WAR VETERANS WORKING TOWARD GRADUATION IN THE OREGON HIGH SCHOOLS

by

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ACKNOWLEDGEMENT

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December 7, 1941, the United States entered World War II, the greatest war in the expenditures of life, capital, and natural resources in the history of our country. More than fourteen million men and women served in the armed forces. They came from every walk of life to enter the military services and make the defeat of the axis powers possible. Many were students in secondary schools, colleges and universities. Their educations were interrupted by the call to arms. Many had left school before graduation because of difficulties beyond their control, but the desire for further education still was strong within them. Still others had completed their formal education and were dissatisfied. They realized too late that they had made wrong choices in their life's work.

Now the war is over. The veterans are returning in ever-increasing numbers, and a grateful government has decreed that those men and women, who are returning to our schools after years of hardship, suffering and danger in protecting our country, deserve and shall receive
every opportunity and service to complete their educations which it can provide for them. Veterans, who have been fighting on a thousand far-flung frontiers of freedom, are anxious to take their places again in civilian life, to make up for lost time in their occupational training and to establish themselves as worthy citizens of this great nation which they have so zealously fought to preserve. For those who wish to complete their educations, it is the duty of the schools to discover their purposes and motives, to take a definite interest in their work, and to aid them in reaching their objectives.

Statement of the Problem

It is the problem of this study to discover and examine the policies and attitudes of the Oregon high schools in regard to veteran students. The writer wishes to learn how many veterans are enrolled in academic courses in Oregon high schools, and if the administrators encourage or discourage the return of veteran students. It is also important to learn how the veteran students fit into the high school program; if special considerations are given them; if the administrators encourage them to work for equivalency certificates; if they are
treated as more mature individuals; if they have qualified advisers; if they enter into the extra-curricular activities; and if they have proper attitudes toward returning to school.

Purpose of the Study

There are a number of purposes involved in this study; first, to secure data concerning the ways in which high schools are handling their veteran students; second, to learn the obstacles confronting veteran students in the high schools; third, to make recommendations that might be of value in setting up better programs in the high schools for veteran students.

This study is believed to be of value because the return of veteran students to high school presents problems that have not before been encountered by teachers and administrators, and there is a constant demand for information that is not generally available. It is believed this study will assist in the preparation of high school programs more adequate to meet the special needs of the veteran students.

Schools Included in this Study

It seemed desirable to include in this study all of those high schools which have veteran students and
which are located in all districts of the state. Since a preliminary survey seemed to indicate that there would be little relation between the size of the school and the number of veterans enrolled, the number included high schools of the first, second and third classes and union high schools. Girls' Polytechnic High School and Jane Addams High School of Portland, Oregon, were not included. The number of first, second and third classes and union high schools used in this study totaled 230.

Questionnaire

To determine the attitudes and policies of these 230 high schools in regard to the veteran students, a letter requesting the cooperation of the principals in filling out an enclosed questionnaire was sent to the principal of each school in April 1947.

This questionnaire was carefully prepared after considering the many aspects of the veteran student returning to high school. There were twenty questions covering every phase of veteran school-participation

° A copy of the letter is included in Appendix B.

° A copy of the questionnaire is included in Appendix A.
which were believed necessary to adequately prepare this study.

The information obtained in this survey was tabulated and tables showing the results are in Chapter III.

Out of 230 questionnaires sent to the high schools of Oregon, 163, or 70.8 per cent, were returned.

Limitations

To avoid misunderstanding, the questionnaire was made objective with all the questions except those concerned with enrollment and activities to be answered 'yes' or 'no'. The greatest limitation was in the request for the attitude of the principal toward the veteran student and the veteran's attitude toward returning to high school. On many of the returns these were omitted because the principal felt that the limited number of veteran students he had observed did not qualify him to make a statement. Another limitation was that some of the questions were not applicable to all school situations and the answers were limited in number.

Since 67 of the 230 schools did not return the questionnaire, and in 58 of the schools there were no
veteran students enrolled or the information given was too limited to be of value in this survey, the number of high schools actually studied was reduced to 105. The enrollment of veteran students ranged from 1 to 19. Thus, while this number does not represent all of the high schools in Oregon, it is reasonable to assume that it is a fair sample.
CHAPTER II
HISTORICAL STUDIES

Since 1946-7 is the first year that an appreciable number of veterans have returned to complete their educations, the studies relating to veterans in high schools of the United States are limited, and are mostly concerned with city systems and individual high schools. The results of those which are related to this study will enable the reader to make comparisons between the policies of the Oregon high schools and those of high schools in other states.

Of the more than 14,000,000 men and women who entered the Armed Forces of World War II, it has been estimated that about 3,500,000 will eventually seek more education as a part of their postwar plans. Samplings of enlisted personnel indicate that of those in the armed forces during World War II, somewhere about 4,000,000 of them have completed from one to three years of secondary-school work. This means that those who plan to go to college must complete their high school education. While colleges and universities have liberalized their entrance requirements to take account of the veteran's unusual situation---his age and his experience---most of these veterans, who have not been graduated from high schools and desire to go to college, or desire to have a
high school diploma for a multitude of other reasons, are confronted with the fact that high school graduation is an imminent requirement for them.¹

In previous wars the veteran was forgotten almost as soon as the guns had stopped firing. He returned home without fanfare and with little aid from his government or state to help him readjust himself to civilian life. In World War II, because of the tremendous number of men and women in the armed services, and because of the realization that education is vital to the future of our country, the Servicemen’s Readjustment Act² was passed by Congress.

The spirit and intent of the Educational and Training Provisions of the Servicemen’s Readjustment Act of 1944 is stated by General Bradley, Administrator of Veterans’ Affairs. General Bradley says,

The legislative history of the Servicemen’s Readjustment Act is to provide an opportunity to each veteran whose education or training was interrupted by reason of his entrance into the service to resume his education or training as a trainee and thereby aid him to obtain knowledge or skills which presumably he could have obtained but for his service in the armed forces. It is


² A copy of the Servicemen’s Readjustment Act Educational Provision is included in Appendix C.
the intent of the law that the veteran have the right to select his course of education or training at any approved educational or training institution at which he chooses to enroll and which will accept him as a student or trainee in any field or branch of knowledge which such institution finds him qualified to undertake or pursue."

