A STUDY OF TWENTY-FIVE NEGRO VETERANS WHO ARE "ON-THE-JOB"
TRAINING IN TEN ESTABLISHMENTS IN ATLANTA, GEORGIA

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY SCHOOL OF
SOCIAL WORK IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SOCIAL WORK

BY
LILLIAN VIRGINIA EVANS

ATLANTA, GEORGIA
AUGUST 1946

R = 111  T = 32
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. INTRODUCTION.</strong></td>
<td></td>
</tr>
<tr>
<td>Statement of Problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of Study</td>
<td>1</td>
</tr>
<tr>
<td>Scope and Limitations</td>
<td>2</td>
</tr>
<tr>
<td>Method of Procedure</td>
<td>2</td>
</tr>
<tr>
<td>Acknowledgment</td>
<td>3</td>
</tr>
<tr>
<td><strong>II. A BRIEF DEVELOPMENT OF THE &quot;ON-THE-JOB&quot; TRAINING PROGRAM.</strong></td>
<td>4</td>
</tr>
<tr>
<td>The Federal Program</td>
<td>5</td>
</tr>
<tr>
<td>The State Program</td>
<td>7</td>
</tr>
<tr>
<td>The Community Program</td>
<td>9</td>
</tr>
<tr>
<td><strong>III. PERTINENT FACTORS PERTAINING TO THE VETERANS.</strong></td>
<td>12</td>
</tr>
<tr>
<td>Age and Marital Status</td>
<td>12</td>
</tr>
<tr>
<td>Education and Vocation</td>
<td>13</td>
</tr>
<tr>
<td>Military Service and Experience</td>
<td>15</td>
</tr>
<tr>
<td>Means of Support</td>
<td>15</td>
</tr>
<tr>
<td><strong>IV. &quot;ON-THE-JOB&quot; TRAINING FOR THE VETERANS.</strong></td>
<td>17</td>
</tr>
<tr>
<td>Types of Job Training Performed by the Veterans</td>
<td>17</td>
</tr>
<tr>
<td>Attitudes of Veterans' Employers</td>
<td>19</td>
</tr>
<tr>
<td>Veterans' Attitude Toward the Job</td>
<td>20</td>
</tr>
<tr>
<td>Weaknesses of the Training Program</td>
<td>22</td>
</tr>
<tr>
<td><strong>V. SUMMARY AND CONCLUSIONS</strong></td>
<td>24</td>
</tr>
<tr>
<td><strong>APPENDIX</strong></td>
<td></td>
</tr>
<tr>
<td>A. Schedules Used in the Study</td>
<td>27</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>31</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age Range of Twenty-Five Veterans &quot;On-the-Job&quot; Training</td>
<td>13</td>
</tr>
<tr>
<td>2. Marital Status</td>
<td>13</td>
</tr>
<tr>
<td>3. Educational Status</td>
<td>14</td>
</tr>
<tr>
<td>4. Employment of Veterans Between Discharge and &quot;On-the-Job&quot; Training</td>
<td>15</td>
</tr>
<tr>
<td>5. Distribution of Veterans By Trades</td>
<td>18</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Veterans' "On-the-Job" training program constitutes one of the major concerns of government and the people throughout the country at the present time. More and more attempts are made to produce services for the veteran based upon a desire to meet the needs of the returning serviceman. Charles G. Bolte who has written widely in the field states that:

Comparatively few veterans and servicemen felt that the country owed them a living. Most of them like most civilians would have agreed with AVC's fundamental Thesis on the subject of veterans' benefits, that veterans should be restored to the status in life they would have held if they had not gone to war.  

On the whole, there is a national feeling of indebtedness to the veteran and recognition that it is necessary to help the serviceman attain a sound social and economic mode of living. But there was much difficulty in carrying out these ideas.

The popular statements that the Servicemen's Readjustment Act, passed in 1944 and commonly known as the G. I. Bill of Rights, met the needs of the returning servicemen were challenged. It was soon recognized that many veterans would be disillusioned by this Act. The G. I. Bill makes available to able-bodied as well as disabled veterans a broad program of educational benefits. The Bill has become a form of action on the part of the government to pay debt to the returned serviceman and serves as an

---

1 American Veterans' Committee—An Organization Composed of Veterans of World War II.


3 Also known as Public Law 346.

instrument in aiding the veteran to regain his pre-war status.

