

A SURVEY OF SIMILARITIES AND DIFFERENCES  
BETWEEN PUBLIC LAW 16 VETERANS AND PUBLIC LAW 346 VETERANS

A SURVEY OF SIMILARITIES AND DIFFERENCES  
BETWEEN PUBLIC LAW 16 VETERANS AND PUBLIC LAW 346 VETERANS

By

ROBERT LAWRENCE MATHEWS

Bachelor of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

1949

Submitted to the Department of Psychology  
Oklahoma Agricultural and Mechanical College  
In Partial Fulfillment of the Requirements  
for the Degree of  
MASTER OF SCIENCE

1949

APPROVED BY:

*I. K. Burt*

---

Chairman, Thesis Committee

*Melvin G. Riggs*

---

Member of the Thesis Committee

*A. L. Reed*

---

Head of the Department

*H. C. McFiteak*

---

Dean of the Graduate School

## PREFACE

Research, if it is to be of any value, must be directed toward the solution of a problem. Perhaps the problem will never be completely solved, but through the effort expended, further insight into the problem should be gained. Not only will we become more familiar with the particular problem at hand, but we shall also have put ourselves in a position to become acquainted with research techniques and the scientific method in general. Thus, research will serve two purposes: To acquaint us with our problem and to introduce us to the exact and meticulous methods of science.

The acknowledgements expressed below are directed primarily towards those persons who, although overburdened with problems of their own, gave generous and wise counsel to the writer.

To Mr. Harry K. Brobst, I am deeply indebted for the many hours he spent in constructive criticism and in guiding this research project to its conclusions.

To Dr. S. L. Reed, who introduced me into the field of Psychology and aided immaterially by implanting an objective approach, I owe a great debt.

To Dr. Melvin G. Rigg, whose philosophical approach to psychological problems instilled in me a critical attitude, I also owe a great debt.

I wish to thank the eighty veterans whose cooperation made this study possible.

I also wish to express my gratitude to my fellow students whose able suggestions and criticism aided immensely in completing this study.

My greatest acknowledgement, for suggestions, for long hours spent in reading and correcting the manuscript, and for painstaking labor given in typing, is to my wife.

## TABLE OF CONTENTS

	Page
PREFACE . . . . .	iv
I. PART I.	
Problem . . . . .	1
PART II.	
General Background of the Veteran . . . . .	2
II. PROCEDURE . . . . .	7
III. RESULTS OF THE QUESTIONNAIRE . . . . .	11
IV. RESULTS OF THE BELL INVENTORY . . . . .	18
V. CONCLUSIONS . . . . .	28
BIBLIOGRAPHY . . . . .	32

## LIST OF TABLES

Table	Page
I. DISTRIBUTION OF CHILDREN OF EIGHTY VETERANS . . . . .	5
II. DISTRIBUTION OF EIGHTY VETERANS AS TO SCHOOL AND CLASSIFICATION . . . . .	5
III. COEFFICIENTS OF RELIABILITY FOR THE BELL ADJUSTMENT INVENTORY. . . . .	8
IV. RELATIONSHIP BETWEEN THE AFFECT OF DISABILITY ON GRADES AND THE EFFECTIVENESS OF COUNSELING FOR FORTY VETERANS . . . . .	13
V. TYPE OF DISABILITY OF FORTY DISABLED VETERANS . . . . .	13
VI. DISTRIBUTION OF FORTY VETERANS ON DISABILITY PENSIONS . . . . .	13
VII. RANGE OF DISABILITY BY TYPES OF FORTY VETERANS . . . . .	14
VIII. MEANS AND STANDARD DEVIATION OF TWO VETERANS GROUPS AS MEASURED BY THE BELL ADJUSTMENT INVENTORY . . . . .	18
IX. CRITICAL RATIO OF ADJUSTMENT SCORES FOR TWO VETERAN GROUPS . . . . .	20
X. INTER-CORRELATIONS OF SCORES OF THE BELL ADJUSTMENT INVENTORY FOR TWO VETERAN GROUPS . . . . .	21
XI. RELATIONSHIP BETWEEN CHANGING SCHOOL OR DROPPING FROM SCHOOL AND SCORES FROM THE BELL ADJUSTMENT INVENTORY FOR TWO VETERAN GROUPS . . . . .	24

## CHAPTER I

### Part One

#### PROBLEM

The prime purpose of modern scientific inquiry and research is to take the problems of our present society and to study each integral part in order to find a solution, so that the man of tomorrow may have a better world in which to live.

In an effort to give these problems his utmost, the social scientist must insure himself against bias and prejudice, he constantly weighs each factor objectively and he must make certain that his conclusions are not laden with mere opinions.

With this approach in mind, we shall study the problems of this thesis, that is: The Similarities and Differences Between Public Law 16 and Public Law 346 Veterans at Oklahoma Agricultural and Mechanical College at Stillwater, Oklahoma.

These differences and similarities shall be discussed from an adjustive standpoint. It can be seen by mere observation that a difference exists in the field of health adjustment, but not being content with observations and common sense notions, a more critical analysis shall be made to determine if there are other adjustive differences.

