

MILITARY SERVICE: BARRIER OR HELP TO THE EDUCATIONAL

OBJECTIVES OF COLLEGE STUDENTS

by

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ABSTRACT

The purpose of this study was to determine from college students, ROTC staff members, veterans, and educators if military service commitments interfered with the educational objectives of college students. A further objective was to determine the educational advantages and disadvantages associated with this military service commitment.

Methods used in this study involved administration of a survey instrument to Army and Air Force ROTC students, ROTC staff, veterans and educators at Montana State University. The subjects in this study were asked to report on their background, their attitudes, and their opinions concerning how military service was advantageous or not to students pursuing educational objectives.

Conclusions drawn as a result of this study were: (1) The majority of persons sampled did not believe that possible military service commitments facing our college students would interfere with the attainment of their educational objectives. (2) The majority of persons sampled were in accord that advantages associated with military service outweighed disadvantages when considering educational objectives. (3) College students, at the time of this study, indicated some awareness of draft laws and regulations as concern draft age and student deferments.

Recommendations made as a result of this study were that (1) responsibility be specifically delegated to a department of Montana State University to brief all male students periodically on draft laws and (2) further research is recommended to determine whether or not high schools in the State of Montana are counseling their students on the latest military service commitments.

CHAPTER I

NATURE OF THE PROBLEM

There seem to be many variations in the views expressed by teachers, educators, parents, and youth concerning military service as a barrier or help to the educational objectives of college students. Apparently military service will continue to be a concern. For example, Lt. General Lewis B. Hershey, (19)* Director of Selective Service, stated one view in 1960, "There will be need of a draft law as far ahead as I can see." Under the Universal Military Training and Service Act, Hershey said, "Every young man is obligated for a total of six years military service, active and reserve."

Selective Service is one of America's oldest institutions, even though the term "Selective Service" was not used until World War I. American conscription may be traced as far back as the earliest colonists, who brought over with them the English militia system. The modern conception of selective service, however, differs greatly from manpower procurement used in those times. The colonies had various acts for regulating their militia as they were quick to learn that survival depended on citizenry trained and accustomed to arms. Jackson (12) stated that "each colony had its compulsory service laws, but the enforcement of the laws was within the exclusive province of the individual colony." The Continental Congress, not having the power or authority to order the colonies to provide militia, had various manpower difficulties during the Revolutionary War. Now the Federal Government levies

*Numbers in parenthesis refer to literature consulted which is organized in alphabetical order at the end of this report.

quotas on the various states according to the population or number of persons available for military induction based on periodic reports submitted by each state. The state levies quotas on each county according to the number of persons available for induction as submitted on periodic reports by each county to the state.

Since World War II, American has abandoned her previous policy of non-involvement in foreign affairs (her isolationist policy) and has accepted the world leadership thrust upon her. As one of the acknowledged leaders of the free world, this country has found itself in a period of political unrest and undeclared wars with leaders of the communist world. With no end of this so-called "Cold War" in sight, America is forced to maintain her military might to protect our democratic institutions and preserve peace.

There is a probability that most families having youth of inductible age will see those youth serving in one of the military services (19). Unknown, of course, is the effect of this military service obligation on the developing careers of our youth. The desire to ascertain if military service is a barrier or help to the education objectives of our youth prompted this study.

The writer had the opportunity, through his own military service, to formulate some opinions and hear expressed views from several youth in the service. The majority of these youth expressed the view that military experience was more of a help than a barrier in obtaining education objectives. The writer has heard many other persons comment that military service has taught them the value of an education, and that military service has enabled

them to continue their education, which they perhaps could not have done otherwise.

The purpose of this investigation was to determine from college students, Reserve Officers Training Corps (ROTC) staff members, educators, and various veterans of the Armed Forces attending college if military service commitments were viewed as an interference with educational objectives of college students. A second purpose was to determine what educational advantages and disadvantages, in their opinion, were associated with this military service commitment.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature was reviewed to find information about draft laws and deferments to determine the present status of our students under the Universal Military Training and Service Act, As Amended, educational disadvantages associated with military service commitments and educational advantages associated with military service commitments. Very little information was found concerning educational disadvantages associated with military service. The bulk of literature dealt with conscription, draft laws and regulations, and the educational opportunities available to persons in the military service.

Draft Laws and Deferments

The Universal Training and Service Act, As Amended, and Selective Service Laws and Regulations, As Amended, were carefully scrutinized concerning student obligations under draft laws prevalent in 1963, the year in which this study was conducted. Draft laws and deferments were those that would concern students at the time this study was made. Due to the length of the laws and regulations, with their amendments and various proclamations, they were condensed into the writer's own words. The most important laws and regulations affecting our students are described below.

Male citizens were required to register within five days after attaining their eighteenth birthday and were eligible for induction into the military service from 18½ years of age to 26 years of age, unless falling under certain other criteria such as: cadets, United States Military or Naval

Academy, already enlisted, and certain other categories.

There were five main classes of selective service classifications with many sub-classifications, some of which either exempted or deferred persons from induction into the military service. Two examples were the classification for student deferment and for hardship deferment.

Students were normally deferred as long as they were satisfactorily pursuing a full-time course of instruction in college. Students applied for deferment to their appropriate local boards through the registrar who verified their status. School deferments were granted by the local board of jurisdiction. School deferments were good for a period of one year and then had to be reaccomplished. As Harwood (9) mentioned, this deferment was basically intended to protect the individual from having to interrupt his education. It did not, of course, guarantee that his education would not be interrupted in a national crisis.

