

Working Papers

# **Remembering Those Who Have Made a Difference in United States Military Voluntary Education**

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#### Adult and Continuing Education in the Military

### Preface

The roots of the Department of Defense Voluntary Education Program extend back to General George Washington, who, in 1778, recognized the need to provide basic academic instruction for illiterate, convalescent soldiers at Valley Forge. It has been noted that the U.S. military is a powerful engine of social progress. Those disadvantaged economically and socially have often found military service a way out of circumstances beyond their control and a pathway to a more productive life in American society. The military is one of the most efficient parts of the American “melting pot” because of a clearly defined mission and the necessity that all at each level of responsibility be qualified to carry some of the load to accomplish it.

Military training addresses more than the technical skills essential for a military vocation. It is also more than discipline and order: it is basic socialization and exposure to codes of behavior and understandings of the national culture that could easily be missed in the civil society of their origin. For some, especially those in the lower ranges of academic aptitude, the practical skills learned through military training, professional on-the-job development, and the social skills learned through teamwork may constitute the “education” they take away from military service.

Education — learning beyond training — has become increasingly critical to the military engine of social progress. A modern military force requires servicemembers who are both educated and trained. Both warfare and peacetime operations have become increasingly complex, and the military has learned that training for specific skills aimed at the accomplishment of the military’s mission is not sufficient. Even junior personnel in situations that are technically and socially complex need critical thinking skills and the broader sociopolitical perspectives of the educated person. Peacekeeping and anti-terror operations require a whole set of different skills and knowledge. The trained automaton who “just follows orders” may not contribute appropriately to mission accomplishment, and may be cause for failure. No wonder that the military tries to recruit and retain the “college-capable.”

Military innovations to provide education to a mobile, nontraditional workforce have been on the leading edge of the adult and continuing education revolution. Innovations have come in the context of two

themes where the military has played a leading and defining role: (1) providing access to education to a unique workforce and (2) making education relevant to the worker by promoting academic recognition of workplace learning. These two inter-related themes are connected under a broader proposition that education is key to upward social mobility. It means little to talk about education for adults, most of whom are in the workforce, if they do not have *realistic* access to it. Realistic access involves support from the employer. But access alone is usually not enough. Access to education is far less useful to working adults if it is disconnected from learning gained in the workplace. Workplace learning is the worker’s gateway into higher education. Many first realize that they are college-capable and that college is relevant to their lives when workplace learning is recognized for credit worthiness and integrated into academic programs. The workplace is the stage for a vast portion of the worker’s productive, waking hours, and learning in that workplace is the first step in adult education. If the employer is not supportive, it is far less likely that the worker will become a student. The military is an employer committed to providing genuine access to education opportunity clearly connected to military workplace learning.

Individual employee-learners benefit from access to adult education and exposure to the higher education process. But so does the corporation, even if the “corporation” is the U. S. military. It is in this society-wide process that workers encounter diverse thinking and perspectives that undergird modern democracy. Employers who turn to adult education for assistance in developing workers serve themselves, their employees, and society by opening up the processes of adult learning beyond specific job skills. The most valuable workers — the leaders and the role models — are both trained and educated. The military understood this early in its advocacy of individual self-development as a way of strengthening service to the military, particularly in the areas of recruiting, leader development, and retention of quality personnel.

The future of the partnership between the adult education community and the U.S. military looks good. Technology marches on, the nature and deployment of military forces are evolving, and adult education itself is undergoing much change. The importance for servicemembers to be both educated and trained can only increase in this dynamic environment. It is likely that American society will continue to need for its military to be a pathway of upward social mobility. It remains to be seen

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if the military will stay on the leading edge of adult and continuing education. As the civil/military partnership evolves, each element should learn and benefit from each other's contributions and experiences.

This effort contained on this Compact Disc is a compilation of various documents. It is not, however, a comprehensive history of Department of Defense Voluntary Education Program. It does provide a meaningful *Chronology of Military Voluntary Education*. It includes some organizational histories and historical vignettes. It does profile 213 individual educators and leaders who have made significant contributions in providing servicemembers and veterans access to education and making their education relevant by promoting academic recognition of military learning. It also includes an *Annotated Bibliography for Adult and Continuing Education in the Military* for use by those endeavoring to conduct research in the field. Each document on this Compact Disc is a work in progress.

***Editor's Note:*** Information was taken from S.F. Kime & C.L. Anderson (2000). Contributions of the Military to Adult and Continuing Education. In A.L. Wilson and E.R. Hayes (Eds.) *Handbook 2000-Adult and Continuing Education: The Profession, Its Common Concerns, and Its Practice*. San Francisco: Jossey-Bass.

### **Introduction**

The DoD Voluntary Education Program, as it is known today, came to the forefront, as the military forces became all volunteer in the 1970s. But its roots extend back to the Revolutionary War. Although the program composition differs somewhat among the military services, for the purposes of this effort, “Military Voluntary Education (VOLED)” includes basic skills (general education, remedial education, academic skills), English-as-a-Second language, high school completion, postsecondary education, language orientation and refresher/maintenance, guidance counseling, academic testing, tuition assistance, GI Bill educational benefits (at least in part), and quality assurance.

This effort to recognize those who made a difference in VOLED includes the in-service education/counselor infrastructure within the office of the Secretary of Defense, the military services and the academic institutions that provide educational programs and services to the military students. It includes the Defense Activity for Non-Traditional Education Support (DANTES) and its predecessor, the United States Armed Forces Institute (USAFI). It includes support organizations such as Military Programs of the American Council on Education, Servicemembers Opportunity Colleges, Council of College and Military Educators (CCME), state advisory military councils (ACMEs), Commission of Military Education and Training (CMET)/American Association of Adult and Continuing Education (AAACE), Association for Counselors and Educators in Government (ACEG), and the National Association of Institutions for Military Education Services (NAIMES). It includes the colleges and universities that provide educational programs for servicemembers and veterans. It also includes the support and supply companies that provide instructional materials. Its scope is broad and rather encompassing.

#### **Department of Defense Policy Regarding Voluntary Education Programs**

Currently, Department of Defense Directive 1322.8 and Department of Defense Instruction 1322.25 state the official Defense policy (OSD, 1997). This policy requires the military services to establish and maintain voluntary education programs that provide opportunities for servicemembers to achieve educational, vocational, and career goals.

Access to these opportunities is to be as available to military personnel as to eligible citizens in the civilian sector. These opportunities include not only secondary, postsecondary, and vocational programs and testing, but also in-service educational guidance and counseling by qualified personnel. The Departments are required to encourage the use of voluntary education programs to enhance the servicemember’s “military effectiveness and prepare for positions of greater responsibility in the Military Services.” The Army, Navy, Air Force, and Marine Corps provide educational staff, finances, and other resources for the operations of these voluntary education opportunities to meet the needs of the military services. The Departments also issue regulations that govern the conduct of their voluntary education programs.

This same DoD Instruction spells out the function and responsibilities of the Defense Activity for Nontraditional Education Support (DANTES). The mission of this in-service Defense agency, administered by the Department of the Navy, is to support the voluntary education functions of OSD and the military services by “administering nontraditional education programs, managing specified contracts for education services, providing educational and informational materials, conducting special projects and developmental activities, and performing other management and education support tasks.”

DANTES replaced the United States Armed Forces Institute (USAFI) in 1974. It provides servicemembers in all military departments with a wide range of examination and certification programs. It operates an independent study support system and an examination score recording and reporting system. DANTES is the leading proponent agency as well as advocate for nontraditional education within Department of Defense and, perhaps, the whole United States. As the composition, structure and mission of the military services change—and severe budget constraints seem inevitable—DANTES’ job will become even more critical in helping servicemembers to fulfill their voluntary education needs and aspirations.

#### **Tuition Assistance Program**

Since May 7, 1948, the principal vehicle for helping servicemembers afford the costs of participating in college programs and courses has been the Tuition Assistance Program. The significance of the Tuition Assistance Program is that servicemembers have the means to

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participate in college courses at minimum costs without depleting the Veterans Educational Assistance benefits that the servicemember may be entitled to receive. The level of support for Tuition Assistance is a clear barometer of a military service's attitude toward educational development: when Tuition Assistance is reduced, enrollments decline. When it ceases, their soldiers, sailors, airmen, or marines simply cannot afford to go to school.

The Tuition Assistance Program began in the Army by providing 100 percent of the tuition for military personnel enrolled in accredited institutions. Quickly, however, because of budgetary considerations, the U.S. Congress limited the payment of tuition assistance to 75 percent. Later there was a provision for the military to pay up to 90 percent for enlisted soldiers in grades E-5 and above with less than 15 years of military service. This latter provision was never widely used. The Services can reduce the percentage of tuition assistance below the maximum allowed by Congress and place additional restrictions on the payment of tuition assistance due to fiscal necessity. In instances where specific military services have attempted to eliminate tuition assistance or drastically reduce the percentage of payment, storms of protests have arisen from thousands of servicemembers. Generally, the Military Departments tried for many years to maintain the 75 percent payment rate, although tuition assistance policies varied among the Services and even among the major commands within the Services. In 1997, under the able leadership of Otto Thomas, OSD's Director of Continuing Education, a uniform Department of Defense Tuition Assistance policy was established.

The Army's eArmyU initiative, which began implementation in January 2001, carried with it 100% tuition paid by the Army. This effort made the effect of breaking the 75% model. On 1 October 2002 (FY03), DoD uniform tuition assistance policy authorized 100% of the tuition cost capped at \$250 per semester hour, and also capped at \$4500 per annum per servicemember. Monetary support through tuition assistance for books and most fees were not authorized by the new DoD policy. In contravention of DoD Uniform Tuition Assistance Policy, the Navy capped tuition assistance at 12 semester hours per annum in FY03, for an effective cap of \$3000 per annum per sailor. The Army continued its monetary support of eArmyU students by authorizing the inclusion of books and fees but capped at \$4500 per annum per soldier. The Army eArmyU exception was recognized by OSD and allowed to stand. Navy,

Marine Corps, and Coast Guard administer their tuition assistance program through a centralized Navy College Management Information System (NCMIS). The Air Force Automated Education Management System (AFAEMS) is an enterprise application used at each of the 82 education centers Air Force-wide to administer the Voluntary Education Services Program. AFAEMS is the management tool used by Education Center employees to facilitate the management of testing services, tuition assistance and all related functions. On April 1, 2006, the Army implemented a process for automating tuition assistance (TA) centrally through a new education web site. Army TA will only be available through the education web site, [www.GoArmyEd.com](http://www.GoArmyEd.com). Army education centers will no longer issue TA for college courses that begin 1 May 2006 and beyond.

The Tuition Assistance Program remains the principal funding mechanism for in-service college participation. As the military changes in the 21st Century and this funding mechanism competes for scarce dollars within the military structures, advocates for voluntary education opportunities for servicemembers will be continuously challenged to assist in the retention of this program. Since voluntary postsecondary education is not commonly a high priority for the operationally-oriented military decision-maker, there will be temptation to sacrifice Tuition Assistance as budget cuts are made. It will require wisdom and a genuine appreciation of the potential of education for commanders and senior civilians in the Defense Department budget process to realize that education programs must be the foundation for the combat training of this century.

General Colin Powell (see profile), told the Army's Forces Command in 1989:

As commanders, we can all think of instances in which the value of continuing education has been demonstrated to us personally and professionally. We should reflect on that value as it pertains to our uniformed and civilian components. Continuing education strengthens the foundation for training and improved job performance; it causes the force to develop intellectually, enhances promotion potential, and allows individuals to work toward personal and professional goals (Powell, 1990, p.1).

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When the going is tough in the budget battles, this point of view must be advocated by those in military uniform, in the civilian Defense Department hierarchy and in Congress. From the moment of recruitment and throughout the career of the U.S. servicemember, educational programs must be provided that broaden and deepen his or her understanding of not only the specific field of military expertise but also the world in which the servicemember lives.

### Education Incentive Programs

Veterans' educational benefits in America have roots that reach back to the colonial era and the Revolutionary War. Historically, veterans' benefits have been considered compensation for men and women who have served honorably in the Armed Forces during wartime. Three GI Bills existed from 1944 to 1976 (World War II, Korea and Vietnam Era). These entitlements permitted millions of veterans to participate in educational programs and build lives for themselves and their families in the civilian world.

With the deletion of the military draft, the All Voluntary Military was struggling for survival in the post-Vietnam environment both as a concept and as an operational military force. Recruitment goals were unattainable even with acceptance of large numbers of non-high school graduates and personnel with below-average Armed Services Vocational Aptitude Battery (ASVAB) scores. Educational incentives were critical to entice bright, ambitious young people to enlist and reenlist in either the active-duty or reserve forces of the all-voluntary Armed Forces.

The introduction of the Veterans Educational Assistance Program (VEAP) in 1977 marked a major policy change in the purpose and design of educational benefits. Prior to 1977, GI Bill benefits were entirely funded by the Veterans Administration with no payments required of servicemembers. Beginning with VEAP, the Congress shifted to a contributory system of matching funds. Today, education incentives, including the Montgomery GI Bill and special "kickers" such as the Army and Navy College Funds, are recognized ways the federal government encourages the recruitment and retention of capable servicemembers. Such incentives can be extremely valuable to the serious servicemember-student who is interested in receiving a quality college education but is short on cash. Many "above average" high school graduates are attracted by these incentives, especially when coupled with tuition as-

sistance for approved programs/courses taken while in service.

On October 19, 1984, Public Law 98-525 was signed, establishing the "new GI Bill." It was made permanent in 1987 and its name changed to the Montgomery GI Bill. By December 1989, 1,000,000 servicemembers had signed up to participate by committing themselves to contribute \$1,200 from their military pay. This money is not reimbursable to the servicemember unless used for educational purposes through the program. Representative G.V. "Sonny" Montgomery comments on the Montgomery GI Bill:

Now, nearing the fifth anniversary, the Montgomery GI Bill has been hailed by one of our military leaders as 'the most significant legislation this century.' In the opinion of many, it is responsible for saving the All Voluntary Force because of the attractiveness of its education benefits to a dwindling pool of eligible recruits.... Education, more than any one element of our society, will determine our course as a free and productive country (Montgomery, 1990, pp.1-2).

The high participation rates show that many young men and women contribute to the fund, presumably with some hopes to use it and go to college later in life. Among other things, vigorous voluntary education programs *while the servicemember is on active duty* whets appetites and starts future veterans on the right track. Programs aimed at encouraging education in the National Guard and Reserves, where many veterans serve, can help in the use of GI Bill benefits. Throughout the 1990s and in the first six years of the 21st Century, improvements have been made in the GI Bill to include a "Top Up" provision for active duty servicemembers can use when Tuition Assistance does not cover all the tuition costs.

The Department of Veterans' Affairs administers the Montgomery GI Bill program and funds the basic benefits package. The individual military departments pay for any "kickers" serving as additional educational incentive packages. The Montgomery GI Bill and other incentive programs do not provide for in-service education management and counseling services. Benefits are not available to servicemembers during their first term of service. Education incentive programs do not relieve the military departments of their responsibility for funding of

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education center operations and tuition assistance for in-service personnel. In essence, the Education Incentive Programs are designed to attract quality, education-oriented young people into the military with the promise that specific benefits will become available once the servicemember becomes a veteran and goes to college. Education while the servicemember is on active duty remains a function of the separate military services which must provide for this support in terms of tuition assistance, education staff personnel (education services officers, specialists and counselors), and availability of quality educational programs.

### Comparison of Programs Among the Military Services

Voluntary education programs are based, in large part, on service-unique work and living environments, capabilities for college work and educational needs, and military occupations (e.g., NCPACE for afloat sailors; CCAF for airmen technicians with AAS degrees serving, in part, as AFSC certification; ACES and Lifelong Learning focus on combat arms and combat support warfighting soldiers and marines with considerable emphasis (along with the Navy) on basic skills and developmental education for Mental Category IIIB and IV servicemembers. Each service emphasizes distance learning and military career-related degree options in different ways to meet specific service needs (e.g. CD-ROM for NCPACE; on-line for eArmyU). Each maintains traditional instructor/classroom college options. Each service at the enlisted level maintains choice in degree program options (Air Force to a lesser extent at the associate degree level). Servicemember-learners have credible options to strive for personal education goals, an essential principle of adult learning. Each service has certification options for their enlisted personnel who may wish to go that route in lieu of, or in conjunction with, degree program achievements. The services address their mandate to provide servicemembers with qualified counseling services in various ways, with the Army retaining qualified education counselors at major Army installations.

- Demographic Comparisons:** Army has considerably more active duty military personnel to be served than the other military services (more than 100,000 active duty service personnel larger than the next largest service, the Navy, followed then by the Air Force and Marine Corps). Voluntary postsecondary programs within all the

military services serve primarily enlisted populations, generally in the grades of E-4 through E-9. The military jobs for enlisted personnel differ widely among the military services. Using 2002 data, in the Army, approximately 25% of the enlisted are in Infantry/Gun Crews occupations; compared with 22% in the Marine Corps; 9% in the Navy; and only 6% in the Air Force. Comparisons of AFQT Scores (Categories I-IIIA, generally considered to indicate capability to participate in college-level work) show approximately 79% of Air Force enlisted men in those Mental Categories as opposed to 68% for the Army, 66% for the Navy, and 65% for the Marine Corps.

- Postsecondary Education Programs:** Based on an installation needs assessments, every major military installation in CONUS has MOUs with civilian colleges and universities to offer specified undergraduate and graduate degree programs. A servicemember can also participate in programs offered on college campuses or at resident centers or through distance learning if that institution is accredited by an accrediting body recognized by Department of Education. There are two overseas theater education services contracts (European Command administered by the United States Army, Europe; and the Pacific Command administered by Pacific Air Forces) to provide the logistics support for the educational programs and services offered in Europe and southwest Asia and the Far East. They include programs offered both by traditional delivery and by distance learning.
- Distance Learning:** ACES includes both eArmyU and Army Career Degrees initiatives. The Navy maintains the Navy College Program (NCP) Distance Learning Partnerships and the Navy College Program for Afloat College Education (NCPACE) which offers courses taught via technology on Navy vessels.
- Blending Military and Academic Learning into Degree Programs:** SOC administers associate and bachelor's degree networks programs for the Army, Navy, Marine Corps, and Coast Guard. Army maintains AARTS; Navy and Marine Corps maintain SMART; Air Force maintains the Community College of the

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Air Force and its transcript. The Coast Guard maintains its own transcript service.

- **Military Career Related Degree Programs:** Army has Army Career Degrees; the Navy has Navy College Program (NCP) Distance Learning Partnerships; the Air Force has CCAF and the Marine Corps has Marine Corps Career College program (MCCCP).
- **Apprenticeship/Certification:** Army maintains Credentialing Opportunities On-Line (COOL); Navy, Marine Corps and Coast Guard maintain United Services Military Apprenticeship Program (USMAP); Air Force's CCAF degrees serve as certification.
- **Counseling Services:** Until 2006, Army maintained a robust number of guidance counselors on Army installations; Navy operates a centralized Navy Counseling Service in Pensacola, FL. The Coast Guard and the Army National Guard sponsor automated counseling systems; Air Force employs a virtual education center for counseling and information services.

### Two approaches to degree programs

During the mid-1970s, the Air Force developed the Community College of the Air Force (CCAF) to provide in-service degrees based in large part upon credits earned from service school courses and on-the-job experience, supplemented by general education courses taken with civilian colleges and universities. The Army and the Navy chose a different route. They contracted through DANTES with the American Association of State Colleges and Universities (AASCU) for the Servicemembers Opportunity Colleges (SOC) to articulate the desired associate and bachelor's degree programs among accredited civilian institutions that serve on or near their military installations. Consequently, instead of associate degrees issued by their military service, soldiers and sailors earn degrees from accredited civilian colleges and universities.

### Institutional and Organizational Partners

Colleges and universities that have dedicated themselves to the sup-

port of servicemembers by offering degree programs on or near military installations recognize the educational needs of the servicemember and his or her family members. Most have memoranda of understanding with military installations that set forth policy and procedures by which that institution will offer programs for personnel. Most of these institutions have a strong track record of blending traditional and nontraditional education into their degree programs, and have made a concerted effort to remove administrative hurdles that hinder servicemembers' participation in coursework.

### Operational Guidelines

A high percentage of colleges in the U.S. give some credit for military learning experiences. Still, traditional college admissions practices often work to the disadvantage of the servicemember qualified for college-level work. While more traditional colleges often severely limit their recognition of academic achievement through military training, colleges that support servicemembers take training into account more fully in granting admission and credits. In addition, institutions that support servicemembers:

- recognize the GED high school equivalency certificate/diploma, using the American Council on Education recommendations concerning academic performance;
- accept and record previously successful postsecondary study as part of the servicemember's program requirements, if appropriate;
- recognize learning gained from specialized training and experience in the military services or elsewhere;
- establish competency by nationally recognized means, such as standardized test;
- publicize alternative admissions procedures available to servicemembers;
- conduct timely evaluation of educational records and relevant ex-

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periences of servicemembers;

- outreach to servicemembers using advertising, college recruiting, and admissions information that adequately and accurately represents the programs, requirements, and services available;
- waive formal admission for servicemembers seeking enrollment in course work or transfer to another institution;
- emphasize degree planning to include contracts for degree where appropriate.
- provide adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic counseling, delivery of course materials, competence testing, course placement, and counseling;
- ensure that students admitted into college programs possess the requisite knowledge and academic preparation to succeed; and
- provide adequate, clearly established means for resolving student grievances. (SOC Principles and Criteria, 2005--2007, pp. 4-6).

In recognition of the special needs of servicemembers, supporting educational institutions assist them in incorporating nontraditional instruction and study in the completion of a degree program. Often these colleges recognize and accept independent study for credit. They advise and assist servicemembers to make use of nontraditional or less formal study modes when formal course work needed for degree completion is unavailable. In addition, many provide their own modes of nontraditional instruction or, through advisement and listing in their publications, make students aware of acceptable forms of nontraditional instruction available through other sources. In demonstrating their understanding of and commitment to servicemembers, supporting colleges and universities:

- publicize widely to their faculty and students the nature of their commitment and programs and activities offered on behalf of ser-

vicemembers;

- provide effective administrative staffing and processes to give adequate support to programs for servicemembers;
- develop procedural directives for instructors, counselors, admissions officials, and program officers governing special requirements of servicemembers;
- ensure the comparability of off-campus courses to those on-campus, while recognizing and accommodating programs to the particular needs of the adult learner;
- designate a contact office or person for servicemembers;
- designate a senior administrative official to oversee programs for servicemembers and veterans, monitor institutional compliance with memoranda of understanding and other agreements,
- conduct staff orientation programs to prepare full-time and adjunct faculty to work with the adult part-time learner;
- provide scheduling on a planned program basis rather than by individual courses; and
- ensure access to all courses needed for degree completion by scheduling at appropriate locations and times, not necessarily related to regular academic terms (SOC Principles and Criteria, 2005-2007, pp. 6-7).

For veterans returning to civilian life to begin or continue study, supporting colleges and universities provide appropriate evaluation of their military training, experience, and prior study, and other services similar to that afforded servicemembers. They encourage veterans to continue or complete study started during service or interrupted by duty requirements.

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### **From the College's Perspective**

While each institution operates autonomously, each must adhere to accreditation standards and requirements of states in which it operates. It must comply with memoranda of understanding, contracts or other types of agreements to offer programs for the military. It must meet standards set by the Department of Veterans Affairs and be approved in order for students to receive Veteran's educational benefits payments. It must attempt to satisfy the needs of both the military service as well as the student learners. A masterful juggling act on the part of the institution is required if it is to be successful.

## Chronology of Military Voluntary Education

(through 1 April 2006)

**1778** — George Washington directs his chaplain to provide reading, writing and arithmetic instruction to his soldiers while encamped at Valley Forge. A hospital building was used as the camp school.

**2 January 1813** — U.S. Congress approves legislation to begin the Navy Schoolmaster Program. The Navy placed schoolmasters aboard many ships. Marines, however, are excluded from participating in the Navy Schoolmaster program. The program had great intentions, but fell short of its goals due to lack of time made available for the instruction, poor teaching, and resistance from the ships' captains.

**13 December 1839** — Marine Corps Commandant Archibald Henderson establishes a school for young Marine Band apprentices for their general education. John Philip Sousa, one of the apprentice school's most famous students, indicated that he was most indebted to the school for both his musical and academic education.

**2 May 1866** — Representative James A. Garfield (future President of the United States) proposes legislation requiring the establishment of "post schools." Instruction in these schools was to be "common English branches of education" and especially in United States history. Garfield's stated purpose for such schools was "to instill patriotism and provide enlisted men with cultural opportunities as well as to reduce crime and vice rates by eliminating idleness--the parent of all wickedness."

**24 September 1866** — War Department authorizes the Quartermaster General to erect suitable buildings as post schools.

**18 May 1878** — War Department General Orders No. 24 announce the approval for a system of evening schools for soldiers. The teachers for the schools are to be "detailed from among the soldiers and paid 35

cents per diem as extra-duty pay." These schools are to give soldiers "a fair English education." The objective of these evening schools is both to help a soldier perform his military job and to return him to "civil life a more intelligent citizen."

**17 July 1891** — Captain Allen Allensworth presents a paper entitled "Military Education in the United States Army" at the 1891 National Educational Association Conference being held at Toronto, Ontario, Canada. Allensworth, a former slave, had earned a college degree and serves in the U.S. Army as an Army chaplain, turned Army educator. [Allensworth instituted a graded curriculum for both enlisted men and children. He sponsored a literary and debating society to stimulate intellectual activity, and served as an advocate for Army to offer vocational programs to soldiers. He outwardly championed the need to improve education to increase military efficiency while quietly pursuing a better world of equality for blacks. He was a lieutenant colonel when he left military service, the highest rank ever achieved by a black soldier up to that time.]

**1 October 1913** — Josephus Daniels, Secretary of the Navy, through General Order No. 53, puts into effect the operation of an educational and vocational training system for enlisted men of the Navy, both ashore and afloat. He observed sailors and marines "were lacking in elementary education" and had "spare time to remedy this deficiency." Daniels is convinced that sailors and marines should not only have a chance to learn fundamental academic skills but also the skills of a trade. Daniels has young officers teaching reading, writing, spelling, arithmetic, geography, and history to enlisted sailors and marines. Attendance for those who needed these subjects was compulsory. This effort became known as "Navy University Afloat." Daniels wrote: "My ambition as Secretary of the Navy is to make the Navy a great University, with college extension, and primary extension all aboard ships. Every ship should be a school, and every officer a school master."

**3 June 1916** — Title 10, Section 1176, United States Code, authorizes "instruction of soldiers in addition to military training." This provision in public law is considered to be the legal foundation for in-service voluntary education programs in the Department of Defense.

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**26-27 March 1918** — The Emergency Council on Education, soon to be known as the American Council on Education, is formally organized during a meeting of higher education association representatives held at the Willard Hotel in Washington, DC. As the newly elected president of the Association of American Colleges, President Donald J. Cowling, president of Carleton College, becomes its chair. President P.L. Campbell, University of Oregon, representing the National Association of State Universities, is made secretary-treasurer. Its budget is \$2,000.

**7 March 1919** — *Stars and Stripes* announces “Thousands Flock to Beaune for University Work.” AEF (American Expeditionary Force) University was open for business. The AEF University was administered by the Army Educational Commission consisting mostly of civilians, who wore United States uniforms with special insignia. The Young Men’s Christian Association (YMCA) had responsibility for providing its funding at the beginning. By mid-1919, the Commission was militarized and operated by all Army personnel. A College of Correspondence was established for the benefit of those men that could not attend the other educational opportunities offered by the AEF. A former hospital was converted to the physical plant for the AEF University and its fourteen colleges. About 350 acres of land near Beaune, France, was made available for the purpose of instructing agricultural students in advance agricultural methods. Many soldiers sent to school before shipping back home to the United States after the November 11, 1918, Armistice.

**1 June 1919** — Principle of public financing of soldier education is established.

**21 November 1919** — *The Leatherneck* headline at Quantico Marine Base is “PLAY OR GO TO SCHOOL EVERY AFTERNOON IS NEW PROGRAM HERE.” Major General John A. Lejeune developed an education initiative aimed at building and restoring morale among thousands of marines returning from World War I in Europe. Out of his vision grew the Vocational Schools Detachment.

**11 June 1920** — *Marine Corps Institute Bulletin Number 1* announces the establishment of the Marine Corps Institute. On 1 July 1920, the official title of the Marine Corps Vocational Schools Detachment is

changed to “Marine Corps Institute Detachment.” Secretary of the Navy Josephus Daniels described the Marine Corps Institute as an organization comprising of “a grammar school, a high school, and a manual training school and eventually a collegiate course corresponding to that in some of the better small colleges.” On 8 December 1941, all Marine Corps Institute operations cease, releasing its personnel for combat duty and other resources are to be applied to direct mission-related training. On 12 January 1942, the Marine Corps Institute reopens but focused strictly on education and training designed to complement Marines’ Military Occupational Specialties.

**6 May 1929** — Coast Guard Institute is established at Fort Trumbull, New London, CT., based on the Marine Corps Institute model. It remains there for 13 years and then moves to Avery Point, CT. In 1967 it moves again to Oklahoma City where it remains today.

**1 September 1936** — George F. Zook, United States Commissioner of Education since 1933, becomes president of the American Council on Education. Dr. Zook serves as the head of the American Council on Education for 16 years. Dr. Zook serves as Higher Education’s principal spokesperson throughout World War II. Thirty-five pages of his 1943 Annual Report was devoted to “War Activities.”

**24 December 1941** — War Department authorizes the initial establishment of the Army Institute as a correspondence school for Army enlisted soldiers.

**15 February 1942** — The U.S. Army School for Special Service or School for Army Morale, later called the School for Personnel Services, is established at Fort George G. Meade. This school offers training for personnel being assigned information and education duties.

**1 April 1942** — The Joint Army-Navy Committee on Welfare and Recreation establishes the Army Institute as the United States Armed Forces Institute (USAIFI) which begins operations in Madison, Wisconsin, in facilities donated by the University of Wisconsin. Frank J. Brown, American Council on Education, serves as education advisor.

**1 May 1942** — Ralph Tyler, University of Chicago examiner, begins

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constructing tests that would evaluate servicemembers' learning achieved through USAFI's educational programs. By December 1945, Tyler and his staff at the University of Chicago, with the help of the staff at the University of Iowa, had developed four types of examinations: (1) end-of-course tests; (2) field tests that measures servicemembers' competence in a subject field (e.g., English or physics); (3) technical competency tests in specific, highly technical military courses; and (4) tests of General Educational Development (GED) at the high school and college levels.

**25 May 1942** — A contract on this day between the War Department and Indiana University provides financial support for a staff of school and college teachers for the purpose of selecting and developing adequate materials for self-teaching courses at the United States Armed Forces Institute.

**25 May 1942** — American Council on Education convenes a meeting of representatives from all regional accrediting associations. This group unanimously endorses the "soundness of USAFI's programs and recommends colleges use USAFI's examinations" to determine level of academic competence for veterans.

**1 August 1942** — Requirements for manpower are so demanding that the War Department eases its deferment policy by permitting a limited number of "illiterates" into the Army.

**2 October 1942** — The so-called "Guantanamo Experiment" is officially inaugurated in Cuba. An abandoned schoolhouse is reclaimed for an education center. Word is circulated that applications for classes in spoken Spanish are being received. On the first day, 275 men appear to enroll. The center at Guantanamo establishes a pattern for the entire Navy Educational Services Program.

**27 October 1942** — Navy Department Letter is sent to all ships and stations stating that sailors can enroll in Army correspondence courses through the United States Armed Services Institute.

**7 December 1942** — The School for Army Morale (later renamed

School for Personnel Services), Army Service Forces, moves from Fort George G. Mead to Washington and Lee University in Lexington, VA, where it remains until the end of World War II. The School for Personnel Services offers an in-service training course for information and education officers who are being deployed around the world.

**7 January 1943** — A memorandum is issued creating a War Education Section within the Training Division of the Bureau of Naval Personnel. A week later the name changed to the Educational Services Section, and on February 3, 1943, this Section officially begins developing and coordinating the Navy's off-duty educational program.

**1 June 1943** — All limitations are revoked governing the number or percentage of illiterates that can be inducted into the military. Special training units (STUs) are consolidated at the reception center level. Illiterates, non-English speaking inductees, and Grade V men are to be trained in STUs.

**20 May 1943** — Ralph Tyler, University of Chicago's director of examinations staff, reports to the Education Advisory Council of the Joint Army and Navy Committee on Welfare and Recreation, that more than 500 colleges and universities have developed and approved policies and procedures to use ACE's *Sound Education Credit for Military Experience: A Recommended Program*.

**1 November 1943** — Army Morale Services Division is authorized to formulate policies and to supervise the preparation of plan for an Army Education Program. The Special Projects Branch of Morale Services Division is designated to coordinate Army Education Program planning with all interested agencies of the War Department Special Projects Branch that works under the Chief of the Education Branch.

**15 March 1944** — *University of Oklahoma Bulletin* lists more than 150 college and 75 high school courses through correspondence study being offered to men and women in the Army, Navy, Marines and Coast Guard, in cooperation with the United States Armed Forces Institute.

**1 May 1944** — Editorial staff for USAFI begins supervision of the

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Literacy Training Program and its curriculum materials.

**1 June 1944** — Russell F. Neale, on leave from the McGraw-Hill Book Company, assumes directorship of the editorial staff of USAFI, replacing William E. Spaulding, who returns to Houghton Mifflin Company.

**22 June 1944** — President Franklin D. Roosevelt signs the GI Bill providing, among other things, educational benefits for veterans as an award for good and honorable service.

**1 August 1944** — The Army Education Plan (AEP) becomes part of the official War Department plan for readjustment of military personnel after the defeat of Germany.

**1 November 1944** — Army Education Branch asks the editorial staff of USAFI to supervise the preparation of sixty correspondence syllabi to accompany education manuals.

**16 March 1945** — *U.S. Coast Guard Personnel Bulletin No.27-45* urges selection of the best possible persons for educational officer duties, which include “organizing and promoting educational programs and counseling personnel regarding continuation or completion of their education, as well as trying for advancement in rating.”

**31 March 1945** — Formal enrollments through USAFI and its branches for Army and Navy stands at 517,103. Thousands of other soldiers, sailors, marines, and Coast Guard personnel are using these materials in-group classes or for informal study.

**9 July 1945** — The U.S. Army University Center in the Mediterranean Theater of Operations (MTO) is opened in Florence, Italy, in connection with the University of Florence.

**30 July 1945** — The U.S. Army University Center in the European Theater of Operations is opened in Shrivenham, England.

**14 August 1945** — The twenty-first Information and Education course is completed at the School for Personnel Services at Washington and

Lee University. A total of 5,500 students had taken the course since the start of the I&E programs with an average size class of 350 students.

**21 August 1945** — The U.S. Army University Center in the European Theater of Operations is opened in Biarritz, France.

**15 September 1945** — Warton American Technical School is opened at Warton, England, as the only American technical school in Europe, although several operate in Japan after VJ Day.

**1 November 1945** — Education Department, Information and Education Division, U.S. Army School for Personnel Services, located on the campus of Washington and Lee University, Lexington, VA, states in *Education Data No.10*, that “The Education Center” on a military base “should be the nucleus of the entire educational program. It should be the place men will go for information on their educational or vocational problems. It should be the center which instigates, directs and supervises all educational activities, such as group study classes, individual study, on-the-job training, professional or vocational forums, off-duty discussion groups, accreditation, etc.”

**31 December 1945** — Summary of Educational Services Program Activities accumulated to this date indicated that 387,586 USAFI correspondence and college extension courses had been taken by sailors.

**1 February 1946** — In the European and Mediterranean theaters, over 35,000 American troops have attended the University Centers in Florence, Biarritz, and Shrivenham, and the Technical School at Warton. The U.S. Army University Centers at Florence, Shrivenham, and Biarritz have a short life span of about six months. The sudden ending of World War II creates enormous problems involving transferring and demobilizing service personnel, removing the keystone of the Army Education Program including the university center concept designed to help American soldiers serve as occupational forces and to return to civilian life and get a job.

**14 February 1946** — Colonel Francis Trow Spaulding, Branch Chief

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of Information and Education and USAFI since 1942 is relieved from his assignment. He has been on wartime leave as dean of the Graduate School of Education, Harvard University. Colonel Walter E. Sewell, former professor of mathematics at Georgia School of Technology succeeds him.

**1 July 1946** — Plan for continuance of USAFI as a joint Army-Navy enterprise during peacetime is placed in effect. Secretary Patterson and Secretary Forrestal approved the plan in the Spring of 1946. The Information and Education Division remained at the Special Staff level of the War Department (Department of the Army since 1948) for ten years beginning in January 1946. The Chief of Public Information provided policy direction. War-Navy Committee on USAFI appointed in July 1946 as a result of a conference on the joint operation of USAFI by Army and Navy Departments. The committee recommended civilian membership of the committee on USAFI be chosen from lists furnished by the American Council on Education, the National Association of Secondary School Principals, and the United States Commissioner of Education. Letters signed by Brigadier General Lanham , Army, and Captain Durgin, Navy, delivered in person by Colonel Walter E. Sewell and Commander W. H. Johnsen to Dr. J. W. Studebaker, U.S. Commissioner of Education, to Dr. Paul E. Elicker, Executive Secretary, National Association of Secondary School Principals, and to Dr. George S. Zook, President, American Council on Education. From the lists of names suggested by these educators, 11 civilian educators were appointed by the Secretary of War and the Secretary of the Navy as members of the War-Navy Committee on USAFI

**April 1947** — Information and Education Division is redesignated Troop Information and Education Division within the War Department.

**7 May 1947** — The Army policy in War Department Memorandum No. 85-40-1 establishes tuition assistance for military personnel enrolled in civilian colleges and universities during off-duty time.

**26 July 1947** — Air Force became a separate branch of the armed services. Air Force continued to operate under Army regulations until it could develop its own directives. This period of transition continued until 1949.

**1947** — The Educational Testing Service is founded by merger of the testing activities of the American Council of Education, the Carnegie Foundation for the Advancement of Teaching and the College Entrance Examination Board.

**2 May 1948** — Change 1 to War Department Memorandum NO. 85-40-1 limits payment of tuition assistance to 75% of the tuition costs per courses and establishes a maximum payment per course per semester or quarter of \$25.00.

**24 March 1949** — Information and education activities of the armed services were centralized within the Department of Defense.

**1 May 1949** — Army-Air Force TI&E Division is redesignated the Armed Forces Information and Education Division. USAFI operates under the policy and control of the Armed Forces Information and Education Division, but remained under the Department of the Army for administrative control. The Armed Forces Information and Education Division operates under the policy supervision of the Chairman, Personnel Policy Board. It encourages , through the Armed Forces Education Program, the individual development of service men and women. The Army TI&E Division was re-created within the Office of The Army Chief of Information, following the transfer of its predecessors--Army-Air Force TI&E Division. The War-Navy Committee on USAFI is transferred to the chairman of the Personnel Policy Board, Department of Defense. It is later designated the Defense Advisory Committee on Education in the Armed Forces. The Committee existed until 1965 when it was abolished on the basis that it had fulfilled the purpose for which it had been established.

**31 October 1949** — University of Maryland begins its original classes in Europe with 1,851 students.

**1 January 1951** — Arthur S. Adams assumes the presidency of the American Council Education. Arthur Adams begins his service in this capacity in a difficult period of half-war, half-peace with the new conflict in Korea. He is a graduate of the United States Naval Academy, and served as a submariner after completing the U.S. Submarine School.

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He holds a M.A. degree in physics from the University of California, and the Sc.D. in physics and metallurgy from the Colorado Schools of Mines. His experience includes twelve years on the faculty of the Colorado Schools of Mines. During World War II he led the Navy's training program, earning him the Legion of Merit. He also served as the provost of Cornell University and president of the University of New Hampshire. Ten years later, Adams retires as the ACE president on 30 June 1961.

**25 May 1951** —University of Maryland holds its first overseas graduation exercise in Europe.

**25 April 1953** — Army Regulation 355-30 is the last Army regulation that outlines the policy and procedures of "Troop Information and Education" as the Army's education program.

**25 June 1953**—First Armed Forces (Worldwide) Education Conference holds its opening ceremony.

**13 May 1954** — Congress authorizes tuition assistance funding for civilian education for all personnel in the Armed Forces.

**1955** — 84th Congress 1st Session H.R. 6042, section 628: "No appropriation contained in this Act shall be available for the payment of more than 75 per centum of charges of educational institutions for tuition or expenses for off-duty training of military personnel, nor for the payment of any part of tuition or expenses for such training for commissioned personnel who do not agree to remain on active duty for two years after completion of such training." Passed by the House of Representatives, May 12, 1955, and passed by the Senate with amendments June 20, 1955.

**20 February 1957** — Army Regulation 621-5 *General Educational Development* is first published.

**6 January 1968**—Department of Defense Secretary Robert McNamara directs Project Transition be implemented in all services.

**26 March 1970** — Congress passes Public Law 91-219, Veterans Education and Training Amendment Act of 1970, which authorizes payment of \$175.00 per month for the education of servicemembers who are in need of remedial, refresher or deficiency courses in order to continue their education. This led to the establishment of the Predischarge Education Program (PREP).

**8 December 1970** — In a letter Deputy Assistant Secretary of Defense for Education, George Benson, requests the American Association of Junior Colleges (AAJC) join his office in extending educational opportunities to service personnel.

**26 May 1971** — The University of Oklahoma signs a contract with the Armed Forces to provide a graduate program to personnel stationed in Europe.

**27 January 1972** — The "Task Force on Extending Educational Opportunities for Servicemen" holds its first meeting in the American Council on Education conference room at One Dupont Circle in Washington, DC. This task force consisting of 16 prominent community college educators recommended the establishment of Servicemen's Opportunity Colleges (SOC).

**28 May 1972** — University of Maryland University College awards its 10,000 degree to Colonel Frank L. Kimbough at its commencement excise in Heidelberg, Germany.

**24 July 1972** — "Eagle University," a consortium of nine western Kentucky institutions, offers its first classes at Fort Campbell, KY.

**4 December 1972** — First draft *Servicemen's Opportunity College Catalog* is sent to USAFI for publication. Seventy-seven community and junior colleges in 28 states are designated as SOC institutions.

**6 December 1972** — Central Texas College (CTC) staff (Albert Jones, William Handorf, and Dominic Connelly) arrive in Europe to develop detailed plans for a vocational program. CTC initially implements the program at seven installations in Germany with courses in law

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enforcement, hotel management, automotive technology, electronics and air conditioning. In July 1973, CTC is awarded a contract to establish a full vocational-technical program at many major Army installations in Europe.

**13 February 1973** — Department of the Army Task Force publishes a *Report on the Army Education Program in the Voluntary Environment*. This report defines new parameters for the Army's General Educational Development Program.

**1 July 1973** — CONARC splits into United States Army Training and Doctrine Command (TRADOC) and United States Army Forces Command (FORSCOM).

**1 August 1973** — Allan Ostar, President of the American Association of State Colleges and Universities, calls James F. Nickerson, former president of Mankato State University, to become director of a four - year consortium of SOC institutions.

**5 November 1973** — Department of the Army announces the first Army-wide Education Services Plan which identifies educational needs of the soldier and the Army, and suggests the means which those needs can be met.

**24 November 1973** — The University of Oklahoma holds its first graduation exercise in Wiesbaden, Germany.

**26 November 1973** — The House Appropriations Committee, United States Congress, directs the United States Army to "discontinue the practice of hiring contract education counselors and requires that, if education counselors are needed, that they be justified with additional civil service positions."

**15 March 1974** — Navy's establishes formally its modern day voluntary education program. Fifty-seven professional counselors (civilians) and 30 clerical support personnel were hired. All are on board by June 1974.

**31 May 1974** — By Congressional action, the United States Armed Forces Institute is disestablished.

**31 July 1974** — Assistant Secretary of Defense (ASD), Manpower and Reserve Affairs memorandum announces the establishment of the Defense Activity for Non-Traditional Education Support (DANTES) with the Navy serving as the executive agent based on a mission statement contained in an earlier 24 May 1974 ASD memorandum.

**1 October 1974** — Troy State University replaces the University of Arkansas in Europe as a provider of graduate programs for U.S. servicemembers.

**1 November 1974** — DANTES becomes "fully operational." It had been in "developmental status" from July1974 until November 1974.

**3 June 1976** — Troy State University holds its first graduation in Weisbaden, Germany.

**25 June 1976** — House of Representatives Report No. 94-1305 Conference Report includes a paragraph entitled "Community College of the Air Force" indicating agreement for the Commander of the Air Training Command to confer academic degrees.

**1 August 1976** — Central Texas College begins instructional support for the Navy's Program for Afloat College Education (PACE).

**14 July 1976** — Congress passed Public Law 94-361 which authorized the Commander, Air Training Command to confer the Associate of Applied Science (AAS) degree.

**11 September 1976** — Major General G.J. Duquemin delivers a message from General George S. Blanchard, CINCUSAREUR/COMCENTAG, at the USAREUR GED Workshop in Berchtesgaden, Germany, that states "Most of you know my philosophy on education and training — it's all one thing." It set in motion an internal Army battle to move Army education out of Army Personnel and make it integral to Army Operations and Training.

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**27 September 1976** — Colonel Robert N. Waggener, Director of Education, Headquarters Department of the Army, articulates the Headquarters Army staff's rationale to retain education as an integral staff function of Army Deputy Chief of Staff for Personnel.

**17 October 1977** — By letter to the Services, the Assistant Secretary of Defense for Manpower, Reserve Affairs and Logistics (ASD(MRA &L)), John White, announces that Dr. Stephen Bailey, a professor at Harvard's Graduate School of Education, has been given a Ford Foundation Fellowship to study the evolving relationships of the military and higher education in the United States. By this letter, OSD indicates its full support for Dr. Bailey's efforts and intended visit to about a dozen military bases worldwide.

**31 October 1976** — PREP expires.

**1977** — Army GED Program changes its name to the Army Continuing Education System (ACES).

**February 1977** — Kenneth H. Ashworth and William G. Lindley co-authored "The Disgrace of Military Base Programs," published in *Change*. page 8.

**February 1977** — Colonel Robert S. Zimmer, director of Postsecondary Education for the Department of Defense, addresses the Council on Postsecondary Accreditation's (COPA) mid-year meeting in New Orleans concerning critical concerns over quality of educational programs offered on military installations. This presentation lead to the *COPA Case Study of Off-Campus Postsecondary Education on Military Bases* (Allen & Andrews, 1980.)

**31 March 1977** — United States General Accounting Office finds that "when compared to the normal recruit population, poor readers tend to have higher discharge rates, experience more difficulty in training, perform less satisfactorily on the job, and lack the potential for career advancement." It states that the "Secretary of Defense needs to develop a policy to effectively address the illiteracy problem."

**21 June 1977** — House of Representatives Appropriations Committee, United States Congress, expresses concern that the "on-duty high school completion program may be growing too large and adversely impacting on morale" within the Armed Services.

**4 August 1977** — Joint Committee on Appropriations, United States Congress, directs the Secretary of Health, Education and Welfare and the Secretary of Labor to work with the Secretary of Defense to develop basic educational skills for potential recruits prior to enlistment.

**1 September 1977** — Henry A. Spille, Director of the Office on Educational Credit and Credentials of American Council on Education, submits his feasibility study on the Army proposal for Servicemen's Opportunity Colleges to develop approximately 20 associate degree programs in technical areas that directly correspond to Army enlisted occupations. His major conclusion was that there is a reasonable expectation that this effort would be successful not only at the associate degree levels but also at the bachelor's level, if funding was made available. SOCAD, SOCNAV, SOCMAR and SOCCOAST are proof that Spille's conclusion was right.

**17 October 1977** — By letter to the Services, the ASD (MRA &L), John White, announces that Dr. Stephen Bailey, a professor at Harvard's Graduate School of Education, has been given a Ford Foundation Fellowship to study the evolving relationships of the military and higher education in the United States. By this letter, OSD indicates its full support for Dr. Bailey's efforts and intended visit to about a dozen military bases worldwide.

**4 November 1977** — Army begins development of a comprehensive basic skills education program (BSEP) for soldiers.

**22 June 1978** — The Chief of Staff of the Army, General Bernard Rogers, sends a call throughout the Headquarters Army staff requiring that the Army's "action officer for reading" to report to him by close of business that day to tell him how the Army was going to resolve its "reading problem." Major Clinton L. Anderson reports to him that the Army's "reading problem" can be resolved by three actions: (1) require

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Army accessions to have higher reading abilities; (2) lower reading levels of Army publications by making them easier to read and use; and (3) implement an effective Basic Skills Education Program to help soldiers who need improved reading and math skills.

**1 July 1978** — Army Regulation 621-45 outlines the regulatory provisions for Army's Basic Skills Education Program.

**15 March 1979** — Letter from Secretary of the Army Clifford Alexander to the Chairman, Subcommittee on Manpower and Personnel, Senate Armed Services Committee, Sam Nunn, states the Army policy on soldiers' use of the English language.

**March 1979** — Office of the Assistant Secretary of Defense (Manpower and Reserve Affairs) submits a report to the House Committee on Appropriations entitled, "Graduate Education in the Department of Defense." This report provides Congress with DoD plans for implementing Congressional guidance in several areas. A major section of the report focused on the voluntary education program and tuition assistance, and described a DoD initiative to prioritize tuition assistance for servicemembers enrolled in the Veterans Education Assistance Program (VEAP).

**1979** — American Association for Higher Education publishes Stephen K. Bailey's *Academic Quality Control: The Case of College Programs on Military Bases*. This is generally referred to as the "Bailey Report."

**31 July 1979** — Army's Assistant Secretary for Manpower and Reserve Affairs releases the *Final Army Continuing Education System Report* containing thirteen recommendations known as the "Dueitt Recommendations for Improving ACES." A Task Force chaired by the Army Vice Chief of Staff John Vessey is established to implement these recommendations, most of which focuses on basic skills.

**January 1980** — G. Jack Allen and Grover J. Andrews publishes *Final Report of The Case Study of Off-Campus Postsecondary Education On Military Bases* as prepared for the Office of the Secretary of Defense under contract to the Council on Postsecondary Accreditation.

**4 February 1980** — W. Graham Claytor, Jr., Deputy Secretary of Defense, issues DoD Directive 1322.8 *Voluntary Educational Programs for Military Personnel*. It "cancelled" DoD Directive 1322.8, dated 20 August 1975. This revised DoD Directive establishes management guidelines for on-base civilian voluntary education programs, e.g., degree-awarding programs (undergraduate and graduate) offered on-base by civilian colleges and universities.

**March 1981** — Chief of Naval Operations supports OP-01 request to try out several non-instructor delivered educational system on-board ships in order to expand educational access. Consequently, CNO asks DANTES to solicit proposals for an educational technology demonstration project to be conducted on Navy ships. The contract was awarded to Middlesex Research Center and its subcontractor, George Washington University. The overall objective was to demonstrate the feasibility of using micro-computer and video players as the primary delivery means for offering college level courses on ships without instructors. This effort marks the beginning of a new chapter for the PACE Program, culminating in the evolution of PACE II, six years later.

**7 April 1981** — General John W. Vessey, then the U.S. Army's Vice Chief of Staff, addresses the 9th Worldwide Armed Services Education Conference held in College Park, Maryland.

**15 December 1981** — SOC completes a report on the "Feasibility of Initiating SOCAD-Type Programs on a Pilot Basis for Navy," resulting in the development of SOCNAV Navy Degrees.

**17 February 1982** — Army Research Institute Fact Sheet indicates that research is on-going in the development of a hand-held computerized device to teach MOS vocabulary.

**19 October 1984** — Congress passes the Veterans' Educational Assistance Act of 1984, Title VII of the Department of Defense Authorization Act of 1985. It establishes the New GI Bill as a three-year educational assistance program for the All-Volunteer Force. It was made permanent by enactment of PL 100-48 on June 1, 1987, which amended Chapter 30 of Title 38 in the United States code and renamed

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the program the Montgomery GI Bill Act of 1984.

**9 May 1986** — Thomas Edison State College approves an institutional evaluation to award credit for Navy Nuclear Power School toward the major area of study in the Bachelor of Science in Applied Science and Technology in Nuclear Engineering Technology. This made possible the College's ongoing relationship with the Navy and its Nuclear Power Program.

**1988** — Troy State University secures a portion of the Pacific Military Contract for four master's degree programs.

**27 March 1988** — The Defense Manpower Data Center releases a study on the *DoD Tuition Assistance Program: Participation and Outcomes*. This study recognizes a strong and consistent positive relationship between participation in the TA program and retention in the military as well as a significant and positive relationship between TA and enlisted promotions.

**January 1989** — Naval Training Systems Center, Orlando publishes a special report on the *Program for Afloat College Education (PACE): A Cost Effectiveness Analysis* concluding that PACE II should be extended to the entire submarine community and generally verifying that both instructor led and technology driven level courses should be available where appropriate.

**1 February 1989** — Dr. Theodore R. "Ted" Cromack becomes the first director of the SOC outreach project for the Army National Guard, now called SOCGuard.

**1 April 1989** — Benjamin C. Buckley, recently retired Army colonel in the Infantry branch, becomes project director of the Concurrent Admissions Program (ConAP), a new initiative sponsored by the U.S. Army Recruiting Command administered by Servicemembers Opportunity Colleges.

**1 August 1989** — Dr. Steve F. Kime, recently retired as a Navy captain and dean at the U.S. Naval Academy, begins his work as Director of

Servicemembers Opportunity Colleges.

**July 1990** — Office of the Assistant Secretary of Defense (Force Management and Personnel) submits a report to the House and Senate Committees on Armed Services entitled "Human Resource Development in the Department of Defense." This report describes the voluntary education program, to include tuition assistance and the Montgomery GI Bill as they pertain to transferability of military-acquired skills to civilian employment. It also provides the results of Congressionally directed efforts by the Job Corps and the Department of Health, Education, and Welfare to provide pre-enlistment basic skills education to individuals unable to qualify for enlistment because of low scores on the DoD enlistment test.

**27 March 1991** — DANTES holds its first regional workshop in Laurel, MD. Steve Kime, Director of Servicemembers Opportunity Colleges, gives the luncheon address entitled "SOC's Diverse Constituencies."

**28 April 1991** — The first Military Installation Voluntary Education Review (MIVER) begins at Fort Carson, CO.

**22 October 1991** — United States Army Forces Command hold its first voluntary education teleconference which included SOC, DANTES, ACE, and Regents (now Excelsior) College representatives. Education representatives from all 18 FORSCOM installations participate in the teleconference focusing on "Strategies for Increasing Degree Completions for the Military Students."

**19 April 1993** — DANTES European Workshop begins in Sembach, Germany.

**1 July 1993** — The USCG Voluntary Education Program was established on 1 July 1993 at the United States Coast Guard Institute.

**28 March 1994** — DoD Worldwide Education Symposium officially begins at the Adam's Mark Hotel in St. Louis, MO. Joyce Taylor, DANTES, serves as chair of the 1994 DoD Worldwide Education Symposium Planning Committee.

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**1 December 1994** — A modification of the SOC Contract formally establishes SOCMAR-Marine Corps Degrees.

**17 February 1995** — SOC Advisory Board approves an amendment to the *SOC Principles and Criteria* encouraging SOC colleges and universities to extend considerations to family members and DoD civilian employees as they do for servicemembers and veterans.

**September 1995** — The Chief of Naval Personnel directs that under the voluntary education program, Navy accelerate the establishment of 50 Academic Skills Learning Centers (ASLC) worldwide. This recommendation is based on the positive results of two pilot ASLC reports from sites at Jacksonville, Fl. and Little Creek, VA.

**October 1995** — The two Navy PACE programs (PACE I (instructor driven) and PACE II (technology driven) are consolidated under one PACE contract. This contract, for the first time, allows PACE courses for ships during overhaul, in drydock and on local operations if there are no local or on-base courses otherwise available. PACE becomes the vehicle for Sailors at remote sites having access to further education.

**13 June 1997** — E. Nelson “Al” Swinerton, ACE’s MIVER Administrator, dies suddenly on an airplane in Brussels, Belgium, on the way to a MIVER visit at Aviano Air Base in Italy. Clinton L. “Andy” Anderson, MIVER Assistant Administrator, catches the next flight out of Washington Dulles Airport for Venice to ensure that the visit proceeds as scheduled.

**June 1997** — The Smithsonian Institution and *ComputerWorld* magazine recognizes the PACE program innovations. Dr. Fran Kelly is cited as a Smithsonian Honors Laureate for contributions to educational technology.

**7 July 1997** — DoD Worldwide Education Symposium officially begins in the Adam’s Mark Hotel, St. Louis, MO. Vince Harmon, DANDES, serves as chair of the 1997 DoD Worldwide Education Symposium Planning Committee.

**September 1997** — The Chief of Naval Personnel contracts with the Center for Naval Analysis (CNA) to do a study regarding the effectiveness and impact of voluntary education programs in the Navy, upon recruitment, performance, and retention of quality personnel.

**5 August 1999** — Secretary of the Army Louis Caldera issues a memorandum spelling out his concept for “repositioning the Army” to attract “highly motivated young people.” Among other things, this memorandum states that the Army will emphasize and make “widely available low- or no-cost technology-based distance learning opportunities” and improve “apprenticeship and other civilian credentials certifying and degree-granting programs.” Out of this initiative grows eArmyU and the COOL (Credentialing Opportunities On-Line) Web Site.

**1 October 1999** — SMART (Sailor Marine American Council on Education Transcripts) is launched as an electronic record of a Sailor’s or Marine’s training schools and advancement coupled with ACE Guide-recommended credit for his/her experiences.

**10 March 2000** — Eight senior Army Sergeants Major participate in a meeting in Washington, D.C., for the purpose of achieving a better understanding of the partnership that exists between the Army and higher education. Out of this meeting grows Army Career Degrees, taking SOCAD to a new level by more thoroughly and comprehensively articulating degree options directly related to soldiers’ military occupational specialties. Dr. David Eyler, SOCAD Project Director, and Ms. Louie Chartier, HQDA ACES Staff, serve as the principal architects of Army Career Degree initiative.

**16 May 2000** — DoD Worldwide Education Symposium holds its opening session in the East Tower, Enterprise Ballroom, Hyatt Regency Hotel, Dallas/Fort Worth Airport, Dallas, TX. Pat Landry, DANDES, serves as chair of the 2000 DoD Worldwide Education Symposium Planning Committee.

**26 September 2000** — Council for Higher Education Accreditation announces approval by a national Committee on Transfer and the Public

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Interest of a revised Joint Transfer Statement. The original 1978 Joint Statement provided the foundation for the SOC network system, which includes SOCAD, SOCNAV, SOCMAR, and SOCCOAST.

**16 January 2001** — eArmyU is implemented at Fort Benning, GA; Fort Campbell, KY; and Fort Hood, TX.

**11 September 2001** — Terrorists hijack airplane and crash it into the Pentagon killing among others Sergeant Major Larry L. Strickland, a highly respected advocate of soldier education who served as Sergeant Major in the Office Army Deputy Chief of Staff for Personnel. SGM Strickland served on the SOCAD Advisory Committee from 1997 until his death.

**19 August 2002** — SOCCOAST Inauguration occurs as part of the U.S. Coast Guard ESO Symposium in Oklahoma City.

**11 September 2002** — Pvt. Jennifer R. O’Quinn of West Monroe, LA, selects Louisiana State University and becomes the 100,000 ConAP (Concurrent Admission) soldier.

**8 July 2003** — DoD Worldwide Education Symposium holds its Opening Ceremony in the Palms Ballroom, Orlando World Center Marriott Resort & Convention Center, Orlando, FL Pat Landry, DANTES, serves as chair of the DoD Worldwide Education Symposium Planning Committee.

**8 July 2003** — College leaders of Coastline Community College, Florida Community College at Jacksonville, Excelsior College and Fort Hays State University, along with representatives from Headquarters, U.S. Coast Guard, and Servicemembers Opportunity Colleges, officially sign the Memorandum of Understanding, establishing SOCCOAST Afloat. SOCCOAST Afloat institutions are members of SOCCOAST that offer Internet-free, stand-alone CD-delivered courses that help Coast Guard personnel access college programs while aboard ships and cutters where there is limited Internet connectivity.

**3 March 2005** — Steve F. Kime retires as the SOC president after more

than fifteen years of service. He is replaced by Kathryn Snead.

**27 May 2005** — The DANTES staff and his many friends and colleagues honor Barry L. Cobb upon his impending retirement from federal service after 34 years with Department of Defense, over 24 of them being as the director of DANTES.

**1 August 2005** — Troy State University changes its name to Troy University.

**1 October 2005** — Army Continuing Education System (ACES) begins centralizing and automating the Tuition Assistance Program.

**1 April 2006** — The new Army Human Resources Command (AHRC) Army Continuing Education System (ACES) process for automating tuition assistance (TA) through a new education website starts. Army TA will only be available through the education website, [www.GoArmyEd.com](http://www.GoArmyEd.com). Education centers will no longer issue TA for college courses that begin 1 May and beyond.

### Genesis of Civilian Education in the Military

The history of the military's educational efforts extends back to General George Washington, who, in 1778, recognized the need to provide basic academic instruction for illiterate, convalescent soldiers at Valley Forge (Wilds, 1938). Army chaplains were made responsible for educating the military. Not surprisingly the *Bible* served as the first text. The debate in the 19th Century seemed to focus on whether enlisted men should engage in formal education. Officers tended to oppose any elaborate scheme of academic schooling for soldiers because they believed the "school of hard knocks" to be the best educational force (White, p. 479). On May 2, 1866, Rep. James A. Garfield proposed legislation requiring the military to establish a system of "post schools." Instruction in those schools was to be "in the common English branches of education," especially in United States history. Garfield's stated purpose for these "schools" was to instill patriotism and provide enlisted men with cultural opportunities as well as to reduce crime and vice rates by eliminating idleness, "the parent of all wickedness" (Congressional Globe, 39 Cong., 1 Sess., p. 2350).

The foundation of current in-service voluntary education programs can be traced to a June 3, 1916, provision in Title 10, Section 1176, United States Code, authorizing "instruction of soldiers in addition to military training."

In addition to military training, soldiers while in active service shall hereafter be given the opportunity to study and receive instruction upon educational lines of such character as to increase their military efficiency and enable them to return to civil life better equipped for industrial, commercial and general business occupations. Civilian teachers may be employed to aid the Army officers in giving such instruction, and part of this instruction may consist of vocational education either in agriculture or the mechanic arts. (Page 736, United States Code 1946 Edition)

The primary educational philosophy of the World War I military leadership was rooted in the conviction that developing an "educated" force was not their responsibility, but rather the responsibility of the civilian community (Strehlow, 1967). The Young Men's Christian Association (YMCA) provided education programs for servicemembers in the American Expeditionary Force (Munson, 1921). The importance

of education for servicemembers seemed to have been forgotten after the Armistice ending World War I.

The real explosion of educational opportunities for servicemembers occurred during World War II with the formation of the Army Institute on December 24, 1941, later changed to the United States Armed Forces Institute (USAIFI) in February 1943, after its services had been extended to the Navy, Marines and Coast Guard. Off-duty education programs, many through correspondence, were made available to servicemembers scattered throughout the world. Adult education came into its own in the military.

On June 22, 1944, President Franklin D. Roosevelt signed the GI Bill. The Bill provided for educational benefits for veterans as an award for good and honorable service. In 1993, in anticipation of the Bill's 50th anniversary, Peter Drucker, America's preeminent management guru, expressed his belief that the GI Bill was the beginning of a major shift within American society to a "knowledge society" where knowledge became the primary resource for individuals and for the economy. "The GI Bill of Rights and the enthusiastic response to it on the part of America's veterans signaled the shift to a knowledge society" (Drucker, 1993). James Michener, America's great reporter, calls the law implementing the GI Bill "one of the two or three finest the Congress has passed since our Constitution took effect" (Michener, 1993). Cyril Houle, one of America's leading adult educators, found that, through the very struggle for democracy during World War II, adult education—a "new implement for democracy"—had been forged (Houle, et al., 1947).

While the GI Bill provided educational benefits for veterans, benefits for active-duty servicemembers did not become available until nearly four years later. War Memorandum No. 85-40-1, with Change 1, dated 2 February 1948, is often cited as the forerunner document delineating policy on payment of tuition for extension courses taken by military personnel at a nearby accredited school or college during off-duty time. On May 13, 1954, Congress formally authorized furnishing civilian education for personnel in the Armed Forces through tuition assistance funding. In testimony before the House Armed Services Committee, the Pentagon proponent for tuition assistance appropriations indicated that off-duty education is "not part of his (servicemember's) military training." As part of that testimony, Rep. Robert Carlton Wilson ex-

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pressed his support for the program:

It seems to me that this program is a good encouragement to the GI benefit program. We have been talking about the drop in enlisted rates, and I think this sort of program might very well keep men in the service as long as they have this partial payment by the Government and some encouragement by the Government to complete their education. (Senate Report 1336, p. 5101)

The University of Maryland conducted its first off-campus courses on military installations in Maryland and at the Pentagon beginning the fall and winter of 1946-1947. Ray Ehrenberger, head of the Department of Speech and Theatrical Arts, taught the first course in the Pentagon in public speaking. On October 31, 1949, the University of Maryland established its overseas program in Germany and extended its program to the Far East for the 1951-1952 term (Berry, 1974, p. 214). These events set the precedent for many colleges and universities to establish and maintain off-campus programs on military installations.

Historically, the education of servicemembers has been directed more toward the individual as a member of society rather than part of a military machine. Education has been aimed toward (1) the servicemember as a unique individual, (2) the service person as a member of a specific armed service, and (3) the service person as a member of society at large (Berry, 1974, p. 27).

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# Remembering the Literacy Teachers Who Taught For the Union During the Civil War

by Dr. Thomas G. Sticht

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(Article prepared for Memorial Day 2005;

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"Outside of the Fort were many skulls lying about; I have often moved them to one side out of the path. The comrades and I would have wondered a bit as to which side of the war the men fought on, some said they were the skulls of our boys; some said they were the enemies; but as there was no definite way to know, it was never decided which could lay claim to them. They were a gruesome sight, those fleshless heads and grinning jaws, but by this time I had become used to worse things and did not feel as I would have earlier in my camp life."--Susie King Taylor, 1902 (in Lerner, 1972)

Suzie (Baker) King Taylor was born a slave in Savannah, Georgia in 1848. She was raised by her grandmother, who sent her and one of her brothers to the home of a free woman to learn to read and write. As she explained in her 1902 book, "We went every day with our books wrapped in paper to prevent the police or white persons from seeing them." (Taylor in Lerner, 1972)

During the Civil War, the Union Army initiated the practice of enlisting freed African-Americans. But it was soon apparent that there were problems in using these men as Soldiers. Among other problems, it was difficult for officers to communicate with illiterate former slaves. So promotion and advancement in the Army was difficult for the African-American Soldiers. Many of them blamed this situation on their lack of education. In response to these needs, many officers initiated programs of education for the former slaves.

One officer, Colonel Thomas W. Higginson of the 33rd U. S. Colored Troops, appointed the chaplain as the regimental teacher. Higginson reportedly saw men at night gathered around a campfire, "spelling slow monosyllables out of a primer, a feat which always commands all ears,"

and he observed that,

Their love of the spelling book is perfectly inexhaustible, they stumbling on by themselves, or the blind leading the blind, with the same pathetic patience which they carry into everything. The chaplain is getting up a schoolhouse, where he will soon teach them as regularly as he can. But the alphabet must always be a very incidental business in a camp." (Cornish, 1952).

One of the people whom the chaplain engaged in teaching Soldiers of the 33rd to read and write was Suzie King Taylor (Blassingame, 1965). She went with the regiment to Florida, where she reported that "I learned to handle a musket very well while in the regiment and could shoot straight and often hit the target. I assisted in cleaning the guns and used to fire them off, to see if the cartridges were dry, before cleaning and re-loading, each day. I thought this was great fun." (Taylor in Lerner, 1972, p. 101).

According to Taylor, "I taught a great many of the comrades in Company E to read and write when they were off duty, nearly all were anxious to learn. My husband taught some also when it was convenient for him. I was very happy to know my efforts were successful in camp also very grateful for the appreciation of my services. I gave my services willingly for four years and three months without receiving a dollar." (Taylor in Lerner, 1972)

Throughout the Civil War, thousands of teachers, some modestly paid and many volunteers, worked, often under very arduous conditions, such as described above by Suzie King Taylor, to educate the newly freed slaves who came to fight for the preservation of the United States of America. Alone in the Union Army's Department of the Gulf (Louisiana, Mississippi, Alabama, Texas) by 1864 there were 95 schools with 9,571 children and 2,000 adults being taught by 162 teachers. By the war's end it was estimated that some 20,000 African-American troops had been taught to read "intelligently" (Blassingame, 1965).

No one knows how many adult literacy teachers during the Civil War gave their lives in the course of their service to the education of those Soldiers, both black and white, fighting for the preservation of the Union. But this Memorial Day we should remember their service to those they taught to read and write, many of whom we can be certain did give their lives for our Nation in the war that took more lives than all the wars from the Revolutionary War through the Vietnam War combined.

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In all these wars, the literacy teachers were also there. Perhaps, contrary to what the progressive Colonel Higginson thought, the alphabet should not be considered just “an incidental business in a camp.” It may, instead, be central to victory in wars. It may just be true that “the pen is mightier than the sword.”

On May 30th let us remember the thousands of literacy teachers who have taught hundreds of thousands of troops, the fallen and those who survived their wars, how to wield the mightiest sword of victory - the alphabet!

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**Editor's Note:** Tom Sticht is a close friend and colleague in military education. He began his outstanding work in functional literacy at Fort Ord, California, in the aftermath of Project 100,000. He has served as a distinguished consultant in basic skills with the Army, Navy and Air Force. In 1982, while working with Human Resources Research Organization, he authored *Basic Skills in Defense* for the Office of the Secretary of Defense . Dr. Sticht can be contacted at his home at 2062 Valley View Blvd., El Cajon, CA 92019-2059; commercial telephone/fax: (619) 444-9133; e-mail: [tsticht@aznet.net](mailto:tsticht@aznet.net)

## Remembering the Formation of the Army Continuing Education System (ACES)

by Colonel Robert N. Waggener (US Army, Retired)

During 1976, the U.S. Army's General Education Development (GED) Program came under challenge as being irrelevant to the needs of the Army. The same challenges were being made about similar programs within the other military services. Within some Army commands, "education" was viewed as either a detractor from military training or, at best, an extension of training. Those who thought it was "good" saw it as preparing the Soldier to become a civilian after discharge and thus must be conducted after duty hours. Additionally, as an off-duty program, Soldiers were permitted to attend - - provided no military duties were assigned. Unfortunately this view was reinforced when Congress terminated funding of the Predischarge Education Program (PREP) after eliminating funding for the United States Armed Forces Institute (USAIFI) during 1974. (USAIFI was a voluntary education/training program that provided all types of correspondence courses to those interested in improving their skills or education.) The role of education within the Services was made more confusing by the discontinuance of the Vietnam Era GI Bill during late 1976. As the Services were transitioning to an All Volunteer Force, these budgetary actions left them without a viable education opportunity as a recruiting incentive. To rebuild this capability, a contributory post service education program was designed within the House of Representatives that became known as the Veterans Education Assistance Program (VEAP). Operationally, both the Soldier and the Army would contribute to a VEAP fund to help pay for post service education.

Fortunately, the Army Chief of Staff at that time, General Bernard Rogers, recognized the value of education programs both as a recruiting incentive and as a morale enhancer after enlistment. He tasked The Adjutant General, Major General Jim Pennington, who had staff supervision of the GED Program, to review it to determine what fixes were needed. Coincidentally, a 1976 graduate of The Industrial College of the Armed Forces was available for assignment and Colonel Bob Waggener became the Director of the GED Program. Bob had enlisted

as a 17 year old high school drop-out. He completed high school by passing the GED test, received a two year college equivalency certificate, and completed several USAIFI correspondence courses before attending Infantry Officer Candidate School as a Sergeant First Class. Commissioned in Armor, he was assigned to Germany, where he enrolled in the University of Maryland University College Army tuition assistance baccalaureate degree program, graduating seven years later while assigned to The Pentagon. Bob then received a Master of Science degree from The George Washington University, with tuition assistance from his GI Bill entitlements, while attending the Industrial College of the Armed Forces. In short, Bob had experienced training as well as education programs at all levels of the Army. He was an ideal choice to "fix" the GED Program.

A quick and dirty review revealed several shortcomings about the GED Program:

- It was perceived by many commanders as a detractor from training.
- It was perceived by many Soldiers as only a high school completion program.
- The education programs available at installation education centers were largely unknown to individual Soldiers.
- The funding of education programs was completely dependent upon the whims and priorities of the local commander.
- The installation education centers were staffed with a cadre of professionally trained "educators" who by and large felt they were pushing a wet noodle up hill.

In short order Bob and the dedicated directorate staff, Tilton Davis, Arvil Bunch, Leon McGaughey and Andy Anderson among others, with help from educators throughout the Army, brought the GED Program into the mainstream of the Army by converting it into the Army Continuing Education System (ACES). Concurrently, a Basic

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Skills Education Program (BSEP) was created to help Soldiers who were unable to cope with Army training literature because of deficient education before entering the Army. For those who had not graduated from high school, BSEP provided the opportunity to do so using the GED test procedure. Equally important, an existing associate degree program provided by colleges at several installations was expanded throughout the Army. This created a foundation for an undergraduate degree program that would allow Soldiers to transfer earned college credits from wherever they were stationed to a “home college” where they could graduate. In the end, the Army had a comprehensive array of education opportunities available wherever Soldiers were stationed. Importantly, those like BSEP that were directly related to military training were taught during duty hours!

With the approval of Generals Pennington and Rogers, in less than two years the Army Continuing System was established as a group of first class education opportunities, consistently available throughout the Army and fulfilling the goals established by Bob during early 1977 when he wrote:

Education enhances training and develops better Soldiers who have higher morale and fewer disciplinary problems. It also adds diversity to training programs. I agree that education should be coordinated with training programs and benefit from duty scheduling. This is a mechanical planning problem. But to be successful, the education system must be integrated with the military personnel management function and be in direct support of the recruiting effort. Additionally, and perhaps more importantly, it must be perceived by individual Soldiers as both voluntary and personalized in nature. This is reflected in recruiting publicity and we should, at all costs, maintain the credibility of our advertising. We must not inadvertently create the perception that education is just another Army training program.

Perhaps the best compliment was paid to ACES during a budget review by the House Armed Services Committee when the Chairman said: “That sounds like a program where everybody wins. What’s your next topic?” During early 1979, Colonel Waggener was selected to become the Adjutant General of the Training and Doctrine Command to work on the Army Quality of Life Program. However, his concept of education within the Army is indelibly embedded more than 25 years later.

## Chronology of United States Navy Voluntary Education

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**Prologue:** According to a document "Administrative History of the Bureau of Naval Personnel" on file in the Office of Naval History, U.S. Navy Department, "Prior to World War II, the Navy had done little in the way of an off-duty educational program. Following World War I, Secretary Josephus Daniels had instituted a compulsory educational plan for naval personnel for various reasons, it was short-lived." Rather, at some stations, individual commanding officers, encouraged men to make use of commercial correspondence courses or pursue a planned reading program.

**February 1941** — At direction of President Roosevelt, the Navy joined with the Army to form a Joint Army and Navy Committee on Welfare and Recreation. This led eventually to the formation of a tentative program out of the Bureau of Naval Personnel.

**May 1942** — Navy Voluntary Wartime Education Program announced.

**October 1942** — "Guantanamo Experiment" inaugurated at GITMA and a first education center established at an abandoned schoolhouse. On the first day, 275 men enrolled. This established a pattern for the Educational Services Programs to follow. It made classroom instruction the core of the program.

**October 1942** — The Army Institute, which has been established the previous April, as a base for correspondence courses, made its courses available to Navy personnel and by December 1942, the first Naval personnel were enrolled in these courses.

**January 1943** — War Education Section created within the Bureau of

Naval Personnel - Name changed to the Educational Services Section.

**February 1943** — This section, which was to develop and coordinate the Navy's off-duty educational program, was officially established. This announcement said that educational services were to be available on a Navy wide basis wherever requested by commanding officers.

**August 1945** — Navy announced a policy to establish educational services billets at naval stations with 2000 or more personnel and for working out procedures for establishing similar billets aboard battleships and aircraft carriers. By the end of the war, Educational Services Officers (ESO's) were aboard the Iowa, New Jersey, Alaska, Guam, and South Dakota and approximately 150 ESO's had been appointed stateside.

The post World War II period educational program was almost completely dependent upon the interests and concerns of individual commanding officers intent upon finding some kind of educational assistance for their people. This interest took all kinds of forms. For example, in the early 1960's films were provided aboard Polaris submarines and college credit provided by selected institutions to Sailors who completed certain requirements.

**1966** — The Secretary of the Navy appointed a Task Force on Navy Marine Corps Personnel Retention. This report indicated the need for an educational program to support the enlistment and retention of quality personnel.

**March 1971** — The Chief of Naval Operations was briefed on a proposal to provide an increase in educational opportunity for active duty personnel while reducing the cost of education to the individual.

The concept of a coordinated off-duty educational program was conceived during the period 1971-1972 in response to the formation of the "all-volunteer force," that brought with it a need for the Navy to remain competitive in the labor market.

**October 1972** — Navy completed a plan to establish educational centers at Norfolk and San Diego as it participated in the American Association

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of Community Colleges' Task Force on Servicemen's Opportunities. At the same time, the USS Ranger was selected as the first ship to offer a course under Great Britain's Open University and California State University provided a freshman level mathematics course as a prototype for fleet wide use.

**December 1972** — Emergency meeting called by DoD to thwart the Office of Management and Budget's attempt to erode in service educational benefits provided by the Veterans Administration and force Services to pay such benefits themselves. By and large the Services had assumed that educational benefits would be funded by some combination of tuition aid and in service GI Bill monies.

**January 1973** — In support of the All-Volunteer Force, each Service was directed to develop an educational plan to include college and vocational programs which would bring value to the Services and value to the individual upon discharge; such plans were to be provided no later than 1 June 1973.

**February 1973** — U. S. Navy education plan included proposal to establish a series of education centers manned by qualified civilian personnel and, in response to the OMB threat, to include a tuition aid program which provided 75% of cost of a course for a maximum of 10 credit hours per term. Also courses aboard ships under an afloat college program (Program for Afloat College Education) or PACE and Instructor Hire program, which allowed commanding officers to organize classes on base. The proposal called for the establishment of a management tool referred to as the Navy Campus for Achievement (NCFA).

**March 1973** — The Assistant SecDef commented on Navy's plan and required further backup and documentation.

**April 1973** — With approval, Navy now formalized plan to establish a series of education centers and sub-centers manned by qualified civilian educational specialists and counselors reporting to a central control point to be operational in FY74. The plan gave the following minimum goals: a high school diploma for all Sailors and a baccalaureate degree for all officers. It also said that Sailors in need of remedial training and/

or non-high school graduates were to receive help.

**June 1973** — The Secretary of the Navy's Advisory Group on Education and Training (SABET) chartered and formed to advise Navy regarding Navy's educational program.

**September 1973** — Regular situation reports SITREPs provided by Navy leadership. However, funds not authorized, hence establishment was postponed.

**January 1974** — SITREP gives further particulars. For sites at San Diego, Pensacola, and Norfolk, colleges will waive residency requirements, recognize non-traditional credits, and allow maximum credit for courses taken at other institutions.

**March 15, 1974** — Navy's voluntary education program is formally established. Fifty-seven professional counselors (civilians) and 30 clerical support personnel hired. All are on board by June 1974.

**December 1976** — Navy reports 15,500 enrollments in the PACE program (individuals counted as an enrollment every time they enroll in a course). Instructors (i.e. Central Texas College first participated in this manner in 1976) provide courses on selected ships.

**February 1977** — The publication of the article in *Change* magazine of the Ashworth-Lindley article alluding to the poor quality of on base education programs is a profound wake-up call to the Services and while it elicits a strong retort from the educational groups at One Dupont Circle, it prompts direct attention from the Office of the Secretary of Defense, resulting in OSD taking a second look.

**17 October 1977** — By letter to the Services, the ASD (MRA &L), John White, announces that Dr. Stephen Bailey, a professor at Harvard's Graduate School of Education, has been given a Ford Foundation Fellowship to study the evolving relationships of the military and higher education in the United States. By this letter, OSD indicates its full support for Dr. Bailey's efforts and intended visit to about a dozen military bases worldwide.

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**November 1977** — Navy agrees to have Dr. Bailey include San Diego, Memphis and Norfolk area bases in his study.

**6 April 1978** — Dr. Bailey holds a meeting to give the Service chiefs an opportunity to hear his initial impressions about his early findings as a result of his field trips. His impressions are not good. Open discussions followed with Service representatives and OSD gave important feedback to Dr. Bailey before he completes his study.

**12 May 1978** — Navy participates in Educational Testing Service conference at Princeton, New Jersey. National picture provided about minimal competencies of high school graduates and non-graduates. This serves to reinforce OP-99 concerns about need for remedial services upgrade within the Navy. Conference shows that these concerns are not unique to the Navy.

**15 June 1978** — Letter to Dr. Kenneth Ashworth from the Principal Deputy, Assistant Secretary of the Navy for Manpower and Reserve Affairs, Bernard Rostker indicates Navy “is very aware of the concerns you raise” and is presently endorsing two initiatives which have a bearing on the issues raised: the Bailey study and secondly, a separate initiative in partnership with the Council on Postsecondary Accreditation (COPA) to develop an evaluation prototype for on-base education review. Mr. Ashworth’s concerns about out of state institutions is also discussed.

**August and September 1978** — CNO raises concern about how best to locate Education Services with OPNAV. National quality concerns have elevated VOLED program scrutiny. The matter is placed under RADM Mooney.

**26 September 1978** — Memorandum to OSD from RADM Mooney provides first formal Navy response to Dr. Bailey’s draft report saying, “We have fully endorsed the COPA study because we recognize that off-duty on-base college programs need such review”. It further states that Dr. Bailey’s work “reinforces our belief that we should institutionalize a quality control and monitoring system for courses on bases Navy wide”

**January 1979** — Bailey report *Academic Quality Control: The Case of College Programs on Military Bases* is published by the American Association for Higher Education at One Dupont Circle in Washington, DC.

**1 August 1979** — Navy attends an invitational summer conference held by the Council on Postsecondary Education at Dearborn, Michigan. This meeting represents a clear sign of growing partnership between the military education and the civilian academic community with regards to quality concerns. However, it also demonstrated that the minimal quality standards then in place in the regional accrediting agencies might not be sufficient to resolve military concerns.

**8 November 1979** — In his speech, I. M. Greenberg, representing the Office of the Secretary of Defense (National Adult Education Conference, Boston, MA) discusses some of the changes that the Office of the Secretary of Defense plans to make to VOLED to improve this vital program. Referring to both the Bailey Report and the COPA Study, he notes that colleges offering on-base programs will be required to maintain the same quality standards they maintain for programs offered on their home campuses. A total VOLED policy, to be reflected in a DoD Directive on the subject, is announced in this speech.

**10 December 1979** — Major Wayne S “Steve” Sellman, OSD VOLED spokesman, is quoted in the *Chronicle for Higher Education* on the findings of the COPA study. His comments clearly reinforce the findings of the Bailey Report.

These events foretold of much activity DoD wide and in the Navy concerning the quality of on- base education programs; issues that would occupy much of each Services’ time over the next decade.

**January 1980** — Final Report of the COPA *Case Study of Postsecondary Education on Military Bases* This was culmination of in-depth study of VOLED classes on 25 bases which began in February 1977 at a meeting of COPA. At that time, the DoD Director of Voluntary Education Col. Robert Zimmer said DoD would fund such a study if COPA would develop a plan for implementation of some sort of quality control review.

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Navy endorsed this effort immediately. DoD contracted with COPA to do the study in January 1979.

**August 1980** — Findings of the COPA report and an action plan discussed at the Deputy Assistant Secretary of Defense level (Robert A Stone), indicating the seriousness of DoD's concern relative to quality of on-base education program.

**August/September 1980** — "All Hands" publishes a special edition devoted to Navy Rights and Benefits and highlights, for the first time, Educational Opportunities under the "Navy Campus". It still refers to the 75% TA assistance and PACE having instructor taught classes on board selected ships.

**March 1981** — Two key events take place. CNO supports OP-01 request to try out several non-instructor delivered educational systems on-board ships in order to expand educational access. Consequently, CNO asks DANTEs to solicit proposals for an educational technology demonstration project to be conducted on Navy ships. The contract was awarded to Middlesex Research Center and its subcontractor, George Washington University. The overall objective was to demonstrate the feasibility of using microcomputer and video players as the primary delivery means for offering college level courses on ships without instructors. As a result of a number of training and other "not enough time" constraints, total participation was not deemed sufficient enough to provide viable results.....however, this effort marks the beginning of a new chapter for the PACE PROGRAM. This effort culminated in the evolution of PACE II, six years later. (See below)

The second key event was that the Navy Campus was able to add a significant number of educational specialists to the network worldwide.

**July 1982** — Navy continues developing quality control prototypes for evaluation of on base education program. From December 1981 through April 1982, Dr. Robert Kirkwood, Executive Director of the Middle States Association of Colleges and Schools, had received approval from the directors of the other regional accrediting agencies to have Dr. Al

Brown visit the Philadelphia Naval Base, the Naval Air Test Center at Patuxent River, and the Navy Campus Education Office in Crystal City, to "fine tune" such a process.

**September 1985** — The Chief of Naval Operations directs that the Navy Campus program be expanded and not focus only on shore commands and bases; also that Tuition Assistance be made more liberal. Unfortunately a lack of resources particularly with respect to the number of education specialists to serve the program, continues to hold back program development.

**4 March 1987** — The Chief of Naval Operations sends a message to the fleet stressing several educational objectives. Among them is the improvement of basic academic skills and encouragement for voluntary college degree completion. **Note: This leads to a major Navy policy decision in 1988, to the award advancement credit for college degree completion.**

**Special Note:** Between 1985 and 1987, severe cuts were applied to a number of Navy Quality of Life programs. For example, funding for temporary personnel was cut in December 1985; Instructor Services were cut in January 1986; Tuition Assistance program cuts were instituted at selected bases for weeks at a time; and a hiring freeze placed on civilians in the Spring of 1986. During this same period, however, PACE thrived with both instructor delivered courses and telecourses provided to ships that could not berth instructors.

**27 March 1988** — The Defense Manpower Data Center releases a study on the *DoD Tuition Assistance Program: Participation and Outcomes*. Navy leadership recognizes that as the study reports, there is a strong and consistent positive relationship between participation in the TA program and retention in the military as well as a significant and positive relationship between TA and enlisted promotions.

**June 1987** — The CNO agrees that a broader demonstration of alternative educational delivery options aboard Navy ships is needed. Thus, in the summer of 1987, 24 naval vessels (including 4 attack submarines) participated in the new PACE II program out of Norfolk.

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The Navy went all out on this effort and a national advisory committee which included such luminaries and Admiral Grace Hopper (Retired), followed it very closely. Initially there were 18 course offerings in conjunction with George Washington University, the Corporation for Public Broadcasting, and the Scott, Foreman Company.

**November 1987** — The policy leadership of Voluntary Education is under discussion for transfer from OP-11 to OP-15. Transfer, including the GI Bill section, is transferred to OP-15 in March 1988 with Dr. Kelly as head.

**6 April 1988** — The Deputy Chief of Naval Personnel announces that beginning in September 1988, enlisted E-4 through E-6 can get advancement credit for college degrees earned off-duty. This is a major recognition of the value of voluntary education in an area “where it counts” in the Navy, Education Programs and Services Division.

**Fall 1988** — Dr. Kelly gets resources to hold a series of Navy Campus Workshops for education specialists worldwide.

**January 1989** — Naval Training Systems Center, Orlando publishes a special report on the *Program for Afloat College Education (PACE): A Cost Effectiveness Analysis* concluding that PACE II should be extended to the entire submarine community and generally verifying that both instructor led and technology driven level courses should be available where appropriate.

**March 1990** — Navy continued supporting quality review prototypes. This time it is with the Western Accrediting Commission for Senior Colleges and Universities with sites reviewed at San Diego, Coronado, and Miramar.

**Spring 1991** — The DoD funded Military Installations Voluntary Education Review (MIVER) began. Now the Navy would not have to finance its own quality review program. First Navy sites visited by MIVER teams are Naval Shipyard, Bremerton, Sub-Base, Bangor, WA, and the Whidbey Island Naval Air Station.

**Special Note:** MIVER becomes the focal point for Navy, for assessing any improvement in on-base education programs. Navy embarks on an ambitious oversees base review and by FY97, Navy policy requires that base programs originally visited between 1991 and 1995, be reviewed again by MIVER teams.

**FY91** — Tuition Assistance program clemency is transferred from the Chief of Naval Education and Training, to the Chief of Naval Personnel (BUPERS/OP-01). BUPERS has both clemency and policy for TA, for the first time.

**FY92** — The dramatic growth of the voluntary education program occurs with 163 staff at 66 sites worldwide. This causes a budget issue for Navy leadership. For example, TA demand increased 31% between FY90 and FY92.

**April 1993** — In cooperation with IBM, Dr. Kelly attempts to get funding for a proposal for a “Kiosk Workflow Study” to make it possible to disburse TA funding using a “TA credit card” at on-base kiosks.

**July 1993** — Program shortfalls continued to inhibit the growth of the voluntary education program but by this date, restrictions which had been in place on the Tuition Assistance program, were lifted and once again, the Chief of Naval Operations directed that VOLED be fully supported.

**1994** — The DoD Youth Attitude Tracking Survey (YATS) reports that the number 1 reason 16-21 year old males and females consider joining the military is to help pay for future education.

**September 1995** — The Secretary of Defense asks a panel of retired Admirals and Generals to form a special task force on Quality of Life in the Armed Services. Among their final recommendations pertaining to voluntary education is the statement that TA should be standardized across DoD and that distance learning should be expanded DoD-wide.

**Note:** The Quality of Life “movement” is a catalyst for a number of VOLED incentives supported within the Navy by top leadership.

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**September 1995** — The Chief of Naval Personnel directs that under the voluntary education program, Navy accelerate the establishment of 50 Academic Skills Learning Centers (ASLC) worldwide. This recommendation is based on the positive results of two pilot ASLC reports from sites at Jacksonville, FL, and Little Creek, VA.

**October 1995** — The two Navy PACE programs (PACE I (instructor driven) and PACE II (technology driven) are consolidated under one PACE contract. This contract, for the first time, allows PACE courses for ships during overhaul, in dry-dock and on local operations if there are no local or on base courses otherwise available. PACE becomes the vehicle for Sailors at remote sites having access to further education.

**Winter 1996** — VADM “Skip” Bowman, Chief of Naval Personnel, directs that PACE be on all ships and submarines in the next nine months. This goal is reached during the Summer of 1996.

**Winter 1997** — Establishment of Academic Skills Learning Centers moves aggressively forward at Bangor, WA, Coronado, CA, Atsugi and Yokosuka, Japan, and Keflavik, Iceland.

**June 1997** — PACE program innovations are recognized by the Smithsonian Institution and *Computer World* magazine. Dr. Fran Kelly is cited as a Smithsonian Honors Laureate for contributions to educational technology.

**September 1997** — The Chief of Naval Personnel contracts with the Center for Naval Analysis (CNA) to do a study regarding the effectiveness and impact of voluntary education programs in the Navy, upon recruitment, performance, and retention of quality personnel.

**November 1997** — The Chief of Naval Personnel, in cooperation with the Office of the Secretary of the Navy, presents a Voluntary Education Master Plan.

**January 1998** — The Voluntary Education Master Plan is reviewed and accepted by the ASN (M&RA), Dr. Bernard Rostker, who again comments on Navy's funding commitment to the program. PACE is

fully funded and is reported to be operating on all ships in the Navy.

**February 20, 1998** — The results of the CNA study are briefed by the CNA project director, to Chief of Naval Personnel and within months, the study is distributed Navy-wide. This study has a direct impact on the full funding of the voluntary education program.

**1998** — BUPERS is made Claimant along with policy head (as was) for all of VOLED with the exception of the billets for on base programs. This action is not refused; simply postponed for future action.

**14 September 1998** — New 33-month contract for consolidated PACE program signed. FY97 PACE enrollments near 33,000.

**20 September 1998** — Dr. Fran Kelly retires after 22 years as Head of Navy VOLED Program.

**October 1999** — The “transcript” project called SMART, which Dr. Kelly had been working for, for the past 6 years, goes on-line for the first time.

## History of Lifelong Learning in the United States Marine Corps A Summary\*

Compiled by Clinton L. Anderson  
August 15, 2001

The roots of Lifelong Learning in the US Marine Corps can be traced back to 1839 at the Marine Barracks in Washington, DC, when the Barracks Commandant established a school for the general education of band apprentices. One of its most famous students was John Philip Sousa, who gave great credit to this school for his academic and musical education. But the philosophical underpinnings of Marine Corps “General Education” came from Josephus Daniels, the Secretary of the Navy during the administration of President Woodrow Wilson, 1913-1921. It was Secretary Daniels who observed that many Sailors and Marines “were lacking in elementary education” and had spare time to remedy this deficiency. He was convinced that Sailors and Marines should not only have a chance to learn fundamental academic skills but also the skills of a trade. Beginning in 1914, Daniels had young officers teaching reading, writing, spelling, arithmetic, geography, and history to enlisted Sailors and Marines. Attendance for those who needed these subjects was compulsory. This effort became known as “Navy University afloat.” Daniels wrote: “My ambition as Secretary of the Navy is to make the Navy a great University, with college extension, and primary extension all on board ship. Every ship should be a school, and every officer a school master.”

The legal foundation of all in-service voluntary education programs in the Department of Defense is a June 3, 1916, provision in Title 10, Section 1176, United States Code, authorizing “instruction of soldiers in addition to military training.”

In addition to military training, soldiers while in active service shall hereafter be given the opportunity to study and receive instruction upon educational lines of such character as to increase their military efficiency and enable them to return to civil life better equipped for industrial, commercial and general business occupations. Civilian teachers may

be employed to aid the Army officers in giving such instruction, and part of this instruction may consist of vocational education either in agriculture or the mechanic arts. (Page 736, United States Code 1946 Edition)

The 1916 public law allowed the American Expeditionary Force (AEF) University to operate in France during and just after World War I. The AEF University was a product of the Fosdick Commission, established during Word War I to study and provide for the well being of American Soldiers, Sailors and Marines in Europe. This Commission asked the voluntary organizations, including the YMCA, the Red Cross, the Knights of Columbus, and the American Reading Society, to deliver educational services to American troops. AEF University offered servicemembers basic education, high school completion and college completion. Some of the courses offered included agriculture, automobile manufacturing, salesmanship, business, chemistry and physics. The American Library Society working in conjunction with the YMCA and the Army arranged to have over a half million books for the AEF University Library.

Although the AEF initiative was short lived, it served as a model for Major General John A. Lejeune, who observed its development and administration. Having been heavily influenced by Secretary Daniels and his AEF experiences in Europe, he was convinced, as the Commander of Quantico Marine Base, that the best initiative to build and restore morale among the thousands of Marines returning from Europe was to institute an extensive educational system that offered Marines a chance to go to school. Schooling in his system would not be compulsory but voluntary. Out of his vision grew the Vocational Schools Detachment. Because of general education opportunities, Lejeune hoped that Marines would enlist and remain in the Marine Corps to better themselves, the Marine Corps standards would improve and ultimately the country would benefit from this endeavor. Thus Major General Lejeune is widely recognized as the most influential Marine Corps officer in developing general education activities in the Marine Corps. The plan announced at Quantico on November 21, 1919, was to be used by Marines to take part in opportunities provided in athletics, education or entertainment. *The Leatherneck* headline was: PLAY OR GO TO SCHOOL EVERY AFTERNOON IS NEW PROGRAM HERE.

From the Vocational Schools detachment grew the “Marine Corps

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Institute (MCI).” Secretary Daniels, still the Secretary of the Navy, called the establishment of MCI a “great educational institution within the Marine Corps that will rank with the foremost schools of the country.” It was comprised of a grammar school, a high school, a manual training school and, eventually, a college program corresponding to that of a small civilian college. On May 14, 1920, the first graduate was announced — an instructor in the School of Agriculture. The official title of the Vocational Schools Detachment was changed on July 1, 1920, to the Marine Corps Institute Detachment. Lejeune’s vision and efforts to promote general education drew accolades from Daniels and other Navy and Marine Corps leaders, with the concept gaining official approval from the Corps Commandant. When Lejeune was appointed Commandant of the Marine Corps, he authorized MCI to extend its scope to include the entire Corps. Yet data from the 1920 period show only about 5 percent of the population participated in educational opportunities. Many Marines at the time were barely literate and had little interest in education or self-improvement even though the instruction was offered at no charge.

The Marine Corps Library was also established in 1920. At first it was only a collection without indexes, reference files, or bibliographies. As the library grew during the decade of the 1920s, it increased in importance as a significant adjunct to Marine Corps Schools. By the mid-1930’s it had accumulated enough volumes to provide substantial assistance to instructors and students. In later years the Morale, Welfare and Recreation (MWR) libraries became common resources on all Marine Corps bases. Their relevance to general or off-duty education was not emphasized nor has it been a priority for them.

