

U.S. Military
Educational Institutions

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About the Editor

Michael Erbschloe has worked for over 30 years performing analysis of the economics of information technology, public policy relating to technology, and utilizing technology in reengineering organization processes. He has authored several books on social and management issues of information technology that were published by McGraw Hill and other major publishers. He has also taught at several universities and developed technology-related curriculum. His career has focused on several interrelated areas:

- Technology strategy, analysis, and forecasting
- Teaching and curriculum development
- Writing books and articles
- Publishing and editing
- Public policy analysis and program evaluation

Books by Michael Erbschloe

Social Media Warfare: Equal Weapons for All (Auerbach Publications)

Walling Out the Insiders: Controlling Access to Improve Organizational Security (Auerbach Publications)

Physical Security for IT (Elsevier Science)

Trojans, Worms, and Spyware (Butterworth-Heinemann)

Implementing Homeland Security in Enterprise IT (Digital Press)

Guide to Disaster Recovery (Course Technology)

Socially Responsible IT Management (Digital Press)

Information Warfare: How to Survive Cyber Attacks (McGraw Hill)

The Executive's Guide to Privacy Management (McGraw Hill)

Net Privacy: A Guide to Developing & Implementing an e-business Privacy Plan (McGraw Hill)

Introduction

You can become an officer in the U.S. military by graduating from one of the U.S. service academies. The academies are colleges that train future commissioned officers.

Benefits and Commitments tuition, room, and board are free you get paid while you are attending. The you must serve for several years in the military after you graduate, unless you go to the Merchant Marine Academy—then you have other options.

There are five military academies:

- United States Military Academy — Army
- United States Naval Academy — Navy and Marine Corps
- United States Coast Guard Academy
- United States Merchant Marine Academy
- United States Air Force Academy

How to Get Into a Military Academy

To be accepted into any service academy except for the Coast Guard Academy, you must first be nominated to the school by either:

- A U.S. Senator
- A U.S. Representative
- The Vice President of the U.S., who can nominate applicants to any academy except the Merchant Marine Academy.

For more information, contact your Senator, Representative, or the Vice President.

How to Get into the Coast Guard Academy: Submit an application directly. You don't need to be nominated.

The U.S. military operates many types of schools to train members of the U.S. military, foreign militaries, and civilians in certain fields. The military academies are colleges that train future officers.

The military also operates its own medical school, the Uniformed Services University of the Health Sciences (USUHS). Students pay no tuition or fees, and receive a salary and military benefits.

Some of the military schools include:

- National Defense University
- Army War College
- Naval War College

- Air Force Institute of Technology
- Air University
- Defense Acquisition University
- Defense Language Institute
- Naval Postgraduate School
- Defense Information School

(Link: <https://www.usa.gov/military-colleges#item-35337>)

U.S. History

The history of the United States is vast and complex, but can be broken down into moments and time periods that divided, unified, and changed the United States into the country it is today:

1700-1799

- The American Revolution (sometimes referred to as the American War of Independence or the Revolutionary War) was a conflict which lasted from 1775-1783 and allowed the original thirteen colonies to remain independent from Great Britain.
- American politician and soldier George Washington became the first President of the United States in 1789, serving two terms.
- Beginning in Great Britain in the late 1790s, the Industrial Revolution eventually made its way to the United States and changed the focus of our economy and the way we manufacture products.

1800-1899

- In 1803, President Thomas Jefferson agreed to the Louisiana Purchase, successfully adding 530 million acres of land to the United States. The area was purchased from France for \$15 million. The following year, President Jefferson assigned Meriwether Lewis (who asked for help from William Clark) to head west and explore the newly purchased land. It took about a year and a half for the duo to reach the west coast.
- The American Civil War divided the United States in two – the Northern States versus the Southern States. The outcome of the four year battle (1861-1865) kept the United States together as one whole nation and ended slavery.

1900-1999

- On December 17, 1903, brothers Wilbur and Orville Wright became the first people to maintain a controlled flight in a powered, heavier-than-air machine. The Wright Flyer only flew for 12 seconds for a distance of 120 feet, but their technology would change the modern world forever.
- On April 6, 1917, the United States entered World War I by declaring war on Germany.
- After nearly 100 years of protests, demonstrations, and sit-ins, women of the United States were officially granted the right to vote after the 19th Amendment was ratified on August 26, 1920.
- The worst economic crisis to happen in the United States occurred when the stock market crashed in October 1929 resulting in the Great Depression.
- World War II officially begins in September 1939 after Germany invades Poland. The United States didn't enter the war until after the Japanese attack on Pearl Harbor on December 7, 1941.
- On August 6 and August 9 1945, the United States dropped an atomic bomb on the Japanese cities of Hiroshima and Nagasaki, effectively ending World War II.
- After World War II, an agreement was reached to divide Korea into two parts: a northern half to be controlled by the Soviet Union and a southern half to be controlled by the United States. The division was originally meant as a temporary solution, but the Soviet Union managed to block elections that were held to elect someone to unify the country. Instead, the Soviet Union sent North Korean troops across the 38th parallel leading to the three-year long (1950-1953) Korean War.
- From 1954-1968, the African-American Civil Rights movement took place, especially in the Southern states. Fighting to put an end to racial segregation and discrimination, the movement resulted in the 1964 Civil Rights Act, the 1965 Voting Rights Act, and the 1968 Fair Housing Act.
- The Vietnam War was a nearly 20 year battle (November 1, 1955–April 30 1975) between North Vietnam and South Vietnam. North Vietnam won the war and Vietnam became a unified country.
- The Apollo 11 mission (July 16-24, 1969) allowed United States astronauts Neil Armstrong and Edwin “Buzz” Aldrin to become the first humans to walk on the moon's surface.

2000-Present

- The terrorist attacks on September 11, 2001, changed the United States forever. Less than a month later (October 7, 2001) the United States began the War in Afghanistan, which is still happening today.

- On March 20, 2003, the United States invaded and occupied Iraq. The war lasted for more than eight years before it was officially declared over on December 18, 2011.

- In 2008, Barack Obama became the first African-American to be elected President of the United States.

- Operation Neptune Spear was carried out on May 2, 2011, resulting in the death of long-time al-Qaeda leader Osama bin Laden.

(Link: <https://www.usa.gov/history#item-37632>)

West Point

West Point's role in our nation's history dates back to the Revolutionary War, when both sides realized the strategic importance of the commanding plateau on the west bank of the Hudson River. General George Washington considered West Point to be the most important strategic position in America. Washington personally selected Thaddeus Kosciuszko, one of the heroes of Saratoga, to design the fortifications for West Point in 1778, and Washington transferred his headquarters to West Point in 1779. Continental soldiers built forts, batteries and redoubts and extended a 150-ton iron chain across the Hudson to control river traffic. Fortress West Point was never captured by the British, despite Benedict Arnold's treason. West Point is the oldest continuously occupied military post in America.

Several soldiers and legislators, including Washington, Knox, Hamilton and John Adams, desiring to eliminate America's wartime reliance on foreign engineers and artillerymen, urged the creation of an institution devoted to the arts and sciences of warfare.

President Thomas Jefferson signed legislation establishing the United States Military Academy in 1802. He took this action after ensuring that those attending the Academy would be representative of a democratic society.

Colonel Sylvanus Thayer, the "father of the Military Academy," served as Superintendent from 1817-1833. He upgraded academic standards, instilled military discipline and emphasized honorable conduct. Aware of our young nation's need for engineers, Thayer made civil engineering the foundation of the curriculum. For the first half century, USMA graduates were largely responsible for the construction of the bulk of the nation's initial railway lines, bridges, harbors and roads.

After gaining experience and national recognition during the Mexican and Indian wars, West Point graduates dominated the highest ranks on both sides during the Civil War. Academy graduates, headed by generals such as Grant, Lee, Sherman and Jackson, set high standards of military leadership for both the North and South.

The development of other technical schools in the post-Civil War period allowed West Point to broaden its curriculum beyond a strict civil engineering focus. Following the creation of Army post-graduate command and staff schools, the Military Academy came to be viewed as the first step in a continuing Army education.

In World War I, Academy graduates again distinguished themselves on the battlefield. After the war, Superintendent Douglas MacArthur sought to diversify the academic curriculum. In recognition of the intense physical demands of modern warfare, MacArthur pushed for major changes in the physical fitness and intramural athletic programs. "Every cadet an athlete" became an important goal. Additionally, the cadet management of the Honor System, long an unofficial tradition, was formalized with the creation of the Cadet Honor Committee.

Eisenhower, MacArthur, Bradley, Arnold, Clark, Patton, Stilwell and Wainwright were among an impressive array of Academy graduates who met the challenge of leadership in the Second World War. The postwar period again saw sweeping revisions to the West Point curriculum resulting from the dramatic developments in science and technology, the increasing need to understand other cultures and the rising level of general education in the Army.

In 1964, President Johnson signed legislation increasing the strength of the Corps of Cadets from 2,529 to 4,417 (more recently reduced to 4,000). To keep up with the growth of the Corps, a major expansion of facilities began shortly thereafter.

Another significant development at West Point came when enrollment was opened to women in 1976. Sixty-two women graduated in the class of 1980, to include Andrea Hollen, Rhodes Scholar. Just as women are a vital and integral part of the U.S. Army, so they are at West Point.

In recent decades, the Academy's curricular structure was markedly changed to permit cadets to major in any one of more than a dozen fields, including a wide range of subjects from the sciences to the humanities.

(Link: <http://www.usma.edu/wphistory/SitePages/Home.aspx>)

Air Force Academy

The Air Force Academy is both a military organization and a university. Much of the Academy is set up like most other Air Force bases, particularly the 10th Air Base Wing, but the superintendent, commandant, dean of faculty and cadet wing are set up in a manner resembling a civilian university.

The Superintendent is the Academy's commanding officer and is responsible for the Academy's regimen of military training, academics, athletic and character development programs.

The Commandant oversees the 4,400-member cadet wing and more than 300 Air Force and civilian support personnel and is responsible for cadet military training and Airmanship education, supervising cadet life activities and providing support to facilities and logistics.

The Dean of Faculty commands a 700-person mission element and oversees annual course design and instruction of more than 500 courses crossing 32 academic disciplines and directs the operation of five support staff agencies and faculty resources involving more than \$250 million.

The 10th Air Base Wing comprises more than 3,000 military, civilian and contract personnel who conduct all base-level support activities, including law enforcement and force protection, civil engineering, communications, logistics, military and civilian personnel, financial management, services and the clinic, for a military community of about 25,000 people.

The United States Air Force Academy was established April 1, 1954, the culmination of an idea that had been years in the making. Airpower leaders, long before the Air Force was a separate service, had argued that they needed a school, dedicated to war in the air, at which to train the country's future Airmen. After September 1947, when the Air Force was established as a separate service, this idea finally had the legitimacy of the new service behind it.

In 1948, the Air Force appointed a board, later named the Stearns-Eisenhower Board for its chairmen, to study the existing military academies and to study the options for an Air Force Academy. Their conclusions were strongly put: the Air Force needed its own school, and they recommended additionally that at least 40 percent of future officers be service academy graduates.

After Congress passed the bill establishing the Air Force Academy, the secretary of the Air Force appointed a commission to recommend a location. After traveling 21,000 miles and considering hundreds of sites all over the country, the commission recommended Colorado Springs as its first choice. The secretary agreed, and the purchasing of the thousands of acres began. The state of Colorado contributed \$1 million to the purchase of the land.

On July 11, 1955, the same year construction began in Colorado Springs, the first class of 306 men was sworn in at a temporary site, Lowry Air Force Base, in Denver. Lt. Gen. Hubert R.

Harmon, a key figure in the development of early plans for an Academy, was recalled from retirement by President Dwight D. Eisenhower to become the first superintendent.

Two years later, Maj. Gen. James Briggs took over as the Academy's second superintendent. On Aug. 29, 1958, the wing of 1,145 cadets moved to its permanent site from Denver. Less than a year later, the Academy received academic accreditation and graduated its first class of 207 on June 3, 1959. In 1964, the authorized strength of the Cadet Wing was increased to 4,417. The present authorized strength is 4,000.

Perhaps the most controversial event in the Academy's history was the admission of women. President Gerald R. Ford signed legislation Oct. 7, 1975, permitting women to enter the military academies. Women entered the Air Force Academy for the first time on June 28, 1976. The first class including women graduated in 1980.

As with any institution, the Air Force Academy has suffered growing pains and continues to evolve. Even in its relatively short existence, the school has excelled in its quest for excellence.

The Academy celebrated the 50th anniversary of its inception April 1, 2004. Three noteworthy events occurred in connection with the celebration. First, a 37-cent commemorative stamp was issued honoring the Academy, with the chapel strikingly portrayed. The Academy was also declared a national historic landmark, and a plaque was installed on the Honor Court marking the occasion. Finally, Harmon was officially named as the father of the Air Force Academy, honoring the pivotal role he played in its planning and establishment. Further anniversaries were marked during the next four years, culminating with the 50th anniversary of the first commencement at the Academy in 2009.

