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ARMY TRAINING OF ILLITERATES *IN WORLD WAR II*

BY SAMUEL GOLDBERG, PH.D.

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THE Army literacy training program was officially initiated in the summer of 1941 and was terminated in December 1945. During the major part of that time, the writer served at the War Department and assisted in the development, co-ordination, and supervision of the program. His military duties took him all over the country, providing him with an opportunity to meet with the thousands of men and women (officers, enlisted men, WAC personnel, and civilians) who functioned in the day-to-day operation of the literacy training units. The writer has never observed a more enthusiastic and conscientious group of educators, selfless almost in their personal sacrifice and desire to insure the success of the endeavor and make a contribution to the winning of the war. The staff at the War Department, which included professional Army officers, professional educators in uniform, and professional civilian educators, was equally diligent in its efforts and generous support of the program. The writer gratefully acknowledges the personal satisfaction which he experienced in being associated with the many individuals who shared in making the literacy training program one of the outstanding educational efforts of the war.

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Professor Irving Lorge served as chairman of the sponsoring committee of this study, at Teachers College, Columbia University. His initial interest in the Army literacy training program dated from the early days

of the war. His continued interest and constructive recommendations helped the writer immeasurably to define his orientation and prepare this monograph. For Professor Lorge's friendly counsel and ready willingness to render assistance at all times, the writer is personally grateful. Indebtedness is also due to Professors Helen M. Walker and Wilbur C. Hallenbeck, members of the sponsoring committee, for their critical appraisal of the manuscript.

To his wife, Matilda Gruber Goldberg, who contributed to this study in more ways than it is possible to record, go the writer's heartfelt thanks for her continuous counsel and encouragement.

SAMUEL GOLDBERG

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ARMY TRAINING
OF ILLITERATES
IN WORLD WAR II

INTRODUCTION

THE successful prosecution of the war recently completed required the maximum utilization of manpower in the country. Civilians everywhere labored long and diligently in the factories and on the farms to meet the country's needs and its self-assumed lend-lease obligations. The armed forces, too, performed brilliantly to fulfill its global commitments on the far-flung battlefields of World War II.

In the accomplishment of its mission, the armed forces, no less than civilian society, experienced an acute manpower shortage. Consequently, throughout the war, it was necessary for the Army to conduct a number of special training programs, designed to salvage some personnel who were only marginally useful and others who were ineffective. In special training units, academic instruction and pre-basic military training were provided to prepare illiterate, non-English-speaking, and slow-learning selectees (Grade V in the *Army General Classification Test*) for regular basic training and useful Army service. In rehabilitation centers and disciplinary barracks, special military, technical, academic, and vocational programs were conducted in order to return to an active, honorable-duty status those general prisoners among the court-martialed soldiers who were considered to be "restorable." And in the convalescent hospitals, educational reconditioning, physical reconditioning, and occupational therapy were initiated as parts of a convalescent training program which was planned to rehabilitate battle-injured men for full or limited service. Intended primarily as a means of meeting the manpower needs of the Army, all special training programs served additional purposes as well and had undeniable supplementary values.

This volume will relate the story of the special training units, in which a comprehensive and systematic program of literacy training was conducted. The academic phase of the program included instruction in reading, language expression, and arithmetic. Military training was conducted in pre-basic subjects which were common to all branches of the service. To round out the program, provision was also made for instruction in orientation, current events, and mental hygiene. Part I of this study will

review the background of the Army literacy training program. The program of the special training units will be described and analyzed in Part II. Part III will deal with the accomplishments of the program.

This study will not include a presentation of those additional literacy training activities in the Army which were conducted outside the special training units. Three types of supplementary literacy programs may be differentiated: first, the training which was organized and conducted on a voluntary basis during off-duty hours by special service officers, education officers, and chaplains; second, the instruction which was provided during duty hours for inmates of rehabilitation centers and disciplinary barracks and for battle-injured men in convalescent hospitals, in compliance with the prescribed training programs for those installations; third, the literacy program which was included as part of the comprehensive educational and vocational program conducted for men overseas during the demobilization period. For this third program, special instructional materials were developed: Educational Manual 160, *Meet Private Pete*; Educational Manual 161, *Learning to Read*; Educational Manual 162, *Instructor's Guide and Lesson Plans for Literacy Training*; and Educational Manual 163, *Arithmetic for Everyday Life*. The content of these publications was directed toward facilitating the soldier's readjustment to civilian life rather than toward the main objective of the special training unit materials. For the most part, two categories of personnel were trained in the supplementary literacy programs: first, the many illiterates who were inducted into the Army prior to June 1, 1943 and never received the prescribed program of literacy instruction; second, the men who, having completed special training at one time in their military careers, had nevertheless regressed to a lower level of proficiency because of inadequate opportunity to exercise and maintain their newly acquired reading skill. Interesting as these programs were, they were not a part of the special training units, which represent the Army's major effort to train illiterates, and which are the sole concern of this study.

In many ways, the literacy training provided in the special training units represents a decided improvement over previous adult education programs. Evidences of this may be found in the care with which the men were selected for training, in the special instructional materials which were developed, in the all-inclusive nature of the curriculum, in the careful selection and training of teachers, in the frequent and periodic inspections which were made of the units, and, in the final analysis, in the per-

centage of inducted illiterates who were successfully taught to read and to do arithmetic at the prescribed level. It is, indeed, a tribute to the Army that, burdened as it was with the more immediate responsibility of winning the war, it was ready and able to develop and conduct a program which was essentially so sound and well conceived.

The reader should bear in mind, however, that the task of training illiterates was undertaken by the Army not as an educational venture but as an expedient to secure and salvage needed manpower. Consequently, it was not always possible, because of the exigencies of the military situation, to take the time to develop perfect classification and instructional materials. Nor did the opportunity always exist to conduct the type of experimentation and research which might have resulted in needed improvements. It was therefore necessary, at different times in the program, to be content with testing procedures and instructional materials which fell short of desired standards. Existing inadequacies of the Army program will be indicated, and the findings of such research and experimentation as it was possible to carry through will be summarized. The highly successful character of the Army's program, notwithstanding its limitations, represents a striking challenge to civilian society. Certainly it is not unreasonable to assume that civilian education, unhurried by the pressures of war, will be able to benefit from and improve upon the Army's program.

This study should serve several related purposes. First, it will establish the definitive record of one of the important educational activities undertaken by the Army. In so doing, it can provide the answers to a number of questions which have been raised in the minds of many interested citizens and professional educators concerning the Army's program for training illiterates. Second, it will reveal the extent of the illiteracy problem which confronted the Army. The significance of these figures cannot be lost on thinking Americans. It should stimulate conscientious efforts on the part of all to extend and improve our educational efforts. Third, it will present and analyze the Army's program for training illiterates. Characteristics of the entire program will be delineated, so that educators may be able to make independent evaluations of its quality and effectiveness. Finally, the study will point out some of the lessons which civilian education can learn from the Army experiences. Extensive application of many of these lessons should result in improved civilian educational practice.

Since the conclusion of hostilities, the country has had ample opportunity to observe that the winning of the war settled neither our international difficulties nor our national problems. It simply provided us with a chance to work out honorable settlements in a democratic way rather than to be the humbled recipients of ready-made solutions dictated by the fascist hegemony. America cannot afford, at this critical juncture in her history, to discount the potential capacities, intellectual and productive, of her many millions of illiterate adults. The source of this country's strength lies more in the vigor of its people than in its natural resources or industrial capacity. It is the job of education, properly supported by local, state, and federal funds, to insure that all of the people are better prepared to assume the duties and responsibilities consonant with citizenship. Educators have the task of seeing that education gets its job done. This volume is a report of one program, observed by a number of educators, which shows that the job can be done, given the necessary means for its accomplishment.

PART I

*THE BACKGROUND OF THE ARMY
LITERACY TRAINING PROGRAM*

CHAPTER I

THE RELATION BETWEEN MANPOWER NEEDS AND THE ARMY'S TRAINING OF ILLITERATE, NON-ENGLISH- SPEAKING, AND EDUCATIONALLY RETARDED MEN

AMERICA ADOPTS PEACETIME MILITARY CONSCRIPTION

ON September 16, 1940, the Selective Training and Service Act was signed by the President of the United States.¹ This was the first conscription law in the history of the country to be enacted in peacetime.² It was considered the only certain means of securing the manpower needed to provide an adequate defense for the country. The Nazis had scored a series of successive victories in early 1940, culminating in May in the complete subjugation of France after some six weeks' time. Each new victory and advance was considered more threatening than the previous one to the security of this country, mainly because the enemy strength, in men and matériel, was overwhelming compared with the deteriorated state of the active Army of the United States. In August 1940, the armed strength of the country was virtually that of a third-rate power.³ The Nazis, at the time, had approximately 300 divisions, deployed along the English Channel and poised for the attack on Britain; Italy, with some 70 divisions, was ready to strike at the empire lifeline in Egypt; and the Japanese, in the Far East, were fortifying their Pacific outposts and getting ready to throw in their 120-odd divisions with the lot of their Axis partners.⁴ To expedite the expansion of the armed forces in order to meet the mounting threats to the welfare of the country, Con-

¹ G. C. Marshall, "Report on the Army, July 1, 1939 to June 30, 1943," *Fighting Forces Series. The Infantry Journal*, 1943, p. 22.

² The Militia Act of 1792, although passed during peacetime and making men of certain age groups eligible for military duty, was never actually used to call men into service.

³ Army Ground Forces Memorandum, 319-1 (AGF) (10 Jan 46) GNDCG, Subject: *Report of Army Ground Forces Activities*, 10 January 1946, p. 4.

⁴ *Ibid.*, pp. 3-4.

gress had, on August 27, 1940, before passing the Selective Service Act, authorized the federalization of the National Guard.⁵

EARLY MOBILIZATION REGULATIONS

Shortly after the Selective Training and Service Act was approved, appropriate mobilization regulations for the reception, classification, and training of selective service men were published by the War Department.⁶ All of these regulations contained provisions for the special training of various groups of limited types of personnel. Such provisions were included for two reasons: first, because it was believed that eventually it would become necessary to induct different types of limited service personnel, in large numbers, to meet the allotted troop basis; second, because of experiences gained during the first World War, when it was found "that from a variety of causes many unfit men appeared in the camps,"⁷ and that one division on its departure overseas was required to leave one seventh of its men behind as ineffectives.⁸ During the first World War, development battalions were eventually organized to provide adequate training and suitable assignments for physically unfit, non-English-speaking, illiterate, and otherwise handicapped personnel.⁹

Taking advantage of the experiences gained in the first World War, the Army made provision in October 1940 for the organization of special training battalions at reception centers.¹⁰ These battalions were to receive men suffering from venereal disease or other temporary physical defects at

⁵ Marshall, *op. cit.*, p. 22. Funds required for necessary construction were not appropriated until September 9, and first Guard units were therefore not inducted until September 16, 1940.

⁶ Mobilization Regulation 1-7, *Reception of Selective Service Men*, October 1, 1940; Mobilization Regulation 1-8, *Enlisted Men: Classification, Assignment, Reassignment, and Separation from the Service*, September 18, 1940; Mobilization Regulation 3-1, *Organization and Training*, November 23, 1940.

⁷ Committee on Classification of Personnel in the Army, *The Personnel System of the United States Army, Volume 1: History of the Personnel System*, p. 512, 1919.

⁸ Mobilization Regulation 1-7, *Reception of Selective Service Men*, par. 2, October 1, 1940.

⁹ Development battalions were organized on May 9, 1918 by War Department General Orders No. 45. See Committee on Classification of Personnel in the Army, *The Personnel System of the United States Army, Volume 1: History of the Personnel System*, pp. 512-527, 1919, for a full account of this program.

¹⁰ Mobilization Regulation 1-7, *Reception of Selective Service Men*, par. 19, October 1, 1940. (Reception centers are the military installations at which recruits and newly inducted personnel are examined, classified, equipped, immunized, and forwarded to their assigned organizations.)

the time of induction, illiterates and non-English-speaking men, men who had extremely low intelligence ratings or gave other evidence of being inept, and conscientious objectors, aliens, or delinquents of various types who might be held pending action by higher authority. When a man had completed the special training, he was to be reported to the reception center as being ready for assignment to a regular training organization. Conservation of manpower was considered of vital importance, and it was specified that any man who could be qualified within three months should not be discharged.¹¹

Provision was also made to give selectees assigned to special training battalions "such specialized treatment and training" as would be essential to prepare them for full field service or limited service. It was further provided that "schools for non-English-speaking men and for illiterates, and means for medical treatment to correct backward men and those with physical defects" be established as required.¹²

The regulation describing the purpose, organization, and operation of special training battalions had specified that such battalions would be organized "only when directed by the War Department." Although adequate provision had been made in initial mobilization regulations to receive and train large numbers of handicapped personnel, no directive to establish special training organizations was issued by the War Department in 1940. The following are some of the reasons for the delay in the organization of these battalions: first, the country was not yet involved in the war as an active belligerent, and the full extent of the manpower problem was not duly recognized. Second, there was little awareness of the high percentage of handicapped personnel prevalent in the inducible population. Third, the major job of the Army, during the early mobilization period, was to expand its housing and training facilities so that "it could train at least 800,000 men per year who were to go to the reserve at the end of the year."¹³ It did not seem practicable at this time to burden the Army with the additional task of providing special training for illiterates, non-English-speaking men, and other types of limited personnel.

¹¹ Mobilization Regulation 1-7, *Reception of Selective Service Men*, par. 19, October 1, 1940.

¹² Mobilization Regulation 3-1, *Organization and Training*, par. 32b, November 23, 1940.

¹³ First Report of the Director of Selective Service, 1940-1941, *Selective Service in Peacetime*, pp. 181-182, 1942.

EARLY EXPERIENCE WITH THE DRAFT (OCTOBER 1940 TO MAY 15, 1941)

Registrants called in November 1940 were required to meet the physical standards set in Mobilization Regulation 1-9, *Standards of Physical Examination During Mobilization*. In addition, they had to show an understanding of "simple orders given in the English language" to qualify for induction.¹⁴ No standardized procedure was recommended for examining selectees' comprehension of language, nor were there specific orders suggested for uniform administration. The Army soon learned that a surprising number of men were illiterate and that the existing intellectual and language standard did not restrict them from qualifying for induction. Furthermore, experience throughout the camps revealed that "training was hindered by inability to read orders, instructions, and sign posts in the swiftly moving manoeuvres that were part of the training program."¹⁵

Consequently, by April 18, 1941, a modification was made in the existing induction policy. The change, which became effective May 15, 1941, directed as follows:¹⁶

Literacy standards—No registrant in continental United States will be inducted into the military service who *does not have the capacity of reading and writing the English language as commonly prescribed for the fourth grade in grammar school. All registrants who have not completed the fourth grade in grammar school will be examined at induction stations prior to induction by means of tests to be prescribed by the War Department.*

Prior to May 14, 1941, there were 6,374 men (2,663 white and 3,711 Negro) inducted who could not read and write;¹⁷ and there were approximately 60,000 "so-called illiterates" in the Army at the time it was required that an inductee have the equivalent of a fourth-grade education to qualify for service.¹⁸

¹⁴ Mobilization Regulation 1-7, *Reception of Selective Service Men*, Changes No. 2, November 13, 1940.

¹⁵ First Report of the Director of Selective Service, 1940-1941, *Selective Service in Peacetime*, p. 173, 1942.

¹⁶ Mobilization Regulation 1-7, *Reception of Selective Service Men*, Changes No. 9, April 18, 1941.

¹⁷ First Report of the Director of Selective Service, 1940-1941, *Selective Service in Peacetime*, p. 175, 1942.

¹⁸ *Ibid.*, p. 181.

DEFERMENT OF ILLITERATES

Notwithstanding the experience gained between October 1940 and May 15, 1941, the establishment of a fourth-grade standard was not considered to be an excessive requirement. First, it was naively assumed "that American education was so general that surely there were no persons who had not attained the equivalent of a fourth-grade education."¹⁹ Second, selectees unable to demonstrate the equivalent of a fourth-grade education were considered "functionally illiterate," i.e. as not possessing sufficient reading and writing ability to be of practical use. Functionally illiterate men could not be expected to serve adequately in a modern army in which sixty-three of every hundred men inducted were assigned to duties requiring specialized training and in which the basic ability to read and write was prerequisite to any except the lowest type of labor.²⁰

The policy deferring functionally illiterate men remained in effect from May 15, 1941 until August 1, 1942. During this period, the Army studied anew the experiences of the first World War, and examined critically several different proposals recommended for meeting the problem presented by illiterate inductees. It was variously suggested that development battalions similar to those in the first World War be organized, that illiterates be segregated into labor battalions, and that they be trained in vocational training centers—civilian institutions, new Army camps to be established, or Army schools.²¹

ORGANIZATION OF SPECIAL TRAINING UNITS

One of the earliest attempts of the War Department to meet the problem of illiterate inductees was the organization of special training units. These units were organized in order to suspend the discharges of many illiterate and inept men,²² to provide the means for training intellectually

¹⁹ Second Report of the Director of Selective Service, 1941–1942, *Selective Service in Wartime*, p. 230, 1943.

²⁰ Selective Service System Memorandum to Chief, Pre-Induction Training Section, Headquarters, Services of Supply, from Maj. R. H. Owens (later Lt. Col.), Subject: *Pre-Induction Training for Illiterates Otherwise Eligible for Military Service*, 1942.

²¹ Army Service Forces Training Publication, SPTRD352.11 (5-15-43), Subject: *Orientation of Inspecting Officers*, May 15, 1943, p. 72.

²² War Department Memorandum, G-3/42659, Subject: *Suspension of Discharges and Establishment of Special Training Battalions*, April 3, 1941.

12 Background of the Army Literacy Training Program

and physically limited personnel already in the Army, and to determine experientially their trainability and usefulness to the service.

At the very time that the policy prohibiting the drafting of functional illiterates was formulated, the Training Division of the War Department General Staff developed a general plan for the establishment of special training units. The plan was submitted on April 14, 1941 "for remark and recommendation" to the Office of the Surgeon General and to the Supply and Personnel Divisions of the General Staff.²³ Somewhat earlier, in March, the Surgeon General's Office had recommended that the "Special Training Battalions, when required, be conducted along the general lines of the Development Battalions of the World War."²⁴ The Supply Division concurred in the proposed plan on April 19,²⁵ and the Personnel Division concurred on April 26, offering, at the same time, some general comments on the program.²⁶ Concerning the problem of illiteracy, it pointed out that effective May 15, 1941 a literacy test was "to be applied to both white and colored selectees which should weed out a great number of selectees from corps areas, such as the Fourth and Eighth, who previously would have required special training battalions for such illiterates. . . . Possible unfavorable public reaction to literacy tests in the Fourth Corps Area may force the War Department to institute a training program for such types. . . . Therefore, capacity for special training battalions should be *weighted* by the possibility of need in the Fourth Corps Area."²⁷

On July 28, 1941, The Adjutant General, acting on orders given by the Secretary of War, directed that the special training units mentioned in Mobilization Regulation 1-7, *Reception of Selective Service Men*, October 1, 1940, would "be organized at each replacement training center in the number required to train those men who need the special training pro-

²³ War Department Memorandum, G-3/25445, Subject: *Special Training Units*, April 14, 1941.

²⁴ Surgeon General Letter, SGO 353.-1, Subject: *Training Programs for Special Training Battalions*, March 6, 1941.

²⁵ War Department Memorandum, G-4/32874, Subject: *Special Training Units*, April 19, 1941.

²⁶ War Department Memorandum, G-1/10926-89, Subject: *Special Training Units*, April 26, 1941.

²⁷ *Ibid.* (The Fourth Service Command, which replaced the Fourth Corps Area, consisted of the following states: Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, and Tennessee. The Eighth Service Command, which replaced the Eighth Corps Area, consisted of the following states: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.)

vided.”²⁸ On August 16, 1941, the Secretary of War further directed The Adjutant General to instruct the field that the number of units to be organized would depend on the number of men received from the reception centers who required special training, but that at least one unit would be established even though there were no trainees on hand who required special training. The action was directed so that each center would have one unit ready to operate at all times.²⁹ An appropriate training program was developed for the special training units.³⁰ The purpose of the program was “to furnish a general guide for the training of individuals who, by reason of mental attitude or capacity, lack of ability to understand or speak the English language, inability to read and write, lack of common knowledge, or other deficiency are not immediately suited to undertake the regular replacement training center training course of instruction prescribed for trainees, or who during the regular course of instruction indicate that they require special attention.”³¹

OTHER PROGRAMS FOR MEETING THE PROBLEM OF ILLITERACY AMONG SELECTIVE SERVICE REGISTRANTS

The training of the illiterates who had been inducted between October 1940 and May 15, 1941 had proved an excessive burden for the rapidly expanding Army; hence the policy leading to their deferment. However, the number of men classified as functionally illiterate during the period in which such personnel were deferred was not only unexpectedly high, but astoundingly so. It became exceedingly difficult to overlook this great source of manpower. The country had become involved in the war as an active belligerent as a result of the Japanese attack on Pearl Harbor on December 7, 1941, and manpower needs had become so great that eighteen year olds and many married individuals with dependents were being drafted, while illiterate men remained behind in their communities. Consequently, in August 1942, the Army accepted for service a limited percentage of “intelligent” illiterates reporting for induction on

²⁸ Adjutant General’s Letter, AG 320.2 (7-16-41) PC (C), Subject: *Special Training Units*, July 28, 1941. (Replacement training centers are military establishments, where recruits receive basic training before being assigned permanent stations.)

²⁹ War Department Memorandum, G-3/25445, Subject: *Special Training Units*, August 16, 1941.

³⁰ War Department MTP No. 20-1, *Mobilization Training Program for Special Training Units at Replacement Training Centers*, July 17, 1941.

³¹ *Ibid.*

each day. The policy of accepting a certain percentage of mentally capable illiterates continued until June 1, 1943, at which time illiteracy ceased to be a bar to induction. The detailed character of the policy changes effective on August 1, 1942, and subsequent changes, will be described later. For the time, it is important simply to note the following: First, the number of illiterates among selective service registrants constituted so many potential Army divisions that their continued deferment could no longer be justified. Second, considerable study was made of the problem by the War Department, War Manpower Commission, Selective Service, and the U. S. Office of Education, throughout 1942 and 1943, in an effort to formulate a workable plan for preparing functionally illiterate men for service in the armed forces. Third, the Army, though unwilling to be burdened with the task of training illiterates, found it necessary to expand its facilities continually in order to accomplish the job.

Various estimates were made of the number of men who would be deferred as functional illiterates. On July 19, 1942, at a conference at Selective Service Headquarters, it was pointed out that the data then compiled revealed that there were 433,000 illiterates (men unable to meet the fourth-grade criterion in effect at the time) in the age group 20-44, of whom 186,000 were white and 247,000 were Negro. Of these illiterates, 286,000 (122,000 white and 164,000 Negro) were physically disqualified for service—many for minor, correctible deficiencies. There were 147,000 illiterates (64,000 white and 83,000 Negro) physically qualified for service.³² Later, more complete figures compiled for registrants 18-38 years of age in the first three dependency categories (all registrants except those with dependent children) revealed an estimated number of 744,000 registrants (497,000 white and 247,000 Negro) with less than five years of schooling.³³ Russell, in January 1943, made an analysis of Selective Service records and concluded that "it can be assumed that approximately 900,000 men otherwise acceptable to the Army are illiterate."³⁴ Analyzing the data further, in an attempt to eliminate those men who were over 38 and no longer being inducted as well as those illiterates who were of low

³² Similar data were reported by W. F. Russell, "Way Is Pointed to Cut Illiteracy," *The New York Times*, D5, June 21, 1942.

³³ Second Report of the Director of Selective Service, 1941-1942, *Selective Service in Wartime*, p. 231, 1943.

³⁴ Special Report to Chief, Pre-Induction Training Section, Headquarters, Army Service Forces, from W. F. Russell, Special Consultant, Subject: *Upgrading the Illiterate Registrant for Use by the Army*, p. 1, January 12, 1943.

intelligence, he concluded it was "safer to estimate the number of illiterate men without children otherwise acceptable at 500,000; with confidence that this estimate is conservative."³⁵ This estimate did not include illiterates under the age of 20.

Partial figures of the 1940 Census, released April 23, 1942, revealed data on educational grade accomplishments of the American people which were most startling, and heightened further the concern of the War and Navy Departments and interested federal agencies with the caliber of available manpower.³⁶ There were 10,104,612 persons 25 years old and over in the United States—representing 13.5 per cent of the total population—who had completed fewer than five years of schooling. In the breakdown of this group, by color, there were 7,322,114 white, 2,680,186 Negro, and 102,312 of other races. A breakdown of the whites revealed that there were 4,222,057 native-born illiterates and 3,100,057 foreign-born. The census revealed further that there were three times as many functional illiterates (individuals unable to read at a fourth-grade level) as college graduates in the country.

There is no complete information available concerning the contributions made by public, private, and parochial schools, and by other agencies and organizations, to the solution of the illiteracy problem during this critical period. Russell pointed out that additional planning and action were urgently needed to meet the problem, after summarizing briefly the following efforts: (1) the work with illiterates performed by such agencies as the Indian Service and the Tennessee Valley Authority; (2) the program of the Work Projects Administration, which in its operation during an eight-year period taught an estimated 1,500,000 adults to read and write; (3) the state-supported programs of adult education regularly conducted in California, Pennsylvania, Massachusetts, Delaware, and Maryland; (4) the combined state- and city-supported programs in such states as Connecticut, Rhode Island, New Jersey, and the District of Columbia; (5) the city-supported adult education programs regularly conducted in

³⁵ *Ibid.*, p. 2.

³⁶ Bureau of the Census Report, Series P-10, No. 8, *Educational Attainment of the Population 25 Years Old and Over in the U.S.: 1940*, April 23, 1942. (The 1940 Census was the first to include the question on highest grade completed. This question replaced the less comprehensive questions on illiteracy asked in previous censuses. For example, the 1930 Census was concerned only with persons (over 10 years of age) who had "no education whatever"—persons who could neither read nor write. The 1940 Census, therefore, represents the first complete inventory ever made of the educational status of the entire population.)

such places as New York, Detroit, Cleveland, Chicago, Milwaukee, St. Louis, and Kansas City; (6) the National Citizenship Education Program conducted on a nation-wide basis by the Immigration and Naturalization Service of the Department of Justice since July 1941; (7) the classes for the foreign-born maintained by churches and missions; and (8) the voluntary "moon-light schools" long maintained in Southern mountain districts.³⁷

Certain state and city experiments were set up expressly for illiterate registrants. In some instances these were spontaneous; in others they were stimulated by one or more of the interested federal agencies. They were observed closely by the Selective Service Headquarters, the War Department, and the U. S. Office of Education to see how effective they would be in meeting the problem. In early 1941, the Work Projects Administration in Georgia secured the names of the 46,475 men in the state who had signed their registration card with an X. These men constituted 11.5 per cent of the total registration (there were three and one-half times as many Negroes as whites). After the list of names was broken down by counties, the co-operation of the American Legion and of county superintendents was secured. Each man was invited to register in an adult education class. Classes were started in February, and by the end of the month there were 1,395 registered and 184 who had learned to sign their name for the first time. Groups were formed whenever a sufficient number of men indicated a desire to attend. Well-qualified teachers were assigned to teach them.³⁸

In the spring of 1942 an effort was made to stimulate literacy work in South Carolina. Clemson Opportunity School provided for 250 white illiterates who could attend for one month during the summer. Private funds were raised for scholarships, covering free board and lodging, for at least sixty-six of the places. Scholarships were then made available to three persons from each of twenty-two counties, but only eighteen men took advantage of the opportunity.³⁹ Later that year, in August 1942, more comprehensive plans were made, at a conference held at Columbia,

³⁷ Special Report to Chief, Pre-Induction Training Section, Headquarters, Army Service Forces, from W. F. Russell, Special Consultant, Subject: *Upgrading the Illiterate Registrant for Use by the Army*, pp. 5-6, January 12, 1943.

³⁸ Letter to Dr. L. R. Alderman, War Department, from Nellie M. Seeds, Subject: *Defense Activities in Georgia*, March 22, 1941.

³⁹ Special Report to Chief, Pre-Induction Training Section, Headquarters, Army Service Forces, from W. F. Russell, Special Consultant, Subject: *Upgrading the Illiterate Registrant for Use by the Army*, p. 7, January 12, 1943.

S. C., for a state-wide program of pre-induction training for illiterates.⁴⁰

In Chicago, in the late summer and early fall of 1942, the Board of Education, at the request of Selective Service and the U. S. Office of Education, undertook to teach registrants who had been deferred for illiteracy. Close co-operation was effected between the Assistant State Director of Selective Service of Cook County and the Department of Adult Education in Chicago. Pressure was exerted on the men by Selective Service to attend class. Careful study was made of the educational capacities of each of the registrants and interesting instructional materials and methods were used. Registrants who successfully acquired the ability to read and write at a fourth-grade level were awarded a certificate of accomplishment signed by the Superintendent of Schools, the Supervisor of the Adult Education Department, the Assistant State Director of Selective Service, and an officer of the Army. Although marked progress was made in teaching those who came regularly, the program was not altogether successful because of the difficulty in getting the men to attend. Staggered working shifts, swing shifts, and night shifts made it impossible for many to enroll. Many who had enrolled attended classes irregularly.⁴¹

At the same time, in August 1942, a conference was held at Cleveland, Ohio, attended by twenty-four individuals representing the U. S. Office of Education, Selective Service Headquarters, the War Department, and the school system of Cleveland, Ohio, in an effort to stimulate the adoption of a program comparable to that in Chicago.⁴² Local school officials were completely co-operative, but in Cleveland the Selective Service did not urge the registrants to attend classes. Consequently, the percentage of men who learned to read and write was not as high as in Chicago. The Cleveland experiment revealed strikingly that unless some form of compulsion was utilized, few illiterates could be expected to attend classes.⁴³

⁴⁰ Memorandum for the Director of Training, Services of Supply, from Lt. Col. C. D. Hill, Subject: *Conference on Pre-Induction Training at Columbia, South Carolina*, August 5, 1942.

⁴¹ U. S. Office of Education Letter, from Commissioner Studebaker to Superintendents of Instruction (all states, District of Columbia, Alaska, Hawaii, and Puerto Rico), September 27, 1943, Attachment 3 (prepared by Lt. Col. R. Owens, National Selective Service Headquarters), *Civilian Educational Rehabilitation Programs*.

⁴² Memorandum for the Director of Training, Services of Supply, from Lt. Col. C. D. Hill, Subject: *Conference on Pre-Induction Training Experimental Test at Cleveland, Ohio*, August 7, 1942.

⁴³ U. S. Office of Education Letter, from Commissioner Studebaker to Superintendents of Instruction (all states, District of Columbia, Alaska, Hawaii, and Puerto Rico), September 27, 1943, Attachment 3 (prepared by Lt. Col. R. Owens, National Selective Service Headquarters), *Civilian Educational Rehabilitation Programs*.

In Mississippi and Texas, notable experiments were conducted with the aid of the WPA. In April 1942, at the suggestion of the Governor and the State Director of Selective Service, the Mississippi Illiteracy Commission was formed. Deferred illiterate registrants were directed to report to the County Superintendent of Education. They were enrolled in classes throughout the state, in schools staffed by WPA teachers. Within a ten-month period, 2,859 men were taught to read and write and were accepted for military service. In addition, teachers furnished by the WPA, under the supervision of the Adult Education Office of the State Department of Education, taught sixteen whites and sixty-five Negroes at the Jackson Air Base and 450 Negroes at Camp Shelby to read and write; and they also taught in classes for illiterate soldiers organized at Camp Van Dorn, Mississippi Ordnance Plant, and the Greenville Air Bases. Programs in Mississippi were very successful because of the very close co-operation which existed between the county superintendents and the local boards, and because of the financial support of the WPA.⁴⁴ In Texas, WPA classes were organized in a number of counties. Between August 1, 1942 and January 1943, 438 of 2,101 enrolled registrants had completed the course satisfactorily. The experiment was fairly successful.⁴⁵

Aware that most local school systems required "federal grants-in-aid" to conduct successful training programs for deferred illiterate registrants, and that the WPA was to be liquidated by January 31, 1943, the U. S. Office of Education, in August 1942, submitted a request to the Bureau of the Budget for a supplemental budget for 1943, estimated at \$35,328,180, to be used for "Literacy Education for Manpower Mobilization." It was intended that the program would be a co-operative one between the U. S. Office of Education and the state departments of education. The justification of the supplementary budget contained a summary of the extent and distribution of illiteracy throughout the country and demonstrated the influence of the problem on the national manpower situation. It indicated that illiteracy was cutting down our military manpower, sabotaging our war industries, retarding our "food for victory" program, and having a deleterious effect generally upon wartime morale.

⁴⁴ M. D. Jenkins, *The Black and White of Rejections for Military Service*, pp. 41-42, 1944. (Published by the American Teachers Association, P. O. Box 271, Montgomery 1, Alabama.)

⁴⁵ Special Report to Chief, Pre-Induction Training Section, Headquarters, Army Service Forces, from W. F. Russell, Special Consultant, Subject: *Upgrading the Illiterate Registrant for Use by the Army*, p. 7, January 12, 1943.

At the request of the Commissioner of Education, the War Department, on August 5, 1942, wrote the following communication to support the budgetary request:⁴⁶

For some time the Army has wanted to be relieved of the added burden of training illiterates, although it does want to utilize to the fullest extent possible this reservoir of manpower.

There is not the slightest doubt that in our modern mechanistic army illiterates are not only themselves handicapped, but constitute a heavy drag on military effectiveness. The upgrading of illiterates to the point where they will be acceptable for basic training is a responsibility that the Army should not be compelled to assume at this critical time. We can spare neither the physical facilities nor the personnel.

It will be of great help to the Army if registrants can be given their basic training for literacy prior to their entrance into military service. The practical plans which you are developing in collaboration with the Pre-Induction Training Section, Civilian Personnel Division, Services of Supply, for accomplishing this pre-service training will have not only hearty approval but also the complete co-operation of the Army.

The Director of the Bureau of the Budget refused to recommend favorable action on the request, and on October 3, 1942, wrote as follows: "It appears further that, even though the necessity for the program were granted, the plan presented is not designed to eliminate the illiteracy of those individuals who decline to become literate." While stimulating and co-operating in efforts to provide pre-induction training to deferred illiterate registrants, the War Department continued its special training program organized at replacement training centers in July 1941. The training of field force units, not under replacement training center jurisdiction, continued, however, to be "retarded by certain enlisted men of Grade V (inferior) intelligence who are inapt or do not possess the required degree of adaptability for military service, or who do not have sufficient knowledge of the English language to enable them to perform their duties properly."⁴⁷ It was, therefore, recommended within the War Department that development companies be organized to receive, train, and utilize the services of these men. Following a conference on July 10, 1942, in which the feasibility of organizing and activating development

⁴⁶ Services of Supply Letter to Dr. J. W. Studebaker, Commissioner of Education, signed by Lt. Gen. B. Somervell (later General), Commanding General, August 5, 1942.

⁴⁷ Services of Supply Memorandum, SPGAE/8645-731, Subject: *Additional Training for Inapt and Illiterate Enlisted Men*, June 6, 1942.

companies was discussed, the recommended plan was withdrawn on July 23, 1942.⁴⁸ Though it was directed at that time that the plan be held in abeyance for a period of three months, the activation of development companies for the training of illiterate and inapt men was never again considered.⁴⁹

THE ARMY ACCEPTS "INTELLIGENT" ILLITERATES

As manpower needs grew more acute, it became increasingly difficult to continue the deferment of the more than 200,000 men in the nation, physically able and available for military service, who had been rejected for illiteracy alone.⁵⁰ Effective August 1, 1942, induction stations were authorized to accept any registrant who was able "to understand simple orders in English," and who possessed "sufficient intelligence to absorb military training rapidly."⁵¹ The number unable to read and write English at the fourth-grade level who could be accepted on any day at any induction station was "not to exceed 10 per cent of the white and 10 per cent of the colored registrants."⁵² Appropriate examining procedures were developed for application in the induction stations. Various tests introduced at this time, as well as the later revisions and replacements, are described and evaluated in the next chapter.

Replacement training centers were directed to take appropriate steps to insure that the increased number of men coming into the Army under the new regulations would be provided with adequate training.⁵³ Training in the special training units continued to follow the program prescribed in the Mobilization Training Program of July 17, 1941. Somewhat earlier than August 1, in anticipation of the increased number of

⁴⁸ Informal Memorandum to Lt. Col. Bennett, Military Training Division, from Lt. Col. Collier, Military Personnel Division, July 23, 1942.

⁴⁹ The Developmental Training Units organized at Aberdeen, Md., Fort Belvoir, Va., and Camp Lee, Va., in the spring of 1944, in compliance with Army Service Forces Circular No. 40, February 1944, were not for illiterates. They were experimental units, designed to determine the feasibility of training psycho-neurotic personnel for restoration to duty.

⁵⁰ J. Deiss (ed.), *Handbook on Education and the War*, p. 7, 1943. (Based on proceedings of the National Institute on Education and the War, sponsored by the U. S. Office of Education Wartime Commission at American University, Washington, D. C., August 28-31, 1942.)

⁵¹ War Department Circular No. 169, Sec. IV, June 1, 1942.

⁵² *Ibid.*

⁵³ Services of Supply Memorandum, SPTRR 350.5 (6-12-42), Subject: *Special Training Units*, June 12, 1942.

men who would be forwarded to special training units, the mission of these units was more clearly defined.⁵⁴ It was indicated that they would receive the following five types of inductees: illiterates; non-English-speaking men; slow learners (*Army General Classification Test Grade V*); men emotionally unstable to a degree prohibiting their immediate success in regular training units; and men who had physical limitations.

Very shortly after the new induction policy was put into effect, it became apparent that the increased number of illiterates was taxing the capacity of the specialist replacement training centers of the Services of Supply (Chemical Warfare, Engineer, Finance, Medical, Military Police, Ordnance, Quartermaster, Signal) out of all proportion to their regular training load.⁵⁵ By August 22, 1942, limitations were therefore set on the admissions of illiterates to specialist replacement training centers of the Services of Supply.⁵⁶ The number of illiterates contained in future shipments to replacement training centers of the Services of Supply was to be based on the following percentages: finance and military police replacement training centers—none; medical replacement training centers—1½ per cent; all other replacement training centers—2 per cent. Excess illiterates were to be shipped to field units of the different services. The number of illiterates inducted, however, continued to tax the capacity of the specialist replacement training centers out of all relation to the “absolute requirements for specialists in the Services of Supply,” and in September 1942 it became necessary to direct “that the number of illiterate or non-English-speaking trainees be limited to the following percentages of the authorized permanent housing capacity of each Services of Supply replacement training center: finance and military police—none; medical—2 per cent; all others—3⅓ per cent.”⁵⁷ Illiterates in excess of the indicated percentages were to be shipped from the centers. Finally, in November 1942, to meet the needs of the many illiterates who were being sent to organizations other than replacement training centers, it was directed that

⁵⁴ Army Regulation 615-28, *Classification, Reclassification, Assignment, and Reassignment*, par. 15, May 28, 1942.

⁵⁵ Services of Supply Director of Training Memorandum, SPTRR 350.5 (8-12-42), Subject: *Limitation on Admissions of Illiterates to Replacement Training Centers*, August 12, 1942.

⁵⁶ Adjutant General Memorandum No. S615-1-42, *Limitation on Admissions of Illiterates to Replacement Training Centers*, August 22, 1942.

⁵⁷ Adjutant General Memorandum No. S615-3-42, *Limitations on Trainee Capacity for Illiterates at Services of Supply Replacement Training Centers*, September 10, 1942.

until such time as other facilities were provided, "army, corps, service command, division, or other unit commanders will establish such special training units within their commands."⁵⁸ This directive was a sweeping one, however, and had the effect of requiring many organizations to activate special training units whether they were required or not. Consequently, in December, the directive was modified to read "may establish such special training units within their commands as they consider necessary."⁵⁹

Two actions were taken by the Army to reduce the markedly increased literacy training load which had developed as a consequence of the induction policy adopted August 1, 1942. In December 1942, it was directed that all illiterates who were also classified limited service for physical reasons would be honorably separated from the service.⁶⁰ And in February 1943, when induction stations began to process selectees for both the Army and the Navy, and the Navy began to accept Negroes for service, the Army reduced from 10 per cent to 5 per cent the number of illiterates and non-English-speaking men who could be inducted on any one given day.⁶¹

The induction policy of August 1 created a number of problems for the Army, as has been indicated. That it did not solve completely other aspects of the illiteracy problem is shown in the following excerpts from a communication sent to the War Department, in September 1942, by a regional liaison officer of the Services of Supply: "The southeastern states probably have more English-speaking illiterates than any other section of the United States. Selective Service requirements will permit the induction of illiterates up to 10 per cent of the call. This applies to both white and black. . . . Since the ratio of illiterates is greater than 10 per cent, the bulk of illiterates will not be inducted until every registrant, physically and mentally qualified, even to married men with large families, has been inducted." The communication then recommended that all illiterates be pooled on a national basis, so that illiterates from some southeastern states "may be inducted at a rate in excess of 10 per cent

⁵⁸ Army Regulation 615-360, *Enlisted Men: Discharge; Release from Active Duty*, par. 52b, November 26, 1942.

⁵⁹ Army Regulations 615-360, *Enlisted Men: Discharge; Release from Active Duty*, Changes 1, December 14, 1942.

⁶⁰ War Department Circular 395, December 5, 1942.

⁶¹ *Changes and Additions to Psychological Examining, A Manual for Induction Stations*, February 4, 1943.

while some northern states which have compulsory education, and, therefore, few illiterates, could be relieved from some of the pressure.”⁶² No action was taken on the recommendation.

On December 31, 1942, however, the Training Division of the War Department General Staff arranged a conference of all interested War Department divisions to discuss again “the urgency of pre-induction training for illiterates.” At the conference, the Pre-Induction Training Section of the Civilian Personnel Division undertook to prepare an appropriate plan. The plan, prepared by Russell and entitled, “Upgrading the Illiterate Registrant for Use by the Army,” was submitted on January 12, 1943.⁶³ The Russell report was the most comprehensive study made of the problem. It discussed four possible plans for solving the problem: (1) encouragement of existing agencies without federal grants, (2) federal grants-in-aid to schools or school-supervised programs, (3) grants-in-aid to schools plus subsistence grants to trainees, and (4) utilization of facilities of public and private training institutions with residence facilities and contracting for literacy training. The four plans were compared and evaluated, and were rejected because it was believed that no single plan or combination of any or all of them would be satisfactory. The Russell report went on to recommend, therefore, that the Army initiate and operate a new plan for sub-basic training to upgrade illiterate registrants. The plan was to operate with civilian personnel and facilities, to be compulsory, to operate equally and justly, and to be above local initiative, control, or support. It was actually a post-induction training plan, since it involved the induction of illiterate registrants and their assignment to newly created “sub-basic training residence centers” for a period of eight weeks after their induction.

On January 18, 1943, a request was made to the Chief of Staff of the Services of Supply for permission to proceed with immediate operation of the plan for upgrading illiterates. Certain modifications were recommended on February 2, 1943, by the Director of the Industrial Personnel Division, to bring the plan more into line with military methods of operation, and it was then requested that authority be granted to proceed with “a pilot test for sub-basic training” to determine “the most efficient

⁶² Letter to Civilian Personnel Division, Services of Supply, Attention: Mr. L. J. Maloney, from Maj. C. J. Brockman, Regional Liaison Officer, Region VII, Subject: *National Pooling of Illiterates*, September 21, 1942.

⁶³ The plan was submitted to Chief, Pre-Induction Training Section, Civilian Personnel Division, Headquarters, Services of Supply.

operating procedures as a guide to future operations." However, the Director of Training, Services of Supply, when asked to approve the plan, wrote as follows on February 2, 1943: ". . . The recommendations contained in the study are against pre-induction literacy training, and in favor of Army post-induction literacy training. In brief, it is contradictory to the general policy of the G-3 Division, War Department General Staff. . . . The plan proposes a supplement to the present Army training program and paralleling it. In fact it duplicates certain portions of it. It does not ease the present burden of literacy training by the Army; it increases it. Additional Army personnel, equipment, and facilities are required. . . . The expansion of the present special training unit system appears to be more efficient, economical, and productive of desired results, than the proposed plan. . . . Finally, all personnel connected with this plan except civilian teachers would be charged against the strength of the Army, and the Army would be burdened with the training of individuals for Navy and industrial manpower uses as well as for the Army. The number would be large when one considers the number of communities involved. Also, the men undergoing training would be hard to control as they would have no background of Disciplinary Training."⁶⁴ The Assistant Chief of Staff for Personnel of the Services of Supply, in commenting on the plan, wrote on March 6, 1943, "The attached plan is far superior to the previously submitted plans. It has the objectionable feature of new establishments off military reservations for military personnel with a minimum of military control and a maximum effort on educational training. . . . Since additional military overhead will be required to operate this plan, it seems that an expansion of our present system of training in the Army is preferable. . . . I recommend disapproval of the submitted plans and that the present system of training of those below normal education be expanded to permit an increased intake of illiterates of the higher intelligence groups."⁶⁵ On March 11, 1943, the Chief of Staff of the Services of Supply approved the recommendations of the Assistant Chief of Staff of Personnel and no further action was taken on the Russell plan.⁶⁶

⁶⁴ Services of Supply Director of Training Memorandum, SPTRR 350.5 (1-18-43), Subject: *Request for Permission to Proceed with Immediate Operation of Plan for Upgrading Illiterates*, February 2, 1943.

⁶⁵ Informal Memorandum to General Styer, Chief of Staff of Services of Supply, from General Dalton, Asst. Chief of Staff for Personnel, March 6, 1943.

⁶⁶ Informal Memorandum to General Dalton from General Styer, March 11, 1943.

ILLITERACY CEASES TO BE A BAR TO INDUCTION

By June 1943, there were 6,358,200 enlisted men in the Army of the United States.⁶⁷ The Army was fast approaching its peak strength. There continued, however, to be great need for manpower as, in mid-1943, the armed forces gathered strength to make the crucial assault on Hitler's European fortress. The need was for manpower capable of assimilating some form of technical training in addition to the regular basic military instructions. In mid-1942, as has been indicated, sixty-three of every hundred men inducted into the Army were assigned to duties requiring specialized training.⁶⁸ By mid-1943, ninety of every hundred inducted were assigned to specialized jobs.⁶⁹

Acting on the previously noted directive of the Chief of Staff of the Services of Supply on March 11, 1943, and in order to meet the manpower needs of the Army, the responsible staff divisions within the War Department initiated steps to bring more of the better-qualified illiterates into the service. Action was also taken to locate special training units at installations where personnel requiring such training could receive a maximum of attention without interfering with regular training programs.

Effective June 1, new screening tests at induction stations and classification procedures at reception centers were adopted, designed "to qualify for induction into the armed forces, those men possessing mental capacity above the lower three-fifths of Grade V as measured by the *Army General Classification Test*." All limitations governing the number or percentage of illiterates who could be inducted were revoked. Any illiterate or non-English-speaking selectee became eligible for service, provided he could meet the mental standards established in the new screening procedures.⁷⁰

To accommodate the greatly increased number of illiterate personnel who would be coming into the Army under the new selection procedures, commanding generals of the nine service commands were directed to or-

⁶⁷ Army Service Forces, *Statistical Review World War II*, p. 197, 1946.

⁶⁸ B. Somervell, "Education and the Army," *Journal of the National Education Association*, October 1943.

⁶⁹ *Ibid.*

⁷⁰ War Department Letter, AG 201.6 (4-28-43) OC-O, Subject: *Mental Induction Standards and Procedures*, May 11, 1943.

ganize, effective June 1, 1943, special training units at or near reception centers. These units were intended "to relieve organizations, unit training centers, and replacement training centers, from expending regular training effort on recruits who cannot absorb training." It was directed that all recruits falling into the following three categories of personnel would be forwarded to a special training unit soon after they were processed at the reception center: (1) illiterate, (2) non-English-speaking, (3) Grade V ranking on the *Army General Classification Test*. The clear formulation that only these three types of personnel would henceforth be included in special training units represented a radical revision of the existing policy, which had included, in addition, the emotionally unstable and the physically handicapped. It was further directed that the implementation of the special training program at the reception center level would "eventually result in eliminating the special training units in replacement training centers and organizations."⁷¹

Despite the clarity of the directive, which organized special training units at the reception center level and specified that all illiterate, non-English-speaking, and Grade V personnel (and only these categories of personnel) would be forwarded for special training, some misunderstanding concerning the new policies prevailed in the different service commands. Accordingly, it was necessary, soon after the initiation of the new policies, to emphasize, by explicit directive, the following: (1) Illiterate, non-English-speaking, and Grade V men processed at reception centers were to be assigned to the reception center special training units. (2) Special training units at the reception center level were not intended as training stations for all low-grade personnel in the Army.⁷²

Experience with the test screening procedure revealed that more inductees were being rejected for failure to meet the minimum intelligence standards than previously had been deferred under the educational requirement.⁷³ This was especially true of the Negroes. Study of the strength and composition of the Army in the fall of 1943 showed that the Negroes represented approximately 9.2 per cent of the entire Army. The percentage which the Negroes were to represent of the total Army strength was fixed at 10.6, since that represented the percentage of Negroes

⁷¹ War Department Letter, SPX 353 (5-14-43) OB-D-SPGAE, Subject: *Establishment of Special Training Units*, May 28, 1943.

⁷² War Department Circular No. 255, Sec. II, October 16, 1943.

⁷³ Third Report of the Director of Selective Service, 1943-1944, *Selective Service as the Tide of War Turns*, pp. 207-208, 1945.

who had registered under Selective Service, in relation to the total registration.⁷⁴ To meet the high rejection rate at induction stations for the group of conditions titled "Illiteracy and Mental Deficiency," the Secretary of War, on October 6, 1943, directed The Adjutant General to take corrective action.⁷⁵ Following this directive, effective November 1, 1943, the acceptance score on one of the basic induction station tests, the *Visual Classification Test*, was lowered from 40 to 36 points.⁷⁶ To meet the additional training needs of both white and Negro personnel who came into the Army under the lowered standards, commanding officers of special training units were given authority to keep for an additional four weeks (beyond the twelve weeks previously specified) any trainee who could, in that period, be prepared adequately for regular training.⁷⁷

ADDITIONAL EFFORTS TO RAISE THE LEVEL OF ILLITERATE REGISTRANTS PRIOR TO INDUCTION

Shortly after the policy of accepting all "intelligent" illiterates was initiated, further efforts were made by interested governmental agencies to reduce the training burden which would fall to the Army. National Selective Service Headquarters sent out a State Directors' Advice which called upon state directors of Selective Service to contact chief state school officers in their states and to co-operate with them in the development of plans for literacy classes for certain Selective Service registrants.⁷⁸ On September 20, 1943, the Director of the Selective Service System wrote to the Commissioner of the United States Office of Education calling attention to the recently issued State Directors' Advice and stating, among other things: "In this matter, we look to the schools to make a specific and necessary contribution to the war effort, and the Office of Education, the Chief State School Officers, and Administrators of Local School Districts can provide the leadership necessary to eliminate illiteracy with

⁷⁴ First Report of the Director of Selective Service, 1940-1941, *Selective Service in Peacetime*, p. 254, 1942.

⁷⁵ Memorandum for The Adjutant General, SPGAP, 327 Gen. (6 Oct 43)-195, Subject: *High Rate of Rejection of Armed Force Induction Stations for Group of Conditions Titled "Illiteracy and Mental Deficiency,"* 6 October 1943.

⁷⁶ War Department TWX, SPGAP, 327 Gen, 6 October 1943-195.

⁷⁷ War Department Circular No. 297, Sec. I, 13 November 1943.

⁷⁸ National Headquarters Selective Service System State Directors' Advice (No. 240), Subject: *School Programs for Illiterate Registrants*, September 15, 1943.

active co-operative effort of the Selective Service System.”⁷⁹ On September 27, the Commissioner of the United States Office of Education wrote to the chief state school officers (superintendents of instruction, directors of education, etc.) of all the states, the District of Columbia, Hawaii, Alaska, and Puerto Rico, and transmitted a copy of the letter received from Maj. Gen. Lewis B. Hershey, National Director of the Selective Service System. In addition, the Commissioner reviewed the literacy problem facing the country and wrote as follows:⁸⁰

Considerable study has been given to this problem by officials of the War Department, the War Manpower Commission, Selective Service, and the U. S. Office of Education. No federal funds are available to carry on adult literacy education in civilian schools. Nevertheless, there is a definite feeling that such educational activities if undertaken voluntarily at state and/or local expense might actually save the Army valuable training time and help to prepare many of the men now in the illiteracy backlog for regular Army training at the time of induction. I know that you can be depended upon to give full and hearty co-operation to Selective Service officials in your state in helping to organize literacy classes in local communities wherever possible.

The communication noted that arrangements had been made to mail to each chief state school officer and to superintendents of schools in communities of 10,000 or more population sample copies of the *Army Reader* and the *Army Arithmetic* used in the Army's special training units. Two statements were forwarded as additional inclosures to the communication — *The Army Teaches the Three R's* (excerpts from an OWI release of August 15, 1943, entitled *Education in the Armed Forces*) and *Civilian Educational Rehabilitation Programs* (prepared by Lt. Col. Robert Owens, National Selective Service Headquarters).

In November 1943, the pre-induction training officers in the headquarters of each of the service commands were requested by the War Department to communicate with the state departments of education within their jurisdiction with a view toward developing locally effective plans for the training of illiterates prior to induction. Confidential communications, presenting the entire problem and an awareness of all of the difficulties involved in meeting it, were sent to each of the state

⁷⁹ National Headquarters Selective Service System Letter, from General Hershey to Commissioner Studebaker, Subject: *School Programs for Illiterate Registrants*, September 20, 1943.

⁸⁰ U. S. Office of Education Letter, from Commissioner Studebaker to Superintendents of Instruction, September 27, 1943.

superintendents in the hope that some new solution might be found. The following represent the "insurmountable obstacles" reported by one of the state departments, which had been attempting since 1941 to cope with the problem:⁸¹

1. The illiterates are not too keen to serve in the Army.
2. The men are so isolated and scattered that no feasible plan of transportation has been possible.
3. They fall in the lowest economic level, with large families, and after a hard day's physical labor, they are unfit for serious study.
4. The lack of specially trained teachers has been a further deterrent. To do this job effectively and economically requires not only such teachers—teachers who know how to teach the three R's in the terms of adult interests—but also teachers who have a sympathetic understanding of frustrated people, and who know how to awaken in them *latent possibilities*. There was insufficient money to pay adequate salaries for teachers of this type, even if the other obstacles could have been overcome.

Comparable and related difficulties were reported by other state superintendents in their replies.

To arrive at a conclusive estimate of the assistance which could be expected from state educational systems, a representative of the National Selective Service System was sent to meet with the National Council of Chief State School Officers in Milwaukee, Wisconsin, on December 10, 11, and 12, 1943. At this meeting it was stated by the school officers as a considered opinion, to be taken back to the War Department, that they "did not believe pre-induction programs for illiterate registrants would be worth the effort for the net results obtained unless a means was found to exercise a degree of compulsion on the registrants concerned."⁸² In effect, it was recommended that the War Department accept for induction mentally competent and physically fit registrants and then furlough them to the enlisted reserve with the proviso that they attend classes for literacy instruction. A similar plan had previously been turned down by the War Department since it contained many disadvantageous features and did not possess the advantages inherent in the Army's special training unit program. By the end of 1943, it had become altogether clear

⁸¹ Letter from Wil Lou Gray, Supervisor of Adult Schools, Department of Education, South Carolina, to Maj. I. N. Carr, Chief, Pre-Induction Training, Fourth Service Command. December 9, 1943.

⁸² National Headquarters Selective Service System Memorandum to Chief, Pre-Induction Training Branch, from Assistant Executive, Selective Service System, Subject: *Illiterate Registrants*, December 22, 1943.

that the Army was going to find it necessary to carry the major responsibility of preparing illiterate selectees for military service.

THE ARMY TRAINS ILLITERATE, NON-ENGLISH-SPEAKING, AND GRADE V MEN

From June 1, 1943 through September 1945, the Army continued to accept for service any illiterate who could pass the induction station screening tests. No new fundamental policies concerning the induction of illiterate registrants were formulated during this period. Many procedural changes, however, were made in screening, training, and assignment methods. For example, in June 1944 a new and improved set of screening tests was introduced in the induction stations;⁸³ and in April 1945, AGCT-3a, a radically different form of the *Army General Classification Test*, replaced older forms used in the reception centers.⁸⁴ Newer achievement tests were introduced in the special training units in 1945. The mobilization training program which governed the operation of the units, initially formulated in July 1941, was revised in July 1943 and again in May 1944. And, in August 1944, when manpower emphasis in the Army was placed more on quality than on number of personnel, it was directed that only such men as could successfully complete basic training would be forwarded to regular training organizations from special training units. Accomplishment of the academic standards alone, in special training units, was not to be considered sufficient reason for retaining an illiterate, non-English-speaking, or Grade V man in the Army.⁸⁵ In line with the attempt to secure only the better-qualified personnel, a directive was issued in November 1944 which revoked the authority to extend the period of training from twelve to sixteen weeks for exception cases.⁸⁶

The Army continued its special program for illiterate, non-English-speaking, and Grade V men throughout the war. Continuous efforts were made to improve the program during the entire period of its operation. It was not until V-J Day, when the emphasis in the Army turned

⁸³ War Department Letter, AG 220.01 (23 March 44) OC-H-SPGAP, Subject: *Standards and Procedures for Determining the Minimum Mental Capacities Required for Induction into the Armed Forces*, 19 May 1944.

⁸⁴ War Department Circular No. 102, Sec. V, 2 April 1945.

⁸⁵ Army Service Forces Circular No. 247, Sec. II, 2 August 1944.

⁸⁶ War Department Circular No. 440, Sec. III, 15 November 1944.

to demobilization procedures and to the utilization of only maximally effective personnel, that steps were taken to curtail and eventually to eliminate the special training unit program.

Late in August 1945, interested staff divisions within the War Department studied plans recommending the elimination of the special training units. Shortly after V-J Day was officially declared (September 2), a War Department letter, dated September 21, directed that the induction of illiterates be discontinued.⁸⁷ The Director of the National Selective Service System was advised as follows:

The War Department has decided that the time has arrived when it is advisable to discontinue the operation of the Special Training Units. . . . In view of the cessation of hostilities and the subsequent emphasis on demobilization, it is felt that the personnel and facilities used to operate these installations can best be utilized to assist in the separation program of the War Department. . . . It is, therefore, requested that you take the necessary action to eliminate the flow of such Selective Service registrants (men requiring special training) to Armed Forces induction stations.

Authority was granted for the transfer and training of those illiterates who had already been inducted by late September and who were "in the pipelines," provided they could be transferred to an appropriate special training unit prior to October 15, 1945.⁸⁸ The inactivation of the special training units followed rapidly after the policy which deferred illiterates was initiated. In December 1945, the last of the units was closed.

⁸⁷ War Department Letter, AGSE-P353 (19 Sept 45), Subject: *Special Training Units*, 21 September 1945.

⁸⁸ War Department TWX, SPGAP/221 Gen (27 Sept 45)-122.

CHAPTER II

EXAMINING PROCEDURES USED TO SELECT ILLITERATE, NON-ENGLISH-SPEAKING, AND GRADE V MEN FOR SPECIAL TRAINING UNITS

MAJOR INDUCTION AND TRAINING POLICIES RELATING TO ILLITERATE, NON-ENGLISH-SPEAKING, AND GRADE V MEN

A significant objective of classification in a rapidly expanding army is the conservation of manpower.¹ This was especially evident in the careful selection of marginal inductees (illiterate, non-English-speaking, and Grade V men) for assignment to special training units. A selectee's literacy status was determined on the basis of appropriate psychological tests in the induction stations. It was the responsibility of interviewers in the reception centers to determine which men classified by the induction stations as illiterate should more appropriately be considered as non-English-speaking. Classification tests in the reception centers were used to identify the slow learners (Grade V men).

The previous chapter described in some detail the various policies which governed the acceptance for service of illiterate, non-English-speaking, and Grade V men. Two important considerations which influenced fundamental policy were the Army's ability to absorb men of limited capacity and the trainability of the marginal men themselves. Examining procedures in the induction stations and reception centers sought to accomplish the objectives of fundamental policy. As policy changed, test procedures were inevitably modified. At times, revisions were made in test procedures in order to accomplish the objectives of a fixed policy more effectively.

Three major induction policies governed the selection of illiterates during the mobilization period from October 1940, the start of the draft, through September 1945, the month in which V-J Day was declared. The

¹ Robert M. Yerkes, "Manpower and Military Effectiveness; The Case for Human Engineering," *Journal of Consulting Psychology*, 5: 205-209, 1941.

first obtained in the period prior to August 1, 1942, during which, for the most part, illiterates were deferred from service; the second, from August 1942 to June 1943, during which time specified percentages of "intelligent" illiterates were accepted into the Army; and the third, from June 1943 through September 1945, when all illiterates who could pass the screening examinations were taken into the Army.

Two major policies governed the location and operation of special training units and affected the training of illiterates between July 1941 and December 1945. The first of these was in effect prior to June 1943, during which time the special training units were organized and operated at replacement training centers and in armies, corps, service commands, divisions, and other commands; the second, from June 1, 1943 through December 1945, when all special training units in the Army were organized and operated at a reception center level.

Induction station and reception center procedures employed to select men for special training are described and analyzed in this chapter. When relevant, the screening procedures are considered in relation to training policy. Investigations bearing on the standardization of the tests, their validity and reliability, and the establishment of critical scores are also summarized.

INDUCTION STATION AND RECEPTION CENTER TEST PROCEDURES AND ESTABLISHED CRITICAL SCORES

Prior to August 1, 1942, the period of the first induction policy, only limited use was made of examining procedures in the induction station. As was noted in the previous chapter, any selectee who showed an understanding of "simple orders given in the English language" qualified mentally for induction prior to May 15, 1941. No standardized orders or procedures, however, were prescribed for use in the induction stations. Following the policy initiated on May 15, 1941, which prescribed that all inducted men have at least fourth-grade ability in reading and writing the English language, and further directed that all men who had not completed the fourth grade in grammar school be examined at induction stations, the War Department proceeded to develop an appropriate screening test.

The test was designated the *Minimum Literacy Test*, and twelve forms of equal difficulty were developed. Each form contained twelve simple

questions, arranged in order of increasing difficulty, and was practically self-administering. The last five questions on each form were based on a paragraph which the selectee had to read. Questions such as these appeared in the test: "How old are you?" "Which is larger, an inch or a foot?" The *Minimum Literacy Test* was used to find out whether a man could "read and write well enough to enable him to learn the duties of a soldier in a year."² A score of nine was taken to be the equivalent of the fourth-grade level of the elementary school.³ The test was "not unlike, but somewhat easier than, those used in New York and certain other states for ascertaining whether citizens can read well enough to be allowed to vote."⁴

Twelve forms of the *Minimum Literacy Test* were developed, so that six forms could be made available for use at the local Selective Service boards and the remainder applied at the induction stations. The six forms sent to the National Selective Service Headquarters in Washington were never distributed to the local boards, and the psychiatrists in the induction stations assumed the major responsibility during this period for judging the literacy level of the selectee.

The fourth-grade standard was not very high, and it became necessary during this period to be concerned about the accurate identification of registrants of subnormal intelligence. In January 1942, The Adjutant General, in requesting approval from the Chief of Staff for the convening of a conference of interested staff divisions, wrote as follows: "In order that wastage of time, space, and funds may be held to an absolute minimum, it is desirable that every effort be made to carefully select and defer all men of Selective Service age who are mentally sub-marginal."⁵ Approval of the request was granted, and on January 20, 1942, the matter was discussed at a conference attended by representatives of the Chief of Staff, The Surgeon General, The Adjutant General, and the Selective Service Administration.⁶ An informal memorandum, prepared for the conferees, stated:

² *Minimum Literacy Test, Directions for Giving and Scoring*, P.R. (Personnel Research) Form L. 20, June 11, 1941 (Replacing P. R. Form L. 10 issued April 25, 1941).

³ *Ibid.*

⁴ Walter V. Bingham, "The Army Personnel Classification System," *Annals of the American Academy of Political and Social Science*, 18-28, March 1942.

⁵ Adjutant General Memorandum, AG 324.71 (1-16-42) ST, Subject: *The Pre-Induction Mental Examination of Selective Service Men*, January 16, 1942.

⁶ War Department Letter, G-1/8645-561, Subject: *The Pre-Induction Mental Examination of Selective Service Men*, January 17, 1942.

In order to relieve the Armed Forces of the responsibilities attendant upon the admission of men who are in every sense unsuitable for military training careful pre-selection by Local Boards is fundamental. . . . At present about 2 to 3 out of every hundred examined are so mentally retarded that they are best categorized as sub-marginal soldier material. It is possible to detect these sub-marginal types quite effectively by using brief self-administering psychological tests before men are inducted—preferably at the level of the Selective Service Board. Such a test could detect sub-marginal reading ability as well as sub-marginal mental capacity. . . .

Members of the conference recognized "the importance of identifying before induction and classifying in Selective Service category 4F all individuals who are mentally unfit for military service as defined in Medical Circular No. 1, National Headquarters Selective Service, revised May 19, 1941."⁷ It was also recognized that, because of insufficient professional personnel and heavy case loads at local Selective Service boards and induction stations, about 2 per cent of inductees were proving, subsequent to induction, to be mentally unsuitable for military training and discipline.⁸

The following steps were taken after the conference to reduce the possibility of mentally deficient registrants' slipping through the induction process: (1) Local Selective Service boards were requested to annotate forwarding papers in such a way that special attention of the Army medical examining personnel would be directed to registrants of doubtful suitability. (2) These men were to be studied individually at induction stations, in so far as facilities permitted, with a view toward rejecting the clearly unfit, and tentatively accepting the marginally suitable. (3) Where Army induction stations were contiguous to a reception center, or under the same service command, and the staff of the reception center included personnel trained in the mental examination of feeble-minded men, it was proposed that the services of such personnel would be made available on request to help the neuropsychiatrists in examining individuals whose mental status was in doubt.⁹ It was believed that the results of the examinations, the decisions made by personnel consultants in accepting marginal recruits, could be utilized in the subsequent classi-

⁷Adjutant General Memorandum, AG 324.71 (1-30-42) ST, Subject: *The Pre-Induction Mental Examination of Selective Service Men*, January 30, 1942.

⁸*Ibid.*

⁹Adjutant General Letter to Gen. Lewis B. Hershey, AG 324.71 (1-31-42) ST, January 31, 1942.

fication of these individuals into one of the following military categories: (1) capable of absorbing the regular training for duty with troops; (2) requiring a period of painstaking individual training in a special battalion; (3) capable of limited service only.¹⁰

In addition to the supplementary procedures just described, the *Minimum Literacy Test* continued to be applied in induction stations until August 1, 1942, in order to determine a registrant's ability to read at a fourth-grade level. At that time, the policy was adopted which permitted the induction of "intelligent" illiterates, up to 10 per cent of the white and 10 per cent of the Negro registrants accepted on any day at any induction station.¹¹ To implement the policy, it was directed that a non-language examination, the *Visual Classification Test*, would be given at induction stations.¹² This test, administered to illiterate and non-English-speaking selectees, was to be used in determining which of these men possessed "the native ability to learn military duties."¹³ In addition to previously noted reasons for the policy of August 1, it was believed that the acceptance of a small number of the more intelligent illiterates could be justified at this time since their presence in the Army would neither affect seriously the efficiency of the units nor present insurmountable training problems.¹⁴

The purpose of the new test procedures introduced in the induction stations on August 1, 1942 was twofold: first, to help keep out of the Army those men who were so "slow in learning" that they would be unable to carry out Army duties;¹⁵ second, to improve the sifting process so that the Army would no longer reject any men that it could use.¹⁶ The previous criterion, "ability to read at a fourth-grade standard," had had the effect of rejecting many men whose inability to read was due to a lack of environmental opportunities. Among those rejected in great numbers were mentally capable illiterates, who had had only limited school experience, and also non-English-speaking men, who were literate

¹⁰ *Ibid.*

¹¹ War Department Circular No. 169, Sec. IV, June 1, 1942.

¹² War Department Circular No. 194, Sec. V, June 17, 1942.

¹³ Personnel Research Section, Adjutant General's Office, "Personnel Research in the Army," *Personnel Journal*, 21:349-355, 1943.

¹⁴ War Department Letter, SPGA/8645-667, Subject: *Induction of Illiterates*, May 21, 1942.

¹⁵ War Department Technical Manual 12-260, *Personnel Classification Tests*, December 31, 1942.

¹⁶ The Adjutant General's Office, *Psychological Examining, Manual for Induction Stations*, UP Form IS.10, August 1, 1942.

in their native tongue. On the basis of the new tests, inductees were readily classified as "immediately inductable, inductable under the 10 per cent provision, or non-inductable."

Under the new screening procedures,¹⁷ men who had gone to college or high school or had completed elementary school were considered inductable, with no further testing. Also, men who had completed at least four years of elementary school, without being retarded more than one year, were considered inductable, according to a literacy standard. Data concerning the educational accomplishment of selectees were obtained from the completed form, which the man brought from the local Selective Service board, and supplemented, if necessary, by individual interviews.¹⁸ All other inductees were tested on the *Visual Classification Test*, with the exception of a few who were able to qualify on the basis of their occupational history. Where a selectee's occupation, average wage, and length of time in one job provided ample evidence of his training capabilities, he was accepted.

The *Visual Classification Test*, a non-language examination of mental ability, was administered in pantomime. Approximately 30 minutes were required for administration of the test—15 minutes for the directions and practice exercises and 15 minutes of working time. It consisted of a series of five-picture items, and the selectee was required to choose the one picture which did not properly belong with the other four. This single type of test element appeared in all of the revisions of the *Visual Classification Test* (VC-1, X-2, August 1942; VC-1, X-3, November 1942; and VC-1a, 1943).¹⁹ The revisions of the basic *Visual Classification Test*, which was introduced in August 1942 as an experimental form, included changes in the number of items and size of the pictures, and required critical scores for acceptance in the Army. The original *Visual Classification Test* of August 1942 contained 60 items and was scored on the basis of the total number of right answers. Selectees who scored 25 or over were inducted. Men who scored 15 or below were "rejected by reason of failure to meet minimum mental and literacy standards." Those who scored from 16 to 24 could be included under the 10 per cent quota. Subsequent revisions of the test varied the critical score standards, but

¹⁷ *Ibid.* This manual contains a complete description of the examining procedures.

