this Directive, when the payment would constitute a duplication of benefits. Service members must complete financial disclosure items on all applications for tuition assistance and must update these disclosures as necessary.
- D. Tuition Assistance shall not be provided to military personnel who have been convicted, by any court of general jurisdiction, of any crime that involves the use of force, trespass, or the seizure of property that is under the control of an institution of higher education and that prevents officials or students at such an institution from engaging in their duties or pursuing their studies.
- E. Tuition Assistance shall be used for postsecondary institutions accredited by a national or regional accrediting body recognized by the COPA and ED.
- F. A cost-effectiveness determination must be made when providing Tuition Assistance, to include availability of Tuition Assistance funds and the relative costs of similar programs. This determination is in addition to the criteria stated in subsection D.2.; enclosure 2, subsections F.1 and F.4.; and enclosure 3, subsection D.2.
- G. The Military Services shall determine the use of Tuition Assistance for nonpostsecondary education.



OTHER EDUCATION PROGRAMS FOR SERVICE MEMBERS

A. HIGH SCHOOL PROGRAMS

1. All Service members with less than a high school education shall have the opportunity to attain a high school diploma or its equivalent.

2. No Military Service shall issue a certificate or similar document to Service members based on performance on high school equivalency tests. High school-level performance on these tests shall be recognized by the Military Services only after a state, territory, or local civilian agency has awarded the appropriate credential.

3. Although the Services and DANTES may not issue high school credentials, they are not precluded from assuming the costs related to high school equivalency or proficiency testing and credentialing.

B. NONCREDIT PROGRAMS

1. The Military Services shall select functional skills and other non-credit programs based on the predetermined needs of the installation personnel and the ability of the provider to match the instructional level of the program to the learning level of the student population.

2. The Military Services shall provide functional skills programs, ESL training, and other noncredit programs necessary or required for personnel to upgrade their skills to support their military occupations.

RESPONSIBILITIES OF THE DEFENSE ACTIVITY FOR
NON-TRADITIONAL EDUCATION SUPPORT (DANTES)

A. THE MISSION AND FUNCTIONS OF DANTES

1. The mission of DANTES is to support the voluntary education functions of OSD and the Military Services by administering nontraditional education programs, managing specified contracts for education services, providing educational and informational materials, conducting special projects and developmental activities, and performing other management and education support tasks.

2. The functions of DANTES are to:

- a. Manage examination and certification programs.
- b. Administer an independent study support system.
- c. Provide for the operation of the United States Armed Forces Institute (USAFI) and the DANTES testing transcript system.
- d. Manage the military evaluations program contract and related functions.
- e. Manage the Servicemembers Opportunity Colleges (SOC) program contract and related functions.
- f. Provide for the centralized procurement and distribution of educational reference and counseling publications to Education Centers.
- g. Provide guides, materials, and information to the Services' education personnel on extra-institutional and nontraditional education, examination and testing programs, alternate delivery systems and other matters regarding the military voluntary education programs.
- h. Serve as the American Forces Information Service's point of contact for information on voluntary education.
- i. Develop and disseminate informational and training materials and resources on DANTES programs.
- j. Monitor developments in DANTES program areas, provide reports and recommendations on innovations, and conduct special projects or studies.
- k. Provide other support in mission areas as directed by ASD(FM&P) policy guidance.

B. THE ROLE OF DANTES

1. DANTES is an integral part of the DoD voluntary education program; it provides programs and services consistent with the educational goals and mission of the Department of Defense. The forms of support supplied by DANTES make possible central procurement and management within the Department of Defense,

preventing duplication of effort. DANTES' programs provide educational opportunities for members of the Services and assist military personnel in achieving professional and personal educational objectives.

2. The Director, DANTES, is authorized to have direct liaison with education services officials of the Military Services and with appropriate Federal and state agencies and educational associations in matters related to the DANTES mission and assigned functions.

C. POLICY CONTROL OF DANTES

1. Annual policy guidance for DANTES shall be provided by ASD(FM&P). The guidance shall be transmitted to DANTES through the Executive Agent (Secretary of the Navy).

2. Policy recommendations shall be developed with the advice of an all-Services DANTES Working Group chaired by the ASD(FM&P), or designee. The Director, DANTES, shall serve as the Executive Secretary of the Working Group and prepare the agenda and minutes of meetings.

3. The Director, DANTES, shall ensure that DANTES complies with applicable DoD guidance. The Director shall report to the ASD(FM&P), or designee, on the plans, operations, and progress of DANTES.

D. EXECUTIVE AGENT

The Secretary of the Navy is assigned as Executive Agent for DANTES. The Navy shall provide resources and logistical support for the operation of DANTES according to ASD(FM&P) guidance.

Enclosure 7

excerpts from

Army Regulation 621-5

1 April, 1989

Chapter 1 General

1-1. Purpose

This regulation—

a. Supplements DoD Directive 1322.8, Voluntary Education Program for Military Personnel.

b. Establishes policies, goals, and responsibilities for the Army Continuing Education System (ACES).

c. Delegates authority for managing ACES programs and services.

1-2. References

Required and related publications and prescribed and referenced forms are listed in appendix A.

1-3. Explanation of abbreviations and terms

Abbreviations and special terms used in this regulation are explained in the glossary.

1-4. Responsibilities

a. The Deputy Chief of Staff for Personnel (DCSPER) will—

(1) Establish policies consistent with Federal statutes and DoD Directive 1322.8.

(2) Defend and provide fiscal resources for ACES programs and services.

(3) Determine the need to continue, modify, or cancel ACES programs on an Army-wide scale.

(4) Provide technical assistance to MACOMs.

b. The Deputy Chief of Staff for Operations (DCSOPS) will—

(1) Integrate ACES on-duty programs (chap 4) into training schedules.

(2) Be Army staff proponent for Military Occupational Specialty Improvement Training (MOSIT) as outlined in AR 351-1.

c. The Deputy Chief of Staff for Intelligence (DCSINT) will be Army staff proponent for Mission Required Language Training.

d. Chief of Public Affairs will—

(1) Publicize ACES programs and services.