The Academy has provided the Air Force with a corps of officers dedicated to upholding the high standards of their profession. The Air Force, in turn has provided a proving ground for these officers and sent back to its Academy dedicated staff members to educate and train these future leaders. Fifty years after the first class entered, the Academy has now graduated over 37,000 young officers' intent on serving their country.

(Link: <http://www.usafa.af.mil/AboutUs.aspx>)

U.S. Naval Academy

Mission of USNA

"To develop Midshipmen morally, mentally and physically and to imbue them with the highest ideals of duty, honor and loyalty in order to graduate leaders who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship and government."

When the founders of the United States Naval Academy were looking for a suitable location, it was reported that then Secretary of the Navy George Bancroft decided to move the naval school to "the healthy and secluded" location of Annapolis in order to rescue midshipmen from "the temptations and distractions that necessarily connect with a large and populous city." The Philadelphia Naval Asylum School was its predecessor. Four of the original seven faculty members came from Philadelphia. Other small naval schools in New York City, Norfolk, Va., and Boston, Mass. also existed in the early days of the United States.

The United States Navy was born during the American Revolution when the need for a naval force to match the Royal Navy became clear. But during the period immediately following the Revolution, the Continental Navy was demobilized in 1785 by an economy-minded Congress.

The dormancy of American seapower lasted barely a decade when, in 1794, President George Washington persuaded the Congress to authorize a new naval force to combat the growing menace of piracy on the high seas.

The first vessels of the new U.S. Navy were launched in 1797; among them were the United States, the Constellation, and the Constitution. In 1825, President John Quincy Adams urged Congress to establish a Naval Academy "for the formation of scientific and accomplished officers." His proposal, however, was not acted upon until 20 years later.

On September 13, 1842, the American Brig Somers set sail from the Brooklyn Navy Yard on one of the most significant cruises in American naval history. It was a school ship for the training of teenage naval apprentice volunteers who would hopefully be inspired to make the Navy a career.

However, discipline deteriorated on the Somers and it was determined by a court of inquiry aboard ship that Midshipman Philip Spencer and his two chief confederates, Boatswains Mate Samuel Cromwell and Seaman Elisha Small, were guilty of a "determined attempt to commit a mutiny." The three were hanged at the yardarm and the incident cast doubt over the wisdom of

sending midshipmen directly aboard ship to learn by doing. News of the Somers mutiny shocked the country.

Through the efforts of the Secretary of the Navy George Bancroft, the Naval School was established without Congressional funding, at a 10-acre Army post named Fort Severn in Annapolis, Maryland, on October 10, 1845, with a class of 50 midshipmen and seven professors. The curriculum included mathematics and navigation, gunnery and steam, chemistry, English, natural philosophy, and French.

In 1850 the Naval School became the United States Naval Academy. A new curriculum went into effect requiring midshipmen to study at the Academy for four years and to train aboard ships each summer. That format is the basis of a far more advanced and sophisticated curriculum at the Naval Academy today. As the U.S. Navy grew over the years, the Academy expanded. The campus of 10 acres increased to 338. The original student body of 50 midshipmen grew to a brigade size of 4,000. Modern granite buildings replaced the old wooden structures of Fort Severn.

Congress authorized the Naval Academy to begin awarding bachelor of science degrees in 1933. The Academy later replaced a fixed curriculum taken by all midshipmen with the present core curriculum plus 18 major fields of study, a wide variety of elective courses and advanced study and research opportunities.

Since then, the development of the United States Naval Academy has reflected the history of the country. As America has changed culturally and technologically so has the Naval Academy. In just a few decades, the Navy moved from a fleet of sail and steam-powered ships to a high-tech fleet with nuclear-powered submarines and surface ships and supersonic aircraft. The academy has changed, too, giving midshipmen state-of-the-art academic and professional training they need to be effective naval officers in their future careers.

The Naval Academy first accepted women as midshipmen in 1976, when Congress authorized the admission of women to all of the service academies. Women comprise over 20 percent of entering plebes --or freshmen-- and they pursue the same academic and professional training as do their male classmates

(Link: <https://www.usna.edu/USNAHistory/index.php>)

U.S. Merchant Marine Academy

United States Merchant Marine Academy is a federal service academy that educates and graduates licensed Merchant Marine officers of exemplary character who serve America's marine transportation and defense needs in peace and war. With 95 percent of the world's products transported over water, these leaders are vital to the effective operation of our merchant fleet for both commercial and military transport during war and peace. Academy graduates abide by the motto "Acta Non Verba" - deeds not words, and are leaders that exemplify the concept of service above self.

Known for its rigorous academic program, USMMA requires more credit hours for a baccalaureate degree than any other Federal service academy. This challenging coursework is augmented by the Academy's Sea year experience, which affords midshipmen the opportunity to acquire hands-on, real-world experiences aboard working commercial vessels sailing to ports around the world. Midshipmen who master this demanding curriculum earn a unique combination of credentials:

- A highly-regarded Bachelor of Science degree
- A U.S. Coast Guard license
- An officer's commission in the U.S. Armed Forces

For this reason, Academy graduates are highly sought after as officers in the military and the merchant marine. This merchant fleet of efficient and productive commercial ships owned by U.S. companies and registered and operated under the American flag, forms an essential part of our domestic and international transportation system. U.S. Merchant Marine graduates play a key role in this industry, which is vital to America's economy and continued prosperity.

All graduates have a service obligation upon graduation that provides the most career options offered by any of the federal academy.

- Graduates can choose to work five years in the United States maritime industry with eight years of service as an officer in any reserve unit of the armed forces.
- Or five years active duty in any of the nation's armed forces.

In time of war or national emergency, the U.S. Merchant Marine becomes vital to national security as a "fourth arm of defense." Our merchant ships bear the brunt of delivering military troops, supplies and equipment overseas to our forces and allies operating as an auxiliary unit to the Navy. The stark lessons of the twenty first century conflicts again prove that a strong merchant marine is an essential part of American security and sea power.

The nation's economic and security needs met by the U.S. Merchant Marine are compelling. Today, the United States imports approximately 85 percent of some 77 strategic commodities

critical to America's industry and defense. Although we, as a nation, account for only six percent of the world population, we purchase nearly a third of the world's output of raw materials. Ninety-nine percent of these materials are transported by merchant vessels.

But the most important element in a productive merchant fleet and a strong transportation industry is people - men and women who can lead with integrity, honor, intelligence, dedication, and competence. The U.S. Merchant Marine Academy ensures that such people are available to the nation as shipboard officers and as leaders in the transportation field who will meet the challenges of the present and the future.

The Academy represents Federal involvement in maritime training that is more than a century old. Since the administration of President Ulysses S. Grant, the U.S. Government has initiated various programs to train its citizens for service in the merchant marine. The United States Merchant Marine Academy, dedicated in 1943, represents the realization of these efforts.

Between 1874 and 1936, diverse Federal legislation supported maritime training through schoolships, internships at sea and other methods. A disastrous fire in 1934 aboard the passenger ship MORRO CASTLE, in which 134 lives were lost, convinced the U.S. Congress that direct Federal involvement in efficient and standardized training was needed.

Congress passed the landmark Merchant Marine Act in 1936, and two years later, the U.S. Merchant Marine Cadet Corps was established. The first training was given at temporary facilities until the Academy's permanent site in Kings Point, N. Y. was acquired in early 1942. Construction of the Academy began immediately, and 15 months later the task was virtually completed.

The Academy was dedicated on September 30, 1943, by President Franklin D. Roosevelt, who noted that "the Academy serves the Merchant Marine as West Point serves the Army and Annapolis the Navy."

World War II required the Academy to forego normal operation and devote all of its resources toward meeting the emergency need for merchant marine officers. Enrollment rose to 2,700, and the planned course of instruction was reduced in length from four years to 24 months. Notwithstanding the war, shipboard training continued to be an integral part of the Academy curriculum, and midshipmen served at sea in combat zones the world over. One hundred and forty-two midshipmen gave their lives in service to their country, and many others survived torpedoes and aerial attacks. By war's end, the Academy had graduated 6,634 officers.

World War II proved that the Academy could successfully meet the needs of a nation in conflict. As the war drew to a close, plans were made to convert the Academy's wartime curriculum to a four-year, college level program to meet the peacetime requirements of the merchant marine. In August 1945, such a course was instituted.

The Academy has since grown in stature and has become one of the world's foremost institutions in the field of maritime education. Authorization for awarding the degree of bachelor of science to graduates was granted by Congress in 1949; the Academy was fully accredited as a degree-granting institution that same year; it was made a permanent institution by an Act of Congress in 1956.

The Academy's national value was again recognized as it accelerated graduating classes during the Korean and Vietnam conflicts, and for its involvement in such programs as training officers of the first U.S. nuclear powered merchant ship, the SAVANNAH.

Admission requirements were amended in 1974 and the Academy became the first federal service academy to enroll women students, two years ahead of Army, Navy, Air Force or Coast Guard.

During the Persian Gulf conflict in early 1991, and for many months prior to the war, both Academy graduates and midshipmen played key roles in the massive sealift of military supplies to the Middle East. Midshipmen training at sea also participated in the humanitarian sealift to Somalia in Operation Restore Hope.

While the Academy's curriculum has changed dramatically since 1943 to reflect the technological advances of America's merchant marine, the institution has maintained its unswerving commitment to quality education and excellence among its midshipmen. USMMA has a Faculty Student-Faculty Ratio of 12:1. The campus is 82 acres, 28 buildings; extensive waterfront facilities; more than 100 vessels and small craft at Kings Point, Long Island, New York, about 20 miles east of New York City. Curricula:

- Marine Transportation
- Marine Engineering
- Marine Engineering Systems
- Marine Engineering and Shipyard Management
- Maritime Operations and Technology
- Logistics and Intermodal Transportation

The library has accommodations for 300 readers and 180,000 volumes; special collections, periodicals, charts, archives, rare books, microfilm, microfiche, audio visual equipment, on-line index.

(Link: <https://www.usmma.edu/about/usmma-history>)

U.S. Coast Guard Academy

The U.S. Coast Guard Academy educates leaders of a multi-mission, maritime military force. Commissioned officers in the Coast Guard lead teams of men and women and are continually called on to serve their community, country and fellow citizens.

While the United States Coast Guard is notable as the oldest life-saving service in the world, its roles include more than just maritime safety and security. The Coast Guard is also called upon for critical service in protection of natural resources, maritime mobility (management of maritime traffic, commerce and navigation) and national defense.

The Revenue Marine - 1790

The roots of today's Coast Guard were established in 1790 by Alexander Hamilton (that's him on the ten dollar bill). Hamilton proposed the formation of the Revenue Marine, a seagoing military service that would:

- enforce customs and navigation laws
- collect tariffs
- hail in-bound ships
- make inspections
- certify manifests

Education at Sea - 1876

The first Coast Guard Academy (then called the Revenue Cutter School of Instruction) was held aboard the two-masted topsail schooner Dobbins (see photo at right). The first class of nine cadets boarded the Dobbins in Baltimore, Maryland in 1876 for a two-year training mission.

Land-Based Campuses - 1890

The Coast Guard Academy was a shipboard operation until 1890 when the first land-based campus was established in Curtis Bay, Maryland. In 1910, the Academy moved to the Revolutionary War fort and Army post at Fort Trumbull in New London, Connecticut.

The Academy Today - 1915

The modern Academy was born in 1915 with the merger of the Life Saving Service and Revenue Cutter Service. In 1932, the citizens of New London donated the present site to the Academy.

1876-1878 – Cutter Dobbin

Since 1790, U.S. Revenue Cutter Service leaders had drawn officers from the Merchant Marine and occasionally from the Navy. In 1876, they developed a program of instruction to ensure consistent training. It was conducted mostly at sea. A topsail schooner, Dobbin, was originally home-ported in Baltimore, but moved to New Bedford in 1877. Training aboard Dobbin immersed cadets into the duties and responsibilities of a deck watch officer, where according to the first graduate, Worth G. Ross, “the strictest obedience to every detail was enforced.”

1876-1883 – Capt. John A. Henriques

A New London, Connecticut, native, Henriques (b. 1826, d. 1906) was selected to run the first cadet training ships, the Dobbin and the Chase, and served as the Superintendent of the Revenue Cutter School of Instruction until 1883.

1887-1889 New Bedford

The north end of Fish Island was chosen by Revenue Cutter Service officials as homeport for the Dobbin and the newly constructed Chase. The harbor was a snug winter home in an area close to the business district, isolated by the channel and protected by the island.

1878-1907 Cutter Chase

A 115-foot barque-rigged clipper, the cutter was named for President Abraham Lincoln’s Secretary of Treasury, Salmon P. Chase. Chase was specially built for the corps of cadets and was initially home-ported at the north end of Fish Island, in New Bedford, Massachusetts. The cutter later moved to Curtis Bay, Maryland during an expansion of the School of Instruction.

1900-1910 Curtis Bay

This was a time of significant transition in the life of the institution. In 1890, the School of Instruction temporarily closed, and for a short time Revenue Cutter Service officers came for a surplus of graduates from the U.S. Naval Academy. An expansion of the Navy depleted the number of cadets available for Revenue Cutter Service duty, prompting President Grover Cleveland to reopen the school in 1894. In 1900, Chase set up permanent winter quarters here. The 64-acre campus consisted of a carpenter shop, a boar shed, a store house, a dwelling, the

Academy classroom and a dock for the Chase. Until 1906, the cadets slept and ate aboard the Chase.

