



Beyond the Ivory Tower

The First Sixty Years 1947–2007

SHARON HUDGINS

University of Maryland University College

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Foreword

This commemorative history tells an inspiring story about a remarkable university founded in the belief that higher education should be available to anyone, anywhere, at any time.

From its roots as a college within a university to its now solid reputation as a world-class institution, UMUC has created an enduring legacy across six decades and two centuries of unparalleled global transformation. Its story lives on through the legions of men and women who have built this legacy with their determination and cultivated its potential with their ingenuity—visionary leaders, who in taking enormous risks at critical junctures, have invested wisely in new ideas and new directions; outstanding faculty members, who have distinguished themselves as seasoned professionals, credentialed scholars, and superb teachers; and talented staff, who have harnessed the power of teamwork to fulfill the promise of education.

Yet as UMUC's story continues to unfold, its greatest legacy lies in its extraordinary students and alumni, adult learners of all ages and from virtually every sector of the workforce—including the military—who hail from here in Maryland, across the country, and around the world and who bring with them the wisdom of profound experience that is as richly diverse as they are. As UMUC's *raison d'être* and its single focus, they have indeed helped shape this university with their lofty dreams and aspirations; their unique perspectives and learning needs; their enormous talents and generosity.

In charting UMUC's course for the next 60 years, we stand ready to honor its past by taking bold steps into its future. And I am proud to dedicate this book to those who have paved the way for this incredible journey with their uncompromising commitment to and pursuit of excellence.

Susan C. Aldridge

SUSAN C. ALDRIDGE
PRESIDENT
FEBRUARY 2008

Foreword to the First Edition

The commemorative university history is seldom seen as an exciting literary genre. While I can surely—and with justification—be accused of bias, I am nonetheless certain that this record of UMUC's unusual history is both exciting and significant.

A history of University of Maryland University College is, first of all, a history of many of the social trends and events that shaped the United States and U.S. higher education in the aftermath of World War II. The past 50 years have witnessed a remarkable surge to higher education from all segments of U.S. society. University of Maryland University College has helped shape that surge and has been fundamentally defined by it. Few, if any, universities are as closely identified with the students they serve as is UMUC with adult, part-time students in general and, in particular, with students serving in the military.

From its inception, this institution has been student centered in every sense of that phrase. Few institutions can boast such a colorful record of working with students in most unusual and often adverse conditions. That “student centeredness” remains at the heart of UMUC today; we are committed to rethinking the university to provide a new level of service to the dedicated students in the UMUC community.

Were the history of UMUC only about the events and trends that shaped it, that in itself would be a remarkable story. But there is more. UMUC has been an extraordinarily innovative institution, committed to the core traditions of the academy without being hobbled by institutional stasis or timidity. UMUC is also a testimony to the difference that dynamic individuals can make. This history is peopled by academic leaders of commanding vision, by faculty and administrators of remarkable dedication and personal courage, and by students of enduring commitment.

All of this makes for good history and a wonderful “read.” This book is dedicated to all in the UMUC community who have contributed to making this university what it is today.



GERALD A. HEEGER
PRESIDENT
MARCH 2000

Sources and Acknowledgements

For the 50th anniversary of University of Maryland University College in 1997, then president T. Benjamin Massey commissioned the writing of a commemorative history, *Never an Ivory Tower: University of Maryland University College—The First 50 Years, 1947–1997*, which was published in 2000. The purpose of the book was to document UMUC's remarkable history and make its singular story available to readers both within and outside the university.

For the celebration of UMUC's 60th anniversary, President Susan C. Aldridge commissioned the writing of a new edition, now titled *Beyond the Ivory Tower The First 60 Years 1947–2007*. This book brings the institution's history up to date by adding a new chapter on the most recent decade, as well as a revised introduction and conclusion. The original six chapters of *Never an Ivory Tower* were retained and remain the core of this latest anniversary edition.

Many people deserve recognition for their support and assistance in the production and publication of these commemorative histories of University of Maryland University College.

When I was asked to write *Never an Ivory Tower* in 1996, Julian S. Jones (at that time vice president for Institutional Advancement) spearheaded the project from the beginning and provided guidance from start to finish. I am especially grateful to him for the written materials he obtained, the interviews he arranged, and the editorial direction he provided throughout the entire process of my researching and writing the first edition of this book.

The information in *Never an Ivory Tower* came from a number of sources, oral and written, published and unpublished. Among the primary sources of information were the people whom I interviewed, in person or by telephone, between April 1996 and March 1997. These included current and former UMUC students, faculty, and staff members; education officials from the U.S. Army, Air Force, Navy, and Marines; and other people who have, at one time or another, been associated with UMUC. With the permission of the interviewees, many of these interviews were recorded on audiotape and subsequently transcribed; these tapes and transcripts now form the core of the UMUC oral history archives in the UMUC library.

Future researchers and I owe a debt of gratitude to the following people who agreed to be interviewed for the 50th-anniversary edition; who took time to share their reminiscences, insights, and observations with me in 1996–1997; and who, in many cases, provided additional documentary information and served as primary sources for fact-checking for that edition: Nicholas H. Allen, Joseph J. Arden, Vida J. Bandis, Mary Baron, Joseph V. Bowen, George H. Callcott, Ernest J. (“Jeff”) Cheek, Manny Colbert, Loretta Cornett, Mason G. (“Bob”) Daly, George J. Dillavou, the

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Additional information came from several videotapes provided by UMUC, including UMUC interviews with Ray Ehrensberger (1992) and Stanley Drazek (1993); Emory Trosper’s speeches on the history of the Asian Division (1993, 1994); UMUC video productions titled “Munich Campus: Best of Both Worlds” (1988), “Schwäbisch Gmünd” (1995), and “Achievement” (1995); and two Maryland Public Television productions, “Military Intelligence” (*Maryland State of Mind*, fall 1996) and “Bullets, Books, and Bosnia” (*Maryland State of Mind*, fall 1996).

In response to my written requests for information about UMUC’s first 50 years, a large number of people sent personal letters; memoirs, published and unpublished; books; articles from magazines, newspapers, and scholarly journals; personal and official documents dating back to 1949; poems; and photographs. Through correspondence with these people, I was able not only to renew old acquaintances from UMUC, but also to make many new ones. For their contributions to this book, all of these people deserve a word of thanks: Diana L. Ahmad, J. R. Aldrich, Thomas Aylward, Caroline Barnebey, E. A.

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Many written sources, published and unpublished, provided background information, statistical data, and direct quotations for *Never an Ivory Tower*. George H. Calicott’s *A History of the University of Maryland* (Baltimore: Maryland Historical Society, 1966) was a valuable source of information about the development and growth of the University of Maryland from the 19th century to the 1960s. A major source of information about the early history of University of Maryland University College was Bill Garland Clutter’s “A History of the University of Maryland College of Special and Continuation Studies (University College): The Development of a World-Wide Education Program, 1947–1956” (PhD dissertation, American University, 1984). And

the late Stanley J. Drazek's "Memoirs 1948–1978" (unpublished manuscript) contained a wealth of information about the first three decades of UMUC, stateside and abroad.

Ray Ehrensberger's "European Diary, February–September 1950" (unpublished manuscript) was an excellent source of information about the first year of UMUC's program in Europe. Loren Reid's *Professor on the Loose* (Columbia, Missouri: Mortgage Lane Press, 1992) and "Speech in the Maryland Overseas Program" (*Quarterly Journal of Speech*, 1956) were both highly readable accounts of the early years of UMUC's European Division, written from the perspective of a faculty member there. Robert R. Speckhard's "The University of Maryland European Division, 1949–1989" (unpublished manuscript) provided additional information about that program, and Thea von Seuffert-Bach's "University of Maryland Munich Campus: A Brief History" (unpublished manuscript) was a primary source of information about the Munich branch of the European Division.

Ralph Millis's "History of University of Maryland University College Overseas Programs, 1949–1994" (unpublished manuscript) gave a useful overview of the history and development of UMUC's programs abroad. Emory Trosper's "History of the Asian Division" (unpublished manuscript) provided background material, entertaining anecdotes, and information not found elsewhere about UMUC's program in Asia. David P. Glaser's "A Study in Contrasts: The University and Vietnam" (*Papers on the Social Sciences*, 1970) was an informative account of his observations and experiences as a faculty member in Vietnam during the war. And George P. Morgan Jr. recounted his own experiences

as a faculty member in UMUC's new Russia Program in "My Great Siberian Adventure" (unpublished manuscript).

Additional sources of information about UMUC included the private papers of Ray Ehrensberger, 1930–96; the *University of Maryland Evaluation Report for the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools*, November 15–19, 1953; the texts of several speeches by University System of Maryland Chancellor Donald N. Langenberg and UMUC President T. Benjamin Massey; as well as articles about UMUC in *Newsweek* (1950), the *New York Times* (1951), *Time* (1951, 1960), *Reader's Digest* (1965), *Rhein-Neckar Zeitung* (1974), the *Washington Post* (1993, 1996), and the *Stars and Stripes* (European and Pacific editions, 1950–96).

UMUC publications from the 1950s to the 1990s were a major source of information for the first edition of this book. UMUC's own newspaper, the *Marylander* (1954–75, 1977–81), provided many of the stories and much of the statistical information about the institution during the years that the paper was published. The anniversary booklet *Generation: 1947–1972* summarized the institution's history during its first quarter-century, and additional information came from *The Marylander: Celebrating Our 35th Anniversary* (1982). Two other very useful sources were the UMUC alumni magazine, the *Achiever* (1991–97), and the *UMUC Fact Book* (1995).

Much information for the original edition was also gleaned from the catalogs of the University of Maryland's College of Special and Continuation Studies and of the separate divisions of University

of Maryland University College (Maryland/U.S.A., European Division, Far East/Asian Division, Munich Campus); from two decades of UMUC commencement programs (1975–95); from the *UMUC Annual Report*, *Task Force Report*, *Periodic Review Report*, *President's Report to Alumni and Friends*, and *Self Studies*, all issued at various times from 1964 to 1996; and from such UMUC publications as *University College World*, *The Twilight Times of University College*, and *New Dimensions in Education at University of Maryland University College*.

In the 50th-anniversary edition, additional information about the European Division and the Munich Campus came from the European Division's 25th anniversary booklet (1974); from issues of the *University of Maryland Student Newsletter* (Europe, 1987–96); and from *Munich Campus Magazine* (1988–91). Much of the historical information about the Far East/Asian Division was provided by the booklets published by that division on the occasions of its 10th, 15th, 20th, 25th, and 30th anniversaries; the *University of Maryland Overseas Program Student Handbook*, 1956–57; *Asian Marylander* (1978–82); *Destinations: Teaching and Travel in Asia* (1983, 1984); *What Shall We Name It?* (1985, 1986); *UMbrella* (1985–87); "Faculty Communiqué" (1989, 1990); and the Asian Division publication titled *Letters to a Friend*.

UMUC developed as an educational institution within the broader framework of changes occurring in higher education for adults in the United States from the end of World War II up to the present era. Background information on the history of higher education in the United States, higher education for adults, and educational programs for the U.S. mili-

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During the process of fact checking, I also contacted many sources outside of UMUC. Particularly helpful were the reference librarians at several U.S. Army, Navy, and Air Force libraries in the United States; officials at the U.S. Department of State and the U.S. Army Center of Military History in Washington, D.C.; a variety of military and civilian personnel at the Pentagon; the U.S. Military History Institute at Carlisle Barracks in Carlisle, Pennsylvania; the Air Force History Support Office at Bolling Air Force Base in Washington, D.C.; the Maryland State Archives in Annapolis; the Embassy of the United Kingdom and Northern Ireland in Washington, D.C.; the Bermuda Consulate; and the German Historical Institute in Washington, D.C.

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In doing the research for the new edition of UMUC's commemorative book, I met a new group of students, faculty, and staff who were an integral part of the university's history during 1997–2007. A major theme of the last chapter in *Beyond the Ivory Tower* is how much UMUC has been transformed in the 21st century—and many of those people were agents of that change. I am especially indebted to everyone who agreed to be interviewed for *Beyond the Ivory Tower*, including Susan C. Aldridge, Nicholas H. Allen, Allan J. Berg, Benjamin J. Birge, Joseph V. Bowen, Jr., Marky Campbell, Mark W. Carter, Sean Chung, Cynthia A. Davis, Michael S. Frank, Gerald A. Heeger, Mary Ellen Hrutka, John E. Jones, Jr., Kimberly B. Kelley, Lawrence E. Leak, Greg von Lehmen, Nanette Mack, Ellyn McLaughlin, Theresa Marron-Grotsky, Javier Miyares, Mark L. Parker, Theresa Poussaint, Ernesto Santos-DeJesus, J. Robert Sapp, George A. Shoenberger, Nancy S. Williamson, and Rachel E. Zelkind. Each of them provided information on the university's recent history and valuable insights on how, and why, UMUC has changed so much in the time since I wrote the first edition of this book.

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UMUC publications also provided much information for this new chapter: the annual *UMUC President's Report* (1997–2004); *Periodic Review Report Submitted to the Middle States Commission on Higher Education, May 2001*; *UMUC Self Study, Prepared for the Middle States Commission on Higher Education, Spring 2006*; *FYI @ UMUC* (online newsletter, October 1998–January 2006); UMUC's undergraduate and graduate catalogs (1997–2007); *UMUC 2007 Commencement* (booklet); *Fifty Years in Asia: Maryland and the Military* (50th-anniversary publication of UMUC Asia); *Asia View* (UMUC Asia newsletter, 2001–2005); UMUC's annual *Fact Book* (1997–2007), and the university's official Web site, www.umuc.edu. Many of the quotations from

UMUC alumni identified in the new chapter came from letters they wrote to *Achiever*, the university's alumni magazine, between 1997 and 2007.

In addition, I consulted many articles about UMUC, or about higher education in general, published in the *Chronicle of Higher Education*, *Continuing Higher Education Review*, *Educause*, *Washington Post*, *Christian Science Monitor*, and the *Stars and Stripes*. The quotation from Nicholas Allen (“We’re probably one of the few truly open access institutions . . .”) is from “An Interview with Nicholas Allen,” by L. R. Humes, published in *IMS Global Learning Consortium Series on Global Learning Impact*, 21 September 2007, pp. 1–7.

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Sharon Hudgins
2007



INTRODUCTION

A Pioneering University— Then and Now

Throughout the world, there has never been an institution of higher education quite like University of Maryland University College (UMUC). Sixty years ago, no one would have predicted that a small, newly established branch of the University of Maryland's College of Education would become a major university itself, recognized internationally as a leading institution of higher education for adults. No one could have foreseen its phenomenal growth—from a single office administering a few off-campus programs around the state of Maryland to a global university with headquarters in Adelphi, Maryland; Heidelberg, Germany; and Tokyo, Japan. And no one could have imagined that during its first six decades, this university would serve more than 2 million students through courses taught in more than 80 countries on seven continents.

In 1947, the College of Special and Continuation Studies, as it was then called, was established by the University of Maryland to provide off-campus, evening, and weekend courses

for adult, part-time students throughout the state. From the beginning, this unique unit of the University of Maryland functioned as an alternative to more conventional collegiate programs by offering classes at times and places convenient for adults in the workforce. The program was so successful that, within its first decade, it became a separate, degree-granting college of the University of Maryland, providing higher education not only in Maryland and the Washington, D.C., metropolitan area, but also at U.S. military installations in Europe, the North Atlantic, Asia, Africa, and the Middle East.

In 1959, the institution's name was changed to University College, and, in 1970, it became known as University of Maryland University College, a separately accredited institution of the University of Maryland. Today, UMUC is one of the 11 degree-granting institutions of the statewide University System of Maryland—and the only one whose primary mission is to serve adult students pursuing higher education on a part-time basis. With an annual enrollment of more than 90,000 students, UMUC is now the second-largest component of the University System of Maryland and the twelfth-largest degree-granting institution in the United States, serving students from all 50 states and in dozens of countries around the world.

During its first 60 years, UMUC established a reputation as one of the world's largest and most innovative providers of high-quality university degree programs and professional development programs for adults. Most of its students are individuals age 25 or older, with jobs, families, and community commitments that preclude full-time study at a traditional college or university. When

UMUC was founded in the late 1940s, those so-called “nontraditional” students constituted only a small and peripheral part of the total enrollment at colleges and universities in the United States. During the second half of the 20th century, however, an increasing number of adults began to enroll part-time in higher education programs, for a variety of reasons: to earn degrees, to get jobs, to keep jobs, to acquire new skills, or to seek self-fulfillment through learning. Many of those adult students were first-generation college entrants, including women and minorities, who had not previously had the opportunity to pursue a higher education. By 2007, these adult, part-time students constituted more than half of all students enrolled in colleges and universities across the United States. The type of students who were considered “nontraditional” 60 years ago had become increasingly important members of the modern higher education community.

Throughout its history, UMUC has been recognized as a pioneer in extending higher education programs to members of the U.S. military stationed overseas. From the first courses taught at a handful of U.S. military bases in Germany in 1949, to its on-site education programs in Afghanistan in 2007, UMUC has been a leader in providing higher education opportunities for military servicemembers, U.S. government employees, and their families around the world. No other institution in history has provided such a wide range of higher education programs to members of its nation’s armed forces while they were serving their country abroad.

UMUC was the first U.S. university to offer academic courses and degree programs at U.S.

military bases abroad (Germany, 1949); the first to send its faculty to teach in a war zone (Vietnam, 1963); and the first to confer bachelor’s degrees at U.S. military installations overseas (Germany, 1951). More than 50 flag officers of the U.S. military are graduates of UMUC, and more than a million U.S. servicemembers have taken courses with UMUC. Without UMUC’s pioneering efforts, members of the military community at home and abroad would have missed many opportunities for professional and personal advancement. By educating so many U.S. servicemembers around the world, for more than half a century, UMUC has strengthened the United States in a fundamental way.

During its first six decades, UMUC evolved in response to changing social, political, and economic conditions within the United States and around the world. The university’s own development as an institution often paralleled—and certainly was affected by—many of the major movements and events of the time: the influx of veterans after World War II, whose higher education was funded by the new GI Bill; the civil rights and women’s rights movements in the United States; the advent of new types of information technology and the revolution in distance education; wars cold and hot, from Germany to Korea, Vietnam, the Balkans, Afghanistan, and the Persian Gulf; the change from a draft to an all-volunteer army; and new trends in higher education in the United States, particularly the emphasis on lifelong learning. Likewise, UMUC’s own mission evolved from providing courses regionally to adult, part-time students in the state of Maryland to offering degree programs around the

world, on-site and online—not only to U.S. citizens abroad, but also to an international clientele of students across the globe. At the time of its 50th anniversary in 1997, UMUC was offering undergraduate, graduate, and noncredit courses at more than 200 locations in the United States, Europe, North Africa, the Middle East, South America, Asia, and Australia, in such far-flung places as Hungary, Uruguay, the Marshall Islands, New Zealand, and Siberia. And by its 60th anniversary in 2007, UMUC had become one of the largest public providers of online education in the world.

Part of UMUC's success can be attributed to the wide variety of talented professionals that it has always attracted as faculty and administrators. Another major factor is the nontraditional structure of the institution, which allows it to be innovative, flexible, and responsive to the needs of the people it serves. As Julie E. Porosky, UMUC vice president of Continuing Education Services and University Outreach, noted in the mid-1990s,

It speaks well of us that we couldn't take education in the well-worn paths of traditional academia. We found them too constraining, and we went looking for something that was out there on the frontier. We wanted to dream that there were other possibilities for what higher education could be and what it could mean to students.

Pioneering was always a tradition at UMUC. And as UMUC entered the 21st century, the newest frontier in higher education had become distance education “delivered” online, in which

students and faculty at computer consoles anywhere in the world could meet together in “virtual classrooms” for teaching and learning. Gerald A. Heeger, president of UMUC from 1999 to 2005, noted shortly after he took office,

Since 1949, University of Maryland University College has been a widely recognized pioneer in distance education. Finding the best way to reach our students no matter where they are has always been a priority. As a result, we now have more students enrolled in online courses than any school in the world. To continue building the technological infrastructure of the global university we envision, we'll need a new kind of bricks and mortar.

And the following year, Heeger reiterated UMUC's role in the new millennium:

In our definition of “university” there are no ivy-covered buildings, no gated green lawns, no four-year-long interruptions in the life of a student. Most important, no barrier separates education from people's everyday lives. We envision the university as a lifelong resource enabling all people to continue improving their skills, sharpening their minds, and achieving their goals—all while they continue to work, participate in their communities, and enjoy their families.

Since its founding 60 years ago, UMUC has never been a typical bricks-and-mortar university. And the one constant at UMUC has been change. A year after becoming president of UMUC in 2006, Susan C. Aldridge said,

This year UMUC celebrates six decades of excellence, providing accessible, applicable, and affordable higher education to adult learners throughout Maryland, across the country, and around the world. Yet as successful as we are at UMUC, we must continue to meet the challenges and embrace the opportunities that abound in this highly competitive adult student market. As an institution, we welcome them. Our “brand” is a strong one, and our record of achievement, unsurpassed.

And looking to the future, she added,

In keeping with our vision of bold, global leadership in higher education for working adults, UMUC must help shape the process of change, preparing our students to become knowledge leaders in today’s rapidly evolving knowledge economy.

UMUC has always been proud of its role as an institution dedicated to the personal and professional growth of its students. “We value our students,” said T. Benjamin Massey, president of UMUC from 1978 to 1998.

Every decision we make results from recognition of their determination to pursue their education while they juggle other major responsibilities. We know we must be where they need us, when they need us. Our programming and scheduling reflect our commitment to meeting those needs. Our faculty and staff exist to serve students. Serving part-time students is our full-time job.

More than 166,000 students received their degrees from UMUC between 1947 and 2007. Many more took courses with UMUC at locations around the world; at home or at work through distance learning formats; and at UMUC’s own headquarters in Maryland. And most of those students would agree that UMUC offered them an opportunity for higher education that they might not otherwise have had.

At age 47, Jody Nelson, a California resident, enrolled in a UMUC online degree program. She graduated from UMUC with a BA in English in 2005—the same year that her daughter graduated from another university. Nelson wrote,

UMUC caters to us older students and allows us a state-of-the-art education. . . . I felt all of my professors were exceptional, professional, and approachable. I graduated with a 3.8 GPA, of which I am very proud, and will put my education up against anyone’s. My diploma from UMUC is framed and hangs on my wall where I see it every morning. It stands as a reminder that, no matter how old we get, we still have the ability to accomplish what we never thought possible. I have done a lot of things in my life, lived many places and worked many jobs, but I am prouder of that diploma from UMUC than I am of almost any other thing in my life.

For individuals and institutions alike, the half-century point is usually a milestone at which to pause, reflect on the past, and speculate about the future. For UMUC’s 50th anniversary in 1997, a commemorative history book—titled *Never an Ivory Tower: University of Maryland*

University College—The First 50 Years, 1947–1997—was written to document the innovations and achievements of this unique institution. By the time of its 60th anniversary in 2007, UMUC was well into the new millennium, and the world of higher education had changed considerably. During the intervening decade, UMUC had changed, too. So this new edition of UMUC’s history—now titled *Beyond the Ivory Tower*—was written to update the university’s narrative and to document the ways in which UMUC has been transforming itself, over the past ten years, into “the global university of the future.” This book tells the story of how UMUC was founded 60 years ago, how it grew and expanded during the second half of the 20th century, and how it developed into the institution that it is today. That story is also part of the personal history of everyone who has been associated with UMUC at any time during the past six decades—the thousands of students, faculty members, and staff who made it all happen. When UMUC celebrated its semicentennial in 1997, it looked back on its history with pride—and forward to its future with confidence. Today, building on the foundation of its singular, remarkable history, UMUC looks to its future in the 21st century as a time of unparalleled opportunity for continued pioneering in the field of higher education—with other new frontiers just over the next horizon.



CHAPTER ONE

The State Is Our Campus: The College of Special and Continuation Studies 1947–1958



The Early Postwar Era

The early postwar years in the United States were a time of both optimism and anxiety. U.S. troops had come home from the war in Europe, North Africa, and the Pacific. Industry was converting to peacetime production, from weapons to washing machines, from aircraft to automobiles, from tanks to trucks. The Great Depression was over, World War II had been won, and the Baby Boom had just begun.

By the second half of the 1940s, the United States had emerged as a global superpower, producer of half the world-manufactured goods and the sole possessor of the atomic bomb. Winston Churchill observed that the United States stood at

the summit of the world—but he also warned that an “iron curtain” had descended in Europe. Before the end of the decade, Joseph Stalin had consolidated Soviet control over the countries of Eastern Europe from the Baltic to the Balkans. Mao Tse-tung’s Communists had captured most of China. The Marshall Plan sought to provide economic aid from the United States to the war-torn countries of Europe; however, at the same time, the Russians attempted to cut off Berlin with a blockade of all road, rail, and river traffic to the divided city. In 1949, the Soviet Union successfully tested its own atomic bomb. That same year, the North Atlantic Treaty Organization (NATO) was formed. Less than four years after the last battle of World War II had been fought, a new Cold War between East and West had begun.

In the United States, William Wyler’s 1946 Academy Award winning film *The Best Years of Our Lives* captured the spirit of the times. In the movie, three ex-servicemen—an army sergeant, a navy sailor, and an air force officer—return from the war to their hometown in America’s Corn Belt. Flying back in a military airplane, they speculate about what the future holds. The young air force officer—a decorated veteran and former bombardier with only a high school education—sums up their hopes and dreams when he says, “All I want is a good job, a mild future, and a little house big enough for me and my wife.” Yet, he would soon discover that his military skills were of no use when he tried to find a job in that small midwestern town.

In 1944, Congress passed the Servicemen’s Readjustment Act, which came to be known as the GI Bill. Designed to reduce the impact of soon-to-be-demobilized military personnel flooding the

U.S. labor market—and to help them make the transition back to civilian life—the GI Bill provided funds for a wide range of educational programs for millions of veterans. The GI Bill was to have a great impact on civilian institutions of higher education. As the war came to an end, record numbers of veterans began enrolling in colleges and universities throughout the United States.

The University of Maryland almost immediately felt the effects of this unprecedented postwar boom in higher education. Between June and September of 1946, enrollments at the University of Maryland in College Park and Baltimore almost doubled, from a total of just over 6,000 (a peak enrollment up to that time) to more than 11,000 at the beginning of the fall semester. By the end of the 1947–48 academic year, resident collegiate enrollments would top 15,000. To meet the demands of its rapidly growing student body, the University of Maryland recognized that it needed not only to increase the number of courses, classrooms, and dormitories for its full-time students on campus, but also to offer courses—both on and off campus—for the large number of “non-traditional” adult students who were working full-time or part-time and who wanted to take university courses on a part-time basis.

As a result of the changes occurring in demographics, in business and industry, in technology, and even in international politics during the early postwar years, the University of Maryland was presented with an opportunity to expand its courses and programs to a wider, older, and more diverse group of students throughout the state. By the end of the decade, its innovative programs in off-campus education would extend around the globe, from College Park to Heidelberg, Tokyo, and beyond.

A New College in Maryland

The history of the College of Special and Continuation Studies and University of Maryland University College is but one chapter in the longer history of the development of the University System of Maryland. That history began in 1807—seven years before Francis Scott Key wrote “The Star-Spangled Banner” at Maryland’s Fort McHenry—when a state College of Medicine (the fifth medical school to be established in the United States) was founded in Baltimore. The next development occurred in 1856, when a group of landowners prevailed upon the General Assembly of Maryland “to establish and endow an agricultural college in the State of Maryland.” Thus, the Maryland Agricultural College came into being at College Park.

In 1862, Congress passed the Land-Grant College Act, which gave federal lands to the states to be sold for funding colleges of agricultural and mechanical arts. The Maryland Agricultural College then became the land-grant college of the state. In 1916, its name was changed to Maryland State College, and, in 1920, it was merged with the state professional schools, which were located

in Baltimore, to become the University of Maryland. This state-supported institution, with sites in College Park and Baltimore, would continue to grow and expand throughout the 20th century, eventually joining six former state colleges and universities to become the University System of Maryland, the 12th-largest public university system in the nation, with a wide range of programs at some 200 locations around the world.

At the end of World War II, however, the University of Maryland could be characterized as a traditional institution of higher education, serving traditional students. The vast majority of its students were 18- to 22-year-olds who enrolled on a full-time basis to attend classes at the campuses in College Park and Baltimore. But the dramatic influx of returning war veterans soon changed the composition of the student body. Most veterans were older than traditional college-age students. Some lived on campus, in dormitories, or in the makeshift accommodations hastily devised for the sudden increase in enrollments. Many lived off campus and commuted daily to their classes. Some were single, but others were married and had children. Some went to school full-time; others held jobs and attended college only part-time.

As a group, these war veterans were more mature—not only in age, but also in outlook—than traditional students who entered college immediately after high school. This new group of adult students had seen a wider world—the naval bases of Florida, the airfields of California, the beaches of Normandy and Iwo Jima. Some of the older students had postponed their education during the Great Depression of the 1930s; others had been drafted into the military in the 1940s while they were enrolled in college or before they even had had a chance to start. On the whole, they were more conservative, more skeptical, more serious, and more practical than traditional college-age students. These beneficiaries of the new GI Bill returned home from World War II wanting to get an education and get on with their lives.

The University of Maryland soon recognized that there was a need for specific programs to serve this growing constituency of nontraditional students. In 1947, in response to pressures from both inside and outside the institution, University of Maryland President H. C. (“Curley”) Byrd established a new unit within the College of Education to administer a number of programs around the state. The forerunner of

H. C. (“Curley”) Byrd was unquestionably the most powerful person in Maryland higher education.

today's University of Maryland University College, this new administrative division was the idea of Harold R. Benjamin, dean of the College of Education. According to Stanley J. Drazek, who later became chancellor of UMUC, Benjamin said to Byrd,

This will become a large university and a great university, and we've got to plan for the future. One of the first things we ought to do is establish a college to serve the adult population of the state. The present arrangement of offering courses through the College of Education is far from adequate. The College of Education is doing it [now], but we need an all-university college that would draw on the total resources of the University of Maryland.

The College of Education had, for many years, offered courses at several sites—primarily, but not exclusively, for elementary- and secondary-school teachers needing to meet certification requirements. Some of these courses were offered through the University of Maryland's Baltimore Center, while others were taught at off-campus locations around the state. In addition, the University of Maryland had provided agricultural extension courses within the state since the late 1800s. It also had offered a variety of continuing education courses, noncredit courses, conferences, and institutes at different times and places around the state in response to the educational and training needs of such groups as teachers, school administrators, farmers, housewives, industrial workers, and the military. With the sudden increase in the number of adult students seeking access to university courses in the postwar

era, Benjamin saw an opportunity to consolidate the administration of many of these programs into one special college that would serve the needs of nontraditional students.

President Byrd liked the idea. Charming, charismatic, and sometimes controversial, Byrd had been president of the University of Maryland since 1935. Unquestionably the most powerful person in higher education in the state, Byrd saw himself as the builder of the university, from its football team to its physical plant. And he was able to accomplish many of his goals because of his unrivaled ability to raise money for the university from individuals, from corporations, and from the state and federal governments. Imperious by nature, he often ignored established procedures and acted unilaterally in pursuit of his purposes. This was Byrd's *modus operandi* when he established the new special college without formally asking approval of the university's Board of Regents.

According to Drazek, Byrd asked Benjamin to “suggest several appropriate names for this college as well as possible candidates who are qualified to direct the institution you propose.” Of the six names Benjamin suggested for the college, Byrd chose the last one on the list: College of Special and Continuation Studies. Years later, Benjamin admitted, “I couldn't imagine that anyone in his right mind would select that name, but the president liked it.”

The College of Special and Continuation Studies turned out to be an appropriate name for this new branch of the College of Education. Not only did it describe the function of providing courses for adults who were continuing their education, but it also encompassed any special functions

that the college might serve, or any special courses it might offer—at that time or in the future—in meeting the needs of nontraditional students. The College of Special and Continuation Studies, or CSCS, as it came to be known, was indeed an omnibus organization, created for a variety of reasons to solve a number of problems that the University of Maryland was facing in the late 1940s.



George J. Kabat (left), first dean of the College of Special and Continuation Studies, advises students at the Pentagon in the late 1940s.

President Byrd apparently had several motives for bringing this new college into being. He agreed with Benjamin that it was logical to consolidate many of the off-campus extension courses and continuing education programs under one administrative unit. Byrd also wanted to create a home for the College of Military Science and Tactics, which he had established in 1944 to meet the needs of the military. The military science curriculum was offered on the College Park campus and on nearby military bases, but the program administration had proven awkward. Byrd envi-

sioned CSCS taking over the program and providing a more stable administrative structure.

Byrd was also seeking a way to accommodate traditional students who applied for admission to the University of Maryland, but who failed to fulfill the entrance requirements. Byrd saw CSCS as a place where these high school graduates could overcome their academic shortcomings and meet the standards required. In August 1947, the University of Maryland established the Division of General Studies and placed it within the College of Special and Continuation Studies. The purpose of the program was to enable students to take courses to correct their academic deficiencies and to make the transition to regular-student status in the undergraduate department of their choice. The Division of General Studies remained a part of CSCS until 1953, when administration of the program was transferred to the office of the dean of students.

The new college also could address another issue: what to do about African American students who were seeking admission to the University of Maryland campus in College Park and the university's professional schools in Baltimore. Although the university had admitted an African American student to its law school in 1935, the state's public school system remained racially segregated, as were most of the nation's public schools at the time. Byrd may well have seen the College of Special and Continuation Studies as an institution where African American students could take the courses they wanted, but at off-campus locations rather than on campus at College Park or Baltimore. This provision would satisfy the needs and demands of the increasing number of African Americans who wanted to enroll in University of Maryland

courses, while at the same time avoiding the issue of racial integration on the campuses themselves. Despite the fact that the university remained officially segregated until 1954, when the U.S. Supreme Court declared segregation unconstitutional, early records from CSCS show that racially integrated University of Maryland classes were being held on military bases long before the university itself was officially desegregated.

When President Byrd sought a director for his new College of Special and Continuation Studies, Benjamin strongly recommended his younger protégé, George J. Kabat, a teacher in the College of Education and a former military officer. Kabat was appointed director in the summer of 1947 and served in that position for two-and-a-half years. Described by one of his colleagues as “high energy, a dynamo,” Kabat got the program off the ground and oversaw its growth and development during the time that CSCS was still an administrative unit of the College of Education. In 1949, President Byrd convinced the Board of Regents that CSCS needed its own dean, thus effectively taking CSCS out of the College of Education and letting it stand alone as a separate college of the University of Maryland. Kabat then became the first dean of the College of Special and Continuation Studies.

The State Is Our Campus

The new College of Special and Continuation Studies was composed of a Division of Part-Time Studies and a Division of General Studies. The Division of Part-Time Studies was charged with providing “a limited program of late afternoon and evening and Saturday morning courses both on and off campus, for mature students who have full-time employment or who, for other reasons, cannot follow a full-time program of studies at College Park.” That division also administered the military science programs of the College of Military Science and Tactics, which remained a separate entity until 1958, when it became a part of CSCS. The Division of General Studies offered a range of lower-level courses in arts and sciences for incoming students who did not meet all the entrance requirements for regular admission to the university, and it also provided academic counseling to orient those students to university-level work.

During the first year of CSCS programs (1947–48), Marylanders attended classes in Baltimore, which was the largest center, and in College Park; at business and industry sites, such

as the Calvert Distilling Company, the Glenn L. Martin Company, and the Rustless Iron and Steel Corporation; in various communities around the state, including Cambridge, Cumberland, Hagerstown, Salisbury, and Westminster; and at military installations such as Fort Meade, Bolling Field, Aberdeen Proving Ground, Holabird Signal Depot, and the Pentagon. Enrollments for that



Stanley J. Drazek (center), assistant dean of CSCS, with several members of the staff in Maryland.

year totaled 1,916, with approximately 40 percent of those on military bases throughout the state.

The courses initially offered by the new College of Special and Continuation Studies in the fall of 1947 included two speech classes taught at the Pentagon. William Raymond (“Ray”) Ehrensberger, chairman of the Department of Speech and Dramatic Art at College Park, sent two of his best faculty members to teach across the

Potomac. The response was overwhelming, with such a large turnout of students that the program soon had to be enlarged. “Speech was the hottest subject there was,” said Ehrensberger. “Everybody wanted courses in public speaking.” Not only were speech courses required for the undergraduate degree in military science, but they also taught useful skills for officers and enlisted personnel who wanted to advance their careers in the military.

Ehrensberger later recalled one of the unexpected problems that occurred when speech courses were first offered at the Pentagon:

I remember a general, I won't mention his name, who came to his first class with his aide. They sat in the front row together, and the general just sat there while his aide took notes. The general didn't do a thing the whole session. It wasn't my class, but the teacher came to me, as head of the department, wondering what he could do. I told him to tell the general not to bring his aide to any more classes and that the general had to do his own work. [The general] did—and wound up getting an A for the course.

From an office in College Park, Kabat and a small staff administered the military programs offered at the Pentagon and at other nearby army, navy, and air force installations; courses for teachers in western and southern Maryland and in Washington, D.C.; and the general studies program at College Park. In cooperation with the departments of physics and mathematics as well as several engineering departments of the University of Maryland, a graduate program was established for scientists at the Naval Air Test Center at Patuxent.

Within the next two years, the program was extended to several other sites, including the Bureau of Ships, the Bureau of Aeronautics, the Naval Research Laboratory, and the Naval Ordnance Laboratory, to serve the needs of scientists who wanted to pursue master's and doctoral degrees.

The program was successful from the start. In its first two years, the College of Special and Continuation Studies offered more than 250 courses at 27 off-campus centers, enrolling a total of 4,391 students. In addition, the Division of General Studies served 320 students at College Park, helping many of them make the transition to regular-student status in the department of their choice at the College Park campus. Throughout the state, CSCS provided courses for credit at both the undergraduate and graduate levels, plus a range of non-credit courses, conferences, and institutes.

During this time, Kabat hired Stanley J. Drazek as the first full-time director of the Baltimore Division of CSCS. Drazek, who was working on his doctorate in industrial education, was responsible for administering the programs in and around Baltimore; courses at Aberdeen Proving Ground and the Army Chemical Center at Edgewood; the United States Naval Academy Graduate Program at Annapolis; and other CSCS programs for business, industry, education, and professional groups. During the 30 years that he worked for CSCS and UMUC—from 1948 to 1978—Drazek would become one of the most important figures in the institution's history, ultimately being appointed the second chancellor of University of Maryland University College.

Under Kabat's successor, Joseph M. Ray (1950–52), the program continued to grow as

more and more Marylanders enrolled in evening and Saturday classes at new locations around the state. To help administer this expanding program, Ray brought Drazek from Baltimore to the College Park offices of CSCS as the new assistant dean. In 1951, in recognition of its mission to serve adult students throughout the state of Maryland, CSCS adopted a slogan that became the college's theme: "The State Is Our Campus."

By that time, however, the College of Special and Continuation Studies had already set its sights on wider horizons. In 1949, CSCS had established higher education programs at a number of U.S. military installations in occupied Germany. In 1951, the North Atlantic Division was inaugurated with courses at U.S. military sites in Newfoundland and Labrador. And, in 1956, the program was extended to Asia. All of these overseas programs were a logical outgrowth of the programs offered at military installations in Maryland and around the Washington, D.C., area. As a CSCS slogan stated, "Maryland Serves You While You Serve."

By taking its programs overseas to serve the needs of U.S. military and civilian personnel stationed abroad, the University of Maryland's College of Special and Continuation Studies became a pioneer in providing higher education opportunities for adults. The overseas divisions in Europe, Asia, and the North Atlantic soon grew to be the largest component of CSCS. The stories of each of these divisions—with their foreign, often exotic, locations; their colorful students, faculty, and staff; their own special programs; and their unique logistical challenges—deserve to be told in chapters of their own.

Programs, Professors, and Students

Fundamental to the success of the College of Special and Continuation Studies was the awarding of “residence” credit for all courses offered off campus. At most other colleges and universities in the United States, courses taken off campus—at night and on weekends, through extension divisions or continuing education programs—were granted only “extension” credit. Many educators considered these credits to be of lesser value than credits completed through regular, daytime courses taken on the campus itself. Indeed, many institutions limited the number of hours of extension credit that a student could apply toward his or her degree. In granting residence credit for all of the courses taken through CSCS, the university was serving the needs of a wide range of nontraditional students, while also paving the way for the expansion of its own educational programs at home and abroad.

Although CSCS administered almost all of the courses given off campus (with the exception of agricultural and mining extension courses), the individual colleges and departments of the

University of Maryland actually provided the professors in the classrooms. These were either full-time faculty members from those departments or qualified adjunct professors. In addition, each participating department established course guidelines, chose textbooks, reviewed examinations and grade distributions, and generally exercised the same supervision of CSCS courses as for courses offered on campus at the University of Maryland. In this way, academic standards were maintained, and students in nontraditional programs felt—correctly—that they were receiving the same level of university education they would get in the regular, on-campus courses available in College Park and Baltimore.

During the early years of the College of Special and Continuation Studies, all degrees were awarded by the separate colleges of the University of Maryland, not by CSCS. For example, a student who completed degree requirements in English by taking courses off campus at CSCS sites in southern Maryland received a Bachelor of Arts in English from the University of Maryland’s College of Arts and Sciences. CSCS did not become a degree-granting institution until 1953.

On the financial side, CSCS was totally self-supporting. From its inception—and for more than 40 years—the institution received no funding from the state of Maryland. Revenues came from the tuition that students paid for their courses, and any surplus from tuition funds was used for CSCS programs or was added to the general fund of the University of Maryland. Later, these monies in the general fund were returned to University of Maryland University College, the successor to

CSCS, for the construction of its administrative headquarters and conference facility, the Center of Adult Education, in College Park.

During those early years, CSCS continued to meet the increasing student demand for more courses and programs at a wider range of locations, including military bases. From the beginning, CSCS—and later UMUC—established a working relationship with the U.S. military that marked and, to a considerable extent, influenced its own development as an institution serving adult, part-time students. From the first courses that were taught at the Pentagon in 1947 to the courses offered in Afghanistan 60 years later, UMUC sought to provide educational opportunities for men and women who might otherwise be unable to pursue a university degree while serving full-time in the military. In the early 1950s, this necessitated changing the requirements for the Bachelor of Science in military science—offered through the College of Military Science and Tactics—which was the only University of Maryland undergraduate degree whose coursework could be completed entirely off campus by military personnel while they were stationed abroad. Initially, the military science degree program had been structured in such a way that only members of the commissioned officer corps could earn the degree. One of Joseph Ray's major accomplishments as dean of CSCS was convincing the College Park administration in 1951 to accept changes in the degree program so that it could be broadened to include noncommissioned officers, enlisted personnel, and civilians as well.

The military science program had originally been designed during World War II for commis-

sioned officers without college degrees. Many of the students in the program had entered the service during the war and had been trained by the military in technical fields, such as aeronautics, sea navigation, and weapons technology. After the war, as the different branches of the military began to require that their officers have at least two years of college—and, later, a bachelor's degree—mili-



Stanley J. Drazek (left) registers students for CSCS courses at the Pentagon.

tary personnel in increasing numbers began to seek opportunities for higher education in order to continue their careers in the armed services. Others wanted to get a degree that would give them entry into the civilian job market after they left military service. This growing demand from adult students accounted for the large number of undergraduate courses offered by CSCS at military installations, ranging from courses required

for the military science degree to a variety of courses in the liberal arts.

Describing the CSCS program at the Pentagon during those early years, Stanley Drazek noted,

Since approximately 30,000 people were employed in the building, the student potential was significant. . . . Not all students could be accommodated since the number of classrooms, conference rooms, auditoriums, and faculty was limited. As a consequence, some students formed a queue in the wee hours of the morning, awaiting the arrival of the Maryland registration team. In later semesters, many students spent the night in sleeping bags on the Pentagon's concourse floor to assure that they would obtain courses of their choice or those required for graduation.

Schoolteachers seeking to acquire, or retain, state certification formed another large constituency of students for CSCS courses. During and after World War II, a shortage of teachers in elementary and secondary schools resulted in some people being hired who did not have all the necessary qualifications. To help meet the professional certification requirements of those teachers, CSCS conducted classes at numerous locations throughout Maryland, in schools, libraries, and Board of Education conference rooms. Courses were offered in the late afternoon, in the evening, and on Saturdays to accommodate the teachers' work schedules. The broad spectrum of offerings included courses in government, geography, history, English, foreign languages, business, economics, education, the sciences, fine arts, vocational-industrial arts, health, and physical education.

Faculty members assigned to teach these courses often traveled great distances, in all kinds of weather, by automobile, bus, train, ferry, and even airplane. In more than one instance, a professor had to go from College Park or Baltimore to a CSCS classroom more than 100 miles away. After teaching at his or her own department on campus during the day, the professor would travel to an off-campus location to teach an evening class, then return home in the early hours of the following morning to prepare for classes on campus later that same day. Others gave up part of their weekends to teach Saturday classes at various locations throughout the state.

Despite these difficulties, many teachers found that working with adult students was more rewarding, personally and professionally, than they had ever expected. CSCS faculty discovered that the adult students in their classes were more mature, more experienced, and more highly motivated than the students on campus who were, on average, younger. Many faculty members who were initially skeptical about working for CSCS changed their minds after teaching in the program for a semester. Others, such as Harold Benjamin, enthusiastically supported the College of Special and Continuation Studies from its beginning. Even as dean of the College of Education, Benjamin taught courses for CSCS and often traveled to distant parts of the state to teach—refusing to accept any salary or travel expenses for the classes he taught or the lectures he delivered.

The Ehrensberger Era Begins

In 1952, William Raymond (“Ray”) Ehrensberger was appointed dean of the College of Special and Continuation Studies. Two years earlier, when Ehrensberger was still chairman of the university’s Department of Speech and Dramatic Art, President Byrd had sent him overseas for several months to establish an administrative structure for CSCS’s fledgling program in Europe. After successfully completing that mission, Ehrensberger had rejected an offer to become dean of CSCS and instead returned to his former position in College Park. But, ever restless, Ehrensberger took a leave of absence from the University of Maryland in 1951 to work for a U.S. cultural program in Turkey, sponsored by the U.S. Department of State. Before returning to the United States in 1952, Ehrensberger was informed by Byrd that if he intended to come back to the University of Maryland, it would be as the dean of CSCS—period. This time, Ehrensberger accepted the offer.

Ehrensberger was certainly the most colorful individual to occupy a high administrative position with CSCS and UMUC. Born in Indiana in 1904,

he spent two years after high school working as a fireman on the Monon Railroad. While studying for his bachelor’s degree at Wabash College, he continued shoveling coal on steam engines during the summers. He later financed his master’s degree at Butler University by working nights on the railroad and going to school during the day. Despite this grueling schedule, he soon established a reputation in college as a formidable public speaker. In numerous forensic contests, he and his team never lost a debate. After winning local, state, and regional oratorical contests, he went on to take the top prize at the National Oratorical Contest in Chicago in 1928.

His master’s degree completed in 1930, Ehrensberger spent the first few years of the Great Depression teaching at two small liberal arts colleges in the Midwest, coaching award-winning orators and debate teams, and staging plays with students, some of whom would go on to success in the Hollywood film industry. Always looking for new adventures, however, he sailed from New York on the *Normandie* in July 1935 to join 200 other students and teachers from the United States attending a summer session at Moscow State University. Planning to study with the great Russian physiologist Ivan Petrovich Pavlov, Ehrensberger was disappointed and angry when he arrived in Moscow and discovered that Pavlov was not available to teach in the program. Ehrensberger—who described him-



William Raymond (“Ray”) Ehrensberger served 1952–75, first as dean of CSCS, then as chancellor of UMUC.

self as a conservative capitalist—was even more put out when he was told that, instead of studying with Pavlov, he would be taking a course on Soviet history. He demanded his tuition back and used the money to help finance his return to the United States. The route he chose took him across the Soviet Union on the Trans-Siberian Railroad, where he showed the Russians that even a professor from the United States knew how to stoke a steam engine; through Japanese-controlled Manchuria, where he was briefly detained by Japanese officials; by armed train through the territories of Chinese warlords to Peking and Shanghai; by boat to Japan, where he visited Tokyo and Kyoto and climbed Mount Fuji; and, finally, across the Pacific Ocean to San Francisco in steerage class on a Japanese ship.

Two months after leaving New York, Ehrensberger was back in the United States. He immediately headed for Syracuse University in New York, where he completed all the coursework for his doctoral degree in only one year—half the normal time—by taking a double load of courses at two different campuses of the university. Somehow, he also found time to act as graduate advisor to first-year students at

Syracuse and as chapter advisor to his old fraternity, Sigma Chi.

By fall 1936, Ehrensberger was in College Park, having been recruited by President Byrd for a position as an assistant professor in the University of Maryland's Department of Speech and Dramatic Art. Ehrensberger's career progression in that department was as phenomenal as his trip around the world: By 1938, he was a full professor, and the following year he was made chairman of the department. During his 15 years with the department, he taught university courses on campus and off, coached forensic teams, founded the University Theatre and the Speech and Hearing Clinic, and persuaded the Columbia Broadcasting System to set up a fully equipped radio studio at the College Park campus for training students in professional broadcast techniques.

Handsome, extroverted, and irrepressible, Ehrensberger was characterized by Stanley Drazek as a man "blessed with indefatigable energy and a fertile mind; a raconteur with a vast store of stories . . . ribald tales . . . laced with language that was hardly housebroken; and a true nonconformist and iconoclast." Loren Reid—a University of Missouri professor of speech who also taught

Ray Ehrensberger was characterized as a man "blessed with indefatigable energy and a fertile mind."

for CSCS's overseas programs—recalled his impression of Ehrensberger when they first met in 1948: “He was a tall, husky, outspoken, no-nonsense sort of person, accustomed to working with all kinds of people, quick to slash red tape, not above lending a hand with a crate; a man wrapped in energy, intelligence, and rugged humor.”

Ehrensberger brought an engaging style of management to CSCS. He was a man of ideas, a deal maker, a builder of programs. In the 23 years he spent with CSCS and UMUC, he traveled all over the world, meeting with military brass and military education personnel, as well as with students, faculty, and staff, at locations from Iceland to Ethiopia and from Thailand to Taiwan. He was well known for his ability to socialize with everyone, from army generals to German cleaning women, from navy captains to Japanese chauffeurs. Even when he was working hardest for the university, he still knew how to have fun.

Good food and good drink were among Ehrensberger's passions. Blessed with a hardy constitution, he developed a reputation for being able to stay up half the night eating, drinking, and working with university administrators and military education officials from Heidelberg to Tokyo. His numerous jaunts around the world—on all kinds of aircraft, from military transport planes and helicopters to commercial jetliners, and even once aboard the president's Air Force One—earned him the well-deserved nickname “The Flying Dean.” Colleagues credited him with having discovered the theorem that the shortest distance between two points is around the globe.

Known affectionately to his senior staff as “Big Daddy,” Ehrensberger worked tirelessly for the

university's programs at home and abroad. He and Drazek functioned well together in the top two administrative posts, although in personality and management style they were as different as day and night. Ehrensberger would get an idea (or follow up on one that appealed to him), present it to the university administrators or the military authorities, wine and dine the right people, and then turn over the work of implementation to his staff. Where Ehrensberger was the visionary and socializer, Drazek was the anchor. While Ehrensberger traveled the globe (often being away from College Park for months at a time), Drazek handled the day-to-day administration back home. Quiet, soft-spoken, and meticulous about details, Drazek was known as an excellent organizer who established a good rapport with many university administrators on campus and with professionals in the field of higher education throughout the United States. In 1957, the CSCS newspaper, the *Marylander*, headlined Drazek as “One of College's Main Workhorses.” Commenting on his relationship with Ehrensberger, Drazek once wrote, “. . . [W]e constituted a formidable team, we shared responsibilities; we, at times, disagreed; but we never lost sight of our mission—to provide the finest educational opportunities for adults possible. . . .”

Growth and Expansion

During Ehrensberger's tenure, first as dean, then as chancellor, CSCS and later UMUC grew and expanded both quantitatively and qualitatively. Enrollments increased as new programs were established both stateside and at U.S. military installations throughout the world. The overseas programs were undoubtedly the most "glamorous" of those offered by the institution, receiving national and international press coverage in numerous publications, such as *Time*, *Newsweek*, the *New York Times*, the *Christian Science Monitor*, and the *Stars and Stripes*. But the stateside programs were important, too, and they continued to grow in Maryland and in the Washington, D.C., metropolitan area. Off-campus programs were offered in every county in the state; at the Maryland State Penitentiary; at U.S. government office buildings in Washington, D.C.; at nearby army posts, air force bases, and navy installations; and at the Pentagon.

One of Ehrensberger's major achievements occurred during his first year as dean, when he succeeded in convincing the university's Board of Regents to approve a new degree, the Bachelor of Arts in general studies, within the College of Special and Continuation Studies. This program allowed

students to complete a series of courses selected from different departments and colleges throughout the university—and to finish their requirements entirely off campus at locations within Maryland and overseas. As Ehrensberger saw it, students would take courses "in one or more departments and build a solid core of related subjects that would be academically sound and practicable." The new general studies degree program offered part-time students a flexibility that other courses of study lacked—particularly the military science degree program—while also providing the preparation necessary for further work at the graduate level. And the interdisciplinary degree program soon came to be the one chosen by most of the undergraduate, part-time students enrolled in CSCS.

By the end of Ehrensberger's first year as dean, the College of Special and Continuation Studies had become a degree-granting entity of its own. The total number of students enrolled in CSCS programs, stateside and overseas, was almost equal to the number enrolled in the University of Maryland's on-campus, undergraduate, graduate, and professional degree programs at College Park and Baltimore combined. In only a short time, Ehrensberger had built on the gains made by his predecessors and had set the institution on a path of innovation and achievement that it would follow throughout the coming years.

In 1952, a new Conferences and Institutes Division of CSCS had also been established to coordinate various special programs and noncredit courses. Brief, noncredit courses had been offered occasionally by the University of Maryland since the first one in 1896, a "Short Winter Course in Agriculture," given at the Maryland Agricultural

College and Experiment Station in College Park. The new Conferences and Institutes Division of CSCS was charged with meeting the personal and professional educational needs of adults—as well as those of business, industry, labor, government, and other civic groups—by organizing a wide variety of seminars, short courses, and workshops, using the teaching and research talents of the University of Maryland faculty and of experts nationwide. Topics ranged from law enforcement to newspaper journalism, from civil defense to industrial policy, from Chinese-American cultural relations to basic aircraft structure design. In June 1953, CSCS also sponsored the first of a series of Worldwide Armed Forces Education Conferences, which brought U.S. military and civilian educators together from around the globe to discuss problems and issues relating to the programs they administered.

At the end of 1953, Byrd resigned as president of the University of Maryland to run for the governorship of the state. Partly because of criticism that surfaced about his tenure at the university, Byrd lost the election and went into retirement. In 1954, Wilson H. Elkins was appointed to replace Byrd. Shortly after taking over as the new president of the University of Maryland, he indicated his strong support of CSCS programs by sending the following message to be published in the first issue of the *Marylander*, the newspaper of the College of Special and Continuation Studies:

Among the programs of the University, none is more impressive than that which is concerned with the needs and interests of those who cannot enroll on-campus at College Park or Baltimore. This program now includes approximately

11,000 part-time students, some of whom are in Maryland and at the Pentagon and another 6,000 overseas.

In providing educational opportunities for an increasing number of people, the College of Special and Continuation Studies has done a job that merits special attention. It is not an easy matter to organize and operate any kind of program hundreds and even thousands of miles away from the main campus. It is even more difficult to operate on a high level so that courses are properly recognized and accredited. This has been the aim of the College, and it has achieved notable success, which, of course, is all for the welfare of the students involved.

Throughout the 1950s, CSCS continued to expand its programs at home and abroad. The Atlantic Division was extended to Greenland, Iceland, Bermuda, and the Azores. European Division enrollments increased, and new programs were opened at additional military bases in Europe, as well as in North Africa and the Middle East. In Saudi Arabia, CSCS organized an educational program with the Arabian-American Oil Company (ARAMCO). And, in 1956, CSCS gained a foothold in Asia with the establishment of the Far East Division in Japan, Okinawa, and Korea.

While the overseas programs often garnered the spot-



light, the programs in Maryland remained central to CSCS's mission. The citizens of Maryland were served through programs extending from Baltimore to Bethesda, from Hancock to Hagerstown, from Salisbury to Silver Spring. During the 1950s, CSCS offered Chinese language courses at the Pentagon, graduate programs for scientists and technicians at the Patuxent Naval Air Test Center, graduate and undergraduate courses for school-teachers, and management development programs for employees in business and industry.



Former University of Maryland President H. C. ("Curley") Byrd (left) greets new President Wilson H. Elkins (right) as Maryland Governor Theodore McKeldin looks on.

One of the most unusual locations for CSCS programs was the Maryland State Penitentiary in Baltimore, where CSCS began a series of courses in the fall of 1953. Admission requirements for courses at the penitentiary were the same as for any other students. According to the *Marylander*, "Due to the transient nature of the student body, it was decided to offer those courses which fall into Maryland's Americanization Program, including English, Sociology of American Life, American Government, and History." The newspaper went on to report

In the case of the Penitentiary students, the instructors and administrators were somewhat surprised to find that they were producing a higher level of work than the other off-campus students, even though falling within the same general age group. This same high level of attainment was maintained by the class which followed in Sociology of American Life, and

Dr. [Guy] Hathorn indicates that his current class in American Government is out-performing his comparable class in Baltimore. . . .

. . . In this regard, Dr. Hathorn said, "I feel that one of the keys to their success in G&P 1 [government and politics 1] has been their ability to fit the theory of American Government to the facts of politics as they have experienced them."

John Portz, who taught English at the prison, reported to Ehrensberger, "The Penitentiary class is far superior to any group I am currently teaching." Portz acknowledged that the prisoners had more time than most adult students to devote to their studies, and he noted that, "At times their frank speech makes classroom discussion quite electric."

New education programs were not the only legacy of the Ehrensberger era. In 1953, the Bookmobile—a library on wheels—was inaugurated to deliver books to students enrolled at centers in the Washington, D.C., area and around the state. According to Stanley Drazek, the CSCS Bookmobile was the first in the nation designed specifically to serve higher education programs for adults. In November 1954, CSCS published the first issue of the *Marylander*, a newspaper for off-campus students, staff, and alumni, stateside and around the world. This was the first, and, in some ways, the most far-reaching, of a number of publications that the institution would use to give its far-flung readers a sense of community and of college spirit. The *Marylander* also helped to create and maintain an image of CSCS as a college separate and distinct from the other colleges and professional schools of the university.

Supporters and Critics

Much of the decade of the 1950s was characterized by a mood of social and political conservatism in the United States, with only slight stirrings of the discontent that would erupt in the 1960s. Both superpowers had developed hydrogen bombs, and fear of a nuclear war with the Soviet Union began to fuel an arms race that continued for the next 40 years. When the Soviets launched *Sputnik I*, the first artificial earth satellite, in 1957, Americans suddenly felt left behind in the space race. The result was a renewed emphasis on better education, especially in mathematics and the sciences, in U.S. schools from the primary to the university level.

For many Americans, the 1950s were a time of consolidation and improvement in their own lives after the previous two decades of economic depression and war. They wanted a good job, an automobile, a house in the suburbs, and a television to watch at home. And, for an increasing number of people, earning a college degree was the first step toward achieving those goals.

During the 1950s, the number of traditional and nontraditional students in higher education continued to grow. Adult students went back to universities and colleges part-time to expand

their knowledge in an attempt to move up the career ladder. Many who were laid off or lost their jobs during the economic recessions of the 1950s saw the need to learn new skills in order to find different jobs. And an influx of Korean War veterans went back to college with the aid of the GI Bill, just as so many ex-servicemembers had done after World War II.



Staff members of CSCS sell textbooks to students at the Pentagon in the late 1950s.

Colleges and universities around the country sought to accommodate the needs of these more-mature students. Credit and noncredit courses were offered especially for part-time students. Businesses and industries began to request an increasing number of courses designed to educate and train their workers. And there was a trend toward developing curricula and degree programs specifically for adults.

The University of Maryland was not unique in providing educational opportunities for adults

in the 1950s; indeed, many other colleges and universities in the United States also had adult extension programs, some that were decades old. From the lyceums, mechanics' institutes, and Chautauqua circles in the 19th century, to the evening colleges, correspondence schools, and adult institutes in the first half of the 20th century, the continuing education needs of adult learners had been addressed by a number of different institutions and in a variety of ways. It was in the post–World War II era, however, that the University of Maryland's College of Special and Continuation Studies came to be recognized as especially successful in designing and implementing innovative higher education programs for adults, not only for the residents of Maryland, but also for members of the U.S. military at home and abroad.

In 1953—early in the Ehrensberger era—the Middle States Association of Colleges and Secondary Schools (the organization charged with accrediting the University of Maryland) issued a report that contained some criticisms of the university as a whole, but singled out the College of Special and Continuation Studies for praise:

Given the limits of the present staff, one can only marvel and applaud the fact that so few persons can administer in a clearly responsible fashion a program serving the needs of so many—approximately ten thousand students during the past year in more than one hundred different Education Centers, on four continents, in fifteen countries, plus some forty centers located throughout the State of Maryland itself. . . .

Referring specifically to the educational opportunities that CSCS provided for military personnel serving overseas, the report stated,

. . . [I]t would be the opinion of the evaluators that the level of discourse and the standards of instruction in overseas classes would be at least as high, and very probably higher, than the standards achieved in the same classes on campus. Both students and teachers are challenged and motivated by the unique local situation in which these classes are conducted.

And the evaluation concluded, “In short, the colleges of the country owe a debt of gratitude to the University of Maryland and the CSCS for seizing this opportunity to salvage these many thousands of Americans for later educational goals.”

Despite the praise from the Middle States Association, the College of Special and Continuation Studies was not immune to criticism, resistance, and opposition, both subtle and direct, from inside as well as outside the university. Questions arose about the legitimacy of off-campus programs, not only for the military, but also for other groups. The institution also had to contend with a number of problems that would recur throughout its history: rumored and actual reductions in military financial support for higher education, cutbacks in military logistical support for educational programs overseas, and fluctuations in enrollments as a result of events beyond the university's control.

From its inception in 1947, CSCS had to contend with skeptics who did not believe that high-quality education could be provided off campus at

times and places convenient for adults in the workforce. “You had to have ivy on the walls, and it had to be in the daytime . . . otherwise it wasn’t ‘academic,’” commented Ehrensberger about his critics.

The institution often had to wage an uphill battle against opinions, within and outside of academia, that admission standards were not high enough in educational programs for adults, that the courses were less rigorous, and that the degrees were “watered down.” In discussing these issues, Ehrensberger noted,

Any time you change the requirements, they think you’re lowering the standards. But I never did buy that. You’re working with an adult student. . . you have a better student, he’s often turning over his own money, giving up his evenings, and, by God, you [had] better have a better teacher or you get into trouble.

On the other hand, support for the program was voiced in the Middle States Association report, which stated that “. . . it often seems pure pedantry or myopia to assert the validity of undergraduate or graduate work only when it can be offered under traditional auspices.” And the evaluators of the Middle States Association lent further support to the College of Special and Continuation Studies when they commented about the new Bachelor of Arts degree in general studies: “. . . [T]he curriculum proposed for the degree appears quite as valid as the on-campus liberal arts degree. The requirements, in some respects, appear more difficult than those of the traditional A.B. in liberal arts.”

Other opposition came, however, from people who thought it inappropriate for the state-

supported University of Maryland to provide courses for military personnel from other states who were stationed in Maryland or at the Pentagon or abroad. The propriety of offering degree programs to U.S. servicemembers in foreign countries was questioned especially. CSCS countered these criticisms by pointing out that its programs were entirely self-supporting and not funded by the state. Financing was through the tuition that the students themselves paid. Moreover, the military programs were only one part of the many higher education programs that CSCS offered throughout the state of Maryland.

The greatest support for CSCS naturally came from the military itself, not only in terms of the facilities it provided for classrooms and administrative offices and the money it paid in tuition assistance for servicemembers, but also in terms of broad institutional support for the idea of higher education for military personnel. In a practical sense, the military recognized the need for better-educated soldiers, sailors, and airmen to keep up with the new technologies being developed in transportation, communications, and weaponry. On another level, the military wanted its personnel to be more widely educated, as well as highly trained in narrow technical skills. Together with the military, CSCS can be credited with raising the overall level of education in the armed services and with helping to democratize the armed forces by making higher education available to military personnel of all ranks at U.S. government installations around the world.

In his keynote address to the 1955 Worldwide Armed Forces Education Conference, sponsored by CSCS, Theodore R.

McKeldin, the governor of Maryland, noted the importance and benefits of higher education for members of the military services:

It is the glory of democracy that it has recognized ever more effectively that a man-at-arms is still a man and that the time he spends in the service of the republic should not be an interruption, but a condition of his development as a citizen and a member of the community even more valuable in time of peace than he is in time of war. This, as I understand it, is the aim of the educational program in the armed forces. It is based on the theory that making a man a better soldier inevitably tends to make the same man a better citizen; and I believe that the theory is sound.

It follows that the man in uniform ought to be the best-educated American alive, for there is no predicting at what moment he may be required to perform some nonmilitary duty that will tax his intellectual capacity along lines that have no relation to strategy or tactics. For the supreme duty of our military establishment, Army, Navy, and Air Force, is not to win wars but to assure the safety of the nation, an objective that sometimes depends upon the physical strength, but more often upon the brains and character of our armed men.

By the mid-1950s, there were more than half a million enrollments in all of the off-duty programs of the U.S. Armed Forces, including the courses and degree programs in higher education offered by the University of Maryland and a number of other American colleges and universities.

Most of these military educational programs were in the United States; of the ones abroad, those offered by CSCS were by far the largest. Ironically, the success of CSCS's military programs had turned many of its critics into believers. Educators who had considered such programs beneath the dignity of their own institutions changed their minds and began to seek a share of this new and expanding academic market.

Throughout all of the challenges during its early years—and in keeping with its innovations and achievements—the mission of the College of Special and Continuation Studies remained the same. As President Elkins stated so succinctly in the first issue of the *Marylander* in 1954,

Education is not limited to any place, time, or person. Anyone who has ability, interest, and ambition can get an education if the opportunity is available. Our objective is to provide opportunity wherever and whenever possible, and the University is fulfilling this obligation by taking education to those who desire and deserve it.



CHAPTER TWO

Education Is Our Credo: University of Maryland University College 1959–1989



Changing Times

In its 10th year as a separately administered unit, the College of Special and Continuation Studies changed its name to more accurately reflect its role and function within the University of Maryland as a whole. As early as 1953, Ehrensberger had suggested to the president of the university that the college be renamed the College of General Studies, the College of Adult Education, or University College. But it wasn't until 1959 that Ehrensberger succeeded in persuading the University of Maryland's Board of Regents to change the college's long and cumbersome name to the shorter, and now more appropriate, University College. Ehrensberger borrowed the term *University College* from British usage to make

the point that this was the college of the entire university—in essence, the one that takes the courses and programs of all academic departments to locations beyond the university's walls and outside its normal class times. The new name emphasized that the institution cut across almost all administrative lines to serve the needs of adult students on and off the campus—in the state of Maryland, in Washington, D.C., and at U.S. military installations abroad. The name change was a suitable one; modified in 1970 to University of Maryland University College, it is still the name by which the institution is known today.

Under the direction of Ehrensberger, the College of Special and Continuation Studies had worked hard throughout the 1950s to expand its programs worldwide and to provide increasingly better services to its students. By changing its name to University College, the institution was attempting to establish a more distinct image of itself and to shape its own identity as separate from the other components of the University of Maryland. Despite its continuing ties to the University of Maryland's various academic departments and professional schools, University College entered the 1960s as an institution that was not only growing in size, but also becoming increasingly independent in its programs and facilities.