(2) Assist in determining appropriate focus and emphasis concerning publicity and promotion of ACES programs and services.

c. Commanding General, U.S. Army Recruiting Command (CG, USAREC) will—

(1) Coordinate with HQDA, all ACES-related advertising for policy review before their release.

(2) Provide HQDA results of research and analysis regarding impact of education on advertising.

f. Commanding General, U.S. Army Training and Doctrine Command (CG, TRADOC) will—

(1) Conduct BSEP I and provide guidance for the conduct of BSEP I to other MACOMs.

(2) Manage the operation of the Army Apprenticeship Program (AAP) and the Army/American Council on Education Registry Transcripts System (AARTS).

g. MACOM Commanders will—

(1) Manage and deliver all ACES programs and services.

(2) Provide procedural guidance consistent with this regulation to their subordinate elements.

(3) Plan for, defend, and provide fiscal resources to installations.

(4) Direct installations to conduct annual needs assessments.

(5) Provide technical assistance to installations.

(6) Submit to HQDA recurring reports as indicated in paragraph 1-12.

(7) Support MOSIT as provided in AR 351-1.

h. The Personnel Officer, Personnel Services Center (PSC) will establish procedures so as to ensure that—

(1) Incoming and departing soldiers process at the AEC.

(2) DA Form 669 (Educational Development Record) will be included in the official field file and forwarded to the next duty station.

1-5. Geographical boundaries for educational services

CONUS installations are responsible to provide educational services in those areas of responsibilities established in appendix B. OCONUS installations will provide services in those areas of responsibilities assigned to them by their respective MACOMs.

1-6. ACES mission

The ACES mission is to develop and implement a system of educational programs and services that facilitate the professional and personal growth of the soldier.

1-7. ACES goals

a. To enhance combat readiness by supporting the training community with education programs.

b. To improve the quality of the force by developing education incentives that support recruitment, retention, and sustainment.

c. To equip all soldiers to better contribute to society by providing education programs appropriate for every academic level.

d. To enrich the quality of life in the military community by making ACES programs and services available to families and civilians.

e. To increase the effectiveness of ACES by improving management and administration.

f. To strengthen the delivery of ACES programs and services by expanding the opportunities for professional development among the ACES workforce.

1-8. Soldier educational goals

a. Enlisted soldiers will—

(1) Master academic skills needed to perform duties in their primary military occupational specialty (PMOS).

(2) Earn a high school diploma (or equivalent) before completion of first enlistment.

(3) Earn an associate degree, license or professional certificate in a field related to soldier's military occupational specialty.

b. Warrant officers will earn a degree, license, or professional certificate in a field related to their specialty.

c. Officers will pursue graduate study in a field related to one of their specialties.

1-9. Relationship between the ACES and commanders

The ACES is the commanders' education program. The flexibility of commanders in managing the ACES fiscal resources and their involvement in selecting soldiers for participation in ACES programs and services are essential to ensure maximum benefits to the Army and the soldier.

1-10. ACES staffing

a. Major Army commands (MACOMs) and Army education centers (AECs) will be directed by professional Department of the Army civilian (DAC) educators designated as directors of education and education services officers (ESOs).

b. MACOMs will establish a directorate and a staff of DAC professionals to include, when required, a language coordinator and a budget analyst.

c. Installation AECs will—

(1) Be staffed in accordance with AR 750-4 and DA Pam 570-551.

(2) Be signed with the Installation Directorate of Personnel and Community Activities (DPCA) per AR 5-3.

d. ACES personnel will meet security requirements outlined in AR 604-5 and AR 604-10.

1-11. Policies

a. At least one AEC will be established on each installation having a troop strength of 750 or more.

b. All ACES programs and services will be delivered by the AEC and supported by the Army Learning Center (ALC). (See AR 621-6.)

c. Contracting and acquisition procedures are as follows:

(1) The acquisition of CONUS (including Alaska and Hawaii) educational programs conducted during the off-duty hours will be through a Memorandum of Understanding (MOU) between installations and accredited institutions. (See chap 5 for procedures.)

(2) The acquisition of educational programs and services (CONUS or OCONUS) other than those discussed above in paragraph 1-10c(1) will be contracted in accordance with the Federal Acquisition Regulation (FAR) and the Army FAR.

(3) Counselor positions will not be contracted.

d. On-duty and off-duty instructional services will be provided by institutions accredited by institutional accrediting bodies recognized by the Council on Postsecondary Education (COPA) and the Department of Education (DOE).

- (2) Copy 2—Commercial Accounts, Finance and Accounting Office (F&AO).
 (3) Copy 3—Accounting Division, Accounts Maintenance Activity, F&AO.
 (4) Copy 4—AEC Suspense File.
 (5) Copy 5—DA Form 669, or soldier.
 d. Application for independent study courses.

(1) TA for independent study courses is paid only after successful completion of courses. Soldiers expecting TA reimbursement must be counseled before enrolling. Counselors will record approval/disapproval of independent study course on DA Form 139. Soldiers will follow the procedures below—

(a) Apply on DD Form 2004 (Defense Activity for Non-Traditional Education Support (DANTES)) and report to the AEC for counseling.

(b) Complete course(s) and present to the ESO within 60 days of completion the following: your copy of DD Form 2004, verification of payment of tuition, and evidence of course completion.

(2) The ESO will complete and verify DD Form 139 (Pay Adjustment Authorization), and forward to Commercial Accounts, F&AO.

c. TA Recoupment.

(1) Soldiers will reimburse the Army when the following actions occur, unless circumstances are clearly beyond their control as certified by their commander:

- (a) When soldier withdraws from class.
 (b) When soldier fails to make up an "incomplete" grade within time stipulated by the institution or 120 days, whichever comes first.

(c) When soldier receives an academic failure due to non-attendance.

(d) When a commissioned officer fails to complete service commitment as specified in paragraph 3-9.

