

A SURVEY OF OPERATIONS AT THE
FORT BRAGG ARMY EDUCATION CENTER
WITH A VIEW TOWARD IMPROVING ITS
PROGRAM OF COMMUNICATION'S SKILLS

An Abstract of a Thesis

Presented to

the Faculty of the School of Education

East Carolina College

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

by

Samuel C. Miller

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AT THE FORT BRAGG ARMY EDUCATION CENTER WITH A VIEW
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(Under the direction of Dr. James W. Batten and Dr.
Ralph Brimley) School of Education, East Carolina
College, June, 1965.

The purpose of this study was (1) to ascertain how military personnel felt the education center was meeting their needs, (2) to learn how faculty and staff members, particularly those concerned with the communicative skills areas, felt about the education program, and (3) to determine how the people involved thought the program could be improved.

The study was delimited to programs on the preparatory school, the high school, and the college levels at the Main Post Army Education Center at Fort Bragg, North Carolina.

A review of related literature provided a brief historical sketch of the General Education Program, a statement of Army goals on the desired educational level of its ranks, and a perspective on the operation of the

total education program at the Fort Bragg Army Education Center.

Three questionnaire forms were used to survey the thoughts and attitudes of students and faculty members involved in the program. The data from these forms were supplemented by information derived from the related literature.

Questionnaires returned by the general faculty showed that difficulties existed in motivation, continuity, and a failure on the part of students to be responsible for their class obligations. Other problems were revealed in the areas of military unit co-operation, and in an apparent mass production motive which seemed to weaken the total program.

Teachers working in the communicative arts part of the operation showed that the most serious weaknesses in the program were in reading, writing, and a lack of much opportunity to develop effective skills in these areas. Other weaknesses cited by the teachers included the disuse of reference materials, particularly in relation to developing fundamental research skills.

Questionnaires received from students enrolled at the education center tended to show that the students felt there were weaknesses in class continuity, in effective unit support to individual study as a means to advancement, and in the guidance services. The students also indicated concern about reference materials, textbooks and transportation.

From the findings and conclusions, seven recommendations were made in the following areas: supporting regulations, unit co-operation, general quality, guidance, communicative arts, reference facilities, and wider coverage of all of Fort Bragg with services and opportunities available through the Fort Bragg Army Education Center.

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS	1
The Problem	
Statement of Problem	1
Limits of Study	2
Significance of Study	3
Definition of Terms Used	4
Continental Army Command (CONARC)	4
GT Score	4
Bootstrap	4
General Educational Development	5
High School GED	5
College GED	6
Achievement II	7
Achievement III	8
United States Armed Forces Institute	8
Tuition Assistance Form	8
AR 621-5, Education and Train- ing: General Educational Development	9
Reception Center	9
Overview of Operations	9

CHAPTER	PAGE
II. REVIEW OF RELATED LITERATURE	15
Westerlund's Historical Perspective	16
Bowden's College Survey	19
Third Army Regulation 621-1	26
III. DESIGN OF THE STUDY AND PRESENTATION OF DATA	29
General Faculty Data	30
Communicative Arts Data	38
Language Used and Heard in Students' Conversations	43
Literature Available in Post Exchange	44
Unit Co-operation with Program	45
Reference Facilities in Fort Bragg Library	46
Eyesight and Hearing Deficiencies of Students	47
Continuity of Instruction	48
Homework Assignments	49
Student Motivation	50
Length of Cycles	51
Attitude of Students	51
Correspondence with A Former Staff Member	52

CHAPTER	PAGE
College Questionnaire Data	53
High School Questionnaire Data	68
Preparatory School Questionnaire Data	75
IV. SUMMARY, CONCLUSIONS AND RECOMMENDA- TIONS	83
General Summary	83
Problem	83
Method	84
Procedure	85
Conclusions	86
General Faculty Attitudes	86
Communicative Arts Aspects	87
Student Attitudes	88
Recommendations	90
Supporting Regulations	91
Unit Co-operation	91
General Quality	92
Guidance	93
Communicative Arts	93
Reference Facilities	94
Wider Coverage	94

CHAPTER	PAGE
BIBLIOGRAPHY	97
APPENDIX	98
Letter from Former Staff Member	99
Preparatory School Questionnaire	101
High School Questionnaire	103
College Questionnaire	105
General Faculty Questionnaire	108
Communicative Arts Faculty Questionnaire	111

LIST OF TABLES

TABLE	PAGE
I. Problems Ranked by the Fort Bragg Army Education Center Faculty	32
II. Problems in the Communicative Arts Program as Ranked by the Faculty of the Fort Bragg Army Education Center	41
III. Faculty Evaluation of the Communicative Arts Program at the Fort Bragg Army Education Center	42
IV. Means by Which College Level Students Learned About the Education Center	55
V. Reasons College Level Students Came to the Education Center	56
VI. College Student Responses on Reference Material Availability	57
VII. Problems of College Level Students at the Fort Bragg Army Education Center	59
VIII. Response of the College Students to the Question: "Do you Find the Materials You Need for Study?"	60
IX. Areas of Open Comment by Fort Bragg Education Center College Students	62
X. Means by Which High School Students Came to the Education Center	69
XI. Reasons High School Level Students Came to Education Center	72
XII. Comments of High School Students About Finding Reference Materials	72
XIII. Problems of High School Students at the Education Center	73

TABLE	PAGE
XIV. Comments of High School Students about the Fort Bragg Army Education Center	74
XV. Means by Which Preparatory School Students Learned about the Education Center	77
XVI. Reasons Preparatory School Students Came to the Education Center	78
XVII. Problems of Preparatory School Students at the Fort Bragg Education Center	80
XVIII. Areas of Open Comment by Preparatory School Students	81

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

It is theoretically possible for a semi-literate to enter the U.S. Army and be discharged a college graduate with the Pentagon paying seventy-five per cent of the expenses. Such an education would be possible through study on succeeding levels of instruction of the United States Armed Forces Institute that provides educational opportunities to Army personnel throughout the world. While the Fort Bragg Army Education Center has functioned as a branch of the institute for many years, at no time during this period has empirical research been conducted to determine the attitudes of Fort Bragg servicemen toward the educational facility and its services.¹

I. THE PROBLEM

Statement of the problem. The purpose of this study was (1) to ascertain how military personnel felt the education center was meeting their needs, (2) to learn how faculty and staff members, particularly those con-

¹Statement by William A. Edmundson, personal interview, March, 1963.

cerned with the communicative skills areas, felt about the education program, and (3) to determine how the people involved felt the program could be improved. A statement of Army goals on the educational level of military personnel was considered along with other pertinent facts and data gathered in the survey. Certain conclusions were developed from the data analyses, and, from these conclusions, recommendations were presented as a guide for future planning. It is hoped that administrators of the Fort Bragg GI section who are concerned with the education center will find this survey of practical value in their work.

Limits of the Study. This study was limited to the current program of the daytime preparatory school, the evening school and the college level classes at the Main Post Army Education Center at Fort Bragg, North Carolina. Data gathering described in section III (Methods and Procedures) began in April of 1963 and ended in April of 1964 when the tabulations and analyses began. Limitations regarding the handling of controlled documents placed evaluation of tests used by the Army Education Center beyond reach, since security clearance

is required of persons handling the tests and the detailed information about their content.

Significance of the Study. The problem of well-trained men facing occupational obsolescence is not unique to industry, and in the Army of today officers need to be more than men who can lead a group effectively in fighting situations. The modern Army also needs enlisted men who are just as well educated as its officers in specialized and technological areas. These educational needs are a result of rapid changes in the Army's role that is seen today as a deterrent as well as an executor of specialized and technological warfare. Thus, to learn and maintain technological skills, the Army's ranks face a training program designed to meet new challenges.

More fundamentally, the education program surveyed in this study can serve as a foundation for such training. The education program also provides opportunities for continued schooling to both high school drop-outs and to foreign-born personnel who use military duty as a step toward United States citizenship. In addition, the program provides an opportunity for men to work on

college programs leading toward advanced degrees. In this study an attempt was made to discover the attitudes of personnel involved in the services of the Fort Bragg Army Education Center as a means to guide possible improvements in its services.

II. DEFINITION OF TERMS USED

Continental Army Command (CONARC). This term and its acronym designate a geographical area of military command limited to the continental United States and to Army installations within this area.

GT SCORE. Throughout this study the term pertains to a score derived from the Army Classification Battery of tests administered to all personnel inducted into the Army. The score, used by the Army in approximately the same manner that an Intelligence Quotient would be used by a civilian agency, is computed to reflect an individual's language and mathematical capabilities.

"Bootstrap." In the armed forces this term applies to a portion of the educational program that enables selected officers and enlisted men to complete college work toward a degree. The "bootstrap" program includes work on correspondence courses and group study classes

of accredited institutions or their extension divisions and culminates with a year of residence on an accredited college or university campus.

General Educational Development (GED). The term and its abbreviation pertain to General Educational Development goals established for various ranks or grades of military personnel as outlined in Army Regulations 621-5 on education and training.¹ The term is applied to the programs established to meet the goals, and also to the tests that are used in the programs.

High School GED. Throughout this study the term designates a test battery designed to measure the extent to which an examinee has acquired the equivalent of a general high school education. The test battery is designed for examining persons who have never completed high school, but who did have some instruction at that level since leaving school. The results of this battery may be used to provide given evidence of educational

¹Department of the Army, AR 621-5, General Educational Development (1961), Washington 25, D. C.

attainment for military purposes and to help schools or state departments of education to determine whether a person has acquired a sufficient amount of high school work through personal study or from United States Armed Forces Institute group study classes. The results may also be used to satisfy college admission requirements or to give an employer evidence of high school achievement. The examination consists of a battery of five two-hour tests. The tests cover five areas under the following titles: "Correctness and Effectiveness of English Expression," "Interpretation of Reading Materials in the Natural Sciences," "Interpretation of Literary Materials and General Mathematical Ability."²

College Level GED. Similar to the High School GED, the test battery includes the areas of "Correctness and Effectiveness of Expression," and "Interpretation of Literary Materials." The battery seeks to

²Fort Bragg Reproduction Division, Headquarters XVIII Airborne Corps and Fort Bragg, Army Education Center Opportunities, (1962) pp. 8-9.

measure the extent to which the student has acquired the broadly cultural education which he might have obtained through survey courses or experiences in the subject areas covered by examinations at the college freshman level.³

Achievement II. As used by the Army, Achievement II designates a series of tests administered to personnel who have not achieved a sixth grade educational level. The battery of tests covers selected material in arithmetic and language. The test is administered as a grade placement instrument in the on-duty preparatory school program. If an individual scores below the fifth grade level, he is placed in a special class for slow learners and will take a different version of the same tests a second time when he completes a cycle of instruction. Results of these tests are for military purposes only and are not made available to civilian agencies.

