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Statement of

Dr. Lawrence J. Korb

Before

House Armed Services Committee

and

House Veterans' Affairs Committee

11 March 1982

Mr. Chairman and Members of the Armed Services and Veterans Affairs/
Committees:

It is a pleasure to appear before you today at this special joint hearing. Last year I testified before both Committees and outlined the Department's plan for developing an educational benefits program for members of our Armed Forces.

The discussion of an educational benefits program to aid the All-Volunteer Force has been going on for nearly three years. During that time, the terms of the debate have remained static, but the real world has changed a great deal. Three years ago, the Department had severe problems attracting the kind of volunteers it needed. Real military compensation and benefits had declined dramatically, and the total defense budget was too small to address the true defense needs. Today, however, the quality of our recruits has improved markedly, and the Reagan Administration, together with the Congress, has increased the Defense budget to more realistic levels consistent with the threats and dangers we face in the world.

Educational benefits must be viewed as part of the comprehensive benefit package available to military members. This package now contains significantly better pay, bonuses and reimbursements, and a more realistic housing allowance, than it did three years ago.

Today I will present the Department's position on an educational benefits program for military members. I propose this program against the backdrop of our recent recruiting and retention successes, and a federal budget constrained by the large increases in defense, including those significant increases in military compensation, and the tax cuts needed to spur the economy. The Department has carefully tested, analyzed and thought about the need for educational benefits for its military members with these changes in mind.

We propose to continue the current Veterans' Educational Assistance Program, the VEAP, together with the Secretary of Defense supplemental or "kicker" option through FY 83. We also request the option to propose an alternative program to VEAP should it be necessary in the future to improve our force manning capabilities. We propose to extend the 1989 delimiting date on the current GI Bill until ten years after a member, who is eligible for this benefit, leaves or retires from the Service. Finally, the current educational incentive program for Selected Reservists should continue in its present form.

I would like to explain how we arrived at this three part proposal. It is a product of the state of the All-Volunteer Force, the economy, the FY 1981 DoD education test program and discussions with the Services.

As I began my statement, we're living in a different world now than when we began this discussion three years ago. Since 1980, our recruiting successes have been exceptional. As we have previously reported, last year we exceeded our goals for recruiting, both in quality and quantity. Of the over three hundred thousand young men and women who volunteered for enlisted service, 81 percent were high school graduates. And the percentage scoring average or above categories I-III, on the Armed Forces Qualification Test (AFQT) has increased from 69 percent in FY 1980 to 82 percent in FY 1981. In the Army, which has historically had the most difficult time recruiting high quality recruits, the FY 1981 high school graduate rate was 81 percent, and the percentage scoring average or above on the AFQT increased from 50 percent to 60 percent. We find these trends becoming even more favorable in the current year.

Our retention statistics have also greatly improved. First-term reenlistment rates in FY 1981 reached an all-time high of 43 percent. The Army rate was 55 percent. These rates for the first quarter of FY 1982 are even better--54 percent for the Department and 63 percent for the Army. Career reenlistments reached 76.5 percent in FY 1981, the highest since FY 1975, and rose to 84.1 in the first quarter of FY 1982.

But in addition to the positive changes in recruiting and reenlistment rates, the state of our economy has changed in recent years. Every Federal dollar spent needs to be carefully considered before commitments are made. In today's economy, we cannot afford to spend one

During FY 1981 we conducted the Congressionally mandated Educational Assistance Test Program, the EATP. All Services participated in this test, which is now completed, and the final data are in. The EATP tested a noncontributory VEAP program, a more generous \$15,600 inflation-adjusted tuition/stipend program, and "ultra VEAP"-VEAP with large kickers in the Army. We also tested a retention portion of the noncontributory programs offered. A loan repayment program was offered nation-wide. The data on the loan repayment program are still being gathered by the Services at this time.

The Department found that the enlistment test appeared to be implemented uniformly across the test cells and among the individual Services. Further analysis revealed that there were no imbalances in the test areas which might have changed the test results.

The test findings show that educational benefits can be effective in recruiting high quality personnel into the Armed Forces.

The test, however, was not designed to, nor does it indicate whether other enlistment incentives, such as cash bonuses, would be more cost-effective than educational incentives. The test does demonstrate that educational benefits are capable of increasing the number of high quality enlistments somewhat.

The test also shows that a uniform benefit, where all Services offer the same benefit amount, will reduce high quality enlistments in the Army. In addition, offering the same benefit to enlistees in all skills could draw recruits out of the combat arms into those skills which are transferable to the civilian sector and involve less risk.

Offering a targeted program in which more generous benefits are offered only to selected personnel can improve manning in particular skills. Such a program also has the effect of increasing the total number of high quality enlistees in all Services.

In addition, we believe that if an educational benefit is too large, it will provide an incentive for the member to leave the Service after he becomes eligible for the benefit.

The test provided no consistent evidence that retention rates would be improved through the features of either transferability or cash-out. The test design and time and budget constraints, however, did not allow for definitive conclusions in this area.

During the final stages of the test and after its completion, my staff worked with the staffs of all the Services in an effort to develop a program of educational benefits that would satisfy the diverse needs of each Service without harming another. We decided that any new educational benefits program would be funded from the DoD budget since DoD is responsible for providing the most cost-effective mix of benefits to members and potential enlistees.

All Services believe that some type of noncontributory educational benefit would be beneficial to them, but it is not free. The estimated annual cost of some proposed programs exceeds \$2 Billion. When faced with other demands for limited resources and the overall

good recruiting and retention environment, all support an extension of VEAP at this time. In other words, they do not believe they can afford an expanded educational benefit program at this time.

In addition to these deliberations, the Military Manpower Task Force, the MMTF, discussed the issue of a new military educational benefits program. The Task Force concluded that the most cost efficient educational benefit program is the current contributory VEAP program. The Task Force also concluded that educational benefits are not the most efficient incentive for recruiting high quality personnel. Other recruiting incentives, such as bonuses, are more efficient. In addition, bonuses do not have the adverse effect on retention that educational benefits have. But of all the educational program options that were considered, the VEAP program is the least likely to hurt retention.

The coming together of all these various aspects led to the Department's proposal which I outlined earlier. I would now like to speak in more detail about the various aspects of the proposal.

1. Continue the VEAP with "kickers"

This would permit the Department to continue to offer educational benefits to recruits. VEAP is a relatively low cost program and the adverse effects of VEAP on retention are small. The "kickers" permit flexibility in increasing the number of high quality recruits in areas where they are most needed. Only the Army uses

kickers now, but we have the authority to grant kickers to any Service that requests them. To date, no other Service has made this request. Although the Department has not yet used them as such, kickers can be used to increase retention as well as recruiting if the need arises.

The Congress recently improved VEAP in several ways. The range of the individual's contribution level has been changed from the previous \$50-\$75 per month to \$25-\$100 per month. Another change allows "lump-sum" contributions. Although the contributory nature of VEAP is open to criticism, it is also true that only those who value education highly will make use of the benefit. In this regard, it is much more cost efficient than a noncontributory program.

2. Extend 1989 GI Bill Delimiting Date

We recommend that the delimiting date for current GI Bill benefits be extended to ten years after the member's discharge or release from active duty. The Department cannot afford to lose highly trained technicians who leave active duty early in order to use their earned educational benefits. The Navy reports that 41 percent of third-term personnel leaving the Navy rank "to keep from losing my GI Bill benefits" as one of the most important factors in their decision to leave the Service. Navy estimates that 250,000 of its active duty members are eligible for GI Bill benefits.

3. Selected Reserve Education Program

Currently, we offer a \$4,000 educational program, which is authorized through FY 1985, to cover the enlistment period of six years, to members in certain skills in the Selected Reserve. Together with the loan repayment program, which is authorized through FY 1983, we are able to provide approximately \$7,000 in educational assistance to members in critical skills. This program has been very successful, has helped ease the shortages in the Selected Reserves, and we do not see a need to change it at this time.

Conclusion

This concludes my presentation to you. My staff and I will continue to work with you and your staffs in this area. In closing, the Department supports educational benefits, but the cost must be justified by recruiting and retention needs. The program I have outlined today responds to these needs.

HEARINGS

Before The

Subcommittee on Military Personnel and Compensation

of the

Committee on Armed Services

U.S. HOUSE OF REPRESENTATIVES

NEW EDUCATIONAL ASSISTANCE PROGRAM FOR THE MILITARY

Washington, D. C.

Thursday, October 1, 1981

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STATEMENTS OF:

Sergeant First Class Charles H. Lawson, U.S. Army,
Recruiter, DesMoines District Recruiting Command; and

Master Sergeant James J. Hogue, U.S. Army,
Career Counsel, Fort Bragg, North Carolina

On behalf of the U.S. Army

Master Chief John M. Adams, U.S. Navy,
Recruiter, Navy Recruiting Command,
Washington, D.C.; and

Master Chief William R. Trenthan, USN
Staff Career Counselor, Destroyer Squadron 10
Norfolk Virginia

On behalf of the U.S. Navy

Staff Sergeant Robert M. Taylor, U.S. Marine Corps,
Recruiter, Baltimore Recruiting Station
Hyattsville, Maryland, Substation; and

Gunnery Sergeant Marcel J. DePersig, U.S. Marine Corps,
Noncommissioner Officer-in-Charge of Enlisted Career
Planning Branch,
Headquarters, U.S. Marine Corps, Washington, D.C.

