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A Study of the Opportunities Available to the United States Army Soldier for Acquiring a College Degree

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A STUDY OF THE OPPORTUNITIES AVAILABLE TO
THE UNITED STATES ARMY SOLDIER FOR
ACQUIRING A COLLEGE DEGREE

A Thesis
Presented to
the Faculty of the Department of Education
College of William and Mary

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Heinz Henry Volz
August 1955

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Since the close of World War II, our nation has maintained the largest peacetime Army in its history. This Army consists of many components: regulars, reservists, national guardsmen, and draftees. Within a large organization such as this Army, composed of personnel from all walks of life, it is only natural that there exists a great demand for off-duty education. Many of the personnel who are drafted have had their educations interrupted; they, together with many of the others, want to add to their formal education while they are in the Service. In addition, the Department of the Army has announced that it would be highly desirable for all officers not so qualified, to acquire at least two years of college education and, as an ultimate objective, secure a baccalaureate degree.¹ The announcement states, further, that this education is to be accomplished through off-duty study by each officer concerned.

In answer to all of these demands, the Department of Defense has created many opportunities for off-duty study,

¹Department of the Army Special Regulations 355-30-1, Change 1, Troop Information and Education, Troop Education (21 September 1954), Section VI. Supersedes all previous regulations pertaining to this subject.

and many thousands of soldiers have been and are taking advantage of them. The opportunities, then, do exist for such study and considerable publicity has been given them; however, few studies have been made to fully analyze off-duty study possibilities in the Army. This fact applies especially to the college level part of the Army Education Program, the field that is to be investigated in the problem that follows.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to survey and analyze the various opportunities that are available to the active duty soldier for earning a college baccalaureate degree by off-duty study; and (2) to show how these opportunities may be utilized in earning a college degree.

Importance of the study. College level off-duty study has become one of the most important segments of the Army Education Program because thousands of soldiers are now doing work at the college level. Despite the importance of this field of education, no studies have been made and no publications are available which point out and analyze the study opportunities that are available to the soldier on this level.

Such a study is necessary because of the many complex

factors that are involved in properly relating all of the off-duty study opportunities to one another so that the soldier can formulate a plan of study showing continuity and order. There are a multitude of off-duty college level study opportunities available and in order for a soldier to take the fullest advantage of and to properly utilize all of them, without loss of time and duplication of effort, a full understanding of the possibilities of all of these opportunities must be developed.

This study will attempt to analyze and correlate the study opportunities in such a way that the soldier will be able to take the fullest advantage of them and do so in the most expedient manner.

Limitations of the problem. This study will be limited to the following factors: (1) only college level undergraduate work will be dealt with; (2) only Army off-duty studies and matters pertaining to these studies will be considered; (3) only the off-duty study opportunities offered by military agencies, and civilian institutions cooperating with these agencies, will be included; (4) much of this study will be apropos to members of the other Services, as well as the Army, but no attempt will be made to analyze opportunities of off-duty study for members of these branches of the Military Service.

II. DEFINITIONS OF TERMS USED

Active duty soldier. For the purposes of this study this term is used to mean a member of the United States Army, male or female, serving with the Army on a full time basis for more than 120 days.

Off-duty study. Off-duty study is herein interpreted as study done outside of regular work hours or during periods of official leave of absence from duty.

Army Education Program. This program, devoted to instruction in subject matter normally taught in civilian institutions, was created by the Army primarily for the purpose of raising the educational level of its personnel. Most of the activities under this program are carried on during off-duty hours.

The United States Armed Forces Institute (USAFI). USAFI is an Institute, operating under the Department of Defense, which offers a great variety of correspondence courses, tests, and services to members of the Armed Services at little or no cost.

III. PROCEDURE AND SOURCES OF DATA

A four-fold approach was used to solve the problem. First, the college level study opportunities that are

available to the soldier through the facilities of the United States Armed Forces Institute were enumerated and analyzed. Each of the opportunities was studied to determine its purpose, availability, and usability, as applicable to this problem. Data for this part of the study was secured from various military regulations, catalogs, pamphlets, and bulletins.

The second approach was concerned with determining (1) what residence type off-duty study opportunities² are available to soldiers stationed within the continental limits of the United States; and (2) what residence type study opportunities are provided by American colleges and universities for the soldiers stationed in overseas areas. Data for this part of the study were gathered as follows:

1. A survey was made of the six continental United States Army Areas and the Military District of Washington (a) to determine the major Army posts³ which have institutions of higher learning, or college extension centers, located sufficiently

²For the purpose of this study, residence type off-duty study opportunities are defined as college level courses offered in residence by civilian institutions during evening hours or on Saturday mornings, periods when most soldiers are free to pursue off-duty study.

³In general, for the purpose of this study, those posts or installations having a station complement of one thousand or more Army personnel.

near the posts to permit their soldiers to participate in residence type off-duty study; and (b) to determine the general nature of the curricula available to the soldiers at these institutions or centers.

2. A survey was made (a) to determine the location of the extension centers maintained overseas for military personnel by the Universities of Alaska, California, Hawaii, Louisiana State, Maryland, and Sophia; (b) to determine the general nature of the curricula offered at these centers; and (c) to ascertain how these curricula are administered.

This survey data was obtained by questionnaire from the Education Advisers of the seven geographical Army areas and the Registrars or Extension Directors of the six institutions offering overseas residence study opportunities. The thirteen questionnaires were mailed on November 27, 1954, and replies to all of them were received by February, 1955. The data obtained from these questionnaires were tabulated and analyzed to show the off-duty residence study opportunities that are available to the soldier at home and abroad.

The third approach was concerned with determining the accreditation policies, relative to evaluation of educational experiences of Service personnel, of all the institutions found in the surveys mentioned above to be offering residence

type study that is available to soldiers in the United States and abroad. The data for this part of the study were obtained from a bulletin,⁴ published by the American Council on Education, in which are listed the accreditation policies of most American colleges and universities relative to accreditation of Service experiences. From the data obtained from this bulletin, the accreditation policies of 111 institutions, found to be offering off-duty residence work that is available to soldiers, were tabulated. An over-all analysis was then made of the tabulated material.

The final approach was concerned with showing how the opportunities discussed in the first three approaches can be used in acquiring a college degree. A case study was made of how the author, an Army warrant officer, completed four years of college work and earned a baccalaureate degree solely by utilizing these off-duty study opportunities. Data for this case study were obtained from the author's personal files and from various college catalogs and publications.

IV. ORGANIZATION OF THE REMAINDER OF THE THESIS

The remainder of this study is organized as follows:

⁴The Bulletin Number 9, Accreditation Policies of Institutions of Higher Education for the Evaluation of Educational Experiences of Military Personnel, Commission on Accreditation of Service Experiences, American Council on Education, Washington, D. C. (June, 1953), 73 pp.

Chapter II is devoted to a review of the literature which is relevant to the problem.

Chapter III presents an analysis of the USAFI study opportunities.

Chapter IV is devoted to the residence type off-duty study opportunities.

In chapter V, the accreditation policies of institutions offering residence work that is available to soldiers are presented and analyzed.

Chapter VI is devoted to the case study showing how off-duty study opportunities may be utilized to obtain a baccalaureate degree.

The seventh and final chapter contains a summary of the findings and the conclusions.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written about the off-duty education facilities that are available to servicemen in general. No studies have been made, however, which deal primarily with the college level opportunities that are available to Army personnel for off-duty study. Therefore, the literature was surveyed (1) to determine what college level off-duty study opportunities are presently available and (2) to see how and why these opportunities originated.

United States Armed Forces Institute study opportunities. Elaine Exton, in an article published in 1951, stated that:

Within certain limitations, a young person in the Armed Services can advance his education in high school, college, and/or vocational fields at very nominal cost. This has made it possible for many youth to take college work who, for economic or financial reasons, might not have found it feasible to attend college during civilian life. Also, as a result of study in the off-duty education program, which had its beginning in 1941, it is estimated that more than 2,500,000 servicemen have received some civilian academic credit, a circumstance that has enabled many to go to college without having to return to high school classrooms.¹

These few lines indicate that there are many edu-

¹ Elaine Exton, "Continuing Educational Study and Career Preparation in the Armed Forces," American School Board Journal, 123: 34-36, 78 (October, 1951), P. 34.

ational opportunities, including college level study facilities, available to the members of the Armed Services.

Study opportunities currently available had their real beginning in 1941, when the War Department authorized the establishment of the Army Institute.² This Institute which was formally opened in Madison, Wisconsin, in April, 1942, initially offered a limited number of correspondence courses available only to Army enlisted men.³ Prior to this time only the Marine Corps and the Coast Guard had established institutions offering correspondence courses to their personnel.⁴ By 1943, the name of the Institute was changed to the United States Armed Forces Institute (USAFI) and its services, now greatly expanded, were made available to the Service personnel of all branches including commissioned personnel.⁵

Within the next three years USAFI educational offerings reached an all time high.⁶ Tests of various types as well as many new correspondence courses were added. Corre-

²Catalog of the United States Armed Forces Institute (Washington, D.C.: U. S. Government Printing Office, 1954), p. 5.

³Cyril O. Houle and others, The Armed Services and Adult Education (Washington, D.C.: American Council on Education, 1947), pp. 83,84.

⁴Ibid., pp. 100-101. ⁵Ibid., p. 84.

⁶Catalog of the United States Armed Forces Institute, op. cit., p. 6.

spendence course offerings, made available through the Institute from colleges and universities under government contract, were increased. Also, by the end of World War II many USAFI overseas branches had been set up to facilitate the handling of material going to Service personnel assigned abroad.⁷

Today, in 1955, although operating on a smaller scale than during the peak war years, USAFI is considered the backbone of the Army Education Program. USAFI has its headquarters in Madison, Wisconsin, and presently there are five branches located overseas.⁸ USAFI functions under the Department of Defense, but the policies under which it operates stem from recommendations made jointly by civilian educators and military leaders working as a unit.⁹ The current USAFI catalog¹⁰ lists courses and services ranging from elementary school through technical school and college levels. On the college level, as it is shown in this catalog, the following major courses and services are offered:

1. USAFI correspondence courses.
2. Correspondence courses offered by leading colleges and universities under contract with the government.

⁷Houle and others, op. cit., p. 86.

⁸Catalog of the United States Armed Forces Institute, op. cit., p. 5.

⁹Ibid., p. 6.

¹⁰Ibid., 195 pp.

3. Extensive testing services which help servicemen to gain credit for knowledge and experience.
4. Instructional aids and materials for group study classes.
5. Reporting results on tests to civilian educational institutions for accreditation purposes.

USAFI, then, provides many off-duty study opportunities and aids for the soldier, especially on the college level. Truly, it provides "home study opportunities for men in uniform around the world".¹¹

Aids in the evaluation of Army educational experiences.

In 1942 and 1943, efforts were also made to produce a means for providing educational institutions with authoritative recommendations for allowing credits for educational experiences gained in the Armed Services. The American Council on Education took the lead in this matter. This Council along with the National Association of Secondary School Principals issued various publications recommending that various USAFI examinations be used as a basis for awarding academic credit to returning Service personnel.¹² These basic recommendations

¹¹John H. Richards, "University Functions of the United States Army", Higher Education, 8:166-8 (March 15, 1952), p. 166.

¹²Houle and others, op. cit., pp. 94, 95.

eventually were accepted by nearly all secondary schools and colleges.¹³

Beginning in 1944, the American Council on Education made available a handbook entitled A Guide to the Evaluation of Military Experiences in the Armed Forces which was published in loose-leaf form and as a series of parts. This handbook described official Service training-school programs and made credit recommendations for the successful completion of these courses.¹⁴ By 1946, the Council published the complete edition of A Guide to the Evaluation of Educational Experiences in the Armed Services,¹⁵ often referred to as the Tuttle handbook. This edition is divided into sections which give descriptions of, and credit recommendations for, all USAFI courses and tests as well as for official Service training-school courses.

Several revisions of various sections of this complete Guide have been issued. The latest are the revisions of Section 2, Formal Courses and Schools,¹⁶ dealing with

¹³ Ibid., p. 95.

¹⁴ Ibid., p. 96.

¹⁵ George P. Tuttle and others, A Guide to the Evaluation of the Educational Experiences in the Armed Services (Washington, D.C.: American Council on Education, 1946), 1098 pp.

¹⁶ George P. Tuttle and others, A Guide to the Evaluation of the Educational Experiences in the Armed Services, 1954 Revision, Formal Service Courses and Schools (Washington, D.C.: American Council on Education, 1954), 426 pp.

descriptions of and credit recommendations for Service school courses; and revision of Sections 1A (USAFI) and IC (USMCI)¹⁷ dealing with descriptions of and credit recommendations for USAFI and Marine Corps Institute courses and tests.

The evaluation of the USAFI courses and tests, military experiences, and Service training programs is performed by the Commission on Accreditation of Service Experiences of the American Council on Education.¹⁸ The Commission also maintains an Advisory Service to assist educational institutions with accreditation problems. This Commission is the only agency authorized to make credit recommendations regarding educational experiences in the Armed Services.

Speaking for USAFI, the USAFI catalog states that:

The Commission on Accreditation of Service Experiences is the only agency authorized to make credit recommendations for USAFI courses and tests. These recommendations are only advisory and are in no way a guarantee that the amount of credit recommended will be granted by a particular school or college.¹⁹

Just as it is the case with the USAFI facilities, no college or school is bound to accept the Commission's

¹⁷ Commission on Accreditation of Service Experiences, American Council on Education, USAFI and USMCI Supplement to the 1954 Revised Guide (Washington, D.C.: American Council on Education, 1954), 47 pp.

¹⁸ Catalog of the United States Armed Forces Institute, op. cit., pp. 136-137.

¹⁹ Ibid., pp. 136-138.

recommendations regarding other in-service educational experiences. Thus it can be seen that an adequate guide to the evaluation of military educational experiences does exist but no civilian institution is bound thereby.

Residence type off-duty study opportunities. Shortly after the end of World War II in 1945, the War Department opened Army University Centers in various parts of Europe and the Pacific.²⁰ These centers, offering college level studies, were established in addition to other scholastic programs which offered less advanced work. The purpose of the study programs was to occupy profitably the time of the thousands of troops that were waiting to be demobilized and returned to civilian life. The University Centers operated during duty hours and were directed and conducted by both military and civilian personnel.²¹ A great variety of college subjects were offered at most of these centers and many thousands of Service personnel attended classes. Demobilization of military personnel, however, moved at a rapid pace and because of a lack of students all of the University Centers were closed by 1946.

²⁰Houle and others, op. cit., p. 127.

²¹Revised Edition of Section 1A of A Guide to the Evaluation of Educational Experiences in the Armed Services (Washington, D.C.: American Council on Education, 1948), p. 45.

The closing of these University Centers did not, however, end residence type college level study opportunities for Army personnel. Within the continental United States, many soldiers began attending evening classes at colleges, or college extension centers, located near military posts and installations.

Many of the servicemen who attended evening colleges received free tuition and books under the provisions of the so-called G.I. Bill of Rights, officially known as Public Law 346, The Servicemen's Readjustment Act of 1944.²² Also, beginning in 1947 the War Department provided tuition assistance for military personnel enrolled in civilian colleges and universities during off-duty hours.²³ Describing these off-duty study opportunities, Lieutenant Colonel Connally, Chief of the Education Branch and Information and Education Division, Department of the Army, stated:

Following the return of many troops to the United States in 1945 and 1946, the Army Education program was able to utilize more fully the great civilian school system of our nation. Provisions were established whereby the Army would defray about three-fourths of the tuition costs incurred by officers and enlisted men attending evening classes at nearby civilian schools and

²²United States Statutes at Large 78th Congress Second Session, 1944 (Washington D.C.: United States Government Printing Office, 1945), Title II, part VIII.

²³War Department Memorandum No. 85-40-1, Tuition Assistance for Military Personnel (7 May 1947).

colleges.²⁴

As the demand for off-duty college level residence work became greater, the Army arranged contracts with various colleges and universities to conduct evening classes at military installations for the convenience of the military students.²⁵ The University of Maryland was a pioneer in this field, starting evening classes in the Pentagon Building at Washington, D.C., in September of 1947. The Pentagon classes proved so successful that the University of Maryland opened extension centers at many other military installations.²⁶ Other colleges and universities soon began to follow the example of the University of Maryland and today many extension centers are operating at military installations throughout the country.

