

ADVANCE COPY



MANPOWER IN ECONOMIC MOBILIZATION

Colonel W. E. Murphy, USA

This lecture has not been edited by the speaker. It has been reproduced directly from the reporter's notes for the students and faculty for reference and study purposes until such time as the edited official copy is available.

No direct quotations are to be made either in written reports or in oral presentations based on this unedited copy. Quotations may be made only from the final edited, published lecture.

INDUSTRIAL COLLEGE OF THE ARMED FORCES  
WASHINGTON, D. C.

1915 - 1936

**MANPOWER IN ECONOMIC MOBILIZATION**

**19 September 1955**

**CONTENTS**

	<u>Page</u>
SPEAKER--Colonel W. E. Murphy, USA, Chief Manpower Branch, ICAF .....	1

**Reporter: Grace R. O'Toole**

Publication No. *256-24*  
**INDUSTRIAL COLLEGE OF THE ARMED FORCES**  
Washington 25, D. C.

## MANPOWER IN ECONOMIC MOBILIZATION

19 September 1955

**COLONEL MURPHY:** General Calhoun and Gentlemen of the Industrial College: The subject of my talk this morning is Manpower in Economic Mobilization. It might more properly be termed an orientation into the Manpower Unit.

This talk marks the formal opening of the Manpower Unit. Since your arrival about a month ago, you have been discussing in economics to some extent and certainly in Executive Development-- people. From now through the second of November in our manpower assignments we are going to talk, read, and listen about people-- people, not in the ordinary sense, but in a slightly restricted sense, as manpower. You see, all manpower is people, but all people are not manpower.

The reason for this distinction is the definition for the word manpower as we employ it here in this Unit, namely, all people 14 years of age and over, capable of useful effort. Manpower, then, is all people 14 years of age and over, capable of useful effort. This is the accepted definition, used by government and private agencies, and all speakers who will appear before you. I don't want you to get the impression that we are not interested in

children under 14 years of age. As a matter of fact, we are continually making projections which could involve children under 14 years, and also even those not yet born. Admittedly, there are many variables and uncertainties in this particular category, but nevertheless plans for the future must be made.

This Unit has been broken down, for convenience, into six major study sections. Section A is Resources. Section B is Requirements. Section C is Development and Utilization. Section D is Industrial Relations. Section E is Mobilization. Section F is International Manpower.

I will give you a brief outline of what you will study in each of these sections. You will then have a general idea of the over-all concept of the Unit, why it is being presented in this manner and, most of all, the importance of manpower in the study of economic mobilization for war.

First, then, we will consider the topic Resources. What do we have to work with here? We do have 166 million, plus or just a little minus at the moment, in our population to consider. To this number we add one every 12 seconds, because there is a net gain of one person in that period of time. There is a birth every 8 seconds; a death every 21 seconds; an immigrant every 2 minutes; and an emigrant every 17 minutes. You may be

interested to know that in the lobby of the Commerce Building there is a visual device depicting the simultaneous occurrences of these changes. Colored lights flash at indicated time intervals for births, deaths, immigrants, and emigrants, while a speedometer-like instrument, called a totalizer, keeps ticking off the net population every 12 seconds. For instance, today at 6400 there were 165,965,579 million people recorded on this device. If this were entirely accurate, the increase would amount to 316,000 a month; but it actually has been running closer to 300,000 a month. For this year it is estimated that our increase will run in the vicinity of three million. In general terms this is like adding the equivalent of a state the size of Louisiana each year. Something to think about.

Let's go back several decades and see what has been happening population-wise. In 1930 we had 121 million; in 1940 it was 131 million; in 1950 it was 151 million. Our increase in the thirties of only ten million has had a profound influence on many features of our economy. The point I wish to make is that, during this period, specifically in 1933, our birth rate hit a low for this century. During that year it was 18.4 births per thousand. The reason normally given for this low productivity was the depression, with the resulting low marriage and birth rates during

that period.