The 1960s were a time of significant social and political change in the United States. From the election of John F. Kennedy as president in 1960 to the height of U.S. involvement in the Vietnam War in 1969, the decade produced a number of events that would influence U.S. society—and the country's role in the world—for many years to come. The gains made by the civil rights movement were tem-

pered by the race riots in several major cities. Escalation of the war in Southeast Asia produced antiwar demonstrations, some peaceful, others violent, on the streets and college campuses of the United States. By the last year of the 1960s, John F. Kennedy, Robert F. Kennedy, and Martin Luther King Jr. had all been assassinated. Richard M. Nixon had been elected president, and Neil Armstrong had become the first man to set foot on the moon. While Bob Dylan warned that “the times they are a-changin’,” many people wondered if the answers to society’s most pressing questions would continue to be “blowin’ in the wind.”

The decade that began with the Twist and ended with Woodstock produced several fundamental changes in U.S. society. But many of those changes had roots dating back to the end of World War II and even earlier. The struggle to extend equal rights to all Americans had been waged since the 19th century. The women’s movement grew out of the evolving roles of women as a result of the Industrial Revolution and, later, of the massive influx of women into the workforce during World War II. And the economic prosperity of the United States in the postwar era fueled the optimism of many people that it was indeed possible to create a Great Society in which a larger number of people—including women, racial and ethnic minorities, and the poor—shared more equitably in the benefits of an expanding economy.

Throughout the 1960s, the rising expectations of many groups of people—from suburban housewives to inner-city minorities, from college students to industrial workers—resulted in greater demands on the established institutions of American society, including government, business,

and education. While the effects of movements that gained momentum in the 1960s lasted well into the next decade (and even beyond), the early 1970s saw a tempering of the hopes and enthusiasms of the 1960s, as students and faculty at hundreds of colleges and universities in the United States went on strike, as the Watergate scandal unfolded, and as the energy crisis brought on economic recession and high unemployment. By the time Richard Nixon resigned the presidency in 1974, the mood of the nation had changed.

Throughout this period, changes were also occurring at all levels of education in the United States, including adult higher education. As the population of the country continued to increase, to grow older, to become better educated, to change jobs more frequently, and to live more in urban and suburban areas than in rural ones, higher education in the United States was affected by—and, in turn, affected—all these demographic shifts. An increasing number of people enrolled in postsecondary education institutions on a part-time basis, for both credit and noncredit courses. More and more of these were people over the age of 25 who already had at least a high school diploma and who were going back to college at a later time in their lives and for a variety of reasons, personal and professional. Some were employees seeking to improve their job prospects; others were workers in need of training for new skills. Some were pursuing a degree; others took courses primarily for their own intellectual satisfaction. Many were women who enrolled in college to improve their chances of entering the workforce, whereas others sought self-fulfillment primarily through education.

In 1968, a six-year study completed by the Association of University Evening Colleges and the National University Extension Association indicated that enrollment of nontraditional students in higher education was growing more rapidly than that of traditional, full-time undergraduates. Classes in the humanities and behavioral sciences accounted for the greatest number of enrollments, although there was an increase in the percentage of people taking courses in business, management, and education (foreshadowing a trend that would continue for many years to come). By the mid-1970s, part-time students constituted 40 percent of the total enrollments in postsecondary institutions, and one-third of all students in higher education were over the age of 25.

During the decades of the 1960s and 1970s, the concepts of “lifelong education” and “lifelong learning” became firmly entrenched in education in the United States. Although different groups chose to define these concepts in different ways, lifelong education—in an institutional sense—referred to the continuation of a person’s formal education throughout his or her life, by means of organized educational activities from kindergarten to programs of higher education for adults of all ages. As institutions of higher education increasingly responded to the needs of adult learners, changes had to be made in the ways that curricula were developed and courses were taught; in the places where classes were offered and the times they were scheduled; in the methods of evaluating adults’ learning experiences outside the classroom; and in the kinds of degree programs available to this rapidly growing constituency of nontraditional students.

University College Responds to Change

According to historian George H. Callcott, “The University of Maryland was an educational colossus by 1965—one of the ten largest universities in the nation, one of the five largest if its off-campus enrollments were counted, and one of the fastest growing.” He went on to point out that

The fastest growing division, and the most difficult for conservative educators to adjust to, was University College. Its students usually attended at night or in off-campus centers, but they were too numerous to be dismissed as outside the mainstream. An accurate representation of the University [of Maryland] student had to account for servicemen, businessmen, and housewives, as well as the boys along fraternity row.

As University College entered the decade of the 1960s, it offered courses at 275 military and civilian sites around the world, including 70 in the United States, 137 in Europe, six in Africa, five in the Middle East, 48 in the Far East, and nine in its Atlantic Division, which extended from above the Arctic Circle to the Portuguese islands of the Azores. The largest military education center in the United States was at the Pentagon, where, in

the fall semester of 1960, approximately 1,200 military and civilian Department of Defense personnel enrolled in 71 classes. The largest civilian program was the Baltimore Division, where students could enroll in courses on the Baltimore campus or at one of 15 other centers in the Baltimore area. In addition, courses in education—primarily for teachers—were conducted in 15 of Maryland’s 23 counties. And just a year earlier, in response to increasing local demand for courses for adults, the University College Evening Division had been established at College Park.

In 1962, University College marked its 15th year in Maryland and its 13th year overseas. During that year, more than 46,000 part-time students enrolled in one or more University College course(s), a record high. Baltimore remained the largest program in Maryland, offering both graduate and undergraduate courses. Thirty-eight graduate courses were also scheduled at U.S. government facilities in the District of Columbia. The European Division announced plans to expand its program to a U.S. military installation at Peshawar, Pakistan. And the following year, the Far East Division would offer its first courses in the Republic of Vietnam.

During the 1960s, few elements of the Age of Aquarius had much effect on University College itself—except for the minor issue of long hair and beards. University College did not have a dress code for students attending class, but faculty members were expected to dress properly. For male teachers during Ehrensberger’s time at University College, that meant no long hair and no beards. Despite his iconoclastic bent, Ehrensberger was a conservative in matters of

attire. Thomas Aylward, a professor of speech at the University of Maryland, recalled that, even back in the 1940s, Ehrensberger “. . . was explicit about what he wanted. It was always coat, white shirt, and tie for teaching—no bow ties allowed—and he once insisted that I buy another pair of shoes (and loaned me the money) because white bucks were too informal.” By the late 1960s, when beards were fashionable (especially for younger



men), Ehrensberger’s dislike of facial hair became legendary. Prospective faculty members were quietly warned to cut their hair and shave off their beards before coming to a job interview at University College—and told, unofficially, that they were expected to remain clean-shaven if they were hired.

During this time, the students who sat in University College classes ranged in age from 18 to 80, but most were between the ages of 25 and

In 1963, the European Division staff in Heidelberg donned fake beards in humorous protest of Ray Ehrensberger’s well-known dislike of facial hair.

34. Almost all were part-time students. They represented all walks of life—from employees in government, business, industry, and the military, to teachers in public and private schools, to full-time homemakers. Many were taking courses specifically related to their work; some were pursuing undergraduate or graduate degrees. And, although enrollments of women continued to increase throughout the 1960s, the number of male graduates from University College was significantly higher than female graduates—as had been the case since the beginning in 1947.

In an age of long hair and short hemlines, free love and cheap drugs, Motown music and acid rock, Op Art and Pop Art, the adult students at University College tended to be more conservative, on the whole, than their younger counterparts on college campuses across the nation. That was true partly because so many University College students were in the military or were civilians who worked for government agencies. But even more so it was because most of them were adults with full-time jobs and family responsibilities—people who had little time or inclination for the counterculture fads of the 1960s. University College students were attending classes in their spare time, in the evenings and on weekends, while balancing the competing demands of work and home. Few were interested in joining the demonstrations or strikes on campus. Nonetheless, faculty members who taught during that era recall lively classroom discussions on the political and social issues of the times, including civil rights, the women's movement, the "war on poverty" in the United States, and the more deadly war in Vietnam.

Perhaps because of their serious attitude toward higher education, many University College students were high achievers academically. In the spring of 1961—when more degrees were awarded to students in University College than in any of the 13 degree-granting schools and colleges of the University of Maryland—50 University College graduates received degrees with honors. In 1966, the Registrar's Office reported that University College graduates during the 1965–66 academic year ranked substantially higher academically than the majority of University of Maryland graduates during that same period. And by the time University College celebrated its 25th anniversary in 1972, it had awarded more than 10,000 bachelor's degrees.

Many of the graduating students—at commencement ceremonies in Maryland, in Europe, and in Asia—had completed their degree programs by combining college credits earned at other institutions with those earned through University College, sometimes over a period of 10 or 20 years, at several locations around the world. It was not unusual for a graduate in Maryland to have earned college credits at two or three other institutions in the United States, plus a substantial number of credits in the European Division or Far East Division while stationed abroad.

After returning from working abroad, a number of these military and civilian students from the overseas divisions completed the requirements for the bachelor's degree by taking their remaining courses at a site in Maryland, near their place of residence. But a few had to travel great distances—sometimes 100 miles or more, each way—to finish the last courses for their degree. One of the more

flamboyant displays of such perseverance in pursuit of a degree was made by a retired air force lieutenant colonel, Andy Schulz, who successfully completed his bachelor's degree in 1966 after 25 years of part-time study. In order to earn his final credits, Schulz flew his private airplane twice a week from Doylestown, Pennsylvania, to Friendship Airport (later Baltimore-Washington International Airport) in Maryland to attend the classes he needed at Fort Meade.

Despite such unusual commutes to class by a few students, University College was far better known for the opposite: taking its classes to the students. From its inception, University College "taught school in someone else's schoolhouse," often in facilities not otherwise used in the evenings and on weekends. Faculty members traveled to the Pentagon and to government office buildings in the District of Columbia; to businesses, industries, and education centers all over the state of Maryland; to air force bases in England, army posts in Germany, and remote communication sites from the Arctic to the Middle East; and even to the demilitarized zone in Korea and the jungles of Vietnam. Within Maryland, students attended classes in community college buildings, public schools, libraries, corporate classrooms, and even prisons. Overseas, the facilities ranged from fully equipped military classrooms to Quonset huts and field tents.

The faculty members who taught in the programs in Maryland came mainly from the various academic departments and professional schools of the University of Maryland; they taught part-time for University College even while they held

full-time positions elsewhere in the university. For example, Parris N. Glendening—a former faculty member who was elected governor of Maryland in 1994—taught for University College while maintaining his normal courseload in the Department of Government and Politics at the University of Maryland. A few faculty members were recent graduates whose first full-time teaching position was with University College. And a small but increasing number of the faculty consisted of qualified professionals who had full-time, nonacademic jobs in Maryland and the Washington, D.C., area and who taught part-time for University College on week nights or weekends. Faculty members for the overseas programs were recruited not only from the University of Maryland academic departments, but also from colleges and universities throughout the United States and from the ranks of qualified instructors abroad.

Although the overseas programs enjoyed the natural advantage of being located in many places of cultural, historical, and political interest, the programs in Maryland also offered opportunities for learning outside the classroom. William F. Long Jr., an army lieutenant colonel who taught military science courses in Maryland, took his classes on tours of the American Civil War battlefields of Antietam and Manassas. In 1961, 100 years after the start of the Civil War, the *Marylander* reported that

A group of 31 University of Maryland students of Military Studies recently refought the Civil War battles of Bull Run. In these Civil War Centennial years just begun, there's nothing

unusual about people refighting a battle anywhere. But few will be able to do so with the aid of a helicopter—an advantage enjoyed by the Maryland class.

The bulk of the battlefield tour near Manassas, Va., was conducted, however, on foot, which of course was appropriate to the memory of the men who actually fought there 100 and more years ago.

One of the most popular courses was “History of the State of Maryland,” taught by Verne E. Chatelain, who had been among the original seven faculty members sent to teach in Europe in 1949. Chatelain taught his history course at several locations throughout the state, including Annapolis, Baltimore, La Plata, Leonardtown, Hughesville, Accokeek, Easton, Salisbury, and Cumberland. In addition to the regular coursework, students participated in out-of-class projects that turned up some interesting and significant historical documents: a long-forgotten letter by Samuel Mudd, the physician who treated John Wilkes Booth after Lincoln’s assassination, written from his prison cell in his own defense; a map of the city of Baltimore when it covered no more than 60 acres; an account

book, kept from 1819 to 1824, of the Cumberland Road, the first federally financed road in the United States; and a farm record book with details on Maryland farming in the Cumberland area between 1847 and 1855. Many of these historical materials discovered by Chatelain’s students were later donated to the McKeldin Library at University of Maryland, College Park.

During the 1960s, in response to increasing enrollments and the changing needs of its constituencies—from individual students to businesses and governments—University College initiated several new programs while expanding others that already existed. In 1964, University College provided a training program for Peace Corps volunteers before their assignment to Honduras. In 1965, University College served as the national headquarters for Head Start’s initial program, which trained almost 30,000 teachers during that summer. That same year, 115 evening courses were offered for 2,500 students in College Park. Courses ranged from botany to business administration, from poetry to psychology, from sociology to speech. Foreign languages were especially popular, with courses scheduled in French, German, Spanish, and Russian. A successful, on-

University College students attended classes in community college buildings, libraries, even prisons.

site academic program was developed for the Montgomery County police department. And, in recognition of the military's need for personnel with advanced degrees, University College administered a graduate program in government and politics at the Pentagon.

Other programs were modified or discontinued in response to the changing times. After conferring 3,600 Bachelor of Science degrees in military science, University College terminated its military studies curriculum in 1963. Created to assist career military personnel in the postwar years, the program had largely accomplished its purpose. Meanwhile, a broader, more flexible interdisciplinary curriculum that better served the needs of both military and civilian students had been developed.

The Division of Conferences and Institutes continued to expand its noncredit courses and special programs. In the early 1960s, the division annually sponsored about 50 conferences, institutes, seminars, short courses, workshops, and other programs—on topics such as space satellites, home economics, public finance, highway engineering, fine arts, gourmet cooking, and classic films. Designed to attract people interested in continuing their general education or in learning the latest developments in their fields, these special courses were sponsored by academic departments of the University of Maryland and by business, industry, government, the armed forces, and various professional groups in the community.

In the autumn of 1964, University College opened its new Center of Adult Education at the intersection of University Boulevard and Adelphi Road in College Park. The five-story building—

constructed in the Georgian Colonial style prevalent on the adjacent College Park campus—was designed both to house the offices of University College and to accommodate its rapidly expanding schedule of conferences and institutes. The center's modern facilities included an educational exhibit area, conference rooms for groups ranging from 25 to 600 people, audiovisual aids (includ-



University College's Center of Adult Education was constructed in College Park, Maryland, in 1964.

ing television equipment), a formal dining room, a coffee shop, and a hotel with 116 guest rooms. The new building soon became a landmark for University College's global activities as well as a site for many of its national, regional, state, and local programs.

Throughout the 1960s, University College continued to be a leader in higher education for the military. By the mid-1960s, some 350 colleges and universities offered courses for the armed forces, primarily but not exclusively at or near military bases in the United States. But University College

was recognized as the “pioneer” in providing programs both for personnel at the Pentagon and for members of the U.S. military stationed overseas. And it had, by far, the largest and most extensive U.S. higher education program abroad, at more than 200 sites worldwide. In 1959, President Dwight D. Eisenhower had written to Ehrensberger,

The fact that more than twenty thousand members of our Armed Forces are now enrolled in the overseas education program is most heartening. This is further proof of Americans’ respect for higher learning and, in particular, the eagerness of the men and women of the Army, Navy, Air Force, and Marine Corps to take advantage of their educational opportunities.

In 1962, President John F. Kennedy indicated his support of University College’s program in a telegram to Ehrensberger:

It is vitally important that the men and women of our Armed Forces be thoroughly trained in the many special skills now demanded of them by modern warfare. Educational programs, such as those offered by Maryland and other universities, have aided in developing these skills and in giving breadth to the understanding necessary for military duty in a world of constant change.

The continued education of the members of our Armed Forces is essential to the future of our country and to our goal of peace with freedom for all peoples.

For the contribution you have made in the past, I commend you and wish you continuing success in your important mission for the future.

A New Decade, A New Campus

In 1969, almost 58,000 students enrolled in credit courses at University College, in a total of 263 locations in 24 countries—and more than 11,000 people participated in noncredit conferences, seminars, and workshops. But as the decade of the 1970s opened, University College found itself in transition. Its focus began to shift somewhat from the overseas divisions, which had been the largest component of University College’s program in the 1950s and 1960s, toward a greater concentration on the continuing education needs of adults at home. This change in the pattern of growth was reflective of a national trend in continuing education—more students were working; more workers were studying. Increasing numbers of adults were becoming convinced that professional, civic, and social effectiveness could be maintained only through a continuing process of intellectual self-renewal.

Likewise, the University of Maryland itself was in transition. Unprecedented growth and diversification during the 1960s spurred the University of Maryland to reorganize, in 1970, into a system of five campuses and three additional components, the Cooperative Extension Service, the

Agricultural Experiment Station, and the Center for Environmental and Estuarine Studies. A chancellor was appointed to head each of the five campuses—each with its own degree programs, student body, faculty, administration, and budget. Each chancellor—the chief executive officer of the campus—reported to the president of the university, who had responsibility for oversight of this newly reorganized University of Maryland.

As a result of this structural reorganization, University College became one of the five separately accredited institutions of the University of Maryland, and its name became University of Maryland University College (UMUC). UMUC was thus academically and administratively comparable to the more traditional campuses of the University of Maryland and gained considerable autonomy at a time when it was rare for an institution administering nontraditional programs to achieve such a position within a university system. Ray Ehrensberger was appointed chancellor, reporting directly to University of Maryland President Wilson H. Elkins, who had always been a strong supporter of University College. Sadly, the man most responsible for the creation of what was to become UMUC, former University of Maryland President H. C. (“Curley”) Byrd, died in College Park within a few days of the institution’s elevation to its new status.

By 1970, UMUC itself consisted of nine formal divisions: the Evening Division at College Park; the Baltimore Division; the Off-Campus Division, which provided courses in community centers, public schools, factories, and military installations throughout Maryland and Washington, D.C.; the Division of Conferences and Institutes, which coor-

inated noncredit courses and special programs; the Center of Adult Education in College Park; the division for administering Title I of the Higher Education Act of 1965, which oversaw the federally funded programs in community services and continuing education in Maryland; and the three overseas divisions located in the Atlantic, Europe, and Asia. As an editorial in the *Marylander* pointed out in October 1970,

The meaning for University College in the total University reorganization is the emphasis placed upon and the recognition given to continuing education. That a chancellorship has been created to serve both the degree and the nondegree needs of adults is an important formalization of the status quo; but even further it is a wholehearted embracing of the University’s role in the community.

The early part of the 1970s saw the continuing growth of UMUC and the expansion of its programs and facilities. In 1971, its Head Start Regional Resource and Training Center began to provide training and technical assistance to Head Start programs in six states—an example of UMUC’s reaching beyond the borders of Maryland, just as it had done previously by extending its programs overseas. In 1972, the year of its 25th anniversary, UMUC began a new program that even further increased its ability to provide educational opportunities independent of the restraints of time and location. Open University, as it was called, was an interdisciplinary learning program patterned after the British Open University, which had been started in 1969 as part

of a Labour government initiative to democratize higher education in the United Kingdom. Without formal classroom attendance, students could earn credits by using a variety of structured course materials, including course guides, textbooks, supplementary readings, audiotapes, films, and radio and television broadcasts. Students were assigned tutors to assist them during the semester and to monitor and assess their progress. Students were also required to meet with their tutors periodically at learning centers located around the state and in the Washington, D.C., metropolitan area.

When Open University began in September 1972, UMUC administrators hoped that 100 students would join the program. More than three times that number enrolled. Initially,

courses were offered in the field of humanities, but soon they were expanded to include behavioral sciences and, later, fields ranging from management and technology to paralegal studies. Because of the greater responsibility placed on students for their own learning through Open University courses, students soon discovered that the demands of these courses were much greater than those of most traditional classroom courses. For students who were self-starters capable of independent study, it was an ideal program. The long-running success of the Open University (later Open Learning) program indicated how attractive it was to highly motivated adult learners who were unable to attend regular

classes but who wanted the opportunity to work toward a bachelor's degree.

About a year after the Open University program began, UMUC expanded the Center of Adult Education, opening a new wing designed to house the various administrative offices and divisions of UMUC and to provide more space for seminars and conferences. To meet the growing demands for new programs, the Division of Conferences and Institutes continued to grow as well. Its schedule included noncredit courses and workshops in contemporary photography, classic films, wine-tasting, landscaping, real estate, rapid reading, computer programming, law enforcement, employer/employee relations, health facilities assessment, and the use of television in adult basic education. Many of the division's job-related courses were funded by grants from governments and industries.

With the new addition to the Center of Adult Education, UMUC had the space to hold its first commencement ceremony in the United States in 1973. (Before that time—with the exception of the overseas divisions' graduation ceremonies abroad—students who completed their degrees with UMUC received their diplomas at the same College Park ceremonies as other graduates of the University of Maryland.) The commencement speaker at that first ceremony was John S. Toll, president of the State University of New York at Stony Brook, who later succeeded Elkins as president of the University of Maryland. In closing the graduation ceremony, Stanley Drazek—then dean of UMUC—noted, “Those of you who have graduated today joined the ranks of nearly 11,000 who have earned degrees with our College during the past 25 years.”



Nearly 11,000 students earned their undergraduate degrees through University of Maryland University College during the school's first 25 years.

End of an Era

In the summer of 1975, Chancellor Ray Ehrensberger retired after serving 38 years with the University of Maryland, 23 of them as head of the College of Special and Continuation Studies and UMUC. Under his leadership, University College had become the second-largest institution of the University of Maryland in terms of the number of students enrolled. And just a month before the end of the Ehrensberger era, UMUC had held the largest commencement in its history, at which 1,075 students received their diplomas.

Ehrensberger had long been recognized as an innovator in the field of higher education for adult learners. Throughout his life, he had proven to be a man whose personality—and preferences—made him well suited for the times in which he lived and the places where he worked. Ehrensberger believed that educational opportunities should be made available to all adults—regardless of age, economic status, and social background—at times and places convenient to them and by means of programs that meet their educational needs. By the time he retired, both Ehrensberger and UMUC could take credit for influencing the direction and progress of

adult higher education in the United States during the post–World War II era.

For his contributions in the field of education, Ehrensberger was cited by five U.S. presidents—Eisenhower, Kennedy, Johnson, Nixon, and Ford. And his efforts to provide university courses and degree programs for American military personnel around the world had been so successful that he received three of the highest awards bestowed on civilians by the military services. In 1967, the air force gave him the Exceptional Service Award, which is comparable to the Distinguished Service Medal for military personnel. In 1972, the U.S. Army presented him with the Decoration for Distinguished Civilian Service. Three years later, he received the Department of Defense Medal for Distinguished Public Service “for exceptionally meritorious service to Armed Forces personnel during the period 1949 to 1975.”

Shortly before Ehrensberger retired in 1975, the Secretary of the Army presented him with a commendation in special recognition of his “unprecedented efforts to provide off-campus resident university programs for army personnel . . . at a time when no other American university was willing to risk its academic reputation in granting resident degrees to students who had never been to the home campus.” The commendation further noted that, “while Chancellor Ehrensberger constantly upheld the high standards of the University, he was quick to accept innovative approaches to education to meet the needs of army personnel.”

Named chancellor emeritus by the University of Maryland Board of Regents in

1975, Ehrensberger continued to lend his support to UMUC for the next two decades. Stanley Drazek recalled that, for Ehrensberger, “Planet Earth was his campus.” And President Wilson H. Elkins wrote, “His legacy is not a monument, but it may be seen and felt in a thousand education centers around the world.”

New Directions, New Dimensions

The next three years, from 1975 to 1978, saw a number of administrative changes at UMUC, both in College Park and overseas. Stanley Drazek, who in the previous five years had been promoted from dean of UMUC to vice chancellor, was appointed chancellor in the summer of 1975. Drazek’s good relationship with many administrators in the state university system, his familiarity with other major figures in higher education, and his own eminence in the world of adult education made him the natural choice for this top position. In 1976, UMUC Dean Mason G. (“Bob”) Daly—who had served in a number of teaching and administrative positions with UMUC in Maryland, Europe, and Asia—went overseas as director of the European Division, a position that he had held previously. In the same year, T. Benjamin Massey, who had a wide range of experience with UMUC in a number of positions abroad, was appointed vice chancellor of UMUC.

In 1978, Wilson H. Elkins retired as the longest-serving president of the University of Maryland. He was replaced by John S. Toll, a distinguished physicist and former University of

Maryland professor. That same year, Drazek announced that he was retiring from UMUC for health reasons. Drazek had been with UMUC almost from the beginning and had stepped easily into the chancellorship when Ehrensberger left in 1975. The two men had been the giants of UMUC's formative years, while President Elkins had been one of UMUC's strongest supporters. Drazek's departure signaled the end of an era and the transition to a younger generation of men and women who would take UMUC into the last decades of the 20th century.

Before his retirement, Elkins had appointed T. Benjamin Massey to succeed Drazek as chancellor of UMUC. A soft-spoken Southerner with university degrees in psychology, Massey had earned his doctorate from Cambridge University in England in 1968. He had served in the U.S. Navy during World War II, worked as a civilian education services officer at U.S. military bases in England, taught for several years in the European Division, been appointed the European Division area director for the United Kingdom, and been director of both the European and Far East Divisions of UMUC. Well known among his staff for his work ethic and his attention to detail, Massey was thoroughly familiar with UMUC's stateside programs as well as the university's military and international dimensions. Interested in new ideas, he was quick to see the possibilities of new technologies and their applications in higher education. When he became UMUC's third chancellor in the summer of 1978, Massey was well prepared to modernize the institution and lead it in new directions.

Until the late 1970s, UMUC's primary focus had been on providing courses for a bachelor's

degree designed, in content and delivery, for adult, part-time students in College Park and beyond. Other programs—from Head Start to Peace Corps training to the wide variety of noncredit conferences, institutes, seminars, and workshops—also remained important. Early in his tenure as chancellor, however, Massey began diversifying UMUC's services even more, with the result that the university became known not only for the scope of its programs, but also for the creative ways in which its educational programs responded to societal and individual needs.

In the United States, the 15-year period from the mid-1970s through the 1980s was markedly different from the 15 years that preceded it. Many Americans had become more conservative than in the 1960s, continuing a trend that began in the early 1970s. Under the Reagan administration in the 1980s, tax cuts and increased defense spending resulted in record government budget deficits. Economic recession and high unemployment during the early 1980s caused many people to rethink their priorities in regard to job security. And the advent of personal computers not only contributed to the explosion of information and knowledge, but also led the United States into what came to be called “the postindustrial age.”

Demographic, social, and technological changes during this period had far-reaching effects



T. Benjamin Massey, chancellor and later president of UMUC, 1978–98.

on higher education for adults in the United States. As the population grew older, there were fewer students entering college at the traditional age of 17 or 18 and an increasing number of adults in college and university classrooms. Early retirement and more leisure time also contributed to the number of adults taking college courses. Women's roles in society continued to change, as more women entered the workforce and some delayed marriage and motherhood to pursue higher education and careers. Increasing opportunities for racial and ethnic minorities resulted in more members of these groups entering higher education programs. And, in a world where today's technology might be obsolete tomorrow, many people—employers, workers, and job-seekers alike—came to realize that lifelong learning was necessary to keep up in the rapidly changing society.

During the 1960s and into the 1970s, many adult students favored courses and degree programs in the liberal arts, engineering, and education. By the 1980s, however, more adult students were seeking degrees in business, management, and computer studies. At the same time, businesses were setting up their own programs to train new workers (and retrain current employees)—

especially in skills related to computers and information sciences. By the middle of the 1980s, the total corporate expenditure on training and educational programs in the United States was almost equal to the total education budget of U.S. colleges and universities. And, continuing a trend that began in previous decades and was soon to become widespread, traditional institutions of higher education increasingly developed programs for, and in conjunction with, businesses, industries, and governmental organizations, including the military.

Students who enrolled in UMUC during this time were similar to other adult students in higher education programs throughout the United States. At one end of the spectrum was a substantial number of students (about 25 percent of the student body) in the traditional, college-age range of 18 to 22 years who attended college part-time, by choice or by necessity. At the other end was a small number of older, retired people who took courses primarily for personal enrichment, many using UMUC's Golden ID Card program that provided tuition waivers for senior citizens. But most of UMUC's students were still in their mid-20s to mid-30s. Most were married and had more

UMUC became known for its
creative responses to societal and
individual education needs.

than one child; most had full-time jobs; and most were paying their own way through college. Slightly more than half of them were women—the result of a steady increase in the enrollment of women throughout the 1970s.

UMUC's adult, part-time student body had always included many people who never had a chance to attend college after high school, but by the 1980s most of its students had at least some higher education before entering UMUC, and a small number even had associate's or bachelor's degrees. Like adult students everywhere, UMUC students possessed a level of maturity, motivation, and experience that the typical, younger undergraduate did not yet have. They were serious-minded, independent, self-directed, and self-disciplined, with a pragmatic approach to education and a desire for achievement. In many ways, they seemed more like traditional graduate students. Juggling the multiple responsibilities of work, family, and education, they regarded their time as precious and they wanted their courses to be worthwhile. Hence, they expected good teachers for those courses—and indeed, UMUC always prided itself on being, first and foremost, an effective teaching institution.

Adult students enrolled at UMUC for a number of reasons. Some were seeking self-fulfillment—from enrolling in a course that interested them personally, to pursuing a degree. Others came to further their education in another field—from the physicist taking courses in music and the arts, to the fiction writer signing up for classes in lab sciences to do research for a book. But the primary reasons for attending UMUC were job-related—getting a job, keeping a job, getting promoted, or changing fields.

UMUC responded to the needs of these students by developing courses and programs that would help them in their professional pursuits. At the same time, despite the pragmatic outlook of many of its students, UMUC did not lose sight of the broader, more basic function of education. In discussing the balance between the relatively new concept of “student-centeredness” on the one hand



and more traditional educational goals on the other, former University of Maryland President Elkins commented in the mid-1980s that

By the 1980s, more than half of all students enrolled at UMUC were women.

It was all well and good for our academic forefathers to insist that Latin or Greek was the cornerstone for all learning, but if no one signs up for such traditional courses, we are only educating the walls. As the world changes, we must change with it, and if our students need jobs that require computer studies, paralegal courses,

or Asian languages and cultures, we must be prepared to offer it to them, or abandon our claim to be educators.

This does not mean . . . that we allow ourselves simply to be dictated to by changing market needs or the simple satisfaction of achieving any result at all. . . . Student-centeredness includes the concept that we, as professionals, have some larger notions of what it means to be educated, and that while we can and should satisfy immediate career-related needs, we should integrate into those programs the broader and more universal goals of higher education in the traditional sense. Critical thinking and reading, the ability to formulate concepts and abstractions, numeric skills, an appreciation for our own and others' cultures—these things should all be a part of the overall baccalaureate for the most career-oriented student.

People, Programs, and Places

When Stanley Drazek was appointed chancellor of UMUC in 1975, he noted that

. . . we are less inhibited by traditions and inertia than are large, established colleges. Other colleges and universities are now trying to become flexible, but we have always had to keep up with the constantly changing goals of our students. . . . For us, change is the normal, and not the exceptional, pattern.

Under Massey, Drazek's successor, UMUC made a number of significant changes in its programs and in the places where they were offered, as enrollments continued to grow throughout the 1980s. It was recognized that UMUC had to do more than offer flexible course schedules and classes at convenient locations. UMUC needed to develop curricula, programs, and delivery strategies to match the individual learning styles of a variety of adult students. Many of these new programs brought to UMUC a wide range of students, in diverse geographic locations, who might otherwise not have had the opportunity to pursue higher education. Other programs—in faculty development, applied education research, and the arts—further contributed to UMUC's unique

identity within the University of Maryland and to its reputation as one of the leading institutions of higher education for adults in the United States.

The first two years of Massey's tenure saw a number of new programs introduced. In 1978, UMUC established the Experiential Learning program (EXCEL), through which students could earn a limited amount of academic credit for university-level learning acquired from prior employment experience, professional training, and civic activities equivalent to formal classroom work. Students documented their prior learning in a portfolio that was reviewed by one or more faculty members who then recommended the amount of credit to be given. In 1979, the Cooperative Education (Co-op) program was established, giving students the opportunity to earn college credit while working in positions related to their field of study, either with their present employer or in a totally new position. The program attracted a large number of firms and government agencies in the Baltimore-Washington area, including IBM, Westinghouse Electric, General Electric, and the National Institutes of Health. UMUC's Co-op program proved so successful that it won a Distinguished Program Award from the Maryland Association of Higher Education. In 1984, the Co-op and EXCEL programs, along with existing programs for granting university credit through examinations, were brought together under the Office of Experiential Learning.

One of the most important early accomplishments for which Massey was responsible was the establishment of a graduate degree program, the Master of General Administration (MGA). For most of its history, UMUC had not offered grad-

uate degrees of its own, although it had administered some of the off-campus graduate programs of academic departments of other University of Maryland institutions. In 1978, UMUC established the Graduate School, initially headed by Milton Grodsky, UMUC's first graduate dean. The goal of the Graduate School (later to become the Graduate School of Management and Technology) was to provide high-quality master's degree programs to mid- and upper-level managers in the workforce.

More than 450 students enrolled in the graduate program during its first year, and the program grew rapidly throughout the 1980s, reaching an annual enrollment of more than 2,000 students by the end of the decade. Graduate courses were offered at a variety of sites, including the campuses of other University of Maryland institutions, the Shady Grove Center, the U.S. Naval Academy, the Pentagon, Walter Reed Army Medical Center, Aberdeen Proving Ground, GEICO insurance company offices in Washington, D.C., and a limited number of U.S. military installations abroad.

The first MGA degree was awarded in 1980, and, in 1981, the first Master of Science program was begun, in organizational quality assessment. Throughout the 1980s, specializations or "tracks" were added to the MGA program, including information systems, health care management, marketing, human resource management, and financial management. Master of Science programs were started in computer systems management, technology management, engineering management, and telecommunications management. In 1983, an Executive Program for the Master of General Administration was developed for mid-

and senior-level executives to attend on weekends. And, in 1988, a Master of International Management program and several new technology management tracks were added.

Unlike many MBA programs of the time, which tended to emphasize theories of management, UMUC's MGA program sought to relate theories to their practical applications on the job.



UMUC has always considered itself a student-centered institution, with an emphasis on good teaching and flexible course formats.

The faculty came not only from academia, but also from management positions in the public and private sectors. "I call them our 'scholarly practitioners,'" said Nicholas H. Allen, who became dean of UMUC's Graduate School of Management and Technology in 1991. "They all have the educa-

tional credentials, but most of our faculty either have been, or are, practitioners in the external world, and I think they are especially equipped to deliver programs that relate the theories to useful practice." As one MGA graduate, a successful businesswoman, commented, "UMUC gave me confidence to go out on my own. The degree helps in your own business. You run all aspects, and, in the master's degree program, you learn everything from finance to marketing. I use a lot of the tools they gave me in the program."

The 1980s brought a quantum leap in the effects of the communication and information revolution that had begun with the advent of commercial television just after World War II and continued with the introduction of personal computers in the late 1970s. As a result, the number of students enrolled in computer courses at UMUC more than doubled between 1982 and 1983. And, in 1983, an academic computer center was established to assist adult students seeking to learn new computer skills. Throughout the 1980s, computer facilities and instruction continued to expand in response to both the growing need for computer literacy and the rapidly changing nature of the field.

In 1981, UMUC initiated a Center for Instructional Development and Evaluation (CIDE) to provide professional services in instructional design, evaluation, and education technology for its own needs, for other institutions of the University of Maryland, and for external clients in business, industry, and government. CIDE quickly developed a national reputation in instructional design and distance education, with innovative programs in the use of interactive videodisc and computer-based instruction tech-

nology. A combination think tank, research-and-development unit, and management consulting organization, CIDE provided education expertise and instructional materials on contract to such organizations as Apple Computer, Control Data Corporation, Procter & Gamble, the U.S. Department of Commerce, and the U.S. Army.

As UMUC expanded its “distance education” programs—both in enrollments and in geographical scope—CIDE helped in the development of delivery systems based on the latest technology. UMUC’s first venture into distance education had been in 1959 when a course in elementary Spanish was offered via television in the Baltimore-Washington area. In 1980, Carnegie Corporation grants to UMUC and the Maryland Center for Public Broadcasting made possible the establishment of the National University Consortium for Telecommunications in Teaching, a cooperative project initially involving six colleges and universities and 10 public television stations nationwide. Organized to promote the use of telecommunications in higher education, the consortium sought to provide video materials for a bachelor’s degree program for adult students who wanted to take courses at home. The consortium steadily increased its

international scope, with UMUC sponsoring the International University Consortium (IUC) since 1987. In 1988, UMUC founded the Center for Instructional Telecommunications to facilitate the use of telecommunications in distance education programs. In 1990, the center was brought together with the International University Consortium and CIDE to form UMUC’s Office of Instructional Development. Also in 1990, UMUC became the lead institution in the University of Maryland System’s Institute for Distance Education.

The flagship of UMUC’s distance education programs remained its Open University program, which was started in 1972. Beginning with only one interdisciplinary course in the humanities, the program had grown to almost 100 courses by the mid-1980s, while enrollments doubled between 1980 and 1985. In 1989, its name was changed to the Open Learning program. By that time, courses were offered in mathematics, general science, behavioral and social sciences, humanities, paralegal studies, technology and management, fire science, and nuclear science.

Distance education programs established during Massey’s tenure included the fire science pro-

In 1978, UMUC established the Graduate School to provide quality master’s degree programs to managers.

gram in 1978 and the nuclear science program in 1984. The fire science program's unique combination of flexible course schedules and distance-learning options enabled its students to complete a bachelor's degree regardless of where they were located. As the program continued through the 1980s and into the 1990s, fire service professionals enrolled from as far away as Alaska and Australia, although most students worked in Maryland and nearby states. Likewise, the nuclear science and engineering specialization was developed to offer a bachelor's degree to nuclear power plant personnel located across the United States. Using a combination of computers, videotapes, compressed video, computer conferencing, telephones, and on-site instruction at the power plants, the program grew to serve more than 600 students at 16 sites in nine states. By 1996, UMUC's nuclear science program was the largest of its kind in the United States and widely recognized as the best.

UMUC was a leader in working with the private sector in designing and developing educational and training programs for people employed in business and industry, from on-site delivery of credit courses for executives and employees to a wide array of noncredit professional development programs. In 1979, UMUC became the first affiliate of the Center for Creative Leadership (located in Greensboro, North Carolina) to conduct the Leadership Development Program, a weeklong, intensive professional development workshop attended by a range of executives, from corporate vice presidents to brigadier generals, all sent by their organizations to improve and enhance their leadership potential. One company vice president commented, "In candor, the Leadership

Development Program in which I participated was the most meaningful seminar I have ever attended. . . ." And, in the early 1980s, this unit of UMUC expanded its professional development offerings to include career assessment workshops and programs for new managers.

Student services and academic support were also hallmarks of the UMUC approach to meeting the needs of adult students. UMUC was in the forefront in providing its students with library and computer facilities, academic and career counseling, and financial aid. Special programs were established for women, minorities, and foreign-born students. Assistance was available to students wanting to improve their writing, mathematics, and computer skills and to returning students who needed help making the transition back to college after a long absence.

As one of the nation's leading institutions of higher education for adults, UMUC was active in supporting research in such areas as instructional development, distance learning formats, and policies affecting adult learners. Throughout the 1970s and early 1980s, UMUC hosted the biennial Worldwide Armed Services Education Conferences, most of which were held at the Center of Adult Education in College Park. The Graduate School's Center for the Study of Future Management was founded in 1986. And the International Conference on Improving University Teaching (IUT)—which Massey initiated in 1975 while he was director of the European Division—became an annual forum for those interested in all aspects of teaching and learning. UMUC cohosted the conference annually with a university in a foreign country, extending opportunities for partici-

pation around the globe. In its early years, IUT served as a center for the seemingly axiomatic propositions that universities existed to serve their students and that good teaching was their first priority in that regard. As the IUT conference grew, it attracted many luminaries in the fields of faculty development, instructional technology, and learning theory, such as K. Patricia Cross, Wilbert J. McKeachie, and Marcel Goldschmid.

The Center of Adult Education was also the site of many of the noncredit courses sponsored by the Division of Conferences and Institutes, which changed its name in 1986 to Professional and Career Development Programs. As the unit expanded its many successful noncredit programs during the 1980s, its emphasis shifted from general-interest programs toward more university-level offerings in high technology, engineering and computer science, leadership and management training, and a variety of business-oriented professional development and certification courses.

In 1988, realizing that its expertise was in workforce education and not in managing conference facilities, UMUC contracted the Marriott Corporation to manage the lodging, restaurant, and conference facilities at the Center of Adult Education, which had previously been operated by the university itself. By that time, however, the Center of Adult Education had become more than a residential conference center and the headquarters of UMUC. It had also become a cultural focal point for the community, hosting concerts, dramatic performances, lectures, and special exhibits throughout the year. Foremost among its activities was the Arts Program, which was begun in 1979 by Bylee Massey, the wife of UMUC's chancellor.

Her first projects included purchasing original prints for the two VIP suites at the center and acquiring a collection of modern Japanese wood-block prints for the Mount Clare dining room.

Looking at the other bare walls inside the center, Bylee Massey thought they would be an ideal place to showcase the works of artists from throughout the state of Maryland. UMUC soon began acquiring works of Maryland artists, primarily through donations, and the collection was first put on public display in 1981. As new works were added, the Maryland Artist Collection—with more than 250 paintings, sculptures, prints, and photographs from the 1920s to the present—became the largest of its kind on permanent exhibition in the state. Among the highlights of the permanent collection were more than 45 works by the Baltimore artist Herman Maril, who taught at University of Maryland, College Park, and several works by Selma L. Oppenheimer, also of Baltimore. The Center of Adult Education housed the Mori Gallery, the largest collection in the United States of works by the Japanese artist Yoshitoshi Mori, and the International Collection, featuring decorative arts from Germany, China, Korea, Thailand, and Japan. Through the efforts of Bylee Massey and the generosity of donors, the somewhat sterile-looking interior of the Center of Adult Education in the 1970s was, over the next decade, transformed into a visually appealing space that would continue to attract people from all over the state to the art exhibitions held there.

The University of Maryland System

A major reorganization of higher education in Maryland occurred in 1988, when the state legislature created the University of Maryland System by combining the five institutions of the University of Maryland with the six institutions of the State University and College System and the three research units focusing on agriculture, biotechnology, and the environment. With the reorganization, UMUC became one of the 11 degree-granting institutions of the University of Maryland System, and T. Benjamin Massey's title, like that of the other campus heads, was changed from chancellor to president. John S. Toll, president of the former five-campus University of Maryland, was named chancellor of the new system.

As one of the degree-granting institutions of the University of Maryland System, UMUC remained the only one that did not receive direct financial support from the state. Funding was derived primarily from the tuition and fees paid by UMUC students, with a smaller portion of revenues coming from grants, contracts, and sales of services to outside organizations. From its beginning in 1947, the institution had been self-sustaining, but, over time,

rising costs and the need for increased services had forced UMUC to increase tuition markedly, resulting in a competitive disadvantage in attracting students. In 1989, the state of Maryland provided a small amount of funding for UMUC for the first time, but required the university to reduce tuition income by the same amount.

By the end of the 1980s, UMUC could be characterized as predominantly an undergraduate institution, with a well-established and still-growing graduate school and a comprehensive, noncredit professional development program. UMUC had evolved during its first 40 years from an institution that primarily administered off-campus courses for the various academic departments of the University of Maryland, to a separately accredited degree-granting university within the University of Maryland System—with its own faculty, its own administration, its own degrees, and its own programs reaching around the world. UMUC offered Bachelor of Arts and Bachelor of Science degrees in more than 30 areas of specialization from anthropology to zoology, with the most extensive enrollments in the fields of business, management, and computer studies. Master's degrees were offered in a number of management areas that, like the bachelor's degree areas, represented fields where there was a present or anticipated demand for trained professionals. An average of more than 20,000 students each year had enrolled in UMUC's statewide and distance education programs during the 1980s, the largest number of enrollments in the United States for a university providing programs primarily for adult students.

Associate's degree programs in arts and sciences, and some certification programs, were

offered only on U.S. military bases, primarily overseas. The overseas programs had continued to grow throughout Massey's tenure as head of UMUC, with total enrollments increasing by 50 percent and with programs offered at approximately 250 locations in 22 countries. Within the United States, courses were being conducted at more than 20 locations throughout Maryland and Washington, D.C., as well as at two new regional learning centers in Maryland—at Annapolis and Waldorf—and at distance education sites throughout the United States.

Regardless of its course offerings and research facilities, a university would not exist without its students. A measure of UMUC's success was in the 64,326 students who completed degree programs through UMUC, from the first adult, part-time students soon after World War II, to UMUC's extensive student body around the world by the end of the Cold War era. Many of these students distinguished themselves in achieving their personal and professional goals through higher education, and served as the strongest supporters of UMUC's educational program.

Eileen Anderson, a mother of three children who was the first woman in her family to earn a college degree, graduated from UMUC in 1994 with a straight-A average. She observed,

Going back to school at this time, I found support in places that I never dreamed it would exist. And one place was in the classroom. There were people just like me—men and women who were working during the day and who had families. And that meant a lot. We were all in the same boat together.

Chief Master Sergeant Walter Zurowski received his degree from UMUC in 1986, and retired from the U.S. Air Force in 1993 after 33 years of service. He wrote,

When I first enrolled in 1974, I never thought I would see the day of my graduation. Thanks to the help of good counselors and the university accepting courses from five different schools without requiring me to repeat any of the courses—after [a total of] 15 years of attending evening classes, I graduated in 1986.

Robert R. Neall, who earned his degree from UMUC in 1972, devoted many years of public service to the state of Maryland, including service as a state delegate, state senator, and as Anne Arundel county executive. Of his UMUC experience, Neall said, "It took me longer than some people to appreciate fully the value of higher education. UMUC provided the flexibility and convenience I needed to get my bachelor's degree. My decision to enroll was one of the best decisions I've made."

James R. Freeze enlisted as a private in the U.S. Army in 1949, at age 17, a week after graduating from high school in a small town in Iowa. Three years later, he found himself stationed in northeast Africa, in Asmara, Ethiopia, where he began taking courses with the University of Maryland's College of Special and Continuation Studies. He graduated from University College in 1964 and retired from the army in 1981, after 32 years of service, with the rank of major general. A member of two military Halls of Fame, he was one of 13 retired members of Army Intelligence to be designated the first Distinguished Members of the Military Intelligence

Corps. Major General Freeze said about UMUC's program, "I believe that I can speak for many of my fellow alumni in offering thanks to UMUC for providing that opportunity and encouraging many generations of students to avail themselves of the chance when opportunity knocks."

UMUC Distinguished Alumnus Edward A. Parnell, who retired from the U.S. Marine Corps



Between 1947 and the end of the 1980s, more than 64,000 students completed degree programs through UMUC.

as a highly decorated brigadier general in 1976, began taking courses in Iwakuni, Japan, in 1959 and completed his degree program in 1975, after military postings to Hawaii, Atsugi (Japan), and the Pentagon. Parnell commented,

What I did is fairly common. In fact, I'm sure I don't hold the record. That's one of the things that's so great about UMUC. It meets students wherever they are—both geographically and academically. I had taken courses at other institutions and figured one day I would want the degree. UMUC was right there in Iwakuni when I was ready to move ahead.

During the 1980s, three members of the U.S. Armed Forces Joint Chiefs of Staff were UMUC graduates: General Robert H. Barrow, commandant of the Marine Corps; General Larry D. Welch, chief of staff of the air force; and General John W. Vessey, chief of staff of the army. General Vessey was subsequently promoted to the nation's highest military office, chairman of the Joint Chiefs of Staff, in 1982, and, 10 years later, he received the United States' highest civilian honor, the Presidential Medal of Freedom.

Emmett Paige Jr. was a high school dropout who proved that the army slogan "Be All You Can Be" was more than mere words. He rose to the rank of three-star general in the U.S. Army, became president of an aerospace and information services company after his retirement, and was appointed an assistant secretary of defense in 1993. A highly decorated veteran, Paige began his military career in 1947 and served overseas in Japan, Korea, the Philippines, and Vietnam. He graduated with a bachelor's degree from UMUC in 1972, after taking classes five nights a week for two-and-a-half years while working full-time as a military officer. According to Paige, "My bachelor's degree from UMUC was my passport to success." Two years later, he completed a master's degree from Pennsylvania State University. Named a distinguished alumnus of UMUC in 1988, Paige has long been a supporter of his alma mater. "Other schools have the [sports] teams. What we have are good educators," he said. "We need to be proud of that. Education is our credo."



CHAPTER THREE

A Noble Experiment: The European Division 1949–1989



The University of Maryland Goes Abroad

At the end of World War II, most Americans assumed that all U.S. soldiers, sailors, and airmen would soon return from the battlefields of Europe and Asia. Even military and political strategists thought that the occupation forces stationed in Germany and Japan would be there for a relatively limited period of time. Few people predicted that the second great war of the 20th century would be followed by a Cold War between the Soviet Union and its satellites, on one side, and the United States and its allies, on the other—a conflict of political and economic ideologies that would dominate international relations for the next four decades.

One of the first major clashes of the Cold War occurred in June 1948, when the Soviets blockaded land and water routes to the divided city of Berlin, deep inside the Soviet Zone of Occupation. The Western Allies responded by sending 2 million tons of essential supplies by airplane to the people of West Berlin. Finally convinced of the Allies' determination, the Soviets ended the blockade 10 months later, but the Berlin airlift continued until September 30, 1949, by which time more than 275,000 missions had been flown.

The Berlin airlift operation necessitated an increase in the number of U.S. military personnel in Europe, as did the establishment of the North Atlantic Treaty Organization (NATO) in 1949. Members of the armed forces who had been taking University of Maryland courses at the Pentagon and other military installations now faced the problem of having to interrupt their education if they were assigned to duty in Europe. Likewise, U.S. military personnel already in Europe were not satisfied with the limited educational opportunities available to them there—primarily correspondence courses offered through the United States Armed Forces Institute (USAFI). The issue became even more acute when the U.S. military began requiring that its officers have the equivalent of at least two years of college education in order to retain their commissions. These officers in Europe wanted to take American university courses, taught on site, which would grant credit that could be transferred to satisfy the degree requirements of universities back in the United States. As Stanley Drazek put it, "They had a taste for education and wanted more."

Military leaders in the army and air force were particularly interested not only in upgrading the educational level of military personnel, but also in providing worthwhile off-duty activities for troops stationed abroad. Consequently, the U.S. Department of Defense sent out a directive inviting institutions of higher education to consider offering courses in Europe. Only one institution responded: the University of Maryland's College of Special and Continuation Studies (CSCS). Daunted by the logistical challenge of providing programs under less-than-ideal conditions, other colleges and universities declined to submit proposals. A dean at Johns Hopkins University in Baltimore later commented that, when U.S. colleges and universities were asked if they wanted to participate in an overseas program, "only Maryland had the guts to do it."

In mid-August of 1949, George Kabat, then dean of CSCS, went to Germany for 16 days to assess the situation firsthand. Kabat met with military officials in Frankfurt and Heidelberg, worked with them on a preliminary plan for a proposed educational program, and toured military bases in the U.S. Zone of Occupation where courses might be offered. Writing from Frankfurt on September 3, 1949, a day after Kabat returned to the United States, a correspondent for the *Baltimore Sun* filed a story titled "University of Maryland to Open German Centers: Occupation Troops Get Chance to Earn College Credits." As the correspondent reported,

Kabat revealed that when this new plan in college education was presented to Lieutenant General Clarence R. Huebner, deputy

commander-in-chief in Europe, he asked three questions: "How will it operate? Will it work? How much will it cost?" When the facts were explained, he replied, "What are we waiting for? Let's get the project started."

Back at College Park, Kabat presented his feasibility study and preliminary plan to President H. C. ("Curley") Byrd and other officials at the University of Maryland. Byrd apparently reasoned that if CSCS could successfully deliver courses to U.S. military personnel across the Potomac, it could—with adequate military support—also deliver courses across the Atlantic with equal success. Byrd quickly approved the plan—typically without informing the Board of Regents—and Kabat was given the green light to proceed. In a very short period of time, the CSCS administration developed a program that would come to be recognized as one of the most daring innovations in the history of higher education for adults.

Kabat's immediate task was to find faculty members who were willing and able to depart for Europe the following week. The initial need was for faculty in the social sciences and speech to teach courses required for the Bachelor of Science degree in military science. Working with the heads of those academic departments in College Park, Kabat was able to recruit seven people adventuresome enough to leave for Germany on very short notice. Among the group was David S. Sparks, who later recalled, "All of this took place very suddenly. I mean the decision to go. After that had been made, the department chairs at College Park were given what amounted basically to a weekend to recruit peo-

ple willing to go for a year on this wild attempt to extend education.”

Sparks, whose field was history, and his wife, Phyllis, who taught economics and history, both were asked if they wanted to go. According to David Sparks, “We were called . . . on a Wednesday, and told that we had to decide by Friday whether we wanted to undertake this, and we did decide that it



The first faculty members sent to teach in the European Program, October 1949: (left to right) Lyle V. Mayer, Bruce Melvin, David S. Sparks, Phyllis B. Sparks, Warren L. Strausbaugh, Verne E. Chatelain, and Martin Moser.

would be a great experience.” The following week, the Sparkses were on a military flight to Europe.

Joining David and Phyllis Sparks on this hastily organized adventure were Lyle V. Mayer and Warren L. Strausbaugh from the Department of Speech and Dramatic Art; Bruce Melvin, whose field was sociology; Verne E. Chatelain from the History Department; and Martin Moser, who taught government and politics. On October 2, 1949, these seven pioneers left the United States on a lumbering propeller plane of the Military Air Transport Service—a

C-121 Constellation that took a total of 23 hours, including a stopover in the Azores, to fly from Westover Air Force Base in Massachusetts to Rhein-Main Air Base in Frankfurt, Germany. In addition to the limit of 65 pounds of luggage, each faculty member was authorized excess baggage of up to 150 pounds for professional materials. David Sparks recalled that the footlockers the faculty members carried with them were filled with

. . . the registration material and the initial brochures and stuff about the university. We carried it with us, and that was all there was. We had various mimeographed descriptions of the required courses and some course outlines that had been approved by the department. . . .

Upon arrival in Germany, the new faculty members were met at the airport and immediately driven to Berchtesgaden, seven hours southeast of Frankfurt, to attend a conference being held by the Troop Information and Education Division, the organization in charge of army education programs. Shortly after being introduced to this gathering of post education officials, the seven professors dispersed to their first teaching assignments: the Sparkses to Nürnberg, Melvin to Frankfurt, Moser to Heidelberg, Strausbaugh to Wiesbaden, Chatelain to Munich, and Mayer to Berlin.

Military Education Centers

At each location, the faculty reported to the military post's education center, which was administered by the army's Troop Information and Education Division. Although CSCS was indeed a "pioneer" in opening the first American university program on U.S. military posts overseas, this was by no means the first effort on the part of the military to provide educational opportunities for members of the armed services. In fact, the history of U.S. military education and training programs extends all the way back to George Washington's Continental Army during the Revolutionary War. In the 20th century, the government orders for mobilizing troops during both World War I and World War II included provisions for military education programs—not only to teach soldiers the skills necessary for improving performance, but also to prepare them for eventual return to civilian life. Maintaining morale was another goal of these wartime military education programs, especially during the period after hostilities had ended but before the troops could return home from overseas. After World War II, the U.S. government organized or sponsored off-duty educa-

tional programs for military personnel abroad, in conjunction with U.S. colleges and universities (through correspondence courses), and, after both world wars, on-site with local universities in Britain and France.

In 1944, the Troop Information and Education Division had been established by the army to oversee soldier orientation programs



Faculty member Theodore H. ("Ted") Stell at Furstenfeldbruck Air Base, West Germany, in 1950.

within the military, as well as on- and off-duty soldier education programs, including those connected with civilian schools, colleges, and universities. Many military installations at home and abroad had education centers—ranging in size from one small office to an entire building—staffed by military and civilian personnel. The education officers (later known on most bases as education services officers, or ESOs) were responsible for all aspects of troop education—from testing and advising to organizing lectures, short courses, basic skills programs,

and correspondence courses provided by various institutions.

When the seven University of Maryland faculty members arrived in Germany in 1949, the facilities for what was initially called the “European Program” were provided by the military education centers that had already been established at U.S. Army posts and Air Force bases in the U.S. Zone of Occupation. Troop Information and Education officers were in charge of those aspects of the program that were considered the military’s responsibility at that time: scheduling classes at each education center; recruiting, advising, and enrolling students; processing the paperwork for government-funded tuition-assistance programs (which, at that time, usually paid 75 percent of a military student’s tuition costs); distributing and selling textbooks; providing classrooms for faculty members; and generally acting as the liaison between the university faculty and the local military authorities. Hence the education officers were a crucial part of the framework of cooperation necessary to make the program possible.

The military also provided logistical support for the university faculty in the form of transatlantic flights, transportation within Europe, housing, and access to many of the same facilities (from the post office to the post exchange) available to U.S. government personnel stationed abroad. It was the university’s responsibility to provide the necessary course descriptions, registration materials, course syllabi, and textbooks for students. Administration of the program, from the university’s side, remained in College Park, although it soon became evident that a local administrative staff in Europe would also be necessary.

Over the years, the division of responsibilities between the university and the military changed as the university was asked to assume some of the duties originally performed by the ESOs. The relationship established between the university administration and faculty, on the one hand, and the military education officers, on the other, proved essential to the success of the program. During the course of the next four decades, the relationship ranged from cordial to strained, but, on the whole, both sides worked together very well to provide high-quality educational opportunities for members of the U.S. Armed Forces around the globe. As an editorial in the *Marylander* pointed out seven years after the program was established,

Without the continued enthusiastic support of ranking military officials, the University of Maryland’s Overseas Program would be impossible. Similarly, without the all-important aid given constantly by base-level education officers and civilian education advisers, Maryland’s role overseas would have been a brief and unhappy one.

Or, as Ray Ehrensberger said in a 1965 *Reader’s Digest* article titled “Maryland U’s Global Classrooms”: “It takes a lot of people—civilian advisors, librarians, and military personnel from generals to privates—to keep this show on the road.”

The First Term in Germany

In October 1949, however, the program's success was by no means assured. When Kabat had gone to Germany in August to assess the possibility of establishing an educational program overseas, he had encountered resistance from some of the officers of the Troop Information and Education Division, who were aware of the amount of work such a program would require of them. Others doubted that there would be a sufficient number of students to support the program. Kabat had told the military officials that a minimum of 600 enrollments would be necessary to sustain the program. Back in College Park, Kabat spoke with David Sparks, who had been assigned the task of ad hoc administrator in Europe in addition to his teaching duties. Kabat told Sparks that the program could start if there were at least 300 registrations, but if the number was less than 300, Kabat said, "You're authorized to say it's a no-show, and we'll come home."

During that first two-week registration period in October 1949, more than 1,800 enrollments were recorded at the six education centers where classes were scheduled. No one had anticipated

such an overwhelming response. The unexpected influx of students—many of whom would be traveling from distant military sites to take courses at the various centers—created a logistical nightmare. Since there was no CSCS administrative staff in Europe, the professors themselves had to process all the admission and registration forms and help find extra classroom space. Professors who had expected 20 to 30 students in a course suddenly had 200 or more. Less than two weeks after arriving in Germany, Sparks was already contacting Kabat in College Park to request permission to recruit qualified speech teachers from among the military and to hire teaching assistants and paper graders to help handle the overload.

On top of all their other problems, both David and Phyllis Sparks had come down with the flu. In the first recorded instance of practical personal advice from a CSCS dean to his overseas faculty, Kabat wrote to David Sparks a short time later: "I am happy to note that both you and Mrs. Sparks have recovered from your attack of cold and flu. I believe that you will find a good preventive medicine for this in the so-called army package store from \$2.10 to \$3.80 per bottle—bonded."

When the first classes began on October 31, the students were crowded into facilities ranging from a luxurious ballroom in Wiesbaden's Hotel Rose to makeshift classrooms at former German Kasernen (military barracks) that only a few years earlier had housed Hitler's troops. Textbooks were in such short supply that three or four students shared each book. Annabelle Hartle, the education coordinator for the U.S. Seventh Army in Germany at that time, later recalled the conditions under which many of those first classes were held:

I will never forget light bulbs. By the fall of 1949, I think we had bulbs in all of the classes most of the time. . . . I will never forget how, in Frankfurt, I personally had to unscrew all the bulbs from their sockets at the end of class, lock them in my desk, and screw them in again the next day. They were more valuable than gold and precious stones, and without light we simply could not hold classes. I had to be vigilant.

Germany in 1949 was still recovering from the war. Of the six sites chosen for the University of Maryland's first overseas program, only Heidelberg and Wiesbaden had escaped massive devastation. Frankfurt, Nürnberg, Munich, and Berlin had all been heavily bombed, and piles of rubble were still more prevalent than solid buildings in many places. More than four decades later, David Sparks recalled his vivid memories of that place and time:

When we arrived, the German people were hungry, they were literally hungry. Food was short still, and one evidence that you saw, that was a bit unnerving to see, was the occasional storefront. There wouldn't be a store behind it; it was just a storefront in the middle of a bombed out area.

Here would be the storefront and sometimes even lit at night, and it would be filled with imported foods—packaged goods, cans, and so on—from the Netherlands and Denmark . . . but people weren't able to buy them, so they stood in circles around them and looked.

The German economy was going through a difficult period of adjustment. The new German currency, the Deutschemark, had been introduced only the year before, and U.S. dollars still brought a premium on the black market. But it was illegal for the military and civilian members of the U.S. occupation force to spend dollars on the local economy or even to have dollars in their possession in Germany. All personnel were paid in "blue money," the official currency of the occupation force, which was negotiable only at U.S. military facilities such as commissaries and post exchanges. One of David Sparks's duties was to travel to the Army Finance Office in Heidelberg each term to collect the tuition money that the military paid to the University of Maryland for the courses taught. He then wired the money through American Express back to College Park, where part of it, in the form of dol-

In Germany, classroom facilities ranged from a luxurious ballroom in Wiesbaden's Hotel Rose to former Nazi barracks.

lars, was deposited in the U.S. bank accounts of the overseas faculty members as salary payments.

Some of the faculty members who initially taught in the overseas program recalled that they had little need for spending money, except for minor personal expenses. That first year in war-torn Germany, the faculty was provided housing, free of charge, that had been requisitioned by the military from the defeated Germans. In some cities, the teachers lived in hotels that had been taken over by the U.S. Army. In Berlin, they stayed in a large house, complete with a live-in maid, in an upscale suburb that had not been heavily damaged during the war. In most cases, faculty members ate their meals at military dining halls and shopped for personal necessities at the local post exchange. If they needed transportation to classes scheduled elsewhere, the Troop Information and Education Office provided a car or jeep and a driver.

Despite the unusual circumstances under which they lived and worked, that first group of teachers was pleased with the students they encountered in class. Lyle Mayer recalled that, “We had to improvise that first term. No one really knew what to expect.” Nevertheless, he added, “Things worked out well. The students were a pleasure to teach because of their maturity and eagerness to learn. They appreciated our being there.” And David Sparks noted that, in his history classes, “It was refreshing to deal with adults, and particularly . . . with adults in the Pentagon and the European Program overseas, people who themselves had just come through quite an historical event and had a feeling for it.”

Departures from Tradition

By agreement with the U.S. military, the students who could enroll in CSCS courses overseas included officers and enlisted personnel, military dependents (spouses and college-age children), U.S. civilian employees and their dependents, and members of the Red Cross engaged in military support activities. The university’s agreement with the army and the air force differed only slightly in detail from the one it had with the navy. Military personnel had priority over civilians if class sizes were limited in any manner.

From the start, the university eschewed military rank in the classrooms. At some locations, military students were encouraged to wear civilian clothes to their evening classes. Faculty members were instructed to address their students as Mr., Mrs., or Miss, in an effort to downplay the issue of rank and overcome the natural reticence of an enlisted person to challenge a statement by the officer sitting next to him, or the reluctance of a lower-ranking officer to contradict his own commander who was taking the same course.

Students in the new European Program attended classes on a different schedule from the

standard 16-week semester system prevalent in the United States. In the European program, the school year was divided into five terms of eight weeks each, with a registration period between each term. Term I of the academic year began in the autumn, and Term V ended during the following summer. Kabat is credited with conceiving the idea for an eight-week term that could better

accommodate the large number of military students who were transferring to or from Europe at any given time.

Under the arrangement, students attended class after work, three hours per night (usually from 6:30 p.m. to 9:30 p.m. or from 7 p.m. to 10 p.m.), two nights a week (Mondays and Wednesdays or Tuesdays and Thursdays), for each course they were taking. Makeup classes could be scheduled on Fridays or Saturdays.

Under this arrangement, a student enrolled in a 3-credit course attended a total of 48 hours of classroom instruction in eight weeks—the same as a student in the United States who attended a 3-credit class for one hour three times a week during a 16-week semester. This eight-week schedule was viewed with skepticism by some traditionalists in academia who thought that most students—and particularly those attending class at night after work—could not absorb the informa-

tion presented in three-hour sessions, despite 10-minute breaks each hour. But Rabat's plan proved to be so successful—for students, teachers, and schedulers alike—that, with only a few minor modifications, it is still in use in the university's overseas programs today.

Another departure from tradition was in the scheduling of faculty members to teach at U.S. military bases in various European locations. A teacher of history, for example, might be scheduled to teach two sections of History 5 (the first half of American History) in Berlin during Term I, two sections of History 6 in Frankfurt during Term II, a section each of History 5 and History 6 in Munich in Term III, and so on. Hence, the faculty member would move to a new teaching assignment in a different location every eight weeks as the curriculum was rotated among education centers at different military installations. Those who taught consecutive courses—where one course was the prerequisite for the next one—might stay at the same place for 16 weeks (but, in the early years of the program, this was rare). Faculty taught four nights a week, Monday through Thursday, and literally lived out of suitcases because they rotated assignments so often. For most of them, it was a once-in-a-lifetime opportunity to travel around Europe while earning money in their chosen profession.



In Europe, foreign language courses were especially popular among students from the U.S. military.

Ehrensberger in Europe

By the time the first classes started in October 1949, it was already apparent that not only was more faculty needed, but also an administrative staff was necessary to handle such matters as admissions, academic counseling, registrations, student transcripts, the hiring of local teachers, faculty scheduling, textbooks, finances, and logistical support. Although David Sparks had been asked to perform any necessary administrative duties on an ad hoc basis, direction for the entire program remained in Kabat's hands back in College Park. With the unexpectedly high enrollments for Term I—and the military asking for more courses to be scheduled at several additional education centers by Term II—it had become obvious that the program could not continue without full-time administrative support in Europe itself.

The College of Special and Continuation Studies was already arranging to send more faculty for Term II. Additional textbooks were being shipped over, as were University of Maryland banners, decals, pennants, and pictures “to create a campus atmosphere,” as one administrator suggested, at each education center overseas. Several of the faculty members' wives were also planning

to join their husbands in Europe. Although the military—which provided logistical support for the whole program—initially had not authorized wives to accompany their husbands to Germany, this restriction was soon lifted. By December 1949, faculty wives who wanted to go to Europe were being trained in College Park to help with registration, advising, and paper grading, to ease the burdens on their spouses and provide extra administrative assistance at some of the education centers. They still had to pay their own plane or boat fare to Europe, but were given limited military privileges after they arrived.

In late January of 1950, several faculty members met at the Wannsee Officers Club in Berlin to discuss a range of problems resulting from the unexpected growth of the program, including inadequate housing and classroom facilities, transportation and communication difficulties, large class sizes, and textbook shortages. As a result, Sparks sent a cable to Byrd and Kabat in College Park expressing the “urgent need for a responsible Administrative official in Germany” and recommending “the early appointment of such an administrator.”

