

ipate in the organization of an association of social scientists in Washington and vicinity. Sub-committees have been created or authorized as follows: (1) to extend courtesies to visiting foreign political scientists, Arthur N. Holcombe (chairman), Benjamin B. Wallace, and Robert R. Wilson; (2) to explore and make recommendations concerning federal employment of political scientists, John McDiarmid, Pitman B. Potter, and Wallace S. Sayre (chairman); (3) to make a general study of the political science curriculum, Francis O. Wilcox (chairman); (4) to study the film recordings and other materials produced by the war which may be useful training aids for political science, Lt. Col. John Millett (chairman). The latter two committees have not yet been organized. The Committee plans a continuation of the program of smokers and discussion groups instituted last year. Major Bennet M. Rich has been designated chairman of a committee to carry on this program. All members of the Association receiving the REVIEW in or near Washington are on a mailing list for notices of meetings. Members of the Association who do not receive the REVIEW at their Washington address should notify the Committee in case they wish to know of meetings which may be called. Send a postcard notice giving mailing address for such notices to Charles S. Hyneman, 4912 Riverdale Road, Riverdale, Maryland.

Political Scientists and GI Education. Under the provisions of the Servicemen's Readjustment Act of 1944, known as the "GI Bill of Rights," we may expect a mass education program such as this country has never experienced before. Every man and woman who has served in the active military or naval forces under certain conditions on and after September 16, 1940, and prior to the termination of hostilities in the present war, is entitled to some education and training at government expense.

The Act provides for educational opportunities of two types. First, one year refresher or retraining courses in an approved educational institution are open to every veteran, regardless of age. The second type consists of education or training at an approved educational institution for a period of one to four years, depending upon length of service, age, and the interruption of schooling. To be eligible for the one-year refresher course, a veteran must qualify under all of the following points: (1) he must have been in the active military or naval service for at least a period of ninety days, exclusive of any periods spent completing a course in medicine, veterinary medicine, dentistry, or theology in ASTP or the Navy College Training Program, (2) if he has less than ninety days' active service, he must have been discharged for a disability actually incurred in service, (3) he must have been released from the service under honorable conditions, and (4) he must start his course not later than two years after his release or the termination of the war, whichever is later. This type of educational opportunity is designed for persons who want to "brush up"

on their previous training. Neither age nor previous schooling has any bearing on the right to receive this benefit. Just how many veterans will take advantage of the training offered is a question impossible to answer at present. Undoubtedly the number will be very large.

To be eligible for the second type of educational opportunities offered, the veteran must qualify under all of the rules applicable for the first type, and in addition, if he is over twenty-five years of age, he must prove that his education was impeded, delayed, interrupted, or interfered with by reason of his entry into service. If he is under twenty-five, the law assumes that his education has been interrupted, and he becomes eligible for training from one to four years depending upon the time he has spent in the armed forces.

Veterans taking advantage of the educational benefits of the GI Bill will have a wide variety of schools and courses from which to choose. The Veterans Administration maintains a list of approved institutions which includes every kind of school from the grammar school through graduate colleges and universities, and professional institutions. The only type not included on the list is the correspondence school. However, correspondence or extension courses offered by an established school requiring regular attendance, or correspondence courses required as a regular part of a regular course with either part or full-time attendance, are included.

If an approved school accepts a veteran, he may take any course he desires, either academic or vocational. Just how many veterans will take advantage of either the academic or vocational course is unknown. Undoubtedly many thousands will take a great variety of vocational courses, and fewer will take advantage of the academic courses. The Army and Navy have given many men and women certain types of vocational training, and most of these persons will want to continue in these fields. It may be assumed that relatively few will desire to enter the field of public administration or politics. But this assumption, if correct, does not lessen the interest of the political scientist in veterans' education. Collectively and individually, the veterans will be a factor to be considered in public life after the war. Many of them will become candidates for public office, and a very large proportion of the public employees of the future will be veterans. Many of these will take advantage of the free education offered them under the GI Bill. Thus, political scientists have a peculiar interest in the education of veterans.