In the next decade, 1940-1950, the increase of the thirties was doubled. Because of psychological and economic reasons, birth rates, for some reason or other, tend to increase sharply during wartime. Furthermore, in more prosperous times, full employment, more marriages, and a declining mortality rate are some of the other contributing factors most generally referred to as responsible.

Here I would like to insert an interesting observation.

But first I should like to ask how many in the audience have children who will become 8 years of age during this year--who have become or will become 8. Would you mind raising your hands? (Approximately 10% of the students raised hands.)

Thank you very much. That is merely by way of illustration of the next remark. In 1947, just eight years ago, we had our banner birth-rate year. It was 26.5 per thousand and, even though we have maintained a high rate since, 1954, with a rate of 25.2, is the closest we have come to this record.

The baby boom which started in 1940 is still going strong with no sign of a letdown. In fact, some forecasters predict another boom starting in the early sixties, as those born in the past 15 years progress into marriageable ages. The current decade,

1950-1960, promises to outshine any previous similar period.

Just a word now on mortality. Since 1900, life expectancy has increased from 46 to almost 70 years. This progress is, of course, due greatly to the developments in medical science, the health program supervised by the Federal Government, and the high standard of living of which we are all so very proud.

These are facts, and very interesting ones at that. But what we are primarily interested in, in the consideration of resources, is the various classifications of these 166 million people in terms of resources which can be used for economic mobilization for war.

First, the entire population is divided into two main categories--the Labor Pool, and Consumers Only, on about a 65-35% basis.

#### CHART

This entire chart represents the total population of the United States--166 million. We are just, as you know, slightly under that, from the figure I gave you previously. So that the entire population, divided into these two main categories, results in the labor pool, everything to the left of this line (indicating), and consumers only. The labor pool then is subdivided into its two main categories, the Labor Force, and Those Not In The Labor Force. I will leave that there so we can refer to it for a bit.

## CHART

The labor force includes all those actively working or looking for work. You will notice that we have the unemployed and the Armed Forces in that first block. The fact that they happen to be in one little square there has no relation to the actual type of work they do. No. 2, the blue section, includes those who are eligible to become members of the labor force because they are all over 14 years of age and capable of useful work. It includes mostly housewives and students, because they are the labor force, as it were, for the future. Incidentally, they are the people we are going to talk about mostly.

No. 3, or the black section, covers those youngsters under 14 years of age, those people in hospitals, jails, and institutions of one kind or another, the very old and infirm, all those who are presumed not to be capable of making any useful contribution in the way of work.

I have purposely decided to limit the coverage of this section of my talk on resources to that which I have already given. The reason for this is that we have scheduled a lecture for tomorrow which will deal in detail with the topic, A Cross-Section of U. S. A. Manpower.

At this point I should like to introduce to you Mr. A. L. Blaserick, who is our manpower faculty member specializing in

resources.

Just one more word on resources before I move on to requirements. In our effort to broaden your vision in the man-power field, some selected world areas and individual countries other than the United States will be discussed in seminars and student papers that some of you will write. With an estimated 2-1/2 billion people in the world striving as nations for security and peace, it is at least well to know something about their cultures, their standards of living, their health, and their religious practices and prejudices--in short, how strong they are as nations. Remember we, ourselves, represent less than 7 percent of the world's population and, in order for our influence to be felt world-wide, we must establish and maintain good relations, which, of course, requires a basic understanding of the peoples involved.

We will move on now to the second topic or study section, Requirements. Right off the bat it is indicated that we have two types of requirements to worry about in an all-out mobilization situation. First, there is the military requirement and, second, there is the civilian requirement.

