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# ***EDUCATIONAL ACHIEVEMENT***

## ***LEADERSHIP ISSUES FOR MAINE'S POSTSECONDARY EDUCATION AND MILITARY COMMUNITIES***



A Conference Sponsored by:

Maine Department of Educational and Cultural Services  
and  
Maine Department of Defense and Veterans' Services

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Report Prepared by  
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A SUMMARY OF THE REMARKS OF  
THE HONORABLE JOHN R. MCKERNAN, JR.,  
GOVERNOR, STATE OF MAINE

Education is a top priority for Maine and the Nation. Maine must be able to compete economically throughout the United States and the world. Today's technologies demand that we constantly learn new skills. At the same time, we must strive to maintain the rich culture (and lifestyle) that we so thoroughly enjoy. Education is the key to achieving both of these goals.

Increased educational achievement and other State goals will be best accomplished from partnerships between various entities in the public and private sectors. "We can all labor alone, using the limited resources and personnel available to us, working to address the most pressing needs and having little time to look to longrange goals and objectives. Or we can, as this Conference suggests, pull together, combine our responses and expertise, and provide the people we serve with greater skills and opportunities." Partnerships are the way for the future.

The topics discussed during this Conference are profound. The issues related to educational achievement in the military are ones applicable to all Maine citizens. "Projections indicate that while 90 percent of our workforce for the year 2000 is already working, 50 percent of current jobs will be phased out or restructured. . . . Those statistics tell us that we can, and must, do more for Maine's adult population. I realize that today's Conference is concerned specifically with military personnel and their families, but the issues you have raised, the solutions you have proposed, and the partnerships you have forged should be of tremendous help as we begin to take a closer look at how best to provide education for a lifetime for the citizens of Maine."

The Conference on Educational Achievement, Leadership Issues for Maine's Postsecondary Education and Military Communities is a landmark event. Maine is the first state in the nation to bring the chief policy makers of the two communities together to discuss such an important topic. The Maine motto *Dirigo*, meaning "I Lead", could not be more applicable. The Department of Educational and Cultural Services, the Department of Defense and Veterans' Services, the University of Maine System, the Maine Vocational Technical Institute System and Maine's private postsecondary institutions are to be congratulated on taking this initiative. Maine will benefit from such hard work and foresight.

## BACKGROUND INFORMATION

### A NATIONAL PERSPECTIVE

(The following is a summary of remarks made by various presenters. The keynote address by Brigadier General Robert L. Dilworth has been included in its entirety as Appendix I.)

The United States military services are committed to the education of military service personnel and members of their families. The services recognize the importance and necessity of having high-performing individuals who can deal with the sophistication and rapid change of today's technology. The services also recognize that one major attraction to individuals who enlist in the military services is the opportunity to further their education not only during their time of service, but also thereafter. To assist individuals who are separating from active duty service, the Department of The Army has implemented an activity entitled Education Transition Management (ETM). ETM's primary purpose is to provide the educational and benefits counseling necessary for an informed career decision by the transitioning soldier. The military services are committed to helping all servicemembers internalize the need for lifelong learning.

In fulfilling the services' responsibilities and commitment, the Department of Defense has established the Defense Activity for Non Traditional Education Support (DANTES). One of this organization's major functions is to provide testing services to all military personnel. These services include General Educational Development tests (GED), College Level Examination Program tests (CLEP), the Scholastic Aptitude Test (SAT) and the Graduate Record Examination (GRE).

In the early 1970s, a project, known as the Servicemembers Opportunity College (SOC) was initiated by the American higher education community. "By the mid-1980s, SOC had grown into one of the most enduring and successful joint ventures on the American educational landscape: a unique civilian-military partnership that includes twelve national higher education associations, more than 480 of their member institutions, the Department of Defense, the Military Services, and the Coast Guard--all cooperating to make credit courses available to servicemembers and their families on more than 500 military installations in the United States and overseas. . . . Since its inception, SOC has guided the civilian academic community in responding to the particular educational concerns of military personnel, while at the same time helping the Military Services understand the resources, limits, and requirements of American higher education."

The military services believe that "to survive and meet our individual objectives (state, institutional, industrial or other) begins with an understanding that we share a common purpose--and

that true solutions are possible only through collective efforts. In many cases it can be a situation where everyone wins." For example, there is "a pilot program in North Carolina that will help retiring military personnel, with strong backgrounds in math and science, to obtain teaching positions in local high schools around Fayetteville, North Carolina. . . . In New Jersey, (there is) a program called ICE--standing for Industry Cooperative Education. It focuses on those entering college--either from military service or directly from high school. It matches opportunities in industry with student interests and aptitudes, a university curriculum, Reserve Officer Training Corps (ROTC) program enrollment, and simultaneous membership with the Guard or Reserve."

In addition, the Department of the Army and the American Council on Education have devised a registry transcript service that will assist servicemembers in furthering their education once they have been separated from active duty. A description of this service is included as Appendix II.

To demonstrate their commitment to providing educational opportunities to servicemembers, millions of dollars are spent annually on tuition assistance, a program to subsidize the costs incurred in securing further education. In Federal Fiscal Year 1987, the Department of the Army alone spent over \$40 million in tuition assistance funds to support the educational activity of individuals on active duty status and those in the Selected Reserve which includes our State National Guard.

In June of 1987, the United States Government made permanent a test program now known as the Montgomery GI Bill. This program, like previous GI Bills, makes funds available to servicemembers for educational purposes once they separate from active duty. In addition, it provides an increased amount of funds to individuals who remain in service beyond their first tour of duty and to those who serve in critical skill areas while on active duty. Servicemembers are permitted to utilize benefits from this program for educational purposes while serving on active duty after two years of service.

During the last 19 months, 125,000-130,000 new soldiers have enlisted in the Army. Eighty-seven percent of these individuals have elected to participate in the Montgomery GI Bill (\$100 per month contribution for 12 months). During the last four months, this rate has risen to 90 percent. This translates into a minimum of \$1.2 billion available to individuals who qualified for use of the Montgomery GI Bill nationwide, with an estimated \$7.6 million available to Maine.

The Montgomery GI Bill also has a program for members of the National Guard and the Reserve Forces. This program provides funds for educational purposes to individuals while in the Selected Reserve.



In addition to the Montgomery GI Bill and Tuition Assistance, the Department of the Army and the Department of The Navy have created other programs to help servicemembers meet the cost of education.

Another important factor is that the military services recognize, as do institutions, that the 18-24 year old population is shrinking and that their educational assistance programs must be geared toward students who will be approaching the continuation of their education through nontraditional modes. The military services now estimate that 45 percent of all enrollments are part-time.

#### A MAINE PERSPECTIVE

Maine's military populations extend from Kittery to Fort Kent. There are approximately 7,000 active duty personnel located at four active duty bases: Loring Air Force Base, Limestone; Brunswick Naval Air Station, Brunswick; Naval Security Group Activity, Winter Harbor; and Naval Communications Unit, Cutler. There are 27 armories in Maine, which serve approximately 6,000 Selected Reserve personnel. The Selected Reserve in Maine includes the Army National Guard, Air National Guard, Army Reserve, Navy Reserve, Marine Reserve and Coast Guard Reserve. Appendix III provides their locations.

The educational programs for military personnel assigned to Maine's active duty bases range from those leading to a high school completion credential to post graduate study.

Five in-state institutions and two out-of-state institutions serve approximately 3,900 active duty personnel at Loring Air Force Base. Considering spouses and college age dependents, these institutions serve approximately 7,000 individuals. The average number of military personnel enrolled in educational programs at Loring AFB during any six month period is 856. Also, at any point in time, over 200 civilians are enrolled in educational programs at Loring.

It is important to note that the service personnel assigned to Maine's active duty bases can be viewed as a renewable resource. The turnover of personnel in a 3 to 4 year period equates to a population of about 25,000 individuals.

Currently at Loring Air Force Base, 20 percent of the service personnel are enrolled in a postsecondary education program. When compared to the national average of 8.7 percent, the New England average of 10.2 percent and the Maine average of 7.1 percent, this rate clearly demonstrates a high degree of success in involving individuals in the pursuit of further education.



At Loring Air Force Base, there are 3404 enlisted personnel. Out of this number, 62 percent have earned a high school completion credential; the percentage for the ranks E-1 thru E-3 is 80 percent, E-4 thru E-6 is 59 percent, and E-7 thru E-9 is 39 percent. The average percentage of enlisted personnel who have one to two years of postsecondary education is 14 percent.

There are 517 officers at Loring Air Force Base; 361 have less than a Masters degree. Of these, 154 are pursuing a graduate degree. Many others would pursue postgraduate study in the management areas if such programs were available.

In 1980, \$86,000 was provided by the Department of the Air Force to support educational programs at Loring Air Force Base. In 1987, \$403,000 was provided in direct support of educational programs. In addition, servicemembers utilized \$156,000 from other sources such as the various GI Bills to support their participation in a program in 1987. Beyond the direct funds contributed by the military and those available to military personnel, \$139,000 was spent by the civilian population in the area of Loring AFB for the opportunity to participate in programs offered on the Base. In addition, another \$200,000 was spent by the Air Force on indirect costs.

Navy personnel are located from Portsmouth Naval Ship Yard to East Machias (Cutler) and are served by the Education Office at Brunswick Naval Air Station. Programs available to these individuals are those from Maine as well as out-of-state institutions, and range from those necessary for a high school completion credential to graduate study.

Tours of duty at Brunswick Naval Air Station are from six months to two years. Many Navy personnel at Brunswick utilize the testing services provided by DANTES to complement their enrollment in postsecondary education courses and standing in their selected program. Some personnel have been known to test out of over half of the college credits necessary for program completion. This method of acquiring advanced standing becomes extremely economical based on the fact that many of the tests offered through DANTES are free of charge to servicemembers.

It is important to note that members of Maine's National Guard and Reserve units are individuals who live and work in communities throughout Maine. National Guardsmen and Reservists, like other Mainers, at times leave the state in search of greater educational and job opportunities. Currently, the annual turnover rate of individuals in Maine's Selected Reserve is about 20-25 percent.

Attachment IV provides information on the Educational Levels of Reserve Component Personnel.

## EDUCATIONAL ACHIEVEMENT FOR MAINE'S MILITARY POPULATIONS

### A MILITARY VIEW

Two issues seem to surface quickly when we address the present and future needs of Maine's military personnel--program accessibility and institutional policies.

