

Not Seen



12 May, 1949

CONFIDENTIAL

Dear Mr. Fahy:

The yeast seems to be working, at least in Personnel and Administration -- G-3.

I have just learned that P & A has asked the advice of some of the experts in the Adjutant General's division as to the effect on total Negro enrollment if quotas were dropped and the entrance score set at 80. The reply was that the probable Negro percentage would run around six per cent; that the most qualified Negroes would probably not enlist because of the Army's discriminatory practices. The question was then asked what the total percentage would be if, with quotas dropped and the cut-off score at 80, the Army really extended equality of opportunity to qualified Negroes. The reply was that the Negro percentage would then probably run about 9 per cent. It is the private opinion of this expert that actually under the first hypothesis, the percentage would be a little less than six; and under the second a little less than nine.

At any rate, I learn that the decision has been taken to take volunteers from now on with a score of 80, rather than on the present basis of a combined physical-mental profile of A1, A2, B1, B2, C1. The Army is also considering the abolition of quotas.

This would seem to be where we come in with the suggestions for equality of opportunity for qualified Negroes, since the Army apparently is not frightened by the predicted nine per cent.

The school program affords the opening. As you know, students<sup>come</sup> from two sources. First, there are those that are sent to school from the training center. These are called replacement stream students, and the number of them is determined by the need to get replacement for those who will be separated from the service in the next six months or a year. The courses which these students take are usually more elementary than courses taken by men with service behind them.

Secondly, students come from the Army commands, that is the regular authorized units. These are called detached service students because they are detached from their units for schooling and return to their units after schooling. Many of these students take more advanced courses. For example, most of the courses at the Armored School at Knox were

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for detached service students; only one, I believe, was offered for students from the training divisions.

The Organization and Training Division decides on the courses to be offered as a result of previous studies of the Army's continuing needs. A course is not offered unless the need is great enough to make it economical to offer it.

After a course is set up, here is how the spaces -- the enrollment -- are allotted. If it is a course open to men from the training division, the training divisions put in for a certain number of spaces; so do the Zone of Interior Commands, the National Guard and the Organized Reserve; the Chiefs of Services indicate what spaces they would like; the Navy and Air Force ask for spaces if they want them for a specialized course that they don't offer; finally, there are some spaces for foreign nationals, upon the approval of the Plans and Operations Division and the Intelligence Division.

When the requests are all in, they are totalled by O & T Division, which then gets in touch with the commandants of the various schools and tells them of the total requests. The request for spaces are matched against the capacity of the courses -- which in turn is determined by the budget. A certain number of spaces are allotted to the Army for the training Divisions, and the Army assigns these spaces between the six training divisions.

The commandant of the school, together with O & T, then assigns spaces to the other claimants, and they in turn assign them among their units. That is, the commander of the First Army gets so many, and he in turn allots them throughout his command to whatever units have requested spaces.

In the case of courses open only to detached service students, the training divisions don't get any.

Now there are no Negro quotas for the school courses except in the allotments of the training divisions --the replacement stream allotment. These allotments are divided by white and Negro as you saw in that list at Knox.

There are no quotas by color for the detached service students. (This incidentally is what they were insisting on at Knox.) However, there is the same thing as a quota because commanders, of course, do not recommend students for detached service unless they have positions for such students upon their return, or will soon have positions for them. These positions are determined either by the requirements of the T/O & E, or by the prospective needs of the overhead, or bulk, units. A commander will not have a Negro trained unless there is a position for him in a T/O & E unit or in an overhead installation.



Consequently the qualified Negro will not necessarily go to school, either from a training division or from his unit, after training, as a detached student.

Now it is fairly easy to rectify the condition in the training division because assignment to school is pretty automatic, depending on the classification score and the student's desire.

The real problem is what to do about the detached students, or rather, how to get qualified Negroes detached from service for schools. Here the sending to school is not automatic; besides having the qualifications, a soldier must also have the approval of the commander. And while the commander has segregated units, he is almost certainly not going to recommend for study more Negroes than he can use in his Negro units, or than he wants to use in his overhead installation.

I would propose that we let the problem of the detached service student alone for the time being -- except for a piece of retroactive justice which I suggest later -- and concentrate on the training division.

There are two kinds of students in the training division that go to schools -- the new recruit and the prior service enlisted man. What I suggest would apply to both.

1. Quotas for replacement stream shall not be broken down by race.
2. Upon completion of schooling, students will be assigned to T/O & E units, and not to bulk, or overhead, units.
3. They will be assigned without regard to race.
4. These students must be used in their primary MOS.

The reason for requiring assignment to a T/O & E unit, rather than, to an overhead unit, is that the personnel of the former is fixed. The commander can shift his overhead around pretty much as he pleases. (You noticed at Knox that almost all of the soldiers in Section 2 of the ASU unit were not used in their primary MOS. If they are not used in their primary MOS, it is possible to defeat the purpose of the equal opportunity in schooling. Later when the career guidance program gets going, failure to assign to primary MOS will inhibit the rise of the soldier.)

If we start out with a recommendation of this kind, the Army will see the writing on the wall, and I think the commanders will give the Negroes a better break for detached service schooling. But just to help the good work along, I think we should recommend a re-testing of all Negro personnel currently in regular units to determine by their re-classification which ones should go to school, and require that they must have an opportunity to go to school within a year. Following the successful completion of courses, they too shall be assigned to T/O & E units without regard to race and in their primary MOS. I suspect that there will not be too many of these Negroes, but it will do justice, and

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it would be an earnest of the committee's intention that the detached service schooling should also be open to the Negro regardless of whether there are places available only in Negro units. I think we might say that the Committee contemplates later ~~suggaxk~~ recommendations for the detached service student.

If the Army has already eliminated the quota, then we need say nothing about that. If it isn't been eliminated, then I think it should be recommended, since the schooling cannot operate under an over-all quota system.

Having done so much, I think we should do no more, but sit back and see what happens. Actually if men are assigned on the basis of their MOS regardless of race --even if this limited to the students -- I think we will have undermined segregation and it will come tumbling of its own weight. There may continue to be units manned principally by Negroes with low scores, but I don't mind that. Certainly this will happen if the Army ever gets around to enlisting people according to need and not according to score.

I would like to talk to you over the weekend, so that we can hash this over, and I can get the memo you requested by next Monday.

This is done in haste. I hope it makes sense. I will keep you posted of the moves within the Army, which seems to stirring its stumps. I understand that after the Committee's last meeting, P & A sent down for Major Fowler and asked to see his chart on Negro MOS's. I have told you that General Brooks told the Personnel Policy Board that no MOS was denied a Negro, and that he was corrected by Cassidy, following which Brooks blew his staff up, the principal blast evidently being aimed at McFadyen. I now understand that Brooks has requested that a complete list of MOS's be gotten up in which there are no Negroes. It will run about 45, I believe, out of some 500. But this is no real indication since there are a great many more in which only one or two Negroes serve.

I think we will see results within a week. Both P & A and O & T are now aware of where the Committee is heading from the almost daily conferences and requests for material.

Cordially,