

A STUDY OF PERSISTENCE TO GRADUATE AS RELATED TO
KOREAN WAR VETERANS AND VIETNAM WAR VETERANS
WHO ATTENDED KANSAS STATE UNIVERSITY

by 632

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A MASTER'S REPORT

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College of Education

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Financial assistance to veterans for continuing their education has become an accepted fact. Millions of veterans have been educated with the assistance of the educational benefits inherent in the GI bills. Therefore, a comparative study of two of the veteran educational assistance programs seemed appropriate.

THE PROBLEM

Statement of the Problem

The purpose of the study was to determine whether veterans attending the Kansas State University with assistance of Public Law 358, the Vietnam service period, were more persistent toward attaining their goal of graduation than those who attended Kansas State University with assistance of Public Law 550, the Korean Conflict service period.

Hypothesis

There is no significant difference in the persistence to graduate between veterans attending Kansas State University assisted under Public Law 358 and those assisted under Public Law 550.

The null hypothesis will be accepted at the 5 percent confidence level.

Importance of the Study

"Amidst all the clamor, pro and con, about the Vietnam War, there is a tendency to forget that thousands of men and women are separating from the military service each year."¹ Approximately 25 percent of these veterans are re-turning to the colleges and universities of the nation. Are the terms of the present Public Law 358 favorable to the Veteran? Are the veterans reaching their goals of a college education?

The Aids, Awards, and Veterans' Service Office at Kansas State University is vitally concerned about the persistence to graduate exhibited by these veterans. The opinion that the Korean Conflict veteran was more mature, stable and persistent in gaining his educational goals seems to be wide-spread. In order to determine the more persistent group this study was undertaken.

DEFINITION OF TERMS

Legal Definitions

Veteran. Any person who has served in the armed forces of the United States and has been discharged or released from active duty under conditions other than dishonorable.

Eligible veteran. Any person eligible for educational benefits under the terms of Public Law 358--89th Congress or Public Law 550--82nd Congress.

¹Edmund J. Gleazer, Jr., "Programs for Servicemen and Veterans," Junior College Journal, XL, 5 (February, 1970), 7.

Public Law 358. The Veterans' Readjustment Benefit Act of 1966, enacted by the Senate and House of Representatives of the United States of America.

Public Law 550. The Veterans' Readjustment Assistance Act of 1952 as enacted by the Senate and House of Representatives of the United States of America.

Vietnam service period. The period encompassed by Public Law 358 to include the time periods of summer school 1966, fall 1966, spring 1967, summer 1967, fall 1967, spring 1968, summer 1968, fall 1968, spring 1969, and summer 1969.

Korean service period. The period encompassed by Public Law 550 to include the time periods of summer school 1955, fall 1955, spring 1956, summer 1956, fall 1956, spring 1957, summer 1957, fall 1957, spring 1958, and summer 1958.

Academic Definitions

Dismissed. Being discharged from the Kansas State University after being regularly enrolled. Dismissal was evidenced by a notation on a grade slip and/or on the dismissal list as produced by the Office of Admissions and Records.

Withdrew. Leaving the Kansas State University after notification to the veterans' counselor and/or listing on the official withdrawal list as produced by the Office of Admissions and Records.

Transferred. Giving notice to leave the Kansas State University after initiating the proper forms to transfer to another institution of higher learning or vocational school.

Graduated. Leaving the Kansas State University after receiving a bachelor's, master's or doctor's degree.

Dropped out. Failure to return to the Kansas State University after being regularly enrolled. These veterans did not return for reasons other than dismissal, withdrawal, transfer or graduation.

CHAPTER II

RELATED LITERATURE

BACKGROUND OF EDUCATIONAL BENEFITS--GI BILLS

The three GI bills which have been enacted by the Congress of the United States are the World War II GI Bill in force from December 31, 1946, to July 25, 1956; the Korean Conflict GI Bill in force from June 27, 1950, to January 31, 1955; and the Cold War GI Bill, sometimes referred to as the Vietnam GI Bill in force from January 31, 1955, to the present as the expiration date has not been set at this time. The GI bills have, through their history, offered the one means by which inequities of lost or interrupted educational pursuits can be corrected. "As the past demonstrates so dramatically, the men and women who are accorded this chance of a lifetime will not let us down."¹ This is demonstrated by the veterans' alumni group which numbered 460,000 engineers, 360,000 teachers, 130,000 doctors, dentists, and nurses, and 150,000 scientists as of 1963² and would number considerably more at this date.