¹⁸ War Department Technical Manual 12-221, *Armed Forces Induction Station Operations*, 30 November 1944, contains a complete description of induction station procedures.

¹⁹ The Adjutant General's Office, *Selection and Classification Tests for Men of Limited Ability*, Vol. 1.

the general psychological approach remained essentially as it was.

A battery of individual tests was also introduced in the induction stations in August 1942, which examiners could use with selectees whose performance on the group non-verbal test was questionable. The battery consisted of the following: Wells's *Concrete Directions Test*, the *Block Counting Test* (DST-10), and the *Directions Test* (DST-2a). Raw scores on each of these tests were transmuted into equivalent "values" (weighted scores). "Values" were then summed for the three tests. Men who earned total "values" of 6 or more could be inducted; those who scored 5 or less were not inductable. Where a registrant was given both the *Visual Classification Test* and the individual battery, the examiner used his judgment in deciding which had provided a more appropriate measure. If more men received passing scores on the individual test than were required to fill the quota, those who received highest total scores were the ones selected for induction.

The *Concrete Directions Test*, developed by F. L. Wells, was a performance test. It consisted of commonly used tools, and the examinee was required to make a manipulative response to verbal directions given him. Twelve different sets of directions were included in the test, and the examinee could receive a maximum of 63 points. The *Block Counting Test* (DST-10) contained 20 items, the examinee being required to determine the number of blocks contained in each picture pile of blocks. The time limit for this test was $2\frac{1}{2}$ minutes, and the score consisted of the number of correct responses. The *Directions Test* (DST-2a) was a pencil-and-paper test which required the inductee to make simple non-language responses in carrying out simply written directions. The test consisted of 30 items; the allotted time limit was 4 minutes; and the score was the number of items correctly marked.

Prior to August 1942, as has been pointed out, psychiatrists determined whether registrants possessed sufficient literacy and mental capacity to warrant induction. When intelligence was introduced as a criterion August 1, 1942, the determination of minimum mental capacity became a responsibility of psychologists in The Adjutant General's Department.²⁰ Trained psychological personnel for assignment to induction stations were recruited from civilian life and commissioned in the Army Specialist Corps. When the Army Specialist Corps was dissolved, effective Novem-

²⁰ Adjutant General Letter, AG 201.6 (13 Aug 43), OC-H, Subject: *Psychological Examining at Induction Stations*, 13 August 1943.

ber 1, 1942, practically all of the commissioned psychological personnel were transferred in grade to the Army of the United States.²¹

Experience with the tests introduced in August 1942 demonstrated the need for some revisions in procedure. Consequently, in December 1942, a test of minimum literacy (the *Army Information Sheet*) was again introduced as an initial screen.²² Forms 1, 2, and 3 of the *Army Information Sheet* (AIS) were introduced in December 1942, and exactly similar forms, designated IS-1, IS-2, and IS-3, appeared in January 1943.²³ The three basic forms of the AIS were exactly the same in content, form, and scoring as Forms 1, 2, and 3 of the *Minimum Literacy Test*, with the exception of the size of type, which was somewhat larger in the AIS. The use of the AIS and other modifications of the existing test procedures were settled by February 1943, when the induction stations started to process men for both the Army and the Navy.²⁴ In the previous chapter, it was pointed out that effective February 1, 1943, the 10 per cent quota of illiterates who could be inducted on any single day at any single induction station was reduced to 5 per cent.

Effective February 1, 1943, the following represented the series of screens introduced in induction stations in order to select "the greatest possible proportion of available manpower having the ability to assimilate military training."²⁵ Those men who were obviously literate, judged on the basis of educational record, were eligible for induction into the service without further testing. As in August 1942, selectees who had not completed four or more years of grade school, or who had left before graduation with a retardation of more than one year, were the ones required to take the appropriate pre-induction tests. The *Army Information Sheet* was the first of the tests administered. Selectees who scored 9 or over and demonstrated therefore an ability to read and write English at a fourth-grade level were accepted as literate. Those men, English- or

²¹ Adjutant General Letter, AG 320.2 (11-18-42) OC-O, Subject: *Allotment of Officers*, November 18, 1942.

²² Adjutant General Letter, AG 702 (12-26-42) OC-P, Subject: *Induction Station Screening Procedures: Ten Percent Quota*, December 26, 1942.

²³ The Adjutant General's Office, *Selection and Classification Tests for Men of Limited Ability*, Vol. 1.

²⁴ War Department Letter, SPX 324.71 (1-22-43) PR-I, Subject: *Joint Induction Procedure of the Army, Navy, Marine Corps, and Coast Guard*, January 22, 1943.

²⁵ A complete description of the examining procedures appears in the following: The Adjutant General's Office, *Psychological Examining, A Manual for Induction Stations*, OC-P Form IS.20, February 1, 1943; *Changes and Additions to Psychological Examining, A Manual for Induction Stations*, February 4, 1943.

non-English-speaking, who failed the AIS were designated as illiterate and required to take supplementary non-verbal tests of mental ability.

Selectees who failed the AIS were given the *Visual Classification Test*. The form of the test used in February 1943 was the VC-1a. This form contained 50 items, as compared with the 60 items of the earlier form. Men who scored 35 or lower on the VC-1a were not acceptable for induction. The individual mental test battery continued to be available for use in induction stations, at the discretion of the examiner. Examiners could use the individual battery instead of the *Visual Classification Test* in stations where the number of illiterates was too small for a group testing situation. Or, as was more common, they could use it with selectees whose performance on the group test was doubtful. The *Directions Test* (DST-2a) was eliminated from the battery. In the manual describing the induction station testing procedures, effective February 1, 1943, standards of acceptability were not provided for the individual battery. However, in a statement, *Changes and Additions to Psychological Examining, A Manual for Induction Stations*, issued February 4, it was stipulated that men who scored 52 or better (raw score) on the *Concrete Directions Test* and also scored 12 or better (raw score) on the *Block Counting Test* would be considered eligible under the 5 per cent quota. In general, illiterate selectees who received the highest scores on the *Visual Classification Test* and/or the individual battery (beyond the specified critical scores) were the ones accepted for induction until the quota was filled. The procedures introduced in February 1943 remained in effect until June 1, 1943.²⁶

Psychological examiners in induction stations were cautioned to be on the alert for malingering in selectees. Where a man's performance on tests was at variance with his reported educational and occupational experiences, or where test responses showed marked inconsistencies, examiners were admonished to check further. The detection of malingering depended on the interviewing skill and general clinical proficiency of the examiner. Diagnoses of malingering were to be made only by psychiatrists. In some induction stations, however, an attempt was made to develop objective criteria as a means of checking on the degree of

²⁶ An additional test, *Classification Test*, R1, was administered in the induction stations during this period. The test was given to all literate limited service registrants, who were unable to perform manual labor day after day and were not acceptable for induction as having a useful occupational skill, in order to determine whether they were mentally capable of rapidly acquiring and performing a skill for which they were physically qualified.

selectees' co-operation in the testing.²⁷ Whenever a selectee, during investigation, admitted to an intentional failure to apply himself completely, he was given another form of the test.

The Army classification system was a "continuous process during the entire period of an enlisted man's active service."²⁸ The psychological study of men, started in the induction stations, was continued at the reception centers, where the objective was "to classify each incoming enlisted man so he may be assigned to the arm or service which can make greatest use of his particular skills, ability, aptitudes, or training."²⁹

Reception centers received all men accepted at the induction stations—those fully literate and those illiterate accepted in accordance with specified quotas.³⁰ To interviewers at the reception centers was delegated the responsibility of determining which of the illiterates were to be considered non-English-speaking.³¹ The determination of literacy in induction stations referred to the English language only. The designation "non-English-speaking" was given to those illiterates who were able to read and write in a foreign language; the designation "illiterate" was retained for those men unable to read and write in any language.³²

All men at reception centers were given the *Army General Classification Test*³³—a test of "general learning ability." Five different forms of this examination were used in the reception center testing of men, during the operation of the special training program. Form AGCT-1a was released in October 1940, AGCT-1b in April 1941, and AGCT-1c and AGCT-1d in October 1941. Form AGCT-3a, a new type of test battery which represented a radical departure from the previous forms, made its appearance in April 1945. Forms AGCT-1a and -1b were declared obsolete at the time AGCT-1c and -1d were released.³⁴ During the

²⁷ Harold Goldstein, "A Malinger Key for Mental Tests," *Psychological Bulletin*, 42:104-118, 1945.

²⁸ Army Regulation 615-28, *Classification, Reclassification, Assignment, and Reassignment*, May 28, 1942.

²⁹ *Ibid.*

³⁰ War Department Technical Manual 12-223, *Reception Center Operations*, December 20, 1944, contains a complete description of reception center procedures.

³¹ Interviewers often confused the policy intended to differentiate between the illiterates and non-English-speaking men. Many foreign-born men who were unable to read and write in their native tongue were received at special training units with the designation of non-English-speaking, though technically they should have been designated as illiterate.

³² Army Regulation 615-25, *Enlisted Men, Initial Classification*, July 31, 1942.

³³ The Adjutant General's Office, *Psychological Examining, A Manual for Induction Stations*, OC-P Form IS.20, p. 8, February 1, 1943.

³⁴ Staff, Personnel Research Section, "The Army General Classification Test," *Psychological Bulletin*, 42:760-768, 1945.

periods of induction currently being considered, those prior to June 1943, only the four forms of AGCT-1 were used.

Each of the forms of AGCT-1 contained three types of items: vocabulary, arithmetic, and block-counting. Items were of the multiple-choice variety (four choices for each item) and were arranged in order of increasing difficulty in a spiral-omnibus form. Forms 1a and 1b contained 150 test items and a separate practice booklet. Forms 1c and 1d contained 140 items and 10 practice exercises. The working time for each of the forms was 40 minutes and the final point score was computed on the basis of the number right minus one-third of the number wrong. Point scores were converted into equivalent standard scores.³⁵

Bingham, in discussing the *Army General Classification Test*, says:

It does not measure merely inherent mental capacity. Performance in such a test reflects very definitely the educational opportunities the individual has had and the way in which those opportunities have been grasped and utilized. . . . There is nothing in the title of the Army test that says anything about native intelligence. It is a classification test. Its purpose is to classify soldiers into categories, according to how ready they are to pick up soldiering—how likely they are to learn easily the facts, skills, and techniques necessary for carrying out Army duties.³⁶

Men were classified on the basis of the *Army General Classification Test* into five categories, as follows:³⁷

<i>Standard Score</i>	<i>Army Grade Classification</i>	<i>Category</i>
130+	I	Very rapid learners
110-129	II	Rapid learners
90-109	III	Average learners
70-89*	IV	Slow learners
Below 69*	V	Very slow learners

* Effective July 15, 1942, Army Grade IV included standard scores between 60 and 89 and Army Grade V included standard scores below 59.³⁸

³⁵ See the following: The Adjutant General's Office, *General Classification Test*, Forms 1a, 1b, 1c, and 1d; The Adjutant General's Office, *Manual, General Classification Tests*, 1a and 1b, P.P.S., Form 1.16, August 1, 1941; and The Adjutant General's Office, *Manual for the General Classification Tests*, Forms 1c and 1d, P.P.S., Form 1.36, October 1, 1941.

³⁶ Quoted in the report of a conference (12-13 December 1944) sponsored by the U. S. Office of Education and reported in a monograph by A. Caliver, *Postwar Education of Negroes*, pp. 25-26.

³⁷ War Department Technical Manual 12-260, *Personnel Classification Tests*, p. 14, December 31, 1942.

³⁸ Army General Classification Tests, Forms 1c and 1d, Revised Conversion Table: Raw Score into Army Grade and Standard Score, UP Form 1.34a, July 15, 1942.

Since it was estimated that "from one-fifth to one-third of the men who score in Army Grade V on the *Army General Classification Test* are really brighter than the grade indicates," a group non-language classification test was developed for the further testing of all Grade V personnel as well as those who were limited in their English and reading ability.³⁹ This test was named the *Non-Language Test 2abc* and was designed to differentiate between those men truly Grade V in learning ability and those whose rating was due to limited use and understanding of English.

The *Non-Language Test 2abc* consisted of three subtests: *Block Counting Test* (2a); *Symbol Association Test* (2b); and *Design Comparison Test* (2c). The *Block Counting* subtest was of the usual type, and the individual was required to indicate the number of blocks in each pictured pile. There were 50 items, and the score was equal to the number of items completed correctly. The *Symbol Association* subtest was very much like the typical digit-symbol substitution type of test except that the examinee was required to make associations between two symbols. It contained 240 items, of which three were samples, and the score consisted of the number of items correctly marked. The *Design Comparison* subtest contained 80 sets of paired designs, and the individual was required to note in each set whether the designs were the same or different. The score on this subtest was obtained by subtracting the number wrong from the number right.

The *Block Counting Test* attempted to measure the ability to visualize and count, and to grasp spatial relationships; the *Symbol Association Test*, the ability to learn associations and complete a task accurately and quickly; and the *Design Comparison Test*, the ability to make accurate observations and note minute details instantly and accurately. The complete *Non-Language Test* was administered in pantomime and required approximately one hour. Each of the subtests was administered separately and had its own working time. The total score on the complete test was the sum of the scores on the subtests. Total scores were converted into standard scores similar to those used in the *Army General Classification Test*.⁴⁰

³⁹ The Adjutant General's Office, *Manual for the Non-Language Test, 2abc*, 1943 (PR Form 2.06, May 1, 1941).

⁴⁰ For additional details concerning the *Non-Language Test 2abc*, see the following: The Adjutant General's Office, *Non-Language Test, 2a*, 1940; *Non-Language Test, 2b*, 1940; *Non-Language Test, 2c*, 1940; PR Forms 2.00, 2.01, 2.02, 2.10, 2.11, 2.20, 2.21, 2.30—all dated November 22, 1940; and *Manual for the Non-Language Test, 2abc*, 1943 (PR Form 2.06, May 1, 1941).

Throughout 1941, the *Non-Language Test 2abc* was administered to all recruits in the reception centers who were limited in English and those who scored in Grade V on the AGCT. Following Pearl Harbor, however, when the number of men processed daily through induction stations and reception centers increased considerably, it became necessary to discontinue the administration of 2abc at reception centers; and effective January 26, 1942, the test was "administered in Replacement Training Centers in accordance with the judgment of the commanding officer thereof."⁴¹

Many men who scored in Grade V on AGCT and 2abc were forwarded to special training units; these men were in addition to the illiterate, the non-English-speaking men, the physically handicapped, and the emotionally unstable. However, because of limited housing facilities, which characterized the special training program during this period, prior to June 1943, many Grade V individuals were forwarded directly to field units. In many instances, the number of Grade V men forwarded exceeded the unit's ability to assimilate them. The efficiency of many units was consequently reduced. In April 1943, the War Department General Staff undertook a study of this problem, since, as was indicated in Chapter I, the needs of the Army during this period were for more men, and for greater numbers of inducted personnel who could pursue some form of technical training.⁴²

To meet the situation, it was decided to make "intelligence," and not "literacy," the criterion for acceptance into the Army, and to set induction and reception center screening standards which would "qualify for induction into the armed forces, those men possessing mental capacity above the lower three-fifths of Grade V as measured by the Army General Classification Test."⁴³ The new testing procedures became effective June 1, 1943. At the same time, all restrictions governing the percentage of illiterates who could be inducted were revoked, and special training units were established at the reception center level for the mandatory training of all illiterate, non-English-speaking, and Grade V men accepted for service.

⁴¹ The Adjutant General's Office, AG 201.6 (1-5-42) ST, *Classification Memorandum No. 6, Revised Copy*, par. 24, January 17, 1942.

⁴² War Department Memorandum, WDGCT 220 (3-12-43), Subject: *Employment of Grade V Personnel in the Army*, April 10, 1943.

⁴³ The Adjutant General's Office Letter, AG 201.6 (4-28-43) OC-O, Subject: *Mental Induction Standards and Procedures*, May 11, 1943.

The examining procedures which implemented the above screening policy, and which became effective June 1, 1943, consisted of the following:⁴⁴ All graduates of standard English-speaking high schools were qualified mentally for induction without further testing. If there was any doubt concerning the selectee's evidence of his graduation, he was given the *Qualification Test*.

The *Qualification Test*, a written group test of mental capacity, replaced the *Army Information Sheet* as the initial screen. It consisted of 17 questions and required approximately 20 minutes for administration. Some reading ability was required for the completion of the items, which were designed mainly as a measure of mental capacity. Several items requiring arithmetical reasoning were included. Two forms (1 and 2), which were comparable in format and equivalent in level of difficulty were developed. Selectees who obtained a score of 7 or better on the *Qualification Test* were accepted mentally for induction; those who scored less than 7 were considered "illiterate" for purposes of "classification and administration" and were required to take the *Visual Classification Test*.

The form of the *Visual Classification Test*—form VC-1a—used in February 1943 continued to be used in June. However, the passing score was raised from 35 to 40. It was therefore possible for "illiterates" who failed the *Qualification Test* to qualify mentally for induction if they passed the VC-1a. Those who failed both the *Qualification Test* and the VC-1a were usually examined further with the individual tests. The *Block Counting Test* (DST-10) and the *Concrete Directions Test* continued to comprise the individual battery. The passing scores on the *Block Counting Test* and the *Concrete Directions Test* continued to be set at 12 and 52 respectively, and it was necessary for a selectee to pass both tests before he could be qualified mentally for service.

All men (illiterate and non-English-speaking) who failed the *Qualification Test* but were accepted on either the VC-1a or the individual battery were sent, soon after their reception center processing, to a special training unit. In addition, those men also were forwarded direct to a special training unit who, having scored above 7 on the *Qualification Test*, scored nevertheless in Grade V on the *Army General Classification Test*

⁴⁴ A complete outline of the procedures can be found in the reference cited in footnote 43 above.

at the reception center.⁴⁵ In this way all men who could profit from the special training program were selected in the induction station and reception center screening procedures and were shipped for such training before assignment to a regular training organization.

The screening procedures of June 1, 1943 tended to keep out of the Army more men than the General Staff had anticipated. This resulted in the directive of November 1, 1943, issued at the desire of the Secretary of War, which lowered the acceptance score on the *Visual Classification Test* from 40 to 36 points.⁴⁶ The screening procedures of June 1 had been developed on short notice to meet the original request of the General Staff that only the upper Grade V men be brought into the Army. Soon after the introduction of these procedures, intensive research was undertaken to develop more accurate tests for use in the induction stations. The directive of November 1, 1943, which had the effect of bringing into the Army many men whose general suitability for military service was questionable, served simply to hasten the efforts to develop an entirely new set of screening procedures for the induction stations.

The new test battery was ready in March 1944. Though the tests accepted and rejected the same percentages of men as did the battery of June 1, 1943 (this was an objective sought in the standardization), they differentiated more accurately between those men who could make the grade as soldiers and those men who could not.⁴⁷ In May 1944, provision was made for the introduction of the new series of tests, effective June 1, 1944.⁴⁸ No new policies were set at the time. The newer tests represented improved technical procedures for accomplishing policies set forth in June of the previous year.

The screening procedures introduced in June 1944 consisted of the following:⁴⁹ All graduates of standard English-speaking high schools

⁴⁵ Psychological examiners continued to be cautioned on the matter of malingering. It was also recommended that men classified "illiterate" in the induction stations could have their classification changed to "literate" provided they scored in Grade IV or higher on the AGCT. However, War Department clarification of this policy made it clear that the rating of Grade IV must not have been obtained solely on the basis of block counting items.

⁴⁶ See footnote 80, Chapter I.

⁴⁷ Memorandum for Chief, Classification and Replacement Branch, Subject: *Psychological Examining at Induction Stations*, 16 March 1944.

⁴⁸ The Adjutant General's Office Letter, AG 220.01 (23 Mar 44) OC-H-SPGAP, Subject: *Standards and Procedures for Determining the Minimum Mental Capacities Required for Induction into the Armed Forces*, 19 May 1944.

⁴⁹ A complete description of these screening procedures may be found in the following: The Adjutant General's Office Letter, AG 220.01 (23 Mar 44) OC-H-SPGAP, Subject:

continued to be accepted without further testing. The *Qualification Test*, Form 1 or 2, was given to all selectees who failed to produce satisfactory evidence of high school completion. A score of 9 was required to qualify mentally for induction. This represented an increase over the previous passing score on the *Qualification Test*, which had been established at 7. All those men who scored below 9 were considered to have failed "to meet the minimum literacy standards." In order to qualify mentally for induction, it was necessary for such selectees to pass either the group test or the individual test of mental capacity.

The *Group Target Test* (GT-1), a group test of mental capacity, was given to all men who failed the *Qualification Test*. This test was made up of three parts: memory for motion patterns (7 points); sense of directions (14 points); and spatial orientation (7 points). The entire test consisted of 28 test items—4 practice items, for which the examinee received credit, and 24 test items. Time allotted for each item response was 15 seconds, and the over-all testing time required approximately 30 minutes. Parts I and II required very little understanding of English. A minimum language requirement was necessary for Part III. One point was given for each correct response. All men who obtained a standard score of 28 or better (equivalent to a raw score of 16 or over) were mentally qualified for induction.

Those men who understood English and scored 0 on the *Qualification Test* and failed the *Group Target Test* were rejected without further testing. Those English-speaking men who scored below 9 on the *Qualification Test* and below a standard score of 15 on the GT-1 could be rejected without further testing, or given the individual examination, depending on the judgment of the examiner. Those who scored below 9 on the *Qualification Test* and in the range 15 to 27 (standard score) inclusive on the GT-1 were held for individual testing.

Two different individual examinations were developed—one for English-speaking, the other for non-English-speaking men. The *Individual Examination* (IE-1), for English-speaking selectees, consisted of 15 items and required approximately 15 to 20 minutes for administration.

Standards and Procedures for Determining the Minimum Mental Capacities Required for Induction into the Armed Forces, 19 May 1944. The Adjutant General's Office Teletype, AG 220.01 (23 Mar 44) OC-H, 25 May 1944. The Adjutant General's Office Teletype, AG 220.01 (23 Mar 44) OC-H, 30 May 1944. The Adjutant General's Office, *Manual Induction Station Tests*, IS.30, M, August 1944.

There were 6 items in Part I, arranged in order of difficulty, and 9 in Part II. Part I consisted of two series of concentric circles connected by lines, and the inductee was required "to walk a crayon up the pathway using the left hand on the count of one, the right hand on the count of two, etc.," as the examiner counted at the rate of 120 beats per minute. Score values were set for each item and the total possible score for Part I was 56 points. Part II was made up of 5 patterns to be built from blocks, 2 items which required the examinee to draw diagrams from memory, and 2 orientation items (one on handedness, the other on directions). The score on Part II was equal to the number of correct responses multiplied by 4, with a maximum possible score of 36. The total score for the *Individual Examination* was equal to the sum of the scores for the two parts. Raw scores were then converted into standard scores. An inductee who scored below 9 on the *Qualification Test* and failed the *Group Target Test* was required to make a standard score of 28 on the *Individual Examination* (equivalent raw score being 35) in order to qualify mentally for induction.

The *Non-Language Individual Examination* (NIE-1), for non-English-speaking selectees, consisted of one practice exercise and 8 test items. All of the directions were given in pantomime and the administration of the test required approximately 20 minutes. Each of the test items contained several parts. The examinee was required to draw lines connecting two things that were alike or most nearly alike. One point was given for each set of objects correctly matched on each frame and the maximum possible score was 42. To qualify mentally for induction, on the basis of the *Non-Language Individual Examination*, a selectee was required to obtain a score of 34, the equivalent of a standard score of 28.

All men who failed the *Qualification Test* and both the group and the individual examination were routinely interviewed by the personnel consultant (psychological examiner), who checked for "inconsistencies" and for "malingering." All men who failed the *Qualification Test* and were inducted on the basis of either the *Group Target Test* or one of the individual examinations were forwarded to a special training unit after reception center processing. In addition, all those men who at the reception center scored in Grade V on the *Army General Classification Test* (AGCT-1) continued to be sent to special training units.

The induction station screening procedures which were introduced in June 1944 continued in effect until the induction of illiterates and non-

English-speaking men was discontinued late in September 1945. In April 1945, however, the AGCT-3a, a revised form of the *Army General Classification Test* replaced AGCT-1c and AGCT-1d in the reception centers.⁵⁰

The AGCT-3a differed from the AGCT-1, in that it was a "battery of tests designed to yield measures of four different aspects of mental ability and to provide at the same time an over-all measure of the individual's capacities."⁵¹ Two important factors entered in the development of the newer form: First, the greater emphasis on separate measures of four basic skills made it possible to classify and assign men not only on the basis of over-all ability but also on the basis of specific abilities which might have significant relationships with specific Army jobs. Second, information about the AGCT-1 was widely disseminated among prospective inductees, because of the fact that the test had been administered to some 10,000,000 men, and certain commercial firms had prepared "cram" books in connection with it.⁵²

The four subtests which comprised the AGCT-3 were *Reading and Vocabulary* (RV-3), *Arithmetic Computation* (AC-3), *Arithmetic Reasoning* (AR-3), and *Pattern Analysis* (PA-3). The *Reading and Vocabulary Test* contained 3 practice exercises and 53 test items, and was made up of selections on graded levels of difficulty. Questions based on the selections tested both comprehension of the content and of the vocabulary in context. The time limit of the test was 25 minutes. The *Arithmetic Computation Test* also contained 3 practice exercises and 53 test items. This test required a minimum of reading and was made up of examples requiring the performance of routine computations. The working time allotted was 15 minutes. The *Arithmetic Reasoning Test*, like the two previous parts, included 3 practice items and 53 test items. It contained mathematical problems presented verbally or through graphs, diagrams, or illustrations. The working time on this test was 35 minutes. The *Pattern Analysis Test* contained 10 practice items and 50 test items. The test consisted of a series of patterns presented "together with drawings of figures which would be found by folding the patterns." The test required the individual to associate parts of the figures with related parts of the patterns and so measured the ability to perceive spatial relations and to visualize their

⁵⁰ War Department Circular No. 102, Sec. V, 2 April 1945. A second form, the AGCT-3b, was introduced in 1946.

⁵¹ The Adjutant General's Office, *Army General Classification Test, Manual*, AGCT-3, M, 1946.

⁵² *Ibid.*

manipulation. The time limit was 20 minutes. Although the actual working time on the entire battery was 95 minutes, it was recommended that approximately $2\frac{1}{2}$ hours be reserved for the administration of the test.

The *Reading and Vocabulary Test*, the *Arithmetic Computation Test*, and the *Arithmetic Reasoning Test* were each scored on the basis of $(R - 1/2W) + 10$; the *Pattern Analysis Test*, on the basis of $(R - 1/4W) + 10$. The score on the total battery, AGCT-3 score, was equal to the sum of the raw scores on the four tests. The total score on the AGCT-3 provided a measure of mental ability which was comparable to that obtained on the AGCT-1. Raw scores on the four tests and on the total test were converted into standard scores and Army grades. The availability of the standard scores and the Army grades made possible direct comparison between each of the four tests and between the over-all ratings and original ratings on the AGCT-1.⁵³

The Army grades on the AGCT-3 were similar to those used in connection with the AGCT-1, with one exception. At the time the AGCT-3 was introduced, the upper limit of the Grade V category was set at 69, as it was for the AGCT-1 prior to July 15, 1942. However, after some six weeks of experience with the AGCT-3 in the field,⁵⁴ it was decided toward the end of May to set a score of 59 as the upper limit of the Grade V category⁵⁵—the same limit which had been in effect since July 15, 1942.

The Army's acceptance of illiterate and non-English-speaking men continued until September 21, 1945. At that time, induction of such personnel was discontinued.⁵⁶ Subsequently, selectees who were not graduates of standard English-speaking high schools and who failed to obtain a score of 9 or better on the *Qualification Test* were rejected at the induction station. Only those who scored 9 or over on the *Qualification Test* were considered "to be literate, to possess sufficient facility in the English language, and to meet the minimum mental requirements for induction into the armed forces."⁵⁷

⁵³ *Ibid.*

⁵⁴ Greater percentages of inducted men than previously were being classified in the Grade V category. In accordance with the existing regulations, all of these men were being forwarded to special training units. Housing and instructor personnel were not available to take care of the increased flow of men. Furthermore, many of the men received did not require the program of the special training units.

⁵⁵ TWX, The Adjutant General's Office, SPXOC-S220.01, 31 May 1945.

⁵⁶ War Department Letter, AGSE-P353 (19 September 45), Subject: *Special Training Units*, 21 September 1945.

⁵⁷ The Adjutant General's Office, AGMP-M220.01 (3 Oct 45) OC-H, SPGAP, Subject: *Standards and Procedures for Determining Required Mental Capacities for Induction into Armed Forces*, 2 November 1945.

At the same time that the induction of illiterates and non-English-speaking men was discontinued, it was also directed that no further shipments to special training units would be made from any source. Consequently, it became necessary to assign Grade V men direct from reception centers to regular training organizations. The regular training organizations were then advised to separate honorably from the service, in accordance with appropriate regulations, those slow-learning men who were unable to complete the specified training program.

DATA BEARING ON THE STANDARDIZATION OF THE INDUCTION STATION AND RECEPTION CENTER TESTS

The role of testing in military classification, the classification system as a part of personnel research, and many of the factors affecting research in the Army have already been treated elsewhere.⁵⁸ A few of the important factors bear repetition because of their relevance to the standardization data to be presented in connection with the induction station and reception center screening procedures.

The size of the Army provided ample opportunities to secure wide samplings of men in all stages of reception and training. The uniformity which existed in Army installations and in the prosecution of training programs made possible the collection of comparable data. Time, however, was of the essence in the Army, and it was not always desirable or feasible to disrupt a training program in order to secure material. Often it became necessary to utilize evening hours for the collection of needed standardization data. A more difficult problem was created when urgent field or manpower requirements occasionally necessitated fundamental changes in policy, and implementation of these newer policies could not always wait on the development of appropriate testing instruments or the completion of related research. Finally, the establishment of adequate and usable criteria for the validation of test material presented some

⁵⁸ Staff, Personnel Research Section, "Testing as a Part of Military Classification," *Science*, 97:473-478, 1943. Staff, Personnel Research Section, "Personnel Research in the Army, I. Background and Organization," *Psychological Bulletin*, 40:129-135, 1943. Staff, Personnel Research Section, "Personnel Research in the Army, II. The Classification System and the Place of Testing," *Psychological Bulletin*, 40:205-211, 1943. Staff, Personnel Research Section, "Personnel Research in the Army, III. Some Factors Affecting Research in the Army," *Psychological Bulletin*, 40:271-278, 1943. Staff, Personnel Research Section, "Personnel Research Section, The Adjutant General's Office: Development and Current Status," *Psychological Bulletin*, 42:445-452, 1945.

difficulties. However, these were not more than typically exist in the development of tests intended for civilian use. If anything, it was easier in the Army to determine validation criteria for tests, since a man's Army job was more circumscribed and adjustments which would be required of him were more predictable.

One of the earliest studies related to the construction of screening procedures was concerned with the relationship between literacy and success in training.⁵⁹ One hundred and nineteen engineer trainees (white and Negro) at Fort Belvoir, Va., were examined on a literacy test and achievement examination. Experimental Forms 1 and 2 of the *Minimum Literacy Test* and the *Metropolitan Reading Achievement Test* were used. In addition, these men were rated as "satisfactory," "unsatisfactory," or "outstanding" in training efficiency, on the basis of fourteen criteria. A score of 9 or higher was set as the passing score for Form 1 of the *Minimum Literacy Test*; a score of 8 or higher for Form 2.

The mean rating of each individual on the fourteen criteria was computed and the mean rating for the entire group was determined. Tetrachoric correlations were computed between passing and failing scores on *Minimum Literacy Test*, Forms 1 and 2, and the percentage above and below the median training ratings. The tetrachorics were .45 for Form 1 and indeterminate for Form 2, which proved too easy and was passed by 95.8 per cent of the men. Analysis of the data revealed "that those having reading levels equivalent to fourth grade or less [on the *Metropolitan Reading Achievement Test*] had from 15 to 82 per cent unsatisfactory ratings. Those scoring above fourth grade had 10 per cent or less unsatisfactory ratings." From this study, it was concluded that there was some relationship between success on a literacy test and success in jobs rated at Fort Belvoir, Va. ($r = .45$), and that fourth-grade reading ability represented a "reasonable critical level for selectees."

Shortly after this study, another investigation was undertaken at Fort Belvoir, with the view of determining appropriate critical scores on selected forms of the *Minimum Literacy Test* to be used both in the induction stations and by the local boards.⁶⁰ The *Metropolitan Advanced Reading Test*, Form A, and the *Minimum Literacy Test*, Forms 1 and 2, were given to 137 whites and 94 Negroes. Forms 3 through 10 of the *Minimum Literacy Test* were each taken by from 52 to 63 men, ap-

⁵⁹ The Adjutant General's Office, Personnel Research Section Report No. 117.

⁶⁰ The Adjutant General's Office, Personnel Research Section Report No. 118.

proximately half white and half Negro. Equivalent forms of the *Minimum Literacy Test* were studied in relation to three critical scores of the literacy test—scores of 10, 9, and 8. For each group of equivalent forms, the following were computed for each of the critical scores: percentage of the total number failing; the equivalent reading achievement level; and percentages of white personnel and Negro personnel who would be eliminated. For the forms finally selected, the passing score of 9 was found to be the equivalent of a reading achievement level of 4.1 on the *Metropolitan Advanced Reading Test*.

The *Visual Classification Test* (VC-1, X-2), introduced in August 1942, was standardized in July 1942 on 764 Grade IV and Grade V men from Edgewood Arsenal, Md., Fort Belvoir, Va., and Aberdeen Proving Grounds, Md.⁶¹ White and Negro men in the ratio of 5:1 constituted the standardization sample. The reliability of this form was never reported, although reliability coefficients reported for an earlier, related, experimental form, VC-1, X-1 (never actually used in extensive manner in the induction stations), ranged from .82 (Kuder-Richardson formula No. 21)⁶² to .95 (Spearman-Brown prophecy formula).⁶³ The different samples utilized in conjunction with VC-1, X-1 ranged in number from 62 to 131; some included regular basic trainees as well as special trainees in Army Grades IV and V, others simply basic trainees in Grade V. The validity of VC-1, X-2, as shown by correlations with criterion variables, follows: $r = .32$, between scores on VC-1, X-2 and number of years schooling (761 cases); $r = .43$ between scores on VC-1, X-2 and *Army General Classification Test* (755 cases).⁶⁴

The form of the *Visual Classification Test* which was used over the longest period of time was the VC-1a. An early version of this test was used experimentally in March 1943 with about 170 special training unit men at Camp Pickett, Va.,⁶⁵ and in May 1943 with 200 basic trainees, Army Grades IV and V, at Fort McClellan, Ala.⁶⁶ The final standardiza-

⁶¹ The Adjutant General's Office, Personnel Research Section, *Statistical Manual*, p. M5.1, December 1944.

⁶² Kuder-Richardson formula No. 21,
$$r_{tt} = \frac{N\sigma_t^2 - nM + M^2}{\sigma^2(n-1)}$$
, where n is the number

of items, σ_t^2 the variance of the total test, M the mean, N the number of cases on which the reliability correlation is based.

⁶³ The Adjutant General's Office, Personnel Research Section Report No. 350.

⁶⁴ The Adjutant General's Office, Personnel Research Section Report No. 354.

⁶⁵ The Adjutant General's Office, Personnel Research Section Report No. 511.

⁶⁶ The Adjutant General's Office, Personnel Research Section Report No. 512.

tion of the VC-1a was achieved between November 1943 and January 1944 and was based on a random one-third of 1,732 white and 772 Negro non-high-school-graduates who scored below 12 on the *Qualification Test*, Form I, at the following induction stations: Grand Central, New York City; Fort Leavenworth, Kans.; Fort Benning, Ga.; Little Rock, Ark.; and Fort Sam Houston, Tex.⁶⁷ A coefficient of reliability of .86 was obtained on 455 white men, and of .90 on 262 Negro men.⁶⁸ The correlation between the VC-1a and the *Qualification Test* (which proved to be one of the best predictors of success in special training units) was .46 for 455 white men, and .41 for 262 Negro men.⁶⁹ Relationships between the VC-1a and other criterion variables follow: $r = .33$, between VC-1a and age, for 200 white basic trainees in Grades IV and V on the *Army General Classification Test* at Fort McClellan, Ala.; $r = .46$, between VC-1a and education (number of years of schooling), same group; $r = .26$, between VC-1a and scores on a soldier performance rating scale, same group; and $r = .33$, between VC-1a and scores on a soldier performance rating scale, for 230 Negro basic trainees in Grades IV and V on the *Army General Classification Test* at Fort McClellan, Ala.⁷⁰

Data concerning the three tests of the individual mental test battery, introduced in August 1942, follow: Wells's *Concrete Directions Test* was never adequately standardized.⁷¹ A coefficient of reliability of .56 was obtained by the test-retest method (6-week interval, December 1941-January 1942), based on 71 Negro men in Army Grade V at Fort Belvoir, Va.⁷² A study of 250 Grade V men (180 rated as satisfactory in soldier performance and 70 rated as unsatisfactory) was made at Fort Belvoir, Va., Fort Bragg, N. C., and Aberdeen Proving Ground, Md., with the *Concrete Directions Test*, in February 1942.⁷³ A biserial r of .27 was obtained between scores on the *Concrete Directions Test* and the satisfactory and unsatisfactory ratings.

⁶⁷ The Adjutant General's Office, Personnel Research Section, *Statistical Manual*, p. M6.1, December 1944.

⁶⁸ The Adjutant General's Office, Personnel Research Section Report No. 517. All coefficients of reliability reported in the text are based on the Kuder-Richardson technique, unless otherwise stated.

⁶⁹ *Ibid.*

⁷⁰ The Adjutant General's Office, Personnel Research Section, *Statistical Manual*, pp. M6.1-M6.3, December 1944.

⁷¹ *Ibid.*, p. M7.1.

⁷² The Adjutant General's Office, Personnel Research Section Report No. 305.

⁷³ The Adjutant General's Office, Personnel Research Section Report No. 296.

The *Block Counting Test* (DST-10) was never adequately standardized.⁷⁴ In March 1943, when administered to 169 special training unit trainees at Camp Pickett, Va., it yielded a reliability coefficient of .70.⁷⁵ A coefficient of reliability of .73 was obtained on 200 basic trainees in Army Grades IV and V on the *Army General Classification Test* at Fort McClellan, Ala.⁷⁶ Among the criterion variables with which the *Block Counting Test* has been correlated, the following seem noteworthy: $r = .00$ between scores on DST-10 and age, for 200 white basic trainees in Grades IV and V on the AGCT at Fort McClellan; $r = .25$, between DST-10 and education (number of years of schooling), for the same group; $r = .34$ between DST-10 and scores on a soldier performance rating scale, for the same group; and $r = .21$, between DST-10 and scores on a soldier performance rating scale, for 229 Negro basic trainees in Grades IV and V on the AGCT at Fort McClellan, Ala.⁷⁷

The *Directions Test* (DST-2a) was administered in June 1942 (at which time it was called the DST-2:X-1) to a group of 391 men, both white and Negro, in all Army Grades at Fort Belvoir, Va., and to a group of 131 Grade V whites at Camp Croft, S. C., some in regular training and some in special training.⁷⁸ The reliability coefficient of the test was .96 for the total range of ability, and .95 when only Grade V men were used. The DST-2a correlated .67 with the AGCT for the total group, and .42 to .55 when the range was restricted to the Grade V men. Although the *Directions Test* did not differentiate between men in the upper three Army grades, it differentiated significantly between men in Grades IV and V and between those men in regular and those in special training. In a later study, in July 1942, a coefficient of correlation of .43 was obtained between the DST-2a and the *Visual Classification Test* for 129 men (basic trainees, most of whom were recommended for assignment to special training, and special training unit men) in Army Grades IV and V on the *Army General Classification Test* and the *Non-Language Test* at Camp Croft, S. C.⁷⁹ However, the *Directions Test* was eliminated from the individual battery in February 1943, having been

⁷⁴ The Adjutant General's Office, Personnel Research Section, *Statistical Manual*, p. M8.1, December 1944.

⁷⁵ The Adjutant General's Office, Personnel Research Section Report No. 511.

⁷⁶ The Adjutant General's Office, Personnel Research Section Report No. 512.

⁷⁷ *Ibid.*

⁷⁸ Memorandum to Major Seidenfeld (later Lt. Col.) from H. F. Uphoff, Subject: *Analysis of Screening Tests, DST-1 and DST-2*, June 18, 1942.

⁷⁹ The Adjutant General's Office, Personnel Research Section Report No. 350.

used only since August 1942, because it was considered to require too much reading ability and to be unsuitable for illiterates.

A new induction station screen, introduced in June 1943, was the *Qualification Test* (Q-1). The *Qualification Test* was used initially with white and Negro groups at Fort McClellan, Ala., in May 1943.⁸⁰ A coefficient of reliability of .87 was obtained on 200 white basic trainees in Army Grades IV and V. For this same group, the following relationships were obtained: $r = .12$ between Q-1 and age; $r = .69$ between Q-1 and education (number of years' schooling); and $r = .25$ between Q-1 and ratings on a soldier performance rating scale. A coefficient of correlation of .29 was secured between scores on Q-1 and ratings on a soldier performance rating scale for 235 Negro basic trainees in Army Grades IV and V at Fort McClellan.

The final standardization of the *Qualification Test* was achieved in October 1943 and was based on 2,762 white and 549 Negro selectees at induction stations in the First, Fourth, and Fifth service commands.⁸¹ A coefficient of reliability of .92 was obtained by correlating scores on the equivalent forms, Q-1 and Q-2, for the 3,311 men in the standardization sample. When scores on the Q test were correlated with dispositions from special training units (graduates vs. those separated from the service), a biserial r of .64 was obtained for 311 white special trainees and one of .57 for 417 Negro special trainees at Camp Robinson, Ark., December 1943–February 1944.⁸² Scores on the *Qualification Test* have a fairly good correlation with such other tests as the AGCT ($r = .67$ approximately)⁸³ and the different screening tests of the induction battery introduced in June 1944, when determined on groups of Grades IV and V scores.⁸⁴

The induction station tests introduced in June 1944—*Group Target Test* (GT-1), the *Individual Examination* (IE-1), and the *Non-Language Individual Examination* (NIE-1)—were thoroughly standardized and validated.⁸⁵ Research was started on the tests in November 1942 and those finally used were the best of thirty-three tests with which experi-

⁸⁰ The Adjutant General's Office, Personnel Research Section Report No. 512.

⁸¹ The Adjutant General's Office, Personnel Research Section, *Statistical Manual*, p. M12.1, December 1944.

⁸² The Adjutant General's Office, Personnel Research Section Report No. 516.

⁸³ The Adjutant General's Office, *Manual Induction Station Tests*, IS.30M, August 1944.

⁸⁴ The Adjutant General's Office, Personnel Research Section, *Statistical Manual*, pp. M12.3–M12.4, December 1944.

⁸⁵ The Adjutant General's Office, *Manual Induction Station Tests*, IS.30M, August 1944.

mentation was done. These tests were applied at thirteen different installations—replacement training centers, induction stations, and special training units—in many parts of the country. Scores on the tests were compared with such measures of success in training as the following: (1) objective measures of skills acquired in training, (2) ratings by training cadre, (3) classification into those discharged for ineptitude and those successfully completing training, and (4) training records.⁸⁶ The final standardization of the *Group Target Test*, the *Individual Examination*, and the *Non-Language Individual Examination* was completed between November 1943 and January 1944 and was based on a random one-third of 1,732 white and 722 Negro non-high-school-graduates who scored below 12 on the *Qualification Test*, Form 1, at the following induction stations: Grand Central, New York City; Fort Leavenworth, Kans.; Fort Benning, Ga.; Little Rock, Ark.; and Fort Sam Houston, Tex.⁸⁷

The coefficients of reliability obtained for the *Group Target Test* were .88 for 450 white men, and .85 for 254 Negro men.⁸⁸ An r of .16 was obtained between scores on the GT and age for 200 white basic trainees in Army Grades IV and V at Fort McClellan, Ala.; and an r of .39 between the *Group Target Test* and education (number of years of schooling), for the same group.⁸⁹ The correlations of the *Group Target Test* with the criterion, soldier proficiency, were .46 for 200 white basic trainees (Grades IV and V), and .31 for 229 Negro basic trainees (Grades IV and V).⁹⁰

A coefficient of reliability of .78 for the *Individual Examination* (IE-1) was obtained for 200 white basic trainees in Army Grades IV and V at Fort McClellan, Ala.⁹¹ For this same group, an r of —.05 was obtained between IE scores and age, and an r of .27 between IE scores and education (number of years of schooling).⁹² The correlations of the *Individual Examination* with the criterion of soldier proficiency were .51 for 200 white basic trainees (Grades IV and V) and .31 for 123 Negro basic trainees (Grades IV and V).⁹³

⁸⁶ See The Adjutant General's Office, Personnel Research Section Reports No. 506, 510, 511, 512, 515, 516, 517, 518, 533, and 610.

⁸⁷ The Adjutant General's Office, Personnel Research Section Report No. 517.

⁸⁸ *Ibid.*

⁸⁹ The Adjutant General's Office, Personnel Research Section Report No. 512.

⁹⁰ *Ibid.*

⁹¹ The Adjutant General's Office, Personnel Research Section, *Statistical Manual*, p. M16.1, December 1944.

⁹² *Ibid.*

⁹³ *Ibid.*

The coefficients of reliability for the *Non-Language Individual Examination* were .88 based on 455 white men and .93 for 262 Negro men.⁹⁴ The correlations of the NIE with scores on the VC-1a were, for 455 white men, .49; for 262 Negro men, .45.⁹⁵ A biserial r of .72 was obtained for 217 Negro special training unit men at Fort Benning, Ga., between the NIE scores of special training unit graduates (145) and the scores of trainees discharged and likely to be discharged for ineptitude (72).⁹⁶

The June 1944 battery of tests as a whole—Q-1 or Q-2, GT-1, IE-1, and NIE-1—correlated .56 with measures of soldier proficiency.⁹⁷ In addition, each of the tests provided a satisfactory measure of success in special training unit training.⁹⁸

As has been indicated, the *Army General Classification Test* and the *Non-Language Test* were utilized in the reception centers to identify Grade V men who were forwarded for special training. Data bearing on these tests are presented in order to round out the present discussion of the examining procedures used to select illiterate, non-English-speaking, and Grade V men for special training units.

A fairly complete statement of the standardization problems and procedures in connection with the AGCT-1 has already been published.⁹⁹ The AGCT-1a was initially administered in 1940 to 3,790 Regular Army enlisted men and to 606 Civilian Conservation Corps enrollees. The sample was finally reduced to 2,675, after elimination of those outside the desired age bracket (20–29) and those with incomplete information on education and residence. Data were weighted “for age, schooling, and geographic location on the basis of estimates from the 1930 census in order to give statistics applicable to the potential military population.”¹⁰⁰ Standard scores were derived from the raw scores. The mean was set equal to 100 and the sigma to 20 points.

The AGCT-1b was authorized for use in April 1941. It was standardized on a population of 3,856 men who were also given the AGCT-1a

⁹⁴ The Adjutant General's Office, Personnel Research Section Report No. 517.

⁹⁵ *Ibid.*

⁹⁶ The Adjutant General's Office, Personnel Research Section Report No. 516.

⁹⁷ The Adjutant General's Office, *Manual Induction Station Tests*, IS.30,M, August 1944.

⁹⁸ *Ibid.*

⁹⁹ The Staff, Personnel Research Section, “The Army General Classification Test,” *Psychological Bulletin*, 42:760–768, 1945.

¹⁰⁰ The Adjutant General's Office, Personnel Research Section, *Statistical Manual*, p. A1.1, 1944.

form. The correlation between the two forms was .954. AGCT-1c and -1d were released in October 1941. These two forms were standardized on a population of 1,782 cases, and were very well matched in difficulty. They were somewhat more difficult than AGCT-1a and hence more discriminating at the higher levels of ability.

The reliabilities of each of the forms have been computed many times by different methods. The reliabilities have been consistently high, all above .90 (and some as high as .97), with the exception of the retest reliability of AGCT-1a, which was reported as .82. This latter low correlation was based on a group of restricted range, with varying intervals between the examinations, and with unequivalent test conditions. The validity of the AGCT has been demonstrated amply by the service which it has rendered in successfully selecting men for assignment to specialist training. The AGCT-1 appears to have been "of value in predicting grades in a wide variety of training assignments."¹⁰¹

The AGCT-3a, introduced in April 1945 and used for only a comparatively brief period before the special training units were discontinued, was a carefully standardized test.¹⁰² During the initial tryout of the experimental forms of the four tests making up the battery, approximately 8,000 men were tested. In the final standardization sample, approximately 40,000 men, in eleven reception centers, were selected "on the basis of geographical area, race, age, education, and score on the former AGCT. The AGCT-3 correlates closely with the AGCT-1 and, like its predecessors, has high validity and reliability. Actually, on the basis of extensive study, the AGCT-3a appears "somewhat more valid than the AGCT-1 in predicting success in technical training courses."¹⁰³

The *Non-Language Test* 2abc was standardized with a sample of 233 men at Fort Sheridan, Ill., and Fort Benning, Ga. Men included in the sample covered approximately the entire AGCT-1a range, with the following percentages in each of the Army Grades: I, 17%; II, 18%; III, 17%; IV, 15%; and V, 33%. Conversion tables were set up by the equiva-

¹⁰¹ Extensive illustrative material on the relationship between scores on the AGCT and proficiency in technical training courses can be found in the following references: The Adjutant General's Office, Personnel Research Section, *Statistical Manual*, pp. A1.1-A5.20, 1944. Staff, Personnel Research Section, "The Army General Classification Test," *Psychological Bulletin*, 42:760-768, 1945.

¹⁰² The Adjutant General's Office, Personnel Research Section Report No. 568. Adjutant General's Office, *Army General Classification Test, Manual*, AGCT-3M, 1946.

¹⁰³ The Adjutant General's Office, Personnel Research Section Report No. 683.

lent percentile method.¹⁰⁴ The test yielded a reliability coefficient of .95 for 357 Army Grade V men tested in the reception centers at Fort Benning, Ga., Fort Bragg, N. C., Fort Dix, N. J., and Fort Sheridan, Ill. Additional reliability coefficients, based on different samples, were .94 and .97. Relationships between the *Non-Language Test* 2abc and other criterion variables follow: $r = .59$ between 2abc and highest school grade completed for 172 basic trainees at the Fort Sheridan, Ill., reception center; and $r = .16$ between 2abc and soldier proficiency (performance ratings) for 699 white basic trainees (Grade V on AGCT and 2abc) in 25 replacement training centers. The coefficients of correlation between the 2abc and the AGCT vary from .07 to .82, with the majority falling between .25 and .35.¹⁰⁵

¹⁰⁴ The Adjutant General's Office, Personnel Research Section, *Statistical Manual*, p. B1.1, 1944.

¹⁰⁵ *Ibid.*, pp. B1.1-B1.9.

CHAPTER III

ILLITERATE AND GRADE V MEN IN THE ARMY

NUMBER OF ILLITERATE AND GRADE V MEN IN THE ARMY¹

IT is necessary to observe several cautions in analyzing data on the number of illiterate and Grade V men inducted into the Army. Figures for the period prior to June 1, 1943 are not altogether complete. This is so partly because of the way in which induction station and reception center data were recorded (to be described in the next section), and partly because of the nature of the special training program during this early period. Prior to June 1, 1943, special training units were organized in replacement training centers, service commands, divisions, corps, and in practically every type of Army unit. Nevertheless, the available housing and instructor personnel were insufficient to provide for all of the men—illiterates, non-English-speaking, Grade V, physically handicapped, and emotionally unstable—who were forwarded for special training during this period. Consequently, although regulations specified that all of these categories of personnel should receive special training, many of them were not assigned for such instruction. For example, many illiterates and Grade V men, who had no “salvageable occupational skill,”² were not sent to a special training unit. During this early period of manpower mobilization, there were many unskilled Army jobs which had to be filled and literacy was not necessarily a prerequisite. For example, there were many ordinary laboring jobs, port battalions, embarkation and debarkation units, and other types of Army activities, in which illiterates and Grade V men could and did serve creditably—without literacy.

¹ Throughout this chapter, the “illiterate” category includes the non-English-speaking selectees as well, since separate figures on this latter group were not kept.

² Men who, given a fourth-grade level of literacy, would be unable to function at a higher Army job level than that indicated in their reception center recommendation of assignment, were considered as not having a “salvageable occupational skill.”

For the period subsequent to June 1, 1943, however, the figures are complete and valid. During the period from June 1, 1943 through December 1945, the special training units were organized at the reception center level, and all illiterate, non-English-speaking, and Grade V men were sent for special training before assignment to a regular training organization. Furthermore, it was necessary for men assigned to special training to achieve stipulated academic standards and to meet standards of military proficiency before they were assigned to a regular training organization. Those individuals in special training units who failed to achieve academic standards, and to show capacity for proficiency in military subject matter, were honorably discharged from the Army.

**NUMBER OF ILLITERATE AND GRADE V MEN INDUCTED
PRIOR TO JUNE 1, 1943**

The number of illiterate men inducted into the Army between August 1, 1942 and May 31, 1943 is shown in Table I.³ No figures are shown for those selectees inducted between October 1940 and May 15, 1941 (illiterates were deferred between May 15, 1941 and August 1, 1942) who, though unable to read comprehendingly, were inducted because they were able to understand "simple orders given in the English language." These men were admitted to the Army, not as illiterates, but rather because there was a lack of a definitive Army policy concerning the induc-

TABLE I
NUMBER OF ILLITERATES INDUCTED INTO THE ARMY
BETWEEN AUGUST 1, 1942 AND MAY 31, 1943

<i>Period of Induction</i>	<i>Number of Illiterates Inducted</i>		
	<i>White</i>	<i>Negro</i>	<i>Total</i>
August 1942	6,000*	4,000*	10,000*
September 1942	7,000*	5,000*	12,000*
October 1942	8,000*	7,000*	15,000*
November 1, 1942 through May 1943	47,936	22,139	70,075
Total	68,936	38,139	107,075

* These figures are official estimates.

³ Official figures obtained from The Office of The Adjutant General, War Department, Washington, D. C.

tion of illiterates. It was not until August 1942 that the Army, as a matter of official policy, undertook to induct a fixed percentage of illiterates with the view of training them for useful Army service.

The number of Grade V men who were inducted into the Army between March 1, 1941 and June 1, 1943, the period for which official figures are available, is shown in Table II.⁴

TABLE II
NUMBER OF GRADE V MEN INDUCTED INTO THE ARMY
BETWEEN MARCH 1, 1941 AND JUNE 1, 1943*

Period of Induction	Number of Grade V Men Inducted		
	White	Negro	Total
March 1941 through December 1942	351,951	216,664	568,615
January 1943 through May 1943	61,135	55,612	116,747
Total	413,086	272,276	685,362

* Effective July 15, 1942, the upper limit of Army Grade V was reduced from 69 to 59.

It would be somewhat misleading to sum the total of the illiterate personnel and the total of the Grade V men in order to arrive at the total number of illiterate and Grade V men in the Army prior to June 1, 1943. Because of the manner in which induction station and reception center classification procedures were applied during this period, it is known that many selectees, classified as illiterates in the induction stations, proceeded to take the *Army General Classification Test* (AGCT) at reception centers and were also classified as Grade V personnel. The extent to which this occurred is not known. That it did occur is beyond question. Consequently many of the 107,075 illiterates are also included among the 685,362 Grade V men. No comparable complication entered into the data after June 1, 1943. After June 1, 1943, all of those selectees who were classified as illiterate in the induction station did not take the AGCT at the reception center and were sent forthwith to a special training organization; all of those selectees who scored above the critical score on the *Qualification Test*, and consequently were not classified as illiterate,

⁴ *Ibid.*

took the AGCT at the reception center and, if classified as Grade V, were sent directly to a special training unit.

Not only are the data unclear on the number of illiterate and Grade V men who were inducted prior to June 1, 1943, but there are no complete and reliable figures available on the number of men who received special training during this period. Such data as are available on the number of men trained prior to June 1, 1943 are presented in Chapters V and VII.

NUMBER OF ILLITERATE AND GRADE V MEN INDUCTED BETWEEN JUNE 1, 1943 AND SEPTEMBER 30, 1945

Table III contains a breakdown by service commands⁵ and by color of the number of illiterate and Grade V men who were inducted into the Army between June 1, 1943 and September 30, 1945.⁶ Tables III, IIIa, IIIb, and IIIc show the relationships, within different sections of the country, of the illiterate and Grade V personnel to the inducted population.

Two significant general conclusions emerge from an analysis of the data: First, 10.8 per cent (299,059 men) of the inducted population (2,761,221 men) during the period indicated required special training. Second, illiteracy and Grade V personnel are unequally distributed throughout the country, with certain sections of the country having a high index of illiteracy and Grade V personnel.

The Army figures, showing that 10.8 per cent of the inducted population between June 1, 1943 and September 30, 1945 required some literacy training before they could serve usefully in the Army, substantiate the

⁵ The country was divided into nine service commands. The states included in each of the service commands were: *First*: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; *Second*: Delaware, New Jersey, New York; *Third*: Maryland, Pennsylvania, Virginia. Although the District of Columbia and the surrounding vicinity were organized into the Military District of Washington, illiterate and Grade V men from these areas were included in the data for the Third Service Command; *Fourth*: Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee; *Fifth*: Indiana, Ohio, Kentucky, West Virginia; *Sixth*: Illinois, Michigan, Wisconsin; *Seventh*: Colorado, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wyoming; *Eighth*: Arkansas, Louisiana, Oklahoma, New Mexico, Texas; *Ninth*: Arizona, California, Idaho, Montana, Nevada, Oregon, Utah, Washington.

⁶ Official figures obtained from The Office of The Adjutant General, War Department, Washington, D. C. The discontinuance of the induction of illiterates was directed on September 21, 1945 (see footnote 87, Chapter I). Although men who were in the pipelines continued to be forwarded to special training units until October 15, 1945 (see footnote 88, Chapter I), officially, no new selectees inducted beyond September could be sent for special training.

TABLE III
NUMBER OF ILLITERATE AND GRADE V MEN AND THE TOTAL NUMBER OF MEN INDUCTED
INTO THE ARMY BETWEEN JUNE 1, 1943 AND SEPTEMBER 30, 1945
(BY SERVICE COMMANDS)

Service Command of Induction	No. of Illiterates			No. of Grade V Men			No. of Illiterates and Grade V Men			Total No. of Men		
	Negro		Total	White		Total	White		Total	White		Total
	White	Negro		White	Negro		White	Negro		White	Negro	
First	3,726	341	4,067	645	22	667	4,371	363	4,734	153,495	2,615	156,110
Second	5,850	5,167	11,017	2,986	2,479	5,465	8,836	7,646	16,482	308,906	30,328	339,234
Third	12,149	13,539	25,688	4,434	5,804	10,238	16,583	19,343	35,926	318,695	58,386	377,081
Fourth	32,399	51,325	83,724	12,149	17,962	30,111	44,548	69,287	113,835	276,867	113,340	390,207
Fifth	17,157	3,795	20,952	7,617	2,345	9,962	24,774	6,140	30,914	304,892	23,043	327,935
Sixth	5,392	3,718	9,110	1,618	1,302	2,920	7,010	5,020	12,030	320,312	24,971	345,283
Seventh	4,881	1,497	6,378	3,280	862	4,142	8,161	2,559	10,520	264,701	8,898	273,599
Eighth	24,478	17,580	42,058	7,602	7,525	15,127	32,080	25,105	57,185	235,829	47,896	283,725
Ninth	11,040	3,019	14,059	2,602	772	3,374	13,642	3,791	17,433	256,475	11,572	268,047
Total	117,072	99,981	217,053	42,933	39,073	82,006	160,005	139,054	299,059	2,440,172	321,049	2,761,221

TABLE IIIa

PER CENT OF INDUCTED SELECTEES CLASSIFIED AS ILLITERATES

<i>Service Command of Induction</i>	<i>Per Cent of Inducted Selectees</i>		
	<i>White</i>	<i>Negro</i>	<i>Total</i>
First	2.4	13.0	2.6
Second	1.9	17.0	3.2
Third	3.8	23.2	6.8
Fourth	11.7	45.3	21.5
Fifth	5.6	16.5	6.4
Sixth	1.7	14.9	2.6
Seventh	1.8	16.8	2.3
Eighth	10.4	36.7	14.8
Ninth	4.3	26.1	5.2
Total	4.8	31.1	7.9

TABLE IIIb

PER CENT OF INDUCTED SELECTEES CLASSIFIED AS GRADE V MEN

<i>Service Command of Induction</i>	<i>Per Cent of Inducted Selectees</i>		
	<i>White</i>	<i>Negro</i>	<i>Total</i>
First	0.4	.8	.4
Second	1.0	8.2	1.6
Third	1.4	9.9	2.7
Fourth	4.4	15.8	7.7
Fifth	2.5	10.2	3.0
Sixth	0.5	5.2	.8
Seventh	1.2	9.7	1.5
Eighth	3.2	15.7	5.3
Ninth	1.0	6.7	1.3
Total	1.8	12.2	3.0

TABLE IIIc

PER CENT OF INDUCTED SELECTEES CLASSIFIED IN
ILLITERATE AND GRADE V CATEGORIES

<i>Service Command of Induction</i>	<i>Per Cent of Inducted Selectees</i>		
	<i>White</i>	<i>Negro</i>	<i>Total</i>
First	2.8	13.9	3.0
Second	2.9	25.2	4.9
Third	5.2	33.1	9.5
Fourth	16.1	61.1	29.2
Fifth	8.1	26.6	9.4
Sixth	2.2	20.1	3.5
Seventh	3.1	26.5	3.8
Eighth	13.6	52.4	20.2
Ninth	5.3	32.8	6.5
Total	6.6	43.3	10.8

data collected in the 1940 Census. As was indicated in Chapter I, the 1940 Census data revealed that 13.5 per cent of all persons 25 years and over in the United States reported that they had completed less than five years of schooling—a finding which when first published was considered startling by some and was questioned by others. The slightly higher percentage in the civilian census is understandable: it cuts off the Army group between 18 and 24; and it is reasonable to assume, for obvious reasons, that the illiteracy rate in this group is somewhat lower than that in the older population. Furthermore, the civilian census included the higher age groups, those beyond draft age.

The Fourth and Eighth Service Commands, which roughly included the South and Southwest, respectively, were the two sections of the country which had comparatively high illiteracy indices, and also a relatively high number of Grade V personnel, compared with the entire country. Although 7.9 per cent of all inducted selectees were classified as illiterate, the comparable percentage in the Fourth Service Command was 21.5; in the Eighth, 14.8. These were the only service commands in which the rate of illiteracy exceeded that for the country as a whole. The data on the number of Grade V personnel reveal similar trends. The percentage of selectees who were classified as Grade V men, for the country as a whole, was 3.0; in the Fourth Service Command, the

comparable percentage was 7.7 and in the Eighth, 5.3. Again, these were the only service commands in which the percentages exceeded that for the country as a whole. The 1940 Census data show that the states which made up the Army's Fourth Service Command contain 26.9 per cent of the country's 10,104,612 adults 25 years and older who reported having had less than five years of schooling; the states which constituted the Eighth Service Command contain 21.7 per cent of these functionally illiterate adults.⁷ Further analysis of the Army induction data reveals that, for the induction period under consideration, the Fourth Service Command contributed 14.1 per cent of the total manpower inducted; yet 38.1 per cent of all illiterates and Grade V men in the special training units came from this same service command. The Eighth Service Command, with a contribution of but 10.3 per cent to the total inducted manpower, was responsible for 19.1 per cent of all illiterates and Grade V men in special training.

INTERRACIAL COMPARISONS

Attempts have been made to explain the higher index of illiteracy and greater number of Grade V personnel in the Fourth and Eighth Service Commands solely on the basis of the preponderance of Negroes in the South, the Spanish-speaking Mexican population of the Southwest, and the French-speaking Acadians of Louisiana. Such explanations, however, have taken simply the over-all figures for the country and have applied them as extenuating factors to particular sections of the country. For example, 43.3 per cent of all Negro inducted selectees were classified in the illiterate and Grade V categories, and the percentage for the whites was 6.6. To conclude, therefore, that Southern service commands show up more poorly than other service commands because there are so many more Negroes in the South, and because Negroes do more poorly on the tests, is to resort to specious reasoning.

A more comprehensive analysis of the data readily yields more realistic conclusions. The data show conclusively that the degree of illiteracy among Negroes (31.1 per cent of all Negroes inducted) is considerably higher than that among whites (4.8 per cent of all whites inducted). However, the data also show the following:

⁷ Based on a recomputation of federal census data for certain sections of the country in order to permit comparison with areas included in Army service commands.

1. Among the whites, one finds a considerably higher percentage of illiterates in Southern service commands than in Northern.
2. Negroes in Northern service commands have been able to develop a higher degree of literacy than Negroes in Southern service commands.
3. The two service commands (Fourth and Eighth) in which the Negroes have the highest degree of illiteracy are the ones in which the whites have the highest degree of illiteracy.
4. Those service commands in which Negroes have low degrees of literacy are the ones in which the whites have the lowest.

One service command—the Fifth—presents an anomalous condition with regard to illiteracy of whites and Negroes. In this command, the whites have a degree of illiteracy (5.6 per cent) which exceeds the index of the whites for the nation as a whole (4.8 per cent). The Negroes have a degree of illiteracy (16.5 per cent) which is far below the index for the Negroes of the nation as a whole (31.1 per cent). The explanation for this anomalous condition is not immediately available. However, inspection of data at the special training unit in the Fifth Service Command—at Camp Atterbury, Ind.—revealed that many of the white illiterates appeared to come from West Virginia and Kentucky, where, for many whites, educational opportunities and economic circumstances are generally poor. Many of the Negroes, on the other hand, seemed to come from Indiana and Ohio, where better educational opportunities and economic circumstances prevail.

Analysis of the Grade V data, presented in Table IIIb, yields conclusions similar to those derived from study of the illiteracy data. Although the percentage of Negroes classified as Grade V for the country as a whole (12.2 per cent) is much higher than the comparable index for the whites (1.8 per cent), both Negroes and whites follow uniform sectional trends, as were pointed out in the interpretation of the illiteracy data. The Fifth Service Command stands out again as the one section in which a seemingly anomalous condition exists. The sectional trends which can be pointed out for the distribution of the Grade V personnel similarly exist for total *Army General Classification Test* (AGCT) score distributions. It is important to take this into account in order to avoid incomplete conclusions from available Army data. Table IV presents, by service commands, the percentages of white and Negro personnel who

ranked in AGCT Grades I and II, and in Grades IV and V between July 1, 1943 and December 31, 1943.⁸

TABLE IV

PER CENT OF PERSONNEL INDUCTED BETWEEN JULY 1, 1943 AND DECEMBER 31, 1943 RANKING IN AGCT GRADES I AND II, AND PER CENT RANKING IN GRADES IV AND V

<i>Service Command</i>	<i>Per Cent in AGCT Grades I and II</i>			<i>Per Cent in AGCT Grades IV and V</i>		
	<i>White</i>	<i>Negro</i>	<i>Total</i>	<i>White</i>	<i>Negro</i>	<i>Total</i>
First	44.3	10.3	43.4	18.8	53.2	19.7
Second	49.8	7.4	45.2	17.8	65.1	23.0
Third	40.1	5.3	34.1	25.7	76.2	34.4
Fourth	28.4	1.8	19.9	42.7	92.8	58.9
Fifth	36.5	5.3	33.5	31.2	72.8	35.3
Sixth	52.4	10.3	48.6	16.9	63.7	21.2
Seventh	50.0	8.9	48.0	19.1	66.7	21.4
Eighth	29.4	1.2	22.9	39.4	91.4	51.4
Ninth	48.1	6.1	45.9	20.6	71.6	23.3
Total	43.3	4.7	38.2	24.7	79.4	31.9

Although 43.3 per cent of the whites and only 4.7 per cent of the Negroes placed in Army Grades I and II, with 24.7 per cent of the whites and 79.4 per cent of the Negroes placed in Grades IV and V, the service command breakdown reveals the following facts:

1. The two service commands (Fourth and Eighth) 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.
2. The service command (Sixth) 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 percentage is also equaled by that in the First Service Command).
3. The service command (Sixth) 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 men.

⁸ Official figures obtained from The Office of The Adjutant General, War Department, Washington, D. C.

The data on illiteracy and the AGCT distributions reveal that there are striking differences within the white and Negro groups as well as between them. The data also suggest that in those parts of the country which are more industrialized and where school budgets are more adequate, both whites and Negroes obtain better scores. Table V shows the median net cost per pupil of civilian education in 1943-1944 for the various service commands. The data are based on figures compiled for the various states by the U. S. Office of Education, Federal Security Agency.⁹ That the median net cost per pupil in average daily attendance is very low in certain sections of the country is obvious; that these sections have contributed more illiterates and Grade V men to the Army's special training program than other sections of the country has already been demonstrated.

TABLE V

MEDIAN NET COST PER PUPIL IN AVERAGE DAILY ATTENDANCE IN CIVILIAN SCHOOLS IN 1943-1944
(BY SERVICE COMMANDS)

<i>Service Command</i>	<i>Median Net Cost Per Pupil</i>
First	\$133.04
Second	182.16
Third	120.61
Fourth	58.22
Fifth	101.73
Sixth	126.22
Seventh	118.87
Eighth	88.71
Ninth	138.61
United States	\$115.61

Other studies, primarily concerned with the relative educational opportunities of Negroes and whites in America, have pointed out the effects of the unequal expenditure of funds on the education of whites and Negroes, and have demonstrated the influences on Negro and white educational accomplishment levels of such additional factors as the per capita educational cost, average salaries of teachers, total expenditures of the educational budget, number of days in the school year, industrialization of the community, urban, rural-farm, and rural-non-farm resi-

⁹ Federal Security Agency, U. S. Office of Education, *Biennial Survey of Education in the United States, 1943-1944*, Chap. II.

dences, and many other related factors. This study is concerned primarily with the Army training of illiterates and Grade V men in World War II, and in developing its thesis is concerned with pointing out how extensive was the training problem that confronted the Army. That the problem was a sizable one is abundantly clear. Although sectional differences exist, in the degree to which illiterate and Grade V personnel are distributed throughout the country, reference to Tables III, IIIa, IIIb, and IIIc reveals that no section is free from the problem of illiteracy. The problem is nation-wide and as such will ultimately require "federal participation in financing education so as to guarantee a minimum of educational opportunity to every youth."¹⁰

SOME CHARACTERISTICS OF SPECIAL TRAINING UNIT MEN

It was not possible during the course of the special training program to collect extensive data on the characteristics of illiterate, non-English-speaking, and Grade V men. The emphasis was on the expeditious training of these men, and all efforts were directed toward the accomplishment of this objective rather than toward the planning of research and collection of relevant data. However, some data on a number of characteristics were collected, and are summarized below.