³Ibid., p. 9.

Achievement III. In the same way that the Achievement II deals with grades below the sixth, the Achievement III includes in its scope grades six through eight. The test is given to men who have not achieved the high school level and is used as a placement instrument in the preparatory school program.

United States Armed Forces Institute (USAFI). In 1941 the institute was organized by the War Department to cope with the problem of training men of low educational achievement. Headquarters for the institute is at Madison, Wisconsin, where top echelon administrative facilities are located.

Tuition Assistance Form. On this official military form is written appropriate information about an individual, and approval of an individual's commanding officer which enables military personnel to receive government financial assistance in paying tuition costs at civilian institutions. The Army pays up to seventy-five per cent of tuition, but will not allow its rates to exceed nine dollars per quarter hour or thirteen

dollars and fifty cents per semester hour. These rates apply both within CONARC and abroad.

AR 621-5, Education and Training: General Educational Development. Under the provision of this Department of the Army level regulation, administrators of GED programs throughout the world operate their education centers.

Reception Center. This term refers to a centrally located building at Fort Bragg where incoming soldiers first report upon their arrival at the base. At the reception center the soldiers are assigned a processing-in itinerary before reporting for assignment to an individual unit.

III. OVERVIEW OF OPERATIONS

There are essentially three groups of instruction which occupy about twelve hours of daily classroom use. These three groups are administered through two separate offices. The lowest level of instruction is in the on-duty preparatory school in which classes are given on the equivalent level of a civilian elementary school

for enlisted personnel who fail to meet certain minimum requirements. The first level in this group is the marginal class in which basic reading and English language skills are taught in the range of grades one through four. Above the marginal level, classes are separated into individual grades. Such classes have been conducted by the Army since World War II, when it became necessary to train men of low educational levels. Today these classes are particularly useful in teaching English to foreign-born soldiers. In recent years the percentage of foreign-born students has run particularly high, and some classes have had close to a one hundred percent foreign student enrollment at certain times. Classes of the preparatory school are administered through the office of the school supervisor who co-ordinates this program with the high school program and testing program.

The school supervisor operates a high school program during off-duty hours. During these hours soldiers spend their own time at the school. These classes are not divided into strict grade levels, but

into subject areas to include American history, review English grammar and composition, review arithmetic, algebra, slide rule, and science. The program also offers a vocational group of courses which include carpentry, automotive mechanics, and electronics.

The preparatory school and high school level classes are offered at no cost to military personnel who do not have a high school diploma or who in some way are not prepared to meet the minimum educational goals of the Army. Placement in these classes is based on the results of a co-ordinated testing program operated by the education center. A speed reading class is also operated by the school supervisor. The class is currently limited to those men who pass a prerequisite vocabulary examination. Enrollment is also limited by the number of seats available in the speed reading laboratory.

Also in operation at the education center during evening hours and on Saturday mornings are college level classes from the extension divisions of East Carolina

College, the University of North Carolina at Raleigh, and Southeastern Baptist Theological Seminary. College classes are administered through the college co-ordinator's office. The co-ordinator maintains liaison with administrators at the three participating colleges. The college program is unique in that it has functioned as an extension division of three institutions rather than only one. By operating the program in this way, a greater number and variety of courses may be offered as instructors become available for extension work from the three schools. For college level courses, government tuition assistance is available to military personnel. The college classes are also open to non-military personnel of the Fayetteville-Fort Bragg area.

Another important function of the education center is its testing and guidance service. Guidance counselors interview every soldier who comes to the education center. These counselors work closely with the information and records section, which maintains a Department of Defense Form 569 for every man interviewed. Form 669

becomes an individual's official educational record on which results of interviews, tests, and classroom work are kept. The counseling and testing programs are closely co-ordinated with other education center functions.

A soldier reporting for the first time to the education center is directed to the Information Office where he fills out a worksheet with basic information needed for the DD Form 669. After the worksheet is completed, he reports for an interview with an advisor who determines the best course of action with regard to the soldier's needs and desires. Generally, the first step is to make an appointment for a series of tests. Among the tests a counselee may take are the Achievement II, the Achievement III, and the High School GED. The appropriate test is determined by the advisor on the basis of each individual's highest degree of educational attainment and on each individual's OT score. With the test results the advisor is more able to direct the soldier into a preparatory school program, a high school program, a college program, or a

correspondence course program.

Correspondence courses are offered through the United States Armed Forces Institute in Madison, Wisconsin, and include a wide range of study areas. The USAFI correspondence program offers 6,000 courses from the elementary to the college level for five dollars a course.⁴ If a soldier completes the first course, he is not charged for additional courses. The Fort Bragg USAFI office is also responsible for all USAFI tests used in the education center programs. The office administers a separate testing room where individual examinations may be taken by appointment from an advisor. Examinations for correspondence courses are administered here also. The USAFI office co-ordinates work with the preparatory school and high school programs in administering tests for both grade placement and course completion. In addition, the USAFI office also handles foreign language courses offered on an individual study basis through recordings and accompanying study manuals.

⁴United States Armed Forces Institute, Catalog of Courses, (Washington, D. C.: Department of Defense, 1962), p. 8.

CHAPTER II

REVIEW OF RELATED LITERATURE

It is hoped that the review of literature related to the Fort Bragg Army Education Center will provide a background of information of the GED program and a perspective of its development at Fort Bragg. Furthermore, this review should provide additional insight into how the current program at the Fort Bragg Army Education Center operates under provisions of present Army regulations that pertain to the educational program.

There are two major studies related to the Army's educational program and its education center at Fort Bragg. First is a doctoral dissertation by Stuart R. Westerlund that provides an historical overview of the program within the Continental Army Command (CONARC).⁵ Westerlund, former director of GED at Department of the Army Headquarters in the Pentagon, Washington, D. C.,

⁵Stuart Rudolph Westerlund, "The Army General Educational Development Program in the Continental United States: A Survey Relative to Principles and Practices of Administration at the Army Post Level." (unpublished doctoral dissertation, Michigan State University, 1963), chapter two, passim.

completed the dissertation in 1963 as part of a doctoral program at Michigan State University.

A second major study which is closely related to the operation of the Fort Bragg Army Education Center is the Study of the College Program at Fort Bragg, North Carolina, completed in December of 1963 by William L. Bowden for the North Carolina State Board of Education.⁶

Westerlund's Historical Perspective. The main purpose of Westerlund's dissertation was to develop a set of administrative principles and practices which could be used as a guide in administration of the Army GED Program at the post level. The study was limited to the continental United States. Out of the study Westerlund found eighty-two principles which were considered important by a panel and by administrators working in the field. The results constitute a set of basic principles and practices that Westerlund's survey found had potential for the improvement of administration of GED programs.

⁶William R. Bowden, "Study of the College Program at Fort Bragg, North Carolina" (unpublished report for the North Carolina Board of Higher Education, December 1963).

Westerlund closed the second chapter of his dissertation, A History of the GED Program, with the following summary:

The General Educational Development Program, formerly the Army Education Program, had a cautiously slow beginning but established a firm foundation very early in its history. During the First World War, the Army's Education Program was closely associated with Morale. A Morale Branch of the Army was established in 1941, and under excellent leadership in this Branch, the education program experienced rapid expansion.

The education program was confined largely to the field of leisure time activities until the outbreak of war in 1941, after which time consideration was given to helping Army Commanders maintain high morale and increase the efficiency of military personnel, and also to educating military personnel for the resumption of civilian life. Three educational activities evolved to meet these objectives: USAFI, off-duty education, and the post-hostilities program. These activities have all contributed much relative to success of the Army's Education Program.

The education section experienced a number of changes relative to position in the Army's structure; however, in the Spring of 1945, Information and Education was separated from Special Services and was established as an independent division in the European Theater. The Army Education Program remained a part of the Information and Education Division until 1956, at which time it was separated from Troop Information and placed under the Education

Branch of the Office of the Deputy Chief of Staff for Personnel at Department of the Army level.

Under the Troop Information and Education Division, the Army Education Program was regulated by Army Regulations 355-5. After the break from the information division, AR 621-5 was published and subsequently rewritten. It is under AR 621-5 that the GED Program was so named and presently operates.

The GED Program has demonstrated its value to the Army, to the nation, and to the individual and has thereby continued to gain increased command support. The objectives for the program have been varied, and the emphasis has been changed numerous times due to the rise in the educational level of military personnel. Accomplishments have been significantly great, and the present educational level of military personnel is the highest in the history of the United States Army.⁷

Within CONARC and the Third Army area, the development of the educational program at Fort Bragg followed the pattern described by Westerlund. As the Fort Bragg program grew, it was moved from smaller quarters in temporary wooden buildings to the present location at Armistead and McComb Streets on the post. The center

⁷Westerlund, op. cit., pp. 51-52.

is now housed on the third floor of an administrative unit.

Bowden's College Survey. Bowden stated the problem undertaken in his survey as follows:

At present the college program at Fort Bragg cannot provide military and civilian personnel a means of continuing their college training beyond one-third to one-half of the credits required for a degree.⁸

With this problem in mind, Bowden took into consideration the statement of the Army's goals for its personnel in addition to a consideration of current provisions for personnel to complete college degree programs. He noted the following educational objectives established by the Department of the Army:

Commissioned Officers: Completion of at least a baccalaureate degree. For those who have already attained such a degree, continuation of professional education through graduate studies leading to advanced degrees.
Warrant Officers: Completion of at least the equivalent of two years of college study. College degree is encouraged.
Enlisted personnel and Specialists - Grades E-3 through E-9: Completion of a high school course when appropriate.