The second problem is in regard to the guidance and counseling received by the disabled veteran. We shall inquire into the adequacy of guidance given at the Veteran's Administration Guidance Center at Oklahoma Agricultural and Mechanical College and the results which such guidance has produced.



## CHAPTER I

## Part Two

## GENERAL BACKGROUND OF THE VETERAN

After the cessation of hostilities of World War II, our young men began their return to civilian life. For the most part, there were only minor adjustments to be made and the majority of the ex-servicemen soon fitted themselves into civilian ways. Many returned to the occupation that they had held previous to the war; others who thought that they could better themselves, sought new lines of endeavor. Of this group, many returned to college or entered for the first time.

In late 1945 and early 1946, these ex-servicemen descended upon universities and colleges by the thousands. Many colleges were filled to the limit overnight, but still the men came. To cope with the situation, all sorts of emergency plans were instituted; temporary buildings, lunch hour and evening classes were established. At Oklahoma Agricultural and Mechanical College, a housing project was constructed, the largest of its kind, to accommodate these returning servicemen and their families.

After the initial influx of the veteran population, college administrators began to note that there were some marked differences between veteran and non-veteran students. The veteran seemed to apply himself as if there were a job to be completed, and had little time, if any, for usual college "stunts." To prove that he was a more diligent student, he consistently made higher grades than his younger non-veteran brothers.

Those acquainted with the problems were quick to point out that the returned servicemen should make better grades, not because of superior intelligence, but because they were older, many had families and consequently were more highly motivated to do better, and perhaps some veterans even thought that through education they might better the troubled world by bettering themselves.

The greatest majority of these men entered the service shortly after their eighteenth birthday. They remained in the service on the average, about three years. Although the present study did not inquire into this matter directly, such information as the above has been gleaned from informal discussion about Veteran's Village and on the campus at Oklahoma Agricultural and Mechanical College. Each branch of the various services are well represented and every theater of action also has its representative. The above assumption, that the men entered service when they were about eighteen years of age, is borne out by the fact that the average age of each man is twenty-five years at the present time.

Many of these veterans reside in Veteran's Village, which is located one quarter of a mile from the main college campus. Three types of housing units are available for the married veteran. Standard trailers and expansibles are rented to the veterans without children. The married veteran with children has his choice between furnished or unfurnished single and double hutments, and also apartments with two or three bedrooms.

When the units were first opened for residence, they contained hardly more than the bare essentials such as gas, water, and electricity. Later the college supplied each unit with meager furniture, but it was up to

each individual veteran to turn his hutment, trailer or apartment into livable quarters. He laid linoleum, applied wallpaper, painted woodwork and did everything possible to change these converted army hutments into cheerful homes. Here we have in addition to his academic training, a course in how to care for himself and his family. A task, which prior to this time, had not been presented to the returned veteran.

The only source of income the veteran receives, unless he takes an odd job or receives money from his parents, is in the form of a monthly allotment from the Veteran's Administration. Married men are entitled to one hundred and five dollars per month. Should the veteran have one or more children, he is entitled to an additional fifteen dollars per month. To claim his allotment, the veteran must be enrolled in college and carry a minimum load of twelve credit hours.

The Veteran's Administration also allots to each veteran five hundred dollars to cover tuition, fees, and other necessary supplies such as books, note books, paper, etc. Therefore, the only expenses the men must meet are those incurred by themselves. This is not intended to imply that there are few expenses, for more than half of the veterans have children and in this present day inflation period it is necessary for the average veteran to have his wife work or seek an odd job himself, and the latter is precisely what happens in the majority of cases.

These men, of course, are all married. Now the question is, how are their families composed as regard to children? Table I depicts this distribution.

From this table it becomes clear that seventy percent of these veterans have children. Considered from an economic standpoint, this is quite a drain on the limited income of the average veteran with a family.

TABLE I  
DISTRIBUTION OF CHILDREN OF EIGHTY VETERANS

NUMBER OF CHILDREN IN FAMILY	NUMBER OF VETERANS HAVING CHILDREN	PER CENT
0	24	30
1	41	51.3
2	13	16.3
3	1	1.2
4	1	1.2
Totals 74	80	100.0

TABLE II  
DISTRIBUTION OF EIGHTY VETERANS AS TO SCHOOL AND CLASSIFICATION

SCHOOL ENROLLED	FRESHMEN	SOPHOMORE	JUNIOR	SENIOR	GRADUATE	PER CENT
Agriculture	1	1	3	10		18.8
Arts & Science	1	2	5	7	4	23.7
Commerce		1	2	13	1	21.3
Education				1	2	3.7
Engineering		5	8	12	1	32.5
Totals in Per Cent	2.5	11.3	22.5	53.7	10.0	100.0

In February 1949, the Veteran's Administration released figures for the total veteran population. A breakdown of these figures show that 12 per cent of the total veterans are freshmen, 25 per cent are sophomores, 31 per cent are juniors, 27 per cent are seniors, and 5 per cent are graduate students. However, of the total veteran population in this college less than half live in Veteran's Village, but the most

important fact is that these veterans seem more likely to complete their college education than the total veteran population.