(2) The ESO will establish a working relationship with the F&AO and the PSC to ensure that TA recoupment is accomplished expeditiously. In addition, the ESO will—

(a) Complete DD Form 1131 (Cash Collection Voucher), to effect cash recoupment; or

(b) Complete DD form 139 when soldier is unable to make cash payment.

(c) Include course title, course dates, name of institution, amount of tuition, and accounting classification on both forms.

(d) Submit forms to the F&AO and ensure funds are credited to the P879732 account.

f. TA payments to educational institutions. Procedures outlined below pertain to CONUS installations. OCONUS installations will follow procedures in accordance with local command contracting agency requirements.

(1) The ESO will request from the installation comptroller a funding target based on the estimated TA requirements.

(2) The installation comptroller will issue a funding target to the ESO for the total fund requirement.

(3) A recordable obligation occurs against the amount when the ESO approves DA Form 2171. The ESO approval constitutes certification that funds are available and are, as such, obligated by the Army to the institution in the amount indicated on DA Form 2171.

(4) ESO certification will be made only after the issuance of a funding target, except when soldiers are required to register for classes before a new fiscal year begins. (For example, when registration is required in September for classes beginning October.) The ESO will provide a separate request to the installation comptroller stating the estimated TA requirement. The ESO will approve DA Form 2171 and type the following next to item 13c, DA Form 2171: "This requirement is included in the financial plan of this installation for FY00. Pending the availability of funds, the accounting classification to be charged will be P000000."

(5) The ESO will number sequentially DA Form 2171 and follow form distribution procedure outlined in paragraph 3-11.c.

(6) The ESO will maintain a continuing record of obligations incurred which shows current unobligated balance remaining. If additional funding is required, the ESO must submit a separate request to installation comptroller.

(7) The institution will submit an invoice to the ESO at the address listed in DA Form 2171, item 13.d for the Army's portion of TA. The invoice must identify soldiers by name and social security account number; it must include course and number, inclusive dates, and location of course.

(8) The ESO will review the invoice for errors and verify dollar amounts; and prepare a SF 1034 (Public Voucher for Purchases and Services other than Personal) and forward to the Commercial Account Activity, F&AO. (See AR 37-107, para 5-12d.)

g. TA and Pell Grants. The ESO will request institutions to provide recurring reports regarding soldiers receiving Pell Grants. TA can only be authorized for the balance of tuition not covered by the grant. In the event TA overpayment to institution exists, ESO will coordinate with local F&AO to recover these funds.

**Chapter 4
On-Duty Programs**

4-1. General

On-duty programs are designed to develop educational competencies required for job performance, skill qualification, and career growth. They will be job related, conducted during duty hours, and directly tied to soldier professional development. They will be fully funded and at no cost to the soldier. They include: Basic Skills Education Program (BSEP) I and II, Advanced Skills Education Program (ASEP), Job Skills

Education Program (JSEEP), English-as-a-Second Language (ESL) and Mission Related Language.

4-2. BSEP I

BSEP I provides basic academic competencies necessary to complete initial entry training (IET) successfully.

a. Eligibility. Command selected soldiers who have a recognized educational deficiency in IET.

b. Enrollment. Commanders will refer eligible soldiers to the AEC. TRADOC will establish enrollment criteria.

4-3. BSEP II

BSEP II provides job related basic skills competencies necessary to enhance job proficiency.

a. Eligibility. Command selected soldiers who have a recognized educational deficiency; or do not meet reenlistment requirements; or have a general technical (GT) score of less than 100.

b. Testing and Enrollment. Commanders will refer eligible soldiers to the AEC. The ESO will administer the Test of Adult Basic Education (TABE) Level D. Soldiers not achieving the following scale scores will be scheduled for enrollment: Reading 582, Math 588, and Language 581.

4-4. ASEP

ASEP enhances educational competencies of noncommissioned officers which support their career development and growth. ASEP will be limited to the following subject areas: Supervision (General, Personnel, Human Relations); Management (Basic, Personnel, Computer Literacy; Communications (Verbal, Effective, Writing, Counseling); and Math.

a. Eligibility. Command selected non-commissioned officers who demonstrate high leadership potential.

b. Enrollment. Commanders will refer eligibles to the AEC for enrollment.

4-5. JSEP

JSEP provides a standardized curriculum that enhances academic knowledge and skills required for job performance and career growth.

4-6. ESL

ESL provides second language soldiers with English language skills needed to perform military duties.

a. Eligibility. Command selected soldiers who have difficulty in speaking or understanding English.

b. Testing and Enrollment. Commanders will refer eligible soldiers to the AEC. ESO will administer the English Comprehension Language Test (ECLT). Soldiers scoring below 70 (enlisted) and 90 (officers), respectively, will be enrolled in ESL.

(1) Review final investigation report and make recommendations.

(2) Submit report, with recommendations, to PERSCOM (TAPC-PDE) to arrive within two weeks from their receipt from installations.

c. DCSPER will make final recommendations to DANTEs

d. Director, DANTEs will take corrective action.

Chapter 3

Tuition Assistance (TA)

3-1. General

TA provides the soldier an opportunity for professional and personal development by defraying a major portion of educational expenses while on active duty. TA will be tied directly to retaining quality soldiers, enhancing their professionalism and increasing the combat readiness of the Army.

3-2. Authority

Tuition assistance is authorized for off-duty education under provisions of Title 10 USC 2007

3-3. Soldier educational goal

All eligible soldiers must declare an educational goal before TA can be authorized. It must be stated in terms of credential and discipline desired, i.e., certificate, Computer Science; AS, Electronics; BA, Management, etc. Goal must be recorded on the DA Form 669 and on Form 2171 (Request for Tuition Assistance—Army Continuing Education System) in block 6d.

a. *Goal relevance to Army readiness.* Counselors, in concert with commanders, must be diligent stewards of TA funds by exercising care and judgment in determining which courses/programs have relevance and/or general value to the soldier's military job. Furthermore, commanders must ensure that soldiers using TA have potential for continued service.

b. *Goal Changes.* Goal changes are authorized only after approval by soldier's commander and subsequent review by the counselor.