A requirement for all officers to reach a specified level of completion of postsecondary education, for promotion and retention purposes, has brought about immediate demands for educational opportunities. To date, it has been easier at times for many of these individuals to enroll in degree programs offered by out-of-state institutions. The consequences for Maine institutions are obvious: lower student enrollments, fewer tuition payments and less opportunity to gain a Maine degree which has served so many so well.

Simply put, the leaders of Maine's military establishments would prefer to deal with Maine institutions whenever possible.

The military services emphasize that they do not desire nor request the granting of special educational privileges to military personnel. However, they do ask that educational institutions recognize the special needs of the nontraditional military student.

Within the context of accessibility to both public and private institutions, the following needs should be considered:

1. The educational needs of military personnel, both active duty and selected reserve, fall within the parameters of complete programs versus individual courses.
2. Associate Degrees have become more important to the promotion of a person's career in the military. At the same time, there is the need for short-term Certificate programs in various vocational and technical areas in order to meet the demands of military occupations.
3. The work schedules of the Maine active duty forces do not generally permit servicemembers to participate in educational programs at the times courses are normally scheduled by institutions. It, therefore, becomes important that Maine institutions offer programs to servicemembers at a time conducive to their participation. As an example, military personnel stationed at Brunswick Naval Air Station are on frequent assignments away from the Base and are unable to participate in the programs they need and want unless special consideration is given to the scheduling of such programs; consideration to the time of day and the months of the year.

4. The needs of National Guard and Reserve personnel are very similar, if not identical, to those of other Maine adults. Accessibility to programs for many is determined by their place of residence. Guardsmen and Reservists who do not live within commuting distance of Maine's educational establishments are many times prohibited from furthering their education. Consideration to the distribution of programs to nonurban areas of the State is extremely important to raising the educational achievement levels of these individuals.
5. A large number of individuals currently serving in the military services need and desire a high school completion credential. For many there is the need for developmental courses to overcome deficiencies in math, science, English and other basic skills so that they can successfully participate in postsecondary educational opportunities or compete in the civilian job market.

The second issue is closely related to the general theme of accessibility. It concerns institutional policies conducive to the enhancement of a servicemember's educational achievement. For many servicemembers, enrollment in a formal postsecondary education program can be a frightening experience. For some it is simply a matter of confidence building.

Maine institutions can assist in building confidence as well as provide inspiration to military personnel. The establishment or expansion of policies which allow for the awarding of credit for relevant life experiences can be very beneficial. The success of a servicemember's efforts to complete a postsecondary education program also can be enhanced by the establishment or expansion of policies relevant to the awarding of college credit for formal military education. Currently, Maine institutions have varying policies regarding the awarding of credit for previous education or training. At a minimum the establishment of transfer credit policies for both life experience as well as other formal education would be of great assistance to military personnel. In addition, agreement among institutions within systems would also greatly enhance enrollment and success in educational programs.

## A STATE DEPARTMENT OF EDUCATION VIEW

(The following is a summary of the remarks of Commissioner Eve M. Bither, Maine Department of Educational and Cultural Services. The complete text of the remarks is included as Appendix V.)

"The concept of lifelong learning and its promotion as an integral value for Maine people has moved closer to the top of our priority list. Maine citizens must be competitive so that they can enter and remain in the work force at a level that will allow them to live a full and rich life and to pursue happiness as the Constitution promises them."

A primary issue in the area of educational achievement is aspirations. "When we talk about high aspirations, we really talk about a greater degree of equity for students of various ages and various backgrounds--a notion of equity by geography, by the amount of wealth, equity by gender, and equity as to grade completion. All people in the business of education need to help Maine citizens be all that they can be."

Raising the aspirations of all Maine citizens is a major goal of the Department of Educational and Cultural Services (DECS). A number of objectives have been established to help reach this goal. One is to increase participation in postsecondary education and training programs. This objective and another to examine and revise student loans/grant programs are directly applicable to all Maine citizens, youth and adults.

Information is a key factor in raising aspirations and educational achievement. "Maine citizens, both youth and adult, need to be very aware of the prospective economic future of our state. They need to hear, see and understand the forecasts for state and national job markets; they need to understand the advantages of properly preparing themselves and the potential consequences if they do not."

Making programs more accessible is another key factor. "Accessibility in terms of geographical distance to the deliverer of the (educational) programs, accessibility in terms of the programs being affordable, and accessibility in terms of a learning environment that is conducive to attracting our adult population."

Finally, building confidence becomes an important factor in raising aspirations and educational achievement. Instilling a sense of self worth and the ability to succeed is a vital link. It is clear, success breeds success. And "adults who succeed in formal educational settings subsequently become role models for other members of their families and their communities."

Our educational expectations for the future will "require change on a massive scale, and over a short period of time." We need to adopt "a leadership style of inspired impatience as we face the tasks ahead of all of us."

## A VIEW FROM EDUCATIONAL ESTABLISHMENTS

Maine's postsecondary educational institutions are committed to helping Maine citizens raise their educational achievement level and to ensuring a work force of productive and satisfied citizens. Issues such as educational access, program quality, and equity become important to the accomplishment of these goals.

Several factors are important to educational institutions and systems in their efforts to respond to the educational needs of military personnel and members of their families.

1. Foremost is the need to accurately identify the programs that are needed by military personnel and the number of individuals who would be interested in each program. This seems especially true for the National Guard and Reserve forces.
2. Postsecondary education institutions and systems need lead time to start up educational programs. Response time depends upon the complexity of the program, for example, the immediate availability of qualified instructional personnel or the need for time to train, or the availability of instructional equipment or the need to purchase it. Both may require consideration within an institution's budgeting cycle.
3. One individual (or as few individuals as possible) in the military should be identified as the person(s) who can describe the educational needs of military personnel desiring a response from civilian education institutions and systems.
4. Small military operations, active duty or reserve, cannot support the offering of fullscale education programs. Expanding services to the civilian population in surrounding communities may provide the necessary support. This then requires a collective assessment of the educational needs of military personnel and the surrounding area civilian population. It also requires easy access to military bases by civilians desiring to enroll in programs.
5. Throughout the expansion of services to Maine's military personnel, educational program quality and integrity must be maintained.
6. Educational institutions need stability in the contracting of programs and services to Maine's military services.

7. The successful effort in raising the educational achievement of military personnel and members of their families will be a collaborative one. In a time of restricted financial resources and limited personpower, it becomes critical for entities within the public and private sector to work jointly toward the achievement of public goals. New mechanisms have to be developed or existing ones expanded in order for proper collaboration to occur.

## CONFERENCE RECOMMENDATIONS

As a result of Conference presentations and small group discussions, the following recommendations were made:

1. A Maine Military Education Advisory Council should be established. The Council should consist of policy making representatives from (1) Maine's public and private postsecondary education systems and institutions, (2) Maine's active duty bases, (3) Maine's National Guard and Reserve Forces, (4) the Department of Educational and Cultural Services, (5) the Department of Labor and (6) the Veterans Administration Regional Office. The purpose of the Council will be to discuss issues relevant to the educational achievement of Maine's military populations and make recommendations to the proper entities for the planning, implementation and evaluation of appropriate programs and/or services.
2. A state plan for military education in Maine should be developed. The state plan could take a regional approach in responding to the needs of military personnel. Annual educational needs assessments should be conducted for all Maine military populations if they are not currently available.
3. Educational institutions and systems should consider either the development or expansion of policies for awarding credit for life experiences and military education. These policies should be as consistent as possible from one institution to another within systems. Educational institutions and systems could consider the use of nationally accepted standardized tests for the awarding of transfer credit.
4. Consideration should be given to utilizing the 27 National Guard armories located in various communities throughout the State. Each of these facilities has classroom space which is not used after 5 p.m. Such facilities could be available to postsecondary educational institutions to offer programs in the respective communities for both the military and civilian populations.
5. Postsecondary education systems and institutions should reevaluate policies such as special fees charged to students who do not have an opportunity to utilize the services for which they are paying nor receive any type of reimbursement such as tuition assistance.
6. The military services should reevaluate policies and regulations which restrict the participation of military personnel in educational programs during duty hours.



7. Educational institutions should consider the varying tours of duty of military personnel when planning programs at active duty military installations.
8. Local institutions should be given first option to offer programs and/or services.
9. The military services should make known to educational systems and institutions the "bidding" process for needed services.
10. Educational institutions should concentrate their degree program efforts at the Associate or Bachelor levels for National Guard and Reserve personnel.
11. Maine educational institutions should be given the opportunity to offer short term certificate programs required for the initial training or upgrading of military personnel in their military occupation if a military school is not available locally.
12. Consideration should be given to utilizing interactive telecommunications systems in response to the educational needs of Maine's military populations.
13. Consideration should be given to the development of a process to expedite early connections between individuals who enter the military services from Maine and Maine institutions that can service the educational needs of the individual. Recruiters may serve as an important pivot person in establishing this relationship.
14. Flexibility is needed from both communities. Restructuring policies and delivery modes can help but informed, concerned individuals make the difference.
15. Military personnel with instructional experience should be assisted by educational institutions to acquire the credentials necessary to teach in Maine's schools.
16. A Directory of personnel who work with military education matters in Maine's military populations, postsecondary education institutions, and State departments should be developed.
17. Military and state education officials should actively collaborate on the development of innovative approaches to enhancing the educational achievement of military personnel.

APPENDIX I

PRESENTATION BY BRIGADIER GENERAL ROBERT L. DILWORTH

THE EMERGING EDUCATION  
AND TRAINING NEEDS OF THE MILITARY

KEYNOTE ADDRESS AT CONFERENCE  
ON EDUCATIONAL ACHIEVEMENT  
BETWEEN THE LEADERS OF  
MAINE'S POSTSECONDARY EDUCATION  
AND  
MILITARY COMMUNITIES

BY

BRIGADIER GENERAL ROBERT L. DILWORTH  
DIRECTOR OF PERSONNEL SERVICE SUPPORT  
THE U.S. ARMY TOTAL ARMY PERSONNEL AGENCY  
AT AUGUSTA, MAINE  
9 DECEMBER 1987

GENERAL PARK, COMMISSIONER BITHER, DISTINGUISHED EDUCATORS, FELLOW MEMBERS OF THE UNITED STATES MILITARY, BOTH ACTIVE AND RESERVE COMPONENTS.