Non-volunteers were not considered for induction until they reached the age of $18\frac{1}{2}$, but persons under the age of 22 were not being drafted at the time of this study. Draft quotas were being filled within the age group of 22 to 26. A student deferment would not normally have been necessary if undergraduate work were completed before this age. It seemed apparent to the writer that students were relatively free from being drafted after age 22 as long as they were satisfactorily pursuing a full-time course of instruction, unless a national emergency were to arise.

Students graduating from college with a Bachelor of Science Degree might have requested a one-year student deferment to work on a higher degree. This deferment was at the discretion of the draft board. Perhaps Harwood (9)

covered this law best by saying,

In determining whether a college graduate should be deferred to work toward a master's or doctor's degree the local board uses as a guide either a test score of 80 on the Selective Service College Qualification Test or standing in the top fourth of the senior class, or both. After a student has begun his graduate work, certification by the school that the student is making normal progress guides the local board in considering him for deferment, year by year.

Students pursuing a course of study leading to a degree in medical, dental, or allied specialists categories may have been allowed to finish their education and internship before being considered for drafting into the services. Harwood (9) covers this item in common phraseology by saying, "If a student plans to enter medical school or dental school, a test score of 70 on the Selective Service Qualification Test or a standing in the upper half of the male members of his class during his last undergraduate years--or both--are used as guides by the local boards."

Students attending school did not need a school deferment until they reached the inductible age of 22. A student who then requested a school deferment, and was classified or deferred as such, had his liability for the draft extended to age 35 instead of to age 26. This statement concerning age eligibility excluded advanced ROTC students and students who were members of a reserve unit, due to the many ramifications concerning their status.

In summary, then, draft boards can and do vary in decisions, discretionary powers, and interpretation of draft laws. With the many ramifications and changes occurring in our draft laws, it seems necessary that students contact their draft board periodically concerning their status.

Educational Disadvantages Associated with
Military Service Commitments

One statement the writer heard was the indecision on whether to delay a college education and complete the military service commitment first. This indecision upon the part of the students was perhaps due to not wanting to interrupt their college education once started.

Another disadvantage noted was the delay between graduation and commencing one's trained profession due to a term of military service. Another disadvantage noted was the hesitancy of some employers to hire college graduates, who had not served in the military service, due to the possibility of these persons being drafted. Sneden (20), in his report to the Committee on Veterans' Affairs, House of Representatives, stated, "Employers are unwilling to invest time and money to train men who might have to serve in the Armed Forces."

The expiration date of the Serviceman's Readjustment Act for the Korean War was noted as another disadvantage.* This bill had many ramifications, but for entitlement to a course of education or training, not to exceed 36 months, a serviceman had to be in the service on or prior to January 31, 1955. (5) Sneden (20) mentioned that "68,000 persons were attracted into the service in January of 1955 just before the cutoff date because they knew they were going to get educational benefits. In February of 1955, right after this date, it dropped down to 24,000." Without a doubt many veterans received an education under this bill who would not have received it otherwise because

*Commonly known as the "G.I. Bill".

of their financial position.

Another disadvantage heard was the possibility of not working in one's trained profession while in the service, a possibility which might have been a detriment upon release from the military.

Other disadvantages noted were that a break in education could cause a loss of desire to complete undergraduate or graduate work, that service commitments could interfere in obtaining an advance degree in a non-professional field, and in case of a career necessitating a long period of training, as medicine or law, military service obligation could seriously interfere.

Educational Advantages Associated with Military Service Commitments

One educational advantage noted was that increased maturity was gained in planning one's life work. Many students entering college seem undecided upon a career or their goals in life and, thus, seem to wander aimlessly from one curriculum to another. Many college graduates have entered their chosen profession and then changed because they were unhappy and dissatisfied. The writer has heard many undergraduate and some graduate students state that military service had helped them mature and determine their life's work. Some reasons for this maturity may be age, worldwide travel, associations with persons in various vocations or professional fields which are closely related to civilian careers, and an opportunity to work in or observe these fields.

One statement mentioned numerous times as an educational advantage was

the change of attitude and motivation concerning the value of an education. The writer heard many servicemen, who did not have a college education or complete college, state that "military service has shown me the value of an education and its relation to success."

Another advantage noted was the various educational opportunities available while in the service. The opportunities for learning a vocation, trade, or for formal education are tremendous in the various services. In terms of education, one's time in the service need not be a loss. The services encouraged their members to continue their schooling while in uniform and various financial assistance was offered. Educational opportunities in the various services were practically unlimited. As Fisher (6) stated, "The services have gone all out to provide education for their personnel. These educational opportunities are of almost endless scope. These opportunities are available to all service personnel regardless of where they are stationed."

Each service had education and vocational training designed to meet its own needs for the first consideration of the various Armed Forces training programs is to develop top-notch individuals for military defense.

Not all training or education, however, was designed for military specialities. Many areas of study were available from high school algebra to college level humanities and on to graduate work. As Koerner (15) stated, "Excellence in education is a prerequisite to excellence in defense and there is an awareness of this by our government and military leaders."

As previously stated all services had educational programs and they

varied somewhat depending on the service, but for formal education they closely paralleled each other. For instance, the United States Armed Forces Institute (USAFI) with headquarters at Madison, Wisconsin, offered over 200 different correspondence and self-teaching courses for personnel of all services. With these thoughts in mind the writer will limit himself to a discussion of some of the educational programs mainly concerned with non-military education conducted by the Air Force at the time of this study. Nearly all service schools included some academic work on the elementary through university level and work at the vocational level in the course of their on-duty programs. The larger portion of non-military work was offered in the voluntary off-duty program, including United States Armed Forces Institute and work at civilian institutions.

