A STUDY OF GOVERNMENT, MILITARY VETERANS, AND THE PUBLIC PERCEPTIONS OF THE VALUE OF MILITARY EXPERIENCE IN THE K-12 CLASSROOM

by

Karl L. Stewart

A Research Paper

Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
With a Major in

Education

Approved: 2 Semester Credits

_____

Investigation Advisor

The Graduate College
University of Wisconsin-Stout
April, 2002

The Graduate College
University of Wisconsin-Stout
Menomonie, WI 54751

ABSTRACT

Stewart, Karl Lee

A STUDY OF GOVERNMENT, MILITARY VETERANS, AND THE PUBLIC PERCEPTIONS OF THE VALUE OF MILITARY EXPERIENCE IN THE K-12 CLASSROOM

Graduate Major, MS in Education Dr. K. Navarre April, 2002 22 pages

A.P.A. Format

The purpose of this study is to review, analyze, and then evaluate the perceptions expressed in the literature of three groups – (A) the government (B) the public, and (C) teachers who are themselves military veterans, on what value, if any, such military training brings to bear on the k-12 classroom. As a military veteran and a twenty-six year teaching veteran, I have heard and read numerous anecdotal comments regarding the worth of military experience in the classroom. I believe a systematic, qualitative study would provide a firmer basis on which government and school districts could base policy and allocate funding. At the same time, it may provide veterans considering a teaching career a more solid footing upon which they would base their career decisions. Indeed, lacking a more systematic analysis, one could almost guarantee that, in a time of limited funding such as we currently find ourselves, much of the money spent to lure and train military veterans into the teaching profession would be ill spent.

Such a study is not intended to be the final word, merely the first step. Extensive surveys and interviews of participants must be conducted on a nation-wide basis and then evaluated. This study is intended to merely discover, analyze, and evaluate what is currently out there.

Table of Contents

CHAPTER 1
Introduction

Do good troops make for good teachers? A better question may be should troops be made into teachers? And once made into teachers, are they satisfied with their careers, and are others satisfied with them? These are clear questions but not necessarily with clear answers. And although there have been many articles written on the subject using and citing a multitude of statistics, there is cause to suspect significant flaws for a number of reasons, and consequently an unbiased and systematic study of veterans in education should be devised and conducted. This would provide reliable information for the historical record, but more importantly could produce information useful to policymakers at all levels. There is no doubt that there is an abundant supply of ex-military personnel and that there are significant and growing shortages of educators. A review of current literature, going back to 1992 is clear about that. However, whether the positive aspects to hiring and training these people to fill the educational gaps outweigh the negative seems probable but less than crystal clear.

This is due to several factors: First, prior to 1994 there was no national database that would even track the number of teachers who had once served in the military. Also, there was only limited anecdotal evidence that their transition from the armed forces to teaching force has been successful. Secondly, the political maneuvering of special interest groups for a larger piece of the federal pie makes objective evaluation of the current data difficult or risky. To a certain extent, it is like asking a subsidized business whether a tax break is helpful to it. It is hard to say "No." And finally, the most current data available through the Department of Defense (DoD), though helpful, provides less

than a complete picture.

It would seem to make sense that before more millions of tax dollars are spent to recruit troops as teachers, we should discover, if possible, if present veterans in education think their transitions to the education profession have, in fact, been successful and whether the skills learned and attitudes developed in the military translate successfully to the education field.

No comprehensive interview procedure of veterans themselves has been produced through which they could indicate whether they perceive the military experience to have been helpful in educational hiring, teaching, coaching, or administration. This study is based on the fragmentary literature, which is available, and it is recommended as a result that a more thorough evaluation be produced and administered.

This study will attempt to describe military veterans' perceptions of themselves as educators based on the review of current literature going back to 1992. The hypothesis is that veterans, because of their active duty, would perceive their service as providing a positive impact on their careers, and furthermore, that administrators and school districts would also view the hiring of veterans as educators in a positive light.