AGE

Table VI shows the chronological age distribution of 1,494 men (1,295 white and 199 Negro) in five different special training units. The five different units were Fort Devens, Mass.; Camp Shelby, Miss.; Fort Riley, Kans.; Camp Chaffee, Ark.; and Camp McQuaide, Calif. The sampling is fairly representative, in that one unit from each of the following sections of the country is included: New England, South, Midwest, Southwest, and West. Since the age of men inducted into the Army was specifically related to Selective Service policies, it is important to note that these data were collected in 1944 and 1945.

The median chronological age of the group was 20.62, and there was not very much difference between the medians of the white and Negro groups. In an earlier sampling of 808 men in nine special training units throughout the country (602 white and 206 Negro), during 1943, the

¹⁰ Editorial, "Is an Eighth-Grade Education Enough?" *Journal of the National Education Association*, 31:206, 1942.

TABLE VI

DISTRIBUTION OF THE CHRONOLOGICAL AGES OF MEN IN FIVE DIFFERENT
SPECIAL TRAINING UNITS
(1944 AND 1945)

<i>Chronological Age</i>	<i>Number of Men</i>		
	<i>White</i>	<i>Negro</i>	<i>Total</i>
38	3	0	3
37	13	2	15
36	18	3	21
35	20	5	25
34	21	5	26
33	14	2	16
32	19	2	21
31	32	3	35
30	24	5	29
29	56	15	71
28	47	8	55
27	34	5	39
26	34	4	38
25	54	7	61
24	58	6	64
23	38	10	48
22	61	7	68
21	70	3	73
20	97	5	102
19	91	37	128
18	491	65	556
Total	1,295	199	1,494
Median CA	20.68	19.93	20.62

median chronological age for the entire group was 24.07; for the whites the median chronological age was 23.90, for the Negroes 24.50. The slightly higher medians in the earlier inducted group is not surprising, since men in the higher age groups were still being brought into the Army in 1943. With the progress of the war, the upper age limit of men who were actually called into the service was gradually lowered.

Analysis of the data on the chronological ages of men in special training units reveals that the need for literacy training in the country is not restricted to upper age groups. The data on educational accomplishment contained in the 1940 Census pertain to individuals aged 25 or older only. In the sample of 1,494 special training unit men, however, 69.5 per cent were included in the age group 18 through 24. The percentage

of the whites falling within this age group was 70.0; the per cent of the Negroes, 66.8. The percentage of the earlier sample falling in this category was somewhat lower: 53.2. The percentage of the whites was 53.5; of the Negroes, 52.4. From either of the samples, it is perfectly clear that there exists in the country a sizable problem of illiteracy among individuals between the ages of 18 and 25. Thus, the Army data provide a valuable supplement to the regular census data.

HIGHEST SCHOOL GRADE COMPLETED

Table VII shows the highest school grade completed by all white and Negro illiterate men processed at reception centers during the period December 1, 1942 to December 31, 1942.¹¹ These data were based on selectees' forms prepared at the local Selective Service boards, supplemented, when necessary, by information secured at the induction stations.

TABLE VII

HIGHEST SCHOOL GRADE COMPLETED BY ALL WHITE AND NEGRO ILLITERATE MEN PROCESSED AT RECEPTION CENTERS DURING DECEMBER 1942

<i>Highest School Grade Completed</i>	<i>White Illiterates</i>		<i>Negro Illiterates</i>		<i>Total Illiterates</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
12	35	.3	1	.0	36	.2
11	16	.1	0	.0	16	.1
10	42	.4	3	.1	45	.3
9	31	.3	9	.2	40	.2
8	155	1.3	18	.3	173	1.0
7	171	1.5	35	.6	206	1.2
6	384	3.3	82	1.4	466	2.7
5	693	6.0	173	3.1	866	5.0
4	1,349	11.7	516	9.1	1,865	10.9
3	2,303	20.1	1,001	17.7	3,304	19.3
2	2,287	19.9	1,282	22.6	3,569	20.8
1	1,570	13.7	1,080	19.1	2,650	15.4
0	2,464	21.4	1,461	25.8	3,925	22.9
Total	11,500	100.0	5,661	100.0	17,161	100.0

It is interesting to note that 10.7 per cent of the total number of illiterates processed at reception centers during December 1942 had completed

¹¹ Official figures obtained from The Office of The Adjutant General, War Department, Washington, D. C.

more than the fourth grade of elementary school; the comparable percentage for the whites was 13.2, for the Negroes 5.7. The fact that many men, unable to read at a fourth-grade level, had completed school grades beyond that level is not surprising in the light of existent promotion policies throughout the country. Individuals are often advanced beyond a given grade level even though their objective achievement is not equivalent to the average accomplishment of their placement. Furthermore, the amount of forgetting which occurs when skills are not exercised regularly can account for the fact that many individuals, when inducted, were functioning at a lower level than that represented by their highest school grade completed. The Army data demonstrate that the highest school grade reported as having been completed by individuals often does not give a clue to their level of actual educational accomplishment.

LEVEL OF LITERACY

All men functioning at a reading level below the fourth grade were forwarded to a special training unit. Within the group referred, there existed variability in the level of reading accomplishment at the time of assignment to special training.

Table VIII shows the initial grade placement of the 1,494 men (1,295 white and 199 Negro), referred to previously in connection with the age distribution, in the five different special training units. The initial grade placement of each man in the special training unit was effectuated on the basis of reading placement tests, described more fully in Chapter IV.

TABLE VIII

INITIAL GRADE PLACEMENT OF MEN IN FIVE DIFFERENT
SPECIAL TRAINING UNITS (1944-1945)

<i>Placement*</i> <i>Initial Grade</i>	<i>White</i>		<i>Negro</i>		<i>Total</i>	
	<i>Number</i>	<i>Per Cent</i>	<i>Number</i>	<i>Per Cent</i>	<i>Number</i>	<i>Per Cent</i>
IV	382	29.5	22	11.1	404	27.0
III	242	18.7	39	19.6	281	18.8
II	219	16.9	72	36.2	291	19.5
I	452	34.9	66	33.2	518	34.7
Total	1,295	100.0	199	100.0	1,494	100.0

* The four grade levels into which special training units were organized, roughly equivalent to the first four grades of the elementary school.

The data in Table VIII show that a sizable group of men was assigned initially to each of the four grade levels. The highest percentage of the total group was assigned to the first grade (34.7); the next highest to the fourth (27.0). Whereas 16.9 per cent of the white group placed in the second grade and 29.5 per cent in the fourth, the comparable percentages for the Negroes were 36.2 and 11.1.

Corroboratory data on the initial grade placement of men assigned to special training units exist in a study made of 805 men (599 white and 206 Negro) in nine different special training units in 1943. The nine different units, which represent the entire country, were located at the following installations: Camp Niantic, Conn.; New Cumberland, Pa.; Holabird Signal Depot, Md.; Fort McPherson, Ga.; Fort Bragg, N. C.; Camp Atterbury, Ind.; Fort Sheridan, Ill.; Fort Sam Houston, Tex.; and Arlington, Calif. A comparison of the data in Table IX, which summarizes the initial grade placement of the 805 men, with the material in Table VIII reveals a high degree of consistency.

TABLE IX
INITIAL GRADE PLACEMENT OF MEN IN NINE DIFFERENT
SPECIAL TRAINING UNITS (1943)

<i>Initial Grade Placement</i>	<i>White</i>		<i>Negro</i>		<i>Total</i>	
	<i>Number</i>	<i>Per Cent</i>	<i>Number</i>	<i>Per Cent</i>	<i>Number</i>	<i>Per Cent</i>
IV	197	32.9	36	17.5	233	29.0
III	99	16.5	31	15.0	130	16.1
II	113	18.9	40	19.4	153	19.0
I	190	31.7	99	48.1	289	35.9
Total	599	100.0	206	100.0	805	100.0

The only major differences in the distributions presented in Tables VIII and IX pertain to the initial grade placement of the Negro trainees. In the earlier sample, summarized in Table IX, greater percentages of Negro trainees were placed in the first and fourth grades. However, the percentages of Negroes in the first and second grades combined are approximately equal in both samples; and the same is true for the combined percentages in the third and fourth grades.

In both samples the highest percentage of men was initially assigned to the first grade; the next highest to the fourth. This may seem to be

an irregular distribution of level of illiteracy among illiterates. However, it is quite understandable in the light of policies established for the assignment of men to special training units. The higher percentage at the fourth-grade level represents mainly the Grade V men, who were all forwarded for special training. In the period from June 1, 1943 through September 1945, the Grade V men in special training units made up 27.4 per cent of the total enrollment.¹² Many of these men were able to read at a fourth-grade level at the time of entrance into special training, and were consequently provided with a modified curriculum, described in Chapter V.

OCCUPATION

Table X gives the percentages of men in the four main civilian occupations reported in the sample of 1,494 trainees (1,295 white and 199 Negro) representing five special training units.

TABLE X

PER CENT OF SPECIAL TRAINING UNIT MEN IN EACH OF FOUR MAIN CIVILIAN OCCUPATIONS

(Based on a Sample of 1,494 in Five Different Units, 1944-1945)

<i>Main Civilian Occupation</i>	<i>Per Cent of Men</i>		
	<i>White</i>	<i>Negro</i>	<i>Total</i>
Farmer	29.9	25.6	29.3
Laborer	16.5	30.7	18.4
Truck driver	12.6	12.1	12.5
Farm hand	14.1	7.0	13.1
Total	73.1	75.4	73.3

Of the special training unit men studied, 73.3 per cent reported one of the following four as their main civilian occupation designation: farmer, laborer, truck driver, and farm hand. The per cent of the whites engaged in these four occupations was 73.1; the per cent of Negroes, 75.4. That a much higher per cent of Negroes than whites reported "laborer" as their main occupation designation is not surprising, in the light of general economic conditions governing the employment of Negro personnel.

¹² Computed from official induction station and reception center figures.

The main civilian occupations reported by the remainder of the group (26.7%) are many and various. They range from the unskilled through the semi-skilled occupations and include quite a number of skilled jobs. That the bulk of illiterate, non-English-speaking, and Grade V men earned their living at jobs which do not require great specialized skill is not unusual. It is somewhat surprising to find that quite a number were employed in skilled mechanical occupations.

SIZE OF FAMILY

Table XI contains a distribution of the numbers of children in the homes from which illiterate, non-English-speaking, and Grade V men came. These data were collected at the units in the Fifth Service Command (Camp Atterbury, Ind.) and the Ninth Service Command (Camp McQuaide, Calif.). All men requiring special training, inducted in the states of Indiana, Ohio, Kentucky, and West Virginia, were forwarded to Camp Atterbury; all men in need of literacy training, inducted in the states of Arizona, California, Idaho, Montana, Nevada, Oregon, Utah,

TABLE XI

DISTRIBUTION OF NUMBER OF CHILDREN IN HOMES FROM WHICH SPECIAL TRAINING UNIT MEN CAME

(Based on Data Collected at Camp Atterbury, Ind.,
and Camp McQuaide, Calif.)

<i>Number of Children in Home</i>	<i>Special Training Unit Men at the Two Camps</i>					
	<i>White</i>		<i>Negro</i>		<i>Total</i>	
	<i>Number</i>	<i>Per Cent</i>	<i>Number</i>	<i>Per Cent</i>	<i>Number</i>	<i>Per Cent</i>
13 and over	24	1.9	25	2.8	49	2.3
12	35	2.8	14	1.6	49	2.3
11	42	3.4	29	3.3	71	3.3
10	75	6.0	59	6.5	134	6.3
9	112	9.0	50	5.6	162	7.6
8	119	9.6	80	9.0	199	9.4
7	142	11.5	82	9.2	224	10.5
6	160	12.9	109	12.2	269	12.6
5	174	14.1	91	10.2	265	12.4
4	126	10.2	112	12.6	238	11.2
3	108	8.7	90	10.1	198	9.3
2	77	6.2	77	8.6	154	7.2
1	46	3.7	74	8.3	120	5.6
Total	1,240	100.0	892	100.0	2,132	100.0

and Washington, were forwarded to Camp McQuaide. The 2,132 men in Table XI were comprised of 1,000 (500 white and 500 Negro) from Camp Atterbury and 1,132 (740 white and 392 Negro) from Camp McQuaide.¹³

That the size of the families from which illiterate, non-English-speaking, and Grade V men came is much larger than the average American family is fairly obvious from the data in Table XI. The data show that 66.7 per cent of the men studied came from families in which there were five or more children. This fact is especially significant in that it is more than likely that other members of the families from which special training unit men came are equally in need of literacy training.

"AWOLISM"

In general, the men in special training units were primitive in their emotional and social orientation. This was less true of the men from urban areas. As a group, however, they represented individuals who were accustomed to living in close family units, from which they had never become independent. Consequently, they found it difficult to abide by Army regulations concerning unauthorized absence from duty. Great numbers of them seemed to feel that any emergency at home, however minor, required their presence, else a solution would not be worked out. Accordingly, many of them were often "Absent Without Leave" (AWOL) because they would not depend on the Red Cross and other agencies to assist their families and were unaccustomed to dealing with family matters by telephone or through correspondence. Furthermore, they had no strong identification with the aims and objectives of any social units larger than the family, so that they could not appreciate the importance of personal sacrifice as their share in the common struggle. Table XII shows the number of unauthorized absences per thousand men in special training units, ASF training centers, and reception centers and stations, for the year 1945.¹⁴ There were many factors affecting the AWOL rate in different organizations. It should be kept in mind that the men in special training units were within the service command of their induction and so were closer to home than those in the ASF training centers. The men in reception centers and stations were similarly in

¹³ The separate distributions for the two camps, selected at random, are fairly comparable.

¹⁴ Based on official monthly Army Service Forces Reports, Control Approval Symbol GAM-70.

the service command of their induction, and these data are probably more comparable to special training unit data.¹⁵

TABLE XII

DISTRIBUTION OF NUMBER OF UNAUTHORIZED ABSENCES PER 1,000 MEN IN ASF TRAINING CENTERS, RECEPTION CENTERS AND STATIONS, AND SPECIAL TRAINING UNITS DURING 1945

Months of Year 1945	Number of Unauthorized Absences Per 1,000 Men					
	ASF Training Centers*		Reception Centers and Stations		Special Training Units	
	White	Negro	White	Negro	White	Negro
January	14.6	21.8	3.2	8.2	47.6	28.5
February	12.4	19.4	3.0	2.8	20.7	19.4
March	13.9	23.5	7.0	17.9	20.4	18.8
April	12.5	24.1	8.0	15.6	23.5	22.1
May	12.2	19.7	8.9	12.8	26.9	14.5
June	10.0	17.4	11.5	13.6	34.7	18.9
July	11.3	19.5	16.0	38.4	46.4	23.8
August	11.6	17.8	31.9	29.4	39.3	20.1
September	10.8	12.8	16.1	15.2	49.5	26.6
October	9.1	11.6	11.6	11.4	37.6	32.8
November	11.3	13.9	17.1	7.7	51.1	31.4
December	13.6	21.9	20.8	15.8	21.2	156.3

* Less table of organization units.

The data in Table XII indicate that, for the most part, the AWOL rate of special training unit men is higher than that of men assigned to other organizations. Even with allowances made for the fact that special training unit men were located closer to home, and for the difficulties they experienced (because of limited abilities) in making proper bus and rail connections back to camp after week-end passes, the fact is that their high AWOL rate was due, in part, to their great need to maintain close contact with their families. Their immaturity and dependency were manifested in many ways in the special training units, where it was often necessary to provide them with guidance on simple, everyday problems of living.

¹⁵ Most of the men in this category were reception center men, just entering the Army. Men in reception stations were returned from overseas and were processed for "overseas furloughs." Although a number of these men occasionally were AWOL for brief periods, they had no need, as a group, to be absent without leave, because they were due for furloughs.

PART II
THE PROGRAM OF THE SPECIAL
TRAINING UNITS

CHAPTER IV

THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR SPECIAL TRAINING UNITS

TYPES OF MATERIALS

THIS chapter discusses the Army instructional materials developed specifically for the training of illiterates, non-English-speaking individuals, and Grade V men. Other general instructional materials, intended for the Army as a whole and consequently used in the special training units (with necessary adaptations, at times), are not considered here. Examples of materials belonging in this latter category are Technical Manual 21-250, *Army Instruction*; Field Manual 21-5, *Military Training*; Field Manual 21-6, *List and Index of War Department Publications*; Field Manual 21-7, *List of War Department Films, Film Strips and Recognition Film Slides*; and Field Manual 21-8, *Military Training Aids*.

The first two sections of the chapter are concerned with the early and later instructional materials, respectively, which were adopted or developed by the War Department and officially approved for general use throughout the special training units. The third section deals with representative instructional materials developed by the units to meet their special needs. The instructional materials are presented in four categories, as follows:

1. *Trainee materials*, which include the basic texts as well as supplementary materials and publications designed for the men assigned to special training units.
2. *Instructor materials*, which include guides and references intended to orient instructors in special training units.
3. *Visual aids*, which include the film strips, flash cards, charts, posters, and other special devices developed for use with the illiterate, non-English-speaking, and Grade V men.

4. *Tests*, which include the placement, progress, and graduation tests used in the classification of the men and in the objective evaluation of their accomplishments.

This fourfold classification does not represent mutually exclusive categories. For example, many of the visual aid materials to be discussed were prepared for the trainee; and under the category of tests, accompanying manuals to be discussed were obviously intended as guides to instructors, whereas the examinations themselves were intended for the trainees. The classification is actually somewhat arbitrary, but it does permit a convenient presentation of the different publications and materials used in the academic and military training of men assigned to special training units.

EARLY WAR DEPARTMENT INSTRUCTIONAL MATERIALS

This section contains a discussion of the War Department instructional materials used prior to June 1, 1943.

TRAINEE MATERIALS

At the time that the Army was confronted with the need to train vast numbers of illiterate and slow-learning men, in July 1941, there was a dearth of available instructional materials. Some of the reading materials developed by the Works Progress Administration, the Immigration and Naturalization Service (the latter in connection with the National Citizenship Education Program), and the Civilian Conservation Corps were found suitable and were adopted initially by the special training units. These were used prior to the time that the officially adopted text was distributed to the units. Even after *Army Life* was adopted as the basic text by the War Department for all units, some of the units continued to use these other publications on a supplementary basis.

Works Progress Administration materials which were adopted were those published in accordance with the Technical Series Education Circular No. 10 of the Education Division of the WPA.¹ Special training units in the vicinity of Washington, D. C., used the series of readers prepared by the Adult Education Unit, Division of Community Service Pro-

¹ WPA, *Preparation of Reading Materials for Adult Education in the Foundation Fields*, WPA Technical Series Education Circular No. 10 and Supplement No. 1, *A Graded Word List*, 1938.

grams, District of Columbia, Works Progress Administration. Among the *Readers for Adults*, adopted by these units, were the following: *Our Home and Family*, *I Work*, *Our Government*, *We Play*, *We Live Together*, *We Buy*, and *We Live and Grow*. Other units adopted materials developed by their local WPA projects. A series, *Our Language Readers*, originally developed in the WPA Adult Education Program in Tennessee and subsequently published commercially,² was used for a period by some of the units. Although the WPA materials were prepared especially for adults, were interesting, and were based on appropriately graded word lists, they proved basically unsuitable because they dealt entirely with problems of civilian living. The extensive materials developed in conjunction with the National Citizenship Education Program suffered from a similar limitation, in that they dealt with problems which were unrelated to the more immediate interests of the trainees.

The *Camp Life Series* prepared for use of enrollees in the Civilian Conservation Corps camps proved to be the most useful. In addition to being carefully constructed, these materials were built around camp life not markedly unlike the military situation. They were obtainable from the Superintendent of Documents, Government Printing Office, Washington, D. C. As late as December 1941, after *Army Life* had been used for approximately four months, one of the commanding officers of a large replacement training center, when questioned concerning possible alternate texts to be adopted in lieu of *Army Life*, wrote as follows: "The best series of texts for adult beginners are unquestionably the 'Camp Life' series produced by the Civilian Conservation Corps. . . . With slight adaptation to life centering around a replacement center, these books produced by a government agency would probably be the best available texts."³

The War Department was early aware of the need to secure an appropriate basic text for the academic instruction of the men in the special training units. Even prior to the directive which organized the special training units, in July 1941, members of the War Department General Staff had been in communication with the state supervisor of the WPA writers' project in Florida, concerning the appropriateness of two vol-

² Prepared by Ann Bowman, Specialist in Adult Education, under the sponsorship of the Tennessee State Department of Education.

³ Letter to The Adjutant General, Washington, D. C., from Headquarters, Engineer Replacement Training Center, Fort Belvoir, Va., Subject: *Report on Special Training Unit Texts*, December 1, 1941.

umes, *Army Life Reader*, No. 1, and *Army Life Reader*, No. 2, with which the project had been associated. In June 1941, the state supervisor of the WPA Writers' Project in Florida wrote as follows: "I am able to offer you the Writers' Project's *Army Life Reader*, No. 1, approved for publication by our Washington office. . . ." ⁴ Concerning *Army Life Reader*, No. 2, it was pointed out that a contract had been signed with private publishers, and that the contents of the reader would be made available to the War Department if release from the contract could be obtained. The suitability of the *Army Life Reader*, No. 1, was established, late in June 1941, and in August 1941 ten thousand copies were purchased for distribution throughout the special training units. ⁵ Immediately after the distribution of the text was ordered, each user (commanding officer of the camp) of the text was requested to submit, "after experience in the use of the text, *Army Life* reader, detailed suggestions for the modification, supplement, or replacement of this text. . . ." ⁶ *Army Life Reader*, No. 2, effectively revised for Army use as a result of recommendations made by the War Department staff and by the users of *Army Life* in the field, was eventually published as the *Soldier's Reader*. The development and adoption of the *Soldier's Reader* will be further discussed at a later point.

Army Life was prepared as a basic reader for Selective Service trainees who were "lacking in the fundamental skills of reading, writing, and arithmetic." ⁷ Situations of Army life were taken as a background for the presentation of subject matter. Words and phrases in everyday Army use were presented in the text. And arithmetic problems related to the daily needs of the soldier were employed.

The text was organized into a series of brief reading units. Examples of these units follow: My Home, My Family, My Camp, An Army Camp, Mess Tables, Camp Cooks, Post Exchange, Camp School, The Camp Doctor. Each unit was illustrated by a picture, and contained drill exercises in which the man was required to write the new words and sentences learned. Review exercises were included at frequent inter-

⁴ Letter from Dr. Carita Doggett Corse, State Supervisor, WPA Writers' Project of Florida, to Major C. D. Hill, GSC, War Department General Staff, June 21, 1941.

⁵ War Department Letter, AG353 (8-20-41), Subject: *Special Training Unit Text*, August 25, 1941.

⁶ War Department Letter, AG353 (8-20-41), Subject: *Special Training Unit Text*, August 26, 1941.

⁷ E. D. Wilson and D. Ling, *Army Life*, Atlanta, Ga., Allen James and Co., 1941.

vals throughout the text. The latter part of *Army Life* was concerned with arithmetic. Initially, the fundamental combinations in the four fundamental processes were presented. Subsequently, brief units on the calendar, common signs in camp, coins and bills, map reading, etc.—integrating reading and arithmetic—were provided. A basic vocabulary for the trainee was also listed on the last page and inside cover of the text.

Army Life was a combination workbook and text. Considering that it had been published prior to the War Department's organization of special training units, it could not possibly meet all the objectives set in the program. For example, the content was not differentiated into grade levels. It is doubtful, moreover, that adequate provision was made in the text to take the trainee to the required fourth-grade level.⁸ The following appeared among the suggestions for revising *Army Life*, made in December 1941 by the commanding officers of camps containing special training units:

1. Reduce the number of new words per lesson to not more than 5 each for the first 10 lessons.

2. The text material should be built around the platoon and the company, not the "camp."

3. Letter writing should appear earlier in the text.

4. Arithmetic lessons need to include more examples of daily transactions.

5. Lessons on stamps, coins, bills, the clock and the calendar need more development.

6. Map reading should be eliminated as the lesson given is one of local interest.

In January 1942, for purposes of planning, the War Department sent communications to the various Chiefs of Arms and Services, in order "to secure a complete and accurate report upon the present status of all Special Training Units now organized and functioning at the Replacement Training Centers."⁹ Analysis of the reports received from twenty-two special training units revealed the following to be among the needs most commonly expressed:¹⁰

⁸ *Army Life Reader*, No. 1, which was adopted in the Army as *Army Life*, was considered by its authors and publishers to be a very simple text. The publishers considered *Army Life Reader*, No. 2, as a "second book on a higher level, to serve the same purpose."

⁹ War Department Letter, AG353 (1-15-42) ST, Subject: *Special Training Units*, January 15, 1942.

¹⁰ Informal Memorandum to Maj. M. A. Seidenfeld (later Lt. Col.), Subject: *Reports of Special Training Units*, February 23, 1942.

1. Textbooks and manuals written expressly for the unit.
2. Measurement devices to classify men and measure progress.
3. Standardized lesson plans.

Following the analysis of the reports submitted by the special training units, it was recommended that a number of projects be undertaken, among them the following:¹¹

1. An educational achievement test should be constructed for classifying entering trainees in the special training units according to their abilities.
2. Special textbooks in the elementary academic subjects should be written employing very simple language, large type, many illustrations, and using basic military material as background subject matter, thus teaching useful information together with the basic academic skills.
3. Standardized lesson plans, based upon the textbooks, should be worked out.
4. Tests, synchronized with the textbooks, should be developed.

Shortly after the reports on *Army Life*, and the subsequent requests, were received from the units, work on the revision of the basic reader was expedited. In March 1942, the War Department submitted to the authors and publishers of *Army Life* a detailed set of specifications, the vocabulary (a Utility List and an Army List, both based on Thorndike's *Teacher's Word Book*, 1932 edition), and the illustrations for the new reader.¹² It was recommended that:

1. The material be divided into four sections and the level of difficulty increase gradually from very easy lessons to a fourth-grade level of reading.
2. Realism be stressed throughout the text.
3. The Utility Vocabulary List, which consisted of general background words, be considered as "a suggestion rather than as a definite recommendation," and the words on this list not be taught formally after Section II in the reader. [In a later communication, it was further recommended that the Utility List be considered tentative and that reference be made to WPA Graded Word Lists as a guide.]
4. The Army Vocabulary List, which consisted of basic military terminology, be taught in formal lessons.
5. Two restrictions on vocabulary be considered important: the maximum number of words used in the text, Utility and Army Lists combined, be 800; utility words be of no more than fourth-grade level in difficulty.
6. Short, self-administering review tests be placed throughout the text at frequent intervals.

¹¹ *Ibid.*

¹² Maj. M. A. Seidenfeld (later Lt. Col.), letter to Allen James and Co., Educational Publishers, March 11, 1942.

Many additional specifications concerning content, illustrations, and layout were submitted. In addition, a section "Suggestions to Instructors" was prepared for inclusion as an introduction to the text. Not only were general suggestions included, but specific recommendations were made for the material in each of the four sections. By August 1942, when the Army started to induct illiterates to the extent of 10 per cent of all whites and Negroes reporting for induction on any single day, the revised reader, known as the *Soldier's Reader*, was completed and made available to all installations.¹³ In addition to the *Soldier's Reader*, many other instructional materials had been completed by August 1942. These included supplementary reading materials, instructors' guides, a film strip, and placement and progress tests.

The *Soldier's Reader* served as the basic text until June 1, 1943, when it was replaced by Technical Manual 21-500, *Army Reader*.¹⁴ The development of the *Army Reader* will be described herein in the section "Later War Department Instructional Materials," which will contain a discussion of materials used subsequent to June 1, 1943, when the special training units were organized at the reception center level. The *Soldier's Reader*, like *Army Life*, was a privately printed text.¹⁵ Its content and organization, however, were influenced to a greater degree by War Department personnel and policies. It was essentially a workbook in reading, writing, and arithmetic, and was divided into four sections "which roughly approximate in level of difficulty the first four grades of the elementary school."¹⁶ The original division of the text into sections was revised shortly after publication. The revised organization was recommended in the *Testing Manual for Measuring Ability in Reading, Writing, and Arithmetic*, which described the use of the placement and progress tests. A comparison of the original and revised sectional divisions of the *Soldier's Reader* follows:

¹³ War Department Letter, AG702 (8-15-42) UP, Subject: *Academic Training in the Special Training Unit*, August 15, 1942.

¹⁴ The actual publication date of the *Army Reader* was May 14, 1943, but its major usefulness in special training units did not commence until June 1, 1943, with the modification in the organization of the special training program.

¹⁵ Although the text was privately printed, the names of the authors and publishers did not appear in it, by common agreement between the parties concerned and the War Department.

¹⁶ The Adjutant General's Office, DST-M2, *Testing Manual for Measuring Ability in Reading, Writing, and Arithmetic*, p. 3, August 1942.

	PAGES INCLUDED	
	<i>Soldier's Reader</i>	<i>Recommended in Testing Manual</i>
Section I	4-29	4-19
Section II	30-39	20-46
Section III	40-65	47-65
Section IV	65-101	65-101

Like *Army Life*, the *Soldier's Reader* was made up of a series of reading units, each appropriately illustrated. Each of the units in the first two sections also contained drill exercises, requiring the men to write newly acquired words, phrases, and sentences. Review exercises were interspersed throughout the text, and a glossary of 309 words was included at the end of the text. The glossary of words included in the *Soldier's Reader* contained many more military terms than the vocabulary list in *Army Life*.

The *Soldier's Reader* was unlike *Army Life* in several ways:

1. *It included material at a higher level of difficulty.* The reading material in the second part of Section III and in Section IV was based on selected passages from Field Manual 21-100, *Soldier's Handbook*.¹⁷ Accordingly, the trainees were provided with an opportunity to read paragraph material which contained a simplified version of such topics as Wearing the Uniform, The Hand Salute, The Scout Patrol, Military Discipline, Military Courtesy, Insignia, Interior Guard Duty, etc.

2. *It was based on a controlled vocabulary.* Although the *Army Life* was based on a graded vocabulary, recommended for adult elementary texts, the *Soldier's Reader* was based on a recommended Army vocabulary in addition to a basic utility list.

3. *It contained arithmetic material appropriately distributed throughout the text.* In *Army Life*, arithmetic comprised the second portion of the text, and computation examples involving the fundamental combinations in all of the fundamental processes followed one another, page after page. In the *Soldier's Reader*, instruction in the fundamental processes was provided at the appropriate grade level, and considerably more opportunity was provided for the application of skill in problems integrating computation with military situations. In both *Army Life* and the *Soldier's*

¹⁷ The *Soldier's Handbook* was the guide distributed to all recruits at reception centers to help orient them to the Army. In general, the material was far too difficult for the men assigned to special training units.

Reader, the emphasis was on computation and problems involving whole numbers. Fractional and decimal computation, usually not taught as early as the fourth grade in typical elementary schools, was not included.

4. *It provided greater opportunity for drill and review, through writing exercises and self-tests of progress.* This was in accord with suggestions made by the users of *Army Life* and recommendations submitted by the War Department to the writers and publishers.

5. *It contained a section entitled "Suggestions to Instructors" and included reminders throughout the text in the form of brief notes to the instructor.* In *Army Life*, a brief preface served to orient the instructor in a general way concerning the men to be taught and the methods to use. In the *Soldier's Reader*, a series of general recommendations concerning the types of drill to employ, the importance of motivation, and the role of the text in the program were followed by detailed suggestions for teaching the material in each of the sections. The "Suggestions to Instructors" were not so detailed as teaching recommendations customarily found in teacher's editions accompanying primers and other elementary reading texts; they were concerned with the general instructional approach and yet were highly specific in nature. For example, the following is one of the suggestions made in conjunction with Section I of the reader: "Start a bulletin board that requires that they recognize their own names in announcements and, within a day or two, have something that needs to be signed by each of them."¹⁸ For material in Section II, one finds the following among a series of suggestions: "Continue to display pieces of labelled equipment around the room and later remove the labels and have the men write the names on the blackboard or on cards. Change the exhibits frequently."¹⁹

In addition to the basic texts, other trainee materials included among the early War Department instructional publications were *Our War*, *Newsmap Supplement*, and *Your Job in the Army*.

Our War, a simply written and well-illustrated monthly news periodical, was first published by the War Department in June 1942. The publication, in June 1942, of *Our War*, which contained interesting news accounts and feature articles, and, in November 1942, of *Newsmap Supplement*, a weekly single sheet summarizing current events, was sponsored by the War Department to meet the needs of the special training

¹⁸ *Soldier's Reader*, p. 2.

¹⁹ *Ibid.*, p. 3.

units. All expressed the need for supplementary reading materials, to keep the men oriented concerning current happenings. Shortly after their organization in 1941, many special training units adopted *Our Weekly News*, a publication of the American Education Press, Inc., Columbus, Ohio, as supplementary reading material to serve this objective. In October 1941, commanding officers of those units where *Our Weekly News* was employed were officially requested to comment on the advisability of having it adopted by the War Department for general use throughout the special training program.²⁰ Although the responses in general were favorable, the publication was not adopted. Units in the field, when requesting from the War Department that the publication be forwarded to them on a weekly basis, were advised as follows: *Our Weekly News* "has not been approved by the War Department for general distribution. However, it may be obtained by you with Special Field Exercise Funds now on allotted status to your office."²¹ Instead, the War Department proceeded to develop its own publications—*Our War* and *Newsmap Supplement*.

The June, July, and August 1942 issues of *Our War* were 4 pages in length. A single issue for the months of September-October 1942 contained 8 pages. Subsequent to the September-October 1942 issue, *Our War* appeared monthly, in the 8-page format, through the month of September 1945. Its continued publication was due to the appeal which it had for the trainees and also the general value which the instructors put on it in the program.

After the first four issues of *Our War*, the War Department sent a questionnaire to special training units concerning the format, content, and general usefulness of the publication. Thirty-six units responded, representing between 85 and 90 per cent of those polled. A summary of the responses to the questionnaire revealed that the greater majority of the units preferred the following content: timely war stories, illustrated photo stories, stories about Army jobs. Although some of the units expressed an interest in simple fiction stories, the majority were not interested in that type of reading material. The questionnaire also revealed that unit instructors had the men read aloud from *Our War*, and that material from the publication served as a basis for class discussion. In

²⁰ War Department Letter, AG353 (10-20-41) MT-C, Subject: *Special Training Unit Text*, October 22, 1941.

²¹ War Department Memorandum, G3/25445, Subject: *Our Weekly News*, February 7, 1942.

general, the units were well satisfied with the appearance, size of type, illustrations, and level of difficulty of the material.

Our War did not follow a rigid standard pattern. The material in it was prepared by staff personnel at the War Department. Later in the special training program, when the units were functioning well, commanding officers of the various units were requested to submit "suitable materials prepared by the cadre and trainees, which may be edited for inclusion in *Our War*."²² In general, *Our War* contained the following:

1. *Articles on outstanding personalities.* These included leaders of the United States, leading generals of the War Department and in the theaters of operation, prominent civilian leaders in war industries, and similar types of individuals.

2. *Articles on the arms and services of the Army.* This series contained brief stories on the Infantry, Quartermaster Corps, Medical Department, Field Artillery, Coast Artillery Corps, Corps of Engineers, etc. Feature articles on the Navy, Marine Corps, Coast Guard, Seabees, and the Merchant Marine were also included.

3. *A cartoon strip.* This was a regular feature and told the experiences of Private Pete and his friend Daffy, two characters who appeared in instructional materials developed for the special training units. The cartoon strip covered two pages and generally included material of value to the soldier. The following were among the cartoon strips which appeared in *Our War*: Christmas in Camp, Marksman Pete, Pete Meets Gas, Private Pete Keeps Healthy, Private Pete Learns About the MP.

4. *A picture page.* This was a regular feature, which used pictures and appropriate captions as a means of facilitating reading accomplishment. At times it helped to teach the men about technical matters. Among picture pages which were included in *Our War* were the following: Testing Army Food, Saving Equipment in Battle Areas, How Airplanes Are Made, Weapons in the Making, Army Christmas, Women in the War.

5. *A map page.* Maps were often included to help the men locate various military fronts about which they were reading. In addition, they were constructed to include measurement concepts. Maps were varied and included flat maps, global types, pictorialized maps, and polaroid types.

²² Director of Military Training, ASF, Letter, SPTRP 461 (3 June '44), Subject: *Materials for Inclusion in "Our War,"* 3 June 1944.

6. *Stories of outstanding weapons and material.* These included articles on such items as the bazooka, hand grenades, ammunition, and the "jeep."

7. *Methods of warfare.* Among the articles included within this category were the following: Platoon Takes Pillbox, Making a Beachhead, House to House Fighting, Jungle Patrol, Teamwork in Battle.

8. *Articles on outstanding holidays and events.* These included birthdays of prominent historical figures, V-E Day, meetings of the United Nations, etc.

In general, the material in *Our War* was intended for men at the third- and fourth-grade levels. Most of the material was written at an upper-third-grade level. From time to time, some material for second-grade men was included. The level of difficulty of the material included in *Our War* was carefully checked by three criteria: (1) the professional judgments of psychologists and educators skilled in the preparation of instructional materials; (2) standard vocabulary lists, developed for adult elementary reading materials (Dale Word List, Thorndike Word Lists, and the Graded Word List contained in WPA Technical Series, Educational Circular No. 10, Supplement No. 1, 1938); (3) the Lorge formula for estimating grade placement of reading materials. The readability index obtained by the Lorge formula was taken as suggestive of grade level only, since the Lorge method discriminates most effectively with material beyond a fourth-grade level of difficulty. However, when the readability index obtained by the Lorge formula exceeded a fourth-grade level, revisions were made in content to reduce the average sentence length, the number of hard words, and the number of prepositional phrases. The criteria employed in determining the difficulty level of material included in *Our War* were those commonly employed in the development of most of the War Department instructional materials.

Although initiated during the early period of special training, *Our War* continued throughout the program. Reference will be made to *Our War* again in connection with the instructor's guide which was prepared for use with the publication in the field.

The publication of the *Newsmap Supplement* for men in special training units was approved in November 1942.²³ The regular weekly *News-*

²³ Contained in the First Memorandum Indorsement, The Adjutant General's Office Memorandum, AG353 (11-11-42) OT, Subject: *Newsmap Supplement*, November 11, 1942.

map for all men in the Army contained news items on the progress of the war on the different fronts. This publication was a part of the Army Orientation Program and was intended as a means of keeping the soldiers well informed concerning the total current military situation. The *Newsmap Supplement* was planned for the illiterates, non-English-speaking men, and Grade V men because it was obvious that the material in the regular *Newsmap* was too difficult for them. The material contained in the *Supplement* was identical with that of *Newsmap*, but the wording was adapted to the needs of the men in special training.²⁴ Criteria similar to those used in conjunction with *Our War* were employed in the preparation of the *Newsmap Supplement*.

The *Newsmap Supplement*, like the *Newsmap*, appeared weekly. One side of the sheet contained the news related to the map of the war fronts; the other side generally contained the feature stories of the preceding issue of *Newsmap*. At times, the rewriting of the news required the use of both sides. The *Newsmap Supplement* was illustrated with pictures, drawings, and maps in order to enrich the illiterate's comprehension of the material. In the special training units, copies of *Newsmap Supplement* were posted adjacent to the regular *Newsmap*. In addition, it was used as the basis "for group discussions as well as for reading exercises."

The publication of the *Newsmap Supplement* was continued until January 1944. At that time, it was replaced by the *Newsmap-Special Edition*, characteristics of which will be described in the section dealing with later War Department instructional materials. In general, the *Newsmap-Special Edition* served the same purpose as the *Newsmap Supplement*, although its format was entirely different. The publication of *Newsmap-Special Edition* for men in special training units continued throughout the entire special training program.

A final War Department publication, prepared for trainees during the early period of special training, was the pamphlet *Your Job in the Army*. It was approved in November 1942 as supplementary reading material. It served to acquaint men in special training with the types of jobs they were most likely to fill in the Army. *Your Job in the Army* contained simple, brief descriptions of such Army jobs as the following: Rifleman, Ammunition Handler, Bath Attendant, Cannoneer, Sterilizer Operator,

²⁴ The publication of *Our War* for special training units did not obviate the need for the *Newsmap Supplement*, since the former appeared monthly and was unsuitable as a vehicle for current news.

Truck Driver, Wrecker Operator, Horse Artillery Driver, etc. Each job description was accompanied by an appropriate photograph illustrating the performance of the job. Some of the job descriptions were not appropriate to military operations characteristic of World War II, e.g. Horse Artillery Driver, Pack Driver, Stable Orderly. Consequently, the pamphlet was revised after some thirteen months of use by the units. In December 1943, the revised *Your Job in the Army* was published as War Department Pamphlet 21-3. A fuller description of the revised pamphlet will be presented in a discussion of the later War Department instructional materials.

INSTRUCTOR MATERIALS

The importance of appropriate materials to orient instructors assigned to special training units was appreciated from the start of the special training program. It was considered important to provide teachers with teaching material which would acquaint them with the instructional needs of men assigned to special training units. It was also considered essential to make available to them varied background course material, concerning the Army in general, which they could use in the classroom.

Many of the instructors used available materials as guides. For pedagogical guides, many turned to standard texts on adult elementary education. A number of instructors in some units made extensive use of the instructional materials of the Works Progress Administration.²⁵ The regular field manuals and technical manuals of the War Department served as reference materials on military matters. Early in 1942, a limited number of a series of booklets prepared by the Women's Interests Section, War Department Bureau of Public Relations, was made available to each of the units. The following were included in the series: *The Soldier and His Food*; *The Soldier and His Religion*; *The Soldier and His Health*; *The Soldier and His Uniform*; *The Soldier and His House-keeping*; and *The Soldier and His Recreation*. Originally prepared for

²⁵ Those which proved most helpful follow:

WPA Technical Series Community Service Circular No. 3, Education Program No. 1, *A List of Sources of Free and Inexpensive Aids for Teachers of Adults*, 1940.

WPA Technical Series Community Service Circular No. 8, Education No. 3, *A List of Free and Inexpensive Teaching Materials*, 1940.

WPA Technical Series Education Circular No. 10, *Preparation of Reading Materials for Adult Education in the Foundation Fields*, and Supplement No. 1, *A Graded Word List*, 1938.

WPA Technical Series Education Circular No. 5, *Aids to Teachers of Literacy, Naturalization and Elementary Subjects for Adults*, 1938.

parents and general public consumption, this series proved valuable to instructors. It was also found possible to use these materials with some of the more advanced students in special training units.

In order to provide a standard pedagogical guide for all instructors in special training, the War Department, in April 1942, requested permission from the Commissioner of the United States Office of Education, "to reproduce and revise selected sections of the 'Manual for Teachers of Adult Elementary Students'."²⁶ This manual, by Whipple, Guyton, and Morriss, was a revision of *The Manual for Teachers of Adult Illiterates* originally prepared by W. S. Gray. The Commissioner approved the request of the War Department,²⁷ and the revision, DST-M1, *Manual for Teachers of Adult Elementary Students, for Use in Special Training Units, United States Army*, was approved in May 1942.²⁸

The revision was a "handbook of aids to be used in preparing teachers for service in special training units." Throughout the guide, appropriate references were made to the *Soldier's Reader*. Four major topics were considered in the handbook, as follows: (1) Objectives of Academic Training in Special Training Units, (2) Qualification and Preparation of Teachers, (3) Testing and Grading of Students, and (4) Specific Aims and Organization of Instruction. The manual contained a summary of the aims of the special training units and of the specific subject matter objectives of the various grade levels. In addition it contained recommendations on methods of classifying and grading students and on instructional procedures.

DST-M1, *Manual for Teachers of Adult Elementary Students, for Use in Special Training Units, United States Army*, served as the standard instructor's guide until June 1, 1943. The only other materials prepared for instructors during this early period were the "Suggestions to Instructors," which were included in the *Soldier's Reader* and have already been described, and DST-M2, *Testing Manual for Measuring Ability in Reading, Writing, and Arithmetic*. This latter manual was developed to accompany the placement, progress, and graduation tests employed in the special training program, and consequently will be dealt with in the section on tests.

²⁶ The Adjutant General's Office Letter, AG702 (4-2-42) ST, April 2, 1942.

²⁷ Communication from Commissioner Studebaker to General Ulio, The Adjutant General, April 4, 1942.

²⁸ Director of Military Training Memorandum, Services of Supply, SPTRT 461 (5-8-42), May 8, 1942.

VISUAL AIDS

In the regular course of military instruction in special training units, considerable use was made of different types of visual aids; this was in accordance with prescribed military training doctrine. The visual aids included training films, film strips, pictures, posters, maps, diagrams and charts, objects and models, sand tables and topographic models.

Military and civilian personnel, professionally trained in psychology and education, who were assigned to the section supervising the operations of special training units, recognized that many of the regular visual aids were too difficult for the illiterate, non-English-speaking, and Grade V personnel. For example, in the regular film strips, charts, and posters, the language employed was decidedly beyond a fourth-grade level of difficulty; and in the training films the dialogue was too difficult and the action too rapid. Consequently, a number of film strips were especially prepared for use in special training. Language was kept at a simple level. It was felt that the speed of projection of this type of continuous series of still pictures could be adapted to the needs of the group. Any frame in the strip could be held on the screen until the majority of the group had mastered it.

In April 1942, request for the production of these film strips was made of higher authority in the War Department.²⁹ Three sample film strips on weapons and equipment were submitted with the stipulation that these would be used "in the initial phase of instruction of illiterates, non-English and mentally limited classes at Special Training Units now established at Replacement Training Centers." The request, however, was "not favorably considered" since it was "believed that better means exist for familiarizing illiterates with their weapons and equipment, and that existing film strips are satisfactory to supplement instruction, if desired, after the illiterate has had basic classroom instruction."³⁰ In refusing the request, it was pointed out further that familiarization of the illiterate with his weapons and equipment "should be completed during the recruit's basic military training period in his replacement training center

²⁹ The Adjutant General's Office Memorandum, AG413.56 (4-20-42) ST, Subject: *Preparation of Film Strip for Use in Training of Illiterates in Special Training Units*, April 21, 1942.

³⁰ Director of Military Training Memorandum, Services of Supply, SPTRT 413.53 (4-20-42), Subject: *Preparation of Film Strip for Use in Training of Illiterates in Special Training Units*, April 23, 1942.

by actual use of the weapons and equipment and not by recognizing pictures of them on a screen."³¹

In the request for reconsideration of this decision, it was pointed out that the film strips were "not designed for use in familiarizing illiterates with weapons and equipment but as aids in the basic classroom instruction in reading."³² They were intended to help the men learn a useful functional vocabulary, since they dealt with military terms which the men were expected to know. It was also pointed out that they were valuable visual aids and that in the existing film strips the vocabulary was "too difficult for non-readers in the early stages of their instruction." Following this second request, approval was granted in May 1942 for the preparation of one film strip "as an experiment for use in supplying reading drill to Special Training Units."³³ Film Strip 12-1, *Special Training in Reading, Writing, and Arithmetic*, was prepared and finally approved by higher authority in June 1942, with the provision that no additional film strips would be produced until the practical value of FS12-1 was ascertained and a report on its usefulness submitted.³⁴

The material in Film Strip 12-1 was correlated with Sections 1 and 2 of the *Soldier's Reader*. It provided instruction in the reading and writing of simple words and sentences, and in simple arithmetic computation in the four fundamental processes. Among the words taught the men, through appropriate pictorial representation, were the following: bayonet, canteen, cartridge belt, hand, helmet, leggings. Simple sentences were taught through the strip: This is a barracks; This is the roof; These are windows; The airplane is flying; etc. DST N-1, *Practice Exercise Notebook in Reading, Writing, and Arithmetic Correlated with Film Strip 12-1*, was developed as a workbook for the trainees. This workbook provided the men with additional opportunities for drill in the material taught through FS12-1.

After FS12-1 had been used for a time, a questionnaire concerning its usefulness (in compliance with the previously noted directive) was

³¹ *Ibid.*

³² The Adjutant General's Office Memorandum, AG413.56 (4-20-42) ST, Subject: *Preparation of Film Strip for Use in Training of Illiterates in Special Training Units*, May 6, 1942.

³³ Director of Military Training, Services of Supply, Memorandum, SPTRT 413.53 (4-20-42), Subject: *Preparation of Film Strip for Use in Training of Illiterates in Special Training Units*, May 13, 1942.

³⁴ First Memorandum Indorsement to The Adjutant General's Office Memorandum, AG413.56 (6-9-42), UP, Subject: *Preparation of Film Strip for Use in Training of Illiterates in Special Training Units*, June 9, 1942.

sent to special training units.³⁵ Twenty-five units responded, twenty-two of them sending in detailed reports. The following were among the findings:³⁶

1. FS12-1 had been shown 128 times at 22 units during the period of one month, averaging slightly more than 5 showings per unit.

2. A total of 2,692 men, in 22 units, had seen the strip, averaging approximately 122 men per unit.

3. Ninety-two per cent of the commanding officers and instructors of the units indicated that they planned to use the film strip in future training cycles. Eight per cent indicated that they did not wish to do so. These 8 per cent expressed a desire for film strips, but stated that FS12-1 was unsuited to their needs (cavalry, medical units, who were unarmed, etc.).

4. A report on the reaction of the men undergoing special training showed that 78 per cent of the men were enthusiastic about the film strip; 9 per cent were indifferent; and 13 per cent did not indicate their reaction or the unit commander could not decide what it was.

5. Advantages frequently reported for the strip follow: Held the interest of the men; correlated military training with academic work; speedily indicated areas in which remedial teaching was necessary; students quickly learned to associate word with object; increased retention of material learned; provided excellent drill; developed alertness; standardized teaching procedures.

6. Disadvantages which were frequently reported follow: Did not come down to the level of the most limited men; was at too low a level for the more advanced students; consumed too much time on only a single phase of the *Soldier's Reader*; was not long enough; contained no phonetic training; contained too many words and items per picture.

7. All units reporting (25) stated that they would welcome the production of other film strips. Film strips on basic military subjects and on reading and arithmetic were recommended.

Along with the results obtained from the questionnaire, a request was submitted for authority to develop five new film strips for special training units, on the following subjects: (1) reading, (2) arithmetic proc-

³⁵ Professional personnel in the War Department were fully aware that a "single film strip was hardly a good test of a teaching technique."

³⁶ Contained in an informal memorandum to the Deputy Director of Training, signed by Lt. Col. M. A. Seidenfeld, October 16, 1942.

esses, (3) military courtesy and discipline, (4) general orders, (5) uniform and insignia. Approval was granted in November 1942.³⁷ Subsequent to the approval, eight additional film strips were developed; these will be discussed later in this chapter.

Film strip 12-1 was the only visual aid developed as official War Department instructional material and used in the special training units during the early period. Extensive use was made of illustration, pictorial and otherwise, in the regular issues of *Our War* and *Newsmap Supplement* during this period, but these were not visual aids primarily.

TESTS

A co-ordinated system of objective testing was developed as an essential adjunct of the special training instructional program. The series of tests, developed in July 1942, served the following purposes:³⁸

1. To classify the men at the beginning of their training, according to their ability in reading, writing, and arithmetic.
2. To measure improvement in these skills as the men progressed through the course of study.
3. To measure final achievement as an aid in determining when a satisfactory level had been reached.

Five tests were included in the series: DST-6:X-1, *Placement Test*; DST-9a, DST-9b, and DST-9c, each a *Unit Test*; and DST-7:X-1, *Achievement Test*. The tests were designed for use with the standard text, the *Soldier's Reader*.

The *Placement Test* was administered to each man before he began his special training work. It consisted of 75 items arranged in five cycles of increasing difficulty. Each cycle contained 15 items: 6 on word meaning, 4 on reading, and 5 on arithmetic. Total scores for the over-all placement test, and part scores for vocabulary, reading, and arithmetic could be computed. Working time on the entire test was 30 minutes.

The initial placement of each man in an appropriate grade level of the special training unit was determined on the basis of his total score on the *Placement Test*. Individuals with scores from 0 to 19 were assigned to Section I of the *Soldier's Reader*; from 20 to 29, Section II;

³⁷ First Memorandum Indorsement by Director of Military Training, Army Service Forces, SPTRT 413.53 (7-21-42) November 8, 1942.

³⁸ The Adjutant General's Office, DST-M2, *Testing Manual for Measuring Ability in Reading, Writing, and Arithmetic*, August 1942.

from 30 to 39, Section III; and 40 and over, Section IV. These critical scores were tentative, and it was recommended that in addition to the scores themselves, qualitative analysis be made of each man's performance in assigning him to an appropriate level. The part scores on the test were not considered sufficiently reliable for placement purposes. Furthermore, even if the part scores were thoroughly reliable, it would have proved utterly impractical to place a man in one level for instruction in one subject, and in other levels for training in other subjects. It was recommended that the part scores be used for remedial teaching, and that instructors use these scores for planning appropriate instruction for those men who do well in some subjects and poorly in others.

Each *Unit Test*—DST-9a, -9b, and -9c—was used to determine whether the man had completed the section of the reader equivalent to it. *Unit Test* DST-9a was used at the completion of the first grade to decide whether or not a man was ready to proceed to Section II of the *Soldier's Reader*; DST-9b, whether he was ready for Section III; and DST-9c, whether he was ready for Section IV.

DST-9a was a simple test requiring the man to write his name, serial number, and camp name, and to show familiarity with the numbers of the first decade and the ability to recognize and write some simple words. Performance on this test was not scored on the basis of any objective key. If, in the opinion of the examiner (instructor), the man's performance demonstrated mastery of the material contained in Section I of the *Soldier's Reader*, then he was advanced to the second level. DST-9b and DST-9c each consisted of three cycles of increasing difficulty. Like the *Placement Test*, each cycle contained 15 items, and the tests yielded whole as well as part scores. No specified working time was prescribed for DST-9a; twenty minutes each were prescribed for DST-9b and -9c. A score of 25 on DST-9b indicated a man's readiness for the work of the third level; a score of 30 on DST-9c, a man's readiness for the work of the fourth level. These were tentative critical scores. Instructors were admonished to consider all other evidences of accomplishment in addition to the attainment of the critical scores on the unit tests, before advancing a man to the next higher grade.

DST-7:X-1, *Achievement Test*, was used to determine whether the man was ready to graduate from academic training. It was possible to administer the *Achievement Test* to a man at any time during the special training course, if he appeared to have mastered sufficient subject matter

to be able to proceed with regular training. The form of the *Achievement Test* was exactly like that of the *Placement Test*. It consisted of the same number of items and was organized into similar cycles of increasing difficulty. The working time on the test was 30 minutes. It was necessary to obtain a score of 35 on the *Achievement Test* to be considered for graduation from the academic phase of the special training program.

The items for the *Placement*, *Unit*, and *Achievement Tests* were obtained from three experimental tests which were constructed for gathering data. The experimental tests were: DST-3:X-1, *Word Meaning* (77 items); DST-4:X-1, *Reading Test* (46 items); and DST-5:X-1, *Arithmetic Test* (55 items). These tests were administered to 391 men (238 white and 153 Negro).³⁹ Item analysis was done on the basis of the 191 Grade IV and Grade V men tested, the criterion being one of internal consistency—in the absence of a good external criterion. Items with low critical ratios were eliminated along with those few items which had a high difficulty index.

The following were among the results obtained in the standardization study of the tests:

1. The reliabilities of the *Placement Test* and the *Achievement Test* for Grade V men were .97 and .95.

2. The reliabilities of the part scores on the two tests ranged from .86 to .96.

3. The *Placement Test* and the *Achievement Test* total scores correlated .95 with each other.

4. The part scores on the *Placement Test* correlated with the part scores on the *Achievement Test* .87 to .94.

5. The intercorrelations of the part scores of the *Placement Test* were found to be: Vocabulary-Reading, .86; Vocabulary-Arithmetic, .61; Arithmetic-Reading, .58.

6. The intercorrelations of the part scores of the *Achievement Test* were found to be: Vocabulary-Reading, .78; Vocabulary-Arithmetic, .64; Arithmetic-Reading, .61. The tentative critical scores were established on the basis of study of the performance of Grade V men who reported various amounts of education.

³⁹ A description of the construction and standardization of the tests is contained in an Informal Memorandum to Lt. Col. M. A. Seidenfeld, Subject: *Construction of Placement and Achievement Tests for Use in Special Training Units*, July 29, 1942.

The *Placement Test*, the *Unit Tests*, and the *Achievement Test* were used along with the *Soldier's Reader* until June 1943, approximately, at which time a new series of tests was introduced in special training.

LATER WAR DEPARTMENT INSTRUCTIONAL MATERIALS

This section contains a discussion of the instructional materials used subsequent to June 1, 1943. A considerable number of these were developed prior to June 1943, but they were not distributed to the units in sufficient number to be applied in the training program. The materials, presently to be described, served throughout the extensive special training unit program conducted at the reception center level. It will be recalled that it was in connection with the introduction of this program that illiteracy ceased to be a bar to induction and that all restrictions governing the percentage of illiterates who could be inducted were revoked.

TRAINEE MATERIALS

The *Army Reader*, which replaced the *Soldier's Reader* as the basic text in special training units, was published in May 1943.⁴⁰ Work on the *Army Reader* was begun shortly after the introduction of the *Soldier's Reader*. It represented an effort on the part of War Department personnel to develop a basic text specifically for special training units.

Although the *Soldier's Reader* had represented a decided improvement over *Army Life*, it contained a number of limitations. These were well summarized in a report from one of the units in the field as follows:⁴¹

1. Little provision was made for initial advancement of non-English-speaking trainees who were illiterate in their own tongue.
2. Because the alphabet was introduced at the beginning of the book, trainees failed to advance quickly in the recognition of words as units.
3. The transition between Sections II and III of the reader was not sufficiently gradual; consequently, many men in special training initially found Section III too difficult.
4. The fundamental processes of arithmetic were presented too rapidly

⁴⁰ War Department Technical Manual 21-500, *Army Reader*, May 14, 1943.

⁴¹ First Indorsement to The Adjutant General's Office Letter, AG702 (8-15-42) UP, Subject: *Academic Training in the Special Training Unit*, August 15, 1942, from Headquarters, Midwestern Signal Corps Replacement Training Center, Camp Crowder, Mo., October 28, 1942,

for thorough assimilation by the men; and the absence of multiplication tables caused considerable difficulty in the understanding of multiplication.

The *Army Reader* was originally planned as a series of four books to be known as the *Private Pete Series* (Private Pete representing the typical soldier in a special training unit). However, higher authority in the War Department determined that the four books would be "published in one technical manual as parts one to four inclusive."⁴² These four parts were equivalent to the four grade levels into which special training units were organized. Part I provided training in word, phrase, and sentence recognition. Part II extended this language equipment and applied it to letter writing. Part III continued to build vocabulary and to increase reading skill through the use of longer sentences and paragraphs. Certain functional number concepts were introduced in this section. Part IV increased the length of sentences and paragraphs and led into a realistic reading situation. It contained neither exercises nor drills, such as were included in the first three parts.

The *Army Reader* presented the story of the typical soldier's adjustment to Army life. Part I was designated "A Day With Private Pete"; Part II, "Private Pete Writes a Letter"; Part III, "The Army Pays Private Pete"; and Part IV, "Private Pete Smith of the Army of the United States." In Part I, Private Pete was made acquainted with the various parts of his uniform, barracks, mess hall, and camp. In Part II, he learned elements of soldiering, began to acquire a military vocabulary, and wrote to his friends concerning his experiences. In Part III, he kept an expense book and performed arithmetic computation in connection with his budget, pay, laundry, etc. In Part IV, Private Pete learned about the characteristics of a good soldier, the United Nations, and global war. The *Army Reader* was a highly functional text, intimately related to and dealing with the everyday experiences of the soldier. In addition, it was profusely illustrated and contained supplementary drill exercises which correlated the teaching of reading with skills in speaking and writing English and in using numbers.

The four parts of the *Army Reader* were carefully graded to accomplish the following purposes:⁴³

⁴² Third Indorsement to Informal Adjutant General's Office Memorandum from Director of Military Training, Army Service Forces, SPTRT 461 (2-2-43).

⁴³ Informal Memorandum to Col. George A. Miller, Subject: *The Private Pete Series*, January 25, 1943, signed by Maj. Paul A. Witty.

1. To increase the vocabulary load gradually.
2. To increase the length and complexity of sentences.
3. To increase the length and complexity of paragraphs.
4. To provide variety in methods of presenting phrases, sentences, and paragraphs.

Most of the words used in the *Army Reader* were within the limits of "easy word lists."⁴⁴ There was very little increase in vocabulary difficulty throughout the different parts of the reader, in the ordinary sense of the term "graded vocabulary." Increase in the reading difficulty of the different parts was accomplished by the use of a simple vocabulary in various new combinations and in more complex situations. In this way, the soldier was led from an easily assimilated situation to a more involved and difficult one. Although words were repeated as many times as practicable, continuity was not sacrificed for repetition. The repetitive character of most texts prepared for the teaching of adult non-readers was found dull and uninteresting to many men in special training.

The *Army Reader*, subsequent to its introduction in special training, continued to be the basic text in the program. Several related instructional materials were prepared to enhance its general usefulness. These were Film Strip 12-5, *The Story of Private Pete*, which presented the basic vocabulary of stock words required in order to proceed with the *Army Reader*; DST-M3, *Teacher's Guide to Instructional Materials*, which contained suggestions on the use of the *Army Reader*, among other pedagogical recommendations; and Technical Manual 21-510, *Army Arithmetic*, which provided necessary instruction in the fundamental processes of arithmetic to supplement and enrich number concepts presented in the reader.

Technical Manual 21-510, *Army Arithmetic*, was published at the same time as the *Army Reader*.⁴⁵ Although the size of the *Army Reader* was approximately 6 by 9 inches, regular book size, the size of the *Army Arithmetic* was approximately 9 by 11 inches, a convenient workbook size. Pages in the *Army Arithmetic* were large enough to permit a maxi-

⁴⁴ An estimate, based on a study made before final revision of the *Army Reader*, revealed the following: The different parts introduced words at an average rate of about one new word to each ten running words of copy. There were about 160 different words in Part I among approximately 1,200 running words. The number of different words increased in each part. Part IV contained approximately 700 different words among 2,200 to 2,500 running words.

⁴⁵ War Department Technical Manual 21-510, *Army Arithmetic*, May 14, 1943.

num of opportunity for drill and sufficient expanse of white spaces for clarity.

Work on the *Army Arithmetic* was begun at the same time as on the *Army Reader*. In August 1942, each of the special training units was directed to collect data on *Achievement Test*, DST-7:X-1.⁴⁶ The responses of approximately 800 men to the arithmetic items in this test were tallied. Errors were classified and analyzed. Analysis of these errors afforded a sound basis upon which to construct the *Army Arithmetic*.⁴⁷

Recommendations growing out of the analysis of the errors most frequently made by the men in special training, and upon which the *Army Arithmetic* was based, follow:⁴⁸

1. Opportunity should be afforded to practice on the simple operations of adding, subtracting, multiplying, and dividing the numbers from 1 to 9. Later, larger numbers should be used, up to four digits, especially in addition and subtraction.

2. Practice in differentiating the signs for these operations should be afforded.

3. Examples that involve "carrying" and "borrowing" should be presented.

4. Examples should be presented that are so constructed that they lend themselves to the errors made most frequently:

- a. The "complete addition error," in which the man adds *all* of the digits in an addition example, paying no attention to the location of the digit in the units or tens column.

- b. The "non-directional subtraction error," in which the smaller digit is subtracted from the larger digit regardless of whether it occurs in the subtrahend or minuend.

- c. The "zero subtraction error," in which the remainder is always zero whenever a larger digit is subtracted from a smaller digit.

- d. The "simplified multiplication error," which occurs when two 2-digit numbers are multiplied and no cross-multiplication occurs.

- e. The "incomplete division error" in which a zero is put in the answer when the remainder is less than the divisor.

Like the *Army Reader*, the material in *Army Arithmetic* was directly related to the military needs of trainees. A good deal of the material was initially presented in concrete form. From the concrete the man was led to the abstract. In addition to the combinations of the four

⁴⁶ The Adjutant General's Office Letter, AG702 (8-1-42) UP, Subject: *Educational Achievement of Men in the Special Training Unit*, August 1, 1942.

⁴⁷ Informal Memorandum to Lt. Col. M. A. Seidenfeld, Subject: *Analysis of Arithmetic Errors*.

⁴⁸ *Ibid.*

fundamental processes, the *Army Arithmetic* emphasized "the meaning and application of numbers."⁴⁹ The men were made acquainted with the use of the clock, calendar, and other objects. A general review of all the material presented was included toward the end of the text.

Army Arithmetic served as the basic arithmetic text from June 1943 until the end of the special training program. It was not divided into sections. At the time of its introduction, new placement, progress, and graduation tests were also introduced, but placement in an appropriate level of special training was made on the basis of reading ability only. These tests will be described later. Recommendations concerning the use of *Army Arithmetic* were included in DST-M3, *Teacher's Guide to Instructional Materials for Special Training Units*; and Film Strip 12-6, *Introduction to Numbers*, which was prepared for instruction prior to the introduction of *Army Arithmetic*, presented the basic vocabulary, symbols, and group concepts essential in understanding elementary arithmetic. Sections on instructor materials and visual aids will deal respectively with the *Teacher's Guide* and the film strips.

Other materials prepared for the trainee during this period were the following: *Our War*, which continued to be an eight-page, richly illustrated, monthly publication; War Department Pamphlet No. 21-3, a revised version of *Your Job in the Army*; *Newsmap-Special Edition*, which replaced the *Newsmap Supplement*; and *Supplementary Reading Materials*, to be described below.

As was previously indicated, War Department Pamphlet No. 21-3, *Your Job in the Army*, the revision, was published in December 1943. The directive to revise the original publication was issued in July of the same year.⁵⁰ The revision included job descriptions more in keeping with combat experiences of World War II, and illustrative photographs and sketches showed men in combat uniforms with helmets and gas masks rather than in fatigue clothes. It was believed that the use of combat uniforms would help build morale and emphasize the fact that there was a combat zone job in the Army for each man. The revised issue of *Your Job in the Army* was a complete rewrite; its illustrations and layout represented a vast improvement over the original publication. Fifteen different Army jobs were described. The pamphlet continued to serve

⁴⁹ War Department DST-M3, *Teacher's Guide to Instructional Materials*, May 21, 1943, p. 22.

⁵⁰ First Indorsement on Informal Action Sheet, Director of Military Training Army Service Forces, SPTRT 461 (26 July 1943), Subject: *Your Job in the Army*, 26 July 1943.

the dual purpose of providing the men in special training with additional reading material and of acquainting them with jobs suitable for them after completion of regular basic training. Judged on the basis of the Lorge formula for estimating grade placement of reading materials, the job descriptions in *Your Job in the Army* were all written at a third-grade level, with the exception of one which was at a second-grade level.

The *Newsmap-Special Edition* replaced the *Newsmap Supplement* in January 1944. Whereas the *Newsmap Supplement* was a small single sheet, intended to be hung adjacent to the regular *Newsmap*, the *Newsmap-Special Edition* was of a much larger size. It was the same size as the *Newsmap-Overseas Edition*. The written copy for the war fronts on the *Newsmap-Overseas Edition* was rewritten for men in special training, and the title on the masthead was made to read *Newsmap-Special Edition*. The format, graphic content, and reverse side of the overseas edition remained unchanged.⁵¹

The *Newsmap-Special Edition* was more attractive than the *Newsmap Supplement*. It contained the original maps, colors, and photographs of the *Newsmap*, somewhat reduced in size. It had one decided disadvantage. Although the news on the war fronts was rewritten at the level of *Newsmap Supplement*, it was not possible to rewrite the copy on the reverse side.⁵² This material was therefore too difficult for the men in special training. Instructors in the special training units often used the material on the reverse side as a reference in preparing adapted materials for the trainees. The *Newsmap-Special Edition* continued to appear weekly throughout the entire program of the special training units.

The *Supplementary Reading Materials* consisted of stories about the United Nations and about outstanding war heroes and activities, written at a third- or fourth-grade level. These materials were initially sent to the units in December 1943, and were continued for several months. They were sent out officially with the expectation that eventually unit instructors would prepare comparable materials for use in their units. Among the stories of the United Nations which were sent to the units were the following: Czechoslovakia, Australia, Norway, The Soviet Union. Basic materials for these stories were taken from *The Thousand Million*, a publication of the Office of War Information published in De-

⁵¹ Director of Military Training, Army Service Forces, Memorandum, SPTRR 461 (Spec) (20 Dec 1943), Subject: *Newsmap Supplement*, 27 December 1943.

⁵² This was due to certain contractual arrangements with the public printer, who often had the reverse side material set up as much as three weeks in advance.

cember 1942. The stories contained brief descriptions of each country and its people, its government, and its resources. Especial emphasis was given to the contribution which each country was making toward the total war effort of the United Nations. Stress was placed on the similarities of as well as the differences between the peoples of the Allied nations and of the United States. Stories averaged between one and two pages in length.

The following were among the stories on war heroes and activities: "Dorie, The Mess Man"; "The Shavetail of Bataan"; "The 99th Fighter Squadron"; "Negro Engineers on the Alaska Highway"; and "The Nurse From Missouri." A number of the stories on war heroes were submitted by supervisors and instructors from the units.⁵³ These were edited to insure that their level of difficulty would be no higher than that of the fourth grade. Quite a number of the stories in the *Supplementary Reading Materials* dealt with Negro exploits. This was planned for two reasons: First, the number of Negro men in special training units, at the time the stories were sent out, was greater than half the total enrollment, and it was felt that effective motivation could be provided these men by the inclusion of such materials.⁵⁴ Second, it was desired to build up, on the part of all men, a proper appreciation of the contribution being made by the Negroes to the war effort.

The distribution of the *Supplementary Reading Materials* by the War Department was discontinued after several months, when it became apparent, during inspection of the units, that many of them had commenced to develop their own materials to meet specific needs.

