Serving Military Families in the 21st Century
Textbooks in Family Studies Series

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These are the books currently in the series:


Serving Military Families in the 21st Century

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To all members and veterans of the U.S. military and their families for their personal sacrifices, their dedication to duty, and their patriotism.
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Serving Military Families, written by an extraordinary team of talented scholars and practitioners, is one of the inaugural books in the *Textbooks in Family Studies Series*. In each book, our purpose is to pair leading experts with important topics in the field of family studies that are underrepresented in standard textbooks. These experts are active researchers, practitioners, and talented teachers who can write engaging books that can be used in the classroom as standalone textbooks or paired with additional books.

This book serves as an introduction to military families and the effects of military service on adults, their relationships, and their children. Relatively few individuals served on active duty in the last decade, that is, much less than 1 percent of the U.S. population.* Perhaps not surprisingly, about 8 in 10 veterans say the American public does not understand the problems faced by those in the military or their families. By and large the public agrees they do not understand. This book aims to close the gap in understanding families with active military members as well as families with recent veterans. There is good reason to do so.

The experience of veterans commands our attention as many of them, but not all, report considerable difficulty in readjusting to civilian life following military service. Nearly half of veterans report experiencing strains in family life after leaving the military. 47% say they have frequent outbursts of anger, and nearly a third (32%) report there are times they do not care about anything. For those who experience combat, the array of psychological and relational problems reported is disconcerting, with over half reporting emotional trauma and many reporting reliving distressing experiences in the form of flashbacks or sleep disturbances. About one in six recent veterans reports experiencing serious injuries while serving in the military and most such injuries are combat related. Nearly half report knowing someone who was killed while in the military.

Coupled with these statistics is the changing face of the military over recent decades. Service members are far more likely to be married (about 53%) than was the case in the recent past (about 41% in 1973), and they are more likely to be married than civilians of comparable ages. These are sobering statistics, and they challenge students of families to enrich our understanding of those who serve in the military and their relationships with intimate partners, children and extended kin.

The 13 chapters in this book provide an extensive primer on military culture and family life, essential background for chapters that address a variety of core issues including detailed descriptions of the many programs developed for individuals and families. The presentation spans an array of ordinary challenges facing all families in their development and maintenance, as well as challenges that are unique to military families. The unique challenges of military families include frequent relocations, separations and long deployments in difficult conditions, combat injury, and violent death, all of which can have profound effects on children, spouses, parents, and extended

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kin. While many current and former soldiers experience difficulties, many do not and clearly demonstrate resilience in their personal and family lives. Recent veterans, for instance, report levels of personal happiness and satisfaction in their family lives comparable to those of the general public. In this book, the authors wisely present a balanced perspective that neither omits addressing the challenges of military life nor fails to appreciate resiliency and the benefits of participation in a culture of service.

Robert M. Milardo, PhD
Professor of Family Studies
University of Maine
Series Editor
Being in the military is not just a job. There is a sense of calling, a depth of feeling that service and family members have, often for generations. As Lieutenant Colonel Jessica Milam, Deputy Chief, Air Force Diversity Operations explains, “The military culture has a core value of service before self. When the nation calls, we understand it is an honor to serve. This shared value creates a strong bond and culture within the military and places a unique responsibility on military families. Understanding these and other realities of military life and acknowledging them to service members and their families are essential in supporting military families in your personal life and professional life.”

People supporting military families often share a sense of calling too. You may be a college student preparing to work with military families. Or you may already be established in your career as a teacher, child care provider, nurse or physician, lawyer, counselor, law enforcement officer, writer, or researcher. You may work in a university setting or a civilian social services agency where you sometimes meet and work with military family members, perhaps more often than you used to. Or you may work in an organization with the mission to serve military families. Perhaps you are a member of a military family or a veteran. When we consider there are 30 million veterans and 2.2 million service members and their families in the United States, the chances are that whatever you do or will do, and wherever you do it, you will end up serving members of military families. That means each day you have an opportunity to make a difference in the lives of those who sacrifice so much for the rest of us.

In this book, you will find information and research about military families that you can use to build your knowledge base about military culture. You will learn about how much military families have in common with civilian families as well as issues specific to military families.

You will have the chance to meet people who study and work with military families, as well as those who make policy, design programs, and of course family members themselves. As so many of them have said to us: no one can ever know it all when it comes to military families, but if you can listen and ask questions with respect, families will help fill in the gaps of what you need to know.

In addition, you will also learn about services available to military families from both the military and civilian sectors. There comes a time when every family needs support of one kind or another. Yet, just because services exist and you may be there committed to supporting families does not mean that families are being served or that they are receiving the support they need when they do connect with a program or service provider.

To take advantage of the support offered, a person must know about and understand the services being offered. Yet, the wide array of services offered by the military and community, in person and online, can be overwhelming to negotiate at the best of times. When a family is experiencing stress, no matter the reason, it can be even more of a challenge.

If and how one begins to search for support can depend on a variety of factors including one’s culture, personal style, mental health, access to a computer and/or transportation, and past experiences with seeking support. In military families, stigma may be an obstacle as seeking help can be viewed as a weakness and a potential threat to one’s career.

This text is designed as a primary text for courses on military families and as a supplemental text for courses on family relationships, stress and coping, social work, family therapy, counseling, clinical
and counseling psychology, human development, sociology, nursing, and education. We believe that this text will provide readers, whether students or professionals in the field, with fundamental knowledge to appreciate the strengths of military families and respond with insight to support families with the challenges of military life.

LEARNING TOOLS

Creating positive change for military families means building bridges between families and the support they need. It means building bridges between what we know and what we do. To these ends, throughout this book you will find a series of features filled with information you can tailor to the unique strengths and needs of the diverse families you work with. These include

- **Spotlight on research:** Here you will find the work of researchers who are learning more about military families with the goal of informing and enriching the work of practitioners like you. As you will see, there are many areas such as how families deal with a service member's death due to combat that we still have much to learn about.

- **Best practices:** This feature includes accepted strategies from the field.

- **Voices from the frontline:** In this feature, you will find stories of support program leaders, practitioners, researchers, policy makers, and, most importantly, service members and their families. Each has generously shared their personal experiences, successes, challenges, and insights from a moment in time. By the time you are reading this book, their stories will have taken new paths. Like the family members you will (or already do) work with—and members of your family and ours—each is a unique individual in a unique family constellation.

- **Tips from the frontline:** In these sections, you will find concrete, hands-on suggestions based on the experiences and wisdom of people you have met in this book.

- **Objectives and chapter summaries:** To encourage recall of content, each chapter begins with a list of objectives and ends with a summary of content.

- **Key terms and glossary:** Key terms are bolded and defined the first time they are used to help readers build a military vocabulary. A glossary of terms provides easy access to definitions.