It is, however, not perfected. The weakest part of the law pertains to the "On-the-Job" training program. The law is inadequate because, in the actual interpretation of the law, it is necessary to rely on implications more than the actual written provision. There are only a few clauses in the law devoted specifically to "On-the-Job" training. It is even recognized by the Veterans' Administration that the development of the program is necessary in order to assure the successful operation of a training program. 2

Significantly, little consideration has been given the Negro Veterans in the promotion of an adequate program. As is commonly known, occupations and training for vocations have been decidedly limited for this minority group. It appeared to the writer of paramount importance that some critical review be given to the "On-the-Job" training program for the Negro veteran in Atlanta, Georgia.

Purpose of Study

The purpose of this study is to analyze the job training program of twenty-five Negro Veterans; to show the type of job placements to which these veterans were assigned; to ascertain the relationship between the veteran and his employer; to point out the amount and kind of supervision required by the veteran; to indicate the characteristics of these veterans training "On-the-Job" and to present the value of this experience for the Negro veteran.

Scope and Limitations

1 Statement by George S. Mitchell, Director of Veterans Services, Southern Regional Council, Incorporated, personal interview, Atlanta, Georgia, May 25, 1946.

This study is confined to twenty-five Negro veterans who are training "On-the-Job" in Atlanta, Georgia. These veterans have participated in the program from January 1, 1946 to June 1, 1946. The study is limited to veterans who were in training in ten Atlanta business establishments.

Method of Procedure

For purposes of this study, schedules were used to obtain information from both veteran and his employer. Interviews were held with the regional director of Veterans' Services of the Southern Regional Council, Incorporated, the field director of the "On-the-Job" training program and the counselor for Negro veterans. To supplement this information official documents, records and reference materials were consulted.

Acknowledgment

The writer wishes to express her appreciation for the interest and assistance of Mr. George S. Mitchell, Regional Director of Veterans' Services, Southern Regional Council, Incorporated, Atlanta, Georgia; to Mr. Horace Bouhannon, Field Director for the Southern Regional Council; and to Mrs. Lena Sayles, Counselor for the Georgia Veterans' League, Atlanta, Georgia.
CHAPTER II

A BRIEF DEVELOPMENT OF THE "ON-THE-JOB" TRAINING PROGRAM

Even in ancient times, the Roman soldier was held in highest esteem by Roman society and granted extra privileges for the services rendered. Throughout history, countries have been conscious of the fact that they owe the soldier a chance to regain his original position in civilian life and should offer him some form of compensation.

Fortunately, some planning had been done in this direction to provide a measure of security, economically and socially for the serviceman by the United States. At the cessation of hostilities in 1918, the Federal Government provided vocational rehabilitation services to disabled veterans.

Although much attention was focused upon the return of the serviceman to his own home, special attention was essential in order to prevent ill-health, disability and dissatisfaction on the part of the serviceman in finding his niche in society. This was particularly true in World War II.

It was evident that the United States Government had a responsibility to the servicemen in 1945. The action taken by the Federal Government rested on a feeling of indebtedness toward the soldier. It was felt that the government had two responsibilities in caring for veterans, namely, to provide compensation for them and to assimilate the veteran into civilian life as soon as possible.

Congress and various governmental agencies accepted their obligation for administering benefits and services for those veterans entitled to them. Prior to demobilization, a good many veterans had obtained excellent training


programs and rehabilitation services under the auspices of the army and navy. Muster ing out-pay had been provided as well as pensions, vocational training and medical care for those having disabilities incurred during service. Moreover, the Veterans' Administration, Selective Service and the United States Employment Service were given major responsibilities for administration of the Servicemen's Readjustment Act of 1944.

The Federal Program

The Servicemen's Readjustment Act of 1944 and the Vocational Rehabilitation Act passed in 1943 make available to the disabled and the physically-able veteran a broad national program of educational benefits, unemployment compensation, loans and placement on jobs. These benefits and the program of aid for the serviceman which have been developed are attempts to recompense the man for service to the nation.

The government adhered strictly to the states' right principle when passing the so-called G. I. Bill or Rights. The Federal Government was to supply the money, and the states were to administer the program. The Bill was written under the influence of a pressure group from colleges, and naturally, the welfare of men on a college level was of primary concern. The government, however, realized that only a small per cent of the discharged veterans attend college and therefore, set out to provide for those who could not and would not go to college. Hence, that part of the law which pertains to "On-the-Job" training was included.

1 Robert E. Bondy, op. cit.

2 Ibid.

3 Statement by George S. Mitchell, op. cit.
It is interesting to note the provision of the so-called G. I. Bill of Rights concerning "On-the-Job" training. The pay that the veteran secures is determined by the amount of pay a journeyman would receive for doing the same type of work. The employer pays for the work performed by the veteran in the same manner as he would pay a civilian learner.\(^1\) In addition to what is paid the veteran by his employer, a subsistence allowance is granted by the Veterans' Administration.