Since military requirements are based on a variety of factors stemming from JCE plans, which in turn are linked to national and foreign policy, we could get into very deep discussion

here. Rather than that, and in view of the limits of my talk, we will assume a military mobilization requirement to meet our commitments of, say, 12 million men. This was our maximum Armed Forces strength in August of 1945. The fact that we did reach this figure at one time at least makes it seem realistic. Whether or not this is too little or too great is beside the point, for the bodies, to make whatever number is agreed upon, must come primarily from the labor force. Such a drain in our active working manpower will leave quite a void to be filled by those not in the labor force just at the time when increased production is essential to support our war effort.

This is a major problem upon which great emphasis will be placed throughout this unit. The question is: How large can our Armed Forces be and still enable the civilian economy to support the added requirement of an all-out war, while at the same time supporting an adequate civilian standard of living?

Some aspects of this question will also come up in the Economic Potential and the Production Units. One thing we can be sure of--we can go a great deal further than was found necessary during World War II. It is apparent that a close examination of the 25 percent plus of our population not in the labor force will be necessary in order to provide the increased numbers of productive

workers required to replace those entering service and to supplement our peacetime labor force.

We know our World War II labor force in 1944 reached a peak of slightly over 67 million. With our present population of 166 million, and applying the same relative 1944 percentage, which was about 48, we find the potential labor force today to be just under 80 million. The difference between this planning figure and our current labor force of about 67 million, as I have said before, is in the vicinity of 13 million. These people must be obtained from those not in the labor force, from such sources as women, teenagers, retired persons, rehabilitation of the physically handicapped, imported foreign labor, and whatever other sources are possible.

There is also another requirement not at present included in either the military or the civilian category. This is the growing realization that something must be done about the need to protect, in a positive way, the skills and know-how already available for mobilization purposes--that is, civil defense.

The field of requirements, as you can see, has many indeterminate factors which will keep you interested and occupied, under the guidance of Captain George Lautrup, U. S. Navy.

Now for Development and Utilization, the third point on my chart. At the same time we are recruiting these 'extra'

workers, there are many who will migrate or transfer from non-essential to war industries. A terrific training problem results, which becomes more involved each year as technology develops more complicated machines and produces greater quantities of goods with fewer people. The quality of our labor force has enabled the U. S. worker to produce more and better products through the years than any other nation. To maintain these high standards, our training program must be thorough and complete, not only during the emergency, but at all times, so that we can have the know-how in being for when it is needed.

Our educational system must permit the development of children and adults to the point of maximum usefulness. Testing programs to assist in determining the degree of mental capability of students for higher education are necessary. Some type of scholarship program to help those not financially able to go their limit should be explored. We need scientists, doctors, teachers, engineers, technicians, and others to fill vacancies which have existed for some years and which seem to be growing annually. Adoption of proven principles of conservation and utilization would make many more people available for other tasks.

The health of our nation is another factor. Polio vaccine is only one of many considerations in this field. Water pollution,

smog, sanitation, policing the Pure Food and Drug Act, and operation of federal hospitals, quarantine service, and health research institutes are some of the federal health activities which are in part responsible for the low incidence of disease and the high standard of health of the American people.

Then, too, there is this subject of human resources. A great deal of work is being done in this field by and for the Department of Defense, as well as by privately endowed institutions. Some of the areas which have been considered of greatest importance and on which information is readily available are occupational choice, the uneducated, and literally hundreds of other projects which have been initiated by the services in this field; and those who are interested will have the opportunity for exploration, either in our own library, or from other available sources.

This section is under the guidance of Colonel Dick Barrett, who has been loaned to us from the Mobilization Unit for our Unit.

The next subject could well take up the 49 periods allotted to the Manpower Unit--Industrial Relations. No study of the efficiency of our labor force could be of much value without some knowledge of the problems of industrial relations. Of course, we of the military services may be inclined to lean one way or the other in our views on certain types of dispute. Be that as it may,

we have a labor movement and there are laws on the books which govern the play of power between management and labor. It is quite possible that a close look at this study area will make us more liberal or at least a little more tolerant of some of the actions in these labor controversies.