On behalf of the U.S. Marine Corps

Technical Sergeant Tony Caputo, U.S. Air Force,
Recruiter, Pease Air Force Base, New Hampshire; and

Technical Sergeant Joseph E. Towers, U.S. Air Force,
Career Adviser, Andrews Air Force Base, Maryland

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NEW EDUCATIONAL ASSISTANCE PROGRAM FOR THE MILITARY

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THURSDAY, OCTOBER 1, 1981

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House of Representatives
Subcommittee on Military
Personnel and Compensation
of the Committee on Armed
Services

Washington, D.C.

The subcommittee met, pursuant to recess, at 10:00 a.m., in room 2212, Rayburn House Office Building, Honorable Bill Nichols (chairman of the subcommittee) presiding.

Present: Representatives Nichols, Mitchell, Holt, Hillis, Montgomery, Won Pat, and Byron.

Also Present: G.K. Wincup, counsel to the subcommittee.

1 STATEMENTS OF SERGEANT FIRST CLASS CHARLES H. LAWSON,
2 RECRUITER, DES MOINES DISTRICT RECRUITING COMMAND, AND
3 MASTER SERGEANT JAMES J. HOGUE, CAREER COUNSELOR, FORT
4 BRAGG, NORTH CAROLINA, FOR THE ARMY; MASTER CHIEF JOHN M.
5 ADAMS, RECRUITER, NAVY RECRUITING COMMAND, WASHINGTON, D.C.,
6 AND MASTER CHIEF WILLIAM R. TRENTAM, STAFF CAREER
7 COUNSELOR, DESTROYER SQUADRON 10, NORFOLK, VIRGINIA, FOR THE
8 NAVY; STAFF SERGEANT ROBERT M. TAYLOR, RECRUITER, BALTIMORE
9 RECRUITING STATION, AND GUNNERY SERGEANT MARCEL J. DePERSIG,
10 NON COMMISSIONED OFFICER IN CHARGE OF ENLISTED CAREER
11 PLANNING BRANCH, HEADQUARTERS, MARINE CORPS; TECHNICAL
12 SERGEANT TONY CAPUTO, RECRUITER, PEASE AIR FORCE BASE, NEW
13 HAMPSHIRE, AND TECHNICAL SERGEANT JOSEPH R. TOWERS, CAREER
14 ADVISOR, ANDREWS AIR FORCE BASE, MARYLAND, FOR THE AIR FORCE.

15 Mr. Nichols: The subcommittee will come to order.

16 This morning the Subcommittee on Military Personnel and
17 Compensation continues its hearings on a new educational
18 assistance program for the military. Our witnesses this
19 morning will be a recruiter and career counselor from each
20 of the services who can provide us with their views as to
21 how such a new program would impact on recruiting and
22 retention. Let me say initially that we appreciate your
23 appearance this morning and we recognize that you have an
24 extremely difficult task. We commend you for the job you
25 are doing.

1 I want to start by asking each of you, in turn, to
2 identify yourselves by rank and to tell us how long you have
3 been in the service, how long you have been assigned, either
4 as a recruiter or a career counselor, and the location of
5 your current assignment.

6 We will begin with the Army.

7 Sergeant Lawson: Mr. Chairman, I am Sergeant First
8 Class Charles Lawson. I have been in the Army 12 years. I
9 have six years of recruiting experience. I am presently
10 assigned at the Des Moines District Recruiting Command, Des
11 Moines, Iowa.

12 Sergeant Hogue: Mr. Chairman, I am Master Sergeant
13 James Hogue, Career Counselor, Fort Bragg, North, Carolina.
14 I have 20 years in the military service. I have 11 years in
15 recruiting and reenlistment programs.

16 Chief Trentham: Mr. Chairman, I am Master Chief
17 Trentham. I have just under 20 years in the service active,
18 three in the Reserve. I have been in the recruiting and
19 retention business for approximately 10 years. I am
20 currently assigned to Destroyer Squadron 10, Norfolk,
21 Virginia.

22 Chief Adams: Mr. Chairman, I am Master Chief Adams. I
23 have been in the Navy 24 years. I have been in recruiting
24 eight years and two years assigned over in Arlington in the
25 Recruiting Command, sir.

1 Sergeant DePersig: Mr. Chairman, I am Gunnery Sergeant
2 DePersig, stationed at Headquarters, Marine Corps, Retention
3 Branch. I have seven-and-one-half years in career planning,
4 career counseling, 18-and-one-half years' service and two
5 years Reserve recruiting.

6 Sergeant Taylor: My name is Staff Sergeant Robert M.
7 Taylor. I have been in the Marine Corps 10 years and two
8 months. I am presently assigned to the Recruiting
9 Substation, Hyattsville, Maryland. My headquarters are
10 Recruiting Station, Baltimore, Maryland.

11 Sergeant Caputo: I am Technical Sergeant Tony Caputo.
12 I have been in the Air Force 18 years. I have
13 four-and-one-half years in Air force recruiting. I am
14 presently assigned to the Air Force Recruiting Office in
15 Nashua, New Hampshire.

16 Sergeant Towers: Mr. Chairman, I am Technical Sergeant
17 Joseph R. Towers. I have been in the Air Force for 14
18 years, 10 as Base Career Advisor. I am presently assigned
19 as Chief Base Career Advisor, Andrews Air Force Base.

20 Mr. Nichols: I am glad to see the services did not
21 send any Johnny-come-latelies up here. All of you have hash
22 marks on your sleeves and we certainly respect the expertise
23 that we have here in the room. You gentlemen know that
24 Congress is considering reinstating an educational
25 assistance program to assist recruiting and possibly

1 retention.

2 On the recruiting issue, would each of the recruiters
3 offer his opinion as to how it will affect his ability to
4 attract new enlistees who might otherwise go to a
5 postsecondary school if you could offer an educational
6 assistance program for enlisted.

7 Secondly, would it help your access to high schools,
8 high school counselors and parents, if we had such a G.I.
9 Bill as we are talking about?

10 Thirdly, I would like you to address the issue on
11 bonuses. Do you believe bonuses are more attractive to
12 individuals who score high, that is, categories one through
13 3-A, on the entrance test and who are high school graduates,
14 than an educational program?

15 I would like you to talk about the upfront money
16 vis-a-vis a G.I. Bill that is on down the road here
17 somewhere. With that, let me just begin with my branch of
18 the service, the Army.

19 I say this in all sincerity, gentlemen. You folks
20 ought to know more about this than anybody in the Department
21 of Defense or in the Pentagon because you are out in the
22 grass roots. You see these youngsters, you talk to them.
23 You hear the questions asked. You know whether they are
24 more attracted by bonuses, by pay. You ought to know what
25 sends them to you as a military recruiter.

1 So, we hope you will be absolutely frank in talking
2 with us about these issues.

3 Sergeant Lawson, I will entertain your views first.

4 Sergeant Lawson: Mr. Chairman, it is the consensus of
5 the Army Recruiting Command that we need to develop a new
6 form of educational assistance and in the form of a G.I.
7 Bill, if possible. We believe that people in the high
8 school, teachers, counselors and the like, can identify with
9 the G.I. Bill.

10 A lot of teachers and counselors, and even principals
11 and other officials, in the school got their education
12 through the military, as a result of serving in the
13 military. Parents can identify with the G.I. Bill. The
14 present system we have right now for educational assistance
15 is just a bit too complicated and complex for a lot of
16 people to understand it.

17 Mr. Nichols: Sergeant Hogue.

18 Sergeant Hogue: Mr. Chairman, on the recruiting end of
19 it, I am not that much familiar with it because I have been
20 on the counseling end for the last nine years. I definitely
21 believe that we need the G.I. Bill as far as my end of it
22 through the reenlistment, as long as they do not have a
23 cutoff point where it forces the man to get out of the
24 service.

25 For example, myself now with a cutoff of 1989, I cannot

1 stay for 30 years' service. I have to get out if I want to
2 take advantage of the G.I. Bill. I believe in order to keep
3 the people in, we need to have additional benefits.

4 For instance, I have heard mentioned after the person
5 reenlists the first time, then his G.I. Bill benefits would
6 double, which has been proposed, which is a good incentive.
7 Then the transferability point at the 10-year mark I feel we
8 need.

9 As of right now, in the reenlistment end of it, we do
10 not seem to be having too much trouble once we get the man
11 over the 10-year point. It is keeping him up to that
12 10-year point. I believe if we had that transferability at
13 the 10-year point, we would definitely keep the men in there
14 if we could have it so that they would have to stay on
15 active duty or on active duty retired while it was being
16 used.

17 Mr. Nichols: I believe we probably ought to hold all
18 our questions until we get through. Chief Trentham.

19 Chief Trentham: Mr. Chairman, I have been involved in
20 career counseling and retention since early 1974. Prior to
21 that, I was on recruiting. During the time was on
22 recruiting, certainly the education benefits of the G.I.
23 Bill from Vietnam were a large selling tool for us.

24 Certainly they opened many high school doors and were a
25 large attraction for recruiting people in the service. I

1 feel sure such a bill will again be most useful to
2 recruiting.