⁸Bowden, op. cit., p. 5.

For all others: Resumption and continuation of academic studies at appropriate levels as duties permit.⁹

In surveying the college program Bowden also took into consideration the factors of the population, the educational levels of personnel who went beyond high school, the semester organization at Fort Bragg, the status of course completions, and the extent of college courses taken by students. Bowden also took into consideration the co-operation between the base and participating colleges, and the faculty available for classes on the base. In a questionnaire Bowden surveyed student interest in specific areas of study toward higher degrees. After compiling a list of higher institutions that provide resident programs to other Army bases in the country, Bowden went on to consider the implications of a degree program at Fort Bragg from the University of North Carolina at Raleigh, North Carolina. From this background of information Bowden made his observations, comments, and conclusions.

⁹Ibid., p. 4.

With regard to the section covering the fields of study that would lead to a college degree, he found that the majority of students were interested in degrees in business, education, geography, history, and political science. Bowden noted that a "significant interest was expressed in graduate degree work in these five fields."¹⁰

In consideration of colleges and universities now providing army bases with resident programs, Bowden found that "in 1963 there were twenty military installations in the United States being served by sixteen accredited universities and colleges with two-to four-year residential branches on or adjacent to the military installations."¹¹

On the implications of a resident program on the base, Bowden noted that as of early 1963, the North Carolina State Legislature authorized the University of North Carolina at Raleigh to start offering liberal arts

¹⁰Ibid., p. 16.

¹¹Ibid., p. 18.

degree programs toward a degree of Bachelor of Arts. This placed the school in a position to offer not only on campus, but also through resident and extension divisions, degree programs in six disciplines: economics, English, history, political science, psychology, and sociology. Since the area of economics is broken down into additional areas of concentration, the student is offered in effect an even wider choice of degree programs.

Among the observations, comments, and conclusions that Bowden made are these:

1. Military leaders at Fort Bragg expressed a desire to arrange an arts degree resident program with an institution of higher learning in North Carolina.
2. Military leaders at Fort Bragg expressed a desire for an arrangement with an institution of higher learning in North Carolina that would enable military personnel to be trained in the arts through the institution.
3. While Department of the Army goals have been stated for the education of military personnel, provision for released time to accomplish these goals is so restrictive, that few officers can take advantage of the opportunity.

Moreover, there are no provisions, according to Bowden, to allow enlisted men such released time. Therefore, Fort Bragg depends on civilian schools to meet educational objectives in the arts.¹²

4. A population of 45,000 to 50,000 military, civilian and dependent personnel represents a sizeable and stable population which a resident program in the arts could profitably serve.

5. Enrollments at Fort Bragg tend to increase over the years, and, moreover, there is a good record of student course completions -- 61.4 percent.¹³ This is remarkable in view of the fact that there is no incentive of a degree program, little more than routine advertizing, information, and counseling sources, and no organized support from Fayetteville's civilian population.¹⁴

6. The annual five semester schedule at Fort Bragg, which provides a full year of college work at one course

¹²Ibid., p. 24.

¹³Ibid.

¹⁴Ibid.

per semester, augments an incentive by students and prospective clientele -- particularly when such work may be accomplished during hours adaptable to daily schedules.

7. The present classroom facilities, in a basically acceptable "fortresslike structure, while generally adequate in size and equipped with acceptable seats, heating, and lights, are on the grim and Spartan side in comparison to most college facilities."¹⁵ An arrangement might be made to use the modern junior high school near the present facility in lieu of the projected modern Fort Bragg Education Center.

8. In view of the educational television microwave network system of the consolidated University of North Carolina in Chapel Hill, there is the possibility of seriously considering a multi-channel arrangement to connect Fort Bragg to the facility.

In his conclusions Bowden found that study toward working out the financial and academic details for establishing a resident degree program was justified

¹⁵Ibid., p. 31.

and, further, that a two-year program could be established at Fort Bragg without delay.¹⁶ He noted that an additional third-year program of extension courses and a fourth-year program of residential summer sessions bringing college staff and facilities to the base could possibly be a means of establishing a degree program that would not require students to travel.

Bowden suggested that with further study data could be assembled to justify an adequate resident college program on the basis of the following points:

1. Statement of aims
2. Administrative organization
3. Curriculum
4. Entrance requirements
5. Instructional methods
6. Financial support
7. Library facilities
8. Physical plant
9. Academic tone and stability
10. Student activities and personnel services
11. Provisions for graduation
12. Provisions for records¹⁷

On the basis of liberal arts degree programs at the University of North Carolina at Raleigh, Bowden recom-

¹⁶ Ibid., p. 32.

¹⁷ Ibid., p. 33.

mended a residential two-year or four-year college program at Fort Bragg.¹⁸

Third Army Regulation 621-1. Within the Third United States Army Command, a regulation giving additional support to the GED program was distributed from command headquarters at Fort McPherson, Georgia, in February of 1964. The regulation notes that "There are a number of personnel within the military establishment who have excellent potential for development but lack the necessary education or experience for admission to the appropriate service school or promotion to positions of higher responsibilities."¹⁹ This regulation also asserts that there is "substantial evidence that improved GT scores result from the completion of Preparatory-High School refresher courses followed by administration of the High School GED test ... coupled with retesting in

¹⁸Ibid.

¹⁹Headquarters Third United States Army, Third U.S. Army Regulation Number 621-1, Education and Training, (Fort McPherson, Georgia, 1964), p. 1.

the Army Classification Battery through close and positive co-ordination with Adjutant General testing agencies."²⁰ The regulation outlines administrative responsibilities and procedures designed to aid enlisted personnel who fail to meet criteria for re-enlistment or service school admission. Under the direction of the regulation, personnel who fail to meet the criteria are identified (particularly as they show potential for development in critical military occupation areas), and on their arrival to a duty station are referred to a post education center for counseling, testing, and program planning. The regulation states that "The office of the Director of GED will be included on processing-in itinerary."²¹ Soldiers in need of GED training are to be identified by screening the record jackets to check Army Classification Battery or Army Qualification Battery scores. Records that indicate a need for educational development will be appropriately marked.

²⁰Ibid., p. 2.

²¹Ibid.

The survey of related literature has provided a brief historical perspective of operations of the Army GED program and of its development. In addition, the literature has provided a view of the college program and the services the program offers to both military and non-military personnel. As a result of Bowden's recommendations, a resident program was established at the Fort Bragg Educational Center in the Fall of 1964.

Consideration of a Third Army level regulation relevant to the GED program at the post level has provided additional support toward augmenting educational services at Fort Bragg. This support is in the form of specified steps by which soldiers may be aided in meeting minimum requirements for given military activities.

CHAPTER III

DESIGN OF THE STUDY AND PRESENTATION OF DATA

I. DESIGN OF THE STUDY

In addition to surveying related literature, this thesis was designed to collect the thoughts and attitudes of individual students and faculty members who were concerned with the education center. Coupled with information gathered from the related literature that would provide a background for and supplement these data, the total results should reveal not only something of how the individuals felt their personal objectives were being met by the education center programs, but should also show how the programs might be improved.

Three basic questionnaire forms were the main data gathering instruments used in surveying the students and faculty. Data from the questionnaires were further supplemented by correspondence. At every step during the process of collecting data, care was taken to assure subjects that their responses would remain anonymous.

The first questionnaire form was designed for the preparatory and the high school faculty. Faculty members

who were dealing directly with some phase of communicative skills were asked to complete a longer form containing additional sheets querying them about certain aspects of the communicative arts program.

The second set of questionnaires surveyed preparatory and high school students, and the third set was distributed to college level students. The questions are shown in the section containing presentation of data. Copies of each of the instruments are found in the appendix.

II. PRESENTATION OF DATA

General Faculty Data. The first question on the general faculty questionnaire was a rating scale on which selected problems were listed. The question read as follows:

Using the numbers from 1 through 10, please rank the following problems according to their degree of seriousness to you. Then, if you wish, in the blanks provided add your own problems in 1, 2, 3 order, again ranked according to their degree of seriousness seen by yourself.

Table I shows the items listed in the question, and also the tabulated results. The results were derived

by adding the numbers that teachers assigned to each listed problem. Thus the total indicates the overall degree of seriousness of each problem to the whole faculty. Since the lowest numbers were used to indicate the most important problems, the lowest totals indicate the items that were significantly greatest to the faculty as a whole. The results of the rating scale are shown in Table I.

From the tabulations of these rating scales three problems were shown as the most important to teachers. The greatest problem was student motivation, followed by the problem of broken continuity in instruction and by the problem of students being tired as a result of being up late during free time on the night before classes. One teacher listed two additional problems as the greatest -- the inability to have effective homework, and the short cycles.

The problem of broken continuity is a result of the preparatory school schedule that calls for two groups of classes, X group and Y group, to meet on alternate weeks. During the intervening weeks between classes, students remain with their military units for training and field duty.

TABLE I
 PROBLEMS RANKED BY THE FORT BRAGG
 ARMY EDUCATION CENTER FACULTY

Specified Problem	Response Totals	Rank of Problem
Ventilation and heating of classroom	75	5
Students with sight or hearing difficulties	106	9
Reference room and library facilities	107	10
Transportation for students	94	7
Continuity in X and Y grouping of classes	55	2
Noise from beyond classrooms	87	6
Students on night guard duty or other duties which interfere with classwork	73	4
Students tired as a result of being up late or on their own the night before classes	66	3
Motivation of students	40	1
A means of enforcing discipline when necessary	96	8

To provide an opportunity for teachers to make further comments on their problems or to support the items ranked in the first question, an open-end question read as follows:

List the three problems, which in your estimation, are most significant in carrying out your classroom duties.

Answers tended to include elaboration on the items already covered in the first question and added strength to the earlier responses. Some of the teachers explained why they thought these problems were so important. Concerning the problem of motivation one person enumerated the following points:

1. There is little or nothing in the way of motivation.
2. There should be a better system of enforcing discipline when the need arises.
3. All administrators should stand behind an instructor in such matters.
4. Companies should be required to follow regulations and keep students off kitchen police, guard, and like duties during the week of school.
5. Sleeping in class is a problem because companies often do not hesitate to press additional duties on the men without consideration of a student's need for sufficient rest.
6. Some means should be available to bring pressure on units about this problem.