3-4. TA rates and calculations

a. TA may be used to defray tuition costs up to the following rates: (Due to resource constraints, rates are subject to change HQDA will publish amended guidance as necessary.)

(1) 100 percent for courses leading to a high school diploma.

(2) 90 percent for enlisted soldiers E-5 and above with less than 14 years of service.

(3) 75 percent for all other soldiers.

b. TA is authorized on a course-by-course basis. It will be calculated based on a unit of credit expressed in semester hours (SH) or quarter hours (QH) equivalent: 1 SH = 1.5 QH. Calculations are the responsibility of the institution.

(1) One SH = 15 hours of classroom contact hours plus 30 hours of outside preparation; or

(2) One SH = 30 hours of laboratory work plus 15 hours of outside preparation; or

(3) One SH = not less than 45 hours of shop instruction.

3-5. TA limitations

TA will be limited to tuition costs, instructional fees in lieu of tuition, and laboratory/shop fees specifically required as a condition of course enrollment. TA will not pay for books, tools, and/or equipment.

3-6. TA application

All requests for TA must be processed using DA Form 2171, except for independent study courses.

3-7. Eligibility for TA

TA is authorized for eligible—

a. Active duty soldiers

b. ~~RC~~ enlisted soldiers on active duty.

c. Active duty members of other Services who are supported by an AEC under provisions of an Interservice Support Agreement.

3-8. TA uses

TA is authorized for—

a. Off-duty courses leading towards a diploma, certificate, or degree.

b. One credential each at the diploma, certificate, associate, baccalaureate, or graduate level.

c. Independent study courses listed in DoD 1322.8-C.

d. Independent study courses offered by institutions listed in DoD 1322.8-C.

e. Independent study, technology assisted, and/or alternate delivery courses offered by institutions listed in the DANTEs Guide to Educational Delivery Systems.

f. Independent study courses offered by institutions listed in the DANTEs National Home Study Council Schools and American Association of Bible Colleges.

g. Credit-by-examination.

3-9. Commissioned officers active duty commitment

Commissioned officers applying for TA must have at least 2 years of active duty service remaining from date of course completion (Title 10 USC 2007). They are required to reimburse the Army the amount of TA which resulted in the active duty service commitment if they voluntarily, or because of misconduct, fail to complete service commitment (Title 10 USC 2005).

3-10. TA prohibitions

TA funds will not be authorized for—

a. Courses that lead to a lower or lateral level credential already obtained regardless of who funded the previous credential.

b. Courses or credit-by-examination not approved on DA Form 2171 before the beginning of the course/exam. (Independent study courses must be approved on DA Form 669 before beginning of courses.)

c. Audited or repeated course.

d. Additional courses when soldier has an existing "incomplete" grade.

e. Courses taken and not completed, except when—

(1) Failure to complete was beyond soldier's control; or

(2) Soldier has reimbursed the Army.

f. Courses for which soldier is being reimbursed (in whole or in part) under another provision of law if payments duplicate benefits from the Federal Treasury (Title 38 USC 1781).

g. Courses determined by the counselor that do not suggest a reasonable likelihood for successful completion.

h. Commissioned officers attending full-time schooling under provision of AR 621-1.

i. Active Guard and Reserve (AGR) commissioned officers and RC warrant officers (Title 10 USC 2007).

j. Soldiers flagged under provisions of AR 600-8-2.

3-11. Functional requirements

a. *Counseling.* All soldiers must be counseled before TA is approved. The counselor will monitor soldier progress towards established educational goal, and will assist the soldier to obtain an evaluation plan from the institution to ensure that courses taken apply towards goal. In addition, the counselor must—

(1) Explore all funding alternatives before committing TA funds.

(2) Make a cost-effectiveness determination. (When two courses of the same level, content, and purpose are available, and fit the soldier's educational goal, then the less costly course should be selected. This does not have the intent of enrolling soldiers in the least expensive course. It is meant as a guide in reviewing similar courses.)

(3) Explain TA reimbursement requirement.

(4) Annotate TA approval/disapproval on DA Form 669.

b. *Application for resident courses and credit-by-examination*

(1) Soldiers will apply using DA Form 2171. They will obtain unit commander's signature and return the DA Form 2171 to the AEC soon enough to permit approval and processing before course begins.

(2) Commanders will review all TA applications to verify that the soldier—

(a) Is not flagged under provision of AR 600-8-2.

(b) Is enrolling in courses (or taking an exam) that have relevance and/or general value to the soldier's military job.

(c) Anticipated duties will permit class attendance or exam administration.

(d) Will have 2 years remaining on active duty upon completion of course, if commissioned officer.

c. *ESO responsibility.* The ESO is responsible for the completeness, accuracy, and distribution of DA Form 2171. The form will be distributed as follows:

(1) Copy 1—Institution.

Basic Skills Education Program (BSEP), Advanced Skills Education Program (ASEP), and English-as-a-Second-Language (ESL) instructors must possess at least a bachelor's degree and a current state teacher certificate in the appropriate subject area. Local commands will establish requirements for Headstart/Gateway instructors.

f. Military adult family members and DoD personnel may take part in ACES programs on a space-available basis, unless precluded by other Department of State, DoD, or DA/garrison/community directives.

g. ACES programs and services will be—

(1) Justified by an annual installation needs assessment.

(2) Consistent with Army needs, available resources, and established funding priorities.

(3) Provided to all eligible soldiers assigned to installations regardless of soldier's assigned unit.

(4) Accessible to eligible soldiers during lunch hours and off-duty hours.

h. Funds (P879732) are prohibited to institutions that—

(1) Discriminate on the basis of race, color, religion, sex, or national origin (FAR 52.222-26).

(2) Bar Armed Forces recruiting personnel from their premises (Public Law 92-436).

i. Funds (P879732) will not be used for—

(1) Army personnel test administration as outlined in AR 611-5.

(2) MOS Improvement Training (MOSIT).

(3) Mission Required Language Training.

(4) Reserve Component (RC) soldiers enrolled in on-duty basic skills program and off-duty collegiate programs.

