

THE FOUR MAJOR GI BILLS: A HISTORICAL STUDY OF SHIFTING  
NATIONAL PURPOSES AND THE ACCOMPANYING CHANGES  
IN ECONOMIC VALUE TO VETERANS

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Benefits for soldiers follow the formation of ancient and present day armies raised for the purpose of extending the national or state will. Veterans benefits for defenders of the U.S. emerged during the American colonial period. College benefits began after WWII with the GI Bill of Rights.

This study examines the variations in purpose for nationally established educational benefits for veterans and the singular value to the veterans of these educational benefits. The study begins with an overview of the history of veterans benefits. Primary emphasis is then placed on the educational portion of the World War II Servicemen's Readjustment Act and the current educational benefit, the Montgomery GI Bill.

As the purpose of awarding educational benefits changed from World War II to the latest U.S. war, the Gulf War of 1990-1991, the economic value to the individual veteran also changed. The WWII GI Bill featured an educational provision intended to keep returning veterans out of the changing economy whereas current GI Bills is intended as a recruiting incentive for an all-volunteer force. Correspondingly, the economic value to the individual veteran has changed.

Data supporting this study were extracted from historical documents in primary and secondary scholarly studies and writings, government documents, national newspapers and periodicals, Veterans Administration publications, service newspapers, and anecdotal writings.

The study offers conclusions regarding the shifting purposes and economic value and recommends changes to current and future GI Bills. The conclusions of this study are: (a) the purpose of the Montgomery GI Bill is to serve as a recruitment tool for the armed force, whereas the WWII GI Bill emphasized concern over the return of millions of veterans to a changing wartime economy unable to offer full employment and, (b) the present GI Bill funds less than 50% of the costs for a 4-year degree while the first GI Bill fully funded a college degree, including tuition and living expenses.

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## CHAPTER 1

### INTRODUCTION

On June 22, 1994, the 50<sup>th</sup> anniversary of the Servicemen s Readjustment Act of 1944, many lauded this federal legislation for veterans because it became a program that spanned the breadth of social, economic, and cultural affairs in the United States. The president of the United States issued a proclamation (Proclamation 6703, 1994) acclaiming the contributions of the bill. Universities and colleges, corporations, veterans organizations, and ordinary citizens across the country joined in, acknowledging the value of the GI Bill to U.S. society as well as to individual citizens. All components of the first comprehensive veterans legislation passed by the federal government--housing, health, unemployment, and education--were critical to rebuilding the economy and to the reintegration of veterans into society. But, no benefit was more progressive than the education component, which become known as the GI Bill.

The list of the social and economic contributions of the education component of the GI Bill is lengthy and equally touches the full range of any measurement of the progress of the U.S. over the past 50 years. The basic statistics concerning the results of the GI Bill are widely known: (a) 2,232,000 WWII veterans enrolled in college with another 5.5 million enrolling in training courses; (b) \$14.5 billion dollars funneled into American institutions of higher learning; and (c) approximately \$10 for every federal



dollar spent returned to the treasury by these veterans. The GI Bill became known as the law that changed America (Department of Veterans Affairs, n.d.b).

Subsequent educational GI Bills, including those from the wars in Korea, Vietnam, and the Persian Gulf (Montgomery GI Bill) began changing in both purpose and value to the veteran (for an early letter by the author on the economic value of the MGIB see Appendix I). In fact, the present GI Bill, the Montgomery GI Bill, pales in economic comparison to earlier bills and especially in comparison to the WWII GI Bill. Requiring monthly pay deductions, with just 3 years of low payments, the Montgomery GI Bill veteran is slowly becoming less visible on college campuses. In 1947 however, the WWII GI Bill veterans constituted nearly 50% of the college enrollment.

What has happened to a program that has meant so much to U.S. society? From a program that led to a sound economy and rewarded veterans for their enormous contributions to the defense of the United States to a minor program that attempts to solicit enlistments and has little impact on the economy, the GI Bill is losing its status as the law that changed America.

#### Statement of the Problem

The problem of this study was to investigate the educational component of the four GI Bills and to compare their purposes and economic value to individual veterans.

#### Purpose of the Study

The purpose of this study was to examine the history of U.S. veterans' benefits in general and veterans' educational benefits in particular. The study focused on the purposes and the individual economic value of the education portion of the original,

intervening, and present GI Bills. The study employed the historical method of basic research and used chronological and thematic techniques of historical research.

### Research Questions

This research attempted to answer the following questions:

1. What was the primary purpose of the education portion of the GI Bill passed by Congress and authorized by the president after the following wars or conflicts: (a) World War II, (b) the Korean War, (c) the Vietnam War, and (d) the Persian Gulf War?
2. What was the relationship between the payments authorized by the GI Bill and the rate of college tuition at a standard public university for the following GI Bills: (a) World War II, (b) the Korean War, (3) the Vietnam War, and (4) the Persian Gulf War?

### Significance of the Study

The study has a twofold significance. First, U.S. national policy with regard to the GI Bill's purpose in society is presently unclear. Second, the economic or financial value of the Montgomery GI Bill is becoming the subject of serious discussion in Congress and within veterans and higher education organizations. Is the GI Bill a tool for national government control over some aspects of the economy, a national recruitment incentive, or a reward program for veterans? There should be a clear, comprehensive policy with regard to the social reasons for U.S. commitment of funds to a program as expensive as the GI Bill. This study has been undertaken to determine whether the reasons for a GI Bill are grounded in continuing policy or whether the policy has shifted or is shifting.

Secondly, this study is important in determining the value of the GI Bill to the individual veteran.

#### Limitations of the Study

This study is limited in that it does not examine all educational programs within the active forces, the reserve forces, or programs for veterans other than the GI Bill. The study does not explore interim periods of eligibility for educational programs, nor does it explore all of the possible political, social, or economic aspects of the GI Bill. Moreover, the study does not inquire into the subdivision benefits of the GI Bill, such as housing, loans, and health care.

#### Delimitation of the Study

The delimitations of this study are the focus on the educational component of the four major GI Bills (WWII, Korea, Vietnam, and the Montgomery GI bill). The study does not pursue all of the active-duty tuition assistance programs, reserve forces (national guard and reserve) programs, or veterans educational programs, such as rehabilitation and training. Further, the study does not pursue the matter of eligibility gaps among the major GI bills.

#### Basic Assumptions

The primary assumption of this study is that U.S. society and the national government presently have the desire to continue to provide educational benefits to veterans.

#### Definition of Terms

The following terms are used in this study:

GI Bill: In the present study this term applies specifically to that portion of the GI Bill that pertains to higher education benefits for currently serving or discharged veterans. Used in this context the term does not apply to other limited types of educational programs, such as vocational rehabilitation, or the active duty programs such as tuition assistance.

Enlistment, recruiting, or recruitment incentive: A monetary program designed and offered as an inducement to enlistment in the armed forces.

Servicemember or service member: A term used to describe anyone serving in the United States armed forces.

Soldier: An all-inclusive term that includes active duty or discharged veterans of the following uniformed services: the United States Army, the United States Navy, the United States Air Force, the United States Marine Corps, the United States Coast Guard.

Tuition: Tuition in this study includes tuition payments for classes, fees, and other costs directly associated with academic work on the campus. Tuition does not include the costs associated with room and board, transportation, and other living expenses.

Veteran: A former service member honorably discharged from the United States armed forces.

Veterans benefit: Pre- or post-service benefit, either monetary or non-monetary, that encourages men and women to serve in the armed services and rewards or cares for them after service.

Servicemen s Readjustment Act of 1944: Commonly referred to as the GI Bill of Rights, the WWII GI Bill, or the GI Bill. A copy of the educational component of this bill can be found in Appendix B.

Veterans Readjustment Assistance Act of 1952: Commonly referred to as the Korean War GI Bill or Korean GI Bill. A copy of the educational component of this bill can be bound in Appendix D.

Veterans Readjustment Benefits Act of 1966: Commonly referred to as the Vietnam War GI Bill or the Vietnam-Era GI Bill. A copy of the educational component of this bill can be found in Appendix E.

Veterans Educational Assistance Act of 1984: Commonly referred to as the Montgomery GI Bill (MGIB), the Persian Gulf-Era GI Bill, and the current or present GI Bill. A copy of the educational component of this bill can be found in Appendix F.

## CHAPTER 2

### REVIEW OF LITERATURE

#### Historical Examination of Veterans Benefits

Benefits for warriors, conscripted or recruited, were provided to the soldiers of great armies of ancient days. The fighting forces of ancient Egypt were rewarded for their service with land grants, and the promise of the spoils of war, booty, land, and slaves spurred ancient Babylonians to victory in battle (Gosoroski, 1996). Thus, the foundations for pre- and post-service benefits for those who fought for their group, nation, country, or cause were laid in ancient times.

Ancient Greeks, within the philosophy of Sparta, committed fully to the military profession of defending the state by becoming Spartans. In fact, the only path to full citizenship in Sparta was as a result of service in the Spartan army (Gosoroski, 1996). Roman rewards for soldiering steadily evolved throughout the history of Roman Empire. Romans began the practice of full pay for members of the legion, medical care following battle, land upon discharge, bonuses upon discharge, and special municipal officers positions (Gosoroski, 1996).

The many wars of the Middle Ages created a large number of veterans, and, especially because of the means of fighting, many disabled veterans. Most of these veterans were left to fend for themselves, generally by presenting themselves to monasteries for charity. Upon the collapse of the feudal system, the majority of these

veterans took to the streets as beggars and thieves. Several kings of France, however, established hospices for their wounded veterans. In 1670 Louis IX constructed a home for veterans blinded from the sun during service in the Middle East (Rosenburg, 1993). King Henry IV had compassion for the begging veterans and founded a veterans home--complete with a bureaucracy to which veterans with appropriate documentation could apply. Subsequent kings of France, failing to maintain this veterans home, attempted to resolve the issue with pensions--a scheme that fell apart because of inattention and lack of directed funds. This rudimentary combination of institutions and pensions became a viable system subsequently adopted by most Western nations (Gosoroski, 1997a).

Following trends in France, the British government issued returning veterans a license to beg. An effort to help English sailors included a requirement for sailors to contribute a portion of their earnings to a relief fund--a fund that was raided to the point of depletion by its overseers. (Similarly, for over 100 years and continuing to the present, in the United States, soldiers have had a small amount taken from their pay to support an old soldiers home. )

The British Parliament of 1593 established a benchmark of veterans benefits when it passed the Acte for the Relief of Souldiours. Coming after the defeat of the Spanish Armada, this act to award disability benefits to veterans was the first by a national legislative body. Although this document is considered seminal, it actually resulted in few and small payments to disabled veterans, this despite subsequent reform efforts (Gosoroski, 1996).

In 1692, seven years after the death of Charles II, a veterans hospital he initiated opened in Chelsea. A hospital for disabled English sailors was founded in 1702 by William and Mary (Severo and Milford, 1989).

### Veterans Benefits in the United States

Since the Revolutionary War, Americans have served in the armed forces in great numbers. More than 39 million have served, with over 1 million giving their lives for the United States. Military service is arduous and calls for sacrifices, including one's life, well beyond those normally found in any other endeavor in our society (Spaulding, Eddy, and Chandras, 1995). In calling for men and women to make these sacrifices, the federal and state governments have accepted, beginning before the Revolutionary War, the commitment of George Washington when he declared that the nation must care for those who fight its battles (Ferling, 1988).

This principle stated by George Washington notwithstanding, and while requiring and demanding an extraordinary commitment from warriors, the United States has had difficulty accepting the notion of comprehensive federal and state benefits for veterans, even those who are disabled and the survivors of those killed in battle. Two primary forces run through U.S. benefits for veterans policies: (a) America is traditionally a citizen-soldier nation, and (b) an attitude of antimilitarism has generally prevailed in our society (Huntington, 1957). During the Jacksonian period, for example, attempts were made to do away with the standing army and the school that produced most of its officers, West Point. After World War I the regular standing army declined to a strength of 20,000 soldiers. This current of antimilitarism reached a peak during the Vietnam War



when soldiers, sailors, airmen, and marines were scorned and even despised, because they were blamed directly for an unpopular war. American soldiers, following the British Anglo-Saxon tradition, are expected to leave home, bear the battle, return to society, and accept nothing more than the thanks of a grateful nation (Wright, and MacGregor, 1987). Early in America s history, the idea was created that it was an honor to have served the nation in a time of national crisis, even to the point that it was unpatriotic for one who served to ask for benefits after such service (Severo and Milford, 1989). These societal and national attitudes of service have in the past and are presently influencing the awarding of benefits to veterans. To counter these influences, veterans have resorted to protest, even mutiny, and to forming organizations to gain benefits.

Despite the philosophy influencing national and state policies toward veterans, many U.S. leaders have called for regard and attention to those asked to fight the nation s battles. According to President Theodore Roosevelt, in a July 4, 1903, speech in Springfield, Illinois, "A man who is good enough to shed his blood for his country is good enough to be given a square deal afterwards. More than that no man is entitled to, and less than that no man shall have" (as cited in Shafritz, 1990, p.75).

Fighting on the home front during America s Colonial period was not uncommon. There were Native Americans as well as British and French soldiers to fight in an effort to gain control of the land desired by the burgeoning colonies. The First National Conscription Act, June 2, 1792, indicates that all militiamen would provide their own musket, a bayonet, a belt, and at least 24 cartridges (The National Conscription Act, 1792). The task of men being called on to leave their community to take up arms created

a new class of Americans-- veterans. Colonial society and its leaders recognized a need to care for those who were sent away to fight when they returned to their communities. Accordingly, The National Conscription Act provided that any militiaman wounded or disabled would be cared for at public expense. The act however, did not provide any implementing guidance for the colonies or the emerging federal government both of which simply ignored the act (Gosoroski, 1977a).

Roots of the colonial system of the citizen-soldier concept can be found in Philip Vincent's 1637 account of battles between New Englanders and Native Americans. In this account, merchants, planters, traders, and all able-bodied men were ordered to serve in the militia to combat the Indians (Vincent, 1637/1974). Vincent related the requirements and burdens of male colonists to respond to threats rapidly with personally provided equipment, to march and fight as soldiers, and to return to citizen status without regard to benefits.

Colonial militiamen not only protected the home front but were sent, by the British Crown, to fight overseas. In 1703, one hundred and thirteen men from the New England colonies formed into two companies and departed Colonial America to serve in the West Indies during Queen Anne's War (1703-1713). Later that year approximately one half of the soldiers returned to Massachusetts in a physically weakened and sickly condition. The second great overseas colonial military adventure of this period occurred during the War of Jenkins's Ear (1739-1743). An expeditionary force of 3,600 colonists departed for Cartagena, Columbia. Enduring unspeakable horrors during the movement phase, the colonists fought courageously during the battle for Cartagena. Under cover of

an American rear guard, the British troops withdrew to the Caribbean to conduct operations in Cuba and off the coast of Central America. At the conclusion of this British-led debacle, men of the American force, minus 1,200, returned to their colonies. Newspapers of the day reported that the veterans suffered far beyond what could normally be expected in a war of this kind. Twenty years later, in 1762, four thousand colonists participated once again on the side of the British in a war between England and France. Deployed to the familiar Caribbean region, the soldiers were devastated by deadly diseases and battle. Victory ceremonies were held upon their return, but official support in terms of benefits were not offered by the colonies. Additionally, according to Ferling (1985), Severo and Milford (1989), and Gosoroski (1997a), who chronicled these overseas adventures of colonial American forces, no record exists of England providing any relief to these veterans. Once again, a new class of Americans was born the veteran of foreign wars.

Several legislative bodies in the colonies recognized some need to care for returning militiamen who needed assistance. In 1624, the Virginia House of Burgesses, passed a law that called for public care for wounded and disabled soldiers--according to their needs or station in life. Although it set a standard for subsequent acts, this act did not reach the approval stage because the bearer of the legislation died in transit to the English approving authority. Twenty years later, however, Virginia enacted a similarly worded law. However, these acts provided little, if any, actual benefits (Gosoroski, 1997a).

With knowledge of the act mentioned above, colonists established two grand principles inherent in society today. The first was that soldiers disabled in defense of the colony deserved the compassion of those who were defended. The second principle, emerging from compassion for disabled veterans, firmly ingrained the attitude that military service was an honorable endeavor. But, beyond these two principles, actual benefits for colonial militiamen and their subsequent heirs, the American soldiers, were obtained only through great effort (Ferling, 1985).

In line with these developing attitudes, the settlers of Plymouth Colony passed an act directing the citizens to care for all those wounded and disabled in defense of the colony. Passed in 1636, this law set a precedent of public relief for veterans of Colonial America and the United States of America under both the Articles of Confederation and the U.S. Constitution (Department of Veterans Affairs, n.d.a; Ferling, 1985).

After the initiatives related above become law, other colonies began to follow suit by enacting veterans benefits laws--Maryland in 1662, New York in 1691, North Carolina in 1715, New Hampshire in 1718, Rhode Island in 1718, Georgia in 1755, and Delaware in 1756. New Jersey and Pennsylvania passed laws in 1777 to assist Revolutionary War soldiers and sailors. These laws varied in benefits, but generally awarded minor compensation; some tax exemptions; exemption from arrest for arrears in taxes, debt, and ferriage fees; land grants; and licenses to operate taverns (Gosoroski, 1997a).

The Revolutionary War began an upsurge in veterans' demands for benefits. Early in the formation of a regular force, Continental Army officers, mindful of British and other European country practices, began to agitate for half pay for life upon conclusion of the war. Congress rejected this notion out of a desire to avoid creating an elite military class common to those in European countries. In this regard, George Washington, siding initially with the Congress, changed his mind when the officers threatened to resign (Ferling, 1988). On August 26, 1776, the Continental Congress, by resolution, in an attempt to improve morale and to cut down on desertions, promised pensions to soldiers after the war (Department of Veterans Affairs Handbook, 1998). Washington then lobbied Congress to offer one-half pay for officers and \$80.00 for enlisted men for 7 years upon cessation of hostilities. Congress subsequently asked states to make such payments to soldiers, as well as benefits to widows. Congress and the states dallied on the matter for several years.

At the close of the Revolutionary War, in an event termed the Newburgh Incident, Continental Army officers refused to leave service until benefits were realized and not just promised by Congress and the states. Enlisted soldiers similarly rioted, refusing to muster out until bonuses were paid (Bonwick, 1991). Through the intervention of George Washington, Congress compromised by voting officers full pay for 5 years, enlisted soldiers full pay for 4 months. The officers' primary reason for this request was that, by lengthy service, they had been deprived of wealth building through business opportunities presented to those who did not serve. Most veterans went home, however, with no pay, only promises. Because the Continental Congress paid veterans in scrip that

could not be converted to real dollars or, even worse, turned out to be worthless, veterans began to sense that the new U.S. government would not hold true to promises made to its veterans (Myers,1983).

During the Revolutionary War, as a way of helping veterans, George Washington favored the creation and sustainment of an organization called the Invalid Corps (Miller, 1966). This corps failed to materialize.

On May 13, 1783, with the support of the organization s first president, George Washington, Henry Knox organized the Society of the Cincinnati. One goal of this group was to lobby on behalf of benefits for officers (Myers, 1983). In spite of George Washington s successful resolution of the Newburgh Affair, the officers (including the esteemed General Knox) of the Continental army continued to harbor feelings that the new United States owed them for their Revolutionary War service (Severo & Milford, 1989). As secretary of war after the revolution, Knox continued his efforts on behalf of veterans (Myers, 1983).

In a series of attempts to enforce the resolution for payments to veterans promised in 1776, the Congress in 1789, and subsequent Congresses, passed, under the title of Invalid Pension Acts, several laws that eventually created a system for federal payments to veterans (Severo and Milford, 1989). Many years and much effort would be spent trying to enforce these acts of Congress (Myers, 1983).

Revolutionary War soldiers and sailors suffered many privations. Upon returning home they discovered that many men who did not join the fight had prospered. Many

who joined had assets prior to the war but lost almost everything during the war, while thousands had nothing and returned with nothing. Promises of land grants, separation bonuses, and other benefits for service in the Revolutionary army failed to materialize. Some cities, such as Boston and New York, reported increases in crime attributable to soldiers looking for food, clothing, and material goods (Severo and Milford, 1989).

The plight of many Revolutionary War veterans can be seen in the experiences of farmer-soldier Daniel Shays. Shays, struggling to pay debts, sold, at the displeasure of his fellow officers, a sword given him by Marquis de Lafayette (Szatmary, 1980). Attempting to get relief from these debts, Shays emerged as the leader of forces bent on obtaining relief. Shays's Rebellion force was composed of many veteran farmers, while its government opposition was also composed of veterans veterans against veterans. Included in the government force were some Black veterans of the Revolutionary War, all enlisted by the governor of Massachusetts to fight Shays's rebellion (Severo and Milford). (As an aside, Harvard University formed, from its student body, a group of cadets to help fight Shays's forces.) In 1818, Shays applied for and received a veteran's pension from the U.S. government. Having asked for relief of debt (which never came) incurred while fighting the American Revolution, Shays used his pension to purchase land he felt was both deserved and deserved much earlier. Shays's plight and demand for relief as a result of service was a common charge of many Revolutionary War soldiers (Starkey, 1955).

In 1817 President James Monroe called for a new step in veterans' pensions when he asked that the Revolutionary War infirm, indigent, and distressed veterans

receive a pension although they had not been wounded or sickened during the war (Karsten, 1978). This gratuity started a serious national debate on whether the federal government should ever offer income to the poor, veterans status notwithstanding. Severo and Milford (1989), citing various historical documents, noted that this debate over pensions for veterans not hurt or sickened in war was the first of its kind. The debate, these authors suggested, ranged from sympathy for the plight of many veterans to disdain for one-hour and rich veterans. Further, some debaters claimed that nonserving citizens did as much as veterans to win the war. The bill that President Monroe asked for was passed in March 1818 (Gosoroski, 1997b).

As documented by Ammon (1990), the War of 1812 was fought by an army composed of men from the states Organized Militia. Bonuses similar to those extended in the Revolutionary War were offered to entice men into service. Bounties and promises of land stirred interest in service. Secretary of War John Armstrong strongly opposed up-front payments and bonuses because such, he claimed, would not keep men in service. He preferred end-of-service incentives as a way of maintaining the force. Andrew Jackson persisted in giving enlistment incentives, however, and even granted comparable bonuses and pay to two battalions of free Blacks (Williams, 1968). Benefits in the amount of \$5 were granted to invalided enlisted personnel, while such officers received half pay. Small pensions were also granted to some widows. Almost 40 years after the war, the veterans of the War of 1812 began to organize into veterans associations in an attempt to gain federal and state benefits as a result of their war service (Ammon, 1990).



The years between the War of 1812 and the Civil War saw intense debates over the concept of pensions for veterans and civilians alike. The official Department of Veterans Affairs history (Department of Veterans Affairs, 1998) indicated that the public swayed between too little and too many benefits for veterans. Unanticipated applications drove up the sums required to support federal pensions. This period also saw the creation of the Department of Veterans Affairs seminal organization the Bureau of Pensions. Although not including the word veterans, this organization was formed primarily to administer the emerging volume of veterans pensions. During its tenure as a federal agency this bureau moved from the secretary of war to the secretary of the navy, to the secretary of the interior and then emerged as an independent agency. It was designated a separate cabinet-level department in 1986, during the presidency of Ronald Reagan.

Enlistment incentives spurred many men to join the services to fight the Mexican War (1846-1848). The federal government offered travel pay to marshaling sites, a \$21 clothing allowance upon enlistment, a \$12 enlistment bonus, and a promise of 160 acres of land and service-connected pensions upon completion of service (McCaffrey, 1990). Thus, veterans post-service benefits had reached a new level in that the initial declaration of war included provisions for pre- and post-service benefits. During service in the Mexican War, like preceding wars and the subsequent Civil War, most deaths among soldiers were the result of disease (11,155 of a total 13,237 deaths) (Severo and Milford, 1989). Many soldiers returned home with illnesses contracted during this war. General Winfield Scott, taking receipts from a levy placed upon the Mexican government, began the U.S. Military Asylum (now the U.S. Soldier s and

Airmen s Home) to aid in the care of disabled and 20-year-service veterans. After the war, Mexican War veterans formed the National Association of Mexican War Veterans. This organization was instrumental in getting Congress to pass a pension act that made payments to elderly, disabled, and later indigent veterans (Gosoroski, 1997b).

