

Training Superior Youths in War Time

By DEAN A. B. ADAMS

EDITOR'S NOTE: This article, by Dean A. B. Adams of the College of Business Administration at the University of Oklahoma, presents a plan formulated by O. U. staff members as a constructive suggestion for meeting a serious war problem.

THE 18-year-old draft law has forced the whole nation to consider seriously the problem of how best to use our young men to win the war and to preserve our democracy and freedom after the war is won. The law was recommended by the administration and passed by both houses of Congress upon the belief that the youths of the teen ages are needed for combat service to win the victory most effectively.

It is argued that they make the best soldiers, and that many of them are needed in order to increase the size of our armed services to the desired strength without drafting essential civilian workers and men with families. The majority of the American people undoubtedly will support both the administration and Congress in this policy, because they believe the reasons for its adoption are essentially sound.

Application and administration of the law, however, involve many serious questions of major national importance and consequences. In applying the law, the three major questions are:

1. What proportion of the physically and mentally fit youths of the teen ages are soon to be drafted into (or volunteer for) the armed services?

2. Will all or nearly all of those inducted into the armed services be placed immediately in the combat (or fighting) divisions of the services?

3. What will be the length of the period of training given these youths before they are sent into actual combat?

The answer to each of these three major questions will depend on the kind of answer given to a number of other important questions upon which each of the three depends.

The proportion of the teen-age youths subject to the draft who will soon be inducted into the armed services will depend largely on 1) the Army's and Navy's relative preference between younger and older men; 2) the relative number of older draftees still available for draft after deferment because of families, dependents, and essential war-work or civilian occupations; 3) the kind and character of deferment from active service given the teen-age youths by the draft authorities, and 4) the rapidity and amount of expansion of the nation's armed services.

The kind and character of deferment

given the youths may in part be answered by provisions which will be placed in the final draft law, but the full answer to this and the other questions raised in this paragraph must be made by the draft, Army and Navy officials with the advice and consent of the president as commander-in-chief of the armed forces. The president doubtless will receive much advice from members of Congress and the public as to how each of these four questions should be answered.

The question of what proportion of the teen-age youths inducted into the armed services will be put directly in combat divisions will depend largely on 1) the relative fitness of each for the different branches of service; 2) the relative need for new personnel in each branch of the service; 3) the extent to which the Army and the Navy decides to develop future officer material from the most promising youths inducted into service; and 4) the amount of consideration given by the president and the Army and the Navy to the relative desirability of placing the most promising youths of the nation in combat service and risk having them killed in battle or placing the most brilliant and promising ones in training for future military and/or civilian leadership.

Probably the president, the Army, and the Navy will be swamped with advice on how to deal with both questions 3 and 4 in giving the most brilliant youths of the nation an opportunity to receive further education and training before putting them in active service in the nation's armed forces. Each of the four questions must be decided by the Army and the Navy in a manner acceptable to the president.

The length of the period of training that will be given the teen-age youths who are placed in combat divisions before they are placed on the firing lines will depend largely on 1) the urgency of the need for these youths to give battle to the enemy; 2) the length of time it will take to make good and efficient soldiers and sailors out of them; and 3) the shipping facilities available for transporting fighting men to the battlefronts.

Each of the questions here raised in reference to the three major questions on the application and administration of the 18-year-old draft law unquestionably will be discussed in great detail in the press, over the radio, on the rostrum, and in the American homes. The discussion of the administration of this law which follows is con-

finned to the desirability and methods of giving the most brilliant and most promising draftable youths an opportunity to receive further educational training before they are given combat service in the nation's armed forces.

It may be that it would not be satisfactory to either the president, the Army, and the Navy, or to the people of the country to grant the teen-age youths deferment from military service in order that they may be able to complete a general college education. The problem of deciding which particular youths should have such deferment probably would be too difficult for local draft boards to handle.

If the war is a short one, the educational progress of most of the youths who are soon inducted into active service in the armed forces may not be greatly interfered with, since they would soon return and could continue their college education after the war ends. However, if the war proves to be a long one and these boys stay in service for a number of years, it is likely that few of them will return to enter our colleges and universities. Also, in case of a long war, provision must be made for a flow of new officer material.

While deferment from the draft wholly on the grounds that a particular youth is in college, or is to enter college, may not be acceptable or advisable, it is believed that it would be highly advisable to put in "service training" or "cadet training" all of the most brilliant and most promising youths who are inducted into military service. The cadet training courses may be one, two, three, or four years, as would fit the age and educational qualifications of each cadet. The cadet training of these outstanding youths should be conducted on the campuses of the leading colleges and universities of the country.