(5) Courses, programs, and services not contained in this regulation.

1-12. DA Form 1821-R (Army Continuing Education System (ACES) Quarterly Participation/Cost/Evaluation Report)—RCS (CSGPA-1679)

This report must arrive at HQDA by 31 January, 30 April, 31 July, and 31 October. Reporting periods are: 1 October—31 December, 1 January—31 March, 1 April—30 June, and 1 July—30 September. The cutoff date for collection of data will be the last day of December, March, June, and September.

1-13. Research and development (R&D)

R&D is a HQDA responsibility. Use of P879732 funds to support R&D at MACOM or installation requires HQDA approval.

Chapter 2 Counseling and Testing

Section 1 Counseling

2-1. General

Counseling is a process of developing a counselor/soldier relationship appropriate to informing, testing, evaluating, and planning toward the achievement of educational goals that enhance the quality of the soldier and the readiness of the Army. Counseling also supports the soldier's career decision process and preparation for civilian education pursuits after transition from active duty. The success of ACES is directly dependent upon an effective counseling program.

2-2. Functional requirements

a. The ESO will establish a working relationship with commanders to maximize soldier presence at counseling sessions, testing sites, and class attendance.

b. Commanders will refer all soldiers to the AEC for counseling within 30 days of arrival at each new permanent duty station.

c. Counselors will counsel individually all soldiers during the initial 30-day period and schedule follow-up counseling sessions to monitor soldier progress toward educational, vocational, and career goals.

d. All soldiers must be counseled before participating in programs and services outlined in this regulation.

e. DA Form 669:

(1) *Initiation and Maintenance.*

(a) DA Form 669 is the major record of the soldier's counseling and educational progress. It contains personal information regarding educational counseling, results of various types of tests, and a record of academic/vocational course work. The form will be initiated and maintained at the AEC.

(b) The counselor will initiate DA Form 669 for each soldier at the first permanent duty station. The form will be also initiated by the counselor upon PCS or separation if the soldier does not have the form on file at the AEC. Close coordination between losing/gaining AECs is essential to minimize DA Form 669 loss.

(c) Participation in all ACES programs and services will be recorded on DA Form 669. All entries will be complete, legible, and in sufficient detail to enable counselors to follow case history.

(2) *Disposition.*

(a) DA Form 669 is an official part of each soldier's Military Personnel Records Jacket (MPRJ) and will be transferred to the gaining AEC in accordance with AR 640-10.

(b) Upon a soldier's separation from the Army, DA Form 669 will be forwarded to the transition point/activity. Personal documents contained in form will be returned to the soldier.

(c) The transition point/activity will include DA Form 669 in the MPRJ for separation processing and historical filing, and

will make final form disposition in accordance with AR 640-10.

f. All soldiers transitioning from active duty will be counseled individually concerning their veteran's educational benefits no later than 150 days before their transition from active duty. The counselor will record this counseling on DA Form 669 and will require soldier's signature attesting to that counseling. The counselor will tailor each counseling session to the specific needs of each soldier and provide necessary information to permit the soldier to make an informed career choice (Title 10 USC 1046).

g. In conjunction with the Educational Assistance Benefits Counseling, soldiers will be given education transition counseling relating to their tentative career decisions. The counselor will follow procedures outlined in appendix C, and use DA Form 5751, (Veterans Educational Assistance Benefits Counseling Worksheet) as a guide.

Section II Testing

2-3. General

a. Testing is an integral part of the counseling process. It is a primary counseling tool used to assist soldiers in achieving personal and professional goals. The Defense Activity for Non-Traditional Education Support (DANTES) supports the ACES testing program. The ESO is authorized to administer—

(1) Tests giving academic recognition for non-traditional education.

(2) Diagnostic, placement, and achievement tests.

(3) Interest inventories.

(4) Certification exams.

(5) General Education Development (GED) exams.

b. DANTES testing services, procedures and policies are found in DoD 1322.8-H. The DANTES Examination Program Handbook. All DANTES related catalogs/handbooks may be ordered thru DANTES, Pensacola, FL 32509-7400.

2-4. Reporting test losses/compromises

a. The ESOs will follow instructions outlined in DoD 1322.8-H. In addition, the ESOs will—

(1) Immediately notify HQDA via message with information copy to respective MACOMs and DANTES.

(2) Immediately notify commander and request appointment of an investigating officer.

(3) Notify DANTES with name, unit and phone number of investigating officer.

(4) Ensure that investigation is performed in accordance with AR 15-6 and DoD 1322.8-H.

(5) Submit report of final investigation to their respective MACOMs (with copy to DANTES) within 60 days of the date the case was opened.

b. MACOMs will—

Enclosure 8

Defense Manpower Data Center

The DoD Tuition Assistance Program: Participation and Outcomes

(Executive Summary and Section III: Tuition Assistance in the Army only)



DEFENSE

MANPOWER DATA CENTER

**The DOD Tuition Assistance
Program:
Participation and Outcomes**

1600 WILSON BOULEVARD ARLINGTON, VIRGINIA 22209

The DOD Tuition Assistance
Program:
Participation and Outcomes

David Boesel

Kyle Johnson

Defense Manpower Data Center

May 27, 1988

EXECUTIVE SUMMARY

At the request of the Director for Education Policy (FM&P) (MM&PP), the Defense Manpower Data Center conducted a study of participation in and outcomes of the Tuition Assistance program.

The sample for the study was the sample previously drawn for the 1985 DOD Survey of Officers and Enlisted Personnel. Service education centers provided record data on sample members who had used Tuition Assistance funds. The education record data were merged on a case-by-case basis with data from the 1985 DOD Survey and data from DOD administrative files. The present report is based on the merged file which contains data from these three sources. The study includes data on the Tuition Assistance programs in the Army, Navy and Air Force, but not on the Marine Corps, which could not be included because of the widely dispersed locations of its education records.

