



This is to certify that the  
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A STUDY OF DEFENSE INFORMATION AND  
ORIENTATION PROGRAMS IN SELECTED  
MICHIGAN HIGH SCHOOLS  
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Burman "J" Misenar

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A STUDY OF DEFENSE INFORMATION AND  
ORIENTATION PROGRAMS IN SELECTED  
MICHIGAN HIGH SCHOOLS

By

Burman "J" Misener

AN ABSTRACT

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Walter F. Johnson

### The Problem

The purposes of this study were: (1) to trace the development of the Defense Information and Orientation pilot program in 18 Michigan secondary schools from its inception in 1954 through the spring of 1958 for use in the participating schools; (2) to study the organization and administration of the Defense Information and Orientation programs in each of the pilot schools; (3) to obtain indications of the values of the programs; and (4) to include in the study information, ideas, materials and resources which can be utilized by high schools in setting up and conducting Defense Information and Orientation programs.

### Methodology

Since this study was concerned with quantitative and qualitative aspects of the Defense Information and Orientation programs, adaptations of the descriptive method of research were employed. The specific methods used in this study were: (1) the questionnaire; (2) the structured interview, and (3) analysis of printed material.

In the first year of the pilot program, information relative to the organization and administration of the

Defense Information and Orientation programs was obtained from structured reports submitted by the participating schools at a meeting of participating school representatives in the spring of 1955. Data for the years 1956, 1957, and 1958 were gathered by utilization of a questionnaire. In order to study experimental changes, the same questionnaire was used each of the three years.

During the spring of 1960 a follow-up study of students who had participated in the Defense Information and Orientation programs and then served in the Armed Forces was conducted in ten of the pilot schools. Opinions relative to the values of the programs were obtained from 107 of the students by means of a questionnaire.

In order to obtain further indications of the value of the programs, a structured interview was conducted with program instructors from 16 of the pilot schools in the spring of 1960. Questions similar to those asked on the student questionnaire were asked in the instructor interview.

### Findings

Through the structured interviews and utilization of questionnaires, facts and opinions were collected regarding the organization, administration and values of the Defense Information and Orientation programs.

Organization and administration of the Defense Information and Orientation programs. Although individual differences were shown to exist among the pilot schools, the findings summarized here reflect only the more general factors based upon the combined groups for the various aspects which were studied.

1. All of the participating schools conducted their Defense Information and Orientation programs in the twelfth grade, and the majority of schools included both boys and girls in the program.

2. There was little uniformity in the scheduling pattern of the Defense Information and Orientation class meetings. The classes in the 18 schools convened at intervals ranging from daily meetings in seven of the schools to bi-monthly in one of the schools.

3. No particular number of meetings was judged to be optimum by the program participants. The number of meetings in the pilot schools ranged from three to forty.

4. The schools indicated that no one course was most beneficial for presenting the Defense Information and Orientation program. Ten different courses were utilized in the 18 schools to conduct the programs. All of the pilot schools except three utilized teachers with Armed Forces experience to conduct the program.

5. Although 16 types of problems were encountered in the first two years of the experimental programs, only four such problems were listed by the participants at the completion of the fourth year.

6. Fourteen of the 18 pilot schools were maintaining programs after four years of the Defense Information and Orientation experiment. Since all 14 schools indicated their programs were worthwhile, it would seem that in general the programs developed in the experimental schools were felt to be of value.

7. In a follow-up study of the opinions of students and instructors regarding the values of the Defense Information and Orientation programs, the majority of students and instructors felt the 13 topics studied were appropriate and that the program had aided the pupils in developing a more positive attitude toward serving in the Armed Forces.

8. The follow-up study further revealed that both students and instructors were in agreement regarding methods of conducting the program and the importance of continuing it both in war and periods of national emergency and in peace time when the draft is in effect. Both groups indicated that the programs as they were conducted were successful and met with approval in the community.

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A DISSERTATION

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Dedicated to  
My Mother

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## CHAPTER I

### INTRODUCTION

Educators recognize in these times the many problems faced by high school students who are approaching military service. Every secondary school teacher, administrator and counselor knows that high school students, the boys in particular, are faced with uncertainty as they plan for the future with the realization that unless the international situation undergoes a change, many of them will be called upon to serve a period of active duty in the Armed Forces.

Major-General Hershey, director of the Selective Service System, believes that the Nation must keep the draft for the foreseeable future. Without it there is no other way of maintaining the Armed Forces needed to provide a minimum of security in a world of maximum danger. (4)

John A. Hannah, president of Michigan State University, addressing the Region 11 conference of the Michigan Education Association in October, 1954, told his audience:

We are likely to be living in a world of stress for a great many years. This period of abnormal strain leads to the immediate consequence that for many years to come the great majority of physically-fit young men will be called upon to serve in the armed forces of our country. The primary and secondary schools can make education serve the individual and national interest by

preparing youngsters for military service and life under conditions of stress as well as by preparing them for college or for a job or profession. (3)

The youth of the country is faced with the obligation to serve a period of time in the military service. It no doubt will continue to be a concern to them for an indefinite length of time.

High school boys are confronted with such questions as: Why must I serve in the armed forces? Should I enlist or wait to be drafted? What does the service offer in the way of educational opportunities? Should I go directly to college after graduation from high school or wait until I have completed my military service? What are the advantages of joining a reserve unit? Are careers in the service worth while? Will my training in the service equip me for a job in civilian life? How does one obtain a commission in the service? What is military life really like? What is the pay in the service? It was to help youth find answers to questions like these that the Committee on Military Information and Orientation (10) of the North Central Association was established in 1954.<sup>1</sup>

The young men and young women were then and still are in need of sources of accurate information, unbiased and objective judgment, and sympathetic personal and group

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<sup>1</sup>Because the Committee Report is not readily available in many libraries, a reprint is included in Appendix A.

guidance to help them take the fact of required military service into consideration in their planning and to use it to the best possible advantage for themselves and their country. The high schools and colleges are the agencies in the best position to provide for these needs for the majority of boys and girls. Other agencies, including the home, the church, friends, and other organized groups, have a definite contribution to make, but for the entire group of youth, the schools cannot evade their responsibility and should use their resources in appropriate programs of action. Some educators may deplore the necessity for military service and may or may not approve of many aspects of the situation faced, but they must recognize the experiences that many of their students will encounter.

To prepare youth with positive attitudes toward impending military service is an area in which the schools and colleges may make an important contribution to their students. To accomplish this calls for the collection of much information not commonly available and not readily organized under familiar headings. (3)

The Executive Board of the Michigan Secondary School Association recognized the necessity for developing military information and appointed a committee to study the problem and work out a plan of action. (11) The committee, after careful deliberation and study, proposed that a pilot

program be tried in 18 selected high schools located throughout the state of Michigan. The present study is designed to evaluate this pilot program as it was established.

#### Statement of the Problem

The purposes of this investigation, conducted in 18 selected Michigan high schools, were (1) to trace the development of the Defense Information and Orientation pilot program from its inception in 1954 through the spring of 1958 for use in the participating schools; (2) to study the organization and administration of the Defense Information and Orientation programs in each of the selected schools; (3) to obtain indications of the values of the programs in the participating schools; and (4) to include in the study information, ideas, materials and resources which can be utilized by schools in setting up and conducting Defense Information and Orientation programs.

#### Scope of the Study

In this study information was collected from 18 pilot schools located throughout the state of Michigan. The investigation has extended over the period August, 1954, through August, 1960.<sup>2</sup> Selection of schools to participate in the Defense Information and Orientation program was

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<sup>2</sup>See Appendix B for a list of the participating schools.

based on geographical location, leadership in the school system, type of community being served, and potential leadership of local educators in the Michigan Education Association regions. Schools selected for the experimental program ranged in size from senior high school enrollments of 200 through 2,800. The study, designed after discussion with members of the North Central Association of Colleges and Secondary Schools, Michigan Secondary School Association, and Michigan Education Association is further delineated in Chapter II.

#### Limitations of the Study

In any research study there are certain limitations which must be considered and accepted. These limitations and weaknesses are manifested in the investigator, the situation, and the method of research employed. In recognition of these limitations, the following reservations are noted:

1. The investigator was a teacher of the Defense Information and Orientation Course in one of the pilot schools and worked so closely with the program that it was impossible to react completely objectively. Being so involved with the program, however, was also valuable, since it afforded a much deeper understanding and more meaningful interpretation of the data compiled.

2. This study was made of Defense Information and Orientation programs in different types of schools, and a wide latitude of freedom was encouraged in administering the program. Needless to say, varying philosophies among the administrators of the programs influenced some phases of the programs. This made direct comparisons of the programs more difficult.

3. As in other research studies employing these techniques, the use of the interview and the questionnaire is subject to criticism. Interpretations of responses, conditions of the interview, and skill of the interviewer are all variables which pose problems. Answers on the questionnaire used in this study were undoubtedly influenced by the dissimilar attitudes, understanding and philosophies of the individuals who completed the form.

#### Methods and Procedures of the Study

The purposes of this investigation were to study the organization and administration of Defense Information and Orientation programs in selected high schools and obtain indications of their value. Since the project was both quantitative and qualitative in nature, adaptations of the descriptive or normative-survey method of research seemed most applicable. The specific methods used were those of (1) the questionnaire, (2) the structured interview, and (3) analysis of printed material.

### Initial Activities

The planning phase of this study was begun by discussing the need for obtaining and analyzing information relative to the organization and administration of the Defense Information and Orientation programs in the pilot schools. Members of the staff of the College of Education, Michigan State University, as well as key administrators in the North Central Association, Michigan Secondary School Association, and Michigan Education Association, were consulted regarding the need of such a study and various factors that should be considered.

A search was conducted for any information regarding previous research studies or publications related to this type of study. Materials reviewed included books, magazines, pamphlets, bulletins, journals, unpublished dissertations and theses. As a result of this extensive review of the literature, two conclusions were apparent: (1) little research had been conducted and reported on Defense Information and Orientation programs, and (2) no evidence was found in the literature that a follow-up study had ever been made of students participating in Defense Information and Orientation programs.

After consultation with the sponsoring committee of the Michigan Secondary School Principals and with the doctoral guidance committee, it was determined to include



in this dissertation: (1) a descriptive study of the 18 Defense Information and Orientation pilot schools' programs, (2) evaluation of the Defense Information and Orientation programs by the pilot schools' instructors, and (3) a follow-up study of students who participated in the Defense Information and Orientation pilot schools' programs.

### The Sample

As indicated earlier, selection by the sponsoring committee of the 18 pilot schools to participate in the Defense Information and Orientation experimental program was based on geographical location, leadership in the school system, type of community being served, and potential leadership of local educators in the Michigan Education Association regions.

### Procedures for Obtaining the Data

Methods and procedures employed to obtain the data for the study were as follows:

1. The data for the first year of the study were obtained from reports submitted by the pilot schools at their spring meeting in March of 1955.

2. A questionnaire to obtain data for the second, third, and fourth years of the study was developed with the

aid of opinions and suggestions of Michigan State University faculty members, key personnel in the pilot schools, and North Central Association officials. In order to accomplish the purposes of this study, an instrument was developed which would cover as many of the aspects of the Defense Information and Orientation programs as possible without being so lengthy that it would discourage the participants and produce an inadequate return.<sup>3</sup> The questionnaire was selected to obtain data because of its adaptability to the gathering of facts and opinions.

3. In August and September of 1955, each of the participating schools was visited by the investigator for the purpose of validating the questionnaire responses. Using the structured interview technique, the questionnaire items were discussed with the instructors of the Defense Information and Orientation courses in order to establish more uniform interpretation and understanding. The questionnaire was sent to each participating school in the spring of 1956, 1957, and 1958.

4. While visiting the pilot schools, published materials such as pamphlets, bulletins, units of study, brochures and booklets were examined by the investigator to obtain a better understanding of the materials and

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<sup>3</sup> See Appendix C for copy of the pilot school questionnaire.

procedures being utilized in the various Defense Information and Orientation programs. A secondary purpose was to obtain ideas, resources and materials which might be summarized in one body of information and made more readily available for subsequent use by schools.

5. In order to obtain indications of the value of the Defense Information and Orientation programs, a student questionnaire was developed with the aid of opinions and suggestions of Michigan State University faculty members and key personnel in the pilot schools.<sup>4</sup> The questionnaire was made up of topics covered in the Defense Information and Orientation programs and students were asked to evaluate the topics in light of their experiences in the Armed Forces. The students were also asked to evaluate methods of presenting Defense Information and Orientation information and to offer opinions relative to the over-all program.

The questionnaire was sent in spring of 1960 to pilot school students of the 1955 graduating classes who had served or were serving in the Armed Forces. Ten of the 18 pilot schools volunteered to participate in the follow-up survey, and questionnaires were sent to students from these

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<sup>4</sup>See Appendix D for copy of the student questionnaire.

schools.<sup>5</sup> The sizes of the schools participating in the follow-up included small (senior high enrollment of 200-399), medium (senior high enrollment of 400-899), and large (senior high enrollment of 900 and above), and were representative of the total sample in this regard.

6. In the spring of 1960 the investigator visited 16 of the pilot schools to obtain indications of the value of the Defense Information and Orientation programs from the program instructors. The items of the interview schedule used in the structured interviews were evolved from information gained by discussions with key personnel in the Defense Information and Orientation programs and members of the doctoral committee.<sup>6</sup>

#### Procedures for Analyzing the Data

The nature of the data was such that they did not lend themselves to extensive statistical analysis. Frequency counts, along with descriptive discussions of results, were employed in reporting results. Where appropriate, comparisons were made among the various schools. No attempt was made to establish exactness or statistical rigor in this initial exploratory study.

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<sup>5</sup>Names of the participating schools are in the investigator's file.

<sup>6</sup>See Appendix E for copy of the interview schedule.

## Organization of the Study

This dissertation is divided into six chapters. Chapter I, Introduction, includes a statement of the problem, scope of the study, limitations of the study, methods and procedures of the study, and plan of organization.

Chapter II presents a survey of the literature relating to the Defense Information and Orientation study and history of the development of the pilot program.

Chapter III is concerned with the presentation of the data relative to the Defense Information and Orientation programs in the pilot schools for the school year 1954-55.

Chapter IV offers an analysis of the data relating to the Defense Information and Orientation programs in the pilot schools for the school years 1955-56, 1956-57, and 1957-58.

Chapter V presents a follow-up study conducted in the Defense Information and Orientation pilot schools. Evaluations of the Defense Information and Orientation programs were made by students who served in the Armed Forces after participating in the programs and by the instructors of the programs.

Chapter VI consists of a summary, findings and conclusions, and suggestions for further research.

## CHAPTER II

### HISTORY OF THE DEVELOPMENT OF THE PROGRAM AND REVIEW OF THE PERTINENT LITERATURE

#### Historical Development of the Defense Information and Orientation Programs

On April 4, 1952, the Commission on Research and Service of the North Central Association appointed a subcommittee of the Committee on Current Educational Problems. (11) The mission of the committee was to examine and collect materials which could be used in the education of youth for military service. Special emphasis was to be placed on the educational experiences which would promote physical, mental, moral, and emotional resources that enable youth to withstand the impact of military service. It was named the Subcommittee on Military Information and Orientation, and Charles Semler, principal of Benton Harbor High School, was named chairman.

