

A DESCRIPTIVE STUDY OF STUDENTS WHO ATTENDED THE UNIVERSITY  
OF HOUSTON UNDER THE KOREAN GI BILL DURING THE SPRING  
AND FALL SEMESTERS OF THE CALENDAR YEAR 1953 AS  
REVEALED BY RECORDED UNIVERSITY DATA

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A Dissertation  
Presented to  
the Faculty of the College of Education

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

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by  
William Ernest James  
August 1962

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W. E. J.

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This study has been conducted and reported as descriptive research. It has consisted of an analysis of selected recorded scholastic data on 511 students who attended the University of Houston under the provisions of the Korean GI Bill of Rights during the spring and fall semesters of the calendar year 1953. The following variables utilized were collected from the records of the Office of Admissions and the Office of the Assistant Registrar: Environment, high school completion and college entry time lapse, age, method of college admission, semesters of attendance, degree distribution and degree attainment.

Data were recorded and total over-all grade point averages were computed for each of the Korean GI students for whom there were complete data. Data were processed and findings were arranged in tables designed to reflect by frequency intervals the relationships between grade point equivalent scores earned by the Korean GI students and the variables involved in the study. The data in each table were interpreted according to a common format: (1) specific factor or variable range; (2) number of students within

each range; (3) percentages; (4) mean credit point ratio; and (5) standard deviation.

Descriptive findings were reported for each of the factors included in this study. Evidence concerning the environmental factors reflected that seventy per cent of the total Korean GI students studied enrolled in the University of Houston were from hometowns with a population of 100,000, or over. However, the highest mean credit point ratios (3.1753) were earned by those students who came from towns of less than 2,500 population.

Ninety per cent of the total claimed Texas as their home state; however, only slight differences were reflected between the credit point averages of those who lived in other states (2.9176) and the Texans (2.9167).

One-third of the students who attended high school graduated from schools of 1,000 enrollment and over, and the highest credit point ratios (3.1333) were earned by students from the high schools with a student enrollment of one hundred to two hundred. Sixty-seven and three tenths per cent were high school graduates, and they earned a mean credit point ratio of 3.0082. Forty per cent of the students who completed high school attended the Houston City Schools. Thirty-four and four tenths per cent of the total students studied entered the University seventy-two months or more after leaving high school.

As the number of semesters of attendance became greater, a slight but consistent increase was noted in the credit point averages of the students. The findings reflected that the scholastic achievement of the students was consistently higher for those who attained degrees. Students who were enrolled in the College of Education attained the highest percentage (92.3 per cent) of the degrees within that college and they ranked among the highest with a 3.4416 credit point ratio.

The descriptive findings emerging from this study indicated wide ranges for each factor and the variations from factor to factor indicated the presence of variability and individual differences among the Korean GI students. This has been a descriptive service study that has established limited base-line findings on a selected group of Korean GI students who attended the University of Houston. The need for additional studies has been anticipated by recommendations derived from the findings of this study.

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## CHAPTER I

### THE PROBLEM AND ITS INVESTIGATION

Our country has been concerned with the concept of aid to veterans for many years. Up to the time of World War II, emphasis was directed toward the provision of aid to disabled veterans. With the advent of World War II and the resultant concern for the social and economic post-war adjustment of millions of returning veterans came the first appropriate legislation known as Public Law 346, or the World War II GI Bill of Rights, designed to aid not only the disabled but also the able-bodied veterans in their adjustment to civilian life. Legislation designed to give educational and rehabilitation aid to veterans who served in the Korean War followed. This was accomplished by the Veterans Readjustment Assistance Act (Public Law 550, 82nd Congress), approved July 16, 1952. This Act is commonly termed the Korean GI Bill of Rights. This bill provided, among other benefits, educational assistance to Korean War veterans at government expense. The Korean GI Bill represented another significant forward step in the solution of the problem of aid to veterans. For the second time in the history of veterans of American wars, educational benefits were provided to assist able-bodied veterans in readjusting to civilian life.

## I. THE PROBLEM

This study is an analysis of selected recorded scholastic data on students who attended the University of Houston under the provisions of the Korean GI Bill during the spring and fall semesters of 1953.

## II. PURPOSES OF THE STUDY

Literature and research in the field of governmental assistance to war veteran students indicated that these students, as a group, maintained good scholastic status; and they, also, successfully completed their college work and attained degrees. No analyses were found, however, which revealed scholastic achievement according to definite variables comparable to those employed in this study. Apparently, very little research has been accomplished which reflected a clear picture of the Korean GI student in his semester-by-semester progress compared with that of his fellow students. It appeared timely that such a study be made in the light of government concern in the past and present for the welfare of the veterans who served during wars and in view of increased possibilities for legislation for even more governmental educational assistance in the future.

This study was based upon the assumption that a comparative analysis of the scholastic achievement of these Korean GI students was the best method by which to interpret what is known about them; and thus to determine the following concerning these students:

1. Environmental factors. This is a descriptive category, including the size of the hometown in which the students previously lived, state of residence, size of high school attended, and high school attendance within or outside the Houston City Schools.
2. Time lapse between leaving or completion of high school and entry into college.
3. Age.
4. Method of admission.
5. Number of semesters of attendance.
6. Distribution of degrees.
7. Degree attainment.

The results of this study may prove useful to the following:

1. Admission officials of colleges in which Korean GI students are in attendance or may apply for admission under the law.
2. Counselors and personnel workers as a reference in the counseling of future veterans admitted to college under the law.
3. Administrative personnel in Veterans Administration Regional Offices where control of the provisions of the law is maintained.
4. Veterans Administration Central office personnel in Washington, where broad administrative control over the Korean GI Bill and other veteran laws is maintained and from which interpretation of these laws is furnished administrative personnel on the local level.

5. Members of the law-making body of our country, who will be entrusted with formulating and passing into law future programs of federal aid to veterans.
6. Organizations of veterans interested in present and future programs of federal aid to education.
7. Personnel who are vested with the responsibility of administering educational programs on local, state, or federal level.
8. Research personnel, teachers, and students interested in the field of veterans affairs.

### III. LIMITATIONS OF THE STUDY

The data and information utilized in this study were limited to those available from one-third of the veterans who enrolled in the University of Houston under the provisions of the Korean GI Bill during the spring and fall semesters of 1953. A total of 1,578 students were enrolled, from which, by use of a table of random numbers,<sup>1</sup> 529 were selected for the study. However, inasmuch as it was not possible to secure adequate statistical data, eighteen veterans were excluded from the study, leaving a total of 511 students.

The data on the Korean GI students were used primarily for the purpose of discovering achievement relationships between these students according to definite factors. These

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<sup>1</sup>W. J. Dixon and F. J. Massey, Introduction to Statistical Analysis (New York: McGraw-Hill Book Company, Inc., 1950) pp. 290-294.

factors included size of hometown, state of residence, age, size of high school attended, time lapse between leaving high school and entry into college, distribution of degrees earned according to major in the respective college of the University (including Arts and Sciences, Business Administration, Education, Engineering, Technology, Law, Pharmacy, Architecture, and in the Department of Agriculture), College in which enrolled, method of admission, number of semesters of attendance, and completion of high school within or outside the Houston City Schools.

#### IV. DEFINITION OF TERMS

In order to make the meaning clear, pertinent terms used in this study are defined here:

Veterans are persons who served in the Armed Forces of the United States who meet statutory requirements precedent to the extension of benefits provided by law for ex-servicemen.

Veterans Administration is that federal agency which administers the laws and regulations pertaining to veterans.

GI Bill of Rights is the common term applied to the laws and regulations afforded veterans of the Korean War. These benefits include vocational and educational testing and education and training.

#### V. PROCEDURES AND SOURCES USED IN SECURING DESCRIPTIVE DATA

The subjects of this study, numbering 511 students,

were enrolled in the University of Houston during the spring and fall semesters of 1953 under the provisions of the Korean GI Bill. The specific data comprising the material used in this study were obtained primarily from the following sources within the Registrar Division of the University of Houston.

1. Office of Admissions. The list of students comprising this study was obtained from the master volumes listing the students who enrolled at the University of Houston for the spring and fall semesters of 1953.
2. Office of Assistant Registrar. This list of students obtained from the master volumes was then used as a source from which photostatic copies of the permanent record of each student were obtained. A master work sheet was devised to which the data comprising this study were transferred from the photostatic copy of the permanent record of each veteran. The following information was recorded for each veteran on a separate master work sheet:<sup>2</sup>
  - a) Size of city in which student resided at the time of entrance into college
  - b) State in which student resided
  - c) Date each student was admitted to college
  - d) Age (Semester the student enrolled minus the year of birth in months)
  - e) Date of graduation from high school (when applicable)
  - f) Size of high school from which graduated (when applicable)
  - g) Time lapse in months between last high school attendance and entrance into college
  - h) College in which enrolled within the University of Houston
  - i) College major
  - j) Degree earned
  - k) Method of admission to college
  - l) Credit point ratio by specific semester

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<sup>2</sup>See Appendix D.

The writer of this dissertation was employed by the Veterans Administration Regional Office, Houston, Texas, from 1946 through April of 1952. As a result of this employment the author acquired a comprehensive knowledge of the administrative procedures controlling the authorization of education and training under the Public Laws considered in this study. For over six years the writer served as Supervisor of a Unit within the Registration and Research Section of the Vocational Rehabilitation and Education Division during which time he had the opportunity to participate actively in administering the World War II GI Bill and the Korean GI Bill, both the education and rehabilitation phases of the programs. During this employment he also acquired first hand historical data relative to education for veterans which was incorporated into this study.

Valuable information utilized in this study was secured by means of visits to schools of higher learning, business schools, trade and vocational schools, on-the-job and farm training facilities, as well as visits to veterans pursuing training in educational institutions and training facilities. Pertinent data incorporated into this study concerning the Public Laws studied were secured by means of personal interviews and contacts with Veterans Administration Regional Office officials, as well as State of Texas officials, and school officials.



## VI. ORGANIZATIONAL PLAN OF THIS STUDY

Chapter II provides a review of the research and literature available on veterans who attended college with the aid of the Korean GI Bill, and related studies.

Procedures and methodologies used in this study are presented in Chapter III.

A brief history of education for veterans under the appropriate laws is given in Chapter IV. An introduction to these laws is presented:

Public Law 550--The Korean GI Bill of Rights: The eligibility requirements for veterans of the Korean GI Bill include active service at any time between June 27, 1950, and January 31, 1955; service for at least ninety days unless discharged sooner for a disability incurred in active service; and with discharge or separation under other than dishonorable conditions. Eligible veterans must begin their education or training within three years after their discharge or separation from the service. For veterans discharged on or before January 31, 1955, training must come to an end no later than January 31, 1963. For veterans discharged or separated after January 31, 1955, the deadline for finishing training is January 31, 1965, or eight years from the date of discharge or separation, whichever comes first. Eligible veterans may receive a course of education

or training not to exceed thirty-six months, computed at the rate of one and one-half times the length of active service between June 27, 1950, and January 31, 1955.<sup>3</sup>

Public Law 16--The law which provides benefits for World War II disabled veterans: Only a few disabled World War II veterans still may receive vocational rehabilitation training under Public Law 16 at government expense. However, these veterans may be eligible if they suffered a service-connected disability in active service between September 16, 1940, and July 25, 1947, which would entitle them to compensation or, but for the receipt of retirement pay, would entitle them to compensation; they were discharged or separated under conditions other than dishonorable; and it is determined that<sup>4</sup> they need vocational training to overcome their handicaps.

Public Law 894--The law which provides benefits for disabled veterans of the Korean War: Veterans disabled during the Korean War may be eligible for vocational rehabilitation if they suffered a service-connected disability in active service on or after June 27, 1950, and on or before January 31, 1955, which would entitle them to compensation or, but for the receipt of requirement pay, would entitle

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<sup>3</sup>United States Veterans Administration, VA Fact Sheet 13-1 (Washington: Veterans Administration Information Service, December 8, 1957), p. 10.

<sup>4</sup>Ibid., p. 11.

them to compensation; they were discharged or released under other than dishonorable conditions; and they were determined to be in need of vocational training to overcome the handicaps of their disabilities.<sup>5</sup>

Public Law 634--The law which provides benefits for orphans of veterans: Basically, the War Orphans Education Assistance Program, or Public Law 634, is designed to assist the children of deceased veterans of World War I, World War II, and the Korean War. Children between the ages of eighteen and twenty-three years of veterans who died from disease or injury incurred or aggravated in line of duty in active service during one or more of the conflicts named above are eligible for educational benefits under the program. The deceased parents' service, of course, must have been terminated under honorable conditions.<sup>6</sup>

Chapter V contains the descriptive findings of the Korean GI students.

Presented in Chapter VI are the summary, conclusions, and recommendations drawn from the findings revealed in the study.

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<sup>5</sup>Ibid., p. 13.

<sup>6</sup>Ibid., p. 14.

## CHAPTER II

### REVIEW OF LITERATURE AND RESEARCH

#### I. INTRODUCTION

This study has been concerned with selected recorded scholastic data on students who attended the University of Houston under the provisions of the Korean GI Bill during the spring and fall semesters of 1953. During the process of searching the literature and research on this topic all studies were pursued which dealt with governmental aid to veterans.

In the history of the United States prior to World War II there had been no provision made for the education of war veterans. However, the historical basis for Public Law 346 (the first GI Bill of Rights) is founded in the government philosophy and policy concerning veterans of past wars. During the colonial period, when warfare with the Indians was prevalent, soldiers who were disabled received compensation from the colony. The government also awarded pensions sufficient to sustain the families of soldiers who died serving their country. These colonial compensation laws were based on the first English pension law passed by

Parliament in 1593.<sup>1</sup> Thus, from the earliest days the government displayed its willingness to compensate those of the citizenry who died or were disabled while defending their homes and nation. When the Revolutionary War began, one of the first items on the agenda of the Continental Congress was disability compensation. This compensation was intended for veterans whose disability kept them from earning a living.<sup>2</sup> Similar bills were passed for the benefit of veterans of the War of 1812, Mexican War, Civil War, and Spanish American War. Provision was also made in these bills for those who were widowed or orphaned by the death of a fighting man.<sup>3</sup> In more recent times, however, education and reeducation of veterans and provision of disability benefits became a matter of concern for America as exemplified by passage of the World War II GI Bill and the Korean GI Bill.

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<sup>1</sup>Alfred E. Buehler, "Military Pensions," The Annals of the American Academy of Political and Social Science, Vol. 227, The Annals (Philadelphia: The Academy, May, 1943), p. 128.

<sup>2</sup>William H. Glasson, Federal Military Pensions in the United States (New York: Oxford University Press, 1918), p. 14.

<sup>3</sup>Ibid., p. 15.

## II. STUDIES ON SCHOLASTIC ACHIEVEMENT

In pursuing this study it was found that in the past fifteen years many studies were conducted to determine the effectiveness and the wisdom of the GI Bill providing higher education for World War II veterans. Generally speaking, the findings in these studies indicated that most educators expressed their belief that World War II veterans had fulfilled the faith placed in them while pursuing education or training under Public Law 346.

These studies discussed the readiness of veterans for university work as compared with their civilian counterparts who had not had military service, the need to provide some means of admitting to college veterans who had not completed formal high school training, and other aspects of the problem facing university administrators when veterans flooded their gates. Armed services records indicated that a very low percentage of military personnel in World War II had completed high school training and graduated with the traditional high school diploma.

Most educators realized that returning veterans would be unwilling or possibly unable to return to high school to obtain diplomas, and thus the American Council on Education prepared a battery of tests now commonly called the GED Tests or General Educational Development Tests. These tests were

accepted by most of the colleges for entrance in lieu of regular high school diplomas.

Scholastic Achievement and Method of College Admission: Putnam states in his discussion of the GED tests that the GED battery measures achievements in the following fields:

1. Correctness and effectiveness of expression.
2. Interpretation of reading materials in the social studies.
3. Interpretation of reading material in the natural sciences.
4. General mathematical ability.<sup>4</sup>

Using 1,500 students at the VanPort Extension Center of the Oregon State System of Higher Education, Putnam made a study of scholastic achievement by students who were admitted by their high school diplomas and students who were admitted after successfully completing the GED battery. He kept records on the grade point averages of these students. He also kept records of their scholastic ratings (whether on the honor roll or on probation) and on withdrawals. From these data Putnam stated that on the basis of the above records high school graduation is not essential to successful scholastic achievement in college; that a properly motivated student of average aptitude can, after three

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<sup>4</sup>Phil H. Putnam, "Scholastic Achievement of GED Students at the VanPort Extension Center," School and Society, 66:161-162, August, 1947.

years of high school, compete successfully in college with high school graduates; but that similar students with two years or less of high school attendance will be seriously handicapped and will have difficulty in doing successful college work.

At the University of California at Berkeley, Nordberg<sup>5</sup> studied the official secondary school transcripts of 972 war veterans to discover what type deficiencies prevented them from being admitted to the University in regular status and what measures were taken to prepare academically deficient veterans for admission in special status. On the basis of high school records he found that the amount, or the extent, of deficiencies in both scholarship and subject requirements for the majority of the veterans was three units (or fewer), and that only a few veterans had shortages of more than five units. Additional academic work completed subsequent to the high school program was of sufficient merit in these latter cases to justify admission in special status. His analysis of the highest marks earned in secondary schools, prerequisite to the basic admission requirements of the University, revealed that difficulty progressively and regularly increased through

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<sup>5</sup>H. N. Nordberg, "Admission Deficiencies of Student Veterans," California Journal of Secondary Education, 21: 341-342, November, 1946.



the requirements of (a) history, (b) English, (c) mathematics, (d) science, (e) foreign languages, and (f) advanced mathematics, chemistry or physics, or additional foreign language. Nordberg emphasized further that foreign language deficiencies caused the bulk of the difficulty for special status veterans in meeting admission requirements of the University.

Reviewing the grade point ratios of veterans admitted in regular status and the grade point ratios of veterans in special status, Nordberg found that veterans in regular status achieved a grade point ratio of 1.43 while special-status veterans earned a ratio of 1.39. Thus, some veterans were enabled to receive federal benefits and continue striving toward their academic goals despite high school academic deficiencies.

At the University of Wisconsin, Milligan, Louis, and Little<sup>6</sup> investigated the non-high school graduates, veterans and non-veterans, who were admitted to the University to follow degree plans during the academic year 1945-46. These students were admitted after earning satisfactory scores on the General Educational Development Tests, High School Level, and the American Council Psychological

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<sup>6</sup>E. E. Milligan, L. J. Louis, and K. Little, "The Success of Non-High School Graduates at the University of Wisconsin," School and Society, 67:27-29, January, 1948.

Examination for College Freshmen. The purpose of the study was to determine which means was a better measure predictive of academic success at the University of Wisconsin. After reviewing the records of the students under study, they drew these conclusions:

There is no apparent relationship between the number of high school units completed and university success.

Of the measures used, the best in terms of predicting university success seems to be the 'Correctness and Effectiveness of Expression,' GED Test 1; the composite of the five GED tests; and the American Council Psychological Examination for College Freshmen.

The American Council Psychological Examination appears to be useful as a predictive measure of the degree of university success only at the upper and lower percentile levels, i.e., above 70 and below 30.

Scholastic Achievement and Student Characteristics and Attitudes: Male students entering Iowa State College in the fall of 1945 were selected for a study to determine whether the veteran student differed from the non-veteran student in scholastic achievements and student characteristics and attitudes. During the fall quarter the veteran students excelled the non-veterans by an average of almost one-fourth of the letter mark. Scholastic records of these students were studied for the winter and spring quarters also. Again the veterans exceeded the non-veterans by a highly significant difference as related by Gowen,<sup>7</sup> who

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<sup>7</sup>A. A. Gowen, "Characteristics of Freshman Veterans," Journal of Higher Education, 20:205-206, April, 1949.

conducted the study. In an attempt to find out how students felt about extracurricular activities, the Iowa State students were questioned on their participation in certain social groups as fraternities, the Y. M. C. A., and the church. The report reflects that there was greater participation by non-veterans. Most students responded to the general question "Do you believe that an active part in some social group is necessary for wholesome college living?" and a decided difference existed between the veterans and the non-veterans. In the former group, almost as many thought participation unnecessary as thought it necessary, whereas in the latter group the ratio was one to four. The report revealed further that non-veterans and veterans rated the quality of instruction and the usefulness of the course about the same, but the non-veterans were more critical of individual attention received from instructors.

Atkinson tells us something about the attitudes of educators to the passage of the Serviceman's Readjustment Act, or the World War II GI Bill, in August, 1944:

. . . Reactions . . . to this law varied from extreme to extreme. Some hailed its passage as advanced social legislation; others in near hysteria saw in it a demonological attempt to force Federal control of education upon traditionally State controlled institutions. Still others feared that we were establishing a favored class of parasites who, without aptitude or ability, would

swarm into our schools to the detriment of the entire system, then resist any effort to dislodge them.<sup>8</sup>

Atkinson chose, at random, 1,500 veterans and 1,500 non-veterans who attended the University of California at Los Angeles during the spring and fall semesters of 1946. From a detailed study of these students on a comparative basis Atkinson concluded that a time-gap in schooling, while it may in many cases cause temporary forgetting of details and processes, also results in counterbalancing of this handicap for the veteran student in the pursuit of his educational objective. This occurs by reason of his increased maturity, with its corollary of strong motivation, the desire to make up lost time rapidly, and the desire to find for himself and his family a place of dignity and security in the community.

Scholastic Achievement and Age Differences: Feeling that veteran academic superiority was over-rated, Schaffer<sup>9</sup> investigated the credit point ratios for male veteran and non-veteran students at Indiana University with the year

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<sup>8</sup>B. H. Atkinson, "Veterans VS Non-Veterans Performance at UCLA," Journal of Educational Research, 43:299-302, December, 1949.

<sup>9</sup>R. H. Shaffer, "A Note on the Alleged Scholastic Superiority of Veterans," School and Society, 67:205, March, 1948.

of birth being held constant. In this study, grade point ratios were compared for like-age groups. Shaffer found that veterans of the same age group as compared with non-veterans within the same age grouping were lagging in academic achievement in every case. He concluded that the veterans group average was higher because of the higher average age. These data seem to imply that older students as a group make better grades than younger students and that there is very little difference between veterans and non-veterans as such.

Scholastic Achievement and Marital Status: Another study concerning the relative scholarship achievement between veterans and non-veterans was made at the VanPort Extension Center, Portland, Oregon, which is a part of the Oregon State System of Higher Education. Ninety per cent of the 1946-47 enrollment were veterans and for the study Epler<sup>10</sup> chose 100 veterans who had finished three quarters of work and sixty-four non-veterans with a like background. The grade point averages of the two groups by quarters and for the year are as follows:

	FALL	WINTER	SPRING	YEAR
Non-Veterans	2.48	2.46	2.48	2.47
Veterans	2.47	2.57	2.69	2.58

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<sup>10</sup>S. E. Epler, "Do Veterans Make Better Grades Than Non-Veterans," School and Society, 66:270, October, 1947.

As the data above clearly indicate, the study discovered that the veterans lagged slightly and then continued to achieve more than the non-veterans. The veterans were divided to form a single group and a married group. Below is reported the comparative achievement of these two groups:

	FALL	WINTER	SPRING	YEAR
Married Veterans	2.45	2.57	2.80	2.62
Single Veterans	2.48	2.55	2.58	2.54

Fifty students were selected for each of these two groups. It would seem by the statistics that having a wife and family is conducive to more study and, consequently, to better college work.

#### Scholastic Achievement and Pre-War and Post-War

College Attendance: Taking a different approach, Peterson<sup>11</sup> made a study of the pre-war and post-war academic records of the same students at the University of Minnesota. By this means he hoped to ascertain whether there was any marked difference in scholastic achievement of the same students before and after World War II. Analyses were made holding constant, experimentally, the following: High school scholarship rank; American Council Psychological Examination scores on entrance; and a combination of

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<sup>11</sup>L. M. Hansen and D. G. Peterson, "Scholastic Achievement of Veterans," School and Society, 69:195-197, March, 1949.

the two. In each of these analyses, the data clearly indicated that post-war honor point ratio gains were just as striking for students of high ability as for those in the average range of ability or in the lower range of ability. Peterson concluded that the findings in the study indicated a general seriousness academically on the part of students living in a post-war world.

### III. SELECTED RELATED STUDIES

Practicality and Effectiveness of Governmental Educational Assistance: A provocative discussion concerning the feasibility of affording educational opportunities beyond the high school level to all American youth has been provided by Gibson.<sup>12</sup> As the title implies, the question proposed that educational opportunities could be made available in educational and training institutions which are well established and well qualified to give recognized work. Most of the colleges and universities of the nation are well qualified to give these educational opportunities.

Some of the basic points for and against such a question are noted here to help emphasize the extent to which serious consideration is being given to governmental support to higher education.

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<sup>12</sup>Harold E. Gibson, "Should the Educational Opportunities Granted to Korean Veterans be Accorded to all Youth?" School Activities, 27:49-53, October, 1955.

Educational opportunities could include complete college education of either the liberal arts type or training for careers in business or professions. This education need not be given by a college, but it must be afforded by a well-established and recognized institution.

This proposal implied that funds should be provided for high school graduates who qualify to take additional training. These funds could be in the form of a gift by the government with no stipulation that they be repaid. Very few restrictions would be placed upon these grants other than the requirement that they be used in the manner for which they were intended and that the high school graduate receiving the grant should abide by the rules set up by the government body granting the funds.

As is the case with Korean GI students, these high school students would receive educational opportunities in the form of scholarship assistance. Payments should be made directly to the individual rather than to the college or university. This plan would allow the student to have a free choice of colleges and the right to spend the money as he pleases under the provision of the applicable regulations. The proposal would require that the high school graduate complete his educational objective within a period of seven years, with but one change of course allowed. Avocational and recreational courses would be prohibited,



and the specific course must have been in existence at least two years before the student would be allowed to enroll.

Under the terms of this proposal every unmarried young high school graduate in the United States would be eligible to receive a grant from the federal government for the purpose of securing additional educational opportunities.

Gibson continued his discussion by included a number of the more important arguments favoring the contention that the educational opportunities granted to Korean veterans should be accorded to all United States youth. There is little question that the prior and current GI bills have benefitted our students, the educational institutions of the country, and the nation as well. For the first time in our history we have had a period during which almost every boy of college age has been granted the right to take all the education that he is capable of assimilating. The average male veteran, for example, has completed more than twelve years of school, while the non-veteran has completed slightly more than ten years.

The value of this training to GI students can be emphasized by the increase in income of veterans. Gibson indicated statistically that their average annual income increased fifty-one per cent in six years from \$2,401 in

1947 to \$3,631 in 1953. During this same period the annual income of non-veterans increased only from \$2,585 to \$3,065.

This plan of granting the educational benefits of Korean GI students to high school graduates who qualify appears democratic in intent, and it would provide educational opportunities for all youth on the college level. Every youth would know that he could go to college if his abilities were high enough to warrant the expenditure of government funds on his education.

This proposal appears to be a logical forward step in the development of free education in America. It seems to come closer than any prior proposal to a democratic system of higher education in our country. No longer would low family income, living away from the college centers, or the other deterrents to youth who desire to attend college keep them from attending.

Assuming the converse approach, Gibson related some arguments which might prove the impracticability of affording higher education to all high school graduates. For example, real selectivity would not be present in this proposed plan. While the question states that these educational benefits were to be granted only to high school graduates who qualify, it is possible that the proposal could sooner or later develop into free higher education for all. When the purpose of the school system becomes socialization of the students,

then all students will pass, possibly because the courses are made weaker and easier for the students. Also, our college degrees could come to mean less and less as indices of real scholastic attainment.

Another basic negative point is that many students would have ambitions to become professional people, but they would not have the mental ability to be successful in these fields. Also, the expense of granting the educational opportunities of Korean veterans to all high school graduates might conceivably be more than our country could afford. This country has as its first obligation the continuation of a strong elementary and secondary system. The tidal wave of elementary and secondary students coming during the next few years will necessitate provision of many more teachers, facilities, and supplies. The additional expense of free education beyond the secondary level might be prohibitive.

In June 1953, a committee of eighteen members appointed by the Association of American Colleges appeared before the House of Representatives Sub-Committee on Education and Training of the Committee on Veterans Affairs.<sup>13</sup> During this three-day hearing the committee, consisting of one college chancellor, sixteen college presidents, and one

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<sup>13</sup>William F. Tolley, "Committee Report on Public Law 550," Association of American Colleges Bulletin, 40:129-133. March, 1954.

college dean, brought to the attention of the Sub-Committee some of the weaknesses in the operation of Public Law 550. They requested specifically a separation of subsistence allowance payments from costs of instruction. According to the Committee, other action necessary in order to correct the wrongs created by Public Law 550 included legislation which would provide the establishment of equal subsistence allowances for veterans; the establishment of equal educational cost-grants for institutions; and a subsistence allowance for Korean veterans which takes cognizance of the increase in living costs since the beginning of the Korean conflict.

In this regard a questionnaire was prepared by the United States Office of Education in the fall of 1953 and forwarded to a selected number of colleges and universities. Returns were received from 1,472 (70 per cent) of the nation's 1,871 institutions of higher learning to which the questionnaire was sent. Some of the results of the questionnaire are discussed: There was an indication that, when full-time and part-time enrollments of Korean veterans were compared, no substantial difference existed between the Korean veterans and the non-veterans in selecting colleges on the basis of enrollments in private as compared with

public institutions. This pattern held, also, in enrollments in higher-tuition colleges as compared with lower-cost schools.

The Committee, however, contended that these conclusions were not fully supported. In the case of Korean veterans enrolling for the first time with full-time courses the distribution was 59.9 per cent for public institutions and 40.1 per cent for private institutions as compared with the non-veteran full-time first-time male enrollment of 55.8 per cent and 44.2 per cent. This would tend to accelerate the imbalance between public and private institutions.

After a fair examination of the questionnaire, the members of the committee observed that the number of Korean veterans who have enrolled in college under Public Law 550 thus far is much less than was anticipated. The assumption that the percentage of Korean veterans availing themselves of educational opportunities under Public Law 550 would equal or exceed that for the original World War II GI Bill was not valid.

The distribution of student veterans under Public Law 550 according to the committee appeared to be very different from the distribution under the World War II GI Bill. Under the Korean GI Bill the choice of institution by veterans appeared largely controlled by the economic factor. Because of the relative inadequacy of educational benefits

under Public Law 550, veterans might be discouraged from entering college or restricted in their choice of institution to those which they could afford. The Korean veterans appeared to be predominantly full-time day students. They commute from their homes. Therefore, the type of institution most seriously affected appeared to be the traditional four-year college of liberal arts not located in an urban setting. Because of the cost of tuition, board and room, these colleges and universities often times are beyond the Korean veteran's financial reach. Conversely, privately endowed institutions located in large cities might not be affected adversely to any substantial degree. Therefore, it was the committee's contention that the Korean GI Bill might, at least to some extent, accelerate the imbalance of our dual system of higher education.

The committee also emphasized the significance of sound thinking and judgment in long-range planning for veterans' education. They agreed that, in addition to problems inherent in current educational provisions for veterans, the future problems of educational benefits for those who serve in the armed services in the years to come cannot be ignored nor underestimated.

Bradford Morse<sup>14</sup> Deputy Administrator of Veterans

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<sup>14</sup>Bradford Morse, "The Veteran and his Education," Higher Education, 16:3-6, 16-19, March, 1960.

Affairs, has provided an interesting overview of education for veterans. He emphasized that only in a confident country such as ours could the tidal wave of veterans returning to formal education under both the World War II GI Bill and the Korean GI Bill be regarded as a promise rather than a threat. The positive response of our colleges and universities to the need for expanding and adapting their facilities and programs to accommodate the large numbers of veterans under both programs is well known. During these years some of the so-called educational frills had lost the glamor of former times and to these veterans the college classrooms had become places to learn and work and achieve. The Deputy Administrator observed that the revolution of manners within the educational institutions require assessment as well as the changed educational practices which have resulted from the educational opportunities afforded veterans under the educational GI bills.

Morse pointed out that the program of scientifically based vocational counseling is an integral part of rehabilitation services and the success of both the World War II GI Bill and the Korean GI Bill is due in no small measure to this medium. To provide vocational counseling to veterans, the Veteran Administration established guidance centers at a number of colleges and universities. Veterans Administration standards are maintained for the work to be done by

psychologists employed by the university or college. In the period 1943 through 1960, vocational counseling was administered to approximately three million veterans, and 75 per cent of this work-load was carried by the guidance centers at the colleges and universities all over the country. Without these services it would have been impossible to meet the needs of the veterans for sound counseling. And at the same time the give-and-take between the Veterans Administration and university personnel, discussion of professional and technical problems, and examination of Veterans Administration standards for counseling provided influences of considerable importance for the colleges and universities concerned.

In the realm of veterans' performance in education, the Deputy Administrator maintained that evidence from many and varied sources, including the colleges and universities, has established beyond doubt that veterans as a group have, from the beginning and with but few exceptions, maintained a slight but consistent superiority in academic performance over comparable non-veterans. The long-range effects of these two vast educational programs on numerous other facets of our social, economic, and cultural life remain for thoughtful consideration and assessment through the years.



Characteristics and Attitudes: A Veterans Administration study of early 1956 reported in Higher Education<sup>15</sup> reports that Korean GI students have brought an unusual degree of maturity and stability to the college training status. The typical Korean GI college trainee is twenty-five years old; 60 per cent are between twenty and twenty-four; 32 per cent are between twenty-five and thirty years of age, with nearly all the remainder over thirty. Almost one-half of these students are supporting families, the majority of whom have children. Married students seem to prefer schools below college level, on-the-job training, and on-the-farm training. The typical Korean GI student enters college with at least some prior college attendance. He has had some previous college attendance but has subsequently discovered a need for additional college training in order to qualify for jobs in the current labor market requiring a level of education higher than the one he possessed prior to entry into military service.

It appears noteworthy, however, that even though twenty-six per cent had attended college and the average Korean GI veteran had completed high school, about ten per cent had attended school no farther than grade school.

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<sup>15</sup>"Education of Korean Veterans," Higher Education, 12:82, January, 1956.

Records of college students alone showed that forty-five per cent had received prior college training. They were utilizing their entitlement under the Korean GI Bill to obtain degrees and accomplish graduate study.

#### IV. RELATIONSHIPS TO THIS STUDY

Literature was reviewed for the purposes of determining the extent to which the field of aid to veterans has been covered and for determining research procedures previously employed. For the most part the literature depicted comparative studies in which veterans were compared with non-veterans in various phases of academic pursuit. Also, statistical data were utilized to compare scholastic achievement of veterans with control groups in which grade point averages of veterans and non-veterans were compared according to such variables as methods of college admission, including high school completion, and General Educational Development testing, time-gap in school attendance, age differences, marital status, and pre-war and post-war college attendance. Research procedures in related areas utilized intelligence test and achievement test results as the method of selecting the groups to be studied. Therefore, they were not selected on the basis of their individual performance as it conformed to the statistical limits of the total group from which they were selected.

This study has described students in relation to their academic achievement by means of several variables. These variables included size of the hometown from which the students came, state of residence of the students, size of the high school which the students attended and whether the high schools were within or outside the Houston City Schools, time lapse between leaving high school and entry into college, age of the students, method of college admission, number of semesters of attendance at the University of Houston, the number of earned degrees according to college and major in which enrolled, and relationship of college of enrollment to degree attainment. It has been concerned only with students earning an over-all grade point average for their time spent in the University of Houston. No other statistical limitations were imposed as a criterion for selection for the study. Thus, academic and individual assessment have been individualized.

## V. SUMMARY

The literature and research bearing upon the problem with which this study deals have been summarized in three broad areas: studies on scholastic achievement of veterans and non-veterans; selected related studies; and relationships to this study. Studies reporting results on students who attended college under the World War II GI Bill were

summarized. For the most part the veteran students compared favorably with the non-veteran group and, in some instances, excelled them in scholastic accomplishment. High school graduation is not necessarily essential to successful scholastic achievement in college and a properly motivated student of average aptitude can, after three years of high school, compete successfully in college with high school graduates; but similar students with less than three years of high school attendance would have difficulty doing successful college work. A time-gap in schooling, while it may in many cases cause temporary forgetting of details and processes in academic pursuit, can result in increased maturity, with its corollary of stronger motivation. The literature emphasizes that older students, both veterans and non-veterans, compare favorably, and in some instances make better grades than younger students. Also, married veteran students make slightly higher grades than single veterans.

Attention was given to the formation of a different research methodology appropriate to descriptive research of students attending the University of Houston. The problem, research design, and methods of interpreting the descriptive data on the Korean GI students embodied in this study has not been previously used. This study and the procedures employed were developed as a result of the

lack of research on students attending college under the Korean GI Bill.

The reporting plan and the complete description of the research procedures developed for this study are presented in Chapter III.

## CHAPTER III

### PROCEDURES AND METHODOLOGY OF THE STUDY

This study is concerned with certain students who attended the University of Houston under the Korean GI Bill of Rights.

The study was further limited to one-third of the veterans who enrolled under the Bill during the spring and fall semesters of 1953.

With these limitations indicated, this chapter will present in developmental sequence the research, analysis, and interpretation procedures employed in the study.

#### I. SELECTING THE STUDENTS

Enrolled as Korean GI students during the spring and fall semesters of 1953 were a total of 1,578 students. By utilizing a table of random numbers,<sup>1</sup> 529 students were selected for the study. Eighteen of these were subsequently excluded because adequate statistical data were not available for them. The remaining 511 students were used in the study.

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<sup>1</sup>W. J. Dixon and F. J. Massey, Introduction to Statistical Analysis (New York: McGraw-Hill Book Company, 1950), pp. 290-294.

## II. DETERMINING THE DESCRIPTIVE DATA

The descriptive data utilized in this study were those which were available on the student's permanent record card. In addition to the scholastic record, the following variables were found on the permanent record card and were utilized in this study: size of hometown, state of residence, age, size of high school attended, time lapse between leaving high school and entry into college, distribution of degrees earned according to major in the respective College of the University (including Arts and Sciences, Business Administration, Education, Engineering, Technology, Law, Pharmacy, Architecture and in Agriculture), college in which enrolled, method of admission, number of semesters of attendance, and completion of high school within or outside the Houston City Schools, and degree attainment.