- **Tables and figures:** Tables and figures are used to convey demographic and other statistical information. Figures are used to display conceptual models.

- **Exercises:** Each chapter ends with exercises, including web-based exercises, to actively engage readers in examining primary source material, reflecting on their own experiences, and applying chapter content to “real-life” situations.

As you read, we predict that you will not only learn about military families, but like some of the people you meet in the following pages (including the authors), you will learn something about yourself, and your assumptions and stereotypes about the military and our country. Being open to learning, not only about others but about yourself, is a key ingredient to being an effective provider of family support no matter your role.

We think you will be inspired too by the other professionals you meet as Shelley was the day she walked into a small office at the Pentagon: “The walls were covered with sheets filled with writing. I asked a senior-level person what was going on. The Secretary of Defense had given a small team three weeks to figure out how to get every child in Iraq back to school. They were busy solving a problem no one had ever tackled before.” Like these professionals, every day military family members are faced with problems they may have never tackled before.

The Department of Defense needs a workforce of people to support military families and veterans. As a country, we need a sustainable support network for military families long after the troops come home. We hope this book will help you make a difference in that regard.
CONTENT OVERVIEW

In Chapter 1, you will be introduced to the military culture and military families. You will meet Colonel Angela Pereira, U.S. Army, Retired, one of the coauthors of this book who grew up in a military family and provided mental health support to troops in Iraq before retiring. This chapter discusses the role of the military in our country and the strengths and challenges of military families.

Chapter 2 describes requirements to join the military and factors that lead people to do so. It will paint pictures for you of service personnel, active duty, and selected reserve by branch and discuss what we know and do not know about military families.

Chapter 3 describes features of military life including a sense of community, priority of the mission, relocation, spouse employment and education, separation due to temporary duty, deployment, and death of the service member.

In Chapter 4, we take a closer look at children and youth in military families. Among the people you will meet is Connery Otto, a high school senior, who talks about “growing up military.” This chapter looks at young peoples’ experiences of moving and going to child care and school. It then turns its focus to the impact of parental deployment on children’s behavior and psychological well-being and ways to support children with parental deployment, injury, and death.

Chapter 5 will ground you in theories about stress and resilience providing you with a framework to shape your attitudes and approach to your work with military families. You will see that yes, at times, families are suffering and may need specialized intervention. But, you will also see that dealing with challenging times can be an opportunity for families to recognize and draw upon their strengths. In the words of Froma Walsh, PhD, whom you will meet: “What is remarkable is the potential for individual and family resilience—the capacity to rebound—and even grow stronger—when family members pull together as a team to master their challenges. Families hold the keys to resilience.”

Chapter 6 focuses on common individual and family milestones that service members experience during their career and how the military, as an organization, has developed support structures and programs to help service members through significant life transitions. There is also discussion of the limits of the military to meet every individual and family need.

In Chapter 7, you will meet Colonel Rick L. Campise who describes his work as a psychologist in a combat zone supporting service members with issues from trauma over the horrors of war to everyday life issues including finances and relationships with their significant others and their children. A discussion of the physical and psychological effects of war ends with good news: exposure to stress and involvement in traumatic events can lead to positive changes in relationships and to philosophical, physical, and spiritual growth.

Chapter 8 discusses research focused on risk and resilience experienced in family systems and familial roles in relation to war and deployment experiences. There is a particular focus on marital relationships, combat injured families, and emerging research with parents of service members. You will hear voices of service members and spouses and meet researchers who focus on military family relationships. Each of these areas of research addresses assumptions and clarifies strengths and concerns for military family well-being. In turn, these findings inform policies that are directed toward these families.

Chapter 9 discusses resources provided by the military as well as special programs and policies to support families with a variety of issues including deployment, health care, education, child care and youth programs, and other services to promote quality of life.

Chapter 10 describes federal policies that address military families and highlights examples of civilian organizations that serve military families. This chapter ends with a review of services on college and university campuses for veterans and military service members.

In Chapter 11, you will meet Barbara Purinton who is a Family Readiness Assistant in Vermont as well as the wife and mother of service members who have recently returned home from deployments in both Iraq and Afghanistan. Barbara describes her work in a program recently developed to
support National Guard and Reserve members and their families. In the rest of the chapter, you will learn about other programs developed to support military members and families with reintegration and reunification and service members’ injuries. You will also be introduced to programs that reflect a new resilience-based view of psychological health.

In Chapter 12, we discuss innovations in promoting a culture of resilience within the military and families; provide direction for working with those who have experienced traumatic events and injuries, such as TBI and PTSD, and their families; and give information pertaining to families who have experienced the death of their service member.

Finally, Chapter 13 looks ahead with you to serving military families. We examine some of the obvious and not-so-obvious careers that offer a way to serve military families, either directly or indirectly. These career paths are illustrated through stories shared by working professionals. This chapter concludes with a discussion about compassion satisfaction and its role in providing highly competent and compassionate support to military families.
Acknowledgments

We owe thanks to the many individuals and organizations who made this textbook possible. We would like to recognize the pivotal role of the Military Family Research Institute (MFRI) at Purdue University in the development of this book. MFRI staff and students helped with this effort in a myriad of ways, including answering many questions, designing the cover, and providing many materials in addition to doing the high-quality work they complete every day.

Stories form the heart of this book. These stories come from nearly 50 military family members, service members, veterans, researchers, clinicians, writers, film producers, students, university staff, and experts from military and civilian family support organizations who agreed to share their experiences and reflections. We are grateful, as we know readers will be, for their generosity.

We would like to recognize the following persons for their assistance in locating or confirming the status of public information: Captain Lori Laraway, Nurse Corps, U.S. Navy; Lieutenant Colonel Laurel Devine, U.S. Army; Aggie Byers; Marianne Coates; and Kirsten Woodward, MSW, LCSW.

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Finally, for sustaining us through multiple weeklong writing sessions we would like to recognize Tony Vargas for his generous hospitality, Jerry Strouse and Ed Silverman for their homemade treats, and Patch (otherwise known as the Perfect Army Trained Canine Helper) for being sweet and playing fetch.
Karen Rose Blaisure, PhD, a licensed marriage and family therapist and a certified family life educator, is a professor of family studies in the Department of Family and Consumer Sciences at Western Michigan University in Kalamazoo. Her research focuses on education and policy initiatives for families experiencing separation and divorce. She regularly teaches a graduate course, Family Life and the Military, for students in the helping professions. From 1986 through 1989, she worked as a program specialist and an education services supervisor and, in 1992, as a special project consultant at the Navy Family Services Center in Norfolk, Virginia (renamed the Naval Station Norfolk Fleet and Family Support Center). In these roles, she regularly facilitated programs on deployment, reunion, children, and parenting. She has presented on military families to many professional groups and has written about the Navy’s Return and Reunion program.