3 In recent years, I have been involved almost entirely
4 in retention. The most distressing thing that I am dealing
5 with right now is the 1989 cutoff or drop date for the
6 current G.I. Bill. For people who are coming into the
7 10-year critical decision point, that is one of the large
8 weighting factors in their decision to get out.

9 I have talked to literally hundreds of people over the
10 years who are reaching that decision point. Ten years is a
11 critical decision point in any event. Then it is in many
12 cases the weight that tips the scale and causes them to get
13 out.

14 I agree with the sergeant, that once we get them past
15 10 years, we are in much better shape as far as keeping them
16 in. I think that such a bill should be noncontributory and
17 probably maximum benefits should not be the six-year point
18 and, of course, Navy is the one most affected by that
19 because we have an awful lot of people, really top-notch
20 people, who enlist for six years and if the benefits are
21 maximum at the six-year point, that is just an even greater
22 incentive for folks to get out.

23 Chief Adams: Mr. Chairman, would it help quality,
24 sir? I think a good valid G.I. Bill, like H.R. 1400,
25 appears to be helpful although I have an exception like the

1 six years. Would it help improve quality? Yes, sir, it is
2 a quality draw. We all have a delayed enlistment pool. One
3 of the ways we use that delayed enlistment pool besides
4 preparing an individual for military service is work them
5 for referrals.

6 If you believe birds of a feather flock together, and
7 they do, if you have a quality delayed enlistment pool and
8 you are working them for referrals and they are in the upper
9 mental groups, the people they refer to you will probably be
10 up in the upper mental group and will have more to offer in
11 trainability for the services.

12 Would it help access to the high schools or establish
13 better rapport? As far as all the services go, when we hit
14 our high schools or junior colleges or talk to the parents,
15 our biggest sales tool is talking about advanced training in
16 the military and what it will do for their son and daughter
17 and help them become a better person.

18 This would just be another vehicle. Yes, sir, it helps
19 access to high schools because what you want to talk about
20 is education opportunities, both V.A. and education
21 opportunities.

22 In the Navy we have college professors on our large
23 ships that run college courses at sea and overseas. Yes,
24 sir, it would help our access and establish better rapport
25 with the parents.

1 As far as bonuses for the upper mental groups, I kind
2 of feel in my own personal opinion that bonuses for the
3 upper mental groups, as opposed to the G.I. Bill, are apples
4 and oranges and I will explain why I feel that way.

5 We have enlistment bonuses for critical skills. Most
6 of the critical skills require a brighter individual to get
7 into the higher technical training, but those skills come
8 and go. Today it might be a tire control technician.
9 Tomorrow it might be a sonar technician.

10 So, we can tailor our enlistment bonus to the need of
11 each individual service in a given time period. If we try
12 to tailor a G.I. Bill to an enlistment bonus, we would be
13 penalizing a lot of people not because they are not willing
14 to serve their time in the military but maybe they are not
15 qualified.

16 For instance, just being color blind. They could be
17 the brightest person in the world, but if they are color
18 blind we will not let them in if they are dealing with
19 electronics. They will kill themselves by grabbing the
20 wrong wire.

21 I feel we should have an enlistment bonus and a
22 variable enlistment bonus and tailor it to individual needs
23 at a given time. The G.I. Bill, everybody who serves, and I
24 do not care what their job is, ought to have the opportunity
25 to earn that.

1 Sergeant DePersig: Mr. Chairman, after hearing the
2 other service representatives, I have to agree with them as
3 to keeping the G.I. Bill. One is not to have a cutoff
4 date. At present, I know of too many individuals that we
5 loose from the service based upon the fact that they are
6 going to get out of the service in order to use their G.I.
7 Bill because they are going to lose their eligibility.

8 We are talking about people who are qualified
9 technicians. Even with the bonus money dangled in front of
10 them, they still are going to get out so that they can use
11 the G.I. Bill.

12 People say, "Why don't they use the in-service G.I.
13 Bill benefits?" Unfortunately, a lot of job assignments take
14 an individual where he doesn't have the opportunities to
15 utilize his in-service G.I. Bill.

16 Another point is, when I found out that I was going to
17 be coming to the Hill to testify, I called together a staff
18 meeting of the staff NCOs that presently work for me and
19 additional staff NCOs in the Headquarters. I asked them,
20 "What are your feelings? How do you feel about the G.I.
21 Bill as it is today?"

22 They say, one, "I am going to get out. I am going to
23 transfer to the fleet or retire, 20 years service, so that I
24 can use my G.I. Bill." Then people say, "I am getting out
25 in 10 years, I am going to get out in 12 years so that I can

1 continue to use my eligibility."

2 Then they were asked, "If this bill were passed and you
3 could transfer the benefits to your dependents?" "Heck, I
4 will stick around four more years, I will stay in four more
5 years or five years or six more years" so that when their
6 child reaches college age they can transfer their benefits
7 to their child so that they can go to school.

8 There are a lot of us. I, for one, have worked at
9 night for seven years so that I can build up a fund in order
10 to send my two children to school. If the bill were passed,
11 I could send my daughter and son to college under the
12 proposed G.I. Bill where I could transfer my benefits to
13 them. It would help me. I would not have to work at nights.

14 Sergeant Taylor: I agree with everything that has been
15 said thus far. I do not feel we should have an educational
16 program that should be contributory. I think it should be a
17 noncontributory G.I. Bill like the old one, for one reason.
18 Because I do not feel a young man or young lady that is
19 coming into the Marine Corps should have to take money out
20 of his or her paycheck to put away for his or her schooling.

21 The Veterans Education Assistance Program we have now,
22 the two-for-one program, is a good program but it is not
23 good enough. It is not as good as the G.I. Bill. I came in
24 the Marine Corps during the Vietnam era. My education
25 benefits expire in 1989. That is well before I retire.

1 The job I am doing now, I do not have the opportunity
2 to go out and go to night classes or college but I was a
3 volunteer for recruiting, so I am not complaining in that
4 respect but just the fact I cannot do it. I have to wait
5 for another job assignment so that I can go to college.

6 As far as the transferability, I also talked to fellow
7 staff NCOs and they felt they would stay somewhat longer in
8 the Marine Corps, possibly to 20, if they felt they could
9 transfer their education benefits to their dependents. As
10 far as the recruiting business is concerned, we do not sell
11 jobs and we do not sell -- I am speaking of the Marine
12 Corps -- jobs, technical skills, education programs.

13 Yes, it is available as a sales tool. When a young man
14 or young lady walks into my office and is interested in
15 joining the Marine Corps, first I want to find out what is
16 in that young person's heart and if the person is going to
17 carry on the Marine tradition.

18 If that person is interested in getting an education in
19 the marine Corps, yes, he can do it but we need a better
20 education program for that young individual.

21 Sergeant Caputo: Mr. Chairman, like most of us here,
22 the recruiters, we deal mainly with the 17 and 19-year-old
23 high school senior just recently graduated from high
24 school. This is where our main efforts are applied in
25 recruiting.

1 To be competitive, I think we have to go into the
2 schools and talk to the counselors, work with the counselors
3 and the counselors' main point of view is education. What
4 can they offer or what can you offer their high school
5 senior, or people who are getting ready to graduate? What
6 can you offer them along with the other things that they
7 have to look at in order to make a career decision?

8 Every year it gets harder because we are facing a lot
9 of competition with student loan money available, industry
10 will pay for people to take college courses if it pertains
11 to their job in civilian industry and they will send them to
12 school and pay for their courses.

13 A lot of parents I talked to in New Hampshire who have
14 been in the military for one hitch and retired, many of them
15 have gotten their education under the old G.I. Bill and they
16 tell me many, many times, "I would not hesitate to maybe
17 direct my son or daughter toward the military if they had
18 the opportunity to take advantage of the G.I. Bill that I
19 had."

20 I think this is one of the problems we are facing. I
21 think if we had a different type of G.I. Bill, one that they
22 did not contribute to, it would give us a little bit of an
23 edge, a little more reason to sit down and talk with them
24 and show them where their future could be headed if they are
25 interested in continuing their education.

1 It is very, very important, we do get a lot of
2 inquiries, and I know I do in New Hampshire, on the G.I.
3 Bill.

4 Sergeant Towers: Mr. Chairman, we do need either a new
5 educational program or we do need to extend the old one. In
6 career counseling, many of us counsel second-term or people
7 on second enlistment and career people approaching their
8 separation date.

9 We have a lot of ranks, master sergeants, chiefs and
10 seniors who can stay on for longer years past 20. The
11 problem is that with the cutoff date of 1989, a lot of them
12 are getting out. An example is myself. I have retirement
13 at 20 years, I can get out in 1987. However, being a tech
14 sergeant, I can go to 23 years. In order to get the
15 two-years' education I need from the G.I. Bill, I would have
16 to get out at 20 years to get it.

17 Therefore, the three more years I could be useful to
18 the Air Force I would have to give up in order to get the
19 two years to complete my education. I feel for my
20 recruiters that they should have access to the high
21 schools. They should have a good product to pass on to the
22 individual, education being the number one in the high
23 school, itself.

24 I do not agree that a bonus should be paid as opposed
25 to an educational benefit. The reason for this is, I am not

1 saying I want to turn us into a mercenary force, but the
2 country would be better off with more educated people than
3 walking around with bonus money in their pockets.

