

WSM, May 21, 1944

Good Morning, Friends:

After a week of debate the House of Representatives passed a bill last Thursday designed to aid in the reintegration of Veterans of World War II into our domestic economy. The bill has come to be known as the G.I. Bill of Rights. It passed the House unanimously, though, only after a large number of amendments were adopted. ~~to the~~ ~~bill~~ For instance, the House raised from \$1500 to \$2500 the maximum of Government-guaranteed loans to veterans. The majority of the members felt that a maximum of \$1500 was an insufficient amount of loan to be of material assistance to help most veterans buy a farm or go into business.

It is seldom that Congress gives more earnest consideration to a bill than it did to this one. Of course, there are some critics ~~of Congress~~ who have already said that Congress gave this bill earnest and careful attention because ^{Members} ~~they~~ want to carry favor with the veterans. ~~xxxxxx~~ No one will deny that public officials desire the friendship of the veterans, but the careful consideration given this bill shows more than that.

(ADD SPEECH)

On Monday the Senate ~~laid aside~~ the anti-poll tax bill about which a lot of hot words had been exchanged in debate. After the Senate stopped the filibuster on this bill and the House passed the Veterans Bill, the way was clear^{ed} for Congress to turn on the steam to wind up a big calendar of bills before the convention of the two major parties, which will be held in Chicago the latter part of June for the Republicans and up in July for the Democrats. So for the next three or four weeks there will likely be not only Saturday sessions but night sessions^{as well} in order to finish with pending legislation.

Quite an unusual thing happened in Washington during the week when General Henry H. Arnold made an unprecedented appearance before the War Labor Board pleading for ~~stoppage~~ stoppage of strikes. At that time 3300 foremen had been on a $2\frac{1}{2}$ weeks strike in Detroit and had stopped work in 13 war plants making idle 72,000 workers. It was indeed an unusual thing for a high ranking general to go unheralded before a board handling a domestic problem, but General Arnold was deeply concerned. He said that continuation of these work stoppages might even affect our invasion operations and the campaign to knock out the German air force, costing the lives of many American air men in the process. General Arnold, who was obviously indignant, explained that settling labor disputes was not the Army's business, but he said, and I quote, "But it is inconceivable from our point of view how we can have strikes which stop war production, production on materials so

essential that they may possibly even determine the extent of our bombing operations into Germany, so essential it is possible that they may even affect our invasion operations."

"In my opinion," the chief of the Army Air Forces said, "this is one of the most serious setbacks that the Army Air Forces program has had since its inception. And to show you that I am not exaggerating, this strike so far has cost the United States Army Air Forces 250 P-51 (long-range Mustang fighters), which is not a small number."

After his appearance, another unusual thing happened out in Detroit when leaders of the striking Foremens Association called off the strike immediately after learning about General Arnold's appearance and statements before the War Labor Board.

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A-10 * THURSDAY, Dec. 2, 1943

Japan's Death Sentence

Three men, meeting in the long shadow of the Pyramids, have passed a death sentence on the Japanese Empire—an empire which has claimed the lives of untold millions during the past fifty years.

This is the only meaning that can be read into the statement by President Roosevelt, Prime Minister Churchill and Generalissimo Chiang Kai-shek, who have met and reached agreement on the conduct of the Pacific phase of the war. When the fighting ends Japan is to be stripped of her conquests and reduced to the status of a minor island power. That is a harsh penalty, but a necessary one, for it is the only way to be sure that a race which has been taught to live—and die—by the sword will not seize the first opportunity to renew the assault on mankind which was begun with the war on China in 1894. A Japan which cannot fight will not fight. And that is the way it is to be.