To find what programs of Military Information and Orientation had been conducted, the committee contacted 150 high schools and 85 colleges through letters. They sought answers to the following questions: (1) Is there a need for such information and orientation? (2) What methods are being used to fill such needs if they exist?

(3) What sources of material are being used? and (4) What kind of personnel is being employed in the program?

No attempt was made to secure statistical data which could be compiled into tables and graphs. A descriptive sampling of programs was felt to be more useful. (10: 300)

Results of the committee inquiry showed that almost all high schools felt that they had a definite responsibility for orienting their students to military service. However, there were a few who felt there was no need for such a program. Most of the teaching material being used was furnished by the military services. Many used the Coronet Films,<sup>1</sup> while others made use of published materials. A great deal of use was made of military personnel and teachers who had served in the armed forces.

The National Association of Secondary School Principals had been cognizant of the need for better guidance and information for youth in this general area and incorporated an expression of this in a report. (12) In 1951, and again on March 11, 1954, in a reprint of the original report, they emphasized this need. "The Nine Point Program for Secondary Education and National Security," proposed by the Committee on the Relation of Secondary Education to National Security, was circulated among member schools

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<sup>1</sup>See Appendix F for a description of the Coronet Film Series and where they may be obtained.

throughout the country. Unfortunately, very little was done to implement the program in the schools. Point 5 of this same report concerns the guidance services:

It is recommended that all secondary schools provide guidance services that will relate directly to those problems faced by youth following graduation from high school, especially problems related to entrance into the Armed Forces. Qualified members of the school staff should be appointed to direct this work.

The present conflict, as in World War II, is concerned with ideologies and philosophies of life. The individual's adjustment to the situation created by present world conditions is vitally important to his personal welfare and to the maintenance of national security.

Guidance services in all schools should be extended to meet the needs of all youth. Some specific proposals should be included in such services as:

1. Assistance in helping youth to take a positive attitude toward service in the Armed Forces, and to regard it as a primary and necessary obligation and responsibility.
2. Information regarding the values of remaining in school and the attitude of the Armed Forces concerning this.
3. Information about opportunities offered in all branches of the Armed Forces.
4. The problems faced and the adjustments that must be made by the individual who will enter the Armed Forces.
5. Information concerning civilian jobs which are related to military training and for which military training offers valuable background and experience.
6. The purposes and functions of the various branches of the Armed Forces.
7. Information to parents and students concerning educational opportunities within the services

and the educational benefits which veterans may expect to receive after they have completed their military service.

8. Information concerning personnel needs and opportunities in college and in agricultural and industrial production.

9. Nature of the present conflict.

In addition to the above services, it is recommended that definite programs of co-operation with the various branches of the military services, industry, business, agriculture, and the colleges be established. Moreover, schools have found extremely helpful the advice and counsel of local veterans and chaplains, the use of selected films, and the analyses of check lists of selective service and military problems. It is important that programs such as these be organized on a continuous and systematic basis. (12:9)

The Executive Board of the Michigan Secondary School Association recognized the urgent need for Military Information and Orientation programs and in May, 1954, appointed a committee to study the problem and work out a plan of action. Nicholas Schreiber, principal of Ann Arbor High School, and president of the Michigan Secondary School Association, was appointed chairman of the committee.<sup>2</sup> The committee, after careful planning, instituted the Defense Information and Orientation pilot program (commonly referred to as DIO) and appointed Dr. Carl Horn, Professor of Education at Michigan State University as director of the program.

One high school from each of the 18 Michigan Education Association regions was selected to participate in the

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<sup>2</sup>See Appendix B for list of committee members and schools participating in the pilot program.

program. The selection was based on geographical location, leadership in the school system, type of community being served, and potential leadership of local educators in the Michigan Education Association regions. Each school was permitted and encouraged to develop its own program. It was emphasized by the committee that the program was not to be one of military recruitment, but of information about military service and how it could be incorporated in the students' future plans.

The first workshop conference for initiating the pilot program was held at Higgins Lake August 10-11, 1954. The purpose of the meeting was to explain and to discuss the details of the pilot program with the representatives from the 18 participating schools. The schools were asked to conduct their programs during the fall semester and be prepared to report details of the project at the next conference.

Principals and teachers of the pilot schools participated in a study tour of various military installations November 13-20, 1954. The purposes of the study tour were: (1) to provide an opportunity for principals and DIO teachers of the pilot schools to get first-hand information to be used in their programs; (2) to provide a means of bringing together the program participants to study, evaluate, and determine

the specific types of information that should be presented to high school youths relative to military service; (3) to stimulate interest of the principals of Michigan in providing a more adequate program of interpreting to high school youths their responsibilities and opportunities in relation to the defense of their country; and (4) to provide an opportunity for a key group of educators representing Michigan high schools to observe and interview youths who have recently left their schools and entered the military service. Throughout the study tour key military personnel expressed a deep interest in the DIO program and emphasized the importance and need for such programs in high schools.

Eight months after the Higgins Lake conference, a follow-up meeting was held at Kellogg Center in East Lansing on March 27-28, 1955. The primary purpose of the meeting was to hear progress reports from the member schools and to discuss pertinent problems and issues.

A second purpose of the Kellogg Center meeting was to make plans for regional meetings throughout the state to which all high schools in the state were requested to send representatives to learn of the progress made in the pilot schools and to encourage them to set up DIO programs in their respective schools.

The regional meetings were held in areas throughout Michigan in April, 1955.<sup>3</sup> The meetings were structured as follows:

1. Purpose and need for a DIO program for high school youth.
2. Report of programs carried on in pilot schools.
3. Defense Department point of view toward DIO programs.
4. How to implement a program of Defense Information and Orientation.
  - a. Preparation of Board of Education, parents, students and faculty.
  - b. How to fit it into the high school program.
  - c. Suggested materials and methods.

The regional meetings were the last organized function of the pilot schools as a group. The investigator conducted a follow-up study of the individual pilot schools programs each ensuing year through the summer of 1958.

#### Literature Related to the Study

An extensive search of the literature revealed that very little has been written in the area of defense information and orientation. Pertinent material, though not extensive, is summarized in this section. One of the obligations of the educational institutions in our country is to

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<sup>3</sup> See Appendix B for places of meetings, dates and consolidation of regions.

teach young people the history of our country and the belief in our democratic system. The movement to educate our youth and awaken them to their obligation to their country was discussed at length by Hershey. (5:10-11)

There is a deep concern among military leaders about the mental attitude of the inductees who have been called to serve their country. (3:270-281) The attitudes of many of them range from annoyance through resentment to downright anger because their lives had been interrupted for no good reason. This is properly a matter of concern to military leaders, who fully understand the importance of a good state of mind among the men who must necessarily be in a state of positive military readiness to serve the purpose for which they have been drafted or recruited.

McCombs (8:65) has pointed out that if we are to guide youth effectively during their school days, we must necessarily depend upon modern teachers whose subject matter is human adjustment and whose primary concern is the development of the whole individual.

Wannamaker (13:52-53) has explained that high school boys have important decisions to make about education, vocation, family and home membership. Young people need to learn the value of planning. Experiences must be provided from elementary school through high school to help students face the question of the need for such planning and to master the skills for a happy life.

In attempting to develop an instrument to measure attitudes of youth toward induction and military service, Yengst (14: 229-232) constructed a scale after the methods used by Thurstone, but with some modifications. The instrument was used in three senior high schools, one of which served an Illinois community of 20,000 population and was located at some distance from any military establishment. The other two high schools were located in a population center of 30,000 and near a major military installation. The Attitude Scale was administered to 127 unselected high school boys in the Junior and Senior classes of the three schools.

Results of the experiment by Yengst indicated that the attitudes of the students to whom the test was given tended toward a positive attitude in regard to induction. In addition a majority of these high school adolescents believed that life in the service would not be unpleasant, that they would be allowed to go to good technical schools, that travel in foreign land would be pleasant, that they should do their best in high school so that they would get maximum attention while in the service, and that they have a moral obligation to serve their country. There was no indication that any significant differences of opinion toward induction into the Armed Forces of the United States existed between the students in the two areas taking part in the study.

Armed Forces recruiters state that many young men entering the services do not realize the educational and vocational opportunities available to servicemen while on active duty and after returning to civilian life. French (2:19-21) explains the many options offered to the serviceman so he may advance both educationally and vocationally rather than waste several years vegetating while meeting his military obligation. Ivener (6:31-34) has described the various programs of study offered by the United States Armed Forces Institute to servicemen while serving both in the country and abroad.

The need for a clarification of the relationship between the military services and the counseling and guidance program was emphasized by Mills. (9:292-293) Mills felt that in many schools the Armed Forces become dumping grounds for baffling cases. When school authorities find a case which seems to resist the usual guidance techniques, Mills states, it is a common procedure to attempt to influence the unfortunate student to join the Armed Forces.

Mills also expressed the opinion that counseling and guidance departments do not utilize the local facilities available in their work with pupils. More frequent and extensive use of these facilities might lessen the need to

encourage withdrawals from school as a method of dealing with the serious problem cases.

The New York City Board of Education has given special attention to a program of military guidance. (1:138-143) Over the past several years the academic and vocational high schools of the city have been encouraged to develop programs under the guidance of competent teachers. During the fall term of 1956, the New York City School system inaugurated a new phase in its program of military guidance. A series of five in-service sessions was organized for the orientation and instruction of those teachers who were responsible for military guidance in the high schools. The success of the course was due in a large measure to the enthusiastic and understanding cooperation of the Armed Forces. Their representatives provided well selected and prepared information and capably presented it in terms of high school needs.

In outlining a program preparing students for military service, Kenyon (7:26-29) has proposed the following suggestions for setting up a program:

1. Survey the needs.
2. Decide whether group guidance is needed to supplement the individual guidance available.
3. Make sure you have up-to-date information and make it available to both staff and students.
4. Utilize local resource persons, such as draft officials, recruiting officers, and persons

who can speak with authority because of previous military experience.

5. Use films, such as the excellent Coronet series, *Are You Ready For Service*, which can provide the background for many of the meetings offered in the program.
6. Start now to do something, even though it will include a considerable amount of extra work for those involved in the program.

## CHAPTER III

### COMPILATION OF THE DATA SUBMITTED BY THE PILOT SCHOOLS FOR 1954-55 SCHOOL YEAR

#### Introduction

This chapter is concerned with compilation of the data submitted by the pilot schools at the end of the first year of the experimental DIO program. Data for this part of the investigation were submitted following a meeting of representatives from the pilot schools. It was at this meeting that the investigator decided to undertake a continuing study and evaluation of the experimental programs as a basis for the dissertation. Thus, the information obtained for the school year 1954-55 preceded the investigator's entrance into the study. These results are presented in this chapter, however, as a necessary prelude to the more highly organized later phases of the study.

A written report of the first year of activity of the DIO programs was requested from the participating schools by Nicholas Schreiber, chairman of the DIO Pilot Program. The reports were presented at the March 28, 1955, meeting in Kellogg Center. In order to maintain uniformity in the

written presentations, the participants were asked to include:

1. How the DIO program was implemented in the school.
2. A description of the course as it was taught.
3. How the course was received by students, teachers, parents and others in the community.
4. Problems and obstacles encountered.
5. Future plans for defense information and orientation.

Some of the pilot schools failed to follow the suggested outline in their written reports, thus making compilation of the data more difficult. One of the pilot schools, Leland, made no written report of their program for the 1954-55 school year.

In addition to the written reports submitted by the pilot schools, a survey of opinions relative to the DIO programs was taken among the representatives present at the Kellogg Center meeting. The representatives were DIO teachers and principals from the pilot schools participating in the experimental program. The results of this survey are included in the last part of the chapter.

#### Presentation of the Data

Since the contents of the written reports submitted by the DIO schools were grouped to facilitate their being answered, the data are presented in the same order. Two

methods of presentation are used. One is concerned with a compilation of data which utilizes short answers and can best show frequency counts in tables. The second is concerned with a compilation of data which utilizes narrative responses and is presented by descriptive discussions.

### Implementation of the DIO Programs

In answer to the question as to how the DIO program was implemented, the participating schools reported their procedures of authorization for the program. The various procedures of authorization employed by the respective pilot schools are summarized below.

1. Ann Arbor: This was one of the two pilot schools which had a DIO program prior to the pilot school experiment. Their program dated back to the early months of World War II. Inasmuch as the program was an approved activity in the high school, it was not necessary to obtain approval from the Board of Education or faculty. The matter was, however, presented to the Parent Teachers Association for their information.

2. Benton Harbor: This was the other pilot school which had conducted a program before participating in the DIO experiment. Originally, in 1949, the program was approved by the superintendent who called the attention of the School Board, faculty, students, and parents to the need for it.

3. East Grand Rapids: (Did not report authorization procedures.)

4. Flint Central: Plans for approval of program were presented to the superintendent by the principal. It was then presented to, and accepted by, the faculty, Central High School Community Association, and Board of Education.

5. Hastings: Program was presented to the superintendent who in turn presented it to the Board of Education.

6. Ithaca: After the superintendent had received approval from the Board of Education, the following steps were taken: (1) explanation of program to faculty; (2) explanation of program to student body; (3) special meeting with seniors to explain details of program; (4) story of program placed in school paper and local newspaper; (5) explanation of program to Rotary Club; (6) explanation of program to Lions Club; (7) explanation of program to Parent Teachers Association.

7. Lansing Eastern: Prior to setting up the program a semester was devoted to studying the most feasible method of incorporating the information into the total school program. The program was approved by the School Board, faculty, counselors and Parent Teachers Association.

8. Marquette: The program was presented to the Board of Education by the superintendent of schools in the form of a report written by the high school principal. After

hearty approval by the School Board, it was presented to the Parent Teachers Association, senior class, and faculty who also gave it full endorsement.

9. Marysville: The principal and DIO teacher explained and discussed the program with the following groups:

(1) School Board, (2) faculty, (3) parents of students participating in program and any others in community who wished to attend the meetings, (4) Lions Club, (5) American Legion and Veterans of Foreign Wars, and (6) Parent Teacher Association.

10. Melvindale: The plans for the course were first presented by the principal to the Board of Education. After the Board of Education approval, the principal informed the faculty, the community through the Parent Teachers Association, service clubs, and newspapers.

11. Midland: After approval by the Board of Education, plans were presented to the faculty and then to the seniors who were to participate in the program.

12. Mumford: (Did not report authorization procedures.)

13. Petoskey: Faculty members and the superintendent met with the Board of Education to explain the proposed program. After approval by the Board of Education, the program was explained to community service clubs, high school seniors and editors of the local newspaper.

14. Reed City: The superintendent discussed the program and its objectives at a meeting of the School Board. After the Board of Education had approved the program it was presented to the students, faculty, Parent Teachers Association, and editors of the local newspaper.

15. Sault Ste. Marie: The program was approved by the Board of Education, faculty and high school students.

16. Wakefield: The Board of Education accepted the program wholeheartedly, as did the parents, students, and faculty.

17. Waterford Township: The program was received enthusiastically by the superintendent, faculty, Board of Education, Parent Teachers Association, and newspaper editors.