Tara Saathoff-Wells, PhD, is a faculty member in the Department of Child, Family and Community Sciences at the University of Central Florida in Orlando and a certified family life educator. From 1989 through 1994, she worked in Kenya and Mozambique with both indigenous and U.S. expatriate populations. As a doctoral student, she completed an internship with the U.S. Department of State in the Family Liaison Office, the primary family and child resource and support office for U.S. diplomatic families. From 2000 through 2010, Dr. Saathoff-Wells was a faculty member in Human Development and Family Studies at Central Michigan University in Mount Pleasant, where she taught a human development and family studies course on military family life and served as the director of the Women’s Studies Program. In fall 2010, Dr. Blaisure and Dr. Saathoff-Wells team-taught their respective courses coordinating lectures, videos, guest speakers, class discussions, and field trips. The classes were linked by compressed video interactive technology.

Colonel Angela Pereira, PhD, U.S. Army, Retired, is a consultant and an educator on psychological health and military life issues, having completed a distinguished career in the military. She is a member of the External Advisory Council of the Military Family Research Institute at Purdue University in West Lafayette, Indiana. She previously served as the U.S. Army’s regional mental health consultant and director of the U.S. Army Europe Regional Medical Command’s Soldier and Family Support Services in Heidelberg, Germany; as a member of the Department of Defense Task Force on Mental Health; as the director of the Combat Stress Control/Mental Health Clinic in Abu Ghraib, Iraq; as the director of education and training on health and wellness at the U.S. Army Center for Health Promotion and Preventive Medicine; and as a division social worker for the Third Armored Division during Operations Desert Shield/Storm. Board certified in clinical social work, she earned her PhD from the University of South Carolina in Columbia and her master’s and bachelor’s degrees from the University of California, Berkeley. Dr. Pereira’s many honors include the Legion of Merit, the Bronze Star Medal, and the Order of Military Medical Merit.

Shelley M. MacDermid Wadsworth, PhD, is a professor in the Department of Human Development and Family Studies at Purdue University in West Lafayette, Indiana, where she also directs the Military Family Research Institute and the Center for Families and serves as an associate dean in the College of Health and Human Sciences. Her research focuses on relationships between
job conditions and family life, with special focus on military families and organizational policies, programs, and practices. Dr. MacDermid Wadsworth is a fellow of the National Council on Family Relations and a recipient of the Work Life Legacy Award from the Families and Work Institute. Dr. MacDermid Wadsworth served as a civilian co-chair of the Department of Defense Task Force on Mental Health and currently serves on the Psychological Health External Advisory Committee of the Defense Health Board and the Returning Veterans Committee of the Institute of Medicine.

**Amy Laura Dombro**, MS, develops resources to assist teachers, family support professionals, and community leaders in making positive change for children and families. As former head of the Bank Street Infant and Family Center, Amy works with and for organizations including the Military Family Research Institute, ZERO TO THREE, The What to Expect Foundation, and Families and Work Institute to translate information so that it is engaging and easy to use. In addition, she often documents stories of successes, challenges, and lessons learned so that readers can benefit from the experiences of others. Her recent publications include *Honoring Our Babies and Toddlers: Supporting Young Children Affected by a Military Parent’s Deployment, Injury or Death* (ZERO TO THREE, 2009) and *Powerful Interactions: How to Connect with Children to Extend Their Learning* (NAEYC, 2011).
An Introduction to Military Culture and Military Families

In Chapter 1, you will

- Meet retired Army Colonel Angela Pereira, one of the coauthors of this book
- Review the role of the military in the United States
- Gain insights into military culture
- Learn basic military terms
- Consider the strengths and challenges faced by military families
- Understand why helping professionals should learn about military families

Meet

Coauthor Angela Pereira, Colonel, U.S. Army, Retired

People join the military for many different reasons: education benefits, the camaraderie and sense of belonging, the travel, the challenge, following a family member’s footsteps. My father was in the Army for 27 years. When I was growing up, we moved every 3 years in the United States and Germany. I went to eight different schools between the first and twelfth grade. After graduating college, I realized how much I wanted to join those doing the important work of watching over our nation.

Recently retired, I was an Army social worker for 25 years. I did just about every kind of job a social worker can do in the Army. I worked in community mental health and in the exceptional family member program with families who have children with special needs. I worked in corrections. I provided services on the ground to soldiers of an armored division during the Gulf War. I’ve been a policymaker and worked on program development. And I’ve been in management roles—first serving as a regional chief of domestic violence for one-third of the Army family advocacy programs in Europe and later as the consultant and program director for mental health services for Army soldiers and families in Europe. During my Army career, I served in Fort Riley, Kansas; San Antonio, Texas; Frankfurt, Germany; Saudi Arabia; Iraq (twice); Kuwait; Fort Jackson, South Carolina; Aberdeen Proving Ground, Maryland; and Heidelberg, Germany (twice). In 15 years of marriage, my husband, who also served in the Army, and I were apart for a total of 6 years due to our work.
INTRODUCTION

Like Colonel Pereira, you may have grown up in a military family. Perhaps you are a service member, planning to become one, or a veteran. Or you may have never thought much about the military and could never see yourself signing up. Perhaps someone very dear to you is serving in the military or has served. You may be a student considering entering a helping profession. Perhaps you are already out in the field working with children and families. You may be a first responder, a law enforcement agent, or a public health worker. You may be working with military families. This book is for you.

We, the authors, bring to this book a wide range of experience and knowledge about the military. As you will see, some of us were born into the military and made it our life’s work. Some of us worked as civilians with a branch of the military or have family members who are serving. Others of us are relatively new to the military and have had to confront and lay aside misperceptions as we got to know service members and their families and learned more about military life. Throughout this book, we look forward to sharing some of our experiences, questions, and lessons learned about the military and military families.

WHY FOCUS ON MILITARY FAMILIES?

Military service members are members of your families and neighborhoods. They are your work colleagues and schoolmates, little league coaches, teachers, firefighters, bank tellers, and insurance agents. They are parents, children, uncles, aunts, and grandparents—people you have known all your lives as well as people you have never met. Relationships with service members and their loved ones are embedded into your communities in many different ways, as noted in Box 1.1.

Military families offer you, as a current or future human service professional, a unique opportunity to learn about and work with individual and family capacities, strengths, and challenges within distinctive cultural and sociohistorical contexts. The military is often described as having a culture of its own, “a military culture.” As a workplace organization, it has no rival among other career paths in terms of the number of individuals and families who are systematically affected by U.S. international diplomatic relations and policy.