Moreover, if the veteran is training under Public Law 546, he receives sixty-five dollars a month subsistence allowance. If he is training under Public Law 16 or the Vocational Rehabilitation Act, he received $105.00 per month. But he may receive $115.00, if he is married and ten dollars a month for the first child with a seven dollars allowance for each additional child. In addition, fifteen dollars is permitted for any dependent parent.\(^2\) The Servicemen's Readjustment Act as of 1944 requires that the place of training chosen by the veteran be certified by the appointed state agency.\(^3\) Another stipulation of the law is that a veteran who is placed on an "On-the-Job" training program must have served in active military or naval forces on or after September 16, 1940 and before the end of World War II.

Although the Servicemen's Readjustment Act does offer many opportunities for a veteran who is in training, it is in no way adequate. There are many inadequacies as yet to be overcome in the program. Quite evident is the

\(^1\) Major Sam G. Adler, "On the Job Training," All This for Georgia Veterans, (Atlanta, 1945), p. 34.


\(^3\) The Amended G. I. Bill of Rights, Published by The Army Times, (Washington, 1945), p. 9.

\(^4\) Ibid.
need for personnel. Mr. Hugh Bell, who has had experience with service-
men in the Veterans' Administration, points out that regardless of how
well the program is planned and financed by the government, it will be of
little effectiveness until the people who administer it provide professional
leadership.¹ One of the professional prerequisites is that of sufficient
and experienced counselors. The program offers such persons a real opportunity
to do a professional job. But in order to be effective, there must be
highly qualified personnel to carry out the program. Skill in counseling,
adequate facilities for interviewing and the best leadership that can be
obtained are vital factors for the maintenance of the total program.²

The State Program

The national government authorizes the states to plan and administer
a program of education for veterans. In regard to a job training program,
most of the states arranged for its administration through the State De-
partment of Education.³ The Federal Veterans' Administration Bureau does
offer helpful suggestions to the states concerning its program. A question-
aire was sent out by the Veterans' Administration to ascertain what the
states were doing to improve and to supervise "On-the-Job" training pro-
grams. The answers received by the Veterans' Administration were many and
varied. The State of Georgia for example, claimed that it had a Veterans'
Educational Council which had been functioning since September, 1944. This

¹ Hugh Bell, "An Opportunity to Do a Professional Job," Occupations
XXIV, (May, 1944), 489.
² Ibid., p. 490.
³ George S. Mitchell, "Veterans in Search of a Peace Time Future,"
Pulse, IX, Number 3, (April, 1946), 8.
council works with the State Department of Education and other agencies in the inspection of those establishments used for training purposes in order to enforce adherence to standards and requirements.  

Not always is the State Department of Education the approval board for a training unit. In California, for example the Department of Industrial Relations through a division of apprenticeship standards has the power of approval. California has employed twenty supervisors and approved hundreds of training establishments. Likewise, Oregon created a local apprenticeship council in each community which recommended firms to the State agency for approval.

Not only must the states aid in the supervision and the approval of an "On-the-Job" training plan, but they must also help in the total emotional adjustment of the veteran to his new experience. The state can cooperate by locating the disabled veterans; by assisting in the educational plans for veterans; and by properly supervising the community programs. Furthermore, a state can be of great help by offering loans to veterans.

The state program, however, has many inadequacies. This is particularly true in reference to the Negro veteran. It is realized that there is a need for trained personnel who will view the Negro objectively because frequently white interviewers and counselors are not successful in helping the Negro veteran articulate his needs.

Another limitation is that of record keeping and the lack of identifying material concerning the veterans. Most agencies claim that they

---


2 Ibid., p. 3.

do not show breakdown by race and consider this an indication of their impartiality. But sometimes it is a handicap in securing detailed data regarding other racial groups especially the Negro veteran.¹

Adequate supervision is needed within the state in order to prevent exploitation of veterans who are training on the job. The states were cautioned about employers taking advantage of the veteran by the Federal Government which sent minimum requirements suggesting that the states adhere to them in rating the establishments.²

The states, however, have a broad responsibility in caring for their returning veterans. On the other hand, planning is of little value if administration is inadequate. Its effectiveness can be assured only through a well trained staff, proper recording and careful supervision.