The State of Oregon also gives Educational Benefits to Oregon veterans of World War II. In an open letter to the veterans, Governor Earl Snell says:

"With the end of the war, Oregon faces a new era of growth, of development and of progress. In this new era and bright period of our state's history, we will all have a share, older and younger veterans alike."

But it is only right and proper that those who have borne the brunt of the recent war should be given every possible opportunity and assistance during their period of readjustment. There are many laws of the state which are designed to assist them in their educations, and their jobs interrupted by the war.

Veteran Enrollment

The Veterans' Administration recently conducted a nation-wide survey to ascertain the choices of training being selected by veterans of World War II. According to


* A copy of Oregon's 'Education Aid to Veterans' is included in Appendix C.

McCue, the results of the survey, as of October 30, 1946, gives the total number of veterans enrolled in educational institutions of the United States as 612,690. Of this number, 29,787, or 3.39 per cent of the total veterans included in the study, were enrolled in high schools. The survey includes only those veterans taking training under the G.I. Bill of Rights. The number of veterans attending high schools under state benefits or financing themselves would of course raise the figures considerably.

In Johnson's report on the Chicago Program for Veterans, he states that there were sixty-two veterans enrolled in the regular high schools. In the eleven evening schools, which also offer a wide variety of subjects and make it possible for the veteran to receive his high school diploma, there were seventy-five veterans enrolled.

All of New York City's school facilities are available for returned veteran men and women. This includes the day academic and evening academic high schools. As of October 1, 1945, approximately 110 veterans had been admitted to the day academic schools. At the same time


approximately 600 veterans had been admitted to the evening academic high schools.6

In the Belmont High School of Los Angeles, California, a separate section has been set up to take care of the veteran students. It opened in February 1946 with two-hundred and is expected to expand to approximately three hundred and fifty veteran students.7

In the Hartford Veterans' High School, located at Hartford, Connecticut, Public High School, thirty veteran students have enrolled in the day and evening academic classes.8

Tuition for Veterans

Many high schools will charge tuition fees for out-of-district veterans, those over twenty-one years of age, and postgraduate veteran students. In reporting the results of a survey conducted by the United States Office of Education, Proffitt finds that forty-two and six-tenths per cent of the 881 high schools replying to


the questionnaire did not plan to charge tuition for veteran students. Fifty-seven and four-tenths per cent of the high schools did have tuition fees. The rates varied from $10.00 to $480.00 per annum.\textsuperscript{9}

Out-of-district students at Hartford Veterans' High School, Hartford, Connecticut, are accepted on payment of tuition at the rate of $240.00 per annum.\textsuperscript{10}

\textbf{Freedom in Choice of Classes}

There is little evidence to show that high schools are restricting veteran students in their choice of classes or forcing them to take subjects other than those that are state required for high school graduation. Since a majority of the veterans are completing high school to enter college, they specialize on subjects necessary for them to meet the particular college entrance requirements in which they intend to matriculate.

Kersey\textsuperscript{11} states of the Los Angeles, California, program for veteran high school students that, "The public schools may counsel returning veterans but to a large extent must permit them to take those courses


\textsuperscript{10} Quirk, Thomas J., op. cit. p. 70.

\textsuperscript{11} Kersey, Vierling, op. cit. p. 23.
they wish".

Students at Hartford Veterans' High School must meet the same requirements as regular high school students. Boucher and Tehan observe: "When a veteran receives the minimum of 128 credits which qualify him for graduation, he is awarded his diploma by the Hartford Public High School".

Zehrer presents a problem which may confront veterans in small high schools. He says, "The veterans are welcome and we will do what we can for them, and then expect them to take the regular offerings or leave them. Most veterans leave them under the circumstances".

Subject Load Veterans May Carry

Since the veteran student is older, more mature, and more experienced than the average high school student, he wishes to complete his high school education as quickly as possible so that he may join his age group in higher education or go to work. The high schools are recognizing this desire on the part of the veteran and are giving him every opportunity to advance as quickly


as he is able. At the Murphy High School, Mobile, Alabama, Wilson reports:

Every effort has been made to enable the veteran to accelerate his program as rapidly as he wishes. He can take as many classes as the schedule permits. He can determine his own pace in class and ask for a special examination whenever he feels ready for it.  

The attitude toward veteran acceleration in the Los Angeles high schools is much the same. According to Kersey:

The wishes of these men are being respected and it has been found that rapid and satisfactory progress is being made by most of those who are attending high school. Practically all veterans are now matured much beyond their school age and deserve and require programs in which they may advance as quickly as they are able.

In the New York City high schools every effort is being made to allow the veteran to progress as rapidly as possible. Reporting on their program, Wade says,

Veterans will be permitted to attend a day high school and an evening high school concurrently, in order to accelerate the completion of their high school education. Evening high schools will also organize special tutorial classes for the veterans to accelerate the completion of the high school course.

Attitude of High Schools Toward Veterans Working for Equivalency Certificates

There is little to indicate in the limited biographical material available that high schools are not bending every effort to give the veteran student credit for work done in the armed services as recommended by the American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Forces and the use of the General Educational Development Tests. Hess reports that all but four states use the General Educational Development Tests either entirely or in part as the basis for granting a high school diploma. At the same time thirty-six states give high school credit toward graduation as recommended by the American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Forces. 17

The New York City Board of Education has authorized the granting of two units of credit for basic or boot training and two units of credit for specialized training in the Armed Forces Schools. However, Wade says, The New York City Board of Education is not issuing a high school diploma on the basis of scores obtained in the General

Educational Development Tests, although scores obtained in this test are sometimes useful for general guidance purposes.