I AM UNABASHEDLY THRILLED TO BE HERE TODAY AND TO ADDRESS THIS PARTICULAR GROUP. FIRST, MY WIFE IS FROM MAINE, AND HER ENTHUSIASM FOR THE STATE HAS HAD AMPLE OPPORTUNITY TO RUB OFF AND TAKE ROOT. SECONDLY, I SPENT SOME TIME WITH THE NATIONAL GUARD BUREAU IN WASHINGTON IN THE EARLY 80'S--AS THEIR NATION-WIDE RESOURCE MANAGER--AND IT CAUSED ME TO GAIN RESPECT FOR THE WAY YOUR STATE GOVERNMENT OPERATES. FINALLY, WE STAND AT A MOMENT OF MAJOR CHANGE AND CHALLENGE TO OUR NATION--INTERNATIONALLY AND DOMESTICALLY. WE FACE SOME SPECIAL RISKS AND OPPORTUNITIES IN RELATION TO DEVELOPMENT OF OUR HUMAN RESOURCES. AT THE VORTEX OF WHAT CAN TRULY BE DESCRIBED AS CATAclysmic CHANGE ARE THE EDUCATIONAL INSTITUTIONS OF AMERICA. I WILL BE TALKING ABOUT THAT CHALLENGE, AS WELL AS SOME INNOVATIVE SOLUTIONS--WAYS OF NAVIGATING, OR AT LEAST AMELIORATING, THE MORE SEVERE CHALLENGES THAT ARE EITHER HERE ALREADY, OR LOOM BEFORE US.

BUT FIRST, LET ME SHARE ONE MORE REASON I TAKE SUCH PERSONAL PLEASURE IN BEING HERE TODAY. WHEN INVITED TO ADDRESS

THIS GROUP, THE FIRST NAME THAT CROSSED MY MIND WAS JOSHUA LAWRENCE CHAMBERLAIN. HE EXEMPLIFIES TO ME THE KIND OF VALUE STRUCTURE I HAVE COME TO ASSOCIATE WITH MAINE. HE CAUGHT MY EYE LAST YEAR IN READING A BOOK ABOUT THE BATTLE OF GETTYSBURG DURING THE CIVIL WAR, THE KILLER ANGELS, BY MICHAEL SHAARA--A BOOK THAT WON THE PULITZER PRIZE. LET ME READ THE VERY BRIEF BIOGRAPHICAL SUMMARY ON THIS SON OF MAINE CONTAINED IN THE BOOK. I THINK IT WILL ESTABLISH CLEARLY WHY HE FLASHED TO MIND IN PREPARING TO ADDRESS THIS EDUCATIONAL CONFERENCE.

"JOSHUA LAWRENCE CHAMBERLAIN

IN AUGUST HE IS GIVEN A BRIGADE. SHORTLY THEREAFTER HE IS SO BADLY WOUNDED, SHOT THROUGH BOTH HIPS, THAT HE IS NOT EXPECTED TO LIVE. BUT HE RETURNS TO BECOME ONE OF THE MOST REMARKABLE SOLDIERS IN AMERICAN HISTORY. WOUNDED SIX TIMES. CITED FOR BRAVERY IN ACTION FOUR TIMES. PROMOTED TO BRIGADIER GENERAL BY SPECIAL ORDER OF ULYSSES GRANT FOR HEROISM AT PETERSBURG. BREVETED MAJOR GENERAL FOR HEROISM AT FIVE FORKS. HE IS THE OFFICER CHOSEN BY GRANT FROM ALL OTHER NORTHERN OFFICERS TO HAVE THE HONOR OF RECEIVING THE SOUTHERN SURRENDER AT APPOMATTOX, WHERE HE STARTLES THE WORLD BY CALLING HIS TROOPS TO ATTENTION TO SALUTE THE DEFEATED SOUTH. HE IS GIVEN FIRST PLACE IN THE LAST GRAND REVIEW IN WASHINGTON. FOR HIS DAY AT LITTLE ROUND TOP HE IS TO RECEIVE THE CONGRESSIONAL MEDAL OF HONOR.

IN MAINE HE IS ELECTED GOVERNOR BY THE LARGEST MAJORITY IN THE HISTORY OF THE STATE AND RETURNED TO OFFICE THREE TIMES, WHERE HE ALIENATES POLITICAL FRIENDS BY REFUSING TO AGREE TO THE IMPEACHMENT OF ANDREW JOHNSON.

IN 1876, ELECTED PRESIDENT OF BOWDOIN COLLEGE, WHERE HE ATTEMPTS TO MODERNIZE THE SCHOOL, INTRODUCING COURSES IN SCIENCE, DE-EMPHASIZING RELIGION, AND BECOMES INVOLVED IN STUDENT DEMONSTRATIONS OVER THE QUESTION OF ROTC. RECEIVES MEDAL OF HONOR FROM FRANCE FOR DISTINGUISHED EFFORTS IN INTERNATIONAL EDUCATION. WHEN HE RETIRES FROM BOWDOIN HE HAS TAUGHT EVERY SUBJECT IN THE CURRICULUM EXCEPT MATHEMATICS.

DIES OF HIS WOUNDS, JUNE 1914, AT THE AGE OF EIGHTY-THREE."

THERE ARE MANY WAYS TO DESCRIBE A CHALLENGE--AND WHAT IS CONSIDERED CHALLENGING BY ONE, MAY BE CONSIDERED A LESS IMPRESSIVE CIRCUMSTANCE BY SOMEONE ELSE. IF THERE IS A LACK OF UNANIMITY ABOUT THE EXACT NATURE OF THE CHALLENGE, THERE SEEMS TO BE A GENERAL CONSENSUS THAT WE ARE AT A MAJOR CROSSROADS-- AND THAT WE ARE LIVING THROUGH AN ACCELERATING RATE OF CHANGE THAT FAR SURPASSES ANYTHING EXPERIENCED BEFORE IN THE HISTORY OF MANKIND.

I WOULD LIKE TO START AT THE OUTER PERIPHERY OF OUR IMMEDIATE AWARENESS, IN QUICKLY OUTLINING THE KINDS OF CHANGE THAT ARE LEVERAGING CIVILIZATION IN GENERAL--THEN, I WILL PROGRESSIVELY FOCUS IN ON THE UNITED STATES, MAINE, AND WHAT I BELIEVE TO BE PARTICULARLY GERMANE TO THIS GATHERING TODAY.

HERE ARE SOME GENERAL FACTS THAT ARE RATHER AWESOME IN THEIR GLOBAL IMPLICATIONS:

O IN 1960 THE WORLD POPULATION STOOD AT THREE BILLION. EARLIER THIS YEAR WE HIT THE FIVE BILLION MARK. INDIA IN 1984 HAD 62 MILLION MORE PEOPLE THAN CHINA DID IN 1960. BRAZIL HAS GROWN FROM A POPULATION OF 73 MILLION IN 1960 TO 133 MILLION TODAY. WITHIN THE NEXT 40 YEARS, AT THE RATE PROJECTED, WORLD POPULATION WILL REACH 8.3 BILLION. MEXICO CITY WILL BE THE WORLD'S LARGEST CITY. POPULATION GROWTH IS, OF COURSE, CONCENTRATED IN THE DEVELOPING COUNTRIES OF THE WORLD. I RECENTLY RETURNED FROM A TRIP TO LATIN AMERICA. ROUGHLY ONE-HALF OF THE AGGREGATE POPULATION OF THE NATIONS TO OUR SOUTH IS UNDER THE AGE OF 15. WHEN YOU CONSIDER THAT, IT TELLS YOU A GREAT DEAL ABOUT SOCIAL FABRIC, INDUSTRIAL PRODUCTION, AND POTENTIAL FOR PROGRESS.



- 0 IN 1950 FORTY PERCENT OF THE WORLD'S GROSS NATIONAL PRODUCT (GNP) WAS FOUND IN THE UNITED STATES. JAPAN WAS NOT EVEN A STATISTIC. IN 1980, THE U.S. SHARE OF GROSS NATIONAL PRODUCT HAD FALLEN TO 21 PER-CENT--AND THE JAPANESE STOOD AT 9 PERCENT, AND RISING.
- 0 PRODUCTIVITY GROWTH IS YET ANOTHER INDEX. DURING THE PERIOD 1960-78, THE UNITED STATES PRODUCTIVITY GROWTH IN THE AREA OF MANUFACTURING WAS .6 PERCENT, WHEREAS THE JAPANESE HAD AN 8.2 PERCENT INCREASE IN PRODUCTIVITY. WE ARE DOING BETTER. IN FACT, WE SEEM TO HAVE TURNED A CORNER.
- 0 THE 75TH ANNIVERSARY ISSUE OF NATION'S BUSINESS, PUBLISHED IN SEPTEMBER, TALKS TO "AMERICAN ENTERPRISE: THEN, NOW AND TOMORROW." IT SAYS, AMONG OTHER THINGS, THAT "DEVELOPMENTS IN SUPERCONDUCTIVITY PROMISE SUPER-COMPUTERS THE SIZE OF THREE-POUND COFFEE CANS, 50 PERCENT SMALLER AND LIGHTER MOTORS, FACILITIES THAT CAN STORE ELECTRICITY WITHOUT HEAT LOSS, ANALYZERS THAT CAN TRACK FAINT INTERACTIONS OF BRAIN CELLS, AND TRAINS THAT FLOAT ON MAGNETIC CUSHIONS." BUT YOU DON'T NEED TO LOOK FORWARD IN TIME TO REALIZE THE DEPTH AND BREADTH OF THE TECHNOLOGICAL ADVANCES UNDERWAY. TWO YEARS AGO, ARTIFICIAL INTELLIGENCE (AI)

LOOKED LIKE SOME DISTANT VISION TO ME. WE NOW HAVE 108 PEOPLE IN MY ORGANIZATION WHO HAVE HAD SOME FORM OF EXPOSURE TO AI, PLUS WE HAVE SEVERAL EXPERT SYSTEM PROTOTYPES UNDER DEVELOPMENT--AND I AM TALKING ABOUT UTILIZATION OF AI FOR ADMINISTRATIVE PURPOSES AND DECISION SUPPORT, NOT SUPER COMPLEX APPLICATIONS. THE POINT IS THAT TECHNOLOGY IN AN ADVANCED FORM IS HERE NOW.

NOW LET ME SHIFT DIRECTLY TO EDUCATION, IN FURTHER DEVELOPING A PICTURE OF THE CHALLENGE WE FACE.