Those who are accepted for cadet service training should be inducted into it as "officer cadets" to receive training in the special fields of the Army, Navy, Coast Guard, and Air Forces. The curricula for cadet training courses should consist in part of standard academic subjects, such as mathematics, English, natural sciences, social sciences, and the languages, taught by regular college teachers, and in part of technical and applied Army and Navy subjects taught by specialized Army or Navy officers. In between these two types of courses should be such applied academic subjects as civil engineering, accounting, applied chemistry, mechanics, etc., which are now taught in all outstanding universities and colleges.

The 18-year-old draft law, if carried out without cadet training for the most promising youths, would soon result in a shortage of good officer material for both the Army and the Navy. The majority of the officers now in active service, in most branches of the armed forces, were drawn from college graduates in their twenties and thirties. The present available supply of former graduates for officer material has rapidly dwindled because most of the physically

fit college graduates are already in active service or have jobs in essential industries. Also, most branches of the service have already selected their most promising non-commissioned officers for commissions or for officer training.

In the future, all branches of the armed service should be able to get their best officer material from well-trained young men. At the present time, there are many youths not yet twenty with brilliant records who have had one, two, or more years of college work. Also, there are many thousands of brilliant youths who are good potential officers who will graduate from our high schools this year. Certainly the best of these youths should be given an opportunity to get more education and at the same time take officer training. In short, they should be inducted into service as "cadets" to be trained for officers at our universities.

From now until the end of the war (whenever that may be) because of the draft law, our large colleges and universities will have few male students unless an extensive cadet training program is organized and carried out on their campuses. Practically all of the institutions of higher learning will have the needed physical facilities as well as most of the teaching staffs for conducting cadet training curricula for both the Army and the Navy. These facilities and teachers should be utilized by the nation in carrying on "service" and educational training programs.

It is believed that it would be a serious national mistake to permit our institutions of higher learning to decline and disintegrate during the war. It probably would be a still bigger mistake to prevent the most promising of our youths from securing college training during the war period. If the war is a long one, the nation will need greatly such training during the war, and if the war is a short one, we surely shall need the services of these trained young men in the post-war period. In short, not all the youths of this generation should be denied an opportunity to train their minds for future service. We must not "blackout" the future leaders of this generation of youths.

Great Britain, the nation that has lived under constant threat of invasion for two years, has not found it necessary to take all the nation's youths out of college. In that country, young men who are already in college have been allowed to remain an additional 18 months after they are subject to draft call, so that they may complete their education. Our neighbor to the north, Canada, defers college men from the draft. Both these countries have decided that the induction of their most brilliant youths into active military service before they have been educated and trained might result in a loss of the best leadership brains the nations might have in the future.

Both the U. S. Army and the U. S. Navy should make arrangements with several colleges and universities throughout the nation for the training of future young officers for the various branches of the armed

services. This war-time college cadet set-up should provide for the training of the number of young men the Army and the Navy estimate will be needed as young officers in the various subdivisions of the armed forces to fight a *possible long war*.

The main factors that should be considered in determining which young men are to be selected to fill the various quotas for university cadet training probably should be as follows:

1) Age: minimum 17 years; maximum 22 years.

2) Educational qualifications: high school graduates (or better) with good or better academic records.

3) Must make application for college cadet training in a specific branch of the service for which a training curriculum is set up, e.g., ordnance, artillery, or quartermaster training in the Army; or supply, engineering, or deck-officer training in the Navy. Application for admission to such cadet training may be made by any young man before he has been called into service by local draft boards, or after he is inducted into service.

4) Must be proven to possess sound moral character and acceptable personality.

5) Must successfully pass whatever intelligence and aptitude tests the Army and Navy require for admission.

6) Must successfully pass required physical tests for the specific branches of service training.

All young men accepted as cadets for College Armed Service Training should be classed as "in active training service" as soon as they start such training; they should not be classed as "deferred" from military service; they should wear cadet uniforms of the branch of the service for which they are taking training, and should be under strict military discipline during their whole cadetship. Any cadet who fails to do acceptable work in any part of his prescribed curriculum should be dropped as a cadet and placed in active service in either the Army or the Navy.

All College Armed Service Cadets should be paid fixed salaries, as are officers and enlisted men in all branches of the armed service. The pay should include (or allow for) room, board, clothing, and all neces-

sary living expenses of each. The Army and/or the Navy (whichever the case may be) should make reasonable payments to the co-operating colleges to compensate them for the uses of their physical plants and instructional and administrative staffs in carrying on the cadet training programs.

All the College Armed Service Cadet training programs should be on a minimum basis of eight full college semesters (16 weeks each) with a total of not less than 120 semester hours of college credit. In short, each program should not be less than the minimum work now required for a bachelor's degree by a standard college. *By giving three college semesters each year, eight semesters would be completed in two years and thirty-two weeks.*

The present U. S. Army R.O.T.C. set-up at the various colleges and universities could easily be adjusted to conform to the officer training plan here suggested. Under the suggested cadet set-up, the army would be able to give more thorough officer training for combat divisions—such as the infantry, the cavalry, and the artillery. Neither would the U. S. Navy have any difficulties in adapting its present N.R.O.T.C. work at the colleges to the suggested cadet officer training plan—deck officers could be trained as well, if not better, under the cadet plan as under the N.R.O.T.C. plan.