In too many cases, the political scientist has viewed his field as limited to the managerial aspects of public administration and to matters of high political policy. But it must be contended that the political scientist is dedicated to the improvement of government generally. Likewise it must be admitted that there is much more to good government than matters of policy. Thus, if political scientists are to do a thorough job, worthy of the profession, they must be willing "to get their hands dirty" with the

processes of government as well as bask in the rarified atmosphere of high policy. Veterans' education, of whatever kind, and on whatever level, offers a real challenge to the political science profession. These veterans are the men and women who in the future will control the destiny of government, and who will administer it for decades to come.

The question may be raised as to what the profession intends to, or should, do about the challenge. And this inquiry raises a further one. In the light of the problem we face, we may examine the range of public service, and ask ourselves if we believe in both education and training for the veteran for public service. If we believe only in education as contrasted with training, political scientists should concern themselves only with the man or woman who wants a college education or who has it. In this event, the political scientist fulfills his obligation by advising the veteran on what courses will best fit him for public employment or better his chances of advancement in the public service, and then proceed to offer these courses to the veteran, provided of course that they fall within his field.

If political scientists believe in training as well as education, the task is far greater and more difficult. Much could be done to broaden the public horizon and increase the competency of men and women who will not seek a college education—in fact, many of them may not have finished high school. An increasing number of political scientists are beginning to believe that universities and technological colleges must plan a program of training to meet this demand.

Regardless of the type of training a man takes, he should be aware of the purposes, nature, and abuses of governmental regulations and processes. This is true whether he goes into business for himself or takes a job with a large concern, or works for the government at one level or another. There is a vital need to get into all training, regardless of the type, some consciousness of the public interest.

Political science, as well as other liberal arts disciplines, must show some concern over the training of veterans. Technical schools, including colleges of agriculture and colleges of engineering, are showing some imaginative planning in the matter. The training which these offer, however, is designed to make the veteran better able to earn his living, and neglects the fact that he is a potent factor in the determination of public policy, and may become a public employee. It may be assumed that few professional schools can be counted upon to take into account the public interest in veteran training. Such schools—agricultural, engineering, commerce, etc.—will supply the core of the training for thousands of veterans, who either in the public service or in private enterprise will have a tremendous effect on the quality of public service and the manner in which law and public policy are enforced or sabotaged. Such schools cannot be expected to make provision for the indoctrination or orientation in citizenship which

political scientists would like every man to have. This becomes a responsibility of the political scientist, and the political scientist alone.

The responsibility is made all the more urgent and important when the vast possibilities of recent scientific discoveries are considered. Technical schools may be expected to extend their inquiries into the development of atomic energy. Dire results will flow from such investigation unless proper controls are applied. Such controls must be social and political, and it is reasonable to assume that the technical schools will be inclined to neglect this phase of their new problem unless the social scientists, including the political scientists, provide the necessary guidance. The political science profession has an added responsibility for bringing about a proper appreciation of this loosing of atomic energy on mankind, and must prepare the minds of veterans, and all others who know its power, with the concept of service to civilization rather than allow this new force to destroy the universe.

Precisely, then, what can the political scientist do to meet the challenge before him? Certainly it could not be considered even by the most professionally ardent political scientist that veterans' education is the sole and exclusive responsibility of the profession. On the other hand, the political scientist will be remiss if he does not bring to the program of veteran education a proper appreciation of the rôle of political science. Educational groups in every state are now formulating programs for veterans. It can be assumed that such groups realize the magnitude of their problem, and would welcome any help that political scientists might give them. If political scientists become aggressive and carry definite and constructive suggestions to the professional schools, it is reasonable to believe that a place might be made for some instruction in government. With the presentation of well-considered plans, it is possible that all types of curricula intended primarily for veterans could be so arranged as to include some attention to government and administration. Certainly political scientists can be instrumental in organizing study groups for veterans, as well as others, in which attention may be directed toward vital public problems. Above all else, political scientists need to keep abreast of all programs for veterans' education. They must know what the veteran needs and what the veteran wants, and be prepared to meet that need in so far as is possible within their discipline.

To a considerable extent, the political scientists of the country have constituted a pressure group interested in selling their own stock in trade. With the enormous possibilities under the GI Bill of Rights, they have an excellent opportunity to step in and perform a useful service by attempting to influence any and all training, to the end that the public will get both a better trained public servant and a better appreciation of the public interest on the part of those who enter private enterprise.—JOHN W. MANNING, LT. COLONEL, AGD.