4 Mr. Nichols: the reason we pay bonuses, the reason we
5 have G.I. Bills, is to recruit people and to retain them.
6 That pay sounds a little harsh but this is not something
7 that we are doing for the serviceman as we did in World War
8 II, it is not an automatic sort of thing that was available
9 to anybody who served. It is beamed at recruiting and
10 retention.

11 My question to you is this. I have talked to some
12 recruiters. Here you are at the desk and the door opens and
13 this kid comes in. He may be a high school dropout, he may
14 have just graduated from high school. It may be in February
15 or January before he graduates in May. He wants to talk to
16 you about the services. He may be a boy that has knocked on
17 a lot of doors as a high school graduate and he has not been
18 able to get a job and now he has heard about the Marines
19 needing a few good men, so he knocks on your door.

20 It has been alleged that some of these type individuals
21 are much more interested in what is up front, what is in it
22 for me, what is your best cash offer, than they are in
23 something that is way out here in the future, like the G.I.
24 Bill.

25 I have been told that by some recruiters and I would

1 like to have you comment on it. What is this typical young
2 man who walks in interested in? Is he more interested in
3 that upfront money? Is that the thing that moves him?

4 Sergeant Lawson: Mr. Chairman, I agree with you
5 wholeheartedly. I believe that people are very much
6 interested in what they can get now as opposed to what is
7 down the road.

8 On the Army side, we do have a problem with
9 recruiting. Speaking of bonuses, I did not get to talk
10 about bonuses when I began talking, but in addition to the
11 new educational program, I would like to see the bonuses
12 kept as a way of trying to procure the upper mental category
13 people for those critical skills identified by the Army as
14 being hard to fill.

15 I agree wholeheartedly with the fact that people like
16 to see something up front as opposed to what is coming down
17 the road.

18 Mr. Nichols: Sergeant, I am going to put you on the
19 spot. I am going to ask you on a scale of one to 10, where
20 would you put these reenlistment bonuses in trying to sell
21 this man? You have a quota and somebody looking down at you
22 saying, "You make it this month."

23 He looks like a good man. Where would you put the G.I.
24 Bill vis-a-vis a bonus for enlisted in the infantry or
25 artillery or Army?

1 Sergeant Lawson: Mr. Chairman, I don't quite
2 understand your question. Where would I put it?

3 Mr. Nichols: Which of the two is most important?

4 Sergeant Lawson: I would have to go with the
5 educational program with the clause that would transfer the
6 benefits to dependents. I am due to retire after 20 years
7 in 1989. That is the year the education bill ends. I would
8 like to stay beyond 20 years. I don't believe I will have --

9 Mr. Nichols: You are talking about what you would like
10 to do. I am talking about this guy who comes in the front
11 door. Mr. Montgomery is the sponsor of this bill. He likes
12 your answer.

13 Sergeant Lawson: My answer is, I would have to take a
14 noncontributory education program over bonuses at this time.

15 Mr. Nichols: As for enlisting and getting that man's
16 name on the line?

17 Sergeant Lawson: Yes, because people will identify
18 with that.

19 Mr. Hillis: Would you consider as an option in
20 recruiting either a bonus or a half a bonus and education,
21 one or the other but not both, or partial bonus and
22 education?

23 Sergeant Lawson: Mr. Hillis, in my opinion and I do
24 not speak for everyone in the Recruiting Command, but I
25 personally do not think that would be a good choice. I do

1 not think a person would buy that. I think that people want
2 to know, a lot of questions are asked, Mr. Hillis, why must
3 I contribute or why must I give up something when something
4 has been passed down from generation to generation in the
5 family, a father, an uncle, if all these people had a choice
6 and had a chance to go to school and use the G.I. Bill?

7 Granted, they are not all veterans of combat but there
8 are a lot of people who served in the Vietnam era who did
9 not serve in combat but did have a chance to take advantage
10 of the G.I. Bill. I don't think a split program like that
11 would be very effective.

12 Mr. Hillis: I am making it as an option. You say,
13 "You can either have an enlistment bonus or sign up for an
14 education."

15 Sergeant Lawson: As I stated before, and a couple
16 other people stated also, something in the hand is better
17 than something down the road. We ask the question all the
18 time in the recruiting aspect of it, why don't we have a
19 program that is noncontributory? Why don't we try to change
20 the education assistance program we have now and try to
21 bring in something that is similar to the G.I. Bill?

22 Mr. Mitchell: I would like to have those of you who
23 have been counseling, along with recruiting, respond. Do
24 you think a G.I. Bill would help more with recruiting or
25 more with retention? Or is it about equally beneficial in

1 both aspects?

2 Sergeant DePersig: I would like to address that
3 question. I think both sides would benefit. One, it would
4 be a selling tool for the recruiting service. It also would
5 be a very strong and a very effective retention tool. There
6 are a lot of people who plan on making the military a career
7 the first day they walk in. If they know they have
8 something they can pass on to their dependants, then they
9 will do it and they will stay. They will stay beyond 20
10 years.

11 There are a lot of individuals who would stay 30 years
12 if they knew they could have something they could hand down
13 to their children. If the only benefit they can hand down
14 to their children is the benefit of an education, then why
15 not give it to them? I think both of them are good benefits.

16 Chief Trentham: Mr. Mitchell, having had experience in
17 both, I would have a very difficult time saying one would
18 benefit more than the other. I really think that both
19 recruiting and retention would benefit immensely.

20 I do not think that the G.I. Bill for Education or a
21 bonus, either one of these, is in itself a total deciding
22 factor in an individual's decision to either enlist or
23 reenlist, but they certainly are very powerful tools, very
24 heavy weighting factors. Having been in both of them, I
25 have used both of them extensively.

1 **Mr. Mitchell:** Let me ask about transferability. You
2 know the cost to include transferability in the program
3 increases the total package by something between 30 and 40
4 percent. It is an expensive option. We would have to have
5 something like transferability or people would get out, you
6 know, use it or lose it. They would get out so that they
7 could take advantage of it.

8 **How about some kind of payback option in lieu of**
9 **transferability?** Say a person doesn't want to have a
10 family, he wants to get out after 20 years, he doesn't want
11 to go to college. He would like to start a business. Maybe
12 he is an excellent marksman. He wants to run a sporting
13 goods store.

14 Should he be able to take a hunk of the money that it
15 would cost the government to educate him so that he could
16 have a nest egg for that business? Does the payback
17 provision make any sense? Would it be attractive to many
18 people or just a handful?

19 **Chief Adams:** **Mr. Mitchell, this is an educational**
20 **opportunity. It is not a nest egg.** I as a taxpayer would
21 not like hanging over my head for some indeterminate period
22 of time anybody could go out and grab 60 percent of the
23 so-called educational benefits or earn a baccalaureate. As
24 a taxpayer, I feel it is unfair.

25 **This is an educational opportunity. It is not, "Here**

1 are your bucks, you go out and buy your Treasury certificate
2 and get 17 percent on it.

3 Mr. Mitchell: How about the people you deal with every
4 day? Are many of them interested in payback versus
5 education? Or is education by far the overriding attraction?

6 Chief Adams: Education is the overriding attraction,
7 sir. Everybody wants a free lunch. You would not find
8 anybody who would turn it down.

9 Mr. Mitchell: Thank you. Thank you, Mr. Chairman.

10 Mr. Nichols: Mr. Hillis.

11 Mr. Hillis: Thank you, Mr. Chairman.

12 Chief Adams, I am very much interested in your last
13 answer because cost is a major factor in this program. We
14 are coming to a time when we are trying to do a lot of
15 things, provide a 600-ship Navy, procure F-18s. You can
16 point to system after system in the Marine, Army and Air
17 Force. So money is very, very important here.

18 In the transferability area, would it be available to
19 those who are in service today on a contribution basis? Not
20 like the VEAP Program, but if you want transferability, you
21 do contribute something and then perhaps the government will
22 put in \$4 or \$5 for each dollar you put in, 20 percent
23 contribution by the service person versus 80 percent by the
24 government, and get away from the idea that you are giving
25 something to everyone, but you are making it available to

1 those to whom it is a big incentive.

2 What would be your idea in this area? Does it have to
3 be a 100-percent funded thing, or could it be more selective
4 and you aim at those that it makes a big difference to, such
5 as the sergeant next to you who works at night, to have that
6 money available?

7 Chief Adams: Mr. Hillis, I feel that probably all of
8 us with children would be willing to contribute a small
9 portion if we had that opportunity. However, the Department
10 of Education gives grants to people who have never been in
11 the service. Educational grants are given all over the
12 country. We know that.

13 Maybe that individual never served, maybe nobody in the
14 family ever served. Quite frankly, yes, sir, I would be
15 willing to contribute a little bit for the transferability.
16 But I also would have a little heartburn knowing that
17 somebody else got an educational grant to go to college and
18 did not have to contribute anything.

19 Mr. Hillis: That is a very good answer. Any other
20 comments?

21 Sergeant DePersig: One thing just came to mind. The
22 Master Chief was talking about people getting grants and so
23 on. The student loan program has been in effect for years.
24 Mr. Mitchell asked about a payback and Mr. Hillis was also
25 referring to that as far as paying back.

1 The only thing I can think of is what about the people
2 who got student loans and still owe the government money?
3 They have never paid it back and never spent time in the
4 service. They gave up nothing. They received a benefit and
5 did not have to give up anything to get it.