The short-period officer training courses for college graduates now carried on by both the Army and the Navy on campuses of various colleges and universities cannot be continued on a large scale in the future. Under the 18-year-old draft law, in the future there will be few physically fit new college graduates unless they graduate under some kind of cadet officer training plan. With a cadet officer training plan in operation, the only short-period officer training courses needed would be those on the graduate or post-graduate level for training in highly specialized work.

Both the Army and the Navy have many subdivisions called departments, divisions, bureaus, corps, offices, etc., which in turn are divided into more highly specialized subdivisions. Each of these specialized units has officers who must have highly specialized and technical training other than mili-

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Alumni in the News

IN ONE of the biggest upsets in the history of Oklahoma politics Josh Lee, '17ba, was defeated in the Senate race in November by Ed Moore, Republican candidate from Tulsa. Final returns gave Senator Lee 166,653 votes to Mr. Moore's 204,163.

Robert S. Kerr, '16, was elected governor, the second alumnus to become chief executive of Oklahoma. Leon C. Phillips, outgoing governor, graduated from the law school in 1916. Mac Q. Williamson, '10, was re-elected attorney general, and A. L. Crable, '27ma, retained his post as superintendent of public instruction. Joe C. Scott, '28, incumbent in the race for president of the board of agriculture, also was re-elected.

Uncertainty surrounded the case of Fletcher Riley, '17ba, who was re-elected justice of the supreme court from the ninth district. He is serving in the Army as a lieutenant, and no court decision had been made as to whether he can hold both positions. Wayne W. Bayless, '20law, and Thurman Hurst, '12law, were elected supreme court justices, Mr. Bayless from the first district and Mr. Hurst from the sixth.

Jed Johnson, '15, and Mike Monroney, '24ba, were returned to Washington as members of the House of Representatives. Congressman Monroney is from the fifth district and Congressman Johnson is from the sixth.

The list of state senators elected for the first time this fall includes Charles B. Duffy, '22law, Ponca City; James A. Rinehart, '23law, El Reno; H. Clint Braden, '32law, Wilburton; Bill Ginder, '28-'31, Cherokee; A. Boyd Cowden, '27-'28, Chandler, and Jack Neill, '22-'24, Chickasha. Among the holdover senators are Bill A. Logan, '41-'42, Lawton, and Guy Curry, '24-'25, Stigler. Capt. Joe B. Thompson, '27law, senator from Ardmore, will be unable to attend the legislative session because of military service.

Twenty-two alumni are on the roll of the new state House of Representatives. They are as follows: Bayless Irby, '18, Boswell, Choctaw County; William B. McDonald, '27, Hobart, Kiowa County; Harold W. Freeman, '20-'25, and Russell Farmer, '35 law, both of Pauls Valley, Garvin County; Paul L. Washington, '25-'27, Robert H. Sherman, '30law, and B. B. Kerr, '31law, all of Oklahoma City, Oklahoma County.

Merle Landsen, '39law, Beaver County; Ben Huey, '31law, Norman, Cleveland County; Purman Wilson, '20, Purcell, McClain County; Kirksey M. Nix, '42, Eufaula, McIntosh County; W. H. Underwood, '31ma, Bennington, and William Parrish, '40m.ed, Durant, both of Bryan County; Amos R. Stovall, '29law, Anadarko, Caddo County; Earel D. Coldiron, '40law, Enid, Garfield County, and Joe



MIKE MONRONEY, '24

Tom McKinley, '35eng, Hardin City, Pontotoc County.

Streeter Speakman, '12law, Sapulpa, Creek County; Cannon B. McMahan, '29 law, Okmulgee, Okmulgee County; Jack Bradley, '25law, Wilburton, Latimer County; John S. Batson, '21, Marietta, Love County; Aiden E. Allen, '21law, Harts-horne, Pittsburg County, and R. Rhys Evans, '39law, Ardmore, Carter County.



Training Superior Youths

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tary or naval strategy, tactics, and combat drill. Many of these subdivisions require officers with engineering training in the civil, mechanical, electrical, chemical and allied fields; others require officers with business administration training in accounting, finance, marketing, management, and allied fields. Some of them need officers trained in such specialized fields as office management, journalism, music, art, law, sociology, statistics, etc. Some of them must have officers trained in foreign languages and in civil administration. The colleges and universities are able to give thorough training in all these fields as well as to give the basic training in mathematics, physics, chemistry, and in other subjects which must necessarily precede the technical and professional training.

The officials of both the Army and Navy in conjunction with the officials of the institutions of higher learning should be able to work out a two-year and thirty-two weeks (eight-semester) college curriculum for training cadet officers in most of the specialized divisions of the armed service.

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