Before such a study is undertaken several questions have to be addressed: First, is there a need in the schools for large numbers of new teachers? Secondly, are the military personnel available, and if available can they become able teachers? Are there more advantages than disadvantages? Finally, we need to examine perceptions – those of the public and of the veterans themselves. It would be instructive to see where the public perceptions and those of the veterans themselves coincide and where they collide. Legends and folklore often contain at least a grain of truth and can be educational as well

as entertaining. However, when tens of millions of taxpayer dollars are at stake each year, relying on them as fact makes for poor governance.

The literature provides a clear answer to the first question. Yes, there are increasing shortages of qualified teachers, especially in specific fields such as math and science, and in specific locations such as rural or inner-city schools. Teacher retirements and those leaving education to explore other careers have created a need for some 220,000 new teachers a year for the next decade – up from 150,000 in recent years, according to the federal government (Kennedy 1). The situation appears even more desperate to others. A 1998 article by Hewitt and Siew cites then-senator Sam Nunn (D-Ga) to the effect that 2.2 million new instructors will be needed over the next decade due to factors including the increase in school population (Hewitt and Siew 1). School districts are feeling the pinch. State education departments and school districts are offering hiring bonuses, paying off student loans, and posting jobs in areas that traditionally have had plenty of candidates, like English and social studies (Stewart 1). Public schools on both the East and West coasts are now running web sites to attract candidates to their districts. President Clinton himself, in 1993 asked Congress to provide $25 million to pay for the Department of Defense's "Troops to Teachers" (TTT) program to help recruit military personnel to earn teaching credentials. This was part of his plan to put 100,000 new teachers in classrooms and reduce class size in early grades (A License to Teach 2). At the same time he was initiating a massive drawdown in the number of military personnel as we entered the post-cold-war world. Since 1994, about 3,000 service members have resigned the military to enter the classrooms across the nation. Currently the TTT program has offices in twenty states, and has made an attempt,

at least on a statewide basis to follow up and evaluate the program. Since there has been little civilian effort to follow up the program, much of this paper is reliant on TTT data.

As for the second question – are military personnel available, historians and the Guinness Book of Records will tell you that the largest invasion on record occurred on D-Day in World War II, when 185,000 U.S. troops took to the beaches of France. Not so. The largest invasion in history happened quietly and without a single burst of gunfire: It was the military downsizing of the 1990s, which sent more than 500,000 troops into the U.S. civilian job market (Taylor 2). Then demobilization accelerated. It was estimated in 1996 that an additional million personnel would be discharged before the year 2000 (Fenn 1). And it happened. As military bases continue to close over the next years, thousands more service personnel will be released from active duty.

The majority of these workers would not be eligible for full retirement, and they would need to pursue second careers in the private sector. According to Susan Savino, owner of Competitive Edge Services Inc., a recruiting firm in Fairfax Station, Virginia, in conjunction with a study for Federal Express, some 45 percent of the 200,000 plus people leaving the military each year are under 25 years old and have technical skills. This is part of her argument for hiring veterans (Epstein 2). However, as companies also restructure and downsize, former military personnel may find limited opportunities among corporate employers. According to Nancy Green, vice-president of career advancement at Clayton College and State University in Morrow, Georgia, "Some 65 percent to 70 percent of veterans are unemployed or underemployed in their first year of separation from the military" (Epstein 9). The United States Department of Labor's Bureau of Labor Statistics more optimistically reports that veterans who leave the service

experience an 11.8 percent unemployment rate in their transition year, compared with less than 4 percent for non-veterans (Epstein 10). In any case, data indicate that there is a large pool of ex-military personnel moving into the civilian sector from which educators may be drawn. Whether or not these people will make good teachers remains to be demonstrated.

While the above-mentioned factors seem indisputable, that there is, for a variety of reasons, a growing shortage of teachers, and there is an available pool of ex-military personnel, the third point, that troops make good teachers and find education a satisfying career, is not proven. As previously stated, prior to 1994 there was no national database to track the number of teachers who served in the military. Though unlikely it is even possible that, given a comprehensive unbiased study, researchers would discover that ex-military teachers would report that their military experience had made no significant difference in their education careers or even that the military had poorly prepared them for the reality of public schools in the U.S.A.