Byrd asked Ray Ehrensberger, chairman of the University of Maryland's Department of Speech and Dramatic Art, to go to Europe and “bring order out of chaos,” as Ehrensberger later described it. An enthusiastic supporter of the program, Ehrensberger had recruited faculty for CSCS courses, including the first ones offered at the Pentagon in 1947, and had himself taught evening classes off campus in Maryland. On February 20, 1950, Byrd sent Ehrensberger a letter officially appointing him “Director of the European Program of the College of Special and

Continuation Studies,” and giving him “full charge and responsibility for this program.” By that time, Ehrensberger—never one to stand still—was already on his way to the airport.

Ehrensberger landed in Germany with a portable typewriter and a briefcase for university records. A few days later he met with the faculty at a hotel in Frankfurt. One teacher at that gathering recalled that

It was a bit of a shock to find the kind of hail-fellow-well-met person he was. We were shocked because one of the first inquiries he made was how he could make the best deal in using his U.S. greenbacks. The second question was where [we sold] our surplus coffee and cigarettes. We were sort of taken aback by this impression of a wheeler-dealer college administrator who was coming over here, and we of the professorial sort who were of high academic standards and moral standing thought that the whole program was going to become either ridiculous or [perhaps even] fall into . . . legal problems. Little did we anticipate that this was precisely the kind of wheeler-dealer that the program needed and

under which it would thrive. But our first contact left us a bit aghast at what the University had done in sending Ray Ehrensberger to head up this program.

During the six months that Ehrensberger spent in Europe, he visited army and air force installations throughout the U.S. Zone of Occupation in Germany. In addition, he visited sites in England, France, Austria, North Africa, and the Free Territory of Trieste between Italy and Yugoslavia. Traveling by military and civilian airplane, train, bus, trolley, jeep, and automobile, Ehrensberger met with military education officers and with current and prospective faculty members, from London to Tripoli, laying the groundwork for expanding the program on two continents.

Ehrensberger kept a daily diary of his activities and observations, his personal impressions, and his administrative successes and (rare) failures. This record provides a fascinating glimpse of the Europe where university faculty were sent to teach, less than five years after the end of World War II. Ehrensberger described the bombed-out ruins of Frankfurt, Darmstadt, and Nürnberg; the street hustlers, black marketeers, and money

Ray Ehrensberger’s diary described everything from the bombed-out ruins of Frankfurt to the postcard prettiness of Bavaria.

changers; the picture-postcard prettiness of Bavaria; and the refugees and displaced persons waiting for passage out of Germany “with a combined look of hope and despair on their faces.” Most of all, the Ehrensberger diary reveals the type of person that the university had chosen to spearhead its new program in Europe: an energetic, workaholic night owl; a man with a healthy appetite for food, drink, and human companionship; and an administrator with prodigious powers of persuasion and a flair for publicity.

Despite the military’s desire for more CSCS courses at more locations, there were still many obstacles to overcome. Ehrensberger had to contend with problems ranging from the intransigence of some local officials to questions about what military rank equivalency the civilian teachers should be assigned (a crucial matter in determining the amount of logistical support they would receive). More than once he did verbal battle with military authorities who had their own ideas about what the program should be and how it should be run—although Ehrensberger claimed that many of those same people later became personal friends and strong supporters of the program. Often, through the force of his personality, he was able to win over the opposition and achieve what he wanted. But, according to Ehrensberger, his attitude was simply, “Get the job done and let the chips fall.”

Working initially out of one room in the Officers Club in Büdingen, a small village about 40 miles northeast of Frankfurt, Ehrensberger prevailed upon the military to grant the university much-coveted office space in Heidelberg, the headquarters of the U.S. Army in Europe (USAREUR) and the European Command (EUCOM). The new

CSCS European program offices consisted of two rooms and a long corridor on the second floor of the main classroom building of the University of Heidelberg—an edifice called the Schurman Building because the U.S. ambassador to Germany, Jacob Gould Schurman, had been instrumental in obtaining funds for its construction in the early 1930s. Known to an earlier generation of Heidelberg students as “the New University,” it had not yet been reopened to German students after the war. In addition to the CSCS European program offices, the building housed various U.S. military offices, including those of the Heidelberg Military Post Troop Information and Education Center. Ehrensberger had lobbied hard for the European program’s headquarters to be located there because, as he said, “I wanted the magic of Heidelberg, the *Student Prince* and all that, from a publicity standpoint.” He also knew the value of being close to the centers of power—the military commands without whose support the European program would not exist.

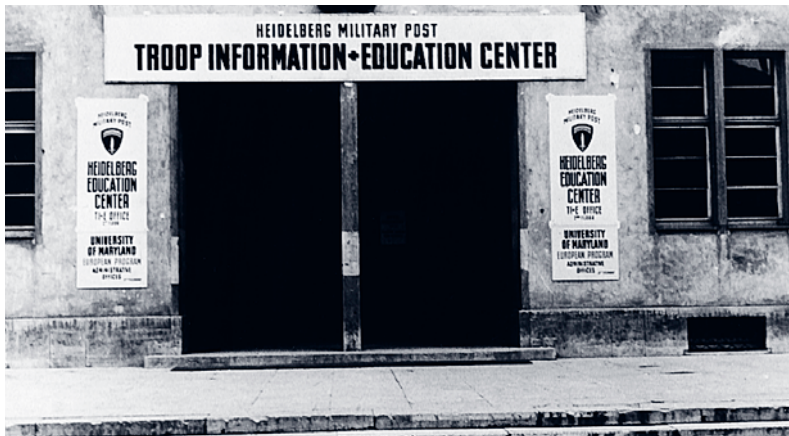
By the time Term III was under way in the spring of 1950, five administrative staff members had arrived in Heidelberg from College Park, several new faculty members had been added, and classes were being offered at 14 different locations in Germany. As requests for more courses came in from U.S. military installations throughout Europe, Ehrensberger stayed constantly on the move. In March, he and his new assistant, Edmund Miller, went to England to set up a program there. When Term IV began in May, courses were offered at three sites in England and at several new locations in Germany, including Augsburg, Würzburg, Bremerhaven, and Stuttgart.

Always aware of the value of good publicity, Ehrensberger ceaselessly promoted the new European program, getting coverage in *Newsweek* magazine in an article titled “Round the World College,” and in several articles and photographs in the European edition of the *Stars and Stripes* (the “Authorized Unofficial Publication for Members of the Military Services Overseas”). He taped an inter-

is calm, all of us are asking the \$64 question—will the Russians move into Berlin and maybe on into Western Germany? I talked to several high brass in the lobby of the hotel, and it seems to be the general consensus of opinion that this is the start of World War III.

A few days later, Ehrensberger attended a meeting with the military “about what we should do in the event of a real emergency.” Two days after that he wrote,

Capt. Schuyler called a conference with us [today] and gave a detailed outline for escape routes in the event of an invasion. It was a pretty solemn meeting, and all of us are supposed to keep food and clothing packed in a suitcase that we can grab in the event of an emergency. After the more or less formal meeting was over, Schuyler talked to me alone. He gave me complete details about blowing up the building, telling me where the powder, dynamite, etc., [were] located, and offered the suggestion that I could remain behind, of course, and help out. . . . After we got all these little problems settled of blowing up the building, I decided to leave the office early because it was such a beautiful day.



University of Maryland European Program headquarters in Heidelberg, West Germany, 1950.

view at the army radio station in Trieste and assisted in the production of a short film about the new European Program, to be shown in all military movie theaters in the U.S. Zone of Occupation. And he set up procedures for publishing the first European Program catalog of courses.

But there were larger issues to contend with, too, including the first of many international crises that would affect the university’s overseas programs. In late June of 1950, Ehrensberger recorded in his diary,

The big noise in Heidelberg today is the Korean invasion and, although on the surface everyone

In early September of 1950 Ehrensberger returned to College Park to resume his position as head of the Department of Speech and Dramatic Art. He left behind in Europe a remarkable set of accomplishments for so short a period of time: a permanent headquarters in Heidelberg and a staff to operate it; a program that had expanded from Germany to England, Austria, Trieste, and Libya;

additional faculty recruited and numerous logistical problems solved; and an administrative structure that would endure for decades. When Term I began in the autumn of that year, classes were offered at more than 40 locations and course enrollments topped 4,000, more than twice the number when the program had started a year earlier. Courses were being offered in business, English, economics, foreign languages, geography, government and politics, history, mathematics, psychology, sociology, and speech. Ehrensberger had been so confident of success that even as early as the previous March he had written back to College Park, “. . . this program will continue to operate in Europe so long as military troops are assigned to this command.” Two years later, Ehrensberger would be the dean of the College of Special and Continuation Studies—and then chancellor of its successor, University of Maryland University College—with responsibility for an educational program that ultimately extended around the globe.

The 1950s: Growth and Expansion

During the 1950s, the overseas programs continued to grow as the College of Special and Continuation Studies opened new branches in Munich (1950)—specifically for the children of U.S. government employees stationed abroad—and in the North Atlantic (1951) and East Asia (1956), for U.S. military and civilian personnel assigned to those geographical areas. The European program expanded not only in Europe and North Africa, but also to the Middle East. The number of sites in Germany increased from 36 to 71 between 1950 and 1960. During the 1950s, France, Ethiopia, Morocco, Italy, Greece, Turkey, Saudi Arabia, the Netherlands, Norway, and Spain were added to the list of countries where CSCS courses were taught, and course enrollments in Europe grew from a total of 9,582 in the 1949–50 academic year to 34,627 during the 1959–60 period.

Four different directors headed the Heidelberg office during this early era of growth and expansion: Adolf E. Zucker (1950–52); Edmund E. Miller (1952–53); Augustus J. Prah (1953–54); and Herman Beukema (1954–60), a retired brigadier general and former professor and administrator at

the U.S. Military Academy at West Point. When Beukema was appointed director of the European Program in 1954, it encompassed more than 100 sites at military bases in 15 countries. By 1957, the name had been changed to the “European Division” of the Overseas Programs of the College of Special and Continuation Studies. And by the end of the decade, European Division

dents for tuition assistance—all of which affected enrollments in the CSCS programs overseas.

Often, changes for faculty and students were necessitated by international events that directly affected the U.S. military abroad. For example, when the Korean War began in 1950, a faculty member who was teaching at Rhein-Main Air Base in Frankfurt arrived at one course session to find that 90 percent of her students had flown out of Germany that morning for reassignment to the Far East. The following year, another teacher in England was informed that all the students in his class had been moved, as a unit, to Libya. He was put on the next plane to Tripoli, where he soon resumed the same class, with the same students, in North Africa.

At times, even the perseverance of faculty and students was not enough to overcome the political situation. In the summer of 1955, R. C. Bardot, a faculty member teaching classes at Nouasseur Air Base a few miles from Casablanca in Morocco, found himself huddled behind a parapet on the roof of the hotel where he was staying, while the French and the Moroccans fought a gun battle in the streets below. As a result of the conflict that erupted that summer, faculty and students received an official notice for the following term that “The University of Maryland Overseas Program staff has cancelled until further notice all classes in Nouasseur, French Morocco, owing to the political unrest there.” One hundred students enrolled in six courses in Nouasseur suddenly had no classes to attend, and the faculty scheduled to teach there had to be reassigned elsewhere.

In 1955, the Allied powers, which had occupied Austria since the end of World War II, agreed



During the 1950s, the European Program expanded beyond Europe to Turkey, Saudi Arabia, Morocco, and Ethiopia.

courses were being taught at almost 150 locations on three continents.

During the early years of the European Division, the faculty, students, and staff all learned to expect the unexpected—and to be prepared to change their personal and professional plans on very short notice. In addition, periodic reductions in the U.S. defense budget resulted both in troops being withdrawn from Europe and fewer funds being available to stu-

to withdraw their forces from that Central European country and restore Austria's independence. As a result, the CSCS program in Austria had to close after five years in operation, during which time it had served more than 2,700 students in several locations from major cities to remote camps. An article in the September 1955 issue of the *Marylander* noted,

By the end of this month, most of the American installations with their University of Maryland education centers will be military ghost towns. Many an American heart drips nostalgia over remembered happy times in those handsome, storied cities of Vienna and Salzburg, and the story-book picturesqueness of the smaller towns in the mountains and fields.

One colonel looked back and ahead to the University's Overseas Program. Noting that the troop redeployment [from Austria] is mostly to Italy, he declared: "We're counting on the University of Maryland to follow us as soon as our orders are cut."

Despite its flowery language, the *Marylander* article expressed the same sentiments that would be felt 35 years later—by military, civilian, and university personnel alike—when numerous bases closed in Europe during the U.S. military drawdown after the fall of the Berlin Wall and the unification of Germany. Ironically, however, those same events led to the reopening of a small UMUC program at the U.S. Embassy in Vienna almost 40 years after the occupation troops had left in 1955—another example of the continuing expansion and contraction of UMUC's pro-

grams overseas in response to international political events.

Even with the cancellation of classes in Nouasseur and the closing of the program in Austria, 1955–56 was a record year for the European Program, with more than 31,000 course enrollments by about 17,000 students. In countries throughout Europe, North Africa, and the Middle East, 1,879 courses were offered during that academic year. And in 1956–57, enrollments during the first term were almost 30 percent higher than in the previous year. Contrary to forecasts, even the Suez crisis of 1956–57 resulted in an increase in enrollments as more U.S. troops were shifted into the European Command. Problems did occur, however, because of the severe gasoline shortage caused by the blockage of the Suez Canal. The greatest impact was felt in France and the United Kingdom, where some courses were temporarily suspended because so many students lived far from the education centers and were unable to get to class. The university tried to arrange course schedules so that students could use public transportation, but even some of those efforts proved unsuccessful. Since heating oil was also in short supply in England, many of the courses that did manage to meet were held in damp, cold classrooms during that winter.

Sometimes, other obstacles prevented students from attending class. In 1958, two European Division students were among the nine U.S. servicemen held behind the Iron Curtain in East Germany for six weeks after their helicopter ran out of gas and made a forced landing 50 miles inside Communist territory. Captain Alan A. Brister was enrolled in two courses, "International

Law” and “Economics of the Soviet Union”; Captain Paul E. Jones was taking his last required course in German language. The following account of the events appeared in an article in the *Marylander* at the time:

Both Marylanders had their books with them during their captivity and, having plenty of time on their hands while negotiations for their release were taking place, they read their textbooks from cover to cover.

Capt. Brister studied the theory of the Soviet economy, unmolested by the Communists who did not even examine his book, and absorbed himself in the “due process” of International Law and his rights under international conventions. Capt. Jones demonstrated his knowledge of German by translating East German newspapers for the benefit of his captive colleagues.

While in captivity, both Brister and Jones became eligible for European Division scholarships based on their outstanding academic performance in previous terms—although the presentation of the awards had to be delayed until the men returned to their home base in Frankfurt am Main, West Germany. Meanwhile, their tuition was refunded for the term they “lost” while being held in East Germany.

Despite a series of international events that affected the European Division programs, the number of students enrolled in CSCS courses there increased fourfold during the 1950s. Members of the military received financial assistance from the U.S. government to pay for 50 to 75 percent of their tuition costs. For veterans and

some active-duty personnel who had previously served in the U.S. Armed Forces, GI Bill benefits covered all of their tuition. When students first began enrolling in CSCS courses overseas, tuition was \$8 per credit and textbooks cost an average of only \$4 per course.

To meet the specific education needs of students in the European Division, the university offered a choice of three degree programs overseas: the Bachelor of Science in military science, originally designed only for officers but, after 1951, available to career military personnel of all ranks; the Bachelor of Science in military affairs, introduced in 1951, which provided a solid background in the social sciences and was particularly useful for enlisted personnel and civilians; and, beginning in 1953, the Bachelor of Arts in general studies, a liberal arts degree with a range of academic “concentrations” from business administration to the social sciences. Both of the military-oriented degrees—each of which required 136 credits for graduation—allowed some credit for military training and experience; the general studies degree required 120 credits and did not grant credit for military work. As more and more students chose the general studies curriculum, and as the need for specifically military-oriented degrees declined, the university decided to discontinue the programs in military studies in 1963.

Foreign language courses were first offered overseas through CSCS in 1950, and by the end of the decade they constituted approximately one-third of the entire European Division program. The first three directors of the European program, after Ehrensberger—Zucker, Miller, and Prah—were all previously faculty members in the

Department of Foreign Languages at College Park. Language teachers in the new program overseas were often locally hired native speakers, well qualified to teach in their fields. Courses were offered in German, French, Russian, Spanish, Italian, Arabic, Norwegian, and Greek. The demand for these courses was large, not only because the CSCS degree programs required two years of credit in a foreign language, but also because so many military personnel and U.S. civilians living abroad wanted to be able to communicate in the language of their host country. As one U.S. airman in France commented, “Being here without being able to speak the language is like trying to look at a beautiful house through a peephole.”

The European Program expanded in other ways, too. In 1954, a chemistry laboratory, the first of its kind constructed expressly for students on a U.S. military base overseas, was opened at Rhein-Main Air Base in Germany. Newly built inside a Quonset hut that had served as a mess hall during the Berlin airlift, the laboratory—equipped with up-to-date German instruments—made it possible for the European Program to offer chemistry courses to its students for the first time. During the 1955 summer term in Munich, CSCS offered its first graduate program overseas. Designed specifically for civilian teachers in the army and air force schools for dependent children, the program attracted almost 250 students. Plans for continuing the graduate summer program the following year—and for extending it to military students—were discontinued, however, when military financial support was withdrawn because of budget cuts. Not until three decades later would the university offer graduate courses in Europe again.

As the European program grew throughout the 1950s, the administration headquarters in Heidelberg needed more space to accommodate not only a larger staff, but also reams of student records. In 1952, the headquarters moved from its cramped quarters at the University of Heidelberg to more spacious offices in a building on Reidstrasse that had housed the local Gestapo dur-



ing the Nazi era. Student records were stored in the old Gestapo vaults. In 1955, the European program’s offices relocated again, to a former high school dormitory on Zengerstrasse, near the U.S. Army headquarters at Campbell Barracks. By then the staff had grown to 50; the majority were Germans, but there were also about 15 Americans and several Dutch and English employees.

A milestone had been reached early in the European Program’s history, when the first bachelor’s degree was awarded to a student in 1951. In a ceremony in Germany, University of Maryland

Military students had to do their homework wherever and whenever they could find a place to study.

President Byrd conferred the degree of Bachelor of Science in military science on Air Force Colonel William C. Bentley. Bentley had begun his association with the College of Special and Continuation Studies by taking courses while he was stationed at the Pentagon, and had been one of the officers who was instrumental in convincing the military of the need for a higher education



Augustus J. Prah (top right), director of the European Program, stands with members of his staff in Heidelberg, West Germany, 1953.

program in Europe. While in Germany, Byrd also presided over a special ceremony in Bonn, where he awarded honorary degrees to German Chancellor Konrad Adenauer, German President Theodor Heuss, U.S. High Commissioner John J.

McCloy, and the rectors of two German universities. More than 600 people attended the gala event, the first of several at which, over the years, the university would confer honorary degrees on various luminaries. Honorary degree recipients in the European Division included general officers in the U.S. military, distinguished scholars and educators, eminent authors, renowned statesmen, politicians and diplomats, and other prominent persons—from Kurt Georg Kiesinger and Helmut Kohl, both chancellors of the Federal Republic of Germany, and Willy Brandt, the mayor of West Berlin, to violinist Yehudi Menuhin, anthropologist Margaret Mead, author André Maurois, astronaut Neil Armstrong, and U.S. Supreme Court Chief Justice Earl Warren.

Between 1951 and 1953, diplomas were awarded in small, individual ceremonies to the eight students who finished their degree requirements while serving in Europe during that time. The ceremonies were held in such settings as private dining rooms at the Hotel Molkenkur in Heidelberg and the Dorchester Hotel in London. By the spring of 1954, however, 42 students in the European Program had completed their degree requirements during that academic year, a number sufficient to justify holding a formal cap-and-gown commencement exercise in Heidelberg. Held in the historic *Alte Aula* (Old Auditorium) of the University of Heidelberg, the ceremony also marked the conclusion of the CSCS program's fifth successful year abroad.

Subsequent commencement ceremonies in Heidelberg marked additional milestones during the 1950s. In 1955, Robert F. Armstrong, a civilian working at Rhein-Main Air Base, graduated

with a straight-A average in 60 hours of coursework, earning him not only the highest honors in the overseas program, but also the highest grade point average among almost 2,000 seniors who graduated from the University of Maryland in College Park that year. The first two women to graduate from the overseas program—one a military officer, one a civilian—received their degrees in Heidelberg in 1956. The following year, the first college-age child of a servicemember overseas received his bachelor's degree at the European Division ceremony in Germany. As university President Elkins said in his commencement address to the graduates in Europe in 1956,

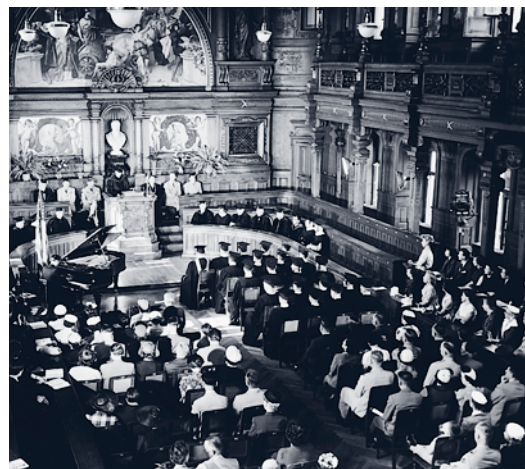
... that you are receiving your degrees today is also a testimonial to the recognition of a changing world. To graduate from a university which has held its standards high while accommodating needs far removed from home base is an important achievement. To graduate under conditions such as you have experienced is not only an achievement but a noteworthy distinction.

Recognition of the value and uniqueness of the European program extended beyond the U.S. military community overseas. In 1957, the United States Information Agency and a German television network together produced a 30-minute film titled *Citizen Soldier*, featuring the CSCS overseas educational program and its role in the life of U.S. military personnel abroad. Filmed at U.S. Air Force, Army, and Navy facilities in Libya, France, and Italy, *Citizen Soldier* was subsequently shown to an estimated 15 million television viewers in Germany.

Just a year earlier, Rector Klaus Schaefer of the University of Heidelberg had addressed graduating seniors of the European Division with the observation that

You have combined the assets to be gained from university studies and military training in a curriculum that recognizes the value of both and which can be followed while a student is in the service of his country. For Germans, this is an educational development worth our full acknowledgement and admiration, a development that we would do well to emulate.

That same year, students from a speech class at Ramstein Air Base sponsored a debate with German students from the University of Mainz. A major purpose of the debate, held before an audience of 650 people, was to demonstrate the value and importance of discussing public policy issues in an open forum. Immediately after the debate, a German student commented, perhaps prophetically, that “Your military forces will one day leave Germany and so will your people, but the lesson provided here this evening will never leave.”



The European Program's first formal commencement ceremony was held in Germany, in 1954, in the ornate *Alte Aula* (Old Auditorium) of the University of Heidelberg.

The 1960s: Consolidation, Cutbacks, and Continuity

The European Division entered the next decade with record enrollments for the first term of the academic year. But in November 1960, the European Division director, General Herman Beukema, died suddenly of a heart attack. Appointed to succeed him was Mason G. (“Bob”) Daly, who at the time was serving as director of the university’s Far East Division.

A veteran of the university’s overseas programs, Daly had first joined the European Program in 1951. After serving in the U.S. military in both Europe and Asia during World War II, he used GI Bill benefits to finance his graduate studies in the United States, then returned to Europe in 1951 to see France and England under peacetime conditions. While traveling from Paris to London, he read a *Time* magazine article titled “Overseas Campus,” which described the university’s innovative program that had been established only two years earlier. Intrigued by the idea of staying in Europe, Daly contacted the administration in Heidelberg and was soon hired for a part-time teaching position in the field of speech.

During his first year with the program, Daly not only was successful as a teacher, but also distinguished himself in the eyes of the overseas staff, who recognized his potential as an administrator. In the summer of 1952, Daly was appointed area director for the United Kingdom, a position that marked the beginning of a career in administration that would span three decades and four continents. Witty and articulate, Daly was an outstanding public speaker who also proved to be a conscientious administrator—both liked and respected by the faculty and staff who worked for him over the years.

As director of the European Division during most of the 1960s, Daly presided over a period of fluctuating enrollments that reached a record high in 1963, but subsequently declined as a result of several factors beyond the university’s control. In the early part of the decade, the crisis caused by the construction of the Berlin Wall resulted in more U.S. troops being sent to Germany as a deterrent to a possible Soviet invasion. However, budget reductions in 1963 and 1964 soon brought cutbacks in U.S. military and civilian employees overseas and led to less financial and logistical support for educational programs. Another factor affecting enrollments was the phasing out in 1963 of all U.S. military bases in Morocco, where classes had been offered for more than a decade. Although a small program would be opened at a navy facility in Morocco two years later, the closing of the entire university program there in 1963 was another example of how changes in U.S. foreign and military policy could affect the European Division—often forcing the university to pack

up and leave a country, sometimes on relatively short notice.

European Division programs also were adversely affected by the conflict between the Arabs and the Israelis in 1967. The European Division program at Wheelus Air Base in Libya went through a particularly difficult period when the military installation experienced its first serious problems with violence from nearby Arab communities. According to a report in the *Marylander*,

Water pipes were blown up, bombs were thrown, and telephone lines were cut down. The 130 Maryland students asked for a continuation of courses there, and long-time lecturer Dr. James Butler was sent to Tripoli in the hope that his years of experience in teaching and administration could help the education center through its difficulties. He found the center abandoned, records scattered, and great confusion.

Despite these difficulties, Butler spent hours interviewing students, registering them for courses, and rounding up the local instructors who remained—and Maryland was able to continue its program in Term V.

As a result of the political coup in Libya in 1969, the university finally closed its program there, after operating in that country since 1950. Similarly, in 1962 the European Division had expanded its program to a U.S. military installation in Peshawar, Pakistan, where it offered an average of five classes each term until the base was closed in 1969. Of far greater impact on the European Division program, however, was the closing of all U.S. military

bases in France when President Charles de Gaulle requested that NATO forces leave that country in 1966. Prior to that time, the European Division had offered courses at more than 30 sites in France since 1950, but by 1967 France was no longer on the list of countries served by the university's program.

Despite the unpredictable environment in which it functioned, University College celebrated its 15th year abroad in 1964 with a gala graduation ceremony in Heidelberg at which the honored speaker was Arnold J. Toynbee, the distinguished British historian. On that occasion, Toynbee called the University College overseas educational program “a noble experiment showing inventive imagination as characteristic of American genius.” Shortly after returning to England, Toynbee wrote an article for the London *Observer* in which he described the university's overseas educational program and noted that its establishment “was a public-spirited undertaking, and also a brave one; for it is obvious that it was much easier said than done.” Toynbee concluded by saying that it was “one of those American achievements from which the rest of the world has much to learn.”



European Division student Honoré M. Catudal (center) with University of Maryland President Wilson H. Elkins (left) and Maryland Governor J. Millard Tawes (right) at the U.S. Army's Checkpoint Charlie in Berlin, 1965.

In 1967, Daly announced his resignation as director of the European Division to accept a Ford Foundation position as advisor to the chancellor of a new university in Africa. Upon his departure from the European Division, Daly received the army's Outstanding Civilian Service Award in recognition of his contribution to U.S. military education programs overseas during the previous



British historian Arnold J. Toynbee (left) receives an honorary degree from University College at the European Division commencement ceremony in Heidelberg, 1964.

16 years. It was a fitting tribute to a man who had earned his first military award, the Purple Heart, during the D-Day landings at Normandy in 1944.

Daly's successor was Henry A. Walker, a retired air force colonel with graduate degrees from Harvard and the University of Maryland. Walker served as director of the European Division until 1971. During that period, he had to contend with a new set of challenges, as wars both cold and hot

continued to affect enrollments in the overseas programs. Despite the temporary threat raised by the Warsaw Pact invasion of Czechoslovakia in 1968, increasing numbers of U.S. military personnel were being transferred out of Europe and sent to Vietnam, without replacements being sent to Europe. The war in Southeast Asia also affected the U.S. forces remaining in Europe: Troops in Europe were required to spend more of their time on military training activities, and, at the same time, less money was being allocated by the military for programs in the European theater. By the end of the 1969–70 academic year, the European Division was still offering courses in a total of 11 countries in Europe, North Africa, and the Middle East, but overall enrollments had declined to the levels of the early 1960s.

The 1970s: Challenges and Changes

In 1971, Henry Walker resigned his position as director of the European Division to take another post with UMUC in College Park. Succeeding him in Europe was T. Benjamin Massey, formerly director of UMUC's Far East Division. Massey had been associated with the European Division since the 1960s, as a faculty member in psychology and education, as area director for the United Kingdom, and as a civilian education services officer in England.

During the first half of the 1970s, Massey guided the European Division through a period of adjustment as the era of the military draft ended and the all-volunteer force began. He also had to cope with increasing competition from other academic institutions that sought to bring their programs to Europe. Following his strong belief in serving students, Massey emphasized the improvement of teaching in the European Division. With him as director, "good teaching"—always a hallmark of UMUC's overseas programs—became even more important.

During the second half of the decade—after Massey had accepted a position with UMUC in College Park—Mason G. Daly returned to

Europe and carried on the direction of the European Division as it responded to further changes in the overseas environment for U.S. military education. After several years of working for the Ford Foundation at universities in Nigeria and Lebanon, Daly had rejoined the UMUC administration in College Park in 1971. He became director of the European Division in 1976, for the second time in two decades, and remained in that position until his retirement in 1981.

In the European Division, enrollments had dropped from the mid- to late-1960s as a result of troop reductions in Europe and the closing of military bases in several countries. But this trend reversed itself at the beginning of the 1970s as annual course enrollments nearly doubled—from slightly more than 42,000 to almost 83,000—during the first half of the decade. And from 1975 to 1980, total enrollments averaged 77,000 every academic year, with between 36,000 and 37,000 students taking one or more UMUC courses annually in Europe.

As enrollments grew, so did the administrative staff. In 1972, the European Division headquarters moved from its location on Zengerstrasse to larger offices at the U.S. Army's Campbell Barracks nearby. In 1975, when space was no longer available on a U.S. military installation in Heidelberg, the administration moved to new, more spacious, private facilities close to the division's previous location, just behind Campbell Barracks. By that time the staff numbered more than 100, in addition to approximately 120 field registrars who represented the UMUC program at military education centers throughout Europe and the Middle East. Likewise, since 1949 the faculty

had grown from seven members to more than 1,000 full- and part-time teachers. By the mid-1970s, the European Division was no longer offering courses in several countries where it had had programs at one time or another during the previous quarter-century. However, other countries, such as Belgium and Iran, had been added to the European Division map, making a total of 10 countries served by the European Division during the 1974–75 academic year.

When the European Division celebrated its 25th anniversary at a banquet in Heidelberg on October 31, 1974, General Michael S. Davison, commander-in-chief of the U.S. Army in Europe, noted that

More than 300,000 students have enrolled . . . since your modest beginnings at a few scattered outposts in 1949— a remarkable achievement, which is unprecedented in the history of education. . . . Through the turbulence and change since those days, the University of Maryland has kept aglow the lamp of scholarship here at the edge of the free world. During the intervening years, you have shared in our anxieties and you have shared in our successes through an unparalleled quarter century of American troop presence on the divided continent. Just as we have labored to keep the peace, you have

labored to keep the promise of education for those men and women who must serve as the guardians of that peace.

On the occasion of that silver anniversary, President Gerald Ford sent the European Division a letter of congratulations, as did Wilson H. Elkins, president of the University of Maryland. In his letter, Elkins pointed out that

The European Division of University College . . . began under less favorable conditions than exist today. Such an operation remote from home base was almost unknown. Many academicians looked askance, if not with downright hostility, at extension courses far away from the campus. The attitude of the military and the support it might provide were uncertain factors. The physical facilities were often inadequate and unattractive. Financial security was as shaky as academic recognition.

Despite the unfavorable and sometimes discouraging factors, the program started with a boom and has been going with remarkable vigor since that time. It has prospered because the military has supported it, students have appreciated it, and the staff of the University has gone all out to make it go.

Elkins concluded by writing, “In this anniversary year, we look to the past with pride, to the present with a high degree of satisfaction, and to the future with cautious optimism.”

The European Division had reason to be both cautious and optimistic, for the decade of the 1970s was a time of many changes that affected the



T. Benjamin Massey, Vida J. Bandis, and Joseph J. Arden (second, third, and fourth from left, respectively) with other members of the European Division senior staff in Heidelberg, West Germany, 1972.

program in a number of ways. The first of these was the ending of the military draft and the transition to an all-volunteer force in 1973. A series of surveys conducted by all branches of the U.S. Armed Forces had shown that men and women were attracted to military service primarily because of the educational opportunities available. Similarly, it was determined that “quality of life” factors for servicemembers and their families—particularly those stationed overseas—greatly affected the retention of personnel. As a result, the armed forces gave high priority to educational programs in the 1970s, primarily for servicemembers, but also for their dependents. Support was provided not only in the form of tuition assistance—which then paid 75 to 90 percent of the tuition costs for military students—but also in a broader, more positive attitude toward education itself. As the commander-in-chief of the U.S. Army in Europe stated in 1975, the goal was “to provide all personnel with the educational opportunities, during duty and off-duty hours, to strengthen individual duty performance, enhance promotion potential, and add to individual self-worth.”

The greater emphasis on education within the all-volunteer military undoubtedly produced

much of the growth in enrollments that the European Division experienced during the 1970s. On the other hand, it was also one of the factors that led to increasing competition from other colleges and universities, which began to view education markets overseas as an opportunity to increase overall enrollments and enhance their own prestige. According to the U.S. Department of Defense, in the 1960s approximately 400 civilian institutions of higher education were offering programs of some kind to military personnel. Almost all of these programs were in the United States. Although a small number of graduate programs were started by other universities at U.S. military bases in Europe in the 1960s, the University of Maryland remained the only American undergraduate institution at U.S. military installations in Europe from 1949 to 1969. In the 1970s, this situation changed considerably, as a number of other colleges and universities—including community colleges offering courses in basic education and vocational-technical fields, undergraduate institutions providing bachelor’s degrees, and graduate schools conferring master’s and doctoral degrees—sought to extend their programs overseas.

In 1972, UMUC offered courses aboard the mother ship of the Polaris submarine fleet, anchored in Holy Loch, Scotland.

According to a report by Stephen K. Bailey, professor of education at Harvard University,

By 1978 more than 800,000 service personnel were enrolled in postsecondary courses and programs on or near military bases around the world (and on the high seas)—courses and programs purveyed mainly through extension services or branch (“satellite”) campuses of hundreds of American colleges and universities.

More than a dozen of those institutions were offering courses at U.S. military installations in Europe. Some had academically sound programs; others were less reputable, trying to attract students through lower tuition, relaxed admission standards, easy courses, and credit readily awarded for dubiously defined “life experience.”

As a variety of higher education institutions rotated in and out of Europe—winning a U.S. military contract at one point, then moving, losing, or closing their programs sometime later—the result was a bewildering array of courses and programs, significant problems in articulating course credit among different institutions, and constant competition for tuition dollars. In many cases, local education services officers (ESOs) had the power to decide which schools could offer which courses at a military education center. Some ESOs rotated individual courses among the various colleges and universities; others assigned courses in a particular discipline to one institution and denied it the right to offer courses in another discipline; still others refused to let certain institutions offer any courses at all. The situation often seemed chaotic, both to the students and to the

educational institutions themselves: The course cancellation rate (for insufficient enrollment) was high; the number of enrollments at a particular military base could vary widely from one term to another; and many teaching assignments had to be changed at the last moment. “Planning”—from one term to the next—was difficult for everyone concerned.

Despite these challenges, the UMUC bachelor’s degree program remained the largest and most comprehensive conducted in the European Command, not only in geographic scope, but also in the number of courses offered and the number of students enrolled. Several factors contributed to UMUC’s success in these overseas programs: quality, through the maintenance of rigorous academic standards; comparability, meaning that a student taking a course with UMUC abroad could be assured that it corresponded to the same course taught at colleges and universities in the United States; credibility, in that the course credit could be transferred to other University of Maryland campuses as well as to other U.S. colleges and universities; and continuity, because UMUC had not only been the first to take its courses to U.S. military installations in Europe, but had remained there for more than two decades, building up its program, establishing a sound reputation, and gaining the experience necessary for such a program to endure.

As a result of the many challenges encountered during the 1970s, however, UMUC continued to adapt its curriculum and programs to meet the changing needs of U.S. military and civilian students overseas. It was a charter member of the Servicemembers Opportunity Colleges (SOC),

an association of U.S. colleges and universities collaborating to help students complete post-secondary degree programs at army and navy installations around the world. UMUC also recognized the Community College of the Air Force (CCAF), a community college degree program available to military personnel at U.S. air bases across the globe. In 1972, for the first time in the history of the European Division, UMUC offered courses aboard a naval vessel—on the mother ship of the Polaris submarine fleet, anchored in Holy Loch, Scotland. In 1977, the Open University program—already well established at UMUC in Maryland—was added to European Division offerings. And, in recognition of changing military training and transfer schedules, the European Division began providing courses outside its own “traditional” eight-week, five-term, evening-class format.

UMUC’s new flexibility in course scheduling included offering daytime classes held in four- to six-week cycles during the year, at times that varied from one military unit and location to another. Some were “split” courses, with classes offered for three hours in the morning and repeated for three hours the same evening, for shift workers who could choose to attend either session. Others were taught four or five days per week, during breakfast, lunch, or dinner hours. Some met only on designated weekends throughout the standard eight-week term. Among the most popular instructional innovations were the “mini-courses” or weekend seminars—held for two days on one weekend, or one day on two weekends—that met for a total of 16 classroom hours of instruction and gave students the opportunity to earn 1 credit. Most of these weekend semi-

nars dealt with subjects that were the special expertise of individual faculty members, from medieval literature to the history of World War II. Many of the weekend seminars offered students an opportunity to take advantage of their European location—for example, a course on French Impressionism held at museums in Paris and a class on the golden age of German films in Berlin.

During the 1970s, the European Division curriculum also evolved to include a wider range of disciplines such as anthropology, biology, zoology, criminology, law enforcement, studio art, and radio-television-film. Special topics courses were offered in a number of fields, as were interdisciplinary and area studies courses. Noncredit refresher courses were available for students who needed special preparation before enrolling in the university, in addition to study-skills courses for adults returning to school for the first time after several years. Minority studies and women’s studies courses were conducted by faculty members in various academic departments. In an early example of distance education, the European Division participated in a series of courses offered by newspaper during the American Bicentennial in 1976. Sponsored by the National Foundation for the Humanities, the program provided a Bicentennial Certificate to students who successfully completed 15 semester hours in courses that focused on American topics. Courses on the “Life and Culture” of various European countries were also very popular with European Division students.

In recognition of the need to provide intermediate goals for its adult students—as well as to certify the educational accomplishments of people preparing for vocations in which a bachelor’s

degree was not required—the European Division also began conducting programs leading to professional certificates in a variety of fields, such as management, law enforcement, and vocational-industrial teaching. UMUC also offered two-year associate's degrees in a wide range of disciplines. Introduced in 1969, Associate of Arts degree programs became especially popular among European Division students. By the end of the 1970s, 4,575 associate's degrees had been awarded in a number of fields relevant to the specific career or personal interests of the students who earned them. And, in 1978, the European Division awarded its 5,000th bachelor's degree, after almost 30 years of offering higher education programs abroad.

Soldiers and Scholars

The students taking courses in the European Division in the 1970s were in many ways different from those who enrolled during the early years of the overseas program. The armed forces' original purpose in supporting military education programs through civilian institutions was to upgrade the formal education of its officers and encourage professional advancement through college and university study. The first published goal was for officers to achieve the equivalent of two years of postsecondary education; later, the goal was extended to at least a bachelor's degree. As more and more officers completed their undergraduate degrees during the two decades after World War II—and as the military began to require that officers have a bachelor's degree before receiving a commission—the composition of the student body in UMUC programs changed considerably.

When the university first went to Europe in 1949, only one degree program was offered—the Bachelor of Science in military science, specifically designed for military officers. Ninety percent of the students enrolled in the program were already commissioned officers. Paul Rose was a young airman who took his first University of Maryland course in Munich in October 1949—and who went on to become a UMUC faculty

member for more than 30 years. Rose recalled that in the 1950s, “It was not unusual to see a class made up almost entirely of officers, and I mean majors, lieutenant colonels, and colonels. I even studied with one general. I remember many classes I took in which I was the only dog face (nonofficer) there.” And historian George H. Callcott, who taught for the European Division in France, Germany, and England in the late 1950s, remarked that 75 percent of the students in his classes were officers, including a large number of colonels.

By the mid-1960s, however, two-thirds of the students in the European Division were enlisted personnel and fewer than one-fifth were officers—a trend that would continue into the next decade, by which time almost all the military students were from the enlisted ranks. In the mid-1960s, just over half of the students were in the air force, fewer than one-third were in the army, and the remainder were civilians (including family members), members of other branches of the armed forces, and, occasionally, a small number of local nationals. Ten years later, however, the percentage of students from the air force and the army had reversed, as the army began to place more emphasis on educational programs for its all-volunteer force.

During the first decade of the overseas programs, men outnumbered women by a large margin in European Division classrooms. In the 1950s, relatively few women enrolled in European Division courses, and even by the 1960s nine out of 10 students were male. Reflecting the tenor of the times, in the 1950s the *Marylander* published feature stories on

female students under such headlines as “Washing Dishes, Winning Scholastic Awards—It’s All In A Day’s Work For Mrs. Palischak,” or “Husband And Wife Go To School, But Who Is There To Cook Dinner?” Photographs in the newspaper showed the wives of European Division students being presented with honorary “P.H.T.—Putting Hubby Through” degrees and



“Doctorate of Patience” awards “for sacrificing a minimum of four nights a week for two years to stay home with the family while her husband completed his course work for the University of Maryland degree.” The number of women in European Division classes gradually increased, however, as a result of changes in U.S. government policies in the 1950s that allowed family members to accompany military personnel stationed abroad; the growing trend in the 1960s for American women to continue their education; and, after the advent of the all-volunteer force in the 1970s, the increase in the number of women

During the early years of the European Program, almost all of the students were men serving in the U.S. military.

entering military service themselves. By the mid-1970s, the ratio of male to female students in European Division courses was approximately two to one, as it remained into the 1990s.

By the 1970s, students—both men and women—were enrolling in European Division courses for a number of reasons: to increase their opportunities for promotion within the armed

forces; to prepare for a new career in civilian life; for personal satisfaction and growth; and, for a few, to gain admission to graduate school or qualify for an appointment to an armed services technical school or commissioning program. As early as the 1950s, graduates of the military science programs overseas had gone on to graduate work at such institutions as Harvard, Princeton, the University of California, Texas A&M, Cambridge, the University of

London, and the University of Madrid. Over time, many European Division students, men and women alike, went on to make names for themselves not only in the highest ranks of the military, but also in fields as diverse as business, journalism, law, civilian government service, education, sports, politics, and the space program.

Former European Division faculty members recall teaching students who were, even at the time, employed in a variety of occupations. One was a vice president of Trans World Airlines, working in Paris and taking university courses at

a nearby U.S. air base. Another was a U.S. government civilian employee stationed in Berlin, who logged a total of 224,000 miles of travel, “space available” on military aircraft, commuting back and forth to Frankfurt to take the courses needed for his degree. One student was the commandant of Berlin’s Spandau Prison; another was the chief of U.S. counterintelligence in southwest Germany. Military and civilian students working in the intelligence field had the reputation, among the UMUC faculty, as being some of the best and the brightest in the classroom. However, the specifics of their employment naturally remained obscure. James Umphrey recalled teaching a course at McNair Barracks in Berlin during the early 1960s, just before the Berlin Wall was constructed. At the first session, he asked the students to introduce themselves to the rest of the class and tell something about their work. Nineteen out of 20 claimed that their job in the military was “fixing refrigerators.”

Students continued to enroll in UMUC courses because, as one of them said, the European Division “has smaller classes, professors who have time to help everyone, and, in particular, older, mature, well-travelled students who bring a lot of insight and different viewpoints into classes.” Similarly, a student who began taking European Division classes after she had been away from college for more than 10 years commented, “Maryland gave me a much different experience than when I was in college in my 20s. There were students in history class who were older airmen, and soldiers who had been in the Vietnam War. I think that added a terrific dimension.” Elaine Myers—a retired U.S. Army officer who took



Family members as well as soldiers took courses in the European Division.

courses in the European Division in the 1960s, graduated with honors in 1973, and went on to earn a master's degree—recalled that

Maryland welcomed me in a foreign place and became a part of my life, like a family everywhere I went. I had wonderful professors in the European Division. They gave me a really good start, and they made themselves available to the students. I feel I've gotten a better education than if I'd gone to an Ivy League school.

Many European Division students, like UMUC students worldwide, showed an admirable tenaciousness in continuing their education, even under less-than-ideal circumstances. Linda Wetter, who graduated in 1986, noted, “I was in the military, worked full-time, and I was raising three kids, and then I went to school five days a week for six years. It was tough, but I wanted the degree and, by heavens, I was going to get it.” In the autumn of 1973, Staff Sergeant Dwight D. Massey wrote a letter to the *Stars and Stripes* newspaper, eloquently describing his own aspirations and his perseverance in pursuing a lifelong goal:

I was most fortunate to graduate from the University of Maryland in August of this year. I am firmly convinced that if the University of Maryland had not given me the sincere guidance it did, and if the 601st Tactical Control Wing had not allowed me to pursue the heavy academic load I had, I simply would not have graduated. I am stationed at a lonely site called the Wasserkuppe about 15 to 20 miles east of Fulda,

Germany. The distance to such cities as Frankfurt, Darmstadt, and Rhein-Main Air Base, Germany, averages about 150 miles round trip. Starting in April of 1972, I drove five days a week to various education centers, spending a minimum of three hours on the road [each day] during some semesters until I completed my remaining B.A. requirements.



I publicly and proudly thank the Air Force, my military supervisors and friends, the 601st, and the University of Maryland for the wonderful and tremendous amount of assistance and time afforded me in the pursuit of obtaining one of the college degrees I had as a goal and a necessity of life. I stand as a shining example of what the Air Force and the University of Maryland's assistance can result in: a grateful and appreciative black man with a college degree.

European Division students took courses for a variety of reasons, ranging from career advancement to personal interest.

Far-Flung Faculty

The faculty members selected to teach in the European Division were expected to live and work under conditions often more challenging, certainly more exciting, and, on occasion, considerably more dangerous than those at traditional university campuses in the United States. They were, by and large, the kind of adventuresome people who could cope with frequent change. They had to be willing to move from one location to another—often from one country to another—every eight weeks, since full-time faculty members were expected to relocate each term to education centers in Europe, North Africa, and the Middle East, wherever qualified local faculty members were not available to teach the courses scheduled.

Flexibility was key to a faculty member's success. For example, a teacher in Germany might be told two or three days before the end of the term that his next assignment would be in Spain. A faculty member in Turkey might hear two weeks in advance that she was scheduled to teach in England the next term, only to learn at the last minute that the assignment had been changed to Morocco. Some faculty members who taught for four consecutive years with the European Division lived in 20 different locations during that time.

And, since a teacher living in one place might actually work at two or even three separate military installations during each term, the total number of different locations where he or she taught could eventually number in the dozens.

A few faculty members even worked in more than one country during a single term. In the 1950s, Bernard Sinsheimer taught history courses for two terms in a row on Mondays and Wednesdays in Germany and on Tuesdays and Thursdays in France; later, he was scheduled to teach on Mondays and Wednesdays in the Netherlands and on Tuesdays and Thursdays in Germany. Another member of the faculty was assigned to teach on Mondays and Wednesdays in Madrid and on Tuesdays and Thursdays at an air base in Morocco—and to commute by military aircraft between the two sites four days a week. In the 1950s, Hans Gunther, a history teacher who taught at both Izmir and Ankara in Turkey, flew more than 300 miles each way between the two cities four times a week, on Turkish Airlines C-47s. He wrote, "The flight over the three intervening mountain ridges is very bumpy, and it never fails to upset the babies and more delicate females on the run." P. Hanahoe-Dosch, an English teacher who taught in the Middle East 40 years later, described a similar experience while traveling to an assignment in Bahrain: "I flew in the cargo hold of a C-130 medevac plane, sitting in the netting used for seats, from Riyadh [Saudi Arabia] to Kuwait, then through a lightning storm to Bahrain, without getting sick. This is one of the great accomplishments of my life."

Other faculty traveled to and from less distant classes by car, train, bus, and occasionally boat. In the earliest years of the program, some were even

chauffeured to class in military or civilian vehicles provided by the army. Phyllis Sparks, one of the original seven faculty members who went to Germany in 1949, remembered coming home once from class in the only vehicle available, a World War I ambulance. “Circuit rider” faculty members in North Africa traveled by both airplane and automobile to teach courses at three different bases in Morocco, making the round of bases once each week.

In Saudi Arabia in the late 1950s, the university had a program sponsored by the U.S. Military Mission and the Arabian-American Oil Company (ARAMCO). In 1958, an article in the *Marylander* described the conditions under which the faculty worked:

There is no school on Friday in Saudi Arabia, for that is the Muslim holy day, devoted to prayer and meditation. Maryland classes thus begin a new week each Saturday. Typical scheduling may find an instructor teaching Saturdays and Tuesdays in Dhahran, ARAMCO headquarters and center of the United States mission. Sundays and Wednesdays he may find himself traveling sixty miles to the north to Ras Tanura, a refinery and shipping port on the Persian Gulf. On Monday and Thursday afternoons, the hard-working professor may be whizzing through desert dust and heat to Abqaiq, a refining town sixty miles to the south of Dhahran. This makes a busy week.

Faculty members who relocated frequently learned to live out of a suitcase and to travel light—sometimes even lighter than they planned.

When Charles Brumfield was teaching for the European Division in the 1960s, he had difficulty holding on to his possessions. He recalled that while he was driving from Greece through Italy to his next teaching assignment in Bitburg, Germany,

All of my belongings—books, clothes, etc.—were stolen from my car in Rome. I was left with just



the shirt on my back. Heidelberg wired me an advance on my next paycheck and I was able to replace the necessities. The next day in Milan, the car was broken into again and what little I had was taken. [Later,] when driving down from Bitburg to my next assignment in Adana, Turkey, I stopped off in Ankara to visit a friend, and in the hour I was there my car was broken into and all my belongings—which I had accumulated in Bitburg—were taken. This happened to me one more time, a year later in Germany. I probably hold the European Division record for the most automobile break-ins.

New faculty arrive at Rhein-Main Air Base in Frankfurt am Main, West Germany, 1956.

Similarly, in the 1970s, a faculty member traveling through Italy on his way to an assignment in Greece stopped for lunch and came back to find everything taken from his car, including his lecture notes. By negotiating with the local mafia, he was able to get his notes returned the next day, but all his clothing and personal possessions were lost. In the 1980s, one teacher in Germany who was traveling

home after a weekend class in another part of the country stopped overnight at an inn and woke up to discover that his car had been stolen. And in 1985, another teacher's car was blown up by terrorists in front of the military hotel where he was living in Greece.

Despite such difficulties, most faculty members enjoyed the opportunity to travel in their jobs and the suspense of not knowing where they might be assigned next. In addition to the great cities of Europe—Munich, Frankfurt, Berlin, London, Paris, Athens, Rome—they taught at smaller, sometimes obscure sites that none of them had ever heard of before: Camp Rum Storage Depot in Germany, Kagnev Station in Ethiopia (named after former Emperor Haile Selassie's favorite horse), and Trabzon in Turkey, on the shore of the Black Sea. Some faculty members were assigned to historic locations such as Verdun, Metz, Fontainebleau, and Orleans in France, and to exotic-sounding places like Sidi Slimane in

Morocco. At the air base in Libya, courses were conducted in sight of camels strolling near the runway. In Greece, classes were often held in view of Homer's wine-dark sea.

From the very beginning of the program, European Division faculty had to teach in a wide range of facilities—and under a variety of conditions—considerably different from those at campuses in the United States. Classes were conducted in barracks and bunkers, in snack bars and mess halls, in libraries and service clubs, in Quonset huts and tar-paper tents, in fortresses and family quarters, in ballrooms and briefing rooms, in castles and choir lofts, in hangars and hotels. Classes also were held in more traditional settings, including Department of Defense schools for servicemembers' children, where adult students often had to squeeze into child-size desks. Ted Stell taught a speech course in Heidelberg in a classroom that had been used 200 years earlier by the philosopher Immanuel Kant. In the early 1950s, Don Totten lectured in England in the headquarters from which General Dwight D. Eisenhower had directed the invasion of Normandy only eight years before.

Faculty living accommodations also varied greatly, from lowly to luxurious. In the early years of the program, housing was provided by the military—sometimes free of charge, sometimes for a small fee. Faculty members who taught in the 1950s recall staying in the partially bombed-out Graf Zeppelin Hotel in Stuttgart, in a private room with a bath, for 75 cents a week. In Austria, they paid \$2 a week for a room in a hotel just across the river from Salzburg's massive castle. Most of these buildings had been taken over by



European Division faculty lived out of suitcases and taught out of briefcases, moving to a new location every eight or 16 weeks.

the U.S. military after the war and designated as BOQs—bachelor officers’ quarters. In Trieste, the U.S. Army BOQ was the elegant Grand Hotel, formerly the haunt of European aristocrats.

As the European Division program grew in size—and as fewer military facilities became available to faculty members—many teachers had to find their own accommodations “on the local economy” every eight weeks. Some were fortunate enough to rent rooms or apartments in Belgian, Dutch, and German castles. Others lived in crumbling Italian villas or in simple Greek cottages. Some stayed in German *Gasthäuser* (inns), where the aromas of the local cuisine wafted up from the restaurant kitchens and permeated every corner of their rooms. Several resided at a winery on Germany’s Mosel River, where they were often invited to sample the vintner’s products directly from the wooden barrels. Many lived in humble houses in European farm villages where they were the only Americans in town. At least one couple lived in their Volkswagen camper van; another couple camped out in a tent on the bank of Germany’s Neckar River during an especially cold and rainy autumn term.

If a taste for travel and adventure attracted many people to this program abroad, that alone was not sufficient for them to be hired. Most full-time faculty members were recruited from academic departments of colleges and universities throughout the United States. Some held new PhDs; others were established professors on sabbatical or leave of absence from American institutions of higher education. A few were already retired from teaching or from other professions. For much of the European Division’s early history,

the majority of the full-time faculty was male and usually single. During the 1980s and 1990s, however, more couples and single women were hired for full-time positions in the program—although those who chose to work overseas usually did not have children living with them at the time.

Part-time teachers were hired locally—European university professors, U.S. government employees, Fulbright Fellows and Rhodes Scholars studying in Europe, and other qualified professionals who were living or traveling in Europe at the time. Most of them taught only one or a few courses each year, as needed by the program. Most lived and worked in only one geographical area, unlike the full-time faculty who changed locations every eight or 16 weeks. Many were language teachers, native speakers who brought to their classes a wealth of information and insight about the culture of the country in which they taught. In the United Kingdom, some were recruited from among the faculty at Oxford, Cambridge, and the London School of Economics. Qualified members of the U.S. military—both officers and enlisted personnel—taught courses in such fields as government and politics, business law, history, mathematics, and military science.

The UMUC administrators in College Park and Heidelberg who were responsible for recruit-



Faculty taught in a variety of facilities, such as this classroom at Laon Air Base in France during the 1950s.

ing faculty looked for people with the traditional academic credentials, including the so-called “two-headed faculty members” who could teach a variety of courses in more than one field. But their criteria did not stop with a review of graduate schools and teaching experience. They also scanned résumés for candidates with prior experience abroad—such as the Peace Corps or military



Major Nathan Pollack's economics class fought the North African heat by meeting outdoors at Wheelus Air Force Base in Tripoli, Libya.

service—who could readily adapt to life in whatever countries they were assigned. Another important criterion was that the prospective faculty member could function successfully within the American military environment overseas.

Above all, the administrators looked for good teachers. As early as 1950, Ehrensberger described the kind of person that the program needed—a characterization that has remained valid throughout the history of the overseas divisions:

. . . [H]e should not be so fixed in his ways that he cannot adapt himself to an entirely new envi-

ronment. If I may use the term loosely, and in no way in a derogatory manner, he should not be a scholar or a research man but rather a top-flight classroom teacher with a sense of showmanship, a lot of drive, and a fundamental understanding of adult education and its problems.

Paul Shay, a Rhodes Scholar who taught English and speech for the European program during the early 1950s, noted that one of the unique challenges of the overseas program was that, from the viewpoint of the students, the teacher was the University of Maryland:

Many of our students at distant bases will never, in the course of their study with us, have the chance to visit Heidelberg, far less College Park. Their only impressions and their only basis for estimation of the University of Maryland is the series of Maryland professors at their base. We, as teachers, have a tremendous responsibility. . . .

Many of the faculty members that UMUC hired for the overseas programs were what their military students referred to as “real people”—professionals highly qualified in their fields, with plenty of practical experience in addition to the requisite academic credentials. UMUC called them “faculty practitioners”—clinical psychologists, poets, novelists, field anthropologists, filmmakers, business managers, law enforcement officers. One administrator pointed out that hiring such people was part of UMUC’s ideology:

We believe that the “faculty practitioner” is probably the best faculty member to teach part-

time students who are adults, because older adults, by and large, are impressed more with somebody who has “done it” than with somebody who just knows a lot about it.

One example was Bohus A. Beneš, who taught courses in government and politics for the European Division in Germany in the early 1960s. Beneš was the nephew of Eduard Beneš, the former president of the Republic of Czechoslovakia. The younger Beneš had planned the mission and piloted the airplane by which his uncle had escaped from the Nazis in 1938. During World War II, Bohus Beneš had worked in England with the Movement for the Independence of Czechoslovakia, and after the war had served in the Ministry of Foreign Affairs in Prague before the Communists came to power in 1948. Like other “faculty practitioners,” he was able to enrich his classroom lectures with his own personal knowledge and experience of the “real world”—in his case, historical events that had changed the political map of Europe in the 20th century.

Several people who taught for the European Division were already well known in their aca-

demical or professional fields. Others went on to make a name for themselves elsewhere, after leaving their UMUC teaching positions. The European Division can claim a fair share of renowned writers: Englishman Charles H. Whiting, biographer of General George S. Patton and the award-winning author of numerous novels, who taught courses in German history and English from 1958 to 1970; mystery writer Aaron Elkins, creator of the Gideon Oliver series, who taught anthropology, psychology, and business in the 1970s and 1980s; mystery writer Donna Leon, resident of Venice, who began teaching English courses for the European Division in Italy in 1983; and several other poets, novelists, journalists, and nonfiction authors whose works have been published throughout the world. Other faculty members went into politics: Daniel Patrick Moynihan, former senator from New York and former U.S. ambassador to the United Nations, who taught courses in American history, international law, and international political relations for the European Program in England in the early 1950s; Marc Racicot, former governor of Montana, who taught courses in business law and criminal procedure in the 1970s while serving as an officer in the

**Administrators looked for teachers who
could adapt to life overseas and
function in a military environment.**

U.S. Army in Germany; and Angelika Köster-Lossack, teacher of sociology and anthropology, with more than 20 years of teaching experience in the European Division, who was elected in 1994 to a four-year term in the German Bundestag as a representative of the Green Party and who was the first UMUC faculty member to attain national office in Germany. Others who worked in faculty and



A European Division class meets on the North African shore of the Mediterranean Sea, 1958.

administrative positions for the European Division went on to become presidents of a number of colleges and universities in both Europe and the United States.

Most of them left the European Division with a repertoire of tales on which they could dine out for years. In 1952, J. O. Baylen almost didn't make it to Europe at all when the military transport plane on which he was flying from Westover Air Force Base in Massachusetts to Rhein-Main in Germany lost an engine over the Atlantic and had to limp back to Westover just before reaching the "point of no return." In 1965, Leo Koutouzos was travelling on a C-130 from France to his next

assignment in Peshawar, Pakistan, when the plane stopped to refuel in Turkey and he was told that his classes in Pakistan had been canceled because fighting between the Indians and Pakistanis had moved too close to the American military base there. He had to turn around and go back to Europe for reassignment elsewhere. Charles Brumfield, flying out of Peshawar in the late 1960s, boarded an old World War II propeller plane that "took three tries down the runway—with considerable tinkering between runs—before the pilot got the damn thing off the ground." In retrospect he concluded, "I should have got off the plane after the first failed takeoff try, as some others did, but I was young and stupid then."

Political unrest and terrorist activities occasionally disrupted or delayed classes throughout the history of the European Division, from colonial uprisings in Morocco in the 1950s, to anti-American riots in Turkey in the 1960s, to Red Army Faction bombings in Germany in the 1970s and 1980s. Robert F. Towson, a lecturer who taught in Spain, Turkey, and France during the 1960s—and who witnessed political upheavals in several countries—stoically observed at the time that, "Riots and demonstrations are pretty much a part of the scene for the traveling Marylander." Mary Montgomery Clawson, who taught in Eritrea (Ethiopia) in the 1970s, recalled an especially eventful evening class in Asmara during a period of political difficulties there:

The night before the Eritrean observance of Maska'al. . . we heard what seemed to be loud firecrackers. Just before nine o'clock, our door opened and the Commander [who was a stu-

dent in the class, but had been absent that evening] looked at us with horror.

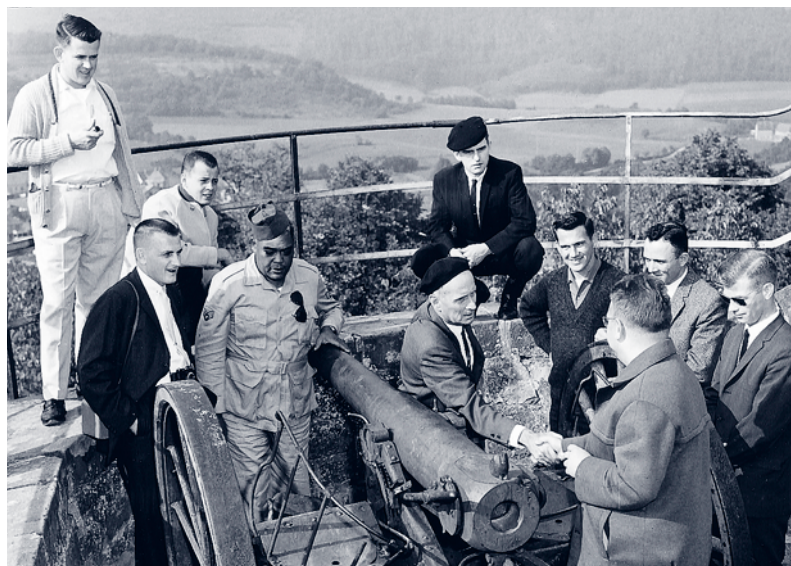
“Oh, my God,” he said. “I forgot you were here. Several people have just been shot outside the gate by the Ethiopian Second Army.” (Our class was about 40 feet from the gate).

It later evolved that ten people were killed outside the gate, but Americans with dependents were permitted to leave the Base safely, shortly before midnight.

One faculty couple, who taught in Europe during the height of political terrorism there from the mid-1970s to mid-1980s, began to think of themselves as victims of circumstance in an Alfred Hitchcock scenario when they kept being assigned to teach in locations where a terrorist act had just occurred. Although the timing was purely coincidental, it happened so often that their friends began to joke that perhaps the couple was actually working undercover for the CIA. Their European friends, in particular, were doubly suspicious because they could never quite understand a university program in which the faculty members worked on military bases, carried military identification cards, and moved all around Europe and the Middle East every eight weeks.

Most faculty members in the overseas divisions managed to meet their classes and hold a normal session of university instruction regardless of bad weather, local holidays, personal illness, political unrest, or terrorist attacks. In the 1950s, Maurice Wolfe, who was teaching sociology and philosophy at the air supply depot in Châteauroux, France, was suddenly hospitalized

with hepatitis in the middle of the eight-week term. He tape-recorded his lectures from his hospital bed and sent them to be replayed in class by his wife. Later, while he was still in the hospital, Wolfe had the remaining classes meet there, where he taught in pajamas and lounge robe. Leslie Spoor, who began working for the European Division in the United Kingdom in 1956—and



subsequently taught in several countries from Iceland to Greece before retiring in 1992—perhaps holds the record for meeting his classes. He recalled that in almost 3,900 class sessions over 36 years, he was late only once and did not make it to class two times “due to the train breaking down each time at Dundee.”

The European Division faculty were expected to uphold academic standards while at the same time being flexible enough to adapt to a wide range

Many European Division faculty members took their students on weekend field trips and longer field study courses to locations throughout Europe.

of countries and cultures, and to accommodate those students whose military duties took them out of class on TDY (temporary duty) or field training exercises. *Flexible* was the buzzword heard over and over again by everyone who worked in the program. After working for two years in the European Division, one teacher suggested that the logo of the overseas program should be the body of a faculty member twisted into the shape of a pretzel, with the words “University of Maryland” across the top and “*Semper Flexibilis*” underneath.

Flexibility was indeed the key to successful teaching in the overseas programs. Although many education centers had adequate facilities, others did not. The faculty quickly learned to cope without the amenities customary in the United States: blackboards, chalk, erasers, typewriters, copying machines, computers, and office space. In their personal lives, they lived out of suitcases; in their professional lives, they taught out of briefcases. Working under such conditions, many faculty members developed innovative and creative methods for teaching effectively in what was certainly a nontraditional university environment.

One teacher, a talented thespian who taught a course on children’s literature, came to class costumed in the attire appropriate to the fairy tale he was discussing that day. Another demonstrated points in an economics course sometimes by tearing up U.S. dollar bills, other times by passing around samples of worthless German *Reichsmarks* from the 1920s. A law enforcement teacher arranged for a “stranger” to burst into his class and fire three blank shots from a pistol at him. The faculty member collapsed on the floor as the stranger fled the scene of the “crime” and the students screamed in horror or stared silently in shock. The teacher then stood up, brushed himself off, and asked the students to write a description of the “assailant.” Point made.

In the early 1950s, Loren Reid arranged for the final meeting of his speech course to be a banquet held in the great hall of a German castle that had been taken over by the U.S. Army and used as a recreation center. Students and spouses attended in semiformal attire. The final examination was an after-dinner speech by each person enrolled in the class. One student—perhaps in a blatant bid to ace the course—gave a speech on the making and drinking of

European Division students visited
German breweries, Italian textile mills,
and Spanish film studios.

cognac, complete with a cognac tasting for everyone present.

Many faculty members in the European Division took advantage of their overseas location and considered the entire continent to be their classroom. They took students on field trips to castles, fortresses, churches, and museums throughout Europe; to German breweries and French wineries; to Italian textile mills and Spanish film studios; to theater productions in London, Oberammergau, Epidaurus, and Athens. Government and politics classes went on field trips to the French National Assembly in Paris, the Council of Europe in Strasbourg, the German Bundestag in Bonn, NATO headquarters in Brussels, and the Wall in Berlin. Business classes toured automobile and computer plants in France and Germany. Psychology classes visited psychiatric clinics and hospitals from the Netherlands to Turkey.

During the first two decades of the European Division, individual faculty members used field trips as a way of enriching their own classes, but in the 1970s, the European Division decided to incorporate field study courses, for credit, into the curriculum. Usually offered between terms or during holiday periods, these courses were longer than one-day or weekend field trips conducted by a faculty member to supplement a regular course. In field study courses, students accompanied the teacher to a particular location to study a topic on site, and in depth, for one or two weeks; they also had to pass an examination or write a research paper to earn credit for the course. As one student pointed out, “These courses are no vacation. They require lots of hard work. But if you love to

learn, field study presents an opportunity impossible to pass up.”