Because of the success of the stateside evening classes and the demand for like opportunities by personnel stationed overseas, the Army and the Air Force encouraged the University of Maryland to set up an overseas program in Europe.²⁷ This program, which started in October, 1949,²⁸ has

²⁴ Robert M. Connally, "Army Education Program Aids Military Effort," Higher Education, 7:31-2 (October, 1950), p. 31.

²⁵ Ibid. ²⁶ Ibid. ²⁷ Ibid.

²⁸ University of Maryland Overseas Program Bulletin Number 5 (University of Maryland Overseas Headquarters, Heidelberg, Germany, November 1, 1952), p. 9.

since grown so tremendously that in 1954, Maryland University extension centers were operating at various overseas installations in North America, Europe, Africa, and Asia.²⁹

Other American institutions of higher education opened extension centers throughout the world and by 1951 five institutions, in addition to the University of Maryland, were conducting residence courses as follows:³⁰

1. University of California in the Far East.
2. University of Alaska in the Alaskan Command.
3. University of Hawaii in Hawaii.
4. Louisiana State University in the Caribbean Area.
5. American International College in the Atlantic Area.

By 1955, these institutions, as well as the International Division of Sophia University in Tokyo, Japan, were offering evening courses in various parts of the world primarily for American servicemen stationed overseas.

Special College Program For Officers. One of the reasons for the increased demand for off-duty residence type courses by Service personnel has been the fact that the Military Services have been and are encouraging all officers to

²⁹"Maryland Overseas", Newsweek, XLIII (May 10, 1954), p. 84.

³⁰Students and the Armed Forces (Washington, D.C.: U.S. Government Printing Office, 1952), p. 59.

acquire at least two years of college training. The Army, since 1948, has officially encouraged those of its officers not so qualified to acquire at least two years of college education. Special regulations issued in 1950 state the following objectives for the Special College Program for Officers:

The primary objective of the program is the completion of the two year college level of education by all officers. The ultimate objective of the program is the attainment of baccalaureate degrees by greater numbers of officers through their individual initiative and industry.³¹

This regulation also points out that the Program is voluntary and that the studying is to be done during off-duty hours.³² In describing the methods of obtaining the objectives of the Program, the directive³³ states that all Army personnel may utilize the following facilities of the Army Education Program in achieving their educational goals:

1. The various USAFI offerings and tests.
2. Extension or residence courses offered by civilian institutions.
3. College and university correspondence courses offered through USAFI.
4. Accreditation for service experiences.

³¹ Department of the Army Special Regulations 355-30-10, Troop Information and Education, Army Education Program - Special College Program for Officers (2 June 1950), par. 2.

³² Ibid., par. 1.

³³ Ibid., par. 12.

5. Group study classes on Army installations.

A more recent regulation³⁴ pertaining to the Special College Program for Officers has been issued. However, the objectives for this Program and the methods for achieving them are still essentially the same as outlined above.

It must also be pointed out that although these regulations are directed to Army officers, the Army also encourages its enlisted men to do college work. The methods for achieving educational goals by off-duty study are the same for both officer and enlisted personnel.

For a short period in 1950, the Army made provisions whereby Regular Army officers meeting certain requirements would be allowed up to six months of leave with full pay in which to complete final requirements for a baccalaureate degree.³⁵ Soon after the start of the Korean hostilities, however, this provision was suspended³⁶ and up to March, 1955, had not been reinstated.

Summary. This chapter has listed and presented a brief history of the various off-duty study programs at

³⁴Department of the Army Special Regulations 355-30-1, Change 1, Troop Information and Education, Troop Education (September, 1954), Section VI.

³⁵Department of the Army Special Regulations 355-30-10, op. cit., Section IV.

³⁶Ibid., change 1, 8 November 1950.

college level and the opportunities that are available to Army personnel for acquiring a college degree. These opportunities and aids will be analyzed in the subsequent chapters.

CHAPTER III

THE USAFI OFF-DUTY STUDY OPPORTUNITIES

The purpose of this chapter is to present and explain the college level off-duty study opportunities that are available to the soldier through the facilities of USAFI. These opportunities are presented under four major headings, namely:

1. General Educational Development Tests.
2. Subject examinations.
3. Correspondence courses.
4. Group study classes.

Each of these opportunities is analyzed from the following standpoints:

1. What is its purpose?
2. What is its scope and content?
3. How much credit is recommended for it?
4. To whom is it available?
5. What is its cost?

General Educational Development Tests (GED tests).

The college level GED tests are designed to measure the educational experiences or general educational development that the serviceman has acquired over the years. These tests are intended chiefly for the servicemen who have finished or

almost finished their high school training but who have done no college work. The tests are used to determine if the serviceman, through his various formal or informal educational experiences since he left high school, have given him the broad cultural understanding that he might have acquired had he taken the survey courses that are normally offered to college freshmen and sophomores in English composition and literature and in the social and natural sciences.¹

These tests differ vastly from the "final examination" type or the achievement tests that are usually given in formal school situations. Rather than measuring detailed facts about subject matter, the tests are designed to measure broad understanding and the ability to interpret and reason through problems. A broad background of experience and fundamental knowledge relative to the subject area being tested is required. The functional value of the examinees knowledge is tested rather than his factual information.

The college level GED tests consist of a battery of these four tests:²

1. Correctness and Effectiveness of Expression.

¹Commission on Accreditation of Service Experiences, American Council on Education, USAFI and USMCI Supplement to the 1954 Revised Guide (Washington, D.C.: American Council on Education, 1954), p. 4.

²Ibid.

2. Interpretation of Reading Materials in the Social Studies.
3. Interpretation of Reading Materials in the Natural Sciences.
4. Interpretation of Literary Materials.

The first of these tests deals with English composition and expression. The chief emphasis in the test is placed on ability to avoid making errors in grammar, capitalization, punctuation, and spelling. Other considerations include the ability to organize phrases and to construct good lucid sentences.

The second test, which pertains to social studies, measures the examinees ability to evaluate various reading selections pertaining to problems of economic, political, and social nature.

The third test pertains to the testees ability to interpret reading materials in the natural science field. A considerable background of information concerning natural laws and scientific topics is required to do well on this test. Reading passages pertaining to biology, chemistry, geology, hygiene, and physics are presented for interpretation.

The fourth and last test deals with the ability to interpret literary materials. Emphasis is placed on the

ability to recognize mood, and to interpret word meaning and figure of speech.

Each section of this OKD test is a standardized objective test. There is no time limit set for the completion of any of the four tests; however, once a test has begun, it must be finished at one sitting. The entire battery of four tests must be completed within thirty days. If the examinee has failed to meet established military standards or has scored less than is recommended by the Commission on Accreditation of Service Experiences on any or all of the four tests, he may apply for retesting.³ Two retests are permitted on the entire battery or on separate tests of the battery.⁴

No attempt is made here to discuss how these tests are graded and scored and what standards are required before the results are accepted for military or civilian use. However, the Commission on Accreditation of Service Experiences recommends that colleges and universities allow six semester hours credit for the successful completion of each of the four tests and a total of twenty-four semester hours for passing marks on the entire battery.⁵ It is recommended,

³Catalog of the United States Armed Forces Institute (Washington, D.C.: U.S. Government Printing Office, 1954), p. 132.

⁴Ibid.

further, that this credit be allowed in lieu of appropriate freshman and sophomore level courses. This credit is recommended only for those individuals who have not previously received credit for such or similar subjects completed through other means. In other words, a person cannot get college credit for completion of the GED tests if credit has already been granted to him for the subjects evaluated by these examinations.

The GED tests are available without cost to any soldier who is on active duty for more than 120 days.⁶ Application for these tests may be made at the nearest Army Education Center⁷ or by individual application directly to USAFI.⁸ The tests are usually administered at an Education Center. If no Education Center is available, an officer may administer the tests.⁹

GED test scores meeting the minimum requirements

⁵ Commission on Accreditation of Service Experiences, American Council on Education, op. cit., p. 6.

⁶ Catalog of the United States Armed Forces Institute, op. cit., pp. 21, 121.

⁷ An Education Center is provided at practically all Army posts, camps, or stations. This Center houses all USAFI off-duty educational activities.

⁸ Catalog of the United States Armed Forces Institute, op. cit., p. 126.

⁹ Ibid., p. 123.

become part of the soldier's military record. The soldier may have a transcript of his GED test scores sent to any civilian institution he desires by making the necessary request to USAFI, which handles all such matters.¹⁰

College level subject examinations. The USAFI college subject examinations are achievement tests which measure knowledge of specific college subjects. These examinations are not designed to be given upon completion of USAFI courses but are designed to measure knowledge in specific subjects regardless of how this knowledge was attained. For example, a soldier may through self-study or other means have acquired considerable knowledge of a certain subject and may want to have this knowledge evaluated in terms of college credit. He may do so by taking the appropriate subject examination.

All USAFI college level subject examinations are designed to fit as closely as possible the content of regular college courses. All of these tests have been standardized on the basis of scores made by civilian students who have completed courses in the subject area measured by the tests.¹¹

The current USAFI Catalog¹² lists a total of forty-

¹⁰ Ibid., p. 135.

¹¹ Commission on Accreditation of Service Experiences, American Council on Education, op. cit., p. 6.

¹² Catalog of the United States Armed Forces Institute, op. cit., pp. 128-129.

four college level subject examinations that are available to the soldier. Table I, Appendix B, lists these courses with the American Council on Education Credit Recommendations.

The subject examinations, like the GED tests, are objective tests and consist of multiple choice or matching questions.¹³ Results of these examinations are reported as "satisfactory" or "unsatisfactory".

The eligibility requirements, application procedures, and testing and retesting policies are almost identical to those cited above for the GED tests. The examinations are given free of charge and the soldier may have a transcript of his subject examination scores sent to any civilian institution he desires by making the necessary request to USAFI.

Correspondence courses. Correspondence courses are available to Army personnel wherever they may be stationed. Two types of college level correspondence courses are available to the soldier through USAFI: USAFI courses, the courses designed for and supplied by USAFI, and correspondence courses offered by civilian colleges and universities through USAFI.

USAFI correspondence courses. Two methods of studying

¹³ Ibid., p. 126.

USAFI courses are available. These are:

1. Correspondence.
2. Self-teaching.

The correspondence method requires the student to submit written lessons to USAFI. The number of lessons that must be submitted varies from course to course. The papers that are submitted are corrected and graded by a USAFI instructor who offers suggestions and makes comments regarding the work of the student. Practically all of the courses have end-of-course tests. A student must complete all course lessons before he is permitted to take an end-of-course test.

The tests usually are of the objective type and cover the subject matter of the courses. The scores are reported in one of three ways: "with distinction", "satisfactory", or "unsatisfactory". In the event of an unsatisfactory mark on a test, the student is permitted one retest.

USAFI provides the student with all the materials necessary to complete the courses. Books, texts, study guides, sheets on which to work the lessons, and USAFI addressed and franked envelopes are provided.

The self-teaching method does not require the student to submit lessons to USAFI. The student works on his own and when he feels that he is well enough prepared, he may submit an application for an end-of-course test. The procedures for supplying materials and books for the self-teaching courses

are the same as for the correspondence courses, wherever applicable. The testing and retesting policies are also similar.

Most of the college level USAFI courses are offered both under the correspondence and self-teaching methods. In most cases, therefore, the method of taking a course is up to the individual student.

The latest USAFI Catalog¹⁴ lists eighty college courses that are available to the soldier. Table II, Appendix B, includes a listing of these courses along with a credit recommendation for each course.

The eligibility requirements and procedures for enrollment in USAFI courses are the same as those listed under the GED tests and subject examinations. A serviceman enrolling for the first time in a USAFI course pays a fee of two dollars. Once this fee has been paid, a serviceman may take as many other USAFI courses as he desires without additional charge providing his progress is satisfactory. If a student is disenrolled from a course, he must pay another fee of two dollars to re-enroll.¹⁵ A student is disenrolled if he fails to complete his course within the time limit prescribed or if he fails an end-of-course test twice for the same course or fails to take a retest after failing an end-

¹⁴ Ibid., pp. 59-86.

¹⁵ Ibid., p. 21.

of-course test.¹⁶

USAFI awards a certificate of completion for each course satisfactorily completed. A transcript of each successfully completed course, with American Council on Education credit recommendation, is supplied to civilian institutions upon the request of the student completing the course.

University and college correspondence courses. Army servicemen who are eligible for enrollment in USAFI courses may enroll through USAFI in correspondence courses offered by various colleges and universities which are under contract with the government.¹⁷ These courses are made up and administered by the institutions which offer them.

Application for enrollment in these courses is made through USAFI to the colleges or universities concerned. Once an institution has accepted an enrollment, all business is transacted between the enrollee and the school concerned. Enrollment fees for courses offered in this manner are considerably higher than for USAFI courses but are lower than that of correspondence courses offered by institutions not under contract with the government. The enrollment fee covers the cost of books, supplies, and the administrative

¹⁶ Ibid., p. 22.

¹⁷ Ibid., p. 12.

cost of enrolling. The cost of lesson service is paid for by the government.

All the courses that are offered by the co-operating colleges and universities require the submission of lessons and the passing of final examinations before credit for completion of the courses is granted. All course requirements and the granting of credits are determined by the schools offering the courses.

The number of co-operating colleges and universities varies from year to year. Sixteen institutions were offering correspondence courses through USAFI during the fiscal year of 1955.¹⁸ (See Table III, Appendix B). Hundreds of college correspondence courses ranging in subject matter from agriculture to zoology were offered by these sixteen institutions.

Group study classes utilizing USAFI materials. Off-duty group study classes are conducted at many Army installations. Classes of this sort are conducted in much the same way as formal school classes. Qualified instructors, civilian or military, conduct regularly scheduled classes. Usually, the number of courses offered by this method, or if any are offered at all, at an Army installation depends on

¹⁸USAFI Information Letter (United States Armed Forces Institute, Madison, Wisconsin, July, 1954), Addendum II, p. 1.

the demand and the facilities available for such classes. Classes, if offered, are usually held at the Education Center one or more evenings per week.

Most of the USAFI correspondence courses are available for use in the group study classes. In other words, the USAFI correspondence courses, instead of being conducted via the lessons or self-teaching method through the mails, are offered as residence type courses. In addition to the regular texts and study materials that are available to the correspondence student, USAFI furnishes many instructional aids when the USAFI courses are offered as group study courses. The instructors may requisition these aids which include instructor's course outlines, charts, microfilms, instructor's manuals, record sets for language courses and the like.¹⁹

Eligibility requirements and costs for attending such classes are the same as for regular USAFI correspondence courses. A soldier who has paid his initial two dollars enrollment fee and who has not been disenrolled may take as many group study courses as he desires without any cost. All materials required for the courses are provided free of charge. Enrollment application is made at the local Edu-

¹⁹ Catalog of the United States Armed Forces Institute, op., cit., p. 16.

cation Center.

Certificates of completion are awarded by USAFI for all group study courses successfully completed. As is the case with all USAFI courses and examinations, USAFI is the only agency authorized to make official reports to colleges and universities regarding the results of successful completion of group study courses using USAFI materials. Credit recommendations for such courses are made by the Commission on Accreditation of Service Experiences.

Army guidance aids. Education personnel provided by the Army are of great help in assisting the soldier in making proper use of the available USAFI study opportunities. An Education Officer, whose duty it is to make available to the soldiers as many off-duty study opportunities as possible, is located at each Army installation. All large posts provide civilian Education Advisors and other educational specialists to assist the soldier in making the best use of off-duty study offerings.

Although these guidance services are provided for by the Army and not by USAFI, there is close liaison between Army Education Specialists and USAFI. The USAFI, as stated before, is recognized as the backbone of the Army Education Program, and the Army makes every effort to assure that its personnel are assisted and guided in taking advantage of the

USAFI offerings, as well as other study opportunities.

Summary. USAFI, then, provides the soldiers with many college level off-duty study opportunities.

For the serviceman who is self-educated or has acquired a broad understanding in certain areas, the GED tests and subject examinations are available.

Correspondence courses from or through USAFI are available to those soldiers who do not have access to residence courses or who wish to work at their own pace.

Group study classes may be available to those who prefer the classroom atmosphere to doing correspondence work.