Examination of the DIO authorization procedures employed by the pilot schools showed them to be similar in all of the schools except two. Ann Arbor and Benton Harbor had incorporated defense information orientation in the curriculum prior to the initiation of the pilot program.

All reporting schools presented the program to the Board of Education for approval before integrating it into the curriculum. Eleven schools informed parents and community members through Parent Teacher Association meetings or written communication. Two schools presented information through school papers and seven schools used the local

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newspapers. Four schools utilized service clubs as a means of acquainting the public with the proposed programs.

#### Grade Levels Participating in the Program

The reports from the pilot schools indicated that with but four exceptions the DIO program was offered to seniors only. In two of these four schools the course was offered to both juniors and seniors, and in one school the course was given to juniors only. One school included sophomores, juniors and seniors in its program.

#### Extent of Co-educational Participation in the Program

All but four of the pilot schools reported that both boys and girls were included in the program. Three schools gave the course to boys only, and one school indicated the program was primarily for boys but one meeting was offered for girls interested in obtaining information about the Armed Forces.

#### Time Devoted to the Program

The reports revealed that the number of DIO meetings held in the participating schools varied considerably. Three of the schools conducted 30 meetings; two schools held 13 meetings, and two schools conducted ten meetings. The number of meetings administered in the other 11 pilot schools ranged from five to fifty.

Courses in Which the DIO Programs Were Conducted

A survey of the responses from the pilot schools showed little uniformity concerning the courses in which the DIO programs were conducted. The courses or activities in which the DIO program was conducted are presented in Table I.

TABLE I

COURSES OR ACTIVITIES IN WHICH THE DEFENSE  
INFORMATION AND ORIENTATION PROGRAMS  
WERE CONDUCTED

Course	Pilot Schools
Alternated the courses*	6
Social Studies	4
History	2
Special course	2
First Aid	1
Careers	1
Home room	1

\*These schools conducted their programs in several different courses. For example, the first meeting in history class, the second meeting in physical education class, the third meeting in economics class, etc.

Outline of the Course Content Used in the Pilot Schools

Organization of the course content as reported by the 17 participating pilot schools who submitted reports is summarized below.

1. Ann Arbor: In the tenth grade, girls and boys completed a one-week unit entitled "You and the Draft." The objectives of this unit were to present information about Selective Service and to make the students aware of the fact that the Armed Forces want high school graduates and not drop-outs.

In the eleventh grade, girls and boys devoted one week in history class to the discussion of the challenges which the United States and its way of life are facing. Also included were discussions on the subjects: "Why Do We Need Armed Forces?" and "Why Should I Be Willing to Serve?" The boys in this grade had an additional eight meetings during physical education classes. These meetings dealt with Armed Forces Reserve Programs and included excursions to nearby military units and installations.

In the twelfth grade, 16 meetings were held for the boys only. Units of study and discussion about Selective Service, Armed Forces Reserve Programs, Army Classifications, The World Situation, Deferments and Tests, Red Cross, Chaplain Service, Veteran Administration Functions, and Branches of the Armed Forces were included.

2. Benton Harbor: Topics were presented in the following order: Responsibilities and Rights Under the Selective Service Act, Opportunities in the Armed Forces,



Preparation for Military Service, Adjustment to Military Life, Good Citizenship in Military Life, and the Rights and Duties of Veterans.

3. East Grand Rapids: Class discussions were held in conjunction with visits from representatives of the Armed Forces. A list of questions, formulated by the students, was presented to the Recruiting Officer several days before his meeting with the class. In general the areas covered in class discussions included military services and life plans, basic reasons for military service, available choices of military service, opportunities within the military service and post-service opportunities.

4. Flint Central: The course was divided into three major units of six weeks each. The first unit dealt with pre-induction information which included high school preparation, Armed Forces Reserve Programs, personal affairs, draft and enlistment, and draft laws and rights. The second unit was concerned with induction and included information about basic training, assignment processes and the testing program. The last unit presented information about service schools, ratings, careers, discharges, and civilian adjustment.

5. Hastings: Six lectures covering the six chapters in the textbook, The Armed Forces and Your Life Plan (16), were given by the DIO instructor. In addition pertinent oral reports were presented by members of the class.

6. Ithaca: Content of the course consisted of information presented in the text, The Armed Forces and Your Life Plan. The textbook was supplemented by material obtained from the various branches of the Armed Forces.

7. Lansing Eastern: In the 13 meetings consisting of lectures and discussions, the topics studied were: (1) You Must Be Strong to Be Free, (2) Selective Service Laws and the Proposed Defense Program, (3) Education and Your Life Plans, (4) Choices of the Military Services, (5) Vocational and Educational Opportunities in the Military Services, (6) The Army and Air Force Reserve Programs, (7) The Marine and Naval Reserve Programs, (8) The Reserve Officer Training Program and Military Academies, (9) Induction, Processing, and Basic Training, (10) Women and the Military Service, and (11) The National Guard and the United States Coast Guard.

8. Marquette: The first week was devoted to orientation and background information which included discussions about freedom, responsibility, United States foreign policy, the "Cold War," and the draft. The following four weeks were spent on programs of the Army, Navy, Marines, Coast Guard, and Air Force. During the last week each boy was interviewed individually and his future plans discussed with the counselor.



9. Marysville: Units covering the following subjects were included in the DIO program: (1) Cause of the Present Emergency and Why Youths Must Serve, (2) Change Courses or Revise Curriculum, (3) Whether to Go to College Under a Deferment Plan, (4) Opportunities in the Services Which Are Related to Civilian Occupations, (5) Educational Opportunities in the Services, (6) Specialized Training in the Services, (7) Life Careers in the Services, (8) Providing Students with Essential Information About Themselves, (9) Benefits in the Services and Following Discharge, (10) Advantages and Disadvantages of Enlisting and Being Drafted, (11) Reserve Officer Training Programs in the Various Branches of the Service, (12) Reserve Programs, and (13) Filling Out Forms and Taking Tests.

10. Melvindale: Course content followed rather closely the textbook, The Armed Forces and Your Life Plans. Units of study included Education and Your Life Plans, What Your Life Plans Should Be, Choices of Military Services Available, Vocational and Educational Opportunities in the Military Services, Opportunities After Military Service, and Why You Should Be Willing To Serve.

11. Midland: The outline and material in the textbook, The Armed Forces and Your Life Plans, were followed very closely. The three main subjects of study were:

(1) Your Life Plans, (2) How Military Service Can Contribute to the Achievement of Your Life Plans, and (3) Educational Opportunities Available in the Armed Forces of the United States.

12. Mumford: Representatives from the various branches of the service lectured and presented information about the service. Questions and discussion periods followed each lecture.

13. Petoskey: The textbook, The Armed Forces and Your Life Plans, was used as basis for the course. A large amount of the class time was devoted to self-expression of likes and dislikes, needs, desires, fears and obstacles connected with military life. The DIO instructor encouraged private conferences to discuss personal problems concerning the military life.

14. Reed City: Outline of course content included: (1) Why Students Must Serve, (2) Service Responsibility of Students, (3) Service Options Available to Students, (4) Career Training Available in the Services, (5) Correlation of Services and Civilian Occupations.

15. Sault Ste Marie: The subjects World Conditions, Self-Analysis, Vocational Plans, Educational Plans, Use of Test Results, and Vocational Opportunities in the Services were discussed and studied in the course meetings.



16. Wakefield: Course outline included the following topics: (1) Why We Must Serve, (2) Your Life Plans and Military Service, (3) Survey of Military Services That Are Available, (4) Vocational and Educational Opportunities in the Military Services, (5) Life Adjustment of the Recruit and Enlistee, and (6) Post-Service Opportunities.

17. Waterford Township: Military life was traced from registration through separation. Informational units included When to Go Into the Service, Reserve Programs, Obligations to Your Country, Procedures in Induction, Life in the Ground Forces, Educational Opportunities in the Services, Service Benefits, Technical Schools in The Services, Benefits After Separation, and General Information About All Branches of the Service.

The responses from the pilot schools indicated that the content of the courses varied among the participating schools. However, all of them used topics and subject matter from a textbook<sup>2</sup> prepared by the Defense Committee of the North Central Association entitled, The Armed Forces and Your Life Plans (16). The extent to which the book was utilized ranged from making it a reference book, for oral and written reports, to using it as a text. Methods of instruction in all the schools included lectures and

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<sup>2</sup>A brief description of the textbook and where it may be obtained is included in Appendix F.

discussions. Two of the schools gave examinations at the completion of the course.

### Materials and Instructional Aids Utilized by the Pilot Schools

The reports from the participating schools revealed that the materials and instructional aids used in the programs varied and as a whole showed little consistency. Table II lists the various instructional aids utilized by the pilot schools in the DIO programs.

TABLE II

#### INSTRUCTIONAL AIDS USED IN THE DIO PILOT SCHOOL PROGRAMS<sup>3</sup>

Instructional Aid	Frequency
Textbooks	17
Films	15
Armed Forces Pamphlets	14
Projection Slides	4
Bulletin Boards	3
Magazines	3
Charts	2
Posters	2
Maps	1
Newspaper Articles	1

<sup>3</sup> Titles of films and pamphlets used by the schools is included in Appendix F.

Resource Personnel Utilized in the DIO Programs

All of the reporting schools except two utilized Armed Forces representatives in their programs. It is of interest to note that the two schools who did not employ the use of service personnel indicated in their plans for the future to include Armed Forces representatives in their programs. Other resource persons utilized in the programs listed along with the frequency of mention were as follows: Service and Ex-servicemen, eight schools; Selective Service Representatives, three schools; Red Cross Representatives, two schools; Veteran Administration Representatives, two schools; High School Counselors, one school; College Students, one school; and High School Administrators, one school.

Acceptance of the DIO Program by Students, Faculty and Community

In all of the reports except two the pilot schools indicated that students, teachers, and parents received the DIO program favorably. Although the teachers accepted the program in Reed City, some students and parents were suspicious of the possibility that it was a scheme for recruitment. In Petoskey the faculty felt that the values of the course were definitely apparent. However, there was skepticism among some students and parents as to whether the course had sufficient value in this first year to justify it.

### Problems and Obstacles Encountered in the DIO Programs

The responses revealed that relatively few problems were encountered by the pilot schools in their DIO programs and that those problems which did appear varied considerably among the schools. The data showed that eight schools had no problems, three schools were allotted insufficient time to complete course material and two schools felt that keeping the DIO material and instructor up-to-date relative to the changing military situation posed a difficult problem. The remaining nine problems or obstacles reported as having been encountered were unique to individual schools. These nine problems included: (1) maintaining student interest in the program; (2) obtaining a location for students to read military brochures; (3) obtaining resource people; (4) getting DIO to students dropping out of school before reaching senior year; (5) obtaining and scheduling films; (6) obtaining pertinent information for the girls; (7) Armed Forces information often too technical; (8) obtaining interesting and well-written DIO textbooks, and (9) dovetailing DIO course into social problems class.

### Future Plans for the DIO Programs

An examination of the data relative to the future plans of the seventeen DIO programs for which a report had been submitted revealed that all of the reporting pilot schools intended to continue the program in the school year 1955-56.

Eight schools indicated they would make no changes in their programs, three schools planned to increase the number of DIO meetings, one school planned to decrease the number of meetings, and one school intended to include the tenth and eleventh grades in their program.

Minor changes to be made by individual schools were: (1) add a pre-course test; (2) use women representatives from the Armed Forces; (3) utilize more resources; (4) change DIO class schedule pattern from block to weekly meetings; (5) procure more instructional aids, and (6) install a reference file with military information in library and counselor's office.

#### Survey of Opinions Relative to Defense Information and Orientation Programs

As has been stated previously, the pilot school representatives who attended the Kellogg Center meeting were asked their opinion concerning the organization and administration of DIO programs. The 29 representatives from the 18 participating pilot schools included high school administrators and instructors of the DIO courses. In answer to some of the questions, a few of the representatives did not express opinions. Therefore, the total responses did not equal 29. The opinions of the representatives concerning the DIO programs are presented here.



### Hours Devoted to the Program in the Senior, Junior and Sophomore Years

Five of the representatives said seniors should receive ten hours of DIO, 16 said the seniors should be given twenty hours, six representatives felt that thirty hours should be devoted to the program and two felt that forty hours should be allotted for the program. For the junior year, one representative judged five hours should be utilized for the program, seven felt ten hours should be devoted to the program, three preferred twenty hours, and one representative indicated thirty hours for the program. For the sophomore year seven of the representatives felt five hours should be devoted to the program and one said ten hours.

### DIO Scheduling Patterns

In answer to the question concerning course scheduling, 11 representatives preferred a unit of consecutive days, three preferred two sessions a week and 13 preferred one session a week.

### Course in Which DIO Should Be Conducted

Eighteen representatives felt the DIO program should be integrated with a required course, and six felt it should be offered during homeroom, study hall, or free periods. Five of the representatives felt that a special period should be established for the program.

Comparison of Student Interest in the DIO Course With  
Interest in Other Subjects

Two of the representatives thought interest was much greater in the DIO course than it was in other subjects. Eight representatives felt that interest was greater, and ten of them felt it was equal to that of other subjects. None of the representatives thought interest was less.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA SUBMITTED BY THE PILOT SCHOOLS FOR SCHOOL YEARS 1955-56, 1956-57, and 1957-58

#### Introduction

This chapter is concerned with analysis of the data submitted by the pilot schools relative to their DIO programs for the school years 1955-56, 1956-57, and 1957-58. These years were the second, third, and fourth of the Defense Information and Orientation experiment.

Five of the pilot schools discontinued their programs while this study was being conducted. Hastings discontinued the program at the end of the first year of the pilot experiment and Leland at the end of the second year. Flint Central, Ithaca, and Waterford terminated their programs at the completion of the third year of the experiment. The data in this chapter include the questionnaire information from these schools when they were conducting programs as well as the information from the 13 schools who were still maintaining DIO programs in the spring of 1958.

The participating schools were sent questionnaires concerning their DIO programs in the spring of 1956, 1957,

and 1958. In order to study experimental changes, the same questionnaire was used each of the three years.<sup>1</sup> As has been stated previously, in the fall of 1955 the investigator visited the pilot schools to discuss the questionnaire with the DIO instructors and establish a more uniform interpretation of the questionnaire items. The investigator visited 17 of the schools again in the spring of 1960 while making the follow-up study.

Since the contents of the questionnaire were grouped to facilitate their being answered, the data will be presented and analyzed in the same order. The data submitted by the participating pilot schools on the questionnaire for the school years 1955-56, 1956-57, and 1957-58 are summarized below.

Question: In what grade or grades is the DIO course taught? The data pointed out conclusively that the 17 schools felt the senior year was most appropriate for the DIO program. All of the participating schools included the seniors in their program. For the junior year one school conducted a program for three years, two of the schools conducted programs for two years, and three schools conducted programs for one year. One of the pilot schools conducted a program in the tenth grade for two years and then discontinued it. It is significant to note that in the final year of the study all pilot schools with programs were teaching the DIO

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<sup>1</sup>See Appendix C for the DIO pilot school questionnaire.

course in the twelfth grade while only two included eleventh graders, and none of the schools was conducting programs for tenth graders.