1907-1922 Cutter Itasca

The 190-foot barquentine-rigged cutter was a former Navy training ship. The commissioning of Itasca ushered in a new age of training with more modern equipment, and a triple-expansion steam engine that could power the cutter when sailing was not possible.

1910-1932 Fort Trumbull

The historic old fort, whose blockhouse dated back to the Revolutionary War, was turned over to the Coast Guard by the War Department. The name of the institution changed from School of Instruction to the U.S. Revenue Cutter Academy. With the merger of the Life Saving Service and the Revenue Cutter Service in 1915, the name was changed to the U.S. Coast Guard Academy.

1922-1930 Cutter Hamilton

A 205-foot, barquentine-rigged cutter, Hamilton served as a gunboat in the Spanish American War. The Coast Guard named the vessel for the father of the Coast Guard, Secretary of the Treasury Alexander Hamilton. Hamilton, powered by a triple-expansion engine, was coal-fired and equipped with an old Scotch boiler.

1932-Present New London

On more than 100 acres of rolling hills on the west bank of the Thames River lies the present day U.S. Coast Guard Academy. A four year program was established here in 1932.

1942-1945 Cutter Danmark

A square-rigged Danish sail training ship, Danmark was sailing in U.S. waters when Nazis overran Denmark. The ship's captain placed the ship and the crew at the disposal of the American government and was invited to serve at the Academy. The captain and his crew remained aboard Danmark and helped train cadets at the Academy throughout the war years.

1946-Present Cutter Eagle

A 295-foot barque-rigged cutter, Eagle is a seagoing classroom for future leaders of the Coast Guard. The ship was one of four training vessels operated by the German Navy during World War II. It was taken as a war prize and sailed back to New London by a Coast Guard and German Naval crew. Known as America's Tall Ship, Eagle continues the Academy's sail training tradition of 125 years.

(Link: <http://www.cga.edu/about2.aspx?id=41>)

National War College (NWC)

The NWC mission is to educate future leaders of the Armed Forces, Department of State, and other civilian agencies for high-level policy, command and staff responsibilities by conducting a senior-level course of study in national security strategy.

The curriculum emphasizes the joint and interagency perspective. Reflecting this emphasis, 59 percent of the student body is composed of equal representation from the land, air, and sea (including Marine and Coast Guard) Services. The remaining 41 percent are drawn from the Department of State and other federal departments and agencies, and international fellows from a number of foreign countries.

The Commandant, a military officer of one-star rank, occupies a nominative position that rotates among the Army, Navy, and Air Force. As joint sponsor of the National War College, the Department of State nominates a Foreign Service officer with Ambassadorial rank to serve as the Commandant's Deputy and International Affairs Adviser. This position was inaugurated by the great diplomat-scholar George F. Kennan, whose thirteen lectures delivered at the NWC in 1946 and 1947, as well as the paper that provided the intellectual underpinnings of the Containment Doctrine of the Cold War, can be read in Giles D. Harlow and George C. Maerz, editors, *Measures Short of War: The George F. Kennan Lectures at the National War College, 1946-47* (Washington, DC: NDU Press, 1991).

In October 1945 Admiral Harry W. Hill was appointed as the first Commandant of the National War College and tasked with establishing a College for the postwar joint education of the armed forces. According to Lieutenant General Leonard T. Gerow, President of the Board which recommended its formation, "The College is concerned with grand strategy and the utilization of the Admiral Harry W. Hill national resources necessary to implement that strategy...Its graduates will exercise a great influence on the formulation of national and foreign policy in both peace and war..." This theme was underscored with the participation of the State Department and, eventually, other government agency representatives into the faculty and student body.

The National War College mission is to prepare future leaders of the Armed Forces, State Department, and other civilian agencies for high-level policy, command, and staff responsibilities by conducting a senior-level course of study in national security strategy and national security policy. In furtherance of this mission, the College curriculum focuses on grand strategy – the integration of all elements of national power – as well as the theory and practice of war, fundamentals of strategic thinking for national security matters, the global security arena, the inter-agency decision-making process, contemporary military strategy, and joint and combined warfare. A fundamental strength of the College is its joint environment and approach. Students and faculty are drawn from all armed services and from civilian departments and agencies concerned with national security policies. The College program stresses "jointness" in military planning and operations and the interrelationship of domestic, foreign, and defense policies.

The National War College has occupied Roosevelt Hall since the founding of the College, except for 1998-99 during the Hall's renovation. The College was incorporated into the National

Defense University in 1976 when the latter was created as the country's pre-eminent joint professional military education center. In commemoration of the 70th anniversary the College is planning two important events beginning with a special evening to dedicate the west wing portion of Roosevelt Hall to become the "General Colin L. Powell" Wing on September 29, 2016, and concluding with a program in April that will unite all living former Commandants and Distinguished Alumni.

Construction of Roosevelt Hall commenced on February 21, 1903 and was completed in 1907. The design of the building moves out from the central rotunda with two wings extending to the east and west. These wings are 116 feet long and lighted at each end by arched windows. The West Wing holds unobstructed views of the three-story west wall. It was originally established as the Army War College library with cast iron shelving established on the first floor. Over the years, the collection grew and the stacks increased in height to 5 levels accessed by nearly vertical cast iron stairs that reached the 3rd story floor of the building.

With the establishment of National Defense University in 1976-77, the libraries of the Industrial College of the Armed Forces and the National War College were consolidated into the NDU Library. The collections remained in the two colleges until the summer of 1991 when the books and periodicals were moved to NDU, Marshall Hall. From 1991 until 1998 the cast iron stacks remained in the West Wing for additional library storage space.

The 1998 reconstruction of the building resulted in a new look for the West Wing. Four offices were established for the 4 military service chairs, and the original cast iron stacks were used to accent furniture that modeled the wing as a grand study wing and event hall. The new General Colin L. Powell Wing will display awards from the General's illustrious career in both the military and federal government.

(Link: <http://nwc.ndu.edu/About/Vision-Mission/>)

National Defense University (NDU)

NDU is an internationally recognized graduate-level university with five colleges and multiple centers of excellence focused on joint education, leader development, and scholarship in national security matters. Colleges & Centers:

CAPSTONE

- Center for Applied Strategic Learning (CASL)
- Center for the Study of Weapons of Mass Destruction (WMD Center)
- College of International Security Affairs (CISA)
- Dwight D. Eisenhower School for National Security and Resource Strategy (formerly the Industrial College of the Armed Forces)
- Information Resources Management College (iCollege)
- Institute for National Security Ethics and Leadership (INSEL)
- Joint Forces Staff College (JFSC)
- KEYSTONE
- National War College (NWC)
- PINNACLE
- Reserve Components National Security Course (RCNSC)

Before World War II, American scholarship in the profession of arms matured in each of the military services more or less independently. Requirements for advanced education for leaders of the nation's military and naval forces were met as they arose through postgraduate colleges set up by and for the respective services. The 20th century imposed a growing need for closer ties between force and diplomacy, between America's military services and the industries that arm them, and particularly among our military centers of higher learning and research. This led to the creation of the Army Industrial College in 1924 and, after World War II, the formation of joint colleges of higher learning. These new joint colleges included the Armed Forces Staff College, the National War College, and the Army Industrial College, which later became the Industrial College of the Armed Forces.

NDU was established in 1976 to consolidate intellectual resources and provide joint higher education for the nation's defense community. The Industrial College of the Armed Forces (now the Dwight D. Eisenhower School for National Security and Resource Strategy) and the National War College were the original two constituent colleges of the new institution. The Armed Forces Staff College (now the Joint Forces Staff College) was added to the university in 1981. A year later, the Department of Defense Computer Institute (now the Information Resources Management College) joined. The university's newest school is the College of International Security Affairs, which was created in 2002 as the School for National Security Executive Education.

NDU's education, research, and outreach programs are integrated and mutually supportive, creating an exceptionally rich learning environment. This approach combines the unique

strengths of the university's five colleges, research institute, international student program, library, gaming and simulation center, and deep relationships with organizations throughout Washington to produce a whole that is greater than the sum of its parts. Students also benefit from the diversity of their peers, who represent all the military services, along with many federal agencies, private sector companies, and partner nations.

NDU students' experience in the classroom is first-rate and is enriched both by the experienced faculty and by the university's research program. Leading the research program is the Institute for National Strategic Studies (INSS), which was established early in the life of NDU to provide policy research and applied strategic learning, and now provides timely, objective analysis to senior decision makers and supports NDU's educational programs. Through its five centers, INSS focuses research on key issues ranging from complex operations, to technology and weapons of mass destruction. INSS serves as the university's research arm, think tank, and is one of the most recognized venues in the National Capital Region for scholarly expertise on national security issues.

NDU conducts outreach via the International Fellows program, a multitude of international visits yearly by senior officials from nations that are important to U.S. national security, and via scholarly publications and presentations. Through its International Student Management Office, NDU hosts more than 100 International Fellows each year, who study in the university's colleges and develop a deeper understanding of American government and society. The university also engages peer institutions and senior officials from a wide variety of countries, as well as U.S. universities, to increase understanding and cooperation. The NDU Press supports education, research, and outreach as the university's cross-component, professional military and academic publishing house. In addition, NDU's subject matter experts are frequently called upon to provide briefings for senior officials throughout the U.S. government.

NDU is a strategic national resource that prepares senior leaders to think and operate effectively at the highest levels in an increasingly dynamic, complex, and unpredictable international security environment. It does this by preparing them to understand, develop, and employ strategies that incorporate all elements of national power.

This senior leader development is made possible by NDU's holistic approach and unique combination of curriculum, location, and student/faculty diversity. NDU students develop an understanding of the canon of strategic theory, and are able to apply and creatively adapt this knowledge to current and future security challenges. This foundation of theory and application is informed by cutting-edge research. The educational experience is also enriched by the many distinguished speakers who engage the students in candid discussions. The university's ability to attract these top speakers and build relationships with federal agencies, academic institutions, and international partners is enhanced by its location in Washington, DC. Intentionally integrating students and faculty who come to NDU from all military services and a broad spectrum of interagency, industry, and international partners provides a diversity of thought in

every seminar. This ensures that NDU students are exposed to an exceptionally wide range of perspectives, and fosters personal relationships and peer networks, which continue to serve NDU alumni throughout their careers.

(Link: <http://www.ndu.edu/About/History/>)

U.S. Army War College

The purpose of U.S. Army War College at this time in our Nation's history is to produce graduates from all our courses who are skilled critical thinkers and complex problem solvers in the global application of Land power. Concurrently, it is the duty to the Army to also act as a "Think Factory" for Commanders and Civilian Leaders at the strategic level worldwide and routinely engage in discourse and debate on ground forces' role in achieving national security objectives. We will accomplish this dual purpose along the following lines of effort:

- Provide high quality Professional Military Education at the strategic level that further develops accomplished officers and civilians, both graduates and faculty, who depart our institution armed with the right balance of theory, history, practice, and communication skills to clearly articulate options for solutions to complex strategic problems and immediately be of value to any organization.
- Aggressively Conduct Research, Publish, Engage in Discourse, and Wargame with the entire faculty, staff, students and fellows; generate ideas and test concepts as the Army's intellectual broken field runner for the application of Landpower at the strategic level.
- Conduct Strategic Leader Development through agile, constantly reviewed and updated courses of instruction and other products that advance strategic leadership skills and senior leader abilities in the Profession of Arms.
- Attract, Recruit, and Retain a high quality faculty and staff.

The College helps develop senior leader competencies necessary for success in the contemporary operation environment that contribute to the development of senior leaders.

- The only Senior Leader College that addresses the development and employment of land power
 - Emphasis on strategic leadership
 - The only Senior Leader College Distance Education Program that is certified for Joint Professional Military Education I [JPME-I]
 - Resident Education Program is accredited for Joint Professional Military Education II
 - Graduates more than 300 SLC JPME Phase I-certified, and 340 JPME II-certified
- The Center for Strategic Leadership - the Collins Center --
- Develops and conducts strategic level political-military simulations
 - Supports Army staff exercises, analysis and research
 - Supports Joint Staff and Combatant/ Army Component Commander exercise and engagement programs
 - Conducts interagency education, training, and development
 - Hosts governmental/ military research and analysis and management activities
 - Supports the Army leadership's strategic communications program.

The Strategic Studies Institute:

- Engages in research in support of Army, Joint, and OSD senior leaders
- Publishes books, monographs and special reports on U.S. national security, Army and Joint issues
- Sponsors conferences to define and debate critical national security, Army and Joint issues
- Directs analysis for the Army Staff and Joint Staff
- Engages in academic conferences linking the Army War College to the intellectual activity of leading universities and research institutes

The Peacekeeping and Stability Operations Institute serves as the U.S. military premier center of excellence for mastering stability, security, transition, reconstruction (SSTR) and peace operations at the strategic and operational level in order to improve military, civil agency, international and multinational capabilities and execution. PKSOI –

- Shapes U.S. government agency policy, concept and doctrine development
- Enhances senior leader proficiency
- Facilitates the coordination and integration of USG efforts with international organizations, multinational partners, and non-governmental organizations
- Supports planning, preparation and execution of stability and peace operations.