As indicated in Chapter I, the descriptive data utilized in this study were obtained from the following sources within the Registrar Division of the University:

1. Office of Admission. The list of students comprising this study was obtained from the Master Volumes listing the students who enrolled at the University for the spring and fall semesters of 1953.
2. Office of Assistant Registrar. This list of students obtained from the Master Volumes was then used as a source from which photostatic copies of the permanent record card of each student was made.

### III. RECORDING THE DATA

To facilitate recording of data a master data sheet was designed to contain all desired information on one side of a single sheet of paper.

This master data sheet was arranged on a page eight inches by twelve inches with sets of squares within which to record the individual courses and grades for each semester of attendance. Also, additional smaller squares were allotted and appropriately labeled in which to record the other variables contained in the study.

Data comprising this study were transferred from the photostatic copy of the permanent record card to the master data sheet for each student. The following data were recorded for each student:

1. Size of city in which student resided at the time of entry into college
2. State in which student resided
3. Date each student was admitted to college
4. Age (the semester the student enrolled minus the year of birth in months)
5. Date of graduation from high school (when applicable)
6. Size of high school from which graduated (when applicable)
7. Time lapse in months between last high school attendance and entrance into college
8. College in which enrolled within the University
9. College major
10. Degrees earned (when applicable)
11. Method of admission to college
12. Total number of high school credits earned by subject
13. Grade point ratio by specific semester



#### IV. PROCESSING THE DESCRIPTIVE DATA

Upon completion of the data-collecting phase of this study in which data from the photostatic copies of the permanent record cards of each student were recorded on a separate master sheet, the following steps were taken.

Credit point ratios, sometimes referred to as grade point averages, were computed for each semester by dividing the number of quality points earned per semester by the number of courses in which enrolled. Quality points were computed on the basis of A equaling five points; B, four points; C, three points; D, two points; F or W, one point. For example, a student having enrolled for 15 semester hours in five courses in one semester with an end of semester grade of one A, one B, one C, one D and one W (withdrawal) would have a credit point ratio total of fifteen, divided by five, or 3.00. The credit point ratios in this study were computed to four decimal places. In addition to computation of the credit point ratio for each student by semester in which enrolled, an overall credit point ratio was determined by dividing the sum of the individual semester ratios by the total number of semesters during which each student attended the University.

The size of the city or town in which the student resided at the time he first attended the University of

Houston was coded as follows:

1. 100,000 - and over
2. 30,000 - 99,999
3. 10,000 - 29,999
4. 2,500 - 9,999
5. under 2,500

State residence was calculated on the basis of enumerating the alphabetical list of states from one through forty-eight and arbitrarily assigning the number fifty to students from outside the then forty-eight states. In the cases where the student did not attend high school, no high school data were recorded.

The age of the student was determined by taking the monthly difference between his data of birth and his entry into college. The age was coded in months, as follows:

1. Over 300
2. 240 - 300
3. Below 240

The size of the high school was arrived at by referral to the Directory of Secondary Day Schools.<sup>2</sup> The breakdown of school populations was as follows:

1. 1,000 and over
2. 500 - 999
3. 350 - 499
4. 200 - 349
5. 100 - 199
6. 1 - 99

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<sup>2</sup>United States Department of Health, Education, and Welfare, Directory of Secondary Day Schools (Washington: Office of Education, March, 1957), 169 pp.

The time lapse between the student's last secondary school attendance and his enrollment at the University of Houston was computed by obtaining the difference in months between the time he last attended high school and the semester he first enrolled at the University. In the case of those students who showed no evidence of secondary school attendance, the time lapse was determined by getting the difference in months between the time the subject was fourteen years of age and the semester he first enrolled at the University. This time lapse was coded as follows:

1. Over 72
2. 49 - 72
3. 25 - 48
4. 24 and under

The college, and major within that college, of the University in which the student was enrolled was coded as follows:

1. College of Arts and Sciences

- |                   |                            |
|-------------------|----------------------------|
| a) Art            | n) Mathematics and         |
| b) Biology        | Astronomy                  |
| c) Chemistry      | o) Military Science and    |
| d) Drama          | Tactics                    |
| e) Economics      | p) Music                   |
| f) English        | q) Philosophy and Religion |
| g) Geology        | r) Photography             |
| h) Geophysics     | s) Physics                 |
| i) History        | t) Political Science       |
| j) Home Economics | u) Psychology              |
| k) Journalism     | v) Radio and TV            |
| l) Languages      | w) Sociology and Anthro-   |
| m) Latin American | pology                     |
| Studies           | x) Speech                  |

## 2. College of Education

- a) Administration and Supervision
- b) Art Education
- c) Business Education
- d) Elementary Education
- e) Foundations of Education
- f) Health, Safety and Physical Education
- g) Industrial Education
- h) Music Education
- i) Secondary Education
- j) Special Education

## 3. College of Business Administration

- a) Accounting
- b) Advertising
- c) Distributive Education
- d) Economics
- e) Finance
- f) General Business Administration
- g) Home Building and Light Construction
- h) Insurance
- i) Management
- j) Marketing and Salesmanship
- k) Real Estate
- l) Retailing
- m) Secretarial Administration
- n) Transportation and Foreign Trade
- o) Agricultural Economics
- p) Business Education
- q) Police Administration

## 4. College of Engineering

- a) Chemical Engineering
- b) Civil Engineering
- c) Electrical Engineering
- d) Industrial Engineering
- e) Mechanical Engineering
- f) Petroleum Engineering

## 5. College of Technology

- a) Airconditioning and Refrigeration
- b) Automotive
- c) Communication--Radio and Electronics
- d) Diesel
- e) Drafting

- f) Electricity
- g) Furniture Upholstery
- h) Industrial Mechanics

- 6. College of Law
- 7. College of Pharmacy
- 8. College of Optometry
- 9. College of Architecture
- 10. Department of Agriculture

For the purposes of this study the Department of Agriculture, within the College of Arts and Sciences, was interpreted as a separate variable.

The degree or degrees which the subjects of this study attained were coded as follows:

- 1. Bachelor of Science
- 2. Bachelor of Arts
- 3. Bachelor of Business Administration
- 4. Master of Arts
- 5. Master of Science
- 6. Bachelor of Law
- 7. Doctor of Education
- 8. Doctor of Philosophy
- 9. Associate in Science Degree
- 10. Master of Education
- 11. Master of Letters
- 12. Bachelor of Applied Science
- 13. Master of Business Administration

The method of admission to the University was coded as follows:

- 1. High School
- 2. GED
- 3. Special Student
- 4. Transfer

The number of semesters which the students attended at the University was coded thus:

1. 16 - 20
2. 11 - 15
3. 6 - 10
4. 1 - 5

Students who completed high school within the Houston City Schools were differentiated from those who completed high school outside the city by the following code:

1. Within Houston City Schools
2. Outside Houston City Schools

All data were coded as described above and entered on master sheets. On the basis of data recorded on these master sheets, tally sheets were drawn up, appropriate frequency intervals and headings assigned, and tabulating initiated. When this recording was completed, tables were prepared. Statistical comparisons were computed manually, including the means and standard deviations. These tables were designed to show by frequency intervals the relationships between grade point equivalent scores made by the Korean GI students and the other variables involved.

## V. PRESENTATION OF THE DESCRIPTIVE DATA

Chapter V contains the descriptive findings reporting these relationships in tabular form with accompanying textual commentary.

In Chapter VI can be found a brief review of research methodology, a summary of the descriptive findings contained in the study, and conclusions and recommendations.

## CHAPTER IV

### A BRIEF HISTORY OF EDUCATION FOR VETERANS

#### I. INTRODUCTION

This chapter presents a brief history of education and rehabilitation for veterans as authorized by the Congress, including Public Law 16, designed to afford vocational and educational rehabilitation to veterans who acquired disabilities or whose disabilities were aggravated while serving in one or more of the military branches during World War II; Public Law 550, which provides educational benefits for veterans of the Korean War; Public Law 894, affording educational and vocational rehabilitation benefits to Korean War veterans; and Public Law 634, providing up to thirty-six months of educational assistance to children of persons who died from injury or disease resulting from military service during World War II, or the Korean conflict.

The contemporary nature of this study is exemplified by the following article from The Post Washington Bureau which appeared in The Houston Post of August 14, 1961:

United States Senator Ralph Yarborough, Democrat-Texas, said Sunday his Cold War GI Bill "is having an impact on Capitol Hill."

Yarborough was speaking on a weekly report to Texans, recorded for broadcast on a number of radio stations in the state. The bill, co-sponsored by thirty-six other senators, would



provide education and vocational instruction and rehabilitation training for a disability incurred on active duty, and home loan assistance for persons serving more than six months active military service between January 31, 1955, and July 1, 1963, the effective dates of the compulsory law.

The Senate Subcommittee on Veterans Affairs, of which Senator Yarborough is chairman, has estimated the bill would apply to about 4.25 million veterans by 1973. Of these, 220,000 would be in Texas, the Senator said. In the broadcast, Senator Yarborough said evidence of the bill's impact "came when the Senate Committee on Labor and Public Welfare overwhelmingly approved the bill." The measure is now up for consideration in the Senate.

Senator Yarborough said the assistance program "might just as well have been named the GI Act of Justice." "Nobody expects the Russians to fold up their scarlet tent of threats and go home," Yarborough continued. "As more and more young men go into service facing an inevitable postponement of their education or on-the-job training, more and more people are coming to realize the importance of providing those who serve a chance to catch up when they come home."

The Senator said the Russians recent placing of a man in orbit for several hours "shows our desperate need for a stepped-up educational program of the type that veterans would participate in, in engineering and the sciences." "The GI education bill more than pays off to the nation in higher taxes that will be paid because of the higher earnings made with a better education," Yarborough continued. "There is no way to measure the full savings to ourselves when we help someone acquire skill and thereby become able, by his own capabilities alone, to advance himself, his family, and his country." "When the capabilities of the people are enlarged, the country is strengthened," he added.

Again Senator Yarborough said: "Most young people today know they must have adequate training to compete in this specialized and technological world. Past experience shows that the vete-

rans made higher grades and do better generally in college than non-veterans. They have proved to be a great investment for taxpayers. This is a money-making bill for taxpayers, not a boon-doggie. This nation needs more school teachers, doctors, medical technicians, scientists, chemists, physicists, and engineers--in short, more use of our available brain power."

He added that an average veteran would have to get a job and help himself in order to take advantage of the bill, but some help is offered "and this is a way for the young to help themselves...."

A similar bill was passed by the Senate in the last Congress by a vote of fifty-seven to thirty-one.<sup>1</sup>

The above article, and numerous others which have appeared in the newspapers periodically, exemplify the timeliness and significance of this study. It is estimated that the number of Cold War veterans has more than doubled in the course of two years, and the total stands at about 1,300,000 veterans. The prediction is that there will be in excess of four million Cold War veterans by 1973.<sup>2</sup>

## II. EDUCATION UNDER THE KOREAN GI BILL OF RIGHTS

The statement of policy contained in Title I, The Veterans Readjustment Act (Public Law 550, 82nd Congress,

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<sup>1</sup>News item in The Houston Post, August 14, 1961.

<sup>2</sup>News item in The Houston Chronicle, March 1, 1961.

approved July 16, 1952) is as follows:

The Congress of the United States hereby declares that the veterans education and training program created by this chapter is for the purpose of providing vocational readjustment and restoring lost educational opportunities to those service men and women whose educational or vocational ambitions have been interrupted or impeded by reason of active duty during the Korean Conflict and for the purpose of aiding such persons in attaining the educational and training status which they might normally have aspired to and obtained had they not served their country.<sup>3</sup>

Before a technical discussion of GI education for veterans of the Korean War is begun, it is felt that a brief discussion of the basic steps for application for benefits under the Korean GI Bill would be of value:

1. Completion of VB Form 7-1990,<sup>4</sup> Application for Educational and Training Benefits.
2. The veteran may request and receive vocational counseling if he is not sure of his specific goal.
3. The veteran applicant must ascertain whether or not the institution or training establishment he wishes to attend is approved by the State Approving Agency.
4. The veteran should set his educational objective as high as possible, because the determining regulations specify that his eligibility is terminated when this objective is attained. For example, he should select an institution of higher learning from which he can graduate, since only one change of course is allowed.

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<sup>3</sup>United States Veterans Administration, House Committee Print No. 240, 85th Congress, Title 38, United States Code, Veterans Benefits (Washington: Veterans Administration, 1958), p. 79.

<sup>4</sup>See Appendix A.

5. Be sure that application is complete and signed. Enclose photostatic or certified copy of discharge from service with the application.
6. Be sure to complete VB Form 8-686c<sup>5</sup> to prove valid status of all dependents for whom additional subsistence amounts are payable.
7. It is the joint responsibility of the veteran and his school to process and submit regular monthly reports certifying to the progress he is making and a record of school attendance.
8. Since the average time lapse between beginning of school and receipt of the first subsistence check is about two months, it is necessary that each veteran have available enough money to sustain him for this period of time.
9. The veteran who is eligible for increased allowances because of an increase in number of dependents must submit adequate substantiative evidence.
10. Korean GI Bill students can drop out of school for up to twelve months without Veterans Administration Approval and without losing future entitlement. The provision is of particular benefit to veterans in the teaching profession who desire to earn higher degrees during the summer months. If the drop-out goes beyond twelve months, a veteran must get Veterans Administration approval to continue the course. He will have to show that the time in excess of twelve months resulted from conditions over which he had no control.
11. Educational institutions organized on a term, quarter, or semester basis may certify a veterans enrollment period as being for a term, semester, or the regular ordinary school year, as applicable. Such period of enrollment may not include a summer session.

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<sup>5</sup>See Appendix B.

Eligibility: Requirements for education and training for Korean War GI students include:

1. Active service at any time between June 27, 1950, and January 31, 1955, and ending on the date of the person's first discharge or release from such service after January 31, 1955.
2. Service on active duty for ninety days or more (exclusive of any period he was assigned by the Armed forces to a civilian institution for a course of education or training which was substantially the same as established courses offered to civilians, or as cadet or midshipman at one of the service academies), or was discharged or released from a period of active duty, any part of which occurred during the Korean conflict, or for an actual service-connected disability.
3. Discharge or separation from the service under other than dishonorable conditions.<sup>6</sup>

Duration of Education or Training: Each eligible veteran shall be entitled to education or training under the Korean GI Bill for a period equal to one and a half times the duration of his service on active duty during his basic service period, or to the equivalent thereof in part-time training. The period of education or training to which an eligible veteran is entitled should not exceed thirty-six months, except that the total period will not exceed forty-eight

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<sup>6</sup>United States Veterans Administration, VA Fact Sheet IS-1 (Washington: Veterans Administration Information Service, December, 1957), p. 10.

months including any afforded under the World War II GI Bill. Whenever the period of entitlement of an eligible veteran, who is enrolled in an educational institution regularly operated on the quarter or semester system, ends during a quarter or semester and after a major part of such semester or quarter has expired, such period shall be extended to the termination of such unexpired quarter or semester. In all other courses offered by educational institutions, whenever the period of eligibility ends after a major portion of the course is completed, such period may be extended to the end of the course or for nine weeks whichever is the lesser period. Education by correspondence is charged at one-fourth of the full-time rate.

The Education or Training Program: Korean GI students may choose their own course of training in any school or establishment approved by an appropriate state approving agency that meets other qualifications of the law. These veterans may enroll in schools or colleges, take apprenticeship or other training on-the-job, enroll in institutional on-farm training or other programs which combine school and job training, or select correspondence school courses. Any single unit course or subject, any curriculum, or any combination of unit courses or subjects which are generally accepted or necessary to fulfill requirements for the attainment of a predetermined and identified educational,

professional, or vocational objective constitutes a program of education or training. Educational institutions which veterans may attend include public or private elementary schools, secondary schools, vocational schools, correspondence schools, business schools, colleges, universities, scientific or technical institutions. They may train in any business or other establishment providing apprenticeship or other training on-the-job, including those under the supervision of a college or university or any State Department of Education, State Apprenticeship Agency, or State Board of Vocational Education.

Commencement Time Limitations: The delimiting date for initiating education or training by Korean GI students is three years after their discharge or release from active duty. This provision may be waived if the Administrator of Veteran Affairs determines that a veteran had been prevented from initiating his program because of discharge requirement discrepancies which were subsequently favorably adjudicated. Under these provisions, the veteran may be permitted to initiate his program within three years after whichever is later, September 1, 1953, or the date his discharge or dismissal was so changed, corrected, or modified. Each eligible veteran must pursue his program continuously until completion after his delimiting initiation date, except that he may suspend the pursuit of his program for periods of not more

than twelve consecutive months, except that longer periods of suspension may be granted by the Administrator if such be beyond the veteran's control. If an eligible veteran returned to active duty before February 1, 1955, his date of discharge or release for commencement of education requirements will be the date of his last discharge which began before February 1, 1955.

Expiration of Education: No education or training shall be afforded an eligible veteran beyond eight years after discharge from the service, except as has been previously indicated; and in no event shall education or training be authorized under the Korean GI Bill after January 31, 1965.

Educational Program Selection: Each veteran may select a program of education or training to assist him in attaining an educational, professional, or vocational objective at any educational institution or training establishment selected by him, whether or not located in the state in which he resides, which will accept and retain him as a student or trainee in any field or branch of knowledge which such institution or establishment finds him qualified to undertake or pursue. An eligible veteran may not pursue a program of education or training at an educational institution or training establishment which is not located in the United States, with the exception of institutions of higher learning.



The enrollment of an eligible veteran in a foreign educational institution may be discontinued if such educational pursuit is found not to be for the best interest of the veteran or of the government.

Application for Education: Each veteran eligible for education or training under the Korean GI Bill must complete and file an application with the Veterans Administration on VB Form 7-1990. The effective date of this application will be the date it is received in the Veterans Administration except that, where the application is filed with or through an approved institution or training establishment, the effective date for the commencement of benefits will be the date certified as the commencement date of education or training if received by the Veterans Administration within fifteen days following the beginning of the school term. No action will be taken to authorize education or training prior to receipt of a completed formal application.

The veteran must specify in his application the program of education or training which he wishes to pursue and the name and address of the institution or establishment wherein he wishes to start his program. If he intends to pursue a college or university program, he must specify the curriculum. His program must be stated in terms of Bachelor of Science, Master of Arts, and the like. He must specify the subjects making up his program if he does not wish to work toward a

degree. If the veteran intends to pursue his program in an institution other than a college or university, such as a high school, business college, or a vocational or trade school, he must list in terms designated by the school the course or courses which he intends to pursue in order to reach his objective. If a program of apprenticeship or other on-the-job training is selected, he must specify the employment objective which must be recognized as valid and listed in the Dictionary of Occupational Titles. In connection with his application for a program of institutional-on-farm training, the veteran will submit to the Veterans Administration a detailed outline of his program as planned and approved by the school. This outline should include a statement of the name of the objective and the length of the program, together with a certification of a responsible official of the school which is to offer such program that the program satisfies all the requirements. Also, evidence should be submitted to establish that he will control the farm until completion of the program.

An appropriate discharge document and active service record should accompany the application for education or training.

Any communication from the veteran may be considered an informal application if it clearly indicates an intent to apply for benefits. This communication must be followed

promptly by a formal application on the appropriate form for validation. The act of a veteran enrolling in an approved institution does not, in itself, constitute an informal application.

The Korean GI Bill imposes no restriction upon a change of institution or establishment for pursuit of the same course or program. However, where subsequent parts of the course or curricula of the approved program are to be pursued in an institution other than the one providing the first part of the course or curriculum of his program, the veteran should apply for approval of a change of institution. If otherwise in order, a supplemental certificate will be issued authorizing the veteran to continue his approved program in the second institution.

Certification for Education: Upon a determination, after receipt of a valid completed formal application, that the veteran has satisfied all the requirements of the Korean GI Bill, the veterans Administration will issue the veteran a Certificate of Education and Training, Veterans Administration Form 7-1993.<sup>7</sup> It will be specifically limited to endorsement to the educational, professional or vocational objective; and the name of the institution or establishment in which the program is to be commenced will

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<sup>7</sup>See Appendix A.

be stated. The total of the veteran's entitlement in months and days will be entered upon the certificate, together with a statement of the date by which the program applied for must be commenced. It is important that veterans and educational institutions and training establishments take into account that a valid certificate of education and training constitutes the only authentic document evidencing eligibility and entitlement. Therefore, a veteran who enters into an educational program without a valid certificate does so at his own risk, because payments might not be authorized to him.

Change of Program: An eligible veteran may, at any time before the end of the period during which he is entitled to initiate a program of education or training, make not more than one change of program. This does not include any veteran whose program has been interrupted or discontinued because of his own misconduct, his own neglect, or his lack of application. The veteran may change his course if he is not making satisfactory progress in his present course and this failure is not due to his own misconduct, his own neglect, or lack of application, and if the program to which he wishes to change is more in keeping with his aptitude or previous education. He may change if the new program, while not a part of his current program, is a normal progression. Any change is valid wherein the first program

is prerequisite to, or generally required for, entrance into pursuit of the second.

Enrollment Disapproval: Approval will not be authorized for education or training in the following courses:

1. Bartending
2. Dancing
3. Personality Development

Unless the following courses are offered by institutions of higher learning for credit as an integral part of a program leading to an educational objective, they will not be approved:

1. Photography
2. Entertainment
3. Music, instrumental or vocal
4. Public speaking
5. Sports
6. Horseback riding
7. Swimming
8. Fishing
9. Skiing
10. Golf
11. Personality Development
12. Athletics

Authorization will not be given for courses in applied music, physical education, or public speaking unless they are offered by institutions of higher learning for credit as an integral part of a program leading to an educational objective. Any other courses which are deemed avocational or recreational in nature must be justified by the veteran.

Unsatisfactory Progress: The education or training of a veteran will be discontinued if his conduct or progress is unsatisfactory according to the regularly prescribed standards and practices of the educational institution or training establishment.

Approval Period: The enrollment of the veteran will not be approved if his course has not been offered by his school for at least two years. This rule does not apply, however, if the veteran pursues his course in a public or other tax-supported educational institution, or if his course is similar in character to the instruction previously given by such institution, or if his course is offered by a nonprofit educational institution of college level and is recognized for credit toward a standard college degree.

Education Allowances: Each veteran who is pursuing a program of education or training under the Korean GI Bill will be paid an allowance to meet in part the expenses of his subsistence, tuition, fees, supplies, books, and equipment. Table I reports the monthly allowances payable for a veteran who is pursuing his program in an educational institution.<sup>8</sup>

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<sup>8</sup>United States Veterans Administration, Title 38—United States Code. Veterans Benefits. Effective January 1, 1959 (Washington: Veterans Administration, 1958), p. 84.

TABLE I

MONTHLY ALLOWANCES PAYABLE TO VETERANS  
FOR INSTITUTIONAL TRAINING

	Full Time	Three-Quarter Time	One-Half Time
No Dependents	\$110.00	\$ 80.00	\$50.00
One Dependent	135.00	100.00	60.00
More Than One Dependent	160.00	120.00	80.00

If the veteran's program is pursued on a less than half-time basis, such allowance will be computed at the rate of (1) the established charges for tuition and fees which the institution requires of similarly circumstanced non-veterans enrolled in the same course, or (2) one hundred ten dollars per month for full-time course, whichever is the lesser. An institutional undergraduate course offered by a college or university on a quarter or semester-hour basis for which credit is granted toward a standard college degree will be considered a full-time course when a minimum of fourteen semester hours or its equivalent is required.

An institutional trade or technical course offered on a clock-hour basis below the college level, involving shop practice as an integral part, shall be considered a

full-time course when a minimum of thirty hours per week of attendance is required. An institutional course offered on a clock-hour basis below the college level in which theoretical or classroom instruction predominates shall be considered a full-time course when a minimum of twenty-five hours per week net of instruction is required.

On-the-Job Training: An eligible veteran pursuing an apprenticeship or other training on the job will receive monthly allowances as indicated in Table II.<sup>9</sup>

It may be noted that the veteran's basic rate of allowance is reduced at the end of each four-month period as his program progresses by an amount which bears the same ratio to the basic allowance as four months bears to the total duration of his apprentice or other training on the job. It is stipulated, also, that in no instance shall payments when added to the monthly compensation paid to the veteran for productive labor exceed three hundred ten dollars per month. On-the-job training is limited to two years but apprenticeship may run the full thirty-six months if the eligible veteran possesses the necessary entitlement.

On-the-Farm Training: Table III shows monthly allowances payable for veterans pursuing on-the-farm training.<sup>10</sup>

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<sup>9</sup>Ibid., p. 85.

<sup>10</sup>Ibid., p. 85.



TABLE II  
MONTHLY ALLOWANCES PAYABLE TO VETERANS FOR ON-  
THE-JOB TRAINING

No Dependents	12 mos.	16 mos.	20 mos.	24 mos.	28 mos.	32 mos.	36 mos.
1st Period	\$ 70.00	\$ 70.00	\$ 70.00	\$ 70.00	\$ 70.00	\$ 70.00	\$ 70.00
2nd Period	46.67	52.50	56.00	58.33	60.00	61.25	62.22
3rd Period	23.33	35.00	42.00	46.67	50.00	52.50	54.44
4th Period		17.50	28.00	35.00	40.00	43.75	46.67
5th Period			14.00	23.33	30.00	35.00	38.89
6th Period				11.67	20.00	26.26	31.11
7th Period					10.00	17.50	23.33
8th Period						8.75	15.56
9th Period							7.78

One Dependent	12 mos.	16 mos.	20 mos.	24 mos.	28 mos.	32 mos.	36 mos.
1st Period	\$ 85.00	\$ 85.00	\$ 85.00	\$ 85.00	\$ 85.00	\$ 85.00	\$ 85.00
2nd Period	56.67	63.75	68.00	70.83	72.86	74.37	75.56
3rd Period	28.33	42.50	51.00	56.67	60.71	63.75	66.11
4th Period		21.25	34.00	42.50	48.57	53.12	56.67
5th Period			17.00	28.33	36.43	42.50	47.22
6th Period				14.17	24.29	31.87	37.78
7th Period					12.14	21.25	28.33
8th Period						10.62	18.89
9th Period							9.44

Two Dependents	12 mos.	16 mos.	20 mos.	24 mos.	28 mos.	32 mos.	36 mos.
1st Period	\$105.00	\$105.00	\$105.00	\$105.00	\$105.00	\$105.00	\$105.00
2nd Period	70.00	78.75	84.00	87.50	90.00	91.87	93.33
3rd Period	35.00	52.50	63.00	70.00	75.00	78.75	81.67
4th Period		26.25	42.00	52.50	60.00	65.62	70.00
5th Period			21.00	35.00	45.00	52.50	58.33
6th Period				17.50	30.00	39.37	46.67
7th Period					15.00	26.25	35.00
8th Period						13.12	23.33
9th Period							11.67

TABLE III  
MONTHLY ALLOWANCES PAYABLE TO VETERANS FOR  
ON-THE-FARM TRAINING

No Dependents	12 mos.	16 mos.	20 mos.	24 mos.	28 mos.	32 mos.	36 mos.
1st Period	\$ 95.00	\$ 95.00	\$ 95.00	\$ 95.00	\$ 95.00	\$ 95.00	\$ 95.00
2nd Period	95.00	95.00	95.00	95.00	95.00	95.00	95.00
3rd Period	95.00	95.00	95.00	95.00	95.00	95.00	95.00
4th Period		62.50	73.33	78.75	82.00	84.17	85.71
5th Period			51.67	62.50	69.00	73.33	76.43
6th Period				46.25	56.00	62.50	67.14
7th Period					43.00	51.67	67.86
8th Period						40.84	43.57
9th Period							39.29

One Dependent	12 mos.	16 mos.	20 mos.	24 mos.	28 mos.	32 mos.	36 mos.
1st Period	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00
2nd Period	110.00	110.00	110.00	110.00	110.00	110.00	110.00
3rd Period	110.00	110.00	110.00	110.00	110.00	110.00	110.00
4th Period		70.00	83.33	90.00	94.00	96.67	98.57
5th Period			56.67	70.00	78.00	83.33	87.14
6th Period				50.00	62.00	70.00	75.71
7th Period					46.00	56.67	64.29
8th Period						43.33	52.86
9th Period							41.43

Two Dependents	12 mos.	16 mos.	20 mos.	24 mos.	28 mos.	32 mos.	36 mos.
1st Period	\$130.00	\$130.00	\$130.00	\$130.00	\$130.00	\$130.00	\$130.00
2nd Period	130.00	130.00	130.00	130.00	130.00	130.00	130.00
3rd Period	130.00	130.00	130.00	130.00	130.00	130.00	130.00
4th Period		80.00	96.67	105.00	110.00	113.33	115.71
5th Period			63.33	80.00	90.00	96.67	101.43
6th Period				55.00	70.00	80.00	87.14
7th Period					50.00	63.33	72.86
8th Period						46.67	58.57
9th Period							44.29

The allowance payable for on-the-farm training is computed basically at the rate of ninety-five dollars per month with no dependents, one hundred ten dollars per month with one dependent, or one hundred thirty dollars per month with two or more dependents. The reduction every four months, after the first year, is based on an amount which bears the same ratio to sixty-five dollars (no dependents), eighty dollars (one dependent), or one hundred dollars (two or more dependents), as a period of four months bears to the total period of training reduced eight months.

Benefits to be derived by a veteran who pursues on-the-farm training are two-fold. He receives classroom training where he learns scientific methods. He must attend school for a minimum of two hundred hours in any year, and not less than eight hours of class attendance in any one month. The veteran's instructor must visit his farm at least twice each month to check progress. He must also receive at least one hundred hours of individual instruction each year with at least fifty of these instructional hours being received on his farm. In on-the-farm training, emphasis is placed on full-time training. Therefore, when the veteran is not in class, he is expected to be receiving solid practical training and experience out in the fields where the crops are planted and grown. A good farm training program must lead to good planning, producing, and

marketing. The ultimate results must include good farm mechanics, conservation of resources, food conservation, financing, farm management, and farm and home accounting. Therefore, a veteran who successfully completes an on-the-farm training program should become a good farm manager, be able to run his enterprise efficiently and profitably, be a first-rate businessman, and be capable of making decisions for himself.

Correspondence Training: No education and training allowance will be paid for correspondence courses pursued by a veteran except those charges for tuition, books, supplies, tools, and equipment in the same quantity and quality as are necessary and are required to be purchased by non-veterans. In fact, the overall allowance will be computed on the basis of the established charge which the institution requires all other students to pay for the same course or courses. An eligible veteran may be permitted to follow up correspondence courses with classroom instruction in related fields without being charged for a change in course.

Foreign Training: Training under the Korean GI Bill in foreign countries is restricted to approved institutions of higher learning. The same basic regulations apply abroad or at home. It will be necessary that the eligible veteran ascertain whether the foreign institution is willing to accept him as a student. Another vital point to be resolved is

whether the veteran has sufficient language ability to pursue his course successfully. Veterans in attendance in foreign schools receive regular monthly allowance checks, out of which they pay all their expenses. The certification of attendance, signed by the student and the institution, must be forwarded to the appropriate Veterans Administration office.

An Office of Attache for Veterans Affairs established by the Department of State is located at the American Embassy in Paris. This office has jurisdiction over veterans enrolled in the approved European schools. In Mexico City the Office of Attache for Veterans Affairs is located at the American Embassy.

Veterans anticipating enrollment in approved foreign institutions under the Korean GI Bill should give serious consideration to securing a proper passport, necessity for personal payment of all travel to and from his school, relatively few part-time jobs in foreign countries, and other emergencies, including possible illness.

Vocational Guidance for Korean GI Students: Eligible veterans are entitled to educational and vocational guidance to help them select an educational or job-training objective. This guidance is advisory in nature. Tests and counseling are given and recommendations are offered the veteran based on these findings. Counseling in most cases is completed

in one day. Interviews by the counselor are done in order to get as complete a picture as possible of the veteran's background, schooling, family life, employment, military duties, and his likes and dislikes. It includes a battery of general aptitude tests, designed to reveal his learning ability, vocabulary, dexterity, coordination, and interests. Other aptitude tests are given for specific fields to help determine the veteran's chances of success in those fields.

Table IV gives a report of the status of training under the Korean GI Bill.<sup>11</sup> It may be noted that the Korean GI Bill is predominantly a college program. Practically all of the colleges and universities throughout the Nation had veterans enrolled during the year 1960.

The scientific field has attracted a quarter million Korean GI students, with 183,000 selecting engineering and 46,000 preferring other physical and natural science objectives, such as chemistry, geology, physics, and biology. Over half a million students have entered training in crafts, trade, and industrial objectives. The teaching profession has attracted over 129,000 students. Over a quarter million have enrolled in the business field, and the medical and related programs have attracted 60,000 students.<sup>12</sup>

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<sup>11</sup>United States Veterans Administration, Administrator of Veterans Affairs' Annual Report, 1960 (Washington: Government Printing Office, 1961), p. 255.

<sup>12</sup>Ibid., p. 70.

TABLE IV  
STATUS OF KOREAN GI BILL TRAINING

Date	Veterans Entered Training*	Veterans in Training				
		Higher Learning	Below College	On-Job	On-Farm	Total
June 30, 1960	2,334,348	37,730	68,497	5,753	8,330	120,310
Nov. 30, 1959	2,310,218	271,317	116,158	9,106	13,684	410,335
Nov. 30, 1958	2,211,239	380,183	165,016	19,470	23,540	588,209
Nov. 30, 1957	2,000,023	445,942	185,588	39,855	31,866	703,251
Nov. 30, 1956	1,696,687	473,488	192,239	56,998	37,903	760,628
Nov. 30, 1955	1,271,434	408,893	191,233	60,965	35,569	696,660
Nov. 30, 1954	795,588	286,154	161,799	53,605	26,095	527,653
Nov. 30, 1953	337,238	142,133	64,567	36,386	8,842	251,928
Nov. 30, 1952	43,121	34,942	5,773	1,231	1	41,947
* Cumulative from inception of program, August, 1952						

### III. VOCATIONAL REHABILITATION TRAINING

The term Vocational Rehabilitation denotes chiefly training, but it includes educational and vocational counseling and other necessary incidental services. The primary purpose of vocational rehabilitation includes restoration of employability, to the extent consistent with the degree of the veteran's disablement, lost because of a handicap due to a service-connected disability. Public Law 16, the World War II Rehabilitation Bill, and Public Law 894, the Rehabilitation Bill for Korean GI veterans, are administered by the same basic regulations.

These provide for rehabilitation and restoration of employability for disabled veterans through education or training.

Basic Entitlement: Every World War II or Korean conflict veteran who has a service-connected disability arising out of service during these wars for which eligibility for a pension exists, and who is in need of rehabilitation on account of such disability, is eligible for vocational rehabilitation. No courses of vocational rehabilitation may exceed four years, unless because of unusual circumstances a longer period of time is needed.

A World War II veteran is not eligible to receive vocational rehabilitation after July 25, 1960, unless because of medical reasons he was unable to enter or complete a suitable course of training, or unless he was already enrolled on June 1, 1960.

An eligible veteran of the Korean War may not be afforded vocational rehabilitation after August 20, 1963, if he was discharged or released from service before August 20, 1954; or after nine years following his discharge or release, but in no event after January 31, 1964, if he was discharged or released after August 19, 1954. Vocational rehabilitation may be afforded a Korean veteran, notwithstanding the fact that he may have previously received benefits for service under the World War II GI Bill.



Training Allowances: A veteran pursuing a course of vocational rehabilitation, and for two months after his employability is determined, is eligible to receive regular monthly subsistence allowance payments.

If a veteran has no dependents, his subsistence allowance each month shall equal sixty-five dollars, increased by an amount which bears the same ratio to ten dollars as the institutional part of his training course bears to a course of full-time institutional training. In no event shall the veteran's subsistence allowance be an amount less than that which, when added to any compensation or other benefits payable to him, will equal one hundred five dollars monthly if his service-connected disability is less than thirty per cent, or one hundred fifteen dollars monthly if his service connected disability is thirty per cent or more.

If the eligible veteran has one dependent, his subsistence allowance each month shall equal ninety dollars, increased by an amount which bears the same ratio to thirty dollars as the institutional part bears to a full-time course. In no event shall the total payment be less than one hundred fifteen dollars with less than thirty per cent pension, plus ten dollars for one additional child, seven dollars for each additional child, and fifteen dollars for a dependent parent. He will be eligible for one hundred

thirty-five dollars with disability of thirty per cent or more, plus twenty dollars for one child, fifteen dollars for each additional child, and fifteen dollars for a dependent parent.

Leave of Absence: An eligible veteran may be granted leave of absence not to exceed thirty days in any consecutive twelve months, except in exceptional circumstances. During an authorized leave, a veteran will be considered in a training status and will be eligible for payments during this time.

Training and Hospitalization: An eligible veteran may be afforded vocational rehabilitation if he is hospitalized pending final discharge from active service. However, no subsistence allowance will be payable during this period.

Table V shows the status of the vocational rehabilitation program under Public Law 894.<sup>13</sup>

The status of the vocational rehabilitation training program under the World War II GI Bill is indicated in Table VI.<sup>14</sup>

For most World War II veterans the vocational rehabilitation program ended on July 25, 1956, but several thousand disabled veterans who had been unable to initiate and com-

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<sup>13</sup>Ibid., p. 255.

<sup>14</sup>Ibid., p. 254.