In the first place, organized labor does not include all of the labor force by any means. Actually only about 25 percent are members of unions; that is, between 16 and 17 million are really organized. One result of the trend toward organization has been the emphasis on collective bargaining as a means of settling labor-management disputes. To the extent that both parties undertake a settlement by sincere efforts to come to an equitable agreement, this method should have continued acceptance.

Since 1945 a high percentage of the labor-management disputes arose over arguments about pay or some aspect of it. Union recognition, working hours, working conditions, social benefits, and other differences of one combination or another, usually accompany every dispute. The pay feature normally is tied in somehow with productivity. With automation now forging ahead and resulting in more productivity, more problems seem to be in view--still higher wages, shorter work week, and others. The guaranteed annual wage, or what is really supplementary

unemployment compensation, has recently occupied the limelight in labor-management negotiations. This new lock, as it were, of unemployment compensation results in duplication of payments by states and companies, and consequently presents serious legislative and legal problems.

Well, when collective bargaining fails, and I mean this to include arbitration and mediation, the only remaining action is strike. This is an economic weapon by which labor endeavors to force its demands on management. When a cessation of work occurs in an area of wide public interest, serious shortages at either the producer or the consumer level may result. Our interest here is in the settlement of disputes which could result in serious disruption of production in those industries concerned with national defense.

The military man whose assignment involves maintaining delivery schedules has only one course of action--absolute impartiality. If in the course of his efforts to maintain delivery schedules he is able to aid labor or management on a completely neutral basis to settle their differences, he has really accomplished more than his job. The information you will obtain in this very controversial area is meant to help you in this regard.

When the chips were down and World War II was on our

hands, practically everybody pulled together to avoid shutdowns and strikes. Such patriotic cooperation held man-hour losses due to strike down to less than one percent on an annual basis. However, certain critical industries such as coal did pose a threat to national security when the miners went on strike.

This year brings new labor-management problems.

Mr. Samuel Hill, our specialist in this area for many years, will supervise this section of our unit.

This brings us to the fifth section of our Manpower Unit, the title of which is Manpower Mobilization. The word 'mobilization' has a strong connotation. People tend to associate it with restriction of freedom of choice or enforcement of controls of one kind or another. In a sense this is correct, but the direct compulsion thus far has been limited to selective service. Of course, national service has been discussed, because it was used in England, Germany, and other countries during World War II. Here, where manpower has, until late in the last war, been a bounteous resource, there didn't seem to be any need for it.

Moreover, it would have to be accepted by the American people on the basis of a real need which, as I have said, has not yet existed. I believe we would all agree that, should a heavy nuclear attack strike us without warning, immediate availability

of national service would hasten our recovery effort.

As for selective service, the people have already recognized the need for it. They have confidence in its administration. There has not been any scandal in the supervision of the program. People have a feeling toward selective service somewhat like they have for the PBL. It has general respect; however, it does not have the affection of the people. Perhaps the most fundamental reason for its acceptance is that the difficult decisions are decentralized into the local communities and are made by unpaid volunteer workers.

There is a great deal more to be said on this subject which cannot be better said than by General Hershey himself. He will be here to tell you as much of the story as 45 minutes will permit on the 30th of September.

In this same area ODM fully recognizes the need for advance planning in the manpower field. They have set up certain policy groups to formulate policy and make plans now, so that, if and when the punch comes, the plans and policies can be implemented by the many operating agencies.

Some of the policy groups have to do with the necessity of identifying what needs to be done; that is, what will be needed for training people who need training, or training people with skills to have additional skills; for localizing sources of information on

employment, and so on. This has been their thinking and the course they are following. Such problems as these will be your over-all concern in Section E.

Mr. Mike Potosheff is prepared to assist you in any way possible in this study area.