Eight million World War II veterans, educated under the terms of the GI bill, illustrated the effectiveness of the bill's educational program. An additional

¹W. V. Kennedy, "Cold War GI Bill," America, CVIII, (June 8, 1963), 822.

²Ibid.

three million veterans were educated with assistance of the Korean Conflict GI Bill. As of April 1970, approximately two million have enrolled to further their education through the Post-Korean or Vietnam GI Bill.¹

The total cost of the GI educational programs was \$14,500,000,000 for the World War II program; \$4,500,000,000 for the Korean Conflict program and to April 1970 \$1,000,000,000 for the post-Korean program. "Perhaps the question, 'What has this cost the country?' might be rephrased, 'What will this pay the country?'"² A recent Department of Labor report included estimates that a man with a college degree will earn \$201,000 more in his working lifetime than one with only high school training. The federal income tax on the additional earnings of an average married man with two children who works for thirty-five years is estimated to be about eight times the cost to the government of his GI bill education.³ R. W. Yarborough stated that by 1970 the cost of men's education under the World War II and Korean GI Bills will have been fully repaid by their additional taxes. Veteran education can be regarded from 1970 on as one of the government's few profit-making ventures.⁴

The interesting fact is that free education for the veteran is solidly entrenched.

¹D. I. Johnson, "Quarter Century of the GI Bill," School and Society, XCVIII (April, 1970), 228.

²Ibid.

³Ibid.

⁴R. W. Yarborough, "Fair Deal for Cold War Soldiers," Harper, CCXXX (January, 1965), 82.

Dean J. H. Anderson, University of Utah, summed up the fifty year period from 1917:

Many of us in education know of the great bitterness that was engendered by students at the end of World War I without plans to assist them in making up for lost time. On the other hand, after World War II a very beautiful adaption of the return veteran to his home to an educational opportunity and not a breadline. I feel that the GI Bill represented one of the most salutary pieces of legislation ever enacted in this country.¹

W. V. Kennedy stated, "Of all the investments of public monies made in the past twenty years, this was the finest, the most productive and most lasting."²

PURPOSES OF GI BILLS

Only two of the three general educational bills were compared in this study. These two were the Korean GI Bill and the Cold War or Vietnam War GI Bill. In order to relate the thought behind each of these two bills a statement of purpose of each bill was included.

Public Law 550--82nd Congress--Statement of Policy

The Congress of the United States hereby declares that the veterans' education and training program created by this Act 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 service in the Armed Forces during a period of national emergency 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.³

¹D. E. Johnson, "Quarter Century of the GI Bill," School and Society, XCVIII (April, 1970), 228.

²W. V. Kennedy, "Cold War GI Bill," America, CVIII (June 8, 1963), 822.

³Public Law 550, 82nd Cong., 2d Sess., Chapter 875 (1952).

Public Law 358--89th Congress--Purpose of the Bill

The Congress of the United States hereby declares that the education program created by this chapter is for the purpose of (1) enhancing and making more attractive service in the Armed Forces of the United States, (2) extending the benefits of a higher education to qualified and deserving young persons who might not otherwise be able to afford such an education, (3) providing vocational readjustment and restoring lost educational opportunities to those service men and women whose careers have been interrupted or impeded by reason of active duty after January 31, 1955, and (4) aiding such persons in attaining the vocational and educational status which they might normally have aspired to and obtained had they not served their country.¹

EDUCATION UNDER THE GI BILLS

The GI bill's aid to education has influenced many veterans to attain education after they are released from active duty. One of the truisms of the GI educational benefits is stated as follows: "Thanks in part to the GI bill, higher education suddenly became both real and possible for Americans from every economic class."² A failure of black and disadvantaged GIs to take advantage of the educational opportunities afforded by the GI bill of the present time is a cause for concern. It is also disturbing to note that although 50 percent of the World War II veterans took advantage of educational benefits and 45 percent of Korean veterans used their benefits today, only about 25 percent of the present day veterans are using their educational benefits.³ This is a matter of special concern since the

¹Public Law 358, 89th Cong. (1966).

²"Bargain Bill," Newsweek, LXIV (July 6, 1964), 73.

³"New GI Bill for Vietnam Vets," Business Week (March 21, 1970), 32.