Data collected for the study somewhat underestimate the extent of Tuition Assistance usage but present a fairly clear and consistent picture of TA users and of outcomes associated with participation in the program. Among the study's chief conclusions are the following:

- There is a strong and consistent positive association between participation in the Tuition Assistance program and retention in the military. The association applies to both enlisted personnel and officers and is evident in several different bivariate and multivariate analyses.
- There is a strong and significant positive association between participation in the TA program and enlisted promotions in both bivariate and multivariate analyses.
- Judging from their titles, courses supported by Tuition Assistance funds are practical and work-related.

The study provides detailed information about the users of Tuition Assistance in each Service:

- Approximately 30 percent of current Service members have pursued voluntary education of some kind while in the military; about half of these have participated in the Tuition Assistance program.
- In all Services, TA usage is much higher among enlisted members than among officers.
- Participation in the TA program is substantially higher in the Air Force than in the other two Services. An estimated 24.1 percent of Air Force members participated in the program at some time, compared to 9.5 percent of

those in the Army and between 5.2 percent and 10.9 percent of those in the Navy.

- In the Army and the Navy, enlisted participation in the Tuition Assistance program is highest at grades E-5 and E-6. In the Air Force participation is relatively high at those grade levels, but is also high among E-2s.
- Participation by officers declines with grade level in all three Services.
- In the Army and Navy, the TA participation rate reaches a peak at age 25. In the Air Force it is relatively high at age 25, but also high at age 20.
- Blacks in the Army and Air Force are more likely than whites to participate in the Tuition Assistance program: 10.9 percent of blacks in the Army have used TA, as compared to 8.8 percent of whites. In the Air Force the comparable figures are 25.8 percent and 23.9 percent. There are similar tendencies in the Navy, but they are not statistically significant.
- Women in all three Services are significantly more likely than men to participate in the Tuition Assistance program. The difference is greatest in the Navy, where women are more than twice as likely to use TA as men.
- In all three Services, TA participation rates tend to increase with level of education, up to the college graduate level; the rates then drop sharply.
- Participation rates increase consistently with AFQT scores.

The demographic characteristics of Navy TA users in this study are similar to those reported in the Naval Training Systems Center's recent "Demographic Analysis of the Navy Tuition Assistance Program."

The study also supplies information on the institutions providing courses supported by Tuition Assistance and on the types of courses taken:

- In each Service, more TA-sponsored courses are provided by the University of Maryland than by any other educational institution.
- The second largest provider for the Army is Central Texas College; for the Navy, National University; and for the Air Force, the City Colleges of Chicago.
- A few institutions provide a relatively large proportion of all courses taken under Tuition Assistance. The five largest providers account for approximately half the courses taken by Army members, one third of those taken by Navy members, and one fourth of those taken by Air Force members.
- In all three Services, business courses are the type most frequently taken with Tuition Assistance funds. The next most frequently taken courses are

mathematics, English, social sciences, computer and information sciences, and psychology, though the specific order varies by Service.

- These six types of courses account for roughly 70 percent of all those taken with Tuition Assistance funds.

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III. Tuition Assistance Participation In The Army

In the 1985 DOD Survey of Officers and Enlisted Personnel, 24,196 Army members completed and returned questionnaires. The Army education centers subsequently provided useable Tuition Assistance information on 2796 of those soldiers, a "provisional" participation rate of 11.6 percent for the survey respondents. (Participation rates for all of the Services are "provisional" primarily because some education centers did not respond to the request for records, but also because in some cases military members could not be linked to specific education centers, as noted in Section II.) Since the survey sample is stratified, a weighted rate is appropriate; the weighted response/participation rate is 9.5 percent. This means that the 2796 individuals whose records we received are characteristic of 9.5 percent of the Army.

The 9.5 percent of soldiers who have taken Tuition Assistance courses, and for whom it was possible to collect TA records, comprise 10.4 percent of enlisted personnel in the Army and 3.2 percent of officers. Army enlisted personnel are therefore more than three times as likely as officers to participate in Tuition Assistance. There are at least two reasons for this disparity. Officers, of course, incur an obligation to remain in the service for two years after taking a TA course, and this obligation no doubt depresses their participation rates relative to those of enlisted members. In addition, because officers, as a rule, already have college degrees, they may feel less need for additional education than enlisted members. Data presented later, in Table III.7, show that personnel who have college degrees are much less likely to participate in TA than those who have some college but no degree.

Because the enlisted participation rate is higher and because enlisted personnel greatly outnumber officers, the vast majority of TA participants are enlisted members. The weighted estimate of TA participation among Army enlisted members, based on these data, is 57,830, while that among officers is only 2763. While these figures underestimate overall participation in the program, for reasons noted above, they are reasonable measures of the orders-of-magnitude differences between Army enlisted and officer participation in the program.

Table III.1 shows weighted participation rates by paygrade for Army enlisted members and officers. Considering participation by paygrade for enlisted personnel, TA usage increases from the E-3 level to a peak among E5s and E6s and then declines. (E-1 and E-2 estimates are based on small sample numbers and may not be reliable.) Enlisted members at the E5 and E6 levels are sergeants, many of whom have made long-term commitments to the military and may be striving to advance their careers, in part by obtaining more education. Usage among officers appears to be greatest among O1s and to be negligible at paygrades O4 and above. Officers at paygrades O4 and above may lack the time to participate and the benefits of participation to their careers may be marginal. However, the number of sample cases of Army officers using TA is small (151), and the error terms around the percentage estimates at each grade level are large. In general, the sample of Army officers taking Tuition Assistance courses is too small to permit reliable statistics to be calculated separately for them.

Table III.1
Percentage Using Tuition Assistance
By Paygrade (Army)

<u>PAYGRADE</u>	<u>EVER USED TA</u>	<u>USED TA SINCE 1984</u>
E1	7.9	7.0
E2	7.1	6.9
E3	5.7	5.6
E4	8.6	7.1
E5	14.4	11.1
E6	15.4	9.6
E7	12.2	7.2
E8	7.3	5.3
E9	6.4	2.9
O1	8.1	7.4
O2	6.2	5.1
O3	3.9	3.2
O4 and above	0.8	0.7

Because those who have been in the military longer have had more opportunities to participate in the TA program at some time or other, one would expect usage to increase with longevity, and therefore, to a considerable extent, with paygrade. In fact, if records were maintained throughout a member's service life and the use of TA had followed a stable pattern for the last 20 years, one would expect the participation rate to rise monotonically with longevity, unless TA users leave the service earlier than non-users.

