An Analysis of the Army Education Program

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https://dx.doi.org/doi:10.25774/w4-4bt3-vm33

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AN ANALYSIS OF THE ARMY
EDUCATION PROGRAM

A Project
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 Education

by
George L. Anderson
June 1953
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CHAPTER I

THE PROBLEM

The passage of the Universal Military Training Act or the continuance of the Selective Service System will continue to bring into the Armed Forces or under military jurisdiction thousands of young men whose formal education may have been interrupted or curtailed prior to their entrance into military service. There has also been a tremendous increase in the number of women in the Armed Forces, in an effort to release the men for combat training. The Armed Forces must school and train their personnel continuously to fulfill their mission of defense of our country. Civilian schools and Industry have cooperated whole-heartedly in the training of personnel. At the same time the Armed Forces have not neglected the future of those who will take their places in civilian life at the termination of their service.

The National Security Act of 1947 unified the services under the Department of Defense. Since the opportunities for education are similar in all three military departments, the Navy and the Air Force have equivalent or overlapping systems to the schooling offered in the Army, which includes service schools, training with industry, special college programs and the Army Education Program. When all of the many aspects are considered it is realized that the American Army is the largest educational system in the world. This study cannot adequately cover all phases of Army Education; consequently the Army Education Program has been selected as that part of the system to be studied and evaluated.

Modern warfare has become so complex that a soldier must have a
certain education background before he can be trained effectively. To send soldiers into the front lines who have not received proper training, because they do not possess the necessary education, constitutes a most dangerous and ineffective use—if not outright waste—of manpower. Elementary activities of every day tactical operations, such as zeroing the rifle and map reading, cannot be mastered by those who do not possess a basic knowledge of the three R's. This bears on the problem of education training in its most elementary aspects. The weapons of war tend to become more complicated as time goes on. No wonder, then, that the demands for educational attainment by the individual soldier should grow in direct ratio to the complexity of modern warfare.

I. PURPOSES

The extensive program of service-established adult educational opportunities of the Army Education Program has had important values for civilian adult education. Its magnitude, its unusual financial resources, the motivation of its students, and its range of educational activities make it unique in adult educational practice. The purposes of this study are:

A. To reveal the educational opportunities available to those who will:

1. Remain in Service.
2. Return to civilian occupations.
3. Continue their interrupted studies.

B. To examine the counseling and guidance activities available to our Army personnel.
C. To analyze the Army Education Program against the functional1 which closely parallel aims of the peaceful enterprise of adult education. These functions are:

1. To provide all adults with a stimulating means of using a part of their leisure time.

2. To make available to them the cultural facilities of their own communities.

3. To encourage them to plan their lives far ahead and to forge their philosophies as citizens of the nation and of the world.

D. To make available to high school and college counselors a source of information on the Army Education Program which can be utilized in guidance activities for those students whose education may be interrupted and who evince a desire to continue their studies while in service.

II. DEFINITIONS AND LIMITATIONS

The Army Education Program, can be defined as that part of the educational activity of the Army which is devoted to instruction in subjects normally taught in civilian institutions for the purpose of raising the educational level of the individual. It is an experiment in the education of adults without parallel in any civilian undertaking. It was conceived in recognition of the insistent desires of human beings to improve themselves. A civilian who enters the Army must accept a kind of anonymity of uniform and serial number. He does not cease to be a man, however, and he still has

desires and hopes. Among them is an insistent need, in his own particular way, to fulfill his potentialities and to improve his abilities and understandings. The fact that the American Army is a democratic force composed to a large extent of "civilians in uniform" means that throughout their service many men and women are interested primarily in the prospect of returning to civilian life. The interest stimulated many of them to want information concerning vocational orientation, job training, and placement, the relationship of military skills to civilian occupations, and other aspects of living and learning. To meet these needs the Army made available, on a voluntary basis, a variety of vocational counseling materials and the services of qualified counselors in increasing numbers. In this way it was possible to provide interested servicemen and servicewomen with help in planning for further education and training while on active duty and after separation from the Army.

With one exception, only programs conducted during the off-duty hours will be considered in this study. The definition of off-duty programs restricts the study to only those programs in which participation is voluntary. The exception noted is the inclusion of data on the illiterates in the Army, since their schooling is mandatory until they have either reached a higher area of education or have been eliminated from the service. Classes for illiterates are conducted as part of their daily training. Programs which include the attendance of soldiers at a civilian institution on a full duty status have not been included. Incidental educational opportunities such as those resulting from travel, from mingling with people of different culture from other countries, and from visiting historical and religious landmarks the world over will be considered in the results of the testing program as
discussed in Chapter VI. Army orientation programs, which frequently are required training, library services, service newspapers and magazines are other educational opportunities neither considered nor evaluated in this study.

III. PLAN OF THE STUDY

This study then, will be confined to research and analysis of the Army Education Program, henceforth known as the AEP. Chapter I gives a statement of the problem, the purposes and plan of the study, and concludes with definitions and limitations of the study. In Chapter II both overall and specific objectives will be enumerated and discussed. The scope of the program will be delineated and the educational areas selected for the purposes of the program will be defined. The organizational structure of the AEP is shown in Chapter III by means of a graph of the organization according to Army Regulations and by a chart representing the program and its various facets centered on the United States Armed Forces Institute. Chapter IV describes the personnel who administer the program, the duties they perform, and the schooling available for the training of AEP personnel. The contribution to military training provided by the schooling of illiterates, plus an explanation of the literacy training and the tests used in the program, are discussed in Chapter V. The testing policies and services offered by the United States Armed Forces Institute are reviewed in Chapter VI. The steps in the administration of the tests and a description of the tests are included in this chapter. In Chapter VII the guidance activities of the program are examined, outlining the objective and conduct of the guidance program in the Army, and describing guidance materials available to the
advisor. The study is completed in Chapter VIII with a statement of both general and specific conclusions resulting from the study and a comparison of conclusions reached against the purposes of the program.
CHAPTER II

OBJECTIVES AND SCOPE OF THE ARMY EDUCATION PROGRAM

The mission of the AEP is to serve the Army as a foundation for training and as a means of maintaining and increasing morale.

Objectives. The overall objective of the AEP is to increase the efficiency of the Army by raising the academic education level of its personnel. Its specific objectives are:

To provide the education necessary for the soldier (officer or enlisted man) to perform his assigned duties effectively, and to enable him to understand the significance of these duties in relation to the function of his unit and the over-all mission of the Army.

To enable the soldier to meet the educational requirements for promotion.

To provide continuing educational opportunities for the soldier.

To assist the soldier in employing his leisure time profitably and to satisfy his intellectual interests.

This is an educational task of no mean proportions. Practically every unit in the Army contains men whose educational needs and desires vary widely. The illiterate must be taught to read, write, and figure; in fact, it is more profitable to the Army to teach him the three R's before giving

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2 Department of the Army Regulations 355-30, Troop Information and Education, Army Education Program (April 24, 1951) Par. 2.

him military training than to attempt to do both simultaneously. The man who needs a course at the Signal School for promotion must take a course in trigonometry in order to qualify for entrance. Hence the curriculum must contain many subjects and the opportunities for study must be available to every soldier. An additional factor which must be considered is that the majority of officers and non-commissioned officers who remain in the service will devote three-fourths of their active careers to either teaching or attending some type of school. The present organization of the AEP fulfills these requirements. Its structure and operation can best be understood by examining closely Figures 1 and 2, pages 12 and 13 as the scope of the program is presented.

**Scope:** The AEP provides all military personnel on active duty with non-military academic and vocational education of the type normally taught in the American education system below the graduate level. This education is offered through the following means:

- Correspondence and self-teaching courses, services and materials offered by the United States Armed Forces Institute (USAFI). Correspondence courses are also offered through cooperating civilian colleges and universities.

- Group study classes, under competent military and civilian instructors in basic, intermediate, high school, technical, vocational, and college subjects.

- Enrollment of individuals in classes sponsored by accredited high schools, colleges, and universities.

- Testing and examination services.
Educational Advisement, including assistance to service personnel seeking to obtain academic credit in civilian institutions for accomplishments under the AEP and for service experience.

Participation of Army personnel in the AEP can be ascertained by the statistical data of worldwide enrollment in the program. Department of the Army official figures of enrollment during the year 1951 are disclosed in Table I, on page 10.

Educational Areas of the AEP. Educational areas for the purposes of the program are defined as follows:

**Basic.** Personnel who have not completed the fifth grade or who cannot write or speak English with the fluency of an adult who has completed the fifth grade. Personnel who have not attained an aptitude area I (Or General Classification Tests) score of 70 are considered as basics until they pass the appropriate tests indicating the equivalency of fifth grade completion. The term "basic" as used herein refers only to general education and should not be confused with basic training as used in the military sense.

**Intermediate.** For personnel who has passed the basic level but have not completed the eight grade.

**High School.** For personnel who have completed the eight grade but have not completed the twelfth grade. (Vocational and technical education is provided in the high school educational area).