Veterans Administration, the Department of Defense and Selective Service System are making a concerted effort to contact the service man and veterans to provide them with the information concerning the educational benefits that are inherent in the current law.¹ This is especially important since more than three million persons have been separated from the services during the Vietnam era. About 900,000 men and women are being discharged yearly from the services. There is a job to be done by higher education.²

SUMMARY

Since no material could be found relating directly to the specific subject, general background information was secured to aid in interpreting veterans' performance.

There were three GI bills which had educational benefits as an inherent part of the bill. These were the World War II, Korean Conflict, and Vietnam Bill. These educational bills have provided many technicians for our society. The cost of the educational sections of the bills will pay for themselves by the increased earnings, therefore, higher taxes by the recipient.

Percentages of veterans using the educational benefits have declined from 50 percent during the World War II GI bill to 25 percent of our present veterans.

¹George Smith and others, "Veterans Administration, Discussion of the New GI Bill Revisions," College and University, XLIV, 4 (Summer, 1969), 743-744.

²W. V. Kennedy, "Cold War GI Bill," America, CVIII (June 8, 1963), 822.

CHAPTER III

METHOD AND DISCUSSION OF RESULTS

METHOD

Gathering the Data

The initial data gathering process was conducted in two distinct phases. During the first phase the raw data were gathered by searching the 881 files on veterans who had attended the Kansas State University with assistance from Public Law 358 during the years and sessions of summer school 1966 through summer school 1969.

The total number of veterans dismissed was compiled from actual notations in the veterans' files. The notations were determined from notice of dismissal on grade slips and verified by the dismissal list as printed by the Office of Admissions and Records.

The total number of veterans who withdrew from Kansas State University during an academic term was determined from actual notations in the veterans' files. These notations were made from notices by the veterans and were verified by the withdrawal lists as printed by the Office of Admissions and Records.

The total number of veterans who requested transfer to a different school was determined by the request for transfer forms as instigated by the veteran with the Aids and Awards and Veterans' Service Office. There was no verification

that the veteran actually transferred but it was assumed that most veterans did after initiating a request for transfer and requesting their transcripts be forwarded to a new institution.

The veterans who graduated from Kansas State University were determined from the individual files. The notations in the files were made from the graduation lists as published by the Office of Admissions and Records.

The veterans who did not return to the Kansas State University for reasons other than dismissal, withdrawal, transfer, or graduation were noted as drop outs. These drop outs were determined by checking the attendance records in the files. If the records indicated a completion of one term and did not show the enrollment in the succeeding term or any term within the subject periods, the veterans were listed as drop outs.

The total number of veterans who left Kansas State University was determined by adding the totals of all veterans who were dismissed, withdrawn, transferred, dropped out, or graduated.

The second phase of the initial data gathering period was concerned with 2,666 veterans who attended the Kansas State University with assistance from Public Law 550 during summer school 1955 through summer school 1959. A different procedure was followed to accumulate the information for this phase of the study. Destruction of veterans' outdated files necessitated this procedure. This phase of the study was initiated to determine those veterans who did not return to Kansas State University during the above subject period.

The first set of information for phase two of the data gathering process was

obtained from rosters of Public Law 550 veterans attending Kansas State University. A comparison of the rosters was made to determine the veterans who did not return to Kansas State during the subject period. When comparing rosters in progressive semester and summer school sequence if a veteran's name did not appear on the next roster the veteran's name was listed on a tabulation sheet for further information gathering purposes. After tabulation of the names of veterans who were not listed on the subsequent roster was completed, the second set of information for phase two was then collected.

To complete the second phase the following information had to be gathered: Total number of veterans attending Kansas State University during the subject period, total number leaving because of dismissal, total number withdrawing, total number who dropped out, total number who transferred to another school, total number who graduated, total number who left Kansas State University because of dismissal, withdrawal, dropped out, transferred, or graduated. The rosters of those veterans leaving school for the above five reasons were then compared with the index card files of the individual veterans attending Kansas State University during the subject period with assistance from Public Law 550.

Since the rosters were compiled by summer sessions and semesters each of the ten rosters for the subject periods had to be compared with the index card file. The following information pertinent to the study was listed on the index cards for veterans attending Kansas State University during the subject period and with assistance from Public Law 550: date of graduation, date of dismissal, date of withdrawal, when transfer transcripts were requested, and dates of attendance at

Kansas State University. The drop outs were determined by date of leaving school with no re-entry date being noted on the individual index card during the subject period and when none of the above four reasons was noted.

