

Our Mutual Problems

The Team-Job of the Colleges and the Army
in Training the
Military Leaders of Tomorrow



Address by

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Delivered at a Conference on the Operation of
The Basic Course of the Army Specialized Training Program
Held in Princeton University

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Introduction

ON May 5 and 6, 1943, Princeton University was host to 75 representatives of 28 colleges in New York, New Jersey, eastern Pennsylvania, Delaware, and Maryland who have been chosen by the Joint Committee for inspection and possible contract by the War Department for basic training under the Army Specialized Training Program.

Having operated the basic course for a month as one of the War Department's twelve "pilot plants," Princeton sought to share its experiences with neighboring institutions which are likely to be called upon to conduct similar programs. At the opening meeting on May 5, Princeton University officers discussed the operation of the basic course in the following fields: 1) curriculum, 2) military organization and training, 3) business aspects, 4) physical education and medical services, 5) initial reception of trainees, advisorial work, religious and recreational activities. On May 6 representatives divided into separate groups for round table discussions in the foregoing fields. Following these discussions, the representatives were conducted on a tour of inspection of the University's military headquarters, orderly rooms, barracks, and mess halls, and had an opportunity to observe class formations and mess formations of trainees, and physical education classes.

The high light of the conference was a dinner on the evening of May 5 at which Brigadier General Dalton, Assistant Chief of Staff for Personnel, Army Service Forces, delivered the principal address. Because of its value as a statement of the over-all objectives of the Army Specialized Training Program, Princeton University has printed General Dalton's address so that it will be available to a wider audience.

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HAROLD W. DODDS
President, Princeton University

Our Mutual Problems

THE Army and the colleges are here this evening on the invitation of Dr. Dodds, President of Princeton University, to discuss some mutual problems, particularly those that relate to educational institutions. The lion and the lamb are lying down together—or at any rate, the tiger, the bull dog, the panther, and so on are mixing it up with the Army mule.

This conference is important because it makes it possible for those of us who are primarily concerned with the needs of the Army and with the problems of educational institutions to discuss these matters jointly, and thereby develop an agreement among ourselves. The Army is, therefore, indebted to Dr. Dodds and to Princeton for the idea as well as for the facilities.

A quotation from Edmund Burke in one of his speeches before the House of Commons is appropriate to this occasion. He said:

“Judging of what you are by what you ought to be, I persuaded myself to believe that you would not reject a reasonable proposition merely because it had nothing but reason to recommend it.”

The proposition for your consideration this evening is the Army Specialized Training Program. My remarks with respect to that program will be in the nature of background for the most part, with only a brief description of the program itself, as the details should be reserved for smaller discussion groups. Whether or not this is a reasonable proposition is for you to decide.

I know the job of running a college is not an easy one at any time, and I have every sympathy for the problems which face your institutions and your personnel, including yourselves. I cannot believe, however, as is sometimes suggested, that all of your problems are due either to the war or to the Army.

Princeton was organized in 1746, Yale in 1701, Harvard in 1636. The United States Military Academy was organized in 1802, and the United States Naval Academy in 1845 and my own school—Virginia Military Institute—in 1839. I doubt if there has been a major college or university organized in the last fifteen years, and most of the leading educational institutions have been in operation for at least fifty years. I am sure that at each meeting of the Board of Regents, the Board of Trustees, the Board of Overseers, or whatever your governing body may be—since the very first such meeting, and including the most recent—it has been at least tacitly understood that never has this university, that never has this college, faced so many problems of an apparently insoluble nature. Your institutions have grown great not through lack of problems, but through creating problems for yourselves by always striving for something better and then solving those problems successfully. Universities, like people, depend upon adversity for true growth.

The problems which faced your institutions when they were first organized are mildly comparable to those which face us today in connection with the Army Specialized Training Program. Our problems are not concerned with *a* college—they are concerned with hundreds of colleges throughout the country. Our prospective students are not on *a* campus—they are scattered in posts, camps, and stations, in reception centers, in replacement training centers, and in basic training centers, in combat units and in service units, and in high schools all over the United States. Our problem is to find these men, test them, sort them, assign them, and get them working in one of these many institutions. We'll have to find a couple of hundred thousand of these young men each year in order to keep one hundred and fifty thousand of them in the colleges and universities working under this training program.

General Marshall, Chief of Staff, described the problem of trained men so well in a recent letter to the commanding generals of the Army Air Forces, Army Ground Forces, and Army

Service Forces when he wrote to them about the Army Specialized Training Program that I quote from that letter as follows:

"The Army has been increasingly handicapped by a shortage of men possessing desirable combinations of intelligence, aptitude, education and training in fields such as medicine, engineering, languages, science, mathematics and psychology, who are qualified for service, as officers of the Army. With the establishment of the minimum Selective Service age at 18, the Army was compelled to assure itself that there would be no interruption in the flow of professionally and technically trained men who have hitherto been provided in regular increments by American colleges and universities.