**College.** For personnel who have completed high school but have not obtained a college degree.

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4AR 355-30, Op Cit, p. 95.
### TABLE I

**ACTIVE ENROLLMENTS IN THE AEF AS OF DATES INDICATED**

<table>
<thead>
<tr>
<th></th>
<th>Group Study</th>
<th>USAPI</th>
<th>Civilian Schools</th>
<th>Total</th>
</tr>
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<tr>
<td><strong>30 June 1951</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Officer</td>
<td>2,496</td>
<td>5,061</td>
<td>1,168</td>
<td>8,725</td>
</tr>
<tr>
<td>Enlisted Men</td>
<td>48,648</td>
<td>58,428</td>
<td>1,439</td>
<td>108,585</td>
</tr>
<tr>
<td>Total</td>
<td>51,144</td>
<td>63,499</td>
<td>2,607</td>
<td>117,310</td>
</tr>
<tr>
<td><strong>31 December 1951</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Officer</td>
<td>2,239</td>
<td>6,575</td>
<td>2,307</td>
<td>11,121</td>
</tr>
<tr>
<td>Enlisted Men</td>
<td>52,379</td>
<td>87,155</td>
<td>3,518</td>
<td>143,052</td>
</tr>
<tr>
<td>Total</td>
<td>54,618</td>
<td>93,730</td>
<td>5,825</td>
<td>154,173</td>
</tr>
</tbody>
</table>

**TESTS ADMINISTERED**

- **January - June 1951** — 108,888
- **July - December 1951** — 87,049

**TOTAL PARTICIPATION (ACTIVE ENROLLMENTS PLUS TESTS ADMINISTERED)**

- **January - June 1951** — 226,198
- **July - December 1951** — 241,222
CHAPTER III

ORGANIZATION OF THE ARMY EDUCATION PROGRAM

The AEP, as a permanent activity of the United States Army, is organized according to Army Regulations and is depicted graphically in Figure 1, page 12. The organization chart shows the flow of responsibility for the operation and staff supervision of the program. It may be noted that the Troop Information and Education Officer is in the direct chain of command, answering only to the commanding officer of the installation, which prevents interference or interruption of the program by intermediate commanders. This point is discussed further in the chapter on the selection of personnel for the program. The installation commander relies on his Troop Information and Education Officer to keep him fully cognizant of the importance of the program, its place in the Army scheme, and his command responsibility for proper implementation and conduct of the program. The similar organization of the Navy and Air Force is represented on the chart by the officer of each service who corresponds to the Chief of Information in the Department of the Army.

United States Armed Forces Institute. The core of the AEP is USAFI, the abbreviation for the United States Armed Forces Institute. It is financed and operated jointly by the Army, Navy, and Air Force. Its headquarters is in Madison, Wisconsin and there are 8 overseas branches. The dominance of USAFI in the educational program is illustrated in Figure 2, page 13. USAFI procures and distributes all educational materials, including books for class study and provides lesson and testing service to individuals.
FIGURE 1

ORGANIZATION OF THE ARMY EDUCATION PROGRAM
SERVICEMAN DESIRING STUDY

EDUCATION CENTER ADVISEMENT EDUCATION OFFICER

CLASS INSTRUCTION

CIVILIAN SCHOOL Enrollment in nearby schools and colleges during off-duty time

EDUCATION CENTER Organized classes at Post in the United States and Overseas 343 centers, 2610 instructors

USAPI Placement tests subject exam, GED tests, General culture tests

USAPI 350 Correspondence courses 11,458 high school end-off-tests, 798 College end-of-course tests

SELF-STUDY

UNIVERSITIES Approximately 6000 courses offered through 86 cooperating universities

LESSON AND TESTING SERVICE

EDUCATIONAL SUPPLY

USAPI EDUCATIONAL RECORDS

GUIDANCE AND ACCREDITATION SERVICE

CONSTRUCTIVE CREDIT Qualifications for specialized training schools and promotions

CIVILIAN CREDIT High school diplomas and equivalency certificates and college credit

FIGURE 2

USAPI AS THE CORN OF THE ARMY EDUCATION PROGRAM
It is a depository for all educational records, and furnishes guidance and accreditation service, including reports to civilian schools. In addition, the Institute performs many other functions which will be referred to in the description of the educational opportunities available through the program.

**Education Center.** Educational activity begins with the serviceman desiring study. The word "desiring" is used advisedly because participation in the program is voluntary and largely on off-duty time. Those who really want to study go to their Education Center. This is the name designating the installation which houses all education activity. There is an Educational Center at every post, camp, and station in the Army. The size and facilities of this center naturally depend upon the number of troops served. Some of these centers consist only of a few offices, a study hall, and large classrooms. Others consist of large buildings with laboratories, libraries, classrooms, auditoriums, and other school facilities. Here at this center is the Education Officer and oftentimes, a civilian educator who helps in guiding the servicemen into the proper channel of the AEP. There are three choices available to the prospective student. Self-study is available to every man in the Army. He may pursue a correspondence or self-teaching course from any one of the eighty-six civilian universities. The offerings include academic, technical, and vocational subjects on all levels from elementary through postgraduate work.

If the educational background and experience of the soldier are such that the Education Officer considers it advisable for him to begin his study with tests, there are several types available. Placement tests evaluate a man's knowledge of the fundamental subjects, such as reading, writing and
arithmetic. Also, there are two General Education Development (GED) Tests, one on the high school completion level and the other at the first year college level which will be discussed in greater detail later in the study. In addition, the General Culture Test is being used in the Army and when successfully passed is accepted in lieu of two years of college.

Class instruction is available at many installations. There are group-study classes organized wherever possible, taught by military and civilian personnel. In the overseas theaters the Army furnishes full-time civilian instructors. At the present time there are about 2600 such instructors on duty with the Armed Forces teaching classes and grading papers in the various theaters of operation. In the United States there are very few full-time instructors; most of the teaching is done through a contractual agreement either with an individual instructor or with an institution. The majority of the classes are conducted at Education Centers under the supervision of Education Officers. However, many individuals attend extension classes of civilian schools. Some of these classes are held on the military reservation. As a matter of fact, right now there are several institutions which have established branches at nearby posts. The men attending and completing these classes are given residence credit at the institutions. For example, the University of Maryland has a branch in the Pentagon, and there were about 500 students in attendance in 1951.
CHAPTER IV

PERSONNEL

The success of the AEP depends to large extent on the ability of those administering it, and the enthusiasm and resourcefulness they exhibit in the use of the facilities available to them. Early in the development of the program attention was directed toward determining sound criteria for the selection of personnel with appropriate educational background and leadership qualities. Efforts were made to establish training programs in which personnel could be given the necessary orientation and stimulate enthusiasm. At present an increasing number of carefully selected, qualified personnel are being trained and assigned to educational activities throughout the world, but local execution of AEP often remained in the hands of the unselected and untrained during the early postwar years.

Selection of Personnel. Department of the Army regulations and training programs stress that the environment and education of the average American soldier places great emphasis on his value as an individual. It is the business of commanding officers to know the name, habits, peculiarities and social background of every man in his organization, so that all direct dealings with him may be influenced by this knowledge. In all phases of administration, training, and operations, every effort should be made to keep the men informed concerning the "why" of his actions and duties. Nothing irritates American soldiers so much as to be left in the dark regarding the reason for things.

The important task of the Information and Education Officer can be
easily seen. Until nearly the end of World War II the effectiveness of AEP
was hampered because of relatively low positions of Information and Education
Officers in the Army's organization. Only when the Information and Education
Division in the Army was placed on the Special Staff level were the personnel
in a position to develop the type of field organization which was needed. Con-
versely, it was not until a great number of officers and men had been success-
fully trained for AEP activities that there was any effective education pro-
gram in the field.

The Troop Information and Education Officer and his Duties. As stated
previously the commanding officer is responsible for the execution and super-
vision of the AEP within his command. The Troop Information and Education
Officer is responsible to his commanding officer for the staff planning, ex-
ecution and supervision of the AEP in exactly the same way as in any other
staff section. Duties normally assigned the Troop Information and Education
Officer at the installation level are to:

Determine the facilities and personnel available from both military
and civilian sources for the operation of the program.
Determine the educational needs of the installation and the personnel.
Prepare plans for the approval of the commanding officer and conduct
an educational program which will meet the needs of the unit.
Inform troops of the educational opportunities available to them.
Make available to personnel, educational advisement, enrollment ser-
vice, instructional service, testing service, and accreditation service.
Maintain adequate files and records in the education program and sub-
mit required reports.
Prepare and submit to the next higher headquarters a budget estimate for the education program.

Assure a continuance of trained personnel for educational activities.

Publicize all phases of the education program.

Supervise all education activities.

Make periodic reports to the commanding officer on the program.

Make required reports to higher headquarters.

The Civilian Educational Adviser. The civilian educational adviser is responsible to the Troop Information and Education Officer for the performance of such duties as may be assigned to him in the planning and execution of the program. Through his presence at the installation over an extended period, a high continuity in the operation of the program is established. As a result of his training and experience, he is in a position to advise the Troop Information and Education Officer in educational matters and to give experienced educational counselling to students and prospective students. As a professional educator, he is well suited to deal with local civilian authorities and institutions. The services of a capable educational adviser are in the general case, considered indispensable to a good education program.

The Troop Information and Education Specialist. The duties of the Troop Information and Education Specialist, who is an enlisted man, in the program, are to assist the Troop Information and Education Officer by performing such duties as may be assigned to him in the operation of the program. The troop Information and Education Specialist should not be assigned the responsibility for educational advisement, except in those instances in which
as the result of his educational background and experience, he is fully qualified for such an assignment.

**Instructor Personnel.** It is of the utmost importance that instructors chosen to conduct group study courses be carefully selected; they are the key figures; the success or failure of the program is almost entirely dependent upon the instructors. Where possible, the standards and qualifications for instructors should be the same as those required of instructors teaching similar subjects in local civilian schools, except possibly in foreign language courses. Instructors should possess the following qualifications:

- A thorough knowledge of his subject.
- Know how to use available instructor aids, prepare and use lesson plans in the teaching of adults.
- Previous teaching experience, either civilian or military, and formal training in educational theory and practice.