Statement of the Problem

A review of the literature indicates that military veterans who enter into the education profession bring a variety of expectations and skills with them that may lead them to be successful educators. Studies have indicated that these veterans make good teachers. However, this writer is not aware of any objective review of veterans by any organization without a stake in their success. In spite of this reservation, the hypothesis for this study is that research indicates that military veterans who enter into the teaching profession do make good educators.

Purpose of Study

The purpose of this study is to describe the veterans' expectations and evaluations

of themselves in the education profession as the literature demonstrates. This study will focus on the following objectives:

1. Determine the veterans' preparation for the education profession.
2. Determine the veterans' performance as educators through educational surveys and DoD material.
3. Describe the difference between veterans' and civilian public school teachers' perceptions of the teaching experience.
4. Critique the literature on the subject and draw implications and conclusions related to the performance of veterans in the education profession.

CHAPTER II
Review of Literature

The reason for the lack of clarity in the research reviewed lies in the fact that almost all

information on the subject comes from one of three sources:

(1) The military, pentagon studies, the armed forces branches, and corresponding veterans' departments. While their statistics seem sound, they are after all in the business of looking after their military personnel. Therefore, it is difficult to find published data on problems service personnel face entering or remaining in education if looking through military sources. Reading between the lines in their reports becomes a necessary skill. Clearly, they want to portray military personnel in the best possible light. The literature here is often as much sales and promotion documents, as they are factual reports.

(2) The government, both federal and state levels. Once again, while statistics are plentiful and convincing, the reader must be aware that political judgments on the value of a program are not necessarily based on best education data nor what is best for education, but often on the best polling data. That is, large numbers of veterans vote. Politicians know this and curry their favor. Programs – for good or ill – are thus created and maintained long after their functional usefulness has died. One need only watch how congressmen and senators fight to keep useless military bases alive in their districts to understand the principle. Within this segment the state veterans administrations of the twenty states participating in the TTT provide the best statistics and worthwhile data as they are paid to track the program. Still, because their place at the federal tax dollar trough depends on success, even their data must be examined more critically than would data from an unaffected source.

(3) More interesting and perhaps more reliable, but much less abundant resources on

> veterans in education come from education institutions. Even here, though, it is very rare to come across a study done of veterans in education which was not sponsored by some group or agency with its own agenda. Even studies done for business were perused in order to find clearly related unbiased data. For example, in the Epstein article cited earlier was also stated "92 percent of active-duty personnel use computers, 51 percent use LAN systems, and over 36 percent have college degrees" (Epstein 2). It would be reasonable to suppose that success in those skills would carry over and help build succ4ess in the education field as well. Likewise, an article in Vocational Education Journal states, "When employers are asked which skill they look for in new hires, they almost always cite work habits and occupational skills ahead of reading and math skills" (Bishop 3). These responses from the non-education sector of civilian life should play to perceived strengths of ex-military personnel.

The literature on the subject is rife with anecdotal evidence that military veterans make good teachers and find educational careers satisfying. Observations such as the following by Hilda Williams, a former Air Force major who took early retirement from the military and now teaches language arts in N.J. are common: "It's a win-win-win situation. The "Troops to Teachers" program is a living, breathing example of a government program that works" (Three Thousand Role Models 1). Such articles most frequently describe former soldiers' quite favorable impressions, but since so much of it has been collected by organizations with something to be gained by their success, one could hardly expect those who failed as teachers to be published. Thus, it would be worthwhile to first

examine the literature for evidence of a less than successful transition from the military to the classroom.