"The Army Specialized Training Program was established to supply the needs of the Army for such men. The objective of the program is to give specialized technical training to soldiers on active duty for certain Army tasks for which its own training facilities are insufficient in extent or character. To that end the Army has contracted with selected colleges and universities for the use of their facilities and faculties in effecting such training of selected soldiers in courses prescribed by the Army.

"Successful graduates of the program will be immediately available to attend Officer Candidate Schools and technical schools of all the arms and services. The Army Specialized Training Program is not earmarked for any particular arm, service or component. Graduates will be assigned according to need in the same manner newly inducted men entering the Army are classified and assigned, primarily on the basis of pre-induction skills or professions. The program is Army-wide in scope."

We started units in about twelve colleges and universities in late March, and we are starting another twelve or so units this month. We have learned a great deal from our experiences with these "pilot plants." We have corrected some of

the weaknesses in the administrative aspects of the program, and as the program develops, we can assure you that it will run more smoothly and the problems which face the institutions will lessen markedly as additional Army Specialized Training Units are established. Despite some criticism, the Army has insisted in doing a part of its military training first.

This is not due to any presumption of relative importance, but rather to lay a groundwork of discipline, responsibility, attitude, and personal adaptability which will aid in subsequent technical and military instruction. Once the trainee is at the college, technical instruction takes precedence. The military way of life becomes largely the framework, to keep the young man of the mind that he is a *soldier* in training on a campus, and not a *college boy* in uniform.

In the main, we have been pleased with the reactions of both the soldiers assigned to this training and the institutions where units have been established. I cannot praise too highly the way the original colleges with which we started to work have pitched into the job as partners with the Army in this tremendous undertaking.

The program can best be described by considering it in terms of the three major areas in which the program operates—first, selection of generally qualified men; second, testing these generally qualified men and assigning them to specific curricula and terms; and third, establishing training units where the academic instruction in the program occurs.

Since we cannot afford to waste any of the precious and limited supply of superior younger manpower, the selection of generally qualified men now begins with nation-wide examinations of high school seniors similar to the first of such examinations held last April 2nd. Some three hundred and fifteen thousand took that examination, and about two hundred thousand of them expressed a preference for the Army. We selected the top seventy-five thousand men, on the basis of their examination scores, and are sending a letter to each of those individuals with instructions as to the procedures he

should follow on induction. Induction station and reception center classification officers have also received processing instructions with respect to these men. These men, as they are inducted into the Army, will be ear-marked for Army Specialized Training, and will be sent to replacement training centers for their basic military training. Similar nation-wide qualifying examinations will probably be given each Spring and Fall.

All men who come into the Army regardless of source or formal education take the Army General Classification Test, and all men who score 115 or higher on that test—including the new inductees, and also men already in the Army—fill out a Personal Data and Interview Form and appear before an Army Specialized Training Program Field Selection Board.

The responsibility of the Field Selection Board is to determine who among these men who score 115 or higher on the Army General Classification Test are generally qualified for Army Specialized Training Program work. Some men are ineligible because of age or lack of sufficient formal education. Other men are ineligible because they are in units alerted for overseas or are aviation cadets or are already selected officer candidates. From the balance, the Field Selection Boards build pools of generally qualified men without attempting to determine the field in which these men are qualified or the level of training for which they are qualified. The tools of the Field Selection Boards are the soldier's Form 20, which is a historical record, the Personal Data and Interview Form, which gives information as to educational background, and a personal interview with each generally qualified candidate.

When a man has been found generally qualified for the program, he is so reported to the commanding general of the appropriate service command, and is ready for the second stage in the program—transfer to a Specialized Training and Reassignment unit—or S.T.A.R. unit.

One or more S.T.A.R. units have been established in each service command, as these units are located according to troop concentrations. Additional S.T.A.R. units will be activated

1 stage

2 stage

2 stage

as necessity requires, and the capacities of the individual units will vary from a minimum of five hundred to a maximum of two thousand soldiers.

The S.T.A.R. unit is an exceptionally important factor in the Army Specialized Training Program. Here it is that men found generally qualified are tested, interviewed, and assigned to a specific curriculum. Here also, they are assigned to the highest level of a curriculum for which they are qualified. Personality tests, achievement tests, and in one way or another, probably every kind of a test which has proved helpful in screening men is used. While the Army has classification officers at these S.T.A.R. units, we depend largely upon the college and university personnel to help us in the all-important problem of proper assignment. The men remain at the S.T.A.R. units, where the program also includes refresher instruction in academic subjects and military and physical training, until they are ready to move to a training unit. I might add at this point that an institution can operate both a S.T.A.R. unit and a training unit under the Army program, although in these preliminary stages most institutions under contract with the Army have only one type unit.