For the past two decades, U.S. military engagements have been conducted with a volunteer military. Major engagements during this time have been Gulf War I (1990–1991), Operation Enduring Freedom (OEF; the name given to the U.S. military actions in Afghanistan that began in October 2001), Operation Iraqi Freedom (OIF; the name given to the U.S. military actions in Iraq that began in March 2003 and ended in August 2010), and Operation New Dawn (OND; the name given to the U.S. military action in Iraq that began in September 2010). At this time in our history, operations in both Afghanistan and Iraq have been underway for nearly a decade. If you,

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**BOX 1.1 TIPS FROM THE FRONTLINE**

Military families want what every family wants. Just as all Americans are concerned about quality education for their children and work and career opportunities for both spouses, so are military families. Families bring issues from the civilian world with them, such as issues around money, parenting, caring for elderly parents, and raising children.

Today many military families are living out in their communities and may never live or work on a military installation. They are learning what a military family is while their service member is serving in a war zone. They need a targeted support system that includes support from their families, friends, and community. We are all in this together.

Joyce Wessel Raezer

Executive Director, National Military Family Association
the reader, are within the typical age range of today’s college student (18–24 years old), this current
effort has been ongoing for about one-half of your life. If you are older, you may remember other
conflicts and/or peacekeeping missions involving U.S. military personnel. Regardless of your age,
however, you, your friends, family, colleagues, and clients will be affected directly or indirectly by
these military engagements and the impact of them for the foreseeable future.

UNDERSTANDING THE ROLE OF THE MILITARY

This section addresses the historical roots of the U.S. Armed Forces, the civilian control of the mili-
tary, the relatively new use of an all-volunteer force, the concept of total—both active and reserve—
force, and the branches of the military. The information below will help to clarify misconceptions
and promote greater understanding of the structure and function of the military.

History

The roots of today’s U.S. Armed Forces extend from 1636 when the English colonists brought the
tradition of militias, where citizens organized themselves into military units for the purpose of
defense. This tradition of the “citizen-soldier” is now called the National Guard (National Guard,
2009). Then, nearly 150 years later, in 1775, the Continental Congress established the Continental
Army (initially formed from militia members), the Continental Navy, and the Continental Marines
in order to defend the colonies and fight for their independence from Great Britain. When the War
of American Independence ended with the signing of the Treaty of Paris in 1783 and its ratifi-
cation the following year, Congress disbanded the Continental Navy, the Continental Marines,
and the Continental Army although it did maintain a small number of soldiers at a few critical forts.
In a few years, however, Congress established the War Department in 1789 and the Department
of the Navy in 1798 to defend the country and protect the merchant fleet at sea (Cooper, 1999;
Goodspeed, 2003).

Central to democracy is the civilian control of the military, in contrast to a military dictator-
ship in which a leader, who may be from the military or who assumes military rank once in power,
or a military junta (a group of military leaders) rules a country without the consent of the people
and often through oppressive means. In countries where the military is in control of the nation, it is
free to take any action it deems appropriate, without input from the citizens of that nation, and that
is, in effect, an authoritarian government instead of a democracy.

In the United States, civilian control of the military is established in the U.S. Constitution and
is divided between the U.S. President (see Article II of the U.S. Constitution) and members of
Congress who are elected by U.S. citizens (see Article 1 of the U.S. Constitution). In the United
States, the military follows civilian leadership and carries out the policies of the United States as
directed by the President. The military is one of many tools used to carry out U.S. policy. Another
tool is the U.S. State Department’s Diplomatic Corps.

The current Armed Forces reflect changes that occurred following the end of World War II.
Today, the Department of Defense (DoD; the federal department tasked with national security
and supervising the U.S. Armed Forces) is led by the Secretary of Defense, a cabinet post, who
oversees national security agencies and the Department of the Army, the Department of the Air
Force (created from the World War II Army Air Forces), and the Department of the Navy (which
also includes the Marine Corps).

Each service has a Chief of Staff, the most senior ranking officer, who is responsible for the
readiness of personnel, among numerous other responsibilities, and who serves on the Joint Chiefs
of Staff (JCS), an advisory body to the President and the Secretary of Defense. The operational
chain of command (the highly structured line of authority and responsibility that designates who
is in charge of what and whom and along which orders are passed) begins with the President of the
United States and continues down to the Secretary of Defense and then to the commanders of the
unified combatant commands (DoD, 2009).
Between the War of American Independence and 1973, the United States relied periodically on conscription or a draft to acquire the service personnel needed to engage in wars or conflicts. In 1973, however, the military became an all-volunteer force. The following list summarizes the history of conscription in the United States, ending with the current policy of registration of males 18–25 years of age with the Selective Service (Chambers, 1999; Hansen, 2000; Perri, 2008).

- 1792—Congress passed an act requiring all able-bodied male citizens to have a gun and join the state militia. No penalty for noncompliance.
- War of 1812—The war ended before conscription was enacted.
- 1862—The government of the Confederate South initiated a compulsory military draft.
- 1863—The first wartime conscription passed by the U.S. Congress required male citizens, ages 20–45, and aliens seeking citizenship to enroll. Exemptions were made for only sons and some occupations. Enrollment quotas for each congressional district were filled first by selectees from Class 1 (all men 20–35 and single men 35–45) and then by Class 2 (married men 35–45). Conscription was controversial because of substitutions and exemptions that could be bought for $300.
- 1898 (Spanish–American War)—Congress declared men 18–45 years of age were subject to military service.
- 1917–1918 (World War I)—The Selective Service Act of 1917 prohibited substitutions; allowed for conscientious objectors due to religion; and established boards to register, induct, or defer men 21–30. Opposition to conscription was strong.
- 1940–1946 (World War II)—The Selective Training and Service Act was passed by Congress in 1940. Males 21–35 were required to register and a lottery was held. As the war progressed, the age was lowered to 18 and the selection was changed from lottery to age, with the oldest called up first.
- 1950–1953 (Korea)—Men between 18½ and 35 were drafted for an average of 2 years. World War II veterans were exempted from the draft. The Universal Military Training and Service Act of 1951 required males 18–26 to register.
- 1964–1973 (Vietnam)—The first lottery since 1942 was held in 1969 for men born between 1944 and 1950, replacing the “oldest first” practice. Exemptions and deferments for college students were established. Some joined Reserve or National Guard units that were less likely to be deployed.
- 1973—The draft ended with the expiration of the 1967 Selective Service Act (extended by Congress in 1971); registration with the Selective Service continued until 1975. Initiation of the all-volunteer force.
- 1980 to present—Congress reinstated registration with the Selective Service System for most male U.S. citizens and male aliens living in the United States between 18 and 25.

