

THE INFLUENCE OF MILITARY SERVICE EXPERIENCES
ON PROSPECTIVE SECONDARY-SCHOOL TEACHERS

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CHAPTER I

THE PROBLEM AND PROCEDURE

The greatest event of any veteran's lifetime, in all probability, was his military service experience. Taken from the pleasant routine of civilian life and from his parents and friends, usually at a time when his life was in a formative stage, he found himself in what amounted to an entirely different world. When we consider that the average man lives a dull, humdrum life, the significance of this change becomes apparent. The veteran becomes a man who has experienced a phase of life denied to others, a man who should be richer for his experiences.

If these richer experiences are valuable, they should assume even greater value in the teaching profession. The average teacher attempts to educate her pupils for living, but fails in that she herself knows only one phase of life. Her life experiences consist of first attending school as a student and then teaching school for the rest of her life. A veteran has lived more fully, for a short time at least, and knows more of life. Logically, therefore, a veteran should prove to be a better teacher than a non-veteran.

I. THE PROBLEM

Statement of the problem. Lack of knowledge as to just what influences the military service had on prospective teachers is apparent. Colleges base the credits given to veterans on the service schools attended--certainly an objective if not reliable basis. Public schools follow no set pattern in regard to counting military service experience as teaching experience. The information we have on the influences of military service experience is largely pure speculation, made even less reliable by an attempt to sway public opinion either for or against universal military training.

The problem, then, was to measure as accurately as possible the actual effect of military service experiences on prospective teachers. The effect on general education and the effect on personal and social traits was believed to be of particular importance; therefore it was decided to measure the influence on (1) the objectives of education and (2) the personal and social traits requisite for high-grade teaching in secondary schools.

Importance of the study. This study was not expected to prove the total influence of military service experiences conclusively good or bad, although it should prove this as conclusively as any study of equal magnitude and character could. In this regard, the study was conducted

in April and May of 1947, approximately a year and a half after the peak of discharges from the armed services. This time lag of one and a half years should be sufficient to remove attitudes caused by petty grievances, but not long enough to allow too great a "halo" effect to form.

The greatest importance of this study, however, is considered to be in the relative ranks of the various objectives and traits. These ranks are believed to be valid and reliable despite the inevitable fluctuation in the amount of good influence.

The commonly recognized fact that the over-all effect of military service experience is good for the men may be reasonably assumed from this study; moreover, the objectives and traits which were accomplished and strengthened the most, as well as the least, may be ascertained from this study. The effects of different factors of military service which seem to cause differences in influence, such as the branch of service, the age when entered service, overseas service, the time in service, and the rank at the time of discharge, may also be estimated more accurately. From this study, therefore, the strong and weak characteristics to be expected of a veteran entering a school system as a beginning teacher may be determined, and the relative value of veteran and non-veteran applicants for positions estimated more accurately.

of the service in relation to military service experience.

Organization of interpretations. The data used in this study fall naturally into the two classifications of objectives and traits; therefore two chapters are used for presentation of the data.

The objectives of education are considered first in this study. The particular set of objectives chosen were divided into four realms of experiences; therefore each realm is treated separately. A table giving the total influence rank and the rank for each factor causing possible differences in influence for the component parts of each realm of objective is presented, followed by a discussion of each component part of the objective realm. After this individual treatment of each of the four realms of objectives, a table giving the rank and net score of all component parts regardless of realm and factors is presented and discussed. This table should indicate the average relative influence on each part of all four realms of objectives.

The personal and social traits requisite for high-grade teaching in secondary schools follow the objectives of education, and are treated in a similar manner. A table giving the total factor rank and the individual factor rank for each trait is presented, followed by a discussion of each trait in order of importance to a teacher. A second table, giving the total factor rank and the net score for each trait, is then presented and followed by a discussion of the traits in order of military service influence.

A table of the percentages of influence for each factor causing possible differences in influence is presented in the summary. While this table should not be interpreted to mean that the influence was actually that percentage, the relative differences in percentage of influence for each factor should remain stable as the percentages fluctuate because of the halo effect of time. From this table and the interpretation following it, the factors causing the greatest good and bad influences may be ascertained.

II. THE PROCEDURE

The procedure followed in obtaining the data used in this study and treating it was fairly orthodox; however no set pattern or precedent was followed since, to the writer's knowledge, this study represents the first attempt to employ the use of educational objectives and high-grade teacher's traits in an endeavor to determine the influence of military service on prospective teachers.

Selection of objectives of education. Although the Seven Cardinal Principles of education are the best-known and most widely accepted objectives of education today, they were found to be too broad for our purpose in this study. The four objectives of education formulated by the Educational Policies Commission of the National Education

Association of the United States and the American Association of School Administrators in 1938, therefore, were used in this study. The four realms of experiences presented by them, namely self-realization, human relationship, civic responsibility, and economic efficiency, are each broken down into component parts which are carefully defined. The component parts and their descriptions were evaluated by the veterans who participated in this study, but the four realms themselves were not included in the self-evaluation sheet. The veterans did not realize that they were evaluating the influence of their military service on the objectives of education, but were told this after the marking was completed.

Selection of personal and social traits. A Doctor's dissertation prepared by John R. Shannon, entitled Personal and Social Traits Requisite for High-Grade Teaching in Secondary Schools, was found to be admirably adaptable to the purpose of this study. In his dissertation, Dr. Shannon found that seventeen traits consistently came to the top in nine different objective methods of evaluating desirable traits. In addition to the validity of these traits, each trait was followed by a complete description which greatly aided the veterans in an evaluation of the influence of their military service. Unlike the objectives of education

used in this study, these traits are ranked in order of importance to teachers.

Administration of the self-evaluation sheets. The cooperation of various departments of Indiana State Teachers College, notably the Education Department, was secured in the collection of data used in this study. The procedure followed was to enter a class twenty minutes before dismissal, excuse the girls, non-veterans, and veterans who had participated previously, and allow the remaining veterans that time to score their evaluation. The veterans were requested not to start until the instructions were read. The sheets were then passed out, the instructions at the top of each sheet read (see Appendix for a sample copy of the self-evaluation sheet), and the marking system carefully explained. In addition, the following instructions were given:

1. If you think you would mark this paper more accurately if your name were not on it, you may omit your name. All other information called for must be given.
2. Be critical of your experiences--mark influences only when you feel that the cause was directly from your military service. We want what actually happened to you, not what you think should have happened.
3. Place in the "remarks" space on the third page any particular reason for the indicated influence; also state how accurately you think this measures the influence of your military service.
4. If you have a question about the interpretation of any item, ask about it. Leaving an item unmarked because you do not understand it registers "no influence", which may or may not be true in your case.

5. Remain in the room until you are dismissed. The significance of these topics will be shown before you leave.

6. If there are no questions, you may complete this paper now. Answer all items carefully, but do not spend much time on any one item.

The usual size of the groups participating in this study was approximately twenty veterans. Great interest was evidenced in this topic, and splendid cooperation from the veterans aided greatly in securing reliable data. By requiring all veterans to remain until the end of the class period, hurried and carelessly filled-out papers were practically eliminated. All evaluations were personally administered, and a similar procedure was followed in all cases.

Treatment of data. Consecutive numbers were assigned to the papers as they were received. When the necessary five hundred papers were completed, tally sheets for each possible combination of military service factors which could plausibly cause differences in military service influence were prepared from extra forms of the self-evaluation sheets. The returns were then sorted into groups according to the combination of factors, and the check marks on the individual returns transferred as tally marks on to the tally sheets. Separate count was kept for the first and second group of 250 returns. Data for the various factors exerting possible differences in influences on the objectives and the

traits were found by consolidating the results on the tally sheets in appropriate combinations.

The ranks used in this study, and the actual figures when presented, are based on the net good or bad influence. These figures were arrived at by totaling the good and the bad influence for each individual item and subtracting the smaller. The net result for the great majority of the items was a good influence. Actual figures given in red indicate net bad influence; ranks are given in black for either influence.