The information concerning dismissals, withdrawals, transfers, drop outs, and graduations was compiled for each semester or summer session then the session totals for each item were completed. Each item on the ten rosters was added together to obtain a grand total which equaled the total of veterans leaving Kansas State University for all reasons during the subject period. To obtain the total of veterans attending Kansas State University during the subject period a physical count was made of the individual index card noting attendance during the subject period.

Processing the Data

Chi square was chosen as the method to test the difference in distribution of the data selected for the two groups of veterans. This method made possible a comparison between the distribution of frequencies. The observed frequency for each cell was recorded and a theoretical frequency was computed by the use of marginal tables. The formula for the calculation of chi square is:¹

$$X^2 = \sum \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

O_{ij} is an observed frequency.

E_{ij} is an expected frequency.

¹John T. Roscoe, Fundamental Research Statistics (New York: Holt, Rinehart and Winston, Inc., 1969), p. 198.

In order to determine whether chi square was statistically significant, the concept of degrees of freedom must be considered. Degrees of freedom were determined for the $r \times c$ contingency table by the following formula:

$$df = (r-1) (c-1)$$

The degrees of freedom were computed for the table and used in reading the level of confidence from the chi square table. The five percent level of significance was chosen for this report.¹

DISCUSSION OF RESULTS

Presented in this section is an analysis of the data concerning the comparison of veterans attending the Kansas State University with assistance from Public Law 358, the Vietnam service period, group A and those veterans who attended the Kansas State University with assistance from Public Law 550, the Korean service period, group B. This comparison was made by use of percentages and chi square method on dismissals, withdrawals, transfers, graduations, and drop outs.

The groups A and B were first compared by means of percentage calculations. The total of veterans who received assistance in group A was 881. Of this total, 506 left Kansas State University for reasons of graduation, dismissal, withdrawal, transfer and drop out. The number and percentage of the above noted veterans from group A who left Kansas State University are shown in Table I.

Of the 506 veterans in group A who left the Kansas State University for the various reasons, fifty-four or 10.67 percent were dismissed; thirty-eight or

¹John T. Roscoe, Fundamental Research Statistics (New York: Holt, Rinehart and Winston, Inc., 1969), p. 198.

7.51 percent withdrew; ninety-four or 18.58 percent were drop outs or did not give a specific reason for not returning; seventy-five or 14.82 percent transferred to another institution; two hundred forty-five or 48.42 percent graduated.

TABLE I
NUMBER AND PERCENTAGE OF VETERANS LEAVING KANSAS
STATE UNIVERSITY DURING SUBJECT PERIODS

Reason for Leaving	Group A		Group B	
	Number	Percentage	Number	Percentage
Dismissed	54	10.67	154	9.41
Withdrew	38	7.51	174	10.64
Dropped out	94	18.58	533	32.58
Transferred	75	14.82	173	10.57
Graduated	245	48.42	602	36.80
Total	506	100.00	1636	100.00

Of the 2,666 veterans who attended the Kansas State University with assistance from Public Law 550, 1,636 actually left the university for various reasons. These reasons and percentages of those leaving are shown in Table I. Dismissal was the reason for one hundred fifty-four or 9.41 percent leaving the university; one hundred seventy-four or 10.64 percent withdrew; five hundred thirty-three or 32.58 percent were drop outs; one hundred seventy-three or 10.57 percent transferred; six hundred two graduated for 36.80 percent.

When analyzing the data of percentages it is noted that 11.62 percent more of the group A veterans graduated than group B. Of the number and percentages of

drop outs 14.00 percent more of group B dropped out than group A. A higher percentage of the veterans who left Kansas State University by reason of transfer came from group A. The difference here was 4.25 percent. When comparing group A with group B it was noted that 57.43 percent of all the veterans in group A left Kansas State University for reasons of dismissal, withdrawal, drop out, transfer or graduation while from group B the percentage was 61.37 percent. The comparison of graduates from groups A and B indicates that more graduated from group A, more transferred from group A, less dropped out from group A. Thus, group A showed a better percentage of persistence to remain at Kansas State University to graduate.

When groups A and B were compared using the chi square there was a significant difference at the .05 level of confidence. Therefore, the null hypothesis that there is no significant difference in the persistence to graduate between veterans attending Kansas State University assisted under Public Law 358 and those assisted under Public Law 550 is rejected.

Individual item computation of the chi square solution is presented in Table II. From the table of distribution of chi square a value of 9.49 indicated the .05 level of confidence with four degrees of freedom.¹ Table II illustrated that drop outs from group A alone would exceed the significant difference of chi square at the .05 level of confidence with four degrees of freedom.