## CHAPTER II

## PROCEDURE

Now that the social scientist has become acquainted with the background of the subjects, the next step is to find a representative sample.

In an effort to determine a representative sample and to overcome the factor of heterogeneity and transient state of unmarried veterans, the married group from Veterans' Village was chosen. Of this group, a total of eighty men were interviewed, forty under Public Law 346, and forty under Public Law 16. To further insure representativeness, the sample was chosen at random. As a double check against any bias that might enter into the sample because of ignorance or lack of necessary information, each one of the eighty men was interviewed personally by the author during the fall and spring of 1948 and 1949. It is realized, that this relatively homogenous group can hardly be said to represent the entire veteran population at Oklahoma Agricultural and Mechanical College. However, if a larger survey had been made, there would be no constant features except that the men would be veterans. In the group chosen, such factors as residence, average age, marital status and others served as constants. It is felt that this plan was justified because it eliminated a few of the innumerable variables that impinge upon this study.

The second step in the problem involved the choice of a test to measure, in addition to health adjustment, other aspects of adjustment of men enrolled in college. After a careful review of the tests available, the Bell Adjustment Inventory was finally picked.

The Adjustment Inventory provides four separate measures of personal and social adjustment.

1. Home Adjustment. Individuals scoring high tend to be unsatisfied to their home surroundings. Low scores indicate satisfactory adjustment.
2. Health Adjustment. High scores indicate unsatisfactory health adjustment; low scores indicate satisfactory adjustment.
3. Social Adjustment. Individuals scoring high tend to be submissive and retiring in their social contacts. Those with low scores are aggressive in their social contacts.
4. Emotional Adjustment. Individuals with high scores tend to be unstable emotionally. Individuals with low scores prove to be more stable emotionally.<sup>1</sup>

To determine coefficients of reliability, the odd-even items were correlated and the Spearman-Brown prophecy formula applied. The subjects used here were college freshmen and juniors. The following table reports the reliability of the four sections of the Inventory and its total score.<sup>2</sup>

TABLE III  
COEFFICIENTS OF RELIABILITY FOR THE  
BELL ADJUSTMENT INVENTORY (N=258)

---

Home Adjustment	.89
Health Adjustment	.80
Social Adjustment	.89
Emotional Adjustment	.93

---

The Inventory has been validated in the following ways:<sup>3</sup> First,

---

<sup>1</sup> Hugh M. Bell. Manual For The Adjustment Inventory, Student Form.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

the items for each of the sections of the Inventory were selected in terms of the degree to which they differentiated between the upper and lower fifteen percent of the individuals in a distribution of scores. Only those items which clearly differentiated between these extreme groups are included in the Inventory. Second the results of the various sections of the Inventory were checked during interviews with four hundred college students over a period of two years.

Tyler used scores of students of Sacramento Junior College in studying reliability of this test. He reported that the average of reliability coefficients for the four descriptive categories is .81; reliability of the total adjustment score, about .90. Tyler concluded that studies of the Inventory made thus far at Sacramento point toward wide usefulness of the instrument.<sup>4</sup>

In conjunction with the administration of the Bell Inventory, each interviewee was asked eight questions prepared by the writer. These questions were constructed to determine the effectiveness of counseling, to give indexes of maladjustment and to give other information deemed necessary for this study. This questionnaire is presented below:

1. Do you think counseling has been effective in your case?
2. Have you ever changed your school of study?
3. Do you believe that your particular disability affects your grades in any way?
4. Have you ever dropped out of school before?

---

<sup>4</sup>H. T. Tyler. "Evaluating the Bell Adjustment Inventory," Junior College Journal, VI (April 1936), Pp. 353-357.



5. Are you married, if so, how many children have you?
6. What is the nature and extent of your disability?
7. What is your present age?
8. What is your school and classification?

## CHAPTER III

## RESULTS OF THE QUESTIONNAIRE

Of the eight questions referred to in the previous chapter, numbers one, three, and six, pertain only to the disabled veteran. The reason for this is apparent as all Public Law 16 students received counseling, or should have, and of course, only these men have any disabilities. Therefore, we shall begin the topic of results with discussion of these questions.

On the first question, forty seven and five tenths per cent of the disabled veterans answered in the affirmative. These men definitely had the conviction that they had been aided by the counseling of the Veteran's Administration. Those that commented usually said something to this effect, "Yes, I think counseling has helped me because prior to my entrance into college I had no definite ideas as to what field or line of endeavor I wished to pursue."

Those who answered negatively on the first question can be divided into two distinct classes. First, we have those who were indifferent to counseling; they had their plans of study formulated prior to entering college and followed their plans. Their usual answer was, "No, it didn't help much because I knew what I wanted to do before I came here."

The second class were those who thought that counseling had been a detriment to them. These men were quite vociferous in their denunciation of the Veteran's Administration's Counseling program. A few examples of their answer to question number one are given here. "No, all of my tests were misinterpreted and I was placed in the wrong school," or,

"No, they advised me to go into the wrong school," and finally, "No, the counselor told me that I was fit to do anything I wanted to do but he didn't give me any specific advice on particular schools."