The Army Heritage and Education Center educates a broad audience on the heritage of the Army by acquiring, preserving and making available historical records, materials and artifacts including:

- 327 thousand books and 11 million manuscript pages
- 20 thousand maps
- 600 oral histories and 27 thousand veterans surveys
- 50 thousand artifacts
- 1.7 million photographs
- 500 General Officer collections

Nestled in the beautiful Susquehanna Valley, Carlisle Barracks is one of our nation's oldest military installations. Since 1757, Carlisle Barracks has witnessed pioneering concepts in military training and education, and innovative measures to prepare for a changing world. This page explores the Army War College history and the colorful history of the military installation, Carlisle Barracks.

The Army War College - the primary mission at Carlisle Barracks today is defined by its legacy of evolution in response to a changing environment.

The Army War College was created as a solution to the military failings uncovered during the Spanish-American War. On 27 November 1901, Secretary of War, Elihu Root established the Army General Staff and the Army War College to train staff officers by General Order 155. As an adjunct to the staff, the college would advise the President, devise plans, acquire information, and direct the intellectual exercise of the Army.

The first War College class of six captains and three majors of the Army and Marine Corps convened November 1st, 1904, as the first professional education beyond West Point. The students worked military issues of the day that were of interest to the General Staff while studying national defense, military science, and command.

In 1916, the official relationship between the General Staff and the college ended with the passage of the National Defense Act. Engagement in World War I followed and the school closed for two years.

Reopening in the fall of 1919, the focus shifted from preparing and mentoring the General Staff to the academic studies of war. The curriculum included historical studies, responsible command, and the effects of political, social and economic factors on national defense. During this period, the nation's key World War II leaders including Generals Dwight Eisenhower, George Patton, Omar Bradley and Admiral William Halsey further developed their knowledge and skills as Army War College students.

As trained and experienced officers were needed during World War II, the college closed its doors in the 1940's. In 1950, the school opened again to address the growing Army's need for more officers with an advanced education. The Chief of Staff, General J. Lawton Collins reestablished the Army War College at Fort Leavenworth for a single class year before moving to its new home at Carlisle Barracks in October, 1951. The college refocused to understand the lessons from World War II and prepare students for the bipolar environment of the Cold War.

New security challenges emerged with the fall of the Soviet Union and the information revolution of the 1990s. The Army War College curriculum evolved to focus on the strategic level of war. The college transformed from a military school preparing officers to work on the Army staff to a graduate-level college, accredited to award a master's degree in strategic studies to students. Today, the Army War College prepares the next generation of senior leaders.

(Link: <http://www.carlisle.army.mil/history.htm>)

Uniformed Services University of the Health Sciences

The mission of the Uniformed Services University of the Health Sciences is to educate, train and prepare uniformed services health professionals, officers and leaders to directly support the Military Health System, the National Security and National Defense Strategies of the United States, and the readiness of our Armed Forces.

The Uniformed Services University of the Health Sciences (USU) is the nation's federal health professions academy — akin to the undergraduate programs of the U.S. military academies at West Point, Annapolis and Colorado Springs. And like the academies, students are not charged tuition; they repay the nation for their education through service. In many respects, USU's curricula and educational experiences are similar to those of civilian academic health centers, with one important difference: its emphasis on military health care, leadership, readiness and public health set USU apart.

Content on the Uniformed Services University of the Health Sciences website is copyrighted and can be viewed at: (Link: <https://www.usuhs.edu/about/mission>)

Naval War College

The Naval War College provides current, rigorous and relevant professional military education (PME) programs supporting the Navy's Professional Military Education Continuum. These PME programs must meet the standards required in law and policy and be accessible to the maximum number of qualified U.S. officers and Navy enlisted personnel, civilian employees of the U.S. Government, and international senior enlisted leaders and officers. The education should foster an active and growing community linked by PME including leadership with professional ethics that furthers global maritime security.

The desired effect is a career continuum of PME, including leadership development and professional ethics, which produces a group of leaders of character. These leaders have trust and confidence in each other and are operationally and strategically minded, critical thinkers, proficient in joint matters, and skilled naval and joint warfighters prepared to meet the operational level of war (OLW) and strategic challenges of today and tomorrow.

The Naval War College conducts research, analysis, and gaming to support the requirements of the Secretary of the Navy, the CNO, the combatant commanders, the Navy component commanders, the Navy's numbered fleet commanders, other Navy and Marine Corps commanders, the U.S. intelligence community, and other departments and agencies of the U.S. Government.

The desired effect is a program of focused, forward-thinking and timely research, analysis, and gaming that anticipates future operational and strategic challenges; develops and assesses strategic and operational concepts to overcome those challenges; assesses the risk associated with these concepts; provides analytical products that inform the Navy's leadership and help shape key decisions; and contributes effectively to the public discourse on U.S. national security policy.

The Naval War College conducts OLW education, leadership and professional ethics training, education, and assessment activities to support the ability of the Navy's joint force maritime component commanders (JFMCCs) and Navy component commanders to function effectively as operational commanders. This effort shall include supporting the needs of joint force commanders, Navy component commanders, and the Navy's numbered fleet commanders for including operational planning, analysis, assessment, and wargaming to respond to emerging operational requirements.

The desired effect is to improve the capability of Navy commanders to lead maritime, joint and combined forces; and their staff members to plan, execute, and assess force employment options in order to function cohesively within the context of an operational level maritime staff.

The Naval War College brings together flag, senior and intermediate level naval leaders from other countries to develop them for high command in their navies; promote an open exchange of

views between international security professionals which encourages friendship and cooperation and builds trust and confidence; and study operational planning methods and common maritime security challenges. The Naval War College shall develop research and gaming collaboration with its sister institutions in other navies and work to improve the general level of maritime research and analysis.

The desired effect is to maintain and further strengthen the global maritime partnerships upon which the safety of the U.S. homeland and the secure flow of oceanic commerce depend.

October 6, 1884, Secretary of the Navy William E. Chandler signed General Order 325, which began by simply stating: "A college is hereby established for an advanced course of professional study for naval officers, to be known as the Naval War College." The order went on to assign "the principal building on Coaster's Harbor Island, Newport, R.I."—the Newport Asylum for the Poor, built in 1820—to its use and "Commodore Stephen B. Luce . . . to duty as president of the college." Such were the humble beginnings of what is now the oldest continuing institution of its kind in the world.

The Naval War College owes its creation to the vision and persistence of one man: Stephen B. Luce. In 1861, young Lieutenant Luce was assigned to the faculty of the United States Naval Academy, which had been moved to Newport, Rhode Island during the American Civil War.

While on the faculty, he realized that the naval service was not providing adequate training or education in many key professional areas. The Naval Academy had no text for seamanship, so Luce wrote one that stood as the U.S. Navy's standard for half a century. As he rose in rank and widened his experience through the command of seven different ships—in peace and in war, under sail and under steam—Stephen B. Luce saw other inadequacies in the Navy's professional preparation for its officers and men.

As a commander of a fleet division, he saw that there was neither a procedure to exercise naval tactics nor a unit assigned to examine experimental tactical ideas, so he created both. At the same time, he saw that there was no preparatory training for enlisted recruits, and he established the U.S. Navy's first recruit training station in Newport on Coasters Harbor Island in 1883. Then, when he rose to be rear admiral and commander of the North Atlantic Squadron, the U.S. Navy's most senior active duty billet, Luce turned his attentions toward implementing a long-standing goal.

Since the time of his combat service in the 1860s, he had realized that there was no place in the Navy to study the most important and the central issue for a professional officer in the armed forces: war. His age, like ours, was a time of rapidly changing technology, periods that some are fond of labeling as a "revolution in military affairs."

Then as now, the main focus of naval professional life was on technology and science: on metallurgy, on applications of electricity, on the chemistry and physics of weapons, and a host of

related matters. Luce fully recognized and appreciated the importance of all these matters as fundamental to success in modern warfare, but he saw more clearly than many others that these were only the means for success in solving a broader problem that most officers ignored: the conduct of war itself.

As Luce repeatedly pointed out, war is the central issue around which the profession of arms exists and there was then no existing institution where a naval officer could study it. Thus, Admiral Luce persuaded a reluctant Navy Department to establish the Naval War College in October 1884, making the name of the institution into a constant daily reminder to students and faculty as to the purpose and focus of its work.

In creating the College's first faculty and curriculum, Luce established the approach that has been renewed, refined, and reaffirmed over more than a century of seeking to understand war in its broadest dimensions. He understood that the study of war requires original research and scholarship to understand how wars begin, how wars are fought, how wars end, and how wars can be prevented.

The highest aspects of this professional subject involved understanding governmental management, finance, decision-making, logistics, campaign planning and tactics, international relations, and grand strategy. The analytical tools for such study lay in approaches with which most naval officers of Luce's time were unfamiliar: the social sciences and politics, history, management, and international law, as well as an understanding of the roles of other services and their approaches to war.

To the study of these matters, Luce added a new tool for broad analysis: war-gaming. Luce foresaw that the College's game boards could become the key tool that linked the broad analysis of political-military issues with the burgeoning developments in current and future naval technologies, so he empowered Lieutenant William McCarty Little to innovate and to develop this area.

Luce also sought to recruit for his early faculty military officers of demonstrated intellectual bent. Among those whom he brought to Newport was Army Second Lieutenant Tasker H. Bliss, who helped Luce to convene the first class of nine students at the Naval War College in 1885. Bliss's participation established the precedent of having officers from other services on the faculty and among the students to broaden the perspective. Later, Bliss made use of his experience in Newport when he became the first Commandant of the Army War College in 1901, and in 1919, when he accompanied President Woodrow Wilson to the Versailles peace negotiations.

At the same time, Luce also established the precedent of having civilian academicians on the faculty—a practice continued today. With Luce's concept for the College in place, the Naval War College began to make the contributions that established its reputation during the century and a quarter that has followed.

The student body gradually grew, and soon, the College had its first students from foreign navies. Officers from Sweden in 1894 and from Denmark in 1895 presaged by 60 years the more comprehensive international programs we have today.

Most famous of all the College's contributions, Captain Alfred Thayer Mahan's lectures on the influence of sea power in the 1880s and early 1890s provided the basis that created an understanding of naval strategy. Mahan's War College lectures, eventually published in book form as *Influence of Sea Power Upon History, 1660–1783*, influenced naval thinking around the globe and for decades to come.

Another groundbreaking thinker was Captain Charles H. Stockton, who published in 1900 the first code of international law for naval operations; within a decade it became the focus for international discussions and a basis for the modern law of naval warfare. Officers at the Naval War College played a key part in creating the country's first contingency plans for war, some of which were used in the Spanish-American War in 1898.

In the early years of the 20th century, the Naval War College was the principal engine behind the creation of operational naval doctrine and the innovation of an operational staff to support flag officers at sea. In addition, the College was the wellspring for the long-term movement that led to the creation in 1915 of a Chief of Naval Operations, with his shore-based naval staff, to advise government leaders in Washington and to give the Navy the professional uniformed leadership it had not previously had.

Following the First World War, under the leadership of Admiral William S. Sims (who had commanded U.S. Naval Forces in Europe), the Naval War College staff, students, and faculty looked critically at recent naval operations and began to think innovatively about future operational uses for submarines, aircraft, and amphibious forces. Continuing through the 1930s, the College made significant contributions to the development of War Plan Orange and the Rainbow plan that were used in World War Two. As Fleet Admiral Nimitz later recalled from his own experience as a student, the Naval War College had examined so many different possible scenarios and possible courses of action for a war in the Pacific that he and his colleagues were surprised only by Japan's employment of kamikaze aircraft.

In 1946, Admiral Raymond Spruance, the victor at the battle of Midway, returned to the Naval War College for his fourth tour of duty and established the College's direction as it entered the Cold War era. During that period, much thought was devoted to the issues of nuclear weapons and multinational cooperation.

In the 1950s and 1960s, the College led the Navy with innovative ideas for cooperative operations with other navies through the establishment of the Naval Command Course for senior international officers in 1956, the Naval Staff College for intermediate-level international officers in the 1970s, and the convening of regular biennial meetings of the world's chiefs of navies in the International Sea Power Symposia from 1969 onward.

During the 1950s, the Naval War College curriculum adapted to meet the circumstances of the post–World War II and post–Korean War period. Chairs were established to emphasize the attention given to international relations, maritime strategy, military and diplomatic history, international law, and economics. The influence of rapidly changing technology was further recognized in the establishment of Military Chairs, occupied by senior officers especially qualified in such areas as submarine warfare, electronic warfare, air warfare, amphibious warfare, and surface warfare. The student body was enlarged to include more officers from other services, so that today we have substantial student representation from the Army, Marine Corps, Air Force, Coast Guard, and many mid-career professionals from civilian agencies.

