

home demonstration and farm agents will be glad to assist. Materials giving details for correct handling of equipment and proper processing methods may be obtained from the U. S. Office of Education, the U. S. Department of Agriculture, State departments of education and agriculture, and State agricultural colleges.

It isn't too early for groups to take stock of their canning equipment. The chances for getting new pressure canners and necessary supplies are better this year than last. They are not rationed. All old equipment should be checked and repaired and new equipment purchased and installed prior to the canning season.

There are no restrictions on the manufacture of jars and lids. All types will be available, including more zinc Mason jar caps than last year. Because no raw rubber is available, jar rings will again be made of synthetic and reclaimed rubber. The No. 10 size tin can may be profitably used in canning produce for school lunches. Supplies of containers should be obtained prior to the time the produce is ready to process.

Processed Foods Ration Order

General Ration Order No. 5, first issued by OPA in September 1943, still holds in regard to fruits and vegetables preserved for school lunch programs. A school or community center may can unlimited quantities of these foods. The rule applies to processed foods of the following types:

1. Fruits and vegetables grown by the school and processed for its own use.
2. Foods that the school processed from gifts of fruits and vegetables that ordinarily would not have been marketed commercially, including local surpluses transferred to it by the War Food Administration.
3. Processed foods which were grown and processed by others from noncommercial supplies of fruits and vegetables and donated to the school.
4. Gifts of processed foods of the kinds described in (1), (2), and (3) received from another school lunch establishment.

When the school applies for its allotment, it must report the number of points of such home processed foods that it used during the preceding allotment period, calculated according to the rate for home processed foods at the time of use. These rates may be found on the official tables for rationed foods issued by the OPA. When the local War Price and Rationing Board issues certificates for processed foods to the school, it will make a deduction against the allotment for which they are applying, representing the amount of home processed foods ac-

tually used. However, in no case shall such deduction for any one item be more than 10 percent of the processed foods allotment. For example:

A school receives a processed foods allotment of 5,000 points for the January-February allotment period. When applying for its allotment for the next allotment period (March-April), the school reports to the Board 2,000 points worth of home canned tomatoes and 400 points worth of home canned peaches, used since applying for its January-February allotment of processed foods. Instead of deducting 2,400 points the Board will deduct only 900 points from the March-April allotment. For the home canned tomatoes used, only 500 points, or 10 percent of the 5,000 points previously allotted will be deducted. For the home-canned peaches the entire 400 points will be deducted, since it is already

less than 10 percent of 5,000. Therefore, the school would still have an allotment of 4,100 points with which to buy commercially processed foods, i. e., 5,000 points minus 900 points.

An increasing number of school-lunch programs are cooperating with school and community food preservation centers. To learn the location of these centers, write to your State Department of Education or the War Food Administration's office in your State. If a center isn't close enough to make working with it practical, community groups working together can find ways to organize a center in the school or other public building. Action is needed now to assure adequate food supplies for school lunches in the coming year.

Army Experience and Problems of Negro Education

The following article was presented at the U. S. Office of Education Conference on Post-War Education of Negroes, with special reference to the returning veteran and war worker, by Brig. Gen. Arthur G. Trudeau, Deputy Director of Military Training, Army Service Forces.

It is often stated that there will be many problems to solve after the war, and that not the least of these will be the problem of the Negro. No intelligent individual would dispute this contention. That there will be internal problems to face and solve is no indication of the futility of the war. Quite the contrary, this war is being fought to keep this country free so that it may continue to grapple with its problems, and, in solving them, evolve to a state of greater democracy for all. That is the constructive side of this struggle.

In the very midst of this struggle, there are certain lessons accumulating and experiences being gained which will help in the solution of some of our problems. Especially with regard to the Negro, have there been some illuminating findings, and it is to these findings that attention will now be directed.

In discussing the implications of the Army test results and military experience for educational institutions, three phases of Army experience will be described:

1. The Special Training Program of the Army.
2. The Regular Training Program of the Army.
3. Miscellaneous educational activities of the Army.

Special Training Program

The Special Training Units of the Army were organized for illiterate, non-English speaking, and slow-learning soldiers. The objective of this training program was to make these soldiers literate, by Army standards, and to provide them with prebasic training in military subjects, so that they might adjust more readily to the regular training program. It was intended that this preliminary period of training would facilitate their adjustment to the Army.