Field study courses ranged from “Popes and the Papacy” in Rome, to “American Expatriate Writers of the 1920s” in Paris, to “Shakespeare in His Time” in Stratford-upon-Avon. Others ventured from Germany to as far away as Egypt and Russia. As one student noted, “Here I am in a foreign country and I’m able to immerse myself in the culture. I wouldn’t be able to afford these experiences otherwise. I regard them as a gift from the university.” Another student observed, “A lot of schools in the states have study-abroad programs; with Maryland, I lived the study-abroad program. Maryland allowed me to have the best of both worlds—an American education with European experiences. What more could anyone want?”

In addition to the field study courses for credit, shorter field trips continued to be an attractive part of many courses in the European Division. History teachers took their students to the famous battlefields at Verdun, Bastogne, and Malmedy. Paul Rose took his classes to tour the defensive bunkers of the Maginot Line in eastern France; to the St. Avold American military cemetery, the largest U.S. World War II cemetery in Europe; and to the D-Day landing areas in Normandy. On these field trips to France, many students also gained their first exposure to French foods, wines, and culture. Other faculty members took their students on geology field trips to the Alps in Germany and Mount Vesuvius in Italy, and on archaeological excursions to digs in Turkey and Greece.

In spite of the attractions of exotic locations and foreign travel, however, not everyone who

taught for the program could adapt to the peripatetic life of a faculty member overseas. Others had mixed feelings about the job. One described her life in the overseas divisions as a combination of “boredom and adventure, stress and great vacations, conservative routine and unexpected surprises, frustration and occasionally success.” She concluded, however, “It is always a learning experience.”

Many would agree with her that the experience of working for UMUC abroad—whether for one year or 20—expanded their own awareness and knowledge of other civilizations, cultures, societies, languages, and lifestyles. And, looking back, a surprising number have said that no matter what else they did before or since, the time they spent overseas teaching for UMUC was a highlight of their personal and professional lives. As one European Division faculty member wrote more than 40 years ago, “I have taught in eight countries for the University of Maryland. The idea, now, of settling down under the friendly elms of an American college campus strikes me as being a bit of an anti-climax.” And when asked why they went overseas with UMUC in the first place—and, for some, why they stayed—many might merely smile and say, in the words of the Jimmy Buffett song, “You do it for the stories you can tell.”

The 1980s: Expansion and Advancement

The decade of the 1980s brought several new developments in the European Division. The first major change occurred in 1981, when Mason G. Daly retired as director and was succeeded by Joseph J. Arden. Arden had been with UMUC since 1967, when he was first appointed as a full-time faculty member in government and politics in the Far East Division. After teaching for three years in Asia, Arden transferred to the European Division in 1970 and stayed until 1975, working first as a full-time faculty member in Turkey, Italy, and Germany, and then as an administrator in Heidelberg. In his first four years as an itinerant teacher with UMUC, Arden taught for a total of 20 terms in eight countries and only once remained in the same location for more than eight weeks.

In 1975, Arden returned to Asia to become director of the Far East Division. He went back to Europe at the beginning of 1981 and remained as director there until 1996—the longest tenure of any director in the history of the European Division. Shortly before he returned to Asia in the summer of 1996—once again to head the administration there—he was asked what stood out most

in his memory when he looked back at his almost 30-year career with UMUC. He answered,

To me, what's always been exciting at a personal level about the UMUC overseas program is the faraway places with strange-sounding names . . . the enjoyment and thrill of the kind of travel, teaching, and administration that I did in my first seven or eight years with UMUC . . . the moves every eight weeks, the excitement of the move. It seemed that jobs like that couldn't really exist for which people were paid money!

Arden communicated that enthusiasm and excitement to UMUC's far-flung faculty in both Europe and Asia. He had the reputation of being a "teacher's administrator," concerned with the personal welfare of the faculty and their performances in the classroom. Larry Wheeler, who taught in both overseas divisions under Arden, described him as "capable, experienced, sensitive to his faculty's needs, determined in his negotiations with the military, and ambitious on Maryland's behalf. Joe was easy to work with . . . innovative and, while demanding, gave credit easily. In retrospect, I have appreciated that as long as I was with UMUC I had the opportunity to work with Joe Arden."

Arden was also well known for his computer-like memory for names, dates, people, and places, continually surprising his colleagues with almost total recall of who taught which course to whom at what location as far back as 20 or 25 years ago. But Arden's real achievement as an administrator was in his strengthening of the overseas divisions by working closely with the U.S. military to provide the kinds of courses and programs that its students

needed. A former military officer himself, Arden worked diligently to establish a good rapport with military and civilian officials from the smallest education center to the top levels of the command. And his efforts were rewarded when, beginning in 1984, the European Division was contracted to be the sole provider of undergraduate educational programs at U.S. Air Force bases in Europe—thus eliminating many of the problems that had existed when several academic institutions offered competing programs at military installations there.

During Arden's tenure as director in Europe, the division expanded to record levels of enrollments and record numbers of locations. Just prior to his arrival, total course enrollments had already jumped from almost 80,000 in 1979–80 to more than 95,000 the following academic year. By the end of the decade, total annual enrollments reached almost 130,000, with more than 53,000 individual students taking courses in 1989–90, making that year the most successful, to date, in the European Division.

While Arden was director of the European Division, there was also an increase in the number



European Division Director Joseph J. Arden (left) greets a new faculty member at the Rhein-Main airport in West Germany.

of countries and individual sites where the division offered its programs. In the 1980s, European Division faculty taught at more than 260 locations in 17 countries. Germany still had, by far, the largest number of education centers where UMUC courses were scheduled. As a result of administrative changes in some cases, and the opening of new programs in others, by the end of the 1980s several countries had been added to the European Division map. Programs reopened in some countries where they had once operated, then closed: Norway, Saudi Arabia, and France (at the U.S. Embassy in Paris). And the program expanded into other countries where it had not been before: Bahrain, Denmark, Egypt, and the Soviet Union (at the U.S. Embassy in Moscow). As Arden pointed out, “I think it’s very important for UMUC to be present wherever there are Americans in an official capacity, in



Computer studies became the European Division’s fastest-growing program during the 1980s.

the military or at embassies, because it furthers the view that wherever the American military is, wherever officials of the State Department are, UMUC will be there.”

As in the past, the opening of UMUC programs in new locations often occurred under less-

than-ideal conditions. Lesley K. Lababidi, the European Division field representative in Cairo, described the logistical difficulties she had to overcome when she was sent to start the program there in 1989:

I bought a sheet of plywood to cover a bathtub. I also bought a desk and angled it in front of the toilet, which would be my chair. From the reconverted bathroom tucked in the middle of a bustling community center, I puzzled together government forms and university language: DA, TAFMSD, ESO, MOS—it was a long list. I registered students—it was a short list. Amidst the noisy plumbing and the infancy of UMUC in Egypt, evolved a strong, although transient, student body. The classes grew not only in prerequisite courses but also in courses in Business and Egyptology. Indeed, even though news of the Gulf War [in 1991] paraded insecurity and fear through the streets of Cairo, UMUC remained devoted to the small nucleus of students who wished to learn.

The types of courses and programs offered in the European Division also evolved during the 1980s to serve the needs of a variety of students. The most obvious change in the curriculum came with the introduction of computer courses in the 1979–80 academic year. Beginning with only 57 students that year, computer studies became the European Division’s fastest-growing program, with course enrollments topping 20,000 by the 1984–85 academic year. By the end of the decade, the number of overseas graduates with computer studies as a primary area of

concentration was second only to the number of those in business and management. The European Division established itself as a leader in teaching computer courses overseas, with state-of-the-art hardware and software available to its students at a large number of sites throughout the division.

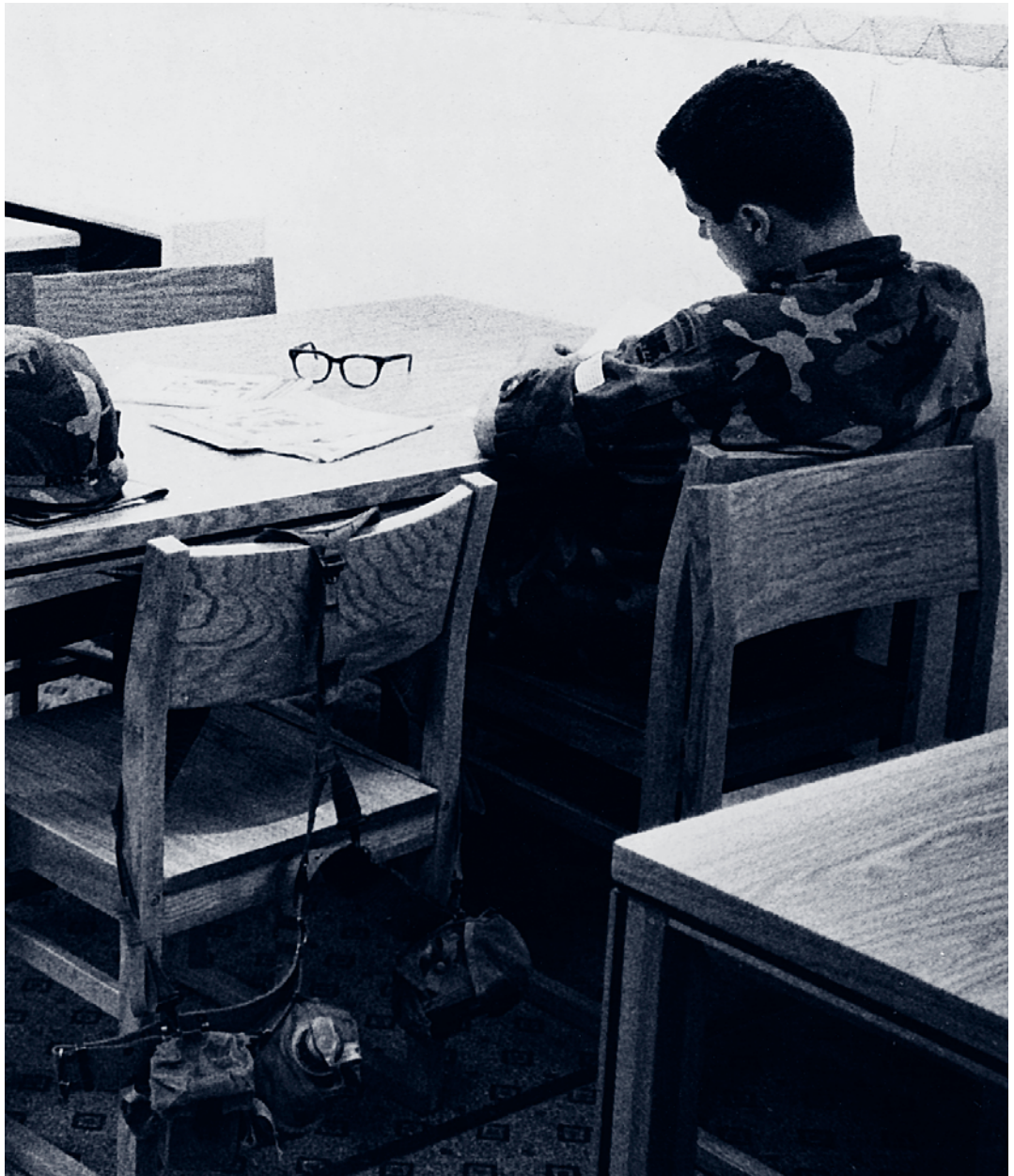
Another innovation in the 1980s was the establishment of a graduate program in Europe. As early as the spring of 1950, the military had asked Ehrensberger about the possibility of setting up a graduate program overseas. But the small graduate program eventually offered in Munich during the summer of 1955 was discontinued the following year because of a lack of financial support from the military. UMUC did not offer graduate courses again until the 1980s. From 1982 to 1984, a small graduate program in counseling and personnel services was available to students at selected locations in Europe. Beginning in the fall of 1984, UMUC's Master of General Administration (MGA) program was offered at a total of eight air bases in Germany, Italy, the United Kingdom, Spain, and Greece. But the MGA program proved to be too tightly structured for military students who sometimes needed to skip terms because of temporary duty assignments, or whose tour of duty in Europe did not coincide with the university's academic year. UMUC gradually phased out the program from its overseas curriculum in the 1980s, only to make other graduate programs available again in the next decade in partnership with other Maryland institutions.

At the undergraduate level, certificate and Associate of Arts programs continued to be popu-

lar, with more than 8,500 Associate of Arts degrees awarded during the decade. Certificate programs were available in fields such as law enforcement, paralegal studies, and Russian studies. Science laboratories suitable for lower-level courses in biology, chemistry, and physics were available at four major locations in Europe. There was also an increase in the number of 1-credit weekend seminar courses in areas such as computer skills, library skills, and management studies.

Responding to studies conducted by both the university and the military services, the European Division expanded its noncredit programs during the 1980s. Since the mid-1970s, the European Division had been awarded a number of contracts to conduct on-duty training for the U.S. Army in Europe, from functional literacy programs using interactive videodisc technology, to continuing education programs for health services professionals stationed abroad. Throughout the 1980s, the array of noncredit programs for the U.S. military community was extended to include military police education, computer management, leadership training, report writing, stress management, human relations, and other special topics.


Several factors contributed to the phenomenal growth and expansion of the European Division during the 1980s. The selection of UMUC's European Division as the sole provider of undergraduate liberal arts degree programs at U.S. air bases in Europe was especially significant. Also important was the great increase in the amount of money available for educational programs during the Reagan-Bush era, as the defense budget grew considerably and as large numbers of U.S. military and civilian personnel were stationed in Europe.



A U.S. soldier studies for a European Division course taught in the Sinai Desert, 1989.

Another factor contributing to European Division growth was the military's continuing emphasis on educational programs, as the use of new computer technology increasingly became a part of military tactical and strategic planning. And complementing all of this was UMUC's willingness to offer a wide variety of new programs—from basic skills to graduate level—at locations ranging from Iceland to Bahrain. By the end of the 1980s, the European Division was the largest component of UMUC worldwide. During the 1980s, 8,000-plus students completed their bachelor's degrees in the European Division—more than one-and-a-half times the total number for the previous three decades combined. But changing world events would soon reverse the large U.S. military buildup in Europe—reducing the size of the U.S. military, shifting troops out of Europe to other areas of concern, and closing bases (and educational programs) across the continent.

Threshold of a New Era

 On October 31, 1989, the European Division marked the end of its fourth decade. Over that time, it had been called not only “a radical overseas experiment,” but also “the educational phenomenon of the age.” In 1956, Loren Reid, president of the Speech Association of America, had written about the University of Maryland overseas program, “As an imaginative concept, I rank it ahead of the American summer school and the American junior college.” Maryland Governor Theodore R. McKeldin, in referring to the University of Maryland as a whole, had said in 1958, “I doubt that any of the institution's activities have contributed more to the honor of the State than its work abroad. For that work has had the effect of linking the name of our State with the concepts of reason and justice. . . .” And, in 1973, a German newspaper article, titled “Model for Rest of World,” had described UMUC as “probably the most effective and progressive institution for adult education in the world.”

The overseas program in Europe had grown and prospered because of military and university support for higher education opportunities for U.S. servicemembers, dependents, and government civilian employees stationed abroad. Although the number of Americans serving in

Europe had fluctuated over the four decades between 1949 and 1989, it remained high in the 1980s because of Cold War tensions around the world. But little more than a week after the European Division's 40th anniversary, the Berlin Wall started to come down. A week after that, antigovernment demonstrations began in Prague. And a month later, the rapid and unexpected changes throughout Central and Eastern Europe were already being referred to as the Revolutions of 1989.

Only a few days after the Berlin Wall fell, a European Division faculty member wrote to Arden inquiring about possible employment opportunities with UMUC elsewhere. She recognized that the dismantling of the Iron Curtain and the predicted unification of East and West Germany would soon have a revolutionary effect on UMUC's European Division, too. And indeed, as the European Division finished that 1989–90 academic year with a record number of enrollments, everyone associated with the program—students, faculty, and staff alike—wondered what changes the future would bring.

By proving that traditional standards of academic excellence could be maintained in a non-traditional setting, however, the European Division had won the respect of the U.S. military community and had established itself as an integral part of overseas military life for many thousands of Americans who served their country abroad. Regardless of developments in the future, the “noble experiment” lauded by Toynbee and others had already proven to be successful beyond a doubt.



CHAPTER FOUR

The Sun Never Sets: The Far East/Asian Division 1956–1989



The College of Special and Continuation Studies Goes to Asia

Seven years after establishing an educational program for members of the U.S. military stationed in Europe, the University of Maryland's College of Special and Continuation Studies took that same program to Asia, thus becoming a truly global university. Originally called the Far East Division, this new branch of the university would become, for many of the people involved with it, the most distant, exotic, exciting—and sometimes dangerous—outpost of the worldwide University of Maryland programs.

Shortly after the university first began offering courses in Europe in 1949, the military contacted Dean George Kabat to ask if he would be willing to extend the program to U.S. servicemembers in Asia. But Kabat, who resigned as dean in early 1950, did not pursue the idea, and Joseph Ray, his replacement, was not appointed until several months later. In the interim, the U.S. military concluded an agreement with the University of California to provide an off-duty, higher education program for military and civilian personnel at selected U.S. military installations in the Far East Command.

The University of California's Extension Division began offering courses in Asia in May of 1950, shortly before the outbreak of the Korean War. However, the structure and requirements of the program ultimately proved to be unsuitable for part-time students overseas. During much of its time in Asia, the University of California's program there was administered from the campus in Berkeley, without a director or extensive staff on-site in Asia. The University of California administration limited the program to lower-division—first- and second-year—courses, with the credit for these courses designated on the student's tran-

script as “extension,” rather than “resident,” credit, clearly indicating that courses taken overseas were considered of lesser academic value than those taken at the home campus. This was a common attitude toward off-campus programs at the time, and many institutions of higher education limited the number of “extension” credits that could be transferred to them and applied toward a student’s degree. Furthermore, students who wanted to complete a bachelor’s degree with the University of California were required to take their last 24 credits of coursework in residence at a stateside campus of the University of California. Since few people serving full-time in the military were able to do this, most American students in the Far East Command were precluded from earning a degree from the University of California.

The military services soon recognized the limitations of this program. After Ray Ehrensberger became dean of CSCS in 1952, he was approached several times, unofficially, about the possibility of the University of Maryland replacing the University of California in Asia. But Ehrensberger—who considered it inappropriate to compete with the University of California—was busy building the CSCS programs in Europe, the North Atlantic, and the United States. And Stanley Drazek, the associate dean, had his own misgivings about whether CSCS should consider extending its program to Asia. The matter came to a head in 1956, however, when the University of California, unable to adapt its program to meet the needs of U.S. military students overseas, decided to withdraw from Asia and recommended that the University of Maryland take its place.

In late spring of 1956, the air force made the first official overture to the University of Maryland, asking if it would consider bringing its program to Asia. In early July, Ehrensberger traveled to Tokyo to make plans for setting up the new program and, on July 20, 1956, signed an agreement with General Lyman L. Lemnitzer, commander-in-chief of the U.S. Far East



Command and the United Nations Command, for the University of Maryland to extend its overseas program to that part of the world. As Ehrensberger later summarized it,

The reason the top brass invited us to the Far East was our track record in Europe. The real point was that we had established a genuine, solid degree program and we even held formal

Ray Ehrensberger (fourth from left) and other university and military officials say goodbye at Washington National Airport as the first group of faculty and staff leave for the new Far East Division, 1956.

commencements at Heidelberg University. This was not second-class education. Students were able to attend regular classes just like those in College Park and earn resident credit for their work. So, when the University of California was withdrawing their program from the Far East, we were an obvious choice to replace them.



Augustus J. Prah, the first director of the Far East Division, at the Chosun Pagoda in Korea, 1956.

The University of California and the University of Maryland worked together in what they called “Operation CALMAR” to make a smooth transition between programs in a very

short period of time. After the presidents of both universities had agreed to the transfer, Wilson H. Elkins, president of the University of Maryland, cabled General Lemnitzer to confirm officially that the university would take over the program in Asia. In his formal reply to Elkins on August 7, 1956, Lemnitzer stated,

I place great importance upon our agreement and the contribution which I believe the University of Maryland will make to the lives of thousands of American servicemen who would otherwise be deprived of an opportunity for college-level studies while serving in the Far East Command.

This step by the University is, in my opinion, both patriotic and humanitarian in the finest meaning of these terms. All those associated with the university—its graduates, students, and faculty—can take great pride in this accomplishment.

It may now truly be said, in view of your educational activities in Europe and Asia, that “the sun never sets on the University of Maryland.”

Augustus J. Prah, who had led the European Program from 1953 to 1954, was appointed the first director of the Far East Division. On August 19, 1956, Prah left for Asia accompanied by two administrative staff members from College Park, one full-time history teacher with experience in both the North Atlantic Program and the European Program, and an administrator from the University of California who agreed to work for the University of Maryland for one year to help make the transition

complete. They were able to leave on short notice because, even before the final agreements had been signed, Ehrensberger had recruited a “shadow administration” ready to start the program as soon as official notification arrived.

The U.S. military services had agreed that the university’s Asian headquarters should be in Japan. Prahll proceeded to set up an office at the U.S. military installation known as Pershing Heights—the headquarters of the U.S. Far East Command and the United Nations Command—which was located in downtown Tokyo close to the Japanese Imperial Palace. Prahll and his staff immediately set to work adapting the CSCS programs to the military setting in Asia, hiring and training academic advisors and more administrative staff, recruiting and orienting faculty, developing student admission and registration procedures, organizing a textbook acquisition and distribution system, acquiring a faculty loan library, arranging housing for faculty and staff, providing information to students, and handling other administrative matters. Aiding the transition was the University of California’s agreement to turn over its textbooks and many of its course materials in Asia to the University of Maryland. In addition, several University of California faculty members already in Asia were recruited for the new program there.

Despite the fact that Prahll and his staff had less than a month to get the program started, the administrative transfer from the University of California went so smoothly that there was no break in the continuity of classes, and students did not lose even one term of study. Classes began on schedule, on September 17, 1956, at 42 education centers in Japan, Okinawa, and the Republic of

Korea (South Korea). More than 1,700 people signed up for 82 courses offered in 27 subjects suitable for students working toward degrees in military science, military affairs, or general studies. Tuition was \$10 per credit, and members of the military received financial assistance from the U.S. government to help cover much of the cost.

The program was so successful that by Term II of 1956, more than 70 faculty members were teaching courses at nearly 50 education centers operated by the U.S. Army, Air Force, Navy, and Marines in the Far East Command. On November 7 of that year, Prahll received the following cablegram from President Dwight D. Eisenhower:

An educated public is the finest investment we can make in the future growth of the nation. Congratulations to the University of Maryland for the work it is doing in providing educational opportunities for the young men and women in our armed forces overseas.

In eighteen countries throughout the world the Special and Continuation Study [sic] program of the University of Maryland enables our military personnel to advance their education and earn college degrees. This program now includes the Far East with nearly two thousand American students enrolled in Japan, Okinawa, and Korea. This is a splendid investment and I know it will continue to expand for the good of our young people and the strength of the nation.

The Early Years

The program did indeed expand. In January of 1957, 136 classes were scheduled at 52 education centers in Japan, Okinawa, South Korea, and Guam, and in April the program was extended to Taiwan. And, by the end of that academic year, more than 5,000 students had signed up for one or more courses with the university's new Far East Division.

On March 28, 1957, a ceremony was held at the Joint Services Officers' Open Mess at Pershing Heights to honor the first graduates in the Far East Division: Lieutenant Colonel John M. Cole and Captain Henry O. Richarde, both of the U.S. Army. Cole's background was typical of many who would graduate in Asia over the next several years. He had started college in 1935, but had to drop out to earn a living. He entered military service in 1939, served as an officer in the Pacific during World War II, and was assigned to Germany in 1950, where he took courses with the university's new European Program. Reassigned stateside, he continued his education as a part-time student. When he was transferred to Japan in 1955, he earned more credits with the University of California program—and finally completed the

last three courses needed for his degree with the University of Maryland's Far East Division.

At that same graduation ceremony, General Lyman L. Lemnitzer was awarded an honorary Doctor of Military Science degree. In his remarks to the audience, Lemnitzer stressed the important role that the university was playing in the lives of U.S. servicemembers overseas:

I find it difficult to overestimate the value of the University of Maryland's contribution to the individual and to our country. As a consequence of the University's efforts, it is no longer necessary for members of the U.S. Armed Forces, particularly those in remote overseas areas, to delay or lose ground in their education programs as a result of military service. You who have already availed yourselves of this outstanding opportunity have already greatly benefited. Intellectually your horizons have been broadened and extended. New vistas have been opened, stimulating you to new explorations in all fields of education. You have shown that you have high ideals of service to yourselves and to your country.

When the Far East Division began its second academic year in the autumn of 1957, the total number of students who enrolled for Term I was double the number who had enrolled for the same term the previous year. The program at Tachikawa Air Base in Japan was not only the largest in the Far East, but also recorded the highest number of enrollments of any center in the entire CSCS overseas programs worldwide. And the size of the faculty had increased as well, to a total of 90 full- and part-time teachers.

In 1957, Augustus Prah—*who had originally agreed to serve as the director of the Far East Division for only one year—returned to College Park, and Mason G. Daly came from Europe to Asia as his successor. In only one year in Asia, Prah—who was well liked by everyone who worked with him, military and civilian, American and Japanese—had established a solid administra-*

ful innovations to Asia that he and others had already developed in Europe.

Under Daly, the program in Asia grew considerably. During his tenure as director from 1957 to 1961, the total number of course enrollments for each academic year increased from just over 15,000 in 1957–58 to more than 22,000 in 1960–61. The number of full-time faculty mem-



tive foundation for the Far East Division that would remain strong for decades. His replacement was also an excellent administrator, recognized for his ability to select highly qualified people for his faculty and staff. Daly—who had participated in the assault on Okinawa during World War II—had worked for the university's European Program since 1951, first as a part-time teacher, then as assistant director for programs in the United Kingdom. As a result of his experience, Daly was able to transplant several success-



bers recruited from the United States also increased steadily to keep pace with the growing enrollment. And, during that same four-year period, 177 people received their bachelor's degrees in the Far East Division.

On November 19, 1957, a graduation ceremony was held on the island of Okinawa to honor the man who was first to complete his degree requirements with the university's program there. Captain Felix L. Goodwin was an African American from Kansas who had entered

LEFT: Registration for courses offered by the Far East Division at Camp Zama, Japan, 1957. **RIGHT:** Soldiers register for classes at Camp Red Cloud, South Korea, 1960.

military service in 1939 at the age of 20, received a direct commission as a second lieutenant in Italy in 1945, and subsequently enrolled in University of Maryland courses while he was stationed in Germany, Greenland, and Korea. After 18 years of military service—and eight years of studying with the University of Maryland overseas—Goodwin received his bachelor's degree in



University College staff at Far East Division headquarters, Fuchu Air Station, Japan, 1964.

military science. He went on to earn advanced degrees from the University of Arizona, including a doctorate in 1979. Throughout his career—first as a military officer and later as an educator himself—Goodwin remained a strong supporter of the UMUC educational programs. As he commented in 1957, after achieving his first academic goal, “I am sure there are thousands of other service personnel who share my feeling that the University of Maryland program is one of the best things to be obtained in the service.”

By the spring of 1958, there was a sufficient number of students slated to graduate that the Far East Division held its first formal cap-and-gown commencement ceremony at Pershing Heights Headquarters Auditorium in Tokyo. Sixteen of the 20 graduates were present in full academic regalia to receive their diplomas from university President Wilson H. Elkins, before an audience of nearly 200 family members, friends, and military and university officials. The composition of that first graduating class would be representative of Far East Division graduates for many years to come: all males, with an average age of just over 37 years, almost all married, and with an average of three children each. Fourteen of the graduates were members of the U.S. Army, three were from the Air Force, one each represented the Navy and the Marine Corps, and one was a civilian. All but one of the military students were officers.

General Isaac D. White, commander-in-chief of the U.S. Army, Pacific, was one of two general officers to receive an honorary Doctorate of Military Science at the ceremony. In his address to the graduating class, General White said,

A graduation ceremony anywhere at any time is an exciting and meaningful event. The graduation of mature military men from an institution of such high academic standing as the University of Maryland in a ceremony more than 9,000 miles from College Park, Maryland, is most remarkable. It is remarkable because in the first place it is possible. Until a few short years ago, in order to receive your degree, it would have been necessary for you to attend classes on campus. For most of you this would

have been impossible. Now, even in areas as far from the United States as Greenland, Guam, or the front lines of Korea, it is possible to continue your college education. The privilege is extended to you because men of foresight dared to risk raised eyebrows and even criticism in the new venture of bringing education where a need existed. . . . The University of Maryland has been a pioneer in this venture.

During the early years of its growth and expansion, the Far East Division established the tradition of holding a formal commencement ceremony in March of each year, despite the logistical problems inherent in assembling its far-flung graduating students and faculty, many of whom lived and worked thousands of miles from Tokyo. From 1959 to 1963, the commencement ceremonies were held annually at the Kudan Kaikan Hall in downtown Tokyo, across the moat from the Japanese Imperial Palace. In later years, graduation ceremonies were moved to the Sanno Hotel in Tokyo.

These commencement ceremonies not only honored the graduates themselves, but also served as an important link to the academic traditions of universities in the United States. Each year at commencement, the university gave special recognition, in the form of honorary degrees, to people who had made a substantial contribution to humanity in the realm of politics, economics, education, literature, law, diplomacy, or the fine arts. Over the years, honorary degree recipients in the Far East Division included Douglas MacArthur II, U.S. ambassador to Japan; Shigeru Yoshida, Takeo Fukuda, and Yasahino Nakasone, each a former prime minister of Japan; Kotaro Tanaka, chief jus-

tice of the Supreme Court of Japan; eminent Asian scholar Edwin O. Reischauer and former Senate Majority Leader Mike Mansfield, both former U.S. ambassadors to Japan; James Michener, author of *The Bridges at Toko-Ri*, *Tales of the South Pacific*, and *Hawaii*; James Clavell, author of *King Rat*, *Shogun*, and *Tai-Pan*; and Spark Matsunaga, U.S. senator from Hawaii.



In the summer of 1958, the Far East Division headquarters moved from Pershing Heights, which was being returned to the Japanese government, to Washington Heights, a large U.S. military housing area located in downtown Tokyo near the Meiji Shrine. In only two years, the program had increased 70 percent in size, and the Far East Division had recruited additional faculty members and administrative staff, including both Japanese and Americans. In 1959, Ellie Seidel, the wife of a U.S. Army officer stationed in Japan, was

Mason G. Daly (left), director of the Far East Division from 1957 to 1961, with Ray Ehrensberger at Camp Red Cloud, Korea, 1958.

hired by Daly to be his administrative assistant. She continued her association with UMUC—as an administrator, student, alumna, and member of the UMUC Alumni Association Board—during the next four decades, in Japan and the United States. Seidel recalled that, when she first began to work at Far East Division headquarters in Tokyo, there were about 20 Japanese staff members, some of whom continued to work for the program until the 1990s. She also remembered one of the many cultural differences that became apparent when Japanese and American staff members worked together in the same office. A UMUC administrator from the United States was searching through the faculty records and could not find any of the files he was seeking. It turned out that the filing system had been organized by a young Japanese clerk who had alphabetized the files according to the faculty members' first names—Aaron, Abner, Ada, Albert, Allan, Barry, Betty, Bill, Brenda, Carl, Cathy, Cecelia, and so on—thinking that those were the students' family names, because the Japanese always write a person's family name first, followed by his or her given name. Other cultural differences surfaced over the years, but the multinational staff handled them with humor and

grace—and, in the process, learned much about each other's cultures.

Despite the kinds of problems that would become commonplace in the Far East Division—troop withdrawals in one country; shortened tours of duty in another; international crises in various parts of Asia; devastating typhoons; military field maneuvers; the temporary suspension of the program in one location; the opening of a new program, on short notice, in another—enrollments continued to grow. By the autumn of 1959—the 10th anniversary of the university's programs abroad—the army education center in Seoul, South Korea, had become the largest single overseas center, with more than 500 student enrollments in the first term of that academic year.

During his tenure as director, Daly did much to publicize the university's educational programs in Asia. Early in 1959, the Far East Division began broadcasting a weekly radio show over the U.S. Armed Forces Far East Network. Originally called "Opinion—The University of Maryland, Far East Division, Forum of the Air," the 30-minute show featured panel discussions on a variety of topics of current interest to Americans living in Asia. The format consisted of a distinguished guest who

Soon after the Far East Division was established, students were referring to their teachers as “portable professors.”

introduced that week's topic, followed by a discussion with two or three Far East Division faculty members. Guests included Tennessee Williams, James Michener, Edward R. Murrow, Saul Padover, Pearl S. Buck, and Erskine Caldwell. The chief of the Far East Network described the radio show as "a program for thinking adults," and it continued to be broadcast, under a series of different names, for several years.

From the start, the Far East Division took advantage of its location by offering a rich variety of Asian-language courses. The first were Japanese courses taught in the classroom, but by 1960, the Far East Division also was offering Japanese instruction by television to students in outlying military units who did not have direct access to regular classes. Taught by native speakers of Japanese, the language classes were telecast by the U.S. Armed Forces Radio and Television Service. Korean and Chinese were soon added to the list of classroom courses offered in Asian languages, followed in the 1960s by Vietnamese and Thai. And, in the early 1960s, the Far East Division cosponsored a summer seminar on China with the University of Hawaii's East-West Center.

Coordinating the development of Asian-language study from the early 1960s through 1990 was John Young, who was born in China, married to a Korean, educated in Japan and the United States, and fluent in four languages. Young, who brought a wealth of talent and experience to his position, had served in Allied Intelligence during World War II and later worked as a translator for the Americans at conferences with Mao Tse-tung and Chou En Lai. Finding no adequate textbooks for Japanese-

language instruction for English speakers, Young and his coauthor, Kimiko Nakajima, wrote a four-volume set expressly for the Far East Division. The text has since been published in several editions and is still in widespread use, both in Asia and on campuses throughout the United States. And one of the mainstays of the Korean language and culture program was long-



serving administrator and teacher Im Sang Bin, who supervised the Korean language program and organized study tours that introduced a generation of American students to Korea.

As in Europe, teachers in Asia often had to travel great distances by all kinds of vehicles to get to their classes. Less than a year after the Far East Division was established, students were already referring to their teachers as "portable professors." Thomas E. Smuck, a faculty member in history, taught two nights a week at Misawa Air Base on the northern part of Japan's main island of Honshu, and two nights a week at Chitose Air Base on the Japanese island of Hokkaido, com-

Soldiers of the 1st Cavalry Division study for Far East Division courses in Korea, late 1950s.

muting between classes on an air force C-47 transport plane. Another teacher flew even farther to teach mathematics twice a week to 20 students at Wakkanai on the northernmost tip of Hokkaido Island. At all three bases in the winter, the snow was so deep that faculty members had to outfit themselves in arctic gear.

In 1956, Nelson Van Valen taught history classes Monday through Thursday every week at Osan Air Base, 40 miles south of Seoul, and then flew to Kunsan Air Base (on South Korea's southwest coast) to teach a course on Friday and Saturday nights. Harold Vetter, a psychology teacher working in Korea in the late 1950s, observed, "As full-time instructors in the University of Maryland Overseas Program, we live out of saddle bags while we ride the circuit." And a university administrator recalled that, in the late 1950s, the faculty in Korea wore military fatigues because civilian clothes were not permitted.

E. W. McGinnies, a psychology teacher from College Park who taught in South Korea in the autumn of 1957, described his own experiences there:

Four evenings a week, the overseas instructor rides in an open jeep to meet his classes. Korean roads are incredibly dusty due to constant erosion by both military and civilian heavy vehicles, and I found it advisable to wear a dust mask on many occasions in order to preserve my voice for the three-hour lecture session. Although classroom facilities are generally adequate, even in frontline detachments, there were a good many evenings on which a field-jacket with liner made an unheated room more bearable.

The students, since they couldn't move around to keep warm, were rather uncomfortable on some of those nights.

Likewise, students sometimes had to travel to classes that were not available at their own military base. On the island of Okinawa, several students stationed at a remote U.S. Army Signal Group installation hitched helicopter rides from a nearby airfield to avoid a four-hour commute by car. Master Sergeant Francis W. Carter—an honor student who was the first person to earn two bachelor's degrees from the university while stationed in the Far East—traveled by army jeep, truck, and sedan, by train, and by privately owned vehicles to attend classes at two U.S. military installations in Korea and four others in Japan. On the other hand, Captain Leon Pfeiffer of Osan Air Base in Korea had a valid excuse for missing several classes when, in the spring of 1958, his F-86 Sabre jet strayed into North Korean airspace and was shot down. Captain Pfeiffer bailed out and was held captive by the North Koreans for one week before being allowed to return to Osan Air Base—where he was then able to resume attending classes in GVPT 100 International Political Relations.

Despite Cold War tensions in Taiwan and Korea—and the hotter war brewing in Southeast Asia—the Far East Division continued to expand, reaching a peak of more than 24,000 course enrollments for the 1961–62 academic year. By the autumn of 1962, courses were being offered at 56 education centers at U.S. Army, Air Force, Navy, and Marine installations in five Asian countries. Mason G. Daly left in 1961 to become director of the European Division, and was succeeded in Asia

by his associate director, Leslie R. Bundgaard, who served as director until 1964. During Bundgaard's tenure, more than 250 students completed their bachelor's degrees in the Far East Division.

Twelve hundred guests attended the Far East Division graduation ceremony at the Kudan Kaikan Auditorium in Tokyo in the spring of 1962. The university's welcoming address was delivered in both Japanese and English by Leslie Bundgaard, followed by a commencement speech by Edwin O. Reischauer, U.S. ambassador to Japan. Reischauer noted that

In the specialized fields it is quite obvious that we need more people, but, in addition, we need more informed citizens, with broad educations, who can wisely judge what policy should be. Without such citizens we cannot have a wisely run democracy and a healthy society. The future of our society depends upon our capacity—the capacity of the American people—to acquire knowledge in order to meet the increasingly complex, increasingly difficult problems with which we all live.

You can play an important part in developing informed public opinion about the Far East. It is only with wise public opinion that we can avoid catastrophe.

The following year, the 1963 graduating class was addressed by General James F. Collins, commander-in-chief, U.S. Army, Pacific, who referred even more directly to events that would soon make Southeast Asia a focal point of American foreign and military policy—and would affect the lives of many of the people, military and

civilian, attending that commencement ceremony in Tokyo:

Our modern army must be competent in counter-insurgency, and successful counterinsurgency means [to] win the battles and win the peoples [W]e need men who can understand and appreciate political relationships in a way we have never before been required to know [them].

We need men who are able to work with other agencies of the government so that together our country's teams overseas may bring to bear a coordinated effort to assist our friends and allies in building a free and independent society.

The War Years

In 1961, when John F. Kennedy succeeded Dwight D. Eisenhower as president, the United States began increasing its military commitment to countries in Southeast Asia. By the beginning of 1963, the number of U.S. military personnel in the Republic of Vietnam (South Vietnam) was large enough to warrant an educational program in Saigon. As Ray Ehrensberger later commented, “When things started to heat up, we got the request [from the U.S. military] to go into Vietnam. That was one of our great experiences. We were there almost from the beginning to the very end.”

The first classes in South Vietnam were held in January 1963 in the American School in Saigon. The following year, Joseph E. Dellen succeeded Leslie Bundgaard as director of the Far East Division. Dellen, who served in that position from 1964 to 1969, presided over the great expansion of the Far East Division program in Southeast Asia, as the university offered a steadily increasing number of courses, first in Vietnam and later in Thailand.

In 1965, the program in South Vietnam expanded to Bien Hoa, not far from Saigon, and in 1967, in conjunction with the massive buildup of American troops in Vietnam, the program was

extended to 15 military bases throughout the country. The Saigon education center was the largest, with more than 300 students enrolled in 17 different courses in Term I of 1967. Two of those students were South Vietnamese army officers, a major and a lieutenant colonel. Their tuition was paid by a scholarship fund, raised through voluntary contributions from U.S. soldiers, to help make higher education available to South Vietnamese military and civilian personnel.

By 1969, the Far East Division was offering courses at 24 military installations in South Vietnam, and during the 1969–70 academic year the number of enrollments totaled 11,000. In addition to U.S. and South Vietnamese military personnel, students included U.S. Embassy and USAID employees, Department of Defense civilians, Americans working for the Red Cross and for private organizations, and soldiers from Thailand and South Korea who were stationed in South Vietnam. By the time the program closed in 1975, almost 40,000 students had taken UMUC classes at 36 military education centers in South Vietnam.

During the first years of the program in the war zone, faculty members were asked to teach in South Vietnam on a voluntary basis. But eventually the demand for courses became so great that, by the late 1960s, all full-time faculty members hired for the Far East Division had to agree to teach for one term per year in Vietnam if assigned there. As one administrator said, “If you signed up with the university, you signed up to go to Vietnam. And, if you would not accept the assignment, they would not accept you as a faculty member. So everyone had to put his life on the line in order to teach for the university in Asia.”

According to T. Benjamin Massey, director of the Far East Division from 1969 to 1971, “Most faculty wanted to go to South Vietnam, and some volunteered to stay extra terms.” The university had to obtain special insurance coverage for faculty members assigned to Vietnam, and those who taught there for UMUC received extra remuneration as “combat pay.” Massey himself visited Vietnam to oversee the programs there, but by the end of his tenure in Asia, the program in Southeast Asia was reducing in size as increasing numbers of U.S. troops were withdrawn from that part of the world. And enough people were willing to teach in Vietnam that Massey could eliminate the requirement for all full-time faculty members in the Far East Division to serve one term there.

The faculty members who taught in Southeast Asia lived and worked under conditions more daunting—and more dangerous—than those faced by teachers serving in any other area of the overseas programs. This was the first time—but certainly not the last—that university faculty and staff followed the U.S. military into a war zone. And, regardless of whether they supported or opposed U.S. involvement in Vietnam, for many faculty members the experience of that war was a defining moment in their lives.

The faculty who taught in South Vietnam lived in the same type of quarters as most of the students. Although teachers were assigned a “civilian rank” equivalent to the military rank of lieutenant colonel, neither their salaries nor their living conditions reflected those of a high-ranking American officer working outside the war zone. Faculty in Vietnam lived in hotels requisitioned by the U.S. military for bachelor officers’ quarters

(BOQs), in education center offices, in transient billets, in air-conditioned trailers near combat zones, in un-air-conditioned barracks, and even in field tents. Sometimes, teachers slept on any vacant beds available after their evening classes were finished.

Life in or near the war zone always had its share of discomforts and dangers. In 1964, Hugh



D. Walker, faculty member in history and a specialist in Asian studies, was riding in the front seat of a U.S. military bus in Saigon when a Viet Cong guerrilla threw a homemade bomb into the bus. Fortunately, the bomb proved to be a dud, and Walker and the other passengers escaped injury. In 1965, Viet Cong terrorists bombed a hotel that was being used by the U.S. military as a BOQ in Saigon. Two Americans were killed and 104

The Saigon education center welcomes Ray Ehrensberger, 1970.

injured. As Ehrensberger later recalled, “When the side of the Brink Hotel in Saigon was blown out—a real mess—the explosive was planted in the room of one of our lecturers. Maybe it was because it was between terms and he was away at the time. Maybe.”

At Da Nang Air Base, the faculty lived in trailers on a strip beside the runway, in an area dubbed



During the war, Ray Ehrensberger—seen here at Da Nang Air Base in Vietnam, 1966—visited several sites where the university offered courses in Southeast Asia.

“Gunfighter Village.” Larry Hepinstall, later a university administrator, recalled that, “Up at Da Nang people had to wear flak jackets and helmets, and you hit the deck when the rocket attacks came in.” A photograph in a 1972 issue of the *Marylander* showed two faculty members in front of the trailer in which they lived at Cam Ranh Bay. After a Viet Cong rocket attack nearby, the teachers filled 34 barrels and 398 bags with sand to use as revetments for their quarters.

Walter A. Branford, who taught English at Bien Hoa Air Base in 1967, described what he considered to be the worst feature of his assignment—the living quarters:

I had about an 8 ft. x 5 ft. area in the transient billets. In this area were a cot, a steel wardrobe-locker, and a chair. In the same room were three other such areas. One ceiling fan and one fluorescent light provided some little air circulation and illumination. The boards on the sides of the building were placed at an angle so as to admit air and light—and noise and dirt. Washroom facilities were located a block away from the billets.

Branford noted that the building housed 16 or more other occupants:

There was a constant turnover of roommates, who arrived and departed at all hours of the day and night. . . . In addition, practically every night there was a period of depressive artillery fire, emanating from an area close to the rear of the billets.

In 1967, Maude Burris became education services officer (ESO) at Long Binh. Prior to that she had served as an ESO in Korea, then in Saigon, and later she would also work at Da Nang. When the university faculty sometimes had difficulty finding quarters in Vietnam, she donated space in her education centers, acquired a cot for sleeping, and installed a curtain for privacy. Joe Arden, who taught courses in government and politics in Vietnam in 1967—and later became director of both the Far East and European Divisions—lived in such a makeshift room in

Maude Burris's education center in Long Binh for an entire eight-week term.

Commuting to class in Vietnam also presented problems, especially for those teachers who had “split” assignments at two different locations. Faculty traveled in whatever vehicles were available: helicopters, transport planes, trucks, jeeps, armored personnel carriers, military automobiles, buses, taxis, pedicabs, bicycles, motorcycles, and mopeds. Some had to resort to hitchhiking, and several traveled regularly (even at night) through areas that were considered unsafe because of Viet Cong activity such as sniper fire, ambushes, and land mines.

Air travel both to and within South Vietnam was often unpredictable. Travel by military transport took place mainly late at night, on planes operated by Air America and Southern Airlines, intelligence agency surrogates whose airline service was marked by uncertain schedules, unexplained delays, and frequent intermediate stops. In Vietnam, because flights were erratic and bases isolated, sometimes faculty members would have to stand on a runway and wave to a passing plane overhead, indicating their need for transport.

Administrators who visited the program's sites in Vietnam traveled under the same conditions as the faculty. Sometimes they came so near a combat zone they could see bombs being dropped and hear rounds of artillery fire. A May 1966 article in the *Marylander*—reporting on a trip to Vietnam by Ivan Benson, English supervisor in the Far East Division—pointed out, “The front is anywhere. It is not on a well-defined line. So a University of Maryland lecturer may well be

teaching in front of a front. This can become a bit confusing, but it is an ominous fact of the operations in Vietnam.”

In 1969, David Glaser—a faculty member who taught in Vietnam and who later became a UMUC administrator—wrote an article titled “A Study in Contrasts: The University and Vietnam,” in which he recounted his own experiences there.



The first paragraph describes the life of a faculty member at a U.S. military installation 10 miles north of Saigon:

Ray Ehrensberger with Maude Burris, education services officer at Long Binh army post, Vietnam, 1967.

After a relaxing hour of watching “Combat” on TV, the young instructor walked past the camouflaged bunkers to his 7'x 12' air-conditioned room. Inside he buckled on his helmet, flak vest, and 38 Smith and Wesson revolver. Then he picked up his lecture notes

and briefcase and moved toward the door. This evening, barring a rocket attack by the enemy, he would instruct thirty G.I.s in the intricacies of early American history. The subject included an elaborate description of the Puritan ethic and a comparison of colonial life in New England, the middle colonies, and Virginia.



UMUC classroom at Phu Bai army post, Vietnam, 1970.

Glaser went on to observe that

Teaching American history in Asia, preaching critical thought in the midst of seemingly mindless violence, watching a war movie on a television in a war zone—these are only small aspects of this greatest of paradoxes and greatest of challenges: providing a university education to American servicemen under combat conditions.

Despite the fact that university faculty members were working in a war zone, often near the

constantly shifting and ill-defined “front lines,” it was actually rare for teachers to carry a weapon. Those few who did so did it unofficially. Some of their students, however, might have preferred that their professors be armed. Emory Trospen recalled that when he was teaching a course in American government at Bien Hoa,

I had to walk to the classroom—an old, hangar-like building—from my living quarters more than a kilometer away from the base. When I finished at night, it was pitch-black so you couldn't see. But if you carried a flashlight, you'd risk exposing yourself to enemy activity. After each class, four or five students accompanied me on the walk back. One night I asked, “Why do you always wait to walk back with me?” Their reply was, “You don't have a gun.”

The faculty in South Vietnam taught classes in all kinds of facilities, from air-conditioned education centers to Quonset huts and field tents, under a variety of conditions unimaginable to colleagues back in the United States. Classes were conducted amid the roar of military aircraft, the rumble of heavy artillery fire, the percussive bursts of bombs, and the threat of rocket and mortar attacks. Textbooks had to be flown to many locations by helicopter and sometimes air-dropped to the more remote sites. Office space, typewriters, visual aids, and other standard amenities of traditional campus life were seldom available. As one administrator who taught in Southeast Asia later commented, “I like to point out that we can teach a great course with no more than Socrates had—that is, people

have to be ready to teach for a period of time without textbooks, without a blackboard, without a Xerox machine.”

In 1965, Gerald S. Cautero was assigned to teach a course in English and American literature to 18 officers and enlisted men at Bien Hoa. At times, the class was interrupted by enemy mortar attacks that caused everyone to run to nearby bunkers, where instruction continued in the dark. Cautero, himself a major in the U.S. Army reserves, commented that

This is a test of teaching—conducting a class in the dark. You are lost. You cannot judge the effect of what you are saying. You hear a voice, but are not sure where to look. Once in a while you see the glow of a cigarette.

The surprising thing about this class was their great interest. After fighting all day, the men came to school carrying their guns and covered with mud. The greatest irony was that this class had the best attendance record of my teaching career.

In 1967, Walter Branford taught an English course at Long Binh, where classes were held in a

half-wooden, half-tent structure that was a combination education center and testing facility. Branford wrote,

Usually there was plenty of ventilation, but with the high winds came frequent dust storms which at times made it difficult for me to see my students. On several occasions these dust storms were followed by downpours. After these deluges, most of the classroom was flooded and a thin coating of brick-red mud covered everything.

The Tet Offensive of January 1968 started the day after the university's Term III began in Vietnam. Although classes at Bien Hoa were canceled for two days when the base was under heavy rocket and mortar attacks, they were resumed as soon as the siege let up. Other classes continued uninterrupted throughout the country, at sites such as Da Nang, Cam Ranh Bay, Nha Trang, Phu Cat, and Pleiku. The only classes that had to be canceled for the entire term were those in Saigon, because of a 6 p.m. curfew in the city. But during the Tet Offensive, one education center in Saigon was taken over as a command post, another was destroyed by the

**As compensation for its inaccessibility,
Vientiane, Laos, offered colorful nightlife
and abundant French food and wine.**

Viet Cong, and two people working at the education center in Saigon were killed.

Larry R. Olsen taught a course in business at Da Nang during that Term III of 1968. Of the 25 students enrolled, 40 percent did not complete the course. When Olsen sent his final grade report to the Far East Division headquarters in Tokyo, he included the following explanatory note:

The Tet Offensive fell on the first day of class. One student got shot down, was rescued, tried but could not finish the course. Many had to drop or could not devote the amount of time needed to keep up with the work. Those that received A's and B's earned their grade!

Despite the interruptions of war, faculty and students in Vietnam developed a reputation for continuing their classes under even the most trying of circumstances. David Glaser recounted that, "There was a rocket attack during my final exam in American government in January 1969. After I made it a 'take-home exam,' the class adjourned to the bunker and there discussed the ethics of the atomic bombing of Hiroshima."

Thomas V. Klinefelter, an English teacher who taught at Da Nang during a period of enemy activity there, was lecturing to his class about the poet Emily Dickinson when sirens suddenly sounded as a rocket attack began. Klinefelter recalled,

Everyone hit the floor, and soon the lights went out. We went on with the class anyway. We had just come to the poem, "Because I Could Not Stop for Death." Because I loved it, I knew it

by heart. I recited the poem, and we continued our discussions as we were lying on the floor in the dark. I remember thinking how appropriate it was—we'd go out in style.

As a "reward" for serving a term in Vietnam, faculty members were often next assigned to teach in Thailand. In 1966, the Far East Division had been invited to offer educational programs for U.S. military personnel stationed in Thailand, and, by 1969, the university was conducting courses at 11 military installations there. For many faculty members who had recently been in Vietnam, an assignment to Thailand seemed like a vacation. Although some lecturers lived and taught in facilities much like those they had left behind in Vietnam, they often had the opportunity to fly, free of charge, on military aircraft to Bangkok for week-ends of rest and relaxation. And they lived without the fear and insecurity of being in a war zone.

But even in Thailand the war in Vietnam was never far away. Julian Jones was a faculty member in government and politics whose first teaching assignment in the Far East Division was in Thailand in 1971. Jones—who had transferred to Asia from the European Division, and who went on to become director of the Far East Division almost a decade later—recalled his experiences at Utapao Air Base in Thailand that autumn:

During my first term there the B-52s would take off, and they would all come back. There was never an ambulance that met a B-52; their bombing runs were described to me as like routine training missions. All that changed toward Christmas when these planes were sent to attack

well-defended targets like Hanoi-Haiphong, and suddenly the planes began to come back in terrible states—on fire, or at least smoking, with holes in them. Now ambulances met the planes. It looked like World War II, my idea of an RAF or American bomber base in England.

The talk in the officers' club was of this or that pilot who was told to ditch his plane and bail out, but landed it anyway. I had an electronics warfare officer on one of those B-52s who was a roommate in my BOQ, and all of a sudden he stopped being a roommate. That is, he disappeared. No word. Nobody said anything. It was very strange—just gone. And so I assume he was on one of the planes that went down.

Thailand itself could be a dangerous place for the faculty teaching there. Mary Montgomery Clawson—who began working for the Far East Division in 1971 at an age when most other faculty members were thinking about retirement—had the reputation of being willing to take any assignment at any location, regardless of the hardships involved. Her first assignment in Asia was at Phan Rang Air Base in Vietnam, and later she taught at sites near Udorn Air Base in Thailand. One night, during a heavy rainstorm, she was returning by taxi to Udorn from teaching an evening class at Ramasun Army Post. Suddenly, the driver lost control of the car; it slid over an embankment, rolled over twice, and landed upside down in four feet of water in a canal. Clawson was pulled out feet first by the driver, who soon fled. Covered with blood and mud, Clawson made her way the remaining five kilometers to the air base hospital, where the medics set

her broken arm, shaved her head completely, and sewed up her lacerated scalp. The next day, her head encased in a huge bandage, Clawson left on a C-47 military cargo plane from Udorn to teach that evening's class in Vientiane, Laos. Although she had lost her handbag and a considerable sum of money in the accident, she had managed to hang on to her briefcase full of lecture notes.



The program in Laos where Clawson was teaching had started in March of 1972. Although the U.S. military had no official, acknowledged presence in Laos in the early 1970s, significant numbers of military personnel were in the country, in civilian attire, working out of the military attaché's office at the U.S. Embassy in Vientiane. They requested an educational program like the one offered to their uniformed counterparts at the university's nearest center in Udorn, Thailand. Spearheading the development of the program

Ray Ehrensberger and Emory Trosper (first and second from left) visit the Korat Air Base education center in Thailand, 1967.

were John Mack, the Far East Division's area director for Southeast Asia, and Jeff Cheek, ESO in charge of educational programs at U.S. Air Force bases in Thailand.

Cheek referred to the university's largely secret program in Laos as "the invisible program for the phantom students." All Vientiane enrollments were processed through the Udorn education center, and all student records from Laos were kept in Thailand.

Faculty members who taught in Laos were officially assigned to teach at Udorn, the air base from which they usually flew by cargo plane or helicopter across the border to their classes in Vientiane. Mack wryly recalled that, "You got on one of these airplanes that didn't exist, and you flew up to Vientiane, Laos, which did exist. Faculty would stay at Udorn in

Thailand, and then they'd fly back and forth to Laos because there were all these nonexistent planes not flying up there every day."

Faculty also traveled overland to Laos, crossing the Mekong River by ferry. They taught their classes, stayed overnight in Vientiane, and made their way back to Thailand by whatever means available the next day. Most faculty members wel-

comed the chance to teach in Laos. Despite the unusual circumstances, they knew they were providing a service to a group of very isolated students. And, as compensation for the arduous travel, Vientiane offered colorful nightlife and abundant French food and wine.

But conditions back in the war zone in South Vietnam were seldom so appealing for students, faculty, and staff. In referring to the faculty, Ehrensberger noted that during the entire period of the university's program in Vietnam, "We never lost a man or had a person injured, but we had some awfully close calls." Unfortunately, that claim could not be made about all the students who enrolled in the university's courses there. Perhaps the most poignant moments for university faculty members in Vietnam occurred when they noticed the continuing absence of particular students. In such cases, the last resort before submitting final grades for the course was to check the MIA (missing in action) and KIA (killed in action) lists.

The soldier-students in Vietnam faced the greatest challenge of all: continuing their formal education while fighting a war. At the height of the conflict in the late 1960s, when the U.S. military greatly increased the number of its troops in Southeast Asia, many of the men sent to serve in Vietnam had been drafted out of colleges and universities in the United States. Those who felt that their studies had been unjustly interrupted by the draft found they could continue their education with the Far East Division in Vietnam—and some even gained a more positive view of their experience in the military because of that opportunity. In addition, young men and women who had



Lieutenant Colonel Herman L. Wade (left) greets UMUC faculty member Robert Lewis Gill at Long Binh Army Post in Vietnam, 1971.

entered the military immediately after high school, and older ones who had never had a chance to go to college, found that in this most unlikely of settings—the mountains, jungles, and seacoasts of Southeast Asia—they had an equal opportunity to pursue a higher education. As ESO Jeff Cheek pointed out, “For the first time in history, a university followed the troops into the field. The University of Maryland was there to remind them of the better things in our civilization: our history, our literature, our noble aspirations and goals.”

The students enrolled in these university courses often had to study under the most trying conditions. Many were on duty for 12 hours a day—flying aircraft, repairing equipment, patrolling perimeters. Others had to travel by jeep or helicopter from remote sites to the nearest education center where classes were held. Some even attended class in full battle gear, right after returning from combat missions. And occasionally students would ask permission to temporarily postpone turning in an assignment because some of their buddies had just been killed.

Walter Branford described the problems his students had to overcome at Bien Hoa and Long Binh in 1967:

They lived in very crowded quarters. Many of them were not able to study until after lights-out at eleven o'clock because of the noise and sometimes the taunts of their fellows. They sought refuge in the latrines or in their bunks with a flashlight. . . . Writing paper was hard or impossible to get. They handed in their themes on anything from airmail letter paper to yellow legal

sheets. It was truly an inspiration to see how most of them struggled to do what they did do.

On many occasions, however, the war interfered directly with a student's ability to complete a course. In addition to those unfortunate ones who were injured, missing, or killed, others failed to complete a course because of extra duty or a change of military assignments or any number of other war-related reasons that took precedence over attending class, reading textbooks, writing term papers, and studying for exams. And, in many cases, students offered unquestionably valid reasons for not being able to do the coursework assigned to them.

In 1968, for example, Captain Norman R. Mays wrote a letter to the university regarding a course in which he was currently enrolled:

. . . [M]y unit located at Phu Bai, South Vietnam, came under intense enemy rocket and mortar fire. All of my personal belongings and study materials were destroyed by fire as a result of two direct rocket hits. As a result of the loss of my text materials and lessons, request I be issued new instruction material and be granted an extension for completion of the course. . . .

Two years later, however, Sergeant Johnie Jackson, a student in the university's program at Phan Rang Air Base, observed that, “You know, when you look at the big picture and realize how important a formal education is becoming in the United States, having to cope with a few of Charlie's' rockets and mortars is not much of an obstacle.”

One obstacle that the faculty and students did not have to overcome was the issue of academic freedom in the classroom. Many lecturers who were new to the university's military education programs were surprised to discover that, even under wartime conditions, academic freedom was not compromised. As faculty member David Glaser wrote in 1969,

When the Marylander arrived at this Vietnamese-alamo [sic] and others like it, perhaps clad in beard, sandals, and shorts, he usually brought with him a healthy skepticism regarding his ability to instruct according to the highest standards of academia. How, for example, could he be expected to conduct with total freedom his course in "American Foreign Policy in the Modern World"? How could the military machine possibly risk his speaking out against the effort they were making in the very combat zone itself? Wouldn't they attempt to muzzle him, perhaps force him to transform his podium into a pulpit from which no heretical views would be tolerated?

Despite these fears the fledgling instructor was soon amazed to discover that he would be given a totally free hand in expressing academic and even personal views.

From the very beginning of its association with the U.S. military in 1947, the University of Maryland had insisted upon, and expected, the maintenance of academic freedom in its classrooms, both in the United States and overseas. And, with a few very minor exceptions in isolated instances, the military services in all commands accepted this principle. As a University College report pointed out in 1964,

At no time . . . is the slightest concession made to any limitation of freedom within the Maryland classroom. Faculty members, students, military education advisors, and administrators are reminded often and in various ways that there can be no abridgement of freedom of intellectual inquiry as directed by the individual conducting the course.

While the military security of the overseas campuses, which are actually parts of military installations, is and must remain the province of competent military authority, there has never been a serious challenge to the principle that the province of the Maryland classroom is one belonging totally within the area of University responsibility. Within the bounds of decency and good taste, freedom of thought and action are as complete in Maryland classes overseas as they are anywhere else in American education, although the maturity and experience of the students usually provides even more of an opportunity for the instructor to test the mettle of his convictions.

In Southeast Asia during the Vietnam War, the existence of academic freedom in University College classrooms had special meaning in those courses that dealt directly with issues of war and peace. Julian Jones recalled a course he taught in American foreign policy at Utapao Air Base in Thailand in 1972:

As we got up to the contemporary period and the Vietnam War, the students were not interested in anything but the war. And so the last couple weeks of the course we talked about war. And we talked about the war. We got into a whole range

of reasons why human beings solve their conflicts in groups and do it in such a lethal manner.

The students asked lots of excellent questions. All of this discussion, all the background, was encouraged and given an emotional tone by the fact that there was a war going on and some of my students were at risk. That course later evolved into a separate Special Topics course called “War and Human Aggression,” which I taught on six or eight military bases.

It was an interdisciplinary course requiring readings in several social sciences, plus history and biology. It was not an anti-Vietnam War course, but it was a course that caused people to think critically about war. If ever there was testimony that the military would let happen whatever was going to happen in a university classroom without interfering with academic freedom, it was certainly shown by that course.

As the faculty and military students came together in the classrooms in Asia, the faculty members themselves were sometimes the ones who changed. University College teachers were exposed not only to the cultures of the foreign lands where they traveled and worked, but also

to the culture of the U.S. military itself. Some teachers who had had misgivings about working in Southeast Asia—and especially in Vietnam—got to know their military students personally, and eventually found themselves becoming more open-minded about the military and about its role in U.S. society and in world affairs. And those teachers had the opportunity to observe, firsthand, the triumphs and failures of the longest military conflict in America’s history. As one faculty member said, “I would never have gone to Vietnam to fight, and I was certainly opposed to the war, but teaching in Vietnam was a wonderful experience.”

For many students in the Far East Division during that time, a highlight of their experience in Asia was the completion of their requirements for a bachelor’s degree. When the program expanded to Southeast Asia, however, formal commencement ceremonies in Tokyo became less feasible for many students, faculty, and staff who were dispersed over several million square miles of Asia. Beginning in 1964, separate, informal graduation banquets were held in Japan, Okinawa, and South Korea. But the war in Vietnam often prevented many graduates from attending these annual ceremonies.

Occasionally, diplomas had to be awarded posthumously to students who had been killed in action in Vietnam.

Occasionally, diplomas had to be awarded posthumously to students who had been killed in Vietnam. Major John O. Arnn, a highly decorated veteran of World War II and a member of the U.S. Army Special Forces in Vietnam, took courses with the Far East Division in Korea, Japan, and Okinawa. Arnn was a well-known student in East Asia: When stationed at Camp Zama

all the requirements for a Bachelor of Science degree and was planning to attend the graduation ceremony in Tokyo the following March. On Christmas Eve of 1965, however, Arnn was killed when his jeep was blown up by a Viet Cong mine. His widow asked Capt. James B. Conway, the commander of a Special Forces unit in Vietnam and an old friend of Arnn's, to fly to Japan to



A van serves as a mobile advertisement for the University of Maryland educational program at Long Binh army post in Vietnam.

near Tokyo, he trekked over 2,500 miles to raise money for an orphanage in Beppu, Japan—an exploit that was later made into a Hollywood film, *The Walking Major*, with Dale Robertson in the role of Major Arnn. By the autumn of 1965, when he was stationed in Vietnam, Arnn had completed

accept her husband's diploma. The degree was awarded on March 28, 1966. Two weeks later, Conway, who had returned to Vietnam, was reported missing in action and presumed dead.

Another tragedy was the death of Donald Koelper, a Marine captain who was posthumously

promoted to the rank of major. Koelper was only three courses short of completing his bachelor's degree when he was killed in an explosion in a Saigon movie theatre as he tried to warn the patrons that terrorists had tossed a bomb into the building. While he was in Vietnam, Koelper had written to his family, "I've been in combat now for six months and God help us if man ever lets himself forget that there are better things to do with people and machines than making use of them for war."

As the U.S. military presence in South Vietnam decreased significantly in the early 1970s, the university's program there became correspondingly smaller. From a peak of more than 2,000 students enrolled per term in 1969–70, only 334 students were enrolled in Vietnam by Term I of 1972. Students had registered for Term II of that year, and some classes had already begun, when the term ended abruptly upon receipt of a message from the commander-in-chief, Pacific Air Forces:

*SUBJ: UNIVERSITY OF MARYLAND
EDUCATION PROGRAMS IN VIETNAM
REQUEST YOU CANCEL ALL PLANS
FOR TERM II AND REFUND ALL
MONEY COLLECTED TO DATE REPEAT,
CANCEL ALL PLANS FOR TERM II. . .*

Likewise, the small program in Laos closed in 1974, and the program in Thailand, which reached its peak enrollment in 1975, closed only a year later, in 1976.

Despite the departure of the majority of American forces from South Vietnam, some U.S. government employees and military personnel remained there, primarily in Saigon. At the

request of the U.S. Department of State, the Far East Division reopened its program in Saigon in September 1973, and classes were offered every term until the final days of the evacuation of Saigon in 1975.

During the last academic year of the program in South Vietnam, faculty and students were able to complete the first three terms, but Term IV, beginning in March 1975, progressed under increasingly tense conditions as Communist forces moved closer to the capital. Robert Schoos taught in Saigon that entire academic year and was the last UMUC faculty member, and one of the last Americans, to leave Vietnam. Schoos was well into Term IV when he and a determined group of students met for their regularly scheduled class on April 27, 1975. They were saddened by the news that two students in the class had died that afternoon in the crash of a military cargo plane carrying orphans and other evacuees out of Vietnam. With the classroom walls and windows vibrating from rocket fire, they reluctantly agreed to postpone the remaining class meetings.

Two days later, during the frenzied evacuation of Saigon, one of the officially designated staging points for evacuees was a Saigon building displaying the sign: UNIVERSITY OF MARYLAND SAIGON EDUCATION CENTER. The next morning, April 30, Schoos heard Far East Network Radio play Bing Crosby's "White Christmas," the secret code that signaled the start of the final pull-out phase. With great difficulty, Schoos made his way to the U.S. Embassy compound, and that night was among the last groups of Americans and South Vietnamese evacuated by helicopter from the beleaguered city. He spent the next seven days

in transit to Subic Bay in the Philippines, aboard a World War II Liberty class cargo ship carrying thousands of refugees and insufficient supplies of food and water. Schoos later wrote,

I had never anticipated on that day in 1974, when I first joined the University of Maryland in Saigon as a lecturer, that I would live through events of such far-reaching consequence. . . . I should like to point out that I have always felt privileged and grateful to have had the opportunity to share for a few moments the hardship and fate of the thousands of Vietnamese refugees whose land and traditions I had come to know and love so much. I shall always miss Vietnam and its people.