As a final service, USAFI assists the soldier in transferring his USAFI work to civilian institutions by sending official transcripts of his completed courses and examinations to colleges and universities whenever he makes such requests.

CHAPTER IV

RESIDENCE TYPE OFF-DUTY STUDY OPPORTUNITIES

It is the purpose of this chapter to reveal the residence type off-duty study opportunities that are available to soldiers stationed in the United States and in overseas areas. The data for this part of the study, which was obtained from the seven Army Area Education Advisers and Directors of five University Overseas Extension Divisions, and an International Division, are presented in two parts. The first section deals with the domestic opportunities; the second section presents the overseas facilities. A brief section devoted to tuition payment aids and an overall summary of the residence study opportunities concludes the chapter.

Residence type study opportunities within the United States. The residence type off-duty study opportunities available to soldiers stationed within the continental limits of the United States are listed in Tables IV through X, Appendix C, and are analyzed under Army area or district headings in the first part of this chapter. The questionnaire that was submitted to the education advisers (see Appendix A) asked for the names, locations, and general curricular offerings of the institutions which make off-duty

residence work available to soldiers stationed at major Army installations. Major Army installations, for the purpose of this study, were defined as installations having station compliments of one thousand or more soldiers. The questionnaire replies which were received from the various Education Advisers varied somewhat due to the differences among the Army posts and the civilian colleges and universities located within the various Army areas. In general, the Education Advisers listed the information pertaining to their areas as it was requested in the questionnaire. In some cases smaller Army installations than those requested were included in the surveys. In practically all cases where Army installations are located in or near large cities, no attempt was made to list all of the institutions offering off-duty classes that soldiers may attend. In such cases only the institutions that are presently being utilized by soldiers are listed. The Education Advisers of the First, Fourth, and Sixth Army areas included very little information relative to curricular or course offerings in their respective areas. Therefore, statements pertaining to course offerings in these three areas are made in broad terms. Regarding all the curricular or course offerings, it must be remembered that it was not the purpose of the survey to obtain detailed information about subject matter offerings. Course offerings vary from semester to semester and, therefore, only general statements

were made as to what courses are offered by the various institutions.

First Army area.¹ Table IV,² Appendix C, shows that fifteen major Army installations in this area have residence type courses available for their personnel. Three installations, Fort Devens, Dix and Monmouth, have college extension centers operating on post.

Curricular offerings of the various institutions listed include a great variety of subjects ranging from freshman through senior class levels. In nearly all cases, each Army post listed has the facilities of many institutions available to it.

Table IV also shows that most of the Army installations are located in or near large cities or urban centers. Because of this situation, no attempt was made to list the distances from the various posts to the institutions offering courses that are available to their personnel. However, in most cases only a few miles separate the installations from the institutions concerned.

¹One of the seven Army geographical regions located within the United States. This area consists of the states of New England, New York, and New Jersey.

²Information regarding off-duty education in this Army area was furnished by Timothy G. Dyas, Education Adviser, First Army.

No attempt was made to list all of the institutions that offer off-duty study opportunities and are located within commuting distances of posts in this area. As it is shown in Table IV, however, a total of thirty-three institutions are being utilized by soldiers stationed at the fifteen listed installations.

Second Army area.³ As it is shown in Table V,⁴ Appendix C, nine major installations within this area have residence type off-duty study opportunities available to them. Six of these nine installations have college extension centers located on post.

A variety of courses of study are available to the personnel of all the posts that are listed in this Army area. Each installation has two or more institutions offering evening courses that are available to its soldiers.

The available off-duty study facilities are from two to thirty-eight miles distant from the posts concerned. A total of seventeen civilian institutions were found to be available for evening class study to soldiers stationed at the major Army installations in this area.

³Includes the states of Ohio, Pennsylvania, West Virginia, Virginia, Maryland, Delaware, and Kentucky.

⁴Information regarding off-duty study opportunities in this Army area was provided by William W. Rowan, Education Adviser, Second Army.

Third Army area.⁵ The survey⁶ made of this Army area revealed, as shown in Table VI, that twelve major installations have access to off-duty residence courses offered by civilian institutions. Four of these installations have extension centers located on post.

Eight of the thirteen installations have access to two or more institutions of higher learning offering off-duty study courses. The courses that are offered, in most cases, are in the liberal arts areas and range from freshmen through senior class levels.

The institutions that are listed as being available to the Army posts are located from a few miles to forty miles distant. Twenty-three institutions of higher learning were found to be available to soldiers stationed at the twelve installations mentioned above.

Fourth Army area.⁷ Eight major installations within this area were found to have access to off-duty residence type work as offered by various colleges and universities.⁸

⁵Includes the states of Mississippi, Alabama, Florida, Georgia, North and South Carolina, and Tennessee.

⁶Information regarding off-duty study opportunities in this area was provided by the Education Adviser, Troop I & E Branch, Headquarters, Third Army.

⁷Includes the states of Louisiana, Texas, Oklahoma, New Mexico, and Arkansas.

None of these installations have off-duty residence type courses offered on post by civilian institutions.

In most cases, the institutions offering evening courses are located only a few miles from the posts concerned. Course offerings among the available institutions vary considerably. Twelve colleges or universities are available and/or are being utilized by the soldiers stationed at the eight major posts within the Fourth Army area. Table VII, in Appendix C, lists the information pertaining to this Army area.

Fifth Army area.⁹ Table VIII, Appendix C, shows that there are nine major Army posts located in this area that have access to off-duty residence type college courses.¹⁰ Five of these nine installations have college extension centers operating on post. Five of these installations have access to two or more institutions which offer residence work during off-duty hours. The course offerings in nearly all

⁸ Information regarding off-duty study opportunities within this Army area was furnished by S. Sellers, Jr., Education Adviser, Headquarters Fourth Army.

⁹ Includes these thirteen states: Michigan, Indiana, Illinois, Wisconsin, Minnesota, North and South Dakota, Iowa, Missouri, Kansas, Nebraska, Colorado, and Wyoming.

¹⁰ Information relative to off-duty study opportunities within this area was provided by Hilton Davis, Jr., Education Officer, Headquarters Fifth Army.

cases are limited to liberal arts subjects on the freshman and sophomore class levels. The civilian institutions offering the educational opportunities are, in most instances, located close to the posts concerned. Joplin Junior College, located fifteen miles from Camp Crowder, Missouri, is listed as the most distant co-operating institution. A total of thirteen institutions offer evening courses that are available to the personnel of the nine listed major installations.

Sixth Army area.¹¹ The survey revealed that the Sixth Army area includes ten major Army installations which have off-duty residence type opportunities available on post or located near by.¹² (See Table IX, Appendix C). Only one of these installations, The Presidio of San Francisco, was found to have a college extension center operating on post.

Not all the distances from the posts to the various institutions listed are given. However, of those listed, in most cases, the institutions are located within a few miles from the posts that are concerned. A total of sixteen institutions are available and/or are being utilized by the soldiers stationed at the ten major Army installations in

¹¹ Includes these eight states: Arizona, California, Nevada, Utah, Oregon, Idaho, Montana, and Washington.

¹² Information relative to off-duty study opportunities within the Sixth Army area was furnished by Earl B. Kofoed, Assistant Education Adviser, Headquarters Sixth Army.

this area.

Military District of Washington.¹³ Six major Army installations, listed in Table X, are located within this district.¹⁴ It was revealed that five of these installations have on-post extension divisions operated by near by civilian institutions. The Pentagon was found to have three institutions offering evening courses within its confines. All of the installations, with the exception of Fort Belvoir, are located within, or very close to, the District of Columbia and, therefore, have access to many evening schools and a vast variety of courses.

Residence type study opportunities in overseas areas.

The residence type study opportunities that are available to the soldier in evening classes in overseas areas, as provided for by five American and one Japanese institutions of higher learning, are analyzed in this part of the study. These institutions are the:

1. University of Alaska.
2. University of California.

¹³Includes the District of Columbia and adjacent areas.

¹⁴Information relative to off-duty educational opportunities within this district was furnished by George L. Bowman, Education Adviser, Military District of Washington.

- 3. University of Hawaii.
- 4. Louisiana State University.
- 5. University of Maryland.
- 6. Sophia University of Tokyo, Japan.

It was intended, originally, to consider only those overseas residence study opportunities provided for by American institutions and intended specifically for American servicemen stationed overseas. However, the off-duty study opportunities provided by the Sophia University was added because this institution sponsors an International Division in Tokyo which offers courses designed to correspond with those offered in the accredited American college.¹⁵ The opportunities provided for by the Overseas Division of the American International College are not considered herein. This institution maintains overseas branches located in the Azores and Bermuda. Since these branches are located at Air Force installations and are not attended by Army personnel,¹⁶ they are of no concern to this study.

The opportunities provided for by all the other institutions mentioned above are available to, and are being utilized by, personnel of practically all branches of the

¹⁵ Sophia University Bulletin, International Division (Sophia University, Tokyo, Japan, 1954), p. 6.

¹⁶ Information furnished by Esther Hansen, Registrar, American International College, Springfield 9, Massachusetts.

Armed Services, especially Army personnel.

University of Alaska.¹⁷ The University of Alaska operates off-campus branches of resident instruction which provide college level studies for servicemen in the Alaskan Territory. Credit granted to students for courses completed in the military branches of the University is accepted toward meeting requirements for degrees.

Military branches or extension centers are set up and operate wherever a sufficient demand exists. In other words, this work is not restricted to specific military installations. So far, courses have been offered at five military installations:

1. Eielson Air Force Base.
2. Elmendorf Air Force Base.
3. Fort Richardson (Army).
4. Kodiak Naval Station.
5. Ladd Air Force Base.

Courses may be conducted at other installations provided a sufficient demand exists.

The subject matter offered consists chiefly of liberal arts courses, usually on the freshman and sophomore levels. Studies, however, are not restricted to these levels.

¹⁷Information provided by Richard C. Ragle, Director of Military Branches, University of Alaska, College, Alaska.

Depending on the demand, courses may be offered in political science, business administration, psychology, and education, on all class levels.

Participation by Service personnel in this program varies from base to base, and from semester to semester. A typical semester will find a total of between four and five hundred servicemen in attendance.

University of California.¹⁸ The University of California operates overseas extension centers in the Far East for the purpose of offering accredited college courses to members of the Armed Forces and civilian employees thereof. The courses of instruction in this overseas program are identical in content and qualitative standard with those offered on the campus at the University of California at Berkeley, California. The personnel provided to teach the overseas courses are either regular members of the University faculty or have comparable teaching and academic qualifications.

Education centers currently operate on approximately twenty-five military bases in Japan, Okinawa, Guam, and Korea. Bases at which classes are taught may change from term to term to meet local demands.

¹⁸ Information relative to the University of California Far East Program was provided by Phyllis Killen, Extension Representative, University of California Far East Program.

The courses offered in this program are those which satisfy the requirements of the first two years in the College of Letters and Science of the University of California. In other words, the courses offered, for the most part, are of the lower division or freshman and sophomore college levels. A wide variety of courses, ranging from anthropology to zoology, are offered in this program. The exact courses offered at the various bases depends on the demand.

All courses given are eight weeks in length and class sessions are held for three hours two evenings per week. Three semester hours of credit are allowed for the successful completion of each course. Approximately 6000 servicemen have been enrolled in courses under this program each year since its inception in 1950.

University of Hawaii.¹⁹ The University of Hawaii has been operating extension centers at military bases on the Hawaiian Island of Oahu since September, 1948. The locations of the centers are changed to meet the educational demands of the servicemen stationed in Hawaii. During the school year of 1954-55, one such center was in operation at Fort Shafter

¹⁹Information regarding the University of Hawaii Extension Program was furnished by A. J. McKinney, Director, University Extension Division, University of Hawaii, Honolulu, Hawaii.

with an enrollment of eighty-five students.

The courses of instruction offered under this extension program consist of elementary level college courses in business, economics, anthropology, English, geography, government, history, mathematics, psychology, sociology, speech, and courses on an advanced level in the field of business, economics, and government. Qualified instructors serve on the instructional staff. All courses offered carry residence credit. The courses are conducted on a semester basis and standards of attendance, instruction, and assigned work are identical with that offered on the campus at the University of Hawaii in Honolulu.

Louisiana State University.²⁰ This institution has operated an overseas residence type program in the Caribbean area since 1951. In 1954, the headquarters for this overseas program was located at Balboa Heights, Canal Zone, with classes being conducted in the Canal Zone only. As of February 1, 1955, four Louisiana State University teachers were stationed in this Zone and conducted classes there.

Courses conducted under this program normally are on the freshman and sophomore class levels and are in the

²⁰Information for this part of the study was furnished by J. W. Erouillette, Director, General Extension Division, Louisiana State University.

liberal arts areas. The courses actually offered depend on the demand. The particular military installations at which classes are offered in the Canal Zone also depend on the demand.

Normally, courses are offered in eight week terms, classes meeting for three hours twice each week. Thus forty-eight hours of instruction are required for a three semester hour course. All courses carry resident credit and are subject to the same standards as those conducted on the home campus at Baton Rouge.

University of Maryland.²¹ The University of Maryland has conducted an extensive overseas program of studies for members of the Armed Services since 1949. This Maryland program currently operates under the College of Special and Continuation Studies with the overseas headquarters being located in Heidelberg, Germany. Off-duty classes are conducted in various parts of Europe, Africa, Asia, and the North Atlantic area.

The course requisites and instructor qualifications for this program are no different from the University of

²¹Information regarding this overseas program was obtained from various University of Maryland Publications. These publications were furnished by Ray Ehrensberger, Dean, College of Special and Continuation Studies, University of Maryland.

Maryland campus requirements at College Park. All courses carry resident credit. Course offerings include various selections from the fields of business administration, economics, English, geography, government, history, foreign languages, mathematics, military science, psychology, sociology, and speech. All levels of undergraduate study are included under this program. The exact courses offered at the various extension centers presently operating overseas depends on the existing demand. The courses of study that are arranged, however, point primarily to the Bachelor of Science degree in Military Science and the Bachelor of Arts degree in General Studies. The courses of the overseas program are eight weeks in length and classes meet twice weekly, three hours per night. Each course carries three semester hours credit and, ordinarily, students register for one course per term.

The candidates for University of Maryland degrees in the College of Arts and Sciences and Business and Public Administration may begin their work while stationed abroad. All requirements for degrees in these fields cannot, however, be met overseas. Candidates for degrees in Military Science and in General Studies may complete work for their degrees while stationed abroad.

As of June, 1954, the University of Maryland operated numerous overseas centers in sixteen foreign countries. The

locations of these centers are listed under Table XI. Several thousand servicemen are served each academic school year by this program. These servicemen are chiefly from the Army and the Air Force.

Sophia University.²² The International Division of Sophia University was opened in the Spring of 1949, and American servicemen began attending classes in the first semester. Classes in this Division are given in the evening at the Sophia University campus in Tokyo and are conducted in English.

A wide variety of courses from freshman through senior levels are offered each semester. A college degree may be earned under the program established by the International Division. In fact, twenty-three members of the United States Armed Forces have earned degrees from Sophia University since the inception of this Division. Credits earned for work done in courses offered by the International Division are acceptable in any college or university.

Hundreds of Army personnel have completed courses at this institution since 1949. A total of 102 Army officers and enlisted men were taking courses in the International Division during the Fall Term of 1954.

²²Information regarding this program was furnished by William A. Laney, S. J., Assistant Dean of the International Division, Sophia University, Tokyo, Japan.

Tuition payment aids for residence work. Under the provisions of the Department of the Army circular number 87, 1954,²³ a maximum of seventy-five per cent tuition assistance may be provided for all Army servicemen taking off-duty courses at accredited civilian colleges. The assistance is provided to commissioned officers provided they agree to remain on active duty for two years after completion of courses for which tuition assistance is given. No such restrictions apply to enlisted men and warrant officers. This assistance does not apply to college graduate work.

The tuition assistance may not exceed seven dollars and fifty cents per semester hour or five dollars per quarter hour of credit. In other words, a three semester hour course costing thirty dollars in tuition, taken under this assistance plan, would cost the soldier seven dollars and fifty cents. The government would pay for the remaining twenty-two dollars and fifty cents. Books and supplies must be provided for by the soldier under this plan.