Drawbacks to Hiring Veterans

U.S. military publications are a rich source to be mined, and amid all the praise we occasionally catch a contrary observation. One source noted that the track record in hiring teachers from the military has not been good because "Many of the new hires lack proper training in the subjects they end up teaching" (A License to Teach). All the desire in the world is not worth much if the soldier is trained in a field different from the one in which he is seeking a job, or if the nature of the training itself prepares him for a classroom that does not exist. For example, the study by the National Center for Education Information reported in its survey that while 70 percent of all teachers agreed "Schools should adjust to the needs, interests and learning styles of the students," only 56% of the TTT participants agreed (Profile of Troops 3). Inflexibility in the classroom is hardly an option nowadays. Adaptability and the willingness to take independent action is not a luxury in the public school. It is a necessity. A rigid attitude may cause prospective teachers problems. This seems to be something at least some employers are aware of. A common observation was that "They are not used to operating in an unstructured environment" (Fenn 2).

Another obstacle results from the fact that demand for teachers is uneven – "highest in rural and inner-city areas and lowest in suburban areas" (Kennedy 1). Getting would-be teachers to relocate to less than desirable locations may not be easy. At least one other study suggests that military personnel tend to want to remain near their discharge base or go home, rather than go wherever the demand is (Galvin 2).

A third drawback to hiring veterans appears to be an interesting cultural bias against veterans. One study explains how the bias cuts both ways against the veteran: "What people don't understand, they reject." On one hand, "There have been too many Rambo movie images portraying veterans as time bombs ready to blow." On the other hand, trained in respect, "Military personnel are too polite" (Epstein 10). So while being a veteran may scare off some employers, others are rejected for not being assertive enough. And once hired, a veteran often has to prove he is not some walking time bomb ready to explode. A former Army Special Forces sergeant myself, I taught for years before I realized students were terrified of me. Then I discovered another teacher was telling the students that if they weren't careful, I could kill them 57 different ways. And he thought it was funny.

A final negative observation also highlights the point that new ex-military teachers fail to anticipate just what awaits them. They often complain of students needing remedial help, of uninterested, unhelpful administrators, and of violence. The new teachers are often not prepared for how emotionally draining it can be. One veteran summed it up this way. He said he was "really unprepared for the emotional baggage a lot of these kids bring to school . . . sexually assaulted, whose parents are on drugs, who never see their parents. It's tough to deal with" (Kleiner 1).

Coming from a culture of military respect, teaching in a public school classroom must often seem like a voyage to a rather alien culture.

Lastly, the most credible of all the studies cited in this paper are based on the responses from the TTT participants. The problem with that is that the TTT has only placed about 3,500 military personnel in teaching jobs, and slightly fewer than 2,000

completed the survey. So our judgments are based on the responses of the tiny fraction of the hundreds of thousands of veterans now teaching; in fact, only on those who began teaching after 1993. Still, 2,000 is a substantial number for a survey, and it should, according to the National Center for Education, provide for accurate responses, within a margin of error of plus or minus 2 percent. Of the studies available for this research, this study would seem to provide the most reliable data, at least until a more thorough tool is developed and administered.

What Schools Want

Before we can decide if troops make good teachers we should take a brief look at what schools want. Schools look for people strong in two areas, (1) life habits and attitudes and (2) technical fits and technical skills. As for the first point, researchers say the best educators share the following habits and attitudes:

- Organization and Cooperation – they are good managers.
- Lofty Goals – they have high expectations for students and for themselves.
- Ingenuity – they vary their teaching strategies.
- Forethought – they handle discipline through prevention.
- Empathy – they are warm and caring.
- Preparedness – they have a strong grasp of the subject matter.
- Approachability – they are accessible to students outside the class (Kleiner 3).

Other intangibles such as a "cooperative spirit" were also listed.

Life Habits and Attitudes

Under concepts of organization and cooperation, while some prior cited research might suggest that veterans may not be as flexible as hoped for, another suggests that veterans provide excellent leadership skills and are team players that "can adapt to all kinds of situations" (Epstein 7). And still another notes that 88 percent were satisfied with their principal, compared with 79 percent of teachers generally, and 96 percent reported they were satisfied with their relationships with other teachers. If anything, veterans perhaps view organization with a higher regard than other teachers. The same study reported that 43 percent of the TTT teachers, compared with 28 percent of all public school teachers, favor requiring students to pass standardized, national examinations for promotion from grade to grade (Profile of Troops 13).