INSTRUCTOR MATERIALS

Three major publications designed to serve as an instructor's guide were prepared. War Department DST-M3, *Teacher's Guide to Instructional Materials for Special Training Units* was developed to replace DST-M1, *Manual for Teachers of Adult Elementary Students, for Use in Special Training Units, United States Army*.⁵⁵ In addition, War Depart-

⁵³ Lieutenant Goodman and Sergeant Armstrong from Camp Bowie, Tex., were the authors of "Dorie, The Mess Man"; "The Shavetail of Bataan"; and "The Nurse from Missouri."

⁵⁴ Similar types of materials dealing with Negroes were included in *Our War*.

⁵⁵ DST-M1, *Manual for Teachers of Adult Elementary Students, for Use in Special Training Units, United States Army*, was officially declared obsolete in January 1944. See First Indorsement on Transmittal Sheet by Director of Military Training, Army Service Forces, SPTRR 461.01 (Spec) (18 Jan 1944), 31 January 1944.

ment Pamphlet No. 20-2, *Teaching Devices in Special Training Units*, and War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, served as fundamental aids to instructors assigned to the training of the illiterate, non-English-speaking, and Grade V men.

DST-M3, *Teacher's Guide to Instructional Materials* was published in May 1943. It was intended to provide a background of common understanding for all instructors in special training units. It set forth the philosophy which determined the final form of the basic texts—*Army Reader* and *Army Arithmetic*. It contained recommendations on the use of these texts and other instructional materials. It included, in addition, suggestions for testing and placement of men, plans for the construction and use of visual aids, and many supplementary exercises and drills.

The recommendations contained in the *Teacher's Guide to Instructional Materials* were highly specific. For example, reference was made to the *Army Reader* and *Army Arithmetic*, and for practically each page of these texts teaching recommendations were offered. The following excerpt illustrates the type of recommendation made:⁵⁶

Page 5.—Suggest that the men note the differences between a soldier and a civilian. Questions and answers should be given rapidly: "This is a soldier," "This is not a civilian," "What is he?" "He is a soldier."

Clip a picture of a civilian from a magazine. Fasten this on the wall. Now touch or point to the picture and say: "This isn't a soldier. He's a civilian." Point, ask, and repeat: "Is he a soldier?" "Yes, he is," or "No, he isn't." Point, ask, and answer: "What's this man?" "Is he a soldier or is he a civilian?"

Point, ask, and answer:

"Is he a soldier?"

"Yes, he is."

"Is he a soldier?"

"No, he isn't," etc.

Write on the board:

"I am a soldier. My name is _____"

"Are you a soldier or a civilian?" "What are you?"

The instructor will answer the question for the soldiers and will write on the blackboard, "We are soldiers." He will call attention to the word "soldier" and will assist every man in writing this word. The men will also be helped in writing their own names. Writing paper and pencils will be distributed. The instructor should discuss a desirable position in which to sit when writing. The students should then assume satisfactory positions. They should examine the models of letters which are found at the end of the *Army Reader*.

⁵⁶ War Department DST-M3, *Teacher's Guide to Instructional Materials*, pp. 9-10, May 21, 1943.

Manuscript writing should be used in all exercises. Directions for teaching manuscript writing are found in Section V of the Guide.

The Guide included sufficient detail to offer great help to the beginning teacher. It also contained suggestions, procedures, and materials to aid every instructor in meeting pressing problems and in securing maximum results from the use of instructional materials. The recommendations were flexible and could be modified or supplemented by the instructor.

War Department Pamphlet No. 20-2, *Teaching Devices for Special Training Units*, was published in December 1943. It contained four main sections. Section I included a discussion of the role of teaching devices and their use in developing "motivated drill and practice exercises." Section II described procedures for constructing and using eight different types of teaching aids: flash cards, study cards, word and number wheel, spinner, movies, adaptation of Bingo, reading exercise (adapted for geography), and the calendar. In Section III, instructors were provided with diagnostic and remedial techniques in the teaching of language, reading, spelling, handwriting, and arithmetic. Section IV presented sources of teaching materials and contained recommendations on materials for teachers, teaching aids in reading, and additional reading materials for students.

War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, was approved for publication in January 1944 and was published in April of the same year.⁵⁷ It contained basic material relative to the characteristics of the men in special training units and the teaching of oral and written communication, reading, and arithmetic. In addition, a chapter on evaluation discussed the standardized testing program in special training units, instructor-made tests, and the statistical organization and treatment of data. Comparable material had previously been discussed with representative supervisors and instructors from the different special training units at two national instructor training conferences. These conferences were held at Camp Grant, Ill., from June 1 through June 12, 1943, and at Fort Leavenworth, Kans., from August 23 through August 27, 1943. The proceedings of these conferences had been sent to the units immediately following the conferences. The publication of

⁵⁷ Director of Military Training, Army Service Forces, Memorandum, SPTRR 461 (28 Jan 1944), Subject: *Publication of W. D. Pamphlet "Instruction in Special Training Units,"* 28 January 1944.

War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, provided within a single text, for all supervisors and instructors, a systematic account of approved methods and procedures of instruction in special training units. It served as the basic guide in the pre-service orientation of instructors assigned to special training units and also in the in-service training program.

In addition to the three major publications discussed, three other types of instructor's guides were produced: *Monthly News Bulletin and Suggestions for the Use of "Our War"*; *Suggestions for Teaching Specialized Vocabulary*; and the *Illustrated Instructor's Reference* series developed for use with the film strips.

The *Monthly News Bulletin and Suggestions for the Use of "Our War"* first appeared in April 1943. At that time, it was called simply *Suggestions for the Use of "Our War."* It continued to appear in that form through July 1943. From August 1943 through its last issue in February 1944, it appeared as *Monthly News Bulletin and Suggestions for the Use of "Our War."* In both the earlier and the later forms, this publication contained many specific suggestions for teaching the material in *Our War*. It indicated the words and phrases which required special attention, and described appropriate methods for their presentation. Furthermore, it contained recommendations on the use of the pictures, cartoons, and map games in *Our War*. Reading grade levels, based on the Lorge formula, were noted for the different stories. This grading was appreciated by the units, as one unit commander stated in a communication to the War Department. He said, "This unit finds very helpful indeed the Reading Grade Levels of *Our War* stories."⁵⁸ Later issues of this guide, when it became the *Monthly News Bulletin and Suggestions for Use of "Our War,"* contained, in addition, teaching suggestions on other instructional materials and reports from different units throughout the country on methods and materials they were developing and applying. For example, the February 1944 issue contained the following material, in addition to the suggestions for the use of *Our War*: remedial and pre-reading materials developed by an officer associated with one of the units; additional suggestions from the field; a discussion of training aids; and suggestions for the use of *Newsmap-Special Edition*. During the period of its publi-

⁵⁸ Letter from Lt. James K. Lowers, Commanding Officer, Special Training Unit SCSU-No. 1102, Camp Niantic, Conn., Subject: *Supplementary Teaching Material*, 23 December 1943.

cation, this guide served as a medium for the exchange of experiences among the units. In addition, it insured constructive and optimal utilization of *Our War*.

Only two issues were published of the *Suggestions for Teaching Specialized Vocabulary*. These appeared in February and March 1944. The first dealt with the technical vocabulary of first aid; the second, with the specialized vocabulary of defense against chemical attack. Each of these publications contained a list of the important technical terms in the military area treated, and described methods for teaching their meaning, recognition, and use. An entire series, dealing with each of the military subjects included in the special training program, had been planned. It was discontinued because very effective *Graphic Training Aids*, prepared by the War Department for all trainees, could serve, with proper modification, for the men in special training.

The *Illustrated Instructor's Reference* series developed for use with the film strips was very useful to instructors. These aids will be discussed in the next section, in connection with the film strips themselves.

VISUAL AIDS

As was noted previously, authority was granted for the development of additional film strips, following the successful experience with FS12-1, *Special Training in Reading, Writing, and Arithmetic*.⁵⁹ Eight additional film strips were developed:

FS12-2, *A Soldier's General Orders* (approved February 1943)⁶⁰

FS12-3, *Military Discipline and Courtesy* (approved April 1943)⁶¹

FS12-4, *How to Wear Your Uniform* (approved April 1943)⁶²

FS12-5, *The Story of Private Pete* (approved April 1943)⁶³

⁵⁹ FS12-1 and the accompanying workbook were both officially declared obsolete in January 1944. See First Indorsement on Transmittal Sheet by Director of Military Training, Army Service Forces, SPTRR 461.01 (Spec) (18 Jan '44) 31 January 1944.

⁶⁰ Director of Military Training, Army Service Forces, Memorandum, SPTRT 413.53 (FS12-2) (2-15-43) Subject: *Release of Film Strip 12-2, "A Soldier's General Orders,"* February 18, 1943.

⁶¹ First Memorandum Indorsement by Director of Military Training, Army Service Forces, SPTRT 413.53 (FS12-3) (3-31-43), April 3, 1943.

⁶² First Memorandum Indorsement on basic communication from The Adjutant General's Office, AG413.56 (4-21-43) OT-C, Subject: *Approval of Film Strip 12-4 and Illustrated Instructor's Reference*, April 21, 1943.

⁶³ First Indorsement by Director of Military Training, Army Service Forces, SPTRT 413.53 (FS12-5) (4-24-43), April 27, 1943.

FS12-6, *Introduction to Numbers* (approved June 1943)⁶⁴

FS12-7, *Introduction to Language*, Part I (approved October 1943)⁶⁵

FS12-8, *Introduction to Language*, Part II (approved October 1943)⁶⁶

FS12-9, *The World* (approved May 1944)⁶⁷

Each of these film strips was prepared in conformity with sound pedagogical criteria. Adequate motivation was provided. Captions per frame were reduced to an absolute minimum and were kept on the simplest possible language level. Graphic presentation was vivid and directly related to captions. Continuity was maintained throughout the strip. Review frames were appropriately provided.

Film Strips 12-2, 12-3, and 12-4 dealt with basic military subject matter which every soldier was required to know. *A Soldier's General Orders* included instruction in interior guard duty, special orders as well as general orders, and the consequences of irresponsibility in carrying out assigned guard duties. *Military Discipline and Courtesy* covered the meaning of discipline and courtesy in Army life, the types of salutes rendered in various military settings, and the courtesies commonly extended by enlisted men to officers. *How to Wear Your Uniform* contained instruction in the types of uniforms appropriate to the various seasons, care of the uniform, and the meaning and wearing of insignia. The meaning of words was clarified by pictorial representations, so that acquisition of reading skill was accelerated.

Film Strips 12-5, 12-6, 12-7, 12-8, and 12-9 dealt with the academic subjects and were intended to aid the men in mastering fundamentals. *The Story of Private Pete* taught 46 new basic words "essential to the understanding of Parts I and II of the *Army Reader*." *Introduction to Numbers* presented "the basic vocabulary, symbols, and group concepts" important in beginning arithmetic. *Introduction to Language*, Part I, taught 45 new nouns to supplement the basic list offered in *The Story of Private Pete*. *Introduction to Language*, Part II, presented 31 verbs and 12 prepositions—"operators" which provided the student with "many

⁶⁴ First Memorandum Indorsement by Director of Military Training, Army Service Forces, SPTRT 413.53 (FS12-6) (22 June '43), June 24, 1943.

⁶⁵ Director of Military Training, Army Service Forces, Memorandum, SPTRT 413.53 (FS12-) (12 Oct '43), Subject: *Film Strip 12-7 and Film Strip 12-8, "Introduction to Language,"* 19 October 1943.

⁶⁶ *Ibid.*

⁶⁷ Second Indorsement by Director of Military Training, Army Service Forces, SPTRT 413.53 (FS12-9) (12 Feb 44), 20 May 1944.

possibilities for more adequate expression in connection with the nouns he has already learned." *The World* taught basic geographic vocabulary and concepts necessary for an understanding of war news and operations.

Each of the film strips was developed to meet specific needs of men in special training, as reported by instructors from the units or observed by inspectors from the War Department. For example, *The World* was developed because of the decided lack of orientation of illiterates, non-English-speaking, and Grade V men in geographic matters. Abundant evidence of this fact was observed. For instance, one newly inducted illiterate crossed the Ohio River in being shipped from Kentucky to a special training unit in Indiana. Immediately upon arrival he complained because he had been shipped "overseas" without basic training. A good many reported trips to foreign lands, during their classification interviews at reception centers, when in reality they had in mind neighboring states. Great numbers of them had misconceptions of such simple geographic entities as oceans, rivers, beaches, forests, deserts, and continents, and naturally failed to comprehend much of the war news they were reading.

The material included in each film strip was carefully selected. To secure the words included in *The World*, a list was made of all geographic terms appearing in one year's issue of *Newsmap Supplement* and *Our War* and in one week's issue of a daily standard newspaper. These words were checked against standard school syllabi in order to discard words representing more than a fourth-grade level of difficulty. Three terms—gulf, harbor, and peninsula—which represented approximately a fifth-grade level of difficulty were included because of the frequency of their appearance. All the words were then grouped into logical units for effective presentation.

The material in each of the film strips was carefully organized and functionally related to the soldier's daily experiences. For example, *The Story of Private Pete* was broken down into four series of frames dealing with early camp experiences: "Private Pete and His Uniform," "Private Pete Looks at His Camp," "Private Pete Eats His Dinner," "Private Pete Goes to Bed." Each of the series consisted of the following:⁶⁸

1. An over-all picture of a camp scene designed to attract interest and attention to the problem.

⁶⁸ War Department, *Illustrated Instructor's Reference*, FS12-5, *The Story of Private Pete*, p. 1, June 15, 1943.

2. Several breakdowns of the same scene with attention centered on new objects and their word symbols.
3. Another complete picture to show the same objects in a new relationship, followed by the same picture with each object labeled.
4. Two summary scenes accompanied by the printed story designed to synthesize the learning of the series.

An *Illustrated Instructor's Reference* was prepared to accompany each of the film strips, FS12-2 through FS12-9.⁶⁹ Each *Reference* contained the following: (1) a statement of the purpose of the strip; (2) a description of its composition and content; (3) a summary of general principles and procedures for teaching the type of material in the strip; (4) an indication of how instruction provided in conjunction with the strip could be integrated with other materials and learning situations in special training units; and (5) an exact reproduction of each frame in the strip, followed by specific recommendations for teaching its content. In addition, a number of the *References*, FS12-5, 12-6, 12-7, and 12-8, contained a simple objective test intended to measure the extent of the trainee's mastery of the material included in the strip. FS12-9 did not contain a complete test but included recommendations on the construction of suitable test questions to measure the soldier's attainment.

The *References* were valuable guides for the instructors. Along with the three major publications previously discussed (*Teacher's Guide to Instructional Materials*, *Teaching Devices in Special Training Units*, and *Instruction in Special Training Units*), they made up the basic sources in pedagogy for special training unit supervisors and instructors. The reproduction of each of the frames in the *Reference*, exactly as it appeared

⁶⁹ War Department, *Illustrated Instructor's Reference*, FS12-2, *A Soldier's General Orders*, was published February 17, 1943.

War Department, *Illustrated Instructor's Reference*, FS12-3, *Military Discipline and Courtesy*, was published April 15, 1943.

War Department, *Illustrated Instructor's Reference*, FS12-4, *How to Wear Your Uniform*, was published May 24, 1943.

War Department, *Illustrated Instructor's Reference*, FS12-5, *The Story of Private Pete*, was published June 15, 1943.

War Department, *Illustrated Instructor's Reference*, FS12-6, *Introduction to Numbers*, was published July 30, 1943.

War Department, *Instructor's Film Strip Reference*, FS12-7, *Introduction to Language*, Part I, was published September 20, 1944.

War Department, *Instructor's Film Strip Reference*, FS12-8, *Introduction to Language*, Part II, was published September 26, 1944.

War Department, *Instructor's Film Strip Reference*, FS12-9, *The World*, was published May 31, 1945.

in the strip, permitted the instructor to preview the material and to study its content repeatedly without having to use projector and screen. The inclusion of a test, with recommendations to the instructor on its use as a diagnostic instrument, provided an objective yardstick on class and individual accomplishment. Instructors in the special training units often attested to the value of the *Illustrated Instructor's References*.

Apart from the film strips, no other official visual aids were specifically prepared for special training personnel. The many visual aids prepared by the units, in accordance with the recommendations contained in *Teaching Devices for Special Training Units*, will be discussed later.

TESTS

The series of tests developed in July 1942—DST-6:X-1, *Placement Test*; DST-9a, DST-9b, and DST-9c, *Unit Tests*; and DST-7:X-1, *Achievement Test*—was replaced by a new series in June 1943. The original series proved inapplicable for two reasons. First, the content of the examinations was related to the older instructional materials, all of which had been replaced. Second, the inclusion, in all of the tests, of arithmetic material along with word meaning and reading items, in spiral form, often resulted in improper placement and advancement of the men, inasmuch as interpretation of accomplishment was based on total score in the tests, while grading and classification were to be accomplished primarily on the basis of reading ability.

The new series of tests consisted of the following: DST-11a, *Army Illustrated Literacy Test*, and DST-12, DST-13, DST-14, and DST-15, *Unit Tests*, approved for publication in May 1943;⁷⁰ in addition, DST-16a, *Unit Test in Arithmetic*, was approved in May 1943.⁷¹ The *Army Illustrated Literacy Test* was constructed to measure the soldier's "general literacy," and to determine the class in which he should be placed. The four *Unit Tests* were designed primarily to evaluate progress in the four parts of the *Army Reader*. Since DST-15 appraised the soldier's achievement in the final part, it served also to determine his readiness for graduation in terms of literacy accomplishment. The *Unit Test in Arithmetic* was constructed to aid instructors in evaluating the arithmetic abilities

⁷⁰ The Adjutant General's Office Letter, AG461 (Publications), Subject: *Tests DST-11a, DST-12, -13, -14, and -15*, May 11, 1943.

⁷¹ The Adjutant General's Office Letter, AG461 (Publications), Subject: *Arithmetic Test*, May 17, 1943.

of the trainee. The new series of examinations, in which the placement and progress tests were concerned solely with reading, was better suited to the existing special training unit policy on the placement and advancement of trainees. The plan was to develop additional tests from time to time as the need arose in the special training units.⁷²

The *Army Illustrated Literacy Test* consisted of sentence completion exercises.⁷³ The man was required to read a sentence with a missing word or two, to look at a picture suggesting the missing items, and then to complete the blank spaces. Forty blank spaces were contained in the examination, and the comprehension and completion of the sentences required both reading and writing skills. Specific working time for this examination was approximately fifteen minutes. Samples of correct and incorrect answers were provided in the scoring key, which was a part of the manual accompanying the test. Accurate spelling was not required for a response to be judged correct. The score was equal to the number of blanks filled in acceptably. A man's score on the *Army Illustrated Literacy Test* (AILT) determined his grade placement in the special training unit. In the event that a man obtained a "marginal score" on the test, his placement in an appropriate grade level was made on the basis of two scores—one on the AILT and the other on either DST-12 or DST-13. Critical scores determining the placement of the man will be given following the description of the *Unit Tests*.

Each of the four *Unit Tests* was constructed to measure attainment in one of the parts of the *Army Reader*.⁷⁴ DST-12 was based on the vocabulary included in Part I, DST-13 on Part II, DST-14 on Part III, and DST-15 on Part IV. DST-12, -13, and -14 contained 35 questions each, whereas DST-15 had 45. Items were of the standard type. The tests for the lower grades contained word, phrase, and sentence recognition items. Tests for the higher levels contained paragraph reading. Multiple-choice and completion questions were included. The maximum time for taking each test was 25 minutes, although it was recommended that the test could be stopped sooner if 80 per cent of the men had finished or had

⁷² War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, p. 68, 1944.

⁷³ The Adjutant General's Office, *Manual for Administering Army Illustrated Literacy Test* contains a complete description of the test, as well as directions for its administration, scoring, and interpretation.

⁷⁴ The Adjutant General's Office, *Unit Tests DST-12-13-14-15, Directions for Administering*, contains a description of the procedures for administering, scoring, and interpreting the tests.

done all that they could on the test. Where written answers were required, errors in spelling and grammar were disregarded in the scoring. The final score was the number right.

The critical scores on the *Army Illustrated Literacy Test* which determined a man's initial grade placement are summarized in the placement chart below.⁷⁵ Scores between 9 and 15 inclusive and between 22 and 26 inclusive were considered marginal scores, and any man scoring between these limits was given a unit test to determine his placement. An individual with a score between 9 and 15 inclusive on the AILT was given *Unit Test*, DST-12; *Unit Test*, DST-13 was administered to a soldier who scored between 22 and 26 inclusive.

PLACEMENT CHART

Score on DST-11a AILT	Score on DST-12 Unit Test	Score on DST-13 Unit Test	Placement in Army Reader
0-8			Part I
9-15	0-20		Part I
9-15	21 and over		Part II
16-21			Part II
22-26		0-20	Part II
22-26		21 and over	Parts III and IV
27 and over			Parts III and IV

Norms established in conjunction with the *Unit Tests* were tentative. A score between 0 and 20 inclusive on any one test represented unsatisfactory achievement for the corresponding part of the *Army Reader*. A score of 21 and above denoted satisfactory completion of the corresponding part and was evidence of the man's readiness for the work of the next higher grade. Actual advancement from one grade level to the next was based on such additional factors as classroom accomplishment and the teacher's estimate of total abilities, as well as on test performance.

The *Unit Test in Arithmetic*, DST-16a, was designed to serve a three-fold purpose: (1) to evaluate the initial ability of the trainee in arithmetic, (2) to diagnose his difficulties in arithmetic, and (3) to evaluate his accomplishment after completion of the text *Army Arithmetic*.⁷⁶ It con-

⁷⁵ The placement chart is contained in both of the following: The Adjutant General's Office, *Manual for Administering Army Illustrated Literacy Test*. The Adjutant General's Office, *Unit Tests DST-12-13-14-15, Directions for Administering*.

⁷⁶ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, pp. 68-69, 1944.

sisted of three parts: simple number relationships, computation in the fundamental processes, and reasoning.⁷⁷ There were 68 items included in the test, and it was recommended that approximately 35 minutes be allowed for its administration. The score was equal to the number of items answered correctly. It was also possible to obtain scores for each of the subtests, e.g. simple number relationships (recognition and writing), computation (addition, subtraction, multiplication, and division), and reasoning. A score of 45 on the total examination represented satisfactory accomplishment of established special training unit standards. When the total score on the test was less than 45, the instructor was advised to examine the scores on the subtests in order to determine the areas in which the man required additional instruction. Critical scores were established for each of the subtests to serve as a guide to the instructor in planning remedial work.

The *Army Illustrated Literacy Test*, DST-11a, was developed from two experimental forms, DST-11a:X-1 and DST-11b:X-1, which were administered to a total of 679 men (475 white and 204 Negro) in the special training units at Fort Belvoir, Va., Camp Lee, Va., and Atlantic City, N. J.⁷⁸ The staffs in the special training units were asked to divide the men into equal groups: poorest readers, average readers, and best readers. The two forms of the AILT were given to alternate men in each group. The final standardization was based on 307 DST-11a tests and 307 DST-11b tests. All of the men were given the *Word Meaning Test* and *Arithmetic Computation Test* of the *New Stanford Achievement Test* (Primary Examination, Form D). In addition, the 237 men from the special training unit at Camp Lee, Va., were given the *Spelling* and *Handwriting Scales* of the *Progressive Achievement Test* (Primary Battery, Form C).

Item validity studies were made of the *Army Illustrated Literacy Tests* and the final form included only those items with high discriminative capacity. The following were among the findings in the standardization study. The AILT correlated .74 with the *New Stanford Achievement Test: Word Meaning*. A correlation of .70 was obtained between the AILT and the written spelling test of the *Progressive Achievement Test*

⁷⁷ The Adjutant General's Office, *Manual for Administering and Using Unit Test in Arithmetic*, DST-16a, contains a description of the test and directions for its administration, scoring, and interpretation. The manual also contains a section on diagnosing difficulties in arithmetic and suggestions for remedial work.

⁷⁸ Undated Informal Memorandum to Lt. Col. M. A. Seidenfeld, Subject: *Standardization of Illustrated Literacy Test*, signed by Lt. Samuel A. Kirk (later Cap.).

(based on 111 men from Camp Lee). The reliability coefficient of the AILT, by the Kuder-Richardson formula, was .96.

No empirical critical scores were determined on the *Army Illustrated Literacy Test* for the placement of men in appropriate grade levels of special training. Such critical scores as were established were provisional and were based on an analysis of the accomplishments of the men in the standardization group on both the AILT and the standardized *Word Meaning Test*. Pressure to have the test ready for June 1, 1943, so that it could be applied in the new reception center level program precluded the possibility of extensive field work on it.

Comparable pressure limited the possibility of standardizing the *Unit Tests*, DST-12, -13, -14, -15, and the *Unit Test in Arithmetic*, DST-16a. Content validity of these tests was insured, inasmuch as they were based specifically on the content of the *Army Reader* and the *Army Arithmetic*. The tentative critical scores were established on the basis of analysis of the content by the staff members who had worked on the tests and on the instructional materials. Selected critical scores represented the degree of accomplishment which appeared necessary for the work of the next level.

Shortly after the special training program got under way at the reception center level, a special study was initiated in September 1943 to secure more extensive data on DST-11a, -12, -13, -14, -15, and -16a. Ten special training units throughout the country participated in this study, the objectives of which were to complete the standardization of the tests, and "to establish representative norms."⁷⁹ It became necessary, however, to discontinue this study because of a reorganization of staff divisions within the War Department. Effective November 8, 1943, the authority, functions, and personnel of the Development and Special Training Section (which had been responsible for the development of instructional materials and tests and had assisted in the supervision of the units) were transferred from the Training Branch, Operations and Training Division, The Adjutant General's Office, to the jurisdiction of the Director of Military Training, Army Service Forces.⁸⁰ This section could no longer be concerned with test matters; therefore, all problems of testing in the Army were assigned to the jurisdiction of The Adjutant General.

Consequently, in March 1944, the co-operation of The Adjutant General

⁷⁹ See Memorandum for Record, SPTRR 352.12 (4 Dec '43), Subject: *Informal Study for Testing Purposes*.

⁸⁰ Administrative Memorandum S81, Section II, 2 November 1943.

was sought in "the development of a new test battery for use in Special Training Units."⁸¹ Two placement tests were requested—one for reading and one for arithmetic. Similarly, it was requested that separate unit tests be prepared in reading and arithmetic for each level and that two "graduation" tests be constructed, one for each of the subjects. The construction and standardization of these tests was finally completed late in 1944, but they were not introduced into the units until August 1945.⁸² Since many of the special training units were closed shortly after August 1945, and since the last of the units was inactivated in December of that year, the new test battery, a series considerably superior to the one in use, was not employed very extensively in special training.

The new series of tests numbered twenty in all. There were placement and unit level tests for reading and arithmetic, making ten tests; the additional ten consisted of an equivalent form for each of the tests, which permitted retesting, when necessary, with little practice effect. The unit level tests for level four were used to determine readiness for "graduation" from special training. A comprehensive manual, describing the tests and containing directions for administering, scoring, and interpreting them, was prepared.

The designation of each of the tests in the new series and a brief description of their composition are given below:⁸³

1. *Reading Placement*, RP-1, RP-2 (WD AGO PRT 212, 213): word-auditory recognition, vocabulary, sentence and paragraph meaning.
2. *Reading Test*, RTI-1, RTI-2 (WD AGO PRT 208, 209): symbols, auditory picture action, word identification, picture-word matching, word-auditory recognition.
3. *Reading Test*, RTII-1, RTII-2 (WD AGO PRT 210, 211): picture-phrase matching, picture-word matching, sentence meaning, vocabulary.
4. *Reading Test*, RTIII-1, RTIII-2 (WD AGO PRT 206, 207): vocabulary, sentence and paragraph meaning.
5. *Reading Test*, RTIV-1, RTIV-2 (WD AGO PRT 214, 215): vocabulary and paragraph meaning.
6. *Arithmetic Placement*, AP-1, AP-2 (WD AGO PRT 216, 217): number

⁸¹ Director of Military Training, ASF, Memorandum, SPTRP 352.12 (29 Mar 1944), Subject: *Construction of New Tests for Use in Special Training Units*, 29 March 1944.

⁸² Major printing errors in some of the tests precluded the possibility of their use in special training units. It was necessary, therefore, to delay the introduction of the program until a new printing was completed.

⁸³ The Adjutant General's Office, WD AGO PRT 254, *Manual STU Tests*, Preliminary, 1945.

concept (oral), computation (addition, subtraction, multiplication, and division), verbal problems involving the use of all four processes.

7. *Arithmetic Test*, ATI-1, ATI-2 (WD AGO PRT 218, 219): number concept (oral), computation (addition and subtraction), auditory pictorial presentation of addition and subtraction problems.

8. *Arithmetic Test*, ATII-1, ATII-2 (WD AGO PRT 220, 221): number concept (oral), computation (addition and subtraction), reasoning problems involving addition and subtraction.

9. *Arithmetic Test*, ATIII-1, ATIII-2 (WD AGO PRT 222, 223): computation (addition, subtraction, multiplication, and division), reasoning problems involving addition and subtraction.

10. *Arithmetic Test*, ATIV-1, ATIV-2 (WD AGO PRT 224, 225): computation (addition, subtraction, multiplication, and division), reasoning problems involving all four processes.

The new test series was very carefully constructed and standardized. The content of the examinations was planned to cover the material in the basic texts. The *Army Reader* was analyzed to provide vocabulary lists, a distribution of sentence lengths, and a distribution of sentences per paragraph. Items paralleling the four levels of the *Reader* were then prepared. In addition, the WPA Graded Word List, May 31, 1939, was used as a source of "general words"—those not specific to the *Army Reader*, yet of comparable levels of difficulty. The *Army Arithmetic* was also analyzed and broken down into levels for purposes of the test construction. Analysis was also made of city and state syllabi "to determine skills, subject matter, and gradations in difficulty in conventional arithmetic curricula."⁸⁴ Wherever reading entered into the measure of arithmetic ability, as, for instance, in arithmetic reasoning, the level of difficulty of reading matter was kept at a low level so as not to influence unfavorably the performance in arithmetic.

Two experimental studies were conducted in the standardization of the tests.⁸⁵ In the first, six approximately equivalent forms, covering the

⁸⁴ Personnel Research Section, SSU Study No. 513, *The Construction of Experimental and Final Forms of Achievement and Placement Tests for Reading and Arithmetic Courses in Reception Center Special Training Units*.

⁸⁵ Complete descriptions of the standardization can be found in the following:

Personnel Research Section, SSU Study No. 633, *Special Training Unit Tests I—A Preliminary Determination of Item Difficulty and Validity for Placement and Achievement Tests in Reading and Arithmetic*; Camp Atterbury STU, 1390th SCSU, Holabird, Camp Shelby STU.

Personnel Research Section, SSU Study No. 634, *Special Training Unit Tests II—Selection of Content for Final Forms of Achievement and Placement Tests for Reading and Arithmetic Courses in Reception Center Special Training Units: Construction of Standard Score Scales*.

content and all levels of difficulty of the special training unit curriculum in reading and arithmetic, were administered at the special training units at Camp Atterbury, Ind., Holabird Signal Depot, Baltimore, Md., and Camp Shelby, Miss. In all, 1,055 entrants (526 white and 529 Negro) and 1,211 men in various grade levels of special training (497 white and 714 Negro) were tested. Difficulty values and validities of each of the items were determined from the data. On the basis of this analysis, items were selected and organized into various achievement tests for the second experimental run; in addition, new items were constructed, modeled after those of the older items which proved most effective.

In the second experimental series, the tests were constructed into approximate final forms. The series was administered to 2,873 men (1,239 white, 1,634 Negro) in Special Training Units at Fort Bragg, N. C., Fort Jackson, S. C., Pine Camp, N. Y., and Fort Benning, Ga. From this run, it was planned to select items for the final forms of the tests, and "to determine standard score scales for all tests, critical passing scores for each achievement test, and scores on the placement tests to determine in which level the trainee should be placed." Final items were selected on the basis of their mean difficulty, reliability, correlation with total score, and such other non-statistical factors as clarity, time necessary for administration, etc. Standard scores were established for each test. Each of the tests had a reliability of at least .90 and provided a "reasonably accurate" measure of the skills covered.⁸⁶

The chapter has thus far been concerned with official War Department instructional materials which were prepared expressly for special training units. Various means were employed to assist personnel in keeping abreast of materials. At times, direct communications were sent announcing new publications.⁸⁷ On other occasions, reference was made in the *Monthly News Bulletin and Suggestions for the Use of "Our War."*⁸⁸ Inclusion of newer publications in War Department Field Manual 21-6, *List and*

Personnel Research Section, SSU Study No. 513, *The Construction of Experimental and Final Forms of Achievement and Placement Tests for Reading and Arithmetic Courses in Reception Center Special Training Units.*

⁸⁶ The Adjutant General's Office, WD AGO PRT 254, *Manual STU Tests*, Preliminary, p. 2, 1945.

⁸⁷ An illustration of these direct communications is the following: Director of Military Training, ASF, Letter, SPTRP 413.53 (FS12-) (1 Dec '44), Subject: *New Film Strips and Illustrated Instructor's References for Use in Special Training Units*, 1 December 1944.

⁸⁸ For illustrative purposes, see following issues: December 1943, January 1944.

Index of War Department Publications, which was revised frequently, proved an expedient means of keeping special training unit instructors and supervisors apprised of them. Perhaps the most effective method of bringing all the instructional materials to the attention of the units, however, was the publication of an appropriate training circular. War Department Training Circular No. 26, Section II, April 12, 1944, and subsequently War Department Training Circular No. 39, Section II, October 12, 1945, contained a brief description of *each publication*, stated the source from which it was to be requisitioned and the basis of allotment for each. Both of these training circulars emphasized that "full and adequate use" was to be made "of all available materials listed. . . ."

INSTRUCTIONAL MATERIALS DEVELOPED BY THE SPECIAL TRAINING UNITS

Despite the comprehensive instructional materials developed by the War Department, it was apparent that many of the units would have special needs which could best be met by locally prepared publications. Special training units were therefore given authority to produce their own materials. War Department Training Circular No. 26, April 12, 1944, which contained an annotated listing of all War Department instructional materials, stated such authority clearly, as follows: "It is not intended that this training circular prevent organizations dealing with illiterate, non-English-speaking and Grade V men from developing such supplementary materials as may be required to meet specific needs." This formal statement of the authority was not the first intimation that the units were permitted to develop their own materials. The *Teacher's Guide to Instructional Materials*, published in May 1943, *Teaching Devices for Special Training Units*, published in December 1943, *Monthly News Bulletin and Suggestions for the Use of "Our War,"* published in 1943, and *Instruction in Special Training Units*, published in 1944, emphasized the desirability of having the units prepare local materials and recommended appropriate methods for doing so. Earlier instructional publications contained an emphasis of the same points. At the two teacher-training conferences held in the spring and summer of 1943, the development and use of supplementary instructional materials were thoroughly discussed. Finally, representatives from the War Department, who periodically inspected the units, made special efforts to stimulate the development of suitable local materials.

The special training units, however, were somewhat uneven in their approach to the problem of supplementary instructional materials. In the early days of special training, before enough of the various official instructional publications were available, most of the units were obliged to prepare their own materials. Subsequently, when the units were organized at the reception center level, not all of the units continued to do so. An early inspection report of the special training unit at Fort McPherson, Ga., contains the following: "Charts, graphs, and portfolios are used to good advantage. . . . Efforts are made to insure that the basic specialized vocabulary of the military subjects is thoroughly mastered. To achieve this end, special flash-cards and charts have been developed."⁸⁹ Similarly, in an early inspection report of the special training unit at Camp Wolters, Tex., the following observation was made: "Supplementary reading materials have been developed for such subjects as Articles of War, Sanitation, Organization of the Army, Interior Guard. A newspaper called the 'STU News' is also prepared on an elementary level."⁹⁰

Many of the special training units, however, needed to be stimulated to develop appropriate workbooks, flash cards, posters, charts, tests, and other materials considered essential to round out official publications. Through the periodic inspection of the units by War Department representatives, such stimulation was provided. In addition, the types and suitability of materials were continually checked.

Analysis of inspection reports clearly reveals the influence exerted by the War Department representatives. Their early reports on the special training units at the reception center level are replete with critical comments concerning the failure of the units to develop appropriate supplementary materials. The following comments, taken from a number of inspection reports, are representative:

Projection equipment is available. However, very little use is being made of training aids. Flash cards, charts, and film strips are not being used. Very little use is being made of maps. Blackboards are available but were not properly installed. There is a great need for additional use of training aids of various types.⁹¹

⁸⁹ Inspection Report, SPTRR 333.3 (10 Dec 1943), Subject: *Report of Training Inspection, Reception Center Special Training Unit, Fort McPherson, Georgia*, 10 December 1943.

⁹⁰ Inspection Report, SPTRR 333.3 (8th SC) (4 Feb 1944), Subject: *Inspection of Special Training Unit, Camp Wolters, Texas*, 4 February 1944.

⁹¹ Report of Training Inspection. Reception Center Special Training Unit, Fort Bragg, North Carolina, 17 August 1943.

Instructors be encouraged to make charts and flash cards.⁹²

More adequate supplementary materials and training aids to be employed in all academic instruction.⁹³

Prescribed texts and teaching materials are in use. Textbook and other materials are used in the approved manner. . . . The *Newsmag Supplement* and *Our War* are being used effectively. However, there was an inadequate supply and use of charts, graphs, and other supplementary training aids.⁹⁴

This officer did not see any visual aids in any period of instruction.⁹⁵

Considerable attention needs to be given to the development and use of training aids.⁹⁶

Invariably, the units acted on the recommendations contained in inspection reports and proceeded to develop supplementary materials. Almost without exception, the inspection reports reveal that each unit criticized for failure to develop instructional materials immediately proceeded to do so. The instructional materials developed were not always appropriate, and it was often necessary, in the course of inspections, to examine them carefully in order to point out limitations. The following excerpts from inspection reports are illustrative:

Inappropriate reading materials were being used in reading classes.⁹⁷

Some of the flash cards and word lists being used in academic instruction are unsuitable. Some of the flash cards contain too much detail; the word lists too many non-functional and difficult terms.⁹⁸

Supplementary publications, selected by the unit personnel, contain material which is too difficult for the men.⁹⁹

⁹² Report of Training Inspection, Reception Center Special Training Unit, Fort Benning, Georgia, 17 August 1943.

⁹³ Inspection Report, SPTRR 333.3 (22 Dec 1943), Subject: *Report of Training Inspection of Special Training Unit, Fort Sheridan, Illinois*, 22 December 1943.

⁹⁴ Inspection Report, SPTRR 333.3 (30 Nov 1943), Subject: *Report of Training Inspection, 1390th Special Training Unit, Holabird Signal Depot, Baltimore, Maryland*, 30 November 1943.

⁹⁵ Inspection Report, SPTRR 333.3 (7th SC) (24 Apr 1944), Subject: *Inspection of Reception Center Special Training Unit, Fort Leavenworth, Kansas*, 24 April 1944.

⁹⁶ Inspection Report, SPTRP 333.3 (8th SC) (29 Jun 1944), Subject: *Training Inspection of Special Training Unit, Fort Sam Houston, Texas*, 29 June 1944.

⁹⁷ Inspection Report, SPTRR 333.3 (8th SC) (27 Mar 1944), Subject: *Training Inspection of Reception Center Special Training Unit, Fort Sill, Oklahoma*, 27 Mar 1944.

⁹⁸ Inspection Report, SPTRP 333.3 (3rd SC) (24 Oct 44), Subject: *Training Inspection of Special Training Unit at New Cumberland, Pennsylvania*, 24 October 1944.

⁹⁹ Inspection Report, SPTRP 333.3 (8th SC) (27 Oct 1944), Subject: *Training Inspection of the Special Training Unit at the War Department Personnel Center, Camp Chaffee, Arkansas*, 27 October 1944.

Some of the reading materials used in orientation were too difficult for the men.¹⁰⁰

Use of reading materials locally prepared which were too difficult for the men trying to read them.¹⁰¹

As was pointed out previously, the approach of the special training units to the development of supplementary instructional materials was uneven. Fortunately, the estimates made by inspecting officers of the materials produced did not suffer from any halo effects. Throughout the entire program, the units were stimulated to turn out needed instructional materials. Where the effort was mediocre, and improvement was needed, the ratings of the War Department representatives said so. Where specific recommendations were necessary for the improvement of materials, these were given. Where a unit achieved a level of excellence in the types of materials developed, the rating was commensurate with the performance. The following excerpt from an inspection report tells its own story:

In the last inspection report, submitted by an officer from this headquarters, the unit was criticized for using supplementary materials too difficult for the trainees. These materials are no longer used, but appropriate ones remain to be developed. The unit also needs to make up new sets of flash cards for vocabulary drills.¹⁰²

A similar story is told in greater detail by the following excerpts from a series of successive inspections of the same unit:

Instructors be encouraged to make charts and flash cards.¹⁰³

In a few classes, flash cards (of poor quality) were being used. Maps, map boards, charts, and other training aids were practically non-existent.¹⁰⁴

Large maps and other training aids have been developed to make this

¹⁰⁰ Inspection Report, SPTRP 333.3 (4th SC) (24 Feb 1945), Subject: *Training Inspection of the Special Training Unit, Camp Shelby, Mississippi*, 24 February 1945.

¹⁰¹ Inspection Report, SPTRP 333.3 (4th SC) (24 Feb 1945), Subject: *Training Inspection of Special Training Unit, Fort Benning, Georgia*, 24 February 1945.

¹⁰² Inspection Report, SPTRP 333.1 (8th SC) (17 May 1945), Subject: *Training Inspection of the Special Training Unit at the War Department Personnel Center, Camp Chaffee, Arkansas*, 17 May 1945.

¹⁰³ Report of Training Inspection, Reception Center Special Training Unit, Fort Benning, Georgia, 17 August 1943.

¹⁰⁴ Inspection Report, SPTRR 333.3 (8 Dec 1943), Subject: *Training Inspection of Special Training Unit at Fort Benning, Georgia*, 8 December 1943.

instruction (Army Orientation) more interesting and meaningful to the trainees.¹⁰⁵

Use of reading materials locally prepared which were too difficult for the men trying to read them.¹⁰⁶

There was insufficient use of mimeographed exercises in academic classes. Three types could be used advantageously:

- (a) Supplementary reading exercises in which the vocabulary of a given lesson would be used in context different from that of the *Army Reader*.
- (b) Comprehension tests for small units of work. A start had been made in the preparation of such tests.
- (c) Arithmetic exercises, particularly those involving reasoning.¹⁰⁷

The following representative comments from inspection reports indicate the level eventually reached by most of the special training units in the matter of instructional materials:

The unit has prepared a great variety of supplementary training materials to be used in both military and academic training. These materials in general provide excellent integration between the two types of training and they are being used effectively by the instructors at this unit.¹⁰⁸

Various types of training aids, including training films, film strips, charts, posters, maps, and graphic portfolios are available and are used as parts of a properly integrated training program.¹⁰⁹

It should be apparent from the foregoing remarks that the supplementary materials developed by the units were not haphazard and unsupervised publications. Quite the reverse: partly because of the creative abilities and efforts of the men and women working in the units, and partly because of the supervisory zeal of the War Department inspectors, the majority of the supplementary instructional materials were outstanding and effective adjuncts of the official publications.

A brief report of some of the representative materials follows. The ma-

¹⁰⁵ Inspection Report, SPTRP 333.3 (4th SC) (21 Aug 1944), Subject: *Training Inspection of Special Training Unit, Fort Benning, Georgia*, 21 August 1944.

¹⁰⁶ Inspection Report, SPTRP 333.3 (4th SC) (24 Feb 1945), Subject: *Training Inspection of Special Training Unit, Fort Benning, Georgia*, 24 February 1945.

¹⁰⁷ Inspection Report, SPTRP 333.1 (4th SC) (28 Sept 1945), Subject: *Training Inspection of Special Training Unit, Fort Benning, Georgia*, 28 September 1945.

¹⁰⁸ Inspection Report, SPTRP 333.3 (7th SC) (2 Nov 1944), Subject: *Training Inspection of Special Training Unit, SCU 1773, Fort Leavenworth, Kansas*, 2 November 1944.

¹⁰⁹ Inspection Report, SPTRP 333.1 (9th SC) (2 Feb 1945), Subject: *Training Inspection of Ninth Service Command Special Training Unit at Camp McQuaide, California*, 2 February 1945.

materials are organized according to the plan followed for the War Department publications.

TRAINEE MATERIALS

Four different types of materials were prepared by the special training units for trainees: First, the basic texts which were developed in the early days of special training. Second, the supplementary reading publications which included military subject matter and historical and orientation material. Third, the workbooks and exercises in reading, arithmetic, and writing developed for use in conjunction with the basic texts and supplementary materials. Fourth, the daily and weekly newspapers prepared to keep the men informed about current happenings.

Two publications which illustrate the types of basic texts developed in the early days of special training are *The Initial Workbook, Literacy School*, used at the special training unit at the Engineer Replacement Training Center at Fort Belvoir, Va., and the *Army Basic Reader and Workbook*, used at the special training unit at the Engineer Replacement Training Center at Fort Leonard Wood, Mo. *The Initial Workbook, Literacy School*, was a first-level reader organized into 18 lessons. It was an adaptation of the *Civilian Conservation Corps Camp Life Reader and Workbook* and was prepared at the request of the officers at Fort Belvoir, Va., by the Curriculum and Teachers Education Unit, Education Program, Division of Community Service Program, WPA, Washington, D. C., in April 1941. Simple reading units were presented in this text, and each unit contained exercises requiring the trainee to apply newly acquired information and skills. The *Army Basic Reader and Workbook* was developed and copyrighted by Lee D. Ash, head instructor of the Special Training Section at the Engineer Replacement Training Center, Fort Leonard Wood, Mo., in 1942. It contained 51 different reading units, and was designed "to meet the needs of the adult student who by various tests is shown to be below the fifth grade level in elementary school subjects." Among the 51 reading units, or "lessons," as they were designated in the text, were the following: "The Mess Hall," "The Road," "Safety," "Army Organizations," "Army Hikes," "Selectees," "Officers." Most of the lessons were illustrated by an appropriate photograph, and ample opportunity was provided throughout the text for application, drill, and review.

Supplementary reading materials, the second type of trainee publica-

tion developed in the units, were highly varied, and it is possible to give only a brief and incomplete review of those produced. Practically all of the special training units found it necessary to prepare simply written material dealing with various military subjects. In one of the special training units (the 40th Infantry Training Battalion, Camp Croft, S. C.), a complete rewrite was made in October 1942 of one of the basic field manuals, Field Manual 21-100, *Soldier's Handbook*. The Introduction of the rewrite stated, "The large number of illiterate men coming into the Army indicates the need for such a book to supplement, in simple language, the now basic subjects contained in Field Manual 21-100, *Soldier's Handbook*."¹¹⁰ The rewritten version in simple English was much more suitable for the men in special training units. In another unit (Fort Leavenworth, Kans.) a text, *Private Pete Becomes a Soldier*, was prepared as a supplement to the *Army Reader*. In *Private Pete Becomes a Soldier*, a series of stories and illustrations were presented depicting Private Pete in the various stages and processes of soldiering. The material in the text was highly functional and served as a valuable supplement to the basic reader. Most units developed simply written materials on military courtesy and discipline, organization of the Army, first aid, and other military subjects included in the program of basic training. In addition to supplementary material concerned with military subject matter, there was the type of publication which is represented by *A New Soldier*, a text prepared at the special training unit at Camp Niantic, Conn. This text contained eleven units designed "to use the vocabulary of Technical Manual 21-500 (the *Army Reader*) in a different way." Only two words not appearing in the *Army Reader*—"reveille" and "doctor"—were used in *A New Soldier*.

Other types of supplementary materials were concerned with orientation of the men in the Army. They included reading materials dealing with historical aspects of the country's development, the United Nations, the reasons which made it necessary for this country to enter the war, and some aspects of personal behavior in the Army. The special training

¹¹⁰ A study of the level of reading difficulty of FM21-100, *Soldier's Handbook*, which was made at the War Department, using the Dale method, led to the conclusion that "people with reading skills equal to the poorest 40% of the readers in the U. S. will have difficulty in reading the *Soldier's Handbook*." Twenty passages of 300 running words each, comprising a sample of slightly over 10 per cent of the words in the book, formed the basis of the study. As a result of this study and of other reports, *Soldier's Handbook* was eventually replaced, in August 1944, by War Department Pamphlet 21-13, *Army Life*, which was much simpler and more interestingly written.

unit at Fort Sheridan, Ill., for example, developed a supplementary reader, *American History*. Part I of this reader presented nine chapters describing the early period of the country's development from 1492 to 1789. Among the chapters were the following: "The Discovery of America," "The English Come to America," "The Declaration of Independence," "Washington Builds an Army," and "The Constitution." Each of the chapters was followed by simple memory exercises emphasizing important information. This same unit developed another supplementary reader, *United Nations*, which related the stories of seventeen countries joined in the fight against fascism. Again, important facts and concepts were fixed in the minds of the trainees through appropriate and simple exercises following each story. A simply written and illustrated orientation primer, *Why We Fight*, was developed in the special training unit at Holabird Signal Depot, Baltimore, Md. This publication was similar to a number of others developed in the various units to acquaint the men with the reasons which made it necessary for America to go to war and for them to serve. *The Story of Joe Dope for Special Training Units*,¹¹¹ a brief account used at the special training unit at Fort Bliss, Tex., told how soldiers can get into trouble in the Army by being "Joe Dopes." A number of other special training units found it necessary to develop similar material. Private Pete, as represented in official publications, was so perfect as an example of the American soldier that many instructors in special training units felt that it would be hard for the ordinary trainee to identify with him. Consequently, many of the units developed simply written materials showing what happens to those trainees who disregard regulations.

A third type of trainee material prepared in the units was the workbook, designed to provide drill in reading, arithmetic, or writing. Practically all the special training units developed workbook and exercise material for classroom use, since the basic texts did not provide for extensive repetition of words and basic combinations in arithmetic or for sufficient opportunities to develop writing skills.¹¹² For example, at the special training unit at the Engineer Replacement Training Center, Fort

¹¹¹ This text was written by Lt. George W. Young and T/3 Albert D. Martinez.

¹¹² These omissions did not constitute limitations in the texts. Excessive repetition of words in the reader was avoided since it was revealed that the men found this "primer" approach to be uninteresting, if not monotonous. It was not possible to provide excessive drill opportunities in the texts, because insertion of these exercises would interfere with the continuity of the texts; and it was desired to develop texts, not workbooks.

Belvoir, Va., a *Pre-reader Workbook, Literacy School*, was used. The material for this book was furnished by the Office of Civilian Conservation Corps Camp Education at the request of the supervisor of the Literacy School. This workbook contained 167 words, carefully selected from seven word lists. These words were printed on cutouts two and five-eighths inches wide. Directions for making a "sentence builder" were also included in the workbook. At the special training unit at Fort Ontario, N. Y., practice exercises in arithmetic were employed along with the following: *Review of Army Reader, Part I; Soldier's Workbook for Use with TM21-500, Army Reader, Part II, Private Pete Writes a Letter;* and *Practice Exercises in Reading and Arithmetic Based on Army Reader, Part III*. At the special training unit at Fort Bragg, N. C., work sheets, word recognition exercises, and completion exercises were developed for the *Army Reader*, and for such supplementary reading materials as "Private Pete Goes on a Pass," "Private Dope Goes on a Pass," "General Orders," "Convoy Discipline," and "Red Cross Unit." For arithmetic, appropriate exercise materials were developed: "Number Concepts," "Addition," "Subtraction," "Multiplication," "Division," "Word Problems," "Mixed Drill," and "Miscellaneous Items." For the development of skill in handwriting, instructional aids and exercises were prepared ("Manuscript Writing Guide," "Cursive Writing Guide," "Payroll Signature Sheet," "Letter Writing Booklet," "My Address Book"), and a series of stories suitable for the different grade levels ("At STU," "Our Flag," "Hey Joe," "Old Glory," "War Movie," and "I Write Numbers"). In addition to the regular workbook materials, the staff at the special training unit at Fort Bragg, N. C., developed remedial reading exercises built around special stories. Part of the remedial materials included Tracing Dictionaries for Level 1 (126 words), Level 2 (98 words), and Level 3 (106 words).¹¹³ It would be possible to call the roll of all the special training units—Camp McQuaide, Calif.; Fort Leavenworth, Kans.; New Cumberland, Pa.; Camp Atterbury, Ind., etc.—if such a listing were desired of those units which developed workbook and exercise materials for the trainees.

The workbook materials developed for the different subjects were not unlike those included in commercially prepared workbooks. In the reading workbooks, exercises were designed to aid the trainee to acquire and

¹¹³ These were used in conjunction with a multiple sensory approach, making major use of the kinesthetic method, employed with some non-readers.

fix such skills as the following: To associate words and phrases with appropriate pictorial representations; to recognize basic words; to comprehend verbal relationships, as evidenced in the ability to complete sentences with words and phrases; to comprehend words, phrases, sentences, and paragraphs; to note similarities and differences between words and between phrases; to read and follow directions; to read and note details; and to select central ideas in short reading units. In the arithmetic workbooks, practice sheets were provided in the fundamental processes and in problem solving. Simple exercises in number relationships and in multiplication tables were also provided. For example, in the special training center at Camp McQuaide, Calif., an entire exercise, designed to give drill in number relations, was made up of such questions as these: "What is the number after one?" "What is the number between 5 and 7?"¹¹⁴ To fix the multiplication tables, the same unit developed exercises in which the men were directed first to "count by 2's and put the right numbers in the right places," and then to "count by 3's and put the right numbers in the right places."¹¹⁵ For example:

2		6
	10	
14		18

3		9
	15	
21		

In the handwriting exercises, emphasis was put not only on letter formation, alignment, and spacing, but also on vocabulary usage and language expression. This latter objective was served especially well in those units in which the men were provided with short, simple stories containing new words, and required to write words, phrases, and sentences based on comprehension of the materials read.

A final type of material prepared for the trainees included the daily and weekly newspapers published in many of the special training units. Examples of this type of publication are the *STU Cadence*, a daily newspaper which was published by the special training unit at Camp Shelby, Miss.; the *STC Cadence*, a printed supplement to the regular camp newspaper, prepared by the men in the special training center at Camp Mc-

¹¹⁴ Form STC A133, Special Training Center, Camp McQuaide, Calif.

¹¹⁵ Form STC A134, Special Training Center, Camp McQuaide, Calif.

Quaide, Calif.; and the *STU News*, "issued regularly as a classroom training aid by and for the Special Training Unit, Fort Bragg, N. C." As a rule, these publications contained reports of the activities of the unit, war news, articles on special events, and simple educational games and puzzles for the men to complete. A number of the units also prepared daily sheets dealing with the war news for use in current events classes. At the special training unit at Camp Shelby, Miss., this publication was called *The War Today*, was published every morning at 9:15 A.M., and was based on a United Press roundup provided by the station at Laurel, Miss.

INSTRUCTOR MATERIALS

Several different types of materials were prepared for instructors in special training units. These may be grouped as follows: (1) courses of study containing lesson plans; (2) educational materials containing suggestions on how to improve the quality of teaching; (3) supplementary teaching materials providing source material for classroom use; and (4) rating materials to assist teachers in the performance of their jobs.

Practically all the special training units prepared courses of study containing lesson plans for their instructors. For example, the special training unit at Keesler Field, Miss. (1169th Training Group) developed a *Suggested Curriculum, Methodology and Devices for Use in Special Training Units*; the special training unit at Fort Bliss, Tex., *A Course of Study for Use in Special Training Units*; the special training unit at Fort Bragg, N. C., an *Instructor's Manual*, in each of five fields (arithmetic, writing, reading, military, and orientation); the special training unit at Camp Atterbury, Ind., a *Set of Lesson Plans*, for each level and in each subject; and the special training unit at Fort Leavenworth, Kans., a *Detailed Program of Instruction*. Courses of study and lesson plans, produced in practically all units, represented the "combined efforts of the entire special training unit faculty."

The courses of study defined minimum standards and served to insure uniform classroom practices. Although the lesson plans, as a rule, were highly specific, most of the publications included recommendations, such as are contained in the following excerpt from the *Set of Lesson Plans* employed in the special training unit at Camp Atterbury, Ind.:

It is to be understood that any changes in the plans which will fit any particular need may be made at any time. The skeletal outline may be filled

in with the details of any particular plan the teacher may wish to employ. At no time should the instructor make the mistake of thinking that the plans must be adhered to strictly. The approach and the details of any plan will vary according to the need of the individual being taught.

The educational materials containing suggestions for improving the quality of teaching (the second type of instructor publication) were highly varied in the different units. In some organizations, recommendations were contained in a series of daily reminders. For example, at Fort Leavenworth, Kans., "training reminders" were published daily on the reverse of the *Special Training Bulletin*. An illustration of this type of training reminder follows:¹¹⁶

Cardinal facts to remember about outside instruction:

- (a) Talk with the wind.
- (b) Arrange class to avoid sun in trainees' eyes and if possible to avoid sun in the instructor's eyes.
- (c) Blackboard and training aids should be arranged close to the class; however, located so that every trainee can conveniently see.
- (d) Write large and legibly.
- (e) Ascertain frequently if the last trainee in the last row can easily hear.
- (f) Avoid distracting influences in choosing your location.

In other organizations, a series of monographs was issued, providing pedagogical guidance and direction. Each of these monographs presented a fairly detailed account of one aspect of the special training program. An example of this type of instructor aid can be found in the monograph series of the special training unit at the Field Artillery Replacement Training Center at Fort Bragg, N. C. The following were among the monographs in the series: *A New Index of Locomotor Co-ordination* (Abrams and Heath); *The Use of Alertness Exercises in a Physical Condition Program* (Whitfield); *The Teaching of Reading to Adults* (Heath, Podleski, Rath, and Dickoff); *The Structure and Function of a Neuropsychiatric Service in a Special Training Unit* (Abrams); *A Physical Aptitude Test for the Army* (Whitfield and Cordell).

Since this special training unit was one of the earlier ones, set up during the period when physically handicapped and emotionally unstable men were forwarded along with illiterate, non-English-speaking, and slow-learning men, the monograph series contains publications of a varied type. A second example of a monograph series, in a later special training

¹¹⁶ Fort Leavenworth, Kans., *Special Training Bulletin*, No. 150, 23 June 1944.

unit, is the one prepared at Fort Ontario, N. Y. The following were among the publications in this series: Education Monograph No. 1, *Administrative Procedures for the Education Section*, December 21, 1943; No. 2, *Curricular Policies for the Unit*, December 24, 1943; No. 3, *Instructional Methods*, January 12, 1944; No. 4, *Suggestions for Teaching Silent Reading: A Supplement to War Department Publications*, May 1, 1944.

Most of the special training units included recommendations for the improvement of teaching practices in the *Lesson Plans* and *Courses of Study*. The recommendations were highly specific, at times, and related to general practices as well as to different subjects in the program. The following excerpt, entitled "Common Pitfalls in Teaching," from the *Lesson Plans*, developed at the special training unit at Camp Robinson, Ark., illustrates this type of aid:

The following mistakes commonly made by inexperienced teachers, and occasionally by all of us, are expressly called to your attention. Failure to avoid these errors will be interpreted as a sign of teaching deficiency:

(1) In group IV classes, letting the discussion of global warfare degenerate into a lecture by the teacher. We wish to convey information on current events and the background of the war, but our primary mission remains the teaching of reading and writing. Information should be conveyed largely through these media.

(2) In group I classes, not giving enough attention to repetition within a short period of time, as, for example, in a number combination, or word recognition.

(3) Teacher repetition of answers. This is a sure way of losing class attention.

(4) Asking for a show of hands on who has wrong answers, without checking further.

(5) Checking written work by oral answers. This is physically impossible if handwriting is to be checked—and it should.

(6) Using exercises of the "f-eld" (field) type without having a good reason for leaving out one letter rather than another. (At times you may wish to stress silent letters, at other times a phonetic approach. Either is all right, but you should know what you are doing, and adapt your approach to the needs of your particular class.)

(7) Solving arithmetic problems by chorus. If you do, the student who did not understand will still not understand.

(8) Doing all the solving yourself instead of giving the students a chance to show what they can do. This applies to reading as well as to arithmetic.

(9) Having a private chat with the student at the board.

(10) Having students bring work to your desk for individual correction,

rather than going to them at their desks. Control over the class inevitably suffers if the former is done.

(11) Failing to make provision for keeping profitably busy those students who finish an exercise early.

(12) Calling only on students who know the answers. The lesson will seem to flow along smoothly if you do this, but the class as a whole will learn very little.

(13) Using work sheets for presentation of new work instead of application of work already understood.

(14) Failing to learn students' names the first day of class. (Preparing an informal seating plan and calling on all students by name will help.)

(15) Encouraging a defeatist psychology on the part of students not up to grade.

(16) Using diagnostic tests as drill instead of diagnosis.

(17) Ridiculing dull students; "dressing down" any student in public (Use your break for this).

(18) Lengthy explanation of military matters in academic classes at the expense of training students in literacy.

(19) Calling on students before the asking of the question. No one but the student actually called on will think the problem through if you do this.

Finally, a number of the special training units published separate manuals as a guide to the instructors in the discharge of their duties. A *Teacher's Manual: Observations and Tests for Army Basic Reader and Workbook*,¹¹⁷ was used at the Engineer Replacement Training Center at Fort Leonard Wood, Mo. This manual contained teaching suggestions of a general nature as well as suggestions for the teaching of reading, spelling, writing, and arithmetic. The *Remedial Instructor's Manual*, prepared at the special training unit at Fort Bragg, N. C., served to orient those teachers who were charged with the instruction of trainees unable to progress at the regular pace in the special training unit.

The third type of instructor publication—supplementary teaching materials providing reference data for classroom use—included such varied materials as word recognition lists based on the *Army Reader*, spelling lists for each of the grade levels, and orientation materials dealing with personal adjustment and with the issues of the war.

Quite a number of the special training units made word counts of the *Army Reader* in order to determine the basic vocabulary which had to be taught. At the special training unit at Camp Wolters, Tex., a *Word Recognition List*, organized into 44 lessons, was developed from the word

¹¹⁷ This manual was published and copyrighted by Lee D. Ash, head instructor of the unit, in 1942.

count.¹¹⁸ Purposes that could be served by the word list were summarized as follows:

- (1) *A teacher aid and reference*: to point out which words the Trainee is expected to absorb and retain each day.
- (2) *A study sheet*: from which the Trainee may study the words during and after class hours.
- (3) *A drill sheet*: from which the Trainee reads the word whose number has been called.
- (4) *A motivating device*: to stimulate the Trainee's desire for further learning by showing him the number of words he has mastered to date.

Other types of supplementary publications prepared as reference materials for instructors are too numerous to permit of elaborate treatment. Only a few can be mentioned. The spelling lists appropriate for the several grade levels contained words which unit instructor personnel felt the trainees should know. The orientation materials varied from unit to unit. At the special training unit at Holabird Signal Depot, Baltimore, Md., *Orientation Outlines* were prepared. These outlines covered a ten-week period of teaching and constituted a detailed program of instruction which could be used as a guide. At the special training unit at Fort Jackson, S. C., a series of eight outlines, *Orientation Outline Series*, October 27, 1944, constituted "a progressive learning cycle for the Current Events and Orientation classes." At the special training unit at Camp Shelby, Miss., a *Standing Operating Procedure for Current Events Classes* was drawn up, listing sixteen objectives of orientation, and showing the grade levels at which each objective should be attained. Suggested materials were included in the publication, and in the introductory comments instructors were admonished as follows:

It should be kept in mind that the successful current events period is the one in which the trainee does the most participating. Every effort must be made by the instructor to get the trainee to give opinions, point out places on the map, etc. Straight lecture is rarely an effective form of teaching with the special training unit trainee, even though it is by far the easiest.

From the Headquarters of the Fourth Service Command, early in 1945, each special training unit within the command received a publication en-

¹¹⁸ The *Word Recognition List* (catalogued from the *Army Reader*, TM21-500, for use in special training units) was prepared under the direction of Lt. Hattie I. Slott and T/5 Sidney S. Bosniak.

titled *Suggested Orientation Program for Special Training Units*. This program contained twenty-five different topics, organized in fairly great detail and "designed to discourage trainees from absenting themselves without authority." Instructors were cautioned as follows:

The STU trainee cannot be reached by means of orientation programs presented to troops with normal backgrounds. There cannot be theorizing concerning his specific problems. Army life is new to him, and in most cases he is not prepared to solve situations which can be attacked rationally by his more fortunate fellow soldier. In adjusting the trainee to military life, it is necessary to assure him that the Army is interested in him and his family, and that his family will not suffer because of his enforced absence.

The final type of instructor material consisted of rating scales and miscellaneous devices to assist teachers in the performance of their jobs. One of these was an individual placement and progress record, which was required of all special training units. The form of this cumulative chart differed slightly in the various units. Each chart, however, contained a record of the trainee's progress in special training and of his status at any given time. Attendance and test scores in academic and military subjects were shown. Ratings of the accomplishments of different individuals in different periods of instruction were indicated. These were made by the instructor, who simply noted those performing satisfactorily and those unsatisfactorily; trainees who persistently performed unsatisfactorily were observed more regularly and rated more frequently. In a number of the special training units, the cumulative records contained an evaluation of the attitude of the trainee. Most progress reports showed the trainee's induction station and reception center test scores. The cumulative record was an expedient means of providing each instructor with a quick estimate of the trainee's capacities, effort, and accomplishments.

A second kind of rating device, typical of all units, was the observation report prepared by supervisors after each classroom visit. The *Supervisor's Observation Report*, used at the special training unit at Holabird Signal Depot, Baltimore, Md. (Third Service Command Form No. 56), is an example of this type of instructional material. The report form showed the ratings made of classroom management, the instructor, and instruction. Within each of these general categories, specific aspects were evaluated. Space was provided for notes on good and bad points in the lesson, for suggestions for improvement, and for the instructor's and supervisor's signatures denoting that the report had been discussed. The

final estimate of the period of instruction was shown on a 5-point scale—superior, excellent, very satisfactory, satisfactory, and unsatisfactory.

A number of the units prepared self-appraisal check lists for teachers. Illustrative of these are the inventories developed at Fort Bliss, Tex. The *Teacher's Self-Appraisal Report* and the *Drill Instructor's Self-Appraisal Report* were prepared for academic and military instructors respectively. Instructors rated themselves in such categories as teacher training, classroom routine, methods and techniques, and personality.

An interesting type of instructor material was that developed in connection with the pre-service and in-service training courses conducted in each of the units. At the special training unit at Fort Bragg, N. C., worksheets were developed which the instructors were required to complete. Comprehensive objective examinations, containing true-false, completion, multiple-choice, and matching questions, were prepared to measure an instructor's accomplishment in the teacher-training programs.

Additional devices, among this final type of instructor material, were the prepared guide sheets for interviews to be conducted by instructors. An example of this type of material is the *AWOL Information Sheet* used at Fort Bliss, Tex. Each trainee, after being absent without leave, was interviewed by instructors in accordance with the guide sheet, which formed the basis of a report. Other prepared guide sheets were used in interviewing trainees with a view to sending them to the remedial clinic for special tutoring, to the personnel consultant for special study, or to the functional literacy board for disposition.

VISUAL AIDS

Extensive use of different types of visual aids was made in the special training units. Each unit was required to organize a training aids section or visual aids section in order to turn out efficiently the necessary types of aids. The organization of a central section within each unit served to insure the development of uniform instructional materials and to guarantee the preparation of maximally effective aids. The following statement concerning a visual aids unit in one of the special training organizations gives an idea of the kinds of visual aids developed and of the media employed:¹¹⁹

The STU Visual Aids unit is a part of the Educational Section. . . . Its essential service is supplying alphabet cards, flash cards, word and number

¹¹⁹ Reception Center, The Fort Bragg Post, Wednesday, March 8, 1944, p. 7.

combinations, posters, charts, technical illustrations—dealing with language, mathematics, military life, citizenship, first aid and hygiene, and the geography of global warfare. The visual aids employ the mediums of mimeograph, pen and ink, water color, and silk screen printing, affording standard, colorful, and effective training materials.

Although this statement specifically describes the visual aids section at the special training unit at Fort Bragg, N. C., it could readily apply to the majority of the training aids sections in the special training units.

A fairly extensive summary of the use of visual aids in special training units has already been published.¹²⁰ This section will be limited to a review of typical visual aids that were developed. Distinctive visual aids, such as the motion picture film showing different phases of special training, prepared in the unit at Holabird Signal Depot, Baltimore, Md., for the orientation of new men, will not be described.

Most of the units developed such visual aid materials as the following: flash cards; spinner devices; pictures; posters, diagrams, and charts; maps; actual objects and models; and sand tables and topographic models. Flash cards varied in design. Some units developed cards which contained pictures in addition to verbal materials and were used to build associations between word units and pictorial representations. More typical were those containing words, phrases, or sentences and used to encourage rapid perception and for review purposes. The content of the flash cards related mainly to general vocabulary; occasionally, specialized and technical vocabulary of the military subjects was included.

Spinner devices were developed "to teach word and number recognition and to give practice in computation." An arrow spinner attached to a circular board containing cards with words or arithmetic examples constituted the typical spinner device. It was possible to vary the words and number cards, which were inserted in pockets pasted on the periphery of the disk. The men responded to the gamelike quality of this instructional aid.

Pictures were used extensively to illustrate verbal concepts and to clarify military material. Carefully selected pictures and specially prepared photographs were used to illustrate ordinary verbal concepts and such military subject matter as the varieties of enemy planes and tanks, the principles of scouting and patrolling, and so forth. In some units,

¹²⁰ Paul A. Witty and Samuel Goldberg, "The Use of Visual Aids in Special Training Units in the Army," *Journal of Educational Psychology*, 82-90, 1944.

series of prepared drawings were arranged, forming graphic portfolios and teaching military courtesy and discipline, wearing of the uniform, and other military material. Specialized vocabulary within the military subjects was taught more readily through the medium of the pictures.

Practically all the special training units developed various types of posters, diagrams, and charts as instructional aids. A common poster was the one used to teach insignia denoting grade and branch of service. Common camp, road, and directional signs were reproduced on posters to orient men to camp and its surroundings. Alphabet charts were produced for classroom use. Charts designed to teach the organization of the Army, or the names of the parts of the rifle and other weapons, were in fairly common use in the units. Charts containing a diagrammatic sketch of a gas mask, showing its characteristics and method of operation, were employed by many instructors in special training. Summary charts of the various chemical gases, their properties, extent of their damage, and means of protecting oneself against them, were used extensively. Appropriate diagrams were developed to teach the steps and formations of the individual soldier, the squad, and the platoon in dismounted drill. The posters, diagrams, and charts prepared in the units facilitated rapid assimilation of subject matter.