In 1972, under the leadership of Vice Admiral Stansfield Turner, a number of significant changes were instituted at the College. The curriculum was more sharply focused on three academic areas. Over time, the names of the courses have changed slightly, but Turner’s general concept has remained over thirty-five years with concentration on Strategy and Policy, National Security and Decision-Making, and Joint Military Operations. A full-time, highly qualified teaching civilian and military faculty was established. The case study methodology was adopted and the academic program made more rigorous. The reliance on outside visiting lecturers was reduced and more individual student effort was required. Concurrently, with the full support of the Chief of Naval Operations and the Chief of Naval Personnel, student selection criteria became more stringent.

In 1981, nearly a century after Stephen B. Luce founded the Naval War College as “a place of original research on all questions relating to war and the statesmanship connected with war, or the prevention of war,” the Center for Naval Warfare Studies was established within the College for broadly based, advanced research on the naval contributions to national strategy. For more than a quarter century, the Center has complemented the curriculum at the Naval War College by providing a place for dedicated research on important national security issues. The Center’s work informs and stimulates the faculty and students in the classroom as well as helping to link the College to the fleet and policy makers in Washington.

The College contributed substantially to the thinking behind the “Maritime Strategy” of the 1980s and the conduct of the Gulf War in 1990–91. In 1990 the Naval War College became the first of the nation’s staff and war colleges to reach academic standards that allowed for formal academic accreditation, leading to the authority to award its students a Master of Arts in National Security and Strategic Studies.

In the first years of the 21st century, the Naval War College’s responsibilities were expanded from its traditional focus on intermediate and senior-level officer professional military education, to responsibility for all professional military education for all enlisted personnel and all officers within the U.S. Navy. In October 2006, the College began to serve as executive agent for the Chief of Naval Operations’ Navy Professional Reading Program, which established lending libraries of significant books at over 1,200 ships, squadrons, and commands around the world.

The broadened span of PME responsibilities resulted in developing and delivering advanced courses for selected groups of flag and general officers. These new developments led to the College's decision to establish a College of Operational and Strategic Leadership in 2007.

The College played a major role in creating the recent Cooperative Strategy for 21st Century Seapower, which was first unveiled in Newport by the Chief of Naval Operations and the Commandants of the U.S. Marine Corps and U.S. Coast Guard at the International Sea Power Symposium (ISS) on October 17, 2007. Implementation of this strategy among allied navies was a primary focus of the largest ISS in history, which took place in October 2009.

Throughout the past century and a quarter, the Naval War College has been profoundly concerned with change. Today, with the increasing pace of change, the College is relevant and critical for the Navy and our national security. We are fully attuned to the fact that today's concepts, strategies, and tactics may be rendered obsolete by the advance of new technology on the world scene and by ever-changing and evolving political, military, economic, and social conditions. The College's primary mission continues to be the preparation of future leaders to deal with this level of uncertainty.

(Link: <https://www.usnwc.edu/>)

Air Force Institute of Technology

The Air Force Institute of Technology, or AFIT, is the Air Force's graduate school of engineering and management as well as its institution for technical professional continuing education. A component of Air University and Air Education and Training Command, AFIT is committed to providing defense-focused graduate and professional continuing education and research to sustain the technological supremacy of America's air and space forces.

AFIT accomplishes this mission through three resident schools: the Graduate School of Engineering and Management, the School of Systems and Logistics, and the Civil Engineer and Services School. Through its Civilian Institution Programs, AFIT also manages the educational programs of officers enrolled in civilian universities, research centers, hospitals, and industrial organizations. Since resident degrees were first granted in 1955, more than 18,700 graduate and 760 doctor of philosophy degrees have been awarded. In addition, Air Force students attending civilian institutions have earned more than 12,000 undergraduate and graduate degrees in the past twenty years.

AFIT's Mission

Provide Airmen with world-class defense-focused and research-enabled advanced academic education, and career-long professional continuing education both on-command and on-demand. Through four resident schools and a non-resident civilian institution program, delivers: graduate education to the Medical, Line, Legal and Chaplain Corps professional continuing education to Civil Engineers, Space, Nuclear, Acquisition, and Logistics professionals cutting-edge research in many areas, including cyber, directed energy, hypersonics, stealth, navigation and space and consultation and analysis support services.

On 10 November 1919, Colonel Thurman Bane received authorization to begin instruction at the Air School of Application. The following year, the first class of nine students graduated from the newly named Air Services Engineering School. Now, 98 years later, the Air Force Institute of Technology has awarded over 20,000 degrees and more than 400,000 people have gone through the continuing education courses.

CHANGING NAMES FOR A GROWING INSTITUTE

- 1919-1920: Air School of Application
- 1920-1926: Air Service Engineering School
- 1926-1941: Air Corps Engineering School
- 1944-1945: Army Air Forces Engineering School
- 1945-1947: Army Air Forces Institute of Technology
- 1947-1948: Air Force Institute of Technology
- 1948-1955: United States Air Force Institute of Technology

1955-1956: Institute of Technology, USAF
1956-1959: Air Force Institute of Technology
1959-1962: Institute of Technology
1962-Present: Air Force Institute of Technology

2011

- AFIT and the AF Cyberspace Technical Center of Excellence graduated the first ever class of Cyberspace Warriors in two professional development courses for cyberspace professionals
- The Civil Engineer School trained at the Silver Flag Exercise Site at Tyndall AFB to provide hands-on education in force beddown, rapid runway repair, disaster preparedness, services, fire rescue, bare base assets, and command and control
- The School of Systems and Logistics developed 14 courses for the Iraqi Security Forces and Ministry of Defense on logistics, supply chain management, maintenance, readiness, financial management, and project management

2012

- AFIT entered into its first international collaborative R&D agreement with the University of Toledo and Kwangwoon University in Seoul, South Korea to study nano-sensors and nano-materials
- In April the Scientific Test and Analysis Techniques in Test & Evaluation Center of Excellence (STAT T&E COE) was established at the Air Force Institute of Technology Graduate School of Engineering and Management by the Deputy Assistant Secretary of Defense for Developmental Test and Evaluation, Commander, Air Training and Education Command, and Director, Air Force Test and Evaluation.

2013

The National Security Agency (NSA) and the United States Cyber Command (USCYBERCOM) designated the Air Force Institute of Technology as a National Center of Academic Excellence (CAE) in Cyber Operations for the period 2013-2018. The goal of the CAE program is to strengthen national security by promoting higher education and research in Cyber Operations with a particular emphasis on technologies and techniques related to specialized cyber operations (e.g., collection, exploitation, and response) and producing a growing number of professionals with cyber operations expertise in various disciplines. The program identifies institutions offering a cyber curriculum that has deep technical foundations in computer science, computer engineering and/or electrical engineering, and interdisciplinary research with extensive opportunities for hands-on applications through cyber labs and exercises.

After a rigorous application and screening process, AFIT's Master's of Science degrees in Cyber Operations and Cyber Warfare were recognized as graduate level curriculum satisfying NSA's rigorous academic requirements and program criteria. These degree programs are offered by AFIT's Department of Electrical and Computer Engineering along with significant support from AFIT's Center for Cyberspace Research (CCR).

The CAE-Cyber Operations Program supports the President's National Initiative for Cybersecurity Education (NICE): Building a Digital Nation and complements AFIT's 2009 designation in NSA's existing CAEs in Information Assurance Education and Research Programs.

The Center for Cyberspace Research (CCR), established in March 2002, conducts defense-focused research at the Master's and PhD levels. Defense focused research is a key mission component of the CCR. CCR affiliated faculty possess extensive operational experience in military communications and security. In addition, the faculty members have close working relationships with Department of Defense, Department of Homeland Security, NSA, and other Air Force organizations. This synergistic approach promotes an environment for collaborative research that solves real-world cyber security issues facing our nation and national defense.

To support the Air Force and DOD mission to grow its cyber security workforce, the Center has developed four cyber Professional Continuing Education courses that augment the graduate degree programs. These courses are the senior and master cyber professional rating courses Cyber 200 and Cyber 300 courses, the Advanced Cyber Education (ACE) cyber security boot camp program, and the TALON program for Science, Technology, Engineering, and Mathematics education. All programs are a unique blend of current cyber policy, doctrine, and law with applications of emerging technologies by hands-on experimentation.

The CCR staff and affiliated faculty teach and perform research focusing on understanding and developing advanced cyber-related theories and technologies. In 2008, AFIT and the CCR were designated by the Secretary of the Air Force and the Air Force Chief of Staff as the Air Force Cyberspace Technical Center of Excellence.

2015

On Sept. 11, Air University Commander Lt. Gen. Steven Kwast announced that several professional continuing education programs will realign to AU's Air Force Institute of Technology at Wright-Patterson Air Force Base, Ohio. The programs realigning are the National Security Space Institute, which is currently aligned under AU's Ira C. Eaker Center for Professional Development, and the Nuclear College component of AU's Center for Unconventional Weapons Studies.

This action is being taken as part of a comprehensive AU transformation initiative led by Kwast. The primary goal of this decision is to take a more holistic, coordinated approach to meeting

current and future education requirements in several of the Air Force's high-priority core missions, to include air and space superiority and nuclear deterrence--global strike.

AFIT is currently responsible for graduate degree and certificate programs related to space in AFIT's Center for Space Research and Assurance, as well as those programs related to nuclear deterrence. AFIT is also a major center for Air Force professional continuing education for example, its School of Systems and Logistics and The Civil Engineer School, enroll more than 22,000 students annually. This action will make more effective use of AU's faculty talent with nuclear and space expertise and associated staff resources.

AFIT currently supports Air Force requirements for both graduate education and professional continuing education in cyber through its Center for Cyberspace Research. With the realignment of space and nuclear professional continuing education, AFIT will be AU's primary center for comprehensive education in several of the Air Force's high-priority core missions: nuclear deterrence, cyber and space superiority.

The National Security Space Institute, located at Peterson Air Force Base in Colorado Springs, Colorado, is the Department of Defense's center of excellence for professional continuing education, or PCE, for the national security space community. NSSI researches, develops and provides world-class instruction of space system technologies, capabilities, operational concepts, acquisitions and tactics in support of joint service strategies to develop space professionals across the DOD and with several international allies, as well as to provide space education to warfighters for joint military operations. With a faculty and staff of 44 military, Air Force civilians and contractors, the NSSI currently enrolls about 800 students each year from across the DOD, as well as allied countries, such as the United Kingdom, Canada and Australia.

NSSI currently offers two courses for space professionals: Space 200, a four-week course for mid-career officers, enlisted and civilians and Space 300, a three-week capstone course for senior officers, enlisted and civilians.

AU's Nuclear College, located at Kirtland Air Force Base in Albuquerque, New Mexico, currently offers three PCE courses to Airmen in the nuclear enterprise. With a faculty and staff of 10 Air Force civilians, the program enrolls more than 1,100 people annually.

Nuclear 200, Air Force Nuclear Fundamentals, is a four-day course designed to enhance awareness of the U.S. Air Force nuclear mission. The course covers nuclear weapon fundamentals, force structure, nuclear stockpile guidance and planning, the DOD nuclear surety program, the nuclear community, and current issues related to the Air Force's nuclear mission.

Nuclear 300, Advanced Nuclear Concepts, is a five-day in-residence course that covers nuclear history and lifecycle, nuclear effects and surety, nuclear policy/strategy, the U.S. nuclear enterprise, nuclear incident response, and stockpile sustainment. The course is for "core nuclear" individuals at the nine-plus year point working in the nuclear enterprise.

Nuclear 400, Senior Leader Nuclear Management, is a two-day, nuclear issues course for flag officers and civilian members of the federal senior executive service who have nuclear responsibilities in their portfolio of responsibilities.

(Link: <https://www.afit.edu/ABOUT/index.cfm>)

Air University

Air University (AU) provides the full spectrum of Air Force education, from pre-commissioning to the highest levels of professional military education, including degree granting and professional continuing education for officers, enlisted and civilian personnel throughout their careers. AU's PME programs educate Airmen on the capabilities of air and space power and its role in national security. These programs focus on the knowledge and abilities needed to develop, employ, command, and support air, space and cyberspace power at the highest levels. Specialized professional continuing educational programs provide scientific, technological, managerial and other professional expertise to meet the needs of the Air Force. AU conducts research in air, space and cyberspace power, education, leadership and management. AU also provides citizenship programs and contributes to the development and testing of Air Force doctrine, concepts and strategy.

Air University, headquartered at Maxwell Air Force Base, Ala., is a key component of Air Education and Training Command, and is the Air Force's center for professional military education.

Air University's primary operating locations are concentrated on three main installations. Most AU programs are at Maxwell AFB in northwest Montgomery, Ala.; some are across town at Maxwell's Gunter Annex; and one is located at Wright-Patterson AFB, Ohio. Although AU draws students from throughout the Department of Defense and from the military forces of other nations, its mission is more easily described in terms of the two main groups it's primarily organized to serve: U.S. Air Force commissioned officers and enlisted members. For each Airman, educational opportunities begin before they enter active service and follow them throughout their careers.