Now for International Manpower. For some time there has been a feeling that, in addition to U. S. and world demography, which is covered in Resources, more attention should be given to manpower conditions existing in world areas other than the United States. Such a study obviously could not be undertaken on a world-wide basis, regardless of our desire. So, in order to delimit it to something manageable, only six countries of Western Europe will be included--Germany, Austria, Yugoslavia, France, Italy, and Spain. As time goes on we may find a way to increase this coverage, but for now we are satisfied that this is a pretty good sized area.

Our principal reason for including this area of study is to expand our knowledge of such things as cultural habits, tradition, labor movements, military service and deferment policies, unclassified plans for mobilization, national attitudes, and many others.

It is felt that the responsibilities of the United States as a leader in world affairs, and our individual interests in assisting

in carrying out these responsibilities, indicated that a school at this level should devote at least a portion of its time to exploration in this field. We expect to run into obstacles in obtaining all of the information we would like to have in this area, but we expect gradually to build up our fund of knowledge during the course of this Unit, largely through the research efforts of those assigned to Section F.

Colonel Tom O'Neill, United States Army, will render assistance in this study section.

And now, gentlemen, before I conclude, I want you all to know the young lady who has for the past several years been assisting us capably with her secretarial talents in the Manpower Unit. You will find her willing and anxious to assist you if the occasion arises. Miss Julia Fernandez.

As you are aware from previous remarks, particularly in the orientation talk by General Niblo, Unit IX of the Economic Mobilization Course is a committee-type problem dealing with mobilization under circumstances to be fully described later on. I bring this matter up at this time to point out to you that the more you can retain in the way of permanent knowledge, and certainly from notes accumulated during this unit, the easier it will be to evaluate the circumstances arising in the committee problem.

insofar as manpower is concerned.

In this short orientation discussion, I have referred only to highlights of each of the six study areas. More detailed discussion has been planned in our lectures, seminar programs, discussion groups, and faculty counseling get-togethers.

The first conference with your faculty will take place at 1330 today. At that time you will be fully appraised of any details I have not mentioned or which may require more clarification. For this reason we will dispense with the usual questions at this time and, after a few minutes' break, of say ten minutes, we will continue here with a detailed discussion of the conduct of the Manpower Unit.

Thank you very much.

-----

COLONEL MURPHY: Gentlemen, the purpose of this get-together is to give you a run-down on the organization of the Manpower Unit. In other words: How are we going to conduct it, and what is required of the student in this portion of the Economic Mobilization Course?

You have all received copies of the curriculum book. The information that I am going to cover is already included in there, but past experience indicates that, when we break it into sections

and six individuals try to give the information as individuals to a group of people as we called our Executive Development last week, the word is not interpreted exactly the same way by each person. So my effort is to try to explain this--one person explaining, communicating to 140--in which case it is hoped that the confusion that has previously existed will not exist after this little explanation.

For purposes of further clarification, in case my communication does not get over as well as it should be delivered, you will have the opportunity this afternoon of asking further questions of your faculty members. Also, after this presentation, or during the presentation, I will give you an opportunity to raise your hands and tell me to get on the beam a little bit more.

You have also received a little group of papers here in the form of a brochure, which has a title, Manpower Branch Class Assignments. You will note the first three pages of this little pamphlet. Each one of the pages is titled Section A through Section F. Section A is on page one; page 2 is section B, etc., through the six pages.

Now, this is the organization that you will meet during actually a little more than the first half of the Manpower Unit. The room number is indicated, and the faculty member also is indicated,

on the bottom of the page. One other feature of this little pamphlet is that, in each of the groupings on each page, there is a star before two names--an asterisk. That asterisk represents an oral presenter, one who will either select the subject or make one up of his own which is acceptable to his faculty member, and who will prepare an oral presentation which will consume not more than 15 minutes, including, in addition, a good question period. So I would say, if you prepare a talk, it can last for 12 minutes, and you will have the proper number of words and the proper amount of information to cover your subject or that should be sufficient to cover your subject. Of course, if you talk like Mr. Cncken talked the other day, you can get a lot more than than someone who talks a little bit slower, perhaps like I do.