Question: Are girls and boys included in the DIO program? The responses revealed that 12 of the 17 participating schools included boys and girls while five conducted the program for boys only. Taking the frequency count as presented here, the majority of schools felt both boys and girls should be included in the DIO program. As to the frequency with which the DIO classes met, an analysis of the responses showed little consistency among the pilot schools in the scheduling pattern of the DIO class meetings. Classes met at intervals ranging from daily in seven schools to bi-monthly in one of the schools. Other scheduling patterns employed in the schools were every other day, weekly, bi-weekly and tri-weekly. Some of the schools did not follow a set pattern in scheduling the days for the DIO class to meet, but varied the number of days between meetings (for example, classes were scheduled when resource people or films were available).

Question: How many DIO meetings are held? There appeared to be no uniform pattern with respect to the number of meetings conducted in the pilot school programs. The meetings varied in number from three to forty with a mean

of fifteen meetings per year. The number of meetings for each of the three years are summarized in Table III.

Question: In what course is the DIO program being taught? The data revealed that in general the schools felt no one course was most appropriate for the DIO program. Ten different courses were used by the various pilot schools in which to conduct their programs. It is interesting to note that only two of the participating schools changed the course in which their DIO program was taught over the three year period. The courses in which the DIO program was conducted listed in order of frequency of mention were as follows: (1) Social Studies; (2) Special Course for DIO alone; (3) Physical Education; (4) Alternated Classes; (5) History; (6) Homeroom; (7) Careers; (8) American Problems; (9) First Aid and Safety; and (10) Security Education.

Question: Has the DIO instructor served in the Armed Forces? A survey of the responses revealed that in general the pilot schools utilized instructors who had served in the Armed Forces. With the exception of two schools in the second year, two schools in the third year and three schools in the fourth year, all of the DIO program participants used instructors who had served in one of the branches of the Armed Forces. In regard to the general areas

TABLE III

NUMBER OF DEFENSE INFORMATION AND  
ORIENTATION MEETINGS CONDUCTED  
IN THE PILOT SCHOOLS

School	Number of Meetings in School Year 1955-56	Number of Meetings in School Year 1956-57	Number of Meetings in School Year 1957-58
Ann Arbor	18	18	18
Benton Harbor	7	6	9
East Grand Rapids	20	20	10
Flint Central	38	5	No Program
Ithaca	30	20	No Program
Lansing Eastern	13	14	8
Leland	30	No Program	No Program
Marquette	25	25	30
Marysville	40	20	4
Melvindale	10	10	10
Midland	17	16	15
Mumford	6	7	6
Petoskey	24	6	4
Reed City	25	30	15
Sault Ste Marie	20	15	15
Wakefield	30	15	10
Waterford	8	3	No Program

of units of study included in the DIO courses, the responses pointed out rather conclusively that the member schools felt the same units and areas of study were of importance. By the end of the fourth year of the experimental program, all of the participating schools were including Armed Forces information and with but one exception all were including Military Obligations as a topic of study in their program. More than half of the schools were conducting units on Educational and Vocational Opportunities in the Armed Forces, and nearly half of the schools were including Your Country as an area of study. The various units of study provided in the DIO programs are listed in Table IV.

TABLE IV  
UNITS OF STUDY\* CONDUCTED IN THE DIO PROGRAMS

Units of Study	School Year 1955-56	School Year 1956-57	School Year 1957-58
Armed Forces Information	16	14	13
Military Options and Obligations	13	14	12
Your Country	9	9	9
Educational and Vocational Opportunities in the Armed Forces	7	8	7
Veterans Benefits	5	4	2
Conscientious Objector Information	1	1	1

\*By frequency mentioned

Question: What materials and instructional aids are used in the DIO program? The compiled data showed that in the second year, as well as the third year, of the pilot program ten types of instructional aids and materials were utilized by the participating schools in their DIO programs. In the fourth year of the program the instructional aids used in the participating schools had narrowed down to three types. The three types of instructional aids listed along with the frequency of mention were as follows: Armed Forces Literature,<sup>2</sup> 11; Films,<sup>3</sup> 6; and Textbooks, 6.

Pertaining to resource people utilized in the DIO programs, the evidence offered by the data revealed that in general the member schools utilized resource people from the same agencies. All of the participating schools employed Armed Forces representatives in their programs. Other resource personnel used in the DIO programs in order of frequency of mention include: (1) Armed Forces Reserve Representatives; (2) Selective Service Representatives; (3) Servicemen and Ex-servicemen; (4) Red Cross Representatives; (5) Armed Forces Chaplains; (6) High School Counselors; (7) Conscientious Objector Representatives; and (8) Veterans of Foreign Wars Representatives.

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<sup>2</sup>Pamphlets, brochures, and booklets available for use in DIO programs are listed in Appendix F.

<sup>3</sup>Sources of films available for use in DIO programs are included in Appendix F.

Question: In general do the students, teachers and community approve of the DIO program? The data pointed out rather conclusively that the DIO program was accepted by students, teachers, and community. Only one of the participating schools experienced feelings of dissatisfaction with the program. In the fourth year of the experiment, a few teachers and community members in one of the schools were in doubt as to the value of the DIO program and expressed some disapproval with it during a parent teachers meeting. The dissenters felt that there were other programs which were more urgently needed in the school.

Question: What types of problems were encountered in conducting your DIO program? Concerning the problems encountered in connection with the DIO program, there appeared to be little uniformity among the schools in the 16 types of problems encountered during the second and third years of the program. The 16 types of problems experienced in the schools were:

1. Evaluation of the DIO program.
2. Keeping DIO information up-to-date.
3. Obtaining sufficient time for the program.
4. Obtaining resource people for the program.
5. Scheduling the DIO program.
6. Repetition of information by resource people.
7. Obtaining time for individual counseling with students.

8. Obtaining qualified instructors for the DIO program. 54
9. Maintaining instructor interest in program.
10. Scheduling and obtaining films.
11. Classes too large.
12. Getting DIO information to drop-outs.
13. Maintaining student interest.
14. Developing positive attitudes in the students above serving in the Armed Forces.
15. Keeping lectures on an informative basis.
16. Obtaining cooperation of faculty members.

It is noteworthy that in the fourth year of the experimental program the number of problems encountered by the participating schools had been reduced to four types and that one-half of the schools were meeting no problems. A listing of the four problems in order of frequency of mention was as follows: (1) maintaining student interest; (2) obtaining qualified instructors for the DIO program; (3) evaluation of the program; and (4) keeping DIO information up-to-date.

As to whether any type of program evaluation had been made, the data revealed that the majority of the schools who attempted to evaluate their programs discontinued the procedure. In the second year of the pilot program 11 schools conducted evaluations; in the third year of the program seven schools made evaluations while in the fourth year only two schools conducted evaluations. In the second and third

years of the experimental program, evaluations were made by utilization of student opinionnaires, administrator opinionnaires, and opinions of former students who served in the Armed Forces. In the fourth year the student opinionnaire was used by the two schools who conducted evaluations of their DIO programs. None of the pilot schools who conducted evaluations included the results with their questionnaires.

Question: Do you feel your program is worth while? Since the responses were unanimous in the affirmative, it would seem that the pilot school instructors believed their programs were of value.

#### Discontinuance of the DIO Program In Five Pilot Schools

In the spring of 1958 a letter was written to each of the five pilot schools who had discontinued its DIO course to determine the reason for abandoning the program. The reasons given for discontinuing the program listed in order of frequency of mention were as follows: (1) lack of personnel to conduct the program; (2) lack of student interest in the program, and (3) insufficient amount of pertinent material to present in the DIO class.

## CHAPTER V

### EVALUATION OF THE DEFENSE INFORMATION AND ORIENTATION PROGRAMS BY STUDENTS AND INSTRUCTORS

#### Introduction

In this chapter the findings concerned with the evaluations of the DIO programs by students who served in the Armed Forces after participating in the program and by the instructors of the programs are presented. Data were obtained from a questionnaire which was mailed to students from ten of the pilot schools who participated in the follow-up study and from a structured interview which was conducted with the instructors from 16 of the pilot schools. For the purpose of comparison and analysis, similar questions were asked the students and instructors.

#### Instructor Evaluations of the DIO Programs

As stated in Chapter IV, two of the 18 pilot schools discontinued their DIO programs during the first two years of the experiment. The instructors' evaluations of the programs include the opinions of representatives from the remaining 16 pilot schools. Since the questions in the structured interview were grouped to facilitate their being answered, the data are presented and interpreted in the same order.

## Evaluations of the Topics Studied in the DIO Programs

Question one through thirteen in the instructors' interview concerned topics the pupils studied in the DIO programs.<sup>1</sup> The instructors were asked what value they would place on each of the topics (i.e. "very much," "much," "some," and "little") and to offer comments relative to the topic. Table V presents the frequency responses (in percentages) made by the instructors. The data concerning the various topics are presented here.

1. Selective Service Procedures and Military Obligations. It was revealed in the study that eight-tenths of the instructors were of the opinion that this topic was of "very much" importance, and two-tenths felt it was of "much" importance. None of the participants indicated the topic as "some" or "little" value.

The instructors were unanimous in their belief that Selective Service representatives can best handle this topic and that the best source of literature relative to this subject is available from the Armed Forces. The instructors were also unanimous in feeling that information about this subject changes so often that it is impossible for DIO teachers to keep as up to date as necessary.

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<sup>1</sup>See Appendix E for copy of the Instructors' Interview Schedule.

TABLE V

INSTRUCTOR EVALUATIONS OF TOPICS STUDIED IN THE DIO PROGRAMS  
(N=16)

Topics	Evaluation of Topics			Little
	Very Much	Much (Percentages)	Some	
Selective Service Procedures and Military Obligations	81.3	18.8	0.0	0.0
The Advantages and Disadvantages of Enlisting or Being Drafted	25.0	37.5	37.5	0.0
Students Understanding Their Abilities and Capacities	100.0	0.0	0.0	0.0
Reserve Programs Including National Guard	43.8	37.5	18.8	0.0
Procedures and Methods of Becoming a Commissioned Officer	0.0	6.3	93.7	0.0
Choosing a Branch of the Service in Which to Serve	6.3	25.3	62.5	6.3
The Induction Process and Procedures	12.5	25.0	50.0	12.5
Basic Training	6.3	12.5	68.8	12.5
Selection of Service Schools	12.5	56.3	18.8	12.5

TABLE V (continued)

Topics	Evaluation of Topics			
	Very Much	Much	Some	Little
	(Percentages)			
Opportunities in the Services Which Are Related to Civilian Occupations	0.0	6.3	62.5	25.0
Educational Opportunities in the Services	12.5	56.3	18.8	12.5
The Military Service as a Career	0.0	0.0	56.3	43.8
Benefits Following Discharge	0.0	0.0	62.5	37.5

Less frequently mentioned comments by the instructors were: "Sophomores and juniors, as well as seniors, should be included when studying this topic." "This topic should be the nucleus of the DIO program." "There are not enough up-to-date films on this subject." "Since many of the girls will be marrying boys going into the Armed Forces, they have an interest in this topic and should be present when it is studied."

2. Advantages and Disadvantages of Enlisting or Being Drafted. One-fourth of the instructors judged this topic to be of "very much" value. Four-tenths felt it was of "much" importance, and a like proportion indicated it was of "some" value. Again no one believed it to be of "little" importance.

In discussing this topic with the instructors, all expressed the belief that this subject should be handled on an individual conference basis and that the most up-to-date information was obtainable from the Armed Forces. Three of the participants suggested that this topic should be one of the major units in the program.

3. Students Understanding Their Abilities. The instructors were unanimous in feeling this subject should be handled by the guidance services and should not be included in the DIO class sessions. It should be noted, however, that all of the instructors felt this topic was



very important but that it would be more appropriately covered by the school counselor.

One of the DIO schools did not have a counseling department so the instructor assigned each student to make a profile sheet of his Differential Aptitude Test results. An individual conference was then conducted with each student during homeroom period and the test results discussed.

4. Reserve Programs Including National Guards. Eight-tenths of the respondents felt this topic was either important or very important. Two-tenths believed it was of "some" value, and again no one submitted it was of "little" importance. It is of interest to note that the schools which indicated this topic to be of "much" or "very much" importance were all located in areas with access to Reserve Training Centers. The schools which designated the subject as "some" value were situated in areas which had no reserve units. Better than one-half of the instructors commented in the interview that since students often become eligible for reserve programs in their sophomore and junior year, this information should be made available to all senior high school students.

5. Procedures and Methods for Becoming a Commissioned Officer. With but one exception the instructors indicated their belief that although this subject was of importance, it should be handled by the counseling department on an

individual basis. They felt that since relatively few of the students would be going into officers' programs, the time allotted for this subject could be more appropriately spent on other important topics. It is interesting to note that the only school which believed this subject was important enough to be studied in the DIO class had 95 per cent of its graduates enrolling in colleges. The instructors further commented that the Armed Forces representatives covered this topic briefly and that those students interested in the Commissioned Officers Program could obtain additional information at the Recruiting Offices.

6. Choosing a Branch of the Armed Forces in Which to Serve. Most frequently, as reflected in Table V, the instructors indicated this topic as of "some" importance. One-fourth submitted that the subject was of "much" value. One of the 16 respondents felt this topic was of "very much" importance; whereas, a like number judged it to be of "little " value.

All of the instructors expressed the belief that this topic was adequately handled by the Armed Forces representatives in their routine presentations of service information and that students who desired further detailed information could contact the recruiters. The instructors also noted that literature about the various branches of the Armed Forces is abundant and may be readily obtained at service recruiting offices.



7. The Induction Process and Procedures. The tabulated data disclosed that one-half of the responses labeled this topic "some" importance and one-quarter indicated it was of "much" value. Although one-eighth of the instructors signified this subject was of "very much" importance, a like number reported it as of "little" value.

One of the schools located on the outskirts of Detroit reported that they made a very important unit out of this topic. A photographer from the high school followed a couple of their students through the induction center at Fort Wayne and took moving pictures of the pupils participating in the various induction processes. The films were then used in the DIO course.

Other comments mentioned by the instructors were: "data on this subject changes often and is difficult to keep up-to-date," "recently returned servicemen can give accurate information on this subject," "there are not enough good films covering this topic," and "since the induction process is so short, little time should be allotted for it."

8. Basic Training. The data in Table V revealed that nearly seven-tenths of the respondents judged this topic to be of "some" value. One-eighth were of the opinion it was of "much" importance, and a like number held



it to be of "little" value. Only one of the 16 instructors believed it was of "very much" importance.

Once again the instructors were unanimous in feeling that this area of study should be covered by Armed Forces representatives. They also felt that since basic training changes so often and varies with the different branches of the service, recently returned servicemen could offer a more realistic account of the training to the DIO classes.

9. Selection of Service Schools. Slightly over one-half of the instructors indicated this subject was of "much" value, and nearly two-tenths reported it was of "some" value. About one-tenth of the respondents felt the topic was of "very much" importance and the same proportion judged it to be of "little" value. Nine-tenths of the instructors commented that this topic could be best discussed by Armed Forces representatives and that returning servicemen could also present accurate pertinent information.