¹John T. Roscoe, Fundamental Research Statistics (New York: Holt Rinehart and Winston, Inc., 1969), p. 299.

TABLE II
INDIVIDUAL ITEM RESULTS BY GROUP A AND GROUP B
IN CHI SQUARE COMPUTATION

	Group A Public Law 358	Group B Public Law 550
Dismissed	.51	.16
Withdrew	2.88	.89
Dropped out	19.70	6.09
Transferred	4.34	1.35
Graduated	10.13	3.13
The .05 level of confidence with four degrees of freedom = 9.49		

Table III showed that in group A 148 drop outs were expected but only 94 actually occurred. Graduations were significantly different in group A. Table II illustrated that graduates from group A exceeded the significant difference of chi square at the .05 level of confidence with four degrees of freedom. As presented in Table III 200 graduates were expected and 245 graduations actually occurred. Drop outs and graduations were significantly different in group A.

In group B there were two areas which displayed trends toward significance. Drop outs in this group were significantly more than expected at .01 level of confidence with four degrees of freedom. There were 533 drop outs observed but only 479 drop outs were expected. There was also a trend toward significance in the smaller number of graduates as compared with the expected in group B. There were 602 observed with 647 expected. This information is pre-

sented in Table III.

TABLE III
EXPECTED AND OBSERVED FREQUENCIES OF ITEMS
OF GROUP A AND GROUP B

Number	Group A		Group B	
	Expected	Observed	Expected	Observed
Dismissed	49	54	159	154
Withdrew	50	38	162	174
Dropped out	148	94	479	533
Transferred	59	75	189	173
Graduated	200	245	647	602

POSSIBILITIES FOR FUTURE STUDY

Plans are under consideration to continue this study in an attempt to answer many questions which have arisen. The recommendation is proposed that an in depth study be made of the reasons Vietnam veterans are more persistent toward graduation than Korean War veterans. The study could include age, marital status, and family responsibilities of the two groups. ACT scores could be included to determine whether any difference existed in the two groups prior to entering the Kansas State University. The additional study would need to include the extent of previous educational achievements of the groups to ascertain if either group was better educated at the start of the study program. Grade point averages could be worked into the study to determine the success of the veteran student while attending

Kansas State University.

Finally, it would be interesting to establish a control group of non-veteran students for each of the two periods covered by veteran groups A and B. Then, after like control groups had been established, the various comparisons with veterans' groups could be made as well as those comparisons between the control groups and veteran groups A and B.

CHAPTER IV

SUMMARY AND CONCLUSIONS

By tradition almost everyone states that the Korean War veterans that attended colleges after the Korean War were more mature, more ready to settle down to a task than present day Vietnam veterans. The professional staff of the Aids, Awards and Veterans' Services Office at Kansas State University had not accepted this idea completely that the Korean War veterans were actually more persistent in getting an education than their present day counterparts. In view of the differing opinions and vastly different circumstances under which each group of veterans attended the Kansas State University it was deemed appropriate to make a study based on the hypothesis: there is no significant difference in the persistence to graduate between veterans attending Kansas State University assisted under Public Law 358 and those assisted under Public Law 550.

Current literature pertaining to the study was very limited. No literature which dealt directly with the problem was found. The literature cited in this study was background material dealing with veteran educational benefits.

The years of 1955 to 1958 were selected as the periods to represent the Korean Service period. Precisely, the semesters and sessions of summer school 1955 to and including summer school 1958 were studied. The semesters and sessions of summer school 1966 to and including summer school of 1969 were selected as the

periods to represent the Vietnam Service period.

During the period 1955 to 1958 there were 2,666 veterans who attended Kansas State University. A total of 881 veterans attended Kansas State University during the period of 1966 to 1969. The number of veterans leaving and the reasons for leaving school were ascertained from each veteran's file. These reasons were categorized into five areas, (1) dismissal as evidenced by the Office of Admissions and Records, (2) withdrawal as evidenced by the Office of Admissions and Records, (3) transfer as evidenced by an application to transfer instigated by the veteran with the Aids and Awards and Veterans' Service Office and further evidenced by a request to forward a transcript, (4) graduation as evidenced by the official graduation list published by the Office of Admissions and Records, and (5) drop outs, those veterans who did not return to Kansas State University for reasons other than dismissal, withdrawal, transfer or graduation.