Lejeune’s visionary experiment and MCI occurred over twenty years before the War Department authorized the establishment of a correspondence school for Army enlisted soldiers. The Army Institute began operations on April 1, 1942, at Madison, Wisconsin, in facilities donated by the University of Wisconsin. By February 1943, its name was changed to the United States Armed Forces Institute (USAFI) to reflect the extension of services to the Navy, Marines and Coast Guard. Literacy and high school as well as college and vocational courses were developed and offered by correspondence, using the U.S. Postal Service and the military postal systems overseas.

MCI moved to Washington, DC, in November 1920, and enjoyed rela-

tive calm supporting Marine education over the next twenty years. On December 8, 1941, all MCI operations ceased, releasing its personnel for combat duty and other resources to be applied to direct mission-oriented training. On January 12, 1942, the MCI Director was allowed to reopen the school but to focus on education and training designed to complement Marines’ Military Occupational Specialties (MOSSs). The most popular request in 1943, however, was for a program designed to help Marines complete high school and receive a diploma. In 1943, MCI began working closely with USAFI. In February 1945, the Commandant of the Marine Corps established an “Education Section” integral to the Special Services Branch within the Headquarters. Every command within the Marine Corps was directed to establish a position for an Education Officer.

But the end of World War II brought drastic downsizing. While MCI was relatively modest in development of the Marine Corps’ first stable general education activity, it was never threatened from external forces prior to the end of the World War II. With the establishment of the Office of the Secretary of Defense came efforts to economize and reduce duplication in educational programs within the military services. This precipitated a long struggle over the survival of MCI. Although MCI continued to operate, in 1951 it shifted its emphasis from general education to training associated primarily with Marine MOSSs. As a result of its new mission, MCI control shifted in 1977 from the Marine Barracks in Washington, DC, to the Commanding General, Marine Corps Development and Education Command located at Quantico.

The Tuition Assistance (TA) Program has been the principal vehicle for helping enlisted active duty servicemembers afford the costs of participating in college programs and courses since May 7, 1947. The significance of the TA Program is that servicemembers have the means to participate in college courses at minimum costs without depleting the Veterans Educational Assistance benefits that the servicemember may be entitled to receive. The level of support for Tuition Assistance is a clear barometer of a military service’s attitude toward educational development: when Tuition Assistance is reduced, enrollments decline. When it ceases, their Soldiers, Sailors, Airmen, or Marines simply feel that they cannot afford to go to school. On May 13, 1954, the Congress authorized tuition assistance funding for civilian education for all personnel in the Armed Forces.

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In 1956 came a strong effort among the military services to “civilianize” the base education services officer position. The Army and the Air Force, followed by the Navy in a more centralized configuration, established a professional education services workforce to man installation education centers. The Marine Corps only partially followed this model with civilian educator positions and only a very few guidance counselors at Camp Lejeune and Cherry Point; and then later at Iwakuni, Henderson Hall, Barstow, Camp Pendleton, Camp Butler, Quantico, Twentynine Palms, Kaneohe Bay, and most recently at Miramar. Well-qualified civil service education officers, specialists and guidance counselors, though extremely few in number, brought a more functional education center operation on Marine Corps bases. FAPs (Fleet Assistance Personnel) provided some short term staffing, but they had little or no education services background, knowledge, or experience. Individual commands retained their uniformed education services officers. The Base Education Officers coordinated education programs and services and assisted command collateral duty ESOs to interpret Marine Corps policy and procedural guidance.

In 1957 improvements in the off-duty education services appeared with the publication of *The Off-Duty Education Manual*. It provided base Education Officers with information to organize, plan, supervise, and administer the off-duty education programs. The Manual specified the requirements for counseling and testing in the program. It attempted to distinguish between education and training by defining education as “preparation for living a full life.” It specified eight programs to assist individual or groups of Marines to participate in accredited courses in correspondence schools, secondary schools, colleges and universities. The Off-Duty Program also included MCI correspondence courses, group study technical courses, and extension school courses. In 1961 the *Off-Duty Education Manual* was replaced by the *Marine Educational Manual*. The new manual emphasized preparing Marines for the return to civilian life.

In 1957, the Marine Corps joined with the rest of DoD regarding a policy concerning evaluation of Marine Corps training courses in terms of academic credit. This policy permits Marines to gain academic credit for their military training and experiences to help complete requirements for high schools or college. The American Council on Education’s Commission of Service Experiences (CASE), now ACE’s

Military Programs in the Center for Adult Learning and Educational Credentials (CALEC) is the agency authorized under a DoD contract to conduct these evaluations and publish the results biennially in its *Guide to the Evaluation of Educational Experiences in the Armed Services*. Headquarters Marine Corps education leaders represent the Corps regularly at Commission meetings.

In 1973 the Marine Corps adopted a more aggressive attitude toward general education. It discovered that, regardless of previous efforts, around 60,000 Marines (approximately 20% of the enlisted personnel within the Corps) did not have a high school education. Many had a serious need for remedial education and skills training. Headquarters Marine Corps encouraged all commands to “explore every possibility of improving the quality and quantity of courses offered off-duty.” The immediate concern of the Marine Corps was for command support of the goal to make accredited academic and vocational courses available to non-high school graduates, those in need of remedial and academic deficiency training in order to qualify for postsecondary education and training and those who had no civilian related skills to make them employable when they returned to civilian life. This was the period near the close of the Vietnam War and its bitter aftermath experienced on the streets of America by many servicemembers from all branches. A separate budget line item for the Basic Skills Education Program (BSEP) was approved annually, not as a part of Tuition Assistance. Special remediation programs were developed and instituted under BSEP. Though not new, BSEP received Marine Corps’ special emphasis through the remainder of the 1970s until the recruitment of high school graduates became the norm in the early 1980s.

Harking back to its early general education roots, the Marine Corps instituted a formal Apprenticeship Program in 1977. This program was developed in conjunction with the Department of Labor’s Bureau of Apprenticeship and Training. This program allowed Marines an opportunity to increase MOS proficiency while stimulating retention and recruiting incentives. The typical requirements for an “apprenticeable skill” included 2000 hours of on-the-job work experience, an additional 144 hours of related formal instruction, and an optional enrollment into ancillary correspondence courses. Marines who successfully completed the Apprenticeship Program received a completion certificate from the Department of Labor showing industry-wide identifiable and distinct trades.

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The Marine Corps was especially fortunate to have had a series of highly skilled uniformed and civilian education leaders and program administrators at Headquarters level from the late 1960s through the mid-1980's. Such highly respected education leaders included Colonel Hazel Benn, Ms. Dorothy Gray, Lieutenant Colonel John Keenan, Colonel Bruce Pifil and Ms. Katheryn (Katie) Cranford. (After retirement Colonel Benn served for many years on the Congressionally-mandated Department of Veteran Affairs Education Advisory Committee; upon retirement from the Marine Corps, Lt. Col Keenan served for ten years as the University of Maryland University College Director for its Mid-Atlantic Region). These professional educators were giants in the field of adult and continuing education and strong advocates for Marine education. They worked cooperatively with the Office of the Secretary of Defense and the other military services to ensure that the Marine Corps was a full partner in every respect in the DoD Voluntary Education Program enterprise. As evidence of this strong advocacy, the Commandant of the Marine Corps was the featured banquet speaker at the 1983 Armed Services Worldwide Education Conference held at the University of Maryland University College's Adult Education Center in Adelphi.

But by the mid-1980's Headquarters Marine Corps' leadership and advocacy for off-duty education waned significantly. Recruitment and retention were strong, so education was not deemed vital to the Corps' mission. Uniformed leadership focused on other priorities. The civilian selected to administer the program at Headquarters level had neither a background in adult education nor any apparent commitment in its advocacy; tended to isolate the Marine Corps from the other military services; and maintained a minimal effort with little direction or energy. The prevailing attitude seemed to be that dollars appropriated to the Marine Corps for tuition assistance could better be spent on other initiatives. It was incumbent on individual Marines to go to their poorly staffed base education centers, generally with no guidance counselors, and request TA for a specific college program that he/she wanted. But Corps-wide marketing/advocacy of off-duty education to its troops became more or less non-existent.

By 1993, the Marine Corps education program began moving forward in the spirit of Major General Lejeune and philosophy of Secretary Daniels. A meeting of all Marine Corps ESOs was held at Camp

Pendleton. They grappled with core programmatic issues and began working as a cohort to revitalize their off-duty education programs. This was followed shortly by the selection and hiring of Mr. Greg Shields and soon thereafter Mr. Vernon Taylor to lead Marine Corps education at the headquarters level. Uniformed support for education returned. The isolation was over. A strategic plan for change was developed and quickly implemented. Some specific initiatives were to:

- Participate fully in the Military Installation Voluntary Education Review (MIVER) third party review process. When this effort was initiated in 1991 under a DoD contract with the American Council on Education in 1991, the Marine Corps chose not to have any of its installation education programs reviewed by a third party evaluation team. The first MIVER Marine Corps visit occurred at Marine Corps Air Station, El Toro and Tustin, California (16-19 May 1993). By 2001 all Marine Corps installations have received a MIVER visit with most having received a revisit. Since 1993, the Marine Corps leadership has welcomed MIVER teams' in-depth review of the quality of Marine Corps education program and services and considers their findings and recommendations for improvement.
- Develop and implement a SOC network system at the associate and bachelor's degree level throughout the Marine Corps. In his December 28, 1978 management report, the Servicemembers Opportunity Colleges (SOC) director reported that the primary work had been done to determine which institutions would be appropriate to establish a SOC Associate Degree program for all major Marine Corps bases. But SOCMAR initiative was put on hold until December 1, 1994. Before the actual establishment of a SOCMAR system, the SOCNAV project manager allowed programs on Marine Corps bases to join the SOCNAV system. By the fall edition of the 1994 SOCNAV Handbooks, programs at 10 major Marine bases were included in SOCNAV: Twentynine Palms; Barstow; Beaufort; Camp Pendleton; Cherry Point, El Toro; Iwahuni; Camp Butler; Quantico; and Kaneohe Bay. The contract modification formally establishing SOCMAR was effective December 1, 1994. SOCNAV programs on Marine bases formed

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the nucleus for the development of SOCMAR-2 and SOCMAR-4 during 1995 and the following years. SOCMAR meant that Marine college students now have (1) two-way guaranteed transferability of credit; (2) a more formalized blending of credits for non-traditional learning (achieved through military training and experience and standardized testing) in their traditional college programs; and (3) fully recognized contracts for a degree, documenting students' official evaluations of prior learning through SOCMAR Student Agreements.

- Join the Navy in its Navy College Management Information System (NCMIS). With a very sparse, largely untrained base education services workforce, the Marine Corps struggled with the administration of tuition assistance, particularly with the recoupment of TA when the Marine student failed to complete the course in a satisfactory matter. Joining NCMIS brought centralized TA management and dramatically eased TA administration requirements at the installation-level. The automatic enforcement of the recoupment policies and procedures generate considerable savings that are continuously credited back to the Marine Corps tuition assistance account to help in the program execution.
- Develop and implement, in coordination with the Navy, a transcript registry service. During the decade of the 1990s, the Army had available to soldiers the Army/ACE Registry Transcript System (AARTS). The Headquarters Marine Corps education staff, especially education specialists Sarah Oberlin and Joyce Larson, spearheaded the development of SMART--Sailor/Marine/American Council on Education Registry Transcript. SMART brought Marines and Sailors all the advantages of AARTS, plus many extra features. With SMART, students have a consolidated transcript of all their military learning experiences, from courses to examinations to military occupations. College and university registrars find SMART to be a well-organized record of learning experiences acquired throughout a student's military career in one easy-to-read-package. SMART flows, in part, from NCMIS. The SMART transcript is available to all active duty Sailors and Marines, enlisted and officers, reserve component personnel, and

Marines who separated or retired after October 1, 1999.

- Develop and implement a distance learning network that offers basic skills and college programs through a two-way audio and video technology system. This initiative culminated in the Marine Corps Satellite Education Network (MCSEN). MCSEN is a network of videoteleconferencing systems that was aimed at transferring Marine Corps education centers into one worldwide college campus. Using fiber optics, color monitors, microphones, and graphic presentations. MCSEN had the ability to give instructors the means to transmit courses to Marines thousands of miles away. MCSEN had the capacity to connect 20 sites simultaneously through a multiple control unit (MCU) that could be expanded to support additional sites. Programs made available over MCSEN include basic skills, associate degree in General Studies/Liberal Studies; Criminal Justice; Paralegal Studies; bachelor's degree in Business Administration and Business Management; and a master's degree in Business Administration. Although overtaken by rapidly developing Web-based technology, MCSEN was revolutionary in vision and concept following closely the model first envisioned by Major General Lejeune in the 1920s.
- Revitalize the Apprenticeship Program by joining with the Navy and the Coast Guard in a United Services Military Apprenticeship Program. This initiative, spearheaded by Education Specialist Belinda Jones, again exemplifies the new leadership's desire and willingness to join forces with other military services in offering sound educational opportunities for Marines. The Navy had developed and implemented a strong Apprenticeship Program since the mid-1970s. Even though the Navy and the Marine Corps began their Apprenticeship Programs around the same time in history, by joining with the Navy the Marine Corps was able to take advantage of the Navy's more automated and larger system to increase opportunities for Marines. Hence the Marine Corps was able to upgrade its program while decreasing its administrative costs.
- Conduct an annual Marine Corps ESO workshop, when possible in conjunction with the DoD Worldwide Education Symposium. The

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new leadership believed strongly in developing and maintaining a highly qualified professional education workforce. These annual ESO workshops brought all its key educators together, helping them to be current in their work, to discuss challenges and work toward resolution of any difficulties, and to serve as effective education leaders on Military Corps bases.

The new leadership's proactive initiatives, noted above, coupled with a strong spirit of outreach, cooperation and program advocacy reestablished the Marine Corps again as a full and respected partner in the overall DOD Voluntary Education Program endeavor.

In the late 1990s Voluntary Education combined with the Marine Corps MWR Library system through a reorganization initiative to become "Lifelong Learning." Still later this reorganization placed Lifelong Learning as an integral part of Marine Corps Community Services (MCCS).

The history of Lifelong Learning demonstrates that vision, leadership, programmatic models, and efficient administration are essential in this endeavor. The goal has been to have "an extensive educational system that offers Marines a chance to go to school." High quality education opportunities benefit not only the Marine learner but also improve the standards of the Marine Corps and ultimately enrich American society in general.

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**Editor's Note:** A considerable amount of this summary comes directly from the 1993 dissertation written by Wiley Newman Boland, Jr, entitled: SEMPER EDUCARE: The History of Marine Corps General Education, 1739-1992. It was submitted and approved in April 1992 by the Faculty of the Virginia Polytechnic Institute and State University. This dissertation is well documented with primary and secondary source references and is readily available at the VPI Library in Blacksburg, VA.

### United States Armed Forces Institute (USAFI)

In 1941, Frederick Henry Osborn was appointed Chief of the Morale Branch of the Army with temporary rank as Brigadier General. (See Osborn profile.) On 24 December 1941, the War Department authorized the initial establishment of the Army Institute. Then on 1 April 1942, the Joint Army-Navy Committee on Welfare and Recreation established the Army Institute as the United States Armed Forces Institute (USAFI), which began operations in Madison, Wisconsin, in facilities donated by the University of Wisconsin. Frank J. Brown, American Council on Education, served as education advisor. Osborn recruited Dr. Francis Trow Spaulding, Dean of the Harvard School of Education, and gave him the authority to design and implement education programs for the Army.

The USAFI Editorial Staff, sponsored by the American Council on Education, was responsible for planning, organizing and supervising the educational programs for the Armed Forces during World War II. On leave from the vice-presidency of Houghton Mifflin Company, William Spaulding, brother of Francis Trow Spaulding, served as director of the editorial staff of the United States Armed Forces Institute (USAFI) from September 1942 to June 1944. He was followed by Russell F. Neale, on leave from the McGraw-Hill Book Company. More than 20 million copies of USAFI texts were produced in three years (1942-1945). Many major universities throughout the United States offered college and high school courses through correspondence study. For example in 1944, The University of Oklahoma, alone, offered over 150 college and 75 high school courses. With huge manpower requirements, the U.S. Armed Forces were forced to open its ranks to many illiterate and marginally literate service personnel. A large part of USAFI's mission was teaching these servicemembers to read and/or to speak English. On 1 May 1944, USAFI Editorial Staff began supervision of the Literacy Training Program and its curriculum materials.

On 1 May 1942, Ralph Tyler, University of Chicago examiner, began constructing tests that would evaluate Servicemembers' learning achieved through USAFI's educational programs. By December 1945, Tyler and his staff at the University of Chicago, with the help of the staff

at the University of Iowa, had developed four types of examinations: (1) end-of-course tests; (2) field tests that measures Servicemembers' competence in a subject field (e.g., English or physics); (3) technical competency tests in specific, highly technical military courses; and (4) tests of General Educational Development (GED) at the high school and college levels. On 20 May 1943, Tyler reported to the Education Advisory Council of the Joint Army and Navy Committee on Welfare and Recreation, that more than 500 colleges and universities had developed and approved policies and procedures to use ACE's *Sound Education Credit for Military Experience: A Recommended Program*. (see Tyler profile.)

Also on 25 May 1942, a contract was established between the War Department and Indiana University to provide financial support for a staff of school and college teachers for the purpose of selecting and developing adequate materials for self-teaching courses at the United States Armed Forces Institute.

On 25 May 1942, the American Council on Education (ACE) convened a meeting of representatives from all regional accrediting associations. This group unanimously endorsed the "soundness of USAFI's programs and recommends colleges use USAFI's examinations" to determine the level of academic competence for veterans.

With the increasing deployment of American troops overseas, USAFI began to operate on a worldwide level. In July 1942, a branch was organized in Hawaii, and by the end of the war, branches existed in London, Rome, Anchorage, Brisbane, Manila, Cairo, New Delhi, Puerto Rico, Panama, and New Caledonia. Initial fees were \$2.00 per course. Books were originally distributed by the Services, but in 1944 this was taken over by USAFI itself. Also in 1944, enlisted Army personnel were gradually replaced by civilians in USAFI operations. USAFI services were even offered via the Red Cross in Geneva to prisoners of war behind enemy lines.

On 27 October 1942, the Navy Department sent a letter to all ships and stations stating that sailors can enroll in Army correspondence courses through USAFI.

On 14 February 1946, Colonel Francis Trow Spaulding, Branch Chief of Information and Education and USAFI since 1942 was relieved from his assignment. Colonel Walter E. Sewell, former professor of mathematics at Georgia School of Technology succeeded him.

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On 1 July 1946, a plan for continuance of USAFI as a joint Army-Navy enterprise during peacetime was implemented. Secretary Patterson and Secretary Forrestal approved the plan in the Spring of 1946. The Information and Education Division remained at the Special Staff level of the War Department (Department of the Army since 1948) for ten years beginning in January 1946. The Chief of Public Information provided policy direction. The Army and Navy Departments appointed a War-Navy Committee on USAFI in July 1946 as a result of a conference on the joint operation of USAFI. The committee recommended civilian membership of the committee be chosen from lists furnished by the American Council on Education, the National Association of Secondary School Principals, and the United States Commissioner of Education. Letters signed by Brigadier General Lanham, Army, and Captain Durgin, Navy, were delivered in person by Colonel Walter E. Sewell and Commander W. H. Johnsen to Dr. J. W. Studebaker, U.S. Commissioner of Education, to Dr. Paul E. Elcker, Executive Secretary, National Association of Secondary School Principals, and to Dr. George S. Zook, President, American Council on Education. From the lists of names suggested by these educators, 11 civilian educators were appointed by the Secretary of War and the Secretary of the Navy as members of the War-Navy Committee on USAFI.

On 1 May 1949, Army-Air Force TI&E Division was redesignated as the Armed Forces Information and Education Division. USAFI operated under the policy and control of the Armed Forces Information and Education Division, but remained under the Department of the Army for administrative control. The Armed Forces Information and Education Division operated under the policy supervision of the Chairman, Personnel Policy Board. It encouraged, through the Armed Forces Education Program, the individual development of service men and women. The Army TI&E Division was re-created within the Office of The Army Chief of Information, following the transfer of its predecessors--Army-Air Force TI&E Division. The War-Navy Committee on USAFI was transferred to the chairman of the Personnel Policy Board, Department of Defense. It was later designated the Defense Advisory Committee on Education in the Armed Forces. The Committee existed until 1965 when it was abolished on the basis that it had fulfilled the purpose for which it had been established.

In 1970, USAFI remained a major phase of the educational program

offered to Servicemembers. It offered over 6000 correspondence courses through nearly 50 supporting colleges and universities. There were over 300,000 USAFI enrollments annually. Testing remained an important USAFI activity. Most of the USAFI correspondence courses used a USAFI subject standardized test as the final examination.

The United States Congress terminated USAFI in 1974. It served as the forerunner of Defense Activity for Non-Traditional Education Support (DANTES), administered by the Navy. Duane Geiken worked at USAFI during its last days in existence and then, in the transition, came to work at DANTES. Geiken had the responsibility for changing over the ACE contact and develop the first contract with the American Association of State Colleges and Universities (AASCU) to develop and implement what was to become Servicemembers Opportunity Colleges (SOC). (See Geiken profile.)

## Defense Activity for Non-Traditional Education Support (DANTES)

After the United States Congress, in 1974, withdrew funding for the operation and maintenance of the United States Armed Forces Institute (USAFI), the Army disbanded USAFI on 31 May 1974. Meanwhile, Department of Defense and the military services regrouped by proposing a streamlined Defense Activity for Non-Traditional Support (DANTES) that would support all the military services in their operation of voluntary education programs. The Office of the Secretary of Defense would issue the policy guidance for DANTES. The guidance would be transmitted to the DANTES through Secretary of the Navy, a new Executive Agent. DANTES would have a clear mission and specified functions, designed to operate more efficiently. The DANTES was to be located in Pensacola, Florida, on Navy facilities. The concept gained rapid approval and DANTES was established on 31 July 1974.



The mission of DANTES was to support the off-duty, voluntary education programs of the Department of Defense and to conduct special projects and developmental activities in support of education-related functions of the Department.

The DANTES functions were clearly articulated, and over the years DANTES leadership and staff have made a significant difference in United States military voluntary education for all the military services and the Coast Guard in the following functions:

- Manage the examination and certification programs. Leonard Lip has managed the Examination program at DANTES for many years in an outstanding manner. Sandra Winborne has led the Certification Program. (See Winborne Profile.)
- Manage the contract and functions related to the evaluation of educational experiences in the Armed Services and manage the SOC program contract and related functions. These contractual functions were continuously accomplished with great skill and with the utmost integrity. (See Duane Geiken, Rufus Rose, Cassandra Cherry, Carol Osborn and Patricia Landry profiles.)
- Manage an independent study support system. James Rumpler, Richard Schram and Kathy Westlake were among the DANTES Independent Study Staff who excelled in their efforts.
- Establish and maintain a DoD Voluntary Education presence on the Internet. Maintain necessary infrastructure to ensure that information on the Internet is current and available to agency personnel, the public, and others. Bob Van Hoose, a dedicated Army education services professional before coming to DANTES, served many years as the manager of DANTES Education Technology Program.
- Upon request, issue transcripts for the United States Armed Forces Institute and the examination and certification programs.
- Manage the contract through which former students of the Department of Defense Dependents Schools students can obtain

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copies of archived transcripts.

- Manage the contract that provides for periodic third-party reviews of installation educational programs (MIVER). (See Carol Osborn, Vince Harmon, and Patricia Landry profiles.)
- Procure or develop and distribute educational materials, reference books, counseling publications, educational software, and key educational resource information.
- Serve as the American Forces Information Service's point of contact for information on voluntary education programs for military personnel.
- Monitor new technological developments, provide reports and recommendations on educational innovations, and conduct special projects, as requested by the Services.
- Conduct staff development and training on DANTES' policies, procedures and practices related to voluntary education programs, and provide additional training as requested by the Services.
- Provide support, as requested, to DoD and the Services' Quality of Life and Transition support programs.
- Provide other support in mission areas as directed by policy guidance issued by the Office of the Secretary of Defense.

The DANTES' role is to assist the Services with providing high quality and valuable educational opportunities for Service members, DoD personnel, and family members; and to assist personnel in achieving professional and personal educational objectives. This role includes the consolidated management of certain programs to prevent duplication of effort among the Services. Through its activities, the DANTES supports recruitment, retention, and transition efforts of the Department of Defense.

Since 1979, the DANTES Special Enlisted Advisor has augmented the DANTES staff, as shown below:



DANTES maintains two overseas offices, one in Heidelberg, Germany, staffed with the DANTES European Advisor, and a second in Seoul, Korea, staffed with the Far East DANTES Advisor.

The Director, DANTES, is authorized to maintain liaison with education services officials of the Military Services, and appropriate Federal and State agencies and educational associations, in matters related to the DANTES mission and assigned functions.

Policy recommendations shall be developed with the advice of the Interservice Voluntary Education Working Group acting in the capacity of the DANTES Working Group. Each of the military services appoints a representative to serve on the Interservice Voluntary Education Working Group. The Director, DANTES, serves as the Executive Secretary and prepares the agenda and minutes of meetings.

The Department of Defense and the University of Maryland University College sponsored twelve Armed Services Worldwide Conferences from 1953 until 1987. DANTES, with the support of the military service

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chiefs, began in 1991 a series of regional workshops designed to bring together all elements of the voluntary education program. At the request of DANTES, Servicemembers Opportunity Colleges (SOC) served as a full partner in those workshops. The 1991 theme was "Strategies for Increasing Degree Completions for the Military students." The first regional workshop was held on March 27, 1991, under the direction of R. Joyce Taylor, a DANTES staff member. Dr. Steve Kime, the SOC Director, gave the keynote address. Regional workshops proved highly successful through 1993.

DANTES offered to sponsor a Department of Defense Worldwide Education Symposium in 1994. R. Joyce Taylor was Chair of the Planning Committee. (See Taylor profile.) The Symposium was conducted at the Adam's Mark Hotel in St. Louis, Missouri, March 27-31, 1994. The Symposium attracted over 600 participants. It was deemed highly successful and that it should serve as a model for future conferences. In 1997, a second DoD Worldwide Education Symposium was held in St. Louis, in the same facility. Vince Harmon chaired Planning Committee. (See Harmon profile.) It attracted over 900 participants. Again largely based on the success of the last two symposia, DANTES sponsored its third DOD Worldwide Education Symposium in Dallas in 2000, with hotel facilities located at the Dallas-Fort Worth International Airport. Pat Landry chaired the Planning Committee. It attracted over 1200 participants. Following the successful every-three-year model, DANTES sponsored its fourth DOD Worldwide Education Symposium in Orlando, Florida, in July 2003. Pat Landry again chaired the Planning Committee. Around 1800 participants came to the Orlando World Center Marriott Resort and Conference Center. The fifth DANTES-sponsored DOD Worldwide Education Symposium will occur on July 17-21, 2006, in the same facilities as the 2003 Symposium. Betty Keese will chair the Planning Committee.

Note: DANTES mission, functions and roles are copied from *Department of Defense Instruction 1322.25*.

### List of DANTES Directors

Dr. William A. Gager,Jr	1974-1976
Captain J. H. Brick	September 1977-October 1978
Dr. Hester E. Tellman (See profile.)	November 6, 1978--September 1980
Dr. Barry L. Cobb (See profile.)	Interim Director, September 1980 Director, January, 1981--May 2005
Dr. Jeffrey P. Cropsey (See Profile.)	31 May 2005--to present

### American Council on Education (ACE) and its Military Programs

In March 1918, the Emergence Council on Education was formally organized to assist the War Department's Committee on Education and Training during World War I. In July 1918, the name was changed to the American Council on Education. In April 1942, ACE called together a special committee to develop policies and procedures for evaluation of educational experiences acquired through the United States Armed Forces Institute (USAIFI's) educational programs.

In May 1942, under the leadership of Ralph Tyler, the University of Chicago began construction of tests to evaluate Servicemembers' learning through USAIFI's educational program. Four types of examinations were developed at the college and high school levels: end-of-course tests, field tests, technical competence tests, and general educational development (GED) tests. (See Tyler profile.)

Also, in May 1942, ACE called a meeting of regional accrediting associations which recommended that USAIFI examinations be used to measure the knowledge and level of competence of all veterans, not just those who had taken USAIFI educational courses.

ACE sponsored the USAIFI Editorial Board. It established the Central Clearing Agency to provide colleges and universities with complete information regarding Servicemembers' educational experiences in the Armed Services. In February 1943, ACE published *Sound Educational Credit for Military Experience: A Recommended Program*. In May 1944, ACE sponsored Cooperative Study on Training and Experience in the Armed Services under the direction of George P. Tuttle at the University of Illinois in Urbana. This study became the first *Guide to the Evaluation of Educational Experiences in the Armed Services (ACE Guide)*. In 1945, ACE established the Commission on Accreditation of Service Experiences (CASE). Also in 1945, ACE established the Veterans' Testing Service, the predecessor of the GED Testing Service at the University of Chicago.

In January 1946, CASE held its first meeting with Thomas Barrows as director and Cornelius "Neil" P. Turner as associate director. In August 1946, the first complete ACE Guide was published with funding from the Veterans' Administration. In June 1947, Barrows and Turner

left their positions at CASE. Turner became the Director of the newly established New York High School Equivalency Testing Program. In January 1948, the War-Navy Committee of USAIFI requested ACE continue CASE operations and in April of that year, ACE signed a contract with USAIFI to continue CASE operations and Barrows and Turner return to lead CASE. (See Turner Profile.) In July 1956, Turner became the Director of CASE.

After WorldWar II, ACE established a Commission on Implications of Armed Services Educational Programs. This commission produced a series of well-researched and documented volumes, including Cyril Houle, et al, *The Armed Services and Adult Education* (1947).

Dr. George Frederick Zook, President of the American Council on Education (ACE) from 1934 to 1950, was certainly one of the most influential voices in calling for the participation of the civilian education community in military education activities, both during World War II and in the peacetime years that followed. Zook's intense involvement in all of the experimental education programs of WWII eventually led to the significant position that ACE holds today in all aspects of military voluntary education, from evaluating service courses and experience to developing official transcripts to reviewing education policies and programs on military installations. In essence, Zook was the driving force behind ACE's participation, which provided the necessary credibility for society's acceptance of military voluntary education. (See Zook profile.)

In March 1974, CASE is renamed the Commission on Educational Credit (COEC) and the CASE staff is renamed the Office on Educational Credit (OEC). In 1978, COEC was renamed the Commission on Educational Credit and Credentials (OECC). Henry A. Spille was named Director of OECC. (See Spille profile.) For many years Dr. Eugene Sullivan, Penelope "Penny" Suritz, Judith "Judy" Cangialosi, and Teresa "Terry" LaRocco managed ACE Military Evaluations. (See Sullivan, Suritz, Cangialosi, and LaRocco profiles.)

In 1984, the Army/ACE Registry Transcript System (AARTS) pilot test was launched. In 1987, AARTS implementation was completed. In 1987, OECC changed its name to the Center for Adult learning and Educational Credentials. In October 1999, SMART (Sailor Marine American Council on Education Transcripts) was launched. AARTS and SMART are electronic record of training schools and advancement

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coupled with *ACE Guide*-recommended credit for specific military experiences.

In 1991, ACE won a Department of Defense contract to administer the Military Installation Voluntary Education Review (MIVER) project. Dr. E. Nelson “Al” Swinerton was named MIVER Administrator and Dr. Clinton L. Anderson became the Assistant MIVER Administrator (see MIVER section).

In 1996, Susan Porter Robinson replaced Spille as ACE Vice President and Director of the Center for Adult Education and Educational Credentials, later to become the Center for Lifelong learning. (See Robinson profile.) James “Jim” Selbe, a former Marine, replaced Sullivan and became ACE Director of Military Programs. (See Selbe profile.)

An in depth review of the enduring ACE partnership with the military is found in Laura Mullane’s *Bridges of Opportunity: A History of the Center for Adult Learning and Educational Credentials*, published by the American Council on Education in 2001.

## Servicemembers Opportunity Colleges (SOC)

SOC, established in 1972, is a consortium of approximately 1850 colleges and universities that subscribe to criteria designed to meet the higher education needs of members of mobile military population. Member institutions have minimum residency requirements, award credit for military training and experience, readily award credit for learning demonstrated through nationally recognized testing programs, and accept credit transferred from other member institutions. At the request of the Military Services, SOC has designed, and established programs, with titles such as SOCAD, SOCNAV, SOCMAR, SOCCOAST, SOCGuard, and ConAP, to meet needs unique to each Service. It operates under contract that the Department of Defense (DOD), through the Defense Activity for Non-Traditional Education Support (DANTES), maintains with SOC's primary sponsor, the American Association of State Colleges and Universities (AASCU). The American Association of Community Colleges (AACC) serves as SOC's co-sponsor. SOC is a unique civilian-military partnership that involves 13 cooperating higher education associations, 1850 academic institutions, and DOD, military services including the United States Coast Guard in facilitating servicemembers' access to higher education.

The history of SOC is chronicled in Dr. Steve F. Kime's *Servicemembers Opportunity Colleges: 30 Years* (2003) and is available by contacting the SOC Office at 1307 New York Avenue, NW, Washington, DC 20005; SOC Web site: <http://www.soc.aascu.org/>

### SOC's leadership follows:

**Dr. James F. Nickerson**, Director, 1973-1981 (See Nickerson profile.)

**Dr. Arden L. Pratt**, Director, 1981-1989 (See Pratt profile.)

**Dr. Steve F. Kime**, Director/President, 1989-2005 (See Kime profile.)

**Dr. Kathryn McMurtry Snead**, Consortium President/Director, 2005-

**Dr. Harry K. Miller, Jr.**, Associate Director, 1973-1980

**William E. Lawson**, Associate Director, 1972-1979 (Veterans' Programs)

**Dr. Stuart M. Huff**, Associate Director, 1980-1982

**Dr. David R. Eyler**, Associate Director, 1983-2001 (See profile.)

**Dr. Clinton L. Anderson**, Associate Director, 2001-2005 (See profile.)

**Andrea P. Baridon**, Associate Director, 2005- (See profile.)

### Administration

**Mary Ann Settlemire**, Project Coordinator and Program Associate (1974-1979)

**Frances Lapinski**, Program Associate (Veterans' Programs) (1976-1979)

**Andrea Baridon**, Program Associate/Assistant Director, 1979-2005 (See Baridon profile.)

### SOCAD

**Dr. Arden L. Pratt** developed and implemented SOCAD (1977-1989) (See Pratt profile.)

**Dr. David R. Eyler**, SOCAD Project Director (1990-2001)

**Dr. Kathryn McMurtry Snead**, SOCAD Project Director (2001-2005)

**Dr. Judith Loomer**, SOCAD Project Director (2005- )

### SOCNAV

**Dr. David R. Eyler**, SOCNAV Project Director (1984-1990) (See Eyler profile.)

**Edward A. McKenney**, SOCNAV Project Director (1990-2001) (See McKenney profile.)

**Dr. Clinton L. Anderson**, SOCNAV Project Director (2001-2002) (See Clinton Anderson profile.)

Joyce Larson, SOCNAV Project Director (2002- )

### SOCMAR

**Dr. Kathryn M. Snead**, SOCMAR Project Director (1995-1998, 1999-2001)

**Dr. Clinton L. Anderson**, SOCMAR Project Director (1998-1999) (See Clinton Anderson profile.)

**Frank Boyd**, SOCMAR Project Director (2001- )

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### SOCCOAST

**Dr. Clinton L. Anderson**, SOC COAST Project Director (2002-2006)

(See Clinton Anderson profile.)

**Heather Meyers**, SOC COAST Project Director (2006- )

### SOCGuard

**Dr. Theodore R. Cromack**, Army National Guard Outreach Project Director (1989-1993)

**Dr. Frank J. Hennessy**, SOCGuard Project Director (1993-1998)

**Max Padilla**, SOCGuard Project Director (1998- 2004)

**Max Brewer**, SOCGuard Project Director (2004-2005)

**Mack Brooks**, SOCGuard Project Director (2005- )

### Concurrent Admissions Program (ConAP)

**Benjamin Buckley**, Project Director 1989- (See Buckley profile)

# **History of the Community College of the Air Force (CCAF)**

(Reprint from CCAF Catalog)

## **Introduction**

The United States Air Force (USAF) has always recognized the positive effects of education on Air Force personnel and continually established various programs to meet the needs of the Air Force, its personnel, and society as a whole. One of the most notable of these programs is the Community College of the Air Force (CCAF). The college is 1 of 14 federally chartered degree-granting institutions; however, it is the only 2-year institution and the only one serving enlisted personnel. The college awards the associate in applied science degree upon successful completion of a degree program designed for an Air Force specialty. The Community College of the Air Force is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the associate in applied science degree.

### **History**

The CCAF concept evolved in the early 1970s as a means of gaining accreditation and recognition for Air Force training. Led by Lt Gen George B. Simler, commander of Air Training Command (ATC), Air Force visionaries recognized the need to enhance the skills of noncommissioned officers (NCOs) as technicians, leaders, and citizens. Representatives of Air Training Command, Air University (AU), and the Air Force Academy held a series of conferences in 1971 to discuss the need for increased development of noncommissioned officers as managers of Air Force resources. The conferees recommended the founding of an Air Force community college, and on 9 November 1971, Gen John D. Ryan, Air Force Chief of Staff, approved the establishment of the Community College of the Air Force. The Secretary of the Air Force approved the activation plan 25 January 1972, and the college was established 1 April 1972 at Randolph AFB, Texas.

The seven major Air Force training schools--the five Air Force Schools of Applied Aerospace Sciences, the USAF School of Health Care Sciences, and the USAF Security Service School--provided the technical portion of CCAF's credential when the college was activated. The program model combined the technical education offered by Air Force schools, a core of general education from regionally accredited civilian institutions of higher education, and management education from Air Force or civilian sources.

The college mailed its first official transcript 9 November 1972 and issued its first credential, the Career Education Certificate, 23 August 1973. As the college gained prestige, increasing numbers of enlisted people registered, and more Air Force technical, special, and professional schools joined the CCAF system. As a result as many as 143 such schools have been affiliated with the college after meeting rigorous standards for participation. The SACS Commission on Occupational Education Institutions accredited the college on 12 December 1973.

By the mid-1970s many civilian consultants were reporting that CCAF standards exceeded the minimum requirements of associate degree programs in civilian community colleges, and in 1975 the Air Force sought degree-granting authority for the college from Congress. President Gerald R. Ford signed Public Law 94-361 on 14 July 1976 authorizing the ATC commander to confer the associate degree.

A site review committee, composed of nationally recognized educators appointed by the US Office of Education, evaluated the college in October 1976. After favorable recommendations by the committee and successful public hearings in Washington DC, the Commissioner of Education certified degree-granting authority in January 1977. The college awarded its first associate in applied science degree in April 1977.

Since charter clarification in 1975 limited the Commission on Occupational Education Institutions to nondegree-granting institutions, the college immediately began the transition to the SACS Commission on Colleges. The Commission on Colleges accredited the college on 12 December 1980 and reaffirmed its accreditation in 1986 and again in 1997.

Over the years the college has grown both in numbers and recognition. With more than 388,000 registered students, the college is the largest multicampus community college in the world. Its affiliated schools are located in 35 states, the District of Columbia, 6 foreign locations,

## **REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION**

and 1 territory. Nearly 6,000 CCAF faculty members provide quality instruction for the personal and professional development of enlisted personnel. More than a million transcripts have been issued in the last 10 years, and in 1996-97 CCAF students earned 1.42 million hours of college credit.

Since issuing its first degree in 1977, the college has awarded more than 175,000 associate in applied science degrees.

## History of Army Continuing Education in the United States Army Training and Doctrine Command (TRADOC)

by E. Robert Lord

TRADOC is one of the major Army commands that were created out of the Continental Army Command (CONARC) in 1973. The last CONARC Director of General Educational Development (GED), later to be known as the Army Continuing Education System (ACES), Roy T. Diduk, became the first TRADOC Director of GED. The GED Division was a part of the Adjutant General shop reportable to the Deputy Chief of Staff for Personnel, TRADOC.

Dudik had spent most of his first 20 years with Army Education in Europe arriving there in 1951 and coming to CONARC in 1970. The original TRADOC staff included Joe Crosswell, who came from 1<sup>st</sup> Army, Fort Meade; Bruce Blevins who had been the Director of General Educational Development (GED) Program in the Panama, Sam Petrie, and Bessie Pate. General William DePuy, the first TRADOC Commanding General, laid out an ambitious development program for Army Education, as he did for the rest of the TRADOC staffs, that occupied much of TRADOC Education's energy for the next ten years. Programs initiated and developed by the TRADOC staff during Diduk's tenure included the: Army Apprenticeship Program, Army ACE Registry Transcript Service, and Basic Skills Education Program. The staff was ramped up to do program development. The following staff members were added: Dave Hudson, Myrtle Williams, Carol Murphy, Tom Keesee, and Bob Lord. During Diduk's tenure TRADOC integrated education and training together in the Basic Skills Education Program (BESP) I program which targeted literacy/numeracy problems of Soldiers in Initial Entry Training.

Roy Diduk retired in 1981 and was replaced by Bruce Blevins who had left TRADOC in 1979 to become the Fort Meade Education Services Officer. TRADOC ACES was still part of the Adjutant General's office, but now Adjutant General belonged to the Deputy Chief of Staff for Personnel and Logistics (DSCPAL). During Blevins' tenure TRADOC ACES developed the Job Skills Education Skills Program,(JSEP) Soldier

Career Maps, and led the introduction of computerized networked education to the Army. A number of staff members were added to the team to build the new programs and included: Dennis Fritts, Ed Shepard, Vic Zitel, Cliff Savell, Diana Roebuck, Rob Hampton, Richard Keys, Donna Green. The ACES division was moved the Deputy Chief of Staff for Training (DCST) in 1984 by the TRADOC CG and restructured as a directorate. This gave the staff the ability to more closely coordinate the development of the educational programs that directly supported training and military skill development.

When Blevins retired on 1 April 1988, many thought he was pulling their leg when he phoned in "RETIRED," but it was true. Dr. William "Bill" Mitzel who had previously been the MACOM Director of ACES in Korea and Military District of Washington was brought on board to replace Blevins. New staff included: Barbara Davis, Bill Kinneson, Bob Michaels, Harry Austin, Bert Huggins, and Ron Grote. TRADOC ACES moved back from DCST to work for AG again and worked on the Army Personnel 2000 project that has had a significant impact of the life cycle management of Soldier careers. At the direction of the TRADOC CG, TRADOC ACES returned to the DCST as a division of Individual Training Directorate. With the completion of the last of the major development projects, the TRADOC ACES staff began decreasing from its maximum size of 17.

Upon Bill Mitzel's retirement in 1998, Bill Kinneson was selected as the TRADOC Director of ACES. By that time the TRADOC ACES staff had shrunk to only four.

Kinnison left the TRADOC staff in Jan 2000 to become the Fort Hood ESO. Bob Lord was appointed acting Director and was replaced by Silvia Lyles in November 2000. Charlie Walker was added to the staff in 2001. Lyles was the last TRADOC Director of ACES when IMA NERO was stood up in October 2003.

## **Navy Campus Management Information System (NCMIS)**

The Navy College (originally Navy Campus) Management Information System initiated the move toward centralized tuition assistance (TA) accounting for the military and, to this day, remains the major system for three Services. As early as the 1980's, Dr. Bill Malloy and Dick Gingras expressed the need for a better way to manage Navy tuition assistance for active duty sailors and Donna Stark worked on some early programming efforts (In the late 1990's, she rejoined the organization as a system manager). By 1990, the Navy recognized the need to review and improve the financial administration of its TA program. Navy Education and Training Program Management and Support Activity (NETPMSA) chartered a cross-functional team to identify improvements. Carl Booth initiated the planning with classic flow charts on notebook-size paper during the early efforts of the team.

By 1994, additional capability including the addition of the United States Marine Corps TA program was requested. The team was reconstituted and expanded to represent all major process participants including, but not limited to, accountants, education specialists, managers and automated data processing experts. Team members included Joe L'Abbe, Charles Giorlando, Jim Miller, Victoria Knight, Bob Burgess, Ralph Lowery, Linda Jacobs, Bob Russell. Tracy Smith and Bill Johnson were the programmers. The Tuition Assistance process was examined in detail including authorizations, cancellations, recording of grades, refunds to academic institutions, collections from students for failed courses, and invoice payments. The analysis identified that millions of tuition assistance dollars were lost due to untimely processing of course cancellations and grades, overpayments to colleges, and not collecting for failed courses. These issues were impacted by no effective standard Navy-wide ADP system for Navy Tuition Assistance, labor intensive TA Authorization forms, and over 50 locations worldwide trying to provide the accounting, grade processing and enrollment verification for tuition assistance in turn diminishing clear identification of accountability and responsibility. The result was untimely, inconsistent and sometimes nonexistent processing of course cancellations, grades, institutional refunds and collections leaving funds obligated which could

have been deobligated and reused before the funds expired. This resulted some years in a loss of \$3 million of Navy funds that could have been reobligated.

The team identified the various steps of the process and necessary detail to meet strategic goals of creating an integrated, cost-effective and interactive system applying state-of-the-art technologies and processes to optimize command resources and customer support objectives. Process improvements included an upgraded ADP system and communications network, automation of many manual functions and redesign of the tuition assistance authorization form. Organizational changes centralized accounting, grade processing and enrollment verification at Navy Education and Training Professional Development and Technology Center (the successor to NETPMSA) in Pensacola, FL. With the financial administration role centralized, local education offices could focus on education and military student support.

During the first six years of operation, NCMIS resulted in over \$20 million in dollar savings to the Navy. Greg Shields and Vernon Taylor of Marine Corps Lifelong Learning, with strong encouragement from Dr. Fran Kelly, brought the Marine Corps TA program into NCMIS on October 1, 1994. Similarly impressed, Joyce Taylor of The United States Coast Guard Institute enabled the Coast Guard to become part of the system on October 1, 1997. On January 13, 1998, the Resources Management Office/Tuition Assistance Financial Administration Process Action Team was notified of selection for Vice President of the United States Al Gore's Hammer Award as part of the National Performance Review.

## **Military Installation Voluntary Education Review (MIVER)**

The American Council on Education's Center for Adult Learning and Educational Credentials served as the contractor for the Military Installation Voluntary Education Review (MIVER) for fiscal years 1991 through 2006. It was responsible for coordinating military installation visits in cooperation with the Department of Defense's (DoD's) Office of the Assistant Secretary of Defense, the military services, and educational institutions that support the installations being visited. Site team visitors, selected from a central pool that was developed for MIVER, carried out the actual reviews according to the policies and procedures established by the MIVER Governing Board. The MIVER Project has two purposes: (1) to assess the quality of selected on-base Voluntary Education Programs, and (2) to assist in the improvement of such education through appropriate recommendations to institutions, installations, and the military services. Principles of Good Practice serves as the vehicle for listing MIVER findings. A MIVER report contains listings of MIVER teams' commendations and concerns or recommendations

### **MIVER Project Administration and Process**

MIVER administration has been stable over the life of the project. The ACE administration team (Dr. E. Nelson "Al" Swinerton, Administrator; Dr. Clinton Anderson, Assistant Administrator; Kimberly "Kim" Meek, Coordinator) remained in place for the first six-year period of the project. On June 14, 1997, Swinerton died on a airplane in Brussels, Belgium, on his way to the MIVER visit at Aviano Air Base in Italy. (See Swinerton's profile.) Anderson served as acting a

Administrator until June 1998, until the arrival of Dr. William A. "Bill" Xenakis as the Administrator/Director of the project. In 1997, Meek left the project for health reasons. She was replaced by Nilla Breda. Adrian King became the new MIVER Coordinator in 2005.

The MIVER administration enjoyed the careful oversight of ACE's Vice President and Director of the Center for Adult Learning (now Center for Lifelong Learning), Henry A. Spille, followed by Susan Porter Robinson. The Defense Activity for NonTraditional Education Support (DANTES) Contracting Office Representative (COR) Carol

Osborn, followed by Vince Harman, and then by Pat Landry provided excellent guidance when needed and ensured that all the terms of the contract were met. The MIVER Governing Board, chaired by the Chief of DoD Education (first Otto Thomas, followed by Gary Woods, and then by Carolyn Baker), provided MIVER policy and endorsed MIVER procedures. Governing Board members often served as active participants in the MIVER process, with most periodically acting as observers and technical advisors during MIVER site visits.

### **MIVER Teams**

Perhaps the greatest strength of MIVER is the highly qualified, diverse team members who are chosen to serve on MIVER teams. They come from many states with working experience among all six regional accrediting agencies. Of the team members who served during the first six years of the project, 44% were female, and 25% of the team members were from minority backgrounds. Nearly all team members held doctoral degrees accompanied by many years of experience. (See profiles of eleven outstanding long serving MIVER team members: Dr. Edward Angus, Dr. Ralph C. Bohn, Dr. David Curtis, Dr. Barbara A.P. Jones, Dr. Brice Hobrock, Dr. Ivan Lach, Dr. LaVerne Lindsey, Dr. Thurston E. Manning, Dr. Sue Sommer-Kresse, Dr. Richard M. Summerville, and Dr. Clay Warren.)

## **United States Air Force Quality Education System (USAF QES)**

The USAF QES was an AF-wide program that focused on assessing the quality of on-base educational programs while at the same time providing a standard operating culture for AF Education Services. Its aim was to create a dynamic partnership between all activities that were responsible for providing education programs on Air Force bases. That partnership included senior leaders at the Air Force level, the Major Command level, the college/university level, along with local base Education Center staff, on-base school representatives, library representatives, the students, and other base level activities.

The QES was developed in the late 80s, and was originally called the Base Wide Evaluation System (BWE). The BWE system was created by a working group comprised of representatives from HQ Tactical Air Command (now known as Air Combat Command), Golden Gate University, Embry Riddle Aeronautical University, Park College, St Leo College, and Holloman AFB. In 1991 it was further developed and incorporated into a larger Air Combat Command (ACC) program call the Bright Flag program which was an ACC Flag program that emphasized the importance of individual training and education. In 1993 the HQ Air Force adopted the ACC QES as an AF-wide program and created the QES Support Center located at ACC Headquarters, Langley AFB, Virginia. Michael Curtis, ACC Director of Education, served as a spokesperson for USAF QES. (See Michael Curtis profile.)

The QES had a four phased process:

1. QES Self Study completed by the following base components: Education Center, Base Library, and on base college/universities.
2. QES Site Team visit comprised of four to five academicians, a professional librarian, and an Education Services Flight Chief which confirmed the self-study and assessed the effectiveness of the on-base educational partnership.
3. QES Site Team Report which identified commendations, improvement opportunities, and recommendations for the on-base program.
4. Strategic Education Plan (incorporating the QES Self Study and the QES Site Team Report) which became the base's roadmap for their education program.

The QES was designed to shift the emphasis in AF Education away from primarily focusing on the quantity aspect (i.e. enrollments, available degree programs, etc) to instead putting the emphasis on the quality of the education taking place on Air Force bases. The QES stressed the partnership between on-base colleges and the base; provided the low-cost, high quality consulting service of over 70 academicians from various academic disciplines throughout the United States; established measurable performance standards; and stressed the continuous improvement of the base education programs.

Major outcomes from QES included the following: increased senior military and college/university involvement; Base Education Planning and Advisory committees at all bases; improved on-base instructional programs; new computer laboratories at all ACC bases; new and upgraded facilities at many bases; and increased library support to include new librarian positions and additions to collections.

The QES has now been incorporated into the Military Installation Voluntary Education Review (MIVER), resulting in the MIVER now being used by all the Services at each of their installations worldwide. Building upon the successes of the QES, the MIVER has increased its emphasis on two of major focus points of the QES: the partnership aspect of the on-base colleges and the base, and the continuous quality improvement process.

## **The National Association of Institutions for Military Education Services (NAIMES)**

NAIMES was founded in March 1975 and its first meeting was held in Los Angeles, California. The By-Laws adopted at that meeting have remained in force with only minor modifications. The Preamble to the By-Laws summarizes the purpose of the organization:

The National Association of Institutions for Military Education Services (NAIMES) is dedicated to the proposition that military and civilian personnel of the Armed Forces must be afforded every opportunity to pursue quality higher education.

The institutions of this organization pledge to conduct a cooperative and innovative effort toward providing programs mutually beneficial to students, the military services, and the academic community

It is considered essential that armed forces personnel be optimally prepared in their individual disciplines and for their role in world affairs. Professional development through higher education will be of increasing consequence in the sophisticated military environment of the future.

The forum created by NAIMES will promote the individual strengths of member institutions, advance the state of teaching technology, and enhance the quality of education programs for government personnel throughout the world.

The membership of NAIMES is composed of those institutions of higher learning who have appropriate academic and professional accreditation, who are interested in education for military personnel at locations other than on their respective campuses, and who have entered into a memorandum of understanding with one or more military installations. The original institutional membership in NAIMES was the following:

The University of Southern California  
Chapmen College  
Golden Gate University  
University of Northern Colorado  
LaVerne College  
Southern Illinois University, Edwardsville

Southern Illinois University, Carbondale  
Morris Harvey College  
Webster College  
Park College  
Central Michigan University

NAIMES developed a pattern of annual and semiannual meetings among its institutional representatives to discuss the relationship of the institutions with the Department of Defense and with the individual military services. Of immediate and continuing concern was the desire of the member institutions to meet and exceed quality standards established by the military services. NAIMES seeks to provide a collective voice for the institutions to assist the Department of Defense established regulations for the Voluntary Education Programs for military personnel with the Department. To this end, NAIMES corresponded with the education officials of the Department of Defense and the individual services regarding such topics as the charter requirements and regulation of in-state and out-of-state institutions serving military installations. The purpose of NAIMES on these issues was to establish a regulatory regime that would permit its members institutions to operate on multiple installations on the condition that they provide quality academic programs acceptable to regional and national accrediting associations and state regulators.

Through the 1980's NAIMES continued its pattern of meetings to discuss topics of mutual concern. It also developed a program of regular consultations with heads of the education programs of Department of Defense and of the Army, Navy, Air Force, Marine Corps, and Coast Guard. The latter service representatives were invited and provided briefings and participate in discussions with the NAIMES institutional representatives during meetings in Washington, DC. From these meetings and briefings, both the NAIMES institution representatives and the Defense Department representatives achieved a better understanding of the objectives and conditions under which voluntary educational program were conducted.

Issues considered by NAIMES and the military services during the 1980s were:

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- a. The role of out-of-state institutions being able to offer programs on military installations located within a state other than the institutions' home state.
- b. Choosing the best methods for assessing program quality and the role of regional accrediting agencies and state regulatory bodies in the process.
- c With the development of the Military Installation Voluntary Education Review (MIVER) proposal, NAIMES was concerned with central administrative costs being paid by the military services and the composition of reviewers to perform the visits.

During the 1990s, NAIMES continued its practice of meeting at one of the major association meetings sometime during each year and then having a separate meeting in Washington, DC. Membership grew and many charter member institutions dropped out of the organization. The organization was now composed of regular and associate members. Discussions continued over the MIVER process and NAIMES continued to cooperate with the process of evaluation of the base accreditation process developed by the military. Besides MIVER, a new Air Force Quality Education System (QES) evaluation program was instituted. NAIMES remained concerned with the cost, in both money and energy, of repetitive visits by QES and MIVER teams. There was considerable concern that the military was developing its MIVER and QES programs without consulting the education institutions offering their programs on the military installations. MIVER and QES remained the major topic of discussion throughout the 1990s. NAIMES respectfully cooperated with officials administering the MIVER and QES but stressed the need for a "partnership" relationship between and among NAIMES institutions, QES, MIVER, and those agencies that administered these programs.

NAIMES held mid year meetings at both the DOD Worldwide Education Symposia held in St. Louis in 1994 and 1997; representatives participated in a variety of events held at the symposiums; and the organization sponsored some of the activities.

At the 2000 business meeting, it was determined that more two-way dialog between member institutions and the military leadership was

needed. With the growth in NAIMES membership and the increasing number of military attendees, we did not have adequate time to cover our agenda. Starting with the 2001 meeting, an afternoon "informal" session with the service education chiefs and military representatives was added.

Things were looking positive starting in 2000 in spite of continued discussions over MIVER.

- 1. 100 percent tuition assistance was approved.
- 2. The Tuition Assistance cap was increased.
- 3. Veterans Administration benefits increased.
- 4. NAIMES was permitted to attend MIVER Board meetings.

Then the tragedy of 9/11/01 created new items of discussion stemming from security issues that required Service Education Chief assistance:

- 1. Increased installation security.
- 2. Academic quality issues arose without a good mix of civilian and military in classes.

Internet classes and the introduction of eArmyU changed the complexion of voluntary education programs. Our By-Laws had to be changed to include pure Internet schools to petition for NAIMES membership. Membership requirements were changed from schools that physically operated on military installations to institutions that had MOUs with military bases. At the 2003 meeting, it was recommended that our annual meeting structure be changed from briefings to specific topics of discussion. This, along with our mission, will be reviewed at a July 2004 mid year meeting.

**Summary:** The NAIMES organization has continued its active involvement in the issues of military education. Its thrust has remained consistent throughout the organization's life: seeking to ensure quality education opportunities for members of the U.S. Armed Forces, the cre-

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

ation of a sound basis for institutions to plan for their educational support of military educational objectives, and a firm commitment to quality programs operated with integrity.

Institutional membership as of June 2003:

Averett University  
Campbell University  
Capella University  
Central Michigan University  
Central Texas College  
Chapman University  
Columbia College  
Embry-Riddle Aeronautical University  
Harold Washington College  
Park University  
Pikes Peak Community College  
Saint Leo College  
Southern Illinois University – Carbondale  
Thomas Edison State University  
Troy State University  
University of Alaska System  
University of Maryland University Campus  
University of Oklahoma  
University of LaVerne  
Wayland Baptist University  
Webster University

1984 Eleanor J. (Lee) McClenney, Park College  
1985 Stuart N. Reid, Golden Gate University  
1986 P.J. (Joe) Studebaker, University of Oklahoma  
1987  
1988 C. Norman Somers, Central Michigan University  
1989 James D. Young, Troy State University  
1990 Leon E. Flancher, Embry-Riddle Aeronautical University  
1991 Clive L. Grafton, Chapman University  
1992 James D. Young, Troy State University  
1993 Robert A. Hall, Embry-Riddle Aeronautical University  
1994 Ray Striler, Averett College  
1995 Harry J. Schuler, Chapman University  
1996 Neil George, Webster University  
1997 Lois Anderson, Central Texas College  
1998 Harry J. Schuler, Chapman University  
1999 Del Ringquist, Central Michigan University  
2000 Thom Beebe, Southern Illinois University – Carbondale  
2001 Kenneth Brauchle, Chapman University  
2002 Clint Miner, University of Oklahoma  
2003 Barton R. Guthrie, Pikes Peak Community College  
2004 Merodie Hancock, University of Maryland University College  
2005 David Kimmel, University of Oklahoma

Presidents of NAIMES:

1975 Richard K. Brown, The University of Southern California  
1976  
1977  
1978  
1979 William J. Duggan, Webster College  
1980  
1981  
1982 Stuart N. Reid, Golden Gate University  
1983

## Commission of Military Education and Training (CMET), American Association of Adult and Continuing Education (AAACE)

Roots of CMET extend back into the Adult Education Association that meet annually. Tilton Davis, Jr. (Army), Robert Quick (Air Force), Joseph D. "J.D." Smith (Navy) and John Keenen (Marine Corps) encouraged participation of military educators to include installation education professionals. In 1982 when Adult Education Association merged with NAPCE to become AAACE in San Antonio, the Armed Services Continuing Education Unit (ASCEU) thrived. The Air Force served as lead service. Bill Gill, senior Air Force Education Chief (following Bob Quick), served on the AAACE Board of Directors. He led an effort to take Air Force out of AAACE and into National University Continuing Education Association (NUCEA). Duane Geiken, USAFE Director of Education, and Ed Peterson, PACAF Director of Education, along with Jane Shipp, ESO, Kirkland AFB, TX, and MaryAnn Whittemore, ESO, McGuire AFB, who served as ASCEU chairs in the late 1980s and early 1990s attempted to keep an Air Force presence in AAACE.

ASCEU offered two awards annually: Tilton Davis, Jr., Military Educator of the Year and Ray Ehrensberger Award for Institutional Excellence. The Military Educator of the Year Award was named in memory of Tilton Davis, distinguished Army educator, through a proposal co-submitted to the ASCEU membership by John Keenen and Clinton L. "Andy" Anderson. The Institutional Award was named in memory of Ray Ehrensberger, the colorful, energetic Dean at the University of Maryland who took his public speaking course off campus to the Pentagon and then the University of Maryland's programs to Europe and then the Far East.

The low point in having a viable professional development activity through ASCEU occurred on November 3, 1992. Over seventy military educators assembled in Anaheim Hilton Hotel for the annual ASCEU meeting to find that Mary Ann Whittemore, ASCEU Chair, was unable to come, and the assembled group had no program or organizational direction. Andy Anderson, SOC, called the meeting to order. J. Willard

"Will" Williams, senior Army educator at the meeting stood up at the meeting and said:

The Armed Services Unit represents a unique opportunity for you, the education professional within our military services, to actively pursue professional development. In today's force, your own professional development is not a 'nice to have' buy. It is, in fact, a 'must have.' I strongly encourage you to support the ASCEU, your voice within the larger AAACE community.... Remember, ASU is our forum within the adult education profession. Be proud of the many contributions military educators have made to the profession. I look forward to seeing you at the 1993 AAACE/ASU meeting in November 1993 in Dallas, Texas!"

Based on this strong pledge of Army continuing support, the meeting proceeded to the election of new officers. Michael Perez, President, Lois Anderson, Secretary/Treasurer; Clinton Anderson, Newsletter Coordinator; Dian Stoskopf, Awards/Decorations Officer; and By-Laws Committee: J.D. Smith, Navy; Ed Peterson, Air Force; and Leon McGaughey, Army.

*The Military Educator* first appeared with its December 1992 issue. It was edited by Andy Anderson, SOC and distributed by HQDA. It contained the minutes of the November 1992 meeting along with a member survey form, a membership application form and a "Call for Papers" for presentation at the 1993 AAACE Adult Education Conference. The format for *The Military Educator* was set to include news, ASCEU minutes, editorials, and special interest articles for military educators. Stand-alone information was included as "supplements" to *The Military Educator*.

In 1993, ASCEU was elevated to a commission within AAACE and renamed the Commission on Military Education and Training." Michael Perez began his service on the AAACE Board of Directors as the president of CMET.

In 1995 CMET met twice. Its first meeting was on June 6, 1995 in conjunction with the 1995 AAACE Commission on Adult Basic Education (COABE). At this meeting the office of "Membership Coordinator" was proposed. Susan Ayers was elected the first Membership Coordinator at the CMET meeting in Kansas City on October 31, 1995.

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

In 1997, Duane Geiken was elected by the AAACE membership to be CMET President and served on the Board of Directors. At the CMET meeting in Cincinnati on November 13, 1997, Kathleen Connolly was elected as Secretary/Treasurer; Joe Cochran as By-laws/Elections Chair; and Ingrid Lindbergh as Awards Chair. Also during this meeting a recommendation was made to recognize a military adult learner annually. Joe Cochran made the motion to name this award in honor of Leon Y. McGaughey, U.S. Army Forces Command Director of Education, who was retiring that year from active federal service. This motion was seconded and passed to establish the Leon Y. McGaughey Adult Learner of the Year Award.

In late 1997, the ACES Director notified SOC that HQDA would no longer distribute *The Military Educator* but would continue supporting its editor in providing information for publication and in reviewing the final copy before publication and distribution using SOC resources. Grey Edwards replaced Susan Ayers as Membership Chair.

In 1999, concern arose over CMET's affiliation with AAACE. Management difficulties with the parent organization caused CMET members to question where was the proper home for CMET. The 2001 annual CMET meeting occurred aboard the Queen Mary in Long Beach, California, in conjunction with the 2001 Council of Civilian and Military Educators Symposium. A few military educators came to the AAACE Adult Education Conference in Providence, Rhode Island, but there were no CMET activities. At Long Beach, Grey Edwards was elected president, Patricia Dumire, Membership Chair, and Jan Vance, Awards Chair. Steve Kime was appointed chair of a task force that included Dian Stoskopf, Ileen Rogers, Andy Anderson, Ed Peterson, Duane Geiken and Grey Edwards, ex officio. The purpose of this task force was explore the different options for affiliation and make recommendations on where CMET belonged. On November 20, 2002, after considerable exploration, Steve Kime reported that the Task Force recommended that CMET remain with AAACE. At this same meeting Carla Ortiz was elected as Awards Chair.

Mary Vaughn replaced Carla Ortiz at Awards Chair at the CMET Business Meeting held in Louisville on November 3, 2004.

CMET By-Laws were approved on November 2, 1994, amended November 13, 1997, and amended again on November 3, 2004. The most current CMET By-Laws are at enclosure 1.

## CMET By-Laws

# Commission on Military Education and Training (CMET) of the American Association for Adult and Continuing Education (AAACE)

### COMMISSION BY-LAWS

#### ARTICLE I

##### OBJECTIVE:

- A. Name. The unit formerly known as the “Armed Services Continuing Education Unit” is now known as the “Commission on Military Education & Training (CMET).”
- B. The CMET is an authorized commission of the American Association for Adult and Continuing Education (AAACE).

#### ARTICLE II

##### PURPOSE:

- A. The CMET exists to foster the profession of military adult education, recognizing that military adult education is a discrete element of the larger adult education profession
- B. The CMET recognizes obligations to CMET members, other AAACE non-CMET members, the AAACE organization, and the clients of military adult education.
- C. Primary functions of the CMET are:
  - (1) Facilitate communication among all member of the military adult education community.
  - (2) Facilitate communication between members of the military adult education community and the larger adult education community within the United States and internationally.
  - (3) Provide professional development opportunities to CMET members.

#### MEMBERS AND MEMBERSHIP:

- A. Membership. There shall be two categories of membership:
  - (1) Full membership. Full members must meet criteria in Article III para. B and para. C. Only full members may vote on CMET-internal issues.
  - (2) Affiliated membership. Affiliated members are those who do not meet the criteria listed in para. B, but do meet the criteria of para. C.
- B. Full members of the CMET shall meet one of the following three criteria and criteria in para C:
  - 1.) Be a U.S. government employee (military or civilian) of the education system of one of the military services within the Department of Defense and the U.S. Coast Guard.
  - 2.) Be a representative of an institution providing education programs and services to U.S. servicemembers or an association supporting adult and higher education.
  - 3.) Represent a corporation or business providing instruction or instructional support services to the U.S. Armed Services.
  - 4.) Be retired from one of the three activities listed in paragraphs B. 1. thru B. 3.
- C. All members must indicate CMET affiliation with AAACE each year upon membership renewal.
- D. Members who meet criteria of para. B., but do not meet criteria of C can not be full members, but may be affiliated members.

#### ARTICLE IV SECTION - 1 OFFICERS

- A. Any full member of the CMET is eligible for any CMET office.
- B. There are two types of CMET officials:
  - (1.) CMET President.
  - (2.) Other Officers. The following CMET officials shall be elected annually by the majority of full CMET members present at the annual CMET business meeting.
    - (a.) Secretary/Treasurer.
    - (b.) Newsletter Coordinator.
    - (c.) Awards Chair
    - (d.) Membership Chair
    - (e.) By-Laws/Elections Chair.

# REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

- C. Full members of the CMET should strive to nominate and elect a balanced slate of CMET officers, chosen from the three categories of full members.

## SECTION - 2 DUTIES OF OFFICERS

- A. **CMET President.** The president of CMET shall be elected in accordance with (IAW) provisions of AAACE. The CMET president shall serve for a 3-year period, November of the year in which elected. The CMET president serves as the primary CMET representative to AAACE and serves on the AAACE Board.
- B. **Other Officers.** The following CMET officials shall be elected annually by the majority of full CMET members present at the annual CMET business meeting.
- (1.) **Secretary/Treasurer.** The Secretary/Treasurer shall perform the following duties: Take and publish minutes for each official CMET meeting. Receive, account for, and disburse CMET funds as required. Report at each official CMET meeting.
  - (2.) **Newsletter Coordinator.** The Newsletter Coordinator shall perform the following duties: Receive articles of general interest to CMET members. Coordinate the publication of “The Military Educator,” the official newsletter of the CMET. Report at each official CMET meeting.
  - (3.) **Awards Chair.** Perform the following duties. Announce and receive nominations for three awards annually. Convene an awards selection committee to determine the winners. Have actual awards/plaques produced. Participate in annual awards ceremony at annual CMET business meeting and AAACE awards luncheon. Report at each official CMET meeting.
  - (4.) **Membership Chair.** Lead promotions efforts to sustain and increase CMET/AAACE membership.
  - (5.) **By-Laws/Elections Chair.** Maintain the CMET Procedures and conduct elections annually at the CMET Business Meeting. Serve as parliamentarian and when called upon by the President, make/articulate a ruling on the matter, pursuant to Robert’s Rules of Order {Revised Barnes & Noble, Inc. (1993)}.

- C. Full members of the CMET should strive to nominate and elect a balanced slate of CMET officers, chosen from the three categories of full members.

## ARTICLE V Elections and Voting

All elections mentioned herein shall be carried out during the annual meeting of CMET in a given year. Voting shall be by a simple majority (51%), by show of hands. Only members present shall be permitted to vote.

- A. All nominated for office must be present at the meeting when their names are placed in nomination for election.
- B. Election Chair shall oversee the election process (See Article IV. 2. B. (5.)

## ARTICLE VI Finances

### SECTION – 1 DUES:

CMET shall collect no formal dues or membership fees except to defray AAACE costs for the annual CMET Pre-conference.

### SECTION – 2 ADMINISTRATIVE PROCEDURES:

During the annual CMET business meeting a collection may be taken among the attendees as needed to defray costs of annual CMET awards. Maximum, funds collected during the annual CMET business meeting and disbursed for awards will be accounted for by CMET Secretary/Treasurer. Not to exceed \$100 per award is authorized.

## ARTICLE VII

### SECTION – 1 MEETINGS

- A. The CMET shall conduct at least one annual meeting. The required annual meeting shall be the business meeting during the pre-conference period of the annual AAACE conference. This meeting shall be announced in AAACE conference literature and “The Military Educator.”
- B. The CMET may conduct additional meetings at the discretion of the CMET President and if announced in advance in “The Military Educator.”

## **REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION**

- C. Concurrent with the annual business meeting, the CMET shall conduct at least one day of professional development sessions for the benefit of the general CMET membership (e.g., sessions on new policy, processes, and technologies that have board applications to military educators).
- D. All CMET meetings are open to all CMET members, all AAACE members, and the general public.

### **SECTION – 2 CHANGES TO PROCEDURES**

Procedures may be changed at the annual CMET business meeting based on a vote by present full CMET membership. Simple majority (51%) of present full members shall be required to make any formal change, addition, or deletion to CMET By-Laws.

### **Article VIII AWARDS**

Each year the CMET Awards chair will receive nominations and announce winners for three CMET awards:

- A. Tilton Davis, Jr., Military Educator of the Year.
  - (1) Eligibility: Any educator, military or civilian, associated with any of the Services or institutions serving a military population who has
    - (a.) served with distinction for a period of ten or more years,
    - (b.) has made such contributions to the field as to have left an indelible personal mark in military education, and
    - (c.) embodies the qualities of a true mentor within the profession: knowledgeable, committed, caring, and leading, is eligible for the award.
  - (2) The award may be presented to an individual currently working in the field or to one retired or presently working in another area. Activities in the field of military education in years other than the award year will be considered in the selection process.
- B. Ray Ehrensberger Award for Institutional Excellence in Military Education. Eligibility: Any accredited institution providing educational services for a predominantly military population that meets or exceeds the following criteria is eligible for the award. The institution must have served the military education community for at

least five (5) years, distinguished itself through unusually innovative and dedicated contributions to the principles of adult military education, and embody those qualities of an institution committed to the lifelong learning of adults, particularly within the U.S. military community.

- C. Leon Y. McGaughey Adult Military Learner of the Year. Eligibility: The nominee must have been a student or self-directed learner during the 12 months prior to the nomination date, must be or have served in the military while pursuing the educational objective(s) for which nominated, and must have notable responsibilities beyond him- or herself and/or a challenging work situation. The nominee should demonstrate success in areas such as:
  - (1.) has visibly improved the life situation of self/others as a result of learning experiences
  - (2.) has demonstrated leadership with formal or non-traditional learning environments,
  - (3.) has maintained family, civic, or employment responsibilities at a high level while concurrently pursuing educational goals, and/or
  - (4.) has overcome difficult circumstances in order to pursue adult learning experiences.
- D. Awards Nominations and Selection Process
  - (1.) All nominations will be sent to the CMET Awards Chair. All nominations must be received by a specific date announced in advance by the Award Chair and disseminated widely to include being published in *The Military Educator*.
  - (2.) The CMET awards selection committee, a minimum of three members, is selected by the CMET Awards Chair. They are usually Military Education Service Chiefs.
  - (3.) The CMET Awards forwards nominations received to each selection committee member. Each committee member reviews the nominations for each award, makes recommendations of the top three (3) nominees for each award, in a prioritized order, and returns their selection information to the Chair. One nominee is usually selected to receive each award annually.
  - (4.) The CMET Awards Chair notifies the CMET President regarding the final selection of the award recipients.
  - (5.) The CMET Chair will notify the award recipients by telephone

# REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

or e-mail, and their senior supervisors, i.e., commander, institutional president, in writing.

- (6.) Questions regarding the CMET awards should be addressed to the CMET Awards Chair.

## ARTICLE IX

### Parliamentary Authority:

The parliamentary authority for this Body shall be *Robert's Rules of Order, 1993*. (See Article IV, Section 2. B. (5.))

## ARTICLE IX

### Amendments:

A. Approved on 02 November 1994, amended 13 November 1997.

B. Amendments to these By-Laws may be adopted at any regular meeting of the CMET by a two-thirds vote of those eligible members present and voting provided that the proposed amendments have been presented to the Membership for consideration at least three calendar months prior to the meeting at which the vote is taken

Respectfully Submitted,  
03 November 1004

By-Laws Chair:  
Joe M. Cothron

Approved 3 November 2004  
CMET membership  
Annual business Meeting,  
Louisville, KY

### Award Winners

#### Ray Ehrensberger Award

1987	Regents College of the University of the State of New York
1988	University of Maryland University College
1991	Central Texas College
1992	Embry-Riddle Aeronautical University
1993	Fayetteville technical Community College Fayetteville State University
1994	Methodist College
1995	Coastline Community College
1996	Southern Illinois University at Carbondale
1997	Thomas Edison State College\
1998	Pikes Peak Community College University of Oklahoma
1999	Hawaii Pacific University
2000	Calhoun Community College
2001	Park College
2002	Columbia College
2003	National University
2004	Cochise College
2005	Pierce College

#### Military Educator of the Year Award

1985	Ben M. Zeff
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#### Tilton Davis Jr. Award

1985	Dr. Hester E. Telman
1986	Dr. Edwin Peterson
1987	Dr. William A. Edmundson
1988	LtCol John M. Keenan
1989	Louise D. Ellis
1990	Dr. David A. Olson
1991	Dr. J.D. Smith
1992	Dr. Leon McGaughey
1993	Dr. Clinton L. Anderson
1994	Jean Fleming Janice Yoo
1995	J. Willard Williams

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

1996 Henry A. Spille  
1997 Dr. Barry Cobb  
1998 O(tto Thomas  
So Song Hui, Camp Humphreys, Korea  
1999 Joe E. Cothron  
2000 E. Robert Lord  
2001 Max Templeman  
2002 Ben Delahunty  
2003 Dr. Phil Sawyer  
2004 Marsha Moses  
2005 Nancy Ray

### **Leon Y. McGaughey Military Learner of the Year Award**

1993 Damage Controlman First Class (Surface Warfare)  
Stephen M. Hofheinz, USN  
1999 SFC Russell North, USA  
2000 SGT Matthew K. Lennington, USA  
2001 WO1 Dale Suggs, USA  
2002 Airman First Class Mark Joseph Siviglia, USAF  
2003 AT2 (AW) Paul B. Kaldy, USN  
2004 AM1 (AW) Alfonso Duarte, USN  
2005 Sgt. Sergio Romero-Canas USA

## Military Educators and Counselors Association (MECA)

and

## The Association for Counselors and Educators in Government (ACEG)

The Military Educators and Counselors Association was formed in 1983 and accepted as an Organizational Affiliate by the Association for Counseling and Development (APGA) on 7 July 1984. (APGA name was later changed to the American Counseling Association – ACA).

MECA was formed to encourage and deliver meaningful guidance, counseling and educational programs to all members of the Armed Services, Veterans, their dependents, and civilian employees of the Armed Services: encourage the development of professional monographs, and convention/conference presentations: develop and promote the highest standards of professional conduct among counselors and educators working with Armed Services personnel and veterans; establish, promote and maintain improved communication with the non-military community; and conduct and foster programs to enhance individual human development and increase recognition of humanistic values and goals with the Armed Services.

During its tenure, MECA expanded its reach to encompass all governmental counselors and educators and changed its name to Association for Counselors and Educators in Government (ACEG). The purpose of the change was to reach out to other governmental workers operating in such activities as State and Local Government agencies was to enhance their membership and to ensure all aspects of counseling was included.

The following information lists the various MECA/ACEG Presidents

YEARS	NAME
1984-1985	Ms. Mary F. Koss
1985-1986	Dr. William E. Cox
1986-1987	Mr. Gary Woods
1987-1988	Dr. Paula Pascoe
1988-1989	Ms. Ingrid Lindberg-Jansure
1989-1990	Ms. Janet Jones
1990-1991	Ms. Naomi Smith
1991-1992	Ms Theresa Locke
1992-1993	Ms Rita Hughson
1993-1994	Mr. Jim Rorke
1994-1995	Ms. Linda Tysl
1995-1996	Ms. Shirley McNeal
1996-1997	Ms. Sandra Winborne
1997-1998	Ms Terri Lonowski
1998-1999	Mr. Jim Henderson
1999-2000	Mr. Ron Scronce
2000-2001	Mr. Ron Scronce
2001-2002	Mr. Sam Whitaker
2002-2003	Ms. Maureen Colon
2003-2004	Ms. Nancy Shrophe
2004-2005	Mr. Miles Sakaguchi

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

### Council of College and Military Educators (CCME)

The Council of College and Military Educators had its beginning in California. In 1972 concerned military and civilian educators formed the Southern California Community Colleges and Military Educators Association at the Marine Corps Recruit Depot in San Diego to exchange ideas on how best to serve the needs of military personnel who desired a college education. From this early beginning, it was decided that they would meet annually in early February. They further decided that institutions providing education for the military, both on and off base, should be invited to send a representative to the conferences. It was in 1973 when the first annual conference met with John Harmes as the group's chairman. In 1977, the Association expanded to include military and civilian educators from the entire state of California. At the annual conference in San Francisco in 1994, the organization was renamed Council of College and Military Educators to more accurately reflect the membership and its role in military education. The first conference held outside California as in 1995 in Las Vegas, NV. (CCCMEA Newsletter, 1980; Huber & Hardin, 2004)

Year	Name of President
2006	Sherri Sims
2005	Richard Little
2004	John J. Jones
2002-2003	Valente Vera
2001	Mebane Harrison
2000	Warren Hoffnung
1999	Rusty Schmitt
1998	Harry Lascola
1997	Valente Vera
1996	Brian Carroll
1995	Mebane Harrison
1994	Cheryl Cook
1993	Evelyn Hardin
1992	Rolf Trautsch
1991	Richard Davis

1990	Fred Huber
1989	Michael Koester
1988	Peter Aratakis
1987	Stuard N. Reid
1986	Duane Geiken
1985	Dawn Patterson
1984	David A. Olson
1983	Joe King
1982	Gary Woods
1981	Jeanne Hoeck
1980	Clyde Cherry
1979	John Brian
1978	Jean Laughlin
1977	Al Miller
1976	Wayne Nesbit
1975	Mansel Shiner
1972-1974	John Harmes (Chairman)

#### CCME Awards

##### John Brian Award

1985	Captain Gary Hakanson. CG Miramar NAS, CA
1985	George Zimon, ESO, Castle AF, CA
1985	David Chigos, President, National University, CA
1985	Otto Butz, President, Golden Gate University, CA
1986	Joseph King, Area Manager, Navy Campus, San Diego, CA
1987	Jeane Redsecker, Deputy ESO, Presidio of San Francisco, CA
1988	Duane Geiken, ESO
1989	Richard Davis, ESO, Vandenburg AFB, CA
1991	Alan Matsushima, ESO, NAS, North Island, San Diego, CA
1992	Francoise Van der Ploeg, ESO, Travis AFB, CA
1993	Barry Cobb, Director, DANTES, Pensacola, FL
1994	Chuck Fennessey, ESO, Castle AFB, CA
1995	Rebecca Ledbetter, Navy Education Center, San Diego, CA
1996	Elizabeth Hassler, ESO, Army Reserves, Los Angeles, CA
1997	Mebane Harrison, ESO, Naval Base Coronado, CA
1998	Bonnie Orwick, Director, Military Programs, Vincennes University, IN
1999	Otto Thomas, DoD Education, Pentagon, DC

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

2000	Jonnell Calloway, Director, Voluntary Education, Army Reserves, St. Louis, MO
2001	L. Dian Stoskopf, Director, Army Continuing Education System, Alexandria, VA
2002	Darlene Doran Jones, ESO, Presidio of Monterey, CA
2002	CWO Ricardo Izquierdo, USN, El Centro NAF, CA
2003	Jan Vanderwall, ESO, Fairchild AFB, WA
2004	Joyce Taylor, Director, Voluntary Education Program, Coast Guard Institute, Oklahoma City, OK
2005	James Sweizer, Chief, Air Force Voluntary Education

### William Kennedy Award

1986	Ron Lee, Golden Gate University
1986	Peter Aretakis, Palomar College
1986	David Olson, ESO, Air Force
1987	Ron Violette, University of Southern California
1988	Fred Huber, Chancellor, National University, Vista Campus
1989	Nick Haliski, Victor Valley College
1991	Ann Hill, Executive Director, Foundation for Achievement
1992	David Burke, Director, Military Programs, Monterey Peninsula College
1993	David Mertis, Chancellor, California Community Colleges
1994	Geri Shaw, Center Director, Southwestern College, San Diego, CA
1996	Robert Von Woert, City University, Bellevue, WA
1997	Lois Anderson, Dean, Continental Campus, Central Texas College
1998	Harry Schuler, Director, Military Programs, Chapman University
2000	Barbara Baumgardner, San Diego Area Coordinator, Southern Illinois University at Carbondale
2001	James Anderson, Chancellor, Central Texas College
2002	Tony DiGiovanni, University of Phoenix
2003	Steve F. Kime, President, Servicemembers Opportunity Colleges
2004	Cochise College
2006	Inez Williams, Central Texas College Camp Pendleton Site Director

### CCME President Award

1979	Col. Lyle Kaapke, President, CCAF
1989	Judy Labbe, Bank of America, Sacramento, CA
1992	Leo Prbylowski, COMEX
1994	Brian Carroll
1995	William J. "Pete" Knight, California Assemblyman
1996	Susanne Bowles, ESO, Submarine Base, San Diego, CA
1997	Barbara Baumgardner, San Diego Area Coordinator, Southern Illinois University at Carbondale
1999	Steve F. Kime, Director, Servicemembers Opportunity Colleges, Washington, DC
1999	Barry Cobb, Director, DANTES, Pensacola, FL.
2000	Susan McIntosh, ESO, Marine Corps, Quantico, VA
2001	Departments of the Navy and Marine Corps
2001	George Runner, California Assemblyman
2002	Tim Scoggins, Army National Guard/AutoDP
2003	Edwin "Ed" Peterson, posthumous, Director of Education, Pacific Air Force
2004	Clinton L. "Andy" Anderson, Associate Director, Servicemembers Opportunity Colleges
2005	United States Air Force, accepted by James Sweizer
2006	Thurman J. White, distinguished adult educator, University of Oklahoma
	Mebane Harrison, outstanding Navy and Army Educator

### CCME Institutional Award

1987	University of LaVerne
1992	Barstow College
2002	Webster University
2003	University of Maryland University College
2004	National University
2005	University of Maryland University College, United States Army Signal Corps
2006	Excelsior College for support of the U.S. Army Sergeants Major Academy

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

### CCME Special Awards/Recognition

- 1983 Plaque for Service, John Brian, ESO, Norton AFB, CA
- 1983 Plaque for Service, Larry McCabe, ESO, Norton AFB, CA
- 1986 Institution (Special), William Kennedy  
received by Grace Kennedy
- 1993 President (Emeritus), Fred Huber
- 1995 Special Award for Service, Evelyn Hardin,  
Center Director, University of LaVerne
- 1997 Special Award for Service, Roger Jarvis,  
ESO, Elmendorf AFB, AK
- 1998 Special Award for Service, M. Frances Kelly,  
Navy Voluntary Education Program
- 2005 Special Appreciation Award, Leo Prbylowski and  
COMEX, accepted by Doug Prbylowski

## **Council on Military Education in South Carolina (COMESC)**

The Council on Military Education in South Carolina or COMESC has been around South Carolina since the 1970's when the Commissioner for Higher Education in South Carolina asked all the military education services officers (ESO's) to meet in his office. The purpose of the meeting was twofold. One was for the ESO's to meet each other. The second was to brainstorm a forum to improve communication between post-secondary education programs in South Carolina. About the same time, Dr. Ike Tribble from Washington, DC, met with military educators in the southeast in Atlanta to discuss the new concept for the military council in Florida. The South Carolina educators felt that Florida's concept was more regulatory than was needed in South Carolina. Instead, they wanted to concentrate on encouraging cooperative and coordinated efforts for the military servicemembers in South Carolina. At first, the council was composed of mostly government personnel, but over the years the contractors and colleges that support military education have been attending.

South Carolina has a rich history when it comes to the military. When the other states have been considered for base closure, those in South Carolina knew that United States Senator Strom Thurmond was on their side and indeed he has probably been one of the reasons why South Carolina had so many military bases in the first place. The State of South Carolina sustained its share of closings. Both the Air Force Base at Myrtle Beach and the Navy Base in Charleston were among those that closed but South Carolina also experienced growth of military its present bases. Even though the Navy Base in Charleston closed its doors, the Navy Hospital in Charleston remained open and the Navy still operates an education office there. There are only a few states that can boast that all four Services are represented in considerable numbers.

The present day COMESC hasn't changed a great deal since its inception. The purpose remains the same: to enhance education programs for military personnel who are stationed in South Carolina. COMESC hopes to promote the understanding of the military, state and institutional roles in providing education to the military and to provide a forum for facilitating professional development to military educators.

What has changed, are the people who attend COMESC conferences. Over the years, different levels of professionals have participated. In 2005, attendees were more likely to include the person who has the first contact with a potential student instead of the supervisor. While government participation has dwindled because of downsizing, college participation has increased.

The people who really make a difference come and share experiences and are really involved with the student. This has been a distinct advantage in getting to know at the grass routes the programs at each of the bases and how we can work together to further assist our service-members. Colleges work together in helping students get the courses they need for degrees. Because COMESC participants know each other's programs, they are able to give the student information and referrals so the student can make the right educational choices. COMESC participants share information about college programs and experiences. Most of all COMESC provides a forum where people can find answers to their questions.

In the past COMESC conferences have had presentations from many other colleges and educators who are experts on such topics as distance learning, adult learners. There have been presentations on the History of the GI Bill and students who have presented papers they wrote in their courses on topics such as The Events Leading to the Crisis in Kosovo and what voluntary education has meant to them. Because many of the South Carolina bases have undergone A76 reviews, COMSEC participants have learned about each service's process and followed the results. One idea that has been promoted by the cooperative spirit in working together is LEARN: Low Country Educational Admissions Representative Network. The group of colleges in Charleston who provide educational programs for servicemembers, get together for educational fairs. The representatives are all in one place so those students can get information and make good choices about their educational decisions. Now the colleges in Columbia and the surrounding area have formed their own network for the Midlands and they are involved in educational fairs in the area.

COMESC now meets once a year, usually in Myrtle Beach in November. All military educators are invited. There are no dues. COMESC leaders have in the past few years invited the military educators from neighboring states, Ft. Bragg in NC and Ft. Gordon and Ft

## **REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION**

Stewart in GA. They invite people from in and outside of the state to participate in their meetings. About a year ago, one of COMESC presenters suggested that the Council consolidate with those in surrounding states to make a larger council in order to draw big names to its meetings. This caused the COMSEC leadership to relook its position and purpose as well as its resources. For now the COMESC leadership has agreed to include neighboring states and anyone who wishes to attend its conference. Its grass roots approach appeals to the Service providers in the education centers and the leadership to believes that it has found a mix of presenters who are able to keep COMESC Conference participants well informed and well trained. The higher headquarters folks come when they can and it is a real privilege to hear from them personally. They, in turn, take back to their respective headquarters the heartbeat of what's happening with the servicemember in the education centers and have thanked COMESC for including them. Other times COMESC has had presentations from college presidents and state officials along with presentations from students who benefit from the educational programs and services being offered on the military installations. Their inspiring comments send COMESC participants back to their jobs reinvigorated and more knowledgeable. The COMESC leadership does not want the Council to become so large that its loses focus on professional development for the folks who are at the ground level with servicemembers serving in South Carolina. (Information provided by Helen "Suzy" Weisman, retired Education Services Officer at Fort Jackson.)

# Constitution of the Council on Military Education in South Carolina

(Revised and Adopted Fall, 2002)

## ARTICLE I - IDENTIFICATION

The organization shall be designated as the COUNCIL ON MILITARY EDUCATION IN SOUTH CAROLINA and it will be identified as such or referenced as COMESC.

## ARTICLE II - NATURE AND PURPOSE

The nature and purpose of COMESC are as follows:

**Section 1:** Seek ways and means of promoting and supporting quality education for armed forces personnel including active duty, dependent, Department of Defense (DoD) civilian, and veteran personnel assigned to or within the South Carolina area to include bordering states.

**Section 2:** Consult with military and civilian officials who maintain close coordination with military college educators and other professional organizations to promote and support the education efforts of COMESC.

**Section 3:** Provide an informal means of enhancing the professional development of individuals actively involved with military education programs through meetings, retreats, conventions, conferences or any method of bringing the COMESC team to action.

**Section 4:** Identify, study and seek quality remedies to issues that jointly affect colleges and the military

services/installations as a whole. Submit findings to institutional and governmental agencies concerned with enhancing the credibility/strength of COMESC.

**Section 5:** Provide a means of recognition for individuals or organizations that contribute to the success of COMESC and those mostly affected by the nature and purpose of COMESC.

## ARTICLE III - MEMBERSHIP AND VOTING RIGHTS

**Section 1:** Full membership in this organization includes:

- Officials of regionally accredited universities and colleg-

es professionally working with educational endeavors on military installations in South Carolina, and are designated as institutional representatives to COMESC.

- Military and civilian employees of the Federal Government who are appointed to COMESC and who are involved in the delivery of educational programs to personnel stationed or assigned to South Carolina, including the Reserve and National Guard Components.
- Representatives of South Carolina and U.S. Government education regulatory agencies or commissions that are, by reason of their mission, involved in providing services or counsel to military personnel, dependents, and veterans.
- Any other individual who or organization that actively supports and promotes quality education programs to the military.

**Section 2:** Associate membership may be held by: Any individual or organization not meeting the requirement for full membership specified in Section 1 of this article, but who is directly concerned with the purpose of which the council was formed. The Council shall approve Associate membership.

**Section 3:** Representatives from academic institutions, military installations, and professional education and business organization have one vote, and are permitted to actively participate in COMESC business as delegate members.

**Section 4:** Only full members in good standing are entitled to vote on any issue brought before the council. Associate members may not vote on issues brought before the membership; however, they may serve in an advisory capacity and on committees and may hold elective office.

**Section 5:** Any member who shall be in arrears in the payment of any installment or dues shall not be in good standing and shall not be entitled to vote as a member.

**Section 6:** Termination and suspension of membership.

- Causes of termination. The membership of any member of any classification shall terminate upon occurrence of any of the following events:
  - The resignation of the member from COMESC,
  - Expiration of the period of membership, unless renewed by the Council,

# REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

3. Failure to pay conference fees within ninety (90) days after due date,
  4. Occurrence of an event which renders such member ineligible for membership, or
  5. When member is expelled due to lack of good faith, as determined by the Council that member has failed in a material and serious degree to observe the rules of conduct of the organization, or has engaged in conduct seriously prejudicial to the purposes and interests of COMESC. Council's vote must be majority for expulsion.
- b. Suspension of Membership. A member maybe suspended based on the good faith determination by the Council, that the member has failed in a material and serious degree to observe the rules of conduct of COMESC or has engaged in conduct materially and seriously prejudiced to the purposes and interests of COMESC. Determination of suspension and length thereof shall be in effect by a majority vote of the Council.

## ARTICLE IV – ORGANIZATION

### Duties of the Executive Body

COMESC will be organized under the directions of the Executive body, consisting of the President, Vice President,

Secretary, Treasurer, and five (5) advisors commonly referred to as Board. Duties and responsibilities are:

**Section 1:** The President shall moderate all Board meetings and general meetings.

- a. Shall provide leadership and oversight.
- b. Shall serve as liaison between the organization and other governmental, educational and civic organizations.
- c. Shall be responsible for communication with the Executive board on a regular basis.

**Section 2:** The Vice-President for the program shall organize and coordinate the Fall conference.

- a. Shall be responsible for the organization, site selection, program and logistical arrangements for the Fall conference.
- b. Shall coordinate with the executive board all program components for the Fall conference.

- c. Shall in the absence of the President, assume the responsibilities for the President.

**Section 3:** The Secretary shall maintain all records of the organization.

- a. Shall be responsible for disseminating the minutes to the Executive Board and appropriate information to the membership in a timely manner.
- b. Shall maintain the membership roster.
- c. Shall coordinate the registrations for the Fall conference.

**Section 4:** The Treasurer shall maintain all the financial records of the organization.

- a. Shall report the financial status in a timely manner to the Executive Board and the general membership.
- b. Shall coordinate and be responsible for collection of all monies collected for the Fall conference.
- c. Shall dispense monies as directed by the Executive Board.

**Section 5:** Board advisors shall serve as representatives of their constituencies.

- a. Shall participate in the active planning of the business of the organization.
- b. Shall be responsible for the committee participation and the compilation of appropriate reports.

## ARTICLE V – SELECTION OF OFFICERS AND EXECUTIVE BOARD ADVISORS

**Section 1:** All officers and executive board advisors shall be elected at the Fall conference.

**Section 2:** The position of President, Vice President, Secretary, and Treasurer shall be one a one (1) year term not to exceed two (2) consecutive one-year terms.

**Section 3:** The five (5) executive board positions shall be for a two (2) year term after which one of the following will occur:

- a. nomination to an officer's position,
- b. election to serve another two (2) year term on the executive board, or
- c. rotation off the board.

**Section 4:** Terms shall expire at the end of the Fall conference.

**Section 5:** The officers and executive board advisors shall be repre-

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sentative of the various institutional interests of the membership and also representative of the various geographical areas.

**Section 6:** A nominating committee appointed by the President shall present a slate of nominees prior to the Fall conference.

**Section 7:** The President after serving a term of office shall rotate to the board as an ex officio member for a one-year term. After serving that one-year term, shall rotate off the board unless otherwise willing to serve in another capacity on the executive board.

**Section 8:** Nominations for any position shall be permitted from the floor by any member

### **ARTICLE VI – ELECTIONS**

**Section 1:** Election of all officers and advisors shall be by ballot unless there is only one nominee for an office.

**Section 2:** Any vacancy in any elective office shall be filled by the Executive Board making an appointment for the unexpired term.

### **ARTICLE VII – MEETINGS**

**Section 1:** There shall be one conference of the organization during a calendar year held in the Fall.

**Section 2:** There shall be a rotation of meeting sites of the Executive Board members.

**Section 3:** The Executive Board shall meet prior to the Fall conference and upon the call of the President.

### **ARTICLE VIII – AMENDMENTS**

This Constitution may be amended at the Fall conference by two-thirds vote for such change, provided that each participant has received the provisions of said proposal(s) at least two weeks prior to the conference.

### Florida Advisory Council on Military Education (FL ACME)

The Advisory Council on Military Education (ACME) was established as a committee of the State Board of Independent Colleges and Universities for the state of Florida in 1978. At that time, the board asked the council to assist it in evaluating the centers and branches of colleges and universities operating on military bases, in response to a rule promulgated by the State Approving Agency for Veterans Training promulgated by the State Approving Agency for Veterans Training that required out-of-state colleges operating in Florida to be licensed by the board.