- 0 THE SECOND INTERNATIONAL MATHEMATICS STUDY IN 1985 SHOWS THE UNITED STATES NEAR THE BOTTOM OF THE SCALE, BOTH IN TERMS OF 8TH GRADE AND 12TH GRADE STUDENT ACHIEVEMENT IN MATHEMATICS--EVEN THOUGH AMERICA HAS SHOWN A MODEST INCREASE IN 12TH GRADE MATHEMATICAL ACHIEVEMENT SINCE 1964. SOME OF THE NATIONS AHEAD OF US, BY THE WAY, ARE HONG KONG, JAPAN, FINLAND, ENGLAND/WALES, SWEDEN, NEW ZEALAND, BELGIUM (FLEMISH AND FRENCH), CANADA (ONTARIO), ISRAEL, AND HUNGARY.
- 0 THE KIND OF EDUCATIONAL PREPARATION NEEDED TO KEEP AMERICA COMPETITIVE, AND PREPARE INDIVIDUALS FOR ENTRY INTO OUR WORKFORCE, IS NOW UNDERGOING A MAJOR

METAMORPHOSIS. FUTURE JOBS WILL REQUIRE MORE EDUCATION. TODAY IT TAKES AN AVERAGE OF 12.8 YEARS OF SCHOOLING TO GET HIRED. THAT WILL GROW TO 13.5 YEARS BY THE YEAR 2000, BASED ON A STUDY BY THE HUDSON INSTITUTE, RELEASED EARLIER THIS YEAR. TO PUT IT ANOTHER WAY, 22 PERCENT OF THE CURRENT JOBS REQUIRE FOUR OR MORE YEARS OF COLLEGE. BY THE TURN OF THE CENTURY IT WILL BE 30 PERCENT. BY THEN, ONLY 35 PERCENT OF THE JOBS WILL BE OPEN TO HIGH SCHOOL STUDENTS.

THE WORK FORCE 2000 STUDY, RECENTLY COMPILED BY DEPARTMENT OF LABOR, SUMS UP RATHER WELL THE SIGNIFICANT EVOLUTION NOW TAKING PLACE IN THE LABOR MARKET. IT HAS CLOSE OBVIOUS TIES TO EDUCATION--AS WELL AS POSING SOME MAJOR CHALLENGES TO THE SUSTAINMENT OF A VOLUNTEER MILITARY FORCE.

- O BY THE YEAR 2000 THE LABOR FORCE WILL BE INCREASING AT A RATE OF 1 PERCENT PER YEAR.
- O THE PROPORTION OF YOUTH IN THE LABOR MARKET WILL DECLINE BY ONE FIFTH (FROM 20 TO 16 PERCENT).
- O TIGHT LABOR MARKETS WILL RESULT IN HIGHER LABOR RATES, ESPECIALLY FOR YOUNG WORKERS.

O     AVAILABLE JOBS WILL REQUIRE SKILLED WORKERS; FEW  
UNSKILLED JOBS WILL BE AVAILABLE.

COLLECTIVELY, AS JUST OUTLINED IN A RATHER SUPERFICIAL WAY, THE DEGREE OF CHANGE CONFRONTING US CAN BE POLITELY DESCRIBED AS IMMENSE. THE SOLUTIONS, THE U.S. ARMY BELIEVES, CENTER ON SHARING OF CAPABILITIES AND HUMAN RESOURCES. TO THAT END, WE HAVE ESTABLISHED A CLOSE ALLIANCE WITH DEPARTMENT OF LABOR, HAVE GROWING PARTNERSHIPS WITH INDUSTRY, AND ARE CONSTANTLY IN LEAGUE WITH THE EDUCATIONAL INSTITUTIONS AND ASSOCIATIONS OF AMERICA. TO SURVIVE AND MEET OUR INDIVIDUAL OBJECTIVES (STATE, INSTITUTIONAL, INDUSTRIAL OR OTHER) BEGINS WITH AN UNDERSTANDING THAT WE SHARE A COMMON PURPOSE--AND THAT TRUE SOLUTIONS ARE POSSIBLE ONLY THROUGH COLLECTIVE EFFORT. IN MANY CASES IT CAN BE A SITUATION WHERE EVERYONE PROFITS.

WE HAVE A PROGRAM WITHIN THE ARMY CALLED "TRANSITION MANAGEMENT." IN A NUTSHELL, IT CONVEYS THAT TRANSITIONS IN LIFE NEED TO BE MANAGED, AS OPPOSED TO MOVING FORWARD BLINDLY. PEOPLE NEED HELP IN MAKING THE RIGHT EDUCATIONAL AND OCCUPATIONAL CHOICES. HOW MANY NATIONAL RESOURCES--TALKING ABOUT PEOPLE--HAVE BEEN SQUANDERED BECAUSE NO ONE HELPED THE YOUNG PERSON MAKE THE RIGHT CHOICES FOR THEM--GIVEN THEIR INNATE GOD GIVEN ABILITIES? ALL OF THE KEY ARMY PROGRAMS THAT RELATE TO

THE STATE OF MAINE FALL ESSENTIALLY WITHIN THE PARAMETERS OF THE TRANSITION MANAGEMENT PROGRAM.

THE ONE MOST FAMILIAR TO YOU MAY BE THE GI BILL. IT TRANSLATES TO OVER 70,000 YOUNG MEN AND WOMEN WHO TRANSITION FROM THE U.S. ARMY EACH YEAR--EACH WITH THE FINANCIAL RESOURCES PROVIDED BY THE GI BILL (UP TO \$25,000), PLUS A STRONG COMMITMENT TO PURSUE AN EDUCATIONAL CURRICULUM. THAT CAN, OF COURSE, CONTRIBUTE TO THE ACHIEVEMENT OF BOTH THE EDUCATIONAL AND INDUSTRIAL GOALS OF THE STATE OF MAINE. THESE ARE VERY BRIGHT YOUNG PEOPLE, MANY OF THEM RE-ENTERING CIVILIAN LIFE WITH WELL DEVELOPED HIGH-TECH SKILLS.

I NOTE WITH PLEASURE, BY THE WAY, THAT MAINE HAS LED THE NATION--WITH STATE APPROPRIATIONS FOR HIGHER EDUCATION INCREASING BY 39 PERCENT SINCE 1985-86. MAINE HAS ALSO INCREASED STATE SUPPORT FOR STUDENT AID PROGRAMS BY 51 PERCENT IN THE LAST TWO YEARS. MAINE HAS SET ITSELF ON A PROGRESSIVE COURSE IN TERMS OF GREATER INVESTMENT IN THE EDUCATION OF ITS RESIDENTS--AND THIS IS THE KIND OF "POSITIONING STRATEGY" NEEDED IN DEALING WITH THE MAJOR CHALLENGES AHEAD.

WE IN THE ARMY SEE THE QUALITY OF SUCH EFFORT REFLECTED IN THE QUALITY OF YOUNG PEOPLE JOINING THE ARMY FROM MAINE. FORTY-NINE PERCENT OF THOSE ENLISTING DURING FISCAL YEAR 87, WHICH ENDED ON SEPTEMBER 30TH, ARE MENTAL CATEGORY I OR II, AS

COMPARED TO 38 PERCENT ARMY-WIDE. SEVENTY-SEVEN PERCENT OF THOSE ENLISTING FROM MAINE ARE IN MENTAL CATEGORY I-IIIA (UPPER 50 PERCENT OF U.S. POPULATION BY DEFINITION), AS COMPARED TO 67 PERCENT ARMY-WIDE. THOSE STATISTICS ALSO UNDERSCORE THE QUALITY OF OUR ARMY TODAY.

ANOTHER ASPECT OF THE ARMY'S TRANSITION MANAGEMENT PROGRAM RELATES TO ASSISTANCE IN MEETING THE NEEDS OF AMERICA'S HIGH SCHOOLS FOR TEACHERS. WORKING WITH THE NATIONAL EXECUTIVE SERVICE CORPS (NESC), UNDER GRANT FROM THE CARNEGIE FOUNDATION, WE HAVE A PILOT PROGRAM IN NORTH CAROLINA THAT WILL HELP RETIRING MILITARY PERSONNEL, WITH STRONG BACKGROUNDS IN MATH AND SCIENCE, TO OBTAIN TEACHING POSITIONS IN LOCAL HIGH SCHOOLS AROUND FAYETTEVILLE, NORTH CAROLINA. WE HAVE A NATIONAL SHORT-AGE OF HIGH QUALITY MATH AND SCIENCE TEACHERS--AND THIS PROGRAM SHOULD HELP SOLVE IT. WE WERE AMAZED AT THE NUMBER OF "RETIREEES TO BE" WHO EXPRESSED INTEREST. WE RECEIVED A 64 PERCENT RESPONSE RATE TO OUR QUESTIONNAIRE, WITH 41 PERCENT EXPRESSING INTEREST IN EXPLORING TEACHING AS A SECOND CAREER. NORTH CAROLINA IS EXCITED ABOUT THE OUTCOME, AND WILL SUBSIDIZE COURSES NECESSARY TO RECEIVE TEACHER CERTIFICATION. THIS KIND OF PROGRAM CAN ATTACK THE GRASS ROOTS OF THE PROBLEM SO VIVIDLY EVIDENT IN THE AREA OF MATH SCORES, MENTIONED EARLIER. WE OFFER MAINE AN OPPORTUNITY TO PARTICIPATE IN THIS PROGRAM AS IT DEVELOPS.

IN NEW JERSEY WE HAVE A PROGRAM CALLED ICE--STANDING FOR INDUSTRY COOPERATIVE EDUCATION. IT FOCUSES ON THOSE ENTERING COLLEGE--EITHER FROM MILITARY SERVICE OR DIRECTLY FROM HIGH SCHOOL. IT MATCHES OPPORTUNITIES IN INDUSTRY WITH STUDENT INTERESTS AND APTITUDES, A UNIVERSITY CURRICULUM, RESERVE OFFICER TRAINING CORPS (ROTC) PROGRAM ENROLLMENT, AND SIMULTANEOUS MEMBERSHIP WITH THE GUARD OR RESERVE. INDUSTRY REALIZES THAT THEY RECEIVE A DOUBLE BONUS--A QUALITY STUDENT (THEY DO NOT STAY ENROLLED IN ROTC OTHERWISE) WITH STRONG PROVEN LEADERSHIP ABILITIES. NEW JERSEY PROFITS ANOTHER WAY. THE INDIVIDUAL IS INCLINED TO REMAIN IN NEW JERSEY FOLLOWING GRADUATION--SINCE AFFILIATION WITH THE CIVILIAN COMPANY IS ESSENTIALLY CONCURRENT WITH ENROLLMENT IN THE ROTC PROGRAM. WE, OF COURSE, EXPECT THE CIVILIAN COMPANY TO UNDERSTAND, IF THE INDIVIDUAL IS ONE OF THOSE WE OFFER ACTIVE ARMY SERVICE, AND ELECTS TO PURSUE THAT CALLING. THE FACT IS THAT A MAJORITY OF THOSE OFFICERS WE COMMISSION THROUGH ROTC WILL FULFILL THEIR OBLIGATION IN THE GUARD OR RESERVE.