6 In my personal opinion, I do not see why we have to
7 contribute anything other than spending our time in the
8 service faithfully and honorably, laying our life on the
9 line for this country, being moved every two or three years,
10 pulling our kids out of school in mid year and transferring
11 them to another school.

12 We have put up with a lot of hardships and these people
13 have not. They have sat out there, they have gotten their
14 education and they have not paid anything back. In my
15 opinion, I don't think it is fair.

16 Chief Trentham: Mr. Hillis, my feeling is, dealing
17 with sailors as I do, the mentality of them, I believe they
18 would be resentful, it might be a negative factor if they
19 had to contribute. I think it would be more beneficial if
20 you were to say, you can transfer 75 percent to your
21 dependents rather than transferring total entitlement and
22 the individual paying 25 percent.

23 In other words, no contribution but perhaps a reduced
24 amount would avoid some bitterness on the part of the
25 individual. It is sort of a psychological thing, I suppose.

1 Mr. Hillis: Any other comments? Thank you, Mr.
2 Chairman.

3 Mr. Nichols: Mr. Montgomery.

4 Mr. Montgomery: Thank you, Mr. Chairman.

5 Talking about what the Gunnery Sergeant mentioned, we
6 were penciling out in 1983 the educational loans and grants
7 and work-studies through the educational department. They
8 are going to pay out over \$5 billion in 1983 even after the
9 cuts we have implemented.

10 This bill we are talking about by 1994 would not cost
11 the government but \$1.4 billion. In fact, what we have now,
12 with these civilian students, we have a G.I. Bill and no
13 obligation. These gentlemen see the problem. Of course,
14 they are out there working against it.

15 Mr. Chairman, you have always said that the chiefs and
16 the NCOs run the military. I feel good to see how neat
17 these noncommissioned officers are here today and how well
18 they have handled themselves before this committee. It
19 gives you confidence in the military.

20 I agree with what you have said many times. I do not
21 really have a feel on it but I feel the committee ought to
22 know it. It has been mentioned over and over that by 1989
23 when the time of the G.I. educational bill for Vietnam runs
24 out, there is strong feeling in the regular military that
25 that should be extended so that we can actually keep our

1 noncommissioned officers and others in the service and give
2 them a chance to get the benefits.

3 That would come under the committee that I chair, the
4 House Veterans Affairs Committee. The problem we have on
5 our committee is that we have had six million Vietnam
6 veterans who have used the G.I. bill. We still have about
7 three million that have not. So, we are talking about a
8 real expensive program and we still hear from people in the
9 service that want to get the benefits extended. So, we are
10 talking about a lot of money.

11 The problem that will hit me on our committee is that
12 the veterans organizations will come in and say, "Okay, you
13 extend the bill and you are going to take some monies away
14 from the hospitals, away from pension and compensation."
15 So, it kind of boils down to this.

16 If we could come up with a new G.I. Bill, like
17 H.R. 1400, it would just about catch all of the military who
18 are talking about extending after 1989. We would catch them
19 and we would still have that transferability in our new bill
20 and you would actually be better off under H.R. 1400 than
21 you would be under the old G.I. educational bill.

22 I just make that point. There is some merit to
23 following this bill through.

24 You all work with high school counselors. I was
25 talking to Mr. Wincup about trying to get high school

1 counselors out of the private or public schools to testify.
2 Do you get cooperation from them or do they kind of work
3 against getting kids into the military? I see you grinning.

4 Mr. Nichols: If the gentleman will yield just a
5 minute, that is a question I had on my agenda. If I might
6 just elaborate on the question. Are you finding it easier
7 to get into high schools than you did three years ago or
8 four years ago? Will you comment on that?

9 Chief Adams: Mr. Chairman, 43 percent of the high
10 schools give us limited access. By limited access, maybe
11 they have one career day a year that we can come in to their
12 campus and talk to their students. The rest of the time we
13 cannot get on the campus.

14 This is our public school system. Three percent do not
15 ever let us on campus, ever. That is our public school
16 system where we are trying to recruit. Sometimes states
17 will pass laws or acts where they allow us, if they let a
18 college recruiter or bank or county sheriff come in to
19 recruit, they have to let us do it at the same time. That
20 is individual rapport and individual schools.

21 I had a high school here when I was stationed out in
22 El Centro where the counselor was so pro-Navy and
23 personable, that when I was kind of feeling down, I looked
24 to visit him because he pumped me up. He was cooperative.
25 I had a hunch he was an Air Force veteran. He even put his

1 own son in the Air Force. That was number one in his heart
2 and I appreciated that.

3 So, it is all spectrum. It is every conceivable
4 spectrum you can imagine. It is up to you, the recruiter,
5 to establish some kind of working rapport with the counselor,
6 keeping in mind the counselor is nothing more than, quite
7 honestly, a conduit to get me to his students so that I can
8 talk to them and explain what opportunities I have or the
9 Air Force recruiters or the Army.

10 It depends on where you go as to whether you have
11 problems, if you have a high school assigned to you that
12 says you won't come on campus. I have heard there is a high
13 school in Riverside, California where they do not let the
14 recruiters come on campus but that is for your physical
15 well-being. It is a rough school. They do not have
16 anything about recruiters. They feel it would be a lot
17 safer.

18 I thought I would share with you that 43 percent of our
19 schools do not even give us directory information which
20 costs us more money because we have to go out and hit the
21 ring salesman or buy an ad in the annual so that we can get
22 the annual and get the names and get a criss-cross directory
23 and get the phone numbers so that we can call Johnny and
24 Judy and all that.

25 Each school is different. That is my experience, sir.

1 Sergeant Lawson: Mr. Chairman, I have had some
2 unfortunate experiences in high schools. I agree with Chief
3 Petty Officer Adams. The fact is, we are trapped in trying
4 to get access to the schools. We need to get the school
5 tests and Armed Forces Vocational Aptitude Battery. We need
6 to get information which is not against the Privacy Act.

7 Everybody wants to build an army but nobody wants to
8 contribute, like the old saying, everybody wants to go to
9 heaven but nobody wants to die. If we want to get the upper
10 mental category people we want, we need the same access as
11 everybody else in the school system.

12 A lot of educators in the school would not be sitting
13 in the seat they are sitting in, had it not been for some
14 service in the military and the G.I. Bill. We do not have
15 access to the high schools. We are looked down upon as
16 something, I don't know what, but we need something done
17 about it.

18 Nobody wants to contribute. So, we have to use all the
19 resources we have available to obtain a list and just a
20 constant sales presentation to try to get access to the
21 schools.

22 Sergeant Taylor: Mr. Chairman, I feel basically the
23 same way as the other recruiters have said about the school
24 system. I am a recruiter in Northern P.G. County. I cover
25 some parts of Montgomery County. Their policies are that

1 the only time we are allowed in there is when they have a
2 career day and that is only once a year.

3 They do not want to give the institutional aspect
4 because they feel that recruiters are going to be bugging
5 kids during the school year. We inform them all they have
6 to do is enter a date on the application for the ASVAB, that
7 we do not want the kids called until after graduation, which
8 is fine with us.

9 All we want to do is have them tested to point out the
10 qualified individuals in that school and possibly set up an
11 appointment with them at a later date to discuss their
12 opportunities in the Marine Corps. The only time we get
13 real good access in a priority one school is if the
14 recruiter knows someone personally in the school and he gets
15 a good rapport with that individual, there we get good
16 access.

17 As far as on a regular day-to-day basis or even a
18 weekly basis or monthly basis, no, sir, we do not have good
19 access to the schools.

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1 Sergeant Caputo: Mr. Chairman, in dealing with
2 counselors, one of the things they are concerned about is in
3 giving the Armed Services Test a student puts down what his
4 plans are for the future, indicating the military or whether
5 he is going to continue his education either at a four- or
6 two-year school, whether he plans to work or whether he is
7 undecided.

8 I have been pretty fortunate in the schools in New
9 Hampshire. The counselors have been very receptive in most
10 cases. What they are concerned about is that they feel a
11 lot of times that we are after the collegebound students who
12 have the excellent marks, who have the money to go to
13 college; and they feel we are going to attempt to talk these
14 young people out of going to school.

15 All we ask of the counselors is that we have an
16 opportunity to talk to that percentage of people who want to
17 continue their education but do not have the money or
18 resources to go to college or who are interested in
19 technical training where these educational benefits would
20 help them, along with the training that all our services
21 could provide for them.

22 We as recruiters and counselors have to get together
23 and lay out both our options where we are coming from,
24 because they are looking at how many people they are going
25 to place in higher education and because we have schools

1 that are private-tuition schools where parents are paying
2 money for their sons or daughters to complete high school,
3 and if they are paying money for them to complete high
4 school they are also looking for them to go on to college.

5 A lot of times these schools have dictated to the
6 counselors that your main objective is to send people on to
7 higher education and not into the military service. Again,
8 it boils down to going in with the G.I. Bill, a new G.I.
9 Bill, that you are working on. If we can have something
10 more viable to offer these counselors and parents, then we
11 have a better opportunity to deal with them on an equal
12 basis.

13 Mr. Nichols: Gentlemen, we are going to have to recess
14 for ten minutes to answer this vote. We will be right back.

15 [Brief recess.]