Two persons wrote that they felt there was a problem of "providing for individual differences," and another answer suggested a possible solution:

A great deal of the material in the preparatory school could be programmed. This might reduce the effects of disparate abilities within a grade level.

Still another stated that there was a need for more suitable adult education texts. Comments by one teacher on motivation of military students included the following statement:

There is a lack of co-ordination between teachers and the administrative policy toward students. This is a matter of treating soldiers as adults in higher education. This can be a rather delicate issue which no doubt determines many students' attitudes and motivation.

One teacher commented that co-operation with military units to which students were assigned had an important bearing on attitudes and motivation. Others mentioned that when students were on duty at night they were not only tired the following day, but also discouraged that the education center seemed helpless or unwilling in requesting unit co-operation by adjusting the schedules

of individual duty assignments to classroom study. One teacher noted that irregular attendance was another manifestation of the same problem, and in this context wrote that personal initiative was very low among the students.

In the same open-end question two people took the opportunity to say that "ventilation is poor, and this contributes to sleepiness on top of the fact that students are often tired when they arrive," and that "more space is needed for heavy cycles of attendance." Two other teachers included in their remarks that there was little way they could enforce an effective homework program.

The last question on the general faculty questionnaire read as follows:

Please list on this page any comments or suggestions which you might have about the education center and its services.

This question gave teachers an opportunity to explain in their own words how they felt about the program and also provided a place to gather ideas and new points of view that might be useful in the survey. For

the most part nearly every teacher had comments to make not only about the Fort Bragg operation, but often about the GED program in general. The comments, which have been taken directly from the questionnaires, read as follows:

Generally, the Fort Bragg Army Education Center is well equipped as a facility, with both material and faculty, to meet needs of the military students. What is needed is a "person-centered" guidance program -- a program which will help the individual become aware of his needs and how he can best achieve his goal. An effective tests and measurements program is essential here; it can support directed counseling. Keynoting the guidance program should be respect for the individual.

What is needed is genuine Army-wide support of the GED program in all phases. This means not only financial assistance, adequate facilities, competent faculty, but most of all, time--time for an individual not only to begin a program, but also to complete it. Nothing less than the above is acceptable or may be called an education program.

In support of the above statement one teacher wrote as follows:

The primary problem is time. Cycles here should be longer so that teachers could relate what is being taught to what the students need in general. As a result of a "speed-up" program, we produce something less than educated individuals.

The same teacher made the statement below:

The building is hardly conducive to learning. A new building with proper ventilation and with sound teaching aids would go a long way in motivation of students.

Another teacher made this comment:

The education center tries to do too much, too fast, with too little. The over-loaded courses are a perfect example of this statement.

In discussing a related difficulty a teacher made the following observation:

There is too much emphasis on passing the end of course tests rather than providing the student with lasting skills and fundamental knowledge. This results from the time element under USAFI conditions.

It often seems that the general goals are lost in the mad rush to fill local quotas, and students are prepared to pass standardized tests under pressure for successful course completions.

Another teacher supported this observation with the following thoughts:

The idea of the GED programs at this center is good, but seems to fall short.... interest is primarily on the quantity of students instead of the quality. If the students knew that the GED diploma were worth something, the effect on motivation would be

great. But this diploma is not even accepted in every state. Yet before a state will accept the GED, it must be valuable. This result requires a re-evaluation which must go far beyond the local education center. I suggest that courses and tests be tougher and that there be more adequate preparation; standards should make it mandatory that students be able to complete the courses and also study for them. "Ghosting" must be eliminated. This is how to give the GED diploma some value, and thus is how to achieve motivation.

One teacher took the opportunity to say that "there needs to be more material written on the interest level of the students," and another wrote that "better textbooks are much needed." One person commented, "The education center is now carrying out a splendid program under its present circumstances. I would try to alter the X-Y schedule." Finally, one teacher contributed this remark:

Teachers should be given more stature not only as means of not only enforcing discipline, but also as a means of achieving a greater degree of respect for the overall education program.

The Communicative Arts Data. Teachers who were directly involved in the communicative skills programs at any level of instruction filled out additional sheets

directed toward evaluation of that phase of operations at the education center. The first question on the communicative arts section read as follows:

As a teacher in the Communicative Arts areas at the Fort Bragg Army Education Center, what do you believe are the outstanding problems? Please rank the listed problems in the order of seriousness to you using the numbers 1 through 16.

Table II shows the items listed in the question and also the tabulated results. The results were derived by adding the numbers teachers assigned to each problem. Thus, the total indicates the overall degree of seriousness of each problem to the whole faculty. Since the lowest numbers were used to indicate the most important problems, the lowest totals indicate the items that were considered the significantly greatest problems by the faculty as a whole. The results of the rating scale are shown in Table II.

The table shows that teachers considered the greatest problem to be the inability to do reading or writing assignments. Student inability to read at the level of a given class and disinterest in the reading and exercise materials were also significant problems.

The second question on the communicative arts section read as follows:

Please evaluate the adequacy of the listed elements in the Fort Bragg Army Education Center program.

Table III lists the designated elements of the program and shows the number of responses that the twelve communicative arts teachers placed by each of those elements in their evaluation. The number of responses are classified into very good, good, fair, and poor. Totals for each of these classifications are shown on the table in addition to the breakdown of individual responses.

There were only five responses in the very good category, and these responses were scattered through the various factors under consideration. Twenty-seven responses fell in the good category and forty-eight were in both the fair and poor categories. Thus, the greatest bulk of responses indicate that the faculty as a whole agreed that there was a weakness in the communicative arts program. More specifically, they indicated the various phases of the program that were considered weaker than others.

TABLE II

PROBLEMS IN THE COMMUNICATIVE ARTS PROGRAM
AS RANKED BY THE FACULTY OF THE FORT BRAGG
ARMY EDUCATION CENTER

41

Specified Problems	Response Totals	Rank of Problem
Lack of variety of materials	91	9
Time for problems in research	69	5
Unclear or erroneous explanations in texts	96	11
Large number of students for oral reading	81	7
Students uninterested in reading and exercise materials	54	2
Lack of exercises in speech	82	8
Students unable to do reading or writing assignments	48	1
Lack of student motivation	65	3
Teaching out of your field	146	15
Lack of adequate library and resources materials for exercises in research	93	10
Lack of study rooms	112	13
Continuity through X and Y grouping	67	4
Vocabulary building exercises	97	12
Students unable to read in level of the class	54	2
Classroom effectiveness reduced through the use of slang	115	14
Irregular attendance of classes in basic skills	72	6

TABLE III

FACULTY EVALUATION OF THE COMMUNICATIVE
ARTS PROGRAM AT THE FORT BRAGG ARMY
EDUCATION CENTER

42

Factors	Categories of Responses			
	very good	good	fair	poor
Vocabulary building	0	2	6	4
Spelling	0	5	7	0
Reading	0	2	6	4
Research	0	0	3	9
Writing (grammar and mechanics)	1	4	5	2
Reference facilities	1	2	1	8
Speech training	0	1	2	8
Expressive writing (creative)	1	0	3	8
Phonics	0	2	6	3
Testing	1	6	4	1
Listening	1	3	5	1
Totals	5	27	48	48

The table indicates that the faculty considered the areas of research, reference facilities, speech training, and expressive writing to be the weakest facets of the program. Overall results in the "fair" category were less decisive but indicate that most teachers considered spelling, vocabulary building, and phonics as belonging to this category as opposed to good or very good.

The third question on the communicative arts section read as follows:

Please comment, in the spaces provided, on the factors listed below and show how you think they have a bearing on the effectiveness of the Fort Bragg Education Center program.

Ten specified items in this question drew a wide variety of responses. Each of these responses is quoted below:

- a. Language used and heard in the student's conversations.

This varies with individuals and although anyone can be affected over a period of time by what he hears, I believe it is less important than other factors at the center.

Considering the source, language here is poor.

It is not so bad as one might think, though enunciation is bad and leads to poor reading and spelling. There is not enough time to bother about correcting speech, which should be emphasized over grammar, mechanics, and test preparation.

There is no positive transfer from class to everyday usage.

Student's spoken language does not help with their grammar.

English here is poor; instructors should draw attention to errors in class and permit only correct usage in classrooms.

Language here offends only prudish ears.

Students should be given more effective motivation or reasons for using good English.

Slang seems to pervade too much speech.

b. Literature available at Post Exchange

I do not know anything about it.

It is both above and below the students--both extremes are represented.

It is very poor in general. There is not enough quality material and there are too many war novels and such literature.

Fair. However, more magazines of the intellectual sort ought to be available such as Atlantic or Harpers.

The literature is rather limited in taste.

Magazines (popular), newspapers, and paperback books are available, but there is not much reference material.

The post exchange does not have enough good material, but some other stores have an adequate supply of resource materials.

Really, now! Playboy, True, New Male, Stag. The Army ought to see that there is some quality in such selections. Paperback classics might be part of the selection.

There seems to be no good reading available at the post exchange. It should carry paperbacks of value.

Much of the literature at the post exchange is of little or no worth.

There is very little in the way of improving the mind.

Most of the literature is sensational and quite poor.

c. Unit co-operation with program.

Fair. Some units cause considerable harrassment to the students.

Good.

Fairly good.

Fair at commissioned-officer level and sometimes poor at the non-commissioned officer level.

Generally poor.

In general, the units co-operate.

If more units co-operated, more could be accomplished.

Some units are interested and help as much as possible. But there are those who seem to put every possible obstacle in the way of those who want to learn. This is detrimental to morale and to attitudes of others toward the education center when they see we are unable really to cope with such problems.

According to the students, a constant struggle is on to come to school.

Co-operation is poor in most cases and this makes it hard to work efficiently.

Co-operation is pretty good, but the men need study time, and the units could be asked to see that it is available. Or else the cycles need to be longer so that we can do it in classes. There ought to be a way to provide for middle-of-the-cycle promotion when the men are ready to go on to something else.

Co-operation is not as good as it should be. Many units keep students up late on detail when they should be studying or sleeping.