CHAPTER II

MILITARY SERVICE INFLUENCE ON OBJECTIVES OF EDUCATION

There is only one subject matter for education, and that is Life in all its manifestations.
--Alfred N. Whitehead

Education has outgrown the narrow concept of factual learning, and is now thought of in the broad, comprehensive concept of living. Rather than stress education as a means of securing a living, the stress is upon education as a means of living a better life. The objectives of education selected by the National Education Association and used as a basis for this part of the study of military service influences represent modern educational thought, and the influence of military service on them represents the influence on the means to a fuller, richer, more social life.

This chapter may be divided into two sections. The first is concerned primarily with the influence of the various factors causing possible differences in influence on each of the forty-two component parts of the four realms of objectives. Since any one of these factors must necessarily consist of less than the complete return, and since the reliability of the data decreases with the number of cases, it shall be assumed that a difference in rank of five

or more points from the total factor rank must exist for the difference to be considered significant. By establishing this large range, practically all accidental differences arising from insufficient data should be ignored and only significant differences considered.

Because of the method of determining significant differences, these differences will be most apparent in the factors representing the fewer number of cases and thus influencing the total rank, as given first in each objective column of the charts, least. Thus, when a factor such as overseas service shows a significant gain in the accomplishment of an objective, the explanation could be that overseas service aided, or that lack of overseas service hindered, in the accomplishment of the objective. The result, for all practical purposes, is the same in either case. Table I, on Page 13, gives the number of cases each factor represented in this study.

Tables II, III, IV, and V contain data on each of the component parts, or what could be called sub-objectives, of the four realms of objectives of education. Thus, Table II on Page 14 presents the influence of military service factors on the thirteen sub-objectives of the major realm of self-realization; Table III on Page 19, the influence on the seven sub-objectives of the major realm of human relationships; Table IV on Page 22, the influence on the ten sub-objectives

of the major realm of economic efficiency, and Table V on Page 26, the influence on the twelve sub-objectives of the major realm of civic responsibility. An interpretation of the significance of the influence of various factors on each of these sub-objectives, or component parts, follows each table. The sub-objectives are discussed in the order in which they are listed in the tables; this is also the same order in which the Educational Policies Commission listed them. The definition given after each sub-objective is in every case identical to the definition used in the original self-evaluation sheets, and in substance the same definition given by the Educational Policies Commission.

The second section of this chapter is devoted to the over-all effect of typical military service, with the objectives ranked in order of good influence regardless of realm. Table VI, on Page 30, contains the data used in determining this over-all effect on the objectives of education.

TABLE I
NUMBER OF CASES FOR EACH MILITARY SERVICE FACTOR

Factor	Number of cases
Branch of service	
Army	175
Navy	165
Air Corps	122
Marine Corps	38
Age entered service	
17-19 years old	333
20-26 years old	167
Location in service	
Overseas	396
Not overseas	104
Time in service	
12-36 months	339
37-over months	161
Rank at time of discharge	
Enlisted	443
Commissioned	57

TABLE II

THE INFLUENCE OF FACTORS ON THE OBJECTIVE OF SELF-REALIZATION

	Inquiring mind	Speech	Reading	Writing	Number	Sight and hearing	Health knowledge	Health habits	Public health	Recreation	Intellectu- al interest	Esthetic interest	Character
Total rank	9	40	37	34	22	6	5	4	18	8	42	32.5	27
Factor rank													
Army	11.5	40	39	34	30.5	6	5	4	14	8	42	37	33
Navy	7	36	30	32	17	6	5	4	22	10	42	26	21
Air Corps	9	40	39	34	15	7	5	4	28.5	6	42	28.5	16.5
Marine	8	37.5	33	35	27.5	6	5	1	15	7	39	29	21
Age 17-19	9	40	39	38	22	6	5	4	20	8	42	29	25
Age 20-26	10	38	31	34	27	6	5	4	13.5	8	40	35	28
Overseas	9	40	38	34	22	6	5	4	19	8	42	32	26
Not overseas	8	38.5	32	38.5	21	7	5	4	18.5	6	41	30.5	29
12-36 months	9.5	40	39	33	23	6	5	4	20	8	42	32	28
37-over months	9	37	34	36	20	6	5	4	14	7	42	31	23.5
Enlisted	10	40	39	36	25	6	5	4	16	8	42	31.5	26
Commissioned	7.5	20	20	27	12	3	4.5	6	29.5	11	41	36.5	22.5

I. INFLUENCE ON SELF-REALIZATION

Inquiring mind--appetite for learning. The attainment of an inquiring mind appears well accomplished, with the Navy having the best influence and the Army the poorest influence. Neither of these differences is great enough to be considered significant.

Speech--clearness and distinctness. Little difference in influences on speaking ability existed except from the factor of being a commissioned officer. A great change is evident here, with the rank increasing from the over-all total of 37 to the commissioned-officer total of 20. The officers probably had to pay more attention to their speech, and were thus the only group apparently profiting to any extent in the attainment of this objective.

Reading--efficiency. A study of the significant differences in the attainment of reading efficiency shows that the officers are again the ones who profited the most; however, gains were made also by the Navy, older-age, and not-overseas groups. These groups had possibly more time for reading. Reading efficiency was little if any aided by the other factors.

Writing--effectiveness. The only group showing a significant gain for effectiveness in writing was again the

commissioned-officer group; however the difference was less than their gain in the skills of speaking and reading. Very likely the cause for this gain was the detailed reports required of most officers.

Number--counting and calculating. A great range in influence of factors is found for the ability to count and calculate. The greatest gain was again from the commissioned-officer group, followed respectively by the Air Corps and Navy groups. The least gain was from the Army group, followed respectively by the Marine Corps and the older-age groups. As a whole, this objective was more fully achieved than the three other similar-type objectives of speech, reading, and writing. The officers found the greatest benefit for each of these skills.

Sight and hearing--listening and observing. All of the factors indicated a great gain in the achievement of listening and observing. While no significant differences occurred, the commissioned-officer group apparently profited slightly more than the other groups.

Health knowledge--understanding of basic facts. No appreciable difference existed between factors in the gaining of health knowledge. This objective was more fully achieved than the objective of sight and hearing in every case except that of the commissioned officers.

Health habits--protection of own health. Health habits were developed to an even greater extent than health knowledge. The Marine Corps apparently did the most for its men in the field of this objective, and the commissioned officers profited the least.

Public health--work to improve. Considerably less good influence on the objective of improving public health resulted from military service. Significant differences occurred in the better than average influence of the Air Corps group and the commissioned-officer group, with the Air Corps showing the greatest good influence.

Recreation--participant and spectator. The recreation objective was well achieved, as could be expected. The commissioned officers scored poorest in the realization of this objective, but the difference was not what we consider to be significant.

Intellectual interests--mental use of leisure time. Results from this study indicate that mental use of leisure time was the least accomplished of any objective; that the influence on it was bad rather than good. The factors uniformly influenced intellectual interests adversely.

Esthetic interests--appreciation of beauty. The Navy had the greatest good influence on its men in the development

of esthetic interests. No other significant differences were indicated. This objective was not well accomplished; however the influence was given as slightly good in each group. This objective was influenced favorably, therefore, considerably more than the objective of intellectual interests.

Character--direction to life. The only significant differences in the factors for the development of character are in the branch of service divisions. The Air Corps did the most to build character, followed respectively by the Marine Corps and the Navy. The Army had the poorest influence of any branch of service in the moulding of character.