The Community Program

Every community in America today, regardless of size has developed a consciousness of the problems of the returning serviceman. The communities realize that they have a moral and civic obligation to the serviceman for his participation in the war. The responsibility of the community in meeting the needs of the returned serviceman is even greater than that of the nation or the state. The community has direct everyday contact with the veteran. Planning for the veteran is the job of everybody in the community. Consequently, it is necessary that a wide awake community exist in which interested groups plan programs with the veteran as the objective.³

³ Robert E. Bondy, op. cit., p. 5.
The Federal Government has aided some local communities by establishing contact offices through the Veterans' Administration. This makes services easily accessible to the veterans. In 1943, the Federal Retraining and Re-employment Administration authorized a group of local representatives of the Veterans' Administration and the United States Employment Service to take initiative and participate in the setting up of Veterans' Information Centers in various communities.¹

Not only the Federal Government, but some states have helped the local communities to provide services for veterans. Connecticut and Michigan have managed to help local communities develop programs. A Veterans' Service Agency has been developed in New York, also, which extends its services to the communities. Of all the communities which have become an example for other communities, Bridgeport stands out as an example. Bridgeport has a coordinated Advisory Service Center which has officers of the Veterans' Administration, State Bureau of Rehabilitation and Selective Service.²

On the other hand, there are major weaknesses in some communities in planning for the veteran. There is a failure to include some plan for services which are direct and specialized for the serviceman in their programs. This embodies services other than those included in the G. I. Bill of Rights.³

Communities need federal assistance and they also need to modify their present plans. In a report to President Truman, Bernard Baruch, who has studied the Veterans' Administration, stated that the G. I. Bill of Rights should be amended and that the Veterans' Administration requires

² William H. Burnham, A Big City has a Working Plan for Its Veterans, (Hartford, 1945), pp. 5-6.
³ Bradley Buell and Reginald Robinson, op. cit., p. 5.
reorganization and expansion in order to more adequately meet the local needs.

It is generally agreed that the program of no two communities will be similar in planning for the returned serviceman. Each community, however, must be cognizant of its responsibility to provide for its returning veteran. Furthermore, each community must set out to develop a program geared to the needs of the veteran and which is in accord with federal standards and requirements.
CHAPTER III

PERTINENT FACTORS PERTAINING TO THE VETERANS

In order to make the best plans for the veteran and to understand his needs, it is necessary to learn as much as possible about him. This includes a knowledge of his past experience, his behavior, his habits and his attitudes. If a program is to be put into effect for the veteran, it is essential to be aware of his aims and feelings about "On-the-Job" training.

Age and Marital Status

When considering the needs of the returning serviceman, nothing is more important than to consider his age because different age groups require difference in planning. On the whole, the veterans who are pursuing "On-the-Job" training represent a wide variety of ages. Army survey have revealed that veterans over twenty-one years of age desired and responded to a training program differently than those under twenty-one. Therefore, plans have to be most inclusive so as to meet the desires and interests of veterans of all age levels.

Table 1 points out the ages of the twenty-five Negro veterans who are "On-the-Job" training in establishments in Atlanta. Interestingly, most of these veterans were native Georgians. Over half of them came from other sections of the State, and only seven veterans had been born in Atlanta, Georgia. All of the veterans studied were found to be over twenty-one years of age. Approximately half of these veterans were between the ages of twenty-five and twenty-eight.

A great number of veterans have returned to their wives. Therefore, the adjustment they must make will of necessity include those problems which go along with civilian life, as well as the problems of marital adjustment. Table 2 shows the marital status of the veterans studied.
TABLE 1
AGES OF VETERANS TAKING "ON-THE-JOB" TRAINING IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Age of Veterans</th>
<th>Number of Veterans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>25</td>
</tr>
<tr>
<td>21 - 24</td>
<td>5</td>
</tr>
<tr>
<td>25 - 28</td>
<td>12</td>
</tr>
<tr>
<td>29 - 32</td>
<td>6</td>
</tr>
<tr>
<td>33 - 36</td>
<td>2</td>
</tr>
</tbody>
</table>

TABLE 2
MARITAL STATUS OF VETERANS

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Number of Veterans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>25</td>
</tr>
<tr>
<td>Married</td>
<td>14</td>
</tr>
<tr>
<td>Single</td>
<td>10</td>
</tr>
<tr>
<td>Separated</td>
<td>1</td>
</tr>
</tbody>
</table>

Eleven veterans were single and unattached, but the majority were married men. Eight of the fourteen married veterans had children, but the remaining veterans who were married were childless. Approximately, one-third of the twenty-five veterans or about eight men resided with their parents and siblings.