There is not a great deal that is new in the statement. It is emphasized that the several military missions have agreed upon future military operations against Japan. That is heartening, for it apparently means that the Generalissimo is satisfied with the plan of battle and is reconciled to the impossibility of giving more direct assistance to the Chinese armies that have endured so much for so long. It also is specified that the three powers are fighting to "restrain and punish" Japan. Coveting no territory for themselves, they nevertheless propose to restore to China all of the areas stolen from her. The people of Korea are promised freedom, and Japan is to be stripped of all of the islands in the Pacific, which she has

missions nor as to the scope of agreements reached. Yet it is safe to predict this much: The news from Iran will be as bad for the "master minds" in Berlin as the news from Cairo has been for Japan.

Grim Reminder

It took our forces only seventy-six hours to wrest Tarawa from the Japanese, but in that brief space of time and that relatively minute area of battle, at least 1,026 Americans laid down their lives and another 2,557 suffered wounds of varying degrees of seriousness. It was the bloodiest engagement ever fought in the entire history of the United States Marine Corps; it lasted less than four days, but so concentrated was its withering violence that almost as many Marines were lost in it as were lost in six months of hell on Guadalcanal.

The price paid for Tarawa—offset by Japanese losses estimated at close to 6,000—was not too high in a military sense because it bought us a victory of first importance. Yet, even though the rate of future casualties in future advances through the islands of the Pacific may not be nearly so high, this one fierce and bloody battle should serve to sober all of us, disabusing our minds of any too-optimistic ideas about the kind of war that must still be fought before our enemies are finally put down. For Tarawa is representative of more than the flame-pure, shining heroism of our fighting men. It is more than a name to be glorified in the history books and to be held up to future generations of Americans as an example of the meaning of bravery and sacrifice for love of country. It is an eloquent reminder, in addition—a grimly eloquent reminder—of the peculiar deadliness of the Japanese, of their fanaticism, of their queer, mystical determination to fight to the death for their Emperor and thus win an honored place among the warrior gods.

Our Western minds may find it difficult to comprehend such qualities in our Eastern enemy, but they exist none the less and account in no small measure for the extremely bitter character of the war in the Pacific. Tarawa is simply an outstanding case in point, and there may be numerous other battles like it before Japan is battered into the dust. Its chief meaning to this extent is that the road to victory is still long and hard, and we must steel ourselves to that basic fact, governing all our efforts accordingly.

Local Budget Simplification

The District budget has been a Chinese puzzle to everybody except the few experts at the Municipal Building who spent years learning how to unravel it. The Commissioners and Budget Officer Fowler, with the friendly assistance of the

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Thus the Japanese are slated to lose the Marshalls, Pelews, Carolines and the Mariannes—the island groups which they seized from Germany in the First World War and had mandated to them in the peace that followed. Although only some 1,000 square miles in land area, this scattered territory, including the powerful base at Truk, is of such enormous strategic importance that the Japanese will be tremendously weakened in the Pacific once they are forced to give up. Similarly, they will be tremendously weakened when they are forced to give up Formosa and the Pescadores off the southeast coast of China—a key island territory, about 13,500 square miles in area, which the Chinese ceded to them after the war of 1894-5. And when Korea is liberated "in due course," they will lose a militarily and economically significant region of more than 85,000 square miles, flanking their home country directly to the west on the Asiatic mainland.

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Local Budget Simplification

The District budget has been a Chinese puzzle to everybody except the few experts at the Municipal Building who spent years learning how to unravel it. The Commissioners and Budget Officer Fowler, with the friendly assistance of the Federal Bureau of the Budget, have accomplished something worth while in simplifying it.

The benefits of this simplification will extend beyond making the budget itself more understandable. For the simplified budget, with a previous total of 215 separate items reduced to 95, will give a clearer picture of the present organization of the Municipal Government than has been available in the past. The grouping of related functions of government, the separation of maintenance from capital outlays and the inclusion in the local budget of items of expense to the District which hitherto have been buried in other departmental appropriation bills undoubtedly will reflect the need for simplification of the municipal organization as well as the municipal budget. Its submission in final form, with Budget Bureau approval, will be of more than ordinary interest to the citizens' organizations whose advice was sought in framing it.