TABLE III

THE INFLUENCE OF FACTORS ON THE OBJECTIVE OF HUMAN RELATIONSHIP

	Respect for humanity	Friendships	Cooperation	Courtesy	Apprecia- tion of the home	Homemaking	Democracy
Total rank	15.5	3	2	26	1	36	17
Factor rank							
Army	18	3	1	23.5	2	36	15.5
Navy	16	2	3	28	1	37	25
Air Corps	19	1	2	23	3	36	13
Marine Corps	19.5	2.5	2.5	23	4	32	18
Age 17-19	19	3	2	23	1	36.5	15
Age 20-26	12	1	2.5	29	2.5	37	19
Overseas	16	3	2	28	1	36	15
Not overseas	18.5	2.5	1	13.5	2.5	37	27.5
12-36 months	18.5	3	2	25	1	36	15
37-over months	12	2	1	28	3	35	23.5
Enlisted	17.5	3	2	29	1	35	14.5
Commissioned	17.5	2	1	7.5	9.5	40	29.5

II. INFLUENCE ON HUMAN RELATIONSHIP

Respect for humanity--put human relationships first.

No significant differences between factors occurred for the development of respect for humanity. The greatest difference occurred in the age groups, where the older-age group acquired more respect for humanity than the younger-age group. The group having the longer time in service also learned to respect humanity more than the group having the shorter time in service.

Friendships--rich, sincere, and varied. There was no lack of friendships in the military service, as our data clearly show. While no significant differences occur, it is interesting to note that the Air Corps and the older-age groups rank friendships as the greatest good influence from military service.

Cooperation--work and play with others. As with the objective of friendships, the objective of cooperation is not ranked poorer than third place by any factor of military service. Cooperation was essential in the military service, and therefore very highly developed.

Courtesy--observation of social behavior amenities. Although courtesy was not well developed in general from the

military service influences, the commissioned-officer group, found a very strong good influence and the not-overseas group a strong good influence in the development of courtesy.

Appreciation of the home--family ideals. Two of the objectives of education as listed by the Educational Policies Commission, namely appreciation of the home and conservation of the home, were inadvertently combined to form this topic. This combination resulted in the description for conservation of the home being given to the topic appreciation of the home. Only the commissioned-officer group established a significant difference of poorer than average influence here. The objective was excellently developed, having an over-all rank of best developed of all the forty-two objectives.

Homemaking--skill in. No great skill in homemaking resulted from military service experiences. The good and bad influences pretty well balanced here, with the net result being a slight good influence.

Democracy--democratic family relationships. The over-all influence on democratic family relationships was good enough to give it a rank of seventeenth place. The commissioned officers found the least good influence in the achievement of this objective, with the not-overseas, Navy, and longer-service groups also poorer than average.

TABLE IV

THE INFLUENCE OF FACTORS ON THE OBJECTIVE OF ECONOMIC EFFICIENCY

	Work	Occupational information	Occupational choice	Occupational Efficiency	Occupational Adjustment	Occupational Appreciation	Personal Economics	Consumer Judgment	Efficiency in buying	Consumer Protection
Total rank	19	11	14	21	15.5	20	23	38	39	12
Factor rank										
Army	28	11.5	15.5	23.5	20	19	17	35	38	9
Navy	12	11	15	20	14	19	27	40	39	13
Air Corps	16.5	11	20	21	18	25	14	32	35	12
Marine Corps	16.5	11.5	22	24	19.5	13.5	37.5	40	41	11.5
Age 17-19	18	12	16	24	14	21	17	34	36.5	11
Age 20-26	19	9	13.5	23	21.5	17	32	39	41	15.5
Overseas	18	11	14	21	17	20	25	37	39	12
Not overseas	20	11 ⁷	22	27.5	13.5	17	15	35	36	12
12-36 months	18.5	12	16	24	14	17	21	36	38	11
37-over months	15	10 ⁷	16	17	22	19	29	39	40	13
Enlisted	23	11	13	24	17.5	19	20	37	38	12
Commissioned	4.5 ⁷	15	32	13	17.5	27	33.5	36.5	38.5	14

III. INFLUENCE ON ECONOMIC EFFICIENCY

Work--satisfaction of good workmanship. The commissioned officers clearly found the greatest development of satisfaction of good workmanship, followed by the development of good workmanship from the Navy. Poorer than average influence was indicated by the Army group.

Occupational information--knowledge of the requirements and opportunities of various jobs. Occupational information increased greatly from the influence exerted by all of the factors. Although no significant differences occurred, the older-age and commissioned-officer groups found slightly better influence than other groups.

Occupational choice--wise selection of occupation. The influence on occupational choice was less in every case than for occupational information; however this objective was definitely influenced for the good. The poorest influence by far was again from the commissioned-officer group, indicated by the rank of thirty-second place. The not-overseas, Marine Corps, and Air Corps groups also indicated a significantly less than average influence.

Occupational efficiency--success in vocation. Since the veterans who participated in this study were students

who were not engaged in a vocation at the time of the study, influences were rather inexact. The results obtained for the development of occupational efficiency showed a good influence except in the case of the commissioned officers, where a decidedly good influence was found. The officers thought their military service aided greatly in their future success, but the not-overseas group decided that the influence on them was significantly poorer than average.

Occupational adjustment--maintain and improve efficiency. The groups in service longer and of older age when entering the service found less influence in the achievement of occupational adjustment than the average. These differences were significant but not extreme.

Occupational appreciation--social value of work. The only group finding better than average influence in the realization of the objective of occupational appreciation was the Marine Corps. Poorer than average influence was registered by the commissioned-officer and the Air Corps groups.

Personal economics--plan economics of own life. Wide differences were found in the influences of the various factors on personal economics. Greatest good influence resulted from service in the Air Corps, with the men in the not-overseas, Army, and younger-age groups all indicating better

than average influence. The group having the poorest influence was the Marine Corps, with the commissioned-officers, older-age, longer-service, and Navy groups all showing significantly poorer than average influence.

Consumer judgment--standards for guiding expenditures. The military-service influence on consumer judgment hovered between good and bad, with the good influence having an edge. The only significant increase in good influence was from the Air Corps group.

Efficiency in buying--information and skill. The objective of efficiency in buying is very similar to the objective of consumer judgment, and ranked slightly poorer than consumer judgment. No significant differences occurred.

Consumer protection--safeguard own interest. The veterans in this study, despite their poor development of efficiency in buying and consumer judgment, feel confident that they can safeguard their own interest. No significant differences occur from the influence of the various factors, but the older-age group is less confident of its increased ability than the younger-age group. The Army group gained more in confidence than any other branch of service.

TABLE V

THE INFLUENCE OF FACTORS ON THE OBJECTIVE OF CIVIC RESPONSIBILITY

	Social justice	Social activity	Social understanding	Critical judgment	Tolerance	Conservation	Social appli- cation of science	World citizenship	Law observance	Economic literacy	Political citizenship	Devotion to Democracy
Total rank	30.5	32.5	28	7	10	41	25	24	29	35	30.5	13
Factor rank												
Army	29	32	22	7	10	41	26	21	27	30.5	25	13
Navy	35	33	29	8	9	41	23	24	31	38	34	18
Air Corps	31	30	26.5	8	10	41	23	23	33	37	38	26.5
Marine Corps	30.5	27.5	34	13.5	16.5	42	30.5	25.5	9.5	36	25.5	9.5
Age 17-19	31	32	28	7	10	41	26	27	30	35	33	13
Age 20-26	30	33	25	7	11	42	24	15.5	19	36	26	21.5
Overseas	33	31	27	7	10	41	24	23	30	35	29	13
United States	25	34	30.5	10	9	42	26	24	16	40	33	23
12-36 months	31	35	29	7	9.5	41	26	22	27	34	30	13
37-over months	30	25	18	8	11	41	26.5	26.5	32	38	33	21
Enlisted	31.5	33	28	7	9	41	22	21	27	34	30	14.5
Commissioned	27	25	22.5	9.5	20	42	35	31	24	38.5	33.5	16

IV. INFLUENCE ON CIVIC RESPONSIBILITY

Social justice--sensitiveness to disparities of human circumstances. Desire for social justice was not developed in any large degree by the military-service influence; however the balance of influence is definitely good. The best influence was from the group which did not serve overseas.