- d. Reference facilities in the Fort Bragg Library.

O.K. (two responses)

Fair.

Reference facilities are inadequate.

I am not very familiar with the library and can not evaluate it.

Reference materials in the library are good. Students should be shown how to use them and this might be possible if there were more time.

The library is good, but most of the students do not have the opportunity or mobility to use it. If they did have these things, then space and reference facilities would be inadequate.

This library has very poor to non-existent library facilities.

Distance makes it difficult to use the library.

There is not enough time to do research, and the library has a scarcity of material. Daytime classes have little time to use the resources and most probably the students do not know how.

It is barely adequate.

e. Eyesight and hearing deficiencies of students.

No problem.

These do not seem to be a problem in my class.

Possibly the problem is worse than it seems. Many of my men have artillery ears.

This does not apply to the majority of education center students.

The totally blind and deaf are difficult to work with.

O.K.

Students with such defects should be advised and should be recommended to proper authorities. They should have some priority at the medical facilities.

The problem can usually be remedied by changing seats. Severe cases are infrequent.

Negative.

Generally excellent.

f. Continuity of instruction.

No trouble.

Continuity is hard to maintain with every other week cycling, and on top of this the cycles are often too short to develop particular aspects of a subject. We hop from one thing to another.

There is no way of having it.

This is my greatest problem.

The X-Y grouping is not favorable, and many students complain about it.

Continuity would be good except for X and Y.

Continuity is poor and causes difficulties in teaching.

Lack of continuity has a bearing on the program. In the week away from school, students lose interest. It would be better to have only half-day sessions in continuous weeks.

Cycles should be continuous for two six-week courses with only one group.

The every-other-week schedule is very bad.

g. Homework assignments.

Impossible.

Homework can not be done out of class so we need class time for it. Then it can be supervised.

Since most of the men have either military or family responsibilities, not much homework is given to daytime students. Most of the night classes manage well with homework assignments.

On-duty classes have enough time during the day hours to complete the assignments if the students attend regularly so they can keep up in the workbooks.

There is no time for it.

Because of duties beyond the education center, homework is almost always neglected.

It should amount to about an hour of daily study.

Homework is totally useless unless it can be enforced. Perhaps it could be made a part of the final grade rather than only the end of the course exam. A student's performance should count, too.

Much homework is never done due to company duties.

Homework here is very impractical.

h. Student motivation.

The instructor has a lot of influence in the realm of motivation.

Motivation is generally poor.

It is mostly mediocre. Those who do not get through high school usually are not so motivated in the first place and are often even less so now. They are not very aware of employment problems that go with a lack of a diploma.

We deal with public school drop-outs who must stick with rather dull, routine facts and rules instead of broad fields of interest meaningful to the men.

Most of the students are sufficiently motivated.

The teacher must assume responsibility for this.

Average.

Again, a delicate matter, sometimes aggravated by administrative attitudes and policies. Many are forced to attend classes.

Poor.

i. Length of cycles.

Here lies the biggest problem. Most of the other problems could be lessened if this one were solved.

Too short. (five responses)

The cycles are entirely too short.

They would be O.K. if it were a continuous four weeks.

There is no use rushing through like we do and leave nothing that can last.

I suggest six weeks with one group.

At present the cycles are not long enough.

j. Attitude of students.

This is often a matter of student-teacher relationship.

Good, it is much better than I expected.

They are both fair and good.

There is too much apathy.

To me, it is surprisingly good and only a few have poor attitudes. Considering the handicaps under which they attend school, I feel that most men put forth much effort in a co-operative spirit.

In general, attitudes are O.K.

It is generally poor due to lack of motivation and discipline in some areas.

This should be personally checked on by teachers.

The last question on the Communicative Arts section of the faculty questionnaires read as follows:

Briefly mention items of importance to you which are not covered on this questionnaire and which you think are important in the communications skills program.

For the most part there were few responses, but those who did contribute comments included in their remarks the following statements:

There should be a reading program for slow readers in conjunction with speed reading. The goal would be to help poor readers attain better speeds. The tachistoscope could be used more in this work. We could also establish a speech program. Effective reading and speaking are essential to mastery of a language.

Another person contributed the subsequent paragraph:

More emphasis should be placed on actually speaking and writing correctly. The value of the skills should be pointed out. I recommended the liberal use of training films during instruction. These can be very important tools which are often totally ignored here.

Correspondence with a former staff member. A letter from a former guidance counselor of the Fort

Bragg Army Education Center included the following points in his perspective of the whole GED program, and he made these observations:

1. Military students seem unaware of the advantages of adult education.
2. The program does not yield a quality education.
3. Stability is needed throughout the program.
4. Stronger regulations are needed to govern and support the program.
5. Testing is needed immediately following basic training to screen the personnel who are educationally deficient.
6. Education records need to be kept up to date.
7. Textbooks could be selected that would meet both needs and interests of students.

College Student Questionnaire Data. The first question on the college student questionnaires read as follows:

How did you first learn about the Fort Bragg Education Center? Please put an X by the correct answer.

Table IV shows not only the possible choices given in the question, but also shows the number of responses

that each choice drew from the college-level students.

Table IV indicates that the greatest number of college students learned about the education center through published bulletins, circulars, pamphlets and letters. The second largest group of students learned of the education center by way of the daily bulletin. Unit Education Non-Commissioned Officers drew the third largest group of college students into the college program. Of the college students who specified means by which they learned about the center in the "Other" category, the greatest bulk attributed credit to friends.

Replies to the second question, "Why did you come to the education center?", fell heavily into two categories of interest that are shown in Table V.

The breakdown of responses shown in Table V indicates that the greatest number of students, 217, were seeking college credit. Four students specified that they sought to begin graduate studies. Eighteen specified that this work was part of the "bootstrap" program for officers and 142 wrote that they sought self improvement through the education program.

TABLE IV

MEANS BY WHICH COLLEGE STUDENTS LEARNED ABOUT THE
EDUCATION CENTER

Possible Means	Responses
Reception Center Processing	10
Unit Education Non-Commissioned Officer	44
Daily Bulletin	138
USAFI course catalogue	14
Newspaper articles	25
Published bulletins, circulars, pamphlets or a letter	169

Other: Specified Responses	
Friends	66
Prior knowledge of other education programs	24
Unit advice	11
Self-initiative	23

TABLE V

REASONS COLLEGE LEVEL STUDENTS CAME
TO THE EDUCATION CENTER

Categories	Responses
To get college credit	217
To begin graduate study	4
To work on bootstrap programs	18
To continue education	142
To qualify for promotion	5
To obtain or renew certificate	14
To keep mentally active	15
To improve oneself	39

The third question on the college questionnaire is given below:

Do you find it difficult to obtain good reference material for your studies?

_____ yes _____ no

If yes, please explain.

Three hundred sixty-nine indicated yes and one hundred and eight checked no. Table VI presents these data coupled with categorized explanations by the students:

TABLE VI
COLLEGE STUDENT RESPONSES ON REFERENCE MATERIAL AVAILABILITY

Categories	Responses
References are difficult to find	108
References are not difficult to find	369

Library is low on reference materials	70
No time to bother with reference work	6
Library not keyed to academic role	2

Instructions to the fourth question on the college student questionnaire read as follows:

Below are listed some common problems and obstacles many students face at one time or another in attending classes and studying. In the spaces before each listed item, place the numbers 1 through 10 to rank these problems in the order of their seriousness to you. Use the 1 for your most serious problem, a 2 for your next most serious, and so on.

Table VII includes both the list of seven problems that were presented and also a total for each item that indicates the comparative importance the college students assigned to these problems as a group. In tabulation, the numbers that students placed by each item were given a reverse value so that the number one became a seven, and the seven became a one; a two became a six, and a six became a two. Thus it was possible to add the numbers by each item and have the highest total show which problem presented the greatest difficulty to the student body. Moreover, an unchecked item, which would equal zero, would no longer upset comparative listings.

Final tabulation for this question revealed that finding a place to study, opposition to study by units,

TABLE VII

59

PROBLEMS OF COLLEGE LEVEL STUDENTS
AT THE FORT BRAGG EDUCATION CENTER

Problems	Weight
Opposition to study by your unit	1511
Transportation to and from classes	1482
Finding a place to study and do assignments	2025
Hearing the teacher speak	886
Seeing the blackboards	990
Too hot or too cold in classrooms	1358
Hard to understand textbook	1274

and transportation to and from classes were, in that order, the most pressing problems of college students at the Fort Bragg Army Education Center.

In question five, the college students were asked, "Do you study in the post libraries?" One hundred and twenty-six indicated that they did use the library. To the direction, "If yes, do you find all the materials you need for study?", 63 said yes, 29 said usually or most of the time, four said seldom, and 35 said no. A summary of these responses is presented in Table VIII.

TABLE VIII

RESPONSE OF THE COLLEGE STUDENTS TO THE QUESTION:
CONCERNING MATERIALS NEEDED FOR STUDY

Responses	Number
Yes	63
Usually	29
Seldom	4
No	39

An open-end question was designed to let the college students express their own views about the education center and its services. This question is shown below:

On this page please note any comments or suggestions you might have about the education center and its services. You may include such items as textbooks, classroom procedures, and credit for courses, or you may include additional problems facing you in doing classwork.

Table IX portrays the categories which represent the comments and suggestions.

The greatest number of responses were grouped into an area categorized under the heading, administrative authority. Responses in this area were particularly concerned with the apparent inability of the administrators in the center to guarantee full support in student educational efforts. Representative responses are presented below to illustrate how the college level students felt about the problem:

I have been trying to take extension courses for almost ten years and have yet to finish one. Because of field work, I am having to drop this one in a short time.

TABLE IX

62

AREAS OF OPEN COMMENT BY FORT BRAGG
EDUCATION CENTER COLLEGE STUDENTS

Areas of Comment	Number
Administrative authority	69
Library	8
Counseling	6
Cost	3
Complimentary	28
Textbooks	54
Physical plant	30
Courses available	39

Please impress the unit commanders that when they sign their approval to formal academic training for their men, the unit should make an effort to keep aware of this fact and assign duties on days not interfering with classes.