As for what the budget itself contains, the most interesting recommendation is the plan to set aside a sum for capital outlay (construction) when priorities are modified or lifted and building material becomes once more available. This is not strictly "postwar planning," for it is possible that construction for

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This dismemberment of Japan follows generally what was promised by the President in his September 17 message to Congress. To some extent it clarifies and enlarges our objectives in the Pacific but the essential goal remains the same—the total defeat of Japan and her permanent destruction as a military power. It should be emphasized that this is only the goal—its attainment is not close at hand. As the President said in September: "We face, in the Orient, a long and difficult fight. We must be prepared for heavy losses in winning that fight. The power of Japan will not collapse until it has been literally pounded into the dust. It would be the utmost folly for us to try to pretend otherwise." These words remain as true today as on September 17.

For the moment that turns the page on the Far East, but the President and Mr. Churchill are far from through. It is reliably reported that, upon concluding their meeting with Chiang Kai-shek, they left for Iran to meet with Premier Stalin. Presumably this meeting has been, or is being, held. There has been no hint as to the nature of their dis-

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With a sum earmarked for public works and an additional fund—\$2,700,000—applied to debt retirement which will almost wipe out municipal indebtedness, an important step is being taken now in preparing to meet the many accumulative needs, requiring capital outlay, now facing the District.

To Right a Wrong

Justice Harold M. Stephens of the United States Court of Appeals for the District has given powerful support to the Hobbs bill to nullify the adverse effects of the Supreme Court decision in the McNabb case.

That decision, rendered in a murder case, held that a voluntary confession can not be used as evidence if there is a delay in arraignment of the accused person. This means, in practical effect, that many persons guilty of most serious crimes—even murderers—will be turned loose to prey on the public merely because a police officer may have delayed a few hours in taking them into custody for arraignment.

In laying down this principle the Supreme Court made a bad law. There was no statute that the confessions be reliable. On the contrary, it had

these men to all study sociology so much as we are endeavoring to make it possible for them to go somewhere to get the training which will help them to carry on their life work.

As the gentleman from Ohio said a while ago there will come out of this war a large number of men who are trained in radar, radio, and possibly other fields that are not even being discussed publicly at this time. The mere fact that a new school is established should not condemn it to the point where we ought to legislate against it in advance, thereby shutting the door in the face of a young man who wants to go there.

Mr. REED of New York. Will the gentleman yield?

Mr. RANKIN. I yield to the gentleman from New York.

Mr. REED of New York. Some time ago I had occasion to look into this matter. We must remember that during the present period of the war, as the gentleman states, not knowing how long it is going to last, many existing educational institutions that might be qualified to carry on this work are going bankrupt and will not exist when the war is over. New ones will have to be organized and set up to take care of the veterans.

Mr. RANKIN. Yes; that is quite true.

Mr. DONDERO. Will the gentleman yield?

Mr. RANKIN. I yield to the gentleman from Michigan.

Mr. DONDERO. Is it not also true, however, that if you permit the construction of new institutions you will just make it that much harder for the existing institutions to carry on?

Mr. RANKIN. I am not one of those men who believe that the world should be fossilized as it now stands. If I did not think we would make some progress after this war, I would look into the future with hopeless blindness.

There are going to be a great many localities where these training courses will be offered. Do you think the Veterans' Administration is going to recognize somebody who is going to run a racket? Certainly not. If they did, where would you be? You will be here to look after the veterans' interest.

Mrs. ROGERS of Massachusetts. Mr. Chairman, will the gentleman yield?

Mr. RANKIN. I yield to the gentleman from Massachusetts.

Mrs. ROGERS of Massachusetts. Is it not true that some of the existing institutions will have to become perfectly enormous if they do not allow some additional ones to crop up?

Mr. RANKIN. Certainly. If someone establishes a new school, as they undoubtedly will, and it is found to be efficient and the kind of a school these young men want to go to, I am not willing to shut the door in their faces now in advance; probably 10 years in advance.