Registration with the Selective Service does not mean a man will be inducted into the military. If a draft were instituted “men would be called in sequence determined by random lottery number and year of birth [and] examined for mental, physical and moral fitness by the military before being deferred or exempted from military service or inducted into the Armed Forces” (Selective Service System, 2009, para. 1).

Along with an all-volunteer force, another important shift emerged in the 1970s with the implementation of the “total force” policy. With this policy, the total force is considered to be the combination of Active Component members (who work full time in the Army, Navy, Marine Corps, and Air Force), and Reserve Component members (comprised of the Ready Reserve, Standby Reserve, and Retired Reserve, which are defined and described below), and key government civilian employees. However, it was not until the beginning of the Gulf War in 1990 when Americans began to feel the practical implications of a total force policy. At this time, the total force policy, coupled with the downsizing of the Active Component, meant large numbers of reservists and members
of the National Guard were called to active service (Knox & Price, 1999). More recently, the total force policy has guided the mobilization of service personnel for OEF, OIF, and OND.

**Downsize in Active Force and Increase in Military Operational Tempo**

At the end of the 1980s, after the fall of the communist system in the Soviet Union and its satellite Eastern European nations, the Union of Soviet Socialist Republics (the USSR or Soviet Union, for short) was no longer seen as a threat to the United States. By 1991, the Soviet Union had collapsed into independent nations. The **Cold War**—the ongoing political, military, and economic tension between the Soviet Union and its satellites and the United States and other powers of the western world that had existed since the end of World War II—was over. Because the largest threat against the United States no longer existed, military planners and Congress reduced the size of the U.S. military. The number of military combat divisions and the total number of active duty military were significantly reduced. The downsizing continued after the Persian Gulf War. Combat forces were reduced from 18 to 13 active duty divisions (self-sustaining Army and Marine military units consisting of 10,000–30,000 combat and support service members) by 1993 (Bruner, 2005; Global Security, 2005).

Today the size of the military is 30% smaller than that in 1990. Although the past few years have shown slight increases for the Active Army and Marine Corps, they remain below their 1990 strength. Since 1990, the Navy has steadily declined in numbers, as has the Air Force until 2009 when it showed an increase, bringing its strength to nearly 7000 members more than that in 1990. All branches of the **Selected Reserve** (reservists in the Army, Navy, Marine Corps, Air Force, and Coast Guard, and members of each state’s Air and Army National Guard) had fewer members in 2009 than in 1990 although there were recent slight increases in the number of Army Reserve, Marine Corps Reserve, Air National Guard, and Air Force Reserve members (Office of the Deputy Under Secretary of Defense (Military Community and Family Policy) [DUSD], 2010).

While the size of the U.S. military has decreased, the military operational tempo or optempo (i.e., the frequency and intensity of military operations or missions) has greatly increased since September 11, 2001. In addition to combat **deployments** (moving people and material to an area of military operation), thousands of U.S. military personnel continue to be deployed in peacekeeping operations throughout the world, although the number of U.S. military members serving in United Nations peacekeeping missions has decreased dramatically since the mid-1990s (Serafin, 2004). Recent peacekeeping missions have included those in Kuwait, Bosnia, the Balkans, Kosovo, South Korea, the Sinai, Haiti, Georgia, Ethiopia/Eritrea, and Liberia.

The right size and structure for the military depends primarily on the kinds of missions that it will be given. Since the early 1990s, many defense analysts, military leaders, and policymakers have debated the appropriate size and structure of the military and whether the United States should continue to participate in so many peacekeeping missions, especially during periods when it is also heavily involved in armed conflicts (Bruner, 2005). More than two decades after the end of the Cold War, U.S. policymakers are still trying to determine how best to configure the U.S. military force.

Today, active duty and selected reserve total approximately 2.3 million service members compared with 3.2 million in 1990 (DUSD, 2010). Throughout the Cold War, U.S. active duty forces alone were over 2 million personnel, with over 3.5 million serving during the Korean and Vietnam Wars (Bruner, 2005). From 1989 to 2009, the active duty force was reduced from approximately 2.1 million to a current level of 1.4 million and the selected reserve was reduced from approximately 1.2 million to 846,000 (DUSD, 2010).

The term **Armed Forces of the United States** refers to all of the components of the Army, Navy, Air Force, Marine Corps, and Coast Guard, when it augments the Navy. The Coast Guard’s main missions are maritime law enforcement and safety, maritime homeland security, and search and rescue (U.S. Coast Guard, 2010). It normally operates under the Department of Homeland Security but can be transferred to the Department of the Navy during time of war or national emergencies.
to provide naval support. Because its structure, policies, and missions are distinct from those of the other four branches of the Uniformed Services, the Coast Guard will not be a focus of this textbook.

Uniformed Services include the Army, Navy, Air Force, Marine Corps, Coast Guard, Public Health Service Commissioned Corps, and the National Oceanic and Atmospheric Administration Commissioned Officer Corps. The first five are Armed Forces and the last two are Noncombatant Uniformed Services.

Branches of the U.S. Armed Forces

The branches of the Armed Forces depend upon one another, yet their missions and traditions make each unique. The Army, Navy, Marine Corps, and Air Force each has a long military history and distinct customs that differ from its sister services. Each branch of the military has its own language, character, and terminology. For example, the Navy and Air Force call their military installations (i.e., facilities owned or leased and operated by the military) “bases,” the Army refers to them as “posts,” and the Marine Corps uses the term “camps.” Even rank structures are not completely consistent from branch to branch. The differences in character, customs, and language are often the basis of much banter and competition between the services. However, what stays constant across the services is a commitment to the country and to the other members of the greater military community, as illustrated by their core values (U.S. Army, n.d.; U.S. Air Force, n.d.; U.S. Navy, n.d.-b; U.S. Marine Corps, n.d.-b).

Army—loyalty, duty, respect, selfless service, honor, integrity, and personal courage
Air Force—integrity first, service before self, excellence in all we do
Navy—honor, courage, and commitment
Marine Corps—honor, courage, and commitment

Collectively the U.S. Armed Forces, under the direction of the Commander-in-Chief, engage in fighting wars, humanitarian efforts, peacekeeping, evacuations, and protecting the security of the United States. Each force has its specific mission. The Army defends the United States, its territories, commonwealths, and possessions. Army units are deployed to combat zones and to locations such as South Korea to help secure borders or to Kosovo to participate in peacekeeping. The Navy provides combat-ready naval forces. Navy carrier groups and vessels are stationed around the world to provide a deterrent and a quick response to crises and humanitarian emergencies. The Marine Corps, under the authority of the Navy, maintains a ready expeditionary force. Along with the Army, the Marine Corps provides ground troops in combat and humanitarian efforts. The Air Force provides air and space defense and is involved in peacekeeping, humanitarian, and aeromedical evacuation missions. It provides air cover for ground troops.