Analysis of 14 months of data (23 August 1943 through 31 October 1944) reveals that proportionately eight times as many Negroes as whites entering the Army were classified as grade V (the equivalent of slow-learning) or illiterate and were sent for special training. Before discussing the educability of white and Negro personnel in special training units, it is necessary to digress for a moment in order to reinterpret the figures which have been given on the relative rates of illiteracy and the occurrence of grade V personnel among whites and Negroes. Without proper interpretation, the picture would be incomplete and abuse could be made of these Army data.

The higher degree of illiteracy among Negroes, referred to above, is not surprising, when interpreted in the light of differing educational opportunities provided whites and Negroes. As a matter of fact, one finds interesting differences within the racial groups as well as between them. Among the whites one finds a considerably higher percentage

of illiterates in the southern service commands then in the northern. Similarly, Negroes in northern States have been able to develop a higher degree of literacy than Negroes in southern States. Further analysis reveals that the two service commands in which the Negroes have the highest degree of illiteracy are also the ones in which the whites have the highest. The service command in which the Negroes have the lowest degree of illiteracy is also the one in which the whites have the lowest.

Accurate analysis of the data with regard to the classification test scores of Negroes, as obtained at reception centers, also yields significant material on the occurrence of grade V scores among Negro personnel. The facts are these: The distribution of the percentages of the Negroes by AGCT scores reveals that the bulk of them are in grades IV and V—toward the lower end of the curve describing the classification ability scores. Figures based on one year's sampling (January 1943 through December 1943) reveal that proportionately two and one-half times as many Negroes as whites fall in grades IV and V. At the other end of the distribution, it is observed that proportionately ten times as many whites as Negroes fall in grades I and II.

The facts, when analyzed, show the same conditions to be existent, as were described in the breakdown of the illiteracy figures. The two service commands which have the lowest percentage of whites in grades I and II and the highest percentage of whites in grades IV and V are also the service commands in which the Negroes have the lowest percentage of men in grades I and II and the highest percentage of men in grades IV and V. The service command in which the whites have the highest percentage of men in grades I and II is also the one in which the Negroes have the highest percentage of men in grades I and II. The service command in which the whites have the lowest percentage of men in grades IV and V is also the one in which the Negroes have a very low percentage of grades IV and V men.

The data on illiteracy and classification test material suggest strongly that:

1. In those parts of the country where school budgets are more adequate and better educational opportunities prevail, both whites and Negroes show a higher degree of literacy.

2. AGCT scores do not necessarily reflect the inherent mental capacity of individuals.

Prior to assignment to regular training from a special training unit, a man must demonstrate, in addition to a certain degree of military proficiency, that he

has achieved at least a fourth-grade standard in reading and arithmetic. Analysis of a 17-month period of special training experience (1 June 1943 through 31 October 1944) shows that 84.2 percent of the whites who leave special training are assigned for regular training; and 15.8 percent of the whites are discharged from the Army. Of the Negroes who leave special training, 87.1 percent are assigned for regular training; and 12.9 percent are discharged from the Army. In other words, experience in the Army indicates that a slightly higher percentage of the Negroes than the whites successfully complete the Special Training Program, i. e.—achieve fourth-grade standards in reading, language, and arithmetic and demonstrate sufficient mastery of prebasic military subjects to warrant their being forwarded for regular training. Further study of the data shows that the speed at which Negroes accomplish the desired standards is approximately as rapid as the rate of the whites. For the Negro group, 71.7 percent of the men completed the training in less than 60 days; for the white group, the comparable percentage is 75.6 percent.

In interpreting the foregoing data on the records of accomplishment of whites and Negroes in special training units, it should be borne in mind that the non-English-speaking group assigned to special training units is made up almost entirely of white personnel. A higher percentage of these men are unable to achieve desired standards in the stipulated period of training. And those who do usually require a longer period of instruction to make the grade.

The data with regard to the academic and military accomplishments of Negroes in special training units have been so uniform, over an extended period of time, and so universal in their application to different sections of the country, that it is possible to draw certain conclusions on the basis of this experience. Given a learning situation in preliminary literacy instruction, which is comparable to that provided the whites, Negroes do about as well as whites in their accomplishments. In special training units, Negroes have had the benefit of the following in the same degree as white trainees: (1) small size instructional groups; (2) carefully selected and well-prepared instructors; (3) excellent teaching materials; (4) good classroom conditions; (5) specially adapted motivation; (6) full instructional day; (7) regulated living, insofar as security, food, housing, etc., are concerned.