Simple maps, patterned after those appearing in the *Newsmap-Special Edition* and *Our War*, were developed to teach the men about the supply and transport of troops in the war and to orient them concerning the lines of battle in the different theatres of operation. Maps were used to clarify orientation and current events material. In some of the units, in connection with the teaching of historical material, maps were prepared as worksheets for the trainees; these maps were used to instruct men in the territorial growth of the country. Another type of simple map prepared in most units was the one used in conjunction with elementary field problems pertaining to terrain, scouting and patrolling, and field marches and bivouacs. Graphic, maplike sketches were also drawn of most camps, and were used to orient trainees in their new surroundings. The ability to read maps was an important skill for soldiers in World War II, and the use of simple maps in special training units aided in the development of that skill.

Actual objects were introduced to aid the trainee to develop proper concepts. The men handled guns and gas masks while learning nomenclature. When it was inadvisable in special training to examine actual

material (mines and grenades), realistic models were provided for instructional purposes. Some of the units developed models to illustrate the relationships of wings, engines, fuselages, and tails of outstanding American planes. Actual objects, and in some instances models, provided a desirable means of acquainting the men with the structure and functioning of military matériel; and from examination and manipulation of these instructional aids, the men developed richer experiential concepts concerning technical vocabulary and phrases.

Sand tables and topographic models were developed to provide a miniature view of an over-all area. They were realistically arranged to show terrain, and were employed to teach principles of scouting, patrolling, camouflage, defense against air attack, and offensive attack on a specified objective. Sand, water, clay, sponge, paper, cardboard, plastic material, wood, and toy equipment—all were used in the preparation of topographic models. The sand table and topographic model proved effective as instructional aids with small groups of men.

TESTS

Tests constituted an integral part of the program of instruction in special training units. In addition to the regular placement, progress, and graduation tests, other recommended objective tests were included in a number of the *Illustrated Instructor's References*.¹²¹ Copies of these tests were mimeographed in the units, and served as a guide to instructors in determining the extent to which the men had mastered the content of the strip, and the areas in which further instruction was needed to overcome specific difficulties. Most of the special training units developed appropriate tests of accomplishment to survey achievement of the men and to diagnose individual and class difficulties as a basis for remedial instruction.

Tests were developed for both academic and military subject matter. They were usually of the objective type and included true-false, multiple-choice, completion, and matching questions.¹²² In those military subjects,

¹²¹ The *References* accompanying Film Strip 12-5, *The Story of Private Pete*, Film Strip 12-6, *Introduction to Numbers*, Film Strip 12-7, *Introduction to Language, Part I*, and Film Strip 12-8, *Introduction to Language, Part II*, each contained a complete objective test on the material contained in the strip. The *Reference* accompanying Film Strip 12-9, *The World*, contained recommended types of questions which instructors could follow in developing an appropriate examination.

¹²² In June 1945, The Adjutant General's Office, Personnel Research Section, developed a guide for the Army, entitled *How to Make Paper-and-Pencil Tests*.

such as dismounted drill, manual of arms, and tent pitching, which required the development of skills, performance tests were used.

An example of the thoroughness with which most of the units developed examinations is the series of academic tests prepared by the special training organization at Camp Shelby, Miss. *Chapter Reading Tests* were prepared for each chapter of the *Army Reader*. In addition, *Reading Test One*, *Reading Test Two*, *Reading Test Three*, and *Reading Test Four* were developed to measure accomplishment at each grade level—supplements to official tests developed for each level. An *Arithmetic Entrance Test*, tests in *Arithmetic Problems* and *Arithmetic Computation* for each of the four levels, and a *Diagnostic Test* in each process were also prepared for use in the unit. A *Writing Test* rounded out the series of academic examinations.

Reading tests prepared for the lower levels typically included simple items which measured a man's ability to associate word and phrase units with pictures; to select and recognize the printed form of words presented orally; and to recall and write appropriate words and phrases required for the completion of simple sentences. In addition to the measurement of different aspects of reading skill, at the four grade levels, many of the tests evaluated the man's use and understanding of language through completion questions. At the upper grade levels, simple paragraph reading, with related questions based on the context, constituted the major test item. Test items employed in arithmetic examinations were not unlike those commonly used in standardized arithmetic tests. Handwriting examinations were devised to evaluate ability to write the date; name and serial number; upper and lower case letters; and numerals. The findings were subsequently employed to determine the specific corrective training needed by each individual.

Illustrative of the great variety of military subjects in which objective tests were developed in many units is the series prepared at the special training unit at Fort Leavenworth, Kans. Objective tests, including true-false, completion, and multiple-choice questions, were prepared in fifteen different military subjects: Discipline, Customs, and Courtesy; Interior Guard Duty; Rifle Marksmanship; Defense Against Chemical Attack; Close Order Drill; First Aid; Military Sanitation and Sex Hygiene; Articles of War; Clothing, Equipment, and Tent Pitching; Defense Against Air Attack; Inspections; Defense Against Mechanized Attack; Safeguarding Military Information; Marches and Bivouacs; and Physi-

cal Training and Mass Games. Although the language used in the tests of military subject matter was kept at a simple level, some reading skill was required. Consequently, these tests were employed with men in the third and fourth grade levels, for the most part. A technique employed in many units with men of the first two levels was to present simple true-false questions orally and have the men respond by punching either true or false on printed quiz cards originally prepared for use with training films (*Training Film Quiz Cards*).

The performance tests used for the evaluation of military skills were not systematized examinations. Selected commissioned officers were designated to test the proficiency with which men, of another command, performed certain assigned tasks. Often only one officer served as the judge evaluating the performance. In some units, at least two served simultaneously in the estimate of a trainee's skill. Customarily, either a satisfactory or an unsatisfactory rating was assigned to a man's performance, the rating being determined by the officer on the basis of his estimate of the manner in which the soldier performed in the various aspects of the skill being tested. Ratings were somewhat subjective in character, since few of the units analyzed military skills into subordinate measurable units of performance. Despite the coarseness of the testing procedure and the subjectivity of the examiners' ratings, they served a purpose. The objective of the measurement of military skill in special training was simply the selection of those men who had capacity for basic training and the identification of those deemed unsuitable for further training. The procedure employed would have been utterly useless if the objectives had been the comparative rating of each man with respect to every other man in the unit.

CHAPTER V

ORGANIZATION AND OPERATION OF SPECIAL TRAINING UNITS FROM JULY 1941 THROUGH DECEMBER 1945

WAR DEPARTMENT CONTROL OF SPECIAL TRAINING UNITS

IN July 1941, the date of the organization of special training units at replacement training centers, the supervision of the units was primarily the responsibility of the Assistant Chief of Staff, G-3 (i.e. the Training Division of the War Department General Staff). The Assistant Chief of Staff, G-3, was assisted in the supervision of the units by the Chiefs of the Services (Ordnance, Chemical Warfare, Quartermaster, etc.) and Arms (Infantry, Cavalry, Field Artillery, etc.), in whose replacement training centers the units were organized. By January 1942, the problems "attendant upon the control and supervision" of special training units had become "magnified."¹ Consequently, The Adjutant General's Office organized the Development and Special Training Control Unit as a subsection of the Personnel Procedures Section within the Classification and Replacement Branch to perform the following duties:²

1. Standardize procedures.
2. Supervise the training program.
3. Prepare regulations, memoranda, and releases on special training units.
4. Check actual performance of operations in each unit.
5. Co-ordinate the special training unit training program with other training programs in the Army.
6. Develop and study tests and examinations to determine mental status, achievement in training, and special aptitudes of trainees in such units.
7. Determine optimal attainment in military performance of special training unit men.

Following the organization of the Development and Special Training Control Unit, personnel of The Adjutant General's Office assisted of-

¹ The Adjutant General's Office Memorandum, AGO21.1 (1-15-42) ST, Subject: *The Development and Special Training Control Unit*, January 15, 1942.

² *Ibid.*

ficers of the War Department General Staff with procurement and development of instructional materials, establishment of training programs, and supervision—matters which prior to January 1942 were solely the concern of the Training Division of the General Staff.

In March 1942, the War Department was reorganized and in addition to the War Department General Staff there were organized the Army Ground Forces, Army Air Forces, and the Services of Supply (later redesignated the Army Service Forces).³ At the time, the chiefs of various arms were transferred to the jurisdiction of the Commanding General, Army Ground Forces; the chiefs of the technical services and the commanding generals of the service commands were placed under the jurisdiction and command of the Commanding General, Army Service Forces; and all Air Corps activities were assigned to the Commanding General, Army Air Forces. Consequently, the control and supervision of special training units became the responsibility of the training divisions in the Headquarters of the Army Ground Forces, of the Army Air Forces, and of the Army Service Forces. While the War Department General Staff was still interested in the special training program, in the same way that it was concerned with the over-all efficiency of all elements of the Army, the three new Headquarters in the War Department assumed primary responsibility for special training units. In view of the anticipated growth of the units, The Adjutant General's Office in August 1942 organized the Training Branch in the Operations and Training Division, to which was assigned the Development and Special Training Control Unit as the Development and Special Training Section.⁴

From August 1942 until June 1, 1943, the Development and Special Training Section continued to prepare instructional materials, develop examining procedures, standardize testing programs, and conduct inspections. These activities were co-ordinated with the training divisions of the Army Ground Forces, the Army Air Forces, and the Army Service Forces. In June 1943, however, when the special training units were organized at the reception center level under service command control (and were eventually withdrawn from replacement training centers and all other organizations), the conduct of this training became the responsibility solely of the Director of Military Training, Army Service

³ War Department Circular No. 59, *War Department Reorganization*, March 2, 1942.

⁴ The Adjutant General's Office Memorandum No. 117, August 28, 1942.

Forces, in the War Department. Accordingly, in November 1943, the authority, functions, and personnel of the Development and Special Training Section were transferred from the Training Branch, Operations and Training Division, The Adjutant General's Office, to the jurisdiction of the Director of Military Training, Army Service Forces.⁵ From November 1943 until the discontinuance of special training units, staff officers within the Office of the Director of Military Training, Army Service Forces, developed instructional materials, made inspections of the units, and conducted all the other activities related to the operation of the special training units.⁶

THE TRAINING PROGRAM IN SPECIAL TRAINING UNITS

The type of training which men received in special training units was prescribed in *Mobilization Training Program 20-1*. This program was first published in July 1941 and was subsequently revised on two occasions, in July 1943 and May 1944.⁷ Despite some differences, the three versions possessed a number of important similarities. All emphasized that both military training and academic instruction were part of the program and that both would be carried on concurrently. All stressed the point that maximum effort should be concentrated on those subjects which would most quickly prepare the trainee for further military training. All recommended that the program be modified to meet the particular needs of individuals or groups of trainees with varying backgrounds, education, or mental capacity.

The training program published in July 1943 differed only slightly from the original one. Although the date of publication was subsequent to the time when special training units were consolidated at the reception centers (June 1, 1943), the program was actually submitted for publication during the spring of the year. Consequently, like the earlier program of July 1941, it stated the purpose to be "the training of individuals who, by reason of mental attitude or capacity, lack of ability

⁵ Army Service Forces Administrative Memorandum S81, Sec. II, 2 November 1943.

⁶ Since the construction of all tests in the Army was a function specifically delegated to The Office of The Adjutant General, the co-operation of the Classification and Replacement Branch, AGO, was requested, subsequent to November 1943, on all test matters pertaining to special training units.

⁷ MTP20-1, *Mobilization Training Program for Special Training Units at Replacement Training Centers*, July 17, 1941; *Mobilization Training Program for Special Training Units*, 1 July 1943; *Mobilization Training Program for Special Training Units*, 8 May 1944.

to understand or speak the English language, inability to read and write, lack of common knowledge, or other deficiency are not immediately suited to undertake the regular basic course of instruction prescribed for trainees." By the time of publication, the units were receiving only illiterates, non-English-speaking, and Grade V men.

The July 1943 program was originally prepared to accomplish two purposes: First, it was intended to serve as a training guide for all special training units—the ones in armies, corps, service commands, divisions, or units as well as those in replacement training centers.⁸ (The mobilization training program published in July 1941 pertained specifically to special training units in replacement training centers.) Second, it extended the military training aspect of the program in order to bring it more in line with the type of military training other recruits were receiving in the tactical and other organizations, of which special training units had become a part. Subjects such as the following were added: Safeguarding Military Information; Defense against Air Attack; and Defense against Mechanized Attack. However, by the time of publication, July 1943, neither of these purposes was relevant in the special training unit program. The mobilization training programs of both July 1941 and July 1943 prescribed three hours a day of academic training—one hour of reading, one hour of language expression, and one hour of arithmetic.

The *Mobilization Training Program for Special Training Units*, published in May 1944, contained a more complete statement on the conduct of training than either of the previous publications. It was more effectively geared to the needs of the men received in special training units at the reception center level. It recognized that the primary deficiency of these men was academic and not military, and accordingly reversed the time allotted to military and academic training. Under the older programs, approximately 40 per cent of the total training time was given to academic training; under the newer program, approximately 60 per cent. Subjects like Defense against Chemical Attack, Defense against Air Attack, and Defense against Mechanized Attack were excluded from the program, since it was felt that the men would be better prepared for such instruction when assigned to regular training.

The program of May 1944 also set forth a number of specific modifica-

⁸ In Chapter I it was noted that in November 1942, special training units were organized by directive throughout the Army.

tions. A typical eight-week program for illiterates was included. Following this program, it was recommended that, for the remainder of his stay in special training, each man be provided with instruction which would best qualify him for regular training. For example, if still deficient in academic subject matter, he could receive six hours a day of educational instruction and two hours of military training; if deficient in military subject matter, six hours of military and two of academic. For non-English-speaking trainees, the program recommended "a concentrated program of instruction in language for the first three or four weeks of training"; six hours of language instruction, one hour of physical conditioning, and one hour of close-order drill were suggested for this period. For Grade V men, who might "be able to read and perform arithmetic at a fourth grade level" and consequently did not require the full period of instruction, an abbreviated period of training was prescribed. These men were helped "to apply their skills [academic] to Army materials" and were provided with orientation in military subjects.

The maximum length of the training period throughout most of the special training program was twelve weeks. As was indicated in Chapter I, for a period of one year (from November 1943 to November 1944) it was possible to keep a trainee in a special training unit for as long as sixteen weeks.⁹ Each man was assigned to regular training as soon as he attained prescribed academic standards and demonstrated proficiency in military subjects. If it became apparent that a trainee was incapable of achieving the set academic standards and/or was inept in the military aspects, he was honorably discharged from the Army.

ORGANIZATION OF A SPECIAL TRAINING UNIT

Before describing the organization of a special training unit, it is desirable to clarify briefly the differences in general organization resulting from the policies in effect prior and subsequent to June 1, 1943.

At the time the special training units were organized, in July 1941, all men requiring special training were sent to replacement training centers. This meant that following induction the men were shipped to a reception center, where they were clothed, immunized, and oriented

⁹ The authority to extend the training from 12 to 16 weeks was contained in War Department Circular No. 297, Sec. I, 13 November 1943. Revocation of this authority was contained in War Department Circular No. 440, Sec. III, 15 November 1944.

into Army procedures and regulations. From the reception center, they were sent to a replacement training center. During initial classification at the replacement training center, men were assigned to a special training unit on the post if they required such a program. Many men assigned to regular training were reassigned to the special training unit, within the first four weeks of basic training, if they demonstrated inability to keep up with the other recruits. In many special training units at replacement training centers, as high as 20 per cent of the average enrollment represented individuals reassigned from regular training units on the post. When, in November 1942, the replacement training centers were unable to assume the full special training load in the Army, the men requiring such training were shipped from the reception centers to practically all other elements of the Army.

The disadvantages of the system in operation prior to June 1, 1943 far outweighed the advantages. The chief advantage was that the men requiring special training, though segregated in separate batteries, companies, or battalions, were, nevertheless, in the same organization with men pursuing regular training. Consequently, it was possible for supervising officers to compare the attainments of men in special training with the standards of the regular training units. It was also possible to arrange very easily for the transfer of a regular trainee to a special training unit and vice versa, since the units were on the same post or in the same organization. The disadvantages were many. In the first place, the regular training mission of the replacement training center or other Army unit always received the major interest and attention of the commanding officer, and the existence of the special training unit was considered an impediment to the attainment of the regular mission. Consequently, many men requiring special training never received it. Secondly, despite every effort "to avoid any designation which tends to humiliate the men,"¹⁰ the special training units were referred to in a disparaging manner by regular training unit personnel. Stigmatization of the men did not aid them in their efforts to complete the special training program. Finally, there was an unnecessary expenditure of money and effort in the assignment of men to organizations all over the country, from reception centers near their home, only to have many of them discharged, shortly thereafter, for ineptitude.

¹⁰ Headquarters, Field Artillery Replacement Training Center, Fort Bragg, N. C., Subject: *Development Units*, April 26, 1941.

The consolidation of the special training units at the reception center level in June 1943 had many advantages. Under this system, all illiterate, non-English-speaking, and Grade V men were sent from the reception centers to special training units. Often, the special training units were on the same post as the reception center. In situations where housing facilities were inadequate at the reception center, the special training unit was organized nearby—always in the same service command. The organization of special training units, separate and distinct from regular training organizations, made attainment of the special training mission a primary concern and responsibility of its commanding officer. This aided the program considerably. Men requiring special training were not stigmatized in any way. As a matter of fact, they received all the special help they needed prior to assignment to a regular training organization. Following satisfactory completion of the special training program, men were sent back to the reception center and were sent out to the replacement training centers and other organizations along with new recruits. In this way, they started out afresh, possessing the advantage of preliminary academic and military training to offset the deficiencies with which they had come into the Army and any limitations of mental capacity. Furthermore, those trainees who proved unable to complete the special training program, and were discharged from the Army, were relatively close to home; they had not retarded the progress of any of the regular training group as some of them had done under the former system.

One disadvantage characterized the organization of the special training units at the reception center level. The fact that the men were stationed not far from their homes led many to make visits to their families on Sundays. Since many were not adept at reading rail and bus timetables and at determining travel routes to and from their homes, a number tended to be AWOL following week ends. The relatively higher AWOL rate among men in special training units was noted in Chapter III. This problem was not overly serious and was handled in the units, where aid was given to each man in planning visits to and from his home. This disadvantage was to a certain extent offset, moreover, by the fact that some contact with his family (families often visited the unit on week ends) kept a soldier in a more cheerful frame of mind and permitted him to concentrate more fully on his work.

These prefatory remarks have been made in order to point out how

the special training units fitted organizationally into the structure of the Army. There was no prescribed organization for a special training unit, nor was there any typical organization; yet all of them functioned in much the same way. Each unit, whether a separate battery, company, or battalion in a replacement training center, division, army, corps, or reception center, followed the typical military organization. Each unit had a commanding officer, assisted by staff personnel to conduct administrative matters and by line personnel to exercise command and conduct training. The only differences in organization, among units, pertained to the degree of independent activity which each was capable of conducting. For example, many units in the replacement training centers, armies, corps, and service commands did not have their own classification officer and personnel consultant, and for these services had to call on officers assigned to higher headquarters. Some units at the reception center level did not maintain their own records section, mess, and supply, and were dependent on the reception center for these services. Other units were self-contained and could function completely independent of any other organization. The important point, however, is that all units were capable of performing similar services, though for some, who had to request some types of service from another source, it was a bit more difficult than for others. Therefore, in the ensuing discussion of the organization of a special training unit, the treatment is based more on the services available to the unit than on its structural organization.

The fact that each special training unit had well-functioning supply, transportation, mess, and records sections is important, but comparatively insignificant for purposes of this treatment. Other services, relating to the effective conduct of academic instruction and military training, are the primary concern of this volume and are considered in the following pages.

The Training Section supervised and co-ordinated the training in each unit. In a number of units, the ranking officer of this section was responsible for both academic and military training; in most, two officers were designated by the commanding officer—one for the educational part of the program, the other for the military. To insure the attainment and maintenance of high standards of training, the Training Section typically carried on a variety of activities: planning courses of instruction; recommending instructional techniques; developing training aids; training instructors; procuring adequate classroom and training facilities;

and maintaining academic and military progress records of the trainees. A Training Aids Section was organized in each unit to design and construct instructional aids and devices.

The Classification Section functioned in the interviewing, examining, and assignment of the men. The administration of the *Army General Classification Test* and the *Mechanical Aptitude Test* was the responsibility of this section. Interviewing of each trainee, at the completion of training, with a view to recommending an appropriate military assignment, was conducted by classification personnel. The Classification Section also checked each man's Qualification Card, WD AGO Form 20, to record test results obtained in the unit and to revise the literacy designation appropriately at the completion of training.

Closely related to this section was the Personnel Consultant Section. Personnel consultants were assigned to special training units by special directive in January 1942.¹¹ This section administered tests to incoming trainees and recommended the initial academic placement of the men; conducted individual psychological examinations of referred individuals who were experiencing academic and/or adjustment difficulties and made recommendations for corrective treatment; and submitted professional opinions before special boards concerning the fitness of a trainee for retention in, or discharge from, the service.

The personnel consultant was often a trained clinical psychologist in civilian life. In a number of units, he served as a member of a Remedial Clinic, organized for trainees who experienced unusual difficulty in their work.¹² In all units, his professional judgment was solicited by boards organized to study the disposition of marginal trainees. The creation of these boards was required by Army regulations.¹³ They were designated variously: Functional Literacy Boards, Section VIII Boards, Disposition Boards, etc. In addition to the opinion of the personnel consultant, the judgments of medical and psychiatric officers and officers responsible for academic and military training were also received by the board. Medical and psychiatric services were available to all units, often through the post

¹¹ The Adjutant General's Office, AG 201.6 (1-5-42) ST, Classification Memorandum No. 6, Revised Copy, January 17, 1942.

¹² Such Remedial Clinics existed in the special training unit at the Field Artillery Replacement Training Center, Fort Bragg, N. C., and in a number of reception center level units, for example, Fort Jackson, S. C., Camp McQuaide, Calif., Camp Atterbury, Ind., and Fort Bragg, N. C.

¹³ Army Regulation 615-360, *Enlisted Men: Discharge; Release from Active Duty*, November 26, 1942.

facilities. In at least two units—Field Artillery Replacement Training Center, Fort Bragg, N. C., and New Cumberland, Pa.—psychiatrists were assigned directly.

The Information and Education Section was responsible for the Army orientation program conducted for the trainees. It secured Army orientation materials, maintained the orientation center, provided for special orientation meetings and activities, and worked with the educational supervisor to plan the regular orientation program in the classroom and to produce the local orientation publications.

The Special Services Section promoted morale-building activities. This section organized intra-organizational athletic games and contests; conducted shows and dances, and provided other means of recreation; and co-operated with the chaplain, personnel consultant, and other officers in assisting trainees with their individual problems.

The Chaplain's Office served an important role in special training units. In addition to conducting the regular religious services, the chaplain delivered "morale" talks to incoming trainees; conferred with the men concerning their problems and suggested appropriate solutions; and maintained close contact with the American Red Cross, making its services immediately available to the men in periods of emergency.

In addition to the various services performed by the staff officers of the sections, there were detailed duties performed by the line officers in the unit. Line officers included the battalion commanders, company commanding officers, company officers, and non-commissioned officers who functioned on the drill fields and in the classrooms.

A typical company commander controlled company administration, supervised and directed maintenance of grounds and equipment, supervised and co-ordinated training of company personnel, maintained close contact with trainees relating to individual orientation and personal problems of adjustment, recommended trainees for individual psychological and psychiatric examinations, and recommended trainees for graduation, retention in service, or discharge from the Army.¹⁴

The following were generally included among the duties of the company officer responsible for military training: supervision of military instruction and techniques; supervision of military dress and formations for uniformity; conduct of indoctrination course for all incoming trainees;

¹⁴ Proceedings of Special Training Unit Conference, 10 May 1944, 3384th Service Unit, New Cumberland, Pa., p. 9.

assistance in the instruction of cadre in techniques of military instruction; and preparation of military schedules.¹⁵

The company officer responsible for educational training usually supervised and controlled company educational administration and records; supervised classroom procedures and techniques of instruction; assisted in instructor training programs; and assisted in the interview and testing of trainees to determine qualification for promotion and graduation.¹⁶

Instructors who conducted the military and educational training functioned in the day-to-day operation of the unit, along with the company personnel and staff officers.

The organization for training varied slightly among the units. Most of the units preferred to present academic instruction for consecutive periods, fulfilling the prescribed number of hours. The remainder of the day was given over to military training. At least two units, however (Camp Atterbury, Ind., and Holabird Signal Depot, Baltimore, Md.), found it more desirable to alternate one hour of academic instruction with one hour of military training. Both systems worked satisfactorily. In the former, the concentrated academic training was not too long and consequently did not produce boredom and fatigue. In the latter, the classrooms and drill fields were close to each other, so that there was neither confusion nor too much time lost in making the frequent transition from one activity to the other. Each unit was permitted to develop its own organization, provided its operation was not impaired.

The educational and psychological characteristics of the program, which are presented in the following chapter, represent an outgrowth of the functioning of the units. Consequently, these should provide the reader with an even richer appreciation of a unit's organization.

OPERATION OF THE PROGRAM, JULY 1941 TO JUNE 1943

The information available on the special training program prior to June 1943 is scattered. There was no effective reporting system in operation, with the result that no precise data are available on the number of units or the number of men received and trained. Only two reports were made of the special training units in operation—one for the month of October 1942, the other for the period January 16 to February 15, 1943. These

¹⁵ *Ibid.*

¹⁶ *Ibid.*, p. 10.

provide suggestive data, but are hardly a sufficient sampling of the entire period. Furthermore, as has been indicated, the units were not only spread throughout all elements of the Army, but control and supervision of them was distributed among a number of different headquarters at the War Department. Consequently, it was impossible for any single agency to inspect all the units. Quite a number of inspections were conducted, however, and these form the basis of judgments on the effectiveness of the program.

By May 1943, there were as many as 239 special training units in operation.¹⁷ Some of these numbered as few as five trainees receiving instruction, while others were organized as a "full battalion of four companies"¹⁸ and contained more than 1,000 men.

In the earliest available report on the operation of special training units, made in October 1942, it was revealed that there were 26,766 men receiving special training.¹⁹ Table XIII shows the elements of the Army in which

TABLE XIII

NUMBER OF MEN IN SPECIAL TRAINING UNITS AS OF
OCTOBER 1942, DISTRIBUTED BY ELEMENT OF ARMY IN WHICH TRAINED *

<i>Element of Army</i>	<i>Number of Men</i>	<i>Per Cent</i>
Army Ground Forces	12,105	45.2
Army Service Forces Installations (Other than Replacement Training Centers)	3,855	14.4
Replacement Training Centers	10,806	40.4
Total	26,766	100.0

* These data show that the directive of November 1942, which stated that men needing special training could be assigned to Army organizations other than replacement training centers, was initiated to make official an existent condition.

these men were trained. Of the 12,105 trained in the Army Ground Forces, 6,936 were in ten Infantry Divisions; 736 in four Armored Divisions; and 4,433 in miscellaneous units of the Ground Forces.

That a great number of the men were trained by the Army Ground Forces (a number of the replacement training centers were under the Army Ground Forces also) was not accidental. The Army Ground Forces

¹⁷ War Department, Special Service Digest, *The Army Teaches the Three R's*, May 1943.

¹⁸ Headquarters, 25th Battalion, Quartermaster Replacement Training Center, Camp Lee, Va., *Report of a Special Training Unit*, January 15, 1943.

¹⁹ Training Branch, AGO, *Report on Status of Special Training Units*, October 16, 1942.

were much larger than the Army Air Forces and Army Service Forces, and consequently received greater number of the men requiring special training. A second report on special training unit operation, for the period January 16 to February 15, 1943, revealed much the same situation.²⁰ On February 15, 1943, there were 30,592 men receiving training. Table XIV shows how they were distributed.

TABLE XIV

NUMBER OF MEN IN SPECIAL TRAINING UNITS AS OF
FEBRUARY 15, 1943, DISTRIBUTED BY ELEMENT OF ARMY IN WHICH TRAINED

<i>Element of Army</i>	<i>Number of Men</i>	<i>Per Cent</i>
Army Ground Forces Units and Divisions	14,715	48.1
Army Ground Forces Replacement Training Centers	8,994	29.4
Army Service Forces Replacement Training Centers and Service Commands	5,996	19.6
Army Air Forces	887	2.9
Total	30,592	100.0

The figure 30,592 was considered to be "definitely low" for two reasons: First, reports had not been obtained from newly formed units, organized after January 15. Second, reports were not available from units that had departed from their stations during the month. It was estimated that "these two factors in all probability would account for an additional 10,000 men."²¹ It does not seem unwarranted to conclude from these two reports that the average monthly enrollment in special training units for the latter part of 1942 and the early part of 1943 was somewhere between 25,000 and 35,000 men.

The report for January–February 1943 presents interesting data on the different categories of personnel who were forwarded for special training. This was the period when the physically handicapped and the unadjusted were assigned to special training, along with illiterate, non-English-speaking, and Grade V men.²² A breakdown of the 30,592 men in special train-

²⁰ Memorandum to Col. Geo. A. Miller, Subject: *Summary of Report of Special Training Units and Literacy Schools of the Army—Period January 16 to February 15, 1943, Inclusive*, April 1, 1943.

²¹ *Ibid.*

²² The units provided modified basic training programs for the physically handicapped and trained the unadjusted in small groups, with a maximum of encouragement and

ing units on February 15, 1943, in terms of these five categories, is presented in Table XV.

TABLE XV

NUMBER OF MEN IN SPECIAL TRAINING UNITS AS OF
FEBRUARY 15, 1943, DISTRIBUTED BY REASON FOR REFERRAL

<i>Reason for Referral</i>	<i>Number of Men</i>	<i>Per Cent</i>
Illiterate	18,875	61.7
Non-English-Speaking	3,824	12.5
Grade V	5,109	16.7
Physically Handicapped	2,080	6.8
Personality Disorder	704	2.3
Total	30,592	100.0

That the major problem of special training units during this early period was the training of illiterate, non-English-speaking, and Grade V men is clearly evident from the figures. The earlier report, for October 1942, also contained a breakdown of the men according to the reasons for which they were referred to special training. However, the figures pertain only to the men in the replacement training centers and not to the entire group, providing therefore a selected sampling. Nevertheless, they also demonstrate the extent to which literacy training was dominant in the special training program. Of the slightly more than 10,000 special training unit men in replacement training centers, 45.5 per cent were illiterates; 14.7 per cent, non-English-speaking; 23.6 per cent, Grade V; 14.4 per cent, physically handicapped; and 1.8 per cent, possessed of personality disorders.

The ratio of white to Negro personnel in special training units, noted in the second report, was 5.6 : 1. This confirmed the earlier ratio of 5.1 : 1, established on the 10,806 men in replacement training centers special training units. Because of the generally incomplete data on this period, it is difficult to determine why so many more white than Negro men received

guidance. Some units developed special programs of notable character, e.g., the units at Field Artillery Replacement Training Center, Fort Bragg, N. C., and Camp Lee, Va. However, no special programs for the physically handicapped and unadjusted were prescribed by the War Department. Those which were adopted locally never achieved the level of efficiency of the literacy program. The majority of men in special training units required literacy training, and the major effort of the War Department was concerned with the development of a program to salvage them.

special training. In commenting on the observed ratio, the second report states: "This is still high and in the wrong direction."²³

On February 15, 1943, the instructional staff in special training units was composed of 660 officers, 2,327 enlisted men, and 53 civilian teachers. Civilian instructors had been employed locally and not as a result of any pressure from the War Department. The move to replace uniformed instructors by civilian personnel, initiated by the War Department, took place much later, in March 1944. This is further discussed in the section of the next chapter which deals with selection of instructors.

The observations of inspecting officers reveal that the program operated in a very uneven manner prior to June 1, 1943. In previous chapters it was pointed out that, during this early period, many men who required special training were not assigned to units, and that this condition was due partly to the overcrowding in many installations and partly to the fact that many illiterate, non-English-speaking, and Grade V men who did not possess "salvageable occupational skills" were sent direct to regular training units. Inspecting officers' reports are replete with evidence substantiating the existence of these conditions. For example, in a report on special training in the Fourth Service Command, it was pointed out that many men who should have been receiving special training were not, and that the number of units was not commensurate with the training load known to exist in the service command.²⁴ Even in the comparatively fine unit at the Field Artillery Replacement Training Center, Fort Bragg, N. C., it was pointed out that "all of the illiterates of the Replacement Training Center do not receive special training in the Special Training Unit."²⁵

The following excerpts from other reports are equally revealing:

There are only 12 men receiving special training at the present time although there are over 400 men reported as needing this training. . . . The reason advanced . . . was that the crowded condition of the Training Center did not allow room in which to extend the Special Training Unit.²⁶

²³ Memorandum to Col. Geo. A. Miller, Subject: *Summary of Report of Special Training Units and Literacy Schools of the Army—Period January 16 to February 15, 1943, Inclusive*, April 1, 1943.

²⁴ Memorandum to Col. Geo. A. Miller, Subject: *Report of Special Training Under Jurisdiction of Fourth Service Command*, January 27, 1943.

²⁵ Memorandum for Chief, Training Branch, AGO, Subject: *Training Inspection of Special Training Unit, Field Artillery Replacement Training Center, Fort Bragg, North Carolina*, March 31, 1943.

²⁶ The Adjutant General's Office, AG333 (3-5-43) OT-C, Subject: *Special Training Inspection, Antiaircraft Training Center, Camp Edwards, Massachusetts*, March 5, 1943.

Many men who need special training do not reach the Special Training Unit.²⁷

At the present time, there is no special training in any unit of the Eastern Defense Command or the First Army.²⁸

At the present time there are no special training units operating in the First Air Force, [despite the fact that recent admissions to the Air Forces have included] a considerable number of men who are linguistically handicapped, physically or mentally limited.²⁹

Notwithstanding the fact that the Army Ground Forces divisions and units received great numbers of illiterate, non-English-speaking, and Grade V men, special training units in these organizations did not function too well. Ground Forces divisions and units were required to pass severe training tests at the completion of the basic training period and to participate in strenuous and exacting manoeuvres. Consequently, it was exceedingly difficult to conduct effective special training units within organizations primarily conceived to accomplish other more important missions. Inspections of special training units within the Tenth Armored Division revealed that they were "functioning ineffectively and without co-ordination." An inspection of the Second Infantry Division at Camp McCoy, Wisc., revealed the following limitations:³⁰

1. The prescribed mobilization training program was not followed, and as little as 10 per cent of time was devoted to academic training.
2. Limited academic instruction was given at night.
3. There was a lack of good classroom facilities.
4. The supply of texts was not sufficient.
5. Classes were too large for effective teaching.
6. There was no systematic supervision of instruction.

These limitations were considered to be typical of special training units in divisions and it was recommended "that an effort be made to eliminate from combat divisions all men requiring special training by sending them

²⁷ Memorandum to Chief, Training Branch, AGO, Subject: *Training Inspection of Special Training Units and Literacy Schools at the Engineer Replacement Training Center, Fort Belvoir, Virginia*, April 27, 1943.

²⁸ The Adjutant General's Office, AG 333 (3-5-43) OT-C, Subject: *Training Conference of Special Training, Eastern Defense Command and First Army*, March 5, 1943.

²⁹ The Adjutant General's Office, AG 333 (3-5-43), Subject: *Conference on Special Training, Headquarters First Air Force, Mitchell Field, New York*, March 5, 1943.

³⁰ Memorandum for Lieutenant Colonel Seidenfeld, Subject: *Training Inspection of Special Training Unit, 2nd Infantry Division, Camp McCoy, Wisconsin*, May 20, 1943.

direct to a special training unit in a reception center or a replacement training center.”³¹ In the event that this might prove impracticable, it was further stated that “divisions conducting such programs should be given some leeway in meeting the standards of their basic training so that the men who are assigned to special training units will not be counted against the record of the Division Commander.”³²

The special training units at the replacement training centers had by far the best records. Most of them conducted very effective training programs, although of an occasional one, for example the unit at the Engineer Replacement Training Center, Fort Belvoir, Va., it was possible to say: “The instructors observed did not appear to be particularly qualified for instruction in special training units. . . . The instruction in the literacy schools is very unsatisfactory. . . .”³³ The units at the Medical RTC, Camp Joseph T. Robinson, Ark.,³⁴ the Armed Forces RTC, Fort Knox, Ky.,³⁵ the Branch Immaterial RTC, Camp Joseph T. Robinson, Ark.,³⁶ and the Engineer RTC, Fort Leonard Wood, Mo.,³⁷ were all rated good. Excellent units were conducted at the Quartermaster RTC, Camp Lee, Va.,³⁸ the Field Artillery RTC, Fort Bragg, N. C.,³⁹ and the Central Signal Corps RTC, Camp Crowder, Mo.⁴⁰

³¹ Memorandum for Chief, Training Branch, AGO, Subject: *Training Inspection of Special Training Unit, 2nd Infantry Division, Camp McCoy, Wisconsin*, May 21, 1943.

³² *Ibid.*

³³ Memorandum to Chief, Training Branch, AGO, Subject: *Training Inspection of Special Training Units and Literacy Schools at the Engineer Replacement Training Center, Fort Belvoir, Virginia*, April 27, 1943.

³⁴ Memorandum for Chief, Training Branch, AGO, Subject: *Training Inspection of Special Training Unit, Medical Replacement Training Center, Camp Joseph T. Robinson, Arkansas*, May 20, 1943.

³⁵ Memorandum for Chief, Training Branch, AGO, Subject: *Training Inspection of Special Training Unit, Armed Forces Replacement Training Center, Fort Knox, Kentucky*, May 20, 1943.

³⁶ Memorandum for Chief, Training Branch, AGO, Subject: *Training Inspection of Special Training Unit, Branch Immaterial Replacement Training Center, Camp Joseph T. Robinson, Arkansas*, May 20, 1943.

³⁷ Memorandum for Chief, Training Branch, AGO, Subject: *Training Inspection of Special Training Unit, Engineer Replacement Training Center, Fort Leonard Wood, Missouri*, May 20, 1943.

³⁸ Memorandum for Chief, Training Branch, AGO, Subject: *Training Inspection, Special Training Unit*, March 19, 1943.

³⁹ Memorandum from Edgar A. Doll, Expert Consultant to the Secretary of War, Subject: *Observations on Special Training Unit, Battery B, 15th Battalion, 5th Regiment, Field Artillery RTC, Fort Bragg, North Carolina*, December 22, 1942.

⁴⁰ Headquarters, Central Signal Corps Replacement Training Center, Camp Crowder, Mo., 332.3-STU, Subject: *Operation of the Special Training Unit, Company B, 32nd Signal Training Battalion*, 8 March 1943.

Many of the units in other elements of the Army did very well. For example, in an inspection of the special training unit at Basic Training Center No. 7, Army Air Forces Technical Training Command, Atlantic City, N. J., it was noted that the unit "with an enrollment of 825 at the present time" was doing "a very superior" job.⁴¹ Similarly, it was judged that the unit in the reception center at Fort Benning, Ga., was doing "a very satisfactory piece of work in spite of physical limitations and inadequate facilities."⁴²

The special training units showed gradual improvement during the early period, but the move to consolidate all units at the reception center level was hastened by several factors: (1) the undeniable unevenness of training conducted, (2) the difficulties arising from the operation of special training units in Ground Forces organizations, and (3) the fact that many men requiring special training were not receiving it.

The data on the number of men graduated from special training units and discharged from the Army, during this period, are incomplete. Analysis of available figures is undertaken in Part III, which is concerned with the accomplishments of the program.

OPERATION OF THE PROGRAM, JUNE 1943 THROUGH DECEMBER 1945

Extensive data are available on the operation of the special training program from June 1, 1943 through December 1945. With the consolidation of the units at the reception center level and the centralization of War Department responsibility for special training, a monthly progress report⁴³ and regular inspection system were initiated. From the monthly progress report, which each unit was required to submit, it was possible to determine the following: the number of units in operation, the number of men received (white and Negro), the average monthly enrollment, the number of men graduated and discharged, the amount of training time required by the graduates, the reasons for discharge (whether inepti-

⁴¹ Memorandum for Chief, Training Branch, AGO, Subject: *Training Inspection of Special Training Unit, Basic Training Center No. 7, Army Air Forces Technical Training Command, Atlantic City, New Jersey*, March 5, 1943.

⁴² Memorandum to Col. Geo. A. Miller, Subject: *Report of Special Training Unit, Fourth Service Command, Fort Benning, Ga.*, January 28, 1943.

⁴³ The monthly *Progress Report of Special Training Units* was initiated by Army Service Forces Memorandum No. S350-40-43, 11 August 1943. The form and content of this report underwent several minor changes in the course of the program. For these modifications, see the following: ASF Circular No. 22, 20 January 1944; ASF Circular No. 272, 24 August 1944; ASF Circular No. 161, 30 May 1944; ASF Circular No. 251, 3 July 1945.

tude or other), and the number of instructors included in the program. The regular inspections of the units provided an index of the efficiency with which the program was conducted. They also served as a means of determining the needs of the units and effectuating desired improvements.

Shortly after June 1, 1943, twenty-four special training units were organized. There was at least one unit in every service command, and the Fourth and Eighth Service Commands had six each. By December 1943, the number of units had been reduced to nineteen, through the consolidation of smaller units within service commands. Reduction in the number of units continued to be made when the need for them diminished. However, each service command continued to operate at least one unit until July 1945.⁴⁴

Table XVI shows the monthly enrollment in special training units, by service commands, from June 1943 through December 1945.⁴⁵ It is clear that the peak monthly enrollment in the program was reached in February 1944, when there were 30,666 men in training. The monthly enrollment dropped from February until the end of that year.

The rise in monthly enrollment which commenced in January 1945 was due to the increased number of induction calls set for the spring of the year. This increase was announced in December, during the "Battle of the Bulge" in the European theater of operations, when heavy losses were sustained and uncertainty mounted concerning future replacement needs. An additional factor was the introduction of the new *Army General Classification Test*, AGCT-3a, at reception centers on April 15, 1945. As has been noted in Chapter II, the upper standard score limit for a classification of Grade V on this test was established at 69, compared with a score of 59 on previous forms. Consequently, a greater proportion of men were classified Grade V and sent to special training units.

By June 1945, with the war in Europe completed, induction calls were reduced, and effective May 31 the upper limit of Grade V on the *Army General Classification Test*, Form 3a, was lowered from 69 to 59.⁴⁶

⁴⁴ Based on the special training unit monthly progress reports, summarized in Section 9, *Military Training*, Monthly Progress Report, Army Service Forces. Beginning in August 1945, special training unit monthly progress reports were summarized in Section 5, *Personnel and Training*.

⁴⁵ *Ibid.*

⁴⁶ TWX, The Adjutant General's Office, SPXOC-S 220.01, 31 May 1945.

TABLE XVI

MONTHLY ENROLLMENT IN SPECIAL TRAINING UNITS FROM JUNE 1943
THROUGH DECEMBER 1945,* DISTRIBUTED BY SERVICE COMMANDS

Service Command	1943											
	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
First						121	161	250	267	196	278	270
Second						228	984	1396	1955	1996	1918	1925
Third							226	1280	1872	2169	2255	2299
Fourth						725	3813	7748	9779	9160	8575	9134
Fifth						184	956	1388	2018	2276	3033	3020
Sixth						120	155	924	1010	797	855	858
Seventh						113	359	588	903	896	958	1210
Eighth						345	1530	2064	2060	2598	3330	4761
Ninth						234	585	807	758	946	1108	1182
Entire Country						2070	8769	16445	20662	21034	22310	24659

Service Command	1944											
	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
First	309	556	622	622	586	398	267	258	243	265	260	264
Second	1798	1915	2342	2319	1762	1306	1137	878	783	609	589	592
Third	2905	3255	3612	3951	3251	2657	2506	2266	2214	1922	1668	1651
Fourth	11401	12098	11355	10731	11887	10668	10056	8498	6830	5237	5390	4182
Fifth	2545	2281	2222	2773	2372	2097	1979	1618	1642	1632	1498	1464
Sixth	1017	1198	1033	865	780	630	762	815	759	566	482	498
Seventh	1425	1210	1225	1405	1416	1245	1108	909	891	707	621	688
Eighth	6179	6301	5228	5141	5092	4002	3001	2730	2181	1661	1443	1474
Ninth	1640	1852	1520	1376	1265	1029	931	918	950	975	1016	913
Entire Country	29219	30666	29159	29183	28411	24032	21747	18890	16493	13574	12967	11726

Service Command	1945											
	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
First	217	224	313	344	406	904	1354	1322	1593	1493	586	....
Second	591	689	878	1096	1091	509	344	....	....	....	....	....
Third	1621	1769	1952	2134	2306	2185	2146	2246	1059	....	....	....
Fourth	4548	5513	5007	5689	6644	5862	5055	4136	3649	1257	56	....
Fifth	1514	1785	1852	2174	2351	2078	1643	1857	1032	668	....	....
Sixth	516	621	924	1454	2143	2919	2607	916	....	....	....	....
Seventh	668	647	703	683	822	752	503	494	706	464	79	....
Eighth	1597	1934	2229	2580	3286	2997	2679	2496	1730	967	227	....
Ninth	865	919	1143	1224	1182	1135	1077	857	710	262	....	....
Entire Country	12137	14101	15001	17378	20231	19341	17408	14324	10479	4443	948	....

* Until July 1945, the monthly enrollment was equal to the average of the enrollments on the 10th, 20th, and last day of the month. Starting with July 1945, the monthly enrollment was equal to the enrollment on the last day of the month.

Monthly enrollments in special training units immediately started to go down again, and they continued to diminish until the end of the program.

From January 1944 until the termination of the program, separate monthly enrollment figures were collected for each special training unit. These data are summarized in Table XVII.⁴⁷

⁴⁷ Based on the special training unit monthly progress reports. See footnote 44.

The monthly enrollments, shown in Table XVII, reveal the size of the training load in each unit. It is not feasible to explain the irregularities from month to month of the enrollment in each of the units, because of the highly detailed and specific factors which influenced the flow of men to any single unit. For example, the unit at Fort Devens, Mass., shows a sudden increase in monthly enrollment in June 1945, compared with the average of previous monthly figures. This increase was the result of War Department policy which directed that all personnel normally shipped to the special training unit at Pine Camp, N. Y., would be assigned to the unit at Fort Devens, Mass., on and after May 20, 1945.⁴⁸ It was further directed that the unit at Pine Camp, N. Y., would be closed at the point of uneconomical operation.⁴⁹ Another illustration of the highly specific factors which influenced monthly enrollment figures in particular units is the situation at Fort Sheridan, Ill. This unit shows sudden, significant increases in May and June 1945. These were also due to special policies inaugurated by the War Department. Under the War Mobilization and Reconversion Directive, all selective service registrants who were classified 4F and had left defense jobs were called for induction in the spring of 1945 ("Work or Fight Program"). All illiterate, non-English-speaking, and Grade V men inducted as a result of this directive were assigned to the unit at Fort Sheridan, Ill. Because the increased enrollment in May and June taxed housing and instructional facilities at Fort Sheridan, Ill., a new special training unit was established at Camp Ellis, Ill., on June 4, 1945, "for all men requiring special training" who were "inducted into the Army under the War Mobilization and Reconversion Directive."⁵⁰ The Camp Ellis unit was not listed in Table XVII, since it was closed immediately after activation in view of the fact that "induction of personnel into the Army under the War Mobilization and Reconversion Directive was discontinued on July 1, 1945."⁵¹ Because specific factors of one sort or other influenced enrollments in many units, it would be impractical to attempt to explain seeming irregularities in the monthly enrollment figures contained in Table XVII.

⁴⁸ Office of The Adjutant General, SPXOT-T 370.5 (26 April 1945), Subject: *Closing of Special Training Unit at Pine Camp, N. Y.*, 14 May 1945.

⁴⁹ Army Service Forces Letter, SPMOC 370.5 (26 April 1945), Subject: *Closing of Special Training Unit at Pine Camp, New York*, 10 May 1945.

⁵⁰ Army Service Forces, Monthly Progress Report for June 1945, *Military Training*, Sec. 9, p. 22.

⁵¹ *Ibid.*

From June 1, 1943 until the close of the program, there were 302,838 men received for special training. This figure is based on the monthly progress reports and shows the actual number of entrants into the program. It is slightly higher than the figure noted in Chapter III (299,059), which represented the number of illiterate, non-English-speaking, and Grade V men inducted between June 1, 1943 and October 1, 1945. However, the figure 302,838 includes men who, for some reason, were overlooked at induction stations and reception centers, and entered special training units through reassignment procedures in the Army.

Of the 302,838 men received in special training units, 163,028 were white (54%) and 139,810 were Negro (46%). Notwithstanding the fact that 43.3 per cent of all inducted Negroes were classified in the illiterate and Grade V categories and that the comparable percentage for the whites was 6.6, as reported in Chapter III, the whites constituted slightly more than half of the men in the special training program. Comprehensive analyses of the induction figures have already been made in Chapter III to show the extent of illiteracy and the number of Grade V personnel among whites and Negroes in various parts of the country.

The regularity with which personnel came into the special training units is shown in Figure I. A considerable number of white and Negro illiterate, non-English-speaking, and Grade V men were inducted into the Army each month. The cumulative total of Negroes who entered special training exceeded the number of whites until February 1945; thereafter, the cumulative total for the whites exceeded that for the Negroes. (See page 172.)

Data on the size of the special training instructional staff were collected each month for the period June 1943 through August 1944. The peak was reached in April 1944, when there were 5,291 instructors in special training units.⁵² It is not likely that the size of the instructional staff grew beyond this figure in the period subsequent to August 1944, since monthly enrollments were at peak level in the spring of 1944. Of the 5,291 instructor personnel, 647 were officers, 4,557 were enlisted men, and 87 were civilians. It is also of interest to note that among them were 1,271 Negroes—7 officers, 1,259 enlisted men, and 5 civilians. According to the data, the highest number of civilian instructors employed in special training was reached in July 1944. At the time there were 260 civilian instructors, of whom 221 were white and 39 Negro.

⁵² Contained in the special training unit monthly progress reports. See footnote 44.

TABLE XVII
MONTHLY ENROLLMENT IN EACH SPECIAL TRAINING UNIT FROM
JANUARY 1944 THROUGH DECEMBER 1945 *

<i>Monthly Enrollment in Each Special Training Unit During 1944</i>										
<i>Special Training Unit**</i>	<i>Jan.</i>	<i>Feb.</i>	<i>Mar.</i>	<i>Apr.</i>	<i>May</i>	<i>June</i>	<i>July</i>	<i>Aug.</i>	<i>Sept.</i>	<i>Oct.</i>
Fort Devens, Mass.	309	556	622	622	586	398	267	258	243	265
Fort Ontario, N. Y.	1798	†								
Pine Camp, N. Y.		1915	2342	2319	1762	1306	1137	878	783	609
New Cumberland, Pa.	915	1006	1023	1391	1290	1021	962	941	1018	1042
Indiantown Gap, Pa.										
Holabird Signal Depot, Md.	1990	2249	2589	2560	1961	1636	1544	1325	1196	880
Fort Benning, Ga.	3809	3956	4084	3222	3890	3573	3757	3640	2913	1987
Fort Bragg, N. C.	2304	2315	2057	1399	2190	2255	2295	1895	1359	658
Fort Jackson, S. C.	1061	1320	1769	2039	1709	1398	1301	996	1019	1039
Fort McPherson, Ga.	479	488	‡							
Camp Shelby, Miss.	3748	4019	3455	4071	4098	3442	2703	1967	1539	1553
Camp Atterbury, Ind.	2545	2281	2222	2773	2372	2097	1979	1618	1642	1632
Fort Sheridan, Ill.	1017	1198	1033	865	780	630	762	815	759	566
Fort Leavenworth, Kans.	1425	1210	1225	1361	1299	1132	1002	826	829	671
Fort Riley, Kans.										
Fort Des Moines, Iowa***				44	117	113	106	83	62	36
Camp Beauregard, La.	1085	1259	1073	1046	924	817	439	†		
Fort Bliss, Texas	471	520	421	416	368	366	437	356	335	281
Camp Robinson, Ark.	1040	947	852	930	1239	1070	921	1167	§	
Camp Chaffee, Ark.									1011	859
Fort Sam Houston, Texas	1200	1317	1025	941	1021	795	893	1207	835	521
Fort Sill, Okla.	551	481	489	595	588	249	▲			
Camp Wolters, Texas	1832	1777	1368	1213	952	705	311	☐		
Camp McQuaide, Calif.	1640	1852	1520	1376	1265	1029	931	918	950	975

* Until July 1945, the monthly enrollment was equal to the average of the enrollments on the 10th, 20th, and last day of the month. Starting with July 1945, the monthly enrollment was equal to the enrollment on the last day of the month.

** Units are listed by service command.

*** This unit was organized for WAC personnel requiring special training.

† Closed Feb. 21, activity transferred to Pine Camp, N. Y.

‡ Closed March 8, activity transferred to Fort Jackson, S. C.

§ Closed August 15.

☐ Closed Aug. 31, activity transferred to Camp Chaffee, Ark.

▲ Closed June 30.

☐ Closed Aug. 15.

☐ Closed Dec. 21.

☆ Closed July 11.

⊗ Closed July 20, activity transferred to Indiantown Gap, Pa.

TABLE XVII (Continued)

MONTHLY ENROLLMENT IN EACH SPECIAL TRAINING UNIT FROM
JANUARY 1944 THROUGH DECEMBER 1945 *

1944 (Cont'd)		Monthly Enrollment in Each Special Training Unit During 1945											
Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
260	264	217	224	313	344	406	904	1354	1322	1593	1493	586	卐
589	592	591	689	878	1096	1091	509	344	☆				
1002	1034	1068	1109	1242	1348	1358	1275	1354	⊗				
									1389	744	○		
666	617	553	660	710	786	948	910	792	857	315	○		
1658	1492	1687	2714	2151	2820	3351	3087	2633	2260	1657	620	56	⊕
1190	1485	1411	1230	1344	1433	1550	1522	1322	738	7	✱		
1000	✕												
1542	1205	1450	1569	1512	1436	1743	1253	1100	1138	1985	637	◇	
1498	1464	1514	1785	1852	2174	2351	2078	1643	1857	1032	668	⊗	
482	498	516	621	924	1454	2143	2919	2607	916	⊕			
595	680	668	647	703	683	822	752	503	494	⊗			
										706	464	79	⊗
26	8	✚											
271	251	285	346	356	422	421	411	465	461	69	✱		
901	943	937	1038	1154	1308	1364	1250	1127	1078	1661	967	227	✚
271	280	375	550	719	850	1501	1336	1087	957	★			
1016	913	865	919	1143	1224	1182	1135	1077	857	710	262	☾	

○ Closed Oct. 31.

⊕ Closed Dec. 8.

✱ Closed Sept. 30.

✕ Closed Nov. 20, activity transferred to Fort Bragg, N. C.

◇ Closed Nov. 21.

⊗ Closed Oct. 12.

⊕ Closed Sept. 30.

⊗ Closed Sept. 1, activity transferred to Fort Riley, Kans.

⊗ Closed Dec. 31.

✚ Closed Dec. 31.

✱ Closed Oct. 31.

✚ Closed Dec. 7.

★ Closed Sept. 30.

☾ Closed Nov. 17.

The inspection reports on the special training units yield a comprehensive picture of the effectiveness of the program. Supervisory aspects of inspections and the nature of inspection reports are fully discussed in the following chapter. In the present treatment, an analysis is made of the efficiency ratings assigned to the units, during inspections, with a view to determining how well the program was conducted.

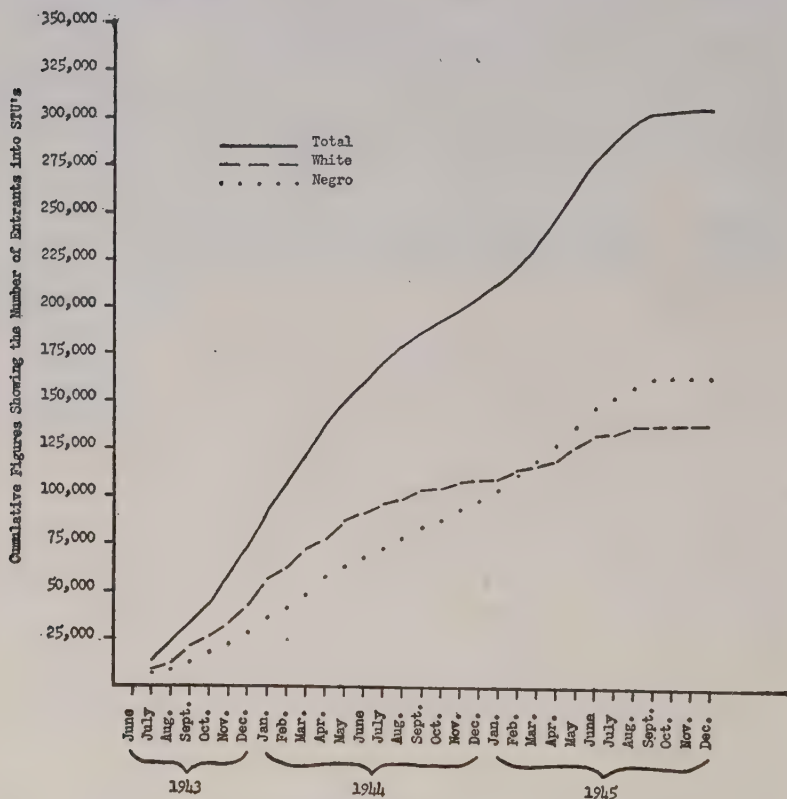


FIGURE I. CUMULATIVE DATA SHOWING THE NUMBER OF ENTRANTS INTO SPECIAL TRAINING UNITS FROM JUNE 1943 THROUGH DECEMBER 1945

Within the Office of the Director of Military Training, Army Service Forces, it was considered desirable to inspect each unit every three months. However, it was not possible to do so because of the limited number of qualified inspecting officers and the pressure of other work at the War Department. Table XVIII shows the dates of all inspections of the reception center level units and indicates the separate ratings that

were assigned in each inspection to the academic and military parts of the program.⁵³

A cursory glance at Table XVIII might give the impression that some units were inspected infrequently. Actually, the units were visited regularly and often, as more careful analysis of the table reveals. For example, it would appear that the units at Fort Ethan Allen, Vt., and Camp Niantic, Conn., were each inspected only once. However, the unit at Fort Ethan Allen was the same one which moved to Camp Niantic, Conn., and eventually to Fort Devens, Mass. Similarly, the unit at Fort Ontario, N. Y., moved to Pine Camp, N. Y.; the New Cumberland, Pa., unit was the one which eventually moved to Indiantown Gap, Pa.; the Fort McPherson, Ga., unit was consolidated with the unit at Fort Jackson, S. C.; and the Fort Benjamin Harrison, Ind., unit was moved over to Camp Atterbury, Ill. Similar circumstances surrounded the remaining units listed in Table XVIII. In other words, when the listed units are considered in terms of consolidations and moves which occurred, it becomes apparent that each of them was seen comparatively often.

There were 75 inspections between June 1943 and the close of the program. Analysis reveals that 42 were made in the first year, 26 in the second year, and 7 in the first quarter of the third year. The greater number of inspections during the first year represented a concentrated effort to establish high standards of training and operation in all units. During the first year, the total program in eight units, representing 19 per cent of the inspections made, was rated as unsatisfactory; in the second year, the total program in two units, representing 6 per cent of the inspections made, was rated as unsatisfactory; and in the first quarter of the third year, there were no unsatisfactory units revealed in the course of seven inspections. In addition to the eight total programs rated as unsatisfactory in the first year, there were also five additional units in which inspections revealed part of the program to be unsatisfactory. There were no comparable unsatisfactory ratings assigned to parts of the program during the second year and the first quarter of the third year. It is clear from the data reported that the program was conducted with increased effectiveness during the period of operation.

The generally satisfactory character of the special training program during this period is further revealed through the data contained in Table XVIII. These data, presented in a varied form in Table XIX,

⁵³ Based on an analysis of all available inspection reports.

TABLE XVIII

RATINGS OF ACADEMIC AND MILITARY TRAINING IN INSPECTIONS, SPECIAL TRAINING UNITS,
CONDUCTED BETWEEN JUNE 1943 AND SEPTEMBER 1945*

Special Training Unit**	DATES OF INSPECTIONS AND RATINGS ASSIGNED									
	Units Inspected During July- Sept. 1943	Ratings Assigned	Units Inspected During Oct.- Dec. 1943	Ratings Assigned	Units Inspected During Jan.- Mar. 1944	Ratings Assigned	Units Inspected During Apr.- June 1944	Ratings Assigned	Units Inspected During July- Sept. 1944	Ratings Assigned
	Milit.	Acad.	Milit.	Acad.	Milit.	Acad.	Milit.	Acad.	Milit.	Acad.
Fort Ethan Allen, Vt.			✓	S	U		✓	S	S	
Camp Niantic, Conn.										
Fort Devens, Mass.			✓	U	U		✓	VS	S	S
Fort Ontario, N. Y.							✓	E	S	
Pine Camp, N. Y.			✓	S	S		✓	E	S	
Holabird Signal Depot, Md.			✓	E	E		✓	S	U	
New Cumberland, Pa.										
Indiantown Gap, Pa.			✓	U	U		✓	S	S	S
Fort Benning, Ga.	✓	S	✓	U	U		✓	S	S	S
Fort Bragg, N. C.	✓	S	✓	U	U		✓	S	S	S
Fort Jackson, S. C.	✓	S	✓	S	S		✓	S	U	S
Fort McPherson, Ga.	✓	S	✓	U	U		✓	S	S	S
Camp Shelby, Miss.			✓	U	U					
Fort Beni, Harrison, Ind.			✓	VG	VG		✓	S	S	S
Camp Atterbury, Ind.										
Fort Sheridan, Ill.			✓	S	S		✓	S	F	S
Fort Leavenworth, Kans.							✓	S	U	S
Camp Beauregard, La.			✓	U	U		✓	U	U	S
Fort Bliss, Tex.			✓	U	U		✓	S	E	
Camp Chaffee, Ark.										
Camp Robinson, Ark.			✓	S	S		✓	S	E	
Fort Sam Houston, Tex.	✓	S	✓		U		✓	S	S	
Fort Sill, Okla.			✓	S	S		✓	S	S	
Camp Wolters, Tex.			✓	U	U		✓	S	S	
Arlington, Calif.										
Camp McQuaide, Calif.			✓	E	E		✓	E	E	E

TABLE XVIII (Continued)

	DATES OF INSPECTIONS AND RATINGS ASSIGNED							
	Units Inspected During Oct.- Dec. 1944	Ratings Assigned	Units Inspected During Jan.- Mar. 1945	Ratings Assigned	Units Inspected During Apr.- June 1945	Ratings Assigned	Units Inspected During July- Sept. 1945	Ratings Assigned
<i>Special Training Unit**</i>								
Fort Ethan Allen, Vt.			✓	E S			✓	E E
Camp Niantic, Conn.								
Fort Devens, Mass.								
Fort Ontario, N. Y.			✓	E E			✓	G S
Pine Camp, N. Y.					✓	VS S	✓	VS VS
Holabird Signal Depot, Md.	✓	S S					✓	VS VS
New Cumberland, Pa.			✓	S S				
Indiantown Gap, Pa.					✓	VG VG		
Fort Benning, Ga.								
Fort Bragg, N. C.								
Fort Jackson, S. C.								
Fort McPherson, Ga.			✓	E E				
Camp Shelby, Miss.			✓	U U			✓	VS VS
Fort Benj. Harrison, Ind.								
Camp Atterbury, Ind.								
Fort Sheridan, Ill.								
Fort Leavenworth, Kans.	✓	VS VS			✓	U U		
Camp Beauregard, La.	✓	E VS			✓	VS VS		
Fort Bliss, Tex.	✓	F F					✓	S S
Camp Chaffee, Ark.								
Camp Robinson, Ark.			✓	E E			✓	S S
Fort Sam Houston, Tex.								
Fort Sill, Okla.								
Camp Wolters, Tex.								
Arlington, Calif.			✓	S E	✓	S S		
Camp McQuaide, Calif.								

* The ratings which are represented by the letters follow in order of excellence: E Excellent. VG Very Good. G Good. VS Very Satisfactory. S Satisfactory. F Fair. U Unsatisfactory.

** The units are listed by service commands.

show the distribution of efficiency ratings assigned by officers to the academic and military phases during inspections of special training units. In 75 evaluations, the conduct of academic training was rated as unsatisfactory in only 10, and the conduct of military training was rated as unacceptable in only 15.

In a few instances, units were rated as unsatisfactory after receiving satisfactory evaluations in previous inspections. On other occasions, a number of units, though acceptable, were rated as being less efficient than in previous estimates. Deterioration in these units was often due to one of the following factors or a combination of them: (1) change in command or instructor personnel, (2) move to a new location, (3) sudden inflow of vast numbers of men, taxing housing and instructional facilities, (4) failure to apply new policies correctly, and (5) complacency.

TABLE XIX

DISTRIBUTION OF EFFICIENCY RATINGS ASSIGNED TO ACADEMIC AND MILITARY PHASES DURING INSPECTIONS OF SPECIAL TRAINING UNITS BETWEEN JUNE 1943 AND SEPTEMBER 1945

<i>Efficiency Rating</i>	<i>Number of Times Assigned to Academic Training</i>	<i>Number of Times Assigned to Military Training</i>
Excellent	11	11
Very Good	7	2
Good	1	0
Very Satisfactory	2	6
Satisfactory	43	39
Fair	1	2
Unsatisfactory	10	15
Total	75	75

One of the significant accomplishments of the very successful program of special training which was conducted between June 1943 and December 1945 is the number of men taught to function, academically, at a fourth-grade level. During this period, when standards were applied more rigidly, there were 254,272 graduates from special training units who were effectively prepared for regular training and useful Army service. In Part III, which deals with the accomplishments of the program, further consideration is given to available data on the disposition of men following special training.

CHAPTER VI

EDUCATIONAL AND PSYCHOLOGICAL CHARACTERISTICS OF THE PROGRAM*

OBJECTIVES OF THE SPECIAL TRAINING PROGRAM

THE special training units served a twofold purpose. On the one hand, they provided a realistic opportunity to appraise the suitability for military service of provisionally selected illiterate, non-English-speaking, and slow-learning men. On the other hand, they prepared the bulk of these marginal recruits to pursue regular basic training and to serve usefully in the Army. In conjunction with the latter objective, the following more specific aims were formulated:¹

1. To teach the men to read at a fourth-grade level, so that they would be able to comprehend bulletins, written orders and directives, and basic Army publications.
2. To give the men sufficient language skill, so that they would be able to use and understand the everyday oral and written language necessary for getting along with officers and men.
3. To teach the men to do number work at a fourth-grade level, so that they could understand their pay accounts and laundry bills, conduct their business in the PX, and perform in other situations requiring arithmetic skill.
4. To enable the men to understand in a general way why it was necessary for this country to fight in a war against Germany, Japan, and Italy.
5. To facilitate the adjustment of the men to military training and Army life.

*The presentation in this chapter deals mainly with the educational and psychological characteristics of the program subsequent to June 1, 1943. However, it is based also on characteristics of the literacy aspects of the program prior to June 1, 1943.

¹ Samuel Goldberg, "Psychological Procedures Employed in the Army's Special Training Units," *Journal of Clinical Psychology*, 1:118-125, 1945.

The accomplishment of these aims was effected through a comprehensive and well-organized program of training, suitably selected methods of instruction adapted to the needs of the men, and appropriate counseling procedures designed to insure their personal and social adjustment.

It was not intended that the special training units would provide "formal academic training for its own sake."² Each man was to be developed to a point of proficiency in each subject which would enable him to adjust in the Army. Accomplishment beyond that level was not sought.

THE CURRICULUM IN SPECIAL TRAINING UNITS

The course of study in special training included academic and military subject matter.³ Among the academic subjects were reading, language expression, arithmetic, current events, and orientation. Written aspects of language expression involved handwriting and spelling. In the military phase of the program, basic subjects which were common to all arms and branches of the service (Air, Ground, and Service Forces) were included. As indicated in the previous chapter, the relative amounts of time allotted to academic instruction and military training varied with the evolution of the program. At no time, however, was one phase of training subordinated to the other, it being felt that both were essential to fulfill the exploratory and preparatory objectives of the program.

Reading, language expression, and arithmetic were taught because experiences gained in the various Army camps, during the early days of mobilization, had revealed how essential these skills were in the adjustment of the soldier. All men were required to read understandingly various types of printed Army material. Some of the publications involved the ability to note details; others, to follow directions; and still others, to obtain information and develop attitudes from long sequences of paragraphs. The morale of the men was directly affected by their ability to understand incidental conversation in the barracks, to use

² War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 10 April 1944, p. 1.

³ MTP20-1, *Mobilization Training Program for Special Training Units at Replacement Training Centers*, July 17, 1941; MTP20-1, *Mobilization Training Program for Special Training Units*, 1 July 1943; MTP20-1, *Mobilization Training Program for Special Training Units*, 8 May 1944.

oral language in various activities around camp, and to write letters to their families and read communications from them. Proficiency in arithmetic computation and reasoning, and in the meaning and application of numbers, was necessary for various Army adjustments—the use of the clock, the calendar, bus and rail timetables, and concepts involving the length of a step and the number of steps to be taken per minute in dismounted drill, to mention but a few.

It would be relatively simple to list a series of Army situations and adjustments requiring proficiency on the part of the soldier in reading, language, and arithmetic. One illustration will suffice to demonstrate the importance of these skills. A soldier is detailed to interior guard duty, a regular obligation of all enlisted men in the Army—even of recruits in special training. The man is apprised of his assignment to guard duty through a written directive posted on the company bulletin board. It is necessary for him to read the directive, which also indicates the uniform to be worn and the time and place of assembly. After reporting to the guard, the man takes his position in the squad, responds to the roll call, and is assigned to his post number, which covers a specified area. Typically, the members of the guard are examined on their general orders before proceeding to their posts. The officer and sergeant of the guard then acquaint the members with any special orders which may be pertinent. In walking guard, members are required, after a certain hour of the night, to “challenge” all approaching their stations. Checking the identity of the officer or enlisted man by reference to the identification card or identification tags is but one of the ways of “advancing” the individual. Should any emergencies arise, they must be reported immediately, in accordance with specified procedures, to the sergeant of the guard. Men on guard duty usually walk their post for two hours and rest at the guard house for four, rotating their duty and rest throughout the period of assignment. From even this cursory description of one type of essential military obligation of soldiers, it must be obvious that reading, language, and arithmetic skills were important to the soldier in the performance of his duties.