TABLE V  
STATUS OF KOREAN GI DISABILITY TRAINING

Date	Veterans Entered Training*	Veterans in Training				
		Higher Learning	Below College	On-Job	On-Farm	Total
June 30, 1960	64,135	1,381	2,388	1,303	391	5,453
Nov. 30, 1959	62,297	3,673	3,002	1,577	552	8,804
Nov. 30, 1958	57,873	5,331	3,558	2,218	835	11,942
Nov. 30, 1957	52,003	6,964	3,691	2,914	1,183	14,752
Nov. 30, 1956	44,826	8,140	4,215	3,489	1,473	17,317
Nov. 30, 1955	34,957	8,141	4,782	3,422	1,437	17,782
Nov. 30, 1954	23,308	6,515	4,502	2,769	1,065	14,851
Nov. 30, 1953	11,251	3,686	2,138	1,720	465	8,009
Nov. 30, 1952	3,018	1,104	694	451	124	2,373
Nov. 30, 1951	52	13	20	11	2	46

\* Cumulative from inception of program, December, 1950

TABLE VI  
STATUS OF WORLD WAR II REHABILITATION TRAINING

Date	Veterans Entered Training*	Veterans in Training				
		Higher Learning	Below College	On-Job	On-Farm	Total
June 30, 1960	615,133	82	548	109	36	775
Nov. 30, 1959	614,744	246	896	189	65	1,396
Nov. 30, 1958	613,687	314	852	184	75	1,425
Nov. 30, 1957	612,647	367	771	238	85	1,461
Nov. 30, 1956	611,787	542	915	245	91	1,793
Nov. 30, 1955	610,290	1,853	3,284	1,283	1,256	7,676
Nov. 30, 1954	606,310	3,205	4,122	2,460	2,855	12,642
Nov. 30, 1953	600,959	4,811	3,684	3,909	5,748	18,152
Nov. 30, 1952	594,831	7,898	5,295	6,512	12,595	32,300
Nov. 30, 1951	586,230	14,745	9,362	12,300	24,050	60,457
Nov. 30, 1950	567,388	24,652	18,866	25,412	37,976	110,906
Nov. 30, 1949	532,656	53,869	31,613	56,012	43,400	184,894
Nov. 30, 1948	472,774	75,723	34,827	86,864	35,851	233,265
Nov. 30, 1947	375,117	85,820	35,135	109,038	23,429	253,422
Nov. 30, 1946	216,497	69,336	24,805	78,156	6,200	178,497
Nov. 30, 1945	45,294	16,816	6,859	11,227	451	35,353
Nov. 30, 1944	10,682	4,584	1,751	2,278	152	8,765

\* Cumulative from inception of program, March, 1943

plete training prior to that time were given four more years to start and complete their courses. The final termination date for these veterans was July 25, 1960.

The end of the Korean Conflict program for most veterans will be reached on January 31, 1964, but, like the World War II program, four more years will be allowed for those few veterans who are unable to initiate and complete training prior to that date. The final termination date for the Korean conflict program is January 31, 1968.

During the fiscal year 1960, 3,600 disabled Korean veterans and 800 World War II veterans entered training for the first time. These veterans brought the total to 64,135 Korean War veteran students and 615,133 World War II veterans who have trained under these programs. During the year 1960, 4,500 Korean GI students were rehabilitated. Three of each four Korean GI students received their rehabilitation training in educational institutions. Forty-three per cent entered schools below college level, while thirty-five per cent have trained at the college level. Fewer than one in each five of the Korean Conflict trainees have trained on the job and only one in twenty has trained on a farm. These ratios are in decided contrast to those pertaining to training under the World War II program. Slightly more than one half of these veterans received their rehabilitation training on the job

or on the farm.<sup>15</sup>

#### IV. TRAINING FOR WAR ORPHANS

Public Law 634, known as the War Orphans' Educational Assistance Act, passed by the Congress in 1956, makes provision for up to thirty-six months of education for a child of a veteran who died of a disease or injury arising out of active service during World War I, World War II, or the Korean Conflict. The age limit for benefits under this act are eighteen years to twenty-three years, inclusive.

Training Allowances: For an eligible orphan taking a full-time course, the rate is one hundred ten dollars per month. This basic amount is reduced to eighty dollars monthly for three-quarters time and fifty dollars monthly for one-half time training. Payments are usually forwarded to the student's parents or guardians.

Educational courses may be taken in colleges and universities as well as in schools below college level, but regular high school attendance is not included. Provision is made for specialized vocational training and special restorative training of handicapped children who have attained fourteen years of age. A person whose parent died from a war-time service-connected injury or illness is eligible

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<sup>15</sup>Ibid., p. 66.

for training even though the other parent is living. Also, children otherwise eligible remain so should they marry.

Table VII shows the status of the war orphans' educational assistance program through June 30, 1960.<sup>16</sup> As was the case for the other education programs discussed, the statistical data reported as of June 30, 1960, for the war orphans does not include many students who otherwise would have been in training during the regular school year. For example, during the fiscal year 1960, a total of 6,915 orphans entered training for the first time. The largest number in training at any one time during the year was 11,200. The monthly average number in training was as follows:

Institutions of higher learning	5,381
Schools below college level	1,534

War orphans have shown a strong preference for college level training. The most popular choice has been preparation for teaching. Approximately 2,300 war orphans have entered training for the teaching profession. In excess of 1,100 students chose engineering as their objective, followed with 1,000 who enrolled with business administration objectives. A large group of students, 3,200, had enrolled as undergraduates without specifying

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<sup>16</sup>Ibid., p. 256.

TABLE VII  
STATUS OF EDUCATION FOR ORPHANS

Date	Orphans Entered Training*	Orphans in Training			Total
		Higher Learning	Below College	Restorative Training	
June 30, 1960	20,387	953	1,407	26	2,386
Nov. 30, 1959	17,797	7,574	1,526	21	9,121
Nov. 30, 1958	10,092	5,565	546	8	6,119
Nov. 30, 1957	5,927	4,093	363	3	4,459
Nov. 30, 1956	848	801	26	0	827
* Cumulative from inception of program, June, 1956					

a field of study. Another group of almost 1,500 had enrolled for liberal arts studies, major not specified.<sup>17</sup>

## V. SUMMARY

A brief history of education, training, and rehabilitation under the various veteran programs has been given in this chapter. Rules, regulations, and procedures pertaining to the administration of these programs have been discussed. Statistics have been reported relative to training under the following laws:

1. Public Law 550. The Korean GI Bill of Rights. As of June 30, 1960, 2,334,343 veterans had entered training under this program.

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<sup>17</sup>Ibid., pp. 74-78.



2. Public Law 894. The Korean GI Vocational Rehabilitation program. Effective June 30, 1960, 64,135 disabled Korean GI veterans had elected to train under this plan.
3. Public Law 16. The World War II Vocational Rehabilitation program. As of June 30, 1960, 615,133 veterans of World War II had received vocational rehabilitation.
4. Public Law 634. The War Orphans' Educational Assistance Program. On June 30, 1960, 20,387 orphans of World War I, World War II, and the Korean Conflict had availed themselves of educational assistance under this important program.

As a final note relative to the future of educational assistance to veterans of American wars, the following article is quoted:

Austin, Texas, (UPI). Senator Ralph Yarborough told the Austin Rotary Club Tuesday that his plan for educational benefits for veterans of the cold war "would do more to further the general cause of education in the United States than any other measure pending in the Senate."

Senator Yarborough said that five million young Americans who had seen military service since GI bill educational benefits expired would receive benefits. He called the plan "an act for the survival of this nation."<sup>18</sup>

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<sup>18</sup>News item in The Houston Chronicle, December 6, 1961.

## CHAPTER V

### FINDINGS ON THE KOREAN GI STUDENTS

#### I. INTRODUCTION

This chapter presents data relating to the 511 Korean GI students included in this study. Tables are included which have been constructed to show relationships between definite variables and scholastic achievement. Comparative mean unweighted credit point ratios and standard deviations were computed to show this scholastic achievement. The credit points have been compiled impartially, i.e. without emphasis; therefore, the resultant ratios are referred to as unweighted credit point ratios.

The variables examined in the tables include environmental factors, time lapse between leaving high school and entry into college, age of the students, method of admission to the university, and distribution of degrees according to major subjects and the respective college of enrollment. Environmental factors considered include the size of the hometown in which the students previously lived, state of residence, size of high school attended, and high school attendance or non-attendance in the Houston City Schools. Tables are included in this chapter to show the distribution of degrees earned by Korean GI students with majors in the

Colleges of Arts and Sciences, Business Administration, Education, Engineering, Technology, Law, Pharmacy, Architecture and Department of Agriculture. The three final tables show relationships between degree attainment and non-attainment and scholastic achievement.

In the tables in this chapter the first column, in most instances, shows the specific variable, followed by the number and percentage of students involved, the mean credit point ratio, and the standard deviation.

Data relative to such variables as size of hometown and high school size were obtained from the Directory of Secondary Day Schools.<sup>1</sup> Variables including state of residence, college of enrollment, high schools inside and outside Houston, time lapse between leaving high school and college entry, age, method of admission, number of semesters of attendance in college, degree distribution and attainment were determined from the students' permanent record cards.

Three female veterans were included in the original 529 students comprising the one-third of the veterans who enrolled in the University of Houston under the provisions of the Korean GI Bill during the spring and fall semesters of 1953. However, inasmuch as they were included in the

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<sup>1</sup>United States Department of Health, Education, and Welfare, Directory of Secondary Day Schools (Washington: Office of Education, March, 1957) 169 pp.

18 veterans for whom adequate statistical data were not available, inclusion in the study was not possible.

## II. ENVIRONMENTAL FACTORS

Examination of the data on selected Korean GI students according to environmental factors including size of hometown, state of residence, size of high school attended, and attendance or non-attendance in the Houston City Schools is set forth by the following four tables. The smallest hometown population is shown as less than 2,500 while the largest extended to 100,000 or over. The vast majority of students studied claimed Texas as their state of residence and the remaining distribution was relatively evenly divided among the other states; therefore, only the two-part variable was utilized. It may be noted that the distribution of relative sizes of the high schools represented within the student population ranged from one to over one thousand. The distribution of students completing high school outside the Houston City Schools ranged over the entire state with representation over many areas; therefore, it was not feasible to extend beyond these two variables.

Hometown size: Table VIII examines the relationship of the size of the hometown from which the Korean GI students came to scholastic achievement. Inspection of Table VIII indicates that 357 of the Korean GI students, or 69.9 per

TABLE VIII

MEAN UNWEIGHTED CREDIT POINT RATIOS EARNED BY KOREAN GI  
STUDENTS ACCORDING TO SIZE OF HOMETOWN

Size of Hometown	Number	Percentage	Mean CPR	Standard Deviation
100,000 - Over	357	69.9	2.9216	.6059
30,000 - 99,999	25	4.9	2.8160	.5445
10,000 - 29,999	8	1.6	3.1250	.5190
2,500 - 9,999	48	9.3	2.9792	.6649
Less than 2,500	73	14.3	3.1753	.6210
Total	511	100.0		

cent, entered the University of Houston from hometowns with populations of 100,000 or over. This appears to be an indication that the students studied came predominantly from the larger cities. The next largest number enrolled from hometowns with less than 2,500 population. This group totaled seventy-three, or slightly in excess of 14 per cent of the total studied. The smallest number, eight students, which is almost 2 per cent, enrolled in the University from hometowns in the middle category of populations, towns of 10,000 to 29,999. Students who enrolled in hometowns of size 30,000 to 99,999 totaled twenty-five, or 4.9 per cent. These students earned a mean credit point ratio of 2.8160. A total of forty-eight, or 9.3 per cent, enrolled in the University from hometowns of 2,500 to 9,999 population. This group earned a mean credit point ratio of 2.9792.

Relatively small variance in mean credit point ratios is shown. The range extended from 2.8160 for students from hometowns of populations of 30,000 to 99,999 to 3.1753 for those from hometowns of population of 2,500 and under. The only other mean above 3.0000 was for students from hometowns with 10,000 to 29,999 population.

The standard deviation clustering extended from .5190 for Korean GI students from hometowns with population of 10,000 to 29,999 to .6649 for those from towns of population of 2,500 to 9,999. No distinct distributive order was noted within the framework of fluctuations of the means and standard deviations in relation to hometown size. The range in both instances appears to be relatively small.

State of Residence: Table IX examines the environmental factor state of residence and its relationship to the mean and standard deviation of the credit point ratios of the Korean GI students. Examination of the table reveals that Texas was the predominant state of residence of the students studied. The Texas veterans totaled 460, or 90 per cent, as compared with fifty-one veterans with residence in other states. It may be noted that only slight differences existed in regard to relative mean credit point ratios (2.9161 for Texas veterans and 2.9176 for non-Texas veterans) and standard deviation, (.6034 for veterans from Texas and .6442 for veterans from the other states) or a difference of only

TABLE IX

MEAN UNWEIGHTED CREDIT POINT RATIOS EARNED BY  
KOREAN GI STUDENTS ACCORDING  
TO STATE OF RESIDENCE

State of Residence	Number	Percentage	Mean CPR	Standard Deviation
Texas	460	90.0	2.9161	.6034
All Others	51	10.0	2.9176	.6442
Total	511	100.00		

.0408 in favor of Texas veterans. Students from all states other than Texas had a slightly higher mean and standard deviation than did those from Texas; however, the difference was too slight to appear indicative.

Size of High School: Table X presents the comparative relationships of the size of high school attended by students studied and their credit point ratio means and standard deviations.

It may be noted that 167 Korean GI students, or 32.7 per cent, enrolled in the University without evidence of having previously attended high school. Data indicated that these students, as a group, earned a mean credit point ratio of 2.7749 with a standard deviation of .6454. This record is only slightly below that for those students who had previously attended high school.

TABLE X

MEAN UNWEIGHTED CREDIT POINT RATIOS EARNED BY  
KOREAN GI STUDENTS ACCORDING TO THE SIZE  
OF HIGH SCHOOL ATTENDED

High School Size	Number	Percentage	Mean CPR	Standard Deviation
1,000 - Over	164	32.0	2.9976	.5678
500 - 999	53	10.4	3.0075	.5312
350 - 499	34	6.7	3.0176	.5006
200 - 349	39	7.6	2.8359	.5742
100 - 199	25	4.9	3.1333	.6025
1 - 99	29	5.7	2.9724	.6741
Non-High School Attendance	167	32.7	2.7749	.6454
Total	511	100.0		

In keeping with the trend exemplified in Table VIII where-- in a large number of students entered the University from the larger cities, it may be noted that 164 students, or 32 per cent, attended high schools within the upper size range of 1,000 or over enrollment. The next largest group of students, totaling fifty-three, attended high schools within the 500 to 999 size. The remaining four-space spread of high school size from 499 down to one each provided from twenty-five to thirty-nine students. The smallest percentage of the GI student



enrollment was from high schools with enrollments ranging from 100 to 199, 5.7 per cent, and from one to ninety-nine, or 5.7 per cent.

Students attending the three high school sizes of 500 to 999, 350 to 499, and 100 to 199, earned mean credit point ratios slightly in excess of three. The means earned by the remaining three size categories were slightly less than three, ranging from 2.9976 for the top high school size of 1,000 or over, to 2.9724 for the one to ninety-nine size, and 2.8359 for the high school size 200 to 349.

The standard deviation ranged from .5006 for students from high schools with 350 to 499 enrollment to .6741 for those from high schools with one to ninety-nine enrollment. The standard deviations for those from high schools with the two lowest enrollments and the high school non-attenders were .6000 and above. The remaining categories had standard deviations of at least .5742 but not below .5006. Examination of the table reflects evident fluctuations within both mean credit point ratios and standard deviations, but no definite trends were established. The range in credit point ratios did not exceed .2974 of a credit point, since this is the difference between the largest, or 3.1333, earned by the students in the category of 100 to 159 and the smallest, or 2.8359, earned by those who attended high school within the 200 to 349 range. The non-high school attendance group

with a credit point ratio of 2.7749 fell only .0610 of a credit point below the lowest and .3584 of a credit point below the highest of those who attended high school.

High School Attendance Within or Outside the Houston City Schools: Table XI illustrates the scholastic achievement of the Korean GI students in relation to the location of the high school attended within or outside the Houston City Schools. Only those having completed high school, 344 of the total 511 students studied, are included in this table.

Observation of the data in this table discloses that 207, or 60 per cent, of the group of veteran students enrolled in the University after having attended high schools outside the Houston City Schools. The remaining 137 students attended one or more of the high schools within the Houston City Schools.

The mean credit point ratio for the students with high school attendance outside the Houston City Schools was 3.0483; while those students from within earned a mean credit point ratio of 2.9901. Therefore, the mean was only .0583 higher for those from without the Houston City Schools than for those within the Houston City Schools. The standard deviations for the two which were within the .5600 range constitute only a slight variance.

TABLE XI

MEAN UNWEIGHTED CREDIT POINT RATIOS EARNED BY KOREAN  
GI STUDENTS ACCORDING TO COMPLETION OF HIGH  
SCHOOL WITHIN THE HOUSTON CITY SCHOOLS OR  
OUTSIDE THE HOUSTON CITY SCHOOLS

	Number	Percentage	Mean CFR	Standard Deviation
Within Houston City Schools	137	40.0	2.9901	.5672
Outside the Houston City Schools	207	60.0	3.0483	.5626
Total	344	100.0		

Summary: Tables VIII through XI present data concerning the environmental factors, size of hometown from which the Korean GI students came, location and size of high schools completed, and the state in which the students resided prior to enrollment in the University. Data pertaining to enrollment of students from their respective hometowns indicate a predominance of students, 357 or 69.9 per cent, enrolling in the University from the larger cities of size 100,000 or over. This same trend extends to size of high school attended in which 164 students, or 32 per cent, came to the University from high schools of size 1,000 or over. Of particular interest, also, are the data which reveal that 167, or 32 per cent, of the students studied enrolled in the University by admission

standards other than high school graduation. Wide variance existed between the state of residence of the students (460, or 90 per cent, claimed Texas, and only 51, or 10 per cent, all other states). Also, high school completion comparisons from within the Houston City Schools and outside the Houston system revealed considerable variance (137 students, or 40 per cent, within and 207, or 60 per cent, outside), but not as pronounced as the difference shown for the state of residence category.

The mean credit point ratios and standard deviations for all four tables were relatively consistent with no apparent variations or trends.

Students who enrolled in the University from hometowns with populations less than 2,500 earned a mean credit point ratio of 3.1753 which is higher by .3593 of a grade point than the mean grade point ratio of 2.8160 earned by those students from hometowns of 30,000 to 99,999 population. Mean credit point ratios for the students in the remaining categories fell within this highest and lowest range. The standard deviations ranged from the lowest of .5190 for the students with hometown size of 10,000 to 29,999 to highest of .6649 for the students from hometowns in the 500 to 9,999 population range.

Students who claimed residence outside Texas with an earned mean credit point ratio of 2.9176 exceeded the earned mean credit point ratio, 2.9161, of the Texas residents by only .0015 of a credit point. The standard deviation of the

credit point ratio means, .6442, for students from other states exceeded the standard deviation of .6034 for the Texans by .0408 of a point.

The mean credit point ratio of 3.1333 earned by the students who attended high school of size range 100 to 199 was highest while the lowest mean of 2.8359 was earned by students who attended high schools within the 200 to 349 range. This is a difference of .2974 of a grade point. The standard deviation ranged from the lowest, .5006, for students who attended high schools ranging from 350 to 499 in population to the highest, .6741, for students who attended the smallest high schools of range one to ninety-nine. The non-high school students with an earned mean credit point ratio of 2.7749 fell below the lowest mean credit point ratio of 2.8359 earned by the high school students who attended high schools of size 200 to 349, or a difference of .0600 of a credit point in favor of the high school students.

Students who attended high schools outside the Houston City Schools with an earned mean credit point ratio of 3.0483 exceeded by only .0582 of a credit point the mean credit point ratio of 2.9901 earned by the students who attended high school within the Houston City Schools. The standard deviation was less by .0046 of a credit point for those high school students from outside the Houston City Schools.

### III. TIME LAPSE

The second factor considered in this descriptive study was the lapse of time between completion of high school and entry into the University of Houston. This time lapse was computed by obtaining the difference in months between the time the students studied last attended high school and the first month of the semester they first enrolled at the University. In the case of those students who showed no evidence of secondary school attendance, the time lapse was determined by computing the difference in months between the time the student was fourteen years of age and the first month of the semester in which he first enrolled at the University.

Table XII presents a wide range in time between leaving high school and entering college, extending from a relatively few months up to and exceeding six years. The data indicate that the number of students enrolled increased in relation to the increase in the number of months between high school attendance and entry into college, ranging from seventy-seven, or 15.1 per cent, for the time lapse of twenty-four months and below to 176, or 34.4 per cent, for the highest division of seventy-two months and above. This relative rate of increase was continuous, being 21.9 per cent and 28.6 per cent, respectively, in the next higher intervals.

TABLE XII

MEAN UNWEIGHTED CREDIT POINT RATIOS EARNED BY KOREAN  
GI STUDENTS ACCORDING TO TIME LAPSE BETWEEN  
LEAVING HIGH SCHOOL AND ENTRY INTO COLLEGE

Time Lapse Between High School and College	Number	Percentage	Mean CPR	Standard Deviation
72 - Over	176	34.4	2.9836	.6469
49 - 72	146	28.6	2.8711	.5957
25 - 48	112	21.9	2.8839	.6161
0 - 24	77	15.1	2.9395	.5390
Total	511	100.0		

Despite this definite time lapse, however, the mean credit point ratios and standard deviations clustered within a variance of only .1175 and .1079, respectively. The mean credit points earned by the Korean GI students in relation to this time lapse approached but did not quite reach the 3.0000 mean.

#### IV. AGE

Table XIII shows the relationships between the mean credit point ratios and the respective ages of the students who attended the University. The age of each student was determined by computing the monthly difference between his date of birth and entry into college.

The data in Table XIII reveal that 324, or 63.4 per cent, of the students were between twenty and twenty-five years of age

TABLE XIII  
MEAN UNWEIGHTED CREDIT POINT RATIOS EARNED BY  
KOREAN GI STUDENTS ACCORDING TO AGE

Age in Years	Number	Percentage	Mean CPR	Standard Deviation
Over 25	93	18.2	2.9785	.7063
20 - 25	324	63.4	2.8889	.6022
Below 20	94	18.4	2.9570	.5381
Total	511	100.0		

at the time of college enrollment. Almost identical numbers of students ranged in the age categories over twenty-five years of age and under twenty years of age. Each of these two categories approximated 18 per cent of the total group studied.

The mean of the grade points ranged around 2.8889 for those students of age twenty to twenty-five to 2.9785 for those aged twenty-five and over. Thus, relatively small differences existed since the range from lowest to highest mean did not exceed .0896 of a grade point. However, the achievement in the twenty to twenty-five year group was below that of the younger and the older age group.

A definite but small trend may be noted in the standard deviation profile, however, since a rise existed starting with .5381 for the below twenty age group, and continuing with .6022 for the middle twenty to twenty-five age group, and .7063 for the over twenty-five years category. Thus, this constitutes a total standard deviation increase of .1782 overall.



In summary, the data relative to mean credit point ratios and age comparison show that 324 students, or 63.4 per cent of the total studied, were between twenty and twenty-five years of age. The remaining 187 students, or slightly over 36 per cent, were almost equally dispursed between the over twenty-five years and under twenty years range. The middle age group was lowest in mean credit point ratios. A definite and consistent rise from youngest to oldest age group was noted in the standard deviation factor.

#### V. METHOD OF ADMISSION

Table XIV presents data concerning the methods by which the 511 selected Korean GI students were admitted to the University during the spring and fall semesters of the calendar year 1953. Differentiation of admission methods was accomplished by the simple expedient of determining the relative number of students who entered by high school completion, general educational development testing, special student, or transfer.

Inspection of the data in Table XIV indicates that 344, or 67.3 per cent, of the students were admitted because of having successfully completed high school and presentation of graduation diplomas. One hundred twenty-two students, or 23.9 per cent, were admitted on the basis of the scores on the GED tests. Special students accounted for a

TABLE XIV

MEAN UNWEIGHTED CREDIT POINT RATIOS EARNED BY KOREAN GI  
STUDENTS ACCORDING TO METHOD OF COLLEGE ADMISSION

Method of Admission	Number	Percentage	Mean CPR	Standard Deviation
High School Diploma	344	67.3	3.0082	.5695
GED	122	23.9	2.7323	.5805
Special Student	17	3.3	2.6018	.7310
Transfer	28	5.5	3.0444	.9496
Total	511	100.0		

total of seventeen, while twenty-eight students enrolled as transfers from other colleges and universities.

Students entering after high school graduation earned a mean credit point average of 3.0082, which was second only to the mean of 3.0444 for the transfer students. The other two comparison variables, GED and special student admissions, were lower, the former being 2.7323 and the latter 2.6018. One possible reason for the relatively higher means for the high school completion category might be more formal educational pursuit; whereas in the case of the transfer students they will have had, in many instances, prior college study and experience within the undergraduate, as well as graduate, classifications.

It may be noted that the special student and transfer categories show a relatively high standard deviation which denotes, to some extent, a wide range of variation from the means.

Summary: Students who enrolled in the University of Houston by high school diplomas totaled 344, or 67.3 per cent of the group. The GED students accounted for 122, or 23.9 per cent, transfer students totaled twenty-eight, or 5.5 per cent, and the remaining seventeen students, or 3.3 per cent, were admitted to the University as special students. The variance in mean credit point ratios between the high school graduates and the transfer students extends into and slightly exceeds the .4000 range over the GED students and special students.

## VI. SEMESTERS OF ATTENDANCE

The relative number of semesters of attendance in relation to the scholastic achievement of the Korean GI students has been reported in Table XV. The number of semesters during which the students attended the University ranged from one through twenty.

Examination of the data in Table XV reveals a definite trend toward a decrease in the number of students as the number of semesters of attendance increased.

TABLE XV

MEAN UNWEIGHTED CREDIT POINT RATIOS EARNED BY KOREAN GI  
STUDENTS ACCORDING TO NUMBER OF SEMESTERS OF  
ATTENDANCE AT THE UNIVERSITY OF HOUSTON

Number of Semesters Attended	Number	Percentage	Mean CPR	Standard Deviation
16 - 20	30	5.9	3.1800	.4800
11 - 15	92	18.0	3.1761	.4282
6 - 10	166	32.5	3.0398	.4920
1 - 5	223	43.6	2.6924	.6909
Total	511	100.0		

Of the total students studied, 223 or 43.6 per cent, attended the University from one to five semesters. The numbers and percentages of the students enrolled decreased at intervals as the number of semesters increased, with a resultant group of thirty students, or 5.9 per cent, attending from sixteen to twenty semesters.

The data indicate that the academic achievement of the Korean GI students studied increased slightly as the number of semesters of attendance increased. This advancement in mean credit point ratios ranged from 2.6924 for students in the one to five semester attendance category to 3.1800 for those who were in attendance sixteen to twenty semesters. It may be noted that the increase is uniform, for students who attended

from six to ten semesters showed a 3.1761 mean. Students who attended the University six to ten semesters with an earned mean credit point ratio of 3.0398 exceeded by .3474 of a credit point the mean credit point ratio, 2.6924, of the students who attended from one to five semesters. The standard deviation of .4920 for the students who attended from six to ten semesters was less by .1989 of a grade point than the .6909 shown for the students who attended from one to five semesters. Students who attended the University eleven to fifteen semesters earned a mean credit point ratio of 3.1761. The standard deviation of .4282 for this category was the smallest of all the attendance categories.

Summary: Data in Table XV indicate that there is a direct relationship evident between the number of semesters of attendance and scholastic achievement. The relative number of students enrolled decreased as the number of semesters of attendance increased. At the same time the relative mean credit point ratio variance became more pronounced and higher as the student enrollment became less and the semesters of attendance increased.

## VII. COLLEGE OF ENROLLMENT AND DISTRIBUTION OF DEGREES

The distribution of degrees according to college of enrollment and major areas of study is reported in Tables XVI through XXII.

Table XVI presents the number of degrees earned and the scholastic achievement of the Korean GI students according to college of enrollment. Tables XVII through XXII present statistical data regarding degree attainment and major areas of study according to college of enrollment.

Included in Tables XVI through XXII were those Korean GI students who received degrees. Of the 511 students studied 136, or 26.6 per cent of the total, attained degrees. The distribution of degrees is shown in Table XVI. A total of ten colleges were included as those in which the students were enrolled at the University. Degrees were earned in nine of these colleges.

College of Enrollment: Examination of the data in Table XVI reveals that the largest number of students, 143 students, 28.9 per cent, was enrolled in the College of Business Administration. Thirty-nine of these students, or 26.4 per cent, graduated and earned degrees. The next largest group of students attended the University in the College of Technology. These students totaled 128, ten, or 8 per cent, of whom earned degrees. Third in number of students studied enrolled in the College of Arts and Sciences. The total was ninety-nine, of whom twenty-six, or 26.4 per cent, earned degrees. The College of Engineering followed in number with a total of seventy-nine, with twenty-two students, or 27.8 per cent, completing their course work and attaining degrees.

TABLE XVI

MEAN UNWEIGHTED CREDIT POINT RATIOS AND TOTAL NUMBER OF  
DEGREES EARNED BY KOREAN GI STUDENTS ACCORDING TO  
COLLEGE IN WHICH ENROLLED

College	Number	Percentage	Mean CPR	Standard Deviation	Number of Degrees	Percentage
Arts and Sciences	99	19.3	2.8196	.6202	26	19.1
Business Administration	148	28.9	2.8716	.6059	39	28.7
Education	26	5.1	3.4000	.3552	24	17.6
Engineering	79	15.5	2.9722	.5743	22	16.2
Technology	128	25.1	2.9547	.6201	10	7.4
Law	15	2.9	2.9000	.4256	9	6.6
Pharmacy	6	1.2	2.7000	.6216	4	3.0
Optometry	2	0.4	2.1035			
Architecture	4	0.8	2.4570		1	0.7
Department of Agriculture	4	0.8	3.0431		1	0.7
Total	511	100.0			136	100.0

Lesser numbers were included in the remaining colleges, with twenty-six in the College of Education (with twenty-four students, or 92.3 per cent, attaining degrees), fifteen in the College of Law (with nine degrees, or 60 per cent), six in the College of Pharmacy (with four degrees, or 66.7 per cent earned), and an enrollment of four each and one degree each for the College of Architecture and Department of Agriculture.

Comparatively slight variance in credit point ratio means was noted, except that the students in the College of Education with a mean of 3.4000 exceeded the students in the Department of Agriculture, next highest, by .3569 of a grade point and the students in the College of Optometry (2.1035) by 1.2965 points. The data indicate that the mean grade point ratios for the students enrolled in the various colleges ranged around the 2.7 to 3.5 average. A study of the data in Table XVI reveals mean credit point ratios of 2.9722 for the students in the College of Engineering, 2.9000 in the College of Law, 2.8716 for Business Administration students, 2.8196 in the College of Arts and Sciences, and 2.7000 for Pharmacy students. Students in the Colleges of Architecture and Optometry earned mean credit point ratios of 2.1035 and 2.4570 respectively. Thus, with the exception of the students attending the College of Education (mean of 3.4000) the range of credit point ratios appears comparable with



relatively small variations.

A standard deviation of .3552 for the mean credit point ratios for students in the College of Education indicates a close convergence around the relatively high 3.400 mean. The second smallest standard deviation, .4256, is recorded for the students who earned degrees in the College of Law. Standard deviations are shown as .5743 for students who earned degrees in the College of Engineering, and the range extends from .6059 to .6216 for students who earned degrees in the Colleges of Business Administration, Technology, Arts and Sciences, and Pharmacy.

#### VIII. DISTRIBUTION OF DEGREES EARNED

Tables XVII through XXII are companion tables to Table XVI. They depict the distribution of degrees, by specific type, according to major in the respective colleges in which the students were enrolled.

College of Arts and Sciences: Of the total degrees earned by the Korean GI students, twenty-six students, or 19.1 per cent, were awarded to those who completed the degree requirement in the College of Arts and Sciences.

Table XVII indicates that twenty-one students, or 80 per cent of the total Arts and Sciences enrollees who earned degrees, earned Bachelor of Science degrees. In contrast, three students, or 11.5 per cent, earned Bachelor

TABLE XVII

DISTRIBUTION OF DEGREES EARNED BY KOREAN GI  
STUDENTS ACCORDING TO MAJOR IN  
COLLEGE OF ARTS AND SCIENCES

Major	BS	BA	MA	MS	Total
Art	1				1
Biology		1			1
Chemistry	2				2
Geology	5			1	6
Geophysics	1				1
History	1				1
Journalism and Graphic Arts	1				1
Military Science and Tactics	1				1
Philosophy and Religion	1				1
Physics	4				4
Psychology	2				2
Radio and TV	1	1	1		3
Sociology	1	1			2
Totals	21	3	1	1	26

of Arts degrees. One student enrolled in the College of Arts and Sciences earned his Master of Arts degree. Also, one student earned a Master of Science degree.

According to major breakdown, the table reflects a total representation for the Bachelor of Science degree. A total of six degrees, or 23.1 per cent, was earned in the major field of geology, five Bachelor of Science degrees and one Master of Science degree.

The next highest number of degrees was earned in the

physics major, a total of four degrees, or 15.4 per cent, all of which were Bachelor of Science degrees. Three degrees, 11.5 per cent, were attained in Radio and Television with a comparative distribution of one Bachelor of Arts degree, and one Master of Arts degree. Two degrees, or 7.7 per cent, were earned by students in the sociology major, one Bachelor of Science and one Bachelor of Arts degree. In both chemistry and psychology two students earned Bachelor of Science degrees. One student in each of the majors of journalism and graphic arts, military science and tactics, and philosophy and religion earned a Bachelor of Science degree.

Summary: Table XVII presents the distribution of degrees, by type, earned by the Korean GI students enrolled in the College of Arts and Sciences. Predominantly, the students earned Bachelor of Science degrees. Distribution appeared relatively even, except in the geology and physics majors, in which a total of six degrees were earned in geology and four in physics. Only two Masters degrees were earned. One of these, a Master of Science degree, was earned in geology; the other was earned in radio and television.

College of Business Administration: Table XVIII shows the distribution of degrees attained by the students in the College of Business Administration. A total of thirty-nine Korean GI students, which is 26.4 per cent of

TABLE XVIII

DISTRIBUTION OF DEGREES EARNED BY KOREAN GI  
STUDENTS ACCORDING TO MAJOR IN COLLEGE  
OF BUSINESS ADMINISTRATION

Major	B3	BA	BBA	M LTRS	MBA	TOTAL
Accounting		1	6	1	1	9
Advertising			1			1
General Busi- ness Adminis- tration	2	1	18			21
Marketing and Salesmanship			3			3
Transportation and Foreign Trade			4			4
Police Adminis- tration	1					1
Totals	3	2	32	1	1	39

the enrollment, earned degrees from this college. This was 28.7 per cent of the total degrees attained by students in the study. It may be noted that thirty-two students, or 82.1 per cent of the total in this college, earned Bachelor of Business Administration degrees.

Three students earned Bachelor of Science degrees; two students earned Bachelor of Arts degrees; and one each earned Master of Letters and Master of Business Administration degrees.

According to major areas of study considerable variance existed in the degrees earned. The range extended from one degree, or 2.6 per cent, in Police Administration and one degree in Advertising to twenty-one degrees, or 53.8 per cent, in General Business Administration. A total of nine students, or 23.1 per cent, earned degrees in Accounting, with six Bachelor of Business Administration degrees, one Bachelor of Arts degree, one degree of Master of Letters, and one Master of Business Administration degree.

The largest number and percentage of degrees, thirty-two degrees, or 82.1 per cent, attained in the College of Business Administration, were Bachelor of Business Administration degrees.

College of Education: Table XIX presents descriptive data concerning the degrees earned by the Korean GI students in the College of Education by major and type of degree.

Analysis of the data in Table XIX indicates that twenty-four students earned degrees in this college. This number was 17.6 per cent of the total number of degrees earned by the Korean GI students included in the study. A total of thirteen students, or 54.2 per cent, earned Bachelor of Science degrees. Four each were in Secondary Education and Health, Safety and Physical Education; two each in Administration and Supervision and Industrial Education; and one was in Elementary Education. One student earned

TABLE XIX

DISTRIBUTION OF DEGREES EARNED BY KOREAN GI  
STUDENTS ACCORDING TO MAJOR IN  
COLLEGE OF EDUCATION

Major	BS	BA	MA	MED	Total
Administration and Supervision	2	1	2	3	8
Elementary Education	1		1		2
Health, Safety, and Physical Education	4		2	1	7
Industrial Education	2				2
Secondary Education	4		1		5
Totals	13	1	6	4	24

a Bachelor of Arts degree in Administration and Supervision; six students earned Master of Arts degrees, two each in Administration and Supervision and Health, Safety, and Physical Education and one each in Elementary Education and Secondary Education; and four students earned Master of Education degrees, three in Administration and Supervision and one in Health, Safety, and Physical Education.

The range, therefore, extended from eight degrees earned in the Administration and Supervision major to two each for Elementary and Industrial Education. Seven students earned degrees with a major in Health, Safety, and Physical Education.

It may be noted that 41.2 per cent of the degrees attained by the Korean GI students in the College of Education were Masters degrees.

College of Engineering: Table XX contains data on the distribution of degrees earned by the Korean GI students according to major and specific type in the College of Engineering.

Analysis of the data in Table XX indicates that twenty-two students, or 16.2 per cent of the total who attained degrees, earned degrees in the College of Engineering. It may be noted that nineteen of the twenty-two students, or 86.4 per cent, graduated with Bachelor of Science degrees. Two students earned Master of Science degrees and one student earned a Bachelor of Arts degree. The distribution of degrees within major fields, however, was relatively even. The largest number of students earned degrees (a total of six) in Mechanical Engineering. Five students each earned degrees in Electrical and Industrial Engineering; two students each completed degree requirements in Petroleum, Civil, and Chemical Engineering.

Two noteworthy points existed concerning degree distribution in the Engineering College; namely, the predominance of students who graduated with Bachelor of Science degrees, and the relatively close distribution of degrees among the respective major fields of study within the college.

TABLE XX

DISTRIBUTION OF DEGREES EARNED BY KOREAN GI  
STUDENTS ACCORDING TO MAJOR IN  
COLLEGE OF ENGINEERING

Major	B3	BA	MS	Total
Chemical Engineering	2			2
Civil Engineering	2			2
Electrical Engineering	5			5
Industrial Engineering	4		1	5
Mechanical Engineering	4	1	1	6
Petroleum Engineering	2			2
Totals	19	1	2	22

College of Technology: According to information in the University Catalog, the requirements for the Bachelor of Applied Science degree include satisfactory completion of 137 semester hours of study. The requirements for the Associate in Science degree include completion of two and one-half to three years study in the selected field as outlined in the University Catalog. Students may qualify for the Certificate of Achievement by satisfactory completion of an Industrial-Mechanical program of sixty or more semester hours. Table XXI presents data concerning the distribution of degrees and certificates within the three basic major fields involved.



TABLE XXI  
DISTRIBUTION OF DEGREES EARNED BY KOREAN GI  
STUDENTS ACCORDING TO MAJOR IN  
COLLEGE OF TECHNOLOGY

Major	B3	Associate in Science Degree	Bachelor of Applied Science	Certifi- cate of Achieve- ment	Total
Air Condition- ing and Re- frigeration			1		1
Communication- Radio and Electronics	2	3	1	1	7
Electricity		1		1	2
Totals	2	4	2	2	10

The data show that a total of ten students, or 7.4 per cent of the total Korean GI students who earned degrees, satisfactorily accomplished the completion requirements in the College of Technology. Associate in Science degrees were earned by four students, two students earned Bachelor of Science degrees, two obtained Bachelor of Applied Science degrees, and two students earned Certificates of Achievement.