BECAUSE OF HIGH INTEREST IN THE ICE PROGRAM--A PROGRAM ONLY A YEAR OLD--WE ARE NOW EXPANDING IT TO VIRGINIA, MARYLAND AND PENNSYLVANIA. IT IS A PROGRAM WITH ALL OF THE KEY INGREDIENTS WE LOOK FOR:



1. IT MATCHES INDIVIDUAL APTITUDE AND INTEREST TO MULTIPLE OPPORTUNITIES.
2. IT BUILDS AMERICA'S COMPETITIVE EDGE.
3. IT PROVIDES POTENTIAL SOLUTIONS TO THE WORK FORCE NEEDS OF THE STATE IN ATTRACTING AND RETAINING INDUSTRY.
4. IT HELPS BOLSTER ENROLLMENTS AT OUR INSTITUTIONS OF HIGHER LEARNING.
5. IT HELPS SUSTAIN A QUALITY MILITARY FORCE, BOTH ACTIVE AND RESERVE COMPONENT.

I MENTIONED DEPARTMENT OF LABOR EARLIER, AND WOULD LIKE TO MENTION THE STRENGTH OF OUR PARTNERSHIP WITH THEM--AND HOW IT CAN RELATE TO MAINE. DEPARTMENT OF LABOR IS PLACING LOCAL VETERANS EMPLOYMENT REPRESENTATIVES (LVER) AT ARMY INSTALLATIONS, TO HELP TRANSITIONING SOLDIERS IDENTIFY EMPLOYMENT OPPORTUNITIES. FOR THE FIRST TIME, THIS IS BEING DONE IN CONCERT WITH ARMY EDUCATION PROGRAMS. SINCE LAST JANUARY--AND IT IS ANOTHER FIRST--WE HAVE BEEN OFFERING TO PREPARE THE COLLEGE ADMISSION PACKET FOR SOLDIERS, INCLUDING THE LETTER TO THE REGISTRAR. IT SUGGESTS THE DEPTH OF OUR COMMITMENT TO

THOSE WHO SERVE WITH US IN UNIFORM--AND WE EXTEND THE BENEFIT TO FAMILY MEMBERS AS WELL. MANY OF THE COLLEGE ENROLLMENTS HAVE NOTHING TO DO WITH RETURN TO CIVILIAN LIFE. A GROWING NUMBER ARE PURSUING HIGHER EDUCATION IN RELATIONSHIP TO THEIR MILITARY CAREER. MANY OF OUR NONCOMMISSIONED OFFICERS HAVE TWO YEARS OF COLLEGE NOW, AND BACCALAUREATE DEGREES ARE INCREASINGLY COMMON.

IT TAKES LITTLE IMAGINATION TO SEE THE KIND OF "NETWORKING" THAT CAN OCCUR THROUGH SUCH AN INTERRELATIONSHIP OF PROGRAMS. I MIGHT ADD THAT THE VETERANS ADMINISTRATION (VA) IS VERY MUCH A PART OF THE TEAM. WE ALSO MAINTAIN CLOSE CONTACT WITH THE DEPARTMENT OF EDUCATION, AND WE HAVE A GROWING NUMBER OF FORMAL PARTNERSHIP AGREEMENTS WITH CIVILIAN EDUCATIONAL ASSOCIATIONS. IN JANUARY I WILL BE MEETING WITH REPRESENTATIVES OF THE GOVERNOR OF FLORIDA TO DISCUSS HOW FLORIDA PROGRAMS MIGHT BE ENHANCED THROUGH AFFILIATION AND INTERFACE WITH ARMY PROGRAMS.

IN SUM IT IS AN EXCITING TIME--AN AWAKENING TO THE FACT THAT MOST PROBLEMS CAN BE CONFRONTED AND OVERCOME THROUGH SHARED UNDERTAKINGS. THERE IS PROBABLY EVEN A BETTER WAY TO SAY IT--OPPORTUNITIES ARE BECKONING. VISION, CREATIVE NETWORKING, INNOVATIVE INVESTMENT POLICIES, AND AWARENESS OF MUTUAL INTERESTS ARE THE AVENUES BY WHICH MAJOR PROGRESS CAN BE MADE.

THIS CONFERENCE, BY ITS VERY TITLE, REFLECTS THE INSIGHT, AS WELL AS FORESIGHT, OF THE STATE OF MAINE IN RECOGNIZING THE BENEFITS THAT CAN ACCRUE FROM COLLECTIVE CRITICAL ADDRESS OF ISSUES. THE ARMY STANDS READY TO SUPPORT SHARED EFFORTS THAT CAN SERVE TO PROMOTE THE NATIONAL WELL BEING, WHICH OF COURSE INCLUDES SUSTAINMENT OF A HIGH QUALITY MILITARY FORCE. THE DIMINISHING POOL OF ELIGIBLES FOR MILITARY SERVICE WILL PUT US TO THE TEST.

THE GERMAN PHILOSOPHER, GOETHE, HAD A SAYING THAT SPEAKS TO THE NEED TO AGGRESSIVELY PURSUE OPPORTUNITIES. HE SAID VERY SIMPLY: "SEIZE THIS VERY MOMENT."

WHEN YOU LOOK AT THE DYNAMICS OF THE GLOBAL SCENE, IT FURTHER REMINDS US OF THE NEED TO MOVE AHEAD--AND AS WE SAY IN THE ARMY, "BE ALL YOU CAN BE."

THERE IS MORE TO BE ENCOURAGED ABOUT THAN DISCOURAGED ABOUT TODAY. THERE IS, FOR EXAMPLE, A GROWING BELIEF THAT WE SIMPLY MUST INVEST AND COMMIT OURSELVES TO THE STRENGTHENING OF EDUCATION PROGRAMS IN AMERICA. IT GIVES ME PERSONAL PLEASURE TO SEE MAINE IN THE LEAD POINT OF SUCH EFFORTS.

THANK YOU FOR THE OPPORTUNITY TO ADDRESS YOU.

## APPENDIX II

### DESCRIPTION OF REGISTRY TRANSCRIPT SERVICE

# ARMY/ACE REGISTRY TRANSCRIPT SYSTEM

It used to be that when a soldier walked into your office to talk about receiving credit for learning experiences gained while in military service, you'd cancel your appointments for the rest of the day. Not any more. With the Army/ACE Registry Transcript System (AARTS), you can interpret complicated military forms, certificates, and training course descriptions in minutes—and grant credit on the spot.

AARTS is designed to help registrars, admissions officers, counselors, and deans award enlisted soldiers credit for learning experiences gained while in the Army. Through AARTS soldiers can receive a transcript of all their military educational experiences including those for which ACE has made credit recommendations. ACE credit recommendations recognize three kinds of learning experience:

- ☐ completing formal service school courses;
- ☐ holding military occupational specialties (MOSs);
- ☐ passing college-level tests, such as the CLEP, DSSTs, and ACT-PEP while on active duty.

The transcript makes it easier for you to award college credits to soldiers who enroll at your institution. The AARTS transcript translates military training and experience into a uniform description format and provides college credit recommendations. The transcript information helps you evaluate and grant credit for learning acquired in the Army and assists with academic planning and pre-admission counseling.

Additionally, Army education counselors can use the transcript as a tool in developing a soldier's educational and career goals. Because the transcripts contain brief descriptions of military courses completed and military occupational specialties held, both Army counselors and prospective employers can better understand the scope of a soldier's responsibilities and acquired skills while in the Army. Finally, the transcript is useful as a supplement to a separating soldier's resume.

All of the transcript data is supplied directly to AARTS by the Army, by the American Council on Education through its *Guide to the Evaluation of Educational Experiences in the Armed Services*, and by the various national testing programs. Because it sometimes takes AARTS 90-120 days to process and file data in the soldier's record, transcript users must allow up to four month's time for the reporting of data.

Some soldiers may report omissions in the listing of military course completions on their records, especially for the years 1981-1984. The reason for the omission is the non-availability of computerized student completion data available to AARTS from service schools. As service schools continue to computerize their data, class completion records reported to AARTS will improve. Soldiers seeking credit for course completions not documented on the transcript should provide you with alternate proof of course completion.

## WHO IS ELIGIBLE

Soldiers who entered active duty on or after October 1, 1981, remained on active duty on or after January 1, 1984, and are located at installations where AARTS is implemented are eligible for a transcript.

## HOW TO OBTAIN A TRANSCRIPT

Eligible soldiers may obtain transcript request forms from their Army education center counselors, or they may write directly to AARTS Office, Ft. Leavenworth, KS 66027-5010, including their social security number. AARTS will be phased in at Army installations during 1986-1987. Soldiers should see their Army counselor for further information. In addition, soldiers separating from the Army at installations where AARTS is implemented will automatically be issued transcripts that can be used during pre-separation counseling.

## FOR FURTHER INFORMATION

The American Council on Education is continually auditing the accuracy of the data produced by AARTS and provides third-party quality assurance. If you have any problems, questions, or comments concerning course and MOS evaluations, their credit recommendations, or the evaluation process, please write to American Council on Education, Office of Registries, Center for Adult Learning and Educational Credentials, One Dupont Circle, Washington, D.C. 20036-1193, Telephone (202) 939-9430.

For information concerning operational information, transcript requests, and transcript production, please write to: AARTS Office, Ft. Leavenworth, KS 66027-5010.

The American Council on Education recommends that postsecondary institutions develop policies and procedures for measuring and awarding credit for learning attained outside their sponsorship.

American society abounds in resources for learning at the postsecondary level. Public, private, and proprietary education institutions exercise the central but not exclusive responsibility for instruction and learning. Associations, business, government, industry, the military, and unions sponsor formal instruction. In addition, independent study and reading, work experiences, the mass media, and social interaction contribute to learning and competency.