Changes, Challenges, and Consolidation

In the 1969–70 academic year, the Far East Division reached a record of more than 30,000 enrollments at nearly 100 centers from Wakkanai at the northern tip of Japan, to the DMZ in Korea, to Bangkok almost 3,000 miles away. Courses were offered in locations ranging from Kunsan to Kadena, Makiminato to Misawa, Seoul to Saigon, Taegu to Taipei, Yongsan to Yokosuka, Zukeran to Zama. By 1971, the Far East Division could count more than 160,000 students who had enrolled in its courses throughout the division's 15-year history. But by the mid-1970s, the withdrawal of the university from Southeast Asia left Far East Division enrollments at almost the same level as when the division had been established in 1956. Only Japan, South Korea, Okinawa, and Taiwan remained on the Far East Division's map.

From the mid-1960s to the mid-1970s, events in Southeast Asia often overshadowed other developments in the Far East Division. But a number of important changes occurred during that time, far from the war zone in Vietnam. In 1969, Joseph Dellen accepted a position in College Park as assistant dean for Overseas Programs, and T. Benjamin

Massey was appointed director of the Far East Division. Massey took over the division's leadership just before the enrollments began to decline as a result of the U.S. military drawdown in Southeast Asia. In the midst of this transition, Massey and his staff were able to strengthen the division's organizational structure and break new ground, establishing academic relationships with Japanese universities such as Sophia, Kyorin, and the University of Tokyo. In addition, Massey took steps to ensure that the Far East Division was less isolated from the rest of UMUC by institutionalizing UMUC guidelines and policies that helped integrate the division more completely into the larger university.

In 1971, Massey left Asia to become director of the European Division and was succeeded by Joseph E. Mabbett. The new director suffered a severe illness soon after his appointment and died in 1974 during his second medical evacuation to the United States. While Mabbett had been away on his first leave of absence in 1972–73, Edgar A. Austin had served as interim director, and he assumed that position again after Mabbett's death. But Austin himself died only two months after taking office. Under these sad circumstances, Emory Trospen, director of admissions and registrations in the Far East Division, became interim director in early 1975. The third person to head the Far East Division in four months, he guided it through a very difficult period until Joseph J. Arden was appointed director in the summer of 1975.

Arden was already well acquainted with Asia and with the Far East Division. After serving in military and civilian positions in Asia in the 1960s, he had taught in Far East Division loca-

tions in Korea, Vietnam, Thailand, Taiwan, and Japan from 1967 to 1970. Following a year as a full-time faculty member in the European Division from 1970 to 1971, he had remained in Europe until 1975, serving as an administrator at the Heidelberg headquarters. Although Arden returned to Asia at a time of considerable turmoil within the Far East Division, he brought to the position a wide range of experience in the university's overseas programs, along with his own interest in, and affinity for, Asia itself.

Other changes also occurred in the Far East Division during the 1970s. In November of 1974, the Far East Division's administrative offices—which had been located for the past 11 years at Fuchu Air Station, about 18 miles from downtown Tokyo—moved to Tachikawa Air Base, closer to Tokyo. At Tachikawa, the division's offices were housed in a huge, hangar-like building along with the air base's refrigeration, electrical, and welding shops. However, the impending closure of Tachikawa Air Base necessitated yet another relocation of the university's offices. So, in 1976, the headquarters moved once again to its present site at Yokota Air Base, in the town of Fussa, about 30 miles outside of central Tokyo.

After a period of many changes during the first half of the 1970s, the second half of the decade



Joseph J. Arden served as director of the Far East Division from 1975 to 1981.

was relatively stable, with total course enrollments averaging about 22,000 each year. This constancy in enrollments gave the division an opportunity to redesign its administration to be more responsive to the needs of students in different geographic areas. For example, for many years, programs in outlying areas had been coordinated by administrators working at the Tokyo headquarters. Under

highest enrollments of any center in the overseas programs worldwide—due, in part, to the large U.S. military presence in Okinawa. Captured by the United States near the end of World War II, the island of Okinawa remained under U.S. administration until it was returned to Japan in 1972. Because of its distance from Tokyo, however—and because of the large size of UMUC’s educational program there—the Okinawa component of the Far East Division continued to be administered as a separate unit, even after Okinawa had become a part of Japan once again.

While the Okinawa program had remained large, enrollments in South Korea had stayed modest from the mid-1960s until the mid-1970s. After reaching a peak in the 1962–63 academic year, enrollments declined significantly as the U.S. military concentrated its efforts on the growing war in Vietnam. But as the Far East Division pulled out of Southeast Asia in the mid-1970s, interest in the program in Korea began to grow rapidly. From an average of 600 to 700 enrollments per term in 1973, the Korean program soared to more than 2,000 enrollments in Term III of 1976. And, during the 1977–78 academic year, the Far East Division offered almost 500 courses in Korea, with annual enrollments near 8,000. Part of this increase occurred because of the strong command support for higher education programs for military personnel stationed in Korea. Major General Henry E. “Gunfighter” Emerson and John J. Haggerty, ESO for the 2nd Infantry Division, especially contributed to the enrollment surge. In an effort to upgrade the professionalism of the troops in Korea, Emerson not only emphasized sports



David Glaser (center), the first faculty member sent to teach in the new educational program at Harold B. Holt Naval Communication Station in Australia, 1977.

Arden, these administrative responsibilities became decentralized, with area directors for Korea and Okinawa residing at those locations rather than in Tokyo. These on-site area directors could maintain better contact with students and faculty at the military installations and also work more closely with ESOs to provide courses and schedules better tailored to local needs.

The program in Okinawa had long been an important component of the Far East Division. During much of the 1960s and into the 1970s, the education center at Kadena Air Base had the

activities and live-fire training exercises, but also required all of his enlisted personnel to attend civilian education classes.

During Arden's tenure from 1975 to 1981, he stressed the Far East Division's traditional cooperation with education services officers and worked closely with the military commands to ensure that UMUC remained the primary provider of undergraduate academic courses for U.S. military personnel in Asia. He also strengthened the core faculty with the addition of locally appointed teachers in several fields, and he gave increased attention to faculty development as part of an overall effort to improve teaching.

Arden extended the Far East Division's programs in a number of ways. After the closure of the programs in South Vietnam, Laos, and Thailand, the division expanded into new geographical areas, including Hong Kong and Midway Island. Although the program in Taiwan was drastically reduced in 1979—when the United States gave formal diplomatic recognition to the People's Republic of China, and the U.S. military withdrew from Taiwan—a new frontier had already opened for UMUC when the Far East Division began offering courses in Australia in 1977. Australia was the fifth continent added to the UMUC global map, and the program there had the distinction of being the first formal higher education program, taught on site, available to U.S. military personnel stationed south of the equator.

The Far East Division also developed new courses and programs to meet the changing needs of its students. As in the European Division, Associate of Arts degree programs, requiring

60 credits, were added to the curriculum. And, when the military draft gave way to the all-volunteer service in the mid-1970s, there was an increased demand for developmental courses in mathematics and English. Faculty members also developed special topics courses in their own particular areas of expertise, on such subjects as "Japanese Management," "Japan: A Paradox That Works," "Shamanism in East Asia," "The Battle for Okinawa," "Earthquakes: A Japanese Perspective," "Myths of the Ryukyu Islands," and "Tokyo Through the Ages." And the Asian studies program, already long established, was developed into one of the bachelor's degree specializations.

UMUC's graduate program in Asia gained a foothold during this time. In January 1968, in cooperation with the University of Maryland College of Education and its graduate school, the Far East Division had begun a graduate program leading to a master's degree in counseling and personnel services. The program was offered on Okinawa and on the Japanese island of Honshu. Nearly 100 students enrolled in the initial term, and the first six graduates received their diplomas at the Far East Division commencement banquet at the Fuchu Officers' Club in Tokyo in March of 1970. Although the graduate program on Honshu eventually closed in the 1970s, the program on Okinawa remained viable. Academic support was provided by a resident graduate professor who was assigned to Okinawa for one or two years and who taught courses, counseled students, coordinated class schedules and faculty assignments, and oversaw the operation of the substantial library for the graduate program there. By the end of the 1979–80 academic year,

almost 150 master's degrees had been awarded in the Far East Division.

Study tours were also developed during Arden's tenure as director. Since the beginning of the university's program in Asia, many faculty members had used field trips as a way of enhancing their courses, but it was not until 1977 that study-tour courses, for academic credit, were incorporated into the curriculum. Through study tours, students could earn upper-division credit in such areas as Asian studies, history, government and politics, economics, and business. The first of these courses was a two-week study tour to the People's Republic of China in 1977. Led by Arden, it was the first U.S. university group admitted to China on an official basis since the death of Mao Tse-tung the previous year. One of the results of that first study tour was the designation of Fudan University in Shanghai as a sister university of UMUC. And, during the next decade, the study tours program would take students and faculty to sites throughout Asia, including India, China, Japan, South Korea, Thailand, the Philippines, Singapore, Malaysia, Micronesia, Siberia, and the Soviet Far East.

People and Places

The students who enrolled in the Far East Division were similar to their fellow students in other UMUC programs, both overseas and in the United States. And, indeed, many of the students in Asia had taken—or would take—courses in the other UMUC divisions at some time during their lives. When Atsuko Yamada graduated in the Far East Division in 1977, she probably held the UMUC record for earning credits at the largest number of locations—15 different military education centers in seven foreign countries. As one UMUC administrator noted, “Many of our students move all over the world and never set their feet on a single campus.”

When the Far East Division was established in 1956, almost all of its students were male, military, and members of the officer corps, with an average age of 37. Thirty years later—by which time more than 300,000 students had taken courses in the division—two-thirds of the students were men, nearly 80 percent were military personnel, most were from the enlisted ranks, and the average age was 30. Like other nontraditional students, many of them took five, 10, or even 20 years to complete their bachelor's degree.

Occasionally, non-Americans—citizens of the host nation, or third-country nationals living there—also took courses in the Far East Division. Permission to enroll in UMUC courses usually had to be granted by the host nation and varied from country to country, and from one time period to another, throughout the division's history. Some of the students were members of their own country's military; others were civilians. Nationals of Okinawa were first allowed to take courses with the Far East Division as early as 1957. However, for many years, the Japanese government prohibited its citizens from taking UMUC courses in Japan; the ban was not lifted until the late 1980s. At various times, South Koreans and Taiwanese also were allowed to study with the Far East Division. During the Vietnam era, a number of Thais and South Vietnamese, both military and civilian, enrolled in University College courses in Southeast Asia. And it was not unusual to see the Asian spouses of many U.S. servicemembers sitting in classrooms from Seoul to Bangkok.

But the vast majority of the students were U.S. military personnel, male and female, many of whom had not had the opportunity to pursue higher education before they entered the armed forces. As Emory Trosper noted,

It's a great joy to have adults in the classroom. Many of them were once turned off by education, and, as a teacher, you have a chance to turn them on. Teaching in the Asian Division, I found that students craved a greater knowledge of American and Western civilization because of their contact with foreign nationals. American

students want to be able to explain American and European perspectives more clearly.

As in the European Division, education services officers (ESOs) at the military bases served as the liaison between the students and the military services on the one hand and the university on the other. An important component of UMUC's success in



Asia, as in Europe, was the cooperation and enthusiasm of the ESOs and their staffs, many of whom found unique ways to support educational programs and to encourage students to participate in them.

In the 1950s, Viva Anderson, ESO at Osan Air Base in South Korea, attached University of Maryland banners to military buses on the base, played college songs on an outdoor public-address system hooked up to her hi-fi set, and had colored slides encouraging enrollment in university courses projected onto a screen in front of the education

Faculty, students, and guests pose together in a class on Asian civilization, South Korea, 1962.

center. To publicize a history course, she hired a cart and a bullock from a local Korean farmer, who agreed to guide the cart around the base. Anderson outfitted the cart to look like a Western covered wagon and displayed a large sign on each side saying “ENROLL IN U.S. HISTORY.” The stunt backfired when the bullock became so nervous that he stampeded straight to the education center, which



Education Services Officer Jeff Cheek signs up students for University of Maryland courses in Okinawa, 1968.

was temporarily being used for a court martial that day. More successful was another ESO's use of the 7th Infantry Division's mascot, a donkey from Texas, to carry a sign advertising the university's program at a base in Korea. And, in 1966, members of the Osan Education Office carried typewriters and enrollment forms on a Korean A-frame wooden backpack out to military personnel on maneuvers to register them for university courses.

In 1959, at Ashiya Air Base in Japan, ESO John White used 10 gallons of yellow paint to

write the words “UNIV. OF MARYLAND” in huge letters across the entire roof of his education center, so that pilots, crews, and passengers could see them as they flew over the base. In 1968, hundreds of spectators watched as five members of the U.S. Army's Special Forces rappelled from an H-34 helicopter onto the parking lot of the Zukeran education center to publicize “National Education Week.” As the men landed on the lot, they were greeted by Joe Jellison, a civilian education official, before they went into the education center to sign up for university courses.

As a result of their activities in support of military education programs, several ESOs in Asia became legends in their field. Some—such as David P. Morrison in Korea—served in one country for most of their careers. Others—such as Maude Burris and Jeff Cheek—headed a number of education centers throughout Asia. Many would agree with the UMUC faculty member in Japan who noted that Jeff Cheek “was essential to the success of higher education in Misawa. He encouraged the air force to offer scholarships for family members and initiated an agreement that allowed Japanese servicemembers and civilians to take Maryland courses there.” Others fondly remembered the late Bill Berlin, Cheek's predecessor at Misawa, who was instrumental in earning his education center two awards as the outstanding educational program in the air force for bases with fewer than 3,000 servicemembers.

When Cheek was ESO at Kadena Air Base in 1969, he devised an unusual way to advertise the university's program and provide an incentive for students to sign up for classes. Thirty-eight courses were on the schedule for Term II, and the

228-pound ESO offered to lose one pound during the term for each course that enrolled a sufficient number of students. As Cheek later recalled, “Damn if all 38 didn’t go, so I starved for Maryland.”

Regardless of the ways that ESOs publicized the UMUC courses, it was still the students who were foremost. Many former students credit the ESOs with turning them on to education and directing them toward personal self-fulfillment and academic success. As Bill Berlin once noted, “Our motto is that the student is the most important person ever in our office, not someone for whom we are doing a favor, but a person whose needs and best interests we try to meet—thus meeting the best interests of the United States.”

Many of the faculty members who came to teach these students in Asia were similar to their colleagues in UMUC’s other overseas divisions. But life in the Far East Division was different in many ways from that in Europe. As an ESO who served in both Europe and Asia noted,

Frankly, Maryland in Europe was settled, organized, and a wee bit stodgy. Asia was the fun place. Directions for incoming new profes-

sors in Europe were “drive down the Autobahn to Kaiserslautern, then take the Ramstein exit.” In Asia, it was, “Fly to Bangkok and see if they have a flight to Lampang. If not, take the train to Lampang, then get a sam loe (three-wheeled pedicab) out to the radar site at Ko Kha.”

One faculty member described joining the Far East Division as “facing the last frontier.” Others identified the personality characteristics necessary to cope with the unique challenges of living and working in that part of the world: versatility, adaptability, patience, resourcefulness, independence, a sense of humor, a thirst for adventure, and that fundamental UMUC requirement, flexibility. And, throughout all of UMUC’s divisions, the faculty in Asia gained the reputation as the university’s “Academic Foreign Legion,” with the motto “Have Syllabus, Will Travel.”

In the early years of the program, however, it was not always easy to find faculty members who wanted to go to Asia. Some of the people who applied to teach in the European Division were told that if they accepted a position in Asia for a year or two, and were successful at it, then they would be “rewarded” with a transfer to Europe.

Faculty members in Asia were the university’s “Academic Foreign Legion,” with the motto “Have Syllabus, Will Travel.”

One of those people was Emory Trosper, who taught history and government courses in six countries for the Far East Division, then went on to become director of admissions and registrations in Tokyo, while still teaching a course almost every term. Trosper recalled, “When I applied to teach in the European Division, I never expected to be assigned to the Far East Division and to work there for the next 33 years. I had agreed to go to Asia instead of Europe because my father had traveled to Japan as part of the American Expeditionary Forces to Siberia in 1918, and teaching in Asia sounded like a good opportunity to travel.”

Southeast Asia during the Vietnam War era was, for many faculty members, the most exciting, and most dangerous, of teaching assignments. But other parts of the Far East Division also had their own adventures, obstacles, and rewards. Those who taught in Vietnam, Thailand, and Laos were not the only ones to come back with a slew of stories to entertain their families and friends. Faculty members who served in other Asian countries—and who never saw a combat zone—experienced living, working, and traveling conditions certainly more unusual, and often much more difficult, than those in the United States and Europe.

Far more than their colleagues elsewhere, faculty members in Asia traveled between assignments on military aircraft, usually cargo planes with unpressurized cabins. Whenever UMUC teachers in Asia got together for social occasions, a favorite pastime was swapping air travel stories. Teachers vied with each other for the record number of flights they had taken during an academic year. Faculty and administrators recalled the times

they were unable to teach classes or visit bases because their military flights could not land on account of bad weather, so they went on to another country—Korea instead of Japan, or Okinawa instead of Korea. Some recounted tales of traveling on C-141s where half the cabin was loaded with ordnance held in place by camouflage netting (no smoking allowed). Ted Franck told about flying on a C-130 to Taegu, South Korea, when one of the crew members asked the passengers if anyone had some string or a rubber band. Franck donated a large rubber band holding together some university files. After landing, he learned that his rubber band had been used to fix one of the engine controls. Ray Ehrensberger recalled returning from Asia once on a C-54 with a huge crate of rowdy monkeys as his only traveling companions. And twice in his career—once in Europe, once in Asia—Ehrensberger was scheduled to fly on planes that went down in the ocean, with all lives lost. In both cases, only because he changed his plans at the last minute did he inadvertently avoid catastrophe.

Unlike in Europe, where automobiles were almost essential for UMUC faculty members, few teachers in Asia owned cars. Automobiles were not only impractical in Tokyo traffic, they were also too expensive to ship over vast expanses of ocean for teachers assigned to South Korea for one term, Japan the next, Australia after that, and Okinawa to finish up the year. From the beginning of the Far East Division, the faculty learned to get around on whatever transportation was available locally: military vehicles, trains, buses, taxis, bicycles, the pedicabs of Southeast Asia, the jeepneys of the Philippines, the Myung Jin buses of Korea

(which one faculty member dubbed the “Dung Din” buses). A few traveled on their own motorcycles: Nick Zoa spent six weeks during one Christmas break covering 6,000 miles by motorcycle, and another 1,800 miles by train, to get to his next assignment in Australia.

Teaching conditions in Asia presented a special set of challenges. Faculty members assigned to teach at Misawa in northern Japan could expect to see up to 20 feet of snow fall during the winter, an obstacle for both students and teachers trying to get to class. Those who had split assignments near Tokyo had to learn their way around the urban sprawl of the Kanto Plain, often traveling for several hours on trains and subways to cover only a short distance between a noon class at one base and an evening class at another. Many who taught at air bases became accustomed to having their lectures interrupted each night by the screams of fighter planes taking off and landing. And classes occasionally had to be rescheduled because of typhoons, tropical storms, earthquakes, floods, and electrical blackouts.

Barbed wire and soldiers in battle dress were the norm near the Demilitarized Zone (DMZ) in Korea, where the faculty sometimes held classes within hearing distance of gunfire. A teacher there recalled armed students sitting in class, with their trucks idling outside, who would suddenly be called away to deal with an incident on the border. During one winter, an English class near the DMZ was held around an old, pot-bellied stove that exploded only minutes after the class ended. And one night John Gustafson arrived to give a final exam at Camp Essayons in Korea, only to discover that his Quonset hut classroom had been demolished. Gustafson

recalled, “On the pitch-black night of the exam, I was too preoccupied with searching for my classroom to spend much time searching for my students, and the exam had to be rescheduled.”

Classroom facilities ranged from the best-equipped military briefing rooms to what one teacher described as “a tiny cubicle with a sagging portable blackboard next to a shiftworkers’



disco bar.” Courses were conducted in education centers, libraries, schools for military dependent children, community centers, chapels, Quonset huts, tents, and even open fields. After teaching for two years in Asia, P. Hanahoe-Dosch commented, “I can teach without a blackboard. I can even teach without desks when I have to, though I balk at making students sit on the floor. I did fuss once about teaching in a room containing a wall of urinals, on a Marine base in Okinawa. Call it a woman’s thing.”

University of Maryland students visit a temple as part of a field trip in Japan.

Successful faculty members learned to cope with whatever conditions confronted them. Gisela Nass, who taught anthropology and biology, wrote in the 1980s,

I have been locked out of classrooms (once, I took my students to a bar and shouted the intricacies of genes and chromosomes at them over blaring rock music) [and] have had to deal with lack of teaching aids (i.e., no blackboard, no electrical outlet for the slide projector, even no classroom!). . . . Not too long ago, on a bitter cold night, I was called from the classroom by security police and asked to evacuate my students ASAP because of a bomb threat. They found the bombs, and an hour later we were back in class, half frozen, but happy to have escaped serious problems.

Everyone who taught in the program had to recognize that the training requirements of the military took precedence on many occasions. Classes were held during various kinds of military alerts and exercises, including mock gas attacks. Students sometimes sat in blacked-out classrooms, wearing gas masks or full battle gear, walkie-talkies crackling. Courses were offered early in the morning, at noon, at night, or on weekends to conform to military schedules. Despite such unusual circumstances, faculty members were expected to meet with their students the required number of classroom hours each term. Ronald Signore, who took courses in Asia and graduated from UMUC in 1990, recalled,

The instructors . . . never reduced their standards, but they were flexible, which was appre-

ciated by the military people who were stuck with weird schedules. If we were out on deployment in the middle of a class, some instructors would correspond with us while we were at sea. They'd send papers and materials by mail so we could continue the course.

Faculty members also took advantage of their location in Asia to arrange field trips to supplement their courses and provide experiences that students would be unlikely to have elsewhere. In Japan, students in business and economics courses visited local industries to study Japanese manufacturing techniques and labor relations. Other classes toured Japanese elementary schools and hospitals, Buddhist temples and Shinto shrines, volcanoes and archaeological digs. Students attended performances of Kabuki theater and learned how to eat in Japanese restaurants. In Okinawa, a class in abnormal psychology visited a mental hospital to interview patients and staff, to compare Okinawan mental health approaches to those used in the United States. In Korea, the faculty took students to banks and factories, museums and zoos, ancient tombs and temples, local markets and tea rooms, and even to see fortune tellers and shamans. In Thailand, an anthropology class visited Ban Chiang, the site of a prehistoric civilization in Southeast Asia. And a biology class on the island of Guam spent many hours on field trips, studying the ecosystems of the jungle and the reefs.

When teachers came home from class each night, it was often to living quarters similar to the facilities in which they taught. Housing ranged from military BOQs of all sorts to tiny

hotel rooms outside the base, from well-equipped trailers to unfurnished roach- and rat-infested apartments, from beach houses to Quonset huts. Lucia Worthington recalled that female faculty members in Korea had to share facilities, including bathrooms, with male soldiers. Gisela Nass wrote that during her four-month assignment in the Australian outback, “I had two different male housemates every night, because [as she was told] ‘We don’t have any other accommodations for you.’” When Larry Wheeler and his wife, Helen, lived in Okinawa for two terms, they rented a large Quonset hut, on a promontory looking out to the sea, that a Japanese architect had modified for his own use. Luxurious by Japanese standards, it had tatami mats, shoji screens, a telephone, and an American-style kitchen and laundry. A notice in English was posted prominently on the kitchen wall:

The Habu is a very common, small poisonous snake prevalent in this area. Its bite is usually fatal. Do not walk under trees since it often drops down, stay in open places and away from rocks and walk in the middle of the road. In the event that you are bitten, DO NOT PANIC! CALL THIS NUMBER [XXXXXX] AND WE WILL SEND A HELICOPTER.

For many faculty members, adjusting to living conditions in Asia was the hardest part of the job. On the other hand, a few teachers were well known for being able to live anywhere, under any circumstances, without complaint. One was Bob Francescone, whose outstanding teaching abilities

in the field of anthropology were equaled only by his indifference to comfort. Jeff Cheek recalled that when he was ESO at Nakhon Phanom Air Base in Thailand,

NKP was hotter than the hinges of Hell, so everybody tried to get air-conditioned quarters. Bob surprised me by requesting a regular room. When I checked him in, he stripped the mattress off the bed and slept on the springs. He explained that he lived with aborigine tribes in Taiwan and he did not want to get “soft.”

Many faculty members sought acceptance in the local community by learning the language and the culture of the countries where they worked. Several teachers got married in Asia, often in traditional Asian wedding ceremonies in Japan, Korea, Taiwan, or Thailand. Some adopted Asian children, and others paid the expenses for Asian students to continue their higher education in the United States. A few even settled permanently in Asia and continued to work for the UMUC program there. As Pamela Carlton, a faculty member in psychology, pointed out,

. . . the most important factor in making the most out of your time overseas with Maryland . . . is enjoying the locale where you are working. It’s living over here that makes the experience unique. . . . This is foreign travel at its most fun—because you are living here and not just being a tourist.

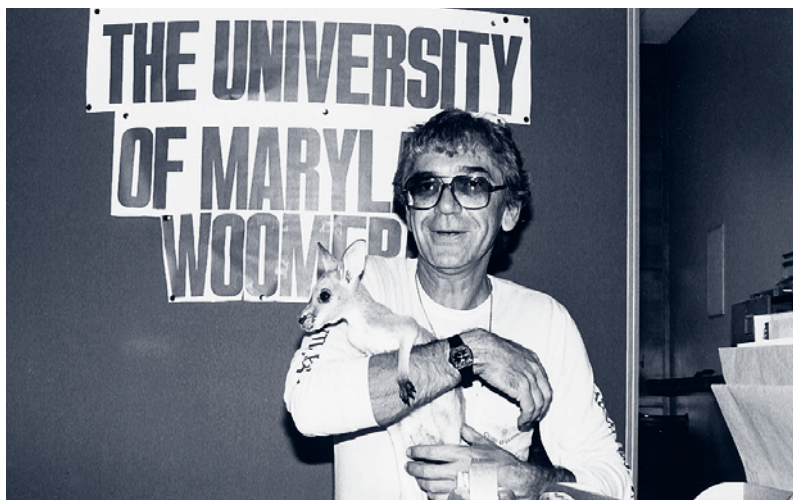
Faculty members who became interested in the local culture took courses in everything from

calligraphy to martial arts. Many collected regional treasures, including Japanese woodblock prints, Chinese porcelains, Taiwanese jade, and Korean celadon. One even acquired a Southeast Asian temple that had been slated for destruction. When Robert Schoos left Vietnam as Saigon fell, he had to leave behind a unique collection of Asian handcrafts, includ-

sashimi in Japan, roast suckling pig and barbecued dog in the Philippines, stir-fried snake in Hong Kong, kimchi in Korea, chicken feet in Taiwan, and steamed fruit bats in Guam. As Dennis Rhodes, a teacher in speech, observed, "One thrill in traveling is sampling the local dishes. Long ago I stopped asking, 'What is it?' Since visiting China I have not used the expression 'hot dog.'"

Somewhat surprisingly among people who stayed only a few months in one location, a spirit of community service was common among the faculty groups in Asia ever since the program began in the 1950s. Teachers were involved in festivals to raise money for charity, in local school activities, and in numerous other volunteer services. UMUC faculty and students helped dedicate a peace monument on Kyushu Island in Japan, erected in memory of the Americans and Japanese who were killed in an air battle there during World War II. Faculty and military personnel in Misawa helped to evacuate 6,000 people during a fire that destroyed almost one-third of the city in 1963. UMUC teachers appeared on radio and television programs in Asia, worked as artists-in-residence at schools for American children overseas, performed with Asian musical groups, and participated in a community arts series open to all military community members in the Tokyo area. Many also taught noncredit courses for children and adults at libraries, hospitals, and community centers throughout Asia.

As elsewhere in the UMUC divisions, faculty members in Asia had the same academic credentials as their counterparts at other institutions of higher education in the United States. They were recruited not only from colleges and universities, but also from the ranks of qualified people with experience



Faculty member Alan Crooks gets acquainted with a local marsupial at the education center in Woomera, Australia, 1985.

ing carvings and sculptures from Cambodia and Laos.

Some faculty members focused on the foods and culinary customs of the local culture. They learned to eat with chopsticks, porcelain soup spoons, and the fingers of their right hand. One couple assigned to Okinawa—who had inadequate cooking facilities in their BOQ, and who quickly tired of Southern fried chicken at the air base snack bar—signed up for Chinese cooking classes and ate gourmet Cantonese fare for lunch twice a week during the whole term. Others tasted sushi and

in business, government, research, medicine, journalism, law, the Foreign Service, the Peace Corps, and the military. During the first 20 years of the program in Asia, only five percent of the full-time faculty members were female, primarily because few women applied to teach there. Since the mid-1970s, however, the number of female faculty members steadily increased, so that by the mid-1990s, women constituted almost one-third of the combined full-time and part-time faculty in the division.

Although free from the stateside pressures of “publish or perish,” many of the faculty members in Asia—like those in other UMUC divisions—distinguished themselves with scholarly research, publications, and presentations of papers at academic conferences around the world. And the diversity of UMUC’s faculty in Asia gave students a chance to experience different approaches to learning in the classroom. In addition to their academic backgrounds, many of the faculty members brought to their classes a wide range of knowledge and experience acquired outside of academia. Charles Cassidy, a retired Ford Motor Company executive, taught courses in business and labor relations. Dennis Doolin, a former U.S. deputy assistant secretary of defense for East Asia, taught American government and Asian studies. Psychologists with experience in private practice offered courses in abnormal and clinical psychology. Jean Pearce, author of *Footloose in Tokyo* and a columnist for the *Japan Times*, taught Japanese culture courses. Yoshimitsu Higa, director of American studies at the University of the Ryukyus, taught courses in Japanese language and culture and conducted study tours to Kyoto from Okinawa. And noted

American author and journalist James Fallows taught writing workshops in Korea and Japan.

The faculty also arranged for experts in their field to be guest lecturers in some classes. General Minoru Genda, commander of the Japan Air Self Defense Force and one of the planners of the attack on Pearl Harbor, lectured to a class in military history at Johnson Air Base in the 1950s. Ellsworth Bunker, U.S. ambassador to South Vietnam, addressed a class in government and politics in Saigon during the Vietnam War. And, in the 1980s, military historian John Keegan, of Britain’s Royal Military Academy Sandhurst, was a guest lecturer in UMUC classes in Japan, Okinawa, and Korea.

The UMUC faculty in Asia gained a well-deserved reputation as an interesting and colorful group. Gordon Warner was a former U.S. Marine Corps officer who lost a leg while fighting in the Pacific during World War II. Before the war, Warner had gone to Japan as an exchange student, where he began the study of kendo, a type of Japanese swordplay. After the war he returned to Japan, resumed the study of kendo, and received numerous citations—from both the Japanese and the Americans—for his skill in the sport and for his contribution to goodwill between Japan and the United States. Warner married a Japanese doctor, settled in Japan, and wrote several books about Okinawa. He also held a number of U.S. government positions on Okinawa, including command historian for the U.S. Army, Ryukyu Islands, and curator of the Armed Forces Museum. Warner taught Asian studies, history, education, and speech courses in the division from 1959 through 1994.

Jean Fink taught courses in English and Asian literature on Okinawa from 1961 until 1987. Born in 1900, she had moved to China with her husband in 1925, taught school at Tientsin, served as principal of the American School in Peking (now Beijing), and after the war was appointed director of education for the U.S. administration of the Ryukyu Islands. Fink brought to her classes a depth of knowledge about Asia that could be gained only from firsthand experience. As she wrote in 1983,

Most of my adult life has been spent in the Far East where I have watched some of the cataclysmic events of this century—the rise and fall of militarism in Japan; the collapse of the bourgeois rule of a billion people in China and its replacement by communism; the demise of the British, French, Dutch, and American colonial control in Asia.

In 1985, Major General John Phillips declared Jean Fink “an honorary Marine” in recognition of her extraordinary deeds in support of the U.S. Marines during a conflict in China in 1927 and her later activities in the Ryukyu Islands. Before her death in 1992, Jean Fink donated much of her art and antique collection to UMUC, where it can be seen at the university’s Inn and Conference Center in Adelphi.

Not all of the “colorful” lecturers in Asia gained their reputations from good deeds, however. One faculty member assigned to Vietnam completely disappeared into the local culture and never turned in any grades for the classes he had taught. University faculty and administrators tried unsuccessfully to trace him. Two years later,

he turned up in Yokohama, Japan, working his way back to the United States. He telephoned the university offices in Tokyo to ask if they would arrange free passage for him on a military flight in exchange for his sending in the long-overdue grades.

For many faculty members, living and working in Asia was such an exotic adventure that, despite the hardships, they kept signing up for another year of “teaching on the rim.” Regardless of their motives for going to Asia—and, in some cases, their reasons for staying there—many teachers felt that their experiences in Asia were the most memorable of their lives. Almost 20 years after he taught in Asia during the 1970s, Larry Wheeler recalled an incident that summed up his feelings about living and working there:

One night after class [at Iwakuni, Japan] I was returning to our house in the village on my bicycle. It was 9:30, very dark, very windy, and raining hard. The route lay along the top of the levee between the Inland Sea and the airstrip. It was January 18th, my birthday. I was 60 years old. As I pumped along, soaked, cold, buffeted by the wind—riding a bicycle at night in a foreign land—I began to laugh. What the hell was I doing here? I had left a prosperous business that I owned, and a comfortable, enjoyable lifestyle in a lovely home, to come to this, by contrast, primitive outpost to teach philosophy in a Quonset hut on an airstrip, live in a modest Japanese house, change my lifestyle completely. . . . Why? I say that I laughed—I did, and the laughter grew, for I knew exactly why I was there and doing what I was doing. It was because this was

what I wanted to do, and I was enjoying it. It was a great birthday.

In the late 1980s, David Norris, a teacher of English who was considerably younger than Wheeler, expressed similar feelings about his experiences in Asia:

By conventional yuppie standards, I'm certainly not setting the world on fire, but I don't mind. In 1984, I lived in San Francisco and worked nine to five in an office, five days a week, living for weekends. I think I work harder now, and I work longer hours; and I think I have a callus on my backside from riding buses all over Korea. But I am much happier. As Zenistic as it may sound, I feel that probably the most important thing we can do while we're passing through this experience we call life is to learn. [UMUC's] Asian "campus" is a place where we can teach and learn at the same time.

The Asian Division

The decade of the 1980s brought changes both in personnel and in programs. When Joe Arden left Asia to become director of the European Division in January 1981, Julian Jones succeeded him as director of the Far East Division. After serving as an officer in the U.S. Army in Germany in the 1960s, Jones had joined the European Division in 1969, first as a part-time teacher in government and politics, then as a full-time faculty member. In 1972, he transferred to the Far East Division, where he taught for two years in Thailand, Taiwan, Okinawa, and Japan.

According to Jones, teaching in Asia “seemed like a tremendous adventure compared to the European Division, which I thought was an adventure in itself.” In 1974, Jones became responsible for overseas recruiting in College Park as assistant to the dean for Overseas Programs, a position he held until 1981 when he returned to Asia as director of the Far East Division. Jones was well known for his enthusiasm for the overseas programs, his love of travel, his appreciation of fine art and fine cuisine, and his interest in new ideas. Jones built upon and enhanced the solid relationship with the military that had carried over from the Massey, Trospen, and Arden period,

throughout his own tenure from 1981 through 1990, by which time Jones had become the longest-serving director of the division in Asia.

Following its 25th anniversary in the autumn of 1981, the Far East Division entered its second quarter-century with a new name: the Asian Division. Beginning with the 1982–83 academic year, the division adopted this name on the rec-



Julian S. Jones, director of the Asian Division, 1981–90.

ommendations of U.S. Ambassador Edwin O. Reischauer, a leading scholar in Asian culture and history, and Talbott Huey, the division's Asian studies consultant. Both believed that *Far East* was an outmoded term that defined and characterized Asia from a strictly Western perspective, whereas Asian was a more appropriate geographic term and more descriptive of the scope of the division's programs in that part of the world.

One of the major accomplishments for Jones and his staff in the Asian Division came when they won the first consolidated, five-year contract to provide educational programs for off-duty personnel at U.S. military bases in Asia, starting in 1983. Prior to that time, in both Europe and Asia, UMUC had operated on what was essentially a series of one-year agreements with the military,

with no contractual guarantee that the program would continue from any given year to the next. With the awarding of the five-year contract to be the exclusive provider (with a few exceptions) of undergraduate academic courses at U.S. military bases in Asia, and to continue the graduate program in Okinawa, the Asian Division achieved a level of stability that it had not experienced in the previous quarter-century of its history. Subsequent five-year contracts awarded to the Asian Division in 1988 and 1993 continued to provide a secure foundation on which the program could expand to meet the changing needs of its students throughout Asia.

During the 1980s, the Asian Division added a number of new locations to its map. In 1981, the division accepted the navy's invitation to offer courses at Subic Bay and Cubi Point in the Philippines and to reopen its program (closed since 1964) at several sites on the island of Guam. And, in 1982, the Asian Division was invited to start a program on Diego Garcia in the Indian Ocean.

Diego Garcia presented a special challenge. Sometimes called the "Footprint of Freedom," it was a place that one administrator in Tokyo described as "a real outpost, a God-forsaken atoll in the middle of the Indian Ocean, maybe 8 inches above sea level, half a mile wide, and 20 miles long." A remote island with a military base but no cities or towns, Diego Garcia was an eight-hour flight from the Philippines and accessible to faculty and staff only by military aircraft. At the start, it was a volunteer assignment for faculty; members agreed to stay on the island for at least four months at a time, handling local program administration in addition to teaching their courses. Despite

Spartan accommodations and a sense of being isolated from the rest of the world, many who worked there actually liked the assignment. Alan Crooks wrote that Diego Garcia was “an island that comes as close to Paradise (or did) as any place on earth. No bugs, no snakes or creepy crawlies.” And Crooks noted that he could gorge on fresh lobster whenever he wanted to. Julian Jones added that “the troops on Diego Garcia loved UMUC, because the program put them in touch with home and gave them a sense that they were making progress toward something in their lives.”

Another relatively isolated location in the Asian Division was the island of Guam. The island became a favorite teaching assignment for some faculty members who appreciated its mild climate, beautiful beaches, hidden villages, and spectacular coral reefs—not to mention the opportunities for sailing, windsurfing, scuba diving, deep-sea fishing, tennis, and golf. After the program reopened on Guam in 1981, it grew rapidly to an average of 2,000 course enrollments per year. The faculty drove to classes—in cars provided by the university—at slow speeds over roads made of crushed coral that were especially treacherous when wet. And they occasionally had to contend with

typhoons that struck the island, disrupting electrical power and forcing classes to be rescheduled.

In 1985, the Asian Division opened a program at Woomera in the hot and dusty Australian outback—a place that soon came to be called “Doomera” by the faculty assigned there. The first classes were held in a rented storefront in the town of about 2,000 people. Later, the program expanded to Alice Springs, in the center of Australia, which one teacher described as “truly the back of beyond.” Three or four times a term a faculty member would travel on a 12-seater airplane from Woomera to Adelaide, then get another flight to Alice Springs to teach a media-assisted course for the small contingent of Americans there.

In 1988, the Asian Division expanded its program to two sites on Kwajalein Atoll in the Marshall Islands, and by the end of the decade the division was offering courses at more than 50 locations in nine countries, territories, and dependencies. Likewise, enrollments grew steadily during the 1980s, in 1986 exceeding the peak reached during the Vietnam era and continuing to increase throughout the remainder of the decade. And, in 1987, for the first time in its history, the Asian Division held three separate, formal commence-

Guam became a favorite teaching assignment, with its mild climate, hidden villages, and spectacular coral reefs.

ment ceremonies (instead of informal graduation banquets), complete with academic regalia and the music of “Pomp and Circumstance,” in Tokyo, Okinawa, and Seoul.

During the 1980s, the Asian Division expanded not only geographically, but also in the number and type of programs it offered to students. Many of these programs were designed to

and soon became widespread, available at virtually all teaching sites in the Asian Division. Selected after extensive faculty review, they included a course based on *Cosmos*, the popular Carl Sagan television series and best-selling book; a course on Japanese life and culture produced in cooperation with Harvard University Professor Edwin O. Reischauer; a course based on the 1986



Faculty member Gisela Nass leads Asian Division students on a field trip on the island of Luzon in the Philippines, 1985.

meet the specific needs of students scattered over 10 million square miles of Asia and the Pacific, students who were living and working in an increasingly technological society. Media-assisted courses using videotapes were introduced in 1982

PBS *War* series; and introductory courses in anthropology, psychology, oceanography, and other fields. Courses presented in “media-assisted” format provided students the opportunity to earn 3 credits through a combination of required and

optional class meetings, instruction by videotape, reading and writing assignments, and a final examination in class at the end of the term. This format worked well for students whose duty hours conflicted with regularly scheduled class times and for those people at small, isolated bases where there were seldom enough students for a traditional course to be offered.

Other flexible delivery formats included self-paced courses, Open University courses, and “circuit rider” courses at small sites, in which faculty members traveled to meet with students once each week for extended sessions. Courses in computer studies were introduced, and enrollments in that field grew rapidly throughout the decade. Writers’ workshops—where students could earn upper-division credit in English—were taught by groups of distinguished authors, editors, and publishers in Tokyo and Seoul. And the Asian Division offered noncredit language and culture courses in Korea, designed to enhance understanding between American servicemembers and the local community.

The Asian Division continued to emphasize faculty development opportunities, offering a wide range of workshops, seminars, and micro-teaching sessions conducted by experts in the field of higher education for adults. In 1986, a convocation was held in Tokyo, with more than 100 faculty members and administrators in attendance, to discuss academic issues such as the role of humanities in the curriculum, the state of science education overseas, the teaching of basic skills needed by inexperienced students, and the level of accomplishment expected of those who graduate with a bachelor’s degree. Nearly all the recommen-

dations resulting from this conference were incorporated into the Asian Division program.

The number of Asian Division study tours expanded considerably during Jones’s tenure in the 1980s. Teachers and students traveled to the Malaysian rain forest to study biology, to Thailand for Asian studies credit, to the Micronesian archipelago for an anthropology course, around South Korea to observe the development of new businesses there, and to several locations in Japan and China. Though not technically a study tour, Bob Bolland’s courses on intertidal Okinawa introduced hundreds of students (and faculty) to the fascinating world of the ocean reef. In a similar manner, Eldon Johnson opened up his “home town,” Tokyo, to UMUC students and faculty. As relations between the United States and the Soviet Union gradually began to improve in the late 1980s, tours were arranged to the “closed” city of Vladivostok, in the Soviet Far East, and to Irkutsk, the capital of Eastern Siberia, near Lake Baikal. As a result of contacts made with universities during these trips to the Soviet Union, UMUC once again became a pioneer in overseas education when it opened two new programs for Russian students in Soviet Asia in 1991.

In all of its endeavors, the Asian Division continued to focus on high-quality education for its students—from the Indian Ocean to the Pacific Ocean, from the Sea of Japan to the Philippine Sea. One of those students was Justin White, a crew boat captain of the Military Sealift Command, stationed on Diego Garcia. White had first taken university courses in his home state of North Carolina in 1962, dropped out of college, enlisted in the army, served a tour of duty in

Vietnam, and then joined the Merchant Marine. In 1985, he discovered the UMUC program in Diego Garcia, and the following year he was one of the winners of the first University of Maryland Chancellor's/Alumni International Scholarship essay competition. In his essay, White wrote that "No society that calls itself democratic can settle for an education that does not encourage universal acquaintance with the best that has been thought and said. Democracy does not merely permit the active participation of citizens; it demands it." But, he concluded, active participation is possible only when citizens "have the widest possible exposure to the thoughts and events of the past."

Reflecting on his experiences with the Asian Division program in Diego Garcia, Justin White commented,

The instructors really cared. The small classes gave you a chance to pick the teachers' brains and for them to pick yours. I was really ready to learn something by then—formally, I mean—and [the University of] Maryland was there. One of the first things that impressed me about Maryland was its wide range of offerings. Maryland's curriculum lets you explore the full sweep of human thought. Learning is like going to sea. There's always something more—another horizon.



CHAPTER FIVE

University of the World: Other Overseas Programs 1950–1989



A Global University

When the European Program held its first formal commencement ceremony in Heidelberg in May 1954, one of the guest speakers was Major General Robert M. Lee, commanding general of the 12th Air Force. In his commencement address, Lee described the graduating seniors as “truly students of a ‘University of the World.’” By 1954, the University of Maryland was indeed becoming a university of the world, having opened another overseas division with locations at several U.S. military bases in the North Atlantic, as well as a residential branch of the European Program in Munich, Germany. Two years after that graduation ceremony in Heidelberg, the Far East Division would also be established. And in the

ensuing decades, the university’s programs would circle the globe, with courses offered to students located in more than 50 countries on seven continents.

Although smaller in size than either the European or Asian Divisions, these other overseas programs represented the diverse ways in which the university sought to extend its educational programs around the world, to serve a variety of students in both nontraditional and traditional academic settings. The Atlantic Division was established at military bases from Iceland to the Azores to provide educational opportunities for off-duty U.S. military and civilian personnel. The Munich Campus, located on a U.S. Army post in Germany, was a traditional, residential, two-year institution of higher education for the children of U.S. servicemembers and government employees stationed abroad. And UMUC’s International Programs, which began in the mid-1980s, provided a variety of educational programs not connected with the U.S. military, for both Americans and students of other nationalities outside the United States.

The Atlantic Division

During the 1950s—the early years of the Cold War—the United States began strengthening its air defenses against the Soviet Union. As a result, the U.S. Air Force’s Northeast Air Command (NEAC) built or expanded bases in Newfoundland, Greenland, and Iceland. Well aware that service-members at these remote northern sites would face problems of boredom and loneliness in their off-duty time, the military sought to provide a range of activities on base, including educational programs. Since the University of Maryland’s program in Europe was proving to be highly successful, NEAC, in 1951, asked if the university would be willing to extend its overseas program to U.S. air bases located in Newfoundland, Canada’s easternmost province.

Joseph Ray, dean of the College of Special and Continuation Studies, sent his assistant, Stanley Drazek, to survey troops at those bases to determine if there was sufficient interest to warrant starting a program there. Upon Drazek’s recommendation, the university began offering courses in July 1951 at Harmon, McAndrew, and Pepperrell Air Bases on the island of Newfoundland. The North Atlantic Program, as it was then called, soon expanded to other bases,

with courses first offered in September 1951 at Goose Bay, Labrador, on the mainland of Canada, and at Keflavik, Iceland, in December of that same year.

During the first year of the program, total enrollments were slightly less than 1,000, but two years later they more than doubled when the North Atlantic Program expanded to three air bases in Greenland. In February 1953, courses began at Narssarsuaq, in southern Greenland; at Sondrestrom, on Greenland’s west coast, just above the Arctic Circle; and at Thule, in northwest Greenland, almost equidistant between the Arctic Circle and the North Pole. The first courses offered at those remote sites were in history, speech, English, and French.

Thule was the northernmost outpost of the university’s overseas programs. Merely getting there was the first obstacle that the faculty had to overcome. In the 1950s, travel to Thule from the East Coast of the United States usually took one or two days on military aircraft, depending on schedules, layovers, and weather. But when Phillip D. Wheaton was assigned to teach there in 1955, he spent a week trying to reach Greenland. At the outset, there were delays when each of the three planes he boarded developed engine trouble before takeoff. Wheaton recalled that, when the fourth plane became airborne,

We had a good hour of real bumpy weather, and then smoothness with the beautiful Northern Lights to look at out of the window. We arrived at Sondrestrom at midnight, but couldn’t land because of the weather, and so

had to go on to Thule. We finally got to Thule at 4:30 a.m., an hour and a half overdue.

[During the flight to Thule] the plane's radio went on the blink. The astral dome in which they take readings from the stars was iced over. There was a short circuit, and you could get a shock from practically everything you touched. When we got over Thule there was a high wind condi-



University of Maryland students concentrate on a lecture at Goose Bay, Labrador.

tion, and we tried several times to come down before we actually made it, and that time with motors wide open to pull us through the winds.

I learned the next morning that one of the engines had an oil leak and lost 60 quarts of oil, and that we had but 40 gallons of gasoline left on the whole plane, and that if we didn't make the field on that final try, the pilot was going to try for a forced landing on the ice cap.

History teacher Gerald H. Davis also recalled that it took him several days to get to Thule in August of 1958, and the baggage containing all of

his clothing did not arrive until a month later. He described the scene awaiting faculty members who arrived at that air base in the far north:

We flew through what seemed a short night and woke to bright sunlight. We landed at Thule at 1:00 a.m. in full daylight. The old MATS [Military Air Transport Service] aircraft were not designed for sightseeing, but what we could see was marvelous. To the right was the great mass of the ice cap, rising as high as 12,000 feet above sea level and extending east, north, and south as far as one could imagine. Below us was a thin strip of ugly brown desert where all the living land creatures were. To the left was the deep water of the Davis Straits, mottled with thousands of icebergs. Extending a half mile into the North Star Bay was a huge, slanted butte. That was Mt. Dundas, the landmark of Thule.

Greenland is the world's largest island, a stark landscape with sparse vegetation, inhabited by Inuits, polar bears, caribou, and musk ox. Although more than 80 percent of the land is covered by a thick layer of ice, Greenland is technically a desert because it receives so little precipitation. In the areas above the Arctic Circle, darkness descends in October and lasts until March, balanced by four months of almost continuous daylight in summer. Some joked that Greenland was an excellent place for the university to schedule evening classes, since the winter nights are 24 hours long.

Faculty members who taught there were issued cold-weather gear when they arrived, including heavy boots and parkas with fur-lined hoods,

because winter temperatures often dropped to 50 or 60 degrees below zero Fahrenheit, with wind chills much lower than that. Blinding storms occurred when the wind blew fine particles of ice off the ice cap. Wind velocities were classified as Phase 1, Phase 2, and Phase 3, and safety cables were strung between the buildings to keep people from being blown away into the Arctic night. During Phase 3 winds, however, no one was allowed outside at all.

Living conditions were never more than basic in Greenland. Drazek described Sondrestrom as “a place with updraft latrines,” outhouses where people did not stay long, winter or summer. Gerald Davis recalled that faculty members assigned to Thule lived in the same billets as field-grade officers, which meant

. . . a private room inside the remarkable giant “reverse ice boxes” designed to keep the cold outside and the warmth inside. Most buildings sat three or four feet above the ground on platforms of railroad ties. This was to keep the heat from the buildings from melting the permafrost beneath. Buildings that did sit flat on the ground (aircraft hangars, artillery posts, the recreation center, etc.) had refrigerator coils planted beneath them to preserve the permafrost. Toilets were flushed into a sewage tank by a handpump to preserve water, and showers were to be accomplished with one minute of flowing water [which was then recycled for use in the toilets].

Thule was a large military installation, with personnel from the U.S. Air Force, Army, and

Navy; the Canadian Air Force; and the Danish military, in addition to many civilian employees. A contingent of scientists was camped nearby, studying the ice cap. Supplies were flown in by the Military Air Transport Service, and also brought in by U.S. Navy ships in the summer, when North Star Bay was not completely iced in. George Dillavou, the first faculty member assigned to teach at Thule in the winter of 1953, recalled that he flew there in a C-124 and landed in pitch darkness with the temperature at 54 degrees below zero Fahrenheit. However, no books had arrived for the speech and English courses that he was scheduled to teach, so for the first three weeks of the eight-week term, Dillavou spent long hours typing and mimeographing exercises and grammar rules for his students.

Faculty continued to cope with difficult living and teaching conditions throughout the 17 years that the university had a program in Thule. Weather conditions affected the program there more than at most other bases. Enrollments increased as winter approached and the days grew shorter. Classes sometimes had to be canceled because of the severe winds, and examinations had to be postponed when the heating system failed and classroom temperatures were too low. The supply of textbooks and other course materials was a continual problem. Ships could enter the bay only 70 days during the year, and icebreakers were needed even then. Supply by air was uncertain and expensive. On one occasion, textbooks and other supplies were air-dropped to Thule, but the impact caused the pallet to burst open and scatter its contents across the tundra.

University personnel in Greenland, however—like their colleagues elsewhere in the overseas programs—soon learned to manage with whatever resources were available. Since there was usually only one full-time “resident faculty member” assigned to each base during an eight-week term, that person had to wear several hats. As one teacher said after teaching for a year in the North Atlantic Program, “I



Ray Ehrensberger, the “Flying Dean,” visits the University of Maryland program in Goose Bay, Labrador.

was not only expected to prepare and deliver my lectures in a scholarly and stimulating manner, but also to act as registrar, dean of students, director of publicity, bookstore manager, and chief prognosticator of Maryland’s football future.”

Although not every faculty member adapted to the unique challenges of working in Greenland, many of them enjoyed their stints in the Arctic. The most successful teachers were those who were flexible enough to accommodate the needs of their military students, who often had to contend with unusual work schedules or unannounced military alerts. At Thule Air Base in 1955, Russell C. Rose arranged for his speech course to meet from 3:30 a.m. to 6:15 a.m. twice a week for the entire term, because his students’ work schedules would

not allow them to attend class at any other time. Gerald Davis noted,

Flexibility of instruction . . . was standard in Thule. What could one say to flight crewmen who missed an examination because they had been flying nuclear-armed bombers toward the Soviet Union with sealed orders to be opened en route? The orders could only direct them to keep going to a predetermined target or to return to the base. Fortunately, all of them always returned. I sure as hell never penalized an absentee with an excuse like that.

The university played an important role in maintaining the morale of several thousand students at Thule and other northern bases, who were there without their families and who felt a sense of isolation from the rest of the world. Larry Silva, who graduated from UMUC in 1988, was a civilian employee at Thule for 18 months from 1969 to 1971. He recalled,

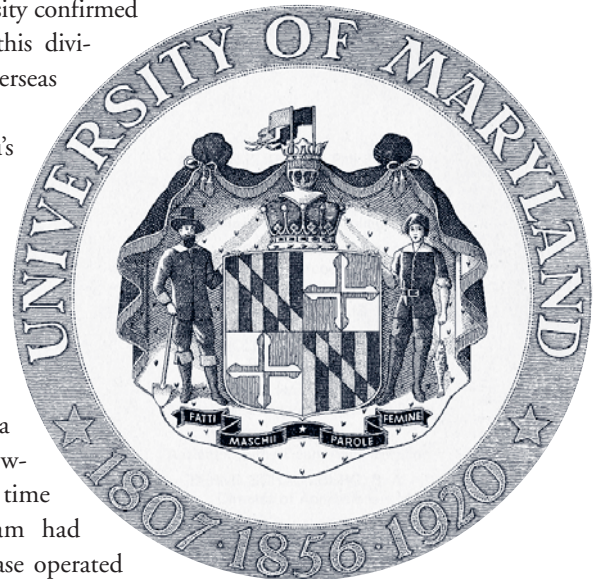
It is impossible to exaggerate the sense of isolation we felt so far from home and so tied to the base. Even in summer it was not safe to leave the base overnight. Just taking brief hikes on the tundra required us to check in by radio with the base security police every hour. That close to the Pole, killer storms sometimes came up out of nowhere. [The program] offered a break away from the humdrum of the clubs, theaters, and gyms. Maryland provided an ideal situation to make progress on a degree. Thule’s isolation meant no distractions from study.

Mike Ruddy, who later became an official at the World Bank, taught at three sites, including Newfoundland and Greenland, during the 1958–59 academic year. His last assignment was a summer term in Thule, where he enjoyed 24 hours of daylight and temperatures of 30 to 50 degrees above zero Fahrenheit. Amusements, he recalled, were playing stickball, driving out to the ice cap, and reading. Academic pursuits, he noted, became a major player in the military's war against boredom. "Intellectually, we were it," he said. "Isolation brought out the best in my students. I never had so many committed students at any other location."

In August 1955, the North Atlantic Program honored its first graduate, Captain Vaughn W. Peavy, an electronics officer in the U.S. Air Force, who completed his degree requirements at Pepperrell Air Base in Newfoundland. Present at the commencement reception were the commander-in-chief of the Northeast Air Command, the commander of the air base, and Ray Ehrensberger, dean of the College of Special and Continuation Studies. Ehrensberger tried to attend as many graduation ceremonies as possible during the years that the university had a presence in the Atlantic. He or a senior member of his staff also made semiannual administrative visits to the several education centers in the program's geographical area. Under ideal conditions, these trips took at least two weeks, but bad weather could stretch the time to a month or more. Despite the difficult conditions under which they traveled to those remote sites, the administrators felt that their visits provided an important link among the students, the faculty, and the university.

Because the North Atlantic Program was relatively small, from 1951 until 1956 it was administered by staff in the College Park office of CSCS. In early 1956, however, George Dillavou was appointed assistant to the dean, in charge of the North Atlantic Program. Not only had Dillavou served as the first resident faculty member in Thule, he also had taught for a total of three years in the North Atlantic Program, the European Program, and the branch in Munich. By creating a position solely responsible for the North Atlantic Program, the university confirmed the importance of this division within its overseas programs.

During Dillavou's tenure from 1956 until mid-1960, the program expanded to cover a much wider geographical area. In January 1957, it was extended to Argentia Naval Station in Newfoundland, the first time an overseas program had been offered at a base operated exclusively by the U.S. Navy. Both Argentia Naval Station and Pepperrell Air Base were located on Newfoundland's Avalon Peninsula, site of the first colonization effort, in 1621, of Sir George Calvert, first Lord Baltimore and secretary of state to the British Crown. The colony did not fare well for several reasons, including the inclement weather, so Sir George peti-



tioned the king for a piece of land in a more southerly location. He was then given the grant of Maryland, but did not live long enough to see its settlement. Title to the property devolved to the second Lord Baltimore, who proceeded with the colonization of the territory that later became the state of Maryland. The connection with Newfoundland continues, however, in the offi-

representing Lord Baltimore's two estates, in Maryland and in Newfoundland.

In the summer of 1957, the North Atlantic Program expanded southward to Kindley Air Base on St. David's Island in Bermuda. Later, the program also was extended to the U.S. naval base at St. George's, Bermuda. Although designed primarily for U.S. military personnel stationed there, the program was also open to qualified residents of Bermuda. In addition, several Bermudians taught for the university on a part-time basis there. As the program grew, courses offered in Bermuda included English composition, American literature, government and politics, economics, psychology, speech, mathematics, Spanish, and Russian.

In January 1959, a special commencement ceremony was held at the Kindley Noncommissioned Officers' Club to honor Captain Ellard J. Connors, who had completed the requirements for a bachelor's degree in military science. When Ehrensberger presented the diploma, he noted that Connors was not only the first University of Maryland student to graduate there, but also the first person ever to receive a bachelor's degree in Bermuda, since there had never been another university in Bermuda prior to the University of Maryland's establishment of a program there in 1957.

With the expansion of the program to Bermuda, the name of the administrative unit was changed from the North Atlantic Program to the Atlantic Division, and Dillavou became its first director. In the autumn of 1959, the program was extended to the Military Air Transport Station at Lajes in the Azores Islands, at which point the Atlantic Division achieved its greatest



Faculty member Ernest W. Gohlert (third from left) reads the *Marylander* as Danish and Inuit children look on in Kanak, Greenland, 1969.

cial seals of the state of Maryland and all five institutions with "University of Maryland" in their name. The heraldic shield depicted on the seals displays the Calvert and Crossland arms, quartered. (Calvert was the family name of the Lords Baltimore, and Crossland the family name of the first Lord Baltimore's mother.) And the shield is supported by a farmer and a fisherman,

geographical reach. Adding Bermuda and the Azores to the Atlantic Division also made it easier for the administrators in College Park to recruit faculty members for the division, which, up to that time, had been the hardest overseas program to staff. Faculty members often agreed to teach in Greenland, Iceland, or Newfoundland with the hope of receiving a transfer to the European Division after one or two years in the frigid North Atlantic. But Bermuda and the Azores brought their own allure to the Atlantic Division. As Ehrensberger characteristically put it, “We’d send ‘em up to Greenland and freeze ‘em, then we’d send ‘em down to Bermuda to thaw ‘em out.”

Ten years after the program had been established in the Atlantic, it reached its peak enrollment during the 1961–62 academic year, under the division’s second director, Bernard E. Dupuis, who served from 1960 until August 1962. Dupuis was followed as director by Donald L. Carpenter (1961–63), Monty B. Pitner (1963–65), and Morgan Slayton (1965–76).

In 1963, Ehrensberger traveled to Thule, Greenland, to preside at the commencement ceremony honoring William J. Carr, the first University College student to receive a bachelor’s degree while stationed above the Arctic Circle. But as the decade progressed, new defense technology reduced the need for many of the military bases in the North Atlantic. Some of the installations were gradually reduced in size; others were closed entirely or reverted to the host nation. As a result, the university’s presence also decreased in size, with only four locations—Labrador, Iceland, Bermuda, and the Azores—remaining by the

autumn of 1972. In 1976, 25 years after it was established, the Atlantic Division ceased to exist as a separate entity, although courses continued to be taught at three of its sites. The programs in Iceland and the Azores were transferred to the European Division administration, and the program in Bermuda was administered from UMUC headquarters in Maryland.

The Atlantic Division was a prime example of the university’s commitment to serve students in remote areas of the world, often under unfavorable conditions, while still maintaining high academic standards. Long before the war in Vietnam tested the ingenuity and endurance of UMUC students, faculty, and staff, the Atlantic Division had been a proving ground for off-campus higher education under difficult conditions. Despite the hardships, however, many of the people involved with the division remember it fondly as a unique experience in their lives. And some still proudly display the “Blue Nose Certificate” they received from their base commander, awarded for surviving a tour of duty—military, civilian, or University of Maryland—above the Arctic Circle.

The Munich Campus

In the latter part of 1949, a young American woman named Claire Swan came to Germany with her father, Colonel William A. Swan, the newly assigned community commander at the U.S. Army's McGraw Kaserne in Munich. Claire Swan had just graduated from high school in the United States. Upon arriving in Germany, she enrolled in a course for *Ausländer* (foreigners) at the University of Munich. Much of Munich was still in ruins from the war; the German university was just beginning to be rebuilt, and Swan's classes were held in the basement of a bombed-out building near the campus. Swan later recalled that

I was the only American in the class. I went to school eight hours a day. My father became concerned because I spent all day learning German, and I was not getting any instruction in English. He wanted me to go back to the States and enroll in an American university. I loved Germany and did not want to go stateside, so, being young and not knowing there were things I couldn't do, it occurred to me that the only solution to my dilemma was to start an American university in Munich.

Claire Swan discussed the idea with her father, who agreed that it might be feasible, logistically, since he could arrange to have a few offices at McGraw Kaserne equipped with military furniture to serve as dormitories for students. But approval would have to come from his own commanding officer, Major General Truman C. Thorson, head of the U.S. Army's Southern Area Command. According to Claire Swan,

Next day I made an appointment with the General and told him of my idea to expand upon the University of Maryland's evening program, which was about to commence . . . in Munich. My idea was to expand the program to a daytime program for dependents of service personnel who were overseas and of college age. I told him about the rooms my father could furnish and convinced him that there were lots of dependents who could benefit from this type of program. Little did I know!

General Thorson liked the idea. At the time, college-age children of U.S. servicemembers and government employees stationed overseas had few acceptable options for pursuing higher education. The university's overseas program for adults was just starting in Europe, and courses were not available at every military installation. Even at those places where evening classes were offered, the range of courses was still limited, and students could earn only a maximum of 6 credits during each eight-week term. Students could return to the United States, of course, but this would take them far away from their families in Europe. Or they could enroll in a foreign university, which

usually required a level of foreign language fluency that most U.S. high school graduates did not possess. Moreover, Americans were ineligible to attend many European universities unless they had completed two years of study at a U.S. institution of higher education. And for those Americans who did attend foreign universities, it was often difficult to transfer those credits to colleges and universities in the United States. If a U.S. university program were established in Europe, however, the children of Americans stationed there could remain near their families while taking courses that could readily transfer to other colleges and universities whenever the students returned to the United States.

Although General Thorson, Colonel Swan, and several other officers supported the establishment of such a program in Munich, other military officials were less enthusiastic about the idea, as were most of the administrators who worked for the University of Maryland's new overseas program for adults. While Ehrensberger was in Europe during the spring and summer of 1950, serving as the first director of the European Program, he was presented with the military's request for a residential "junior college" in Munich, offering freshman and sophomore courses to dependents of U.S. government personnel in the European Command. Ehrensberger, however, thought that the idea of a residential program for traditional, full-time students—which would require a separate staff of faculty and administrators in Munich—was not only too ambitious, but also outside the mission of CSCS to provide evening and weekend courses for adult, part-time students. After meeting with military

officials in Heidelberg in June, Ehrensberger wrote in his diary, "Basically I do not think it would be sound to open a junior college at this time. . . ." He recommended that a survey be made to determine how many students would actually attend. Ehrensberger later recalled, "I think there were 19. And I said, well, we can't open a full-fledged campus for 19 people, . . . [so] let's postpone it."

But General Thorson was undeterred. According to Claire Swan, "He wrote letters to all the European bases inviting students to enroll." Likewise, Swan and four other college-age women organized mailings to round up students. Edmund Miller, Ehrensberger's assistant in Europe, and Adolf Zucker, newly appointed to succeed Ehrensberger as director of the European Program, also supported the plan. By the end of August, Ehrensberger noted in his European diary that he was particularly upset at the news of "the Junior College being opened against my advice . . . because I can't see opening up such a program at this time."

However, neither University of Maryland President H. C. ("Curley") Byrd nor Joseph Ray, dean of the College of Special and Continuation Studies, had given approval for the establishment of a residential program in Munich. In a cable to Zucker in early September of 1950—soon after Zucker had arrived in Heidelberg as head of the European Program—Ray stated the administration's rejection of the junior college proposal, citing the administrative, logistical, and academic problems that such a program would entail. Ray also expressed "very grave concern about the shaky international situation" following the outbreak of

the Korean War. But Zucker, in conjunction with the military, sidestepped the stateside administration and proceeded with a plan to offer university courses at Munich's McGraw Kaserne in the daytime, to traditional, college-age students, using the same faculty and classrooms that were being used for the university's evening courses for adults. Thus, the Munich Daytime Program of the University of Maryland (soon renamed the Munich Branch, and later named the Munich

Campus)—the only institution of its kind in Europe—was established against the wishes of the university's administration in College Park and without the approval of the university president, the Board of Regents, or the dean of the College of Special and Continuation Studies.

Classes began in October 1950, with 34 students enrolling in courses in English, German, French, sociology, algebra, geometry, and business administration. An additional 10 students



signed up for classes in the spring semester, making a total student body of 44. Admission requirements, registration procedures, and tuition were the same as those established for the European Program's evening courses for adults, as were the curriculum and the academic standards. But the Munich Branch operated on a traditional, 16-week semester system instead of the eight-week terms of the nontraditional evening program. There were only five faculty members, and local administration was initially handled by Verne Glazener, director of the U.S. Army education center at McGraw Kaserne.

The military provided classrooms and other logistical support in Munich, just as it did for the university's adult education programs throughout Europe. In addition, the army provided dormitory accommodations to the residential students in Munich on a rent-free, space-available basis. That first semester, 16 students were housed in military offices equipped with quartermaster furniture at McGraw Kaserne. The first classes were held in the headquarters building of the military command, but soon moved to another building on the army post. Unlike a traditional U.S. college environment, there were no ivy-covered walls, no tree-lined walks or grassy malls. McGraw Kaserne comprised a number of buildings erected in the 1930s by the Nazi government as a quartermaster headquarters. The buildings were not destroyed during World War II, and the casern was taken over by the U.S. Army in 1945. The Munich Branch's location on that U.S. military installation in Germany soon led to its being known as "the cobblestone campus" and "the campus on a casern." Later, when the program was relocated to

another building on the post, it also became known as "the campus above a commissary."