Generally, we think of the services in terms of their missions to defend separate domains: air space by the Air Force, ground by the Army and Marine Corps, and seas by the Navy. Despite the distinct missions of each of the services, however, they may use similar processes or use similar equipment to accomplish their missions. Both the Army and the Marine Corps are equipped with tanks; the Air Force, Navy, Army, and Marine Corps all use aircraft to accomplish their missions; and both the Army and the Marine Corps are trained in close-range and hand-to-hand combat.

The Reserve Component contains three categories: the Standby Reserve, the Retired Reserve, and the Ready Reserve (see Table 1.1). The Standby Reserve personnel are temporarily not in the Ready Reserves due to a hardship or disability, or due to being designated as having civilian employment critical to national security. The Retired Reserve personnel are those reserve officers and enlisted who receive retired pay or are eligible for retired pay but are not 60 years old or over, not members of the Ready or Standby Reserves, and have not chosen to be discharged. The Ready Reserve consists of the selected reserve, the Individual Ready Reserve (personnel who have served as active duty or in the selected reserve and still have time remaining on their military service obligation), and the Inactive National Guard (required only to muster once a year with their unit) (Office of the Assistant Secretary of Defense for Reserve Affairs, 2005).
The selected reserve consists primarily of the following: the Army, Navy, Marine Corps, and Air Force Reserves, a federal force that is under the control of the President; and the Army and Air National Guard, which is a state force under the control of a state’s Governor unless released by the Governor to the President at the latter’s request. The National Guard has limited law enforcement power during crises. Reservists and National Guard members of the selected reserve typically drill one weekend a month and two weeks or more a year.

For decades, individuals in the selected reserve were known as “weekend warriors,” typically responding to natural disasters within the United States. Many families needed to know very little about the military culture in order to support their loved one as a member of the National Guard or Reserves. Also, families usually did not worry about their loved ones being activated to full-time service and sent to combat zones. However, with the advent of the Gulf War (1990–1991), reliance on the Reserve Component rose sharply. The total force concept emphasized the increased reliance on reservists for combat and peacekeeping missions (Knox & Price, 1999). As operational tempo has increased, reservists have continued to be vital to U.S. military capabilities. Nearly 30% of deployed forces for OEF and OIF have come from the Reserve Component (Institute of Medicine, 2010), requiring many family members, with little or no prior identity as a military family, to quickly learn a new culture and respond to new stressors.

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### THE CULTURE OF THE MILITARY

Successfully working and living within the military culture requires fluency in a new language; knowledge of the chain of command; comfort on military installations; respect for those who serve; appreciation of the strengths of and challenges faced by military families; and knowledge of the steps taken by the DoD and each branch of the military to make military life more family-friendly. Each branch has

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### TABLE 1.1 Reserve Component Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
<th>Selected Reserve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready Reserve</td>
<td>Active status</td>
<td>Selected reserve units</td>
</tr>
<tr>
<td></td>
<td>May be called to active duty</td>
<td>Individual mobilization augmentees, Active guard or reserve members of the selected reserve</td>
</tr>
<tr>
<td>Standby Reserve</td>
<td>May be mobilized involuntarily</td>
<td>Individual Ready Reserve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inactive National Guard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Muster once a year, do not need to train</td>
</tr>
<tr>
<td>Retired Reserve</td>
<td>May be called to active duty</td>
<td>Active status list</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain affiliation with military</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key employees (e.g., removed from ready reserve because critical to national security in their civilian job)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other active status members placed here due to hardship/physical disability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inactive status list</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retain reserve affiliation in a nonparticipating status</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May have skills which may be useful to armed forces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reserve officers and enlisted retired and drawing or not drawing pay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reserve officers/enlisted eligible for retired pay but have not reached 60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reserve physical disability retirees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other reserve retirees</td>
</tr>
</tbody>
</table>

developed its own subculture based on its specializations and missions. The cultural nuances can be as simple as the difference between the Army battle cry “Hooah!” (which has come to stand for “heard, understood and acknowledged” or HUA, but is more often use to show motivation or to motivate other soldiers), the Marine Corps battle cry, “Oorah!” (also used to show spirit or enthusiasm), and the Marine Corps motto, “Semper Fi,” which is short for the Latin Semper Fidelis or “Always Faithful.”

As you learn about the military as a culture, consider the following questions: What are its rituals and what meaning do these rituals hold? What are the rules for social interaction in this culture? What expectations do you have of yourself and others? Anthropologist and scholar Ward Goodenough (1981) defines culture as “a system of standards or rules for perceiving, believing, evaluating, and acting” (p. 110). For many of you, the military is a new culture to get to know. If you are part of the military, this book is an opportunity for you to step back and gain new insights into a familiar culture and perhaps yourself. As you study the military in the weeks to come, here are a few tips to keep in mind:

- Be aware of what you bring to your classroom or workplace. We each have expectations, values, biases, and prejudices that often are based in past experiences. These are part of being human. They may assist or interfere with knowing and understanding others. Being aware of them can help you remain open to learning more about another culture.
- Adopt the stance of being a learner. Listen. Observe. Ask questions of yourself, your classmates and colleagues, and military families.
- Be open. Try to withhold judgment. If something you hear stirs up feelings, ask yourself “why?” Continue to listen, observe, and ask questions.
- Remember, every family, every parent and child, is both unique and part of multiple cultures.

Language

Every occupation has specialized terminology, and the military is no different. Military language is replete with acronyms and abbreviations that can overwhelm civilian workers and family members new to military service. For example, what does an “E-5” refer to? What does an E-5 mean when he tells his family “In today’s brief, my CO said even though my MOS is needed downrange, I’ll probably be TDY to another post first. Tomorrow I’m going to the PX for an ACU. Remember my Navy buddy who was sent as an IA? Well, he went outside the wire and was injured by an IED but his IBA protected him pretty well. He was MEDEVAC’d to an OCONUS base and is expected to be fine.” The translation: “In our meeting today, my boss said that even though people who do my job are needed in the combat zone, I’ll probably be temporarily sent to another location first. Tomorrow I’m going to the store for a combat uniform. Remember my friend who is in the Navy who was the only one sent from his ship to the combat zone? Well, he was outside of his work group’s camp and was injured by a homemade terrorist bomb, but his body armor protected him pretty well. He was flown to a military base somewhere outside of the United States and is expected to be fine.”

Most people pick up military language quickly when they are exposed to it in daily life. It helps to have a patient interpreter or a military-civilian “dictionary.” Box 1.2 lists a few common terms and their definitions. The glossary at the end of this book includes military terms used in this textbook. Throughout this book, we will define many terms that you can use to build your military vocabulary.