The Air Force Institute of Technology (AFIT), in addition to having various resident schools, supervised the educational programs of Air Force personnel in civilian institutions and selected industries. Degrees granted at AFIT varied from undergraduate to graduate at the masters or doctoral level. The Engineering curricula was accredited by the Engineers' Council for Professional Development, and accreditation as a master's degree granting institution was done by the regional accrediting association, the North Central Association of Colleges and Secondary Schools. All applicants for graduate work had to complete the Graduate Record Examination (11).

The USAFI (9) offered many courses at various levels. The cost was low. A student paid the \$5 USAFI enrollment fee for his first course and no more at any time afterwards no matter how many courses he took, so long

as he completed each course satisfactorily and in the allotted time. USAFI supplied all textbooks and other course material. In addition more than 6,000 correspondence courses were given through USAFI by civilian colleges and universities across the country. The relatively low enrollment fees in these courses included the cost of textbooks and other material.

Many service personnel attended resident classes on campus if they were near a university or college; resident classes on base conducted by instructors from nearby universities or colleges; and extension classes on base by instructors from accredited institutions. The armed forces offered tuition assistance for these courses. Aid (9) was as much as 75 per cent of the tuition cost but no more than \$7.50 a semester hour or equivalent.

Personnel who had completed three to three and one-half years of academic college credit were eligible to apply for final semester temporary duty, not to exceed six months, at a college or university of their choice. The purpose of this program (6) was to allow personnel to complete final resident requirements for their degree. Personnel attending a college under this program received full pay and allowances.

For personnel stationed overseas and not located near a university the USAFI provided world-wide educational service. In addition five universities in the United States participated in a program which granted servicemen resident credit. One of these universities was the University of Maryland. Since 1949 (17) approximately 130,000 servicemen and dependents have taken courses from 204 centers in 23 countries. Maryland also conducted full-scale commencement in Germany and Japan.

All services had an academy such as the Air Force Academy. There were certain eligibility requirements besides nomination. The program of instruction provided four years of undergraduate study leading to a baccalaureate degree.

Numerous colleges evaluated and gave credit for various military and service schools attended. The Commission on Accreditation of Service Experiences of the American Council on Education (17) issued statements concerning credit for military service, and received numerous requests from educational institutions for credit recommendations. This commission only recommended but numerous colleges did give credit.

Other advantages noted were that the services made educational opportunities available to personnel who otherwise would not or could not have sought higher education; the "G.I. Bill" helped many persons obtain educational goals who otherwise would not have been in a financial position to do so; being in the service was in itself an education as it gave a variety of lessons in life; and the service offered an individual further training and practical experience in his field, which helped him procure a good position on return to civilian life.

Summary

The majority of literature consulted dealt mostly with draft laws and regulations and educational opportunities available in the military services. All services had educational programs to include formal education and vocational training. Students were relatively free from being drafted as long as they were satisfactorily pursuing a full-time course of instruction.

Discussions of the population surveyed in this study, construction of the data gathering instrument, collection of data, and analysis of the data will be presented in Chapter III which follows.

CHAPTER III

METHODS

The present chapter is organized to include a discussion of methods used in determining whether military service was a barrier or help to educational objectives of college students and a discussion of educational advantages and disadvantages associated with this military service commitment. The discussion below will include information about selection of population, construction of the questionnaire, collection of the data, and analysis of the data.

Selection of the Population

The population of this study was composed of Army and Air Force ROTC students, ROTC staff, veterans, and educators at Montana State University. Participation in the study was on a voluntary basis.

The assumption was advanced that, since ROTC was mandatory for freshmen and sophomores, except in certain cases, a representative cross section of university students would be included in this study. Air Force and Army ROTC students were combined by class as freshmen and sophomores. One section of each freshmen and sophomore class was sampled, except for Air Force sophomores. The Air Force sophomore class had no scheduled ROTC classes during the quarter sampling was done, so questionnaires were not limited to a section but to the class as a whole. The advanced ROTC students were sampled in their entirety.

Seventy Military Science I students returned questionnaires from a total of 93 handed out; 110 Military Science II students returned question-

naires from a total of 148 handed out; 55 out of 80 Military Science III students returned questionnaires; and 39 Military Science IV students returned questionnaires from a total of 50 handed out. The return on questionnaires handed out to Army and Air Force ROTC students was 74 per cent.

Of the 180 Basic ROTC students who returned questionnaires, 86 were Air Force and 94 were Army. Of the 94 Advanced ROTC students who returned questionnaires, 51 were Army and 43 were Air Force. The curriculum of all ROTC students included an excellent cross section of the entire Montana State University enrollment.

Eighteen questionnaires were distributed to the Air Force and Army ROTC staff with 15 being returned. Their dates of entry into the military covered a span from 1940 to 1952. Three of the staff had not completed high school, four had completed high school, three had two years of college prior to entry into the military service, and four had completed undergraduate work. An interesting item of note was that, prior to assignment at Montana State University, three earned credits towards a high school diploma, five earned credits toward undergraduate degrees, and one did graduate work.

Fifty-nine questionnaires were distributed to veterans attending Montana State University with 36 being returned. Of the 36 veterans eight served in the Air Force, 16 served in the Navy, and 12 served in the Army. With the exception of three veterans, the entire span of service covered by this group included the years from 1951 to 1962. Two veterans did not complete high school prior to entering the military service, 23 completed high school but had not entered college, and 11 had entered the service after

entrance into college. Of the 36 veterans sampled 27 were doing undergraduate work and nine were doing graduate work.

Fifty questionnaires were distributed to various educators at Montana State University with 38 being returned. Twenty-eight of the 38 educators had served in the military. The educational status of these 28 men at time of induction varied immensely. Three of them had completed high school but had not entered college, and 24 had entered college. Of the 24 who had entered college, some had been in college two months while others had seven years of college experience. Fourteen persons had completed undergraduate programs or were working on advanced degrees.