Full and effective use of all educational resources is a worthy educational and social goal. Achieving this goal will depend to a large extent on providing equitable recognition for extra-institutional learning.

Taken from the statement *Awarding Credit for Extra-institutional Learning* by the Office of Educational Credit and Credentials (OECC) of the American Council on Education (ACE) approved by the ACE Board of Directors and endorsed by the Council on Post-secondary Accreditation.

# HOW TO READ THE AARTS TRANSCRIPT

■ **Biographical Data:** Includes the soldier's name, social security number, rank, military status, time in service and the highest academic level completed (i.e. high school graduate, two years of college, and so on).

■ **Test Scores:** Includes the College Level Examination Program (CLEP), American College Testing Program-PEP (ACT-PEP), Scholastic Aptitude Test (SAT), and DAN-TES Subject Standardized Test (DSST) scores. Each test listing includes the test number, test titles, date the test was taken, score earned by the student, ACE recommended passing score; and ACE recommended credit. The credit recommendation is included only if the score earned is equal to or higher than the ACE recommended passing score.

09/12/86

TRANSCRIPT SENT TO:  
COLLEGEVILLE UNIV  
CAMPUS DRIVE  
ANYWHERE, USA

ARMY/AMERICAN COUNCIL ON EDUCATION  
REGISTRY TRANSCRIPT SYSTEM

NAME: SMITH, JOHN DOE  
SSN: 226-96-5137  
RANK: SERGEANT  
MILITARY STATUS: ACTIVE  
TIME IN SERVICE: 3 YEARS, 5 MONTHS  
ACADEMIC LEVEL COMPLETED: HS GRADUATE

ACE GUIDE ID NUMBER:  
AR-2201-0197

MILITARY COURSE COMPLETIONS

COURSE: BASIC TRAINING (RECRUIT TRAINING)  
ACE CREDIT RECOMMENDATION: IN THE LOWER-DIVISION BACCALAUREATE/ASSOCIATE DEGREE CATEGORY, 1 SEMESTER HOUR IN OUTDOOR SKILLS PRACTICUM, 1 IN MARKSMANSHIP, 1 IN PERSONAL HEALTH, AND 1 IN PERSONAL PHYSICAL CONDITIONING (9/79).  
ACE GUIDE ID NUMBER: AR-1405-0107

COURSE: DIRECT SUPPORT UNIT STANDARD SUPPLY SYSTEM (DS4)  
QUARTERMASTER SCHOOL  
FT LEE, VA  
DATES TAKEN: 03/03/86-03/28/86  
ARMY COURSE NUMBER: 88-F37/551-AS18  
DESCRIPTION: TO PROVIDE SELECTED COMMISSIONED OFFICERS, WARRANT OFFICERS, AND NONCOMMISSIONED OFFICERS WITH THE KNOWLEDGE AND SKILLS REQUIRED TO OPERATE AN AUTOMATED SUPPLY MANAGEMENT AND INFORMATION SYSTEM. TOPICS OF INSTRUCTION INCLUDE LECTURES, EXAMINATIONS, AND PRACTICAL EXERCISES. TOPICS INCLUDE MANAGER INPUT PARAMETERS, INVENTORY AND ADJUSTMENT PROCEDURES, DEMAND ANALYSIS, AND SUPPLY SYSTEM OPERATING PROCEDURES.  
ACE CREDIT RECOMMENDATION: IN THE LOWER-DIVISION BACCALAUREATE/ASSOCIATE DEGREE CATEGORY, 2 SEMESTER HOURS IN SUPPLY SYSTEMS AND PROCEDURES (4/81).

TEST SCORES

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)—GENERAL

Mathematics  
—C3174  
DATE: 09/21/83  
SCORE: 450  
ACE RECOMMENDED PASSING SCORE: 421  
MS: 37  
MC: 42  
ACE RECOMMENDED CREDIT: 06 SH

MILITARY EXPERIENCE

MILITARY OCCUPATIONAL SPECIALTY GROUP: 76P  
TITLE: STOCK CONTROL SPECIALIST  
MILITARY OCCUPATIONAL SPECIALTIES HELD: 76P10 DUTY  
76P10: PRIMARY  
SKILL QUALIFICATION TESTS TAKEN: 76P10  
DESCRIPTION OF 76P10: EITHER HAS UNDERGONE ON-THE-JOB TRAINING PROGRAM  
ACE CREDIT RECOMMENDATION FOR 76P10: IN THE LOWER-DIVISION BACCALAUREATE...

OTHER LEARNING EXPERIENCES

ARMY COURSE NUMBER/  
DATES TAKEN  
88-F39-551-AS16  
03/31/86-05/09/86

DA53/DS4 OPERATOR  
QUARTERMASTER SCHOOL  
FT LEE, VA

ACE GUIDE ID NUMBER:  
MOS: 76P-002  
DATE: 01/85  
SCORE: 055

■ **Military Course Descriptions:** The first entry on every transcript will be Basic Military Training. Dates are not included because all soldiers take this training and the ACE credit recommendation is valid for the years covered by the transcript.

Additionally, the list of courses completed will include a course title, the ACE military *Guide* ID number, the location at which the course was taken, the dates of attendance, the Army course number, a course description, and the ACE credit recommendation.

■ **Military Experience:** Includes the military occupational specialty (MOS) group code, the ACE military *Guide* ID number, the specialty title, and the primary, duty, and secondary MOSs held by the soldier. In a majority of the cases the primary and duty occupational specialty will be the same. Under "Skill Qualification Test (SQT) taken" will be the number and level of the qualification tested, the date taken, and the score received. There is a description of the duties performed by the soldier in that specialty and the ACE recommended credit. If the soldier holds a duty MOS different from the primary MOS, there will be no test score. Duty and secondary MOSs do not carry SQT scores.

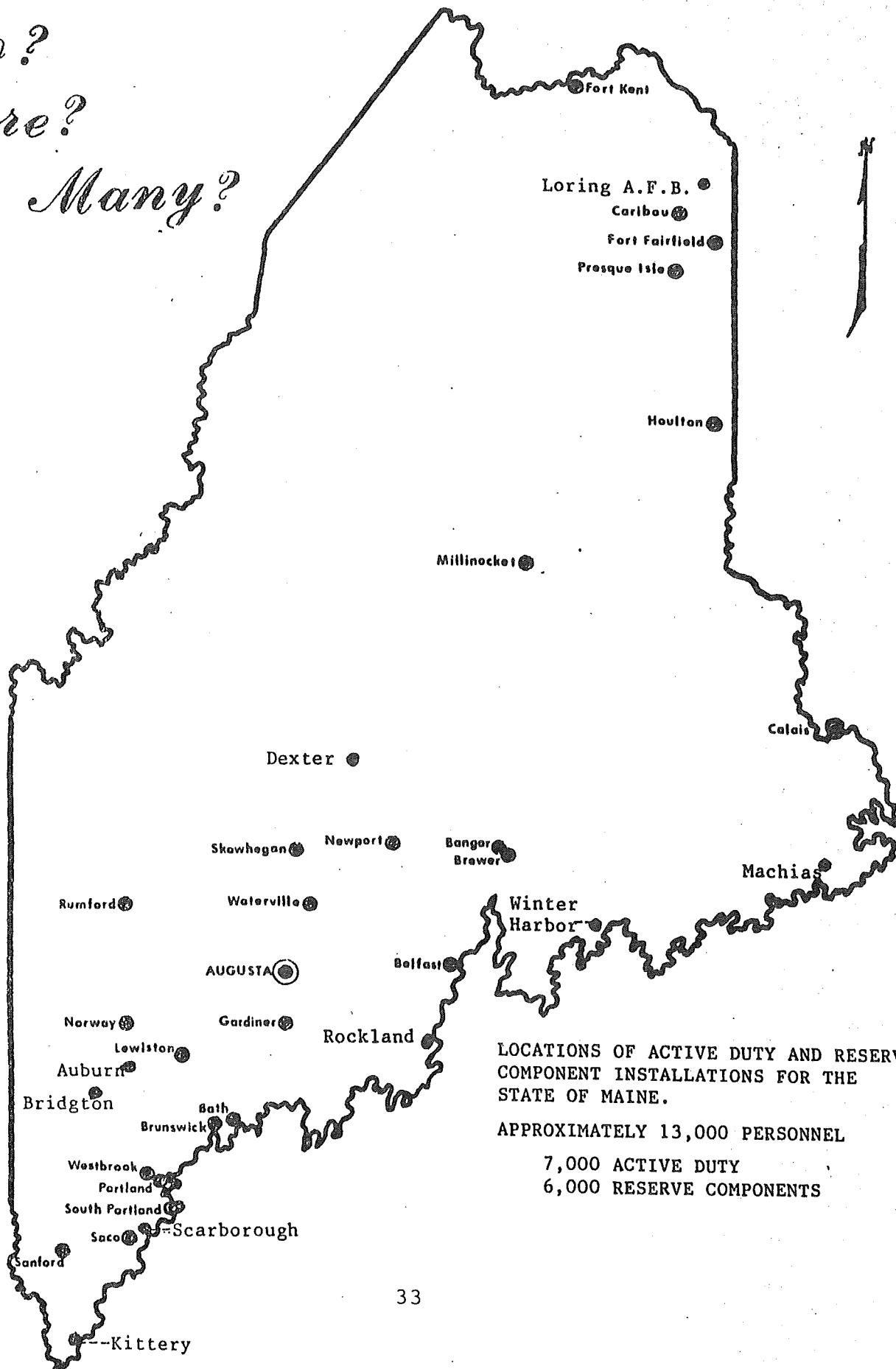
■ **Other Learning Experiences:** Includes courses that ACE will never evaluate for college credit, those that are pending evaluation, and those that are evaluated but are not currently computer compatible. Eventually most of the learning experiences in the second and third categories will be included in the main body of the transcript.

### APPENDIX III

#### NATIONAL GUARD AND RESERVE UNIT LOCATIONS



*Who?*  
*Where?*  
*How Many?*



LOCATIONS OF ACTIVE DUTY AND RESERVE  
 COMPONENT INSTALLATIONS FOR THE  
 STATE OF MAINE.