It is possible to control for the effects of length of time in service, however, by looking at the recent participation of Army members in the program, in this case participation at any time after the beginning of 1984. The second part of Table III.1 presents these data. The pattern for recent participation parallels that for participation at any time, indicating again that usage is greatest among E5s and E6s. Longevity does not appear to affect this pattern substantially.

Table III.2 shows the percentage of Army members in each age group who have ever used TA (as indicated by their education records) and the percentage who have used it since 1984. Usage increases steadily from age 19 to a peak at age 24 and decreases thereafter. (Although the categories 26-30 and 31-35 have higher percentages, each category covers five years, rather than one, and the percentages for each year of age are necessarily lower than the total. Combining categories was necessary to obtain sample numbers large enough to be reliable.)

Because the opportunities for using Tuition Assistance at least once increase with age, as they do with longevity in the Service, these effects are again controlled by

Table III.2
Percentage Using Tuition Assistance
By Age (Army)

<u>AGE</u>	<u>EVER USED TA</u>	<u>USED TA SINCE 1984</u>
19	2.9	2.9
20	5.5	5.4
21	6.1	5.9
22	7.6	5.9
23	7.8	6.9
24	11.0	9.1
25	10.5	9.2
26-30	13.0	9.8
31-35	11.9	8.1
36-40	8.6	4.9

examining the participation of Army members in the program since 1984. The last column of Table III.2 shows that recent participation, like cumulative participation, increases to a peak at ages 24 and 25 and decreases thereafter. The fact that the difference between the percentages in the two columns increases with age means that some older members have taken courses before 1984 and are not represented in the second column.

Tables III.3 and III.4 show TA participation rates by race for black and white Army members. (The sample numbers for other racial groups participating in TA are too small to yield reliable estimates.) Both tables indicate that black soldiers are more likely than white to participate in Tuition Assistance. According to the estimates in Table III.3, 10.9 percent of black members have ever used TA, as compared to 8.8 percent of white soldiers. Viewed differently, (in Table III.4), black soldiers make up 26.2 percent of the Army, but they constitute 30 percent of Army participants in the Tuition Assistance program, while whites make up 68.6 percent of the Army and 63.5 percent of TA users.

Table III.3
Percentage Using Tuition Assistance
By Race (Army)

<u>RACE</u>	<u>USED TA</u>
White	8.8
Black	10.9

Table III.4
Distribution of Population and TA Participants
By Race (Army)

<u>RACE</u>	<u>POPULATION</u>	<u>TA PARTICIPANTS</u>
White	68.6	63.5
Black	26.2	30.0

There are also some marked differences in participation rates by sex. As is evident in Tables III.5 and III.6, women in the Army are more likely than men to participate in the Tuition Assistance program. Altogether, 14.0 percent of the women in the Army have participated at one time or another, as compared to 9.0 percent of the men. Women constitute 9.5 percent of active duty personnel in the Army, but they make up 14.0 percent of those in the Army who have ever participated in TA.

Table III.5
Percentage Using Tuition Assistance
By Sex (Army)

<u>SEX</u>	<u>EVER USED TA</u>
Male	9.0
Female	14.0

Table III.6
Distribution of Population and TA Participants
By Sex (Army)

<u>SEX</u>	<u>POPULATION</u>	<u>TA PARTICIPANTS</u>
Male	90.5	86.0
Female	9.5	14.0

Evidence from other studies (Becerra, 1983) suggests that women and minorities are more likely than white men to view the military, and especially the Army, as a channel of upward social mobility. The data on participation in the Tuition Assistance program are consistent with this pattern. One would expect to see a tendency among women and minority members to take advantage of the educational opportunities afforded by TA as a means of upward mobility.

An analysis of TA participation by education level is shown in Table III.7. The education variable comes from the DEERS file, which in turn is created from data supplied by the Services. The data are supposed to reflect current education level, but the extent to which an individual's file is updated after entry into the military varies. To the extent that in-Service education is included in the reported education levels, the

relation between education and Tuition Assistance becomes a matter of definition: education level appears to be positively associated with Tuition Assistance usage because TA participation raises the education level of the participants. It is possible to control for this colinearity by again examining TA participation in general and participation since the beginning of 1984. Examining recent participation minimizes the probability that the TA usage will be reflected in reported education levels.

Table III.7
Percentage Using Tuition Assistance
By Education Level (Army)

<u>EDUCATION</u>	<u>EVER USED TA</u>	<u>USED TA SINCE 1984</u>
1 year high school	2.6	2.6
2 years high school	7.2	6.4
3-4 years high school	6.3	5.4
High school graduate	9.9	7.7
1 year college	14.7	10.0
2 years college	13.6	9.6
3-4 years college	16.8	11.0
College graduate	6.1	4.8
M.A. equivalent	0.8	0.6
Ph.D. equivalent	---	---

Table III.7 indicates that TA usage increases fairly steadily with level of education, reaching a peak just short of graduation from college. TA participation is most pronounced among soldiers who have attended college but not received their degrees. Between 14.7 and 16.8 percent of those with some college have participated in the Tuition Assistance program at some time, as compared to 6.1 percent of college graduates and 9.9 percent of high school graduates with no college experience. Recent usage by education level shows the same pattern, suggesting, among other things, that TA usage is not a major factor in reported education levels. In general, it seems that those with college degrees are less likely than those with some college to feel that they need additional education, while those with only high school degrees may be less academical-

ly inclined or more likely to think that a college degree is out of reach, especially given their other commitments. Those in the middle probably stand to gain the most from an investment of time and effort in taking courses supported by Tuition Assistance.