Current events and orientation were included in the curriculum of special training for the same reasons that they were required as part of the training of all men. Through the medium of these subjects the soldier was to be taught to know why he was fighting, to know the enemy, to know his allies, to know and have pride in his outfit, and to

know the news and its significance.⁴ Instruction in orientation was considered essential to the development of individual morale. In many special training units, special instructional materials were produced and highly specific methods applied to insure accomplishments of this objective.

Training in basic military subject matter formed an integral part of the special training program. It was often referred to as pre-basic military training. This instruction was provided for a variety of reasons. It served to give the man the feeling that he was a "real" soldier, notwithstanding the fact that he was "going to school" for a considerable part of the day; and, consequently, that his success in soldiering depended in part on his accomplishment at school. It provided him with instruction in many basic military subjects which were easier for him when they were repeated in regular training. This added experience which graduates of special training units had by the time they were assigned to regular training units constituted just the necessary psychological advantage to facilitate their adjustment among the regular recruits. Finally, the pre-basic training offered the illiterate, non-English-speaking, and slow-learning men an opportunity to learn the technical vocabulary and language involved in essential military subjects, extending their literacy training and facilitating their subsequent accomplishment in regular training.

In addition to the instruction provided in reading, language expression, arithmetic, current events, orientation, and the training offered in military subjects, the curriculum of the special training units included a brief course of study in personal adjustment. Two different courses were prescribed in the Army, one for all noncommissioned and commissioned personnel and the other for all enlisted men.⁵ The prescribed program for enlisted men contained three units: Personal Adjustment Problems in the Army, Emotions and Feelings and How to Handle Them, and A Healthy Viewpoint Toward Being in the Service. Suggestive outlines for these units were prepared for instructors by the Neuropsychiatry Consultants Division of the Surgeon General's Office.⁶ In many special training organizations, more than the three units were covered, inasmuch as the teaching of orientation was integrated with instruction in personal

⁴ R. Cunningham (ed.), *Education in the Armed Services*, pp. 33-34, 1944.

⁵ War Department Circular No. 48, *Training in Basic Medical Subjects*, 3 February 1944.

⁶ War Department Technical Bulletin Med. 21, *Lecture Outlines for Enlisted Men on Personal Adjustment Problems*, 15 March 1944.

adjustment. With the type of men assigned to special training units, there was need to provide almost continuous sympathetic encouragement and guidance in order to insure effective adjustment.

The curriculum in the special training units was comprehensive and balanced. It was designed to accomplish the objectives of the program—to prepare the trainees to function at a fourth-grade level in basic academic skills; to provide them with preliminary training in basic military subjects; to broaden their understanding of the issues of the war and their role in it; and to facilitate their adjustment to the Army.

GENERAL TRAINING METHODS

Few things, if any, were considered more important in the Army than the correct training of each soldier for the fulfillment of his mission. Secretary of War Stimson, early in the war, stated the issue as follows: "Our rapidly growing Army is a complex machine. All of its parts, material and human, must be perfectly co-ordinated toward the achievement of Victory over our enemies. Co-ordination means above all, knowledge and skill on the part of every soldier in the use of mechanisms of many kinds."⁷ Then Under Secretary of War Patterson, in emphasizing how Army instruction can be made effective, said: "The ideal officer is not afraid of anything—not even of a new idea."⁸ General Somervell, Commanding General of the Army Service Forces, in summarizing the importance of education in the expeditious training of a soldier, stated: "We can lose this total war on the battle front as a direct result of losing it on the educational front. Education is the backbone of an Army."⁹

All officers and enlisted men were made training-conscious. Various positive methods were employed to emphasize the importance of training. In a number of organizations, rather direct and dramatic visual aids were prepared to keep instructors and trainees ever conscious of the consequences of their errors of omission and commission in the training

⁷ Quoted by M. A. Seidenfeld, in "Training Linguistically Handicapped and Mentally Limited Personnel in the Military Service," *Journal of Educational Psychology*, 34:26-34, 1943.

⁸ Statement made December 11, 1942, used as preface in Technical Manual 21-250, *Army Instruction*, 1943.

⁹ J. Deiss (ed.), *Handbook on Education and the War*, p. 6, 1943. Based on proceedings of the National Institute on Education and the War, sponsored by the U. S. Office of Education Wartime Commission at American University, Washington, D. C., Aug. 28-31, 1942.

program. A picture of a grave, with a helmet slung over a cross, carried the following caption for instructors: "Let no man's ghost damn your training program." A picture of a military cemetery, with many marked graves, carried the following script for enlisted men: "Sleep in class—rest in peace."

In many respects, Army training was not unlike any educational program. However, it was distinguished in some ways that are worth considering. When the United States entered the world struggle as an active belligerent, there was little time to waste in training men and units for the battle fronts. It was necessary to train men to the highest level of proficiency in the shortest amount of time. Accordingly, unnecessary subject matter had to be eliminated from the program of training, ineffective methods of instruction had to be discarded, and administrative factors which impaired a unit's efficiency had to be corrected. It was also essential in Army training to emphasize thoroughness and accuracy. Graduates from civilian educational programs can profit and learn from post-classroom experiences in which errors have been made. But in the Army there is often no appeal from the failure to silence an enemy 88mm. gun because of a small error made in calculating the range of one's own artillery weapon; just as there is generally no second trial if a foot soldier, in combat, is unable to repair his weapon if it has locked or jammed. Finally, in the Army it was necessary to have the greatest possible flexibility in the curriculum of the training program. The introduction of new weapons in the course of the war, the changing tactics of combat, the training requirements imposed by combat conditions in various parts of the world—these and many other factors made it necessary to revise continually the program of instruction. The introduction of the "bazooka" and the flame thrower, the experiences gained with mines and booby traps in the North African campaign, and the procedures necessary to control malaria are but a few illustrations of the types of factors which necessitated modifications in training during the course of the war. The relation of Army training to civilian educational practice was well summarized by General Walter L. Weible, while he was serving as Director of Military Training, Army Service Forces:¹⁰

We make no fabulous claims for the military training program of the Army Service Forces. We were given a job to do—namely, to take the hundreds

¹⁰ W. L. Weible, "Training Program of the Army Service Forces," *Maine Teachers' Digest*, 4:115-116, March 1944.

of thousands of new inductees who came to us from civilian life and develop them as quickly as possible into efficient soldiers. To do the job we borrowed the best educational theory and practice which have been developed in civilian schools and in the military service over a period of years, modified them to meet modern war needs, and devised new procedures when they did not seem adequate for our purposes.

To insure uniform methods of training throughout the entire Army, a series of instructional manuals were published by the War Department: (1) War Department Field Manual 21-5, *Military Training*, and War Department Technical Manual 21-250, *Army Instruction*, which summarized the basic principles and methods of military training and instruction. (2) War Department Field Manual 21-6, *List and Index of War Department Publications*, a regularly revised publication, which listed all training publications and "all major types of visual and audio-visual aids" exhibited by projection. (3) War Department Field Manual 21-7, *List of War Department Films, Film Strips, and Recognition Film Slides*, also a regularly revised publication, which provided a complete listing of film materials and indicated "how these aids may be obtained and used effectively in military training." (4) War Department Field Manual 21-8, *Military Training Aids*, which covered such types of training aids as models, charts, and graphic portfolios.

In addition, these materials were published: *Mobilization training programs*, which specified the complete program for given organizations and cited specific references for each of the subjects to be taught; *training circulars*, which described materials and methods to facilitate training; *tables of allotment*, which set forth the personnel requirements of each unit; and *tables of basic allowances*, which stipulated the instructional materials, ammunition, and weapons essential to complete the training mission. In the Army Service Forces, which prior to June 1943 trained a considerable number of illiterate, non-English-speaking, and Grade V men, and subsequent to that date conducted all training in special training units, some additional controls were established. Army Service Forces Manual, M-4, *Military Training*, presented all the policies and procedures governing training in the Army Service Forces; and all instructors in the ASF were required to view and study, once every three months, the doctrine contained in Training Film 7-295, *Military Training*. In a number of the special training units, instructors viewed and studied, in addition, the following British films on teaching: Miscellaneous 1137,

Technique of Instruction in the Army, Part I, Foundations; Miscellaneous 1138, *Technique of Instruction in the Army, Part II, Structures*; and Miscellaneous 1139, *Technique of Instruction in the Army, Part III, Methods*.

Uniformity was not sought for its own sake. As a matter of fact, every mobilization training program published—whether for special training units or for general training organizations—provided authority for modifying the program when necessary. For example, the *Mobilization Training Program for Special Training Units* stated as follows: "The program may require modification to meet the needs of individuals with varying backgrounds, education, or mental capacity. Progressive and balanced training must be maintained. A record of all deviations from the suggested program will be kept." Modifications were not uncommon. Compliance with prescribed methods of training and instruction was sought, however, because it seemed the only way of insuring that the millions of men being trained, in different sections of the country and by different instructors, would receive proper and co-ordinated instruction.

In subsequent sections of this chapter, the specific methods and procedures applied in the special training program will be presented. Methods of teaching the military material and the various academic subjects, the gradation of the trainees, the selection and training of instructors, and the role of supervision are among the topics to be discussed. Before leaving the present topic, i.e. general training methods, however, a brief summary will be given of some of the highlights of Army training procedures. These applied in the special training units, as they did in all Army training.

The teaching process was divided into five stages of instruction: preparation by the instructor; presentation (explanation and/or demonstration); application (individual or team performance); examination (oral questions, performance tests, written tests, observation, and interviews); and discussion and critique.¹¹ Teaching methods most commonly used for military instruction were lectures, conferences (directed discussion of a subject), demonstrations (accurate portrayal of a subject or procedure to be taught), group performance (a method used in introductory training, which was particularly valuable, when there was lack of well-trained instructors, and which was "well-adapted to instruction

¹¹ War Department Technical Manual 21-250, *Army Instruction*, pp. 5-6, 1943.

in basic subjects"), and the coach-and-pupil method (logically followed the group performance method, in which individuals were paired off and acted alternately as coach and pupil while applying previously explained and demonstrated skills).¹²

Subject matter in the military training program was progressively arranged and properly co-ordinated, and training was conducted along realistic lines. Whenever practical, field and battle conditions were simulated and men were motivated to be always prepared for combat situations. A single illustration of the integrated character of instruction and of the realistic approach follows. During basic military training, men were required to complete a number of marches, with full field pack. These marches were part of the conditioning program. However, in the course of the march, by prior arrangement with a local air field, a number of planes would swoop down on the column in a simulated air attack, requiring the men to apply the principles of dispersion and camouflage learned in Defense Against Air Attack. At a later point in the march, also by prior arrangement, a passing Army vehicle from camp would release a chemical gas, simulating an attack. Men would then have to mask quickly and apply other techniques learned in Defense Against Chemical Attack. The march served thus not only to condition the men but also as a means for applying material and skills acquired earlier in the training program. Many other instructional activities were planned to insure comparable opportunities for integrated training.

Many training aids and devices were employed to expedite training and to insure better-trained men. These included demonstration troops; actual objects and models; sand tables; film strips, lantern slides, and training films; still photographs, posters, and illustrations; maps and charts; blackboards; and textbooks and manuals. Instructors were required to develop lesson plans for each hour of instruction. Examinations were administered frequently in order to check on the progress of the men. Cumulative training records were maintained on each trainee to show at a glance his status in training at any point. Classification of men was constantly reviewed in an effort to find an assignment in which each could serve productively. Supervision was exercised over the program at various levels of command. Instructors were often reminded, however, that the effectiveness of teaching was judged by the amount of learning which was taking place, and that, no matter how impressive

¹² War Department Field Manual 21-5, *Military Training*, pp. 25-31, 1941.

the methods of training were or how well the men appeared to do in examinations, the final test was the success of the individual and the unit in combat.

TEACHING MILITARY SUBJECTS IN SPECIAL TRAINING UNITS

The reasons for including military subjects in the special training program have already been indicated. The methods employed to teach these subjects were the same as those used throughout the Army. However, it was necessary to adapt the regular training methods to the capacities, needs, and interests of the illiterate, non-English-speaking, and Grade V men.

The importance of adequate preparation was impressed on each instructor. He was made to realize that with the type of men in special training units, it was especially necessary to demonstrate the need for a skill or knowledge before teaching it, to relate new material and concepts to previously acquired experiences and learnings, and to make clear to the men what they were expected to learn.¹³ To insure adequate motivation of the trainees and optimal use of classroom time, instructors were required to formulate detailed lesson plans for each hour of instruction.¹⁴ Instructors were also cautioned to make certain that their preparation for class included the procurement and arrangement of all relevant training aids and the preparation of training equipment and areas.

In general, instructors in special training units complied with the requirement to prepare useful lesson plans. Convinced of the value of these guides, through their pre-service training, in-service courses, and daily experiences, they did not require the persistent attention of supervisors. Many of the units prepared a series of basic lesson plans, which instructors could adapt to their personal requirements and the needs of the group. When it was evident, in the course of an inspection, that instructors were not using written lesson plans, either because the plans were taken for granted or because instructors were newly assigned, it became necessary to point out that fact sharply. The following excerpt

¹³ A good summary of these points is contained in the following: Headquarters, 1210th SCSU, Special Training Unit, Fort Ontario, N. Y., Education Monograph No. 3, Subject: *Instructional Methods*, 12 January 1944.

¹⁴ Notes, Special Training Conference, Camp Grant, Ill., June 1-12, 1943, p. 43.

from an inspection report reveals how failure to use appropriate lesson plans affected adversely the efficiency of training.¹⁵

Instructors were teaching without lesson plans. This resulted in a lack of organization which was especially noticeable at the end of the period when the trainees were dismissed abruptly at the sound of the whistle. No effort was made to pull together in summary form the result of the hour's work and no assignment was made for future classes.

The second stage of the instructional process, presentation, required the greatest attention. Explanation and demonstration, it will be recalled, were the two fundamental methods of presenting material in Army training. Some of the subjects in the military programs, like Articles of War, Organization of the Army, and Safeguarding Military Information, did not lend themselves conveniently to demonstration and had to be taught through explanation. Other subjects, like Infantry Drill, Rifle Marksmanship, and Interior Guard, were easily adapted to demonstration.

In connection with the presentation (explanation and/or demonstration) of subject matter, instructors were admonished to bear in mind the following: To speak clearly and in very simple terms; to present new material as slowly as necessary to assure mastery; to avoid lengthy explanations and remember that learning takes place when the men themselves are active; to appeal to a multiplicity of senses; to develop skills one step at a time; and to be patient with men requiring repetition of material.¹⁶ To provide for those men who required special consideration, the following recommendation was made:¹⁷

The instructor will find among his students some who usually will require more explanation and illustration before understanding a new concept or process, who will need to repeat similar examples more often in order to remember them, and who will retain their learning for a shorter period of time. Patience and persistent effort by the teacher are necessary to bring about the desired results in these cases.

When explanation was used in the teaching of military subject matter, it was almost invariably accompanied by illustrations. With the type of

¹⁵ Inspection Report, SPTRP333.1 (5th SC) (23 Mar 1945), Subject: *Training Inspection of Fifth Service Command Special Training Unit, Camp Atterbury, Indiana*, 23 March 1945.

¹⁶ A good summary of these points is contained in the following: Headquarters, 1210th SCSU, Special Training Unit, Fort Ontario, N. Y., Education Monograph No. 3, Subject: *Instructional Methods*, 12 January 1944.

¹⁷ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, p. 5, 1944.

men in special training units, it was necessary to make the instruction as concrete and specific as possible. Lectures proved unavailing. Maximum use was made of all sorts of training aids and devices—blackboards, charts, diagrams, graphs, maps, photographs, training films, film strips, sand tables, models, and so forth. Special film strips like *A Soldier's General Orders*, *Military Discipline and Courtesy*, and *How to Wear Your Uniform* were prepared. Instructors were required to rehearse in advance the use of new devices or equipment and to preview training films and film strips being used for the first time.

Visual aids were used to supplement and enhance instruction. Instructors were often reminded of the following important principles in connection with the use of visual aids:¹⁸

1. Specific aids were suitable for specific purposes and lessons and no aid should be used simply because it was available.
2. Visual aids were not self-operating. They can help an instructor to do a more effective teaching job, but they can never replace the instructor.
3. The visual aid must be introduced at the appropriate point of instruction. It should not be displayed along with other aids unless the instructor intends to compare or contrast them.
4. The student must be prepared for the material contained in the aid, in order to appreciate it fully.
5. Judicious selection must be made of appropriate training aids, since the use of too many can spoil a lesson.

When training films and film strips were employed, instructors were required to prepare the men through appropriate introductory remarks, explaining the scope of the film and its part in the training program, and outlining the main points to look for. The *Training Film Digest*, which contained a summary of each training film, recommendations for its use, and the running time, was a very helpful aid to instructors; Illustrated Instructor's References served similar purposes for the film strips. Training films and film strips were followed by discussions which summarized the main points of the presentation.

The correct use of visual aids was carefully checked in the units. Instructors were not always aware of limitations in their use of training aids. The following represent some of the deficiencies observed in the use of visual aids in the special training units:

¹⁸ War Department Publication, *How to Use Visual Aids*, pp. 7-10. Division responsible for this publication, and its date, are not noted.

Some instructors are making indiscriminate use of visual aids, so that the classrooms take on the appearance of an exhibit. Such displays tend to distract rather than facilitate instruction.¹⁹

Graphic portfolios are being used in military training, but instructors do not, as a rule, read the captions on the different frames.²⁰

A sand table being used for instructional purposes in a highly interesting period, given by a sergeant returned from overseas, was so far removed from the trainees that it did not serve its intended purpose.²¹

Visual aids (maps, charts, drawings, newspaper clippings) were profusely displayed in most classrooms. These aids had no relationship with the instruction scheduled for the day and were distracting rather than beneficial influences. Many looked as if they had been left in the same position for weeks on end.²²

There is a definite need to improve the blackboard work of many instructors. In some classes observed by the undersigned, there was a tendency to crowd too much material on the board, to write too small, or to obscure material from the view of all trainees.²³

Another common error in the use of visual aids occurred in connection with bulletin board displays. Materials on these boards were not changed often enough. Consequently, they took on a character of familiarity and sameness to such a degree that the men took the displays for granted, overlooked them, and derived no benefit from them.

Notwithstanding their occasional misuse of visual aids, instructors were kept to a high instructional standard by persistent supervision, which pointed out deficiencies in their approach and recommended corrective procedures. In general, the use of training aids and devices, visual and otherwise, was satisfactory in the special training units.

Whenever it could be adapted to the material at hand, demonstration was the method of presentation employed. A single demonstration, properly planned and conducted, was more effective in teaching special training unit men than lengthy explanations, even when the latter were

¹⁹ Inspection Report, SPTRP 333.3 (2nd SC) (18 May 1944), Subject: *Training Inspection of Special Training Unit, SCSU 1210, Pine Camp, New York*, 18 May 1944.

²⁰ Inspection Report, SPTRP 333.3 (3rd SC) (24 Oct 44), Subject: *Training Inspection of Special Training Unit at New Cumberland, Pennsylvania*, 24 October 44.

²¹ Inspection Report, SPTRP 333.3 (8th SC) (27 Oct 44), Subject: *Training Inspection of the Special Training Unit at the War Department Personnel Center, Camp Chaffee, Arkansas*, 27 October 1944.

²² Inspection Report, SPTRP 333.1 (5th SC) (23 Mar 1945), Subject: *Training Inspection of Fifth Service Command Special Training Unit, Camp Atterbury, Indiana*, 23 March 1945.

²³ Inspection Report, SPTRP 333.1 (3rd SC) (18 Apr 1945), Subject: *Training Inspection of the Special Training Unit, SCU 3384, New Cumberland, Pennsylvania*, 18 April 1945.

supplemented by training aids and films. Demonstrations of the performance of the manual of arms, the correct procedure in walking post and challenging when assigned to guard duty, and the application of a splint or artificial respiration in first aid were more instructive because of the vivid impressions they left on the men. By their very nature, demonstrations were practical. The men benefited from the concrete learning situation and the comparative absence of verbalization and generalization. Furthermore, demonstrations were kept on a simple level, were conducted by trained cadre, and were repeated as often as necessary. Consequently, there was little opportunity for forming incorrect associations and habits. Finally, skills were demonstrated in the manner in which they were used in actual field situations, so that it was comparatively easy for the men to make appropriate transfer of their learning.

The third step in the instructional process, application, was highly important in the teaching of illiterate, non-English-speaking, and Grade V men. They required, and were provided with, a maximum of opportunity for drill and practice to insure retention of information and skills. The object of the drill was "the attainment of skill in the performance of such duties, methods, or movements as are of frequent use. . . ." ²⁴ To insure complete participation, drill was provided on an individual basis whenever possible. Correction was made of all mistakes and errors, to avoid the formation of undesirable habits. Where the activity required the individual to participate as a member of a group, as in dismounted drill, the correction of individual errors "on the spot" was even more important; all instructors were required to be especially alert to this need. In their indoctrination courses, instructors were also impressed with the following principles: First, illiterate and slow-learning men would profit from a considerable amount of overlearning; second, forgetting would take place unless opportunities were provided for frequent repetition and recall of material; third, drill was a "means to an end, not an end in itself." Consequently, meaningful applicatory exercises were organized and frequent review of material was the rule.

Examination and discussion represented the two final steps in the instructional process. Examinations were conducted frequently in order to insure mastery of information and skill. A common type of examination was that of oral questioning. Oral questions were employed in conjunction with instruction and were often used as a part of the regular

²⁴ Field Manual 21-5, *Military Training*, p. 12, 1941.

Saturday morning inspection procedure. Admittedly, the oral question type of examination did not give a valid sampling or a reliable estimate of each trainee's abilities; but it provided a basis for determining whether the group as a whole had grasped the material presented. More comprehensive examinations, written and objective in form, were employed with the men of the third- and fourth-grade levels. The various kinds of objective questions and the subjects in which these written examinations were conducted have already been described in the chapter dealing with instructional materials. The *Training Film Quiz Cards* (see page 147) were used extensively in special training units, since the men were required simply to punch a *Yes* or *No* response on the card in answer to the questions presented orally. Performance tests were used in subject matter leading to the development of skills. In some units, combined types of examinations were simultaneously employed in special testing periods. The following observation of one system illustrates this approach: "Trainees' knowledge of military subjects was regularly tested. One method used was a two-hour county fair exercise in which four squads participated. Each group moved at a signal successively to areas where they were tested by oral questioning and applicatory exercises. The entire group performed in a very creditable manner."²⁵ The objectives of the examination phase of the instructional process were, first, to evaluate the level of accomplishment of each man, and, second, to determine the areas of training which needed further teaching and review, and the men who required special attention to overcome specific limitations.

The discussion was generally constituted of two parts: first there was a summary of the material presented; then there was a question period. During the summary, the instructor reviewed the material by emphasizing the high lights and detailing the important points which the men were required to know. During the question period, the men were given an opportunity to ask about aspects of the subject concerning which they were not sure or about related material. Although a question period was typically included in the summary and discussion, the men were free to raise questions at any point in the instructional procedure.

A brief account has been given of some of the high lights of teaching military subjects in special training units. The teaching of the academic

²⁵ Inspection Report, SPTRP 333.1 (1st SC) (25 Jul 1945), Subject: *Training Inspection of First Service Command, Special Training Unit, SCU 1111, Fort Devens, Massachusetts*, 25 July 1945.

part of the special training program was similarly characterized by many of the teaching principles and practices which have been presented, e.g., the use of lesson plans, the value of visual aids, the role of demonstration, the importance of review and drill, the place of examinations, and so forth. These principles and practices were presented in conjunction with the military phase of the program, however, since the purpose is to emphasize the specific methods of teaching reading, language expression, arithmetic, and current events and orientation in discussing the academic part of special training.

The present account omits a number of important elements of the teaching process, such as training of instructors and supervision, which applied in both the military and the academic phases of the program. These will be treated more fully later in this chapter. Instructions for maintaining characteristically effective military training in special training units were stated as follows, by a training officer, at one of the national training conferences:²⁶

1. Keep the instruction on the trainee's level.
2. Put instruction, in so far as possible, in terms of doing. . . . Each lesson should contain as many of the six mechanisms as possible with concentration on demonstration and application and correction of errors.
3. Make certain that subject schedules adhere to progressive training and that subjects are presented so as to lead from the simple to the complex at all times.
4. Never pass on to another phase of a subject until the present phase has been mastered. . . . Instruction must be given at a rate commensurate with the abilities of the trainees. . . . It is better to have a portion of the subject matter thoroughly understood than to have the entire subject covered and not understood at all.
5. Where necessary, do not be afraid of repetition.
6. Keep your groups small with at least two instructors to a group.
7. Make prolific use of training aids of all types . . . make certain that the trainees are able to read and understand reading material which appears on visual and graphic aids.
8. Once a set of instructors is assigned to a group, always attempt to have these instructors carry on with the group from one week to the next.
9. Maintain sufficient training supervision to insure efficiency of training.
10. Conduct an instructor training program in order to insure a high level of instruction.

²⁶ The paper, "Characteristics of Effective Military Training in Special Training Units," was presented at the training conference at Fort Leavenworth, Kans., August 8-10, 1945, by Capt. Willard J. Gerda, Inf., Supervisor of Military Training in the Special Training Unit at New Cumberland, Pa. This unit was later moved to Indiantown Gap, Pa.

In general, military training was provided in an effective manner for the illiterate, non-English-speaking, and Grade V personnel. There were occasional evidences of failure to follow desired procedure: instructional groups were too large, men were kept facing the sun, an outdoor class was conducted in an area where distraction existed, trainees' errors of performance were not corrected, and trainees were yelled at. These and other limitations were not, however, typical of the program. One of the most common limitations in the special training program, however, existed in connection with the presentation of military subject matter.²⁷ Military instructors were not as well versed in the special needs of the illiterate and slow-learning men as were the academic instructors, and on occasions used language which was beyond the comprehension of the men. There were other evidences also that the military instructors were unclear as to the literacy objectives of the military training program. For example, in some instances charts and graphic training aids were used as adjuncts of instruction, yet instructors did not make it a special point to get the men to respond to the printed matter on the charts. Thus, an opportunity to further the reading skills of the men was overlooked. Further, not all military instructors made certain that all of the men understood the meaning of the technical terms and concepts of military subject matter. The men should have acquired a comprehension of these terms, in addition to some proficiency in the required military skills, so that upon repetition of the material in regular basic training no special language impediment would be experienced.

These deficiencies were gradually eliminated, in the course of the program, by indoctrinating military instructors with the importance of using simple language and the significance of using military training to further the academic skills of the trainees. Provision was made for military instructors to observe academic classes in operation, so that they would obtain a better idea of the level of language to use with the men.²⁸ Representative of the high standard reached by most of the units is the following evaluation made of one of them:

Military training . . . has now attained the same high standard as academic instruction. Most notable was the constant and successful effort to relate the

²⁷ Based on an analysis of the deficiencies reported in all available reports of inspections of special training units.

²⁸ For recommendation illustrating this approach, see Inspection Report, SPTRP 333.3 (6th SC) (5 Oct 44), Subject: *Training Inspection of Special Training Unit, Fort Sheridan, Illinois*, 5 October 1944.

literacy problem to military objectives. In several classes, enlisted men were given ample opportunity for oral expression, word recognition, and vocabulary building generally—all pertinent to the subject at hand. The lecture method was used sparingly. Even in large orientation classes, trainee participation was achieved.²⁹

TEACHING READING

The teaching of reading, as well as that of other academic subject matter, was characterized by a functional approach. This meant simply that the instructors aimed "to present every instructional unit in such a way" that the soldier would "recognize and appreciate its significance in his daily life in the Army."³⁰ Learning was limited to skills needed for success in the Army. Materials and experiences were derived from camp life and were presented in the most useful form. In this way, interest was provided and sustained in the program. Interest was also fostered by showing the soldier the need for reading, finding out what he would like to read, using easy materials initially to show success, and demonstrating that the soldier could learn to read.³¹

The functional approach involved not only co-ordination between the work of the classroom and the experiences of daily Army living; it included, in addition, complete integration of all the subjects within the curriculum. Reading, writing, and speaking skills were enhanced by requiring the men to read and talk about a common subject, write about it, dramatize it, bring in pictures, charts, and diagrams pertinent to it, and relate similar stories.³² Numerous other techniques and procedures were utilized for co-ordinating the work in reading with written and oral language expression. The integration of number work with reading exercises was easy to effectuate, since Part III of the *Army Reader*, "The Army Pays Private Pete," was completely concerned with Pete's experiences with money—getting paid, going to the movies, buying at the Post Exchange, and similar activities.

Persistent efforts were made in the program to achieve satisfactory

²⁹ Inspection Report, SPTRP 333.1 (1st SC) (25 Jul 1945), Subject: *Training Inspection of First Service Command, Special Training Unit, SCU 1111, Fort Devens, Massachusetts*, 25 July 1945.

³⁰ War Department DST-M3, *Teacher's Guide to Instructional Materials*, p. 1, May 21, 1943.

³¹ Notes, Special Training Conference, Camp Grant, Ill., June 1-12, 1943, p. 45.

³² *Ibid.*, p. 36.

application of the functional approach and the integration of subject matter. The special training units in general were successful in their efforts. Where notable success was achieved, inspecting officers made special mention of this fact, as in the following report: "The integration of reading, language study and arithmetic in the academic classes represents a noteworthy achievement and deserves commendation."³³

The objectives of the reading program in special training units were summarized as follows:³⁴

1. To develop the basic habits and skills in silent reading which will be adequate for life in the Army.
2. To develop enough skill in oral reading to be able to pass on essential information.
3. To develop enough skill in silent reading to be able to read letters and other communications from friends and family.
4. To develop desirable attitudes and interests through the use of supplementary reading materials in addition to those prescribed by the special training units.

The development of the following basic reading skills was considered essential to the accomplishment of these objectives:³⁵

1. Recognizing and understanding a basic stock of words.
2. Understanding new words and deriving meaning from context.
3. Reading to follow directions.
4. Reading to note details.
5. Reading to get specific information.
6. Reading to understand the sequence and meaning of related items presented in a whole episode, unit, or chapter.

This list is by no means exhaustive; these skills were included because of their significance in "teaching adult illiterates to read Army materials."

No single method of instruction in reading was prescribed. The approach was eclectic. Many methods were applied; any device that was appropriate "in meeting the particular needs of an individual or of a class" was approved and utilized.³⁶ Accordingly, various procedures were used to build rich meanings for words; sight-recognition methods,

³³ Inspection Report, SPTRP 333.3 (4th SC) (21 Aug 1944), Subject: *Training Inspection of Special Training Unit, Camp Shelby, Mississippi*, 21 August 1944.

³⁴ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 10 April 1944, p. 34.

³⁵ *Ibid.*, p. 35.

³⁶ *Ibid.*

various sensory experiences, and kinaesthetic associations were employed to fix the recognition of new or difficult words; flash cards were used to help the men recognize and understand words, phrases, and sentences and to increase recognition span as well as speed of recognition; phonic analysis was employed to analyze and synthesize new words; workbooks were developed to provide opportunities for drill; and many different types of reading materials and instructional situations were constructed to develop the various comprehension skills considered essential. Although rate of reading was of lesser importance than accuracy of comprehension, it was not overlooked in the special training program.³⁷ It was recognized that a slower rate often reflects a deficient vocabulary, faulty reading habits such as letter reading and poor phrasing, an inadequate recognition span, and other related limitations, and that these deficiencies limit comprehension as well. Consequently, exercises designed to improve rate of reading were used as part of the total program to develop competency in reading skills. A more detailed account of the reading program is provided in the following presentation.

A decided majority of the men in special training units were non-readers as a result of limited environmental opportunities and educational experiences. Although many of them had developed some feelings of inadequacy in connection with their limitations, and some undesirable attitudes toward teachers and learning situations because of unfavorable earlier school experiences, these considerations did not affect markedly their adjustment in the special training units. The general approach of the instructors and the types of motivation used were such as to minimize the effects of these feelings. Thus, teaching these men to read involved the adaptation of systematic principles of instruction and not the application of any specialized remedial techniques. Modifications in the basic program, to provide for the non-English-speaking men, and the remedial program developed for some of the more persistent non-readers, will be dealt with after a consideration of the basic program.

The initial step in the reading process was the development of a basic stock of sight words. The forty-six Army words contained in Film Strip 12-5, *The Story of Private Pete*, comprised the basic vocabulary essential to the understanding of Parts I and II of the *Army Reader*. This basic stock of words was extended through the use of the other film strips and

³⁷ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 10 April 1944, p. 43.

the introduction of additional terms encountered frequently in Army living.

Before the men were taught the letter symbols which stand for particular words, they were given experience with the objects represented by the terms. The film strip represented the terms pictorially in a number of relationships, thereby permitting the development of associated meanings. The teaching of meaning preceded word recognition. Instructors made certain that each newly introduced word was thoroughly understood in various contexts. The following were among the procedures recommended and utilized in teaching the meaning of new words:³⁸

1. Pointing to objects or pictures of the objects.
2. Using gestures and demonstrations to indicate size, shape, or action.
3. Translating the word from a foreign language.
4. Describing with other words the appearance, use, and quality of the object.
5. Comparing or contrasting the new with the old, familiar objects and their word symbols.
6. Describing the whole in terms of its parts or the part in relationship to the whole.

Each new word was used in different sentences so that the men would acquire a knowledge of its meaning "as a part of a thought pattern, not as an isolated and relatively useless bit of information."

A recurrent shortcoming in the reading program was the tendency on the part of some instructors to overlook the importance of developing appropriate language and experiential concepts before teaching the recognition of words.³⁹ Instructors were misled by the fact that many of the words presented to the adult non-readers were within their experiential backgrounds. Consequently, they generalized incorrectly insofar as other terms were concerned. For example, practically all of the men in special training units had complete concepts for such words as *men*, *boy*, *chair*, *table*, *room*, etc. Accordingly, it was necessary simply to teach the men to recognize and pronounce the letter representations of these words. A considerable number of words and concepts, however, were not within the range of comprehension of the men. Some of these were object nouns, with which the men had had little or no ex-

³⁸ War Department, Illustrated Instructor's Reference, FS12-5, *The Story of Private Pete*, June 15, 1943, p. 3.

³⁹ Based on an analysis of the deficiencies reported in all available reports of inspections of special training units.

perience, e.g. *continent, globe, country*; others represented more intangible concepts, such as *freedom, justice, obedience*. Since these words and related types could not be defined easily and explained in terms of shape, color, size, use and similar attributes, some instructors tended to teach them by rote, i.e. by requiring the men simply to recognize and pronounce them. It was necessary for inspecting officers to guard against this tendency and to insure, in accordance with prescribed doctrine, that the teaching of meaning always preceded recognition and pronunciation. The following excerpts from inspection reports, submitted after the program had been in operation for a number of years, demonstrates the continual need to admonish instructors and units on this very point:

The need to spend more time on appropriate language concepts, noted in the last inspection report, remains. The undersigned observed many drills and exercises in which pronunciation or spelling received primary emphasis but few in which comprehension and use of terms were given sufficient attention.⁴⁰

The program also prescribed long word lists to be taught in one or two class periods. The result was that vocabulary drills occasionally became little more than exercises in pronunciation. Word comprehension and function, although not neglected, in many cases did not receive the attention needed.⁴¹

As has been noted, the enrichment of the trainee's basic vocabulary was achieved through "the use of other film strips [besides FS12-5] and the introduction of additional terms encountered frequently in Army living." Film Strip 12-7, *Introduction to Language, Part I*, presented "45 new words to supplement the list of words already offered in FS12-5";⁴² Film Strip 12-8, *Introduction to Language, Part II*, presented "31 verbs and 12 prepositions";⁴³ Film Strip 12-9, *The World*, extended "the reading abilities of men in special training units by teaching them the meaning, recognition, and pronunciation of geographic terms";⁴⁴ and the other film strips in the military areas and arithmetic taught additional, appro-

⁴⁰ Inspection Report, SPTRP 333.1 (3rd SC) (18 Apr 1945), Subject: *Training Inspection of the Special Training Unit, SCU 3384, New Cumberland, Pennsylvania*, 18 April 1945.

⁴¹ Inspection Report, SPTRP 333.1 (8th SC) (17 May 1945), Subject: *Training Inspection of the Special Training Unit at the War Department Personnel Center, Camp Chaffee, Arkansas*, 17 May 1945.

⁴² War Department, Instructor's Film Strip Reference, FS12-7, *Introduction to Language, Part I*, 1944, p. 1.

⁴³ *Ibid.*

⁴⁴ War Department, Instructor's Film Strip Reference, FS12-9, *The World*, 1945, p. 1.

priate word concepts. The introduction of additional terms was achieved through a variety of techniques, among which the following were common:

1. Labeling objects and illustrations in the room.
2. Matching pictures and words.
3. Using and making simple picture dictionaries.
4. Making signs and posters.
5. Making scrap books.
6. Posting notices and directions.
7. Posting information daily.
8. Maintaining a bulletin board.
9. Classifying words under general headings.
10. Dramatizing material read.
11. Using current happenings to introduce new words.
12. Requiring the men to find words of the reading text in answer to questions.
13. Requiring the men to replace the words of reading text by words or expressions of the same meaning.

After trainees acquired a sight vocabulary and began to read simple material, they encountered new words. When the men were unable to derive the meaning of such words from the context, the instructors explained them, used the words in suitable sentences, and illustrated them.⁴⁵ At the higher grade levels, generally the third and fourth, use was made of the dictionary as an aid in developing meanings.⁴⁶

Phonics was recognized as one of the techniques which aid in the recognition and pronunciation of new words. However, it was recommended that phonics not be taught in beginning reading until a sight vocabulary had been developed, that words which do not lend themselves to phonic analysis be taught as wholes, and that instructors who were unprepared in this method not attempt to use it.⁴⁷ Furthermore, specific procedures were recommended, including a listing of common phonograms, digraphs, and diphthongs, initial consonant blends, final con-

⁴⁵ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 1944, p. 36.

⁴⁶ *Ibid.*

⁴⁷ War Department, Illustrated Instructor's Reference, FS12-5, *The Story of Private Pete*, 1943, p. 57.

sonant blends, and initial consonant sounds, for the guidance of those teachers who employed phonic methods.⁴⁸

Notwithstanding some of the cautions recommended, there was a tendency in a number of special training units to make excessive use of phonics in teaching word recognition and pronunciation.⁴⁹ In such cases, it was invariably possible to demonstrate unfortunate results: first, the men were often being taught words, which happened to sound like others they already knew, but for which they had no real use; second, they were being taught words whose meaning they did not know; and third, they were being taught techniques which did not apply uniformly in all situations because of the non-phonetic character of the English language. To counteract the injudicious use of phonics in some units, it was necessary, during the inspections, to emphasize that teaching of word meaning must precede teaching of word recognition and pronunciation; that only material which was functionally useful should be taught; and that, although there was a decided place for phonics as a technique in teaching illiterate adults (especially at the fourth-grade level), it was not the only technique, and was to be used cautiously, with due regard for the many exceptions one met in applying a phonic approach in a non-phonetic language.

In most of the units, sufficient and varied drills were provided to insure mastery of words and phrases. In addition, appropriate study was made of new words before the men were required to read new material in which the words appeared. When units failed to appreciate the importance of adequate drill and preliminary word study, corrective recommendations such as the following were invariably included in the reports of inspecting officers:

Much of the material was being covered too rapidly. The need for varied repetitive exercises to insure mastery was quite apparent. Most of the trainees could benefit from drills to increase speed of word and phrase recognition.⁵⁰

In some academic classes, instructors do not provide word study prior to reading of new material. As a result, many trainees read in a halting manner and show little evidence of comprehending new words. This situation could

⁴⁸ War Department Pamphlet No. 20-2, *Teaching Devices for Special Training Units*, 1943, pp. 23-24.

⁴⁹ Based on an analysis of the deficiencies reported in all available reports of inspection of special training units.

⁵⁰ Inspection Report, SPTRP 333.1 (5th SC) (27 Aug 1945), Subject: *Training Inspection of Fifth Service Command Special Training Unit, Camp Atterbury, Indiana*, 27 August 1945.

be corrected by providing preliminary word drills stressing word comprehension, recognition, and function.⁵¹

Flash cards were used in all of the units, in accordance with recommendations contained in the official War Department instructional materials. Typical flash cards were employed to teach rapid perception of words, phrases, and sentences. Rapid exposure of the cards trained the men to grasp words as units and phrases and sentences in their entirety, and permitted the teacher, by varying the rate of exposure, to adapt his drills to the different abilities within the group. The flash cards lent themselves naturally to classroom games and competitive exercises, which the trainees enjoyed. Adaptations of typical flash cards were made in a number of units, in accordance with suggestions made in War Department Pamphlet 20-2, *Teaching Devices for Special Training Units*.⁵² Specially prepared flash cards were developed which contained pictures and associated words, phrases, and sentences, thus providing an excellent and readily available medium for the teaching of new materials.

Reading workbooks were developed and used in all of the units as a necessary supplement to the basic Army text. As has been indicated, excessive repetition of words and material was avoided in the *Army Reader*. Consequently, the units developed workbook exercises of various sorts, which provided the trainees with extensive opportunities to associate words with pictures; to complete phrases and sentences; to answer, in writing, questions based on simple paragraph material; to read and follow directions; and, generally, to acquire mastery of the fundamental mechanics and basic skills of reading. In units where excessive use was made of workbooks, it became necessary to insure that as a consequence effective teaching was not relegated to a subordinate role. For example, after an inspection of the unit at Fort Sheridan, Ill., it was pointed out that there was "a tendency in the academic instruction to use the workbook to excess so that classes are conducted more as supervised study periods."⁵³ Consequently, it was recommended that "academic instructors reduce the amount of class time devoted to workbooks and increase the

⁵¹ Inspection Report, SPTRP 333.1 (4th SC) (28 Sep 1945), Subject: *Training Inspection of Special Training Unit, Fort Benning, Georgia*, 28 September 1945.

⁵² War Department Pamphlet No. 20-2, *Teaching Devices for Special Training Units*, 1943, pp. 6-7.

⁵³ Inspection Report, SPTRP 333.3 (6th SC) (5 Oct 44), Subject: *Training Inspection of Special Training Unit, Fort Sheridan, Illinois*, 5 October 1944.

amount of time spent in the development of appropriate language concepts through active class participation.⁵⁴

After the men had developed a fairly extensive vocabulary, acquired techniques for recognizing and understanding new words, and gained facility in comprehending phrases, sentences, and simple paragraph material, it was not difficult for them to attain higher reading skills. The *Army Reader* (Parts III and IV), *Your Job in the Army*, *Newsmap-Special Edition*, *Our War*, and the *Supplementary Reading Materials* (prepared by the War Department and in the special training units), provided innumerable opportunities for the development of such skills as reading to follow directions, reading to note details, reading to get specific information, and reading to understand sequence and meaning of related items. Materials were especially designed to facilitate the accomplishment of these reading skills. For example, a passage in the *Army Reader* contained "directions for making entries in an expense book," and the reader had to "follow several instructions carefully and in order."⁵⁵ The news of the war fronts, presented weekly in *Newsmap-Special Edition*, and many of the stories and feature articles appearing monthly in *Our War* typically contained details and specific information. To derive adequate comprehension of this material, on which he was examined in various ways, each man was required to note every important item and fact. And Part IV of the *Army Reader*, which described the characteristics of an effective soldier of the Army and analyzed such concepts as freedom, justice, and global war, contributed to "the ability to assimilate a point of view that has been presented by means of a series of related incidents."⁵⁶ Typical comprehension exercises, designed to make maximal use of the different materials, were employed throughout the units to help the men reach the fourth-grade level of reading ability.

Skill in oral reading developed concurrently with progress in silent reading. In the initial stages of teaching the adult illiterate, relatively greater use was made of oral expression and reading. Oral language was one of the tools with which the trainee came to the unit, and use was made of this ability to aid in beginning reading. After the men developed a basic vocabulary and skill in the initial stages of phrase

⁵⁴ *Ibid.*

⁵⁵ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 1944, p. 37.

⁵⁶ *Ibid.*, p. 39.

and sentence comprehension, oral reading was used extensively "to permit the teacher to check the adequacy of each student's recognition and pronunciation."⁵⁷ Oral reading served not only as a thought-expressing process but as a means of evaluating each man's mastery of the fundamental mechanics of reading. In addition, it guided the instructor in planning appropriate remedial work to correct specific difficulties in word recognition and phrasing—reversals, insertions, omissions, repetitions, and transpositions. Emphasis was shifted "gradually to silent reading, with improvement in comprehension as the objective," as soon as basic skills were securely established.⁵⁸ Even at the higher levels, however, use was made of oral reading, partly because the men enjoyed it and because of the need for a continued check on adequacy of reading orientation and expression. Typical classroom exercises, employed in oral reading periods, not only contributed to increased comprehension but furthered the general language development of the group.

As has been noted, primary emphasis in special training was placed on comprehension rather than speed of reading. The better readers, as a rule, read more rapidly, confirming previously established correlations between comprehension and speed of reading. Too much emphasis on rate, per se, however, resulted in diminished comprehension, and it was necessary to guard against this in working with adult illiterates. The surest way of insuring an adequate reading rate was to establish correct reading habits, i.e. develop an extensive vocabulary, techniques for attacking new words, a wide recognition span, speed of perception, proper phrasing, and correct orientation. When special efforts were made to improve rate of reading, fairly common techniques were employed, among which the following were representative: using flash card drills; reading against time and marking the last word read; using standard rate tests; keeping graphs showing improvements in rate; using familiar and simple materials for testing rate of reading; and comparing the length of time it takes different trainees to read the same material.⁵⁹

The teaching of reading to non-English-speaking trainees presented a number of problems. In the first place, they required "special preliminary instruction in order to develop sufficient skill to proceed with regular special training unit classwork in language usage, reading, writing, and

⁵⁷ *Ibid.*, p. 43.

⁵⁸ *Ibid.*, p. 43.

⁵⁹ Headquarters 1210 SCSU Special Training Unit, Pine Camp, N. Y., Education Monograph No. 4, Subject: *Suggestions for Teaching Silent Reading*, 1 May 1944, p. 8.

arithmetic.”⁶⁰ To provide for this period of instruction, the regular *Mobilization Training Program for Special Training Units* was eventually specifically adapted (8 May 1944), so that the units were able to spend six hours a day of the first four weeks of training giving basic instruction in English to non-English-speaking men. Even before specific provision for such a program was made in the MTP⁶¹ and in War Department Pamphlet 20-8, *Instruction in Special Training Units* (1944),⁶² authority was granted, whenever requested for “modification of the standard program” in earlier mobilization training programs, to give only academic instruction to non-English-speaking trainees during the first four weeks of training.⁶³ It was believed that, following this preliminary period, non-English-speaking men would still require help, but that they would be able to “make sufficient progress in using the *Army Reader* to be considered regular members of the beginning class,” since the materials were “simply presented and carefully graded.”⁶⁴

A second problem concerned the proper grouping of non-English-speaking men. Was it preferable to group them by native tongue or by level of ability in English, irrespective of native background? The answer depended in part on the answer to a related question. Was it more desirable to use translation into the foreign tongue to explain the meaning of new words (indirect method) or to use pantomime, gesture, demonstration, or other techniques accompanied by simple-English explanations (direct method)? Obviously, if the former technique proved preferable, then the feasibility of grouping non-English-speaking trainees by native background was apparent. Following a survey of practice in those units which received and trained large numbers of non-English-speaking men, it was recommended that such trainees be grouped “according to level of ability in English usage, regardless of the native tongue.”⁶⁵ This method had “generally been found most successful, as well as expedient.”⁶⁶ Grouping of these men by their level of ability

⁶⁰ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 1944, p. 19.

⁶¹ MTP20-1, *Mobilization Training Program for Special Training Units*, 8 May 1944.

⁶² War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 1944, p. 20.

⁶³ Third Indorsement, Director of Military Training, Army Service Forces, SPTRR 353 (9 Oct 43), Subject: *Problem of Non-English-Speaking Trainees of the 1210th SCSU*, 9 October 1943.

⁶⁴ War Department DST-M3, *Teacher's Guide to Instructional Materials*, May 21, 1943, p. 8.

⁶⁵ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 1944, p. 20.

⁶⁶ *Ibid.*

in English required them to think in terms of English when learning new words and concepts, and to use English to express themselves.⁶⁷

It was necessary for instructors of non-English-speaking men to apply special techniques and procedures in the classroom. Adequate motivation of the foreign-born was extremely important. In many instances, it was necessary to point out to them why they were in uniform and why it was important to help win the war. It was equally important to avoid offending members of particular national groups, since some of the men came from countries allied with the United States, and others from lands associated with the enemy. Finally, it was essential for each teacher to develop special instructional materials "particularly suited to the needs of his group"⁶⁸ and to employ diverse classroom activities "to motivate and accelerate the development of skill in the use of the English language."⁶⁹ In the unit at Fort Bliss, Tex., for example, in which there were a great number of Spanish Americans, the instructors achieved considerable success because of "their enthusiasm for their work and their ingenuity in developing devices and charts which have great motivational appeal for the trainees."⁷⁰

The extensive use of objects, pictures, film strips, pantomime, demonstrations, and dramatizations helped the non-English-speaking men develop initial word and phrase concepts. The teaching of abstract and conceptual words, without translation, required greater ingenuity. Often it was possible for the instructor to develop appropriate meaning for such terms through the use of familiar synonyms or antonyms, simple stories or anecdotes, or behavior illustrating the concept. Translation into the native tongue was resorted to only when other means proved inadequate. The teaching of verbs and prepositions to non-English-speaking men was also a challenging task, which was accomplished through repeated demonstration and illustration. The film strips in reading and language helped considerably.

The limited time available for special training was "the greatest prob-

⁶⁷ Apart from educational considerations, it was not expedient to group non-English-speaking men by native tongue, since there were in a number of units too many different native groups and too few men within each group.

⁶⁸ War Department, DST-M3, *Teacher's Guide to Instructional Materials*, May 21, 1943, p. 8.

⁶⁹ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 1944, p. 25.

⁷⁰ Inspection Report, SPTRR 333.3 (8th SC) (29 Mar 1944), Subject: *Training Inspection of Reception Center Special Training Unit at Fort Bliss, Texas*, 29 March 1944.

lem involved in the instruction of non-English-speaking men.”⁷¹ Many instructors resorted to translation methods in an effort to salvage trainees. In the unit at Camp McQuaide, Calif., for example, “some instructors persisted in using the indirect method for teaching Spanish-speaking trainees. The constant use of translation as the easiest way to explain the meaning of a word was observed even in a fourth-level class.”⁷² And in the unit at Fort Sam Houston, Tex., “much of the military training provided for these men is given in Spanish, a situation which retards the acquisition of skills in the English language.”⁷³ Despite the intensive efforts made in the units, the task of teaching non-English-speaking men in the allotted time proved an exceedingly difficult one. The records (data to be analyzed more fully in Chapter VII of this text) show that discharge rates were comparatively high in those units where greater numbers of non-English-speaking men were received for training.

Special help was provided for those men who experienced unusual difficulty in learning to read. This aid was given through reading readiness programs, special evening classes, and remedial clinics. In most of the units, pre-reading classes were organized for those men who, upon entrance into the unit, were unable to read and write, i.e. for those who scored 0 on the *Qualification Test*. Other men, who scored more than 0 on the *Qualification Test* but experienced difficulty in the first-grade group, were also placed in the pre-reading group. Conventional reading readiness programs, conducted in these classes, sought to create a desire to read, to re-establish the trainee's confidence, which had been shattered through previous failure, and to prepare the trainee for beginning reading. In addition to exercises designed to develop language expression, visual memory and discrimination, and auditory memory and discrimination, a number of units prepared special instructional materials to aid in word recognition and pronunciation. In the unit at Fort Bragg, N. C., for example, 100 reading readiness flash cards were prepared to supplement the basic vocabulary contained in FS12-5. These cards covered all of the words in Part I of the *Army Reader* which were not covered in FS12-5. At Fort Bragg, after a trainee spent between two and three

⁷¹ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 1944, p. 20.

⁷² Inspection Report, SPTRP 333.1 (9th SC) (22 Jun 1945), Subject: *Training Inspection of Ninth Service Command Special Training Unit, Camp McQuaide, California*, 22 June 1945.

⁷³ Inspection Report, SPTRP 333.1 (8th SC) (6 Aug 1945), Subject: *Training Inspection of the Special Training Unit at the War Department Personnel Center, Fort Sam Houston, Texas*, 6 August 1945.

weeks in the reading readiness program (or less if adjudged ready by the personnel consultant), he was assigned to the regular reading classes. In general, the length of the reading readiness program was flexible and depended on the rapidity with which the trainee was prepared for regular reading.

The intensive and directed efforts of pre-reading groups, called preparatory classes in some units, proved highly successful in salvaging illiterates. In the unit at Fort Bragg, N. C., an experimental study was conducted to test the effectiveness of the pre-reading program, before it was introduced as a regular feature in the unit's operation.⁷⁴ Table XX demonstrates the effectiveness of the reading readiness program by showing the comparative disposition, from the unit, of a group (referred to as remedial) who secured the advantage of such training, and of a comparable group (referred to as control) who required it but did not obtain it. The control group was chosen at random from former trainees who would have been placed in remedial classes.

TABLE XX

DISPOSITION, FROM THE SPECIAL TRAINING UNIT AT FORT BRAGG, N. C.,
OF TWO GROUPS, ONE RECEIVING A REMEDIAL PROGRAM AND THE
OTHER A REGULAR INSTRUCTIONAL PROGRAM

<i>Group</i>	<i>Number in Each Group</i>	<i>Assigned for Regular Training</i>		<i>Discharged from Army</i>	
		<i>No.</i>	<i>Per Cent</i>	<i>No.</i>	<i>Per Cent</i>
Remedial (Reading Readiness Program)	311	208	67	103	33
Control (Regular Program)	311	119	38	192	62

The 208 remedial trainees who were assigned spent 509 weeks in remedial classes, an average of 2.5 weeks per trainee. However, they spent 2,750 weeks in the training unit, an average of 13.2 weeks per trainee, whereas the 119 "control trainees" who were assigned spent 1,631 weeks in the training unit, an average of 13.7 weeks per trainee. In other words, not only were 29 per cent more trainees assigned under the remedial program, but remedial trainees took less time to achieve desired standards.

Some trainees who were unable to keep up with the regular group,

⁷⁴ Personnel Consultant Section, Special Training Unit, Fort Bragg, N. C., *Report on Remedial Reading Program, STU, Fort Bragg, North Carolina*, 28 June 1944.

but showed no special difficulties, were given additional instruction during the evening hours. For example, the units at Camp Wolters, Tex.,⁷⁵ Fort Sill, Okla.,⁷⁶ and Fort Bragg, N. C.,⁷⁷ conducted such evening classes. These were usually on a voluntary basis, and surprisingly large numbers of trainees came for evening instruction. In some instances, they came for special reasons (for assistance with letters they were writing home, for example); in others, they came simply because of a strong desire to learn to read and to keep up with other recruits. Through this additional instruction, provided under the sympathetic guidance of interested, encouraging instructors, many illiterate, non-English-speaking, and Grade V men received the necessary impetus to succeed in the special training program.

For men who experienced special difficulties in learning to read, effective remedial programs were conducted. Provision for the conduct of these programs was made in official War Department instructional materials and in the several national training conferences. The Illustrated Instructor's Reference accompanying FS12-5, *The Story of Private Pete*, contained a word-recognition test to be used "in diagnosing the student's ability" and discussed a number of remedial techniques "that should be utilized with words that have not been recognized on the test by the slow learners."⁷⁸ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, listed typical conditions found among deficient readers, recommended corrective procedures, and emphasized that remedial reading is successful "to the extent that instructional devices provide for correcting each individual's specific difficulties."⁷⁹ War Department Pamphlet No. 20-2, *Teaching Devices for Special Training Units*, described the development of specific skills in reading, and, after analyzing faulty reading habits, presented "several techniques and devices which have proved successful" in dealing with typical errors.⁸⁰ At each of the national

⁷⁵ Inspection Report, SPTRP 333.3 (8th SC) (20 Jun 1944), Subject: *Training Inspection of Reception Center Special Training Unit, Camp Wolters, Texas*, 20 June 1944.

⁷⁶ Inspection Report, SPTRP 333.3 (8th SC) (19 Jun 1944), Subject: *Training Inspection of Reception Center Special Training Unit, Fort Sill, Oklahoma*, 19 June 1944.

⁷⁷ Inspection Report, SPTRP 333.3 (4th SC) (5 May 1944), Subject: *Training Inspection of Special Training Unit at Fort Bragg, North Carolina*, 5 May 1944.

⁷⁸ War Department, Illustrated Instructor's Reference, FS12-5, *The Story of Private Pete*, June 15, 1943, pp. 51-58.

⁷⁹ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 1944, pp. 39-41.

⁸⁰ War Department Pamphlet No. 20-2, *Teaching Devices for Special Training Units*, 1943, pp. 20-28.

training conferences, remedial reading procedures were explored and evaluated.

Remedial clinics were organized in many of the special training units. In a number of units without organized "clinics," the personnel consultant often made the diagnostic study of specially referred individuals, and recommended corrective procedures to selected instructors entrusted with remedial instruction. Among the men referred for special diagnosis, one found the common types of reading difficulties, and conventional remedial techniques were employed in corrective programs. An unusual type of remedial or laboratory school was organized in the unit at Fort Bragg, N. C.⁸¹ Trainees were assigned to the school for a two-week period, during which time their difficulties were studied and analyzed and they were given remedial training. Following the two-week period, "and after appropriate achievement and psychometric testing," the trainees were "returned to Level I company schools, held in the clinic for further observation, or held in the clinic pending completion of separation proceedings as recommended." Whether the remedial work was conducted through a clinic, in a special school, or as an adjunct of the regular instructional program (following study by the personnel consultant), it served to enhance the progress of those men whose initial efforts were impeded by special difficulties.

Of the various remedial techniques employed, the kinaesthetic method enjoyed the most use. This "sounding-tracing method" was originally recommended as one of a number of procedures, but it was suggested that "this device should be employed with great caution since it presents a somewhat unnatural situation and one which may seem childish to adults."⁸² The men, however, did not react unfavorably to the method, and it was found most useful in getting them to attend analytically to all the elements of given words. In the method, a conventional approach was used: Each man was provided with a written word which he traced with his finger, saying each part of the word as he traced it. The successful use of this method in the special training unit at Keesler Field, Miss., was first reported in February 1944.⁸³ Following the experiment at

⁸¹ Special Training Unit, Fort Bragg, N. C., *Remedial Instructor's Manual*.

⁸² War Department Pamphlet No. 20-2, *Teaching Devices for Special Training Units*, 1943, p. 26.

⁸³ The officer conducting the study was Lt. Edward M. Krise. A brief report of the study is contained in *Monthly News Bulletin and Suggestions for Use of the February Issue of "Our War,"* 1944.

Keesler Field, the method was eventually adopted officially in all the units of the Fourth Service Command. Sounding-tracing methods were also used very extensively at Camp McQuaide, Calif., and in many other units, with men having difficulty in word recognition and pronunciation.

Among special materials developed in the Fourth Service Command for use with the kinaesthetic method were "tracing dictionaries," for levels 1, 2, and 3, in which words were reproduced in "blackboard-size" letters. The words came from the *Army Reader*, but different stories based on these words were developed. This was done because many of the trainees had become so familiar with material in the *Army Reader* that they could repeat passages by heart. The instructors reported considerable success with the kinaesthetic method.

That the total reading program in the special training units was a comprehensive one can be concluded on the basis of even the comparatively brief report given here. It endeavored to teach as many illiterate, non-English-speaking, and Grade V men as possible to read at the level required for effective functioning in the Army.

TEACHING LANGUAGE

The development of adequate language skills was important for each man in a special training unit. Ability in oral expression was required in many routine camp and Army duties as well as in recreational activities. Ability in written expression was necessary in the transmission of official directions, in the completion of Army forms, and in correspondence with friends and family.

The teaching of oral and written communication was correlated with the teaching of reading. Efforts were made "to correlate the three activities—reading, speaking, and writing—in order to bring about the maximum development of language skill."⁸⁴ For example, in the special training unit at the Medical Replacement Training Center, Camp Pickett, Va., the "course in writing" was co-ordinated with the "course in reading" so that the trainee could "achieve accepted standards of literacy."⁸⁵ In the unit at Fort Jackson, S. C., "correlated supplementary reading and

⁸⁴ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 1944, p. 10.

⁸⁵ Special Training Unit, Medical Replacement Training Center, Camp Pickett, Va., *Writing and Spelling, Revised*, January 1, 1943.

writing material" was developed.⁸⁶ The weekly newspaper, *Cadence*, which was developed at Camp McQuaide, Calif., and was referred to in Chapter IV, is another illustration of efforts to correlate the different phases of language instruction. *Cadence* was "originated on an experimental basis with the objective of determining whether or not through a publication of this kind trainees could be motivated to a point where their desire to see their own writings in print would materially assist the instructors in the writing phase of special training."⁸⁷ The experiment was "more than successful," and each week the paper was used as "supplementary reading material in the classroom."⁸⁸ A large majority of the trainees eagerly sought to have their articles published in *Cadence*.

Methods and materials used to build word meanings and enrich vocabulary contributed to the development of oral expression. The special film strips, which presented object nouns, and verbs and prepositions, were notably helpful in clarifying verbal concepts and facilitating expression. Growth in oral expression proceeded along fairly traditional lines. First, the men learned to use simple nouns for which they had complete concepts. More abstract words came later, only after mastery of sufficient simple and concrete terms had been established. Simple verbs, such as *march, eat, come, give, get, be*, denoting action or status, were then taught. These were followed by the introduction of prepositions, which made it "possible for the student to express a great many ideas with a few verbs."⁸⁹

Many of the units developed a series of lessons in oral expression. These were generally built around camp and Army experiences. The men enjoyed telling about their activities in the Army. From the questions and discussions which followed and the directed instruction and applicatory exercises included in each lesson, ample opportunities were provided for experience and growth in spoken language. The following topics, included in a series of lessons in oral expression and used at Fort

⁸⁶ Some of these materials were described in Chapter IV. One set, which contained several brief stories on Mother's Day and a decorated sheet of note paper headed Mother's Day Greetings, was "used for the purpose of teaching soldier trainees to write greetings to their relatives on Mother's Day." Other sets of materials were prepared for Father's Day, Fourth of July, and Labor Day.

⁸⁷ Office of Commanding General, Ninth Service Command, SPRTM 352, Subject: *Supplementary Reading Material, Special Training Units, "S.T.C. Cadence,"* 10 April 1944.

⁸⁸ *Ibid.*

⁸⁹ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 1944, pp. 9-15.

Benning, Ga., are fairly typical: From Civvies to Khaki; Living Together; Our Leaders; Soldiers and Civilians; Camp Activities; and The Rules of the Game.⁹⁰ Similar types of materials constituted the remainder of the oral expression lessons. Not only were the topics intrinsically motivating, in the sense that they were intimately related to the everyday experiences and needs of the men; they also helped the men secure an enriched understanding of Army life and procedures.

The standard of oral expression to which the special training unit men were held was clearly set forth in official instructional publications.⁹¹ Instructors were admonished to use "tact and discretion" in correcting outstanding pronunciation difficulties. Only those errors which were "serious enough to interfere with clear expression" were to be corrected. Correct enunciation, the "requirements of refined diction," and completely accurate grammatical usage were not the criteria applied. The most important objective was to help each man become "articulate and reasonably successful in his ability to communicate with his comrades."

Periods of oral expression were followed by written work. However, before the men were given experience in writing letters and short compositions, they were provided with a number of basic written language skills. Each man was taught to write his name, serial number, camp name, unit designation, and such other material as was typically included in Army forms, such as laundry tags and insurance and allotment forms. Parts I and II of the *Army Reader* contained the types of exercises designed to develop competence in basic writing skills and in simple letter writing. Reading workbooks and other specially prepared instructional materials, described in Chapter IV, also contributed to the development of these skills. Because the men in special training units were motivated by a strong desire to learn to write letters home to their families and friends, their interest and application in all forms of written work were exceedingly high. Many graduates of the special training units wrote letters regularly to their former instructors, telling of their experiences and assignments.

Effective written work involved skill in spelling and handwriting. Stress in spelling was laid on those words needed in written expression.

⁹⁰ Headquarters Special Training Unit, Service Command Unit No. 3400, Fort Benning, Ga., *Instructor's Oral Expression Guide*, 15 July 1944.

⁹¹ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 1944, p. 14; War Department Pamphlet No. 20-2, *Teaching Devices for Special Training Units*, 1943, p. 18.

The methods which were employed to teach spelling in special training units were similar to those used in civilian education programs planned for the slow learner.⁹² Words were taught in context, not in meaningless traditional lists. Meaning, recognition, and use were taught concurrently. Co-ordinated use was made of the visual, auditory, and kinaesthetic senses to fix recognition and correct spelling. "To insure the retention of correct forms," extensive and varied drills were employed. Very little use was made of spelling rules, because of the non-phonetic character of the English language, and the comparative difficulty of slow-learning men in dealing with any form of generalization.

The aim of instruction in spelling was to develop "relative accuracy in spelling frequently used words."⁹³ Fairly correct spelling was essential in order to convey thoughts accurately in written communication. It was specifically directed, however, that perfection in spelling would not be sought "at the cost of valuable time which should be given to the development of skills more essential to success in the Army."⁹⁴ For the guidance of instructors in helping some men overcome persistent spelling difficulties, a summary of the causes of deficient spelling and of fairly common remedial procedures was provided in War Department Pamphlet No. 20-2, *Teaching Devices for Special Training Units*, 1943. The teaching of spelling in the units was conducted in accordance with specified policies, which were fairly explicit. Consequently, there was very little need, in the course of inspection, to make adverse criticism of spelling instruction.

The major objective of instruction in handwriting was "a clearly legible product." It was recommended that manuscript writing be taught to all men who upon entrance into the unit were unable to write.⁹⁵ The manuscript form was considered easier to learn and more legible than cursive writing. Furthermore, the resemblance between manuscript and printed forms would permit the men to make easier transfer from writing to reading, and vice versa. However, because it was necessary for each man in the Army to affix his name to many different forms and

⁹² War Department Pamphlet No. 20-2, *Teaching Devices for Special Training Units*, 1943, pp. 28-29.

⁹³ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 1944, p. 17.

⁹⁴ War Department Pamphlet No. 20-2, *Teaching Devices for Special Training Units*, 1943, p. 28.

⁹⁵ War Department, DST-M3, *Teacher's Guide to Instructional Materials*, May 21, 1943, pp. 21-22.

papers, it was directed that all men be taught to write their signature in cursive form. Those men who demonstrated skill in cursive writing were permitted to continue its use, and instructors aided them in the development of this skill.

Instructors in the special training units were properly oriented concerning the use of the manuscript and cursive forms in the teaching of handwriting. Accordingly, for the most part, proper application of the correct method was made. In occasional situations, however, it was necessary for inspecting officers to call attention to the utilization of incorrect procedures. For example, in the unit at Camp Beauregard, La., it was pointed out that "all trainees were being forced to learn to print even though they could write [cursive writing] legibly."⁹⁶ And it was indicated that at Fort Leavenworth, Kans., "there was insufficient co-ordination of cursive and manuscript forms of handwriting," with the result that "some of the non-readers experienced confusion in associating the printed forms of words in the reader with the written forms of those same words on the blackboard."⁹⁷

As in the case of spelling, the methods employed in the teaching of handwriting to men in special training units were not unlike those used in civilian education programs.⁹⁸ The men were given "individual practice under proper guidance" to develop correct habits of letter formation, spacing, and alignment. Speed of writing was not considered important. Letter models in manuscript and cursive forms were available to the men in the classroom. Samples of the alphabet were also included in the back of the *Army Reader*, so that they could be referred to whenever necessary. Through continuous experience and drill, which evolved from extensive use of writing exercises, skill in handwriting was developed.

A number of cautions were set forth for the guidance of instructors in teaching handwriting: (1) Special writing postures or arm movements were not to be prescribed. (2) Excessive practice in ovals, slanting lines, and other drill forms was to be avoided, since the transfer to actual writing from these artificial exercises was considered insignificant.

⁹⁶ Inspection Report, SPTRR 333.3 (8th SC) (30 Dec 1943), Subject: *Training Inspection of Reception Center Special Training Unit, Camp Beauregard, Louisiana*, 30 December 1943.

⁹⁷ Inspection Report, SPTRP 333.3 (7th SC) (6 Jul 1944), Subject: *Training Inspection of Special Training Unit, SCSU 1783, Fort Leavenworth, Kansas*, 6 July 1944.

⁹⁸ War Department Pamphlet No. 20-2, *Teaching Devices for Special Training Units*, 1943, pp. 32-33.

(3) Concentrated drill on separate phases of writing, such as letter formation, alignment, and spacing, was not to be given. The emphasis was to be on the total process, and special attention was to be given to particular parts only when obvious disability in one phase was limiting general progress.⁹⁹

The majority of men in special training units made sufficient progress in handwriting to be able to produce "a clearly legible product." For those men who experienced special handwriting difficulties, remedial work was provided in accordance with the diagnostic and therapeutic recommendations contained in War Department Pamphlet No. 20-2, *Teaching Devices for Special Training Units*, 1943.

The development of oral and written language skills proceeded apace with ability in reading. In the literacy program of the Army, speaking, reading, and writing were viewed as interrelated skills which reinforced and enhanced each other. The reading program contributed much to the development of language skills; conversely, improved facility in language enriched the concept formations of the men and contributed greatly to reading comprehension.

TEACHING ARITHMETIC

Most of the men assigned to special training possessed some experience and ability in number operation at the time of their entrance into the units.¹⁰⁰ They had had occasion to count money, make change, note the time, determine the period elapsed between specific events, and perform comparable computations. In the Army, the application of computational and general arithmetic ability was required in various situations. Consequently, it was necessary in the special training units to develop arithmetic skills which would insure accuracy of computation and arithmetic reasoning and make possible the transfer of oral number abilities to written computation form.

The objectives of arithmetic instruction in special training units can be summarized as follows: To provide (1) knowledge of the vocabulary and symbols which are basic in arithmetic; (2) understanding of the meaning and application of numbers in military as well as civilian life;

⁹⁹ *Ibid.*

¹⁰⁰ War Department, Illustrated Instructor's Reference, FS12-6, *Introduction to Numbers*, 1943, p. 1.