The original purposes of ACME were as follows:

1. To assist the board in its evaluations of colleges and universities operating on military bases in Florida.
2. To facilitate the understanding of the roles of the military, the state, and institutions in providing higher education to service personnel, dependents, civilian employees on base, and others.
3. To assist base commanders by conducting periodic on-site reviews of the bases as educational centers, noting the coherence and integrity of the whole complex of voluntary education programs, and how the individual programs related to each other and to the educational goals of each base.
4. To receive, review, and disseminate Air Force Bases Education Plans, in compliance with a Department of Defense directive.
5. To receive, review, and disseminate proposals for new academic programs on bases.
6. To encourage research in areas identified by the council.

Wayne Freeberg called a conference in Tallahassee in November 1978, in response to the Education Commission of the States Task Force report on "State, Institutional and Federal Responsibilities in Providing Postsecondary Educational Opportunities to Service Personnel," one recommendation of which was that the states take on greater responsibility in the provision of such services. The conference in Florida included as participants representatives of the military services, institutions providing higher education on bases, and state education officials. The outcome of the conference was a proposal to create ACME, with the purposes listed previously.

The membership of ACME was, and continues to be, a productive mixture of individuals who are involved and/or interested in providing effective education on military bases in Florida. Together, they provide an impressive body of expertise; and they are seriously concerned with gathering and dissemination information, which will be meaningful to state planners, Base Education Services Officers, base commanders, and institution supplying education services.

As ACME has evolved, it had become ready and willing to take on more of the responsibility for its business agendas. The members have realized that the potential uses of their expertise go beyond the State Board of Independent Colleges and Universities. The sincerely feel that: 1) they have a great deal to offer to the Department of Education as a whole; 2) they can contribute in a meaningful way to ensuring the quality of education offered on military bases; and 3) they would like to continue their connection with the SBICU while expanding their sphere of advisory functions.

As a group, ACME has been successful in many of its original purposes, but felt that a clarification of its purposes would be appropriate at this time, so that a more meaningful and specific set of goals could be adopted. The group had rarely, for example, actually been involved in evaluation programs operating on military bases; the military itself has resisted this particular activity. There was a perception that the evaluation would be of the military, rather than of the educational programs alone.

Faced with that reluctance, ACME has felt it more appropriate to focus on gathering and providing information regarding programs needed institutions available to provide them, and other such facilitative data. As you are aware, the needs of military personnel are much more de-

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manding than those of the typical college student; institutions must be willing and able to provide classes at night and on weekends, and to fit the course structure into the periods of time that service personnel are assigned to a particular base. No every institution can provide such flexible schedules at off-campus locations.

The suggestion to place ACME directly under your office appears to be a practical one, from the point of view that ACME deals with a great many subjects outside the framework of independent colleges. The military ESO's, for example, are concerned with CLAST, GED, and many other programs in the Department. From the other direction, PEPC, BOR, and DCC, as well as Vocational Education, have reasons to be interested in the education provided on military bases.

The Florida ACME usually meets twice each year.

### Council on Military Education in Texas and the South (COMETS)

The Council On Military Education in Texas (COMET), later to be called Council On Military Education in Texas and the South (COMETS), held its first organizational conference in Arnold Hall at Lackland Air Force Base (AFB), San Antonio, Texas, on 17 and 18 February 1993. COMET was formed to promote and support quality educational programs for military personnel, their dependents and Department of defense civilians while developing and maintaining a close effective working relationship among military, college, and state educators. Major General Bill G. McCoy, Commander, Lackland Training opened the meeting. Dr. Joseph B. DeGuelle, Chief, Education Services at Lackland AFB, chaired the meeting. Possible organizational bylaws were discussed. The following were elected as its first officers: Dr. DeGuelle, President; Janice Vanderhill, Vice President (representing the military), Tommy Smith (representing institutions), George Merritt, Secretary; and Susan Metheny, Treasurer. Colonel (Retired) Edward P. Young, Dean of Extended Studies and Continuing Education, Palo Alto College, was the luncheon speakers. Among the other featured speakers was Dr. William H. Sanford, Assistant Commissioner, Texas Higher Education Coordinating Board.

In a July 24, 2003 paper, John Mitzel, Chief of Education and Training for the Air Education and Training Command (AETC), stated that COMET was actually formed “specifically to try to impact legislation that would counter a policy established by the Texas Higher Education Coordinating Board called the ‘One-Third Rule.’” He gave the following background information.

Sometime in the late 70s Dr. Ken Ashworth and a retired AF General by the name of Bill Lindley wrote an article in a national magazine entitled, “the Disgrace of Higher Education on On-Base Military Program” or something to that effect. The article contained numerous unsubstantiated charges that the quality of on-base was substandard and shoddily managed. What was not known was that both Ashworth and Lindley were working for a new institution in San Antonio called UTSA and they were try-

ing to increase enrollment at their campus. They were invited on numerous occasions to bring their programs onto the surrounding installations but refused, opting instead to try to get the military to come to the home campus. A short time later Dr Ashworth assumed the position as the Director/chair/Executive Officer of the Texas Coordinating Board of Higher Education. In this capacity, he pushed through a policy that said that one-third of any degree program offered by a state institution must be completed on-campus. The intent was to force military personnel to go to the home campuses to take the courses under the guise of quality. As a result, most Texas military installations sought and negotiated agreements with out-of-state and private institutions to conduct their on-base programs. This of course increased tuition costs vice being able to offer courses at lower tuition rates with the in-state institutions. As I recall, Dr. Ashworth made some public statements about the quality of out-of-state institutions (e.g., Webster, Park, etc.) that got him into a little hotwater with threatened law suits etc.

Anyway, in my capacity as the Chief, Education and Training, at HQ Air Education and Training Command (Air Training Command at the time) we initiated letters to the Board in an attempt to overturn this policy. We insisted that the quality of on-base programs was closely monitored and rigid standards were in place to ensure strict compliance with accreditation agency guidelines. All to no avail. The letter writing campaign included letters to the Chancellor of the University of Texas (Dr. Hans Mark, who was a former SECAF) and to Governor Clemets from-General Robert Oaks the ATC/CC. Again, no positive outcome.

With the help of DANTES, I called a meeting of all military educators in the state to discuss and set up an ACME in an effort to get support from all military services to overturn the rule. From this first meeting COMET was born. The new ACME worked to have all services contact their local legislators to press the issue. I remember the Commander at Ft Hood was extremely aggressive as were some of the institutions. After several long years of sound bites such as “prisoners in the state prisons were given a benefit

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denied to the military" --i.e. able to complete a degree without having to go on campus and indicating that a third of a degree (40 hrs) usually surpassed the normal institutional residency requirement of 30 semester hours, and, most importantly, that Texas state institutions who were trying to establish distance learning degree programs in competition with out-of-state institutions were being denied because of the rule, the Board reversed its position and deleted the requirement.

This remarkable meeting in February 1993 and the continuing service by COMETS as a positive forum for cooperation and coordination helped bring about a vastly improved relationship between the military and higher education in Texas. Texas state institutions now work along side out-of-state institutions to bring a wide mixture of high quality educational programs and services to Servicemembers stationed in Texas and their adult family members. During the first Persian Gulf conflict, the Texas State Legislature passed a legislation permitting its state institutions to better serve their students who had been mobilized during that conflict, ensuring minimum loss of tuition and hopefully a smoother reentry into their respective Texas colleges and universities after release from active duty.

COMETS meets annually. Its 2006 officers are President: Jim Nixon, Director, Fort Hood Campus, Central Texas College; President-Elect: Kathy Walsh, Education Services Specialist, Fort Hood, Texas; Vice President for the Military: Priscilla Sacks, Education Services Officer, Fort Sill, Oklahoma; and Vice President for Institutions: Joyce Peavy, Webster University.

### Virginia Advisory Council on Military Education (VA-ACME)

In the late 1970's the State of Virginia had an established Advisory Council on Military Education, led by the State Council of Higher Education for Virginia (SCHEV). It was during a period when the SCHEV initiated a series of evaluation/compliance visits with institutions serving on military bases in Virginia in an effort to satisfy state requirement dealing with quality assurance. Dr. Barry M. Dorsey and other on the SCHEV staff coordinated visits. In 1982, the Advisory Council met in Norfolk. Bill Brantley, Education Services Officer at Fort Lee, was one of the military education leaders involved with the Council. One of its primary issues was the development of a favorable in-state tuition policy for active duty servicemembers and the adult dependents while serving in Virginia. With the change of SCHEV leadership in Richmond, the VA ACME remained dormant until Frederick "Rick" Patterson, Assistant Director, Private and Out-of-State Postsecondary Education, SCHEV on June 29, 2005, called an exploratory meeting in Richmond to determine if there was sufficient interest and need to institute a state ACME in the 21st Century. This well attended meeting with many interested participants determined that, indeed, there were both the interest and the will to go forward with the endeavor. Committees were formed to develop a set of by-laws and to better define some of the goals and purposes of an ACME.

Dr. Carol A. Berry, Southeast Regional Director, Navy College Programs called the organizational meeting of the Virginia-ACME to order at Thursday, February 16, 2006, at the Virginia Beach Higher Education Center, 1881 University Drive, Virginia Beach, VA. Dr. Larry Dotolo, President, Virginia Tidewater Consortium welcomed the group. Dr. Berry introduced CAPT. William Dewes, USN, who delivered introductory remarks. CAPT. Dewes discussed the Navy's goals and resulting changes in mission performance. He thanked all attendees for attending and for having an interest in military education. Dr. Berry led the discussion of each section of the proposed Virginia Council on Military Education (VA-ACME) Bylaws. The assembled participants ratified the Bylaws as shown below. The 2006 officers were elected as follows: Dr. Carol Berry, President; Capt. Jeremy Serafin, Vice President;

Dr. Marcia Gibson, Secretary; and Mr. Bill McMican, Treasurer.

The new VA-ACME standing committees are: Membership, Legislative, Strategic Planning, Conference Planning, and Incorporation. Two additional committees were considered important: Web page development, and Marketing/Public Relations.

Dr. Berry discussed a body at the state level called the VMAC - Virginia Military Advisory Committee (VMAC), which was created as an advisory council in the executive branch of state government, to maintain a cooperative and constructive relationship between the Commonwealth and the leadership of the several Armed Forces of the United States and the military commanders of such Armed Forces stationed in the Commonwealth, and to encourage regular communication on continued military facility viability, the exploration of privatization opportunities and issues affecting preparedness, public safety and security. The VA-ACME will serve as a contributing member of the Quality of Life sub-committee, since most of the issues VA-ACME will address fall under that umbrella. Dr. Berry has been in touch with Mr. Larry Hull, Business Manager, Commander Mid-Atlantic Region (CNRMA) and sitting member of the VMAC – QOL subcommittee. He has agreed to include the VA-ACME in their discussions. The VMAC advises the state of issues of interest to the military. One very important issue is that of in-state tuition rates at state-supported colleges and universities for military personnel and their adult family members. As a result, there are legislative actions of interest before the Legislature.

After the 16 February 2006 organizational meeting, Dr. Berry advised VA-ACME members that the Virginia Legislature had passed a favorable in-state tuition bill and that the Governor had signed it.

## James F. Nickerson MEDAL OF MERIT

In October 1981, the American Association of State Colleges and Universities (AASCU), a co-sponsor of the Servicemembers Opportunity Colleges (SOC), established the James F. Nickerson Medal of Merit. This award is named for the first director of SOC who led in its establishment as an effective vehicle in coordination of voluntary post-secondary educational opportunities for servicemembers. SOC, a consortium of national higher education associations, functions in cooperation with the Department of Defense, the Military Services, and the Coast Guard to help servicemembers meet their voluntary higher education needs by:

- seeking to stimulate and help the higher education community to understand and respond to special needs of servicemembers;
- advocating the flexibility needed to improve access to and availability of educational programs for servicemembers;
- helping the Military Services understand the resources, limits, and requirements of higher education;
- helping the higher education community understand the resources, limits, and requirements of the Military Services and the Coast Guard; and
- seeking to strengthen liaison and working relationships among military and higher education representatives.

Over 1800 United States colleges and universities are members of SOC. They subscribe to the *SOC Principles and Criteria*, a statement of good practice, while serving the educational needs of U.S. servicemembers around the world. SOC is co-sponsored by AASCU and the American Association of Community Colleges (AACC) and is administered by the former. Twelve other educational associations serve as cooperating agencies and are represented on the SOC Advisory Committee.

The Medal of Merit is awarded periodically to those public leaders, educators, and representatives of the Armed Services who contributed significantly toward advancing the national interest through their advocacy of, and dedication to, the expansion of voluntary education opportunities for military personnel.

Previous recipients include:

- **1981 — Melvin Laird**, former Secretary of Defense and congressman who rendered years of distinguished service on behalf of expanding educational opportunities for citizens in uniform;
- **1981 — Edmund J. Gleazer, Jr.**, former President of AACJC and one of SOC's founders;
- **1981 — Dorothy Gray**, distinguished military educator for over 20 years in programs for Navy and Marine personnel;
- **1983 — Tilton Davis**, an esteemed military educator who served the cause of soldier education for over 30 years in the U.S. Army;
- **1983 — Ray Ehrensberger**, former Dean and Chancellor of the University of Maryland University College who for nearly 40 years led in shaping Maryland's strong commitment for military education worldwide;
- **1984 — Cornelius P. (Neal) Turner**, former executive officer of the Commission on the Accreditation of Service Experience, who led in the development and acceptance of the General Educational Development (GED) Tests throughout the United States and Canada;
- **1985 — M. Richard Rose**, President, Rochester Institute of Technology, who, as Deputy Assistant Secretary of Defense, fostered constructive partnerships between the civilian and military educational communities;
- **1985 — Brenda-Lee Karasik**, the Education Specialist at Headquarters, Department of the Army who, in conjunction with

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- SOC, planned, developed and implemented associate and bachelor degree networking systems for soldiers;
- **1990 — Barry L. Cobb**, Director of the Defense Activity For Non-Traditional Education Support, who, through his leadership, developed DANTES into a highly respected Defense agency noted for its dedication to the education of servicemembers;
  - **1990 — G.V. “Sonny” Montgomery**, congressman and retired major general in the Mississippi National Guard who led the effort in establishing the “Montgomery GI Bill.”;
  - **1990 — Leon Y. McGaughey**, Director of Education, U.S. Army Forces Command, who developed the study leading to the establishment of Army Continuing Education System and the SOCAD System;
  - **1990 — Allan W. Ostar**, President of the American Association of State Colleges and Universities, the SOC founder who expanded it to four year institutions and welcomed SOC administratively as part of his organization during a period of history when support for the military and servicemembers was not popular;
  - **1995 — T. Benjamin Massey**, President of the University of Maryland University College, long-time SOC Advisory Board member and often chair, who gave his professional leadership and personal support to SOC and its network systems whereby UMUC staff issue thousands of Student Agreements giving military students clear plans for degree completion;
  - **1995 — Arden L. Pratt**, developer of the SOC associate and bachelor degree network systems and SOC Director 1981-1989;
  - **1997 — Lawrence L. Lutz**, Chief, Personnel Policy, Programs, and Manpower, National Guard Bureau, who initiated and facilitated SOC’s outreach to the Army National Guard and the SOC Guard Project;
  - **1997 — Henry A. (Hank) Spille**, Vice President and Director, Center for Adult Learning and Educational Credentials, American Council on Education, who developed the original SOCAD Concept Paper and served as a principal advocate for high quality educational opportunities for servicemembers within higher education through such endeavors as the GED Program, the Military Evaluations Program, the Military Installation Voluntary Education Review Project; and the AARTS Transcript Registry.
  - **1998 — M. Frances Kelly**, Director, Voluntary Education Program, U.S. Navy, who provided dedicated service to sailors 1976-1998.
  - **2002 — Christopher H. Smith**, U.S. Congressman, 4th District New Jersey, who provided congressional leadership in modernizing the GI Bill educational benefits making them credible for veterans in achieving their educational goals, especially during 2001-2002.
  - **2005 — Steve F. Kime**, who as SOC President 1989-2005, oversaw the growth of SOC from 574 academic institutions to 1832 upon his retirement; who as member and chair of the Veterans Advisory Committee on Education suggested a “benchmark” be used the peg GI Bill benefits to the cost of four years as a full-time commuter student at a public college or university.

## **International Adult and Continuing Education Hall of Fame**

The story of the International Adult and Continuing Education Hall of Fame officially began with the desire to provide a mechanism to honor and document contributions of the past to better build the future. Dr. Thurman J. White began the discussion of this idea with current leaders and officers of several associations and organizations (University Continuing Education Association, American Society for Training and Development, American Association of Adult and Continuing Education, ECOP/National Association of State Universities and Land Grant Colleges). After considerable discussion, the Hall was incorporated in the state of Oklahoma on September 20, 1995, as a nonprofit corporation. The official home of the Hall is the University of Oklahoma's Center for Continuing Education (OCCE). Thurman J. White Forum Building, in Norman, Oklahoma. The virtual Hall of Fame may be found on the World Wide Web at [www.occe.ou.edu/halloffame](http://www.occe.ou.edu/halloffame).

Educators who have made significant contributions to military voluntary education have been inducted into the Hall as follows:

Class of 1996 Cyril O. Houle  
Benjamin Massey  
Edwin Peterson  
Robert Quick  
Elaine Shelton  
Thurman White

Class of 1998 Paul E. Huff

Class of 1999 William E. Cox  
Tilton Davis, Jr.  
James F. Nickerson

Class of 2000 Clinton L. Anderson  
Leon Y. McGaughey  
Henry A. Spille

Class of 2001	Joseph J. Arden Barry L. Cobb
Class of 2002	L. Dian Stoskopf
Class of 2003	Joe M. Cothron
Class of 2004	Steve F. Kime William Raymond Ehrensberger
Class of 2005	Brice G. Hobrock
Class of 2006	John R. Gantz

# Remembering Those Who Have Made a Difference in United States Military Voluntary Education

## Prologue

The following profiles acknowledge a sample of individuals who have contributed significantly to adult and continuing education in many different ways within the Armed Services. These individuals did not make these contributions alone, but in the context of many others who worked with them to make educational opportunities real and positive endeavors for American servicemembers and their family members over the long history of the program.

I wish to acknowledge the dedication, passion, and persistence of Dr. Clinton L. "Andy" Anderson in chronicling the history of military Voluntary Education. Those of you who know Andy personally will recognize this project as a labor of love. Andy spent countless hours of his "spare" time tracking down articles, interviewing subjects, and "prodding" writers to develop these profiles. And for that we collectively thank you, Andy.

Many individuals were involved in the composition and production of the profiles. Cynthia Cindric, a Yale University undergraduate and all-but-dissertation University of Pennsylvania alumnae, wrote nearly half of them while completing an Internship at Servicemembers Opportunity Colleges as part of a master's degree program in adult education at The George Washington University. Laura Mullane, author of *Bridges of Opportunity: A History of the Center for Adult Learning and Educational Credentials*, prepared some through the support of Susan Porter Robinson, Vice President of the American Council on Education and Director of the Center for Lifelong Learning. The staff of Servicemembers Opportunity Colleges assisted the editor in many ways with the project that produced these profiles. Gary Woods, the Director of Educational Opportunities, Office of the Secretary of Defense, also assisted Dr. Anderson, the project editor, from the beginning of the effort. The editor received support from the Army Continuing Education System (ACES), Navy College, Air Force Voluntary Education, Marine

Corps Lifelong Learning, and the Coast Guard Voluntary Education. The staff of the Defense Activity for Non-Traditional Education Support (DANTES) provided considerable help, as well. Dr. Anderson received support from many of the colleges and universities that provide programs and services to servicemembers and veterans. Al Reed, the Chronicler of Army Education, generously opened his files for the editor to use. The American Association of State Colleges and Universities (AASCU) and the Association of Community Colleges (AACC) sponsored the production of the Compact Discs for distribution at the 2006 Department of Defense Worldwide Education Symposium.

Please consider these profiles, as well as the other products of this effort, as "Working Papers." Dr. Clinton L. Anderson has developed a solid draft, a starting one in recognizing and remembering those who have made a difference in military education. Hopefully others will use this effort as to develop a comprehensive history of the Department of Defense Voluntary Education Program.

Kathryn M. Snead

President  
SOC Consortium/Director

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**Editor's Note:** Each profile has been limited to approximately 1000 words or less and is based on information made available to the writers. The length of a profile is not to be used as an indication as to the magnitude of the contributions rendered, but rather to the amount of information that was made available. It is not the intent of the writers to misrepresent or to include incorrect information in the profiles. All profiles are written in the past tense. There was an attempt to have the subject of the profile or at least someone who had first-hand knowledge regarding the subject of the profile review the profile for accuracy. Some of the profiles were reviewed more thoroughly than others. The pictures accompanying the profiles vary greatly in quality.

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

### Susan C. Aldridge

Dr. Susan C. Aldridge became the fifth President of University of Maryland University College (UMUC) in 2006. She previously served as Vice Chancellor of University College and the eCampus for Troy University (formerly Troy State University), the nation's second largest distance learning program at a public university. Beginning in 1995, Aldridge also served as an adjunct professor at Troy, teaching graduate courses in business, health administration, health policy, and organizational behavior and theory.

Aldridge joined University College at Troy State University in 1996 as Director of its Western Region. In 2000, she was appointed Director of the institution's international programs. Just one year later, Aldridge was appointed Vice President of Troy State's University College, and later, Vice Chancellor.

At Troy State, Aldridge was responsible for a large and wide-ranging constituency of faculty and students, many of whom were servicemembers. She oversaw programs in 17 states, 14 countries, and 13 time zones with more than 103,000 enrollments annually.

Her many honors and awards include recognition by the State of Colorado for "Outstanding Leadership" and the Distinguished Service Award from the U.S. Department of Health and Human Services. She also served as chair of the 2006 U.S.-China Forum on Distance Education and co-chaired the 2005 U.S. Department of Defense Task Force on Distance Learning Standards.



### G. Jack Allen

Dr. G. Jack Allen, a Vice President of the Commission on Colleges of the Southern Association of Colleges and Schools, assisted military voluntary postsecondary education for over 30 years with projects designed to enhance educational quality and opportunities for military personnel.

Allen, along with Dr. Grover J. Andrews, co-authored the final report in January 1980 of the Council on Postsecondary Accreditation (COPA) Case Study of Off-Campus Postsecondary Education on Military Bases. The COPA case study involved an in-depth study of 25 bases involving all branches of the Armed Forces and 54 different evaluators, all professional educators drawn from postsecondary institutions throughout the United States. This enormous effort resulted from concerns expressed about the quality of postsecondary programs offered to millions of servicemembers off-campus by American colleges and universities. The purpose of the case-study approach was to identify and document the roles, relationships, and responsibilities of all parties involved in making the educational enterprise for military personnel academically acceptable. The principal conclusion of the study was that "the proportion of poor programs and practices that exist in relation to the good programs and practices is probably no greater for off-campus activities than it is for on-campus operations." The COPA Case Study set the model for other quality assurance activities conducted by regional accrediting agencies during the 1980s, and for the Military Installation Voluntary Education Review (MIVER) Project beginning in 1990.

During the 1980s, Allen served as COPA's representative on the Servicemembers Opportunity Colleges (SOC) Advisory Board. He had SACS oversight responsibilities for the accreditation of the Community College of the Air Force (CCAF). He participated in several Armed Forces Worldwide Education Conferences held at the University of Maryland University College in the 1980s. During the 1990s, he helped in the development of MIVER and offered assistance to the American Council on Education (ACE) MIVER Administrators in selecting top-notch evaluators. In 2003, he served ably on the American Council on Education (ACE) Task Force on the Evaluation of Educational Experiences.

Throughout his many years in higher education accreditation, Allen was a crucial source of sound advice and counsel regarding higher education quality assurance issues in the Department of Defense (DoD) Voluntary Education Program.



## Lt. Col. Allen Allensworth

Lieutenant Colonel Allen Allensworth, a Chaplain with the 24th Infantry Division of African-American Soldiers from 1886 to 1906, was not only one of the true pioneers of military education, but was also one of the most remarkable men to serve in the U.S. Army. His keen understanding of the opportunities opened up by education led him to develop education programs for African-American enlisted Soldiers, who had few such opportunities in the late 19th century. Allensworth's efforts in this regard were so widely admired that his instructional programs were recommended for use throughout the Army and were adopted by a number of other military chaplains. Allensworth was even a pioneer in overseas military education, accompanying the 24th Infantry Division to the Philippines during the Spanish-American War.

Allensworth's early life revealed the two great themes that would underlie his later work--education and military service. He was born a slave in 1842 in Louisville, Kentucky and taught himself to read and write, both illegal for slaves, by "playing school" with a child of slave-owners. When the Civil War began, Allensworth escaped to the North and offered his services to the Union military forces. He first served as a civilian nurse for the 44th Illinois Volunteer Infantry, and in 1863 he enlisted in the Navy to serve on gunboats on the Ohio and Mississippi Rivers. When the war ended in 1865, Allensworth was discharged at the rank of Chief Petty Officer and returned to Louisville.

In Louisville, Allensworth underwent a religious conversion to Baptism and decided to enter the clergy. He studied theology at the Nashville Institute (now Roger Williams University), was ordained a Baptist minister in 1871, and served as pastor in a number of Baptist churches throughout the U.S. Allensworth also became active in politics and served as an elector for the Republican Party in Kentucky in 1880 and a delegate to the Republican National Conventions of 1880 and 1884.



Allensworth's eloquence and intelligence led to a widespread respect for his abilities; as a result, he was approached in 1882 by a black Soldier asking for his help in recruiting African-American chaplains to serve with the African-American military units, which were segregated from white units but still had white chaplains. Not only did Allensworth respond to this request, he also applied for the position himself, and was commissioned in 1886 as a Captain in the U.S. Army at the age of 44. He served as the Chaplain for the 24th Infantry Division in the West for 20 years, traveling throughout the New Mexico and Arizona Territories as well as in California and the Philippines.

As a religious as well as military leader, Allensworth was concerned with improving the lives of the Soldiers under his care, personally arguing for the connection between education for military service and education for personal growth. He used his position as Chaplain to develop education programs specifically for black enlisted Soldiers, but his contributions to the concept of military voluntary education were recognized far beyond the black military community. At Fort Bayard in the New Mexico Territory, he wrote one of the first manuals on education for enlisted personnel; later, his curriculum and methodologies were recommended for use throughout the U.S. Army by the commanding general of the Department of Arizona, General McCook. Allensworth's strong belief that education produced better citizens as well as better Soldiers was one of the foundations for congressional support for military education, including programs for African-American servicemembers.

When Allensworth retired in 1906 as a Lieutenant Colonel, he was the highest-ranking black officer in the U.S. Army to that date. He died in California in 1914 after having co-founded the only California town to be developed, financed and governed by African Americans, a short-lived settlement that today is recognized as Allensworth State Historical Park.

### Nathan “Nat” Altschuler

Nathan “Nat” Altschuler started in Air Force education with Strategic Air Command (SAC) programs. He became the longtime education director for the Tactical Air Command (TAC), headquartered at Langley Air Force Base in Virginia. Altschuler is remembered throughout the Air Force, in large measure by the award named in his memory.

The Nathan Altschuler Award for Excellence in Educational Programs provides Air Force-wide recognition to Education Service Centers that demonstrate the highest level of achievement in providing and managing voluntary educational programs during the fiscal year. The Air Force created the outstanding base education services program of the year award in 1972. In 1983, the award was renamed the Nathan Altschuler Award in memory of the former Tactical Air Command director, who made significant contributions to Air Force education over a 32-year career.

### Clinton L. “Andy” Anderson

Is there a military voluntary education community? For those who have had any contact with military voluntary education, the answer would be a resounding Yes, and the primary reason for that answer would be the indefatigable Dr. Clinton L. “Andy” Anderson, who spent much of his adult life constructing that community. Anderson spent 30 years in voluntary education, beginning as a uniformed military officer assigned to the Education Directorate of The Adjutant General’s (TAG) office at Headquarters, Department of the Army (HQDA) in 1976, and continuing with service as a civilian after his retirement from active duty in 1982. Anderson held a number of important professional positions in developing, managing, and reviewing education programs for servicemembers, including work with the American Council on Education (ACE) and Servicemembers Opportunity Colleges (SOC). In addition to the ideas he contributed and the work that he did in voluntary education, his efforts to promote the professionalism and esprit des corps of those involved in military education had enormous and lasting impact.

Anderson had a broad and varied career in military voluntary education. He was assigned to TAG at Department of the Army in 1976

specifically to oversee the development and implementation of a Basic Skills Education Program (BSEP); this was during a time when many Army recruits were sorely lacking in literacy and numeracy, thus hampering their own development as well as the mission of the Army. Anderson’s success in working with civilian educators, both within and outside of the Army, in developing the BSEP led to his promotion in 1980 to the position of Chief of the Program and Operations Division of the Education Directorate, where he served until his retirement from active duty as a Lieutenant Colonel in 1982.

After returning to civilian life, Anderson immediately plunged into further military voluntary education activities. First, he completed his Doctorate in Adult Education at Columbia University under the leading lights in that field. He then began a series of collaborations with major higher education organizations, working as a consultant with the U.S. Department of Education, the American Association of State Colleges and Universities (AASCU), and ACE; in the process, he impressed many in the civilian higher education community with the seriousness and value of military voluntary education, building bridges between civilian and military educators and increasing the visibility of military voluntary education within the larger education community.

Anderson established a national reputation as a scholarly, tireless advocate of servicemember and veteran education. He provided much of the philosophy behind the arguments for educating servicemembers as well as training them. Indeed, there has not been a single major departure in voluntary military education since his retirement from the Army without the stamp of his opinion.

Anderson was not just a leading thinker in adult education for servicemembers: he was a prodigious worker. Those who know will testify that the Military Installation Voluntary Education Review (MIVER) process is largely a result of his work. Degree Networks for Servicemembers in all Services owe Clinton Anderson a great debt for his thought and his tireless efforts. He advised on about every facet of their development, and he participated in the hard work of making them a success.



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In all the processes where he served, he was a watchdog for quality. Anderson's standards have always been high; he insisted that servicemembers get the same standard of education as their civilian counterparts.

After consulting in national higher education for many years, Anderson joined the SOC staff in 1998. Here he quickly took charge of the development and implementation of the SOCMAR program, designed to streamline credit award and transferability for Marines pursuing college degrees. Later, he oversaw development of the SOCAD Degree Builder program for Army Soldiers and the SOCCOAST program for members of the Coast Guard, thus broadening the scope of higher education opportunities for thousands of servicemembers.

Anderson's passion for military voluntary education also shone in his community-building activities. He became a thought leader in the field not just by his concrete actions but through his writing. He published numerous articles and reports highlighting the important and positive impact that military voluntary education has had in the development of the field of adult and continuing education. In addition, he was an energetic participant in several professional associations devoted to improving the stature and skills of military educators, including the Council of College and Military Educators (CCME) and the American Association of Adult and Continuing Education (AAACE) and its subgroup, the Council on Military Education and Training (CMET). Beginning in 1993, Anderson edited *The Military Educator* for more than 12 years; this newsletter is a major source of information on activities and events throughout the broad military education community, keeping all participants informed of the comings and goings of the individuals who make the system work.

Anderson received many awards recognizing his service in building the military voluntary education community, including the 1993 Tilton Davis, Jr. Military Educator of the Year Award and induction into the International Adult and Continuing Education Hall of Fame in 2000.

### James R. Anderson

After a distinguished career in uniform with the U.S. Air Force (USAF), in which he rose from the rank of Airman to retire as a Colonel in 1987, Dr. James R. Anderson joined the military voluntary education community in 1987 with Central Texas College (CTC) in Killeen, Texas. CTC has been one of the largest and most important providers of education services to all branches of the military, active duty and reserve. After his appointment as Chancellor of the College in 1988, Anderson led CTC for more than 17 years in expanding its involvement in military voluntary education while branching out into innovative programs using the newest technologies to deliver education services.

Anderson's career as a uniformed Air Force servicemember laid the foundation for his later work in military voluntary education. He took advantage of civilian education opportunities himself, receiving a Master of Science in Management in 1969 and a Ph.D. in Labor Economics in 1978, both from Florida State University. This academic background led to his appointment to teaching positions within the Air Force; he served as an Associate Professor of Economics and Management at the Air Force Academy, and later as a Professor of Economics and Commandant of the Comptrollers School at the Air University, Maxwell Air Force Base in Montgomery, Alabama.

In his final position with the Air Force, Anderson was named Director of Cost Programs and Commander of the Air Force Cost Center at USAF Headquarters at the Pentagon. His varied assignments allowed him to develop a thorough knowledge of the academic needs of the military learner as well as the technical content needs of the military services, a tremendous asset in designing and delivering military voluntary education.

When he retired from the Air Force and transferred his skills and experience to CTC, the College had already been involved in military voluntary education. However, Anderson's unique insights into the role



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of education in the mission of the services allowed him to propel CTC to a larger, more visible position in providing education to the military. CTC became the Technical/Vocational Provider for the Pacific Far East while expanding its work as the Technical/Vocational Provider in Europe to include installations in Afghanistan, Bosnia, Kosovo, the Sinai Peninsula, and Qatar.

CTC's global stretch included participation in the Navy Program for Afloat College Education (PACE), offering services for U.S. Embassy Marine Guard Units throughout the world, and charter membership in the eArmyU program, an innovative partnership to provide education services to Army Soldiers using Internet technology. Anderson was also very proud of CTC's continued presence at Fort Hood, Texas, and supervised the construction of a permanent building on Fort Hood to house CTC operations.

Anderson's leadership achievements at CTC were recognized by his peers when he was awarded the William Kennedy Award of the Council of College and Military Educators (CCME) in 2001.

### **Lois A. Anderson**

Lois A. Anderson devoted more than 18 years to bringing education services to military learners throughout the world, 16 of which were from 1983 until 1989 when she served as an administrator with Central Texas College (CTC) in the U.S., Asia, and Latin America. Anderson became one of the top higher education administrators in the country; at the same time, she was instrumental in developing CTC into a first-class provider of military voluntary education with a wide variety of programs and courses. As she expanded education offerings and increased enrollments, she streamlined management procedures to ensure quality of service during a period of rapid growth. Anderson was an extremely active and well-known figure in military voluntary education, due to her many professional development activities on behalf of her colleagues and peers.



Anderson worked in a variety of civil service positions, many of which were with the Air Force, that prepared her for her career in voluntary education, including positions in historical research centers on military history. She was the Administrator of the Office of Minority Recruiting at the U.S. Air Force Academy from 1978 to 1979, where she developed marketing and recruitment skills useful in all aspects of higher education administration. In 1981, Anderson took the plunge and entered voluntary education as an instructor in college degree programs for Troy State University at Maxwell Air Force Base in Montgomery, Alabama, where she taught until 1983. During her time with Troy, she became involved with the accreditation process of the Southern Association of Colleges and Schools, acquiring valuable experience in the area of quality management.

In 1983, Anderson began her long affiliation with CTC as a Regional Administrator in the Philippines for the American Educational Complex, one of the operating units of CTC. In this position, she managed a far-flung network of education programs in the Far East, learning the complexities of managing transnational education. She returned to the U.S. in 1985 and served CTC as a Regional Administrator, Program Manager, and Director of Human Resources Development.

Anderson was appointed Dean of Continental Campuses and Air Force Programs in 1990, where she served until her retirement in 1999. While Dean of a Campus serving the Continental U.S. (ex-Texas), Alaska, Hawaii, and Central and South America, she faced considerable challenges in managing the education programs of such a wide geographic area. Anderson, however, relished the challenge; she expanded her campus from 500 employees to over 1500, increased its budget from \$5 million to \$11 million, and expanded programs and course offerings. She wisely introduced advanced information technology systems to all sites under her supervision, allowing for easier management and increased productivity of CTC staff.

While Anderson was certainly an exemplary and very busy administrator, she always found time to participate in a number of professional associations and organizations, including serving as President of the National Association of Institutions for Military Education Services (NAIMES) in 1998. She retired from CTC in 1999.

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### Edward L. Angus

Dr. Edward L. Angus served tirelessly as a team member with the Military Installation Voluntary Education Review (MIVER) project since its inception in 1991, chairing many MIVER teams, including the second MIVER Visit to Pope Air Force Base and Fort Bragg, North Carolina, which he co-chaired in June 1991.

Angus earned his Bachelor's degree at the University of Kentucky and a Master's and Doctorate at The Pennsylvania State University, with all three degrees in Political Science. Over the course of his academic career, Angus held teaching and/or administrative positions at Memphis State, Humboldt State, Rutgers, Mars Hill College, College of Idaho, University of Wisconsin-Oshkosh (UW-O) and Fort Lewis College. His principal administrative posts included Provost and Dean of the College, and Dean of Arts and Sciences. At the University of Wisconsin, Angus was involved in the development and implementation of the University of Wisconsin System Extended Degree Program, plus he developed and directed an innovative graduate program in public administration at UW-O.

Prior to his retirement from Fort Lewis in 2002 as Professor Emeritus, Angus was a member of the Political Science faculty, as well as being centrally involved in the college's assessment of student learning activities. Throughout most of his academic career Angus was a strong advocate and facilitator of experiential learning, especially internships. He served as a consultant-evaluator for the North Central Association (now called the Commission on Higher Learning) and served on a number of accreditation visitation teams. Angus continued to serve as a national coordinator and team member for the American Council on Education (ACE) CREDIT program and also participated in the ACE Military Evaluation Program reviews.

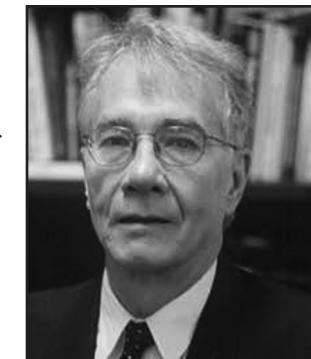
Angus remarked: "I would like to think that my major contribution to the MIVER program has been to always push the notion of how can vol-



untary education programs best serve the servicemember. Being able to participate in the MIVER program has been an important part of my professional life and work; it has been both personally rewarding and an honor to be affiliated with MIVER."

### Joseph J. Arden

After having served in Vietnam as an Army officer and having worked in Thailand as a social science research analyst, Dr. Joseph J. Arden joined the then Far East Division of the University of Maryland University College (UMUC) as a faculty member in the academic year 1967-1968. For the next three years, he taught with Maryland throughout Asia to include Korea, Taiwan, Japan, Thailand and several locations in Vietnam.



Over his almost four-decade career with UMUC, Arden shifted between Maryland's Asian and European Divisions, where he served as Director of the Asian Division from 1975 until 1981, and the European Division until 1996, before returning to Asia as Director. In his administrative career with UMUC, Arden took particular pride in bringing educational opportunities and Maryland classes to locations where previously there had been no program offered. He established UMUC programs at United States military installations or U.S. Embassies in Iran, Sicily, Sardinia, Bosnia, Austria, Hungary, Morocco, Cyprus, Australia, Midway Island, Malaysia, China, Egypt, Bahrain, the Sinai, and the former Soviet Union.

Arden's understanding of the military structure and needs of military students allowed him to cooperate effectively with senior military leaders and civilian educators to develop and offer flexible programs, while at the same time reflecting the highest quality standards. He always felt strongly that the greatest strength of the UMUC Overseas Program was the background, experience, and commitment of the Maryland faculty. Thus, throughout his career, he placed the greatest emphasis on identifying excellent classroom teachers and assigning them to the class-

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room.

Arden was particularly aware that it takes a special type of person to be successful as a teacher in the overseas military community. Being adventuresome and dedicated were among the qualities he most sought in UMUC overseas faculty. In addition, in both of Maryland's overseas divisions in earlier years, he initiated faculty development programs of various sorts.

Reflecting his own interest in international experience, Arden also was among the UMUC administrators who developed a series of field study courses that provided students from the overseas community the opportunity to travel to such locations as London, Paris, Venice, Rome, Thailand, Malaysia, and China for short courses dealing with the art, music, history, and politics of these cities and countries.

Arden's lifelong dedication to the adult military learner through UMUC was recognized with his induction into the International Adult and Continuing Education Hall of Fame in 2001.

### **Albert “Al” Bartholomew Arrighi**

Albert “Al” Bartholomew Arrighi spent 30 years in military voluntary education, from 1969 until his sudden death in 1998. During his career, Arrighi was concerned with bringing the best possible education opportunities to members of the Air Force community by giving them a place within the larger community of learners. He worked to improve relations between Air Force voluntary education and the broader higher education community by participating in a wide variety of education organizations, conferences, and symposia. Arrighi also felt strongly that all military educators, regardless of Service branch, shared similar problems that were best addressed through open exchanges of ideas and information; while he always remained loyal to the Air Force he served, he also thought of himself as part of a larger learning enterprise.

Arrighi was born and raised in New England, and he served as an



Education Services Officer (ESO) at two New England installations, Loring Air Force Base in Limestone, Maine and Pease Air Force Base in Newington, New Hampshire. He also had overseas experience as an ESO at Bitburg Air Base in Germany. From these experiences, he understood the difficulties in providing education opportunities at some of the smaller, less centrally located Air Force installations, an understanding that was to prove helpful in the challenging environment of the 1990s.

As the Headquarters Air Force Service Chief for Voluntary Education during the 1990s, Arrighi shouldered the responsibility for maintaining quality and access in education services while faced with shrinking budgets and downsized staffs. The fluidity of military operations during this time required all of Arrighi's considerable logistical skills; Air Force bases in Europe and the U.S. were closed or greatly reduced in size, while new theaters of operations appeared in the Balkans, the Middle East, and Latin America. Some of these locations were only temporary homes for Air Force servicemembers, yet they, too, wished to participate in voluntary education programs. Arrighi worked to make those education programs possible, even in remote locations. He spearheaded the effort to implement A-76 outsourcing requirements throughout the Air Force. Arrighi worked to define “inherently government” functions in such a way as to minimize the many unsavory aspects of A-76 and preserve as much of the Air Force infrastructure as possible in order for the Air Force to continue being a viable force in the Department of Defense (DoD) Voluntary Education Program.

Arrighi recognized that the Air Force voluntary education system was not alone in facing difficulties; the other services, too, were struggling to maintain the scope and quality of their education programs. As a result, Arrighi worked to develop good rapport with other education directors, discussing common problems within military education and building respect for the Air Force voluntary education system.

In addition, Arrighi's active participation in the structures of the higher education sector brought Air Force concerns to a broader audience. Arrighi was a vocal representative of the Air Force on the Department of Defense Working Group, the Board of Advisors of Servicemembers Opportunity Colleges (SOC), and the Board of Governors of the Military Installation Voluntary Education Review (MIVER), sponsored by the American Council on Education (ACE).

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Arrighi died suddenly in 1998, while serving as Air Force Chief of Voluntary Education. In his honor, a new education center at MacDill Air Force Base in Tampa, Florida was named the Albert B. Arrighi Education Center in 2001.

### Kenneth H. Ashworth

From 1976 to 1997, Kenneth H. Ashworth served as Commissioner of Higher Education for the Texas Higher Education Coordinating Board. He also worked as the Vice Chancellor for Academic Affairs for The University of Texas System, and earlier had been the Executive Vice President and Professor of Education at The University of Texas at San Antonio.

Ashworth, along with W.C. Lindley, wrote an article, published in *Change* magazine (1977) entitled "The Disgrace of Military Base Programs," in which Ashworth seriously questioned the quality of military on-base programs. The article suggested that if these programs were subjected to close educational scrutiny, they would be classified as "diploma mills." It contended that regional accrediting visits to on-base programs were rare and that there was a complete lack of standards and review. In fact, it stated that institutions that cared about quality stayed away from all continuing adult education and particularly from education offered on military bases. This article was the "shot heard around the world" in military education.

In the article, Ashworth pointed to the fact that on-base programs had no requirement for degree-granting institutions to stipulate that their students must take courses in residence on their main campuses. Under Ashworth's leadership, backed by the Texas Higher Education Coordinating Board, Texas adopted the so-called "1/3 rule," requiring students in state institutions to take a minimum of 1/3 of their degree program on the campus of the Texas institution granting the degree. The "1/3 rule" was aimed at graduate programs but was made applicable to bachelor degree programs as well. The enforcement of the "1/3 rule" fluctuated. Ashworth himself granted exceptions to Southwest Texas



State University (STSU) to offer programs on Fort Sam Houston and Midwestern State University (MSU) to offer programs on Sheppard Air Force Base. In fact, five Texas State universities had become members of Servicemembers Opportunity Colleges (SOC). Tarleton State University requested permission from the Higher Education Coordinating Board to offer a Master's of Business Administration program on Carswell Air Force Base. The Coordinating Board sent back the request to Tarleton State on several difference occasions for "refinement and clarification." In 1987, the Texas Legislature established the "Texas Charter for Higher Education." In October 1987, Tarleton State University sent its request back to the Coordinating Board. The Board voted to reestablish the "1/3 rule." Ashworth found that his exceptions given to STSU and MSU were no longer valid and so informed the two institutions. These actions precipitated a flap of enormous portions. Allan Ostar, President of the American Association of State Colleges and Universities (AASCU), wrote Governor William P. Clements, Jr., who had formerly served as a Deputy Secretary of Defense, expressing alarm regarding the impact for enforcing the "1/3 rule" on servicemembers attending Texas institutions. Arden Pratt, SOC director, sent letters, dated June 10, 1988, to the five SOC Texas State university members expressing concern that the "1/3 Rule" "may prohibit them from complying with SOC membership criteria, thereby voiding their membership in SOC."

When the dust settled, all five institutions remained SOC members, with others joining as the years passed, including the University of Texas at Austin, the flagship institution. Another positive result of this flap was the development of the Council on Military Education in Texas (COMET), which held its first organizational conference at Lackland Air Force Base, 17-18 February 1993. Ashworth's retirement in 1997 came with a sense of relief in the military education community and a renewed hope for a strong, lasting partnership with Texas State institutions in support of high-quality educational programs for servicemembers.

### Gary L. Baduel

Gary L. Baduel served as a highly competent education services professional, beginning in 1974 in Germany until his death in 1997, at which time he was the Education Services Officer (ESO) at The United

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States Military Academy at West Point, New York.

Baduel, a native of Detroit, Michigan, earned his B.A. and M.A. in Education from Northern Michigan University. He served in the United States Army with assignments to Fort Sill, Oklahoma, and Worms, Germany. Following active duty, he spent 26 years in United States Civil Service. He served Army Education Centers in Landstuhl Army Medical Center, Worms and Kaiserslautern, Germany, and Fort Ord, California; the District Recruiting Command, Houston, Texas; the Foreign Military Program, Riyadh and King Khadid Military City, Saudi Arabia. At West Point, Baduel had two roles: Major Command Director of Education with the United States Military Academy Office of the Dean, and Director of Education under the Directorate of Community and Family Activities.

Among Baduel's awards and decorations are The Good Conduct Medal, the National Defense Service Medal, the Exceptional Performance Award (annually for 25 years), the Kingdom of Saudi Arabia Royal Security Medal, the Commander's Award for Civilian Service, and the Department of Defense Desert Shield/Desert Storm Civilian Service Medal.

### Stephen K. Bailey

Sometimes critics are as important as supporters. Dr. Stephen K. Bailey, Professor of Education and Social Policy at Harvard University, and former Vice President of the American Council on Education (ACE), studied and wrote a critical essay entitled "Academic Quality Control: The Case of College Programs on Military Bases" (1979). This effort grew out of his concern for "programs and practices of a significant number of duly accredited American colleges and universities that are presently selling academic credentials at cut-rates in an increasingly cut-throat marketplace."

Bailey recommended a "National Council" that would be a major force in improving quality and assuring academic equivalence of programs. He envisioned regional centers to perform site visits which would combine military and civilian educators on their boards. Such boards would possess the resources and prestige to tap academics for visits and panels to provide the military the kind of educational assistance he felt they desperately needed.

In the introduction of his essay, published by the American Association

for Higher Education, Bailey expressed his hope that readers would see his work as "an opening salvo of a war against academic shoddiness whenever and whenever it manifests itself in our society." In many ways, Bailey got his wish. His work led the Department of Defense (DoD) to commission a one-time worldwide review of postsecondary programs on military bases with the Council on Postsecondary Accreditation in 1980, numerous regional accreditation reviews of specific installations during the 1980s, and the development and implementation of the Military Installation Voluntary Education Review (MIVER) Project in 1991 that extends into the present.

### Andrea Baridon

Andrea Baridon began work at Servicemembers Opportunity Colleges (SOC) in 1979 as the senior program coordinator, then served as Assistant Director and, later, Associate Director of the organization beginning in 2005. Her primary responsibility was the administrative and fiscal management of the SOC program, including budget development and expenditure monitoring, degree network oversight, and training for college and military education personnel in the use SOC handbooks and other materials. More importantly, Baridon single-handedly managed the SOC Consortium database that consisted of fewer than three hundred institutions which she assumed that responsibility in 1979 and numbered approximately 1900 colleges and universities in 2006. Every two years when SOC institutional membership was renewed under her supervision, she produced a new edition of the *SOC Consortium Guide*, used widely by both military and institutional personnel around the world.

After earning her Bachelor of Arts degree from the American University (AU) in Washington, DC, Baridon began her career as a college administrator and grant project director at AU, then moved on to a position as a researcher for Enterprise Publishing Company in Alexandria, Virginia, where she examined and analyzed data on health and nutrition. In 1979, before joining SOC, she worked briefly with



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Mott-McDonald Associates in Washington, DC. But in November 1979, she accepted the invitation of James F. Nickerson, SOC Director, and Allan Ostar, President of the American Association of State Colleges and Universities, to join AASCU as a member of the SOC staff.

As a leader on the SOC staff, Baridon was responsible for hiring and supervising support staff and negotiating with vendors for publications and services. She served as an effective liaison with Department of Defense (DoD) officials, military representatives, college and university personnel, contractors, and higher education association personnel. She also oversaw the development of the SOC web site and each of the individual web pages detailing SOC's projects and services.

Baridon led in the development of the formats and contents of the SOC Degree Network Systems handbooks (SOCAD, SOCNavy, SOCMAR and SOCCOAST). She helped throughout the initial organization of information for the handbooks and oversaw their maintenance and currency. She was responsible for producing the *SOC Degree Programs Credit Evaluation Supplement*, which contains tables designed to match SOC Course Categories to subject area terms contained in military service school and occupational exhibits in the *American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services* and ACE-recommended credit for nationally recognized testing programs, Community College of the Air Force (CCAF) courses, and *Defense Activity for Non-Traditional Education Support (DANTES) Independent Study Catalog* codes/subject areas.

Baridon is the rock that brought stability and continuity to the SOC staff. She is recognized as the professional responsible for getting the SOC mission accomplished. Serving four SOC Directors/Presidents, she adapted to changes and led in innovations and efficiencies that have kept SOC relevant to military needs and cost-effective in term of budget and finance for more than twenty-five years.

### Sandra C. Barnes

Sandra C. Barnes used the opportunities of a thirty-year career, from 1968 to 1998, to develop the skills and expertise necessary to ensure access to education programs for military learners, especially the Navy people she served as Northeastern Area Manager at the Navy Campus Education Center at Naval Air Station Oceana in Virginia Beach,

Virginia. Barnes institutionalized a number of education activities and arrangements that contributed to the success of the Navy Campus Voluntary Education Program. After she developed an automated Educational Needs Assessment which ensured that Sailors received the education opportunities that met their needs, she used her great powers of persuasion to convince state and local institutions of higher education to offer in-state tuition rates to military students, allowing those students to achieve their education goals.

In 1976, Barnes developed the first automated Educational Needs Assessment used by any branch of the Armed Forces. This survey provides the information on which Navy educators base their plans for future education programs and services. It was absolutely essential that this Needs Assessment provide accurate, timely data so that members of the Navy community have access to the education programs that fit their goals. By using automation technology, Barnes ensured both accuracy and cost-effectiveness in analyzing the data, allowing the Navy to provide quality education programs to military learners.

Barnes was also concerned that Navy students have true access to those well-planned education programs. She worked diligently to ensure that financial considerations did not hinder members of the Navy community from entering the education process. In 1985, the Virginia General Assembly wished to classify military servicemembers stationed in Virginia as non-residents for purposes of tuition payments at state and local institutions of higher education. This action would have quickly depleted the tuition assistance funds of military education programs and placed a major financial burden on the military students. Barnes developed a strategy to work with other military educators to persuade the General Assembly to maintain the status of military learners as residents for tuition purposes, thus keeping the doors to higher education open for thousands of military students in the state of Virginia.

In 1996 and 1997, when the Navy capped its Tuition Assistance pro-



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gram, Barnes negotiated with local institutions of higher education to continue to charge in-state tuition rates for Navy learners who had depleted their tuition assistance funds. Her actions helped students from the Navy community to continue to pursue their education goals, even during a time of limited financial resources.

Barnes' dedication to providing access to education opportunities for Navy learners was recognized upon her retirement when a scholarship fund was established in her name--a fitting tribute to one who worked to provide the necessary financial resources to military students.

### Douglas "Doug" Beakes

Douglas "Doug" Beakes served in the United States Army during World War II and fought through the French Campaigns in 1944. He started his career in Air Force education in North Africa (Morocco) in the early 1950s. He served as an Air Force staffer with the United States Armed Forces Institute-Europe. Around 1957, he moved to Headquarters United States Air Forces, Europe (USAFE). Robert Quick, longtime Chief of Air Force Education, remembered him as "a very effective leader of Air Force education in Europe." Quick deemed Beakes "responsible for development both of graduate and technical/occupational programs" in that theater of Air Force operations. Beakes retired in 1992.

### Lester Bedenbaugh

Lester Bedenbaugh spent over 36 years in Army voluntary education as one of the mainstays of the Fort Jackson, South Carolina education program from 1965 until his retirement in 2001. Bedenbaugh's lengthy career included experience in teaching, testing, counseling, and managing in the wide variety of programs offered under the aegis of the Army Continuing Education System (ACES) during those years. His thorough knowledge of all facets of Army voluntary education provid-



ed the basis for the stability of the education program at an installation that faced many challenges, from the transience inherent in a training center to the fluctuations in the number and type of military organizations housed on Fort Jackson. Through all of the changes, Bedenbaugh worked to maintain a stable, active, high-quality education program for members of the Fort Jackson community, whether temporary or permanent.

Bedenbaugh began working at Fort Jackson as a part-time contract employee administering high school GED tests, at a time when the demands of the Vietnam War brought new recruiting standards for military servicemembers. In 1966, Bedenbaugh was given a full-time contract to provide three major education services at Fort Jackson: expansion of the GED testing program, coordination of the United States Armed Forces Institute evening courses, and provision of counseling services within the education program. The testing program was particularly challenging, as it targeted the temporary trainees as well as those with long-term duty assignments. Bedenbaugh rose to the challenge and awarded thousands of GED certificates to Soldiers at Fort Jackson.

In 1967, Bedenbaugh became a GS-9 Education Services Specialist (ESS) responsible for the implementation of a number of programs, some longer-lived than others, and his success led to his promotion to Deputy to the Education Services Officer (ESO), and finally to the position of ESO in 1993, in which he served until retiring in 2001.

Bedenbaugh faced many new opportunities during his years as ESO. The general downsizing of the military during the 1990s led to cuts in the staff and budget of ACES, yet installations like Fort Jackson were still responsible for serving the same number of military students. Bedenbaugh's managerial skills allowed him to maintain the quality and quantity of education offerings at Fort Jackson, and the education program there even experienced growth in the college degree programs.

After his retirement, Bedenbaugh maintained an active interest in the military voluntary education community, participating in a number of organizations and events for former and current military educators.

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### Colonel Hazel E. Benn

For many American women, service in the Armed Forces during World War II was a doorway to a new world of career opportunities. This was especially true of bright, well-educated women who had become teachers for lack of other career options. A stellar example of these new servicemembers was Colonel Hazel E. Benn, a high school teacher from rural Maine whose wartime service eventually led to a 24-year career with the Marine Corps voluntary education system. Benn took her training and experience in education and put it to work for the Marine Corps, eventually retiring as Head of the Education Services Branch at Headquarters, Marine Corps--a Branch that she was instrumental in establishing, thus placing voluntary education for the Marine Corps on the firm foundation on which it exists today.

Benn had been a high school teacher in rural communities in Maine. When the war opened the services to women, Benn joined the Marine Corps as an Administrative Personnel Officer. She loved the challenges presented by the work, as did many women who served in uniform, but by August of 1946 the great wartime mobilization had ended and all women were discharged by the Marines, including Benn. The outbreak of the Korean War in 1950 changed the situation again, and Benn was recalled to service in 1951 in the Education and Information Section of the Special Services Branch at Marine Corps Headquarters.

Benn quickly readjusted to life on active duty and began to apply her education expertise to building the off-duty component of Marine Corps education. During the 1950s, fifty percent of Marines were stationed in the Far East, and these overseas servicemembers were eager participants in voluntary education programs, including college level courses. Benn understood well the impulse of servicemembers to use opportunities to change the course of their lives, and she set about ensuring that Marines would be given every possible opportunity to advance their education.



By 1954, Benn was named Acting Head of the Education and Information section, and a few years later was given the job on a permanent basis. She worked to make Education a separate entity within the Marine Corps, originally called the Education Services Branch but today known as Lifelong Learning, and raised the profile of Marine Corps voluntary education by cooperating closely with organizations in the civilian education community, such as the American Council on Education (ACE) Committee of the Armed Forces Education Program. Benn also devised an intriguing staffing system for the education program, selecting Marine Corps officers to send for graduate education at major universities and then having them assigned as Education Services Officers (ESOs) on Marine Corps installations, thus gaining support for voluntary education with the command structure.

Benn retired from the Marine Corps in 1975, still as Head of the Education Services Branch. She went on to have a distinguished second career as a top administrator with the American Association of Collegiate Registrars and Admissions Officers and also served as Chair of the Veteran's Administration Educational Assistance Advisory Committee. Benn died in 2004.

### George C. S. Benson

Dr. George C. S. Benson, founding president of Claremont McKenna College, served as Deputy Assistant Secretary of Defense for Reserve Affairs from 1969 to 1972. The Department of Defense (DoD) Voluntary Education Program portfolio became part of his oversight responsibilities during the height of the Vietnam War, when tremendous turmoil existed on college and university campuses. He was instrumental in persuading many universities to keep Reserve Officer Training Corps (ROTC) programs when such programs were under attack across the nation. During his tenure, the concept for the formation of the "All-Volunteer Force" was initiated. A coordinated off-duty educational program was



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conceived to help the military services to be competitive in the labor market. The concepts of Servicemembers Opportunity Colleges (SOC) and the Community College of the Air Force (CCAF) were born. Robert Quick, longtime Chief of Air Force Education, remembers Benson as one of the best Office of the Defense leaders with whom he had the opportunity to work.

Benson served as an Army Colonel during World War II. He was the military governor for Salzburg, Austria after the German surrender, and he was a distinguished academic scholar and political scientist. After returning to Claremont in 1972, Benson published a trilogy on ethics in American life: *Amoral America* (1975), *Political Corruption in America* (1978), and *Business Ethics* (1982).

### Carol Ann Berry

Carol Ann Berry served more than 26 years as a professional in Navy voluntary education, beginning as an Education Specialist at Keflavik, Iceland in 1979 and culminating in her dual-hat appointment as Director of the Navy College Office (NCO) at Naval Air Station (NAS) Oceana and Southeast Regional Director headquartered in Virginia Beach, Virginia in 2003. Berry was a creative, hands-on manager who constantly kept abreast of current practices in higher education, including the use of technology in the development and delivery of education programs. Berry successfully incorporated technology into the management of Navy voluntary education programs, including innovative uses of needs assessment surveys to develop new programs for members of the Navy community. Her work broadened the scope of education opportunities available to Navy students, while ensuring the quality of the programs.

As a professional educator, Berry introduced a number of management initiatives to Navy voluntary education, particularly in her role as Southeast Regional Director. For example, she implemented a training program for staff in the Navy College Program (NCP) using the Navy's video-teleconference system, which then broadened to include the Northeast region staff as well. Berry was also a pioneer in the use of technology, developing an Internet-based needs assessment survey. The success of her work in designing and implementing the survey at a number of Navy installations in the Southeast Region led the Navy to

adopt the survey for use at all Navy College Offices worldwide.

Berry was also concerned with the efficient delivery of education programs that would meet the needs of the Navy student. One of her key goals was to increase awareness of education opportunities among members of the Navy community by using available technology to promote knowledge of such opportunities. In the newsletter she developed at Keflavik during the early 1980s, in the many newspaper columns she wrote at NAS Norfolk during the 1990s, and in the comprehensive web page she developed outlining Navy College programs at NAS Oceana, Berry creatively used all available media outlets to market the Navy's voluntary education programs to servicemembers.

Some of the most innovative of those education programs were initiated by Berry herself after careful reviews of the needs assessment surveys she had designed. She negotiated the first Memorandum of Understanding with Norfolk State University to offer Bachelor degree programs on base in the Norfolk area, thus increasing education options for students wishing to pursue Bachelor degrees. In addition, she initiated a new program with Tidewater Community College to offer an Associate of Applied Science in Electronics Technology, as well as a program with Old Dominion University to provide teacher certification programs for military servicemembers transitioning to civilian life.

Berry received many awards in recognition of her contributions to Navy voluntary education, including the Navy Meritorious Civilian Service Award in 1993.

### David C. Berry

Dr. David Christopher Berry began his career in Army education in 1948 in Frankfort Germany. He came to Fort Meade as Education Services Specialist (1952-1959), and then served as the 1<sup>st</sup> Army education advisor from 1961 until 1971. He then served as an education advisor in USAREUR from 1971 until 1974. He earned his Doctorate from the University of Maryland, and is best known for his writings regarding volun-



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tary education in the Army.

In his 1974 *Higher Education in the United States Army*, Berry used his twenty-nine years of experience as an Education Services Officer and as a consultant on Troop Information in Headquarters, United States Army, Europe, to compile an historical record of educational achievements that the U.S. Army had made up to 1973, not just raising the military proficiency of soldiers, but their educational opportunities at all levels. He traced education in the Army from 1778 through the efforts of the United States Armed Services Institute (USAIFI). In his Foreword to *Higher Education in the United States Army*, Stanley J. Drazek, Chancellor, University of Maryland University College, stated that USAIFI and the tuition assistance program "underwrote the idea that the individual in uniform must be a well-educated person." In addition, Drazek believed that the GI Bill legislation "made a happy mockery of the oft-quoted line that 'when war is over and all things righted, God is neglected--the old soldier slighted.'"

Berry focused on adult higher education in the Army--the philosophy that led to its success through the years. He discussed significant breakthroughs in education, new approaches and delivery systems. He raised issues and suggested future directions that might be taken to achieve effectiveness in identifying and developing the potential of the American soldier. In 1952, he wrote "Principles of Non Military Education as Practices in the United States Army."

Berry served as President of the University of Maryland Chapter of the Phi Delta Kappa. He also was a member of the American Association of School Administrators. He was listed in both *Who's Who in American Education* and *Who's Who in the East*.

### Michael S. Biebrich

Michael S. "Mike" Biebrich was an Army educator who saw both the challenges and the promises in his profession. He understood clearly the power that technology could bring to Army education during the 1980s, but warned against it becoming just an expensive automated page-turner.

Biebrich began his federal service as an educator at Mainz-Lee Barracks and Finthen Army AirField in Germany in 1972. In 1974, he was transferred to Wildflecken and then to Heidelberg-Tompkins

Barracks in 1977. In 1978, Biebrich came to the United States as the Education Services Officer (ESO) for The United States Military Academy at West Point, New York. He was selected to serve as an Education Services Specialist (ESS) at U.S. Forces Command (FORSCOM) in 1981; upon the retirement of Leon McGaughy, he assumed the Director's position until his retirement in 1999.

While at FORSCOM, Biebrich was heavily engaged in implementing a standardized McFann-Gray Basic Skills curriculum throughout his command.

Although this was a paper-based curriculum, Biebrich was quite knowledgeable of advances in technology that could improve the efficiency of the educational system. In an interview on March 4, 1985, he stated: "Technology has the power to help us in three areas and they are fairly distinct. It can help us in the area of instructional delivery though efforts like PLATO [Programmed Logic for Automated Teaching Operations]. It can help us in the area of administration through the traditional kinds of management information. It can help in counseling through information retrieval. Technology has the capability of placing at the fingertips of any instructor a cornucopia of resources; an instant library that can be accessed easily, quickly for virtually any kind of information." Biebrich was, however, quick to remind his colleagues: "If a book can do the job, why use a high cost computer?"

Biebrich lived a full life in retirement in the Atlanta area until he died tragically in 2005 in a motorcycle crash while traveling on Route 1 in northern California around Fort Ross.



### Douglas "Doug" Blakeley

Douglas "Doug" Blakely entered United States Air Force (USAF) education in 1967 when resentment to the Vietnam War was growing and draft was unpopular. Since the military services were having difficulty meeting enlistment goals, Department of Defense (DoD) implemented a program called Project 100,000. Under this program the military

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services were required to accept 100,000 recruits who were below enlistment standards. Additionally, Project Transition was implemented to help those leaving the military services find employment. The Air Force voluntary education played a key role in both programs, providing counseling and education opportunities, especially with high school completion programs for Airmen below enlistment standards.

As the Vietnam War drew to a close, Congress implemented the “All-Volunteer Force.” Senior USAF and Air Training Command (ATC) leaders were deeply concerned about attracting quality recruits for the Air Force to accomplish the mission. The results of early study groups clearly identified education to be the single most important enlistment incentive. Blakely had a major role in helping bases in the ATC meet Air Force objectives to establish expanded education opportunities, provide additional counselors, construct facilities, and make funds available to support tuition assistance. Another outcome was the establishment of the Community College of the Air Force (CCAF).

The latter part of Blakely’s career was spent administering and improving the ATC education function and working to assure the availability of quality education opportunities to military personnel. He retired in 1987.

### **Bruce C. Blevins**

Bruce C. Blevins served as a strong advocate in Army Education for automation, both in term of management of Army Continuing Education System (ACES) and in the instructional process.

Blevins started his work for the Army at the U.S. Transportation School at Fort Eustis, Virginia, in 1966. As a contractor in the education center, he served as test proctor and taught mathematics and English. Later, he trained incoming military and civilians in teaching methods to help them prepare as instructors in the Transportation School. He evaluated these incoming instructors on their platform performance to determine their teaching qualifications. In 1967, he was transferred to Panama, where he served as the assistant Director of Education for the U.S. Army Southern Command. After six months, his supervisor retired. Blevins then served as the Army Southern Command Education Director until 1973. In 1973, he returned to the United States as Assistant Director of Education of Continental Army Command (CONARC), soon

to become the Training and Doctrine Command (TRADOC), where he served until 1977. In that position, Blevins worked with Roy Diduk, TRADOC’s Director of Education, on many different projects, one of which was the Army Recording and Crediting Central System (ARCS). The purpose of this project was to design an automated system that would give a Soldier the equivalent of transcript that contained both his training translated into academic credit and his work experience. The ARCS project morphed into the Army/American Council on Education Registry Transcript System (AARTS). Blevins was also in charge of the initial development of the Army Apprenticeship Program (AAP).

From January 1977 until February 1981, Blevins was the Education Services Officer (ESO) at Fort Meade, Maryland. In addition to performing all the function of ESO, he volunteered to conduct a special study funded by Headquarter, Department of the Army (HQDA) to determine whether basic skills can be taught using computer-assisted instruction and, if so, what the comparative value was in doing it that way as opposed to other ways. Using Programmed Logic for Automated Teaching Operations (PLATO) provided by Control Data Corporation, he established a fully functional PLATO learning laboratory. Along with it, he set up traditional basic skills classes with the same approximate number and aptitude of Soldiers and a control group with no basic skills instruction. The results were that Soldiers taking basic skills through PLATO were able to achieve the same level of learning as those taking traditional basic skills classes, but in less time; Soldiers using PLATO were able to return to their military units two weeks sooner than those in traditional classes. Although PLATO instruction was more expensive, when stretched out across the Army, computer-assisted instruction was determined to be a very positive way to teach basic skills.

In 1981, Blevins was selected to replace his old boss, Roy Diduk, as the TRADOC Director of Education. In that position he was a jack-of-all-trades, but he characterized his role as academic trainer. He never lost his tremendous enthusiasm for automation, particularly the use of PLATO. As TRADOC Director of Education, he was concerned with educational programs and services aimed directly at improving Soldiers’ job performance. But philosophically he espoused the broader mission: “My recommendation is that we not forget the whole man in adult education.” Blevins retired in 1988.

### Ralph C. Bohn

Dr. Ralph C. Bohn, a former Coast Guard officer and distinguished educator, served tirelessly as a team member with the Military Installation Voluntary Education Review (MIVER) project since its inception in 1991, chairing many of the 44 MIVER teams on which he served. Perhaps the most unique MIVER team for which he chaired was eArmyU. In 2003, he served as Chair of the MIVER Principles of Good Practices review Committee.

Between 1988 and 1993, Bohn served as a special consultant to the US Air Force (USAF) and assisted them in the development and implementation of a Quality Education System (QES) visitation process, designed to improve the quality of on-base collegiate programs. In this capacity, he served as principal author of the *QES Guidelines and Standards*. He chaired six of the first eight Air Force base QES visits while training team Chair, and he wrote a *QES Team Chair Guide* and a *QES Team Member Visitation Guide* for the QES program.

Bohn earned Bachelor of Science, Master of Education and Doctorate of Education degrees from Wayne State University, Detroit, Michigan. He majored in Technical and Industrial Education, with undergraduate minors in Mathematics, Physics, and Chemistry. His graduate work was in English, Social Psychology, Research and Evaluation. He graduated with Distinction and Highest Honors for his undergraduate and graduate degrees, Honors Convocation, University Awarded Graduate Scholarship, and Graduate Teaching Fellowship, and he held membership in Phi Delta Kappa and Epsilon Pi Tau.

Bohn served as Dean of Continuing Education, Emeritus, and Professor of Technology, Emeritus, San Jose State University until retiring in 1992. He later served as a Senior Consultant with the California State University (CSU) System. In addition, he consulted on a private basis with colleges and universities and other groups throughout the country on Continuing and Extended Education, Distance Education,



International Education, Accreditation Issues, and Quality Management of Continuing and Extended Education programs.

Bohn dedicated much of his time to regional and national accreditation support activities. He served as a member of a Special Task Force on Contracts and Off-Campus Instruction for the Western Association of Schools and Colleges (WASC), 1976-78. He served as a member of the WASC Committee, preparing the current set of WASC Standards that became effective during the 1988-89 academic year, and served as a member of the Research Committee for WASC from 1982-86.

In addition to WASC, Bohn served as a member of the Board of Accreditation for the National Association of Industrial Technology (NAIT), 1989-1992, and as Chair of the Accreditation Liaison Committee for the National University Continuing Education Association (NUCEA), 1988-92. He also served as Chair of the Accreditation Committee for the American Council on Technology Teacher Education that prepared accreditation standards for the technology assessments provided by the National Council for the Accreditation of Teacher Education (NCATE), 1973-78.

Over the years, Bohn received numerous honors and decorations. He is a well-published author and is listed in "Who's Who in America," "Who's Who in the West" and "Who's Who in American Education."

### Admiral Jeremy "Mike" Boorda

Admiral Jeremy "Mike" Boorda was a hero to Sailors everywhere. He was also a product of voluntary military education and one of its staunchest advocates. He dropped out of high school, fibbed about his age, and joined the Navy at age 17. Admiral Boorda got his GED diploma, and Bachelor's and Master's degrees while in uniform. The first and only enlisted man to become Chief of Naval Operations (CNO), he never forgot the role that education had played in his life. He understood that the lowest ranking military personnel had potential to be developed, and that some could, with educational opportunity, rise to senior leadership.

In a Service that had not been quick to promote education for the enlisted ranks beyond Navy training, it was important that a man like Boorda understood this. Before selection to Admiral, he held the most influential positions in the Navy: several commands at sea, in Naval

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personnel, and in the offices of the Secretary and the CNO. Admiral Boorda was Chief of Naval Personnel and Commander of Naval Forces in Europe before becoming the CNO in 1994.

Admiral Boorda's support of "Seaman to Admiral" thinking in the Navy was rooted in a comprehensive vision of educational development for Sailors. He understood that college education was meaningless for those without basic skills. He was a strong supporter of basic skills centers while Chief of Naval Personnel and assured that they were funded.

Boorda's vision included huge benefits for the Navy as well as for his Sailors. He knew that the best Sailors were both educated and trained. Throughout his career, he pushed to make education opportunity available to all Sailors, even those at sea. Until his untimely death in 1996, he served as the sailor's Sailor, and as the Navy's strongest supporter of education for enlisted men and women.

### **Kenneth C. Brauchle**

Dr. Kenneth C. "Ken" Brauchle served as an administrator for the University of LaVerne in Alaska from 1993 until 2001 and for Chapman University in the State of Washington from 2001 until 2004, when he was named as Assistant Dean and Director of the Center for Professional Development, Boise State University. As President of the National Association of Institutions for Military Education Services (NAIMES), he instituted structural changes that increased the opportunity for interaction and cooperative problem-solving between the NAIMES and the education chiefs of the Services.

His dissertation for the University of Alaska, Fairbanks was recognized as one of the most comprehensive research studies on the connection between participation in voluntary education and retention in the Armed Services. Brauchle was noted for his excellence as an adult educator. His keen interest in strong faculty development programs for those teaching in on-base programs led him to establish and administer a model joint faculty development program among four institutions to create development opportunities for adjunct faculty teaching on military installations in interior Alaska. While serving with Chapman University, he established a regional faculty development program for several of campuses in the State of Washington. This program provided semi-annual opportunities for faculty development and strengthened

the connection with the home campus through the participation of faculty and administration from outside of Washington.

Brauchle was a frequent presenter on military education topics at major conferences, such as the 2004 Council for Adult and Experiential Learning (CAEL) Conference, the American Association for Adult and Continuing Education (AAACE), and the 2000 and 2003 Department of Defense (DoD) Worldwide Education Symposia. He was a keynote speaker for Community College of the Air Force (CCAF) graduations, leadership training programs, and other military audiences. His support of education extended to mentoring and advising active duty graduate students interested in conducting research on military voluntary education related issues, as well as to publishing several of his own articles in military education publications.

A firm believer in rigorous, high-quality educational programs for servicemembers, Brauchle played key roles in the development of assessment models for the institutions in which he served. The assessment models he developed and advocated ensured rigor, but were structured in ways that were friendly to adult learners.

### **Betty Broadhurst**

Behind the scenes of successful degree completions in military voluntary education programs lay a number of professionals in higher education administration who make the dream a reality. Betty Broadhurst was one of these true professionals. She applied her background in curriculum and instruction to her work with Central Texas College (CTC) in managing the Student Agreements for the Servicemembers Opportunity Colleges (SOC) programs. The numbers speak for themselves: under Broadhurst's supervision, CTC issued more than 112,000 Student Agreements in the SOC Army Degree (SOCAD), Navy Degree (SOCNAV), and Marine Corps Degree (SOCMAR) programs. As a result of her efforts, CTC has become well known as a major institutional



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force in providing education opportunities to military learners.

Broadhurst began her career with CTC as an instructor and curriculum writer for the American Preparatory Institute in the 1970s. From 1978 to 1981, Broadhurst joined the U.S. military education community in Europe, first as an instructor for Big Bend Community College and then as a Master Teacher for Temple University. She returned to CTC in 1981 and shortly thereafter, in 1983, began her work with the SOC network, which was still a new and experimental concept in nontraditional higher education at that time.

With a thorough knowledge of the tenets of curriculum design and instruction, as well as experience with military voluntary education, Broadhurst was the perfect candidate to take charge of the SOC Student Agreements for CTC. Her expertise allowed her to understand the structure and function of the Agreements, while her excellent working relationship with the administrative staff of SOC ensured that any questions or problems regarding CTC SOC Student Agreements were quickly resolved. This proved a major contribution to CTC's ability to issue so many Student Agreements efficiently and accurately, thus providing a clear path for many military learners to earn their education credentials.

Broadhurst's quality work with Student Agreements contributed to the recognition of CTC's institutional contributions to military education with the 1991 Ray Ehrensberger Award. She retired from CTC in 1999, and she died in 2000.

### Nathan Brodsky

Dr. Nathan Brodsky was a key actor at a key time in the emerging partnership between higher education and the Department of Defense (DoD).

As Director for Education Programs and Management Training, Office of the Secretary of Defense, Brodsky addressed the Vietnam War era tension between higher education and the military at the 1971 Annual Spring Convention of the American Association of Junior Colleges (AAJC) meeting in Washington, DC. Representatives in higher education had chastised Brodsky, an academician working in the Office of the Assistant Secretary of Defense, for slow progress in implementing the new Pre-discharge Education Program (PREP), a program designed to

assist undereducated service personnel to prepare before leaving military service to enter college once off active duty. Brodsky reportedly said: "Why don't you stop criticizing the Department of Defense and do something about the way colleges and universities throw roadblocks at active-duty servicemen who are trying to get a college education!"

Brodsky pressed his assault on the traditions of academe, which he implied inhibited highly mobile active-duty service personnel from obtaining college degrees. He criticized college transfer policies that frequently erased many servicemembers' earned academic credits when they transferred from one college to another and residency requirements which too often stipulated that the last 30 hours (or more) must be spent in residence at the degree-granting college. His challenge set the stage for the development of Servicemembers Opportunity Colleges (SOC).

Brodsky authored Chapter 17, "The Armed Forces," of the *Handbook of Adult Education* edited by R.M. Smith, GF. Aker, and J.R. Kidd and published by the MACMILLAN Company (1970). In the Chapter preface, Brodsky wrote: "Education as a lifelong process is an accepted objective of the armed services of the United States. Therefore the policy of the Army, Navy, Air Force and Marine Corps is to look upon education not merely as an extension of schooling, but as a continuing necessity for service personnel. The services provide education for better job performance, preparation for higher responsibility and for a fuller life during service and after return to civilian status."

Brodsky left the Department of Defense to become Dean of College Continuing Education at American University in 1973. He received the Secretary of Defense Civilian Meritorious Service Medal.

### Glenn E. Brooks

Dr. Glenn E. Brooks served tirelessly as a team member with the Military Installation Voluntary Education Review (MIVER) project since 1992, chairing many MIVER teams. Beginning in 1998, he also served, on designated occasions, as the American Council on Education's MIVER Team administrator.

In 1992 and 1993, Brooks served as the American Council on Education (ACE) Team Chair for the Service Academy Preparatory Schools Project that evaluated the preparatory schools of West Point, Annapolis, and the Air Force Academy.

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Brooks earned a Bachelor of Arts, Magna Cum Laude, and a Master of Arts from the University of Texas. He received a Ph.D., With Distinction, from The Johns Hopkins University. In 1972, he was an academic visitor at London School of Economics. Brooks spent one year as a National Endowment for the Humanities Faculty Fellow in Residence at Princeton University. Between 1967 and 1968, he was Rockefeller Visiting Lecturer, University of Nairobi, Kenya. Brooks also served as Professor of Political Science and Dean Emeritus at Colorado College, Colorado Springs, Colorado.

Brooks possessed an extensive background in strategic planning, reorganization, staff development, and curricula reform in higher education; internationalization of educational programs; program evaluation; and clarification of the role of universities in developing nations. He was responsible for the design and initiation of strategic planning at Colorado College. As Dean, he had experience in all phases of academic leadership, planning, and innovation, and was responsible for instructional and academic support budgets. He was the principal designer of the Colorado College Block Plan of intensive teaching. He gained capital campaign experience, especially the preparation of foundation proposals and liaison with foundations and government agencies. In Kenya, he was the initiator and implementor of a nationwide internship program for university public administration students.

Brooks enjoyed many international assignments. He was Chief of Party, Academy for Educational Development, Project FENIX at the Autonomous University of Puebla, Mexico, from 1994 to 1997, assisting with preparation of a University Development Plan and serving as a general coordinator of faculty and curricular modernization projects. In 1990, he served as a World Bank Project Preparation Facility Consultant at the National University of Lesotho, where he was responsible for the design of a new curricular program, an academic staffing plan, and the initial phases of a five-year development plan. He was the Principal Evaluator for the Associated Colleges of the Midwest India



Program, Pune, in 1987, responsible for on-site review of the program with recommendations for improvement.

Brooks authored many articles and essays on university management, teaching and topics in political science. He co-authored with Francis E. Rourke *The Managerial Revolution in Higher Education* (Baltimore: Johns Hopkins Press, 1966), written with assistance of a grant from the Carnegie Corporation. Brooks received numerous awards and decorations over his long academic career.

### Patricia A. Brown

Dr. Patricia A. Sparks Brown began her work in military voluntary education as the Assistant Dean, School of Nursing, Boston University in Europe, in 1978. For four years she served as the Director for the United States Army European contract for professional continuing education in nursing. She also conducted professional development workshops in crisis and conflict management for the U.S. Air Force in Germany. She participated in the development of the Master of Science in Nursing offered by Boston University in Germany for U.S. Army nurses.

Beginning in 1985, Brown served for ten years as the Dean of External Degree Programs for Saint Joseph's College in Maine. While in that position she established institutional memorandum of understanding with the Defense Activity for Non-Traditional Education Support (DANTES) to offer external degrees through the DANTES system. She initiated institutional membership in Servicemembers Opportunity Colleges (SOC) and joined the SOC degree network system. She served as a member and team chair for Military Installation Voluntary Education Review (MIVER) visits. She helped develop the *MIVER Principles of Good Practice*.

In 1995, Brown was named Vice Provost and Academic Dean at Thomas Edison State College (TESC). In that position she developed the TESC Military Education Degree Completion Program as a way to streamline the degree completion process for military personnel. She assisted the Navy in developing its Navy College Program and caused TESC to become a leading institutional participant in the program. She and her staff developed the SOC Degree Builder initiative in Aviation Maintenance and launched the Army Career Degrees programs at Fort Eustis, Virginia. TESC degree builders served as a blue-

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print for career related degree progression in a wide range of military career fields. Brown authored the TESC initial application for participation in eArmyU.

From 2004 until the present, Brown served as Dean for Educational Outreach at Western Carolina University (WCU). Through her wide range of experience in dealing with military voluntary education, she served as the leading advocate at WCU for outreach to military personnel and their families. She established a Military Education Office at WCU to coordinate support for military students. She also served as a military advisor to the University of North Carolina system.

Brown is an accomplished speaker and writer. Throughout her long tenure of service at colleges and universities that support the Department of Defense Voluntary Education Program, Brown has kept the best interests of the American servicemember in the forefront of her many academic endeavors.

### Colonel Robert Eugene “Gene” Brown

Colonel Robert Eugene “Gene” Brown became The Adjutant’s General Director of Education in 1978, where he became involved in implementing Army education as the Army Continuing Education System (ACES).

Brown, by allowing many of the Headquarters education staff to attend the 1977 Armed Services Worldwide Education Conference held at the University of Maryland University College (UMUC), saw the synergy of having rigorous interaction between his Headquarters education staff and military educators from the field, along with the college and university representatives. The University of Maryland Armed Services Worldwide Education Conference experience spurred Brown to set in motion the planning and execution of a series of ACES worldwide conferences, each building on the success of the previous conference. The first ACES conference was held in Atlanta, Georgia, in 1979, focusing on basic skills. The Army education staff brought together a variety of authorities on reading, mathematics, and English-as-a-Second Language. The aim of the conference was to look at what the Army was doing to resolve its problems in basic skills and chart a path for the future.

During the Basic Skills Conference, the Army education staff

planned the SOCAD conference. This second conference was held in St. Louis, Missouri. It served as a belated kick-off for Servicemembers Opportunity Colleges Associate Degrees (SOCAD), now called Army Degrees. All network colleges and universities were invited and encouraged to participate, along with Army educators down to installation level, in discussions on this new Army-wide network system.

Under Brown’s leadership, four ACES worldwide conferences were aimed at blazing a bold new path for Army education. They set forth objective milestones for Army education programs scattered over hundreds of education centers, learning centers, language laboratories, and Military Occupational Specialty (MOS) libraries throughout the world. Over 1250 civil service Army educators, contractors, and institutional personnel staffed these facilities. But the organizational structure was fractured, with some of field operations under Personnel, while others were under Training and Operations. Army worldwide conferences served to bring Army education together under one tent for three days to share information and plan for the future.

After leaving Army Headquarters, Brown became The Adjutant General for the Training and Doctrine Command (TRADOC) at Fort Monroe, VA, where he kept a close eye on the TRADOC education program that fell under his supervision. From that position, he retired from the Army.

### Benjamin C. Buckley

After a distinguished career in the United States Army as an Infantry officer, Benjamin C. Buckley joined Servicemembers Opportunity Colleges (SOC) in 1989 as the first (and thus far only) Concurrent Admissions Program (ConAP) Project Director. ConAP was a mere concept when Buckley began his tenure; it is now a nationwide partnership program embracing the Army Recruiting Command, SOC, and more than 1,900 colleges and universities throughout the United States. The goals of ConAP are to



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increase enlistment of college-capable Soldiers and boost the number of Veterans attending college. As of March 2006, over 136,000 new Soldiers had received college admission agreements or had their ConAP Intent to Enroll Forms acknowledged by a college official.

Buckley received a Bachelor of Arts in Business Administration from Gettysburg College, a Master of Arts in History from Kansas State University, and a Master of Arts in Education from Georgia State University. He entered the Army through the ROTC program at Gettysburg College in 1959 and retired in 1988 as a Colonel who had received numerous honors during his military career. In the Army, Buckley commanded the 11th Pathfinder Company, then Headquarters and Headquarters Company, 11th Aviation Group, 1st Cavalry Division, Vietnam. He also served as an adviser to the Vietnamese High Training Command, Vietnam. In the early 1970s, he was the Basic Combat Training (BCT) and Advanced Individual Training (AIT) Coordinator for the Infantry Training Center at Fort Ord, California. At Fort Ord, he participated in the Army's Experimental Volunteer Army Training Program (EVATP) to change Basic Training methodology from a Tell-Show-Do method to the Task-Condition-Standard method where trainees cannot leave a training station until they demonstrate 100% mastery of the skill being taught. Buckley was an ROTC Instructor at Dartmouth College in Hanover, New Hampshire, commanded an Infantry Battalion at Fort Benning, Georgia, and served as US G-3 Operations Officer in Korea and on the Army Staff, Pentagon. From 1973 through 1975, he was Chief, Training Systems Branch and Chief, Reserve Components Branch, Combat Arms Training Board (CATB) at Fort Benning. Between 1981 and 1985, he served as an instructor and Associate Dean of Faculty and Academic Programs, National War College at Fort McNair, Washington, DC. From 1985 until his retirement from the Army in 1988, he was Chief, Maneuver and Exercise Branch, Headquarters, Allied Forces Southern Europe (AFSOUTH) in Naples, Italy.

Buckley's experience as an Infantry officer uniquely qualified him to serve as the ConAP Project Director. He made "Strategic Enrollment Management" a key strategy among Army recruiters while conducting over 350 college/recruiter workshops. His total dedication and persistence in tying together Army recruiting, education benefits and college planning has benefited thousands of Soldiers while greatly enhancing

the quality of the Army.

Buckley also served as the "Higher Education" representative on the 2006 Department of Defense Worldwide Education Symposium Planning Committee.

### **Arvil N. Bunch**

Arvil N. Bunch left the field of traditional K-12 education for a 26-year career with Army voluntary education, from 1951 until his retirement in 1977. As the Director of Education for the Northern Area Command (NACOM) in Germany and later as the Director of Education for the U.S. Army, Bunch managed the growth and development of voluntary education through a period of tremendous change in the structure of the Army and in the education needs of its Soldiers. Through all of the changes, Bunch's philosophy of educating the Soldier to be a better person acted as the guiding principle in his decision-making process. Bunch's focus on the personal growth of the individual Soldier resulted in his emphasis on quality counseling services as the key to success in the Army education program.

Before World War II, Bunch had been in the public school system in Missouri as a teacher and county superintendent. Bunch enlisted in the Army during the war, and was shocked to meet a number of fellow Soldiers who had not completed the fourth grade. After the war, he decided to do something to help Soldiers improve their education levels and their lives.

Bunch entered the Army voluntary education system in 1951 as the Director of Education for NACOM in Germany, where he served until 1961. At this time, the focus of Army voluntary education was on providing programs for completion of elementary school and high school, with special emphasis on literacy training. There were even rudimentary English as a Second Language programs for foreigners who enlisted in the U. S. Army. The political situation in Germany during the 1950s was often tense and required high readiness levels in the military community. Bunch wisely chose to work closely with military commanders in developing education programs. He instituted flexible class schedules to allow minimal disruptions to mission tasks, and he introduced the use of Army manuals into literacy and reading improvement classes as a way to convince commanders that a better-educated Soldier was ac-

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tually a better Soldier.

In 1961, Bunch was promoted to the position of Director of Education for The Adjutant's General Center, Headquarters, U.S. Army. His years in Germany had led him to develop a philosophy of education as a major component of individual development. He felt strongly that more education for Soldiers led to a better citizenry. For Bunch, the key to this development through education, as well as to the success of the Army voluntary education program, lay in providing good counseling services.

Bunch concentrated his management energies on the development of a quality professional staff of civilian counselors and Education Services Officers (ESOs), placing great emphasis on hiring the right people for these positions and placing them in the right Education Center that fit their special skills and talents. He provided personal mentoring as well as professional development opportunities to his staff, building a professional cadre of well-respected Army civilian educators in the process.

Bunch retired from service in 1977, and he died in 1993.

### Eleanor J. "Lee McClenney" Burris

Eleanor J. Burris, known to her many friends and colleagues as Lee McClenney, pioneered development of Park College's (now Park University) military resident center system for extended studies. Through her dynamic leadership and credibility, Park College conducted degree completion programs on installations of the United States Air Force, Army, Marine Corps, and Navy (both active and reserve).

In 1972, Burris began her career in Army education as an administrator and proctor of military testing at Fort Bliss, Texas, and became a Guidance Counselor there. In 1975, she joined Park College as the administrator of Fort Bliss Resident Center and, in 1977, became the assistant director and then director of the Military Resident Center System on the home campus in Parkville, Missouri. In 1990, Burris was



promoted to assistant Vice President for Extended Learning with oversight for the Military Resident Center System but also the Corporate Education System, the Correctional Education System, and the Native American Tribal Education System

Burris kept a close eye on students in financial need. She established a Park University Scholarship Program to help financially deserving family members join with their servicemember spouses in Park College courses.

Burris was an active member of the Armed Services Continuing Education Unit, American Association for Adult and Continuing Education (AAACE), serving as its Chair in 1987. She was also active in the National Association of Institutions for the Military Education Services (NAIMES), serving as its President in 1984. She served for several years on the Servicemembers Opportunity Colleges Associate Degree (SOCAD) Advisory Committee.

Burris believed strongly in quality assurance, and worked diligently to demonstrate that Park College programs were top rated. In 1984, she served as the institutional representative on the Military Installation Voluntary Education Review (MIVER) Governing Board. She worked tirelessly with the Air Force Quality Education System (QES), receiving an official commendation in 1989 from Michael J. Curtis, Chief of Education Services Division, Headquarters, Tactical Air Command, for her QES support.

Due to health considerations, Burris retired in 1995. In 2005, Dr. Tom Peterman, Park University Vice President for Distance Learning, recalled that it was Burris who laid the foundation for Park University's Extended Learning programs, which have endured the test of time and the perpetual changes within the Department of Defense (DoD) Voluntary Education Program.

### Maude Burris

Through the years, the military voluntary education community has been proud to claim its share of colorful characters. One of the most intriguing personalities was Maude Burris, often called “Miss Burris” by those around her, who spent 27 years in Army education in Asia, from Tokyo, Japan in 1947 until her death in 1974 while still in active service in Pusan, Korea. Burris was absolutely dedicated to the cause of military voluntary education and to the Soldiers she served, and she had no qualms about living and working in the most difficult and dangerous environments. However, Burris also participated in some unusual outside activities during the Cold War years, providing a dash of swashbuckling heroism to the ranks of professional military educators.



Burris spent her career in Army education in the Asian theater of operations, always managing to bring voluntary education programs to Soldiers in the center of the action. She first served in Tokyo as an Education Services Officer (ESO) after World War II, from 1947 to 1957. After the locus of danger switched to the Korean peninsula, Burris relocated to Yongsan Army Education Center in Seoul, Korea from 1958 to 1966, where she built Yongsan into the largest voluntary education program center in Korea.

By 1966, the real excitement was in the Republic of Vietnam, so Burris moved first to Saigon and then on to Long Binh, where she established the largest education center in Vietnam in the midst of war. Her fearlessness kept both her staff and her Soldiers going under difficult conditions, and she stayed until the Army closed the Education Center and departed from Vietnam. She returned to Korea to the Education Center at Pusan, where she was still working when she was stricken by illness. She died in 1974 after being flown to the U.S. for medical treatment.

Not content with the excitement offered by service in war zones, Burris was somehow involved in clandestine activities with other branches of the U.S. government; there were occasional unexplained

absences from her work as an ESO coupled with a unusual fluency in the Russian language. One of the most interesting of Burris’ experiences was her pivotal if somewhat mysterious role in the 1954 defection of a Russian KGB lieutenant colonel in Tokyo, who later provided a great deal of valuable information to the CIA. In recognition of her contribution to this defection, Burris was awarded the Medal of Freedom--not the most common award for members of the military education community.

Burris was a strong and determined woman who devoted her life to Army voluntary education--and perhaps saved some lives through her other services to her country.

### John W. Bush

In a career with Army voluntary education spanning more than 35 years and beginning in 1972, John W. Bush used his broad range of experience in the United States, Europe, and Asia to develop the expertise necessary to serve Soldiers in deployed and remote areas. This expertise proved critical in the 2002-2005 time frame, when Bush, first as Deputy Director of Education and then as Director of Education at the Installation Management Agency-Europe (IMA-E), took charge of the opening and operation of Education Centers in Afghanistan, Uzbekistan, and Qatar, serving the continuing education needs of Army Soldiers wherever they served, including hazardous duty areas. In 2005, he established Army Personnel Testing in Iraq. Bush utilized his managerial and logistical skills to provide the staff, materials, and resources needed to make any military voluntary education program a success, even those in difficult locations.



Bush began his career in 1972 as a Vocational Development Specialist in Erlangen, West Germany, progressing through other positions in Germany and the United States, including Fort Wainwright, Alaska, the first of his more remote postings. From 1983 to 1990, he served

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his first tour in Korea, where he developed a firm grasp of the education needs of Soldiers posted in isolated locations, and of the kinds of technology and programs that could meet those needs. After some time in the United States, along with a four-month tour of duty in 1992 in Saudi Arabia and Kuwait, Bush returned to Korea for six years with the Area 1 Support Group and the 2<sup>nd</sup> Infantry Division at Camp Red Cloud in Uijongbu, not far from the Demilitarized Zone, first as a Senior Education Services Specialist (ESS) from 1996 to 1997 and then as Senior Education Services Officer (ESO) from 1997 to 2002. During these years, Bush expanded and upgraded education facilities in his area; he also acquired new computer and automation equipment to improve education services options for Army students in Korea. In 2000/2001, Bush was instrumental in getting two brand new Education Centers built, one on Camp Red Cloud and the other at Camp Hovey. In 2003, Bush played a major role in design and construction of the new Education Center built in Bagram, Afghanistan.

When Bush moved to IMA-E as Senior ESS, he encountered a remarkably similar situation: the need to provide education services to remote and deployed Soldiers, this time in the areas of Europe, Southwest Asia, and the Middle East. He inherited responsibility for education operations in such areas as Kosovo, Bosnia, the Sinai Peninsula, and Saudi Arabia, and maintained quality and access in all existing operations. However, he also faced a new challenge in the need to open and operate education facilities in difficult areas of operation where Army Soldiers had few leisure time options.

Bush rose to the challenge, using his previous experience to carefully plan and implement the development of education programs in Afghanistan, Uzbekistan and Qatar in 2004, and in Iraq in 2005. His understanding of the special education needs of deployed Soldiers led to the decision to keep the Bagram Education Center in Afghanistan open for 24 hours a day, allowing access to education facilities for Soldiers whose duty time was determined by command needs. This flexibility proved a great boon to the Soldiers, who were able to take advantage of education opportunities while fully fulfilling their military responsibilities.

From Korea to Alaska to Saudi Arabia to Afghanistan, Qatar and Uzbekistan, Bush ensured that Army education was offered wherever Soldiers were stationed.

## Sylvia Bush

When the concept of Servicemembers Opportunity Colleges (SOC) became a reality in the 1970s, it was through the efforts of those educators who implemented this daring new program within the framework of their institutions of higher education. Sylvia Bush, a professional educator with the City Colleges of Chicago (CCC), was one of the pioneers in transforming the tenets of SOC into higher education degrees for military students. From 1975 until her retirement in 1993, Bush served military students as Director of the Center for Testing and Assessment at CCC, applying her professional abilities to make the SOC program a truly credible part of the higher education community.

City Colleges of Chicago was one of the first institutional members of SOC, at a time when the whole concept of mobile degrees with participation by multiple institutions was new and untested. As the Director of the Center for Testing and Evaluation, it was Bush's responsibility to use this new model to provide official evaluations of prior learning, including military training, and to formulate individual degree plans based on that evaluation. This was a new, somewhat risky, method of expanding access to higher education opportunities, and many professional educators were uncomfortable in playing the role of pioneer in the new frontier of SOC.