The Civil War, on both sides, was fought almost entirely by volunteers. Along with nationalistic or regionalistic motives, these volunteers were inspired by bonuses to enlist. Records indicate that the federal government paid out \$300 million and the states \$450 million to volunteer enlistees. By war s end, some enlisting in the Union army received combined federal and state bonuses of \$1,000. Like those who served in previous U.S. wars, the Union soldiers suffered unmentionable privations. Disease, poor and crude medical treatment, and rudimentary physical hygiene in camps and on the march contributed to many deaths and incapacitation. In fact, disease was the prevailing cause of death in the Union army with approximately 61% succumbing to diseases such as typhoid, malaria, acute diarrhea, smallpox, pneumonia, tuberculosis, and measles. Three fourths of the battlefield operations were amputations. Many who survived the disease onslaught, wounds, and amputations left the army with disease-ridden and crippled bodies. In their detailed account of the above summary of the harshness of service in the Civil War, Severo and Milford (1989) also chronicled how the death of a federal soldier even caused deprivations within his family, because his next-of-kin had to produce the finances necessary to return his remains for burial. A precursor of Gulf War Syndrome might be detected in the post Civil War veterans illness called Irritable Heart. The symptoms shortness of breath, palpitations, fatigue, headache, diarrhea, dizziness,

disturbed sleep, and sharp or burning chest pain– seem eerily similar to the Gulf War Syndrome symptoms listed in Spaulding, Eddy, and Chandras (1997). The psychological effects of the Civil War resulted in the first U.S. veterans hospital, The Military Hospital for the Insane.

The General Pension Act of 1862 began a loose system of disability and survivor benefits for soldiers of the Civil War. Amended over the years, pensions were awarded via the Sherman Act of 1912 to all Civil War and Mexican War veterans, with an amendment in 1920 that included survivors (Gosoroski, 1997b).

The predecessor to the modern-day soldiers home was approved and signed into law on March 3, 1865, by President Abraham Lincoln (Rosenburg, 1993). The homes approved under the National Asylum (later amended by law to read Home rather than Asylum) for Disabled Volunteer Soldiers and Sailors existed until 1930. Later, President Theodore Roosevelt, in Public Law 114, opened the home to financially distressed veterans although they did not suffer any service-connected ailments (Gosoroski, 1997b). One veteran said, Empty sleeves, single legs, eyeless sockets and emaciated bodies point out the demand for organized work (as cited in Gosoroski, 1997b, p.30). This war survivor was indicating a need for a comprehensive program to care for him and his fellow veterans after the war.

Following a minimal practice started by the original 13 states, many northern Civil War states awarded benefits to soldiers and sailors. Some states started homes along the lines of the federally established homes, offered tax breaks, and certified a special preference in hiring, burial expenses, and small bonuses. On the other hand, many

soldiers suffered discriminatory employment practices, including an attitude that veterans were unstable, untutorable, unattainable, and unmanageable (Severo & Milford, 1989). As later occurred with Vietnam veterans, tracts were issued by pro-soldier and sailor groups advising against disclosure of wartime service. Also, as in earlier and later wars, soldiers and sailors were blamed for a rise in the crime rate. Moreover, many soldiers and sailors of the Civil War, as they did in later wars, became drug addicts (morphine, heroin, and other drugs used for anesthetics), blaming their addictions on drugs administered in the army and navy.

Organizations to help the veterans, just as after previous wars, sprang from the necessity of veterans to influence government aid. The largest of the post-Civil War veterans organizations was the Grand Army of the Republic (G.A.R.). (Other minor organizations were the Soldiers and Sailors National Union League, the Boys in Blue, and the Republican Veterans Union.) Formed by an obstetrician, Dr. Benjamin Stephenson of Decatur, Illinois, this organization, the G.A.R., became very powerful in politics, creating a societal and political attitude of care and regard for veterans and shaping what became known as the veterans vote (McConnell, 1992).

Confederate veterans, wounded, disabled, and indigent, returned home to fend for themselves. Northern and Reconstruction-era politicians used the Fourteenth Amendment to deny federal benefits to Confederate veterans. Public Law 85-425, passed on May 23, 1958, pardoned all veterans of the Confederacy and awarded the last surviving Confederate soldier a pension, almost symbolically. Southern states, because of economic impoverishment, found little money to pay their veterans. Most states ultimately offered

prosthetic devices or one-time payments for loss of sight, limb, and other disabilities.

Louisiana and Texas dispensed land to confederate veterans (Logue, 1996). Although Lincoln supported soldiers homes, Jefferson Davis, just before the end of the war, vetoed legislation that would create a soldiers home (Rosenburg, 1993). Twenty years after the war, the first home for veterans of the Confederacy opened. Ill-treatment by southern society and Reconstructionists stirred six Confederate veterans to form the Ku Klux Klan, an organization with idealistic goals, but which in practice fomented hatred in direct opposition to their lofty rationale for being (Sims, 1996).

Black Union veterans, serving alongside White veterans, received less pay for their service. Promised post-service bounties, Black veterans, many of whom returned to their homes in the South, never collected. Said two Black Union veterans from Louisiana in an 1867 letter to the secretary of war, (We) are about to be mustered out without any bounty. (We) have no space to live. After serving the U.S.A. almost three years then to put (us) out without anything (Berlin, Reidy, & Rowlands, 1982, p. 100). Similar to the Klan, the Grand Army of the Republic failed to live up to its ideals in that it seldom aided Black Union veterans in their fight to acquire earned benefits (Davies, 1947). Even the ladies auxiliary, the Women s Relief Corps, rejected wives, mothers, and daughters of Black Union veterans. According to a professor of history at the University of Wisconsin, the national leadership of the G.A.R. supported the southern posts in their exclusion of Black veterans by suggesting that the Union veterans living in the South must conform to the social norms and values of that region (Coffman, 1986). To look out for their

interests, Black veterans founded the Colored Soldier s and Sailor s League (Colored Veterans, 1887).

Together, both Union and Confederate veterans were generally expected to take care of themselves, physical and psychological wounds notwithstanding. Union soldiers, encouraged to participate in the political process by being allowed to return home to vote during the mid-war presidential election, were discriminated against by both the government and the private sector after the war. Except for the friendship of President Abraham Lincoln and the emerging power of veterans organizations, Civil War veterans would have had to endure many indignities, much scorn, and outright discrimination.

The Spanish American War, although a short war, became the impetus for several subsequent activities by and on behalf of veterans. The U.S. government failed to acknowledge that veterans had contracted various tropical diseases, claiming that the soldiers were merely homesick and pining or longing for the ways back home (Severo and Milford, 1989). During internal investigations, the war department blamed individual soldiers for acquiring a multitude of tropical diseases, causing the New York Times in 1898 to editorialize on the incompetence of the war department (Severo and Milford, 1989). Historians have documented the demobilization after the Spanish-American War as nothing but a grand debacle (Bradford, 1993; Rosenfeld, 2000).

The Spanish American War and the subsequent War in the Philippines served as catalysts for the antimilitarist forces in the United States, an attitude that has lasted for many years, in fact, into a later Asian War, the Vietnam War (Fox, 2000). The rise in such an attitude contributed to a general disregard for veterans claiming benefits. Severo

and Milford (1989) documented a typical case of a veteran s applying for a pension because of malaria and the associated health problems he claimed to have contracted in Cuba, yet he never received a pension because of a new attitude on the part of the government that the burden was strictly upon the soldier to prove that his condition resulted from service (termed today as service-connected). It was the government s position that these soldiers merely suffered from homesickness and nostalgia. In fact, the secretary of war at the time placed the blame on the soldiers. He did not, however, indicate how individual soldiers and sailors should have protected themselves against malaria, yellow fever, and typhoid.

World War I veterans had great difficulty in readjusting to civilian life. The war introduced new and intensely deadly forms of fighting, such as trench warfare and high rate-of-fire machine guns. Chemical warfare, tanks, high firepower weapons, and aerial warfare overlaid the traditional siege and final assault mentality of previous wars (Schaffer, 1994). Veterans of WWI, once demobilized and returned to society in huge numbers, fought for years for some benefits. The Great Depression, however, interfered, and few benefits were forthcoming. Spurned by their government, a large group of veterans marched to Washington, D.C. and demanded immediate payment of a promised bonus (the bonus was to be paid in full in 1945). Violence erupted when General Douglas MacArthur was ordered to clear the veterans encampment (Daniels, 1971). The Bonus March of 1932 continued and spurred greater action on behalf of veterans seeking some small degree of benefits for their service. The period after WWI saw better organized and more effective veterans organizations such as the American

Legion, the Veterans of Foreign Wars, and the Disabled American Veterans. Following the model of veterans of previous wars, veterans sensed a need to form an organization that would protect their interests. Different from past wars, however, was the haste with which such an organization became viable. Before the war was barely over, veterans met in Paris in 1919 to form the American Legion (Marquis, 1923).

Like minorities in previous wars conducted by the U.S., Blacks were returned to a society that failed to recognize their contributions and achievements. W.E.B. DuBois, after encouraging African Americans to support and enlist in World War I, had to vigorously take up their cause for equality after World War I (DuBois, 1986).

Realizing a need to bring better organization to postwar veterans programs, the government in 1921 formed the Veterans Bureau. Around this same time the government formed the Federal Bureau of Vocational Rehabilitation. Ten years later, only 217 veterans were said to have been trained or retrained for jobs. The bureaucracy turned against veterans through the activities of the scandalous director, Colonel Charles R. Forbes (Daniels, 1971).

The states, after most of the wars involving the U.S., individually provide various benefits to veterans. Recently, for example, Minnesota provided a \$600 bonus to its 29,000 Persian Gulf War veterans (Frontlines, 1999). Texas provides a GI Bill, the Hazelwood Act, to veterans who have exhausted their federal GI Bill benefits. Other states continue to provide various benefits, ranging from free fishing licenses to



education for children of service members killed in war or who die later from injuries received during war.

Military services conduct training of their active force to prepare that force for war. There is little time left for educational endeavors and the services normally leave education to the veteran upon discharge yet the Union Army during the Civil War established schools within the army to educate Black troops (Wesley & Romero, 1969). History records that minimal education benefits for discharged veterans started shortly after the turn of the 20<sup>th</sup> Century when in WWI some benefits were allowed for training of skills (Fales, 2000). However, these benefits failed to become a reality as Congress, because of the dawn of the depression, did not appropriate money for the program.

For a variety of reasons, World War II saw an upsurge on the part of government assistance to veterans after the war. This attitude prevailed despite the commander of one veterans organization testifying before congress that able-bodied veterans should not receive any benefits from their country (Mason, 1999b). According to Mason, whose history of the Veterans of Foreign Wars documents the support and nonsupport of the emerging comprehensive package of veterans benefits, the Servicemen s Readjustment Act of 1944, one powerful representative opposed the act because it provided unemployment benefits to veterans, and this representative believed that African Americans would violate the spirit of this provision and remain unemployed for the duration of the benefit. Yet WWII saw the development of a comprehensive package of veterans benefits. These benefits are contained in The Serviceman s Readjustment Act of

1944, which has been hailed and referred to as the most significant legislation ever for veterans (Bennett 1996).

The Servicemen's Readjustment Act is a package of benefits unparalleled in comparison to previous government efforts. This legislation contained benefits in the areas of education, training, housing, and unemployment. Although the act became known as the GI Bill of Rights, the education component of this bill became known as the GI Bill. Serving as a benchmark for subsequent wars and conflicts, this bill enabled millions of service men and women to attain a college education, obtain job training, purchase homes, and obtain health care for military related injuries and illnesses.

After World War II, Black veterans had mixed success in obtaining and using veterans' benefits. According to research by Herbold (1994/1995) in The Journal of Blacks in Higher Education, Blacks were denied unemployment more readily than Whites because Blacks turned down the menial jobs offered them. Blacks also had a harder time getting into colleges, although prerequisites such as a high school diploma were waived for Whites.

In summary, veterans have historically been promised and occasionally received either an up-front bonus or post-service benefits for their sacrifices. The benefits have not come easy, however, and have been overlaid with the national attitudes of serve and return home, as well as antimilitarism. The United States has used a system of both enlistment incentives and rewards for American soldiers, sailors, marines, and air and coast guardsmen and women. A guiding principle for post-service benefits in the U.S. began when post- Revolutionary War Secretary of War, Henry Knox, the officer who

began the Society of Cincinnati, wrote Congress, in a response to a pension request, recommending that pensions must be tied directly to the service experience of the veteran (Severo and Milford, 1988).

#### The Servicemen's Readjustment Act of 1944

Recalling the depression and widespread unemployment that occurred after World War I, when over 4 million soldiers and sailors were discharged within 18 months, politicians began to consider ways in which perhaps triple that number of WWII veterans would return to the economy. They had to arrive at some means to soften the economic impact of another large group of warriors forced into an economy that was already winding down its war production. Signed into law on June 22, 1944, the GI Bill offered, among other benefits, education and training to any veteran with 90 or more days of service. It provided benefits for World War II veterans for a period of 48 months (compared to the 36 months of benefits for the present Montgomery GI Bill recipients) (Celis, 1994).

Yet, as powerful as this social legislation was later claimed to be, it is recorded in the history of veterans organizations (Mason, 1999b) that the House committee that forwarded this legislation did so completely against the will of its ranking member. After a three-to-three vote in this committee, a second vote was scheduled to be taken the following day. It was believed that, if an absent representative on vacation in Georgia returned, he would cast the vote that would allow the GI Bill to move on to the full House for vote. After a frantic search, the veterans organizations located the vacationing congressman and returned him to Washington, D.C. by 7:00 the next morning. This

congressman words of support are recorded as follows: I m here to lick anyone who tries to hold up the GI bill of Rights. Americans are dying in Normandy. I m going to expose anyone who doesn t vote for the GI Bill (Mason, 1999b, p. 110). President Franklin Delano Roosevelt signed the Servicemen s Readjustment Act of 1944 (S 1767) into law on June 22, 1944.

The VA sent GI Bill payments directly to the universities and colleges (Riesman, 1980). In his history of the Veterans of Foreign Wars, Mason (1999b) records these payments as \$500 per year, an amount sufficient for an education and living expenses at Harvard University. A monthly stipend of \$50 for single soldiers and \$65 for married soldiers helped cover books and housing. Both stipends were later increased.

#### Implications of the GI Bill

According to many historians, the World War II GI Bill changed American society in a way that no previous or subsequent social legislation has done. Military historian and author Herbert Molley Mason, Jr., (1999b) called the GI Bill the most far-reaching veterans legislation in U.S. history (p. 111). The four primary components of this law provided housing, health, unemployment benefits, and education benefits to veterans returning from WWII. The education component is, however, credited with much of the social change that occurred in America in the years following WWII.

The GI Bill was controversial from its inception. Veterans were condemned as intellectually inferior, just as racial and ethnic groups and women were in earlier years. The president of Stanford University was reported to have said that Italians were genetically inferior, with the intellectual capacity of 12-year-olds and thus would not

succeed in American universities and colleges (Severo & Milford, 1989). No larger an academic figure than Robert Maynard Hutchins, president of the University of Chicago, proclaimed, in Collier's magazine, that the GI Bill would precipitously lower college standards (as cited in Haydock, n.d.). His statement that universities and colleges would become educational hobo jungles proved to be highly inaccurate, as most GIs actually contributed to the intellectual climate of the university (Mason, 1999b). Mason also recorded the comments of Harvard President James Conant, who initially opposed some aspects of the bill, as saying that the GIs at Harvard were a delight for teachers (p.112). According to Jackson (1994), Peter Drucker stated that the GI Bill initiated the knowledge society again, an incongruence with the idea that veterans were intellectual inferiors.

A distinguished Columbia University professor warned that veterans, returning from a war that had substantively changed them, filling them in fact with anger, would return and enter the campus with this anger (Haydock, n.d.). Congressman John Rankin of Mississippi, chairman of the House Veterans Committee during the period of passage of the GI Bill, adamantly opposed the education provisions of the bill claiming that Blacks were unsuitable for higher education (Schmidt, 1994).

Yet the fears that veterans would ruin the campus were soon disproved as veterans set about their academic duties with seriousness. Haydock (n.d.) cited a 1948 New York Times item wherein a professor was pleasantly surprised at the seriousness and work ethic of veterans, saying that they were at the top of the honor rolls and deans lists.

The influx of veterans to the campuses in the years following the war stimulated many changes in higher education. The University of North Texas, Denton, is perhaps an excellent case study of the manner in which the educational component of the GI Bill affected higher education. Rogers (1965) offered the following changes to then North Texas State Teacher s College:

1. Enrollment increased from 1,886 to 2,936 in 1 year, an increase of 64 percent. This increase was typical of university and college enrollment around the U.S.
2. The university increased enrollment in 1946 to the point that there were more men enrolled than women. This was the first time in the history of the university that male students outnumbered female students.
3. A critical shortage in student housing for both single and married students caused the university to turn away 1,000 prospective students in 1946. Many of these turned-away students were veterans.
4. Expansion plans had to be developed nearly overnight. Not only was there a shortage of student housing but an accompanying shortage of classrooms, administration buildings, recreation facilities, and other support real property.
5. Utility service became a severe problem, as the local government could not provide the utilities necessary to support the increased numbers of students, faculty, and administrators. The university actually became involved in a utilities war with the city.

6. The curriculum of the university expanded to include new subjects and new degrees. Schools of music, business, and social sciences were quickly added to the primary education curriculum.
7. A graduate school was initiated, along with emerging university research programs to support the new graduate program. Business, government, and private funds became available where none previously existed.
8. Student recreation programs and facilities were quickly developed to support the burgeoning student body. A student union building became a center of student leisure activities no such facility previously existed.
9. The intercollegiate athletics program rapidly developed, and new sports programs were added as student participation and interest increased.
10. Student government emerged as the older veteran students became interested in having input into campus life.
11. The ratio of married students dramatically increased. New married-student housing had to be added, along with other resources to support this new student population.
12. Used buildings from military installations were soon brought to the campus to be used as housing, classrooms, laboratories, administration offices, and recreation facilities. Building complexes that were used to house students became known as Vet Villages a term that became common on campuses across the U.S.

13. Faculty and staff shortages posed challenges to the administration. Besides the general shortage of faculty and staff, many were able to move to other job opportunities because of the shortage developed a salary bidding war.
14. The sudden expansion of student enrollment posed financial challenges to the university. As budgets were exceeded, the university had to borrow operating expenses from local banks. The delay in tuition payments from the U.S. government also caused a shortage of operating cash.
15. Student housing began to shift from the campus to accommodations in the local community. In this sense, the long-standing campus policy of *in loco parentis* began to lose authority over students. Student independence from campus authority hastened as the older veteran students became a significant part of the student body.

The education portion of the GI Bill is credited with initiating, arousing, and instilling in many citizens a desire for a college education. In 1940, for example, only 4.6% of the population had attained a college degree; in 1991 this figure was placed at 23.2 %, an increase partially attributable to attitudes stimulated by veterans and their GI Bill (Celis, 1994). The World War II GI Bill led to the most educated generation in American history (Jackson, 1994).

Thousands of African Americans have gained an education and some measure of equality through all of the postwar GI Bills (Flake, 1998). Additionally, other minorities and men and women from lower socioeconomic classes have been able to elevate their standing through the GI Bills.



The WWII GI Bill afforded an opportunity to many veterans who did not meet traditional college admittance standards to attain a college education. Brown University established a Veterans College that took in 486 veterans who failed to meet the admission standards of other colleges and of Brown University itself (Olson, 1974). Some had not yet, according to Olson, received their high school diplomas. Other universities and colleges around the U.S. constructed similar, but to a lesser degree, alternative means of admission for GI Bill veterans.

The GI Bill is linked to a significant growth in the number of community colleges. In 1943 the United States had 58 community colleges; in 1947 this number reached 328 (Celis, 1994). According to a recent small study by an army education officer, veteran attendance at community and junior colleges will again increase because of the low value of the Montgomery GI Bill.

Some in society feared the mixing of mature GIs and young college students. Prior to WWII, colleges were the home of the social elite. Others feared the overcrowding of colleges with ill-prepared students. By 1947 almost half of the students attending college were veterans (West's Legal Directory, 1998). Some feared that most veterans could not keep grade pace with the younger students. In an anecdotal account, Lienhard (n.d.) related, on behalf of many young men and women on the campus of that time, that veterans 10 years older than he were his academic equal.

Over 2.2 million WWII veterans attended college on the GI Bill (for a list of some distinguished Americans who used the GI Bill see Appendix A). Since the end of the

Gulf War, military forces have undergone a significant reduction in personnel. For example, in 1997, the military end strength was expected to be at 1.4 million, down 700,000 from the 1988 figure of 2.1 million and continuing to decline. Thus, as the services decrease and the number of GIs returning to society dwindles, the opportunity for college attendance through military service will dramatically decline in the future. Large numbers of veterans are not projected to enter the U.S. economy as they did in WWII.

For all of its magnanimous contributions, the GI Bill began its historical run quite by accident (Jackson, 1994). The framers of the GI Bill suspected there was little interest in attending college on the part of GIs. In spite of the early reservations of politicians and academics, by 1947 over one half of the students enrolled in college were former service members. This figure marked a significant increase in enrollment in American universities and colleges. Expansion of facilities quickly became imperative because former GI s were sleeping and taking classes in hallways and gymnasiums.

Kenneth Ashworth, the long-time commissioner of higher education for the state of Texas, credited the World War II GI Bill legislation for contributing significantly and positively to American society. Ashworth (1979) summarized the research on the implications and suggested the following: (a) the GI Bill prevented the unmanageable introduction of millions of veterans into the job market after World War II; (b) administrative introduction of the federal government into higher education as the government developed, compiled, and provided lists of colleges and universities that supported the GI Bill; (c) the introduction of education into new technologies that had

been developed on campuses, used in war, and converted back to civilian use; (d) the strengthening of the community and junior college system by creating the need for vocational and technical training; (e) an increase in payment of income taxes, or tax revenue, as a result of entry of educated veterans into the job market; which more than re-paid the costs to the government of the GI Bill.

Payments for the GI Bill went directly to universities and colleges. Thus, although the veterans did not enter the labor market directly, they did have an immediate impact on the economy as campuses swelled beyond capacity and tuition money soon expanded campus coffers (Haydock, n.d.). The government poured money into campuses in other ways. According to Haydock, new campuses arose from unneeded barracks on military bases that were converted to civilian use. Moreover, the government fed the economy by passing legislation that provided monies to campuses to build new facilities of every type dorms, academic offices, and classrooms. Syracuse University, where veterans enrolled in high numbers after WWII, set up 175 trailers to house married students, 600 military-type wooden houses and one-story barracks for family housing, 22 barracks for single veterans, 200 metal buildings for single veterans, metal houses for 100 veterans, and 100 metal buildings for classrooms, laboratories, and offices (Syracuse University, n.d.). Beyond the physical expansion, professors were in great demand and many new ones were hired.

The postwar economy was aided in multiple ways. One, according to the Joint Economic Committee of Congress, was that veterans who used the WWII GI Bill

education component earned an average of \$10,000 to \$15,000 more per year than those who did not (Herbold, 1994/1995).

The U.S. Census Bureau offered two important statistics regarding the GI Bill. In testimony before Congress, the Noncommissioned Officer s Association, citing Census Bureau data, indicated that WWII veterans increased their lifetime income by as much as 40% because of the GI Bill (Rhea, 1999). More importantly, however, is the figure that the U.S. Treasury gets back two to eight times as much in revenue as was spent on the GI Bill.

The Vietnam-era GI Bill appears not to have been as successful as previous versions of the bill. While comprehensive studies appear not to have been done, government officials, sociologists, and educators have speculated as to why Vietnam veterans did not use this benefit at the same rate as veterans of previous wars. It has been suggested by some that this is so because (a) Vietnam War veterans were less mature after the war than were veterans of previous wars-- the average age of Vietnam veterans was 19, for World War II it was 27, and for Korea, 23; and, (b) Vietnam veterans did not receive the extensive postwar or demobilization counseling that veterans received in prior wars. In 1971 the chair of the President s Committee on Employment of the Handicapped indicated that disabled Vietnam veterans were not flocking back to school the way their fathers did after World War II and even the Korean War. In fact, overall usage of the college benefit portion of the Vietnam GI Bill was so low that the Office of Economic Opportunity initiated a program, with 1 million dollars to expend, to pay enrolled

Vietnam veterans to recruit nonenrolled veterans to the college campus. In 1972, the American Legion, on behalf of veterans and in the belief that use of the GI Bill was low because of its monetary worth, asked Congress to pay a supplemental allowance to help GIs with tuition, books, and fees (Rumer, 1990).

The Montgomery GI Bill was enacted in July 1984. It was named after its primary sponsor, Representative G. V. Montgomery of Mississippi. The bill replaced the previous brief program called Veterans Education Assistance Program, or VEAP, and requires the soldier, sailor, airman, or marine to for the first time to contribute \$1,200 toward the bill (Montgomery GI Bill, 1997).

The Department of Veterans Administration estimates that 20.7 million American veterans have benefitted from the WWII, Korean War and Vietnam War era GI Bills (Department of Veterans Affairs, n.d.b). Yet, all of the implications are not in, studies continue to discover new ways in which this legislation has contributed to U.S. society.