Another thing to note is that on any one of these pages there is a column, a No. 1 column, headed Individual Report No. In the numbers there, there are eight of them, from 133 through 140, who will prepare a report for the Economic Stabilization Branch. Furthermore, those people may be one week forewarned that they are also oral presenters for the Economic Stabilization Branch. So anybody with a number less than 133--not including 133, but less than 133--is required to prepare a paper of 3,000 words as a target, more or less, a little bit one way or the other, on a subject concerning the area in which you are assigned.

You will prepare a 3000-word paper, the subject of which will be something included in the area to which you are assigned. The six areas are still before you. You see them over there (indicating).

Now, in order to assist you in selecting a subject, so that you can get started on it without the benefit of the whole unit, we will give you a series of topics that are included in this area. They will be given to you this afternoon, and by Friday of this week you are requested to give your selection to your faculty member.

Now, in the event you can dream up a topic that is still within the area, but is not indicated on the selected list of topics handed to you this afternoon, you may discuss that topic with your faculty member and, if he agrees that it is part of the unit, it will be accepted.

Now, likewise for the oral presenters. The oral presenter will be given a series of topics, also within the area and, if he cares to take on one of the several topics that are given to him, he may do so, or, similar to the other method, if he wishes to select a topic that is not on the list, he may get the concurrence of his faculty member, and that topic may be accepted as his topic.

No, so that there is no misunderstanding about this point: The oral presenters will likewise turn in a paper each which is

similar to those that everybody else will turn in--approximately 3,000 words. The topic may be the one he speaks on, or it may be one of his choice other than that topic.

Now, for fear that somebody thinks that this is laying it on a little too much on the oral presenters: This happens to be the first unit. There are other units with similar requirements. For instance, Economic Stabilization, the one that starts next Monday, has identical requirements. Other units will have identical requirements; so you are really fortunate, if you ask me, that you have an opportunity to make an oral presentation on a topic which you are exploring for the purpose of writing 3,000 words. It is merely a recitation of your findings in the research that went on to work up 3,000 words. You are lucky that you have an opportunity to tell the people about it; whereas the fellows who write 3,000 words and relate them to the Manpower Branch may have only five people find out what they researched about. The oral presenters are going to tell everybody about it.

Let's get on from here. I would like to show you how we have broken down the Manpower Unit in the way of assignments.

#### CHART

This has a little color in it, and I think it will be very interesting. The class has been broken down into six groups. The

topics which you will study in these six groups are indicated on the easel chart. Now, since there 148 in the class, we have four sections with 23 people in each, and two sections with 24 people in each. I believe that is right, the way I worked it out last night.

Now, in this little gimmick which we just added on here, everyone of these dots represents a person. If there were four more in the class, this would be exactly correct, because there are 24 in each of these eggs. In the small eggs we have four dots in each one, or a total of 24. They will be known, during this discussion, at least, as a team. They are actually not separated that way in any part of the curriculum at the moment.

In other words, we don't have a team of four people or three people named at the moment, nor do we expect to do so until some time later on.

Also please note that there is a color--I don't know whether everybody can see it--this is as large as we could make it in order to get it on the screen and still have it be seen by all the people. There is a dot in each of the small eggs, or each of the teams--red, blue, green, purple, white, orange.

During the first part, the major part, of the Manpower Unit you will be meeting in section study groups in the rooms on the first three pages of your assignment sheet, in this fashion--

the same people every day through the 13th of October. Now, after the 13th of October--in fact, it is on the 13th of October, your next manpower assignment, succeeding the 13th, will be a reshuffling of the students for the purpose of making it possible for us to cross-fertilize, as we call it, the entire class with all of the information that was provided during the course of the Manpower Unit.