Bush, however, approached the assignment as a true professional. She worked closely with the SOC staff to refine implementation at the institutional level, and personally ensured that student questions on the new program were answered quickly and efficiently. At the same time, she provided timely updates about CCC programs for the *SOC Handbook* to assist both military learners and their professional counselors in planning their college degree programs.

Later, as SOC added new programs such as the SOC Army Degree (SOCAD) and the Concurrent Admissions Program (ConAP), Bush again demonstrated her professionalism by incorporating them into CCC's institutional framework.

Bush was a true pioneer in making flexible degree programs a reality for military students, past, present, and future. Her successful implementation of the SOC concept was a major contribution to establishing the credibility of that concept.

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### **Joe Butler**

Joe Butler's 32-year career in Air Force voluntary education was a full circle. He began as a counselor at Grand Forks Air Force Base (AFB) in 1971, served at Air Force bases in Europe, Asia, and the U.S., and then returned to Grand Forks as the Education Services Officer (ESO) from 1983 until his retirement in 2003. During his years at Grand Forks, the state-of-the-art education facility designed by him would become an education hub for an entire Midwest region. As a result of his aggressive outreach, 52 degree programs were established and enrollments exceeded

8,000 at this isolated, northern tier base. Such was his impact that students commuted from four States and two Canadian Provinces to participate in programs and obtain degrees that were otherwise not available to them. In 1991, his program became the first Air Force installation to be visited by a team of evaluators along with government and college observers under the Military Installation Voluntary Education Review (MIVER). This intense evaluation not only validated the many strengths of the base program, but led to numerous recommendations that would later be adopted at other installations throughout Department of Defense (DoD).

After serving as a Counselor at Grand Forks from 1971 to 1972, Butler transferred to the education programs of U.S. Air Force Europe (USAFE). He served as a counselor at Bitburg and Spangdahlem Air Bases in Germany from 1972 to 1975, and was then promoted to ESO at Spangdahlem in 1975. After two years in that position, Butler moved to Luke AFB in southern Arizona, serving there as ESO from 1977 to 1979. He also was ESO at Kadena AFB in Japan from 1982 to 1983. At each assignment, Butler not only managed to significantly increase the number of degree options at every academic level, but often doubled participation. As a result, programs he managed were recognized best in the command sixteen times and best in the Air Force eight times during his career.



Butler's worldwide experience with Air Force voluntary education programs reinforced his belief that an education program could serve as a bridge between the Air Force community and residents of the surrounding civilian areas. When he returned to Grand Forks as ESO in 1983, he began to put that belief into practice at this isolated installation, famous for its harsh weather. In an orchestrated effort to increase overall enrollments by involving area residents, he developed a model for educational outreach. Upon retirement, enrollments in on base programs were made up of approximately 50% civilians. It proved to be a win-win situation, as more students meant more degree opportunities for the assigned Airmen and a close, positive relationship with area communities. It would serve as a model for other installations, and Butler gave over fifty educational presentations to other adult educators at conferences worldwide on how to market adult education.

In addition to the program awards, Butler was selected to receive the Air Force's individual "Program Manager of the Year" award and, the North Dakota "Outstanding Contributor to Education Award". He was also the Air Force nominee for the congressional Excalibur award, just prior to the award's discontinuance. He served as an elected officer on many educational advisory boards at the local, state, and national levels including a tenure as President of the National University Continuing Education-Military division. Butler retired as an ESO in 2003.

### **John "Jack" Callan**

Dr. John "Jack" Callan served the Navy and his fellow Sailors for over 40 years in two distinguished careers. Callan joined the U. S. Navy in 1950 as a seaman attached to the USS Prairie State. Over a distinguished career of 20 years, he was commissioned as a Naval officer and aviator, deployed to the Atlantic and Pacific Oceans, and was assigned to numerous fighter squadrons flying over ten different types of aircraft, including front line jet fighters. He completed a total of over 4,000 flight hours (2,500 in jets), and made



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187 carrier landings.

Shortly after his Navy "retirement", Callan began a second career in military voluntary education. In 1973, a military installation located near Saint Leo College's campus in Florida invited the College to provide college level courses on base. In 1974, the College, with the encouragement and invitation of the U. S. Army and the U.S. Navy, opened its first continuing education centers located out of Florida, both in Virginia.

Callan was selected to open the College's resident Center at Naval Amphibious Base Little Creek, Va., and became its first director. At the Center's first formal graduation in 1977, 40 military students received Bachelor's degrees and 64 received Associate degrees. Over the next 20 years of partnership with the U.S. Navy, Callan led the growth of the Center, introducing classes on all the major military installations in the South Hampton Roads area. He became the regional director for the four Saint Leo educational centers located on Army, Air Force and Navy installations in Virginia. The Center now enrolls over 1,800 students every eight weeks and graduates over 600 students annually. Saint Leo University has become one of the largest providers of higher education to military members and their families.

The steady and impressive growth of the Navy's voluntary education program in the South Hampton Roads area reflects the military's growing commitment to continuing education and Callan's commitment to providing convenient, affordable, quality education to those military students. During 20 years of partnership with the Navy, Callan's innovative leadership resulted in education that improved on the job performance and the careers of thousands of servicemembers and their families.

In 1994, Saint Leo University conferred an honorary degree on Callan recognizing his great service to the community of military students and Saint Leo University. An annual scholarship was established in his name, to be awarded to the wife of a Navy active duty Saint Leo student. After his retirement as director, Callan continued to teach U.S. History for the University until his death in April 2004.

### Jonell Y. Calloway

Jonell Y. Calloway entered her thirty-fourth year with the Department of the Army, in a career that began in March 1971 at Red River Army Depot, Texarkana, Texas. In 1998, she became Director of Education for the Army Reserve, Human Resource Command, in St. Louis. She was responsible for implementing the Army Continuing Education System (ACES), the Voluntary Military Education Program for Army Reserve Soldiers, as well as for sixteen Regional Readiness Command Education Offices located throughout the United States and abroad. Through those offices, 178,000 Army Reserve Soldiers in all fifty states, and several foreign countries such as Japan, Korea, Germany, Belgian, Italy and the Netherlands, were guided in pursuing postsecondary education. Calloway also served as technical staff supervisor for seventeen Department of the Army Education Specialists and more than eighty-eight contractors.

Calloway provided subject matter expertise for the total Army Reserve Voluntary Education Program for the Chief, Army Reserve, and all U.S. Army Reserve Regional Readiness Command Education Offices, Commanders for the Human Resource Command St-Louis, MO and the U S Army Reserve Command, Ft. McPherson, GA. She was responsible for program implementation and management, to include planning, budgeting, execution, evaluation, needs assessment, and accomplishments for all Army Reserve Soldiers, family members and Department of the Army Civilians.

Programs and services in the ACES Program have included learning support (learning loan libraries and centers) Basic Skills, Advanced Skills, and High School Completion Programs, American/Army Registry Transcript System (AARTS), Tuition Assistance, Servicemembers Opportunity Colleges (SOC), Associate and Bachelor Degree Programs, Vocational – Technical Programs, Associate & Bachelor, level college programs, ACES Non-Commissioned Officers Education Program in-



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terface, support for Defense Activity for Non-Traditional Education Support (DANTES), and civilian and military test programs.

Calloway also provided guidance to the Reserve Commanders and Army Reserve Regional Directors of Education, for programs such as the Montgomery GI Bill (MGIB) benefits program-Chapter 30, Chapter 1606 & Chapter 1607, the Army Registry Transcript Systems (AARTS), Federal Financial Aid, and the effects of activation, mobilization, and deployment of U.S. Army Reserve Soldiers. In addition, Calloway provided overall publicity and marketing of Army Reserve voluntary educational services and programs, and quality control as the Contracting Office Technical Representative (COTR) for ACES centralized contracts.

Finally, Calloway served as the education liaison representative for the Army Reserve which required her to interface with Headquarters ACES, SOC, DANTES, Army National Guard Bureau, Air Force, Navy, Coast Guard, Marine Corps, and Department of Veterans Affairs. By 2000, Calloway recognized that the Army Reserve could not compete with other military services in maintaining its requirement for trained and ready Soldiers without a viable tuition assistance (TA) program that would both attract and retain qualified military personnel. She worked tirelessly to obtain TA for Army Reserve Soldiers. Because of her selfless efforts, TA was funded in fiscal year 2001 for \$4,800,000.00 and later reached \$40,200,000 in fiscal year 2005.

Because of her vision, Calloway realized that the manual TA application process would no longer work and with a template from the National Guard, she developed the Web-Enabled Education Benefits System (WEBS), an Internet-based educational management and tracking system specifically for the Army Reserve. Beginning in 2004, Army Reserve Soldiers could apply on-line through their Army Knowledge Online military email accounts. WEBS tracks in real time, all tuition assistance usage, trends in Soldier and unit participation, expenditures, Soldier population by grade, education level, Soldier entitlements, course enrollments, participating schools, and maintains a historical database of prior and current users. Calloway strongly believed that higher education translates into a better standard of living for Army reservists and their families, thus her motto "Education Transcends Generations." Her efforts made a significant difference for her constituents and a lasting contribution to military education throughout the world.

Calloway received outstanding ratings throughout her career. Those who have worked for Calloway and her professional colleagues are mindful of her total dedication and commitment to the educational welfare of Soldiers, family members, and civilians of the Army Reserve.

### Linda L. Cameron

Linda L. Cameron served over 21 years educating servicemembers, working first with Big Bend Community College in southern Europe, and later as an education services professional. Cameron is best remembered as the Education Services Specialist (ESS) from 1996 to 2000, responsible for the deployment of educators to all remote and deployed areas within the purview of United States Army, Europe (USAREUR), including Army locations in Hungary, Croatia, Macedonia, Bosnia, Kuwait, Saudi Arabia, and Sinai, Egypt.



Cameron began her career in military voluntary education in 1984, as regional coordinator and Assistant Dean for Big Bend Community College, Europe. She directed all Big Bend College programs including basic and advanced skills, English as a Second Language (ESL), high school, host language, and college academic classes. She learned to adapt to rapidly changing situations and meld geographic, cultural, and social differences into a single direction to meet goals and objectives. She initiated the first educational classes for the United States military in Sinai, Egypt, as well as the first ESL classes for the non-American military contingents in Sinai (such as the Colombians and the Fijians), continually monitoring the Big Bend programs for quality deliverance.

In 1989, Cameron joined the Federal Civil Service as an Army educator. She began at the 528<sup>th</sup> Artillery Group, located at Cakmakli, Turkey and its five remote outlying sites, one of which was over 1000 miles from Cakmakli. Although technically an Army educator, she also provided services for Coast Guard, Marines, American Consulate, and civilian contractor personnel. Cameron then became the Education

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Services Specialist and deputy to the Director of Education for the Southern European Task Force (SETAF) in the Mediterranean area including Egypt, Greece, Turkey, and Italy. She also helped with education services at the mission in Albania and assisted in sponsorship of Army spouse tuition assistance for Vicenza, Pisa, Aviano, and Verona, Italy.

In September 1996, Cameron was appointed as the Supervisory Education Specialist/Chief of Deployment for all deployed and remote sites within the Education Division, Office of the Installation Management Agency Europe (IMA-Europe) at Headquarters, USAREUR. In December 2002, she was reassigned back to the United States as the Education Services Officer (ESO) at Redstone Arsenal, Alabama. In 2005, Cameron left ACES, but servicemembers serving at remote sites during her tenure in Europe are greatly indebted to her for the outstanding work in bringing education to them. She loved going where Soldiers go!

### William A. Canelos

William A. "Buc" Canelos spent 28 years with Army voluntary education, from 1968 until his retirement in 1995. These were years of tremendous volatility in the Army education system, as the expansion of the Army during the Vietnam War years gave way to the cutbacks of the 1970s, followed by the build-up of the 1980s and subsequent contraction of the post-Berlin Wall era of the 1990s. Canelos had a variety of experiences in the Army Continuing Education System (ACES) in the U.S. and Europe, including serving as Senior Education Service Officer (ESO) at Ansbach, which allowed him to observe how different ESOs managed the challenges presented by change. When Canelos served as ESO himself at Fort Riley, Kansas, he took these experiences, synthesized the information, and applied the best practices to revive a moribund education program and turn it into a model for the Department of Defense (DoD).



A Vietnam Veteran, Canelos began his career as a Guidance Counselor at Fort Lewis, Washington from 1968 to 1972, during the waning years of the Vietnam War. Later, he spent over ten years in Germany, in Stuttgart, Ansbach, and at United States Army Europe (USAREUR) Headquarters in Heidelberg. As an Education Specialist at USAREUR from 1982 to 1984, Canelos was able to get a broad overview of all of the voluntary education activities occurring throughout Europe, including changes in the Basic Skills Education Program (BSEP), expansion of higher education opportunities for Soldiers and family members, and professionalization of the ACES staff. As a Soldier himself, he never forgot his roots. He focused on building a solid team of counselors and staff.

In 1984, Canelos was appointed the ESO at Fort Riley, Kansas. Fort Riley, while a large Army installation housing the 1st Infantry Division, had a troubled education program, with limited offerings, low student enrollments, and limited visibility in the Fort Riley community. Canelos brought new energy to the education center; he increased marketing of education opportunities, improved customer service, and brought in new providers such as Upper Iowa University, to add program options for military students. Within a few years, Fort Riley was recognized as home to one of the strongest education programs within the entire military voluntary education system.

Canelos was intrigued by the possibilities offered by the personal computer revolution in providing education services. He developed and implemented a PC-formatted Army Continuing Education Management Information System, known as ACEMIS, which proved to be a cost-efficient method of managing the volumes of school, student, and policy information inherent in the Army voluntary education system.

After his dramatic turn-around of the education program at Fort Riley, Canelos retired in 1995; however, Fort Riley continued to be a model of education management long after he left the front gate. In retirement, Canelos and his wife operated a nationally recognized garden and restored a 256-acre farm into a national prairie.

## Judith Cangialosi

"I didn't grow up saying I wanted to evaluate military courses for a living. I kind of stumbled into it. But I felt like I'd found my niche." So said Judith Cangialosi, who was an integral part of the Military Evaluations program at the American Council on Education (ACE) for nearly three decades.

A self-described "flunkie school teacher," Cangialosi began working for ACE as a secretary in 1971. In 1974, she began working as a research assistant for Military Evaluations, mainly preparing materials for site visits.

But a big change was brewing that would launch Cangialosi into the role that became the focus of her career for the next 29 years. 1974 was the year ACE began a study to determine the feasibility of evaluating and recommending credit for the Military Occupational Specialty (MOS) system. Cangialosi joined this project as a program associate, setting up site visits to evaluate MOS classifications.

The study found that MOS classifications could indeed be validly evaluated and by 1976, credit recommendations for 260 MOS classifications were included in the *Guide to the Evaluation of Credit in the Armed Services*. With the growth of MOS evaluations came a shift in Cangialosi's job, from site visit coordinator to adviser. "I handled mostly questions from students about occupations," she said, "but over the years Penny [Suritz, who advised students on military course recommendations] and I became almost interchangeable." Their teamwork was undoubtedly a godsend to servicemembers, whose complicated questions virtually always found a solution when Cangialosi or Suritz were put on the case.

In her years working for ACE's Military Evaluations program, Cangialosi saw the slow acceptance of military occupations as worthy of college credit. Because occupations don't have the same structure or printed materials as courses, it was harder for educators to grasp their equivalence to college credit. "Back in the 70s it was pretty new," said



Cangialosi. "We didn't have much course material to look at. We'd have an occupation description and some sort of manual that goes along with it. Evaluators would interview the military personnel doing the jobs to verify that the descriptions were accurate." Slowly, MOS recommendations gained acceptance previously bestowed only on courses.

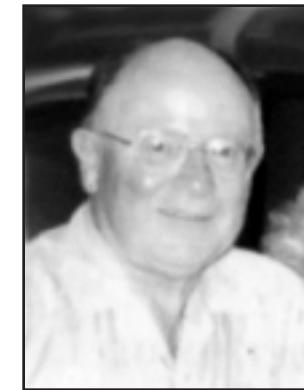
The biggest change she saw came in the 1990s, when MOS evaluations moved away from the requirement that a proficiency test be part of the occupation. In the 1990s, Military Evaluations reviewed some Marine Corps MOS classifications that used a standardized checklist instead of an exam to test proficiency. This was "the first time we got away from the idea of a pen-and-pencil test to an on-the-job demonstration of proficiency," said Cangialosi. "It was a realization of the principle that it doesn't matter how and where learning occurred. You shouldn't have to sit down and take a test, as long as you can demonstrate the learning."

Cangialosi retired from ACE in 2003 as assistant director for Military Occupations. She left behind thousands of servicemembers grateful that Cangialosi "stumbled" into her career and found her niche.

## Grover L. Carawan

Grover L. Carawan experienced a full and rewarding career in Army education, serving at numerous sites in varied capacities over a thirty-year time span. He served with distinction in each assignment and represented education faithfully on the staff of five major Army commands.

Carawan began his federal service as an Education Specialist at Fort Eustis, Virginia, in 1965 as a GS-9. In 1966, he transferred to Fort Monroe, Virginia, where he continued to serve as an Education Specialist on the Continental Army Command (CONARC) staff. Next, he went to Panama where he served as Education Service Officer (ESO) at Fort Kobbe from 1968 to 1971. He then transferred to the US Army Southern Forces Command



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(USARSO), Fort Amador, Canal Zone, and was Deputy Director of Education through 1972. In 1973, he returned to the United States as an Education Specialist for the Army Logistics Management Center at Fort Lee, Virginia. In 1976, he was transferred to Heidelberg, Germany, where he served on the United States Army Europe and 7<sup>th</sup> Army (USAREUR) Education Staff. After five years, he returned to the States and served on the Training and Doctrine Command (TRADOC) education staff.

While at TRADOC, he represented his command on a special task force to determine whether the National Guard English Language School at Camp Santiago, Puerto Rico, should be used by the active military Puerto Rican recruits to improve their English language skills. He, along with representatives from Headquarters, Department of the Army (HQDA) Education, Army Recruiting Command, Navy Training and Navy Recruiting, Navy Secretariat, and Army Research Institute, traveled to Puerto Rico, and conducted a program review of the school with the Puerto Rico Army National Guard. The Army decided instead to send its recruits needing English language skills training to the Defense Language Institute, English Training (DLIELC) at Lackland Air Force Base, Texas.

In 1984, Carawan was chosen as Director of Education for the newly established US Army Information Systems Command (USAISC), located at Fort Huachuca, Arizona, where he served until 1992. In 1992, he began the capstone of his career as the ESO at the Pentagon.

After his retirement from federal service in 1996, Carawan worked with Hillsborough Community College at McDill Air Force Base, Florida. He remained active in military voluntary education circles as an Army Ol' Timer, participating in Ol' Timers activities at the 2003 Department of Defense (DoD) World Wide Education Symposium and preparing for Ol' Timers activities in the 2006 DoD Worldwide Symposium.

### Louie A. Chartier

Beginning in 1992, Louie A. Chartier served many years as a Headquarters, Department of the Army (HQDA) staff proponent for Soldier education. She is best known for the development and implementation of the Army Career Degree (ACD) project, for the GI to Jobs initiative with its gap analysis project and institutionalization of the *Credentialing Opportunities On-Line (COOL)* Web site, and for systematic management of the American Council on Education (ACE) military evaluation of Army service school courses and Military Occupational Specialties (MOSS).



Chartier left indelible marks on nearly every aspect of Army education. She sought out the senior Army Noncommissioned Officer leadership and networked them into Army Continuing Education System (ACES) policy and program development. This had an important impact: civilian college education became recognized as the foundation for self-development of Noncommissioned Officers. Department of the Army Pamphlet 600-25, *U.S. Army Noncommissioned Officer Professional Development Guide*, dated October 15, 2002, spelled out in considerable detail the college connection with each MOS in leader self-development. When Army leadership questioned the relevance and currency of the Servicemembers Opportunity College Army Degree (SOCAD) program, Chartier turned to Army enlisted leadership to seek its guidance in crafting a new aspect of SOCAD that more directly addressed college degree planning for individual MOSs.

Chartier championed the Army's GI to Jobs initiative to create a tool for Soldiers, counselors, civilian employers, and credentialing boards to use in determining the extent to which Army training and experience meets civilian credentialing requirements, and to obtain ready access to resources that are available to fill any gaps that exist between the training and experience and the credentialing requirements. From this effort grew the *Credentialing Opportunities On-Line (COOL)* web site. In a

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September 2005 report to Congress entitled "Study on Coordination of Job Training Standards with Occupational Standards with for Military Occupational Specialties," the Department of Labor and the Department of Defense (DoD) recognized the significance of the Army's GI to Jobs initiative and its COOL web site in addressing the issue of credentialing our veterans transitioning to civilian employment.

For more than a half-century ACE has developed, through a contract with Department of Defense, the *Guide to the Evaluation of Educational Experiences in the Armed Services*, (generally referred to as the *ACE Guide*). ACE's systematic and timely evaluations of Army service school courses and MOSSs are critical for this process to work effectively. After years of struggle between ACE and the Army training community, Chartier stepped in as the critical Army link to make the military evaluation process function smoothly and effectively.

Chartier received many awards and decorations over her long service career; among them were the Commanders Civilian Service Award, the Army Achievement Medal, and numerous performance awards.

### Cassandra Cherry

In 1987, after the retirement of Rufus Rose, Jr., Dr. Cassandra Cherry was selected to serve as the Defense Activity for Non-Traditional Education Support (DANTES) Contracting Officer's Technical Representative (COTR) for the Servicemembers Opportunity Colleges (SOC) contract within the American Association of State Colleges and Universities (AASCU). Cherry came to the position with a wealth of knowledge and experience, having served on the DANTES staff since December 1980. For sixteen years she worked continuously to make the Servicemembers Opportunity Colleges contract an effective vehicle to serve the identified needs of servicemember-students.

As military services or agencies needed help from the higher education community, they had the option of requesting that SOC develop and



maintain programs dedicated to their educational needs. They typically would approach DANTES by way of Cherry with their requests and she, in turn, would work through Navy Acquisition for an amendment to the SOC contract for implementation. This allowed SOC to be responsive and maintain its vital role as a principal vehicle to help coordinate voluntary postsecondary educational opportunities for servicemembers. It provided Department of Defense (DoD) a credible, legitimate agency through which it could work with the higher education community.

During Cherry's years as the COTR, she managed modifications to the SOC contract, adding the SOCGuard project at the request of the National Guard Bureau, ConAP for the Army Recruiting Command, SOCMAR for the Marine Corps, and SOCCOAST for the Coast Guard. She facilitated change. As SOC programs and services expanded and the SOC contract grew, both in monetary terms and in scope, Cherry remained meticulous and conscientious in her oversight responsibilities for each element of the contract. She worked closely with SOC to ensure that contractual matters were handled in a professional and timely manner. She was a most effective steward for both the taxpayer and the servicemember. Literally millions of servicemembers and their family members have benefited greatly from her work. Cherry retired from DANTES in 2003.

### Agnes Lee Clawson

Agnes Lee Clawson was a talented civilian educator who spent 27 years in Basic Education programs with the U.S. Army at Fort Jackson, South Carolina, beginning as a part-time contract instructor in 1954 and ending as a GS-9 Education Specialist at her retirement in 1981. Clawson brought tremendous knowledge, enthusiasm, and creativity to teaching basic education skills to the Soldiers in her care; she also passed along her knowledge by training others in the techniques of adult education and providing expertise to the development of the Army-wide Basic Skills Education Program (BSEP). In many ways, Clawson's career with military voluntary education mirrored the changes that took place within the voluntary education system.

Clawson began teaching at Fort Jackson in 1954 as a part-time contract instructor. In those days, the classrooms were heated with coal-burning pot-bellied stoves that needed to be fed with coal from time to

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time; Clawson and her students took turns in shoveling coal into the stoves, creating that team atmosphere in the classroom that today is recognized as fundamental to the success of adult education. From 1954 to 1958, Clawson taught Military Justice and other subjects to help the Soldiers adjust to military life. She then was hired as a part-time evening instructor of United States Armed Forces Institute (USAIFI) classes, including English and Math, during which time she developed her talents as a basic skills instructor.

In 1968, Clawson was hired as a full-time contract educator to implement a new Basic Reading Program (later known as Army Preparation Training) at Fort Jackson. This program used Soldiers with education backgrounds as instructors, and Clawson was assigned the task of training these Soldiers in the techniques of adult education. She developed an innovative curriculum incorporating films, games, mock-up models, and other aids to enhance both the learning environment and the actual student acquisition of necessary skills.

Clawson's success in the implementation of the new Basic Skills program led to her appointment in 1973 as a GS-9 Education Specialist, a position she held until her retirement in 1981. In this position, Clawson served as a resource to other military educators as they developed programs at other Army installations; she also was a major source of information and inspiration to the team that developed the Army-wide BSEP program in the late 1970s and early 1980s.

When Clawson retired from the Education Center at Fort Jackson in 1981, she put her considerable literary talents to work in another endeavor: she researched and wrote *A History of the Church of the Good Shepherd*, published in 1983. Her enthusiasm for the joys of language had found another channel.

### Isobel Clay

Isobel Clay served as distinguished U.S. Army counselor and Education Services Officer (ESO) in Italy, and later as an Education Services Officer and contract Librarian in the Sinai of Egypt. She reached out to Army servicemembers with great dedication and fortitude, remaining somewhat on her own in her efforts to bring educational opportunities and library services to the troops in her sectors of operations.

Clay began her career at Camp Darby near Pisa, Italy, in 1980. While at Camp Darby, she asked a Headquarters, Department of Army (HQDA) education officer why she had never received any visitors to show them the many good things she was accomplishing. The HQDA representative responded that he had never received an invitation. Shortly thereafter, he received a beautifully engraved invitation to visit Clay's education center at Camp Darby. Even though he still never made it to Camp Darby, he continued to hear about Clay's tremendous energy and dedicated efforts.

Clay was knowledgeable and compassionate. She had full regard and understanding for the Soldiers who came to her for advice on any number of problems. In addition to her counseling skills, Clay had a wonderful sense of humor and she soon had Soldiers laughing along with her, alleviating some of the tensions they were exhibiting. Through her outstanding skills and advice, many Soldiers were able to reach their educational goals, preparing them for higher levels of responsibility.

After seven years there, Clay transferred to Vicenza for another two years. After a brief departure from Army Continuing Education System (ACES), she returned as North Camp Education Services Officer (ESO) from 1992 to 1997 and contract Librarian from 1997 to 2003 for American peacekeepers stationed in the Egyptian Sinai. By serving in that capacity, she remained vital to the quality of life of American Soldiers stationed in isolated sites. She did an outstanding job in her new position. The library became a vital focal point for the military of 15 different nations to enjoy. She expanded the library facilities and also added greatly to the reading materials available. The latest book releases were on her shelves and she became a well-known figure throughout both North and South camps in the Sinai.

Beginning in 2004, Clay lived in retirement in Lancashire, England. She is still remembered with great fondness for her work with the troops in places where few Army educators have gone.

Dr. Hester Telman, Education Director for United States Army Europe during Clay's tenure of service, offered the following tribute: "Isobel Clay was one of the originals--she would have worked 24 hours a day without pay if it were necessary. Isobel was simply great."

### Barry L. Cobb

Throughout his 31-year career with the Defense Activity for Non-Traditional Education Support (DANTES), including 24 years as its Director from 1981 to 2005, Dr. Barry L. Cobb successfully built DANTES into a major force in non-traditional adult and continuing education, not just within the military but also in the civilian education sector. Cobb's quiet but persistent work in expanding DANTES programs, while constantly monitoring the programs to ensure quality, enhanced the credibility of military voluntary education programs both within the military command structure and in the wider civilian education community. He developed a number of structures and processes to improve and assure the quality of DANTES programs, and in doing so he earned the respect of all involved in the field of military education.

When Cobb joined DANTES in 1974, the agency had just arisen from the ashes of the U.S. Armed Forces Institute (USAFI), which had been dismantled after 31 years of service to the military community. Few within the military forces or the higher education community had much interest in voluntary military education, and there were questions about the academic quality of the few programs that were available. Cobb set about answering those questions by developing departments within DANTES to address specific issues of quality and efficiency in providing non-traditional education avenues to military learners: the Education Support, Assessment, and Training Department; the Education Programs Department; the Publications Distribution Center; the Troops-to-Teachers Office; and the DANTES field offices in South Korea and Germany were all developed under Cobb's direction. The result was clear to all--DANTES provided excellent education opportunities with sound academic and financial controls.

Cobb understood the importance of maintaining support from the wider higher education community. He was a strong supporter of Servicemembers Opportunity Colleges (SOC). He was instrumen-



tal in the development and implementation of the Military Installation Voluntary Education Review (MIVER) process, providing support and advice on quality assessment while acting as a bridge between military educators and their civilian counterparts in the MIVER process. Cobb extended his efforts to the education of veterans by serving as a member of the Department of Veterans Affairs' Educational Advisory Committee.

In 1994, under Cobb's leadership, DANTES assumed responsibility for the triennial Department of Defense (DoD) Worldwide Education Symposium, which brings together military educators from all participants in the system, including colleges and universities, career civil servants, and members of the Armed Forces. The Worldwide Education Symposium has become well known as a forum for the exchange of ideas related to all aspects of adult and continuing education. This Symposium, along with other workshops developed by Cobb, has provided excellent opportunities for professional development for all who work in voluntary military education, thus ensuring that these professionals offer the finest service possible to the community of military learners.

For over three decades, Cobb was one of the primary forces in voluntary military education. While Cobb, a man of modesty to match his effectiveness, never looked to hold a space in the limelight, his efforts were so remarkably successful that he received a number of awards recognizing his achievements, including the 1997 Tilton Davis, Jr. Award as Military Educator of the Year and induction into the International Adult and Continuing Education Hall of Fame in 2001.

### M. Kathleen Connolly

M. (Maud) Kathleen Connolly served Army education since 1980 in varied and demanding environments. One of her favorite assignments was as the senior Education Services Officer (ESO) for four centers in Afghanistan and one center in Uzbekistan. Based out of Bagram Airfield, she and her meager staff pro-



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vided all Army Continuing Education System (ACES) services and programs to include a round-the-clock computer laboratory that averaged 400 visits per day, and participated in over 20 “rodeo” missions to Forward Operating Bases and other remote locations to provide counseling and testing.

Connolly began her career in Army education as a Guidance Counselor in Stuttgart-Vaihingen Patch Barracks in 1980 upon earning her Master of Arts degree in Education from Boston University. After serving as an Education Services Specialist (ESS) with the Naval School of Health Sciences at Bethesda, Maryland, and then with the Landstuhl-Regional Medical Center, Germany, she was assigned in 1993 to Fort Lewis, Washington. In 1996, Connolly served in Okinawa, and in 1998, she was assigned to Headquarters, Department of the Army (HQDA) Education staff.

In January 2002, Connolly volunteered to serve as the ESO for all Army sites in Bosnia and Herzegovina, Croatia, and Hungary. In December 2002, she returned briefly to Fort Lewis before going on her nine month temporary duty assignment establishing Army Education Centers in Afghanistan and Uzbekistan. In April 2005, she returned to Fort Lewis as the I Corps Education Services Officer.

Connolly served as the longtime secretary/treasurer of the Commission on Military Education and Training, American Association for Adult and Continuing Education. She served in leadership positions with the Council on College and Military Educators (CCME) to include being the 2006 Vice President (Military).

Connolly received numerous awards throughout her long tenure of service. Among these were the Department of the Army Commander’s Award for Civilian Service, Fort Lewis, the Department of the Army Achievement Medal for Civilian Service, the NATO Medal, Bosnia and Herzegovina, and the I Corps and Fort Lewis Commander’s Award for Civilian Service, Afghanistan.

## Loretta A. Cornett-Huff

Some call Loretta A. Cornett-Huff the “Woman of the Pacific” in military education. Her work in military education is legendary and spans over 30 years, fairly evenly split between the Marine Corps and the Navy. Through strong determination fueled by her love for servicemembers and their families, she administrated quality education programs across time, distance and need, even as resources remained stretched thin throughout her career. She sought out military-friendly colleges and universities and brought them aboard to support “her” troops in the most economical ways possible.

Cornett-Huff began her career in voluntary education in 1975 as Education Services Officer (ESO) for Navy Campus of Achievement at Submarine Base (Subbase) Pearl Harbor, Hawaii. She then served as ESO for the Naval Communication Facility in Guam, as Deputy Navy Campus Area Coordinator in Pearl Harbor, and as ESO at Naval Air Station Adak, Alaska. In 1984, she became ESO for Afloat Programs, Navy Campus. In 1985, she was assigned as Area Coordinator for Navy Campus Far East serving Sailors in Japan, Okinawa and Korea. After five years in that position, Cornett-Huff returned to Pearl Harbor as ESO for the Naval Station.

In 1991, Cornett-Huff joined the Marine Corps as ESO at Kaneohe Marine Corps Air station and in 1994, she became ESO at the Joint Education Center (JEC) at Marine Corps Base Hawaii. Here she found that over 75% of the enlisted personnel had earned no college credit, and only one in four officers held a Master’s degree. She set to work on this large pool of individuals, who had educational needs and interests. In spite of a chronic lack of staff and resources, she earned commendations from Military Installation Voluntary Education Review (MIVER) reviewers and her Commanding General. Cornett-Huff was widely rec-



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ognized in the voluntary education community for her counseling and advocacy of “her” Sailors and Marines.

The July 2005 edition of *The Military Educator* spotlighted Sergeant Major Royce G. Coffee, who had just completed his Bachelor’s degree. SGTMAJ Coffee spoke for thousands of Marines and Sailors whose lives have been touched by Cornett-Huff:

I want to thank Mrs. Loretta Cornett-Huff and her incredible staff at the MCB Hawaii Joint Education Center. Miss Loretta is one of the most dedicated professionals that I have ever had the pleasure to work with. Whether she is giving a tour of the Joint Education Center to a group of young Marines and Sailors just checking on board, or motivating a Sergeant Major to stop fussing and get with the program, she is the consummate professional. She believes in what she does. To you, Miss Loretta, and your outstanding team, please accept my thanks. I would not have completed my degree without your total support and encouragement. Semper Fidelis.

### **Joe M. Cothron**

Joe M. Cothron’s career with Army voluntary education spanned 40 years and several locations, beginning in 1966, when he became an instructor at Redstone Arsenal, Huntsville, Alabama. In 30 years of service as the Director of Education for the U.S. Army, Korea beginning in 1977, Cothron provided stability for military voluntary education in the Republic of Korea with his strong leadership and dedication to providing educational opportunities to Soldiers. Cothron built a true community of learners in this difficult environment and contributed immensely to the personal development of thousands of servicemembers who pursued their education goals under his guidance. At the same time, Cothron’s management skills ensured the quality of education programs and the smooth functioning of the voluntary education system throughout the U.S. military community in Korea.



Cothron developed a strong, stable, dedicated team of military educators in the Korean theater to serve the education needs of the Soldiers posted there. Korea was a difficult environment in which to build a strong education program because of the short tours of most Soldiers and the remote locations of many of the military bases. These were tremendous obstacles to the provision of quality education services. Nonetheless, Cothron’s firm hand guaranteed the maintenance of a steady education program with a variety of options for military learners, allowing them to develop and pursue their education goals. In the most remote areas, access to educational opportunity arrived via Cothron’s innovative EducationTV, which beamed in courses for students without easy access to an Army Education Center.

By creating financial support systems such as scholarships, Cothron also brought new participants into the military voluntary education system, including military spouses and citizens of the Republic of Korea.

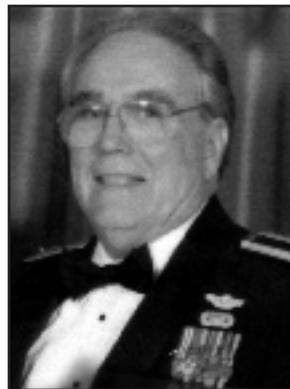
Cothron also focused on quality assurance through management excellence. He ensured the smooth integration of the Army education system in Korea into the Far East Education Services contract, which was administered by the Pacific Air Force (PACAF), avoiding disruptions to the education programs in Korea. He sponsored an annual professional development conference for military educators to promote continued improvements in service to the military learner. Cothron was an enthusiastic participant in the Military Voluntary Education Review (MIVER) process, including a full MIVER of education programs at all U.S. Army installations in Korea in 2001.

Cothron’s dedication to the education enterprise in the Korean theater earned him many honors, including the Tilton Davis, Jr. Military Educator of the Year Award in 1999 and induction into the International Adult and Continuing Education Hall of Fame in 2003. The Korean chapter of the Kappa Alpha Pi fraternity established an annual scholarship award in his name in recognition of his service to education.

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### Rodney V. Cox

Dr. Rodney V. Cox was a true military educator in all senses of the word. In uniform and out, Cox combined the best of the military and academic worlds to lead institutions that have been major contributors to the education and training of servicemembers throughout the world. From his early military work as the Director of Curriculum for the Air Force Reserve Officer Training Corps in 1972, through his years as a leader of the Community College of the Air Force (CCAF), to his civilian service as Vice-President of University College, Troy State University from 1995 to 2002, Cox played a major role in providing access to education for many military learners.



Cox's experience as a career Air Force officer combined with his Doctoral degree in Educational Administration made him a perfect candidate for senior positions at CCAF. First, he served as Vice-President of CCAF from 1974 to 1977, a difficult time both for the military and for military institutions of learning. Second, he returned as the President and Commander of CCAF from 1982 to 1988. During this time, Cox increased registrations in CCAF courses while raising the graduation rate by 90%. At the same time, Cox ensured recognition of the quality of CCAF's offerings through his management of the reaccreditation process through the Commission on Colleges of the Southern Association of Colleges and Schools. The Department of the Air Force recognized his achievements at CCAF by awarding him its Organizational Excellence Award in 1986.

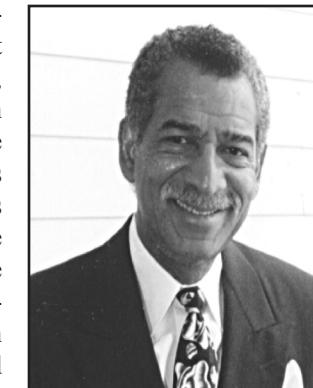
After retiring from the Air Force, Cox served as President of Butler County Community College for seven years in Kansas. This College was the largest provider of postsecondary education to McConnell Air Force Base. Cox then became Vice-President of University College,

Troy State University (now Troy University), which has provided quality education programs to many participants in military voluntary education. At Troy, Cox applied his in-depth knowledge of military education to developing and managing programs that meet the needs of military learners. His guidance led to a 60% increase in the number of students enrolled in University College, which provides Troy State programs outside of the state of Alabama. He added new locations for University College programs and brought Troy State into the new technology-driven eArmyU program.

Cox was also generous in sharing his expertise with others. He participated in several Military Installation Voluntary Education Reviews (MIVERs), a critical structure in ensuring quality in military voluntary education programs. He also continued to mentor military servicemembers in their education process after he retired from Troy State University in 2002.

### William E. Cox

During his long and distinguished career in education, Dr. William E. Cox spent 18 years in military voluntary education, beginning as a Training Instructor with the United States Armed Forces Institute (USAFI) in 1968 and culminating with his appointment as an Education Programs Administrator for the Department of the Air Force from 1974 to 1986. Cox was one of the few military educators who combined expertise in a technical field with a thorough grounding in education and counseling; this turned out to be a perfect combination for his work in Air Force voluntary education, with its emphasis on technical education in aviation and space technology. Cox also developed considerable program management skills, especially in financial management and leadership development. After leaving the Air Force education system in 1986, Cox went on to a highly successful career in higher education, becoming well-known as the publisher of *Black Issues in Higher Education* (later



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### *Diverse Issues in Higher Education).*

After graduating from Alabama A&M University in Huntsville, Alabama in 1964, Cox went to work on the Apollo Space program as part of the Saturn V Launch Missile Vehicle team. By 1966, Cox found himself in the classroom teaching missile electronics courses to members of the military, both U.S. and foreign allies. His teaching abilities in this complex field led to his appointment as a Training Instructor with USAFI in Frankfurt, Germany from 1968 to 1969, where he taught electronics, mathematics, and general aeronautics.

Cox combined solid knowledge of these technical courses with a thorough understanding of the special learning requirements of his military students, a combination that attracted the eye of Air Force voluntary educators. As a result, Cox joined the Air Force voluntary education system in Germany, first as an Assistant Education Services Officer (ESO) at Ramstein Air Base from 1969 to 1970, and then as ESO at Zweibrucken Air Base from 1970 to 1974. In these positions, Cox designed and conducted needs assessment surveys to determine the demand for technical education courses, especially from squadron and base commanders; using this information, Cox created a variety of non-credit group courses to further the technical knowledge of the Air Force servicemembers.

From 1974 to 1986, Cox served the Air Force as an Education Programs Administrator at the Pentagon. He had specific responsibility for managing the 164 Air Force guidance counselors spread throughout the globe, as well as providing specific subject matter expertise on Human Relations Development and Leadership/Management education.

Cox left the Air Force in 1986 to open his own education communications consultancy, Cox, Matthews and Associates, Inc., publisher of *Black Issues in Higher Education* (later changed to *Diverse Issues in Higher Education*), *Black Issues Book Review* and *Community College Week*. He became a highly visible and respected leader in a number of higher education organizations, working with institutions such as Harvard University and The George Washington University, but he always maintained close ties with the military voluntary education community.

Among Cox's many recognitions for his service to the field of education was an induction into the International Adult and Continuing Education Hall of Fame in 1999.

### **Joseph L. "Joe" Crosswell, Jr.**

Joseph L. "Joe" Crosswell was a dedicated education services professional in a time of great turbulence and change in the Army Continuing Education System (ACES).

Crosswell began his career in Army education near the demilitarized zone in Korea at Camp Howze in the early 1960s. He was later assigned as the Project Transition officer for 1<sup>st</sup> Army at Fort Meade. In 1975, he became the deputy education officer for Training & Doctrine Command (TRADOC) at Fort Monroe, as part of Roy Diduk's staff.

Crosswell inherited Advanced Individual Training-Preparatory Training (AIT-PT) conducted on several TRADOC installations, such as Fort Jackson, Fort Leonard Wood, and Fort Dix. The proponents of AIT-PT were actually the TRADOC trainers, but the program was administered by TRADOC education staff. The program was fundamental English and mathematics using USAFI materials, which was all that was available at the time. The TRADOC trainers, however, were not satisfied with the general education curriculum. Dr. Thomas G. Sticht and other researchers developed a functional reading program at Fort Ord. Another AIT-PT course of study was developed by Mrs. Montivoni on the education staff at Fort Dix.

Serious difficulties arose between the TRADOC trainers and educators over the nature of the program. With the implementation of the Basic Skills Education Program (BSEP), AIT-PT was folded into it as BSEP I. With the initiatives developed by Sue Dueitt, a special assistant to the Assistant Secretary of the Army (Manpower and Reserve Affairs), BSEP became a hot button Army issue in the 1979-1980 timeframe. Crosswell served as the TRADOC representative on the Headquarters, Department of the Army (HQDA) Implementation Planning Committee for the ACES Improvement Initiative, commonly referred to as the "Dueitt initiatives." The Vice Chief of the Army Staff, General John Vessey, chaired the Implementation Committee. Crosswell recalled: "The philosophy of the Dueitt initiatives was 'We are going to do this, folks, and you get in there and find out how we can do it."

Crosswell mentored many education services professionals who later rose to positions of authority. He bequeathed to them bits of his common sense. E. Robert "Bob" Lord remembered one of Crosswell's favorite sayings: "Sometimes the best thing you can do with a poor policy is to

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implement it!" Crosswell retired in 1990 due to serious illness.

### Jeffrey P. Cropsey

Dr. Jeffrey P. Cropsey served more than 30 years in military voluntary education. Beginning in 1972, he held a variety of positions with the Army, the Air Force, the Navy, and the Department of Defense (DoD). Cropsey's broad-based experience allowed him to develop expertise in all facets of military voluntary education: counseling servicemembers, managing education centers, negotiating and administering contracts, and developing budgets and contracts. His public speaking ability, combined with his thorough knowledge of education programs, made him an excellent spokesperson for military voluntary education, especially with civilian and military policymakers.

Cropsey began his career in military voluntary education as a Guidance Counselor, Major Command Staff Officer and Education Services Officer (ESO) on military installations in Germany and the U.S. from 1972 until 1985. During these years, Cropsey learned how voluntary education operated at the education center level to deliver education services to military learners. From 1985 to 1992, as Director of Voluntary Education and Training for United States Air Forces in Europe (USAFE) at Ramstein Air Base in Germany, Cropsey developed a broader skill set in the management of education programs, with special emphasis on budget, finance, and personnel management.

In 1992, Cropsey moved to Pensacola, Florida as Department Head of the Defense Activity for Non-Traditional Education Support (DANTES) Examination and Certification Department, acquiring expertise in both the content area of the program and the broad operations of education programs at the Department of Defense level. His success in this position led to his appointment as Deputy Director of DANTES in 1993, where he served in a senior managerial capacity until 1998.

Cropsey was appointed Director of the Voluntary Education



Department at the Naval Education and Training Professional Development Technology Center (NETPDT N2), also in Pensacola, in 1998. In this position, he managed the operations of Navy voluntary education programs throughout the world, including the Navy College Program (NCP), the Navy College Offices (NCO), and the Navy College Program for Afloat College Education (NCPACE), one of the more logically challenging military education programs.

After spending seven years with NETPDT, Cropsey was named the Director of DANTES in 2005. This position allowed him to utilize all of the broad-based skills and experiences he had acquired in his military voluntary education career to provide the best possible non-traditional education programs for all servicemembers, regardless of branch or location. Cropsey's own experience gave him the tools to manage this innovative part of military voluntary education.

### David V. Curtis

Dr. David V. Curtis, formerly a line officer Lieutenant (jg) in the United States Navy, served tirelessly as a team member with the Military Installation Voluntary Education Review (MIVER) project since its inception in 1991, chairing the first MIVER visit at Fort Carson, Colorado, April 28 through May 1, 1991. He helped set the MIVER model for the entire project.

Curtis earned his Bachelor of Arts degree in Political Science from the University of California-Riverside, his Master of Arts in University Administration from the University of Denver, and his Ph.D. in Higher Education Administration and Policy Analysis from Stanford University.

Besides MIVER, Curtis served as a consultant/evaluator for The Higher Learning Commission, North Central Association of Colleges and Schools (NCA) since 1974. He made accreditation site visits to more than 40 colleges and universities, and chaired most teams. He was selected by NCA to train other consultant/evaluators regarding new standards, and he was recommended by the Executive Director to consult with numerous colleges and universities on accreditation matters.

Curtis became a tenured Professor of Management at Governors State University. Before assuming that position, he served for ten years as Provost and Vice President for Academic Affairs at Governor State

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University.

Curtis' primary expertise included such areas as business communication, business and social responsibility, collective bargaining, compensation and incentive systems, foundations of education, human resource management, labor relations, leadership, organizational behavior, principles of management, public administration, and writing.

### Michael J. Curtis

During a 27-year career with Air Force voluntary education, Michael J. Curtis focused on delivering quality education services through management excellence. Beginning as an Education Services Counselor at Goodfellow Air Force Base in Texas in 1974, until his retirement as Chief of Headquarters Air Combat Command's (ACC) Personnel Program Division at Langley Air Force Base in Hampton, Virginia, Curtis constantly refined his own management skills and then applied those skills to the voluntary education system he served. He worked with the civilian Higher Education community, Air Force leadership, and ACC staff to develop the Air Force Quality Education System (QES) as an assessment and evaluation program of education and training programs on Air Force installations throughout the globe.

Curtis approached his work as an education services manager with the goal of making an already excellent Air Force Education program even better. He constantly upgraded his own skills through various courses offered by government and external agencies, and then brought his new knowledge into the Air Force education system, often in innovative new projects. Curtis designed and implemented a number of automated information systems to streamline the management of enrollment and funding of education services. He also worked with the American Council on Education (ACE) to develop a program granting graduate level college credit for pilots who completed Air Force Fighter Weapons School.

In contract management, the Curtis approach resulted in increased efficiency and significant cost savings. At ACC, Curtis was the first in the Air Force to design and implement a new contracting and outsourcing project for training and education services on a Command-wide basis using the new A76 guidelines. His attention to detail and firm grasp of the complexities of the new contract resulted in savings of over \$17

million to the Command.

One of Curtis' most significant contributions to Air Force voluntary education was in his development of the Quality Education System. Curtis and his team of Air Force leaders/educators and civilian academicians designed and implemented this program to provide thorough, unbiased assessments and evaluations of education and training programs; he trained both military and civilian personnel on the policy and process of QES, including its implications for future education programs. In designing the system, Curtis knew that the expertise of the civilian higher education community would be an invaluable resource in ensuring quality of the education programs. As a result, Curtis brought in civilian educators from over 70 colleges and universities to act as evaluation team members, and then used their input to refine and revamp both the quality and the utility of the voluntary education programs to meet the needs of the Air Force community.

After winning many awards in recognition of his professional achievements, including the Outstanding Civilian Career Service Award, Curtis retired from Air Force service in 2001.

### Mason G. Daly

Mason G. Daly was one of the pioneering administrators of the University of Maryland University College (UMUC), as it expanded its role in providing education services to members of the military community overseas during the 1950s and 1960s. As Division Director of both the Far East and European Divisions during these decades, Daly presided over tremendous growth in UMUC's military voluntary education programs in a period of constant volatility in the location and strength of U.S. armed forces overseas. Daly was an eloquent spokesman for the importance of adult education within the overall framework of higher education, bringing much-needed credibility to the burgeoning military voluntary education enterprise.



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Daly was a highly decorated Coast Guard Officer in World War II, where he served in both Europe and the Pacific. After the war, Daly used the educational benefits provided by the GI Bill to finance his graduate work and subsequently earned a Ph.D. in communications at the University of Chicago. His use of GI Bill education benefits gave him personal experience with the educational opportunities opened up by military service. In 1951, Daly was traveling around Europe and decided to apply for a job with the nascent UMUC program in Europe. He was hired as a speech instructor, and one year later he was appointed the UMUC Area Director for the United Kingdom, beginning a 30-year career in administration with the school.

As one of the first employees of UMUC overseas, Daly quickly acquired the experience and expertise necessary to manage the growth of the programs. He served as the Division Director of the Far East Division from 1957 to 1960, presiding over an enrollment increase of 50% and the establishment of new locations for UMUC programs. Interestingly, Daly had participated in the U.S. assault on Okinawa during World War II. As a UMUC administrator, he returned to Okinawa in 1957 to participate in a graduation ceremony for an American Soldier.

Daly was appointed Division Director of the European Division in 1960, a position he held until 1967. The 1960s were years of great turmoil in the European and Middle Eastern theaters of operations for U.S. Armed Forces, with base closings in Morocco and the Middle East and realignments at other bases in the region. Daly's steady hand provided the firm management necessary for UMUC educators to respond to the education needs of the military students they served. His work during this time was so impressive that the Ford Foundation hired him as an advisor to universities in Nigeria, Lebanon, Jordan, and other countries from 1967 to 1972.

In 1972, Daly rejoined UMUC as Associate Dean for Administrative Affairs at the home campus in College Park, Maryland. But, his love of Maryland's overseas programs and his natural tendency for international experience saw him return to Heidelberg in 1976 to serve again as Director of the European Division. He remained in this role until his retirement in 1981.

During these years, Daly gave a number of public presentations to various organizations regarding the importance of adult education, with special attention given to the opportunities provided by military voluntary education. Many in higher education and in policy circles lacked enthusiasm for military education programs; Daly's defense of the academic integrity and social achievement of those programs was a major source of inspiration for those who continued to provide education opportunities to the military community.

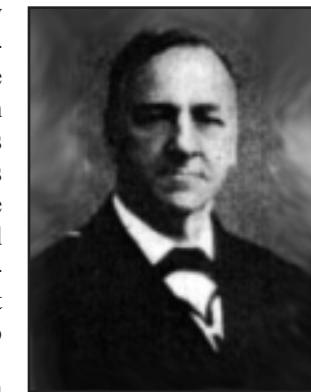
### Josephus Daniels

Josephus Daniels, President Woodrow Wilson's Secretary of the Navy, provided the philosophical underpinnings of the Navy and Marine Corps general education programs between 1913 and 1921. Daniels observed that many Sailors and Marines lacked elementary education and had the spare time to remedy this deficiency, and he took the initiative by assigning programs for Sailors and Marines to learn not only fundamental academic skills but also the skills of a trade.

Daniels, in General Order No. 53, dated October 1, 1913, wrote:

1. The Navy Department wishes to put into effective operation an educational and vocational training system for the benefit of the enlisted men of the Navy, both ashore and afloat. As a beginning such schools have already been inaugurated at the training stations and steps are being taken toward their early establishment on board all naval vessels. In carrying out this system it is in the department's purpose that every recruit be given at the outset the line of training he wishes to pursue, and when he has made a choice, he shall be assigned to a regular course and be given regular training and instruction along the line of work he has selected.

2. The needs of the men in the ground work necessary to their instruction and training along trade or vocational lines will, of course, vary, and as a first step this need will be determined in the case of each



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individual and such educational ground work as is necessary will be given him.

3. After the recruit has been under instruction and training for a sufficient period to determine which direction he should, with better advantage to himself be further trained, the commanding officer of the ship or station shall cause him to be assigned to the kind of instruction and training that he has demonstrated an aptitude.

Daniels credited Horace Mann, the great American educator, with the idea that education would help the “dray driver and the stevedore” and make them more efficient. Daniels developed the idea of inviting qualified college students to study aboard battleships for a few weeks in the summer each year, thus connecting education with recruitment. Before initiating his educational activities, the Navy manning levels were about 5,000 short of requirements. After implementation, the Navy met its manning levels and there were lists of willing recruits ready to come into the Navy.

Beginning in 1914, Daniels had young officers teaching reading, writing, spelling, arithmetic, geography, and history to enlisted Sailors and Marines. Attendance for those who needed these subjects was compulsory. This effort became known as “Navy University Afloat.” Daniels wrote: “My ambition as Secretary of the Navy is to make the Navy a great University, with college extension, and primary extension all on board ships. Every ship should be a school, and every officer a school master.”

Daniels approved the establishment of the Marine Corps Institute and carefully watched its growth and development.

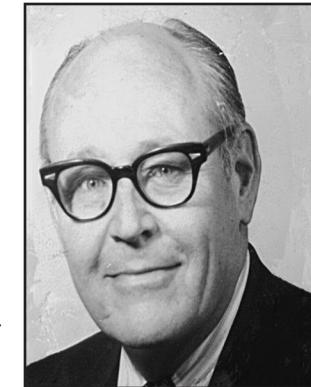
### Tilton Davis, Jr.

The Military Educator of the Year Award is named for Tilton Davis, Jr. with good reason. Davis was a true visionary in the field of military voluntary education. In a career that began after World War II and ended with his retirement in 1980, Davis developed, refined, and implemented his vision of education opportunities for military servicemembers. For Davis, education could both improve the performance of the Armed Forces, through the development of a better-educated force, and contribute to the quality of life of individual servicemembers. This vision was based on his profound understanding of how adult continuing education contributes to the personal and professional success of the in-

dividual, and Davis dedicated his life to constructing a system of voluntary education for the Army in which military adult learners could continue to stretch their minds and advance their careers.

Davis developed his philosophy of adult learning based on his Army experiences during World War II and his graduate work in the subject at the University of Chicago after World War II. After finishing his course work, he became the Director of Education at the Fifth Army Headquarters in downtown Chicago. In this position, he invited institutions of higher education to military bases to offer college courses and degree programs to servicemembers, pioneering an activity that has now become a core part of the military voluntary education system. Later, as Director of Theater Area Support Command General Education Development Agency (Europe), Davis oversaw the establishment of Military Occupation Specialties (MOS) libraries and language laboratories throughout U.S. Army installations in Europe, thus broadening access to education opportunities in military-related areas.

Davis was named the senior civilian educator for education policy at Headquarters, Department of the Army (HQDA) in 1971. In 1974 and 1975, he pushed for the establishment of the Defense Activity for Nontraditional Education Support (DANTES) to replace the U.S. Armed Forces Institute. Davis felt strongly that it was essential to military voluntary education to have a dedicated agency to implement and manage nontraditional Army education programs in a structured system. He also presided over the conversion of the Army GED program into the Army Continuing Education System (ACES), again helping to establish a structure to provide for the education needs of the military learner. He was the Army’s senior educator, who tied voluntary education into the “All-Volunteer Army” concept that replaced the draft. He began the use of Soldiers’ mental categories to determine Army needs for education and reflected those needs in the Army’s Program Objective Memorandum (POM) cycle to establish and maintain long-term funding requirements for Army education programs and services.



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But Davis also understood quite well that there is no true access to education opportunities without providing resources to support that access. He constantly monitored the progress of funding bills through the federal legislative process, providing information through Army channels to Congress to support funding of military voluntary education programs. At the state level, Davis worked tirelessly to convince state officials to recognize servicemembers as residents for purposes of in-state tuition charges at public institutions of higher education. He also encouraged professional development activities among military educators, ensuring the highest quality in the human resources necessary for support of the military student.

Davis embodied the dedication and professionalism that is the goal of all in the military voluntary education system. It is fitting that today's outstanding military educators are recognized by an award that bears his name. Davis, a pioneer and a leader in modern voluntary military education, died in 1982.

### Bernard J. "Ben" Delahunty

Many servicemembers have taken advantage of the education opportunities available through military voluntary education programs; only a few have then become the civilian education professionals who make those programs possible. Bernard J. "Ben" Delahunty did just that. As a Soldier in the U.S. Army from 1948 to 1970, Delahunty participated in all types of military voluntary education programs. After retiring from military service, he used this personal experience to guide his 30-year career as a civilian educator for military programs, most of it in the difficult Korean theater. Delahunty's understanding of the special needs of military learners in overseas locations contributed tremendously to his ability to expand and improve the education programs available to those learners in Korea.



Delahunty emigrated to the U.S. from England in 1947 and promptly enlisted in the U.S. Army in 1948. He quickly understood the opportunities available through the Army's nontraditional education programs and began taking advantage of them to advance his personal growth and his career. He received his GED certificate at Fort Bragg, North Carolina, his Bachelor's degree through the Bootstrap program at the Municipal University of Omaha, and his Master's degree from Boston University, all through military voluntary education programs. During this time, Delahunty's military duties included service in the Korean War, the Dominican Crisis, and Vietnam, giving him thorough knowledge of the importance of flexibility and relevance in education programs for servicemembers.

When he retired from active duty, Delahunty simply changed roles from student to education professional. His own personal experience as a consumer of military education services infused his work as a provider of those services, most of it in Korea with the Eighth U.S. Army. For example, as Education Services Officer (ESO) at Camp Casey in the 1970s, Delahunty revived a moribund Vocational-Technical program by establishing an open entry/exit process to facilitate Soldier participation.

In the 1980s at Eighth U.S. Army Headquarters, he developed a number of innovations to expand Soldier participation in military voluntary education programs. He established education goals for all Soldiers stationed in Korea, developed a Commander's Guide as a reference on available education services, and helped establish the University of Maryland University College (UMUC) Korean Studies program, a perfect match for the education needs of military linguists and intelligence analysts in Korea. In other roles, including his position as Deputy Director of Education at Headquarters, Eighth U.S. Army, Korea from 1996 to 2003, he increased the number of available graduate programs for Soldiers and implemented an up-front tuition assistance program for distance learning courses.

For his many contributions to Army education, Delahunty received the Tilton Davis, Jr. Military Educator of the Year Award in 2002.

## **Harry J. Deskin**

Harry J. Deskin served as a highly skilled senior Army education services professional from 1950 until his retirement in 1980 as the Education Director for the Military District of Washington (MDW).

Deskin began his thirty-year career in 1950 as the Education Advisor and later Director of Education for the Western Area Command, in Kaiserslautern, Germany. In 1960, he was assigned as the Assistant Education Director at Fort Meade, Maryland. He later transferred to Fort Monroe, Virginia and served as the Assistant Education Director for the Continental Army Command (CONARC), where he had responsibility for all the Army education programs in that command. In 1965, he returned to Europe where he served as Education Director for United States Forces in France. In 1966, he became the District Education Supervisor stationed at Robinson Barracks in Stuttgart, Germany.

In 1970, Deskin returned to the United States as the education consultant at the Pentagon for Civil Defense. In 1972, he was assigned as the Education Director for the Eighth United States Army in Korea. After a three-year tour in Korea, he came back to the United States where he spent one year as a staff college instructor in Kalamazoo, Michigan. In 1976, Deskin enjoyed his career capstone tour at MDW.

In many ways, Deskin was a pioneer in the delivery of educational services to Soldiers in diverse venues.



Diduk worked to maintain Soldiers' access to education opportunities outside of traditional job-related training; remarkably, he managed to do so as the last Director of Education for Continental Army Command and then the U.S. Army Training and Doctrine Command (TRADOC) from 1973 to his retirement in 1981. The current Basic Skills Education Program (BSEP) within the Army Continuing Education System (ACES) owes much to his strength of character in defending the importance of general education in building a flexible and well-trained military force.

Diduk's early career helped shape his strong opinions on the individual development of military servicemembers. During World War II, he served with the Navy on the USS Morrison and participated in nine major sea battles, including the Battle of Okinawa. From 1948 to 1965, Diduk held a variety of education positions for the U.S. Army in Europe, including teacher in the dependent school system and principal of the American High School in Paris. In these positions, Diduk worked with Soldiers as part of a family, and he developed a real empathy for those military students who wished to pursue education goals within the military environment.

In 1965, Diduk returned to the U.S. to serve as Deputy Director of Education for the Continental Army Command (CONARC) at Fort Monroe, Virginia. In 1973, CONARC was divided into two new commands, TRADOC and Forces Command (FORSCOM), at which time Diduk became the Director of Education for TRADOC. He was determined to keep the Army's adult continuing education programs separate from military training, and was a strong opponent of a proposal during the 1970s to convert all Army Education Centers into training centers focused on Training Extension Courses and Skill Qualification Testing. Diduk's staunch support of separate education programs was a major contributor to the continuing survival of the ACES structure.

Diduk's commitment to general education as a base from which to train the Soldiers of the future was well known within the military community. As a result, when the High School Completion Program (HSCP) lost its funding in 1977, Diduk was assigned the task of developing a remedial skills program to take the place of the HSCP. He quickly put together a team of dedicated professional educators who developed the foundation for BSEP, using needs assessment tools and diagnostic data to create this new program.

## **Roy T. Diduk**

In the field of military voluntary education, one issue is sure to provoke strong feelings and passionate discussion: Education or Training? Roy T. Diduk was a professional educator who came down firmly and vocally in support of general education and its role in the development of Soldiers, especially during the turbulent conversations of the 1970s. During his service with Army education programs from 1965 to 1981,

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In his passionate defense of access to education opportunities for servicemembers, Diduk often clashed with those who did not share his views. But his firm commitment to military voluntary education served as a bulwark against the elimination of those programs, thus allowing servicemembers to continue to pursue their goals of greater education achievement.

### Sue Dueitt

Dr. Sue Dueitt is an example of an advocate of enlisted education whose positive influence was cut short by the vagaries of changes in policymakers and policies.

Early in 1979, Clifford Alexander, the Secretary of the Army, expressed his desire to broaden and enhance Soldiers' opportunities for education. Robert L. Nelson, his Assistant Secretary for Manpower and Reserve Affairs (M&RA) took this on as a special project, assigning the mission to Dueitt, his special assistant. Dueitt assembled an ad hoc task and acquired the services of Dr. Thomas A. Sticht, as a special consultant. The Dueitt ad hoc task force developed thirteen recommendations for improving Army Continuing Education System (ACES). These became known as the "Dueitt Initiatives."

The Assistant Army Deputy Chief of Staff for Personnel (DCSPER) was appointed to oversee development of an Implementation Plan. General John Vessey, the Army's Vice Chief of Staff, chaired the implementation task force. During Fiscal Years 1980 and 1981, manpower and fiscal support were generally forthcoming for the Implementation Plan as developed and approved. But Nelson left the ASA (M&RA) position, and Dueitt was removed by Nelson's replacement. Secretary Alexander departed in the change of administrations in 1981. All this resulted in reduced priority status of the Implementation Plan. The separate line items disappeared in the 1982 Army budget.

The intense interest of the Army Secretariat in voluntary educa-



tion during this period foreshadowed what came later in the Clinton Administration with "repositioning the Army," resulting in eArmyU and other initiatives.

Dueitt began her military career, which included many diverse assignments, in the Army Reserves in 1977. She retired as a Major General in the Army Reserves.

### Emmerich "Eric" Eber

Dr. Emmerich "Eric" Eber distinguished himself as a longtime Education Services Officer (ESO) at Fort Belvoir, Virginia. He was born in Austria and, as a boy, sang in the Vienna Boys Choir. He came to the United States in 1937. He served as a Colonel in the U.S. Army National Guard in a Civil Affairs unit in the Washington D.C. metropolitan area. He began his career in Army education as the education advisor in Salzburg, Austria from 1948 to 1956, after which he became the ESO at Fort Belvoir.



Eber is remembered as a very decisive person who was focused on providing effective education programs for Soldiers. He initiated many developmental courses at Fort Belvoir, such as speed-reading and introduction to computing. He established a Military Occupational Specialty (MOS) Development Branch where courses were offered from basic typing to finance management. He embraced new innovations that were the forerunners of the computer age, such as reading machines and learning machines. He set up learning laboratories to support basic skills classes and individual learning. He accepted the challenge to educate Secretary of Defense McNamara's Project 100,000 Soldiers by establishing basic skills classes and developing courses of study to help these Soldiers gain the knowledge necessary to be effective in the military. Although he did not invent the annual installation Education Services Plan, he certainly perfected the concept at Fort Belvoir. The Education Services Plan was published annually and outlined all the educational services planned for that year. It

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was widely distributed on the military installation. Base commanders and their staff personnel used the Plan to understand and plan for the wide variety of courses and programs being offered through the post education center.

Eber was known throughout the Continental Army Command (CONARC) for the quality and quantity of his testing program. Roy Diduk, CONARC Director of Education, once commented that Eber must be marching all the troops on post through his education center to get numbers that high. But Eber, being a stickler for accuracy, responded that he could back up every statistic he put on the quarterly report.

Eber was instrumental in establishing a basic mathematics and science test as a prerequisite to student acceptance into the Prime Power Production Specialist Course taught in the Army Engineering School when it was located at Fort Belvoir.

Eber mentored many of his subordinates, who went on to become leaders in adult education. One of these, John Gantz, remarked: "Eric Eber was a genuine gentleman. He was always open to new ideas. He was very respected throughout his profession." Eber retired in 1978, and he died February 17, 2000.

### William A. "Andy" Edmundson

Soldiers=Citizens=Scholars. William A. "Andy" Edmundson's pioneering work as the Education Services Officer (ESO) at Fort Bragg, North Carolina from 1957-1988 was in showing how servicemembers played all three roles within the community in the state of North Carolina, thus making them eligible for financial support provided through the North Carolina Education Plan. By using state resources to supplement service-based tuition assistance support, Edmundson ensured that members of the Fort Bragg military community were never denied access to education opportunities because of lack of funding. At the same time, he worked with institutions of higher education to develop a liberal system



for transfer of credit to allow military students to complete their degree programs while serving on active duty. His commitment to student achievement led to college degrees for many first-generation higher education students within the Army community.

Edmundson convinced state higher education officials in North Carolina that the military community made a major contribution to the economic and social fabric of the state. In Edmundson's view, providing funding for the education of members of the Fort Bragg community was an intelligent investment in these citizens of North Carolina. He ensured that the community college system of North Carolina provided classes at Fort Bragg at minimal cost to the student. For many years, the cost was only \$15 per course, making these classes an attractive option for those new to higher education opportunities. In addition, he also arranged for other schools operating at Fort Bragg to award state-sponsored scholarships to members of the Army community. One of these schools was Fayetteville State University, a historically black institution that used this opportunity to broaden access for African-Americans within the Fort Bragg community.

Edmundson complemented his drive for financial assistance to Soldiers and family members by ensuring that these students were able to complete their degrees within the context of a mobile military community. He encouraged the colleges that provided education services at Fort Bragg to develop liberal transfer of credit policies for students, so that students arriving from one military installation could easily continue their degree programs at Fort Bragg. As a result, Fayetteville Technical Community College, Fayetteville State University, and Methodist College have all won the Ray Ehrensberger College of the Year Award for their willingness to design flexible programs to meet the needs of the military students.

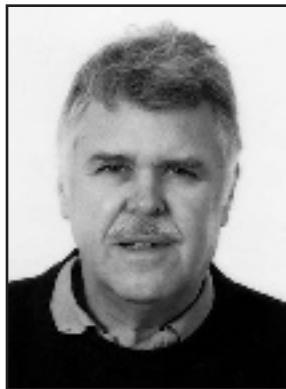
In developing a partnership with the higher education community of the state of North Carolina, as well as developing partnerships with institutions of higher learning to promote transfer of credit, Edmundson advanced access to education opportunities for all members of the Fort Bragg Army community. His contributions were recognized in 1987 when he received the Tilton Davis, Jr. Military Educator of the Year Award.

## **Grey Holt Edwards, Jr.**

Grey Holt Edwards, Jr. was one of the few Army educators who had experience in nearly every facet of the voluntary education system during his more than 30 years with Army voluntary education. Beginning in 1972, Edwards developed a thorough understanding of the workings of the Army Continuing Education System (ACES) from his experiences as an instructor, regional administrator, counselor, Education Services Officer (ESO), and Education Services Specialist (ESS). This broad-based knowledge gave him keen insight into the sacrifices required to achieve academic success, and Edwards constantly emphasized the success stories of those members of the Army community who reached their education goals. Edwards also played a major role in raising the level of respect accorded to military educators by the broader education community, particularly through his activities with the Commission of Military Education and Training (CMET) of the American Association of Adult and Continuing Education (AAACE).

From 1972 to 2005, Edwards held a variety of positions within the ACES structure in Germany. He was an instructor for the University of Maryland, a Regional Administrator for Central Texas College, and within ACES itself, a Guidance Counselor, ESO, and ESS. From all of these experiences, Edwards developed a real appreciation of the challenges that face military learners as they pursue their education goals--the classroom time, the homework, the degree planning, the administrative paperwork, and the out-of-pocket costs.

Edwards thoroughly enjoyed highlighting the success stories of Soldiers who completed their college degree programs, and he used these stories to motivate others to visit the local education center and begin their studies. Through articles in newsletters, briefings, and conversations in the community, Edwards emphasized the positive opportunities available to those who entered the Army's community of learners. He also acted as a stabilizing force to the ACES community during



years of dramatic changes in the numbers of Soldiers and family members, through base expansions and closings.

Throughout his years as a military educator, Edwards was concerned with raising the profile of military educators within the civilian education community, particularly in the adult education community professionals represented by AAACE. Edwards played an active role in CMET and became its President in 2001. As President, Edwards gained respect for military voluntary education as part of the greater whole of adult education, and used his leadership skills to highlight the many contributions military education has made to the field of adult education. Edwards was also an active member of the American Counseling Association and Phi Delta Kappa, bringing the military education perspective to these professional organizations.

In 2005, Edwards returned to the United States to serve as ESO at Fort Rucker, Alabama--his birthplace.

## **William Raymond “Ray” Ehrensberger**

Today, the University of Maryland University College (UMUC) is recognized not only as a leader in military voluntary education but also as a leader in all non-traditional adult and continuing education fields. Few people realize that one of the leaders responsible for the growth and development of this great university into a world-class institution of higher education was the late Dr. William Raymond “Ray” Ehrensberger. Ehrensberger’s work with UMUC from its humble beginnings as the College of Special and Continuation Studies (CSCS) in 1947 until his retirement as Chancellor of UMUC in 1975 was crucial in establishing the credibility of this unique institution. His vision, energy, and dedication to the adult learning enterprise led to a marvelously flexible institution that combines nontraditional locations and methods with sound academic values.

Ehrensberger received his undergraduate degree from Wabash



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College in Indiana, earned his Ph.D. at Syracuse University in social psychology, and later studied in the then Soviet Union. In 1947, he was chair of the Department of Speech and Dramatic Art at the University of Maryland, when the CSCS was formed to meet the needs of the new adult students who were entering academia after World War II, including many servicemembers who remained on active duty after the war. He quickly agreed to provide faculty for the new off-campus programs at military installations, including some popular public speaking courses given at the Pentagon, and even taught some courses himself.

In 1949, the President of the University of Maryland sent Ehrensberger to Europe to set up an administrative structure for the new CSCS programs being offered at U.S. military installations there, including those in occupied Germany. His success in this venture led to his being named Dean of CSCS in 1952. When the school was reorganized and renamed University College in 1959, Ehrensberger remained as Dean until he was appointed Chancellor of the again-renamed University of Maryland University College in 1970.

Ehrensberger had a real passion for expanding access to UMUC's programs on military bases in Europe, North Africa, the Middle East, and Asia. His frequent trips to remote locations, including combat areas of Southeast Asia in the 1960s, and his dedication to bringing UMUC's opportunities with him earned him the nickname "The Flying Dean."

One of Ehrensberger's major accomplishments was his development of the Bachelor of Arts of General Studies degree, a degree program perfectly suited to the needs of military students. This program includes a stringent set of core course requirements, but it was one of the first in the country to eliminate a residency requirement for graduation. This degree and its many imitators have made higher education achievement a reality for many highly mobile adult learners who have served in the U.S. Armed Forces.

Ehrensberger was such a recognized force in the field of military voluntary education that the Commission on Military Education Training of the American Association for Adult and Continuing Education established the Ray Ehrensberger Award for Institutional Excellence in Military Education in his honor.

## Louise D. Ellis

Louise D. Ellis spent almost 30 years in Army voluntary education as a teacher, tester, counselor, program administrator, and finally as the Program Manager at Headquarter, Department of the Army (HQDA) for the Basic Skills Education Program (BSEP) and the High School Completion Program (HSCP) from 1981 to 1989. Ellis had a profound belief in the power of military voluntary education to change Soldiers' lives, not just by improving their ability to perform their military duties but also by building their self-confidence as individuals. She translated this belief into concrete programs for military learners, and she used her considerable management skills to develop official support and funding for those programs.

Ellis began her career in Army education in the early 1960s at Fort Jackson, South Carolina, where she was employed as a contract teacher for classes in typewriting, algebra, general mathematics, and accounting. The quality of her work led to further career opportunities in 1966, when she began doing testing and counseling as well. Eventually, Ellis joined the civil service and became a program administrator for the Army Continuing Education System (ACES), first at Fort Jackson, and later at Fort Belvoir.

In 1981, Ellis was appointed as Program Manager of the BSEP and HSCP programs at HQDA, where she served until 1989. Her broad-based experience with Army voluntary education programs provided her with the knowledge and skills necessary for effective management of these two programs, which she considered to be part of a continuum of education opportunities for Soldiers rather than as separate entities with no links to higher education. She firmly believed that the BSEP and HSCP programs could increase the student's self-respect, unlocking the doors to further educational achievement.

Ellis had a keen sense of how to navigate through the system of building and supporting military voluntary education programs. She developed relationships with a number of agencies and organizations, including the Army's Major Commands (MACOMs), the General Accounting Office (GAO), and civilian institutions such as the Secondary School Administrators Association. Ellis coordinated communications among these organizations to build a support structure for the programs she managed. Even Congress recognized her expertise, asking her to testi-

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fy many times in committee hearings on legislating and funding Army education initiatives.

One of her major assets in creating support for her programs was her personal integrity--people trusted her. This trust greatly strengthened the credibility of Army voluntary education.

While Ellis never sought the spotlight, her colleagues recognized her many contributions to the military education community by awarding her the 1989 Tilton Davis, Jr. Award as Military Educator of the Year.

### **David R. Eyler**

Dr. David R. Eyler came to voluntary military education after serving as Dean at Blue Ridge Community College in Virginia. He also brought with him a full career in the Air Force Reserve. He served the military education community as Associate Director of the Servicemembers Opportunity Colleges (SOC) from 1983 until 2001. In this position, Eyler proved himself an education innovator, as the architect of SOC's Army Career Degree (SOCAD) system, which ties college degrees to specific Army Military Occupational Specialties (MOS). This program has put college degrees within reach of many career servicemembers, making access to education opportunity a reality for thousands in the military community. In addition, Eyler used his expertise in adult education theories and methodologies to integrate distance learning and learning assessment options into the SOCAD system, widening the options for military learners who wish to pursue a college degree.

As the designer of the SOCAD Degree Builder, Eyler developed a fully articulated degree plan for the military student, specifying the exact college credits awarded for specific military training in technical areas and defining which courses are needed to complete the requirements for the degree. This plan offers a clear road map to education achievement, a tool that assists the education counselor, the military student,



and the command structure to understand the current level of progress the student has achieved and what more needs to be accomplished to receive the degree. The flexibility of this plan has been a tremendous asset for those students who find they need an education program as mobile as their military careers.

Eyler's work with the Army Career Degree program did not end with its design. He became its chief champion in the military education system, marketing it to military educators and searching for qualified institutions of higher education that were willing to become partners in this program. He prepared briefings on the program, designed the training literature, and conducted training workshops for military and civilian educators who expressed interest in the program. His personal enthusiasm helped convince many to participate in this innovative path to education achievement.

Eyler's continuing interest in innovations in adult education, including the use of new technologies in learning, provided the impetus for his role as the primary integrator of distance learning and learning assessment options into the SOCAD system. He assisted in the establishment of eArmyU, another innovative education program that provides quality distance learning opportunities via the Internet to military learners. His work as a member of the eArmyU Council of Academic Management helped to provide smooth implementation and quality assessment for this new program.

For his many contributions to Army education, Eyler was awarded the Army Continuing Education Service Coin and the Commander's Award for Public Service, both in 2001.

### **Leon Flancher**

Dr. Leon Flancher served as Chancellor of the Extended Campus of Embry-Riddle Aeronautical University (Embry-Riddle) in Daytona Beach, Florida, and Vice-President of the University. During his seventeen years at Embry-Riddle, Flancher became well known in military voluntary education for his strong leadership, tireless initiative, and dedication to service throughout the military education community.

Flancher started his involvement with the voluntary military education program while Dean at Regis University in Colorado, with pro-

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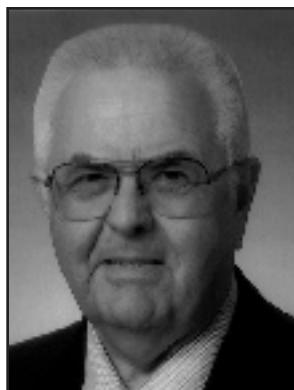
grams at Colorado Springs for the Air Force. He continued his involvement by directing international educational programs for the military while at Embry-Riddle.

Flancher published articles and presented papers on curriculum development and continuing education, wrote a model academic program for vocational administrators involved in doctoral programs, and completed a major multimedia program on in-service training for Colorado vocational teachers. He spoke often at local and national levels on the topics of adult education, distance education, and the military voluntary education program.

Flancher served on the American Council of Education (ACE) Commission for Adult Learning and Educational Credentials. He was President of the University Continuing Education Association's Division of Programs for the Military, of Florida's Advisory Council on Military Education, and of the National Association of Institutions for Military Education Services (NAIMES). He was also a prominent member of the American Association for Adult and Continuing Education (AAACE) and the Council of Colleges and Military Educators (CCME).

Flancher was very active in evaluation efforts of military education and helped in writing and revising assessment programs for the Air Force. He also served on many accreditation teams for the Commission of Colleges for the Southern Association of Colleges and Schools. He was active in several institutes, among them the President's Institute of the American Council of Education and Harvard University's Institute for the Management of Lifelong Education. He served as co-director for the University of Colorado's Institute on Community College Teaching for two years and is a past president of the Colorado Reading Association.

Flancher was an effective advocate for adult and distance education. He convinced those in high leadership positions of the importance of education to the individual and of the potential benefits available to the University when high quality educational programs are implemented



for the working adult. He was not one to avoid controversial issues but worked through them and, once decisions were made, he accepted them as challenges and used them to show the enormous value of education programs and services.

In 1992, Embry-Riddle Extended Campus was awarded the prestigious Ray Ehrensberger Award for Institutional Excellence in Military Education. Upon his retirement in May 2002, Flancher was elected as Chancellor Emeritus and Professor of Business Administration Emeritus at Embry-Riddle.

### Jeannie D. Fleming

During more than 30 years of service to Navy voluntary education which began in the 1970s, Jeannie D. Fleming used her excellent communication skills to develop good rapport with the Navy Commands that she served, thus ensuring continuous command support for the voluntary education programs she supervised. This strong foundation allowed Fleming to expand both the size and the scope of education offerings in Naval Education Centers, with subsequent dramatic increases in the number of enrollments. Not only did Fleming widen education access to sailors while in port, she also worked to promote enrollments in the Program Afloat College Education (PACE) courses offered to deployed service-members. Fleming was also widely admired for her work in the continued professionalization of the military education community.



Fleming began her career in Navy education in the 1970s as an Education Services Officer (ESO) at the National Naval Medical Center in Bethesda, Maryland. In 1980, she moved to an Education Specialist position at the Navy Campus, Naval Air Station (NAS) Cecil Field, Jacksonville, Florida, where she served until 1995. Fleming's work at NAS Cecil Field was exemplary; she expanded the number of education programs from a few Florida Community College courses to 16 degree programs from four institutions of higher education, and kept ser-

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vicemembers in the classroom during deployments through expansion of the PACE program. Even during the Base Realignment and Closure (BRAC) process of the 1990s, Fleming worked tirelessly to maintain the focus of the education center and to keep the base library open and functioning.

In 1995, Fleming was appointed Director of the Navy College Office (NCO) at NAS Jacksonville, where she continued to promote access to education opportunities. She increased the number of on-base degree programs from 18 to 33, with a corresponding increase in enrollments from 2000 to more than 9000. As a result of her able leadership, the Navy College Office at NAS Jacksonville was named the first Model Navy College Office by the Chief of Naval Education and Training (CNET) and the Chief of Naval Operations (CNO) in 2000.

Fleming was involved in a number of professional activities to raise the profile of military educators in both the military community and the broader academic community. She became an active member of the Florida Advisory Council on Military Education in 1986, eventually serving on the Executive Committee and as President from 1996 to 1998. In addition, Fleming participated in many activities of the Department of Defense Council of Colleges and Military Educators (CCME) and in 1996 served as Chair of the Defense Activity for Non-Traditional Education Support (DANTES) Education Services Advisory Panel.

For her contributions to the military voluntary education community, Fleming was recognized with many awards, including the 1994 Tilton Davis, Jr. Military Educator of the Year Award, the Florida Commendation Medal from the Governor of Florida in 1995, and the Meritorious Civilian Service Medal in 1996.

### Diana “Dee” Flynn

Diana “Dee” Flynn served on the Army Headquarters staff in education programs management, and later as the Programs Branch Chief and Deputy Director of the United States Army Continuing Education System (ACES). She has been recognized for her tremendous institutional memory regarding all vital issues dealing with the Army’s voluntary education programs. It was Flynn’s calm, steadfast, and sound judgment that prevailed often in times of crisis. Her total commitment to Soldier education marked her over thirty year career in Army education.

Flynn began in Army education in October 1974 as a contractor (Teacher/Counselor, then Testing Specialist) at the Pentagon Education Center. She gained a thorough knowledge and understanding of adult and continuing education through her work at the Pentagon. Her counseling talents were legendary, and she quickly became the expert on education incentives including the Veterans Educational Assistance Program (VEAP) Army College Fund, and the New GI Bill, later called the Montgomery GI Bill.



Flynn’s contributions have been numerous. She developed policy to ensure Soldiers received mandatory Veterans educational benefits counseling prior to separation; she assumed responsibility for overseeing the fielding of the newly established Army/American Council on Education Registry Transcript Service (AARTS), which became a model that the Navy and Marine Corps later emulated; and she served as Contracting Officer Representative on the AARTS contract with the American Council on Education (ACE). As the staff expert on counseling programs, she supported the Department of Defense (DoD)’s push to encourage transitioning servicemembers into second careers in the nation’s public school system. Flynn also assumed responsibility for management and implementation of the DoD-sponsored Military Installation Voluntary Evaluation Review (MIVER) of postsecondary programs at Army installations. She was Program Manager responsible for coordination with the Defense Activity for Non-Traditional Education Support (DANTES), ACE, and Servicemembers Opportunity Colleges (SOC).

As Education Programs Branch Chief, Flynn’s contributed to virtually every Army voluntary education program, but her special interest was counseling. She fought to ensure that the least capable Soldiers were served with educational opportunities best suited to allow them to grow and succeed in the Army. As ACES Deputy Director, Flynn became involved in the full scope of Army education including incentives, technology, and staff operations. Her impact on Army Voluntary Education as a key player on all issues and champion of Soldier edu-

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tion cannot be exaggerated.

Flynn received many awards and decorations over her service career. Among them were the Army Achievement Medal and numerous performance awards.

### Major General Kathryn G. Frost

Major General Kathryn G. Frost, who served as The Adjutant General of the Army from 1998 to 2002, was a career Soldier as well as a professional educator. She began her career in 1972 as an Education Counselor and Director of the High School Completion Program (HSCP) while working with Army Continuing Education System (ACES) at the Education Center for the Berlin Brigade, in Berlin, Germany. She then transferred as an Education Counselor with Fayetteville Technical College, Fayetteville, North Carolina, where she supported the HSCP for the 18<sup>th</sup> Airborne Corps, Fort Bragg, NC from 1973 to 1974. A Phi Beta Kappa graduate of the University of South Carolina, Frost received a direct commission in the Army as a First Lieutenant in 1974. Her assignments included serving as Commander of the Eastern Sector Military Entrance Processing Command, deputy legislative assistant to the Chairman of the Joint Chiefs of Staff, Deputy Commander of Army & Air Force Exchange Service (AAFES), and The Adjutant General of the Army. She completed her career as the Commander of the Army and Air Force Exchange Service (AAFES), the first female Chief Executive Officer of the organization. As chief executive, she led an \$8.3 billion company and 48,000 employees in providing retail, food and a variety of services to Soldiers, Airmen and military retirees and their families throughout the U.S. and in over 30 countries. In addition, Frost took AAFES to the front lines in Afghanistan and Iraq during the initial periods of Operation Enduring Freedom and Operation Iraqi Freedom. Making many trips to assess the support deployed servicemembers were receiving, Frost set the example yet again in service to



country and service to fellow comrades.

As The Adjutant General of the Army, Frost made many contributions which were lasting ones for ACES. First and foremost, she gave renewed importance to Army education and spoke at numerous functions, serving to set the tone for each event. Renowned for her speaking ability, she literally became the most sought after motivational speaker for voluntary education. The period 1999 and 2000 were difficult times, as the Army experienced challenges in filling the ranks. The Secretary of the Army, the then Honorable Louis Caldera, cautioned that the Army confronted a recruiting crisis, and charged the Army to find ways to attract young people into the Army. Frost led Headquarters ACES in the task of changing the image of the Army – known as “repositioning the Army.” Frost challenged and led her educators to develop the cutting edge program known as eArmyU (formerly Army University Online). This program was the first of its kind; it was piloted at 16 Army installations, attracting nearly 60,000 Soldiers and revolutionizing Army education. Although the program was never used to attract new recruits into the Army, it was deemed so important that it was opened to all enlisted Soldiers and served as a major retention tool. Indeed, the program was so successful it was institutionalized across the Army in October 2005 and now operates in both laptop and eCourse (non laptop) modes. The program went on to win 14 awards by various technology and education organizations and brought the Army good visibility. Frost's firm hand, gentle coaching and strong mentoring resulted in a steady course for ACES personnel and programs and services despite the difficult times and our Nation's grief and suffering. Further, Frost had a real understanding of the vocational/technical world of education and not only provided testimony on behalf of the Army in regards to education and transition programs built into the Army's Quality of Life support system, but also was instrumental in providing her vision, which resulted in what we today know as GI to Jobs and the Credentialing Opportunities On-Line (COOL) web site. In fact, it was Frost who named the initiative GI to Jobs, which then came to receive strong endorsement from the Office of Secretary of Defense, who recognized COOL as an outstanding model and directed all services to emulate. Also, in a September 2005 report to Congress entitled *Study on Coordination of Job Training Standards with Occupational Standards for Military Occupational Specialties*, the Department of Labor and the Department of Defense

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recognized the significance of the Army's GI to Jobs initiative and its COOL web site in addressing the issue of credentialing for our veterans transitioning to civilian employment.

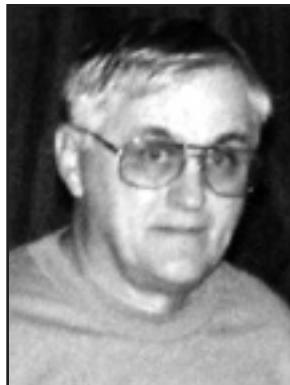
Indeed, it was Frost's leadership and capable guidance that made Army education the envy of many of the other Services and caused them to replicate the Army's education portal. Army's Soldiers enrolled in record numbers in the voluntary education program while funding for the program grew exponentially. It was Frost's unequivocal support for Army voluntary education during a difficult period that established the foundation for ACES' Way Ahead.

A graduate of the Army War College, Frost holds numerous decorations and medals for meritorious service including two awards of the Distinguished Service Medal, Defense Superior Service Medal and the Legion of Merit. She married former U.S. Representative (D-TX) Martin Frost, and they have three daughters and three granddaughters. Frost retired from service in 2006.

### Charles Dennis Fritts

In a career of more than 30 years with the Army Continuing Education System (ACES), Charles Dennis Fritts constantly devised new ways to bring Soldiers and scholars together. He did this by bringing in new schools as education providers, adding programs by existing providers, or expanding into new sites to offer education services to members of the Army community. From 1971 until his retirement in 2001, from Germany to the U.S. to Latin America, Fritts took his signature style of expanding access to education opportunities and applied it at installations of all types, bringing the benefits of education to all members of the Army community regardless of location. The key to providing education services to the military, for Fritts, was flexibility.

Fritts set the pattern for his career in his early work in Germany from



1973 to 1977. He began as a Guidance Counselor at Bremerhaven, but after only one month he was named the Acting Director for General Education Development, the predecessor of ACES, for Support District Norddeutschland. Three months later he was given the job on a permanent basis, and later was named Education Services Officer (ESO). During his years at Norddeutschland, Fritts established the "Education Center Provisional Company," introduced new programs to his Soldiers offered through City Colleges of Chicago, and initiated a graduate degree program with Boston University. He also set up education sub-centers at remote sites to serve the more isolated Soldiers, and worked with University of Maryland University College (UMUC) to send out instructors on a rotating basis to offer college-level courses for those wishing to pursue college degrees.

When Fritts returned to the U.S. in 1977, he continued to broaden the scope of education services at the installations he served, while adding a commitment to renovating and replacing education facilities on base. For example, as ESO at White Sands Missile Range in New Mexico from 1984 to 1987, he brought Dona Ana Community College to the Education Center as a new provider, established distance learning programs, and developed an outreach program with the New Mexico National Guard. As ESO at Fort Benning, Georgia from 1987 to 1991, Fritts expanded program offerings from Columbus College and Troy State University, established military personnel testing at the Education Center, and received command support for major renovations at five Education Centers on Fort Benning.

Fritts faced his greatest challenges in Latin America, where he served a far-flung community as Education Director for U.S. Army South from 1992 to 1999. The command itself planned its move from Panama to Puerto Rico during this time, including education services, so once again Fritts acted to secure adequate facilities for ACES at the new location. He established procedures to get requirements from either Fort Clayton or Fort Buchanan to serve American servicemembers in Haiti. He acquired from U.S. Army south a noncommissioned officer to conduct military testing and Defense Activity for Non-Traditional Education Support (DANTES) testing in Haiti. He sent his test control officers into various locations in South America where American troops were located and provided these servicemembers access to both the military testing and standardized academic examinations available through

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DANTES. Although an education center had previously been established in Honduras before his tenure, Fritts ended its short rotational staffing system by getting the Command to make the Honduras ESO position permanent. He also developed distance education programs for Soldiers stationed in many Latin American countries.

Back in the United States as the ESO at Fort Eustis, he again set in motion plans for development of new state-of-the art education facilities on that installation. At each step in his career, Fritts emphasized educational programs and services that assist in the transition from the military back into the civilian life. Fritts considered Project Transition, which was aimed at facilitating the transition to civil life during a large personnel cutback in the 1990's, a critical experience in his career.

During his career, Fritts received many awards. One of the most unusual was the 1997 Panama Canal College Medal, awarded at their commencement that year. With the U.S. military installations in Panama and the college closed, Fritts was the only Army educator to receive this award -- the other recipients were diplomats, senior military, or Canal Commission personnel.

### John R. Gantz

John R. Gantz served more than 40 years in the field of military voluntary education, beginning as a Counselor with the U.S. Army Continuing Education System (ACES) at Fort Belvoir, Virginia in 1965 and culminating with his appointment as Chief of the Troops to Teachers program in 1993, a position in which he served for more than 12 years. In his career, Gantz channeled his energies and talents into searching for new technologies, new methodologies, and new conceptual frameworks to open the doors to education opportunity. He not only developed a number of new education programs but also provided the explanatory tools for utilizing those innovations within the structure of established degree or certificate programs, bridging the gap between traditional and



non-traditional education.

Gantz always demonstrated an intense interest in the use of technology to expand education opportunities. For example, as the Director of Education for the U.S. Army Southern European Command from 1974 to 1978, he used the media technology of the Armed Forces Radio and Television Service to design and deliver education transition programs on the language, customs, and culture of the host nation. Gantz also developed cutting-edge learning laboratories using the latest technology in education programs and job skills training for the military; these labs were so successful that they were later adopted throughout ACES Europe.

As Gantz moved through his professional career, he added new methodologies to the new technologies he introduced. As the Defense Activity for Non-Traditional Education Support (DANTES) Education Advisor for Europe from 1984 to 1988, he developed programs to maximize the use of non-traditional sources of college credit for military learners. He also developed clear Articulation Guides to assist individual servicemembers as well as higher education institutions in applying the tenets of those programs. Later, as Deputy Director of DANTES from 1988 to 1993, he was one of the first to see the possibilities offered by the Internet, and pushed for development of the DANTES web site, which became a major education portal within the Department of Defense (DoD).

In 1993, Gantz was asked to serve as Chief of the new Troops to Teachers program, a bold initiative that focused on providing training to adults for second careers as public school teachers. Gantz quickly developed the conceptual framework in which to fashion the new program, using all of his many skills to build it into a roaring success. This required designing and delivering a targeted education program for training military servicemembers, creating a network with state education certification authorities to assist the transition, and developing political support at the national, state, and local levels. As usual, Gantz creatively utilized the most up-to-date technologies to create three web sites addressing different audiences to assist in publicizing the program and providing information on job opportunities to those newly certified teachers who completed the program.

Gantz had such tremendous success in developing the Troops to Teachers program that he became nationally recognized as an expert

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in teaching as a second career for adults, and was constantly sought after for advice and support in designing similar programs. His work was recognized by First Lady Laura Bush, who continued to work with Gantz to gain public support for Troops to Teachers.

### **Duane O. Geiken**

During more than 25 years of professional experience in military education and training, from 1974 through 2005, Dr. Duane O. Geiken developed a reputation in three areas of expertise. First, he had a thorough understanding of adult education and its twin tenets of student choice and self-directed learning, and he applied this knowledge to his work in military voluntary education. Second, Geiken developed real expertise in writing and managing the large contracts that make military education programs possible, a critical skill for the stability of military voluntary education. Finally, his consistent involvement in professional development activities ensured that military educators would have access to their own voluntary education programs to upgrade their knowledge and skill levels.

In 1974, Congress abolished funding for the major administrator of military voluntary education programs, the U.S. Armed Forces Institute (USAIFI), which was located at the University of Wisconsin at Madison. Geiken received his Ph.D. in Education Administration from Wisconsin, then went to work for USAIFI. When USAIFI's functions were taken over by Defense Activity for Nontraditional Education Support (DANTES), Geiken stepped in as Chief of the Examination and Certification Program from 1974 to 1978 to ensure a stable transition to the new organization.

He developed the structure of the examination program within the DANTES framework, working with test providers to create and manage programs through Memoranda of Understanding. These programs included academic testing as well as professional certification and licens-



ing examinations. The examination programs of DANTES are highly regarded in adult and continuing education as excellent tools for the self-directed adult learner.

Geiken's experience with DANTES gave him the opportunity to acquire real program management skills that he used in a variety of education and training positions with the Air Force from 1982 to 2005. As the Education Services Officer (ESO) at March Air Force Base in California from 1982 to 1985, as Director of Education Programs for the Strategic Air Command (SAC) in Omaha, Nebraska from 1985 to 1992, and as the Chief of Education and Training at the U.S. Air Forces Europe Headquarters (HQ USAFE) from 1992 to 1997, Geiken used his strong planning and budgetary management abilities to develop and implement quality education programs for members of the Air Force community. In 1997, Geiken was appointed Instructional Systems Specialist at Keesler Air Force Base in Mississippi, where he continued to apply his sound knowledge of education management to the administration of Air Force education and training programs.