(3) skill in reading and writing numbers; (4) skill in recognizing situations requiring application of arithmetic ability; (5) skill in the fundamental processes of arithmetic—addition, subtraction, multiplication, and division—in examples involving whole numbers; (6) skill in solving simple arithmetic problems found in Army life.

Army instructional materials were carefully prepared to aid in the accomplishment of these objectives. The relevance of Film Strip 12-6, *Introduction to Numbers*; Technical Manual 21-510, *Army Arithmetic*; and Part III of the *Army Reader*, *The Army Pays Private Pete*, to this accomplishment has already been noted in Chapter IV, in the discussion of instructional materials.

Instruction in arithmetic was individualized. Each man, upon entrance into the special training unit, was examined on the DST-16a, *Unit Test in Arithmetic*. Analysis of individual performance revealed specific areas of arithmetic difficulty. Three general areas were evaluated: recognition and writing of simple numbers; computation in the four fundamental processes; and arithmetic reasoning. Planned instruction was then provided for individuals or groups of individuals showing common difficulties.

Instruction was carefully graded. Enriched number concepts were taught initially. Faulty counting habits were eliminated, and men were oriented into number-group relationships. After group concepts and number relationships were strengthened, addition was introduced as a more expedient method of counting. Simple addition was followed by increasingly difficult examples, which included two addends, three-digit columns, and carrying. Subtraction was introduced after sufficient mastery of addition had been established. Subtraction was taught as the process in which smaller numbers of objects are taken away from a greater number of like objects. The additive method of subtraction ("3 and how many make 7?") was used in a number of units to demonstrate how facility in addition aids subtraction. The "take-away borrowing method," however, was the one recommended in special training, and most of the units emphasized this technique in subtraction.¹⁰¹ Multiplication was introduced after subtraction as "a short method for solving problems requiring cumbersome addition."¹⁰² The final process, division, was taught as a method of dividing a given quantity into parts. Its relationship to multi-

¹⁰¹ War Department Pamphlet No. 20-8, *Instruction in Special Training Units*, 1944, p. 56.

¹⁰² *Ibid.*, p. 58.

plication ("Two 8's are 16; how many 2's in 16?") was indicated. Properly graded problems were presented concurrently with the different fundamental processes in order to develop skill in arithmetic reasoning.

Instruction was also highly concrete and dealt with realistic situations. For example, in addition, the men might be asked to compute the sum spent in the PX, given each of the amounts spent on three different articles; in subtraction, the problem might be to determine how many sheets a supply sergeant had left over if he started with 500 and distributed 250 to the company. The use of the clock and the calendar, the maintenance of a budget, the number of steps taken per minute in dismounted drill, the distance between camp and a bivouac area, the comparative strength of different organizational units in the Army (squad, platoon, company, battalion, division, etc.)—these and related topics provided an abundance of concrete computational and reasoning exercises.

Following the varied presentation of material in concrete form to insure comprehensive arithmetic understanding, flash cards were used to develop accuracy and speed in computation. Spinner devices were also employed. As in the case of reading, speed of computation was considered less important than accuracy. The special teaching devices lent themselves to the development of competitive games in the classroom. The men enjoyed these games, which served to provide repetitive experience in an interesting manner. Additional drill was provided through the use of number workbooks, which were prepared in many units. The daily situations in which the soldier was required to apply number skill were abundant, and they provided continuous stimulation to the special training unit men to acquire arithmetic competency.

Examinations were used fairly regularly to measure the degree of proficiency attained in different arithmetic areas. Appropriate remedial instruction was provided for the correction of persistent errors.

Arithmetic instruction in the special training units was generally conducted in accordance with prescribed procedures. Consequently, it was seldom necessary for inspecting officers to offer recommendations for improvement. It was only in isolated cases that too much emphasis was placed on "rote memorization rather than functional utility."¹⁰³ Accordingly, practically all the men who were able to achieve reading and military standards in special training were sufficiently competent in arith-

¹⁰³ Inspection Report, SPTRR 333.3 (8th SC) (27 Mar 1944), Subject: *Training Inspection of Reception Center Special Training Unit, Fort Sill, Oklahoma*, 27 March 1944.

metic to merit graduation. Throughout the entire special training program, there were very few men separated from the Army solely because of the inability to attain arithmetic standards.

TEACHING ORIENTATION AND CURRENT EVENTS

Earlier in this chapter, in the discussion of the objectives of the program and the curriculum in special training units, the reasons for teaching orientation and current events were indicated. In Chapter IV, some attention was given to the various types of materials developed by the War Department and in the units to further each trainee's understanding of the issues of the war. A full report of the regular Army orientation program, which was adapted in the special training units, might well require a volume as large as the present one. Consequently, only brief mention will be made of that phase of the program that was applied in the special training units.¹⁰⁴

Typically, throughout the Army, the Army orientation program was divided into an introductory phase and a current phase.¹⁰⁵ The introductory phase presented "an orderly summary of information on the causes of the war in terms of the military, political, and economic factors which led to the present conflict."¹⁰⁶ The current phase, for the most part, followed "the progress of the war on all fronts, not only from the military and tactical standpoint, but also covering economic and political events which relate to the war and peace aims of the United Nations."¹⁰⁷ In special training, the orientation and current events instruction consisted of the introductory and current phases, respectively, of the Army orientation program. More time was given to this entire area of instruction in special training units than in regular organizations, because it was recognized that illiterate, non-English-speaking, and Grade V men not only needed it more but would find it more difficult to understand the issues involved.

Each of the instructors who conducted classes in orientation and current

¹⁰⁴ For example, the program of the United States Armed Forces Institute, a story in itself, is not even mentioned, since the interest in this program on the part of illiterate, non-English-speaking, and Grade V men, while in special training units, was relatively insignificant.

¹⁰⁵ The Adjutant General's Office, Memorandum No. W350-236-43, Subject: *Army Orientation Program*, 30 August 1943.

¹⁰⁶ *Ibid.*

¹⁰⁷ *Ibid.*

events had access to the many official publications prepared to assist in the program. Some materials were developed as guides to the instructors in conducting classes; other publications contained summary discussions of important topics to provide background material for teachers; still others were prepared for the trainees themselves and contained simple expositions of important topics and events.

Among the publications designed to aid instructors in the conduct of class work were the following:

Guide for Discussion Leaders, War Department Educational Manual 1, 1944, which contained many helpful suggestions on the selection of topics, the conduct of discussions, and the evaluation of outcomes of group meetings.

Guide to the Use of Information Materials, War Department Pamphlet No. 20-3, 1944 (earlier revision 1943), which contained "an outline of principles to govern the use of ideas so that they may become more effective weapons in the war."

The *Digest*, regular publication of the Information and Education Division, Army Service Forces, which included articles on effective classroom methods and use of materials.

The Information-Education Officer, War Department Technical Manual 28-210, 1945, which contained a comprehensive outline of "the principles, purposes, and scope of the information and education program" and described "the duties and responsibilities of information-education personnel."

Materials which contained summary discussions of important topics, and provided background information for teachers, included the following:

Army Orientation Fact Sheets, Numbers 1 through 30 (subsequently organized into five *Orientation Kits*), which were prepared by the Information and Education Division "for the information of regimental, company, and platoon (or equivalent) officers in preparing for discussions with their men during the weekly Army Orientation period."

Army Talk, which from August 7, 1944, replaced the *Fact Sheets* and were distributed weekly.

GI Roundtable Pamphlets, each of which was published as an *Educational Manual* and provided material for group discussions or forums.

Included among the official publications which contained simply written materials for the trainees themselves were *Newsmag-Special Edition* and *Our War*, which have already been described. Occasionally, *Yank* maga-

zine contained material which interested men in the upper grades of the special training units, and with the aid of their instructors they were able to derive some benefit from it.

Special orientation films were prepared, to be shown to all men in the Army.¹⁰⁸ The seven films in the "Why We Fight" series were notably helpful in clarifying the reasons for the war and the role of the allied nations.¹⁰⁹

Miscellaneous types of prepared materials contributed to the effectiveness of officer and instructor personnel in orientation and current events instruction. From December 1943 through September 1945, a monthly digest of War Department studies on the attitudes of American troops on various topics was published under the title *What the Soldier Thinks*.¹¹⁰ War Department Pamphlet No. 20-5, *Absence Without Leave*, presented the various reasons why men absented themselves without authority and indicated how improved understanding of the issues of the war might reduce the likelihood of such behavior. Finally, with the hope of effecting a more satisfactory integration of Negro troops into the Army as a whole, the following special orientation materials were prepared: Army Service Forces Manual M5, *Leadership and the Negro Soldier*, 1944; War Department Pamphlet No. 20-6, *Command of Negro Troops*, 1944; and Training Film No. RF51, *The Negro Soldier*. All officers were required to complete "a course of ten periods of instruction" based on these materials.¹¹¹

As has already been indicated, *Newsmap-Special Edition* and *Our War* proved exceedingly valuable. These simply written, richly illustrated publications contained comprehensive accounts of the progress of the war and of related matters of interest and significance. The daily newspapers, published in most of the units, were valuable adjuncts to the weekly *Newsmap-Special Edition*. The *Supplementary Reading Materials* distributed by the War Department contained interesting and properly graded material for use in orientation. Other simply written publications, such as *Why We Fight* (an orientation primer in the unit at HOLA-

¹⁰⁸ War Department Circular No. 368, Sec. IV, 1942.

¹⁰⁹ The "Why We Fight" series consisted of the following films: *Prelude to War*; *The Nazis Strike*; *Divide and Conquer*; *The Battle of Britain*; *The Battle of Russia*; *The Battle of China*; *America Goes to War*.

¹¹⁰ The digests were published by the Research Branch, Information and Education Division, Army Service Forces.

¹¹¹ Army Service Forces Circular No. 369, Sec. II, 8 November 1944.

bird Signal Depot, Md.) and *American History* (prepared in the unit at Fort Sheridan, Ill.), aided the instructors in the orientation of the men.

Extensive use was made of discussion in the orientation and current events instruction. Two valuable aids were the orientation films, shown to all the men, and the orientation centers, organized in practically all the units. Orientation films were effective and dramatic, and the men in special training units learned much from them. Orientation centers, containing news accounts and photographs, interesting and varied maps of assorted sizes, and source materials on current orientation topics, provided a source of motivation to the men and permitted instructors to concretize their instruction with illustrations and demonstrations. Outstanding orientation centers were organized in the units at Camp Wolters, Tex.,¹¹² Fort Leavenworth, Kans.,¹¹³ Camp Shelby, Miss.,¹¹⁴ and Fort Bragg, N. C.¹¹⁵ In practically all of the units, orientation and current events instruction was presented in terms of the soldiers' own interests and needs. Because of the almost primitive outlook on national and world affairs possessed by many of the men in special training units, this emphasis on each man's stake in the war and its outcome was necessary in order to enhance the effectiveness of instruction. The quality of instruction, as observed by inspecting officers, was generally good.

Just as it is hard to determine how effective the Army orientation program was with regular troops, so it is difficult to estimate how much influence the instruction in orientation and current events exerted on the attitudes and outlook of the men in special training units. The men needed such instruction badly, and every effort was made to bring the level down to their capacities. Their improved understanding of the issues of the war undoubtedly served them well in the continuing regular orientation program to which they were exposed after graduation from special training.

¹¹² Inspection Report, SPTRP 333.3 (8th SC) (20 Jun 1944), Subject: *Training Inspection of Reception Center Special Training Unit, Camp Wolters, Texas*, 20 June 1944.

¹¹³ Inspection Report, SPTRP 333.3 (7th SC) (6 Jul 1944), Subject: *Training Inspection of Special Training Unit, SCSU 1783, Fort Leavenworth, Kansas*, 6 July 1944.

¹¹⁴ Inspection Report, SPTRP 333.3 (4th SC) (24 Feb 1945), Subject: *Training Inspection of the Special Training Unit, Camp Shelby, Mississippi*, 24 February 1945.

¹¹⁵ Inspection Report, SPTRP 333.1 (4th SC) (4 June 1945), Subject: *Training Inspection of the Special Training Unit at War Department Personnel Center, Fort Bragg, North Carolina*, 4 June 1945.

INSURING THE PERSONAL AND SOCIAL ADJUSTMENT OF TRAINEES

The adjustment of illiterate, non-English-speaking, and Grade V men to military training and Army life was facilitated in many ways. Making the men literate and militarily proficient produced feelings of confidence and security. Giving them an understanding of the issues of the war helped to clarify their role and responsibilities. Providing them with sympathetic encouragement and guidance, in the course of instruction, led to the development of friendly relations between the officers and enlisted men and among the enlisted men themselves. In addition to these means of aiding special training unit men to effect satisfactory adjustments in the Army, other, more directed, techniques were also used.

A number of counseling procedures were employed in relation to the special training unit as a whole. First, there was the orientation of trainees upon reception into the units. All units provided an initial period of orientation for entrants. In some (Fort Leavenworth, Kans.,¹¹⁶ and Camp Atterbury, Ind.,¹¹⁷ for instance) the period lasted one day; in others (Fort Jackson, S. C.,¹¹⁸ and Fort Bragg, N. C.¹¹⁹), two days; and in still others (Fort Ontario, N. Y.¹²⁰), several days. In an explanation of the purpose of the orientation course at Fort Bragg, N. C., it is stated that "the transition from civilian life to military life effects a psychological influence upon a trainee." If this transition is made too abruptly, "it may panic him . . . and . . . permit him to enter the military service in the wrong frame of mind, lacking appreciation of the entire mission."¹²¹ Precisely the same reason motivated all units to organize orientation programs during the reception period.

¹¹⁶ War Department Personnel Center, Fort Leavenworth, Kans., 1773rd Service Command Unit, Special Training Unit, *Standard Operating Procedure*, 14 Oct 1944 (section on Trainee's Arrival).

¹¹⁷ Inspection Report, SPTRP 333.3 (5th SC) (29 Jul 1944), Subject: *Training Inspection of Special Training Unit, SCSU 1584, Camp Atterbury, Indiana*, 29 July 1944.

¹¹⁸ Report of Training Inspection, Reception Center Special Training Unit, Fort Jackson, South Carolina, 16 August 1943.

¹¹⁹ Inspection Report, SPTRP 333.3 (4th SC) (25 Jul 1944), Subject: *Training Inspection of Special Training Unit, Fort Bragg, North Carolina*, 25 July 1944.

¹²⁰ Report of Training Inspection, 1210th SCSU, Special Training Unit, Fort Ontario, New York, 19 October 1943.

¹²¹ Headquarters, Special Training Unit, Reception Center, Fort Bragg, N. C., *Orientation Course*, 4 April 1944.

The commanding officer of the unit and representative officers of his staff generally spoke to the trainees during the initial orientation period and answered whatever questions they might raise. The chaplain, the personnel consultant, the special services officer, and the Red Cross worker were often among those who participated in the meetings. In a number of units, the men were given demonstrations of methods of policing the area and barracks, and of bed making and other house-keeping duties, during the initial orientation course. The general purposes served in initial orientation were: (1) to welcome incoming trainees and make them feel from the beginning that they are an integral part of the organization; (2) to explain the purposes of the program and obligations of the trainee; (3) to orient the men into the general organization and arrangement of the camp and unit; and (4) to explain the functions of the different officers and how the trainee can get to see each of them, should he wish to do so.

A second type of counseling procedure for all trainees was the instruction in mental hygiene required by War Department regulations. As was noted earlier in this chapter, in the discussion of curriculum, all enlisted men in the Army were given at least three hours of instruction in personal adjustment, dealing with adjustment problems in the service, a healthy viewpoint toward being in uniform, and emotions and feelings and how to handle them.¹²² To provide commissioned and non-commissioned officers with a better understanding of adjustment problems exhibited by trainees, a six-hour course in personnel adjustment problems was prescribed.¹²³ The object of this latter course, as stated in regulations, was to train commissioned and non-commissioned officer personnel "in the importance of mental health in the Army, personality structure in the normal man, the causes of nervous breakdowns, recognition of signs and symptoms of poor mental health, and measures to maintain mental health in the command."¹²⁴ Long before the mental hygiene lectures were prescribed for all enlisted men and commissioned and non-commissioned officer personnel in the Army, "a program for preventive psychiatry," directed at the mental hygiene of the new trainee, had been "worked out at the Ordnance Replacement Training Center, Aberdeen Proving Grounds, Md., . . . in August 1942 on an experi-

¹²² War Department Circular No. 48, *Training in Basic Medical Subjects*, 3 February 1944.

¹²³ *Ibid.*

¹²⁴ *Ibid.*

mental basis.”¹²⁵ At Aberdeen, Md., mental hygiene talks for trainees were initiated as a regular feature of the training program, when comparisons revealed that the experimental companies, in studies conducted at that camp and at Camp Lee, Va., showed a lower AWOL rate, a lesser tendency to “ride the sick book,” and better grades in training than the control companies.¹²⁶

Following the directive which prescribed mental hygiene courses for all enlisted men and for all commissioned and non-commissioned personnel, the Neuropsychiatry Consultants Division of the Surgeon General's Office prepared suggestive outlines of the materials to be included in the lectures—War Department Technical Bulletin, Medical 21, *Lecture Outlines for Enlisted Men on Personal Adjustment Problems* (1944), and War Department Technical Bulletin, Medical 12, *Lecture Outlines for Officers on Personnel Adjustment Problems* (1944). In the introductory note on the use of these materials, it was recommended that the lectures could be given most effectively by a psychiatrist, that they should be “adapted to the particular group” to whom given, and that they “should be illustrated by thumbnail case histories or examples of specific instances.”

In a number of special training units, psychiatrists conducted the required lectures. Where it was not possible to secure the services of the psychiatrist for the entire series, the personnel consultant of the unit conducted the lectures under the supervision of the psychiatrist, who was attached to the station hospital. In at least one of the units, the lectures were given for a time by a well-qualified chaplain.¹²⁷ As a rule, the men in special training units received considerably more than the required number of hours of instruction in “personal adjustment.” As has already been indicated, the instruction in Army Orientation and in courses dealing with AWOL was highly personalized, and became, in effect, a vehicle through which the men expressed their problems and needs and learned to work out improved adjustments.

A third type of counseling service available to all the trainees in all special training units was based on an adviser system initiated in the Tank Destroyer Replacement Training Center, North Camp Hood,

¹²⁵ R. R. Cohen, “Factors in Adjustment to Army Life: A Plan for Preventive Psychiatry by Mass Psychotherapy,” *War Medicine*, 5:83-91, 1944.

¹²⁶ R. R. Cohen, “Mental Hygiene for the Trainee,” *American Journal of Psychiatry*, 100:62-71, 1943.

¹²⁷ Inspection Report, SPTRP 333.3 (4th SC) (25 Jul 1944), Subject: *Training Inspection of Special Training Unit, Fort Bragg, North Carolina*, 25 July 1944.

Tex.¹²⁸ In this system qualified non-commissioned officers were chosen in each company to serve as counselors to the trainees. These advisers were given instruction by the replacement training center psychiatrist in the recognition of problem behavior, in desirable methods of establishing relationships with the men, in techniques for assisting men with simple problems, and in procedures for expeditiously bringing serious types of cases to the attention of battalion advisers and eventually to the psychiatrist. Because of the effectiveness of the adviser system in getting at trainees' problems before they became exaggerated, and in checking on the morale of men, comparable systems were adopted in a number of the special training units. In June 1944, it was recommended in a letter from the War Department that the commanding officers of all units consider "the feasibility of introducing in each special training unit a counselor program for trainees."¹²⁹ A copy of the article, "The Adviser System—Prophylactic Psychiatry on a Mass Scale," by S. H. Kraines, the Tank Destroyer Replacement Training Center psychiatrist, was enclosed in the letter to each special training unit. It was further suggested, in the communication from the War Department, that it was not necessary for each unit to "develop a counselor program exactly like that in operation at the Tank Destroyer Replacement Training Center," but, rather, to devise a comparable program, adapted by available personnel to its own organization. Following the recommendation from the War Department, all of the units developed appropriate adviser systems. In the unit at Camp Chaffee, Ark., a good counseling program was in operation,¹³⁰ and in the unit at Fort Jackson, S. C., an excellent adviser system was organized (following the one at the Tank Destroyer RTC) "to further the guidance services now available in the unit through the offices of the Personnel Consultant, Psychiatrist, and the Remedial and Mental Hygiene Clinic."¹³¹

Other types of miscellaneous procedures were employed in different special training units to assist men in their adjustment to training and

¹²⁸ S. H. Kraines, "The Adviser System—Prophylactic Psychiatry on a Mass Scale," distributed through the National Committee for Mental Hygiene.

¹²⁹ Director of Military Training, Army Service Forces, Letter, SPTRP 330.11 (3 Jun 1944), Subject: *Counselor Program for Trainees*, 9 June 1944.

¹³⁰ Inspection Report, SPTRP 333.3 (8th SC) (27 Oct 44), Subject: *Training Inspection of the Special Training Unit at the War Department Personnel Center, Camp Chaffee, Arkansas*, 27 October 1944.

¹³¹ Fort Jackson, South Carolina, SCU 3402, Special Training Unit, Subject: *The Adviser System*, 13 October 1944.

the Army. For example, in all of the units of the Fourth Service Command, twenty-minute daily meetings were conducted, for a period of time, to discuss the problem of AWOL—what it meant, and the effect of repeated AWOL on the soldier's Army career. Voluntary evening sessions in which the men were helped with their work, and with the writing of letters to family and friends, provided a friendly and encouraging medium in many of the units. Finally, practically all of the units, before graduating successful trainees, prepared them for some of the initial adjustments they would be required to make in regular training. In a number of the units, printed certificates of graduation, signed by the commanding officer and the educational adviser, were distributed to each of the graduating trainees at the final meeting.¹³² In the unit at New Cumberland, Pa., evening graduation exercises were regularly conducted for each class completing special training. The band played, families of some of the men attended, and diplomas were awarded. In the address by the commanding officer, the men were complimented on their achievement, cautioned to continue using the skills they had learned if they wished to retain them, and reminded that they would meet problems in regular training and to remember the channels to follow to secure a solution to their problems.

In addition to the general counseling procedures which have been described, each unit maintained an organization for the study of individual trainees who experienced difficulty in adjusting. In units where psychiatrists were assigned, the clinical studies were co-ordinated under his supervision. In units where there were no psychiatrists, the personnel consultant co-ordinated the various studies made of individually referred men.

Trainees were generally referred for any of the following reasons: difficulty with academic subjects; inability to perform properly in military training; physical complaints; personal or family problems; or emotional and social difficulties of one sort or other. Case studies were made of each referred individual. Medical and psychiatric examinations were made at the station hospital, when indicated. A formulation of developmental and personal material was made by the psychiatric social worker assigned to the unit, or by a Red Cross worker. Under the supervision

¹³² The Commanding General of the 98th Infantry Division wrote personally to each graduate from the "Special Opportunity School," congratulating him upon successful completion of the work and expressing the hope that each would "continue to develop and educate" himself.

of the personnel consultant, appropriate intelligence tests, survey and diagnostic educational tests, projective tests of personality, and interview techniques were used to arrive at an understanding of the etiological factors involved in each case.

Following the clinical study, recommendations were made either for the improvement of the trainee's adjustment or for his separation from the service. Every effort was made to retain a man in the service if it was at all possible to do so. The treatment program was usually co-ordinated by the personnel consultant, and the co-operation of the line officers, academic teachers, remedial instructors, medical officers, chaplain, Red Cross worker, and others was obtained in an effort to help the man with his problems. Because of the comparatively short duration of a man's stay in special training, it was obviously not possible to treat major difficulties. However, the comprehensive nature of the diagnostic and treatment efforts made to assist individual cases is revealed by the following example of a type of clinical record maintained for each case in one of the units:¹³³

Clinical Record

Section

- One—Identifying Data and Contact Sheet
- Two—General Psychological Interview
- Three—Psychological Test Data
- Four—A Check List for Referral to Mental Hygiene Clinic
- Five—Diagnostic Summary and Treatment Objectives
- Six—Progress Notes
- Seven—Treatment Evaluation and Closing Summary

If it was revealed, in the course of the clinical study, that the man was inapt, lacked the required degree of adaptability, or possessed undesirable habits or traits of character, he was recommended for discharge from the Army, in accordance with established regulations.¹³⁴ The clinical data and other evaluations were presented to the board of officers which was convened to determine the disposition of men recommended for discharge. Because special training units, by the very nature of their function, discharged a comparatively higher percentage of men than other

¹³³ Fort Jackson, S. C., SCU 3402, Special Training Unit, Mental Hygiene Clinic, *Clinical Record*.

¹³⁴ Army Regulation 615-360, *Enlisted Men: Discharge; Release from Active Duty*, November 26, 1942. Subsequently, Army Regulation 615-368, *Undesirable Habits or Traits of Character*, 20 July 1944; and Army Regulation 615-369, *Inaptness, Lack of Required Degree of Adaptability or Enuresis*, 20 July 1944.

units, a simplified standard form was developed for the report of proceedings of disposition boards.¹³⁵ Men separated from special training units for inaptness or lack of the required degree of adaptability were given honorable discharges from the Army.

The brief summary which has been given of the counseling and clinical procedures employed in the special training units reveals the efforts made to assist the illiterate, non-English-speaking, and Grade V men to make the necessary adjustments to Army life.

GRADING OF MEN

As has been noted in Chapter IV, the men received in special training units were placed in appropriate grade levels on the basis of scores made in specified reading tests. Throughout most of the program, scores made on the *Army Illustrated Literacy Test*, DST-11a, and *Unit Tests*, DST-12 and DST-13, determined whether men were put in grade 1, 2, 3, or 4. A number of the units were organized into five grade levels, through the addition of a pre-reading class designated the "pre-academic section" in some units and the "preparatory group" in others.

The customary procedure was to group men homogeneously in terms of reading level. A heterogeneous grouping existed in arithmetic within each academic class. No special grouping was made for military instruction, inasmuch as this represented a comparatively new learning situation for all. The grouping in the academic classes was based primarily on reading ability, since this represented the common deficiency which all the men had. Failure to achieve proficiency in arithmetic and military subjects, as the reason for discharge from special training units, occurred far less frequently than inability to attain reading standards.

The average enrollment of the academic instructional group was approximately fifteen, thus providing considerable opportunity for individualization of instruction.¹³⁶ As a rule, the classes at the lower level were smaller than those at the upper level, and it was possible for instructors to give more concentrated attention to the needs of the men who required it most. No data are available on the average size of the instructional unit in military training, but it was, without any doubt, larger than that which prevailed in the academic part of the program.

¹³⁵ The Adjutant General's Office, Memorandum No. W615-53-43, June 18, 1943.

¹³⁶ Analysis of the size of class reported in all available inspection reports.

The men progressed from one grade level to the next when they achieved the established critical score on the appropriate unit reading test for their level, and when, in the opinion of their instructors, they were ready for the work of the next grade. The cumulative progress records described in Chapter IV revealed the academic level of each trainee as well as his rated accomplishment in military subjects at any particular time.

The grading of men in special training units conformed to prescribed procedures and offered no special problem in the operation of the program. In isolated instances, however, it was necessary to offer corrective recommendations on grading techniques. For example, in the unit at Camp Chaffee, Ark., it was pointed out in the course of an inspection that "men classified at level 3 for academic instruction were reading in Part 2 of the reader and were experiencing decided difficulty in their efforts."¹³⁷ In the unit at Pine Camp, N. Y., an unusual grading situation prevailed, far different from that in any other unit. The following excerpt from the inspecting officer's report presents the situation and the recommendation for adjusting it:¹³⁸

Classes were observed in which four levels of men were grouped. The unit has evolved to this system of classification, in order to provide men with a continuing contact with the same instructor. This system is working satisfactorily, partly because of the well selected instructor personnel available and the indoctrination they have been given in procedures to individualize instruction. It is felt, however, that it would prove more satisfactory if the heterogeneity in each class was reduced somewhat—perhaps levels 1 and 2 grouped for instruction and 3 and 4 for instruction.

Apart from these two comments on grading of trainees, no other significant reference to grading was made in the inspecting officers' reports.

SELECTION OF INSTRUCTORS

Continued efforts were made in special training units to obtain instructors who were well qualified, interested in the type of work done, and sympathetic to the needs of the trainees. Army regulations emphasized

¹³⁷ Inspection Report, SPTRP 333.3 (8th SC) (27 Oct 44), Subject: *Training Inspection of the Special Training Unit at the War Department Personnel Center, Camp Chaffee, Arkansas*, 27 October 1944.

¹³⁸ Inspection Report, SPTRP 333.3 (2nd SC) (18 May 1944), Subject, *Training Inspection of Special Training Unit, SCSU 1210, Pine Camp, New York*, 18 May 1944.

the importance of securing instructors who possessed these attributes.¹³⁹

The task of procuring and retaining properly qualified instructor personnel was not a simple one. Men assigned as supervisors and instructors in special training were soldiers of high caliber who were urgently needed for officer training, special technical assignments, or positions requiring leadership ability in combat units. Consequently, the turnover among teachers of illiterate, non-English-speaking, and Grade V men was comparatively great. In early 1944, in "anticipation of the increase in the number of individuals to be trained in special training units," and in order to release able-bodied special training unit instructors for combat duty, extended efforts were made to hire civilian instructors.¹⁴⁰ Civilian instructors had already demonstrated their proficiency in a number of units, and it was hoped that employment of sufficient, qualified civilian teachers would provide a stable, permanent instructional staff. WACs had served successfully as instructors in several units, but not enough qualified WACs were available to staff all of the units.

The procurement of qualified instructor personnel from military recruits was a gradual process. It took time, but undeniable improvement in the quality of teachers was indicated in the course of the program's operation. Table XXI, which contrasts the teaching experience backgrounds of the instructors serving in June 1942 with those of the in-

TABLE XXI

TEACHING EXPERIENCE OF SPECIAL TRAINING UNIT INSTRUCTORS
IN JUNE AND SEPTEMBER 1942

Level of Teaching Experience	Percentage of Special Training Unit Instructors	
	June Group	September Group
Elementary school	9.72	27.06
High school	15.75	25.99
College	3.73	6.63
Teaching of retarded and delinquents	0.93	13.62
No teaching experience	69.87	26.70

¹³⁹ Army Regulation 615-28, *Classification, Reclassification, Assignment, and Reassignment*, par. 15, May 28, 1942.

¹⁴⁰ Director of Military Training, Army Service Forces Letter, SPTRR 231.28 (11 Mar 1944), Subject: *Civilian Instructors for Special Training Units*, 11 March 1944. The same points were discussed at a meeting of commanding generals of service commands; see *Proceedings of Army Service Forces Conference of Commanding Generals of Service Commands*, Dallas, Tex., 17-19 February 1944, pp. 126, 146-148.

structors serving in September 1942, demonstrates the superiority of the latter group.¹⁴¹ Subsequently, when it was revealed in the course of inspections that some of the units at the reception center level had not chosen instructors wisely, pressure was exerted to effect the desired improvement. For example, in a report on one of the units, it was observed that "some of the officers were poorly prepared for their assignments."¹⁴² In a report on a second unit, it was stated that "more care should be given to the selection of officers and enlisted men who are to serve as overhead personnel for special training units."¹⁴³

Not all of the units chose their instructors poorly, however. The following excerpts from inspecting officers' reports are revealing:

The academic instruction is carried on by 30 enlisted instructors. They all hold state teacher's certificates and all but two are college graduates.¹⁴⁴

The academic instruction is carried on by 72 enlisted men. Almost all of the instructors in this unit have graduated from college and have had at least two years of teaching experience. Twelve of the men hold Master's degrees.¹⁴⁵

The academic instruction is carried on by 135 enlisted men. All of the instructors in this unit have some college training and teaching experience. Several of the men hold Master's degrees.¹⁴⁶

Table XXII summarizes data on the educational background of instructor personnel. Figures for the camps were collected at different times and represent a sampling of the educational backgrounds of uniformed personnel selected to serve as instructors in special training units. The preponderance of personnel with collegiate and graduate training is apparent.

The following supplementary data, which concern some of the instructional groups contained in Table XXII and which closely parallel those concerning other units, are also revealing: *Army General Classification*

¹⁴¹ Training Branch, The Adjutant General's Office, Subject: *Report on the Status of Special Training Units*, October 16, 1942.

¹⁴² Inspection Report, SPTRP 333.3 (4th SC) (5 May 1944), Subject: *Training Inspection of Special Training Unit at Fort Jackson, South Carolina*, 5 May 1944.

¹⁴³ Inspection Report, SPTRR 333.3 (8 Dec 1943), Subject: *Training Inspection of Special Training Unit at Fort Benning, Georgia*, 8 December 1943.

¹⁴⁴ Report of Training Inspection, Headquarters, 4th Service Command, Atlanta, Georgia, and Reception Center Special Training Unit, Fort McPherson, Georgia, 17 August 1943.

¹⁴⁵ Inspection Report, SPTRR 333.3 (15 Nov 1943), Subject: *Report of Training Inspection, 1389th Special Training Unit, New Cumberland, Pennsylvania*, 15 November 1943.

¹⁴⁶ Inspection Report, SPTRR 333.3 (1 Dec 1943), Subject: *Report of Training Inspection, 1425 Special Training Unit, Fort Bragg, North Carolina*, 1 December 1943.

TABLE XXII

DISTRIBUTION OF UNIFORMED INSTRUCTORS IN SIX SPECIAL TRAINING UNITS,
ACCORDING TO EDUCATIONAL BACKGROUND

Educational Background	Percentage of Uniformed Instructors					
	Holabird Signal Depot, Md.	Fort Jackson, S. C.	Fort Leaven- worth, Kans.	Fort Sill, Okla.	Camp Beaure- gard, La.	Pine Camp, N. Y.
Ph.D. or Ed.D. degree	2		1		2	3
Master's degree	8	26**	11	9	12	24
Graduate work*	8		15	18	3	11
Bachelor's degree	32	39	30	45	37	50
3 years of college	35	9	9	14	14	10
2 years of college	10	10	10		6	1
1 year of college	5	4	5	14	9	
High school graduate		9	10		17	1
Did not complete high school		3	9			

* Represents graduate work not culminating in graduate degree.

** Master's degree or graduate work.

Test scores for the instructional staff of the special training unit at Fort Sill, Okla., ranged from 106 to 144, with a median score of 122. Scores at Pine Camp, N. Y., ranged from 104 to 155, with a median score of 127.

Civilian personnel assigned to serve as instructors in special training units were selected by the headquarters of each service command. The position was an "unclassified" one, which meant that no uniform, country-wide requirements and salary were established. Each service command was permitted to set its own standards and salary. It was necessary to do this because of the disparity in professional and salary standards known to exist among teachers in different parts of the country. Standards for acceptance approximated "those established by teacher organizations and school crediting associations" in communities where an applicant was or had been employed.¹⁴⁷ In directing the service commands to make efforts to secure civilian teachers, the War Department insisted that no regularly appointed teacher from the local school system would be considered eligible. There was no intention to compete with the regular public school system at a time when there was already a pronounced shortage of qualified teacher personnel to meet civilian needs.

¹⁴⁷ War Department, Bureau of Public Relations Release, *Civilian Teachers Needed to Replace Soldiers in Teaching of Illiterates*, 15 March 1944.

No data are available to show the highest number of civilian instructors employed in the special training units. As noted in Chapter V, during the earlier period of the program fifty-three civilian teachers were employed, and after wider efforts were made to obtain civilian instructors, 260 were procured by July 1944. Special training units experienced varying degrees of success, depending on the extent to which they were able to keep uniformed personnel and obtain qualified civilian instructors. For example, although no civilian instructors were employed at Fort Benning, Ga., and Fort Bragg, N. C., there were fourteen civilian instructors at Fort Jackson, S. C., in the same service command.¹⁴⁸ A tally of the civilian teachers reported by inspecting officers in the latter part of 1944 and 1945 reveals that during this period there were at least 329 (of whom twenty were Negroes) serving in special training units.¹⁴⁹

The following analysis of the educational background and teaching experience of the civilian instructors serving in one of the units (Fort Sheridan, Ill.) gives an indication of the caliber of personnel secured: of the 46 civilian instructors, 5 held Master's degrees; 23, Bachelor's degrees with occasional graduate work reported; 11 were graduates of teachers colleges or normal schools; and 7 reported, in a miscellaneous fashion, such background training as college work leading to an "associate degree," college work for varied numbers of years, university training, extension courses, etc. Insofar as prior teaching experience was concerned, 15 instructors had between one and five years, 9 between six and ten, 12 between eleven and fifteen, 8 between sixteen and twenty, and 2 between twenty-one and twenty-five. Experience was distributed throughout all levels, the bulk of it being in the elementary and secondary schools.

Through the Army classification system, well-prepared instructors were obtained among uniformed personnel. On a number of occasions, instructors in special training units were classified as "key" individuals so that even the able-bodied among them could be exempted, for a period, from reassignment to oversea stations.¹⁵⁰ When it became necessary in some units to release instructors, the best available civilian teachers were

¹⁴⁸ Based on an analysis of all available inspection reports on these units.

¹⁴⁹ It is likely that the peak figure was somewhat higher than 329, since this is based on reports of some inspections which were made when the enrollment in a number of units was on the decline.

¹⁵⁰ New Cumberland, Pa., 3384th Service Unit, *Proceedings of Special Training Unit Conference*, sponsored by Third Service Command, 10 May 1944, p. 33.

employed in order to insure the maintenance of high standards of instruction.

TRAINING OF SUPERVISORS AND INSTRUCTORS

The selection and assignment of well-prepared supervisors and instructors were only part of the effort made to insure high standards of teaching. In addition, adequate indoctrination and continuous in-service training programs were provided for all supervisors and instructors. These were effectuated through the following four mediums: national training conferences, service command training conferences, unit instructor training programs, and unit conferences in conjunction with training inspections. A description of the efforts made in connection with each of these follows.

NATIONAL TRAINING CONFERENCES

Three national training conferences were held. The first was convened at Camp Grant, Ill., June 1-12, 1943; the second at Fort Leavenworth, Kans., August 23-27, 1943; and the third at Fort Leavenworth, Kans., August 8-10, 1945. Each sought to achieve two major objectives: first, to acquaint the conferees with acceptable instructional and training techniques; second, to answer general and specific problems which had arisen in connection with the operation of the units. In addition, each conference was called to meet specific needs, as noted below.

Camp Grant, Ill., June 1-12, 1943. This conference was called to acquaint "officers at present assigned to and responsible for training in special training units" with newer instructional materials and "the most successful techniques for their use."¹⁵¹ Among the newly developed materials were the following: *Army Reader*; *Army Arithmetic*; *Teacher's Guide to Instructional Materials*; *Your Job in the Army*; Film Strip 12-2, *A Soldier's General Orders*; Film Strip 12-3, *Military Discipline and Courtesy*; Film Strip 12-4, *How to Wear Your Uniform*; Film Strip 12-5, *The Story of Private Pete*; Film Strip 12-6, *Introduction to Numbers*; the accompanying Illustrated Instructor's References; and the various tests, DST11a, 12, 13, 14, 15, and 16a. Moreover, since this was the first national training conference, considerable attention was given to

¹⁵¹ Opening Address, Special Training Conference, by Gen. R. B. Lovett, June 1, 1943. ^

important aspects of special training unit operation. The comprehensive nature of the program is indicated by the fact that a topical outline of the conference, distributed to the conferees, contained seventy-one topics organized under the following eleven headings: Introduction; Principles of Education and Training; The Teacher; The Trainee; Instructional Materials for Student Distribution; Film Strips; Reading Instruction; Arithmetic Instruction; Language Instruction; Preparation and Use of Tests and Records; Review and Examination.

Staff officers from the War Department did the major share of the teaching, although some visiting lecturers from the field units were included among the instructional staff. Ample opportunity was provided for the conferees to raise and discuss their problems. Film strips and other training devices were demonstrated. A number of classroom demonstrations were arranged as part of the conference. Groups of men regularly enrolled in the Camp Grant Special Training Unit were taught reading, arithmetic, and military subjects. Each of the demonstrations was followed by a critique so that good and bad features of the demonstrations could be delineated. Through these various means, an effort was made to achieve a major objective of the conference—"to co-ordinate methods of academic training which should be used in connection with the operation of Special Training Units within the Army."¹⁵²

The conference had been planned prior to the time when the decision was reached to move the special training units to the reception center level.¹⁵³ Actually, however, it was held at the time of transition from the system of units spread throughout the Army to the system of units organized by service commands near or at reception centers. The officers attending the conference came from various elements of the Army. There were forty-five officers present, ranging in rank from second lieutenant through colonel—not including the staff and visiting officer personnel. The officers came from special training units located at replacement training centers of the Army Ground Forces¹⁵⁴ and Army Service Forces,¹⁵⁵ and from basic training centers and technical training com-

¹⁵² *Ibid.*

¹⁵³ The Adjutant General's Office Memorandum, AG353 (4-22-43) OT-C, Subject: *Plans for Training Course for Instructors of Special Training Units*, April 22, 1943.

¹⁵⁴ The Adjutant General's Office Letter, AG353 (5-19-43) OT-C, Subject: *School for Instructors of Special Training Units*, May 19, 1943.

¹⁵⁵ Army Service Forces Letter, SPTRR 337 (5-14-43), Subject: *Training Conference*, May 17, 1943.

mands of the Army Air Forces.¹⁵⁶ Officers representing service command headquarters¹⁵⁷ and various Army headquarters¹⁵⁸ also participated in the meetings. Forty different organizations were represented.

The officers were examined twice during the conference to insure their assimilation of subject matter which had been presented. Furthermore, they were required to prepare and submit educational projects assigned to them in the course of the conference. Prior to the close of the conference, each participant was instructed to hold, upon return to his unit, a series of meetings with other officers, to give them the benefit of the material and information he had acquired.¹⁵⁹ General Lovett had stated earlier, in his opening remarks:

When the conference ends and you return to your organization, it is intended to be your task to teach the officer and enlisted men instructors of the Special Training Units for which you are or will be responsible in the methods and techniques which you have learned here. I hope you will consider this a very important job, for the success or failure of the special training program quite naturally depends upon the efficient work of the officers and men who deal directly with the trainees.

To assist the officers in the fulfillment of the task of teaching their fellow officers and enlisted men, and to insure accurate transmission of material, detailed proceedings of the conference were prepared by the instructional staff.¹⁶⁰ An annotated outline for each hour of instruction was included in the proceedings, and a copy of the proceedings was sent to each of the officers who attended the conference.

Quite a number of the officers who attended this conference were assigned to special training units which were organized at the reception center level. Consequently, their attendance at the conference prepared them well for their new assignments, and they were able to proceed directly to the indoctrination of the new men with whom they were to serve.

¹⁵⁶ The Adjutant General's Office Letter, AG353 (5-19-43) OT-C, Subject: *School for Instructors of Special Training Units*, May 19, 1943.

¹⁵⁷ Army Service Forces Letter, SPTRR 337 (5-14-43), Subject: *Training Conference*, May 17, 1943.

¹⁵⁸ The Adjutant General's Office Letter, AG353 (5-19-43) OT-C, Subject: *School for Instructors of Special Training Units*, May 19, 1943.

¹⁵⁹ The original communications directing that officers be sent to the conference specified that each shall be selected "with a view to carrying on a similar program upon his return."

¹⁶⁰ Notes, *Special Training Conference, Camp Grant, Illinois, June 1-12, 1943*. Approval of this publication contained in communication, AG461 (Publications), Subject: *Publications*, 12 July 1943.

Fort Leavenworth, Kans., August 23-27, 1943. This conference was called to bring together representative personnel from all the special training units which had been organized at the reception center level since June 1, 1943.¹⁶¹ It was desired to acquaint them, first, with the materials and appropriate instructional techniques, and, second, with a new technique of military training which was to be tried out experimentally over a period of three months.¹⁶² Academic and military aspects of the training program were considered; the topical outline for this conference, distributed to the conferees, organized the topics under the following eight headings: Introduction; Fundamental Principles; Types of Men, Case Studies, and Problems in Mental Hygiene; Methods and Materials of Teaching; Evaluation; Teacher Responsibility and Lesson Planning; Application of New Training Technique in Special Training Units; and Open Time (Summary and Final Examination).

All of the teaching at this conference was conducted by the staff officers from the War Department. In addition to prepared lectures, there were periods of instruction given over to conferences, demonstrations, practical work, and the showing of film strips. Through question and answer periods and the critiques which followed demonstrations, the conferees were able to participate in the deliberations.

Both officers and enlisted men participated in this conference, since it was desired to reach the men who were actually responsible for academic teaching and military training. Only representatives from the special training units were invited. Representatives from higher headquarters were not included, and no officer who had attended the Camp Grant meetings was sent to this second conference. Excluding the instructional staff, there were thirty-six officers present; they ranged in rank from second lieutenant through lieutenant colonel and included one WAC officer. There were fifteen enlisted men, ranging in rank from private to master sergeant. Twenty-four organizations were represented.

¹⁶¹ The Adjutant General's Office Letter, AG352 (10 Aug 1943) OT, Subject: *School for Instructors of Special Training Units in Service Commands*, 10 August 1943.

¹⁶² Introductory Remarks, Training Conference for Instructors of Special Training Units, by Gen. R. B. Lovett, 23 August 1943. The new technique of military training included methods of infantry drill. The experiment was initiated in August 1943, in accordance with The Adjutant General's Office Letter, AG 353 (3 Aug. 1943) OT-C, Subject: *Method of Training in Special Training Units*, 3 August 1943. Following the experiment, seven service commands recommended discontinuance of the method and the other two advised that it be modified and drastically curtailed. The method was discontinued in December, in Director of Military Training, Army Service Forces, Letter, SPTRR 350.3 (3 Aug 1943), Subject: *Method of Training in Special Training Units*, 10 December 1943.

Officers attending this conference were also required to complete an examination on the material which had been presented. These officers and enlisted men were similarly provided with detailed notes of the proceedings of the conference so that they would be in a better position to pass on to their colleagues the points of view and attitudes expressed at the meetings.¹⁶³

Fort Leavenworth, Kans., August 8-10, 1945. This third conference, called after a lapse of two years, was convened to provide a medium for the discussion of a number of matters. The successful operation of the units had rendered unnecessary any earlier national conferences. Several service command conferences had been held in the interim. These are discussed in the next section. The following circumstances necessitated the calling of the third national conference:

1. The development and distribution to the field of the following new instructional materials had recently been completed, i.e. Film Strip 12-7, *Introduction to Language, Nouns*; Film Strip 12-8, *Introduction to Language, Verbs and Prepositions*; Film Strip 12-9, *The World*; and the accompanying Illustrated Instructor's References.

2. New placement, progress, and graduation tests were ready for distribution, i.e. the PRT series to replace the DST series.

3. Considerable personnel turnover had taken place in the instructional staffs of the special training units because of the hiring of civilians to release replacements for overseas service, and it was necessary to insure that continuous indoctrination of instructors was proceeding satisfactorily.

4. New policies had been formulated with regard to the Army's need for limited personnel, and it was necessary to make certain that, in their assignment procedures, all of the units were uniformly interpreting and applying the policies.¹⁶⁴

The program of the conference was designed "to indoctrinate key service command and special training unit personnel with current testing, training, and assignment procedures in special training units."¹⁶⁵ As was characteristic of the two previous conferences, this one also included classroom demonstrations and provided adequate opportunities for the conferees to discuss pertinent issues.

The major share of the teaching at this conference was done by officers

¹⁶³ Syllabus, *Training Conference for Instructors of Special Training Units*, Fort Leavenworth, Kans., 23-27 August 1943.

¹⁶⁴ Director of Military Training, Army Service Forces, Memorandum, SPTRP 337 (22 Jun 1945), Subject: *Conference on Special Training Units*, 25 June 1945.

¹⁶⁵ Army Service Forces Circular No. 258, 5 July 1945, p. 3.

from the field. There were many excellently qualified officers, thoroughly experienced in the different phases of the program, who could be entrusted with the responsibility of serving as instructors. Each was admonished to "be concrete in his presentation and give practical illustrations from his own field experience."¹⁶⁶ Staff officers from the War Department dealt with various policy matters, introduced new tests and materials, and in general served as chairmen of the meetings in order to guide the discussion along constructive channels.

Forty-three officers, excluding the staff officers representing the Director of Military Training, Army Service Forces, attended the meetings. Two officers were invited from each of the thirteen special training units—one, the commanding officer or the S-3 (the officer charged with the co-ordination of training in the unit), and the other, the educational supervisor of the unit. In addition, one officer from each of the training divisions of the nine service commands—the one charged with the supervision of literacy training in the command—was present. Other officers, representing The Adjutant General's Office, the War Department Personnel Audit Teams, the Headquarters of the Army Ground Forces, and the Puerto Rican Special Training Unit, were also included, so that they might assist the conferees to understand better the special aspects of the literacy problem with which they had had experience.

The full benefits of this conference were never realized. V-J Day followed soon after the conference was held, and it was not long before directives were issued ordering the discontinuance of the drafting of illiterate personnel and the inactivating of the units. No detailed proceedings of this conference were prepared, although it was originally planned to prepare and distribute to the field a complete report of the meetings.

SERVICE COMMAND TRAINING CONFERENCES

Several service command training conferences were held during 1944, in order to effect an exchange of ideas on problems and methods of special training. On March 24 and 25, 1944, a conference was held at Fort Jackson, S. C., "to discuss the set of standard lesson plans for Mobilization Training Program 20-1 that the Fourth Service Command Headquarters distributed to Special Training Units within the Service

¹⁶⁶ Opening Address, Conference on Special Training Units, by Col. R. T. Beurket, 8 August 1945.

Command, and to encourage a discussion of problems confronting Special Training Unit commanders."¹⁶⁷ Among the topics discussed at the meetings were functional literacy boards, assignment of men upon graduation, supervision of training, selection of instructor personnel, instructor training, training aids, classroom facilities, military training, and the use of civilian teachers. The official representative from the War Department who attended this conference of the units within the Fourth Service Command commented that "much good in training will result" from "the enthusiasm and interest displayed in this conference," and that "Commanding Officers of the Special Training Units learned of each other's problems, discussed them at length, and many were benefited by others' experiences."¹⁶⁸

Following this successful conference, conducted within the Fourth Service Command, the commanding generals of the service commands throughout the country were advised to hold similar conferences "as often as required" in order "to standardize training and raise the general level of efficiency of Special Training Units."¹⁶⁹ Commanding generals of those service commands which had but one unit were advised to hold joint meetings with contiguous service commands. Service commands in which there were a number of units were advised to conduct meetings for the units within the command.¹⁷⁰

A number of service command conferences were held, in accordance with the recommendations made by the War Department to the commanding generals of the service commands. On May 10, 1944, a special training conference was held at New Cumberland, Pa., for the representatives from the units within the First, Second, and Third Service Commands. On May 12, 1944, at Fort Sheridan, Ill., there was a conference of representatives from the units of the Fifth, Sixth, and Seventh Service Commands. The commanding officer, S-3, and the educational supervisor of each unit attended the meetings, along with representatives from the training divisions of the respective service command headquarters.

At these and other service command conferences, practical and specific consideration was given to immediate training and administrative prob-

¹⁶⁷ Informal Memorandum to the Director of Military Training, Army Service Forces, Subject: *Conference of Special Training Unit Activities of the Fourth Service Command at Fort Jackson, S. C.*, 28 March 1944.

¹⁶⁸ *Ibid.*

¹⁶⁹ Director of Military Training, Army Service Forces, Letter, SPTRR 337 (11 April 1944), Subject: *Conferences on Special Training Units*, 11 April 1944.

¹⁷⁰ *Ibid.*

lems. Problems of personnel, records, teaching, testing, and counseling were thoroughly explored. Mimeographed transcripts of the proceedings of the conferences provided a record which was then incorporated in unit instructor training programs.¹⁷¹ That the conferences generally had value, despite an unevenness in their character, is apparent from the following excerpts from the report of the War Department representative to the meetings:¹⁷²

The conference [New Cumberland] was well planned and organized. Those in attendance were enthusiastic about special training and the discussions were vigorous and to the point. The conference moved smoothly and it was apparent that the interchange of ideas would result in improvements in all special training units represented.

This conference [Fort Sheridan] did not show the evidence of the careful preparation which was so evident at the New Cumberland conference. The program was allowed to drag at several points, and, at one point, an unscheduled break was called because the program was running ahead of schedule. In spite of these shortcomings, it is believed that some interchange of ideas was effected and that the conference was worth the time and effort involved.

UNIT INSTRUCTOR TRAINING PROGRAMS

Each of the special training units was required to conduct a "troop school" for the indoctrination and in-service training of instructors. This requirement was eventually set forth in the basic *Mobilization Training Program for Special Training Units* and was stated as follows:¹⁷³

The operation of troop schools is considered an indispensable part of the training program. Training will be provided for all instructors to prepare them to conduct the military and/or academic training prescribed by this program and to insure that a high level of instruction is maintained. The time required for troop schools should be in addition to the regular 8-hour training day.

Most of the units conducted two different types of courses: one an orientation course to indoctrinate instructors prior to their assignment to duty; the other an in-service course to motivate instructors to maintain

¹⁷¹ Proceedings of Special Training Unit Conference, 10 May 1944, 3384th Service Unit, New Cumberland, Pa. Conference for Special Training Units, 12 May 1944, 1672 Service Unit, Fort Sheridan, Ill.

¹⁷² Informal Memorandum for the Director of Military Training Army Service Forces, Subject: *Service Command Conferences on Special Training*, 20 May 1944.

¹⁷³ MTP 20-1, *Mobilization Training Program for Special Training Units*, 8 May 1944, p. 2.

a high level of instruction during their assignment. In-service training was carried on continuously during the operation of the special training unit and was required of all instructor personnel.

In most of the units, each new instructor, military and civilian, was required to undergo the preparatory orientation course. This course lasted for several days in some units, one week in others, and for a slightly greater period of time in a few. It was usually a requirement for both academic and military instructors. In some units, however, military instructors received a different indoctrination from academic instructors. Exceptionally well-qualified teachers were assigned directly to duty, without being required to complete the indoctrination program, in several units where there was a shortage of instructor personnel. They were required, however, to take the in-service training. All civilian instructors were required to pursue a period of orientation training before assignment to duty. Indoctrination provided for civilian instructors varied somewhat from that given military personnel. Civilian instructors had to be given an understanding of such matters as Army organization, Army functioning, and the processing and utilization of men, in addition to being oriented into the special training units and the special needs of the trainees.

In-service training was usually conducted once a week for a prescribed period. The period varied typically from one to two hours in the different units. Extra time was usually set aside for additional conferences of instructors whenever special problems, instructional or otherwise, arose. Separate in-service courses were usually conducted for academic and military instructors in those units where instructors were assigned to one part of the program or another.

No course of study was prescribed for the troop schools since the required type of indoctrination and in-service training varied from unit to unit, depending on the type of trainees received and the caliber of the instructors assigned. Similarly, no minimum or maximum number of hours of instructor training was required since it was believed that each unit could best determine the amount of training to provide.

Typical programs of instruction in the troop schools were based on the following materials: Proceedings of the national and service command training conferences; Technical Manual 21-250, *Army Instruction*; Field Manual 21-5, *Military Training*; Training Film 7-295, *Military Training*; War Department Pamphlet 20-8, *Instruction in Special Train-*

ing Units; War Department Pamphlet 20-2, *Teaching Devices in Special Training Units*; DSTM-3, *Teacher's Guide to Instructional Materials*; and the instructor training program outlined in Army Service Forces Manual M4, *Military Training*.

The following outline of the orientation course, conducted at the 1210th SCSU, Special Training Unit, Fort Ontario, N. Y., is representative of indoctrination programs provided in the various units:

1. Purposes of the unit
2. Selection of men for training in the unit
3. Assignment of men to classes
4. Progress and graduation
5. Elimination of men from classes
6. Post and school regulations
7. Program of study
8. Instructional materials
9. Methods of instruction
10. Lesson plans
11. Testing program

The range of topics covered in the in-service courses was generally comparable to that shown in the following list (Table of Contents of the *Syllabus of Training School for Instructors, Fort Jackson, S. C.*):

- | | |
|--------|--|
| Period | 1. Overview of Teacher Training Program |
| | Lesson Planning |
| Period | 2. Illiteracy in the Army |
| | The Illiterate in the Special Training Unit |
| | Procurement and Use of Teaching Aids and Devices |
| Period | 3. The Instructor's Role in the Special Training Unit |
| | Principles of Learning in Special Training Unit and Application |
| Period | 4. Principles Underlying Efficient Instruction in Reading |
| | Use of Supplementary Materials in Teaching Reading |
| Period | 5. Techniques of Teaching Reading |
| Period | 6. Principles of Teaching Arithmetic |
| | Instruction in Spelling and Writing in Special Training Units |
| Period | 7. Oral and Written Expression and Their Role in the Special Training Unit |
| | Methods of Instruction in Oral and Written Expression |
| | The Blackboard as a Visual Aid in Teaching |
| Period | 8. The Use of Film Strips |
| Period | 9. The Techniques of Drill Instruction |
| | The Use of Training Aids in Army Instruction |

- Period 10. Emotionally Maladjusted Men in the Special Training Unit and the Case Study Technique
- Period 11. Standard Operating Procedure for Finding Maladjusted Men and Their Disposition
- Period 12. Testing Program
 - Use of Psychological Tests in the Special Training Unit
- Period 13. Correlation of Teaching Materials—Integrating the Academic Skills
 - Corrective Classes
- Period 14. Remedial Reading
 - Instructional Problems of the Non-English Trainees

Only experienced instructors were assigned to conduct the indoctrination and in-service training programs. Each instructor was admonished to apply efficient instructional techniques in his own teaching. Preparation was usually very thorough, and extensive use was often made of training aids and devices. Demonstration lessons, followed by critiques, were a regular feature of many troop school programs. Tests were used often in the instructor training courses to check on achievement and to determine what elements of the course needed further attention.

The following characteristics of the instructor training program at the Special Training Unit at Fort Bragg, N. C., illustrate some unusual features of the troop schools.¹⁷⁴ During the first meeting of the course, an instructor rating examination was given to all the men—a pre-test to reveal existing weaknesses in techniques of teaching and to serve as a basis for planning the program more effectively. During the course, the men were required to prepare and submit Work Sheet Lessons on the different units of the course (No. 1, Instruction; No. 2, Methods of Instruction; No. 3, Teacher's Guide to Instructional Materials; No. 4, Army Reader, etc.). At the end of the course, a final examination was administered and scores on the final test were then compared with ratings secured on the pre-tests, yielding an estimate of the progress made by the men and one index of the efficiency of the instruction.

Inspecting officers checked regularly to insure that adequately organized indoctrination and in-service courses were being conducted in the units. The following excerpts from various inspection reports are representative estimates of the type of unit instructor training provided:

¹⁷⁴ SCU 3402, Special Training Unit, Fort Bragg, N. C., *Master Schedule of Instructor Training Program*, 8 February 1945. This was a revision of an earlier instructor training program.

Most of the civilian instructors are doing a creditable job. They seem to have been selected carefully and have been given adequate orientation for their work.¹⁷⁵

A good teacher training program is in operation. A demonstration lesson is held each week and this is followed by a critique. The undersigned attended one of these lessons. The lesson was well taught and the critique which followed was characterized by intelligence and enthusiasm.¹⁷⁶

All new instructors get one week of orientation to the work of the unit before they assume their instructional duties. Training Film 7-295 is shown during this period and a new showing of this film is arranged each month.¹⁷⁷

Serious attempts are being made by the civilian instructors to co-ordinate military and academic instruction. The lack of military background on the part of these instructors is being overcome by systematic in-service training.¹⁷⁸

An instructor guidance program is in operation. The courses of instruction for the indoctrination of academic instructors and for keeping them continuously oriented, include work sheets and appropriate tests, and give the impression of being very well thought through.¹⁷⁹

The troop schools were an important means of insuring efficient instruction. However, they were supplemented by other procedures which were utilized in guiding instructors. In many of the units, instructors were provided with the opportunity to visit other instructional groups. This afforded a means of profiting from each other's techniques and experiences. Often, weaker instructors were given the opportunity to observe more expert teachers. It was especially helpful to military instructors to see the types of materials their men were working with in the academic classes. Conversely, it was of advantage to the academic instructors to observe the types of adjustments expected of their men in military subjects. Just as it was possible within units for instructors to visit each other's classrooms, so it was often arranged for supervisory personnel from one unit to visit other units, with a view toward profiting from their

¹⁷⁵ Inspection Report, SPTRP 333.3 (5th SC) (29 Jul 1944), Subject: *Training Inspection of Special Training Unit, SCSU 1584, Camp Atterbury, Indiana*, 29 July 1944.

¹⁷⁶ Inspection Report, SPTRP 333.3 (3rd SC) (1 Jun 1944), Subject: *Report of Training Inspection of Special Training Unit at Holabird Signal Depot, Baltimore, Maryland*, 1 June 1944.

¹⁷⁷ Inspection Report, SPTRP 333.3 (6th SC) (22 May 1944), Subject: *Training Inspection of Special Training Unit, Fort Sheridan, Illinois*, 22 May 1944.

¹⁷⁸ *Ibid.*

¹⁷⁹ Inspection Report, SPTRP 333.1 (4th SC) (4 Jun 1945), Subject: *Training Inspection of the Special Training Unit at War Department Personnel Center, Fort Bragg, North Carolina*, 4 Jun 1945.

observations. Finally, through the program of supervision, instructors were given considerable guidance and training. This phase of the program is treated later in this chapter.

UNIT CONFERENCES IN CONJUNCTION WITH TRAINING INSPECTIONS

Officers from the War Department often conducted staff conferences within units at the completion of inspections.¹⁸⁰ These meetings were generally requested by the commanding officer of the unit, were attended by all instructors and administrative personnel of the unit, and served to facilitate (a) reporting on desirable features in the program and on deficiencies requiring corrective action, (b) discussing observations made and answering questions on instructional methods and other procedures, and (c) clarifying new policies and practices. Through these conferences and other constructive supervisory aspects of inspections, unit supervisors and instructors were aided in their efforts to maintain high standards of instruction and operation.

EFFECTIVENESS OF INSTRUCTORS

Military personnel assigned as instructors included both enlisted men and women. The WAC instructors posed no special problem in the classroom since it is a commonplace in American education for women to serve as teachers. The men in uniform readily accepted WAC instructors, and not a single untoward incident was ever reported from any unit which utilized them. Throughout the program of special training, the majority of uniformed instructor personnel were very effective, and the following observation made of one of the units was equally characteristic of many others: "Excellence of teaching is at once an outstanding characteristic in this unit."¹⁸¹ Instructors assigned to the academic part of the program were usually more effective than those assigned to the military part, for reasons considered earlier, on page 193.

¹⁸⁰ See the following inspection reports: SPTRR 333.3 (5th SC) (22 Apr 1944), Subject: *Training Inspection of Special Training Unit, SCSU 1584, Camp Atterbury, Indiana*, 22 April 1944; SPTRP 333.3 (2nd SC) (18 May 1944), Subject: *Training Inspection of Special Training Unit, SCSU 1210, Pine Camp, New York*, 18 May 1944; SPTRP 333.3 (8th SC) (27 Oct 44), Subject: *Training Inspection of the Special Training Unit at the War Department Personnel Center, Camp Chaffee, Arkansas*, 27 October 1944; SPTRP 333.1 (1st SC) (12 Mar 1945), Subject: *Training Inspection of Special Training Unit at War Department Personnel Center, SCU 1111, Fort Devens, Massachusetts*, 12 March 1945.

¹⁸¹ Inspection Report, SPTRR 333.3 (15 Nov 1943), Subject: *Report of Training Inspection, 1389th Special Training Unit, New Cumberland, Pennsylvania*, 15 November 1943.

Despite the satisfactory performance of most uniformed instructors, there is no gainsaying the fact that there was need, even late in the program, to be critical of some. Thus, during an inspection of one of the units in September 1945, the officer commented: "One non-commissioned officer was noted yelling irritably and cursing at the men. Another was seen presenting his remarks in a listless manner. Neither of these approaches yields desired results; both are especially bad with low grade men."¹⁸² The general effectiveness of most of the teachers can be attributed to the following factors: (1) Instructors were usually selected very carefully. (2) Instructors enjoyed their work, because as a group they were well classified and were required to use skills they possessed and in which they were experienced. (3) Instructors participated fully in the unit's operation because they felt that the program was well conceived, that the materials to work with were good, and that they were doing a constructive job—one which had immense social possibilities for the post-war world.

Factors which minimized the effectiveness of some of the uniformed instructors follow: (1) The promotional opportunities (grades and ratings) open to them, within the unit, were not always as high as they should have been. (2) Some instructors desired oversea service and combat and were not content with an assignment in the zone of the interior. (3) A number of professional teachers, well qualified for their assignment to a special training unit, resented having to teach in the Army, since they had hoped that their wartime service would be a respite from their regular civilian routine.

Civilian instructors in general did a very satisfactory job. As a group, however, their performance was more uneven than that of the uniformed teachers. For example, comparatively early in the program, it was possible to say of one group of civilians: "These instructors are well qualified in their subjects and are interested in the problems of Special Training Unit men. With one exception, they are doing excellent work in developing literacy skills. The one instructor whose work is only fair is being replaced this week."¹⁸³ Somewhat later, in another unit: "The civilian instructors are by far the weakest instructors in the entire unit.

¹⁸² Inspection Report, SPTRP 333.1 (3rd SC) (12 Sep 1945), Subject: *Training Inspection of the Special Training Unit, Indiantown Gap Military Reservation, Pennsylvania*, 12 September 1945.

¹⁸³ Report of Training Inspection, 3114th SCSU, Special Training Unit, Fort Ethan Allen, Vermont, 26 October 1943.

While it is true that some of these instructors are new on the job and have not completed their indoctrination, nevertheless, the most competent of the civilian instructors do not compare favorably with the enlisted instructors. Very close supervision and expert guidance of these civilians will be necessary if they are to contribute materially to the success of this unit."¹⁸⁴

Civilian instructors learned about Army organization, Army terminology, and approved training doctrine during their indoctrination period and applied their knowledge well. Most of them lived on the Army post and further assimilated the characteristics and experiences of Army life. With experience, they became quite successful, as a group, in integrating their classroom work with the military life and needs of the men. Thus, toward the close of the program, favorable comments like the following were not unusual: "The academic instruction in this unit is excellent. The instructors are well qualified. Although the instruction is provided by civilian personnel, it is well integrated with the military life of the men. Lessons are well prepared and methods of training employed are in accord with training doctrine. The approach to the men is an encouraging one and, as a result, they are quite responsive in the classroom."¹⁸⁵

Civilian instructors emphasized the following factors, apart from their professional preparation for teaching, as being responsible for their effective performance in special training units: (1) They were dealing with students who had great motivation to learn. (2) The size of their classes was small, permitting individualized instruction. (3) They found the functional materials very well suited for the accomplishment of the desired objectives. (4) Despite Army rigidity about certain procedures, they had considerably greater freedom in the Army classroom than they had in civilian schools. (5) They had a comparatively good rate of compensation. (6) Most important of all, they had a profound personal feeling of social usefulness because of the part they were taking in helping to mobilize the necessary armed force to achieve victory.

Factors which adversely affected the effectiveness of some civilian

¹⁸⁴ Inspection Report, SPTRP 333.3 (4th SC) (25 Jul 1944), Subject: *Training Inspection of Special Training Unit, Fort Jackson, South Carolina*, 25 July 1944.

¹⁸⁵ Inspection Report, SPTRP 333.1 (1st SC) (12 Mar 1945), Subject: *Training Inspection of Special Training Unit at War Department Personnel Center, SCU 1111, Fort Devens, Massachusetts*, 12 March 1945.

instructors follow: (1) Some found living on an Army post confining after a period of time. (2) Some felt apprehensive about the stability of their assignment because of the uncertainty of the future of special training units within the Army. This apprehension was heightened not because of the inability to secure other means of employment, but rather because of the immense satisfaction they were having in their work and their wish not to see it terminated.

SUPERVISION OF THE PROGRAM

The supervision of academic and military training in the units was a function of command. Four different echelons of command shared in the responsibility for the effectiveness of the special training program: unit, post, service command, and War Department. A description of the role of each follows.

SUPERVISION WITHIN THE UNIT

The training officer of the special training unit was responsible in a number of units, under the direction of the commanding officer, for planning and supervising both the academic and the military training of the men. More typically, two officers were designated by the commanding officer—one to plan and supervise the military aspects of the program, the other the academic phases. Within each company of the unit, two officers (commissioned or non-commissioned) were generally designated to supervise training at the company level. The officer selected to supervise the educational aspects of the program was usually free of any other major duties. The officer selected to supervise the military phases of the program was usually the first sergeant of the company or some other drill officer with additional company training responsibilities. Just as the commanding officer of the unit co-ordinated the training for the unit, so the company commander co-ordinated the training within the company.¹⁸⁶

The unit military supervisor and the unit educational supervisor developed the master training schedules for the organization, and these

¹⁸⁶ In at least two units, the educational training was organized on a unit basis. Supervisors were then assigned to the staff of the unit educational supervisor rather than to the company. The mechanics of supervision, however, were not radically different from those which operated in units where educational training was conducted by the companies.

were based on the prescribed mobilization training program published by the War Department. Company training schedules were always based on the master schedule. In some units these were prepared and published by the unit supervisors and made available to the companies for compliance. In other units the companies prepared their own schedules, based on the master schedule, and submitted them to the unit headquarters for approval.

Each academic and military instructor received periodic visits from those charged with the responsibility of supervision. The company officers responsible for the supervision of training were the most frequent visitors. Company commanders often checked on the effectiveness of the training within their organizations. Unit supervising officers regularly visited the classrooms and along with the company supervising officers undoubtedly had the greatest effect on the quality of instruction. It was not at all uncommon for unit commanding officers regularly to inspect military and academic classes to see how things were going and how they might be improved.

Each instructor was required to prepare a lesson plan for each hour of instruction. These lesson plans varied in form from unit to unit. However, in accordance with stipulated Army teaching doctrine,¹⁸⁷ they contained some indication of the following: the material to be taught; order of presentation; teaching procedures to be used; training aids to be employed; references to be utilized in preparing the material; and time to be allotted to different phases of the subject. The lesson plans were submitted to the company supervising officers for examination and approval. From time to time, energetic unit supervisors examined lesson plans to keep in contact with this phase of the program. Company supervisors utilized the lesson plans as a means of checking on the instructors' preparation and originality. When necessary, they made changes in the lesson plans, either to eliminate undesirable elements or to recommend improved procedures. Many company supervisors often consulted with the instructors concerning lesson plans.