Education and Vocation

Most of the veterans studied had attained a high school education and four had attended college. Table 3 indicates the educational status of the twenty-five veterans studied. Fifteen of the veterans had completed
high school, and all of those on the elementary level had gone as far as sixth and seventh grade except one.

TABLE 3
EDUCATIONAL STATUS OF VETERANS

<table>
<thead>
<tr>
<th>Last School Attended</th>
<th>Number of Veterans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>25</td>
</tr>
<tr>
<td>Elementary School</td>
<td>6</td>
</tr>
<tr>
<td>High School</td>
<td>15</td>
</tr>
<tr>
<td>College</td>
<td>4</td>
</tr>
</tbody>
</table>

The usual pattern of behavior followed by the veteran after discharge is to be idle for awhile or to go back to his old job, to which he realizes he is entitled to return. He usually stays on the old job a relatively short period of time. The reason for this is because he has not become adjusted to any great extent and needs time to look around and to find himself. Usually, it is at this point, trying to determine what to do that he turns to vocational training to fit himself for a job.

Table 4 shows the employment status of veterans between the time they were discharged and the time they began a retraining program. Significantly, over half of the veterans studied had not engaged in any type of employment upon discharge. Whereas seven veterans returned to their old jobs, they made no effort to remain. Similar to the five veterans who accepted new jobs, they stated that they terminated their employment because of lack of advancement and insufficient pay. About one-fifth of the veterans entertained the idea of owning and operating their own establishments and felt that their jobs would not assist them in so doing. On the whole, there was much dissatisfaction with the type of occupational experience they had had prior to entering military service.
TABLE 4

EMPLOYMENT OF VETERANS BETWEEN DISCHARGE AND "ON-THE-JOB" TRAINING

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Number of Veterans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>25</td>
</tr>
<tr>
<td>Returned to Old Job</td>
<td>7</td>
</tr>
<tr>
<td>Accepted New Job</td>
<td>5</td>
</tr>
<tr>
<td>Accepted No Employment</td>
<td>13</td>
</tr>
</tbody>
</table>

Military Service and Experience

The length of time the veteran spent in service greatly influences his adjustment to civilian life and the length of time it takes for him to adapt himself to community living. The longer the veteran remains in service, the more difficult it becomes for him to fit into a more or less normal mode of living. Not only is he a product of strict military regimentation, but his responses and reactions are usually fixed and rigid. It is noteworthy that most of these veterans spent from two to three years in service.

In order for the veteran to readjust, it is important that he realize the fact that his status in the service and his status in civilian life can not and in most cases will not be the same. Eleven of the veterans were sergeants in the army. This fact in itself seems important and indicates that although the majority of the veterans had only high school education, there was some attempt on their part to elevate themselves.

Means of Support

Servicemen who were discharged and were without employment were entitled to unemployment compensation benefits under Social Security. As
mentioned previously, twelve of the Negro veterans studied secured employment. At the time this study was made, most of the twenty-five veterans had as their source of income a monthly check from the government under the G. I. Bill of Rights supplemented by the wages paid by the employer.

Generally, the veterans had no other resources and only three of them owned property. There was, however, some general acceptance of their limited financial status, and the consensus of opinion was that they could not expect too much. There were some complaints that the allowance was not sufficient in that cost of living had gone up considerably.

It is apparent that the majority of these veterans were in their middle twenties and were married men with dependents. Whereas, they were chiefly of high school level educationally, there was some effort on the part of these veterans to make the most of their military experience and to rise above the ranks of a private. It would seem that the majority of these veterans had tried to adjust to a job situation in civilian life, but felt the need to acquire more training in order to better themselves occupationally.
CHAPTER IV

"ON-THE-JOB" TRAINING FOR THE VETERANS

A general youth and work training program has been advocated for a long time by those who regard the occupational pursuits of young people from a broad educational and occupational point of view. Significantly, a youth work and training program had more or less gained recognition during the depression years. But it is essential that a comprehensive, educational and vocational employment program be established in which work and work experience become an integral part of the young person's training.

The "On-the-Job" training program under the G. I. Bill of Rights comprises vocational activity through a period of training in cooperation with well established business concerns. Through guidance and placement, this program aims to help the veteran prepare to establish himself in a competitive occupational world.

Types of Job Training Performed by Veterans

The majority of the veterans studied were receiving training under Public Law 546. Those veterans who had disabilities, eight in number were being trained under Public Law 16, the Vocational Rehabilitation Law. This law offered a considerable number of advantages to the veteran. Whereas, there were some men who were eligible, these veterans had either forgotten to file claims in accordance with their disabilities or their filed claims were still pending and awaiting a decision.