**BOX 1.2 TIPS FROM THE FRONTLINE**

**A “POCKET” MILITARY-CIVILIAN DICTIONARY**

- OIF—Operation Iraqi Freedom; the war in Iraq that began with in 2003
- OEF—Operation Enduring Freedom; the term used to refer to the conflict that began in Afghanistan in 2001 and includes operations in other countries (e.g., Pakistan, Uzbekistan, Djibouti, Turkey and Tajikistan) (DoD, 2010n)
To continue building a military vocabulary, visit the DoD Dictionary of Military Terms (http://www.dtic.mil/doctrine/dod_dictionary).

As in civilian life, a word may have multiple meanings in the military depending upon the context. For example, family members typically use the term separation to refer to time apart from their service member (although spouses may also use the word to indicate a break in a romantic relationship). However, separation from the military can refer to being released from active duty, discharged from military obligations, and transferred to the reserves or retired list (Naval Inspector General, n.d.). The word separation also appears in the term family separation allowance that may be paid to service members when required to be away from their permanent duty station for more than 30 continuous days.

**Chain of Command**

We live within a society that recognizes authority, such as the authority of employers, experts, and the legal system. The military’s authority and structure permeates the daily lives of service members and their families. While civilians can quit their jobs, service members cannot. They must serve out their contracts. For active duty service members, contracts include a set number of years of “24-7-365” (24 hours a day, 7 days a week, for 365 days a year) active duty service, and additional years in the individual ready reserve during which time they could be called back to active service. The contracts of members who join the Reserve Component (i.e., the Air or Army National Guard or the Reserves) stipulate they can be called to active service at the direction of the state’s Governor (National Guard) or the President (the Reserves and National Guard).

The military chain of command is highly structured and begins with a civilian: the President of the United States who serves as the Commander in Chief of the U.S. Armed Forces. As noted earlier, civilian control of a nation’s military is a significant feature of a democracy, and the U.S. Constitution
divides responsibility for the military between the President and Congress. The chain of command designates who is in charge of what and whom at each link in the chain and ensures an efficient means of carrying out orders. Service members know who is in their chain of command, up to the President. Each service member must follow the orders given by those of higher rank in their chain of command unless the order is unlawful; military personnel have an obligation to disobey orders that do not comply with the U.S. Constitution or the Uniformed Code of Military Justice, the judicial code that pertains to members of the United States military.

As Figure 1.1 illustrates, the President directs the Secretary of Defense who, under the direction of the President, directs and has authority and control over the JCS; the unified commands; and the departments of the Army, Navy (including the Marine Corps), and Air Force. The President chairs the National Security Council (NSC), which advises and assists the President on national security issues and foreign policy. The core NSC meeting attendees include the Vice President, the Secretary of State, the Secretary of the Treasury, the Secretary of Defense, the Assistant to the President

for National Security Affairs, the Chairman of the JCS, and the Director of National Intelligence (National Security Council, n.d.; Department of Defense Organizational Structure, n.d.).

The JCS are the senior officers of their respective services, who are military advisors to the President, the Secretary of Defense, and the NSC. Through the Chairman of the JCS, they respond to requests for and may voluntarily offer advice or opinions. Members of the JCS are the Chairman of the JCS, the Vice Chairman of the JCS, the Army Chief of Staff, the Marine Corps Commandant, the Chief of Naval Operations, and the Air Force Chief of Staff (Department of Defense Organizational Structure, n.d.; Joint Chiefs of Staff, n.d.).

The JCS transmit orders of the President or Secretary to Commanders (either an Admiral or four-star General) of the Unified Commands. Unified Commands are composed of units from two or more military departments working under a single commander to conduct operations in support of a continuing defense or combat mission in a region (e.g., U.S. European Command or USEUCOM) or an ongoing functional mission (e.g., U.S. Special Operations Command or USSOCOM). The Unified Commands are established by the President, with input from the JCS, and report to the Chairman of the JCS.

On April 6, 2011, President Obama signed a new Unified Command Plan (an annual review with possible modification of the Unified Commands) designating six unified combatant commands (DoD, 2011a). They are listed here along with their acronyms: U.S. Pacific Command (USPACOM), U.S. European Command (USEUCOM), U.S. Northern Command (USNORTHCOM), U.S. Southern Command (USOUTHCOM), U.S. Central Command (USCENTCOM), and U.S. Africa Command (USAFRICOM). The USCENTCOM, or CENTCOM as it is usually referred to in the media, oversees many of the OEF, OIF, and OND and related operations. It consists of 20 countries, including Afghanistan and Iraq. The four unified functional commands are U.S. Transportation Command (USTRANSCOM), U.S. Special Operations Command (USSOCOM), U.S. Strategic Command (USSTRATCOM), and the Joint Forces Command (USJFCOM) approved for dissolution (DoD, 2011b).

The Department of the Army, the Department of the Navy (which includes the Marine Corps), and the Department of the Air Force are military departments. Each department is responsible for organizing, training, and equipping its personnel.

A service member's rank is an achieved status, representing a level of responsibility and attainment of knowledge, expertise, and leadership skills. Rank is displayed on military uniforms through insignias to facilitate identification of rank. Those with higher rank have greater responsibilities and can issue orders to those of lower rank in their chain of command. If you are unfamiliar with how rank is displayed on uniforms, visit one of the numerous websites that show ranks for enlisted personnel and officers by branches of the military.

“E” refers to enlisted service members (i.e., pay grades or ranks E-1 to E-9). They typically join (i.e., enlist) in the military after high school and sign the enlisted document DoD Form 4/1 that states the required number of years in active duty and the required number of years in the Reserve Component. In total, these years equal the Military Service Obligation, typically 8 years for the initial enlistment (e.g., 3 years on active duty and 5 years in the inactive ready reserve). Enlisted service members first go through basic training (Army and Air Force) or boot camp (Navy and Marine Corps) and then to advanced training (called Military Occupational Speciality, or MOS, in the Army and Marine Corps). The service obligation is the length of time that must be served before the service member can voluntarily separate (leave) the military or retire if 20 or more years were served.

“O” refers to officers (i.e., pay grades or ranks O-1 to O-10). They join the military by attending one of the military academies, after college by being accepted into the officer’s candidate school, or by participating in the Reserve Officers’ Training Corps (ROTC) during college. Upon successful completion of their training, they are issued their commission, that is, their appointment as an officer, in the name of the President of the United States. Commissioned officers must complete 8 years of military service obligation, either in Active or Reserve Components or a combination of both. The length of the active duty service obligation varies by branch and by whether the officer attended ROTC, a military academy, or Officer Candidate School.
“W” refers to Warrant Officers (i.e., pay grades W-1 to W-5). They are designated an officer through a warrant (a specific authorization) as opposed to an officer who is designated through a commission. Warrant officers usually are technical experts or specialists with a specific set of skills. The Navy, Marines Corps, and Army have Warrant Officers while the Air Force does not. Active duty service members authorized as a Warrant Officer must complete 6 years of active duty service obligation.