In his pursuit of quality education for military servicemembers, Geiken participated in a number of professional development activities. He served as President of the Military Division of the American Association for Adult and Continuing Education (AAACE) and as President of the Military Division of the University Continuing Education Association (UCEA).

### **Jay E. Gerber, Jr.**

Jay E. Gerber, Jr., was an "old timer" in the Army General Educational Development (GED) Program and the Army Continuing Education System (ACES). He worked diligently to expand learning opportunities for Soldiers in many venues. His contributions have been lasting both in the programmatic offerings as well as with the education services professionals in the Army system that he influenced.

Many leaders in Army Education remember Gerber when he worked with Tilton Davis, Jr., at the GED Agency in Worms, West Germany, in the early 1970s. He helped establish Military Occupational Skills (MOS) libraries, language laboratories, and other learning resource facilities in United States Army Europe and 7th Army. Between 1975 and 1979, he served as Deputy Director of Education for the United States

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Army Forces Command (FORSCOM). In 1979, he returned to Europe as the Director of Education for Headquarters VII Corps in Stuttgart, Germany. In that position, he mentored a number of very capable education services personnel who have gone on to make indelible marks in their own chosen careers.

In 1985, Gerber returned to the United States as the Education Services Officer (ESO) at Fort Hood, Texas. Shortly thereafter, he returned as the FORSCOM Deputy Director of Education serving under Dr. Leon Y. McGaughey. He retired in 1986 and lived in Lubbock, Texas, where he died in 2001.

### **Joseph D. Glavey**

Joseph D. Glavey began his career in Army voluntary education in the challenging environment of Korea in 1974 at Camp Red Cloud; he retired in 2001, having labored in that same challenging environment for 25 of his 27 years of service. Glavey's creativity and energy made education centers in remote sites in Korea hotbeds of education innovation, as he designed, marketed, and delivered education programs using whatever resources were available. During Glavey's career in Korea, he broadened education offerings and updated education facilities to incorporate the newest technological possibilities. His management skills, flexibility, and commitment to the education needs of the Soldiers stationed in Korea led to tremendous success in the education programs he supervised.

Glavey's career began as a Guidance Counselor at Camp Red Cloud. As Glavey progressed through his career, he came to have a thorough understanding of the broad range of necessary services for the success of education programs. When financial constraints limited the number of Army Continuing Education System (ACES) staff, Glavey stepped in to perform the duties of two or three staff members to ensure that Soldiers still had access to quality education opportunities. For example, when Glavey served as Education Services Officer (ESO) at Camp Carroll, Korea from 1978 to 1979, he had no guidance counselors or administrators assigned to the Education Center, yet he managed to provide counseling, testing, and administrative services without interruption to the Soldiers of the Camp Carroll community.

Later, as a Guidance Counselor at Camp Humphreys, Korea during

the early 1980s, Glavey was asked to perform the duties of the ESO for several months during an emergency absence, while continuing his work as a Guidance Counselor. His work during this time was so impressive that he was promoted to permanent ESO of Camp Humphreys in 1982, where he served until his retirement as Supervisory Education Services Specialist (ESS).

Glavey became well-known throughout the U.S. military community in Korea for his imaginative education program innovations. He opened the first vocational/technical facility at Camp Carroll in 1979, and followed this with another such facility at Camp Stanley in 1980. While a Guidance Counselor at Camp Humphreys, Glavey had responsibility for the Soldiers stationed at the remote Camp Ames installation; he had such empathy for their situation that he designed and taught a free Survival Korean language class to assist those Soldiers in adjusting to their difficult environment.

As ESO at Camp Humphreys, Glavey brought the newest in cutting-edge technology to the military voluntary education program. He installed and constantly updated three computer laboratories, designed an on-line web site of "Internet Resources for Soldiers," and was the first in the Korean voluntary education community to market education services through the local Education Channel 4.

After 19 years at Camp Humphreys, Glavey retired from service with ACES in 2001.

### **Barton R. "Bart" Guthrie**

Barton R. "Bart" Guthrie has been a key manager and spokesperson for Pikes Peak Community College (PPCC) in its outreach to the military community since joining its ranks in 1987 as Program Advisor for Student Work Evaluation Program (SWEEP). Prior to coming to PPCC, he had served 21 years in the United States Air Force (USAF), retiring as a Senior Master Sergeant, Personnel



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Superintendent.

Guthrie is a product of the military voluntary education system. While on active duty in the USAF, he obtained an Associate degree in General Studies in 1979 from PPCC and a Bachelor's of Science degree in Technical Management in 1985 from Regis University. In 1989, he obtained a Master of Arts degree in Management from Webster University. Throughout his military career Guthrie was able to attain educational goals through the mentorship of his supporting supervisors. He showed his personal gratitude to these supervisors by helping other active duty military members achieve their educational goals. In the more than eighteen years being a part of PPCC's military programs, he witnessed thousands of servicemembers graduating from institutions that offer their programs through the military voluntary education.

Guthrie served as the 2003 President of National Association of Institutions for Military Education Services (NAIMES), and edited the NAIMES history. He also served as President of Prior Learning Assessment Network for Colorado (PLAN/CO), and as a member of Council of Adult and Experiential Learning (CAEL), the American Association for Adult and Continuing Education (AAACE), and the Council of Colleges and Military Educators (CCME). He served actively in the Association of the U.S. Army, the Air Force Association and the Colorado Springs Chamber of Commerce, and he often represented his president on the Servicemembers Opportunity Colleges (SOC) Advisory Board.

Guthrie's dedication to his chosen profession has been recognized throughout the military community. He represented his institution responsibly and with a clear understanding of the benefits higher education brings to servicemembers and their adult family members.

### **Vince Harmon**

After seventeen years of dedicated service as a Guidance Counselor, Education Services Specialist (ESS) and Education Services Officer (ESO) in the Army, Vince Harmon became the European Advisor for the Defense Activity for Non-Traditional Education Support (DANTES) in Heidelberg, Germany. In 1993, he was reassigned to DANTES in Pensacola, Florida, where he served as program manager for training and support, marketing, counseling support and publications. He held

two different department head positions and was heavily involved in every Department of Defense (DoD) Worldwide Education Symposium since DANTES began hosting them in 1994. He served as the chair of the Planning Committee for the 1997 DoD Symposium, held in St. Louis, MO.

After finishing a stint in the United States Air Force, Harmon came to Saint Leo College in 1972, knowing that he wanted to become a military education counselor. His facility advisor, retired SMSgt Edmund Lachance, knew of his wishes and never let him forget his dream. In March 1976, after finishing his Master's degree in Guidance and Counseling at the University of South Florida, in Tampa, he applied for federal service. In 1977, Leonard Osley hired him at Fort Benning, Georgia, as a counselor in the main post education center. After 4 months there, he was transferred to the education center at Harmony Church where he worked with another counselor and an education technician in a dilapidated World War II barracks building, enhancing the education goals of 2nd Advanced Individual Training Brigade. In 1979, he was reassigned to a counselor position at Patch Barracks, Stuttgart, Germany. His Senior ESO for the Stuttgart community was Gary Baker, who had replaced A1 Reed. Within three months, he was promoted and became the acting ESO at Garlstadt Kaserne in Northern Germany. In October of 1979, he was selected as ESO for the Nelligen community, which included Nelligen Barracks and Echterdingen Army Air Field in Stuttgart. One year later, he was selected as the acting Senior ESO at Robinson Barracks in Stuttgart.

In 1984, Harmon became the Director of Education and Military Training for Fort Monmouth, New Jersey. In December 1987, he was reassigned as Education Director Camp Zama, Japan. After a short tour in Japan, he was reassigned as the Deputy V Corps Army Continuing Education System (ACES) Director in Germany, and shortly thereafter was made V Corps Education Director. In 1991, when the European draw down of troops began in earnest, Harmon succeeded Richard Schram as the DANTES European Advisor.

Nearing his forty-year mark of service in the Department of Defense Voluntary Education Program, it is clear that Harmon followed his dream and left a solid record of accomplishments in various parts of the world, touching the lives of countless servicemembers and their families.

### Mebane Harrison

In a career of more than 35 years in military voluntary education, Mebane Harrison remained focused on one goal: providing the right education opportunity for the individual servicemember to achieve his or her goal. With the Army General Educational Development Program (GED), the Army Continuing Education System (ACES), and Navy voluntary education, Harrison used her superb counseling techniques and developed a unique understanding of the need to devise goal-oriented education plans, whether for college or vocational education programs. Her commitment to providing appropriate education to achieve specific goals led her to build excellent working relationships with higher education institutions, thus ensuring that servicemembers had access to the kinds of programs they need.

During her years with Army education, Harrison honed her counseling capabilities, based on real concern for the individual servicemember, and used them to deliver quality education planning to the Soldiers. She actually entered civil service in 1968 in the Army Chapel system in South Korea as a Director of Religious Education. In 1971, Harrison joined Army Education as a Transition Counselor for Soldiers returning from Vietnam, helping them to take advantage of their education benefits to ease their transition to civilian society. After the war ended, she served in various Army education positions in the U.S. and Germany until 1983, when she was assigned as the Chief of Counseling at Ford Ord, California. Harrison remained at Fort Ord, serving also as Learning Center Director, until it closed in 1992.

Harrison transferred to the Navy in 1992, still focused on providing education to meet the real needs of the individual servicemembers. She began as the Director of the Navy College at the Naval Amphibious Base in Coronado, California, was later promoted to Director of the Navy College at Naval Base Coronado, and eventually added the education programs of North Island Naval Air Station to her portfolio as well.

The Navy community in Coronado was well served by Harrison's commitment to education opportunity. She organized annual Education Fairs to promote Sailor participation in education programs, worked with institutions of higher education to develop program offerings, and coordinated a smooth transition to a new education center to avoid un-

necessary disruptions to the academic progress of Sailors enrolled in education programs.

Harrison's concern for providing appropriate education opportunities extended to her colleagues as well. She was an active participant in the Council of College and Military Educators (CCME), serving as its Secretary in the late 1980s and as President in 1995 and 2001.

Her many contributions to the field of military voluntary education were recognized by her peers in 1997, when Harrison received the CCME John Brian Award.

### Robert W. Hauer

From 1976 to the first years of the 21st century, Robert W. Hauer spent more than 30 years in military voluntary education, serving in Education Centers in Asia, Europe, and the U.S., including deployment to some of the more difficult theaters of operation in Southeast Europe and Southwest Asia. He worked diligently to improve the learning environment for Soldiers, instructors, and administrators in the military education system.

Hauer stayed close to the troops throughout his professional career. He began in the Army Continuing Education System (ACES) as an intern at Camp Red Cloud in Korea in 1976. He served wherever Soldiers served, bringing education opportunities directly to the military learner. In Germany, he held positions in such active installations as Mannheim, Kaiserslautern, and Schweinfurt; in the U.S. he worked as a Guidance Counselor at Fort Hood, Texas, as an Education Services Specialist (ESS) in the Dallas Recruiting Battalion, and as Education and Training Officer at Grand Forks Air Force Base in North Dakota, where he was assigned in 2004. He was Education Services Officer (ESO) at Yongsan Education Center in Seoul, Korea from 1986 to 1990, where he increased participation in all levels of voluntary education, including the Basic Skills Education Program (BSEP) and college and vocational-technical programs.



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In keeping with his philosophy of bringing education directly to the military community, Hauer deployed with the troops to a number of difficult areas such as Bosnia, Kosovo, Kuwait, and Macedonia. As the ESO at Schweinfurt, Germany from 1999 to 2004, he also made it possible for members of his staff to travel to other areas in support of NATO operations, thus ensuring the continuity of education services to military servicemembers.

Hauer's concern for his students and his staff led him to take a number of steps to improve the learning environment, particularly during his time as ESO at Schweinfurt. He found the funding to upgrade facilities in the Education Centers. He also worked to improve training and promotion possibilities for the ACES staff, thus contributing to increased professionalization of the staff and subsequent improvement in the quality of services offered to the military community.

In addition to his performance-related decorations of the Commander's Award for Civilian Service, the Achievement Medal for Civilian Service and the Commander's Award for Public Service, Hauer has received awards that reflect his broad geographic service, including the NATO service medal, the Southwest Asia Service Medal, and the Korean Civilian Service Medal.

### Charles McAulay Hobbs

Charles McAulay "Charlie" Hobbs is recognized as a model counselor and voluntary education specialist throughout the Navy. His dedication to educating the afloat Sailor is legendary. He was a strong voice for improving Navy policy toward the counseling of Sailors aboard Navy vessels.

Hobbs enlisted in the Naval Reserve in 1955 and was on active duty for two years. He graduated from the University of North Carolina in 1964 and was commissioned as an Ensign in the U.S. Navy in 1965. In 1975, he transferred to the Naval Reserve and became the Veteran Affairs Officer for Old Dominion



University. There he discovered a talent for counseling adults in using education and training for preparation for their future. He graduated with a Master's degree in Guidance and Counseling in 1980. In 1982, he became a Guidance Counselor in the Tactical Air Command, and in 1984, a Counselor at the Navy Campus Afloat Office at the Naval Station Norfolk.

Hobbs became the Director of the Navy Campus Education Center in Norfolk in 1985. There he saw that Naval personnel needed a full service undergraduate degree program, so he brought Tidewater Community College to the base with eight-week terms, semester equivalent credit hours, college counselors for admission, and degree completion and book sales. He also saw that career Naval personnel wanted to make a transition into civilian teaching, so he brought to the base Old Dominion University's Troops to Teachers (TTT) pilot Master's degree in Education leading to teacher certification. Today, there are nearly 8,000 graduates, teaching in nearly all states. Hobbs developed the first delivery of Video Teleconferencing (VTC) classes on the base with classes from the Virginia Consortium of Engineering. His contributions as an education leader at Norfolk have been numerous and lasting.

In September 1988, Hobbs became the Afloat Programs Coordinator. He managed the Program for Afloat College Education (PACE) and the Ashore Academic Skills program for commands and ships in the U.S. Atlantic Fleet. He designed and implemented new PACE procedures for developing education plans for Carrier Battle Groups (CVNBGs).

Hobbs promoted the concept that a Sailor on sea duty could complete at least an Associate degree using PACE courses and non-traditional methods of acquiring college credit. He trained Navy Campus staff so that they could counsel Sailors on how to enroll in Servicemembers Opportunity College Navy Associate Degrees (SOCNAV-2) plans. The outcome of this endeavor was that Navy Campus Afloat Norfolk had more SOCNAV-2 enrollments than all other combined Navy Campus Offices worldwide. He vigorously promoted the use of external degrees so that afloat Sailors would not be frustrated in their degree goals by traditional college residency requirements.

During his tenure as the Afloat Programs Coordinator, he was instrumental in pilot programs using CD-ROM delivered courses. This concept was later adopted in PACE. Hobbs also served as a technical advisor to Commander SubMarine Group Ten in Bangor, Washington. In

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this capacity, he helped expand the PACE 2 program to all submarines in the Pacific Fleet. In later PACE contracts, this PACE technology program was expanded to all surface ships in the Pacific Fleet. In April of 1998, the Center for Naval Analysis published the study "Effectiveness of the Voluntary Education Program." This study examined the correlation between the use of PACE courses and retention and promotion of Sailors. The study outcome showed that Sailors using the PACE program were promoted faster and retained in the Navy longer.

For the capstone tour, Hobbs served as the Navy College Program for Afloat College Education (NCPACE) program manager and subject matter expert to approximately 80 ships, submarines and aircraft squadrons homeported at the Naval Station Norfolk. He retired in June 2006.

### Brice G. Hobrock

The American Council on Education (ACE) recognized Dr. Brice G. Hobrock for his extraordinary talents and contributions to access and availability of instructional resources for adult learners, by making him a premier librarian to serve on Military Installation Voluntary Review (MIVER) teams for education programs offered to United States Soldiers, Sailors, Marines, and Airmen in Europe, Asia and in North America. As the consultant librarian, he worked closely with a wide range of other adult education professionals in assessing program quality and in making recommendations for their improvement. One of the major difficulties encountered by the consultant librarian on the MIVER teams is the cross walk in terms of mission and support that the military morale, welfare and recreation (MWR) library on the installation provides the military students, and the instructional resources available through provider postsecondary institutions and their library services and systems. Hobrock took this challenge in stride through his understanding of adult student needs and of the strategies and models by which instructional resources can and should be made



available to United States military students at a distance throughout the world.

Hobrock holds a distinguished record of accomplishments in adult and continuing education during his extraordinary career in library systems and services, especially in the area of instructional resource systems support for adult students at a distance. He developed a new paradigm for information ownership, access and delivery called the Managed Information Sourcing Model, now widely used by many academic libraries. Under his leadership, the Kansas State University Digital Library, known as CatNet, was developed as a prototype to allow adult students access to instructional resources at a distance that are nearly equivalent to those available to students in residence at the great universities in the United States. He developed document access and delivery systems to the desktops of remote adult students, allowing them to request and receive documents from cooperating libraries worldwide by the Internet, and permitting librarians to scan and/or transmit documents to personal computers of adult students worldwide. Hobrock's economic models for academic information acquisitions served to harness the information explosion by providing information sources worth having for academic purposes at managed costs.

Armed with a Ph.D. in Inorganic/Physical Chemistry and the mind of a mathematician, Hobrock began his career in instructional support services as an assistant professor, Systems Librarian, at Virginia Polytechnic and State University in 1974. This was soon followed by service as associate professor, then professor and Assistant Dean of Libraries at the University of Nebraska-Lincoln. In 1982, he became professor and Dean of Libraries at Kansas State University, where he served over 22 years, until his retirement in 2004. Hobrock left an indelible imprint on the field of adult and continuing education through his unique models, systems, and strategies for instructional support services, and through his willingness to advise and consult with other adult educators throughout the United States and abroad, thus enhancing the quality of collegiate programs offered at a distance.

Hobrock was inducted into the International Adult and Continuing Hall of Fame in 2005.

### William E. "Will" Hodges

William E. "Will" Hodges spent 40 years in the Army Continuing Education System (ACES), with 34 of those spent at Fort Stewart, Georgia. During his career, Hodges articulated a philosophy of military voluntary education in which quality counseling serves as the foundation for academic success. Hodges saw the role of the ACES Counselor as an impartial guide to the student, providing not only information on education options but also assistance in crafting an education plan; he particularly emphasized the importance of the Counselor in helping the student to access all available means, traditional and nontraditional, to achieve the desired academic credential. As an early advocate of measuring both costs (such as tuition assistance) and student outcomes (such as degrees conferred), Hodges anticipated the 21st century attempts to determine the effectiveness of military voluntary education programs.

Hodges began his ACES career as a Counselor in Germany from 1970 to 1976, with responsibility for counseling students in Idar Oberstein-Strassburg as well as Neubruecke. He served a short time at Fort Campbell, Kentucky in 1976, but then transferred to Fort Stewart, Georgia in 1976, where he found his true professional home. At Fort Stewart, Hodges served as a Guidance Counselor, Education Services Specialist (ESS), and Manager of an Adult Learning Center until his retirement in 2006.

During his career, Hodges took great joy in perfecting his counseling of students and helping them to define and achieve their academic goals. His student-centered philosophy of the importance of counseling within the ACES structure was based on his firm understanding of the differences between traditional higher education and military voluntary education. Hodges recognized the special needs of the military learner. He also felt that ACES Counselors could and should open doors for those students, letting them know possible education destinations and the quickest road to reach the destination chosen.



Hodges measured his own success through student outcomes--successful completion of courses, certificates, and degrees. But he also saw keenly that the right education decisions, made through proper counseling, also act as cost savings for the military, particularly in the area of tuition assistance. This balancing act later became a staple in cost-benefit and cost-effectiveness studies of military voluntary education programs.

One day in 1983, Hodges, along with Carol Woodcroft, the Education Services Officer, sat at a round table in Hunter Army Air Field (AAF) Education Center, and began planning to computerize Army education records. Two years later, on July 1, 1985, a primitive system, called "ACES" cranked up. Fort Stewart/Hunter AAF Army Education Centers went live on a mainframe computer. These education centers stopped using paper records and became the oldest totally automated education centers.

### George C. Hogan

Dr. George C. Hogan spent 26 years on active duty with the U.S. Army, retiring in 1986 as a Command Sergeant Major. He used this experience as the basis of his philosophy in understanding the needs of the military learner, which he applied as the Director of Military Education Programs for Coker College at Fort Jackson, South Carolina from 1986 to 1996. Hogan placed special emphasis on the quality of education services provided in military voluntary education--quality of information and advisement offered by site managers of institutions of higher education as well as quality of delivery of services throughout a military installation's education system. This focus on quality led to his appointment to serve on some of the pioneering Military Installation Voluntary Education Review (MIVER) teams of the 1990s, which established the concept of external review of military education by members of the academic community.

During his years with the Army, Hogan served with a number of elite units, including Airborne and Ranger units, in a number of locations, including Vietnam. After his retirement in 1986, Coker College of South Carolina asked Hogan to join their administration by setting up Bachelor degree programs at eight National Guard Armories throughout the state of South Carolina. These new programs, which served both

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National Guard and Army Reserve servicemembers, were resoundingly successful, increasing enrollments by 500% while enrolling the most diverse student population of any of Coker's programs.

Hogan's position as Director of Military Education Programs for Coker College at Fort Jackson allowed him a broad view of the Army Continuing Education System (ACES) in action at the installation level. This led him to ponder the characteristics necessary of a truly professional representative from a higher education institution to provide information and advisement to military students. As a result, Hogan wrote his doctoral thesis on just this subject, entitled "The Development of a Proposed Job Profile of Site Managers of College and University Level Programs at Military Installations," in which Hogan called for clear professional standards for site managers to ensure quality of service in military voluntary education.

Later, Hogan's innovative work and his focus on quality led him to be appointed to some of the first MIVER teams in the early 1990s, sponsored by the American Council on Education (ACE). These early MIVER teams developed the policies and procedures that have now become standard in the assessment of military education programs.

Illness forced Hogan to resign his position in 1996, but he never ceased his intellectual involvement with the issue of quality in military voluntary education.

### Cyril O. Houle

Dr. Cyril O. Houle is a familiar and revered name in adult education. In a distinguished career spanning almost 60 years, including 40 years on the faculty of the University of Chicago and more than 20 years working with the W.K. Kellogg Foundation, Houle's scholarly work made him a well-known and respected member of the higher education community. But few realize that Houle had a seminal role in the development of voluntary military education programs. His active involvement in military educational programs



during World War II and his powerful evaluation of the implications of such programs for the civilian education community played a pivotal role in establishing the legitimacy of military education programs within the broader context of adult education.

At the University of Chicago, Houle served as the administrator for the University's programs for military servicemembers during World War II, including service as the Dean of University College, the extension division of the University of Chicago. During these years, the U.S. Armed Forces Institute (USAFI) developed a number of innovative learning programs for the adults serving in the military, including courses tailored to the needs and interests of students and a variety of delivery options depending on the circumstances of the individual. Houle's role as Chicago's administrator for such programs allowed him the opportunity to observe first-hand the successes and failures of many of the experimental programs implemented during this time.

After the war, Houle was asked to be part of a team to evaluate the wartime voluntary education programs and to draw lessons from them that could be applied to the civilian sector. This team, under the auspices of the American Council on Education, published its report in 1947, entitled *The Armed Services and Adult Education*. Houle organized the plan of the report and wrote the chapter on implications, a chapter that had a profound effect on how the education community came to view voluntary military education.

Houle's chapter was a forceful statement endorsing many of the innovations in adult education developed by the military during World War II. In addition, he argued that the civilian community had a great deal to learn from the military in the design and delivery of adult education programs, including development of counseling and guidance procedures and the use of advanced technologies. Most important, Houle noted that the military programs showed that all adults wish to learn, and that all adults can profit from access to learning opportunities--two of the bedrocks of voluntary military education.

In recognition of his many contributions to adult education, both the W.K. Kellogg Foundation and the American Association of Adult and Continuing Education (AAACE) established awards in the name of Cyril O. Houle. He was inducted into the International Adult and Continuing Education Hall of Fame in 1996.

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### Frederick R. "Fred" Huber

Dr. Frederick R. "Fred" Huber is best remembered for his monumental efforts on behalf of the California Community Colleges and Military Education Association (CCCMEA), which evolved into the Council of College and Military Educators (CCME). He served as its President in 1990 and later, in 1993, he was made President Emeritus and Historian. Through Huber's leadership, this association grew from a California-based association to one that serves all American military educators and institutions that support United States servicemembers and veterans.

Huber attended the University of California Los Angeles (UCLA), graduating with a BA degree in Administration and a commission as a First Lieutenant. He later earned a Master's degree in English and a Doctorate in Education from the University of Southern California.

Huber began his career in education as a teacher of Mathematics and English at Fresno High School. During World War II, he was called to active duty. After his service, he returned to California and was discharged as a Lieutenant Colonel. He remained in the United States Army Reserves and retired as a Colonel.

Huber sought a teaching position in the fast developing community college movement in California. He was offered the position as Dean at Monterrey Peninsula College. After three years there, he was selected to serve as President of Palomar College. For nine years. Huber led Palomar College through a tremendous growth period, increasing the student body, facilities, faculty, and many service outreach programs. The college received overwhelming recognition from the State of California and throughout the nation.

Huber developed lasting relationships as Chancellor with two other private institutions, the University of Phoenix and National University.

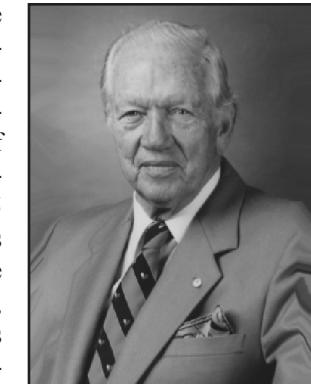


He liked both of these institutions' appeal to working adults. He helped both universities develop concise programs, and helped them identify and hire well-qualified faculty who could identify with adult students.

Huber never forgot the American servicemember and veteran. In his various academic and leadership capacities, he sought out and found ways to enhance positive partnerships with the military communities. This was embodied in his efforts to build a strong CCME.

### Paul E. Huff

Dr. Paul E. Huff was one of the true visionaries of military voluntary education, a pioneer in the development of flexible, mobile education programs that support both the individual development of the military servicemember and the mission of the Armed Forces. Huff served 15 years as a manager of education programs for the Headquarters of the U.S. Air Force Strategic Air Command (SAC) in Omaha, Nebraska from 1962 to 1977. During this time, he developed some of the most innovative programs to deliver education opportunity to members of the Air Force community, even those in quite remote locations. He also worked to expand the options for these servicemembers, especially by increasing the availability of higher education programs for graduate degrees. Huff continued his work with military voluntary education after his retirement from federal service by working with a number of institutions of higher education that provide education programs to military learners.



Huff served as the Deputy Chief of the Education Division of SAC Headquarters from 1962 to 1967 and then as Chief from 1967 to 1977. During his time at SAC, Huff took a small education program and turned it into a showcase of education opportunity for military learners. He expanded the number and scope of education programs, bringing in new college degree providers for those who wished to pursue higher education goals. Huff's support of the idea of granting resident credit for all adult and continuing education courses laid the foundation for the

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mobile degree programs that are now considered standard within military voluntary education.

One of Huff's most innovative programs was the Minuteman Education Program, which was designed as an incentive for Air Force officers to volunteer for duty at isolated Launch Control sites. In this program, officers could earn a graduate degree through flexible education delivery, while the Air Force was able to attract highly qualified officers to serve in difficult duty stations-- a win-win situation. Huff also assisted in expanding the University of Oklahoma's Advanced Programs to Air Force bases and later to military installations of other service branches, thus creating greater access to graduate education opportunities for military learners.

Huff retired from federal service in 1977, but by no means did he retire from service to military voluntary education. Instead, he served in a number of teaching and administrative positions with the institutions of higher education that provide the education instruction to the military community. He was the Vice-President of Off-Campus Programs for Georgia Military College, served as Far East Director of Chapman University, and taught courses in education and management for both Troy State University and Hawaii Pacific University in military voluntary education programs in Honolulu, Hawaii.

Huff's many achievements in adult education, including military voluntary education, were recognized by his induction into the International Adult and Continuing Education Hall of Fame in 1998.

### **Jennie Humes**

Good planning makes for good management, and Jennie Humes, in a career of more than 20 years with Navy voluntary education, displayed both. From her first years with the Navy beginning in 1985, Humes understood the importance of effective professional management in delivering quality education programs, and she developed remarkable planning skills that served as the foundation for her successful administration of those programs. This



was especially important in the design, implementation, and supervision of the creative nontraditional education programs offered through the Program for Afloat College Education (PACE), a vital component of the Navy's voluntary education system, where Humes' management skills proved invaluable.

Humes joined the Navy education system as an Education Services Specialist (ESS) at Naval Air Station (NAS) Cubi Point in the Phillipines in 1985. She transferred to San Diego as the ESS at Naval Station San Diego, where she quickly set about developing effective command education plans for ships that called San Diego their home port. Every one of these ships participated in PACE during her tenure. This was a real boon to Sailors who wished to pursue their education goals while at sea. In 1991, Humes was promoted to Area Coordinator; in this position, she designed an electronic format for shipboard education plans, thus saving time and money while ensuring the availability of the plans.

From 1995 to 1997, Humes served as the PACE Manager for the Pacific Region, where she once again used her planning abilities to design an "Education-At-Sea" program especially for Commander/Cruiser/Destroyer Group Three (COMCRUDESGRU Three). Humes was promoted yet again in 1997, serving first as Regional Director for the Pacific and then as Regional Director for the Western/Southwestern Region, where she designed an effective Implementation Plan for Education for Commanders.

Humes moved to the Voluntary Education Department at Naval Education and Training Professional Development and Technology Center (NETPDTC) in Pensacola, Florida in 2002, and served as Deputy Director. In this position, she improved the Navy College PACE program by developing a well-defined Statement of Work, saving \$5 million per year in contract costs, while still ensuring quality standards in the program. Humes' excellence in program management was recognized with her appointment in 2005 as Acting Director for the Voluntary Education Department at NETPDTC.

One of the reasons for Humes' success as an education manager was her own involvement in continuing education activities for professional educators. She was an active participant and presenter at several Department of Defense (DoD) Worldwide Education Symposia, and she completed a number of advanced management courses available to DoD managers, constantly upgrading her own skills and knowledge in order to provide

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education opportunities for members of the Navy community to do the same.

### Colin M. "Cole" Hunter

Colin M. "Cole" Hunter served as Chief, Education and Training Branch, Headquarters Pacific Air Forces, Hickam Air Force Base, Hawaii. He had responsibility for developing and directing command-level support and advisory services for education services, military training, and enlisted and officer professional military education. He also served as the United States Pacific Command Executive Agent for postsecondary education and was responsible for support, administration, and implementation of education programs that serve Army, Navy, Marine Corp and Air Force personnel in the Pacific Theater.

Throughout his career, Hunter led projects and initiatives which positively impacted the direction of Air Force and Department of Defense education and training programs. His leadership fundamentally changed the way business was conducted in Pacific Air Forces, United States Pacific Command, and the Department of Defense (DoD). Hunter was at the forefront with innovative ideas and proactive actions that enhanced Voluntary Education, Enlisted Professional Military Education, and training programs Air Force-wide.

During his tenure as Education Services Officer (ESO), Hancock Field, Syracuse, New York, Hunter effectively managed the base closure, ensuring all education services customers were counseled and educational opportunities were maximized.

While serving as the George AFB Education Services Officer, Hunter participated in the initial test program to develop the Military Institution Voluntary Education Review (MIVER). Due in part to his leadership and vision, MIVER became a useful vehicle to evaluate voluntary education programs on military installations.

As ESO at George AFB, his Flight was recognized as the best in



Tactical Air Command. Hunter received the Federal Executive Board award for Outstanding Governmental cooperation in building new program relationships with the California State University at San Bernardino.

Hunter helped evaluate and select software to begin the process of automating the Air Force Tuition Assistance Program. His strategy was adopted and was instrumental in the eventual development of the automated system we enjoy today – the Air Force Automated Education Management System (AFAEMS).

During his first tour at Headquarters, Pacific Air Forces (PACAF), Hunter successfully implemented the initial test of the Spouse Tuition Assistance Program (STAP). His program guidance was adopted by the Air Force to implement the STAP in PACAF and United States Air Forces in Europe (USAFE).

Hunter shaped the United States Pacific Command Education Contract procurement process and helped write guidance (DODI 1322.19, Voluntary Education Programs in Overseas Areas) that prescribed procedures and policy direction for the military services in implementing postsecondary education programs in overseas areas.

Handpicked to lead the Air Force Voluntary Education program, Hunter was assigned to Headquarters Air Force, Pentagon. He was instrumental in the implementation of the Montgomery GI Bill and was recognized by Congressman Montgomery for his efforts. Hunter's steady hand led the entire Air Force Voluntary Education Program from July 1988 to July 1996.

Hunter rejoined Team PACAF as the Executive Agent for voluntary education programs in the United States Pacific Command. He was responsible for the assessment, preparation, and control of contracts used at 58 sites throughout Pacific Command. His efforts ensured Air Force, Army, Navy, Marines and Coast Guard personnel as well as Department of Defense civilians, dependents and family members in the Pacific theater of operations were provided first class postsecondary educational opportunities. His superior leadership was responsible for the continuous improvement of numerous innovations that have resulted in high quality education programs being provided at the lowest possible cost to both the student and government in the United States Pacific Command.

Hunter established and refined the PACAF Quality Assurance (QA)

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Program for Base Training and Education Services which resulted in a responsive Base Training and Education Services (BTES) organization for Pacific Air Forces. His QA program provided visibility to the PACAF Director of Personnel and is the vehicle used to support the Command Inspector General Program for BTES. He led the planning, organization, and implementation of the BTES Most Efficient Organization in PACAF. His superb action plan was implemented command-wide, resulting in a cost savings of five million dollars to the Air Force.

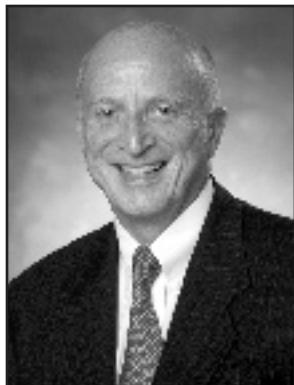
An innovator, Hunter was responsible for the planning, design, and implementation of centralized tuition assistance in PACAF. He was the first in the Air Force to centralize the tuition assistance program resulting in efficiencies for both the Air Force and partner academic institutions.

As the Command subject matter expert on Officer and Enlisted Professional Military Education (PME) Programs, Hunter provided expert advice to the PACAF Director of Personnel and installations on all PME matters, and wrote command policy guidance impacting all enlisted and officer personnel assigned to PACAF. Always a visionary, Hunter created, implemented, and managed the PACAF Board of Force Development and Education, ensuring that appropriate resources, manpower, and facilities for training and education programs were adequate for today and for the future.

Hunter enjoyed a long and distinguished career in the service of his country that reflects great credit upon himself, the United States Air Force, the United States Pacific Command and the Department of Defense.

### **Jerry Ice**

During his 18 year tenure as Provost and Academic Vice President at Thomas Edison State College (TESC) in Trenton, New Jersey, Dr. Jerry Ice created one of the most comprehensive programs of degree offerings, methods of degree completion, and services devoted to adults in higher education in the United States. Under his leadership and that of Ruth McKeefery, the College Dean, servicemembers from all branches and compo-



nents were welcomed as enrollees in the student body. TESC became a strong partner in Servicemembers Opportunity Colleges (SOC) and the SOC Degree Network System. Ice was a college leader who stood up enthusiastically for the education of the troops.

In September 2001, Ice became the Executive Director of the Graduate School, United States Department of Agriculture (USDA). The Graduate School, USDA provides individuals with opportunities for career advancement. The school enrolls annually nearly 200,000 individuals in nearly 1000 courses and programs. The Graduate School delivers educational programs nationwide and has offices in eight major cities throughout the country. But even as Ice served in this demanding position, he took time to participate as a Military Installation Voluntary Education Review (MIVER) visitor. He spoke at the 2003 Department of Defense (DoD) Worldwide Education Symposium in Orlando, Florida, and he served on an intensive 2003 American Council on Education (ACE) Task Force studying the Army Continuing Education System (ACES).

Ice received an Ed.D. degree from Fordham University, and he served on the Boards of Directors of a number of organizations devoted to promoting adult continuing education. Before his work at TESC, Ice was the Associate Dean at Montclair State University, responsible for administering its evening college. He then served as Dean of the School of Continuing Education at Indiana University of Pennsylvania. Ice received numerous awards and decorations throughout his long career in higher education.

### **Roger O. Jarvis**

Dr. Roger O. Jarvis demonstrated outstanding initiative and creativity by ensuring that all military personnel throughout Alaska were given maximum educational opportunities. In 1988, Jarvis was selected as the Alaska Air Command (AAC) Education Services Director. After AAC was redesignated the Eleventh Air Force in 1990, Jarvis continued his work in Alaska as the Alaskan Command (ALCOM) and then Chief, Education and



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Military Training Branch, at Elmendorf Air Force Base (AFB), until his retirement.

Jarvis entered civil service in July 1973 as the Director of Morale, Welfare, and Recreation at three overseas locations. In 1979, he switched to Air Force education, serving as a Guidance Counselor at Offutt AFB, Nebraska. In 1980, he was selected as the Chief of Training for Engineering Readiness for the Strategic Air Command, where he was responsible for the production and distribution of all Engineering and Services Training and Education programs. In 1981, he became the Education Services Officer (ESO) at Moody AFB, Georgia.

In 1983, Jarvis was assigned as Air Force Communications Command Education Services Officer at Scott AFB, Illinois. With Jarvis' leadership, Communications Command became the first to send Videotaped Community College Collegiate Programs, via the University of Maryland, to every Air Force remote location in Europe and the Pacific. The result was the availability of 100 and 200 level collegiate coursework via videotape at AFCC's remote and distant locations. As a result, thousands of AFCC personnel serving at remote locations were able to continue their Community College of the Air Force degree work, thanks to the efforts of AFCC Education Services, with the support and assistance of U.S. Air Forces, Europe (USAFE) and Pacific Air Forces (PACAF).

While serving in Alaska, Jarvis was the military representative to the Alaska State Board of Education, a member of the Alaska Commission on Postsecondary Education, the military representative to the Anchorage Blue Ribbon Panel for the Winning with Stronger Education (WISE) initiative, and a member of the Education Commissioners "Alaska 2000" team. Jarvis took a leadership role in engaging the University of Alaska System as a strong partner in the Department of Defense (DoD) Voluntary Education Program. He served as catalyst and a positive influence in resolving education issues.

In 1994, Elmendorf AFB was given the Commander-in-Chief's Installation Excellence Award, in part due to Jarvis' leadership. Jarvis led the Alaska military installations, with Elmendorf AFB receiving a Military Installation Voluntary Education Review (MIVER) visit in February 1995. The MIVER team commended Jarvis and his staff for excellence in their work. In 2002, Elmendorf AFB received the Nathan Altschuler Award for Excellence in Education Programs.

Among his many personal awards and commendations, Jarvis received the Department of the Air Force Exceptional Civilian Service Award.

## **Peggy Johnson**

Peggy Johnson served as an outstanding administrator of the United Services Military Apprenticeship Program (USMAP).

In 1983, the United States Navy hired Johnson as an Education Technician for its National Apprenticeship Program (NNAP). During the early years, the program was open only to Navy enlisted members, and all record keeping was managed by hand with hard copies of applications, daily log sheets and Progress/Status Report forms securely stored in Navy gray metal filing cabinets. In 1998, Johnson was promoted to NNAP Administrator. At that time, the program was centrally managed by the Navy and was working toward an automated interface between the United States Department of Labor and NNAP.

In April 2000, a Memorandum of Understanding was signed between the Secretary of Labor, Navy, Marines, and Coast Guard. It was at this time the name was changed from NNAP to USMAP, having brought on the two additional services. By 2002 when she retired, Johnson and her small staff had completely computerized the program, which had grown from just a few apprenticeable trades to over 130, with 21,000 completions, and over 15,000 active apprentices. The USMAP web site reflects many of the seeds she planted during her administration. Many of the dreams Johnson discussed with co-workers to advance the program or ideas that were on the planning board have been accomplished. Johnson's legacy is taking the infant NNAP program, located in a tiny office in Pensacola, Florida, and developing it into an active benefit for Sailors, Marines and Coast Guard members who wanted to achieve apprenticeship certification. Always low-key, Johnson brought highly positive visibility to USMAP through her exhibits at conferences and workshops and at college fairs on Navy, Marine Corps and Coast Guard installations throughout the United States.

## **Susan “Susie” Johnson**

Susan “Susie” Johnson served in a variety of educational management positions with the Army Continuing Education System (ACES) at diverse locations that include Ft. Carson, CO; Ft Myer, VA; Wildflecken, Bad Hersfeld, and Fulda, Germany; and the United Kingdom. Johnson’s career with Army education has spanned over thirty years and has included experience as a strategic planner, program administrator, professional staff developer, instructional designer, counselor, and teacher in adult education. She received a Master of Science degree in Education and the Bachelor of Science degree in Mathematics and Zoology from the University of Tennessee.

While serving on the Headquarters Department of the Army HQ ACES Staff from 1997 through 2000, Johnson was instrumental in the creation and implementation of eArmyU, and responsible for management of Career Program 31 Competitive Professional Development Program and the Intern Program. She also served as Program Manager for ACES strategic planning and for ACES to the Reserve Component, and served on 1997 and 2000 Department of Defense (DoD) Worldwide Education Symposium Planning Committee.

Johnson served as the Assistant Deputy for Education and Transition in the Office of the Assistant Secretary of the Army for Manpower and Reserve Affairs ((M&RA). She represented and spoke for the Army Secretariat on educational matters and transition assistance issues with the Office of the Secretary of Defense, other military branches, federal, state, and local governmental agencies, and leaders of academic institutions and national organizations.

In her role as the Army’s functional advisor on education, Johnson applied her expert knowledge of past and current Army policies, regulations, directives, research, and law to ensure the successful implementation, management, operation, and evaluation of education and transition programs throughout the Army.



Since the beginning of her career in Army education as a High School Completion Instructor at Fort Carson, Colorado in 1976, through her work at OASA (M&RA), Johnson served as a strong, dedicated advocate for adult and continuing education for Soldiers and other service-members and their families. Millions of Army learners have benefited from her work.

## **Barbara Ann Posey Jones**

Dr. Barbara Ann Posey Jones, Dean, School of Business at Alabama A&M University, served tirelessly as a team member with the Military Installation Voluntary Education Review (MIVER) project for many years, chairing many challenging visits.

Jones earned her Bachelor of Arts degree in Political Science and Mathematics at The University of Oklahoma, a Master of Arts degree in Economics at the University of Illinois, and a Ph.D. in Economics at Georgia State University.

Jones served as Dean of the School of Business at Alabama A&M University, having come to Alabama A&M University after spending nine years as Dean of the College of Business at Prairie View A&M University and a year and a half as Chairperson of the Department of Economics and Finance. In addition to activities within the School, she coached the Honda Campus All-Star Challenge Program (academic team), supported the Honors Program, served on the Alabama Articulation and General Studies Committee, served on the Committee for Academic Standards, and assisted with a host of other academic concerns.

She targeted strengthening the curriculum, instruction, relations with the Huntsville business community and services to students in moving the school closer to specialized accreditation by the Association to Advance Collegiate Schools of Business (AACSB)—the International Association for Management Education. She served on the AACSB Accreditation Implementation Task Force that designed the Candidacy



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Program, three years on the Candidacy Committee, three years on the Board of Directors, and two years on the Executive Committee.

Jones spent 16 years on the faculty of Clark College in Atlanta, GA. She served nine years as Chair of the Department of Business and Economics, five years as Senior Research Associate with Clark's Southern Center for Studies in Public Policy, and one year on leave from Clark as Senior Lecturer at Ahmadu Bello University in Zaria, Nigeria. Prior to her years at Clark College, she had one-year appointments at Texas Southern University in Houston, TX and Atlanta University in Atlanta, GA.

Jones was active in the National Economic Association, and served as President, Secretary-Treasurer and on the Board of Directors. She served as Interim Editor and on the Board of Editorial Advisors of *The Review of Black Political Economy*. She was also President of the Southern Business Administration 2002, an association of business school Deans. She participated on the Boards of the Women's Economic Development Council (WEDC),

serves as current President HBCU Business Deans Roundtable, the United Way of Huntsville-Madison County, and the Huntsville Public Building Authority, and served as President of the WEDC Foundation 2003. She serves on the Board of Directors of Huntsville Madison County Better Business Bureau.

Jones' professional activities have involved travel to all regions of the United States as well as to Canada, Mexico, Nigeria, Japan, Cuba, Germany, Ukraine and Guam. She has had extensive interactions with students and faculty from all over the world.

### John F. "JJ" Jones, Jr.

Beginning in 2002, John F. "JJ" Jones served as Vice President for Department of Defense (DoD) Relations at the University of Maryland University College (UMUC). In times of major change both in terms of senior college mission and leadership and the demands within the DoD Voluntary Education Program, he developed organization mission, goals, budget and operational processes to provide strategic client management of the institution's relationship with DoD and all the military services. He helped the college develop and implement a national outreach program, resulting in doubling enrollments of military ser-

vicemembers. He directed the creation of six partnerships with military war colleges, staff colleges and universities. He led in the development of the university military advising team to provide dedicated student services to the military student body. He directed the college's participation in military education initiatives, including eArmyU, Navy College Program Distance Learning Partnerships, Servicemembers Opportunity Colleges (SOC) Army Degree Builders, and SOC Degree Network Systems.

Prior to his higher education career with UMUC, Jones served with the United States Air Force in many different and demanding capacities including as a Minuteman II Intercontinental Ballistic Missile crew commander, an Air University classroom instructor and lecturer, and an Air Force Institute of Technology academic program manager. From 1997 until his retirement as an Air Force Colonel in 1998, Jones served as chief of the Air Force Education and Training Division in the Pentagon, planning and programming the \$1.5 billion Air Force education and training budget.

In August 1998, Jones was selected by UMUC to direct its off campus educational sites and supervise site coordinators in the Washington, DC metropolitan region. As such, he directed the staff and programs at Waldorf Center, a joint operating location of the College of Southern Maryland and UMUC.

After arriving at UMUC, Jones served as a key manager and author of UMUC's successful bids to continue offering undergraduate and graduate education programs to the European and Pacific military communities.

Perhaps Jones' visibility and stature are best recognized by his able leadership of the Council of College and Military Educators (CCME). He served on the CCME Board since 1999 and as its 2003-2004 President. He oversaw much of CCME's expansion from being a California military advisory council to becoming an effective nationwide council of educators dedicated to providing education programs and services to all



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servicemembers and veterans. His colleagues from throughout the DoD Voluntary Education Program witnessed and appreciated his hard work and strong personal commitment to educating the troops.

### Brenda-Lee Karasik

Brenda-Lee Karasik distinguished herself as an education program administrator for the Education Division, Headquarters Department of the Army (HQDA). She was responsible for helping to develop and expand the Army worldwide postsecondary education system called Servicemembers Opportunity Colleges Associate Degree (SOCAD) and Bachelor Degrees for Soldiers (BDFS) (later to be combined as SOC Army Degrees). As Arden Pratt, the SOC director, is recognized as the “father” of SOCAD, Karasik is recognized as its “mother.” Karasik and Pratt journeyed as a team to all division/corps-sized Army installations and all the major Army training centers to glean ideas for the design and development of degree networks that were aligned with Soldiers’ military jobs. They pieced together SOCAD policy and procedures. They recruited colleges and universities to participate in SOCAD and BDFS. They developed the concept of the network handbooks including the transferability guarantees. They promoted the developing program through numerous workshops both in the continental United States and abroad. Through this energetic team, SOCAD was born and became implemented as a new, innovative system. Later the Navy, Marine Corps, and Coast Guard followed the Army’s model with SOCNAV, SOCMAR and SOCCOAST.

Before Karasik joined the Education staff in 1980, she served as a Guidance Counselor at the Pentagon under the able mentorship of Philip F. Strauss, the longtime Pentagon Education Services Officer. While in that position, she established a Military Occupational Specialty (MOS) library in the Pentagon. She conducted numerous outreach briefings, developed materials and a job placement course for retiring personnel,



and designed and produced visual aids and graphics focused on educational programs and services offered in the Pentagon.

As a HQDA education program administrator, Karasik had many duties and functions. She was the HQDA staff officer involved with the design, development and implementation of a new program called Concurrent Admissions Program (ConAP), designed to increase Army high quality recruits. She researched and wrote a HQDA staff study analyzing the Air Force and the Army Noncommissioned Officer education system, and briefed the Army Assistant chief of Staff for Personnel on its results. She managed the Army’s tuition assistance program and served as a liaison with the Defense Activity for Non-Traditional Education Support (DANTES) and national education associations. She was a major planner and organizer for the Army worldwide education conference held in St. Louis, Myrtle Beach, Colorado Springs.

In the early 1980s, Karasik gave her Army supervisors wise counsel to allow the Army to join in a tri-services contract for education programs and services in the Far East, administrated by Pacific Air Force (PACAF) in Hawaii. This contractual arrangement proved especially helpful in providing quality college programs and services in Korea for Soldiers.

Besides her numerous awards and decorations during her Army service, Karasik was awarded the James F. Nickerson Medal of Merit in 1985.

Karasik transferred from the Army to Navy training in October 1989. From 1994 until 2002, she served as senior manager to the Deputy Executive Director, Office of Science, Technology and Engineering in San Diego, California. Beginning in 2002, she served as director of Research Project Development, San Diego State University (SDSU) Foundation, while living in Bellingham, Washington.

### George Karasik

George Karasik was a high school drop-out who joined the Army in 1953. While in the Army, he earned his high school equivalency certificate. After completing his Army tour, he earned his degree through the use of the GI Bill. In 1962, he came to the Air Staff in the Pentagon as an Educational Services Specialist (ESS), where he worked for the next 25 years.

When he arrived at the Pentagon, the Air Force education program was a fragmented “hodgepodge.” Air Force ESOs were using 10 different regulations. There was little accountability of funds. Few knew what the Air Force Education budget actually was. Karasik’s first work involved consolidating the regulations by producing AFR 213-1 *Operation and Administration of the Air Force Education Services Program*. This regulation provided a single guide for all Air Force Education staff around the world.

Karasik took on the problem of “extension credit.” Extension credit was credit awarded by college extension offices and was difficult to transfer to different colleges and universities. Consequently, Airmen wound up having to start over when they transferred from one duty station to another. From the mid-1960s through the 1970s, he traveled to U.S. Air Force bases throughout the world promoting the concept of “resident credit” which would lead to certificates and degrees. The idea was that airmen should receive credit for completing Air Force technical training schools and professional military education courses and that credit should transfer to other educational institutions. This idea was the basis for the formation of the Community College of the Air Force (CCAF). With CCAF, the Air Force could blend formal education, on-the-job experience and base education courses and have them mean something.

Karasik was a strong supporter of the GI Bill, sponsored by Representative Sonny Montgomery in the early and mid-1980s. He served as the Air Force’s program manager for a new GI Bill to replace



the unpopular Veterans Assistance Educational Program that directly followed the Vietnam Era GI Bill. He worked directly with the House Veterans Affairs Committee on the Bill and enthusiastically promoted the Bill to his Air Force superiors. He was responsible for developing a videotape that effectively marketed the Montgomery GI Bill to recruits. “All along, throughout the development of the program and especially to make it permanent, he worked very closely with the committee. His recommendations and inputs were invaluable, and his promotion and advocacy were outstanding” said Jim Holley, spokesperson for the House Veterans Committee.

In December 1987, Karasik left the Air Staff in the Pentagon to take a position at Kirkland Airforce Base in New Mexico. Later, he returned to Air Force education at Patrick Air Force Base in Florida, and ultimately retired to New Mexico.

### Gerald B. Kauvar

In the late 1970s and early 1980s, when military voluntary education faced some of its greatest challenges, Dr. Gerald B. Kauvar followed the tradition of the great educators of the 1940s by offering his professional expertise and his personal goodwill to assist the beleaguered military education program. Kauvar was a respected scholar and administrator from higher education who stabilized military voluntary education as an academic endeavor and then provided leadership to a number of initiatives for further growth and development. During his time working with military voluntary education at the Department of Defense (DoD) from 1978 to 1982, Kauvar vastly improved the communication between the military and education communities, providing a firm foundation for the future growth of the Servicemembers Opportunity Colleges (SOC) and the Defense Activity for Non-Traditional Education Support (DANTES).

After Kauvar received his Ph.D. in English literature from Duke University in 1965, he embarked on a traditional career in the field of higher education, serving as a professor and Dean at a number of institutions. He became a well-known scholar in the field of 19<sup>th</sup> Century English Literature, with many published scholarly papers and books to his credit.

Kauvar was selected to serve as a Presidential Exchange Executive

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in 1978-79, and was assigned to the Office of the Secretary of Defense (OSD) as Special Assistant for Education. His timing was impeccable; he was immediately thrust into the middle of a heated debate on college degree programs offered on military installations, sparked by a report issued by Steven K. Bailey, a professor at Harvard and former President of the American Council on Education (ACE). Bailey pointed out that there was no system of quality control for those degree programs and no central authority to devise such a system. It became Kauvar's responsibility to coordinate a comprehensive review of degree programs with the Council on Postsecondary Accreditation (COPA), which provided a baseline of information from which to improve voluntary programs.

Kauvar's work on this project was so impressive that he was brought back to OSD in 1980 to serve as the Director of Off-Duty Education Programs (later known as Voluntary Education Programs), where he remained until 1982. In this capacity, he worked closely with the staff of SOC to develop the mobile degree programs so vital to military learners; at the same time, he boosted the credibility of those programs by forming the Military-Higher Education Committee to establish regular communications between the two communities. His work with DANTES during its early years helped to firmly establish it as a respected partner in the military voluntary education network.

After 1982, Kauvar went on to a distinguished career in government service, notably in the Department of Defense and the Department of the Air Force, where he became well known for his knowledge of management reform issues. He returned to academia in 2002 as Special Assistant to the President and Professorial Lecturer in English at The George Washington University.

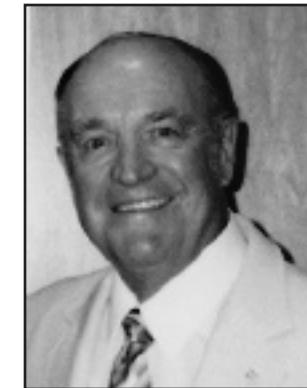
### Bernard L. "Bernie" Keller

Bernard L. "Bernie" Keller served as the coordinator for the Student Work Experience Evaluation Program (SWEEP) for Pikes Peak Community College (PPCC). Before his employment at PPCC, Keller had served in the United States Air Force (USAF), retiring as a Chief Master Sergeant (E-9) on May 1, 1974. SWEEP was initially intended to serve the enlisted members of the Air Force.

Throughout Keller's career at PPCC, he was responsible for the management of three external degree programs: Associate of General

Studies, and Associate of Applied Science degrees in Aviation Maintenance and Fire Science. While he was the SWEEP administrator, PPCC developed eighty-five independent study or seminar courses offered on its home campus and its extended campuses. At the time of his retirement from PPCC on July 1, 1994, over 18,000 students had matriculated through PPCC. The vast majority of these were Army Soldiers. Because of SWEEP, PPCC was invited to offer its programs on Fort Sill, Oklahoma.

Keller received the Medal of Merit from the State of New Mexico Army National Guard for the period May 1985 to March 1993. He was the first civilian residing outside the State of New Mexico to receive this award.



### M. Frances "Fran" Kelly

Dr. M. Frances "Fran" Kelly served from 1976 to 1998 as the Director of U.S. Navy Education Plans and Policy. Kelly came from a solid background in traditional higher education, but she quickly grasped the specific education needs of the Navy community, and used her thorough knowledge of education practice to create innovative programs that met those needs. She was particularly concerned with expanding access to higher education opportunities for members of the Navy community, and she successfully implemented a number of initiatives that greatly increased Sailor participation in college degree programs. At the same time, Kelly's interest in the use of new technologies in education led her to explore a variety of delivery options for the degree programs, increasing access even more.



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Kelly had substantial experience in higher education before joining the Office of the Chief of Naval Personnel in 1976. She had been a university professor, administrator, and consultant. She had also been a Program Officer with the Developing Institutions Program of the U.S. Department of Education. From these experiences, Kelly had developed a full understanding of the higher education sector, as well as concrete skills in designing and implementing new programs. She brought this expertise to her position as Director of Navy Education Plans and Policy, where she focused on expanding higher education opportunities for Sailors.

Kelly merged disparate educational elements like Tuition Assistance, PREP, Instructor Hire, SOC, Program for Afloat College Education (PACE), and the G.I. Bill into one program element, focusing attention on the role of education in the military. In a Navy culture more attuned to the priority of training, education had played an insignificant role. Kelly was a force in changing that, particularly with the publication of the 1998 landmark study on the Value of Voluntary Education by the Center for Naval Analysis, which she initiated.

The U.S. Navy was the first military service, in 1984, to apply educational technology to the delivery of off-duty education at remote or difficult to serve sites. She commissioned the feasibility study that resulted in later joint efforts on the Sailor Marine American Council on Education Registry Transcript (SMART). Kelly's PACE efforts were recognized by the Smithsonian Institution and Computer World magazine when, in 1997, she was named an international Smithsonian Scholar for innovation in educational technology. Before her retirement in 1998, the Navy could report that access to educational programs was available on every ship and submarine in the Navy.

As early as 1978, Kelly highlighted Navy leadership to the significant gap between those Sailors who were ready for college and those who were not. She completed a comprehensive study of the basic skill levels of Navy active duty personnel and worked with the recruiting command to determine literacy rates for incoming recruits. This led to the establishment of a designated "remedial" or basic skills program which evolved into her establishing Academic Skills Learning Centers worldwide. Close to 25 of these have survived and now operate as Navy College Learning Centers.

With these and other program initiatives, Kelly dramatically in-

creased participation by Sailors in Navy voluntary education programs. Her efforts on behalf of Navy learners were recognized when she received the James F. Nickerson Medal of Merit upon her retirement in 1998.

### David P. Keltner

On April 1, 1972, after having completed active service as a Field Artillery sergeant, David P. Keltner started his Army education career with the Army General Educational Development Agency, as a temporary GS-09 Education Services Officer (ESO) for Wuerzberg Army Education Center. In 1972, he was sent to Bad Kissingen as a temporary ESO and, in 1973, Keltner was selected as the permanent ESO for Worms. While at Worms, he was instrumental in implementing the new High School Degree Program (HSDP), administered by United States Dependent Schools, European Area. In 1978, Keltner was assigned to Mannheim, Germany, where he was successful in getting funds to purchase an IMB stand-alone computer to automate the index card system for tracking Soldiers' ACES counseling sessions and class participation. During his years in Worms and Mannheim, Keltner enrolled in and completed graduate programs from University of Southern California and Boston University.

In 1982, Keltner was selected to serve at the Headquarters Department of the Army (HQDA) ACES staff. During his nine years on the HQDA ACES staff, he became well acquainted with Servicemembers Opportunity Colleges (SOC). He continually supported expanding the degree programs through SOC and recognized its immense value to Soldiers.

In 1991, the Deputy Assistant Secretary of the Army for Education and Training called Keltner, offering him a newly created position of Educational Program Administrator. Soon after accepting the position, Keltner became the Assistant Deputy for Education and Transition Policy. Both Keltner and Dian Stoskopf, Director of Army Continuing



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Education System, spent many hours in Secretary of the Army Caldera's office as the Secretary laid out his plan for "Restructuring the Army" in what premiered at the very end of administration as eArmyU and is now evolving into GoArmyEd.

During his 10 years in the Pentagon, as part of the Army Secretariat, Keltner helped write the original Troops to Teachers legislation. He was an early advocate for Alternative Teacher Certification and Licensure Programs around the country.

Throughout his 29-year Army education career, Keltner was steadfast in his support of high quality education programs and services for Soldiers. When the chips were down, he weighed in at the Secretariat level to preserve and strengthen not only the Army's voluntary education program but the program throughout Department of Defense, ensuring that servicemembers and veterans had maximum access to civilian higher and adult educational opportunities. Keltner retired in 2001 after receiving many awards and decorations. Beginning in 2006, he served as the Vice President, Human Capital Management Division of BCP International Limited, located in Alexandria, Virginia.

### **Lt. Col. John M. Keenan**

Lt. Col. John M. Keenan was a career Marine Corps officer who took an interesting path to the field of military voluntary education, albeit one that was not uncommon for the Marine Corps in the 1960s and 1970s. From tours of duty as an infantryman in the Far East and U.S., to Marine Corps Director of Education from 1975 to 1979, Keenan took his love of the education process to wherever Marines were stationed and helped them find education opportunity. Keenan was concerned with both the quantity of programs and the quality, and he kept a watchful eye on events throughout the military voluntary education sector to ensure the best education opportunities for the Marine Corps community. After his retirement in 1979, Keenan continued in the field by working with the University of Maryland University College (UMUC), one of the major providers of education services to the military, until 1989.

Keenan joined the Marines in the 1950s, after earning a Bachelor's degree in Education. As an infantryman stationed at Quantico in Virginia, Camp Butler in Okinawa, and Vietnam, Keenan maintained his interest in education by teaching English and math to his fellow

Marines on the weekends.

During these years, voluntary education services for the Marine Corps were managed by a cadre of specially chosen Marine officers who were trained to become Education Officers on bases. The Director of Marine Corps Education, Colonel Hazel Benn, chose officers she felt would make good Education Officers and sent them to graduate school for the appropriate training; Keenan was one of these and was sent to Ohio State University in the 1968-1969 academic year, where he earned his Master's degree in Educational Psychology. Upon graduation, Keenan was assigned to 29 Palms Marine Corps Base in California as the Education Officer, where he quickly acted to bring the first provider of four-year education programs, Chapman College, on base to offer bachelor degree programs to interested Marines.

Keenan was called to Headquarters, Marine Corps in Washington, DC in 1973 and appointed Deputy Director of Education; in 1975, when Col. Benn retired, Keenan was promoted to Director, serving in that capacity until 1979. As Director, one of Keenan's primary goals was to put in place Master's degree programs on all Marine Corps bases, but he was also concerned that the quality of those programs be the best possible. He successfully partnered with the University of Southern California to provide such programs for the Marine Corps Air Wing and with Pepperdine University for the Marine Corps Ground Forces. Both universities sent talented professors to teach the Master's level courses on the bases, giving Marines access to the best in graduate education opportunities.

After retiring from the Marine Corps in 1979, Keenan served as the Assistant Director of off-campus military programs in the U.S. for UMUC until 1989. He continued to be an active participant in a number of professional organizations and in 1988 was named Tilton Davis, Jr. Educator of the Year in recognition of his contributions to military voluntary education.

### **William Kennedy**

Dr. William Kennedy retired from the Air Force in 1973 with the rank of Colonel, and was selected Associate Dean of Chapman's Residence Education program. He was responsible for restructuring and streamlining the program's administrative structure after the Dean's posi-

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tion was elevated to the Vice Presidency. Upon the retirement of John F. O'Connell, Chapman College (now Chapman University) selected Kennedy as Vice President and Dean of the College. Chapman College had well over 50 off-campus residence centers on military installations around the world. When Kennedy left the college, Chapman College's off campus program was at its peak.

Kennedy was a gentleman scholar who was an effective, well-liked and polished leader within the larger education community. He was active in California academic circles, as well as in Servicemembers Opportunity Colleges (SOC), California Community Colleges and Military Education Association (CCCMEA), National University Continuing Education Association (NUCEA), and the military education community.

In the words of Gary Woods who worked for Kennedy: "His leadership ability and his effectiveness across all venues of the voluntary education spectrum resulted in Council of College and Military Educators (CCME, successor to CCCMEA), naming after him its award conferred annually on an employee of an institution offering a program of instruction at one or more military installations."

### Steve F. Kime

Few people have the broad range of knowledge and skills necessary to succeed in both the military and the education communities; Dr. Steve F. Kime was one of those remarkable few. After a distinguished career as an officer with the U.S. Navy from 1962 to 1989, Kime went on to lead the Servicemembers Opportunity Colleges (SOC) Consortium as President from 1989 until his retirement in 2005. In both of these careers, Kime combined his two great passions--the military community and education--to become a forceful advocate for excellence in military education in all of its forms, especially military voluntary education. Kime's ability to speak the languages of both the military community and the



higher education community, and to act as a translator between the two, allowed him to lead SOC through a period of tremendous growth, greatly increasing servicemembers' access to higher education opportunities. His numerous published writings and public speaking appearances spread the word that military voluntary education was a major benefit to all three participating groups--the military, the volunteers in uniform, and the education community.

Kime's career with the Navy formed the foundation of his philosophy on widening access to higher education opportunities. His personal passion for education led him to pursue and earn a Doctorate from Harvard University in 1971, at a time when many military officers barely possessed a Bachelor's degree. The Navy recognized his academic talents by making him the Associate Dean of the Naval War College from 1979 to 1982 and then Director of United States and International Studies at the U.S. Naval Academy from 1986 to 1989.

After his retirement from active duty service in 1989, Kime brought his absolute commitment to bringing education opportunities to all members of the military community to his position as President of SOC from 1989 to 2005. His energy and enthusiasm played a major role in the expansion of SOC. Under his leadership, the institutional membership of the SOC Consortium grew from 574 to more than 1800 institutions of higher education, while the scope of SOC's activities grew to encompass programs with the Marines, the Coast Guard, and the Army National Guard. Kime also was a major force behind the successful implementation of the Concurrent Admissions Program (ConAP), an innovative partnership linking the Army Recruiting Command with higher education institutions to provide a clear college degree plan for enlistees using the Montgomery GI Bill and other education benefits.

Kime's activities in support of education opportunity for servicemembers did not end with his professional duties; instead, he became an active participant in the larger discussions regarding military voluntary education programs. As Chair of the Veterans Advisory Committee on Education (VACOE) from 1998 to 2004, Kime led the efforts to develop a coherent plan for modernization and expansion of the Montgomery GI Bill while coordinating advocacy with members of Congress on its behalf. He also used his considerable writing skills to bring military voluntary education to the attention of the civilian higher education community, with articles in *The Chronicle of Higher Education, Adult*

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*Learning*, and other scholarly publications.

Kime received numerous awards and decorations during his time with the Navy and SOC. He was inducted into the International Adult and Continuing Education Hall of Fame in 2004 and was awarded the Department of Defense Medal for Distinguished Public Service upon his retirement from SOC in 2005, in recognition of his service to the military voluntary education community.

### William E. “Bill” Kinnison

William E. “Bill” Kinnison served over 35 years in Army education in various positions ranging from Guidance Counselor and Education Services Specialist (ESS) in Germany, Army Continuing Education Program (ACES) Manager and as Director of Education for the U.S. Army Training and Doctrine Command (TRADOC), and as Education Services Officer (ESO) for the largest military installation in the continental United States.

On his arrival at Fort Hood, Kinnison assumed the responsibility for final completion and furnishing of the largest education center, known on Fort Hood as the Soldier Development Center, that has been built on a United States military installation to date.

As ESO at Fort Hood, unlike the traditional ESO, the III Corps ESO’s mission includes G3 Troop School, TDY and Return Schools Management, Counseling and related programs and services, Army Personnel Testing and other military related training such as management of Mobil Training Teams. Kinnison serves as host to the NCO Academy and the Battle Command Training Division of the Corps G3. As host, he demonstrated high skills and diplomacy in managing the disparate needs of the various users of the building.

In furnishing the building, Kinnison gained the support of the III Corps Commander to go beyond necessities to create a “state of the art” facility. Exemplary of this are the “smart boards” found in each classroom which provide users with connections to all forms of equipment required to train



a modern Army or a college class to include building wide internet. In order to secure this level of equipment, he had campaigned successfully with various staff agencies at Fort Hood. Each counselor was provided with a private office and new furniture to complement the décor. He was also instrumental in the implementation of eArmyU when the program was implemented 14 January 2000 at Fort Campbell, Fort Benning and Fort Hood. With by far the largest participation in the program, Kinnison provided strong leadership in making sure the program was implemented properly. As a pilot program, he assured the procedures were adhered to and made many recommendations for improvement which assisted in making the program even stronger.

As Director of Education for TRADOC, Kinnison played a strong role in the establishment of Classroom XXI and Distance Learning classrooms throughout the major Army command. He assisted Headquarters ACES in staying on top of this highly visible and innovative program. Further, he applied his knowledge to assist ACES with the implementation of the Multi-Use Learning Facilities. He also was instrumental in participating in Job Skills Education Program (JSEP), assisting with the expansion of the JSEP copyright agreement to PLATO and eventually CYBIS.

As Deputy to the Director of Education for TRADOC, Kinnison was highly engaged with assessing the basic skills program and making recommendations on required changes. In this work, he took the lead and developed the Noncommissioned Officer Career Development Modules.

Kinnison received many awards and decorations over his long service career. Among them were the Army Superior Civilian Service Award, the Army Commander’s Award for Public Service, Army Superior Civilian Service Award and Army Commander’s Award for Civilian Service. Kinnison is recognized for his dedication, and for the results he achieved on behalf of ACES and the Soldiers who benefited from his efforts.

### Betty Kirkpatrick

In a career spanning more than 30 years with Navy voluntary education, Betty Kirkpatrick became known as a stalwart supporter of education programs for members of the Navy community in the New England area. Beginning with her work as an Education Specialist with the Navy Recruiting Command in New Haven, Connecticut in 1973, Kirkpatrick displayed the critical diplomatic skills necessary to act at the interface between state and local higher education authorities and members of the Navy community. She carefully crafted strong relationships with base commanders, local institutions of higher education, and government leaders that resulted in greater education opportunities for Sailors stationed in New England. This was particularly true of her tenure as Director of the Navy College Office (NCO) at Naval Submarine Base New London (SUBASE NLON) in the 1990s and 2000s.

Kirkpatrick's first position with the Navy voluntary education system was in New Haven, Connecticut with the Navy Recruiting Command from, 1973 to 1977. In this position, she established the Education Liaison Program to promote cooperation between the Recruiting Command and local institutions of higher education; this program was to serve as the foundation for Kirkpatrick's later initiatives to build bridges between the Navy community and the higher education institutions that can play major roles in the Navy voluntary education system.

After serving with the Navy College Program in Washington, DC from 1977 to 1984, where she continued to develop her skills in creating relationships between the military and education communities, Kirkpatrick transferred to SUBASE NLON in 1984, becoming Director of the Navy College Office in 1989. She served in this position from 1989 to 1993, and again from 1999 through the first years of the 21st century, with a six-year break to serve as Director of the NCO at the Naval Education and Training Center in Newport, Rhode Island.

Kirkpatrick was particularly successful in her work with Three Rivers Community College, a major provider of education programs for the New London Navy community. She not only served on the Three Rivers Regional Community College Regional Advisory Council, she received the College's President's Award in 1993 in recognition of her achievements in bringing together the Navy voluntary education system and the Community College.

Kirkpatrick was appointed to the Defense Activity for Non-Traditional Education Support (DANTES) Educational Services Advisory Council, serving as its Chair in 1992. In addition, Kirkpatrick was a member of several Connecticut education organizations, including the Connecticut Association of Continuing Education, thus raising the profile of Navy voluntary education within the civilian education community.

### Richard S. "Dick" Kneisel

During the 1970s, when United States Army voluntary education in Europe was in disarray and funding for education programs was difficult to find, Richard S. "Dick" Kneisel brought his considerable managerial skills, honed through years as an Army trainer, to the task of restructuring and reinvigorating Army voluntary education in the European theater. Kneisel oversaw the transition from the Army's General Educational Development (GED) Agency to the more structured and comprehensive Army Continuing Education System (ACES) in Europe. His excellent relations with the command structures ensured the support necessary to stabilize Army voluntary education, thereby paving the way for the future successful growth of ACES Europe.

The 1970s were a difficult time for all Army voluntary education, and the European Theater in no way avoided the problem facing the rest of the Army. The post-Vietnam transition to an all-volunteer force led many to question the role that education should play in the development of a trained military service. At the same time, funding for the 35-year-old education program known as the United States Armed Forces Institute (USAIFI) was eliminated, and the slow and difficult transition to the new Defense Activity for Non-Traditional Education Support (DANTES) was hampered by lack of support from both the command structure and the civilian leadership. There was little in the way of funding, direction, or respect for Army voluntary education.

In 1973, Kneisel stepped into the role of director of GED in Europe, headquartered at the United States Army Theater Area Support Command, Europe (USATASCOMMEUR) in Worms, Germany. His background as an Army trainer had provided him with keen insight into the need for command support for education programs, and he immediately set about developing relations with commanders to obtain support. One of his greatest supporters was General George M. Blanchard, who

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first served as the VII Corps Commander and later as the Commander-in-Chief for all of the United States Army Europe (USAREUR). Kneisel and Blanchard worked together to develop a new attitude towards military voluntary education in Europe, as reflected in Blanchard's message to the 1976 USAREUR GED Workshop in Berchtesgaden, Germany:

Most of you know my philosophy on education and training -- it's all one thing. ...If you educators were to ask me what challenges I still see facing the USAREUR GED systems, I would say ... the challenge of helping our soldiers and NCOs in that tank, infantry, artillery or engineer company which is stationed out in the 'Boonies.' I mean in places like Baumholder, Crailsheim, Badenhausen, Grafenwoehr or Ambey. Many of these troopers now say: 'They don't give a damn.' When they say that, they're talking about you GED educators, administrators, counselors, plus company, battalion, brigade, division and Corps commanders and me, too!

Kneisel's excellent working relationship with Blanchard and the other commanders in Europe allowed him to secure appropriate funding and resources for Army voluntary education programs, including the introduction of Headstart and Gateway programs to ease the transition of new soldiers into the culture and language of their host country. By the time, Kneisel returned to Army training at Fort Benning, Georgia in 1979, he had placed ACES in Europe on a firm footing and poised for future success.

### William J. Kunisch

William J. "Bill" Kunisch served over 29 years in various capacities of Army education. The capstone of his career was his service as Chief, Education Division, United States Army Recruiting Command (USAREC), from May 2000 until his death in 2005. In that position, he was the USAREC liaison on education issues with civilian and governmental agencies



and education associations at the national level. He advised USAREC leaders regarding recruiting policy and administration pertaining to the Montgomery GI Bill, Army College Fund, Loan Repayment Program and other educational incentives for Soldier enlistment. He advised USAREC leadership on policy and guidance for the Armed Services Vocational Aptitude Battery Career Exploration Program and the Secondary and Postsecondary Schools Programs, including the Concurrent Admissions Program (ConAP). He managed the USAREC Intern Training program, and served as the Career Program Manager for all USAREC Career Program 31 Education Services Specialists.

Kunisch began his education career as a Guidance Counselor intern at Camp Casey, Korea, in March 1976. He served as an Education Specialist for the USAREC District Recruiting Command in Kansas City, Missouri and in Baumholder, Germany, before returning to Korea as an Education Services Officer (ESO) at Camp Stanley and a remote site in the 2nd Infantry Division.

In 1991, Kunisch began his work at Headquarters, USAREC, as the postsecondary education program specialist. He served as the USAREC project officer for ConAP as the program went from pilot status to a full-scale effort. He represented USAREC on the Servicemembers Opportunity Colleges (SOC) Advisory Board. In addition, he served as the project officer for the national Planning for Life program, which recognized exemplary career planning programs. He was the primary point of contact for USAREC Educator Tour program.

Kunisch is remembered for his knowledge of the theories, principles, and techniques of education and testing. His valuable experience in the education field operations in Korea and Germany gave him great credibility in the development of policy, guidance and publicity for Army recruiting.

### Ivan J. Lach

Dr. Ivan J. Lach served tirelessly as a team member with the Military Installation Voluntary Education Review (MIVER) project since its inception in



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1991, evaluating Army, Navy, Air Force and Marine Corps programs. He served as MIVER team chair and was involved in reviewing both Navy College Program for Afloat College Education (NC-PACE) and eArmyU programs.

Lach earned a Bachelor of Science Degree in Education, a Master of Science Degree in Educational Administration from Southern Illinois University, and a Ph.D. in Educational Administration from the University of Illinois at Urbana-Champaign.

Lach's experience in both adult and military higher education was extensive. Shortly after he was promoted to Vice President of the Illinois Community College System in 1983, he organized the Illinois Council of Military Educators. This Council met twice a year in Springfield to address state policy issues impacting voluntary education programs on military bases in Illinois. As a result of the work of this council, Illinois policies were changed to allow all military personnel and their families stationed at a military base in Illinois to receive in-state tuition at all public colleges and universities. Also, at the request of the Illinois Council of Military Educators, Lach also worked with the 40 community college districts in Illinois to become part of Servicemembers Opportunity Colleges (SOC). Within two years, 35 community college districts in Illinois became members of SOC. In addition, Lach developed a common General Education Associate degree program for military personnel, which was accepted by a Memorandum of Understanding at 35 Illinois community college districts.

Lach served as Director of Admissions and Research at Lake Land College in Mattoon, IL for four years prior to being employed by the Illinois Community College System. At the Illinois Community College System, he served as Director of Planning and Research and Director of Finance before becoming Vice President. As Vice President for 15 years, he provided leadership for planning and research, program planning, new program approval, program review, statewide articulation, student services, and business and industry services for the statewide system of 40 community college districts (48 community colleges) in Illinois. Prior to becoming an administrator, Lach taught mathematics at Vandalia High School and at Illinois State University.

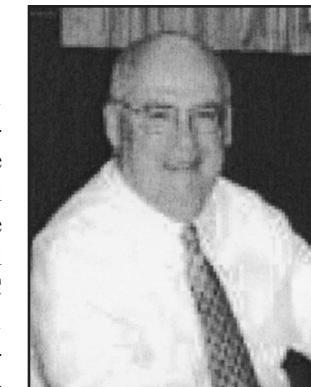
After retiring from the Illinois Community College System in 1998, Lach took a part-time position with the University of Illinois as Associate Director of the Illinois Virtual Campus (IVC). He was the

first employee hired to develop the Illinois Virtual Campus, a cooperative effort of all Illinois colleges and universities to develop, market, and support online higher education in the state. At the IVC, he developed and implemented the statewide system of IVC Student Support Centers located at all 40 community college districts throughout the state to serve online learners and the statewide reporting system for distance education enrollments at Illinois colleges and universities. The Illinois Virtual Campus has been a huge success and has helped Illinois colleges and universities increase their online enrollments from only a few thousand in 1998 to over 100,000 in 2005.

Lach also served as a higher education consultant working on several projects for the Illinois Board of Higher Education and the Illinois Community College Board.

### **Michael P. "Mike" Lambert**

For over thirty-three years, Michael P. "Mike" Lambert has served in the higher education accreditation community. He joined the National Home Study Council staff in 1972 and helped it grow into the Distance Education and Training Council (DETC), and he served as the DETC Executive Director beginning in 1992. Lambert continued to foster professional interaction among the military services and the accreditation community upon leaving the Army in 1971. As a prominent leader in the national accreditation community, he helped change the perception within the military that quality in higher education is limited to regionally accredited institutions.



Lambert has taught, written and lectured widely on distance education and accreditation since 1972, and has served on numerous advisory boards related to distance learning, including the Servicemembers Opportunity Colleges (SOC) Advisory Board. He led efforts for military institutes to earn non-governmental accreditation, thereby helping

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assure their quality, including The Air Force Extension Course Institute (now Air Force Institute for Advanced Distributed Learning) in 1975, the Marine Corps Institute in 1977, the Army Professional Development Institute in 1978, and the Coast Guard Institute in 1979.

Lambert was a Soldier and never forgot his Army roots. He encouraged and fostered military and civilian exchanges at professional levels whenever and wherever possible. He published papers and articles on distance learning from military educators. He hosted military institute speakers at nearly every DETC conference and appointed military institute staff to onsite accreditation teams and to various working committees. Lambert hosted DETC workshops on Air Force and Army installations and involved military institutes in DETC functions.

In 2005, Lambert served as the Chair of the Department of Defense Task Force on Best Practices in Distance Learning. This task force produced a groundbreaking document articulating “Principles of Best Practice” for institutions offering distance learning programs to servicemembers.

Lambert’s awards include the U.S. Army Commendation Medal, the DETC Distinguished Service Award, the DETC Distinguished Recognition Award and the IUP Distinguished Alumnus Award. Lambert was inducted into the European Association for Distance Learning’s “Roll of Honour” for his lifetime achievements in advancing the cause of distance education.

### Patricia “Pat” Landry

Military voluntary education is a far-flung enterprise, requiring special skills to manage the communications, operations, and training that are vital to its ultimate success. Patricia “Pat” Landry spent more than 24 years, beginning in 1982, putting her considerable abilities to work for the military voluntary education community, first with the Department of the Navy and then for all Services through her work at the Defense Activity for Non-Traditional Education Support (DANTES). Landry’s meticulous attention to detail was brought to bear on all of her work,



but it was especially evident in her resounding success as Chairperson of the Department of Defense (DoD) Worldwide Education Symposia of 2000, held in Dallas, Texas, and 2003, held in Orlando, Florida.

Landry began her career in military voluntary education as an Administrative Assistant for two Navy Commands, the Chief of Naval Education and Training (CNET) and the Naval Aviation Depot (NADEP), both located in Pensacola, Florida, during the 1982-1985 period. The quality of her work was obvious, and by 1987 she had been promoted to Education Specialist and Instructional Systems Specialist at NADEP, where she managed computer-based training at the Learning Resource Center.

In 1992, Landry moved to DANTES to begin working with DoD-wide education programs. As Reference Publications Manager from 1993 to 1997, Landry initiated and managed a new Military Counselor Network (MCNet), a listserv/email system linking 900 Military Education Counselors in Education Centers throughout the world. The success of MCNet in cutting publication and distribution costs for DANTES resulted in Landry’s being awarded Vice President Gore’s Golden Hammer Award in recognition of this significant cost-saving contribution. She also developed an informative booklet, *Out-of-State Tuition for the Military and Family Members*, helping military members to access their education benefits.

Landry’s service as DANTES Program Assessment/Field Representative, Training Team Leader from 1997 to 2003 included the daunting task of putting together the DoD Worldwide Education Symposia of 2000 and 2003. She received a Letter of Commendation from Under Secretary of Defense, John Molino, for her outstanding work as Chairperson for the Symposia. The DoD Worldwide Symposium is a major professional development activity bringing together military educators from all services and all geographical areas, with multiple panels and events. Landry’s management style, as both a team player and a team leader, served her well in her pre-Symposium planning, as well as during the actual days of the events. With her ability to master all of the many details inherent in a special event of this size, Landry ensured the smooth operation that participants at both Symposia appreciated.

In 2003, Landry was named the Higher Education Programs Manager for DANTES. She bequeathed a legacy of highly regarded DoD Worldwide Symposia that brought new participants and possibilities to this important event.

### Teresa “Terry” LaRocco

Users of today’s *Guide to the Evaluation of Educational Experiences in the Armed Services* (or the Military Guide, as it is better known) owe a lot to Teresa “Terry” LaRocco, who worked for the American Council on Education (ACE) Military Evaluations program from 1980 until 1994. Since the early 1940s, all of the data in the Guide—which includes thousands of courses and their respective college credit recommendations—were stored on a computer in Chicago. To access it, one had to use a very slow dial-up modem and make changes using code, a very time-consuming and inefficient process.

LaRocco had the idea to bring all of the data—and its management—in-house. Her advice was heeded and in the 1990s, the Guide data was moved to computers at Military Evaluations, allowing staff to do real-time edits and fact-checking for servicemembers.

In addition to bringing the Guide in-house, LaRocco played an important role in standardizing the evaluation process. When she started making site visits, she realized no system was in place for tracking evaluations from one visit to the next. If a school didn’t send an update of a course or relate that a course was discontinued, the old evaluation (outdated or not) was carried forever. LaRocco worked to change that.

LaRocco also helped establish guidelines for evaluators to standardize credit recommendation procedures, which in turn helped colleges determine how to award credit. This was especially helpful for SOC colleges to better accommodate military transfer students.

Perhaps LaRocco’s biggest contribution to the Military Evaluations program was increasing its visibility. A former professor of German, her move to ACE was out of the ordinary. She was hired just after completion of the Cobb study, which showed that too few colleges knew that college credit recommendations existed for military service. A big part of her job was marketing the program. She did this through traditional outreach methods, such as putting together publicity materials and giving statewide presentations. LaRocco also found creative ways to promote the program, including recruiting more faculty to evaluate courses. This proved to be a good way to get Military Evaluations known on college campuses. She also started an awards program for faculty evaluators, which also brought more visibility to the program.

LaRocco, and her colleagues Penny Suritz and Judith Cangialosi, will be remembered for the many hours spent helping students find the credit they needed to graduate.

### Meredyth Anne Leahy

Military voluntary education has benefited greatly from the contributions of civilian academicians. Dr. Meredyth Anne Leahy was one of those professional educators who shared her considerable expertise in the field of adult education with the military community to develop and expand education programs. In a career of more than 25 years, from Basic Skills Education Program (BSEP) programs in 1979 to high-technology college degrees in the 21st century, Leahy brought innovative education opportunities from the halls of academe to the gates of military installations throughout the world. Her work as a scholar and a practitioner of adult education was a great asset to the military education community in developing quality programs for military learners.

Leahy’s first experience with military voluntary education came through her position with Temple University designing and delivering the BSEP for V Corps, U.S. Army, in Frankfurt, Germany from 1979 to 1982. In this role, she applied her broad knowledge of the tenets of good practice in adult education to the specific needs of military learners. To ensure the quality of BSEP program delivery, Leahy developed a comprehensive training program for the BSEP instructors that focused on instructional methods for adult learners of basic skills. She also instituted an innovative competency-based program of teacher certification to build a core staff of qualified teachers for the BSEP program.

When Leahy returned to the U.S. in 1983, she began a career in senior administration in a number of institutions of higher education with programs for military students. At Cabrini College in Pennsylvania, she established a center for the assessment of prior learning, using such methods as military transcripts and DANTEs examinations; this type of assessment is a cornerstone of higher education programs designed for military students, as it awards academic credit for knowledge acquired outside of the classroom.

In 1994, Leahy was appointed Dean of the School of Liberal Arts at Excelsior College, formerly Regents College. While Excelsior had a long history of providing quality higher education programs to mem-

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bers of the military community, Leahy expanded Excelsior's involvement in military voluntary education programs, including the eArmyU initiative and the Navy College Partnership and Program for Afloat College Education (NCPACE).

Leahy was a prominent professional in the adult education community. She published widely on the theory and practice of adult education and presented at numerous professional conferences. One of her most important contributions to the field was in her active involvement with the American Association for Adult and Continuing Education (AAACE), of which she was a founding member.

### General John A. Lejeune

Lieutenant General John A. Lejeune, under the leadership of Secretary of the Navy Josephus Daniels, envisioned a vocational school to provide Marines a means to better themselves. Lieutenant Colonel William C. Harllee took Lejeune's vision and made it happen. Quantico Marine Base, Virginia, served as the laboratory for Lejeune's educational experiment, beginning in 1919.

Daniels's idea was to have a school that would benefit every individual who came into the Marine Corps; Lejeune was also a visionary, but he kept his efforts on a much smaller scale. When he assumed command of the Marine Corps Base at Quantico a year after the Armistice, Lejeune was convinced that he really needed to build morale among his officers and men. He used opportunities for general education to improve his troops and raise their standards. Lejeune followed the model of the American Expeditionary Force (AEF) University that he saw in operation in 1919 at Beaune, France, when the Marines were attached to the AEF under the Army.

One month after assuming command at Quantico, Lejeune and Harllee had established Automobile Mechanics, Music, and Typewriting and Shorthand schools. These new schools became part of the Vocational Schools Detachment. This revolutionary experiment was announced



at Quantico in the November 21, 1919, issue of *The Leatherneck* and began operations on December 8, 1919. The plan called for Marines to use every afternoon to participate in athletics, education, or entertainment. Only those Marines who chose not to participate in one of these activities were required to work. Lejeune's philosophy was integral to everything happening at Quantico, especially at his vocational schools. Eleven more schools were announced on January 2, 1920, and the Vocational Training Schools officially opened on January 5, 1920.

From this beginning came the establishment of the Marine Corps Institute (MCI), composed of a grammar school, a high school, manual training school, and a collegiate program. MCI expanded its enrollments from less than 900 in June 1920 to over 4,000 in October 1920. With its small staff, MCI could not sustain its workload. On November 10, 1920, orders were given at Quantico "to get rid of the thing." The entire MCI was loaded on a tug boat and towed up the Potomac River to its new home at the Marine Barracks in Washington, DC, where all of the instruction was done entirely by correspondence. Lejeune, now Commandant of the Marine Corps, maintained his interest in his experiment. Harllee continued as Head of the Marine Corps Educational Section.

### Louis "Lou" Leone

Louis "Lou" Leone provided exceptional service as the Director of Military Affairs, Regents College. His twenty-four years of active Army service gave him considerable expertise in dealing with military students. His courage and persistence in passing this understanding on to key members of the Regents College staff helped Regents (now Excelsior College) win the first Ray Ehrensberger Institutional Award for Excellence in 1987. He was the master strategist and tactician at Regents College in developing military-related programs and policies. He worked tirelessly with the staff of Servicemembers Opportunity Colleges (SOC) to maximize access to



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educational opportunity, while optimally blending military learning into Regents College's academic programs.

In specific, Leone encouraged Regents College to (a) offer special reduced rates for the military, (b) award credit to Marines for comparable Army Military Occupational Specialties, (c) change the policy to award skill-level 50 credits for Army Master Sergeants and Sergeants Major, (d) place the Associate of Applied Science degree templates and articulated SOC Network system course lists on the Regents College's web site, (e) extend enrollments for operationally deployed military personnel, (f) produce the Regents College's *Military Education Counselors Guide*, (g) expand Regents College's curriculum exhibits in the *SOC degree network system handbooks*, and (h) adopt a credit bank policy that increased use of the service by over 800%.

Leone's work at Regents College served as monuments to his sense of fairness, his patriotism, his commitment to lifelong learning, and his enduring faith in the essential worth of the American servicemember and his/her right to share in postsecondary educational opportunities available to other citizens. Thousands of military students benefited greatly from his efforts at Regents College.

Leone retired on June 6, 2000. Regents College held a reception in his honor at the 2000 Department of Defense Worldwide Education Symposium in Dallas, Texas.

### LaVerne B. Lindsey

Dr. LaVerne B. Lindsey served tirelessly as a team member with the Military Installation Voluntary Education Review (MIVER) project since its inception in 1991. She chaired more than 20 teams, most notably reviews for the Marines in Okinawa, the Navy in Japan and Iceland, the Army in South Korea, the Air Force in Italy, and multiple-base Naval stations in the San Diego, CA area.

She received Ed.D., MS and BS degrees in English and Secondary Education, from Mississippi State University, with support



provided from the National Defense Education Act Title IV Fellowship, a fully funded scholarship for graduate studies, through the Department of Defense.

Initially, she served as a curriculum development and school management consultant to all public schools in Mississippi during its desegregation years. She also served as an external consultant to higher education institutions in the areas of Organizational Change and Distance Education and as a Military Education program evaluator and consultant world-wide with the American Council on Education (ACE) in areas related to education, training, and telecommunications delivery systems for four major branches of the military, worldwide.

She is an honored retired Professor of English Education and Coordinator, of Graduate Programs in Secondary Education at The University of Tennessee, Knoxville. In this role, she supervised the writing and chaired the committees of more than 50 doctoral students, and directed the graduate studies programs of more than 150 EdS and MS degree candidates.

As a former university associate Chief Academic Officer and Dean at Kansas State University and the University of Tennessee at Knoxville, Lindsey became highly skilled in organizational awareness development/planning, staff acquisition, development and management. She contributed as sole or collaborative writer on nearly \$18,000,000 in funded grants, including a \$10,000,000 Star Schools grant serving public schools in Alabama, Mississippi, Oklahoma, Kansas and Missouri; and more than \$6,000,000 to build a state-of-the-art Educational Communications Center in Kansas.

She participated on the Advisory Board of the National University Teleconference Network (NUTN) for 10 years, and served as the Chairperson of the Board. She also served on the National Association of State Universities and Land Grant Colleges (NASULGC) Executive Committee, Commission on Outreach and Technology Transfer and the Commission on Instructional Technologies (CIT). She was a founding member of the Board of Directors on the National Universities Degree Consortium (NUDC), an academic telecommunications consortium of 9 major land grant and state universities initially affiliated with Mind Extension University and the Jones Intercable Co. She also was a member of the Board of Directors for the United States Distance Learning Association (USDLA). In addition, Lindsey served on the Education

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and Government Advisory Board for the VTEL Corporation and on the Research Board of the Executive Committee of the National League of Nursing, the accrediting body for collegiate nursing programs.

Lindsey chaired the KCRCHE Council on Graduate Studies and Research, which formed Kansas City EDNET, a consortium of 6 two- and four-year colleges and universities in MO and KS to deliver degrees to industry for purposes of economic development. She contributed to the development of the Florida Engineering Education Delivery System (FEEDS) to provide MS degrees to industry, and she expanded the Kansas Telenet System, an audio network with 37 dedicated sites statewide to deliver credit instruction and extension services principally to educators out of three Kansas institutions. She led the design of one of the first credit courses for AG\*SAT and has been a contributor in the development of numerous other Food Science and Safety telecommunications initiatives nationally.

NUTN recognized Lindsey's leadership in the instructional telecommunications field by awarding her with the prestigious J. O. Grantham National Leadership Award in 1994. She was elected to Who's Who in Telecommunications in 1997. She has contributed more than 75 publications, invitational speaking engagements and consultancies to public schools, higher education institutions, corporations and government agencies at national and international levels.

### James F. "Jim" Lis

Since 1997, James F. "Jim" Lis managed policy development and implementation for all Coast Guard training, advanced education and voluntary education programs. In that capacity, working diligently with the Coast Guard Institute in Oklahoma City, Lis led a successful effort to make educational opportunities for Coast Guard personnel comparable with those enjoyed by other Service personnel.

In part as a result of Lis' advocacy, the Coast Guard centralized the administration of its Tuition Assistance program at



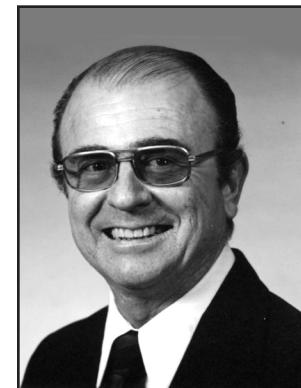
the Institute in 1999. Tuition Assistance was made available to U.S. Coast Guard (USCG) civilians, reservists, as well as all active duty members. In Fiscal Year 2003, the USCG Tuition Assistance program fiscal year cap paralleled that of the Military Services in the Department of Defense (DoD). In Fiscal Year 2002, a new automated degree-planning program was implemented for the Coast Guard College Program. This program provided centralized management of the military assessment process and official USCG transcripts, and issued personalized degree plans for all members of Coast Guard. In May 2004, beta testing started at the Virtual Counseling Center to enable personnel to access their education records instantaneously and to speak with a counselor via telephone or Internet.

With Lis' support, in August 2002, the USCG and Servicemembers Opportunity Colleges (SOC) launched the SOCCOAST program providing for a network of colleges and universities to support USCG personnel to earn their Associate and Bachelor's degrees. On March 1, 2003, the SOCCOAST Afloat program providing courses on CD-ROM for shipboard personnel was implemented with four charter institutions. Lis was a prime mover in these initiatives.

### Joseph Leonard Littlefield

Joseph L. "Joe" Littlefield spent 32 years of dedicated Federal Service in support of military voluntary education. He entered his chosen profession in 1952 as an Education Specialist with the United States Armed Forces Institute (USAIFI) in Tokyo, Japan. In 1959, he became the Education Officer for Mountain Home Air Force Base (AFB) in Idaho. In 1960, he returned to USAIFI and served as Chief of the Testing Division in Frankfurt, Germany. In 1963, he returned to the United States as the Education Officer at Castle AFB in California.

From 1966 until 1972, Littlefield served as Chief of the Education Division at Headquarters, Second Air Force at Barksdale AFB,



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Louisiana. Lieutenant General James M. Keck, Commander Second Air Force, wrote: "Since your assignment as Chief, Education Division, you have been a catalyst that made our education programs truly 'Second to None.' Thanks to your relentless drive and determined attitude, it is now possible for a non-high school graduate to progress through each appropriate level and obtain a Master's degree, yet never leave the confines of any Second Air Force Base."

In 1972, Littlefield became the Education Program Administrator for Headquarters, Military Airlift Command (MAC), Scott AFB, Illinois, where he was again commended for his outstanding service. From January 1978 until November 1979, he was recognized for distinguished service to the Community College of the Air Force (CCAF) through his contributions on the CCAF Education Services Advisory Panel.

In addition to seven Outstanding Performance Ratings, three Quality Step salary increases, and a Sustained Superior Performance Award, Littlefield received the Department of the Air Force Meritorious Civilian Award. In 1978, he was recognized for his contributions to the Department of Vocational Education Studies, Southern Illinois University at Carbondale.