APPROXIMATELY 13,000 PERSONNEL

7,000 ACTIVE DUTY  
 6,000 RESERVE COMPONENTS

APPENDIX IV

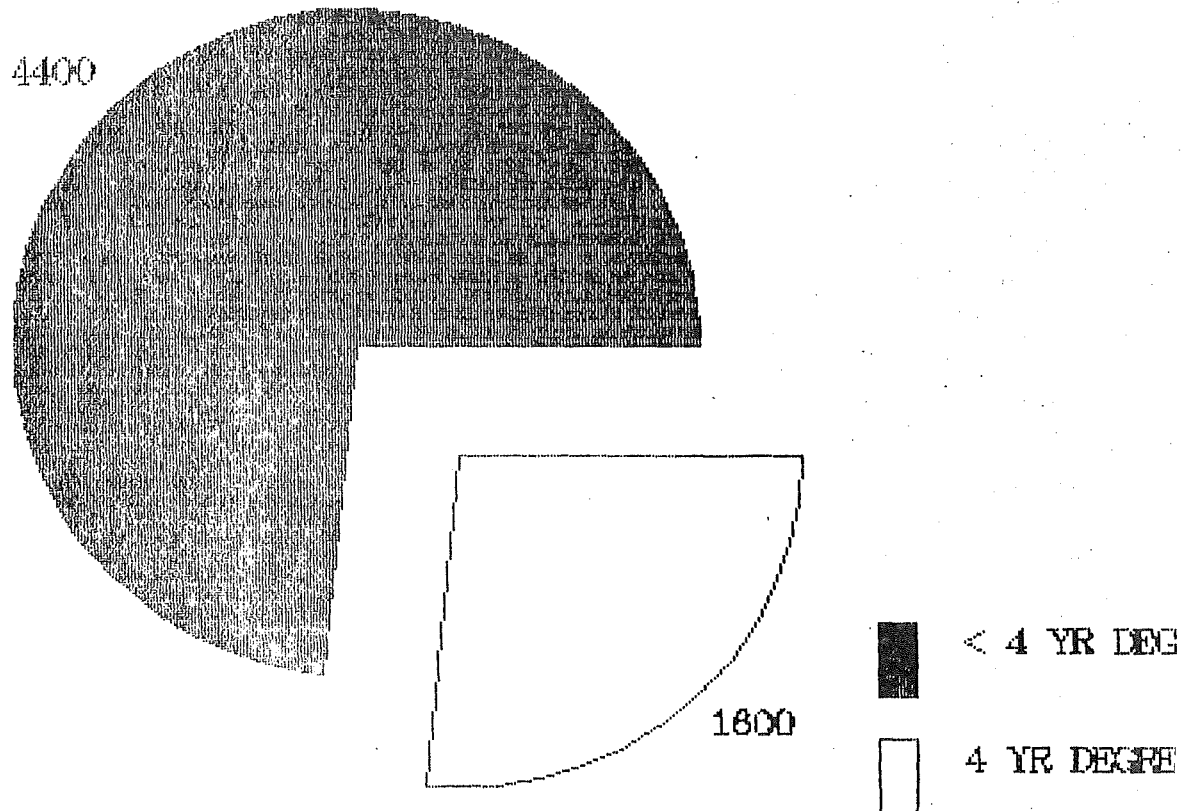
EDUCATIONAL LEVELS OF RESERVE COMPONENT PERSONNEL

December 9, 1987

# EDUCATION LEVEL

## Reserve Component Personnel

6,000 total personnel



There are approximately 4,400 reserve component personnel with less than a baccalaureate degree.

Officers are required to have 60 credit hours by 1 October 1989 and those personnel commissioned on or after 30 September 1983 will be required to have at least a baccalaureate degree to be eligible for promotion to the rank of Major.

\*\* This is representative of the potential market in the military community in the State of Maine. \*\*

APPENDIX V

PRESENTATION BY COMMISSIONER EVE M. BITHER



John R. McKernan, Jr.  
*Governor*

Eve M. Bither  
*Commissioner*

**DEPARTMENT OF  
EDUCATIONAL AND CULTURAL SERVICES**

Telephone (207) 289-5800

***EDUCATIONAL ASPIRATIONS***

***Remarks at the  
Conference on Educational Achievement  
Leadership Issues  
for Maine's  
Postsecondary Education  
and  
Military Communities  
Augusta, Maine  
December 9, 1987***

**by**

**Eve M. Bither, Commissioner  
Department of Educational and Cultural Services**

**Final**

CONFERENCE ON EDUCATIONAL ACHIEVEMENT LEADERSHIP ISSUES  
FOR MAINE'S POSTSECONDARY EDUCATION AND MILITARY COMMUNITIES

TODAY I WOULD LIKE TO SPEAK WITH YOU ABOUT THE INFLUENCE OF ASPIRATIONS  
ON EDUCATIONAL ACHIEVEMENT. WE ARE VERY QUICKLY REMINDED OF:

- o HIGH NUMBER OF INDIVIDUALS IN MAINE WITHOUT A HIGH SCHOOL DIPLOMA,
- o MAINE'S LOW RANKING WHEN VIEWED IN TERMS OF THE NUMBER OF OUR  
CITIZENS WHO PURSUE EDUCATION BEYOND HIGH SCHOOL -- ONLY 48 PERCENT  
OF THE PRESENT 18 YEAR OLD COHORT AS COMPARED TO THE NATIONAL  
AVERAGE OF 57 PERCENT,
- o THE RAPID CHANGES IN THE ECONOMIC BASES OF OUR SOCIETY AS A WHOLE  
AND HERE IN MAINE,
- o THE NEED FOR ALL OF US TO BE ABLE TO RESPOND MORE QUICKLY TO  
CONSTANTLY EVOLVING DEMANDS ON OUR KNOWLEDGE AND SKILLS, AND
- o OUR NEED TO COMMUNICATE EFFECTIVELY THROUGH A NUMBER OF MEDIUMS AS  
WE MOVE TOWARD THE 21ST CENTURY.

THUS, THE CONCEPT OF LIFELONG LEARNING AND ITS PROMOTION AS AN INTEGRAL VALUE  
FOR MAINE PEOPLE HAS MOVED EVEN CLOSER TO THE TOP OF OUR PRIORITY LIST.  
RAISING THE ASPIRATIONS OF MAINE CITIZENS HAS BECOME A TOP GOAL OF THE  
DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES. WE MUST HELP MAINE CITIZENS  
TO BE COMPETITIVE SO THAT THEY CAN ENTER AND REMAIN IN THE WORK FORCE AT A  
LEVEL THAT WILL ALLOW THEM TO LIVE A FULL LIFE AND TO PURSUE HAPPINESS AS THE  
CONSTITUTION PROMISES US. I THINK WE CAN ACCOMPLISH THIS WHILE MAINTAINING  
THE QUALITY OF LIFE THAT WE VALUE AND ENJOY IN OUR STATE.

MANY OF YOU KNOW BY NOW THAT GOVERNOR MCKERNAN AND HIS ADMINISTRATION HAVE  
IDENTIFIED THE NEED FOR HIGHER ASPIRATIONS AS ONE OF THE PRIMARY ISSUES ON THE  
AGENDA BEFORE US. WHEN WE TALK ABOUT HIGH ASPIRATIONS, WE REALLY TALK ABOUT A

GREATER DEGREE OF EQUITY FOR STUDENTS OF VARIOUS AGES AND VARIOUS BACKGROUNDS--A NOTION OF EQUITY BY GEOGRAPHY, BY THE AMOUNT OF WEALTH, EQUITY BY GENDER, AND EQUITY AS TO GRADE COMPLETION. WE OWE IT TO MAINE CITIZENS TO HELP THEM PREPARE THEMSELVES TO, AS THE ARMY PUTS IT, "BE ALL YOU CAN BE".

LET ME SHARE WITH YOU SOME OF THE WAYS CURRENTLY UNDER CONSIDERATION BY THE DEPARTMENT TO RAISE THE ASPIRATIONS OF MAINE CITIZENS.

CERTAINLY, ONE OF THE FIRST STEPS INVOLVES WHAT WE MIGHT DESCRIBE AS A PUBLIC RELATIONS OR INFORMATION DISSEMINATION EFFORT. MAINE CITIZENS, BOTH YOUTH AND ADULT, NEED TO BE VERY AWARE OF THE PROSPECTIVE ECONOMIC FUTURE OF OUR STATE. THEY NEED TO HEAR, SEE AND UNDERSTAND THE FORECASTS FOR STATE AND NATIONAL JOB MARKETS; THEY NEED TO UNDERSTAND THE ADVANTAGES OF PROPERLY PREPARING THEMSELVES AND THE POTENTIAL CONSEQUENCES IF THEY DO NOT. AT A MINIMUM, WE MUST RAISE THE RATE OF GRADUATION TO 90 PERCENT.

CONSIDER WITH ME SOME HISTORIC FACTORS. IT WAS ONLY BETWEEN 1910 AND 1930 THAT THE MAJORITY OF 18 YEAR OLDS GRADUATED FROM EIGHTH GRADE. IT WAS NOT UNTIL THE DECADE BETWEEN 1930 AND 1940 THAT THE MAJORITY GRADUATED FROM NINTH GRADE. TWELFTH GRADE WAS COMPLETED BY THE MAJORITY OF STUDENTS BETWEEN 1940 AND 1950, AND THE FIRST YEAR OF COLLEGE WAS COMPLETED BY MORE THAN 50 PERCENT BETWEEN 1960 AND 1970. THERE IS AN INTERESTING COROLLARY TO THE TIME WHEN A CERTAIN LEVEL OF EDUCATION IS COMPLETED. AS SOON AS MORE THAN HALF OF AN AGE GROUP COMPLETES A PARTICULAR LEVEL OF EDUCATION, SUCH AS THE TWELFTH GRADE BETWEEN 1940 AND 1950, THE HIGH SCHOOL DIPLOMA BEGAN TO LOSE SOME OF ITS VALUE. WHEN PEOPLE TODAY SAY THAT THE HIGH SCHOOL DIPLOMA IS NO LONGER WORTH WHAT IT ONCE WAS, THEY ARE ABSOLUTELY RIGHT. WHERE ONCE THE HIGH SCHOOL DIPLOMA PROVIDED ENTRY INTO A VARIETY OF JOBS, TODAY, SINCE MOST OF THE PEOPLE IN THE COUNTRY--IN FACT, 75 PERCENT OF A GIVEN AGE GROUP--ARRIVE AT THAT

LEVEL, THE ECONOMIC VALUE AND THE ECONOMIC UTILITY OF THE DIPLOMA HAS GREATLY DECLINED. THIS IS WHAT IS HAPPENING NOW WITH COLLEGE ATTENDANCE. WHEREAS DURING THE LAST DECADE, THE FIRST YEAR OF COLLEGE COMPLETION WAS A PARTICULAR VALUE, IN THE EIGHTIES WE DEFINITELY SEE TWO YEARS OF COLLEGE AS BEING REACHED BY ALMOST 50 PERCENT OF THE TOTAL POPULATION. IN FACT, 57 PERCENT OF THE GRADUATING CLASS IN THE COUNTRY NOW GOES ON TO SOME FORM OF HIGHER EDUCATION. POSTSECONDARY EDUCATION HAS BECOME THE EQUITY ISSUE OF THE EIGHTIES.