Social activity--correct unsatisfactory conditions. Social activity was slightly less achieved than social justice. The best influence was from the commissioned-officer and the older-age groups, with the Marine Corps group also indicating a better than average influence.

Social understanding--social structures and processes. The best influence on social understanding came from the older-age group, with the Army and the commissioned-officer groups also indicating better than average influence. The Marine Corps group indicated a poorer than average influence.

Critical judgment--defense against propaganda. Good defense against propaganda definitely resulted from military service. The poorest influence, and the only significant difference, came from the Marine Corps.

Tolerance--respect for honest differences of opinion. The objective of tolerance was also well developed, but less

so than critical judgment. The outstanding case of poorer than average influence was the commissioned-officer group, with the Marine Corps also showing poor influence.

Conservation--regard for nation's resources. Conservation consistently ranked as either least or next to least accomplished. The influences were bad rather than good.

Social applications of science--measure scientific advance by its contribution to all society. A desire to make social applications of science was not well developed by military-service influences. The commissioned-officer and Marine Corps groups were the poorest in the development of this objective.

World citizenship--cooperating member of the world. The commissioned officers showed the poorest influence for the objective of world citizenship, thus showing consistency with their views on social applications of science. The older-age group showed a significantly better than average influence for this objective.

Law observance--respect for the law. Various factors influenced the servicemen considerably in the development of law observance. The best influences were from the Marine Corps, not-overseas, older-age, and commissioned-officer groups respectively. Aside from these groups, however, the

military-service influence was not particularly good. The reason may be a rebellion against authority.

Economic literacy--understanding of collective economic problems. Economic literacy was poorly achieved, with the poorest influence coming from the not-overseas group. The Army group ranked highest in the realization of this objective.

Political citizenship--acceptance of civic duties. The best influence on political citizenship came from the Army and Marine Corps groups, and the poorest influence from the Air Corps groups. It was not well achieved in the influence from any factor, but good influence was exerted.

Devotion to democracy--unswerving loyalty to democratic ideals. Devotion to democracy was not as well developed as it should have been; however a rather strong good influence was found. Perhaps much of the good influence was a result of disgust at the undemocratic military service organization. Poorer than average development of loyalty to democratic ideals were found in the Air Corps, older-age, longer-time-in-service, and not-overseas groups. The Navy group was also slightly poorer than average.

TABLE VI

TOTAL INFLUENCE ON OBJECTIVES OF EDUCATION

Objective	1-250 Returns		251-500 Returns		Total Returns	
	Rank	Score	Rank	Score	Rank	Score
Appreciation of the home	3	441	1	484	1	925
Cooperation	1	465	2	454	2	912
Friendships	2	464	3	439	3	903
Health habits	4	413	4	410	4	823
Health knowledge	5	386	5	398	5	784
Sight and hearing	6	353	6	338	6	691
Critical judgment	7	292	8	312	7	604
Recreation	9	276	7	325	8	601
Inquiring mind	8	281	11	277	9	558
Tolerance	10	273	12	264	10	537
Occupational information	11	205	9	295	11	500
Consumer protection	12	191	10	283	12	474
Devotion to democracy	17	162	13	221	13	383
Occupational choice	15	170	15	203	14	373
Occupational adjustment	16	166	16	202	15.5	368
Respect for humanity	14	173	18	195	15.5	368
Democracy	19	159	14	204	17	363
Public health	20	154	17	201	18	355
Work	13	174	21	180	19	354
Occupational appreciation	18	160	19	185	20	345
Occupational efficiency	26	134	20	182	21	316
Number	21	153	25	160	22	313
Personal economics	22	150	24	162	23	312
World citizenship	25	135	22	170	24	305
Social applications of science	27	127	23	163	25	293
Courtesy	24	138	26	154	26	292
Character	23	139	28	142	27	281
Social understanding	28.5	129	29	138	28	267
Law observance	30.5	114	27	152	29	266
Social justice	33	101	30	125	30.5	226
Political citizenship	30.5	114	31	112	30.5	226
Esthetic interests	28.5	129	36	83	32.5	212
Social activity	32	111	32	101	32.5	212
Writing	35	96	37	81	34	177
Economic literacy	36	73	34.5	96	35	169
Homemaking	37	62	34.5	96	36	158
Reading	34	100	39	35	37	135
Consumer judgment	40	24	33	100	38	124
Efficiency in buying	39	34	38	72	39	106
Speech	38	40	40	23	40	63
Conservation	42	50	41	18	41	68
Intellectual interests	41	33	42	49	42	82

V. TOTAL INFLUENCE ON OBJECTIVES OF EDUCATION

Correlation of ranks. The extremely high coefficient of correlation of 96.5 exists between the first and second groups of returns, as found by the Spearman Rank-Difference Formula. There is little doubt that the total rank is very accurate in its indication of the influence of military service on the objectives of education as established by the Educational Policies Commission, and these ranks are believed to show consistent differences in influences regardless of the amount of total influence. It may be assumed, then, that the ranks given are valid.

Total influence. It is significant to note that the three highest ranking objectives, namely appreciation of the home, cooperation, and friendships, are nearly enough alike in total scores to make the ranks rather insignificant and that all of these objectives are in the realm of human relationship. The next three objectives, namely health habits, health knowledge, and sight and hearing, differ significantly in total scores, but all are in the realm of self-realization. Thus the outstandingly good influences of military service experiences are all found in these more or less personal realms; however, some poor influences were also found in these personal realms.

The differences in total scores for the objectives in the more central realm of influence are gradual steps, and the ranks should not be considered arbitrary, for a shift of a few points in net score would change the rank considerably. Logical differences in rank for any one objective may be determined by noting the range in ranks of the first and second groups of 250 returns.

The lower extreme in rank, where the red totals indicate a bad rather than a good influence, agrees with the upper extreme in that differences in scores greater than 50 points again appear. Conservation and intellectual interests therefore clearly rank as the objectives least achieved; appreciation of the home, cooperation, and friendships clearly rank as the objectives most fully achieved by military-service influences. Health habits, health knowledge, and sight and hearing are firmly established respectively in the ranks of third, fourth, and fifth best influences from military service.

CHAPTER III

MILITARY SERVICE INFLUENCE ON PERSONAL AND SOCIAL TRAITS

The effect of a teacher's personal and social traits on success in his profession must not be underestimated. The relative importance, from a teacher's viewpoint, of his traits and his education will not be touched in this study; however, the premise that more beginning teachers fail from lack of personal and social traits than from lack of subject-matter knowledge is widely accepted.¹

The personal and social traits used in this study are treated very similarly to the objectives. A reproduction of Table I, giving the number of cases representing each factor, is presented in Table VII, on Page 34, followed by the influence of total and individual factors on each personal and social trait, as presented in Table VIII, Page 36, and discussed in order of trait importance to teachers.

Since only seventeen traits were used, a new difference in rank necessary to establish what should be considered significant differences in influence was necessary. This

¹ This premise is strengthened by research carried on by Virgil R. Mullins, Indiana State Teachers College, in 1930. The results of Mr. Mullin's research were never published.

TABLE VII
NUMBER OF CASES FOR EACH MILITARY SERVICE FACTOR

Factor	Number of cases
Branch of service	
Army	175
Navy	165
Air Corps	122
Marine Corps	38
Age entered service	
17-19 years old	333
20-26 years old	167
Location in service	
Overseas	396
Not overseas	104
Time in service	
12-36 months	339
37-over months	161
Rank at time of discharge	
Enlisted	443
Commissioned	57

was found by using the same proportion on which the significant differences in influence on objectives were based, and it gave a difference of two or more points in the factor rank of the traits the distinction of significance.