The training programs followed by the twenty-five Negro veterans under consideration were many and varied. Table 5 shows the distribution of veterans in the various trades under the job training program. In spite of the fact that it has been extremely difficult to find establishments which would permit the Negro veteran to pursue "On-the-Job" training, the entire twenty-five Negro veterans has been placed in establishments which were
more or less substantial ones.

TABLE 5
DISTRIBUTION OF VETERANS BY TRADES

<table>
<thead>
<tr>
<th>Trade</th>
<th>Number of Veterans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>25</td>
</tr>
<tr>
<td>Tailoring</td>
<td>2</td>
</tr>
<tr>
<td>Woodcrafts</td>
<td>8</td>
</tr>
<tr>
<td>Carpentry</td>
<td>2</td>
</tr>
<tr>
<td>Printing</td>
<td>2</td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>Maintenance Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>Bicycle and lock repair</td>
<td>1</td>
</tr>
<tr>
<td>Rook Masonry</td>
<td>2</td>
</tr>
<tr>
<td>Manager</td>
<td>1</td>
</tr>
</tbody>
</table>

Although it is characteristic of the Negro worker to be employed in the unskilled and semi-skilled types of occupations, it was apparent that the majority of the veterans studied were attempting to learn a more or less skilled trade. Only three of the veterans who were in training as maintenance mechanics could be classified as semi-skilled workers. The larger number of them was engaged in a program related to such trades as carpentry, printing and masonry. Interestingly, there was even one veteran in the white collar caption who was pursuing a program of study along the line of managerial work.

Of significance in the study was the wide variety of reasons which the veterans gave for selecting their particular type of training. One veteran stated that the Veterans' Guidance Center had assisted him in his choice. Several of the veterans had been influenced either by relative or friends,
and in one case, a veteran claimed that he had had some interest in the trade from childhood. The kind of work which the veteran had performed in the army seemed of paramount importance in the choice of a few veterans. Some of the veterans had had previous experience in a similar type of work as that which they were performing under the job training program. This factor had decided merit in that there is no greater asset on a job than to have had some adjacent experience.

Attitudes of Veterans' Employers

It is of great importance that the program of "On-the-Job" training be properly interpreted and understood by the employers. The responsibility for this aspect of the program rests with the supervisor from the state agency of the Veterans' Administration. In addition it is essential that the employer have some awareness of the needs of the individual veteran. This factor is of great importance so that the employer can know the limitations and potentialities of the men assigned to him in order that he might evolve a plan which would meet adequately the needs of the veteran.

The employers of the twenty-five veterans studied were Negroes with the exception of one. For the most part, the employers were intelligent men and seemingly objective in their interest in the veteran assigned to their establishment. One employer, however, commented that a veteran was not inclined to perform the duties assigned to him. There was seemingly no attempt to understand why this veteran was unable to comply with the requirements of his training employer. Generally speaking, opinion among the employers was that this was an opportunity for them to help the Negro veteran prepare himself occupationally; to improve his ability to provide for himself economically; and to maintain a better standard of living for Negroes, eventually. It would appear that the employers were interested not only in the veteran but in the progress of the Negro race.
Veterans' Attitude Toward the Job Training Program

The study revealed the fact that most of the veterans who were "On-the-Job" training had a positive attitude toward their employers. Seemingly, they had been able to establish a desirable relationship with their employers. The veteran who had a white employer stated that he considered his employer one of the most liberal-minded, sympathetic men he had ever encountered.

The twenty-five veterans were much more critical in commenting on the program of training than they had been when referring to their employers. Their objections were basically centered around the length of time it takes the veteran to receive his allotment. Some of the veterans had been as long as four and five months in receiving compensation from the Veterans' Administration. Moreover, the difference made between veterans who were training under Public Law 16 and those who were training under Public Law 346 caused some dissatisfaction. There were a few veterans who felt that they were not to blame because they had not incurred a disability while in service and consequently, were not entitled to a disability allowance. Two veterans were most vehement in their protests as to why disabled veterans necessitated more money for rehabilitation than those who were not incapacitated.

Of significance in any situation is how the individual feels about his experience. His attitude definitely influences his total performance, namely, what he puts into the job and what he gets out of it. Generally speaking, the twenty-five Negro veterans had a wholesome attitude toward their training program and viewed it as an opportunity to equip themselves occupationally.