16 Mr. Nichols: Gentlemen, let us come to order.

17 Mr. Montgomery, I believe you had one other question?

18 Mr. Montgomery: Yes, Mr. Chairman.

19 Mr. Nichols: Before you ask that question, and still
20 on the same topic, I am disappointed, maybe disillusioned,
21 that nobody has said it is getting any easier at the high
22 school level. I have been under the impression that the
23 further we get away from the Vietnam image that we have a
24 better image of the military per se by the general public,
25 and yet nobody has said it is any easier out there as far as

1 getting into these high schools. Are there any comments?

2 Sgt. Caputo: Yes, Mr. Chairman. Speaking for my area
3 that I recruit in, the amount of prestige that is associated
4 with the military has gone up. I agree with that.

5 We are not looked down upon, as we were maybe five or
6 eight or ten years ago. The reason I think it is not
7 getting any easier is that, one, the number of high school
8 seniors that we have to work with every year is lowering as
9 far as the number of male and female seniors. It is proving
10 that every year the student population is dropping.

11 This is one of the things that does not make it any
12 easier. I think it goes along with the other points, of the
13 student loan availability and so on. All these facts put
14 together do not make it any easier. Although we have been
15 successful currently, I think that we have to look for is
16 down the road, what are we going to do to combat the
17 negative effects we will be facing within the next few years
18 as far as being able to offer a G.I. type of bill.

19 Mr. Montgomery: On education benefits, we have the
20 VEAP program which is being extended under the law; it will
21 be carried on for another year. Then we have the three test
22 programs for educational benefits. One came out of the
23 Senate; one came out of the House, educational incentives;
24 and one came out of the Defense Department.

25 As I understand it, those three test programs expired

1 yesterday.

2 My question to you is, would you be better off if we
3 came in with a noncontributory G.I. education bill and just
4 had one bill for you to work with out there, and not have
5 the test? And have any of you really tried the test
6 programs and tried to implement them?

7 Sergeant Towers, we will start off with you.

8 Sgt. Towers: Mr. Montgomery, at Andrews Air Force Base
9 we just completed the Educational Assistance Test Program.
10 There was a total of three people eligible. Two of the
11 people took the test program and another person was
12 scheduled to reenlist prior to the expiration of the date.
13 However, the reenlistment, selective reenlistment bonus, was
14 increased on 1 October. Based on that fact, he declined and
15 wanted cash in hand.

16 The VEAP program -- again my opinion, and this is based
17 on the people we counsel daily -- is a disaster; it is not
18 used that much, and one more year's extension is going to do
19 nothing for the program.

20 Chief Trentham: Mr. Montgomery, I only have one
21 individual in my squadron of 17 ships that I know of for
22 certain who reenlisted and took advantage of the test
23 program. It was a very small number of people who were even
24 eligible. He was most enthusiastic about it. He did
25 receive a VRB in addition to that. He gave up his old

1 Vietnam-era G.I. Bill to participate in the test program.

2 I would like to point out that my responsibility in
3 Squadron 10 is retention. My commodore is not satisfied
4 with my efforts until I retain every qualified individual.
5 I am not going to be able to do that, but I have to try.

6 In regard to a G.I. Bill, this may sound a little cold,
7 but I regard that as a retention tool. I am not concerned
8 about whether or not it is a reward for faithful service to
9 your country but I have to regard it as a tool for retention.

10 I believe a bill that would be available for some
11 period of time, perhaps five to ten years, to an individual
12 after separation would help me in my efforts to retain
13 people at the ten-year decision point and at the 20-year
14 decision point.

15 VEAP has not had high participation, in my experience.
16 I can only recall one individual again who fully
17 participated in VEAP. The fact that they have to
18 contribute, they just won't do it. They just don't like to
19 give up the money.

20 Chief Adams: Mr. Montgomery, yes, sir, I really
21 believe we only need one. That test program that we
22 participated in in 14 areas around the country, you had one
23 area that was giving everything away -- if you reenlist, 60
24 percent reimbursement -- and they were bordering a district
25 that didn't give anything away. If I was recruiting in that

1 district and if I were going to put my son in, I would not
2 enlist him in my district; I would send him next door.

3 There were all kinds of things going on. We only had
4 two weeks' notice. It took six months to get the word to
5 everybody. It was a mess.

6 I respectfully submit we only need one. We don't need
7 four or five different ones scattered throughout.

8 Sgt. Hogue: Mr. Montgomery, on the test program, as
9 large as Fort Bragg is, we reenlist approximately 250 to 300
10 people a month. When the test program was going on I
11 believe it was three to four people that reenlisted for this
12 program. To me, this was a very low number.

13 The biggest thing in it was that the people did not
14 want to contribute into the program. That is the reason I
15 believe in the retention end of it we need the G.I. Bill, we
16 need it with the transferability, but we also need it to
17 where it will keep that guy past the ten-year mark, which
18 is, I say, the critical cutoff for ten years, because once
19 we get him past ten years most of the time they will stay
20 beyond that.

21 As far as the test program, no, I don't believe it did
22 work.

23 St. DePersig: Mr. Montgomery, I would like to add to
24 the comments in regard to the test program. In one given
25 month we had a total of 1,573 reenlistments, and with the

1 implementation of the test program we did not have one man
2 in the Marine Corps reenlist or participate in the test
3 program.

4 Mr. Nichols: In the entire Corps?

5 St. DePersig: In the entire Corps, not one.

6 Mr. Nichols: Mr. Hunter:

7 Mr. Hunter: I have no questions, Mr. Chairman. Thank
8 you.

9 Mr. Nichols: Mr. Wincup?

10 Mr. Wincup: Yes, sir.

11 Mr. Chairman, one of the reasons why the educational
12 assistance program is being considered is recruiting
13 difficulties. They don't exist this year. In fact, in
14 1981, according to statistics, no service has any recruiting
15 difficulties. The Army is up from 50 percent high school
16 graduates to over 70 percent. Category IV was 50 percent
17 last year, 30 percent this year. All the other services
18 have done very well.

19 Can you tell me what happened? Last year was not great
20 but this year is a banner year. Can you give us any idea
21 what has happened out there that has made things better?

22 Chief Adams: For the Navy, you gave us enough
23 recruiters to write enough contracts to make goal. Also, I
24 tell you on the surface the Navy is doing well, but we are
25 in the worst position of all the services because we ate

1 into our delayed enlistment pool this year. We didn't build
2 it; we reduced it.

3 The Air Force has a 40 percent pool and they can
4 fluctuate with changing goals and all that. We are down to
5 less than 25 percent and we ate into it.

6 So, in the future everything is not rosy on the
7 horizon. I think this G.I. Bill that you are proposing is
8 very important for it to hit the streets now, because in
9 1985 when the male population really takes a slump, you
10 know, you have to start marketing it now, so that everybody
11 becomes aware of it throughout the country.

12 We look like we are doing well now. We are. We did
13 make goal, and that is because you manned us with recruiters
14 that we needed to make goal, but we ate into our delayed
15 enlistment pool.

16 The Navy is probably doing worse than any of the other
17 services.

18 Sgt. Taylor: Mr. Wincup, as far as the Marine Corps,
19 the Marine Corps had a big push to put a lot of recruiters
20 on the street because they knew the QMA, qualified military
21 available, was slipping every year. So they figured if you
22 put more recruiters on the street we could beat the bush
23 better and dig out these qualified people.

24 When we are told we will make mission, we are going to
25 make mission. That is why it got done, sir.

1 Mr. Wincup: I assume you are told that every year?

2 Sgt. Taylor: Yes, sir. We had the cream of the crop
3 out here on independent duty. The Marine Corps has trained
4 a very professional and elite staff in the corps and put
5 them on reruiting. You really have to go through a tight
6 screening process to become a Marine recruiter. I am not
7 blowing my own bugle but the cream of the crop is on
8 recruiting duty. The Marine staff and drill ranks are
9 hurting back in the Fleet Marine Force because of that.

10 Mr. Wincup: Do I hear you say that it is recruiters
11 and not pay, not the changing perception of the country,
12 that has helped recruiting, but the number of recruiters on
13 the street?

14 Sgt. Taylor: That is my opinion, sir. Also the
15 attitude of the younger generation nowadays. I can see a
16 bit turnaround in it.

17 The only problem that we have is the quality of
18 education that they are getting. The kids graduating out of
19 high school today are having a lot of problems passing the
20 ASVAB test. When the new ASVAB test came out 1 October last
21 year and we were cut off from Category IVs, that was a big
22 factor on making mission.

23 Another thing, if a young man or young lady walks in my
24 office and says, "I am a high school graduate, I have two
25 years of community college," my next question is, "Well, can

1 you read?" They can't even pass the screening test, sir,
2 and that is a very high percentage, and these are people
3 with two years of college.

4 Sgt. Lawson: We are right now, the 1st of October, the
5 victory we had in fiscal 1981, the district I am currently
6 assigned to is enjoying a winning year for the first time
7 since 1969. I agree with the rest of the recruiters, I
8 don't think it has anything to do with the change in the
9 people's attitude or the economy; it is that we have more
10 recruiters out who run their Department of the Army
11 selection to get a lot of people to join the volunteers
12 already in the field. Our strength is up; our training is
13 up; we have more training probably than any other
14 organization. We are geared to sales techniques. We know
15 we have to get out there and tell the Army to get more
16 people.