The first group of students at the new Munich Branch combined intellectual acumen with school spirit. During the 1950–51 academic year, they formed a student government and organized men's and women's basketball teams, while earning grades high enough to put the majority of them on the Dean's List. In the spring of 1951, Glazener commented, ". . . [N]ever in my life have I met such adjusted young people. They are perfectly at home and we've never had any disciplinary problems." In the *Stars and Stripes*, Glazener went on to say that one of the reasons for the adjustment of the students ". . . is that they are Army brats for the most part. They've lived around the Army most of their lives, and, judging by their behavior and attitude, I wish the world were full of them. Certainly they are much ahead of the average college student."

Enthusiasm for the Munich Branch continued to grow, and by its second academic year, 1951–52, enrollment had increased to 68 students. Courses in history, government and politics, economics, public speaking, German, American literature, and the Bible as literature had been added to the curriculum. To accommodate the new students, the army had to convert more military facilities into dormitories. But dormitory space for the larger student body was becoming a problem. At the beginning of the school year, a letter from the university administration in Heidelberg to Major General Thorson in Munich stated, "We as well as the students understand that housing is quite limited, and no one objects to the fact that some of the youngsters are four in a room

in double-deck beds.” But the letter pointed out that sanitary facilities were a matter of concern. The 25 female students in the dorm shared two toilets, three wash bowls, and two bathtubs. The 25 male students had equally limited facilities in their own dorm. According to the letter, “Forty-two of these students have first-period classes five days a week and it is not difficult to imagine the impossible situations that will result.”

The following year, when enrollment climbed to nearly 100 full-time students, 65 of whom were living in the dormitories, the university recognized that the Munich Branch needed its own professional administrator on site. Arthur P. Bouvier, one of the original faculty members there, was appointed resident dean in 1952. Claire Swan, who knew Bouvier first as an English teacher, remembered him as “a remarkable person. We all loved and greatly respected him. He was a ‘hard’ teacher . . . [but] I for one will always remember the thorough way Dr. Bouvier taught. I don’t know how he put up with all of us, but the university sent the right man. He was wonderful in everything he did.”

The establishment of the Munich Branch as an unapproved appendage of the university’s overseas program in Europe, however, would affect its relationship with the university throughout much of its history, as the Munich program sought to find a balance between its need for support from the university administration and its equally strong desire for recognition as a unique institution, separate and distinct from the European Division. Likewise, military support was, at times, tenuous. In 1953, a change in command at Southern Area Command headquarters in

Munich precipitated the first of several crises that, over the course of its history, would threaten to close the program in Munich. In May of that year, the new commanding general, Kenneth E Cramer, sent a letter to President Byrd (who was traveling in Europe) stating that the military could no longer provide the logistical support necessary for the Munich Branch. “Because we cannot support the Daytime Program beyond the coming year,” Cramer wrote, “it is requested that your publicity concerning this program . . . make clear that the program will be terminated here at the end of the academic year 1953–54. . . .” After an unsuccessful meeting with Cramer, Byrd went directly to the commanding general of the U.S. Army in Europe, who overrode Cramer’s decision, pledged the military’s continued support of the Munich program, and directed the military officials in Munich to increase the number of dormitory spaces for the next academic year.

Despite the uncertainties caused by these last-minute decisions—first against, then in favor of, the Munich Branch—115 students enrolled for the 1953 fall semester. And during the 1950s, the program continued to grow, reaching an annual enrollment of about 350 students, with a faculty composed of nearly 30 Americans and Europeans, by the end of the decade. Under Bouvier and his immediate successors—Lewis E Perry (1955–57) and Paul Dickson (1957–61)—the Munich Branch concentrated on developing its program to provide the first two years of a four-year, liberal arts education for students who would then transfer to colleges or universities in the United States. Bouvier began to shape the courses into a curriculum that reflected his interests in the humanities and in

German culture. Perry was the first to require that the sophomore class take the National College Sophomore Tests, prepared by the Educational Testing Service—and was delighted when the Munich Branch students scored better than the national average on all three parts of the test. Dickson expanded the foreign language courses, added philosophy courses to the curriculum, and, in 1959, oversaw the installation of chemistry and physics laboratory facilities. The addition of laboratory science courses proved to be a major attraction of the Munich Branch and contributed to an increase in enrollments of almost 30 percent the following year. During the 1950s, Munich Branch students were also allowed to take evening classes offered by the European Division at the McGraw Kaserne education center. This broadened the range of courses available to the students.

The students who came to the Munich Branch during the 1950s were the sons and daughters of U.S. military personnel and other U.S. government employees serving abroad at military installations, embassies, and consulates in 20 countries of Europe, North Africa, and the Middle East. Most of the students were the children of military officers, and, in some ways, they were a rather cosmopolitan group. Having grown up in military surroundings, and having frequently moved from post to post, many of them were accustomed to living in U.S. military communities overseas or “on the local economy.” Some had even studied the language of their host country. Therefore, it did not seem particularly unusual to them to be attending an American university at a U.S. Army post on the edge of a major German city.

In spite of their overseas experience, however, Munich Branch students also were typical young Americans. In speech, dress, and lifestyle, they were much like their counterparts in the United States. A photograph of students sitting in a Munich classroom in 1950 shows the female students in sweater sets, bobby socks, and loafers, and most of the males in white shirts, sport coats, and ties. During the 1950s, freshmen had to wear black-and-yellow felt beanies with the letter “M” on the front, and cheerleaders were attired in calf-length skirts. In addition to basketball, football, and volleyball teams, students and staff organized clubs for skiing, tennis, chess, and stamp collecting, as well as a glee club and a drama club. They formed a student council and produced their own weekly radio show, “Terrapin Time.” In addition, they published a student newspaper and a yearbook, the *Bavarian Terrapin*, the first American college yearbook to be published outside the United States. Together with their German teachers, they organized a German club to encourage students to learn more about German language and culture. The club sponsored visits to local marketplaces, operas, museums, schools, and even breweries. During the festive Christmas season, the students played Santa Claus for the chil-



Munich Branch students in a hallway of their “cobblestone campus on a casern,” 1959.

dren of a Munich orphanage, staged traditional German Christmas plays, and sang German Christmas carols. At *Fasching* time—the German equivalent of Mardi Gras—the campus German club was among the first American organizations ever to enter a float in the annual Munich *Fasching* parade, a major cultural event in the city.

As guests of the U.S. Army on McGraw Kaserne, students at the Munich Branch were expected to behave according to the rules and regulations of both the university and the military. Some students were disappointed, however, when they discovered they had traded the dos and don'ts of their home life for another set of restrictions at the Munich Branch. The list of rules governing student behavior included a ban on the possession or use of automobiles, on gambling in the dormitories or at university functions, and on smoking in class. No beards were allowed except during the period of the annual beard-growing contest immediately following the spring vacation. Administration guidelines specifically stated that “Dress out of the dormitories must be in good taste and conform to conventional American standards”—which, at that time, meant no shorts, slacks, or jeans on women outside the dormitory. And students participating

in sports had to obtain permission each time they wanted to leave the dormitories wearing special sports attire. Dormitory curfews specified the times when students had to be present in the dorms and the lights in their rooms turned off. One of the most controversial rules concerned the use of alcohol (since Maryland was a “dry state”). The possession or consumption of alcoholic beverages in dormitories, during university trips, or at university functions, was expressly forbidden. In beer-loving Munich—where the legal drinking age was 16—the enforcement of this regulation caused more difficulty for the students and administration than all the other rules combined.

But the great majority of the Munich Branch students were conscientious and well-behaved. Faculty members who taught at the campus during the 1950s fondly remember the high quality of students in their courses and the social life they shared with students outside of class. Students from that era describe being invited, in groups, to their teachers' apartments for evening discussion sessions and social activities. George Dillavou, who taught in Munich in the mid-1950s, recalled his students as “fantastically good . . . because they were living in Europe, had an interest in Europe,

Munich Branch students were guests of the U.S. Army and were bound by military rules and regulations.

and came from families that valued education.” Dillavou also enjoyed ski trips and weekend tours with students to sites all over Germany and Austria. Walter Hohenstein, who taught courses in government and politics at the Munich Branch from 1958 to 1960, noted, “The students, to my mind, were the most delightful bunch of ‘brats’ I ever saw in my life, and I felt more of a colleague than a professor there. . . . The students were very interesting people.”

Many of those students went on to success in several different fields. Lawrence D. Townsend, who attended the Munich Branch in the mid-1950s, became a travel editor for the *Chicago Tribune*. Townsend said, “It all started because of the Munich Branch. If it hadn’t been for Maryland, I would have missed the European experience. It opened up life for me.” Miriam J. Ramirez de Ferrer, a medical doctor in Puerto Rico and the mother of five children, was a student at the Munich Branch in 1959 and 1960. “I really learned a lot at Maryland,” she said. “I got a strong background in my studies while learning how to study. I have reared my children with the values I learned at Maryland.”

Elizabeth Kessel, now a history professor at Anne Arundel Community College in Maryland, began her university education at the Munich Branch in 1959 and studied there until 1961. She then took evening courses with the European Division in Heidelberg while also attending the University of Heidelberg. After finishing her bachelor’s degree at University of Maryland, College Park, she completed two master’s degrees and a doctorate—and, coming full circle, was hired for her first teaching position by UMUC at College

Park. Kessel described her experience at the Munich Branch as “truly an extraordinary two years.” She recalled,

When I came to Europe, I was a fairly naive and unsophisticated person. Munich added a lot of experience and polish. When I talk to people about Munich now, I describe it as a turning point in my life. I had wonderful teachers who cared for me. I developed attitudes, skills, and abilities there that have directed me in my subsequent life.

Robert (“Todd”) Becker was deputy consul general at the U.S. Consulate General in Munich in the late 1980s, and one of his daughters attended the Munich Campus at that time. Becker himself had been a student there from 1958 to 1960. Becker said that his time in Munich “was a pivotal point in my life. As a result of my experiences at the Munich Campus, I have spent at least half of my Foreign Service career in Germany or concerned with German affairs.” Becker noted, “My professors were great. They did everything they could to get students out onto the [local] economy.”

A particular advantage of the residential program was its location in Munich, the capital of Bavaria and one of the great cultural centers of Europe. Munich also was conveniently situated for travel to other countries, from England to Egypt, from Poland to Portugal. The faculty encouraged students to go on university-sponsored tours within Germany and to countries throughout Europe and the Mediterranean. In the early 1950s, faculty members organized their own daylong or weekend trips to a number of castles, museums,

and historic cities in Germany. In 1954, a Tours Office was established to plan and coordinate university-sponsored cultural tours and to assist in obtaining student tickets for concerts, operas, plays, and other cultural events in Munich. The music teacher organized trips to the Salzburg Musical Festival. Faculty member Walter Hohenstein escorted a tour to Prague in 1958 and later recalled, "Taking about 124 students behind the Iron Curtain at that time was a bit of an adventure." Other tours went to the Swiss Alps, Vienna, the World's Fair in Brussels, and to the Tulip Festival in the Netherlands.

By the late 1950s, the Tours Office, under the direction of Matthias Büttner, was sponsoring a number of tours every semester. Büttner, who led many of the tours himself, believed that being in Europe was a part of every student's education at the Munich Branch. As the size of the student body continued to increase, Büttner was able to organize a wide range of tours that appealed to the different interests of the students, from history and politics to music and art. By the 1960s, students could choose to go on tours to Paris, London, Berlin, Prague, Vienna, and Rome; on a 16-day bus trip through the Balkans; on a 16-day tour by bus and ship to Italy and Spain; on a Mediterranean cruise to Greece, Turkey, Lebanon, Israel, and Egypt; and on a two-week trip by bus and airplane to Budapest, Prague, Warsaw, Minsk, Smolensk, Moscow, and Leningrad—all at prices that students could afford. As head of the Cultural and Study Tours Office for almost three decades, Büttner contributed to the education of thousands of students by providing travel opportunities that, as a

former student said, "opened the world for us at an impressionable age."

Faculty members usually accompanied the students on these tours, not only as chaperones, but also as lecturers on the history, government, geography, and culture of each city or country they visited. The academic caliber and personal enthusiasm of the faculty was one of the most positive features of the Munich program throughout its history. A diverse group of highly qualified teachers was recruited from several sources, including the large faculty of the European Division, American professors who had come to Europe for continued studies or research, and local teachers—American, German, and other nationalities—who resided in the Munich area. In the late 1950s, Helena Tolstoy, a great-grandniece of Count Leo Tolstoy, taught Russian to students at the Munich Branch. German teachers Thea von Seuffert-Bach and Gottfried Schmalzbauer also became members of the faculty at this time. During the next three decades they guided students through the grammar and literature of the German language and introduced them to many aspects of German life and culture. The textbook they coauthored, *Ich Spreche Deutsch*, was used as the official text for basic German by the entire European Division for 10 years.

Classes in Munich were small, usually with 15 to 20 students each, which permitted the teachers to give more individual attention to their students. Faculty members acted as advisors on academic matters, and many of them also became mentors to their students, providing guidance and support to them during their first two years of higher education. Some faculty members even stayed in contact with their former students, offer-

ing encouragement and advice to them after they had transferred from Munich to other colleges or universities to complete their bachelor's degrees. As more than one student observed, attending the Munich program was more like going to a small private college than to a large state university.

By the end of its first decade, the Munich Branch had established itself as a small but significant offshoot of the university's overseas educational programs. The curriculum had expanded as enrollments increased to more than 400 during the 1960–61 academic year. A literary magazine had been added to the list of student publications, and Russian, French, and Spanish clubs had been organized, as well as a campus chorus, a bowling league, an art club, and Catholic and Protestant youth groups. Despite its uniqueness as a “cobblestone campus on a casern” in Germany, the Munich Branch had become, in many ways, a typical, American two-year liberal arts college.

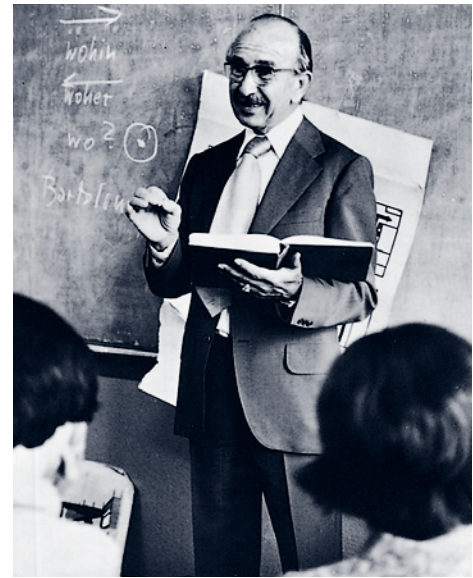
At the beginning of the 1960s, however, tragedy struck the Munich Branch twice in one year. In February 1960, Joseph F. Poland, 31 years old and one of the campus's most popular teachers, was killed by an automobile just outside McGraw Kaserne. A professor of European history and a specialist in the period of the Third Reich, Poland possessed a large number of valuable books on German history and culture. After his death his family donated his book collection to the Munich Branch. Supplemented by contributions by the faculty and staff, this collection became the nucleus of the Munich Branch's library, which was later named the Joseph F. Poland Library.

That same year ended even more tragically with the deaths of 12 Munich Branch students in

an airplane crash on December 17, 1960. It was the day that students were packing and leaving for Christmas vacation. A U.S. Air Force major, who had flown his commanding general to another location in Bavaria, was given permission to stop in Munich to pick up his son and any other England-bound students before the return flight to London. Twelve students from the Munich Branch boarded the plane, along with one soldier who was enrolled in the European Division. Another student stayed behind at the last minute to see his girlfriend once more before the Christmas holidays.

Shortly after the plane took off from Munich, it became disabled and the pilot radioed that he was returning to the airport. The day was misty and the pilot, flying low, did not see the steeple of St. Paul's Church, which overlooks the Oktoberfest grounds in Munich. The plane hit the steeple, lost one wing, and crashed into a streetcar, automobiles, and pedestrians at a busy intersection below. Within seconds, the entire area was a blaze of fire that consumed the 13 passengers and seven crew members, along with more than 30 Germans on the ground. Many other Germans were injured, some critically.

Four days after the crash, a memorial service was held in Munich, attended by more than 6,000 Germans and Americans, including the



Gottfried Schmalzbauer teaches German to students at the Munich Campus.

U.S. ambassador to Germany, the senior officers of all the U.S. military commands in Europe, and the chief officials of the state of Bavaria and the city of Munich. Honor guards for the service included Munich Branch students and U.S. airmen and soldiers. A few days later, one of the student victims was laid to rest in a Munich cemetery. He had planned to become a pilot—and had once said that if he died in a plane crash, he wanted to be buried at the scene of the accident.

When the students, faculty, and staff returned to the campus after the Christmas vacation, they conducted their own memorial service. But the shock of the tragedy was to remain for a long time—and, as one student said, “reinforced the sense of fragility of life.” In order to perpetuate the memory of the students killed in the crash, the university established the Munich Memorial Award, presented annually to a “. . . Munich Campus sophomore who, during four semesters at the Campus, has demonstrated the highest academic record, service to the university and students, and excellence of character.”

The decade of the 1960s was a turbulent time at many colleges and universities, both in the United States and abroad. The Munich Branch—which was renamed the Munich Campus in 1962—was not immune to the forces of change affecting many institutions of higher education at that time. But its location on a U.S. Army post in Germany—and the more conservative attitudes of the students who came from military families—partially insulated the Munich Campus from the more radical movements on campuses elsewhere. However, the location of the Munich Campus also gave students a more international, and less solely

American, perspective. Their lives were affected less by developments in the United States than by international political events in Europe. One woman who was a student at the campus when the Berlin Wall was erected in 1961 recalled that

I attended the Munich Campus at the height of the Cold War. . . . I would awake to see APCs [armored personnel carriers] parked outside my dorm window and soldiers being trained. We were aware that the Russians might cross the border at any time. I really did have the sense of our being prepared for war. While the big story in the United States was civil rights, to those of us living in Europe it was the Cold War.

But students in Munich were certainly not quiescent during the 1960s. When John F. Parr became resident dean in 1961, he instituted a regime that was viewed by some students as too restrictive. Prior to joining the university's overseas program, Parr had served in the military as a naval officer and had been dean of the School of Foreign Service at Georgetown University. In a speech to the Munich American High School PTA, Parr proclaimed, “Let us demand of them [our young people] what they can give. Let us dare them to exert the foolhardiness and daring that is the birthright of the young; let us demand of them the courage and optimism which are the basic characteristics of youth.”

Soon after Parr arrived in Munich, the youth at the Munich Campus made demands that he was not willing to meet. Students objected to the strict enforcement of dormitory rules that had been established a decade earlier; they took issue with

his policy of “lights out” shortly after curfew time in the dorms; and they rebelled against new standards of attire, which required men to wear coats and ties and women to wear skirts and nylons at evening meals on campus. Students felt they were being treated like children instead of young adults, but Parr was unmoved by their objections. When the student council threatened to resign if these restrictions were not lifted, Parr accepted their resignations and abolished the council. In March 1962, student frustrations erupted into a demonstration at which an effigy of Parr was burned outside his window on McGraw Kaserne. Parr later commented that he regretted not seeing it, because he had heard “that it was a pretty good likeness.” Other, less dramatic incidents followed, culminating in a demonstration by 250 students on the casern. But both Parr and the military authorities made it clear to the students that the rules would remain in force, and further demonstrations on government property would not be tolerated.

On the other hand, there were also positive developments at the Munich Campus during Parr’s tenure from 1961 to 1969. Parr was especially successful in improving the academic prestige of the program, which attracted more stu-

dents to the campus. In the 1965–66 academic year, a record high of more than 600 students enrolled, and the number of faculty members increased to 44. Admission standards were raised in response to the growing number of applications received by the Munich Campus, which was limited in size by the number of students who could be accommodated in the dormitories. And Parr was effective in gaining more recognition of the Munich program as a distinct educational institution, deserving to be called a campus rather than merely a branch of the university’s much larger European Division.

During Parr’s tenure as resident dean, he gained the respect of many of the faculty and staff members who worked for him. Laboratory science courses in botany and zoology were added to the curriculum. Theater productions of comedies, tragedies, and musicals were staged. David Heminway, a popular English teacher, organized extracurricular activities such as a Shakespeare workshop and a student art festival. Campus choral groups performed at the Amerika Haus in Munich, at baroque churches in Bavaria, and with professional German musicians and opera singers. In the late 1960s, study tours for academic credit

In March 1962, frustrated students staged a demonstration where they burned John J. Parr in effigy.

were added to the curriculum, complementing the popular, noncredit cultural tours to sites throughout Europe and the Mediterranean countries. And to help alleviate student dissatisfaction with the “cobblestone campus” environment, in 1964 a former rifle range on the casern was converted into a club where students could gather for informal social occasions, movies, and dances, or when they just needed a place away from the dorm.

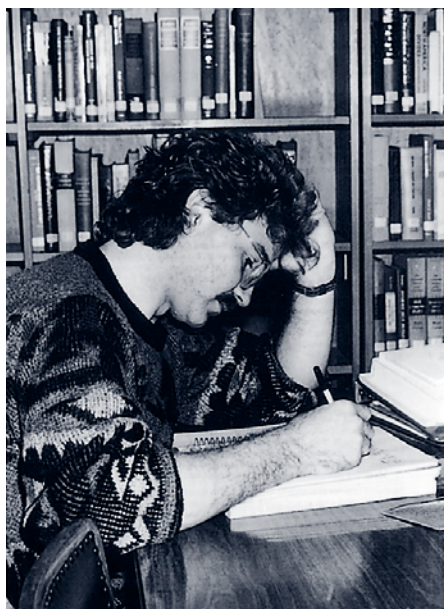
But the decade of the 1960s also saw a series of crises at the Munich Campus: the possibility that military logistical support would be reduced or withdrawn and that the campus would close; rumors that the campus would have to relocate to another, less desirable, site in Germany; rising costs, which required an increase in tuition and fees, since the Munich Campus was entirely self-supporting and received no funding from the state of Maryland or the U.S. government; decreasing enrollments in

the late 1960s; student pressure to reinstate a student council and to participate in the formulation of rules affecting student life; and faculty protests over a proposed policy to limit the number of years they could teach at the Munich Campus. All of these problems combined to produce a climate of uncertainty and insecurity at the campus, which hindered long-range planning in all areas, from academics to building maintenance.

Political protest came to the campus on October 15, 1968, when many students participated in the Vietnam Moratorium—a demonstration against the Vietnam War—which had been organized nationwide in the United States. Wearing black armbands for mourning and white ones for peace, students at the Munich Campus debated both sides of America’s involvement in Vietnam. Those who opposed the war held a non-violent, candlelight procession on the casern and just outside its gates, during which they formed the candles into a peace symbol in front of the military headquarters building while singing “Give Peace a Chance.”

Parr resigned his position as resident dean in the spring of 1969 to accept a position at a college in Switzerland. He was succeeded by Harold H. Benjamin, who had been associated with the University of Maryland for several years, both as a history teacher and as an administrator. Benjamin was also the son of Harold R. Benjamin, former dean of the University of Maryland College of Education, who had been instrumental in establishing the College of Special and Continuation Studies in 1947. As the new resident dean of the Munich Campus, the younger Benjamin announced that he welcomed more student and faculty participation in campus decisions, and he soon lifted most of the student restrictions put in place during the 1960s. And to provide a place for student social activity, a student union—known as the Terrapin Keller—was opened in 1970.

During his four years at the campus, Benjamin also improved the curriculum, adding courses in anthropology, biology, geology, geography, drama, and art. He allowed servicemembers and civilians



The campus library offered a quiet place to study away from the many temptations of fun-loving Munich.

stationed at McGraw Kaserne to register for daytime courses at the Munich Campus, in addition to the evening courses offered by the European Division at the local education center. These adult, part-time students were considered an asset to the daytime program because they provided a more mature and experienced perspective in classes composed mainly of 18- and 19-year-olds. And, in the early 1970s, the Munich Campus began offering an Associate of Arts degree program in general studies, which later expanded to include associate's degrees in law enforcement and in business and management.

Despite these positive developments at the Munich Campus in the early 1970s, enrollments continued to decline, from 524 students in 1971 to 377 in 1974. Although the campus had always experienced fluctuations in enrollments because of factors beyond its control, a decrease in the number of students meant that less money was available to operate the program, which was supported by tuition funds. By 1973, the campus was struggling to survive. In response to this situation, Joseph F. Shields—a UMUC administrator from the stateside program, with experience in financial management—was appointed the new resident dean of the Munich Campus. During his two years in that position, from 1973 until 1975, he streamlined the staff, reduced operating costs, and implemented a number of policies that eventually resulted in financial solvency for the Munich Campus.

While the administration grappled with financial problems, the students had other interests. Change had come slowly to the campus during the 1960s, but by the following decade the rules

were less strict, and the students themselves were less conservative than in the past. By the early 1970s, hair was longer, skirts were shorter, pants legs were wider, and glasses frames were thinner. Blue jeans and T-shirts were standard attire for both male and female students. The men grew sideburns and beards; blacks sported Afros. Some of the younger faculty members also followed the fashion fads, often to the amusement of their older, more conservative colleagues.

Extracurricular activities continued to be one of the attractions of the Munich Campus. In addition to the other clubs, cultural groups, and sports teams that had been organized during the first two decades, by 1970 the campus also had a judo club and teams for rugby and track. One-fourth of the student body belonged to the ski club, headed by Magnus Bucher, a German ski champion. But with the relaxation of rules governing student life, the Munich Campus was also developing a “party school” reputation—not always undeserved, but certainly understandable given its location in the beer-drinking, fun-loving capital of Bavaria. One student noted that the people who enrolled at the Munich Campus could be classified into three groups: “the drinkers, the athletes, and the intellectuals.”

The Munich Campus celebrated its 25th anniversary in the autumn of 1975, the same semester that William E. McMahon became the new resident dean. Before joining the Munich Campus, he had been with the European Division, first as a lecturer in philosophy, then as an administrator at the division's headquarters in Heidelberg. McMahon's low-key, avuncular style would characterize the administration of the campus for the next decade

and a half. McMahon recalled that once, when students decided to have a toga party, “It looked like we might lose control of student behavior. . . . There were huge numbers of students in togas throughout the dormitories.” McMahon put on a toga and joined them. It was typical of the methods he used “to help keep a lid on things.”

McMahon’s goal was to make the Munich Campus more like a traditional, American, two-year liberal arts college than merely a place where students completed their first one or two years of required courses before transferring somewhere else. During his tenure, he improved and expanded the curriculum; raised admission and academic standards; provided more programs, both academic and extracurricular, that attracted students to the campus; and even spruced up the dormitories, classrooms, and staff offices. Administering the campus on the premise that it was a permanent institution, he focused on the stable and controllable features of the program rather than on problems that fluctuated with time and circumstances. Commenting on his vision for the Munich Campus, McMahon said, “We hope to give personalized attention and offer an experience that promotes the true spirit of education: a balanced,

positive development of the best human powers, whether individual, social, or intellectual.”

By fall 1976, the Munich Campus had 500 students. Enrollments would continue to climb, with an average of 625 full-time students throughout the 1980s, and a peak registration of 675 in 1988. Likewise, the size of the faculty increased to a total of 46 full-time and part-time teachers by the mid-1980s. And, by the end of the decade, the program could count a total of more than 30 countries from which American students had come to study at the “campus on the casern” in Munich.

As the number of student applications increased, the Munich Campus could be more selective in its admission criteria, thus raising the overall academic level of the program. In an effort to attract more top high school scholars to the Munich Campus, McMahon introduced an honors program in 1978. Students who demonstrated “superior academic achievement and promise” were admitted to the program, in which they could follow an individually designed curriculum consisting of required basic courses, plus seminars, colloquia, and tutorials geared to their specific needs and interests. And, in 1987, a chapter of Phi Theta Kappa, the national honor society for stu-

In the Alpine Club, students learned the fundamentals of skiing, climbing, and mountain survival.

dents at two-year colleges, was organized at the Munich Campus.

In the mid-1970s, many students at the Munich Campus began to shift their academic interests from the humanities, social sciences, and foreign languages to business and the physical sciences. The Munich Campus curriculum expanded accordingly, with additional courses in mathematics, sciences, business, and computers offered to meet the needs of these students. In the 1980s, new science laboratory equipment was acquired, and the computer laboratory was enlarged when a two-year computer studies program was added to the curriculum. The arts program also gained more support, particularly with the opening of the Drazek Art Gallery on the campus in 1978. Named in honor of Stanley J. Drazek, then chancellor of UMUC, the gallery held special exhibitions of works by American and European artists, in addition to student art shows every year.

Beginning in 1989, the Munich Campus curriculum included a required 1-credit course called “College Aims,” designed to orient new students to college-level academic work and to help them develop better study skills. Already a proven part of the first-year curriculum at many institutions of higher education in the United States, the College Aims program was also highly successful at the Munich Campus. Students who transferred to other colleges and universities after studying at the Munich Campus often discovered that, when they returned to the United States, they were ahead of their peers in foreign language skills, cultural awareness, and knowledge of history, geography, and international affairs. Students transferred not only to small public or private schools similar to

the Munich Campus, but also to such major institutions as Princeton University, University of Maryland at College Park, University of Michigan, and University of Texas. And some of them later commented that many of their courses at the Munich Campus had been more academically demanding than those they took elsewhere.

But life at the Munich Campus was not all work and no play during McMahon’s tenure. Although the campus was, at times, affected by threats of political terrorism against U.S. military installations in Germany—and by radioactive fallout from the Chernobyl disaster in 1986—student life was otherwise similar to that of colleges in the United States. Local sororities and fraternities provided social activities for many students. Several new extracurricular activities were added to the long list of existing programs: a debate club, a business club, Jazzercise classes, photo and television clubs, a soccer team, a fencing club, racquetball and ping-pong tournaments, an annual cooking contest, a black theater group, and lunchtime concerts by professional musicians. And each year the Cultural and Study Tours Office offered 25 to 30 tours to places of historical and cultural interest throughout Europe and the Middle East.

One of the most popular, yet demanding, extracurricular activities was the Alpine Club. Under



Munich Campus students enjoyed the best of both worlds—an American university program located in one of Europe’s most beautiful cities.

the direction of Al Traunsteiner—an instructor of German history, language, and culture—students learned the fundamentals of skiing, hiking, climbing, and mountain survival, all in one of the world's most beautiful and challenging locations, the nearby Bavarian Alps. A high point in the Alpine Club's many achievements occurred in 1988 when Traunsteiner, nine current and former



The University of Maryland Munich Campus building at McGraw Kaserne, Munich, West Germany.

members of the Alpine Club (six men and three women), and one other person set out to ascend Denali (Mt. McKinley), the highest peak in North America. The actual climb took a total of 28 days—after more than a year of planning, preparation, fundraising, and physical training. On the 23rd day of the ascent, Traunsteiner was the first to reach the peak, more than 20,000 feet above sea level. Six more climbers made it to the top, and the remaining five reached a point just above 18,000 feet. A few days later they were back at the

base camp, having achieved for themselves, the Alpine Club, and the Munich Campus a distinction that only a few people can claim.

Not all of the campus achievements were so lofty, although two of them gained recognition in

the *Guinness Book of Records*. In 1977, a group of students, faculty, and staff broke the Frisbee-throwing record after 374 hours and 18 minutes of continual tossing. A year later, a student managed to devour 51.75 ounces of hamburger—almost 13 quarter-pounders—within 30 minutes, enough to break the world record in the hamburger-eating category.

In the 1980s, the confident outlook of the Munich Campus could be seen in the appearance of its refurbished facilities—brightly painted inside and out, with modern graphics identifying the buildings, classrooms, laboratories, and administrative offices. In 1985, the 35th anniversary of the campus, a new student union building opened after eight years of planning and fundraising. Under the management of Walter Labitzky—a former Munich Campus student who went on to become a member of the administrative staff—the modern, two-story student union was a place where students could dine, socialize, study, and meet with the faculty outside of class. And it soon became a center for a variety of activities and events—cooking classes, drama productions, film showings, guest speakers—that attracted members of the local military and civilian communities in addition to students from the campus.

When the first Munich Campus alumni reunion was held in Munich in 1987, many former students and several faculty members from the United States and Europe came back to the “cobblestone campus” to rekindle old friendships and make new ones during a week of parties, ceremonies, dinners, tours, and reminiscences. Claire Swan—now named Schwan—was one of the participants. She recounted the key part she played in

getting the program started; the courses she took at the campus until 1953; and her return to the United States, where she completed her Bachelor of Science degree, married her high school sweetheart, worked for several years as an audiology researcher and a tutor of deaf children, and raised three children of her own. “Thirty-two years later I was traveling in Germany and had not thought about the Munich Campus in years,” she said. “I wanted my husband to see where the school had been. Imagine my surprise when we drove up to McGraw Kaserne and saw the big University of Maryland sign! I couldn’t believe that the school was still there.”

Only a short time later, however, unexpected political changes in Europe would lead to the closing of the program in Munich. On November 22, 1989, less than two weeks after the fall of the Berlin Wall, two buses filled with students, faculty members, and other participants in Munich Campus cultural and study tours arrived in Prague during Czechoslovakia’s “Velvet Revolution.” Many of them joined the demonstrations in Wenceslas Square, and all of them had the opportunity to witness a historical event that they would remember the rest of their lives. But the faculty members escorting those tours also realized that, if the Communist governments continued to fall throughout Eastern and Central Europe, the U.S. military would eventually reduce its troop strength in Western Europe, greatly affecting the Munich Campus.

Their predictions proved correct when the campus had to close its doors less than three years after the revolutions of 1989 and move to another city. McMahon decided to retire at the end of 1991, a semester before the program ended in Munich. The

longest-serving resident dean in the history of the Munich Campus, McMahon left a very different institution from the one he began administering 16 years earlier. Just before he retired, McMahon wrote, “The Munich Campus community often has taken a defiant pleasure in overcoming the difficulties inherent in running a traditional school in a most (to say the least) untraditional setting.”

One student who completed two years at the Munich Campus in the 1980s, then transferred to a university in the United States, wrote back to the campus admissions office, “Don’t give up, because I want my kids to go there someday.” And, indeed, the thousands of people who spent their formative college years at the Munich Campus possessed an *esprit de corps* even stronger than that of most alumni of other UMUC divisions. As Elizabeth Kessel noted 35 years after she completed her studies there, the Munich Campus “was a residential college of people who shared a culture, the military culture, and most of them American culture, too. They shared being overseas and out of their own country. And they shared the Munich Campus culture. That promotes great cohesiveness.” During their time at the Munich Campus, students had the opportunity to experience “the best of both worlds”—an American university program in the heart of Europe. And for many of them it was a steppingstone to future achievement. Yet, regardless of where they went or what they did in later life, when they reminisced about their time at the Munich Campus, they always seemed to sound the same refrain: “Those were the best two years of my life.”

International Programs

Because of its historical involvement in overseas education, UMUC also had an interest in furthering cooperative educational efforts between nations. In the 1980s, UMUC's mission of providing higher education to adult, part-time students—primarily Americans—was broadened to include the development of credit and noncredit programs in conjunction with foreign universities, governments, and corporations. During that decade, a number of international programs were implemented to provide higher education opportunities for university students and professionals of all ages in several countries outside the United States. Known as UMUC's "International Programs," these were completely separate from its "Overseas Programs" for U.S. military and government personnel stationed abroad.

In the summer of 1983, UMUC began an exchange program with Northwestern Polytechnical University (NPU)—a university that specializes in aeronautical engineering—in Xi'an, People's Republic of China. From one to three UMUC faculty members spent a month or longer teaching English at NPU each year, usually during the Chinese university's summer vacation from mid-July to mid-August. The classes comprised a

mix of Chinese faculty, staff, graduate students, and a few undergraduates. NPU provided the UMUC teachers with transportation to Xi'an, room and board, bicycles for personal transportation in the city, a small stipend for teaching, and a week's free travel to almost any part of China. John Clavadetscher, accompanied by his wife, Christel Ketelsen, was the first faculty member sent to participate in the new program. Clavadetscher later wrote, "We were the first foreigners about half the class [of 40 students] had ever really met and spoken with. Our fascination with the students was only exceeded by their fascination with us." And he added, "No experience we've had in Asia or Europe can match it."

One of the many ventures that grew out of UMUC's long experience overseas was the creation of the International Business and Management Institute (IBMI) in Tokyo in December of 1983. Established to provide specialized cross-national training for professionals in Japanese corporations, IBMI, under its founding director, James Cramer, became a pioneer in teaching American business practices to Asians. Under contract to Asian companies and government agencies, IBMI offered short courses on topics such as business communications, negotiation strategies, and American management practices, for Japanese and other Asians seeking business with American firms. By 1987, IBMI counted among its clients the elite of the Japanese corporate world, including Sony, Mitsubishi, Matsushita Electric, Fujitsu, Canon, ITOCHU Corporation, Nippon Express, and BMW Japan.

IBMI also provided cross-national business training for foreign establishments, including

American ones, doing business in Asia. The institute conducted several seminars for business people in Maryland, and arranged for Maryland business people visiting Japan to meet with potential partners to discuss joint ventures and other forms of association. IBMI also worked with other agencies in the state to promote Maryland business and trade. One of the earliest of UMUC's International Programs, IBMI continued to function successfully into the 1990s, by which time it had conducted programs on six continents.

In 1985, UMUC was asked by the government of Malaysia to establish a residential associate's degree program in cooperation with the Mara Institute of Technology in Petaling Jaya, a suburb of Kuala Lumpur. Funded by the government as part of a plan to upgrade the workplace skills of the Malay population, the program was designed to provide the first two years of a U.S. education to ethnic Malay students who would then transfer to colleges or universities in the United States to complete their bachelor's degrees. An advantage of the program was that it cost the Malaysian government less to educate its students first in Malaysia, then in the United States—compared to the cost of sending students to the United States for all four years of their higher education.

Nearly 750 Malay students participated in the program, which was directed by Mary Baron, the resident dean, from its beginning in July 1985 until December 1987. Taught in English by an international faculty from UMUC's stateside and overseas programs, plus other teachers from Malaysia, Australia, France, and Great Britain, the program offered students a curriculum designed

to prepare them for further studies in engineering, business management, and computer studies. All of the students who completed the program in Malaysia transferred to institutions of higher education in the United States. But economic factors eventually forced the government of Malaysia to reduce its expenditures on education. When its contract with UMUC was completed at the end of



1987, the Malaysian government chose not to renew it, and the residential program was closed.

In the autumn of 1985, UMUC established the Office of International Programs, centered in its Maryland headquarters, to coordinate UMUC's nonmilitary overseas educational programs in a number of countries around the world. Under the direction of Richard Schreck, the Office of International Programs conducted and supported international education and corporate training, including programs for university credit. During the 1986–87 academic year, one of its initiatives was the International Business Negotiation

UMUC's International Programs have served a variety of students around the world.

Project, developed in cooperation with University of Maryland, College Park (UMCP). Funded by two successive grants from the U.S. Department of Education, the project included intensive workshops in which American, Japanese, and Korean business people engaged in simulated negotiations via satellite. The Office of International Programs also provided training and educational programs for the World Bank and the United States Agency for International Development (USAID). And, in 1988–89, UMUC, working together with UMCP, developed a program for the University of Indonesia to help launch Indonesia's first master's degree program in computer science.

In the following decade, UMUC's International Programs would continue to expand, even into Russia, as the structure of international relations began to change during the 1990s. As one UMUC administrator noted, "It's a new departure for UMUC. The only things these programs have in common is that they are in somewhat difficult locations, and that we have the know-how and ability to handle them." But UMUC's willingness to pursue these new ventures was also an indication of its ability to adapt to a changing world. By seeking innovative ways in which to make the best use of its experience in providing educational programs around the globe, UMUC—through its International Programs—was already beginning to prepare for the challenges ahead in the 21st century.



CHAPTER SIX

After the Wall: University of Maryland University College 1990–1997



A Rapidly Changing World

The historical events of 1989—the fall of the Berlin Wall and the collapse of Communist regimes in Central and Eastern Europe—brought about a series of changes in international political relations that had a profound effect on UMUC programs worldwide. The end of the Cold War resulted in a reduction in the number of U.S. military personnel stationed in Europe and the closure of U.S. military installations across the continent. Operation Desert Storm in 1991 brought UMUC back into a combat zone for the first time since the Vietnam War. And, five years later, European Division faculty and staff members would follow the troops into a dangerous area

again, as programs were established for U.S. military personnel participating in Operation Joint Endeavor in Bosnia and Herzegovina, Croatia, and Hungary.

While the European Division decreased in size, the program in Asia expanded to new sites and record levels of enrollment. The changing world situation brought other opportunities, as programs unrelated to the U.S. military, but a direct consequence of the end of the Cold War, were established in Germany, Siberia, and the Soviet Far East. In the 1990s, UMUC extended its programs for the first time to students in South America and Antarctica. And, in the United States, UMUC offered an increasing number of higher education programs to adult learners, not just in the state of Maryland but throughout the country. New information technology made possible distance education programs that began to blur the distinctions between U.S. and overseas programs—and between programs in Europe and those in Asia—as students on one continent took courses originating on another continent, the courses “delivered” to them by computer.

The European Division

As the decade of the 1990s began, there was a certain irony in the fact that events in Berlin once more had such an influence on UMUC and its overseas programs. The fall of Berlin to the Allied forces in May 1945 had brought an end to World War II in Europe—and resulted in U.S. troops being stationed in Germany, as an occupying force, for the first time in history. When the Berlin blockade and airlift brought more American troops to Europe, the University of Maryland followed, establishing its first educational program for U.S. military personnel abroad. In 1949, Berlin was one of the first sites where courses were offered in the university's new European Program. Cold War crises in the 1950s resulted in increases in the number of U.S. servicemembers sent to Europe, as did the erection of the Berlin Wall in 1961 and the Reagan administration's foreign and military policies during the 1980s.

All of these buildups of U.S. forces in Europe affected the size of the university's program there. But it was the opening of the Berlin Wall in 1989—the tangible and symbolic gate in the so-called Iron Curtain dividing Europe into East and West—that would have the deepest, and possibly

longest-lasting, effect on UMUC's programs, not only in Europe but also around the globe.

The faculty, staff, and students in the European Division were the first to feel the effects of the rapid changes occurring in that part of the world. Some of them even witnessed firsthand the opening of the Berlin Wall and the fall of Communism in East Germany, Czechoslovakia, and Hungary. By the beginning of 1990, the barbed wire of the Iron Curtain was being taken down and the barriers lifted, from the Baltic to the Balkans. East and West Germany were united in October of that same year, and the Warsaw Pact soon ceased to exist as a military alliance. In response to these and other unforeseen events, large numbers of U.S. military personnel were withdrawn from Europe and scores of American military installations were closed. UMUC's European Division likewise went through a rapid downsizing, with total enrollments shrinking from a high of 130,000 in the 1989–90 academic year to 79,000 in the 1996–97 academic year.

During the first half of the decade, the U.S. military presence in Europe was reduced by two-thirds, from a peak of 330,000 troops in 1990 to slightly more than 110,000 in 1995. Over that same five-year period, European Division enrollments declined by 40 percent. As early as the 1990–91 academic year, the European Division experienced a significant drop in enrollments when troops were moved from Europe to the Middle East to participate in Operation Desert Shield and Operation Desert Storm. After that, enrollments continued to decline, but not at the same rate as troop reductions. By the mid-1990s, however, European Division enrollments

were at about the same level they had been two decades earlier.

As the U.S. military transferred its personnel out of the European Command and reduced the size of its forces worldwide, many servicemembers realized that higher education was a means of improving their chances of retention and promotion during a period of downsizing. Some began taking courses or enrolled in extra courses before being assigned to other locations where educational opportunities might be more limited. Others sought to complete their associate's or bachelor's degrees while still in Europe. And for those who, willingly or unwillingly, would soon be leaving the military, higher education became a way to acquire or upgrade skills that would be useful as they sought employment in an increasingly competitive civilian economy. Consequently, the graduating class of 1992 was the largest in the European Division's history, with 1,375 associate's degrees and 960 bachelor's degrees awarded at the commencement ceremony in Heidelberg that spring.

Another development also contributed positively to the number of enrollments in the European Division programs during the period of military downsizing. In 1993, the U.S. government awarded the European Division a one-year combined contract, renewable annually through academic year 1997–98, for all undergraduate liberal arts programs at army, air force, and navy installations in the European Command. A decade earlier, when the European Division had been awarded a similar contract by the U.S. Air Force, both the military and the university benefited from the stability and efficiency of having one provider of undergraduate programs at air

force bases in Europe, rather than several colleges and universities offering duplicate programs. In the 1990s, its designation as the sole provider of undergraduate arts and sciences curricula at all U.S. military installations in Europe allowed the European Division to further coordinate its faculty, staff, and programs to meet the needs of servicemembers stationed at bases large and small from Iceland to Bahrain.

Under the new contract, graduate degree programs of two other University of Maryland System institutions also were offered through the European Division. These included a Master of Education in counseling and personnel services from University of Maryland, College Park and a Master of Arts degree in administrative management (with concentrations in business administration and public administration) and Master of Science degree program in management information systems from Bowie State University. Students could start these programs in any term of the academic year and had flexibility in choosing a course sequence. European Division students responded enthusiastically to this new opportunity for graduate study; more than 800 enrollments were registered in Term I of the 1993–94 academic year, the first term the graduate programs were offered. And, by 1997, more than 400 students had earned master's degrees through these new programs.

One of the first students to graduate from the new program in Europe was Chief Petty Officer Reynaldo de Luna, stationed at Rota Naval Station in southern Spain. De Luna had dropped out of high school when he was 16, joined the navy a year later, and spent much of

his military career assigned to Rota. He holds the distinction of being the only student to complete his high school diploma, Associate of Arts degree, Bachelor of Science degree, and Master of Arts degree, all at the Rota education center. After receiving his Master of Arts in 1994, de Luna commented,

No one ever dreamed that this field worker, newspaper delivery boy, and shoeshine boy from the Rio Grande Valley would have a military career or obtain a college education. I exceeded my own and others' expectations. UMUC was there to help me achieve my dreams, and I am proud to have been a student who learned and grew so much.

In addition to establishing the new master's degree programs, the European Division and Bowie State University worked together to provide professional development programs for teachers at U.S. Department of Defense schools and international schools in Europe, through which teachers could complete their recertification requirements overseas. Through its undergraduate programs, UMUC's European Division continued to provide courses leading to professional certificates, associate's degrees, and bachelor's degrees in a wide range of subjects, with business and computer studies the two areas of specialization most favored by adult students in the 1990s. Field study courses, introduced in the 1970s, continued to be popular, with study tours scheduled to sites in England, Scotland, Ireland, France, Italy, Germany, the Netherlands, and even an archaeological dig in Belize, in Central

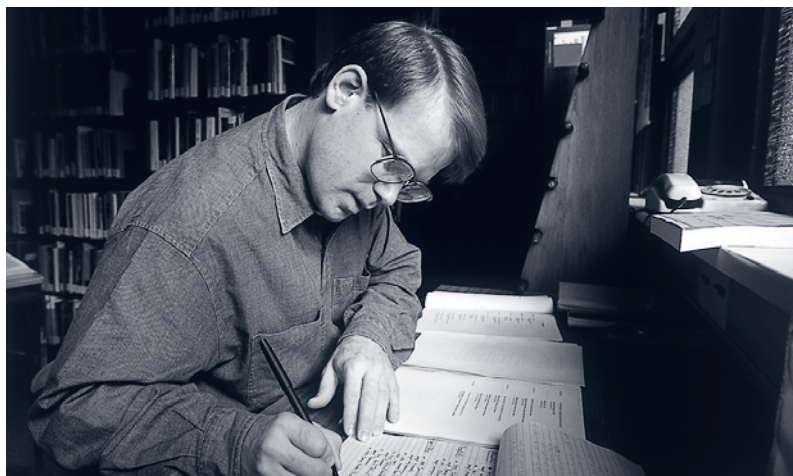
America. Students were also attracted to Open Learning courses (formerly called Open University courses) and weekend seminars on a variety of subjects. One seminar, titled "The Fall of Yugoslavia," was offered at the American Embassy in Vienna in the spring of 1995. Taught by Victor Jackovich, the U.S. ambassador to the new republic of Bosnia and Herzegovina, the seminar explored the historical background of the current crisis in the Balkans, a location to which European Division students, faculty, and staff would be deployed less than a year later. That same year, the European Division also began offering distance education courses to students via computer.

In October 1994, the European Division celebrated its 45th anniversary, by which time it had awarded a total of 17,290 bachelor's degrees and 20,524 associate's degrees. Thousands of other students who took courses in the European Division went on to study at colleges and universities at their next place of assignment. The European Division, like the other branches of UMUC worldwide, had provided these students the opportunity to continue their education while serving their country. As Donald N. Langenberg, chancellor of the University of Maryland System, said in his commencement address to the members of the European Division class of 1995,

Some people talk about global education. But you have lived it. Many of you may have begun your studies in one country, and finished them in another, with other stops in between. All of you have learned to adapt and to thrive in set-

tings that are far different from those in your home communities. All of you also assuredly have gained something else: a global perspective.

Those European Division students in the mid-1990s were similar to students in the previous decade. Most of them were between the ages of 23 and 39, and three-fourths were active-duty members of the military, with the majority of those from the



Graduate-level courses proved especially popular among European Division students in the 1990s.

enlisted ranks. Thirty-nine percent of the students were in the army, 26 percent in the air force, 10 percent in the navy or Marine Corps, and the remaining 25 percent were civilians. Two-thirds of the students were male. Eighty percent of the students were attending the university on a part-time basis. The greatest demand in the European Division was for first- and second-year courses, which accounted for 80 percent of the undergraduate courses offered by the European Division at that time.

Paul Wuori, European area manager for navy programs at Rota Naval Station in Spain, pointed

out that the faculty was one of the strengths of UMUC's program in Europe: "The quality of professors that the University attracts is higher, on an average, than that of many campuses in the United States." He also noted that at many other institutions of higher education in the United States, the undergraduate students—especially those in their first or second year—are often taught in large classes by graduate teaching assistants, not by the full-time faculty members who have already established reputations in their fields. In the European Division, however, highly qualified teachers recruited from the academic departments of many colleges and universities—and other professionals, including active-duty and retired members of the military—taught their subjects in small classes where the students could benefit from direct contact with the faculty.

The downsizing of the university's program in Europe resulted in a reduction in the total number of faculty members from 854 at the beginning of the 1989–90 academic year to 480 at the start of the 1996–97 academic year. Demographic and economic changes in both Europe and the United States also affected the faculty in the European Division. Compared with faculty groups of previous decades, many of those teaching in Europe in the 1990s tended to be older, to have additional sources of income (as retirees or professors on sabbatical from other institutions), and to teach for more terms in one location instead of moving frequently from one city or country to another. The high cost of living in Europe, the decline in the value of the U.S. dollar, and the uncertainties of the academic job market in the United States all affected faculty hiring and retention in the European Division in the 1990s.

One of the new European Division faculty members in the 1990s was Nancy S. Tokola, who had taken European Division courses in the 1970s when she and her husband were living in Turkey. In 1995, Tokola, now a medical doctor, went to Reykjavik, Iceland, with her husband and four children when her husband was assigned there with the Foreign Service. She was soon hired by the European Division as a part-time faculty member to teach courses in science and mathematics. A year later Tokola wrote,

Passing through the Keflavik Naval Air Station gates and entering the high school where [UMUC] courses were conducted, I would carry with me the many fine examples of those UMUC instructors who had taught me on a different NATO base almost 20 years earlier. And I vowed to guide my students in feeling less lonely, more connected, as they strived to pursue their life's goals on foreign soil.

She concluded by noting that UMUC “has certainly been a major part of my life! Someday I want to be a full-time, contracted UMUC instructor. I’ve never had a job which brought more fulfillment.”

For some faculty members who had been with the program for a long time, however, the closing of so many U.S. military installations in Europe during the early 1990s represented the end of an era. Paul Rose, who taught courses in history and government, wrote,

In March 1990, before the closure of Munich's McGraw Kaserne in the recent military draw-down, I had the honor and pleasure to go back there and teach at the same Education Center and in the same building where I had taken my first university course in 1949. I made believe that I taught in the same classroom where I had taken that first course those many years ago, but of course I could not be sure. It brought back many memories.

The decade of the 1990s brought a number of significant changes to the European Division, from enrollments to locations to personnel. During the 1980s, the European Division had offered courses at more than 260 sites in 17 countries. In the 1990s, the number of countries reached a peak of 23, but the total number of course locations in those countries was just over 100. An unusual

**By 1994, the European
Division had awarded 17,290
bachelor's degrees.**

addition to the European Division map was Uruguay, where UMUC opened its first South American program in the spring of 1994 at the request of the U. S. Embassy in Montevideo. Since there was no administrative unit for South America at UMUC, responsibility for the new program was given to the European Division. Approximately 40 students enrolled in the first

dents in the early 1990s, soon after the military drawdown began, “I imagine that UMUC will be in Europe until at least the beginning of the twenty-first century. We are committed to remaining here as long as there are even a few thousand American military assigned to Europe.”



In the mid-1990s, three-quarters of all European Division students were active-duty members of the military; most were from the enlisted ranks.

courses that were offered, including business, writing, and American literature.

In the summer of 1996, after serving almost 16 years as director of the European Division, Joe Arden returned to Tokyo as director of the Asian Division, and his counterpart in the Asian Division, Paula Harbecke, moved to Heidelberg as the new director of the European Division. Despite the disruptions caused by the reduction of U.S. military personnel in Europe, UMUC's European Division remained strong. As Arden wrote in an open letter to European Division stu-

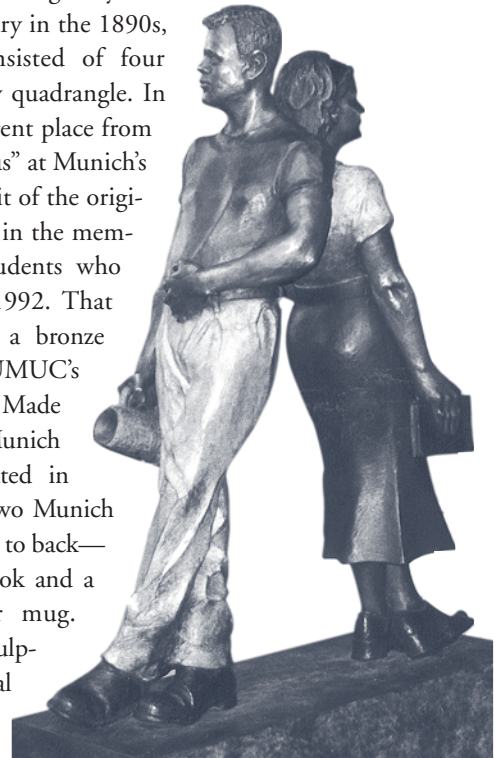
Residential Programs in Europe

Political and military changes in Europe also affected UMUC's two-year residential program in Munich. In October 1990, the same month that East and West Germany were united, UMUC's Munich Campus celebrated its 40th anniversary. But only two years later the military closed McGraw Kaserne in Munich, and the campus relocated to Reese Kaserne in Augsburg. Under the direction of the new resident dean, Mary Baron, the campus continued to offer a wide array of lower-level courses, despite a steady decline in the number of students as more and more U.S. military and civilian personnel were transferred out of Europe.

In the summer of 1994, the campus moved again, when Reese Kaserne was closed as a result of further military reductions in that part of Germany. This time the campus relocated to Turley Barracks in Mannheim, a large industrial city not far from Heidelberg. Although still primarily a traditional residential program for the college-age children of U.S. government employees in Europe, the Mannheim Campus modified its mission to meet the challenges of the U.S. mil-

itary drawdown. Even more than the European Division, the Munich, Augsburg, and Mannheim campuses were affected by the reduction of U.S. personnel in Europe, as enrollments declined from a peak of more than 650 full-time students in Munich in the mid-1980s to just over 150 full-time students in Mannheim a decade later. In response to this situation, the Mannheim Campus was opened to former members of the U.S. military who were stationed in Europe when their term of duty was completed and who wanted to remain in Europe while taking courses in an American university program.

Located at a U.S. Army post originally constructed for the German military in the 1890s, the Mannheim Campus consisted of four buildings surrounding a grassy quadrangle. In many ways, it was a very different place from the former "cobblestone campus" at Munich's McGraw Kaserne. But the spirit of the original Munich Campus lived on, in the memories of the thousands of students who studied there from 1950 to 1992. That spirit was commemorated in a bronze sculpture installed in 1996 at UMUC's headquarters in College Park. Made by Victor Letonoff, a former Munich Campus student who graduated in 1978, the sculpture depicted two Munich Campus students standing back to back—a young woman carrying a book and a young man holding a beer mug. Surrounding the base of the sculpture were several of the original cobblestones from "the campus on the casern" in Munich.



Although the U.S. military drawdown significantly affected the size and location of UMUCs original residential program in Europe, it also provided an opportunity for the university to establish another residential campus there, operated separately and independently from its overseas programs serving the military. In August 1992, UMUC opened a new residential program in the German city of Schwäbisch Gmünd, about 30 miles from Stuttgart. The campus was located in a 19th-century German military casern that had been taken over by the U.S. Army after World War II. During the 1980s, the casern had been the site of several demonstrations, held outside its gates, by Germans protesting the deployment of U.S. Pershing missiles in their country. In the early 1990s, as a result of the political and military changes occurring in Europe, the U.S. Army closed its installation there and returned the recently refurbished casern to the city of Schwäbisch Gmünd. Seeking to make the best use of this fine facility, the local government invited UMUC to establish an international university program there. As one UMUC administrator remarked, the campus at Schwäbisch Gmünd became “a symbolic bridge from the Cold War to the present.”

T. Benjamin Massey, president of UMUC, referred to the Schwäbisch Gmünd campus as “America’s most international university.” Under the direction of its first resident dean, Ernest W. Hankamer, the four-year undergraduate degree program began with 72 students from around the world. During its first two years, the campus attracted students from 36 countries on four continents. By 1997, the student body numbered almost 170, with students from 33 countries, including India, Pakistan, Turkey, Taiwan, Japan, Korea, Italy, Spain, Sweden, Finland, Russia, and Brazil. Thirty-six percent of the students were from the United States and 17 percent from Germany. All of them were full-time students, with a median age of 25.

The Schwäbisch Gmünd program offered students the opportunity to enroll full-time in a four-year curriculum leading to a Bachelor of Arts or Bachelor of Science degree with a choice of 11 specializations, including business and management, international relations, German/European studies, history, and English. The campus also welcomed transfer students from other institutions and those who wanted to attend classes in Schwäbisch Gmünd during a semester or year abroad.

The Schwäbisch Gmünd campus
was called “a symbolic bridge from the
Cold War to the present.”

Classes were conducted in English by an international faculty selected for its experience in teaching students from a variety of countries. As one faculty member observed, “It’s very exciting to teach an international relations course and talk about different parts of the world and have people from those different parts of the world in the class. We try to make it into a global classroom experience, because we are here, right in the middle of Europe.” Willard Martin, who was appointed resident dean of the campus in the summer of 1995, also noted that one of the strengths of the program was that it offered an American education in a European setting. “We are very international,” he said. “There’s no dominant or majority group on campus. One way or another, we’re all foreigners.”

In May 1994, a commencement ceremony was held in Schwäbisch Gmünd to honor the students who had completed their bachelor’s degrees that year. The commencement speakers included Vida J. Bandis, a Lithuanian who immigrated to the United States after World War II, joined the European Division staff in 1960, and eventually became executive vice president of UMUC with responsibility for International Programs. In her address to the assembly, Bandis made a point that was especially relevant to the gathering of students from so many different countries around the globe:

For some of you, the time spent in Schwäbisch Gmünd was living in a foreign land. For some, this is your home country. But all of you had the opportunity to embrace the richness of other cultures that may, we hope, help bring our world closer to peace. The suffering we see today in Europe, in Africa, in the streets of Los Angeles,

is the result of prejudice and hatred, and it is nurtured by the disdain for diversity. If, while here, you have learned to appreciate the differences of another culture and can share that appreciation when you leave, then you will have enriched our world. If Schwäbisch Gmünd can, in this small way, dispatch you as ambassadors of peace, then we shall have been successful.

War Zones

Although the number of U.S. military personnel in Europe rapidly declined after the end of the Cold War, UMUC's European Division actually expanded into four additional countries as a result of U.S. military operations. And, for the first time since the Vietnam era, UMUC courses were offered in a war zone.

In August 1990, just as European Division students were registering for the first term of the year, Iraqi troops invaded Kuwait. In the climate of uncertainty regarding the U.S. military response to the situation, many students decided not to enroll in any courses at all. Others who did sign up for classes had to withdraw because of extra duty at work as the military in Europe prepared for possible deployment to the Middle East. In November of that year, President George Bush launched Operation Desert Shield, sending a force of more than 100,000 U.S. servicemembers to the Persian Gulf area. The majority of those troops came from the European Command.

The deployment began in the middle of the university's second term that autumn. Classes were disrupted as large numbers of students departed on short notice for new duty posts in the Middle East. Some faculty members arrived at class to find that

all their students had left for Saudi Arabia; in other courses, the only remaining students were civilian dependents, the spouses and children of military personnel. Some students came to classes that no longer had a teacher, as a number of faculty members who were also in the military had been posted to the Middle East. As a result, many courses had to be canceled partway through the term. In other cases, faculty members who had lost courses were reassigned, sometimes over great distances, to teach courses that had lost their instructors. And some teachers had no courses at all.

Students were even more dismayed at this sudden and unexpected disruption in their lives. Faculty and staff members received frantic phone calls from students asking how they could keep from losing all the time and money they had already spent on university courses that term. In response, the European Division worked with the military to create a fair policy that would allow students who were deployed to the Middle East to withdraw from their courses without being penalized academically or financially. In many cases, those who had nearly finished a course were allowed to postpone completion of it until a later term.

Economics teacher Tom Hudgins had a student who was sent from Germany to Saudi Arabia shortly before the last examination in the course. Since the student had earned good grades up to that time, Hudgins decided to let him complete the course by writing a take-home exam while he was on duty in the Middle East. A few weeks later, Hudgins received a thick envelope in the mail. Inside was the completed final examination—written in pencil on Big Chief tablet paper, and gritty from all the desert sand that had seeped into

the package. The student also had enclosed a handwritten letter in which he apologized for not typing the answers to the exam, because there was no typewriter, computer, or even electricity available in the field tent where he was billeted.

In January 1991, Operation Desert Shield became Operation Desert Storm as members of a multinational allied force went into combat against Iraqi troops in Kuwait and Iraq. During that time, UMUC conducted courses for members of the U.S. military in Saudi Arabia and Bahrain. In Riyadh, Saudi Arabia, classes were held despite Scud missile attacks by the Iraqis. And, after the Iraqis had been expelled from Kuwait, UMUC expanded its program to that country for U.S. government personnel serving there.

In March 1991, UMUC established a scholarship program for the spouses of servicemembers who were left behind at overseas bases when their husbands and wives were deployed to the Persian Gulf. Approximately 1,200 of these Desert Storm Spouse Scholarships were awarded in an effort by UMUC to provide assistance to students who were coping with the burden of being separated from their loved ones. In May 1993, General John Shalikashvili—the supreme allied commander, Europe, and commander-in-chief, U.S. European Command—addressed the European Division graduating class at the annual commencement ceremony in Heidelberg. Many of the graduates had served in Operation Desert Storm or received one of UMUC's special scholarships. After noting that both NATO and the European Division were founded more than four decades earlier, in 1949, Shalikashvili told the graduates that their “remarkable success has been made possible by a remark-

able institution,” University of Maryland University College.

In October 1993, UMUC became the first American university to offer a course for U.S. military personnel serving in former Yugoslavia. Taught by William H. Van Husen, an air force officer temporarily assigned to Pleso Air Base near Zagreb, Croatia, that first course was, appropriately, “History of U.S. Foreign Policy.” Pleso Air Base was a transit point for members of the United Nations Protection Force traveling to and from various sectors in Croatia and Bosnia. Van Husen not only taught the course, but also served as registrar for the 19 students who enrolled. According to Van Husen,

The challenge came in setting up the classroom. Work space and office space were at a premium. The arrangement I came up with was an exercise in international relations. I secured a conference room from the Finnish detachment. The British were kind enough to loan me some visual aids, including an overhead projector and a portable Enable writing board. And the Norwegians hosted a final exam party for myself and the students to celebrate the end of class.

No other courses were offered by UMUC in the former Yugoslavia until the spring of 1996, when the university expanded its program to a total of four sites in Croatia, Bosnia and Herzegovina, and Hungary. The previous December, the United States had deployed 20,000 troops to those countries, in support of Operation Joint Endeavor, the NATO-led multinational mission sent to enforce the Dayton Peace Accords in

the Balkans. Most of the U.S. troops of the NATO Implementation Force (IFOR) were from units in Germany, where many of them had been enrolled in UMUC courses. So, when the U.S. military asked UMUC to extend its education program to Bosnia, Croatia, and Hungary, the European Division started preparing faculty and staff for assignments to that part of the continent.



Staff Sergeant Terrance Richards (left) consults UMUC faculty member Thomas Darab in Tuzla, Bosnia, 1996.

Although not technically a war zone when UMUC arrived there, Bosnia had, for the previous four years, been the site of the worst military conflict in Europe since World War II. When the UMUC program began, Bosnia was still a dangerous region of land mines, booby traps, snipers, and sporadic fighting among different ethnic groups. Although UMUC had not required its faculty and staff to accept positions in places of military or political strife since the Vietnam era, it had no difficulty finding volunteers for the Balkans and Hungary. Faculty and staff were recruited from the European Division, the United States, and the former Yugoslavia itself. Some were attracted by the opportunity to earn and save extra money, since faculty members assigned there received a supplemental stipend for each course they taught, in

addition to free room and board provided by the military. But most of them signed up for this dangerous duty because it represented a new frontier, both for them personally and for UMUC. As Joe Arden, director of the European Division at the time, commented, “The faculty who come to the program are filled with a sense of adventure. They are a long way from being in ivory towers and want to have very, very real experiences.” Peter Maass of the *Washington Post* described them as “hopeless romantics and adventurers, the fire jumpers of the educational world, bringing the classroom to the GIs, wherever they are. . . .”

For the first time in UMUC’s history, the faculty and staff had to go through military training before being sent to an assignment. Each was required to attend a four-day course in Hohenfels, Germany, before departing for the Balkans. During the course, faculty members received instruction on the military and political situation in the Balkans, on detecting and avoiding land mines and booby traps, and on dealing with terrorists, ambushes, and sniper fire. They were issued U.S. Army battle dress uniforms (BDUs), combat boots, flak jackets and helmets, sleeping bags, Swiss Army knives, and other gear—because they would be living, working, and eating in the same facilities as the troops. And they traveled to their assignments aboard military transport planes.

The UMUC program in the Balkans and Hungary began in Term IV (March–May) of 1996, with a total of 29 undergraduate courses taught by 13 faculty members on-site and with an additional 11 courses available through distance education. Five field representatives had been sent to register the students and administer the pro-

grams established at Zagreb in Croatia, Lukavac and Tuzla in Bosnia, and Kaposvar and Taszar in Hungary. More than 600 enrollments were recorded for courses in business and management, history, government and politics, English, Hungarian, sociology, speech, mathematics, and general science. Classes were offered at lunchtimes, late afternoons, and evenings to accommodate the students' work schedules. Although a few other institutions of higher education also began programs for the U.S. IFOR troops at that time—primarily through correspondence courses and videotape instruction—UMUC was the only one to send its faculty to that area to teach undergraduate courses leading to a bachelor's degree.

By Term V (June–July) of 1996, more faculty members were sent to the region as the UMUC program expanded to 11 sites, with more than 800 enrollments and 23 teachers. The program reached a peak in Term I (August–October) of the 1996–97 academic year with almost 1,200 enrollments in 62 courses taught by 35 UMUC faculty members at 17 sites in Bosnia, Croatia, and Hungary.