A total of seven students, or 70 per cent, met the College of Technology completion requirements in Radio and Electronics Communication. Of the two students who majored in Electricity, one earned an Associate in Science degree and one obtained a Certificate of Achievement. One student

obtained his degree in Air Conditioning and Refrigeration with a Bachelor of Applied Science degree.

The data in Table XXI indicate, therefore, that the distribution of degrees and certificates was relatively stable within the range of the four majors considered. However, seven students who graduated, of the total of ten, majored in Radio and Electronics communications.

Colleges of Law, Pharmacy, Architecture, and Department of Agriculture: Table XXII presents the distribution of degrees earned by the Korean GI students in the Colleges of Law, Pharmacy, Architecture, and in Agriculture.

The total of fifteen students who earned degrees represents 11 per cent of all those who attained degrees. Ten students, or 66.7 per cent, earned Bachelor of Science degrees. The remaining five were distributed over the three remaining degrees: two Bachelor of Business Administration degrees, two Bachelor of Law, and one Master of Letters.

A total of nine students earned degrees in the College of Law, four of which were Bachelor of Science degrees, two Bachelor of Business Administration degrees, two Bachelor of Letters degrees, and one Master of Letters degree.

It may be noted that the six students enrolled in the Colleges of Pharmacy, Architecture, and in Agriculture attained Bachelor of Science degrees.

TABLE XXII

DISTRIBUTION OF DEGREES EARNED BY KOREAN GI  
STUDENTS IN THE COLLEGES OF LAW, PHARMACY,  
ARCHITECTURE, AND DEPARTMENT  
OF AGRICULTURE

College or Department	BS	BBA	B LAW	M LTR3	Total
Law	4	2	2	1	9
Pharmacy	4				4
Architecture	1				1
Agriculture	1				1
Totals	10	2	2	1	15

Summary: Table XVI presented data concerning relationships between credit point ratios earned by the Korean GI students studied, respective number of degrees earned, and the colleges in which the students were enrolled.

Data in the table show that the largest number of students were enrolled in the College of Business Administration, with the largest total of degrees earned, which was thirty-nine. Students enrolled in the College of Education earned a mean credit point ratio of 3.400, which was highest by a small margin among the student population by college. It may be noted, also, that of the twenty-six students enrolled in the College of Education, twenty-four earned degrees.

Tables XVII through XXII examined the college of enrollment of the Korean GI students according to degree distribution.

The data in Table XVII show that twenty-one of the total of twenty-six students who earned degrees in the College of Arts and Sciences obtained Bachelor of Science degrees.

Indications from Table XVIII are that Bachelor of Business Administration degrees comprised the majority, or thirty-two of the thirty-nine total, of the degrees attained by the students in the College of Business Administration. Over one-half of the degrees, or twenty-one, attained in this College were attained in the major of General Business Administration.

Data in Table XIX have shown that nineteen of the twenty-two students who attained degrees in the College of Engineering earned Bachelor of Science degrees.

Distribution of degrees as indicated in Table XXI appears relatively stable, since the difference between respective majors and degree types in the College of Technology did not in any instance exceed two.

Data in Table XXII reflects a relatively even distribution between degree types and colleges of enrollment, except that of the total of fifteen who attained degrees in the Colleges of Law, Pharmacy, Architecture, and in

Agriculture, ten earned Bachelor of Science degrees.

#### IX. COLLEGE ENROLLMENT AND DEGREE ATTAINMENT

Tables XXIII through XXV contain data on the relationships of college of enrollment to attainment and non-attainment of degrees. Mean credit point ratios and standard deviations are utilized to depict scholastic achievement for each college in which the students represented were enrolled.

Relationships of College of Enrollment to Degree Attainment: Table XXIII shows the relationships of the credit point ratios earned according to college of enrollment by the students who attained degrees and those who did not graduate from their respective colleges.

Analysis of the data in Table XXIII indicates that in all instances the mean credit point ratios were higher for those who earned degrees by college of enrollment than for the combined grouping which included those who did not graduate. The credit point range for those students who earned degrees extended from 3.0000 for the nine students in the College of Law to 3.8256 for the one graduate from the Department of Agriculture. In comparison, in only two instances did the mean credit point ratio reach or exceed 3.0000 for those students who did not attain degrees. The mean credit point ratios in these two instances were earned

TABLE XXIII

RELATIONSHIPS OF COLLEGE OF ENROLLMENT  
TO DEGREE ATTAINMENT

College	College of Enrollment			Attained Degrees		
	N	M	CPR Standard Deviation	N	M	CPR Standard Deviation
Arts and Sciences	99	2.8196	.6202	26	3.3461	.2715
Business Administration	148	2.8716	.6059	39	3.3076	.2846
Education	26	3.4000	.3552	24	3.4415	.2768
Engineering	79	2.9722	.5743	22	3.5091	.3938
Technology	128	2.9547	.6201	10	3.2600	.2081
Law	15	2.9000	.4256	9	3.0000	.2335
Pharmacy	6	2.7000	.6216	4	3.2632	
Optometry	2	2.1035				
Architecture	4	2.4570		1	3.5114	
Agriculture Department	4	3.0431		1	3.8256	
Totals	511			136		

by students who did not attain degrees but who were enrolled in the College of Education, with a credit point ratio of 3.4000, and the Department of Agriculture with a 3.0431 credit point ratio.

A close analysis of the differences in credit point ratios between those who attained degrees and those who did not indicated that students who earned degrees from the College of Arts and Sciences excelled over the degree non-attainers by over one-half, or .5265 of a grade point; in the College of Business Administration, by .4360; in the College of Education, by .0416; in the College of Engineering, by .5369; in the College of Technology, by .3053; in the College of Law, by .1000; in the College of Pharmacy, by .5632; in the College of Architecture by 1.0534; and in the Department of Agriculture, by .7825.

The data indicate grouping of the credit point ratios around the means for the students who attained degrees in all colleges of enrollment. Data in Table XXIII, therefore, reflect evidence that the Korean GI students included in this study who attained degrees earned higher grades in all colleges of the University in which they graduated.

Relationships of College of Enrollment to Degree Non-Attainment: Table XXIV, a companion table to Table XXIII, presents scholastic achievement relationships evident between the respective colleges in which the students were

TABLE XXIV

RELATIONSHIPS OF COLLEGE OF ENROLLMENT  
TO DEGREE NON-ATTAINMENT

College	College of Enrollment			Did Not Attain Degrees		
	N	M	CPR Standard Deviation	N	M	CPR Standard Deviation
Arts and Sciences	99	2.8196	.6202	73	2.6000	.5800
Business Administration	148	2.8716	.6059	109	2.7300	.5900
Education	26	3.4000	.3552	2	3.3070	
Engineering	79	2.9722	.5743	57	2.8400	.7840
Technology	128	2.9547	.6201	118	2.9380	.6060
Law	15	2.9000	.4256	6	2.8000	.6160
Pharmacy	6	2.7000	.6216	2	1.4133	
Optometry	2	2.1035		2	2.1035	
Architecture	4	2.4570		3	2.1083	
Department of Agriculture	4	3.0431		3	2.7823	
Totals	511			375		

enrolled and the non-attainment of degrees.

Table XXIV reveals that in almost all instances, and with but slight mean credit point variance, the means of those who



did and did not attain degrees were closely comparable within each college of enrollment. It may be noted that the mean credit point difference for the students did not exceed .2867 within any college, with the exception of students enrolled in the College of Architecture, where the total enrollment mean exceeded by .3487 the mean of the students who did not earn degrees.

Further examination of the data in Table XXIV shows that in all cases the mean credit-point ratio for those who did not attain degrees was lower than the mean of the total sample of students. The mean for the combined group ranged from 2.1035 for the College of Optometry to 3.4000 for the College of Education. The range for those not attaining degrees was from 1.4133 for the College of Pharmacy to 3.3070 for the College of Education. It may be noted that in both instances the students enrolled in the College of Education earned the highest ranking mean.

The standard deviations of the credit point means, as indicated in Table XXIV, for the total sample ranged from .3552 for the College of Education to .6216 for the College of Pharmacy, or a difference of .2664. The range for those not attaining degrees was from .5800 in the College of Arts and Sciences to .7840 in the College of Engineering, or a .2040 difference between the two relationships. The standard deviation from the credit point mean was greater for those

students who did not attain degrees than for the combined total in the Colleges of Engineering and Law, but somewhat less for students who did not graduate in the Colleges of Arts and Sciences, Business Administration and Technology.

Degree Attainment and Non-Attainment: Relationships by College of Enrollment: Table XXV reports the relative credit point ratios earned by the students enrolled in each college according to attainment and non-attainment of degrees.

An examination of the data in the table shows that the credit point ratios were higher in all colleges of those Korean GI students who earned college degrees. It may be noted that the mean credit point ratios for those students who earned degrees were in all instances 3.0000 or above, ranging from 3.0000 for students in the College of Law to 3.8256 for those enrolled in the Department of Agriculture. The mean for those students who did not graduate ranged from 1.4133 for the College of Pharmacy to 3.3070 for the College of Education. With the exception of the Colleges of Pharmacy and Education, the means of the students who did not attain degrees clustered between 2.0000 and 3.0000.

Inspection of the comparative data in Table XXV, also, discloses a closer convergence of the respective credit point ratios around the means for those students who attained degrees. As a visual means of recapitulation, therefore,

TABLE XXV

RELATIONSHIPS OF COLLEGE OF ENROLLMENT TO  
DEGREE ATTAINMENT AND NON-ATTAINMENT

College	Attained Degrees			Did Not Attain Degrees		
	N	M	CPR Standard Deviation	N	M	CPR Standard Deviation
Arts and Sciences	26	3.3461	.2715	73	2.6000	.5800
Business Administration	39	3.3076	.2846	109	2.7300	.5900
Education	24	3.4416	.2768	2	3.3070	
Engineering	22	3.5091	.3938	57	2.8400	.7840
Technology	10	3.2600	.2031	118	2.9380	.6060
Law	9	3.0000	.2353	6	2.8000	.6160
Pharmacy	4	3.2632		2	1.4133	
Optometry				2	2.1035	
Architecture	1	3.5114		3	2.1083	
Department of Agriculture	1	3.8256		3	2.7823	
Totals	136			375		

Table XIV depicts clearly the comparatively higher credit point ratios earned by those students who attained degrees in their respective colleges of enrollment,

Summary: Tables XXIII through XXV present data concerning the relationships of degree attainment and non-attainment and college of enrollment.

Of the 511 Korean GI students described in this study, 136 students, or 26.6 per cent, attained degrees from the colleges in which they were enrolled. The College of Business Administration had enrolled the largest number of students, 148 students, or 28.9 per cent. The largest number of students, 39 students, or 28.7 per cent, also earned degrees in the College of Business Administration.

Tables XXIII through XXV reveal that the students who attained degrees in each college attained higher scholastic achievement than did those who did not graduate, indicating that the level of scholastic achievement is directly related to degree attainment.

## X. SUMMARY

This chapter has presented data on the scholastic achievement of the Korean GI students included in the study. Tables were presented to show by comparative analysis the scholastic achievement of these students in relation to definite factors. These factors included student environment, time lapse between leaving high school and entry into college, age of the students, method of admission to the University of Houston, and distribution of degrees accord-

ing to major subjects and college of enrollment.

Environmental factors examined included the size of the town from which the students came, state of their residence at time of enrollment, size of the high school which they attended, and differentiation between high school attendance within the Houston City Schools and other schools.

Evidence concerning the environmental factors revealed that 69.9 per cent of the total Korean GI students studied came from hometowns with a population of 100,000 or over. However, it was noted that the highest mean credit point ratios (3.1753) were earned by those students who came from towns of less than 2,500 population. Ninety per cent of the total claimed Texas as their home state. The credit point ratios for resident Texans and out of state students ranged within the 2.9000 mark. Approximately one-third of these students attended high schools of 1,000 population and over. The highest credit point ratios (3.1333) were earned by students from the 100-199 size. Sixty-seven and three tenths per cent were high school graduates and were admitted to the University by means of their high school diplomas. This group earned a mean credit point ratio of 3.0082. Forty per cent of the students who completed high school attended the Houston City Schools. The mean credit point ratio of 2.9901 for this group was slightly less than the

3.0483 earned by the students who attended high school elsewhere.

It was noted that the number of students increased, without exception, as the time lapse increased between completing high school and college entry in the University, with 34.4 per cent of the total having entered the University seventy-two months or over after leaving high school. Students who entered the University after a time lapse of seventy-two months or more after leaving high school earned a mean credit point ratio of 2.9886 which was the highest. The next highest, 2.9395, was earned by the students in the time lapse up to twenty-four months. In third rank, 2.8839, were the students in the twenty-five to forty-eight month range, and the students in the forty-nine to seventy-two month category earned a 2.8711 mean credit point ratio. Indications were, also, that more students (63.4 per cent of the total) enrolled between the ages of twenty and twenty-four years than during any other five-year span. Students in the age category over twenty-five, who earned a mean credit point ratio of 2.9785, ranked highest. The students in the below twenty years category ranked second with a credit point ratio of 2.9570, and the students in the twenty to twenty-five years range ranked third with a 2.8889 mean credit point ratio.

Considering the mean credit point ratios of the Korean GI students according to the number of semesters of attendance at the University, a comparatively slight but consistent increase was noted as the number of semesters of attendance increased. This range extended from 2.6924 to 3.1800 or a credit point ratio span of about .5000 of a credit point. Conversely, it was noted that a definite and consistent decrease existed in the number of students as the number of semesters of attendance increased.

Examination of the data relative to the distribution of degrees earned by the Korean GI students according to college in which enrolled as well as according to major, indicated varying credit point ratio differences. Students enrolled in the College of Education, with a credit point ratio of 3.4000, ranked highest. Also, of the twenty-six students enrolled in the College of Education, twenty-four students, or 92 per cent, earned degrees. The earned mean credit point ratio range extended from 2.1035 for students who attained degrees in the College of Optometry to 3.0431 for Agriculture students, and students enrolled in the various colleges earned mean credit point ratios between these two ranges.

Examination of the data concerning credit point ratios in relation to the college of enrollment to attainment of degrees, shows slight and fluctuating differences.

Findings indicated that the scholastic achievement of the students studied was consistently higher for those who attained degrees than for the total student sample studied. Generally, high school graduates and transfer students were found to have made higher mean credit point averages than did students who entered the University as special students or by General Educational Development testing. It was found that the grades of the students became better as the number of semesters of attendance increased. The grades of the students were found to be higher as the number of semesters of attendance in the University increased. Students who came from hometowns of 2,500 or less, or the smaller towns, were found to have earned higher mean credit point averages than did the students from the larger towns and cities. Students who enrolled in the University from high schools other than those within the Houston City schools earned slightly higher mean credit point ratios. Those students from the smaller high schools, particularly those from the high schools of size 100 to 199, earned higher mean credit point ratios, but mean credit point fluctuations existed among the high school sizes.

In general, no appreciable mean grade point ratio differences existed because of differences in the ages of the students, in time lapse between high school attendance and college entry, and state of residence.



Over-all, the findings indicated varying tendencies and fluctuations in mean credit point ratios and other factors for the 511 Korean GI students who attended the University of Houston during the spring and fall semesters of 1953.

## CHAPTER VI

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. INTRODUCTION

This study, "A Descriptive Study of Students Who Attended the University of Houston under the Korean GI Bill During the Spring and Fall Semesters of 1953," has been conducted and reported as descriptive research. A comparative analysis of these selected students has been presented in preceding chapters. No other analyses have been found which consider scholastic achievement according to definite variables involved in government aid to veterans.

This chapter reviews the preceding study in the following order:

- I. Literature and Research
- II. Research Procedures
- III. History of Education for Veterans
- IV. Findings on the Korean GI Students
- V. Conclusions
- VI. Recommendations

#### II. REVIEW OF LITERATURE AND RESEARCH

Literature and research pertaining to veterans who attended college with the aid of the Korean GI Bill were

reviewed. Considerably more literature and research were available concerning the veterans who attended college with the aid of the World War II GI Bill than for those students who attended college under the Korean GI Bill.

Topics dealing with governmental aid in general to World War II veterans attending college were considered important to this study. Prior to World War II there was no provision for the education of war veterans. However, it was noted that the governmental philosophy and policy reflected positive inclinations in this direction.

One of the problems encountered at the onset of governmental aid for veterans was the relatively low percentage of high school graduates among the returning servicemen. In an effort to solve this problem of how to admit high school non-graduates, the General Educational Development Tests were formulated. Students, it was found, who had completed three years of high school and obtained a satisfactory score on the GED Tests were successful in college.

Studies which were investigated also indicated that non-veterans took a more active part in the social life of college than did the veteran students. Other factors found to affect the success or failure in college were time lapse between high school and college entrance and the age of the students. The veteran student tends to be an older, more mature student, who feels the need to make up for the time

loss from pursuit of his academic goal. Studies indicate that the veteran student has tended to be a more serious-minded student.

Various studies were reviewed in which veteran and non-veteran students were compared. The research procedures utilized statistical data to compare the scholastic achievement of veterans with control groups. Intelligence and achievement results were used to select the groups studied.

In contrast, this study has described students in relation to academic achievement by means of several variables, thus individualizing the academic and individual assessment. Only those students earning an overall grade-point average for their time spent in the University of Houston have been considered in this study. The criterion for selection of Korean GI students has not been restricted by any other statistical limitations.

### III. REVIEW OF RESEARCH PROCEDURES

Korean GI students enrolled in the University of Houston during the spring and fall semesters of 1953 totaled 1,578. Approximately one-third (511) of these students were selected for this study by utilization of a table of random numbers.

The permanent record card provided the descriptive data for inclusion in this study. In addition to the

scholastic record, a number of other variables were included. They were environmental factors (size of hometown, state of residence, size of high school attended, and high school attendance or non-attendance in Houston City Schools), time lapse between leaving high school and college entry, age of the students, method of admission to the university, college of enrollment, and degree attainment or non-attainment.

A master sheet was designed to facilitate recording. This master sheet was arranged on a page eight inches by twelve inches with twelve sets of squares for grades and courses. Other smaller squares were used in which to indicate other variables.

Following collection of this data, the mean credit point ratios were computed to four decimal places for each semester. In addition, a total mean credit point ratio was computed for each student.

All data were coded and entered on master sheets. From these, tally sheets were drawn up, and appropriate frequency intervals and headings were assigned and tabulated. Following this, tables were prepared from which the statistical comparisons were computed manually, including the means and standard deviations.

The tables utilized in the study were designed to show by means of frequency intervals the relationships

between the included variables and grade point equivalent scores made by the Korean GI students.

#### IV. REVIEW OF HISTORY OF EDUCATION FOR VETERANS

The section entitled "History of Education for Veterans" presented a brief history of education for veterans, as authorized by Congress (including Public Law 16) to afford vocational and educational rehabilitation to veterans who acquired disabilities or whose inabilities were aggravated while serving in one or more of the military branches during World War II. Statistics relative to training under Public Law 550, Public Law 894, Public Law 16, and Public Law 634 were given. Rules, regulations, and procedures pertaining to the administration of these programs were also discussed.

#### V. REVIEW OF THE FINDINGS ON THE KOREAN GI STUDENTS

The findings in this study concerning the Korean GI students were drawn from all of the descriptive data sources employed by this study. The findings have been reported in detail in Chapter V. This section summarizes briefly, thereby bringing into sharper focus, these descriptive findings. The descriptive findings have been reported according to factors which have been listed and discussed in previous chapters.

Size of Hometown: According to hometown size, the largest percentage of enrollment (69.9 per cent) was from towns of 100,000 population and over. The mean credit point ratio for the Korean GI students ranged from 3.1753 for towns with less than 2,500 to 2.8160 for towns with populations of 30,000 to 99,999. The standard deviation of the students ranged from .5190 for towns with populations from 10,000 to 29,999 to .6649 for towns from 2,500 to 9,999.

State of Residence: Ninety per cent of the Korean GI students included in the study were from Texas, according to findings in regard to state of residence. The non-residents of Texas had a mean .0015 higher than that for the Texas residents. Those students from states other than Texas had a standard deviation of .0409 higher than those from Texas.

Size of High School Attended: Composition of the group, according to size of high school attended, ranged from 32 per cent of the students from high schools of 1,000 and over, to 5 per cent for high schools with 100 to 199 students. Thirty-two and seven tenths per cent of the students did not complete high school. The standard deviation ranged from .5006 for high schools with 350 to 499 students to .6741 for those with one to ninety-nine students.

Within or Outside Houston Schools: The two categories concerning students from high schools within or outside the Houston City School system were divided, with 60 per cent from outside the system and 40 per cent from within the Houston City Schools. Those from outside the Houston City Schools had a mean .0583 higher and a standard deviation .0046 higher than those from within the system.

Time Lapse: The student enrollment increased as the time lapse between high school completion and college entry increased, ranging from 15.1 per cent for a lapse of twenty-four months and under to 34.4 per cent for a lapse of seventy-two months and over. The mean credit point ratio ranged from 2.8711 for those with a time lapse of forty-nine to seventy-two months to 2.9886 for those with a time lapse of seventy-two months and over. The standard deviation ranged from .5390 for those with a time lapse of twenty-four months and under to .6469 for those having a time lapse of seventy-two months and over between high school and college.

Age: Sixty-four per cent of the group was found to be between 240 and 300 months of age, i.e., between twenty and twenty-five years. The students aged 240 months or twenty years and under, and those aged 300 months or twenty-five years and over comprised 18.4 per cent and 18.2 per



cent respectively of the Korean GI students. The mean range was from 2.8889 for the group aged 240-to-300 months to 2.9785 for the 300-month-and-over group. The standard deviation increased at intervals as the age increased, ranging from .5381 for those below 240 months of age to .7063 for those aged 300 months and over.

Method of Admission: Sixty-seven and three tenths per cent of the Korean GI students were admitted by regular high school diplomas. Twenty-three and nine tenths per cent were admitted by scores on the GED (General Educational Development) Tests. The remainder was composed of special students and transfer students. The transfer students, 5.5 per cent of the total sample, had the highest mean (3.0444) as well as the highest standard deviation, which was .9496. Special students, 3.3 per cent of the total sample, had the lowest mean, which was 2.6018, and those admitted by high school diplomas had the lowest standard deviation (.5695).

Number of Semesters of Attendance at the University of Houston: Korean GI student enrollment decreased as the number of semesters of attendance increased. The range was from 43.6 per cent of the students who attended from one to five semesters to 5.9 per cent for those attending from sixteen to twenty semesters. The mean increased as the number of semesters increased, from 2.6024 for those attend-

ing one to five semesters to 3.1800 for those attending sixteen to twenty semesters. The standard deviation did not follow the same pattern of distribution. This range was from .4282 for those attending from eleven to fifteen semesters to .6909 for those attending from one to five semesters.

College Enrollment and the Distribution of Degrees:

This study has described 511 Korean GI students at the University of Houston. Twenty-six and six tenths per cent of this group attained degrees.

The college of enrollment of the total sample studied ranged from 28.9 per cent for the College of Business Administration and 25.1 per cent for the College of Technology to less than 1 per cent for the Colleges of Architecture and in Agriculture. The mean range, according to college of enrollment, was from 2.1053 for the College of Optometry to 3.4000 for the College of Education. The standard deviation range was from .3552 for the College of Education to .6216 for the College of Pharmacy.

In the College of Business Administration, which had the largest percentage of college enrollment, 82 per cent of the degrees attained were Bachelor of Business Administration degrees. There were two Masters degrees, one Master of Letters and one of Business Administration. According to

major, 53.8 per cent of the degrees were attained in General Business, followed by 23 per cent in Accounting. The remaining degrees attained varied from 10 per cent for majors in Transportation and Foreign Trade to approximately 2 per cent for majors in Advertising and Police Administration.

The College of Education comprised 4.7 per cent of the total enrollment; however, the college accounted for 17.6 per cent of the degrees attained. Fifty-four and one tenths per cent of the degrees attained were Bachelor of Science degrees; 25 per cent were Master of Arts degrees and 16.7 per cent were Master of Education degrees; and 4 per cent, Bachelor of Arts. According to major areas, degrees were attained in the following: 33 per cent in Administration and Supervision, and 29.2 per cent in Health, Safety, and Physical Education. The lowest percentage of degree attainment according to major areas in this College were 8.3 per cent in Elementary Education and 8.3 per cent in Industrial Education.

Eighty-six and four tenths per cent of the degrees attained in the College of Engineering were Bachelor of Science degrees. Five and five tenths per cent of the students attained Bachelor of Arts degrees, and 9.1 per cent, Master of Science degrees. Percentages of degree attainment clustered in majors in Mechanical Engineering (27.3 per cent), Electrical and Industrial Engineering (22.7 per

cent each), and Chemical, Civil, and Petroleum Engineering (9.1 per cent each).

The College of Technology, with 25.1 per cent of the college enrollment of the total sample, comprised 7.4 per cent of the degree attainment. Of the degrees or titles attained, 40 per cent were Associate in Science Degrees, and 20 per cent each were Bachelor of Science degrees, Bachelor of Applied Science Degrees, and Certificates of Achievement. Seventy per cent of the degree attainers in the College of Technology majored in Communication, Radio and Electronics. Two degrees (20 per cent) were in Electricity and one degree (10 per cent) was in Air Conditioning and Refrigeration.

The Colleges of Law, Pharmacy, Architecture, and Department of Agriculture totaled 11 per cent of the total degree attainment. Sixty-six and seven tenths per cent of these degrees were Bachelor of Science degrees. All degrees other than the Bachelor of Science degrees—two Bachelor of Business Administration degrees, two Bachelor of Law degrees, and one Master of Letters—were attained by College of Law students. In this division of study the College of Law comprised 60 per cent of the degree attainment; the College of Pharmacy, 26.3 per cent; and the College of Architecture and Department of Agriculture comprised 6.7 per cent each.

Relationships of College Enrollment to Degree Attainment: On the basis of the means and standard deviations of the students according to college of enrollment and degree attainment, it was found that those attaining degrees had higher scholastic achievement than did the total sample. The mean credit point ratio for the total sample clustered below 2.0000, with the exception of students in the College of Education and Department of Agriculture, whose means were 3.4000 and 3.0431, respectively. The over-all range for the mean of the total sample was from 2.4570 for the College of Architecture to 3.4000 for the College of Education. The means for those Korean GI students attaining degrees clustered at 3.0000 and above, ranging from 3.0000 for the College of Law to 3.4416 for the College of Education. The standard deviation range for the total sample was from .3552 for the College of Education to .6216 for the College of Pharmacy. The standard deviation range for those attaining degrees was from .2353 for the College of Law to .3938 for the College of Education. Generally, students from the College of Education scored the highest scholastic achievement.

Relationships of College Enrollment to Degree Non-Attainment: Based on the mean credit point ratio and standard deviation findings, investigation according to college of enrollment indicates that the scholastic achievement for the total group of Korean GI students was higher than that

of those not attaining degrees. The mean for those not attaining degrees ranged from 2.1035 for the College of Optometry to 3.3070 for the College of Education. The standard deviation for the combined group ranged from .3552 for the College of Education to .6216 for the College of Pharmacy. The clustering for the degree non-attainment grouping was from .5800 for the College of Arts and Sciences to .7840 for the College of Engineering.

Relationships of College of Enrollment to Degree Attainment and Non-Attainment: The scholastic achievement for those attaining degrees was higher in each college of enrollment than for those with degree non-attainment. The mean for those attaining degrees, which was 3.0000 and above for all colleges, ranged from 3.0000 for the College of Law to 3.8256 for the Department of Agriculture. For those who did not attain degrees the range, which was below 3.0000 in all cases except in the College of Education, was from 1.4133 for the College of Pharmacy to 3.3070 for the College of Education. The standard deviation for the degree attainment grouping ranged from .2081 for the College of Technology to .3938 for the College of Engineering. In comparison, the degree non-attainment range of the standard deviations was from .5800 for the College of Arts and Sciences to .7840 for the College of Engineering. It may be noted, therefore, that the College of Engineering totaled the highest standard

deviation for both groupings, those attaining and those not attaining degrees.

## VI. CONCLUSIONS

This study has concerned itself with 511 Korean GI students attending the University of Houston during the spring and fall semesters of 1953 and the available descriptive data. The findings of this study have been based completely on the selected group of Korean GI students and their scholastic achievement in relation to definite influencing factors. In some cases the findings substantiated those findings regarding World War II GI students, shed new light in some respects, and raised some questions. Continued research is needed to further profile the Korean GI student.

Throughout this study the descriptive findings have been reported according to definite factors and the corresponding relationship to scholastic achievement, i.e., the mean unweighted credit point ratio and the standard deviation. Conclusions are presented in this section according to the sequence in which the factors were investigated.

From the 1,578 students attending the University of Houston under the provisions of Public Law 550 during the spring and fall semesters of 1953, approximately one-third of the students were selected at random for this study.

Data were obtained from the permanent record cards of these students and computed from information contained thereon.

1. Environment: Almost seventy per cent of the GI student group was from hometowns of 100,000 population and over. The mean credit point ratios for this factor ranged from 3.1753 to 2.8160 and the standard deviations ranged from .5190 to .6649.

Data regarding state of residence revealed that 90 per cent of the students were Texans. Differences in the scholastic measurements between Texas residents and those from all other states were extremely slight.

In regard to high school attendance, approximately one-third of the students were from high schools of 1,000 students and over. Almost another one-third of the group did not indicate high school attendance. The scholastic data in this factor varied from 3.1333 to 2.8359 for those students who attended high school, with 2.7749 for those who did not attend.

Sixty per cent of the Korean GI students were from high schools within the Houston City School system, as compared to 40 per cent from without the system. Differences between the two in scholastic scores were slight.

2. Time Lapse: Findings concerning the lapse of time between high school completion and college entry



indicated that student enrollment increased as the time lapse increased. The scholastic data in this factor ranged from 2.9386 to 2.8711 which is a difference of only .1175 of a grade point.

3. Age: Findings according to age of the GI students indicated that almost sixty-four per cent of the students were between the ages twenty and twenty-five years. Although the standard deviation for the Korean GI students described in this study increased at intervals as did the age, the means did not substantiate scholastic indications. The mean credit point ratios ranged from 2.9785 to 2.8889. Therefore, on the basis of this study age cannot be reliably related to scholastic achievement.

4. Method of Admission: Findings indicated that almost 70 per cent of the veteran students were granted admission to the University by possession of high school diplomas. In regard to scholastic achievement, there were slightly positive indications toward those admitted by high school diplomas and by transfer. It was also indicated that those admitted as special students and by GED testing ranked scholastically slightly lower than those admitted by other methods. On the basis of this study, however, sufficient evidence does not exist to support conclusive statements.

5. Number of Semesters of Attendance at the University of Houston: The volume of student enrollment decreased as the span of semesters of attendance increased, with almost 44 per cent having attended only from one to five semesters. The grade point mean increased as the span of semesters of attendance increased. To some degree, the standard deviation substantiated these results, decreasing as the semesters of attendance increased, with the exception of the category from six to twenty months. Findings indicate that the length of attendance had a negative influence on enrollment and a positive influence on scholastic achievement; however, the one exception should be held in consideration.

6. Distribution of Degrees According to College of Enrollment and Degrees Earned: The Korean GI student enrollment was distributed among nine colleges and departments. Almost 30 per cent of the students were enrolled in the College of Business Administration, and slightly more than 25 per cent were enrolled in the College of Technology. The Colleges of Arts and Sciences and Engineering comprised 19.3 per cent and 15.5 per cent, respectively, of the enrollment. The Colleges of Education, Law, Pharmacy, Optometry, Architecture, and Department of Agriculture each contained 5 per cent or less of the enrollment. The mean credit point ratios ranged from 3.4 to 2.1035 and the standard deviations ranged from .3552 to .6216 within this factor.

The findings concerning the distribution of degrees according to majors in the College of Arts and Sciences revealed a clustering of almost 81 per cent of these students attaining Bachelor of Science degrees. The twenty-six degrees attained in this College were distributed over thirteen major areas with the highest percentage (23 per cent) in geology. It may, therefore, be concluded from these findings that the majority of degrees attained were Bachelor of Science degrees. Degrees were attained in thirteen major areas, with no other majority clustering.

In the College of Business Administration, 82 per cent of the degrees attained by the Korean GI students were Bachelor of Business Administration degrees. Almost fifty-four per cent of the degrees were attained in the major area General Business Administration, and the remaining degrees were distributed over five other major areas. It may be concluded that the most frequently attained degrees in this College was the Bachelor of Business Administration degree. Degrees were attained in six major areas with a majority falling in the major of General Business Administration.

Data concerning the Korean GI students enrolled in the College of Education revealed that almost 42 per cent of the degrees attained were Masters degrees, a higher percentage than was the case for any other college. Fifty-

four per cent of the degrees were Bachelor of Science degrees. The degree attainment was dispersed over five major areas, with no area predominant.

In the College of Engineering 86.4 per cent of the degrees were Bachelor of Science degrees. The degrees were distributed, with no predominant placement, over six areas of Engineering.

The College of Technology findings indicated that only 20 per cent of the degrees were Bachelor of Science degrees; whereas, the remaining degrees were those peculiar to the College of Technology, Associate in Science degrees, Bachelor of Applied Science degree, and Certificates of Achievement. Seventy per cent of the students enrolled in this College clustered in the major area of Communications--Radio and Electronics.

In the Colleges of Law, Pharmacy, Architecture, and Department of Agriculture 67 per cent of the combined degrees attained were Bachelor of Science degrees. All the degrees attained other than Bachelor of Science degrees were those by students enrolled in the College of Law. Sixty per cent of the degree attainment in these four colleges was by students in the College of Law.

Of the 136 degrees (26.6 per cent of the total sample) attained by the Korean GI students 50 per cent were Bachelor of Science degrees, and 8 per cent were Masters degrees.

7. Relationships of College Enrollment to Degree Attainment: The findings according to College of Enrollment and degree attainment of the Korean GI students revealed that in each college the scholastic ranking was higher for those attaining degrees than for the total group.

8. Relationships of College Enrollment to Degree Non-Attainment: Conversely, the scholastic achievement for those with degree non-attainment was lower in every college than that of the total sample.

9. Relationships of College Enrollment According to Degree Attainment and Non-Attainment: Examination revealed that the scholastic achievement for those students attaining degrees was in every case higher than that of the students with degree non-attainment. The credit point mean range for the degree attainment group clustered between 3.0000 and 3.9000, whereas those with degree non-attainment clustered between 1.4133 and 3.3070 (the latter being the only mean above 3.0000). The standard deviation clustering for the degree attainers was between .2081 and .3938; whereas, the clustering for those not attaining degrees was between .5900 and .7840. On the basis of these findings, it may be concluded that for the Korean GI students sampled from the University of Houston during the spring and fall semesters of 1953, those who attained degrees

scored higher scholastic achievement than did those students not attaining degrees.

10. The Korean GI Student: This study supplements previous research in regard to the veteran student, particularly the Korean GI student. The findings concerning these Korean GI students in some instances substantiated previous findings. Other findings concerning this group, while not negating previous findings, would indicate that further investigation is needed.

## VII. RECOMMENDATIONS

This research investigation has been a descriptive service study that has established limited base-line findings on one particular group of Korean GI students at one specific University during a given period of time. The data used in the study were taken from the permanent records of the University. Limitations of the findings of this study are directly related to the limitations of the available data.

Findings from this study in the instances noted in the preceding section substantiated previous findings. Other factors examined in this particular study reveal the need for further investigation.

Recommendation 1. Further research should be conducted on the Korean GI student in order to give educators, governmental officials, and legislative bodies a more

distinct picture of the needs and problems involved in government aid to Korean GI veterans.

Recommendation 2. Counselors in institutions of higher learning should be acquainted with the various problems peculiar to veteran students in order to help them adjust to problems such as lengthened time lapse between high school graduation and college entry, lack of college prerequisites, difference in age, and special entry problems.

Recommendation 3. Investigation should be conducted in regard to the relationship of the number of semesters of attendance to the decrease in Korean GI student enrollment. This same relationship should be investigated in regard to non-veteran students.

Recommendation 4. College personnel should be made aware that, although veteran students are generally classified as a group, individual differences and a wide range of variations exist.

Recommendation 5. Admission officials of colleges should be familiarized with the problems peculiar to the veteran student, particularly those of the Korean GI student.

Recommendation 6. Administrative personnel in Veterans Administration Regional Offices, where control of the provisions of the law is maintained, should also

be familiarized with the descriptive data available concerning the Korean GI student.

Recommendation 7. Descriptive material concerning the Korean GI student should also be available and familiar to personnel in the Veterans Administration Central Office in Washington and to members of the legislative body of our country.

Recommendation 8. Findings concerning both the World War II and Korean veteran students should be investigated and correlated in light of future aid to veterans.

Recommendation 9. Data in such areas as aptitudes, personality patterns, and personal standards and values descriptive of Korean GI students are needed.

Recommendation 10. A more thorough examination should be made of the veteran student in order to formulate and interpret data concerning not only aid to veteran students but all forms of governmental aid to individuals for educational opportunities.

This study, as is the case in any such investigation, reveals the need for additional studies. It appears that recommendations consistent with the study, as presented immediately above, include the problems which warrant investigation.

Controversial contemplated legislation in the Congress for extension of the Korean GI Bill and related



bills would indicate an active and concerned interest by the lawmakers, as well as the citizenry, in additional education and training for veterans.

Indications are that passage of additional educational measures for veterans by the Congress is imminent. Determination of the provisions of such legislation, including the period of time of coverage, veteran eligibility, tuition and subsistence payment rates, and other factors appear to include problems not yet resolved, but under consideration.

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## **APPENDIX A**

## VETERANS ADMINISTRATION

**APPLICATION FOR PROGRAM OF EDUCATION AND TRAINING**

(Under Provisions of Chapter 33, Title 38, United States Code)

**NOTICE.**—If you have a service-connected disability you may be entitled to Vocational Rehabilitation training. Vocational Rehabilitation benefits usually are more favorable to the veteran. Application for such benefits should be made on VA Form 22-1900 and not on this form.