Veterans may be admitted to the scholastic examinations conducted by the New York State Department, commonly called Regent Examinations, on short time, and may be given credit for these subjects if they obtain a rating of 65 per cent or better in these examinations.18

In the Chicago high schools veteran students are given credit for work completed while in the armed forces and by means of the General Educational Development Tests. According to Johnson,

In establishing policies with respect to credit evaluation, the Chicago schools are following closely the recommendations made in the Guide compiled by the American Council on Education. Realizing that many servicemen and women have the maturity and knowledge that makes them comparable to a high school graduate, the Chicago schools recognize the value of the tests of General Educational Development in awarding high school diplomas to mature veterans who are former students of the Chicago public schools.19

Separate Program for Veteran Students

Because of the relatively few veteran students enrolled in any one high school, which has not overtaxed the regular teaching staff, it is rather conclusive that the majority of the high schools are

absorbing the veteran students into the regular high school program and have not found it necessary to make special provisions for the veterans or to separate them from the regular students. Most of the schools have found that, basically, there is little more difference existing between the veteran students and other pupils than would be found to exist among pupils in different schools or among pupils within one school.

Reporting on the Pittsburgh, Pa., high school program for veteran students, Whitney says,

The services of the Pittsburgh Public Schools have been made available to returned veterans. They have not been segregated but have been admitted to regular classes. The Board has indicated its willingness to provide a special school for veterans if there is a demand for it.20

Chicago has made no special provision for veteran students. Johnson21 says, "Due to the great variety of needs, no special school has been set up to serve only veterans. Veterans are assigned to appropriate classes in the different schools of the system".

Wade22 states that, "In New York City the veteran students are advised to return to the high school which


they last attended. Veterans who never attended a New
York City high school should apply to the school nearest
their residence”.

Murphy High School, Mobile, Alabama, has absorbed
their veteran students into the regular school program
and it has proved very satisfactory. Wilson states,

Administrators of the school have felt
from the beginning that separate classes for
veterans were not necessary. It was believed
that these boys and girls would want to ad-
just to civilian life as quickly as possible
and that any separation would not be helpful.
For that reason they have been scheduled with
regular pupils and, without a single exception,
have appeared to fall into the ways of school
life with great ease.23

Some cities have found it practicable to segregate
the veterans from the regular high school students.
Hartford, Connecticut, has set up a Veterans’ High
School, a school within the regular high school, where
veterans may have special instruction and progress as
rapidly as they are able.24

The Los Angeles, California, Board of Education
has set up a veterans' unit at Belmont High School.

23. Wilson, Raymond C., "How One High School Handles
Its Veteran Problem", The Nation’s Schools,
vol. 36, p. 46, November 1946.

24. Boucher, Arline Britton and Tehan, John Leo,
"Veterans Can't Study With Kids", The Saturday
Counselors and special teachers have been assigned to work with the veteran students.25

Allentown, Pa., also has set up a separate veterans' high school in which all ex-servicemen have the opportunity to complete the requirements for a high school diploma. Barrett and Horst26 say, "The veterans, separated from the public high school because of the many differences between the returned servicemen and the average high school student, can finish the requisite courses in the least amount of time by means of an individual-accelerated program".

Provision for Attending School Part-Time

Most city school systems and individual high schools have made or will make special provisions for the veteran student. Just as the veteran is older and more experienced than the regular high school student, so does he have academic and personal problems that do not readily fit into the regular high school program. Many of the veteran students need just a few credits or a state-required subject or two to be eligible for a diploma; other veterans wish to refresh their minds before taking the General


Educational Development Tests; many veteran students are partially disabled and can attend only a limited number of classes; and still others are married with family responsibilities and must have a steady or part-time job during the day.

Reporting on the results of the United States Office of Education survey of the special educational opportunities provided for veterans in the public secondary schools, Proffitt finds:

An overview of the situation showed that 881 of the 1,574 schools reporting were making or planned to make special provisions for the veteran. Of these, 583 had such programs in operation; 187 planned to institute them by the fall of 1946; and 161 were in a position to refer veterans to special classes in neighborhood schools.27

The Chicago school system includes facilities for part-time study by veteran students. Johnson says:

The eleven evening schools are also offering a wide range of subjects which make it possible for a veteran to receive his high school diploma. To the veteran who must support a family the evening schools answer a need that is likely to be more pronounced as demobilization continues.28

The New York City schools also have made liberal provisions to take care of the special needs of the veteran students. Wade\textsuperscript{29} states that, "Veterans will be admitted to the evening high schools, and evening high schools will also organize special tutorial classes for veterans to accelerate the completion of the high school course".

Advisers Available to Veteran Students

That the returned veteran student has many personal and academic problems is a foregone conclusion, and much of his adjustment to high school study and effective progress will depend upon the understanding and validity of the counseling available to him. Zehrer finds:

The youth separated from military service who returns to school is forced to make personal, social, emotional, family, and economic adjustments as well as scholastic adjustments. By the time he appears for re-enrollment in the high school he may have been 'counseled' at several sources with the real possibility that he received a variety of answers to his questions. Above all else he needs consistent, effective guidance prior to and during his enrollment as a student.\textsuperscript{30}

It is doubtful whether anyone fully anticipated

\begin{itemize}
\item 29. Wade, John E., loc. cit.
\item 30. Zehrer, Frederick A., op. cit. p. 7.
\end{itemize}
the quickening flood of young men and women which was to sweep in upon the schools after V-J Day. There was an immediate need for counselors and, while the school counselors and guidance advisers were fully qualified to answer the academic questions, they realized that the cooperation of the specially trained personnel of the Veterans' Administration would be invaluable.

Reporting on the veteran program at Murphy High School, Mobile, Alabama, Wilson says:

Officials of the Veterans' Administration agreed to furnish counselors who would guide veterans in making choices with regard to training. As the program has evolved, the work of the two counselors from the Veterans' Administration has been of special value. The screening which these men were able to do made it possible to channel the veterans into activities from which they could profit most.31

In Chicago the counseling resources of the entire school system have been pooled for the benefit of the veteran students. According to Johnson:

In order to establish uniformity of counseling procedures and policy on evaluation of credit for military training and experiences, the Chicago schools have organized a Veterans' Educational Counseling Committee composed of a member from each of the different classes of schools with the

31. Wilson, Raymond C., loc. cit.
Director of Occupations Research serving as Chairman.

After policies were established, a special Veterans' Counselor was designated in each school to work closely with the head of the school on problems pertaining to veterans.32

Willis33 finds that veterans attending the University High School, University of Ohio, have the benefit of cooperative counseling service. "Representatives from the city and country schools, the state department of education, the Veterans' Administration and the University generously gave their time as members of an Advisory Committee".