#### Purposes of the GI Bill

Is the GI Bill a recruiting tool, a reward for Americans who served their country, or a program designed to soften the impact of the numbers of discharged soldiers, sailors, airmen, and marines reentering the economy each year? The armed services seem to have designed programs to meet both of these demands. Presently, according to the department of defense statistics, 65% of all graduating high school students are entering college, up from 45% 10 years ago. Thus, potential recruits are bombarded with several different types of GI Bill educational programs that cater to the population ready to attend college. Representative John D. Dingel suggested in a column in a service magazine that an

improved GI Bill would solve all of the services recruiting problems. Titled Potential Recruits Do Not See the GI Bill as an Adequate Educational Benefit Package his column states that the current GI Bill covers only 36 % of the cost of a 4-year education, whereas the WWII GI Bill provided the same education free to veterans (Dingel, 1999, p. 62).

The current GI Bill, the Montgomery GI Bill, is primarily an inducement to enlistment, but, it is also considered a minor reward for service. During the colonial era the colonies started a trend of offering preenlistment incentives that has become ingrained in our processes of inducing men and women to serve in the militia and regular armed forces. Government has used land grants, bounties, clothing, and cash incentives for services rendered. Such inducements to service were often paid upon presentation of evidence of service including the scalp of Native Americans during the wars between Americans and Native Americans (Ferling, 1985).

Recent news magazines have reported the results of a military financial study that recommends less emphasis on recruiting ads that feature college funding. The general rise in the economy results in more parental dollars available for college, and, as the government amasses greater surpluses, more money is available for loans and grants. The article indicates that the Pentagon should concentrate more on building a corporate identity that will inspire young people to join a successful organization.

The Commission on Servicemembers and Veterans Transition Assistance suggests two negative effects of a less than viable GI Bill ( Bipartisan Panel , 1999).

Morale and retention, both said to be low in the active and reserve forces, according to this commission, will improve if a GI bill that fully funds a 4-year education is enacted.

## CHAPTER 3

### METHODOLOGY

#### Research Taxonomies

Scientific research is divided into two categories: (a) basic and (b) applied. In describing these two categories, Clover and Balsley (1984) posited the differences in the two research classifications as follows: (a) basic research seeks to extend knowledge, whereas (b) applied research solves problems. Basic research is foundational research that often leads to or is manifested in applied research (Schoenfeld, 1999). Historical research, a submethodology of basic research, aids in both (a) the clarification of issues and (b) the basis or essence for decision making (Travers, 1978).

#### General Overview of Historical Research

Historical research studies often include an application of the descriptive analytical approach. Best and Kahn (1986) have indicated that this method of study of an issue involves the processes of investigating, recording, analyzing, and interpreting the events of the past for the purpose of discovering generalizations that are helpful in understanding the past and present, and, to a limited extent, in anticipation of the future (p.24). Gottschalk (1961) described the process of historical study as a process that critically examines and analyzes an issue through the use of records, reports, earlier writings, logs, and other recorded data, some contemporary, some later. Borg and Gall (1989) affirmed that historical research is a systematic examination of the past for facts, a



relating of those facts to current data, and the drawing of conclusions. The discovery of facts and the subsequent juxtaposition of the past and the present to determine important aspects of both to society--in the present study, the past and present purposes and economic value of the GI Bill-- enable a systematic examination and a foundation for conclusions.

### Purposes of Historical Research

Borg and Gall (1989) suggested three important purposes of historical research in education. They noted that the intention of historical research is (a) to acquire knowledge from past events and activities, (b) to isolate and pinpoint areas requiring educational reform, and (c) to build a foundation from which future trends may be predicted from past occurrences. The historical method, after a careful examination of the past, provides information that aids in making educational decisions (Wiersma, 1991, p.290). Travers (1978) indicates that valid generalizations may be derived from historical research data and that historical research that leads to generalizations is important research (p.10). Sherman (1984) stipulated that historical research that includes a study of relationships may lead to the development of concepts.

### Levels of Historical Research Data

Historical research of documents, books, maps, dairies, and other such materials can be tested for their level of relevance and application by determining whether they are primary or secondary sources (Borg & Gall, 1989; Travers, 1978; Wiersma, 1991). These levels of relevance and application aid the researcher in judging the relevance and application of the research materials.

### Focus and Intent of Historical Research

Historical research generally focuses on five areas of inquiry. These five points of concentration are (a) current issues, (b) individuals and their behavior, (c) interpretation of existing data, (d) reinterpretation of such data, and (e) the synthesis or merging of existing data to draw new conclusions (Borg & Gall, 1989; Clover & Balsley, 1984; Travers, 1978; Wiersma, 1969). As stipulated above, Schoenfeld's (1999) model of the entire research process originates with basic, or, in the present case, historical research. Travers (1978) states that historical research may lead to a valid generalization derived from data of a historical nature (p.8). Borg and Gall were more precise in expounding that historical research can lead to mature generalizations.

### Procedures

Historical research is presented in one of three methods: (a) chronological, (b) thematic, and (c) a combination of chronological and thematic (Borg & Gall, 1989). Outlining some accepted processes of historical research, Wiersma (1991) stated that directed library research is an acceptable means of acquiring historical data (other techniques of data collection and examination might include oral histories, surveys of primary participants in an event, etc. According to Clover & Balsley (1984) library research is necessary for most historical research processes. Further, these researchers suggested that this library research is best employed in chronological narrative study.

### Evaluating Sources and Data

Historical data involve two aspects for evaluating data: (a) external criticism and (b) internal criticism (Wiersma, 1991). External criticism involves examination, testing,

and authenticating documents. According to Borg and Gall (1989), this process ensures that the authenticity of original documents is unquestioned. In describing the second aspect of evaluation, internal criticism, Wiersma denoted a process that establishes the accuracy, intended meaning and correct application of the originally intended meaning. Borg and Gall added to this latter point in stating that internal criticism imposes these evaluative conditions: (a) accuracy; (b) worth, and (c) relevance of the data to the study.

The researchers noted above have urged those using the historical research method to develop a set of questions to apply to and evaluate the data. The efficacy of a study is ensured as a result of the application of these questions to each piece or set of data.

#### Current Study Research Plan, Design, and Process

As noted in the Purpose of the Study, the two issues were examined using the basic research technique, specifically, the historical research method. This method advances the purpose of the study by focusing on the issues of (a) the historical purposes of the GI Bill and (b) the economic value of the GI Bill to the individual.

The process applied in this historical research study was a combination of the chronological and thematic process and followed these specific steps: (a) surveying veterans benefits chronologically across time and nations to arrive at an understanding of the historical development of veterans benefits, (b) thematically reviewing the Servicemen's Readjustment Act of 1944 to determine the purposes and individual economic value of the model GI Bill, (c) examining current studies and activities

regarding the present GI Bill, and (d) presenting a comparative analysis of the purposes and value of the first and current GI Bills.

Specifically, the researcher used library and Internet resources to (a) examine the origins of benefits for U.S. veterans; (b) review writings about the initiation, implementation, and social implications of the most significant item of veterans legislation in U.S. history, the Servicemen s Readjustment Act of 1944; and (c) survey and examine the purposes and economic value to the veteran of a primary feature of this legislation, the educational component. This process of examination and survey of historical studies, writings, and data resulted in conclusions concerning the two primary research questions.

In the present study, historical research is important to building a foundation for new knowledge regarding the purposes and economic value of the current GI Bill. Historical knowledge is valuable because it provides a basis for guiding national leaders in the development of national policies governing benefit programs for veterans. In the current study, examining the value of the GI Bill over the years will aid in understanding the purpose for a GI Bill and its economic value to veterans.

The researcher made extensive use of library resources at the University of North Texas, Internet resources, and periodicals universal to a military audience to examine the research questions under study. Where and when available, primary studies and writings were used. In the absence of the availability of primary sources however, secondary resources referencing, analyzing, and summarizing studies and data were also used.

## CHAPTER 4

### COLLEGE COSTS AND THE VALUE OF THE GI BILLS

#### College Tuition Since WWII

There are many studies, figures, and statistics, as well as much anecdotal information regarding the rise in college tuition since WWII. For instance, the Department of Veterans Affairs (DVA), before a 1997 congressionally-chartered Commission on Servicemembers and Veterans Transition Assistance, reported that since the date of the 1985 inception of the Montgomery GI Bill (MGIB) college tuition has increased 100%, whereas the Montgomery GI Bill has shown a 42% increase (Commission, 1997). Tuition costs do not include living expenses. At this same meeting, the DVA reported that, in 1993, the MGIB had a 29% usage rate.

In the 1998-1999 college year, according to the College Board, the average yearly tuition and fees at a 2-year public college were \$1,633. The same cost at a 4-year public university was \$3,343 and \$14,508 for a private 4-year college (College Board, 1998). These figures do not include living costs. The current MGIB annual payment of \$4,482 leaves \$1,481 remaining for living expenses at a public 4-year university. At the private college tuition rate, the MGIB would fall short of tuition by \$10,026 with no living expenses.

In testimony before the House Veterans Committee, the Noncommissioned Officers Association, in order to show the relationship between the steep rise in college

tuition and immoderate rises in the Montgomery GI Bill payment amount, indicated that the 1985 MGIB has increased 40%, whereas college costs had increased 230% over the same period of time (Rhea, 1999). As a result, the association suggested, this GI Bill has the lowest utilization rate of any of the three previous GI Bills.

According to the Department of Education (2000), the increase in university and college costs may, in part, be the result of the availability of loans, scholarships, and other funding. Stated in another manner, costs increase because of the availability of programs that assist students in paying college tuition expenses. Moreover, the dollar today buys considerably more in a 4-year education; computers and other technology have leveraged the process of education. Although recommending increases in numerous federal funding programs, such as Pell Grants, work study, and others in its testimony before Congress, the Department of Education did not recommend an increase in the Montgomery GI bill.

College tuition increases, as can be seen from the above commentary, have limited the value of the present GI Bill, the MGIB. In this context, it is worthwhile to examine the specific purpose and economic value of each GI Bill.

#### WWII GI Bill

The first GI Bill of Rights, officially the Servicemen s Readjustment Act of 1944, was passed on June 22, 1944. Public Law 346 awarded up to 48 months of education and training benefits to any service member with over 90 days of service (Haydock, n.d.). The maximum of 48 months was based on 1 month of education for each month of service beyond the basic benefit of 1 year for 90 days of service. Therefore, 48 months of

education benefits required 90 days plus 3 years of service--a typical service period for veterans of WWII.

The World War II GI Bill essentially paid full college tuition and living expenses (see Table 1). It paid \$500 per year in tuition, a \$75 and \$105-per month living allowance for singles and marrieds, respectively. Scholastic publications, print media, and personal communications are replete with anecdotes indicating that the WWII GI Bill substantially covered costs of a higher education degree.

The payments for veterans attending universities and colleges across the country were sent directly to the university or college. Beginning with the Korean War-era GI Bill, payments were sent to the individual rather than to universities and colleges (Reisman, 1990). The reason for this change had to do, primarily, with the rising rates of tuition, which congressional committees, in hearings before passage of the Korean War GI Bill, attributed to this direct method of payment to universities and colleges (Committee on Veterans Affairs, 1973).

The WWII GI Bill did not require a financial contribution from the veteran. Without any financial contribution, every veteran who met the 90-day service time requirement met the basic eligibility requirement.

According to a study by the Department of Veterans Affairs (n.d.b) on the GI Bill, 2,230,00 veterans attended college under the WWII GI Bill. Training courses, an alternative to college, were attended by 5,570,000 veterans. These large numbers are considered a measure of the viability and effectiveness of the bill.

Writing for the Carnegie Foundation, Riesman (1980) concluded that the WWII GI Bill enabled veterans to attend and graduate from the nation's most prestigious universities and colleges, regardless of tuition costs and living expenses. Moreover, Riesman suggested that the universities and colleges of today essentially owe their growth, popularity, and other measures of success to the GI Bill of WWII.

### Korean War GI Bill

Public Law 550, the Veterans Assistance Act 1952, for Korean War veterans, contained an educational component, as well as the home, farm, and business loan programs, and other benefits similar to the WWII GI Bill (Department of Veterans Affairs, 2000). The most significant change in this GI Bill was that payments were made directly to the veteran. In hearings regarding the passage of the Korean War GI Bill, Congress learned of fraud on the part of some universities colleges during the WWII GI Bill education period (Committee on Veterans Affairs, 1973). In another contrast to the WWII GI Bill, stipends, or living expenses were not offered (see Table 1). The Department of Veterans Affairs numbers indicate that half the number of WWII veterans attended college under this program 1,213,000. Another 1,178,000 attended training.

The Korean War GI Bill paid \$110 a month for 36 months. This number of months of education was 12 months less than the WWII GI Bill. Forty-three percent of Korean War veterans used their educational benefits a little over 40% of this number were able to attend private colleges (Mason, 1999b).



## Vietnam War GI Bill

The Vietnam War GI Bill was codified in Public Law 89-358, the Veterans Readjustment Benefits Act of 1966 (United States Statutes at Large, 1966). This bill had a unique feature; it allowed active duty personnel to receive benefits. Previous GI Bills did not provide educational assistance to GIs on active duty. Additionally, unlike the WWII and Korean War bills, the Vietnam-era GI Bill required a minimum of 180 days of service rather than the previous 90 days. For full benefits, however, the veteran had to serve a full 36 months (Mason, 1999a).

The Vietnam-era GI Bill offered a basic starting benefit of \$100 a month, eventually increasing, over a 17-year period, to \$376, for 36 months (see Table 1). The Department of Veterans Affairs (n.d.b) history indicated that 5.1 million veterans attended college using this benefit, while another 3,147,000 entered training courses. Although this number seems large, veterans struggled for most of these years as college and living expenses began a rapid and steep rise.

According to Mason (1999a), the number of Korean War and Vietnam War veterans in private colleges declined with each of these wars. Whereas in 1947, 59% of the Harvard student body was made up of veterans, in 1972, they accounted for only 1.5% of the students (Department of Veterans Affairs, n.d.b).

Veterans organizations became concerned when Veterans Affairs records of 1969 showed that only 25% of eligible Vietnam veterans were able to attend college on the Vietnam GI Bill (Mason, 1999a). The American Legion, in the early 1970s, lobbied Congress for a supplementary benefit for GIs attempting to attend or already enrolled in

college. This veterans organization suggested that over one half of the veterans of the Vietnam War would not be able to attend college because of the low education payment and the high cost of college. By comparison, the American Legion offered evidence that, when states granted free tuition to such veterans, the college attendance rate was much higher (Rumer, 1990).

The Vietnam-era GI Bill substantially began the decline in the ability of a veteran to attend and pay for college using the GI Bill. The rise in tuition and living expenses was beginning to affect the value of the bill.

#### The Montgomery GI Bill (MGIB)

Public Law 98-525 provides education benefits to service members in service before, during, and after the Persian Gulf War (United States Statutes at Large, 1984). According to the official history of the Department of Veterans Affairs, the Montgomery GI Bill, named after Mississippi Representative G. V. Sonny Montgomery, became the first GI Bill designed to focus on the recruiting efforts of the military services, specifically the All-Volunteer Force. Also, this is the first GI Bill to require the soldier to make a financial contribution to the program (besides the failed Veterans Education Assistance Program, a contributory program in effect in the early 1980s). This shift in focus, a recruiting incentive and a financial contribution from the soldier, may have altered U.S. national attitudes toward funding GI Bills.

The Montgomery GI Bill requires a minimum of 2 years of service before benefits can be claimed. This time-of-service requirement substantially contrasts with the 90-day service time for the WWII and Korean War GI Bills and the 180-day, later 36-month

requirement of the Vietnam War. The payment benefit varies according to years of service, with the top benefit being \$536 per month, 9 months per year, for 36 total months of benefit (Department of Veterans Affairs, n.d.a).

The MGIB, according to several prominent military experts, is not fulfilling its goal of serving as a recruiting incentive for the All-Volunteer Force. Because the basic MGIB is an ineffectual recruiting incentive to attract young men and women to the services (Moskos, 2000), an added bonus, slightly different across the services, attempts to entice high-quality recruits. These payments range from \$25,000 to \$50,000, depending on enlistment years and military occupational specialties. This program is aimed at few recruits in fact, it is a program not available to most enlistees.

The Montgomery GI Bill, unlike its predecessors, requires a nonrefundable \$100 per month for 12 months contribution from service personnel (Department of Veterans Affairs, 1998). This contribution comes at the low end of the servicemenbers pay scale. The magnitude of this contribution is seen in a time when, as Pierce (2000) has suggested in an article about food stamps in the military, poverty pervades the lower ranks of the military pay structure. In several studies cited by Pierce, (a) almost three fourths of the entire military force makes less than \$30,000 per year; (b) 3% of military personnel are eligible for food stamps, while approximately 17,000 miliary personnel, or about 1%, actually draw food stamps; (c) in one county surrounding Fort Stewart, Georgia, 30% of food stamps are issued to military personnel; and (d) the current military-civilian pay gap is 13% and by 2000 was projected to be 20 percent. Thus, the timing of the requirement

for a \$1,200 MGIB contribution comes at a time of low pay, definitely not a time advantageous to the soldier seeking the GI Bill.

In outlining some of the problems with the MGIB, Kime (1997) noted that the veteran cannot maximize the MGIB by attending an above-average tuition public or private 2-year institution or by enrolling in a 1- or 2-year training or vocational program, because only 9 payments can be received in a 1-year enrollment, with 18 payments for a 2-year enrollment. In the case of the 1-year program, the student would lose the remaining 27 payments, and in a 2-year program, the remaining 18 payments. Payments from the MGIB cannot be accelerated. Moreover, a veteran who acquires education during service for the purpose of using the GI Bill for the last 2 years of tuition or even graduate school would receive only the 18 payments not being able to acquire the full benefit in order to attend a high-cost public or prestigious private university. In this case the soldier would be penalized for attending college before or during military service.

Should a veteran find college not a viable option after service, then the paid-in amount of \$1,200 is forfeited. Further, should the veteran not use the paid-for and earned benefit within a 10-year period, the 36-month benefit is voided, along with the contribution.

The downsizing of the military, which began in 1990, will not be returning the large numbers of soldiers to the U.S. economy that it did after WWII, and to a lesser degree after Korea and Vietnam. According to a report to the president by the secretary of defense, the military services are at their lowest strength since WWII ( Military Downsizing, 2000). These numbers do not portend the economic situation that occurred

after previous wars. Therefore, there may be less interest on the part of government officials to ensure that the GI Bill is sufficient to keep the small number of veterans in college and out of the economy.

The services are having difficulty meeting their recruiting goals. The Noncommissioned Officers Association, in testimony before the House Veterans Committee (Rhea, 1999), related that the Joint Chiefs of Staff have consistently believed, despite contrary information pointed out by Moskos, Williams, and Segal (2000) and others, that reform of the Montgomery GI Bill is critical if the services are to meet their recruiting goals. Many military experts do not believe that the present GI Bill is an effective recruiting tool.

The MGIB does not provide, like the Korean and Vietnam War GI Bills, a stipend to supplement living costs while the veterans attend college (see Table 1). The WWII GI Bill authorized a stipend each month that greatly assisted veterans with their living expense and, in some cases, covered all of a veterans living expenses.

Figures for MGIB use by veterans range in the high 30% to the low 40 percent. The Noncommissioned Officers Association (Rhea, 1999) suggested that this is so because the MGIB covers only about 40% of the cost of a 4-year education. In concert with Moskos et al (2000), this organization suggested that the benefit generally does not inspire enlistments. Moskos and Butler (1996) went further in demonstrating that 37% of Whites enlisting in the services indicate a lack of interest in the GI Bill's educational benefits, whereas 51% of Blacks indicate that the educational benefits of the MGIB are important as an enlistment incentive. The average would indicate that, for fewer than half

of all recruits, the MGIB educational benefit is not important to their enlistment reasons. Binkin and Eitelberg (1982) previously suggested the same in that they declared that Blacks were more likely than Whites to join the service because of the educational benefits. However, Binkin and Eitelber also suggested that the GI Bill does not seem to be a primary reason for service enlistment. (Binkin and Eitelberg have noted that the MGIB total payment amount is purposely kept low so as to keep large numbers of Blacks from enlisting in the armed forces for educational benefits.)

#### Specific Economic Value of the MGIB

The New York Times, in a 50<sup>th</sup> anniversary review of the GI Bill, editorialized that today the legislation has lost much of its economic impact and, as a result, much of its appeal to veterans (Celis, 1994, p. A20). Moskos et al. (2000) indicated that this is so because there is a substantial amount of federal and state tuition aid available to prospective students without their signing up for any federal service.

Currently, it is estimated that only about 40% of veterans eligible for the Montgomery GI Bill use their benefits (Rhea, 1999). In fact, the House, as noted earlier, estimates that the original Montgomery GI Bill of \$300, if it had retained its original value, would be set at \$800 presently.

The MGIB, after a \$1,200 contribution by the service member, 9 months a calendar year, now provides \$535 a month for up to 36 months, for a total benefit of \$18,096 (minus the \$1,200 contribution of the service member). The College Board figure indicated earlier, of tuition and fees costing \$3,243 per school year, or \$12,972 for a 4-year degree, leaves a difference of \$4, 836 for 4 years of room and board, or \$1,209

per school year. The average cost of room and board at a public university varies so greatly that it is difficult to establish a useable figure suffice it to say that an amount just over \$1,000 is an insufficient living expense. The gulf for a private 4-year education is much wider. The \$58,032 per 4-year degree at a private university or college, with the GI Bill paying \$17,808, leaves a deficit of \$40,224, room and board not considered.

The Congressional Commission on Servicemenbers and Veterans Transition Assistance, in a hearing before the House Committee on Veterans Affairs (1999) recommended to Congress that the \$1,200 contribution by service members be eliminated. This payment, put into effect at a time of high budget deficits, no longer served a useful purpose, indicated the chairman of the commission. Moreover, the commission suggested that this payment seems a hindrance to the marketing of the MGIB.

Further demonstration of the low value of the MGIB can be seen in a study by Adimaro, an army education officer at Fort Dix, New Jersey. In a limited qualitative study in 1999, Adimaro found that 63 % of veterans used the Montgomery GI Bill to pursue a 2-year degree. The major conclusion of this study is that GIs cannot afford the more expensive bachelor s degrees, especially at private colleges (Ledford, 1999).

Appearing before a 1997 meeting of the Commission on Servicemembers and Veterans Transition Assistance, a DVA representative stated that a large number of MGIB users are attending community and junior colleges (Commission, 1997). This evidence seems to indicate that the MGIB is insufficient for many veterans to attend 4-year universities and colleges.

The \$1,200 contribution, which Congress in several committee hearings suggested should go to \$1,500 or even higher, was not a requirement for previous GI Bills. This affects service members via their monthly pay. Presently, as many as 8,600 service men and women are drawing food stamps. This figure could be even higher because there are, according to Pierce (2000), many more service personnel eligible for food assistance who do not draw such assistance because of pride. Although this figure is down from the 11,600 on food stamps in 1995, this number does seem to affect the desirability of paying for the GI Bill at a time when it is least affordable (Pierce, 2000). Many new service men and women are married upon entering service; thus, the required financial contributions before they can receive the GI Bill comes at a difficult financial time. The fact that these payments come out of the checks of GIs when they are at their lowest pay scale causes service men and women to drop out of the GI Bill program. Currently 137,000 active duty service men and women do not have any education benefits, having dropped the benefit soon after entering service (Pierce, 2000).

Because of the low payment of the Montgomery GI Bill, veterans are essentially eliminated from two forms of education: (a) private universities, where the average tuition and fees, according the Department of Education (2000) are \$15,380 per year; and, (b) out-of-state universities and colleges, because the tuition rate for nonresidents is triple or even quadruple the cost of tuition and fees for state residents..



Three times in FY 1999, a Senate bill to raise GI Bill payments failed to muster agreement with the House of Representatives. The latest effort by the Senate would have increased GI Bill payments by 13.6 percent.

The current MGIB payment of \$536 has only been in existence a mere 2 years of the 15 year period of the benefit. The benefit began for many soldiers at a payment of \$300. At that rate, it is reported that usage was below 25 percent.

Table 1

Economic Value of GI Bills

War era	Pub law no.	Monthly Payments/mos	Stipend	1 year Amount	Tuition <sup>a</sup> State univ	% <sup>b</sup> Tuition Covered
WWII	PL 346	\$500 <sup>c</sup> 48mos	\$90 <sup>d</sup> \$1080	\$1580	\$400	100%+
Korea	PL 550	\$110 36mos	None	\$990	\$275	51%
Vietnam	PL 358	\$100-\$376 36mos	None	\$2142	\$635	40%
Persian Gulf	PL 98-525	\$536 <sup>f</sup>	None	\$4824	\$8,774 <sup>e</sup>	40%

Notes:

<sup>a</sup>Annual tuition, not counting summer, not including living expenses. <sup>b</sup>Percentage of tuition, does not include any living expenses. <sup>c</sup>Annual rather than monthly payment. <sup>d</sup>An average of single and married veterans. Paid per month. <sup>e</sup>Obtained from AFSA (Staton, 2000) citing The College Board Data. <sup>f</sup>The MGIB requires a \$1,200 contribution from the veteran.