When the potentialities of an instructor are properly evaluated, there should be taken into consideration a balance of the factors listed above, rather than dependence on one or two characteristics. All instructors should be interviewed prior to their final selection. Civilian instructors may be located by inquiry at the office of the local Superintendent of Public Schools or nearby colleges. Military instructors may be located by a check of Individual Qualification Cards. (see Appendix, Exhibit A.)

**Training of ARP Personnel.** Officers and enlisted men assigned to Troop Information and Education duties are sent to the Armed Forces Information...
School, located at Fort Slocum, New York. The authorized composition of the staff and faculty of the school for the calendar year 1951 was 77 officers, (27 Army, 25 Navy, and 25 Air Force), and a total of 85 enlisted men. Officers attend a 14 week course, and there is a planned frequency of 3 courses per year, while enlisted men are sent to a 6 weeks course, conducted 6 times a year. The purpose of the course, as stated in the Army School Catalog, is to provide training for selected officers and enlisted men in the operation, function, and responsibilities of information and education staff sections.

**Officers Course.** Officers must have a minimum of 3 years' military service with at least 2 years' active service remaining. They must not be over 49 years of age, with the exception of lieutenant colonels, who must not be over 40 years of age and colonels, who are not limited by age if they will have a minimum of 2 years remaining after completion of the course before retirement. All officers selected for the school must have at least 60 semester hours of college credit or the equivalent, and have a military record which indicates suitability for advancement in rank and for staff and command assignments. During the calendar year 1951 a total of 484 officers were graduated from courses at the school.

**Enlisted Men.** Enlisted men must be grade 5 or higher in rank, with a high school education or its equivalent as measured by the General Educational Development Tests (GED) at the high school level. They must have a neat, military appearance, fluent speech, and a standard score of 100 or higher in Aptitude Area III. Desirable qualifications are: an experience or training as a teacher, lecturer, news reporter, advertising man, copy reader, public relations man, or rewrite man. Recommended courses as background for the
course are those in education, journalism, psychology, public speaking, and social and political science. Official statistics of the school reveal that a total of 1160 enlisted men were graduated from the courses in 1951.

**Scope of Instruction.** The instruction in both courses includes training in the Armed Forces Information and Education program, techniques of the Information and Education operations, staff procedure, history and economics of the United States Government and the armed forces, world affairs, and human relations.
According to the census of 1940, about 2,750,000 persons in the United States had no schooling whatsoever; this represented 3.7 percent of the population of the United States. More than 7,333,000 or 9.8 percent of the population had completed only the first four grades. Of approximately 29,000,000 youth between the ages of 5 through 17, representing 22.6 percent of the populations, more than 25,000,000 were in public schools and approximately 2,666,000 in nonpublic schools; the remainder were in no school. In brief, this is the numerical story of America's illiteracy.\(^5\)

**Contribution to Military Training.** Education can now make a more direct contribution to military training than ever before. Weapons and Tactics are becoming increasingly complicated. The illiterate must be taught to read, write, and figure before he can absorb basic military training. This was recognized during World War II, when the need for manpower was urgent, and Special Training Units were established to bring the illiterate up to a fourth grade knowledge of the three R's. But this is inadequate today, and many commanders are making concerted efforts to bring all of their men up to the eighth grade level in English and Mathematics. The fourth grade man understands only a few hundred words; his vocabulary does not include many of the terms in the present curriculum. Moreover, there are mathematical concepts

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which are completely beyond his comprehension. In dealing with a group of men with an educational spread of eight or more grades the military instructor is faced with an almost impossible task. If he includes the definitions and explanations required by the lower group, he loses the attention of the others; if he does not, he simply bewilders, frustrates, and confuses the men in the lower group. And this lower group is not disappearing from the ranks. There are today several thousand illiterates and many more below the eighth grade level. Raising the educational level of these men pays immediate dividends in morale, efficiency, and time. According to psychologists, the average eighth grade man can be trained effectively in one-third the time required for the man who is barely literate. There is no phase of the Education Program which is more important to the commander than instruction of the elementary level (first through eighth grade). Classes should be organized wherever possible, because self-study is not generally productive at this stage.

**Explanation of the Literacy Training Program.** The following are criteria for determining persons who should be included in a basic education program:

- They have not completed 5th grade or its equivalent.
- They failed to achieve an Army General Classification Score of 70.
- They cannot read or write English with the fluency of one who has completed the 5th grade, as revealed by results in the Basic and Intermediate Education Program.

Every person who falls in one or more of these categories should be given an opportunity to enroll in basic education courses. Persons in need of such training are located after enlistment by the following methods:
Reference to personnel records for AGCT scores and school grade completed.

Consultation with officers and noncommissioned officer who work with them.

Potential students are interviewed individually by qualified personnel. During this interview the needs of each man are determined. In order to place students in classes in which they will best profit from instruction, placement tests are administered. These tests will be discussed later in this chapter.

Through enrollment of all basics in classes, the objective of the Army Education Program to eliminate this group from the Army may be accomplished.

After the class groups are formed, it is essential that regrouping take place regularly in order to keep personnel at the same academic level. For placement purposes at the 5th grade, however, and in order to measure whether the individual has satisfactorily completed that grade, the Basic and Intermediate Test Battery is used. More information regarding this battery of tests will be given in connection with the discussion of the testing program.

The instructor is the key figure in the basic education program. It is important that he be carefully selected. Individual qualification cards should be screened for an initial list of military personnel qualified as instructors. Experience in adult education and more particularly on the basic education level is desirable. Instructors are selected from military personnel if possible but, if none is available, then civilian educational agencies should be contacted to find civilians properly trained and qualified for such work. A number of states conduct adult education programs and will
give assistance in conducting such a program for military personnel. Good background and experience are necessary; but no instructor is finally selected until after a personal interview has been held. During this interview, it is determined whether the instructor has an interest in the program and the students and whether he has the necessary patience, tact and energy for the job.

After the instructor is selected, he is oriented in the program. This will include organization of the program and techniques of handling students. This program is given no general publicity as are other activities in the education program. Much attention is given to the techniques of teaching.

Classes in basic education are conducted according to standard teaching methods. Classrooms are located so as to avoid distracting influences of unusual noises and sight of other activities. Training aids are placed so all students can see them. Classroom furniture is provided for physical comfort and convenience in writing.

It is important that the commanding officer be aware of the military need for basic education for his men. Authorization of this program as a duty-time activity by the commander is a necessity for an effective program. The commanding officer is consulted frequently while the program is being organized. There are no regulations which make basic education a compulsory duty-time activity although the commanding officer may require the men in his unit who lack basic education to attend classes for four hours a day for a five day week. This is the recommended weekly schedule. With this schedule, it is expected that 85% of the students will complete the equivalent of one grade each month.

Authorities are agreed that the lowest educational level at which a
soldier in a modern army may satisfactorily absorb and conduct military training is the equivalent of 8th grade. For this reason, more and more emphasis is being placed on the individual serviceman's education as the basis for a successful military career. Current practice is to encourage every soldier to complete at least the 8th grade.

In order to locate those persons for whom further education is required before they can reach the 8th grade level, the following procedures should be followed:

1. A check of the personnel records.
2. Individual interviews with those who have not reached the 8th grade in order to further determine their need for education and their interest in furthering their education. In those cases in which there is doubt, placement tests can be used to determine their level.

Insofar as the Army is concerned, the Basic and Intermediate Achievement Test Battery is the only authorized test for use in determining when an individual has completed the 5th or 8th grade and likewise it is the only placement instrument for grades 5, 6, 7 and 8.

Tests Used in the Basic and Intermediate Education Program. The basic educational level tests used by the Army are designated as the FRT Literacy Training Tests. Two areas are defined: Arithmetic and Reading. The student must demonstrate a certain proficiency in both of these areas before being assigned to a certain grade level. Adjutant General Office-FRT Test 216 or 217 in Arithmetic, and AGO-FRT Test 212 or 213 in Reading are first administered to the testees. Once these test scores have been evaluated, the student is assigned a grade level, and he will then work on this level until he is
ready to take additional PRT Tests to determine whether or not he has passed a particular grade level after instruction. The additional AGO-PRT Tests are designed to measure the proficiency or ability of the student to do the work of the pupil in the first through the fourth grades. Each grade level (I-IV) has a test in Arithmetic and Reading. There are two forms of each of these tests, one being an alternate form.

In regard to the administering of the PRT Tests, it may be noted that they are primarily designed for the Department of the Army. Retesting may be accomplished as often as required, first by use of the alternate test, then by use of the original test, and by alternating the two thereafter. It must be emphasized that the results of these tests are limited to military purposes. Since the tests may be administered as frequently as desired and thus become too familiar to the student they are not to be used for the purpose of seeking civilian accreditation.

The second battery of tests used in the Basic and Intermediate Education Program is composed of the "Basic and Intermediate Achievement Tests". These are subdivided as follows:

Basic and Intermediate Achievement Test 1: English
Basic and Intermediate Achievement Test 2: Social Studies
Basic and Intermediate Achievement Test 3: General Science
Basic and Intermediate Achievement Test 4: Mathematics

These tests were initially entitled "Basic and Elementary Achievement Tests". At present, this battery is to be used in determining fifth and eighth grade completion, and as a placement instrument for grades 5, 6, 7 or 8.