That the veteran's counseling needs require the services of many agencies is suggested by Zehrer. He says:

A counseling program should be maintained and adapted to the maturity and problems of the veterans. Trained personnel are needed to do this adequately. If resources are not available in the school, arrangements should be made with community or state agencies on a cooperative basis to provide the necessary services. These agencies will include psychiatric, psychological, social work, and health workers.34

33. Willis, Margaret, "These Veterans Returned to High School", Occupations, vol. 24, p. 73, November 1945.
Scholastic Standards of Veteran Students

The veteran returning to school knows what he wants. He wants the best education he can get in the quickest time possible. He wants to complete his high school work so that he may go to college and be with his own age group; he wants special subjects required for college entrance; he needs a high school diploma in his civilian work; or he wants to complete high school because his graduation was interrupted by the war. Wilson\(^{35}\) has this to say, "The veteran wants to complete his work in the shortest possible time but he does not want to sacrifice thoroughness of preparation for speed".

Boucher and Tehan\(^{36}\) find that, "The men approach their studies with grim determination. On the whole, the students work faster and more thoroughly than teen-agers".

Kersey\(^{37}\) says, "Returning veterans are older, more experienced and mature, better motivated and more willing to work hard than the typical high school student".

\(^{35}\) Wilson, Raymond C., loc. cit.

\(^{36}\) Boucher, Arline Britton and Tehan, John Leo, op. cit. p. 49.

\(^{37}\) Kersey, Vierling, loc. cit.
That the veteran high school student is willing and desirous of taking full advantage of his educational opportunities is expressed by Wilson. He observes, "The maturity of the student and his consciousness of purpose compensate largely for any gap in the time of formal study".

And Zehrerr has this to say of the veteran student, "He will have matured in outlook and as a result possess stronger motivation to succeed than the younger, non-veteran student".

Extra-Curricular Activities

The veteran student takes little part in the high school extra-curricular activities. According to Boucher and Tehan:

Veterans are not interested in extra-curricular activities, because they have a full life of their own outside. Many are married, and some have children, others expect to shortly. Many are working at part-time jobs.40

38. Wilson, Raymond C., loc. cit.
40. Boucher, Arline Britton and Tehan, John Leo, op. cit. p. 51.
CHAPTER III

RESULTS OF A SURVEY OF WAR VETERANS WORKING TOWARD GRADUATION IN THE OREGON HIGH SCHOOLS

The purpose of this chapter is to present data collected from the questionnaires sent to the principals of 230 Oregon high schools. The data from 105 respondents appear in the tables in this chapter. This survey includes items that express the status and number of veterans enrolled; the school policy toward the return of the veteran students; and the intellectual and social adaptation of the veteran to the school program. It further reveals the scholastic purpose of the veteran; his progress; the turn-over of veteran students during the year; and the method by which he is financing his education. The types of activities entered into by the veteran students are disclosed in the survey as: clubs, athletics, dramatics, debate, and orchestra. The survey also reveals the type and probable value of the counseling service available to the veteran student. As the school is the instrument of the public, the survey reflects the attitude of the community toward giving the returned veteran the educational benefits it is able to provide.

To facilitate interpretation, the questions will be discussed in the same order in which they appear on the questionnaire.
The veteran enrollment for 1946-1947 in the one-hundred and five Oregon high schools ranges from one to nineteen students. Table I shows the distribution according to the number of veterans enrolled.

Table I
Status and Number of Veterans

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>Sophomore</td>
<td>27</td>
<td>9.2</td>
</tr>
<tr>
<td>Junior</td>
<td>40</td>
<td>13.9</td>
</tr>
<tr>
<td>Senior</td>
<td>184</td>
<td>64.2</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33</td>
<td>11.6</td>
</tr>
<tr>
<td>Male</td>
<td>286</td>
<td>99.6</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>.4</td>
</tr>
</tbody>
</table>

It is evident from Table I that the majority of veteran students were seniors when they entered the services and have returned to complete their high school education. The number of postgraduate students would indicate that they are taking subjects to meet college requirements or that they are refreshing their high school work before entering a higher institution.
The small percentage of female students is accounted for by the fact that the women's branches of the armed services required a high school diploma or equivalent for enlistment. The respondents indicated that many of the freshmen, sophomore, and junior veteran students are taking subjects in preparation for the General Educational Development Tests at a later date.

It is to be expected that not all of the returned veterans will take full advantage of their educational benefits. Table II shows the number of veterans who have left school during the year.

Table II
Veterans Who Left School During the Year

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed G.E.D. Tests</td>
<td>118</td>
<td>51.8</td>
</tr>
<tr>
<td>Went to work</td>
<td>56</td>
<td>25.7</td>
</tr>
<tr>
<td>Would not cooperate</td>
<td>18</td>
<td>8.2</td>
</tr>
<tr>
<td>Graduated</td>
<td>18</td>
<td>8.2</td>
</tr>
<tr>
<td>No reason given</td>
<td>13</td>
<td>6.1</td>
</tr>
</tbody>
</table>

The percentage of veteran students who completed the General Educational Development Tests during the
year and left school indicates that many of the students are attending high school in preparation to take the G.E.D. Tests. There were a variety of reasons why students left school to go to work. Some were married, some found good positions, and others could not live and go to school on the government or state benefits they received. A small number of veteran students did not return to high school to learn and were discipline problems. They were invited to leave for the good of the school.

There are three educational benefit programs available to veteran students, according to choice or service-incurred disability. Table III shows the distribution according to the number of veterans enrolled.