The groups of veterans were referred to as groups A and B. Group A was composed of the Vietnam or Public Law 358 veterans. Group B denoted the Korean or Public Law 550 veterans.

Of the group A veterans 506 left the university during the subject period. The 506 group A veterans who left the university were categorized as follows: dismissed--54, withdrew--38, dropped out--94, transferred--75, graduated--245. The 1,636 group B veterans who left the university were categorized as follows: dismissed--154, withdrew--174, dropped out--533, transferred--173, graduated--602.

Percentages were computed on the total number of veterans who left Kansas State University. These percentages were as follows: for group A, dismissed--10.67

percent, withdrawn--7.51 percent, dropped out--18.58 percent, transferred--14.42 percent, graduated--48.42 percent. For group B those dismissed were 9.41 percent, withdrawn--10.64 percent, dropped out--32.58 percent, transferred--10.57 percent, graduated--36.80 percent. A higher percentage of the group A veterans graduated than group B veterans and a lower percentage of group A veterans dropped out than group B veterans. A higher percentage of group A veterans transferred when compared to group B veterans.

The two groups were subjected to the chi square test using the five variables of dismissal, withdrawal, drop out, transfer, and graduation. A significant difference between the two groups at the five percent level with four degrees of freedom was found. Individual items, that were significantly different in themselves, in favor of group A were drop outs and graduations. There were more graduations observed than expected and less drop outs observed than expected. In group B there was a trend toward significance in drop outs and graduations. In group B more drop outs were observed than were expected and less graduations were observed than were expected. The chi square computations involving groups A and B did not substantiate the hypothesis that there is no significant difference in the persistence to graduate between veterans attending Kansas State University assisted under Public Law 358 and those assisted under Public Law 550.

This study has many implications. Since proportionately more veterans are graduating from Kansas State University it can be inferred that the present law is more beneficial to the present day veteran than the law of a decade ago.

The study has meaning to the Kansas State University because it seems

evident that through competent advising, better curriculum, and more conscientious teaching more veterans are reaching their goal of graduation than those of the Korean War period.

It is important to the Aids and Awards and Veterans' Service Office because it infers that their program at present is fulfilling better the needs of current veterans. It further implies that the taxpayer is getting more for his GI education dollar than he did during the Korean veteran period of education.

Plans are being considered to broaden the study to determine if there was a difference between the two groups of veterans in age, marital status, sex, and grade point averages. It would be interesting to check the differences between the amount of schooling the veterans previously had attained and the ACT composite score attained before entering the Kansas State University.

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The purpose of the study was to determine whether veterans attending the Kansas State University with assistance of Public Law 358, the Vietnam service period, group A, were more persistent toward attaining the goal of graduation than those who attended Kansas State University with assistance of Public Law 550, the Korean Conflict service period, group B. The stated hypothesis was: There is no significant difference in the persistence to graduate between veterans attending Kansas State University assisted under Public Law 358 and those assisted under Public Law 550.

The semesters and sessions of summer school 1966 to and including summer school of 1969 were selected to represent group A. The semesters and sessions of summer school 1955 to and including 1958 were selected to represent group B.

There were 881 veterans who attended in group A and 2,666 who attended in group B. Each file was individually examined to determine the number of veterans who left Kansas State University during the subject periods. The reasons for leaving were ascertained from each file and were categorized into five areas: dismissal, withdrawal, transfer, graduation, and drop out.

Percentages were computed for groups A and B by categories on the number of veterans who left the Kansas State University. A higher percentage of the group A veterans graduated than group B veterans and a lower percentage of group A veterans dropped out than group B veterans.

The two groups were then subjected to the chi square test using the five variables of dismissal, withdrawal, drop out, transfer, and graduation. A significant difference between the groups at the five percent level with four degrees of

freedom was found. Individual items, significantly different in themselves, in group A were drop outs and graduations. In group B there was a trend toward significance in drop outs and graduations. The chi square computations did not substantiate the hypothesis that there is no significant difference in the persistence to graduate between veterans attending Kansas State University assisted under Public Law 358 and those assisted under Public Law 550.

This study has many implications. Since proportionately more veterans are graduating from Kansas State University it can be inferred that the present law is more beneficial to the present day student veteran than the law of a decade ago. The study has meaning to the Kansas State University because it seems evident that the university is holding the Vietnam veterans more consistently than it did the Korean veterans.

Further study is being considered to determine if there was a difference between the groups of veterans in age, marital status, sex, grade point averages, prior schooling and ACT composite scores.