Current GI Bill Studies, Recommendations, and Congressional Actions

On February 13, 1997, U.S. Representative Bob Filner introduced *H.R. 759* to increase by 10% the present version of the GI Bill. In an interview reported in a current

veterans magazine, Representative Filner commented that the large increases in college tuition have resulted in the MGIB covering only 39% of the total cost of a college education ( Bill Would Boost, 1997). The representative went on to say that Congress should soon conduct hearings to arrive at a more satisfactory MGIB payment rate to assist veterans with their education after service.

Today s Montgomery GI Bill has clearly not kept pace with rapid increases in tuition. Congress now has two bills that will restore economic viability to this situation. The House of Representatives resolution, H.R.4334 (Appendix G) the Senate bill, S. 2419 (Appendix H) are calling for a MGIB that provides payment at the rate of a public commuter university.

For a recent congressional committee hearing, the DVA reported that only 10-20% of Vietnam-era soldiers were married, whereas 68% of all separating soldiers of today are married (House Veterans Affairs Committee, 1999). Only 40% of these separating married soldiers are eligible for the MGIB usage of the GI Bill is lowest among married veterans. This same committee background report indicated that college tuition rates have increased so substantially since the MGIB went into effect in 1985 that it is difficult for married veterans to pursue an education using the MGIB. The report indicated that in 1996, tuition, room and board, fees, books, and transportation at a public institution were \$10,759, with \$20,003 for private institutions. The shortfall between the GI Bill and public institutions is \$6,007 for a 9-month school year and for the private university or college in the same period, a shortfall of \$15,251, based on a 1997 MGIB annual payment of \$4,753. Moreover, the MGIB usage rate of 48.7% for a 13-year

period is considerably lower than the first 10 years usage rate of the Vietnam- era GI Bill, 63.6 percent. Even though this report is 2 to 3 years old, it demonstrates the ongoing problems that veterans are having with the current GI Bill.

Without citing a particular study, Representative Lane Evans, the ranking Democratic member of the House Veteran s Affairs Committee, has charged that the low-funded Montgomery GI Bill is the reason for the military s recruiting problems. Quoted recently in a service magazine, the representative said, College costs have quadrupled the last 20 years while the basic GI Bill benefit has increased 76 percent since 1986 (FastTrack, 1999a, p. 6 ). Georgia Senator Max Cleland, the former Secretary of the Veterans Administration, when asked on November 2, 1999, if he would continue to push for an increase in the GI Bill said, I ll be back again, to try to increase GI Bill educational benefits (FastTrack, 2000, p. 6). Some other representatives and senators continue to express concern about the low rate of payment of the MGIB, yet studies persist.

On the opposite side of this issue, Representative Neil Abercrombie worries that the military services and the nation have gone too far in providing generous college benefits to military personnel. He has suggested that the reenlistment rate of those presently in the service is down because service members leave to use their GI Bill (FastTrack, 2000).

The veterans organizations continue every effort to inspire Congress to elevate the educational benefit offered by the GI Bill. In 1997 the major veterans organizations, appearing before the Commission on Servicemenbers and Veterans Transition

Assistance, a congressionally-charged inquiry committee, urged this committee to raise the GI Bill to WWII levels in order to ease the transition of veterans to civilian life (Commission, 1997). More recently, 47 veterans organizations, military service organizations, and education organizations have coalesced in The Partnership for Veterans Education: Fulfilling America's Promise. Their goal is to raise the GI Bill payment from the current \$536 to \$975 per month (Washington Wire, 2000).

More specifically, in an open letter to all U.S. senators and representatives, these U.S. veterans organizations and associations of higher education call for Congress immediately to pass legislation that would grant veterans a monthly benefit of \$975 (presently the benefit is \$536) for a total payment of \$35,100 (presently the benefit is \$19,296, not deducting the \$1,200 contribution) (Staton, 2000). This recommended grant is based on the College Board's estimate of annual tuition at a public commuter college. The coalition justifies their proposal on these points: (a) The current MGIB benefit does not cover the cost of a 4-year degree; (b) the MGIB no longer serves as an effective enlistment incentive; and (c) the MGIB no longer serves as an effective tool for readjustment from military to civilian life. Essentially, the veterans and higher education organizations are calling for complete parity between today's GI Bill and that of World War II.

Going even further than parity, Helping Our Professionals Educationally Act, S 2402, introduced by Senator Max Cleland, expects to transfer the paid-up GI Bill benefit to a family member if the service man or woman plans to make the military a career

(Newslines, 2000). Although a similar bill was passed in committee 1999, the bill was not accepted into final legislation by the House of Representatives.

The Veterans and Dependents Millennium Education Act of 2000 proposes to raise the GI Bill payment by 36 percent. However, this bill would require those who were forced to drop their GI Bill at a time of low pay, the 137,000 number earlier noted, to now pay an enrollment fee of \$2,700 to acquire GI Bill benefits. The latest Senate bill would raise the GI Bill payment to \$600 on October 1, 2000, and to \$700 on October 1, 2002.

#### Summary of Purpose

The GI Bills of WWII, the Korean War and the Vietnam War, and to a minor extent, the Montgomery GI Bill, were offered as a benefit to veterans as a readjustment tool, for service time that took away their primary educational and working years. There are primary differences beyond this assertion, however. The WWII GI Bill was, in addition to being a veterans readjustment aid, was also a tool for adjusting the U.S. economy to the sudden influx of workers, whereas the current Montgomery GI Bill is primarily a recruiting incentive (Whitman, n.d.).

Specifically, the GI Bill of WWII had the primary purpose of minimizing the impact of 16 million veterans returning to the economy (Department of Veterans Affairs, n.d.a). This is borne out in the bill introduction, where it is indicated that the act is intended for the good of the U.S. economy (United States Statutes at Large, 1944, p. 284). The end of WWII saw an economy that already had large unemployment because of the reduction and shutdown of war-oriented industry an economy that could not

absorb both laid-off war industry workers and returning soldiers. The Korean War had fewer soldiers involved, and it did not have the large war industry that was necessary during WWII. The Vietnam War, a war that was fought by a 1-year rotation method, similarly did not return large numbers of soldiers to the economy. The Persian Gulf War, fought by professional active and reserve forces, had a small number of soldiers returning to the economy most returned to their stateside posts, while reservists returned to their civilian employment.

In summary, the wording of the Korean War GI Bill indicated that the bill was intended primarily to assist veterans in their readjustment to society (United States Statutes at Large, 1952). The Vietnam-era GI Bill was the first to indicate that the foremost intent of the bill was enhancing and making more attractive service in the Armed Forces of the United States (United States Statutes at Large, 1996, p. 12). The Montgomery GI Bill lists as one of its objectives, To promote and assist the All-Volunteer Force program (United States Statutes at Large, 1984). Thus, the WWII GI Bill is alone in mentioning an intended effect on the U.S. economy.

## CHAPTER 5

### RESEARCH QUESTIONS, SUMMARY OF MAJOR FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS

#### Introduction

The fighting of war throughout history, as so succinctly, and perhaps even in gross understatement, was best described by General Philip Sheridan as hell (Hirsohon, 1997, p. 2). To entice men and women into entering this realm, governments and nations have offered inducements above and beyond any given ordinary nonserving citizens. Moreover, at certain times in history, the authority conducting the war had to be forced, through citizen action, to care for the veterans of the war. In the United States, fighters not only suffered countless indignities during the wars and conflicts for which they volunteered or were conscripted, but they also suffered after the war or conflict. Blamed for all manner of social ills, such as crime increases and drug abuse, and labeled lazy and dangerous, U.S. veterans have encountered extreme difficulty in gaining the benefits they believed were earned as a result of their service to their country.

The American veteran, from colonial times to the present, has received both scorn and high recognition from U.S. society and government. Yet the Vietnam veteran, who was spat upon and called a baby killer by some Americans, has also been recognized, along with all U.S. veterans of the 20<sup>th</sup> century, by a joint resolution of Congress as the

Person of the Century (Concurrent Resolution, 2000). In light of this latter recognition, it is difficult to imagine that one of the most important and deserved veterans' benefits of the 20<sup>th</sup> century, the educational component of the GI Bill, is presently lagging in value and flexibility, especially when compared to the bill of WWII.

Currently, GIs must donate \$100 each month of their 1<sup>st</sup> through 12<sup>th</sup> month of service to acquire the GI Bill upon discharge. This, despite the fact that almost 13 % of the soldiers are receiving benefits including Women, Infants, and Children (WIC), food stamps, Medicaid, and state child care assistance (Frontlines, 2000). No previous GI Bill required a financial contribution from the veteran.

College costs will continue to increase. The estimates for 2006 are that tuition, books, and room and board will be \$87,000 for a public college and \$185,000 for a private college (Hall & Herman, 1997). According to many senators and representatives and chairs of the various armed services and veterans' committees, Congress is not able to provide the monies necessary for a raise in GI Bill payments. One such representative, Bob Strump, chairman of the House Veterans Committee, stated that he is working toward GI Bill monthly benefits that fully fund the cost of tuition, books, and fees, and provide a monthly stipend of \$800 per month. Yet, several such bills have been introduced into Congress the last few years (see the latest versions at Appendixes G and H).

A commission established by Congress in October, 1996, began work on April 25, 1997, to inquire into benefits awarded to veterans by the U.S. government. This commission, with an 18-month charter, was to evaluate, per direction of Congress, the



similarities and dissimilarities of the World War II and Montgomery GI Bills. The Commission on Service Members and Veterans Transition was specifically charged with recommending a benefits package for veterans of the 21<sup>st</sup> century U.S. armed forces (Adde, 1997a). An Associated Press wire story ( Bipartisan Pan, 1999) reported that this commission, a 12-member nonpolitical panel, recommended that the U.S. government pay full college costs, regardless of the university or college attended, for veterans who serve at least 4 years of active duty. The commission also counseled Congress to provide a \$400-a-month stipend. This 21<sup>st</sup> Century GI Bill, as the recommendation of this panel is being called, should be modeled after and include an educational provision similar to that offered after World War II, as suggested by all veterans organizations and higher education associations, including the Veterans of Foreign Wars (G. Lowe, VFW Washington Office, personal communication, December 24, 1999).

Retired congressman G. V. Sonny Montgomery, the father of the Montgomery GI Bill, urged in a July 19, 1997, hearing before the House Veterans Affairs Subcommittee, the cost of education has risen several fold since the MGIB was started in 1985, while the GI Bill has risen considerably less (Adde, 1997b). Montgomery was appearing before the committee in support of HR 759, a bill that would increase the GI Bill payment. If action was not taken, Montgomery concluded before the subcommittee, the GI Bill would not continue to fulfill its desired goals (Adde, 1997b).

While committees study, small relief finds its way into recruiting programs. Since October 1, 1999, the active and reserve forces have been authorized to award a bonus or kicker to prior service personnel who reenlist in the active or reserve forces

(Tsimekles, 1999). However, this kicker, which is an additional amount for college, applies to few soldiers and does little to improve the overall GI Bill.

Demonstrating the issue of returning to general society after serving in the military, an officer of the Noncommissioned Officers Association recently told Congress that the GI Bill education benefit does not fulfill its goal of easing the transition to civilian life (Rhea, 1999). According to this organization, fewer than 40 % of service members who earn the Montgomery GI Bill benefits ever use these benefits , because they are unable to pay the difference between the earned and paid-for benefit and the cost of college tuition and living expenses. Moreover, the Montgomery GI Bill, since its enactment in 1985, has increased less than 40%, while the cost of higher education has increased, by some accounts, as much as 230 percent.

According to many, the GI Bill educational component is in trouble if it is not saved soon. According to the VA, only 40% of veterans were using their GI Bill. For 1999, this figure is projected to be 55 percent. The VA, the U.S. government agency responsible for administering the GI Bill, is expressing concern over the low-use rate of the GI Bill (Maze, 2000).

In a detailed study of the history of higher education, Cohen (1998) suggested that never again will we see a government program that will affect higher education in the manner of the Morrill Acts of 1862 and 1890 and the Servicemen s Readjustment Act of 1944. The changing purpose and continuing erosion in the economic value of the GI Bills combined with ever-rising college tuition, make Cohen s statement a present reality .

## Research Questions Findings

Specifically, in relationship to research question 1, the findings are that the GI Bill for the veterans of WWII was primarily a U.S. economic tool and secondarily a reward for service, whereas the primary purpose of subsequent GI Bills was and is recruitment of men and women for the armed forces. This is important in that sufficient money was paid to veterans of WWII to keep them in college and out of the job market, whereas veterans of subsequent wars were recruited into service at a GI Bill rate that does not enable many of them to enter or remain in college.

With regard to research question number 2, the GI Bill of WWII covered all costs of a 4-year degree, whereas GI Bills for subsequent veterans cover approximately 50% or less of a 4-year degree.

## Summary of Major Findings

The major findings of this study are as follows:

1. A study of the four federal GI Bills reveals a steady erosion in the economic value of the GI Bill, with the first, the Servicemen s Readjustment Act of 1944, being the most favorable to veterans.
2. The GI Bill of WWII was viewed by government officials of the time primarily as a tool for the efficacy of the postwar U.S. economy and secondarily as a reward to veterans for their service.
3. Subsequent to the WWII GI Bill, the focus of the purpose of GI Bills shifted from the national economy to an incentive in recruiting.

4. The first GI Bill to require a financial contribution from the veteran is the current Montgomery GI Bill.
5. While the WWII GI Bill covered 100% of the cost of college attendance, the Korean War, Vietnam, and Montgomery GI Bills have covered approximately 50% of the cost of a 4-year college education. Moreover, the WWII GI Bill covered almost all the costs of living expenses with a stipend; subsequent GI bills have not provided a stipend.
6. The required service time to begin using the GI Bill has risen from the WWII requirement of 90 days to the present Montgomery GI Bill requirement of 2 years of service.
7. The first GI Bill covered the full cost of a 4-year education at private institutions, such as Harvard University, whereas the present GI Bill does not cover the cost of an education at low-cost universities such as Sul Ross State in Texas.
8. Private universities and colleges and out-of-state tuition in universities and colleges greatly exceed the payments offered by the Montgomery GI Bill.

#### Implications

In view of the above findings, the implications of the study are as follows:

1. The purpose of the G.I. Bill for veteran educational benefits seems to have changed from an economic philosophy to a recruitment incentive philosophy. This change in philosophy may substantially affect the economic value to the individual veteran.

2. This change in purpose has resulted in the reduction in the time allowance of the GI Bill from 48 months to 36 months, thus changing the total time, as well as the amount, allocated for the pursuit of higher education.
3. The change in purpose results in present veterans having to make a financial contribution toward their GI Bill.
4. The financial requirement on the part of the veteran comes at a time when the veteran is in his or her 1st year of service, thus at his or her lowest pay rate. This timing results in many service members (a) having to draw food stamps and (b) having to live in inadequate low-cost housing. Both cause hardships on military families and single veterans..
5. The GI Bill of WWII required veterans to have served on active duty for 90 days before they could begin using their educational benefits, whereas the present Montgomery GI Bill requires a minimum of 24 months of active duty for minimal benefits. Thus, a veteran must serve longer to be eligible for the educational benefit.
6. The GI Bill of WWII did not require a veteran to have a high school diploma before use of the GI Bill, as does the current GI Bill. WWII veterans were able to attend college at any college or university that accepted them.

#### Recommendations for Further Study

This study identified certain areas for further research. The areas recommended for further study are as follows:

1. A study should be done concerning the costs that must be borne by the veteran and the costs of the additional time for matriculation necessitated by the low economic value associated with the present GI Bill.
2. A study should be undertaken concerning the effects of the low economic value of the present GI Bill with regard to the relationship between the time taken to acquire a 4-year degree and the costs associated with the degree.
3. A study should be pursued regarding the economic effects of a veteran being a nontaxpayer or a low tax bracket taxpayer because of the additional time taken to acquire a 4-year degree.
4. A study of the executive and congressional inquiry and decision-making processes should be done to ascertain why present educational benefits for veterans are substantially less than the original WWII benefits that were and are credited with making many positive social and economic contributions to the United States.
5. Considering the substantial impact on U.S. society of the GI Bill, a study should be conducted on why GI Bill benefits do not presently cover the full cost of a university or college degree.
6. A study should be done on the effects of the philosophical relationship between the GI Bill's purpose of affecting the U.S. economy and the purpose of the GI Bill's being a recruitment incentive.

7. A study should be conducted concerning the inflexibility of the payment method associated with the present GI Bill.
8. Finally, a comprehensive study, along the lines of that undertaken by the 1973 Committee on Veterans Affairs, U.S. Senate, should be undertaken. College tuition, fees, living expenses, and other costs of a 4-year education have risen dramatically since 1973, making it difficult to apply any of the findings of this report to the present situation of an inadequate GI Bill.

#### Specific Recommendations for MGIB Revisions

The present Montgomery GI Bill is inadequate in that it fails to pay 100% of the veterans higher education and cost of living costs. Therefore, the chief investigator recommends a full 100% cost coverage package for veterans attending higher education institutions and/or taking college courses. Moreover, the benefits must be extended back to the 48 months and the required service time for eligibility should be dropped to 90 days as with the original World War II GI Bill. Lastly, the GI Bill requirement of a high school education before benefits can be used by the veteran should be dropped the matter of the high school diploma or equivalent credential should be between the university and college of choice.

With the current shortage of male and female volunteers for the U.S. military services, the chief investigator believes that an enhanced GI Bill, one that covers all costs of attending college, would serve as a viable recruitment incentive. Additionally, the chief investigator recommends that those enlisting with the GI Bill option be provided

the tools and resources, computers especially, to take advantage of the emerging opportunities to acquire an education via long-distance learning. The GI Bill should fund these computers and cover the tuition cost of Internet education, both while in and out of service.

### Summary and Conclusions

The present study of the four GI Bills parallels certain major findings of the studies and works of Olson (1974), Bennett (1996), Rhea (1999) and Staton (2000) and urges adoption of HR 4334 and S 2419.

1. This study agrees with Olson (1974) and Bennett (1996) that a primary consideration for development and implementation of the WWII GI Bill was the impact that 16 million veterans would have on the U.S. economy. A college benefit as a reward for service was secondary. Additionally, the benefit was not used as a manning or recruiting incentive before or during WWII.
2. This study agrees with Rhea (1999) and Staton (2000) that the present GI Bill is inadequate in that it has not kept pace with the economic value of the original GI Bill.
3. The study agrees with the major findings of Rhea (1999) and Staton (2000) that indicate a decline in the use of the GI Bill due to the declining economic value of the bill.
4. The study agrees with the statements of veterans and higher education organizations appearing before congressional subcommittees and



committees currently inquiring into the economic value of the GI Bill. It also agrees with a number of the reported comments of committee senators and representatives that the GI Bill should be increased immediately to a benchmark level of the cost of an education at a public commuter university and that this basic entitlement be increased as tuition costs increase.

The results of this study will be shared with the appropriate governmental agencies, higher education organizations, and veterans organizations in the hope that equity in the funding of education for veterans will be restored to the level of that granted by the first GI Bill, the Servicemen s Readjustment Act of 1944. Further, it is hoped that this study will ultimately prove valuable to the veterans who enlist in the armed forces for the purpose of obtaining sufficient funds to realize their goals and dreams of a 4-year education.

APPENDIX A

SAMPLING OF DISTINGUISHED AMERICANS WHO USED THE GI BILL

1. President Gerald R. Ford
2. President George Bush
3. Vice President Albert Gore
4. Chief Justice William H. Rehnquist
5. Justice John Paul Stevens
6. Secretary of State Warren M. Christopher
7. Journalist David Brinkley
8. Journalist John Chancellor
9. Actor Clint Eastwood
10. Actor Paul Newman
11. Actor Jason Robards, Jr.
12. Pro Football Coach Tom Landry
13. Columnist Art Buchwald
14. Senator John Glenn

APPENDIX B  
SERVICEMAN'S READJUSTMENT ACT OF 1944  
(EDUCATIONAL COMPONENT)

Articles of War and the Articles for the Government of the Navy are hereby amended to authorize the Secretary of War and the Secretary of the Navy to establish such boards of review; the findings thereof to be final subject only to review by the Secretary of War or the Secretary of the Navy, respectively: *Provided*, That no request for review by such board of a discharge or dismissal under the provisions of this section shall be valid unless filed within fifteen years after such discharge or dismissal or within fifteen years after the effective date of this Act whichever be the later.

Sec. 302. (a) The Secretary of War, the Secretary of the Navy, and the Secretary of the Treasury are authorized and directed to establish, from time to time, boards of review composed of five commissioned officers, two of whom shall be selected from the Medical Corps of the Army or Navy, or from the Public Health Service, as the case may be. It shall be the duty of any such board to review, at the request of any officer retired or released to inactive service, without pay, for physical disability pursuant to the decision of a retiring board, the findings and decision of such retiring board. Such review shall be based upon all available service records relating to the officer requesting such review, and such other evidence as may be presented by such officer. Witnesses shall be permitted to present testimony either in person or by affidavit and the officer requesting review shall be allowed to appear before such board of review in person or by counsel. In carrying out its duties under this section such board of review shall have the same powers as exercised by, or vested in, the retiring board whose findings and decision are being reviewed. The proceedings and decision of each such board of review affirming or reversing the decision of the retiring board shall be transmitted to the Secretary of War, the Secretary of the Navy, or the Secretary of the Treasury, as the case may be, and shall be laid by him before the President for his approval or disapproval and orders in the case.

(b) No request for review under this section shall be valid unless filed within fifteen years after the date of retirement for disability or after the effective date of this Act, whichever is the later.

(c) As used in this section—

(1) the term "officer" means any officer subject to the laws granting retirement for active service in the Army, Navy, Marine Corps, or Coast Guard, or any of their respective components;

(2) the term "counsel" shall have the same meaning as when used in section 301 of this Act.

## TITLE II

### CHAPTER IV—EDUCATION OF VETERANS

Sec. 400. (a) Subsection (f) of section 1, title I, Public Law Numbered 2, Seventy-third Congress, added by the Act of March 24, 1943 (Public Law Numbered 16, Seventy-eighth Congress), is hereby amended to read as follows:

"(f) Any person who served in the active military or naval forces on or after September 16, 1940, and prior to the termination of hostilities in the present war, shall be entitled to vocational rehabilitation subject to the provisions and limitations of Veterans Regulation Numbered 1 (a), as amended, part VII, or to education or training subject to the provisions and limitations of part VIII."

(b) Veterans Regulation Numbered 1 (a), is hereby amended by adding a new part VIII as follows:

41 Stat. 787.  
10 U. S. C. §§ 1471-1503; Supp. III, § 1473 et seq.  
R. S. § 1624.  
34 U. S. C. § 1200.  
Time limitation.

Review of decisions of retiring boards.

Testimony

Executive review.

Time limitation.

"Officer."

"Counsel."

57 Stat. 43.  
35 U. S. C., Supp. III, § 701.

Vocational rehabilitation.  
Eligibility.

57 Stat. 43.  
35 U. S. C., Supp. III, note foll. § 732.  
Post, p. 291; *infra*.  
35 U. S. C., note foll. § 724; Supp. III, note foll. § 732.  
*Ante*, pp. 219, 280; *post*, pp. 291, 708.

## "Part VIII

Eligibility for education or training.	<p>"1. Any person who served in the active military or naval service on or after September 16, 1940, and prior to the termination of the present war, and who shall have been discharged or released therefrom under conditions other than dishonorable, and whose education or training was impeded, delayed, interrupted, or interfered with by reason of his entrance into the service, or who desires a refresher or retraining course, and who either shall have served ninety days or more, exclusive of any period he was assigned for a course of education or training under the Army specialized training program or the Navy college training program, which course was a continuation of his civilian course and was pursued to completion, or as a cadet or midshipman at one of the service academies, or shall have been discharged or released from active service by reason of an actual service-incurred injury or disability, shall be eligible for and entitled to receive education or training under this part: <i>Provided</i>, That such course shall be initiated not later than two years after either the date of his discharge or the termination of the present war, whichever is the later: <i>Provided further</i>, That no such education or training shall be afforded beyond seven years after the termination of the present war: <i>And provided further</i>, That any such person who was not over 25 years of age at the time he entered the service shall be deemed to have had his education or training impeded, delayed, interrupted, or interfered with.</p> <p>"2. Any such eligible person shall be entitled to education or training, or a refresher or retraining course, at an approved educational or training institution, for a period of one year (or the equivalent thereof in continuous part-time study), or for such lesser time as may be required for the course of instruction chosen by him. Upon satisfactory completion of such course of education or training, according to the regularly prescribed standards and practices of the institutions, except a refresher or retraining course, such person shall be entitled to an additional period or periods of education or training, not to exceed the time such person was in the active service on or after September 16, 1940, and before the termination of the war, exclusive of any period he was assigned for a course of education or training under the Army specialized training program or the Navy college training program, which course was a continuation of his civilian course and was pursued to completion, or as a cadet or midshipman at one of the service academies, but in no event shall the total period of education or training exceed four years: <i>Provided</i>, That his work continues to be satisfactory throughout the period, according to the regularly prescribed standards and practices of the institution: <i>Provided, however</i>, That wherever the additional period of instruction ends during a quarter or semester and after a major part of such quarter or semester has expired, such period of instruction shall be extended to the termination of such unexpired quarter or semester.</p> <p>"3. Such person shall be eligible for and entitled to such course of education or training as he may elect, and at any approved educational or training institution at which he chooses to enroll, whether or not located in the State in which he resides, which will accept or retain him as a student or trainee in any field or branch of knowledge which such institution finds him qualified to undertake or pursue: <i>Provided</i>, That, for reasons satisfactory to the Administrator, he may change a course of instruction: <i>And provided further</i>, That any such course of education or training may be discontinued at any time, if it is found by the Administrator that, according to the</p>
Qualifying period of service.	
Time limitation.	
Persons not over 25 on entering service.	
Period of education or training.	
Additional periods.	
Limitation.	
Quality of work.	
Extension to complete quarter or semester.	
Election of courses and institutions.	
Change or discontinuance.	