10. Opportunities in the Services Which Are Related to Civilian Occupations. All of the instructors again expressed the belief that this subject is covered adequately by the Armed Forces representatives in their routine presentation of service information to the DIO classes and that students who desire further information can obtain it from Armed Forces recruiting offices. Three of the respondents felt the students lacked interest in this subject.



11. Educational Opportunities in the Armed Forces.

The tabulated data in Table V disclosed that the opinions of the instructors varied as to the value of this topic. However, nearly nine-tenths felt it was of "some," "much," or "very much" importance. Comments mentioned by the instructors were: "since Armed Forces representatives have the most up-to-date information on this topic, they should cover the subject in the DIO class," "this subject should be emphasized so students will not vegetate while serving in the Armed Forces," "students are hard to motivate on this subject because they are tired of going to school," and "best source of information about this topic is Armed Forces literature and may be obtained from service recruiting offices."

12. Military Service as a Career. The responses revealed that slightly over one-half of the instructors believed this topic was of "some" value, whereas slightly under one-half felt it was of "little" value. None of the participants submitted the topic to be of "much" or "very much" importance. It was noted in the comments that all of the instructors felt that the Armed Forces representatives could cover this topic in their routine presentations to the DIO classes. It was also noted that the participants believed students should serve for a period in one of the branches of the service before deciding on the Armed Forces as a career.

13. Benefits Following Discharge from the Armed Forces. From the data in Table V it can be seen that approximately six-tenths of the respondents judged this topic to be of "some" value and about four-tenths indicated it was of "little" value. None of the instructors indicated it was of "much" or "very much" importance. The instructors were agreed that because post-service benefits change so often, the most appropriate resource persons to discuss this subject are Armed Forces representatives.

Development of Positive Attitudes Toward Serving in the Armed Forces.

In answer to the question "Do you feel that in general the DIO program aided the students in developing a more positive attitude toward serving in the Armed Services," four-tenths of the instructors indicated "much," whereas slightly less than this proportion signified "some". Two of the participants responded "little" and one of the 16 instructors said "very much."

All 16 of the respondents expressed the feeling that it is very difficult to determine and measure attitudes. They also noted that their only evaluation of students' attitudes toward the service was based on student interest in the DIO class. The majority of instructors also believed that since developing positive attitudes toward serving in

the Armed Forces requires considerable time, the number of hours allotted for the DIO program should be extended. Over one-half of the respondents commented that as the number of men being drafted decreases, the problem of motivating student interest in the Armed Forces becomes increasingly difficult.

#### Methods of Presenting Information

The responses, as shown in Table VI, revealed that the majority of instructors indicated that films were the

TABLE VI

INSTRUCTOR EVALUATIONS OF METHODS USED TO  
PRESENT INFORMATION TO DIO CLASSES  
(N=16)

Method	First Choice	Second Choice (Percentages)	Third Choice
Lectures	25.0	56.3	18.8
Discussions	18.8	25.0	56.3
Films	56.3	18.8	25.0

most effective single method to present information to the DIO classes. The majority of participants judged lectures to be the second best single method and discussions were the third most effective single means of offering information.

All of the respondents expressed the belief that no one method was best in presenting information but that combinations (i.e. films followed by discussions, lectures followed by discussions, etc.) should be utilized. Typical of the comments given in response to this query were:

"Films can offer information not available in other sources of information." "Films can cover a large amount of information in a limited period of time." "Students should be adequately prepared before observing films." "Films seem to motivate students more than lectures or discussions." "Individual conferences with students are effective, but this takes a great deal of time." "Only up-to-date films should be used in the program."

#### Times in Which the DIO Program Should Be Provided

All of 16 of the instructors indicated that a program of Defense Information and Orientation should be provided during a period when the United States is engaged in war and in times of national emergency; all but one of them felt that the program should be offered in periods of peace. Further all of them noted that the programs should be flexible to meet changing needs and times.

#### Instructor Evaluations of the Programs as a Whole

In answer to the question "how would you evaluate your DIO program as a whole?" one instructor rated his program

"excellent;" four rated their programs "very good;" eight regarded theirs as "good;" two indicated theirs were "fair," and one felt that his was "poor." Again the instructors were unanimous in noting that evaluation of the programs was very difficult. Methods employed to evaluate the programs, in order of frequency of mention, were as follows: (1) student opinions, (2) returning servicemen's opinions, (3) teachers' opinions, and (4) school administrators' opinions.

Approximately five-eighths of the participating schools made evaluations, but none of them had available records of the results. Among the comments given by the instructors, however, were: "More time should be allotted for the DIO class." "Instructors should be given time for class preparation." "Information could be more effectively presented if class was broken down into small study groups."

#### Additional Comments

The last question in the structured interview asked the instructors to add any additional remarks which would aid in evaluating the DIO programs. Comments and suggestions offered by the instructors included:

1. Students should be encouraged to discuss their Armed Forces plans with their parents.
2. Counselors should present Armed Forces information to students who drop out of school before participating in the DIO program. This could be accomplished in the exit interview with students leaving high school.

3. The high school counselors can assist the DIO instructors in handling some of the activities and functions of the DIO program (i.e. aid students to understand their abilities and capacities, aid students who have personal problems relative to entering the service, etc.).
4. Servicemen home on leave can be utilized effectively to lecture and lead discussions in the DIO class.
5. Attractive and up-to-date information placed on bulletin boards can stimulate and motivate interest in the DIO program.
6. DIO students should be encouraged to remain in touch with their instructors after entering the service. This would help in keeping up-to-date the information which should be included in the program.
7. Since some of the girls in high school are interested in entering the service, a woman representative from the Armed Forces should meet with interested students and present the pertinent information.
8. Pictures taken of the DIO class and printed in the local paper can aid in keeping the public interested in the program.
9. The full cooperation of the high school administrators is needed if the DIO program is to be successful.
10. DIO instructors should make periodic visits to military installations to keep up-to-date on service information.

#### Student Evaluations of the DIO Programs

As indicated earlier, a sample of the high school graduates who had participated in the DIO programs and were now serving or had completed a period of service in the Armed Services was sent a follow-up questionnaire to obtain

their reactions to the value of the program in preparing them for their service experience. This aspect of the study was conducted in the spring of 1960.

A total of 200 student questionnaires were sent out to students from ten of the 18 pilot schools who agreed to participate in the survey. One hundred seven, or 53.5 per cent, were completed and returned. Since the student questionnaire was similar to the instructor interview schedule, the data are presented and interpreted in the same order as in the instructor evaluations. Although the participants completed all of the check-list sections of the questionnaire, relatively few of them offered information in the comment sections.

#### Evaluations of Topics Studied in the DIO Programs

In questions one through 13 of the questionnaire, the students were asked to evaluate topics studied in the DIO program in light of their experiences in the military service. The information submitted by the participants is summarized here.

##### 1. Selective Service Procedures and Military Obligations.

The total responses, as evidenced in Table VII, showed that 29.9 per cent of the students felt this topic had helped them "very much," and 30.8 per cent believed it was of "much" value. Only 3.7 per cent of the participants thought

TABLE VII

## STUDENT EVALUATIONS OF TOPICS STUDIED IN THE DIO PROGRAMS

(N=107)

Topic	Evaluation of Topics			
	Very Much	Much	Some	Little
	(Percentages)			
Selective Service Procedures and Military Obligations	29.9	30.8	35.5	3.7
The Advantages and Disadvantages of Enlisting or Being Drafted	24.3	37.4	28.0	10.3
Students Understanding Their Abilities and Capacities	7.5	17.8	41.1	33.6
Reserve Programs Including National Guard	20.6	31.8	35.5	12.1
Procedures and Methods of Becoming a Commissioned Officer	8.4	20.6	41.1	29.9
Choosing a Branch of the Service in Which to Serve	28.0	22.4	20.6	29.0
The Induction Process and Procedures	15.0	25.2	38.3	21.5

TABLE VII (continued)

Topic	Evaluation of Topics (Percentages)			
	Very Much	Much	Some	Little
Basic Training	14.0	10.3	39.3	36.4
Selection of Service Schools	7.5	16.8	41.1	34.6
Opportunities in the Services Which Are Related to Civilian Occupations	8.4	16.8	43.0	31.8
Educational Opportunities in the Service	21.5	31.8	35.5	11.2
The Military Service as a Career	9.3	19.6	42.1	29.0
Benefits Following Discharge	4.7	12.1	41.1	42.1

it was of "little" value, and 35.5 per cent deemed it of "some" importance. A few of the students commented that this subject should be made the nucleus of the DIO program and that more time should be devoted to this area of study. Several respondents also believed this subject should be highly organized and details covered more thoroughly.

2. Advantages and Disadvantages of Enlisting or Being Drafted. It was revealed in Table VII that 61.7 per cent of the students judged this topic to be of "much" or "very much" importance, whereas 38.3 per cent believed it was of "some" or "little" value. Some of the respondents felt that the recruiting officers tend to over-emphasize the importance of enlisting.

3. Students Understanding Their Abilities and Capacities. Only 25.3 per cent believed this subject was of "very much" or "much" importance while 74.7 per cent judged it to be of "some" or "little" value. A few of the participants felt that results from the screening tests administered during basic training determined in which component military personnel will be assigned. A few other students believed that the services placed personnel on the basis of need rather than on the basis of ability or aptitude.

4. Reserve Programs Including National Guards. It was revealed in Table VII that slightly more than one-half

of the participants felt this topic was of "very much" or "much" importance. Thirty-five and five-tenths per cent of the students judged it to be "some" value, and 12.1 per cent thought it was of "little" importance. Several respondents expressed the belief that servicemen who had participated in reserve programs before entering the Armed Forces received more desirable assignments and were promoted more rapidly.

5. Procedures and Methods of Becoming a Commissioned Officer. The tabulated data in Table VII disclosed that although 29 per cent of the respondents judged this topic to be of "very much" or "much" value, 71 per cent thought it was of "some" or "little" importance. The few comments offered about this topic were that "more time should be devoted to this subject" and "information in this field should be kept up-to-date."

6. Choosing a Branch of the Armed Forces in Which to Serve. An analysis of the responses showed that opinions relative to the value of this topic varied considerably. Twenty-eight per cent of the students felt the subject was "very" important, whereas 29 per cent thought it was of "little" value. Twenty and six-tenths per cent of the participants indicated it was of "some" importance, and 22.4 per cent designated it as "little." Several students noted in their comments that there is little difference in

the various branches of the Armed Forces and that the programs offered are similar. Other students commented that they had known since childhood in which branch of the Armed Forces they desired to serve.

7. The Induction Process and Procedures. The data revealed that the majority of respondents judged this subject to be of "little" or "some" importance. Forty and two-tenths per cent signified it was of either "much" or "very much" value. A few of the respondents felt that in order to understand this topic an individual must actually go through the induction process.

8. Basic Training. As shown in Table VII, approximately 75 per cent of the returns indicated this topic was of "little" or "some" value, and only 24.3 per cent designated it as of "very much" or "much" importance.

Comments, listed in frequency of mention, were:

- a. This topic is too large to be covered adequately in the DIO program.
- b. An individual must go through the training to understand it.
- c. Basic training procedures change so often that it is impossible to present a true picture of the processes.
- d. The best way to learn about basic training is to talk with servicemen who have recently completed the training program.
- e. Basic training information presented by the recruiters is often misleading and out of date.
- f. More time should be spent on this topic.

9. Selection of Service Schools. The total responses indicated that the majority of participants felt this topic was of relatively small importance. Whereas 75.7 per cent of the returns designated the subject as of "little" or "some" value, only 24.3 per cent deemed it to be of "very much" or "much" importance. Approximately one in ten of the respondents felt that the recruiters tend to present misleading information relative to the choice of service schools.

10. Opportunities in the Services Which Are Related to Civilian Occupations. Although 25.2 per cent of the participants believed this topic was of "very much" or "much" value, 74.8 per cent judged it to be of "some" or "little" importance. Comments offered by the respondents were that "recruiters present misleading information about this subject," "the Armed Forces offer very few occupations which are related to civilian jobs," "more detailed information should be presented about this topic," and "more emphasis should be placed on this topic."

11. Educational Opportunities in the Services. The data showed the responses to this category to be 21.5 per cent "very much," 31.8 per cent "much," 35.5 per cent "some" and 11.2 per cent "little." Four per cent of the participants noted that this topic should be emphasized and covered extensively in the DIO program.

12. Military Service as a Career. As revealed in Table VII approximately 70 per cent of the respondents believed this topic was of "little" or "some" value, whereas nearly 30 per cent thought it was of "much" or "very much" importance. Some of the participants commented that individuals should serve in the Armed Forces before deciding to become career men.

13. Benefits Following Discharge from the Armed Forces. Once again the data disclosed that the majority of students felt the topic was of "little" or "some" importance. Only 16.8 per cent judged it to be of "much" or "very much" value. One in ten of the respondents noted that benefits offered by the Armed Forces are so few that the time allotted for this topic should be devoted to other subjects.

#### Development of Positive Attitudes Toward Serving in the Armed Forces

In answer to the question "to what extent did the DIO program influence you in developing a more positive attitude toward serving in the Armed Forces," the responses reflected diverse opinions. Although 25.2 per cent indicated "very much," 19.6 per cent designated "little." Approximately 30 per cent of the participants felt it had influenced them "some" and like number believed the program had influenced them "much."

Comments, listed in order of frequency of mention, were as follows:

1. The DIO course pointed out why young men must serve in the Armed Forces and to take advantages of the opportunities offered them.
2. Prepared us for what to expect while serving and make use of available opportunities.
3. The program prepared us for the change from civilian life to the military.
4. The DIO course showed us why we should do our best while serving our country.
5. The DIO class pointed out both the good and bad sides of the Armed Forces.
6. The program did not change my attitude toward the service.

#### Methods of Presenting Information

The data in Table VIII reveal that for first choice the most frequently mentioned methods of presenting defense information were question-answer (30.5 per cent) and films (29.4 per cent). As second choice the most frequently indicated methods were lectures (25.3 per cent), question-answer (22.1 per cent) and films (21.1 per cent). In third choice the most numerously mentioned methods included lectures (25.3 per cent), films (18.9 per cent) and class discussions (17.9 per cent).

TABLE VIII

STUDENT EVALUATIONS OF METHODS USED TO  
PRESENT INFORMATION TO DIO CLASSES  
(N=107)

Method	First Choice	Second Choice (Percentages)	Third Choice
Lectures	17.9	25.3	25.3
Textbooks	0.0	0.0	7.4
Films	29.4	21.1	18.9
Discussions (class)	6.3	13.7	17.9
Discussions (small groups)	5.3	8.4	4.2
Student reports	2.1	1.1	1.1
Question-answers (with former servicemen)	30.5	22.1	14.7
Visits to military installations	8.4	8.4	10.5

### Times During Which the DIO Program Should Be Provided

The ratio of responses pointed out rather conclusively that the participants felt a program of DIO should be provided in periods of war (93.5 per cent "yes" and 6.5 per cent "no"). As to whether a program should be offered in peace time, the participants responded 97.2 per cent "yes" and 2.8 per cent "no."