Servicemen on active duty are not eligible for tuition benefits under Public Law 550, Veterans Readjustment Assistance Act of 1952,²⁴ the so-called Korean "G. I. Bill of

²³Department of the Army Circular number 87, Voluntary Off-Duty Training at Civilian Schools and Colleges (4 August 1954), p. 1.

Rights".

Some servicemen are receiving free tuition, books, and supplies under the provisions of Public Law 346, Servicemen's Readjustment Act of 1944,²⁵ the so-called World War II "G. I. Bill of Rights". Presently, however, benefits apply only to those servicemen who have already begun this training under this law. All educational benefits under this law expire in July, 1956.

Summary. The surveys pertaining to college level residence type off-duty study opportunities that are available for soldiers within the United States revealed that:

1. Personnel of sixty-nine major Army installations have access to evening colleges or extension centers.
2. Twenty-four of these sixty-nine installations have resident college courses offered on post by civilian institutions of higher learning.
3. The personnel of the majority of the sixty-nine major posts have access to evening courses offered by two or more institutions.

²⁴United States Statutes at Large, 82nd Congress
Second Session, 1952 (Washington, D.C.: U. S. Government
 Printing Office, 1952), Title II, Part I.

²⁵United States Statutes at Large, 78th Congress
Second Session, 1944 (Washington, D.C.: U. S. Government
 Printing Office, 1945), Title II, Part VIII.

4. The nature of the courses offered by the various evening colleges or extension centers that are available to the sixty-nine posts vary considerably. In all cases, however, the courses offered are at least on the freshman and sophomore class levels.

The surveys pertaining to residence type off-duty study opportunities that are available to the soldiers stationed overseas revealed that:

1. Off-duty resident courses as offered by five American universities and the Sophia University of Japan are available to personnel stationed in various parts of Alaska, Hawaii, Guam, Japan, Korea, Okinawa, The Canal Zone, Greenland, Iceland, Labrador, Newfoundland, Austria, England, Ethiopia, France, French Morocco, Germany, Greece, Italy, Libya, Saudi Arabia, Scotland, and Turkey.
2. Most overseas extension centers offer liberal arts courses on the freshman and sophomore class levels.
3. In some cases it is possible for Army personnel stationed overseas to complete work for baccalaureate degrees offered by the University of Maryland.
4. Soldiers can and have completed final baccalaureate degree requirements at the Sophia University in

Japan.

5. Many thousands of soldiers have been and are participating in overseas off-duty residence study.

CHAPTER V

ACCREDITATION POLICIES FOR EVALUATION OF EDUCATIONAL EXPERIENCES OF SERVICE PERSONNEL

It is the purpose of this chapter to show and analyze the accreditation policies, for evaluation of educational experiences of service personnel, of all of the colleges and universities that were found (Chapter IV and Tables IV-XI) to be offering off-duty residence type courses that are available to soldiers in the United States and abroad. Tables IV to X, Appendix C, which were explained in Chapter IV, list 118 institutions as being available to major Army posts within the United States. Six institutions were found to be offering off-duty study for servicemen stationed overseas. This total of 124 colleges and universities, in an overall analysis, is reduced by five because:

1. The University of Maryland is listed as offering courses in the Second Army, the Military District of Washington and overseas.
2. George Washington University is listed both in the Second Army and in the Military District of Washington.
3. The University of California is listed both in the Sixth Army area and overseas.
4. Temple University is listed both in the First and

Second Army areas.

Therefore, the accreditation policies of 119 colleges and universities were considered for the purpose of this chapter.

Table XII, Appendix D, lists the accreditation policies of 111 of these institutions relative to the evaluation of the following types of college level military educational experiences:

1. USAFI General Educational Development Tests.
2. USAFI correspondence courses.
3. USAFI subject examinations.
4. USAFI off-duty classes.
5. Service school courses.
6. Basic military training.

All data regarding the accreditation policies was obtained from the American Council on Education Bulletin Number Nine.¹ This bulletin does not include the accreditation policies of eight of the 119 institutions considered in this part of the study because no policies had been established by these schools or for other reasons. Table XII, therefore, lists the policies of only 111 institutions.

An analysis of the accreditation policies of the 111

¹ The Bulletin Number 9, Accreditation Policies of Institutions of Higher Education for the Evaluation of Educational Experiences of Military Personnel, Commission on Accreditation of Service Experiences, American Council on Education, Washington, D.C. (June, 1953), 73. pp.

schools relative to the evaluation of the six types of military educational experiences included under Table XII revealed the following information:

1. A total of 108 institutions, or ninety-seven per cent, allow credit for one or more of the six types of educational experiences. The Fayetteville State Teachers and Villanova Colleges do not allow credit for certain of the items and did not supply suitable data for the rest of the items or had had no occasion to establish a policy regarding them; the University of Virginia allows no credit for any of the six items.
2. Four of the 111 institutions, or better than three per cent, allow credit for all six items. Alabama State Teachers College of Troy, Warehouse College, Saint Peter's College of New Jersey, and the College of William and Mary allow credit for all items.
3. Regarding policies for allowing credit for successful completion of the USAFI GED tests:

Seventeen per cent (19 institutions) allow credit.
Fifty-two per cent (58 institutions) do not allow credit.
Twenty-two per cent (24 institutions) allow credit under certain circumstances.

Less than one per cent (1 institution) have had no occasion so far to establish a policy.

Eight per cent (9 institutions) have policies not fitting into any of the above patterns.

4. Regarding policies for allowing credit for successful completion of USAFI correspondence courses:

Seventy-six per cent (85 institutions) allow credit.

Sixteen per cent (18 institutions) do not allow credit.

Three per cent (3 institutions) allow credit under certain conditions.

Less than one per cent (1 institution) have had no occasion to establish a policy.

Less than four per cent (4 institutions) have policies not fitting into any of the above patterns.

5. Regarding policies for allowing credit for successful completion of USAFI subject examinations:

Forty-eight per cent (53 institutions) allow credit.

Thirty-eight per cent (42 institutions) do not allow credit.

Four per cent (5 institutions) allow credit under certain circumstances.

Three per cent (3 institutions) have had no occasion so far to establish a policy.

Seven per cent (8 institutions) have policies not fitting into any of the above patterns.

6. Regarding policies for allowing credit for USAFI off-duty class courses successfully completed:

Seventy-eight per cent (87 institutions) allow credit.

Twelve per cent (13 institutions) do not allow credit.

Three per cent (3 institutions) allow credit under certain circumstances.

Two per cent (2 institutions) have had no occasion so far to establish a policy.

Five per cent (6 institutions) have policies not fitting into any of the above patterns.

7. Regarding policies for allowing credit for successful completion of Service school courses:

Sixty-eight per cent (75 institutions) allow credit.

Twenty-two per cent (25 institutions) do not allow credit.

Five per cent (6 institutions) allow credit under certain circumstances.

Five per cent (5 institutions) have policies not

fitting into any of the above patterns.

8. Regarding policies for allowing Basic Training to meet physical training and/or military science requirements at the freshman and sophomore levels:

Fifty-four per cent (60 institutions) allow Basic Training in lieu of these requirements.

Twenty per cent (22 institutions) do not allow Basic Training in lieu of these requirements.

Nine per cent (10 institutions) have no such requirements (does not apply).

Less than one per cent (1 institution) allow substitution under certain circumstances.

Sixteen per cent (18 institutions) have policies not fitting into any of the above patterns.

9. Regarding policies for allowing credit for Basic Training in lieu of physical and/or military science at the freshman and sophomore levels:

Thirty-six per cent (40 institutions) allow credit.

Twelve per cent (13 institutions) do not allow credit.

In thirty-one per cent (34 institutions) of the cases this statement is not applicable.

Less than one per cent (1 institution) have had no occasion so far to establish a policy.

Twenty per cent (23 institutions) have policies
not fitting into any of the above patterns.

CHAPTER VI

UTILIZING OFF-DUTY STUDY OPPORTUNITIES A CASE STUDY

It is the purpose of this chapter to show how most of the various college level off-duty study opportunities, as they were presented in the last three chapters, may be utilized in earning a baccalaureate degree.

In order to show how these opportunities may be used, a case study was made of the author's personal off-duty study experiences from February, 1949, to June, 1954. During this period the writer, a Regular Army warrant officer, completed four years of college work and received his baccalaureate degree from the College of William and Mary. All work for this degree was done by utilizing the off-duty study opportunities that are available to the soldier for acquiring a college degree. This case shows how all of the off-duty study opportunities may be utilized with the exception of those pertaining to group study classes and the overseas extension centers. In addition, various problems relative to evaluation of college courses and transferring of credits from one institution to another are discussed.

The subject of this study served at three military installations within the continental limits of the United States during the five years it took him to fulfill the

requirements for his degree. These stations are:

1. The University of Pennsylvania Reserve Officers Training Corps (ROTC) Army Service Unit, Philadelphia, Pennsylvania.
2. Fort Benning, Georgia.
3. Camp Peary, Virginia.

The study opportunities made use of by this warrant officer at each of these installations are covered under headings bearing the names of the three above stations. The chapter is concluded with a brief discussion of the cost of these study facilities to the author and a summary of the case study.

University of Pennsylvania ROTC assignment. In January, 1949, the author, a thirty-two year old high school graduate of 1934, became interested in furthering his education. He had recently been appointed a Regular Army warrant officer with the career designation of Infantry Light Weapons Instructor. He felt that since his chief Army duties henceforth would be concerned with instructional work, the more education he acquired, the more effectively he could fulfill his duties in this capacity.

After looking over the USAFI study opportunities that were outlined in the then current USAFI Catalog,¹ the warrant officer decided to begin his efforts by taking the college

level GED tests. He felt that his various informal and Service schooling educational experiences over the past several years had given him the broad cultural understanding that is necessary for the successful completion of these tests. The four batteries of this test were successfully completed on 15 February 1949.²

Pressure of military duties prevented the subject from attending any of the evening college classes offered by various Philadelphia institutions of higher learning. However, a college level USAFI self-teaching course, EM 286, Elements of Healthful Living, was successfully completed with an end-of-course test on 27 January 1950.³

By this time, the author had decided that he would like to complete the equivalent of at least two years of college work.

In June, 1950, he was assigned to a nine weeks temporary tour of duty at the Infantry ROTC Summer Camp at Fort George G. Meade, Maryland. During this tour of duty the warrant officer attended evening classes conducted by the University of Maryland at the Fort Meade Education Center.

¹ Catalog of the United States Armed Forces Institute (Washington, D.C.: U.S. Government Printing Office, 1948).

² Military Test Report from USAFI to Heinz H. Volz, W903968, March, 1949. USAFI, Madison, Wisconsin.

³ Military Test Report from USAFI to Heinz H. Volz, W903968, 7 March 1950. USAFI, Madison, Wisconsin.

A three semester hour course, H 6, History of American Civilization, lasting eight weeks was successfully completed in August, 1950.⁴

During this same period, the writer also made application for admission to the University of Maryland as a part time prospective candidate for a Bachelor of Science degree in military science. The military science degree was selected because this degree had been established and was being offered primarily for military students doing off-duty work for a college degree. The curriculum required for this degree had been set up to educate men who desired to follow a military career, and it required the completion of 136 semester hours credit in various academic and military subjects.⁵ The application for admission was approved by the University of Maryland in February, 1951, and fifty-nine semester hours of credit were allowed (see Table XIII, Appendix E) for successfully completed GED tests, Service school courses, and various military experiences.⁶ These

⁴ Grade report from the office of the Registrar, University of Maryland to H. H. Volz, September, 1950. Office of the Registrar, University of Maryland, College Park, Maryland.

⁵ University of Maryland Military Science Curriculum Check Sheet, University of Maryland, College Park, Maryland, 1950.

⁶ Letter from the Office of the Director of Admissions, University of Maryland, to Heinz H. Volz, February 19,

fifty-nine semester hours in addition to three hours acquired for completing the University of Maryland course at Fort Meade, Maryland, gave the subject a total of sixty-two hours of the 136 hours required for the military science degree. The University of Maryland did not recognize correspondence course work and, therefore, no credit was allowed for the USAFI self-teaching course (SI 286) that had been completed in January, 1950.

Fort Benning, Georgia, assignment. Prior to having his application for admission to the University of Maryland accepted, the subject of this study was transferred to Fort Benning, Georgia, in August of 1950. Military duties prevented him from doing any type of off-duty study work until 3 January 1951, when he enrolled at the University of Georgia Off-campus Center located ten miles from Fort Benning at Columbus, Georgia. This extension center offered a wide variety of freshman and sophomore level liberal arts courses. Classes were conducted three evenings per week and the quarter system of conducting courses was used.

Two courses, Elementary Psychology and Voice and Articulation, were completed in March, 1951, during the first

1951. Office of Admissions, University of Maryland, College Park, Maryland.

enrollment mentioned above. Ten quarter hours (six and two-thirds semester hours) credit were awarded for the completion of these courses.

Shortly after having enrolled at this center in January, 1951, the warrant officer decided to have all of his previous educational work transferred to the University of Georgia. By this time he had decided that he wanted to earn a baccalaureate degree. In addition, he felt that a degree in education rather than in military science would best benefit him in his capacity as an Army instructor. He, therefore, applied for admission to the University of Georgia as a prospective candidate for a Bachelor of Science degree in education. This degree required the completion of 196 quarter hours (approximately 120 semester hours) of course work.⁷

The University of Georgia approved this application for admission in February, 1951, and fifty-eight quarter hours of credit were allowed (see Table XIV, Appendix E) for GED test work and military experiences.⁸ The University of Georgia did not grant credit for USAFI correspondence courses

⁷ Bulletin of the College of Education, University of Georgia (University of Georgia, Athens, Georgia, 1949), p. 54.

⁸ Evaluation of transcript from the University of Georgia to Heinz H. Vols, February 15, 1951. Director of Admissions, University of Georgia, Athens, Georgia.

so no credit was allowed for the course (EM 286) that had been completed through that institute. The transcript from the University of Maryland had not arrived in time for the evaluation so no credit was listed for the University of Maryland course that had been completed at Fort Meade in 1950.

In March, 1951, after receiving the University of Georgia Evaluation Transcript, and before completing his first quarter of school work at the University of Georgia Off-Campus Center, the author decided to transfer his school credits to the University of Illinois and work for a degree from this institution. This decision was made because this institution (1) offered an education curriculum more suitable to the author; (2) generally followed American Council on Education credit recommendations for military education experiences and (3) allowed up to sixty semester hours of correspondence work towards a baccalaureate degree.⁹

Therefore, transcripts of all previously completed work (USAFI, Universities of Maryland and Georgia, and military educational) were sent to the University of Illinois for evaluation, along with an application for admission. The evaluation of these transcripts was completed by April, 1951,

⁹Undergraduate Study Bulletin of the University of Illinois (University of Illinois, Urbana, Illinois, 1950), pp. 17, 24.

and a total of fifty-one and two-thirds semester hours credit was allowed (see Table XV, Appendix E) for the work that had been transferred.¹⁰

Following the receipt of this evaluation, the writer decided to work for a Bachelor of Science degree in education with a major in physical education (later changed to history) and a minor in German. The University of Illinois requirements for such a degree called for 128 semester hours of credit work with the last thirty hours to be earned in residence at the University.¹¹

The warrant officer next submitted a plan of study to the University of Illinois in which he listed the courses of study that he wanted to include in his curriculum for a degree in education. This plan was approved. Permission was received to complete all but the last thirty hours of study by doing residence work at institutions offering evening courses near his assigned station, by utilizing USAFI opportunities, and by taking University of Illinois correspondence courses that were being offered through USAFI.¹² The final

¹⁰ Letter from the Office of Admissions to Heinz H. Volz, April, 1951. Office of Admissions, University of Illinois, Urbana, Illinois.

¹¹ Undergraduate Study Bulletin of the University of Illinois, op. cit., pp. 24, 77.

¹² Letter from the Assistant to the Dean, College of Education, University of Illinois, to Heinz H. Volz, May 29,

thirty hours were to be completed in residence on the University of Illinois campus.

He now had an approved program of study and could proceed according to this program without fear of taking courses that were not required or would not fit into his curriculum. The major problem regarding this program concerned the completion of the last thirty hours in residence at the University of Illinois. It was felt that this requirement possibly could be met by attending several summer school sessions at the University provided leaves of absence could be secured from the Army.