By comparing the "Yes" and "No" and indifferent answers to the total scores on the Bell Adjustment Inventory, we find the following facts to be apparent. The mean score for the total Public Law 16 sample was 41.4 with a standard deviation of 22.5. Those veterans who answered in the negative compiled an average score of 52.4, those answering in the affirmative compiled 40.8, and those answering indifferently 35.0. It should be brought out at this point that adjustment varies inversely with the score on the Bell test. As none of these three divisions fall outside of one standard deviation, nothing of a valid statistical nature can be said. However, if the reader will take into consideration the relatively small size of the sample, then we may state that there is a trend in the direction of negativism between the answers on the first question and the total Bell score. In other words, those men who make the poorest adjustment scores are generally unsatisfied with their counseling.

Turning our attention now to question number three, we may ask if there is any relationship between the men who answer this question in the affirmative or negative and those answering affirmatively or negatively to the first question. It will be recalled that question number three asks the veteran if he considers his disability to be a handicap as concerns his grades. For the group as a whole 40.0 per cent stated that their disability did affect their grades and 60.0 per cent stated that it had no effect. From Table IV we can see that the division of those who are affected by their disability or are not affected and the acceptance or rejection of counseling is just about half and half.

TABLE IV

RELATIONSHIP BETWEEN THE AFFECT OF DISABILITY ON GRADES  
AND THE EFFECTIVENESS OF COUNSELING FOR FORTH VETERANS

	Per Cent That Disability affects	Per Cent That Disability Does Not affect
Reject Counseling	22.5	30.0
Accept Counseling	17.5	30.0

To answer the original question, now, we may state that there is no significant relationship that exists between these two questions.

The last question which pertains only to Public Law 16 veterans is question number six which asks, "What is the nature and extent of your disability?" Table V below shows the types of disability of this veteran group.

TABLE V

TYPE OF DISABILITY OF FORTY DISABLED VETERANS

Type of Disability	Number	Per Cent
Blinded	0	0
Cardiovascular	2	5
Deafened and Hard of Hearing	2	5
Neuropsychiatric	7	17.5
Orthopedic	20	50.0
Tuberculosis	1	2.5
Speech Impairments	0	0
Other	8	20.0
Totals	40	100.0

The Veteran's Administration awards disability pensions to the veteran depending on the severity of his injury or defect. Table VI

portrays the amount of disability pension received by the men in this study.

TABLE VI  
DISTRIBUTION OF FORTY VETERANS ON DISABILITY PENSIONS

Percent of Disability Awarded	Number of men Receiving Disability	Per Cent
10	17	42.5
20	5	12.5
30	6	15.0
40	3	7.5
50		
60	1	2.5
70		
80	1	2.5
90	4	10.0
100	3	7.5
Totals	<u>40</u>	<u>100.0</u>

TABLE VII  
RANGE OF DISABILITY BY TYPES OF FORTY VETERANS

Type of Disability	Range of Disability By Per Cent	Cases
Blinded	0	0
Cardiovascular	40-100	2
Deafened and Hard of Hearing	10-100	2
Neuropsychiatric	10-30	7
Orthopedic	10-100	20
Tuberculosis	10	1
Speech Impairments	0	0
Others *	10-30	8

\* "Others" classification - Malaria, Stomach trouble and Sinusitis.

Tables V, VI, and VII portray the composition of this veteran group as to disability and the range in per cent of disability awarded in relation to types of disability.

To examine the data more thoroughly, we shall discuss the tabled classifications in light of the first two questions administered by the author in his small questionnaire.

The problem that faces us now is a perplexing one at best. We have covered three separate aspects of the Public Law 16 veteran. Now the question is, in what way are these three aspects related? To state the matter more specifically, what is the relationship between the nature and amount of disability drawn by the veteran and his answers to the first and third questions on the questionnaire?

Beginning with the two cardiovascular cases, we note that the first man receives 40 per cent disability and suffers from a lung injury. He answers "no" to the first question and "yes" to the second. The second veteran in this classification draws 100 per cent disability and suffers from rheumatic fever of the heart. He is indifferent to counseling and states that his disability does affect his grades.

In the deafened and hard of hearing classification, the first man receives 10 per cent disability and suffers from ear fungus or "jungle rot", as the veterans named it. He states that counseling was effective in his case and that his disability does not affect his grades. The second man also stated that counseling had been effective and that his disability did not affect his grades. This veteran receives 100 per cent disability and has a punctured ear drum.

In the neuropsychiatric classification, there were seven men. Of these seven, only two drew more than 10 per cent disability, and they both

drew 30 per cent. Both of these men thought that counseling had been detrimental to them and that their disability did affect their grades. Of the remaining five, one answered as the two above, two answered "no" to both questions one and three, one answered "yes" to both questions and one answered "yes" to the first and "no" to the second. We can now see, that of this group only the last man considered counseling to be of help and wasn't of the opinion that his disability affected his grades.