The Wright Brothers established the first U.S. civilian flying school in Montgomery in 1910. By the 1920s, Montgomery became an important link in the growing system of aerial mail service. In the early 1930s the Army Air Corps Tactical School moved to Maxwell and Montgomery became the country's intellectual center for airpower education.

Air University, established in 1946, continues the proud tradition of educating tomorrow's planners and leaders, in air, space and cyberspace power for the Air Force, other branches of the U.S. armed forces, federal government civilians and international organizations. Today, Air University's reach spans not only the globe, but the careers of every Air Force member.

AU's School of Advanced Air and Space Studies (SAASS) is the US Air Force graduate school for strategists. A highly qualified and motivated faculty, a small and carefully selected student body, a coherent and challenging curriculum, outstanding educational and research resources, and a well-designed facility combine to produce tomorrow's senior military leaders who are experts in the role of military force in the art of statecraft.

At the core of our program is a one-year in-residence Master of Philosophy degree in Military Strategy. For a select cadre of our top graduates we also offer a Doctorate of Philosophy in Military Strategy. The emphasis is not on military operations, per se, but rather on the strategic nexus where military and security professionals interact with decision makers on policy, diplomacy, international relations, geopolitics, and matters of military and political theory. In short, AU takes air, space, and cyber-minded officers and educate them to become strategists at the national level where the military tool--airpower in particular--is contemplated as one of several instruments of power that may (or may not) be appropriate for achieving national objectives.

The Air War College (AWC) has three main departments. The Department of International Security Studies develops senior leaders who can evaluate today's complex, interdependent, and dynamic international system; develop and assess competing strategies for securing national objectives that integrate joint military, multinational, and multi-agency instruments of power; assess the context and content of the processes used in planning US national security policies; and be prepared to work effectively in the national security decision making arena. Our curriculum consists of three courses: National Security and Decision Making (NS-DM), Regional and Cultural Studies (RCS), and Global Security (GS).

Department of Leadership and Warfighting. In the Leadership course, students analyze fundamental concepts, logic, and analytical frameworks used in the development and application of leadership at the senior level in a joint environment. In the Warfighting course, students synthesize current and emerging joint warfighting and enabling capabilities across the range of military operations -- to include special emphasis on the employment and sustainment of Air, Space and Cyberspace forces in a joint, interagency, and multinational military environment. In addition, students synthesize Campaign Design, Theater Campaign Plans, and the Joint Operational Planning Process through which combatant commanders set the military conditions for attaining national and coalition objectives as both a supported and supporting instrument of power.

The Department of Strategy recruits, retains, and develops quality faculty and staff to develop and deliver current and relevant graduate-level curriculum; to conduct and advise research and publications that are relevant to national security; and, to perform service and outreach that results in mission accomplishment and enhances strategic communications in order to educate and develop critical-thinking leaders to better serve our nation and our interests. The Department of Strategy (DES) develops and presents the core course Foundations of Strategy (FS). DES Faculty also develop and offer elective courses each year on topics such as command, ethics, leading change, civil military relations, coercive airpower, coalition warfare, irregular warfare, genocide, and military privatization.

The Air Command and Staff College (ACSC) traces its roots to the Air Corps Tactical School (ACTS) located at Maxwell Field from 1931 to 1942. After World War II, as the independent Air

Force was formed, grew, and developed, the requirements and expectations of the school evolved to fulfill the service's educational needs. The vision of pre-World War II leaders has withstood the test of time. Although more than eight decades have passed since the founding of the ACTS, the present 10-month curriculum still focuses on expanding understanding of air and space power and on the growth of midcareer officers. In 1962, the school became known by its current name, Air Command and Staff College.

During academic year 1994, ACSC undertook the most significant change to its educational program since the school's inception. The school transitioned from a lecture-based to a seminar-centered, active environment with an integrated curriculum geared to problem solving across the continuum from peace to war. In academic year 1999, ACSC began efforts to align its curriculum under the Air University commander's Strategic Guidance for the Continuum of Education. The ACSC program now functions as a portion of a comprehensive and integrated career-long professional military education program.

The Squadron Officer College (SOC) is the Air Force's center for company grade officer professional development. SOC fulfills this role by educating and mentoring its students during the most crucial period of their development; their early, formative years as current and future airpower leaders. SOC houses a resident-education program specifically targeted at the development needs of junior officers. Squadron Officer School (SOS), delivers primary developmental education for captains and their Department-of-the-Air-Force (DAF). They are exposed to educational and experiential opportunities that challenge them to become more effective leaders for our Air Force.

The International Officer School (IOS) is the lead-up course to prepare all international officers for attending Air War College (AWC), Air Command and Staff College (ACSC), and Squadron Officer College (SOC). While the USAF recently formally recognized building partnerships as a core function, the importance of assisting partner nations has always been implicitly understood and practiced. Allied officers began attending AU in 1946. In 1954 the USAF instituted the Allied Officer Preparatory Phase Course to aid the adjustment for international officers attending AU programs. In 1985, after numerous name changes, the program became IOS. To this day, IOS operates to enable the educational mission of the schools and the programs it supports.

Since 1954 over 11,000 international military students (IMS) from 143 countries have graduated from IOS preparatory courses. A dedicated unit of only 19 members, IOS provides exceptional support to nearly 250 IMSs and their families annually during their participation in AU programs. The unit is organized with a dean of students providing administrative support prior to the students' arrival and during their stay. The dean of education and faculty execute the preparatory programs readying the international students for seamless integration with their US academic counterparts. Five preparatory classes are held annually, concluding prior to the start of the educational programs the international students will join. The courses are seven weeks in duration and predominately focus on refinement of communication skills by familiarizing

participants with common terminology and stressing the military context the students require for success in their advanced coursework. IOS also executes the congressionally mandated Field Studies Program (FSP) as implemented by the Foreign Assistance Act of 1961, the Arms Export Control Act, and the Security Assistance Training Program. FSP objectives are formed around 11 principle tenets that ensure international students understand government, military, and citizen responsibilities to protect, preserve, and respect individual rights. Graduates will comprehend foundational facets of American life, US society, institutions, and ideals and how these aspects reflect US commitment to internationally recognized human rights. With the help of IOS, international students are able to hit the ground running when integrated alongside US officers into the academic culture of each school.

Today's cyberspace domain's operational tempo does not provide the luxury of being able to spend 10-20 years working to mature cyber tactics, techniques and procedures; and numerous organizations exist across the Federal Government which have cyberspace strategic/operational/tactical domain expertise. As such, an Air Force Cyber College can be used to gather critical, strategic thinkers from all the key players in the government and the private sector, to advance our newest operational domain of cyberspace. The Cyber College enables AU to dynamically collaborate with cyberspace thought leaders, and to lead (as appropriate) the development of an agile cyber workforce who's supporting policy and doctrine is just as agile.

Building upon Air University's reputation, Cyber College will be designed to address the question of how the Air Force can best respond to threats faced to its core missions- be those threats strategic, technological or resource-driven. The College integrates existing Air University cyber research capabilities, including those at AFIT, to educate Airmen and produce scholarly research to inform decision leaders.

(Link: <http://www.airuniversity.af.mil/>)

Defense Language Institute Foreign Language Center

The Defense Language Institute Foreign Language Center (DLIFLC) is regarded as one of the finest schools for foreign language instruction in the nation. As part of the Army Training and Doctrine Command, the institute provides resident instruction at the Presidio of Monterey in two dozen languages, five days a week, seven hours per day, with two to three hours of homework each night. Courses last from 26 to 64 weeks, depending on the difficulty of the language.

DLIFLC is a multi-service school for active and reserve components, foreign military students, and civilian personnel working in the federal government and various law enforcement agencies.

The present facilities at the Presidio of Monterey accommodate approximately 3,500 Soldiers, Marines, Sailors and Airmen, as well as select Department of Defense and State members. To attend DLIFLC one must be a member of the Armed Forces or be sponsored by a government agency.

DLIFLC students are taught by approximately 1,800 highly educated instructors, 98 percent of whom are native speakers of the languages they teach. Aside from classroom instruction, faculty also write course materials, design tests called the Defense Language Proficiency Test, and conduct research and analysis.

To further advance student knowledge in a particular language, DLIFLC has designed an immersion program which consists of an offsite facility where students spend from one to two days in an isolated environment with their instructors and are not allowed to speak English. The facility is equipped with kitchens and sleeping quarters, while the program consists of real-world exercises, from bargaining for food and clothing at a market place, to going through customs, or making hotel reservations. DLIFLC also sends a number of students on 30-day in-country immersions to countries as far away as Korea and Morocco.

Non-resident, or post-basic instruction primarily takes place in the Continuing Education (CE) directorate, which is located near the Presidio at Ord Military Community in Seaside, Calif. Intermediate, advanced and refresher courses are conducted at this facility. DLIFLC also maintains Language Training Detachments sites at more than two dozen locations abroad and at home. Instructors at these locations are by and large from DLIFLC's Monterey home base.

To support the general purpose force, DLIFLC produces Language Survival Kits which are pocket size pamphlets with CDs designed to be used in the field and range in topics from search and cordon, to medical terminology.

DLIFLC offers a program called Headstart2, consisting of an interactive 80-hour self-paced program which teaches basic language, culture and limited reading and writing. The Avatar characters used in this product are designed to function along the lines of today's interactive computer games. Headstart2 is currently available in 30 languages.

In 1946 the school moved to historic Monterey. Nobel laureate John Steinbeck captured the spirit of Monterey during this period in his novels *Tortilla Flat* (1935) and *Cannery Row* (1945).

At the Presidio of Monterey, the renamed Army Language School expanded rapidly in 1947–48 to meet the requirements of America's global commitments during the Cold War. Instructors, including native speakers of more than thirty languages and dialects, were recruited from all over the world. Russian became the largest language program, followed by Chinese, Korean, and German. After the Korean War (1950–53), the school developed a national reputation for excellence in foreign language education. The Army Language School led the way with the audio-lingual method and the application of educational technology such as the language laboratory.

In 1963, to promote efficiency and economy, these programs were consolidated into the Defense Foreign Language Program. A new headquarters, the Defense Language Institute (DLI), was established in Washington, D.C., and the former Army Language School commandant, Colonel James L. Collins, Jr., became the Institute's first director. The Army Language School became the DLI West Coast Branch, and the foreign language department at the Naval Intelligence School became the DLI East Coast Branch.

(Link: <http://www.dliflc.edu/about/>)

Naval Postgraduate School (NPS)

The idea for a graduate education program for naval officers first emerged in the late 19th century but, initially, the concept found few advocates. With Marconi's invention of the "wireless" in 1901, the Wright brothers' flight in 1903, and the global trek of the steam-powered White Fleet from 1907 to 1909, belief that advanced education for U.S. naval officers could be intrinsically valuable to the Navy gained support.

On June 9, 1909, less than four months after the completion of the record-setting world cruise of the Great White Fleet, Secretary of the Navy George von L. Meyer signed General Order No. 27, establishing a school of marine engineering at Annapolis.

This small program, consisting of 10 officer students and two Navy instructors, would later become today's Naval Postgraduate School. The Navy Secretary's order placed the fledgling school under the direction of the Naval Academy superintendent, who was charged with "securing ample use of the educational plant of the Naval Academy to students and instructors of the school without interfering with the instruction of midshipmen." This translated into two attic rooms being set aside for classroom and laboratory space for the school.

Within three years, Meyer agreed to a proposal to change the school. On October 31, 1912, he signed Navy General Order No. 233, which renamed the school the Postgraduate Department of the Naval Academy. The order established courses of study in ordnance and gunnery, electrical engineering radio telegraphy, naval construction, and civil engineering as well as continuing the original program in marine engineering. With the additional curricula, enrollment increased to 25.

The Naval Postgraduate School Moves to Monterey: 1942 – Present

Before World War II one of the finest luxury hotels in North America, the Hotel Del Monte, occupied the present site of the Naval Postgraduate School. From the time railroad pioneer Charles Crocker first opened the hotel in June 1880, it was an immediate success. Fire completely destroyed the hotel in 1887, but the second Hotel Del Monte rose promptly at the same location and was more splendid than its predecessor. In the early morning of September 27, 1924, fire again devastated the central wooden structure of the hotel. Reconstruction was again immediate and the more modern building continued to make the Del Monte one of the showplaces of the world.

By this time, Samuel F.B. Morse, the president of the Del Monte Properties Company, had acquired the hotel and began developing the Del Monte as a "sports empire" where guests could enjoy playing golf, polo, tennis, swimming, yachting and deep-sea fishing. Coined "the most elegant seaside resort in the world," the hotel played host to world leaders, dignitaries, American

presidents, film stars and famous artists until 1942, when it was taken over by the U.S. Navy and used as a pre-flight school for aviators.

During World War II, Fleet Admiral Ernest King, chief of naval operations and commander-in-chief of both the Atlantic and Pacific fleets, established a commission to review the role of graduate education in the Navy. By the end of the war, it had become apparent that the facilities of the Naval Postgraduate School at the Naval Academy at Annapolis, would be insufficient for the Navy's future needs. In 1945, Congress passed legislation to make the school a fully-accredited, degree-granting graduate institution. Two years later, Congress authorized the purchase of the Hotel Del Monte and 627 acres of surrounding land for use as an independent campus for the school.