This program had been fully approved by May, 1951. In the meantime, the author had completed his first quarter of University of Georgia work in March. He had received military notification that he was scheduled to attend the Army Physical Education Supervision course at Fort Bragg, North Carolina, beginning in June and, therefore, did not enroll for the spring quarter of school. Instead, he enrolled for USAFI correspondence course C626, History of the United States, Colonial Period to 1865, and successfully completed this course on June 6, 1951.¹³

1951. College of Education, University of Illinois, Urbana, Illinois.

¹³ Military Test Report from USAFI to Heinz H. Volz, W903968, 29 June 1951. USAFI, Madison, Wisconsin.

After completing this course, the author decided to take the USAFI subject examinations dealing with first year college German. German was a required subject in his outlined curriculum. Furthermore, having had quite a bit of practical experience in using the German language, both at home as a child and in Service in Germany, he felt that this experience should be at least the equivalent of a year of formal training in the language. Three USAFI subject examinations, grammar, reading comprehension, and vocabulary, all dealing with first year college German, were taken and passed at the Fort Benning, Georgia, Education Center June 20, 21, 1951. The University of Illinois allowed eight semester hours of credit for the completion of these tests.¹⁴ These eight hours plus three hours for the USAFI history course completed in June, 1951, brought the author's University of Illinois credit total up to sixty-two and two-thirds hours.

The Army Physical Education Supervision Course beginning June 25, and lasting seven weeks was completed in August, 1951. Following the recommendation of the American Council on Education, the University of Illinois allowed three semester hours credit for the successful completion of

¹⁴ Letter from the Office of Admissions and Records, University of Illinois, to Heinz H. Volz, September 10, 1951. Office of Admissions and Records, University of Illinois, Urbana, Illinois.

this course.¹⁵

By the end of 1951, thirteen and two-thirds more semester hours credit had been earned (see Table XVI, Appendix E) through completion of two more residence courses at the University of Georgia Off-Campus Center at Columbus, Georgia, and the completion of two University of Illinois correspondence courses offered through USAFI. Therefore, by this time a total of seventy-nine and one-third of the required 128 hours needed for a baccalaureate degree in education from the University of Illinois had been completed.

From January to May, 1952, additional credit in the amount of twenty and two-thirds hours was added by completing two more residence courses at the Off-Campus Center and finishing three correspondence courses through the facilities of USAFI. Table XVII, Appendix E, shows what courses were completed and the amount of credit that was allowed for each course. By the end of May, 1952, then, the writer had accumulated one hundred semester hours of college credit towards a degree from the University of Illinois.¹⁶ Only

¹⁵Letter from the Office of Admissions and Records, University of Illinois, to Heinz H. Volz, November 19, 1951. Office of Admissions and Records, University of Illinois, Urbana, Illinois.

¹⁶Letter from the Office of Admissions and Records, University of Illinois, to Heinz H. Volz, May 29, 1952. Office of Admissions and Records, University of Illinois, Urbana, Illinois.

ninety-eight of these hours, however, were usable as at least thirty of the required 128 hours were to be completed in residence at the University of Illinois.

Camp Peary, Virginia, assignment. Transfer orders assigned the warrant officer to Camp Peary, Virginia, on May 22, 1952. From May to September, 1952, the two USAFI self-teaching courses and the subject examination listed below were completed:

1. EM 270, American Political and Social History.
American Council on Education
credit recommendation¹⁷ -- 5 semester hours.
2. EM 252, Essentials of American Government.
American Council on Education
credit recommendation¹⁸ -- 3 semester hours.
3. Government, American, college level
subject examination.
American Council on Education
credit recommendation¹⁹ -- 6 semester hours.

The knowledge to pass the American Government subject examination was gained from studying the contents of the

¹⁷ Revised Edition of Section 1A of A Guide to the Evaluation of the Educational Experiences in the Armed Services (Washington, D.C.: American Council on Education, 1948), p. 37.

¹⁸ Ibid.

¹⁹ Ibid., p. 42.

study material provided with the Government course, EM 252, mentioned above. In fact, the end-of-course test for EM 252 and the subject examination were taken on the same day at the Fort Eustis, Virginia, Education Center. The subject matter in both tests was essentially the same; however, the credit recommendation for the subject examination was six hours whereas the recommendation for the EM 252 course was only three hours. Since the subject matter in both the subject examination and the course covered the same field, American Government, only one of the two could be counted toward credit. These courses and the examination were not required in the author's University of Illinois curriculum but were taken to improve his knowledge in the social science field.

Doing further work for a degree from the University of Illinois was out of question for the time being. The writer, being stationed at Camp Peary, had no opportunity for doing residence work at that institution. However, in September, 1952, the College of William and Mary, located approximately six miles from Camp Peary, in Williamsburg, Virginia, began offering courses in evening college classes. The writer, since he expected to remain stationed at Camp Peary for at least two years, then investigated the possibility of transferring his college work to the College of William and Mary and getting a degree from that institution. However, this college did not offer a Bachelor of Science degree in edu-

ation. Transferring to a different field would mean some loss in credits as a different curriculum would be required. Discussions with College of William and Mary authorities showed that a transfer with the least loss in credit could be made if the subject changed his degree objective to a Bachelor of Arts degree with a concentration in history. Making this change would involve an over all loss of approximately fifteen semester hours of credit. In other words, instead of having only thirty hours of work to complete for a degree, forty-five hours would be required. The subject decided to make the transfer and accept this loss in credit hours. His chances for completing his degree requirements at the University of Illinois within the next few years did not appear possible. On the other hand, there appeared some promise that the degree requirements could be fulfilled locally despite the loss in credits.

The College of William and Mary allowed the warrant officer a total of seventy-nine semester hours credit, for work previously completed, towards a Bachelor of Arts degree with a concentration in history. Table XVIII, Appendix E, shows that a total of 124 semester hours were required for this degree. Of these 124 hours, from thirty-six to forty-two were required in the field of concentration, history, and the remainder were to include required and elective subjects. Table XIX shows how the seventy-nine hours allowed the author

in the transfer were distributed among the required and elective subjects. A total of twenty and one-third hours were allowed in history. Twenty-eight and two-thirds hours were allowed for various required subjects and the remaining thirty hours were applied towards elective subjects.

Based upon this evaluation and the degree requirements for the Bachelor of Arts degree in history, forty-five hours distributed as indicated below were needed to complete the remaining degree requirements:

- | | |
|----------------------------------|--------------------|
| 1. Second year German | -- six hours. |
| 2. Chemistry, physics or biology | -- ten hours. |
| 3. Philosophy or mathematics | -- six hours. |
| 4. History | -- eighteen hours. |
| 5. Electives | -- five hours. |

These remaining requirements were completed in residence at the College of William and Mary during the next two years as it is described below.

Fall Semester 1952-1953. During this term nine semester hours were completed by attending evening college two nights per week and Saturday mornings. These three courses were completed:

- | | |
|---|-----------------|
| 1. History of Philosophy (distribution) | -- three hours. |
| 2. American History to 1865 (concentration) | -three hours. |
| 3. Diagnosis and Counseling (elective) | -- three hours. |

Spring Semester 1953. Nine more hours of work were completed during this term as follows:

1. History of Europe, 1715 to present
(concentration) -- three hours.
2. The Ancient World (concentration) -- three hours.
3. American Social History of the Eighteenth Century
(concentration) -- three hours.

Summer Session 1953. In order to complete the required ten hours of laboratory science required as distribution credit, the author took a leave of absence from his military duties and attended the full summer session. In addition to this requirement, two hours of electives were also completed. The subjects and hours are indicated below:

1. Introductory Biology (distribution) -- ten hours.
2. Developmental Reading (elective) -- two hours.

Fall Semester 1953-1954. During the fall term of 1953-1954, nine hours were completed as follows:

1. European History 1815-1870
(concentration) -- three hours.
2. Social History of the United States since the
Eighteenth Century (concentration) -- three hours.
3. The German Speaking Peoples and Their Civilization
(distribution) -- three hours.

Spring Semester 1954. The final six hours were

completed as it is indicated below:

1. History of Philosophy (distribution) -- three hours.
2. German Literature (distribution) -- three hours.

The degree of Bachelor of Arts in history from the College of William and Mary was awarded to Heinz H. Volz on June 6, 1954.

Cost of this education. The total monetary cost of this education for tuition fees, books, and supplies amounted to a total of forty-two dollars and fifty cents. Two dollars in initial enrollment fees paid in 1949 was the total cost for the many courses and examinations that were taken through the USAFI. The three correspondence courses that were taken from the University of Illinois cost a total of forty dollars and fifty cents. All fees for the residence work that was completed at the Universities of Maryland and Georgia and at the College of William and Mary were paid for by the United States Government under the provisions of Public Law 346,²⁰ the so-called World War II "G.I. Bill of Rights".

Summary. This chapter has shown how the soldier may acquire college credit by using the USAFI GED tests, correspondence courses, and subject examinations. It has shown

²⁰ United States Statutes at Large, 78th Congress
Second Session, 1944 (Washington D.C.: U.S. Government Print-
 ing Office, 1945), Title II, Part VIII.

how residence credit may be earned by attending classes at extension centers and evening schools located near military installations. The evaluation procedures of various institutions pertaining to off-duty study and service experiences were cited. Examples of the problems involved in transferring college credits from one institution to another and in changing degree objectives were shown. Mention was made of the problems of fulfilling the final year of residence work at the institution granting the degree. Last of all, in covering all these aspects of off-duty study, this chapter showed how one soldier acquired a college degree by utilizing off-duty study opportunities that are available to servicemen and women of the United States Army.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The purpose of this study was (1) to survey and analyze the various opportunities that are available to the active duty soldier for earning a college degree; and (2) to show how these opportunities may be utilized in earning a college degree.

Summary of the findings

The major findings of this study indicate that:

1. There are three major USAFI college level off-duty study opportunities available to the soldier almost wherever he may be stationed. These opportunities are: the GED tests, the subject examinations, and correspondence courses offered by or through USAFI. Furthermore, USAFI off-duty classes are offered at many Army installations.
2. The USAFI GED tests, subject examinations, and correspondence courses are available to all soldiers on active duty for 120 days or more, at little or no cost. The soldier may take the GED tests and subject examinations whenever he feels that he is ready for them; he may pursue the correspondence courses at his own pace.

3. Many college level residence type off-duty study opportunities, provided by civilian colleges and universities, are available to the soldier stationed within the continental limits of the United States. Army personnel stationed at sixty-nine major Army installations were found to have access to evening colleges or extension centers. Twenty-four of these sixty-nine installations have civilian college extension centers operating on post.
4. The courses of study that are available to the personnel of these sixty-nine installations vary considerably from post to post. However, in all cases at least freshman and sophomore class level courses are available. In numerous cases, courses on all undergraduate levels are available. The majority of the sixty-nine major posts are so located that access may be had to evening courses offered by two or more civilian institutions of higher learning.
5. Many college level resident type off-duty study opportunities are also available to the soldier at many overseas stations. Six American collegiate institutions were found to be offering college level resident courses specifically for American

serviceman stationed overseas. These six institutions are the: University of Alaska, American International College, University of California, University of Hawaii, Louisiana State University, and the University of Maryland. American soldiers presently are attending overseas extension centers maintained by all of these institutions except those operated by the American International College. The International Division of the Sophia University of Tokyo offers evening courses conducted in the English language which are available to, and are being utilized by, American soldiers in Tokyo.

6. These six institutions, not counting the American International College, offer evening courses at extension centers located in various parts of Alaska, Hawaii, the Canal Zone, Guam, Japan, Korea, Okinawa, Greenland, Iceland, Labrador, Newfoundland, Austria, England, France, Germany, Greece, Italy, Scotland, French Morocco, Libya, Ethiopia, Saudia Arabia, and Turkey.
7. Most of the extension centers maintained at these overseas locations offer liberal arts courses on the freshman and sophomore class levels. However, in some of the localities serviced by the Uni-

versity of Maryland, and at the Sophia University in Tokyo, it is possible for soldiers to complete work for certain types of baccalaureate degrees.

8. The American Council on Education, through its Commission on Accreditation of Service Experiences, evaluates and makes credit recommendations for the study offerings of USAFI, military experiences and Army training programs. No college or university is bound to accept the recommendations of the Commission; and the evaluation policies of institutions of higher learning vary considerably. It was revealed that 108 of 111 colleges and universities offering evening courses that are available to soldiers in the United States and/or overseas, allow credit in some form for Service educational experiences as recommended by the American Council on Education. Of these 111 institutions, seventeen per cent allow full credit for successful completion of the college level GED tests; seventy-six per cent allow credit for USAFI correspondence courses; forty-eight per cent allow credit for the successful completion of USAFI subject examinations; seventy-eight per cent allow credit for successful completion of USAFI off-duty classes; sixty-eight per cent allow credit for successfully

completed Service school courses; fifty-four per cent allow the substitution of Army Basic Training in lieu of required lower level physical training and/or military science.

9. It is possible for the soldier to complete all the requirements for, and acquire, a baccalaureate degree solely by utilizing the off-duty study opportunities that are available to him. The soldier can take resident courses during off-duty hours at many locations in the United States and overseas. He can utilize USAFI GED tests, subject examinations, and correspondence courses whenever he does not have access to resident courses. He may receive academic credit for Army Service courses that he has completed as part of his military training. By deciding on a program of study leading to a baccalaureate degree, by having his educational experiences evaluated, and by fulfilling the requirements of his outlined program through the utilization of the off-duty study opportunities that are available to him wherever his tours of duty take him, the soldier can acquire a college degree.

Recommendations

On the basis of the findings of this study it would seem justifiable to recommend that:

1. A soldier who plans to acquire a baccalaureate degree solely by utilizing off-duty study opportunities should thoroughly familiarize himself with all the opportunities that are available to him. He should familiarize himself with the baccalaureate degree requirements and accreditation policies of the various institutions from which he may want to acquire a degree. He should decide on the degree that he wants and outline a program of study that can be fulfilled through the utilization of the facilities that are or may be available to him. Specific considerations should be given to the residence requirements of the school from which he intends to receive his degree and the possibilities of having to change his degree objectives and choice of school from which to graduate. By considering all of these aspects before starting his studies, the soldier may prevent loss of credit hours and duplication of effort as he advances toward his goal.
2. Since degree requirements and accreditation policies are subject to change, it is advisable that all

agreements made with officials of institutions of higher learning regarding such matters be made in writing because written agreements are binding even if school policies change at a later date.

3. The soldier who is studying to earn college credits should do as much of his work in residence as possible. Successfully completed residence type work is nearly always transferable to other institutions. GED tests, subject examinations, and other USAFI study offerings may or may not be transferable depending on the institution concerned. Furthermore, all colleges limit the amount of work that may be applied towards a degree by examinations and correspondence work.
4. The young men whose college educations are being interrupted by required service in the Army should give serious thought to continuing their educations while they are serving their country because many study opportunities are available to them.
5. Continued research be conducted on this problem so that up to date information will be available to Army personnel regarding the college level off-duty study opportunities that are available to them.

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APPENDIX A

Camp Peary
Williamsburg, Virginia
November 29, 1954

The Education Advisor
Troop TIAE Branch
Headquarters First Army
Governors Island
New York, N. Y.

Dear Sir:

I am writing this letter because my local Army Education Advisor has informed me that you can give me some information relative to the Master of Arts thesis that I hope to complete during the next year. However, before outlining my request, let me give you some background material on myself and the thesis that I am writing.

I am a Regular Army warrant officer stationed at Camp Peary, Virginia. In June, 1954, I graduated from the College of William and Mary and received a Bachelor of Arts degree in history. All of my work for this degree, from February, 1949, to June, 1954, was accomplished by utilizing off-duty study opportunities offered by USAFI, by attending extension center classes at or near various Army posts, and by completing several regular day courses at the College of William and Mary.

Since completing my undergraduate work I have started off-duty study towards a Master of Arts degree in education at the College of William and Mary. My thesis for this degree deals with the off-duty study opportunities available to the U.S. Army soldier for acquiring a college degree.

The thesis, in brief, will include a study of the USAFI opportunities and their backgrounds, United States and overseas civilian college and university residence study opportunities, and the accreditation policies of a number of civilian institutions regarding evaluation of educational experiences of Army personnel. The thesis will be concluded with a case study of my own experiences in acquiring a college degree solely through the utilization of these off-duty opportunities.