If Negroes can show satisfactory accomplishment and adjustment in the Army, given the foregoing conditions, it

is reasonable to suppose that they could do likewise in the post-war world, given similar conditions.

Regular Training Program

What are some of the implications for the Negro of certain aspects of the Regular Training Program of the Army? It has been stated on many occasions that this is a global war. It is also a mechanized war and a war of movement, in which trained technicians and personnel are highly essential to insure victory over the forces of barbarism and tyranny. It may take minutes to turn out a plane, a tank, guns, and the other armament or matériel of modern warfare. But it takes months to produce a pilot, a tankman, a rifleman, a cannoneer, an Army electrician, utility repairman, radio operator, or any one of the numerous specialists needed to wage war today. The Army has had to train these different technicians and has had to make sure that each specialist would attain the highest degree of skill in the shortest amount of time.

To provide the needed technicians and specialists has not been an easy job. It has been difficult and has been accomplished only because of a careful system of personnel selection and a well-planned and organized training program. Men from more than 8,000 civilian occupations had to be placed at only about a thousand military tasks. For many military jobs that were needed in abundance, there were few civilian persons trained at the time of their induction into the Army. For some military jobs, there were no civilians trained, at the time of their induction.

While the shortage of specialists in the over-all picture was great, it was even more acute in connection with the Negro selectees. An examination of the occurrence table of selected occupational specialists, inducted under the selective service act from 1 January 1943 to 30 September 1943, reveals that there were many more whites than Negroes in critical occupational areas. During a specified period—in every thousand Negroes inducted—there were approximately six auto mechanics, three construction carpenters, less than one plumber, and a negligible number of draftsmen, machinists, and welders. The needs of the Corps of Engineers alone, during this period, were 48 mechanics, 175 carpenters, 14 plumbers, 5 draftsmen, 8 machinists, and 8 welders per thousand men.

Other critical areas in which there were few Negroes trained as civilians are as follows: Lineman (telephone and telegraph), cable splicer, installer-repairman (telephone and telegraph), and

others. It can readily be perceived how many Negro personnel have been trained in skilled technical areas in order that they might serve the Army usefully.

Negroes have served creditably in all branches and arms of the service. In the Army Service Forces, they have served in Engineer Service Regiments, Quartermaster Units, Ammunition Renovation Units, Smoke Generator Companies, Special Service Companies, Signal Heavy Construction Battalions, and many other units. Some of the jobs they have filled in these units follow: Linemen, draftsmen, cable splicers, truck drivers, clerks, supply clerks, instructors in the literacy program, classification personnel, auto mechanics, carpenters, tool room keepers, radio operators, smoke generator operators, welders, clerk-typists, etc. Many Negro units have been commended on the excellence of their performance and on their devotion to duty.

Negroes in the Army have demonstrated the capacity to acquire complicated mechanical and manipulative skills and the ability to apply them in practical situations. Acquisition of these skills has required diligent application in addition to manifest capacity. Such application was elicited in response to appropriate motivation and guidance; well-graded instruction, adapted to the needs of the individual man; and assurance that the individual developing the skill would be given ample opportunity for its use. There are important lessons that Negro educators can learn from this Army experience, and an attempt will be made to point them out in the discussion of the special problems of the education of returning Negro veterans.

Miscellaneous Educational Activities

The third topic to which attention is called briefly is the Miscellaneous Educational Activities of the Army. These are termed "miscellaneous," not because they are of lesser importance but rather because they include a conglomerate number of experiences. These experiences are equally characteristic of both white and Negro soldiers; if in this discussion they are referred to the Negro soldier mainly, it is only because the Negro soldier is the subject at hand.

As a part of their regular military training, Negroes have received instruction in personal adjustment. The importance of the soldier's adjustment in the Army is well recognized and to insure that each recruit's adjustment is facilitated, he is given a minimum of 3 hours of instruction in mental hygiene. Each recruit is given an understanding of his behavior mechanisms, the

problems to be expected in making the transition from civilian to military status, the origin of fear and anxieties, what cooperative social living in the Army requires, etc. It may be expected that through these lectures, many Negroes have developed a greater objectivity about their behavior and have developed self-critical attitudes.