In December 1951, in a move virtually unparalleled in the history of academe, the Postgraduate School moved lock, stock and wind tunnel across the nation, establishing its current campus in Monterey, Calif. The coast-to-coast move involved 500 students, about 100 faculty and staff and thousands of pounds of books and research equipment. Rear Adm. Ernest Edward Herrmann supervised the move that pumped new vitality into the Navy's efforts to advance naval science and technology.

The main building of the former Hotel Del Monte - now named Herrmann Hall - houses the principal administrative offices of the Naval Postgraduate School. The academic quadrangle was built incrementally after the school officially opened for business in 1951. The most recent additions include the renovation of the library (more than doubling its usable space), the new academic building - Glasgow Hall, and the new Mechanical Engineering Building. In 2006, a \$35 million renovation of the two wings of Herrmann Hall was completed, providing 140 new Bachelor Officers' Quarters (BOQ) rooms for the school's international officers and their families for temporary residency while they establish themselves in permanent living facilities. In 2009, the year the Naval Postgraduate School celebrates its centennial anniversary, Herrmann Hall will begin a series of renovations and refurbishments, restoring the building's early 20th century charm in a tribute to its historic past.

The Naval Postgraduate School offers graduate programs, both on and off campus, through four graduate schools:

Graduate School of Business and Public Policy (GSBPP)

Graduate School of Engineering and Applied Sciences (GSEAS)

Graduate School of Operational and Information Sciences (GSOIS)

School of International Graduate Studies (SIGS)

The Graduate School of Business and Public Policy (GSBPP) at the Naval Postgraduate School (NPS) offers world-class education programs and professional development opportunities in defense management and public policy to US and allied military officers, defense civilians and defense contractors. The academic and research programs promote national security and support the DON/DOD by developing intellectual leadership in a broad range of topics in defense management.

The School of Engineering and Applied Science (GSEAS) has been the bedrock of the Naval Postgraduate School since its establishment as the School of Marine Engineering at Annapolis in 1909 and its expansion in 1912. Today, GSEAS includes seven departments (Applied Mathematics, Electrical & Computer Engineering, Mechanical & Aerospace Engineering, Meteorology, Oceanography, Physics, and Systems Engineering) and two academic groups (Space Systems and Undersea Warfare). Applying best practices and state-of-the-art advances in science and engineering, GSEAS is at the forefront of research that addresses Navy and DoD needs, with a mission to increase the technical capability of the Navy and United States military forces.

The Graduate School of Operational and Information Sciences (GSOIS) prepares future senior military leaders to succeed in an uncertain, rapidly changing, and information intensive environment through research and educational programs.

- Operationally-focused, demand-driven programs highly responsive to Navy education requirements
- Integrating operational and tactical combat experience into graduate-level research and academic rigor with diverse, multi-discipline applications
- Unique and diverse cross-disciplinary faculty focused on joint military applications and innovative solutions
- Flexible and adaptable to changing DoD requirements, providing flexible delivery methods and innovative curricular options in emerging disciplines
- Instruct and conduct research at all levels of classification including Sensitive Compartmented Information (SCI) and Special Access Programs (SAP)
- Strong, vital partnerships with DoD, Navy, and interagency sponsors using leading-edge classroom instruction with field-tested experiments

The School of International Graduate Studies (SIGS) conducts research and offers various education opportunities in international security studies. Programs seek to identify and address current and emerging security challenges and strengthen multilateral and bilateral defense cooperation between the United States and other nations.

In addition to masters and doctoral degree program, SIGS offers a wide range of in-residence, non-degree short courses as well as off-site short courses and senior executive seminars. These topical courses provide senior leaders with a concise, academically grounded understanding of matters related to regional security threats, defense resources management, defense transformation, and combating terrorism.

SIGS offers a masters and doctoral degree program in security studies. The in-residence program is specifically designed for military officers, while the executive program is offered in partnership with the Department of Homeland Security National Preparedness Directorate and is open to local, state, federal, and tribal officials and NORTHCOM-sponsored officers.

- Master of Arts in Security Studies (NSA)
- Master of Arts in Security Studies (CHDS)

(Link: <http://www.nps.edu/About/NPSHistory/History.html>)

Defense Information School

Over the last 80 years, formal training by a variety of schools has provided the skills and expertise the military services need to document and communicate the actions of the services. The consolidation of the Defense Information School and the Defense Visual Information School in fiscal 1996 and further consolidation with the Defense Photography School in fiscal 1998 created a single focal point in the Department of Defense for these specialties fields. Advancements in information technology and recent base realignment and closure initiatives have contributed to the evolution of the school. The result is a single school proud of its historical roots and dedicated to serving the diverse requirements for public affairs, broadcasting and visual information.

Public Affairs Training

Prior to World War II, the armed forces' public affairs mission was accomplished mainly through the civilian press, but the lessons learned during the war years clearly indicated the need for a formalized public affairs training program in the military. If the military forces were to succeed in their vital mission of defending the nation, the active support of a well-informed public and an equally well-informed fighting force was a necessity. As a result, the Army Information School was established in January 1946 at Carlisle Barracks, Pa.

When the school began, public affairs was still in its infancy, radio was approaching its zenith, and television was an exciting curiosity. The newspaper was still the strongest voice for telling the armed forces story. Few precedents existed, even in civilian education, from which to teach the use of mass communication techniques in support of an external and internal information program that would apply both at home and abroad.

The Army Information School continued operating through 1947, with the Navy, Air Force and Marine Corps sending small numbers of students to the school for training. During this period, the Air Force operated a Public Information School at Craig Air Force Base, Ala., and the Navy established a journalism school at Great Lakes Naval Training Center, Ill.

Early in 1948, a series of meetings with the Army Information School was held by representatives of each of the services to consider combining their separate information training efforts. Subsequently, the Armed Forces Information School was established. It was relocated to Fort Slocum, N.Y. in 1951, where larger and better-equipped facilities were provided. Although the Armed Forces Information School replaced the Army and Air Force's information schools, the Navy continued to operate its journalism school. Because individual services encountered difficulty in meeting their student quotas, the Armed Forces Information School reverted to an Army school again.

However, in 1961, a renewed effort began under the direction of the secretary of defense, Robert McNamara, and the assistant secretary of defense for public affairs, Arthur Sylvester, to consolidate service information training. Sylvester asserted that since public affairs training is common to all services and since principles of mass communication have universal application, combining the individual service schools into a joint-service school would be both economical and efficient. On Feb. 21, 1964, the Department of Defense issued a charter for the Defense Information School. In September 1965, DINFOS was moved to Fort Benjamin Harrison, Ind.

From 1964 to 1973, the Army exercised administrative control of the school through the deputy chief of staff for personnel, Department of the Army. In July 1973, the Army Training and Doctrine Command assumed responsibility for DINFOS, to relieve the general staff of day-to-day operational matters and to consolidate Army control of schools under a single command.

On July 28, 1992, the deputy secretary of defense approved the functional transfer and consolidation of service training for public affairs, visual information and broadcasting under the direction of the American Forces Information Service. The Defense Information School moved to Fort George G. Meade in 1995.

Army/Air Force Visual Information Training

The Army recognized the value of aerial photography during World War I and began training at Langley Field, Va. in 1917. The school moved to Chanute Field, Ill. in 1922; however, the problem of inadequate classroom and laboratory space resulted in the transfer of training to the newly established Lowry Field, Colo. On Feb. 12, 1938, a train brought the men and equipment of the photography department to Denver, and on Feb. 26, 1938, the Army activated the Denver branch of the Air Corps Technical School. Training began two days later.

Lowry Field was named for Lt. Francis Lowry, an aerial artillery and photographic observer. Lowry, who grew up in Denver, was shot down and killed on his 33rd photographic mission over France in World War I.

When the Department of Photography transferred to Lowry Field, it offered instruction in ground and aerial photography, mosaics (preparing a composite picture from overlapping photographs), mapping, cinematography, camera repair, and field equipment. This program expanded in the next few years as the United States strengthened its military forces in Europe and Asia in response to aggression by Germany and Japan.

On Oct. 18, 1942, Lowry began a seven-day training week, with three daily shifts to meet the demand for trained specialists. On Jan. 28, 1943, the Women's Army Auxiliary Corps (redesigned the Women's Army Corps on Sept. 1, 1943) sent its first group to Lowry's

photography school to become laboratory technicians. This was the first group of women trained at a military technical school.

In March 1944, Brig. Gen. Albert L. Sneed instituted a systematic war orientation program at Lowry to support the Army policy of having the world's best-trained, best-equipped and best-informed Army. The Army had six goals- to explain reason for fighting, to learn about the enemies, to know sides of other, to learn, to understand the news better, and finally, but maybe most important, "To give us faith in our country and its future."

One of the first students to train and graduate at Lowry Field was a Marine. The Marine Corps continued to send students to Lowry for training in various photography and graphics courses and for the production documentation (combat camera) apprentice course in 1975.

In 1977, the Army moved its television repair, still photography, motion picture photography, and audio and television production courses to Lowry Air Force Base from Fort Monmouth, N.J.

Draftsmen who were trained by the Army Engineering School, Fort Belvoir, Va. and who showed some skills as illustrators were used as graphic artists for many years. Although the Army established a separate specialty for illustrators, responsibility for training changed to the signal school in the early 1970s and was consolidated with Air Force training at Lowry Air Force Base in 1979.

Sailors received training in broadcast television systems maintenance and graphics at Lowry Air Force Base until the base closed in 1994.

In December 1992, the Defense Visual Information School was created from elements of the 3420th Technical Training Squadron and the Army 560th Signal Battalion at Lowry Air Force Base. DVISCH, under the direction of the American Forces Information Service, moved to Fort George G. Meade, Md. in 1994.

Navy Visual Information Training

The Navy recognized that with the advent of flight came the need for aerial photographers. In 1918, ship's cook Walter L. Richardson, a photography enthusiast, often captured aviation activities on film at Pensacola Naval Air Station, Fla. The Navy decided its photographers were a valuable tool for training and documenting aircraft testing, accidents and other aviation-related activities. Before long, the Navy made Richardson its first designated photographer. The Navy began to use photography in aerial reconnaissance during World War I, and Richardson was soon commissioned and charged with organizing the first Naval School of Photography at the Naval air station in Miami. As the war came to an end, so did the school.

It reopened in 1920 at Naval Air Station Anacostia, near Washington, D.C. Because of limited facilities, the school at Anacostia was unable to keep up with growing fleet demands for trained photographers. In 1923, naval photography returned to its place of origin, Pensacola Naval Air Station.

On Dec. 1, 1944, the Naval Training School (Motion Picture Camera) began training at Pensacola, moving from the Photographic Science Laboratory, Anacostia. That same year the Navy directed that the Naval Training School (Camera Repair) move from Rochester, N.Y., to Pensacola NAS. An Army barracks, built in 1939, was renovated in 1950 to house the schools of naval photography.

As of Oct. 1, 1992, the Department of Defense consolidated all photographic training within the military, and the Naval Schools of Photography became the Defense Photography School, under the direction of AFIS.

Functional Transfer and Consolidation

In 1991, AFIS requested the Interservice Training Review Organization study the potential for consolidating the three schools providing public affairs, visual information and broadcast training into a single, joint facility. This study was completed in January 1992. It concluded that consolidation was both feasible and cost-effective.

On July 28, 1992, the deputy secretary of defense approved the functional transfer and consolidation of service training for public affairs, visual information and broadcasting into a single, joint-educational facility at Fort George G. Meade, Md. Effective in fiscal 1993, the Navy's School of Photography at Pensacola Naval Air Station and the visual information and broadcast elements of the Air Force 3420th Technical Training Group were transferred to AFIS, a DoD field activity under the assistant secretary of defense (public affairs). The Defense Information School was transferred to AFIS under the Program Budget Decision 752.

In November 1992, AFIS requested the Army Corps of Engineers audit the requirements for the consolidated school, including required personnel strengths, facility requirements, construction costs and other factors. Based on the finding of the audit, the decision was made to fund construction of the school. The Base Realignment and Closure program funded the movement of the Defense Visual Information School (Lowry) and the Defense Information School (Fort Benjamin Harrison).

On Nov. 1, 1993, the Defense Visual Information School advance party occupied temporary facilities at Fort George G. Meade establishing its presence and coordinating support for the shipment of equipment and personnel from Colorado. Training ended at Lowry Air Force Base with the graduation of the last classes on April 30, 1994, and on Aug. 9, 1994, the first class of

the Basic Television Equipment Maintenance Course began in the temporary facilities on Fort Meade.

The move of training from Fort Benjamin Harrison began in April 1995, and the last Basic Journalist Course class graduated on the June 30, 1995. Three weeks later, on July 25, 1995, the first class of the Basic Journalist Course began training in the temporary facility. On Oct. 3, 1995, the Defense Information School and the Defense Visual Information School consolidated as the Defense Information School. On June 12, 1998, the Defense Photography School consolidated with the Defense Information School in a new facility on Fort George G. Meade, Md., completing the transfer and consolidation process.