Of the twenty men in the orthopedic classification, only two men thought that counseling hadn't helped them and that their disability did affect their grades. One of these men receives 20 per cent disability and the other 90 per cent. Seven of the twenty men answered "yes" to both the first and third questions. One of the men receives 20 per cent disability, one 30 per cent, two 40 per cent, one 80 per cent and two 90 per cent. Six of the twenty answered "no" to both questions. Of these, two receive 20 per cent disability, one receives 30 per cent, one 40 per cent, one 60 per cent and one 90 per cent. The last six men in the orthopedic classification thought that they had been aided by counseling and that their disability did not affect their grades. Three of these veterans receive 10 per cent disability, one receives 30 per cent, one 40 per cent and the last man draws 100 per cent.

In light of the above discussion, several conclusions are apparent. First, that answers to questions one and three are dependent, not upon the severity of the disability, but generally on the particular type of disability. However, there are notable exceptions to this conclusion as the reader has seen. Second, of the neuropsychiatric cases, only one man was aided by counseling and also thought that his disability did not affect his grades. This may mean: (1) that these men have not been

properly counseled or (2) that they are negativistic toward counseling. This author is inclined toward the former point of view because with the proper counseling techniques, a negative attitude could be at least partially removed.



CHAPTER IV  
RESULTS OF THE BELL INVENTORY

Let us now study the results obtained from the Bell Adjustment Inventory. The first table to be presented will indicate the mean scores and standard deviation of these scores for both groups.

With the aid of correlation tables discussed by M. M. Blair,<sup>1</sup> the writer was able to make a fairly complete statistical analysis of the scores from the Bell test.

Table VIII presents the means and standard deviations for the entire sample of the veterans interviewed in this study. The scores are derived from the Bell test.

TABLE VIII  
MEANS AND STANDARD DEVIATIONS OF TWO VETERAN GROUPS  
AS MEASURED BY THE BELL ADJUSTMENT INVENTORY

	Public Law 16 (N = 40)		Public Law 346 (N = 40)	
	Mean	Standard Deviation	Mean	Standard Deviation
Home Adjustment	8.4	6.8	6.4	5.8
Health Adjustment	12.8	5.6	7.9	3.9
Social Adjustment	11.9	7.5	12.4	7.6
Emotional Adjustment	10.9	5.9	6.8	4.9

<sup>1</sup> M. M. Blair, Elementary Statistics, Pp. 279-281.

An analysis of Table VIII reveals that these two veteran groups differ on all sections of adjustment except social. How can we account for this fact? First, let us assume that this measure is relatively independent of the other sections. Now, if all these men have been exposed to service life for approximately three years and have attended college since their discharge, then their social life has been relatively homogeneous. It has been said that service life is a great "leveler." This would seem to bear out the above contention, for after this process of "leveling" in the service these men returned to college where they again lived in much the same manner as they had during the service. By this we mean that their income, marital status, housing and age are approximately the same, and not that they are exposed to the exact regimentation of Army or Navy life.

The majority of these veterans have not lived with their parents for about the last five years. The Inventory asks questions that are relative mainly to home life with parents. To interpret the Home Adjustment scores, we must assume then that a poor home adjustment with parents will reflect itself in the present life of the veteran. A study by J.S. Kasanin, C. Rhode, and E. Wertheimer bears out the above assumption. These men report that two veteran groups of twenty each revealed notable differences in the way they described their childhood. One group had been treated in the clinic prior to discharge and the other group was chosen at random from men about to receive their discharges. The clinical group generally showed poor home adjustment.<sup>2</sup>

In order that we may compare the two groups, the critical ratio was

---

<sup>2</sup>J. S. Kasanin, C. Rhode, and E. Wertheimer. "Observations From A Veteran's Clinic On Childhood Factors In Military Adjustment." American Journal of Orthopsychiatry, (1946) Pp. 640-659.

calculated for the four adjustment sections. Table VIII shows these critical ratio.

TABLE IX  
CRITICAL RATIO OF ADJUSTMENT  
SCORES FOR TWO VETERAN GROUPS

---



---

Home Adjustment	1.39
Health Adjustment	4.38
Social Adjustment	.29
Emotional Adjustment	2.95

---

From Table IX, we can easily see that the first two adjustment scores discussed reveal no significant differences between the two veteran groups.

Turning our attention now to the differences manifested in Health Adjustment, we note that both tables VIII and IX reveal large differences. However, these are the only differences that were expected in the beginning. It is only natural that the Public Law 16 veteran should make a poorer grade on this section if he answers honestly. As there is no reason to assume that the veteran deliberately falsified his answers on this section, or any other section, we may take these scores as representative of the group in question.

That there is a statistically significant difference between the two groups in Emotional Adjustment can be seen from both tables VIII and IX. To explain this difference, we must exercise extreme caution in order that we may arrive at the correct answer. In order that we may determine what factors are associates with emotionality intercorrelation of the four sections were calculated. Table X shows these intercorrelations for both groups.