*Provided*, That nothing in this section shall be deemed to prevent any department, agency, or officer of the United States from exercising any supervision or control which such department, agency, or officer is authorized, by existing provisions of law, to exercise over any Federal educational or training institution, or to prevent the furnishing of education or training under this part in any institution over which supervision or control is exercised by such other department, agency, or officer under authority of existing provisions of law.

Administration.

"9. The Administrator of Veterans' Affairs is authorized and empowered to administer this title, and, insofar as he deems practicable, shall utilize existing facilities and services of Federal and State departments and agencies on the basis of mutual agreements with them. Consistent with and subject to the provisions and limitations set forth in this title, the Administrator shall, from time to time, prescribe and promulgate such rules and regulations as may be necessary to carry out its purposes and provisions.

Educational and vocational guidance.

"10. The Administrator may arrange for educational and vocational guidance to persons eligible for education and training under this part. At such intervals as he deems necessary, he shall make available information respecting the need for general education and for trained personnel in the various crafts, trades, and professions: *Provided*, That facilities of other Federal agencies collecting such information shall be utilized to the extent he deems practicable.

"Educational or training institutions."

"11. As used in this part, the term 'educational or training institutions' shall include all public or private elementary, secondary, and other schools furnishing education for adults, business schools and colleges, scientific and technical institutions, colleges, vocational schools, junior colleges, teachers colleges, normal schools, professional schools, universities, and other educational institutions, and shall also include business or other establishments providing apprenticeship or other training on the job, including those under the supervision of an approved college or university or any State department of education, or any State apprenticeship agency or State board of vocational education, or any State apprenticeship council or the Federal Apprenticeship Training Service established in accordance with Public, Numbered 308, Seventy-fifth Congress, or any agency in the executive branch of the Federal Government authorized under other laws to supervise such training."

Establishments providing training on the job.

50 Stat. 664.  
29 U. S. C. § 50-50b.

57 Stat. 45.  
38 U. S. C., Supp. III, note foll. § 732.  
Funds available.

57 Stat. 43.  
38 U. S. C., Supp. III, note foll. § 732.  
*Ante*, p. 287; *post*, p. 291.  
Additional appropriation authorized.

57 Stat. 43.  
38 U. S. C., Supp. III, § 701, note foll. § 732.  
Books, supplies, or equipment.  
57 Stat. 43.  
38 U. S. C., Supp. III, note foll. § 732.  
*Ante*, p. 287; *post*, p. 291.

SEC. 401. Section 3, Public Law Numbered 16, Seventy-eighth Congress, is hereby amended to read as follows:

"SEC. 3. The appropriation for the Veterans' Administration, 'Salaries and expenses, medical and hospital, and compensation and pensions', shall be available for necessary expenses under part VII, as amended, or part VIII of Veterans Regulation Numbered 1 (a), and there is hereby authorized to be appropriated such additional amount or amounts as may be necessary to accomplish the purposes thereof. Such expenses may include, subject to regulations issued by the Administrator and in addition to medical care, treatment, hospitalization, and prosthesis, otherwise authorized, such care, treatment, and supplies as may be necessary to accomplish the purposes of part VII, as amended, or part VIII of Veterans Regulation Numbered 1 (a)."

SEC. 402. Public Law Numbered 16, Seventy-eighth Congress, is hereby amended by adding thereto a new section 4 to read as follows:

"SEC. 4. Any books, supplies, or equipment furnished a trainee or student under part VII or part VIII of Veterans Regulation Numbered 1 (a) shall be deemed released to him: *Provided*, That if he fail,



because of fault on his part to complete the course of training or education afforded thereunder, he may be required, in the discretion of the Administrator, to return any or all of such books, supplies, or equipment not actually expended or to repay the reasonable value thereof."

SEC. 403. Paragraph 1, part VII, Veterans Regulation Numbered 1 (a) (Public Law Numbered 16, Seventy-eighth Congress), is hereby amended by inserting after the word "time" the words "on or" and deleting the date "December 6, 1941" and substituting therefor the date "September 16, 1940".

57 Stat. 42,  
28 U. S. C., Supp.  
III, note foll. § 732.

### TITLE III—LOANS FOR THE PURCHASE OR CONSTRUCTION OF HOMES, FARMS, AND BUSINESS PROPERTY

#### CHAPTER V—GENERAL PROVISIONS FOR LOANS

SEC. 500. (a) Any person who shall have served in the active military or naval service of the United States at any time on or after September 16, 1940, and prior to the termination of the present war and who shall have been discharged or released therefrom under conditions other than dishonorable after active service of ninety days or more, or by reason of an injury or disability incurred in service in line of duty, shall be eligible for the benefits of this title. Any such veteran may apply within two years after separation from the military or naval forces, or two years after termination of the war, whichever is the later date, but in no event more than five years after the termination of the war, to the Administrator of Veterans' Affairs for the guaranty by the Administrator of not to exceed 50 per centum of a loan or loans for any of the purposes specified in sections 501, 502 and 503: *Provided*, That the aggregate amount guaranteed shall not exceed \$2,000. If the Administrator finds that the veteran is eligible for the benefits of this title and that the loan applied for appears practicable, the Administrator shall guarantee the payment of the part thereof as set forth in this title.

(b) Interest for the first year on that part of the loan guaranteed by the Administrator shall be paid by the Administrator out of available appropriations. No security for the guaranty of a loan shall be required except the right to be subrogated to the lien rights of the holder of the obligation which is guaranteed: *Provided*, That pursuant to regulations to be issued by the Administrator the mortgagor and mortgagee shall agree that before beginning foreclosure proceedings for default in payment of principal or interest due, the Administrator shall have at least thirty days' notice with the option of bidding in the property on foreclosure or of refinancing the loan with any other agency or by any other means available.

(c) Loans guaranteed by the Administrator under this title shall be payable under such terms and conditions as may be approved by the Administrator: *Provided*, That the liability under the guaranty, within the limitations of this title, shall decrease or increase pro rata with any decrease or increase of the amount of the unpaid portion of the obligation: *Provided further*, That loans guaranteed by the Administrator shall bear interest at a rate not exceeding 4 per centum per annum and shall be payable in full in not more than twenty years. The Administrator is authorized and directed to guarantee loans to veterans subject to the provisions of this title on approved applications made to persons, firms, associations, and corporations and to governmental agencies and corporations, either State or Federal.

Persons eligible.

Period for making application.

Guaranty of amount, limitation.

Interest for first year.

Right to subrogation.

Notice of intended foreclosure proceedings.

Option to bid or refinance.

Repayments.

Relative liability under guaranty.

Interest.

Guaranty of loans on approved applications.

APPENDIX C  
VETERANS' READJUSTMENT ASSISTANCE ACT OF 1952  
(EDUCATION COMPONENT)

## Public Law 550

## CHAPTER 875

## AN ACT

To provide vocational readjustment and to restore lost educational opportunities to certain persons who served in the Armed Forces on or after June 27, 1950, and prior to such date as shall be fixed by the President or the Congress, and for other purposes.

July 16, 1952  
[H. R. 7656]

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

Veterans' Re-  
adjustment Assis-  
tance Act of 1952.

## TITLE I—SHORT TITLE AND STATEMENT OF POLICY

## SHORT TITLE

SEC. 101. This Act may be cited as the "Veterans' Readjustment Assistance Act of 1952".

## STATEMENT OF POLICY

SEC. 102. The Congress of the United States hereby declares that the veterans' education and training program created by this Act is for the purpose of providing vocational readjustment and restoring lost educational opportunities to those service men and women whose educational or vocational ambitions have been interrupted or impeded by reason of active service in the Armed Forces during a period of national emergency and for the purpose of aiding such persons in attaining the educational and training status which they might normally have aspired to and obtained had they not served their country; and that the home, farm, and business-loan benefits, the unemployment compensation benefits, the mustering out payments, and the employment assistance provided for by this Act are for the purpose of assisting in the readjustment of such persons from military to civilian life.

## TITLE II—EDUCATIONAL AND VOCATIONAL ASSISTANCE

## PART I—DEFINITIONS

SEC. 201. For the purposes of this title—

(1) the term "basic service period" means the period beginning on June 27, 1950, and ending on such date as shall be determined by Presidential proclamation or concurrent resolution of the Congress;

(2) the term "eligible veteran" means any person who is not in the active service in the Armed Forces and who—

(A) has served in the active service in the Armed Forces at any time during the basic service period,

(B) has been discharged or released from such active service under conditions other than dishonorable, and

(C) has served in the active service in the Armed Forces for ninety days or more (exclusive of any period he was assigned by the Armed Forces to a civilian institution for a course of education or training which was substantially the same as established courses offered to civilians, or as a cadet or midshipman at one of the service academies), or has been discharged or released from active service by reason of an actual service-incurred injury or disability;

(3) the term "program of education or training" means any single unit course or subject, any curriculum, or any combination of unit courses or subjects, which is generally accepted as necessary to fulfill

requirements for the attainment of a predetermined and identified educational, professional, or vocational objective;

(4) the term "course" means an organized unit of subject matter in which instruction is offered within a given period of time or which covers a specific amount of related subject matter for which credit toward graduation or certification is usually given;

(5) the term "dependent" means—

(A) a child (as defined in paragraph VI of Veterans Regulation Numbered 10, as amended) of an eligible veteran,

(B) a parent (as defined in paragraph VII of Veterans Regulation Numbered 10, as amended) of an eligible veteran, if the parent is in fact dependent upon the veteran, and

(C) the wife of an eligible veteran, or, in the case of an eligible veteran who is a woman, her husband if he is in fact dependent upon the veteran;

(6) the term "educational institution" means any public or private elementary school, secondary school, vocational school, correspondence school, business school, junior college, teachers college, college, normal school, professional school, university, scientific or technical institution, or other institution furnishing education for adults;

(7) the term "training establishment" means any business or other establishment providing apprentice or other training on the job, including those under the supervision of a college or university or any State department of education, or any State apprenticeship agency, or any State board of vocational education, or any joint apprentice committee, or the Bureau of Apprenticeship established in accordance with Public Law 308, Seventy-fifth Congress, or any agency of the Federal Government authorized to supervise such training;

(8) the term "Armed Forces" means the Army, the Navy, the Air Force, the Marine Corps, and the Coast Guard of the United States;

(9) the term "State" means the several States, the Territories and possessions of the United States, and the District of Columbia;

(10) the term "Administrator" means the Administrator of Veterans' Affairs;

(11) the term "Commissioner" means the United States Commissioner of Education.

PART II—ELIGIBILITY

ENTITLEMENT TO EDUCATION OR TRAINING GENERALLY

SEC. 211. Each eligible veteran shall, subject to the provisions of this title, be entitled to the education or training provided under this title.

COMMENCEMENT; TIME LIMITATIONS

SEC. 212. (a) No eligible veteran shall be entitled to initiate a program of education or training under this title after August 20, 1954, or after two years after his discharge or release from active service, whichever is later.

(b) The program of education and training of an eligible veteran under this title shall, on and after the delimiting date for the veteran to initiate his program, be pursued continuously until completion except that an eligible veteran may suspend the pursuit of his program for periods of not more than 12 consecutive months, and may suspend the pursuit of such program for longer periods if the Administrator finds that the suspension for each such period was due to conditions beyond the control of the eligible veteran.

38 USC note foll. ch. 12.

50 Stat. 664. 29 USC 50-50b.

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(c) In the event an eligible veteran returns to active service in the Armed Forces during the basic service period, his date of discharge or release shall, for the purposes of this section and section 213, be the date of his discharge or release from his last period of active service which began during the basic service period.

EXPIRATION OF ALL EDUCATION AND TRAINING

SEC. 213. No education or training shall be afforded an eligible veteran under this title beyond seven years after either his discharge or release from active service or the end of the basic service period, whichever is earlier.

DURATION OF VETERAN'S EDUCATION OR TRAINING

SEC. 214. (a) Each eligible veteran shall be entitled to education or training under this title for a period equal to one and a half times the duration of his active service in the Armed Forces during the basic service period (or to the equivalent thereof in part-time training), except that—

- (1) in computing the duration of his active service in the Armed Forces, there shall be excluded a period equal to any period he was assigned by the Armed Forces to a civilian institution for a course of education or training which was substantially the same as established courses offered to civilians or as a cadet or midshipman at one of the service academies;
- (2) the period of education or training to which an eligible veteran shall be entitled under this title shall not, except as provided in subsection (b), exceed thirty-six months; and
- (3) the period of education or training to which an eligible veteran shall be entitled under this title together with education or training received under part VII (Public Law 16, Seventy-eighth Congress, as amended, and Public Law 894, Eighty-first Congress, as amended), or part VIII of Veterans Regulation Numbered 1 (a), as amended, shall not, except as provided in subsection (b), exceed forty-eight months in the aggregate.

(b) Whenever the period of entitlement to education or training under this title of an eligible veteran who is enrolled in an educational institution regularly operated on the quarter or semester system ends during a quarter or semester and after a major part of such semester or quarter has expired, such period shall be extended to the termination of such unexpired quarter or semester. In all other courses offered by educational institutions, whenever the period of eligibility ends after a major portion of the course is completed such period may be extended to the end of the course or for nine weeks, whichever is the lesser period.

(c) In the case of any eligible veteran who is pursuing any program of education or training exclusively by correspondence, one-fourth of the elapsed time in following such program of education or training shall be charged against the veteran's period of entitlement.

57 Stat. 43.  
64 Stat. 1121.  
38 USC 701a and  
note.

Correspondence  
courses.

PART III—ENROLLMENT

SELECTION OF PROGRAM

SEC. 221. Subject to the provisions of this title, each eligible veteran may select a program of education or training to assist him in attaining an educational, professional, or vocational objective at any educational institution or training establishment selected by him, whether or not located in the State in which he resides, which will

accept and retain him as a student or trainee in any field or branch of knowledge which such institution or establishment finds him qualified to undertake or pursue. Notwithstanding the foregoing provisions of this section, an eligible veteran may not pursue a program of education or training at an educational institution or training establishment which is not located in a State, unless such program is pursued at an approved educational institution of higher learning. The Administrator in his discretion may deny or discontinue the enrollment under this title of any veteran in a foreign educational institution if he finds that such enrollment is not for the best interest of the veteran or the Government.

#### APPLICATIONS; APPROVAL

SEC. 222. Any eligible veteran who desires to initiate a program of education or training under this title shall submit an application to the Administrator which shall be in such form, and contain such information, as the Administrator shall prescribe. The Administrator shall approve such application unless he finds that such veteran is not eligible for or entitled to the education or training applied for or that his program of education or training fails to meet any of the requirements of this title, or that the eligible veteran is already qualified, by reason of previous education and training, for the educational, professional, or vocational objective for which the courses of the program of education or training are offered. The Administrator shall notify the eligible veteran of the approval or disapproval of his application.

#### CHANGE OF PROGRAM

SEC. 223. (a) Subject to the provisions of section 222, each eligible veteran (except an eligible veteran whose program has been interrupted or discontinued due to his own misconduct, his own neglect, or his own lack of application) may, at any time prior to the end of the period during which he is entitled to initiate a program of education or training under this title, make not more than one change of program of education or training.

(b) Each eligible veteran, who has not made a change of program of education or training before the expiration of the period during which he is entitled to initiate a program of education or training under this title, may make not more than one change of program of education or training with the approval of the Administrator. The Administrator shall approve such a change if he finds that—

(1) the eligible veteran is not making satisfactory progress in his present program and that the failure is not due to his own misconduct, his own neglect, or his own lack of application, and if the program to which the eligible veteran desires to change is more in keeping with his aptitude or previous education and training; or

(2) the program to which the eligible veteran desires to change, while not a part of the program currently pursued by him, is a normal progression from such program.

#### AVOCATIONAL AND RECREATIONAL COURSES

SEC. 224. (a) The Administrator shall not approve the enrollment of an eligible veteran in any bartending course, dancing course, or personality development course.

(b) The Administrator shall not approve the enrollment of an eligible veteran—

- (1) in any photography course or entertainment course, or
  - (2) in any music course—instrumental or vocal—public speaking course, or course in sports or athletics such as horseback riding, swimming, fishing, skiing, golf, baseball, tennis, bowling, sports officiating, or other sport or athletic courses, except courses of applied music, physical education, or public speaking which are offered by institutions of higher learning for credit as an integral part of a program leading to an educational objective, or
  - (3) in any other type of course which the Administrator finds to be avocational or recreational in character;
- unless the eligible veteran submits justification showing that the course will be of bona fide use in the pursuit of his present or contemplated business or occupation.

#### DISCONTINUANCE FOR UNSATISFACTORY PROGRESS

SEC. 225. The Administrator shall discontinue the education and training allowance of an eligible veteran if, at any time, he finds that, according to the regularly prescribed standards and practices of the educational institution or training establishment, the conduct or progress of such veteran is unsatisfactory.

#### MINIMUM NUMBER OF NONVETERAN STUDENTS REQUIRED

SEC. 226. The Administrator shall not approve the enrollment of any eligible veteran, not already enrolled, in any nonaccredited course below the college level offered by a proprietary profit or proprietary nonprofit educational institution for any period during which the Administrator finds that more than eighty-five per centum of the students enrolled in the course are having all or any part of their tuition, fees, or other charges paid to or for them by the educational institution or the Veterans' Administration under part VII or part VIII of Veterans Regulation Numbered 1 (a) or this title.

<sup>38</sup> USC note foll. ch. 12.

#### PERIOD OF OPERATION FOR APPROVAL

SEC. 227. (a) The Administrator shall not approve the enrollment of an eligible veteran in any course offered by an educational institution when such course has been in operation for less than two years.

(b) Subsection (a) shall not apply to—

- (1) any course to be pursued in a public or other tax-supported educational institution;
- (2) any course which is offered by an educational institution which has been in operation for more than two years, if such course is similar in character to the instruction previously given by such institution; or
- (3) any course which has been offered by an institution for a period of more than two years, notwithstanding the institution has moved to another location within the same general locality.

#### INSTITUTIONS LISTED BY ATTORNEY GENERAL

SEC. 228. The Administrator shall not approve the enrollment of, or payment of an education and training allowance to, any eligible veteran in any course in an educational institution or training establishment while it is listed by the Attorney General under section 3 of part III of Executive Order 9835, as amended.

<sup>5</sup> USC 631 note.

PART IV—PAYMENTS TO VETERANS  
EDUCATION AND TRAINING ALLOWANCE

SEC. 231. (a) The Administrator shall pay to each eligible veteran who is pursuing a program of education or training under this title, and who applies therefor, an education and training allowance to meet in part the expenses of his subsistence, tuition, fees, supplies, books, and equipment.

(b) The education and training allowance for an eligible veteran shall be paid, as provided in section 232, only for the period of the veteran's enrollment as approved by the Administrator, but no allowance shall be paid—

(1) to any veteran enrolled in a course approved under section 253 or a course of institutional on-farm training for any period when the veteran is not pursuing his course in accordance with the regularly established policies and regulations of the institution and the requirements of this title,

(2) to any veteran enrolled in a course approved under section 254 or in a course of apprentice or other training on the job for any day of absence in excess of thirty days in a twelve-month period, not counting as absences weekends or legal holidays established by Federal or State law during which the institution or establishment is not regularly in session or operation, or

(3) to any veteran pursuing his program of education exclusively by correspondence for any period during which no lessons were serviced by the institution.

Requirements.

(c) No education and training allowance shall be paid to an eligible veteran for any period until the Administrator shall have received—

(1) from the eligible veteran (A) in the case of an eligible veteran enrolled in a course approved under section 253 or a course of institutional on-farm training, a certification that he was actually enrolled in and pursuing the course as approved by the Administrator, or (B) in the case of an eligible veteran enrolled in a course approved under section 254 or a course of apprentice or other training on the job, a certification as to actual attendance during such period, or (C) in the case of an eligible veteran enrolled in a program of education or training by correspondence, a certification as to the number of lessons actually completed by the veteran and serviced by the institution, and

(2) from the educational institution or training establishment, a certification, or an endorsement on the veteran's certificate, that such veteran was enrolled in and pursuing a course of education or training during such period, and, in the case of an institution furnishing education or training to a veteran exclusively by correspondence, a certification, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution.

Education and training allowances shall, insofar as practicable, be paid within twenty days after receipt by the Administrator of the certifications required by this subsection.

COMPUTATION OF EDUCATION AND TRAINING ALLOWANCES

SEC. 232. (a) The education and training allowance of an eligible veteran who is pursuing a program of education or training in an educational institution and is not entitled to receive an education and training allowance under subsection (b), (c), (d), (e), or (f) shall be computed as follows:

Allowances.

(1) If such program is pursued on a full-time basis, such allowance shall be computed at the rate of \$110 per month, if the veteran has no dependent, or at the rate of \$135 per month, if he has



one dependent, or at the rate of \$160 per month, if he has more than one dependent.

(2) If such program is pursued on a three-quarters time basis, such allowance shall be computed at the rate of \$80 per month, if the veteran has no dependent, or at the rate of \$100 per month, if he has one dependent, or at the rate of \$120 per month, if he has more than one dependent.

(3) If such program is pursued on a half-time basis, such allowance shall be computed at the rate of \$50 per month, if the veteran has no dependent, or at the rate of \$60 per month, if he has one dependent, or at the rate of \$80 per month, if he has more than one dependent.

(b) The education and training allowance of an eligible veteran who is pursuing a full-time program of education and training which consists of institutional courses and on-the-job training, with the on-the-job training portion of the program being strictly supplemental to the institutional portion, shall be computed at the rate of (1) \$90 per month, if he has no dependent, or (2) \$110 per month, if he has one dependent, or (3) \$130 per month, if he has more than one dependent.

Education and training.

(c) The education and training allowance of an eligible veteran pursuing apprentice or other training on the job shall be computed at the rate of (1) \$70 per month, if he has no dependent, or (2) \$85 per month, if he has one dependent, or (3) \$105 per month, if he has more than one dependent; except that his education and training allowance shall be reduced at the end of each four-month period as his program progresses by an amount which bears the same ratio to the basic education and training allowance as four months bears to the total duration of his apprentice or other training on the job; but in no case shall the Administrator pay an education and training allowance under this subsection in an amount which, when added to the compensation to be paid to the veteran, in accordance with his approved training program, for productive labor performed as a part of his course, would exceed the rate of \$310 per month. For the purpose of computing allowances under this subsection, the duration of the training of an eligible veteran shall be the period specified in the approved application as the period during which he may receive an education and training allowance for such training, plus such additional period, if any, as is necessary to make the number of months of such training a multiple of four.

Apprentice training.

(d) The education and training allowance of an eligible veteran pursuing institutional on-farm training shall be computed at the rate of (1) \$95 per month, if he has no dependent, or (2) \$110 per month, if he has one dependent, or (3) \$130 per month, if he has more than one dependent; except that his education and training allowance shall be reduced at the end of each four-month period as his program progresses by an amount which bears the same ratio to \$65 per month, if the veteran has no dependent, or \$80 per month, if he has one dependent, or \$100 per month, if he has more than one dependent, as four months bears to the total duration of such veteran's institutional on-farm training. For the purpose of computing allowances under this subsection, the duration of the training of an eligible veteran shall be the period specified in the approved application as the period during which he may receive an education and training allowance for such training, plus such additional period, if any, as is necessary to make the number of such months of such training a multiple of four.

Institutional on-farm training.

(e) The education and training allowance of an eligible veteran pursuing a program of education or training exclusively by correspond-

Correspondence courses.

ence shall be computed on the basis of the established charge which the institution requires nonveterans to pay for the course or courses pursued by the eligible veteran. Such allowance shall be paid quarterly on a pro rata basis for the lessons completed by the veteran and serviced by the institution, as certified by the institution.

Less-than-half-time basis.

(f) The education and training allowance of an eligible veteran who is pursuing a program of education or training under this title in an educational institution on a less-than-half-time basis shall be computed at the rate of (1) the established charges for tuition and fees which the institution requires similarly circumstanced nonveterans enrolled in the same course to pay, or (2) \$110 per month for a full-time course, whichever is the lesser.