Another study by Donna Fenn suggests veterans make good employees because they are so goal oriented (Fenn 1). As one veteran educator put it, "You have a mission. You go out and get the mission accomplished" (Hewitt and Siew 1). Still another noted that 78 percent of the veteran teachers favored setting standards higher, compared with 74 percent of civilians (Adde 2). And research shows these veterans have high expectations for themselves. More than half (55 percent) say they expect to continue teaching for at least five years, while nearly 18 percent plan on going into administration. Clearly, they view themselves as being in it for the long haul.

Perhaps because so many of the TTT participants entered teaching from alternate programs, rather than the direct high-school to college to teaching route, there are strong divergences on concepts such as tenure, merit pay, seniority, vouchers for students, recruiting individual teachers and paying them more as the market dictates, among others. They believe very strongly in being upwardly mobile and chafe at restrictions on that.

Perhaps not surprisingly then, these ex-military teachers, according to the same study, are much more likely to agree with the premise that "socio-economic background does not prevent students from performing at the highest levels of achievement." 60 percent of them agree with that statement, while only 46 percent of civilian teachers do (Profile of Troops 15).

This point is important because schools say they want teachers with empathy, and they need teachers in the inner city where without the dream of upward social mobility it often seems just that – a dream. And many teachers there seem to have given up on it as well. Perhaps it is because so many of these veteran teachers have themselves fought for upward mobility and so many of them are of minority groups themselves that respondents seem more concerned with providing role models than empathy. Only 10 percent of the public school teachers are of minorities compared with nearly 30 percent of the TTT participants who identify themselves as part of a minority – black, Asian, Hispanic (Profile of Troops 15). Research would suggest that, for any number of reasons, veteran teachers are more likely to push for higher standards as a way to help drive students to success. They appear more confident than civilian teachers that such high standards will not lead to a higher drop-out rate.

As for preparedness, over 71 percent of the respondents indicated they had taught or instructed while in the military and the vast majority also state they had spent from one to 10 years teaching or instructing in a military setting. This, plus the necessity of earning a bachelor's degree from an accredited college in the academic subjects to be taught, makes the average veteran teacher at least as prepared for the classroom as someone coming up straight from high school to college. In one respect the TTT participants and

civilian teachers experiences coincided: 28 percent of traditionally trained teachers and 26 percent of the veteran teachers said they were not very well prepared or not prepared at all in the area of classroom management/discipline (Profile of Troops 17). This does not reflect well on those responsible for preparing teachers for their careers in education.

To be approachable one must be near where the students are. While 16 percent of all public school teachers are in inner-city schools, over 24 percent of the veterans are there. And the percentage of minorities among the veterans who reported they were teaching in the inner city is 36 percent (Profile of Troops 4). This should not be surprising, as many veterans-become-teachers want to return and work near their homes and families.

One of the most powerful intangibles may be summed up by the following observations: One study, based on those born between 1965 and 1977, found that members of that generation "aren't committed . . . and that the younger kids are only in it for themselves" (Laabs 4). Veterans are by definition those who have committed themselves to something bigger than themselves, so they compare favorably to these as several studies praise their sense of responsibility and service, even in non-education areas. Stuart Sarkela of Schneider National says, "Veterans have the best retention rate. Some 25 percent of our managers come from the military" (Epstein 7). And an education study done at Old Dominion University in Norfolk, Virginia reflects that doggedness: It reports that in their six years of a program training and tracking military personnel to teachers, of the 36 participants "fewer than ten have quit teaching." The study concluded, "These adults . . . have made career decisions" (Wnek 2). And they appear to be making that career decision with a vision of something larger than themselves. 54

percent of them, compared with 41 percent of the civilian teachers said they went into teaching because education has value or significance for our society (Profile of Troops 2).

In summary, with few reservations veterans appear to be well prepared to become some of the "best educators." But do troops provide good technical fits? Research suggests that this area makes them particularly attractive.