**IMPORTANT.**—Before filling in this form, read instructions on pages 3 and 4. Answer all items fully. Type or print answers in ink.

1. LAST NAME—FIRST NAME—MIDDLE NAME		2. SOCIAL SECURITY NO.	3. CLAIM NO. (If known) C—
4. MAILING ADDRESS (Street or rural route, city or P.O., zone, State)		5. TELEPHONE NO.	6. SEX <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE
7. NAME USED IN SERVICE (If different from item 1, above)		8A. DATE OF BIRTH	8B. PLACE OF BIRTH
9. BRANCH OF SERVICE (Check applicable boxes) <input type="checkbox"/> ARMY <input type="checkbox"/> AIR FORCE <input type="checkbox"/> COAST GUARD <input type="checkbox"/> NAVY <input type="checkbox"/> MARINE CORPS <input type="checkbox"/> OTHER (Specify)		10. SERVICE NO(S). (List all, if more than one)	
11. ARE YOU NOW ON ACTIVE DUTY IN THE ARMED FORCES? <input type="checkbox"/> YES <input type="checkbox"/> NO		11A. ARE YOU RETIRED FROM THE ARMED FORCES ON ACCOUNT OF DISABILITY? <input type="checkbox"/> YES <input type="checkbox"/> NO	12. DATE OF LAST DISCHARGE OR RETIREMENT
13. VETERANS ADMINISTRATION BENEFITS PREVIOUSLY APPLIED FOR <input type="checkbox"/> HOSPITALIZATION OR MEDICAL CARE <input type="checkbox"/> EDUCATION OR TRAINING <input type="checkbox"/> WAIVER OF INSURANCE PREMIUMS <input type="checkbox"/> DENTAL OR OUT-PATIENT TREATMENT <input type="checkbox"/> DISABILITY COMPENSATION <input type="checkbox"/> NONE		14. ADDRESS OF VA OFFICE WHERE YOUR RECORDS ARE LOCATED (If known)	

**PROGRAM OF EDUCATION OR TRAINING APPLIED FOR****CAUTION**—This is very important to you. Read Instruction 2 on page 4 before completing.

15. DO YOU WISH TO HAVE EDUCATIONAL OR VOCATIONAL COUNSELING FROM THE VA BEFORE YOU DECIDE ON YOUR PROGRAM? <input type="checkbox"/> YES <input type="checkbox"/> NO (If "Yes," do not fill out items 16 through 19)		<b>(FOR VA USE ONLY)</b>	
16. WHAT IS THE FINAL EDUCATIONAL, PROFESSIONAL, OR VOCATIONAL GOAL YOU EXPECT TO REACH THROUGH THE PROGRAM OF EDUCATION OR TRAINING FOR WHICH YOU ARE APPLYING?		EFFECTIVE DATE OF APPROVAL	
		DATE APPROVAL CHECKED	
		CERTIFIED BY	
17. DESCRIBE THE PROGRAM YOU PLAN TO TAKE (If more space is required use a separate sheet of paper and attach it to this application)		18. GIVE NAME AND ADDRESS OF SCHOOL OR BUSINESS ESTABLISHMENT WHERE YOU PLAN TO TAKE YOUR PROGRAM (If more than one, be sure to list the first one)	
		18A. FOR SCHOOL, TRAINING WILL BE BY <input type="checkbox"/> RESIDENT STUDY <input type="checkbox"/> CORRESPONDENCE	

19. ON WHAT DATE DO YOU PLAN TO START YOUR EDUCATION OR TRAINING UNDER THIS LAW?

**EDUCATION OR TRAINING RECEIVED WHILE ON ACTIVE DUTY IN THE ARMED FORCES**

20. IF YOU ATTENDED ONE OF THE SERVICE ACADEMIES, CHECK APPROPRIATE BOX

☐ USMA—WEST POINT ☐ USNA—ANNAPOLIS ☐ USCGA—NEW LONDON ☐ USAFA—COLORADO SPRINGS**21. LIST THE COURSES TAKEN, IF ANY, IN OTHER SERVICE SCHOOLS WHILE ON ACTIVE DUTY IN THE ARMED FORCES**

NAME AND ADDRESS OF OTHER SERVICE SCHOOLS (A)	DATES ATTENDED		DESCRIPTION OF SUBJECTS COVERED (D)	QUALIFICATION OR RATING ATTAINED AT END OF TRAINING (E)
	(B) FROM—	(C) TO—		

22. WERE YOU SENT BY THE ARMED FORCES TO TAKE A COURSE IN A CIVILIAN SCHOOL AS A PART OF YOUR ASSIGNED MILITARY DUTIES WHILE IN ACTIVE SERVICE?

☐ YES ☐ NO (If "Yes," give name and address of school and approximate dates attended)

**23. CIVILIAN EDUCATION** (Do not include education and training shown under items 21 and 22)

TYPE OF SCHOOL (A)	NO. YEARS COMPLETED (B)	DATES ATTENDED		NAME OR DESCRIPTION OF COURSE (E)	NAME AND ADDRESS OF SCHOOL (F)
		FROM— (C)	TO— (D)		
ELEMENTARY SCHOOL					
HIGH SCHOOL					
COLLEGE					
VOCATIONAL OR TRADE SCHOOL					
CORRESPONDENCE					
OTHER (Specify)					

23A. WHAT COLLEGE DEGREES HAVE YOU BEEN AWARDED?

24. HAVE YOU EVER HELD A LICENSE TO PRACTICE A PROFESSION OR JOURNEYMAN RATING TO WORK AT A TRADE?  
(Examples: Electrician, Radio Operator, Teacher, Lawyer, CPA, Bricklayer, Carpenter, etc.)

☐ YES ☐ NO

(If "yes," give name of license or  
journeyman rating and the State  
in which held)

(DO NOT WRITE IN THIS SPACE)  
(VA DATE STAMP)

25. HAVE YOU EVER HAD APPRENTICE TRAINING ON THE JOB FOR A TRADE OR OCCUPATION?

☐ YES ☐ NO

(If "yes," give name of occu-  
pation or trade and dates of  
such training)

26. HAVE YOU SUCCESSFULLY PASSED THE GENERAL EDUCATIONAL  
DEVELOPMENT TESTS?

☐ YES ☐ NO

(If "yes," fill in item 26A.)

26A. WHEN WERE TESTS TAKEN?

☐ IN SERVICE ☐ SINCE SEPARATION  
(Fill in item 26B.)

26B. NAME OF SCHOOL, CITY AND STATE WHERE TAKEN

27. HAVE YOU TAKEN EMPLOYMENT SERVICE  
GENERAL APTITUDE TESTS?

☐ YES ☐ NO (If "yes," fill  
in item 27A.)

27A. LOCATION OF EMPLOYMENT SERVICE OFFICE WHERE TAKEN (City and State)

**EMPLOYMENT EXPERIENCE**

28. PRINCIPAL OCCUPATION BEFORE ENTERING MILITARY SERVICE

28A. NUMBER OF MONTHS EMPLOYED IN THIS OCCUPATION

29. PRINCIPAL OCCUPATION AFTER SEPARATION FROM MILITARY SERVICE

29A. NUMBER OF MONTHS EMPLOYED IN THIS OCCUPATION

30. DEPENDENTS (Check and complete all applicable items. Proof of dependency will be required.  
See item 3 of instructions on page 4 for material you should submit to establish dependency)

☐ NONE

☐ DEPENDENT HUSBAND

☐ PARENTS  
(Specify number)

☐ WIFE

☐ CHILDREN (Specify number)

30A. HAVE YOU HAD ANY PREVIOUS MARRIAGES?

☐ YES ☐ NO

30B. HAS YOUR SPOUSE HAD ANY PREVIOUS MARRIAGES?

☐ YES ☐ NO

I HEREBY CERTIFY That all statements made herein are true and complete to the best of my knowledge and belief,  
and I herewith apply for a program of education or training under Chapter 33, Title 38, United States Code.

31. DATE SIGNED

32. SIGNATURE OF VETERAN (Do not print)

SIGN HERE  
IN INK

**CAUTION**—Willful false statements as to a material fact in a claim for education or training is a punishable offense and may result in the forfeiture of these or other benefits and criminal penalties.

# GENERAL INFORMATION TO APPLICANTS FOR EDUCATION AND TRAINING BENEFITS UNDER THE PROVISIONS OF CHAPTER 33, TITLE 38, U.S. CODE

**IMPORTANT:** Read these two pages very carefully, detach and keep this sheet for future reference.

**1. ELIGIBILITY FOR EDUCATION AND TRAINING BENEFITS.**—You must be out of active service in the Armed Forces and meet all of the following requirements:

- Discharge or release from duty under conditions other than dishonorable;
- Active duty in the Armed Forces sometime between June 27, 1950, and January 31, 1955, inclusive;
- Active duty of at least 90 days, unless discharge was for an actual service-incurred disability.

**2. LENGTH OF TRAINING.**—Your period of entitlement to education or training benefits under this law may not exceed 36 months. Entitlement is computed by multiplying the length of your active service by  $1\frac{1}{2}$ .

- Persons who were on active duty on January 31, 1955, may count all service to the date of their first unconditional discharge after that date.
- Persons who have taken education and training under the World War II GI Bill, or vocational rehabilitation under other VA laws, will be limited to a total of 48 months training, including training under this law.

**3. DEADLINES.**—Your deadline date for beginning a program under this law is 3 years after your discharge from service. You must complete your program within 8 years after your discharge, EXCEPT, that if your basic period of active service extended beyond January 31, 1955, you must complete your program within 8 years after your FIRST UNCONDITIONAL discharge following January 31, 1955. All education and training benefits under this law will cease on January 31, 1965.

- If you are in training on your deadline date, you should stay in training continuously until you complete your program, except that you may temporarily suspend training for not more than 12 consecutive months. If you suspend training for more than 12 months, the law requires that we examine your reasons and decide whether the suspension was for a reason beyond your control.

- If you have secured a change in the character of your discharge after the normal deadline dates, you should contact the VA about the special dates which may apply in your case.

**4. SELECTION OF A PROGRAM.**—The purpose of this law is to help you reach a definite identified goal. Your goal may be purely educational, such as obtaining a college degree; professional, such as becoming a lawyer, or vocational, such as training to be a steam-fitter.

Within certain limits, you may choose any program of education or training you need to reach the educational, professional, or vocational goal you have in mind. You may select any school or training establishment, so long as the school offering the approved course will accept and retain you as a student or trainee.

Instruction 2 on the reverse of this sheet will help you to give the VA full and correct information about your program.

**5. CHANGE OF PROGRAM.**—A change of program is a change in the educational, professional, or vocational objective for which you originally applied, with corresponding changes in the type of courses and training which may be required to attain the new objective. You should give very careful consideration to your choice of a training program. The law permits the VA to approve only ONE change of program.

If you desire to change your program, you must submit a request for approval on VA Form 22-1995. If your record shows previous

unsatisfactory progress, you will have to establish that it was not due to your own misconduct, neglect or lack of application before further training may be approved.

Your deadline date also affects your right to request a change of program. (See item 3.) If you ask for a change of program after your deadline date, the VA can approve the request only if we find that:

- The program you want to change to is a normal progression from your original program, or
- Your unsatisfactory progress was through no fault of your own, and the vocational counselor determines that the new program is more in keeping with your aptitudes or previous education and training.

**6. CHANGE OF PLACE OF TRAINING.**—The law places no restrictions upon a change of school or establishment for pursuit of the same course or program. However, you must apply on VA Form 22-1995 for VA approval of the change before you transfer to the new school or establishment.

**7. DUPLICATION OF BENEFITS PROHIBITED.**—If the training for which you are applying is to be paid for by the United States Government under some other law, either in whole or in part, no allowance may be paid under Chapter 33. Should you expect to receive other Federal assistance, please furnish full details so that VA can inform you of your rights.

**8. EDUCATION AND TRAINING ALLOWANCES.**—The law grants you a monthly allowance to help you meet in part your subsistence and training costs. Tuition, fees, books, supplies and equipment must be paid by you directly to the school.

Rates for full-time training are:

Number of your dependents	Schools and colleges <sup>1</sup>	On-the-job <sup>2</sup>	Institutional <sup>3</sup> on-farm
None.....	\$110	\$70	\$95
One.....	\$135	\$85	\$110
More than one.....	\$160	\$105	\$130

<sup>1</sup> Rates for part-time training are proportionately lower.

<sup>2</sup> Allowances are payable only for full-time training. These allowances will be reduced at 4-month intervals, as your training progresses. The law does not permit education and training allowance to exceed the difference between your wage and \$310 a month.

<sup>3</sup> Allowances are payable only for full-time training. At the end of your first year of training, these rates will be reduced and comparable reductions made at 4-month intervals to the end of your training.

Your check will be mailed each month after we receive a Monthly Certification of Training (VA Form 22-1996 series). The school or employer will ask you to complete this form at the end of each month.

**EXCEPTIONS:** If you take a correspondence course, we will mail you a "Quarterly Certification of Training" form (VA Form 7-1996d) every 3 months. Your check for correspondence study, based on the cost of lessons completed and corrected during the quarter, will be mailed after the form is returned to the VA.

If you take a flight course, payment will be made each month for three-quarters of the cost of instruction you have received. Your entitlement will be charged at the rate of 1 day for each \$1.25 paid for your flight training.

## INSTRUCTIONS FOR COMPLETING APPLICATION

### 1. GENERAL

- a. Answer all questions completely or make an entry, such as "NA" to show that the question is not applicable in your case.
- b. Attach photostatic, certified, or official carbon copies of ALL Reports of Separation (DD 214) from the armed services since June 27, 1950.
- c. You should return this application to the VA regional office serving the area in which you reside or to the office that has your records.

### 2. Items 15 through 19

#### a. VOCATIONAL COUNSELING

If you want the help of the VA before you decide on your program, or to help you select a suitable program, you should check "Yes" in item 15 and omit entries in items 16 through 19. Any necessary traveling will be at your own expense. Counseling is provided to help you gain a better understanding of your interests, aptitudes, and abilities, and to give you information about appropriate occupations so you may select a suitable objective for which to pursue training.

NOTE: Counseling is not available in foreign countries, except in the Republic of the Philippines.

#### b. OBJECTIVE AND PROGRAM

If you do not want counseling before you decide on your program of education or training, complete items 16 and 17 as explained below:

- (1) In item 16 show the final educational, professional, or vocational goal or objective for which you expect to qualify. This means the goal you expect to reach by completing your training program. Your goal or objective may be stated in terms of a profession, a trade, or a vocation, or in terms of an educational goal, such as a high school diploma or a college degree. If your goal is educational, you should list as your objective the highest degree you wish to receive, such as Bachelor's Degree, Master's Degree, PhD Degree.

- (2) In item 17 describe your complete program as follows:  
**COLLEGE OR UNIVERSITY PROGRAM.**—State the curriculum or curricula which you want to take, such as Bachelor of Science, Bachelor of Arts, Master of Arts, etc. If you do not plan to take a degree or certificate course, list all the specific subjects prescribed by the school to attain your stated objective. If more than one degree is required to reach the degree listed in item 16, name each curriculum required.

**EDUCATIONAL PROGRAM IN OTHER SCHOOLS (SUCH AS HIGH SCHOOL, BUSINESS SCHOOL, VOCATIONAL OR GRADE SCHOOL, OR ANY OTHER SCHOOL).**—List the course or courses you plan to take by the exact names as given in the school literature.

**APPRENTICESHIP OR OTHER ON-THE-JOB TRAINING, OR A PROGRAM IN A SCHOOL LEADING TO A VOCATIONAL OBJECTIVE.**—List your program in terms of the employment objective for which you will train.

**INSTITUTIONAL ON-FARM TRAINING.**—A detailed outline of your program as approved by the school, together with a statement of your goal or objective and the length of the program must be attached to your application. In addition, you must submit evidence to show that you will have operational control of the farm or other agricultural establishment for the length of your course. This evidence may be a photostat or certified copy of the lease agreement, the management agreement or tenure agreement, or a copy of the public record showing your ownership of the land.

#### c. EXAMPLES OF OBJECTIVE AND PROGRAM DESCRIPTIONS

- (1) Objective ACCOUNTANT, GENERAL in item 16; Junior Accounting course in item 17.

- (2) Objective BACHELOR OF LAWS DEGREE in item 16; Bachelor of Laws Degree in item 17.

NOTE: If you also wish to include a bar review course in your program, you should enter LAWYER as your objective (item 16) and enter Bachelor of Laws Degree and Bar Review Course as your program (item 17).

- (3) Objective MACHINIST in item 16; Machinist Apprentice Course in item 17.

- (4) Objective FARMER (Poultry) in item 16; "The program approved by the school" in item 17. The name and address of the school which will supervise your institutional on-farm training is entered in item 18.

#### d. PROGRAMS WHICH MAY NOT BE APPROVED

- (1) You should not apply for a program leading to an objective for which you are already qualified. The law provides that the VA shall not approve an application for an educational, professional, or vocational objective when the veteran is already qualified for such objective by reason of previous education and training.

- (2) The law also prohibits the approval of a program for avocational or recreational purposes. If the course you wish to take is one usually pursued for such purpose, you must submit justification showing the course will be of bona fide use in the pursuit of your present or contemplated business or occupation.

- (3) Courses in bartending, dancing, or personality development are prohibited by law and cannot be approved under any conditions.

### 3. ITEM 30—DEPENDENCY EVIDENCE:

If you have persons depending on you for support, you should submit evidence to the VA as soon as possible.

#### (a) WIFE

- (1) A copy of the public or church record of your marriage, signed by the official or clergyman who has custody of the records with his seal clearly impressed, and
- (2) If you have been married before, a copy of the final court decree of your divorce or annulment certified by the custodian of the court records, or a copy of the public record of death for your wife or wives. If your wife has been married before, she must send in similar information showing that her former marriages were ended by divorce or death of the husband.

#### (b) DEPENDENT HUSBAND:

- (1) The information requested in paragraphs (a) above, and
- (2) Evidence to show that your husband is mentally or physically unable to support himself and that you support him, and
- (3) A statement of the amount and source of your husband's income.

#### (c) MINOR CHILD:

- (1) A copy of the public record of birth, or a copy of the church record of baptism, signed by the official or clergyman who has custody of the records with his seal clearly impressed.
- (2) If the child is adopted, a copy of the court record of adoption.

#### (d) DEPENDENT PARENT:

- (1) A copy of the public record of your birth, or a copy of the church record of your baptism, signed by the official or clergyman who has custody of the records with his seal clearly impressed, and
- (2) A Veterans Administration "Statement of Dependency" (VA Form VB 8-509).



## VETERANS ADMINISTRATION

## CERTIFICATE FOR EDUCATION AND TRAINING

(Under Chapter 33, Title 38, U. S. Code)

1. NAME AND ADDRESS OF VETERAN

TO 

--

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2. ENTITLEMENT BASED ON LENGTH OF ELIGIBLE SERVICE (*Spell Out*)

MONTHS

DAYS

3. CLAIM NUMBER

C

4. TYPE OF CERTIFICATE

☐ ORIGINAL☐ SUPPLEMENTAL☐ DUPLICATE☐ TEMPORARY5. VETERAN'S DEADLINE DATE (*Training must be commenced on or before this date*)6. VETERAN'S TERMINATION DATE (*The law does not permit payment for training after this date*)

7. FINAL OBJECTIVE OF VETERAN'S PROGRAM OF TRAINING

APPROVED PROGRAM OF EDUCATION AND TRAINING

This certificate should be shown to the school or establishment at the time you enroll in your program of education or training. They will then know that you expect to enroll under the provisions of Chapter 33, Title 38, U. S. Code. Before we can authorize your benefits, the school or establishment must submit a properly completed enrollment certification, VA Form 22-1999, to the VA office having jurisdiction over your training.

9. ADDITIONAL LIMITATIONS

- (A) The veteran's training must be discontinued if he fails to maintain satisfactory conduct and progress.  
(B) Appropriate credit must be allowed for the veteran's previous education and training.  
(C) Other—

I hereby certify that this veteran is eligible for the benefits provided by Chapter 33, Title 38, U. S. Code and is entitled to enroll in and pursue the above named program of education and training for a period not to exceed entitlement shown in Item 2.

10. DATE SIGNED

11. SIGNATURE OF VETERANS ADMINISTRATION AUTHORIZING OFFICER

IMPORTANT NOTICE—There are restrictions on a change of program and also on the place where the program may be taken. If you decide that you need a change of program, you should request a supplement certificate from this office. The request for a supplement certificate is made on VA Form 22-1995.

12. NAME AND ADDRESS OF SCHOOL OR ESTABLISHMENT

TO 

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13. ISSUING OFFICE

## IMPORTANT INFORMATION

*Read This Form Very Carefully and Keep It For Future Reference*

### 1. Certificate for Education and Training

Your application for a program of education or training has been approved. You should show this Certificate for Education and Training (VA Form 22-1993) to the school or establishment when you enroll. A copy of this certificate has also been sent to the place of training given in Item 12.

### 2. Enrollment Certification

The school or establishment will certify your enrollment to us on VA Form 22-1999, Enrollment Certification. We will authorize your benefits and send you a copy of the "Authorization of Education and Training Allowance".

### 3. Periodic Certifications of Training

(a) You and your place of training must submit a Monthly Certification of Training before your check can be released to you. The school or establishment will give you this form at the end of each month. You should carefully read the instructions, fill out Section A, and give the form to the proper official at the school or establishment. That official will fill out Section B and send the form to the Veterans Administration.

EXCEPTION: If you are taking a correspondence course, we will send you VA Form 22-1996d every three months.

(b) These certifications are due in the VA within ten days after the close of the month or quarter. If you start your course on or after the twentieth of a month, the Certification of Training for the rest of that month should be included with the Certification for the following month. You will receive your check within twenty days from the date the completed Certification reaches us.

(c) When you complete, temporarily drop out, or discontinue your course for any reason, a final Certification is required. This form should be completed and forwarded on the day after you stop your training.

### 4. Important Dates Concerning Your Program of Education or Training

(a) The date shown in Item 5 on the reverse side is your deadline date for beginning a program of education or training. If your progress is satisfactory you

may change your program after this date only if the change is in normal progression. You may suspend your program after this date for more than 12 consecutive months only for reasons beyond your control.

(b) The law states the date beyond which training allowances may not be paid to you. This date is shown in Item 6.

### 5. Change of Program of Education or Training

(a) If you wish to change your program of education or training, you should apply in advance for approval by sending "Request For Change of Program or Change of Place of Training" (VA Form 22-1995) to us. The law permits only one change of program. You should carefully plan your program so that more than one change is not necessary. Before your deadline date shown in Item 5 the VA will generally approve your request. After your deadline date, the VA will generally approve a change of program only if the program you desire to change to is in normal progression from the program you are now taking.

(b) Satisfactory progress and conduct are required before we can pay education and training benefits. If you fail to maintain satisfactory progress and conduct, it may become necessary to deny you further education and training benefits.

### 6. Change of Place of Training

If you want to change your place of training, you should apply in advance for approval by sending VA Form 22-1995 to us.

### 7. Continuous Pursuit of Education or Training

(a) Before your deadline date there are no requirements for continuous pursuit of education and training. After your deadline date, however, you must pursue your program continuously, except that you may suspend your program for a period of not to exceed 12 consecutive months without VA approval. If you suspend your training after your deadline date shown under Item 5 on the reverse side for a period of more than 12 consecutive months, you can continue your program only if you can show the VA that the period of suspension in excess of 12 months was for reasons beyond your control.



## VETERANS ADMINISTRATION

## CERTIFICATE FOR EDUCATION AND TRAINING

(Under Chapter 33, Title 38, U. S. Code)

<b>1. NAME AND ADDRESS OF VETERAN</b>  TO <table border="1" style="display: inline-table; vertical-align: top;"><tr><td style="width: 100px; height: 100px;"></td></tr></table>  <table border="1" style="display: inline-table; vertical-align: top;"><tr><td style="width: 100px; height: 100px;"></td></tr></table>				<b>2. ENTITLEMENT BASED ON LENGTH OF ELIGIBLE SERVICE (<i>Spell Out</i>)</b>  MONTHS                      DAYS <b>3. CLAIM NUMBER</b>  C- <b>4. TYPE OF CERTIFICATE</b> <input type="checkbox"/> ORIGINAL <input type="checkbox"/> SUPPLEMENTAL <input type="checkbox"/> DUPLICATE <input type="checkbox"/> TEMPORARY
<b>5. VETERAN'S DEADLINE DATE (<i>Training must be commenced on or before this date</i>)</b>	<b>6. VETERAN'S TERMINATION DATE (<i>The law does not permit payment for training after this date</i>)</b>	<b>7. FINAL OBJECTIVE OF VETERAN'S PROGRAM OF TRAINING</b>		
<b>APPROVED PROGRAM OF EDUCATION AND TRAINING</b>				

This certificate should be shown to the school or establishment at the time you enroll in your program of education or training. They will then know that you expect to enroll under the provisions of Chapter 33, Title 38, U. S. Code. Before we can authorize your benefits, the school or establishment must submit a properly completed enrollment certification, VA Form 22-1999, to the VA office having jurisdiction over your training.

**9. ADDITIONAL LIMITATIONS**

- (A) The veteran's training must be discontinued if he fails to maintain satisfactory conduct and progress.  
(B) Appropriate credit must be allowed for the veteran's previous education and training.  
(C) Other—

I hereby certify that this veteran is eligible for the benefits provided by Chapter 33, Title 38, U. S. Code and is entitled to enroll in and pursue the above named program of education and training for a period not to exceed entitlement shown in Item 2.

<b>10. DATE SIGNED</b>	<b>11. SIGNATURE OF VETERANS ADMINISTRATION AUTHORIZING OFFICER</b>
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**IMPORTANT NOTICE**—There are restrictions on a change of program and also on the place where the program may be taken. If you decide that you need a change of program, you should request a supplement certificate from this office. The request for a supplement certificate is made on VA Form 22-1995.

<b>12. NAME AND ADDRESS OF SCHOOL OR ESTABLISHMENT</b>  TO <table border="1" style="display: inline-table; vertical-align: top;"><tr><td style="width: 100px; height: 100px;"></td></tr></table>  <table border="1" style="display: inline-table; vertical-align: top;"><tr><td style="width: 100px; height: 100px;"></td></tr></table>			<b>13. ISSUING OFFICE</b>





## VETERANS ADMINISTRATION

## CERTIFICATE FOR EDUCATION AND TRAINING

(Under Chapter 33, Title 38, U. S. Code)

## 1. NAME AND ADDRESS OF VETERAN

TO

2. ENTITLEMENT BASED ON LENGTH OF ELIGIBLE SERVICE (*Spell Out*)

MONTHS

DAYS

## 3. CLAIM NUMBER

C-

## 4. TYPE OF CERTIFICATE

☐ ORIGINAL☐ SUPPLEMENTAL☐ DUPLICATE☐ TEMPORARY5. VETERAN'S DEADLINE DATE (*Training must be commenced on or before this date*)6. VETERAN'S TERMINATION DATE (*The law does not permit payment for training after this date*)

## 7. FINAL OBJECTIVE OF VETERAN'S PROGRAM OF TRAINING

## APPROVED PROGRAM OF EDUCATION AND TRAINING

This certificate should be shown to the school or establishment at the time you enroll in your program of education or training. They will then know that you expect to enroll under the provisions of Chapter 33, Title 38, U. S. Code. Before we can authorize your benefits, the school or establishment must submit a properly completed enrollment certification, VA Form 22-1999, to the VA office having jurisdiction over your training.

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(B) Appropriate credit must be allowed for the veteran's previous education and training.  
(C) Other—

I hereby certify that this veteran is eligible for the benefits provided by Chapter 33, Title 38, U. S. Code and is entitled to enroll in and pursue the above named program of education and training for a period not to exceed entitlement shown in Item 2.

## 10. DATE SIGNED

## 11. SIGNATURE OF VETERANS ADMINISTRATION AUTHORIZING OFFICER

IMPORTANT NOTICE—There are restrictions on a change of program and also on the place where the program may be taken. If you decide that you need a change of program, you should request a supplement certificate from this office. The request for a supplement certificate is made on VA Form 22-1995.

## 12. NAME AND ADDRESS OF SCHOOL OR ESTABLISHMENT

TO

## 13. ISSUING OFFICE

**VETERANS ADMINISTRATION**  
**ENROLLMENT CERTIFICATION**  
 (UNDER CHAPTER 33, TITLE 38, UNITED STATES CODE)

**IMPORTANT:** This form is to be completed and forwarded **PROMPTLY** to the Veterans Administration by the school or training establishment at the time the veteran enrolls or reenrolls. **TYPE OR PRINT** all entries in **INK**. **PROMPT** submission will enable the Veterans Administration to initiate action in connection with the payment of the education and training allowance to the veteran.

**INSTRUCTIONS:** a. This form will be used to certify a veteran's enrollment or reenrollment in the course of training approved on VA Form 22-1993, Certificate for Education and Training.

b. Reports of unsatisfactory conduct or progress, interruption or termination of training, or changes in the veteran's training load which affect his entitlement or his education and training allowance must be made promptly by the school or establishment on the appropriate periodic certification of training, VA Form 22-1996 series.

**PART I—IDENTIFYING INFORMATION**  
**TO BE COMPLETED BY THE SCHOOL OR TRAINING ESTABLISHMENT IN EVERY CASE**

1. LAST NAME—FIRST NAME—MIDDLE INITIAL OF VETERAN	2. CLAIM NO. C-
3. ADDRESS OF VETERAN	4. VA OFFICE WHICH ISSUED VETERAN'S CERTIFICATE ( <i>Answer only if different from the VA Regional Office in your area</i> )
5. NAME AND ADDRESS OF SCHOOL OR TRAINING ESTABLISHMENT	

**PART II—TO BE COMPLETED BY SCHOOLS**  
*(The school will complete Section A, part II, in EVERY case and in addition will complete that section appropriate to the type of course in which the veteran is enrolled.)*

**SECTION A—TO BE COMPLETED FOR ALL SCHOOL COURSES**

6. NAME OF COURSE OR CURRICULUM CURRENTLY ENROLLED IN ( <i>Examples: A. B. Liberal Arts, B. S. Engineering, Pre-Law, etc.</i> )	7. DATE VETERAN COMMENCED TRAINING UNDER THIS CERTIFICATION
<p><b>NOTE:</b> Item 8 should be filled out the <b>FIRST TIME</b> the veteran enrolls in your school. <b>DO NOT</b> fill out when certifying subsequent reenrollments <b>UNLESS</b> the veteran is changing to a different course or he has been enrolled in some other school since last enrolled in your school.</p>	
8. CREDIT ALLOWED FOR VETERAN'S PREVIOUS EDUCATION AND TRAINING ( <i>Indicate credit hours where appropriate. For other courses, indicate extent training period shortened because of previous training. If none, state "None."</i> )	

**SECTION B—TO BE COMPLETED FOR ALL SCHOOL COURSES EXCEPT COOPERATIVE COURSES, INSTITUTIONAL ON-FARM COURSES, CORRESPONDENCE COURSES, AND FLIGHT COURSES**

9. PERIOD OF INSTRUCTION FOR WHICH CERTIFICATION IS BEING MADE <input type="checkbox"/> SCHOOL YEAR <input type="checkbox"/> SEMESTER <input type="checkbox"/> QUARTER <input type="checkbox"/> SUMMER SESSION  <input type="checkbox"/> DURATION OF COURSE <input type="checkbox"/> OTHER ( <i>Specify</i> )		EFFECTIVE DATES FOR PERIOD OF INSTRUCTION INDICATED IN ITEM 9 10A. BEGINNING    10B. ENDING		
11A. SEMESTER HOUR CREDITS ( <i>To be completed for all courses except graduate or advanced professional courses. If enrolled for school year, enter hours during first period of instruction. If course includes noncredit deficiency courses complete items 11B and 11C. If enrolled for summer session, complete item 11D.</i> )  <div style="text-align: right;">SEM. HRS.</div>		11B. EXACT NUMBER SEMESTER HRS. FOR WHICH CRDT. GRANTED  <div style="text-align: right;">HRS.</div>	11C. CREDIT HR. EQUIV. OF NON-CRDT. DEFICIENCY COURSES  <div style="text-align: right;">HRS.</div>	11D. STANDARD CLASS SESSIONS PER WK. ( <i>Summer sess. only</i> )  <div style="text-align: right;">HRS.</div>
CLOCK HOURS OF ATTENDANCE 12A. NUMBER HOURS PER DAY    12B. NUMBER DAYS PER WEEK  <div style="display: flex; justify-content: space-between;"> <div>HRS.</div> <div>DAYS</div> </div>		13. COURSES NOT LEADING TO STANDARD COLLEGE DEGREE ( <i>Check days of attendance if other than 5 days per week and regularly scheduled</i> ) <input type="checkbox"/> M <input type="checkbox"/> TU <input type="checkbox"/> W <input type="checkbox"/> TH <input type="checkbox"/> F <input type="checkbox"/> S		
14. TRAINING TIME ( <i>Check if graduate, advanced professional, or summer session</i> )  <input type="checkbox"/> FULL TIME <input type="checkbox"/> 3/4 <input type="checkbox"/> 1/2 <input type="checkbox"/> LESS THAN 1/2		CHARGES FOR PERIOD OF INSTRUCTION SHOWN IN ITEMS 10A AND 10B ( <i>Complete items 15A and 15B only when course is less than 1/2 time</i> ) 15A. TUITION    15B. FEES <div style="display: flex; justify-content: space-between;"> <div>\$</div> <div>\$</div> </div>		

**SECTION C—COOPERATIVE COURSES**

16A. PERIOD OF INSTRUCTION FOR WHICH CERTIFICATION IS BEING MADE <input type="checkbox"/> SCHOOL YEAR <input type="checkbox"/> SEMESTER <input type="checkbox"/> QUARTER <input type="checkbox"/> SUMMER SESSION <input type="checkbox"/> OTHER ( <i>Specify</i> )						
EFFECTIVE DATES FOR PERIOD OF INSTRUCTION INDICATED IN ITEM 16A		ONE COMPLETE CYCLE OF COOPERATIVE COURSE ( <i>In calendar weeks</i> )		CLASSROOM INSTRUCTION		16H. NO. OF HRS. EMPLOYED PER WEEK IN TRAINING ON-JOB
16B. BEGINNING	16C. ENDING	16D. CLASSROOM INSTRUCTION	16E. TRAINING ON-JOB	16F. SEMESTER HR. CREDITS	16G. CLOCK HRS. ATTENDANCE PER WEEK	

SECTION D—INSTITUTIONAL ON-FARM COURSES			
17. LENGTH OF PROGRAM APPROVED FOR THIS VETERAN ( <i>In months</i> )  <div style="text-align: right;">MOS.</div>	EFFECTIVE DATES OF PERIOD OF INSTRUCTION FOR WHICH THIS CERTIFICATION IS MADE	18A. BEGINNING	18B. ENDING
19. TO YOUR KNOWLEDGE DOES THIS PROGRAM OF TRAINING REPEAT OR DUPLICATE ANY TRAINING PREVIOUSLY RECEIVED BY THE VETERAN?  <input type="checkbox"/> YES <input type="checkbox"/> NO	20. HAS THIS VETERAN'S TRAINING PROGRAM BEEN PLANNED TO MEET HIS INDIVIDUAL NEEDS AS REQUIRED BY LAW?  <input type="checkbox"/> YES <input type="checkbox"/> NO	21. WILL THE VETERAN'S FARM AND TRAINING PROGRAM REQUIRE HIS FULL TIME?  <input type="checkbox"/> YES <input type="checkbox"/> NO	
SECTION E—CORRESPONDENCE COURSES			
22. NUMBER OF LESSONS FOR WHICH VETERAN IS ENROLLED	23. CHARGES PER LESSON  \$		
SECTION F—FLIGHT COURSES			
24. EXPECTED COMPLETION DATE OF COURSE	25. TOTAL TUITION CHARGES FOR THE COURSE  \$		
PART III—TO BE COMPLETED BY TRAINING ESTABLISHMENTS OFFERING APPRENTICE TRAINING OR OTHER TRAINING ON-THE-JOB			
<p><b>IMPORTANT:</b> A signed copy of the training agreement, including the progressive wage schedule and an outline of the training program which lists the major job operations or the major work tasks and the approximate length of time to be spent on each major job operation or work task, must be submitted to the Veterans Administration with this form.</p>			
26. NAME OF POSITION, OBJECTIVE, OR TRADE FOR WHICH VETERAN IS BEING TRAINED			27. DATE VETERAN COMMENCED OR RECOMMENCED TRAINING.
28. LENGTH OF COURSE APPROVED FOR THIS VETERAN ( <i>In months</i> )  <div style="text-align: right;">MOS.</div>	29. APPRENTICESHIP  <input type="checkbox"/> YES <input type="checkbox"/> NO	30A. NO. OF HOURS VETERAN IS EMPLOYED PER WEEK IN THIS COURSE  <div style="text-align: right;">HRS.</div>	30B. NO. OF HOURS IN STANDARD WORK WEEK ( <i>If apprenticeship, give No. of hrs. per week contracted by labor and management.</i> )  <div style="text-align: right;">HRS.</div>
31. CREDIT ALLOWED FOR VETERAN'S PREVIOUS TRAINING AND JOB EXPERIENCE AS OF DATE SHOWN IN ITEM 27 ( <i>Indicate extent training period shortened in months, weeks or hours, as appropriate. If none, state "None."</i> )			
32A. VETERAN'S BEGINNING WAGE RATE ( <i>Rate paid as of date shown in item 27.</i> )  \$		32B. IS TIME AND A HALF OR OTHER INCREASED RATE PAID FOR ANY PART OF THE STANDARD WORK WEEK?  <input type="checkbox"/> YES <input type="checkbox"/> NO   ( <i>If "Yes," give full particulars in item 35, "Remarks."</i> )	
PART IV—TO BE COMPLETED BY ALL SCHOOLS AND TRAINING ESTABLISHMENTS IN EVERY CASE			
<p><b>IT IS HEREBY CERTIFIED:</b></p> <p>(1) That the veteran named herein commenced training at this approved educational institution or training establishment on the date indicated and in accordance with the facts shown above;</p> <p>(2) That the enrollment of this veteran does not exceed the limit (if any) established by the State Approving Agency for enrollment in this course at any one time; and</p> <p>(3) That, if the course named above is a nonaccredited course below the college level offered by a proprietary profit or proprietary nonprofit educational institution, on the date indicated in Item 7 not more than 85% of the students now enrolled in the course for which enrollment certifications have been submitted to the Veterans Administration, including this veteran, are having all or any part of their tuition, fees, or other charges paid to or for them by the educational institution or the Veterans Administration under section 12a, PL 85-857, chapter 31, or chapter 33, title 38, United States Code.</p>			
33. DATE SIGNED	34. SIGNATURE AND TITLE OF CERTIFYING OFFICIAL		
<p><b>CAUTION:</b> Willful false statements concerning matters in any document required by this law may subject the person to fine or imprisonment, or both.</p>			
35. REMARKS			<p style="text-align: center;"><b>(FOR VA USE ONLY)</b></p> <p>EFFECTIVE DATE OF APPROVAL</p> <hr/> <p>DATE APPROVAL CHECKED</p> <hr/> <p>CERTIFIED BY</p>

## VETERANS ADMINISTRATION

**REQUEST FOR CHANGE OF PROGRAM OR CHANGE OF PLACE OF TRAINING**

(Under Provisions of Chapter 33, Title 38, U.S. Code)

**INSTRUCTIONS TO VETERAN.**—Read information on reverse before completing form.**SECTION A—GENERAL INFORMATION**

1. NAME OF VETERAN (Last—First—Middle initial)		2. MAILING ADDRESS OF VETERAN	3. CLAIM NO.  C—
4. LOCATION OF RECORDS (Address of VA Office)		5A. ARE YOU NOW ON ACTIVE DUTY IN THE ARMED FORCES?  <input type="checkbox"/> Yes <input type="checkbox"/> NO (If "yes," answer 5B)	5B. DATE COMMENCED ACTIVE DUTY
6. REASON FOR LEAVING PREVIOUS COURSE OR PLACE OF TRAINING	7A. DO YOU EXPECT TO RECEIVE EDUCATIONAL BENEFITS FROM ANY OTHER AGENCY OF THE FEDERAL GOVERNMENT DURING THIS NEW PERIOD OF TRAINING?  <input type="checkbox"/> YES <input type="checkbox"/> NO (If "yes," explain in Item 7B)	7B. NATURE AND EXTENT OF OTHER FEDERAL BENEFITS	
8. ON WHAT DATE DO YOU PLAN TO RESUME YOUR EDUCATION OR TRAINING, IF APPROVED?	9A. PRESENT DEPENDENTS (Check and complete all applicable items. One certified copy of public record of marriage, birth of child, or proof of dependency of parent or husband required if not already submitted.)  <input type="checkbox"/> NONE <input type="checkbox"/> WIFE <input type="checkbox"/> CHILDREN (Specify No.) <input type="checkbox"/> DEPENDENT HUSBAND <input type="checkbox"/> PARENTS (Specify No.)		
NOTE: If you are submitting proof of marriage fill in items 9B and 9C. ▶	9B. HAVE YOU HAD ANY PREVIOUS MARRIAGES?  <input type="checkbox"/> YES <input type="checkbox"/> NO	9C. HAS YOUR SPOUSE HAD ANY PREVIOUS MARRIAGES?  <input type="checkbox"/> YES <input type="checkbox"/> NO	

**SECTION B—REQUEST FOR CHANGE OF PLACE OF TRAINING (To continue same program)**

10. NAME AND ADDRESS OF SCHOOL OR TRAINING ESTABLISHMENT WHERE YOU WISH TO CONTINUE YOUR PROGRAM	11. NAME THE COURSE OR CURRICULUM YOU WISH TO TAKE AT THE NEW PLACE OF TRAINING
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**SECTION C—REQUEST FOR CHANGE OF PROGRAM OF EDUCATION OR TRAINING**

12. DO YOU WISH TO HAVE EDUCATIONAL OR VOCATIONAL COUNSELING FROM THE VA?  <input type="checkbox"/> YES <input type="checkbox"/> NO (If "No," fill out items 13 thru 15)		<b>(FOR VA USE ONLY)</b>
13. WHAT IS YOUR NEW EDUCATIONAL, PROFESSIONAL, OR VOCATIONAL GOAL OR OBJECTIVE?		
14. DESCRIBE THE PROGRAM YOU WISH TO TAKE IN REACHING YOUR NEW OBJECTIVE	15. NAME AND ADDRESS OF THE SCHOOL OR TRAINING ESTABLISHMENT WHERE YOU WISH TO TAKE YOUR PROGRAM	EFFECTIVE DATE OF APPROVAL
		DATE APPROVAL CHECKED
		CERTIFIED BY

I HEREBY CERTIFY that the above statements are true and correct to the best of my knowledge and belief.