Flight training.

(g) Each eligible veteran who is pursuing an approved course of flight training shall be paid an education and training allowance to be computed at the rate of 75 per centum of the established charge which similarly circumstanced nonveterans enrolled in the same flight course are required to pay for tuition for the course. If such veteran's program of education or training consists exclusively of flight training, he shall not be paid an education and training allowance under one of the preceding subsections of this section; if his program of education or training consists of flight training and other education or training, the allowance payable under this subsection shall be in addition to any education and training allowance payable to him under one of the preceding subsections of this section for education or training other than flight training. Such allowance shall be paid monthly upon receipt of certification from the eligible veteran and the institution as to the actual flight training received by the veteran. In each such case the eligible veteran's period of entitlement shall be charged (in addition to any charge made against his entitlement by reason of education or training other than flight training) with one day for each \$1.25 which is paid to the veteran as an education and training allowance for such course.

Prohibitions.

(h) No eligible veteran shall be paid an education and training allowance under this title for any period during which (1) he is enrolled in and pursuing a course of education or training paid for by the United States under any provision of law other than this title, where the payment of such allowance would constitute a duplication of benefits paid to the veteran from the Federal Treasury, or (2) he is pursuing a course of apprentice or other training on the job, a course of institutional on-farm training, or a course of education and training described in subsection (b), on a less than full-time basis.

#### FULL-TIME COURSES

SEC. 233. (a) For the purposes of this title, (1) an institutional trade or technical course offered on a clock-hour basis below the college level involving shop practice as an integral part thereof, shall be considered a full-time course when a minimum of thirty hours per week of attendance is required with not more than two and one-half hours of rest periods per week allowed, (2) an institutional course offered on a clock-hour basis below the college level in which theoretical or class room instruction predominates shall be considered a full-time course when a minimum of twenty-five hours per week net of instruction is required, and (3) an institutional undergraduate course offered by a college or university on a quarter or semester-hour basis for which credit is granted toward a standard college degree shall be considered a full-time course when a minimum of fourteen semester hours or its equivalent is required.

(b) The Administrator shall define full-time training in the case of all types of courses of education or training other than institutional

on-farm training and the types of courses referred to in subsection (a): *Provided*, That the Administrator shall not define full-time apprentice training for a particular establishment other than that established as the standard work-week through bona-fide collective bargaining between employers and employees.

#### OVERCHARGES BY EDUCATIONAL INSTITUTIONS

SEC. 234. The Administrator may, if he finds that an institution has charged or received from any eligible veteran any amount in excess of the established charges for tuition and fees which the institution requires similarly circumstanced nonveterans enrolled in the same course to pay, disapprove such educational institution for the enrollment of any veteran not already enrolled therein, except that, in the case of a tax-supported public educational institution which does not have established charges for tuition and fees which it requires non-veteran residents to pay, such institution may charge and receive from each eligible veteran who is a resident an amount equal to the estimated cost of teaching personnel and supplies for instruction attributable to such veteran, but in no event to exceed the rate of \$10 per month for a full-time course.

#### PART V—STATE APPROVING AGENCIES

##### DESIGNATION

SEC. 241. (a) Unless otherwise established by the law of the State concerned, the chief executive of each State is requested to create or designate a State department or agency as the "State approving agency" for his State for the purposes of this title.

(b) (1) In the event any State fails or declines to create or designate a State approving agency, the provisions of this title which refer to the State approving agency shall, with respect to such State, be deemed to refer to the Administrator.

(2) In the case of courses subject to approval by the Administrator under section 242, the provisions of this title which refer to a State approving agency shall be deemed to refer to the Administrator.

##### APPROVAL OF COURSES

SEC. 242. (a) An eligible veteran shall receive the benefits of this title while enrolled in a course of education or training offered by an educational institution or training establishment only if such course is approved by the State approving agency for the State where such educational institution or training establishment is situated or by the Administrator. Approval of courses by State approving agencies shall be in accordance with the provisions of this title and such other regulations and policies as the State approving agency may adopt. Each State approving agency shall furnish the Administrator with a current list of educational institutions and training establishments, specifying courses which it has approved, and, in addition to such list, it shall furnish such other information to the Administrator as it and the Administrator may determine to be necessary to carry out the purposes of this title. Each State approving agency shall notify the Administrator of the disapproval of any course previously approved and shall set forth the reasons for such disapproval.

(b) The Administrator shall be responsible for the approval of courses of education or training offered by any agency of the Federal Government authorized under other laws to supervise such education or training. The Administrator may approve any course in any other

educational institution or training establishment in accordance with the provisions of this title.

#### COOPERATION

SEC. 243. (a) The Administrator and each State approving agency shall take cognizance of the fact that definite duties, functions, and responsibilities are conferred upon the Administrator and each State approving agency under the veterans' educational programs. To assure that such programs are effectively and efficiently administered, the cooperation of the Administrator and the State approving agencies is essential. It is necessary to establish an exchange of information pertaining to activities of educational institutions and training establishments, and particular attention should be given to the enforcement of approval standards, enforcement of wage and income limitations, enforcement of enrollment restrictions, and fraudulent and other criminal activities on the part of persons connected with educational institutions and training establishments in which veterans are enrolled under this title.

(b) The Administrator will furnish the State approving agencies with copies of such Veterans' Administration informational material as may aid them in carrying out this title.

#### USE OF OFFICE OF EDUCATION AND OTHER FEDERAL AGENCIES

SEC. 244. (a) In carrying out his functions under this title, the Administrator may utilize the facilities and services of any other Federal department or agency. The Administrator shall utilize the services of the Office of Education in developing cooperative agreements between the Administrator and State and local agencies relating to the approval of courses of education or training as provided for in section 245, in reviewing the plan of operations of State approving agencies under such agreements, and in rendering technical assistance to such State and local agencies in developing and improving policies, standards, and legislation in connection with their duties under this title.

(b) Any such utilization shall be pursuant to proper agreement with the Federal department or agency concerned; and payment to cover the cost thereof shall (except in the case of the Office of Education) be made either in advance or by way of reimbursement, as may be provided in such agreement. Funds necessary to enable the Office of Education to carry out its functions under this title are authorized to be appropriated directly to such Office.

Funds.

#### REIMBURSEMENT OF EXPENSES

SEC. 245. The Administrator is authorized to enter into contracts or agreements with State and local agencies to pay such State and local agencies for reasonable and necessary expenses of salary and travel incurred by employees of such agencies in (1) rendering necessary services in ascertaining the qualifications of educational institutions and training establishments for furnishing courses of education or training to eligible veterans under this title, and in the supervision of such educational institutions and training establishments, and (2) furnishing, at the request of the Administrator, any other services in connection with this title. Each such contract or agreement shall be conditioned upon compliance with the standards and provisions of this title.

## PART VI—APPROVAL OF COURSES OF EDUCATION AND TRAINING

## APPRENTICE OR OTHER TRAINING ON THE JOB

SEC. 251. (a) Apprentice or other training on the job shall consist of courses offered by training establishments whenever such courses of training are furnished in accordance with the provisions of this section. Any training establishment desiring to furnish a course of apprentice or other training on the job shall submit to the appropriate State approving agency a written application setting forth the course of training for each job for which an eligible veteran is to be trained. The written application covering the course of training shall include the following:

Application.

- (1) Title and description of the specific job objective for which the eligible veteran is to be trained;
- (2) The length of the training period;
- (3) A schedule listing various operations for major kinds of work or tasks to be learned and showing for each, job operations or work, tasks to be performed, and the approximate length of time to be spent on each operation or task;
- (4) The wage or salary to be paid at the beginning of the course of training, at each successive step in the course, and at the completion of training;
- (5) The entrance wage or salary paid by the establishment to employees already trained in the kind of work for which the veteran is to be trained; and
- (6) The number of hours of supplemental related instruction required.

(b) The appropriate State approving agency may approve a course of apprentice or other training on the job specified in an application submitted by a training establishment in accordance with subsection (a) if such training establishment is found upon investigation to have met the following criteria:

Criteria.

- (1) The training content of the course is adequate to qualify the eligible veteran for appointment to the job for which he is to be trained.
- (2) There is reasonable certainty that the job for which the eligible veteran is to be trained will be available to him at the end of the training period.
- (3) The job is one in which progression and appointment to the next higher classification are based upon skills learned through organized training on the job and not on such factors as length of service and normal turn-over.
- (4) The wages to be paid the eligible veteran for each successive period of training are not less than those customarily paid in the training establishment and in the community to a learner in the same job who is not a veteran.
- (5) The job customarily requires a period of training of not less than three months and not more than two years of full-time training, except that this provision shall not apply to apprentice training.
- (6) The length of the training period is no longer than that customarily required by the training establishment and other training establishments in the community to provide an eligible veteran with the required skills, arrange for the acquiring of job knowledge, technical information, and other facts which the eligible veteran will need to learn in order to become competent on the job for which he is being trained.

(7) Provision is made for related instruction for the individual eligible veteran who may need it.

(8) There is in the training establishment adequate space, equipment, instructional material, and instructor personnel to provide satisfactory training on the job.

(9) Adequate records are kept to show the progress made by each eligible veteran toward his job objective.

(10) Appropriate credit is given the eligible veteran for previous training and job experience, whether in the military service or elsewhere, his beginning wage adjusted to the level to which such credit advances him and his training period shortened accordingly and provision is made for certification by the training establishment that such credit has been granted and the beginning wage adjusted accordingly. No course of training will be considered bona fide if given to an eligible veteran who is already qualified by training and experience for the job objective.

(11) A signed copy of the training agreement for each eligible veteran, including the training program and wage scale as approved by the State approving agency, is provided to the veteran and to the Administrator and the State approving agency by the employer.

(12) Upon completion of the course of training furnished by the training establishment the eligible veteran is given a certificate by the employer indicating the length and type of training provided and that the eligible veteran has completed the course of training on the job satisfactorily.

(13) That the course meets such other criteria as may be established by the State approving agency.

#### INSTITUTIONAL ON-FARM TRAINING

SEC. 252. (a) An eligible veteran shall be entitled to the benefits of this title while enrolled in a course of full-time institutional on-farm training which has been approved by the appropriate State approving agency in accordance with the provisions of this section.

Approval requirements.

(b) The State approving agency may approve a course of institutional on-farm training when it satisfies the following requirements:

(1) The course combines organized group instruction in agricultural and related subjects of at least two hundred hours per year (and of at least eight hours each month) at an educational institution, with supervised work experience on a farm or other agricultural establishment.

(2) The eligible veteran will perform a part of such course on a farm or other agricultural establishment under his control.

(3) The course is developed with due consideration to the size and character of the farm or other agricultural establishment on which the eligible veteran will receive his supervised work experience and to the need of such eligible veteran, in the type of farming for which he is training, for proficiency in planning, producing, marketing, farm mechanics, conservation of resources, food conservation, farm financing, farming management, and the keeping of farm and home accounts.

(4) The eligible veteran will receive not less than one hundred hours of individual instruction per year, not less than fifty hours of which shall be on such farm or other agricultural establishment (with at least two visits by the instructor to such farm each month). Such individual instruction shall be given by the instructor responsible for the veteran's institutional instruction and shall include instruction and home-study assignments in the

preparation of budgets, inventories, and statements showing the production, use on the farm, and sale of crops, livestock, and livestock products.

(5) The eligible veteran will be assured of control of such farm or other agricultural establishment (whether by ownership, lease, management agreement, or other tenure arrangement) until the completion of his course.

(6) Such farm or other agricultural establishment shall be of a size and character which (A) will, together with the group-instruction part of the course, occupy the full time of the eligible veteran, (B) will permit instruction in all aspects of the management of the farm or other agricultural establishment of the type for which the eligible veteran is being trained, and will provide the eligible veteran an opportunity to apply to the operation of his farm or other agricultural establishment the major portion of the farm practices taught in the group instruction part of the course, and (C) will assure him a satisfactory income for a reasonable living under normal conditions at least by the end of his course.

(7) Provision shall be made for certification by the institution and the veteran that the training offered does not repeat or duplicate training previously received by the veteran.

(8) The institutional on-farm training meets such other fair and reasonable standards as may be established by the State approving agency.

#### APPROVAL OF ACCREDITED COURSES

SEC. 253. (a) A State approving agency may approve the courses offered by an educational institution when—

(1) such courses have been accredited and approved by a nationally recognized accrediting agency or association;

(2) credit for such course is approved by the State department of education for credit toward a high school diploma;

(3) such courses are conducted under the Act of February 23, 1917, as amended (39 Stat. 927), or the Vocational Education Act of 1946; or

(4) such courses are accepted by the State department of education for credit for a teacher's certificate or a teacher's degree.

For the purposes of this title the Commissioner shall publish a list of nationally recognized accrediting agencies and associations which he determines to be reliable authority as to the quality of training offered by an educational institution and the State approving agencies may, upon concurrence, utilize the accreditation of such accrediting associations or agencies for approval of the courses specifically accredited and approved by such accrediting association or agency. In making application for approval, the institution shall transmit to the State approving agency copies of its catalog or bulletin.

(b) As a condition to approval under this section, the State approving agency must find that adequate records are kept by the educational institution to show the progress of each eligible veteran. The State approving agency must also find that the educational institution maintains a written record of the previous education and training of the veteran and clearly indicates that appropriate credit has been given by the institution for previous education and training, with the training period shortened proportionately and the veteran and the Administrator so notified.

60 Stat. 775.  
20 USC 151 note.

Publication of  
list.

Records.

## APPROVAL OF NONACCREDITED COURSES

Application.

SEC. 254. (a) No course of education or training (other than a course of institutional on-farm training) which has not been approved by a State approving agency pursuant to section 253, which is offered by a public or private, profit or nonprofit, educational institution shall be approved for the purposes of this title unless the educational institution offering such course submits to the appropriate State approving agency a written application for approval of such course in accordance with the provisions of this title.

Catalog.

(b) Such application shall be accompanied by not less than two copies of the current catalog or bulletin which is certified as true and correct in content and policy by an authorized owner or official and includes the following:

(1) Identifying data, such as volume number and date of publication;

(2) Names of the institution and its governing body, officials and faculty;

(3) A calendar of the institution showing legal holidays, beginning and ending date of each quarter, term, or semester, and other important dates;

(4) Institution policy and regulations on enrollment with respect to enrollment dates and specific entrance requirements for each course;

(5) Institution policy and regulations relative to leave, absences, class cuts, make-up work, tardiness and interruptions for unsatisfactory attendance;

(6) Institution policy and regulations relative to standards of progress required of the student by the institution (this policy will define the grading system of the institution, the minimum grades considered satisfactory, conditions for interruption for unsatisfactory grades or progress and a description of the probationary period, if any, allowed by the institution, and conditions of reentrance for those students dismissed for unsatisfactory progress. A statement will be made regarding progress records kept by the institution and furnished the student);

(7) Institution policy and regulations relating to student conduct and conditions for dismissal for unsatisfactory conduct;

(8) Detailed schedule of fees, charges for tuition, books, supplies, tools, student activities, laboratory fees, service charges, rentals, deposits, and all other charges;

(9) Policy and regulations of the institution relative to the refund of the unused portion of tuition, fees, and other charges in the event the student does not enter the course or withdraws or is discontinued therefrom;

(10) A description of the available space, facilities, and equipment;

(11) A course outline for each course for which approval is requested, showing subjects or units in the course, type of work or skill to be learned, and approximate time and clock hours to be spent on each subject or unit; and

(12) Policy and regulations of the institution relative to granting credit for previous educational training.

Criteria.

(c) The appropriate State approving agency may approve the application of such institution when the institution and its non-accredited courses are found upon investigation to have met the following criteria:

(1) The courses, curriculum, and instruction are consistent in quality, content, and length with similar courses in public schools



and other private schools in the State, with recognized accepted standards.

(2) There is in the institution adequate space, equipment, instructional material, and instructor personnel to provide training of good quality.

(3) Educational and experience qualifications of directors, administrators, and instructors are adequate.

(4) The institution maintains a written record of the previous education and training of the veteran and clearly indicates that appropriate credit has been given by the institution for previous education and training, with the training period shortened proportionately and the veteran and the Administrator so notified.

(5) A copy of the course outline, schedule of tuition, fees, and other charges, regulations pertaining to absences, grading policy, and rules of operation and conduct will be furnished the veteran upon enrollment.

(6) Upon completion of training, the veteran is given a certificate by the institution indicating the approved course and indicating that training was satisfactorily completed.

(7) Adequate records as prescribed by the State approving agency are kept to show attendance and progress or grades, and satisfactory standards relating to attendance, progress, and conduct are enforced.

(8) The institution complies with all local, city, county, municipal, State, and Federal regulations, such as fire codes, building and sanitation codes. The State approving agency may require such evidence of compliance as is deemed necessary.

(9) The institution is financially sound and capable of fulfilling its commitments for training.

(10) The institution does not utilize advertising of any type which is erroneous or misleading, either by actual statement, omission, or intimation. The institution shall not be deemed to have met this requirement until the State approving agency (1) has ascertained from the Federal Trade Commission whether the Commission has issued an order to the institution to cease and desist from any act or practice, and (2) has, if such an order has been issued, given due weight to that fact.

(11) The institution does not exceed its enrollment limitations as established by the State approving agency.

(12) The institution's administrators, directors, owners, and instructors are of good reputation and character.

(13) The institution has and maintains a policy for the refund of the unused portion of tuition, fees, and other charges in the event the veteran fails to enter the course or withdraws or is discontinued therefrom at any time prior to completion and such policy must provide that the amount charged to the veteran for tuition, fees, and other charges for a portion of the course shall not exceed the approximate pro rata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the course bears to its total length.

(14) Such additional criteria as may be deemed necessary by the State approving agency.

#### NOTICE OF APPROVAL OF COURSES

SEC. 255. The State approving agency, upon determining that an educational institution has complied with all the requirements of this title, will issue a letter to such institution setting forth the courses which have been approved for the purposes of this title, and will fur-

nish an official copy of such letter and any subsequent amendments to the Administrator. The letter of approval shall be accompanied by a copy of the catalog or bulletin of the institution, as approved by the State approving agency, and shall contain the following information:

- (1) date of letter and effective date of approval of courses;
- (2) proper address and name of each educational institution or training establishment;
- (3) authority for approval and conditions of approval, referring specifically to the approved catalog or bulletin published by the educational institution;
- (4) name of each course approved;
- (5) where applicable, enrollment limitations such as maximum numbers authorized and student-teacher ratio;
- (6) signature of responsible official of State approving agency;
- and
- (7) such other fair and reasonable provisions as are considered necessary by the appropriate State approving agency.

#### DISAPPROVAL OF COURSES AND DISCONTINUANCE OF ALLOWANCES

Notification.

SEC. 256. (a) Any course approved for the purposes of this title which fails to meet any of the requirements of this title shall be immediately disapproved by the appropriate State approving agency. An educational institution or training establishment which has its courses disapproved by a State approving agency will be notified of such disapproval by a registered letter of notification and a return receipt secured.

(b) The Administrator may discontinue the education and training allowance of any eligible veteran if he finds that the course of education or training in which such veteran is enrolled fails to meet any of the requirements of this title or if he finds that the educational institution or training establishment offering such course has violated any provision of this title or fails to meet any of its requirements.

(c) Each State approving agency shall notify the Administrator of each course which it has disapproved under this section. The Administrator shall notify the State approving agency of his disapproval of any educational institution or training establishment under part VII of Veterans Regulation Numbered 1 (a), as amended.

<sup>38</sup> USC note foll. ch. 12.

### PART VII—MISCELLANEOUS PROVISIONS

#### AUTHORITY AND DUTIES OF ADMINISTRATOR

<sup>38</sup> USC 11a-2.

<sup>42</sup> Stat. 20.

<sup>64</sup> Stat. 832.

<sup>31</sup> USC 1, 2 note.

SEC. 261. (a) The Administrator is authorized to prescribe, promulgate, and publish such rules and regulations as are consistent with the provisions of this title and necessary to carry out its purposes. Notwithstanding the provisions of section 11 of the Act of October 17, 1940, as amended (54 Stat. 1193), payments under this title shall be subject to audit and review by the General Accounting Office as provided by the Budget and Accounting Act of 1921, as amended, and the Budget and Accounting Procedures Act of 1950.

(b) The Administrator is authorized to accept uncompensated services and to enter into contracts or agreements with private or public agencies, or persons, for necessary services, incident to the administration of this title, including personal services, as he may deem practicable.

Guidance.

(c) The Administrator may arrange for educational and vocational guidance to persons eligible for education and training under this title and, if the Administrator requires such educational and voca-

tional guidance, he is authorized, in his discretion, to defray, or reimburse the veteran for his traveling expenses to and from the place of advisement. At such intervals as he deems necessary, he shall make available information respecting the need for general education and for trained personnel in the various crafts, trades, and professions: *Provided*, That facilities of other Federal agencies collecting such information shall be utilized to the extent he deems practicable.

#### ADVISORY COMMITTEE

SEC. 262. The Administrator shall form an advisory committee which shall be composed of persons who are eminent in their respective fields of education, labor, and management, and of representatives of the various types of institutions and establishments furnishing education and training to veterans enrolled under this title. The Commissioner and the Director, Bureau of Apprenticeship, Department of Labor shall be ex-officio members of the advisory committee. The Administrator shall advise and consult with the committee from time to time with respect to the administration of this title and the committee may make such reports and recommendations as it deems desirable to the Administrator and to the Congress.

#### CONTROL BY AGENCIES OF UNITED STATES

SEC. 263. No department, agency, or officer of the United States, in carrying out this title, shall exercise any supervision or control, whatsoever, over any State approving agency, State educational agency, or State apprenticeship agency, or any educational institution or training establishment: *Provided*, That nothing in this section shall be deemed to prevent any department, agency, or officer of the United States from exercising any supervision or control which such department, agency, or officer is authorized, by existing provisions of law, to exercise over any Federal educational institution or training establishment, or to prevent the furnishing of education or training under this title in any institution or establishment over which supervision or control is exercised by such other department, agency, or officer under authority of existing provisions of law.

#### CONFLICTING INTERESTS

SEC. 264. (a) Every officer or employee of the Veterans' Administration, or of the Office of Education, who has, while such an officer or employee, owned any interest in, or received any wages, salary, dividends, profits, gratuities, or services from, any educational institution operated for profit in which an eligible veteran was pursuing a course of education or training under this title shall be immediately dismissed from his office or employment.

(b) If the Administrator finds that any person who is an officer or employee of a State approving agency has, while he was such an officer or employee, owned any interest in, or received any wages, salary, dividends, profits, gratuities, or services from, an educational institution operated for profit in which an eligible veteran was pursuing a course of education or training under this title, he shall discontinue making payments under section 245 to such State approving agency unless such agency shall, without delay, take such steps as may be necessary to terminate the employment of such person and such payments shall not be resumed while such person is an officer or employee of the State approving agency, or State Department of Veterans Affairs or State Department of Education.

(c) A State approving agency shall not approve any course offered by an educational institution operated for profit and, if any such course has been approved, shall disapprove each such course, if it finds that any officer or employee of the Veterans' Administration, the Office of Education, or the State approving agency owns an interest in, or receives any wages, salary, dividends, profits, gratuities, or services from, such institution.

(d) The Administrator may, after reasonable notice and public hearings, waive in writing the application of this section in the case of any officer or employee of the Veterans' Administration, of the Office of Education, or of a State approving agency, if he finds that no detriment will result to the United States or to eligible veterans by reason of such interest or connection of such officer or employee.

#### REPORTS BY INSTITUTIONS

SEC. 265. (a) Educational institutions and training establishments shall, without delay, report to the Administrator in the form prescribed by him, the enrollment, interruption, and termination of the education or training of each eligible veteran enrolled therein under this title.

(b) The Administrator shall pay to each educational institution which is required to submit reports and certifications to the Administrator under this title, an allowance at the rate of \$1.50 per month for each eligible veteran enrolled in and attending such institution under the provisions of this title to assist the educational institution in defraying the expense of preparing and submitting such reports and certifications. Such allowances shall be paid in such manner and at such times as may be prescribed by the Administrator, except that in the event any institution fails to submit reports or certifications to the Administrator as required by this title, no allowance shall be paid to such institution for the month or months during which such reports or certifications were not submitted as required by the Administrator.

#### OVERPAYMENTS TO VETERANS

SEC. 266. In any case where it is found by the Administrator that an overpayment has been made to a veteran as the result of (1) the willful or negligent failure of the educational institution or training establishment to report, as required by this title and applicable regulations, to the Veterans' Administration excessive absences from a course, or discontinuance or interruption of a course by the veteran or (2) false certification by the educational institution or training establishment, the amount of such overpayment shall constitute a liability of such institution or establishment, and may be recovered in the same manner as any other debt due the United States: *Provided*, That any amount so collected shall be reimbursed if the overpayment is recovered from the veteran. This provision shall not preclude the imposition of any civil or criminal action under this or any other statute.