The second section of this chapter is concerned primarily with the influence of all factors on the individual traits. Table IX, on Page 42, gives the ranks and scores of the first and second groups of 250 returns, the ranks and scores of the total returns, and the ranks of importance to teachers for each personal and social trait. A discussion of Table IX serves as a summary for this chapter.

TABLE VIII

THE INFLUENCE OF FACTORS ON PERSONAL AND SOCIAL TRAITS

	Sympathy	Judgment	Self-control	Enthusiasm	Stimulative power	Earnestness	Affability	Industriousness	Voice	Adaptability	Forcefulness	Cooperative-ness	Attentiveness to own use of English	Accuracy	Alertness	Integrity	Reliability
Total rank	8	2	9	16	13	11	5	15	12	6	7	1	17	10	3	14	4
Factor rank																	
Army	3	2	8	16	13	10.5	4	14	10.5	5	6.5	1	17	12	6.5	15	9
Navy	8	2.5	10	16	13	12	6	15	14	5	7	1	17	9	2.5	11	4
Air Corps	5	2	10	16	11	13	4	15	14	6	7	1	17	9	8	12	3
Marine Corps	7	2.5	10.5	15	14	12	6	16	10.5	9	4.5	1	17	8	2.5	13	4.5
Age 17-19	8	2	9	16	13	11	5	15	12	7	6	1	17	10	4	14	3
Age 20-26	6	2	9	15	12	13	8	16	11	3	4	1	17	10	5	14	7
Overseas	8	2	9	16	13	11	6	15	12	5	7	1	17	10	3	14	4
United States	8	2	9	16	13	14	3	15	12	7	6	1	17	10	5	11	4
12-36 months	7	2	9	16	14	11	4	15	12	8	6	1	17	10	5	13	3
37-over months	6	2	9	15	11	13	8	16	12	3	7	1	17	10	4	14	5
Enlisted	7	2	9	16	13	11	6	15	12	4	8	1	17	10	3	14	5
Commissioned	9	1	4.5	15	13	14	7	16	11	10	6	2	17	8	4.5	12	3

I. INFLUENCE OF FACTORS ON PERSONAL AND SOCIAL TRAITS

Sympathy--love for children; consideration; congeniality; kindness; helpfulness; approachableness. The best influence on sympathy, considered the most necessary trait for a teacher's success, came from the factors of Army, Air Corps, older-age-when-entered-service, and longer-time-in-service groups. The Army group, rather surprisingly, gave sympathy the rank of third best influence of all the seventeen traits listed. Undoubtedly much of the good influence for this trait, as well as for others, grew from the definite lack of the trait in military service, causing more acute realization of the necessity for it.

Judgment--carefulness; common sense; discretion; tact; prudence; sense of values. The influence on judgment was firmly established as the second best influence, giving it the same rank for both influence and importance. The officers considered that their judgment was aided more than their cooperativeness; all other factors found cooperativeness influenced the most and judgment next.

Self-control--not nervous, timid, hysterical, rampant, or subject to uncontrolled anger. Self-control was given a nearly average influence. The only significant difference occurring was from the commissioned-officer group, where the

influence on self-control was much greater. This difference is consistent with the indicated gain of the officer's group in judgment.

Enthusiasm--heart in work, but not necessarily effusive. Every factor group gave enthusiasm the very poor rank of either second or third poorest influenced trait. The final score gave enthusiasm a slightly good influence balance; however very little if any good resulted from military service influence on enthusiasm.

Stimulative power--power to arouse interest. Slightly better influence on stimulative power than on enthusiasm was indicated, although the two are closely connected. The Air Corps and the longer-time-in-service groups found a better influence than other groups.

Earnestness--conscientiousness; seriousness; sincerity. The influence on earnestness was better than the influence on stimulative power in most cases and better than the influence on enthusiasm in every case. The factors of military service exerting the poorest influence on earnestness were the Air Corps, older-age, longer-service, not-overseas, and commissioned-officer groups. None of the remaining groups ranked earnestness significantly higher than the total rank.

Affability--friendliness; likeability; pleasantness;

sociability; cordiality. Affability gained the respectful total rank position of fifth place. The servicemen remaining in the United States during the war apparently gained the most in affability, while the ones in the longer-service, older-age, and commissioned-officer groups lost the most.

Industriousness--perseverance; persistence. The influence on industriousness, while given as a net good influence, was not strong. No significant differences in factor influence were indicated by the data.

Voice--quality, pitch, tone, and volume. The data used in this study indicate that military service had only a moderately good influence on voice. The poorest influences registered were in the Navy and Air Corps groups.

Adaptability--versatility; all around usefulness. The poorest influences on adaptability came from the commissioned and Marine Corps groups, with poorer than average influence also from the younger-age group. The older-age and longer-time-in-service groups indicated the best influence, with the enlisted group also indicating better than average influence.

Forcefulness--performing what is purposed; maintenance of discipline. Forcefulness ranked as seventh best influenced trait. The factors aiding the development of this

trait the most were from the older-age and Marine Corps groups. The commissioned-officer group found nearly average influence on this trait.

Cooperativeness--working harmoniously with others.

The trait of cooperativeness took practically undisputed first place as the most highly developed by military service. The military service undoubtedly developed cooperativeness to a point most of the men would never have achieved without their service experiences.

Attentiveness to own use of English--absence of errors, or prompt correction of errors. Every factor gave the trait of attentiveness to own use of English the doubtful honor of being least developed. As Table IX, Page 42, indicates, this trait was also the only one receiving a negative, or bad influence, score.

Accuracy--thoroughness; preciseness. The trait of accuracy was not highly developed, as shown by its total rank of tenth place. The factors exerting a slightly better than average influence were the Marine Corps and the commissioned-officer groups, while the influence of the Army group was slightly poorer than average.

Alertness--aggressiveness; dispatch; promptness; responsiveness; wide awake. While the total returns gave

alertness the rank of third best developed, some widely different influence resulted from the various factors. The most pronounced difference was the poorer than average influence of the Air Corps, where discipline was probably the least strict, followed by the poorer than average influences of the Army, older-age, not-overseas, and shorter-time-in-service groups.

Integrity--uprightness; honesty; morality; soundness. Integrity was poorly developed by military service influences, as shown by its rank of fourteenth place. The factors exerting a better than average influence on integrity were the Navy, not-overseas, Air Corps, and commissioned-officer groups.

Reliableness--responsibleness; trustworthiness. The evidence shows that the veterans gained considerably in the trait of reliableness. Except for the factors of Army and older-age groups, the trait of reliableness was well developed. The Army influence was by far the poorest in the formation of this trait.

II. TOTAL INFLUENCE ON PERSONAL AND SOCIAL TRAITS

Correlation of ranks. The scores and ranks for each trait of the first and second group of 250 returns are presented in Table IX, with the scores and ranks for the total

TABLE IX

TOTAL INFLUENCE ON PERSONAL AND SOCIAL TRAITS

Trait	1-250 Returns		251-500 Returns		Total Returns	
	Rank	Score	Rank	Score	Rank	Score
Cooperativeness	1	354	1	397	1	751
Judgment	2	311	2	331	2	642
Alertness	4	259	4	293	3	552
Reliableness	3	261	5	284	4	545
Affability	7	237	3	297	5	534
Adaptability	5	257	7.5	262	6	519
Forcefulness	6	241	6	271	7	512
Sympathy	8	233	7.5	262	8	495
Self-control	9	209	9	222	9	431
Accuracy	10	177	10	180	10	357
Earnestness	14	90	11	171	11	261
Voice	11	120	13	127	12	247
Stimulative power	12	97	12	134	13	231
Integrity	13	93	14	107	14	200
Industriousness	15	59	15	69	15	128
Enthusiasm	16	14	16	31	16	45
Attentiveness to own use of						
English	17	151	17	134	17	285

500 returns. The coefficient of correlation of the two equal groups, as determined by the Spearman Rank-Difference Formula, is .972. This high correlation points to the reliability of the data used and, as in the case of the objectives, shows conclusively that a very accurate measure, at least of what the veterans thought, was obtained.