A section of one chapter of the thesis will deal with

the listing of the major Army posts or installations within the continental United States which have colleges and universities or extension centers thereof close enough to, or on, the posts to permit their soldiers to participate in residence type off-duty study courses. This section will also include the general nature of the subject matter or curricula offered by these institutions.

This matter leads up to why I addressed this letter to you. I have been informed by the local Education Advisor that you can make available to me a list of all First Army area installations, with regular station complements of over one thousand Army personnel, which have civilian college or university off-duty study opportunities, as mentioned above, available either on the posts or located near enough so that soldiers from these posts can take advantage of them. This information, names and locations of the posts and schools concerned, along with a general statement regarding the subject matter that is offered by each of the civilian institutions involved will be greatly appreciated. Perhaps the examples listed in the enclosure will more fully explain what I am asking for.

I am writing this thesis not only to satisfy a degree requirement but also because I feel that such a study can be of great help to the soldier who is doing college work during his off-duty hours. I feel that your assistance in the matter inquired about may be of benefit to others as well as to myself.

Should you desire further information regarding my thesis or be interested in the results of the study that I am making, I shall be glad to give you any information I can. Any assistance that you can give me will be greatly appreciated.

Very truly yours,

Heinz H. Volz

Enclosure

EXAMPLES

INSTALLATION

Fort Benning, Georgia

SCHOOL

University of Georgia
Off-Campus Center,
Columbus, Georgia.
Located seven miles
from Fort Benning.

CURRICULUM

Freshman and sophomore
level liberal arts
courses.

Fort Eustis, Virginia

William and Mary Day
and Evening College,
Williamsburg, Virginia.
Located ten miles from
Fort Eustis.

Liberal arts courses
ranging from freshman
through senior levels.

Fort George G. Meade,
Maryland

University of Maryland
Extension Center, Fort
Meade, Maryland.

Limited number of
freshman and sophomore
level liberal arts
courses.

Camp Peary
Williamsburg, Virginia
December 12, 1954

The Dean
College of Special and
Continuation Studies
University of Maryland
College Park, Maryland

Dear Sir:

I am in the process of writing a Master of Arts thesis, for the College of William and Mary, which deals with the off-duty study opportunities available to the U.S. Army soldier for acquiring a college degree. A portion of this thesis will be concerned with the University of Maryland overseas study program.

I will appreciate any information that you can send me regarding this overseas program. Specifically, I am interested in learning when your program began, how much the program has expanded since its inception, where the various overseas centers are located, generally what courses are offered at these centers, and the original and present date enrollments in this program.

Should you desire further information regarding my thesis or be interested in the results of the study that I am making, I shall be glad to give you any information I can. Any assistance that you may give me will be greatly appreciated.

Very truly yours,

Heinz H. Volz

APPENDIX B

TABLE I

UNSWI COLLEGE LEVEL SUBJECT EXAMINATIONS

<u>SUBJECT</u>	<u>CREDIT RECOMMENDATION</u> ¹ (semester hours)
Algebra, College	3-5
Astronomy	3
Aviation Engines	3
Biology	3
Botany	3
Calculus I, Differential	4-5
Calculus II, Integral	4-5
Chemistry, General	6-8
Chemistry, Organic	6-8
Chemistry, Physical	6-8
Chemistry, Qualitative Analysis	3-4
Chemistry, Quantitative Analysis	6-8
Commercial Correspondence	3
Drawing, Engineering	4-6
Economics	5-6
Electricity and Magnetism	3-4
Electron Tubes and Circuits	6
Electronics, Engineering	4
Electronics, Engineering, Advanced	4
Engineering, Diesel	3-4
Engineering, Mechanics	5-6
English Book I: Reading and Interpretation of Literature and Literary Acquaintance	6
English Book II: Composition	6
Geometry, Analytic	3-5
Government, American	6
History, American, College	3
History, Modern European, College	3
Machine Design	3-4
Mechanics, Fluid	3
Physics, General	6-8
Psychology, Elementary	3-6
Radio Engineering I	4
Radio Engineering II	4
Strength of Materials	4
Surveying	6-7
Trigonometry, Plane	3
Zoology	6
French, Lower Level	6-8
French, Upper Level	6-8
German, Lower Level	6-8

TABLE I (continued)

Italian, Lower Level	6-8
Spanish, Lower Level	6-8
Russian, Lower Level	6
Russian, Upper Level	6

¹Commission on Accreditation of Service Experiences,
American Council on Education, USAFI and USMCI Supplement to
the 1954 Revised Guide (Washington, D.C.: American Council
on Education, 1954), p. 9.

TABLE II

USAFI COLLEGE LEVEL COURSES

<u>SUBJECT</u>	<u>FIELD</u>	<u>CREDIT RECOMMENDATION</u> ¹ (semester hours)
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BUSINESS ADMINISTRATION

Introduction to Accounting I		3
Introduction to Accounting II		3
Intermediate Accounting		3
Advanced Accounting		3
Auditing		3
Auditing Theory and Procedure		2
Business Law I		3
Business Law II		3
Business Management		3
Office Management		3
Personnel Management		3
The Mathematics of Investment		4
Advertising	pending	
Principles of Marketing		3
Merchandising	pending	
Real Estate		3
Wholesaling Principles and Practice		2

EDUCATION

Foundations of Modern Education		2
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ENGLISH AND JOURNALISM

English Composition I		3
English Composition II		3
Survey of English Literature I		3
Survey of English Literature II		3
America in Literature		5
Survey of American Literature I		3
Survey of American Literature II		3
World Literature I		3
World Literature II		3
Speech		5
Journalism I, News Writing		3
Journalism II, Feature Writing		3

TABLE II (continued)

FINE ARTS

Art Appreciation	pending
How to Sing and Read Music	no credit
Music Appreciation	2
Harmony	6

LANGUAGES, CLASSICAL

Beginning Latin I and II	6
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LANGUAGES, MODERN FOREIGN

Beginning French I	*
Beginning French II	**
Beginning German I	*
Beginning German II	**
Beginning Russian I	*
Beginning Russian II	**
Beginning Spanish I	*
Beginning Spanish II	**

MATHEMATICS

College Algebra	3
Analytic Geometry	3
Plane Trigonometry	2
Spherical Trigonometry	2
Calculus I	3
Calculus II	3

PSYCHOLOGY

General Psychology	3
Applied Psychology	3
Psychology Applied to Life and Work	4
Psychology of Adjustment	3
Industrial Psychology	2
Abnormal Psychology	3

TABLE II (continued)

SCIENCES

Foundations of Biology	4
Zoology	6
Botany	2
Hygiene	2
Human Physiology	3
The Human Organism and the World of Life	3
Survey of Physical Science	6
College Chemistry	4
Outlines of Physical Chemistry	3
College Physics	6
Electricity and Magnetism	6
Physical Geography	3

SOCIAL STUDIES

American Federal Government	3
American State Government	pending
Municipal Government	3
History of the United States I	3
History of the United States II	3
Modern European History I	3
Modern European History II	3
Medieval History	6
Ancient History	5
The Latin American Nations	3
History of the Far East	pending
Introductory Sociology	3
Criminology	3

¹Commission on Accreditation of Service Experiences, American Council on Education, USAFI and USMCI Supplement to the 1954 Revised Guide (Washington, D.C.: American Council on Education, 1954), pp. 30-32.

*

This course covers the same material presented in the first semester of a beginning course in a foreign language at the college level. It is recommended that the amount of credit assigned by each institution be consistent with that given by the institution for the completion of the first semester's work in a foreign language.

**

This course covers the same materials presented in the second semester of a beginning course in a foreign language at the college level. It is recommended that the

TABLE II (continued)

amount of credit assigned by each institution be consistent with that given by the institution for the completion of a second semester's work in a foreign language.

TABLE III

COOPERATING COLLEGES AND UNIVERSITIES

Chicago, University of
Idaho, University of
Indiana State Teachers College
Loyola University, Chicago, Illinois
Massachusetts, The Commonwealth of, Department of Education
Michigan State Normal College
North Dakota, University of
Ohio University
Oklahoma, University of
South Carolina, University of
Southern Methodist University
Texas Technological College
United States Department of Agriculture, Graduate School
Utah State Agriculture College
Virginia State College
Washington, State College of

APPENDIX C

TABLE IV

FIRST ARMY AREA RESIDENCE TYPE OFF-DUTY STUDY OPPORTUNITIES

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Boston Army Base, Boston, Mass.	Boston College, Boston, Mass. Boston Univ., Boston, Mass. American International College, Springfield, Mass. Northeastern Univ., Boston, Mass. St. Anselm's College, Manchester, N.H. Univ. of Mass., Amherst, Mass.	Wide variety of courses in many fields from freshman through senior class levels
Fort Devens, Mass.	Atlantic Union College Center Fort Devens, Mass.	Limited number of freshman and sophomore level Liberal Arts and business Courses
Fort Dix., N.J.	Boston College, Boston, Mass. Boston Univ., Boston, Mass. Clark Univ., Worcester, Mass. Lowell Textile Institute, Lowell, Mass. Simmons College, Boston, Mass. Suffolk Univ., Boston, Mass. Temple Univ. Center, Ft. Dix, N.J. Rider College, Trenton, N.J. Rutgers Univ., New Brunswick, N.J. St. Joseph's College, Phila., Pa.	Wide variety of courses in many fields from freshman through senior levels Freshman and sophomore level Liberal Arts Courses Variety of courses in many fields from freshman through senior levels

TABLE IV (continued)

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Fort Hamilton, N.Y.	City College of N.Y., N.Y.C. Brooklyn College, Brooklyn, N.Y. New York Univ., N.Y.C.	Wide variety of courses in many fields from freshman through senior levels
Fort Jay, N.Y.	Brooklyn College, Brooklyn, N.Y. City College of N.Y., N.Y.C. Columbia Univ., N.Y.C. Hunter College, N.Y.C. Monmouth Jr. College, Long Branch, N.J. New York Univ., N.Y.C. Pace College, N.Y.C. Pratt Institute, N.Y.C. St. John's Univ., N.Y.C. Rutgers Univ., New Brunswick, N.J. Seton Hall Univ., South Orange, N.J.	Wide variety of courses in many fields from freshman through senior levels
Camp Kilmer, N.J.	City College of N.Y., N.Y.C. New York Univ., N.Y.C. Rutgers Univ., New Brunswick, N.J. St. Peter's College, Jersey City, N.J.	Wide variety of courses in many fields from freshman through senior levels
Fort Monmouth, N.J.	Rutgers Univ. Center, Fort Monmouth, N.J. City College of N.Y., N.Y.C. Monmouth Jr. College, Long Branch, N.J. New York Univ., N.Y.C. Newark College of Eng., Newark, N.J. Polytechnic Institute of Brooklyn, Brklyn, N.Y.	Courses in Elec. Eng. Wide variety of courses in many fields from freshman through senior N.Y. levels

TABLE IV (continued)

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
New York Port of Embarkation, N.Y.C.	City College of New York, N.Y.C. New York Univ., N.Y.C.	Wide variety of courses in many fields from freshman through senior levels
Schenectady General Depot, N.Y.	Union College and Univ., Schenectady and Albany, N.Y.	Various courses from freshman through senior levels
Signal Corps Pictorial Center, N.Y.	Brooklyn College, Brooklyn, N.Y.	Various courses from freshman through senior levels
Fort Slocum, N.Y.	City College of New York, N.Y.C. Iona College, New Rochelle, N.Y.	Various courses from freshman through senior levels
Springfield Armory, Mass.	American International College Springfield, Mass.	Variety of courses from freshman through senior levels
Fort Tilden, N.Y.	New York Univ., N.Y.C.	Variety of courses in many fields from freshman through senior levels

TABLE IV (continued)

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Fort Totten, N.Y.	City College of New York, N.Y.C. Hunter College, N.Y.C. Hofstra College, N.Y. New York Univ., N.Y.C. Queens College, N.Y.C. St. John's Univ., N.Y.C.	Wide variety of courses in many fields from freshman through senior levels
Fort Wadsworth, N.Y.	New York Univ., N.Y.C. Wagner Memorial Lutheran College, Staten Island, N.Y.	Wide variety of courses in many fields from freshman through senior levels

TABLE V
SECOND ARMY AREA RESIDENCE TYPE OFF-DUTY STUDY OPPORTUNITIES

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Aberdeen Proving Ground, Md.	Univ. of Md., College of Special and Continuation Studies, Aberdeen Proving Ground, Md.	Courses are offered on a demand basis primarily to satisfy the degree requirements for the B.S. in Mil. Sc. and B.A. in General Studies. A high percent of courses offered will apply to degree requirements in Bus. Adm.
	Univ. of Delaware, Div. of Univ. Extension, Aberdeen Proving Ground, Md.	Limited No. of undergraduate courses
	Univ. of Delaware, Div. of Univ. Extension, Newark and Wilmington, Del. (32 miles distant)	Wide variety of evening courses at all under-graduate levels during the evening hours. Some courses are offered on Saturday.
	Univ. of Md., Baltimore, Md. (34 miles distant)	
	Univ. of Md. Center, Bel Air, Md. (16 miles distant)	
	Johns Hopkins Univ., Baltimore, Md. (34 miles distant)	
	Loyola College, Baltimore, Md. (34 miles distant)	

TABLE V (continued)

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Army Chemical Center, Md.	Univ. of Md. School of Continuation and Special Studies, Army Chemical Center, Md.	Courses are offered on a demand basis to satisfy the degree requirements for the B.S. in Mil. Sc. and B.A. in General Studies
Fort Eustis, Va.	<p>Univ. of Md. Baltimore, Md. (20 miles distant)</p> <p>Johns Hopkins Univ., Baltimore, Md. (20 miles distant)</p> <p>Loyola College, Baltimore, Md. (20 miles distant)</p> <p>Hampton Institute (negro), Hampton, Va. (28 miles distant)</p> <p>College of William and Mary, Williamsburg, Va. (11 miles distant)</p>	<p>Wide variety of evening courses at undergraduate levels during evening hours. Some courses offered on Saturdays.</p> <p>Liberal Arts courses from freshman through senior levels</p>
	<p>Univ. of Virginia Extension Div., Newport News and Hampton, Va. (23 miles distant)</p>	<p>Undergraduate courses in Mech., Elec. and Aeronautical Eng., also Liberal Arts courses on demand basis</p>

TABLE V (continued)

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Fort Holabird, Baltimore, Md.	Univ. of Md., Baltimore, Md. Johns Hopkins Univ., Baltimore, Md. Loyola College, Baltimore, Md.	Wide variety of undergraduate courses during evening hours and on Saturday
	Univ. of Md., College of Special and Continuation Studies, Ft. Holabird, Baltimore, Md.	Courses leading to B.S. degree in M.L. Sc. and B.A. in Gen- eral Studies are offered on a demand basis
Fort Knox, Ky.	Univ. of Louisville, Louisville, Ky. (30 miles distant) Transportation if provided by Ft. Knox.	Wide variety of even- ing courses at the undergraduate level leading to degrees in Arts and Sciences and in Business. Courses in Law are offered
	Nazareth College, Women, Louisville, Ky. (30 miles distant)	Wide variety of courses at under- graduate levels Specialized courses offered in Library Sc.; Music; Education; Religion

TABLE V (continued)

Installation	Schools offering evening or Saturday courses available to the installations	Courses offered
Fort Lee, Va.	Univ. of Virginia Extension Div., Ft. Lee, Va.	Limited no. of freshman and sophomore courses are offered on a demand basis for which extension credit is allowed
	Richmond Professional Institute, Branch of College of William and Mary, Richmond, Va. (30 miles distant)	Wide selection of undergraduate courses
	Univ. of Richmond, Richmond, Va. (30 miles distant)	Wide selection of undergraduate courses is offered
Fort George G. Meade, Md.	Univ. of Maryland, College of Special and Continuation Studies, Ft. Meade, Md.	Limited no. of courses based on demand lead to B.S. in Mil. Sc. and B.A. in General Studies
	Washington, D.C. Institutions (30 miles distant) Univ. of Maryland, Baltimore Branch, Johns Hopkins Univ. and Loyola College Baltimore, Md. (20 miles distant)	Offer wide variety of undergraduate courses