The USAFI Placement Tests, Placement Test in Mathematics (Form RQ);
Placement Test in Mechanics of Expression (Form T) and the Placement Test in Adult Reading Comprehension will no longer be used for placement or grade completion purposes.

Retesting on the Basic Intermediate Achievement (BIA) Test battery will be carried out at such times as it is deemed advisable by the Information and Education Officer or educational adviser or counsellor. As in the case of the Literacy Training Tests, the Troop Information and Education Officer is responsible for the disposition of the answer sheets after they are completed.

The BIA Tests are significant to the Army Education Program in that they provide the means whereby a student may receive Army recognition of having completed the fifth and eighth grades. They may be used for placement purposes so that the soldier may be advised of his next step in furthering his education. Motivated by this series of tests and expert guidance on the part of the educational staff, he will be prepared to participate further in the AEP. The extent of enrollment in the Basic and Intermediate program can be measured by the following official statistical data:

**Basic Education Graduates:**

Basic (4th and 5th Grade) Certificates Awarded: Total 1950 - 9,242

Total 1951 - 30,541

**Intermediate Education Graduates:**

Eighth Grade Certificates Awarded: Total 1950 - 5,415

Total 1951 - 5,663

Figures for 1950 do not include the Far East Command, since reports from the Far East Command were incomplete due to combat conditions in Korea.
The aim of the good educational system is "to enable the right pupil to receive the right education from the right teacher." This happy combination can only be established if the teacher is able to evaluate his students to determine their abilities, likes and dislikes, and progress within a class. By administering certain tests and examinations, and carefully interpreting their results, the teacher is able to gather good evidence which he later uses to counsel the student. By administering USAFI high school and college level General Educational Development tests, subject examination, end-of-course test, placement tests, and others the troop Information and Education Officer and the Information and Education Specialist help the individual soldier to evaluate his proficiency in a specific subject, or to discover his relative academic standing as compared with the average general education development of the high school graduate or college freshman. Having been so informed of his relative standing or degree of achievement, the soldier may thus be motivated to further his education through the services offered by the AEP.

Administration of the Testing Program. The first step in the proper administration of the testing program is the advisement of the testee. It may be that the student who comes into the Education Center has already

decided what his education objective will be. Perhaps, on the other hand, he has not yet determined his educational goal and desires to take a preference test to compare his interests with those of varied and successful groups of wage earners.

The next step in the administration of the test is the completion of the Application for USAFI Test or Examination, Department of Defense Form 179 (see Appendix, Exhibit B) which is then forwarded for approval to USAFI. After approval the test will be sent back to the Education Center for administration to the testee. The application form contains a certification made by the Troop Information and Education Officer that he agrees to "receive, supervise the administration of, and return promptly all tests indicated above......" When the student finishes his test, the test answer sheet is returned to USAFI with the test booklet. When the military test report is returned to the student, giving his scores, a post-test advisement should be carried out by the Troop Information and Education Officer or educational adviser to interpret the scores attained. Here begins the follow-up work necessary to bring about civilian accreditation or recognition of the soldier's educational achievement while on active service. The student is encouraged to write to his high school or State Department of Education regarding evaluation of his test scores. He may actually need help in composing this letter. The Department of Defense Form 295, Application for Credit for Education Achievement during Military Service (see Appendix, Exhibit C) should be forwarded to the school at this time, so that a more complete evaluation may be made of the student's military experiences.

USAFI Retesting Policies. After an interpretation of the Student's
test scores has been made, it may be found that he has failed to obtain a passing score on the test. The counselor should advise the testee of the USAFI so that he may begin a study program designed to prepare him for the retest. The policies of USAFI regarding retests can be checked from Table II, page 32. It will be noted that the end-of-course, GED, subject examination, and 2CX tests permit only one retest. However, the student must wait 30 days before he may apply for a retest on the end-of-course and subject examination tests, 6 months for a retest on the GED test, high school or college level, and 90 days for the retest on the 2CX test. A letter from the Troop Information and Education Officer must accompany the retest application to certify that the student has carried on further study, in particular subject matter fields, to prepare for the retest. Under the "Remarks" column, it is noted that the student must retake the entire high school GED Test battery if he desires to raise his average to meet a certain educational objective. If he has fallen below one one test of the battery, and merely wishes to raise his score on that particular part, then he will apply for a retest on that part alone.

**End-of-Course Tests.** Recognition of individual educational achievement, advancement and ability is one of the most important problems to be considered in connection with the educational program of the Armed Forces. This problem is to determine the types of learning experience that are worthy of evaluation in terms of academic credit. Tests exist that measure formal training and educational development derived from travel, experiences, and other broad means of education. The usual school situation, both elementary and secondary is familiar, wherein a final grade is made up from classroom
<table>
<thead>
<tr>
<th>TEST</th>
<th>NO. RETESTS PERMITTED</th>
<th>WAITING PERIOD</th>
<th>JUSTIFICATION</th>
<th>SPECIAL REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. End-of-course</td>
<td>1</td>
<td>30 Days</td>
<td>Letter stating evidence of further study</td>
<td></td>
</tr>
<tr>
<td>2. GED</td>
<td>1 higher objective</td>
<td>6 Months</td>
<td>Letter stating purpose and indicating improved knowledge as evidence by study and/or experience</td>
<td>When raising average must re-take entire battery</td>
</tr>
<tr>
<td>3. Subject Examination</td>
<td>1</td>
<td>30 Days</td>
<td>Letter stating evidence of further study</td>
<td></td>
</tr>
<tr>
<td>4. Placement</td>
<td>Maximum 2</td>
<td>None</td>
<td>None</td>
<td>No reports for accreditation</td>
</tr>
<tr>
<td>5. 20X</td>
<td>1</td>
<td>90 Days</td>
<td>None</td>
<td>No reports for accreditation</td>
</tr>
</tbody>
</table>
recitations, periodic tests, progress and various other factors, chief of which is usually the teacher's opinion. The Armed Forces Institute courses have eliminated the factor of personal opinion of the student by having the entire grade awarded for self-study and correspondence courses on one final examination, known as the end-of-course test. These tests are designed for used with specific USAFI courses to measure competence in that particular course. As a USAFI enrollee nears the end of his correspondence course he applies for an end-of-course examination through his Information and Education Officer. He is administered the test by this officer and his test is then forwarded to USAFI to be scored. Instead of receiving a numerical rating, he will receive a report showing one of these three ratings:

With Distinction.

Satisfactory.

Unsatisfactory.

If the rating is one of the first two the examinee receives, in addition to his report of scores, a Certificate of Completion — more or less a diploma from that one course. If the rating is unsatisfactory, the examinee may take a retest after a 30 day waiting period.

These same end-of-course tests are also used as the final examination for group study classes which are using USAFI texts as their basic reference. Tests thus taken by enrollees in group study classes are graded in the same way as the correspondence course tests for they are, in fact, the same courses. Reports of scores are also the same. However, USAFI will not issue a certificate of completion unless the student is enrolled with USAFI as well as being enrolled in the group study class. Otherwise, his receipt of a certificate will depend on the local Information and Education Officer's policy.
Course completions in both USAFI courses and group study courses portray the value of these tests.

Number of USAFI Course Completions: Total 1950 - 7,766
Total 1951 - 8,058
Number of Group Study Completions: Total 1950 - 62,307
Total 1951 - 128,647

Data given above does not include all of the Far East completions due to the war in Korea.

Subject Examinations. Another USAFI test which is a valuable aid in achieving credit, both high school and college, is the Subject Examination. These tests measure achievement in various high school and college subject-matter fields. They do not correspond to particular USAFI courses, but are designed to measure achievement in a specific field of knowledge, regardless of the source from which the knowledge was obtained. For instance, a man may have learned typewriting through his own efforts, and now would like to have this achievement evaluated in terms of high school credit or merely in terms of an achievement rating. He could apply for a USAFI subject-matter examination on Typewriting in order to measure his achievement. Or, as is frequently the case, a man may enroll in some college, the curriculum of which includes one or more years of a foreign language. While overseas, this man may become quite proficient in the French language, both spoken and written. If the college will grant advanced credit for examinations he may apply for the USAFI Subject Examination in French, and if he passes, he may receive credit which will satisfy the language requirement in his college curriculum. In cases where the prospective examinee has as his objective the gaining of
academic credits, it is wise to check first with his particular school to determine definitely whether or not they will grant credit for USAFI subject-matter examinations.

All of these subject examinations have been standardized on a representative sampling of civilian students who have completed regular classroom courses in the subjects covered. Minimum scores have been established and are published in the American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Services,7 sometimes referred to as the Tuttle Handbook. In this Guide are listed not only the tests and recommendations for credit, but also detailed descriptions of the subject matter covered. There is also a revision which brings up to date the minimum scores and credit recommendations. Most of these subject examinations are prepared in two parallel or comparable forms. Form A is used by the USAFI for testing members of the Armed Services while they are on active duty, and by agencies of the Veterans Testing Service which makes the tests available to Veterans. Form B is used by civilian educational institutions primarily in:

- Acquainting civilian educators with the general nature and content of the test.
- Establishing local norms through the testing of civilian students.
- For testing veterans and civilians for accreditation purposes.
- The results of subject examinations, unlike those of the end-of-course

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tests, are reported in terms of a raw score (the total number of questions minus the number of questions answered incorrectly) and a rating of "Satisfactory" or "Unsatisfactory". These are the only USAFI tests to be reported in a raw score.