I feel that the center should have authority to enforce the statement above the company commander's signature that excuses the student from extra duties on nights of school.

Once we have enrolled, I think we need support in helping us to attend these classes. We are paying for them and should be able to finish courses in which we are enrolled.

I think there should be more understanding between students and the company and the education center in regard to allotting time away from duties on class nights. The Army stresses education, but it sometimes seems that it also expects full time to be given to your company with education coming last.

Immediate superiors should realize that "going to school" doesn't mean you wish to "get out of work." Going to school is for a sincere and honest purpose, and that is to learn.

I suggest that the individual application that the commanding officer of the individual must sign have a "notice to the commanding officer" section. This section should inform the commanding officer that his signature not only gives

His permission for an individual to attend classes, but also that he will at least try to see that the individual is given consideration of such time and duration that he will not miss classes.

There is much opposition to education by individual units. Most of this comes from ignorant, illiterate non-commissioned officers who oppose anyone who knows more than they do. They play a big part in recommending approval for attending classes and can make it difficult to get time off during duty hours to enroll in night classes.

Comments that were representative of the open remarks on textbooks included the following:

Textbooks should be made available to all students at the center. I have asked for a book, but the personnel at the center tell me that I just have to wait until they get it in. We can't rush these things--it's only been five weeks since class started.

On two occasions I was unable to obtain a book until after the second class session had passed. If a registration record is kept, it seems strange that there couldn't be enough books on hand for everyone enrolled.

The textbook for geography is difficult to read and stay interested in. Its language is cumbersome and it never uses one word when, by any stretch of imagination, it could use five. I would recommend better books.

Of the thirty-nine people who commented on the number of courses available, several wrote the following remarks:

I am impressed by the number of personnel on this base who are attending courses of some sort or another. I believe this definitely warrants increasing the number of courses offered.

I recommend that a four-year college program be established on Fort Bragg like the program in effect at Fort Benning, Georgia.

With the number of potential students at Fort Bragg, there appears to be little significant reason why a complete (even if limited to choice) four-year program could not be provided.

Please consider increasing the variety and depth of college courses given. I took and completed one course in German. A second course was not offered. The history courses are very few. Is there a possibility of adding a history of the Far East? I am going to be stationed there soon.

The majority of the classes offered do not go above the sophomore college level. This is somewhat a hindrance as one is sometimes forced to take a more elementary course than one wishes to.

Representative of the many complimentary responses by the college students are the four presented below:

I want to thank the education center for its work. I know it is an uphill fight, but I think its people do a good job.

I think this is one of the best staffed education centers in the world. Advisors here ought to be commended on the outstanding job they do for the troops.

I think the education center is a great service to teachers in this area.

The USAFI group study program has been of more help to me than anything else during my Army career. The program has helped me raise my educational level from high school freshman to college level.

Six college students wrote comments about the counseling services provided by the education center; representative of their remarks are the four shown below:

I think students ought to receive more counseling about the future. The education center is run too much on the rush order with someone saying, "Here, this is for you." They don't really and sincerely give a damn if that is what you want.

The counselors do not seem to care about previously earned credit; all they seem interested in is finding a subject that's being taught that particular term and registering you. They don't ask what your goal is so that they can guide you in your studies. All they want is your attendance.

There should be increased counseling for those who are college bound after their service duty.

There should be a more definite explanation of credits. Many to-be students feel North Carolina State credits would not be accepted in many other schools in the country. A list of schools that have accepted credits from the school here might help the problem.

Representative of the eight comments about the library was this one remark by a college student:

I find it difficult to pursue my studies outside the class. More and better libraries and more places to study are needed.

Thirty college students remarked about the physical plant and the condition of the classrooms. An illustrative example of these comments is provided below:

The classroom is stuffy in summer and winter. A new education center would be a great help.

Classrooms here often do not have adequate space for the number of personnel attending.

Superheated, dry air in classrooms makes it very difficult to breathe.

Representative of comments written about the cost of education center courses is the following paragraph:

For a second lieutenant with a two_year tour of duty, college courses are four times as expensive as to officers who have more than two years left. I would like to take some business law courses in prepara-

tion for my civilian career but without greater tuition assistance I probably won't be able to.

High School Student Questionnaire Data. The first question on the high school student questionnaire read as follows:

How did you first learn about the Fort Bragg Education Center? Please put an X by the correct answer.

Table X shows both the possible answers given and the number of responses that each answer drew from the high school students.

The greatest number of responses were to the Daily Bulletin, the Unit Education Non-Commissioned Officer, and the published materials in that order. It may be noted that the responses in the "other" category show that information from friends and personal initiative were the two most frequently specified sources of information.

Answering the second question on the high school student questionnaire, "Why did you come to the education center?", more responses fell into the category of self improvement than into any other area of motivation. Preparation for the high school GED ranked

MEANS BY WHICH HIGH SCHOOL STUDENTS
LEARNED ABOUT THE EDUCATION CENTER

Possible Means	Responses
Reception Center processing	3
United Education Non-Commissioned Officer	18
Daily Bulletin	19
U.S.A.F.I. course catalogues	3
Newspaper articles	0
Published bulletins, circulars, pamphlets, or a letter	17

Other: (Specified Responses)	
Self initiative	7
Division Education	2
Friends	11

second, and future attendance at college ranked third. The representative responses to the question are categorized in Table XI.

It may be noted that the first five categories, which are more representative of personal rather than military goals, far outweigh the last three categories that represent goals which would be more directly beneficial to the Army.

The third question on the high school student questionnaire is given below:

Do you find it difficult to find good
reference material for your studies?

_____ yes

_____ no

If yes, please explain.

The question had very few responses. Only seven people indicated yes and a breakdown of comments is shown in Table XII.

The people who did respond felt that the library was not fully equipped, and one indicated that he did not know how to use the facilities which were available.

Instructions to the fourth question on the high school student questionnaire read as follows:

Below are listed some common problems and obstacles many students face at one time or another in attending classes and studying. In the spaces before each listed item, place the numbers 1 through 10 to rank these problems in the order of their seriousness to you. Use the 1 for your most serious problem, a 2 for the next most serious, and so on.

Table XIII includes both the list of problems that were presented and also a total by each item that indicates the comparative seriousness the high school students assigned to these problems as a group. In tabulation the numbers that students placed by each item were given a reverse value so that the number one became a seven, and the seven became a one; a two became a six, and a six became a two. Thus it was possible to add the numbers by each item and have the highest total show which problem was most serious to the student body. Moreover, an unchecked item, which would equal zero, no longer upset comparative weights.

Table XIII indicates that high school students felt their greatest problems were finding a place to

TABLE XI

72

REASONS HIGH SCHOOL LEVEL STUDENTS
CAME TO THE EDUCATION CENTER

Categories	Responses
College goal	16
High school review	6
English improvement	10
Self-improvement	26
Preparation for high school GED	24
Raise GT score	3
Officer's Candidate School preparation	2
Military Occupational Specialty course preparation	2

TABLE XII

COMMENTS OF HIGH SCHOOL STUDENTS ABOUT
FINDING REFERENCE MATERIALS

Responses	Number
The library does not have adequate reference facilities	6
Respondee indicates ignorance on how to use a library	1

study, unit opposition to study, and transportation.

TABLE XIII

PROBLEMS OF HIGH SCHOOL STUDENTS AT
THE FORT BRAGG EDUCATION CENTER

Problems	Weight
Opposition to study by your unit	324
Transportation to and from classes	278
Finding a place to study and do assignments	332
Hearing the teacher	111
Seeing the blackboards	101
Too hot or too cold in classrooms	128
Hard to understand textbook	170

Question five of the high school student questionnaire is presented below:

On this page please note any comments or suggestions you might have about the education center and its services. You may include such items as textbooks, classrooms, procedures, and credit for courses, or you may include additional problems facing you in doing classwork.

Responses to this question fell into definite categories which are depicted in Table XIV.

TABLE XIV
COMMENTS OF HIGH SCHOOL STUDENTS ON
THE FORT BRAGG EDUCATION CENTER

Comments	Number
Complimentary response	14
Increase class hours	5
Unit reluctance to individual study	5
Classes too fast	3
Desire information on GED	2
Desire prerequisite test for literature course	1
Desire more use of training aids	1
Desire greater variety of classes	1

The greatest number of comments fell into the area of complimentary remarks. Two other areas which drew a strong balance of replies were those containing suggestions for an increase in the number of hours

classes could meet, and comments on unit reluctance toward individual study.

Preparatory School Student Questionnaire Data. In surveying the preparatory school students, the same basic questionnaire was used. However, there were several minor differences. First, the questionnaire did not query the students about individual use of the library. Moreover, there were two additional items added to the list of problems in the question that asked students to rank the problems according to their degree of seriousness.

Following instructions to place an X by the specified answer to the question, "How did you first learn about the Fort Bragg Army Education Center?", the greatest number of students indicated that they came to know about the center through their Unit Education Non-Commissioned Officer. Table XV presents not only the possible answers given to the question, but also shows the number of responses each question drew from the student body. One hundred sixty-seven checked the Unit

Education Non-Commissioned Officer. This was far in excess of the next two selections which were published bulletins, circulars, pamphlets or letters, and the Daily Bulletin. Of those who specified in the "other" category, the largest number attributed knowledge of the education center to their friends.

Responding to the question, "Why did you come to the education center?", the largest number of students wrote that they desired to use the GED program for earning a high school equivalency. A breakdown of the categories into which the responses fell is depicted in Table XVI.

Table XVI illustrates that the personal motives of high school completion, self-improvement and education, and the increasing of civilian job opportunities, respectively, were the outstanding reasons the preparatory school students gave for their study at the education center.

Preparatory school students were instructed as follows in answering the fourth question:

Below are listed common problems and obstacles many students face at one time or another in attending classes and studying.