16. DATE SIGNED	17. SIGNATURE OF VETERAN (Do not print)  <b>SIGN HERE IN INK</b>
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**CAUTION.**—Willful false statements as to a material fact in connection with a claim for education and training is a punishable offense and may result in the forfeiture of those or other benefits or in criminal penalties.**FOR USE OF VETERANS ADMINISTRATION ONLY**

DATE OF RECEIPT STAMP	ACTION ON REQUEST  <input type="checkbox"/> APPROVED <input type="checkbox"/> DISAPPROVED (Give reasons under "Remarks")
	REMARKS
DATE	SIGNATURE OF AUTHORIZING OFFICIAL

## INSTRUCTIONS TO VETERAN

**1. RESTRICTIONS ON CHANGES OF PROGRAM.—**The law places certain restrictions on changes of program. You should not make any actual change until you receive VA approval of that change on VA Form 22-1993.

**2. COUNSELING.—**It is important that you plan your program with great care since the VA may not approve more than one change of program under any circumstances. If you want counseling to help you decide whether to change your program, or to help you select a suitable program, you should check "yes" in Item 12, and omit entries in Items 13 through 15.

- a. In some situations, you are required by law to appear personally for counseling before we can take final action on your request for a change of program. We will notify you if counseling is required.
- b. Counseling is not available in foreign countries, except in the Republic of the Philippines.

**3. OBJECTIVE AND PROGRAM.—**If you do not want counseling before you decide on your new program of education or training, complete Items 13 and 14 as explained below:

- a. In Item 13 show the final educational, professional, or vocational goal or objective for which you expect to qualify. This means the goal you expect to reach by completing your training program. Your goal or objective may be stated in terms of a profession, trade, or vocation, or in terms of an educational goal such as a high-school diploma or college degree. If your goal is educational, you should list as your objective the highest degree you wish to receive.
- b. In Item 14 describe your complete program as follows:

**COLLEGE OR UNIVERSITY PROGRAM.—**State the curriculum or curricula to which you would like to change, such as Bachelor of Science, Bachelor of Arts, Master of Arts, etc. If you do not plan to take a degree or certificate course, list all the specific subjects you wish to take. If more than one degree is required to reach the degree listed in Item 11, name each curriculum required.

**EDUCATIONAL PROGRAM IN OTHER SCHOOL,** (such as high school, business school, vocational or

trade school, or any other school).—List the course or courses you plan to take by the exact names as given in the school literature.

**APPRENTICESHIP OR OTHER ON-THE-JOB TRAINING, OR A PROGRAM IN A SCHOOL LEADING TO A VOCATIONAL OBJECTIVE.—**List your program in terms of the employment objective for which you will train.

### 4. EXAMPLES OF OBJECTIVE AND PROGRAM DESCRIPTIONS:

- a. Objective ACCOUNTANT, GENERAL, in Item 13, Junior Accounting course in Item 14.
- b. Objective BACHELOR OF LAWS DEGREE in Item 13; Bachelor of Laws degree in Item 14. **NOTE.—**If you also wish to include a bar review course in your program, you should enter LAWYER as your objective (Item 13), and enter Bachelor of Laws degree and Bar Review course as your program (Item 14).
- c. Objective MACHINIST in Item 13; Machinist Apprentice course in Item 14.

### 5. PROGRAMS WHICH MAY NOT BE APPROVED.

- a. You should not apply for a program leading to an objective for which you are already qualified. The law provides that the VA shall not approve an application for an educational, professional, or vocational objective when the veteran is already qualified for such objective by reason of previous education and training.
- b. The law also prohibits the approval of a program for avocational or recreational purposes. If the course you wish to take is one usually pursued for such purposes, you must submit justification showing the course will be of bona fide use in the pursuit of your present or contemplated business or occupation.

**6. DUPLICATION OF BENEFITS PROHIBITED.—**If the training for which you are applying is paid for or will be paid for by the United States Government under some other law, either in whole or in part, no allowance may be paid under Chapter 33. Should you expect to receive other Federal assistance, please furnish full details so the VA can inform you of your rights.

**VETERANS ADMINISTRATION**  
**MONTHLY CERTIFICATION OF TRAINING—**  
**ACCREDITED COURSES AND INSTITUTIONAL ON-FARM COURSES**  
(UNDER TITLE II, PUBLIC LAW 550, 82D CONGRESS)

**IMPORTANT.—Please read instructions on reverse before completing this form. Type or print all entries in ink.**

**SECTION A—CERTIFICATION BY VETERAN**

1. LAST NAME—FIRST NAME—MIDDLE INITIAL OF VETERAN		2. CLAIM NO.  C—	3. REPORT FOR PERIOD
4. ADDRESS TO WHICH CHECKS AND CORRESPONDENCE SHOULD BE MAILED ( <i>See instruction 7 on reverse</i> )		FROM	TO
5A. ARE YOU STILL ENROLLED IN AND PURSUING YOUR COURSE? <input type="checkbox"/> YES <input type="checkbox"/> NO		5B. LAST DATE OF ATTENDANCE ( <i>Complete only if item 5A is answered "No"</i> )	
6A. HAVE YOU BEEN ON ACTIVE DUTY IN THE ARMED FORCES DURING THIS PERIOD? <input type="checkbox"/> YES <input type="checkbox"/> NO ( <i>If "Yes," complete item 6B.</i> )		6B. DATE COMMENCED ACTIVE DUTY IN ARMED FORCES	
7. DO YOU STILL HAVE THE SAME NUMBER OF DEPENDENTS PREVIOUSLY CLAIMED, IF ANY? ( <i>If you claim additional dependents, proof of dependency will be required. See instruction 5 on reverse.</i> )  <input type="checkbox"/> YES <input type="checkbox"/> NO ( <i>If "No," explain.</i> )			
8. DATE SIGNED	9. SIGNATURE OF VETERAN ( <i>Do not print.</i> )  <b>SIGN HERE IN INK</b>		

**SECTION B—CERTIFICATION BY INSTITUTION (*See instructions 3, 4, and 6 on reverse*)**

IT IS HEREBY CERTIFIED THAT (except as explained in "REMARKS" below):

- (1) During the period shown above this veteran was enrolled in and pursued his approved program of education and training.
- (2) His conduct and progress are satisfactory according to the established standards and practices of this institution.
- (3) His program of education and training and the pursuit thereof continue to meet the requirements of applicable VA Regulations.
- (4) There have been no changes in the veteran's enrollment status as certified to the VA at the time of his enrollment.

10. REMARKS

11. NAME AND ADDRESS OF SCHOOL

12. DATE SIGNED

13. SIGNATURE AND TITLE OF CERTIFYING OFFICIAL

**CAUTION.—Willful false statements concerning any claim for benefits of this law may result in the forfeiture of these and other benefits, and fine or imprisonment, or both.**

**SECTION C—FOR VA USE**

TYPE OF ACTION ( <i>Check</i> ) <input type="checkbox"/> PAYMENT AUTHORIZED <input type="checkbox"/> PAYMENT SUSPENDED	AUTHORITY TO FILE ( <i>Initials</i> )	DATE
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## INSTRUCTIONS

1. This form must be completed at the end of each calendar month by the veteran and the school or training establishment and forwarded to the VA office where the veteran's records are located. The education and training allowance cannot be paid for any month until this form, completed for that month, is received by the VA. If this form is not received in the VA within 10 days after the end of the month, the education and training allowance may not be paid until the following month. The veteran should not inquire about his check for at least 20 days after this form is forwarded to the VA. The veteran's program of education and training will be discontinued by the VA if no reports are received for two consecutive months.

2. If the veteran commences training on or after the 20th of the month, the certification of training for the rest of that month shall be included in the report for the following month.

3. The school should report (in item 10, "Remarks") all changes in the veteran's enrollment and training status. Examples of such changes are: (a) the veteran's conduct or progress becomes unsatisfactory; (b) the veteran's training is interrupted or discontinued by the veteran or the school at any time during the period for which this certification is being made; (c) the veteran's training load (that is, the semester hours of credit or clock hours of attendance) is changed so as to affect the payment of the education and training allowance or the rate at which the veteran's entitlement is charged.

4. If the veteran is taking his course on less than a one-half time basis, any change in the semester hours of credit or clock hours of attendance or in the established charges for tuition and fees for the course should be reported to the VA. (Not applicable in Institutional On-Farm Course.)

5. The veteran should list under item 7 any additional dependents acquired. Increased education and training allowance because of additional dependents cannot be paid until the veteran submits to the VA proof of relationship and dependency. Any changes in the status of dependents previously claimed should also be reported under item 7, e. g., where the previously established dependency of a parent ceases to exist.

6. If the veteran is taking a course of institutional on-farm training, the school should notify the VA (in item 10, "Remarks") to interrupt or terminate the veteran's training in any case where (a) the veteran ceases to devote full time and attention to his farm or (b) the veteran ceases to have managerial control of his farm as required by law or (c) the veteran absents himself from his farm thereby making himself unavailable for the prescribed individual instruction or he fails to attend the prescribed classes for group instruction at the school.

7. After the initial award of benefits has been made, the veteran's address on VA records is changed only upon receipt of a request from the veteran. If your present address is different than the one previously given the VA you should show your new address in item 4. Your VA records will be changed accordingly. Temporary changes of address for periods of less than 30 days need not be reported. If you move from the area served by the VA regional office where your records are located, the change of address should be reported on VA Form 4-572, Request for Change of Address, which may be obtained from your place of training or from any VA office.

## VETERANS ADMINISTRATION

MONTHLY CERTIFICATION OF TRAINING—NONACCREDITED COURSES,  
APPRENTICE TRAINING COURSES, AND OTHER ON-THE-JOB TRAINING COURSES  
(Under Title II, Public Law 550, 82d Congress)**IMPORTANT.**—Please read instructions on reverse before completing this form. Type or print all entries in ink.

## SECTION A—CERTIFICATION BY VETERAN

1. LAST NAME—FIRST NAME—MIDDLE INITIAL OF VETERAN		2. CLAIM NO. C-	3. REPORT FOR PERIOD	
4. ADDRESS TO WHICH CHECKS AND CORRESPONDENCE SHOULD BE MAILED (Complete this item only if address has changed.)		FROM	TO	

IT IS HEREBY CERTIFIED THAT during the period shown in item 3 above I was enrolled in and pursued my course of training except for the following absences.

## 5. DATES OF ABSENCE (See instruction 3 on reverse)

MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
DATES ABSENT																															
MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
DATES ABSENT																															

6A. ARE YOU STILL ENROLLED IN AND PURSUING YOUR COURSE? <input type="checkbox"/> YES <input type="checkbox"/> NO		6B. LAST DATE OF ATTENDANCE (Complete only if item 6A is answered "No")	
7A. HAVE YOU BEEN ON ACTIVE DUTY IN THE ARMED FORCES DURING THIS PERIOD? <input type="checkbox"/> YES <input type="checkbox"/> NO (If "Yes," complete item 7B)		7B. DATE COMMENCED ACTIVE DUTY IN ARMED FORCES	
8A. DO YOU STILL HAVE THE SAME NUMBER OF DEPENDENTS PREVIOUSLY CLAIMED, IF ANY? (If you claim additional dependents, proof of dependency will be required. See Instruction 5 on reverse.) <input type="checkbox"/> YES <input type="checkbox"/> NO (If "No," explain)			

NOTE.—If this is a claim for an additional dependent by reason of marriage, fill in items 8B and 8C.	8B. HAVE YOU HAD ANY PREVIOUS MARRIAGES? <input type="checkbox"/> YES <input type="checkbox"/> NO	8C. HAS YOUR SPOUSE HAD ANY PREVIOUS MARRIAGES? <input type="checkbox"/> YES <input type="checkbox"/> NO
	9. DATE SIGNED	
10. SIGNATURE OF VETERAN (Do not print. Do not sign this certification before completing all applicable items and assuring the accuracy of each.)  SIGN HERE IN INK		

## SECTION B—CERTIFICATION BY EDUCATIONAL INSTITUTION OR TRAINING ESTABLISHMENT (See Instrs. 4, 6, 7, and 8 on reverse)

IT IS HEREBY CERTIFIED THAT (except as explained in REMARKS below):

- (1) During the period shown in item 3 this veteran was enrolled in and pursued his approved program of education and training except for the days of absence indicated herein.
- (2) His conduct and progress are satisfactory according to the established standards and practices of this school or training establishment.
- (3) His program of education and training and the pursuit thereof continue to meet the requirements of applicable VA regulations.
- (4) There have been no changes in the veteran's enrollment status as certified to the VA at the time of his enrollment.

11. REMARKS	APPRENTICE AND JOB TRAINING ONLY	
	12A. HAS TRAINEE RECEIVED ANY CHANGE IN WAGE RATES THAT DIFFER FROM RATES SPECIFIED IN THE TRAINING PROGRAM FOR THE PERIOD OF THIS CERTIFICATION? <input type="checkbox"/> YES <input type="checkbox"/> NO (If "Yes," fill in items 12B, 12C, and 13.)	
	12B. NEW RATE	12C. RATE BASIS (Check one) <input type="checkbox"/> PER HOUR <input type="checkbox"/> PER WEEK
	13. EFFECTIVE DATE OF CHANGE IN RATE	

14. NAME AND ADDRESS OF SCHOOL OR TRAINING ESTABLISHMENT	15. DATE SIGNED	16. SIGNATURE AND TITLE OF CERTIFYING OFFICIAL
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**CAUTION.**—Willful false statements concerning any claim for benefits of this law may result in the forfeiture of these and other benefits, and fine or imprisonment, or both.

## SECTION C—FOR VA USE

TYPE OF ACTION (check) <input type="checkbox"/> PAYMENT AUTHORIZED <input type="checkbox"/> PAYMENT SUSPENDED	AUTHORITY TO FILE (initials)	DATE
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## INSTRUCTIONS

1. This form must be completed at the end of each calendar month by the veteran and the school or training establishment and forwarded to the VA Office where the veteran's records are located. The education and training allowance cannot be paid for any month until this form completed for that month is received by the VA. If this form is not received in the VA within 10 days after the end of the month the education and training allowance may not be paid until the following month. The veteran should not inquire about his check for at least 20 days after this form is forwarded to the VA. The veteran's program of education and training will be discontinued by the VA if no reports are received for two consecutive months.

2. If the veteran commences training on or after the 20th of the month the certification of training for the rest of that month shall be included in the report for the following month. (Space has been provided in item 5 of this form for reporting absences where, as in these circumstances, more than one month is involved.)

### 3. ABSENCE REPORT BY THE VETERAN

(a) The letter "A" must be entered in the appropriate boxes in item 5 for the dates on which you were absent from training for a full day. Do not report those days on which the school or training establishment was closed for the weekend. If you are taking on-the-job training you must report as absences all workdays on which you did not work because of strikes, shortages of material or inclement weather.

(b) Enter the letter "C" in the appropriate boxes for all those days on which the school or training establishment was closed for Federal or State holidays and vacation periods. Do not report those days on which the school or training establishment was closed for the weekend.

### 4. ABSENCE REPORT BY THE SCHOOL OR ESTABLISHMENT

In addition to the veteran's report of full-day absences in item 5 the school or establishment will report all absences of less than a full day in item 11, "Remarks" in the following manner: Compute the average number of hours of attendance per day by dividing the total required hours of attendance per week by the number of days in the week on which attendance is required for this veteran. The total hours of absence will be converted to full days of absence by dividing such total by the average number of required hours of attendance per day.

An absence of less than an hour will be counted as a full hour of absence. When the total hours of absence have been converted to days of absence a fraction of one-half day or less will not be reported.

However, if the fraction is greater than one-half day, it will be reported as an additional full day of absence.

### 5. ITEM 8

The veteran should enter any additional dependents acquired. Increased education and training allowance because of additional dependents cannot be paid until the veteran submits to the VA proof of relationship and dependency. Birth certificates submitted as evidence of dependency must show the names of both parents. Any changes in the status of dependents previously claimed should also be reported in this item (e. g., where the previously established dependency of a parent ceases to exist).

### 6. SECTION B

The school or training establishment must verify the accuracy of the absence record reported by the veteran. The signature of the responsible official of the school or training establishment constitutes a certification that the veteran's report is correct except as explained under item 11, "Remarks."

### 7. ITEM 11

The school or establishment should report all changes in the veteran's enrollment and training status in this space. Examples of such changes are: (a) the veteran's conduct and progress become unsatisfactory; (b) the veteran's training is interrupted or discontinued by the veteran or the school or training establishment at any time during the period for which this certification is being made; (c) in school courses the veteran's training load (i. e., the required clock hours of attendance or net instruction per week) is changed so as to affect the payment of the education and training allowance or the rate at which the veteran's entitlement is charged; (d) in apprentice training or other on-the-job training the veteran's hours of employment per week are changed to the extent that he is pursuing training for less than 36 hours per week, or he is not pursuing his course for the number of hours in the standard workweek of the training establishment; (e) in apprentice or other on-the-job training the veteran has been paid wages for the period covered by this certification at a rate different than that specified for such period in the approved training program. In this respect it is emphasized that the monthly rate of education and training allowance is limited by law to the difference between the compensation to be paid the veteran each month in accordance with his approved training program and the \$310 statutory ceiling.

8. If the veteran is taking his course in a school on less than a one-half time basis, any change in the clock hours of attendance or the net hours of instruction per week, or the established charges for tuition and fees, should be reported to the VA.

## APPENDIX B

VETERANS ADMINISTRATION  
**DISABLED VETERANS APPLICATION FOR VOCATIONAL REHABILITATION**

Public Law 16, 78th. Congress, as amended. Public Law 894, 81st. Congress, as amended.

**IMPORTANT - Please read instructions on reverse before filling out form. Type or use ink.**

1. LAST NAME - FIRST NAME - MIDDLE NAME (Print or type)		2. CLAIM NO. C-	
3. MAILING ADDRESS (No., street, city or P.O., zone and State)		4. TELEPHONE NUMBERS	
		HOME	BUSINESS
5. PERMANENT ADDRESS (If different than item 3)		6. NAME AND LOCATION OF HOSPITAL (If hospitalized)	
7. PLACE OF BIRTH		8. DATE OF BIRTH	9. SEX <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE
10. FULL NAME USED IN SERVICE (If different than item 1)		11. SERVICE NO.	
12. BRANCH OF SERVICE (Check applicable box) <input type="checkbox"/> ARMY <input type="checkbox"/> NAVY <input type="checkbox"/> AIR FORCE <input type="checkbox"/> MARINE CORPS <input type="checkbox"/> COAST GUARD <input type="checkbox"/> OTHER (Specify)		13. IF YOU SERVED IN THE ARMED FORCES OF A GOVERNMENT ALLIED WITH THE UNITED STATES DURING W.W. II, GIVE NAME OF GOVERNMENT	
14. DATES ENTERED ACTIVE SERVICE	15. DATES SEPARATED FROM ACTIVE SERVICE	16. WERE YOU SEPARATED BY RETIREMENT BECAUSE OF DISABILITY? <input type="checkbox"/> YES <input type="checkbox"/> NO	
17. EDUCATION (Give number of years completed in each school attended)			
ELEMENTARY (Years)	HIGH SCHOOL (Years)	COLLEGE OR UNIVERSITY (Years)	OTHER SCHOOL (Years)
18A. NAME AND ADDRESS OF HIGH SCHOOL			18B. DATE LEFT HIGH SCHOOL
19A. NAME AND ADDRESS OF COLLEGE, UNIVERSITY OR OTHER SCHOOL			19B. DATE LEFT COLLEGE, UNIVERSITY OR OTHER SCHOOL
20. MARITAL STATUS <input type="checkbox"/> MARRIED <input type="checkbox"/> NEVER MARRIED <input type="checkbox"/> WIDOWED <input type="checkbox"/> DIVORCED <input type="checkbox"/> SEPARATED		21. DEPENDENTS (Check applicable boxes. If training is authorized documentary evidence must be submitted before subsistence allowance on behalf of dependents may commence) <input type="checkbox"/> NONE <input type="checkbox"/> WIFE <input type="checkbox"/> CHILDREN (Specify no.) <input type="checkbox"/> PARENTS (Specify no.)	
22. VA BENEFITS PREVIOUSLY APPLIED FOR <input type="checkbox"/> HOSPITALIZATION OR MEDICAL CARE <input type="checkbox"/> WAIVER OF INSURANCE PREMIUMS <input type="checkbox"/> DISABILITY COMPENSATION <input type="checkbox"/> EDUCATION OR TRAINING <input type="checkbox"/> VOCATIONAL REHABILITATION <input type="checkbox"/> DENTAL OR OUT-PATIENT TREATMENT			
23. EDUCATION OR TRAINING PREVIOUSLY RECEIVED FROM THE VA <input type="checkbox"/> P.L. 16 <input type="checkbox"/> P.L. 894 <input type="checkbox"/> P.L. 346 <input type="checkbox"/> P.L. 550			
24. IF YOU HAVE APPLIED FOR DISABILITY COMPENSATION, TO WHICH VA OFFICE DID YOU SEND YOUR APPLICATION (VA FORM 8-526)?		25. ADDRESS OF VA OFFICE WHERE YOUR RECORDS ARE LOCATED (If any)	
26. REPORTING FOR VOCATIONAL COUNSELING (Read instruction 4 on the reverse before completing this item) <input type="checkbox"/> I DESIRE TO PAY MY OWN EXPENSES WHEN TRAVELING TO THE PLACE OF COUNSELING AND TO APPLY FOR REIMBURSEMENT ON A MILEAGE OR ACTUAL EXPENSE BASIS <input type="checkbox"/> I DESIRE TO BE FURNISHED GOVERNMENT TRANSPORTATION, MEAL, AND LODGING REQUESTS FOR THE PURPOSE OF TRAVELING TO THE PLACE OF COUNSELING			
27. DATE	28. SIGNATURE OF APPLICANT (Do not print)  <b>SIGN HERE IN INK</b>		

**IMPORTANT INFORMATION FOR VETERANS HAVING DISABILITIES RESULTING  
FROM SERVICE IN THE MILITARY, NAVAL OR AIR SERVICE**

**1. WHO MAY APPLY FOR VOCATIONAL REHABILITATION**

You have the right to apply for vocational rehabilitation whenever you can meet the requirements stated under (a) or (b) below:

**(a) World War II Veterans:**

If you have served in the active military, naval or air service of the United States on or after September 16, 1940, and prior to July 26, 1947; or if you served during such period in the active military or naval forces of a government allied with the United States in World War II, provided (1) you were a citizen of the United States at the time of entrance into such service, (2) you are a resident of the United States at the time of making application, and (3) you have not received a similar benefit from the government which you served.

If you have been discharged or released from such service under conditions not dishonorable; or if pending final discharge, you are hospitalized and meet all other requirements for this benefit except actual discharge.

If, as a result of your service you are found to have a disability for which compensation is payable under laws administered by the Veterans Administration after your discharge or release from service or would be unless at such time you receive retirement pay.

**(b) Veterans Who Served on or after June 27, 1950:**

If you have served in the active military, naval or air service of the United States on or after June 27, 1950, and prior to such date as shall be determined by Presidential proclamation or concurrent resolution of the Congress.

If you have been discharged or released from such service under conditions not dishonorable; or if pending final discharge, you are hospitalized and meet all other requirements for this benefit except actual discharge.

If as a result of your service you are found to have a disability for which compensation is payable by the Veterans Administration under the provisions of Part I, Veterans Regulation No. 1(a), as amended, or would be but for the receipt of retirement pay.

**2. WHO MAY BE PROVIDED VOCATIONAL REHABILITATION**

The Veterans Administration provides vocational rehabilitation for a veteran who meets the requirements if upon consideration of his application it is found that he is in need of vocational training to restore employability lost as a result of the disability.

**3. HOW TO APPLY FOR VOCATIONAL REHABILITATION**

You should fill out the application on the other side of this sheet and mail it according to the instructions given below:

(a) If you have applied for, or are receiving disability compensation, retirement pay, retainer pay, or other benefits, mail the application to the Veterans Administration Regional Office now having the records in your case.

(b) If you have not applied for disability compensation or other benefits, mail the application, with a photostat or certified true copy of all Reports of Separation from the Armed Forces, to the Veterans Administration Regional Office having jurisdiction over the area in which you reside or expect to reside.

(c) If you are hospitalized pending final discharge, mail the application to the Veterans Administration Regional Office having jurisdiction over the area in which you are now located.

**4. REPORTING FOR VOCATIONAL COUNSELING**

When your application for vocational rehabilitation is received by the Veterans Administration, you will be notified where and when to report for counseling regarding your occupational plans. If you are found to be in need of vocational rehabilitation you will be assisted in selecting a suitable occupation and the proper training to prepare for employment in it. When asked to report for counseling, the Veterans Administration will pay your transportation. If asked to report to any place outside the community or city in which you live, you may pay your own expenses and later claim reimbursement either on a mileage basis at the rate of 5 cents a mile for the total mileage involved, or for your actual and necessary expenses. If you desire, the Veterans Administration will provide the necessary transportation, meal, and lodging requests for your travel. Come prepared to stay overnight in case it is necessary. **DO NOT REPORT FOR COUNSELING UNTIL YOU RECEIVE AN AUTHORIZATION TO REPORT.**

**5. VOCATIONAL TRAINING**

After a suitable occupation is selected, the kind of training necessary to prepare for it will be provided in an appropriate educational institution or training establishment as near your home as possible. Tuition and necessary supplies incident to training will be at Government expense. No course of vocational training can exceed four years except by special approval of the Administrator of Veterans Affairs. Training for World War II veterans cannot be afforded beyond July 25, 1956.

**6. SUBSISTENCE ALLOWANCE**

While taking training for vocational rehabilitation you may receive subsistence allowance payments each month in addition to compensation or other benefits to which you are entitled. The amount of the subsistence allowance payments will be determined by the type of training, the extent of disability, and the number of dependents.

<b>VETERANS ADMINISTRATION COUNSELING RECORD PERSONAL INFORMATION</b>		REGIONAL OFFICE OR CENTER	DATE	CLAIM NO.  C-
LAST NAME—FIRST NAME—MIDDLE INITIAL OF COUNSELEE		SEX <input type="checkbox"/> M <input type="checkbox"/> F	DATE OF BIRTH (MO.—DAY—YR.)	
COUNSELEE'S ADDRESS (Number and street or rural route, city or P.O., zone no., and State)			TELEPHONE NUMBER	
NOTE: The kinds of information called for on this form are important in vocational planning. It will be helpful in your discussions with your counselor if your answers are accurate and thoughtful.			NAME OF COUNSELOR	

**SECTION A—FAMILY**

MARITAL STATUS	NUMBER OF CHILDREN, IF ANY
<input type="checkbox"/> MARRIED <input type="checkbox"/> NEVER MARRIED <input type="checkbox"/> WIDOWED <input type="checkbox"/> DIVORCED <input type="checkbox"/> SEPARATED	

## INFORMATION ABOUT ADULT MEMBERS OF YOUR IMMEDIATE FAMILY

MEMBER OF FAMILY	APPROXIMATE AGE	EDUCATION (No. yrs. completed)	OCCUPATION
FATHER			
MOTHER			
WIFE OR HUSBAND			
BROTHER(S)			
SISTER(S)			

IF THERE IS ANY INFORMATION ABOUT YOUR FAMILY THAT MAY HAVE A BEARING ON YOUR CHOICE OF OCCUPATION OR YOUR PLANS FOR TRAINING, EXPLAIN

**SECTION B—EDUCATION AND TRAINING**

TYPE OF SCHOOL	NAME OF SCHOOL	LOCATION (City and State)	DATES ATTENDED		CIRCLE HIGHEST GRADE COMPLETED	MAJOR COURSE OR SUBJECT
			FROM	TO		
GRADE SCHOOL					1 2 3 4 5 6 7 8	
HIGH SCHOOL(S)					9 10 11 12	
COLLEGE(S) OR UNIVERSITY(IES)					1 2 3 4	
OTHER						Yrs.

**SECTION B—EDUCATION AND TRAINING (Continued)**

YOUR REASON(S) FOR LEAVING LAST SCHOOL OR COLLEGE ATTENDED

☐

GRADUATED

☐

LACK OF INTEREST

☐

PREFERRED A JOB

☐

NEEDED MONEY

☐

ENTERED SERVICE

☐OTHER  
(Specify)

IN WHAT SCHOOL SUBJECTS DID YOU GET YOUR BEST GRADES?

IN WHAT SUBJECTS DID YOU GET YOUR POOREST GRADES?

WHAT SUBJECTS DID YOU LIKE THE BEST?

WHAT SUBJECTS DID YOU LIKE THE LEAST?

DESCRIBE BRIEFLY ANY OTHER SPECIAL TRAINING, CIVILIAN OR MILITARY

NAME ANY SCHOOL ACTIVITIES IN WHICH YOU TOOK PART (Such as athletics, music, art, journalism, managing an organization, etc.)

IN WHICH OF THE ABOVE SCHOOL ACTIVITIES WERE YOU PARTICULARLY ACTIVE?

NAME ANY SCHOOL SUBJECTS OR ACTIVITIES WHICH HAVE INTERESTED YOU SO MUCH THAT YOU WOULD LIKE TO USE THEM IN YOUR FUTURE WORK

**SECTION C—LEISURE TIME ACTIVITIES**

LIST ANY SOCIAL OR GROUP ACTIVITIES IN WHICH YOU TAKE PART (Such as team sports, dancing, church, lodge, veterans organization, etc.)

LIST ANY HOBBIES WHICH YOU HAVE (Such as drawing, music, collecting, animal raising, woodworking, etc.)

HOW MUCH DO YOU READ IN YOUR SPARE TIME? (Check applicable box)

☐

VERY LITTLE

☐

SOME

☐

A GREAT DEAL

WHAT KINDS OF MATERIALS DO YOU READ THE MOST? (Such as sports, fiction, poetry, politics, social science, natural science, etc.)

LIST ANY OF YOUR LEISURE TIME ACTIVITIES THAT YOU MIGHT LIKE TO USE IN YOUR FUTURE WORK

## SECTION D—WORK HISTORY

NAME ANY PART-TIME OR FULL-TIME JOBS YOU HAD WHILE IN SCHOOL OR DURING SCHOOL VACATIONS

EMPLOYMENT DATA *(Give the following information about jobs you have had since leaving school)*

NAME OF JOB OR TYPE OF WORK	DATES		WEEKLY PAY	REASON(S) FOR LEAVING
	FROM	TO		
			\$	

NAME THE JOB(S) YOU LIKED BEST AND EXPLAIN WHAT GAVE YOU SATISFACTION.

NAME ANY JOB(S) YOU DID NOT LIKE AND EXPLAIN WHAT YOU DID NOT LIKE ABOUT THEM.

## SERVICE IN ARMED FORCES

BRANCH OF SERVICE

☐ ARMY
 ☐ NAVY
 ☐ AIR FORCE
 ☐ MARINE CORPS
 ☐ COAST GUARD

DATE(S) ENTERED SERVICE

DATE(S) SEPARATED FROM SERVICE

## PRINCIPAL ASSIGNMENTS

NATURE OF DUTY OR FUNCTION	NO. OF MONTHS	RATING

NAME YOUR FAVORITE MILITARY ASSIGNMENT(S) AND EXPLAIN WHAT YOU LIKED ABOUT THEM.

NAME ANY MILITARY ASSIGNMENT(S) YOU DID NOT LIKE AND EXPLAIN WHAT YOU DID NOT LIKE ABOUT THEM.

### SECTION E—OCCUPATIONAL AND TRAINING SUGGESTIONS

WHAT, IF ANYTHING, DID YOU LEARN ON ANY OF YOUR JOBS OR ASSIGNMENTS THAT YOU MIGHT LIKE TO USE IN YOUR FUTURE WORK?

NAME ANY KINDS OF WORK OR COURSES OF EDUCATION OR TRAINING IN WHICH YOU ARE INTERESTED, AND TELL BRIEFLY THE REASONS FOR YOUR INTEREST

### SECTION F—OTHER MATTERS

YOU MAY USE THIS SPACE TO LIST OR DESCRIBE ANY OTHER MATTERS WHICH YOU WOULD LIKE TO DISCUSS WITH YOUR COUNSELOR



VETERANS ADMINISTRATION  
**COUNSELING RECORD****DETERMINATION AND CERTIFICATION AS TO NEED FOR VOCATIONAL REHABILITATION**

1. LAST NAME—FIRST NAME—MIDDLE INITIAL OF VETERAN	2. CLAIM NO.
3. REGIONAL OFFICE OR CENTER	C-
4. NATURE OF DISABILITY	5. RATING
	6. DATE OF RATING

**CERTIFICATE A. NEED FOR VOCATIONAL REHABILITATION NOT ESTABLISHED**

This certifies that it has been determined that need for vocational rehabilitation of the above-named veteran is not established under Part VII, Veterans Regulation No. 1 (a), as amended, and VA Regulations issued pursuant thereto.

7. SIGNATURE OF MEDICAL CONSULTANT	8. DATE CERTIFICATE EXECUTED
9. SIGNATURE OF VA COUNSELOR	10. FL 7-148 <input type="checkbox"/> GIVEN TO VETERAN <input type="checkbox"/> MAILED TO VETERAN

**CERTIFICATE B. NEED FOR VOCATIONAL REHABILITATION ESTABLISHED—  
ELECTION OF EMPLOYMENT OBJECTIVE**

This certifies that the above-named veteran, having applied for vocational rehabilitation to restore employability lost by reason of service-connected disability, is found to be in need of vocational rehabilitation, and for this purpose the occupation(s) designated below (has) (have) been chosen by agreement of the undersigned parties as the employment objective(s) for which training may be prescribed and provided under Part VII, Veterans Regulation 1 (a), as amended.

It has been explained to the veteran that each training estimate entered below is tentative, and that final determination as to type and duration of training will be made by the Education and Training Section, subject, if appli-

cable, to VA regulations prohibiting the pyramiding of benefits under two or more laws.