Mr. ALLEN of Louisiana. Mr. Chairman, will the gentleman yield?

Mr. RANKIN. I yield to the gentleman from Louisiana.

Mr. ALLEN of Louisiana. The suggestion was made a few moments ago by one of the gentlemen that if a school existed in California or some other State, that school could be extended. Is not

the veteran entitled to have a school within a reasonable distance from his home?

Mr. RANKIN. Why, of course. Another thing, the schools that exist in his locality may not be adequate. They may not have the kind of training course the veteran desires. They may not have the kind of training course that those boys will want. Certainly, some will say, "We teach everything." Yes, I know. We have some educational institutions that are supposed to specialize in agriculture that have probably done many farm boys harm by concentrating on higher education instead of teaching them the things they most need. We are trying to make it possible for these men to receive such training as will enable them to make a living.

We are legislating for them and not for certain educational institutions.

Mr. BUSBEY. Mr. Chairman, I rise in opposition to the amendment.

Mr. Chairman, I must confess that I am just a little bit puzzled. If it were not for the respect that I have for the members of the Committee on Education and my belief in their sincerity, I would begin to wonder just what is back of these amendments being offered to the G. I. bill of rights. It is because of my confidence in the Committee on Education, especially the genial chairman from North Carolina [Mr. BARDEN]; the gentleman from Michigan [Mr. DONDERO]; the gentleman from Minnesota [Mr. JUDD], and many others, that I am puzzled.

In the previous amendment offered they wanted to open the doors wide, including anything, everything, and everybody, but now on this amendment they come in here and they want to put on a limitation to recognize only existing educational institutions. As I said, if it were not for my respect for the committee, I would be wondering if it was not the educators of this country that were trying to write this bill instead of Congress. The committee comes in here one time and wants to let everybody under the sun attend school and now they say, "You cannot start any new schools in this country, regardless of how good and how meritorious they may be."

You can appreciate why I say I am puzzled. I cannot determine whether the committee is consistent or inconsistent.

I sincerely hope the amendment will be voted down.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Michigan.

The amendment was rejected.

Mr. GORE. Mr. Chairman, I move to strike out the last two words, and ask unanimous consent to revise and extend my remarks.

The CHAIRMAN. Is there objection to the request of the gentleman from Tennessee?

There was no objection.

Mr. GORE. Mr. Chairman, I am glad to see the Congress giving such earnest and diligent consideration to this so-called G. I. bill of rights. It shows not only that the Congress appreciates the magnitude of the problem but that the

Congress is determined to give fair and equitable treatment to this group of men who have made such great sacrifices.

I urge, Mr. Chairman, that this bill be given a unanimous vote. It is a well thought out and well prepared piece of legislation. It is the product not only of the best judgment of the Congress but of the American Legion as well.

I have heard some expressions that it might be too early to pass this bill. With that, Mr. Chairman, I respectfully disagree. A sensible, workable program to aid in the reestablishment of several million men into our civilian life and economy is not an overnight job. The machinery for doing the job should be set up, plans should be made, and ready to go into effect when the day of demobilization comes. We must do everything possible to minimize the time lag between the time when the men are released from the armed services and the time when they can take their proper place in responsible, active participation in our national life. And let me warn the Congress that there is grave economic danger to the Nation in failure to do this job well. Unless there is a well-designed national program for integrating these 10,000,000 or more servicemen into our national life, it might create a glut and stagnation of our economy that would have disastrous effects. The time to prepare that program is now.

So, Mr. Chairman, this legislation is both timely and fair. We should pass it not only to do justice to the returning veterans, which we must do in all events, but to safeguard our national economy by having a Nation-wide program for the integration of these men into a going, productive national economy when victory—may God speed it—comes.

Mr. JUDD. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. JUDD: Page 52, line 19, after the word "that" insert the following: "exclusive of any period he was assigned for education or training under the Army specialist training program or the Navy college training program or as a cadet or midshipman at one of the service academies."