Littlefield retired in August 1981 and lived in Shreveport, Louisiana. He died on October 31, 2004.

### Rudolph "Rudi" London

Rudolph "Rudi" London served in Germany for his entire career in Army education. London was a proud advocate for educating servicemembers in Germany.

London began his work with the Army's Troop Information and Education (TI&E) Program in 1953. He served in Munich and afterward was the Berlin Regional Director of Education, from 1971 until his retirement in 1983. London provided overall management of an extensive array of programs and services for Berlin Brigade, Soldiers serving in unique environments with



outposts along the highway between West Berlin and West Germany and at Potsdam.

Because the German government paid for educating United States servicemembers in Berlin, there was room for innovation in the programs and services offered at the education centers located on Clay, Andrews, and McNair Kasernes. One very popular innovation enabled Brigade Soldiers to receive 100% tuition assistance for many courses. Their adult family members could also enroll and participate in courses on a space-available basis and receive 100% tuition assistance. Basic skills and high school completion classes were readily available. State-of-the-art language laboratories and Military Occupational Specialty (MOS) libraries were commonplace. Over 50 Headstart, Gateway, and other language course teachers were on the payroll. Classes ran around the clock to accommodate students during their off-duty time.

London is remembered as gracious host for American educators visiting Berlin during his tenure. He was intensely proud of his program and the educational progress achieved by his Soldiers. London would say that everything important in Army education began in Berlin. That, of course is debatable, but one thing is certain: London was truly one of a kind. He left a lasting legacy in Army voluntary education.

### E. Robert "Bob" Lord

E. Robert "Bob" Lord spent more than 35 years as a professional educator in the Army Continuing Education System (ACES), starting in 1970 as an Education Specialist at Fort Devens, Massachusetts and moving to positions with the 21st Support Command in Kaiserslautern, Germany, with the Training and Doctrine Command (TRADOC) at Fort Monroe, Virginia, and as Education Services Officer (ESO) at Fort Eustis, Virginia. During his time with TRADOC and at Kaiserslautern, Lord helped design and implement the innovative Basic Skills Education Program (BSEP), which applied the tenets of adult education



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to the acquisition of literacy and numeracy skills. He was one of the first in Army voluntary education to focus on measurement of learning outcomes as well as education applications of new technology. Throughout his career, he took his own advice regarding lifelong learning to acquire new computer skills, and he became a recognized expert in the use of technology in Army education.

During the difficult years of the 1970s, Congress cut the funding for an existing High School Completion Program focused on literacy and numeracy for those without a high school diploma. However, the needs of the new All-Voluntary Army demanded some type of basic skills program to improve the trainability of new recruits. TRADOC was assigned the task of quickly designing the new program, and Lord, as an Education Specialist, was a major contributor to the BSEP project. Lord's own interest in statistics and learning measurement led to the intensive use of testing and data measurement to refine BSEP as well as to demonstrate its efficacy to commanders who may have been skeptical of the need for such programs. When Lord moved to Kaiserslautern as the Regional Director for ACES for the 21st Support Command, it was his responsibility to implement the program he had designed, which he did with remarkable results.

Lord's background in mathematics and his work with the BSEP program combined to pique his interest in the new technologies available to the military education community, especially the burgeoning field of computer applications. As principal Action Officer for Automation at TRADOC during the 1980s, Lord took charge of a number of initiatives to bring technology to the education center. He recognized Computer-Based Instruction (CBI) as a potent new tool in self-paced learning, and he developed Army Learning Centers to serve as points of delivery for this new type of instruction. He was one of the first in Army voluntary education to experiment with the new computer networks as a way to improve communication among both the voluntary education professionals and the military commanders.

As a true believer in the lifelong learning component of adult education, Lord constantly upgraded his own computer skills and put them to use within ACES. He developed substantial capability in programming, database design, and web site design, and he used these abilities to streamline administrative and information activities in the education system.

Lord's contributions to military voluntary education were recognized when he was named the 2000 Tilton Davis, Jr. Military Educator of the Year. Lord received the Department of Army Civilian Public Service Awards at his retirement festivities on December 7, 2005.

### Windell Mabry

Windell Mabry served servicemembers and their families with distinction as a Navy Education Services Specialist (ESS) for over 23 years.

Prior to his work with the Navy, Mabry taught secondary school and at the college level and was a counselor with the federal prison system in Memphis, Tennessee. In the later part of his Naval career, he served as the Assistant Director of the Navy College Office (NCO) at NAS Jacksonville.



As a Navy Education Services Specialist, he provided in-depth counseling sessions to more than 75,000 military members, retirees, their family members and Department of Defense (DoD) civilians. He encouraged servicemembers to take college level exams that converted to 250,000 semester of college credit. Thousands of servicemembers earned their degrees thanks to Mabry's motivational counseling.

Mabry is a superior example of those who toiled in the vineyards of voluntary military education without great fanfare, but who made a real difference. He left a legacy of dedication to and caring for the education of Sailors. He died in 2005.

### Robert H. "Bob" MacDonald

In 1988, Dr. Robert H. "Bob" MacDonald created a model alternative certification program designed specifically for servicemembers in conjunction with Old Dominion University in Virginia. The curriculum provided servicemembers with an express entry into teaching by granting credit for military teaching and an abbreviated student teach-

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ing experience. He established counseling and advising as a key component and service to military personnel seeking to become teachers. Counseling was made available on bases and online for easy access by all servicemembers seeking to become teachers. After Old Dominion University, he continued his alternative certification program in other venues. Projects directed by MacDonald have placed well over 1200 servicemember-veterans as teachers. Many have since become teachers of the year at district, state and national levels.

Between 2000 and 2003, MacDonald organized and directed the Montana and High Plains Troops to Teachers operation. In 2004, he organized a consortium of Western states and institutional providers to establish a portable and distance delivered certification program for servicemembers. In 2004, he was named Executive Director of the Western States Certification Consortium for Troops to Teachers.

MacDonald was instrumental in using distance delivery of certification to assist servicemembers in becoming teachers. He was particularly successful in promoting the acceptance of military service schools and training for credit toward teacher certification. From 1988 until 2005, he secured over \$6.5 million dollars to support teacher certification programs for service members. MacDonald served as a “true believer” in the Troops to Teacher Project and shared his ideas, processes and procedures with colleagues to strengthen the effort throughout the United States.

### **Colonel Douglas E. “Doug” Macfarlane**

Colonel Douglas “Doug” Macfarlane was the Director of the Army Continuing Education System (ACES) for only a short period of time from July 1991 until November 1992 but made a lasting impact on Army Education due to his professionalism as a career Army officer, an educator and most of all his caring attitude toward soldiers and to those career employees, contractors, and schools providing educational services to the entire military family.

Macfarlane was well suited for the job when he came to the Headquarters as the Director of ACES in 1991. In many ways, his personal educational achievements came from his military education,

training and experiences. He was born in Boston, Massachusetts on 9 September 1944. He dropped out of high school and then completed his high school through the General Educational Development (GED) examination program. Upon joining the military he qualified for the West Point Program. Upon completion of the course of study at the United States Military Academy, he was commissioned a Second Lieutenant of Infantry and awarded a Bachelor of Science degree. While stationed at Fort Bragg, North Carolina, as a young captain, through his vigorous endeavors and assistance through the Army Education Center, he pursued and attained a Master’s Degree and a Doctorate in Adult Education through North Carolina State University. Just prior to coming to ACES in 1991, he attended the Naval War College and earned another Master’s degree in National Security and Strategic Studies.

His assignments include the following: Platoon Leader in the 82d Airborne Division at Fort Bragg; Platoon Leader in the 1<sup>st</sup> Infantry Division and 9<sup>th</sup> Infantry Division in Vietnam; Instructor, Airborne Department and Chief, Pathfinder School, Fort Benning, Georgia; Mechanized Infantry Company Commander, 3d Armored Division; Operations Officer, XVIII Airborne Corps; Battalion Executive Officer, Cavalry Squadron Executive Officer, Brigade Executive Officer, and Secretary of the General Staff, 1<sup>st</sup> Cavalry Division; Plans and Operations Officer, Operations Group and Commander of the 6<sup>th</sup> Battalion, 31<sup>st</sup> Infantry (later redesignated as the 1<sup>st</sup> battalion, 52<sup>nd</sup> Infantry), National Training Center, Fort Irwin, California; Commander of the 7<sup>th</sup> Ranger Battalion at Dugway Proving Ground, Utah; Director, Army Continuing Education System, The Adjutant General Directorate, U. S. Total army Personnel Command. Doug’s final assignment was as Deputy Commander, Operations Group, Joint Readiness Training Center, Fort Polk Louisiana.

Colonel Macfarlane came to ACES at a time when there was reluctance in the field to allow soldiers to attend on-duty education and a reluctance to provide tuition assistance for courses unless they were directly related to the Army Military Occupational Specialty (MOS). He was a great believer that every course a soldier took improved his ability to be a better soldier and provided for the overall development of his personal and professional goals. He fought for increased tuition assistance at a time when many Commanders were indicating that they believed that ACES was a “nice to have” program versus being mission

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essential. He quickly visited all of the commands and the majority of Army installations worldwide and was able to do a major turn-around in thinking by many Post Commanders as well as Brigade and Company Commanders.

Macfarlane emphasized the total army concept and fought for the inclusion of National Guard and Reservists for all benefits as part of the total Army. He made great in-roads in those regards—many of which can still be felt today. He emphasized the importance of Army Education in isolated areas such as the Sinai and Honduras with tuition assistance being authorized at 100 percent. He felt that the education of family members was another priority that had to be addressed and became very involved with the Army Community and Family Support Center in working toward assistance for family members as well. His philosophy was “we enlist men or women but we re-enlist the family”.

Macfarlane was a great supporter of the upgrade both professionally and civil service grades of ACES personnel in the field. He supported the Career Program Manager in doing a worldwide assessment and arriving at new standardized job descriptions for Education Services Officers, Education Specialists, and Counselors. As a result the erosion of grades for employees stopped and once again many received well-deserved upgrades and promotions. He encouraged ACES personnel to attend professional courses such as the Army Management Staff College, the War College and to avail themselves of every opportunity for improving their professional status as well.

Along with his senior Education Advisor, J. Willard Williams, Macfarlane revitalized ACES. When he retired, Macfarlane continued to work with the ACES personnel in professional training areas such as time management and leadership training. Much of which was provided at his own expense and time. He continues to be remembered for his great caring attitude about every individual soldier, civilian and family member.

### William “Bill” Maloy

In 16 years with Navy voluntary education, from 1973 to 1989, William “Bill” Maloy laid the foundation for today’s comprehensive program of education activities for Sailors across the globe. Maloy served as Principal Advisor on Education and Training to the Chief of

Naval Education and Training (CNET), and later as the Director of Navy Voluntary Education. From these positions, he was able to shape Navy voluntary education in three major areas: the development of the Navy Campus (later known as Navy College) to broaden access to higher education opportunities; the professionalization of education services through the recruitment of civilian education specialists; and the placement of Navy voluntary education firmly within the highest levels of Navy command through the Secretary of the Navy’s Advisory Board on Education and Training (SABET).



Maloy, a former Naval officer himself, began his civilian education service with the Navy in 1973, although he had been involved as an advisor to Navy voluntary education even before he formally entered service. The move to an All-Volunteer Force during the 1970s had a major impact on all parts of the military community, including voluntary education, and Maloy stepped in at a time of great upheaval in the education sector. He was one of the first to understand that a comprehensive program for lifelong learning would be a key component in the development of an all-volunteer Navy, utilizing human capital theory to support his arguments for the strong institutional structure of education and training that he helped to design.

Three special contributions stand out among Maloy’s many achievements during his time with the Navy. First, he developed the concept of the Navy Campus, a flexible approach to higher education program design and delivery to meet the education needs of a mobile Navy, with programs for Sailors on land and at sea. Today, Navy College provides vital education services to Sailors wishing to advance their education and career goals. Second, he initiated the hiring of civilian education specialists to provide professional counseling and program administration for the Navy’s education program, a practice which has become firmly embedded in the Navy voluntary education system. Finally, he conceived and lobbied for support of the SABET, grasping the need for civilian input into the Navy’s education and training programs to en-

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sure that Sailors had the same education opportunities as their civilian counterparts.

When Maloy left Navy voluntary education in 1989, he left a strong institutional foundation for future growth in the Navy's education program.

### Thurston E. "Ted" Manning

Dr. Thurston E. "Ted" Manning as served tirelessly as a team member with the Military Installation Voluntary Education Review (MIVER) project since its inception in 1991 when he, as President of the Council on Postsecondary Accreditation, coordinated closely with the American Council on Education (ACE) in developing the ACE response to the initial Department of Defense Request for Proposals for MIVER. Manning served often as a MIVER team chair, bringing his vast experience in distance learning as well as accreditation policies and standards to the MIVER process.

Manning earned his Bachelor of Arts degree, *Summa cum laude*, from Colorado College and his Ph.D. from Yale University, specializing in physics.

Manning began his long career in education in 1949 at Oberlin College as a member of the Department of Physics, rapidly becoming a Professor of Physics, and then Provost of Oberlin College. In 1964, he joined the faculty and administration at the University of Colorado, Boulder. He successively served as Vice President and Dean of the Faculties, Vice President for Academic Affairs, and Vice President for Research and Planning. During this period, he also held academic rank as Professor of Physics and Astrophysics. In 1991, he was selected as President, University of Bridgeport (Connecticut). In 1974, he served as an Associate at the Management Planning Institute, Inc., Toronto, Canada. In 1975, he was named Director of the Commission on Institutions of Higher Education and Treasurer, of the North Central



Association of Colleges and Schools. In 1987, he served as President, of the Council on Postsecondary Accreditation, in Washington, DC, from which he retired in 1991. After retirement, Manning served as a senior consultant on numerous projects involving higher education and accreditation. In one such project, he was Senior Consultant for International University (now Jones International University).

Manning was affiliated with many professional organizations, received numerous awards and decorations, and he authored and co-authored many journal articles.

Manning also spoke at several Department of Defense Worldwide Education Symposia and many other military education conferences.

Manning is recognized for his forward thinking approach; he was proactive while others may have been reactive. He was unafraid to place blame when and where blame was due, but in a non-confrontational manner, always suggesting ways for improvement.

### James "Jim" Marlatt III

James "Jim" Marlatt III formulated the original three-tiered concept for the Basic Skills Education Program (BSEP), while serving as the deputy Education Services Officer (ESO) at Fort Hood, Texas. Later as ESO at Fort Gordon, Georgia, he commissioned a study to determine the feasibility of a United States Signal Corps Institute of Technology (SCIT). This study laid the foundation for a strong partnership between the University of Maryland University College (UMUC) and the United States Army Signal Center to provide specific graduate programs for signal officers.

Marlatt began his career in Army education in 1972 as a contract counselor at White Sands Missile Range in New Mexico. In 1974, he joined Civil Service as an Education Services Specialist (ESS) in Bad Kissingen, Germany. In 1975, he became the education advisor for the 3rd Infantry Division stationed in Wuerzburg, Germany. He was assigned as ESS at Fort Hood beginning in 1977. He returned to Germany in 1979 as the V Corps Education Director. In 1982, he returned briefly to Fort Hood, and in 1983, he was chosen as the ESO at Fort Gordon. He retired from federal service in 1990 and died in 2003.

In 2005, the Council of College and Military Educators (CCME) recognized the excellence of the strong partnership between the University

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of Maryland University College and the United States Army Signal Center with its Institutional Award.

### William M. “Bill” Marrs

Some individuals only spend part of their career in military voluntary education but they make indelible contributions to the field. William M. “Bill” Marrs had a substantial career in the federal government prior to joining the Army Continuing Education System (ACES). He entered Civil Service in July 1964 with the Bureau of Indian Affairs and remained with them until he went to Fort Hood, Texas, in 1983. He learned many of his considerable information technology skills while serving at the Fort Hood Army Education Center, and changed how education services were offered at that large installation. While serving in ACES leadership positions at Fort Hood, Marrs developed a thorough understanding of the ACES computer system known as EDMIS (Education Management Information System), and became known as a recognized expert in its applications to the provision of education programs within the Army community.

Marrs joined the Fort Hood education program from the Bureau of Indian Affairs, a unit of the Department of the Interior, where he had honed his computer skills. He served as a Guidance Counselor, a Supervisory Education Services Specialist (ESS), and several times as the Acting Education Services Officer (ESO). During this time, Marrs was responsible for the operations of the counseling and college programs as well as the utilization of EDMIS, and he performed admirably in all areas while tackling the huge task of automating Fort Hood’s education program, a laborious effort requiring incredible attention to detail.

While EDMIS had been developed specifically for use by ACES professionals, many had been baffled by the complexity of the system. Marrs quickly grasped how the system could be harnessed to serve the



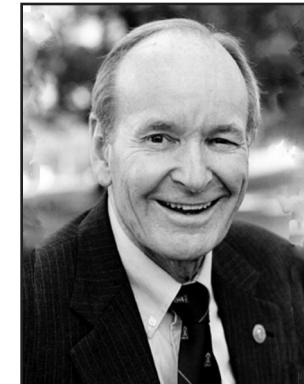
needs of professional educators as well as military students, and he set about designing applications that were simple and easily taught to the Counselors that he supervised. He developed Fort Hood’s first computerized tuition assistance program as well as a search program that allowed ACES staff to easily access the education information needed to provide quality service to members of the military community. Most importantly, he took the time to train the education staff and to explain in nontechnical language the uses and possibilities of EDMIS.

Marrs retired from federal service in 2002, but his invaluable expertise in the use of EDMIS was still in demand by many in the ACES community, and he became a contractor with Northrop Grumman Information Technology on the Headquarters Department of the Army ACES staff in Alexandria, Virginia where he specialized in troubleshooting and problem-solving for EDMIS. He continued to work closely with the staff at Fort Hood, in addition to providing expertise to ACES worldwide.

By making EDMIS an important tool for ACES education professionals, Marrs streamlined the information retrieval process and allowed those educators to focus on the needs of the Soldiers instead of the computer system. His efforts improved education services to thousands in the Army community.

### T. Benjamin Massey

Since 1947, the University of Maryland University College (UMUC) has been a major force in shaping and providing voluntary higher education programs for the military community, working as a partner with the Armed Forces to provide access to quality higher education to service members and their families. One of the principal architects of that partnership was Dr. T. Benjamin Massey, who spent almost 40 years as a faculty member and administrator with UMUC, from the early 1960s to the late 1990s. He brought impeccable higher education credentials



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and experience to UMUC; in doing so, he ensured both the quality of the programs he oversaw and the respect of the civilian higher education community for the innovative programs UMUC developed for military learners.

Massey joined UMUC as a faculty member in 1960 and taught in Germany. Earlier, he had taken his undergraduate degree at Duke University and his Master's at Georgia Institute of Technology, where he also served as Associate Dean of Students. Massey then left the employ of Maryland for a few years in order to pursue his Doctorate in Psychology at Cambridge University. During this period, he served as an Education Services Officer (ESO) with the United States Air Force in England. After completing his Ph.D., he then returned to UMUC in the role of the European Division's Area Director for the United Kingdom. Subsequently, he dedicated his life to the development and delivery of the best in American higher education opportunities to adult, part-time students, particularly those in the overseas military community.

In his administrative career with UMUC, Massey progressed from Area Director for the United Kingdom to Director of the Far East Division to Director of the European Division. In 1976, he was appointed Vice-Chancellor of UMUC, later served as Chancellor, and in 1988 became President of UMUC. During his tenure, Massey oversaw tremendous growth and change in many areas, including numbers of students enrolled, location of theaters of operation, and the variety of degree programs and delivery formats. From traditional college classrooms in Munich to nontraditional programs in Bosnia, Massey made sure that UMUC was there to provide education opportunities to all members of the military community.

One of Massey's most significant contributions to military voluntary education was in his work at the interface between the higher education community, a group often skeptical of military education programs, and the military community. As a representative of civilian education providers, Massey insisted upon maintaining quality standards in such programs; he also advocated for respect for that level of quality to his counterparts in the traditional higher education community. For example, Massey represented the American Association of Universities (AAU), one of education's most distinguished organizations, on the Advisory Board of the Servicemembers Opportunity Colleges (SOC), bringing AAU's prestige to SOC's innovative programs.

Massey's many awards for distinguished service to the military education community include the James F. Nickerson Medal of Merit in 1995 and induction into the International Adult and Continuing Education Hall of Fame in 1996.

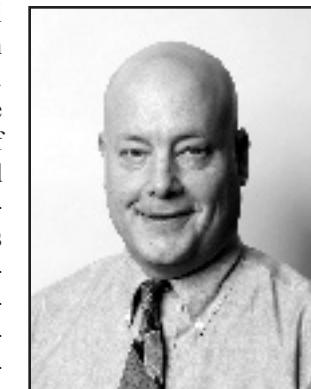
### Louis F. "Lou" Martini

Since 2000, Louis F. "Lou" Martini served as Director of Military Education at Thomas Edison State College (TESC). He was responsible for all aspects of the College's outreach to military personnel of all branches and components. He worked diligently to make TESC military-friendly and personally handled academic issues involved in marketing and student services. He negotiated and implemented military contracts and memoranda of understanding. Working closely with the various TESC Deans, he ensured academic programs marketed to the servicemembers and veterans were current and appropriate for military student needs.

Martini began his career as a District Manager for Subway Sub Shops in south central Florida. He joined the TESC staff in 1987 as the Assistant Director of Admissions. In 1998, he was elevated to Military Marketing Relationship Manager for Thomas Edison State College. In these positions, he increased TESC's visibility and marketing reach worldwide. In addition, he oversaw the advertising and publications for the military market.

Martini led in the development of TESC's strong partnership with Servicemembers Opportunity Colleges (SOC), particularly with regard to participation in the SOC Degree Network System.

Martini was active in the Council on College and Military Education (CCME), having served in various roles since 2002, and he served as the CCME 2006-2007 President-elect.



## **Ellen White McGaughey**

In her career with Army voluntary education from 1952 until her death in 1995, Ellen White McGaughey worked tirelessly to ensure the smooth operation of all education programs at Fort Bragg, North Carolina. McGaughey's quiet, behind-the-scenes work as the operations chief for the Fort Bragg Army Education Center was the key to timely and efficient delivery of an enormous variety of education programs. Her many long evenings of extra-hours work and her superb managerial skills combined to provide the Fort Bragg community with some of the finest education programs in the Army Continuing Education System (ACES).

McGaughey began her work at the Fort Bragg Education Center in 1952 as a GS-4 Secretary/Administrative Assistant. At that time, there was no civilian Education Services Officer (ESO); the Army voluntary education system was still fairly small and the programs offered at Fort Bragg rather limited in scope. McGaughey's hard work and managerial expertise provided the foundation for the development of the Fort Bragg education services into one of the largest programs in military voluntary education, along with her own professional development into an Education Services Specialist (ESS).

Within the Education Center, McGaughey had responsibility for the administrative, budget, and contract management of the various education programs. This was a huge task; the 250 classrooms on Fort Bragg were in constant use, there was a large skills center operated through Fayetteville Technical College, and there were a number of different college degree programs available through several different institutions of higher education. McGaughey's skill in managing the details of this complex web of education options ensured that military learners had access to a wide variety of opportunities that were delivered in a student-friendly manner.

In 1991, Fort Bragg took part in the second Military Installation Voluntary Education Review (MIVER), a new process sponsored by the American Council on Education (ACE) to ensure the quality of academic programs offered on military bases. MIVER had just been inaugurated in 1991 and was a new process for both the MIVER teams and the installation Education Centers. McGaughey's fine work in preparation for the MIVER was a major contributor to the success of the Review;

her managerial abilities once again ensured the smooth functioning of the entire education services operation.

While Ellen McGaughey preferred to work quietly, her passing in 1995 while still employed at Fort Bragg affected many in the military education community. One of her colleagues described her as "a woman of steel with a heart of gold."

## **Leon Y. McGaughey**

In a 40-year career in Army voluntary education, Leon Y. McGaughey not only was part of the brickwork on the bridge connecting the World War II era of Army education to the modern era, he was part of the engineering team that built that bridge. McGaughey was the intellectual force behind the development of the Army Continuing Education System (ACES) of today, with its broad array of civilian education options for the Army community. As part of that development, McGaughey brought the Army into the Servicemembers Opportunity Colleges (SOC) Consortium as a full participant, including partnering in the SOC Army Degree Program (SOCAD). This reflected his belief in the advantages of offering civilian degree programs to servicemembers that would serve them well as credentials once they left the military. In this and other ways, McGaughey was a true innovator in applying the principles of adult education to Army voluntary education.



McGaughey was drafted into the Army in 1951 and served for two years as a Troop Information and Education (TI&E) Officer in Germany. At that time, the Army education program was called the General Education Development (GED) Program, and uniformed officers provided most of the education services to the Soldiers. McGaughey returned to civilian life in 1953 as a teacher and school principal, but his real interests lay in adult education. As a result, he returned to the Army education system as a civilian in 1960, beginning as an Education Specialist at Fort Benjamin Harrison in Indiana, serving as an Education

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Services Officer (ESO) in Heidelberg, and later serving as the Director of Education for the 3rd U.S. Army in Atlanta, Georgia.

From 1971 to 1980, McGaughey served as an Education Program Administrator at Headquarters Department of the Army (HQDA), with special responsibility for higher education. In this position, McGaughey influenced the future course of Army voluntary education through his visionary leadership. He was the principle author of the staff paper that outlined the transformation of Army education from the old GED system, with its limited education offerings, to the new Army Continuing Education System (ACES) concept, with a full range of education services available to members of the Army community--the Basic Skills Education Program (BSEP), Advanced Skills Education Program (ASEP), High School Completion Program, HEADSTART Language Programs, and most of all, college degree programs.

McGaughey's strong interest in promoting degree programs for Soldiers resulted in his close work with the development of the SOC Consortium as part of the new ACES. He not only brought the Army in as a full participant in SOC, he also provided necessary Army input into the SOCAD Associate degree networking system, which linked civilian higher education institutions with military education and experience.

As Director of Education for the U.S. Forces Command (FORSCOM) from 1980 until his retirement in 1998, McGaughey oversaw the implementation of the programs he had helped incorporate into ACES. In addition, he ensured that adequate resources, including physical facilities, qualified staff with professional development opportunities, and curricula and materials, were available for delivery of quality education services at all FORSCOM bases under his supervision.

McGaughey's achievements were recognized with many awards, including the 1992 Tilton Davis, Jr. Military Educator of the Year Award and induction into the International Adult and Continuing Education Hall of Fame in 2000. In 1997, the American Association of Adult and Continuing Education created the Leon Y. McGaughey Military Student of the Year Award in his honor.

### **Olin McGill**

For thirty-two years, Olin McGill provided the maximum educational opportunities possible for servicemembers and their family members regardless of their military component. Through his leadership, the Army Education Center at Fort Bliss operated with a team of professionals that cared deeply for servicemembers and their family members. He ensured that the maximum opportunity was made available to the students at the Sergeant Majors Academy to participate in postsecondary education programs by maintaining a highly qualified, full-time staff element dedicated to working with supporting colleges in counseling, and by assisting these senior leaders in the Army Noncommissioned Officer Corps with their education.

McGill and his staff led in the Army's development of the Basic Skills Education Program (BSEP). He developed and maintained an optimal approach to education transition assistance that facilitated Soldiers' continued pursuit of postsecondary education by encouraging them to use their Montgomery GI Bill Education Benefits upon leaving the military service. He led the development and highly successful operation of the "Partnerships in Education" initiative involving the military, education and business communities in the greater El Paso area.

Besides serving at Fort Bliss, McGill also served at Cu Chi and then at Danang, Vietnam, between 1969 and 1973. Later, he served as the Education Services Officer (ESO) at Camp Humphreys, Korea between 1980 and 1985.

McGill was recognized in the Army as a true adult educator. He was known for his progressive vision, tireless initiative, and dedication to service. He retired on November 30, 1990.

### **Robert (Bob) L. McGough**

Robert L. "Bob" McGough was a product of the Department of Defense (DoD) Voluntary Education Program and served honorably in Air Force education for many years.

McGough's military career started with the United States Marine Corps in 1965. After leaving active duty, he served in the Reserve forces with the Army and Air Force and remained a member of the Air National Guard even in retirement. He began his Civil Service career as an auto body repairman in 1973. This regular work schedule allowed him to start college. He did not have many academic options available

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back in 1974, when he was working a rotating schedule in retail grocery. Using his GI Bill, he earned his Bachelor's degree and moved into the field of Education with the Air Force. He was advised to earn a Master's Degree in Guidance and Counseling in order to get promoted. After doing so, he was able to move from a GS-6 to a GM-13 rank. He remarked during his retirement in 2005 that "none of that would have happened had it not been for the offering of off-duty education coupled with my GI Bill, student loans and great counseling and mentoring."

McGough's civil service career took him to Grand Forks Air Force Base (AFB), Luke AFB, McChord AFB, Offutt AFB, England AFB, Maxwell AFB, Rhein-Main AFB, then back to Ellsworth AFB. He retired from Civil Service in May 2002 and later worked for two years as a contract academic advisor for Ellsworth AFB.

On December 15, 2005, McGough remarked on MCNet, "Tomorrow will bring to close a major chapter in my life; a chapter that covers almost 40 years. I would not feel right about closing out without expressing my sincere thanks for what you, and many others in your capacity, did for me. I thank you not only for what you did for me but how you helped me do for others. Please never underestimate your importance in life. You may make the difference between a comfortable retirement or a long prison term for that person with whom you are talking. I know that from very personal experience."

That isn't bad for someone who came from my background. My Dad (born in 1893) had only a 3rd grade education. My mother only had an 8th grade education. We did not have electricity until I was six years old and no indoor plumbing until I was twelve. My father was a good, hard-working, intelligent man, but he did not have the opportunities and times were tough. I lost him when I was 16. I cannot begin to express my appreciation for everything my counselors, mentors and education did for me. My experiences in life have exceeded anything I could have dreamed of as a youngster. I am most grateful for all those wonderful people that were put in my path during my career."

McGough's testimony speaks to the real heart and soul of the DoD Voluntary Education Program.

## Susan McIntosh

In a career of more than 20 years in military voluntary education beginning in 1985, Susan McIntosh served servicemembers in the Navy, Marines, and Air Force in the U.S. and Europe, using her high levels of energy to make voluntary education a visible presence in every community she served. McIntosh developed excellent relations with the command structure at the military installations; at the same time, she honed marketing and promotion strategies to increase community awareness and support of voluntary education programs. Her active involvement in the professional development activities of the Council of College and Military Educators (CCME), including service as Treasurer from 1997 to 2002, also contributed to raising the profile of military voluntary education.



McIntosh began her career as an Education Specialist at the Navy Campus at Naval Air Station Keflavik, Iceland in 1985. She immediately initiated an active approach to publicizing available education programs, with personal briefings, newspaper articles, and interviews with the base television station. Upon transferring to the position of Senior Education Specialist for the Navy Campus in Washington, DC in 1987, McIntosh applied these same marketing techniques to the widely dispersed units that she served. Later, as Program Manager for Officer Special Education Programs at the Bureau of Naval Personnel in DC from 1992 to 1994, McIntosh continued to promote access to education programs through skillful use of the media and cultivation of support from the command structure.

In 1994, McIntosh was named the Education Services Officer (ESO) at Quantico Marine Corps Base in Quantico, Virginia. Here, her energy translated into dramatic results in the education programs for the Marines. For example, she increased the number of participating institutions of higher education offering programs on base from four to nine, with a concomitant increase in programs from 14 to 49. McIntosh also pioneered the use of the electronic version of the College Level

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Examination Program (CLEP-ECBT); Quantico was the first Marine Corps installation and the third military installation to utilize the new format.

Using her energy and enthusiasm to obtain support and funding, McIntosh was the driving force behind the planning and creation of the new Quantico Education Center, a self-contained facility with 23 classrooms that opened on the base in 2003. Her Troops to Teachers program was a resounding success, placing 145 former Marines in teaching positions in just the first year. She also explored the possibilities of video technology in her production work on two voluntary education videos, one of which won the Telly Award for Outstanding Short Video in 2004. In 2004, McIntosh transferred to Ramstein Air Force Base in Germany as an Education Services Specialist (ESS), where she continued to actively promote voluntary education programs within the military community she served.

McIntosh was recognized for her contributions to the field of military voluntary education when she received the CCME President's Award in 2000.

### Edward McKenney

Edward A. "Ed" McKenney enjoyed a successful career as a Naval Officer and as an educator of servicemembers. As a Naval Officer, he was a distinguished graduate of the Naval Academy, Commanding Officer of a Minesweeper, and twice a faculty member at the Academy. He thus began his career in education while on active duty: first as a recipient of two Master's degrees, from the Fletcher School of Law and Diplomacy and the Naval War College, then as a teacher of Midshipmen.

McKenney turned his attention to enlisted servicemembers upon leaving the Navy in 1990. He became the director of Servicemembers Opportunity Colleges Navy Degree Program (SOCNAV). During his 11 years in this position, McKenney super-



vised significant change in the education programs for Sailors. There was concentration on college preparatory work for those interested in college degrees that were not yet prepared for it. McKenney created SOCMAR, the Marine Corps' version of the degree network program, in a model similar to the SOCNAV system for the Navy. There were also some serious efforts at basic skills in recognition that the Navy was not always recruiting truly college-capable men and women. At the same time, the Navy saw significant growth in numbers of Sailors taking courses and earning college degrees. McKenney was particularly successful in connecting the efforts of the Navy's Afloat Program for College Education (PACE) to degree completion programs.

McKenney left his position as Director of SOCNAV in 2001 and became Dean of Military Programs at Coastline Community College, in southern California. Here he presided over remarkable growth of the College's outreach to servicemembers. He led a very successful effort to provide services at sea through the Navy's Program for College Education Afloat (PACE); Coastline provides over 50% of all technology-delivered PACE courses.

McKenney will be remembered by many voluntary education professionals for his work at the Council of College and Military Educators (CCME). Ed began as Secretary of CCME in 2000 and rose to President of the organization in 2005, a time when it was completing the transition from a state and regional organization to a highly influential force in military voluntary education.

### John Mitzel

John Mitzel served as an outstanding education professional in the United States Air Force (USAF). Beginning in 1987, Mitzel was the Chief, Education and Training Division for the Air Force's Air Education and Training Command at Randolph Air Force Base (AFB) in Texas. He is remembered for his dedicated efforts that led to the establishment of the Council on Military Education in Texas and the South (COMETS) in the early 1990s.

Mitzel's civil service career spans three decades. He started as an Air Force Education Services Guidance Counselor at Grand Forks AFB, North Dakota. He served as an Education Officer (ESO) at Spangdahlem AB and Wiesbaden AB in Germany and Barksdale AFB in Louisiana.

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In 1987, he assumed the position as the Chief, Education and Training Division for the Air Force's Air Education and Training Command. He left that position in 1999 to attend Air War College in-residence. After completion of Air War College, he was assigned to the Pentagon in Civilian Personnel Policy. He was moved to the position of Deputy for Military Force Policy, and ended up as the Chief, Sustainment Division for the Air Force Senior Leader Management Office. In this last position, he was responsible for providing personnel support services to all U.S. Air Force generals and to the USAF Senior Executive Service Cadre.

In May 2003, Mitzel assumed the position as Chief, Human Resources Division for the U.S. Army's Installation Management Agency, Southwest Region stationed at Fort Sam Houston, Texas. In this capacity, he was responsible for supporting 22 Army installations in matters pertaining to garrison operations involving civilian personnel, military personnel, education services, alcohol and drug counseling, well-being and records management.

Mitzel was born, raised and educated on the plains of North Dakota. He received both his undergraduate and graduate degrees from the University of North Dakota. In addition to completing Air War College, Mitzel completed coursework at Harvard University and the Federal Executive Institute. He also served as an instructor for Office of the Secretary of Defense's Executive Leadership Development Program and graduated from the Defense Leadership and Management Program.

### **Marsha G. Moses**

Marsha G. Moses, a well-known Army educator, spent over twenty-two years in the Army Continuing Education System (ACES), beginning in Vietnam. She served as a Supervisory Education Services Specialist (ESS) at Fort Bragg, North Carolina before heading back overseas, where she served as the Education Services Officer (ESO) at the SHAPE Education Center, 80th ASG NSSG in Brussels, Belgium. Later, she served as the ESO, Theater Coordinator in Bosnia/Kosovo. In 2004, she was promoted to GS-13, EURO-IMA office, to work deployed sites. She also served as the supervisory ESO for Bagram Air Field in Afghanistan.

In 2004, Mary Anne Vaughn nominated Moses for the Tilton Davis,

Jr. Military Educator of the Year Award with the following first-hand testimonial.

I met Marsha in Bosnia when she assumed the ESO position at Eagle Base. She possessed all the usual characteristics of an ESO: poise, confidence, knowledge, commitment, caring, and leadership. Her career started during Vietnam and I could never imagine what it would be like to work during that turbulent era. I sat in awe of this woman who traveled dangerous roads in antiquated vehicles to get to the men stationed in outlying areas. It meant everything to her to know she was helping our Soldiers then in some small way.

I decided to nominate Marsha for this award after seeing her utmost dedication to our troops when the war with Iraq and Afghanistan intensified. Along with her mountain of work as the ESO for all of Bosnia, she was tasked to assume the insurmountable duty of providing testing and counseling to our Soldiers in these war-torn countries. In Bosnia, ACES members worked seven days a week, 70-80 hours. There were no days off. To add additional duties to this work schedule is almost unheard of. Marsha assumed this duty and took ownership of it. She moved mountains to gain examinations and schedule Soldiers wherever she could. She was unrelenting. She logged countless hours in military aircraft and, once on the ground, faced the elements of nature just as a Soldier would be expected to.

On her return trips to Eagle Base, we could all see the visible exhaustion she was experiencing. She never used this as an excuse and assumed her ESO duties as soon as she was back on the ground in Bosnia. I can't stress the unbelievable exhaustion she was going through, but it didn't matter. She was meeting the needs of the Soldiers and the glow on her face as she spoke about them made me realize how proud I am to be a member of ACES. This woman would go to the end of the earth for our Soldiers. I witnessed this dedication while stationed in Bosnia with her and will never, ever forget it. Marsha has been a mentor far beyond what was expected of her. She showed me the way to prevail when

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circumstances challenge your very being.

Caring, commitment, and leadership are inherent qualities Marsha possesses. Style, uncompromising determination, unwavering compassion and loyalty to our Soldiers are attributes that abound in Marsha. Don't we all wish our Soldiers would witness more of these traits from our countrymen and women today!

### Kelley D. Mustion

Kelley D. Mustion served on the Army Headquarters staff in the Education Support Branch on three different assignments. She is a highly successful example of support to voluntary Army education by Army spouses. Mustion followed her husband's career by serving voluntary education wherever and however possible, often taking downgrades in pay to serve. In the process, she had significant impact on Soldier education.

Mustion began as an employee of Kansas State University at the Army Education Center at Fort Riley, KS. She became a Guidance Counselor at Fort Riley, KS in March 1985 and began an unusual, varied, and highly productive string of assignments as she followed her husband in the Army. She served at Fort Benjamin Harrison, Indiana, Garlstedt and Bremerhaven, Germany, rising to Education Services Officer (ESO). Next, she was a Guidance Counselor at Fort Myer, and served at Headquarters, Army Continuing Education System (ACES), where she was promoted to Educational Program Administrator. Her husband's assignment then took her to Fort Leavenworth, KS, where she was an Education Technician and served inmates confined at the U.S. Disciplinary Barracks. Mustion became an Education Services Specialist (ESS) at Fort Riley. She worked first as an Education Training Specialist at The Adjutant General School located at Fort Jackson, SC, then as a Guidance Counselor. At Fort Hood, she served as Guidance Counselor and Education Services Specialist.



After Fort Hood, Mustion was assigned to HQ ACES where, in 2001, she assumed responsibility for the new eArmyU program. She was instrumental in managing the program at its initial installations, and played a key role in implementing the program Army-wide. Additionally, her tremendous experience working at different locations enabled her to contribute significantly to a new draft of Army Regulation 621-5, Army Continuing Education System and to prepare sections of the regulation with ease and accuracy.

Mustion again joined her husband in his transfer to Korea, where she served as the Deputy to the Education Advisor for the Installation Management Agency (IMA) Human Resources ACES, Korea before returning to HQ ACES to assume responsibility for the Centralized Tuition Assistance Management (CTAM) initiative as well as the other efforts with centralization and standardization under GoArmyEd.

Mustion received many awards and decorations over her service career. Among them were the Superior Civilian Service Award, Commander's Award for Service and numerous performance awards resulting in Quality Step Increases, Special Acts and Sustained Superior Performance awards.

### James F. Nickerson

Just as every building needs to be built from the ground up, so, too, do institutions that serve the military community. In the case of Servicemembers Opportunity Colleges (SOC), it was Dr. James F. Nickerson, formerly president of Mankato State University, who supervised the construction of the consortium as its founding director from 1973 until his retirement in 1981. Brick by brick, Nickerson constructed a firm institutional foundation for SOC, which opened the way for SOC's later growth and development as a consortium of institutions of higher education providing voluntary education opportunities for members of the military community. This accomplishment is remarkable enough, but it is even more



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impressive that this vision was realized during a time of great tension, even hostility, between the Armed Forces and the academic community. Nickerson's strength, perseverance, and powers of persuasion served as the bases for his success in the establishment of SOC.

Nickerson was asked to set up the consortium in 1973 by Allan Ostar, the President of the American Association of State Colleges and Universities (AASCU). At that time, SOC was just a concept. Nickerson quickly organized a team of staff members and consultants to establish the institutional framework for the new organization, which developed the Charter, By-Laws, Principles and Criteria, and the contract with the Department of Defense. This groundwork was absolutely crucial in getting the organization established as a well-defined entity with specific responsibilities within the framework of military education.

Next, Nickerson went to the higher education community to introduce them to the SOC idea and to ask them to consider joining the consortium as an institutional participant. There were two major hurdles facing Nickerson in the academic community. The first was the wariness between the Armed Forces and higher education that resulted from tensions over the Vietnam War. The second was the bold vision presented by Nickerson in developing flexible education programs for the military community--limiting institutional residency requirements, providing college credit for standardized test results or for prior learning experiences articulated in the American Council for Education's *ACE Guide*, and providing student agreements to allow for the mobility of the military learner. In the 1970s, these new concepts were viewed with great skepticism by senior administrators at traditional institutions of higher education. Nonetheless, Nickerson was able to persuade many such institutions to become participants in the new consortium.

Finally, Nickerson's commitment to making the new system a reality led him to work with State Higher Education Executive Officers to encourage states to adopt tuition policies that allowed military learners to pay in-state tuition at state institutions. By the 1990s, every state except Vermont had developed servicemember-friendly tuition policies, testimony to Nickerson's ability to build support for the SOC concept.

Nickerson's contributions were so significant that in 1981, AASCU established the Nickerson Medal of Merit Award for those who have made major contributions to the expansion of voluntary education opportunities for military personnel. He was inducted into the International

Adult and Continuing Education Hall of Fame in 1999.

### David A. "Dave" Olson

Dr. David A. "Dave" Olson was an Air Force education leader in many different Air Force assignments. He is recognized for his strong abilities as an Education Services Officer (ESO), including programming, budgeting, and improvement of facilities. He is remembered for his leadership, friendliness and outreach as part of many higher education professional associations.

After serving on active duty with the Air Force for thirteen years, Olson began his career in Air Force voluntary education as a Guidance Counselor at Aviano Air Base in Italy in 1972. He quickly rose to Education Services Officer (ESO) at Aviano in 1973. In 1976, he was reassigned as ESO to Bitburg Air Base, Germany. In 1980, he came back to the United States as the Director of Education for Vandenberg Air Force Base (AFB) in California. After six years, he transferred to Elgin AFB in Florida as its Director of Education. In 1990, he returned to Germany as the Director of Education for Lindsay Air Base. With the closure of Lindsay AB in 1993, he returned to Eglin AFB for his final tour as Director of Education. Olson retired in 1995.

Olson had a 36-year career in the Air Force, about which he remarked: "I was Blessed! Technically, I entered the United States Air Force as a non-high school graduate. Having completed 12 years of education, preparing for college, I was not told that I was short credits in mathematics and thus I did not receive my Diploma." He entered the Air Force in August 1959 and was assigned to the Printing Career Field with an Air Force Specialty Code of 71330 Offset Lithographer. He was assigned to Offutt AFB in Nebraska, where he met and became friends with Paul Huff, the Director of Education for the Strategic Air Command, and others in the education field, who encouraged him to go back to school. He began taking the College General Educational Development (GED) examinations, completed his high school requirement and applied for the "Bootstrap Commissioning Program". He completed his Bachelor's degree in 1966. While awaiting medical qualifications for his commission, he transferred to the Education Career Field, and was assigned to the Base Education Office at Offutt. He was the first enlisted man admitted to the University of Oklahoma (OU) Master's de-

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gree Program offered at Offutt. He was later assigned to Ramey AFB in Puerto Rico, where he became aware that the Air Force was adding Guidance Counselor positions to its voluntary education program. While in Puerto Rico, he completed the academic requirements for the AU Master's Degree and also earned another Master's degree in Counseling from Inter American University in 1970. Subsequently, he was assigned to Andrews AFB, Maryland as Noncommissioned Officer in Charge of Contract Education and Project Transition. While assigned at Andrews, he applied to Civil Service and was certified as a GS-9 Guidance Counselor and Psychologist.

Among his many affiliations with professional education organizations, Olson chaired the Armed Services Continuing Education Unit of Adult Education Association (AEA), predecessor of the American Association for Adult and Continuing Education (AAACE), in 1983 and 1984. He served on the AAACE Board of Directors from 1987 to 1988. He chaired the Florida Advisory Council on Military Education in 1994 and the California Colleges and Military Educators Association in 1983-1984. He also served on the California State University Chancellors Advisory Panel on Military Education from 1984-1986.

Among his many awards and decorations, Olson received the Department of the Air Force Distinguished Civilian Career Award in 1995. He also received the 1991 Tilton Davis, Jr. Military Educator of the Year Award, and was awarded the John Brian Service and Leadership Award in 1985/1985 from the California Colleges and Military Educators Association.

### Lester G. "Les" Orech

Lester G. "Les" Orech served as a leader in Army education for over 33 years. He is remembered as a very personable individual who worked his entire adult life making quality educational opportunities available to servicemembers.

Orech began his career in the Army's General Educational Development (GED) Program in 1956 at Fort Lewis, Washington, where he served as an Education Services Specialist (ESS) and Deputy Education Services Officer (ESO). He transferred to the California desert to work as an Education Services Specialist from 1959 until 1961 at Fort Irwin. In 1961, he was assigned to Fort Hancock, New Jersey, for two years. From

1963 until 1966, he served at Portland Air Force Base. In 1966, he went to Germany as an ESS, first to Binlach, then to Heilbronn from 1967 to 1970, and then to Munich until 1972. From there, he transferred to Schofield Barracks, Hawaii, where he served for three years. In 1975, he went back to Germany as the Director of Education for Headquarters 21st Support Command located at Kaiserslautern. In 1980, he was assigned as an Education Specialist to Headquarters, Department of the Army (HQDA). In 1987, he became Army Continuing Education System (ACES) Education Programs Chief. Orech retired in 1989.

Orech was highly respected by his peers in the military education community. Upon his death on July 14, 2002, his daughter, Carolyn Baker, soon to become the Department of Defense Director of Continuing Education, wrote: "My father was a strong man both intellectually and physically and had been ill for several months, now he is in God's hands and is strong again. We took father to Washington State to be buried in our hometown of Lakewood. Dad worked his entire career educating Soldiers and being an advocate for lifelong learning."

### Bonnie L. Orvick

Bonnie L. Orvick served over 35 years as an educator and an education administrator. For fifteen of those years, she was the Director of Vincennes University's Military Education Program (MEP) as it became one of the military's premier educational options.

Orvick earned her Bachelor of Science degree from the University of Minnesota, and in 1969 began her career in education as an Instructor/Coordinator at the Alexandria Area Vocational School in Alexandria, Minnesota, followed by a term at Ellsworth Community College in Iowa Falls, Iowa. She began her work at Vincennes University (VU) in 1987, developing specialized courses to meet the needs of Army National Guard commissioned officers.

Throughout the 1990s, MEP continued to grow and provided the critical mass that allowed VU to aggressively develop its Distance Learning Program, consisting of paper-based and video delivered courses to assist servicemembers with completion of their Associate degree. By 2004, the VU's Distance Learning Program consisted of 13 degree programs and eight certificate programs available through distance learning, with over 150 courses provided over the Internet, through

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CD-ROM, and through paper-based delivery. Orvick brought VU into Servicemembers Opportunity Colleges Army Degree (SOCAD), Coast Guard Degree (SOCCOAST), Marine Degree (SOCMAR), and Navy Degree (SOCNAV) Network membership at the Associate level.

Orvick spearheaded VU's outreach to the U.S. Navy. The special blending of military on-site programs and distance learning attracted the Navy to select VU to be one of its Navy College Program Distance Learning Partner institutions offering four degree programs for over 20 Navy Rating Degrees online. The Navy also selected VU to serve as the Navy College Program for Afloat College Education (NCPACE) school that offers its Law Enforcement degree and many business courses through CD-ROM delivery aboard vessels.

Orvick was active in education professional organizations, serving as Council of College and Military Educator's (CCME) Membership Chair even after her retirement in 2004.

In 1998, CCME presented her with the William E. Kennedy Award for exceptional service.

### Carol S. Osborn

Carol S. Osborn served more than 30 years in voluntary education in various capacities, beginning in 1974. With a background as an English teacher and a newly earned Master's in Counseling, Dr. Ron Swink hired her in 1974 at Royal Air Force (RAF) Alconbury, Cambridgeshire, United Kingdom. She worked there five years as a Guidance Counselor, building an active program with everything from basic skills classes taught in a Quonset hut to doctoral classes with seminars held in London. She was also the Federal Women's Program manager for the base.

In 1978, she transferred to Germany with her husband, Richard, and worked briefly in Erlangen, then four years at Bamberg, where she began the first General Educational Development (GED) preparation classes for spouses. She also served on the General's Advisory Board to in-



crease opportunities for women, and assisted armory and field artillery units with educational goals.

Osborn then began a series of stateside assignments with the US Navy, always working to provide quality programs for sailors. In Philadelphia, as the Senior Education Specialist, she invited Temple University on base in 1982, and hosted the successful "Man and the Sea" conference each year, bringing together scientists, underwater experts, and Navy divers and biologists. She also sponsored an Education Fair themed "Anchor Yourself in Education," with over 600 Sailors attending to discuss course offerings from 25 area colleges and vocational schools. During this time, she worked with the Staff Civil engineer to build dedicated Education Center spaces for the Navy College, which had been housed in a rehabbed warehouse. She also coordinated the delivery of Navy Campus program expansion to three states with special training for recruiters, visited numerous remote sites, and initiated telecourses for the USS Butte, a new concept in 1984.

After working at the Education Center level for ten years in the Air Force, Army, and Navy, Osborn was promoted to a staff job at the Chief of Naval Education and Training (CNET). She managed the Navy's intern program, hiring individuals to serve in Navy education and training. Some of these professionals now hold key jobs within the field. She also coordinated the Secretary of the Navy Advisory Board on Education and Training (SABET), whose members were at the top of their field in academia and the military and whose recommendations resulted in significant policy changes for the Navy.

Especially significant was Osborn's work with the Navy's "Personal Excellence" program. A subset of this program, "Saturday Scholars," which she began in Pensacola, is still in existence, with over 40 local schools participating. This successful program matches young Sailors from Corry Station with students with special needs. As program manager for the Navy's operational voluntary education, Osborn was responsible for the Navy College Worldwide conference as well as a major revision of the CNET Instruction on voluntary education.

In 1989, Osborn was hired as the Head of Educational Programs at Defense Activity for Non Traditional Education Support (DANTES). This encompassed distance learning as well as the DANTES Examination and Certification Programs, and she established professional contacts with the leaders of higher education throughout the United States. With

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input from the Services, she shepherded the development and implementation of the first Military Installation Voluntary Education Review (MIVER) contract years. She also chaired the Department of Defense (DoD) committee, which recommended policy changes for a consistent tuition assistance policy among the Services.

In 2001, Osborn became the Deputy Director of DANTES, managing the day-to-day activities as well as maintaining operational oversight of a worldwide voluntary education support system. She managed a variety of special projects, such as development and contracting for Strategic Planning for DoD, as well as DANTES' future support initiatives.

### Frederick Henry Osborn

While his name may not be familiar to many in the military community, Frederick Henry Osborn was one of the founding fathers of military voluntary education. During his service with the Department of the Army during World War II, first as Chief of the Morale Branch of the Army and later as Director of the Information and Education Division, Osborn used his family connections as well as his professional position to recruit a talented team of superb education experts. These experts designed and delivered a variety of innovative voluntary education programs to millions of active duty servicemembers during the course of the war, many on battlefields or in prisoner of war camps. He was the proponent of the "Whole Man Concept." At the same time, Osborn's knowledge of the new field of social science research led him to establish a Research Branch in the Information-Education Division of the Army, which developed the practice of data collection and measurement so vital to today's voluntary education programs. He established the United States Army's School for Special Service at Washington and Lee University in Lexington, Virginia (1942-1946) to train both officers and enlisted personnel in the "morale" specialties in-



cluding a four-week "Information and Education" course.

Osborn's interest in developing education programs for those in military service stemmed from his personal experience in World War I. He tried to enlist in the Army but was refused; instead, he joined the American Red Cross, which was responsible for morale and recreation activities during WWI. Osborn noted that there were no education opportunities for Soldiers, and that most Soldiers had no idea why they were in Europe or what the larger implications of the war meant for the American people. For Osborn, education and information were two keys to improving the participation of Americans in civil society, and he felt the military might be just the place to begin.

In 1941, Osborn was appointed Chief of the Morale Branch of the Army with temporary rank as Brigadier General. Later, Osborn was named Director of the Information and Education Division and eventually promoted to Major General. In this position, he sought the best educators available to develop the education programs. He recruited Francis Trow Spaulding, Dean of the Harvard School of Education, and gave him the authority to design and implement education programs for the Army. The result was the United States Armed Forces Institute (USAFI) located at the University of Wisconsin at Madison, the forerunner of today's Defense Activity for Non-Traditional Education Support (DANTES).

Osborn was also keenly interested in the new field of social science research and its possible contributions to the military. He arranged for the transfer of a unit of social psychologists from Army Intelligence to the Information and Education Division, establishing it as the Research Branch. This unit began using the techniques of social science research to collect, organize, and analyze data on servicemembers, using the information as the basis for the development of programs in the Division. Today, needs assessment surveys are a basic tool in the design and delivery of military voluntary education programs in all branches of service.

Osborn's wartime service to military education won him several military decorations, including the Bronze Star and the Distinguished Service Medal. He later went on to have a distinguished career in civilian public service, and he died in 1981 at the age of 92.

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### Allan W. Ostar

During the difficult years of the 1970s, when the relationship between the higher education community and the military was tense, Allan W. Ostar proved to be a pivotal force in bringing the two together to build the institutional framework of Servicemembers Opportunity Colleges (SOC), a consortium of institutions of higher education providing education services to members of the military community. Ostar's commitment to widening academic opportunities for servicemembers translated into action when he was called on to assist the military in developing higher education programs for those in uniform; he always responded with generosity and professionalism, surprising many with his success in bridging the gap between the education and military communities.



Ostar was a military veteran himself, having served in the U.S. Army as a combat infantryman in Europe during World War II, and he had first-hand experience with the education opportunities provided by the GI Bill, earning his Bachelor's degree using veteran's benefits. He later did graduate work at the University of Wisconsin, home to the United States Armed Forces Institute (USA FI). In 1965, Ostar was appointed the first full-time Executive Director (later President) of the American Association of State Colleges and Universities (AASCU), an organization he led until his retirement in 1991.

SOC was born in 1972, but as a new and rather daring organization, it needed the backing of more established institutions. As the head of AASCU, Ostar was asked by the American Council on Education (ACE) Transfer Group to be the chief administrative agent for the four-year SOC program. Not only did Ostar agree to provide SOC with a home within AASCU, he immediately set about ensuring the success of the fledgling consortium, working with leaders in both the military services and the higher education community to build the SOC framework. Ostar personally recruited the first Executive Director of SOC, Dr. James F. Nickerson, past president of Mankato State University.

Ostar's visibility within the higher education community was a tremendous asset in overcoming skepticism regarding both SOC and military voluntary education in general. He was a tireless advocate of SOC to policymakers and higher education officials, using AASCU's institutional strength as well as his own personal connections to lobby for adequate funding and participation for the degree programs. During the 1980s, when SOC expanded to include the Navy and the Army Degree programs, Ostar worked with military leaders to design and implement the new additions to the SOC portfolio.

When Ostar retired from his position at AASCU in 1991, he was awarded the Department of Defense Medal for Distinguished Public Service for his many contributions to military voluntary education.

### Fred J. Ostertag

For many years, the face of Central Texas College (CTC) in the European theater of U.S.

military voluntary education was Fred J. Ostertag, a solid presence in the education community. Ostertag joined CTC in 1974, when it began offering education services in Europe. Over the course of more than 30 years with the college, Ostertag built CTC's programs from the ground up, from a small provider of Military Occupational Specialty (MOS) courses to its current status as a major partner in the voluntary education system throughout Europe and the contract provider of Education Support Services. Ostertag's thorough knowledge of the European theater of operations and of the needs of the command structure there led to the success of CTC in establishing itself as a provider of quality education services of real value to the U.S. military community in Europe.



Ostertag was stationed in Europe himself as an Army Soldier with the 32nd Air Defense Command in Vogelweh, Germany from 1969 to 1971. He so enjoyed living in Germany that after his discharge he stayed in Vogelweh as an Education Counselor from 1971 to 1973; dur-

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ing these years, he took advantage of the opportunities available through military voluntary education to earn a Master's degree in Counseling Psychology. This early experience gave him a thorough understanding of Army voluntary education from two perspectives, that of the student and of the administrator.

When CTC began offering on-site education programs in Europe in 1974, Ostertag immediately recognized the possibilities offered by this new entrant into the voluntary education system and signed on as a Regional Coordinator and Placement Officer from 1974 to 1978. His insight into the needs of the Army learner and his management skill in working with the Army Continuing Education System (ACES) helped CTC to quickly establish its credibility as a quality institution of higher education. As CTC grew, Ostertag's ability led to appointments to positions of increasing responsibility, culminating in his appointment as Dean of the European Campus of CTC, where he served for more than 25 years.

Ostertag led CTC in expanding its European program offerings, especially the college degree programs. At the same time, he quickly reacted to sudden changes in force structures by managing the rapid delivery of CTC's education services to servicemembers in such areas as Afghanistan, Bosnia, Kosovo, the Sinai Peninsula, and Qatar, further enhancing CTC's reputation as a strong supporter of education opportunity for those serving in uniform. The quality of CTC's work under Ostertag's leadership resulted in its being awarded the contract to provider Education Support Services throughout the U.S. military community in Europe.

Today, CTC is recognized as a leader in advancing voluntary education in all branches of the military in Europe and neighboring areas; Ostertag's fine administrative leadership of the broad range of programs and services offered by CTC was a major contributor to that leadership position.

### **Willard J. "Bill" Overocker**

Bringing the school to the student--this was the great goal and major achievement of Willard J. "Bill" Overocker throughout his career as a military educator with the Army from 1952 to 1990. During this time, Overocker worked to bring more schools into the Army education sys-

tem, especially Midwestern schools that served the geographical area that was his responsibility as Education Services Officer (ESO) at Fort Sheridan, Illinois. At the same time, his commitment to expanding access to education opportunities led him to develop programs for the Reserve and National Guard components of the Army, bringing military education benefits to members of those units.

In the early 1950s, Overocker pioneered off-campus degree programs with Roosevelt University, bringing Roosevelt's programs directly to the Fifth Army Headquarters in downtown Chicago. Later, as the Education Services Officer (ESO) at Fort Sheridan, he saw the benefit of bringing more schools in the area into the Army education system, thus widening education choices for military students. This expansion of institutional participation culminated in the Illinois Community College Military Continuing Education Program, set out in a Memorandum of Understanding that was signed by almost all of the community colleges in Illinois.

Overocker's expertise and his commitment to soldiers led him to develop education support systems for both the Army Reserves, at the Army Reserve Readiness Training Center at Fort McCoy, Wisconsin, and the Wisconsin Army National Guard, throughout the state of Wisconsin. Overocker felt strongly that these Soldiers, too, deserved access to military education benefits. His work made it possible for them to do so.

One of Overocker's most interesting contributions to military education was his vision of how education could contribute to performance. In his view, Soldiers should take advantage of their Montgomery GI Bill benefits to academically prepare themselves for success in the Noncommissioned Officers (NCO) Education System. He believed that better-trained NCOs would then be better prepared to assume the additional responsibilities that come with promotion, thus improving the overall strength of the military forces. For Overocker, this was the logical reason to support expanded access to voluntary education opportunities--education produced better Soldiers.

Overocker's lasting influence can be seen in the large number of higher education institutions in Illinois, Indiana, Minnesota, and Wisconsin that participate in military education programs through Servicemembers Opportunity Colleges (SOC). Soldiers from these states, or who serve in these states, have access to a wide variety of education opportunities

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through the system developed by Overocker.

### **Leonard Ozley**

Leonard Ozley spent more than 30 years with Army voluntary education, from the early 1950s until his retirement in 1985, all of it at one location--his beloved Fort Benning, Georgia. Ozley's own service during World War II, including his participation in the Battle of the Bulge, led him to a career providing quality education programs for all members of the military community, but he paid special attention to the education needs of the Infantry Branch of the Army, headquartered at Fort Benning.

Ozley began his work with Army education in the early 1950s, when military voluntary education was still in its infancy. The massive mobilization of World War II had resulted in the development of innovative education programs for military members, while the postwar GI Bill added a further layer of complexity to military voluntary education. From the beginning, Ozley took care to keep abreast of the changes to education policy and to ensure that the members of the Fort Benning community had access to all possible education opportunities.

In 1963, Ozley was appointed Education Services Officer (ESO) at Fort Benning, a position in which he served until his retirement in 1985. In this position, Ozley was committed to expanding access to education opportunities. An example of this commitment was his work in bringing Troy State University to Fort Benning in 1976 to provide college degree programs through the Army Education Centers on base. From this beginning, Troy University has become the largest provider of education programs on Fort Benning and one of the largest providers throughout the worldwide military voluntary education system.

Ozley worked closely with the American Council on Education (ACE) in a curriculum study that compared the General Education Development (GED) test preparation curriculum with that of the Infantry Skills Qualifications Test (SQT). This study was influential in retaining GED courses as a component of the Army Continuing Education System (ACES).

One of Ozley's major contributions was in providing stability in education services to the Fort Benning community through periods of Army buildups and draw downs. No matter what the circumstances,

Ozley always worked to provide the best possible education opportunities to those he served.

### **Major General James C. Pennington**

Major General James C. Pennington, who served as The Adjutant General of the Army during the turbulent years of the 1970s, was a career Soldier, not a professional educator. Nevertheless, at a time when military voluntary education was near extinction, Pennington gave strong and vocal support to the idea that education services were a core part of the military experience. He personally intervened in a number of situations to ensure that adequate staffing, funding, and physical facilities were available for Army education during a period of tremendous pressure to cut all three. Pennington's support for voluntary education services came from his keen understanding of the role education could and would play in the development of the All Voluntary Army, and his prescience contributed to the success of the volunteer service concept as well as Army voluntary education.

Pennington was a true Soldier. He enlisted in the Army as a private during World War II, fought in the Battle of the Bulge, and served as part of the occupation forces in Germany after the war. During his career, he rose through the Noncommissioned Officer (NCO) ranks before entering the Officer Corps; as a result, having served at all levels, he understood the needs of all levels of Army Soldiers.

The 1970s were a difficult period for the Army, the military community, and the U.S. economy. Downsizing was the main activity of the Army, with attendant budget cuts in all areas; Congress was particularly eager to look for cost savings in various military programs that it considered nonessential for the new, smaller volunteer Armed Forces, and voluntary education was a prime target for a number of policymakers.

Pennington, however, was one of the first to recognize that the All Voluntary Army would require a different style of personnel management than had existed during the years of the draft. His quick intelligence led him to see that education programs would play a major role in attracting, absorbing, and retaining qualified Soldiers. This view led Pennington to champion an increase in support for education services, and he used his position, his personality, and his people to ensure that necessary resources were provided to those programs. For example,

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when Congress eliminated funding for the United States Armed Forces Institute (USAIFI) in 1974, Pennington was one of the first in the military community to begin calling for the establishment of its eventual successor, the Defense Activity for Non-Traditional Education Support (DANTES).

One of Pennington's most remarkable decisions was to contract with the American Association of State Colleges and Universities (AASCU) for the development of the Army degree program of the Servicemembers Opportunity Colleges, now known as the SOCAD program. This was in sharp contrast to a number of military leaders who supported the development of service-run education programs. Pennington was convinced that Soldiers would be better served by the opportunity to earn college degrees through established civilian institutions of higher education, and he took the necessary steps to ensure those education opportunities would be available to the Soldiers of the Voluntary Army.

Pennington's firm support for Army voluntary education during a difficult period established the foundation for the growth and development of education programs through the years. He died in 1998 at the age of 72.

### Michael A. Perez

For over 30 years, Dr. Michael A. Perez served in Army education. He is best remembered as a strong leader in the American Association for Adult and Continuing Education (AAACE). In 1992, he became chair of the Armed Services Continuing Education Unit (ASCEU), and continued as Chair when the unit was reorganized into the Commission on Military Education and Training (CMET). He served on the AAACE Board of Directors from 1997 to 1999.

Born into a military family and having served in the United States Army from 1970 to 1973 as a Military Police Customs Investigator in Germany, Perez began his career in Army education in 1973 as an independent contractor in Europe serving as



test administrator, German instructor, education counselor, and learning center manager. In 1978, he joined the Civil Service as an education counselor at Giessen, Germany. He rapidly advanced through the Army Continuing Education System (ACES), as education program manager, Fort Sam Houston, Texas, from 1980 to 1985; next, as Assistant Director of Education, VII Corps, Stuttgart, Germany from 1985-1986, where he provided technical and policy guidance to 52 Army Education Centers (AECs) in southern Germany; next, as the Education Services Officer (ESO) at Goeppingen, Germany from 1986 to 1987; and then, as operations branch chief, ACES, Headquarters, USAREUR, Heidelberg, Germany from 1987 to 1988, where he provided technical and policy guidance to 130 AECs throughout Europe in the areas of budget, personnel, automation, and professional development. He returned to the United States in 1988 as the ESO at Fort Huachuca, Arizona. In 1990, he was selected to serve as the education planning officer for the Education Division, Headquarters, U.S. Army (HQDA) where he planned, established, and supervised three AECs in Saudi Arabia and one AEC in Kuwait. While at HQDA, he also served as Chief, Programs Branch and Chief of Educational Technology on the Education Division staff. In 1996, he became the director of education for Headquarters, United States Army, European Command (USAREUR). In that position, he provided leadership and policy guidance to 52 AECs in Europe and managed the establishment and maintenance of "down-range" AECs in Bosnia, Hungary, Croatia, Macedonia, Kuwait, Saudi Arabia, Kosovo, and Egypt.

While serving at HQDA, Perez served as a Secretary of the Army Research and Study Fellow. His study focused on perceptions of active duty Soldiers concerning the importance of the availability of adult and continuing educational programs within the United States Army. In his study, he surveyed 422 Soldiers at 32 Army installations in the United States, Germany, Italy, Korea, and Panama. The survey responses showed that Soldiers ranked the following factors most often among the top three motivational factors for Army enlistment: (1) education benefits of the GI Bill; (2) in-service education opportunities, (3) service to country. Top motivational factors for participation in ACES were: (1) promotion; (2) meeting personal goals (often listed as obtaining a college degree); (3) meeting professional goals; and (4) preparation for a civilian career.

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Perez retired from federal Civil Service in August 2003. In 2004, he began a new career as Associate Director for Business, Professional and Continuing Education at the College of DuPage in Glen Ellyn, Illinois.

### Neil Perisot

Neil Perisot served as a distinguished Air Force education leader in Europe, Asia and at this favorite stateside location--Malmstrom Air Force Base in Montana. For twenty-seven years, Perisot did not shrink away from controversy or hard decisions. He developed strategies and employed innovative tactics to change sluggish, ineffective educational programs into dynamic opportunities for servicemembers on his base.

Perisot began his education career in the Air Force as a Guidance Counselor at Mountain Home Air Force Base in Idaho in 1973. In 1974, he was reassigned to Luke AFB in Arizona first as a Guidance Counselor, and then was elevated to Education Services Officer (ESO). In 1975, he was sent back to Malmstrom AFB in the midst of a serious complaints and problems brewing between the resident ESO and higher headquarters education leaders. After five years under Perisot leadership, these problems were resolved and a new Education Center was constructed. In 1980, Perisot transferred to Yokota AFB, where he served as the ESO of this major Pacific Air Forces base. Two years later he was back again as the ESO at Malmstrom.

Beginning in 1984, Perisot spent three years as the ESO at Hahn Air Base in Germany. Here he was involved in the bed down of Ground Launched Cruise Missile (GLCM) at Wursheim Annex of Hahn. Hahn's population went from 2,750 military plus family members to over 9,850 Airmen in three years. For an Air Force Base this was major explosion of people needing educational programs and services. Through Perisot's leadership, high quality programs and services became readily available for all who wanted them.

In 1987, Perisot was back as ESO at Malmstrom, where he was responsible for replacing the Minuteman Education Program. A contract with the University of Montana brought about a Missile Crew Member Education Program with 100 percent funded off-duty structure (including books, tuition and fees).

In January 1998, Perisot got itchy feet to go back overseas. This time it was to Ismir, Turkey where he served as the ESO at the United States

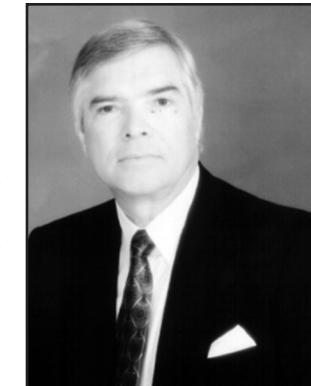
Air Base. After a year, Perisot was back as the ESO at Malmstrom. On January 2000, after having seen large parts of the world, he decided to retire in Montana. Perisot is remembered as a truly great ESO.

### Edwin C. Peterson

Edwin C. "Ed" Peterson devoted his 34-year career in Air Force Education to the pursuit of the highest quality standards in military voluntary education. He developed systems and networks that continue to act as models for the entire military education system. His pioneering work in monitoring and evaluation of military education programs brought the efforts of military educators to the attention of professionals throughout higher education, resulting in a profound and well-deserved respect for the quality of military education programs. This respect has translated into concrete benefits for individual servicemembers, as well as for the military education structure.

Peterson's career was focused on providing superior education opportunities to members of the Air Force in the Pacific. His position as Chief of the Education and Training Branch at the Directorate of Personnel at Headquarters Pacific Air Forces allowed him to continually search for the best system of education programs for the Air Force in the Pacific area. However, his commitment to servicemembers led him to become a champion in ensuring quality programs for all members of the military, regardless of branch of service.

An example of this broad commitment was his effort to coordinate the procurement of voluntary military education among all of the Uniformed Services, providing common quality standards for all such academic programs. Peterson developed a procurement process for the United States Pacific Command (USPACOM) that ensured quality academic programs even in the most far-flung areas of the Pacific. The Department of Defense (DoD) later turned to Peterson for advice on the development of DoD policy for procurement of education services



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overseas.

Peterson introduced a system of quality assurance for USPACOM in which teams of military educators made site visits to education facilities throughout the Pacific to review contract compliance and support services for education programs. This type of site review had been common practice in traditional college and university programs throughout the U.S. Peterson's introduction of this practice into the Pacific not only improved the quality of education programs, but also helped develop inter-service cooperation through the use of inter-service review teams.

His success in the Pacific led the Air Force to ask for his assistance in designing a system for all overseas Air Force education programs. Peterson brought in a third-party team of academic experts to assist with the review of education degree programs for the Air Force. In this way, Peterson was influential in bringing education professionals from the higher education community into the quality assurance process for military education, a system now formalized as the Military Installation Voluntary Education Review (MIVER).

Peterson's contributions were recognized in 1986 when he was awarded the Tilton Davis, Jr. Military Educator of the Year Award. He was inducted into the International Adult and Continuing Education Hall of Fame in 1996. Peterson died in 2002.

## General Colin L. Powell

General Colin L. Powell provided strong advocacy for military voluntary education programs and services throughout his long and distinguished military career. He took various opportunities to encourage servicemembers under his leadership to take advantage of programs available through local installation education centers, not only to enhance their military job performance and to improve their chances for promotion, but also to improve their job opportunities when they returned to civilian life.

Powell graduated from the City College of New York in 1958 and was commissioned a second lieutenant in the Regular Army through the Reserve Officer Training Corps. He earned a Master of Business Administration degree from The George Washington University in 1971. Powell served as a White House Fellow, Command of U.S. Army Forces Command (FORSCOM), Chairman of the Joint Chiefs of Staff, and Secretary of State.

Throughout his distinguished career, he never lost sight of the importance of voluntary education for enlisted personnel. At FORSCOM, he sent an open letter to all FORSCOM troops strongly encouraging them to engage in voluntary educational program. On October 5, 1990, Powell, as the Chairman of the Joint Chiefs of Staff, sent another open letter addressed to all servicemembers throughout the military. Powell wrote, "I support the DoD policy of providing postsecondary education opportunities for all active duty and Reserve servicemembers. I strongly advise you to take advantage of the voluntary education program to catch up with your education before you leave the military. The Military Services need well-trained, educated people."

In a 1993 speech at the American Association of State Colleges and Universities (AASCU) annual meeting, Powell praised Servicemembers Opportunity Colleges (SOC) for its work in helping servicemembers reach their educational goals. He challenged public education to help correct the inequalities and eliminate the distortions that exist in the na-



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tion's educational system. He recognized that it would not be easy but, nevertheless, must be done, "...and we must do it in a way that does not limit the extent and accessibility of public education to all youngsters who need it."

Powell will, of course, be remembered as a highly successful and influential defense and National Security policymaker. It should not be forgotten that he was also a strong proponent of voluntary military education.

### Arden L. Pratt

Today's military educators, military learners, and higher education administrators rarely think twice about applying the tenants of the Servicemembers Opportunity Colleges (SOC) student agreements when planning the education progress of the military student. But this system, complex in design yet simple to use, did not appear from thin air. It was the brainchild of a lifelong educator, Dr. Arden L. Pratt, who brought his extensive knowledge of higher education to SOC to build the bridge between institutions of higher education and the military education system--the network system of guaranteed transferability of college credit that lies at the heart of the flexible degree programs available to members of the military community. Pratt's thorough knowledge of the workings of higher education in the U.S., especially in technical fields, insured the integrity of the transfer network and created confidence among education professionals in the quality of the SOC program.

Pratt was first hired as a consultant at SOC in 1977, while he was serving as the Dean of the College of Technical Careers and Professor of Higher Education at Southern Illinois University at Carbondale. Pratt had earned his Doctorate of Education degree in higher education and chemistry, a combination that gave him a unique understanding of the challenges of technical education. As a faculty member and an administrator, he developed a thorough knowledge of curriculum design and



program management of college credits. This recognized competence was critical in creating a partnership between the military and the higher education communities.

Pratt brought this knowledge to SOC to develop the huge articulation agreement among institutional members of the SOC system that would allow students whose military service interfered with full residency at an institution to transfer credits from other institutions back to the home campus. Pratt began the process on butcher paper in his office. Quickly realizing the complexity of the project, he moved to using the nascent computer technology available at the time to handle the immense amount of data. This culminated in the standardized system of SOC Army degree (SOCAD) student agreements, which provided a clear, simple plan that aided military counselors, military students, and independent higher education institutions in understanding the exact path to completion of a student's degree requirements.

In 1981, Pratt was named Director of Servicemembers Opportunity Colleges, where he served until his retirement in 1989. In this position, he developed workshops to explain the SOCAD system to military and civilian educators. His success with the SOCAD program led the Navy to request a similar program, which became known as SOCNAV, with the same features of articulation and transferability of college credit. He also developed the concept of delivery options, including traditional delivery, alternative delivery, and learning assessment, to provide even more options to military learners wishing to complete their college degrees.

Pratt's continuous work with SOC's network systems expanded access to higher education opportunities to thousands of servicemembers and their families throughout the globe. He was awarded the James F. Nickerson Medal of Merit for his work. His innovations continue to serve as the foundation for many in the military community as they realize their dreams of academic achievement. Pratt retired first to San Diego, California, and later to Bellingham, Washington. He died in August 2005.

## Francis E. "Gene" Priore

Francis E. "Gene" Priore served as a very able director of the Navy College Office (NCO) at Naval Station Norfolk. He and his staff of exemplary education professionals, supported by a host commanding officer and military leadership, shared in the Chief of Naval Operation's vision and strategy for the Navy's most valuable assets--its Sailors. Priore led in the implementation of a total team concept to accomplish daily customer service, counseling, briefings, and workshops. His concept extended accomplishment of high quality orientation services and education planning for all ships, squadrons and detachments with a seagoing mission. This team effort assured that no command was left behind and that all Sailors have the best opportunity possible to achieve their personal and professional education goals.

After serving both as an active duty Marine and a Sailor in locations including the Dominican Republic, Guam and Vietnam (where he flew air cover reconnaissance during the fall of the embassy in Saigon), Priore tried civilian life as an assistant recreation director for the Narcotic Addiction Control Commission in New York. He soon decided that he wanted to enter back into military life. He began his work with education as an education specialist at the Navy Campus Afloat Education Center Naval Station Norfolk from 1985 until 1988. He was assigned as Navy Campus Education Center director at the Naval Amphibious Base, Little Creek, Virginia, from 1988 until 1993. Although upgraded to a GS-13 at Little Creek, there was a reorganization of Navy education requiring him to revert back to his GS-12 billet at Naval Station Norfolk. The consolidation of the Shore and the Afloat Navy educational programs allowed him to serve as the deputy director of the consolidated center from 1995 to 1997. In 1997, he began serving as the acting director of the center and was made permanent direction of the Navy College Office (NCO) Naval Station Norfolk in January 2000.

During his tenure, the NCO Naval Station Norfolk became the mega



Navy College Office serving the combined populations of the afloat, shore and air communities totaling around 70,000 Sailors. A few of the major accomplishments achieved to meet the needs of this multitude of servicemembers follow. The facilities were upgraded to accommodate a staff of 24 civil service and contract counselors. Facilities were also upgraded to better accommodate weekly and monthly visiting partnership school representatives. A testing center was developed to accommodate 25 computer station testing stations. Three classrooms were developed with LCD projectors and NMCI connections for training support of staff and workshops. Facilities were upgraded to support technology based classes to include fiber optics and a large number of computer technology programs. Priore led in developing a Memorandum of Understanding to implement a National Testing Center aboard the Naval Station Norfolk. All of these and many more accomplishments occurred through the strong team approach taken by Priore and his dedicated staff.

## Leo Prybylowski

Leo Prybylowski provided outstanding education support services through COMEX Systems, a company established by him and his wife, Audrey, in 1972.

Prybylowski received his Bachelor of Science degree from Ryder College and his Master's from Rutgers University, and enlisted in the Marine Corps. After completing his basic training at Camp Pendleton, he was assigned to Headquarters, Marine Corps Training at 8th and I in Washington, DC. He then went into public education and retired as Director of Adult Education in Morristown, New Jersey in 1980.

COMEX Systems was started to offer training courses for schools, businesses, and the Department of Defense (DoD). One of the earliest DoD installations to use COMEX Systems services was Picatinny Arsenal. Some of the courses taught were typing, blue-print reading, and CLEP exam reviews. In 1978, a joint project between Warner



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Communications and COMEX Systems produced the first company's first videotape products. The list of topics covered was short: SAT, GED, and CLEP test preparation. Since that time, the company expanded into other topics including basic skills and other standardized test preparation. It also branched into other delivery methods, including CD-ROMs and DVDs.

Prybylowski is remembered for his hospitality room at conferences. His first rule was that he would not talk business in the room. If individuals wanted to talk business, they had to see him in the exhibits. The hospitality room was a place to relax, tell some jokes, tell stories (not to be repeated elsewhere) and have a good time. Everyone was welcome and no one was a stranger for long. Prybylowski retired partially in 1992, and fully in 1999.

Doug Prybylowski, Vice President, COMEX Systems, Inc. offered to fund the Commission on Military Education and Training (CMET), American Association for Adult and Continuing Education (AAACE) awards in memory of his parents, Leo and Audrey Prybylowski. On November 3, 2004, during its Business Meeting, the CMET members accepted his generous offer. This action dispensed with the "passing of the hat" that had previously been used to collect the funds needed to reimburse the CMET Awards Chair. This memorial is further evidence of the strong partnerships that exist, which not only make educational opportunities real for American servicemembers and veterans, but also recognize excellence in the Department of Defense Voluntary Education Program.

### **Milton J. Puretz**

Milton J. Puretz served with the U.S. Army in its Air Corps beginning in March 1942. He was sent to England, then to North Africa for eighteen months, then to Italy for nine months. In December 1944, Puretz was located at Lawton Field, Fort Benning, Georgia, in an administrative job when he came across War Department Circular 360, dated December 10, 1944. WD Circular 360 announced openings to attend an Army Service School to train Information and Education Personnel. This school was located on the campus of Washington and Lee University in Lexington, VA. Puretz thought this looked interesting, so he applied and was accepted. He attended the four-week

Information and Education (I&E) course as a member of Class 5. He completed Officer Candidate School and became a lieutenant. His first assignment was to Wright-Patterson Air Base in Ohio. On December 1, 1945, he was assigned to the 12th Tactical Air Command headquartered in Bad Kissingen, Germany. He served as the Command's I&E Officer responsible for setting up I&E centers at 16 bases. These base centers served both as information centers and as education centers.

Egbert "Bert" Hunter was overall in charge of I&E in Germany and France and later in Italy. Hunter and Puretz became good friends and colleagues. Hunter had come out of the Chicago Public School System. When the Air Force and Army split out as two Departments, both Hunter and Puretz remained with the Army. Hunter became the head of the 7700 Troop Information & Education (TI&E) Group headquartered in Wiesbaden. Puretz was one of about twenty-five education advisors. He was stationed with the 26th Infantry, part of the 1st Infantry Division in Bamberg. He worked closely with Vern Glazner in Munich

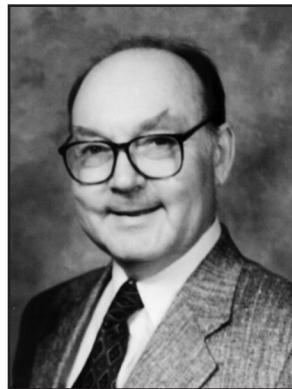
Dave Packard, when he served in the Office of the Secretary of Defense, commissioned a survey for I&E activities. The results of this survey recommended that I&E be split out with Education going under G-3 Training in the 1952 time frame. Hunter remained with Education but Puretz went with Information. Between 1952 and 1963, Milton served as the Chief of Management, Information Division, United States Army, Europe. He came back to the United States and served as Chief of Management, Armed Forces Radio and Television System (AFRTS) in the Los Angeles area. He retired from federal service in 1976.

In 2005, at the age of 89, Puretz recalled vividly his work as an Education Officer. He related that he had an earned Bachelor's degree in Business Finance and a Master of Education degree from New York University. He credits Bert Hunter as being "the spirit of the program in Europe." He also remembered Ray Ehrenberger coming to Germany to set up the University of Maryland program. Basic reading, writing and math were the largest programs. High school completion to include High School GED testing required considerable attention. He really did not think that Information and Education should have been split apart. "They belonged together," he said.

### Robert W. Quick

In a career spanning more than 30 years with Air Force (AF) voluntary education, from 1954 until his retirement in 1985, Robert W. Quick played a pivotal role in guiding the Air Force education system from its beginnings as a fledgling program serving a newly-constituted service branch to a signature education institution that provided a key component in fostering a culture of professional excellence in today's United States Air Force. Two of Quick's many contributions to military voluntary education stand out as major achievements in shaping Air Force education: his work in institutionalizing a system of professional counselors and educators in providing quality education services to Airmen, and his successful integration of the distinctive Community College of the Air Force (CCAF) into the broader community of military voluntary education. Quick's lively intelligence and firm grasp of the difficult issues facing military voluntary education made him a formidable Chief of Education Services, Headquarters, United States Air Force, a post he held from 1963-1985—difficult years that required his strong leadership. In June 1981, he transferred to Germany to serve as Director of Education Programs for United States Air Forces, Europe, where he had oversight not only for voluntary education but also for officer and enlisted professional military education and dependent schools.

Quick, like many other professionals in voluntary education, entered the field by chance. As a graduate student in Paris, France on a graduate fellowship in the early 1950s, Quick was required to do an internship with some type of international/transnational entity. He chose to work with the nascent Air Force education program in Europe, and immediately found his natural career home, serving the education needs of those in uniform. From 1954 to 1963, Quick developed a broad foundation in understanding the workings of the Air Force education system, serving as an Education Advisor in France, as an Assistant Education Director in Germany, and as an Education Director in Spain. Along the



way, Quick acquired the skills and expertise that would get him promoted to the position of Chief of Air Force Education Services in 1963. From then until his retirement in 1985, Quick left his imprint on the Air Force, especially in two areas which continue to reflect his earlier leadership.

First, Quick recognized the need to institutionalize education services within the broader Air Force context, in order to provide stability and quality in the education programs. During the 1960s, he successfully led a move away from having Education Advisors funded from non-appropriated funds, which often involved competing with other community activities for resources, towards the stability provided by appropriated funding within the Air Force budget. In 1971, as the Air Force readyed for transition to the All-Volunteer era, Quick developed a strategy to bring in professional counselors to provide academic counseling in AF education centers, thus institutionalized the advising process within the counseling community, as well as creating a cadre of education specialists dedicated to providing services to the Air Force community. One of the many results of this move was the eventual creation of the Military Education and Counselors Association.

Second, Quick was one of the primary supporters of the Community College of the Air Force (CCAF). He took on the role of CCAF advocate in Washington, while at the same time working to integrate CCAF into the broader AF voluntary education program. His tireless efforts to lobby for the support of higher education institutions, including community colleges and four-year colleges, helped establish the credibility of CCAF as an academic institution that offered recognition of Air Force technical education for enlisted members of the Air Force within the context of American higher education.

Quick's substantial contributions to military voluntary education were recognized by his induction in 1996 into the International Adult and Continuing Education Hall of Fame.

## Weiner Radig

Weiner Radig served most of his career in Army education on the United States Army, Europe (USAREUR) and on the 7th Army education staff as its contracting specialist. He played a major part in the development of the Contractual Education Services Program (CESPRO) agreement, which became USAREUR Circular 621-5. This was the method used for a number of years in Army education in Europe to limit duplication of course offerings. It listed the contracted education programs in USAREUR and the contracted institutions authorized to conduct programs in each Army community in the European Theater. He had staff responsibility for separate Army contracts for the Basic Skills Education Program (BSEP) and the High School Completion Program (HSCP). The CESPRO was replaced by the multi-year European Command (EUCOM) Education Services Contact through the regular USAREUR Procurement Agency, with Radig serving as the Contracting Officer's Technical Representative (COTR).

Radig helped develop the "Super" Contract which brought personnel assistance in critical areas for community education centers, Military Occupational Specialty (MOS) libraries, and language centers. Personnel made available through this contract supplemented civil service personnel and served to keep Army Continuing Education System (ACES) operations fully functional throughout Europe.

Radig served as a central education staff point of contact in Europe for contracting matters. He worked with Education Services Officers (ESOs) through the European Theater to reflect the local needs assessments. He worked to make the necessary changes in contracts, and he worked with institutions to develop viable schedules for courses so that courses would not be cancelled because of low enrollments. He had a monumental job and handled it with great knowledge and expertise.

Radig attempted to keep both the institutions and the ESOs satisfied with their program arrangements while not showing any government fa-



voritism or partiality. He walked a fine, sensitive line with integrity and enthusiasm. He built into the education services contracts elements to ensure both quality and service.

## Nancy L. Ray

Many education professionals eventually come to the conclusion that the real excitement is in the field of adult education. Nancy L. Ray, a professional educator with more than 35 years of experience, came to the same conclusion when she left a 15-year career with the Department of Defense Dependents School (DODDS) system in 1983 for a 20-year career in the wide-open spaces of the Army Continuing Education System (ACES). It was Ray's belief in the power of education to change people's lives that led her to change her own, from the relative comfort of the DODDS system to a series of challenging ACES assignments in some of the most difficult theaters of operation, including Honduras, the Sinai, Kosovo, Macedonia, and Saudi Arabia. Ray took great delight in the adventures presented by her assignments.

Ray developed a personal philosophy of education as the transforming force in improving an individual's quality of life. This philosophy had its foundation in her personal experience; she flunked out of college after her first semester in the 1960s. Ray came to realize the importance of having academic credentials to open doors to opportunities in all areas of life. She returned to school a more serious student and received both Bachelor's and Master's degrees, setting her on the path to international adventure.

In 1983, Ray decided that her real vocation lay in adult nontraditional education and she joined ACES as a Guidance Counselor in Hanau, where her philosophy of education was reflected in her work with the Army community. Ray's great strength was her ability to communicate her belief in the transforming power of education to the Soldiers she came in contact with, even those who were not of the academic persuasion.



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Ray's sense of adventure led her to some of the most difficult and uncomfortable Army locations on the planet, like a winged messenger of education bringing the good news about education to Soldiers in remote locations. She served as the Education Services Specialist (ESS) at Soto Cano Air Base, Honduras, home of Joint Task Force Bravo, from 1992 to 1996. During this time, she transformed a small program with limited offerings into a busy education center with multiple programs, including college degree programs. Much of the success of this education program was due to Ray's great personal skill in counseling and supporting military learners, who came to understand that they could indeed achieve their own education credentials.

Later, Ray applied this experience to other difficult assignments. She served as ESS in the Sinai, Egypt from 1997 to 1999, as Education Services Officer (ESO) in Kosovo and Macedonia from 2000 to 2002, and as ESO in Riyadh, Saudi Arabia in 2003.

Ray's special achievements in Honduras were recognized when she was awarded the Commander's Award for Meritorious Service.

### Allen C. "Al" Reed

Allen C. "Al" Reed served over 35 years as an Army educator in different capacities. His assignments were challenging and varied. A contribution with lasting impact came from his early work in program development with on- and off-duty high school instruction, testing and certification, which he initiated in the early 1950s in Wertheim, Germany and developed in Kitzingen, Darmstadt and Wuerzburg in the mid-1960s. This unique combination of United States Armed Forces Institute (USAIFI) and reading improvement materials from many other sources was institutionalized by US Dependent Schools Europe Agency (USDESEA) and Big Bend Community College by the time Reed went to Kaiserslautern in 1972.

Reed is better known in more recent times not for his earlier work



counseling Soldiers and administrating Army education programs, but for Project FAME and Operation TRACE. In 1989, he established "Find a Missing Educator" and in 1999, "Track a Current Educator." He built a centralized database and maintained it without charge to those who would use it to find out about their peers -- past and present. This true labor of love has helped Army educators, both retired and active, stay informed and in touch with each other. He gave Army educators a whole new dimension in intergenerational professional development.

Reed began his work in Army education as a contract instructor in Germany at Erlangen's Ferris Barracks and at Herzogenrath Base in 1951. In 1952, he joined the federal service as assistant Education Services Officer (ESO) at Bamberg's Warner Barracks. He became the first Education Services Officer (ESO) at Peden Barracks in Wertheim in 1953. In 1956, he became Darmstadt's ESO for an Artillery Group at Ernst Ludwig Kaserne and at Babenhausen Installation. Between 1957 and 1958, he was the ESO at Kitzingen's Harvey and Larson Barracks. In 1958, he was in Darmstadt again, this time at Cambrai-Fritsch Kaserne and Kelley Barracks. In 1960, he replaced H. Crosby Cobb as the ESO at Leighton and Emery Barracks in Wuerzburg and Giebelstadt Army Air Field when Crosby became the District Supervisor. In 1966, Reed returned to the United States to Fort Monmouth, New Jersey, where he taught and evaluated Signal School instructors.

In 1968, Reed transferred to An Khe, Vietnam, as the ESO of the 1st Cavalry Division, commanded by Major General George S. Blanchard. In 1969, Reed served as the Deputy Director for Army education in South Vietnam while C. W. (Wes) Dahlgren was the Director at United States Army Republic Vietnam (USARV) in Long Binh. But he still longed for Germany and was selected in late 1971 as the Director of Education for Support District Rheinland-Pfalz (later the 1st Support Brigade), and later was appointed the VII Corps Army Continuing Education System (ACES) Director in 1975. He enjoyed the strong command support for ACES, from Lt. Gen. Blanchard, who then commanded VII Corps and later served as Commander-in-Chief, United States Army Europe. In 1978, Reed took the ESO position at Fort Belvoir, Virginia, upon the retirement of Dr. Emmerich (Eric) Eber. Not long thereafter, he was selected as the Director of Education for the Military District of Washington (MDW). He retired from federal service in 1981, but was soon back counseling troops and handling the local Army

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Apprenticeship Program as a contract Army educator for five years at Vint Hill Farms Station, Virginia. In 1990, he moved to coastal North Carolina until resettling 15 years later in rural Powhatan County, west of Richmond, Virginia.

Of his many awards, Reed is most proud of the Department of the Army Decoration for Meritorious Civilian Service, presented to him by Lieutenant General George S. Blanchard at Headquarters VII Corps in Stuttgart-Moehringen in 1978.

Reed's active mind found that life with Army education would not end. He had given so much of himself over the years. Where were his colleagues? Could he find them and catalog where they were and what they were doing? Being a tireless, inquiring professional, he went on a continuing search through Project FAME and later Operation TRACE, developing an extensive archive for the Army Continuing Education System and its predecessor Army education programs. He opened and maintained numerous publications, including addresses for former and current Army ESOs; and lists of former ESOs whose whereabouts and status are unknown. He authored and distributed The News, which included events in the lives of his peers, former and current ESO histories, obituaries, research resources and other items of interest. Reed's resources were invaluable in developing many profiles found in this effort.

Reed helped plan and publicize an Army Ol' Timers Reunion at the 2003 Department of Defense (DoD) Worldwide Education Symposium in Orlando, Florida, where an Ol' Timers Dinner was held on Sunday night and a reception held later in the week. Based on the success in 2003, he spearheaded the effort of the "Gang of Seven" retired ESOs to hold similar events at the 2006 DoD Worldwide Education Symposium.

Reed remained active both indoors and outdoors and signed off his unofficial correspondence "The Chronicler: Reunion '06 or Bust!"

### Delbert J. Ringquist

Delbert J. "Del" Ringquist served as a Central Michigan University (CMU) faculty member, advisor, and mentor at military bases from Schofield Barracks and Hickham Field, Hawaii, to Fort Hamilton, New York, and McGuire Air Force Base, New Jersey, to Fort McPherson, Georgia, to the Naval Installation at Key West, Florida. He taught and

mentored thousands of servicemembers and their family members.

During his tenure as Dean from 1993 to 2000, the College of Extended Learning at CMU doubled its enrollments and programs, and continued its expansion of its offerings on military bases. His achievements included the establishment of programs at Camp Pendleton and with the Puerto Rican Air National Guard.

Ringquist was an active member of the National Association of Institutions for Military Education Services (NAIMES), serving as its 1999 Chair. He also served as the institutional representative on the Military Installation Voluntary Education Review (MIVER) Governing Board and on the American Council on Education (ACE) College Credit Recommendation Service (CREDIT) Advisory Board. He was a frequent contributor, serving as a member, and often Chair, of panels at Department of Defense (DoD) Worldwide Education and the Council of College and Military Educators (CCME) Symposia. He worked diligently with the Air Force on its Quality Education System (QES) and served on many QES visits on Air Force bases.

Ringquest's service to military voluntary education spanned over 35 years. His dedication and loyalty to educating the troops are well-respected throughout military education.

### Susan Porter Robinson

Susan Porter Robinson's contribution to military voluntary education continues to be realized. She has served as a Vice President of the American Council on Education, and as Director of the Center for Lifelong Learning (formerly Center for Adult Learning and Educational Credentials) since 1997. Robinson was responsible for several programs that have become critical components of military voluntary education, including the ACE Military Evaluations Program, the Army ACE Registry Transcript System (AARTS), the Sailor/Marine ACE Registry Transcript (SMART), and the ACE Military Installation Voluntary



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Education Review (MIVER).

During her tenure as director of the Center for Lifelong Learning, Robinson directly supervised the development and launch of SMART, a massive undertaking that now boasts a registry of more than 1.7 million Sailors and Marines. Robinson also led the successful migration of the military guides—comprehensive documentation of all ACE-reviewed courses—from print to online, making credit recommendations significantly more accessible to servicemembers and registrars alike.