Technical Fits and Skills

Race and gender

The most extensive program providing data on this area is the TTT. Originally established within the Department of Defense on January 1, 1994, TTT states as its goal to improve American Education by providing motivated, experienced, and dedicated personnel for the nation's classrooms. Since then it has trained and placed over 3,500 former military people as teachers in some 1000 school districts in 25 states. It has found that while 74 percent of public school teachers are white women, 90 percent of those who enter education via TTT are male and 30 percent belong to minority groups while only 10 percent of civilian teachers are minorities (Hewitt and Siew 2). While TTT may not be an accurate reflection of all the military in all cases, at least in this it does. The US military is 87 percent male and 35 percent minorities. Therefore, we may deduce that its experience is true for the larger structure. Consequently, we have reason to hope that its related data may have wider application to all veterans. This is the racial and gender mix that many inner city and small rural school districts are looking for – more males and more minorities.

School needs – grades and subjects

Studies report that the most critical areas of need in public education are in high school math, science, technology and foreign languages, as well as in special education. And research suggests that it is precisely in these areas that veterans are concentrated with over 80 percent teaching above the elementary level. While 13 percent of civilian-trained public school teachers teach math, 29 percent of former military teachers are math teachers. Military teachers are also more likely to teach physics, physical sciences, biology, chemistry and special education (Adde 2). The TTT program has clearly demonstrated that it is producing teachers in high demand subject areas as well as high demand locations throughout the nation. President Bush has also thrown his support behind TTT, and this year Congress approved $30 million dollars to try to bring 2,000 to 3,000 veterans into the teaching profession each year. Consequently, while we cannot say for certain that, as a rule, military veterans make good teachers, we can say that the TTT program of recruitment, training and support of ex-military personnel is providing a successful core of teachers.

Age and marriage

Research indicates that veterans looking into the education profession are not old soldiers waiting to fade away. While some are "lifers," it is worth restating that some 45 percent of the 200,000 plus people being discharged from the military annually are under 25 and have technical skills, while over 36 percent have college degrees. 85 percent are married, significantly higher than the 69 percent of the teachers from the general population. This may be attributed to the fact that most of the TTT participants are between the ages of 35 and 55 (Profile of Troops 6). While certainly not a requirement for hiring, a more mature and settled teaching staff tends to stick around and get involved

in the school and community as their children enter the system. Also, this age group has plenty of time to complete their second career. 22 percent plan on staying in education until they can retire and 45 percent said they would stay in "as long as I am able" – 11 percent higher than public school teachers (Profile of Troops 23).

CHAPTER III
Critiques, Conclusions, and Recommendations

From the literature reviewed, we could safely conclude that the most substantial material provides at least circumstantial evidence of the fitness and value of military personnel as public school educators. One could almost assert that there is too great a volume of literature pouring out of government sources, too great a volume because it all comes from the same source, the Department of Defense, all with the same positive slant on the "Troops to Teachers" program. However, when one considers that the DoD budget depends on selling their programs to Congress each year, one would be naïve to expect otherwise.

The really important question then becomes, not do they have a stake in the TTT success, but are their figures, statistics, and data reliable. On this point this researcher found no ground for complaint. The study "Profile of Troops-to-Teachers" was most frequently cited because its research base and methodology was most clearly and convincingly presented. This researcher also found that several of the other items of literature cited, such as those by Adde and Epstein, relied on this same study for the construction of their articles.

Another point in TTT's favor is the fact that it must be presented to Congress, which has the oversight responsibility, for approval each year, and that it has won approval each year since 1994 with stable or increased budgets. In the last fiscal year Congress appropriated some $30 million for it. Mrs. Bush has promoted it in speeches, and the President himself included it in his "No Child Left Behind" program. So politicians, Democrats as well as Republicans, have been willing to provide funding in support of what they believe a worthwhile program.

A more practical financial concern may enter in the future. TTT may have successfully placed some 3,500 military personnel in teaching positions. But at what cost? Unless they can start placing that many per year at $30 million, critical questions must be raised about the efficiency of a program that cost $10 to $20 thousand per veteran placed in the classroom.

But even if one accepts that it is a fundamentally sound program, run in an honest and efficient manner, we still must ask do we have enough information to confidently assert that in fact military veterans, as a group, make as good or better educators than anyone else. Here the researcher has to confess there is not enough research material on this subject out there to make any judgment.