Mr. RANKIN. Mr. Chairman, that language is already in the bill.

Mr. JUDD. That language is already in the bill in regard to the additional education the veteran gets after his first year. It is not in the bill in determining his eligibility for his first year of education. This amendment is a desirable limitation and equitable, whereas I think some of the limitations in the committee bill are not. What I have in mind, Mr. Chairman, is this sort of situation. Here is a boy who was already in pre-medical school when the war was declared, when his draft number came up. He was put in uniform and he is officially in active service, but he has never had a day of real military training. He has already had 2 years of education at Government expense and may have 4 or 5 years before the war is over. Are we then to qualify him for 4 more? I do not think a boy ought to be eligible for education or training under this bill unless he has had at least 90 days of actual service, exclusive of time spent in West

Point or Annapolis or in the A. S. T. P., or the V-12 programs. The committee has such a limitation in figuring eligibility for an additional period after his first year of training. I do not think he ought to be eligible for the first year unless he has had 90 days of actual military training. It seems to me the committee ought to be willing to accept the amendment.

Mr. RANKIN. If we accept it, will the gentleman be satisfied with it?

Mr. JUDD. If the gentleman from Mississippi and the committee agree to accept it, I shall be satisfied.

Mr. RANKIN. We will accept it.

Mr. JUDD. I appreciate the gentleman's courtesy as always.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Minnesota.

The amendment was agreed to.

Mr. BARDEN. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. BARDEN:

Page 53, line 3, strike out the phrase "1 calendar year" and insert in lieu thereof the following "54 weeks of continuous full-time education or training."

Lines 4 and 5, as amended, strike out lines 4 and 5 and insert in lieu thereof the following:

"Every veteran certified at the end of such period by the institution providing him education or training to have completed satisfactorily his work during such period shall."

Lines 8 through 10, strike out the word "the" and strike out lines 9 and 10 through the word "war" and insert in lieu thereof the following: "a period equal to 54 weeks of continuous full-time education or training."

Line 16, strike out the phrase "4 years" and insert in lieu thereof the following "108 weeks."

Mr. BARDEN. Mr. Chairman, I offer this amendment for two reasons: One is, I think it should be called to the attention of the House that the gage now in the bill determining the time a boy is to attend school or training is the length of time that he served in the armed forces. Another thing that should be called to the attention of the House is that possibly we should fix some limitation in the bill and define a school year.

I have been very much puzzled over this section, and there has never been any doubt in my mind but what the conferees would arrive at some kind of an adjustment of this matter. It would be helped by an amendment authorizing the Administrator to permit a boy attending school to complete the semester or quarter that was going on at the time his time in school expired. If you have these boys in school and their length of training is determined by the time that they served in the armed forces, you will have some boys who were in school 2 or 3 years ago getting 4 years, and you will have other boys who served in all the foreign battlefields who maybe would be entitled to 12 months.

I do not think this amendment would make it more expensive, but I am willing for them to have 54 weeks. The reason I suggest 54 weeks instead of the calendar year is because the standard college year is 36 weeks and the standard semester, which is half of the col-

lege year, is 18 weeks, and 36 and 18 make 54. If you leave it at a calendar year, the boy will leave 2 weeks before his examination. Maybe that is what the House wants, but it looks to me as if we will be getting mighty close to the successful solution of something and then leave it incomplete.

Mr. KEARNEY. Mr. Chairman, will the gentleman yield?

Mr. BARDEN. I yield to the gentleman from New York.

Mr. KEARNEY. Is not the proposed amendment covered in the original Barden bill?

Mr. BARDEN. That was the policy adopted in the original so-called Barden bill. That is the time the Committee on Education approved, but we were just as uncertain about that time as probably many of you are. In measuring time in a school or college you should not apply a rule that is never used by a college. They do not use calendar years. Yet you are dealing exclusively with schools. So if we are going to use the school, then the gage of time the school employs should be used, otherwise it would be like trying to measure cloth by the peck. If you were going to send these boys for 1 school year, you would find that it would be 36 weeks, and if you were going to send them for 1 school year and a semester it would be 54 weeks instead of 52 weeks, which constitutes a calendar year.