The personal adjustment of the individual soldier—Negro and white—is restricted not only to his emotional and social behavior. Many soldiers have in their Army experiences developed habits of personal hygiene and attitudes concerning physical welfare and well-being which will indubitably influence their civilian adjustment. Such educational influence is derived not only from having to live intimately with groups in the Army but is a matter of direct instruction in such military subjects as personal hygiene, sanitation, etc.

The Army Orientation Program is another one which has undoubtedly provided a type of new experience for Negroes. The men are acquainted with the issues of the war, their part in the struggle, the progress of the Allied armies on the military fronts, and of related subject matter of current interest. Through the Army Orientation Program, Negroes have been provided with regular opportunities for group discussions and critical thinking. Through this program an accepted and regulated medium has been provided for the expression of opinion and the clarification of ideas.

The Special Services Program, with its emphasis on planned leisure time activities, is another program which has conditioned the Negro soldier desirably. Scheduled athletics and recreation of a wholesome and constructive type have been provided and many Negro soldiers have learned to develop interests which will serve them well in their avocational pursuits.

A final aspect of the miscellaneous activities in the Army to be mentioned is the enrollment of Negroes in courses of the United States Armed Forces Institute. These men, in their desire for further learning, have voluntarily enrolled in correspondence courses. Through these courses, they have tried to extend their knowledge.

Education of Negro Veteran

In connection with the education of the returning Negro veteran, attention is called to seven special problems:

1. The first problem is that of the illiterate recruit who was turned into a literate soldier. Many thousands of Negro soldiers experienced their first real opportunity to learn to read in the Army and took advantage of the opportunity. Many of these men, upon their return to

civilian status, will want to continue their educational efforts. The Army standard was set at a fourth-grade level, but not because it considered that a desired reading level for adults. The Army is not in the educational business, and it set the minimum level necessary to function as a soldier. Civilian educators might well plan to receive the "Army literates," when demobilized—white and Negro—and educate them to a literacy level necessary to function as effective citizens.

2. The second problem is that of the further training of Negro veterans along mechanical lines. Many veterans will wish to retain skills they acquired in the Army. Others will wish to extend their skills, by acquiring related skills in the same occupational group. Still others may wish to tackle a wholly new type of mechanical training for some job opportunity—but express the wish to pursue such training only because of their successful experience in the Army. It would be well for educators to plan to provide various types of vocational courses for Negroes.

3. The third problem is that of the further training of many Negroes in different types of personnel work. Many Negroes have done classification work in the Army, have served as general clerks in personnel units, as administrative officers in different echelons of command, and as instructors in different types of teaching situations. Many of these Negroes will be looking forward eagerly to civilian opportunities for further instruction in these areas.

4. The fourth problem is that of the general area of adult education. Many Negroes, by the time the war is over, will have developed a profound appreciation for the importance of the Army Orientation Program. They will be responsive to any efforts made to provide them with adult education forums.

5. The fifth problem is that of the increased desire for higher education. Many Negroes who have been able to achieve officer status and those who have voluntarily registered in the United States Armed Forces Institute, and others will wish to enroll for further collegiate courses or extension work.

6. The sixth problem is that of the increased wish for technical training. Many Negroes in the Army have developed highly technical skills and may wish to pursue their efforts further. It may be the better part of wisdom to think of possible courses in technology which returning Negro veterans may wish to pursue.

7. The seventh problem is that of the increased desire for education generally, on the part of Negroes, after the war. Negro veterans—fathers and brothers—may well wish for their children and younger siblings to be more attentive to the possibilities of education. It is not at all unlikely that, based on their Army experiences, Negroes will go in for schooling in a far more extensive manner than before the war. Such a condition followed World War I.

There is a final topic deserving brief mention—the problem of education generally, both for Negro youth and adults,

growing out of the war. The Army's training program has been a well-rounded one, as can be discerned from the variety of educative experiences provided. Army training has, to be sure, developed some new techniques and procedures in the field of visual education. Other training aids and devices have similarly resulted in more expeditious learning. However, the fundamental contribution of Army training to civilian education is that it has served as a laboratory for the application of many progressive principles and practices of education. It has demonstrated the value of the following:

1. Realistic aims and goals for courses of study.
2. Clearly defined objectives for specific subjects.
3. Small instructional groups.
4. Functional materials and tests.
5. Correlated teaching of related subjects.