3 stage
The training units are the units established at the colleges and universities working under the Army Specialized Training Program. It is at these training units that the formal work is undertaken in a series of twelve-week terms, starting with the freshman level and continuing until the soldier-trainee has attained the level required by the Army.

Some of the men will be in training units for one term only —an example would be a soldier who had three years of engineering training, who needed one term of concentrated work to round him off for a particular Army task. Many of the men will be there for three terms, where they will be concentrating on mathematics, physics, chemistry, English, history, geography and languages in order to go on into engineering fields or to go at the end of that period directly with troops. In the case of doctors, the full medical curriculum will

be followed, and the men will continue to work for a degree, followed by internship, as in normal civilian medical life.

Army Specialized Training Program curricula include mathematics, chemistry, physics, history, English, geography, all modern foreign languages, Asiatic as well as European. There are curricula in all engineering fields—civil, mechanical, aeronautical, and so on. All medical, dental, and veterinary fields are covered, both on the pre-medical and medical levels. Such fields as Personnel Psychology, Foreign Area Studies, Acoustics, Optics and Surveying are included, and of course there are curricula in Military Training and in Physical Training. It is more than possible that new needs have developed since I left Washington today, and in theory, at any rate, new curricula could be developed before I could get out of the Pentagon.

These soldiers, then, are going to be working in many fields. And they are going to be working just as hard as when they were undergoing their basic military training in the Army. You see, they aren't just students in uniform. They are *soldiers*—assigned to military duty—which in this case happens to be concentrated academic training to make them still better soldiers. Minimum requirements are twenty-four hours of classroom work a week; twenty-four hours of supervised study a week; five hours of military training and six hours of physical training. That's fifty-nine hours right there, and that's minimum. It's a tough program—too tough for any but the best soldiers to take.

We are shooting for one hundred and fifty thousand men in training units in colleges and universities by the end of this year, and then shooting at the problem of keeping that number of men in training, although obviously not necessarily keeping the same men there all along. The reason we want to do this is so this Army of ours can fight the best fight by having the best trained men as officers and as technicians. The problem of quantity is rarely a difficult one to solve. The problem

411 of quality is rarely an *easy* one to solve. We are primarily concerned with quality—with quality in manpower.

We all know how insatiable an appetite war has with respect to quantity. It is impossible to have enough of anything. There cannot be too many planes, too many ships, too many men. We look to the industries of the nation to provide the tremendous quantity of materiel which is needed. We look to the Selective Service System, with its 6,500 local boards, to provide the tremendous numbers of men required. But these are largely quantity problems, and we are faced with a quality shortage—quality of manpower, which is so much more difficult to obtain than quality in material—quality of manpower, which is indeed our most precious strategic material. It is in connection with this most vital resource of all—men of superior intelligence, initiative, and training—that the War Department must rely on the colleges and universities of the country.

The men your institutions have selected, trained and inspired in the past constitute a large proportion of our military leaders today. We need your help in selecting, training, and inspiring the best young men now in the Army, and soon to be in the Army, so we can rely on them to become the military leaders of tomorrow.

The Army has asked industry to work round-the-clock schedules, to improve methods, and to accelerate production. In the same manner, the Army is asking the colleges and universities to work round-the-clock schedules, to tighten up curricula, to limit instruction to specific essential needs of the Army so far as this program is concerned. We know that there are limits to the pace which can be set and maintained, but this is war, and we need trained men immediately. We prefer to set our sights high, rather than to be content to ride along comfortably.

In tightening up the curricula under the Army Specialized Training Program, the Army had the assistance of some of the best educators in the country. We believed it necessary in a

program involving millions of dollars, and tens of thousands of men, and outstanding educational facilities, to take the time and energy to design a program to meet the specific needs which confront us. We appreciate that this step requires marked adjustments on the part of colleges and universities. We know your institutions prefer to be totally involved in this total war.

One of the most important phases of the team-job of the colleges and the Army in raising these soldiers to their highest potential is that of encouraging initiative and providing inspiration. Colleges have done this for young men for centuries. We depend on the faculties of your institutions to stimulate these soldiers so they will serve their country intelligently, loyally, and persistently. We ask you to instruct them in the history of the country for which they fight, its ideals, its trials, its accomplishments of the past, and its aspirations for the future. We ask you to help them understand the world in which they live, and we ask you to provide your best teachers, who, through their leadership and example, can arouse in these soldiers the love of truth and freedom.

We will send you the best young men this nation can provide. They will come to you regardless of financial condition or social status. The only requirements will be intelligence, desire to learn, and soldierly qualities. You will have excellent material. We want that material improved to the limit of your ability in the time which the necessities of war permit. We will both—the Army and the colleges—learn a great deal as to ways of improving the plan. We know we can count on your effective cooperation, your advice and your criticism. We will be eternally grateful for your help.

*Additional copies of this address
may be obtained by writing to the Secretary
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