In summary, the population for this study consisted of 274 ROTC students, 15 ROTC staff members, 36 veterans, and 38 educators. The method of collecting the data will be reviewed later in this chapter.

Construction of Data Gathering Questionnaire

A data gathering questionnaire was prepared specially for this study to secure information from basic and advanced ROTC students, ROTC staff, veterans, and various educators on the faculty at Montana State University. The varied cross section of population to be sampled necessitated the construction of a different questionnaire for each of these four groups. The survey instrument was constructed to include a small portion of background on each group and then each questionnaire was designed to determine from each group their attitudes and opinions concerning military service and students' educational objectives. One specific question common to each group

was, "Do you feel that military service commitments facing our students interfere with their attainment of educational objectives?" Space was left on the questionnaire for each person to answer or explain why he marked the above question in the manner in which he did. Copies of the various questionnaires used are included in the appendix of this study.

In construction of the questionnaire, professional judgment and opinions were received from four members of the faculty at Montana State University who were familiar with the military service and with students' service commitments.

Collection of Data

The collection of data from each group varied and was on a voluntary basis. The Army ROTC staff had their students complete the questionnaires during a class period while the Air Force ROTC staff had their students complete the questionnaire out of class and then return them to the instructor. The Professor of Air Science and the Professor of Military Science and Tactics passed out questionnaires to their respective staff and collected them in turn. Veterans' questionnaires were distributed by the Veterans Coordinator at Montana State University and were collected in turn as the veterans signed the monthly payroll roster. Educators' questionnaires were distributed and collected by several people. The Dean of Letters and Science served the Botany and Bacteriology Department; the Dean of Engineering worked with members of the Division of Engineering; a Professor of English asked members of the English Department to participate; and a Professor of Earth

Sciences administered to members of the Earth Sciences Department. The investigator distributed and collected questionnaires from the Dean of the Graduate Division and from various members of the Department of History, the School of Education, and the Testing and Counseling Service.

Analysis of the Data

The questionnaires were analyzed by five categories of personnel: Basic ROTC students, Advanced ROTC students, ROTC staff, veterans, and educators. Tabulations of various responses were made for comparison on a number basis. Some questions asked for personal comments, if the subject's prior question was answered yes or no. The opinions and personal comments reported by several personnel were reported in this study.

The results of the study are reported in Chapter IV.

CHAPTER IV

RESULTS

A questionnaire was prepared and administered to five groups which consisted of Army and Air Force Basic and Advanced ROTC students, ROTC staff, veterans, and educators at Montana State University to determine whether military service was a barrier or help to educational objectives of college students. These groups were also asked to state their opinions and to give personal comments on military service and educational objectives.

The information contained in Table 1 concerning Basic ROTC students

TABLE 1

OPINIONS of 180 AIR FORCE and ARMY BASIC ROTC STUDENTS CONCERNING
MILITARY SERVICE and EDUCATIONAL OBJECTIVES

Questions	Number of ROTC Students Choosing Answers			
	Un-			Not
	Yes	No	decided	
Did you have any military service prior to your attendance at Montana State University	4	176		
Do you intend to enter Advanced ROTC	64	99	11	6
Do you intend to further your education while in the service	29	3	32	
Is the fact that you are faced with possible military service in the near future interfering with the attainment of your educational objectives	28	144	5	3

reveals that only four of the 180 students had prior military service. These four had each served a six-month tour of active duty which leaves a commitment for them in the active reserve upon completion of their short active duty tour. Sixty-four students stated that they intended to enter advanced ROTC while 99 stated that they did not. The comments of the ROTC staff and the writer's own experience as an Assistant Professor of Air Science was that most basic students do not decide definitely on advanced ROTC until the deadline for decision arises. Further examination reveals that 144 students felt that being faced with possible military service in the near future was not interfering with the attainment of their educational objectives, twenty-eight students felt it would interfere, five were undecided, and three did not answer the question.

A sample of personal comments made by students concerning whether the possibility of military service in the near future would interfere with the attainment of their educational objectives are presented below. Numbers in parenthesis at the end of some comments indicate the number of Air Force and Army Basic ROTC students who made a similar comment. The first group of comments were from students who indicated that the service obligation would not interfere with their objectives.

Intend to finish my military commitment first as I am not sure of my educational objectives. (5 students)

Military service won't interfere with graduation as the present policy is not to draft until 22 and I can always get a deferment. (58 students)

Indifferent--so what. (10 students)

Can further my education in the service. (11 students)

Won't interfere as I have prior military service.

The military won't bother me while completing my education if I enter advanced ROTC. (13 students)

It is our patriotic duty to serve if needed. (5 students)

Service will better qualify me for a future job.

There is enough time in one's life for both education and military service commitment. (5 students)

It will not interfere as I am not close to being drafted. (7 students)

Don't think I will be drafted because of my professional field of study. (7 students)

Have a physical disability that will more than likely exempt me from service.

Comments by students who answered the question "yes" or that it would interfere.

Any break in your education is a disadvantage.

Wouldn't be able to work in my trained profession while in the service.

If drafted would interfere with graduation. (4 students)

Hard to get a permanent position after graduation from college unless you have your military obligation out of the way. (5 students)

Delay after graduation in starting to work.

Not sure if I can do graduate work before being drafted into the service.

A break in education may preclude returning to college and finishing my degree.

Can't afford to waste time in the military.

Will take longer than four years to finish undergraduate work.

In summary, the majority of Basic ROTC students did not feel that military service would interfere with attainment of their educational objectives,

were aware of student deferments under the draft laws, and seemed familiar with some of the educational opportunities available while in the service.