Total influence. As shown by Table IX, greater differences in net scores were obtained for the traits than for the objectives, because of the fewer number of traits. A more definite and arbitrary rank resulted. Cooperativeness clearly ranks as the trait most fully developed, followed by judgment. The definiteness of the rank of the traits following these two may be determined by the differences in net scores. No change should be expected from the ranks of the last two traits in Table IX, for the difference in net score varies markedly from the other traits. Enthusiasm is clearly next to poorest in influence, with attentiveness to own use of English by far the most poorly influenced trait. The data indicate that attentiveness to own use of English was the only trait receiving a net bad influence from military service; however this net bad influence is very strong.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The influence of military service depends, apparently not to a large extent but to some extent, upon the particular factors of military service to which any one person was subjected. For this reason, a summary of the relatively strong and weak points of each major factor, both for the objectives of education as presented in Chapter II and for the personal and social traits requisite for high-grade teaching in secondary schools as presented in Chapter III, is given in this chapter. Furthermore, the actual percentage of influence which each factor exerted in objective accomplishment and trait development is given for the first time in this chapter.

The conclusions attempt to draw a picture of the typical veteran as a prospective teacher, considering only the influences of the military service and not the influence of previous training and experiences. The data for this picture are drawn from the second sections of Chapters II and III, with no attention paid to the various factors. This picture may easily be refined by noting the strong and weak points of the factors known to have exerted influence

on any particular person under study and adapting the picture as given here to the particular person. Not all veterans are expected to fit into this picture; however the high correlations found in this study indicate that the great majority of cases will fit. One fact to be emphasized, however, is that the picture can show only how the veteran has changed. This is not to be considered a complete study of veterans, but a study of what they thought had happened to them during an average of three years of their life spent in military service in respect to the particular objectives and traits considered in this survey.

I. SUMMARY

Strong and weak points of military-service factors.

A number of factors must necessarily enter into military service; therefore a close study of them should prove of value. The data used for a summary of the influences of these factors were drawn from the first parts of Chapters II and III, and consist of a brief restatement of what were considered significant differences in the influence of each factor. The data from these two chapters are grouped together under each military-service factor classification, so that traits and objectives are distinguishable only by their wording and meaning. The objectives are given first and followed without a break by the traits.

The degree of influence cannot be ascertained from the data used to indicate the strong and weak points of the military-service factors. One factor may show a stronger influence than another in the development of a trait or objective; however the trait or objective may be poorly developed even from the military-service factor showing the stronger influence. This information, therefore, is entirely relative to the other military-service factors.

Although Tables X and XI, on Pages 48 and 49, are very similar, they must be interpreted in a different manner. For example, Table X is concerned only with the influence exerted by each of the four branches of service. All four of these branches are necessary for the total influence of military service. They must be interpreted in this light, for the fact that the Army shows a better than average influence in the development of personal economics does not mean that no other branch of service can show a better than average influence in the development of personal economics. The influence on any branch of service, therefore, may be compared only with the total influence.

Table XI, on the other hand, is concerned with pairs of matching sections. The two age groups of 17-19 and 20-26 contain all 500 returns, as do all other groups in this table; therefore all of these groups are alike in that only two divisions of any one group is possible. The influence

on any division, therefore, is relative to both the total or over-all effect of military service and relative also to the influence on the other division of that factor group. For example, in the age 20-26 group in Table XI, part of the interpretation is the same as for Table X. Thus, the men in this group ranked the influence of military service better than average for the topics in the "better than average" column; poorer than average for the topics in the "poorer than average" column. However, since the age 20-26 group plus the age 17-19 group comprise all of the 500 returns, then the "average" influence is shown by the two combined age groups. For this reason, the age 20-26 group also rated the influence of military service on them better than the influence of military service on the age 17-19 group for the topics listed under the "better than average" heading; poorer than the influence on the age 17-19 group for the topics listed under the "poorer than average" heading. Tables X and XI deserve careful study.

TABLE X

SUMMARY OF THE INFLUENCES OF THE VARIOUS BRANCHES OF SERVICE

Branch of service	Better than average	Poorer than average
Army	Personal economics Social understanding Political citizenship Sympathy	Number Character Work Accuracy Alertness Reliableness
Navy	Reading Number Esthetic interests Character Work Integrity	Democracy Devotion to democracy Voice
Air Corps	Number Character Personal economics Consumer judgment Sympathy Stimulative power Integrity	Public health Occupational choice Occupational appreciation Devotion to democracy Voice Alertness
Marine Corps	Character Occupational appreciation Social activity Law observance Political citizenship Forcefulness Accuracy	Number Occupational choice Personal economics Social understanding Critical judgment Tolerance Social applications of science Adaptability

TABLE XI

SUMMARY OF THE INFLUENCES OF THE FACTORS OF MILITARY
SERVICE OTHER THAN BRANCH OF SERVICE

Military-service factor	Better than average	Poorer than average
Age 20-26	Reading Number World citizenship Law observance Adaptability Sympathy Forcefulness	Occupational adjust- ment Personal economics Devotion to democracy Affability Earnestness Reliableness
Not-overseas	Reading Courtesy Personal economics Social justice Law observance Affability Integrity	Democracy Occupational choice Occupational efficien- cy Economic literacy Devotion to democracy Alertness Earnestness
37-over months	Social activity Social understanding Sympathy Stimulative power Adaptability Alertness	Democracy Occupational adjust- ment Personal economics Devotion to democracy Earnestness Affability
Commissioned	Speech Reading Writing Number Public health Courtesy Work Occupational efficien- cy Social activity Social understanding Law observance Self-control Accuracy Integrity	Appreciation of the home Democracy Occupational choice Occupational appre- ciation Personal economics Tolerance Social applications of science World citizenship Earnestness Affability Adaptability

Percentage of influence for each factor. The data in Tables X and XI, on Pages 48 and 49, are valuable in that they show the strong and weak points of each factor constituting military service; however they are weak in that they show only the relative influence of the various factors. Tables XII, XIII, and XIV, on Pages 51, 53, and 54, contain data which give a fairly accurate picture of just what amount of influence was exerted by each factor.

The percentages of influence in these three tables were determined by dividing the total net influence, or the influence shown by the good minus the bad scores, by the influence which would have existed had each case given one check-mark in the good-influence column for each trait and objective used in this study.

Table XII, on Page 51, gives a comparison of the influence on each of the equal groups of 250 returns. These returns were numbered serially as they were received, and should represent approximately equal distribution of all military-service factors for each group.

Two observations appear warranted from a study of Table XII. The first is that more good influence was exerted by the military service in the accomplishment of the objectives of education than in the development of personal and social traits, as shown by the percentage of .740 for the objectives and the percentage of .725 for the traits.

TABLE XII
COMPARISON OF INFLUENCE ON EQUAL SIZE GROUPS

Group	Number of cases	Total possible influence	Total net influence	Percentage of influence
Objectives of education				
1-250 returns	250	10500	7381	.703
251-500 returns	250	10500	8150	.766
Total returns	500	21000	15531	.740
Personal and social traits				
1-250 returns	250	4250	2861	.673
251-500 returns	250	4250	3304	.777
Total returns	500	8500	6165	.725

The second observation which appears warranted from the data in Table XII is the fact that the second group of returns rated their influence as better in both the accomplishment of objectives of education and in the development of personal and social traits than the first group of returns. At first glance this fact appears to cast doubts upon the reliability of these data; however a closer study shows that the proportion of influence is approximately the same for objectives and traits. In order to find the proportion more accurately, the percentage of influence indicated by the first group of 250 returns was divided by the percentage of influence indicated by the second group of 250 returns, for both the objectives of education and the personal and social traits. The influence indicated by the first group was found to be .918 of the influence indicated by the second group for the objectives of education and .866 of the influence indicated by the second group for the personal and social traits. Actually, therefore, the difference in influence between the first and second groups of 250 returns is only .052, indicating that the data used in this study are approximately 95 per cent accurate. Differences in the percentages of influence on military-service factors, therefore, shall be considered significant when they vary five per cent or more from the percentage of influence of other factors.