For instance, Section F will have a number of seminars. Nobody can go to those seminars except the people in Section F, because Sections C, D, and the rest of them, will all have their own seminars in small groups of 24. In order for the people in, let's say, Section D to know what happened in Section F, we have to find somebody from Section F to tell these people over here what happened during the seminars. Likewise the people in Section D will tell everybody else what happened during their seminars.

So we reshuffle; and this is where the little team idea or figuration here on the board comes into play, as well as the colors. This little team, plus this little team, and all the others with red dots in them, are reshuffled, so that, when we go into a discussion group, we have all the teams with red dots in the small area assembled here. So you see we have representation from all of the study groups.

Likewise for all the rest--we assemble all the blue dots from each of these study sections into the blue area. Here is where the dot comes in. Until the 13th of October, nobody knows who that little dot represents, that little colored dot. But the little colored dot will be named on that afternoon, and that fellow, the man whose name that happens to be, will orient all of these people in this other area. The one with the little red dot down here, that came from Section A, will orient all these people with the information he obtained by attending the various seminars that we had in Section A. Likewise with the second dot--this fellow up here in Section B will orient all of his discussion group with the information he obtained from attending those several seminars.

So the result is that we have six informal discussion leaders in the discussion groups, each one of which will talk on one of those subjects there (on the easel chart), which is the information or the subject which he has been studying and researching in his study section.

How am I doing? How is my communication? Any good?

STUDENTS: Fine. Excellent.

COLONEL MURPHY: Shall I go any further? Well, at this point let me take some questions. Has anybody got a question?

**QUESTION:** How much orientation--how long a presentation do you want?

**COLONEL MURPHY:** There will be three presentations in each of two discussion groups. So you have a half-hour for the presentation--or 20 minutes each I would say is sufficient for your own discussion, and 10 minutes for the questions from your group. That will be three discussions an afternoon. These discussion groups are held in the afternoon and are a half-hour for the total; so that covers it in two afternoons.

Do you have any other questions?

**QUESTION:** When are the papers due?

**COLONEL MURPHY:** The last day of the Unit, November 2.

**QUESTION:** You mentioned another unit starting, I believe, next Monday.

**COLONEL MURPHY:** That is correct.

**QUESTION:** Do I gather that this assignment---

**COLONEL MURPHY:** We don't go straight through Manpower. We work in Manpower together with Economic Stabilization. From now on I don't think there's one unit running at one time, except perhaps for a little head start, like we had this week, where we had Manpower--and we ran a couple of days over on the

Economic Stabilization. But you will have two units running concurrently. Your schedule for this particular week shows a full week for Manpower. Next week Manpower gets only just a little show on it. I think we have one day, and Economic Stabilization has the rest. There are other weeks where it is more evenly balanced in this period through November 2.

The schedule, incidentally, will show an Economic Stabilization study period, or you will be able to refer to your curriculum book to determine whether a speaker is a Manpower speaker or an Economic Stabilization speaker. Furthermore, I desire to bring this point home: That you remain in the same groups during Manpower and Economic Stabilization; so that the schedule you have in your hand or you have for assignment purposes is identical for both units.

QUESTION: I noticed that in the discussion-group assignments the first listed name is marked "Chairman." Then there is an additional member of the discussion group who has a little mark after his name. If you look at the bottom, it is marked "Group B." I wonder why you need two chairmen.

COLONEL MURPHY. We do make mistakes in the printing of these things. The Chairman with the name after the first name, like Mr. Littlepage in Group 2, is Chairman, but he is not Chairman in Manpower--he is Chairman in Economic Stabilization.

We selected our Chairman. I'll tell you: Rather than work up this list separately, Economic Stabilization took the initiative and worked the list up. After they were finished with it, they gave it to us, and we screened it and made the changes that we thought were necessary; but apparently that is one we missed.

