

foreign-born Americans who are learning to acculturate themselves to our way of life. With special reference to the great majority of these who are, as I have said, disadvantaged, we are currently operating a number of programs, in which the Negroes predominate.

A continuation school, or dropout school, in which we have approximately 650 students. Slightly less than half of these are Negroes. I would like to add that approximately 500 of the 650 are currently on parole from various disciplinary institutions.

We are also operating basic education programs; that is, literacy programs through eighth grade completion, in which the great majority of our students are Negroes. Some of these courses are operated independently; that is, independently of other programs. Also some of them are under Office of Economic Opportunity programs, and some of them are related to, and a part of, our manpower retraining programs.

In all of our programs we recognize the need for education and training in an employable skill. That is the business we are in, training people for jobs. But we have found that with these groups of people, the problem is not this simple. The problem is not simple at all. It has become increasingly true that the unemployed people in our community have related problems, including the need for additional literacy training; that is, they cannot read and write, or do simple arithmetic, or they may be people who have had emotional problems, or, in many instances, simply lack understanding for the need for those qualities and habits which will make them an acceptable employee in entry jobs, and things like that.

They have to have their haircuts and keep themselves clean. They need to learn to get along with other people, both Negro and white. In some cases they need to be taught not to discriminate because of religious background or training. We have a great many people, actually three kinds—Protestants, Catholics, and some Mohammedans and other religions, so they have to be taught to get along with the workers and supervisors they will meet in the shops. All of these things have been developed as part of our educational training programs, and in a large measure they constitute the same problems met in the other great industrial and metropolitan areas in the United States.

Among other things these people need to be taught, and are taught that you cannot legislate competence and success. These must be earned, and in our programs we help them to achieve them. When they do achieve a job and start getting paychecks regularly, this is the greatest single impetus to self-respect and morale that they can get.

Among our younger students; that is, those below 22 years of age who are in what we call the youth or young adult group, we recognize that the lack of coherent family life and the lack of family guidance, both from precept and example, are important factors. In fact, we learn that the teacher sometimes becomes the father or mother image to the student.

All of this involves, of course, a careful analysis of the individual problems of each student, and a program which is understood by the teacher as well as the student which helped him in the solution of these problems.