TABLE X  
 INTER-CORRELATION OF SCORES OF THE  
 BELL TEST FOR TWO VETERAN GROUPS

	Public Law 16	Public Law 346
	Coefficients of Correlation	Coefficients of Correlation
Health & Home	.34	.33
Social & Home	.20	.07
Emotional & Home	.58	.36
Health & Social	.34	-.18
Health and Emotional	.44	.10
Social & Emotional	.35	.59

A brief analysis of this table reveals that there is a significant coefficient of correlation between emotional and home adjustments for the Public Law 16 group. Because this correlation is higher than any of the others, would lead us to believe that this was the most significant predisposing factor for this group's emotional maladjustment. We may also note that all the intercorrelations for the Public Law 16 men, except between home and social adjustments, are significant above the five per cent level. That these intercorrelations are significant, would seem to indicate that it is not only the health maladjustment which creates the large differences between both groups, but other factors as well.

For the Public Law 346 group, we at once note the large correlation between social and emotional adjustment. Students of statistics tell us that a high correlation does not necessarily mean that one factor caused the other or vice versa. In this light, we may then state that a good emotional adjustment does not cause a good social adjustment, but that

the two are merely associated. Then if the Veteran has one of these, it is usually accompanied by the other and not caused by it. This explanation also applies to the other two high correlations.

The proceeding has been largely concerned with differences between the two veteran groups. We may ask now if there are any areas in which the two groups are similar. Questions two, four, and five of the questionnaire prepared by the author, lend themselves to comparison. By application of the chi square test of homogeneity, we may see if these two groups are drawn from a like population.

On question number two, we asked the veteran if he has ever changed his school. Chi square for this comparison was only .042. This number does not approach significance and reveals that these two groups are drawn from the same population.

On question number four, we asked the veteran if he had dropped out of school. This comparison yields a chi square of .46, which is likewise indicative that these two groups are drawn from the same population.

On the last question, number five, we inquire into the number of children the veteran has in his family. This chi square, 3.08, is also too low to warrant any consideration of the two groups being drawn from unlike populations.

By grouping questions two and four from the small questionnaire together, and comparing the affirmative or negative answers of these questions with the total scores on the Bell test, a rather meaningful index is obtained. This was done by taking the affirmative and the negative answers on either question two or four and comparing these answers to the total score of the Bell Test. It will be recalled that question two of the questionnaire asked the veteran if he has ever dropped from school.

If the veteran answered either of these questions in the affirmative his total Bell score was recorded under the "yes" column and if he answered in the negative on both questions, his answer was recorded under the "no" column. These two columns were totaled and the arithmetic means computed.

The Public Law 16 veterans who answered in the affirmative to either question had a mean score of 49.6. Those answering in the negative had a mean score of 37.4. The Public Law 346 veteran who answered question two or four in the affirmative had a mean score of 36.0 and those answering negatively 28.6. Norms compiled by Bell for college men show the following distribution for total scores: from zero to nine is excellent, ten to twenty-two is good, twenty-three to forty-one is average, forty-two to sixty is unsatisfactory and any score over sixty is unsatisfactory.

What then can we say about the scores made by these men?

In the first place, the men who are under Public Law 16 and answered in the affirmative to either question two or four, definitely fell into the unsatisfactory classification. It follows from this that those disabled veterans who answer questions two or four in the affirmative have a factor or factors which are indicative of non-adjustive behavior. The relationship between the two questions and the total scores on the Bell test is clear. We have isolated two general factors that should lead us to a more specific factor which will aid the counselor in dealing with these men.

It has been shown that the total scores taken from the Bell Inventory would tend to validate, as indicators of maladjustment, questions two and four. The total score is, of course, composed of the four items,

Home Adjustment, Health Adjustment, Social Adjustment, and Emotional Adjustment. Is it possible that one of these adjustment sections is most indicative of the veteran's failure to have a definite plan for college work, and further, to be able to follow through with this plan?

Using questions two and four again as our index for adjustment or maladjustment, let us calculate the averages of all four sections of the Bell Test on this basis. This analysis will aid us in determining which of the four sections is the most indicative of adjustment or maladjustment. Table XI presents these average scores for both veteran groups.

TABLE XI

RELATIONSHIP BETWEEN CHANGING SCHOOLS OR DROPPING  
FROM SCHOOL AND SCORES FROM THE BELL ADJUSTMENT  
INVENTORY FOR TWO VETERAN GROUPS

	Public Law 16		Public Law 346	
	"Yes" to either	"No" to both	"Yes" to either	"No" to both
Home Adjustment	9.2	7.2	6.8	5.4
Health Adjustment	14.8	11.0	9.7	6.2
Social Adjustment	13.4	10.6	11.7	11.8
Emotional Adjustment	<u>12.2</u>	<u>8.7</u>	<u>7.8</u>	<u>5.2</u>
Total Score	49.6	37.5	36.0	28.6

This table points definitely to the fact that aside from the health difference there is a large difference in emotional adjustment.

Even though the differences on the home and social adjustment sections, are large, a calculation of the critical ratio of these differences of the

mean scores for the disabled veteran answering "yes" to either question as contrasted with the able veteran answering "no" to both, reveals no significant difference.