17 In order to do that, we have to have more people in the
18 recruiting force. I attribute the success of the Army's
19 recruiting to the number of recruiters we have and the
20 well-trained people getting out and telling the story to
21 more people.

22 Mr. Wincup: If there were \$X million available to try
23 to help recruiting, are you suggesting we should provide
24 more recruiters and an educational program, or bonuses?

25 Sgt. Lawson: No, sir; I am not advocating that at all.

1 Mr. Wincup: Thank you, Mr. Chairman.

2 Mr. Nichols: If the gentleman will yield, that kind of
3 "blows" it with us, because we Congressmen like to pat
4 ourselves on the back and say all these good things that
5 have come our way the last year as far as everybody making
6 their quotas has really come about because we increased the
7 quarters allowance and we increased the pay by 11 percent
8 last year, we increased flight pay.

9 The testimony I am hearing is, "Well, we really reached
10 these goals simply because we had more people out there on
11 the streets knocking on more doors."

12 Chief Adams: Mr. Chairman, if I may, sir, recruiters
13 have the biggest impact. This year in the Navy we put in
14 12,000 prior-service veterans and I certainly would not want
15 to leave you with the opinion that it is a bad package; it
16 is sea pay, sub pay, the pay raise last year which have had
17 a tremendous impact on retention. He is trying to save all
18 he can. If they get away from him, I want him to give me
19 their name and address so I can still put them back in the
20 Navy.

21 It has had a significant impact and we probably sold
22 you short by not addressing that. It has had a big impact;
23 and the patriotism in the country has helped to make it
24 easier.

25 Mr. Nichols: I want to follow up on that a little

1 bit. We are in a hassle with the Senate at this moment on
2 the pay bill. As you know, this committee and the House
3 recommended \$14.3 percent across the board. The Senate in
4 their wisdom has elected to target it from 7 percent on E-1
5 on up to maybe 22 percent, I believe, for E-9.

6 One argument that we are running into, strong argument
7 that they are making, is that, number one, as Mr. Wincup has
8 said, we don't have any problems, the bluesuits are turning
9 people away. The people came in yesterday and said Category
10 IVs? No way; they weren't taking any Cat. IVs. But they
11 say there is no problem now.

12 CBC has stated that there will be no problem in the
13 immediate future, talking about the next five years. That is
14 the Congressional Budget Office. If that is true, yet you
15 all come here before us and say we need the G.I. Bill.

16 How can I sell that to my counterparts over there?
17 What is your argument for saying that we have to have a G.I.
18 Bill in light of the fact that you are doing well and
19 everybody is expected to do well in the next five years?

20 Sgt. Lawson: Mr. Chairman, as I stated before, our
21 strength is up in the recruiting force, but we are not
22 without our problems. Personally, I don't think that we
23 need the number of recruiters we have because we are
24 selecting people through the Department of the Army. They
25 are coming out and filing bankruptcy because they cannot cut

1 it out there. Expenses are too high. So we are not without
2 our problems.

3 Good soldiers believe in one thing: You give me a job
4 to do and I will do it to the best of my ability. Our
5 strength is up. We are making numbers but we are not
6 without our personal hardships.

7 Yes, I have to say, again, we do need to bring in a new
8 education program that is not contributory. Perhaps that
9 will decrease the number of recruiters we need. We can get
10 the number of recruits we need and not through DA selection,
11 so there is less harship in the recruiting force.

12 Sgt. Caputo: As far as recruiting goes, the Air Force
13 is looking, from my understanding, to increase its
14 percentage of high-school graduates, diploma graduates, up
15 to 93, 95 percent in the foreseeable future. The G.I. Bill
16 is going to enable the Air Force, hopefully, to meet these
17 goals of this high percentage of high-school graudates.

18 The qualification test scores in the different mental
19 categories, the high-school graduates will meet for us. I
20 think we have looked at some of the people who have come in
21 the Air Force who are not high-school graduates. We are
22 looking at attrition rates. They are not making it through
23 basic training or through technical schools, and in the long
24 run we have lost money that way.

25 Again, I don't know what is the future outlook, how

1 everybody else is looking at the five-year rosy outlook you
2 have predicted. Was it CBO who said --

3 Mr. Nichols: Congressional Budget Office.

4 Sgt. Caputo: Even though these predictions are out
5 there, the way we have been recruiting now, I think it goes
6 back to the G.I. Bill and the recruiter incentives that we
7 have received out in the field that have made production a
8 lot easier for us.

9 I think recruiters had more than an incentive to work
10 long hours and say, "Maybe I can getting a little bit of
11 reward for my long hours." Everything has helped us. I
12 think that is one reason why we have been successful.

13 Looking down the road, looking at the student
14 population figures and things we have to compete with, I
15 think the G.I. bill will be the most important.

16 Chief Adams: One thing about why should we have a G.I.
17 bill, we want quality people in our armed forces. That
18 quality individuals. In the Navy we recruit very heavily
19 for the six-year programs -- fantastic training. Anybody
20 who is in those programs -- and I think we are bringing in
21 about 13,000 or 14,000 a year -- those people can go to any
22 college in this country and do very well, and most of the
23 time they choose not to because they cannot afford it.

24 We in the military can provide a vehicle where we can
25 provide vocational training and allow them to meet their

1 future desire to continue their education. I think that is
2 what a G.I. Bill does for us. Let us build quality armed
3 forces. That is why we need a G.I. bill.

4 Mr. Nichols: Mrs. Byron?

5 Mrs. Byron: I have a couple of questions.
6 Let me touch on a couple of things.

7 I think you must have been doing something right,
8 because I know our office for the first time has been
9 inundated with people calling who said they have gone down
10 to the recruiting office, they have signed up, "Why has it
11 taken them so long to call?"

12 I think we have a backlog, which is the first time that
13 I have been able to see that, and I think that is good. So
14 it shows that you are getting the volume through the
15 recruiting office; you have people who are concerned enough
16 about wanting to serve that they take the time to find out
17 what is taking so long on the paperwork, why do they have to
18 wait six months, eight months, to get in. They have a job
19 and they want to quite this job and get on with their career.

20 So, I think that is a good, positive thrust.

21 Let me ask you, do you see among the four different
22 services a difference in the emphasis on educational
23 benefits, or would you say across the board all four
24 services have about the same percentage of interest in
25 educational benefits? Is one service more concerned or are

1 the educational benefits more important to one service than
2 the other?

3 Chief Adams: Mrs. Byron, we all compete against one
4 another to try and explain to the applicant why our
5 particular in-service educational programs are better. As a
6 matter of fact, in my personal opinion I think the Air Force
7 whipped us all when they came out with "Community College of
8 the Air Force." We all have the same program, but everybody
9 in this country knows what Community College means. I think
10 that was a smooth p.r. move.

11 We all do compete against one another. We all have
12 similar in-service programs. We take civilian education,
13 military education, put you in touch with a junior college
14 counselor, see that you receive credits for your training,
15 and we encourage people to participate in in-service
16 education.

17 In the Navy we actually put a professor on large ships,
18 we send them to sea and we have college classes at sea.

19 Mrs. Byron: We just heard testimony that the Air Force
20 is going for 84 percent high-school graduates.

21 Sgt. Caputo: I believe it is 93, 94.

22 Mrs. Byron: The Army's percentage of high-school
23 graduates is a little lower.

24 Do you find that after you have had somebody in the
25 service on their first tour of duty that the educational

1 benefits become an important aspect of their service,
2 percentage-wise, larger than any of the other services?

3 Sgt. Lawson: Especially on that first tour, we talk
4 about education. When we are interviewing the applicant
5 prior to joining the Army we stress how important education
6 is in the society we live in today. We like to think
7 everybody should have an equal opportunity to further his
8 education beyond high school or beyond whatever level he
9 left school. Especially in the first term I think it is
10 very critical.

11 Mrs. Byron: Are you finding that the people who do not
12 have the high-school education when they go in, because of
13 the fact that they can see the shortfalls in not having the
14 education, are then much more receptive to the educational
15 benefits?

16 Sgt. Lawson: I have to agree with that. I think the
17 Army makes a mistake when they look at a nonhigh-school
18 graduate applicant and not knowing why that person left
19 school. It could be for a number of reasons.

20 Mrs. Byron: There are a lot of factors that enter into
21 the drop out from school?

22 Sgt. Lawson: Right. You can take a person who because
23 of financial difficulties only had a chance to finish ninth
24 grade. You take a person who graduated from high school in
25 Mental Category IV referred to us, which is the lowest

1 category enlistment; we have people drop out of high school,
2 nonhigh-school upper mentality category scores, but they are
3 not afforded the opportunity to join the service.

4 Mrs. Byron: Does the Marine Corps have any views on
5 that issue as far as comparing with the other serices, your
6 input on usage of the educational benefits?

7 Sgt. Taylor: As far as the Marine Corps, a
8 nonhigh-school graduate must get his GED or high-school
9 diploma before he is eligible to reenlist in the Marine
10 Corps. If he does not get it, he is put out.

11 Mrs. Byron: You find more of them going into the
12 junior college program or basic college program?

13 Sgt. Taylor: Are you referring to high-school
14 graudates?

15 Mrs. Byron: Once they receive their high school
16 equivalency, are you finding as they go on in their career
17 they are utilizing the education benefits?