TABLE XIII

PERCENTAGE OF INFLUENCE ON OBJECTIVES OF EDUCATION BY FACTORS

Rank	Factor	Number of cases	Total possible influence	Total net influence	Percentage of influence
1	Commissioned	57	2394	2230	.931
2	Marine Corps	38	1596	1245	.780
3	Navy	165	6930	5368	.775
4	Age 17-19	333	13986	10673	.763
5	12-36 months	339	14238	10817	.760
6	Overseas	396	16632	12600	.759
7	Air Corps	122	5124	3770	.736
8	Enlisted	443	18606	13301	.715
9	Army	175	7350	5148	.700
10	37-over months	161	6762	4714	.697
11	Age 20-26	167	7014	4858	.693
12	Not overseas	104	4368	2931	.671

TABLE XIV

PERCENTAGE OF INFLUENCE ON PERSONAL AND SOCIAL TRAITS BY FACTORS

Rank	Factor	Number of cases	Total possible influence	Total net influence	Percentage of influence
1	Commissioned	57	969	970	1.000
2	Age 20-26	167	2839	2110	.743
3	Navy	165	2805	2080	.741
4	12-36 months	339	5763	4253	.738
5	Overseas	396	6732	4946	.735
6	Marine Corps	38	746	543	.728
7	Age 17-19	333	5661	4055	.716
8	Army	175	2975	2092	.703
9.5	37-over months	161	2737	1912	.699
9.5	Air Corps	122	2074	1450	.699
11	Enlisted	443	7531	5195	.690
12	Not overseas	104	1768	1219	.689

Table XIII, on Page 53, may be interpreted to have the following significance in regard to the objectives of education used in this study when the five per cent error allowance is made.

1. The commissioned officers received definitely more good influence from their military service experiences than any other group.

2. The Marine Corps men received more good influence than the Air Corps, enlisted, Army, 37-over months, age 20-26, and not-overseas groups of men.

3. The Navy men received more good influence than the men in the Air Corps, enlisted, Army, 37-over months, age 20-26, and not-overseas groups.

4. The men in the age 17-19 group received more good influence than the men in the enlisted, Army, 37-over months, age 20-26, and not-overseas groups.

5. The men in the 12-36 months-in-service group received more good influence than the men in the enlisted, Army, 37-over months in service, age 20-26, and not-overseas groups.

6. The men who served overseas received more good influence than the men in the enlisted, Army, 37-over months, age 20-26, and not-overseas groups.

7. The men who were in the Air Corps were aided more than the men in the 37-over months, age 20-26, and not-overseas groups.

8. The enlisted men received more good influence in the accomplishment of the objectives of education than the men who did not serve overseas.

Table XIV, on Page 54, may be interpreted to have the following significance in regard to the personal and social traits used in this study when the five per cent error allowance is applied.

1. The influence on the commissioned officers did significantly more than the influence on any other group in developing the personal and social traits necessary for high-grade teaching.

2. The influence on the age 20-26 group was significantly better than the influence on the Army, 37-over months, Air Corps, enlisted, and not-overseas groups.

3. The influence on the men in the Navy was significantly better than the influence on the Army, 37-over, Air Corps, enlisted, and not-overseas groups.

4. The influence on the men who were in military service for from 12-36 months was significantly better than the influence on the men who were in the age 37-over, Air Corps, enlisted, and not-overseas groups.

5. The influence on the men who served overseas was better than the influence on the men who were in the enlisted and not-overseas groups.

6. The influence on the men who were in the Marine Corps was better than the influence on the men who were in the enlisted and not-overseas groups.

Comparison of the rank orders of the several groups, for the objectives of education as shown in Table XIII on Page 53 and in Table XIV on Page 54 for the personal and social traits, indicates that a fairly high coefficient of correlation exists. This coefficient was found by the Spearman Rank-Difference Formula to amount to .711, which would indicate that the influence was much the same for the objectives and traits. Since the objectives and traits agree rather closely in the rank of importance of the factors, some general conclusions can be drawn for the two combined groups. The most apparent influences are:

1. The commissioned officers profited much more in, both the objectives and traits than the men in any other group.

2. The younger-age group profited more than the older-age group in the development of desirable personal and social traits, but less in the realization of the objectives of education.

3. The Navy and Marine Corps groups found better influence on both the development of traits and the realization of objectives than the Army and Air Corps groups.

4. The men who were in the military service for shorter lengths of time profited more than the men who remained in the service longer. There is a possibility of error here, for the great majority of cases fell in the time group of from 30-40 months in service; however the differences in percentages as shown in Tables XIII and XIV are significant differences.

5. The men who served overseas profited much more than the ones who did not have overseas duty. The influence on the men who remained in the United States was the least influence of all factors in both cases.

II. CONCLUSIONS

Typical veteran as a secondary-school teacher. The following characteristics should be expected of most veterans when they assume their role as beginning teachers in the secondary schools of America. Exceptions to these characteristics are to be expected; however the high correlations and absence of any great difference in influence of factors, with the exception of the factors of commissioned officers and men who did not serve overseas, indicate that the exceptions will likely not be numerous. As shown

previously, the factors of military service which any particular case under study was subjected to should be ascertained and refinements made in the picture of the typical veteran with the influence of these factors in mind. This, then, is the "average" veteran teacher, as he sees himself.

1. The veteran is cooperative. Proof of this is apparent, for cooperativeness ranked first easily in the personal and social traits used and a very close second in the objectives of education used.

2. The veteran has a strong appreciation of the home. He knows what being away from home means, and has learned to get along satisfactorily away from his home. He is less likely to get homesick; more likely to adjust satisfactorily to new and different living conditions that he may meet.

3. The veteran has the ability to make new friends developed to a high degree. He found this necessary in the armed forces, and he should fit into a new community with greater ease than a person who has not had this experience.

4. The veteran has the trait of good judgment, defined as carefulness; common sense, discretion, tact, prudence, and sense of values. This trait ranked as the second most desirable for high-grade teaching, and second best developed of the traits. Modern teaching especially calls for less work from a textbook and more work from a teacher's initiative. The judgment of a veteran should be considerably higher than the judgment of others who have not had his experiences.

5. The veteran knows how to take care of his health. He not only has the knowledge necessary, but also has learned to apply this knowledge to form desirable health habits.

6. The veteran is alert. He has been trained by the excellent teacher of experience in listening and observing, and has lived in a raw enough state to develop a critical mind. He wants to make his own decisions, after the evidence from both sides is in.

7. The veteran is reliable. He has learned that he must do what he says he will do and what he is assigned to do. Failure to develop this trait during war times cost lives; the veteran will not soon forget the significance of this trait.

The veteran gained in many other traits and objectives, as shown by Tables VI and IX on Pages 30 and 42 respectively. The gains, however, are less significant than the ones repeated here; therefore they will not be emphasized again.

The military service could not be expected to do good in all cases and for all objectives and traits, especially when the primary purpose of military service was far from this worthy goal. Some few bad influences are apparent, and other influences are so poor that little if any good resulted from them. The most important of these bad and poor influences are:

1. The veteran lost considerably in attentiveness to his own use of English. This could be expected, for the life lived by the veterans was far from conducive to correct English habits. Similar reasoning, although not included in the data, indicates that the veteran will smoke and drink more than the non-veteran.

2. The veteran will not be as strong in intellectual interests as the non-veteran. The veteran's interest was devoted more to the concrete, every-day occurrences and less to the more fleeting finer arts.

3. The veteran does not place a high value on conservation. He saw too much waste take place, and took the attitude that everything except human life is expendable. Some revolted from this concept and became more conservation minded; however the majority indicated a loss in conservation.