Should the DIO program be provided in periods of national emergency? It was practically unanimous among the respondents (98.1 per cent "yes" and 1.9 per cent "no") that a program of DIO should be provided in periods of national emergency.

### Students' Evaluations of the DIO Programs as a Whole

Concerning students' evaluations of their DIO programs as a whole, the total frequency count showed 11.2 per cent "excellent," 24.3 per cent "very good," 35.5 per cent "good," 21.5 per cent "fair," and 7.5 per cent "poor." The few participants who offered comments on this question noted that although they felt their DIO programs were poor, they believed that programs could be developed which would be beneficial to the students.

### Additional Comments

The last question of the student questionnaire asked the participants to add any further information they felt

would aid in evaluating the DIO programs. A summary of the comments, listed in order of frequency of mention, is presented here.

1. The DIO program is very important and should be continued in the high school.
2. More time should be devoted to the program.
3. Recruiters often present misleading information and portray an unrealistic picture of the Armed Forces.
4. Servicemen home on leave are best source of up-to-date military information. (Some of the students noted on their questionnaire that they would be glad to talk to the DIO classes.)
5. It should be emphasized in the DIO class that the Armed Forces are necessary and that it is an honor to serve one's country.
6. The undesirable aspects of the services should be presented as well as the desirable.
7. The importance of discipline in the services should be emphasized in the DIO class.
8. Ex-servicemen would be employed as instructors of the DIO course.
9. Students in the DIO classes should be required to look up Armed Forces information and present it to the class.
10. Visits to military installations by the DIO class are an excellent way for students to learn first-hand information about the Armed Forces.
11. More emphasis should be placed on the importance of taking advantage of the educational opportunities offered in the services.

One of the students outlined a program of DIO which he thought should be used in high schools.

## CHAPTER VI

### SUMMARY, FINDINGS AND CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

The purpose of this chapter is to present a summary of the investigations made in this study, the conclusions which seemed justified from observations of the data obtained, and suggestions for further research.

#### Summary

The problem. It was the purpose of this investigation: (1) to trace the development of the pilot program from its inception in 1954 through the spring of 1958 for use in the participating schools; (2) to study the organization and administration of the Defense Information and Orientation programs in each of the pilot schools; (3) to obtain indications of the values of the programs; and (4) to include in the study information, ideas, materials and resources which can be utilized by schools in setting up and conducting Defense Information and Orientation programs.

Methodology. Since this study was concerned with the quantitative and qualitative aspects of the Defense Information and Orientation programs, adaptations of the descriptive method of research were employed. The specific methods used

in this study were: (1) the questionnaire, (2) the structured interview, and (3) analysis of printed material.

In the first year of the pilot program, information relative to the organization and administration of the Defense Information and Orientation programs was obtained from structured reports submitted by the participating schools at a meeting of DIO school representatives in the spring of 1955. Data for the years 1956, 1957, and 1958 were gathered by utilization of a questionnaire. In order to study experimental changes, the same questionnaire was used each of the three years.

During the spring of 1960 a follow-up study of the two hundred students who had participated in the Defense Information and Orientation programs and then served in the Armed Forces was conducted in ten of the pilot schools. Opinions relative to the values of the programs were obtained from 107 of the students by means of a questionnaire.

In order to obtain further indications of the values of the DIO programs, a structured interview was conducted with program instructors from 16 of the pilot schools in the spring of 1960. Questions similar to those asked on the student questionnaire were asked in the instructor interview.

## Findings and Conclusions

Through the personal visitation of each pilot school and extended interviews with Defense Information and Orientation instructors, facts and opinions were collected regarding the organization, administration and values of the DIO programs. In addition, questionnaires were utilized to gather data from the instructors and students participating in the program. A summary of the general findings and conclusions are presented.

A. Organization and administration of the Defense Information and Orientation Programs. Although individual differences were shown to exist among the pilot schools, the findings summarized here represent a composite of the various aspects which were studied. Briefly these were:

1. All of the participating schools conducted their Defense Information and Orientation programs in the twelfth grade. Instructors indicated that the senior year was the most appropriate for the course.

2. The information collected from instructors and students indicated that in the majority of schools there was a belief that both girls and boys should be included in the Defense Information and Orientation program. Five of the 18 participating schools did not include girls in their courses, however.

3. An analysis of the data revealed little uniformity in the scheduling pattern of the Defense Information and Orientation class meetings. The classes in the 18 schools convened at intervals ranging from daily meetings in seven of the schools to bi-monthly in one of the schools.

4. The study disclosed that no particular number of meetings was judged to be optimum by the instructors in the program. The number of meetings in the pilot schools ranged from three to forty.

5. The data pointed out rather conclusively that the schools did not hold any one course as most beneficial for presenting the Defense Information and Orientation program. Ten different courses were utilized by the 18 schools to conduct the programs.

6. A survey of the responses showed the majority of the pilot schools utilized teachers with Armed Forces experience to conduct the program. With the exception of three schools, all used ex-servicemen as instructors to teach the Defense Information and Orientation course.

7. On the whole the data showed that the Defense Information and Orientation program was approved by students, teachers and communities. In two of the schools, however, a few parents and students did express the belief that the program might be a scheme to recruit personnel for the Armed Forces.

8. Although 16 types of problems in conducting the program were encountered in the first two years of the experimental programs, only four problems were listed by the instructors at the completion of the fourth year. Eight schools noted they had no problems in the fourth year of the program. From the evidence offered, it would seem that through experience the instructors had been able to resolve many of the problems confronted in the early stages of the programs.

9. Thirteen of the 18 pilot schools were maintaining programs after four years of the Defense Information and Orientation experiment. Since all 13 schools indicated their programs were worth while, it would seem that in general the programs developed in the experimental schools were felt to be of value.

B. Student and Instructor Evaluations of the Defense Information and Orientation Programs. A follow-up study of the opinions of students and instructors as to the values of the Defense Information and Orientation programs revealed these findings.

1. The majority of students and instructors felt the 13 general topics studied in the Defense Information and Orientation programs were of very much, much or some value. Topics judged by the majority of instructors to be of much

or very much value were: Selective Service Procedures and Military Obligations, Advantages and Disadvantages of Enlisting or Being Drafted, Understanding Your Abilities and Capacities, Reserve Programs Including the National Guard, Selection of Service Schools and Educational Opportunities in the Services.

Topics believed by the majority of students to be of much or very much value were: Selective Service Procedures and Military Obligations, Advantages and Disadvantages of Enlisting or Being Drafted, Reserve Programs Including the National Guards, Choosing a Branch of the Service in Which to Serve and Education Opportunities in the Service.

2. Approximately four-fifths of the students and seven-eighths of the instructors felt that the Defense Information and Orientation program had aided the pupils in developing a more positive attitude toward serving in the Armed Forces.

3. In general, the students and instructors judged the same methods of presenting Defense Information were most effective. The instructors believed films, lectures and group discussions, respectively, were most effective, whereas the students felt question-answer periods, films and lectures were the most beneficial method of offering the material.

4. Since more than 90 per cent of total responses of the students and their instructors indicated that a Defense Information and Orientation program should be provided in the schools during periods of war, peace and national emergencies, it would seem that courses developed in the experimental program were beneficial.

5. The data pointed out quite conclusively that both instructors and students felt their programs as a whole were successful. Approximately seven-tenths of the students and eight-tenths of the instructors indicated their programs were good, very good or excellent.

#### Recommendations for Further Research

The pilot study described in this study gives some reasonable indication that schools might very well institute some type of program of orientation information for youth who will be affected by a period of obligated service in the Armed Forces. With the changes in military demands and needs for national defense which occur constantly, and with the termination of Armed Services requirements still in the future, one of the important research needs at the present time is an analysis of what should be included at the present time in such a program and a more rigorous study of what minimum period of time is required to discharge

this function effectively. With the many demands upon school time, any program such as this one must be justified in terms of time, effectiveness and appropriateness for the consumer.

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APPENDIX A

REPORT OF THE NORTH CENTRAL ASSOCIATION  
SUBCOMMITTEE ON MILITARY INFORMATION  
AND ORIENTATION

REPORT OF THE SUBCOMMITTEE ON  
MILITARY INFORMATION AND  
ORIENTATION

BY  
CHARLES E. SEMLER

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## Report of the Subcommittee on Military Information and Orientation

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ON APRIL 4, 1952, the Commission on Research and Service of the North Central Association of Colleges and Secondary Schools appointed a new sub-committee of the Committee on Current Educational Problems, "to explore and collect materials which will be useful in the education of youth for military service, placing particular emphasis on the educational experiences which will promote physical, mental, moral and emotional resources, that will enable youth to withstand the impact of military service."

The Committee felt that its responsibilities under these instructions fell into four general categories.

1. To make some statement of the responsibilities of the North Central Association and its member schools in this matter.
2. To find out what is being done in schools and colleges to assist

<sup>1</sup> The other members of the committee are Russell Rupp, principal of the Shaker Heights High School, Shaker Heights, Ohio; Nicholas Schreiber, principal of the Ann Arbor High School, Ann Arbor, Michigan; and J. E. Stonecipher, director of secondary education for the schools of Des Moines, Iowa.

NOTE: So urgent has this matter become within recent months that the Department of Defense turned to the North Central Association with the request that the Association survey the educational program of USAFI. In response to this request, the Executive Committee of the Association appointed a special committee to render this service. Printed here is its first report. Within a few months detailed and specially prepared materials will be forthcoming.—THE COMMITTEE.

youth in orienting themselves to military service.

3. To suggest a few types of programs which seem to have some merit in orienting youth to their probable military service.
4. To make available sources of material and personnel which may aid schools and colleges in implementing any program of orientation and information which they may undertake.

For the duration of the Selective Service Act of 1948, amended and expanded in 1951, every physically and mentally acceptable young man may expect to serve his country in one of the branches of the Armed Forces. This is a fact which must be accepted and planned for in mapping out personal, educational and vocational programs. Such a statement does not imply a stand for or against a permanent program of universal military training but it recognizes a fact with which secondary schools and colleges must be concerned if they meet the needs of their students. The impact of this situation affects the life plans of both young men and young women, although in such different ways that separate programs are in order.

The young men and young women of today have need of sources of accurate information, unbiased and objective judgment, and sympathetic personal and group counseling to help them

take the fact of required military service into consideration in their planning and to use it to the best possible advantage for themselves and their country. The high schools and colleges are agencies that are in the best possible position to provide for these needs for all or nearly all youths. Other agencies, such as the home, the church, friends, and other organized groups, can give important help, but for the entire group of youth, the schools cannot evade their responsibility and should use their resources in a carefully planned program of action. Again, it must be emphasized that educators may deplore the necessity for military service, and may or may not approve many aspects of the situation faced, but they must deal realistically with the experiences that most of their students are certain to encounter.

The understandings of our democratic way of life, and the basic knowledge of communication arts, science, and vocational skills are not greatly different for military service and civilian life. Both need the most complete and well learned skills and knowledge the students are capable of achieving. There is not much need, therefore, for altering the subject matter of such basic courses as English, social studies, mathematics, science, and physical education to serve military needs. Some applications may be made with more pointed realism, but few special courses are called for or recommended.

The appropriate psychological orientation of youth toward impending military service is the area in which the schools and colleges may make a comparatively new and very important contribution to their students. To make this contribution calls for the collection of much information not commonly available for dealing with content, not readily organized under familiar headings, and for assuming responsibilities

which have not regularly been assigned to schools. It requires caution that the school remain in the position of informant, guide, counsellor, and questioner. It emphasizes the mature responsibility the student must carry for making important decisions for himself, but for making them in the light of accurate, authentic information, sound thinking, and careful estimate of the consequences. This Committee recommends that North Central Association schools and colleges accept this responsibility.

It will be noted that the Committee felt that the basic understandings, skills, and knowledge which schools and colleges attempt to impart to their students as useful assets in civilian life do not differ greatly from those needed for military life. If these do not suffice, improvement in our present offerings, rather than special courses, seem to be called for. But it is in the field of psychological orientation to impending military service that schools and colleges should make an important contribution to their students.

Many veterans who left high school before graduation, achieve a soberly revised attitude toward educational values and return to civilian life with a desire to get a high school diploma if it is possible. The most natural place for them to turn to is the high school in their home community. The most disheartening response the veteran can meet is a statement to the effect that, "We have no program to offer you and we don't know anything you can do about it." (Such a response encourages him to alibi to himself in the future that he "had no chance," and that his service duty doomed him to a life-long educational handicap.) Even though the school administrator knows that anything he has to offer or suggest is difficult and may not be carried to completion, the veteran is entitled to the chance to try out his determination.

Many schools are too small to offer unusual opportunities, but almost all may offer encouraging advice or service along one or more of the following lines:

1. Correspondence study with a college or university extension service which any high school may accept for credit toward a diploma.
2. Supervised correspondence study for high school credit, used by many small schools.
3. Information about a large school system where vocational courses are available, even though tuition must be paid. Veterans' educational rights may be used.
4. Information about communities which may have evening courses for high school credit.
5. Information about colleges which will accept as special students those without high school diplomas who can pass certain scholastic aptitude tests.
6. The evaluation of certain training experiences in military service which may merit high school credit and reduce the time necessary to earn a diploma.
7. Readiness to accept USAFI courses completed and certified to the school. The service man who uses some of his leave to come back to his high school may be advised as to the courses which will be accepted toward his requirements.
8. Directions to consultants and advisers who can help him outline his assets and the possibilities of using his veteran's benefits so that he may make his choices on the basis of accurate and complete information.

The community which has a junior college and which offers terminal education courses or a school system which has adult education courses acceptable

for high school credit is in a fortunate position to help the veteran, educationally. If the high school offers vocational courses suited to the veteran's aptitudes and plans, he is likely to find an easier social adjustment for regular high school attendance there than in the more academic classroom situations. It is necessary to make clear to the older person enrolling in school that our secondary schools are essentially for teen-age youth and that the major social adjustments must be made by the occasional older person in the group. It would be helpful if each school system, or each high school or junior college, could have at least one person who is prepared to counsel sympathetically but realistically with returned service men and who could help them to explore all of the available possibilities for continuing their educational progress. The spread of information and the number of possible avenues of assistance are great enough that most schools will find it necessary to assign the responsibility to individuals who are willing to spend the time necessary to inform themselves well.

To find out what programs have been carried on in schools and colleges about 150 high schools and eighty-five colleges were contacted through letters which sought answers to the following questions.

1. Is there a need for such information and orientation?
2. What methods are being used to fill such needs if they exist?
3. What sources of material are being used?
4. What kind of personnel is being employed in the program?

No attempt was made to secure statistical data which could be compiled into tables and graphs. A descriptive sampling of programs was felt to be more useful.

Most high schools expressed the belief that they had a definite responsibility for orienting their students to military service. However, there were a few who stated definitely that they felt there was no need for such a program.

Most of the teaching material used was that furnished by the military services. Many used the Coronet Films, while others made considerable use of the material which has only recently been published by educational writers for this specific purpose. A great deal of use was made of military personnel and teachers who are veterans. None mentioned that they were doing much specifically to help those who do not join the military services, especially girls, to meet the social problems created by such service.