The information contained in Table 2 concerns Advanced ROTC students

TABLE 2

OPINIONS of 94 AIR FORCE and ARMY ADVANCED ROTC STUDENTS CONCERNING
MILITARY SERVICE and EDUCATIONAL OBJECTIVES

Questions	Number of ROTC Students Choosing Answers			
	Yes	No	Un- decided	Not Answered
Did you have any military service prior to your attendance at Montana State University	5	89		
Do you feel that your service commitment, upon completion of the program, will interfere with your attainment of educational objectives	6	86	2	
Do you intend to further your education while in the service	54	5	34	1

who are committed to a term of military service upon graduation. An examination of Table 2 reveals that five of the 94 students had prior military service, fifty-four students intended to further their education while in the service, five said they would not, and 34 were undecided. Eighty-six students felt their military service commitment upon completion of the program would not interfere with their attainment of educational objectives, six thought it would interfere, and two were undecided.

A sample of personal comments made by advanced ROTC students concerning military service commitments and educational objectives follows. The first group of comments were from students who indicated that the service obligation would not interfere with their objectives.

If I like the service I will stay in. (7 students)

Will obtain educational objectives before entering the service.
(7 students)

A service tour will not interfere with my finding a good job when returning to civilian life. (5 students)

I feel that I will be able to continue my education while in the service. (27 students)

A tour in the service may be an incentive for a graduate degree.

Feel it will be easier to get a position after the service commitment is completed.

Service commitment is just a small portion of a person's life.

The service will give me further training and practical experience in my field, which will help me procure a good position upon return to civilian life. (5 students)

Believe I will be able to finish graduate school before entry into the service.

Feel that I will be able to do graduate work while in the service. If not, I will have gained practical experience, and can do graduate work on the completion of my service commitment.

Expect to be placed in a field comparable to my educational training.

I will have gained a broader background even if not in my field of study. (5 students)

Need maturity to determine goals in life.

The service commitment is an opportunity to gain practical experience in life. (10 students)

Comments by students who answered the question "yes" or that it would interfere.

There is no related career field in the service comparable to the one in which I have been trained.

It will delay my getting started in a civilian career.

It will delay my entering law school or the accounting profession.

I have heard your learning powers lessen after a two or three year break and in addition I may be married.

There is a possibility that the service commitment may interfere with obtaining a graduate degree.

If I enter flying school it will interfere as it will not be in the field I received my training.

The last comment certainly showed indecision on the part of two students for they added, "but I sincerely want to fly."

The majority of Advanced ROTC students sampled, then, felt that military service commitments would not interfere with their educational objectives and were also aware of the educational opportunities available in the service.

The information on Table 3, shown on the following page, concerns how the ROTC staff felt concerning service commitments and educational objectives of students. The writer realized the possibility of prejudice arising since the ROTC staff were presently in the military service, but a close check of the responses seemed to indicate that they were objective. Nine of the staff mentioned that deferment policies in effect at the time of their induction did not hinder them from attaining their educational objectives, one said it did interfere, one said not applicable, three did not answer the question, and one staff member said neither. An examination of Table 3 reveals that ten of the staff members had a break in military service and, out of the ten, six utilized the "G. I. Bill" to continue their education prior to reentry

TABLE 3

OPINIONS of 15 ROTC STAFF CONCERNING MILITARY SERVICE and
EDUCATIONAL OBJECTIVES of STUDENTS

Questions	Number Choosing Answer		
	Yes	No	Undecided
Did you ever have a break in active military service	10	5	
Did you ever use the "G.I. Bill" for educational benefits	6	4	
During your assignment at Montana State University have you taken any courses	12	3	
Do you feel the military service commitments facing our students interfere with their attainment of educational objectives	0	14	1

into the service. Further examination reveals that 12 of the staff were utilizing this opportunity to further their education while assigned to the university. Fourteen of the staff felt that military service would not interfere with attainment of educational objectives while only one staff member was undecided.

A sample of personal comments made by the ROTC staff concerning military service commitments and educational objectives follows. Comments by the staff who answered the question "no" or that it would not interfere are presented first.

Being in the service is in itself an education. It gives a variety of lessons in life.

Many degree completion programs are available to persons in the service.

Students with acceptable grades can in almost all cases be deferred until graduation unless a national emergency exists. (5 staff)

By students entering Advanced ROTC education can be completed with a minimum of interruption.

Military obligation gives students the maturity needed to take full advantage of their education.

The current draft age policy of 23 provides sufficient time to receive a degree without deferment. (3 staff)

There are many opportunities to earn an advanced degree while in the service.

The services make educational opportunities available to personnel who otherwise would not or could not take higher education.

The military does not interfere with educational goals because the military has various programs that personnel may take advantage of to further their education.

A comment made by one staff member who was undecided as to whether or not the military service commitment would interfere was, "It may interfere if a student desires an advanced degree in a non-professional field."

It seemed significant that 14 out of 15 staff members felt that military service commitments would not interfere with students attaining their educational objectives and that 12 out of 15 staff members had taken advantage of being located at this university to further their education.

Thirty-one of the 26 veterans sampled reported that they were drafted into the various services, as shown in Table 4 on the following page. Ten veterans reported that they took advantage of educational opportunities while

in the service, ten veterans had not, and 16 veterans didn't answer the

TABLE 4

OPINIONS of 36 VETERANS CONCERNING MILITARY SERVICE and
EDUCATIONAL OBJECTIVES of STUDENTS

Questions	Number of Veterans Choosing Answers					
	Yes	No	Un- decided	Not Answered	Barrier	Help
Were you drafted	5	31				
While in the military service did you take advantage of educational opportunities offered to earn credit towards a high school di- ploma or college degree	10	10		16		
Did you ever receive educa- tional benefits available under the G.I. Bill	35	1				
Are you presently eligible for educational benefits under the G.I. Bill	35	1				
Are you presently receiving assistance under the G.I. Bill	35	1				
In your opinion was military service a barrier or help to you in the achievement of your educational objectives			1		2	33

question. Thirty-five of the 36 veterans had received educational benefits under the "G.I. Bill", 35 were presently eligible, and 35 were receiving

financial aid at the time of this study. Thirty-three said military service was a help to achievement of their educational objectives, two said it was a barrier, and one veteran was undecided.