MEANS BY WHICH PREPARATORY SCHOOL STUDENTS
LEARNED ABOUT THE EDUCATION CENTER

Possible Means	Responses
Reception Center Processing	10
Unit Education Non-Commissioned Officer	167
<u>Daily Bulletin</u>	35
USAFI course catalogue	12
Newspaper articles	2
Published bulletins, circulars, pamphlets, or a letter	36

Other: Specified Responses	
Friends	13
Self-initiative	5
Following orders	6
Learned through other education centers	4
Advised by re-enlistment officer	1

TABLE XVI

REASONS PREPARATORY SCHOOL STUDENTS
CAME TO THE EDUCATION CENTER

Categories	Responses
To complete high school	138
To increase civilian job opportunities	12
To further self-improvement and education	97
To learn English	5
To reach college eventually	6
To qualify for promotion in rank	9
To obey a commander's instructions	9

In the spaces before each listed item place the numbers 1 through 10 to rank these problems in the order of their seriousness to you.

Table XVII includes both the list of nine problems that were presented and a total for each item that indicates the comparative importance preparatory school students assigned as a group to the items. In tabulation, the numbers that students placed by each item were given a reverse value so that the number one became a nine, and the nine became a one; the number two became an eight, and the eight became a two. Thus, it was possible to add the numbers by each item and have the highest total indicate which problems had the greatest weight to the student body. An unchecked item, which would equal zero, would not upset the comparative weights.

Table XVII shows that students in the preparatory school program felt that X and Y training, conducted on an alternate week schedule, caused interruptions and subsequent forgetting of material to be their greatest problem. Extra duty as a result of going to school and unit opposition were also serious problems to these students.

TABLE XVII

80

PROBLEMS OF PREPARATORY SCHOOL STUDENTS
AT THE FORT BRAGG EDUCATION CENTER

Problems	Weight
Opposition to study by your unit	1129
Extra duties at night and at other times as a result of going to school on duty time	1277
Transportation to and from class	1112
Finding a place to study and do assignments	1005
Interruptions and forgetting of material as a result of X and Y training	1414
Seeing the blackboards	547
Too hot or too cold in classrooms	629
Disturbance and noise from others in class	909
Hard to understand textbook	937

Instructions to the open-end question read as follows:

On this page please note any comments or suggestions you might have about the education center and its services. You may include such items as textbooks, classrooms, procedures, credit for courses, or you may include additional problems facing you in doing classwork.

Responses of the preparatory school students to this question were scanty and diversified. Table XVIII shows the major categories into which responses were grouped and also indicated how many responses were in each category.

TABLE XVII₁

AREAS OF OPEN COMMENT BY PREPARATORY
SCHOOL STUDENTS

Areas of comment	Number
Difficulties from X and Y grouping	40
Hardships through too short cycles	37
Complimentary remarks	22
Interfering duties	18
Desire for library or reference facilities	6

The preparatory school students supported responses from an earlier question in noting the difficulties made by the X and Y group class programming and linked this difficulty to the hardships brought about by short cycles and subsequent rush through materials. However, many of the students included complimentary comments.

CHAPTER IV

SUMMARY AND CONCLUSIONS

In theory it has been possible to acquire a complete education from the elementary to the college level in the armed services through the succeeding levels of instruction provided by the United States Armed Forces Institute. Functioning as a branch of the Institute, the Fort Bragg Army Education Center has provided such services to military personnel for many years. This study has attempted to determine and record the attitudes of Fort Bragg personnel to the facility and its services. A review of the problem, method, procedure, and results has been presented in the ensuing discussion to support the subsequent conclusions and recommendations.

I. GENERAL SUMMARY

Problem. The purpose of this study was (1) to ascertain how military personnel felt the education center was meeting their needs, (2) to learn how faculty and staff members, particularly those in the communica-

tive skills area, felt about the education program, and (3) to determine how the people involved felt the program could be improved.

Method. A review of related literature provided not only a statement of Army goals on the educational level of its ranks and an historical overview of the GED program, but also yielded a perspective on the operation and potential of the total educational program. The program of the Fort Bragg Army Education Center is an outgrowth of an older program connected to the Morale Branch of the Army during World War II that was confined largely to leisure time activity. The outbreak of World War II created an urgent need to increase personnel efficiency and commanding officers saw the education program as a means to this end. In recent years the Army has placed increasing emphasis on well educated personnel, and the Department of the Army has specified educational goals for the various ranks. However, provisions for released time to accomplish the goals were found to be so restrictive that few could take complete advantage of the opportunity for further education.

Within the Third United States Army area a 1964 regulation from command headquarters at Fort McPherson, Georgia, outlined responsibilities of administrators to direct personnel to the education center to prepare programs for individuals. Yet the regulation made no provision for released time to facilitate effective execution of such programs in spite of the principle motive of making Army personnel more qualified in critical areas of military specialization.

No empirical studies have been made to determine the attitudes of Fort Bragg personnel toward the educational facility and its services.²²

Procedure. In conducting a study of the problems of this thesis, students and faculty members of the education center provided the principle body of data. Questionnaires were designed to collate thoughts and attitudes about the operations at the education center. After tabulation for significant points, these data

²²Statement by William A. Edmundson, personal interview, March, 1963.

were supplemented by information derived from related literature and correspondence.

II. CONCLUSIONS

General Faculty Attitudes. Generally, the preparatory school faculty of the Fort Bragg Army Education Center agreed that the most serious specific problems facing them were those of student motivation, teaching continuity, and failure of students to get sufficient relaxation prior to classes. Moreover, the teachers believed that there was a distinct lack of complete co-operation and subsequent co-ordination between the education center and all of Fort Bragg. Many believed that the center appeared powerless to effect such co-operation, and were of the opinion that this apparent lack of power had a detrimental effect on student motivation. Teachers also believed that short classes conducted with weekly interruptions through the X and Y training program not only reduced the continuity and effectiveness of their teaching, but also had a pejorative effect on student attitudes.

More fundamentally, teachers indicated their belief in the lack of quality education and the apparent

motive of mass production of military education programs. Overloaded courses, short classes and an emphasis on passing instead of mastery of skills and learning in depth were cited as indicative of superficial educational efforts.

A former staff member indicated that stronger regulations would enhance the education program. He suggested greater stability, improved study materials, and a sound testing program.

Communicative Arts Aspects. Teachers in the Communicative Arts area pointed out that the most serious defects of the program were in poor reading and writing on the part of students and in the lack of sufficient opportunities to develop skills effectively in these areas. The teachers also cited speech training, research, and the general disuse of reference materials as the weakest points of the programs. The teachers concurred that there was little positive transfer of classroom learning to situations beyond the classroom, particularly in conversational habits. In addition, the teachers believed that available reading

materials did not contribute full effectiveness in meeting student needs.

Student Attitudes. In their open-end comments students tended to support the views of the faculty in noting hardships of X and Y grouping coupled with hardships stemming from short cycles. They cited frequent unit reluctance to permit full participation in education center programs. However, there was an appreciable number of students who indicated gratitude to the education center and its services.

The students denoted that they had learned about the education center and its services through four main channels, the Education Non-Commissioned Officer in individual units, the Fort Bragg Daily Bulletin, published materials and letters, and also friends.

Outstanding motives for coming to the education center included attainment of college level goals, high school level achievements, and self-improvement through continued education. These personal goals tended to outweigh the goals that would be more directly beneficial to the Army, such as qualification

for Army schools or for advancement in rank.

The high school and college level students were asked specifically about their use of the library facilities and the availability of reference materials for their studies. Answers tended to disclose that such services needed to be upgraded and to include more materials keyed to academic roles.

College students expressed a concern over the apparent inability of the education center to guarantee full support to individual academic efforts. In addition, they commented on the difficulty in obtaining some textbooks and on the poor quality of some texts. On the college level there also existed a real concern and desire for a more "person-centered" guidance program that would help individuals plot an academic career and would help individuals to enroll in courses relevant to such career goals. Also, there existed a significant desire for a complete residency program that would provide a wider range of courses with continuity and depth.

Through a rating scale students revealed that their most pressing problems were unit opposition to

personal study efforts, finding places to study, transportation to and from classes, interruptions due to X and Y training, and extra duty as apparent penalization for attending classes.

These problems may be interpreted as a manifestation of a distinct polarity of attitudes among various Fort Bragg units and commanding officers toward the education program. This polarity seems to contribute to an atmosphere in which regulations supporting troop education do not receive full, active support. Evidence seems to reveal tacit agreement in some units to thwart the educational efforts of individual soldiers.

III. RECOMMENDATIONS

According to the results of a study of related literature and the survey findings from personnel directly concerned with operations at the Fort Bragg Army Education Center, it is evident that significant modifications to the program and its administration are desirable. It is in the interest of the Army and its personnel to upgrade the quality of troop education

in order for soldiers to use their education toward more effective performance of duties.

Supporting Regulations. Most fundamental to the stable operation of the Army Education Center at Fort Bragg is the apparent need for strong regulations that would guarantee support from individual military units and commanders. These regulations would guarantee support to individual soldiers in their attempts to achieve academic goals. It is apparently not enough to state desirable goals for personnel in given military ranks, but is necessary to provide positive means toward successful achievement of such goals. Therefore, it is recommended that the Army recognize and employ personal educational goals as a means toward more effective performance of individually assigned duties, and that an effective regulation be created by the Department of the Army to govern the program and to support individual efforts with positive provisions for released time to meet educational goals.

Unit Co-operation. The need to improve the attitudes of unit commanders and their subordinates

to the program is fundamental. It is recommended that a concerted effort be made to show how individual education can improve the performance of military organizations. A positive program of educational diplomacy should keynote efforts for effective cultivation of post-wide co-operation between the education center and the military units it serves.

General Quality. Since the effectiveness of the services at the education center is dependent upon the quality of its instruction, special attention is needed to provide for the specific areas that teachers and students deem the source of greatest problems. The survey showed that instructors consistently regarded X and Y grouping, together with short class time and superficial treatment of materials, as detrimental to student attitudes and motivation. Thus it is recommended that an effort be made to establish a program with continuity and sufficient time to develop useful concepts in the preparatory and high school courses. Such steps should be a part of the overall curriculum in order to provide a valuable program in depth for

which individuals would be willing to devote hard work of their own volition.

Guidance. Students and a former staff member expressed the need for a truly person-centered guidance and counseling program at the education center. In particular, the college students indicated a need for help in outlining serious programs that would guide them in taking positive steps toward specific educational and career goals. There was a desire on the part of college students to know more about the value and transfer of college credits to other institutions. It is recommended that attention be given toward developing a guidance program to meet the needs of individual soldiers.