Table III

Educational Benefit Distribution

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Law 346</td>
<td>132</td>
<td>46.0</td>
</tr>
<tr>
<td>Public Law 16</td>
<td>12</td>
<td>4.2</td>
</tr>
<tr>
<td>State Benefits</td>
<td>71</td>
<td>24.7</td>
</tr>
<tr>
<td>No information given</td>
<td>72</td>
<td>25.1</td>
</tr>
</tbody>
</table>

The percentage of veteran high school students attending school under Public Law 346, forty-six per
cent, would seem to indicate that many do not plan to go to college. At the same time twenty-four and seven-tenths per cent of the veterans are attending high school under the Oregon State Educational Benefits and will have their government educational benefits for further study. Since a veteran must be totally or partially disabled to come under Public Law 16, their number would be in the minority.

It would not be expected that all of the veteran students are qualified or have intentions of continuing their schooling in an institution of higher education. Table IV discloses the veteran student's reason for returning to high school.

Table IV

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To complete work for diploma only</td>
<td>175</td>
<td>62.0</td>
</tr>
<tr>
<td>To prepare to enter college</td>
<td>93</td>
<td>32.4</td>
</tr>
<tr>
<td>To take subjects not leading to a diploma</td>
<td>16</td>
<td>5.6</td>
</tr>
</tbody>
</table>

One hundred seventy-eight or sixty-two per cent of the veteran students attending high schools are working only toward a diploma. Ninety-three students or thirty-two and four-tenths per cent are preparing to continue
their education at an institution of higher learning. Most of the students taking subjects not leading to a diploma would be accounted for by explanations in the respondent questionnaires to the effect that some of the students are not qualified mentally to meet the school requirements for graduation.

Legally, the veteran student may be charged tuition if he is over twenty-one years of age, not a resident of the district, or is a postgraduate student. How the schools feel about charging veterans tuition is shown in Table V.

Table V
Tuition for Veterans

<table>
<thead>
<tr>
<th>Charge Tuition if:</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over twenty-one years of age</td>
<td>20</td>
<td>19.1</td>
</tr>
<tr>
<td>Out-of-district</td>
<td>16</td>
<td>15.2</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>No tuition charged</td>
<td>69</td>
<td>65.7</td>
</tr>
</tbody>
</table>

Sixty-nine of the one-hundred and five high schools used in this study do not charge veteran students tuition for any reason. Twenty schools or nineteen and one-tenth per cent indicated that they charged tuition for veteran
students if they were over twenty-one years of age. Sixteen or fifteen and two-tenths per cent of the schools indicated that they charged out-of-district veteran students tuition. Five schools responded that they had enrolled tuition-paying veteran students. The rate of tuition ranged from $85.00 to $220.00 per annum.

Many of the veteran students, especially those preparing for college entrance requirements and others studying for the General Educational Development Tests, would be severely handicapped if they were required to follow the regular high school program. The latitude given the veteran student in choice of classes is shown in Table VI.

Table VI  
Choice of Classes

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No restriction in choice</td>
<td>43</td>
<td>40.4</td>
</tr>
<tr>
<td>Certain classes required</td>
<td>61</td>
<td>56.1</td>
</tr>
<tr>
<td>Certain classes closed</td>
<td>1</td>
<td>1.5</td>
</tr>
</tbody>
</table>

The Oregon State Department of Education issues a State Certificate of Equivalency on the basis of satisfactory results on the General Educational Development
Tests without reference to high school credits. Veteran students working for a diploma must have two units of mathematics, three units of English, and two units of social studies. Thus it must be assumed that many of the veteran students who have freedom in choice of classes either have the required subject-units or are preparing to take the General Educational Development Tests. On the same basis of reasoning, those veterans required to take certain classes are working toward a diploma. The one school which restricts the choice of classes explained that senior students are not allowed to take freshman subjects.

Since most of the veteran high school students wish to complete their high school education as quickly as possible, it is important to them that they be allowed to accelerate the high school program and advance as rapidly as they are able. Table VII shows the range of subject load veteran students may carry.
Table VII
Subject Load

<table>
<thead>
<tr>
<th>Subject load</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No limit</td>
<td>31</td>
<td>29.4</td>
</tr>
<tr>
<td>Four subjects</td>
<td>8</td>
<td>7.6</td>
</tr>
<tr>
<td>Five subjects</td>
<td>51</td>
<td>48.6</td>
</tr>
<tr>
<td>Six subjects</td>
<td>15</td>
<td>14.4</td>
</tr>
</tbody>
</table>

Some of the respondents replied that the veteran students were allowed to take as many subjects as the schedule permitted. In the smallest high schools this would be limited to four subjects. Other administrators qualified their answers with the statement that the veteran student was allowed to carry the number of subjects in which he was able to successfully maintain the school scholarship standards. Most of the principals stated that they had checked the number of subjects their average veteran students were allowed to carry, and that the number varied with the ability of the individual.

Veteran students may be issued a Certificate of Equivalency by satisfactory completing the United States Armed Forces Institute examination or the General Educational Development Tests. However, the
issuance of the Certificate of Equivalency is at the judgment and discretion of the principal. In Table VIII the attitude of the principal toward the veteran students working toward an Equivalency Certificate is given.

Table VIII
Attitude of Principal Toward Veterans Working for Equivalency Certificates

<table>
<thead>
<tr>
<th>Give Equivalency Certificate by means of:</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. S. Armed Forces Institute examination:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>37</td>
<td>35.2</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>20.9</td>
</tr>
<tr>
<td>No information given</td>
<td>46</td>
<td>43.8</td>
</tr>
<tr>
<td>General Educational Development Tests:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>59</td>
<td>52.2</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>17.1</td>
</tr>
<tr>
<td>No information given</td>
<td>28</td>
<td>26.7</td>
</tr>
</tbody>
</table>

At first glance the number of principals in favor of veteran students working toward Equivalency Certificates seems rather low; however, there are a number of valid explanations given in the responses. Many of the principals feel that students who intend to continue their education beyond high school will be handicapped if they do not have the technical material gained in the
regular high school courses. Other principals state that since most of the veteran students are seniors and have only a short time to go to school, they prefer to graduate with their classes. And many of the principals replied that it depended entirely upon the qualifications of the individual student as to whether or not they encouraged him to work for an Equivalency Certificate.

Veteran Students Who Quit School After Failing General Educational Development Tests

In answer to the question asking the number of veteran students who had quit school after failing the General Educational Development Tests, the number was nine.