A sample of personal comments made by veterans concerning whether military service was a barrier or help to them in the achievement of educational objectives follows. First comments were made by veterans who answered the question "no" or that it was not a barrier.

A maturing element in my life orienting me to my objectives and goals. (10 veterans)

The "G.I. Bill" helped me financially in obtaining my education. (15 veterans)

Showed me the advantages of an education and gave incentive needed to further my education. (7 veterans)

Furthered educational background while in the service which helped when entering college. (4 veterans)

Received further training in my field of study. (3 veterans)

Worldwide travel gave me a broader outlook on life and an understanding and feeling for people of other nationalities.

Taught me to accept and handle responsibilities rather than avoid them.

Comments by two veterans who answered the question "yes" or that it was a barrier were, "Service delayed my entry into college," and "The barrier to me was that it put me two years behind."

One veteran was not very implicit, but it seemed as though his objection was to the four-year service tour. This same veteran went on to imply that the service was a great help in decision making. The veteran who stated that it put him two years behind also mentioned that he was very happy to receive

financial assistance under the "G.I. Bill."

The impression gained from the veterans sampled was that most veterans did not feel that military service was a barrier to achievement of educational objectives and that most veterans were receiving financial assistance to further their education under the "G.I. Bill."

Twenty-three of the 36 educators sampled reported that they received financial benefits under the "G.I. Bill," as shown in Table 5 below. Fourteen educators were familiar with the educational opportunities offered by

TABLE 5

OPINION of 38 EDUCATORS CONCERNING MILITARY SERVICE and
EDUCATIONAL OBJECTIVES OF STUDENTS

Questions	Number of Educators Choosing Answers					
	Yes	No	Partly	Some- times	Don't know	Not Answered
Did you ever receive benefits under the G.I. Bill	23	5				
Are you familiar with the educational opportunities offered by the military service	14	5	18			1
Are you familiar with the present draft laws and deferments concerning students	11	5	22			
Do you feel that the military service commitments facing our students interferes with their attainment of educational objectives	4	14		18	1	1

the military services, 18 were partly familiar, while only five were not familiar. Eleven educators were familiar with draft laws and student deferment in effect at the time this study was made, 22 were partly familiar, while five were not familiar. Fourteen educators did not think that military service commitments facing our students would interfere with attainment of their educational objectives, 18 said it could interfere sometimes, four said it would interfere, one didn't know, and one didn't answer the question.

A sample of personal comments made by educators concerning whether military service commitments facing our students would interfere with the attainment of their educational objectives follows. Comments by educators who answered the question "no" or that it would not interfere are presented first.

The nature of the military mission is such as to place a premium upon formal education.

The armed services have implemented a series of educational programs which makes it possible for all qualified personnel to further their formal education. (2 educators)

For many students I feel that military training becomes a part of their overall educational training and that it will aid them in attaining educational objectives. (3 educators)

For most young men, entering military service will mature them, and give them some purpose in life. Because of the associations with men from all walks of life and with all educational backgrounds, young men will see the value of getting as much education as possible. They will do a better job while attending school and be more serious in obtaining their educational objectives. (5 educators)

Under the present draft law and deferment system, the serious and sincere student may plan his education with no uncertainties. (2 educators)

Military service may motivate a service man to seek an educational

objective by showing him the real need for further education.
(3 educators)

Often military service aids a person in selecting an area of interest in which he wants to pursue an educational objective.

The armed services provide many opportunities to pursue college and vocational training programs while on active duty which are not available to non-service men. These programs may actually be part of his career educational plan.

Military service usually results in a dedicated and diligent student. As a group veteran's scholastic grades have been higher than non-veterans. Drop out rates are also lower. (2 educators)

To some, the draft law itself may act as an incentive to enter an educational program to delay a draft call. This may be the initial stimulus necessary to get a person interested in an educational objective. Once enrolled, the student may become interested for other reasons in achieving an educational goal.

Comments by educators who answered the question "yes" or that it would interfere.

The uncertainty of control by a person over his time schedule.
(3 educators)

Military service commitment will delay a student in commencing his civilian career.

Many students are immature and don't settle down and do a good job in college because they cannot see beyond the military service commitment.

Military service following graduation causes a student to become rusty necessitating refresher training before commencing his civilian job.

Comments by educators who answered the question that military service commitments could sometimes interfere.

Uncertainty as to if they are going to be called and when, which could interfere with their studies. (4 educators)

The military might delay extensive graduate work but should not prevent final attainment of objectives.

For students going to graduate school the break could result in some loss of skills. (2 educators)

Some students taking Advanced ROTC, at times, need an additional quarter or two to graduate. (2 educators)

It could interrupt the educational process while in progress especially if the course of study entails more than four years. (3 educators)

Uncertainty of obtaining professional employment upon graduation due to a possible military commitment.

For any young man whose goals are clear any delay on the road to their attainment is probably more detrimental than helpful. For any young man whose goals are not clear delay may be of real value for clarification and ultimate attainment.

In some cases I feel it tends to delay graduate work and the chances of securing a fellowship or assistantship.