Workers' Education

"Workers' Education in 1945" as discussed by John W. Edelman of the Textile Workers Union of America, before a Labor, Education and Government Programs Conference held this spring, indicates some of the avenues through which "extensive, intensive, and often highly experimental educational work" is carried on "out where the workers are." Following are some excerpts from Mr. Edelman's report:

"Both the American Federation of Labor and the Congress of Industrial Organizations operate educational departments as an integral part of their headquarters set-up. . . .

"The International Ladies' Garment Workers Union of the AFL, the United Automobile Workers, and the Textile Workers Union of the CIO are excellent examples of unions which carry on extensive, intensive, and often highly experimental educational work out where the workers are.

"The educational departments in the International Ladies' Garment Workers Union and the Amalgamated Clothing Workers have been operating now for at least 25 years. The annual conferences conducted by the Workers' Education Bureau have been running almost that long too. Many smaller unions, lots of the State bodies and the city central councils have carried on educational projects for so many years that it has now become a custom and a habit even if not a matter of rote.

Labor Education Service

"The American Labor Education Service under its present title is now in its

6. Diversified teaching methods.

7. Applicatory exercises to fix and maintain desirable knowledge and skills.

8. Appropriate visual and training aids.

9. Tests for prediction, evaluation, and diagnosis.

10. Proper classification of individuals to permit selection for training and assignment to tasks in accordance with needs and interests.

11. Cumulative records to indicate each man's development in the Army.

12. National training conferences to insure uniformity in teaching practices.

13. In-service training for teachers, through its troop schools.

Soldiers have become accustomed to finding these attributes in their training programs. They may expect to find comparable characteristics in civilian educational programs. It might be well for civilian educators to give this some thought.

7th year. The Affiliated Schools for Workers in Industry which preceded ALES and which actually begot ALES had been working in the field also for about 20 years. ALES is a service organization not officially a part of any branch of the union movement but avowedly a set-up through which official labor bodies can cooperate when it suits their purpose and from which any bona fide branch of labor, or any group accepted by labor, can obtain what we hope is expert assistance or an opportunity for liaison or communication.

"The ALES offers . . . government or any community agency needing advice or information about working with labor the use of our facilities and the benefit of the experience which hard work in this field has earned us. . . .

"In wartime all unions have faced new problems some of which have been solved and some will have to "set" until a later day. The matter of transportation in wartime of getting people to meetings is a major headache and one for which there is no cure except the defeat of Hitler. How can you ever manage to meet your members when they work shifts, two shifts, three shifts, swing shifts, rotating shifts, and all kinds of overtime besides. Instead of holding classes after work you hold them before work where you can. There are unions which hold union meetings not merely by sections in the same halls but by neighborhood grouping in places 10 and 20 miles apart.

"Membership meetings have grown so large in certain cities that the overflow

meeting on another floor has to listen to the main show over a loud speaker. . . .

Other Programs

"Today the Labor Movement supports only one all-year-round resident school of its own—the Highlander Folk School at Monteagle, Tenn. The Workers' School at the University of Wisconsin now, as for many years, runs resident summer sessions, usually of a week's duration each, for several months each summer either for miscellaneous groups of unions or for and with particular unions whose membership is within reasonable distance of Madison, Wis.

"Rutgers University at New Brunswick for many years has been host and co-sponsor of the annual week-end conferences held by the Workers Education Bureau of America.

"Last year the University of Michigan appointed a well-known union official, who was also by profession an educator, to conduct a program of workers' education in its extension department. Several State colleges are planning to do the same thing. . . .

"At Temple University in Philadelphia, which draws some support from the Commonwealth of Pennsylvania, some work in the field of workers' education is being carried on. At Wayne University in Detroit, a chair of Workers' Education has been in operation in one way or another for several years. The University of Virginia, on the historic campus at Charlottesville, conducted an annual institute in workers' education until the war literally crowded out everything of this kind. . . .

"For many years the University of California employed a teacher of workers' education on its extension division; other colleges in the state have arranged Institutes from time to time in cooperation with the trade unions or with organizations such as ALES. The University of Chicago has established special labor courses which resemble workers' education."

Survey Outline Still Available

School administrators contemplating State- or area-wide studies of local school unit organization looking toward the creation of more satisfactory units of local school administration may still obtain Office of Education Bulletin 1938, No. 11, *Principles and Procedures in the Organization of Satisfactory Local School Units*, for 25 cents a copy from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.