Probably one of the most practical uses of this type of examination, at least at the secondary level, is to administer the test to satisfy certain state requirements for the granting of an equivalency certificate on the basis of the GED test. Suppose, for example, that a soldier who had completed the 10th grade in the Pennsylvania school system, and who had had no United States History in either the 9th or 10th grades, successfully completed the high school GED test in order to gain recognition of completion of high school. Before he could become eligible for a certificate of equivalency, he must present evidence of having completed the 10th grade, including two units in English and two units in social studies, one unit of which shall be United States History. This man could take the subject examination in American History, if he feels he is familiar enough with the history of his country, thus saving months of work that otherwise would have been spent on a history correspondence course.

Official Department of the Army records reveals 12,237 course completions in 1950 and 13,880 course completions in 1951.

General Educational Development Tests: Without doubt, one of the most important services that the United States Armed Forces Institute has provided is the test of General Educational Development. This test, available at both the high school and college levels, has played a very important part in the educational careers of many thousands of servicemen. For many
it has compensated for the years lost from their schooling, by providing a means whereby they may now achieve what would have been theirs had they remained in school, a high school diploma. For many others it has been the "springboard" which has launched them into the advanced stages of a higher education. For still others, it has been the "ray of hope" — the incentive which has reopened within them the desire to go on with their education — to make a fresh start without having to plow through courses of study with which they have long since become familiar through actual work experiences and travel experiences.

The phrase "GED TEST" has become a virtual watchword, educationally speaking, among military personnel. It has been such a potent factor in the lives of so many that it has become its own spokesman. However, it is not the panacea for all education problems or the 'fee' of a diploma mill. We must keep in mind also that there are limitations to the GED Test.

The extent of participation in GED testing during the years 1950 and 1951 is shown by the official figures released by the Department of the Army. Data for 1950 does not include figures for the Far East Command, due to the Korean situation.

GED Tests Successfully Completed:

<table>
<thead>
<tr>
<th></th>
<th>Officers</th>
<th>Enlisted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School - 1950</td>
<td>3,276</td>
<td>17,468</td>
<td>20,744</td>
</tr>
<tr>
<td>1951</td>
<td>2,097</td>
<td>41,769</td>
<td>43,866</td>
</tr>
<tr>
<td>College - 1950</td>
<td>2,279</td>
<td>3,220</td>
<td>5,499</td>
</tr>
<tr>
<td>1951</td>
<td>1,879</td>
<td>6,009</td>
<td>7,888</td>
</tr>
</tbody>
</table>

The GED Test is actually a battery of several tests covering a variety of subject matter fields. It is designed so as to measure the extent to
which all of the educational experiences of a serviceman, including his informal or self-educational experiences, have contributed to his ability to carry on a program of general education. In short, it measures the educational level of a man, and tells him how he "stacks up" with the average civilian student.

The high school level tests tell whether the examinee has an educational understanding equivalent to that of a civilian high school graduate.

The college level test measures whether the examined has the ability to do work at second year college level.

The major purposes of the USAF GED tests are:

To provide a more adequate basis for the educational and vocational guidance of those who have served in the armed forces.

To assist the schools in the appropriate placement in a program of general education of the students returning from military service.

To help the schools determine the amount of academic credit which should be granted students for their educational experiences in military service.

The tests are accordingly designed to measure the extent to which all of the past educational experiences of the individual tested — including the experiences gained in military service — have contributed to his general educational development, or to his ability to carry on successfully in a program of general education of the type which the academic high school and the first two years of the liberal arts college aim to provide.

The third of these purposes is strictly incidental to the first two, but is rendered of major practical importance by the credit-counting and time-serving features of our prevailing system of education. It is obvious
that this third purpose can be accomplished only indirectly. In the absence
of any comparable test results secured at the time of induction into service,
it is impossible to determine the academic equivalent, in terms of course
credits, of any individual's in-service experiences. His proper educational
placement at time of discharge may be objectively determined, but the effects
of his pre-service and in-service experiences will be inextricably inter-
mingled. All these tests can do, therefore, is to help the schools determine
what maximum amount of academic credit for educational experience in military
service is consistent with the actual educational development of the individual
and the credit previously earned by him.

Among the many other possible uses of these tests one in particular
deserves special mention. With war service persons having no plans for fur-
ther formal education training these tests can indicate to their prospect-
ive employers the extent to which they have attained the equivalent of a high
school or college education. In consideration of the increasing frequency
with which employers set definite educational requirements for specific posi-
tions, as well as of the tendency to make increasing use of test results in
selecting employees, this latter use of the GED tests has proven of first
importance to a large proportion of persons with war service tested.

To state the situation in order to understand terms, the primary use
of the high school GED test is to enable those persons with less than a 12th
grade education to measure themselves against high school graduates. If
they pass the test, they are recognized as high school graduates. "Passing
grades were set up on the basis of norms established for a sample of 35,432
public high school seniors tested in April-June 1943, just before graduation
from a general high school curriculum. The 8149 schools in the standardization
sample were selected from the United States Office of Education mailing list of public schools in the continental United States. These schools were so selected that their relative distribution by states and by enrollment in classes within states was approximately the same as that for all (20,725) public high schools in the country.

There have been several forms of the GED Tests made available, at both high school and college level. Form A of the college level GED test has been retained for use exclusively by the US Armed Forces Institute for the three services, to be administered to military personnel who desire academic credit for their educational in-service experiences. Scores made by military personnel on the military forms, Form A on the college level, Forms X and Y on the high school level, will be reported to schools and employers by the US Armed Forces Institute.

Forms C and D of the GED Tests, on both college and high school level, are utilized by State Departments of Education and the Veterans' Testing Service of the Educational Testing Service for the purpose of determining high school diplomas or certificate awards or college admission for veterans.

Some high schools, universities, and colleges also do testing for local purposes of accreditation. Form B is utilized for this purpose. Form B is available to high schools and colleges through the Cooperative Test Service of the American Council on Education and the Science Research Associates. These civilian forms enable the schools to establish their own local norms for the interpretation of the scores reported to them by USAFI, and also enables them to secure for themselves comparable measures on students who have had no military experience. For the purposes of the Army Education Program, however, Form A on the college level, and Forms Y and Z on the high
school level, will normally be the only forms utilized.

These examinations differ quite markedly from the examinations that have been generally used in the past to measure school progress. While the persons being tested will often have made considerable educational progress while in the service, they will in most instances have developed educationally in a very different manner than they would had they remained in school. In general, their in-service educational growth will be due in a much larger measure than normally to their own deliberations, to first hand observations, and to direct experience. Other factors affecting educational growth in the service are self-directed reading and study, conversation and informal group discussions, and a process of acquiring maturity intensified and accelerated by the circumstances of war, rather than vicarious experiences or contact with textbooks and formal pedagogical procedures. It is extremely important therefore that their educational development be so measured that they will not be unfairly handicapped because of the manner in which it took place. They should not be penalized because of their lack of recent academic experience or formal classroom instruction. Thus, the tests are concerned primarily with the student's ability to "carry on" in a program of general education, rather than how he achieved that ability. The student is not required to remember detailed facts about the subject matter involved. Rather he is held responsible for an extensive, substantial body of knowledge and primarily those elements of knowledge which are of widest applicability or of greatest functional value.

**High School Level Test.** The high school level test battery consists of five comprehensive examinations concerned respectively with:
The first test is entitled "Correctness and Effectiveness of Expression", in which the student is tested on all phases of grammatical construction, including choice of words, order of sentences, connecting links between sentences, irrelevant and unnecessary details, parallel structure, sequence of tenses, inconsistency, style, good taste, and literacy tact, punctuation, capitalization, agreement of pronoun and of antecedent, use of adverb for adjective, and agreement of noun with subject.

The second test, "Interpretation of Reading Materials in the Social Studies", requires the student to interpret and to evaluate a number of reading selections representative of those he will have to read and study in subsequent school work.

The third test, "Interpretation of Reading Materials in the Natural Science", is similar to the second test in its method. The reading passages, however, are concerned with the natural sciences — physics, chemistry, biology, hygiene, and geology.

The fourth, "Interpretation of Literary Materials", is also a test of the student's ability to interpret. Here, however, the material to be interpreted consists of prose passages from recognized literary works, excerpts from poetical works, sonnets, and other forms of literature. The student is called upon to give his interpretation of this literary material.

The fifth test, "General Mathematical Ability", is a test of problem
soving of a very practical sort. The problem situations vary widely in
nature, including problems concerned with:

Estimating costs of simple home repair projects.
Evaluating and checking simple business transactions.
Understanding and ability to make use of basic arithmetic, algebraic
and geometric concepts.
Employment of and familiarity with various units of measurement.
The use of tables, scale drawings, and graphs.
A knowledge of indirect measurement and approximate computation and
estimation.
Understanding of some of the mathematical aspects of insurance,
taxation, installment buying, investment, and statistics.

Each of the five parts of the examination contains items of the mul-
tiple choice type, that is, the question is stated, followed by 3, 4, or 5
alternatives, only one of which is correct. The student must indicate the
correct answer. The various parts are unlimited insofar as time is concerned,
the only stipulations being that once a section has been begun, it must be
finished at one sitting. The average person requires anywhere from one to
two and a half hours to complete each section. It is advisable to have the
student take only one test section at a sitting, for his mind may become dull
and unresponsive if he attempts such intense concentration for a long period
of time. He must, however, complete the entire battery within 30 days after
commencing it.

Reporting Scores. The method of reporting the scores is often con-
fusing to those taking the tests because of their unfamiliarity with the
scoring system. Former school personnel are used to having their proficiency reported in terms of the percentage of items completed successfully. USAF reports a standard score and a percentile score for each section of the test battery.