Teachers who volunteered for the program lived and taught under conditions similar in some ways to those their predecessors had experienced in Vietnam—sleeping in tents or barracks, eating in military mess halls, and teaching in whatever facilities were available. In June 1996, Charles Brumfield, a member of the economics faculty, wrote from Bosnia,

The classes are going very well despite such hardships as 2' x 2' chalk boards, makeshift seating, classes in noisy mess hall tents while dinner is in

progress, lecturing over the roar of helicopters and APCs [armored personnel carriers], etc. Just getting from one base to another can be a major undertaking. Mud up to our ears when it rains, heat and dust when it doesn't. All part of "the Maryland experience."

The lack of facilities had often been a challenge for UMUC "faculty in the field," but resourceful teachers usually found ways to overcome obstacles and make the most of the situation. When Mike Denison, a speech and English teacher, discovered there was no library at the base where he was teaching in Hungary, he arranged a field trip for his students to the nearby university city of Pecs, so they could do research at the three English-language libraries there. Denison described the difficulties of making a trip that would have been easy under other, more normal circumstances:

We have to register a passenger manifest with the military police before we go, and also we have to take a field radio with us, and we have to have at least one Combat Life Saver with us, just in case. We have to stay in groups of at least four for the entire period, and we have to be back in time for dinner. We do get to get our very own library cards, though.

When asked why he volunteered to work under such conditions in Bosnia, Stephen Holowenzak replied, "It's always been for the soldiers. Wherever the soldiers are, that's where I want to be with the educational programs." And the military valued UMUC's commitment to

teaching soldiers despite adverse circumstances. “We encourage all our soldiers to continue to grow educationally and to keep working toward their educational goals,” said Don Mallicoat, a spokesman for the Army Continuing Education Services Program. “One of the main reasons soldiers come into the service in the first place has always been for educational purposes.”



Thomas Darab (left) teaches business and management at Tuzla Air Base in Bosnia, 1996.

U.S. soldiers serving with the NATO Implementation Force in Hungary and the former Yugoslavia signed up for UMUC courses for a number of reasons. For some, it was their first opportunity to take a college course; for others, it was a way to continue their education that had been interrupted by the deployment. Many took university courses to earn promotion points in the military, while others sought skills that would also be useful later in civilian life. Because soldiers were not allowed off base except for duty reasons, they soon found that UMUC courses were a good way to spend their spare time while also sharpening their minds and advancing their academic and career goals. And the availability of university courses in a military situation both dangerous and dull helped to boost the morale of the soldiers serv-

ing there. As Holowenzak noted, “It’s important for us to be where our troops are and be able to provide the educational aspect to their lives.”

When asked to describe his perception of taking a UMUC course in Bosnia, Army Specialist Rodney T. Feige replied, “Incredible, serving my country and myself. The opportunity to study while deployed really makes this a job like no other.” In response to the same question, Private E. W. Dungan wrote, “[This] being my first deployment, I did not expect to have the opportunity to pursue my education while on duty. I commend the instructors and counselors from UMUC for their efforts and dedication to the soldiers/students.” And Army Specialist Jeffrey Smith added,

I feel that the . . . teachers here in Bosnia are giving soldiers a chance to further their education in a hostile environment. Not only are soldiers putting their lives on the line, the teachers here are also. From a student’s point of view, I give [UMUC] an A+ for its contribution during Operation Joint Endeavor.

In addition to serving their students in the Balkans, some of the UMUC faculty members in Bosnia also sought to assist the civilian victims of the war. Despite regulations restricting them to the military bases where they were assigned to teach, some faculty members went out into the nearby communities in their spare time and began working with refugee groups. Using their own money and contributions from others, Charles Brumfield and Kambiz (“Tommy”) Akhavein purchased and delivered crates of fruit, canned meat, powdered milk, and

medical supplies to 130 children who were suffering from malnutrition, rickets, and scurvy at three refugee camps near Tuzla. During that time, Brumfield wrote from Bosnia,

I've now had time to get a firsthand look at the real face of war, and it's a face of tragedy. I've made a lot of Bosnian friends and visited in the homes of some who still have them. My biggest fear is that no matter what I do with the rest of my life, I'll never be able to top this experience. I know it was different, but I'm beginning to understand why Vietnam vets are so attached to their experience. I'm a different person now than I was just a month ago.

When U.S. troops were deployed to the Balkans in December 1995, their mission was limited to only one year. But as the time neared for the soldiers to leave, the U.S. government indicated that a smaller military force would remain in that part of the world beyond the originally scheduled date of departure. When asked how long the European Division would continue to offer courses in Bosnia, Croatia, and Hungary, Joe Arden replied that it depended on the length of time the U.S. military remained in that region and on whether UMUC was asked to provide programs there. According to Arden, "Our goal is to make it possible for U.S. military personnel to continue their pursuit of high-quality education, regardless of their geographic location." He added that UMUC's experience in the Balkans "is a proud chapter in the European Division's more than 45-year history."

The Asian Division

The changes occurring in international political and economic relations affected UMUC's program in Asia as well. During the first half of the 1990s, the number of U.S. military personnel serving in that part of the world remained relatively stable, but enrollments in the Asian Division increased approximately 20 percent while the size of the faculty increased 15 percent. This increase was caused by several factors. At a time when the U.S. military was withdrawing its forces from other areas of the globe and reducing its overall troop strength, many servicemembers realized that higher education would improve their chances for retention and promotion within a downsized military. And those who would be leaving the military knew that taking university courses while they were still in the service would enhance their opportunities for employment in civilian life.

Another factor affecting enrollments in the Asian Division was the addition of several new sites throughout Asia and the Pacific. Although programs had closed in Diego Garcia, the Philippines, and at one location in Australia by the early 1990s, other programs opened in Thailand, Singapore, and New Zealand, and existing ones in Guam and South Korea increased in

size. By 1997, the Asian Division offered courses at almost 60 locations in 11 countries, territories, or dependencies, over an area of 10 million square miles in the Asia-Pacific region.

Guiding the Asian Division through this period of growth and change was Paula A. Harbecke, who served as director from late 1990 until the middle of 1996. The first woman appointed to direct any of the overseas divisions in the history of UMUC, Harbecke had previously served as a faculty member in the European Division, a resident teacher at the Munich Campus, and an administrator at European Division headquarters in Heidelberg. With an academic and professional background in accounting, finance, and business management, she was well qualified to lead the division as it faced the financial challenges of the 1990s. During her tenure, the Asian Division was awarded its third consecutive five-year contract with the military, in which it was designated as the sole provider of academic undergraduate programs, and specified graduate programs, at U.S. military bases in Asia.

Not long after Harbecke became director of the Asian Division, she and her staff were faced with the first of several crises resulting from natu-

ral disasters. In June 1991, Mount Pinatubo erupted in the Philippines, causing widespread destruction. The faculty, staff, and students at Subic Bay were eyewitnesses to the volcanic devastation. Huge explosions shattered windows and buildings, rocks crashed through roofs, and the air was so full of ash and debris that breathing was difficult. Loretta Ledford, a teacher in the Asian Division, wrote,

The world wrapped around us for a weekend. Mt. Pinatubo threw her sand and ash and sulfur twenty miles into the sky, and Nature shared in the endeavor of devastating some, terrifying others, by sending in typhoon Yuyeno to pick up the debris to carry it swirling over Luzon Island. . . .

After the eruption subsided, people waited in long lines for water from tanker trucks and meals from military field kitchens. And, during the next week, thousands of American military and civilian personnel were evacuated from the area by aircraft carrier, helicopters, and military transport planes. Evacuees were allowed to take only one suitcase with them. Ledford, like others, had to leave behind most of her possessions, includ-

By 1997, the Asian Division offered courses at almost 60 locations in 11 countries, territories, or dependencies.

ing her books, clothes, and computer. About 400 students and several faculty members at Subic Bay were affected by the disaster. All courses had to be canceled there, only halfway through the term. The Asian Division also had to cancel a new program that it was planning to open at Clark Air Base, which had been virtually destroyed by the eruption. Despite the widespread destruction, UMUC managed to continue offering a few courses at Subic Bay—taught by local, part-time faculty—for another year until that base, too, was closed.

One result of the Mount Pinatubo disaster was an increase in the size of the existing program on Guam and the opening of a new program in Singapore, two locations where many of the U.S. military personnel evacuated from the Philippines were reassigned. However, Guam was soon the site of several natural disasters as well, beginning with five typhoons that hit the island in a three-month period beginning in late August 1992. The first typhoon, Omar, was the most destructive, causing extensive damage to civilian and military facilities and resulting in one death. A week after Omar hit, UMUC classes resumed amid broken glass, soggy carpets, and power and water outages. Despite such conditions, the faculty, staff, and 630 students at seven sites persevered.

“I never thought I’d see the day when my students had to write their midterms holding flashlights,” said Jay Dobbin, a veteran of the European and Asian Divisions. As the next four typhoons battered the island, many more classes had to be canceled, then rescheduled. Faculty member Tom Robinson wrote that he lost count of how many makeup classes he held. One stu-

dent’s quip summed up the situation: “Which typhoon are we making up this Friday?”

In August of the following year, Guam was struck again by a natural disaster. The day before registration was to begin for UMUC courses, the island was shaken by a major earthquake, with a magnitude of 8.0 on the Richter scale—the strongest earthquake recorded in the world in four years. Many buildings were either destroyed or so badly damaged that they were no longer usable. Taking the situation in stride, however, the faculty, staff, and students put their typhoon training to work, and Term I classes began on schedule that fall.

Despite such disruptions, the Asian Division in 1993 recorded more than 10,000 enrollments in a single eight-week term for the first time in its history—and enrollments, per term, remained at that level into the middle of the decade. One factor affecting this growth was the expansion of course offerings and types of programs available in the Asian Division. Under the terms of the new military contract begun in 1993, the Asian Division was, for the first time, permitted to offer lower-level computer courses at U.S. military bases in Asia. As a result, the Asian Division significantly increased the number of courses it could offer for students seeking to improve their knowledge and skills in the field of computer studies. The division also established 20 media-learning centers for students, equipped with up-to-date hardware and software. As Harbecke noted, “We have to keep up



Paula A. Harbecke, director of the Asian Division from 1990 to 1996.

with where the students are, because one of the big changes you find in students today is the level of technology that they're familiar with, that they bring to the classrooms themselves, that wasn't there five or ten years ago."

Distance education courses, delivered by computer, were taught in the Asian Division for the first time in 1993. Intended primarily for students

whose duty schedules or locations prohibited them from enrolling in regularly scheduled classes, distance education courses also expanded the variety of courses available to students in more remote locations. Through distance education, students could work on their assignments at any convenient time and keep in touch—by e-mail and computer conferencing—with their instructors and fellow students, most of whom were located at different Asian Division sites.

Starting with only eight enrollments in 1993, the distance education program expanded to almost 400 enrollments in 27 courses by 1997. At different times, more than 50 different courses were offered through distance education in the Asian Division, ranging from computer studies, business, and management to English,

humanities, and social sciences. And, in 1995, the Asian and European Divisions began offering several distance education courses together, whereby students in one division could take courses taught in the other, half a world away.

A distance education course in the Asian Division also added another continent to the UMUC map. In December 1994, Ensign Ron Parks of the Naval Support Force at McMurdo Station in Antarctica enrolled in the course "Introduction to Computer-Based Systems," taught by Andy Bozylinski, who was located thousands of miles away on Okinawa. Parks was the first UMUC student "on the ice" (as the assignment in Antarctica was known). "It was very exciting to be able to take college courses in the most remote place on earth," Parks said later. "It was the perfect opportunity for me to do college work."

In the 1990s, the Asian Division began reaching out to students in other ways, too. Japanese students who were proficient in English were permitted to take university courses on U.S. military bases in Japan. Starting with a program on Okinawa in 1987, the opportunity for Japanese students to enroll in UMUC courses was extended to the main island of Honshu in 1990, in accordance with an agreement between the government of Japan and the U.S. military. In 1996, Asian Division Director Paula Harbecke noted, "Each term in Okinawa we have 150 to 160 local Okinawan students taking classes with us. They are actually able to complete their entire undergraduate careers and graduate with us there."

In the 1995–96 academic year, the Asian Division, working together with Bowie State University, introduced a series of professional edu-



By the time the Asian Division reached its 40th anniversary in 1996, more than 400,000 students had taken courses there.

cation courses designed to meet the certification requirements of the Maryland State Department of Education. Through classroom courses and practice teaching at Department of Defense secondary schools in Asia, students had the opportunity to pursue an undergraduate degree in education—and many members of the military were able to prepare for a second career in teaching when they returned to civilian life.

But as all of these new programs led to increasing opportunities for students in the Asian Division, the administration had to cope with the financial challenges of the 1990s. Many of UMUC's operating costs in Asia more than doubled from the previous decade, as the value of the U.S. dollar fell to historic lows in relation to the Japanese yen. At the same time, on-base military housing where faculty and staff had lived at most locations was no longer available by the early 1990s. As a result, almost all faculty and staff members were forced to live off base, in a part of the world where housing was difficult to find and rent and deposits were exceptionally high. The Asian Division began leasing apartments for its faculty and staff in certain high-cost areas and requiring its faculty members to move less frequently between assignments. And, because travel costs in Asia—particularly in Japan—became so high, the Asian Division had to curtail its study tours program, which had been so popular with students in the past.

By the time the Asian Division reached its 40th anniversary in 1996, more than 400,000 students had taken courses there, from South Vietnam to South Korea, from Japan to Antarctica, from Diego Garcia to Guam. And

thousands of those students had earned professional certificates and degrees. Shortly before she left Asia to become director of the European Division in 1996, Paula Harbecke commented,

Sometimes I look around me and say to myself, "We are really doing something that's unique and invaluable." What we're doing is bringing education to the frontier, wherever it happens to be. I like to think that if UMUC had existed back in the 1800s, that we'd be out there on those wagon trains going West.

The Russia Program

In the 1990s, a new frontier for UMUC was Soviet (soon to be Russian) Asia, from Eastern Siberia to the shores of the Pacific Ocean. UMUC's unique program in Russia grew out of the ties established between Russian and UMUC administrators who met during Asian Division study tours to Irkutsk and Vladivostok in 1989 and 1990. A year later, UMUC became the first U.S. university in history to offer an American bachelor's degree program for Russian students.

Julian Jones, director of the Asian Division at that time, was instrumental in getting the program started. His description of the initial idea for the program had echoes of the earlier Ehrensberger era, when deals were discussed over dinner and agreements made over drinks:

It was during the negotiations for the Asian Division study tours, and in a couple of meetings thereafter . . . that the trusting relationship developed between some of our Asian Division staff and some of the Russian university administrators in both cities. . . . The Russians came to the point of asking, "Could you deliver business management courses here?"

I vividly recall meeting at dinner with some of the Irkutsk administrators, without a clear idea of what they wanted and how we might be able to help, and talking with them through a long evening of eating and drinking vodka. I had not drunk as much since my college days, and I was at a point where I just couldn't drink any more, and they were laughing and I was laughing, and we were planning this grandiose UMUC-Irkutsk program and drawing up who did what, an organizational structure, on the back of a paper napkin. The napkin was stained, and the ink was running. But I did have the foresight to put it in my pocket.

I remember being called the next morning, and a Russian voice saying that the rector of Irkutsk State University would like to talk to me and to my Russian hosts about this program. I had a horrible headache, and at first I couldn't remember what they were referring to. I finally got the napkin out, and though it was hard to read, I sorted out what we had talked about the night before.

Just as David Sparks had described the university's pioneering program in Europe in 1949 as a "wild attempt to extend [American] education" overseas, likewise UMUC's program in Russia 40 years later would be recognized as an innovative, enterprising adventure in extending American education to post-Soviet Russia. As the idea took shape, UMUC negotiated agreements for a joint Russian-American undergraduate degree program in management studies to be offered at two universities: Irkutsk State University (ISU), the oldest institution of higher

education in Eastern Siberia (and one of the top 10 universities in Russia), located in the city of Irkutsk, near Lake Baikal; and Far Eastern State University (FESU), the first university established in the Russian Far East, located in the port city of Vladivostok on Russia's Pacific Rim.

The primary goal of the program was to prepare Russian university students for future positions as business managers in the emerging market economy of Russia—although students from other countries were also welcome to enroll in the program. The first classes began in late August of 1991, shortly after the unsuccessful coup that led to the breakup of the Soviet Union. As UMUC President T. Benjamin Massey said when the programs were established, “UMUC is deeply honored to have been able to enter this partnership with the two Russian universities, particularly at a time when the opportunity to have an impact on the economic future of the country is at a maximum.”

With the support of Rector Fyodr K. Shmidt at Irkutsk State University, the Siberian-American Department of Management was established as a part of the Baikal Training Complex under the direction of Vladimir N. Saunin, an innovator with a forward-looking vision for the future of

higher education in Siberia. Alexander V. Diogenov, a mathematics scholar also committed to improving educational opportunities in Siberia, was appointed dean of the department. At Far Eastern State University in Vladivostok, the Russian-American Department of Management was established with Anna A. Khamatova, an excellent organizer and a recognized Chinese-language scholar, as dean. FESU Rector Vladimir I. Kurilov stated that the university's principal aim, through this program, was “to educate a free, undogmatic individual capable of creative activity, self-development, and global thinking.”

Students at both ISU and FESU studied for a unique double degree: a Bachelor of Science with a specialization in management studies from UMUC and a Russian diploma in systems analysis and management at ISU or a diploma in international economic relations and management at FESU. Just as in other departments of Russian universities, first-year students were admitted to the program through competitive entrance examinations. Enrollments at both universities were limited to 50 first-year students each year, with a total of 200 to 250 students enrolled in all levels of the program at each location.

The Russia Program's primary goal was to prepare students to compete in Russia's emerging market economy.

Unlike students in Russian state-supported universities, however, students in the UMUC joint-degree program had to pay tuition of several thousand dollars, in a combination of Russian and U.S. currencies. Students in the UMUC program were for the most part “sponsored” by Russian business enterprises and regional governments, which paid the tuition and fees in return for the



Russian students attend a UMUC class in Vladivostok, Russian Far East, 1993.

students’ working for their sponsors during summer vacations and for two to five years after graduation. As Richard Schreck, UMUC’s director of International Programs, pointed out, “Tuition is being paid by Russian business and governmental organizations because they want and need employees who understand international economics, business, and international trade.”

During their first two years in the program, students took courses in the Russian curriculum of their university, taught in the Russian language

by local Russian professors. In addition, they spent several hours each week in intensive study of English. The Russian first- and second-year curriculum was designed to prepare students for upper-level courses in the American curriculum, which was taught entirely in English, with American textbooks and course materials, by American faculty members sent to Russia by UMUC. Courses in the American curriculum included economics, international business management, human resources management, organizational behavior, business writing, international marketing, accounting, English composition, and business finance. Upon successful completion of this four-year program, the Russian students received a bachelor’s degree from UMUC. The students then spent a fifth year completing the requirements for a degree from their Russian university. These requirements usually included serving an internship with a Russian company and writing a thesis on a topic concerning Russian business or the Russian economy.

During the first two years of the program (1991–93), UMUC sent a small number of faculty members to assist their Russian colleagues in teaching English to first- and second-year students in Irkutsk and Vladivostok. Those students who demonstrated proficiency in English were then permitted to enter the American segment of the program at the beginning of their third year. In August 1993, the first full contingent of seven UMUC teachers traveled to Russia—three to Irkutsk and four to Vladivostok—to teach a range of courses in the fields of business, economics, history, English, and study skills. One American faculty member at each location was also designated

as UMUC's on-site administrator. In many ways, that group of seven Americans arriving in post-Soviet Russia was analogous to the seven pioneers who started the university's European Division in postwar Germany more than four decades earlier.

Like their predecessors in postwar Europe, UMUC faculty members in Asian Russia found working and living conditions very different from those that most of them had experienced elsewhere. Blackboards, chalk, erasers, audiovisual aids, copy machines, office supplies, and computer facilities sometimes left much to be desired. Communications obstacles were perhaps the most difficult to overcome. Telephone connections with Russia were erratic, mail service was slow and unreliable, and computer links with the rest of the world were just being established. During the first year, UMUC administrators in College Park communicated with the faculty in Vladivostok primarily by means of Telex. But, after both programs gained limited access to the Internet, faculty and administrators were able to keep in closer contact through e-mail.

In the classroom, the Russian students and their American teachers encountered unexpected cultural differences that gave all of them more insight into the different societies from which they came. On the one hand, Russian students were surprised to learn that their final grades in each course would be based on a series of written homework assignments, quizzes, and examinations given throughout the semester—instead of only one oral examination, at the end of each term, as in the Russian system. On the other hand, the UMUC teachers were disconcerted by the Russian students' propensity to talk with each other in class while the

professor was lecturing or while another student had the floor during class discussions and presentations. And the Americans—who placed a high value on individual initiative and achievement—had to work constantly to overcome the Russian students' "collectivist" approach toward doing homework assignments and taking tests.

Despite these cultural differences, many of the Russian students and their American teachers came to know each other better and to understand the reasons for their different ways of looking at the world around them. Most of the students in the program represented the intellectual elite of Eastern Siberia and the Russian Far East. As one UMUC faculty member there observed, "I think that the presence of American teachers—with their open-mindedness and their emphasis on individual work and critical thinking—will have a positive influence on the minds of these future leaders of Russia." And the American teachers appreciated the Russians' intellect, enthusiasm, and initiative in pursuing an American university degree under circumstances that would have been daunting to less motivated students in any part of the world.

Tom Hudgins—a faculty member who taught economics for a total of three semesters at Vladivostok and Irkutsk—noted that his Russian students were among the best he had ever encountered in the classroom. "They were well prepared, interested in new ideas, and especially interested in learning about a market economy," he said. "Also, they had to do all their work in a foreign language, English. I was particularly impressed by that."

George Morgan—who taught courses in business at Irkutsk and who described himself as "a

retired naval officer whose career spanned the Cold War from the building of the Berlin Wall to its fall”—later wrote of his experiences in Siberia: “For me, as an old cold warrior, it was an exciting adventure that I will always remember. The best part was the eagerness of the students to learn and their interest in me as a retired military officer.” And Maggie Smith—a faculty member in business

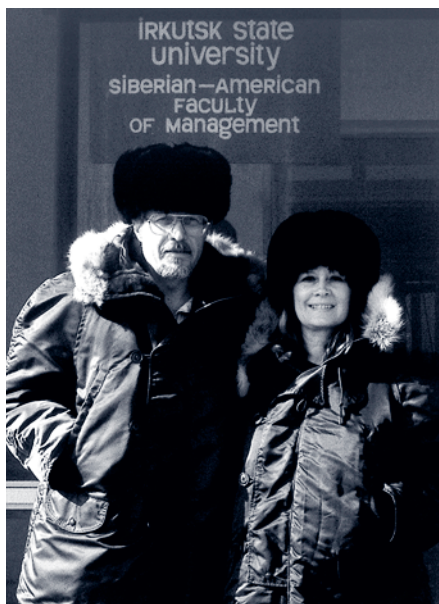
at Irkutsk for two years who was also UMUC’s on-site administrator there—described her experiences in Russia as “a great way to make an exciting contribution to global business—and certainly to walk on the side of change as history takes place.”

Not all of the UMUC teachers adjusted so well to the challenges of living and working in Russia. During the first years of the program, faculty turnover was high, with some teachers staying for only one semester and only a few choosing to stay for more than one academic year. Living condi-

tions were a major factor in faculty members’ decisions about whether to remain with the program. Although the Russian universities provided comfortable, furnished apartments for the UMUC faculty, many of the Americans were unaccustomed to living behind double-locked, steel doors in concrete, high-rise buildings reminiscent of urban public housing projects in the United States. At both locations in Russia, water

from the taps in kitchens and bathrooms often ran purple, orange, brown, or black and had to be boiled or filtered before use. Shopping for food was a daily chore, with hours spent tracking down items at widely dispersed, often sparsely stocked stores, open-air markets, and kiosks. In Siberia, the bitterly cold weather kept some of the Americans indoors more than they would have liked—although others thrived in the sub-zero temperatures and enjoyed opportunities for skiing, ice fishing, and winter travel on the Trans-Siberian Railroad. In the Russian Far East, faculty apartments were often without electricity or water for several hours each day. In the evenings after work, teachers had to climb several flights of unlighted stairs to their cold apartments, eat cold meals, prepare their lectures and grade papers by candlelight (when candles were available), and bathe in cold water (when water was available)—just like all their Russian colleagues and students had to do every day.

But for many of the UMUC faculty members who worked in the program, the friendship and hospitality of the Russians in Irkutsk and Vladivostok more than made up for any relative hardships that the Americans had to endure. Together the Russians and Americans went on fishing trips on the ocean near Vladivostok, excursions to frozen Lake Baikal, field trips to nature reserves, picnics and hikes in the Siberian forest, and to concerts, churches, and museums in both Irkutsk and Vladivostok. They celebrated American Halloween and Thanksgiving, Russian Women’s Day and Great Patriotic War Day, and the Russian and American versions of Mardi Gras, Easter, Christmas, and New Year’s. They



Faculty members Tom and Sharon Hudgins at the UMUC program in Irkutsk, Siberia, 1994.

helped each other with research projects, swapped recipes for favorite dishes, shared computer programs, and learned more about each other's lives than any of them would have had the opportunity to do before the last decade of the 20th century.

For the fall semester of 1994, UMUC sent 13 faculty members to teach in Russia. And, the following year, 64 students received their UMUC bachelor's degrees at graduation ceremonies held in Russia and attended by students, faculty, and administrators from both the Russian and U.S. components of the program. In 1996, 93 students graduated from the UMUC programs in Russia; in 1997, there were 89 graduates. As George Morgan pointed out, "Armed with two degrees and proficient in English, these graduates will represent an important core of managers in Russian firms using western and international business practices and techniques."

By 1994, the Russian Association of Business Schools had rated the UMUC program in Irkutsk as the "number two business education program in Russia," based on the level of foreign language instruction, the number of courses taught by American professors, and the amount of coordination between the Russian and American administrations. Cecelia H. Lange, one of the first UMUC faculty members sent to teach English in the new program, later wrote, "I've worked in other programs in different parts of the former Soviet Union. From these experiences I know that the UMUC-ISU program is outstanding—in terms of organization, content, dedication, planning, and execution. It is a model that others would do well to emulate."

The success of the program was evidenced by the achievements of its students. In 1996, Andrei Tarasov, a student at Irkutsk State University, placed third in the All-Russian Student Olympics in Management, held in Tyumen, Siberia—a competition among 69 business and economics students from 35 institutions of higher education in the Russian Federation. And, by the spring of 1997, graduates from the UMUC program at Irkutsk State University had already found employment as economists; financial analysts; commercial directors; and marketing, sales, and personnel managers for a number of private businesses and government organizations in Siberia.

But it was the Russian students themselves who spoke most eloquently about the education they received through this unprecedented cooperative effort between Russian and American institutions of higher education. In 1996, Oleg Mamaev, a senior student in the Russian-American Department of Management at Far Eastern State University in Vladivostok, wrote,

Yes, today there are many economic and managerial departments that try to teach a new generation of businessmen, but who are the teachers? Professors who, ten years ago, taught the basics of Marxist-Leninist theory! Now they read lectures on the market economy, an economic system they have never been exposed to.

On the other hand, the Russian-American Department at Far Eastern State University gave us a tremendous amount of knowledge that we could never have gotten anywhere else. I believe that no other program in the Russian Far East could give such a deep knowledge in the

fields of market economics, marketing, management, international accounting, and other disciplines related to the field of business. Moreover, all the lectures are given in English, which gives [a] tremendous advantage to the students—learning business subjects at the same time they are mastering English.

Today, after four years in the program, I feel confident that I will be able to excel in business and succeed in my future career. Good education, plus eagerness and hard work, will do their job.

UMUC Stateside

Within an international university such as UMUC, many of the faculty members and administrators felt at home in a variety of locations around the globe. But UMUC was originally established—in 1947, as the College of Special and Continuation Studies—to provide off-campus education for nontraditional students in the state of Maryland. And, five decades later, it continued to focus on providing high-quality education for the residents of Maryland as well as for its substantial student body that extended beyond the boundaries of the state. The Statewide Division of UMUC offered courses at 34 off-campus military and civilian locations in Maryland, Virginia, and the District of Columbia, including three regional centers in Maryland at Annapolis, Waldorf, and Shady Grove (Rockville). In addition to overseeing distance education offerings, the Statewide Division served Bermuda, as well as the Nuclear Science and Engineering Program that operated from on-site locations at various nuclear power facilities around the country. UMUC faculty stateside taught classes at eight military bases and several business sites in the region, as well as in other states through distance education programs. In the 1990s, UMUC focused on the goals of

increasing access, quality, efficiency, and effectiveness of all of its educational programs in an effort to better serve the needs of its students, wherever they were located.

By the middle of the decade, more than 21,000 students enrolled in the Statewide Division of UMUC each year, with 76 percent of those taking undergraduate courses and 24 percent working on graduate degrees. More than 90 percent of all students attended on a part-time basis. Sixty-seven percent were age 30 or over, with women composing more than half of the student body. Minority-group enrollments rose steadily during the decade, from 28 percent in 1990 to 37 percent in 1996. With the exceptions of the historically black colleges and universities, UMUC's minority student enrollments were consistently higher than those of other institutions in the University of Maryland System in the 1990s.

Students enrolling in the bachelor's degree programs could choose from more than 25 areas of specialization, from English and history to computer studies and management. In the 1990s, the most popular specializations were business and management and three computer-related areas. In all of its undergraduate specializations, UMUC sought to

promote effective writing, information literacy, computer skills, and a global perspective for students who would be functioning in an increasingly diverse, yet interdependent, world. As Paul H. Hamlin, then dean of UMUC's Undergraduate Programs, pointed out, "One of the challenges we face is being able to give our students the skills that are necessary to really be successful in this new information age. That is going to be a constant challenge for us as we move into the twenty-first century."

One of the most popular UMUC undergraduate programs was the Open Learning program, which accounted for nearly a quarter of all undergraduate enrollments in the Statewide Division in the autumn of 1995. Originally called the Open University program when it was established in 1972, and retitled Open Learning in 1989, the program was designed especially for adult students who preferred to do independent study supervised by faculty members. One of UMUC's earliest distance education programs, Open University provided a flexible format for course scheduling and instruction through a combination of audio and video programs, telephone contact, and classroom meetings between students and teachers. Later, the Open Learning program added e-mail, voice mail,

**By the mid-1990s, UMUC
enrolled more than 21,000 students
each year in the Statewide Division.**

and computer conferencing as interactive communication links between teachers and students.

In the 1990s, UMUC became a leader in distance education programs, through which it provided courses to students in all 50 states and many locations around the world. In 1991, UMUC became the first university to offer a national distance degree-completion program for undergraduates,

with a specialization in management, as part of the National Universities Degree Consortium, a group of 10 public universities that combined resources to provide distance learning opportunities throughout the United States. The program provided students—who were required to have already completed two years of college work—with courses supported by cable television, satellite television, and voice mail for the last two years of study toward their undergraduate degree. In 1993, a Bachelor's Degree-at-a-Distance program was

introduced for students located anywhere in the United States who wanted to earn an undergraduate degree from UMUC. This distance education program permitted maximum flexibility in scheduling since no class sessions were required and proctored examinations were given at locations near where the

students lived or worked. Students communicated with teachers and with each other by mail, telephone, voice mail, computer conferencing, audio conferencing, and e-mail. Many students in UMUC's distance education programs had already taken courses with UMUC divisions stateside or overseas and wanted to continue pursuing a degree with UMUC even though they were no longer in proximity to its classroom courses. Hamlin noted that these programs “preserve the continuity of students' education, which is very important to adult students. It also guarantees that graduates have the same hard-won degree no matter where they are—whether it's Maryland or Hawaii.”

By September 1997, almost 15,000 enrollments were recorded in UMUC distance education courses each year. In the majority of those courses, participation by voice mail or online computer conferencing was required. To facilitate student and faculty use of computers for distance education courses, in the 1990s UMUC developed Tycho (named after the 16th-century Danish astronomer Tycho Brahe), its own user-friendly, graphically oriented communications software system. Provided free of charge to students, Tycho made it possible for students around the world to engage in computer conferencing, obtain online tutoring, submit assignments, work through computer-based multimedia courseware, access electronic library resources, and participate in electronic study groups. This nexus of electronic support and telecommunications links was called the “virtual university.”

During the 1990s, UMUC was also active in the development of instructional television, including the interactive video network (IVN).



The cupola on UMUC's headquarters in Maryland became a widely recognized symbol of adult education throughout the state of Maryland and the world.

With IVN technology, video and audio transmissions were sent over telephone lines, allowing the teacher and students at multiple sites to see and hear each other simultaneously through television monitors. Doug Warshof, who taught his first IVN course for UMUC's Graduate School of Management and Technology, observed, "I think the students [using this technology] get a much more enriched experience because they have students at other sites contributing to the class, making intelligent comments, and adding to the dynamic of what's going on."

Computer conferencing, on the other hand, re-created classroom information and discussion online, but with no set class hours. Students participated in the learning process by logging onto a computer at the best time for them individually. Dees Stallings, director of UMUC's Effective Writing Program, found that computer conferencing helped him get to know his students better. "That's because the emphasis is on what someone 'says,'" he explained. "I think I know my students better than if this were an on-site course. The shy student who usually sits in the back of the room is more likely to 'speak up,' especially since I can't see him or her and since there is no 'back of the room' in an online course." Sheryl Asbell, a student in a distance learning course, confirmed this perception. She observed that her own participation in class discussions increased when she joined her classmates and faculty members for computer conversation. "I'm talking much more on the computer than I ever did in the classroom," she explained. "My comments are more open, and I find I don't have the distraction of competing for the professor's

attention. I say what I have to say and keep going until I'm completely finished with my thoughts."

Distance education was one of the many innovative ways that UMUC found to respond to the demands of its students for quality education in circumstances where conventional classroom attendance was not possible. The virtual university at UMUC enabled students to register for courses and pay tuition by telephone, order textbooks by mail and have them delivered by UPS, take classes at their own computer, and do research assignments with computerized library tools. As University of Maryland System Chancellor Donald N. Langenberg told UMUC staff members in 1995, in a speech titled, "Technology: Gateway to UMUC's Future,"

University College has taken the lead in the University of Maryland System in the areas of distance learning and the educational uses of information technology. Who would have thought—even 10 years ago—that students would be able to attend class, take a test, participate in a study group, confer with a professor, get advice on how to write a term paper, apply for financial aid, or find out about internship possibilities—all while sitting before a computer screen at a time and place that is most convenient for them?

During the 1990s, UMUC also continued to offer its undergraduate students nontraditional programs such as Prior Learning (which includes Experiential Learning) and Cooperative Education, all of which had been introduced in the 1970s and 1980s as part of the undergradu-

ate curriculum. UMUC also offered bachelor's degree specializations for professionals working in the fields of fire science, paralegal studies, nuclear science and engineering, environmental and hazardous materials management, and radiation health and safety.

In 1990, UMUC's Graduate School was renamed the Graduate School of Management and Technology to more accurately describe its role in educating managers for positions in business, industry, government, and nonprofit organizations in an increasingly technological world. Since its first semester in 1978, with an enrollment of just 60 students, the Graduate School expanded to more than 3,700 students in eight master's degree programs (with 22 specialty tracks) and three executive master's degree programs—making it the second-largest graduate school in the University of Maryland System and the largest graduate school program in management and technology in the mid-Atlantic region of the United States. According to Dean Nicholas H. Allen, two factors attracted students to UMUC's graduate programs: “our ability to predict trends in management and to develop quality programs to prepare managers to function in a rapidly changing workplace.” Allen added,

Today's world is very different from the one that existed when most MBA programs were designed. Our program takes that into account and provides people who are already in the workforce an opportunity to upgrade their management skills. We continue to strive to be the benchmark institution for delivering

applied graduate courses and programs to members of the workforce.

During the first half of the 1990s, the Master of General Administration (MGA) was the most popular of the graduate programs, accounting for more than 50 percent of the total number of graduate students enrolled at UMUC. About 90 percent of UMUC's graduate students were from Maryland, and half of the students were female. Janice Reilly, who earned her UMUC master's degree in 1990, said,

The interactive nature of my graduate classes allowed me to exchange ideas with others who were already involved in managing people. We had mutual respect for each student's experience, and we learned from one another as well as from our professors. In fact, I can't think of any activity that provided a better opportunity to share ideas about management in such a supportive environment.

In both its graduate and its undergraduate components, UMUC in the 1990s also worked with other academic institutions in collaborative efforts to provide increased educational opportunities to students in a number of locations. In addition to its joint degree programs with two Russian universities and the three master's degree programs offered in the overseas divisions in conjunction with Bowie State University and University of Maryland, College Park (UMCP), UMUC also developed a joint engineering management program with the University of Maryland, Baltimore County; a Master of

Software Engineering with UMCP; and an undergraduate/graduate collaboration between UMUC's undergraduate program in communication studies and the University of Baltimore's graduate program in publications design. UMUC also worked with community colleges in Maryland to link their degree programs to its own. For example, Charles County Community College and UMUC built a shared education center in Waldorf, Maryland, which enabled students to progress from associate's to bachelor's to master's degrees without leaving southern Maryland. Soon thereafter, UMUC announced the launch of similar programs in cooperation with Montgomery College—the community college of Montgomery County, Maryland—and Anne Arundel Community College, in Anne Arundel County, Maryland.

UMUC also sponsored a number of non-credit programs, organizational consulting projects, and research institutes that served a variety of clients, from individual students to businesses, government organizations, and other institutions of higher education. Seminars, workshops, and short courses in accounting, computing, management, and executive development were conducted through the Office of Professional Development and the National Leadership Institute. In 1993, the Leadership Development Program—conducted in Maryland by the National Leadership Institute under license from the Center for Creative Leadership in North Carolina—ranked number one in quality of executive education in a survey of corporate clients. More than 3,000 managers representing more than 500 organizations in the United States and

abroad, including American Express and the World Bank, participated in these programs.

UMUC's Institute for Research on Adults in Higher Education (IRAHE) was founded in 1990 under the direction of Morris T. Keeton, an authority in the field of adult learning. Funded in part by the Pew Charitable Trusts and an anonymous donor, IRAHE sought, through its research,



to generate knowledge about adult learning and to foster improvements in practice by helping UMUC and other institutions in experimenting with and evaluating new educational techniques, thereby establishing models for change throughout adult higher education.

In 1992, the Institute for Global Management was established with a \$1 million endowment to UMUC from the ITOCHU Corporation, Japan's largest trading company. The institute focused on three aspects of international management: achieving good corporate citizenship, managing

As the demand for technologically savvy employees grew along with the popularity of online course offerings, the computer became almost as familiar as the textbook to UMUC students.

high technology, and managing diversity—both within a multicultural society such as the United States and internationally across cultures. In presenting the gift to UMUC, Ichiro Kanade, chief operating officer of ITOCHU’s U.S. branch, said that the relationship between UMUC and the ITOCHU Corporation stood as a model of cooperation and mutual benefit. In describing this



The Student and Faculty Services Center at UMUC’s Maryland headquarters.

public-private partnership, Kanade stressed the “respective strengths of a global leader in university education for adults and a company with a century of worldwide business experience.”

UMUC’s relationship with this Japanese company began in 1986 when the university’s Tokyo-based International Business and Management Institute (IBMI) assisted ITOCHU Corporation

in seeking ways to adapt Japanese management practices to its 810 affiliated companies around the globe. In the 1990s—under its executive director, Larry R. Rosenberg—IBMI provided training programs to such clients as Disney Enterprises, Bristol-Myers Squibb, IBM, Nissan Motors, Fuji-Xerox, Toyota, Sony, and the U.S. Department of Defense. Established in the early 1980s, IBMI had, by the mid-1990s, served more than 50 clients and trained more than 5,000 managers and staff from 65 countries, at sites in 20 countries on six continents.

UMUC’s Office of International Programs, which administered IBMI and other international, nonmilitary programs from its Maryland headquarters, also sponsored a number of programs in which American faculty members trained business managers in Russia, while Russian management students and entrepreneurs came to the United States for internships in American businesses. Several of these U.S.-based training programs were funded by the United States Information Agency (USIA) and the World Bank. UMUC was selected by USIA as the Maryland coordinator of its Business for Russia program, established in 1994, which brought Russians to the United States for hands-on training in American business practices and market economics. By 1997, nearly 1,500 Russians had come to the United States under this program, 120 of them to Maryland. Participants included several women who had started their own businesses in Russia and a former KGB major, now the owner of his own business, who interned for five weeks with a private investigation agency in Rockville, Maryland.

In 1995, the Institute for Environmental Management was established at UMUC, under

the direction of Robert Beauchamp. One of the institute's primary activities was to conduct seminars on controversial environmental issues, in which participants could air conflicting views and seek resolutions to difficult questions. As Beauchamp said at the time,

The Institute can play an important role in helping both regulatory agencies and industry see the benefits of identifying and minimizing environmental risks to human health. We provide a forum where all parties can meet to discuss these health risks and examine the cost effectiveness of regulations designed to eliminate them.

As UMUC continued to expand its programs and services in the 1990s, one change from the past was the evolutionary reduction in dependence on its sister institution, University of Maryland, College Park (UMCP), of which it was a part until 1970. Even after UMUC became a separately accredited, degree-granting institution, the vast majority of the undergraduate courses offered by UMUC were developed by the academic departments of other University of Maryland System institutions, primarily UMCP. But, beginning in the mid-1980s, UMUC became increasingly independent and, by the 1990s, did all of its own course development, textbook selection, and faculty hiring as a separate institution of the University of Maryland System (which, in July 1997, changed its name to the University System of Maryland).

Unlike many of the faculty members who taught full-time for UMUC in the overseas programs, almost all of those who taught in UMUC's stateside programs worked on a part-time basis. In

many ways they were similar to their adult, part-time students, in that they had full-time jobs elsewhere and came to UMUC after work and on weekends. Nearly all the stateside UMUC faculty members held full-time positions in government, business, and industry; about 10 percent had academic positions at other institutions.

Both graduate and undergraduate students at UMUC indicated a strong preference for faculty members who worked actively in the fields in which they taught. One of those faculty members was journalism teacher Rebecca (Becky) Jones—a reporter for both print and broadcast media and the author of more than a dozen children's books—who had taught for UMUC since 1976. In 1992, she received a Stanley Drazek Excellence in Teaching Award from UMUC and, in 1993, won the first faculty award of the National University Continuing Education Association Division of Summer, Evening, and Off-Campus Credit Programs. One of her students commented that Jones's "largest assets are her enthusiasm and interest in her students." Another observed, "If ever there were an instructor I would want to teach every class I take, it would be Becky Jones." A UMUC administrator described her teaching as "inspiring," adding, "She spurs UMUC students on to higher levels of excellence with her professional expertise and passion for her discipline."

As UMUC grew in the 1990s, new facilities were built or rented to accommodate the increasing number of students, faculty, and staff. In addition to the regional centers at Waldorf and Annapolis, which opened in 1989, another facility, the University of Maryland System's Shady Grove Center in Montgomery County,

Maryland, was completed in 1992, with a second building added in 1997. The Center of Adult Education was renamed the Inn and Conference Center and, in 1993, a new Student and Faculty Services Center was opened at UMUC's headquarters in College Park. The 124,000-square-foot addition was designed as a place to consolidate student services, such as advising, counseling, and registration, and to provide additional space for computer facilities, administrative offices, and classrooms.

Student services at UMUC also were improved in the 1990s, through a number of initiatives designed to make it easier for students to get information about UMUC programs, obtain advice about courses and degree plans, register for classes, and obtain information on financial aid. One of these innovations was the introduction of the Interactive Registration and Information System (IRIS), an automated telephone system that allowed students to register for courses, obtain information about payment processes, learn about changes in course schedules, and receive their final grades—all by telephone, seven days a week.

Although UMUC grew in many ways during the 1990s, total student headcount, worldwide, dropped approximately 22 percent between 1990 and 1997, primarily because of the drawdown of U.S. military forces in Europe. Student enrollment in graduate programs increased 32 percent during that period, but a modest decline in undergraduate enrollments stateside from 1990 to 1994 was probably attributable, in part, to the cost of tuition at UMUC compared to the lower cost of attending two-year institutions in the state of Maryland. Except for the period from 1989

through 1992, UMUC was the only regionally accredited public or independent degree-granting institution in Maryland receiving no state funding. In order to generate necessary operating revenues, UMUC's tuition rose to among the highest of any public institutions in the state—and double to triple the tuition rate of community colleges in Maryland. More and more undergraduate students were attending community colleges for the first two years of their bachelor's degree programs and coming to UMUC only for their upper-level work. Hence, it was of tremendous assistance to UMUC when, in 1996, the governor and General Assembly of Maryland took a first step toward reinstating equitable funding for UMUC students and allocated \$3.9 million in state funds to the university.

Institutional advancement became a major effort at UMUC in the late 1980s and became increasingly important during the 1990s. The Office of Institutional Advancement, established in 1984, was created to strengthen the relationship with UMUC's internal and external constituencies, and to increase private and corporate support for the continued growth of existing programs and the development of new ones. UMUC appointed Robert Horn as its first vice president for Institutional Advancement in 1989 to coordinate alumni activities, fundraising, and other advancement functions. That same year, a steering committee was appointed under alumnus Edward A. Parnell to organize a UMUC Alumni Association. And, in late 1990, Julian Jones left the directorship of the Asian Division in Tokyo to become vice president for Institutional Advancement in College Park.

Jones and his staff nurtured the nascent UMUC Alumni Association into an effective volunteer force in the UMUC community; established the foundations of a modern institutional advancement program; secured UMUC's first million-dollar endowment; and planned UMUC's 50th anniversary celebrations around the globe, including a gala reunion at UMUC headquarters in Adelphi in September 1997, attended by students, faculty, and staff from four continents. Asked what achievements his staff members were most proud of, Jones responded, "Helping the Alumni Association volunteers assist other alumni and their alma mater, and getting UMUC better known in the community, especially in the state capital."

UMUC awarded a total of 5,739 undergraduate and graduate degrees worldwide in the 1996–97 academic year, 2,849 of them in the United States. And, during its 50th-anniversary celebration at UMUC's stateside commencement in College Park in May 1997, the university awarded its 100,000th degree. Looking back on UMUC's five decades of service to students, President T. Benjamin Massey commented, "I suppose I'm proudest of our graduates. Each of them has a very interesting story to tell. Almost none of them would have graduated from a university had it not been that we were there when they needed us."

One of those graduates was Sandra Fischer, a 46-year-old wife and mother of two children, who lived in Eldersburg, Maryland. She began her college career at the University of Alabama in 1974, but, like many other UMUC students, had to interrupt her studies because of family and work commitments. In 1987, she became a student at

UMUC, and in 1996 she graduated *summa cum laude*, with a 4.0 grade-point average, having earned a bachelor's degree with a specialization in psychology. Shortly before completing her undergraduate studies, Fischer wrote,

In 1987, I discovered UMUC, and it was a dream come true in that UMUC's existence



made it possible for some of the dreams I had tucked away to emerge again and gain strength. More importantly, I found a community in which I belonged. UMUC respects the

University of Maryland University College celebrated its 50th anniversary in 1997.

adult experience and the insight students bring to the classroom. It sets a standard of excellence and, without compromising that standard, accommodates, as best it can, life's real demands on its students. The very existence of this fine institution declares to the whole world that education is an expansive, lifelong process, open to those of any age, in any circumstance, who desire to be a part of a community that respects and celebrates education as inherent to the process of life itself.



CHAPTER SEVEN

The Global University: Into the 21st Century 1997–2007



A Global Shift

The dawn of the 21st century was a time of transformation for the university, both in the United States and abroad. The rapid growth of distance education, delivered entirely by computer, caused a seismic shift in the proportion of students taking courses online compared to those enrolling in courses provided on-site. New computer technology tied together UMUC's far-flung faculty, students, and staff in ways, and to extents, never imagined by the university's founders 60 years before. And UMUC's success at designing and implementing high-quality distance education programs resulted in its becoming the leading public university provider of online courses, programs, and services in the United States.

As new applications of technology made the world smaller, UMUC's administration in Maryland sought to unite its three distinct components in Europe, Asia, and the United States into a single institution with common policies and practices. The decrease in the number of U.S. military personnel stationed in Western Europe and East Asia, where UMUC had offered education programs for half a century, and the increase in competition for military students from other institutions providing online courses brought about a decline in enrollments in those geographic areas at the same time that stateside enrollments, especially online, were surging. The change in the relative size of UMUC's overseas divisions vis-à-vis its programs administered in the United States represented a major transition in the institution's history.

As UMUC continued to modernize its operations, both internally and externally, in the new century, its leaders focused on all aspects of the institution, from business practices to degree programs to student services, in an ongoing process of creating growth and responding to growth. But throughout this period of transition, UMUC kept its focus on its core values: providing outstanding education programs to nontraditional students in accessible, affordable, and sometimes unconventional ways.

Transition to a New Era

Shortly before UMUC celebrated its 50th anniversary in the spring of 1997, Chancellor Emeritus William Raymond (“Ray”) Ehrensberger died, at the age of 92, at his home in College Park, Maryland. “Big Daddy,” as he was known to many of his colleagues, had been a towering figure in the development and growth of the institution that ultimately became UMUC. Ehrensberger had focused on building a university that was unique among institutions of higher education, a university whose mission included extending its education programs to U.S. military personnel not only in Maryland and the greater Washington, D.C., area but also abroad.

The following year, 1998, T. Benjamin Massey retired from the presidency of UMUC after 38 years of service to the university in Europe, Asia, and Maryland. A year earlier, in his “1997 Report to Alumni and Friends,” Massey had noted,

What sets UMUC apart from most other colleges and universities is that the adult student has been its primary focus from the start. What other institutions are now finding fashionable, UMUC has been doing since 1947. UMUC continues to set the pace in developing new ways to best serve this

population. If it's not already the university of “the future,” UMUC strives to merit that distinction during its second half century.

While the search for a new president was being conducted, University System of Maryland (USM) Chancellor Donald N. Langenberg appointed Robert E. (“Skip”) Myers first as acting president, then as interim president, of UMUC, posts that he held from August 1998 until August 1999. Myers had served in a variety of positions in the USM headquarters since 1989, including chief of staff for economic development and strategic initiatives in the Office of the Chancellor. A graduate of University of Maryland, College Park, Myers had also been UMUC’s director of marketing a decade earlier, before taking the helm upon Massey’s departure.

“I have a deep and abiding affection for UMUC,” Myers said. “When I was director of marketing, I learned very quickly that this institution is a priceless gem. I am thrilled with the opportunity to assist in the transition of UMUC into the global learning connection for the 21st century.”

When Chancellor Langenberg introduced Myers as the acting president of UMUC, Myers concluded his own acceptance speech by comparing what UMUC had become, under Massey’s leadership, to a “launch pad.”

I think the task before us now is to think about what kinds of rockets we want to build and launch from our launch pad, so that we really, truly become the global learning connection for the state of Maryland and for the nation. If we

have limited expectations, we're going to get limited results. So what do you say we go build some rockets?

Both Myers and Nicholas Allen, who became acting executive vice president and vice president of academic affairs, realized that business as usual would not be sufficient for UMUC to maintain its



Chancellor Donald Langenberg (left) applauds Gerald Heeger at his inauguration as UMUC's fourth president.

place in the educational marketplace while waiting for a new president to be found and to take office. The dot-com revolution was already in full swing, and an increasing number of for-profit educational providers were competing for students, especially military students both stateside and abroad. With the approval and encouragement of Chancellor Langenberg, they set in motion a number of

changes. First, they revised UMUC's mission statement along with its vision and core values. Then Myers and Allen developed a strategic plan for UMUC and added research and technology offices as part of ongoing efforts in building the "virtual university." They also began implementing a new integrated data management system, building a core faculty to serve all components of UMUC, and implementing new academic programs to strengthen UMUC's competitiveness with other institutions of higher education.

In the summer of 1999, Gerald A. Heeger became president of UMUC, the fourth person to hold the top position since Ehrensberger's appointment in 1970. Born in Ohio and raised in Nebraska, Heeger earned his BA in political science from the University of California, Berkeley, and received his MA and PhD in political science from the University of Chicago. A specialist in South Asian political development, he studied in India on a Fulbright fellowship and was a Fulbright-Hayes senior faculty research fellow in Pakistan. After teaching on the faculty of the Woodrow Wilson Department of Government and Foreign Affairs at the University of Virginia, he was appointed dean of University College at Adelphi University in New York in 1980, where he subsequently served as both provost and executive vice president. In 1987 he became dean of the New School for Social Research in New York, and in 1991 he was appointed dean of the School of Continuing and Professional Studies at New York University.

In an interview soon after becoming president of UMUC, Gerald Heeger told the *Achiever*, the university's alumni magazine,

We are not like a research university. A research university is very tightly bound. You know exactly where it begins and where it ends. As a student, you are allowed to come in and work with the faculty, almost like a disciple. You study a discipline and when you are finished, you leave.

Nothing I have said describes what UMUC does. We are everywhere. We're geographically dispersed; we are dispersed on the Internet; students can gain access from any place. We select our faculty on the premise that expertise is now society-wide. We identify expertise and work with intellectual leadership where it is.

In outlining his vision for UMUC in the 21st century, Heeger stressed,

We will be placing a great deal of emphasis in the coming months on translating our visions and aspirations into a “common vocabulary” that we can share and communicate to all of the stakeholders of this institution. We will continue to press forward with new programs and with an expansion of our leadership in distance learning. We will be exploring new partnerships with other educational institutions and with commercial organizations. And we will seek to leverage our overseas experience to become a truly global institution—global in its curriculum, its faculty and administration, and its student body.

Growth and Change

Rapid growth in enrollments was the engine that drove many of the changes that occurred during Heeger's six-year tenure as president, from 1999 to 2005. For a university that had traditionally received little or no public funding, growth in enrollments was critical to generating the financial resources necessary for UMUC to provide the high-quality programs and services needed to compete in a rapidly changing higher education environment. While that extraordinary growth put a lot of stress on the system, necessitating fundamental structural changes, it could also be seen as an indicator of the success of policies that focused primarily on the core values of the university: providing high-quality, accessible education to all qualified students at an affordable tuition rate.

In the early 1990s, annual unduplicated worldwide student headcount at UMUC (i.e., the number of students enrolled in one or more classes at the undergraduate or graduate level, in UMUC's stateside and overseas divisions, during that year) had peaked at more than 96,000. But troop reductions in the overseas military programs, in particular, had caused the number of students enrolling in UMUC courses to decline

nearly 25 percent by 1996. By the 1997–1998 fiscal year (from summer 1997 through spring 1998), worldwide student headcount had decreased to nearly 75,000.

By fiscal year 2007, that figure had risen again, to more than 90,000. Much of that increase was attributable to the burgeoning growth in distance education courses taught entirely online. In the 1997 fiscal year, there were 3,848 individual enrollments in courses taught entirely online. In the following year those enrollments grew to 9,696. And in the 2007 fiscal year, the number of enrollments in online courses surged to 177,516. In the five years between 2001 and 2006, UMUC accounted for more than 75 percent of the enrollment growth within the University System of Maryland, much of it attributable to the expansion of online courses. In 2001, UMUC was already the second-largest university, public or private, in Maryland, in terms of enrollments. By 2006, UMUC students constituted nearly one quarter of the entire state university system's population, up from 13 percent a decade earlier.

The majority of increases in enrollments for UMUC's online courses came from students

residing in the United States, rising from nearly 2,500 individual enrollments in fiscal year 1997 to more than 139,000 in 2007. From 1997 to 2007, unduplicated student headcount in the stateside programs more than doubled, from 20,596 to 47,699. At the same time, total student headcount in the overseas divisions decreased from nearly 54,000 in 1997 to nearly 43,000 in 2007. As a result, UMUC's education program based in the United States began generating more revenue than its military programs abroad—a significant shift from the past.

As recently as the mid-1990s, government contracts to provide education programs to U.S. military personnel, civilian employees, and their dependents stationed in Europe and Asia accounted for 70 percent of UMUC's total revenue. During the following ten years, the decline of troop levels in Europe and East Asia—as many military bases closed and large numbers of troops were redeployed to war zones—coupled with the growth of UMUC's stateside programs, especially online, lowered the financial contribution of the overseas programs to less than 25 percent of the university's total revenues. That decrease in overseas enrollments, and in the proportion of revenues

In 2001, UMUC was already the second-largest university, public or private, in Maryland, in terms of enrollment.

generated, began to change the relative magnitude of the overseas divisions within the overall structure of the university. During that decade, UMUC evolved from a regional institution with the majority of its students enrolled in overseas military programs, into a large, open-access, stateside institution with a relatively smaller, but still important, overseas component—and with all of these parts of the university offering an increasing number of their courses online.

As enrollment grew stateside, UMUC worked to develop strategic partnerships with local and national leaders in business, industry, government, and nonprofit organizations. Consistent with its mission of bringing convenient and relevant learning opportunities to the workforce, UMUC developed strong relationships with prominent employers in Maryland, the Washington, D.C., metropolitan area, and around the country, including the World Bank, Comcast, Northrop Grumman, Hewlett Packard, and the U.S. Department of Health and Human Services.

Although UMUC served students ranging in age from 18 to over 80, in fiscal year 2006 most students enrolled in UMUC's stateside undergraduate programs were between the ages of 25 and 44. Two-thirds were married or had been married, and 48 percent had children. Almost 80 percent of them worked full-time while pursuing a degree, and most earned less than \$40,000 a year. Nearly 40 percent were first-generation college students, and approximately 92 percent of them had prior academic credits when they enrolled at UMUC. Approximately 59 percent were women, and 31 percent of all students were African American. In that decade, UMUC enrolled more African

American students than any other public, four-year institution in Maryland, including the historically black colleges in the state.

Amber Allen, a 2005 graduate of UMUC in Maryland, wrote to the *Achiever*, the university's alumni magazine,

Attending UMUC has given me the chance to be who I am in my professional life while taking into consideration my family life. I would not be able to finish my bachelor's degree without the help and support of this university. I appreciate [that] and will always recruit others to UMUC to further their personal and professional goals.

Marshciene Hendrix, a Maryland resident who graduated from UMUC in 2002, wrote in 2007,

My undergraduate studies at UMUC brought me a new appreciation of what it means to have a degree from a school with such high standards and strong student connections. When someone asks where I went to school, I am so proud to say "UMUC." If they say that they earned a degree there, too, there is an automatic bond between us—one that I haven't seen with any other school. UMUC is where I chose to earn my graduate degree as well.

Kathleen Abebe, another Maryland resident, graduated from UMUC in 2001. She wrote,

[I was] a full-time employee, student, mother of two children, and wife. UMUC made my dream of earning a degree [with a specializa-

tion] in business and management a reality. I took full advantage of UMUC's distance education program and also attended courses at UMUC's satellite facilities. As a result of old-fashioned determination, lots of hard work, and support from UMUC's excellent faculty, I maintained a 4.0 grade point average and graduated *summa cum laude*! After a brief break, I plan to return to UMUC to complete an MBA.

And Brian Keith, a 1997 graduate, wrote: "While I am proud of the accomplishments that my UMUC degree has afforded me, the achievement that I am most proud of was the ability to walk across the stage and graduate with my father, who was also attending UMUC."

Events on the world stage, however, would change students, faculty, and staff in indelible ways. Mary J. Hoferek was teaching a graduate course for UMUC at Shady Grove, Maryland, during the fall 2001 semester. When terrorists attacked the Pentagon and the World Trade Center on September 11, 2001, e-mails from terrified stu-

dents immediately began coming in to her office: "Where are you? Where are you? Are you all right? Where is everyone? Is everyone OK?"

We did the roll call later that week. All of my students responded, including the young man who changed [his reservation for] flight 77 [which was flown into the Pentagon] from 9/11 to 9/12 so he could attend class that Tuesday. The students were grateful to be alive and glad someone cared. The student who changed his flight kept the original ticket to remind him how precious life is.

Several current or former students, as well as UMUC graduates, were not so fortunate. The October 21, 2001, issue of *FYI Online: UMUC's Faculty/Staff Newsletter*, was dedicated to those "UMUC heroes of the terrorist attack on America": Max J. Beilke, age 69; Kris R. Bishundat, 23; Julian T. Cooper, 39; Sergeant Major Lacey B. Ivory, 43; Ronald D. Milam, 33; Scott Powell, 35; Janice M. Scott, 46—all of whom perished at the Pentagon on that tragic day.

That issue of *FYI Online* also honored Wayne T. Davis, who was on the 106th floor of the World Trade Center when it was attacked, and who was subsequently missing and presumed killed. Davis, the 29-year-old father of two young children, had served for several years in the U.S. Army, where he participated in fifteen operations in Desert Shield and Desert Storm in the Persian Gulf. The week before the 9/11 attacks, Davis had completed the last final exams for his Bachelor of Science degree with a



In 2006, almost half of UMUC's students had children; 59 percent were women.

computing specialization at UMUC. Shortly after 9/11, his wife wrote to the university,

His dream was to retire by 40 and teach history to high school students. . . . He told me that it felt very satisfying that he had completed his degree and could now focus on continuing with a master's program in history. He completed his undergraduate [degree] while working full-time, traveling, taking care of me, and completely devoting his life to his children. I am very proud of him. Wayne Davis is my hero and always will be.

Beside the obvious emotional impact of the tragedy, the attacks—and the military response to them—raised a number of issues for the university to address. Academic, enrollment, and student service policies had to be adjusted to provide maximum flexibility for students whose coursework was disrupted because of the crisis. The university also had to scramble to find nearby classroom space for courses held at stateside military bases as access became restricted. Security concerns also became a major factor in the university's review of the viability of its campus in Schwäbisch Gmünd, Germany.

Two weeks after the attacks, disaster struck the College Park area in the form of a tornado, which closed roadways and canceled classes for three nights. Aware that unforeseen events—natural as well as man-made—could disrupt the delivery of classes on-site, administrators looked for a contingency plan and realized that the university already possessed an important asset for disaster recovery in its online course delivery format. They decided

to create an online “shadow” for each on-site class, so that classes could continue even when sites were forced to close.

The Online Revolution

Methods of “delivering” education over a distance evolved during UMUC’s six decades, from sending faculty to remote classroom locations to teach students face-to-face, to providing courses by means of a number of media (including telephone, television, and computer) that enabled faculty in one place to communicate with students in another location. As Gerald Heeger pointed out in 2000, “We’ve spent more than half a century studying, refining, and perfecting the fine art of distance learning.” And Steve Kime, president of the Servicemembers Opportunity Colleges consortium, noted in 2004, “UMUC was delivering outstanding ‘distance’ education before most of academe knew what it was.”

In the early 1990s, UMUC was the first U.S. university to give students the opportunity to complete their bachelor’s degrees via cable and satellite television, through the National Universities Degree Consortium. By that time computer technology had advanced to the point where it had already begun to supplant other technologies for course delivery—and UMUC’s leaders saw the future coming. They realized the sea change that was occurring in communications with the emergence of the World Wide Web, and

they recognized its potential for transforming the personal computer into a global classroom.

In 1993, UMUC officially launched its “virtual university,” providing students throughout the United States the opportunity to take distance education courses toward completion of their bachelor’s degrees using a combination of several media, including computers (for computer conferencing and e-mail). In 1994, UMUC’s official Web site went online, eventually becoming the focal point for student and faculty information. That same year, UMUC began offering undergraduate courses electronically, with course materials and software supplied to students on diskettes, and with online conferencing used for many student-teacher interactions. Beginning with a single course in summer 1994, UMUC’s undergraduate online program had expanded to 47 courses by spring 1997. In 1995, the first graduate course was added to the university’s online offerings. And in summer 1997, UMUC offered its first course designed specifically for delivery via the World Wide Web: ACCT 321 Cost Accounting.

With the introduction of that first Web-based course in 1997, and the subsequent phasing out of other types of distance education media (such as telephone conferencing and compressed video), UMUC’s definition of the “virtual university” eventually came to be identified solely with online programs, with students taking classes and interacting with the university primarily or entirely by computer. Although many courses were still offered in a choice of on-site or online formats, others became available solely online. And students flocked to their com-

puters. In fiscal year 1997, UMUC registered more than 3,800 individual enrollments in online courses; in 2007, the university recorded more than 177,500 enrollments in online courses during that fiscal year alone, with a total of nearly 940,000 enrollments in online courses since they began being offered in 1994. By fall 2007, a student living anywhere in the world could choose among 22 undergraduate degree programs and 14 graduate degree programs offered entirely online by UMUC.

However, the advent of online education was not without controversy in the American higher education community. Many educators questioned the quality and efficacy of online courses, as well as their suitability for certain kinds of students. Others sought to determine the best ways to use new technology to facilitate learning. Instead of problems, they saw possibilities—not just to reach students who needed the convenience of “attending class” at times and places of their choice, but also to provide a unique educational experience.

“With online education, you get three important facets of learning,” said Robert W. Jerome, assistant provost for Faculty and International Affairs at the start of the new century. “First, you get the course content, much as you would in any classroom. Second, you get to interact cross-culturally with a more varied group of students than you ever would in a traditional classroom. And finally, you develop technical skills,” which were becoming increasingly important in the electronic and global marketplace, Jerome noted. “Through online education,” he added, “we can also bring faculty members living abroad, with their unique perspectives and expertise, to students everywhere.”

Students agreed. Sherri Swan, a 2004 graduate of UMUC, wrote to the *Achiever*,

My professors were dedicated to providing my classmates and me with the highest level of academic challenges. The virtual classroom brought students from around the globe into my college experience. Their varied backgrounds and philosophies blended with those of the professors to stimulate exciting class conferences and online discussions. I am grateful for their contribution to my educational success at UMUC.

Other students appreciated the convenience and flexibility of taking courses online. Pamela Chisholm, who graduated in 2004, wrote to the *Achiever*, “Because of my busy work schedule, I would never have been able to complete my studies if it were not for the online courses.” Elizabeth Heath, a 2005 graduate, concurred. “I’m so thankful for UMUC,” wrote Heath. “Without the opportunity to take classes online, I would never have been able to achieve my educational goals.” Rebecca Johnson completed her studies in psychology in 2002 while living overseas, earning a 4.0 grade point average and winning the John S. Toll Jr. Award along with induction into Phi Kappa Phi national honor society. She wrote, “I believe UMUC’s flexibility helped bring an excellent college to me. WebTycho is an excellent way to complete courses that would not ordinarily be available to students in small, overseas locations. I am proud to be a graduate of UMUC.”

Nancy Webb began studying with UMUC in 2000, in Misawa, Japan, where her husband was stationed. She wrote,

Six months after going to Japan, my husband was injured and became a quadriplegic. UMUC staff was wonderful in helping me put my education on hold to get my family settled back in the States and our lives back on track. I was finally able to go back to school online in October of 2005 and graduated in May of 2007. The professionalism and compassion of the professors has been a big help with everything we have gone through. I want to thank UMUC for helping me get a start on achieving my goals.

Although an increasing number of UMUC's degree programs could be completed entirely online, many students took a combination of traditional on-site courses and distance education courses during their college careers. "Today [2007] students mix their courses, taking some face-to-face and some online," said Cynthia Davis, associate dean of academic affairs for the School of Undergraduate Studies. "But seldom do they take all their courses face-to-face."

In the Graduate School, the preponderance of online coursework was even more pronounced. "The development of technology has

changed within the past decade," said dean Michael Frank in 2007. "Now 93 percent of our classes are taken online."

Indeed, statistics showed that by 2007, 80 percent of all stateside undergraduate enrollments at UMUC were for online courses, and 94 percent of UMUC students, undergraduate and graduate combined, were taking at least one course online. Even traditional on-site classes came to blend on-site teaching with Web-enhanced components, such as online syllabi, relevant Web site links, and other course materials posted online, along with contingency plans for conducting classes by computer if bad weather or man-made disasters prevented students and faculty from meeting together physically in one place.