Robinson was an outspoken advocate for voluntary military education quality, access, and acceptance. She was regularly invited to speak at military conferences, including the Department of Defense Worldwide Conference, the Council on College and Military Educators (CCME), and the Coast Guard Institute. She visited numerous Army, Navy, Marine, and Air Force installations in the United States and Asia as an ACE observer to study the quality and methodology of both voluntary education and military education and training. In 2002, she was named to the Joint Civilian Orientation Conference, the premier civilian outreach arm of the Secretary of Defense, and served on Defense Secretary Rumsfeld's 10-member education roundtable.

While Robinson's influence on military voluntary education has been at the policy level, her motivation came from encounters on the ground with servicemembers. She traveled widely and kept in touch with the meaning of educational opportunity for individuals in uniform. This made her a very effective advocate of voluntary military education in higher education policy circles at the national level.

### Ileen F. Rogers

During her 20-year career in military voluntary education from 1980 to 2001, Ileen F. Rogers became known for her ability to work well with the command structure of the Services, garnering command support for the voluntary education programs offered to the military community. As a result, many more servicemembers were able to take advantage of those programs to achieve their individu-



al academic goals. This was especially true during Rogers' tenure as Education Services Officer (ESO) at Fort Hood, Texas, where she reinvigorated a low-energy, low-profile program and motivated many Army Soldiers to begin their academic studies with the support of all levels of military command.

Rogers began her career with the Army Continuing Education System (ACES) in 1977 as a Guidance Counselor in Baumholder, Germany. Later, she served as an Education Services Specialist at Fort Gordon, Georgia and as the ESO for the 26th Support Command in Heidelberg, Germany from 1987 to 1993. Rogers' academic training in both Education and Counseling led her to focus on the human dimension of providing education services, and she became known for her commitment to the Soldier's success. As part of this commitment, Rogers developed a special ability to articulate the advantages of participation in voluntary education programs to military commanders, convincing them to support the efforts of their Soldiers to enroll in and complete academic courses offered through ACES.

These communication skills proved invaluable when Rogers transferred to Fort Hood, Texas as ESO in 1993. Fort Hood, while one of the largest military installations in the U.S., did not have a very large voluntary education program. Rogers breathed new life into the program; she obtained funding for the renovation and construction of physical facilities, brought in Tarleton State University, Texas A&M University, and Prairie View A&M University as additional providers of education services, and gained support and visibility for Army voluntary education through her constant interaction with commanders and civilian leaders on Fort Hood. She worked diligently with local leaders, lawmakers, college and state education officials, and interested citizens in establishing the highly successful upper division Tarleton State University Center located on the campus of Central Texas State College.

With this record of success, Rogers was appointed Director of Education Programs and Services for the Department of the Navy, where she served from 1998 until 2001. During these years, Rogers led the implementation of the Sailor/Marine American Council on Education Registry Transcript (SMART) program, an important new tool that provided sailors with a record of Navy training and experience for American Council on Education (ACE)-recommended college credit. Rogers' team-building skills played an important role in ensuring the

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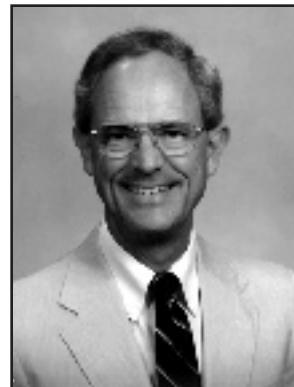
cooperation of Navy educators, the Navy command structure, and the ACE staff in successfully launching SMART.

Rogers also supported the professional development activities of military educators through her active participation in the American Association for Adult and Continuing Education (AAACE) and its subsidiary Council on Military Education and Training (CMET).

### Rufus E. Rose, Jr.

Development, maintenance, and refinement of contracts with the American Council on Education (ACE), the American Association of State Colleges and Universities (AASCU) for Servicemembers Opportunities Colleges (SOC), and the Educational Testing Service (ETS) for standardized testing have been the responsibility of the Defense Activity for Non-Traditional Education Support (DANTES) and its predecessor organization, United States Armed Forces Institute (USAIFI). These contractual arrangements provide relatively stable funding, with their statement of work providing a suitable mechanism that has allowed contracted organizations to operate on a sound basis over the years. Duane Geiken was the DANTES staff officer who had responsibility for writing and monitoring many of these contracting during the transition period from USAIFI to DANTES.

In 1979, Rufus E. Rose, Jr. joined the DANTES staff and served as Navy Procurement's Contracting Officer's Technical Representative for the SOC contract until his retirement on September 3, 1987. Rose established the Higher Education Programs area in DANTES and did much to integrate nontraditional education programs with traditional education programs to achieve greater, better-coordinated educational opportunities for servicemembers. At his retirement, Rose stated that his greatest achievement in 37 years of federal service was the successful integration of the military evaluations program (*ACE Guide*) credit recommendations into the SOC Associate and Bachelor's degree network



curricula.

Rose is recognized as a highly competent professional with tremendous integrity. He was steeped in the mechanics of procurement and contracting, and did his best to make them work for Department of Defense Voluntary Education Program.

### Warren Rucker

During the late 1980s, Warren Rucker, a distinguished Army educator, served as the only civilian on the Army's Noncommissioned Officer (NCO) Leader Development Task Force, which developed a strategy for improving the Army's NCO leader development system by formalizing, in Army doctrine, the role of the Army Continuing Education System (ACES) in Soldier self-development. Army voluntary education became the core of the "Self-Development Pillar," one of the three pillars in the NCO Leader Development Program. In addition, this task force integrated reading levels and skill requirements into the Noncommissioned Officers Education System training and outlined the NCO Read to Lead program and the NCO Leader Associate Degree program. This was a major step in institutionalizing command support for the role of voluntary education in the development of professional NCOs.



Rucker began his career in Army education in 1960 as an enlisted information specialist at Fort Bragg, North Carolina. In 1962, he served as a Soldier and part-time teacher in the Sukiran Education Center on Okinawa, the first of many tours in Japan, Korea, and Vietnam, including service from 1968 to 1969 at the fabled Long Binh Army Education Center and its satellite sites. In 1972, he ventured to Korea where he served first as the senior Education Specialist at the Yongson AEC, the largest AEC in Korea. From 1973 until 1975, he was the Education Services Officer (ESO) at Camp Humphries and its 16 remote sites south of Seoul. From 1975 until 1984, Rucker worked in a number of positions outside of Army education: first as senior trainer for nuclear at-

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tack issues, then as Deputy Director of the Defense Civil Preparedness Agency Staff College, and finally as Chief of the National Security Training Branch at the National Emergency Training Center.

From 1985 until his retirement in 1991, Rucker served as the education advisor for Headquarters, Department of the Army (HQDA), as well as acting ACES Director during extended periods when there was no military director. Besides his critical work as part of the NCO Leader Development Task Force, he led the Army's effort in developing and implementing joint-service contracting with academic institutions for delivery of educational programs and services outside the United States, and in extending ACES services and programs to the reserve components. Rucker led ACES' involvement in the planning and implementation of the Military Installation Voluntary Education Review (MIVER) Program. Rucker was well-known for his great mentoring of those who followed him as Army education leaders. After Rucker retired, he continued his role as mentor and friend to Army educators by assisting in the organization of the Ol' Timers Reunions at the Department of Defense Worldwide Conferences of 2003 and 2006.

Rucker received many awards and decorations over his long service career. Among them were the Medal for Civilian Service in Vietnam, the Department of the Army Medal for Exceptional Civilian Service, and the Department of the Army Medal for Superior Civilian Service.

### Phil Sawyer

Dr. Phil Sawyer's optimism and his enthusiasm for learning combined to make him one of the great innovators in expanding access to education opportunities for military servicemembers and their families. From the 1950s to the 1990s, Sawyer built a true learning community at Fort Jackson, South Carolina, leading the way in providing new programs, new technologies, and new facilities to expand education possibilities for the Army community.

Sawyer's constant search for new ways



to meet the education needs of the Army led him to offer Fort Jackson as a testing ground for a number of pilot projects. During the 1980s, the Basic Skills Education Program (BSEP), the Pre-Basic Training English as a Second Language Program, and the Job Skills Education Program were all tested and refined at Fort Jackson. These courses all provided solid education foundations in language skills for those who wished to pursue further education programs within the military, including acquiring diplomas, certificates, and college degrees. Many of those participating in these programs had been denied access to further education due to their need for improvement in language skills. As the education needs of Soldiers evolved, Sawyer was there to offer Fort Jackson's resources as support for innovative programs to meet those needs.

As a pioneer in the use of technology in education, Sawyer was an active supporter of computer-based learning in the military education system, which provided new opportunities to those who were unable to arrange for classroom instruction. In addition, he brought one of the first satellite-based distance learning programs to Fort Jackson, a cooperative effort with the University of South Carolina, thus expanding access to higher education opportunities for members of the Fort Jackson community.

Sawyer's deep understanding of the learning environment made him an innovator in the design and construction of the learning center at Fort Jackson, the first facility constructed by the Army as a designated education facility. He spent 16 years in the design, cost analysis, and support for the construction of the learning center. The result was a truly splendid building with well-designed spaces and a pleasing architectural environment. Not only did this provide students with an inviting location in which to learn, it also expanded access by acting as a visible statement of the Army's commitment to education opportunities.

Throughout his career, Sawyer demonstrated that innovation in education programs could increase access to education opportunities for members of the military community, regardless of previous academic achievement. Sawyer recalled: "One of the things I remember most about my 40 years in Army education is how much fun we had doing it." His contributions were recognized with the 2003 Tilton Davis, Jr. Award as Military Educator of the Year.

### James Selbe

James Selbe is a product of education in the military who has devoted his post-service career to the education of fellow servicemembers. He served as an education officer at military installations, as regional director of Military Distance Learning Programs at Old Dominion University, and as Director of program evaluations for the American Council on Education (ACE) Center for Lifelong Learning.

An active-duty Marine for 20 years, Selbe completed his first college course aboard the USS Blue Ridge in 1983 at the age of 27. Eight years later, he completed his baccalaureate degree at National-Louis University, after attending four different schools and receiving credit for extra-institutional learning for courses evaluated by ACE, as well as through the College Level Examination Program, DANTES Subject Standardized Tests, and Excelsior exams. He continued his studies at adult-focused institutions, eventually earning a Master's degree in Education from the University of Maryland University College (UMUC).

When Selbe assumed responsibility for ACE's military evaluations program in 2001, it was established as a nationally recognized program, with 80 percent of colleges and universities accepting the organization's credit recommendations. He was committed to maintaining policies that continued to ensure quality and, rather than merely adding institutions to the roster, focusing on serving servicemembers and schools that were friendly to military personnel.

Selbe spent his career at ACE doing just this. Shortly after joining ACE, he created a task force to examine the military evaluations program's policies and make recommendations for improvement. This task force initiated three important changes: developing of a training workshop for evaluators, performing off-site course reviews, and establishing a policy for evaluating distance learning courses.

Selbe also conducted a survey of 4,400 college and universities to determine their credit recommendation practices. More than 2,800 institutions responded, detailing exactly how they award credit for extra-institutional learning. The 2004 study has been very useful to other institutions as a tool for helping colleges and universities that don't have a policy in place to create policies for the award of credit. Selbe also created workshops to help colleges and universities determine how much

ACE credit to award.

Selbe's commitment to using technology led to a host of improvements. He helped put the *Guide to the Evaluation of Educational Experiences in the Armed Services* online, dramatically speeding the transfer of information on credit recommendations. He supported an infrastructure that would automatically update the *Guide* information to the Army (AARTS) and Navy and Marines (SMART) transcripts. In addition, he added archived recommendations from as early as 1954 to the online database so these courses also appear on servicemembers' transcripts. Selbe initiated the effort to deliver web-based transcripts to institutions and spearheaded a project to link course recommendations from non-military sources to military transcripts, enabling servicemembers to receive credit for vendor-provided training.

Selbe has had a marked impact on voluntary education in a relatively short time; this is a result of his tireless effort and focus on improving educational opportunity for servicemembers.

### Wayne S. "Steve" Sellman

Military voluntary education, like other professional fields, has produced conceptual thinkers who have provided the foundation on which the structure of military education programs rests. Dr. Wayne S. "Steve" Sellman was one of those professionals, using his technical expertise in human resources management to develop policies in support of military voluntary education and strategies to promote Congressional and executive understanding of the benefits of education to the Armed Services. During his years in federal service related to military voluntary education, from 1978 to 2002, Sellman clearly articulated the link between the increasing sophistication of military technology and the need for college-capable men and women to effectively utilize that technology. For Sellman, education was an important tool in managing human resources within the military structure.

Sellman was a highly regarded psychologist and human resource professional who put his scholarly talents to work for the military services, first as an Air Force officer and then as a civilian in the Department of Defense (DoD). From 1978 to 1980, as a Major in the Air Force, Sellman served as the Assistant Director for Voluntary Education Programs in the Directorate for Training and Education of the Office of the Secretary

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of Defense (OSD). Sellman's responsibility in this position was to plan and manage the voluntary education programs as part of the transition to an All-Volunteer military structure, quite a task in the post-Vietnam environment.

From 1983 to 2002, Sellman was the Director of Accession Policy in OSD, a position which required an understanding of both the military structure and the broader field of human resource management. Sellman saw effective human resource management, including recruitment, assignment, and retention, as key to the organizational effectiveness of the military, and he utilized a variety of education tools to assist in improving military capability. He expanded the use of testing in the recruitment and assignment process, refining the Armed Services Vocational Aptitude Battery (ASVAB) through the years to fully employ the technological and psychometric advances in the field of testing. At the same time, Sellman managed the administration of the Montgomery GI Bill as part of military voluntary education as well as an ingredient in the recruitment process.

Sellman's role as a policymaker required that he develop superb managerial skills as well as technical expertise. He became an accomplished communicator in policy circles, testifying in front of Congressional committees, publishing numerous articles and reports, and making formal presentations on issues of education and recruitment. Sellman's keen eye for detail provided him with considerable budget and planning management skills to ensure the effective implementation of the policies he developed.

After his retirement from federal service in 2002, Sellman continued to contribute to military effectiveness through his work with the Human Resources Research Organization (HumRRO).

### Elaine Shelton

Elaine Shelton is one of the pioneers in the field of adult basic education, having developed a number of innovative programs that combine academic rigor with workplace functionality. In more than 30 years of work in the field of adult education, Shelton developed her expertise in three major areas: adult education for workplace skills, competency-based high school diplomas, and needs-based assessment and evaluation of programs. While Shelton never served in a military-related professional position, she was always a committed friend to the military education field, stepping forward when asked to apply her considerable knowledge to expand and improve military education programs.

In the area of adult basic education, Shelton developed a firm understanding of how the teaching of basic skills could be integrated into the student's work activities. She was one of the major developers of the Adult Performance Level (APL) High School Diploma Program during the 1970s, which has continued to serve as the foundation for a number of workplace education programs. Shelton was also recognized for her use of needs-based assessments in the design and evaluation of curricula for adult education programs, one of the critical skills necessary to ensure the success of such programs.

Shelton's reputation in the field of adult basic education led the military education community to request her participation in the evaluation of basic skills programs for the military in the European theater of operations. She shared her time and expertise in three major contract evaluation projects in the 1980s to ensure that those programs maintained the highest quality standards. Her guidance was invaluable in providing accurate assessments of military basic skills education programs.

As an active member of the Board of Directors, and President of the American Association for Adult and Continuing Education (AAACE), Shelton used her considerable persuasive skills to defend the inclusion of the Commission of Military Education and Training (CMET) with-



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in the broad organizational structure of AAACE. There were some in AAACE who wished to discontinue CMET's role as an active component of AAACE, but Shelton stepped up to support CMET and the contributions of voluntary military education to adult education. Shelton's personal prestige within the adult education community was a major asset in the eventual decision to retain CMET within AAACE.

Shelton's many awards for her service to adult education include her induction into the International Adult and Continuing Education Hall of Fame in 1996.

### Dennis A. Sherrod

Dennis A. Sherrod served in education positions with multiple Services. In more than 25 years of career service beginning in 1980, Sherrod acquired substantial education experience with the Navy, the Army, and the Marine Corps, giving him a unique perspective on military voluntary education and the range of possibilities encompassed by that term, including the concept of Lifelong Learning. Sherrod became a superb manager of education centers, with special expertise in Tuition Assistance and financial management using Activity-Based Costing.

Sherrod used his multi-Service experience to build his knowledge of military education, taking the best from each experience and applying it to the next. He began as the Education Coordinator of the Navy Recruiting Command in Nashville, Tennessee from 1980 to 1983, where he learned that education opportunity is an important benefit for those entering military service, as well as an important tool for military recruiters.

As an Education Services Officer (ESO) at various Army installations in Germany from 1983 to 1993, Sherrod learned the importance of stability and professionalism in providing education services to those posted to overseas locations. Sherrod's commitment to management excellence included his participation in various Army Continuing Education



System (ACES) task forces to provide professional development opportunities to ACES staff members and to incorporate professional development into personnel management. During this time, Sherrod had a special opportunity to use his skills in a difficult environment when he served as Senior Education Services Officer in Saudi Arabia and Kuwait for four months during the 1991-1992 Persian Gulf campaign.

Sherrod moved to service with the Marine Corps from 1993 to 2002, serving as Lifelong Learning Program Manager at Camp Pendleton, California, Okinawa and Quantico. In these positions, Sherrod incorporated his previous experience into the Marine Corps philosophy of Lifelong Learning, in which formal education programs are part of a larger learning enterprise. Sherrod's position included duties as head of libraries; he also developed newsletters to inform Marines and Commanders of the learning opportunities available to them. He developed his expertise in the management of Tuition Assistance programs, which make those opportunities a reality for so many military learners.

In 2002, Sherrod returned to Army Education, becoming Director of the Army Education Center, among other programs, at Fort Huachuca, Arizona. In this position, he combined all of his previous experiences, while adding expertise in two additional areas. First, he became proficient in Activity Based Costing (ABC) and provided professional training to others in the Fort Huachuca community on its intricacies. Second, he developed cooperative partnerships with state and community organizations to promote education opportunities for members of the military community, as well as local civilians.

### C. Gregory "Greg" Shields

C. Gregory "Greg" Shields spent more than 15 years in the field of military voluntary education, as a federal civil servant and as a consultant. He began his involvement in the field with the Army Continuing Education System (ACES) in Europe during the 1980s, but it was his work with the Marine Corps Voluntary Education Program that highlighted his creativity and managerial abilities. As Director of Worldwide Voluntary Education Programs for the Marine Corps from 1993 to 1996, Shields brought new energy into the system, reinvigorating existing programs while branching out into new, sometimes experimental, areas of

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education services. In doing so, Shields made Marine Corps voluntary education a full partner within the Department of Defense (DoD) voluntary education system, opening up new education opportunities for members of the Marine Corps community.

Shield's early career was in the field of public school education, where he worked as both a teacher and a program manager. He joined ACES in 1984 as a Counselor at Augsburg, Germany and was quickly promoted to Education Services Specialist (ESS) in 1986. In 1988, he was named Supervisory Education Services Officer (ESO) at Goeppingen, Germany, and in 1989, Shields returned to the U.S. to accept a position as the Command Education Officer for the Quantico Marine Corps Combat Development Command.

At Quantico, Shields made such an impression that, in 1993, he was promoted to the position of Director of Worldwide Voluntary Education Programs for the entire Marine Corps. He enthusiastically accepted the challenges presented by the appointment and immediately set about breathing new life into the entire range of education services offered to Marines. Shields opened Marine Corps installations to the Military Installation Voluntary Education Review (MIVER) process, and then proceeded to use the results to refashion and upgrade voluntary education programs and services offered on those installations. For example, he expanded testing programs on bases and revamped the academic skills program to offer real competency-based instruction that truly provided benefits to the military learners.

Shields was concerned with providing as many opportunities as possible to Marines, including education programs for college degrees. As a result, he jump-started the process of creating a distinct Marine Corps degree program within the Servicemembers Opportunity Colleges (SOC) consortium, and the formal agreement establishing the program was signed in 1994. He also developed a partnership with the Navy Tuition Assistance (TA) management information system, NCMIS, which improved accounting practices making thousands of dollars more in TA available to members of the Marine Corps community to pursue their college degrees.

One of Shields' most interesting innovations was his development of the education program known as the Marine Corps Satellite Education Network (MCSEN), a daring experiment using video teleconferencing technology to transmit education programs on to widely dispersed installations at the same time. Shields was so committed to this extension

of education opportunities that he resigned from his position as Director of Programs in 1996 to concentrate his energies as a consulting project manager for MCSEN for the next several years.

### **Kenn Smith**

Kenn Smith, who spent 30 years in Navy voluntary education, is a perfect example of how the big family of military voluntary education is open to all who are committed to the ideals of educating servicemembers for personal and professional growth. After serving in uniform in the Army National Guard, the Navy, and, for many years, the Air Force, Smith retired from active duty with the Air Force in 1974 and immediately joined the Navy as a civilian educator. His personal mission of providing quality education services to Sailors gave energy to every task he faced, as a Navy civil servant from 1974 to 1987, as Dean at Central Texas College (CTC) from 1988 to 1994, and as a CTC instructor aboard Navy ships from 1995, where he served until his last retirement in 2004.

When Smith joined Navy voluntary education in 1974, the entire military education community was in turmoil, with dramatic changes in force structures, the elimination of funding for the United States Armed Forces Institute, and the move to All-Volunteer Services. This daunting environment proved no problem for Smith, whose very first assignment was to open the education operations at Naval Air Station (NAS) Whidbey Island, Washington. His success in this venture led to an additional assignment opening operations at NAS Lemoore, California, two operational openings in less than two years for the neophyte civil servant.

Smith quickly grasped the need to promote voluntary education as part of a recruitment strategy for the All-Volunteer Navy, and he brought that insight to all of his assignments, including his six years as Department Head for Navy Campus, Naval Education and Training Support Center, Atlantic in Norfolk, Virginia from 1981 to 1987. Throughout his civil service career, he focused on two special areas of personal concern. First, he consistently worked to provide quality, flexible education programs for mobile Sailors, and, as a result, was an early and vocal supporter of the Servicemembers Opportunity Colleges (SOC) program for Navy personnel. Second, he improved accountability in Navy college

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programs to ensure program success, both for the program itself and for the individual Sailor.

In 1987, Smith retired from civil service, but was immediately asked to take the position of the first Dean of Navy Campus (later, Dean of Navy and Continental Campuses) at CTC. He served in this capacity until 1994, and then joined the CTC faculty as an instructor for the Navy's Program for Afloat College Education (PACE), where he taught until health difficulties caused his final retirement in 2004. During his time at CTC, Smith continued to focus on the need to design and deliver quality education programs to Sailors wishing to advance their civilian education.

From serving his country in uniform in the Air Force to serving the needs of Navy students, Smith embodied the diversity and commitment at the heart of military voluntary education.

### So, Song Hui

So, Song Hui (in the American style, Song Hui So) was a Korean who spent more than 40 years working at the U.S. Army Education Center at Camp Humphreys, Korea, beginning in 1959. So was a talented administrator who developed special expertise in budgeting and finance of education programs, a field which saw many changes during the years he served. So was a fine example of the many local national employees who have contributed to the development of military voluntary education in overseas areas, making it possible for thousands of American servicemembers to continue their American education programs while stationed far from U.S. schools. As a resident of the local community, So brought stability to the Camp Humphreys program and acted as a bridge to other members of the Korean community.

So began working at Camp Humphreys in 1959, when the education center was located in a Quonset hut and the system was known as the



Army General Education Development (GED) program. He spent his career as an education administrator; his skill with budgeting and finance matters left the Education Services Officer (ESO) free to concentrate on developing and marketing the academic programs of the education center. So kept pace with changes to policies and procedures in the budget process, as contracts were renegotiated and programs were introduced or eliminated. He managed to do this in a working environment where English, not Korean, was the language of the workplace.

While So's administrative duties meant that he spent most of his time in the education center, he was certainly mobile when the need arose. For example, when the 38th Air Defense Artillery Brigade was stationed in remote areas of the Korean mountains, So rode in helicopters as often as needed to provide administrative services to the Soldiers enrolled in voluntary education programs.

In recognition of his contributions to the voluntary education programs of the U.S. Army, So was the first local national employee to receive the Tilton Davis, Jr. Military Educator of the Year Award, which he received in 1998.

### Sue Sommer-Kresse

Dr. Sue Sommer-Kresse served tirelessly as team member with the Military Installation Voluntary Education Review (MIVER) project since 1992, chairing many MIVER teams visiting Army, Navy, Air Force and Marine Corps installations around the world. In addition to MIVER, Sommer-Kresse worked as an evaluator for the Commission on Colleges, Southern Association of Colleges and Schools.

Sommer-Kresse served as the Senior Vice President for Institutional Advancement of Charleston in Charleston, South Carolina. She earned a Bachelor of Science degree in English and German, a Master of Arts Degree in Educational Psychology at the University of Minnesota, and a Ph.D. in Higher Education Administration from the University of Wisconsin, Madison.



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At the College of Charleston, Sommer-Kresse served as one of seven senior vice presidents on the President's cabinet. She was the Chief Executive Officer for the Institutional Advancement Division that included the Development Office, Alumni Relations and the College of Charleston Foundation. Sommer-Kresse began her service at the College of Charleston in 1980 as Dean of Continuing Education and Community Services, Associate Professor of Education and was promoted to Vice President for Enrollment Management in 1986.

Before coming to South Carolina, Sommer-Kresse completed her Internship with the University of Wisconsin System with primary responsibility of assisting in the design and development of a statewide-extended degree program. She was Title IX Coordinator and as Director of Extended Degree Program at the University of Wisconsin-Superior. In the latter position, she was responsible for the creation and development of resources to initiate a competency-based, self-paced extended-degree program for distance learners. She established academic policies, a faculty development program, a system for testing and assessment of prior learning, and a curriculum development process for this new degree program.

Sommer-Kresse authored many articles and received many honors to include the 1996 Graduate of Leadership for South Carolina, and the 1994 recipient of the Martha Kime Piper Award for outstanding leadership in higher education presented by the South Carolina Women in Higher Education Administration. She served on the State Board of Directors for First Union National Bank, was a member of Charleston Rotary Club and Chair of the Ambassadorial Scholars and International Internship Committees. In addition, she was the founder of the Charleston Women's Network, a member of the Charleston Youth Hostel Committee, a member of the Chamber of Commerce Education Task Force, and a member of the Board of Directors for Wachovia Bank-Charleston Region.

### Francis Trow Spaulding

Dr. Francis Trow Spaulding was an education visionary whose innovations as head of the United States Armed Forces Institute (USAIFI) during World War II formed the basis of future military voluntary education programs. Spaulding directed the largest non-traditional education program in history, bringing some of the finest education professionals to the Department of the Army to assist him, including his own

brother, William E. Spaulding. Francis Trow Spaulding's concurrent position during the war years as Dean of Harvard's Graduate School of Education gave him access to the best professional resources. His work with the American Council of Education (ACE) and several fine institutions of higher education gave real academic credibility to the entire military education enterprise. As a result, today's voluntary education programs are accepted throughout the higher education community.



Spaulding had been appointed as Dean of the Harvard Graduate School of Education in 1940, and he continued to hold that position throughout the duration of the war. However, the wartime needs of the military to provide programs for Soldiers to improve morale led to the development of the Information and Education Division of the Department of the Army, headed by Frederick Henry Osborn. Osborn was a fine manager who understood his limitations as an educator; as a result, he brought in Spaulding in 1942 to head the education programs for the Army with the rank of Colonel to give him appropriate authority.

As an esteemed member of the higher education community, Spaulding was able to assemble some of the top talent in education to develop Army education programs in a variety of delivery options, many of which were quite new. He worked through some of the finest universities in the country, such as the University of Chicago, to develop traditional classroom instruction programs for soldiers on military bases instead of college campuses. He worked with institutions such as the American Council on Education to devise a testing program for prior learning, which later evolved into the General Educational Development (GED) testing program as well as other test-based accreditation programs.

One of Spaulding's major contributions was in his work as the founder of the United States Armed Forces Institute (USAIFI) to coordinate the non-traditional Army education programs. Spaulding established USAIFI at the University of Wisconsin at Madison, which had seen a se-

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vere drop in enrollments due to the war and was happy to participate in this grand experiment. Under Spaulding's guidance, USAFI centralized the development and distribution of course materials and standardized tests to servicemembers throughout the world, even in combat zones, on ships, and in prisoner-of-war camps. USAFI responded to servicemember requests for official certification of courses by developing official transcripts for military members who participated in all types of education programs, traditional and non-traditional. Thus, Spaulding and his team established the military transcript as an academically accepted record of knowledge obtained through a variety of means.

After the war, Spaulding continued to be actively involved in a number of commissions focused on military voluntary education, including the commission overseeing the work of USAFI from 1946 to 1947. He was the New York State Education Commissioner at the time of his death in 1950.

### William E. Spaulding

During World War II, some of the finest minds in education offered their services to the nation in building the military voluntary education program known as the United States Armed Forces Institute (USAFI). William E. Spaulding, an education publisher with the Houghton Mifflin Company, was part of the USAFI team during the war years; he was also the brother of Francis Trow Spaulding, the Dean of the Harvard Graduate School of Education who achieved the rank of Colonel and brought into the Army as head of the Education Branch of the Information and Education Division. While Francis Trow Spaulding was one of the founders of USAFI, William E. Spaulding brought his considerable talents and energies to the task of procuring education materials for the USAFI experiment.

The nature of World War II, with its far-flung theaters of operations on land, on the seas, and in the air, meant that the main focus of USAFI's education programs was correspondence courses for the individual servicemember. As a result, there was a great need for quality printed materials for self-directed learning, especially since participation in USAFI courses far exceeded expectations. However, the USAFI team wanted to ensure that these materials were appropriate for the servicemembers utilizing them; they had to be compact, thorough, and de-

signed for motivated adult learners working independently.

To meet this demand, the War Department contracted with the American Council on Education (ACE) to set up a special editorial staff of education publishers to procure the necessary textbooks. Spaulding, the editor of the education department of Houghton Mifflin, was made Director of the Editorial Staff of USAFI. Spaulding directed a team of experts in education publishing who first set about acquiring existing textbooks from publishers and making them available through wide distribution to the military learners. As the course offerings of USAFI changed to meet the demands of the military students, the USAFI editorial team developed their own materials to match the new course syllabi.

During the war years, Spaulding and his team planned acquisition of education materials for the postwar Army education programs; these materials would be of a different nature, due to the change from wartime to peacetime education. Thus, Spaulding laid the foundation for today's course materials for the Defense Activity Non-Traditional Education Support (DANTES) correspondence courses.

After the war, Spaulding returned to Houghton Mifflin, where he eventually became President and Chairman. William E. Spaulding did have one more activity that touched the lives of participants in military voluntary education--he asked Theodore Geisel to write a book for first-graders that used only a few words of vocabulary but that the children would love to read. Geisel, known to his readers as Dr. Seuss, produced *The Cat in the Hat*, surely one of the first books for most American students.

### Henry A. Spille

Henry A. Spille spent 22 years with the American Council on Education (ACE), from 1974 to 1996, and was a pioneer in extending the frontiers of adult education, especially for the military community. From his work with the General Education Development (GED) Examination to college degree programs, Spille's efforts opened the door to learning opportunities for thousands of adult military learners.



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Spille combined a thorough understanding of sound academic practices with a creative vision of the role that workplace training and experience plays in the development of knowledge and how that can be translated into recognized measures of academic achievement.

Spille applied his expertise in identifying the relationship between workplace training and academic knowledge to create and extend a number of programs under the aegis of ACE. From 1974 to 1975, he served as the Project Director of the Military Occupational Specialty (MOS) Feasibility Study, which was one of the first programs to recommend the award of college credit based on proficiency acquired in the workplace. ACE formalized this program into the *Guide to the Evaluation of Educational Experiences in the Armed Services*. The use of this publication by institutions of higher education was greatly expanded due to the efforts of Spille in promoting its validity and credibility within the higher education community.

As the Director of the GED Testing Program at ACE, Spille showed the comparability between the skills measured by the Infantry Skills Qualification Tests and those tested by the GED examination; this provided the Army with justification for retaining GED programs and, as a result, allowed thousands of servicemembers to earn a GED diploma.

One of Spille's most important achievements was his consolidation of a variety of traditional and nontraditional adult education programs at ACE into one structure, the Center for Adult Learning and Educational Credentials. As its Director from 1978 to 1996, Spille used this structure to institutionalize these programs and to strengthen their credibility within the education community.

Spille also worked to support access to higher education opportunities for the military community. In 1977, he wrote a concept paper for the Servicemembers Opportunity Colleges (SOC) outlining the conceptual framework for the SOC Army degree program (SOCAD) of networked institutions of higher education. He served for many years on SOC's Board of Advisors, lending his expertise to further the development of higher education programs for military students.

Spille's contributions to military voluntary education were recognized many awards, including the 1996 Tilton Davis, Jr. Military Educator of the Year Award and the Department of Defense Medal for Distinguished Public Service, also in 1996. He was inducted into the International Adult and Continuing Education Hall of Fame in 2000.

### Thomas G. Sticht

Thomas G. Sticht was a civilian education researcher who brought his special expertise in adult literacy education to the military voluntary education community during the 1960s, 1970s, and 1980s. Sticht provided the scholarly research that led to the development of literacy programs specifically targeted to the needs of the military community and, as the composition of the Armed Services changed, he gave direction to the literacy programs to meet the challenges of those changes. He researched best practices from the history of military voluntary education and developed the foundation for the design and implementation of today's basic skills programs.



Sticht began his work with military education in 1967, as a researcher with the Human Resources Research Organization (HumRRO) in Monterey, California. HumRRO had been asked to participate in the development of a new literacy program for the Army, and Sticht's task was to identify the literacy requirements of different jobs within the military structure. This was the first step in creating a functional literacy program based on the actual skills required to successfully fulfill the responsibilities of a specific military job, which the HumRRO team proceeded to design.

Sticht was committed to creating the best possible functional literacy program for the military, and he took his responsibilities one step further by researching the literacy programs of World Wars I and II in the context of the demographics of the Armed Forces at those times. Sticht was able to devise an experimental program that matched literacy training to the specific academic needs of those serving in uniform during the Vietnam War years. The Functional Literacy School was launched at Ford Ord, California in 1973, a two-year project that served as the prototype for later functional literacy programs.

After the Vietnam War, the Armed Services transitioned to an All-Volunteer force, which led to a very different demographic composi-

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tion of the military. These new servicemembers had their own education needs, and Sticht once more stepped in to offer his expertise in the design and delivery of basic skills programs. Working as a consultant with both the Office of the Secretary of the Army and the Office of the Secretary of Defense, Sticht provided the knowledge foundation on which military educators built their basic skills program. *Basic Skills in Defense*, a Sticht report published by HumRRO in 1982, served as a textbook to evaluate and refine literacy programs in the military for many years.

Sticht had a long and distinguished career in the field of adult education, working on projects with the U.S. Department of Labor and UNESCO in promoting literacy throughout the world. Among his many awards, Sticht received UNESCO's Mahatma Gandhi Medal in 2003.

### L. Dian Stoskopf

L. Dian Stoskopf's distinguished 34-year career in the Army Continuing Education System (ACES) culminated in her appointment in 1997 as the first civilian Director of ACES. Throughout her career, but particularly as Director of ACES, she worked to promote professionalism among the civilian education staff that serves the Army, while at the same time exploring new options for delivery of education services to Soldiers.

Stoskopf began her Army education career in Thailand in November 1971. She subsequently was assigned to Korea, to Fort Huachuca's Military Intelligence Center and School, and then to Baumholder, Germany, where she served as a Senior Education Services Officer (ESO). After a short stint at Headquarters ACES in 1990, she became the Military District of Washington's Director of Education and Chief of Community & Family Support/Soldier Programs. She then served as Education Advisor to the ACES Director until she assumed the Director position in January 1997.

Stoskopf's leadership at Headquarters ACES focused on strengthen-



ing the institutional capacity of ACES to design and implement quality education programs for the military learner. She changed the Education Division's antiquated, resource intensive and decentralized operations into a more Soldier-centric environment. She expanded professional development opportunities for the civilian ACES staff by developing a model Army Civilian Training and Education Development System (ACTEDS) Plan that ensured high quality in academic counseling and program management within ACES.

Stoskopf's expertise in needs assessments proved a great asset. After carefully reviewing needs assessments, Stoskopf led the ACES staff in the development of a Strategic Plan, including a vision statement of lifelong learning opportunities available to military students. This Strategic Plan spurred Department of Defense (DoD) to develop and implement the 2000 DoD Voluntary Education Plan which incorporates a vision of lifelong learning for all of the services.

Stoskopf promoted new initiatives to increase Soldiers' access to education opportunities. One of the most innovative programs developed under her stewardship, eArmyU, combined civilian education programs with the advances in technology provided by the Internet to expand the frontiers of postsecondary education. eArmyU revolutionized Army education and the program serves as a premier online learning program for a new generation of Soldiers. The eArmyU program won 14 awards from various technology and online learning organizations. Stoskopf worked with Servicemembers Opportunity College (SOC) to create Army Career Degrees, a program designed specifically for certain Military Occupational Specialties (MOSS) that maximizes credit awarded for Army learning experience and minimizes additional college course work in the progression towards a college degree.

In keeping with her vision of lifelong learning opportunities for all military members, Stoskopf also encouraged the development of credentialing programs to provide Soldiers the opportunity to acquire professional licenses and certifications related to their MOS. This GI to Jobs initiative with the Credentialing Opportunities On-Line (COOL) web site are examples of her creativity in designing programs that meet the education needs of military students.

In 2006, adjusting to severe manpower cuts, Stoskopf worked to create a centralized tuition assistance management (CTAM) solution to automate routine paper-based processes and allow counselors to focus on

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their most critical task – counseling Soldiers. The new education web site centralized, automated, and standardized the way TA is managed.

Stoskopf's many awards include her induction into the International Adult and Continuing Education Hall of Fame in 2002, the John Brian Service and Leadership Award from the Council of College & Military Educators, the Department of the Army Achievement Medal for Civilian Service, Commanders Award for Civilian Service, the Army Community of Excellence Activity Award and Commendation Certificates for Operation Desert Shield and Desert Storm.

### Louis Harold Strehlow

Lieutenant Colonel Louis Harold Strehlow served as military chief of the Education Branch, The Adjutant General's Office, Headquarters, Department of the Army (HQDA) from 1957 until his retirement from active military duty in 1962. He later served as the civilian education supervisor of the Army General Education Program in United States Army, Europe, from 1963 through 1967.

Strehlow earned his Bachelor's degree in Education from Milwaukee State Teachers College in 1935. He entered the education profession as a supervisor-teacher, but this job was interrupted by military service in World War II which was extended through military retirement and into civil service.

Strehlow completed his doctoral program at The George Washington University in 1967. In his dissertation, *History of the Army General Educational Development Program: Origin, Significance, and Implication*, Strehlow provided a research work showing proof that the Army is primarily interested in the Soldier rather than in machines of war.

Strehlow's dissertation was a result of research of published and unpublished materials, official staff papers, historical narratives, directives, Congressional records, and activity reports. Interviews with key Army personnel responsible for the GED Program served to furnish unrecorded material, as did his own experience and observations.

Strehlow made significant contributions to voluntary military education at an important time in its development. He did this as an officer, as a civil servant, and as a scholar.

### Sergeant Major Larry L. Strickland

Military voluntary education does not exist in a vacuum; it requires the firm support of the leadership of the Services, leaders who care deeply about their servicemembers and wish to provide personal and professional opportunities for those in uniform. Larry L. Strickland was a stellar example of just such a committed leader. As a senior Army Noncommissioned Officer (NCO), including his last position as Sergeant Major of Headquarters, Department of the Army (HQDA), Office of the Deputy Chief of Staff for Personnel from 1997 to 2001, Strickland was a firm supporter of voluntary education opportunities for Soldiers. He brought his deep technical knowledge of the Army and its education needs to the education planning process, providing crucial input into the design and implementation of education programs that serve the special needs of Army Soldiers.

Strickland received his own Bachelor's degree through the Army's voluntary education system, so he had first-hand knowledge of the operations of this system and the possibilities it offers to military learners. This experience helped shape his views on education programs and the role the military Services should play in supporting those programs. He was a strong supporter of a standardized Tuition Assistance policy for all Services, a policy which provides a simple and transparent statement on education benefits which all servicemembers can easily understand. His own professional career development led him to champion the institutionalization of postsecondary education within the Army NCO Education System.

As Sergeant Major of the Office of the Deputy Chief of Staff for Personnel, HQDA, from 1997 to 2001, Strickland served on the Advisory Committee for Servicemembers Opportunity Colleges Army Degree (SOCAD) program, where he provided invaluable insight into both the complexities of military training and the education needs of Soldiers. This technical expertise was particularly important in the development



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of the innovative Army Career Degree Program, which integrates the training and experience acquired in specific Army Military Occupation Specialties (MOS) into a college degree plan. Strickland's contributions to the design and implementation of this program were crucial to its ultimate success; many Army Soldiers have achieved a college degree as a result of Strickland's work in developing this new education opportunity.

On 11 September 2001, just one month shy of his planned retirement from military service, Strickland was killed in the terrorist attack on the Pentagon. His committed support for education opportunities for Army Soldiers led to the establishment in his honor of the Larry Strickland Leadership Award in 2003, an education scholarship designed to recognize Army NCOs who show excellence in leading their Soldiers. The award is administered by the Association of the United States Army.

### Eugene J. Sullivan

Dr. Eugene J. "Gene" Sullivan served over 20 years as the American Council on Education (ACE) Director of the Military Evaluations Program. ACE produced biennially the *Guide to the Evaluation of Educational Experiences in the Armed Services*, the bedrock for blending military training and workplace experience into degree programs for servicemembers.

Sullivan had an unwavering faith that civilian higher education had both the ability and the will to provide servicemembers with accessible, credible educational opportunities. He worked tirelessly to make the case that the military should not be in the degree-granting business.

Sullivan led in the 1989 development of the *ACE Principles of Good Practice for Alternative and External Degree Programs for Adults*. This document set forth key principles of quality often cited by accreditors and evaluators in their review of distance learning programs. Sullivan was the ACE educational leader in the Alliance and ACE sponsorship



of National Conferences on Adult and External Degree Programs. He edited several national catalogues of alternative and external degree programs offered by colleges and universities throughout the United States.

Credibility was Sullivan's watchword. If specific learning could not be demonstrated though a proctored examination or some other equally reliable measurement mechanism, it was not deserving to have an ACE credit recommendation. When the Army eliminated its Skill Qualification Tests (SQTs), and later its Skill Development Tests (SDTs), Sullivan was dubious that ACE could continue to recommend credit for learning in Army Military Occupational Specialties (MOSSs). Only after extensive review of the Noncommissioned Officers Education System, and after being convinced of the predictability for learning inherent in the Noncommissioned Officer Evaluation Review procedure, did Sullivan support continued MOS credit recommendations.

Sullivan retired from ACE on June 4, 2001, after leaving an indelible mark on military education.

### Richard M. "Dick" Summerville

Dr. Richard M. "Dick" Summerville served tirelessly as a team member with the Military Installation Voluntary Education Review (MIVER) project since its inception in 1991, chairing many MIVER teams to include co-chairing the second MIVER visit to Pope Air Force Base and Fort Bragg, North Carolina in June 1991. Summerville also served as a member of the MIVER Governing Board for more than eleven years.

For 46 years, Summerville was a professional mathematician, teacher, writer, and academic leader. He was educated at Clarion University of Pennsylvania (B.S.), Washington University in Saint Louis (A.M.), and Syracuse University (Ph.D.), earning his Doctor of Philosophy degree in function theory under the direction of Guy Johnson. Following a distinguished career as a professor and department chair, he accepted a position at Christopher Newport University (Virginia) in 1980, where he served as Distinguished Professor of Mathematics, Dean of the College of Liberal Arts and Sciences, and as Provost of the University for over seventeen years. Summerville was a member of the American Mathematical Society, the Mathematical Association of America, the Society of Sigma Xi, and numerous academic honor societies. He was

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also a member and Paul Harris Fellow of Rotary International and past President of the Virginia Peninsula Rotary.

As a longtime contributor to creative initiatives in military education, Summerville chaired the 2003 American Council on Education's Research and Comparability Analysis on the Postsecondary Education Program for the Army Continuing Education System (ACES).

### Penelope "Penny" Suritz

When Penelope "Penny" Suritz was hired in 1974 to work for what was then the Commission on Accreditation of Service Experiences at the American Council on Education (ACE), she never guessed what lie ahead: a 30-year career helping literally thousands of servicemembers get credit for their military education.

Originally hired by ACE in 1959 to work for the Veterans' Testing Service (precursor to the GED Testing Service), she worked for the organization off and on until she was hired to help with the massive 1974 Guide Project that automated the catalog of credit recommendations for the first time. Suritz went on to become an expert on the evaluation of military programs—not to mention a guardian angel for servicemembers trying to navigate the often murky waters of credit recommendations before online access and real-time updates.

Suritz spent hundreds of hours helping students find credit for obscure and discontinued classes. Suritz and her colleagues in the Military Evaluations Program would field 200 to 400 calls each month from students seeking credit and college officials needing assistance. She was dogged in pursuit of fair credit for military learning, but was equally committed to quality. She was adamant that colleges give credit only for the amount deemed appropriate by the faculty reviewers, despite pressure to sometimes award more.

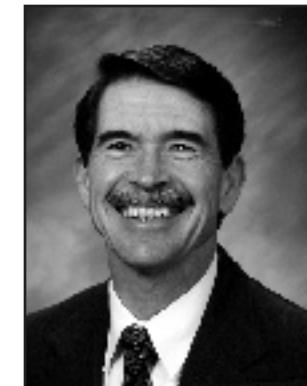
In her 30 years working for the Military Evaluations Program, Suritz saw credit recommendations go from marginal to mainstream.



Servicemembers and colleges have come to expect that credit will be granted for military learning. The wide-reaching impact of the Military Evaluations Program is in large part the result of Suritz's hard work and dedication.

### Donald Sweeney

For more than 30 years, beginning in 1973, Donald Sweeney served as an eloquent voice of support for education benefits for military veterans, a sometimes neglected sector of the military voluntary education community. While Sweeney spent most of his career in government positions that served active duty and veteran members of the military community in New England, particularly in his home state of Maine, he also served the broader veterans' community through his work with national policymakers and commissions, especially in his tireless support of the passage of the Montgomery GI Bill (MGIB) and its subsequent development. Sweeney's strong commitment to expanding education benefits to military veterans ensured that they, too, were able to participate in the many programs available through military voluntary education.



Sweeney began his career in military voluntary education in 1973 as a Veterans' Affairs counselor in education institutions. In 1978, he was appointed the Director of the Maine State Approving Agency for Veterans' Education Programs, where he served for more than 25 years. This position allowed him to help initiate, lead, and participate in a number of state and regional organizations that directly affect the operations of voluntary education programs serving the military community, both in Maine and in the New England region. Sweeney was particularly concerned with ensuring that servicemembers actually have access to these programs; he focused on issues such as broadening the geographical locations of programs, providing convenient days and times of classes offered, and minimizing course costs to the military student. He also

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worked closely with institutions of higher education to ease transferability of course credit for military students, including credit for military experience.

In 2001, Sweeney assumed additional responsibilities as Director of the Northern New England Troops to Teachers Program, which later expanded to include all six of the New England states. In this position, he coordinated with all of the state agencies responsible for teacher education and certification to allow for a smooth transition for those members of the military community who wished to enter the public school teaching profession.

Sweeney's commitment to expanding access to education benefits led him to become an active participant in the creation of the Montgomery GI Bill, originally passed into law in 1984. He continued to work with national policymakers to improve and expand the benefits of MGIB, including the extension of all education and training opportunities to the Selected Reserve.

In recognition of both his expertise in military voluntary education and his firm advocacy for the inclusion of veterans into education programs, Sweeney was appointed to a number of influential positions in national and state organizations. He served as the President of the National Association of State Approving Agencies (NASAA) from 1984 to 1987 and was appointed its Legislative Director in 1991. He also served as a member of the Secretary of Veterans Affairs Advisory Committee on Education.

### James M. "Jim" Sweizer

James M. "Jim" Sweizer spent 33 years with the Air Force, nine in active duty service and 24 as a civilian professional educator with the Air Force voluntary education system, going from Guidance Counselor in 1981 to Headquarters Air Force Service Chief for Voluntary Education, from which he retired in 2005. During his years in Air Force education, Sweizer brought Air Force voluntary education into the traditional higher education community. Through his active participation in numerous higher education organizations and commissions, he acted as the voice of Air Force education, bringing servicemembers' concerns to the broader education community. At the same time, Sweizer pushed the frontiers of technology use in delivering quality education services

to the Air Force community. This blend of the traditional and the technological in education services allowed Sweizer to ensure the continued quality and substance of Air Force voluntary education programs during a time of reductions in the professional education staff.

In his work with the higher education community, Sweizer focused on letting members of that community know that Air Force voluntary education is also higher education; his ability to communicate the concerns of the military to civilian educators was invaluable in securing the support of institutions of higher education. Sweizer served as the institutional representative for Air Force in the University Continuing Education Association (UCEA), including service as Chair of the Military Division from 1995 to 1997. He was also a standing member of the American Council on Education (ACE) Commission on Lifelong Learning, an integral part of the philosophy of military voluntary education. He was the Air Force representative on the Interagency Task Force on Licensing and Certification. He crafted policy to ensure that Airmen received tuition assistance for acquisition of professional certification and licenses. Sweizer championed the improvement of the Montgomery GI Bill (MGIB) for Air Force members. He drafted numerous legislative proposals to acquire MGIB benefits for over 50,000 Airmen deemed ineligible for various legislative and administrative reasons.

Sweizer's commitment to quality in military voluntary education led him to play an active role in organizations that ensure quality in the system. He was a member of the Servicemembers Opportunity Colleges (SOC) Advisory Board as well as a member of the Governing Board of the ACE-sponsored Military Installation Voluntary Education Review (MIVER), a critical component in quality assurance that brings civilian educators directly to the military education community for site visits.

While Sweizer always had profound respect for the traditional foundations of education, he was also intrigued by the possibilities offered by technological innovations. Sweizer had a keen eye for recognizing useful technology when he saw it, and he utilized cutting-edge software



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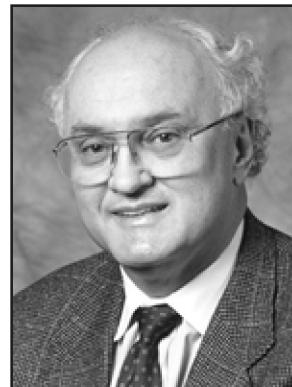
to explore the possibilities of the Virtual Education Center. In addition, he also pushed for centralized Tuition Assistance through the use of available technology resources.

Sweizer was appointed Chief of Air Force Voluntary Education in 1999 and served in that capacity until 2005. After his retirement from the Air Force, Sweizer continued to work with military voluntary education from his position as Vice-President of American Military University.

### E. Nelson "Al" Swinerton

From time to time, the military voluntary education community calls on its civilian counterpart to provide input into various programs to ensure their continuing quality and relevance. Dr. E. Nelson "Al" Swinerton was a highly respected member of the academic community who stepped in to offer his services to the military education community. After many years in academia, where he developed special expertise in non-traditional degree programs, Swinerton was appointed the first Project Administrator of the Military Installation Voluntary Review (MIVER) program, sponsored by the American Council on Education (ACE), from its inception in 1990 until his death in 1997. His great knowledge of both the academic and administrative sides of the higher education enterprise combined with his personal integrity, established the credibility of MIVER as a review process.

Swinerton had a long and successful career as a traditional scholar and administrator, mostly with the University of Wisconsin System. He rose to the rank of Full Professor at the University of Wisconsin at Green Bay, serving as Chair of Urban and Public Affairs and Chair of the Political Science Department as well as Director for Public Administration and Policy Studies. However, he also explored the frontiers of higher education by serving in a number of positions focused on non-traditional education, beginning with his work as Director of Liberal Education Seminars in 1966. He was the Director of Extended



Degree Programs for the University of Wisconsin from 1973 to 1983, and he also spent a year in the Philippines as a Senior Fulbright Professor of Higher Education Administration, from 1983 to 1984.

When the Department of Defense (DoD) awarded ACE the contract to provide the MIVER services in 1990, Swinerton's responsibility was to breathe life into the concept of MIVER by establishing policies and procedures, as well as organizing the pioneering MIVER site visits. These visits were designed to assess the quality of voluntary education programs on military installations and to make recommendations on ways they could be improved. Swinerton quickly grasped the need to establish a reputation for fairness and firmness to assure the continuing cooperation of military educators in conducting the reviews; he organized teams of qualified, committed civilians to participate in the MIVER process and recruited Team Chairs to coordinate the visits. Swinerton embraced his work with tremendous enthusiasm and a special kind of humor.

Swinerton held a concurrent position as head of the ACE Program on Noncollegiate Sponsored Instruction (PONSI) (now called CREDIT), which dealt with many types of non-traditional adult education programs. This job, combined with his MIVER work, led to a keen interest on Swinerton's part in monitoring the use of technology in non-traditional education; while he had a healthy respect for the opportunities opened by technology, he was wary of the possible misuse of technology by uninformed or unscrupulous participants in the education marketplace. Swinerton made it his task to keep informed about such misuses and to educate members of the military community about this danger.

Swinerton's service to military voluntary education was cut short by his sudden death from a heart attack in 1997 as he was boarding a plane on his way to a MIVER at Aviano Air Base in Italy.

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### R. Joyce Taylor

R. Joyce Taylor's career in military voluntary education spanned more than 30 years, beginning in the 1970s and lasting until her retirement in 2005. Taylor was an Education Specialist with the Defense Activity for Non-Traditional Education Support (DANTES) for more than 20 years. During her time with DANTES, she developed a firm understanding that training professional military educators was the key to providing quality education services to the military community. When Taylor moved to the nascent U.S. Coast Guard (USCG) Voluntary Education Program in 1995, she took the knowledge and experience gained in her work at DANTES and applied them to building a strong education program for members of the Coast Guard community.

Taylor served at DANTES from its beginnings in 1974, part of a group of education pioneers who built DANTES into the solid organization that it is today. As the Training and Marketing Manager for DANTES, Taylor initiated DANTES regional workshops in 1991. These were so successful that they formed the basic idea for the development of the Department of Defense (DoD) Worldwide Education Symposium, sponsored by DANTES with Taylor serving as the chief planner for the first Symposium in 1994. The DoD Worldwide Education Symposium is now held every three years and is recognized as the major professional development opportunity for all members of the military voluntary education community.

In 1995, Taylor moved to USCG Voluntary Education Program, which had begun operations in 1993 at the USCG Institute in Oklahoma City, Oklahoma. She used her extensive management and marketing skills to build the program into a resounding success. She built the program's structure, developed marketing materials, and initiated a number of training opportunities to ensure that members of the Coast Guard community had a full understanding of the education options available to them.

Taylor's thorough knowledge of military voluntary education was a major contributor to the rapid growth of the Coast Guard program.



Tuition Assistance, the Servicemembers Opportunity Colleges Coast Guard degree program (SOCCOAST), SOCCOAST Afloat, the College Program, and the experimental Virtual Counseling Center were all established in the new Voluntary Education Program with her support and guidance. In 2003, Taylor was appointed Director of the Coast Guard Voluntary Education Services.

Taylor's many awards for her contributions to military voluntary education include recognition by her peers in the Council of College and Military Educators (CCME) with the 2004 John Brian Award.

### Vernon H. Taylor

Vernon H. Taylor devoted more than 30 years to military voluntary education, beginning in 1976 with the University of Maryland and culminating with his appointment in 1995 as Head of Lifelong Learning (LLL) for the United States Marine Corps (USMC). Taylor earned a broad range of experience in voluntary education, working with higher education providers as well as three military services, and serving in the U.S. and Europe. As Head of Lifelong Learning for the Marine Corps, Taylor took the best practices from his previous experiences and used them to strengthen and improve education programs for the Marine Corps community. Taylor's active participation in a number of professional organizations helped make the Marine Corps a significant presence in the military voluntary education community.



Taylor began his work with the University of Maryland in 1976 with the Veterans' Assistance education program. He then went to Germany in 1980, where he worked as an Advisor and Field Representative for Boston University for its European military programs. In 1982, he joined the Army Continuing Education System (ACES) in Germany, and in 1986 became a Guidance Counselor for the Air Force voluntary education system, stationed at Ramstein Air Base in Germany. Taylor served in a variety of positions with the Air Force in Europe and

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the U.S. until 1995, when he was selected to head the Marine Corps Lifelong Learning program.

Taylor's tenure with the Marine Corps was marked by the implementation of a number of measures to strengthen and enhance the education and library programs available to the Marine Corps community. In partnership with the Navy, Taylor and his team developed the Sailor Marine American Council on Education Registry Transcript (SMART). SMART streamlined the process of documenting service experience and training for academic credit. Working closely with the American Council on Education, SMART replaced a labor intensive and often frustrating manual documentation process and made it possible for Marines to begin pursuing higher education goals more quickly and with maximum academic credit awarded for military service.

Taylor was instrumental in merging the Library Program with Voluntary Education to form Lifelong Learning. As part of this effort, he harnessed the potential that new technology offered to expand utilization of the libraries within the Marine Corps community. He implemented the Integrated Library System to provide computers and free Internet access in the libraries, making it possible for all family members and fellow Marines to stay in touch with Marines deployed around the globe. Additionally, Taylor expanded the focus of the libraries to support professional, educational, and recreational goals. In support of Marines afloat, Taylor's program provided reading materials from the Commandant's reading list.

Technology played a significant role in Taylor's success. Long before the explosion of online coursework, Taylor facilitated the delivery of instruction to multiple sites simultaneously with the Marine Corps Satellite Education Network (MCSEN). MCSEN provided the opportunity to offer programs that might otherwise be inaccessible to students. For example, Taylor responded to the Commandant of the Marine Corps' Staff Judge Advocate's need to offer a paralegal program to personnel at multiple bases and stations. The MCSEN concept further led to a distance learning partnership with the Training and Education Division.

One of Taylor's most interesting uses of technology was his involvement in the development of a Commanders' Brief Video to explain the program activities available through Lifelong Learning. This video won the international Telly Award for Best Short Video in 2004.

Taylor continued his work with the development of a Lifelong

Learning web portal to improve access to the myriad of programs and benefits available to Marines and their families around the world. He recognized that simply automating processes and implementing the use of technology wasn't sufficient, and wanted to ensure that information is easy to find -- a form of "one stop shopping." Although many of the automated systems are available online, there is no single point of entry to access them. Taylor's work included creating a platform for integration of data from existing stand-alone information systems to report course grades to the TA system, access SMART transcripts, share Marine education program records from one duty station to the next, provide online training resources for LL personnel and host critical, procedural and policy guidance needed by Education Counselors and Librarians.

Taylor has often been characterized by his innovative and unconventional style. His unorthodox style and dogged determination to pursue the goal of improving learning opportunities for service members and their families has made him an outstanding leader with a remarkable legacy.

### **Hester E. Telman**

Dr. Hester E. Telman had a long and varied career in military voluntary education, beginning as a teacher during the post-World War II period and finishing her service as Director of the Army Continuing Education System (ACES) at the Headquarters of the U.S. Army, Europe (USAREUR) in 1988. She held positions in Europe, Asia, and the U.S., and her influence was felt in many different parts of the military voluntary education system. Telman's breadth of experience made her a strong administrator of military education programs; she often stepped into positions during periods of transition or instability and provided firm leadership for the military education community.

Telman began her work with military voluntary education during the



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post-World War II period, when she taught typing, shorthand, and general business during the early 1950s at Walter Reed Army Medical Center in Washington, DC. After moving to Heidelberg, Germany in 1956, she took a position with the European headquarters of the U.S. Armed Forces Institute (USAFI), the predecessor of the Defense Activity for Non-Traditional Education Support (DANTES). This early experience in nontraditional adult education served as the foundation for Telman's later leadership as the Director of DANTES.

During the 1960s, Telman entered professional civil service for Army education; from 1966 to 1973, she served as an Education Services Officer (ESO) and Senior Education Services Officer at Army education centers throughout Germany, then moved to the newly constituted Training and Doctrine Command (TRADOC) at Fort Monroe, Virginia, as an Education Specialist in 1973. In 1976, she was appointed Deputy Director of Education at Headquarters, U.S. Forces Korea in Seoul. Telman's performance in this position was exemplary; she enhanced the education programs in Korea during a time when the Director of Education suffered from a debilitating illness that prevented him from fully carrying out his duties.

Telman's impressive work in Korea was recognized by her appointment as Director of DANTES in 1978. Her leadership positioned DANTES as the intellectual and administrative keystone in the voluntary education system. Recognizing her talent, the Army promoted her to Education Program Administrator at Headquarters, Department of the Army in 1980. However, Telman always preferred service overseas, and she returned to Heidelberg and ACES, USAREUR from 1981 until her retirement in 1988, serving first as Deputy Director of Education and then as Director of Education. During this time, she expanded the size and scope of Army voluntary education programs and incorporated the newest technologies into Computer-Assisted Instruction.

Throughout her distinguished career, Telman served as a strong role model and advocate for women professionals in leadership positions in the Department of Defense (DoD) Voluntary Education Program. She is fondly remembered as a great mentor by many who followed in her footsteps.

Telman received the 1985 Tilton Davis, Jr. Military Educator of the Year award in recognition of her contributions to military voluntary ed-

ucation. Upon retirement, Telman was awarded the Department of the Army Decoration for Exceptional Civilian Service.

## Max Templeman

Educator, community builder, bon vivant--Max Templeman was all three. In a career with the Army Continuing Education System (ACES) that lasted from 1950 to 1989 (all of it spent in Hawaii), Templeman built the ACES program in Hawaii and the Western Pacific region from a small program with limited education offerings into a lively source of numerous education opportunities for Soldiers, many of which directly benefited the Army as well as the individual Soldier. Templeman brought his formidable intelligence to bear on a number of management issues in military voluntary education, from academic program development to budget and financial administration to expansion of access to education programs. At the same time, Templeman became active in civic affairs in Hawaii, especially education issues, which was a tremendous asset in building the local military-civilian relationship.

Templeman began his ACES career in 1950 as a trainee at Schofield Barracks Army Education Center in Hawaii, and eventually retired in 1989 as the Chief of ACES for the U.S. Army, Hawaii and Western Pacific. During his tenure, he developed a number of innovative academic programs to meet the specific needs of the Soldiers. When no degree programs were available on Army bases in Hawaii, Templeman convinced Chaminade College (now University) of Hawaii to offer an Associate degree program at Army Education Centers for military students. He established a highly successful on-duty Military Occupational Specialty (MOS)-related instructional program for the 25th Infantry Division, financed by training funds but supervised by ACES. Templeman's own expertise in Asian studies led him to develop an Asiatic Language School program for the 25th Infantry Division, and he succeeded in recruiting well-qualified native-language instruc-



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tors in Chinese Mandarin, Indonesian, Japanese, Korean, Thai, and Vietnamese -- not an easy task.

Templeman also had a firm grasp of budget and finance administration. He worked to install the ten-week accelerated course program schedule, which allowed for streamlined management of Tuition Assistance, and convinced the other military services to adopt the same schedule. Templeman also negotiated with the colleges and universities providing education services on Army bases to lower their tuition rates, saving money for both ACES and the individual military students.

Templeman's commitment to broadening access to education opportunity led him to establish programs for members of the Army community in remote locations in the Pacific, such as American Samoa, Guam, Johnston Island, and the Philippines. He even initiated education programs for Soldiers serving on Army transport ships in the Pacific.

In addition to his work with ACES, Templeman was an active participant in a number of community activities to build a strong relationship between the Army and civil society. He coordinated the Army's Adopt-a-School program in Hawaiian schools, supported a number of educational and cultural organizations, and was particularly active in the Kiwanis Club.

Templeman received many awards in recognition of his contributions to military voluntary education, including the 2001 Tilton Davis, Jr. Award as Military Educator of the Year. Upon his retirement, the Mayor of Honolulu declared June 13, 1989 "Max Templeman Day." Templeman died in 2005.

### Otto J. Thomas

In 1992, after a long and distinguished career with the Department of Defense Dependent Schools (DoDDS), Otto J. Thomas brought his considerable talents and expertise to Military Voluntary Education and other education programs now under the purview of the Under Secretary of Defense for Personnel Policy. Until his retirement in 2004, Thomas applied his unique personal characteristics-



-a willingness to listen, persistence in achieving his goals, and consistency in his decision making--in developing and implementing policy in three major areas: Voluntary Education Programs for Military Personnel, the Troops to Teachers program, and Impact Aid to Public Schools serving military dependent students.

From 1992 to 2002, Thomas was the Department of Defense (DoD)'s key proponent for Voluntary Education. He brought to his Pentagon position a unique perspective gained through service in the Marine Corps; 24 years of experience as a DoD civilian working in military communities in Japan, Germany, The Netherlands, Italy and Spain; including teaching Math in Embry Riddle University's Voluntary Education Program at Rota, Spain; and 2 years as Special Assistant to a Deputy Assistant Secretary of Defense and the Director of Dependents Education. Under his watch, budgets for Voluntary Education programs increased considerably. He re-wrote the Department's Directive for Military Voluntary Education (including provisions for greater uniformity among the programs managed by the Services), coordinated the implementation of a uniform tuition assistance policy, and fostered quality through the Military Installation Voluntary Education Review (MIVER) process.

Soon after assuming staff responsibility for Voluntary Education, Thomas began a quest for bringing greater uniformity to the discrete Voluntary Education programs offered by the military services to their Soldiers, Sailors, Airmen, and Marines. The establishment of a uniform tuition assistance policy in 1997 may be his most significant contribution to military education and represents a major milestone in the evolution of voluntary education programs for military personnel. Many had predicted that a DoD-level policy could never be designed or implemented; Thomas employed his many talents and skills to develop just such a policy, showing what could be accomplished even in a difficult environment. Once uniformity was established, efforts turned toward increasing levels of financial support from 75 percent to 100 percent. He sought, also, to bring program benefits to National Guardsmen, Reservists, and Coast Guardsmen.

As Chair of the Governing Board for the Military Installation Voluntary Education Review (MIVER) program, Thomas worked to ensure quality delivery of education programs through site visits to installations. He provided guidance and support for the MIVER process,

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which helped to increase its profile in assessing contract compliance and accountability in managing voluntary education programs in all branches of the armed forces. Today, MIVER continues to play an important role in ensuring quality education programs for the military.

As Chief of Continuing Education, Thomas was called upon to implement a Congressional mandate establishing a program through which departing servicemembers might become certified and employed as teachers in the Nation's public schools. He wrote the DoD Instruction establishing the Troops to Teachers Program and secured funding to continue the program in spite of vacillating attitudes in both the Department and the Congress regarding the benefits of such a program. His efforts and support helped ensure that interested military personnel were provided an excellent opportunity to realize their dreams of becoming teachers and that the Nation's youth would be exposed to role models exhibiting character, integrity, organization and commitment.

In 1998, Thomas received the Tilton Davis, Jr. Award as Military Educator of the Year in recognition of his many contributions to military voluntary education. The Council of College and Military Educators awarded him its John Brian Service and Leadership award, and the American Council on Education recognized his work with an Award of Appreciation.

Thomas retired in April 2004 as DoD Director of Educational Opportunities with 39 years of service, and was recognized by the Secretary of Defense with the Department's Award for Meritorious Service.

### William H. "Bill" Thompson

Dr. William H. "Bill" Thompson spent 32 years in Army education and training, from 1970 until his retirement in 2002, with positions in Europe, the continental U.S., and Hawaii. Thompson developed an unusual perspective on military voluntary education from three different vantage points: he was a civilian professional educator, he was an officer in the U.S. Army Reserve, and he was a student himself in the voluntary education program, all at the same time. This unique experience gave him a firm grasp of the role that military voluntary education plays in improving both the individual and the service; at the same time, his work in both education and training provided a solid understanding of

how the two can complement each other within the military context.

Thompson began his career with the Army Continuing Education System (ACES) in 1970 as a Counselor in Dexheim, Germany. When he arrived at Dexheim, there was little participation in education programs and no college courses offered at all; Thompson immediately set to work to turn the situation around, using a survey to gauge possible interest in college courses as well as to raise the visibility of the education program. Thompson's survey showed that a college-level psychology course had some appeal for Soldiers, and his success in offering the course led to increasing participation in other courses, including additional college courses. Later, Thompson served in other education centers throughout Germany, including work as Supervisory Education Services Specialist (ESS) for the 8th Infantry Division, where he developed education policies and programs. Throughout this period, he continued his own academic work through the voluntary education program and earned a Doctorate in Education in 1977.

In 1977, Thompson returned to the U.S. to the Training and Doctrine Command (TRADOC) at Fort Monroe, Virginia. From 1977 to 1981, Thompson worked with the Training Division to develop and implement the Training Requirements Analysis System, used by TRADOC schools to establish plans and policies. Then, from 1981 to 1984, Thompson worked with the Education Division to institute similar plans and policies for education programs.

Thompson moved to Hawaii in 1989 as Chief of Education Services for the U.S. Army, Hawaii, a position he held until his retirement in 2002. These were years of downsizing and cutbacks in the military, including the voluntary education program, yet Thompson managed to meet the challenge by maintaining high levels of activity in the Hawaii education centers. While he was steeped in the Army community, he understood the necessity of working with professional educators from the other services to build and maintain quality programs; as a result, he facilitated quarterly meetings for those education professionals in



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Hawaii to coordinate programs and exchange ideas. He also supervised successful Military Installation Voluntary Education Reviews (MIVERS) of the Army Education Centers in Hawaii.

After his retirement, Thompson maintained an active interest in Army voluntary education through his participation in ACES retiree activities.

### Cornelius P. “Neal” Turner

Cornelius P. “Neal” Turner is viewed as one of the greatest leaders in the adult education movement. A former Lieutenant in the U.S. Navy Reserves, Turner served as Chief of Accreditation at United States Armed Forces Institute (USAFI). In 1946, Turner became Associate Director of the Commission on Accreditation of Service Experiences (CASE), predecessor of today’s Center for Lifelong Learning at the American Council on Education (ACE). In this role, he was instrumental in the establishment of two programs critical to the education of servicemembers: the GED Tests and the evaluation of military courses for college credit recommendations.

One of Turner’s first assignments as Associate Director of CASE was to visit all states east of the Mississippi River to gather information about how the various state departments of education accredited service experiences for veterans returning from World War II. The culmination of this four-month-long road trip was the printing of the first publication to include concise descriptions of every state’s policies regarding the evaluation of military learning and the awarding of credit. As such, it was a significant step toward the establishment of guidelines for the awarding of credit for servicemembers. But Turner’s tour of the states was also a strategic lobbying effort. Turner used these meetings to explain the credit recommendation processes and gauge how willing institutions might be to award credit. “Turner was a great negotiator—very patient and low key,” recalls Henry Spille. “That’s how he was able to convince college presidents, state superintendents of public instruction, et al. to buy into and participate in his concepts and programs. He was a wonderful person whom you could trust.”

Turner left CASE in 1948 to become Director of the newly established New York High School Equivalency Testing Program, but returned in 1956 as CASE’s director. When he accepted the position,

Turner sent a letter Charles McLane, the outgoing Commission director, writing, “It is my sincere hope...that I may carry on the work of the commission with the same high degree of success as my predecessors.” Over the next 18 years, Turner did that, and much more.

During that time, Turner oversaw the expansion of the *Guide to the Evaluation of Educational Experiences in the Armed Services*. In 1954, the *Guide* contained descriptions and recommendations for approximately 3,000 programs of instruction. The 1968 edition of the *Guide* contained more than 8,800. Acceptance of these recommendations also significantly increased during Turner’s tenure as director. In a 1969 survey of almost 2,000 colleges, 73 percent reported that they granted credit based on CASE’s recommendations. Also under his leadership, the American Council on Education expanded its military evaluations program to include the evaluation of high-level military training for graduate credit, as well as vocational-technical military training for community and junior college credit.

In 1984, the American Association of State Colleges and Universities (AASCU) bestowed upon him the James F. Nickerson Medal of Merit.

ACE’s GED Testing Service established the Cornelius P. Turner Award in his memory.

### Ralph Tyler

Rooted in the military’s vast experience with standardized testing programs is measurement of high school completion and college-level academic learning that occurs in extrainstitutional and non-instructional settings. Ralph Tyler at the University of Chicago led the United States in developing these standardized academic tests during World War II.

On 1 May 1942, Tyler, University of Chicago examiner, began constructing tests that would evaluate servicemembers’ learning achieved through United States Armed Forces Institute (USAFI)’s educational programs.

On 20 May 1943, Tyler, now the University of Chicago’s Director of Examinations staff, reported to the Education Advisory Council of the Joint Army and Navy Committee on Welfare and Recreation, that more than 500 colleges and universities had developed and approved policies and procedures to use the American Council on Education (ACE)’s

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

### *Sound Education Credit for Military Experience: A Recommended Program.*

By December 1945, Tyler and his staff at the University of Chicago, with the help of the staff at the University of Iowa, had developed four types of examinations: (1) end-of-course tests; (2) field tests that measure servicemembers' competence in a subject field (e.g., English or physics); (3) technical competency tests in specific, highly technical military courses; and (4) tests of General Educational Development (GED) at the high school and college levels.

The Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSST) Program is an out-growth of the end-of-course tests originally developed by Tyler for USAFI. Since the disestablishment of USAFI and the establishment of DANTES in 1974, DANTES has embarked on an initiative to update and revalidate the USAFI examinations and to create additional examinations to meet the needs of servicemembers. The contract for DSST test development was first awarded to Educational Testing Service (ETS) in 1982. ETS currently develops all DSSTs for the Department of Defense (DoD). DANTES maintains testing services at all major U.S. military installations around the world. They provide servicemembers both screening test and achievement examinations, and in addition, a wide array of professional certification examinations.

### **Janice K. "Jan" Vance**

Janice K. "Jan" Vance served in Army education for over 30 years. From 1986 until her retirement in 2003, she was the Education Services Officer (ESO) for I Corps and Fort Lewis, Washington. As the chief education advisor, she represented her command on all matters involving education. She exemplified excellence in education professionally and personally. Her vision allowed Fort Lewis Army Continuing Education System (ACES) to achieve and maintain high quality programs and services recognized through-



out Department of Defense (DoD). She planned, directed and implemented an aggressive and innovative three phase plan to move Fort Lewis ACES' educational programs and services and facilities into the 21st century, culminating in the construction of a state-of-the-art David L. Stone Army Education Center.

Vance began her career in Army education in 1972 at Fort Knox, Kentucky, as an Education Services Specialist (ESS). In 1975, she was reassigned to Fort Leavenworth, Kansas, for a short tour as a Guidance Counselor. In 1976, she spent her first assignment at Fort Lewis as a Guidance Counselor. In 1978, she was reassigned to Walter Reed Army Medical Center as an Education Services Specialist. From 1980 to 1981, she was an education program manager and budget coordinator for ACES at Department of the Army in Alexandria, Virginia. In 1981, she was assigned back to Fort Lewis first as a supervisory Education Services Specialist and later as the ESO.

In Phase One of her work at Fort Lewis, she worked to improve and renovate facilities through self-help projects. Located in the heart of a brigade, the Stryker Education Center served over 3,000 Soldiers. Phase One innovation resulted in Fort Lewis receiving the 1990 Army Community of Excellence (ACOE) of \$1,000,000. Phase Two consisted of a vision for a "Campus for Excellence" by renovating a 25,000 square foot facility. With this bold plan, Vance garnered \$300,000 of ACOE prize monies and remodeled and converted an old auto shop wing into four classrooms and administrative offices. Phase Three was the construction of the new Education Center. But the monumental construction efforts were matched by the acquisition of new educational programs. She staffed and implemented courses aimed at Army Noncommissioned Officer Development.

In 1996 and 1997, Vance chaired the Army-wide Technology Process Action team that made many recommendations that were subsequently implemented widely throughout the Army. In 2000, she led an effort with the Washington State Legislature to restore resident status to all military helping the Army and the Soldiers' tuition bills. She is remembered for sponsoring the largest, most comprehensive education fair in the Army. She served as the Awards Chair for the Commission on Military Education and Training, American Association for Adult and Continuing Education.

Vance was a leader and mentor in Army education both locally and

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globally. She maintained high standards for herself and her staff. She was awarded the Superior Civilian Service Award and the United States Army Forces Command Award for Achievement.

### Valente “Val” Vera

Valente “Val” Vera has had a career of more than 36 years in military voluntary education, culminating as Education Services Officer (ESO) at Edwards Air Force Base.

Val began his Air Force career in 1960, and his Education experience started in 1968 at Mountain Home AFB, Idaho. He was then sent to Headquarters, United States Air Forces in Europe (USAFE) for four years. From there he served three years at 8<sup>th</sup> Air Force in Barksdale AFB, Louisiana. His final tour was six years at the Pentagon where he retired after 23 years active duty at the rank of Chief Master Sergeant. Vera was responsible for drafting, coordinating, implementing and changing the Air Force’s principal instruction on Military Education, Air Force Regulation 213-1.

His civilian federal service began in 1988 at Mather AFB, California where he started as a Guidance Counselor. After one year, he move to Edwards AFB, California and eventually became Assistant Education Services Officer and then assumed the post of Education Services Officer in 1993.

During the time he was responsible for the performance of the Edwards Education Services program, he supervised the acquisition of five additional college degree programs. His cooperative marketing efforts with colleges, Commanders, First Sergeants and supervisors resulted in steady increases in enlisted participation from 16 percent to the current 24 percent.

He was most recognized for his outstanding leadership of the Council of College and Military Educators Association (CCMEA), later renamed the Council of College and Military Educators (CCME). He began his

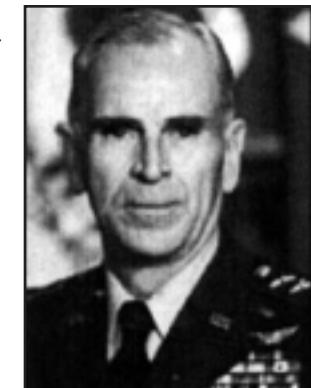


service in CCMEA in February 1994 as its treasurer, and was elected President-elect in 1995. In 1996, he served his first term as CCME President, and again served as President from January 2002 to February 2003. Through the dedication, loyalty and hard work of Val Vera and others, CCME grew from a California-focused military advisory group to a regional organization and then to a national association with outstanding annual symposia. As part of the symposia, the CCME Board recognizes excellence in voluntary military education through its system of awards and honors.

Vera completed his Associate of Applied Science Degree with the Community College of the Air Force in 1978. He attended the University of Maryland and received his Bachelor of Science Degree in Business Management in 1980. In order to complete his formal education, Vera attended the University of Virginia and graduated with a Master’s degree in Education in 1982.

### General John W. Vessey, Jr.

General John W. Vessey, Jr. provided strong advocacy for the Department of Defense Voluntary Education throughout his distinguished 46 years of military service, which began before he completed high school in 1939, when he enlisted in the Minnesota National Guard, and officially concluded in 1985 with his second term as Chairman of the U.S. Joint Chiefs of Staff. He was called to active duty with the U.S. Army in 1941, and fought in North Africa and Italy in World War II. Through the years, Vessey’s military career included innumerable achievements, such as chairing the Army Personnel Advisory Committee for Education when he was the Vice Chief of the Army Staff.



In addition to Vessey’s military education, Vessey earned a Bachelor of Science degree from University of Maryland University College (UMUC) in 1963 and a Master of Science degree from The George Washington University in 1965. Vessey was promoted to General in

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1976 and received many senior assignments. In 1978, he became the first Commander-in-Chief of the Republic of Korea-United States Combined Forces Command. Vessey returned to Washington in 1979 and became the U.S. Army Vice Chief of Staff. President Reagan appointed him the 10th Chairman of the Joint Chiefs of Staff in 1982.

In a speech delivered on April 7, 1981, Vessey spoke clearly about the fundamental benefits derived from continuing education programs. The benefits he specifically articulated include (a) increased Soldier trainability, job proficiency and professional development that give a direct return on investment; (b) awakening of servicemembers to their own potential; and (c) an incentive that helps recruitment and retention of talent.

After retiring from active military duty in 1985, Vessey's service to the public and private sectors remained impressive. In 1995, he became the founding chair of the UMUC Board of Visitors and served as the honorary chair of the UMUC Leadership Circle, a group whose charge is to raise funds for the university's military scholarship campaign.

Vessey received the Distinguished Service Cross and the Army, Navy, Air Force, and Defense Distinguished Service Medals, in addition to many other military decorations. He was the recipient of the Purple Heart, and medals from 19 friendly and allied nations. In 1992, President Bush awarded Vessey the nation's highest civilian honor, the Presidential Medal of Freedom. He was the recipient of honorary Doctoral degrees from UMUC, Concordia College, and many other universities. UMUC awarded Vessey the Distinguished Alumnus Award.

Throughout his career, Vessey never forgot the most junior of his Soldiers, having served many years as an enlisted man. His strong support of the Department of Defense Voluntary Education Program had an enormous and lasting impact.

## Colonel Robert N. Waggener

In 1976, the U.S. Army's General Education Development (GED) program came under challenge. United States Army Europe had taken the program away from the Personnel and placed it under the Office of the Deputy Chief of Staff for Operations (ODCSOPS), proclaiming: "Education is Training and Training is Education." The Training and Doctrine Command (TRADOC) proposed that all Army Education Centers throughout the world be transformed into TRADOC Training Centers in an effort to revolutionize Army training. Earlier, in 1974, the U.S.

Congress had ceased all appropriations for the Army-managed United States Armed Forces Institute (USAIFI). In the fall of 1976, Congress abruptly terminated the Pre-discharge Education Program (PREP) that had been used by the Army for high school completion. In addition, the Congress replaced the Vietnam Era GI Bill with a Veterans Education Assistance Program (VEAP), which was considered, in many circles, to be aimed at recruiting more than at education. It was a time when Army difficulties in recruiting resulted in a high percentage of semi-literate Soldiers, many of whom were not high school graduates. The Army Chief of Staff, Bernard Rogers, and The Adjutant General, James Pennington, both of whom were staunch supporters of Army education, turned to Colonel Robert N. Waggener to lead the Army's voluntary education effort.

Waggener enlisted in the Army as a high school dropout and served as an infantry Soldier up to the grade of Sergeant First Class, receiving his GED high school completion certificate along the way. After completing Officer Candidate School, he entered The Adjutant's Corps. He received his two-year college equivalency certificate and then his Bachelor's degree from the University of Maryland University College (UMUC). By the time he arrived in late 1976 as The Adjutant's General's Director of Education, he had also earned a Master's degree from The George Washington University. Army education had helped him climb



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the ladder to academic success.

It was Waggener's task to articulate a clear mission for Army education as a "personnel" program and to marshal the forces to systemize it as the Army Continuing Education System (ACES). After the Congress looked unfavorably on the establishment of the On-Duty High School Completion Program to replace PREP, he lead the effort to develop the Army Basic Skills Education Program (BSEP), aimed at Soldiers who needed reading and math skills to do their military jobs, at the same time providing a fully funded off-duty high school completion program. He used his senior education staff, including Tilton Davis, Jr., Arvil Bunch, Clinton Anderson and Leon Y. McGaughey, to develop a vision for Army education.

In 1976, Waggener wrote: "Education enhances training and develops better Soldiers ... to be successful, the education system must be integrated with the military personnel management...it must be perceived by individual Soldiers as both voluntary and personalized in nature. .... We must not inadvertently create the perception that education is just another Army training program."

Perhaps the best compliment was paid to ACES under Waggener during a budget review by the House Armed Services Committee when the Chairman said: "That sounds like a program where everybody wins. What's your next topic?" During early 1979, Waggener was selected to become The Adjutant General of the Training and Doctrine Command to work on the Army Quality of Life Program. His concept of education within the Army, however, remained indelibly embedded more than 25 years later.

### Clay Warren

Dr. Clay Warren's experience with adult education and with military service spans more than 40 years and several different contexts: active duty servicemember, military educator, research scholar in adult education themes, and long-time Military Installation Voluntary Education Review (MIVER) team chair and member.

As a graduating member of the U.S. Naval Academy class of 1968, Warren observed close-up the values and methods of military education offered in a 24-hour training environment. He graduated first in his combat replacement air group class and served as a Naval flight officer

in a patrol plane squadron.

Expanding his B.S. in Engineering degree from Annapolis with an M.A. and Ph.D. in Communication from the University of Colorado at Boulder (1976), Warren found himself intersecting with military education once again as an Adjunct Faculty Member for Pepperdine University (1978-1981). In this capacity he taught organization development classes through its VOLED programs in Little Creek, VA, and Honolulu, HI, which sometimes included Naval Academy classmates.

As a professional educator, Warren's academic career has included appointments at the University of Colorado at Boulder (1973-76), Institute for Shipboard Education (1977), University College of Cape Breton (1978, 1984-90), Shepherd University (1978-79), University of Hawaii at Manoa (1979-82), International People's College in Elsinore, Denmark (1982-84), and The George Washington University (1990-present). This multi-cultural framework led him to the ideas of N.F.S. Grundtvig, a Danish philosopher in the 1800s who believed the chief goal of educational enterprises should be the task of helping learners solve life's problems. Resonating strongly with this perspective, Warren extended his research program into lifelong learning and has published books and articles of recognized importance in the area.

Warren is recognized for excellence in his profession in each of its three major areas: scholarship, teaching, and service. In 1991, he was appointed *Chauncey M. Depew Professor of Communication*, an endowed professorship established in 1936 at George Washington University. He has also received other scholarly recognition, including selection as an *ACS Scholar* in the first Academy of Consciousness Studies held at Princeton University (1994). Among several teaching awards, he received GW's *Morton A. Bender Award for Teaching Excellence* (2000). Acknowledging his distinguished service, Warren was designated the *Undergraduate Advisor of the Year* (1998) for GW's Columbian College of Arts and Sciences (the only university award that must originate with a professor's students).



## **Marsha Diane Akau Wellein**

Marsha Diane Akau Wellein, in more than twenty years of service to the Army community, worked to open the classroom doors to education opportunity for thousands of military servicemembers and their families by ensuring they had full access to the financial benefits available to them. From the 1980s to the 21st century, Wellein continued to use her creativity to introduce new programs for accessing financial benefits and publicize them throughout the local Army community to ensure that Soldiers knew how to use those benefits to achieve their education goals.

At Army installations in Hawaii, Germany, Egypt, Panama, Honduras, Saudi Arabia, Kuwait, to Japan, Korea, Puerto Rico, and back again to Hawaii, Wellein spread the news that financial assistance was available to those who wished to learn.

One of Wellein's major contributions was the development of a telephone and fax process for tuition assistance programs at Camp Zama, Japan in the late 1990s, making it easier for Soldiers with busy work schedules to take advantage of the education opportunities available to them. She later took this concept to other installations, showing how technology could be used to expand Soldiers' access to education in even the most remote areas.

Wellein also initiated Veterans Affairs Work Study Programs at several installations, thus allowing eligible veterans to access the education benefits available to them through this VA program. This was of particular importance to the Army reserve Soldiers Wellein served while the Army Reserve Regional Director of Education for Pacific and Asia for the 9th Regional Readiness Command of the U.S. Army Reserve in the early 2000s, many of whom were eligible for such benefits.

But Wellein was not content with simply developing new programs to access financial assistance; she also worked tirelessly to advertise those programs throughout the community, often using innovative marketing



techniques to reach her target audience. Education and Career Fairs, radio talk shows, unit and command briefings, newspaper articles, posters and brochures--Wellein used all of these to inform the Soldiers, civilians, and family members of the programs available to help fund their education. Her hard work broke through financial barriers to education for many in the Army community.

Wellein's success in opening doors to military education opportunities to servicemembers and their families throughout the globe was recognized through numerous awards throughout her career, including the 2003 Outstanding Education Services Officer Award of the U.S. Army Reserve.

## **Thurman James White**

In its ideal form, education is the process of passing knowledge from one generation to the next; this is as true of military voluntary education as of other types of education. Dr. Thurman James White, whose long and distinguished career of over 60 years with the University of Oklahoma (OU) began in 1937, was a prime example of this ideal in action. White studied under one of the great contributors to military voluntary education, then went on to teach and mentor others. He was a recognized scholar and innovator in the field of adult and continuing education, who placed military voluntary education firmly within that scholarly field. White not only helped establish the major institutional structures of adult education, he also was a major force in developing structures for military learners to participate in higher education, including programs offered by the University of Oklahoma.



White was one of the seminal thinkers in the developing field of adult and continuing education, making important contributions as a scholar, an administrator, and a practitioner. He authored many scholarly articles that advanced the field in theoretical, methodological, and pedagogical constructs; in addition, he supported the work of other scholars as

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editor of the journal *Adult Education* from 1957 to 1967. White served in a number of increasingly responsible administrative positions at OU, from Director of Short Courses and Audio-Visual Education from 1942 to 1946, to Dean of the College of Continuing Education from 1961 to 1968, to Vice-President for Continuing Education and Public Service from 1971 to 1979.

During his years at OU, White garnered financial support from the Kellogg Foundation to construct the innovative Oklahoma Center for Adult Education; the architecture was based on White's own theories of developing physical environments specifically for the needs of adult learners. His reputation in adult and continuing education led to constant requests for his service on various boards and committees throughout the world, from the Oklahoma Adult Education Association to the UNESCO International Committee for the Advancement of Adult Education.

White was an enthusiastic supporter of military voluntary education, especially college degree programs designed for servicemembers. He had interrupted his own academic career to serve in the U.S. Marine Corps from 1943 to 1946; this was during the years of great experimentation in military education, such as the United States Armed Forces Institute (USAFI). After the war, White pursued his Ph.D. at the University of Chicago, where he studied under Dr. Cyril Houle, co-author of the American Council on Education (ACE) report assessing those wartime education activities.

When he returned to the University of Oklahoma, White championed the inclusion of the military community into the world of higher education opportunities. OU became a major provider of on-base military voluntary education programs, especially graduate degree programs for advanced learners. He also served on a number of boards to ensure the success of such programs; he was a member of the Department of Defense (DoD) Committee on Education in the Armed Forces from 1957 to 1961, serving as its chair from 1960 to 1961, as well as a member of the Advisory Board of Servicemembers Opportunity Colleges (SOC) from 1975 to 1980, helping to shepherd SOC from a concept to a reality. On one occasion when informed that the Army was threatening serious damage to its voluntary education program, White told the Headquarters Department of the Army educator: "Sound the Bugle! We will all be there!" It is educational partners such as White that have al-

lowed military programs to flourish over the years.

In 1996, White was inducted into the International Adult and Continuing Education Hall of Fame--fittingly located in the Thurman J. White Forum Building at the University of Oklahoma.

### Ralph H. Wilcox

After serving in the United States Army during World War II, Ralph H. Wilcox served many years as an Army education professional in Europe. He began as a contract education advisor in Bordeaux in 1951. In 1953, he became the Education Advisor at Verdun for five years. In 1958 and 1959, he was at Chinon, later at La Rochelle, and Fontainbleau, France. In 1965, he was relocated to Heidelberg, Germany and then to Mannheim at Sullivan and Taylor Barracks. He was reassigned in 1973 as the education advisor at NATO/SHAPE Headquarters in Brussels, Belgium. He became a European Regional Director and was stationed at Brunssum in Holland from 1975 until he retired from Federal Service in 1986.

Wilcox was a peerless raconteur, a "pigeon fancier," a gentleman and a good friend to many of his contemporaries. Al Reed, *The Chronicler*, recalls Wilcox's stories of his World War II service. Wilcox recounted his personal "liberation" of Idar Oberstein near the end of the War. The Burgermeister came up from the town and asked Wilcox to see for himself that the Wehrmacht had left and begged him not to destroy it. So, Wilcox put him in his jeep and was the sole GI to enter and see for himself that the city was undefended. Wilcox had countless anecdotes to tell and it was a pleasure to hear him.

Wilcox lived in Escondido California in his retirement. He died in 2005.

### John C. Wilkinson

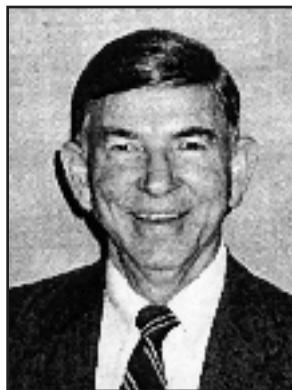
Dr. John C. Wilkinson served as a distinguished Director of Military Programs at Southern Illinois University Carbondale (SIUC) from July 1, 1979 to April 1, 1996, when he retired from SIUC.

Wilkinson received a Bachelor of Science degree in Arts, Sciences and Literature from the United States Military Academy, a Master of Science degree in Accountancy from Southern Illinois University at Carbondale, and a Master of Science degree in Chemistry and Doctorate in Higher Education from Pennsylvania State University.

SIUC has a long history of offering high quality education programs on Air Force, Army, Navy, and Marine Corps installations within the United States through three of its colleges: the College of Technical Careers (now called the College of Applied Sciences and Arts), the College of Education (now called the College of Education and Human Services), and the College of Engineering. For many years SIUC relied upon Wilkinson as its Director of Military Programs to establish and maintain close and effective liaison between the SIUC Colleges and military installations.

As the Director of Military Programs at SIUC, Wilkinson worked diligently to ensure that the University, which had strong proponents of traditional educational practices, maintained policies favorable to servicemembers. He was able to advocate policies that were compatible with the *Principles and Criteria of Servicemembers Opportunity Colleges (SOC)*. Without his strong mediation, SIUC colleges would have been removed from SOC. Instead, the SIUC Chancellor served as an active member of the SOC Advisory Board. SIUC joined the SOC degree network system and served as a full partner with other major providers of undergraduate programs for servicemembers, veterans, and their adult family members.

SIUC became an active member of National Association of Institutions for Military Educational Services (NAIMES), an organi-



zation for which Wilkinson served as president (1982-83) and treasurer (1986-95). Wilkinson served as Chair, Military and Veterans Affairs Division (1987-88) and was on the Board of Directors (1993-95) of the National University Continuing Education Association (NUCEA). He received the Lifelong Achievement Award from the Division and was made a Fellow of the Association in 1997 (NUCEA changed its name in 1997 to the University Continuing Education Association).

SIUC contributed positively to the efforts of the Military Installation Voluntary Education Review (MIVER) Project, with Wilkinson playing an important role. He contributed to the development of the *MIVER Principles of Good Practice for Institutions Providing Voluntary Education Programs on Military Installations*.

In large part because of Wilkinson's outstanding service, SIUC received the 1996 Ray Ehrensberger Award for Institutional Excellence in Military Education.

### J. Willard "Will" Williams

In a career that spanned more than 30 years in Army education from the 1960s to the 1990s, J. Willard (Will) Williams dedicated himself to ensuring the highest quality education system possible for members of the Army community. His particular attention to the professionalization and career development of the education services professionals who provide front-line service to soldiers pursuing their education goals set the standard for such services and strengthened the quality and breadth of expertise within the Army Continuing Education System (ACES). The results were obvious: quality in education services professionals translated into quality education programs for Army soldiers and family members.



Williams began his career in education as a typing instructor for the General Education Development (GED) program at Fort Leonard Wood, MO. He returned to Army education after a tour on active Army

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service. From January through December 1971, Williams served as the Education Services Officer (ESO) at Yongsan Army Garrison, Korea. From December 1971 to September 1974, he served as ESO for the U.S. Army Pacific, Hawaii (USARPAC). From September 1974 to January 1976, Williams served as ESO at Fort Gordon, Georgia, where he planned, scheduled and supervised the Army education program at installation level. He developed a series of Army learning centers located with various troop elements around the post. He and his staff developed and instituted innovative techniques designed to motivate soldiers to complete courses offered through the learning centers. Fort Gordon learning centers became a model for other Army installation to emulate.

Williams' lifelong commitment to personal mentoring for education services professionals can be traced to his time as ESO in Hawaii. The period 1971 to 1974 was a time of great change in the ranks of education services professionals, as Congress directed the Army to move away from using contract education counselors to professional civil servant counselors. The advent of the "All-Volunteer Army" placed increased emphasis on voluntary education for recruitment and retention of soldiers. Williams worked tirelessly through the years to achieve the professionalization deemed important by Congress, personally guiding many education services professionals throughout their careers to constantly improve and refine their skills and knowledge; even as the senior civilian educator for Headquarters Department of the Army (HQDA) from 1991-1995, Williams continued to use the personal touch to mentor ACES education services professionals and guidance counselors.

During his time at HQDA, Williams worked to improve access to professional development opportunities for Army education services professionals to update and improve their knowledge of adult learning. One of his most significant contributions was to help establish the Commission on Military Education and Training (CMET) as a professional arm of the American Association of Adult and Continuing Education (AAACE), thus raising the profile of military educators throughout the education community.

One of Williams' most impressive achievements was his ability to maintain morale and quality performance among education services professionals during the 1990s period of Army downsizing. With limited resources available, Williams' personal commitment to Army edu-

cation helped to inspire others to maintain quality of service in Army education programs despite the difficulties involved.

As Career Program Manager for career education services professionals and guidance counselors during the 1990s, Williams developed clear standardized position descriptions, which will continue to serve as the foundation for professional assessment and promotion for these civil servants. This will ensure quality in services provided to the Army education system for years to come.