#### EXAMINATION OF RECORDS

SEC. 267. The records and accounts of educational institutions and training establishments pertaining to eligible veterans who received education or training under this title shall be available for examination by duly authorized representatives of the Government.

## FALSE OR MISLEADING STATEMENTS

Sec. 268. The Administrator shall not make any payments under this title to any person found by him to have willfully submitted any false or misleading claims. In each case where the Administrator finds that an educational institution or training establishment has willfully submitted a false or misleading claim, or where a veteran, with the complicity of an educational institution or training establishment, has submitted such a claim, he shall make a complete report of the facts of the case to the appropriate State approving agency and where deemed advisable to the Attorney General of the United States for appropriate action.

## CRIMINAL PENALTIES

SEC. 269. Whoever knowingly and willfully—

(1) makes or presents any false, fictitious, or fraudulent affidavit, declaration, certificate, voucher, endorsement, or paper or writing purporting to be such, concerning any claim for payment under this title, or pertaining to any matter arising under this title,

(2) makes or presents any paper required under this title on which paper a date other than the date upon which it was actually signed or acknowledged by the claimant has been willfully inserted,

(3) certifies falsely that the declarant, affiant, or witness named in such affidavit, declaration, voucher, endorsement, or other paper or writing personally appeared before him and was sworn thereto, or acknowledged the execution thereof, or

(4) accepts and converts to his own use payments for any period during which he was not actually pursuing a course of education or training under this title for which period payment was made,

shall be fined not more than \$5,000 or imprisoned not more than three years, or both.

## APPLICATION OF OTHER LAWS

Sec. 270. The provisions of Public Law Numbered 262, Seventy-fourth Congress, approved August 12, 1935 (49 Stat. 607), as amended, the provisions of section 15 of Public Law Numbered 2, Seventy-third Congress, as amended, the provisions of section 12 of Public Law Numbered 144, Seventy-eighth Congress, approved July 13, 1943 (57 Stat. 557), as amended, and the provisions of titles II and III of Public Law Numbered 844, Seventy-fourth Congress, approved June 29, 1936, as amended, shall be for application under this title.

38 USC 450,  
454a, 556 and  
note.  
48 Stat. 11,  
38 USC 715.

38 USC note foll.  
ch. 12.

49 Stat. 2031,  
38 USC 101-104,  
131-133, 619 note.

## WAIVER OF RECOVERY OF OVERPAYMENTS

Sec. 271. There shall be no recovery of payments of education and training allowance made under this title from any person who, in the judgment of the Administrator, is without fault on his part and where, in the judgment of the Administrator, such recovery would defeat the purpose of benefits otherwise authorized or would be against equity and good conscience. No disbursing officer or certifying officer shall be held liable for any amount paid to any person where the recovery of such amount is waived under this section.



APPENDIX D  
VETERANS' READJUSTMENT BENEFIT ACT OF 1966  
(EDUCATION COMPONENT)

## Public Law 89-358

## AN ACT

March 3, 1966  
[S. 9]

To provide readjustment assistance to veterans who serve in the Armed Forces during the induction period.

Veterans' Re-  
adjustment Bene-  
fits Act of 1966.

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

## SHORT TITLE

SECTION 1. This Act may be cited as the "Veterans' Readjustment Benefits Act of 1966".

## EDUCATIONAL BENEFITS

72 Stat. 1170.  
38 USC 1501  
of seq.

SEC. 2. Part III of title 38, United States Code, is amended by inserting immediately after chapter 31 thereof the following new chapter:

## "CHAPTER 34—VETERANS' EDUCATIONAL ASSISTANCE

## "SUBCHAPTER I—PURPOSE—DEFINITIONS

"Sec.  
"1651. Purpose.  
"1652. Definitions.

## "SUBCHAPTER II—ELIGIBILITY AND ENTITLEMENT

"1661. Eligibility; entitlement; duration.  
"1662. Time limitations for completing a program of education.  
"1663. Educational and vocational counseling.

## "SUBCHAPTER III—ENROLLMENT

"1670. Selection of program.  
"1671. Applications; approval.  
"1672. Change of program.  
"1673. Disapproval of enrollment in certain courses.  
"1674. Discontinuance for unsatisfactory conduct or progress.  
"1675. Period of operation for approval.  
"1676. Education outside the United States.

## "SUBCHAPTER IV—PAYMENTS TO ELIGIBLE VETERANS

"1681. Educational assistance allowance.  
"1682. Computation of educational assistance allowances.  
"1683. Measurement of courses.  
"1684. Overcharges by educational institutions.  
"1685. Approval of courses.  
"1686. Discontinuance of allowances.

## "Subchapter I—Purpose—Definitions

## "§ 1651. Purpose

"The Congress of the United States hereby declares that the education program created by this chapter is for the purpose of (1) enhancing and making more attractive service in the Armed Forces of the United States, (2) extending the benefits of a higher education to qualified and deserving young persons who might not otherwise be able to afford such an education, (3) providing vocational readjustment and restoring lost educational opportunities to those service men and women whose careers have been interrupted or impeded by



reason of active duty after January 31, 1955, and (4) aiding such persons in attaining the vocational and educational status which they might normally have aspired to and obtained had they not served their country.

**“§ 1652. Definitions**

“For the purposes of this chapter—

“(a) (1) The term ‘eligible veteran’ means any veteran who (A) served on active duty for a period of more than 180 days any part of which occurred after January 31, 1955, and who was discharged or released therefrom under conditions other than dishonorable or (B) was discharged or released from active duty after such date for a service-connected disability.

“(2) The requirement of discharge or release, prescribed in paragraph (1)(A), shall be waived in the case of any individual who served at least two years in an active-duty status for so long as he continues on active duty without a break therein.

“(3) For purposes of paragraph (1)(A) and section 1661(a), the term ‘active duty’ does not include any period during which an individual (A) was assigned full time by the Armed Forces to a civilian institution for a course of education which was substantially the same as established courses offered to civilians, (B) served as a cadet or midshipman at one of the service academies, or (C) served under the provisions of section 511(d) of title 10 pursuant to an enlistment in the Army National Guard or the Air National Guard or as a Reserve for service in the Army Reserve, Naval Reserve, Air Force Reserve, Marine Corps Reserve, or Coast Guard Reserve.

“(b) The term ‘program of education’ means any curriculum or any combination of unit courses or subjects pursued at an educational institution which is generally accepted as necessary to fulfill requirements for the attainment of a predetermined and identified educational, professional, or vocational objective.

“(c) The term ‘educational institution’ means any public or private secondary school, vocational school, correspondence school, business school, junior college, teachers’ college, college, normal school, professional school, university, or scientific or technical institution, or any other institution if it furnishes education at the secondary school level or above.

“(d) The term ‘dependent’ means—

“(1) a child of an eligible veteran;

“(2) a dependent parent of an eligible veteran; and

“(3) the wife of an eligible veteran.

**“Subchapter II—Eligibility and Entitlement**

**“§ 1661. Eligibility; entitlement; duration**

**“Entitlement**

“(a) Except as provided in subsection (b), each eligible veteran shall be entitled to educational assistance under this chapter for a period of one month (or to the equivalent thereof in part-time educational assistance) for each month or fraction thereof of his service on active duty after January 31, 1955.



“Savings Clause

“(c) In the case of any eligible veteran who was discharged or released from active duty before the date for which an educational assistance allowance is first payable under this chapter, the 8-year delimiting period shall run from such date, if it is later than the date which otherwise would be applicable.”

“§ 1663. Educational and vocational counseling

“The Administrator may arrange for educational and vocational counseling for veterans eligible for educational assistance under this chapter. At such intervals as he deems necessary, he shall make available information respecting the need for general education and for trained personnel in the various crafts, trades, and professions. Facilities of other Federal agencies collecting such information shall be utilized to the extent he deems practicable.

“Subchapter III—Enrollment

“§ 1670. Selection of program

“Subject to the provisions of this chapter, each eligible veteran may select a program of education to assist him in attaining an educational, professional, or vocational objective at any educational institution (approved in accordance with chapter 36 of this title) selected by him, which will accept and retain him as a student or trainee in any field or branch of knowledge which such institution finds him qualified to undertake or pursue.

Post. p. 20.

“§ 1671. Applications; approval

“Any eligible veteran who desires to initiate a program of education under this chapter shall submit an application to the Administrator which shall be in such form, and contain such information, as the Administrator shall prescribe. The Administrator shall approve such application unless he finds that such veteran is not eligible for or entitled to the educational assistance applied for, or that his program of education fails to meet any of the requirements of this chapter, or that he is already qualified. The Administrator shall notify the eligible veteran of the approval or disapproval of his application.

“§ 1672. Change of program

“(a) Except as provided in subsection (b), each eligible veteran (except an eligible veteran whose program has been interrupted or discontinued due to his own misconduct, his own neglect, or his own lack of application) may make not more than one change of program of education.

“(b) The Administrator may approve one additional change (or an initial change in the case of a veteran not eligible to make a change under subsection (a)) in program if he finds that—

“(1) the program of education which the eligible veteran proposes to pursue is suitable to his aptitudes, interests, and abilities; and

“(2) in any instance where the eligible veteran has interrupted, or failed to progress in, his program due to his own misconduct, his own neglect, or his own lack of application, there exists a reasonable likelihood with respect to the program which the eligible veteran proposes to pursue that there will not be a recurrence of such an interruption or failure to progress.

“(c) As used in this section the term ‘change of program of education’ shall not be deemed to include a change from the pursuit of one program to pursuit of another where the first program is prerequisite to, or generally required for, entrance into pursuit of the second.

**“§ 1673. Disapproval of enrollment in certain courses**

“(a) The Administrator shall not approve the enrollment of an eligible veteran in any type of course which the Administrator finds to be avocational or recreational in character unless the eligible veteran submits justification showing that the course will be of bona fide use in the pursuit of his present or contemplated business or occupation.

“(b) The Administrator shall not approve the enrollment of an eligible veteran in any course of flight training other than one given by an educational institution of higher learning for credit toward a standard college degree the eligible veteran is seeking.

“(c) The Administrator shall not approve the enrollment of an eligible veteran in any course of apprentice or other training on the job, any course of institutional on-farm training, or any course to be pursued by open circuit television (except as herein provided) or radio. The Administrator may approve the enrollment of an eligible veteran in a course, to be pursued in residence, leading to a standard college degree which includes, as an integral part thereof, subjects offered through the medium of open circuit television, if the major portion of the course requires conventional classroom or laboratory attendance.

“(d) The Administrator shall not approve the enrollment of any eligible veteran, not already enrolled, in any nonaccredited course below the college level offered by a proprietary profit or proprietary nonprofit educational institution for any period during which the Administrator finds that more than 85 per centum of the students enrolled in the course are having all or part of their tuition, fees, or other charges paid to or for them by the educational institution or the Veterans’ Administration under this chapter or chapter 31 or 35 of this title.

**“§ 1674. Discontinuance for unsatisfactory conduct or progress**

“The Administrator shall discontinue the educational assistance allowance of an eligible veteran if, at any time, the Administrator finds that according to the regularly prescribed standards and practices of the educational institution, his conduct or progress is unsatisfactory. The Administrator may renew the payment of the educational assistance allowance only if he finds that—

“(1) the cause of the unsatisfactory conduct or progress of the eligible veteran has been removed; and

“(2) the program which the eligible veteran now proposes to pursue (whether the same or revised) is suitable to his aptitudes, interests, and abilities.

**“§ 1675. Period of operation for approval**

“(a) The Administrator shall not approve the enrollment of an eligible veteran in any course offered by an educational institution when such course has been in operation for less than two years.

“(b) Subsection (a) shall not apply to—

“(1) any course to be pursued in a public or other tax-supported educational institution;

“(2) any course which is offered by an educational institution which has been in operation for more than two years, if such course is similar in character to the instruction previously given by such institution;

“(3) any course which has been offered by an institution for a period of more than two years, notwithstanding the institution has moved to another location within the same general locality; or

“(4) any course which is offered by a nonprofit educational institution of college level and which is recognized for credit toward a standard college degree.

“§ 1676. Education outside the United States

“An eligible veteran may not pursue a program of education at an educational institution which is not located in a State, unless such program is pursued at an approved educational institution of higher learning. The Administrator in his discretion may deny or discontinue the educational assistance under this chapter of any veteran in a foreign educational institution if he finds that such enrollment is not for the best interest of the veteran or the Government.

“Subchapter IV—Payments to Eligible Veterans

“§ 1681. Educational assistance allowance

“(a) The Administrator shall pay to each eligible veteran who is pursuing a program of education under this chapter an educational assistance allowance to meet, in part, the expenses of his subsistence, tuition, fees, supplies, books, equipment, and other educational costs.

“(b) The educational assistance allowance of an eligible veteran shall be paid, as provided in section 1682 of this title, only for the period of his enrollment as approved by the Administrator, but no allowance shall be paid—

“(1) to any veteran enrolled in a course which leads to a standard college degree for any period when such veteran is not pursuing his course in accordance with the regularly established policies and regulations of the educational institution and the requirements of this chapter, or of chapter 36;

“(2) to any veteran enrolled in a course which does not lead to a standard college degree for any day of absence in excess of thirty days in a twelve-month period, not counting as absences weekends or legal holidays established by Federal or State law during which the institution is not regularly in session; or

“(3) to any veteran pursuing his program exclusively by correspondence for any period during which no lessons were serviced by the institution.

“(c) The Administrator may, pursuant to such regulations as he may prescribe, determine enrollment in, pursuit of, and attendance at, any program of education or course by an eligible veteran for any period for which he receives an educational assistance allowance under this chapter for pursuing such program or course.

“(d) No educational assistance allowance shall be paid to an eligible veteran enrolled in a course in an educational institution which does not lead to a standard college degree for any period until the Administrator shall have received—

“(1) from the eligible veteran a certification as to his actual attendance during such period or where the program is pursued by correspondence a certificate as to the number of lessons actually completed by the veteran and serviced by the institution; and

“(2) from the educational institution, a certification, or an endorsement on the veteran's certificate, that such veteran was enrolled in and pursuing a course of education during such period

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and, in the case of an institution furnishing education to a veteran exclusively by correspondence, a certificate, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution.

“(e) Educational assistance allowances shall be paid as soon as practicable after the Administrator is assured of the veteran's enrollment in and pursuit of the program of education for the period for which such allowance is to be paid.

**“§ 1682. Computation of educational assistance allowances**

“(a) (1) Except as provided in subsection (b) or (c) (1), while pursuing a program of education under this chapter of half-time or more, each eligible veteran shall be paid the monthly educational assistance allowance set forth in column II, III, or IV (whichever is applicable as determined by the veteran's dependency status) opposite the applicable type of program as shown in column I:

“Column I	Column II	Column III	Column IV
Type of program	No dependents	One dependent	Two or more dependents
<b>Institutional:</b>			
Full time.....	\$100	\$125	\$150
Three quarter time.....	75	95	115
Half time.....	50	65	75
<b>Cooperative.....</b>	<b>80</b>	<b>100</b>	<b>120</b>

“(2) A ‘cooperative’ program means a full-time program of education which consists of institutional courses and alternate phases of training in a business or industrial establishment with the training in the business or industrial establishment being strictly supplemental to the institutional portion.

“(b) The educational assistance allowance of an individual pursuing a program of education—

    “(1) while on active duty, or

    “(2) on less than a half-time basis,

shall be computed at the rate of (A) the established charges for tuition and fees which the institution requires similarly circumstanced non-veterans enrolled in the same program to pay, or (B) \$100 per month for a full-time course, whichever is the lesser.

“(c) (1) The educational assistance allowance of an eligible veteran pursuing a program of education exclusively by correspondence shall be computed on the basis of the established charge which the institution requires nonveterans to pay for the course or courses pursued by the eligible veteran. Such allowance shall be paid quarterly on a pro rata basis for the lessons completed by the veteran and serviced by the institution, as certified by the institution.

“(2) In the case of any eligible veteran who is pursuing any program of education exclusively by correspondence, one-fourth of the elapsed time in following such program of education shall be charged against the veteran's period of entitlement.

**“§ 1683. Measurement of courses**

“(a) For the purposes of this chapter—

    “(1) an institutional trade or technical course offered on a clock-hour basis below the college level involving shop practice as an integral part thereof, shall be considered a full-time course

when a minimum of thirty hours per week of attendance is required with no more than two and one-half hours of rest periods per week allowed;

"(2) an institutional course offered on a clock-hour basis below the college level in which theoretical or classroom instruction predominates shall be considered a full-time course when a minimum of twenty-five hours per week net of instruction (which may include customary intervals not to exceed ten minutes between hours of instruction) is required; and

"(3) an institutional undergraduate course offered by a college or university on a quarter- or semester-hour basis for which credit is granted toward a standard college degree shall be considered a full-time course when a minimum of fourteen semester hours or its equivalent is required.

"(b) The Administrator shall define part-time training in the case of the types of courses referred to in subsection (a), and shall define full-time and part-time training in the case of all other types of courses pursued under this chapter.

**"§ 1684. Overcharges by educational institutions**

"(a) If the Administrator finds that an educational institution has charged or received from any eligible veteran pursuing a program of education under this chapter any amount for any course in excess of the charges for tuition and fees which such institution requires similarly circumstanced nonveteran students, who are enrolled in the same course to pay, he may disapprove such educational institution for the enrollment of any eligible veteran not already enrolled therein under this chapter and any eligible veteran or person not already enrolled therein under chapter 31 or 35 of this title.

"(b) Any educational institution which has been disapproved under section 1734 of this title shall be deemed to be disapproved for the enrollment under this chapter of any eligible veteran not already enrolled therein.

**"§ 1685. Approval of courses**

"An eligible veteran shall receive the benefits of this chapter while enrolled in a course of education offered by an educational institution only if such course is approved in accordance with the provisions of subchapter I of chapter 36 of this title.

*Post. p. 20.*

**"§ 1686. Discontinuance of allowances**

"The Administrator may discontinue the educational assistance allowance of any eligible veteran if he finds that the program of education or any course in which the eligible veteran is enrolled fails to meet any of the requirements of this chapter or chapter 36, or if he finds that the educational institution offering such program or course has violated any provision of this chapter or chapter 36, or fails to meet any of their requirements."

*72 Stat. 1192.*

SEC. 3. (a) Chapter 35 of title 38 of the United States Code is amended by—

(1) amending section 1761 thereof to read as follows:

**"§ 1761. Authority and duties of Administrator**

"(a) The Administrator may provide the educational and vocational counseling required under section 1720 of this title, and may provide or require additional counseling if he deems it to be necessary to accomplish the purposes of this chapter.

“(b) Where any provision of this chapter authorizes or requires any function, power, or duty to be exercised by a State, or by any officer or agency thereof, such function, power, or duty shall, with respect to the Republic of the Philippines, be exercised by the Administrator.”;

(2) deleting in section 1762, “(a)” and subsection (b) in its entirety;

(3) deleting sections 1726, 1763, 1764, 1765, 1766, 1767, and 1768;

(4) deleting the following heading, immediately preceding section 1771, “Subchapter VII—State Approving Agencies”, and substituting therefor:

77 Stat. 158.  
Post. p. 861.

### “CHAPTER 36.—ADMINISTRATION OF EDUCATIONAL BENEFITS

#### “SUBCHAPTER I—STATE APPROVING AGENCIES

“Sec.

“1770. Scope of approval.

“1771. Designation.

“1772. Approval of courses.

“1773. Cooperation.

“1774. Reimbursement of expenses.

“1775. Approval of accredited courses.

“1776. Approval of nonaccredited courses.

“1777. Notice of approval of courses.

“1778. Disapproval of courses.

#### “SUBCHAPTER II—MISCELLANEOUS PROVISIONS

“1781. Nonduplication of benefits.

“1782. Control by agencies of the United States.

“1783. Conflicting interests.

“1784. Reports by institutions.

“1785. Overpayments to eligible persons or veterans.

“1786. Examination of records.

“1787. False or misleading statements.

“1788. Advisory committee.

“1789. Institutions listed by Attorney General.

“1790. Use of other Federal agencies.

#### “Subchapter I—State Approving Agencies”;

(5) inserting a new section 1770 to read as follows:

#### “§ 1770. Scope of approval

Ante. p. 12.

“(a) A course approved under and for the purposes of this chapter shall be deemed approved for the purposes of chapters 34 and 35 of this title.

Ante. p. 19.

“(b) Any course approved under chapter 33 of this title, prior to February 1, 1965, under subchapter VII of chapter 35 of this title, prior to the date of enactment of this chapter, and not disapproved under section 1686, section 1656 (as in effect prior to February 1, 1965), or section 1778 of this title, shall be deemed approved for the purposes of this chapter.”;

(6) striking out in section 1771(a), “this chapter after the date for the expiration of all education and training provided in chapter 33 of this title. Such agency may be the agency designated or created in accordance with section 1641 of this title”, and substituting therefor “chapters 34 and 35 of this title”;

(7) striking out in the first sentence of section 1772(a) the phrase “under subchapter V of this chapter” and inserting in lieu thereof “under subchapter V of chapter 35 of this title”; and



APPENDIX E  
VETERANS' EDUCATIONAL ASSISTANCE ACT OF 1984  
(education component)

**DELAY OF EFFECTIVE DATE FOR FEE FOR VETERINARY SERVICES**

**SEC. 656.** Section 1033 of the Department of Defense Authorization Act, 1984 (Public Law 98-94; 97 Stat. 672), is amended by striking out "October 1, 1984" and inserting in lieu thereof "October 1, 1985". 10 USC 133 note.

**TITLE VII—EDUCATIONAL ASSISTANCE PROGRAMS**

**SHORT TITLE**

**SEC. 701.** This title may be cited as the "Veterans' Educational Assistance Act of 1984".

Veterans'  
Educational  
Assistance Act of  
1984.  
38 USC 101 note.

**NEW EDUCATIONAL ASSISTANCE PROGRAM**

**SEC. 702.** (a)(1) Title 38, United States Code, is amended by inserting before chapter 31 the following new chapter:

**"CHAPTER 30—ALL-VOLUNTEER FORCE EDUCATIONAL ASSISTANCE PROGRAM**

**"SUBCHAPTER I—PURPOSES; DEFINITIONS**

"Sec.  
"1401. Purposes.  
"1402. Definitions.

**"SUBCHAPTER II—BASIC EDUCATIONAL ASSISTANCE**

"1411. Basic educational assistance entitlement for service on active duty.  
"1412. Basic educational assistance entitlement for service in the Selected Reserve.  
"1413. Duration of basic educational assistance.  
"1414. Payment of basic educational assistance.  
"1415. Amount of basic educational assistance.  
"1416. Inservice enrollment in a program of education.

**"SUBCHAPTER III—SUPPLEMENTAL EDUCATIONAL ASSISTANCE**

"1421. Supplemental educational assistance for additional service.  
"1422. Amount of supplemental educational assistance.  
"1423. Payment of supplemental educational assistance under this chapter.

**"SUBCHAPTER IV—TIME LIMITATION FOR USE OF ELIGIBILITY AND ENTITLEMENT; GENERAL AND ADMINISTRATIVE PROVISIONS**

"1431. Time limitation for use of eligibility and entitlement.  
"1432. Limitation on educational assistance for certain individuals.  
"1433. Bar to duplication of educational assistance benefits.  
"1434. Program administration.  
"1435. Allocation of administration and of program costs.  
"1436. Reporting requirement.

**"Subchapter I—Purposes; Definitions**

**"§ 1401. Purposes**

38 USC 1401.

"The purposes of this chapter are—

"(1) to provide a new educational assistance program to assist in the readjustment of members of the Armed Forces to civilian life after their separation from military service;

"(2) to promote and assist the All-Volunteer Force program and the Total Force Concept of the Armed Forces by establishing a new program of educational assistance based upon service on active duty or a combination of service on active duty and in the Selected Reserve (including the National Guard) to aid in

the recruitment and retention of highly qualified personnel for both the active and reserve components of the Armed Forces; and

“(3) to give special emphasis to providing educational assistance benefits to aid in the retention of personnel in the Armed Forces.

38 USC 1402.

**“§ 1402. Definitions**

“For the purposes of this chapter—

“(1) The term ‘basic educational assistance’ means educational assistance provided under subchapter II of this chapter.

“(2) The term ‘supplemental educational assistance’ means educational assistance provided under subchapter III of this chapter.

“(3) The term ‘program of education’ has the meaning given such term in section 1652(b) of this title.

38 USC 1652.

“(4) The term ‘Selected Reserve’ means the Selected Reserve of the Ready Reserve of any of the reserve components (including the Army National Guard of the United States and the Air National Guard of the United States) of the Armed Forces, as required to be maintained under section 268(b) of title 10.

10 USC 268.

“(5) The term ‘Secretary’ means the Secretary of Defense with respect to members of the Armed Forces under the jurisdiction of the Secretary of a military department and the Secretary of Transportation with respect to the Coast Guard when it is not operating as a service in the Navy.