4. The veteran has lost enthusiasm. Perhaps the reason for this is that he has ventured forth into life

and had some of his childhood delusions proved false. At any rate, the gain in enthusiasm is too slight to be considered seriously as a gain.

5. The veteran has lost in consumer judgment and in efficiency in buying. He lived for the moment rather than for the uncertain future; now he finds the extravagant habits formed hard to break. The actual influence as found in this study is a good influence, but again too slight to indicate a real gain. A significant gain, however, is found in the development of consumer protection.

6. The veteran will not be very industrious. He has held the so-called "eager beaver" in scorn and got by with as little work as he could during his military service experience; now this training is proving a handicap to him. His integrity has also had little good influence exerted upon it.

7. The veteran was little improved in the fields of speech, reading, and writing. The officers scored high in these basic fields, but the enlisted men suffered. There was little chance for practice, and the practice itself when present was not of a good type. The enlisted men were not expected, as a general rule, to be proficient in these fields, and little was done to improve them.

III. RECOMMENDATIONS

The data obtained for this study should not be expected to show a complete picture of the veteran as a secondary-school teacher. One very good reason is that, despite the great amount of research done in this field, no one knows just what constitutes a good teacher. Apparently no objective test for teaching ability is practical. Another good reason is that no attempt was made in this study to determine how strong the veterans were in each objective and trait. The only concern of this study was what

five hundred veterans thought had happened to them in respect to these objectives and traits while they were in service. The third reason why these data do not show a complete picture of the veteran is that an accurate measure of what is a good influence and what is a bad influence is impossible. All that could be done was to determine what the veterans thought was a good influence and what the veterans thought was a bad influence at the time of the study, and to determine the relative degree of the influence on each. The high correlation found between the parts of these data indicates that a fairly accurate measure of what the veterans thought was obtained; that was all that could be hoped for.

The high reliability found in this study would indicate that the men serving in the armed forces of our country had very nearly the same influences from their military service experiences. Important as this equalization process was, however, it could not erase the background and native ability of the men; therefore a blanket statement that a veteran would prove a better teacher in secondary schools than a man not subjected to military service influences could be nothing but utter folly. The premise, however, that a prospective teacher experiencing military service would prove a better teacher than he himself would have been without these experiences is believed to be

excellently substantiated by this study. The exceptions are believed to be very few.

The question of whether a year of teaching experience should be allowed for each year of military service experienced by the beginning teacher is beyond the scope of this study, as no comparative data were obtained. An approximation of the answer to this question could be found by giving, to men who had taught from three to five years, a similar self-evaluation sheet calling for the influences of the first three years of teaching experience on the same objectives and traits used in this study. A comparison of the data found in this suggested study with the data presented in the present study should give at least a more satisfactory basis for either granting or refusing to grant credit for military experience as teaching experience.

The data found in this present study do show, nevertheless, that great benefit was received from military service; therefore some recognition of this increased ability, understanding, and development should be given to veteran beginning teachers. The recommended recognition is to grant one year of teaching experience for each year, up to and including three years, of military service. The value of military service for a greater duration than three years time, judging from the data used, is nil if not negative.

The standardized practice most colleges and universities follow in granting credit for military service, based on service training schools attended, is well established and very objective; hence any recommendations suggested by this present study would have very little if any chance for adoption. The only sound recommendation, therefore, having also the virtue of practicality, is that an additional small amount of credit be granted to the men who served in the groups showing the strongest percentages of total good influence in Tables XIII and XIV, on Pages 53 and 54, and that a small amount of credit be deducted from the total credit granted to men who served in the groups showing the smallest percentages of total good influence in these tables. Compliance with this recommendation would result in an additional process, supplementing but not replacing the present plan of granting college credits to veterans for their military service. The recommended procedure is to add four quarter-hours of credit for having a commission and to add two quarter-hours of credit for having less than three years of service; but to deduct four quarter-hours of credit for lack of overseas service and to deduct two quarter-hours of credit for having service of more than three years' duration. Any deduction, of necessity, would be made only from credits originally granted for attending military service training schools.

APPENDIX

INFLUENCE OF MILITARY SERVICE EXPERIENCES

65

Name _____ Age when entered service _____ Months in service _____

Branch of service _____ Overseas _____ Rank at time of discharge _____

Instructions: Your military service undoubtedly had some influence upon you. At least some of this influence may be indicated by check-marks for the applicable topics listed below. There is a strong possibility that your experiences may not have influenced you on some of the topics. If you feel that there was no influence, that topic should not be marked in any way.

The following system has been adopted to indicate the degree of influence, which may be either good or bad as shown by the column the checks, if any, are in.

- No checks at all - no noticeable influence
- One check - slight, noticeable influence
- Two checks - moderate, very noticeable influence
- Three checks - strong, permanent influence

GROUP I	GOOD INFLUENCE	BAD INFLUENCE
Work - satisfaction of good workmanship _____		
Occupational information - knowledge of the requirements and opportunities of various jobs _____		
Occupational choice - wise selection of occupation _____		
Occupational efficiency - success in vocation _____		
Occupational adjustment - maintain and improve efficiency _____		
Occupational appreciation - social value of work _____		
Personal economics - plan economics of own life _____		
Consumer judgment - standards for guiding expenditures _____		
Efficiency in buying - information and skill _____		
Consumer protection - safeguard own interest _____		
Respect for humanity - put human relationships first _____		
Friendships - rich, sincere, and varied _____		
Cooperation - work and play with others _____		
Courtesy - observation of social behavior amenities _____		
Appreciation of the home - family ideals _____		
Homemaking - skill in _____		
Democracy - democratic family relationships _____		

GROUP I

GOOD
INFLUENCEBAD
INFLUENCE

66

Inquiring mind - appetite for learning		
Speech - clearness and distinctness		
Reading - efficiency		
Writing - effectiveness		
Number - counting and calculating		
Sight and hearing - listening and observing		
Health knowledge - understanding of basic facts		
Health habits - protection of own health		
Public health - work to improve		
Recreation - participant and spectator		
Intellectual interests - mental use of leisure time		
Esthetic interests - appreciation of beauty		
Character - direction to life		
Social justice - sensitiveness to disparities of human circumstance		
Social activity - correct unsatisfactory conditions		
Social understanding - social structures and processes		
Critical judgment - defense against propaganda		
Tolerance - respect for honest differences of opinion		
Conservation - regard for nation's resources		
Social applications of science - measure scientific advance by its contribution to all society		
World citizenship - cooperating member of the world		
Law observance - respect for the law		
Economic literacy - understanding of collective economic problems		
Political citizenship - acceptance of civic duties		
Devotion to democracy - unswerving loyalty to democratic ideals		

GROUP II

GOOD
INFLUENCEBAD
INFLUENCE

67

Sympathy - love for children; consideration; congeniality; kindness; helpfulness; approachableness		
Judgment - carefulness; common sense; discretion; tact; prudence; sense of values		
Self-control - not nervous, timid, hysterical, rampant, or subject to uncontrolled anger		
Enthusiasm - heart in work, but not necessarily effusive		
Stimulative power - power to arouse interest		
Earnestness - conscientiousness; seriousness; sincerity		
Affability - friendliness; likeability; pleasantness; sociability; cordiality		
Industriousness - perseverance; persistence		
Voice - quality, pitch, tone, and volume		
Adaptability - versatility; all around usefulness		
Forcefulness - performing what is purposed; maintenance of discipline		
Cooperativeness - working harmoniously with others		
Attentiveness to own use of English - absence of errors, or prompt correction of errors		
Accuracy - thoroughness; preciseness		
Alertness - aggressiveness; dispatch; promptness; responsiveness; wide awake		
Integrity - uprightness; honesty; morality; soundness		
Reliableness - responsibility; trustworthiness		

REMARKS: