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# A study of selected educational phases of the United States Armed Forces Institute

Charles Edward Cooley

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A STUDY OF SELECTED EDUCATIONAL PHASES  
OF THE UNITED STATES ARMED  
FORCES INSTITUTE

BY

CHARLES EDWARD COOLEY

A THESIS  
SUBMITTED TO THE GRADUATE FACULTY  
OF THE UNIVERSITY OF RICHMOND  
IN CANDIDACY  
FOR THE DEGREE OF  
MASTER OF SCIENCE IN EDUCATION

JUNE, 1947

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*Approved  
5/6/47  
E. W. Overton*

## PREFACE

Herein is presented a study of selected educational phases of the United States Armed Forces Institute, located at Madison, Wisconsin, from the date of its establishment to 1 January 1947. The study includes the history, purpose, achievements, and significance of USAFI, along with the conclusions of the author after the study was made.

Up to the present time very little, of a formal nature, has been written regarding USAFI; therefore, most of the material presented has been taken from files, memoranda, bulletins, forms, and USAFI catalogues.

The author was stationed at USAFI for one year as a Navy educational officer and had the opportunity of observing and studying at first hand the work carried on by all Divisions and Sections. Valuable aid and information were received from section chiefs by means of lectures, interviews, and discussions. Background data were also secured from the original and older civilian employees.

During the time the material for this study was being assembled, the present commandant, Major Glenn L. McConagha

aided greatly by making files, forms, and records available, and furnished other pertinent facts and figures.

The author wishes to express his deepest thanks to Dr. Edward F. Overton, Professor of Education, University of Richmond, Virginia, for his guidance and direction during the preparation of this thesis. The author is also indebted to Mr. Richard E. Humbert, Mr. Jennings B. Springer, and Mr. Karl H. Stutzman. These men read the manuscript and made constructive comments and contributions.

## TABLE OF CONTENTS

	Page
PREFACE . . . . .	i
TABLE OF CONTENTS . . . . .	iii
CHAPTER I - ESTABLISHMENT AND HISTORY	
Need for an Army Correspondence School . . . . .	1
Previous military educational programs . . . . .	1
Army Institute activated at Madison, Wisconsin . . . . .	2
Army Institute renamed and services made available to all branches of the Service. . . . .	3
Future status. . . . .	3
CHAPTER II - DUTIES OF DIVISIONS AND SECTIONS	
Administration . . . . .	4
Registration. . . . .	5
Research and Development . . . . .	8
Testing and Accreditation. . . . .	9
Instruction and Lesson Service . . . . .	9
Operations . . . . .	10
Sections not closely related to educational work . . . . .	11

## CHAPTER III - AIMS AND POLICIES

Objectives . . . . .	12
Eligibility for courses and services . . . . .	13
Enrollment requirements. . . . .	13
Disenrollment procedures . . . . .	15
Problems involved in correspondence study. . . . .	16

## CHAPTER IV - COURSES AND INSTRUCTIONAL MATERIAL

Selection and Procurement. . . . .	18
Description of USAFI Courses . . . . .	20
Instructional material other than courses. . . . .	21
Reduction in the number of courses offered . . . . .	21

## CHAPTER V - TESTING AND ACCREDITATION PROGRAM

Types of tests . . . . .	23
Development of tests . . . . .	24
Availability and Administration of tests . . . . .	25
Accrediting Services . . . . .	26
Accreditation Reports to schools and employers . . . . .	27

CHAPTER VI - RELATIONSHIP WITH CIVILIAN EDUCATORS AND EDUCATIONAL  
AGENCIES

Cooperation with all civilian educational institutions . . . . .	29
The Advisory Committee . . . . .	29

The American Council on Education . . . . .	29
War-Navy Committee on USAFI . . . . .	32
Cooperating Colleges and Universities . . . . .	34
CHAPTER VII - ACCOMPLISHMENTS AND BENEFITS	
Growth and progress . . . . .	36
USAFI Branches. . . . .	37
Records of enrollment and completions . . . . .	38
CHAPTER VIII - SIGNIFICANT EDUCATIONAL TRENDS	
Most popular and least popular courses. . . . .	41
Graphs showing comparison of selection of courses by civilians and USAFI enrollees . . . . .	46
CHAPTER IX - SUMMARY AND CONCLUSIONS . . . . .	
BIBLIOGRAPHY . . . . .	55

## CHAPTER I

### ESTABLISHMENT AND HISTORY

The need for an Army Correspondence School became evident to the War Department in 1941 when the United States had its first peace-time conscription. When the period of training was extended for longer than one year, morale was low, there was a shortage of training equipment, and the United States was not yet faced with a definite enemy.

It was felt that an educational program would help fill in the off-duty time of the soldiers and would also enable them to progress in their chosen field, afford them an opportunity to complete their education, and better fit military personnel for their eventual return to civilian life.

Perhaps the first military educational program similar to that of the United States Armed Forces Institute was put into operation at the end of World War I while a large part of the Army was still in France awaiting their return home. This educational program was largely of a vocational nature and met with very little success. The Marine Corps had operated since 1920 the Marine Corps Institute in Washington, D. C., to offer instruction in academic and vocational courses. The Coast Guard had also established an Institute in 1929



which provided correspondence courses. Both Institutes used military personnel for instruction and other operational functions, and both obtained most of their courses from the International Correspondence School. The purpose of these two Institutes was not for morale or credit but was for the advancement of men in the military service.

Army Regulation No. 550-590 dated 27 July 1940 established the Army Air Corps Institute, which made available to personnel of the Air Corps of the Regular Army correspondence courses chiefly in subjects with vocational application within the Air Corps. Here, too, the International Correspondence School courses were used but the instructional direction was under the hands of Civil Service instructors.

The War Department during the discussion stages of the creation of its correspondence school looked primarily to the precedents set up by the Marine and Air Corps Institutes.

The Army Institute which was the predecessor of USAPI was founded 1 April 1942 by the War Department at Madison, Wisconsin.

As a result of changed conditions created by the declaration of war on 8 December 1941, earlier plans for operating the Institute by military personnel were modified to make all possible use of civilian personnel in the administration of the correspondence course program. Instructional service in connection with non-credit courses offered directly by the Institute was provided by the University

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The author has been unable to discover the directive or regulation which authorized the establishment of the Army Institute.

of Wisconsin, under government contract. The practice of using the services of a nearby university was followed later when overseas branches of USAFI were established.

At first the Institute services were available only to Army enlisted personnel. On 20 August 1942 the Secretary of the Navy made a formal request to the Secretary of War that various facilities developed as part of the Army educational program, including the services of the Army Institute, be made available to Navy personnel. On 8 September following conferences with the Navy representative the War Department agreed to the proposed arrangements. Enrollment was opened to the Navy, Coast Guard, and Marine Corps personnel. Provision was made that the cost of materials and services in connection with Navy enrollments was to be charged to the Navy Department.

On 3 February 1943, the Army Institute was officially renamed the United States Armed Forces Institute. It is contemplated that USAFI will remain at Madison as a permanent establishment of the Armed Forces. The Honorable Robert P. Patterson, Secretary of War, had the following to say to the War-Navy Committee on USAFI at their first meeting in Washington in July 1946:

"USAFI has been the source of educational opportunities for service personnel. The organization, temporary during the war, will become now a regular establishment of the peace-time services."<sup>1</sup>

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1. Bulletin - Prepared by Army Education Branch, Information and Education Division, War Department Special Staff, October 1946, p. 1.

## CHAPTER II

### DUTIES OF DIVISIONS AND SECTIONS

The Divisions and Sections have been named and renamed at various times throughout USAFI's history. At the outset a small staff carried on practically all the functions necessary for the operation of the Institute, but as growth and expansion continued new divisions were added, and later when some of these divisions became overburdened with work they were subdivided into sections. The names of divisions and sections used in this study have been used at one time or another at USAFI and were selected for use here because they appear to be most descriptive of the actual work carried on within the division or section.

#### Administrative Division

The Administrative Division operates much as any administrative office of a well-organized business concern. Some of its main duties are: administration and coordination of all the work at USAFI, determination of local policies and procedures, dissemination and distribution of policies determined in Washington, and compilation of data and records for reports.

The Administrative Division includes the offices of the Commandant, the Deputy Commandant, the Executive Officer, and the Adjutant.

### Registration Division

The Registration Division is that part of the U. S. Armed Forces Institute which receives and processes course applications and remittances. It is responsible for the enrollment of the applicant and for the recording of that enrollment in the master file, or if the application is rejected, for informing the applicant of the reason for rejection, with constructive suggestions.

In handling applications it is constantly kept in mind that it is not the piece of paper but the individual who has sent it to USAFI that is of primary importance. Every effort is made to see that the applicant receives the course that suits both his preparation and his purpose.

For the performance of its principle functions this division has seven operational units, which are: (1) Administrative Section, (2) Institute Review Section, (3) University Review Section, (4) Graphotype Section, (5) Student Files Section, (6) Machine Record Section, and (7) Correspondence Section.

The duties of these sections are as follows:

Administrative Section - Administers and supervises the Division.

This includes the coordination of the work of all the sections and the control of the flow of work, and the formulation of operational policy.

Institute Review Section - Reviews all applications and approves or rejects applications on the basis of mechanical correctness and educational prerequisites. Prepares correspondence on applicants seeking or needing assistance for completion of USAFI enrollment.

University Review Section - Processes applications for university correspondence courses and returns those not acceptable. Approved applications are forwarded to the university concerned.

Graphotype Section - Prepares addressograph plates and makes imprints of plates whenever required.

Student Files Section - Maintains a flexoline file and an application file. Searches files for all divisions of the Institute.

Machine Record Section - Prepares permanent IBM cards for all applications. Maintains a permanent file of IBM record cards, prepares flexoline strips for all applications, and prepares statistical reports.

Correspondence Section - Answers correspondence referred to the section by other sections of the divisions and prepares mail pertaining to the return of applications.

From an educational viewpoint the duties of the Institute Review Section seem to be of special interest and value. These duties are broken down into eleven steps:

- (1) Final check of all items on application which must be completed according to directions set up by USAFI catalogue before request for enrollment can be approved.

- (2) Check for prerequisites. This involves checking of formal school courses and grades indicated as completed, considering applicants service school training and work experience.
- (3) If credit is desired and applicant has not indicated he has consulted his school, appropriate forms are sent to applicant with directions for their use.
- (4) All inquiries relative to course offerings, course content, enrollment and previous records are answered by appropriate memo or by letter.
- (5) Requested or necessary forms together with related directions are forwarded to applicant or to designated officer, as the individual case requires.
- (6) Attached official forms, such as completed USAFI forms, transcripts, programs of study, and letters from educational institutions are interpreted. Enrollments are then made accordingly and forms are returned, referred to other divisions of the Institute, or directed for filing, as the case requires.
- (7) Substitutions are made for requests for out-of-stock courses where equivalent courses are available and when applicant does not wish credit.
- (8) Alternate courses in the applicant's field of interest are suggested when an equivalent for the out-of-stock course is not available.
- (9) To applicants requesting discontinued courses alternate courses are suggested and appropriate listings of university and college

8

correspondence courses together with directions for enrollment are forwarded.

(10) Discharged service personnel are given the names of publishers of desired texts for self-teaching courses and educational manuals. Suitable directions for consulting the Veterans Administration in regard to correspondence courses are forwarded.

(11) Applications that are approved are sent to graphotype where course record cards are prepared and franked labels typed for the shipment of materials. Course record cards are then dispatched to the Order Filling Section of the Operations Division where shipment is made.

#### Research and Development Division

This division's chief responsibility is to see that instructional material and tests are edited and are in good usable form. When a new course, test, or other instructional material is added to USAFI's offerings it is edited, and when necessary, material is eliminated, boiled down, added to, or corrections made.

From time to time flaws are noted in the instructional material or tests by instructors, enrollees, or members of the USAFI staff. These flaws are looked into and corrected. This may mean a new test, an errata sheet, a revision, or allowances in scoring. When inquiries in regard to course and test content are received a check of the material is made and the appropriate answer is given.

The development of descriptive materials is one of the most essential functions of Research and Development. This work includes the preparation of USAFI catalogues, the outlining of courses, and the development of any information which would be of assistance to Informational and Educational Officers in understanding what various courses offer.

A continuous educational research is carried on regarding the popularity and usefulness of courses and recommendations are made in regard to the addition or deletion of courses.

#### Testing and Accreditation Division

Chapter V is devoted entirely to the testing and accreditation program; therefore, the main discussion of this division is taken up there. A brief outline of the work carried on in the Testing and Accreditation Division includes: (1) the maintenance and classification of tests, (2) forwarding of tests upon proper authorization or application, (3) the scoring and recording of tests, (4) notification of those concerned as to tests results, (5) maintenance of records of curricular offerings of service schools, and (6) preparation and forwarding of certificates of completion.

#### Instruction and Lesson Service Division

The Instruction Section receives the lessons submitted by enrollees, and identifies them according to courses, students, and



subjects. This enables the University of Wisconsin Extension Division to distribute quickly the lessons to the instructors who grade the papers. Upon the return of the corrected lessons to the Instruction Division, the grades are recorded on the student's course record card and the lessons are then returned to the students.

Instructors, as a rule, make comments of a constructive nature along the margin of the lesson sheet or write the student a personal letter explaining his progress in the course and make suggestions as to how and where he may secure additional help and information.

The length of time required to process lessons is approximately two weeks plus mailing time.

The following information is recorded and maintained on the course record card: continuous record of a student's status, name of course, number of lessons submitted and grade for each, type of completion or disenrollment, and discharge information.

A follow-up service is maintained to encourage completions. If a student lags or shows no activity in his work, he is sent a periodic reminder. When it becomes apparent that the student does not plan to complete his course, he is disenrolled. When all assigned lessons have been completed, notices are sent to those students who have not applied for end-of-course tests.

#### Operations Division

This division is responsible for the procurement, storage, and distribution of educational material and USAFI supplies.

Throughout most of the war three warehouses were maintained in Madison, where educational material was received, stored, and shipped.

The division is divided into four sections: (1) Administrative, (2) Request Review, (3) Procurement, and (4) Warehousing and Shipping.

Large requisitions for educational supplies from USAFI branches and other military establishments are edited to ascertain that the material is available and the quantity requested does not exceed that set up in USAFI policies or does not conflict with other military regulations. When the requisition is approved, it is forwarded to the warehouse concerned and the materials are shipped. When USAFI was operating at its peak approximately two hundred boxes, weighing two hundred pounds each, were being shipped each day, and fifteen hundred individual courses were being mailed daily.

Individual shipments are made in the warehouses from the information contained on the course record cards which are made up and forwarded by the Registration Division.

#### Other Divisions and Sections

Fiscal, Civilian Personnel, Machine Records, Mail, and the Information Center complete the Divisions and Sections of USAFI. Each of these is essential and important to the overall operation of the Institute but since their functions are not closely related to the purposes of this study, a detailed account of their operations is omitted.

## CHAPTER III

### AIMS AND POLICIES

During World War II the United States Armed Forces Institute was the core of the educational program of the Armed Forces. It provided educational material and services on an individual basis by mail, and provided supplies and educational materials for schools of all types established at various military installations.

The purpose of this program was to afford members of the Armed Services the opportunity to continue voluntarily their education, to prepare for desirable jobs on return to civilian life, to increase their efficiency as members of the armed forces, and to satisfy personal interests in various fields of study.

The mission of USAFI has been stated in the following aims and objectives:

- (1) To provide continuing educational opportunities to meet the requirements of the command.
- (2) To enable those whose education is interrupted by military service to maintain relations with educational institutions and thus increase the probability of the completion of their education.
- (3) To enhance the value of service personnel as citizens.

- (4) To provide for the individual an interest in which to employ leisure time.<sup>1</sup>

Rules governing eligibility for individual enrollment as stated in the USAFI catalogue are:

Members of the Armed Forces on active duty who are not engaged in basic training may enroll. Enlisted personnel must secure the approval of their immediate commanding officer. Officers on terminal leave may enroll. United States Public Health Service Officers may enroll.

Civilians and members of the Maritime Service, Merchant Marine, Coast Guard Auxiliary, and Civil Air Patrol may not enroll.

Veterans may not enroll, but are eligible for some services under specified circumstances. Veterans, discharged under conditions other than dishonorable, who enrolled for USAFI self-teaching courses and standard texts before discharge may apply for end-of-course tests for those courses any time within 9 months of date of discharge. In this case a certified copy of their discharge certificate must be sent to USAFI with the request for end-of-course test. Veterans, discharged under conditions other than dishonorable, who enrolled for USAFI correspondence courses and submitted at least one lesson before discharge may continue to receive lesson service and apply for end-of-course tests for 9 months after date of discharge. A certified copy of his discharge certificate must be sent to USAFI with the first lesson that is submitted following the individual's separation from the service.

Enrollment is the only means by which an individual may obtain text materials from USAFI (except through membership in a local class or through a post, camp, or station library). USAFI is not authorized to sell these (or any other) books, even to Armed Forces personnel. USAFI is not authorized to distribute these materials in any manner to civilians. Representatives of educational institutions may arrange to examine the materials at Madison.<sup>2</sup>

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1. Bulletin - Prepared by Army Education Branch, Information and Education Division, War Department Special Staff, October 1946, p. 2.

2. USAFI Catalogue, Third Edition, July 1946, pp. 2-3.

Before a student selects a course he is urged, by Educational Officers, the Chaplain, or through correspondence with USAFI, to first consider the purpose for which he is taking the course and to determine whether he has the qualifications and previous preparation to handle the courses successfully.

Application for a course must be submitted on a USAFI application blank. Enlisted personnel must have their application signed by their commanding officer, or his designated representative, or by an educational officer. The first application requires a fee of two dollars and as long as acceptable work is done, the student may enroll for additional courses without further charge.

Ordinarily a student can be enrolled in only one course at a time but if a justifiable reason exists for the enrollment in more than one course this ruling is waived. If a student receives a course and he finds it is not what he expected or it is unsuitable for his purposes he may return the materials and request a transfer to another course. There is no additional fee for the new course.

The only exceptions made regarding enrollment policy were allowed at military hospitals. These hospitals maintained a stock of USAFI courses which could be issued prior to enrollment with USAFI. The reason for this procedure was to allow patients who might not stay at the hospital more than two or three weeks an opportunity to start work on courses immediately without having to wait for applications to be processed and the materials mailed from USAFI headquarters.

A student may be disenrolled under any one of the following conditions:

- (1) Disenrolled at student's own request.
- (2) Failure to submit any lesson for 12 months.
- (3) Failure to complete course within 18 months.
- (4) Failure of a veteran to complete a course within nine months after date of discharge.

Reinstatement may be effected upon the submission of a \$2.00 reinstatement fee.

The vast majority of the courses and instructional material was designed for individual use, but a number of items, such as graphic charts and instructors' course outlines, are available only to class instructors, educational officers, or other authorized military personnel.

There is no charge for materials issued for class use. The amount of fees, if any, which will be paid by military personnel for class instruction is determined by appropriate local commanders in the light of local circumstances.

When applications have been approved for enrollment in University Extension courses USAFI will pay for one-half of the cost or \$20.00, whichever is less.

USAFI has always encouraged service personnel to take advantage of the educational services provided but at the same time it has pointed out the problems and difficulties which may be encountered in

undertaking correspondence work. This attitude is well expressed in USAFI Memo No. 55:

#### Problems Involved in Correspondence Study

The completion of a high school education by correspondence is seldom an easy matter. No reliable estimate can be given as to the length of time required to complete a single correspondence course. Individual differences, study conditions, amount of free time and other factors influence this to a considerable degree.

The prospective student should face the possibility that he may not be able to complete his high school education while in service, and realize that its completion may eventually require a return to his high school, attendance at a night school, extension work or further testing procedures.

Certain other problems involved in correspondence work may be mentioned briefly. There is no class room instructor to give immediate aid; study must be accomplished during spare time and upon individual initiative; mail service may impede rapid progress; and supplementary reference books and supplies may not be readily available. Despite those obstacles, thousands of servicemen have completed or are in the process of completing their high school education through USAFI.

#### You Have a Decision to Make

In light of the above facts, is it advisable for YOU to undertake to complete a high school education? This should not be a hasty decision. If possible, discuss this matter with a qualified officer, your chaplain, or your friends.

If you decide against attempting high school work, there are alternatives. By this time you have undoubtedly discovered that you possess certain capabilities and interests which have vocational possibilities. You may have special skill in merchandising, selling, art work, radio repair, sheet metal work, or rough construction. USAFI offers many correspondence courses of vocational nature which furnish excellent background for many trades and professions. It is possible to attend many business, trade or technical schools without a high school diploma. If you plan such a program, however.

it is advisable to write that institution and request recommendations regarding specific USAFI courses which might be helpful for background study.<sup>1</sup>

Because USAFI was designed to serve the needs of individuals, its activities were so organized as to make it directly accessible to individuals. Military personnel were permitted and encouraged to write to the Institute in the expectation of receiving personal attention as well as information and help related to their educational problems.

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1. USAFI Memo No. 55, February 1946, p.2.



## CHAPTER IV

### COURSES AND INSTRUCTIONAL MATERIAL

At the outset the Institute offered sixty-four courses which had been selected from the International Correspondence School offerings. These courses were in pamphlet form and since they were already designed for correspondence work they were easily adapted to the USAFI program. A number of these courses, especially those of a vocational and technical nature, are still retained because they appear to be the best in their particular field. Other of these International Correspondence School courses did not adequately meet the needs of USAFI and were replaced by standard texts, written by well-known authors. These texts were supplemented by a syllabus or study guide.

International Correspondence School pamphlets were not always practicable from the serviceman's viewpoint. The majority of the service personnel were on the constant move and pamphlets were easily lost. This caused a steady stream of correspondence requesting the replacement of a pamphlet or a complete course. It may have also been a factor in whether a man completed his course.

Originally an editorial staff in Washington made the selection of courses, texts, and other educational material. In some instances

this staff wrote the syllabus or study guide and edited the course according to USAFI procedures. The courses were selected according to these three conditions: (1) Recommendation by recognized authorities, educators, and publishers reports, (2) the needs and interests of the men in service, and (3) the possibility of supplying these needs and interests by educational offerings other than Army-made and Army-published materials. Often courses were revised by civilians outside of USAFI to be sure they met the standards accepted by civilian institutions.

The American Council on Education also assisted in the selection of material.

The selection of high school and college textbooks used by USAFI has been supervised by the American Council on Education, under contract with the War Department. Other instructional materials have been selected from War Department publications or developed by various civilian groups, in cooperation with USAFI.<sup>1</sup>

The first courses were on the secondary school level because the greatest need of service personnel seemed to be on this level and because it was felt that college courses could be obtained through the University Extension Course program. In 1943 college courses were added to the curriculum because of the difficulty many of the colleges were experiencing in providing lesson service and in preparing, packaging, and shipping materials. The Army was in a much better position to expedite this work because of its priorities during the time of war emergency.

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1. Bulletin - Prepared by Army Education Branch, Information and Education Division, War Department Special Staff, October 1946, p. 2.

In order to meet adequately the needs and demands of the Armed Forces during the war two hundred and fifty correspondence courses, more than ninety self-teaching courses, and more than six thousand university correspondence courses, through the contracting colleges and universities, were offered.

Courses are divided into four classifications or levels:

(1) elementary school courses, (2) high school courses, (3) technical courses, and (4) college courses. In the technical field the level is determined by the course description, prerequisites, and the difficulty of subject matter.

The courses are referred to as standard texts, self-teaching texts, and correspondence courses. Standard texts are intended primarily for class instruction. Self-teaching texts are designed for individual study; no lessons are submitted on this type of study but the end-of-course test can be taken. The correspondence course is essentially for self study, and entails the submission of lessons as prescribed for the course, and if credit is desired an end-of-course test must be taken.

To expedite the work of USAFI, symbols and numbers were given to the courses. The USAFI catalogue gives the following explanation of the symbols:

"EM" means "Education Manual," and may refer to a standard or a self-teaching text. "H" means "high school level correspondence course"; "J" means "technical or industrial correspondence course"; "C" means "college level correspondence course"; "X" means "correspondence course using different textbooks from an old course of the same number which it replaces.<sup>1</sup>

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1. USAFI Catalogue, Third Edition, July 1946, p. 16.

To enable the applicant to make a wise choice in the selection of a course the USAFI catalogue gives information in regard to number and symbol of course, title of text or texts used, the name of the author, a brief description of the course, prerequisites if required, and the number of the end-of-course test.

A course may include just one text or it may include as many as five texts plus the syllabus or study guide.

Some of the educational materials provided, in addition to the courses already mentioned, are: textbooks, instructors' outlines, graphic charts, language guides and records, tests, pamphlets, on topics of current interest, and occupational briefs.

The War-Navy Committee on the USAFI at their meeting at the Institute headquarters in Madison, Wisconsin, on 8 and 9 November 1946, took steps towards an efficient streamlining of the course offerings. The following information was taken from the notes of this meeting:

Because of the changing educational level of personnel in the Armed Forces and the need for economies in money and manpower throughout the whole military program, the Committee took action to concentrate the future program of the Institute at the elementary and high school levels, and the freshman year of college. Advanced college courses of specific interest to the military will be retained. As a means of keeping the USAFI program constantly abreast of the changing needs of the Armed Forces, the Committee directed the staff of USAFI to make a continuing survey of the educational interests of men and women in service.

A. J. Brumbaugh, Vice-President of the American Council on Education, and Chairman of the War-Navy Committee, emphasized that the Institute will continue to urge men and women to enroll in the hundreds of correspondence courses

now offered by the 73 colleges and universities under contract with USAFI. He said: "The comprehensive program of courses offered by the Institute itself, which has been enthusiastically endorsed by civilian schools and colleges, was developed to meet the educational needs and interests of an Army and Navy of 12 million men and women scattered all over the world. Now that the Armed Forces have been reduced in size and have been concentrated in fixed areas, the Committee believes that much of the college-level correspondence instruction hitherto offered directly by the Institute can more appropriately be undertaken by civilian institutions."

The Committee's action will mean that additional thousands of college textbooks stocked by USAFI can be made available to veterans in colleges and universities through the Library of Congress.

## CHAPTER V

### TESTING AND ACCREDITATION PROGRAM

One of the most valuable educational services provided by USAFI is the testing and accreditation program.

In addition to the end-of-course tests provided for each course offered by USAFI which are specifically designed for use with a particular textbook to measure the knowledge gained, the Institute provides highly standardized tests for subject areas without reference to a particular text. These subject examinations are designed to measure educational competence in a subject field, rather than knowledge of specific course material.

The third testing facility available to the serviceman is the use of the tests of General Educational Development. These tests are prepared for two levels, high school and college. The General Educational Development tests are highly standardized and are designed to measure the educational maturity of the serviceman in broad subject areas, particularly his self-teaching educational and informal experiences which have contributed to his educational background and general ability. This measurement includes the examinee's knowledge of the fundamental ideas and procedures in five common

areas of learning, English, the social studies, the natural sciences, literature, and general mathematics.

The General Educational Development tests are unique and somewhat revolutionary in the field of education. They were devised and used for such reasons as mentioned below:

Informal, general education is experienced by men and women in the Armed Forces through travel in new localities and countries, through observation of the customs and cultures of other people and countries, through the study and use of the Army's special publications of new countries visited, through library services, through films, phonograph recordings, broadcasts, and through many educational experiences gained in military service. The educational development and growth gained may not appear on service records. In order that soldiers who are returning to civilian schools may report this educational growth for translation into terms of academic credit for advanced standing, the Army General Educational Development (G.E.D.) tests have been developed. These standardized objective tests include the major fields of educational development. Where desired by schools and colleges, or prospective employers, these G.E.D. tests and examinations in special subjects are administered to servicemen through USAFI.<sup>1</sup>

The General Educational Development tests were developed and standardized, on broad representative samples of civilian students, by well-known and recognized civilian testing authorities. Complete norms for tests are available from USAFI to authorized personnel. These tests are available in two batteries; the high school battery and the college battery.

The USAFI catalogue points out the following uses of these two batteries:

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1. Bulletin - Prepared by Army Education Branch, Information and Education Division, War Department Special Staff, October 1946, p. 4.

The high school battery may be used to determine whether an individual has the equivalent of a general high school education—for example, it may be used by high schools considering the award of a diploma or by colleges considering whether to admit a student.

The college battery may be used to determine whether an individual has the type of educational development which might have resulted from attendance in the first 2 years of a liberal arts college—for example, it may be used by colleges considering whether to require a student to take elementary or survey courses in certain broad areas or to advise him to go on to other work.<sup>1</sup>

Rules governing the eligibility and availability of tests closely parallels that of all other USAFI services. All tests are classified as "Confidential." Tests are never sent to the subject but to an authorized person such as an educational officer, class instructor, or school official who agrees to supervise the administration of the test under controlled conditions, and to return the materials to USAFI.

The high school battery of Tests of General Educational Development consists of the following tests:

1. Correctness and Effectiveness of Expression.
2. Interpretation of Reading Materials in the Social Studies.
3. Interpretation of Reading Materials in the Natural Sciences.
4. Interpretation of Literary Materials.
5. General Mathematical Ability.

The college battery consists of four tests:

1. Correctness and Effectiveness of Expression.
2. Interpretation of Reading Materials in the Social Studies.
3. Interpretation of Reading Materials in the Natural Sciences.
4. Interpretation of Literary Materials.
5. There is no examination in mathematics in the college battery. Special areas in college mathematics may be tested by choosing

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1. USAFI Catalogue, Third Edition, July 1946, pp. 80-81.



one of the following subject matter tests: Algebra, Analytic Geometry, Plane Trigonometry.

Results are reported in terms of standard score and percentile rank for each test. The percentile ranks at the high school level show how the individual compares with an average hundred high school graduating seniors taken from the country as a whole and also for the regional area in which he lives. For the college level test the percentile rank shows how the examinee compares with college freshmen and sophomores who have completed survey courses in the fields tested.<sup>1</sup>

At the end of World War I educational institutions had no accurate way of evaluating military service experience and in many instances "blanket credit" was given. In order to avoid this mistake again steps were taken to accurately evaluate service experience.

At first USAFI was a central clearing agency of accreditation. Upon request, schools and colleges were provided with information concerning individual service experiences. Policies were encouraged among civilian accrediting agencies to rate each individual case on its merit instead of in general terms of "blanket credit." This type recommendation was discontinued after the publication of several guides to the evaluation of educational experiences in the Armed Services were made available to civilian educators.

The American Council on Education, 1703 K Street, N. W., Washington 6, D. C., has published A Guide to the Evaluation of Educational Experiences in the Armed Services which has been made

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1. USAFI Memo No. 129, February 1946, p. 1.

available to all school officials in the United States. This guide contains descriptions of USAFI courses, military training programs, and service programs. For each USAFI offering they have recommended to high schools and colleges the amount of credit which should be granted. They have also fixed the critical scores which should be equaled if the test is to be regarded as satisfactorily completed.

It is the general policy of the great majority of high schools and colleges in the United States to follow the recommendations of the American Council on Education. However, each high school or college makes its own final decision as to the amount of credit granted. This decision depends upon the background of the student, the types of courses he wishes to pursue, and the educational policies of the individual school. It is, therefore, impossible for USAFI, or for any agency except the school itself to inform the student of the exact amount of credit he will receive.

The accreditation service is a method whereby the high school or college from which a serviceman seeks credit may be informed of his in-service training and education. On the basis of this information the school may give credit for his work in the service. The information is sent directly to the school on USAFI Form 47 - "Application for Credit for Educational Achievement During Military Service." Information on their form includes a complete record of recruit training, service training, school experience, specialized training programs, billets the man has held, USAFI courses completed,

voluntary class work, post-hostilities educational programs, self-directed study undertaken while in the service, and any USAFI tests that may have been taken. This form is sent directly to the school, employer, or agency concerned. The form used carries a USAFI designation, but USAFI plays no direct part in accreditation because it is felt that it is generally true that educational institutions prefer not to receive recommendations or suggestions from outside agencies in regards to specific kinds or amounts of credit to be awarded applicants. If the serviceman has never attended high school, USAFI recommends that the application for credit should be sent to the Department of Education of the state where the man resides.

As has been mentioned before USAFI does not grant credit, diplomas, or degrees. USAFI does, however, issue a certificate of completion for courses satisfactorily completed, as well as test reports which may be used as evidence of educational competence. USAFI will report a student's competence to any school, employer, or agency that the student desires.

The accreditation service is free to any man or woman in the service. Neither enrollment with USAFI nor any previous participation in an educational service program is a prerequisite.

## CHAPTER VI

### RELATIONSHIP WITH CIVILIAN EDUCATORS AND EDUCATIONAL AGENCIES

USAFI has maintained a policy of cooperation towards all civilian educational institutions with which it has had contact, because the success of USAFI depends largely on the cooperation it receives from civilian institutions.

It has been pointed out previously the part various educational agencies played in setting up USAFI services and policies.

A civilian Advisory Board began its operations almost as soon as the Institute itself. In the spring of 1942 the Subcommittee on Education of the Joint Army and Navy Committee on Welfare and Recreation, itself a civilian agency, established "The Advisory Committee on Army Institute Instructional Material," or more simply, "The Advisory Committee." In August 1942 the Subcommittee on Education formally extended the Advisory Committee's authority to give it supervision over the development of testing material as well as instructional material.

On matters affecting the Institute, the Advisory Committee acted as a liaison agency between the American Council on Education and the Subcommittee on Education of the Joint Army and Navy Committee

on Welfare and Recreation. There was virtually no conflict of opinion between these three bodies. The prominent civilian educators on the subcommittee and Advisory Committee largely subscribed to the policies which the American Council advocated. In providing academic guidance for USAFI, the Advisory Committee came to act virtually in behalf of the American Council on Education. On almost every case in which the Advisory Committee sought to carry a recommendation to the War and Navy Departments through the Joint Committee, the latter wholeheartedly acquiesced and cooperated.

Original members of the Advisory Committee were:

Edmund G. Williamson, Chairman, University of Minnesota  
 Francis J. Brown, Joint Army and Navy Committee on Welfare and Recreation  
 W. W. Charters, Ohio State University  
 Paul Essert, Superintendent of Schools, Grosse Pointe, Mich.  
 Frank Holt, University of Wisconsin  
 John P. Keller, Pennsylvania State College  
 Ernest F. Lindquist, University of Iowa  
 Clarence S. Marsh, American Council on Education  
 William F. Rasche, Milwaukee Vocational School  
 Paul Rehms, Superintendent of Schools, Lakewood, Ohio  
 George W. Rosenlof, University of Nebraska  
 John F. Williams, Kentucky State College for Negroes

The American Council on Education, aided by funds contributed by nineteen regional and professional associations, had set up the project of preparing the "Guide to the Evaluation of Educational Experience in the Armed Services," known more popularly as the "American Council Handbook," also known as the "Tuttle Handbook." This publication was to include descriptions of military training conducted in all of the branches of service with recommendations as to the amount of high school or college credit which should be

granted for each type of training. The American Council on Education designated its Committee on Accreditation to oversee their project. Because of the importance of the handbook to USAFI accrediting program, the Advisory Committee came to exercise a consultative relationship with the handbook's staff, directed by Dr. George Tuttle.

In the early days of World War II, the American Council on Education and the National Association of Secondary School Principals began working in cooperation with the Army Institute (now the United States Armed Forces Institute) to develop sound educational procedures for the evaluation of educational achievements during military service. The regional accrediting associations, state departments of education, and secondary school and college educators enthusiastically extended their cooperation. The end result of an extended period of investigation, discussion, and compilation of data was the publication in 1944 of A Guide to the Evaluation of Educational Experiences in the Armed Services, kept up to date by loose-leaf additions through 1945, and reissued in a complete set in 1946. The practical value of this Guide is attested by the fact that the Veterans' Administration has distributed one copy to every secondary school and institution of higher learning in the United States and its dependencies, and a copy to each state superintendent, state supervisor of secondary schools, and state vocational officer.

At the request of the Advisory Committee of the United States Armed Forces Institute and the Joint Army-Navy Committee on Welfare and Recreation, the American Council on Education established in December 1945, with the aid of a grant from the Carnegie Corporation, the Commission on Accreditation of Service Experiences. The Commission acts as a coordinating agency, cooperating with educational institutions and with national, regional, and state organizations concerned with evaluating service experiences; maintains liaison with USAFI and other educational programs of the military services; gathers and disseminates information concerning the policies of high schools and colleges for the evaluation of service experiences. The director and associate director of the staff have conducted seventy-two conferences with officials of state

departments of education, secondary school educators, and college officers for the purpose of gathering data relative to accreditation policies and clarifying many questions about procedures.

The educators of this country have done a magnificent job in establishing adequate accreditation policies in order that the returning veteran might receive the benefits of a sound evaluation of his educational achievements during military service to assist him in his placement or replacement in an educational program or in his vocational plans. This pamphlet of policy statements should prove extremely helpful to educators, to education officers of the armed services, to counseling officials in the Veterans' Administration, and in civilian agencies and institutions. The policies set forth reflect the considered judgment and determination on the part of the educators of this country to help the veteran readjust himself to civilian life.

The Advisory Committee has now been largely replaced by the War-Navy Committee on USAFI. This committee was appointed early in 1946. It consists of eleven civilian members, carefully selected from among the country's leading educators, together with two officers representing the War Department, and two officers representing the Navy Department. The purpose of the War-Navy Committee is to assist the Secretaries of War and Navy in the determination of overall educational policies for the Institute. At the present time the War-Navy Committee on USAFI is composed of the following members:

- A. J. Brumbaugh, Chairman, Vice President, American Council on Education
- E. R. Durgin, Capt., USN, Director of Training, Bureau of Naval Personnel
- Paul E. Elicker, Executive Secretary, National Association of Secondary School Principals

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1. Bulletin--Accreditation Policies of State Departments of Education for the Evaluation of Service Experiences and USAFI Examinations, published by Commission on Accreditation of Service Experiences of the American Council on Education, 1703 K St., N.W., Washington 6, D. C., August 1946, p. 2.

W. H. Johnsen, Commander, USN, Officer-in-Charge, Educational Services Section, Bureau of Naval Personnel  
 George W. Rosenlof, Registrar, University of Nebraska, Neb.  
 C. T. Lanham, Brig. Gen., USA, Chief, Information and Education Div., War Department Special Staff  
 Donald J. Shank, School of Industrial Relations, Cornell University, New York  
 John Dale Russell, Director, Division of Higher Education, U. S. Office of Education  
 George C. Mann, Chief, Division of Adult and Continuation Education, State Dept. of Education, Calif.  
 W. E. Sewell, Colonel, USA, Chief, Army Education Branch, Information and Education Div., War Department Special Staff  
 Francis T. Spaulding, Commissioner of Education, State Education Department, New York  
 Raymond W. Gregory, Assistant Commissioner for Vocational Education, U. S. Office of Education  
 R. M. Grumman, Director, University Extension, University of North Carolina  
 J. W. Harbeson, President, Pasadena Junior College  
 Thomas H. Quigley, State Director, U. S. Employment Service, Georgia

Features of this committee are:

- (1) Each service will have an equal voice in policy determination through joint membership on the USAFI Committee.
- (2) Materials developed by or for one service will continue to be available to the other service.
- (3) Services will continue to act as one unit in effecting arrangements with civilian educational institutions and agencies.
- (4) Annual review and revision of agreements.

It has been indicated in an earlier chapter the role played by the University of Wisconsin through its Extension Division in providing instructional services for USAFI. Similar services were rendered by universities which were located near the various USAFI branches.



Seventy-three colleges and universities cooperated with USAFI, through their extension divisions, in offering correspondence courses.

The following is a list of the colleges and universities offering certain of their correspondence courses through the United States Armed Forces Institute:

Alabama, University of, University, Alabama.  
 Arkansas State Teachers College, Normal Station, Conway, Ark.  
 Ball State Teachers College, Muncie, Indiana.  
 Brigham Young University, Provo, Utah.  
 California, University of, Berkeley, California.  
 Central Missouri State Teachers College, Warrensburg, Missouri.  
 Chicago, University of, Chicago, Illinois.  
 Colorado State College of Education, Greeley, Colorado.  
 Colorado, University of, Boulder, Colorado.  
 Denver, University of, Denver, Colorado.  
 Eastern Kentucky State Teachers College, Richmond, Kentucky.  
 Florida, University of, Gainesville, Florida.  
 Fort Hays Kansas State College, Hays, Kansas.  
 Georgia, University System of, 223 Walton St., N.W., Atlanta 3, Ga.  
 Hawaii, University of, Honolulu, T. H.  
 Idaho, University of, Moscow, Idaho.  
 Illinois, University of, Urbana, Illinois.  
 Indiana State Teachers College, Terre Haute, Indiana.  
 Indiana University, Bloomington, Indiana.  
 Iowa State Teachers College, Cedar Falls, Iowa.  
 Iowa, The State University of, Iowa City, Iowa.  
 Kansas, University of, Lawrence, Kansas.  
 Kent State University, Kent, Ohio.  
 Kentucky, University of, Lexington 29, Kentucky.  
 Louisiana State University, University Station, Baton Rouge, La.  
 Loyola University, Chicago, Illinois.  
 Massachusetts State Department of Education, 200 Newbury St., Boston, Mass.  
 Michigan State Normal College, Ypsilanti, Michigan.  
 Michigan, University of, Ann Arbor, Michigan.  
 Minnesota, University of, Minneapolis, Minnesota.  
 Mississippi Southern College, Hattiesburg, Mississippi.  
 Missouri, University of, Columbia, Missouri.  
 Montana State University, Missoula, Montana.  
 Morehead State Teachers College, Morehead, Kentucky.  
 Murray State Teachers College, Murray, Kentucky.  
 Nebraska, University of, Lincoln, Nebraska.  
 New Mexico Highlands University, Las Vegas, New Mexico.  
 New Mexico State Teachers College, Silver City, New Mexico.

New Mexico, University of, Albuquerque, New Mexico.  
 North Carolina State College, Raleigh, North Carolina.  
 North Carolina, University of, Chapel Hill, North Carolina.  
 North Dakota Agricultural College, State College Station, Fargo, N.D.  
 North Dakota, University of, University Station, Grand Forks, N. D.  
 Northern Michigan College of Education, Marquette, Michigan.  
 Northern State Teachers College, Aberdeen, South Dakota.  
 Northwest Missouri State Teachers College, Maryville, Missouri.  
 Ohio University, Athens, Ohio.  
 Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.  
 Oklahoma, University of, Norman, Oklahoma.  
 Omaha, University of, Omaha, Nebraska.  
 Oregon State System of Higher Education, Eugene, Oregon.  
 Pennsylvania State College, State College, Pennsylvania.  
 Prairie View University, Prairie View, Texas.  
 Sam Houston State Teachers College, Huntsville, Texas.  
 South Carolina, University of, Columbia, South Carolina.  
 South Dakota, University of, Vermillion, South Dakota.  
 Southern Methodist University, Dallas, Texas.  
 Tennessee, University of, Knoxville 16, Tennessee.  
 Texas College of Arts and Industries, Kingsville, Texas.  
 Texas Technological College, Lubbock, Texas.  
 Texas, University of, Austin 12, Texas.  
 Graduate School, U. S. Department of Agriculture, Washington, D. C.  
 Utah, University of, Salt Lake City, Utah.  
 Utah State Agricultural College, Logan, Utah.  
 Virginia State College, Petersburg, Virginia.  
 Virginia, University of, Charlottesville, Virginia.  
 Washington, University of, Seattle, Washington.  
 Western Kentucky State Teachers College, Bowling Green, Kentucky.  
 Western Michigan College of Education, Kalamazoo, Michigan.  
 Western State College of Colorado, Gunnison, Colorado.  
 Wisconsin, University of, Madison, Wisconsin.  
 Wyoming, University of, Laramie, Wyoming.

## CHAPTER VII

### GROWTH AND ACCOMPLISHMENTS

When operations were first begun at the Institute three officers and twenty-three enlisted men carried on all of the functions necessary for the operation of the Institute. Growth and expansion continued and when USAFI was operating at its peak thirty-six officers and four hundred and fifty-two civilian employees were needed to carry on its functions.

No one in the War Department could estimate accurately what the attitude of military personnel would be towards a correspondence school for the Armed Forces. The reception USAFI received was evidenced by the number of applications that came pouring in. USAFI was unprepared to meet the demands placed upon it. All operations were being carried on in one large three story building with a relative small staff. New buildings and additional personnel were added as rapidly as they could be secured but backlogs in all Divisions and Sections continued to mount. It can be safely estimated that by the latter part of 1944, practically all Divisions and Sections were four months behind in their work.

Since USAFI was the largest undertaking of its kind ever attempted it was necessary to learn much by experience as there

was no precedent to follow. By June 1945 enough space had been acquired to operate efficiently, the labor market had been eased somewhat by beginning of the discharge of service personnel, and better administrative procedures were initiated. These factors led to a rapid reduction of backlogs. By October 1945 all Sections and Divisions were current in their work and an application could be received, processed, and course material mailed within two days.

To meet adequately the needs and demands for the type services rendered by USAFI it was necessary to establish branches throughout various parts of the world where our Armed Forces were concentrated. The names and locations of these branches, at the time of printing of the latest USAFI catalogue, are as follows:

- Alaska Branch, USAFI, University of Washington, Seattle 5, Washington.
- Antilles Branch, USAFI, APO 851, c/o Postmaster, Miami, Fla.
- AFWESPAC Branch, USAFI, APO 75, c/o Postmaster, San Francisco, California (Serves Western Pacific Area).
- Central Pacific Branch, USAFI, APO 963, c/o Postmaster, San Francisco, California.
- European Branch, USAFI, c/o Information & Education Division, Hq., USFET, APO 757, c/o Postmaster, New York, New York.
- FCD Branch, USAFI, APO 827, c/o Postmaster, New Orleans, Louisiana (Serves the Panama Canal Department area).
- Tokyo Branch, USAFI, APO 181, c/o Postmaster, San Francisco, California.<sup>1</sup>

A measure of the immense growth of USAFI from small beginnings may be taken from the figures on enrollments. The Army Institute officially began accepting applications for correspondence courses on April 1, 1942. On April 18, Col. Young wrote to Col. Spaulding, "This is a personal note to let you know that we received three applications for enrollment Thursday, six Friday and two today."

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1. USAFI Catalogue, Third Edition, July 1946, p. 2.

On May 13 Col. Young reported that a total of 418 applications for enrollment in Army Institute courses had been received. Before the end of June the one-thousandth application had been handled. By the end of 1942 the enrollments totalled 7,333 but the number began to jump as the new year started:

January 1943 - 2995 enrollments  
 February " - 4533 "  
 March " - 5701 "

This sudden increase apparently resulted from publicity given the Institute among the armed forces and particularly because of the wide dissemination of the Navy version of the first Institute Catalog at this time. The trend continued upwards. January of 1944 brought 10,043 enrollments. Quarterly figures on enrollments follows:

Quarter	Institute Enrollments	University Enrollments	Institute Completions	University Completions
Apr. 42 - Dec. 42	7,333	351	170	1
1st Quarter 1943	13,229	1,371	219	4
2nd Quarter 1943	15,016	2,701	439	18
3rd Quarter 1943	20,281	5,193	856	93
4th Quarter 1943	*	*	*	*
1st Quarter 1944	34,637	11,148	*	*
2nd Quarter 1944	33,907	10,740	*	*
3rd Quarter 1944	*	*	*	*
4th Quarter 1944	40,124	12,264	*	*
1st Quarter 1945	54,931	14,413	1,696	1,052
2nd Quarter 1945	50,477	12,065	3,393	1,174
3rd Quarter 1945	44,850	10,282	3,024	1,098
4th Quarter 1945	38,356	6,299	759	1,520
1st Quarter 1946	33,097	3,873	6,244	1,428

\* - Indicates figures not available.

The above figures show that enrollments continued to mount until the second quarter of 1945. The surrender of Germany in May of 1945 turned the attention of individuals in the armed forces to the possibility of their demobilization in the near future. Their impatience to get home is reflected in their lessened interest in initiating correspondence work.

Service personnel already enrolled in USAFI courses hastened to complete them when the German defeat came, stimulated undoubtedly by the possibility of receiving credit for them upon returning to civilian educational institutions or upon seeking employment after reentry into civilian life. The figures cited above show that course completions continued to mount right up into 1946.

On July 1, 1946, total course enrollments at USAFI and its branches reached 1,392,805 and total course enrollees 1,362,266. These figures give proof of the immense educational job USAFI has done for the armed forces.

Demobilization by now has greatly reduced the number of personnel eligible to participate in USAFI's program. But USAFI remains as important in a relative sense to the smaller armed forces as a morale and educational factor as it had been to the immense wartime Army, Navy, Marine, and Coast Guard. And insofar as peacetime brings more leisure hours to servicemen its relative importance has increased.<sup>1</sup>

The following records were taken from the files of the

Registration Division:

- (1) Aggregate enrollment - 1,451,733.
- (2) Active enrollment as of 1 December 1946 - 230,310.

<u>Type of Course</u>	<u>No. Enrolled</u>
Correspondence Courses	104,312
University Correspondence Courses	74,737
Self-Teaching Courses	51,261
High School Courses	173,221
College Courses	120,216
Technical Courses	176,681

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1. Unclassified USAFI memorandum, July 1946, pp. 1-2.

(3) Total number of completions - 86,214. This is slightly over 7% of the total enrollment.

(4) Completion of courses by students through classes, without enrolling in USAFI or by examination, brings the total number of completions up to an estimated 11% to 15%.

## CHAPTER VIII

### SIGNIFICANT EDUCATIONAL TRENDS

A study of the popularity of all courses offered through Headquarters, United States Armed Forces Institute, has recently been completed. This study indicates popularity as based upon: (1) individual enrollments as recorded in Registration Division, and (2) shipments made by Operations Division.

The following information in regards to popularity of courses was taken from this study:

#### Ten Most Popular Education Manuals

<u>Title</u>	<u>No. Shipped</u>
1. Auto-Mechanics I	8514
2. Bookkeeping and Accounting I	6610
3. A First Course in Algebra, Part I	6058
4. Radio for Beginners	3232
5. Physics I	2890
6. Review Arithmetic, Textbook I	2882
7. A First Course in Algebra, Part II	2832
8. The Small Business	2830
9. Auto-Mechanics II	2438
10. Auto-Mechanics III	2431

#### Ten Least Popular Education Manuals

1. Spoken Burmese	1
2. How to Use Your Eyes at Night	1
3. Spoken Norwegian	1



<u>Title</u>	<u>No. Shipped</u>
4. Establishing a Retail Bakery	1
5. Spoken Turkish	2
6. Principles of Marketing	3
7. Colloquial Dutch	3
8. Spoken Malay	3
9. Establishing and Operating a Drug Store	3
10. Spoken Dutch	3

The reason for auto-mechanics being the most popular EM manual was probably due to the fact that this manual had the most practicable applications. After auto-mechanics, mathematics manuals predominated in popularity. Many men had difficulty with math in civilian institutions and may have selected these manuals to supplement their knowledge in this field, or to receive an introduction to a particular phase of mathematics.

Among the least popular manuals, foreign languages which were lesser known are the most in evidence. This is probably due to: (1) the fact that there was no practicable need for these foreign languages, and (2) the difficulty of the subject matter.

#### Ten Most Popular High School Courses

<u>Title</u>	<u>No. Shipped</u>
1. Beginning Algebra	29224
2. Review Arithmetic	18177
3. Bookkeeping I	15010
4. American History	13699
5. Ninth Grade English I	11718
6. Trigonometry	9297
7. Elementary Gregg Shorthand	7257
8. Physics	6480
9. Civics	5631
10. Practical English Usage I	5520

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The author expresses his own opinion as to why various courses were popular or unpopular.

Ten Least Popular High School Courses

<u>Title</u>	<u>No. Shipped</u>
1. Economic Geography	72
2. Physiography	80
3. Ancient History	84
4. The Small Business	163
5. Basic Mathematics II	341
6. World History II	392
7. Bookkeeping and Accounting V.	455
8. Advanced Gregg Shorthand	730
9. World History I	795
10. Bookkeeping and Accounting IV	805

Mathematics courses are found five times in the first ten most popular high school courses. Many students fail math courses in civilian schools and a large number of service personnel availed themselves of the opportunity to take these courses by correspondence.

When the G.I. Bill of Rights was passed by Congress many men planned to take advantage of the educational opportunities provided, and selected mathematics courses from USAFI in order to meet civilian school entrance requirements. It is also true that a large majority of the functions of the Armed Services required a knowledge of mathematics.

American history ranked fourth in popularity. It was found among students who had dropped out of high school before entering the third year, as a rule, had not had American history.

Economic Geography, while one of the most popular courses in civilian high schools, rated last with USAFI. This probably can be explained by the fact that service personnel did not usually select courses from the standpoint of interest but selected them from the standpoint of practicability.

Ten Most Popular Vocational and Technical Courses

<u>Title</u>	<u>No. Shipped</u>
1. Refrigeration	7552
2. Plastics	6058
3. Air Conditioning, Heating, and Ventilation	7502
4. Aviation Engines	7150
5. Railroad Rates	6341
6. Wood Construction	6143
7. Radio Communications, Part I	5758
8. Automotive Power Plants	5193
9. Photography - Basic Processes	5134
10. Industrial Electricity	4818

Ten Least Popular Vocational and Technical Courses

1. Marine Navigation - Course III	3
2. Railroad Car Repair - Part II	14
3. Art Techniques - Part III	15
4. Radio for Beginners	17
5. Marine Navigation - Course II	19
6. Structural Engineering - Part III	39
7. Coast Guard Law Enforcement	47
8. Railroad Car Repair - Part I	87
9. Electrical Engineering - Part II	88
10. Dynamics	99

The selection of courses in the vocational and technical field shows, in a number of instances, a lack of guidance and foresight because many of these fields were already overcrowded.

It should be kept in mind that the men selected the vocational and technical courses for the purpose of advancing themselves while in service, and preparing for a particular vocation upon leaving the Armed Forces. These men were not interested, in most instances, in credit or academic advancement.

Ten Most Popular College Courses

<u>Title</u>	<u>No. Shipped</u>
1. College Algebra and Trigonometry	6004
2. Introduction to Accounting, Course I	5381
3. Differential Calculus	5063
4. English Composition	4695
5. Cost Accounting	3966
6. Business Management, Policies, and Methods	3950
7. Business Law, Course I	3908
8. General Psychology	3712
9. Plane Analytic Geometry	3428
10. Advertising	3326

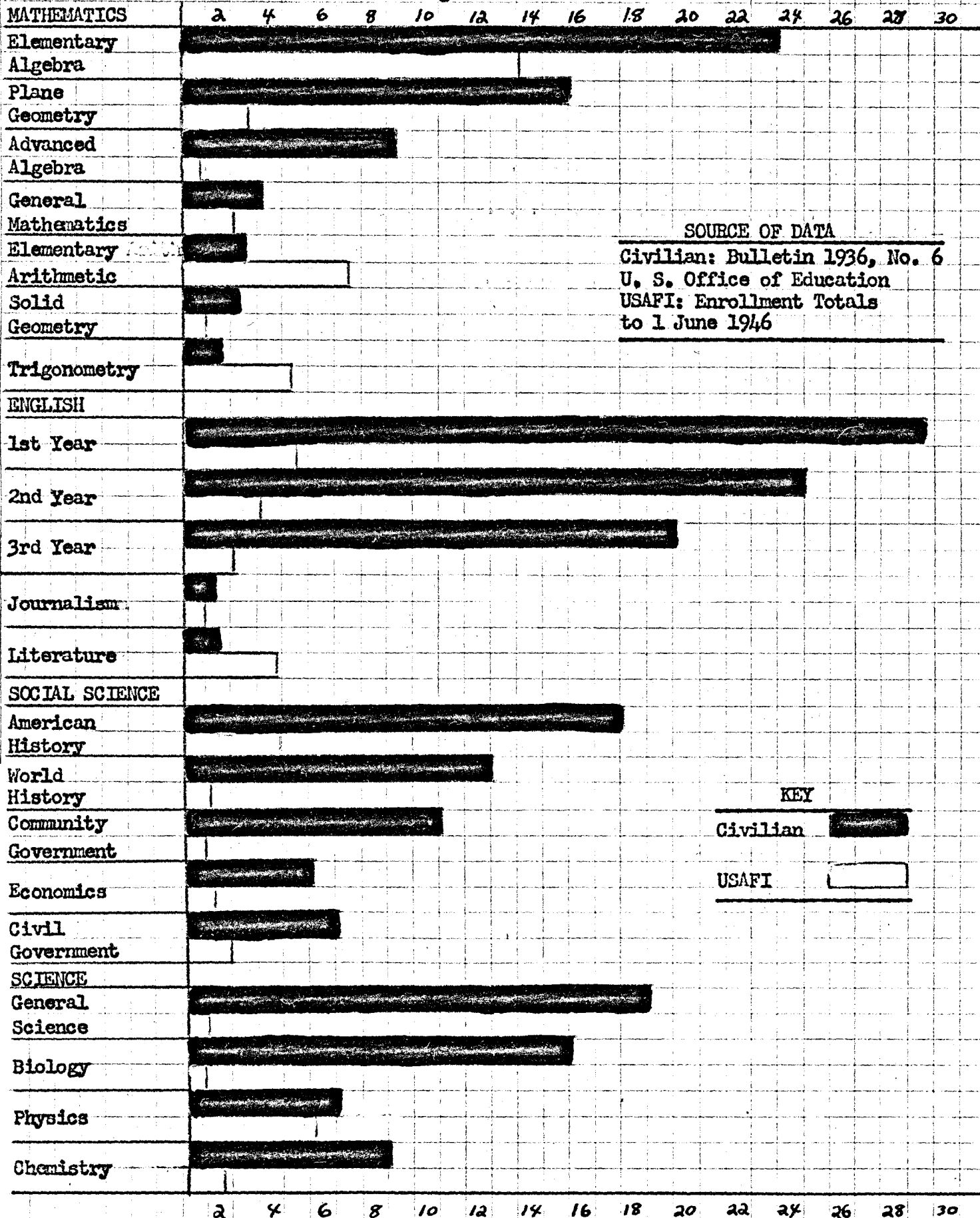
Ten Least Popular College Courses

1. Engineering Mathematics, Part II	14
2. Shakespeare II	22
3. Geography of Europe	26
4. Intermediate Norwegian	28
5. Intermediate French Composition	42
6. The British Empire	52
7. New Type of Objective Examinations	57
8. Contemporary European History, World War I to World War II	67
9. Contemporary European History, World War I	61
10. Solid Analytic Geometry	76

Mathematics courses predominated in popularity among the first ten college courses. The supposition previously made in regard to the selection of mathematics courses in the Education Manuals and High School Courses can be assumed here. The lack of interest in history, other than American history, can be noted in the fact that service personnel did not select them either on the high school or college level.

USAFI-CIVILIAN ENROLLMENTS

Traditional High School Academic Courses



SOURCE OF DATA

Civilian: Bulletin 1936, No. 6  
 U. S. Office of Education  
 USAFI: Enrollment Totals  
 to 1 June 1946

KEY

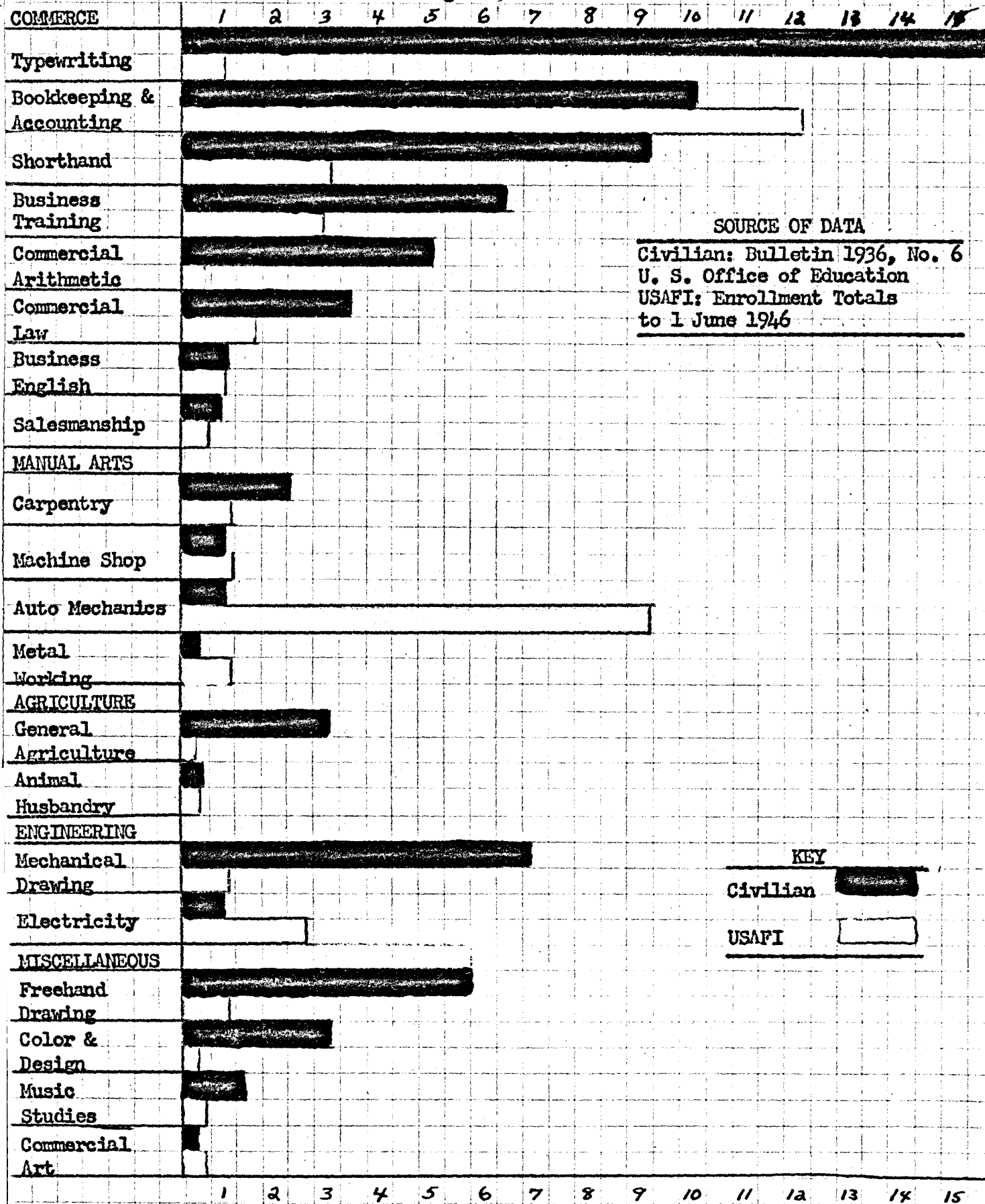
Civilian

USAFI

PER CENT OF STUDENTS ENROLLED

USAFI-CIVILIAN ENROLLMENTS

Traditional High School Nonacademic Courses



SOURCE OF DATA

Civilian: Bulletin 1936, No. 6  
 U. S. Office of Education  
 USAFI: Enrollment Totals  
 to 1 June 1946

KEY

Civilian

USAFI

PER CENT OF STUDENTS ENROLLED

47

The preceding graphs were originally made up by the Research and Development Division.

The following explanations are presented as to possible causes for extreme differences in Civilian and USAFI enrollments:

On page 46 the following subject fields show marked differences in enrollment: English, Social Sciences, and Science. To understand the possible causes for these differences it must be kept in mind that USAFI courses were selected on a voluntary basis while many of the civilian courses are required. Service personnel probably did not enroll in these subject fields because they failed to meet an immediate need. Courses of a more practicable nature were selected over the more traditional academic courses.

Typing is the first course to appear on page 47 in which there is a marked difference in enrollment. The logical explanation seems to be that typewriters were unavailable to the vast majority of the service personnel.

Auto-mechanics was one of the most popular courses with USAFI. Many high schools do not even offer a course in auto-mechanics, but since our Armed Forces were highly mobilized and mechanized, a course in mechanics was essential to many service personnel.

Members of the Armed Forces did not select a large number of courses in mechanical drawing and freehand drawing, possibly because they did not have the equipment and space available which is required for this type study.

## CHAPTER IX

### SUMMARY AND CONCLUSIONS

USAFI was established at Madison, Wisconsin, in 1941 to meet the educational needs of service personnel. Previous Service Correspondence Schools had been set up to meet the needs of one particular branch of the service but USAFI endeavored to put on a program to reach all the branches of Service. USAFI is to remain as a permanent part of the Armed Forces.

The Divisions and Sections of USAFI which are closely related to this study are: (1) Administration, (2) Registration, (3) Research and Development, (4) Testing and Accreditation, (5) Instruction and Lesson Service, and (6) Operations. These Divisions and Sections were responsible for the following educational services: (1) registration, (2) enrollment, (3) editing and correcting courses and other instructional material, (4) provision of tests and the scoring of tests, (5) correction of lessons, and (6) the procurement and shipping of educational material.

USAFI was established to provide educational material and services on an individual basis by mail. The purpose of the program was to afford members of the Armed Services the opportunity to



continue voluntarily their education, to prepare for desirable jobs on return to civilian life, to increase their efficiency as members of the Armed Forces, and to satisfy personal interests in various fields of study. Any member of the Armed Forces is eligible to participate in the services provided at USAFI. A fee of \$2.00 is charged for the first course taken with USAFI and as long as acceptable work is done the student may enroll for additional courses without charge. There are no charges for the other services provided by the Institute.

The first sixty-four correspondence courses offered were secured from the International Correspondence School. When new courses were added standard texts, written by well-known authors, were secured. Two civilian agencies, "The Advisory Committee" and "The American Council on Education," assisted in the selection of educational material. Courses are divided into four levels: (1) elementary school courses, (2) high school courses, (3) technical or vocational courses, and (4) college courses.

USAFI maintains end-of-course tests, tests in various subject fields, and tests of General Educational Development. Those who are eligible for these tests may take them as a means of measuring their competence and report the results to civilian accrediting agencies if credit is desired. USAFI issues a certificate of completion for courses satisfactorily completed, but it does not grant credit, diplomas, or degrees. The accreditation service is a method whereby

the school from which a serviceman seeks credit may be informed of his in-service training and education.

A policy of cooperation was maintained towards all civilian educational institutions. The following civilian educational agencies aided in the selection and development of USAFI instructional material and helped to determine educational policies: Joint Army and Navy Committee on Welfare and Recreation, The Advisory Committee, and the American Council on Education. Instructional services were provided by the University of Wisconsin. Seventy-three colleges and universities cooperated with USAFI, through their extension divisions, in offering correspondence courses.

USAFI grew continuously from the date of its establishment until after the War when demobilization had been effected. Operations began with three officers and twenty-three enlisted personnel. During 1945 thirty-six officers and 452 civilian employees were required to carry on its functions. Total enrollments from 1941 to November 1946 were 1,451,733.

The most popular USAFI courses were found to be courses related to mathematics. This was probably due to the demands of the Armed Forces because many of the functions of the Services required a knowledge of various kinds of mathematics. A desire to complete this type of study by correspondence rather than in civilian schools may have also been a factor.

The least popular courses were among the lesser known foreign languages, such as Norwegian and Malay, which were of little practicable value.

It was observed that servicemen selected courses from the standpoint of practicability rather than from the standpoint of interest.

The success of USAFI's correspondence course program cannot be measured by the number of completions. Many men selected courses of a vocational and technical nature for the purpose of increasing their skill in a particular field rather than taking courses for credit. Thousands of men submitted all but a few lessons, but failed to complete the course. In many instances the immediate practicable value received from this type of participation may have been equivalent to that received by those who did complete the course. Service personnel who were enrolled with USAFI were allowed to keep the books contained in a course and in many instances these books continued to serve as a reference and guide even though the student had completed the course or had been disenrolled.

USAFI was probably the largest contributing agency towards stimulating interest among service personnel in continuing their academic education and in keeping them in contact with civilian educational institutions. Through USAFI's correspondence courses, testing program, and accrediting services, military personnel were provided with methods whereby they could apply for credit for which they were fully qualified from civilian accrediting agencies.

In many instances after World War I men were given "blanket credit" for one year of school work. This procedure often put the individual at a disadvantage due to his inability to cope with problems in the advanced class because he had not had the proper background experience provided during the year for which he has been given "blanket credit."

Practically all of USAFI's officer personnel was selected from the field of education. During the time when large backlogs existed there was an evident need of administrators as well as educators. The figures, previously given, showing the amount of work done when USAFI was operating at its peak, indicate the immensity of the job. The work during periods of peak production could be expedited by having the services of an industrial engineer and a time-and-motion expert.

During World War II the labor market for USAFI was at a low ebb and in many instances the number and type of employees were not up to peace-time standards. This was especially true in the departments requiring physical labor. This situation could have been greatly improved if the War and Navy Departments had allotted enough enlisted personnel to USAFI to supplement the work of the civilian personnel.

During 1945 USAFI maintained, in Madison, office space in three separate buildings and three warehouses. These six buildings were widely separated and the coordination of work was complicated by the wide distribution of activities. If USAFI should ever again

have the demands placed upon it that it experienced during 1944 and 1945, the work could be better expedited by having one large building designed to meet the needs of each of the various Divisions and Sections. If such a building were unobtainable, a number of smaller buildings within a relatively small area would be a great improvement over past and present conditions.

The weight and size of some of the correspondence courses became a burden for service personnel who moved often and were required to travel light. Better service, in this respect, could be provided by: (1) consolidating into one unit all the texts and syllabi, (2) having the publisher place the unit in a heavy jacket suitable for mailing, and (3) have a built-in envelope on the jacket where forms, lessons, sheets, and memos could be inserted without opening the part of the jacket containing the course. If this procedure were carried out it is believed the following results would be incurred: (1) Enrollees would receive a course which would not be too bulky for easy handling, (2) storage space at the Institute would be saved, and (3) it would be unnecessary to pack and wrap individual courses at USAFI.

Much confusion seems to exist among service personnel and civilian educators as to the exact functions of USAFI. A brief bulletin stating in precise terms what USAFI is and what USAFI is not would do much to clarify, in the minds of those concerned, the purposes and services of the Institute.

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