The visits of the company supervisors to the classrooms and drill fields were on a planned basis. Each instructor was seen periodically, in accordance with a regular schedule. Moreover, during each visit, the instructor was rated by the supervisor. The forms for rating varied among the units, but each included an estimate of such characteristics

¹⁸⁷ War Department Technical Manual 21-250, *Army Instruction*, 1943, pp. 23-24.

as the instructor's effectiveness, his mastery of subject matter, his use of training aids, his adherence to his lesson plan, and his leadership qualities. The observations of the supervisor were invariably discussed with the instructor. Constructive supervision, and not simply a qualitative or quantitative rating for the record, was the objective of each visit. Company officers, who often had their offices in the same building or area where the teaching was being done, were able to consult informally with their instructors on a fairly regular basis.

Unit supervisors, as well, often rated instructors during their visits. In the smaller units, the unit supervisors were able to get around to all instructors. In the larger units, they maintained liaison with the various company activities through the company supervisors, with whom they met often.

Supplementary instructional materials developed by the academic instructors were submitted for approval to the company supervisors and eventually to the educational supervisor of the unit. Evaluation of the creative efforts of instructors afforded the supervisors an additional means of assaying the effectiveness of their teaching staff.

Supervisors made very effective use of the company bulletin boards, unit bulletin boards, and unit daily newspapers. To correct glaring instructional deficiencies, or even seemingly minor limitations of a general nature, throughout the unit, notices were placed on bulletin boards calling the attention of the instructors to corrective procedures. In one unit, at Fort Leavenworth, Kans., the daily newspaper carried a daily reminder to the instructional staff. The reminder served either to correct an important deficiency which the company supervisor, unit supervisor, or commanding officer had observed, or to call attention to some efficient technique or procedure which had been seen in a particular class.

Supervision within the unit was continuous, co-ordinated, and effectively geared to insure uniform and high standards of teaching in the classrooms and on the drill fields.

SUPERVISION BY THE POST

The commanding officer of the post where the special training unit was located was also held responsible for its all-round efficiency. Consequently, the training officer on the staff of the post commander checked periodically on the functioning of the unit. Besides concerning himself with the details of training, the post training officer usually assisted the

unit in securing instructional publications, films, and film strips. In addition, he made certain that classrooms, training sites, and other training expedients were adequate.

Special problems of the unit were more easily handled on the post through the post training officer. By working with the post engineer, he helped the unit to secure additional classrooms or construction to improve existing facilities. By working with the post supply officer, he obtained needed materials and equipment for the operation of the unit. By working with the post personnel officer, he assisted in solving personnel problems within the unit. Many post policies and activities influenced the operation of the special training unit. The post commander, through his training officer and other staff personnel, exercised the necessary supervision of the unit to facilitate fulfillment of its mission.

SUPERVISION BY THE SERVICE COMMAND

The commanding general of the service command in which a unit was located represented the third level of responsibility for the efficiency of the unit's training and operation. Staff divisions within the headquarters of each service command maintained close liaison with related staff divisions of the headquarters of the Army Service Forces.¹⁸⁸ Accordingly, the directors of military training within each service command designated officers on their staff to supervise the special training units in accordance with policies set forth by the office of the Director of Military Training in the headquarters of the Army Service Forces.¹⁸⁹

Efforts were made to inspect each unit every three months. Inspections made by the service command officers were usually as comprehensive as those conducted by officers representing the office of the Director of Military Training, Army Service Forces. Inspecting officers sought to ascertain the following: the effectiveness of the training methods employed; the conformity of the program with the prescribed program; the conformity of the instructional methods with training doctrine; the extent of supervision within the units; the qualifications of the instructors;

¹⁸⁸ The commanding generals of the service commands were under the command of the Commanding General, Army Service Forces.

¹⁸⁹ The Training Division of the Army Service Forces conducted periodic national training conferences for all elements in the Army under its jurisdiction, in order to insure uniform levels of effective training. The first conference was held at Aberdeen Proving Grounds, Md., February 8-10, 1943; the second at Fort Belvoir, Va., June 24-26, 1943; the third at Camp Lee, Va., 12-14 October 1943; the fourth at Fort Monmouth, N. J., 15-17 March 1944; and the fifth at Barkley, Tex., 24-26 October 1944.

the use of training aids; the appropriateness of the records maintained; the adequacy of the physical facilities in the unit, etc.

Commanding officers of units were required to take corrective action on all limitations and deficiencies disclosed in an inspection by an officer from the service command. The staff officer from the service command was always available to the commanding officer of the unit to help effect the desired improvement. At times his counsel was required on a knotty problem within the unit. On other occasions his assistance was needed to help with problems that involved relationships with other organizations on the post or with the post commander. When the problem was such as to require the assistance of other staff divisions at the service command level (personnel, supply), the inspecting officer brought the problem back to service command headquarters and helped to work out a solution. Through his responsible staff officers, the commanding general of each service command maintained the functioning of each special training unit at the highest possible level.

SUPERVISION BY THE WAR DEPARTMENT

Shortly after the special training units were placed at the reception center level, complete responsibility for the training program, at the War Department echelon, was assigned to the Director of Military Training, Army Service Forces. Consequently, officers representing the Director of Military Training regularly inspected all of the special training units, as indicated in the previous chapter. The primary objective of the inspection was to determine the efficiency with which the unit was conducting its academic and military training. This was usually rated under the following headings: Methods, Schedules, Supervision, Instructors, Training Aids, Records, and Results. In addition, each inspecting officer evaluated such additional factors as the unit's organization and housing, mess, medical, and recreational facilities. Although these were not a part of the training program, they were significant in determining a trainee's morale, which, in turn, vitally affected training.

An inspection of a special training unit usually required two or three days. Whenever necessary, the officer remained for as much additional time as was needed to make an estimate of the unit. Irrespective of the amount of time spent in a unit, however, only a sampling—albeit an extensive sampling—was made of the activities. Each inspector was specifically directed to observe and report upon the effectiveness of in-

struction in Army orientation and personal adjustment. The Director of Military Training, Army Service Forces, was aware of the importance of both of these subjects. He also recognized how difficult it was to simplify instruction in these two areas for illiterate and slow-learning personnel.

In a number of different ways, the War Department officer was able to obtain results during the course of his inspection. The training officer and the educational supervisor of the unit invariably accompanied him in making the inspection. Often the commanding officer also found time to be present for part of the time. And generally, the War Department officer was accompanied on his inspection by the designated service command headquarters officer responsible for special training.

When possible, the unit training officer, the educational supervisor, or the commanding officer made immediate corrections of deficient procedures and techniques pointed out by the inspector. In a number of inspections, as has been noted, the inspecting officer met with all of the trainer personnel—officers, enlisted men, and civilians—in order to give them the benefit of his observations.

At the completion of every inspection, the War Department officer, accompanied by the service command representative, held a conference with the commanding officer of the special training unit. The commanding officer often invited his training officer and educational supervisor to attend the meeting. At this conference, the inspector presented his findings and made his recommendations. The conferees then decided on the corrective action to be taken.

Before leaving the post, the inspecting officer reported his findings to the post commander. The post training officer, the commanding officer of the special training unit, and the representative from the service command generally attended this conference. The meeting served to insure that there was a meeting of minds on the deficiencies that were observed and a common understanding of the corrective action that was needed.

The presence of the service command officer provided the inspector with an opportunity to make direct recommendations, which, shortly thereafter, were transmitted to responsible personnel at the service command headquarters. Oftentimes, at the completion of his inspection, the War Department officer stopped off at service command headquarters to give an oral report of his observations.

Following his return to the War Department, each inspecting officer prepared a complete report, in the form of a memorandum, for the Director of Military Training, Army Service Forces. The inspection report generally consisted of five sections: first, a statement of the authority under which the inspection was made and the names of service command representatives present during the inspection; second, a description of the organization and administration of the unit; third, a report and rating of the academic and military training; fourth, an evaluation of the housing, mess, recreational facilities, morale, and classification and counseling; and fifth, a statement of recommendations.

After the Director of Military Training, Army Service Forces, approved the report, it was returned to the commanding general of the service command by command of the Commanding General, Army Service Forces. The commanding general of the service command was usually directed to make appropriate corrections of the noted deficiencies, and to return the report to the War Department by an indicated date with a statement of the action taken. From the commanding general of the service command the report was sent to the post commander and subsequently to the commanding officer of the special training unit. Each echelon of command had an opportunity to state in writing exactly what was done at that command level to improve the functioning of the unit. When the report was returned to the War Department, the inspecting officer evaluated the corrective action reported as having been taken. If it met with his approval and no further action was necessary, the report was filed. If the indicated action was not altogether acceptable, the report was sent back to the field with an indication of additional corrections needed. It was seldom necessary to send a report back to the field for further corrective action; but when it was necessary, it was done. Supervisory officers were not content simply with reported actions taken to correct deficiencies; the desire to achieve highest possible standards resulted in the more frequent inspection of units rated unsatisfactory than of those judged to be acceptable. If successive inspections revealed unfavorable conditions in a unit, they generally resulted in a change of command personnel.

Through frequent inspection of the units, the War Department exercised continuous supervision of special training. Excerpts from various inspection reports, quoted throughout this text, reveal the extensive and constructive influence exerted by the War Department staff officers on the various phases of the program.

**COMMON INSTRUCTIONAL DEFICIENCIES OBSERVED
IN SPECIAL TRAINING UNITS**

Each of the common instructional deficiencies observed by inspecting officers in special training units has already been fully discussed in the appropriate part of this text. Following is a brief summary of basic instructional limitations.¹⁹⁰

1. *Failure to recognize the literacy objectives in military training.* Quite a number of military instructors overlooked the significance of teaching the men the technical vocabularies of the military subjects. Furthermore, they failed to make adequate use of visual aids captions as reading exercise material.

2. *Failure to use simple language in explaining and demonstrating material to trainees.* It was necessary continually to guard against the use of language which was too difficult for the men. The use of language beyond the comprehension of the trainees was more prevalent in instruction in military subjects than in the academic area.

3. *Failure to build adequate associations in teaching word meaning.* This was especially true of words like *continent, global, freedom, justice, and obedience*, to mention but a few. It was necessary to caution instructors against teaching these and similar types of words by rote.

4. *Overemphasis on phonics.* There was a tendency in some units to make excessive use of phonics. As has been previously indicated, it was necessary to counteract this tendency and to provide for more judicious use of phonics as a technique in teaching word recognition and pronunciation.

5. *Failure to provide repetitive drills and exercises.* In order to avoid overemphasis on meaningless repetition, many instructors veered too much in the other direction and avoided drill altogether. In the course of the program, it was necessary to indicate how important overlearning and repetitive exercise were in the instruction of illiterate, non-English-speaking, and Grade V men.

6. *Improper use of visual aids.* The use of visual aids which contained crowded material, the failure to keep bulletin boards up to date, and the failure to remove distracting aids (irrelevant to the instruction at hand) were observed in different units. These conditions were generally

¹⁹⁰ Based on an analysis of available inspection reports.

improved, following the corrective recommendations made in instructional publications, training conferences, and inspection reports.

Other deficiencies, besides those noted above, were observed from time to time. For example, in one unit, instruction proceeded too rapidly and included an excessive amount of material in a given hour; on two occasions, the lecture was employed too much in military training, with insufficient provision for applicatory exercise; and in a number of units, the classroom facilities needed improvement. These and other limitations, however, did not appear as frequently as the basic deficiencies summarized above.

In the course of the program, most of the serious deficiencies were eliminated. This is obvious from the analysis of the ratings assigned to the academic and military phases of the special training program, which was presented in Chapter V. The common instructional deficiencies, summarized in this section, represent the limitations which required persistent attention from supervisory personnel. Comparable types of difficulties would probably emerge, and require corrective considerations, in other adult literacy programs.

CRITERIA UTILIZED IN "GRADUATING" MEN FROM SPECIAL TRAINING UNITS

As has been previously indicated, men were graduated from special training units when they attained the critical scores, or better, on the achievement tests administered at the fourth-grade level, and when they demonstrated proficiency in the pre-basic military training program. These criteria were eventually set forth in a War Department circular and summarized as follows: "Men assigned to special training units will not be released therefrom until they have successfully completed tests DST 15 (reading) and DST 16a (arithmetic) and have demonstrated military attainments which justify forwarding them from such units."¹⁹¹

It was exceedingly difficult to apply these criteria consistently throughout the course of the war. The pressing manpower problem which faced the Army and the fluctuating requirement, in the course of the war, for men of a certain caliber are two factors which influenced the application of the criteria for graduation. For example, in the early days of the war, prior to June 1, 1943, it is known that many men were assigned

¹⁹¹ War Department Circular No. 297, Sec. I, 13 November 1943.

to regular training units from special training despite the fact that they did not quite achieve the established academic standards. As has been pointed out, this was also the period when many men who should have received special training were never forwarded for such instruction. During the early mobilization period, there was considerable need in the Army for men to fill unskilled laboring jobs and other assignments for which literacy skills were not considered indispensable. Many commanding officers, therefore, retained illiterates in the service if they believed that the men were capable of performing a day's work without requiring an undue amount of supervision. Subsequent to June 1, 1943, when the units were organized at the reception center level, there was more uniform application of academic standards as well as military standards, but even in this latter period manpower pressure affected the application of graduation standards.

Following the publication, in the War Department Circular in 1943, of the standards for graduation from special training units, many commanding officers rigidly adhered to them. It became necessary, however, to reinterpret these standards, because in the rigid application of them some men were being discharged from the service who were actually better than those currently being brought in through induction. Some of those being discharged from special training units for failure to achieve precise literacy standards—some cooks and bakers, for instance—possessed civilian skills which were urgently needed in the Army. In January 1944, the following statement was made, providing a basis for reinterpreting graduation standards:¹⁹²

It should be noted that the critical scores of 21 for DST 15 and 45 for DST 16a are tentative and should not be considered absolute measures. . . . Attainment of a score below these norms does not necessarily indicate that a man should be discharged from the Army nor does a score above the norms always indicate that a man is ready to be forwarded to a regular training unit.

In interpreting Circular No. 297 it should be kept in mind that an understanding of each man's total performance is important in determining his readiness for assignment to regular training or separation from the service. Final disposition of men should be based upon a concern for test scores in relationship to other factors such as previously acquired civilian skills which are needed in the Army. Such considerations together constitute a satisfactory criterion for assignment or discharge.

¹⁹² Army Service Forces Circular No. 30, Sec. I, 26 January 1944.

Subsequent to the publication of this clarification of standards, it was possible, under special circumstances, to forward some non-literate trainees to regular training. By the middle of 1944, however, following D Day in the European theater of operations, when there was need mainly for adequate replacement personnel, it was directed that the number of non-literate graduates be kept to "an absolute minimum."¹⁹³

Precise figures on the number of non-literate men who were graduated from special training units are not available. Official estimates for the period subsequent to June 1, 1943 placed the figure somewhere between 5 and 10 per cent of all men assigned from special training. In general, the men were required to achieve the academic standards and to complete satisfactorily the pre-basic military training; and the great majority of the men who were graduated from special training did so.

CRITERIA UTILIZED IN DISCHARGING MEN FROM SPECIAL TRAINING UNITS

Clarification of the policies on graduation inevitably aided units in establishing criteria for discharging men. Practically all the units applied the following criteria in each Disposition Board proceeding on each man considered for discharge:

1. *Academic Criterion.* Has the man achieved the critical scores set forth on the indicated academic tests?
2. *Military Criterion.* Has the man demonstrated proficiency in military subject matter, as shown in the progress record and in various examinations?
3. *Physical Criterion.* Is the man physically able to perform the duties of a soldier and do a full day's work?
4. *Social and Emotional Criterion.* Has the man been able to get on in the Army, get along with his fellow men, abide by regulations, and perform creditably?
5. *Intelligence Criterion.* Does the man have sufficient intellectual capacity to become a soldier?
6. *Skill Criterion.* Does the man have a special civilian skill which the Army urgently needs?

In cases where men were notably deficient in meeting the academic or military standards, they were invariably discharged. The other criteria

¹⁹³ Army Service Forces Circular No. 247, Sec. II, 2 August 1944.

were applied in instances where the men either barely failed in the academic and/or military criteria, or passed in both but experienced other difficulties in adjustment. Where a man had a deficiency in one area, the extent of the limitation was determined. A decision was then made as to whether his proficiencies in the other areas were sufficient to compensate for his single deficiency. As has been indicated, a full clinical study was usually made of each doubtful individual, before a recommendation was made either to retain him in the service or to discharge him from the special training unit, which meant separation from the service.

CLASSIFICATION PROCEDURES IN SPECIAL TRAINING UNITS

Prior to June 1, 1943, there were no special classification procedures employed in special training units. During this early period, the special training units were organized within larger Army elements (replacement training centers, armies, corps, divisions, etc.), and it was customary for the classification sections of these elements to provide for the appropriate classification of special training unit men. The classification procedures employed in special training units subsequent to June 1943 are described below. Many of these applied generally to illiterate, non-English-speaking, and Grade V men in the earlier period as well, even though the special training units themselves did not have the primary responsibility for applying them.

Illiterates were designated on the basis of induction station tests. Those who were literate in a foreign tongue were designated non-English-speaking by interviewers in the reception centers. The Soldier's Qualification Cards (WD AGO Form 20) of illiterate and non-English-speaking selectees were appropriately punched at the reception center. Neither the illiterate nor the non-English-speaking group was given the *Army General Classification Test* at the reception centers.¹⁹⁴ Those men who scored in Grade V in the AGCT at reception centers were forwarded to special training units along with the illiterate and non-English-speaking men. The reception centers also administered the *Army General Mechanical Aptitude Test* to all recruits except the illiterate, non-English-speaking, and Grade V men.¹⁹⁵

¹⁹⁴ War Department, Classification Memorandum No. 9, May 18, 1942, p. 7.

¹⁹⁵ *Ibid.*

The special training units were responsible for administering the *Army General Classification Test* to all men within the unit near the completion of training.¹⁹⁶ For the illiterate and non-English-speaking men, this represented the initial testing; for the Grade V men, the second testing. This latter group was given a form of test other than the one originally administered, and both scores were recorded on the Soldier's Qualification Card. The administration of the AGCT toward the conclusion of literacy training provided the illiterate, non-English-speaking, and Grade V men with a more favorable opportunity to demonstrate their capacities and readiness for Army training. The special training units were also responsible for the administration, near the completion of training, of the *Army General Mechanical Aptitude Test* to "all men forwarded from reception center special training units."¹⁹⁷ Since this latter test included items requiring some skill in language and reading, its administration toward the conclusion of special training provided the men with a better opportunity to demonstrate their mechanical propensities.

Table XXIII shows the percentage in each AGCT Grade of the men who graduated from special training units between June 1943 and December 1945. These data are based on the administration of the *Army General Classification Test* toward the conclusion of special training.¹⁹⁸

TABLE XXIII

PERCENTAGE IN EACH AGCT GRADE OF MEN WHO WERE GRADUATED
FROM SPECIAL TRAINING UNITS BETWEEN JUNE 1943 AND
DECEMBER 1945

AGCT Grade	Percentage of Men Graduated from Special Training Units		
	White	Negro	Total
I	.00	.00	.00
II	.04	.01	.03
III	1.17	.32	.77
IV	69.49	50.76	60.69
V	29.30	48.91	38.51
Total	100.00	100.00	100.00

¹⁹⁶ War Department Circular No. 127, Section II, 1 April 1944.

¹⁹⁷ Army Service Forces Circular No. 160, Section I, 24 December 1943.

¹⁹⁸ These data, obtained from The Adjutant General's Office, were collected in accordance with the following directives: AG 220.01 (4 Sept 1943) OC-P, Subject: *Statistical Reports for Men Processed at Reception Centers*, 4 Sept 1943; Army Service Forces Circular No. 162, 30 May 1944.

The majority of the men who graduated from special training units were placed in Grade IV, the percentage of whites placed in this category being higher than the percentage of Negroes. The percentage of graduates placed in the first three grades is comparatively small for the entire group; it is higher for the whites than for Negroes.

Table XXIV shows the percentage in each AGCT Grade of the men who were discharged from special training units between June 1943 and December 1945. A few "dischargees" were unable to read sufficiently to take the *Army General Classification Test* and these are not included in the data. The data, however, include all dischargees from special training units and consequently take in those discharged for physical and other reasons as well as for ineptitude.¹⁹⁹

TABLE XXIV

PERCENTAGE IN EACH AGCT GRADE OF MEN WHO WERE DISCHARGED
FROM SPECIAL TRAINING UNITS BETWEEN JUNE 1943 AND
DECEMBER 1945

AGCT Grade	Percentage of Men Discharged from Special Training Units		
	White	Negro	Total
I	.01	.00	.01
II	.02	.01	.01
III	.12	.02	.07
IV	14.67	14.33	14.51
V	85.18	85.64	85.40
Total	100.00	100.00	100.00

It is not surprising that the great majority of the men discharged from special training units and the Army ranked in Grade V. This was true for the entire group, as well as for the white and Negro groups separately.

Before the graduates were sent from the special training units back to the reception centers and to regular training organizations, the ratings they secured on the various tests administered in the special training unit were recorded on their Qualification Cards. The notation of illiterate or non-English-speaking was eliminated and in its place the phrase "determined literate" and the date were recorded.²⁰⁰ Non-literates who

¹⁹⁹ Those discharged for reasons other than ineptitude constituted 16.3 per cent of all men discharged from special training units.

²⁰⁰ War Department, Classification Memorandum No. 13, March 30, 1943, p. 4.

were retained in the service because of special skill, or some other reason, retained the designation "illiterate." The "Remarks" item on their Soldier's Qualification Cards contained the reasons for which they were retained, despite continued illiteracy. The Soldier's Qualification Card of a man discharged from a special training unit contained a notation of the reason for discharge, which was eventually recorded on the certificate of discharge.

PART III

ACCOMPLISHMENTS OF THE PROGRAM

CHAPTER VII

ACCOMPLISHMENTS OF THE PROGRAM

CRITERIA EMPLOYED IN EVALUATING THE PROGRAM

THE criteria employed in the evaluation of the special training program are those utilized in judging any civilian school program. Experimental programs are usually conducted in controlled settings in which only the experimental factors operate as uncontrolled variables; in such programs, objective follow-up data are generally collected in support of the hypotheses being tested. In most regular school programs, however, there are no special controlled settings, and objective follow-up data are usually unavailable. Supervisory and administrative personnel usually demonstrate the efficacy of the programs by pointing to the following: (1) outstanding graduates, (2) letters of appreciation from individuals benefiting from the program, (3) evaluations of the program by impartial qualified observers, and (4) the number of individuals successfully taught and graduated. These four types of data are the ones used in judging the Army special training program, which, after all, was not an experimental educational venture but a necessary and expedient means of preparing hundreds of thousands of marginal soldier personnel for effective Army service.

REPRESENTATIVE DATA INDICATING ACCOMPLISHMENTS OF THE PROGRAM

For a brief period of time, some of the special training units sent out questionnaires to obtain data on the men they had trained and forwarded to other organizations. The completion of these questionnaires soon became burdensome to the regular training organizations and a regulation was drafted at the War Department prohibiting the sending of any type of follow-up letter.¹ It was further directed in the regulation, in order

¹ Army Service Forces Circular No. 106, 1944.

to provide a check on the quality of special training men being forwarded for regular training, that the commanding officer of an installation or unit continually receiving unsatisfactorily trained men report this fact to the Director of Military Training, Army Service Forces. Replies to the early questionnaire revealed that the majority of the special training graduates performed satisfactorily in regular training. However, the number of replies received were insufficient to provide an adequate sampling, and consequently it is necessary to judge the program in terms of the factors noted in the previous section.

OUTSTANDING GRADUATES

No special effort was made to collect data on special training unit men who, subsequent to graduation, performed in an outstanding manner. However, reports filtered back to the War Department, through inspecting officers, newspapers, and other sources, revealing that many of the men were a credit to the service. There were varied degrees of "outstandingness." For example, in one unit—Camp Atterbury, Ind.—supervisory and administrative personnel were so impressed with the caliber of some of the graduates that during the first year of operation they arranged for the assignment of seventy-nine of their own graduates to operating jobs within the special training unit.² In another unit—Camp Wolters, Tex.—a mechanically gifted illiterate succeeded in inventing a type of machine which generated power in a novel way. Unit personnel arranged to have the machine patented for the man. This illiterate distinguished himself as an expert rifleman and subsequently completed a special mechanics course at Fort Benning, Ga.³ After the rotation policy was initiated in the theaters of operations, a number of special training units received their own graduates back from overseas for assignment. These men had seen sufficient combat and had adjusted well enough to warrant return to the zone of the interior. Finally, there were at least three special training graduates who received distinctive awards—two the Medal of Honor and one the Distinguished Service Cross.⁴

² Report on number of trainees received, losses, and trainee strength, Special Training Unit, 1584th Service Unit, Camp Atterbury, Ind., 17 July 1944.

³ Headquarters, Army Service Forces, *Our War*, October 1944, p. 2.

⁴ The Distinguished Service Cross was a posthumous award to Pvt. George Watson, graduate from the Fort Benning unit. The names of the two who received the Medal of Honor are not immediately available, although they were originally reported to the Special Training Branch at the War Department.

Civilian schools often point with pride to outstanding public figures who were their former students. The degree to which the public figure has used learnings and skills taught at the school, in order to attain his prominence, is often a moot question. Similarly, the extent to which outstanding special training unit graduates used their literacy skills in achieving their distinction is not known. It is perfectly clear, however, that many of these men were ineligible for Army service at the time of induction, and it was only because of their attendance in a special training unit that they were qualified for military duty and retained in the Army.

LETTERS OF APPRECIATION FROM INDIVIDUALS BENEFITING
FROM THE PROGRAM

Many letters from special training graduates to their former instructors, expressing appreciation for what had been done for them, are available. The following excerpts are illustrative:

I am proud of what I learned in school because when we get in the field and the lieutenant asks us some questions we all can answer.⁵

I am out here and I made Corporal first and now I have made Sergeant. Tell all of the Boys the more they learn there, the Better it will be for them at the next Camp. The third day I was out here I was a Corporal. I learned how to Soldier when I was out there, and when I got out here I knew all of it just what to do.⁶

I sure appreciate what you taught me down there, it is helping me in many ways.⁷

The following complete letter from a trainee assigned to a Military Police battalion for regular training, following special training, tells its own story:

Dear Captain L—

I like the M.P. I am glad I did not get the discharge. I ask my wife for a divorce and I think I will get it. I appreciate what you done for me. I take a shoar every day and shave every day. I am prould of my uniform so I am

⁵ Letter from Pvt. M. S—, Infantry Training Battalion, Camp Croft, S. C., to Miss M. C. K—, First Service Command Training Center, Special Training Unit, SCSU No. 1102, Camp Niantic, Conn.

⁶ Letter from Sgt. C. E. P—, Quartermaster Service Unit, Fort Frances E. Warren, Wyo., to Sgt. C—, 1390th Service Unit, Holabird, Md.

⁷ Letter from Pvt. G. S. B—, Camp Blanding, Fla., to Sgt. W. J. C—, 1389th Service Unit (STU), New Cumberland, Pa.

changing my ways. I am not a messup any more. I like the army it is a great life I wood turn a discharge down now.

Messup M——⁸

That the folks back home also benefited from the program is clearly indicated in the following letters:

dear sir

I thank you all for Learning My child how to read and wright I dont Know how to thank you all Because My child did not know nothing it is realy high apprishated Because I did not have the time to send him to school I did not have no husband I raised him from a Baby By my self and now I am in my old stage and that is all my help and I thank you and I thank you when you wrote me and siad My Boy did that I was so glad I did not Know what to do and I realy appreshated it.

Very truly
Yours,
M——W——⁹

Dear Son G——:

Mother was so proud to get your letter, to think you could write a letter yourself. I will always keep it as a remembrance. Good bless the man that taught you. It means so much to me to hear directly from you.¹⁰

EVALUATION OF THE PROGRAM BY IMPARTIAL QUALIFIED OBSERVERS

A number of educators in different sections of the country visited local special training units and commented on the instructional materials which had been developed, the comprehensive nature of the curriculum, the quality of teaching, and other aspects of the program. Similarly, newspaper reporters and prominent citizens from various callings called attention to outstanding features of the special training units. The most extensive evaluation by an impartial, qualified observer is contained in the following letter sent to the Commanding General, Army Service Forces, by the president of Fort Valley State College, at Fort Valley, Ga.:¹¹

⁸ Letter from Pvt. J. M——, Co. E. 27th M P Bn, Fort Custer, Mich., to Capt. L——, 1584th Service Unit (STU), Fort Benjamin Harrison, Ind.

⁹ Extract Copy, certified by Lt. Col. Ernest J. Knott, Inf., Executive Officer, Special Training Unit, SCU 3400, Fort Benning, Ga.

¹⁰ Extract from letter received by a soldier in the 1584th Service Unit, Special Training Unit, from his mother, certified by Lieutenant Colonel Springer, Educational Supervisor of the unit, Camp Atterbury, Ind.

¹¹ Letter to Gen. Brehon B. Somervell, Commanding General, Army Service Forces, from Dr. H. M. Bond, President, Fort Valley State College, Fort Valley, Ga., June 30, 1945.

Permit me to make an observation regarding the educational work being conducted at Fort Benning through the Reception Center, Colonel J. P. E—, Commanding, and the Special Training Units, referring to the work directed by Lt. Col. E. J. K—.

My observation is that the work there constitutes one of the most astonishing contributions to the theory and practice of educational method on record, in any historical period, or in any country. As this may seem an extravagant statement, permit me further to state that I feel some competence in saying this because my doctorate was earned at the University of Chicago in the study of the History of Education, and I have spent twenty years doing educational surveys and educational administration.

This truly wonderful work was called again to my attention by a visit to the Reception Center and the Special Training Units, recently made by a group of Negro public school teachers from Columbus, Ga. It is incidental to the main purpose of this letter, although pleasant to note, that this group was received with the utmost courtesy and consideration by Colonel E— and all of his associates.

This visit was the best education these teachers had ever received. The *main* point of this letter is, respectfully, to inquire as to the possibility of giving wider public notices to the devices, methods, and the philosophy of education developed by the Special Training Units.

What is being done at Fort Benning has significance, not only for the education of Negroes, but for the education of people, children, and adults, everywhere, in this country and all over the world.

The devices and methods used are striking enough; but what is, to my mind, as significant, is what you will forgive me for calling the "philosophy of education" underlying these methods. This, of course, is only a brilliant common-sense; but its absence in American education is notable.

I know the Army has a job to do; but if there was some way to disseminate widely information as to what the Army is doing at Fort Benning and elsewhere, it seems to me that it would be even now a service to the military effort. All public school teachers cannot visit these centers. Could not a book, or books, or a movie, be made which would be available to the thousands of Negro and white teachers of the South, and indeed of the Nation? If this could be done, I think you would have fewer young men in your Special Training Units.

NUMBERS OF INDIVIDUALS SUCCESSFULLY TAUGHT AND GRADUATED

As has been indicated, data are incomplete, in several instances, for the period prior to June 1, 1943, on the number of men trained in special training units, graduated from the program, and discharged from

the Army. In Chapter V, it was noted that there were two basic reports dealing with the operation of the special training units in the earlier period—one for the month of October 1942, the other for the period January 16, to February 15, 1943. Analysis of the material contained in these reports provides suggestive, rather than conclusive, data on the percentage of men salvaged during the early period of special training operation.

Figures contained in the report of October 1942 show that of the dispositions made from the replacement training center special training units during the month (3,063 men), 61 per cent were assigned for general service, 33 per cent were assigned for limited service, and 6 per cent were discharged from the Army.¹² In other words, 94 per cent of the men were salvaged for useful Army service. Figures for the period January 16 to February 15, 1943 show a smaller percentage of salvage. Of the dispositions during this latter period (10,623 men), 69 per cent were graduated as fit for general service, 9 per cent were assigned for limited service, and 22 per cent were discharged from the Army.¹³ The higher rate of discharge in this latter report was due partly to the fact that it was based on all special training units—not on those in replacement training centers only. It was also due to administrative changes in policy which took place in December 1942. War Department Circular No. 395 (December 5, 1942) resulted in the automatic discharge of all enlisted men classified as limited service and lacking the ability to read or write English at the fourth-grade level; and War Department Circular No. 397 (December 7, 1942) resulted in the automatic separation of many special training unit men for age 38 years and over.

It is necessary to interpret these early figures on assignment and discharge of men with some caution. In the first place, it is not known whether either set of percentages or some combination of both of them is representative of the entire earlier period of special training, i.e. the period prior to June 1, 1943. In the second place, it is not known to what extent men were assigned to regular training without accomplishment of set academic standards. During this earlier period, as was indicated in Chapter VI, many men were assigned for regular training, irrespective of academic accomplishment, if it was felt by the commanding officer

¹² Training Branch, AGO, *Report on Status of Special Training Units*, October 16, 1942.

¹³ Memorandum to Col. Geo. A. Miller, Subject: *Summary of Report of Special Training Units and Literacy Schools of the Army—Period January 16 to February 15, 1943, Inclusive*, April 1, 1943.

of their unit that there was a military job which they were capable of performing.

Judged on the basis of available reports, however, it is clear that the special training units, in this earlier period, assisted considerable numbers of marginal recruits to serve usefully in the Army. To that extent, special training units succeeded in the accomplishment of the mission for which they had been established; and many illiterate, non-English-speaking, Grade V, physically handicapped, and unadjusted men were better prepared for regular training than they could ever have been without special training.

That the data for the special training period subsequent to June 1, 1943 are far more complete and valid than those for the previous period has been indicated in previous chapters. Precise figures are available on the number of men received for training, the number graduated, and the number discharged from the Army. Furthermore, it was during this period that academic and military standards were applied more rigidly.

Table XXV shows the personnel turnover in special training units subsequent to June 1, 1943.¹⁴ It reveals that there were 298,771 men who

TABLE XXV
PERSONNEL TURNOVER IN SPECIAL TRAINING UNITS
FROM JUNE 1, 1943 THROUGH DECEMBER 1945

<i>Personnel Turnover</i>	<i>Number of Men</i>		
	<i>White</i>	<i>Negro</i>	<i>Total</i>
Received for training	163,028	139,810	302,838
Graduated from the units	134,981	119,291	254,272
Discharged from the Army	24,826	19,673	44,499

left special training units. The 4,067 men not accounted for in the table (when one sums the graduated and discharged and then subtracts from the total number received) were individuals transferred to a non-duty status—for extended AWOL, prolonged periods of hospitalization, or comparable reasons.

Analysis of the data in Table XXV reveals the following: Of the total dispositions of personnel from special training units, 85.1 per cent were gradu-

¹⁴ Based on an analysis of the special training unit monthly progress reports, summarized in Section 9, *Military Training*, Monthly Progress Report, Army Service Forces. Beginning in August 1945, special training unit monthly progress reports were summarized in Section 5, *Personnel and Training*.

ated and 14.9 per cent were discharged. The comparable figures for white personnel were 84.5 per cent graduated and 15.5 per cent discharged; for Negro personnel, 85.8 per cent graduated and 14.2 per cent discharged. That the percentage of personnel who learned to read at a fourth-grade level and completed language, arithmetic, military, and other requirements for regular training and useful Army service was quite high is indisputable. The reasons for this are presented in two later sections of this chapter—General Evaluation of the Program, and Factors Explaining the Success of the Program. It is of interest to note that the whites and the Negroes enjoyed approximately the same degree of success in the program.

Not all men who were graduated from the special training units required the same amount of time to accomplish the set standards. This is not surprising in the light of the following considerations: first, the differences in literacy level among the men at the time of entrance; second, the fact that each man was assigned to regular training as soon as he achieved the standards specified in the academic and military phases of the program. Table XXVI shows the distribution according to length of special training period of the men graduated between June 1, 1943 and December 31, 1945.¹⁵

TABLE XXVI

DISTRIBUTION BY LENGTH OF SPECIAL TRAINING PERIOD OF MEN
GRADUATED BETWEEN JUNE 1, 1943 AND DECEMBER 1945

<i>Length of Period</i>	<i>Categories of Graduates</i>		
	<i>White</i>	<i>Negro</i>	<i>Total</i>
Less than 30 days	60,824	48,221	109,045
30 to 60 days	48,614	42,619	91,233
60 to 90 days	21,177	22,089	43,266
90 to 120 days	4,366	6,362	10,728
Total	134,981	119,291	254,272

Table XXVI shows that 78.8 per cent of the men who were graduated from special training units in the period subsequent to June 1, 1943 required 60 days of training or less to achieve set standards. A somewhat higher percentage of white personnel (81.2%) than of Negro personnel (76.2%) completed the standards within 60 days of training. It is well

¹⁵ *Ibid.*

to bear in mind, however, that approximately 45 per cent of entering trainees started at the third- and fourth-grade levels.¹⁶

Analysis of the data on the number and percentage of men discharged from special training units reveals that 83.7 per cent were separated from the service because of ineptitude or undesirable habits or traits of character, and 16.3 per cent for physical disability or other reasons like minority, convenience of the government, etc.¹⁷ The majority of the men within the 83.7 per cent category were separated because of ineptitude; the majority of the men within the 16.3 per cent group, for physical disability. There are slight differences in the percentages of whites and Negroes falling in the two categories, but they do not have any special significance.

Evaluation of the data on discharge reveals two tendencies. First, there was a tendency for the non-English-speaking men to be among those unable to achieve the necessary literacy standards in the allotted time. For example, the Ninth Service Command Special Training Center at Camp McQuaide, Calif., had the highest rate of discharge—28.5 per cent of all dispositions—partly because of the great number of non-English-speaking men received for training.¹⁸ A second tendency was for men initially classified in the first grade to contribute heavily to those discharged from special training units. For example, in a representative sample of 1,494 cases, collected at five different special training units,¹⁹ 38.4 per cent of the trainees originally classified in the first grade were eventually discharged from special training units; in this same sample, 78.0 per cent of those separated from the service were men initially classified in the first grade. The percentages of trainees discharged of those initially classified in the second, third, and fourth grades were 8.2, 7.1, and 3.0 respectively. Of the trainees separated from the service in the sample of 1,494 cases, there were 9.4 per cent, 7.8 per cent, and 4.8 per cent who were initially classified in the second, third, and fourth grades respectively.

The extensive data on the special training period subsequent to June 1, 1943 clearly indicate the vast number of men who were made literate and salvaged for retention in the Army. Furthermore, the data reveal

¹⁶ See Tables VIII and IX in Chapter III.

¹⁷ Based on an analysis of the special training unit monthly progress reports. See footnote 14, Chapter VII.

¹⁸ *Ibid.*

¹⁹ These data were described in Chapter III.

that a very high percentage of entrants succeeded in the program and that they did so in less than the maximum period of time allotted for special training.

GENERAL EVALUATION OF THE PROGRAM

Several qualifications have already been noted in the previous section which are important in any evaluation of the Army's special training program for illiterate, non-English-speaking, and Grade V men. For example, it has been noted that, although a high percentage of men satisfactorily achieved special training graduation standards in 60 days of training or less, quite a number of these men were fairly close to the required critical scores, upon entrance. Also, it was pointed out that comparatively less success was achieved with non-English-speaking men and with those initially classified at the first-grade level. Similarly, it might be indicated that, in contrast with general civilian educational programs, the curricular objectives of the special training program were far more explicit, since adjustments expected of men in the Army were more predictable than in civilian living; consequently, it was easier in special training units, through the functional materials and methods, to achieve a relatively high degree of success.

Two additional qualifications should be pointed out, lest irrelevant comparisons be made between the Army's literacy training program and seemingly related civilian educational programs. In the first place, teaching adults to read at a fourth-grade level was different in many ways from teaching elementary school children in the primary grades. The former group possessed knowledge of the meanings of many of the words presented and had to learn simply the recognition and pronunciation of the letter formations representing the concepts. In the teaching of reading to the latter group, considerable time must be spent in developing ideational concepts and enriched associated meanings for given words; in this respect, the teaching of primary-grade children is much more time-consuming. Finally, the Army's literacy training program should not be confused with remedial reading programs. As was pointed out in the section dealing with the teaching of reading, the majority of the men in special training were unable to read not because of specific disabilities but because of limited educational opportunities and limited school attendance and application. The Army's literacy training program

utilized specified remedial techniques with only a fraction of its total enrollment.

Notwithstanding these qualifications, which are offered to offset some of the extravagant claims made for the Army's literacy training program by uninformed individuals, there is no gainsaying the fact that the special training program was a highly successful one. In the Army, many illiterate, non-English-speaking, and Grade V men learned to read and do number work at a fourth-grade level, and acquired other specified academic and military skills, in a phenomenally short time. Many totally illiterate men, 61.6 per cent of all those initially classified at the first-grade level, were taught to read at a fourth-grade level in twelve to sixteen weeks of instruction. The degree of success with individuals initially placed at higher levels was even greater. All men assigned to special training units profited from the systematic instruction provided in reading, language, arithmetic, orientation, current events, and military subjects. The remedial, counseling, and clinical programs supplemented the regular classroom work and were part of the comprehensive program included in special training.

Although a number of those who graduated from special training were unable to maintain successful performance and were subsequently discharged, the great majority were able to complete regular training and serve in some useful capacity. Without doubt, many more of the illiterate, non-English-speaking, and Grade V men would have proved incapable of assimilating regular training had it not been for the highly successful special training program. The loss of these men to the service, considering urgent manpower needs, would have been serious.

A general evaluation of the program would be incomplete if it did not include a consideration of some characteristics which might be considered as limitations in the over-all program. One of these limitations—not a serious one—was the fluctuation, throughout the war, in the induction station standards on the basis of which selectees were designated as illiterate. In August 1942, selectees were classified as illiterate if they obtained a score of less than 9 on the *Minimum Literacy Test*. In December 1942, when the *Minimum Literacy Test* was replaced by the *Army Information Sheet*, a score of 9 continued to set off the illiterate selectee from the literate one. In June 1943, the *Army Information Sheet* was replaced by the *Qualification Test* as the initial screen in the induction station. At the time, selectees who scored 7 or lower on the *Qualification*

Test were considered illiterate for Army purposes. Finally, when, in June 1944, a new induction station battery of tests was introduced, a score of 9 on the *Qualification Test* represented the standard below which all selectees were designated as illiterates. These progressive changes in induction examining techniques were shown to be necessary by the results of field studies and were put into effect in the course of continuous efforts to improve selection procedures. Insofar as the selection of men for special training units was concerned, the variations in induction station procedures were not critical, since the Grade V men on the *Army General Classification Test* at the reception centers were also assigned for special training. In other words, this subsequent screen, utilized at reception centers, supplemented the series of screens employed in the induction stations and helped to insure that all men requiring special training received it. Once assigned to special training, all entrants, whether designated illiterate, non-English-speaking, or Grade V, were initially placed at a level of training determined by their scores on placement tests administered in the units.

A more serious limitation in the program was the fact that only tentative norms were established and available on the DST series of unit tests used in special training units from June 1943 until the middle of 1945. As was reported in Chapter IV, efforts to correct this situation were initiated in September 1943. The study begun at that time was discontinued in November of the same year when the Development and Special Training Section of the Training Branch, Operations and Training Division, The Adjutant General's Office, was transferred to the Office of the Director of Military Training, Army Service Forces. Again, in March 1944, an effort was made to secure the construction of new placement and unit tests for special training units. The newer series of tests (described in Chapter IV) which were developed in The Adjutant General's Office, were far superior to the DST series. Unfortunately, however, they were used only a short time in special training units, toward the close of the program.

In Chapter IV, where the tests used were discussed, it was pointed out that the content validity of the DST series of unit tests was established by basing them specifically on the *Army Reader* and the *Army Arithmetic*; that the tentative critical scores established on the unit tests were determined by the staff members who had constructed the tests and developed the instructional materials; and, finally, that the critical scores

represented the degree of accomplishment necessary for the work of the next level. Admittedly, this technique of establishing critical scores of accomplishment is far inferior to one based on extensive samplings of trainee accomplishment at various levels of special training. However, War Department pressures, at the time that the DST series of unit tests was developed and the special training units were moved to the reception center level, precluded the possibility of extensive standardization studies in connection with the tests. Subsequently, as has been indicated, reorganizations within the War Department, and other pressures, delayed the development of the newer tests.

A final point in connection with this general evaluation is a consideration of the extent to which typical grading concepts entered into the program. In other words, to what extent was the special training unit fourth-grade level equivalent to the fourth grade as we know it in the elementary school? To what degree were the other grades of the special training unit equivalent to comparable grades of the elementary school?

The typical grading concepts which obtain in regular elementary school organization and procedures were applied to various aspects of the special training unit program, as follows:

1. In two of the earliest studies concerned with the relationship between literacy and success in training,²⁰ and the determination of appropriate critical scores on the *Minimum Literacy Test*,²¹ various forms of the *Metropolitan Reading Achievement Test* were used. As was reported in Chapter II, it was determined in the first of these studies that fourth-grade reading ability represented a "reasonable critical level for selectees"; in the second, a score of 9 on the *Minimum Literacy Test*, subsequently applied in the induction stations, was found to be the equivalent of a reading achievement level of 4.1.

2. In the standardization of the *Army Illustrated Literacy Test*,²² reported in Chapter IV, the *Word Meaning Test* and the *Arithmetic Computation Test* of the *New Sanford Achievement, Primary Examination, Form D*, and the *Spelling and Handwriting Scales* of the *Progressive Achievement Test Primary Battery, Form C*, were administered. A partial check on the validity of the newly developed AILT was ob-

²⁰ The Adjutant General's Office, Personnel Research Section Report No. 117.

²¹ The Adjutant General's Office, Personnel Research Section Report No. 118.

²² Undated Informal Memorandum to Lt. Col. M. A. Seidenfeld, Subject: *Standardization of Illustrated Literacy Test*, signed by Lt. Samuel A. Kirk.

tained through correlations established between scores on it and scores on the standard measures of achievement.

3. In developing the Personnel Research Test (PRT) series of ten arithmetic tests (discussed in Chapter IV), analysis was made of city and state syllabi "to determine skills, subject matter, and gradations in difficulty in conventional arithmetic curricula."²³

4. In developing Film Strip 12-9, *The World*, reported in Chapter IV, the initial list of geographical terms was checked against standard school syllabi in order to eliminate those representing a level of difficulty higher than that of the fourth grade.

5. In developing reading materials for the trainees in special training units (*Our War*, *Newsmag-Special Edition*, *Your Job in the Army*, and *Supplementary Reading Materials*), the Lorge formula for estimating grade placement of reading materials was used. For example, the grade levels of the various stories in *Our War*, computed on the basis of the Lorge formula, were often reported in the *Monthly News Bulletin and Suggestions for the Use of "Our War."* As was indicated in Chapter IV, the reading-ability index obtained by the Lorge formula was taken as suggestive of grade level only; however, when the index exceeded a fourth-grade level, revisions were made in the reading materials to simplify the text accordingly.

Notwithstanding the application of various procedures which tended to incorporate typical early school grading concepts into the special training program, as noted above, the grading differentiations within the special training units were not exactly similar to those existent in the regular primary grades. As was pointed out earlier in this text, the *Army Reader* was divided into four parts representing the four grade levels into which special training units were organized. Each part, however, was not equated with a corresponding grade norm of some standardized reading test. Grade norms on standard tests of educational accomplishment are not infallible indices. As a rule, they are affected by such factors as gradation of subject matter and skills in the reading program to which the standardization group has been exposed, and the variation in age range per grade of the standardization sample. Even if grade norms were perfect indices, it is certain that norms on reading

²³ Personnel Research Section, SSU Study No. 513, *The Construction of Experimental and Final Forms of Achievement and Placement Tests for Reading and Arithmetic Courses in Reception Center Special Training Units*.

materials prepared for children aged 6 to 10 (first through fourth grade) would have been completely inapplicable to the illiterate adults in the special training program. The functional materials prepared for the adult illiterates in the Army were vastly different in content from typical primary grade reading materials and consequently their organization and gradation were based on comparable, but different, criteria. Typical grading concepts were not overlooked, however, in the continuous efforts made to keep the instructional materials and grades of the special training units within a four-level range generally equivalent to comparable elementary school grades.

FACTORS EXPLAINING THE SUCCESS OF THE PROGRAM

The marked success of the Army's training program for illiterate, non-English-speaking, and Grade V men has led some uninformed observers to make gratuitous claims for Army training techniques. Responsible Army officers, however, have made no "fabulous claims" for Army methods and have recognized that the Army developed no magical short cuts to educational accomplishment.²⁴ It was the persistent application of fundamental principles of psychology and education, abetted by special factors, which accounted for the marked success of the Army's literacy program.

The Army had the advantage of at least five special circumstances—notably absent, for the most part, in civilian educational efforts—which contributed to the success of its literacy program.

The first pertained to the motivation of the men. In civilian adult education efforts, it is often exceedingly difficult to secure even the enrollment of illiterates and educationally retarded individuals in planned programs of instruction. The majority of illiterates do not feel that there are sufficient practical benefits derived from learning to read and write. In the Army, however, there were strong incentives. Learning to read and write provided each man with a means of communicating with his family and friends. Often, this was the only way of retaining contact with his loved ones. Consequently, as has already been indicated, it was not uncommon to see men studying during the evening hours, writing letters under the guidance of their instructors, and applying,

²⁴ W. L. Weible, "Training Program of the Army Service Forces," *Maine Teachers' Digest*, 4:115-116, 1944.

in other ways, their newly acquired literacy skills. Furthermore, success in the special training program was a prerequisite for retention in the Army. Many men, anxious to do their part in the common fight, applied themselves diligently in the literacy program, so that they might become "regular" soldiers. Although many of the illiterates did not understand too clearly their patriotic responsibilities, they nevertheless were anxious to succeed in special training because they did not wish to be stigmatized by separation from the Army and return to their home communities so soon after their entrance into the service:

The second special circumstance was the fact that the Army exercised control over the men twenty-four hours a day. In civilian society, even when adults are anxious to attend special educational programs designed to raise their literacy level, it is often difficult, if not impossible, for them to fit school into their daily program. Civilian school programs for adults are usually conducted in the evening, when most individuals are too fatigued and burdened with family responsibilities to attend. Furthermore, the central location of schools often requires many individuals to travel in order to attend. The extra expense and effort often prove deterrents to regular enrollment and attendance. In the Army, each man was housed, clothed, fed, and provided with medical care, recreational facilities, and a well-planned and well-regulated day. His family was financially provided for. Furthermore, it was not necessary for him to travel in order to attend school. Each man in a special training unit was free to give all of his attention to the task at hand. It is not surprising, therefore, that so many of the men in the special training units, selected because of their aptitude to learn, were able, in the Army setting, to show accomplishment commensurate with their mental capabilities.

A third factor in the Army's success was the fact that, during the war, the military establishment had almost unlimited funds. In regular civilian school programs, many innovations in instructional materials, facilities, and classroom practice must be kept in abeyance because of budgetary limitations. In the Army, however, authority to develop instructional materials, construct training aids, and improve facilities was generally forthcoming if it could be demonstrated that these innovations would serve to train men better and faster. Winning the war quickly, with as few casualties as possible, was the major objective. Few things were considered more important in the Army than training. Monetary considerations were secondary.

A fourth condition was the availability of qualified instructor and supervisor personnel. In civilian programs, the procurement of suitable teachers is often handicapped by such factors as low salary, lack of available personnel, community prejudices, and other considerations. In the Army, however, it was possible to select, from an 8,000,000-man reservoir, well-prepared instructors and supervisors who had the most aptitude for the job. The question of salaries did not enter. When civilian instructors were sought, only those who could perform most satisfactorily were employed.

A final, special circumstance which contributed to the Army's successful program was the fact that the training of illiterates was a comparatively new venture for the military establishment. The introduction of a new approach, in civilian education, often meets with opposition from supervisors and teachers who are accustomed to traditional methods and are unwilling or unprepared to apply newer materials and techniques. In the Army, there was no established procedure for training illiterate, non-English-speaking, and Grade V men. Consequently, it was possible, at least theoretically, to develop and apply, with authority, the best conceivable theories and techniques.

These five circumstances explain why the Army was in a specially favorable position, insofar as its efforts in connection with the training of adult illiterates was concerned. Nevertheless, the Army's efforts would have been considerably less successful had it not been for the following characteristics of the program itself:

1. *The careful selection of men for training.* Only those men were accepted for literacy training who demonstrated sufficient mental capacity, on appropriate screening measures, to profit from instruction.

2. *The clear formulation of the objectives of the program.* The functional academic course and pre-basic military program were especially designed to take the trainee to a fourth-grade educational level, to prepare him for regular training, and, in general, to provide him with skills requisite to an effective Army adjustment.

3. *The development of specially appropriate instructional materials and training aids.* These included the extensive materials prepared for the trainee, the teaching guides for the instructor, the objective tests, film strips, and other special aids and devices.

4. *The all-inclusive nature of the curriculum.* The instruction provided in personal and social adjustment, in current events, and in Army orienta-

tion helped each trainee to effect the transition from civilian to Army living more easily, and consequently to apply himself more effectively to the purely academic and military aspects of the program.

5. *The establishment of standards of performance at each grade level.* These were accomplished through the division of the basic readers, *Soldier's Reader* and *Army Reader*, into four parts, each equivalent to a grade level, and the development of placement and unit tests, which were used to determine the initial grade level, progress within the unit, and graduation of each man in special training.

6. *The small size of teaching groups.* The fact that the average number of trainees in academic classes was fifteen, or even fewer in many of the first- and second-level groups, permitted the instructor to differentiate and individualize his instruction.

7. *The diversified methods of instruction.* Extensive use was made of visual illustration, demonstrations, field and applicatory exercises, and eclectic methods in the teaching of reading and other academic subjects.

8. *The provision for differential rates of progress.* Each trainee was permitted to advance to the next higher grade as soon as he demonstrated readiness for it. This being so, the relatively more capable men were not held back because of the slower accomplishment of others, and each trainee was given an opportunity to reach set standards, provided he did not require more than the maximum time allotted for special training.

9. *The continuous psychological study of men.* The unit counseling programs and the use of clinical services within the units assisted the men in overcoming various impediments to their personal adjustment.

10. *The careful selection of instructor and supervisor personnel.* Within the limits imposed by the manpower situation in the Army and civilian society, only those uniformed and civilian instructors and supervisors were selected who had capacity to teach (demonstrated either by prior teaching experience or by other related abilities and experiences) and a sympathetic appreciation of the needs of the men assigned to special training units.

11. *The provision for pre-service and continuous in-service training of instructor and supervisor personnel.* Through the national training conferences, service command training conferences, unit instructor training programs, and conferences held in conjunction with training inspections, instructors and supervisors were able to achieve and maintain high standards.

12. *The continuous appraisal of the results of training.* This was effected through regular inspections of the units and the careful maintenance of a monthly reporting system.

IMPLICATIONS FOR CIVILIAN ADULT LITERACY PROGRAMS

Without doubt, there are many features of the Army's literacy training program which can be applied or adapted to comparable civilian efforts. However, the task of educating adult illiterates in civilian society raises many serious problems which were not encountered by the Army. As a matter of fact, the inability on the part of many cities and states to solve a number of these problems explained the failure, in the early days of the war, of the efforts to train illiterate selective service registrants prior to induction.

A major problem for most communities—local, city, or state—is the raising of sufficient funds to finance adult literacy programs. The procurement of qualified instructors and supervisors, the organization and maintenance of adequate educational centers, and the development and purchase of appropriate instructional materials usually require an expenditure of funds which most community education budgets are unprepared for. Even if ample funds were available, there would still be the problem of securing the enrollment of adults who would profit from literacy training. It is exceedingly difficult in civilian society to produce an inducement strong enough to motivate illiterates to want to learn to read and write. Should sources of motivation be ascertained and established, it would still be necessary to assure the general economic and social adjustment of the adult illiterates, in order to insure their regular attendance at school.

Until these problems are solved, one cannot expect to find many adult illiterates participating in programs designed to raise their literacy level. It is not the task of the educator alone to produce the required solutions. However, educators will have to assume a leading role in emphasizing for the community, and for the country as a whole, the steps which have to be taken to reduce, and eventually eliminate, adult functional illiteracy.

Once the adult illiterates are brought into a learning situation, then it will be possible to take advantage of many of the Army features and experiences. Actually, a well-planned civilian adult literacy program should set educational goals which are not so limited as the academic

objectives of the Army's special training program. In at least three respects, civilian adult literacy programs can make an effort to accomplish more than the Army did.

First, the Army's program educated men only to a fourth-grade level. This was the limit imposed by Army regulations, since it was considered to be the lowest level at which a man could be assimilated for regular Army service. Considerably more than a fourth-grade education, however, is essential for an individual who is to function effectively as a citizen in the country and the world today. Therefore, any civilian adult literacy program should set its goal much beyond the fourth-grade level, which, after all, represents the lowest level at which functional literacy is established.

Second, men were assigned to regular training as soon as they reached the fourth-grade level. This was necessary because all men were urgently needed in field units and in the replacement stream as soon as they could be trained. Because of the emphasis on immediate assignment to regular training of all men achieving a fourth-grade standard, it was not advisable to keep men in special training units for any extended length of time in order to fix newly acquired academic skills. Consequently, since there was little time and opportunity for overlearning, it is likely that forgetting took place shortly after graduation. It would be unfortunate if a civilian adult literacy program, unhurried by the pressures and exigencies of war, should provide similarly inadequate opportunities for appropriate retention of skill through overlearning.

Third, it was not possible in the Army to make any extensive follow-up of men who had graduated from special training. Consequently, there was no way of knowing whether the men were making use of their newly acquired academic skills or whether the skills were disintegrating through disuse. Comparable civilian programs should devise a follow-up system, even if it amounted to little more than the forwarding of reading materials, in order to insure that their graduates have continuous stimulation to use their new academic skills.

The mobilization of the country's manpower in the second World War revealed more conclusively than in the first World War that large segments of the American population were educationally unprepared to serve. This was true despite the undeniable relative growth of the school population in the country in the period between the two wars.²⁵ Through

²⁵ War Department, *What the Soldier Thinks*, No. 3, February 1944, p. 7.

its literacy training program, the Army demonstrated that a large percentage of these educationally unprepared recruits were able to acquire requisite academic skills in a relatively short period of time. In view of the extent of the literacy problem in the country and the Army experience, it is to be hoped that this country, which boasts of the largest and most democratic educational system in the world, will mobilize the necessary financial and community resources to reduce its illiteracy rate. Our millions of illiterate and uninformed citizens constitute a major source of marginally adjusted individuals and are fair game for demagogues. A literate and informed citizenry is the surest means of safeguarding our constitutional rights and democratic heritage.

CHAPTER VIII

SUMMARY

THIS study set out to serve four related purposes: to establish the definitive record of the Army's special training unit program; to reveal the extent of the illiteracy problem which confronted the Army; to present and analyze the Army's program for training illiterates; and to point out some of the lessons for civilian education which can be learned from the Army's experiences. The following summary of the high lights of the study is presented.

1. Effective May 15, 1941, selectees who were unable to read at a fourth-grade level were designated as illiterates, in the induction stations, and were deferred from Army service. This regulation was established partly because of the difficulties of adjustment experienced by the great number of illiterate recruits who had been inducted between October 1940 and May 15, 1941, on the basis of their ability to comprehend "simple orders given in the English language."

2. The deferment of selectees unable to read at a fourth-grade level continued until August 1, 1942. Effective August 1, 1942, it became possible to accept illiterates, but the number accepted on any day at any induction station was "not to exceed 10 per cent of the white and 10 per cent of the colored registrants." Effective February 1, 1943, the per cent was reduced to 5.

3. Effective June 1, 1943, all limitations governing the number or percentage of illiterates who could be inducted were revoked. Any illiterate or non-English-speaking selectee became eligible for service, provided he could meet the mental standards established in induction station screening procedures.

4. The induction of illiterate and non-English-speaking personnel was continued until September 21, 1945, at which time a War Department letter directed its discontinuance.

5. Special training units were organized on July 28, 1941 at replacement training centers to train the following categories of personnel: illiterates; non-English-speaking; Grade V; physically handicapped; emotionally unstable.

6. In November 1942, authority was granted to organize special training units in armies, corps, service commands, divisions, and field units to meet the needs of the many illiterates who were being sent to organizations other than replacement training centers.

7. Co-ordinated efforts on the part of the War Department, the United States Office of Education, Selective Service, and the War Manpower Commission to arrange for the training of illiterate selective registrants, prior to their induction, proved unsuccessful for the following reasons:

- a. There was no basis for compelling illiterates to enroll for literacy training.
- b. Enrolled illiterates found it exceedingly difficult to attend regularly because of staggered working shifts, family responsibilities, and personal inertia.
- c. Sufficient funds to organize proper programs and procure qualified instructors were unavailable in most communities.

8. In June 1943, when it was becoming increasingly clear that the Army would have to train the majority of the illiterates, special training units were consolidated at the reception center level. Special training units in all other Army organizations (replacement training centers, armies, corps, divisions, etc.) were ordered discontinued. Only the following categories of personnel were forwarded to special training units subsequent to June 1, 1943: illiterates; non-English-speaking men; and Grade V men.

9. Special training units continued to operate in the Army until December 1945.

10. Appropriate screening procedures and classification tests were used in the induction stations and reception centers, respectively, on the basis of which illiterate, non-English-speaking, and Grade V men were selected and classified for training. Illiterates who were unable to demonstrate, on induction station tests, sufficient mental capacity to succeed in the Army were rejected.

11. Figures on the number of illiterates and Grade V men inducted into the Army for the period prior to June 1, 1943 are not altogether complete and valid. It is estimated that between August 1, 1942 and

May 31, 1943 there were inducted 107,075 illiterates (68,936 white and 38,139 Negro). Between March 1, 1941 and June 1, 1943 there were inducted 685,362 Grade V men (413,086 white and 272,276 Negro).

12. Figures on the number of illiterate and Grade V men inducted into the Army for the period subsequent to June 1, 1943 are complete and valid. There were inducted 217,053 illiterates (117,072 white and 99,981 Negro). There were inducted 82,006 Grade V men (42,933 white and 39,072 Negro).

13. For the induction period subsequent to June 1, 1943, of all selectees inducted:

- a. There were 10.8 per cent classified in the illiterate and Grade V categories; the comparable percentage for the whites was 6.6, for the Negroes 43.3.
- b. There were 7.9 per cent classified as illiterates; the comparable percentage for the whites was 4.8, for the Negroes 31.1.
- c. There were 3.0 per cent classified as Grade V men; the comparable percentage for the whites was 1.8, for the Negroes 12.2.

14. The data on illiteracy and the *Army General Classification Test* distributions reveal that there are striking differences within the white and Negro groups as well as between them. The data also show that in the more industrialized parts of the country, where school budgets are more adequate, both whites and Negroes do better. The median net costs per pupil in average daily attendance in civilian schools, in 1943-1944, in the Fourth and Eighth Service Commands (in the South and Southwest, respectively) were \$58.22 and \$88.71, respectively, compared with \$115.61 for the United States. Within these service commands, the median net cost per Negro pupil was lower than that of the white.

15. The following are some characteristics of men in special training units, based on samplings in different units throughout the country:

- a. The median chronological age of 1,494 men in special training during 1944 and 1945 was 20.62; there was not much difference between the medians of the white and Negro groups. Somewhat earlier, in 1943, the median chronological age for a group of 808 men was 24.07.
- b. Of the total number of illiterates processed at reception centers during December 1942 (17,161 men), there were 10.7 per cent who had completed more than the fourth grade of the elementary school;

the comparable per cent for the whites was 13.2, for the Negroes 5.7.

- c. In five different special training units (1944-45), the initial grade placement of 1,494 men was as follows: 34.7 per cent in level 1; 19.5 per cent in level 2; 18.8 per cent in level 3; and 27.0 per cent in level 4.
- d. Of 1,494 special training unit men studied, 73.3 per cent reported one of the following four as main civilian occupation: farmer, laborer, truck driver, and farm hand.
- e. Data collected at Camp Atterbury, Ind., and Camp McQuaide, Calif., involving 2,132 men, reveal that 66.7 per cent of the men studied came from families in which there were five or more children.
- f. The AWOL rate of special training unit men was higher than that of men assigned to other organizations.

16. Special instructional materials prepared by the War Department and the units included the following: trainee materials, instructor materials, visual aids, and tests. Brief descriptions of official publications are contained in War Department Training Circulars No. 26 (1944) and No. 39 (1945).

17. The training program for special training units was prescribed in War Department Mobilization Training Program No. 20-1. It contained provision for both academic instruction and pre-basic military training. There were two revisions of the original program, the dates of publication of the three issues of MTP20-1 being as follows: July 17, 1941; July 1, 1943; and May 8, 1944.

18. The maximum length of the training period throughout most of the special training program was twelve weeks. For a period of one year, November 1943 to November 1944, it was possible to keep a trainee in a special training unit for as long as sixteen weeks. Men were assigned to regular training as soon as they achieved prescribed academic and military standards in the special training units. Trainees incapable of attaining the standards in the allotted time were honorably discharged from the Army.

19. Available information on the special training program prior to June 1943 is scattered. By May 1943, there were in operation as many as 239 special training units, of various sizes. On the basis of two available reports, it does not seem unwarranted to conclude that the average monthly enrollment in special training units for the latter part of 1942 and the early part of 1943 was somewhere between 25,000 and 35,000

men. The exact number of men received, trained, and assigned during this early period is not known.

20. Available information on the special training program subsequent to June 1943 is more definitive:

- a. Twenty-four large special training units were organized at the reception center level shortly after June 1, 1943.
- b. Each service command continued to operate at least one unit until July 1945.
- c. Subsequent to June 1, 1943, there were 302,838 men (163,028 white and 139,810 Negro) received for special training.
- d. From an analysis of seventy-five available inspection reports of the units, it is revealed that the conduct of academic training was rated unsatisfactory only ten times, the conduct of military training fifteen times.

21. Prescribed military training methods were adapted in the special training units. Presentations enhanced by illustrations and other training aids and devices, demonstrations, and a maximum of opportunity for applicatory experience characterized instruction in military subject matter.

22. No precise methods were prescribed for teaching the academic subjects, although instructors were indoctrinated in a number of techniques and procedures. The approach was an eclectic one. For example, in the teaching of reading, various techniques were used for teaching word meaning, word recognition and pronunciation, and general comprehension. Flash cards, workbooks, phonics, and kinaesthetic methods were all part of a comprehensive program in which the approach was basically functional.

23. The average enrollment in an academic instructional group was approximately fifteen, providing considerable opportunity for individualization of instruction. As a rule, classes at the lower level were smaller than those at the upper level. No data are available on the average size of the instructional unit in military training.

24. Unit counseling programs, instruction in mental hygiene, current events, and orientation, and the organization of remedial and guidance clinics were among the practices employed to insure the personal and social adjustment of the men.

25. Effective instruction in special training units was insured through the selection and assignment of well-prepared instructors and supervisors.

and through comprehensive pre-service and in-service training programs, effectuated through the following media: national training conferences, service command training conferences, unit instructor training programs, and unit conferences in conjunction with training inspections.

26. Supervision of the program of special training was a function of command and was exercised at the following four levels: unit, post, service command, and War Department.

27. The following are the common instructional deficiencies observed in special training units:

- a.* Failure to recognize the literacy objectives in military training.
- b.* Failure to use simple language in explaining and demonstrating material to trainees.
- c.* Failure to build adequate associations in teaching word meaning.
- d.* Overemphasis on phonics.
- e.* Failure to provide repetitive drills and exercises.
- f.* Improper use of visual aids.

28. Analysis of available data on the graduation and discharge of special training unit men, for the period subsequent to June 1, 1943, shows the following:

- a.* Of the 302,838 men received for special training, 254,272 men (134,981 white, 119,291 Negro) were graduated, because of successful attainment of required standards, and 44,499 men (24,826 white, 19,673 Negro) were discharged.
- b.* The number of men graduated from special training represented 85.1 per cent of the total dispositions; the number of men discharged, 14.9 per cent. The comparable figures for white personnel were 84.5 per cent and 15.5 per cent; for Negroes, 85.8 per cent and 14.2 per cent.
- c.* Of the men who were graduated from special training units, 78.8 per cent required 60 days of training or less to achieve set standards. A somewhat higher percentage of white personnel (81.2%) than of Negro personnel (76.2%) completed the standards within 60 days of training. In evaluating these data, it is well to bear in mind that approximately 45 per cent of entering trainees started at the third- and fourth-grade levels.
- d.* There was a tendency for the non-English-speaking men to be among those unable to achieve necessary literacy standards in the allotted time; for example, Camp McQuaide had the highest rate

of discharge, 28.5 per cent of all dispositions, partly because of the great number of non-English-speaking men received for training.

- e.* Men initially classified in the first grade level contributed heavily to those discharged from special training units. For example, in a representative sample of 1,494 cases, 38.4 per cent of the trainees originally classified in the first grade were eventually discharged from special training units.

29. The Army had the advantage of the following five special circumstances which contributed to the success of the program:

- a.* Men felt the need to learn to read and write in order to maintain contact with families and friends, and to be retained in the Army as "regular" soldiers.
- b.* Men in the Army had a well-planned and well-regulated day, had their housing, clothing, food, medical, and recreational needs provided for, and had their families financially supported, so that they were free to give full attention to the learning situation at hand.
- c.* The Army had unlimited funds with which to carry on a comprehensive and balanced literacy training program.
- d.* The Army was able to procure suitable instructors and supervisors from an 8,000,000-man reservoir, and was able financially to afford the hiring of qualified civilian instructors.
- e.* The literacy program was a comparatively new venture for the Army: there were no traditional procedures that had to be followed, nor were instructors unprepared or unwilling to apply the materials and techniques generally developed.

30. The following additional characteristics of the program contributed to its success:

- a.* The careful selection of men for training.
- b.* The clear formulation of the objectives of the program.
- c.* The development of specially appropriate instructional materials and training aids.
- d.* The all-inclusive nature of the curriculum.
- e.* The establishment of standards of performance at each grade level.
- f.* The small size of teaching groups.
- g.* The diversified methods of instruction.
- h.* The provision for differential rates of progress.
- i.* The continuous psychological study of trainees.
- j.* The careful selection of instructor and supervisor personnel.

k. The provision for pre-service and continuous in-service training of instructor and supervisor personnel.

l. The continuous appraisal of the results of training.

31. Comparable civilian programs, when organized, should make an effort to accomplish more than the Army did, in at least three respects:

a. Individuals should be educated considerably beyond the fourth-grade level.

b. Adequate opportunities for overlearning should exist, so that appropriate retention of newly acquired academic skills will be insured.

c. A follow-up system should be devised to make certain that graduates are making use of their newly acquired academic skills.

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