With this rapid and unprecedented growth, UMUC had to deal with a number of issues related to online education, including changes in computer technology and its applications; the training of faculty, students, and staff to use each new generation of WebTycho, the university's own proprietary, Web-based platform for online course delivery, and PeopleSoft, its software for administering human resources, finances, and a wide range of student services; the development of new

By 2007, 80 percent of all stateside undergraduate enrollments at UMUC were for online courses.

online courses; the training of faculty for teaching courses online and students for taking those kinds of courses successfully; the marketing of online courses to a wider group of students; and the online delivery of student and faculty support services, as well as an extensive virtual library, 24 hours a day, seven days a week.

During that decade, several existing or newly established units at UMUC—including the Center for the Virtual University, the Institute for Research and Assessment in Higher Education, the Center for Teaching and Learning, and the Center for Intellectual Property—focused on these issues. Under the leadership of Kimberly B. Kelley, director of Library Services (later vice provost and dean, Academic Services), UMUC developed an outstanding virtual library that rivaled that of the best major university systems online, in terms of its depth and breadth of information, as well as its 24-hour access to library services and its rapidity of use. Starting with only five online databases in 1997, it grew to approximately 150 databases by 2007, with about half of them providing the full text of books, periodicals, and academic journals. Kelley and her staff also developed required courses to teach UMUC students how to use the university's online library and its wealth of resources.

The success of online education programs during that decade also brought many other educational institutions, public and private, into the marketplace for distance education, where they all competed for student enrollments. Shortly after becoming president of UMUC in 1999, Heeger initiated the establishment of a for-profit company, UMUCOnline, to market the university's extensive

portfolio of online degree programs worldwide with the goal of eventually generating a sizable endowment to support the university's academic initiatives. However, the crash of the dot-com market, along with the uncertainty of Department of Education regulations, as they were interpreted at the time, ultimately prevented the venture from taking off. Although that entrepreneurial experiment ended in 2001, it had already increased UMUC's national exposure and opened the door to building out-of-state enrollments in the university's public education programs online, as well as providing a model for improving UMUC's student recruitment and retention efforts.

At the same time, UMUC continued to face competition from other institutions of higher education that were marketing their own distance education programs. One area of intense competition was for students in the U.S. military, whose tuition was subsidized by the federal government. As hundreds of colleges, universities, and technical schools sought to attract these students to their own programs, UMUC intensified its efforts to recruit and retain military students not only at bases overseas—where UMUC had a longstanding relationship with the U.S. military—but also in the United States. In 2003, UMUC established its first full-time field representation at a stateside military base outside the Maryland-Washington, D.C., area, at Fort Hood in Texas. By 2007, UMUC had 11 field representatives covering 32 military bases in eight states in the United States, working to recruit new students to UMUC's online programs. Those representatives also assisted military students returning from overseas to

make the transition to being served by the UMUC headquarters at Adelphi as they continued their degree programs online.

A number of partnerships with other institutions also expanded UMUC's online presence. In 1999, UMUC became a charter member of MarylandOnline, a consortium of Maryland community colleges, four-year institutions, and universities that was established to promote and support the distance learning communities of its member colleges.

As UMUC moved into the international market for distance education, it offered its online doctoral program in Taiwan, in addition to its Master of Distance Education degree program, offered in partnership with Carl von Ossietzky University of Oldenburg, Germany, as well as online courses in its overseas programs in Europe and Asia for U.S. military and civilian students stationed abroad.

UMUC's collaboration with both Irkutsk State University and Far Eastern National (formerly Far Eastern State) University in Russia also moved online. When the program was established in 1991, UMUC faculty members had been sent to Russia to teach upper-division courses on-site at those universities in Siberia and the Russian Far East, from 1993 to 1999. But the collapse of the ruble's value in 1998 made it impossible for the Russian universities to support the expense of bringing American faculty to the campuses in Irkutsk and Vladivostok. Beginning with the 1999–2000 academic year, the Russia Program was redesigned so that students completed three years of undergraduate coursework, two years of which followed a

UMUC-approved curriculum, taught by their Russian professors. The fourth year was taught online by UMUC faculty in the United States and elsewhere in the world. After completing their baccalaureate degree in management with UMUC, the Russian students continued for a fifth year in the Russian curriculum to earn a Russian-accredited degree. By 2007, more than 600 Russian students had graduated from the program during its 16 years of operation, and many of them had gone on to earn MBAs and doctorates from institutions in France, Germany, Great Britain, Canada, and the United States. A large percentage of the program's graduates gained important positions in government, business, and educational institutions within Russia, and several others became managers in major international businesses abroad.

While online courses grew in importance during that decade, UMUC also retained its long-time commitment to “distributed education,” that is, education brought to where the student is, to ensure that students had a variety of options for attaining their degrees. As distributed education evolved over several decades at UMUC, it moved from being solely a system in which faculty members traveled to specific sites to teach students face-to-face in classrooms to one that included the use of a variety of technologies—from audio tapes and films to video and computers—to enhance classroom experiences and further increase student opportunities for learning. In 2007, UMUC offered courses at 24 sites throughout Maryland and the Washington, D.C., metropolitan area, from college campuses to community and regional education centers and 14 military bases, including

the Pentagon where UMUC courses had first been offered 60 years earlier.

The university had proved to the world years before that classes offered away from the “main campus” could meet the same high standards as traditional on-campus offerings. Now UMUC proved that same excellence could be maintained, or even surpassed, online. In the first years of the 21st century, the quality of UMUC’s distance education programs was recognized not only by its thousands of online students but also by a number of notable professional organizations. In 2001, UMUC received the highest honor in online education, the Sloan Consortium Award for Excellence in Institution-Wide Web-Based Programming, in recognition of its comprehensive online curriculum. That same year, it received a University Continuing Education Association Award of Excellence for its new UMUC-Verizon Virtual Resource Web site, an online resource for faculty. And in 2004, the International Council for Open and Distance Education awarded UMUC the Prize of Excellence for “the highest possible excellence in the fields of open, distance, virtual, and flexible learning.”

A New Strategic Plan

Gerald Heeger was the first UMUC president to be selected from outside the institution instead of rising to that position through the ranks of UMUC faculty and administration, stateside or overseas, as his predecessors had done. And he brought a different approach to running the organization—a more business-oriented outlook for modernizing, streamlining, and expanding UMUC in the 21st century. Consequently, he also began changing the “institutional culture” of UMUC, with the result that today’s UMUC is considerably different, in many ways, from the university of the previous half century.

Heeger’s administration initiated a number of procedures to deal with the rapid and profound changes occurring at UMUC during the first years of the new millennium. One of his goals was to recast UMUC as “one university,” a single global university whose stateside and overseas divisions no longer functioned as three different colleges within the institution, each with its own programs, administration, and “culture”—but instead were fully integrated into one academic identity, with a centralized administrative system, a worldwide information system and academic calendar, standard curricula and course syllabi, and a seam-

less transfer of course credits from one division to another. The university wanted to assure that a student from any geographic area served by UMUC would have a similar quality learning experience in any specific course and would receive the same kind of student services throughout the institution.

The move toward becoming “one university” was the impetus for many of the academic and administrative changes and new policies instituted during Heeger’s tenure—an ongoing process that continued after his departure from UMUC. Not all of those changes occurred smoothly or without growing pains, but the administration believed that such measures were both inevitable and necessary in response to rapidly changing circumstances, many of them outside UMUC’s control.



As president, Gerald Heeger sought to recast UMUC as “one university.”

In 2004 Heeger instituted a five-year strategic plan for UMUC. Subtitled “Transforming the University,” the plan stated that continued growth was essential to preserve UMUC’s fiscal viability—and that to grow, the university needed to differentiate itself through the excellence of its academic offerings, student services, and innovative use of technology. Heeger’s strategic plan also included the following mission statement: “University of Maryland University College (UMUC) is the Open University of the state of Maryland and of the United States. The university in its entirety has

but one focus—the educational needs of the non-traditional student.”

In using the term “open university,” Heeger meant that the doors to UMUC should be open to all qualified, motivated students, regardless of their age, race, gender, physical abilities, work status, family situation, prior academic experience, or residence in any part of the world.

Our mission, though simple, is broad—to serve the educational needs of nontraditional students. Whether [that student] be a firefighter in the Pacific Northwest, a military service-member stationed overseas, or a single parent living only minutes from our headquarters in Adelphi, Maryland, our goal is the same—to offer the educational resources these students need to provide for their families, to fulfill their duties, to realize their dreams.

And in an interview published in 2007, Nicholas Allen, provost emeritus of UMUC, emphasized,

We’re probably one of the few truly open access institutions in the United States. . . . We will not turn away a single qualified student who wants to come to us to achieve their education. Our entrance requirements are minimal, but that brings certain obligations as well. If prospective students show up at our door with the minimum qualifications, but they have not been adequately prepared elsewhere, we see an obligation to provide systems and resources that will help these students acquire the skills they need to succeed. That’s a big obligation.

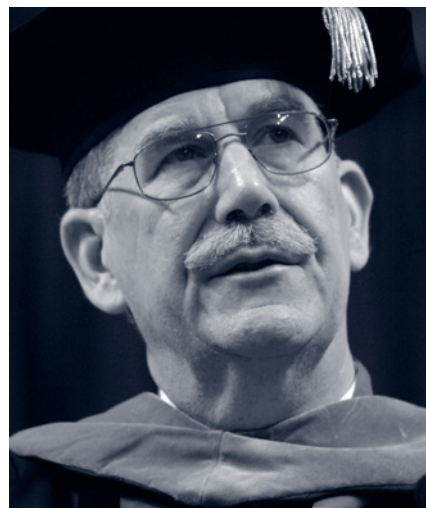
The first years of the 21st century brought a number of changes to UMUC, in regard to specific programs, academic policies, and faculty relationships. During 2000–2001, in accordance with a Board of Regents policy on shared governance in the University System of Maryland, UMUC developed and implemented a new worldwide shared governance structure. Each of the three primary stakeholder groups in the university—students, faculty, and staff—had an advisory council consisting of elected representatives. The function of these councils was to advise senior UMUC leaders on broad issues relating to the university’s strategic planning, communications, academic initiatives, and other issues. A University Advisory Council, composed of representatives from each of the three stakeholders’ councils, was also formed to advise and assist the president of UMUC.

Early on, administrators recognized that students and faculty would need to accomplish at a distance all the activities that normally took place on a campus. The university’s unique innovation was its realization of the need for a rich menu of online services to accompany courses and programs offered via the World Wide Web—a realization that began a transformation that continues today. In keeping with its mission as a student-centered institution, UMUC made a concerted effort to modernize and streamline its recruitment, admissions, registration, advising, financial aid, textbook ordering, recordkeeping, career counseling, online tutoring, library resources, and other student services—making it easier for students from all over the world to access these services and to interact with UMUC representatives. The primary method for achieving this goal was

the implementation through PeopleSoft of an interactive data and document management system named MyUMUC, for use by all UMUC students, faculty, and staff—a process that began in 2002, with an expected worldwide completion date in 2008.

In 2001, UMUC formed an enrollment management team to focus specifically on better ways to recruit new students and to retain them until graduation. Based on its findings, the Office of Enrollment Management was established in 2004 to provide student support services, including marketing, recruitment, initial advising, admissions, and student financial services. A call center was also set up, where prospective students and new students could speak directly by phone with enrollment specialists and academic advisors, with all interactions tracked and recorded by computer so that follow-up services could be provided accurately and efficiently.

The assessment of student learning outcomes became another priority under Heeger’s five-year strategic plan. The Office of Outcomes Assessment was established in 2004 to implement a plan for measuring student learning—at both the undergraduate and graduate levels—in ten core areas, including effective written communication, quantitative literacy, critical thinking, technology fluency, information literacy, and research competence. A variety of strategies were used to



Nicholas Allen became the university’s first provost and chief academic officer in 1999.

gather data on student learning outcomes and indicate areas in which students needed additional support. The program continued to expand throughout the decade, as higher education policy at the federal, regional, and state levels focused more on measuring student achievement and developing methods for improving learning outcomes. “For an open university, in terms of acces-



UMUC's Virtual Dragons celebrate their success at the Washington, D.C., annual dragon boat races.

sibility, it's essential for us to know that our students are really learning,” said Nicholas Allen. “And if they're not doing well, we need to know so we can adjust accordingly.”

To unify and strengthen UMUC's worldwide academic operations, Heeger established the Office of the Provost and appointed Nicholas Allen as UMUC's first provost and chief academic officer. In that position, Allen

not only oversaw changes in the undergraduate and graduate schools, but also in the employment of faculty.

Faculty are central to the process of teaching and learning at any university. UMUC has always prided itself on the quality of its faculty, who have come from an impressive array of academic and professional backgrounds. But UMUC's faculty also differed from their counterparts in many academic institutions where the emphasis was on research and publication. Especially in UMUC's stateside programs, a large proportion of the faculty were “educator-practitioners” who worked in their own professional fields and taught part-time for UMUC. As in the past, the focus at UMUC remained on teaching nontraditional students, often in nontraditional ways—although during 1997–2007, faculty roles and responsibilities also evolved to include additional models appropriate for new programs and academic disciplines.

Reflecting the growth in UMUC's enrollments in the United States during that decade, the size of the university's stateside faculty more than doubled, from a total of 658 part-time and full-time faculty members in 1997 to a total of 1,590 in 2007, with 248 of them teaching full-time and 1,342 part-time. In the overseas divisions, where the ratio of full-time and part-time faculty was more evenly divided, the number of faculty declined during this decade, from 764 to 621, for a number of reasons, including the closing of military bases abroad and the decrease in the number of troops serving in Europe and East Asia.

For more than half a century, everyone teaching for UMUC held the rank and title of lecturer,

regardless of whether that faculty member was a poet teaching his or her first university course on a full-time basis, or a retired scientist who had garnered a host of professional awards during a lifetime career and was now teaching part-time for UMUC. (The only exception was UMUC's Munich Campus, where full-time faculty ranks and titles of resident assistant professor, resident associate professor, and resident professor were instituted in the late 1980s.) The majority of people teaching for UMUC were adjunct (part-time) faculty, hired on a course-by-course basis. Full-time faculty contracts—which were given primarily to people recruited in the United States to teach in the overseas divisions—were awarded on a one-year basis, renewable up to a maximum of five years. None of these positions was tenured.

In 2001, UMUC instituted a new category, collegiate faculty, for all people appointed, state-side and overseas, to teach and perform other academically related duties on full-time or part-time annual (9- to 12-month) or multiyear contracts, with specified annual salaries. Collegiate faculty were ranked as collegiate instructor, collegiate assistant professor, collegiate associate professor, or collegiate professor, and were eligible for promotion to a higher rank, on a nontenured basis. The university also established three additional categories of faculty: adjunct faculty who served primarily as teachers and who were appointed on a semester or term basis, as needed; professors of the practice, who had demonstrated excellence in the practice and leadership of their specific professional fields; and librarians, who were engaged exclusively or primarily in providing library services. The establishment of faculty ranks and mul-

tiyear, renewable contracts with consistent promotion, pay, and benefits policies helped not only in the recruitment and retention of outstanding individuals to teach at UMUC, but also fostered a greater sense of community among the university's diverse and far-flung faculty, which was geographically dispersed across the globe.

UMUC also remained committed to the professional development of its faculty, by sponsoring online and on-site workshops, providing travel support for attendance at professional conferences, giving awards for outstanding teaching, and initiating faculty research grants in 2000. Throughout that decade, UMUC's faculty continued to participate, produce, and excel in their professional fields beyond the classroom—writing novels, nonfiction, poetry, and plays; attending academic conferences around the world; publishing articles in scholarly journals; serving on advisory committees and editorial boards; and adding to the bodies of knowledge in their fields—bringing honor to themselves and to UMUC, and enhancing the expertise they brought to the courses they taught, in person or online.

Many former students wrote to UMUC's alumni magazine, the *Achiever*, to express their gratitude to the university's faculty and staff. One of those alumni was Jorge Naranjo, who was born and raised in Bogotá, Colombia, and eventually came to the United States, first to Florida and later to Maryland, where he graduated from UMUC in 2000. Naranjo wrote,

The flexibility of UMUC's schedules, the professionalism of its faculty, the excellent academic guidance provided by its support staff, and the

one-on-one relationship with my professors was, in short, the best evidence that UMUC is excellent at what it does—preparing professionals for the future.

Racial, ethnic, and gender diversity was a long-standing hallmark of UMUC. In his last address to a UMUC stateside graduating class before he retired in 1998, President T. Benjamin Massey noted that the graduates exemplified “the diversity that has come to characterize UMUC,” pointing out that they ranged in age from 21 to 69, and hailed from 47 states (plus the District of Columbia, Puerto Rico, and the Virgin Islands) and 68 countries. “Your diversity adds to UMUC’s strength,” said Massey, “just as diversity has always contributed to the strength of this great nation.”

In 2000, UMUC established the Office of Diversity Initiatives to focus on affirmative action programs and on programs designed to promote multicultural awareness. “People learn about other cultures through art, music, and literature,” said Ernesto Santos-DeJesus, UMUC’s director of Diversity Initiatives. The office sponsored a variety of activities to further that learning, including celebrations of ethnic and racial heritage months; performances featuring jazz, hip-hop, classical, zydeco, klezmer, and Irish music; a speaker series, “Bookends,” presenting authors who had written books about their own lives; the fielding of a softball team and three dragon-boat racing teams; and a “Meet the Ambassadors” program in which ambassadors from other nations came to UMUC to talk about their countries’ geopolitical, social, and economic relationships with the United States.

“Education can play a major role in ending discrimination,” noted Santos-DeJesus. “We should be using the power of knowledge to help our young people think about these [diversity] issues differently, and to do that, we should be incorporating diversity education as a core course into every discipline we offer at the college level.”

Bricks and Mortar

In 2000, the university's headquarters changed its official address from College Park to Adelphi, Maryland, although the headquarters actually remained in the same buildings, in the same location, as in the past. That same year, UMUC purchased a new building, named University Centre, located about two miles from the headquarters in Adelphi, to house some of the university's growing staff. In the following two years, other administrative offices moved to rented space in the Prince George's Metro complex in Hyattsville, Maryland. And in 2006, UMUC opened Dorsey Station Center near Baltimore, a major stand-alone satellite location in Maryland. The new education center was designed to offer a wide range of undergraduate and graduate programs at a site convenient for students in the Baltimore-Washington, D.C., corridor.

A new, 100,000-square-foot hotel addition to UMUC's Inn and Conference Center in Adelphi was opened in spring 2004, more than doubling the number of guest rooms available at the UMUC complex and making it the 12th largest conference space in the Washington, D.C., metropolitan area. Constructed according to the guidelines of the U.S. Leadership in Energy and

Environmental Design (LEED) Green Building Rating System, the edifice incorporated building materials from renewable and recycled sources and was 38 percent more fuel efficient than a typical hotel of that size. And in 2005, the new building became the first hotel in the United States to receive LEED certification from the U.S. Green Building Council.



LEFT: Ground-breaking ceremony for the new hotel addition. BELOW: Philip Ratner's statue, seen against the older wing of the Inn and Conference Center.



The new addition was situated directly across from the existing Inn and Conference Center (which was built in 1964), forming a spacious courtyard between the two structures. In summer 2005, a large metal sculpture by artist Phillip Ratner was installed in the center of the courtyard. Made of cut steel, it was fashioned from two disks containing the shapes of the seven continents, the disks intersecting not at the equator or the poles but in Maryland, to form a globe symbolic of UMUC's worldwide reach.



UMUC at Dorsey Station.

Encircling the globe is a metal band composed of silhouettes of people—representing UMUC students, alumni, faculty, staff, and friends—along with descriptive words and letters related to the university and its mission: “adult learners,” “military students,” “access,” “quality,” “technology,” “empowerment,” and academic abbreviations such as “BA” and “BS,” “MA” and “MS,” “MBA” and “DM.” On the ground, the bricks that circle the base of the sculpture are engraved with the names of people associated with UMUC. Many of the bricks bear commemorative inscriptions memorializing loved ones or marking milestones such as birthdays, anniversaries, and graduations. An ongoing project of the UMUC Alumni Association, the sale of these bricks continued to make the sculpture a living exhibit, as new commemorative bricks were periodically added to the installation.

Financial Support

For many students, the cost of pursuing a higher education has always been a hurdle to overcome. And for UMUC, the cost of providing a quality education to those students was a continuing challenge, too. Throughout most of its history, UMUC received no funding from the state of Maryland; revenues from tuition and fees supported the institution. From 1989 through 1992, UMUC received minimal money from the state, then no more funding until 1996 when the governor and General Assembly of Maryland allocated \$3.9 million to the university, a small percentage of its operating budget.

Annual financial contributions from the state continued from 1997 to 2007, although state budget crises also took their toll even as competition for students increased from state institutions with lower tuition costs, as well as from out-of-state institutions offering distance education programs online. By the end of the decade, however, UMUC was receiving more money from the state of Maryland than ever before, although these funds still accounted for only 6.5 percent of the university's annual budget. “One of the important developments in the past decade was the emergence of state funding,” said Benjamin J. Birge, UMUC's

associate vice president for Government Relations. “The online education boom and the increase in state funding happened at the same time, and state support at that time was a real boost. Over that 10-year period, UMUC went from the highest tuition rate for in-state students in the University System of Maryland to the second lowest in the state. The state of Maryland was instrumental in helping the growth of the institution.”

Individual and corporate contributions have also played a notable part in helping the university perform its mission. To recognize Baltimore writer and musician Doris Patz for her efforts in acquiring the works of Maryland artists for UMUC and for her family’s sizable financial contribution to be used for the preservation and promotion of those artworks, the UMUC Maryland Artists Collection was renamed in her honor in 2000. In that same year, UMUC received from Maryland businessmen Thomas Li and I-Ling Chow a gift of ancient Chinese paintings and artifacts valued at \$1.6 million. The donors chose UMUC as the home of their collection because of the university’s excellent existing collection of Asian art, assembled over the past three decades, and because of UMUC’s strong historical connection to Asia through its education programs for U.S. military service members stationed in that part of the world.

During that decade, other organizations and individuals also contributed generously to UMUC. In 1999, alumna and faculty member Evelyn Bata, a longtime teacher of English and psychology, gave UMUC \$100,000 for scholarship funds, one of the largest individual contributions ever received in the university’s history up to that time. And since then, she has continued to

support the university. In 2002, Donald Orkand—a member of the UMUC Board of Visitors and a strong supporter of the university—endowed a fellowship for graduate students in UMUC’s new Doctor of Management program. In 2003, UMUC received \$2 million—the largest donation in the university’s history—from Household International, a financial institution,



to develop a Web site providing free financial management information to U.S. military members and their families. The grant included \$500,000 to establish the Household Military Family Scholarship Fund to help military personnel and their families pursue their education at UMUC.

In 2004, Donald Orkand donated an additional \$2 million to UMUC to fund undergraduate scholarships for upper-division students and to endow a chair in the Graduate School of Management and

Among many generous contributors to UMUC, Donald Orkand and Doris Patz stand out.

Technology. His gift became the largest ever given by an individual to the university. In an address to the UMUC graduate faculty in Adelphi, when his donation was announced, Orkland said,

[Donors today] don't give to good causes. They give to good results. It is the faculty and leadership at UMUC that make that happen. You are

engaged in an important mission that affects this generation and generations to come. Growth will enable UMUC to invest in people, technology, and academic programs. UMUC is at the forefront of the changes in higher education, and through this gift I hope that other donors will recognize these accomplishments and contribute to UMUC as well.



The contributions of I-Ling Chow (A Quartet of Crabs, left) and Thomas Li (Plum Blossom After Evening Rain, right) to UMUC's Asian Collection can be seen on the third floor of the Inn and Conference.

Debra D. Lynch was one of the recipients of an Orkland undergraduate scholarship. She described herself as “a poor little country girl” from a family of 14 children, “who dreamed of one day going to college, knowing that it couldn’t happen.” In her late forties, she finally began pursuing that dream, at the same time that her own son was entering college. In May 2007, she graduated from UMUC with a bachelor’s degree in psychology, while also continuing to work on a second baccalaureate degree in criminal justice. In thanking Orkland for his generosity, she said,

. . . gratitude does not express the feelings or meaning of being chosen for this honor. For a person who has struggled [her] whole life to make ends meet, and who had finally begun the road of a childhood dream, being chosen for such an honor not only delighted me, but inspired me—to do better, work harder, and give back to society and our school.

One former student who “gave back” to her alma mater was Theresa Poussaint, who began studying at UMUC in the early 1980s, but whose higher education was sidetracked by marriage, children, and the need to earn a living. Poussaint

later returned to the university, completing her bachelor's degree with a specialization in communication studies in 2001 and a Master of Business Administration in 2005. In addition to serving as the president of UMUC's Alumni Association, Poussaint pledged to donate \$10,000 toward the Undergraduate Programs Endowed Scholarship Fund. "UMUC focuses on the quality of the education it provides," said Poussaint. "It wants to give you something you can take back to the workplace. I tell everyone about UMUC because I know what it has done for me!"

The School of Undergraduate Studies

In 2001, the name of the administrative unit for undergraduate academic programs was changed to the School of Undergraduate Studies. At the same time, UMUC's undergraduate curricula were being redesigned. Instead of offering Bachelor of Arts and Bachelor of Science degrees in general and liberal studies—with a choice of primary and secondary specializations in 30 academic subjects from accounting and economics to history, math, and sociology—the undergraduate curriculum was reconfigured to offer bachelor's degrees in 21 specific academic majors, with 36 optional minors. By fall 2007, undergraduate students could choose to major in any of 32 academic fields, with minors available in 38 academic areas, including new degree programs in emergency management, homeland security, and information assurance. This change to offering bachelor's degrees with majors and minors in specific fields of study brought the undergraduate degree programs more in line with the larger academic community in the United States and made the degrees more attractive to students, and more recognizable to potential employers, than the previous general studies degrees.

In 2000 UMUC began offering 40 undergraduate certificate programs based on successful completion of 16 to 21 hours of coursework in a specific subject area. These university certificates could serve the student as a recognized professional credential or be applied toward completion of a degree. By 2007, UMUC offered a total of more than 80 certificate programs, at the undergraduate and graduate levels, with more than 5,000 certificates awarded worldwide since the program began. The most popular certificate programs were in business and management and in computing and technology. And in 2007, a new Diversity Awareness certificate program was added to the undergraduate curriculum, providing an interdisciplinary perspective on diversity in contemporary society, geared toward a practical application in the workplace.

In support of its mission to extend access to educational opportunities to students in Maryland, UMUC launched a major stateside initiative to expand its partnerships with local community colleges. By 2007, UMUC had articulation agreements with 13 Maryland community colleges whereby students who earned associate's degrees at those colleges could transfer all their credits seamlessly to UMUC and apply them toward bachelor's degree programs there. These alliance programs also included agreements on joint admission and enrollment, as well as collaborative marketing efforts. UMUC worked with several state community colleges to create specialized programs, too, such as Bachelor of Technical and Professional Studies programs in biotechnology and laboratory management. The university also developed articulated programs with other

education institutions nationwide, including community colleges across the United States.

Undergraduate academic programs—and the faculty and staff who administered them—continued to accrue honors. Since 2005, the School of Undergraduate Studies has earned recognition from the Association for Continuing Education, the University Continuing Education Association Mid-Atlantic Region, the Maryland Distance Learning Association, and the Sloan Consortium, as well as the Military Order of the World Wars. Awards have singled out outstanding continuing professional educators, credit program development (criminal justice), and faculty and staff development. Undergraduate student organizations have also been recognized by the Society of Human Resource Management (the first with an online component), the Phi Alpha Theta National Honor Society, and the Lambda Pi Eta Honor Society of the National Communication Association.

Nontraditional credit options that recognized college-level learning gained from life or work experiences continued to play an important part in undergraduate studies. These included Course Challenge, which awarded credit based on successful completion of a comprehensive examination in a specific subject, and EXCEL, which awarded credit based on completion and approval of a portfolio documenting prior college-level experiential learning. Cooperative Education allowed students to earn credit by applying concepts from the classroom to the workplace through paid or unpaid employment in commercial, government, or nonprofit community organizations. Those nontraditional programs were

among the many ways in which UMUC sought to provide students with a wide range of opportunities for earning credit toward their undergraduate degrees.

Joanne Salzberg graduated from UMUC in 1997, at an age when many women were focusing their attention more on pampering grandchildren than on going to college. Ten years later, Salzberg—now executive director of the Maryland Commission for Women—wrote in the *Achiever*,

After leaving the financial services industry [after more than twenty years], I was amazed by how many doors were closed to me because I was still without an undergraduate degree. I had all sorts of professional designations and training, but that wasn't good enough anymore. The world had changed. When I enrolled at UMUC, I was daunted by being in college so much later in life than I had originally planned. But what I came to realize about UMUC was that it was structured for people like me, people whose paths were not straight, people who were coming to this stage of their education from many different places. We were respected for whatever turns we had taken in our lives and whatever experiences we could bring to the classroom. And what we brought was as valued as what we were given.

The Graduate School of Management and Technology

Much of UMUC's growth during 1997–2007 was in the area of graduate studies. When the Graduate School of Management and Technology was established in 1978, it offered one degree program, the Master of General Administration, enrolling more than 450 students that first year. In 2004, Milton Grodsky, the founding dean of the Graduate School, recalled, “People looked down on part-time graduate programs at the time [1978], but I wanted to give the working professional an opportunity to go to graduate school. I knew there was a market out there and these people would do a fine job.”

Grodsky proved to be right on both counts. By the time UMUC's Graduate School celebrated its 20th anniversary in 1998, it had become the University System of Maryland's largest graduate school for part-time study, with eight degree programs and more than 3,800 students. Only five years later, on its 25th anniversary, the Graduate School had more than 10,000 students enrolled in

17 master's degree programs, 35 graduate certificate programs, and a new doctoral program. And by the 2006–2007 academic year, the Graduate School of Management and Technology offered a total of 20 graduate degree programs with more than 30 specialty tracks and more than 30 certificate programs, as well as a doctor of management program with five specializations, to 14,440 students worldwide, taught by more than 700 full-time and part-time faculty members.

From its beginning, the Graduate School focused on providing high-quality degree programs in management and technology to working professionals who wanted to pursue their graduate education on a part-time basis. In fiscal year 2006, most of the students enrolled in UMUC's stateside graduate programs were between the ages of 30 and 50. Two-thirds were married or had been married, and 44 percent had children. Almost 84 percent worked full-time while pursuing their degree, and most earned between \$40,000 and \$60,000 a year in their jobs. Nearly 31 percent were first-generation college students. Approximately 54 percent were women, and one-third of all the graduate students were African American. "We are the largest

degree-granting institution in terms of technology degrees granted to minorities," said Michael Frank, who became dean of the Graduate School in 2007. "The diversity of our student body has really increased over the past decade. We are now a microcosm of our society."

Focusing on the needs of working professionals, the Graduate School continued to design practical education programs applicable to the workplace. In response to changes in technology and in the workforce during this time, the Graduate School expanded its curriculum, introducing several new degree programs, specialty tracks within degree programs, and professional certification programs. As its first mission statement of the new century declared, "Our goal is to prepare students to become managers with the vision, knowledge, and skills necessary to help lead organizations in a global environment characterized by workforce diversity, increasing competition, and advanced technology."

In 1997, the Graduate School introduced new Master of Science degree programs in environmental management and in computer systems management, as well as its first online graduate program. In 1998, the Graduate School began

By 1998, the Graduate School had become Maryland's largest public graduate school for part-time study.

offering the Master of Science in management as its general management degree, with an emphasis on greater specialization and a more quantitative orientation. That same year, it unveiled a new executive master's degree program in information technology—the fourth program to be offered in an executive format. By 1999, the Graduate School offered five master's degree programs completely online, and in that year it launched a new Master of Business Administration (MBA) program taught entirely online. “This MBA, like our other master's degrees, combines theory with practice,” said Michael Evanchik, director of the program. “It is innovative, rigorous, and interdisciplinary. It is a degree for the 21st century.”

In 2000, the Graduate School inaugurated its first doctoral program, the Doctor of Management (DM) degree, in response to requests from UMUC alumni for a high-quality part-time doctoral program that addressed the needs of working professionals. The new program focused on areas of contemporary relevance such as technology, organizational processes, and international relations, with an emphasis on the application of knowledge to real-world management issues. “It's an ‘applied doctorate’ program,” said Nicholas Allen, who served as dean of graduate studies from 1991 to 1998 when the program was being developed. “It's less theoretical than a traditional doctorate. Research is done on real organizations and practical applications, and it requires a dissertation. It's a degree appropriate for professionals.” In 2004, the first six students to earn a Doctor of Management degree from UMUC were honored at the spring graduation ceremony in Adelphi, Maryland—and by spring 2007, a total

of 31 students had completed their doctorates in the Graduate School.

In 2000, the Graduate School also began offering more than 30 postbaccalaureate certificate programs designed for students who wanted to update their professional knowledge and skills, or advance in their careers, without committing to a full degree program. By 2007, certificates based on the completion of 12 to 24 graduate credits were available in such areas as accounting, biotechnology management, health care administration, international marketing, public relations, software engineering, and homeland security management—all of which could also be applied toward completion of a graduate degree.

Another innovation in the Graduate School was the introduction of dual-degree programs, which paired two complementary degree programs (many including the MBA) to enable students to earn two graduate degrees in less time, and at a lower cost, than completing them separately. And in response to the state of Maryland's critical shortage of qualified teachers, especially in math, science, and technology fields, in 2001 the Graduate School initiated two master's degrees programs—the Master of Education (MEd) in instructional technology and the Master of Arts in Teaching (MAT). Two years later, it introduced the Resident Teacher Certification program, an accelerated route to initial teacher certification in the state.

In 2006, the award-winning Master of Distance Education (MDE) program, developed in partnership with Carl von Ossietzky University of Oldenburg, in Germany, won international accreditation. Designed for present and future

managers of distance education programs, “It’s a little jewel in our crown,” said Nicholas Allen. “It’s a unique program, an important program, that brings together faculty and students from many countries,” including the United States, Germany, Sweden, Canada, Australia, and Israel. Since the program’s inception in 2000, UMUC has awarded more than 100 MDE degrees and approximately 300 postbaccalaureate certificates in distance education. And like most of the Graduate School’s other programs, it was taught entirely online.

The Graduate School also expanded its academic partnerships with other institutions of higher education, including the U.S. Army Command and General Staff College, the U.S. Naval War College, the U.S. Air War College, and the National Defense University’s Joint Forces Staff College.

The Graduate School administered three other programs housed at UMUC: the Institute for Environmental Management, which provided educational services to individuals, corporations, and government organization; the Institute for Global Management, which conducted research, and provided education and training programs, on topics central to the management of international enterprises; and the award-winning National Leadership Institute, which offered a wide range of noncredit leadership development and training programs.

During this time, the Graduate School of Management and Technology garnered a number of awards from notable organizations. In 2002, the National Security Agency designated UMUC a Center of Excellence for its graduate track in information assurance, and the Council of

College and Military Educators awarded the university the 2005 Institution Award to recognize the UMUC–U.S. Army Signal Center Graduate Partnership for its education programs for Army information and telecommunications managers. Between 2003 and 2006, the University Continuing Education Association honored several of UMUC’s specific graduate programs for Excellence in Credit Program Development. And the university’s MBA program was named the “2005 Most Outstanding Online Teaching and Learning Program” by the Sloan Consortium, a national group of institutions and organizations committed to quality online education.

UMUC Europe

UMUC's overseas division in Europe celebrated its 50th anniversary throughout the 1999–2000 academic year. In October 1949, the university had begun its first overseas education program at six U.S. military bases in Germany, including Heidelberg, which remained the European Division's headquarters half a century later. During that golden anniversary year, celebrations were held all over the division, from the United Kingdom to Turkey, culminating in a weekend of special activities in Heidelberg, where current and former UMUC faculty, students, and staff from around the world gathered for the May 2000 commencement. Walking in the academic procession that opened the commencement ceremony were two of the original seven professors who had taught the first classes in Germany in 1949—David S. Sparks and Lyle V. Mayer.

But once again, to paraphrase Bob Dylan's song, the times, they were a changin'. In 2000, Paula Harbecke, who had been director of the European Division since 1996, was succeeded in that position by Andrew P. Chambers, a retired U.S. Army lieutenant general. Chambers brought to the European Division his extensive leadership experience in both the military and civilian sec-

tors, including having served as director of AmeriCorps National Civilian Community Corps, a public service organization in the United States. Chambers presided over many of the changes that occurred in the European division during the early years of the 21st century, including the successful bid for a new 10-year Department of Defense contract, beginning in 2003, to continue providing higher education programs for U.S. military and civilian personnel stationed in Europe and the Middle East.

In 2004, John C. Golembe was appointed director of UMUC's program in Europe, a position he held for the next two years. A former U.S. Navy officer with a doctorate in history, Golembe had been an administrator with UMUC in College Park before joining the European Division in 1978. In addition to teaching courses in history and government for UMUC in Europe, he had served in a variety of key administrative positions in Heidelberg. Golembe brought to the directorship not only a quarter century of administrative experience with UMUC in Europe, but also his knowledge of the division's history and a sense of its uniqueness within the university as a whole.

In 2006, Allan J. Berg became interim director of the program, and in early 2007 was appointed vice president and director of UMUC Europe. A professor of psychology and a licensed clinical psychologist, Berg had joined UMUC's Asian Division in 1994, teaching courses in South Korea



Andrew P. Chambers, a retired lieutenant general, took over leadership of the European Division in 2000.

and in Okinawa, Japan, before serving as director of the graduate counseling program in Okinawa and subsequently as area director in Okinawa for five years. In Europe, he had taught in the United Kingdom and held several administrative positions in Heidelberg, including area director and associate dean. Reflecting on the many changes that had taken place in the overseas divisions dur-



John C. Golembe (left), who led UMUC Europe from 2004 to 2006, and Allan J. Berg (right), current vice president and director.



ing the recent past, Berg noted, “UMUC used to be the only game in town. Hence, its approach to doing things was different. Now we’ve transitioned into a new era, with a new approach, different programs, and different strategies.”

A symbol of that new era was the change in the European Division’s name, by which it had been known since 1957. In 2003, the name was officially changed to UMUC Europe, to better reflect a single unified university. Uniting each of the university’s three geographically separate components—in Europe, Asia, and the United States—under a single institutional umbrella

was part of UMUC’s goal of establishing its academic identity as “one university.” This included bringing the overseas divisions’ administration, curriculum, syllabi, and student services in line with those of UMUC headquarters in Adelphi—a goal not uniformly embraced by all the staff and faculty in Europe and Asia at the time, some of whom felt that the overseas programs faced different challenges, and met different needs, from UMUC’s program in the United States. Others, however, believed that change was necessary, as the overseas divisions responded to external circumstances such as the downsizing of the military in parts of Europe and Asia, the redeployment of troops to war zones in the Middle East, and the competition from other institutions offering distance education programs to military students abroad, as well as the growth in UMUC’s own online programs relative to enrollments for classes taught on-site at military bases overseas.

When military troop levels were at their height in the 1980s, the European Division had offered courses at more than 260 sites in 17 countries. In the 1990s, that number had declined to just over 100 sites in 23 countries. As UMUC Europe entered the 21st century, the university offered courses at between 70 and 80 locations in 16 to 21 countries, depending on the academic year. New countries were added to the UMUC Europe map during that time—Afghanistan, Kosovo (a province of Serbia), Qatar, and Djibouti (on the Horn of Africa), as well as Honduras—but programs also closed in Austria, Bosnia, Croatia, Iceland, Saudi Arabia, European Russia, and Uruguay.

The end of the Cold War in the early 1990s had resulted in a large downsizing of the number of U.S. military personnel stationed in Europe and the concomitant reduction of UMUC's program in Europe, too. With the beginning of U.S. military operations in Afghanistan in 2001, soon after the September 11 attacks on the United States, and the subsequent U.S.-led invasion of Iraq in spring 2003, thousands of American troops still stationed in Europe were redeployed to the Middle East, and fewer were sent to replace them in Europe. Once again, UMUC was directly affected by international events. From fiscal year 1998 through fiscal year 2007, annual unduplicated headcount in UMUC Europe declined from nearly 29,000 to 21,500. And during that period, the total number of faculty, full-time and part-time, decreased from 480 to 345.

During that same decade, UMUC's civilian program in Schwäbisch Gmünd, Germany, closed in 2002, after ten years in operation as a traditional four-year residential campus for students from around the world. In April 2005, UMUC honored the final graduating class of its Mannheim Campus at Turley Barracks in Germany before the campus finally closed. The Mannheim Campus—the successor to UMUC's Munich and Augsburg campuses—was the last of the university's residential programs in Europe. From the founding of the original Munich Campus in 1950, UMUC's two-year residential campuses for the children of service members and civilians in Europe had served more than 22,000 students, but with the reduction of the American military presence in the post-Cold War era, that program

could no longer sustain enough enrollments to remain viable.

Despite the challenges faced by UMUC Europe in that decade, it continued to offer a wide range of education programs to thousands of servicemembers and civilians at U.S. and NATO installations from the United Kingdom to Afghanistan. In contrast to UMUC's stateside



programs, which served a larger proportion of upper-division and graduate students, more than three-fourths of the courses offered by UMUC Europe were at the lower-division (first- and second-year) level, with many of them still taught on-site in military facilities ranging from high school classrooms to dining halls, chapels, and tents. Students in Europe were able to earn UMUC certificates and Associate of Arts, Bachelor of Science, and Bachelor of Arts degrees. Together with Bowie State University in Maryland, UMUC Europe also offered Master

UMUC Europe graduate Xiomara Madjer looks over the city of Heidelberg, Germany.

of Arts, Master of Science, and Master of Education degrees.

Even though fewer students were enrolled at UMUC Europe in the early 21st century, more of them were completing their degrees. The graduating class of 2005 ranked among the largest on record, with a total of nearly 1,400 associate's, bachelor's, and master's degrees conferred at the

commencement ceremony in Heidelberg that spring. That graduating class was a cross-section of the types of students who chose UMUC Europe for their higher education. Comprising active-duty members of all four military services, as well as veterans, reservists, family members, and civilians, graduates receiving a bachelor's degree averaged 34 years of age, with the youngest 21, and the most senior 69. They came from 47 of the 50 states, and 39 percent of bachelor's degree graduates had

also studied with UMUC stateside or in Asia.

At that commencement ceremony in 2005, the audience cheered for First Sergeant Peter Pulli, who completed his degree 19 years after starting his studies while stationed at Neu Ulm, Germany—and who crossed the platform that day with his wife, Birgit, who was graduating *summa cum laude*. And they gave a standing

ovation to 8-year-old Scotty Mendoza, who marched onstage to accept a master's degree on behalf of his father, Chief Warrant Officer Al Mendoza, who was stationed in Iraq with the 17th Signal Battalion at the time.

The faculty who taught these students remained the backbone of UMUC's program in Europe, despite the professional challenges of coping with a shrinking academic program and the financial difficulties of living abroad as the value of the U.S. dollar continued to decline. In addition to teaching a wide range of courses offered in UMUC's worldwide curriculum, faculty members continued to take advantage of their unique location to offer popular field study courses on site in several European countries. They also taught special topics courses on issues of more current interest, such as "History of Terrorism" and the "Arab-Israeli Conflict." And UMUC Europe began offering language courses in Arabic and Albanian.

Although UMUC Europe's main mission was to offer courses on-site at military bases, distance education courses taught online continued to attract an increasing proportion of students who liked the flexibility and convenience of taking courses in that format. Military students, in particular, no longer had to worry about starting a course in one location, then having to drop out if they were redeployed somewhere else. With distance education, they could "carry the course with them," by computer, wherever their job took them.

Chris Lancaster, a digital computer mechanic stationed in Friedrichsfeld, Germany, said, "The flexibility of the distance education program allowed me to continue my education while



Scotty Mendoza accepts a diploma on behalf of his father, stationed in Iraq.

deployed to Bosnia. Now, I'm combining online classes with face-to-face courses to finish my degree in management studies.” And Senior Airman Jarrod Best noted, “It was challenging working full-time and trying to complete my degree. Online classes made it a lot easier, as well as UMUC’s flexibility and worldwide locations. I started my degree in the U.S. and was able to continue when I moved to Camp Darby, Italy.”

In 2001, the Department of Defense increased its financial assistance for active-duty military members from 75 percent to 100 percent of a student’s tuition costs, up to \$250 per credit with an annual limit of \$4,500. And to facilitate enrolling in distance education programs, all the military branches eventually established their own online Web portals where students could receive a variety of services, including the ability to search among the hundreds of institutions offering courses and programs to military students. Since UMUC was only one of many universities, colleges, and technical schools that students could choose among, competition for those students posed a particular challenge for UMUC. At the same time, the increase in distance education enrollments in Europe, both at UMUC and at other institutions, contributed to the decrease in the number of courses that students took face-to-face in traditional classroom settings. Yet despite

burgeoning competition for tuition dollars, particularly in the area of distance education, UMUC Europe continued to attract students on the basis of its reputation for high-quality academic programs, its longstanding relationship with the military in Europe, and its 10-year contract with the Department of Defense to provide on-site courses, in addition to online courses, at



dozens of military installations in Europe, North Africa, and the Middle East.

Following a practice that began during the Vietnam War era, UMUC continued to send faculty and field representatives “downrange” into dangerous areas to offer education programs at military sites in or near combat zones or in support of peace-keeping missions. “Downrange” was a

The class of 2005 was the last to graduate from UMUC’s Mannheim Campus.

term that came into use in the European Division during the Balkan conflicts in the 1990s; it derived from military slang for the place where a missile heads after being launched. During 1997–2007, the countries classified as “downrange” in UMUC Europe’s programs were Afghanistan, Bahrain, Bosnia, Croatia, Djibouti, Egypt, Hungary, Israel, Kosovo, Kuwait, Macedonia, Qatar, and Saudi

tary readiness training course in Germany, to learn about convoy operations, first aid, search-and-rescue techniques, rules of engagement, and how to spot explosive devices. “Faculty and staff selected for deployment in regions of conflict are among the most experienced at UMUC,” said John Golembe, director of UMUC Europe at the time. “Like the troops they serve, UMUC faculty and staff endure particular hardships, so they, like the servicemembers, deserve our highest respect and thanks.”



Field representative Susanna Driver joins faculty member Ray Fox for the first meeting of class in Kabul, Afghanistan.

Arabia. Although UMUC had a presence in the two major war zones, Iraq and Afghanistan, through distance education programs delivered by computer, it was not until early 2006 that the university began teaching courses on-site in four locations in Afghanistan. As when faculty and staff had been sent “downrange” earlier to teach in conflict zones in the Balkans, those heading for Afghanistan had to complete a five-day mili-

UMUC Asia

In 2006, UMUC Asia (as the division was renamed in 2001) celebrated 50 years of providing higher education opportunities to U.S. military personnel and civilians stationed in Asia, as well as to Asian nationals from Japan and South Korea. During the 2006–2007 academic year, UMUC Asia hosted a number of golden anniversary events in South Korea, in mainland Japan, and on the Japanese island of Okinawa, including concerts and theater performances, a lecture series, and special commencement ceremonies in Tokyo, Seoul, and Okinawa.

UMUC Asia had many reasons to be proud of its accomplishments during the previous half century—from being the first American university to send its faculty to teach in a war zone (Vietnam, 1963–1975), to serving nearly a quarter of a million students in Asia and the Pacific, about 30,000 of whom earned associate and baccalaureate degrees there from UMUC. But the decade leading up to its 50th anniversary had also posed many of the same challenges for UMUC Asia as for the university’s other overseas program in Europe, including the downsizing of the military in some of the areas where UMUC operated, the redeployment of troops to other parts of the world, competition from other institutions for enrollments in

distance education programs, and UMUC’s ongoing process of bringing together its three geographically separate components into “one university,” administratively and academically.

UMUC Asia had a long history of “weathering storms”—from the combination of discontinuities and opportunities associated with the Vietnam War in the 1960s and 1970s, to the natural disasters of typhoons, earthquakes, floods, and volcanic eruptions that had disrupted its programs in the Philippines and Guam in the 1990s. Leading the division during most of the last ten years was Joseph J. Arden, who had returned to the directorship in Asia in 1996 after serving as director of UMUC’s European Division for nearly 16 years. Prior to that time, he had served as director of UMUC’s Far East Division, as it was then named, from 1975 to 1981. Arden had also taught for UMUC at several locations in Asia from 1967 to 1970.

During the last decade under Arden’s directorship, UMUC Asia offered courses on site at military installations in Japan, South Korea, Australia, Singapore, Kwajalein, and Guam, as well as at U.S. embassies in Bangkok, Thailand; Kuala Lumpur, Malaysia; and Beijing, People’s Republic of China. In addition to undergraduate programs leading to certificates and Associate of Arts, Bachelor of Arts, and Bachelor of Science degrees, UMUC Asia also offered in Okinawa a master’s degree program in counseling psychology and guidance, in partnership first with University of Maryland, College Park, then with Bowie State



During his 40-year career with UMUC, Joseph J. Arden served as director in both Europe and Asia.

University, both sister institutions in the University System of Maryland. In 2003, the Department of Defense awarded UMUC Asia a new contract to provide undergraduate courses and degree programs, as well as a graduate program in Okinawa, for the next six years at military sites in the Pacific Command, thus ensuring UMUC's continuing presence in Asia throughout the first decade of the 21st century.

In addition to bachelor's degree programs in fields such as accounting, business administration, computer studies, English, history, political science, and psychology, UMUC Asia offered a Bachelor of Arts in Asian studies, as well as associate degrees and certificates in Japanese studies and Korean studies. Special topics courses that focused on Asia continued to be popular.

Other activities focused on American issues. In 2006, history professor Dana Wiggins and her

students organized a conference in honor of African American History Month, at Yokosuka Naval Base in Japan. As Wiggins later wrote,

The African American History Month conference brought attention to UMUC, its wonderful students, and to other on-base organizations.

It also allowed the students to not only discuss their work but also to feel as if they were part of the UMUC community. In doing so, the conference provided a forum to discuss academic topics while simultaneously bridging the gap between the on-base program and UMUC.

Similar to their counterparts in the European program, students who signed up for UMUC courses in Asia ranged from 18 to 70 years in age, with an average age close to 30. About 75 percent of them were active-duty military, and slightly more than half of all students were men. Some students were retirees who had returned to school later in life; others were working professionals who had postponed their higher education for personal or work-related reasons. During the 2003–2004 academic year, for example, 67-year-old Tulia “Mike” Manu, originally from American Samoa, completed his Bachelor of Science degree in management studies more than 40 years after taking his first university classes at an Air Force base in Alaska. And when Carlos E. Lopez-Garcia received his Bachelor of Science degree in business administration from UMUC Asia, he graduated with his mother, Yolanda Lopez, who had earned a Bachelor of Science with a specialization in business and management after starting her coursework 20 years earlier with UMUC in Europe.

Three-fourths of the courses offered by UMUC Asia were lower-division courses, and many of them were still taught on-site in classrooms from military education centers and Department of Defense Dependent Schools to makeshift accommodations when more standard facilities were not available. But during that period enrollments greatly increased



President Susan Aldridge congratulates a new graduate at commencement in Seoul, Korea.

in distance education courses taught entirely online, despite competition from other institutions also offering courses by computer. In 1997, the Asian Division had 1,979 online course enrollments; in 2007, UMUC Asia registered 14,454.

Donna Hoffer began her studies with the European program in Keflavik, Iceland, and moved several times with her family before arriving in Okinawa, where she graduated with a bachelor's degree from UMUC in 2000. "Thankfully, UMUC is conveniently located across both hemispheres, making it easy for both my husband and me to remain full-time college students," she said. "I took traditional classes when I could, but if it weren't for [distance education], finishing my degree would be impossible."

Vanessa Caton, a 2004 graduate living in Alice Springs, in the outback of Australia, said, "Without [distance education], I would never have been able to complete my education in Australia." And she added,

The UMUC instructors I have had have always been very caring and respectful. They realize we are all adults with full lives, and they treat us accordingly. They have always been there when I've had questions and have offered explanations, or encouragement, in a timely manner. I would definitely recommend UMUC's distance education to anyone.

In addition to the great impact of distance education on UMUC's enrollments worldwide, the early years of the 21st century also brought several other changes to UMUC Asia. In 2002, the Asian headquarters moved to a newly constructed

building on Yokota Air Base in Japan, after having been housed in cramped quarters in a Korean War-era facility at Yokota since 1976. During the 2002–2003 academic year, UMUC Asia's enrollments reached a historic high, after the military increased its tuition assistance to active-duty servicemembers. In the following years, however, international events, including military redeployments to the Middle East and the reduction of troop levels in South Korea—along with intense competition for students from other institutions' online programs—took their toll on enrollments, especially in on-site courses. Over that decade, the number of sites where UMUC Asia offered courses decreased, too, from 53 in 1997 to 38 in 2007, partly because of the consolidation of many smaller sites in Korea. However, the number of faculty working for UMUC in Asia remained stable, from a total of 284, full-time and part-time, in fall 1997 to 276 in fall 2007. As noted in *Fifty Years in Asia*, UMUC's 2006 anniversary publication, "Certainly UMUC recognizes that the single greatest strength of its program over these five decades has been the teaching faculty—their academic and professional background, commitment, and classroom competence."



After Arden's retirement, Lorraine Suzuki served as interim director of UMUC Asia until August 2007.

In 2007, Joe Arden resigned from UMUC after 40 years of service to the university in Europe and Asia. His departure, along with the retirement during that decade of other longtime administrators in Asia, brought to a close a chapter in the division's history that stretched from the Vietnam War era to the emergence of China as a major economic power. Lorraine Suzuki, an administrator who had been associated with UMUC in Asia since 1979, served as interim vice president and director of the division until August 2007, when William Beck was appointed as the new vice president and director of UMUC Asia. A former Air Force officer with a doctorate in economics, Beck taught at the United States Air Force Academy from 1987 to 1994 before joining UMUC as a faculty member in 1997. He taught for UMUC in both Europe and Asia until the spring of 2007, when he became the area director for Okinawa, Guam, and Micronesia, before assuming leadership of the entire program in Asia in the fall of 2007.

In the face of many new challenges in the early years of the 21st century, UMUC Asia kept its focus on the university's mission of providing high-quality education programs for its students. As Barbara M. Martinez, a 2003 graduate, later wrote,

Some of my most rewarding and memorable years were spent furthering my education at UMUC in Sasebo, Japan. I thoroughly enjoyed the classes and the professional and knowledgeable staff and faculty. I worked hard those four years and was rewarded with high honors, graduating magna cum laude. Without UMUC and its on-site presence and extensive distance

education program, this would not have been possible. I thank the University System of Maryland for giving me and other Americans this opportunity. I am proud of my accomplishments and proud to be a UMUC alumna.

New Leadership, New Directions

In 2005, Gerald Heeger left UMUC to head up an initiative at a private equity firm to create a new, for-profit international university system. Shortly after being appointed president of UMUC in 1999, Heeger had said, “More than almost any other university in the world, UMUC is ideally positioned to become one of an elite group of ‘global universities’—institutions designed from the ground up to educate adults everywhere, serving learners all the time.” When Heeger announced his resignation in 2005, William E. Kirwan, chancellor of the University System of Maryland, praised him for having led UMUC “with vision, innovation, and commitment.” And Kirwan credited Heeger with transforming “UMUC’s international mission into [being] the leading provider of online education.”

Heeger’s legacy at UMUC included not only the university’s phenomenal growth in distance education around the world, but also the improvement of UMUC’s reputation in its home state of Maryland and the repositioning of its image, both nationally and internationally, as a high-quality educational institution. During

Heeger’s six years as president of UMUC, he was credited with the restructuring of the administration, including the creation of a new position of provost and chief academic officer; the conversion from academic specializations within a general baccalaureate degree to specific academic majors in the School of Undergraduate Studies; the expansion of the graduate program, including



the introduction of a doctoral degree; extensive investment in infrastructure to support online education and student services; and modernizing the university to make it a more business-like operation, with an emphasis on efficiency, effectiveness, assessment, and accountability.

The university was still working to achieve many of Heeger’s other long-term strategic goals when he resigned in 2005. Nicholas Allen was appointed interim president, a position he held until February 2006 when Susan C. Aldridge

At her inauguration as president, Susan Aldridge is congratulated by Maryland Governor Martin O’Malley and USM Chancellor William Kirwan.

became UMUC's fifth president and the first woman to lead the institution.

Aldridge brought a wide range of experience to her new role at UMUC. With master's and doctoral degrees in public administration and a bachelor's degree in sociology and psychology, Aldridge had already served in a number of key positions in higher education. She came to UMUC from Troy



University in Alabama, where she had served most recently as vice chancellor of University College and the eCampus, one of the largest distance education programs at a public university, second only to UMUC's. As vice chancellor, Aldridge had been chief executive officer for Troy University's graduate and undergraduate programs outside Alabama, offered in 17 states and 14 countries. In addition, she had been an adjunct professor at Troy University since 1995, teaching graduate courses in business, health administration, health policy, and organizational behavior and theory.

Earlier in her career, Aldridge had been a faculty member of the National University of Singapore, a lecturer at Hong Kong University, division director for the Denver Regional Council of Governments, and vice president of Aldridge and Associates, Inc., a company that researched, designed, and managed national and international education institutes. Aldridge also received numerous distinguished service awards and recognition from the U.S. government, the state of Colorado, and national organizations. Pursuing her particular interests in global education and distance learning, she served on the Alabama Governor's Distance Learning Task Force and the Alabama World Trade Organization Board, on the board of the International Association of Business Disciplines, as U.S. chair of the 2006 U.S.-China Forum on Distance Education, and as co-chair of the 2005 U.S. Department of Defense Task Force on Distance Learning Standards. When Aldridge was formally inaugurated as UMUC's new president in February 2007, a year after taking office, Chancellor Kirwan welcomed her to the University

System of Maryland, saying, “She brings extraordinary leadership ability, tremendous commitment to academic quality and integrity, and strong strategic and financial planning skills to University of Maryland University College.”

President Aldridge also brought her own global perspective and her own management style to UMUC. And she faced a number of challenges immediately after taking office, from budgetary shortfalls and operating deficits to the necessity of recruiting 9,000 new students to meet the enrollment growth targets set by Maryland’s governor, state legislature, and the university system’s Board of Regents. In 2006, Aldridge mobilized a university-wide enrollment drive among UMUC employees and alumni, which not only met that year’s target in six months but also met the following year’s goal, bringing in 10,000 new students.

She also addressed UMUC’s future strategies for remaining a leader in global higher education, including ways to increase its visibility as a worldwide virtual university, as well as focusing on improved methods by which students around the world could move seamlessly between UMUC’s divisions whether they took courses on-site or online. Aldridge renewed the university’s commitment to serving Maryland students, as well as building on its 60-year legacy of serving the U.S. military. New degree programs for the workforce were identified. The university re-engineered its marketing, advertising, and recruiting strategies, and student support services were reorganized to eliminate inefficiencies. To make student interactions with the university even easier, UMUC streamlined admission

processes, improved student record management through document imaging, and moved more functions (such as admission, registration, and degree audits) online. Aldridge also developed a new strategic plan, modifying UMUC’s mission for the future.

In the spring and summer of 2007, UMUC commencement ceremonies were held in five



locations around the globe: Tokyo, Japan; Seoul, South Korea; Adelphi, Maryland; Heidelberg, Germany; and Okinawa, Japan. More than 7,500 students graduated worldwide, bringing the total number of degrees conferred by UMUC to more than 166,000 since the institution was founded 60 years before. Commencement addresses by dignitaries at each event in 2007 looked back at those six decades of success in higher education and lauded the university and its students for their achievements. But President Susan

OPPOSITE PAGE: Susan Aldridge took office as UMUC’s fifth president in February 2006. ABOVE: At the inauguration gala, CFO George Shoenberger, Assistant Provost Larry Leak, and Provost Nicholas Allen (left to right) chat with President Aldridge.

Aldridge's focus was already on the future. As she said in an address to UMUC faculty in the School of Undergraduate Studies in fall 2007,

As we move into the next 60 years, our task as a university goes well beyond balancing our books, conferring our degrees, and satisfying our stakeholders. We must be well-prepared to educate true knowledge leaders, capable of inventing the future. That means engaging not only our students, but also ourselves, as lifelong learners, always ready to reach beyond what we know to discover what we can only imagine.



CONCLUSION

The Global University of the Future

University of Maryland University College has always been ahead of its time. From the first courses provided throughout the state of Maryland in 1947, to its distance education programs offered via computer 60 years later, UMUC has had a visionary approach to higher education. As one of the few universities that focused on providing educational opportunities for adult, part-time students, UMUC early in its history established itself as an innovator and a leader in higher education programs around the world. UMUC's willingness to adapt to change and to experiment with new processes, new programs, and new services became a tradition within this otherwise non-traditional institution. And its local, national, and global successes helped transform higher education for adult students during the second half of the 20th century.

Previous leaders of UMUC were well aware of the fundamental changes occurring in higher education from the end of World War II to the turn of the new century. In a 1994 address titled "The University of the Future," then President T. Benjamin Massey described the evolution of

teaching and learning from the Middle Ages to the Information Age:

Since the earliest universities of medieval Europe enthroned the lecture as the key approach to teaching, students have been coming to a place, taking notes, learning from books and materials specified by their professors, and reciting what they learned on examinations. The new technologies associated with computers, multimedia and interactive video, and telecommunications are freeing students from a specific lecture hall and lecture time, opening up the libraries of the world, and providing powerful new teaching methods for faculty. At the same time, these technologies are encouraging students to master their course material by actively learning rather than passively acquiring knowledge and skills. Seven hundred years of pedagogic tradition is falling away as universities become more learner-centered.

As UMUC looks forward in the 21st century, it recognizes the challenges created by a rapidly changing and highly unpredictable world. From its past experience, the university knows that to survive it must adapt to those changes as they occur. But merely reacting to change is no longer sufficient for any large organization in the modern world. As UMUC president Susan C. Aldridge pointed out in 2007, "In securing its future, UMUC must stand ready to anticipate, engage, and embrace the change that lies ahead by always leading one step ahead of it."

Today's leaders at UMUC believe that as the world continues to change at a rapidly increasing

speed, our race for knowledge becomes more critical than ever. Thus, in addressing this challenge, the university must build on its unique legacy to advance yet another new paradigm for higher education. UMUC envisions a model that empowers students to become “knowledge leaders,” individuals who embrace learning as a life-long pursuit, rather than simply as a means to an end. And in doing so, these students will become the vanguard of new knowledge and innovation, sharing what they know through vast global “communities of practice,” connected by high-speed technology.

President Aldridge’s vision for UMUC in the 21st century not only recognizes the challenges of a rapidly changing world but also sees them as opportunities for UMUC to be “the global university of the future.” Looking beyond the traditional model of a “bricks and mortar” campus, UMUC seeks to create a new education prototype, a contemporary global university that serves as more than just a structure where learning occurs. Such an institution will reach beyond the student base it has customarily served to connect widely dispersed students and faculty from many different cultural, linguistic, educational, generational, and socioeconomic backgrounds into a vibrant learning community that can address 21st-century issues.

To achieve that goal, UMUC will need to keep its academic programs and services highly responsive to both a changing workforce and a changing world; create new opportunities for its faculty to conduct and disseminate applied research in such relevant areas as next-generation e-learning technologies and effective cross-cultural teaching and

learning techniques; and deal effectively with issues related to transnational distance learning regulations, intellectual property rights, and academic standards. UMUC’s leaders also recognize the need to anticipate and meet the rapidly evolving learning demands of its students, particularly in regard to planning ahead for the coming “cyber generation,” whose approach to learning will be very different from that of previous generations.

UMUC’s student market includes adult learners from around the world, who already know a great deal about who they are and what they want to achieve, who have the capacity and motivation to participate directly in the design and direction of their own learning, and who expect a highly competent faculty with real-world experience and exceptional teaching skills. Therefore, in looking to the future, UMUC will need to merge knowledge from the fields of information technology and data communication with those of cultural anthropology and cognitive science in order to design effective online curricula and classrooms for students from different cultures and with different learning styles. The university will also need to recruit and retain a strong core of global faculty who are not only well versed in the latest teaching technologies but also understand that their role is changing from communicating content to cultivating wisdom in the virtual classroom.

In looking to the future as an exemplary and competitive global university, UMUC knows that it must continue to provide superior support services to its students throughout the lifelong learning process. With the click of a mouse, today’s university students can shop the higher

education marketplace for academic packages—not only for relevant courses and convenient degree programs but also for administrative processes that make it easier for them to transfer course credits from one institution to another, register for classes, apply for financial aid, and pay their tuition. UMUC realizes that it must respond to these expectations by combining technology and teamwork to make students' academic journey as seamless and painless as possible from start to finish. And in a world of distance education, where students are located all over the globe, it must also work to promote a feeling of connectedness to the university community by linking those students with mentors and tutors, online clubs and honor societies, scholarship opportunities, and future colleagues in their field of study.

None of these goals will be attainable without UMUC's developing a sustainable business model that enables the university to meet its current demands without compromising its future needs. As the university continues to increase its enrollment numbers while also creating other ways of generating revenue, it will need to use state-of-the-art data collection and analysis to assess its progress on all fronts, drive its decision-making processes, and promote its image to the rest of the world. In addition, UMUC hopes to collaborate with its institutional colleagues and its stakeholders—students, faculty, staff, alumni, and partners outside of academia—to promote new public policies favorable to adult learners, including policies that support funding for innovative education programs that do not easily fit within the context of traditional higher education.

Finally, President Aldridge envisions UMUC as a global university that will enable its learners to achieve their education goals with a sense of mastery and satisfaction unequaled among similar students at other institutions. "In creating a truly global university for adult learners," said Aldridge, UMUC will "embrace an educational model that is based not on the pedagogy of old, but rather on 'andragogy,' a model first defined by educator Malcolm Knowles as 'the art and science of helping adults learn.'" She went on to explain,

This concept is based on the premise that unlike children who arrive with clean slates for us to fill, adults come to the learning table with their slates chock full of prior experience and preconceived notions. So in meeting their academic goals, they are looking for ways to connect the dots between what they already know and what they need to learn, with teachers who facilitate rather than dictate the process. With andragogy, we can actually channel that experience and challenge those beliefs to generate opportunities for learning that are highly applicable within a framework for knowledge exchange that is ultimately ageless. And in doing so, we will gradually make a critical shift in our academic culture—from teacher-directed to learner-centered education.

"We must create the future by inspiring and consolidating visionary change," said President Aldridge in 2007. "As we enter our next 60 years, we have updated UMUC's mission to underscore its role as an open-access, public university, while also capturing the essence of that role—that of

cultivating students as successful, lifelong partners in a worldwide learning community.”

As UMUC looks forward in this new century, it has a rich history of experimentation, innovation, and achievements forming the foundation of that future. And as it embraces the challenge of expanding the frontiers of higher education today, UMUC continues to be an instrument of change in a changing world. As one educator described it, this global “university of the future” will be an institution that takes nothing for granted about the content of higher education or the way in which it is delivered—an institution that always says, “All things are possible.”

About the Author

Sharon Hudgins is an award-winning author who has also worked as a book and magazine editor; freelance journalist; magazine, newspaper, and Web site columnist; filmmaker, and photographer. She lived abroad for 20 years—in Germany, Spain, Greece, France, England, Scotland, Japan, Korea, and Russia—and has traveled in more than 45 countries around the world. Together with her husband, Tom Hudgins, she taught for almost 18 years with UMUC's programs overseas—in the European Division and the Asian Division, at the Munich and Augsburg campuses, and with the Russia Program in Siberia and the Russian Far East. She now works as a lecturer on National Geographic educational tours in Europe and Asia. She holds a bachelor's degree in government (Soviet and East European studies) and a master's degree in communications (radio, television, and film), both from the University of Texas at Austin, as well as a master's degree in political science from the University of Michigan at Ann Arbor. She is the author of the first commemorative history of UMUC, *Never an Ivory Tower: University of Maryland University College—The First 50 Years, 1947–1997*, published by UMUC in 2000. Her most recent book is *The Other Side of Russia: A Slice of Life in Siberia and the Russian Far East* (Texas A&M University Press, 2003), a memoir about her experiences while teaching for UMUC's program in Russia in the 1990s.

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