Actually there are three scores — there is a raw score in addition to these two (standard and percentile). The raw score is the total number correct on each of the five tests. But, since the total number of problems on each test differs, the raw score of one test could not be compared with the raw score of another in the battery. Therefore, the raw scores are transferred into standard scores by means of the McCall T-scale technique, in which a standard score of 50 corresponds to the test performance of a typical (median) graduating high school senior for the country as a whole. These standard scores have the same meaning and are therefore comparable for all five tests of the battery. They are not based on a possible 100 but rather on a possible 74, 75, 75, 74, 73, respectively for the five test sections.

For Army purposes, the passing score on the GED test battery is a standard score of not less than 35 on any one section of the test, or an average standard score of not less than 45. Therefore, if a man were to get only 20 on one section of the test, he could still meet Army requirements for passing by having high enough scores on the other four sections to bring his average up to 45.

The percentile score is made up from the standard score, and for practical purposes is much easier to understand. The standard score of 50

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is set as the middle of the percentile range, and percentile scores are then figured up and down the range to correspond to other standard scores. Hence, a standard score of 74 on the first section (highest possible for that section) corresponds to a percentile score of 99. A standard score of 70 corresponds to 98 percentile.

The scores required by the various state school systems varies from state to state. Some states have the same requirements as the Army — Standard score of 35 on each test or an average of 45. Others require 35 on each test and an average of 45. Still others require 45 on each, or at least 40 on each test and an average of 50.

College Level Test. The college level GED test is very similar as far as the areas of information being tested are concerned. This test, however, consists of only four sections, the comprehensive examination in mathematics is omitted. Special examinations corresponding to various college courses in mathematics are provided at the student's option. If he desires to take an examination in mathematics, he may choose either analytical geometry, algebra, or plane trigonometry. The first four sections, however, bear the same titles as those on the high school level:

Correctness and Effectiveness of Expression.
Interpretation of Reading Materials in the Social Studies.
Interpretation of Reading Materials in the Natural Sciences.
Interpretation of Literary Materials.

The material contained therein, is of course, on a much higher level than that of the high school tests. The test itself is intended for use primarily to determine whether the individual tested is as capable of carrying
on advanced college work as the student who has taken certain broad introductory or survey courses generally offered in the first two years of the liberal arts college, or has reached the same level of general educational development as the student who has had such survey courses.

Although the norms for each test section were established for students enrolled in certain related college survey courses, the tests are not to be considered as end-of-course achievement examinations for these courses. This is an extremely important point from the school's viewpoint in granting credit. For example, norms are reported for Test No. 2 for students who have completed a college course in World History. This by no means implies that Test No. 2 is intended for use as a final examination in such courses, or that it may be fairly evaluated with reference to the same criteria that would properly be used in evaluating such a test. The test is intended to measure the student's general educational or intellectual development in the whole field of the social studies; his ability to comprehend and think in terms of increasing complex and abstract concepts and ideas in that area, and his background of fundamental information, his ability to use that knowledge in the interpretation and solution of social problems.

Tuttle states that roughly fifty percent of the accredited institutions of higher learning will accept satisfactory performance of the college level GED test in lieu of freshman and sophomore courses in English, Science, and Social Studies. In other words, they will grant advanced standing in various amounts according to the college or university in question for successful completion of this test. Thus, in those colleges which will grant six semester hours of credit for each of the four test sections, it is possible for a student to complete his college work in three years, if he passes the college
level GED test.

This criterion for passing is slightly less determinate than it is for the high school test. Each college sets up their own standards of acceptance. The American Council on Education has set up certain standards, but these are merely recommendations, and are set forth in the ACE GUIDE. They have established norms for three categories of institutions, classed according to the mean scores of their entering freshmen on the 1941 American Council on Education, Psychological Examination. In the interpretation of these scores it will be necessary to explain what a Type I or Type II or Type III institution is, as referred to in the ACE GUIDE. Those institutions whose mean scores on this Psychological Examination exceeded 113 constituted Type I; those whose mean scores fell between 113 and 95 made up Type II; and those whose mean scores fell below 95 constituted Type III. Roughly one-sixth of the institutions giving the ACE Psychological Examination in 1941 fell into Type I, about one-fifth fell in Type III and the remainder fell in Type II. However, each school decides for itself which of these three types of norms is most appropriate in interpreting the scores of its own students.

Reporting Scores. The Army has set definite scores for this test. These are as follows:

Test No. 1 - Standard Score 55
Test No. 2 - Standard Score 60
Test No. 3 - Standard Score 61
Test No. 4 - Standard Score 57

9Tuttle, op cit. page 48
When military personnel who take the college level test receive scores equal to or better than these, an appropriate entry will be made on their military personnel record. However, no entry will be made if any one of the scores is below the minimum set by the Army.

It is the responsibility of the Army Testing Center to see to it that GED scores, both high school and college, are recorded on the individual's military records. Therefore, when the Center receives their copy of the report of scores, they must send notification to the Personnel Officer who maintains the records of the individual concerned.

20X Tests. This test is an educational qualification test designed to determine, for military purposes only, whether an individual has attained the educational level equivalent to completion of the first two years of college. Subject matter consists of current social problems, history and social studies, literature, science, fine arts, and mathematics.

Many officers of the Army have had their education interrupted by virtue of service during the war years. To qualify for certain service schools these officers must have 2 years of college or its equivalent and the Army recognizes the 20X test as fulfilling these requirements. An addition use of the test is found in its use to qualify young officers for Regular Army commissions.
CHAPTER VII

GUIDANCE ACTIVITIES

Guidance is the heart of the AEP. Services rendered to military personnel through the Education Program are of a nature that sound advice is their very life blood. Guidance includes all activities, services, information and assistance which will guide an individual in determining his educational needs. Through advisement a serviceman is assisted in planning for any carrying through to completion a definite career goal. The goal may be toward a service career, a high school or college diploma, or a career in a civilian vocation.

Objective. The objective of the guidance activities is to assist military personnel in the development and execution of a course of action which is in keeping with their interest, aptitudes and needs. Through guidance we may assist the individual to make wise choices, adjustments and interpretations in connection with his present day activities and his career. Advisement provides information on all phases of the AEP including self-study courses, group-study, testing and accreditation. Information should also be made available to those desiring it concerning careers in the service, the nature of occupational and professional fields, trends, prospects for employees in vocational fields, and college entrance requirements.

The ideal condition is one where well trained civilian educational advisers would be available at all military installations in sufficient number to perform these services. Limitations of funds make this impossible. For this reason everyone assigned to duty with the program must share the
responsibility for operating the advisement service by conducting those phases of it for which he is qualified.

Conduct of Guidance Activities. The conduct of this phase of the AEP should be limited to those who have a thorough understanding of the education program, who are qualified by virtue of their general background, personality, and general attitude and who are willing to devote time, energy and genuine interest to the problems of each individual who comes to them for assistance.

A qualified educational advisor must have pursued a definite and extended field of study in educational, guidance and counseling areas. Counseling is a highly specialized field. Lacking specialized training, the personnel engaged in the activity should limit their services to providing information on which the individual may base his own decisions.

Servicemen requiring guidance may be placed under one of the following broad classifications:

The career soldier who has decided to make the Army his life work. He will need advisement as to how he may advance in grade, increase his professional knowledge, and advance his general education.

The serviceman who has made up his mind to return to civilian life and enter upon a civilian vocation. This individual may have already determined upon his vocation. If not, he may be given information concerning the fields in which he is interested, training necessary to entering upon them, trends in the field and job possibilities. He also may wish to improve his general education while in the service. If he has already developed a trade or skill, he can be given assistance in
increasing his abilities in his chosen field or one related to it. This service is still an Army obligation.

The serviceman who has not decided whether to make a career of the Army or return to civilian work. In advising such individuals the counselor should furnish information on opportunities, both in a military career and in a civilian vocation in order that they may reach a decision and make plans for a successful career in it. However, from the Army standpoint, emphasis should be placed on the desirability of a career in the Army.

Problems of individuals in any of these three broad classifications may be difficult of solution. Each case must be dealt with individually. There is no ready made prescription which may be applied to any of them. Form materials available to him, the advisor will find helpful suggestions which should be made available to the advisee. As he develops experience in dealing with individual cases, he will develop confidence in supplying worthwhile information and in locating helpful data. Through interest and enthusiasm for the job and reading the source material available to him, the advisor will become more confident and more capable as he deals with each case.

Three basic principles which may be followed at all levels of advisement and in all cases with which the adviser deals are:

To help the serviceman determine his capabilities and limitations as they relate to the problem at hand.

To help the serviceman reach a decision as to what he wants to do.

To help the serviceman decide upon his course of action leading to a goal which is both reasonable and obtainable, and which takes into
consideration his capabilities and limitations and his desires.

There are several logical steps or stages in the advisement process. In order to do a good job it is essential that the advisor have the most complete information obtainable concerning the background of the advisee, and that this information is thoroughly studied and digested by the advisor and that it is presented to the advisee or developed with him during an interview in such a manner that it will enable him to understand it fully. The Individual Qualification Card, see Appendix, Exhibit A, offers the advisor a concise report on the advisee. While the advisor should display a sympathetic interest in the student's problems he should in no instance exhibit other than an objective attitude toward information which should come to his attention. The advisee would resent any attitude on the part of the counselor which would indicate that the latter has set himself up as a judge of the subject's actions or wished to take over the direction of his personal life.

In all advisement the goal is that of enabling the individual to achieve a level where he can make up his own mind and reach decisions without outside assistance.10 This ultimate goal should be in mind during the entire guidance process.