Previously, we discussed the Public Law 16 student who had thought that his particular disability affected his grades. Of these men who experienced difficulty in maintaining grades, a total of eight had answered "yes" to either question two or four. By adding the emotional scores of these eight men and finding their average emotional adjustment score, we find that they all fall into the unsatisfactory classification. Any score of 14.0 yields an unsatisfactory score and the average score for these men was 15.0. Here we have shown again that a poor emotional adjustment is at the basis of these men's failure to cope adequately with the situation at hand.

Using the criteria of 14.0 or above, for placing the men in an unsatisfactory emotional adjustment classification, we note that only three of the forty able veterans fall into this unsatisfactory class. For the forty disabled veterans, ten are in this class. From this group of ten, we note further that six of them answered "yes" to either questions two or four and that only one of the six thought that counseling had been of any assistance. By narrowing the scope of the study to these six men, perhaps we may arrive at the difficulties associated with the emotional maladjustment.

The first veteran in this classification draws a disability pension for a neuropsychiatric difficulty. For this, he draws 30 per cent disability. When asked if he thought that counseling had been effective in his case he replied, "I didn't receive hardly any counseling," and then, "On the basis of the tests taken at the Veteran's Administration Guidance



Center, I was advised to enter the school of Commerce. Later, I looked at the tests myself and found out that of all schools, Commerce was the one for which I was least fitted."

To the question, "Have you ever changed schools?", he answered, "Yes, I changed because I figured that I was more suited and could make a better adjustment to the school of my choice than the one advised by the counselor."

On the question three, which asks the veteran if he thinks that his particular disability affects his grades, this man answered in the affirmative. He replied, "Yes, I have emotional stress before and during examinations.", and "I am unable to concentrate for a long period of time."

When asked if he had ever dropped from school he said, "Yes,". The writer then asked, "For what reason did you drop from school and the reply was, "Just a personal reason."

The next veteran of this group of six to be interviewed also drew 30 per cent disability for a neuropsychiatric difficulty. This man said counseling had not helped him simply because he had never been counseled. He had changed school but not while under Public Law 16. He stated that his disability did not affect his grades but did not elucidate any on the matter. He also had dropped from school previously but, of course, was enrolled at present.

It should be noted at this point, that when the questions were asked the veteran, he could simply state his answer in one word. The writer made no attempt to probe into the reasons for the answers, because many of the veterans don't care to discuss their personal problems. However, if the person did discuss his answers, his replies were recorded.

The third man in this category has a neuropsychiatric disability for which he receives a 10 per cent pension. This veteran believes that the

guidance he was given has aided him. He has not changed schools but he had dropped from school once before. He also believes that his disability does affect his grades.

The fourth case under this classification also suffers from a neuropsychiatric disability for which he receives a 10 per cent disability pension. When asked if counseling had been effective in his case, he replied. "No, not very much, I thought it was just another routine procedure. The counselor handled me as if I were just another case." This man states further that he has changed school and is troubled with his disability as it concerns his grades. To the question, "Have you ever dropped from school?", he replied, in the negative.

The next veteran to be discussed under this heading suffers from an orthopedic impairment. For this he receives 90 per cent disability. This man did not care to discuss any of the questions beyond a mere "yes" or "no" reply. He states that counseling did not aid him. When asked if he changed school, dropped from school and if his disability affected his grades, he said simply, "yes" and no more.

The last man of these six also draws 90 per cent disability for an orthopedic impairment. This veteran does not think the counseling he received was of any benefit. He had changed schools before. He does not think his disability affects his grades nor has he ever dropped from school. Of the total group of disabled veterans in this study, these six men are by far the ones who should have been properly counseled.

## CHAPTER V

### CONCLUSIONS

In the preceeding chapters of this thesis, we have acquainted the reader with the problem at hand, introduced him to the subject veterans, presented an analysis of the measures of adjustment employed, and the inter-correlations of the results made by both able and disabled groups.

From these results it was found that two significant factors prevail. First, aside from the expected health difference there is a large difference in emotionality. Second, it is the opinion of a large percent of the disabled veterans that they were not counseled effectively by the Veteran's Administration.

To answer the question presented in emotional differences between the two groups, we may consider two hypothesis:

The first is that a poor health adjustment would lead to, or be followed by, a poor emotional adjustment. What facts may we rally to support this assumption? It may be possible that the disability may prevent the veteran from leading a normal social life, hence withdrawal. However, in light of the discussion on social adjustment this seems hardly possible. Even if these men are trying to overcompensate for their disability it would show itself on the social scale. The strongest point to marshall in favor of this hypothesis is that at the time of injury and during the period of convalescence these men were under emotional strain. They worried if they would be treated properly, and perhaps about their comrades whom they had left behind. In short, this injury produced a traumatic shock thereby altering personality. The truth of this rests on

on the assumption that the Public Law 16 veteran underwent more emotional strain than did the able veteran and was thereby left somewhat emotionally maladjusted. To this we are quick to reply that the able veteran saw just as much actual fighting and was under many of the same conditions as was the now disabled veteran.