(Use the first line below for the employment objective selected. If alternate objectives have been chosen, list in order of preference. If selection is deferred during restorative training, indicate the DOT Part IV field of work from which the objective probably will be chosen. If selection is deferred during period of exploratory professional training, name the professional field (no code required), list occupations from which the employment objective will be selected, and indicate the stage of training at which the selection is to be made.)

11. TITLE OF OCCUPATION (DOT) OR FIELD OF WORK	12. CODE	13. TRAINING ESTIMATES	
		DURATION (No. of mos.)	TYPE (On-job, institutional, etc.)
(1)			
(2)			
(3)			
(4)			
(5)			
14. SIGNATURE OF VETERAN			
15. SIGNATURE OF VA COUNSELOR			
16. SIGNATURE OF MEDICAL CONSULTANT			
17. SIGNATURE OF TRAINING OFFICER		18. DATE CERTIFICATE EXECUTED	

**A. CHECK OF SUITABILITY OF TYPES OF WORK IN WHICH VETERAN HAS HAD EMPLOYMENT OR TRAINING**

1. OCCUPATIONAL TITLE	2. PERIOD OF EMPLOYMENT OR TRAINING		3. If suitable, check "Yes"; if unsuitable, check "No" and indicate reason(s) by checking appropriate code letter(s).						
	DATE FROM	DATE TO	YES	NO	CODE				
					A	B	C	D	E
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									

CODES:

A. The occupation is not regularly pursued in the locality where veteran lives, and to change residence in order to gain employment would be inimical to the veteran's welfare.

B. Employment in the occupation is temporary, transitory, seasonal or otherwise unstable.

C. The occupation is a laborer or simple process job which normally requires only vestibule training.

D. The veteran is not adequately trained for the occupation; OR the occupation has changed so that his previous training for it is obsolete or inadequate.

E. The veteran's residual capacities do not meet the requirements of the occupation, OR he cannot meet those requirements without aggravating his service-connected disability.

NOTE: Enter the line-number of the occupation as shown above, in the heading of one of the right-hand columns of the Capacities Appraisal Chart in VA Form 7-1902i; then enter an "X" in that column beside each job factor for which the veteran's capacity is lacking or limited, if the factor is a substantial demand of the job.

4. EXPLAIN ANY OF THE ABOVE ENTRIES, AS NECESSARY

**VETERAN'S AFFIDAVIT:** I hereby affirm that the information supplied by me concerning my employment experience is true to the best of my knowledge and belief. If I am found to be in need of vocational rehabilitation, I hereby authorize the Veterans Administration to release this information, and any other information regarding me, including that relating to my disability, to any person, institution, or establishment, when Veterans Administration officials consider the information to be needed to develop or carry out my training or employment. (NOTE: If veteran does not desire to authorize release of information for this purpose, second sentence above should be lined out.)

5. VETERAN'S SIGNATURE

6. DATE

<b>B. CONDITIONS TO BE CONSIDERED IN DETERMINING NEED</b>		<b>CONCLUSIONS</b>
<b>1A. IS THE VETERAN EMPLOYED?</b> <div style="text-align: right; padding-right: 20px;"> <input type="checkbox"/> YES    <input type="checkbox"/> NO <i>(If "yes," complete item 1B.)</i> </div>	<b>1C.</b>  <input type="checkbox"/> IF ANSWERS TO BOTH ITEMS 1A AND 1B ARE "YES," THE VETERAN IS SUITABLY EMPLOYED. <i>(Check.)</i>	
<b>1B. DOES THE EMPLOYMENT CONSTITUTE A SUITABLE OCCUPATION FOR HIM?</b> <div style="text-align: right; padding-right: 20px;"> <input type="checkbox"/> YES    <input type="checkbox"/> NO         </div>	<b>2C.</b>  <input type="checkbox"/> IF ANSWERS TO BOTH ITEMS 2A AND 2B ARE "YES," THE VETERAN IS EMPLOYABLE IN A SUITABLE OCCUPATION. <i>(Check.)</i>	
<b>2A. IF UNEMPLOYED OR NOT SUITABLY EMPLOYED, IS HE TRAINED FOR OR EXPERIENCED IN ANY SUITABLE OCCUPATION?</b> <div style="text-align: right; padding-right: 20px;"> <input type="checkbox"/> YES    <input type="checkbox"/> NO <i>(If "yes," complete item 2B.)</i> </div>		
<b>2B. CAN HE COMPETE SUCCESSFULLY WITH TRAINED WORKERS WITHOUT ADDITIONAL TRAINING OR A REFRESHER COURSE?</b>  <div style="text-align: right; padding-right: 20px;"> <input type="checkbox"/> YES    <input type="checkbox"/> NO         </div>	<b>3C.</b>  <input type="checkbox"/> IF ANSWERS TO BOTH ITEMS 3A AND 3B ARE "YES," THE VETERAN'S SERVICE-CONNECTED DISABILITY CAUSES NO SIGNIFICANT LIMITATIONS. <i>(Check.)</i>	
<b>3A. IF HE IS NOT EMPLOYED OR EMPLOYABLE IN ANY SUITABLE OCCUPATION, IS THIS DUE PRIMARILY TO LACK OF TRAINING OR EXPERIENCE OR TO OTHER FACTORS WHICH ARE NOT RELATED TO HIS SERVICE-CONNECTED DISABILITY?</b>  <div style="text-align: right; padding-right: 20px;"> <input type="checkbox"/> YES    <input type="checkbox"/> NO <i>(If "yes," complete item 3B.)</i> </div>		
<b>3B. IS THERE CONVINCING EVIDENCE THAT THE VETERAN'S SERVICE-CONNECTED DISABILITY DOES NOT LIMIT THE TYPES OF EMPLOYMENT WHICH HE MAY SECURE AND HOLD AND WILL NOT DO SO IN THE FORESEEABLE FUTURE?</b>  <div style="text-align: right; padding-right: 20px;"> <input type="checkbox"/> YES    <input type="checkbox"/> NO         </div>	<b>4C.</b>  <input type="checkbox"/> IF ANSWERS TO BOTH ITEMS 4A AND 4B ARE "YES," THE VETERAN'S LOSS OF EMPLOYABILITY IS NOT CAUSED BY HIS SERVICE-CONNECTED DISABILITY. <i>(Check.)</i>	
<b>4A. IF HE HAS NOW LOST EMPLOYABILITY IN AN OCCUPATION IN WHICH HE HAS HAD EMPLOYMENT AFTER SEPARATION FROM SERVICE, WAS THE OCCUPATION SUITABLE FOR HIM WHILE HE WAS SO EMPLOYED?</b>  <div style="text-align: right; padding-right: 20px;"> <input type="checkbox"/> YES    <input type="checkbox"/> NO <i>(If "yes," complete item 4B.)</i> </div>		
<b>4B. IS HIS LOSS OF EMPLOYABILITY DUE TO FACTORS WHICH ARE NOT RELATED TO HIS SERVICE-CONNECTED DISABILITY?</b>  <div style="text-align: right; padding-right: 20px;"> <input type="checkbox"/> YES    <input type="checkbox"/> NO         </div>		
<b>C. DETERMINATION AS TO NEED FOR VOCATIONAL REHABILITATION</b>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b>1. If, on the basis of a thorough consideration of all pertinent factors, any one of the four conclusions stated above is reached, it will be determined that need for vocational rehabilitation does NOT exist, and Certificate A will be executed.</b></p> </div> <div style="width: 48%;"> <p><b>2. If none of the four conclusions applies, it will be determined that the veteran is in need of vocational rehabilitation, and the selection of a suitable employment objective and execution of Certificate B are in order. <i>(If veteran elects training under PL 550, Certificate B will not be executed.)</i></b></p> </div> </div>		
<b>3. IS THE VETERAN IN NEED OF VOCATIONAL REHABILITATION?</b> <div style="text-align: right; padding-right: 20px;"> <input type="checkbox"/> YES    <input type="checkbox"/> NO         </div>		
<b>4. REASONS FOR THE DETERMINATION</b> <i>(Record in specific terms any statements not previously recorded concerning those conditions in the case which are relevant to the question of need, and which are required to establish or clarify the grounds for the determination. Continue on next page.)</i>		

# VETERANS ADMINISTRATION COUNSELING RECORD - APPRAISAL - SELECTION OF OBJECTIVE

LAST NAME - FIRST NAME - MIDDLE INITIAL OF COUNSELEE

CLAIM NUMBER

C-

REGIONAL OFFICE OR CENTER

NAME OF COUNSELOR

## PART I - PRELIMINARY EVALUATION

*(To be completed by the counselor, prior to evaluation interview(s), on the basis of data from initial interview and testing, previous records, etc.)*

INSTRUCTIONS: Describe below your present understanding of what the counselee believes to be his vocationally significant problems and needs, circumstances, physical and related capacities, interests and values, personality characteristics, aptitudes and abilities. Also give your own tentative appraisal of the counselee relative to the same factors, citing relevant data and noting any additional information needed. Refer in your statement to types and conditions of work that appear to be indicated by the data, and make such entries in the field of work check list and adjacent spaces in Part II, as seem to be appropriate at this juncture.

NARRATIVE STATEMENT *(Continue on next page, as necessary)*

# **PART II - OCCUPATIONAL EXPLORATION - SELECTION AND DESIGNATION OF OBJECTIVE**

## **DOT CLASSIFICATION (Part IV)**

### **0-X PROFESSIONAL, TECHNICAL AND MANAGERIAL**

**1 ARTISTIC**

**2 MUSICAL**

**3 LITERARY**

**4 ENTERTAINMENT**

**6 PUBLIC SERVICE**

**.0 INSTRUCTIVE**

**.1 SOCIAL**

**.2 PROTECTIVE**

**7 TECHNICAL**

**.0 LABORATORY SCIENCE**

**.1 BUSINESS RELATIONS**

**.3 GEOGRAPHIC SCIENCE**

**.4 ENGINEERING**

**.7 DRAFTING**

**8 MANAGERIAL**

**.1 CAFS**

**.2 PERSONAL SERVICE**

**.3 GEOGRAPHIC**

**.4 INDUSTRIAL**

**1-X CLERICAL AND SALES**

**1 COMPUTING**

**2 RECORDING**

**4 GENERAL CLERICAL**

**5 PUBLIC CONTACT**

**.0 GENERAL**

**.5 SELLING**

**.7 CUSTOMER SERVICE**

**2-X SERVICE WORK**

**1 COOKING**

**5 PERSONAL SERVICE**

**3-X AGRICULTURE, MARINE,  
AND FORESTRY**

**1 FARMING**

**.0 GENERAL**

**.1 ANIMAL CARE**

**.2 CROP FARMING**

**8 MARINE**

**9 FORESTRY**

**4-X MECHANICAL WORK**

**2 MACHINE TRADES**

**.0 MACHINING**

**.1 MECHANICAL REPAIR**

**.4 COMPLEX MACH. OPER.**

**6 CRAFTS**

**.1 ELECTRICAL REPAIR**

**.2 STRUCTURAL**

**.3 BENCH**

**.5 GRAPHIC ARTS**

**.6 PROCESSING**

**6-X MANUAL WORK**

**2 OBSERVATIONAL**

**4 MANIPULATIVE**

**6 ELEMENTAL**

**INSTRUCTION:** - After checking the general fields of work to be explored, identify in the spaces below, the 4-, 5-, or 6-digit DOT, (Part IV), classifications and component occupations that are suggested by the emerging pattern of the counselee's characteristics and circumstances. As those fields and occupations are studied, circle the titles of the occupations which are apparently the most suitable\* and which are the most seriously considered by the counselee and yourself, as possible employment objectives.

*\*When the physical and related demands of otherwise suitable occupations should be analyzed in relation to the counselee's capacities, enter "1," "2," or "3" beside the title of each, and check its demands in the correspondingly numbered columns in the chart in VA Form 22-1902i.*

### **1. FIELDS OF WORK AND OCCUPATIONS**

FIELD CODE AND TITLE

FIELD CODE AND TITLE

OCCUPATIONAL TITLES

OCCUPATIONAL TITLES

FIELD CODE AND TITLE

FIELD CODE AND TITLE

OCCUPATIONAL TITLES

OCCUPATIONAL TITLES

FIELD CODE AND TITLE

FIELD CODE AND TITLE

OCCUPATIONAL TITLES

OCCUPATIONAL TITLES

### **2. EMPLOYMENT OBJECTIVE AND ALTERNATIVES**

*Identify on line 1 below the chosen employment objective, and then, in order of preference, any alternates considered by the counselee and yourself to be suitable and acceptable. If an educational objective has been chosen instead, record its name on line 1.*

LINE  
NO.

DOT VOLUME II CODE

DOT TITLE

1

2

3

4

5

**PART III - REPORT OF COUNSELING PROGRESS AND OUTCOMES**  
(To be completed upon termination of counseling)

Describe below the significant developments following your preliminary evaluation as recorded in Part I, referring particularly to the counselee's growth of understanding and to your own final appraisal of his characteristics and circumstances in relation to the characteristics of fields of work and component occupations.

If an employment objective has been chosen, tell why it is indicated by the facts now established and the understandings now reached. Show how contra-indicating factors were resolved, and explain why any other objectives that were seriously considered were eliminated. Similarly explain any alternate objectives which may have been chosen. Refer to any special problems that the counselee may face in achieving his goal, and how they might be met or avoided.

If an educational, rather than an employment, objective has been chosen, state why this was done, and how it is anticipated that the course of training agreed upon will contribute to the counselee's ultimate vocational adjustment.

If no objective has been selected, tell why. Describe the problems remaining unresolved; what if anything has been accomplished through counseling; the counselee's plans, if any; and any further help he should be given.

NARRATIVE STATEMENT (Use additional sheets as needed)

LAST NAME - FIRST NAME - MIDDLE INITIAL OF COUNSELEE

CLAIM NUMBER

C-

SIGNATURE OF COUNSELOR

DATE COUNSELING COMPLETED

COUNSELING RECORD - TEST RESULTS				REGIONAL OFFICE OR CENTER		
LAST NAME - FIRST NAME - MIDDLE NAME OF COUNSELEE				CLAIM NO. C-		
TEST SE- RIAL NO.	NAME AND FORM OF TEST OR SUBJECT	NORM GROUP	RAW SCORE	T- OR STAND- ARD SCORE	PER- CEN- TILE RANK	EXAMINERS NAME _____ DATE OF TESTING

EXAMINERS OBSERVATIONS AND COMMENTS

INSTRUCTIONS: Record below any information which may have significance for counseling, including:

- |  |  |
|--|--|
| <p>(1) factors in the test-taking situation which may have affected performance, such as interruptions; or other distractions;</p> <p>(2) conditions such as fatigue, illness, sensory or motor impediments, etc., which should be considered in interpreting test results;</p> <p>(3) behavior during testing, such as unusual carefulness, persistence, indecision, impatience, or apathy;</p> | <p>(4) other special aids to interpretation, such as apparent inconsistencies in test scores, unusual patterning, lack of coherence in patterning, or significance of any special norms used.</p> <p>NOTE: When referring to a given test, identify by serial number and name.</p> |
|--|--|

DATE

SIGNATURE OF EXAMINER



# COUNSELING INTERVIEWER'S TEST RECORD

LAST NAME - FIRST NAME - MIDDLE INITIAL OF COUNSELEE			PUBLIC LAW			CLAIM NO. <div style="text-align: center;">C.</div>		
TESTS	CHECK ✓	FORM AND NORM GROUP	TESTS	CHECK ✓	FORM AND NORM GROUP			
INTEREST INVENTORIES			GEN. MECHANICAL ABILITY TESTS					
A STUDY OF VALUES			MACQUARRIE TEST FOR MECH. ABILITY					
KUDER PREFERENCE RECORD								
VOC. INTEREST BLANK FOR MEN, REV. ( <i>Strong</i> )								
VOC. INTEREST BLANK FOR WOMEN ( <i>Strong</i> )			MECH. INFORMATION AND REASONING TESTS					
MICHIGAN VOCABULARY PROFILE			TEST OF MECH. COMPREHENSION ( <i>Bennett</i> )					
USES INTEREST CHECK LIST			MINN. MECH. ASSEMBLY TEST					
			O'ROURKE MECH. APTITUDE TEST					
PERSONALITY INVENTORIES								
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY								
PERSONAL PREFERENCE SCHEDULE			MOTOR DEXTERITY TESTS					
THE MINN. MULTIPHASIC PERSONALITY INVENTORY, GROUP			MINN. RATE OF MANIP. TEST	PLACING	TURNING			
MOONEY PROBLEM CHECK LIST			PRACTICE ( <i>In Sec.</i> )- TRIAL 1					
THEMATIC APPERCEPTION TEST			TRIAL 2					
ROTTER INCOMPLETE SENTENCES BLANK			TRIAL 3					
			TRIAL 4					
			SCORE ( <i>Total time in sec.</i> )					
GENERAL MENTAL ABILITY TESTS, GROUP			O'CONNOR FINGER DEXTERITY TEST	MIN.& SEC.	SECONDS			
ARMY GEN. CLASSIFICATION TEST, FIRST CIV. EDITION			FIRST HALF					
CALIF. TEST OF MENTAL MATURITY			SECOND HALF					
CALIF. SHORT-FORM TEST OF MENTAL MATURITY			10% OF SECOND HALF					
OTIS QUICK-SCORING MENTAL ABILITY TEST			TOTAL					
			SCORE ( <i>Total ÷ 2</i> )					
			O'CONNOR TWEEZER DEXTERITY TEST					
GENERAL MENTAL ABILITY TESTS, NONLANGUAGE			PENN BI-MANUAL WORKSAMPLE	ASSEMBLY				
CHICAGO NONVERBAL EXAMINATION				DISASSEM.				
REVISED BETA EXAMINATION			PURDUE PEGBOARD SCORE ( <i>Pins</i> )-TRIAL 1	RIGHT	LEFT			
			TRIAL 2					
GENERAL MENTAL ABILITY TESTS, INDIVIDUAL			TRIAL 3					
THE WECHSLER-BELLEVUE INTELL. SCALE			TOTAL SCORE					
WECHSLER ADULT INTELLIGENCE SCALE								
REVISED STANDARD BINET SCALE								
			SPACE RELATIONS TESTS	MIN.& SEC.	SECONDS			
GEN. MENTAL ABILITY TESTS, SCHOLASTIC APTITUDE			MINN. SPATIAL REL. TEST					
A.C.E. PSYCH. EXAM. FOR COLLEGE FRESHMEN			BOARD A					
OHIO STATE UNIV. PSYCHOLOGICAL TEST			BOARD B					
			BOARD C					
GENERAL APTITUDE TEST BATTERIES			BOARD D					
USES GATB.			SCORE ( <i>Total time in sec.</i> )					
DIFFERENTIAL APTITUDE TESTS			REV. MINN. PAPER FORM BOARD TEST, SERIES AA					
			SURVEY OF SPACE RELATIONS ABILITY ( <i>Case, Ruch</i> )					
ACHIEVEMENT TESTS								
COOPERATIVE GENERAL ACHIEVEMENT TESTS			ART APTITUDE TESTS					
CALIFORNIA ACHIEVEMENT TESTS			MEIER ART TESTS I, ART JUDGMENT					
IOWA HIGH SCHOOL CONTENT EXAMINATION			TESTS IN FUND. ABILITIES OF VISUAL ART ( <i>Lewerenz</i> )					
USAFI G.E.D. TESTS								
STANDARDIZED ORAL READING PARAGRAPHS ( <i>Gray</i> )								
STANFORD ACHIEVEMENT TEST			CLERICAL APTITUDE TESTS					
			MINN. CLERICAL TEST					
WOODY-MCCALL MIXED FUND. IN ARITHMETIC			SURVEY OF WORKING SPEED AND ACCURACY ( <i>Ruch</i> )					
			U S E S APTITUDE TEST BATTERY B-3, CLER. OCCUP.					

TESTS	CHECK ✓	FORM AND NORM GROUP	TESTS	CHECK ✓	FORM AND NORM GROUP
ENGINEERING APTITUDE TESTS			TRADE TESTS		
ENGINEERING AND PHYS. SCI. APT. TEST					
MEDICAL APTITUDE TESTS					
SCHOLASTIC APTITUDE TEST FOR MED. SCHOOLS, FORM 1					
NURSING APTITUDE TESTS					
THE GEORGE WASH. UNIV. SERIES APT. TEST FOR NURSING					
MISCELLANEOUS AIDS IN COUNSELING					
PSEUDO-ISOCROM. PLATES FOR TESTING COLOR PERCEP.					
STUDY HABITS INVENTORY ( <i>Wrenn</i> )					
SURVEY OF STUDY HABITS AND ATTITUDES					

#### PERSONAL DATA

AGE	EDUCATION ( <i>Circle highest grade completed</i> )																DEGREE
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	

#### TENTATIVE EMPLOYMENT FIELDS

1.	2.
3.	4.

SPECIAL HANDICAPS

#### SPECIAL INFORMATION REQUESTED

OBSERVATION FOR:

- ☐ MOTOR COORDINATION
 ☐ CAREFULNESS AND PRECISION
 ☐ PERSERVERANCE
 ☐ VISUAL IMPAIRMENT
- ☐ OTHER (*Specify*)

REMARKS

DATE	INTERVIEWER
------	-------------

**INSTRUCTIONS** - This work sheet is for use in connection with VA Forms VB 7-1902 and VB 7-1902c. The counselor may check from among the authorized tests listed hereon those which are appropriate for the counselee, when necessary designating specific tests or sub-test titles, forms, and norm groups. When other tests are used, the test names may be written in the blank spaces. Scores on separate trials of a test such as the Minnesota Spatial Relations Test may be recorded on this sheet. The scores for all tests and subtests (not trials) should be reported on VA Form VB 7-1902c.

# VETERANS ADMINISTRATION COUNSELING RECORD SUMMARY

1. LAST NAME - FIRST NAME - MIDDLE INITIAL OF COUNSELEE				2. CLAIM NUMBER  C-		
3. REGIONAL OFFICE OR CENTER				4. NAME OF COUNSELOR		
5. ADDRESS OF COUNSELEE				6. COUNSELEE'S TELEPHONE NUMBER		
7. MARITAL STATUS			8. NUMBER OF DEPENDENTS	9. SEX		10. DATE OF BIRTH
MARRIED	WIDOWED	SEPARATED		MALE	FEMALE	
NEVER MARRIED	DIVORCED					

11. TYPE OF CASE ☐ NEW ☐ REACTIVATED ☐ RECONSIDERATION ☐ REEVALUATION ☐ OTHER (Specify) \_\_\_\_\_

12. EDUCATION (Check, if graduated, or enter highest year completed)			13. MAJOR SUBJECTS OR COURSES
SCHOOL LEVEL	GRAD- UATED (✓)	HIGHEST YEAR COMPLETED	
ELEMENTARY AND HIGH SCHOOL			
TRADE OR TECHNICAL SCHOOL			
BUSINESS SCHOOL			
COLLEGE			
UNIVERSITY (Graduate school)			

14. PRINCIPAL CIVILIAN EMPLOYMENT			
NAME OF JOB OR TYPE OF WORK	DATES OF EMPLOYMENT		WEEKLY PAY
	FROM	TO	

15. PRINCIPAL MILITARY JOB ASSIGNMENTS			
NATURE OF DUTY OR FUNCTION	BRANCH OF SERVICE (Check)	NUMBER OF MONTHS	RANK OR RATING
	ARMY		
	NAVY		
	AIR FORCE		
	MARINE CORPS		
	COAST GUARD		
	U.S. PUBLIC HEALTH		

16. SIGNIFICANT INTERESTS, APTITUDES, ABILITIES AND PERSONALITY CHARACTERISTICS

17. PRINCIPAL FIELDS OF WORK INDICATED BY FINDINGS OF COUNSELING			
PART IV CODE	FIELD TITLE	PART IV CODE	FIELD TITLE
X		X	
X		X	

## SPECIAL FACTORS WHICH AFFECT THE CHOICE OF EMPLOYMENT OBJECTIVE

18. DISABILITIES (*Designation and nature of each service-connected or other disability*)19. LIMITATIONS IN PHYSICAL AND/OR RELATED CAPACITIES OF COUNSELEE  
(*Principal factors as recorded on VA Form 22-1902i, Part II, Sec. A. CODE: X-Limited; O-no capacity*)

FACTOR	CODE	FACTOR	CODE

20. EXPLANATION OF ENTRIES IN ITEM 19, IF NECESSARY

21. ADJUSTMENTS WHICH COUNSELEE MAY NEED TO MAKE TO CONDITIONS OR ACTIVITIES ESSENTIAL TO TRAINING OR EMPLOYMENT

22. WORK CAPACITY OR TOLERANCE (*From VA Form 22-1902i, Part II, Sec. B*)☐ FULL-TIME ☐ REDUCED

23. SPECIAL LIMITATIONS

24. OTHER FACTORS AFFECTING CHOICE OF OBJECTIVE (*e.g., dependents, finances, educational deficiencies, special knowledge, job opportunities, etc.*)25. EMPLOYMENT OBJECTIVE(S) SELECTED (*In order of preference*)

PART II CODE	OCCUPATIONAL TITLE	PART II CODE	OCCUPATIONAL TITLE
1.		3.	
2.		4.	

26. INFORMATION FOR TRAINING OFFICER (*e.g., directions to home, possible training facilities, industries containing occupation, etc. In Special Rehabilitation cases, factors to consider, such as type, place, conditions or period of training; special restorative training needs, specialized vocational training recommended, etc.*)

27. IS RELEASE OF PERTINENT INFORMATION AUTHORIZED BY COUNSELEE?

28. COUNSELEE'S BASIC TERMINATION DATE

29. SIGNATURE OF VA COUNSELOR

30. DATE

<b>COUNSELING RECORD</b> <b>MEDICAL INFORMATION—RELATED FINDINGS</b>		REGIONAL OFFICE			
LAST NAME—FIRST NAME—MIDDLE INITIAL OF COUNSELEE	CLAIM NUMBER	TYPE OF CASE ( <i>Check</i> )	WW II	K.C.	W.O.
	C-	NEW			
		REACTIVATION			
NAME AND ADDRESS OF PERSON HAVING POWER-OF-ATTORNEY		RECONSIDERATION			
		REVALUATION			
		OTHER ( <i>Specify</i> )			
<b>PART I</b>					
<b>A. MEDICAL AND RELATED DATA OF RECORD, PRIOR TO COUNSELING</b>					
1. IS A COPY OF THE RATING SHEET ATTACHED?			2. DATE OF NEXT MEDICAL EXAMINATION, IF SCHEDULED		
<input type="checkbox"/> YES <input type="checkbox"/> NO    NOTE: A copy should be attached in all veteran cases.					
3. SUMMARY OF MEDICAL DATA, SOCIAL HISTORY, AND OTHER PERTINENT INFORMATION ( <i>Continue on additional sheet, if necessary</i> )					
<b>B. MEDICAL CONSULTANT'S OPINION AND RECOMMENDATIONS (<i>Based on medical records summarized above</i>)</b>					
4. IS IT PROBABLE THAT VOCATIONAL REHABILITATION IS MEDICALLY FEASIBLE? ( <i>This item need not be completed when veteran is hospitalized</i> )		If Item 4 is Checked "Yes," Complete Either Item 5A or Item 5B			
<input type="checkbox"/> YES <input type="checkbox"/> NO ( <i>If your answer is "Yes," and you believe (a) that the medical information of record is adequate, (b) that little or no change in the veteran's capacities may be expected, and that, therefore, no medical examination is needed, make appropriate entries in the first column in the chart on page 2, to indicate those capacities which may be lost or limited by the disability, and which should be analyzed with particular care at time of counseling. Record any comments or recommendations at left of chart.</i> )		5A. DO YOU BELIEVE THAT MEDICAL EXAMINATION AT TIME OF COUNSELING IS NECESSARY?			
		<input type="checkbox"/> YES <input type="checkbox"/> NO			
		5B. DO YOU BELIEVE THAT MEDICAL EXAMINATION IS DESIRABLE?			
		<input type="checkbox"/> YES <input type="checkbox"/> NO			
6. PHYSICIAN'S STATEMENT AS TO PURPOSE OF EXAMINATION, AND/OR OTHER COMMENTS					
7A. DATE	7B. SIGNATURE OF MEDICAL CONSULTANT	8A. DATE	8B. SIGNATURE OF VA COUNSELOR		

# PART II

## A. ANALYSIS OF MEDICAL AND RELATED DATA OBTAINED AT TIME OF COUNSELING

INSTRUCTIONS: Indicate, on chart at right, veteran's physical capacities. Enter an "O" before each Job Factor for which capacity is severely restricted or absent; an "X" if partial or limited. A blank space will indicate no limitation. In Job Demands column(s) consider each factor for which either "X" or "O" appears in capacities column(s); if factor is not a demand of objective (or job) enter "N" after factor in Demands column; if factor is a demand of objective (or job) enter "A" if, though partially limited in capacity, counselee is able to meet demand, or "U" if counselee is unable to meet the job demand.

9. IF CAPACITIES APPRAISALS BY MEDICAL CONSULTANT AND BY COUNSELOR DIFFER ON ANY FACTORS, EXPLAIN WHY AND HOW RESOLVED. ALSO FOR ANY FACTOR CHECKED "A" IN DEMANDS COLUMN FOR OBJECTIVE CHOSEN, EXPLAIN HOW COUNSELEE CAN BE EXPECTED TO MEET THE DEMAND, DESPITE PARTIAL LIMITATION OF CAPACITY.

# APPRAISAL OF

## PHYSICAL AND RELATED CAPACITIES

## JOB DEMANDS

By  
MED.  
CONSULT.  
By  
COUNSELOR

JOB  
FACTOR

PROPOSED  
OBJEC-  
TIVES

PRESENT  
OR  
PREVIOUS  
JOBS

From VA Form VB 7-

1902b

1902a

1 2 3

A  
C  
T  
I  
V  
I  
T  
I  
E  
S

C  
O  
N  
D  
I  
T  
I  
O  
N  
S

S  
I  
T  
U  
A  
T  
I  
O  
N  
S

LIFTING

CARRYING

PUSHING

PULLING

CLIMBING

BALANCING

STOOPING

KNEELING

CROUCHING

CRAWLING

REACHING

HANDLING

FINGERING

FEELING

STANDING

WALKING

TREADING

SITTING

TURNING

TALKING

HEARING

SMELLING

NEAR VISION

FAR VISION

DEPTH PERCEPTION

COLOR VISION

INSIDE

OUTSIDE

EXTREME COLD

EXTREME HEAT

SUDDEN TEMPERATURE CHANGE

HUMID

WET

DRY

NOISE

VIBRATION

CLUTTERED FLOORS

SLIPPERY FLOORS

HIGH PLACES

MOVING OBJECTS

HAZARDOUS MACHINERY

DANGER OF BURNS

ELECTRICAL HAZARDS

EXPLOSIVES

FUMES

ODORS

TOXIC CONDITIONS

DUST

POOR VENTILATION

POOR LIGHTING

VARIETY OF DUTIES

REPETITIVE WORK

FAST PACE OF WORK

FOLLOWING SPECIFIC INSTRS.

EXACTING PERFORMANCE

MEETING EMERGENCIES

COMPETITIVE WORK

WORKING ALONE

WORKING AROUND OTHERS

WORKING WITH OTHERS

**PART II (Continued) —**

**B. CONCLUSIONS AS TO MEDICAL FEASIBILITY OF VOCATIONAL REHABILITATION; MEDICAL RECOMMENDATIONS**  
(To be completed, as appropriate, by counselor or physician)

10. CONSIDERING ALL INFORMATION AVAILABLE AT TIME OF COUNSELING, INCLUDING THAT RECORDED IN PART II, A, IS A PROGRAM OF VOCATIONAL REHABILITATION MEDICALLY FEASIBLE AT THIS TIME? (Check one)

☐ YES    ☐ NO    ☐ DOUBTFUL

(If answer is "Yes," but veteran's work tolerance is limited, or if medical measures of any type are required before or during training, the medical specialist or other physician acting as medical consultant should complete applicable items under "Medical Recommendations," items 11 through 17, below. If possible, recommendations thus recorded should be made with reference to a specific type of employment objective and type of training.

If answer is "No" or "Doubtful," counselor will complete Section C, with assistance, as appropriate, of medical consultant.)

**MEDICAL RECOMMENDATIONS**

DISTRIBUTION OF TIME	11. MAXIMUM NUMBER OF DAYS PER WEEK (Including necessary travel, instruction, preparation, and week-end assignments)	MAXIMUM HOURS PER DAY FOR: (Sum of items 12A, 12B, 12C and 12D should equal 24 hours)				13. AMOUNT OF LATITUDE PERMISSIBLE FOR OCCASIONAL OVERTIME, NIGHT WORK, ETC.
	DAYS	12A. TRAINING HRS.	12B. REST HRS.	12C. RECREATION HRS.	12D. OTHER PURPOSES HRS.	
	14. EXPECTED DURATION OF LIMITED WORK TOLERANCE (If "Temporary," complete items 15A, 15B and 16)	ULTIMATE WORK CAPACITY EXPECTED		16. TIME WITHIN WHICH ULTIMATE CAPACITY IS PROBABLY ATTAINABLE		
	<input type="checkbox"/> PERMANENT <input type="checkbox"/> TEMPORARY	15A. PER DAY HRS.	15B. PER WEEK DAYS	6 MONTHS	18 TO 24 MONTHS	
				6 TO 12 MONTHS	OTHER (Specify)	
				12 TO 18 MONTHS		

17. EXPLAIN OR QUALIFY ANY OF THE ABOVE ENTRIES; IDENTIFY TYPE OF OBJECTIVE AND MODE OF TRAINING UPON WHICH ANY RECOMMENDED WORK LIMITATIONS ARE BASED; AND INDICATE ANY EXAMINATIONS, TREATMENTS, PROSTHESES, OR OTHER MEDICAL MEASURES WHICH SHOULD BE TAKEN BEFORE OR DURING TRAINING.

18. DATE	19. SIGNATURE OF PHYSICIAN
----------	----------------------------

**C. CONSIDERATION OF CASE BY VOCATIONAL REHABILITATION BOARD**

20. REASON FOR REFERRAL OF CASE TO BOARD (Check appropriate boxes, and attach copy of referral memorandum)

A. DETERMINATION AS TO GENERAL MEDICAL FEASIBILITY FOR VOCATIONAL REHABILITATION	C. EXTENSION OF TRAINING UNDER VAR 10204 (c)
B. ADVICE OR ASSISTANCE BY BOARD IN DEVELOPING A PROGRAM OF VOCATIONAL REHABILITATION	D. CONSIDERATION OF TRAINING PLANS FOR HANDICAPPED WAR ORPHANS

21. DETERMINATIONS AND RECOMMENDATIONS OF BOARD (Check appropriate boxes and attach copy of memorandum covering basic reasons for the Board's determinations and recommendations. Subsequent Board actions, if any, may be shown on additional sheets).