A study of the replies of these schools and colleges reveals that the following types of programs are being used with a considerable degree of success. It should be pointed out that in many schools some elements of several of these are being used.

1. In a few high schools separate courses have been organized. Usually these courses are elective for senior boys. They vary in length from relatively few meetings to a full semester of five days per week. In most cases the responsibility for the organization of the course rests with the guidance staff, but the actual teaching is done by persons deemed best qualified for the particular phase of the program under consideration.
2. In a larger number of high schools the content of courses already established has been modified to include military information and orientation. In most cases these courses have been in the fields of

social study or physical education. This modification has usually been accomplished in one or both of two ways. In some cases a unit on military information and orientation, quite distinct from the remainder of the course has been introduced. In other cases the emphasis and general content of the course has been modified and redirected to take into account this new objective.

3. By far the greater number of high schools which replied are making their efforts in this field a part of their organized guidance program. This expansion is accomplished in a variety of ways. In nearly all schools the probability of military service for the student is taken into account in the individual counseling procedures. Opportunities are provided to inform and counsel students as to their military service on a group basis. In some cases parents are urged or invited to participate in these programs. In many schools impending military service has become an important part of Career Day programs. It should be pointed out that most schools do not rely on any one of these procedures for the effectiveness of their program but use a combination of several of them.

Regardless of the method of organization of the program in these schools there is a good deal of agreement on what sort of information, counsel and training should be provided. The following items seem to appear most often in the programs of these particular high schools.

- a. Schools attempt to keep students informed concerning the detailed operation of Selective Service as it affects them: when they must

- register, how they fill out their questionnaire, how they are classified, what tests and examinations they will be asked to take, etc. They also attempt to keep their students advised as to the latest policies of Selective Service on both national and local levels as to quotas, deferments, and the like.
- b. The opportunities for enlistment in the various services form an important part of the program of most schools. Whether students should enlist or wait for Selective Service induction is a question on which most boys seek advice and counsel.
  - c. The question as to whether boys should perform their military service immediately upon completion of their high school programs or should ask for deferment in order to complete their college and professional training is an important one. Closely allied with it are the opportunities offered in colleges through ROTC and other programs for either general or specific training for military service before induction into the services.
  - d. Most schools attempt to provide all possible information which students may find helpful in selecting the branch of service in which they would like to serve.
  - e. The opportunities for instruction in the services, particularly that of a vocational nature, which may be useful in later civilian life, are of great interest to all boys as they look forward to their military service.
  - f. Several schools indicate that they are placing increased emphasis on their health and physical education programs in order to increase the physical fitness of their students for future military service.
  - g. Perhaps the most important function which these schools indicate they are attempting to perform through their programs of pre-induction counseling and information is to help their students adopt and maintain a rational and objective attitude toward such service, and to relieve them of the emotional tensions which seem to be present in the minds of many of them. Indeed it should be pointed out that this psychological balance is the final objective of all such programs. Basic to this concept is the philosophy that ignorance and uncertainty breed tensions and worry, and that they can be relieved only by accurate information, sympathetic understanding, and wise counseling.
  - h. Nearly all schools indicate that they are making greater efforts to help their students understand present world tensions and problems and the necessity for keeping our country strong—economically, morally, intellectually, physically and militarily—so that we may defend ourselves against actual physical attack or ideologies foreign to our way of life.

The problem of the college student with regard to military service is different from that of the high school student. Responsibility for military service for most college students is not a thing of the future. Most of them are immediately responsible for such service and are being permitted to forego it temporarily and remain in college so that they will be more valuable to their country when they are called upon to render that service. The reports received from colleges indicate that they recognize this difference and

that they have premised their programs on this recognition.

Practically all colleges which replied to our inquiry expressed a grave sense of responsibility to their students in this field. In most cases their programs were highly individualized and were being handled through their guidance and counseling services. The following general objectives seemed to be present in most of the college programs.

1. Make the student aware of the factors underlying current world tensions and conflict, and impress upon him his moral and patriotic duty to render that service which is necessary to protect and perpetuate the blessings of freedom and democracy which he enjoys.
2. Keep the students constantly informed as to current Selective Service and military service regulations and opportunities.
3. Assist him in keeping himself constantly advised as to his own status as far as Selective Service is concerned.
4. Create an atmosphere and personal attitudes which will help students rid themselves of a sense of insecurity and tension.
5. Provide programs such as ROTC which will give students an opportunity to train themselves directly for military service.
6. Help students to continue their educational programs as long as possible before entering military service.

As stated above, inquiry was made of eighty-five colleges. Sixty-five replied. They represented all types of college and university organization. All who replied indicated that they were carrying on some type of orientation program relative to military service. About three-fourths of these indicated that such programs were part of their

guidance and counseling service. The other one-fourth reported some other type of organization.

Perhaps the most valuable service which the North Central Association can render in this field is to list some of the sources of materials which are available in this field. The most prolific source is the military services themselves. Millions of dollars have been spent by the military services to prepare this material and in most cases they have done an excellent job. However, schools and colleges should constantly keep in mind that with few exceptions this material was not prepared for an unbiased orientation and information program such as most schools and colleges contemplate. Most of this material was prepared for one or two specific purposes: 1. To encourage enlistment in a specific service. 2. To assist in the training program after entrance into the service. However, much of this material is valuable for pre-induction orientation of this purpose and background is recognized and taken into account. Most of the material is available at little or no cost.

Recently some very excellent material has been prepared by educational writers and by schools and colleges themselves.

In the list which follows no attempt has been made to evaluate any of this material, nor has any attempt been made to include all the valuable material that is available. Rather it is an attempt to furnish a descriptive list of sufficient comprehensiveness to be valuable to any school interested in such a program.

**BEFORE YOU ARE DRAFTED.** A Guide for Young Men of Selective Service Age—Army, Navy, Air Force, Marines, Coast Guard. Greenberg Publisher, New York, 1951. This book gives complete and concise information on draft regulations and procedures

and the opportunities offered in the Services for education and promotion. It also furnishes information on the status of both high school and college students.

**STUDENTS AND THE ARMED FORCES.** Department of Defense, Armed Forces Information and Education Division. United States Government Printing Office, Washington, 1951. This is an excellent source book of information about the various branches of the Armed Services. It discusses draft and enlistment procedures and contains examples of the various forms used. It describes the educational, vocational, recreational, and moral opportunities and responsibilities of members of the Armed Services.

**YOU AND SELECTIVE SERVICE.** A Statement prepared by the Indiana Association of Collegiate Registrars and Admission Officers, William White, Secretary, Purdue University, West Lafayette, Indiana, 1952. This is a very fine presentation in brief and concise form of selective service regulations and procedures as they affect students and their educational programs, particularly on the college level.

**YOU AND THE DRAFT.** William S. Vincent and James E. Russell, Science Research Associates, 57 W. Grand Avenue, Chicago, 1952. This not only describes concisely and clearly the mechanics of selective service and the opportunities offered by various branches of the military service, but it also is a splendid presentation of the background of present world conflicts and tensions. It is a rational and sensible discussion of a citizen's obligations and responsibilities to his country which should do much to help a young man orient himself to impending military service.

**CORONET INSTRUCTION FILMS: ARE YOU READY FOR SERVICE?** Coronet Building, Chi-

cago. This is a series of fourteen films designed to assist citizens in general and young men in particular to adjust themselves to the necessity of military service. Teaching guides and outlines are available. They stress the obligations of citizenship; the need for physical, mental and moral adjustment to military service; life in the military services; and the basic conflict between democracy and Communism.

**COUNSELING HIGH-SCHOOL STUDENTS DURING THE DEFENSE PERIOD.** Leonard M. Miller, Office of Education. United States Government Printing Office, Washington, 1952. This little booklet is a good one for high school counselors and teachers to have. It contains valuable information and suggestions for the counseling of youth in relation to military service.

**HOW TO GET AHEAD IN THE ARMED FORCES.** Reuben Horchow, Doubleday & Co., Garden City, New York, 1951. This down-to-earth practical discussion on how to get along in the Armed Forces contains tips for recruits, how to take tests and do well in interviews, how to win promotions, how to get the assignments you want and how to make military training pay off in later civilian life.

**CATALOG OF ARMED FORCES INFORMATION MATERIAL.** Department of Defense, United States Government Printing Office, Washington, 1950. This is a catalog of informational and teaching material available through the Armed Forces. It includes pamphlets, motion pictures, posters and radio programs on a great variety of subjects directly and indirectly related to service in the Armed Forces.

**OCCUPATIONAL HANDBOOK OF THE UNITED STATES AIR FORCE.** Headquarters, United States Air Force, the Pentagon, Washington, 1951. A handbook giving detailed in-

formation concerning the many careers open to men in the Air Force and the qualifications and preparation necessary for these jobs.

**UNITED STATES NAVY OCCUPATIONAL HANDBOOK.** Bureau of Navy Personnel, Washington, 1950. A handbook giving detailed information concerning the many careers open to men in the Navy and the qualifications and preparation necessary for these jobs.

**NROTC BULLETIN OF INFORMATION.** College Training Program for class entering 1953. Bureau of Naval Personnel, Department of the Navy, Washington, 1952. This bulletin sets forth the latest information concerning the training programs of the NROTC and the requirements and procedures for admission.

Certainly no one can predict what effect the Korean armistice will have on the responsibility of youth for military service. Perhaps the only thing that can be safely predicted for our current international and military situation is that it is constantly and rapidly changing from day to day. If schools and colleges are to be of service to their students in this rapidly changing world

they must be ever alert to it and be ready and willing to change and adjust their programs to keep them abreast of the current needs of their students.

Two other statements can also probably be safely made in light of the most recent happenings: 1. Until more permanent and satisfactory international agreements are possible the need for military service for most youth will continue. 2. Under present international and military conditions the task of maintaining a healthy and wholesome morale among youth in the military service and those who face such service, which is good both for the nation and for the individual, is a very difficult one. In times of active campaigns toward definite objectives it is fairly easy to maintain military and civilian morale. But in times of uncertainty and indefinite activities and objectives morale may easily deteriorate.

In the presence of these facts there is little doubt that schools and colleges face a continuing and increasingly difficult problem in this field of military orientation and information. It is a time to revise and review such programs but not to drop them.







APPENDIX B

PILOT SCHOOL COMMITTEE MEMBERS, SCHOOLS  
PARTICIPATING IN THE PROGRAM, AND  
LOCATIONS OF 1953 REGIONAL MEETINGS

MICHIGAN SECONDARY SCHOOL ASSOCIATION DEFENSE  
INFORMATION AND ORIENTATION COMMITTEE

The committee members included: Charles Semler, Benton Harbor; C. E. Frazer Clark, Mumford High School, Detroit; Roy Larmee, Waterford Township High School; Mahlon Moore, Midland; Donald Gill, Hastings; Eugene Randall, Ithaca; Robert Nunn, Melvindale; Glenn Smith, State Department of Public Instruction; E. Dale Kennedy, Executive Secretary MSSA; Carl Horn, Michigan State University; Captail Robert W. Lundquist, State Selective Service; Col. Henry J. Y. Moss, Chief, Education Division, Office of Armed Forces Information and Education, Department of Defense; Nicholas Schreiber, Ann Arbor, Chairman.

The Permanent Committee included all principals of the pilot schools.

Steering Committee: Carl Horn, Dale Kennedy, Glenn Smith, and Nicholas Schreiber.

Director of the Project: Carl Horn, Michigan State University.

PILOT HIGH SCHOOLS SELECTED FOR DEFENSE INFORMATION  
AND ORIENTATION PROGRAMS

Region*	School	Class	Principal	Superintendent
1	Mumford, Detroit	A	Frazer C. Clark	Arthur Dondineau
2	Melvindale	B	Robert Nunn	Richard D. Evans
3	Ann Arbor	A	Nicholas Schreiber	Jack Elzay
4	Hastings	B	Donald Gill	L. H. Lamb
5	Benton Harbor	A	Charles Semler	S. C. Mitchell
6	Marysville	B	Omer Bartow	Norris A. Hanks
7	Waterford Township	A	Roy Larmee	William Schunck
8	Lansing Eastern	A	Don Wheeler	Dwight Rich
9	East Grand Rapids	B	Melvin Buschman	Roy Fetherston
10	Flint Central	A	Phil Vercoe	S. W. Myers
11	Ithaca	B	Eugene Randall	Donald Baker
12	Midland	A	Mahlon Moore	E. R. Britton

Region*	School	Class	Principal	Superintendent
13	Reed City	C	Earl Messner	G. T. Norman
14	Leland	D	Mrs. Orpha Burfiend	E. H. Lawler
15	Petoskey	B	Warren Luttmann	H. C. Spittler
16	Sault Ste Marie	B	H. W. Bruce	Foss Elwyn
17	Marquette	B	H. J. Bothwell	W. M. Whitman
18	Wakefield	C	H. B. Sutter	John W. Thomas

\*Refers to the Michigan Education Regions.

DATES AND PLACES OF 1953 REGIONAL MEETINGS

Date	Place	Regions Included	Schools Respon- sible for the Meetings
April 18	Lansing Eastern H.S.	8	Lansing Eastern
April 19	Kalamazoo Central H.S.	4, 5	Hastings, Benton Harbor
April 20	Ann Arbor High School	3	Ann Arbor
April 21	Waterford Township (Pontiac)	6, 7	Marysville, Waterford
April 22	Mumford, Detroit	1, 2	Mumford, Mel- vindale
April 25	Marquette High School	16,17, 18	Sault Ste. Marie, Marquette, Wake- field
April 26	Higgins Lake	12, 14, 15	Midland, Leland, Petoskey
April 27	East Grand Rapids H.S.	9, 13	East Grand Rapids, Reed City
April 28	Flint Central H.S.	10, 11	Flint Central, Ithaca

APPENDIX C

THE PILOT SCHOOL QUESTIONNAIRE

## DIO INFORMATION FOR SCHOOL YEAR

\_\_\_\_\_  
School \_\_\_\_\_

1. In what grade or grades is the DIO course taught? \_\_\_\_\_
2. Are girls and boys included in the program? \_\_\_\_\_
3. How often does the class meet? (i.e. daily, weekly, monthly, etc.) \_\_\_\_\_
4. Number of meetings held \_\_\_\_\_
5. In what course is DIO being taught? (English, History, etc.) \_\_\_\_\_
6. Has the DIO instructor served in the Armed Forces? \_\_\_\_\_
7. What general topics or units of study are covered in the DIO course?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
  - g. \_\_\_\_\_
  - h. \_\_\_\_\_
  - i. \_\_\_\_\_

j. \_\_\_\_\_

k. \_\_\_\_\_

8. What instructional aids are being utilized in the program?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

9. What resource people are being used in the program?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

10. In general do the following groups approve or disapprove of the program?

a. Students \_\_\_\_\_

b. Teachers \_\_\_\_\_

c. Community \_\_\_\_\_

11. What problems are being encountered in connection with the DIO program?

a. \_\_\_\_\_

b. \_\_\_\_\_

- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

12. Has an evaluation of your program been made? \_\_\_\_\_  
If answer is yes, what type of evaluation? \_\_\_\_\_  
\_\_\_\_\_

13. Do you feel your program is worth-while? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

APPENDIX D

STUDENT QUESTIONNAIRE

## STUDENT QUESTIONNAIRE

Listed below are some statements and questions relative to the Defense Information and Orientation program in which you participated in high school. In items 1 through 13 are listed various topics and subjects covered in the DIO course. Indicate by placing a check in the appropriate box, how much the DIO program assisted you in understanding and preparing for military service. Please fill in any comments on the various topics you feel would further aid us in evaluating the DIO program. If additional space is needed write on the back of the sheet.