TABLE V (continued)

Installations	Schools offering evening or Saturday courses available to the installations	Courses offered
Fort Monroe, Va.	<p>Virginia State College, Norfolk, Va. (15 miles distant)</p> <p>College of Williams and Mary, Williamsburg, Va. (38 miles distant)</p> <p>Univ. of Virginia Extension Div., Hampton, Va. (5 miles distant)</p> <p>Univ. of Virginia Extension Div., Norfolk, Va. (14 miles distant)</p> <p>George Washington Univ., Langley Field Center (5 miles distant)</p> <p>Hampton Institute, Hampton, Va. (2 miles distant)</p>	Wide variety of courses in many fields at all undergraduate levels
Valley Forge Army Hospital, Phoenixville, Pa.	<p>Pennsylvania State Univ. Extension Div., Valley Forge Army Hospital, Phoenixville, Pa.</p> <p>Univ. of Pennsylvania, Phila., Pa. (25 miles distant)</p> <p>Ursinus College, Collegeville, Pa. (7 miles distant)</p> <p>Temple Univ., Phila., Pa. (30 miles distant)</p> <p>Villanova College, Villanova, Pa. (20 miles distant)</p>	<p>Limited no. of undergraduate courses.</p> <p>Extension credit only</p> <p>Wide variety of undergraduate courses in many fields</p>

TABLE VI

THIRD ARMY AREA RESIDENCE TYPE OFF-DUTY STUDY OPPORTUNITIES

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Atlanta General Depot, Atlanta, Ga.	Agnes Scott College, Decatur, Ga. Adjacent to Depot	Arts and Sc. courses for women at fresh- man through senior levels
	Atlanta Univ. (Negro). Affiliated with Morehouse College (men), Spelman College (women), Clark College and Morris Brown College, Atlanta, Ga.	Undergraduate courses in Arts, Sc., Bus. Adm. and social work
	Emory Univ., Emory Univ. (Atlanta), Ga.	Undergraduate courses in Arts, Sc., Med., Nursing, Dentistry, Law and Theology
	Georgia Institute of Technology, Atlanta, Ga.	Tech. courses from freshman through senior levels
Fort Benning, Ga.	Albany State College (Negro), Columbus, Ga. Branch (7 miles distant)	Freshman and sopho- more Liberal Arts courses
	Univ. of Georgia Extension Div. Columbus, Ga. (7 miles distant) and U. of Ga. Ext. Div. on post at Ft. Benning, Ga.	Freshman and sopho- more Liberal Arts and Business courses

TABLE VI (continued)

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Fort Bragg, N.C.	Consolidated Univ. of North Carolina (adm. jointly by N.C. State College & the Univ. of N.C.) Ft. Bragg College Center	Limited no. of freshman and sophomore level Arts & Sc. courses
Fort Campbell, Ky	Fayetteville State Teachers College (negro), Fayetteville, N.C. Adjacent to Ft. Bragg, N.C. Austin Peay State College (Tenn) Extension Center. Ft. Campbell, Ky.	Courses in Ed., Arts & Sc., freshman through senior levels Limited no. of Arts & Sc. & Aeronautical ground eng. courses through jr. levels
Camp Gordon, Ga.	Univ. of Ga. Extension Div. Center, Camp Gordon, Ga.	Limited no. of Arts & Sc. courses, freshman through senior levels
Fort Jackson, S.C.	Paine College (negro), Augusta, Ga. Located adjacent to Camp Gordon, Ga. Univ. of South Carolina Extension Div., Columbia, S.C., adjacent to Ft. Jackson, S.C.	Arts & Sc. courses from freshman through senior levels Arts & Sc. courses at freshman through senior levels
	Allen Univ. (negro), Columbia, S.C., Adjacent to Ft. Jackson, S.C.	Arts, Sc. & Theology courses, freshman - senior levels

TABLE VI (continued)

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Fort Jackson, S.C. (continued)	Benedict College (negro), Columbia, S.C., adjacent to Ft. Jackson, S.C.	Arts & Sc. courses, freshman through senior levels
Fort McClellan, Ala.	Columbia College, Columbia, S.C., adjacent to Ft. Jackson, S.C.	Arts & Sc. courses for women, freshman through senior levels
Fort McClellan, Ala.	Alabama State Teachers College, Jacksonville, Ala. (located 20 miles distant)	Arts & Sc. courses, freshman through senior levels
Fort McPherson, (Atlanta) Ga.	Talladega College (negro), Talladega, Ala. (40 miles distant)	Same as above
Camp Rucker, Ala.	Same as for Atlanta General Depot, Atlanta, Ga.	Same as for Atlanta General Depot
Redstone Arsenal, Huntsville, Ala.	Alabama State Teachers College, Troy, Ala. (35 miles distant)	Teachers college Arts & Sc. courses, freshman - senior levels
Redstone Arsenal, Huntsville, Ala.	Univ. of Alabama Extension Center, Huntsville, Ala., adjacent to Redstone Arsenal	Arts & Sc. courses, freshman - senior levels
Camp Stewart, Ga.	Savannah State College (negro), Savannah, Ga. (40 miles distant)	Arts & Sc. courses, freshman-senior levels

TABLE VII

FOURTH ARMY AREA RESIDENCE TYPE OFF-DUTY STUDY OPPORTUNITIES

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Brooke Army Medical Center and Fort Sam Houston, San Antonio, Tex.	San Antonio (Jr.) College, San Antonio, Tex.	Freshman & sophomore level Liberal Arts courses
	St. Philip's (Jr.) College (negro), San Antonio, Tex.	Two yr. college Liberal Arts, v.c & pre-prof. studies
	St. Mary's Univ., San Antonio, Tex.	Four yr. Liberal Arts studies
	Trinity Univ., San Antonio, Tex.	Four yr. Liberal Arts studies
	Incarnate Ward College, San Antonio, Tex.	College of Arts & Sc. studies for women
	Our Lady of the Lake College, San Antonio, Tex.	College of Arts & Sc. studies for women. Music for men
Fort Bliss and William Beaumont Army Hospital. Adjacent to El Paso, Tex.	Texas Western College of the Univ. of Tex. El Paso, Tex. (7 miles distant)	Undergraduate courses in Mining Eng., Eng., Arts & Sc.

TABLE VII (continued)

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
New Orleans Port of Embarkation, New Orleans, La.	Tulane Univ., New Orleans, La.	Arts & Sc. courses, freshman-senior levels
Red River Arsenal, Texarkana, Ark.	Loyola Univ., New Orleans, La. Texarkana (Jr.) College, Texarkana, Tex. (15 miles distant)	Same as above Freshman & sophomore pre-prof. & univ. pre. courses
Fort Sill, Okla.	Cameron State Agricultural College Lawton, Okla. (5 miles distant)	Liberal Arts & Agric. courses, freshman-senior levels
White Sands Proving Ground, Las Cruces, N. Mex.	New Mexico College of Agriculture and Mechanic Arts, State College, N. Mex. (within easy commuting distance)	Liberal Arts courses from freshman through senior levels. Agric. & Eng. courses

TABLE VIII

FIFTH ARMY AREA RESIDENCE TYPE OFF-DUTY STUDY OPPORTUNITIES

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Fort Carson, Colo.	Univ. of Colorado Extension Div., Colorado Springs, Colo., (10 miles distant)	Many courses, freshman through junior levels
Fort Crowder, Mo.	Joplin Jr. College, Joplin, Mo. (15 miles distant)	Liberal Arts courses freshman-sophomore levels
Fort Benjamin Harrison, Ind.	Purdue Univ. & Univ. of Indiana, Extension Divs., Indianapolis, Ind. Butler Univ., Indianapolis, Ind. (all approx. 13 miles distant)	Liberal Arts courses from freshman through senior levels
Fitzsimons Army Hospital, Denver, Colo.	Univ. of Colorado Extension Div., (on post)	Liberal Arts & Tech. courses on all levels
Fort Leavenworth, Kan.	Univ. of Denver, Denver, Colo. Univ. of Kansas Extension Div., (on post) Univ. of Kansas Extension Div., Leavenworth, Kan. (4 miles distant)	Limited no. of freshman and sophomore courses
Fort Leonard Wood, Mo.	Univ. of Missouri Extension Div., (on post)	Limited no. of freshman and sophomore courses
Camp Lucas, Mich.	Michigan State College of Mining & Agric., Sioux Branch (1 mile distant)	Liberal Arts & Tech. courses, freshman-sophomore levels
Fort Riley, Kan.	Kansas State College & Univ. of Kansas Extension Divs., (on post)	Liberal Arts courses, freshman-senior levels
Fort Sheridan, Chicago, Ill.	Univ. of Chicago & Univ. of Illinois Extension Divs., (on post)	Courses on request
	Lake Forest College, Lake Forest, Ill. (5 miles distant)	Liberal Arts courses, freshman-senior levels

TABLE IX

SIXTH ARMY AREA RESIDENCE TYPE OFF-DUTY STUDY OPPORTUNITIES

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Camp Hanford, Wash.	Gonzaga Univ., Spokane, Wash.	Liberal Arts courses, freshman-senior levels
Fort Huachuca, Ariz.	Univ. of Arizona, Tucson, Ariz. (approx. 60 miles distant, exc. highway)	Variety of courses on all undergrad. levels
Camp Irwin, Barstow, Calif.	San Bernardino Valley College San Bernardino, Calif.	Variety of courses, mainly freshman & sophomore levels
Fort Lawton, Wash.	Univ. of Washington, Seattle, Wash. (approx. 8 miles distant) Seattle Univ., Seattle, Wash. (approx. 8 miles distant)	Undergrad. courses in many fields on all levels
Fort Lewis, Wash.	College of Puget Sound, Tacoma, Wash. (approx. 18 miles distant) St. Martin's College, Olympia, Wash. (approx. 10 miles distant) Pacific Lutheran College, Parkland, Wash.	Variety of courses on all undergrad. levels
Fort MacArthur San Pedro, Calif.	Los Angeles Harbor Jr. College, Wilmington, Calif. (approx. 5 miles distant) Univ. of California of Los Angeles, Calif. (within easy commuting distance)	Vast variety of courses on all undergrad. levels
Oakland Army Base, Oakland, Calif.	San Francisco State College, San Francisco, Calif.	Vast variety of courses on all undergrad. levels
	Golden Gate College, San Francisco, Calif.	

TABLE IX (continued)

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Fort Ord, Calif.	San Jose State College, San Jose, Calif. Monterey Peninsula College, Monterey, Calif.	Variety of courses on all undergrad. levels
Presidio of San Francisco, Calif.	San Francisco State College Extension Center (on post) Univ. of California, Berkeley, Calif. Univ. of San Francisco, San Francisco, Calif. City College of San Francisco, Golden Gate College, San Francisco, Calif. Univ. of Utah, Salt Lake City, Utah	Wide variety of courses on all undergrad levels
Tooe Ordnance Depot, Tooe, Utah	Univ. of Utah, Salt Lake City, Utah	Variety of courses on all undergrad. levels

TABLE X

MILITARY DISTRICT OF WASHINGTON RESIDENCE TYPE OFF-DUTY STUDY OPPORTUNITIES

Installation	Schools offering evening or Saturday courses available to the installation	Courses offered
Arlington Hall Station,* Arlington, Va.	See footnote	See footnote
Fort Belvoir*, Va.	Catholic Univ. Extension Div. (on post)	Variety of Eng. courses from freshman-senior levels
	George Washington Univ. Extension Div. (on post)	Freshman & sophomore level Liberal Arts courses
Fort McNair*, Wash., D.C.	George Washington Univ. Extension Div. (on post)	Freshman & sophomore level Liberal Arts & Bus. courses
Fort Myer*, Va.	George Washington Univ. Extension Div. (on post)	Limited no. of freshman & sophomore level Liberal Arts courses
The Pentagon*, Wash., D.C.	American Univ., Univ. of Maryland, George Washington Univ. Extension Divs. (all operate within Pentagon bldg.)	Wide variety of undergraduate courses in many fields
Walter Reed Army Medical Center*, Wash., D.C.	Univ. of Maryland Extension Div. (on post)	Variety of Liberal Arts courses generally on freshman-sophomore levels

* Since all of these installations are within the Washington city limits, or nearby, personnel of all installations have access to each others facilities and many other educational opportunities, within the Washington area, which are not listed above.

TABLE XI

UNIVERSITY OF MARYLAND OVERSEAS PROGRAM CENTERS¹North Atlantic Centers

Various Air Force Base centers located in Greenland, Iceland, Labrador, and Newfoundland

AfricaEthiopia:

Asmara

French Morocco:

Nouasseur
Rabat
Sidi Slimane

Libya:

Wheelus Field

AsiaSaudi Arabia:

Abqaiq
Dhahran
Ras Tanura

Turkey:

Ankara
Izmir

EuropeAustria:

Linz
St. Johann im Pongau
Salzburg
Vienna

Toul
Troisfontaines
Verdun

Lakenheath
Lindholme
Manston
Mildenhall
Molesworth
Scampton
Sculthorpe
Sealand
Shaftesbury
Shepard's Grave
South Ruislip
Stanstead -
Mountfitchet
Upper Heyford
Waddington
West Drayton
Wethersfield
Woodbridge

France:

Bordeaux
Bordeaux-Merignac
Braconne
Bussac
Chateauroux
Chaumont
Fontainebleau
Laon
La Rochelle
Metz
Orleans
Orly Field
Paris

England:

Bentwaters
Bovingdon
Brize Norton
Burdorpe Park
Burtonwood
Bushey Hall
Bushy Park
Chelveston
Chicksands
Colliers End
Fairford
Greenham Common
High Wycombe
Kirknewton

TABLE XI (continued)

Germany:

Ansbach	Erding	Ludwigsburg
Aschaffenburg	Frankfurt/Main	Mannheim
Augsburg	Freising	Manich
Bad Kissingen	Fulda	Neubiberg
Bad Kreuznach	Furstenfeldbruck	Nurnberg
Bad Nauheim	Giessen	Ramstein
Bad Tolz	Hahn	Rhein-Main
Bamberg	Hanau	Rothwesten
Baumholder	Heidelberg	Sembach
Berlin	Hersfeld	Stuttgart
Birkenfeld	Kaiserslautern	Spangdahlem
Bitburg	Karlsruhe	Ulm
Bonn	Landsberg	Vaihingen
Bremerhaven	Landstuhl	Wiesbaden
Darmstadt		Wurzburg

Greece:

Athens

Italy:Leghorn
Naples

¹University of Maryland Overseas Program Bulletin Number 7
(University of Maryland, College Park, Maryland, 1954), p. 7.