The draft affects the mental attitudes of some students resulting in poorer grades. Frequently after a military tour students seem to mature and grades improve. (2 educators)

The military tries to create the impression that all students will be drafted upon graduation. It seems that our students who are studying to be doctors, lawyers, engineers and scientists should be correctly counseled that they are in a critical category necessary for our national security and chances of being drafted are less than five per cent.

While four educators stated that military service could interfere with the attainment of educational objectives, 14 said no, and 18 said sometimes. The impression gained from the personal comments of some educators, who marked "sometimes", were that comments in all cases are not in consonance with being a barrier to obtainment of educational objectives. Some educators, especially in the engineering or chemistry curriculum, did not seem enthused about the ROTC program, as they felt it took too much time away from the professional subjects.

Summary

A total of 363 questionnaires were completed and returned by ROTC students, ROTC staff, veterans, and educators. This comprised a 73 per cent response. An analysis of various responses was made for comparison on a number basis. The opinions and personal comments of the five groups sampled were included.

The ROTC students generally agreed that the possibility of a military service commitment in the near future would not interfere with the attainment of their educational objectives. The ROTC staff was almost unanimous in their opinion that military service commitments facing our students would not interfere with their educational objectives. The majority of veterans stated that military service was not a barrier to them in achieving their educational objectives. The educators in general agreed that military service commitments facing our students would not interfere with educational objectives.

All groups sampled generally agreed that the educational advantages associated with military service outweighed the educational disadvantages associated with military service.

A summary, together with conclusion and recommendations, is presented in Chapter 5.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine from college students, ROTC staff members, veterans and educators at Montana State University if military service commitments were a barrier or a help to the educational objectives of college students. A second purpose was to determine what educational advantages and disadvantages were seen to be associated with this military service commitment.

A survey instrument was constructed to elicit information from members of each of the groups in the study concerning their attitudes and opinions on military service and educational objectives of students.

Three hundred and sixty-three questionnaires were completed and returned from the total group, a 73 per cent response. The percentage of response was considered a possible weakness of this study. Perhaps those who did not complete the questionnaire would have answered another way from those who did respond.

Conclusions

The following conclusions were drawn from the results of this study:

1. The majority of persons sampled did not report that possible military service commitments facing our college students would interfere with the attainment of their educational objectives. On the basis of this finding, then, it was concluded that students were relatively free to pursue

a full-time course of instruction without unnecessary concern about military commitments.

2. The majority of persons sampled were in accord that educational advantages associated with military service outweighed the educational disadvantages. In light of this, it was concluded that students were not particularly concerned about possible military service commitments due to the various educational advantages pointed out in this study.

3. College students seemed generally aware of draft laws and regulations concerning draft age and student deferments, but it would seem to the writer that briefing of college students concerning this subject will continue to be desirable. Counselors must keep current to counsel students effectively.

4. The patriotic motive for military service was noticeably lacking on personal comments submitted by college students. The investigator is doubtful if students are being taught their responsibilities in a democracy.

5. The "G.I. Bill" was utilized by most veterans in furthering their educational goals. Many veterans could not have furthered their education without this financial assistance. Recent legislation, to become effective in June, 1966, will include veterans who entered the service after January, 1955.

Many college students sampled were aware of the educational opportunities in the services for further formal education or vocational training and indicated that if called into the service they would take advantage of various educational opportunities.

Recommendations

At the time this study was conducted in 1963 basic ROTC was mandatory for most male students at Montana State University. It seems apparent to the investigator upon completion of this study that, through the media of the ROTC program, the majority of students become aware of the educational programs in the various services and of draft laws and regulation, especially as concerns students and student deferment. ROTC is no longer mandatory as of the autumn quarter of 1965 but is available on a voluntary basis for all students at this university.

It is recommended that responsibility be delegated to a department of this university for briefing all male students at the beginning of each autumn quarter on draft laws and regulations, especially as concerns students and student deferments.

The writer is concerned about the lack of knowledge high school graduates apparently have concerning their military obligations. Many students entering college seem unaware of the latest military requirements.

Further research is recommended to determine the extent to which high schools in the State of Montana are counseling their students on the latest military service commitments.

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APPENDIX

APPENDIX A

SURVEY INSTRUMENT USED FOR STUDENTS

QUESTIONNAIRE CONCERNING MILITARY SERVICE; BARRIER OR HELP
TO THE EDUCATIONAL OBJECTIVES OF STUDENTS

A copy of this questionnaire is being given to various Air Force and Army ROTC students for use in a study. Your opinions concerning this study will be of invaluable help and assistance; especially for high school students faced with military service. Request your frank, thoughtful opinions and judgment on the following matters. Please feel free to express your honest opinions; as this questionnaire will not be shown to other persons.

Directions: Please answer all the following listed questions in the manner indicated.

1. In which program are you enrolled? Air Force _____ Army _____
2. Indicate your status in the program. Basic _____ Advanced _____
3. What is your curriculum at Montana State College? _____
4. Have you had any military service prior to your attendance at Montana State College? Yes _____ No _____.
If your answer is yes please answer the following: Branch of Service _____
Period of service: From: Month _____ Year _____
To: Month _____ Year _____.
5. What are your educational objectives? _____

Basic ROTC students only to answer questions 6, 7, and 8. If more space is needed use the back or attach another sheet.

6. Do you intend to enter advanced ROTC? Yes _____ No _____. Please explain why you checked the answer as you did.

7. Answer this question only if you marked number 6 yes.
Do you intend to further your education while in the service?
Yes _____ No _____ Undecided _____
8. Is the fact that you are faced with possible military service in the near future interfering with the attainment of your educational objectives? Yes _____ No _____. Please explain why you answered the question as you did.

Advanced ROTC students only to answer questions 9, 10, and 11.
If more space is needed use the back or attach another sheet.