There were, however, approximately three veterans who were disillusioned in the entire program and gave the impression of being discouraged, to the point of wishing to discontinue their training. There was some tendency on the part of even those veterans who seemed to be more or less adjusted to compare their opportunity for training in the south with training
opportunities in other parts of the country. This was overtly expressed in such a fashion as: there were better opportunities in the north for advancement; better paying positions were available in places other than the south; and civil liberties existed against racial discrimination in the south.

There seemed to be some criticisms, which the veterans justified, regarding the policy, rules and regulations of the establishments in which they were training. Rest periods constituted a major source of contention and there were many establishments that had no break in the training program throughout the day. Therein the daily working schedule was an eight hour one and was adhered to, the expectation that the veteran, in training, work the entire time was felt to be a form of exploitation of the veteran by his employer.

A further contention centered around the time off for lunch. There were even instances where the veteran was expected to make-up the lunch hour if taken. The general feeling among the veterans was that there was need to clarify and to arrive at an understanding with the employer as to their time off.

It was noteworthy that some of the veterans were experiencing some difficulty emotionally in adjusting to conditions of work. A few of the veterans acknowledged that they were highly nervous and made adaptations with difficulty. There were such complaints as getting tired of hearing people talk constantly and being disturbed by noises made by the street cars, machines and people. It was evident that quite a few of the veterans found it hard to concentrate on their work. Some of them stated that they had a tendency to day dream constantly. Therein the veterans were cognizant of the seemingly symptomatic responses to their maladjustments in their training placement, they had made no effort to seek help in this area.
Weaknesses of The Training Program

The majority of the veterans offered no proposal to modify the training program in which they were engaged, but a few of them did realize that something needed to be done to improve the program. Some of the veterans felt that the law should not permit the employers to assume full responsibility for a program of study because in most cases, they were not qualified to do so. Furthermore, there was some feeling that much emphasis was placed upon the mechanics of the job with too little time devoted to an understanding of what was involved in actually doing the job. A few veterans pointed out that there was need for a definite allotment of time for information and for study about the trade in addition to actual practice of skills acquired. The veterans pointed out that the employers devoted too much time to actually getting the work accomplished and too little time to the development of a training program.

Likewise, the employers expressed a desire to have a state agency supervisor of the Veterans' Administration visit the establishments more frequently. They felt that not only did the veteran need the supervision, but the employers themselves often had problems to discuss. It was generally agreed that there should be more experienced counselors both in the Veterans' Administration and those agencies working with the veteran to advise him, and that the total program should be made much more attractive to veterans. If this were instituted, other establishments might be encouraged to improve their businesses in order that they might be eligible to train veterans.

It is evident that the "On-the-Job" training program is of value to the Negro veteran, and there is some recognition on the part of both the veteran and his employer that this program offers an opportunity for occupational betterment for the Negro worker. Seemingly, employers who accept the Negro veteran for training purposes manifest great interest in the program, and for the most part, the employers are understanding of the needs of the
veteran in his attempt to learn a new trade.

Wherein the Negro veteran accepted the job training program, there was some overt dissatisfaction with the administration of the program. This was seen in the amount of time it takes for the veteran to receive his allotment, the evident lack of supervision from the state agency and the apparent misunderstanding on the part of the employers as to a program of study and the arrangement of the distribution of time while in training.
In conclusion, it seems essential that the person who has devoted his life in defense of his country should be assisted in readjusting to his social, economic and personal life. The Federal Government was cognizant of its responsibility in planning for the returned serviceman and passed the Vocational Rehabilitation Act in 1943 and the Servicemen’s Readjustment Act in 1944. The later Act, commonly known as the G. I. Bill of Rights, provides an inclusive educational program for the veteran and an "On-the-Job" training program for those veterans primarily interested in vocational pursuits.

Whereas, the "On-the-Job" training program meets the needs of those veterans who are not perhaps of college calibre, it has definitely been obstructed in achieving its purpose because of administrative difficulties. One pronounced weakness has been the limited personnel and improperly trained staff with which to handle the diversified problems of the veterans who need specialized counselling services and treatment. This situation is particularly true on both the state and federal level, and it is of vital importance that the federal administrators of the program be the type of persons who can provide professional leadership for the local organizations.