Many veteran students have completed courses through the Armed Forces Institute. Others have done work in the services comparable to high school subjects, and may be given credit as recommended by the American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Services. In both cases the principal of the school may allow credit at his own discretion and judgment. Table IX shows the responses of the principals.
Table IX
Credit for Work Done in the Services

<table>
<thead>
<tr>
<th>Credit given for courses:</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed through the Armed Forces Institute:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>80</td>
<td>76.2</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>6.7</td>
</tr>
<tr>
<td>No information given</td>
<td>18</td>
<td>17.1</td>
</tr>
<tr>
<td>As recommended by the American Council on Education Guide:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>70</td>
<td>66.6</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>6.7</td>
</tr>
<tr>
<td>No information given</td>
<td>26</td>
<td>26.7</td>
</tr>
</tbody>
</table>

The results of the above table shows that seventy-six and two-tenths per cent of the schools give credit for work completed through the Armed Forces Institute and sixty-six and six-tenths per cent of the schools give credit for work done in the armed forces as recommended by the American Council on Education Guide. This indicates that the majority of high school principals are cooperating with the veteran student in giving credit whenever the situation warrants. At the same time many of the administrators stated that they gave credit if the students were working for an
Equivalency Certificates. Others reported that they left it up to the student if or not he wished the credit. There were no reasons why, in some of the schools, credit is not given for work completed while in the services.

Separate Program for Veteran Students

In response to the question asking if a separate program had been set up for veteran students taking academic high school work, no school reported having set up a separate program for veteran high school students.

Many of the veteran high school students need not attend school full time. Some require just one or two subjects for graduation. Others are refreshing themselves in preparation to take the General Educational Development Tests. And some are taking special subjects to meet the entrance requirements for college. Table X reveals the attitude of the schools toward part-time attendance.
Table X
Part-time Attendance

<table>
<thead>
<tr>
<th>Provisions for part-time attendance</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87</td>
<td>82.8</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>6.7</td>
</tr>
<tr>
<td>No information given</td>
<td>11</td>
<td>10.5</td>
</tr>
</tbody>
</table>

In answer to the question asking if veteran students could attend school part-time, eighty-two and eight-tenths per cent of the one-hundred and five schools used in this study stated that veteran students could attend school part-time. Six and seven-tenths per cent of the schools replied that they had no provision for part-time study and ten and five-tenths per cent of the schools gave no information as to their attitude toward part-time attendance of veteran students. Some principals stated that they had had no veteran students ask for permission to attend high school part-time, but that it would be given if it were requested.

The number of schools that have a guidance adviser in the school for the veteran student and the status of the adviser is disclosed in Table XI.
Table XI
Advisers Available to Veteran Students

<table>
<thead>
<tr>
<th>Availability of Adviser</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a guidance adviser</td>
<td>42</td>
<td>40.0</td>
</tr>
<tr>
<td>Veteran of World War I</td>
<td>6</td>
<td>5.7</td>
</tr>
<tr>
<td>Veteran of World War II</td>
<td>20</td>
<td>19.1</td>
</tr>
<tr>
<td>Have no guidance adviser</td>
<td>41</td>
<td>39.1</td>
</tr>
<tr>
<td>No information given</td>
<td>22</td>
<td>20.9</td>
</tr>
</tbody>
</table>

Table XI reveals that forty per cent of the high schools have a guidance adviser available in the school for the veteran students. Of these advisers five and seven-tenths per cent are veterans of World War I, and nineteen and one-tenth per cent are veterans of World War II. Thirty-nine and one-tenth per cent of the schools used in this study do not have advisers in the school for the veteran students, although some of the principals stated that the veteran students could make use of the facilities of the Veterans' Administration in nearby towns. Twenty and nine-tenths per cent of the responding schools gave no information as to the availability of an adviser in the school for the veteran students.
Since the veteran students are older and more mature and return to high school of their own accord, it might be expected that they would be higher scholastically than the regular high school students. Table XII shows the scholarship comparison of veteran students with regular high school students.

Table XII
Scholarship

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above average</td>
<td>22</td>
<td>20.9</td>
</tr>
<tr>
<td>Average</td>
<td>61</td>
<td>56.1</td>
</tr>
<tr>
<td>Below average</td>
<td>12</td>
<td>11.4</td>
</tr>
<tr>
<td>No information given</td>
<td>10</td>
<td>9.6</td>
</tr>
</tbody>
</table>

Table XII shows that twenty and nine-tenths per cent of the veteran high school students are above average in scholarship. Fifty-eight and one-tenth per cent of the veteran students are average. Eleven and four-tenths per cent are below average. Ten schools gave no information as to the comparison between the scholarship of the veterans and the regular high school students.
The veteran student is more mature in years and experience than the regular high school student. Table XIII gives the opinions of the principals as to whether or not the veteran student is more mature in his high school relations than the regular high school student.

Table XIII
Maturity of the Veteran Student

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More mature</td>
<td>59</td>
<td>56.2</td>
</tr>
<tr>
<td>Less mature</td>
<td>12</td>
<td>11.4</td>
</tr>
<tr>
<td>No opinion</td>
<td>34</td>
<td>32.4</td>
</tr>
</tbody>
</table>

Fifty-nine principals of the one-hundred and five high schools used in this study responded that the veteran student was more mature in his high school relations than the regular high school student. Twelve principals stated that their veteran students were less mature, although some qualified their opinion to the effect that they had observed only one or two veteran students. Thirty-four principals gave no opinion as to the maturity of their veteran students.
The extent to which veteran students enter into the social activities of the high school are shown in Table XIV.

Table XIV

Social Activities of Veteran Students

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans enter into the social activities of the school</td>
<td>45</td>
<td>42.9</td>
</tr>
<tr>
<td>Veterans do not enter into the social activities of the school</td>
<td>7</td>
<td>6.7</td>
</tr>
<tr>
<td>No information given</td>
<td>53</td>
<td>51.1</td>
</tr>
</tbody>
</table>

Table XIV discloses that veteran students enter into the social activities in forty-two and nine-tenths per cent of the schools. In six and seven-tenths per cent of the schools they do not enter into the social activities. Fifty-one and one-tenth per cent of the schools did not give information regarding the social activities of their veteran students.