9. What factor or factors influenced your decision to enter advanced ROTC?

10. Do you feel that your service commitment, upon completion of the program

will interfere with your attainment of your educational objectives?
Yes _____ No _____. Please explain why you answered the question as
you did.

11. Do you intend to further your education while in the service? Yes _____
No _____ Undecided _____

APPENDIX B

SURVEY INSTRUMENT USED FOR ROTC STAFF

QUESTIONNAIRE CONCERNING MILITARY SERVICE; BARRIER OR
HELP TO THE EDUCATIONAL OBJECTIVES OF STUDENTS

A copy of this questionnaire is being given to various members of the ROTC Staff at Montana State College for use in a study. Your opinions concerning this study will be of invaluable help and assistance.

Directions: Please answer all the following listed questions in the manner indicated.

1. Your branch of the Armed Services is _____.
2. Date of entry into military service: Month _____ Year _____.
3. Educational status at time of induction. (Encircle proper letter)
 - a. Prior to completion of high school
 - b. Upon completion of high school
 - c. Prior to entrance into college
 - d. After entrance into college

(1) If d. is encircled please indicate number of years of college completed before induction. _____
4. Did the deferment policies in effect at the time of your induction aid or detract from your attainment of educational objectives? Yes _____
No _____
5. Did you ever have a break in active military service? Yes _____ No _____
6. If the answer to question 5 is yes did you ever use the "GI Bill of Rights" for educational benefits? Yes _____ No _____
7. Prior to your assignment at Montana State College did you take advantage of educational opportunities offered to earn credits toward:
(Encircle proper letter)
 - a. High school diploma
 - b. Undergraduate Degree
 - c. Graduate Degree
8. During your assignment here have you taken any courses at Montana State College? Yes _____ No _____

9. If the answer to question 8 is yes what is your present status at Montana State College? Undergraduate _____ Graduate _____
10. Do you feel that the military service commitment facing our students interferes with their attainment of educational objectives? Yes _____
No _____
11. Would you please give your reasons for marking question 10 as you have. If more space is needed use the back or attach another sheet.

APPENDIX C

SURVEY INSTRUMENT USED FOR VETERANS

QUESTIONNAIRE CONCERNING MILITARY SERVICE; BARRIER OR
HELP TO THE EDUCATIONAL OBJECTIVES OF STUDENTS

A copy of this questionnaire is being sent to various veterans of our military services now attending Montana State College for use in a study. Your opinions as a veteran concerning this study "Military Service as a Barrier or Help to the Educational Objectives of Students" will be of invaluable aid and assistance.

Directions: Please answer all the following listed questions in the manner indicated.

1. Your branch of the Armed Services was _____.
2. Period of Service. From: Month _____ Year _____. To: Month _____ Year _____
3. Were you drafted? Yes _____ No _____
4. Educational status at the time of induction. (Encircle proper letter)
 - a. Prior to completion of high school
 - b. Upon completion of high school
 - c. Prior to entrance into college
 - d. After entrance into college(1) If d. is encircled please indicate number of years of college completed before induction. _____
5. Did the deferment policies in effect at the time of your induction aid or detract from your attainment of educational objectives? Yes _____ No _____
6. While in the military service did you take advantage of educational opportunities offered to earn credit toward: (Encircle proper letter)
 - a. a high school diploma
 - b. a college degree
7. What is your present status at Montana State College?
Undergraduate _____ Graduate _____
8. Did you ever receive educational benefits available under the "GI Bill of Rights"? Yes _____ No _____

9. Are you presently eligible for educational benefits under the "GI Bill of Rights"? Yes _____ No _____
10. Are you presently receiving assistance under the "GI Bill of Rights"?
Yes _____ No _____
11. In your opinion was military service a barrier or help to you in the achievement of your educational objectives? Barrier _____ Help _____.
Please give your reasons for marking this question as you did. If more space is needed use the back or attach another sheet.

APPENDIX D

SURVEY INSTRUMENT USED FOR EDUCATORS

QUESTIONNAIRE CONCERNING MILITARY SERVICE; BARRIER OR HELP
TO THE EDUCATIONAL OBJECTIVES OF STUDENTS

A copy of this questionnaire is being given to various educators at Montana State College for use in a study. Your opinions concerning this study will be of invaluable help and assistance.

Directions: Please answer all the following listed questions in the manner indicated.

1. Did you serve in the Armed Services? Yes ____ No ____ . If the answer is yes please indicate period of service. From: Month ____ Year ____
To: Month ____ Year ____

Answer questions numbered 2, 3, 4, and 5 only if you were in one of the military services.

2. Educational status at time of induction. (Encircle proper letter)
a. Prior to completion of high school
b. Upon completion of high school
c. Prior to entrance into college
d. After entrance into college
(1) If d. is encircled please indicate number of years of college completed before induction. _____
3. Did the deferment policies in effect at the time of your induction aid or detract from your attainment of educational objectives?
Aid ____ Detract ____
4. While in the military service did you take advantage of educational opportunities offered to earn credit toward: (Encircle proper letter)
a. A high school diploma
b. Undergraduate degree
c. Graduate degree
d. Educational opportunities not available during my period of service.
5. Did you ever receive educational benefits available under the "GI Bill of Rights"? Yes ____ No ____

6. Are you familiar with the educational opportunities presently offered by the military services? Yes _____ No _____ Partly _____
7. Are you familiar with the present draft laws and deferments concerning students? Yes _____ No _____ Partly _____
8. Do you feel that the military service commitment facing our students interferes with their attainment of educational objectives?
Yes _____ No _____ Sometimes _____
9. Would you please give your reasons for marking question number 8 as you have. If more space is needed use the back or attach another sheet.