Although there is no consistency among the states as to which state organization should supervise and approve the business establishments used as training units, it is generally agreed that states need to carefully review the approval of employers to carry out an "On-the-Job" training program in order to avoid the pitfalls of exploitation for the veteran. There is also much inconsistency in the reporting and in record keeping by these employers which points to some need on the part of the state agency to institute better controls over the training units.
In spite of the fact that the community has a definite responsibility to make available whatever establishments of repute exist to train the veteran, frequently such places of business have not been available to the Negro veteran desirous of obtaining the benefits of the program. In the case of the twenty-five veterans considered in this study, it was apparent that primarily Negro establishments were used as training units. This practice was enforced because the Negro veterans were seeking training in skilled and trade occupations and white collar work, and in all probability, it would have been impossible for them, as Negroes, to obtain any kind of training in white establishments other than laboring and unskilled types of work. For the most part, the Negro employers accepted the program and were anxious to be of help to the veteran in his establishment. But invariably, these employers were in charge of the veterans without any great degree of supervision from the state agency. They felt the need for a closer tie-up with a supervisor from the state agency. But the veterans themselves seemed justified in their complaints regarding their employer's lack of knowledge of their working schedule, about the duties assigned to them and concerning the limited amount of time devoted to instructions and interpretations about the work more so than getting the job done.

The majority of the veterans were training under the G. I. Bill of Rights. The eight veterans who had disabilities and were receiving training under the Vocational Rehabilitation Law were greatly resented by the other veterans whose benefits seemed to be less.

On the whole, the veterans were pursuing training in trades and only three of the twenty-five Negro veterans could be classified as semi-skilled workers. The age range for the veterans was 21-36 years of age, but the larger number of them or approximately half fell within the age group, 25-29. High school education was the most dominant level of schooling among the veterans as fifteen had completed eleventh or twelfth grade.
Approximately one-half of these men were married and had children. This factor in itself seemed to be an incentive for many of them to improve themselves occupationally.

Markedly, among all the veterans studied was some insecurity, uncertainty and much dissatisfaction with their present plans. There was considerable criticism of the Veterans' Administration benefits which they received and of their employers. There was some indication of emotional difficulty in adjusting to the routines of work and to noises. Concentration upon their work was difficult for many of them, seemingly, symptomatic reactions revealed some maladjustment in their training placement. It is evident that the Job Training Program under the Serviceman's Readjustment Act and the Vocational Rehabilitation Act requires careful evaluation and scrutiny as to the gains for the individual veteran. It reiterates the need for adequately trained personnel with a keen understanding of personality needs. It would seem that follow-up work of the veteran placed on the job is essentially weak, and that, in many situations, the services of a social worker, working closely with the veteran "On-the-Job" would facilitate his more satisfactory adjustment.
Schedule

1. Name

Optional

2. Place of birth

3. Present residence

4. Marital status: M______S______W______D______Sep_____ 

5. Family composition:

6. Educational status
   a. Elementary
   b. High school
   c. College
   d. Graduate school

7. Law under which you are training:
   Public law 16
   Public law 546

8. Persons who influenced choice of training
   a. Relatives
   b. Friends
   c. Others

   Comments:

9. Factors which influence choice of training:
   a. G. I. Bill
   b. Army experience
   c. Previous work experience
   d. Disability

   Comments

10. Army status:

11. Length of time spent in the army:

12. Length of time out of the service before "On-the-Job" training started

13. Availability of old job after discharge

14. New job accepted after discharge

15. Reasons for leaving last job

16. Sources of income

17. Wage adequacy
19. Type of job training being done at present
20. Present place of training
21. Length of time at the present place
22. Length of time training "On-the-Job"
23. Changes in training program
24. Is work satisfactory? Yes_____No_______
   Comments
25. Are facilities for work and working quarters satisfactory?
   Yes_______No_______ Comments
26. Are hours of work satisfactory? _____Rest periods_______
   Comments
27. Does noise from machines or workers annoy you?____Yes____No_______
   Comments
28. Do you find it hard to concentrate on your work?____Yes____No_______
   Comments
29. Length of time expecting to do this type of work after completion of training:
30. Would you prefer to work in the north or south?
31. Attitude toward employer
32. Attitude toward the program of "On-the-Job" training
33. Suggested improvements for the program of "On-the-Job" training.
Schedule

1. Name of establishment
2. Address of establishment
3. Name and number of veterans who are "On-the-Job" training in this establishment:

4. Reasons for taking Veterans into your establishment to do "On-the-Job" training.

5. Criticisms concerning "On-the-Job" training.

BIBLIOGRAPHY

Books


Articles


Mitchell, George S. "A Chance for the Veteran and For the South," *New South*, I (February, 1946), 1, 2, 7, 8.


Pamphlets

Adler, Sam G. *All This For Georgia Veterans*. Atlanta: State Headquarters Selective Service System.


Miscellaneous Material

Veterans' Administration. Replies from Telegraphic Inquiries sent to the Chief State School Officers. Circular 61. Washington: 1942. (Mimeographed.)