“(6) The term ‘active duty’ does not include any period during which an individual (A) was assigned full time by the Armed Forces to a civilian institution for a course of education which was substantially the same as established courses offered to civilians, (B) served as a cadet or midshipman at one of the service academies, or (C) served under the provisions of section 511(d) of title 10 pursuant to an enlistment in the Army National Guard or the Air National Guard, or as a Reserve for service in the Army Reserve, Naval Reserve, Air Force Reserve, Marine Corps Reserve, or Coast Guard Reserve.

10 USC 511.

**“Subchapter II—Basic Educational Assistance**

38 USC 1411.

**“§ 1411. Basic educational assistance entitlement for service on active duty**

“(a) Except as provided in subsection (c) of this section each individual—

“(1) who—

“(A) during the period beginning on July 1, 1985, and ending on June 30, 1988, first becomes a member of the Armed Forces or first enters on active duty as a member of the Armed Forces and—

“(i) who (I) serves at least three years of continuous active duty in the Armed Forces, or (II) in the case of an individual whose initial period of active duty is less than three years, serves at least two years of continuous active duty in the Armed Forces; or

“(ii) who serves in the Armed Forces and is discharged or released from active duty (I) for a service-connected disability or for hardship, or (II) for the convenience of the Government, in the case of an indi-

vidual who completed not less than 20 months of active duty, if the initial obligated period of active duty of the individual was less than three years, or in the case of an individual who completed not less than 30 months of active duty if the initial obligated period of active duty of the individual was at least three years; or

“(B) as of December 31, 1989, is eligible for educational assistance benefits under chapter 34 of this title and without a break in service on active duty since December 31, 1976, and—

38 USC 1651  
et seq.

“(i) after June 30, 1985, serves at least three years of continuous active duty in the Armed Forces; or

“(ii) after June 30, 1985, is discharged or released from active duty (I) for a service-connected disability or for hardship, or (II) for the convenience of the Government, if the individual completed not less than 30 months of active duty after that date;

“(2) who, before completion of the service described in clause (1) of this subsection, has received a secondary school diploma (or an equivalency certificate); and

“(3) who, after completion of the service described in clause (1) of this subsection—

“(A) is discharged from service with an honorable discharge, is placed on the retired list, is transferred to the Fleet Reserve or Fleet Marine Corps Reserve, or is placed on the temporary disability retired list;

“(B) continues on active duty; or

“(C) is released from active duty for further service in a reserve component of the Armed Forces after service on active duty characterized by the Secretary concerned as honorable service;

is entitled to basic educational assistance under this chapter.

“(b) The basic pay of any individual described in subsection (a)(1)(A) of this section who does not make an election under subsection (c)(1) of this section shall be reduced by \$100 for each of the first 12 months that such individual is entitled to such pay. Amounts withheld from basic pay under this subsection shall revert to the Treasury.

“(c)(1) An individual described in subsection (a)(1)(A) of this section may make an election not to receive educational assistance under this chapter. Any such election shall be made at the time the individual initially enters on active duty as a member of the Armed Forces. Any individual who makes such an election is not entitled to educational assistance under this chapter.

“(2) An individual who after December 31, 1976, receives a commission as an officer in the Armed Forces upon graduation from the United States Military Academy, the United States Naval Academy, the United States Air Force Academy, or the Coast Guard Academy or upon completion of a program of educational assistance under section 2107 of title 10 is not eligible for educational assistance under this section.

10 USC 2107.

“§ 1412. Basic educational assistance entitlement for service in the Selected Reserve

38 USC 1412.

“(a) Except as provided in subsection (c) of this section, each individual—

“(1) who—

“(A) during the period beginning on July 1, 1985, and ending on June 30, 1988, first becomes a member of the Armed Forces or first enters on active duty as a member of the Armed Forces and—

“(i) serves at least two years of continuous active duty in the Armed Forces characterized by the Secretary concerned as honorable service; and

“(ii) subject to subsection (b) of this section and after completion of the service on active duty described in subclause (i) of this clause, serves at least four years of continuous duty in the Selected Reserve during which the individual participates satisfactorily in training as required by the Secretary concerned; or

“(B) as of December 31, 1989, is eligible for educational assistance under chapter 34 of this title and without a break in service on active duty since December 31, 1976, and—

“(i) after June 30, 1985, serves at least two years of continuous active duty in the Armed Forces characterized by the Secretary concerned as honorable service; and

“(ii) after June 30, 1985, subject to subsection (b) of this section and after completion of such two years of service, serves at least four continuous years in the Selected Reserve during which the individual participates satisfactorily in training as prescribed by the Secretary concerned;

“(2) who, before completion of the service described in clause (1) of this subsection, has received a secondary school diploma (or an equivalency certificate); and

“(3) who, after completion of the service described in clause (1) of this subsection—

“(A) is discharged from service with an honorable discharge, is placed on the retired list, or is transferred to the Standby Reserve or an element of the Ready Reserve other than the Selected Reserve after service in the Selected Reserve characterized by the Secretary concerned as honorable service; or

“(B) continues on active duty or in the Selected Reserve; is entitled to basic educational assistance under this chapter.

“(b)(1) The requirement of four years of service under clauses (1)(A)(ii) and (1)(B)(ii) of subsection (a) of this section is not applicable to an individual who is discharged or released from service in the Selected Reserve for a service-connected disability, for hardship, or (in the case of an individual discharged or released after three and one-half years of service) for the convenience of the Government.

“(2) Continuity of service of a member in the Selected Reserve for purposes of such clauses shall not be considered to be broken—

“(A) by any period of time (not to exceed a maximum period prescribed by the Secretary concerned by regulation) during which the member is not able to locate a unit of the Selected Reserve of the member's Armed Force that the member is eligible to join or that has a vacancy; or

“(B) by any other period of time (not to exceed a maximum period prescribed by the Secretary concerned by regulation) during which the member is not attached to a unit of the

Selected Reserve that the Secretary concerned, pursuant to regulations, considers to be inappropriate to consider for such purpose.

“(c) The basic pay of any individual described in subsection (a)(1)(A) of this section who does not make an election under subsection (d)(1) of this section shall be reduced by \$100 for each of the first 12 months that such individual is entitled to such pay. Amounts withheld from basic pay under this paragraph shall revert to the Treasury.

“(d)(1) An individual described in subsection (a)(1)(A) of this section may make an election not to receive educational assistance under this chapter. Any such election shall be made at the time the individual initially enters on active duty as a member of the Armed Forces. Any individual who makes such an election is not entitled to educational assistance under this chapter.

“(2) An individual who after December 31, 1976, receives a commission as an officer in the Armed Forces upon graduation from the United States Military Academy, the United States Naval Academy, the United States Air Force Academy, or the Coast Guard Academy or upon completion of a program of educational assistance under section 2107 of title 10 is not eligible for educational assistance under this section.

10 USC 2107.

**“§ 1413. Duration of basic educational assistance**

38 USC 1413.

“(a)(1) Subject to section 1795 of this title and except as provided in paragraph (2) of this subsection, each individual entitled to basic educational assistance under section 1411 of this title is entitled to 36 months of educational assistance benefits under this chapter (or the equivalent thereof in part-time educational assistance).

*Ante*, p. 2554.

“(2) In the case of an individual described in section 1411(a)(1)(A)(ii)(D) of this title who is not also described in section 1411(a)(1)(A)(i) of this title or an individual described in section 1411(a)(1)(B)(ii)(I) of this title who is not also described in section 1411(a)(1)(B)(i) of this title, the individual is entitled to one month of educational assistance benefits under this chapter for each month of active duty served by such individual.

“(b) Subject to section 1795 of this title and subsection (c) of this section, each individual entitled to basic educational assistance under section 1412 of this title is entitled to (1) one month of educational assistance benefits under this chapter for each month of active duty served by such individual, and (2) one month of educational assistance benefits under this chapter for each four months served by such individual in the Selected Reserve (other than any month in which the individual served on active duty).

*Ante*, p. 2555.

“(c) No individual may receive basic educational assistance benefits under this chapter for a period in excess of 36 months (or the equivalent thereof in part-time educational assistance).

**“§ 1414. Payment of basic educational assistance**

38 USC 1414.

“The Administrator shall pay to each individual entitled to basic educational assistance who is pursuing an approved program of education a basic educational assistance allowance to help meet, in part, the expenses of such individual’s subsistence, tuition, fees, supplies, books, equipment, and other educational costs.

**“§ 1415. Amount of basic educational assistance**

38 USC 1415.

“(a) Subject to section 1432 of this title and except as otherwise provided in subsections (b) and (c) of this section, a basic educational assistance allowance under this subchapter shall be paid—

*Post*, p. 2561.

“(1) at the monthly rate of \$300 for an approved program of education pursued on a full-time basis: or

- Regulations. “(2) at an appropriately reduced rate, as determined under regulations which the Administrator shall prescribe, for an approved program of education pursued on less than a full-time basis.
- Ante*, p. 2554. “(b) In the case of an individual entitled to an educational assistance allowance under section 1411 of this title and whose initial obligated period of active duty is two years, a basic educational assistance allowance under this chapter shall be paid—
- Regulations. “(1) at the monthly rate of \$250 for an approved program of education pursued on a full-time basis; or
- Regulations. “(2) at an appropriately reduced rate, as determined under regulations which the Administrator shall prescribe, for an approved program of education pursued on less than a full-time basis.
- Regulations. “(c) In the case of an individual who has a skill or specialty designated by the Secretary concerned as a skill or specialty in which there is a critical shortage of personnel or for which it is difficult to recruit, the Secretary concerned, pursuant to regulations to be prescribed by the Secretary, may increase the rate of the basic educational assistance allowance applicable to such individual to such rate in excess of the rate prescribed under subsections (a) and (b) of this section as the Secretary considers appropriate, but the amount of any such increase may not exceed \$400 per month.
- 38 USC 1651 *et seq.* “(d)(1) Subject to paragraph (2) of this subsection, in the case of an individual who on December 31, 1989, was entitled to educational assistance under chapter 34 of this title, the rate of the basic educational assistance allowance applicable to such individual under this chapter shall be increased by the amount equal to one-half of the educational assistance allowance that would be applicable to such individual under such chapter 34 (as of the time the assistance under this chapter is provided and based on the rates in effect on December 31, 1989) if such chapter were in effect.
- “ (2) The number of months for which the rate of the basic educational assistance allowance applicable to an individual is increased under paragraph (1) of this subsection may not exceed the number of months of entitlement to educational assistance under chapter 34 of this title that the individual had remaining on December 31, 1989.
- 38 USC 1416. “§ 1416. Inservice enrollment in a program of education
- “A member of the Armed Forces who has completed at least two years of service on active duty after June 30, 1985, has continued on active duty or in the Selected Reserve without a break in service (except as described in section 1412(b)(2) of this title), and who but for section 1411(a)(1) or 1412(a)(1) of this title would be eligible for basic educational assistance may receive educational assistance under this chapter for enrollment in an approved program of education while continuing to perform the duty described in section 1411(a)(1) or 1412(a)(1) of this title.
- “Subchapter III—Supplemental Educational Assistance
- 38 USC 1421. “§ 1421. Supplemental educational assistance for additional service
- Regulations. “(a) The Secretary concerned, pursuant to regulations to be prescribed by the Secretary, may provide for the payment of supplemental educational assistance under this subchapter to any individual eligible for basic educational assistance under section 1411 of this title who—
- “ (1) serves five or more consecutive years of active duty in the Armed Forces in addition to the years of active duty counted under section 1411(a)(1) of this title without a break in such service; and

APPENDIX F

PROCLAMATION 6703 OF JUNE 21, 1994

(50<sup>TH</sup> ANNIVERSARY OF THE GI BILL OF RIGHTS)



ing the birth of FHA were formidable, so are the challenges facing our Nation today.

We recognize the importance of a decent home and suitable living environment as a national goal for every American family. The contributions of the FHA toward the attainment of that goal are a crucial step in helping to save countless people from a lonely, often frightening existence. Working together, we can restore hope and dignity to the lives of the many Americans who have no place to call home.

NOW, THEREFORE, I, WILLIAM J. CLINTON, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim the week of June 20 through June 27, 1994, as "National Housing Week," and I call upon the people of the United States and interested groups and organizations to observe this week with appropriate activities and events. Let us renew the commitment made 60 years ago and rededicate our Nation to the unfinished business of housing and community development for all Americans.

IN WITNESS WHEREOF, I have hereunto set my hand this twenty-first day of June, in the year of our Lord nineteen hundred and ninety-four, and of the Independence of the United States of America the two hundred and eighteenth.

WILLIAM J. CLINTON

Proclamation 6703 of June 21, 1994

**50th Anniversary of the GI Bill of Rights**

*By the President of the United States of America  
A Proclamation*

Fifty years ago, on June 22, 1944, President Franklin D. Roosevelt signed into law The Servicemen's Readjustment Act of 1944—"The GI Bill of Rights"—described by many historians as America's greatest single piece of social legislation from that time period. President Roosevelt said that the passage of the GI Bill gave "emphatic notice to the men and women of our Armed Forces that the American people do not intend to let them down."

That promise to meet the needs of a highly trained and motivated military was well kept by the original GI Bill and has been renewed and revised with each succeeding generation of veterans. Today, those guarantees of assistance—from education to home purchase, from job training to medical treatment—are part of every veteran's expectations. They extend beyond active duty service personnel, to include reservists and surviving spouses, as well.

The GI Bill has made life better for all Americans. As it eased the transition of millions of World War II veterans into civilian life, it paved the way for an unparalleled period of U.S. economic growth and development, while reaffirming the vital importance of our Nation's Armed Forces.

GI Bill home loan provisions underwrote the largest housing boom in our country's history. Now, most Americans may reasonably look forward to owning their own homes at some time during their lives.

GI Bill educational benefits spurred nearly 8 million World War II veterans on to higher education. It transformed the Nation's education infrastructure and made college education and technical training realistic options after high school for those who may otherwise not have been able to afford these advantages.

This half-century investment of more than \$65 billion has been repaid to the American taxpayer time and time again. The Nation has been enhanced by the increased earning power and expanded economic activity directly attributable to the GI Bill. It is gratifying to note that our veterans have utilized these benefits to the fullest extent. Their energy, initiative, and ability have allowed them to make the most of this enduring promise. As they gave their best to the Nation while they were in uniform, they also gave us their best as civilians with the help of the GI Bill.

It is to them and to the pioneers who created and crafted the original GI Bill legislation during the dark days of World War II, that we as a Nation owe our heartfelt gratitude this day. This measure opened the door to the American dream of opportunity for advancement to an entire generation of young Americans.

NOW, THEREFORE, I, WILLIAM J. CLINTON, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim June 22, 1994, as "GI Bill of Rights Day" celebrating the 50th anniversary of enactment of the Servicemen's Readjustment Act of 1944 and the subsequent legislation that has extended its promise. I encourage all Americans, as well as civic, veterans, educational, business, and news media organizations, to join me in honoring this true American success story and those veterans and visionaries who made it possible.

IN WITNESS WHEREOF, I have hereunto set my hand this twenty-first day of June, in the year of our Lord nineteen hundred and ninety-four, and of the Independence of the United States of America the two hundred and eighteenth.

WILLIAM J. CLINTON

Proclamation 6704 of June 30, 1994

**To Modify Duty-Free Treatment Under the Generalized System of Preferences and for Other Purposes**

*By the President of the United States of America  
A Proclamation*

1. Pursuant to title V of the Trade Act of 1974, as amended ("1974 Act") (19 U.S.C. 2461 *et seq.*), the President may designate specified articles provided for in the Harmonized Tariff Schedule of the United States ("HTS") as eligible for preferential tariff treatment under the

APPENDIX G

HOUSE RESOLUTION 4334

(VETERANS' HIGHER EDUCATION OPPORTUNITIES ACT OF 2000)

**Veterans' Higher Education Opportunities Act of 2000 (Introduced in the House)**

HR 4334 IH

106th CONGRESS

2d Session

**H. R. 4334**

To amend title 38, United States Code, to provide for the annual determination of the rate of the basic benefit of active duty educational assistance under the Montgomery GI Bill , and for other purposes.

**IN THE HOUSE OF REPRESENTATIVES**

**April 13, 2000**

Mr. SHOWS (for himself, Mr. FILNER, Mr. BALDACCI, and Mr. BISHOP) introduced the following bill ; which was referred to the Committee on Veterans' Affairs, and in addition to the Committee on Armed Services, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

---

**A BILL**

To amend title 38, United States Code, to provide for the annual determination of the rate of the basic benefit of active duty educational assistance under the Montgomery GI Bill , and for other purposes.

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

**SECTION 1. SHORT TITLE.**

This Act may be cited as the `Veterans' Higher Education Opportunities Act of 2000'.

**SEC. 2. ANNUAL DETERMINATION OF BASIC BENEFIT OF ACTIVE DUTY EDUCATIONAL ASSISTANCE UNDER THE MONTGOMERY GI BILL .**

(a) BASIC BENEFIT- Section 3015 of title 38, United States Code, is amended--

(1) in subsection (a)(1), by striking `of \$528 (as increased from time to time under subsection (g))' and inserting `equal to the average monthly costs of tuition and expenses for commuter students at public institutions of higher education that award baccalaureate degrees (as determined under subsection (g))'; and

(2) in subsection (b)(1) by striking `of \$429 (as increased from time to time under subsection (g))' and inserting `equal to 75 percent of the average monthly costs of tuition

<http://thomas.loc.gov/cgi-bin/query/D?c106:2::/temp/~c106jktU4::>

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and expenses for commuter students at public institutions of higher education that award baccalaureate degrees (as determined under subsection (g)).

(b) DETERMINATION OF AVERAGE MONTHLY COSTS- Subsection (g) of that section is amended to read as follows:

(g)(1) Not later than September 30 each year, the Secretary shall determine the average monthly costs of tuition and expenses for commuter students at public institutions of higher education that award baccalaureate degrees for purposes of subsections (a)(1) and (b)(1) for the succeeding fiscal year. The Secretary shall determine such costs utilizing information obtained from the College Board or information provided annually by the College Board in its annual survey of institutions of higher education.

(2) In determining the costs of tuition and expenses under paragraph (1), the Secretary shall take into account the following:

- (A) Tuition and fees.
- (B) The cost of books and supplies.
- (C) The cost of board.
- (D) Transportation costs.
- (E) Other nonfixed educational expenses.

(3) A determination made under paragraph (1) in a year shall take effect on October 1 of that year and apply with respect to basic educational assistance allowances payable under this section for the fiscal year beginning in that year.

(4) Not later than September 30 each year, the Secretary shall publish in the Federal Register the average monthly costs of tuition and expenses as determined under paragraph (1) in that year.

(5) For purposes of this section, the term 'institution of higher education' has the meaning given that term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

(c) STYLISTIC AMENDMENT- Subsection (b) of that section is further amended in the matter preceding paragraph (1) by striking 'as provided in the succeeding subsections of this section' and inserting 'as otherwise provided in this section'.

APPENDIX H

SENATE BILL 2419

(VETERANS' HIGHER EDUCATION OPPORTUNITIES ACT OF 2000)

**Veterans' Higher Education Opportunities Act of 2000 (Introduced in the Senate)**

S 2419 IS

106th CONGRESS

2d Session

**S. 2419**

To amend title 38, United States Code, to provide for the annual determination of the rate of the basic benefit of active duty educational assistance under the Montgomery GI Bill , and for other purposes.

**IN THE SENATE OF THE UNITED STATES**

**April 13, 2000**

Mr. JOHNSON (for himself and Ms. COLLINS) introduced the following bill ; which was read twice and referred to the Committee on Veterans' Affairs

---

**A BILL**

To amend title 38, United States Code, to provide for the annual determination of the rate of the basic benefit of active duty educational assistance under the Montgomery GI Bill , and for other purposes.

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

**SECTION 1. SHORT TITLE.**

This Act may be cited as the `Veterans' Higher Education Opportunities Act of 2000'.

**SEC. 2. ANNUAL DETERMINATION OF BASIC BENEFIT OF ACTIVE DUTY EDUCATIONAL ASSISTANCE UNDER THE MONTGOMERY GI BILL .**

(a) BASIC BENEFIT- Section 3015 of title 38, United States Code, is amended--

(1) in subsection (a)(1), by striking `of \$528 (as increased from time to time under subsection (g))' and inserting `equal to the average monthly costs of tuition and expenses for commuter students at public institutions of higher education that award baccalaureate degrees (as determined under subsection (g))'; and

(2) in subsection (b)(1) by striking `of \$429 (as increased from time to time under subsection (g))' and inserting `equal to 75 percent of the average monthly costs of tuition and expenses for commuter students at public institutions of higher education that award baccalaureate degrees (as determined under subsection (g))'.

<http://thomas.loc.gov/cgi-bin/query/D?c106:3:./temp/~c106jktpU4::>

8/4/00

(b) DETERMINATION OF AVERAGE MONTHLY COSTS- Subsection (g) of that section is amended to read as follows:

(g)(1) Not later than September 30 each year, the Secretary shall determine the average monthly costs of tuition and expenses for commuter students at public institutions of higher education that award baccalaureate degrees for purposes of subsections (a)(1) and (b)(1) for the succeeding fiscal year. The Secretary shall determine such costs utilizing information obtained from the College Board or information provided annually by the College Board in its annual survey of institutions of higher education.

(2) In determining the costs of tuition and expenses under paragraph (1), the Secretary shall take into account the following:

- (A) Tuition and fees.
- (B) The cost of books and supplies.
- (C) The cost of board.
- (D) Transportation costs.
- (E) Other nonfixed educational expenses.

(3) A determination made under paragraph (1) in a year shall take effect on October 1 of that year and apply with respect to basic educational assistance allowances payable under this section for the fiscal year beginning in that year.

(4) Not later than September 30 each year, the Secretary shall publish in the Federal Register the average monthly costs of tuition and expenses as determined under paragraph (1) in that year.

(5) For purposes of this section, the term 'institution of higher education' has the meaning given that term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).'

(c) STYLISTIC AMENDMENT- Subsection (b) of that section is further amended in the matter preceding paragraph (1) by striking 'as provided in the succeeding subsections of this section' and inserting 'as otherwise provided in this section'.

(d) EFFECTIVE DATE- (1) Except as provided in paragraph (2), the amendments made by this section shall take effect on October 1, 2000.

(2) The Secretary of Veterans Affairs shall make the determination required by subsection (g) of section 3015 of title 38, United States Code (as amended by subsection (b) of this section), and such determination shall go into effect, for fiscal year 2001.



APPENDIX I

LETTER TO REPRESENTATIVE BILL SARPALIUS  
(GRANTS FOR VETERANS' EDUCATION AND COUNSELING)

August 25, 1993

Representative Bill Sarpalius  
U.S. Congressman

Subject: Grants for Veterans Education & Counselling

Dear Representative Sarpalius,

Several negative factors have combined to place an unfair burden on veterans as they pursue their goals of higher education. First, in comparison to past G.I. Bills, the Montgomery G.I. Bill is insufficient in enabling veterans to pay the dramatically increased and increasing cost of obtaining a college degree. Secondly, the restrictions placed on Hazelwood payments by the Texas Legislature and the Governor have created financial hardships on veterans and their survivors. Thirdly, as alluded to above, services to all students, including veterans, have been and are being reduced because of funding and budget shortfalls. Further, local Veterans Administration offices are likewise experiencing operating budget cuts. Veterans are thus unable to obtain the critical and much needed services such as adjustment counselling, career counselling, academic counselling, financial aid counselling, etc.

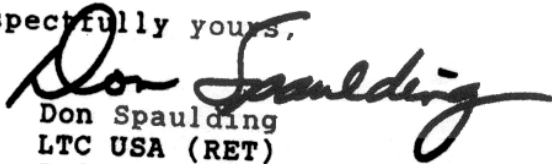
Clearly, there is a need in North Texas for a private non-profit entity, supported by private and public grants, to reinstate the services well deserved by veterans. This helping organization would be staffed by experienced counsellors and/or veterans who have expertise in the areas mentioned above. Essentially, this agency would continue the services and programs eliminated by colleges and universities and the Veterans Administration and, more importantly, add services and programs badly needed by veterans. An added program would include solicitation and disbursement of funds to supplement the woefully inadequate government G.I. Bills.

Congressman, the need is urgent. You well know of future cuts planned by the federal and state governments as well as educational institutions. Surely, our veterans deserve treatment equal to that given to Iraqi defectors and refugees by the U.S. Government. The money spent on this program, awarding these defectors and refugees \$4,000-7,000 for resettlement, should be redirected to assist U.S. veterans in their effort, primarily through higher education, to rejoin and become full participating members of society.

In summary, we the undersigned, respectfully request that you provide us with and assist us in obtaining monies, private or public, to establish and begin a program to assist our veterans

attending U.S. educational institutions. Your suggestions on sources of funds for this endeavor are, in advance, deeply appreciated. Your help in this regard will, eventually, provide very needed, in fact, necessary services to veterans of North Texas. With much enthusiasm, we await your reply on proceeding with this effort to help our veterans.

Respectfully yours,



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