APPENDIX D

TABLE XII

ACCREDITATION POLICIES OF 111 INSTITUTIONS FOR EVALUATION OF EDUCATIONAL EXPERIENCES OF SERVICE PERSONNEL

Symbols and abbreviations used on this page	Credit is normally allowed for:					Basic Training	
	GRE Tests	USAFI Courses	USAFI Subject Examinations	USAFI Off-Duty Classes	Service School Courses	Merits Req. if Regs. M. or M.I. St. is Req.	Accepted for Credit in Regs. M. or M.I. St.
	Policy not established						
Agnes Scott College, Ga.							
Alabama State Teachers College, Troy, Ala.	Y	Y	Y	Y	Y	Y	Y
Alabama State Teahrs. College, Jacks., Ala.	Y	Y	Y	Y	Y	Y	Y
Alabama, Univ. of	Y	Y	Y	Y	Y	Y	Y
Alaska, Univ. of	Y	Y	Y	Y	Y	Y	Y
Albany State College, Ga.	Y	Y*	Y*	Y*	Y*	Y	Y
Allen Univ., S.C.							
American International College, Mass.	Y	Y	Y	Y	Y	Y	Y
American Univ., D.C.	Y	Y	Y	Y	Y	Y	Y
Arizona, Univ. of	Y	Y	Y	Y	Y	Y	Y
Atlantic Union College, Mass.	Y	Y	Y	Y	Y	Y	Y
Austin Peay State College, Tenn.	Y	Y	Y	Y	Y	Y	Y
Benedict College, S.C.	Y	Y	Y	Y	Y	Y	Y
Boston College, Mass.	Y	Y	Y	Y	Y	Y	Y
Boston Univ., Mass.	Y	Y	Y	Y	Y	Y	Y
Brooklyn College, N.Y.	Y	Y	Y	Y	Y	Y	Y
Baylor Univ., Ind.	Y	Y	Y	Y	Y	Y	Y
California, Univ. of	Y	Y	Y	Y	Y	Y	Y
Cameron State Agric. College, Okla.	Y	Y	Y	Y	Y	Y	Y
Catholic Univ., D.C.	Y	Y	Y	Y	Y	Y	Y
Chicago, Univ. of, Ill.	Y	Y	Y	Y	Y	Y	Y
City College of New York, N.Y.	Y	Y	Y	Y	Y	Y	Y
City College of San Francisco, Calif.	Y	Y	Y	Y	Y	Y	Y
Clark College, Ga.	Y	Y	Y	Y	Y	Y	Y
Clark Univ., Mass.	Y	Y	Y	Y	Y	Y	Y
Colorado, Univ. of, Colo.	Y	Y	Y	Y	Y	Y	Y
Columbia Bible College, S.C.	Y	Y	Y	Y	Y	Y	Y
Columbia Univ., N.Y.	Y	Y	Y	Y	Y	Y	Y
Dalhousie, Univ. of	Y	Y	Y	Y	Y	Y	Y
Denver, Univ. of, Colo.	Y	Y	Y	Y	Y	Y	Y
Emory Univ., Ga.	Y	Y	Y	Y	Y	Y	Y
Fayetteville State Teahrs. College, N.C.	Y	Y	Y	Y	Y	Y	Y
George Washington Univ., D.C.	Y	Y	Y	Y	Y	Y	Y

TABLE XII (continued)

Symbols and abbreviations used on this page	Credit is normally allowed for:					Basic Training	
	GED Tests	USAFI Courses	USAFI Subject Examinations	USAFI Off-Duty Classes	Service School Courses	Acctg Req. If Phys. M. or MIL. Sc. is Req. as	Accepted for Credit in Phys. M. or MIL. Sc. as
Georgia Institute of Tech., Ga.	N	N	N	N	N	N	N
Georgia, Univ. of, Ga.	Y	Y	N	Y	N	N	N
Golden Gate College, Calif.	U	Y	Y	Y	Y	Y	N
Gonzaga Univ., Wash.	N	Y	Y	Y	N	N	N
Hampton Institute, Va.	U	Y	Y	X	N	Y	N
Hofstra College, N.Y.	Y	Y	Y	Y	Y	Y	Y
Hunter College, N.Y.	N	N	N	Y	Y	Y	N
Illinois, Univ. of	Y*	Y	Y	Y	Y	Y	Y
Incarnate Word College, Tex.	U	Y	N	Y	N	Y	/
Indiana, Univ. of	N	Y	Y	Y	Y	Y	Y
Iona College, N.Y.	N	Y	Y	Y	U	N	N
Johns Hopkins Univ., Md.	Y	Y	X	Y	N	N	Y*
Joplin Jr. College, Mo.	U	Y	Y	Y	Y	Y	N
Kansas State College, Agric & App. Sc.	Y*	Y*	Y*	Y*	Y	Y	Y
Kansas, Univ. of	Y	Y	Y	Y	Y	/	Y
Lake Forest College, Ill.	Y	Y	Y	Y	Y	Y*	N
Los Angeles Harbor Jr. College, Calif.	Y*	N	Y*	Y*	Y*	N	N
Louisiana State Univ. & A & M College	Y	Y	N	N	Y	Y	Y
Louisville, Univ. of, Ky.	U*	Y	Y	Y	Y	Y	/
Lowell Textile Institute, Mass.	Y*	Y	Y	Y	Y*	Y*	Y*
Loyola College, Md.	U	N	N	N	N	N	N
Loyola Univ., La.	U	Y	Y	Y	Y	Y	N
Maryland, Univ. of	U	N	N	N	Y	N*	N*
Massachusetts, Univ. of	U	Y	Y	Y	U	Y	Y
Michigan State College, Mining & Agric.	N	Y	Y	Y	Y	Y	/
Missouri, Univ. of	Y*	Y	/	Y	Y	Y	Y
Monmouth Jr. College, N.J.	N	Y	Y	Y	Y	N	N
Monterey Peninsula College, Calif.	Y	Y	Y	Y	Y	N	N
Morhouse College, Ga.	Y	Y	X	Y	Y	Y	Y
Morris Brown College, Ga.	X	N	N	/	N	N	N
Nazareth College, Ky.	U	Y	U	Y	Y	Y	Y
New Mexico College of Agric. & Mech. Arts	N	Y	Y	Y	U	Y*	N
New York Univ., N.Y.	N	Y*	/	Y	U	Y	Y
Newark College of Engineering, N.J.	N	Y	Y	Y	N	N	N
North Carolina State College	N	Y	N*	Y	Y	Y*	Y*
North Carolina, Univ. of	Y*	Y	N	Y	Y	Y*	N

TABLE XII (continued)

Symbols and abbreviations used on this page	Credit is normally allowed for:					Basic Training	
	USD Tests	USAFI Courses	USAFI Subject Examinations	USAFI Off-Duty Classes	Service School Courses	Merits Req. if Pays. M. or Mil. Sr. is Req. as	Accepted for Credit in PMS as M. of Mil. Sr.
Y - Yes							
N - No							
U - Under certain conditions							
/ - No suitable data supplied							
∅ - Does not apply							
X - Institution has had no occasion so far to establish policy							
Northeastern Univ., Mass.	U	Y	Y	Y	Y	Y	Y
Our Lady of the Lake College, Tex.	N	N	N	N	N	Y	Y
Pace College, N.Y.	N	N	N	Y	N	Y	Y
Pacific Lutheran College, Wash.	N	Y	Y	Y	Y	Y	Y
Paine College, Ga.	Y	X	X	X	Y	N	∅
Pennsylvania State College	N	N	N	Y	N	Y	N
Pennsylvania, Univ. of	N	Y	N	Y	U	N	∅
Polytechnic Institute of Brooklyn, N.Y.	U	N	U	U	N	N	∅
Pratt Institute, N.Y.		Policy not established					
Puget Sound, College of, Wash.	N	Y	Y	Y	Y	Y	Y
Furdue Univ., Ind.	N	U	N	U	N	N	N
Queens College, N.Y.	N	Y	N	Y	Y	N	∅
Richmond, Univ. of	N	Y	N	Y	Y	Y	/
Rider College, N.J.	N	Y	Y	Y	Y	Y	/
Rutgers Univ., N.J.	N	Y	Y	Y	Y	N	Y
St. Anselm's College, N.H.	U	Y	N	Y	Y	∅	∅
St. John's Univ., N.Y.	N	Y	Y	Y	Y	∅	∅
St. Joseph's College, Pa.	N	Y	Y	Y	Y	Y	N
St. Martin's College, Wash.	U	Y	Y	Y	Y	Y	Y
St. Mary's Univ., Tex.	N	U	U	Y	Y	Y	Y
St. Peter's College, N.J.	Y	Y	Y	Y	Y	Y	Y
St. Philip's College, Tex.		Not listed					
San Antonio College, Tex.	Y	Y	N	Y	N	Y	Y
San Bernardino Valley College, Calif.	U	Y	Y	Y	Y	N	∅
San Francisco State College, Calif.	N	Y	Y	Y	Y	Y	Y
San Francisco Univ., Calif.	N	Y	N	Y	Y	Y	Y
San Jose State College, Calif.	N	Y	X	Y	Y	Y	Y
Savannah State College, Ga.	Y	Y	Y	Y	N	N	∅
Seattle Univ., Wash.	N	Y	Y	Y	N	N	∅
Seton Hall Univ., N.J.	Y	Y	Y	Y	Y	∅	∅
Simmons College, Mass.		Policy not established					
Sophia Univ., Tokyo, Japan		Not listed					
South Carolina, Univ. of	Y	Y	Y	Y	Y	Y	N
Spelman College, Ga.		Policy not established					
Suffolk University, Mass.	Y	Y	Y	Y	Y	Y	Y
Talladega College, Ala.		Policy not established					
Temple Univ., Pa.	N	Y	Y	Y	Y	Y	Y

TABLE XII (continued)

Symbols and abbreviations used on this page	Credit is normally allowed for:						Basic Training
	CED Tests	USAFI Corres. Courses	USAFI Subject Examinations	USAFI Off-Duty Classes	Service School Courses	Meets Req. if Phys. Ed. or Mil. Sc. is Req. **	Accepted for Credit in Phys. Ed. or Mil. Sc. **
Y - Yes							
N - No							
U - Under certain conditions							
/ - No suitable data supplied							
# - Does not apply							
X - Institution has had no occasion so far to establish policy							
Texarkana Jr. College, Tex.	U	Y	U	U	Y	Y	/
Texas Western College (U. of Tex. unit)	N	Y	N	Y	Y	Y	N
Trinity, University of	N	Y	N	Y	N	Y	Y
Tulane Univ., La.	N	Y	N	Y	Y	Y	Y
Union College, N.Y.	N	U	N	N	N	Y	Y
Ursinus College, Pa.	N	Y	Y	Y	/	Y	Y
Utah, Univ. of	N	Y	N	Y	Y	Y	Y
Villanova College, Pa.	N	N	N	N	N	/	/
Virginia State College	U	Y	Y	Y	Y	Y	N
Virginia, Univ. of	N	N	N	N	N	N	#
Wagner Memorial Lutheran College, N.Y.	N	N	N	Y	Y	N	#
Washington, Univ. of	N	N	N	Y*	Y*	Y*	N
William and Mary, College of, Va.	Y	Y	Y	Y	Y	Y	Y

¹ All data presented in this table was obtained from The Bulletin Number 9, Accreditation Policies of Institutions of Higher Education For the Evaluation of Educational Experiences of Military Personnel, Commission on Accreditation of Service Experiences, American Council on Education (June, 1953). 73 pp. Data reflects the general practices OF EACH institution. Policies are subject to change.

*Answer is qualified in some way such as: in part, under special conditions, exceptions made, probable policy, in special schools only, and so forth.

**Physical education and/or military science at freshman and sophomore levels.

APPENDIX B

TABLE XIII

UNIVERSITY OF MARYLAND EVALUATION OF
CREDENTIALS OF HEINZ H. VOLZ,
FEBRUARY, 1951

GED Tests

Test no. 1 (in lieu of Eng. Composition)	6 semester hours
Test no. 2 (in lieu of Sociology and American Government)	6 semester hours
Test no. 3 (in lieu of Physics)	6 semester hours
Test no. 4 (in lieu of Composition and Literature)	6 semester hours

Military Service Experiences

Infantry OCS and Commissioned Service
in lieu of:

Military Science	24 semester hours
Military Speech & Command	4 semester hours
Military Policy of the U.S.	3 semester hours
Physical Education	<u>4</u> semester hours

Total credits allowed: 59 semester hours

TABLE XIV

UNIVERSITY OF GEORGIA EVALUATION OF
 CREDENTIALS OF HEINZ H. VOLZ,
 FEBRUARY, 1951

GED Tests

Test no. 1 (in lieu of Eng. Composition)	10 quarter hours
Test no. 2 (in lieu of History)	10 quarter hours
Test no. 3 (in lieu of Physical Sciences and Biology)	20 quarter hours
Test no. 4	No credit

Military Service Experiences

Infantry OCS (in lieu of Advanced Military Science)	<u>18</u> quarter hours
Total Credit Allowed:	58 quarter hours

TABLE XV

UNIVERSITY OF ILLINOIS EVALUATION OF
CREDENTIALS OF HEINZ H. VOLZ,
APRIL, 1951

GED Test

Test no. 1	No credit
Test no. 2 (in lieu of Social Studies)	6 semester hours
Test no. 3 (in lieu of Natural Sciences)	6 semester hours
Test no. 4 (in lieu of Eng. Literature)	6 semester hours

USAFI Work

Correspondence Course EM 236, Elements of Healthful Living	2 semester hours
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Military Service Experiences

Infantry OCS (in lieu of Advanced Military Science)	12 semester hours
Army Service (in lieu of:	
Basic Military Science	4 semester hours
Physical Education	4 semester hours
Hygiene)	2 semester hours

Residence Work

History of American Civilization (University of Maryland)	3 semester hours
Voice and Articulation (University of Georgia)	3 1/3 sem. hours*
Elementary Psychology (University of Georgia)	<u>3 1/3 sem. hours*</u>
Total Credit Allowed:	51 2/3 sem. hours

*3 1/3 semester hours are the equivalent of 5 quarter hours.

TABLE XVI

CREDITS EARNED BY HEINZ H. VOLZ FROM
AUGUST-DECEMBER, 1951

Univ. of Ga. Off-Campus Center

English Composition	3 1/3 sem. hours
Eng. Composition and Literature	3 1/3 sem. hours

Univ. of Ill. Correspondence Courses
(Through USAFI)

Education Psychology	3 semester hours
Principles of Secondary Education	<u>4</u> semester hours
Total Credit Earned:	13 2/3 sem. hours

TABLE XVII

CREDITS EARNED BY HEINZ H. VOLZ FROM
JANUARY-MAY, 1952

Univ. of Ga. Off-Campus Center
(Jan.-March, 1952)

History of Western Civilization	3 1/3 sem. hours
Introduction to Education	3 1/3 sem. hours

USAFI Self-Teaching Courses
(Jan.-March, 1952)

EM 242, A Survey of Ancient History	5 semester hours
EM 240, Medieval History	6 semester hours

Univ. of Ill. Correspondence Courses
(Through USAFI, Jan.-April, 1952)

Technique of Teaching in Secondary Schools	<u>3</u> semester hours
Total Credit Earned:	20 2/3 sem. hours

TABLE AVIII

COLLEGE OF WILLIAM AND MARY REQUIREMENTS
FOR THE BACHELOR OF ARTS DEGREE,
1952¹Distribution

Eng. Language and Composition		6 semester hours
Eng. Literature or Fine Arts		6 semester hours
Ancient or Modern Foreign Language	12 or 18	semester hours
Mathematics or Philosophy		6 semester hours
Biology, Chemistry or Physics		10 semester hours
Physical Education		4 semester hours
Economics, Government, or History (any two of these continuous courses)		12 semester hours

Major Field of Concentration

History	36-42 semester hours
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Electives

Of the number of semester credits remaining for the completion of the degree requirements, at least 9 semester credits must be chosen from departments other than those in which courses for concentration were selected.

Overall Requirement

Semester hour credits required for A Bachelor of Arts Degree 124 Credits

¹Catalogue of the College of William and Mary (College of William and Mary, Williamsburg, Virginia, 1952), pp. 33, 34.

TABLE XIX

COLLEGE OF WILLIAM AND MARY EVALUATION
OF CREDENTIALS OF HEINZ H. VOLZ¹Credit Toward Distribution

Eng. Language and Composition (for University of Georgia Eng. Composition Course)	6 2/3 sem. hours
English Literature (for USAFI GED Test no. 4)	6 semester hours
Modern Foreign Language (for USAFI Subject Examination in German)	6 semester hours
Physical Education (for Army Basic Training)	4 semester hours
American Government (for USAFI Subject Examination in American Government)	6 semester hours

Credit Toward Concentration

Credit in History for USAFI Courses for: EM 242, A Survey of Ancient History (3 hours) EM 240, Medieval History (6 hours) EM 270, American Political and Social History (5 hours)	14 semester hours
University of Maryland Course: History of American Civilization to 1865	3 semester hours
University of Georgia Course: History of Western Civilization	3 1/3 sem. hours

Credit Toward Electives

USAFI GED Tests nos. 2 and 3	12 semester hours
USAFI Course EM 286, Elements of Healthful Living	2 semester hours
University of Georgia Course: Voice and Articulation	3 1/3 sem. hours

TABLE XIX (continued)

University of Georgia Course: Introduction to Education	3 1/3 sem. hours
University of Georgia Course: Elementary Psychology	3 1/3 sem. hours
University of Illinois Correspondence Courses in Education	2 semester hours
Army Basic Training	<u>4</u> semester hours
Total Credit Allowed:	79 semester hours

¹Letter from the Dean of the Faculty, College of William and Mary, to Heinz Henry Volz, December 16, 1952. Office of the Dean of the Faculty, College of William and Mary, Williamsburg, Virginia.