IT IS FOR THIS REASON THAT THOSE WHO DO NOT COMPLETE TWO YEARS OF COLLEGE ARE NOW DISADVANTAGED RATHER THAN BEING ADVANTAGED AS THEY WOULD HAVE BEEN JUST BY COMPLETING HIGH SCHOOL A FEW YEARS AGO.

THIS LEADS ME INTO A SECOND INITIATIVE THE DEPARTMENT WILL BE UNDERTAKING TO RAISING THE ASPIRATIONS OF MAINE CITIZENS. THE OBJECTIVE IS TO INCREASE PARTICIPATION IN POSTSECONDARY EDUCATION AND TRAINING PROGRAMS. MUCH ALREADY HAS BEEN SPOKEN HERE TODAY ABOUT THE NEED FOR OUR CITIZENS, OUR MILITARY PERSONNEL AND THEIR FAMILIES TO FURTHER THEIR EDUCATION. CERTAINLY, MAKING PROGRAMS MORE ACCESSIBLE IS A KEY FACTOR. ACCESSIBILITY IN TERMS OF GEOGRAPHICAL DISTANCE TO THE DELIVERER OF THE (EDUCATIONAL) PROGRAMS, ACCESSIBILITY IN TERMS OF THE PROGRAMS BEING AFFORDABLE, AND ACCESSIBILITY IN TERMS OF A LEARNING ENVIRONMENT THAT IS CONDUCIVE TO ATTRACTING OUR ADULT POPULATION. INCREASE IN COLLEGE SCHOLARSHIP PROGRAMS.

WE ALREADY KNOW, FOR EXAMPLE, THAT OUR POSTSECONDARY INSTITUTIONS WILL BE SERVING OLDER STUDENTS AS WE MOVE TOWARD THE 21ST CENTURY. THIS WILL PROVIDE US WITH THE LUXURY OF WORKING WITH INDIVIDUALS WHO HAVE A HIGHER LEVEL OF MATURITY AND MOTIVATION.



THE LAST WORD--MOTIVATION LEADS ME INTO THE THIRD AREA I WOULD LIKE TO DISCUSS WITH YOU TODAY. I BELIEVE THAT HAND AND HAND WITH THE INFORMATION DISSEMINATION OBJECTIVE AND THE OBJECTIVE TO INCREASE PARTICIPATION IN POSTSECONDARY EDUCATION AND TRAINING PROGRAMS COMES THE NEED FOR US TO BUILD CONFIDENCE AND TO GIVE INDIVIDUALS A SENSE OF SELF-WORTH.

WE ALSO KNOW THAT ADULTS BUILD CONFIDENCE WHEN THEY SEE THAT SOME OF THEIR LIFE'S EXPERIENCES ALREADY QUALIFY THEM FOR PARTICIPATION IN A FORMAL POSTSECONDARY PROGRAM WITH ADVANCED STANDING. IT IS CLEAR, SUCCESS BREEDS SUCCESS AND WHAT WE ARE ADDRESSING TODAY IS AN ASPIRATIONS ISSUE FOR ADULTS AS WELL AS FOR OUR IN-SCHOOL YOUTH.

ADULTS WHO SUCCEED IN FORMAL EDUCATIONAL SETTINGS SUBSEQUENTLY BECOME ROLE MODELS FOR OTHER MEMBERS OF THEIR FAMILIES AND THEIR COMMUNITIES.

IN ORDER TO ENSURE THAT THE STANDARDS OF TODAY DO NOT REPLACE THOSE THAT OUGHT TO BE, WE MUST ALSO RAISE OUR EXPECTATIONS:

- o OF OUR STUDENTS FOR MAJOR ACHIEVEMENT BY USING EXISTING RESEARCH
- o OF OUR TEACHERS FOR BETTER PREPARATION, BETTER METHODOLOGY, BETTER UNDERSTANDING OF INDIVIDUAL NEEDS OF STUDENTS
- o OF ADMINISTRATORS FOR COURAGE AND A SENSE OF COMMITMENT TO THE EDUCATION OF ALL STUDENTS AND THE NECESSARY REORGANIZATION OF OUR SCHOOLS, PARTICULARLY HIGH SCHOOLS
- o OF OUR INSTITUTIONS - THOSE REPRESENTED IN THIS ROOM - THE WILL TO CHANGE FASTER THAN AT OUR USUAL GLACIAL PACE
- o OF THE CITIZENS OF MAINE FOR GROWING SUPPORT OF RECOGNIZED IMPROVEMENTS (55% - HIGHEST IN NEW ENGLAND)
- o OF PUBLIC EDUCATION FOR GREATER ACCOUNTABILITY - REPORT CARD

THESE EXPECTATIONS REQUIRE CHANGE ON A MASSIVE SCALE, AND OVER A SHORT PERIOD OF TIME. I KNOW THAT CHANGE IS A SLOW PROCESS. I AM REMINDED, ON A REGULAR BASIS, THAT IT IS BY MANY PEOPLE. AND, OF COURSE, I KNOW THAT THAT IS TRUE, FOR DOESN'T EVERY COURSE IN ORGANIZATIONAL THEORY TELL YOU THAT IT IS SO?

I WOULD ARGUE, HOWEVER, THAT BECAUSE EACH YEAR THE 200,000 STUDENTS UNDER MY CARE ARE GETTING ONE YEAR OLDER--A YEAR OF OPPORTUNITIES EITHER GRASPED OR LOST FOREVER--THIS DEMANDS URGENCY ON MY PART.

I WOULD ARGUE THAT THE RAPID DECLINE IN THE 18 YEAR COHORT WITHIN THE COMING DECADE MUST URGE BOTH THE MILITARY AND HIGHER EDUCATION COMMUNITIES TO FIND NEW PROCESSES FOR EDUCATING GREATER PERCENTAGES OF THE AGE COHORT IF OUR ECONOMY, OUR DEFENSE, AND OUR INTELLECTUAL FUTURE ARE TO FLOURISH AND THAT THIS DEMANDS URGENCY ON THE PART OF THE MILITARY AND OF POSTSECONDARY EDUCATION.

AND, THEREFORE, TODAY I WOULD ARGUE BEFORE THIS GROUP IN FAVOR OF A LEADERSHIP STYLE OF INSPIRED IMPATIENCE AS WE FACE THE TASKS AHEAD OF ALL OF US.

I BELIEVE THAT WE CAN AND MUST ACHIEVE THIS ON BEHALF OF THOSE WHO DEPEND UPON US AND LOOK FORWARD TO WORKING WITH YOU TOWARD THIS GOAL.

TO THIS MOMENT I HAVE SPOKEN ONLY A LITTLE ABOUT THE MILITARY POPULATIONS IN MAINE. MY REMARKS HAVE BEEN AIMED AT MAINE CITIZENS IN GENERAL. BECAUSE MILITARY PERSONNEL AND MEMBERS OF THEIR FAMILIES ARE MAINE CITIZENS. MEMBERS OF THE NATIONAL GUARD AND RESERVES ARE YOU AND I AND OUR NEXT DOOR NEIGHBOR.

ACTIVE DUTY PERSONNEL, WHILE IN MAINE (AND MANY REMAIN AFTER SEPARATION) ARE PRIMARILY EDUCATED BY MAINE INSTITUTIONS WHILE THEIR CHILDREN ATTEND OUR PUBLIC SCHOOLS.

SIMPLY PUT, WE ARE ALL IN THIS TOGETHER! RAISING THE EDUCATIONAL ASPIRATIONS OF OUR MILITARY PERSONNEL AND MEMBERS OF THEIR FAMILIES IS RAISING THE ASPIRATIONS OF MAINE PEOPLE.

APPENDIX VI

CONFERENCE PROGRAM

CONFERENCE ON EDUCATIONAL ACHIEVEMENT  
LEADERSHIP ISSUES FOR MAINE'S POSTSECONDARY EDUCATION AND MILITARY COMMUNITIES

8:30 a.m.	Registration, Coffee and Pastries	10:45 a.m.	Educational Aspirations Commissioner Eve M. Blither
9:00 a.m.	Welcome Commissioner Eve M. Blither Department of Educational and Cultural Services		Military Commitment Major General Ernest C. Park Adjutant General, State of Maine
9:10 a.m.	Keynote Address: The Emerging Education and Training Needs of the Military Brigadier General Robert L. Dillworth Adjutant General, Department of The Army, Washington, DC	11:05 a.m.	General Discussion
9:40 a.m.	Coffee Break	11:30 p.m.	Lunch/Round Table Discussion and Wrap Up 11:30 to 11:45 Activity I 11:45 to 12:00 Activity II 12:30 to 12:45 Report Out 12:45 to 1:00 Closure
10:00 a.m.	Accessibility and Policies Colonel Francis Amoroso Director of Personnel, Department of Defense and Veterans' Services Colonel Nelson Durgin Executive Support Staff Officer, Department of Defense and Veterans' Services Colonel Bruce Battey Chief, Education Division Headquarters, Department of The Army Lieutenant John McKenney Education Services Officer, Department of Defense and Veterans' Services Mr. John Planchak Chief, Education Services Branch, Loring Air Force Base Mr. Arthur Levitt Senior Education Specialist, Navy Campus, Brunswick Naval Air Station	1:00 p.m.	Introduction of The Governor Major General Ernest C. Park  Closing Remarks The Honorable John R. McKernan, Jr. Governor, State of Maine
			Conference Moderator Dr. David W. Brown Associate Commissioner Bureau of School Management, DECS

APPENDIX VII

CONFERENCE PARTICIPANTS

Conference on Educational Achievement, Leadership Issues for  
Maine's Postsecondary Education and Military Communities

Senator Inn, Augusta  
December 9, 1987

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