Many of the principals stated that the veteran students were too old for the school's social activities, had other responsibilities, or only attended school part-time.
The school activities that veteran students entered into are shown in Table XV. Percentages are not given because many veteran students entered into more than one activity.

**Table XV**

*School Activities Entered Into by Veterans*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clubs</td>
<td>30</td>
</tr>
<tr>
<td>Athletics</td>
<td>71</td>
</tr>
<tr>
<td>Dramatics</td>
<td>36</td>
</tr>
<tr>
<td>Debate</td>
<td>2</td>
</tr>
<tr>
<td>Orchestra or band</td>
<td>9</td>
</tr>
<tr>
<td>Glee club</td>
<td>10</td>
</tr>
</tbody>
</table>

In answer to the question regarding the school activities entered into by veteran students, athletics was the most popular with seventy-one participants. Dramatics was second with thirty-six; clubs thirty; orchestra or band nine; debate two; and glee club ten.

It might be expected that since the veteran students are older and more mature, some disciplinary
troubles would be encountered. Table XVI shows the discipline status of veteran students by schools.

Table XVI

<table>
<thead>
<tr>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
</tr>
<tr>
<td>Have had no discipline trouble</td>
</tr>
<tr>
<td>Have had discipline trouble</td>
</tr>
<tr>
<td>No information given</td>
</tr>
</tbody>
</table>

Fifty-eight and two-tenths per cent of the schools reported no disciplinary trouble of any kind with their veteran students. Twenty and nine-tenths per cent of the schools reported minor infractions such as smoking, paying too much attention to the girls, and not obeying the school rules. Twenty-two of the responding schools gave no information in answer to the question.

Returning to high school presents many problems to the veteran student. The attitude and cooperation of the principal is a big factor in successfully overcoming the obstacles encountered. Table XVII reveals the attitude of the principal toward the return of the veteran students.
Table XVII

Attitude of Principal Toward the Return of the Veteran Student

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourages</td>
<td>71</td>
<td>67.6</td>
</tr>
<tr>
<td>Discourages</td>
<td>8</td>
<td>7.6</td>
</tr>
<tr>
<td>Neutral</td>
<td>19</td>
<td>18.1</td>
</tr>
<tr>
<td>No information given</td>
<td>7</td>
<td>6.7</td>
</tr>
</tbody>
</table>

In response to the question asking the attitude of the principal toward the return to high school of veteran students, sixty-seven and six-tenths per cent of the principals encourage the return of the veteran student. Eight principals discourage the return of veteran students, although some of them qualified their statement to the effect that their personal experience with veteran students was limited. Eighteen and one-tenth per cent of the principals were neutral and seven principals did not disclose their attitude.

The attitude of the veteran toward returning to high school is shown in Table XVIII.
Table XVIII

Attitude of Veteran Toward Returning to High School

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>56</td>
<td>53.3</td>
</tr>
<tr>
<td>Poor</td>
<td>27</td>
<td>25.7</td>
</tr>
<tr>
<td>No opinion</td>
<td>22</td>
<td>21.0</td>
</tr>
</tbody>
</table>

Fifty-three and three-tenths per cent of the principals reported that the veterans they had observed had a good attitude toward returning to high school. Twenty-five and seven-tenths per cent of the principals thought that the attitude of the returned high school veteran was poor; however, as a number pointed out, their observation was based upon one or two veteran students and could not be construed as typical. Twenty-two principals gave no information regarding the attitude of their veteran students toward returning to high school.

In the following chapter the summary and recommendations are presented.
CHAPTER IV
SUMMARY AND RECOMMENDATIONS

SUMMARY

This study was made to secure data concerning the attitudes and policies of the high schools toward their veteran students, and to learn the social and intellectual adaptation of the veteran student to the high school program. Data for the study was obtained by means of a questionnaire sent to two-hundred and thirty Oregon high schools. The questionnaire consisted of twenty questions concerning all phases of veteran school participation.

The information presented in this study is based upon the returns from one-hundred and five of the two-hundred and thirty high schools in Oregon. One-hundred and sixty-five schools responded to the questionnaire; however, sixty schools had no veteran students enrolled or information vital to this study.

Results of this study show that most of the high schools have a broad, liberal policy toward the returned veteran student and give him every advantage within reason as encouragement to complete high school. There is almost complete agreement that the veteran has earned the gratitude of his country and his community, and that
the school facilities should be made available to him for education and rehabilitation.

In the majority of high schools there is little restriction of the veteran student in his choice of classes; he is allowed to accelerate his program and attend school part-time; he is average or better scholastically; athletics is his favorite extracurricular activity with dramatics, clubs, glee club, orchestra, and debate following in the order named; he has presented few discipline problems to the school; and his attitude toward returning to high school is good.

Only forty per cent of the high schools used in this study have a guidance adviser in the school. Of this number, five and seven-tenths per cent of the advisers are veterans of World War I, and nineteen and one-tenth per cent are veterans of World War II. This would indicate a definite need for appointment of more teachers with guidance education and experience to work with the veterans, especially teacher-veterans of World War II since they better understand the problems of the veteran students.

Less than half of the principals reported that their veteran students take part in the school social activities. However, since fifty-one and one-tenth per
cent of the respondents gave no answer to the question, a conclusion can hardly be reached as to whether the fault lies with the school for not encouraging veteran students to attend school social activities or because the veteran student has other interests and responsibilities.

Twenty and nine-tenths per cent of the principals do not favor veteran students receiving credit toward equivalency certificates by means of United States Armed Forces Institute examinations, and seventeen and one-tenth per cent of the principals discourage the use of General Educational Development tests. While there are, in many cases, valid reasons why the veteran student should not receive high school credits by means of the Armed Forces Institute examinations and General Educational Development tests, the results indicate that the final decision is left too much to the discretion and judgment of the principal.

The principals of seven high schools do not favor giving veteran students credit for courses completed through the Armed Forces Institute or as recommended by the American Council on Education Guide. Since the allowance of such credit is recommended by the State
Department of Education, it is indicated that the principals either have not received the State Department literature in regard to veteran students or that they are deliberately obstructing the progress of the veteran student.