Group advisement has the advantages that a large number of persons can be given general information during the time it would take to interview an individual. Its use is limited, however, to supplying information of a more general nature. Through group guidance techniques many individuals

can be led to seek a solution to their individual problems. Furthermore, many persons can be reached who would not seek individual guidance of their own volition. However, having a general knowledge of the opportunities available, they may become sufficiently interested to seek out an individual interview. They may be led to realize that obstacles which they had previously considered insurmountable may be overcome. Furthermore, they may be led to realize the possibilities of improving their performances on the job and toward promotion through information furnished through group guidance techniques.

Group guidance may be given through the following means:

Off-duty discussion groups.
A portion of the regular Troop Information Hours.
Special Information Hours.
Educational Interest Survey.
Mass publicity media such as newspapers, daily bulletins, bulletin boards, posters, public address systems and slides at the local theatre.
The unit Information and Education Board.
Educational films and film strips.

Guidance Materials. The following advisement materials should be made available for use at all times by those engaged in guidance activities:

The USAFI Catalog lists all courses offered by USAFI, gives all information on enrollment, accreditation, testing and requisitions, plus a fund of other useful information. This catalog will be used for more varying advisement situations than any other single source. The answer to most questions about USAFI will be found in this catalog.

Accreditation Policies of State Departments of Education for evaluation of Service Experiences and USAFI Examinations.

Career field pamphlets explain the jobs under a career field, list training material offered, and USAFI courses available which are related to the field itself. The Armed Forces have inaugurated career guidance programs under which warrant officers and enlisted men may select a major career field in which they may progress according to a prescribed pattern, by work and study, to senior warrant officer grades. Each of these pamphlets covers one career field. From time to time lists will be issued showing planned outlines of USAFI courses in relation to each step in a particular career field.

Classification of USAFI Courses According to Military Occupation Specialty (MOS) Numbers is a reference material which lists Army MOS numbers and shows USAFI courses recommended for each. It is used when advising the Army career man.

Occupational Outlook Handbook, Bulletin No. 940, United States Department of Labor, is a review of hundreds of occupations from the standpoint of the future, nature of the work, training necessary, earnings, etc. It also devotes a section to various geographical areas or regions in the United States in which is discussed major agricultural occupations of each area. All types of occupations are evaluated, from the professional to the unskilled. Revised editions of the handbook will be published from time to time to bring the information up to date.

Occupational Briefs are designed to give the serviceman a description
of civilian occupations, qualifications necessary, earnings, the employment outlook, and a reference to the specific USAFI courses which may be taken in preparation for the 106 jobs covered. They also are designed to give a frank discussion of a particular job, with reference to what USAFI courses are recommended. They are available by requisition from USAFI.

The education office should have on hand a current catalog from every college and university within a reasonable distance of the installation. The catalogs, generally, list requirements for entrance and graduation, courses offered (and in some cases, complete descriptions of all courses), faculty, living requirements and facilities, and other general and specific points of interest.

Procedures. All through the advisement process it must be constantly kept in mind that the advisee must decide what he is going to do. This decision is helped along by the information he has received during the advisement from the advisor. When the decision has been made, it becomes the job of the advisor to assist in certain procedures necessary to implement the plan.

Procedures in assisting a serviceman in his service career if the advisee has decided that he wants to stay in the Armed Forces. Career guidance program material will be the principal reference in helping him achieve his goal. After determining his educational background and his interests and ambitions the advisor should consult the USAFI-Military Occupational Specialty Chart for suggested courses which will help him become more qualified in his career field. If there is a career pamphlet covering his chosen
field, this pamphlet will give all information on the program in general in his particular work, including USAFI courses and correspondence courses offered by colleges.

**Procedures in Assisting for Civilian School Credit.** For high school credit, the "Accreditation Policies Pamphlet" for information on policies of the state regarding credit for service schools and experiences must be consulted. It may be that the State policy is generous and that the advisee can, by filling out Department of Defense Form 295 (see Appendix, Exhibit C) and writing a letter to his high school or State Department of Education, acquire sufficient credits to take care of a semester or a year towards his diploma.

**Procedures in Assisting for Civilian Vocations.** The advisee may be planning on getting out of the Armed Forces after his current enlistment, or he may be making long range plans for a vocation after he reaches retirement age. In either case, consult the Occupational Briefs. Courses are suggested which will help in preparation for the vocation, or job field. Remember, while the Army is primarily interested in "making a better soldier" it still has an obligation to assist the serviceman who is returning to civilian life. The advisor should also help the advisee make appointments with vocational counsellors in the Veteran's Administration, trade union offices, local high schools and colleges, and professional associations. By taking all of these steps, the advisee can get a complete picture of the situation as it may affect him.

**Use of Test Results.** Aptitudes, while they may be indicated through a study of the individual's scores on tests given him while in the course,
should be pointed out to him as indicative of the fact that he might do better in one line of work than in another. Test results are merely indication and undue emphasis should not be placed on them. The tendencies as shown by the test results should be balanced against personality, background, education and ambition. No attempt to influence the advisee should be made through test results or by any other means. All the advisor does is to analyze the test results and point out all of the possible answers. Here again, the final decision is left entirely with the advisee.

The Army has published an advisement record form, Department of the Army Form 669, "Army Education Program Individual Record", see Appendix, Exhibit D, that, utilized properly, will be of invaluable aid in advising the prospective student. A study of the form will reveal its completeness of information; schooling, tests taken in the AEP, courses taken in the AEP, goals of the student and notes of interviews are a few of the items to be entered on the form.
CHAPTER VIII

CONCLUSIONS

No attempt has been made to cover all aspects of the AEP in complete detail. The statistical data obtained from the Department of the Army for the year 1951 reveals the total participation (active enrollment plus tests administered) as follows:

- January - March: 170,205
- April - June: 226,198
- July - September: 243,265
- October - December: 241,222

It must be remembered that the figures represent the actual number enrolled during the stated period, including new and old enrollees. Any educational program averaging more than 200,000 enrollment during a three month period certainly plays an important role in the education of our young people.

These opportunities for improvement and guidance are just that — opportunities. If service personnel do not take advantage of the opportunities offered they will not gain by the experience. On the other hand, it is generally recognized that those people who do apply themselves to their jobs and make intelligent use of their spare time will profit immeasurably. They will be better equipped academically, vocationally, physically, morally, and spiritually for the tasks at hand and for their future obligations when they return to civilian life.

Almost all people without the basic tools of learning can achieve them if courses are well taught. The Army literacy program succeeded in
giving almost all of its students at least fifth-grade competence after
several weeks of full-time training. Since 13.5 per cent of all adults are
functionally illiterate, a most important objective is indicated.

A large number of service people have been introduced to education
as part of their adult experience. They probably will be motivated to con-
tinue learning if opportunities are present. Civilian adult educational
institutions can expect to recruit students from returning servicemen and
women if their programs are sufficiently flexible to attract them and deal
with their interests.

Correspondence instruction is a useful device for instruction. The
Army program gave great impetus to this kind of instruction and indicated
its potentialities to many people.

The need for counseling and guidance among adults is very great.
They need assistance in analyzing their educational needs. The enormous
size of the Army requires classification procedures of great magnitude. The
comprehensive testing employed in the Army does not, of course, have a
parallel in civilian life but educators might well use the principle in-
dicated so far as they can.

Interest in education on the part of adults is very widespread.
The success of many of the Army efforts serves as a powerful argument that,
when programs are geared to real adult needs, mature people will respond.

The purposes of this study as stated on pages 2 and 3 have been ful-
filled. The educational opportunities available to those who will remain
in service, return to civilian occupations, or continue their interrupted
studies, are revealed in the description of the USAFI courses, the testing
program and the literacy training program. The guidance and counseling
activities available to Army personnel have been examined and the personnel, materials, and procedures utilized in the Army program were discussed. Aims of adult education as exemplified by a study conducted by a committee of the American Council of Education have been met as witnessed by the large enrollment figures in the AEP in the various phases of the program. This study offers a compilation of information about the AEP from many sources. It has been presented in a logical order so that the reader could find it a reference for guidance and counseling work for those who may enter the Army and desire to continue their education.

Additional research is necessary to keep abreast of the numerous changes which will occur in the AEP and to ascertain the type of courses necessary to insure a worthwhile program. Follow-up studies of personnel who have participated in the program could serve to evaluate all phases of the program.

The institutions of the democratic state are founded upon the belief of the essential goodness of man and in his continuous improvement through the increase of his understanding. This increase is reached through education. However, society cannot depend merely on the education of children. Two wars have been fought before even one generation of children could grow to full responsibility for the affairs of the world. Adult education plays an important role in the continuance and growth of democracy. The Army Education Program fulfills this insistent need for the education of adults in the Army.
A - BOOKS


B - GOVERNMENT PUBLICATIONS


Hation, John C., "The Army Education Program at One Post", School and Society, 75: 70-2, August 2, 1952.

McConagha, Glenn L., "Draftees Can Keep on With Their Studies", Nation's Schools, 43: 48-9, January 1949.


D - UNPUBLISHED MATERIALS

Armed Forces Information School-Letter, Subject: Composition of Staff and Faculty and Enrollment at the Armed Forces Information School, October 22, 1952.


Headquarters Second Army - Administration of the Army Education Program, Fort Meade, Maryland, 1950.

Department of the Army - Statistical data on enrollment.
E - NEWSPAPERS


F - NEWS MAGAZINES

APPENDIX
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APPLICATION FOR USAFI TEST OR EXAMINATION

(See reverse side for Instructions. Type or Print All Answers.)