Communicative Arts. In view of the desirability of an effective Communicative Arts program designed to upgrade the quality and usefulness of communicative skills, the data gathered from teachers working in these areas provide a sound starting point for specific improvements. It is recommended that the areas of speech training, reading, writing and research

through active use of reference facilities be developed further. This improvement should include a general upgrading in the quality of materials used. Reading materials can be selected on the basis of meeting individual interests as well as fulfilling the need to develop reading skills.

Reference Facilities. In support of the recommendation for providing research opportunities and improving library and reference facilities keyed to academic needs, it is recommended that such facilities be made available as an integral part of the physical plant at the education center. In addition, a more firm liaison with the Fort Bragg library system should be established to help students accomplish their assignments.

Wider Coverage. Four channels through which students learned of the education center and its adult education program were the non-commissioned officers, The Fort Bragg Daily Bulletin, published materials, letters, and friends. Few indicated that reception center processing was a source of information about the

program. Since there is a regulation stipulating that reception center itinerary include the education center, it is recommended that steps be made to enforce the provisions of this regulation.

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APPENDIX

Correspondence with Former Staff Member

In a letter a former guidance counselor of the Fort Bragg Education Center made the following comments on his perspective of the GED program.

My interest, of course, is counseling because I feel that effective counseling of military personnel (especially the high school drop-outs) spells the difference of just drifting perhaps never to return to finish even the minimum of educational requirements and of charting a course in which the counselee at least sees himself in relation to what "might be" through education.

I feel that the trained military counselor has both opportunity and obligation to that portion of our country's youth who are in uniform. This is especially true of the high school drop-out whom our American school system has somehow failed. I would venture to say that 80 to 90 per cent of the high school drop-outs I interview express regret for having left school. Strangely enough, most are unaware of the advantages of the adult education program.

It is my observation that the military are unaware of the advantages of adult education and that is in evidence in the GED program itself. It is, with the possible exception of the college program, ineffective. It exists mostly as eye-wash. Something to point to, if there are a few courses going, and saying this is education. There is almost fiendish delight among the military in the delusion "that where there is movement there is progress." As far as the GED

program is concerned, nothing could be further from the truth.

What is needed is stability throughout the program such as the following"

1. An AR with teeth in it so that commanders would have to support the program.
2. An achievement or grade placement testing program during or just after basic training. This would peg every man at actual grade level. This would let us know just where the high school graduate, the drop-out, and the man below eighth grade actually stand in grade achievement. If the high school graduate reads at the eighth grade level, we would know it. If the drop-out has only a sixth grader's grasp of social studies, we would know it. These records should be made part of his service record as well as his education record. In this way the commanders would have to face facts. It would eliminate the often slipshod achievement testing in the education centers.
3. The education records (Form 669) should be completed and up-to-date at all times.
4. Textbooks should be selected which will serve both the students' needs and at the same time contain material which would capture the students' interests.

THIS QUESTIONNAIRE IS TO BE USED IN A SURVEY OF THE FORT BRAGG ARMY EDUCATION CENTER OPERATIONS. YOU ARE REQUESTED TO ANSWER EACH QUESTION AS HONESTLY AND AS COMPLETELY AS POSSIBLE. DO NOT SIGN YOUR NAME.

1. How did you first learn about the Fort Bragg Education Center? Please put an X by the correct answer.

Reception Center processing

Unit Education Non-Commissioned Officer

Daily Bulletin

USAFI course catalogues

Newspaper articles

Published bulletins, circulars, pamphlets or a letter

Other (please specify) _____

2. Why did you come to the education center?

3. Do you find it difficult to locate good reference material for your studies?

yes

no

If yes, please explain.

4. Below are listed some common problems and obstacles many students face at one time or another in attending classes and studying. In the spaces before each listed item place the number 1 through 10 to rank these problems in the order of their seriousness to you. Use the 1 for your most serious problem, a 2 for the next most serious, and so on.

- _____ Opposition to study by your unit
- _____ Transportation to and from classes
- _____ Finding a place to study and do assignments
- _____ Hearing the teacher
- _____ Seeing the blackboards
- _____ Too hot or too cold in classrooms
- _____ Hard to understand textbook

5. On this page please note any comments or suggestions you might have about the education center and its services. You may include such items as textbooks, classrooms, procedures, and credit for courses, or you may include additional problems facing you in doing classwork.

THIS QUESTIONNAIRE IS TO BE USED IN A SURVEY OF THE FORT BRAGG ARMY EDUCATION CENTER OPERATIONS. YOU ARE REQUESTED TO ANSWER EACH QUESTION AS HONESTLY AND AS COMPLETELY AS POSSIBLE. DO NOT SIGN YOUR NAME.

1. How did you first learn about the Fort Bragg Education Center? Please put an X by the correct answer.

_____ Reception Center processing

_____ Unit Education Non-Commissioned Officer

_____ Daily Bulletin

_____ USAFI course catalogue

_____ Newspaper articles

_____ Published bulletins, circulars, pamphlets,
or a letter

2. Why did you come to the education center?

3. Below are listed some common problems and obstacles many students face at one time or another in attending classes and studying. In the spaces before each listed item, place the numbers 1 through 10 in the order of their seriousness to you.

- _____ Opposition to your study by your unit.
- _____ Extra duties at night and at other times as a result of going to school on duty time.
- _____ Transportation to and from class
- _____ Finding a place to study and do assignments
- _____ Interruptions and forgetting of material as a result of X and Y training
- _____ Seeing the blackboards
- _____ Too hot or too cold in classrooms
- _____ Disturbance and noise from others in class
- _____ Hard to understand textbook

4. On this page, please note any comments or suggestions you might have about the education center and its services. You may include such items as textbooks, classroom procedures, and credit for courses, or you may include additional problems facing you in doing classwork.

THIS QUESTIONNAIRE IS TO BE USED IN A SURVEY OF THE FORT BRAGG ARMY EDUCATION CENTER OPERATIONS. YOU ARE REQUESTED TO ANSWER EACH QUESTION AS HONESTLY AND AS COMPLETELY AS POSSIBLE. DO NOT SIGN YOUR NAME.

1. How did you first learn about the Fort Bragg Education Center? Please put an X by the correct answer.

- _____ Reception Center Processing
- _____ Unit Education Non-Commissioned Officer
- _____ Daily Bulletin
- _____ USAFI course catalogues
- _____ Newspaper articles
- _____ Published bulletins, circulars, pamphlets, or a letter.

2. Why did you come to the Education Center?

3. Do you find it difficult to obtain good reference material for your studies?

_____ yes

_____ no

If yes, please explain.

4. Below are listed some common problems and obstacles many students face at one time or another in attending classes and studying. In the spaces before each listed item place the numbers 1 through 10 to rank these problems in the order of their seriousness to you. Use the 1 for your most serious problem, a 2 for the next most serious, and so on.

_____ Opposition to study your unit

_____ Transportation to and from class

_____ Finding a place to study and do assignments

_____ Hearing the teacher

_____ Seeing the blackboards

_____ Too hot or too cold in classrooms

_____ Hard to understand textbook

5. Do you study in the post libraries? ___yes ___no

If yes, do you find the materials you need for study?

6. On this page, please note any comments or suggestions you might have about the education center and its services. You may include such items as textbooks, classrooms, procedures, and credit for courses, or you may include additional problems facing you in doing classwork.

GENERAL FACULTY QUESTIONNAIRE

1. Using the numbers from 1 through 10, please rank the following problems according to their degree of seriousness to you. Then, if you wish, in the blanks provided add your own problems in 1, 2, 3 order, again ranked according to their degree of seriousness seen by yourself.

- _____ Ventilation and heating of classrooms
- _____ Students with sight or hearing difficulties
- _____ Reference room and library facilities
- _____ Transportation for students
- _____ Continuity in X and Y grouping of classes
- _____ Noise from beyond classrooms
- _____ Students on night guard duty or other duties which interfere with classwork
- _____ Students tired as a result of being up late on their own time the night before classes
- _____ Motivation of students
- _____ A means of enforcing discipline when necessary

2. List the three problems which, in your estimation, are most significant in carrying out your classroom duties.

3. Please list on this page any comments or suggestions which you might have about the education center and its operations.

COMMUNICATIVE ARTS AREA QUESTIONNAIRE

1. As a teacher of skills in the Communicative Arts areas at the Fort Bragg Army Education Center, what do you believe are the outstanding problems? Please rank the listed problems in the order of seriousness to you using the numbers 1 through 10.

- _____ Lack of variety of materials
- _____ Time for problems in research
- _____ Unclear or erroneous explanations in texts
- _____ Large number of students of oral reading
- _____ Students uninterested in reading and exercise materials
- _____ Lack of exercises in speech
- _____ Students unable to do reading or writing assignments
- _____ Lack of motivation
- _____ Teaching out of your field
- _____ Lack of adequate library and resource materials for exercises in research
- _____ Lack of study room
- _____ Continuity through X and Y grouping
- _____ Vocabulary building exercises
- _____ Students unable to read at level of the class
- _____ Classroom effectiveness reduced through the use of slang
- _____ Irregular attendance of classes in basic skills

2. Please evaluate the adequacy of the listed elements in the Fort Bragg Army Education Center Communications Skills program.

VERY
GOOD GOOD FAIR POOR

Vocabulary building

Spelling

Reading

Research

(grammar and
Writing mechanics)

Reference facilities

Speech training

Expressive writing
(creative)

Phonics

Testing

Listening

3. Please comment, in the spaces provided, on the factors listed below and show how you think they have a bearing on the effectiveness of the Fort Bragg Education Center program.
 - a. Language used and heard in the student's conversations.
 - b. Literature currently available at Post Exchange.
 - c. Unit co-operation with program.
 - d. Reference facilities with Fort Bragg Library.
 - e. Eyesight and hearing deficiencies of students.
 - f. Continuity of instruction.
 - g. Homework assignments

- h. Student motivation.
 - i. Length of cycles.
 - j. Attitude of students.
4. Briefly mention items of importance to you which are not covered in this questionnaire and which you think are important in the communications skills program.