Only twenty-four and seven-tenths per cent of the veteran students are attending high school under the Oregon State Educational Benefits. If it may be assumed that a greater percentage will continue their education, they should be encouraged to save their government educational benefits for college.

**Recommendations**

The information included in this survey is believed to justify the following recommendations:

1. The guidance facilities for veterans in the schools and communities should be enlarged.

2. A more effective distribution of veteran high school student literature to the school administrators is desirable.

3. A committee should be appointed to formulate an elastic program for administrators to follow in effecting standard procedures toward the veteran student in the high school.
4. There should be a compulsory program by the State Department of Education of military credits the veteran high school student automatically receives.

5. There should be a compulsory program by the State Department of Education giving the veteran high school student a choice as to whether he wishes to work for a diploma or an equivalency certificate by means of the General Educational Development tests or the Armed Forces Institute examination.

6. Veteran clubs to introduce the veteran students to the social activities of the school as a means of breaking down the barriers of age and maturity should be organized.

7. Veteran high school students should be encouraged to take advantage of state educational benefits.

8. The veteran student fits into the regular high school set-up; therefore, it is recommended that no alteration of the high school plants or regular programs be made.

9. It is recommended that best results will be obtained if the teachers approach the task of teaching veterans from the individual point of view.
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13. Willis, Margaret. "These Veterans Returned to High School", *Occupations*, vol. 24, p. 73, November 1945.


Appendix A

(Questionnaire)

WAR VETERANS WORKING TOWARD GRADUATION IN THE OREGON HIGH SCHOOLS

1. Number of veterans in each class: Fresh. ___ Soph. ___ 
   Jr. ___ Sr. ___ Post-graduate ___ Male ___ Female ___

2. Number of veterans who have quit school during 1946-7?___
   Reasons __________________________________________

3. Number of veterans under Public Law 346?_________
   Number of veterans under Public Law 16?_________
   Number of veterans under State Benefits?_________

4. Reason for veteran returning to school:
   Number to complete work for diploma only_______
   Number to prepare to enter college_______________
   Number to take special subjects
   not leading to a diploma_________________________

5. Do you charge veterans tuition:
   If they are over twenty-one years of age?_______
   Number_______
   If they are not residents of the district?_______
   Number_______
   If tuition is charged, amount per veteran_______

6. When veterans register for work do you:
   Allow freedom in choice of classes?___________
   Require certain classes? If so, explain_______
   Close certain classes to them? If so, explain_______

7. Do you limit the subject load veterans may carry?____
   They may carry 4_5_6_more___subjects?

8. Do you encourage veterans to work for an Equivalency Certificate by means of:
   United States Armed Forces Institute examination?_______
   General Educational Development Tests?_________
9. Number of veterans who quit school after failing the General Educational Development Tests?

10. Do you give full credit for courses: 
   Completed through the Armed Forces Institute? 
   As recommended by the American Council on 
   Education Guide to the Evaluation of Educational 
   Experiences in the Armed Forces?

11. Have you set up a separate program for veteran students? 
   Day school__Night school__Home study__ 
   Correspondence__If other, explain__

12. May veterans attend school part-time?

13. Is there a guidance adviser for the veteran students?

14. In relation to the other students scholastically is the veteran: 
   Above average__Average__Below average__

15. Do you find the veterans more mature in their thoughts and actions than the other students?

16. Do the veterans enter freely into the social activities of the school? If not, why?

17. How many of your veteran students enter into the following activities: 
   Dramatics__Athletics__Orchestra__ 
   Debate_____Clubs_____Others_____ 
   
18. Have you had any disciplinary troubles with veterans? If so, what types of troubles?

19. Will you check the work which best describes your attitude toward the return of veteran students: 
   Encouraged__________
   Why?__________________________________________
   Discouraged__________
   Why?__________________________________________
   Neutral__________
   Why?__________________________________________
20. What are the typical attitudes of veterans toward coming back to high school?

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

___________________________________________
NAME

___________________________________________
POSITION
Dear Sir:

This study on war veterans in Oregon High Schools is being made under the direction of Dr. R. J. Clinton, Professor of Education, Oregon State College, and we cordially ask your cooperation in making it a success. The federal and state benefits have encouraged many veterans to complete their educations, and the results of such a study should be of interest and value.

The questionnaire is in such form that a minimum of time will be required to fill it out. May we ask you to give the questionnaire prompt attention and return it in the stamped, self-addressed envelope? I shall attempt to make the results of the study available to you through the Oregon Educational Journal.

Sincerely yours,
EDUCATIONAL AID TO VETERANS

Chapter 402, O.L., 1945

Be It Enacted by the People of the State of Oregon:

Sec. 1. War veterans of world war II who were residents of Oregon for one year prior to entrance in service and who are also residents of Oregon at the time they apply for benefits under this act, and whose application therefor has been approved by the director of veterans' affairs, are hereinafter referred to as beneficiaries. Such war veterans who desire to pursue a course of study in any accredited public or accredited private school or accredited college, hereby are granted the right and privilege of state financial aid as hereinafter provided, payable at the rate of thirty-five dollars ($35) per month for each month of school or college attendance, not exceeding 36 months. The director of veterans' affairs, hereinafter referred to as the director, may, in his discretion, permit any beneficiary to attend a school or college outside the state of Oregon upon a satisfactory showing that it is in the best interest of the beneficiary from an educational standpoint.
Extract from

EDUCATIONAL AND TRAINING PROVISIONS
Servicemen's Readjustment Act of 1944
Title II, Public. No. 346, 78th Congress

Any person who served in the active military or naval service on or after September 16, 1940, and prior to the termination of the present war, and who shall have been discharged or released therefrom under conditions other than dishonorable, and who either shall have served 90 days or more, exclusive of any period he was assigned for a course of education or training under the Army specialized training program or the Navy college training program, which course was a continuation of his civilian course and was pursued to completion, or as a cadet or midshipman at one of the Service academies, or shall have been discharged or released from active service by reason of an actual service-incurred injury or disability, shall be eligible for and entitled to receive education under this part.