(Link: <http://www.dinfos.dma.mil/About/DINFOS-History/#navy>)

U.S. Army Command and Staff College (CGSC) (Fort Leavenworth, Kansas)

Since its inception in 1881 as the School of Application for Infantry and Cavalry at Fort Leavenworth, Kansas, the Command and General Staff College (CGSC) has evolved to meet the educational and operational needs of the United States Army. Today, CGSC is more than an Army school— we are a Joint, interagency, intergovernmental and multinational College, accredited by the Joint Chiefs of Staff to provide Joint Professional Military Education, and by the Higher Learning Commission to grant a Master of Military Art and Science degree to qualified graduates in three of CGSC's fourteen academic programs. The Command and General Staff College is a subordinate organization of Army University.

The US Army Command and General Staff College educates, trains and develops leaders for Unified Land Operations in a Joint, Interagency, Intergovernmental, and Multinational operational environment; and advances the art and science of the profession of arms in support of Army operational requirements. The US Army Command and General Staff College will always strive to be an educational center of excellence.

The CGSC mission statement conveys the College's essential tasks and the vision expresses our ideal of the future. It adjusts its mission statement to accommodate continuous and deliberate analysis of guidance (national, DOD, Army, TRADOC, and CAC), and the complexities of the contemporary operating environment. Our continuing challenge is current and relevant leader development through professional military education. It ensures currency and relevancy by immersing ourselves in our professional body of knowledge, contributing to that knowledge with collaboration and publication, and simultaneously adapting our programs to meet the needs of students, commanders, and operational forces.

Several strategic priorities help guide the evolution of our institution and the adaptation of our programs in pursuit of educational excellence:

- Educate and train our students to ensure successful graduates can lead teams and solve complex problems in ambiguous environments in accordance with CGSC learning outcomes.
- Research and publish, with particular emphasis on operational-level land power studies.
- Recruit, develop, and retain world-class faculty.
- Support the Army at war and advance the profession of arms.

Current reality demands that CGSC graduates be prepared to assume warfighting duties immediately upon graduation. Graduates must be confident, competent leaders, and creative problem solvers who understand the complexities of the contemporary operating environment. Learning is our most important contribution to the nation; therefore, the challenge is the mastery of a diverse, broad, and ever-changing professional body of knowledge. Collaboration (developing, publishing, and subscribing) in the professional body of knowledge is essential to maintain currency and make relevant contributions to furthering professional understanding or creating new professional knowledge. This demands that CGSC be a learning organization committed to a continuous effort to improve student learning, teaching, and the learning environment. CGSC must be an analytic, thinking, and learning institution, seeking new knowledge, but circumspect enough to discern the difference between contemporary innovation and enduring principles.

The CGSC best accomplishes its educational outcomes through a vital professional faculty who recognize that excellence in teaching is foremost. Faculty members are drawn from the entire range of relevant academic and military disciplines, and they embody the scholarship of teaching, learning, and warfighting. As professional educators, they are committed to master both content and process. CGSC faculty are experts in their respective fields of study, talented facilitators of learning, and empowered with the flexibility to determine how best to achieve learning objectives in their classrooms so that our students' learning will last.

The CGSC approaches education as the dynamic interaction between active learners, faculty using learner-centric pedagogies, and relevant outcomes-based curricula (content). CGSC faculty members create learning environments that allow students to construct knowledge – make meaning – by connecting curriculum content with their own experiences and prior knowledge through practical application and critical reflection. To accomplish this, CGSC faculty are comfortable in their roles as facilitators, and employ learner-centric methods and techniques that actively engage students in the learning process. Simulation-based exercises, case studies, and seminar discussions demand high levels of student interaction and create opportunities for peer learning. Beyond enabling pursuit of specific course and Joint learning objectives, CGSC's learning methodology seeks to build intrinsically motivated, intellectually curious officers and interagency partners with the skills necessary to access information and construct knowledge on their own.

The CGSC serves as the US Army's most important professional school, combining theoretical education and practical training to produce leaders who are proficient in the understanding and conduct of modern warfare. CGSC must train for certainty and educate for uncertainty, as both training and education are vital to our students' learning needs. CGSC must train graduates on enduring doctrinal principles, emerging lessons, and the skills they will require in their career. We must educate our graduates for the uncertainty they will surely encounter; they must know how to think and apply critical reasoning and creative thinking in complex ambiguous situations. The CGSC's academic methods and curricular designs educate and train military officers and

interagency partners in the nature and conduct of land warfare within the complex national security environment. In addition, CGSC advances the state of contemporary military knowledge through original research and experimentation.

CGSC expands students understanding of joint force deployment at the operational and tactical levels of war, to include joint force capabilities and inter-relationships across the full range of military operations. CGSC employs simulation-based exercises, case studies, and seminar discussions in ways that introduce students to the complexity and dynamism of Unified Land Operations in a Joint, Interagency, Inter-governmental, and Multinational (JIIM) operating environment. CGSC's active learning methods also allow faculty to inject uncertainty and surprise into classroom learning experiences in ways that demand flexibility and promote adaptability.

Graduates of CGSC possess a warfighting focus that enables them to lead competently and confidently on Army, Joint, interagency, intergovernmental, and multinational teams and throughout Unified Land Operations.

(Link: <http://usacac.army.mil/organizations/cace/cgsc/mission>)

Marine Corps University

The President, Marine Corps University, is the Marine Corps' Professional Military Education (PME) proponent. Through its resident and non-resident programs, the Marine Corps University develops the professional competence of its Marines, other service, international, and civilian students. Graduates are prepared to perform with increased effectiveness in service, joint, interagency, intergovernmental and multinational environments at the tactical, operational, and strategic levels of war, across the range of military operations.

Providing relevant, current Professional Military Education has never been more important. The complex environment in which Marines operate requires strong leadership and a high level of competence in a wide array of subject matter. Marine Corps University is committed to providing a World-Class educational opportunity to fully prepare our leaders. Marine Corps University consists of nine Professional Military Education (PME) programs and 13 directorates.

PME Programs: Marine Corps War College (MCWAR), School of Advanced Warfighting (SAW), Command and Staff College (CSC), Expeditionary Warfare School (EWS), College of Distance Education and Training (CDET), Foreign Professional Military Education (FPME), Strategy and Policy Course (SPC), Commandant's Professional Reading List (CPRL), and Enlisted Professional Military Education (EPME)

Directorates: Center for Advanced Operational Culture Learning (CAOCL), Commandant of the Marine Corps (CMC) Fellowship Program, The Brute Krulak Center for Applied Creativity (BKCAC), Center for Strategic Studies (CSS), Leadership Communications Skills Center (LCSC), History Division (HD), LeJeune Leadership Institution (LLI), Library of the Marine Corps (LoMC), Marine Corps University Press (MCUP), Middle East Studies (MES), and National Museum of the Marine Corps (NMMC).

Marine Corps University was founded on 1 August 1989 by order of the Commandant of the Marine Corps, General Alfred M. Gray. Its schools claim a much longer history, beginning in 1891 with 29 company grade officers attending the School of Application. Today's MCU is the vision and legacy of Generals Lejeune, Butler, Breckinridge, and Gray. Efforts of the Marine Corps to give its personnel formal military schooling date back to 1891, when the School of Application was established as the first resident school for Marine officers.

This school, becoming the Officers Training School in 1909, eventually relocated to Quantico immediately following America's entry into World War I where it became the nucleus of Marine officer instruction. Throughout the remainder of World War I, experienced veterans returning from France were employed to train those preparing to deploy. World War I had demonstrated to Major General Lejeune the need for the education of Marines of all ranks. Gleaning valuable lessons from the experience of World War I, General Lejeune insisted adequate time be allotted for the study of weapons and their proper tactical employment. As a result, in the fall of 1919,

the Marine Corps Officers Training School was opened at Quantico. Brigadier General Butler, realizing the importance of military education for the core of professional officers, continued General Lejeune's concepts by developing plans for two additional courses of instruction.

The first, called the Field Officers Course, welcomed its first students in October 1920. The second, the Company Grade Officers Course, convened its first class in July 1921. These two courses, along with the basic Marine Corps Officer Training School, formed the foundation for what General Lejeune termed "Marine Corps Schools." It was this beginning that formed the basis of the Marine Corps University as it exists today. During the interwar years, key visionaries like Major Earl Hancock Ellis and Colonel Robert H. Dunlap, whose names grace Marine Corps University buildings today, foresaw the need for studies in amphibious warfare. In the late 1920s, comprehensive instruction in amphibious operations increased dramatically as the Corps foresaw the need to train its officers in this new mission. To expand the audience of the expanding Marine Corps Schools, correspondence courses were established to parallel the resident courses. Beginning in 1930, special groups were formed from selected Field Officers School graduates and students to work on amphibious doctrine and requirements. Brigadier General James C. Breckinridge, who rewrote the entire curriculum to a strictly Marine Corps orientation, championed the new science of amphibious warfare and close air support.

Breckinridge required his officers to become skilled instructors, specialists in the new "Marine Corps Science." So important was this new concept, the Field Officers School was temporarily discontinued so its staff and students could devote their full time to developing the new doctrine. To reflect the importance of the Marine Corps' new mission, two schools were re-designated Amphibious Warfare Senior and Junior Courses for Field Grade and Company Grade officers, respectively. The study and innovative actions at Quantico in the 1920s and 1930s led to the dramatic amphibious successes of World War II. Due to manpower shortages during World War II, both Courses suspended classes. The students and staff assumed those duties necessary to support a quickly expanding Marine Corps. In 1943, an operationally oriented three month "Command and Staff Course" opened at Quantico based on the need for school-trained, field grade officers with commensurate skills to serve in the Pacific Theater. In 1946, the Marine Corps reestablished the three-tiered, professional military education system. Lessons learned from World War II and new concepts based on atomic warfare theory were quickly added to the curricula of the Amphibious Warfare Senior and Junior Courses. In the 1950s, shortly after the Corps introduced vertical envelopment, the curricula at both schools were again modified to include the use of helicopters in amphibious warfare. In 1964, the Senior Course was re-designated Command and Staff College and the Junior Course became Amphibious Warfare School. Amphibious operations remained the theme in both courses throughout the 1970s.

On 16 February 1971, the first course of the Staff Noncommissioned Officer Academy at Quantico, Virginia, convened. In 1981, the Noncommissioned Officer Basic Course was established at 18 sites, and the Senior Course for Staff Sergeants was implemented at Quantico, Virginia. The following year, the Advanced Course for First Sergeants and Master Sergeants was

implemented at Quantico, Virginia. Dynamic refinement of the Corps' professional military education system brought significant curriculum changes in the late 1980s. Maneuver warfare theory was introduced and a focus on Marine Air Ground Task Force (MAGTF) operations was implemented. In 1989, under the direction of then Commandant of the Marine Corps, General Alfred M. Gray, five independent Marine Corps schools were organized into the Marine Corps University. In 1990, the Art of War Studies program was created and, one year later, matured into the Marine Corps War College as the Corps' senior-level officer professional military education school. Also in 1990, the enlisted Advanced Course became a course for Gunnery Sergeants. Throughout the 1990s, MCU adjusted itself to fit the needs of the Marine Corps.

In 1993 the Commanders' Program was established for all Lieutenant Colonels and Colonels slated for command; in 1994, annual E-8 Seminars and E-9 Symposiums were established; in 1995, the Logistics Instruction Branch was created to teach all ranks the art of logistics; in 1996, the First Sergeants course was established; and in 1997, the College of Continuing Education was created and directed to integrate all officer distance education programs within a single college. Recent events demonstrate how MCU has continued its impressive list of developments and accomplishments: In 1999, MCU was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award a Master's of Military Science degree for Command and Staff College; in 2001 MCU was accredited to award a Masters of Strategic Studies to graduating students of the Marine Corps War College; in 2003 MCU was accredited to award a Masters of Operational Studies to graduates of the School of Advanced Warfighting.

In 2002, the Amphibious Warfare School and the Command and Control Systems Course merged to become the Expeditionary Warfare School; In 2003, the Logistics Instruction Branch was renamed the School of MAGTF Logistics (SOML) and the Senior Leader Development Program (SDLP) was created to manage General Officer education. The SDLP has since grown into the Lejeune Leadership Institute, responsible for the development of leadership programs across the Marine Corps. In 2000, the Training and Education Command was created at Quantico as the Marine Corps University's higher headquarters. Officer Candidates School, The Basic School, Command and Control Systems School, the College of Continuing Education, renamed the College of Distance Education and Training, and SOML now report to the Commanding General of Training Command. In 2010, the MAGTF Instructional Group was established under the cognizance of the Vice-President of Academic Affairs. From a humble beginning arose a tradition of study and innovation that continues to this day. The University's focus, as Education Command, is clearly on the education of leaders in our Corps of Marines. In 2005 MCU's ability to award regionally accredited graduate degrees was reaffirmed by the Commission on Colleges of the Southern Association of Colleges and Schools, and in 2011 its Fifth Year Interim Report to SACS was accepted without request for additional reporting, thereby attesting to the University's continued academic excellence in the realm of Professional Military Education.

(Link: <https://www.usmcu.edu/about-us>)