TTT is the only game in town as far as the military establishment is concerned, so their interest seems to stop with it alone. The DoD has not produced any comparable long-term study on veterans who entered the teaching profession prior to 1994, or who entered it through any other program than TTT since that date.

Scouring other sources, this researcher found several studies done by individual education institutions on veterans in their areas but found their samples so small, sometimes as few as 20, or their study methods so unclear and unexplained, that while they may be good tries, they really fail to enable generalizations about the larger veteran population.

Business and commercial studies were found but they seemed even more undependable because besides the limitations of their samples, they were often looking for specific characteristics, asking questions that may be valid and useful for business, but useless when looking for good teachers.

In conclusion, while satisfied, based on the literature available, that veterans do in fact make good teachers, it is disappointing that there seems to be an extraordinary lack of curiosity in this subject among researchers. Good attempts have been made, but only good attempts. There certainly has been no definitive study.

My recommendation would be that, using the DoD database, local educational institutions, whether universities, technical colleges, or other teaching institutions, coordinate a universal survey of public schools that would be conducted within those public schools to determine the quality of their veteran teachers. The Defense Activity for Non-Traditional Education Support (DANTES) survey, consisting of 45 questions, was used to produce the TTT profile. With slight modification, a similar survey could be administered and we would have much better data to work from.

Would it be expensive? The survey is available, the technology is in place, the educational institutions administering it have the personnel largely in place requiring a minimum of bureaucracy construction. It certainly would cost money but the concept appears worth exploring. Right now we are spending $30 million a year and still have unanswered questions.

References

"A License to Teach," *Air Force Times,* (2/14/2000). Vol. 60 Issue 29.

Adde, Nick. "Former Service Members Receive High Marks," *Air Force Times,* (10/05/98). Vol.59 Issue 9.

Bellinger, Robert. *Electronic Engineering Times*, (9/30/96). Issue 921.

Bishop, John. "In Search of a Niche," *Vocational Educational Journal*, (10/95). Vol. 70 Issue 7.

Epstein, Miles; and Epstein, David. "Hiring Veterans: A Cost-Effective Staffing Solution," *HR Magazine*, (11/98). Vol. 43 Issue 12.

Fenn, Donna. "Targeting the Military," *Inc.*, (6/96). Vol. 18 Issue 8.

Galvin, Regina. "Answering the Career Question: Where to Next?" *Army Times*, (4/05/98). Vol. 50 Issue 19.

Hewitt, Bill; Siew, Walden. "In the Trenches," *People*, (11/23/98). Vol. 50 Issue 19.

Kennedy. "Teaching Profession Welcomes Seasoned Aces," *San Diego Business Journal*, (9/20/99). Vol. 20 Issue 38.

Kleiner, Carolyn. "Make Room For Sergeants," *U.S. News & World Report,* (10/26/98). Vol. 125 Issue 16.

Laabs, Jennifer. "The New Loyalty: Grasp It. Earn It. Keep It," *Workforce*, (11/98). Vol. 77 Issue 11.

Longley, Robert. "Troops to Teachers Gains Top Level Support," *US Government Info/Resources Newsletter,* (09/10/01).

Maze, Rick. "Troops to Teachers Gives Lesson on Compromise," *Air Force Times*, (8/02/99). Vol. 59 Issue 52.

"Profile of Troops to Teachers," *National Center for Education Information*, (1998).

Stewart, Daisy. "Ten Ways to Recruit Teachers," *Techniques: Making Education & Career Connections*, (5/99). Vol. 74 Issue 5.

Taylor, Tracy. "New to the Ranks: Moving from the Military into Teaching," *ERIC Digest*, (6/01/94). Report number: EDO-SP-93-6.

"Three Thousand Role Models," *Air Force Times*, (10/12/98). Vol.59 Issue 10.

Wnek, Madilee. "Schools Find Military Teachers Well Qualified," *Air Force Times*, (2/06/95). Vol. 55 Issue 27.