Wait--I am confused myself now. I didn't look closely enough at this when you asked the question. There is no name, as you will note, at the bottom of the group listing, but there is a cross-hatch mark. In that same Group 3 Colonel Donisch is the individual who will be the Chairman in the Manpower Unit; and Mr. Littlepage is the Chairman in Economic Stabilization.

QUESTION: The numbers above 132 do not need to turn in a paper in Manpower, but do need to turn one in and make a speech in Economic Stabilization?

COLONEL MURPHY: That is correct. You are an also-ran in Manpower. You are an observer, more or less, in Manpower. You must go to all the discussions and be on deck, but you won't be called on for an oral presentation nor will we expect you to turn in a paper. That assignment will be given to you in the Economic Stabilization Branch.

QUESTION: On these teams with a spokesman, can the other three members act as advisers on their presentation papers?

COLONEL MURPHY: Yes, sir; that's expected. In other words, during the discussion or question period, if someone brings up a question that the presenter feels someone else can answer better, he is privileged to call on the other individual, or the others can volunteer to answer the question.

QUESTION: On page 7 of the curriculum book, under the same subject, it says that each person will be allotted 30 minutes to cover the subject--20 minutes for the presentation and 10 minutes for questions. What is the difference between covering the subject and presenting? I don't get the difference between the 30 and the 20 minutes.

COLONEL MURPHY: It is not formal at all. You give the word to the group in one of your discussion rooms that are assigned on that. You have 20 minutes to get off your chest just what you think is a complete coverage of the seminar research material that you have in your mind. The other 10 minutes is devoted to questions--the same as we do right here. The over-all period for your discussion is your 30 minutes, in other words. All right?

Any more questions?

This afternoon, then, at 1330 hours, you will report to the rooms indicated as section-study rooms. There are a number

of other things that you will want to ask questions about particularly when they are brought to your attention by your faculty member.

Thank you very much. /

QUESTION: Did you tell us in the early part of this course that this first study was to be prepared in writing, and that if we could not get it typed we could put it down another way?

COLONEL MURPHY: That is another subject. Captain McCaffree would like to answer that question.

CAPTAIN McCAFFREE: The Commandant stepped in in the matter to provide typing service. He got in touch with the Army, the Navy, the Air Force, and the Marines, particularly the technical services, and asked would they assist. All the replies have not yet been received, but those which have come in said yes, the parent services will assist. Right now the senior officer of each technical service or branch of the service is being requested to coordinate the requirements of those members of his service; and we will handle it on that basis.

For obvious reasons, there will be no memos, official or otherwise, put out on this subject.

QUESTION: I would like to ask something about the library. How long can we keep books that we want to read and study out of the library? Or is there any way in which we can buy those books

**COLONEL MURPHY:** Well, if you are hoping to build up a personal library, then Miss Widger will help you to purchase these books or will tell you where they are available.

**STUDENT:** I am not so much interested in buying them as in keeping them for a long period.

**COLONEL MURPHY:** That's an answer to half your question. There are some books on which we have been able to get only a limited number of copies, and they may not be sufficient for all demands. In that case the library will tell you when you take the book out that it is likely to be required by someone else. They have a record there and when someone else comes in and asks for the book they will get in touch with you and ask you how soon you can return it. That is part of their service. Some of the books you will be able to hold indefinitely, but on others there will be a limit.

**STUDENT:** I can visualize the situation where I would like to have a book maybe for most of the course, as a matter of fact.

**COLONEL MURPHY:** So can I.

**STUDENT:** What do I do then?

**COLONEL MURPHY:** The chances are that if you have a book that another fellow wants they can get other copies through the available services of the Congressional Library, or they can

draw upon the local libraries in Washington. If it happens that we have underestimated our need for a number of publications that we have, we can expedite an order through for additional copies.

**QUESTION:** Is it possible to order books through the library here?

**COLONEL MURPHY:** Miss Widger will assist you in doing that, yes, sir.

That looks like all. Thank you very much, gentlemen.

- 0 -