We are thus forced to formulate another hypothesis: that emotional differences existed prior to the actual injury. That the injury may have heightened this difference, goes without saying, but it remains our contention that this difference in emotional adjustment would even be prevalent without the injury. In the first place, it is well known to students of industrial psychology that emotionally maladjusted persons are poor accident risks. Their minds are not on their tasks, hence they are more prone to have an accident than would be the case with conscientious workers. This is not to say that the Public Law 16 veteran deliberately placed himself in the line of fire, but that while preoccupied with thoughts other than fighting, home for instance, he was injured.

Another point in favor of the second hypothesis, while pertaining only to neuropsychiatric cases, comes from a study by John A. Doring.<sup>1</sup> Doring states that a study of forty five neuropsychiatric cases from the files of the Veterans Traveling Convalescent Clinic ranging in age between nineteen and forty, reveal seventy one per cent with a history of nervous symptoms prior to entrance into the service. Then later he says that many of these veterans come from unsatisfactory homes. In the same line of thought, Sadler tells us that some individuals are predisposed to accidents.

---

<sup>1</sup> John A. Doring. "The Nervous Veteran; A Preliminary Study of Causes," Delaware Street Medical Journal, 1946, 18, 117-120.

In these persons, the traumatic shock is not the cause of the breakdown; it is the result of a pre-existent nervous or mental state.<sup>2</sup>

With this evidence in mind, this author is inclined to favor the second hypothesis. While recognizing the fact that some of the Public Law 16 veterans undoubtedly did not consciously or unconsciously expose themselves to accidents, the point still remains that their combined scores reveal a significant difference. There seems to be a definite trend in the direction of poor emotional adjustment for these Public Law 16 veterans.

Turning our attention now to the problem of counseling we note that of those Public Law 16 students who changed or dropped from school, seventy-nine per cent had either rejected or were indifferent to the guidance that they received. It would seem to be the policy of the Veteran's Administration Guidance Center to wait until the veteran is in serious trouble and then counsel him. Our question now is, if the Veteran's Administration has at its disposal many of the latest psychological tests for diagnostic purpose, why have such a large percentage of the Public Law 16 students, who have supposedly been counseled, changed or dropped from school? We have no adequate answer to this question, but it appears on the surface that there is a lack of properly trained counselors in the Veteran's Administration Guidance Center.

The purpose of counseling is not to wait until the students drop or change school, such a practice would only be corrective and not preventative as it should be. To quote Arthur E. Traxler,

Ideally conceived, guidance enables each individual to understand his abilities and interests, to develop them as well as

---

<sup>2</sup>Sadler, W. S., Modern Psychology, P. 191.

possible, to relate them to life goals, and finally to reach a state of complete and nature self-guidance as a desirable citizen of a democratic social order. Guidance is thus vitally related to every aspect of the school - the curriculum, the methods of instruction, the supervision of instruction, disciplinary procedures, attendance, problems of scheduling the extra-curriculum, the health and physical fitness program, and home and community relations. <sup>3</sup>

Has such a procedure been carried out through the Veteran's Administration Guidance Center? Obviously not!

In regard to the six men whom we discussed at the end of the last chapter, it was noted that all of these men made an unsatisfactory emotional adjustment. It is a well known fact that such men are a great problem for the counselor. He must give these maladjusted men more of his time and attention than other disabled men. But, as borne out by Bell in his studies, the most valuable asset of a good counselor is patience and understanding while listening to the maladjusted persons personal feelings and conflicts. The intelligent counselor relieves the student of worry and makes the proper suggestions to obtain for him a better understanding of his emotional life.

It is the contention of this author that the Veteran's Administration should spend more time and money to thoroughly study the problem of counseling the Public Law 16 Veteran. Certainly these men who bear the scars of World War II should be given every consideration in order to make their lives more happy and adjusted to present day society.

---

<sup>3</sup>Arthur E. Traxler, Techniques of Guidance. P. 3.

## BIBLIOGRAPHY

Books

- Bell, Hugh M. The Theory and Practice of Personal Counseling with Special References to the Adjustment Inventory. Stanford University, California: Stanford University Press, 1939.
- Bell, Hugh M. Manual for the Adjustment Inventory, Student Form. Stanford University, California: Stanford University Press.
- Blair, M. M. Elementary Statistics. New York: Henry Holt and Company, 1944.
- Sadler, W. S. Modern Psychiatry. St. Louis: The C. V. Mosby Company, 1945.
- Traxler, A. E. Techniques of Guidance. New York: Harper and Brothers, Publishers, 1945.

Articles

- Doring, John A. "The Nervous Veteran; A Preliminary Study of Causes." Delaware Street Medical Journal 18 (1946), 117-120.
- Kasanin, J. S., Rhode, C., and Wertheimer, E. "Observations From a Veteran's Clinic on Childhood Factors in Military Adjustment." American Journal of Orthopsychiatry 16 (1946), 640-659.
- Tyler, H. T. "Evaluating the Bell Adjustment Inventory." Junior College Journal. VI (April 1936), 353-357.

Typed By:

Lucile F. Loney