18 Sgt. Taylor: Yes, Ma'am, definitely.

19 Mrs. Byron: You were talking about the difficulty of
20 getting into high schools as recruiters. I am sure this has
21 probably been tried, but do you have much support from those
22 individuals whom you recruited, say, last year, when they
23 are home on leave, going back into the school, talking to
24 the people who were juniors when they were seniors, that
25 type of scenario, is that a good recruiting tool?

1 Sgt. Caputo: Yes, Ma'am. I believe in all the
2 services we have what we call our hometown recruiter
3 program. They just differ in times and so on. It is a big
4 help. One thing we explain to the counselors and we put in
5 news releases in the newspapers on these people, is that we
6 feel that probably a young person just coming out of basic
7 training or technical school only has been in one of the
8 services five or six months; he has just gone through an
9 experience that he can relate to these people. They are
10 more apt to listen to somebody of their own peerage, their
11 own age group, whom they know, whom they either played
12 basketball with or been in the same club.

13 It is a good program for us. It helps us break the ice
14 in the school, because they know our job is to procure
15 people for our branch of the service. It is a good
16 program. It helps.

17 Mrs. Byron: Did you have something you wanted to add
18 on that?

19 Sgt. Lawson: Mrs. Byron, you said basically what I was
20 going to say. We have a hometown aid program. We try to
21 utilize people who come back, who graduated the previous
22 year, because they can talk about their first-hand
23 experience, what the Army is like. If we utilize them
24 properly, they are a great asset.

25 Chief Trentham: If I may for a moment address the

1 interest in education once they are in the service, my
2 experience as a career counselor and also educational
3 services contact, is that they have a tremendous amount of
4 interest in advancing their education. We do in the Navy
5 everything we can to provide an opportunity; however, most
6 frequently there is not enough time for an individual to
7 take advantage of educational benefits in service.

8 Sgt. Towers: Mrs. Byron, as a career adviser, once the
9 recruiter gets the people onboard, it is our job to at least
10 try to keep them onboard. We need something -- a good
11 viable product -- in order to do that. So, if we don't have
12 a good educational program, which a lot of my first, second
13 and career people want, all we are going to do is turn
14 around four years later and have to go through the whole
15 process of retraining, with the extra cost.

16 Mr. Montgomery: Mr. Chairman, I think we ought to
17 touch on this subject. As I understand it, the branches
18 that are represented here today, you do also the Reserve
19 recruiting for the different branches of services; is that
20 correct?

21 Chief Adams: Mr. Montgomery, I can't speak for the
22 other services. In the Navy, we recruit for
23 nonprior-service entry into the Reserve. After they have
24 done their active duty there are Reserve recruiters who
25 recruit for Selected Reserves as a weekend driller.

1 If we come in contact with them, we want to put them
2 back in the Navy on active duty. The Reserves have their
3 own side of the house in the Navy.

4 Mr. Montgomery: I know in the National Guard they have
5 their own recruiters, both the Air Guard and the Army
6 Guard. What I am getting around to is that we have
7 introduced another bill, H.R. 3997, tha covers educational
8 benefits for the reservists. Are you familiar with that?

9 Sgt. Caputo: No, sir; I am not. We have our own
10 Reserve and National Guard recruiters. Basically, all we do
11 is a referral type of service to the Reserve or Guard after
12 we have the person take the initial test, and their own
13 recruiters take over there, sir.

14 Sgt. Lawson: Mr. Montgomery, in the Army in 1978 we
15 merged as one recruiting command over regular Army and
16 Reserve. In the recruiting stations in the field we
17 currently have Reserve recruiters who work hand in hand and
18 do basically the same thing.

19 We do a referral system a lot. As far as mission
20 assignment, the mission is assigned regular Army and
21 Reserve, so we do both recruiting.

22 Mr. Montgomery: You know, in effect, the way we have
23 drawn up the educational benefits for the reservists, it is
24 almost an old G.I. education bill, in that we had \$1,000 for
25 fees and books and tuition, \$1,000, and in any 12-month

1 period up to a maximum of \$4,000.

2 Now, it used to be \$2,000. This committee changed it
3 and it is in the law now. The people we had yesterday from
4 the different services said that has increased the
5 educational benefits in the Reserve as much as 130 percent,
6 so General Bergman from the Army told us.

7 Now, if we were to amend this H.R. 1400 to change from
8 \$4,000 but you have to sign up for six years in the Selected
9 Reserve -- that is the way it is drawn up now, Selected
10 Reserve -- this would be Selected Reserve; it would be \$140
11 a month to a maximum of 36 months. You would have to sign
12 up for six years, but it would average out about \$1,000 more
13 than under the \$4,000 that we now have.

14 Do you have any knowledge of that? Are you working and
15 trying to get reservists into the Reserve -- because that is
16 where a lot of our recruiting problems are -- especially in
17 the Army?

18 Sgt. Towers: Mr. Montgomery, as career advisers,
19 again, we have a dual purpose in the Air Force. Our main
20 function is to try to keep them onboard, active. If we have
21 made a determination that an individual does not want to
22 stay on active, then we try to get him in the Air Force
23 Reserve or another component.

24 If the Air Force base has a National Guard recruiter,
25 National Guard or Reserve, we refer them to them for

1 counseling. If not, the career adviser of that particular
2 base will act as a Reserve recruiter for the National
3 Guard. Again, an education program would be a good selling
4 tool for that also.

5 Chief Adams: Part of our goal is to recruit for the
6 Reserves. As a matter of fact, we have one program which is
7 just boot camp and school, and then it is drilling
8 reservists. It is all active duty for training. None of
9 it is active duty time. I would feel it would help at some
10 reduced rate to be able to offer some kind of G.I. Bill to
11 that Selected Reserve. I am sure the Army, which is reading
12 the papers, would back that at some reduced rate.

13 I would not have any idea what the correct figures
14 would be, sir, but I think it would help us.

15 Mr. Montgomery: Are any of you using now for
16 recruiting or for retention the educational benefits that we
17 have in place for Reserves now? Do you work much in that
18 area?

19 Sgt. Taylor: The Marine Corps recruits for the
20 Reserve, Selected Marine Corps Reserve. Normally when a kid
21 comes in he wants to go in the Reserve; he is already in
22 college; therefore, he is financially stable in paying his
23 tuition. Normally he just wants to serve his country with
24 America's finest and fulfill his military obligation.

25 Mr. Montgomery: I don't know whether I am getting my

1 point across or not. I know that the Air Guard and the Army
2 Guard were very interested in improving the educational
3 benefits. It would not be in competition with the Regulars.
4 We want to be sure that we don't have any competition. It
5 does require six years that they have to sign up for and
6 they have to complete the six years. If they don't, then we
7 have to try to get them to pay it back.

8 I don't know that we have gotten them to pay back
9 anything.

10 Sgt. Hogue: Mr. Montgomery, I believe that we need the
11 G.I. Bill also for the Reserves. I am in the retention part
12 of the program now. However, I do not believe we need any
13 transferability in the Reserves. I believe that would hurt
14 us in keeping people on active duty.

15 We also need it for the Reserves because we have to
16 keep our Reserve force up, too. If there is any way they
17 could stay away from the transferability --

18 Mr. Montgomery: That is an excellent point. If it is
19 not in the amendment, I will offer it. It is not in the
20 bill yet; that is probably why you are not familiar with it,
21 because the Veterans Affairs reported out a bill where the
22 Veterans Administration would administer the G.I. education
23 program.

24 When you get into Reserves, then you have to amend
25 another section of the law that comes under this committee;

1 therefore, I would just offer the amendment at the proper
2 time when we are marking up the bill. The amendment does
3 not give the transferability to the reservists. Under the
4 amendment I would offer, they would have to come on active
5 duty. My amendment does include officers, where now it is
6 only enlisted personnel under the Reserve program.

7 Of course, this bill does include officers, the G.I.
8 education bill, for regulars and reservists. I think
9 eventually the country and the Congress and the Defense
10 Department are going to move more toward reservists and
11 bring them in more as part of the service structure, combat
12 support forces, because of the military and all.

13 I just make that point to you, that you are the core of
14 the military, that it seems to me that the Defense
15 Department and the Congress are moving more to bringing
16 reservists in and making them capable to do their jobs and
17 giving them equipment. That is why we are including them in
18 this educational incentive.

19 Mr. Nichols: Any more questions?

20 Gentlemen, thank you very much., You have given us
21 some excellent testimony. We certainly appreciate it. I
22 know I speak for the entire Armed Services Committee in
23 saying we are grateful for what you are doing for us in the
24 recruiting field. We could not operate without you.

25 We are deeply appreciative of the time and effort that

1 you give, particularly in light of some of these things that
2 just make my blood boil, where you are not allowed on
3 campus. It is almost like a postman trying to deliver mail
4 and the dog is out there and biting the seat out of his
5 britches.

6 Thank you very much for being here.

7 The next meeting of the subcommittee will be at 10:00
8 o'clock next Wednesday. At that time we are going to hear
9 from some of these local high-school counselors, if we can
10 get them here.

11 The committee stands adjourned.

12 [Whereupon, at 12:15 p.m., the subcommittee was
13 adjourned, to reconvene at 10:00 a.m., on Wednesday, October
14 7, 1981.]

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