In general, one would expect those with higher AFQT scores, i.e. those with higher measured verbal and mathematical aptitude, to be more interested than others in taking courses under Tuition Assistance. Table III.8 shows that this expectation is correct. The association between AFQT level and TA participation is very marked; with only one minor exception, each increase in AFQT level registers a corresponding increase in the percentage of Army enlisted members participating in Tuition Assistance. Combining this finding with the results of the analysis by education level, one would expect to find the highest rates of participation among those with high AFQT scores and some college experience, but no college degree. These individuals clearly have the aptitude for college but for various reasons entered the military before completing college. It seems likely that for this group especially the Army provides the opportunity, the motivation, or both to continue with a college education.

Table III.8
Percentage Using Tuition Assistance
By AFQT Level (Army Enlisted)

<u>AFQT</u>	<u>EVER USED TA</u>
I	14.1
II	11.3
IIIa	10.1
IIIb	9.4
IVa	9.8
IVb	9.0
IVc	8.0

Table III.9 lists the twelve educational institutions most frequently used by TA participants in the Army, together with the number and percent of TA-funded courses each has supplied to Army members in the DMDC sample. The educational programs for military personnel sponsored by the University of Maryland and Central Texas College clearly provide the largest numbers of Tuition Assistance-funded courses, together accounting for more than one third of all TA-supported courses taken by Army mem-

and distribution" (0.4 percent). At a finer level of detail, the types of courses taken most frequently are "general business and management" (4.3 percent), "accounting" (3.0 percent), and "general business administration and management" (1.4 percent).

The second most frequently used type of TA course, comprising 13.1 percent of the total, falls under the heading of "letters." Most of these are commonly called English courses. In this category, the three types of courses, taken most often with Tuition Assistance are "composition" (5.6 percent), "general English" (3.9 percent), and "speech, debate, forensics" (1.6 percent).

Courses in the social sciences are taken almost as often as those in letters, accounting for 13.0 percent of the total. Among the social sciences, Army TA participants most often select history courses (5.2 percent), followed by courses in sociology (2.7 percent), and political science (2.4 percent).

Mathematics courses are also relatively popular among those in the Army receiving Tuition Assistance. Math courses constitute 9.6 percent of the total. The great majority (8.3 percent) of these courses are in general mathematics.

The courses most frequently taken by Army members who use Tuition Assistance seem either to be directly work-related, as in the case of business or writing courses, or to be among the building blocks of a liberal arts education and therefore at least indirectly work-related, e.g. social sciences, math, and psychology.

Many of the less frequently taken courses also seem to be directly work-related. In the trade and industrial category, for example -- the seventh most frequent -- the largest percentage of soldiers are taking courses in vehicle and mobile equipment mechanics and repairs (2.5 percent). Other practical, apparently work-related courses include those in computer science, protective services, foreign languages (2.4 percent out of 3.6 percent are German language courses), health (where "diagnostic and treatment services" is the type of course most often taken) and so on. Even some of the program titles that seem less practical may be deceiving. For example, under "personal and social development" (2.8 percent) the most frequently taken type of course is "basic skills" (2.3 percent), and the majority of courses under "home economics," fall in the subcategory of "vocational home economics," where "food production, management, and services" is the most frequently used.

Table III.10
Frequency Distribution of Army
Tuition Assistance Courses

Business	19.4
Letters (English, Composition, etc.)	13.1
Social Sciences	13.0
Mathematics	9.6
Computer and Information Sciences	7.1
Psychology	5.8
Trade and Industrial	4.6
Public Affairs and Protective Services	4.2
Foreign Languages	3.6
Personal and Social Development	2.8
Life Sciences	2.5
Health	2.4
Visual and Performing Arts	1.7
Law	1.6
Philosophy, Religion, and Theology	1.5
Physical Sciences	1.3
Home Economics	1.3
Engineering	1.2
Communications	0.9
Education	0.7
Multi/Interdisciplinary Studies	0.5
Industrial Arts	0.4
Library and Archival Sciences	0.3
Area and Ethnic Studies	0.2
Military Sciences	0.1
Consumer, Personal, and Misc. Svcs.	0.1
Liberal/General Studies	<u>0.1</u>
 Total	 100.0

For the 2796 soldiers in the DMDC Army sample known to have used Tuition Assistance, records of 7952 courses were received, an average of slightly under three courses per person (2.84). The six types of courses taken most frequently are business, letters, social sciences, mathematics, computer and information sciences, and psychology. Together these six account for somewhat over two thirds of all TA courses taken by soldiers (68 percent).

The largest number of Army TA courses, 19.4 percent, fall under the heading of "business." There are three 2-digit subcategories in this broad category: "business and management" (16.5 percent), "business and office"(2.5 percent), and "marketing

bers. The University of Maryland provided 20.2 percent of the courses and Central Texas College provided 13.1 percent. The first five institutions in the list supplied almost half of all the courses for which Army members used Tuition Assistance.

Table III.9
Educational Institutions Most Often
Used by Army TA Participants

<u>Educational Institution</u>	<u>Number of TA Courses</u>	<u>Percent of Army TA Courses</u>
University of Maryland	1606	20.2
Central Texas College	1045	13.1
City Colleges of Chicago	622	7.8
Fayetteville Technical Institute (NC)	345	4.3
Embry-Riddle Aeronautical University (FL)	215	2.7
Saint Leo College (FL)	195	2.5
Fort Steilacoom Community College (WA)	158	2.0
Pike's Peak Community College (CO)	138	1.7
Big Bend Community College (WA)	125	1.6
Northern Virginia Community College	117	1.5
El Paso Community College (TX)	106	1.3
Hawaii Pacific College	100	1.3

Table III.10 shows the major categories of TA-funded courses taken by Army members. These are the broadest "program categories" in the National Center for Education Statistics' Classification of Instructional Programs. Within each program category, sub-programs are numerically coded at two-, four-, and six-digit levels of specificity. The degree of generality at the finest level of detail, the six-digit level, varies, but one can think of a program at this level as approximating the curriculum of a college department (e.g. history, economics, sociology) or as approximating certain types of courses within a department (e.g. psycholinguistics, psychometrics, psychopharmacology).