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<td>8. HOME ADDRESS (Where mail will always reach you)</td>
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<td>9. AGE (Last birthday)</td>
<td>10. SEX</td>
<td>11. RACE</td>
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<td>18. DATE</td>
<td>19. SIGNATURE OF APPLICANT</td>
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THIS APPLICATION WILL NOT BE HONORED WITHOUT PROPER CERTIFICATION

It is certified that as the Information and Education Officer, I agree to receive, supervise the administration of, and return promptly all tests indicated above to the Commandant, USAFI, Madison 3, Wis., or to the USAFI office from which obtained.

20. TYPED OR PRINTED NAME, GRADE, RANK, OR RATE OF CERTIFYING OFFICER

21. SIGNATURE OF CERTIFYING OFFICER

22. SERVICE NO.

23. MILITARY ADDRESS
INSTRUCTIONS

1. Acceptance of Applications:
   (a) Applications for USAFI tests will be accepted only when signed by Information and Education Officers. Exception: Applications for end-of-course tests for veterans and military personnel on furlough or leave may be certified by school officials who agree to receive and administer the tests.

2. Branch to Which Currently Assigned:
   (a) Army personnel should indicate current assignment in one of the following: Army Field Forces (which include Infantry, Cavalry, Field Artillery, Coast Artillery), Military District of Washington, Chemical Corps, Medical Department, Corps of Engineers, Quartermaster Corps, Signal Corps, Ordnance Department, Transportation Corps, Adjutant General's Department, Judge Advocate General's Department, Corps of Chaplains, Provost Marshal General's Office, or Finance Department.
   (b) Air Force personnel should indicate current assignment as follows:
      (1) In Zone of Interior indicate Air Force major command (Military Air Transport Service, Continental Air Command, Strategic Air Command, etc.).
      (2) In overseas commands indicate Air Force major command, numbered Air Force, or Special Mission.
   (c) Navy, Marine Corps, and Coast Guard personnel should make no entry.

GENERAL INFORMATION

1. Types of Tests:
   (a) In general, USAFI offers end-of-course tests, subject examinations, General Educational Development Tests, and such other tests as may be required to meet the demands of the Armed Services. USAFI end-of-course tests measure competence in USAFI courses; subject examinations measure the individual's competence in specific subject matter areas; General Educational Development Tests are designed to determine whether an individual has acquired the equivalent of a high-school education or is able to carry on a program of general education at the college level.

2. Eligibility:
   (a) Only Armed Forces personnel on active duty are eligible for USAFI testing services. Members of United States Armed Forces Reserve components on active duty are eligible for USAFI services only if the orders calling them to active duty specify a period of 120 days or more, or if they have been on active duty for a period of 120 days or more regardless of time specified in the orders.
   (b) Veterans are eligible for testing service in accordance with the policy stated in the current edition of the USAFI Catalog.

3. Granting of Academic Credit:
   (a) USAFI neither grants nor recommends the granting of academic credit, this matter being the prerogative of civilian educational institutions.
APPLICATION FOR THE EVALUATION OF EDUCATIONAL EXPERIENCES DURING MILITARY SERVICE

TO: (Name and Address of Educational Institution, Agency or Employer)

SECTION I — TO BE COMPLETED BY APPLICANT

(Read Instructions below before filling out this page. Print or type)

PERSONAL DATA

1. LAST NAME - FIRST NAME - MIDDLE INITIAL
2. GRADE OR RATING
3. SERVICE NUMBER
   a. AS AN ENLISTED MAN
   b. AS AN OFFICER

4. ARM OF SERVICE
   ☐ ARMY ☐ NAVY ☐ AIR FORCE ☐ MARINE CORPS ☐ COAST GUARD

5. DATE ENTERED SERVICE
6. RECORD OF PREVIOUS MILITARY SERVICE (If any)
   a. DATE OF ENTRY
   b. ARM OF SERVICE
   c. SERVICE NUMBER

7. APPLICANT’S MAILING ADDRESS FOR REPLY FROM EDUCATIONAL INSTITUTION

8. DATE OF BIRTH
9. SEX
10. RACE
11. HOME ADDRESS (Where mail will always reach you)

CIVILIAN EDUCATION

12. MONTH AND YEAR YOU LAST ATTENDED CIVILIAN SCHOOL
13. CIRCLE HIGHEST GRADE OF SCHOOL COMPLETED
   6 7 8 9 10 11 12 13 14 15 16
   ☐ YES ☐ NO

14. HIGH SCHOOL GRADUATE?

15. NAME AND MAILING ADDRESS OF EDUCATIONAL INSTITUTION LAST ATTENDED

16. IN WHAT MAJOR FIELD DO YOU PLAN TO CONTINUE YOUR STUDY?

17. HAVE YOU COMMUNICATED WITH THE EDUCATIONAL INSTITUTION, AGENCY, OR EMPLOYER TO WHOM THIS FORM IS ADDRESSED WHILE YOU HAVE BEEN IN THE SERVICE? IF "YES", GIVE APPROXIMATE DATES:
   ☐ YES ☐ NO

EDUCATIONAL COURSES COMPLETED IN SERVICE

18. CATALOG NUMBER (If USAFI Course) AND TITLE OF COURSE (If no courses were taken, print NONE)
19. TYPE OF COURSE (Correspondence, self-teaching, locally conducted class, etc.)
20. AGENCY AND ITS LOCATION (If not a USAFI Course)
21. DATE TEST COMPLETED.

USAFI GED TESTS AND SUBJECT EXAMINATIONS COMPLETED (Not listed above)

22. NAME AND LEVEL OF TEST
23. DATE COMPLETED
24. INSTALLATION WHERE TAKEN

DATE OF THIS APPLICATION
SIGNATURE OF APPLICANT

REPLACES USAFI FORM 47, SEP 44, WHICH IS OBSOLETE
APPENDIX EXHIBIT D
### ARMY EDUCATION PROGRAM INDIVIDUAL RECORD

**SF 355-30-1**

| 1. LAST NAME - FIRST NAME - MIDDLE INITIAL | 2. GRADE |
| 3. SERVICE NUMBER |
| 4. MILITARY ADDRESS |
| 5. HOME ADDRESS |
| 6. DATE OF BIRTH |
| 7. SEX |
| 8. RACE |
| 9. PRINCIPAL CIVILIAN OCCUPATION |

| 10. DATE ENTERED SERVICE |
| 11. BRANCH |
| 12. CAREER FIELD |
| 13. WOS NUMBERS |
| 14. GCT SCORE (Apt. Area) |
| 15. EDUCATIONAL LEVEL (Circle highest grade completed) |

| 16. SERVICE SCHOOLS ATTENDED |
| 17. LAST CIVILIAN SCHOOL ATTENDED |

<table>
<thead>
<tr>
<th>TITLE OF COURSE</th>
<th>NAME OF SCHOOL</th>
<th>NUMBER OF WEEKS</th>
<th>DATE COMPLETED</th>
<th>RATING</th>
<th>NAME OF SCHOOL</th>
<th>LOCATION</th>
<th>DATES ATTENDED</th>
</tr>
</thead>
</table>

| 18. ARMY EDUCATION PROGRAM ACHIEVEMENT (Give Dates) |
| BASIC CERTIFICATE |
| INTERMEDIATE CERTIFICATE |
| PASSED HS GEO |
| HS CERTIFICATE |
| PASSED COLLEGE GEO |
| COLLEGE DEGREE |
| GRADUATE DEGREE |

| TESTS TAKEN IN ARMY EDUCATION PROGRAM (EOC Tests included with appropriate courses) |

<table>
<thead>
<tr>
<th>A. PLACEMENT TESTS</th>
<th>B. ACHIEVEMENT TESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE AND FORM</td>
<td>DATE TAKEN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. GED TEST (High School)</th>
<th>GED TEST (College)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE TAKEN</td>
<td>FORM</td>
</tr>
</tbody>
</table>

| 20. COURSES TAKEN IN ARMY EDUCATION PROGRAM |
| TYPE | NUMBER | TITLE OF COURSE | SCHOOL OR INSTALLATION | DATE ENROLLED | DATE TEST TAKEN | EOC TEST NUMBER | RESULTS |

| 21. EDUCATIONAL AND/OR PROFESSIONAL GOALS |
| A. IMMEDIATE |
| B. ULTIMATE |
| C. FIRST CHOICE |
| D. SECOND CHOICE |

| 22. VOCATIONAL GOALS |
| A. IMMEDIATE |
| B. ULTIMATE |
| C. FIRST CHOICE |
| D. SECOND CHOICE |

| 23. ADVISEMENT INTERVIEWS AND RESULTING ACTION |
| DATE | INTERVIEWER | PLACE | ACTION AGREED UPON | FOLLOW-UP AND RESULTS |

Entries will be made in pencil.

DA 1 MAY 32 669
INSTRUCTIONS

1. Troop Information and Education Officers at Army Education Centers will be responsible for initiating and maintaining this form.

2. At time of transfer of individual, this form will be placed in individual’s Record Jacket (DD Form 380).

3. Upon receipt of individual’s records at new station, this form will be delivered to the appropriate Army Education Center.

4. Entries will be made in ink or will be typed, with the exception of entries made in items marked with a (I), which will be made in pencil.

5. When space in any item becomes completely filled, entries will be continued in Item 24, Remarks, with appropriate references.

6. See SR 355-30-1 for further instructions pertaining to this form.

24. REMARKS