1. How much did the DIO program help you in understanding Selective Service Procedures and Military Obligations?

Very Much       Much       Some       Little

Comments \_\_\_\_\_

2. How much did the DIO program aid you in understanding the Advantages and Disadvantages of Enlisting or Being Drafted?

Very Much       Much       Some       Little

Comments \_\_\_\_\_

3. How much did the DIO program help you in Understanding Your Abilities and Capacities?

Very Much       Much       Some       Little

Comments \_\_\_\_\_

4. How much did the DIO program help you in understanding the Reserve Programs including the National Guards?

Very Much       Much       Some       Little

Comments \_\_\_\_\_

5. How much did the DIO program help you in understanding Procedures and Methods of Becoming a Commissioned Officer?

Very Much       Much       Some       Little

Comments \_\_\_\_\_

6. How much did the DIO program help you to decide in Which Branch of the Service to Serve?

Very Much  Much  Some  Little

Comments \_\_\_\_\_

7. How much did the DIO program help you in understanding the Induction Process and Procedures?

Very Much  Much  Some  Little

Comments \_\_\_\_\_

8. How much did the DIO program help you in understanding about Basic Training?

Very Much  Much  Some  Little

Comments \_\_\_\_\_

9. How much did the DIO program help you in understanding the Selection of Service Schools?

Very Much  Much  Some  Little

Comments \_\_\_\_\_

10. How much did the DIO program help you in understanding the Opportunities in the Service Which Are Related to Civilian Occupations?

Very Much  Much  Some  Little

Comments \_\_\_\_\_

11. How much did the DIO program help you in understanding the Educational Opportunities in the Service?

Very Much  Much  Some  Little

Comments \_\_\_\_\_

12. How much did the DIO program help you in understanding the Military Service as a Career?

Very Much  Much  Some  Little

Comments \_\_\_\_\_

13. How much did the DIO program help you in understanding the Benefits Following Discharge?

Very Much    Much    Some    Little

Comments \_\_\_\_\_

14. To what extent did the DIO course influence you in developing a better or more positive attitude toward serving in the Armed Forces?

Very Much    Much    Some    Little

Please explain how \_\_\_\_\_

15. Which three methods of presenting DIO information do you feel were most effective. Indicate their relative importance by marking 1, 2, and 3 in the boxes.

- a.  Lectures
- b.  Textbook reading
- c.  Films
- d.  Slides
- e.  Class discussions
- f.  Small group discussions
- g.  Student reports
- h.  Question-answer session with former students who served or are serving in the Armed Forces
- i.  Visits to military installations

Others \_\_\_\_\_

16. Do you believe that the DIO program should be provided in the school during:

War time            Yes \_\_\_\_\_    No \_\_\_\_\_

Peace time        Yes \_\_\_\_\_    No \_\_\_\_\_

National emergency    Yes \_\_\_\_\_    No \_\_\_\_\_

17. In light of your experience in the Service, how would you evaluate the DIO course as a whole?

Excellent     Good     Poor

Very good     Fair

18. Please add any further comments or suggestions you feel would help us to evaluate the DIO program. \_\_\_\_\_

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APPENDIX E

INSTRUCTOR INTERVIEW SCHEDULE

## DIO INSTRUCTOR INTERVIEW SCHEDULE

Below are listed the general topics studied in the DIO programs. Please comment on the weakness, strength, problems encountered, value, etc., concerning each of the topics.

## 1. Selective Service Procedures and Military Obligation

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In general, what value would you place on this topic?

Very Much      Much      Some      Little

## 2. The Advantages and Disadvantages of Enlisting or Being Drafted

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In general, what value would you place on this topic?

Very Much      Much      Some      Little

3. Students Understanding Their Abilities and Capacities

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In general, what value would you place on this topic?

Very Much          Much          Some          Little

4. Reserve Programs Including National Guard \_\_\_\_\_

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In general, what value would you place on this topic?

Very Much          Much          Some          Little

5. Procedures and Methods of Becoming a Commissioned Officer

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In general, what value would you place on this topic?

Very Much          Much          Some          Little

6. Choosing a Branch of the Service in Which to Serve

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In general, what value would you place on this topic?

Very Much      Much      Some      Little

7. The Induction Process and Procedures

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---

---

---

In general, what value would you place on this topic?

Very Much      Much      Some      Little

8. Basic Training

---

---

---

---

---

In general, what value would you place on this topic?

Very Much      Much      Some      Little

9. Selection of Service Schools \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In general, what value would you place on this topic?

Very Much      Much      Some      Little

10. Opportunities in the Service Which Are Related to  
Civilian Occupation \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In general, what value would you place on this topic?

Very Much      Much      Some      Little

11. Educational Opportunities in the Service \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In general, what value would you place on this topic?

Very Much      Much      Some      Little

12. Military Service as a Career \_\_\_\_\_

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In general, what value would you place on this topic?

Very Much      Much      Some      Little

13. Benefits Following Discharge \_\_\_\_\_

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In general, what value would you place on this topic?

Very Much      Much      Some      Little

14. Please comment on whether you feel that in general the DIO course aided the students in developing a more positive attitude toward serving in the Armed Forces \_

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What degree of influence do you feel it had?

Very Much      Much      Some      Little

15. Please comment on the effectiveness of the various methods of presenting DIO information (i.e. films, lectures, discussions, etc.) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Which three methods do you feel are most effective?  
(In order of importance) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. Do you believe that the DIO program should be provided in the school during:

War time            Yes \_\_\_\_\_            No \_\_\_\_\_

Peace time        Yes \_\_\_\_\_            No \_\_\_\_\_

National emergency    Yes \_\_\_\_\_            No \_\_\_\_\_

17. How would you evaluate your DIO program as a whole?

Excellent                      Good                      Poor

Very good                      Fair

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

18. Please add any further comments or suggestions you  
feel would aid in evaluating the DIO programs \_\_\_\_\_

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APPENDIX F

PAMPHLETS, BROCHURES, AND BOOKLETS AVAILABLE FOR USE  
IN DEFENSE INFORMATION AND ORIENTATION PROGRAMS  
AND SOURCES OF MOTION PICTURES USED IN THE PROGRAMS

## PAMPHLETS, BROCHURES AND BOOKLETS

THE UNITED STATES AIR FORCE

Graduate, Then Fly with the USAF. Recruiting Offices. 1953. This booklet explains the mission, history, heritage and aviation cadet program in the USAF. 40 pages.

The Jet Air Age and Your U. S. Air Force. Recruiting Offices. 1954. A booklet explaining the Air Force Commands and opportunities in the USAF. 31 pages.

Occupational Handbook of the United States Air Force. Recruiting Offices. 1950. A manual for vocational guidance counselors and air force personnel officers. It details information concerning career fields open to air men (both men and women) and shows the relationship between military and civilian education and careers. 190 pages.

United States Air Force Academy. Recruiting Offices. Annual. A catalog which explains the mission, entrance requirements, etc., of the USAF Academy. 50 pages.

THE UNITED STATES ARMY

Airborne. Recruiting Offices. 1954. This booklet tells the mission, duties, etc., of the Army paratroopers. 21 pages.

The Army School Catalog. Department of the Army, The Adjutant General--Publication Branch, Pamphlet Number 20-21,

June, 1953. Available to Guidance Personnel.

The Army and Your Education. Recruiting Offices. 1954.  
A booklet describing the educational opportunities offered to soldiers in the Army. 17 pages.

The Army Talks to Youth. Recruiting Offices. 1954.  
A unit of study for high school students. 23 pages.

Occupational Handbook -- U. S. Army. Recruiting Offices. 1960. This is an outline and discussion of Army Career Fields. Is useful for civilian guidance counselors and students. 194 pages.

Opportunities Ahead. Recruiting Offices. 1954.  
Describes career opportunities available in the Army. 16 pages.

Straight Talk About Staying in School. Recruiting Offices. 1952. Describes career opportunities available in the Army. 16 pages.

U. S. Army Technical Schools. Recruiting Offices. 1960. Lists more than 100 courses for soldiers and 25 technical schools with descriptions of each. 43 pages.

United States Military Academy -- Catalog. Recruiting Offices. Published Annually. The official catalog of the United States Military Academy, West Point, N. Y.

Your Career in the U. S. Army. Recruiting Office. 1952.  
Summary of Army occupations. 21 pages.

THE UNITED STATES COAST GUARD

A Career Service. Recruiting Offices. 1954. A bulletin which contains information of value in relation to civilian careers and education. 25 pages.

Take A Look At Your Future. Recruiting Offices. 1957. A semi-catalog of the United States Coast Guard Academy, New London, Connecticut. 67 pages.

THE UNITED STATES MARINE CORPS

A Guide to Occupational Training. Recruiting Office. 1960. A booklet designed to be used as an aid to young men interested in the opportunities offered to them in the Marine Corps. 45 pages.

A Leader Among Men. Recruiting Office. 1957. This booklet has been prepared to describe the traditional training and the career opportunities of the United States Marine Corps officer. 29 pages.

The Making Of A Marine. Recruiting Offices. 1957. The purpose of this booklet is to interpret how a recruit becomes a Marine and how a boy becomes a man. 23 pages.

U. S. Marine Programs. 1957. A booklet designed to help answer any questions young persons might have about the United States Marine Corps. It also encourages them to remain in school until graduation before joining any branch of the service. 48 pages.

The Marine Corps Offers You. Recruiting Offices.  
Describes opportunities and advantages offered to men who  
join the Marines. 33 pages.

WOMEN IN THE ARMED FORCES

Careers For Women in the Armed Forces. Recruiting  
Offices. 1955. Prepared for use of students, teachers,  
librarians, and counselors. 46 pages.

Fashioned For You. Recruiting Offices. 1955. Explains  
the training of the WAC and gives a comprehensive description  
of the various pieces of wearing apparel which they are  
issued. 14 pages.

Four Futures. Recruiting Offices of the services.  
1954. Describes the various professions available in the  
Armed Forces. 17 pages.

Share A Proud Tradition. Recruiting Office. 1958.  
A booklet describing the opportunities for a woman in the  
United States Marine Corps. 14 pages.

U. S. Navy Career Woman. Recruiting Office. 1953.  
A story of the Waves. 28 pages.

U. S. Navy Occupational Handbook for Women. Recruiting  
Offices. 1960. A manual for civilian guidance counselors,  
schools, librarians, employment and youth agencies. An  
analysis of Navy careers. 88 pages.

Women's Army Corps. Recruiting Offices. 1954. Describes  
the life of a WAC and how to join up. 14 pages.

Women in the Armed Forces. Armed Forces Talk (Number 425), Department of Defense, Office of Armed Forces Information and Education, Washington, D. C., November, 1952. This bulletin reviews the history of women's military service, gives a brief account of each of the women's components, and discusses the principal duties performed by our Armed Forces women.

Your Daughter's Role in Today's World. Recruiting Offices of the various branches of the Armed Forces. 1955. What every parent should know about opportunities for women in the Armed Forces. 11 pages.

#### ADDITIONAL SOURCES OF INFORMATION

Accreditation Policies for Educational Experiences in the Armed Services. Available through American Council on Education, Washington 6, D. C. Bulletin No. 3, 1953. Single copies available on request.

Builders of Faith. Recruiting offices of the various branches of the Armed Forces. 1955. The moral and spiritual responsibilities of religious leaders...and citizens of all faiths...to young Americans in today's world. 17 pages.

Counseling High School Students During the Defense Period. 1952. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 25¢. 34 pages.

Life of the Soldier and Airman. A monthly magazine issued under the direction of the Adjutant General of the

Army in the interest of recruitment for the Army and Air Force and as a source of useful information for education institutions, libraries, civic and fraternal organizations, editors and others interested.

Military Guidance in Secondary Schools. Available at Army Recruiting Offices. 1956. A booklet that provides an over-all view of the problems of military guidance and suggests many practical ways of incorporating military guidance services and practices into the guidance and educational program. The booklet also gives, in brief condensed form, the essential facts concerning Selective Service regulations and various military options and suggests other sources of information pertaining to educational and vocational training opportunities in the Military Departments. 37 pages.

Occupational Outlook Handbook. Bulletin 998, United States Department of Labor, United States Government Printing Office, Washington, D. C. 1951. This handbook contains employment information on 433 key jobs in the five major occupational fields. It also lists career fields for the Air Force, Army, and Navy. An excellent guidance manual on vocational information.

Opportunities for the Continuation of Education in the Armed Forces. American Council on Education, Washington 25, D. C. 1951. A report on the United States Armed Forces Institute evaluation study. 72 pages.

Students and the Armed Forces. U. S. Government Printing Office, Washington 25, D. C. 1952. 45¢. A book of information on the five Armed Forces. It includes explanation of selective service, enlistment, and opportunities for education in the service. 88 pages.

Things I Never Would Have Learned at Home. William C. Menninger, M. D. Written in Reader's Digest in 1954. Copies may be obtained at Army Recruiting Offices. Free. 4 pages. An article on the positive side of military life. Is interesting reading for high school students.

You Don't Stop Learning. Recruiting Offices of the various branches of the Armed Forces. 1953. A brief description of educational opportunities in the Armed Forces and the rewards in the service for educational achievement. 15 pages.

Your Life Plans and the Armed Forces. A book prepared under the direction of the Defense Committee of the North Central Association of Colleges and Secondary Schools. 1955. Presents information to assist young men and women in setting up educational and vocational goals. An excellent book for use as a text in high school Defense Information and Orientation programs. May be obtained from American Council on Education, 1785 Massachusetts Avenue, N. W., Washington, D. C. 149 pages. Book costs \$2.00 per copy. Teachers Handbook 60¢ per copy.

## MOTION PICTURES

General interest films, in the area of military training produced by the various branches of the Service, are available on free loan, or public purchase plan. For information write to Pictorial Branch, Office of Public Information, Department of Defense, Washington 25, D. C.

"Are You Ready For Service" is a unique and dramatic series of fourteen films designed to help guide young people who may have to face the difficult task of civilian-to-military adjustment. The films were produced by Coronet Films, Coronet Building, Chicago 1, Illinois, and may be obtained through the Michigan State University Film Service.

The "Are You Ready For Service" films may be used individually or in a series, forming the nucleus of an entire semester's or quarter's academic course. Each title is one reel in length and is available in black and white only. Titles are grouped in logical sequence.

Group I

What It's All About

Your Plans

Service and Citizenship

Group II

Starting Now

Getting Ready Physically

Getting Ready Emotionally

Getting Ready Morally

Group III

The Nation To Defend

What Are The Military Services

When You Enter Service

Military Life and You

Group IV

Communism

Your Investment In The Future

Why You?

ROOM USE ONLY

ROOM USE ONLY