I frankly think that you will have many men in the service who will render valuable service and whose mental condition will be such that they will need education more than someone else who probably will not have served more than 6 or 8 months, because we are still taking them in.

The CHAIRMAN. The time of the gentleman from North Carolina has expired.

Mr. BARDEN. Mr. Chairman, I ask unanimous consent to proceed for 5 additional minutes.

The CHAIRMAN. Is there objection to the request of the gentleman from North Carolina?

There was no objection.

Mr. BARDEN. Mr. Chairman, my reason for asking for this additional time is that this is a very important item. I do not think we should just pass over it and leave it hanging in the air.

Much has been said about bringing down the Economy Act on the people of this country. The people of this country will never resist the wise, honest, and proper expenditure of tax money. I think money spent in education of the veterans who are serving now is a proper and wise expenditure.

Do you want to leave the scale to be governed by the length of time a man serves and give no consideration whatever to the kind of service or do you want to make it a specific time for all? As far as the cost is concerned, I do not think it would cost any more. I do think it is a little more equitable. But I think this Congress should know now what it is doing with reference to fixing the time. If you want to leave it to be governed solely on the basis of the length of time a man serves in the Army, all right. If you

want to be specific, get a little closer to fair treatment on it, then now is the time to do it, and not wait until some veteran writes us and asks us about it, and then have to tell him we did not exactly know it was going to be that way.

Mr. CUNNINGHAM. Mr. Chairman, will the gentleman yield?

Mr. BARDEN. I yield to the gentleman from Iowa.

Mr. CUNNINGHAM. If we have 54 weeks, that would be the accelerated program in the colleges and institutions that have the accelerated program.

Mr. BARDEN. Practically every college and school in the country is already on the accelerated program.

Mr. CUNNINGHAM. Yes; but when the war is over they may go back to the old program.

Mr. BARDEN. When the war is over, with the tremendous educational deficit now existing, there will not be a school in this country that will not be running 12 months a year. These boys will want to get their training or education as quickly as possible.

Mr. CUNNINGHAM. We do not know whether they will go back or not. No doubt some will. A boy attending school will have a 36-week course. Then he will have to go the balance of the time before he will know whether or not he is qualified to complete his education. The Administrator would not be able to determine by his record at the end of the 36 weeks that he was qualified to continue 2 or 3 more years. He would have to go 52 or 54 weeks before they would know about that.

Mr. BARDEN. The gentleman has four or five college degrees, and he knows that the language is not to exceed 54 weeks. I want the gentleman to help on this, not content himself with criticism, because it is going to worry both of us.

Mr. CUNNINGHAM. I am trying to get the gentleman from North Carolina straightened out.

Mr. BARDEN. The gentleman has never found me warped yet, so he need not try to straighten me out but spend his time trying to straighten his bill out.

Mr. VORYS of Ohio. Mr. Chairman, will the gentleman yield?

Mr. BARDEN. I yield to the gentleman from Ohio.

Mr. VORYS of Ohio. What I cannot get clear in my mind is the connection between the school year, which might be a calendar year, and this matter of weeks. For instance, 36 weeks is not a calendar year, yet it takes up a great deal of a calendar year to have a school year. Would the amendment the gentleman suggests make any difference with reference to the monthly payment of \$50 to the veteran?

Mr. BARDEN. Not a bit.

Mr. VORYS of Ohio. If you have a 36-week school year, is he paid \$50 a month for his vacation, or does he have to work, or how does he handle that?

Mr. BARDEN. He does not draw any money on vacation. That is covered in the bill. The time is limited in that respect and no confusion will arise there.

The reason I made this suggestion is not that I am making a fight on the committee but that I think every one