A. A PROGRAM OF VOCATIONAL REHABILITATION IS CURRENTLY MEDICALLY FEASIBLE	C. VA REGULATION 10204 (c)(1)(a) IS FOR APPLICATION
B. VOCATIONAL REHABILITATION IS CURRENTLY MEDICALLY INFEASIBLE AND IS EXPECTED TO REMAIN SO FOR A PERIOD AS FOLLOWS:	D. SPECIAL RESTORATIVE TRAINING IS APPROVED
TEMPORARY (Less than 12 Mos. duration)	OTHER (Specify)
INDEFINITE	

REMARKS	
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22. DATE OF REFERRAL	23. SIGNATURE OF VA COUNSELOR
24. DATE OF BOARD ACTION	25. SIGNATURE OF CHAIRMAN

**PART III—SPECIAL REHABILITATION PROCEDURES**

26. TRAINING AND EMPLOYMENT PLAN

27. SPECIAL REHABILITATION PROCEDURES TO BE USED

28. INSTRUCTIONS

**PART IV—ASSIGNMENT**

29. ☐ OPERATING ☐ STAFF-SUPERVISORY

30. SUPERVISION FREQUENCY



# VETERANS ADMINISTRATION COUNSELING RECORD

## CERTIFICATE D - COUNSELING RESULTS (CHAPTER 33)

1. LAST NAME - FIRST NAME - MIDDLE INITIAL OF COUNSELEE		2. CLAIM NUMBER  C-	
3. REGIONAL OFFICE OR CENTER		4. DATE OF BIRTH	
5. TYPE OF CASE <input type="checkbox"/> NEW <input type="checkbox"/> REACTIVATION <input type="checkbox"/> REVALUATION <input type="checkbox"/> RECONSIDERATION		6. PLAN <input type="checkbox"/> VA <input type="checkbox"/> PLAN A <input type="checkbox"/> PLAN B	
7. PURPOSE FOR WHICH COUNSELING WAS PROVIDED ( <i>Check applicable boxes</i> ) <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> A. CHOOSING OBJECTIVE AND PLANNING PROGRAM  <input type="checkbox"/> B. CLARIFYING OBJECTIVE AND PROGRAM  <input type="checkbox"/> C. CONFIRMING OR CHANGING PROGRAM PREVIOUSLY INITIATED  <input type="checkbox"/> D. APPROVING OR DISAPPROVING CHANGE OF PROGRAM AFTER UNSATISFACTORY PROGRESS (<i>Required</i>)           </div> <div style="width: 48%;"> <input type="checkbox"/> E. DETERMINING NEED FOR VOCATIONAL REHABILITATION (<i>Required</i>)  <input type="checkbox"/> F. CHANGE OF PLAN BECAUSE NO SUITABLE TRAINING SITUATION AVAILABLE  <input type="checkbox"/> G. VETERAN DESIRES RECONSIDERATION OF OBJECTIVE           </div> </div>			
8. OBJECTIVES RECOMMENDED FOR CONSIDERATION			
9. OBJECTIVE AND PROGRAM OF EDUCATION OR TRAINING SELECTED BY THE VETERAN <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 60%;"> <input type="checkbox"/> A. VOCATIONAL OR EDUCATIONAL OBJECTIVE (<i>Specify. If vocational objective, give D.O.T. code</i>)   <input type="checkbox"/> B. PROGRAM (<i>Specify</i>)   <input type="checkbox"/> C. THE VETERAN'S CHOICE OF OBJECTIVE OR PROGRAM    <input type="checkbox"/> WAS    <input type="checkbox"/> WAS NOT CONCURRED IN BY THE COUNSELOR  <input type="checkbox"/> D. FINAL CHOICE WAS NOT MADE AT TIME OF COUNSELING           </div> <div style="width: 35%;">D.O.T. CODE _____</div> </div>			
10. NAME AND ADDRESS OF INSTITUTION OR ESTABLISHMENT AT WHICH VETERAN EXPECTS TO RECEIVE TRAINING ( <i>If institution or establishment not selected, veteran understands that he must provide the VA with the name and address of same before VA Form 22-1993 may be issued.</i> )			
11. OTHER RECOMMENDATIONS OR EXPLANATIONS ( <i>Include special information for the authorizing official.</i> )			
12. RESULTS AND DETERMINATIONS ( <i>Check one</i> ) <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 48%;"> <input type="checkbox"/> A. PROGRAM PLANNED OR CLARIFIED  <input type="checkbox"/> B. CONTINUANCE OF PROGRAM RECOMMENDED  <input type="checkbox"/> C. CHANGE OF PROGRAM RECOMMENDED  <input type="checkbox"/> D. CHANGE OF PROGRAM APPROVED  <input type="checkbox"/> D1. SAME PROGRAM APPROVED-UNSATISFACTORY PROGRESS BEYOND CONTROL OF VETERAN           </div> <div style="width: 48%;"> <input type="checkbox"/> E. NO PROGRAM AGREED UPON-UNSATISFACTORY PROGRESS  <input type="checkbox"/> F. CHANGE OF PROGRAM DISAPPROVED  <input type="checkbox"/> G. NOT IN NEED OF VOCATIONAL REHABILITATION  <input type="checkbox"/> H. IN NEED-CHOSE READJUSTMENT BENEFIT (<i>Chap. 33</i>)  <input type="checkbox"/> I. IN NEED-CHOSE VOCATIONAL REHABILITATION BENEFIT (<i>Chap. 31</i>)           </div> </div>			
<b>VETERAN'S AFFIDAVIT:</b> <i>I hereby affirm that the information supplied by me is true to the best of my knowledge and belief. I hereby authorize the Veterans Administration to release this information, and any other information regarding me, to any person, institution, or establishment, when Veterans Administration officials consider the information to be needed to develop or carry out my training or employment. (NOTE: If veteran does not desire to authorize release of information for this purpose, second sentence above should be lined out.)</i>			
13. VETERAN'S CURRENT ADDRESS		14. SIGNATURE OF VETERAN	
<i>This certifies that educational and vocational counseling has been provided the above-named veteran in accordance with applicable law and regulations and that the results of the counseling procedure are indicated by the entries and items checked above.</i>			
15. DATE		16. SIGNATURE OF COUNSELOR	

### EDUCATIONAL AND VOCATIONAL COUNSELING

 $\square v$ 

XC-

<input type="checkbox"/> NEW	<input type="checkbox"/> REACTIVATION
<input type="checkbox"/> RECONSIDERATION	<input type="checkbox"/> REVALUATION

☐ A. CHOOSING OBJECTIVE AND DEVELOPING PROGRAM INITIALLY

☐ B. CONSIDERATION OF NEED FOR SPECIAL RESTORATIVE TRAINING

☐ C. CONSIDERATION OF SPECIALIZED VOCATIONAL TRAINING FOR HANDICAPPED

☐ D. CONFIRMING OR CHANGING PROGRAM. PROGRESS SATISFACTORY

☐ E. CHANGING TO NEW PROGRAM - PREVIOUS PROGRAM COMPLETED

☐ F. ACTION ON REQUEST FOR CHANGE OF PROGRAM AFTER UNSATISFACTORY PRO

☐ G. ACTION ON REQUEST FOR REENTRANCE AFTER INTERRUPTION OR DISCONTINUANCE

☐ H. VOCATIONAL ADJUSTMENT

☐ VOCATIONAL OR PROFESSIONAL ☐ SPECIAL RESTORATIVE TRAINING

☐ EDUCATIONAL (Complete items 8B and 8C as appropriate)

☐ SPECIAL VOCATIONAL TRAINING FOR HANDICAPPED PERSON

8C. EDUCATIONAL OBJECTIVE

9B. IF IT IS DESIRED THAT PART OF PROGRAM BE PURSUED PRIOR TO CERTIFICATION FOR TRAINING UNDER CHAPTER 35, ENTER DATE ON WHICH TRAINING IS TO BE INITIATED UNDER CHAPTER 35.

☐ A. COUNSELOR CONCURS AS TO SUITABILITY  
OF OBJECTIVE IN ITEMS 8A, 8B AND 8C

☐ C. COUNSELOR BELIEVES THAT THE OBJECT

☐ B. CHOICE OF OBJECTIVE NOT MADE BY  
COUNSELEE AT TIME OF COUNSELING

☐ A. EDUCATIONAL PLAN PREPARED DURING COUNSELING PROCESS

☐ B. PREPARATION OF EDUCATIONAL PLAN DEFERRED; COUNSELEE, PARENT, GUARDIAN, OR LEGAL CUSTODIAN INFORMED PLAN MUST BE SUBMITTED BEFORE FURTHER ACTION MAY BE TAKEN

☐ A. OBJECTIVE SELECTED AND PROGRAM DEVELOPED (*Initial*)

☐ B. CONTINUANCE OF PROGRAM RECOMMENDED

☐ C. CHANGE OF PROGRAM APPROVED

☐ D. CHANGE OF PROGRAM DISAPPROVED

☐ E. REENTRANCE AFTER INTERRUPTION OR DISCONTINUANCE AP

☐ F. REENTRANCE DISAPPROVED

☐ G. NOT IN NEED OF SPECIAL RESTORATIVE TRAINING (*VRB action*)

☐ H. SPECIAL RESTORATIVE TRAINING PLAN APPROVED (*VRB action*)

☐ I. SPECIALIZED VOCATIONAL TRAINING APPROVED

15. SIGNATURE OF COUNSELOR

**MONTHLY STATEMENT OF WAGES PAID TO TRAINEE**

(Chapter 31, Title 38, U.S. Code)

1. NAME AND ADDRESS OF VETERANS ADMINISTRATION OFFICE

TO— VETERANS ADMINISTRATION

*INSTRUCTIONS: This statement must be submitted by employer-trainer to the Veterans Administration not later than the 10th day of the month immediately following the month for which wages were paid.*

*EXAMPLE: Wage statement for January due not later than February 10, etc. Prepare the form in duplicate, send the original to the Veterans Administration, and retain the copy.*

2. LAST NAME - FIRST NAME - MIDDLE NAME OF VETERAN (Type or print)

3. CLAIM NO.

C-

4. The total wage, compensation or other income paid to the veteran, whether directly or indirectly, is reported in this item. This includes a reasonable value of all items for family living, such as foods, fuel, and shelter furnished by the employer-trainer.

4A. TOTAL WAGES, COMPENSATION PAID.

\$

4B. FOR MONTH OF

5. THE RATES OF PAY FOR ITEMS A AND B BELOW WILL BE REPORTED EACH MONTH

A. TRAINEE MONTHLY RATE OF PAY  
(Standard workweek exclusive of overtime)

STANDARD WORKWEEK (Hours)	RATE OF PAY	RATE (Check one)		
	\$	<input type="checkbox"/> PER HOUR	<input type="checkbox"/> PER WEEK	<input type="checkbox"/> PER MONTH (4 1/3 weeks)

B. TRAINED WORKER MONTHLY RATE OF PAY  
(Standard workweek exclusive of overtime)

STANDARD WORKWEEK (Hours)	RATE OF PAY	RATE (Check one)		
	\$	<input type="checkbox"/> PER HOUR	<input type="checkbox"/> PER WEEK	<input type="checkbox"/> PER MONTH (4 1/3 weeks)

6 IF RATES IN 5A OR 5B ARE CHANGED, GIVE REASON FOR CHANGE

REMARKS

CERTIFICATION: IT IS HEREBY CERTIFIED THAT the information given above is correct.

8. SIGNATURE AND TITLE OF CERTIFYING OFFICIAL OF TRAINING ESTABLISHMENT

9. DATE

SIGN  
HFRE  
IN INK

10. NAME AND ADDRESS OF TRAINING ESTABLISHMENT

## VETERANS ADMINISTRATION

## DECLARATION OF MARITAL STATUS

1. CLAIM NO.

C-

**INSTRUCTIONS.**—This form must be completed and returned to the originating office specified below. Inasmuch as documentary evidence is necessary to substantiate existing status, it is requested that the veteran obtain such documents as required to complete this form and submit with this form. If such documents were submitted previously, indicate in item 5 below.

2. NAME AND ADDRESS OF VETERAN  TO—  		3. ORIGINATING OFFICE (Include symbol)	
		4. PRESENT MARITAL STATUS <input type="checkbox"/> NEVER MARRIED <input type="checkbox"/> MARRIED <input type="checkbox"/> DIVORCED <input type="checkbox"/> WIDOW <input type="checkbox"/> WIDOWER <input type="checkbox"/> SEPARATED	
		5. DOCUMENTARY EVIDENCE PREVIOUSLY SUBMITTED TO VA	
6. FULL NAME OF PRESENT SPOUSE (Including maiden name)		7. DATE AND PLACE OF MARRIAGE TO PRESENT SPOUSE	
8. ADDRESS OF PRESENT SPOUSE (If different than item 2)		9A. NUMBER OF TIMES YOU HAVE BEEN MARRIED.	9B. NUMBER OF TIMES YOUR PRESENT SPOUSE HAS BEEN MARRIED
10. DO YOU LIVE WITH PRESENT SPOUSE? (If no, give date of separation and reason) <input type="checkbox"/> YES <input type="checkbox"/> NO			

If you were previously married, give the following information for each marriage: A certified copy of final divorce decree or a death certificate relating to the termination of each prior marriage should be submitted with this form to the originating office.

11A. FULL NAME OF SPOUSE	11B. DATE OF MARRIAGE	11C. PLACE OF MARRIAGE
11D. REASON FOR TERMINATION (Divorce or death)	11E. DATE TERMINATED	11F. PLACE TERMINATED

If your present spouse was previously married, give the following information for each marriage: A certified copy of final divorce decree or a death certificate relating to the termination of each prior marriage should be submitted with this form to the originating office.

12A. FULL NAME OF SPOUSE'S HUSBAND/WIFE	12B. DATE OF MARRIAGE	12C. PLACE OF MARRIAGE
12D. REASON FOR TERMINATION (Divorce or death)	12E. DATE TERMINATED	12F. PLACE TERMINATED

13A. HAVE YOU ANY CHILD OR CHILDREN UNDER 18 YEARS OF AGE AND UNMARRIED? <input type="checkbox"/> YES <input type="checkbox"/> NO	13B. HAVE YOU ANY CHILD OR CHILDREN OVER 18 AND UNDER 21, UNMARRIED AND ATTENDING SCHOOL? <input type="checkbox"/> YES <input type="checkbox"/> NO	13C. HAVE YOU ANY CHILD OR CHILDREN OF ANY AGE PERMANENTLY HELPLESS FOR MENTAL OR PHYSICAL REASONS? <input type="checkbox"/> YES <input type="checkbox"/> NO
--	---	---

If answer to item 13A, 13B, and/or 13C is "yes," furnish the following information for each child and submit a certified copy of (1) public record of birth, or (2) record of baptism, or (3) court record of adoption with the form unless such documentary evidence has been submitted previously and listed in item 5 above.

14A. FULL NAME OF EACH CHILD	14B. DATE OF BIRTH	14C. PLACE OF BIRTH	14D. NAME AND ADDRESS OF PERSON HAVING CUSTODY OF CHILD

**CERTIFICATION.**—I hereby certify that the foregoing statements are true and correct to the best of my knowledge and belief.

15. DATE	16. SIGNATURE OF VETERAN (Do not print)

**PENALTY.**—The law provides severe penalties which include fine or imprisonment, or both, for the willful submission of any statement or evidence of a material fact, knowing it to be false, or for the fraudulent acceptance of any payment to which you are not entitled.

## APPENDIX C

VETERANS ADMINISTRATION  
**APPLICATION FOR EDUCATIONAL ASSISTANCE**  
(Under Provisions of Chapter 35, Title 38, U.S.C.)

INSTRUCTIONS - This form is to be used in applying for Educational Assistance for a son or daughter of a veteran who died as a result of service-connected disability. All information given in Part II refers to the applicant and not the parent.

PART I - INFORMATION CONCERNING THE DECEASED VETERAN

1. LAST NAME - FIRST NAME - MIDDLE NAME OF DECEASED VETERAN ( <i>Parent on whose account benefits are claimed</i> )		2. CLAIM NO. ( <i>If known</i> )  XC-
3. DATE OF BIRTH	4. SERVICE NO.	5. BRANCH OF SERVICE
6. VETERANS ADMINISTRATION OFFICE WHERE RECORDS ARE LOCATED ( <i>City and State</i> )		7. DATE OF DEATH

PART II - INFORMATION ABOUT THE APPLICANT FOR WHOM EDUCATIONAL ASSISTANCE IS SOUGHT

8. LAST NAME - FIRST NAME - MIDDLE NAME	9. DATE OF BIRTH	10. TELEPHONE NO.	11. SEX <input type="checkbox"/> MALE  <input type="checkbox"/> FEMALE
12. CURRENT ADDRESS	13. DO YOU HAVE A DISABILITY? <input type="checkbox"/> YES <input type="checkbox"/> NO		

PREVIOUS EDUCATION

14A. TYPE OF SCHOOL	14B. NO. OF YEARS COMPLETED	DATES ATTENDED		14E. NAME OR DESCRIPTION OF COURSE	14F. NAME AND LOCATION OF SCHOOL ( <i>City and State</i> )
		14C. FROM	14D. TO		
ELEMENTARY SCHOOL					
HIGH SCHOOL					
COLLEGE					
VOCATIONAL OR TRADE SCHOOL					
OTHER ( <i>Specify</i> )					

SPECIAL TESTS

*If you have taken any of the College Entrance Examination Board (CEEB) or other tests listed below, fill in date and place.*

15A. TYPE OF TEST	DATE TAKEN		PLACE TAKEN	
	15B. MONTH	15C. YEAR	15D. SCHOOL OR OFFICE	15E. CITY AND STATE
CEEB PRELIMINARY SCHOLASTIC APTITUDE TEST				
CEEB SCHOLASTIC APTITUDE TEST				
CEEB ACHIEVEMENT TESTS				
AMERICAN COLLEGE TESTING PROGRAM				
EMPLOYMENT SERVICE GENERAL APTITUDE TESTS				

SERVICE OF APPLICANT IN ARMED FORCES (*If any*)

16A. HAVE YOU EVER BEEN ON ACTIVE DUTY IN THE ARMED FORCES?  <input type="checkbox"/> YES <input type="checkbox"/> NO ( <i>If "No," omit 16B thru 19</i> )	17. VETERAN'S ADMINISTRATION BENEFITS PREVIOUSLY APPLIED FOR ( <i>Check applicable boxes</i> )  <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> NONE</div><div><input type="checkbox"/> WAIVER OF INSURANCE PREMIUMS</div><div><input type="checkbox"/> EDUCATION OR TRAINING</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> HOSPITALIZATION OR MEDICAL CARE</div><div><input type="checkbox"/> DISABILITY COMPENSATION</div><div><input type="checkbox"/> DENTAL OR OUT-PATIENT TREATMENT</div></div>
16B. SERVICE NO(S)	
18. CLAIM NO. ( <i>If assigned by Veterans Administration</i> )  C-	19. VETERANS ADMINISTRATION OFFICE WHERE YOUR RECORDS ARE LOCATED ( <i>City and State</i> )

**PART III - EXPENSES CONNECTED WITH REPORTING FOR EDUCATIONAL OR VOCATIONAL COUNSELING**

20. WHICH OF THESE PLANS IS PREFERRED BY APPLICANT FOR PAYMENT OF TRAVEL EXPENSES TO AND FROM PLACE OF COUNSELING?

☐ MAKE REIMBURSEMENT PAYMENT TO APPLICANT

☐ FURNISH APPLICANT MEALS, LODGING AND TICKETS FOR

☐ SEND REIMBURSEMENT TO PARENT OR GUARDIAN

*(Name of bus, railroad or airline)*

**NOTE:** If the applicant is a minor, the parent, guardian, or legal custodian must also sign Item 23.

**CERTIFICATION:** I CERTIFY THAT the above information is true and accurate to the best of my knowledge and belief.

21. SIGNATURE OF APPLICANT

22. DATE

23. SIGNATURE OF PARENT, GUARDIAN OR LEGAL CUSTODIAN (*Answer Items 24, 25, 26*)

24. ADDRESS OF PARENT, GUARDIAN OR LEGAL CUSTODIAN

25. NAME OF PARENT, GUARDIAN, OR LEGAL CUSTODIAN (*Type or print*)

26. TELEPHONE NO.

27A. IF APPLICANT IS CURRENTLY ATTENDING SCHOOL AT DIFFERENT LOCATION THAN ADDRESS SHOWN IN ITEM 14F, ANSWER 27B AND 27C

27B. MAILING ADDRESS

27C. TELEPHONE NO.

28. NAME USED IN SCHOOL (*If it differs in anyway from entry in Item 8. A married female applicant should give married name*)

**CAUTION—**Willful false statements as to a material fact in a claim for educational assistance is a punishable offense and may result in the forfeiture of these or other benefits and criminal penalties.

**GENERAL INFORMATION TO APPLICANT**

1. The word "applicant" as used in this form refers to the son or daughter of a deceased veteran for whom educational assistance is sought. If the applicant is a minor in terms of the law of the state where he or she resides, the application must be signed also by the parent, guardian, or legal custodian.

2. To be eligible for educational assistance under Chapter 35, Title 38, U.S. Code (War Orphans' Educational Assistance Act) the applicant must be the son or daughter of a veteran who died as a result of an injury or disease incurred or aggravated by active service in the armed forces of the United States during the following periods.

**a. WARTIME PERIODS**

- (1) *Korean Conflict* - June 27, 1950 through January 31, 1955.
- (2) *World War II* - December 7, 1941 through December 31, 1946.
- (3) *World War I* - April 6, 1917 through November 11, 1918; for veterans who served with U.S. Armed Forces in Russia the period extends through April 1, 1920.
- (4) *Spanish American War* - April 21, 1898 through July 4, 1902; for those veterans who served with the U.S. Military Forces in the Moro Province, the period extends through July 15, 1903.

**b. INDUCTION PERIODS** Any periods since September 16, 1940 which are not included above, if veteran's death was caused directly by performance of duty.

The parent's service must have terminated under conditions other than dishonorable. If the applicant has served in the armed forces his service also must have terminated under conditions other than dishonorable.

3. You should file this application with the nearest VA office for determination of eligibility. If found eligible the law requires the VA to provide you *educational and vocational counseling*. The Veterans Administration will inform you when and where to meet a vocational counselor who will assist you in planning a suitable program of education, including special types of training if you are handicapped. Expense of meals, lodging, and travel as requested in item 20 will be paid by the VA.

4. You may receive educational assistance payments within the age limitations listed below:

- a. You must have graduated from high school or passed compulsory school attendance age or reached age 18, unless handicapped. If handicapped, you may begin suitable special restorative or vocational training, as planned with a vocational counselor, as early as 14 years. of age.
- b. The age beyond which educational assistance may not be

provided will be your 23rd birthday, with the following exceptions:

(1) *If your parent's death resulted from wartime service, and:*

- (a) If you were 18 years of age but not 23 on June 29, 1956, you may receive educational assistance until June 29, 1961, or;
- (b) If your parent died after June 29, 1956, and between your 18th and 23rd birthdays, you may receive educational assistance during a five-year period following your parent's death.

(2) *If your parent's death resulted from service in an induction period, and*

- (a) If you were 18 but not 23 years of age on September 14, 1960, you may receive educational assistance until September 14, 1965, or
- (b) If your parent died after September 14, 1960, and between your 18th and 23rd birthdays, you may receive educational assistance within a five-year period following your parent's death.

(3) *If you served in the armed forces before your 23 birthday you may receive educational assistance during a five-year period after your first separation from service, but not beyond your 31st birthday.*

5. Educational allowance payments of \$110.00 per month for a full-time institutional program of education may be received for a maximum of 36 school months. The allowance for a program pursued on 3/4 time basis is \$80.00 per month; and \$50.00 per month on a 1/2 time basis. Similar allowances are payable for an approved specialized vocational training program or special restorative training.

6. The Educational Allowance payable under Chapter 35, Title 38, U.S. Code, is different from Dependency and Indemnity Compensation payable under Chapter 13, Title 38, U.S. Code. When payment of an Educational Allowance for an eligible person 18 years of age or over begins, Dependency and Indemnity Compensation in behalf of that person ceases, except in the case of a person incapable of self-support, and may not thereafter be resumed.

7. Where an eligible person under 20 years of age wishes to pursue a program of education longer than 36 months it may be advantageous to continue receiving dependency and indemnity compensation and defer receiving educational assistance under this chapter. The vocational counselor will provide further information when assisting in the development of an educational plan. An educational plan to be developed during or after vocational counseling must be submitted on the prescribed form to complete this application. The educational plan may not include: Regular high school courses, courses previously completed satisfactorily; apprenticeship or on-the-job training.

VETERANS ADMINISTRATION  
CERTIFICATION OF ENTRANCE OR REENTRANCE INTO TRAINING  
(Under Chapter 35, Title 38, United States Code)NOTE - THIS FORM IS TO BE USED ONLY FOR  
A VETERAN'S CHILD PURSUING A COURSE OF  
EDUCATION UNDER CHAPTER 35, TITLE 38,  
U.S.C.

**IMPORTANT** - This form is to be completed and forwarded **PROMPTLY** to the Veterans Administration by the school at the time the eligible person enrolls or reenrolls. **TYPE** or **PRINT** all entries in **INK**. **PROMPT** submission will enable the Veterans Administration to initiate action in connection with the payment of the educational assistance allowance.

**INSTRUCTIONS** - a. This form will be used to certify the eligible person's enrollment or reenrollment in the program of education approved on VA Form 22-5493, Certificate for a Program of Education. b. Reports of unsatisfactory conduct or progress, interruption or termination of training, or changes in the eligible person's training load which affect his educational assistance allowance must be made promptly by the school on the monthly certification of training, VA Form 22-5496, or 22-6553.

**SECTION A - TO BE COMPLETED BY THE SCHOOL IN EVERY CASE**

1. LAST NAME - FIRST NAME - MIDDLE INITIAL OF ELIGIBLE PERSON	1B. ADDRESS OF ELIGIBLE PERSON	1C. CLAIM NO.  XC-
2. VA OFFICE WHICH ISSUED ELIGIBLE PERSONS CERTIFICATE (VA FORM 22-5493). (Answer only if different from the VA Regional Office in your area)	3. NAME AND ADDRESS OF SCHOOL	
4. NAME OF COURSE OR CURRICULUM ELIGIBLE PERSON IS CURRENTLY ENROLLED IN (Example: A.B. Liberal Arts, B.S. Engineering, Pre-Law, Radio-TV Servicing, Stenographic, etc.)		5. DATE ELIGIBLE PERSON STARTED TRAINING UNDER THIS CERTIFICATE

**NOTE** - Complete Item 6 the **FIRST TIME** the eligible person enrolls in your school. **DO NOT COMPLETE** Item 6 when certifying subsequent reenrollments **UNLESS** the eligible person is changing to a different course or he has been enrolled in some other school since he last enrolled in your school.

6. CREDIT ALLOWED FOR ELIGIBLE PERSON'S PREVIOUS EDUCATION AND TRAINING (Indicate credit hours where appropriate. For other courses, indicate extent training period shortened because of previous training. If None, state "None.")

**SECTION B - TO BE COMPLETED BY SCHOOL FOR ALL COURSES EXCEPT COOPERATIVE COURSES**

7A. PERIOD OF INSTRUCTION FOR WHICH CERTIFICATION IS BEING MADE <input type="checkbox"/> SCHOOL YEAR <input type="checkbox"/> SEMESTER <input type="checkbox"/> QUARTER <input type="checkbox"/> SUMMER SESSION <input type="checkbox"/> DURATION OF COURSE <input type="checkbox"/> OTHER (Specify)		7B. EFFECTIVE DATES FOR PERIOD OF INSTRUCTION (Shown in Item 7A) BEGINNING _____ ENDING _____	
SEMESTER HOUR CREDITS (To be completed for all courses except graduate or advanced professional courses. If enrolled for school year, enter hours during first period of instruction. If course includes non-credit deficiency courses complete Items 8A and 8B. If enrolled for summer session complete Item 8C. For graduate or advanced professional courses see Item 11.)			
8A. EXACT NUMBER SEMESTER HRS. FOR WHICH CREDIT GRANTED HRS.	8B. CREDIT HR. EQUIV. OF NON-CREDIT DEFICIENCY COURSES HRS.	8C. STANDARD CLASS SESSIONS PER WK. (Summer sess. only)	
CLOCK HOURS OF ATTENDANCE		10. COURSES NOT LEADING TO STANDARD COLLEGE DEGREE (Check days of attendance if other than 5 days per week and regularly scheduled)	
9A. NUMBER HOURS PER DAY HRS.	9B. NUMBER DAYS PER WEEK DAYS	<input type="checkbox"/> M <input type="checkbox"/> TU <input type="checkbox"/> W <input type="checkbox"/> TH <input type="checkbox"/> F <input type="checkbox"/> S	
11. TRAINING TIME (Check if graduate and professional courses, or summer session) <input type="checkbox"/> FULLTIME <input type="checkbox"/> 3/4 <input type="checkbox"/> 1/2			

**SECTION C - COOPERATIVE COURSES**

12. PERIOD OF INSTRUCTION FOR WHICH CERTIFICATION IS BEING MADE <input type="checkbox"/> SCHOOL YEAR <input type="checkbox"/> SEMESTER <input type="checkbox"/> QUARTER <input type="checkbox"/> SUMMER SESSION <input type="checkbox"/> OTHER (Specify)						
EFFECTIVE DATES FOR PERIOD OF INSTRUCTION INDICATED IN ITEM 12		ONE COMPLETE CYCLE OF COOPERATIVE COURSE (In calendar weeks)		CLASSROOM INSTRUCTION		13G. NUMBER OF HOURS EMPLOYED PER WEEK IN TRAINING ON-JOB
13A. BEGINNING	13B. ENDING	13C. CLASSROOM INSTRUCTION	13D. TRAINING ON-JOB	13E. SEMESTER HOUR CREDITS	13F. CLOCK HOURS ATTENDANCE PER WEEK	

**IT IS HEREBY CERTIFIED THAT:**

(1) The person herein started training at this approved educational institution on the date indicated and in accordance with the facts shown above. (2) The enrollment of this person does not exceed the limit (if any) established by the State Approving Agency for enrollment in this course at any time.

14. DATE SIGNED	15. SIGNATURE AND TITLE OF CERTIFYING OFFICIAL
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**CAUTION** - Willful false statements concerning matters in any document required by this law may subject the person to fine or imprisonment or both.



<b>VETERANS ADMINISTRATION</b> <b>REQUEST BY VETERAN'S CHILD FOR CHANGE OF PROGRAM</b> <b>OR CHANGE OF PLACE OF TRAINING</b> (Under Provisions of Title III, Public Law 634, 84th Congress) <b>IMPORTANT: Read "Instructions" on reverse before completing form.</b>		1. CLAIM NO.   XC-
<b>PART I - TO BE COMPLETED BY ELIGIBLE PERSON</b>		
<b>SECTION A - IDENTIFYING INFORMATION</b>		
2. LAST NAME - FIRST NAME - MIDDLE NAME OF ELIGIBLE PERSON ( <i>Type or print</i> )		3. ARE YOU NOW ON ACTIVE MILITARY DUTY? <input type="checkbox"/> YES <input type="checkbox"/> NO
4. MAILING ADDRESS OF ELIGIBLE PERSON	5. NAME AND ADDRESS OF PRESENT OR LAST SCHOOL ATTENDED	
<b>SECTION B - REQUEST FOR CHANGE OF PLACE OF TRAINING (To continue same program)</b>		
6. NAME AND ADDRESS OF SCHOOL WHERE YOU WISH TO CONTINUE YOUR PROGRAM	7. NAME OF COURSE OR CURRICULUM YOU WISH TO TAKE AT THE NEW SCHOOL	
<b>SECTION C - REQUEST FOR CHANGE OF PROGRAM OF EDUCATION</b>		
8. WHAT IS YOUR NEW EDUCATIONAL, PROFESSIONAL, OR VOCATIONAL GOAL OR OBJECTIVE?		
9. REASONS FOR REQUESTING A CHANGE OF PROGRAM		
10. DATE SIGNED	11. SIGNATURE OF ELIGIBLE PERSON	12. SIGNATURE OF CONCURRING GUARDIAN OR LEGAL CUSTODIAN (If veteran's child is not of age)
<b>CAUTION:</b> Willful false statements as to a material fact in a claim for educational assistance is a punishable offense and may result in the forfeiture of these or other benefits and criminal penalties.		
<b>PART II - TO BE COMPLETED BY THE INSTITUTION WHERE THE ELIGIBLE PERSON IS OR WAS TAKING HIS PROGRAM</b>		
13. NAME OF COURSE OR PROGRAM ELIGIBLE PERSON IS OR WAS TAKING		14. DATES OF COURSE OR PROGRAM
		BEGINNING TERMINATION OR EXPECTED TERMINATION
15. DID ELIGIBLE PERSON COMPLETE COURSE?  <input type="checkbox"/> YES <input type="checkbox"/> NO (If "No," complete items 16 and 17)	16. EXTENT TO WHICH COURSE HAS BEEN COMPLETED	17. WILL ELIGIBLE PERSON COMPLETE COURSE BY EXPECTED TERMINATION DATE?  <input type="checkbox"/> YES <input type="checkbox"/> NO
NOTE: Indicate by filling in items 18A and 18B below whether this eligible person's conduct and progress has been such that this institution would, in accordance with its regularly prescribed standards and practices, retain him or readmit him as a student in good standing.		
18A. CONDUCT  <input type="checkbox"/> YES <input type="checkbox"/> NO (If "No," explain)	18B. PROGRESS  <input type="checkbox"/> YES <input type="checkbox"/> NO (If "No," check appropriate box in item 18C)	18C. DID THE ELIGIBLE PERSON MAINTAIN A SATISFACTORY ATTENDANCE RECORD?  <input type="checkbox"/> YES <input type="checkbox"/> NO
19. DATE SIGNED	20. SIGNATURE AND TITLE OF CERTIFYING OFFICIAL	
<b>CAUTION:</b> The willful making of any false or misleading statements concerning any matter arising under Title III, Public Law 634, 84th Congress, is an offense which may result in fine and imprisonment and other penalties provided by law.		
<b>(DO NOT WRITE IN THIS SPACE. FOR THE USE OF VETERANS ADMINISTRATION ONLY)</b>		
21. DATE OF RECEIPT STAMP	22. ACTION ON REQUEST  <input type="checkbox"/> APPROVED <input type="checkbox"/> DISAPPROVED ( <i>Give reasons in item 23</i> )	
	23. REMARKS ( <i>Continue on reverse, if necessary</i> )	
	24. DATE	25. SIGNATURE OF AUTHORIZING OFFICIAL

## INSTRUCTIONS

1. This form must be completed and forwarded to the Veterans Administration if you wish to change your place of training or if you wish to change your program of education. Since the law imposes certain restrictions on such changes, you should not make any actual change until you have received official notice on VA Form VB7-5493.

2. It is very important that you plan your program of education with great care since the Veterans Administration may not approve more than two changes of program under any circumstances. Counseling will be provided to help you decide whether to change your program or to help you select a suitable program. You will be notified when and where to report for counseling. Any traveling necessary will be at Govern-

ment expense.

3. In item 8 show the final educational, professional, or vocational goal or objective for which you expect to be qualified by taking the program of education. This means the goal you expect to reach by completing your program of education.


4. Public Law 634 prohibits the Veterans Administration from approving a program of education leading to an educational, professional, or vocational objective for a person who is already qualified for such objective. Therefore, you should not apply for a program leading to an objective for which you are already qualified. The law also prohibits the approval of a program for avocational or recreational purposes.

VETERANS ADMINISTRATION  
**PERIODIC CERTIFICATION OF TRAINING**

(Under Public Law 634, 84th Congress)

IMPORTANT - THIS FORM IS TO BE USED ONLY FOR A  
VETERAN'S CHILD PURSUING A COURSE OF EDUCATION  
UNDER PUBLIC LAW 634, 84th CONGRESS.Please read instructions on reverse before completing  
this form. Type or print all entries in ink.

## SECTION A - CERTIFICATION BY ELIGIBLE PERSON

1. LAST NAME - FIRST NAME - MIDDLE INITIAL OF ELIGIBLE PERSON		2. CLAIM NO. XC	
3. ADDRESS OF ELIGIBLE PERSON		4. REPORT FOR PERIOD FROM TO	
5A. ARE YOU STILL ENROLLED IN AND PURSUING YOUR COURSE? <input type="checkbox"/> YES <input type="checkbox"/> NO (If "No," complete Item 5B)		5B. IF YOU HAVE INTERRUPTED YOUR COURSE ENTER THE LAST DATE OF ATTENDANCE  DATE	
5C. DO YOU EXPECT TO REENTER TRAINING UNDER PUBLIC LAW 634? <input type="checkbox"/> YES <input type="checkbox"/> NO (If "No," complete Item 5D)		5D. HAVE YOU COMPLETED YOUR PROGRAM UNDER THIS LAW? <input type="checkbox"/> YES <input type="checkbox"/> NO	
6A. HAVE YOU BEEN ON ACTIVE DUTY IN THE ARMED FORCES DURING THIS PERIOD? <input type="checkbox"/> YES <input type="checkbox"/> NO (If "Yes," complete Item 6B)		6B. DATE YOU STARTED ACTIVE DUTY IN ARMED FORCES?	

NOTE - Item 7 does not apply, if you are pursuing a course that leads to a standard college degree.

## 7. DATES OF ABSENCE (See instruction 3 on reverse)

MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
DATES ABSENT																															
MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
DATES ABSENT																															

IT IS HEREBY CERTIFIED THAT during the period shown in Item 4, I was enrolled in and pursued my course of education except for the  
absences entered in Item 7.

8. DATE SIGNED	9. SIGNATURE OF ELIGIBLE PERSON (Do not print)  SIGN HERE IN INK
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## SECTION B - CERTIFICATION BY EDUCATIONAL INSTITUTION (See Instructions 4 and 5 on reverse)

10. REMARKS
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IT IS HEREBY CERTIFIED THAT (except as explained in "Remarks" above)

- (1) During the period shown in Item 4 this eligible person was enrolled in and pursued his approved program of education; or (where applicable) the eligible person pursued his approved program except for the days of absences indicated herein.
- (2) His conduct and progress are satisfactory according to the established standards and practices of this school.
- (3) His program of education and the pursuit thereof continue to meet the requirements of applicable VA regulations.
- (4) There have been no changes in the eligible person's enrollment status as certified to the VA at the time of his enrollment.

11. NAME AND ADDRESS OF SCHOOL	12. DATE SIGNED	13. SIGNATURE AND TITLE OF CERTIFYING OFFICIAL
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CAUTION -- Willful false statements as to a material fact in a claim for educational assistance is a punishable offense and may result in the forfeiture of these or other benefits and criminal penalties.

## SECTION C - FOR VA USE

TYPE OF ACTION (Check) <input type="checkbox"/> PAYMENT AUTHORIZED <input type="checkbox"/> PAYMENT SUSPENDED	AUTHORITY TO FILE (Initials)	DATE
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## INSTRUCTIONS

1. This form must be completed after the end of each calendar month by the eligible person and the school and forwarded to the VA Office where the eligible person's records are located. The educational assistance allowance cannot be paid for any month until this form completed for that month is received by the VA. If this form is not received in the VA within ten days after the end of the month the educational assistance allowance may not be paid until the following month. The eligible person's program of education and training will be discontinued by the VA if no reports are received for two consecutive months.

2. If the eligible person commences training on or after the 20th of the month the certification of training for the rest of that month shall be included in the report for the following month. (Space has been provided in item 7 of this form for reporting absences in courses that do not lead to a standard college degree where, as in these circumstances, more than one month is involved.)

### 3. ABSENCE REPORTS BY ELIGIBLE PERSONS PURSUING COURSES THAT DO NOT LEAD TO A STANDARD COLLEGE DEGREE.

(a) The letter "A" must be entered in the appropriate boxes in item 7 for the dates on which you were absent from training for a full day. Do not report those days on which the school was closed for the weekend.

(b) Enter the letter "C" in the appropriate boxes for all those days on which the school was closed for Federal or State holidays and vacation periods. Do not report those days on which the school was closed for the weekend.

### 4. ABSENCE REPORTS BY THE SCHOOL FOR ELIGIBLE PERSONS PURSUING COURSES THAT DO NOT LEAD TO A STANDARD COLLEGE DEGREE.

In addition to the eligible person's report of full-day absences in item 7 the school will report all absences of less than a full day in item 10, "Remarks" in the following manner: Compute the average number of hours of attendance per day by dividing the total required hours of attendance per week by the number of days in the week on which attendance is required for this eligible person. The total hours of absence will be converted to full days of absence by dividing such total by the average number of required hours of attendance per day.

Tardiness or absence of 30 minutes or more, even though excused by the institution will be counted as a full hour of absence. Tardiness or absence of less than 30 minutes may be counted as a full hour of absence or may be excused in accordance with the institution's approved policy. When the total hours of tardiness or absence have been converted to days of absence, a fraction of one-half day or less will not be reported. However, if the fraction is greater than one-half day, it will be reported as an additional full day of absence.

### 5. ITEM 10

The school should report all changes in the eligible person's enrollment status in this space. Examples of such changes are (a) conduct or progress become unsatisfactory; (b) training is interrupted or discontinued by the eligible person or the school at any time during the period for which this certification is being made; (c) the eligible person's training load (e.g., the required clock hours of attendance or net instruction per week) is changed so as to affect the payment of educational assistance allowance. The school must verify the accuracy of the absence record reported by the eligible person. The signature of the responsible official of the school constitutes a certification that the eligible person's report is correct except as explained under item 10, "Remarks".

## APPENDIX D

City Size	State	Admission Date	Age	Graduation Date	Transfer	Credit

Lat	Fre	Eng	Alg	Geo	Tri	His	Civ	Sp	Gsc	Bio	Che	Phy	Com	Voc	Rot	Total
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HS Size	Time HS & Coll	Coll Enrolled	Major	Psy Tests	Degrees	Admitted By

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