Through his personal mentoring of so many professionals in the Army education system, Williams built a commitment to quality and a sense of professional pride among military educators. For his many efforts, Williams was awarded the 1995 Tilton Davis, Jr. Military Educator of the Year Award.

### Sandra L. "Sandy" Winborne

Sandra L. Winborne has worked at the Defense Activity for Non-Traditional Education Support (DANTES) for nearly 15 years, 13 of those in the professional certification and licensure area, and most recently has served as manager of Certification Programs for the DANTES.

Winborne spearheaded efforts at DANTES that have resulted in doubling the number of Memoranda of Understanding (MOU) agreements with national certifications and licensure associations. Currently, over 60 MOU agreements exist with associations offering certification or licensure examinations in such areas as, Information Assurance, Automotive Service, Aviation Mechanic, Emergency Medical Technicians, and many others. Legislation under Public Law 106-419 began the certification and licensure reimbursement benefit under the Montgomery GI Bill (MGIB). Veterans or servicemembers with the MGIB may utilize their benefits to pay for their taking certification or licensure examinations.

Winborne has served as Chair of the public-sanction committee,



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Professional Certification and Licensure Advisory Committee (PCLAC) under Public Law 106-419 (Section 122). Winborne has also been a member of the Professional Certification Advisory Board (PCAB), which developed under Public Law 106-50, and she was a member of the working group for the Army's Credentialing Opportunities On-Line (COOL).

Winborne is also remembered for her singing of the National Anthem during the opening ceremonies of several Department of Defense Worldwide Education Symposia.

### Carol H. Woodcroft

Carol H. Woodcroft served as an Education Services Specialist (ESS) and later Education Services Officer (ESO) for the 3d Infantry Division (Mech) and Fort Stewart/Hunter Army Airfield. One day in 1983, she, along with Will Hodges, sat at a round table in Hunter Army Air Field (AAF) Education Center, and began planning to computerize Army education records. Two years later on 1 July 1985, a primitive system, called Army Continuing Education System (ACES), cranked up. Fort Stewart/Hunter AAF Army Education Centers went live on a mainframe computer. These education centers stopped using paper records and became the oldest, totally automated, education centers.

Woodcroft completed her Bachelor of Science Degree from The Woman's College of Georgia, in Milledgeville. She earned her Master's degree from Pepperdine University.

Woodcroft began her federal career in 1971 as a Federal Intern. During her tenure, she received many honors, including the Commander's Award for Civilian Service, the Commander's Award for Public Service, the Southwest Asia Service Medal, and the Department of Defense Desert Shield Desert Storm Medal. She has been recognized for her chairmanship of the Council on Military Education in Georgia. She served in the Persian Gulf on temporary duty during the first Persian Gulf War.



Woodcroft was also instrumental in establishing a thirty-year tradition of Army Continuing Education System of hosting an annual Combined Commencement exercises on post. The last graduation recognized over four hundred graduates from fifty schools, with two hundred-twelve participants.

Woodcroft retired in April, 2001, and is recognized and commend-ed by everyone in Army Education for her many outstanding contribu-tions, dedication, passion and hard work.

### Gary A. Woods

Gary A. Woods spent more than 30 years in the field of military voluntary education, beginning as a Center Director and Adjunct Professor for Chapman University in 1972, and culminating in his appointment in 2002 as Chief of Department of Defense (DoD) Continuing Education Programs. Throughout his career, Woods encouraged military educa-tors to upgrade and maintain their profes-sional skills to the highest levels while sim-taneously working with the civilian higher education community to improve the quality of education offerings.



Woods had an interesting and varied career in military voluntary education. At Chapman University in Orange, California, he served near-by Navy and Marine Corps bases as both an instructor and administra-tor, during a time when many educators were unwilling to work with members of the armed services. He entered federal civil service as an Education Assistant at Ford Ord, California in 1975, eventually moving to the Los Angeles Army Recruiting Command in 1980 as an Education Specialist.

In 1981, Woods transferred his academic and administrative skills to the Air Force voluntary education program, serving in a number of leadership positions in the U.S. and Pacific regions. He spent 15 years at Wright-Patterson Air Force Base (AFB) in Dayton, Ohio, directing the education programs of both the Air Force Logistics Command and the

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Air Force Materiel Command. In 2002, Woods was named the Chief of DoD Continuing Education Programs, bringing his considerable managerial talents to the entire military voluntary education community.

Woods continually worked to build the structures and relationships that ensured the quality of education programs under his supervision. Throughout his career, he was an active participant in organizations that promoted professional development of military educators; for example, he served as President of the Council of College and Military Educators (CCME) in 1982, when CCME was a fledgling organization of educators in California working to enhance the professional stature of its members. Later, as Chief of DoD programs, Woods pushed for maximum participation by military educators in professional training and development programs in order to maintain quality in education services during a time of major structural changes to the voluntary education system.

At Wright-Patterson AFB, Woods was one of the first Air Force Education chiefs to utilize the Military Installation Voluntary Review (MIVER) process under the auspices of the American Council on Education (ACE), which relied on senior professionals from the higher education community to evaluate programs on military installations. Woods recognized the benefits to military voluntary education programs of this collaboration, and as Chief of DoD programs, he expanded MIVER's use throughout the military community.

Woods also never lost sight of the need for partner organizations such as the state Academic Councils on Military Education (ACMEs) to renew their focus on pursuing the best interests of their constituency with state political and educational leadership, as well as with education officers and senior military within the state. Further, at his encouragement, the National Association of Institutions for Military Education Services (NAIMES) began championing lower out-of-pocket educational costs for Service families participating in their programs; NAIMES worked hard to lower book costs for those participating in on-base programs. In 2004 and later, as Director of DoD Educational Opportunities, he lead the way in developing standards of excellence for institutions offering distance education programs to the military. He also initiated joint efforts across DoD to merge and consolidate "back-room" operational processes and procedures used to administer Service education programs.

Woods received many awards in recognition of his commitment to quality education, including the 1988 Nathan Altschuler Award for Excellence in Air Force Base Education Programs and the 2000 Distinguished Service Award from the Association of Counselors and Educators in Government.

### **Janice Yoo**

On occasion, military educators are asked to step into an emergency situation and take responsibility for completing the mission, almost as if they were servicemembers themselves. Janice Yoo is an example of a military educator who was given a difficult task in a short period of time and performed admirably. As the Acting Education Services Officer (ESO) at Yongsan Education Center in Seoul, Korea during the mid-1990s, Yoo took over preparations for the 1994 Military Installation Voluntary Education Review (MIVER) while also supervising the regular education activities of the Education Center. Not only was the MIVER highly successful, but the breadth and depth of voluntary education programs at Yongsan grew as well, all under Yoo's leadership. She later took increasingly responsible positions within the Army Continuing Education System (ACES) system that continued to contribute to the success of Army voluntary education.

Yoo implemented a number of changes in the academic structure of the education programs at Yongsan. She developed a newsletter outlining education opportunities and events for the soldiers at Yongsan, reinstated lunchtime and teatime single credit courses and seminars, and increased college enrollments to new levels.

Yoo later was appointed the Senior Education Services Specialist (ESS) at Yongsan. In 2000, she moved to the Programs Branch of the Army Continuing Education System at Headquarters, Department of the Army (HQDA) as an Education Services Specialist. One of her chief responsibilities in this position was serving as the Point of Contact on questions regarding the MIVER process, where her experience at Yongsan served her well.

For her role in military voluntary education, Yoo received the 1994 Tilton Davis, Jr. Military Educator of the Year Award.

### Ben M. Zeff

In 20 years of government service with military voluntary education beginning in 1948, Ben M. Zeff played a major role in the development of peacetime voluntary education as an established activity within the military community. Zeff was one of the architects of Air Force voluntary education. He played a key role as the newly-created Air Force developed programs and brought civilian institutions of higher education to Air Bases to provide education services directly to members of the Air Force community. Later in his career when he moved to the Office of the Secretary of Defense (OSD), he became one of the most vocal supporters of the concept of military voluntary education as a contributor to the mission of the services. Zeff presented this idea publicly in his many appearances in front of Congressional committees on funding voluntary education, arguing forcefully for the importance of education in promoting military readiness.

As Education Director of the U.S. Air Forces in Europe from 1952 to 1955, Zeff was responsible for building a large voluntary education program for the Air Force community during a difficult period. Air bases in Morocco and Austria were being closed, while bases in other countries in the region were expanding rapidly. Servicemembers themselves were demanding more than the usual United States Armed Forces Institute (USAFI) correspondence courses, as many of them hoped to pursue a college degree. Zeff's firm management of the fledgling education program led to the establishment of solid academic opportunities for the Air Force community; for example, he worked with the University of Maryland University College (UMUC) to open the first chemistry lab for overseas military learners at Rhein-Main Air Base in Germany in 1954.

Zeff's success led to his appointment, in 1955, as the first Education Director for the Strategic Air Command (SAC), headquartered in Omaha, Nebraska. This Command, with its many isolated bases scattered throughout the U.S., presented quite a challenge to Air Force educators hoping to provide services to all members of the community. Zeff worked with a number of civilian institutions of higher education to make that dream a reality, with special emphasis on providing college degree programs to Airmen.

In 1961, Zeff became the Deputy Director of Education Programs in

the Office of the Secretary of Defense at the Pentagon, where he served until his retirement in 1968. From this position, Zeff promoted the idea that military voluntary education contributed significantly to the mission of the services. He used this argument when testifying to Congress on behalf of the Tuition Assistance (TA) program, advocating increases in TA as an essential part of the military budget.

Zeff was the first recipient of the Military Educator of the Year Award in 1977, a fitting tribute to his pioneering efforts in military voluntary education.

### George Frederick Zook

Who brought the education community into the military voluntary education partnership? Dr. George Frederick Zook, an esteemed member of that community who served as President of the American Council on Education (ACE) from 1934 to 1950, was certainly one of the most influential voices in calling for the participation of the civilian education community in military education activities, both during World War II and in the peacetime years that followed. Zook's intense involvement in all of the experimental education programs of WWII eventually led to the significant position that ACE holds today in all aspects of military voluntary education, from evaluating service courses and experience to developing official transcripts to reviewing education policies and programs on military installations. In essence, Zook was the driving force behind ACE's participation, which provided the necessary credibility for society's acceptance of military voluntary education.



Zook was a career academic who specialized in modern European history. From 1933 to 1934, he served as the U.S. Commissioner of Education, which gave him a broad overview of the state of American education at that time. In 1934, Zook became President of the influential American Council on Education, located on Lafayette Square across

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from the White House. Zook was a shrewd observer of trends in education, and he quickly noted the dramatic changes that took place during WWII, when the dynamism of education moved away from traditional classrooms to the education frontiers of the innovative United States Armed Forces Institute (USAFI), headed by Francis Trow Spaulding.

When Spaulding called on the education community for assistance in putting USAFI into operation, Zook responded by making ACE a full partner in a number of projects. Zook worked with USAFI in the development of a testing-for-credit program through the University of Chicago, negotiated a contract with the War Department to establish an editorial staff for USAFI under ACE supervision, and made ACE the locus of authority in the evaluation of USAFI correspondence courses for college credit. In 1942, ACE published *Sound Education Credit for Military Experience: A Recommended Program*, which provided guidance to colleges and universities in this new venture; by 1943 over 500 colleges and universities were utilizing the ACE guide to award credit to military learners.

After the war, Zook established a number of commissions within ACE to solidify the ACE role in military voluntary education, and he served as an active member on many of those commissions. Zook's political agility created networks of educators and military leaders to support the development of military voluntary education; for example, the Commission on Accreditation of Service Experience (CASE) was originally proposed by the Army and Navy, funded by a grant from the Carnegie Corporation, and administered by ACE.

Zook's stature in the education community and his personal commitment to the development of quality education opportunities for military service members provided the impetus for the continuing involvement of the higher education community. He left his position at ACE in 1950, and he died in 1951.

## **Leaders in United States Military Voluntary Education: A Partial List**

(A Work In Progress)

**Editor's Note:** The identification of the Leaders in United States Military Voluntary Education is a work in progress. Due to time constraints the lists, as shown below, are what is available to the editor on 21 April 2006. More lists are in preparation.

Morale Services Division authorized as early as November 1943 to formulate policies and to supervise the preparation of plan for an Army Education Program.

Special Projects Branch of Morale Services Division authorized to coordinate Army Education Program planning with all interested agencies of the War Department Special Projects Branch worked under the Chief of the Education Branch.

In August 1944, plans for the AEP became part of the official War Department plan for readjustment of military personnel after the defeat of Germany.

The Information and Education Division remained at the Special Staff level of the War Department (Department of the Army since 1948) for ten years beginning in January 1946. The Chief of Public Information provided policy direction.

### **Headquarters Department of the Army**

Col. Francis Trow Spaulding (Branch Chief of Information and Education & USAFI) 1942-1946 Spaulding, Branch Chief, on war-time leave as dean of the Graduate School of Education, Harvard University was relieved from his assignment on February 14, 1946 (see Spaulding profile).

Colonel Walter E. Sewell, former professor of mathematics at Georgia School of Technology succeeded him.

Information and Education Division was redesignated Troop Information and Education Division in April 1947. BG C.T. Lanham serves as Chief of TI&E Division.

LTC J.C. Stancok (Fiscal Officer) TI&E Division, 1947, Office of the Chief of Information, Department of the Army.

May 1948, BG John K. Rice became Chief, TI&E Division.

Effective August 1, 1948 TI &E Division was redesignated Army-Air Force TI&E. Division

February 1949 BG William K. Harrison, Jr. Chief of Army-Air Force TI & E Division.

Effective May 1, 1949, Army-Air Force TI&E Division is redesignated the Armed Forces Information and Education Division. USAFI operates under the policy and control of the Armed Forces Information and Education Division, but remained under the Department of the Army for administrative control. The Armed Forces Information and Education Division operates under the policy supervision of the Chairman, Personnel Policy Board. It encourages, through the Armed Forces Education Program, the individual development of service men and women.

The Army TI&E Division was re-created within the Office of The Army Chief of Information, following the transfer of its predecessor-Army-Air Force TI&E Division.

### **Education Leaders in the Office of the Secretary of Defense**

Nathan Brodsky (See Brodsky profile.)

Irv Greenberg

Alvin Tucker

George Tilman

George Benson (See Benson profile.)

Robert Zimmer

Thomas W. Carr

Wayne "Steve" Sellman (See Sellman profile.)

Gerald Kauvar (see Kauvar profile.)

Israel Tribble

Lenore Saltman Sacks

Otto J. Thomas (See Thomas profile.)

Gary A. Woods (See Woods profile.)

Carolyn L. Baker

### **Headquarters Department of the Army**

1950 Col. S.Y. McGiffert, Chief, Army-Air Force TI&E

1952 Col. R.M. Connolly, Acting Education Branch Chief, TI&E Division

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1952 Col. Edward R. Ott, Acting Chief, TI&E Division  
 1952 LTC Loomis, Education Branch Chief, TI&E Division  
 1952 Col Otis McCormick, Chief, TI&E, Division, 1952  
 1954 Col. John L. Chamberlain, Jr., Chief, TI&E Division, 1954  
 1954-1955 LTC. Curnel S. Hampton, Chief, Education Branch, TI&E Division, (1954-1955) former professor at the University of Michigan  
 1956 Education and Information Branches separated with Education Policy going to the Deputy Chief of Staff for Personnel and operations to The Adjutant General's Office moved from Human Resources Development, ODCSPER  
 1972-1974 Tilton Davis, Jr. See Davis profile.)

### **The Adjutant General Center, HQDA**

#### **ACES (GED) Director**

LTC George Kabat	1956
LTC Lewis H. Strehlow	1957-1962 (See Strehlow profile.)
Col. Charles "Chuck" Briggs	1973- 1976
Col. James L. "Jimmy Lee" Marshall	1976-1977
Col. Robert Waggener	1977-1978 (See Waggener profile.)
Col. Eugene Brown	1978-1980 (See Brown profile.)
Col. George Bailey	1980-1982
Col. Dennis Flynn	1983-1984
Col. Bruce Battey	1984-1987
Col. Gene Bruce	1988-1990
Col. Douglas McFarland	1991-1992
J. Willard Williams	1993 (Interim) (See Williams profile.)
Col. Roy Edwards	1994-1995
Col. James Nickols	1996-1997
L. Dian Stoskopf	1996-present (See Stoskopf profile.)

### **Senior Civilian Educators**

#### **The Adjutant General's Center, HQDA**

Walter Scott	1953-1961
Arvil Bunch	1961-1974 (See Bunch profile.)
Tilton Davis, Jr.	1974-1980 (See Davis profile.)
Hester Telman	1980-1982 (See Telman profile.)
Ed Neff	1982-1985

Warren Rucker	1985-1991 (See Rucker profile.)
J. Willard Williams	1991-1996 (see Williams profile)
L. Dian Stoskopf	1996-- (See Stoskopf profile.)

### **U.S. Army Continental Command (CONARC)**

Wilmont Jacobs	1967-1973
Gilbert "Gil" Stewart	1973
Roy Diduk	1973 (See Diduk profile.)

### **U.S. Army Forces Command (FORSCOM)**

Norman B." Bert" Carr	1973-1979
Leon Y. McGaughey	1980-1998 (See McGaughey profile.)
Michael S. Biebrick	1999-1999 (see Biebrick profile.)
Francisco"Franco" Serifinelli	2000—Changed to Southeast Region IMA

### **U.S. Army Training & Doctrine Command (TRADOC)**

Roy Diduk	1973-1980 (See Diduk profile.)
Bruce Blevins	1981-1988 (see Blevins profile.)
William "Bill" Mitzel	1989-1996
William E. "Bill" Kinnison	1997-1999 (See Kinnison profile.)
E. Robert"Bob" Lord (Acting)	2000 (See Lord profile.)
Sylvia Lyles	2001-2002
Robert "Bob" Michaels	2003-2004 Changed to IMA
Carla Ortiz	2004—

### **MacArthur's Information and Education Officer in the Far East**

Col Niederpruem

### **Eighth United States Army (EUSA)**

John Bastian	1964
Paul Torme & Lee Slaydon	1965
(both acted for an equal periods, about six months each)	
Harry Deskin	1972-1975 (see Deskin profile.)
John C. Menozzi	1979-1980
Sam J. Petrie	1980-1983
Victor "Vic" Fukuda	(Dates unknown)
William "Bill" Mitzel	1983-1985

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

Victor "Vic" Zitel	1987-1989
Joe Cothron (changed to Korea IMA)	1989 (See Cothron profile.)
<b>United States Army Europe (Seventh Army)</b>	
Egbert "Bert" Hunter	was overall in charge of I&E in Germany and France and later in Italy until 1961
Lewis H. Strehlow	1965 (See Strehlow profile.)
Tilton Davis Jr., Director of Theater Area Support Command General Education Development Agency (TASCOM) (Europe),	1967-1972 (See Davis profile.)
Malcolm Brundage, Director TASCOM	1972
Richard Kneisel, Director TASCOM 1972-1974; USAREUR	1974-1979 (See Kneisel profile.)
Ed Neff	1980-1982
Dr. Thomas Powers	1982-1987
Dr. Hester Telman	1987-1989 (See Telman profile.)
Bruce McLeod	1990-1996
Dr. Michael Perez	1997-2003 (See Perez profile.)
John Bush	2003—(IMA-Europe) (see Bush profile.)

### **United States Armed Forces Institute (USAIFI) (Partial List)**

Col. Francis Trow Spaulding (Branch Chief of Information and Education & USAFI) 1942-1946 Spaulding, Branch Chief, on war-time leave as dean of the Graduate School of Education, Harvard University was relieved from his assignment on February 14, 1946 (see Spaulding profile).

War-Navy Committee Committee on USAFI appointed in July 1946 as a result of a conference on the joint operation of USAFI by Army and Navy Departments. The committee recommended civilian membership of the committee on USAFI be chosen from lists furnished by the

American Council on Education, the National Association of Secondary School Principals, and the United States Commissioner of Education. Letters signed by BG Lanham, Army, and Captain Durgin, Navy, delivered in person by Colonel Walter E. Sewell and Commander W.H. Johnsen to Dr. Jogn W. Studebaker, U.S. Commissioner of Education to Dr. Paul E. Elcker, Executive Secretary, National Association of Secondary School Principals, and to Dr. George S. Zook, President, American Council on Education. From the lists of names suggested by these educators, the following 11 civilian educators were appointed by the Secretary of War and the Secretary of the Navy as members of the War-Navy Committee on USAFI

- A.J. Brumbaugh, Vice President, American Council of Education
- Paul E. Elcker, Executive Secretary, National Association of Secondary School Principals
- R. M. Grumman, Director, University Extension, University of North Carolina
- Raymond W. Gregory, Assistant Commission for Vocational Education, U.D.

### **Office of Education**

- J.W. Harbeson, President, Pasadena Junior College. Pasadena, CA
- George C. Mann, Chief, Division of Adult and Continuing Education, State

### **Department of Education, California**

- Thomas H. Quigley, Head, Industrial Education Department, Georgia School of Technology
- George W. Rosenlof, Registrar, University of Nebraska, Lincoln, NE
- John Dale Russell, Director, of Higher Education, U.S. Department of Education
- Donald J. Shank, Director of Student Personnel, School of Industrial and Labor Relations, Cornell University
- Francis T. Spaulding, Commission of Education, for New York (See Spaulding profile.)

The War-Navy Committee on USAFI was transferred to the chairman of the Personnel Policy Board, Department of Defense, on May 1, 1949.

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

It was later designated the Defense Advisory Committee on Education in the Armed Forces. The Committee existed until 1965 when it was abolished on the basis that it had fulfilled the purpose for which it had been established.

### USAFI Directors

Jan 62-Apr 67	C. L. Munden, Director, USAFI, Madison, WI
Apr 67-Oct 67	Dr. Wilbur L. Brothers, Acting Director, USAFI, Madison, WI
Oct 67-Jul 69	Dr. Homer Kempfer, Director, USAFI, Madison, WI
Jul 69-Jan 70	Dr. Wilbur L. Brothers, Acting Director, USAFI, Madison, WI
Jan 70-Sep 72 (last ref.)	Dr. Harold E. Simmons, Director, USAFI, Madison, WI
Nov 72-Dec 72 (last ref.)	R. William Graham, Acting Director, USAFI, Madison, WI

### USAFI Deputy Directors

Oct 66	Dr. W. L. Brothers, Deputy Director
Mar 69	Dr. W. L. Brothers, Deputy Director for Education
Dec 72	Dr. W. L. Brothers, Deputy Director for Academic Programs

Source: USAFI records on file at DANTES, Pensacola FL. Provided by Nell Mock, Secretary to the Director. GAW/2 May 2006

### Defense Activity for Non-Traditional Education Support (DANTES)

Dr. William A. Gager,Jr	Director, 1974-1976
Captain J. H. Brick	Director, September 1977-October 1978
Dr. Hester E. Telman	Director, November 6, 1978—September 1980 (See Telman profile.)
Dr. Barry L. Cobb	Interim Director, September 1980 (See Cobb profile.)
Dr. Jeffrey P. Cropsey	Director, January, 1981—May 2005 Director 31 May 2005— (See Cropsey Profile.)

### Department of the Air Force

#### Air Staff

Robert W. Quick	1954-1985 (See Quick profile.)
William Gill	(No Date Given)
Al Arrighi	(No Date Given) (See Arrighi profile.)
James Sweizer	1999-2005 (see Sweizer profile.)
Anne Smith	2005—

### Servicemembers Opportunity Colleges

[Kime, S. F. (2003). *Servicemembers Opportunity Colleges 1972-2003*. Washington, DC: Servicemembers Opportunity Colleges.]

Dr. James F. Nickerson	Director, 1973-1981 (See Nickerson profile.)
Dr. Arden L. Pratt	Director, 1981-1989 (See Pratt profile.)
Dr. Steve F. Kime	Director/President,1989-2005 (See Kime profile.)
Dr. Kathryn M. Snead	President, 2005—
Dr. Harry K. Miller, Jr.	Associate Director, 1973-1980
William E. Lawson	Associate Director, 1972-1979 (Veterans' Programs)
Dr. Stuart M. Huff	Associate Director, 1980-1982
Dr. David R. Eyler	Associate Director, 1983-2001 (See Eyler profile.)
Dr. Clinton L. Anderson	Associate Director, 2001-2005 (See Anderson profile.)
Andrea P. Baridon	Associate Director, 2005-present (See Baridon profile.)

### Administration

Mary Ann Settemire	1974-1979, project coordinator and program associate
Frances Lapinski	1976-1979, program associate (Veterans' Programs)
Andrea Baridon	1979-2005, program associate/Assistant Director, 1979-2005 (See Baridon profile.)

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

### University of Maryland University College

[Hudgins, S. (2000). *Never an ivory tower: University of Maryland University College the first 50 years.* Adelphi, MD: UMUC.]

When what is now UMUC was first separated from College Park in 1947 as the College of Special and Continuation Studies, it had two Deans. The title of UMUC Chancellor or President began in 1952. The four people to hold one of those titles are as follows:

1952-1975	W. Raymond Ehrensberger (See Ehrensberger profile.)
1975-1978	Stanley J. Drazek
1978-1998	T. Benjamin Massey (See Massey profile.)
1999-2005	Gerald A. Heeger
2005-2006	Nicholas Allen (Interim)
2006—	Susan C. Aldridge (See Aldridge profile.)

The following are the UMUC European Division Directors and the Resident Deans for the Munich/Augsburg/Mannheim Campuses:

### UMUC European Division Directors

1950-1952	A. E. Zucker
1952-1953	Edmund Miller
1953-1954	Augustus J. Prahl
1954-1961	Herman Beukema
1961-1968	Mason G. Daly (See Daly profile.)
1968-1972	Henry Walker
1972-1976	T. Benjamin Massey (See Massey profile.)
1976-1981	Mason G. Daly (see Daly profile.)
1981-1996	Joseph J. Arden (See Arden profile.)
1996-2000	Paula A. Harbecke
2000-2004	Andrew P. Chambers
2004—	John C. Golembe

### UMUC Munich/Augsburg/Mannheim Campus Resident Deans

1950-1952	A.E. Zucker (Munich)
1952-1955	Arthur Bouvier (Munich)
1955-1957	Lewis F. Perry (Munich)
1957-1962	Paul Dickson (Munich)
1962-1969	Francis Parr (Munich)

1969-1974	Harold Benjamin (Munich)
1974-1976	Joseph Shields (Munich)
1976-1992	William McMahon (Munich)
1992-1996	Mary Baron (Augsburg/Mannheim)
1997-2005	Mary Fiedler (Mannheim)

### UMUC Directors in Asia

1956-1957	Augustus J. Prahl
1957-1961	Mason G. Daly (See Daly profile.)
1961-1964	Leslie R. Bundgaard
1964-1969	Joseph E. Dellen
1969-1971	T. Benjamin Massey (See Massey profile.)
1971-1973	Joseph S. Mabbett
1973-1974	Edgar A. Austin
1974-1975	Emory T. Trosper
1975-1981	Joseph J. Arden (See Arden profile.)
1981-1990	Julian S. Jones
1990-1996	Paula A. Harbecke
1996--	Joseph J. Arden (See Arden profile.)

### Peaks Peak Community College

Pikes Peak Community College (formerly El Paso Community College until 1978) has been delivering educational programs on military installations since 1972. Project Transition was the initial endeavor at Fort Carson Colorado in the summer of 1972. This program assisted soldiers leaving the Army to make the change from military to civilian life. Subsequent to Project Transition, the College began offering classes at the Army Education Center at Fort Carson. The initial offering of classes at Peterson Air Force Base and the United States Air Force Academy, Colorado began in the fall of 1974. Little Rock Air Force Base, Arkansas was selected by its Major Air Command (Military Airlift Command) in March of 1976 for Pikes Peak Community College to offer vocational and technical courses. Fort Sill, Oklahoma selected PPCC to offer the Associate of General Studies (AGS) degree in September 1991 because of the Credit for Prior Learning Program and weekend classes. Shortly thereafter, General Education courses were

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

offered so students could complete the AGS degree requirements. Fort Polk, Louisiana requested that PPCC offer courses in the spring of 1994 because of the longstanding affiliation with military students and education. Presently, rulings set forth by PPCC's governing authority, the Colorado Community College System, State community colleges can only operate within Colorado boundaries so programs at Fort Polk, Fort Sill, and Little Rock AFB were closed. However, military programs continue with strong presence on the Colorado Springs based installations.

### **PPCC Presidents**

1968-1974	Robert O. Hatton
1974-1975	Don C. Sieck (Interim)
1975-1984	Donald McInnis
1984-1985	Monique Amerman (Interim)
1985-1989	Cecil Groves
1989-2000	Marijane Axtell Paulsen
2000-2001	Jack Lundberg (Interim)
2001-present	Joseph A. Garcia

### **PPCC Directors of Military Programs**

1972-1974	Bernard J. Clements (held as additional duty)
1974-1975	Roy Mayall
1975-1977	Angelo Christopher
1977-1979	Dean Risinger
1979-1981	Willis A Belford, Jr.
1981-1987	Paul D. Doray
1987-1996	Suzanna Spears
1996-present	Barton R. Guthrie (See Guthrie profile.)

### **Central Texas College**

CTC was formed in 1965 and officially opened its doors to college

students in 1967.

1967-1979	President Luis M. Morton, Jr.
1985-1989	President Phillip R. Swartz

1980-1987	Chancellor Luis M. Morton, Jr.
1989-Present	Chancellor James R. Anderson

1981-1985 Provost Phillip R. Swartz

### **American Educational Complex**

1989-1993	Chancellor James R. Anderson (See James Anderson profile.)
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### **Dean, American Preparatory Institute**

Johnelle Welsh

### **Central Campus Deans**

1967-1975	Kenneth P. Walker
1975-1979	John W. Moffitt
1979-1989	Ben H. Wickersham
1989-2005	Don Mikles

### **Dean, Ft Hood Campus**

1979-1981	Howard G. Bass (Acting Dean)
1983-1985	G. Robert Criswell
1985-2005	James Nixon (Service Areas campuses included in 1991)

### **Dean of Continuing Education Services**

Jim Yeonopolus

### **Executive Dean for Overseas Programs**

John L. Phipps

### **Dean of Continental Campus**

Elwood Shemwell

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

1981-1983	Jerry Herrick
1983-1985	Virginia Cardwell (including Atlantic/Western Campuses)
1985-1987	William B. Wash
1987-1989	Yolanda Mendoza
1989-1991	Kenneth R. Smith
1991-2002	Lois A. Anderson (See Lois Anderson profile.)
2002-Present	William C. Alexander

### CTC Europe Campus Deans

1976-1978	John L. Phipps
1978-1980	T. David Yielding
1981-Present	Fred Ostertag (See Ostertag profile.)

### CTC Navy Campus Deans

1987-1991	Kenneth R. Smith (See Kenn Smith profile.)
1991 -	Present Jim Yeonopolus

### CTC Pacific Far East Campus Deans

1983-1985	Donald K. Weise
1985-1999	Don Martin
1999-2002	Colvin Davis
2002-Present	Barbara Grice

### Troy University: University College

Troy State College began its first off-campus program in Fort Rucker,

Alabama offering selected classes on base in 1951. In 1967 Troy State College became Troy State University. Originally titled "Extension Services" the department was renamed the College of Special Programs in 1983 and changed again in 1990 to University College. The key leadership title has changed over the years from Director, to Dean, to Vice President and finally to Vice Chancellor.

Dr. Nolan Hatcher	1982-1985
Dr. Jim Young	1985-1995
Dr. Rodney Cox	1995-2001 (See Rodney Cox profile.)
Dr. Susan C. Aldridge	2001 – present (See Aldridge profile.)

### Academic Dean

Dr. Frederick A. Viohl	1982-2005
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### Former European Directors

Dr. James D.C. Robinson	1974-1977
Dr. Nolan Hatcher	1977-1978
Dr. James Bailey	1978-1981
Dr. Robert H. Kelley	1982-1990
Dr. Earl Ingram	1991-1993

### Former Pacific Region Directors

Dr. Joe Studebaker	1988-1992
Dr. Greg von Lehman	1993-1998
Dr. George Pederson	1998-2001
Dr. William Shockley	2001-2003
Mr. Darnell Kirkland	2003-present

## Reminiscences and Historical Vignettes Introduction

*"A Day in the Life of an ESO..."* is a series from Al Reed's Project FAME and Operation TRACE (Publication 31). They are presented here with Reed's permission. These historical vignettes allowed the writers "to tell-it-like-it-is (or was)." These and other anecdotes and career experiences make for interesting reading and reflection.

### *"A Day in the Life of... Harry Austin"*

#### The Early Years, 1972 -1993

As a young soldier in 1961, stationed in Vicenza, Italy, I had the opportunity of listening to our unit First Sergeant expound on a number of critical issues while in formation. At one such formation, he said he had vital information about education:

The Education Center had a number of examinations available. These were called USAFI (United States Armed Forces Institute) End of Course Tests and College GED Examinations. They were worth college credit and he wanted us to "get our asses down there and take some". We went, and some of us just never stopped going back.

I built on those early tests; by the time I left active duty in 1971, I had taken (and passed) approximately thirty-two of those examinations, as well as several University of Maryland courses. To those, I added college courses at a "real" campus in the US and graduated with a BA in psychology after only two semesters.

After graduating, my family and I moved, on our own, back to Italy in 1972. I wanted to start a business there. One day, I was on the Army base in Vicenza and saw a sign advertising an accounting course. I thought "I need that course" and went to the ed center to enroll. The admin assistant said certainly, what unit was I in? Not in the Army, said I. Well, where do you work? I don't, I said. Sorry, she said and facetiously (me???) I replied I would have to get a job.

The next week, I saw a sign that said a school with a program in Florence, Italy was going to offer graduate classes on base and they were open to military and Italians. I thought that if Italians could go, so, by God, could I. I marched back to the ed center and as I walked in, the admin assistant said "didn't you say you were looking for a job?" I said I may have said something like that, but I didn't like to work. She said, go next door and see the Project Transition Officer – he needed a counselor. I went; I interviewed; I was hired.

Thus began my long and wonderful career in what would become ACES. I was awarded a non-personal services contract. There were no counselors in those days, just an ESO and contractors (sounds like now, doesn't it?). *I stuck with it and it got me to where I am today – poor, but happy!!*

#### Government Employment, 1972 -1993

In the early to mid 1970s, I was an Individual Non-Personal Services Contractor at the Army Education Center in Vicenza, Italy working in the Project Transition Office. A fellow contractor (all of us were contractors, except for **Haydn LeClaire**, the ESO) tossed a brochure on my desk entitled "Careers in Indian Education." It contained an application for Federal Employment with the Bureau of Indian Affairs. Having a brand new Master's degree from Wayne State University (how many of you remember that institution being in Europe on military bases?), I decided to apply.

In early 1974, the education center received a memorandum from **H. Crosby Cobb** (ESO in Augsburg and our Regional "Boss"). The memorandum told of the funds being cut for USAFI and Project Transition, effective 1 April 1974. About the same time, rumors started going around about the contract counselor positions becoming Federalized. I had a family of five at the time and was worried sick. That was probably true for many of us in the education business in Europe at the time. I had no idea what I was going to do to support my family.

Out of the blue, I received a letter from a Federal Job Information Center in Gallop, NM, telling me I had been selected as a GS-9 Supervisory Homeliving Specialist (I thought at first I was going to teach Home Ec!!) on the Navajo Reservation in Arizona. Talk about good timing!! It had been a year earlier when I had applied and I had since forgotten about it. Off I went and got my very first Federal civilian job.

## REMEMBERING THOSE WHO HAVE MADE A DIFFERENCE IN UNITED STATES MILITARY VOLUNTARY EDUCATION

I stayed with the Department of the Interior for about a year, when I saw an advertisement for a counselor with the Department of the Navy. I applied and because I had experience with Project Transition, I was hired and moved to San Francisco. I only stayed with the Navy Campus for Achievement (NCFA) for a year and a-half, but I still have fond memories of those times and the people I worked with.

I yearned to return to Europe, and in the fall of 1976 I went to Ansbach, Germany, where I worked my first “official” civilian job with the Army. I was a GS-9 Guidance Counselor in ACES!!!! I worked for **Walt Sobczyk**, the Ansbach ESO, and within a year I was made the ESO at Crailsheim, Germany, and promoted to GS-11. Those were pretty heady days!! I thought I was on top of the world. I had replaced **Anna Roggiere** – a legend in my mind!

However, I was almost immediately faced with a VII Corps IG Inspection Team headed by **Al Reed** and his deputy, **Will Williams**. I remember showing up the day of the inspection and there were Al and Will on the steps of the Education Center. The cleaning woman would not let them in, and Al told me I was obviously not ready for inspection. He and Will drove off to inspect Illesheim – quite a surprise for **Vernon Mansfield**, the ESO there. I later passed (with high marks), and Al, Will, and I are all still friends....

### Off to Italy..., 1972 -1993

In the late 1970's I was a GS-11 ESO in Crailsheim, Germany. It was the first time I had been anything other than a GS-9 in the government and the newness and excitement was great stuff for a young man (yes, I was young once) in Europe. However, after about two years of that experience, my family and I began to get the “itch” to return to Italy. My wife was Italian, my oldest son had been born in Italy, and I really missed Italy.

Being well-educated and completely unbiased, I prepared a decision matrix to help me decide if I should stay in a GS-11 position in Germany or go to a GS-9 position in Vicenza. Well, I no longer believe in those matrices; sure enough, it showed I should go to Italy (strange how that works).

**Bill Childers** was the GS-12 ESO in Vicenza in 1979, and he selected me for a vacancy there. At the time there were Bill and three GS-9 positions at the Ed Center. I told Bill I would handle all of the remote

sites and take care of testing and counseling at those 11 locations. It was great to travel there and see so much of northern Italy (especially during the fall when it was grape harvesting time).

After two years in Vicenza, my position was changed to that of an ESS and upgraded to GS-11. Not much more pay, of course, but the kids were proud that their old Dad was a GS-11 again (a lot of prestige, huh?). As it turned out, as soon as that promotion took place, Bill applied for retirement and I was made the Acting ESO, with a temporary promotion to GS-12. Now, that was a fast move up the ladder. As it turned out, I was selected to keep the position and was I ever happy. I guess that decision matrix had been right after all. I was getting calls congratulating me on getting the GS-11 back and I said “What do you mean, I am not a GS-11.” When I told people I was already a GS-12, there was surprise and disbelief!!

I spent the next six years in Vicenza as the ESO and they were some of the most rewarding of my career. Programs and budgets grew, enrollments mushroomed, and I believed ACES was really going places. I had the opportunity to design and layout a completely new Education Center there (the current Ed Center personnel are still blaming me!). I even got to hire my Education Technician, **Olga Trani** – no better person is currently in ACES. I had **Krista Zieman**, **Nancy Adams**, and **Tony Bonamego** working for me (what more could one ask?). Even better, I thought I was going to be in Vicenza forever. It was where I wanted to be and besides, who ever thought a person could go higher than GS-12?????

### TRADOC and Retirement, 1972 -1993

In 1987, after eleven years in Europe, I was eventually not approved for an extension. I went on Priority Placement and I thought my world had ended.

But, no!! My world had only just begun. If I had conscientiously attempted to find the best job, in the best location, with the best people, I could not have done any better than the Priority Placement Program did for me. I received orders for HQ TRADOC, at Fort Monroe, Virginia. At the time, **Bruce Blevins** (GS-15) was the Director, **Joe Crosswell** and **Bob Lord** were GS-13 Division Chiefs, and the other twelve or so of us were GS-12 Action Officers. None of us had much to do, as there were hardly enough ACES programs to go around. We had a good crew

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at TRADOC – many are still reasonably employed with ACES. **Bill Kinnison** is at Fort Hood now, as a GS-14, **Bob Michaels** is with **Bob Lord** at Fort Eustis. **Ron Grote, Ed Shepard, Rob Hampton** -- I have lost track of most of the rest, but I am certain they are all working hard on ACES-related projects or are well retired.

**Bill Mitzel** became the new Director and we embarked on the Great Deception Plan. Bill developed a new Education and Training Support Division. I was selected as the Division Chief and promoted to GS-13 in 1990. **Joe Crosswell** retired, others moved on and were not replaced and the Directorate became a Division and the Divisions became Branches. I had made my job description so inconsequential that I became bored.

Seeking something with more meaning, I applied for early retirement in 1993. **Bill Mitzel** came to my desk and said he had one last job for me: **Jim Marlatt III**, the ESO at Fort Gordon, Georgia, was retiring and I was to fill in for Bill at the ceremony on 1 April 1993. I said, “Bill, you know that I am retiring on 1 April, also.” He said, “So? They have planes in Georgia. You can be back by quitting time and retire yourself.” And that’s what I did. I retired on April 1, 1993.

Working for the Government was good to me over the years. I had great jobs, met wonderful people, and have lived a truly fortunate life. ACES was especially good. I am still in a related field, working for Central Texas College under **Fred Ostertag**, directing the school’s Deployed Sites Region. I often think of all of the good that we ACES people have done over the years. Our programs basically educated me, my children, and many of my friends. It truly got me to where I am today. If it can do that for me, think how much more it could do for our soldiers.

Good luck, everyone!!!!

### *“A Day in the Life of... Bill Fuller”*

#### *Worms, Ger., 1968*

I came to USAREUR’s GED Program entirely by accident. In 1968, having fled a disastrous year as a teacher in a New Mexico high school where my subjects of English and French were equally foreign to some of my knife and pistol-packing students, I took the FSEE and became a “college hire,” as interns were then named, in the CPO at Pueblo Army Depot. One day, amidst the “ash and trash” being circulated around for everyone’s reading pleasure, I saw an Army-wide vacancy announcement for a GS-9 ESO position (yes, a GS-9 ESO!) in Worms, Germany. Having tolerated an insufferable Civilian Personnel Officer for three years at that point, I whipped out an SF-171, filled it out, and mailed it off—even though I had no idea of what an ESO was or where Worms might be.

A few weeks passed, and I forgot about the SF-171 until one day the CPO’s secretary came running into the office I shared with three other people and, in a truly horrified tone, accusingly proclaimed, “Bill, you have a phone call from HQDA!” You see, worker bees in Pueblo’s CPO back then NEVER spoke with anyone at the MACOM level, much less HQDA. The shock on her face was palpable.

When the voice from HQDA asked if I were still interested in the position in Germany, my first reaction was to ask, “*What* position?” but I must have actually said, “Yes,” because six weeks later I found myself at Rhine Main Flughafen wondering how the heck to get to Worms. Oh yes, en route from the U.S., my reading material had consisted of a copy of AR 621-5, about the only publication that has never appeared on the *New York Times* Best Seller list (judging by the cover of every book in any Border’s book store)!

Somehow, I reached Worms, only to find the transient quarters full and to be shunted to a downtown hotel where I had my first lesson in European culture, namely that guests supplied their own toilet paper. Off to a nearby corner store I went, shelf reading the items with great intensity. When the young female clerk asked, auf Deutsch, if she could help me, I began wondering how to pantomime my needs without getting myself jailed for indecency or perishing from embarrassment.

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Fortunately, either her knowledge of French or her accurate interpretation of my panicked expression prevailed, and she produced precisely what I needed!

That hotel will always be memorable for another reason, the view from my room window. From that vantage point, I had an unobstructed view of the street corner and the light suspended above it, which provided a great view of the passing parade, consisting solely of ladies of the night hawking their wares, as it were. Many of these young ladies took advantage of the hotel's first floor restroom, so I had occasion to view a few of them under full lighting. I doubt that I ever saw one wearing less than a quarter-inch of makeup, and Heaven only knows what any of them may have looked like after a bath. One, whom I took to calling "Grandma," was so old and wrinkled that no quantity of makeup could disguise her experience, but her extraordinarily long, white boots seemed to attract a rather steady stream of customers, suggesting technical knowledge that must have superseded the aspect of physical attraction.

That Worms job must have been the only GS-9 level ESO position in USAREUR, and I was probably the only applicant for it, but **Tilton Davis**, chief of the GED Agency a few blocks away, seemed genuinely pleased to see me, and both he and **Jay Gerber** went out of their way many times in the following year to give guidance and reassurance to a brand new ESO who had no idea what he had gotten himself into. Actually, some of Jay's guidance turned out to be a bit unorthodox, but that's the topic for another "Day in the Life" episode.

### Worms, Ger., 1971-72

In 1971 and 72, I was still learning the ropes of being an ESO in Worms-am-Rhein, being organizationally part of the Support Activity serving what was then the Theater Army Support Command (TASCOM) HQ. This put me in physical proximity to the GED Agency, a coincidence that sometimes proved helpful and sometimes embarrassing. One of the GED Agency staffers, **Jay Gerber**, figured prominently in examples of both extremes, and, while I know that some of the more experienced ESOs in the command did not see eye-to-eye with Jay, he did take this naïve fledgling under his wing, and this "Day in the Life" story is my small tribute to him.

Because my wife had only six weeks to go on her Bachelor of Science

degree at Southern Colorado State when I got orders for Germany, I had ventured alone into the unknown cultural wilds of a foreign land, leaving my wife, encumbered with two young daughters, to make her way there two months later. One day, I mentioned to **Dr. Gerber** that, our Volkswagen being still in transit, I was going to take the train in a few days to meet them in Frankfurt and bring them back to Worms. Prospects of that return trip were not very exciting, since the girls would already be tired of traveling and we'd all be encumbered with their baggage. Jay immediately insisted on driving me to meet my ladies and bringing us all back to Worms in his car. But this wasn't the end of his gallantry:

Being of a pragmatic mind (i.e., being not the least romantic, according to my long-suffering spouse), I was a bit confused as to Jay's purpose in stopping at a flower shop in the airport lobby as we walked to the arrivals area. However, to this day my wife remembers with pleasure and gratitude being greeted with the beautiful bouquet of flowers that he presented to her.

At some time during my tenure in Worms, the GED Agency decided to set up a USAREUR-wide ESO conference, and, for reasons known only to himself, Jay asked me and **Stoney Schaeffe**, a more experienced ESO, to act as treasurers for the conference. We were to receive conference registration fees, pay for facility rental, pay honoraria to the invited speakers, and generally take care of whatever financial obligations arose in conjunction with the activity. Stony and I figured we'd need a checking account to accomplish all this, and Jay suggested that we open an account for the conference at our friendly American Express Bank. Seemed like the logical thing to do.

Well, the conference came and went, registration fees were deposited and bills were paid. When all was said and done, however, we ended up with a balance of a little more than \$200 in the account, so I dropped into the local Army Finance Office to determine the proper way to dispose of the balance. That's when I discovered that opening an account at the bank, which had seemed so logical at the time, was not, according to the Finance Officer, the preferred procedure. In fact, the words of his calm assessment of the situation echo in my memory today: "YOU CAN'T DO THAT!"

Finally, he decided that I should withdraw the remaining balance and bring it to the Finance Office, where it was recorded as "cash found on

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post.” Yes, sometimes Jay’s guidance was very educational!

In 1972, I left Worms to assume the ESO-ship at Illesheim, headquarters of the 1st Brigade, 1st Infantry Division, and a post that had not seen a college course in the memory of anyone then stationed there. The brigade commander’s chrome-plated sidearms and spurs were a far cry from the relatively civilized environment of TASCOM HQ, but that’s another story.

### Illesheim, Germany, 1972-76

In the summer of 1972, **Bob Ayers** came to Worms from the Nuernberg Regional GED Office looking for a warm body to take the vacant ESO job at Illesheim, home of the 1st Brigade, 1st Armored Division. I think **Jay Gerber** pointed me out to Ayers, and he asked me if I’d like to move from the GS-9, ESO job in Worms to the GS-11 at Illesheim. I had no idea what I was getting into (other than that I was moving to the boonies)!

My first introduction to the brigade commander, a Colonel Lewane as I recall, came at a Newcomers Orientation where folks from the Ed Ctr, ACS, Rec Svcs Library, AER, craft shop and all the other support agencies on post explained their services to newly arrived soldiers and their family members. The colonel was to kick it off with a welcoming address after which each of us service types would speak. He arrived at the theater after everyone else was seated and marched briskly down the aisle to the stage, dressed like George C. Scott in *Patton*, wearing nickled sidearms in matching holsters. I think he may have even had spurs on his polished, high top boots. For the duration of his speech, this man marched with exacting precision from one end of the stage to the other, executing perfect “about face” movements just before crashing into the walls. His speech was as precise as his demeanor: “We are here for one reason—to kill the enemy. That is our mission, and these people behind me [meaning us] are not here to support that mission. I never want to find any of you in their facilities when you should be training for your mission. And I never want to hear any of you wives complaining that your husbands are in the field too much. You shouldn’t be here in the first place.”

After that delightful welcome to Illesheim, my next discovery was that we hadn’t had a college course on post in over three years. “College will never go here. Won’t work. Can’t happen.” Not only was I hearing

this from the Ed Ctr staff and family members on post, I heard it from the University of Maryland course coordinator as well! Nevertheless, we started scheduling a few classes and buried that post under tons of flyers, brochures, and Daily Bulletin notices. I talked myself hoarse for more than a year promoting the courses. The first semester, out of five courses offered, three materialized. I suppose this inundation technique worked—before I went back to CONUS in 1976, we were running multiple courses every semester from the University of Maryland, Central Texas College, and Embry-Riddle Aeronautical University. All it took was one dumb ESO who just never learned that “it couldn’t be done here” and who quickly learned simply to ignore the top commander on post.

We did have quite a bit of classroom space at Illesheim. Unfortunately, most of it was in the basement underneath the bowling alley. Sometimes, students placed bets on whether a strike or a spare was in the offing judging from the thump and “rolling thunder” over their heads. Other times, when a vehicle parked with its engine running in the drive-through tunnel that gave access to several units’ storage areas as well as to our classrooms, students and teachers alike had to reach for their gas masks!

I recall one evening when I was briefing the assembled battalion commanders on something or other—perhaps it was when BSEP replaced our GED prep program—and just as I finished, the brigade commander (remember “Patton” at the Newcomers’ Orientation?) leaped to his feet, shouting “Brigade-wide alert!” A lieutenant ran from the room and reappeared in a few moments, his face ashen white, to report in a fear-laced voice, “Sir, the siren won’t work!” Siren or no siren, the battalion commanders launched a frenzied rush to the exit to get their units mobilized, and I, the last out, walked serenely back to my quarters, wondering what fate I could wish upon Bob Ayers for having enticed me to this strange and wondrous environment.

### *"A Day in the Life of...* **Mebane Harrison"**

Schofield Bks, HI, & Mainz, Ger., 1969-2005

Thirty six years is a long time to be with DoD education, but I've considered the experience totally rewarding. Where else can you experience the breadth of education from basic skills to doctoral-level study? Where else can you experience traveling from Hawaii to Germany, from Fort Sam Houston to Monterey, from Monterey to Coronado!

I started out working with **Elizabeth Shanks** at the Fort Shafter Education Center in Hawaii. She gave me an enhanced perspective of the involvement of an ESO in multi-faceted programs and services. One of my most vivid memories was when she was asked to talk about the development of an Education Center. Anyone who knew Ms. Shanks knew the humorous side of her. Much to the astonishment of her audience, she "tongue in cheek" reiterated how many nails had been used to build the structure and what past use it had had. No one had any idea where she gleaned the information but, after startling her audience, the smiles began to creep in as they realized that she was pulling their legs. It was a great speech and she was considered an education icon.

Early on, I heard stories of how the mandatory basic skills program brought in an E-9 whose scores were below average. As he arrived at the Education Center on a motorcycle, he threw his helmet in disgust at the wall and faced himself backwards in the classroom. At the end of his class, he was touted to be the strongest proponent of education for the troops. It's amazing what accomplishment can do!

And then there were times in Germany that deserve mentioning. My first job as an ESO was in Mainz, where a doctoral colleague was working as a DoD counselor. Much to my surprise, his wife ended up being an instructor in the basic skills program. As he visited her one day in her classroom, he encountered a student who pulled him aside. "See that teacher over there? She is a b----." To which he replied, "that b--- is my wife!"

Mainz was an experience in other ways as well. One day, the MPs came to the office and said they had chained and locked the automotive lab. After falling off my chair, I tried to find out why they would do such a thing. I had, however, wondered why the new automotive in-

structor hadn't advertised for classes. Remarkably, the instructor had been running the lab as his personal automotive shop at night when no one was there. His misuse of government property for his own purposes resulted in his dismissal from the college he represented.

And then there was the junior college class that received the wrong books and instructor! Several had to drop the class because it was not one they needed.

I'm sure most of you were not at the conference in Berchtesgaden the year that **Will Williams** and I entertained the crowd. People still ask me if it was really I who dared to dance in front of all those people. Will made a point of dipping me until I almost dropped, enhanced by the fact that **George Merritt** ran over and planted a rose in Will's mouth. Everyone just stepped aside. We were notorious from then on.

In 1992, I changed services and became a part of the Navy College Offices. I always wondered why the Navy counselors knew so much more than I. It's because they DO everything in their smaller centers! Being an ESO for the Navy Seals, among the other over 100 commands, was an experience in itself when I first came to Coronado. I personally witnessed the bell in the movie, "GI Jane", which sailors who want to drop out of the rigorous training have to ring. There are painted steps just below it where the sailor must stand in order to ring the bell.

I also witnessed an Army General in a red beret who was their Commanding Officer in the '90s. He ran through the command with Army troops in tow. When I asked who he was, I was told that he was the Commander of Special Forces. That was the first time I knew that different services were a part of our Special Forces.

The "Seal" calendar is no longer printed but one of the Seals was pictured as one month's special sailor. After he left the service, he was a physical trainer and did bit parts in movies, the most memorable of which was "GI Jane." Although he was later killed in an Iraqi ambush while he was working a contract, he remains a living legend of an exemplary student who earned his degree while serving with the Navy Seals.

To say that military education has been worthwhile is probably an understatement. As I near retirement, I can honestly say that I have enjoyed a rewarding life filled with dedicated students and rewarding experiences. Military education is truly the most varied and interesting of anything in the world, and I am blessed to have been a part for all these years.

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### *“A Day in the Life of...* **Bob Hauer”**

#### **Camp Carroll & Yongsan, Kor., 1976 & 1987**

As an Intern in Korea, one of my projects was to help a big Sergeant from Guam pass the GED so he could be promoted to Staff Sergeant. Frank had earned a Silver Star in Viet Nam and was an ace mechanic as well. During the course of the year, we became good friends, and he took the GED twice, each time improving slightly, but never quite at the 45/35 standard.

When I was promoted to the target level and moved to Camp Red Cloud, Frank was PCS’ing to Fort Hood. I often wondered what had happened to him.

A little over ten years later, I was coming out of Finance at Yongsan, and this big burley CW3 came out of the building. We stopped and looked at each other and recognition came. At Fort Hood he had finally passed his GED and gone on to earn an associate degree in automotive technology. It was nice to catch up with an old friend who had persevered and transitioned from enlisted to officer ranks.

That’s what being an ESO and Counselor is about -- getting people to persevere and believe in themselves. That’s why being a Military Educator is, to me, the greatest job in the world. We are surrounded by successful people, and we have helped most of them at some point along the way. Want to see a monument to our success? We have but to look around us.

### *“A Day in the Life of...* **Betty Keese”**

#### **Berlin, Germany, Late ‘80’s**

It was very special being an ESO in Berlin during the late 1980s. Of course, the Berlin Wall coming down on November 9, 1989 was an exciting time none of us could forget.

In the pre-German unification days, one of my biggest challenges was spending all of the money the German government provided to support education for our military and civilians. Many of our classes were command-sponsored, i.e., 100%-funded! Any slots in command-sponsored classes not used by the military were made available to family members and other civilians (including Pan Am pilots in earlier times!). Family members of E-7s and below were required to get their spouse’s commander or First Sergeant’s signature just like our military members and were not given space in a class until this was done.

I decided to change registration procedures so that, after taking care of military registrations, we would sign up civilians on a first-come, first-served basis. They could get the necessary signatures later, as long as the paperwork was turned in before classes started.

When I came to work that first day of civilian registration, I was greeted with a rather boisterous crowd—the line wound down three flights of stairs and way out into the cold January day. The first folks in line told me they were there by 3:00 am! I was amazed that one small procedural change resulted in such a huge response, and am still relieved I wasn’t called on the carpet by the command for causing a ‘commotion’ so close to the Headquarters building and the front gate of Clay Kaserne.

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### *“A Day in the Life of... Bob Lord”*

Landau, Germany, Nov. 1972

I had just arrived in Germany to take over the Pirmasens Area, which covered the southern Palatinate from Pirmasens in the west to Germersheim in the Rhine valley; about 6,000 square miles all told. Not long after I arrived, I got a call from the CO of B Battery, 3/5 Nike Hercules, just outside of Landau, a town near the Weinstrasse, for an Education Briefing at 0700. Wanting to make a good impression, I said “sure I’ll be there,” not really sure if I could find the place.

I set off on the morning of the briefing with map in hand, never having driven in that section of Germany (actually having done very little driving in Germany at all) and ran into a typical German fall fog, dense as hell and clammy cold. Drove from road sign to road sign and tried to stay on the road with one hand on the wheel, the other with the map...50 Km to Landau...40 Km to Landau...55 Km to Landau. WHAT!!! Where am I, am I still in Germany? The road had been playing tag with the border for the last couple of klicks. Kept going and going hoping on hope that I was still in Germany -- at least my German was passable - my French was and is atrocious. Any instructions I would get in French were as likely to land me in Paris as in Landau. Then the markers miraculously started showing smaller numbers again and soon I was in Landau.

Just a few Km on the other side of town I saw a tall flagpole with an American flag – Hooray! I was finally at B Battery. Sorta -- Problem was I couldn’t see a road to the flag. It was getting late and I’d be damned if I’d be late for my first briefing at a new job. I pointed the car towards the flag and drove through about a half a mile of a farmer’s freshly plowed field. I did try to stay in the furrows as much as possible. Hopefully, I didn’t do any lasting damage. Didn’t stay around to ask the farmer. Finally got to the front gate and was admitted with at least five minutes to spare.

To this day I can’t remember what I said or if the briefing was well received, but I do remember the trip – an interesting introduction ESO’ship in Germany.

### *“A Day in the Life of... Al Reed”*

Wertheim, Ger., 1953

The Army Education Center at Peden Barracks opened modestly in the summer of 1953 when I arrived after a year as the Assistant ESO at Warner Barracks in Bamberg. The shiny new name plate on my desk now read “Education Adviser.” The rest of our “staff” was comprised of a local national (LN) Clerk-Typist and an enlisted man “borrowed” from an artillery unit on base, and Nonpersonal Services teachers paid \$2.50 per hour.

A high school curriculum was soon devised from several USAFI (US Armed Forces Institute) textbooks and end-of-course tests (EOCTs) and conducted along the Bamberg Plan, a combination of on- and off-duty instruction. The USAFI Achievement Test (UAT III) was administered to sort out who went to which class. Ten weeks and a lot of lesson plans later, the surviving students were given their respective EOCTs and parts of the HS GED. When the results came in, a cover letter attaching the test reports and, hopefully, a High School Equivalency Certificate, was sent through battalion headquarters to each unit CO for “formal” presentation to the successful examinee. We followed up with efforts to obtain high school diplomas or certificates from the State departments of education.

One battery commander remarked that perhaps he should give me all his men... and then ask for some of them back from time to time to get things done. A lieutenant from another unit said that if we hadn’t had a high school program, he would have had to “invent one.” One of our consolidated mess halls (long before they were “dining facilities”) had a Mess Sergeant who went from the 8<sup>th</sup> grade to two years of college through EOCTs, Subject Exams, the HS and Col. GED “batteries,” and courses. We were about as proud as he was for him to have earned so much credit in a couple of years. ☺

In those days there was the College Level GED (4 parts – no math) for up to 24 semester hours of “credit by exam” at the U. Maryland, U. College (UMUC) and others. The “2CX” was available for establishing the equivalent of two years of college for commissioned officers, for that was their primary education goal. The testing room had semi-circular

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lines painted on the floor and was busy almost every afternoon. Little Wertheim with ca. 1500 soldiers led the Northern Area Command in HS GEDs administered.

When I first went overseas – as a GI on a troopship bound for Le Havre – I'd picked up a USAFI textbook at Fort Dix on cultural anthropology and read it riding high in a lifeboat above deck. In the '50s there were USAFI "Self Study" (textbook only), "Correspondence" and "Group Study" methods of instruction. That was before UMUC became ubiquitous. Salesmen pushing expensive proprietary correspondence courses were commonplace. Naturally, we "competed" with them, though our completion rate was nothing to brag about, either. Then there were subsidized "Cooperating College" correspondence courses by participating post-secondary institutions. Compared to today's education spectrum, another anachronism was the demand for Clerk-Typing classes for students to learn the keyboard, attain speed and accuracy and pick up on a few basic military formats.

All in all, Wertheim in the early '50s was good preparation for other assignments to come in NACOM.

### "LZE" & Long Binh, RVN, 1968-69

An Khe was in the northern highlands of the Republic of Viet Nam. It was the "rear base" for administrative elements of the 1st Air Cavalry Division. Obviously, the "action" was where the soldiers were. Before **Louis Pacheco** came in as Assistant ESO, I was also the Test Control Officer. I had printed up a "GED Ticket," a piece of paper about the size of a business card, listing GED and other tests we would administer in the field and had it widely distributed. Getting the word out to the soldiers was challenging.

Not long after my arrival, Maj. Gen. **George Blanchard**, the CG, upon reading some of our publicity, sent a note correcting me about the proper "**Air Cav**" nomenclature of his Division. A decade later I reminded him of that when he was VII Corps CG in Stuttgart, Ger., before he became CINCUSAREUR. He took me to a briefing by his division commanders that included how *they* would provide adequate periods of time for GED classes! He was a vigorous and effective proponent of troop education.

The 173<sup>rd</sup> Airborne Brigade – like the elements of the Cav – was busy chasing down the enemy. At Landing Zone English the EM slept

in "pup tents". As TCO, I would "chopper in" with a satchel of GED tests, answer sheets and pencils and set up in a screen-covered mess hall. (No "dining facilities" in those days.) Our pre-arrival announcements brought forth the examinees, except the ones sadly denoted as "deceased."

At "Division Main" the operational HQ at Phuoc Vin near Cambodia we had a trailer where we could do a limited amount of business. The CG had an "RV" surrounded by sand bags. Upon lifting off one time, gunfire erupted near the main entrance. Our "Huey" rose straight up and quickly got us safely away.

One night in An Khe the VC (Viet Cong) attempted to breach the perimeter. I left my "hootch" in a hurry and sat in a bunker near the TOC (Tactical Operations Center). A young lieutenant entered with a drawn pistol and asked "What the hell are you doing here?" After introducing myself, we sat out the episode. Every night the artillery would send salvos at coordinates fed to them to remind the VC we were also in the area.

The late **C. Wesley Dahlgren** was USARV Director of Education in Long Binh and selected me to be his Deputy, primarily in charge of personnel matters and liaison with DCSPER. "Wes" handled resources and "protocol," thank goodness. Air travel "down range" was a bit more plush -- not just helicopters. One day, VC sappers breached our perimeter. It was a sight to see (and hear!) our response by air and artillery. Wes and I watched it outside his trailer. Shrapnel had penetrated my hootch once before and I still have a wood fragment from it. We wore civvies, instead of the fatigues and "jungle boots" the Cav had outfitted me with in An Khe.

That was my first real exposure as a GED "educrat." The CO of Rheinland-Pfalz Support District in Kaiserslautern said that that was one of the factors in my disputed selection as his District Supervisor in the early '70s. I'd never been in range of hostile fire as a GI at the end of WWII. So much for my "war stories"...

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### *"A Day in the Life of... Warren Rucker"*

Camp Humphreys, Early '70s

#### **Problem Solving in Korea**

Most ESO's were frequently challenged by logistical problems far outside the scope of AR 621-5. The Camp Humphreys Education Center in the early '70s provided a mother-lode of unorthodox logistical problems requiring creative solutions.

Even to a casual observer, it was clear that the Camp Humphreys Education Center (a complex of half-a-dozen aging Quonset huts) would be an easy target for burglars. It also seemed pretty certain that Post Engineers were unlikely to invest much time or money in improvements. With this in mind, I used a tactic I'd been taught by an old warrant officer and requested that the Provost Marshal conduct a security inspection. As expected, many security deficiencies were found. I attached a copy of the inspection report to a request to Post Engineers that the deficiencies be corrected. Nothing happened, so periodically I resubmitted the request. Eventually, there was a break-in and typewriters were stolen. Despite the property loss, my posterior was well covered with paper.

Planning to set up a "mobile education center" to take services to fourteen mostly remote missile sites, my predecessor, John Gantz, had acquired an eighteen-wheel trailer minus the tractor. I was not clever enough to capture a tractor, but soon gave up trying, anyway, because most of the sites were accessible only on one-lane dirt roads across rice paddies and into the mountains. Nevertheless, I still had property-book responsibility for the trailer and its upkeep. When one of my staff mentioned that the trailer would make a natural stage for an upcoming rock music event if one side were cut away, I saw my salvation. So the mobile education center became a rock concert stage when a lieutenant in charge of that event agreed to accept property-book responsibility.

The tables were somewhat turned when I tried to acquire an empty Quonset hut adjoining the Education Center. In it was a huge safe, long-since abandoned, now locked and its contents unknown. Whoever signed for the building had to accept ownership of the safe and respon-

sibility for disposition of any classified items inside. I gambled, signed for the building, and stood by anxiously as a worker with a cutting torch opened the safe. Fortunately, it contained only a few papers of no consequence.

Our Education Center buildings were separated by a dirt street, often muddy, which had no priority for paving on a post of many dirt streets. Then I was blessed with the arrival of a counselor, Bob Fusco, a fine basketball player who had played college 'ball. Bob became the star player of the Camp Humphreys basketball team as "SP-4 Fusco" of HHC. Camp Humphreys won the regional championship. When the grateful Post Commander stopped by and asked what he could do to repay the Education Center for the many hours of "SP-4 Fusco's" time that we'd contributed, I pointed to the muddy street. And thus another logistical problem was solved.

### *"A Day in the Life of... Charlie Soha"*

**Merrill & Wheeler Bks, Ger., 1961-66**

I had the privilege of working and living in France and Germany (USAREUR) for eight years during the late '50's and '60's. I taught with the Army's Dependent Schools in France and Germany and was an Education Adviser at Merrell Barracks, Nurnberg and then at Wharton Barracks in Heilbronn from 1961-66, when I returned to the US. I later had a two year tour near Istanbul, Turkey, with another agency.

The living climate and environment during those years for USAREUR civilians was one of fun and active freedom. We enjoyed our working atmosphere, putting in an average of 52-55 hours per week. It was my observation that many of my counterparts had a Jekyll and Hyde lifestyle. They were all business during working hours; counseling and advising service members and dependents, briefing commanders, setting up new college courses, and fighting to keep students in the H. S. GED completion courses as field training exercises approached.

What we did during our free time was another story, as long as we stayed out of trouble. There were no drugs in use at that time. Weekend trips to Paris, Munich, or Amsterdam were commonplace.

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It was a tight knit organization under the leadership of **Bert Hunter** and **Russell Wise**. When they retired, it became more dog-eat-dog, with little to no support from the director's staff to the advisers in the field.

Transferring from Dependents' Schools, I was hired into an "overseas limited slot," meaning it was not a career appointment. The Director failed to convince the Civil Service Commission to convert temporary employees to career appointments in jobs they had successfully performed, many for several years, myself included.

With a Master's degree, I took a downgrade to GS-2 and the mail room at the Navy Department to gain my career appointment and eventual promotion/retirement at the GS-13 level.

My actions and determination spread the word that the GED Director was not looking out for his people, and within the next year the remaining overseas limited advisers were converted to career appointments. The bad taste it left in my mouth was not easily forgotten, because I left a job that I genuinely enjoyed.

### *"A Day in the Life of...* **Bill Thompson"**

#### **The Dexheim Mission, Ger., 1969-70**

At the end of my job interview with **Dr. Arvil Bunch**, DA Director of GED, in October 1969, he told me that, if I were selected, he was sending me to Dexheim, Germany, a small post on a plateau above the Rhine River. He also told me that the Dexheim Army Education Center (AEC) had been operated for the past 9 months by 2 German Nationals (GN), under the part-time supervision of 1LT Colt, a company commander there, and **Herndon White**, the ESO at the Bad Kreuznach (BK) AEC, which was about a half-hour drive away. (I later learned that 1LT Colt was an heir to the Colt Firearms Co. and drove a new Jaguar XKE, and that Herndon drove a nondescript Green "Bomb" that he had brought with him from Aberdeen Proving Ground, MD). When Dr. Bunch informed me in November 1969 that I had been selected as Counselor, GS-9, for Dexheim, he emphasized that my mission was to provide the

full range of GED programs and services to the soldiers and family members stationed there.

My wife, Marion, our 3 little kids, and I arrived in BK in December 1969. (Marion grew up in BK, most of her family lived there, and we met while I was on active duty there—more on that later in a later paper). I was focused on the mission from Dr. Bunch. Since this was my first Army GED job, other than a couple of high school GED preparatory courses I had taught voluntarily while on active duty in Baumholder (before being transferred to BK), I needed a lot of help from my supervisory chain—and I got it. My first level supervisor was Herndon White—I also got a lot of help from his long-time GN GED secretary, Frau Ruth Kratz, especially in administration and management reporting. Above Herndon was **Hester Telman** and then **Leon McGaughey** at the Rhineland-Pfalz District level, and at that time, they all shared office space in the AEC building with the local MPs in the old "Police Kaserne" in BK. They all supported the mission, especially Leon.

In briefings and discussions with my supervisors in BK and Horst Kunisch, the German National (GN) contract GED technician, 1LT Colt, and the GN GED secretary at Dexheim, I found out that the Dexheim AEC offered all the standard GED programs and services, **EXCEPT COLLEGE CREDIT CLASSES ON-SITE**. The emphasis in those days was on raising soldiers' reading levels (to 5<sup>th</sup> grade for most Project 100,000 soldiers), raising their GT scores, and preparing them to pass the High School (HS) GED test. Hence on-site reading and HS preparatory classes, along with some German language classes, were the principal activities, supplemented by USAFI testing and learning materials, and MOS-related learning materials from training sources. But even these activities were low in participation and completion in relation to the number of soldiers stationed at Dexheim in the 12<sup>th</sup> Engineer Battalion and one air defense missile battery.

To get to the "full range" of GED programs and services, we had to get college credit classes on-site and increase participation in on-going classes and programs. Horst and I, with 1LT Colt's help, completed education level and "college courses desired" surveys; computed tuition assistance available to us with Frau Kratz; worked with the BK U of MD coordinator; and briefed the commander, LTC Gallup, the officers and senior NCOs, the soldiers during training classes, and the wives during their club meetings. After analysis and arguments, we determined

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that a college course offering in psychology was most likely to succeed. We scheduled U of MD Psychology I, and publicized it throughout the “area media” and to every unit in Dexheim and BK. We signed up 22 qualified enrollees, including Horst, myself, 1LT Colt, DACs, and several military wives. The course was a success, and within the next 3 terms, the Dexheim AEC was offering and successfully completing 2-3 college credit classes on-site; and, the additional “traffic” and interest in these courses contributed directly to increased participation in, and completion of, the other GED programs and services at the Dexheim AEC. “Dr. Bunch, ‘MISSION ACCOMPLISHED!’”

### *“A Day in the Life of... Al Ursitti”*

**USA, Hanau, and Karlsruhe, Ger., 1959-60**

As I was waiting for the “go-home” bell to ring at Ft. Monmouth Signal School, I saw an announcement, on my desk for an Education Adviser position at Hutier Kaserne, Hanau, Germany. Since I never got to go to Europe during World War II, I was excited and hot to trot. I rushed home and prepared an SF-171 and sent it to the hiring office at Governors Island, N.Y. This was just at the time when the stateside Civil Service Commission decided to wave its regulating arm overseas and directed that all hiring for overseas positions had to be done from the USA instead of by overseas personnel offices hiring students and various other freelance floaters gallivanting around Europe.

Anyway, I learned that my travel would be single status and no family, because there was no housing available in Hanau. I got processed and flew out from LaGuardia Airport on a TWA Constellation prop plane, when passengers boarded from the tarmac, first class stepping up in the front door and other passengers stepping up through the rear door of the plane. The plane was supposed to land in Dublin for refueling, but because of bad weather we had to land at Shannon Airport which was closed for the winter. They had to wake up the town to come and serve the plane and passengers.

I finally landed in Frankfurt, Germany. All the military people were being met and picked up by their unit reps, and guess who was there to

greet me...? Nobody! Dr. **Arvil Bunch**, who hired me from Europe through Governor’s Island, was traveling around to education centers collecting TDY, and the Frankfurt personnel office rep was busy preparing to rotate to the States. There I was alone at the Frankfurt Airport, first time overseas, with no knowledge of the German language, no German Marks, but I knew I had to go to a place called Hansa Allee. I got into a black German taxi cab and was driven to Hansa Allee where the personnel office was. I got some Marks from someone in the office and paid the German cab driver. Remember, four Marks to the dollar in those days. The middle-aged German cab driver was insulted when I offered to give him a tip. He refused the tip and rushed off in a huff... he might have been a disgruntled Nazi, or even worse, a member of the post-war Wehrwolf German resistance movement.

Personnel told me that I was to be assigned to Fliegerhorst Kaserne AEC and not Hutier Kaserne in Hanau. Well, after hitchhiking from Frankfurt to Hanau on German trucks and exchanging American cigarettes for the rides, I finally arrived at the Fliegerhorst AEC which was in the Kaserne Firehouse.

Now remember, I took a drop from a GS-11 to a GS-09 just to go overseas. After I met the key AEC people and learned why I was assigned to Fliegerhorst instead of Hutier Kaserne, that’s when all hell broke loose!

To be continued...

### **Hanau, Ger., 1959**

If I have it correctly, soon after WW II there was, in Europe, WACOM (Western Area Command), EACOM (Eastern Area Command), SACOM (Southern Area Command), and NACOM (Northern Area Command). Hanau was in NACOM, HQ Frankfurt, and Dr. **Arvil N. Bunch** was the GED Chief of NACOM AECs which extended, at least, down to Karlsruhe.

Education Adviser **Fernand J. Albert** was a GS-11 in Hanau because he supervised two education centers. One of them was Fliegerhorst Kaserne AEC, which I remember was the one I was assigned to when I arrived at the Frankfurt CPO. So, when I reported in at Fliegerhorst AEC, Albert, distrusting Bunch as everyone else did at the time, claimed that Bunch assigned me there to break up Albert’s two-AECs GS-11

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grade to cause him to be downgraded to a GS-9.

In those days, one AEC rated GS-9, two AECs rated GS-11, three or more AECs rated GS-12, and area or district supervisor rated GS-13. All GED people were preoccupied with numbers, GS grade numbers and education program participation numbers. Albert protested to Bunch, and I complained to Bunch for using me to break up Albert's GS-11.

I requested a powwow with Bunch and told him that I came to Germany with good faith intentions and that I was unhappy being flung into the Albert-Bunch imbroglio and, unless he did something about the situation, I was ready to return to the States. Bunch realized that if I did in fact return to the States because of the personnel problem which he caused, it would reflect badly on him. So he told me that there was a similar vacancy at Gerszewski Barracks down the autobahn in a place called Karlsruhe, and would I be interested. I said that I came to Germany to serve as an Education Adviser and that's what I wanted to do. So Bunch said, go down there and see Education Adviser **John Coffey** and he will show you around Gerszewski Bks., etc., and let me know how you like it. I said sure, I'll go down there. To add insult to injury in my case, here I am now a GS-9, and I just learned that the GS-11 position which I left at Fort Monmouth was upgraded to a GS-12...how nice!

Getting ready for my trip down to Karlsruhe, I luckily found a 1954 Ford sedan for sale and I bought it from a rotating Major for \$500. By the way, Bunch told me that I would not get TDY or mileage, and that I would be charged annual leave for that travel day. To be continued... Episode #3, Karlsruhe

### Karlsruhe, Ger., 1959-60

I had a fun drive down to Karlsruhe, the right sized city, not too big and not too small. I ended up at the Karlsruhe American Officers Club, a very happy place, nestled among the trees with red squirrels frolicking all over the place. It so happened that in the evening there was going to be a USO social party to which I was invited... how could I refuse? In those days military service social clubs were staffed with USO hostesses. Needless to say, the next morning I called **Dr. Bunch** and said "This is the place...yes, I'm staying" and, by the way, I had already visited Gerszewski Barracks with **John Coffey**.

There were five education centers in the Karlsruhe area (Smiley Bks., Rheinland Kaserne, Philips Kas., Gerszewski Bks., and Neureut Kas.). John Coffey, a GS-9, was working all of them, except Neureut Kas., which was handled by white-haired **Dr. Wm. (Bill) Johnson**.

Coffey also was preoccupied with numbers. He also knew the prevailing number-of-AECs-to-GS-grade ratio and was ever wondering why he was not at least a GS-11 ...could it be Bunch again...at least, that's what he thought. And, here we go, again, for Coffey thought that Bunch had sent me to Karlsruhe to break up his chances of getting a GS-11. This situation prompted Coffey to try to get some action started to get a GS-11 rating.

John and I became good friends, and after my wife finally got official travel orders and arrived to join me, our wives were friends as well.

One day John Coffey decided to go to the Frankfurt, I.G. Farben Bldg to hash things out with Bunch about why he was not given a GS-11 with two or three AECs, etc. He asked me to go along with him and I agreed. Visiting the I.G. Farben Bldg was quite an experience, to say the least, with-up-and-down rides on unsafe jump-on-and-jump-off dumbwaiter 'elevators' and all...timing was key, if you know what I mean!

To be continued...Episode #4, Confrontation

### Karlsruhe, Ger., 1960

When **John Coffey** and I visited **Dr. Arvil Bunch**'s office in January of 1960 in the I.G. Farben Bldg, Frankfurt, Bunch was not there. We saw on his office wall a very large block diagram covering almost the whole wall. This block diagram showed the names of all the education centers in NACOM and the names of all the education advisers assigned to those education centers. What Coffey was interested in was to see who had one, or two, or three education centers, which indicated the grade level of the education advisers. If I remember correctly, Bunch had a district supervisor, **Harry Deskin**, covering Karlsruhe and possibly some other education centers. **Harry** rotated to the States and was replaced by **Wayne Hummel**.

John was a camera and photography buff and always had his Leika camera with him. When he saw that large wall block diagram which was "begging" to have its picture taken, he accommodated it and proceeded to take a couple of pictures. The reason he wanted these pictures was to have proof that he was being discriminated against, since he was

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kept at a GS-9 grade level when he was supervising the education activities in at least a three education centers.

When we got back to Karlsruhe, Coffey immediately started grievance action against Bunch through the personnel office. For several weeks, much paperwork was prepared. There was a lot of back and forth communications, and questions and answers about who did what to whom, and questions and answers about "he said, she said" anecdotes and stories. The outcome of this grievance action was that Coffey got his much wanted GS-11 Grade, but he had to be transferred to Kapaun Bks, Kaiserslautern, to get it.

To be continued...Episode #5, Al Ursitti Goes to Vicenza, Italy

### Vicenza, Italy, Berchtesgaden, Germany, 1959-60

When I joined the Army's Troop Education Program in Karlsruhe, Germany in 1959, I learned about the annual education conference held each year at Berchtesgaden, and that I would be attending my first one in 1960.

**John Coffey** told me the Southern European Task Force (SETAF) had an unfilled "Education Adviser" position at the Army Education Center in Vicenza, Italy, and that **Hadyn LeClaire** was the supervisor there. I told John that I was very interested in applying for it because I could have my GS-11 Grade back. When it came time for the conference, John and I and our spouses got in our cars and drove down to Berchtesgaden to attend the conference. "Dems were the good ole days."

When we attended the warm-up, happy hour on the first evening, I confirmed that the GS-11 "Education Adviser" space at the Vicenza Education Center was still open. John said, "Well, there's Hadyn LeClaire right over there. Let's go, and I will introduce you to him." Well, I met Hadyn and he suggested that I prepare an SF-171 and get it to him as soon as possible, which I did.

The week-long conference was a very interesting and informative experience, to say nothing of the collegial value of meeting with all of the other Army educators.

When I got back to Karlsruhe, I learned that I had been selected to become Vicenza Education Adviser. As it turned out, I was selected because I was qualified as a GS-9 with salary protection to the GS-11 Grade which I had held when I applied at Fort Monmouth for another job

in Hanau, Germany. Because Bob Kunz, the Civilian Personnel Officer in Vicenza, knew Sal Ripandelli, as a WW-II buddy, who was one of the three references I had listed on my SF-171, didn't hurt one bit.

The Education Adviser that I replaced in Vicenza was **Xenophon P. Damianos**, who completed his graduate studies at the Bologna Medical University in Italy. He returned to Long Island, New York, to start a medical practice.

### *"A Day in the Life of... Dan Vale"*

### Camp Pelham, Korea, 1988-91

While serving as an ESO in Korea from November of 1988 to February of 1991, I experienced the wonders of Korea. From the Cosmopolitan City of Seoul, where my wife, son and I lived, to the rural, farming communities around Camp Pelham, where I worked, there always was something new to see and to do. In Seoul, for example, we were amazed to find a Kim chi Field Museum. This entire museum was built to study the culture of Kim chi, one of the most well-known Korean foods. At Camp Pelham, which is near Munsan, I found that life had not changed much for the rice farmers from what it was like hundreds of years ago in Korea.

At Camp Pelham, home of the 1<sup>st</sup> Battalion 4<sup>th</sup> Field Artillery, our proximity to the Demilitarized Zone seemed to cause several different attitudes in Camp Pelham soldiers. Some soldiers showed their unit pride with names or slogans like "Top Dogs", "1<sup>st</sup> Herd", "The No Slack Crew", and "Fire and Madness." Individual soldiers had nicknames like "Mr. Gung Ho" and "Mad Max."

Other soldiers turned to partying or gambling during their off duty hours. They had slogans like "To Drink or Not to Drink" and "Don't Worry, Be Happy." My Central Texas Registrar once found himself gambling next to a soldier who had an outstanding debt for a CTC course.

Still other soldiers had slogans that revealed second thoughts about their Korean experience. Examples of their slogans were "Beam me up,

Scotty” and “31.5 million seconds before I go home.”

During one of my early morning exercise walks, I passed by an ROK military facility and saw firsthand the difference between life in the American military and life in the Korean military. I saw why the Korean military is notorious for its severe training. A Korean soldier was being treated as if he was somewhere between an animal and a human being.

During the weekends, my family and I explored Korea. We could not believe the bargains we found while shopping in Itae-wan. We enjoyed tourist sites like the Korean Folk Museum. We marveled at the blooming of the Cherry Blossoms in Pusan.

During the week, I was blessed with Korean employees who made my ESO job easy. They were polite, industrious, and experienced.

Some aspects of Korea were not as much to our liking. It took a while for us to get used to the Korean people’s use of dogs for food. The traffic congestion in Seoul and the aggressive driving there were not peak experiences. The general rule in congested intersections seemed to be that you had to give the right of way to a motorist who had managed to angle the corner of his front bumper ahead of yours.

Since Korea went very quickly from a farming nation to a more industrialized nation, many older Koreans were still set in their old, agrarian ways. Thus, it was not unusual to see a farmer walking his cart between cars on a busy street. Korean pedestrians often walked along dark rural roads dressed in dark clothing. One night, I once almost hit a farmer who was using his tractor to pull a cart. He had no lights, and he had nothing reflective on his tractor or cart. It was as if he felt that cars did not exist.

My family and I visited not only many other tourist spots in Korea, but also many in the Philippines and in Thailand. All of these visits were eye-opening cultural experiences.

Eventually, my parents’ health required us to live closer to them. We returned to the States, but we will always have pleasant memories of our tour of duty in Korea.

## Memories of Distaff Leaders in the Early Days of Army Education

by Warren Rucker

I set out to write “Maude Burris, One Who Made a Difference” because I knew her well and was encouraged by Dr. Clinton Anderson to try to capture in words a portrait of this remarkable woman. It quickly became clear, however, that before focusing on Maude I owed at minimum a “tip of the hat” to other women for whom I worked and from whom I learned much in those long-ago days of Army education.

In the last two decades of the twentieth century, the representation of women in leadership positions within the Army Continuing Education System began to approach the overall representation of women in the ACES workforce Armywide. In earlier times, however, leadership in ACES predecessor organizations was heavily skewed in favor of men, as was leadership in most other military and civilian organizations. (Hester Telman was “moving on up” and Dian Stoskopf’s star was still on the horizon.)

My beginning days in Army Education were spent in modest positions as enlisted soldier, contractor, and finally Civil Service employee. Despite the preponderance of men in leadership positions, I often found myself working for women who had reached supervisory or middle management levels. As might be expected, the accomplishments of these women tend to be not as well remembered as the accomplishments of men at higher levels. Their contribution to military education, nevertheless, was enormous. To me, many of these women are unforgettable, as I am certain they are to others who had the opportunity to work with or for them and to know them as friends.

Mary Lindsey at Ft. Bragg was my first boss in Army Education. Andy Edmundson brought me aboard and promptly turned me over to Mary. She was petite, approximately five feet tall, but probably could have functioned as a First Sergeant in the 82d Airborne. Mary had worked in Army Education overseas before settling in at Ft. Bragg to be near her childhood home in Rocky Mount, NC and her sister, the one close relative in her life. Bob Cherry ran post-secondary programs for Andy, and Mary ran almost everything else. (Andy was a great judge of talent). Mary’s responsibilities were many, and her staff was large. For

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years, this tiny lady would head out at the end of the day in her VW Bug to the solitude of her small apartment in Eutaw Village. Her real life it seemed, apart from weekends with her sister, was during duty hours, providing educational opportunities for soldiers of the XVIII Airborne Corps. The soldiers loved her. I remember seeing an NCO tell her excitedly about the birth of his first child before handing her a cigar, and I remember her asking for a light and propping her feet on the desk as she smoked the cigar to the delight of the proud new father. Some of us predicted that, because of her absorption in her work, Mary would die at her desk one day. Almost a dozen years after I last saw her, I learned, sadly, that she had done just about that. I was privileged (as a soldier and later as a contractor) to have had Mary Lindsey as a boss and friend.

My next bosses were Verlie Smith and Dorothy Kashiwhara on Okinawa. These two functioned much like the skipper and executive officer of a submarine. Verlie, in her large, somewhat isolated office, was in charge of it all: the large Sukiran Education Center and its programs, several smaller education centers, and two independent language facilities. Dorothy, working out of her tiny office, ran day-to-day operations and did the “heavy lifting.” Ironically, in earlier times, Dorothy had been the boss with Verlie working for her. Dorothy’s husband, Jim, however, was an FBIS employee and was transferred to England where they lived for some years. On the return of the Kashiwharas to Okinawa, Dorothy returned to the Sukiran Education Center, this time supervised by her previous subordinate. I worked for them briefly as a soldier and again several years later as a civilian government employee, learning much from both. In particular, I marveled at Dorothy’s quick grasp of details and her great patience and loyalty in difficult times. Both Verlie and Dorothy had tremendous assistance and support for decades from Michie Uyeno, who labored without fanfare and often without recognition. Michie retired and, as of this writing, lives with her husband near Seattle.

Verlie had studied at Wheaton College, preparing for a religious career. When things didn’t pan out for her on another Pacific island, she ended up at the Sukiran Education Center on Okinawa. (Many of us had similar oblique and unplanned entry to Army Education in those early days.) When Verlie retired, she went to Central America and resumed the missionary work she had left many years and half a world away. She died shortly afterwards.

Dorothy and Jim Kashiwhara had begun teaching public school in Hawaii a year or so before the start of WW II. They taught there throughout the war, and a few years later went to Okinawa, she to Army education and he to FBIS. Following their transfer to England, they returned to Okinawa, where Jim retired and later died. Afterwards, Dorothy retired, eventually dying in Oregon. The Kashiwhara’s son, Ken, was an Air Force captain during the war in Vietnam. (We attended his wedding in the Sukiran Chapel, in ‘67 I believe.) He later became an on-camera correspondent for a major television network. Dorothy was rightfully proud of him, as were those of us who knew her well.

At Ft. Bliss, a few days after the Kennedy assignation, Lois Godfrey interviewed me and “hired” me as a contractor to teach fulltime in her high-school completion program. Just as Andy at Ft. Bragg had turned me over to Mary Lindsey, Lois turned me over to Norma Price. I worked directly for Norma for about a year and a half. She was a tough but superb supervisor and a good friend. Norma, tall and with red hair, was from Arkansas and was married to a senior NCO. Though the soldiers respected her, some were intimidated by her “no excuses” management style. One student, who worked at the post morgue and drove a hearse to class each day, was so afraid of tardiness and absences that he once hauled a corpse around several days because its delivery conflicted with class attendance. It seemed a wise decision to him at the time. After leaving Ft. Bliss in the mid sixties, I never saw Lois or Norma again, but am in their debt for the things I learned from both.

The last woman that I worked for in Army Education was Maude Burris. She was “Miss Burris” to us in those days, though she has become “Maude Burris” or simply “Maude” with her passing and the passing of decades. Some of us affectionately swore by her. Others, less affectionately, swore about her. Few would have risked swearing at her or to her.

Maude was born early in the twentieth century in Oklahoma. She had several siblings, much younger, and when her mother died, Maude took on the task of “raising” the younger ones. Some years later, when that task was accomplished, Maude left Oklahoma and, except for her brief final days, spent the rest of her life on distant shores. She went first to Alaska, then to Japan, Korea, Vietnam, and finally to Korea once again. During some of this time, it’s unclear just how much, she also was involved with an agency engaged in more shadowy undertakings than sol-

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dier education.

When I worked for Maude in Vietnam, I drove her to and from work each day, and we also had lunch together daily at the 24th Evacuation Hospital. During these lunch periods, she sometimes talked of her past experiences. Several years later, some of the exploits she had described were confirmed for me by Dave Morrison, another “old Asia hand.”

The thing that impressed me most was the part Maude played in the defection of a Russian intelligence officer, a member of the KGB. In Tokyo, early in 1954, he told Maude that he wanted to defect, and she told him she would take care of it. She did. For this, she received the Medal of Freedom, the predecessor of today’s Presidential Medal of Freedom. An account of this episode is contained in a three-part article appearing in Life magazine during November and December of 1954. In the article, to protect her identity, Maude was described as “Mrs. Browning” from Texas who taught in Army education.

Further confirmation of Maude’s central role in this defection came my way by a strange twist of fate in 1970. While visiting my hometown of Lynchburg, Virginia, my wife and I went to see my wife’s friend, Miss Sallie Carroll, a retired missionary to Japan who lived near Randolph Macon Woman’s College with another retired missionary, Helen Rosser. Miss Rosser had served in Korea for many years. As we talked, I learned that Miss Rosser had known Maude well in Korea in the late fifties. Once while visiting in Maude’s apartment in Seoul, Miss Rosser had noticed a framed photograph of a man she recognized. She told Maude that she knew that man, but Maude insisted that she could not possibly know him. Miss Rosser, who had been captured by the North Koreans and held almost three years as a prisoner, identified the man in the photograph as a Russian who had come to her prison camp a number of times and interrogated her and other prisoners. Maude then understood her Russian friend’s frequent short but unexplained trips out of Japan during that period before his defection.

Maude’s clandestine relationships continued even in Vietnam. On occasion, after receiving a phone call at the office, she would tell me that she must go and have dental work done, smiling smugly because we both knew that there was no dental work to be done. Soon an unmarked black sedan would approach through the dust, and Maude would depart to return unannounced in a few days. After one such absence, it was clear that she had been to Hawaii, but this was not R&R.

Maude had come to Vietnam in 1966 at the request of her old friend, John Spirig, USARPAC Deputy Director of Education, who was tasked with setting up an Army education program in Vietnam. She left Youngsan, where she had been running the Army’s largest education center in Korea, and soon had established the largest education center in Vietnam at Long Binh. By the time I arrived in 1968, she had a complex of buildings, five assigned soldiers, a 40-passenger air conditioned bus, a civilian van, and a green Chevrolet sedan. In addition to University of Maryland classes with locally hired, part-time instructors, she offered individual counseling (advising), USAFI classes and correspondence courses, language courses, Army extension course enrollments, a full range of testing (everything available at the time except MAT), and on-duty basic skills for project 100,000 soldiers (until General Westmoreland declared that there would be no on-duty classes in a war zone).

In late summer, 1968, Maude was delighted to learn that the University of Maryland was sending an instructor to Vietnam. This was to be Maryland’s first full-timer in country, and he was to teach at Long Binh. The young Ph.D. who arrived charmed her immediately with his courteous manner, his easy acceptance of almost primitive living conditions, and his quiet good humor. His name was Joe Arden. Maude moved out of her small office in the back of the dusty Quonset hut, which was the main education center building. A cot was brought in, and that became Joe Arden’s room. There was still traffic in and out of the room, so blankets were rigged around the cot to provide a bit of privacy. Joe never complained. When the sun shone on the water tank, he showered with warm water. When the sky was overcast, his showers were cold. His classroom critiques were outstanding, and Maude’s already high regard for the University of Maryland rose even higher.

In addition to insisting on giving her office to Joe Arden, Maude made other sacrifices that marked her selflessness. One example I remember in particular. She provided outreach education services whenever possible, usually assigning such local travel to me. I had been dispatched on day trips to “Bearcat” (Long Thanh) several times and was slated for an overnighter there. A recent incident on the road to Bearcat, however, had left four American civilians dead and one missing. On the day I was to leave, Maude distracted me with some task, and when the jeep arrived from Bearcat, she went in my place. I realized what she was

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doing just in time to see the open jeep pull away with Maude, in flak jacket and steel pot, sitting beside the driver with the machine gunner riding behind.

Maude had almost no social life. Her work in Army education was her life. Apart from our daily lunches at the 24th Evacuation Hospital, she never ate out. We worked seven days a week, though Sunday's work schedule was considerably shorter than our usual twelve-hour days. I remember one Sunday, when we were doing routine office work, a young lieutenant came in to look through college catalogs. He kept watching Maude who probably was considerably older than his mother. Finally he asked timidly how a lady like her had come to be at Long Binh Post in Vietnam. In a deadly serious voice, but with a twinkle in her eye, she replied, "Young man, I'm trying to get away from the DAR."

I never learned how it had come about, but Maude was fluent in Russian. For relaxation, she read and memorized Russian poetry except when she was overwhelmed by events. On those occasions, she washed her clothes (clean ones included), ironed them, and washed and ironed them again if time permitted. She had done this, she said, during the Tet offensive of 1968. The Viet Cong had breached Long Binh security and were roaming in the vicinity of Maude's quarters. Unbeknown to them, this Oklahoma lady was nearby, in her small, ground -floor room, methodically washing and ironing her clothes. Her habit of washing and ironing clothes that needed no washing or ironing had begun, I believe, when Maude had done off-duty volunteer work in an Army hospital in Japan during the Korean War. She was tremendously moved by the deaths of several young soldiers as she sat at their bedsides, mother-like, holding the hands of their broken bodies. In trying to overcome her despair, she had absorbed herself with laundry.

In the education center, Maude would combat utter frustration, pain from physical ailments, or despair by busying herself with a dust cloth or broom. Though we didn't always know what the problem was, if we saw Maude repetitively sweeping or dusting, we knew that something was heavy on her mind. A retired ESO friend of mine, who was with Maude some years later when the Army withdrew from Vietnam and the Long Binh Education Center was evacuated, reported that Maude "seemed to have lost it" because on the final day she was sweeping the floors, sweeping as everything was being abandoned. The few of us who knew Maude well would have understood.

This gallant lady, tired now, in poor health, and old beyond her years, transferred directly from Vietnam back to Korea. Like General Macarthur whom she had worked for in occupied Japan, Maude had perhaps stayed overly long in Asia. Her days of running large programs in large centers were over, and she was assigned to Pusan, a small, sleepy post at the end of the line in Korea. She still identified herself on the phone as "Miss Bur-reese" though her voice lacked its earlier zest, and it was still clear that she looked on soldier education as her calling in life.

In 1974, I was ESO at Camp Humphreys near Pyongtaek. One day I received a phone call from the education center in Pusan. Maude had been sent by air that morning to the 121st Evacuation Hospital in Seoul for emergency treatment. When I arrived at the hospital early that afternoon, they had no record of Maude's being there. I called Pusan two times for clarification. She had indeed been sent that morning. After more questions and searching on my own, I found Maude lying on a gurney in a back hallway. She had simply been forgotten and had been waiting silently for five or six hours. When I got her into a room, she asked about her glasses and dentures. I found them lying among odds and ends in a desk drawer in the emergency room. Having nothing but the clothes she had worn, Maude had me call Marge Pruess at the Youngsan Education Center and ask her to pick up some personal items at the PX. I left and returned to Pyongtaek. Maude was air-evacuated back to the States so soon that I didn't see her again. Shortly afterwards, we learned that she had died.

Most of Maude's peers from the early days of military education are gone now. Those younger ones of us are no longer young, so memories of her are fading. Many of the soldiers whose lives she changed through Army Education are also gone or are no longer young. The impact that she had on their lives, however, has no doubt cascaded through the generations of their descendants, and in that way her influence continues. Maude Burris is one who made a difference.

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