Pay grades are equivalent across the military and are used to determine basic pay and allowances due to a service member. While titles of ranks may differ across branches of the military, pay grades do not and thus offer the way to tell who is the higher-ranking service member. For example, a Private First Class in the Army, a Seaman in the Navy, a Lance Corporal in the Marine Corps, and an Airman First Class in the Air Force are all E-3s, even though they have different titles. Also, while an O-3 in the Army, Marine Corps, and Air Force has the rank of Captain, in the Navy an O-3 is a Lieutenant, and a Navy Captain is an O-6.

The title associated with a rank may differ from branch to branch. Recognizing and addressing service members by the correct rank are important skills for civilians working with the military. The service member’s last name is typically found above the right breast pocket of the uniform. It is best to address someone with the rank and last name, such as Private First Class Smith, Master Sergeant Mancuso, or Commander Rodriguez. However, last names are not found on dress uniforms, so it is also polite to refer only to the rank if the person’s name is unknown, such as “Hello, Private,” “Good evening, Master Sergeant,” or “Thank you, Commander.” Even though chaplains hold officer rank, it is common to address them as “Chaplain” rather than by their rank.

Rank structure and the use of military rank when addressing service members is very important to most military members, who would rather that you ask them how they should be addressed than to be addressed by a civilian title (e.g., “Mr.” or “Ms.”). In fact, if you inadvertently address an enlisted service member by an officer’s rank or address them as “Sir,” or “Ma’am,” you may receive a response similar to, “I work for a living!” This quip is a reference to a long-standing military joke that officers do little work and that enlisted service members really run the military. Conversely, since officers of all branches are typically addressed as “Sir” and “Ma’am,” using these honorifics is appropriate when speaking to officers.

The average military career lasts less than 10 years; most military service members do not serve the 20 years necessary for retirement. Fewer than a third of separations from the military for whatever reason each year are due to retirements. The “up or out” policy in which service members must earn promotion within a specified time or exit active duty service is designed to maintain a force that is young and avoid too many personnel at higher ranks. For example, most service members in the Marine Corps leave after fulfilling one 4-year enlistment contract. Still, a greater percent of personnel remain in the military until retirement now as part of an all-volunteer force than during the era of conscription (Segal & Segal, 2004).

Military Installations

The DoD operates more than 30 million acres of property in over 5000 locations around the world and operates or controls hundreds of military installations (DoD, 2009). Installations include the National Guard armories found in local communities across the United States and the forts, bases, camps, or other installations in approximately 63 countries. The DoD operates Naval Station Norfolk in Virginia, the world’s largest naval base, and the National Training Center in Fort Irwin, California, a world-class training center that specializes in desert combat, counterinsurgency operations, and urban terrain training (DoD, 2009).

American military installations overseas differ significantly from those in the continental United States in several ways that impact the military unit, service members, and their families. Installations located in the United States can include schools, recreational and health-care facilities, and department and grocery stores for use only by military beneficiaries. (A beneficiary is someone who is eligible for a military-related benefit, in this case, shopping at the stores on military installations.) Commonly, installations overseas are broken up into smaller areas of land with fewer services and
organizations on each installation. Other agencies and services are often located on one installation some distance from the installation on which the service or family member works or lives. This distance can be inconvenient for service and family members who tend to rely on these services and facilities even more overseas than at installations located in the United States. There may be fewer options for some services in the local community requiring the service member or family member to travel to the more distant installation for services. This situation requires coordinating time and travel, both of which may be limited. Cultural differences, language barriers, and unfavorable local currency exchange rates might provide additional obstacles to getting services (Burrell, 2006).

Just as laws, regulations, and customs differ from country to country, they differ from civilian communities to military installations. Working or living on a military installation requires knowing and following regulations about appropriate conduct. Regulations and laws on military installations are strictly enforced and are often more stringent than those in civilian communities. For example, although wearing a helmet while riding bicycles or motorcycles is not required by law in all states, all military installations mandate that helmets be worn. Similarly, not all states require the use of a “hands-free” device while driving and using a mobile phone, but they are required when driving and telephoning on military installations. Traffic regulations and laws, such as speed limits and the use of seat belts, are generally much more strictly enforced. In addition, service members who live on military installations are required to maintain their residences to a certain standard and can lose their “on base” or “on post” housing privileges if they fail to do so or if they or a family member conduct themselves inappropriately. Standards of politeness may also be higher than civilians are accustomed to. Courteous and respectful language (e.g., “please,” “thank you,” “pardon me,” “excuse me,” “Ma’am,” and “Sir”) and polite behavior (e.g., holding a door for someone, placing trash in correct receptacles) are expected.

Respect for Those Who Serve

Respecting those who serve in the military includes acknowledging the ramifications of service and of having an all-volunteer force: some citizens must voluntarily decide to allow their country to determine what job they will do, where they will live, and if they will go into combat. Joining the military also means conducting oneself according to the values noted above. These values require “service before self,” that is, a commitment to serve the country even to the point of sacrificing one’s own life.

Voices From the Frontline

GOING TO IRAQ

When I put on the uniform, I made the decision I would do whatever my country decided was appropriate for me to do. My last deployment before retiring was to Iraq. How could I not go? It was my turn to hold the baton. To say to those who were there, “Let me take it now. You need a rest.” I knew I was putting my life at risk and it was scary. I got my life in order at home—preparing for the worst—and headed off for a year.

It was a horrible year. We were under daily mortar attacks and experienced three very major coordinated attacks by insurgents. Sometimes people are afraid to ask me about my experience, and it’s not easy for me to talk about. But I had a job to do, and I did it.

Angela Pereira
Colonel, U.S. Army, Retired

Many military operational specialties (MOS; jobs or occupations) place personnel in danger not only during operations but also during training. Military personnel often work with highly specialized equipment that costs millions of dollars and in environments in which a mistake can cost
one's own life or the lives of others. Military members often advance more quickly in their military career path than their age counterparts in their civilian career path (Duckworth, 2003). With this acceleration comes responsibility for the well-being of others in the unit and their families that extends well beyond an eight-to-five workday. Active duty means that service members are available 24 hours a day, 7 days a week, for 365 days a year. For example, they can be called into work early or kept late; they can be sent on temporary or extended assignments with only a few hours notice; and even though service members are granted leave (i.e., time off), it can be revoked regardless of the plans made or family members disappointed.

Personal Sacrifice and Discipline When civilians join the military, they voluntarily give up many privileges, much of their autonomy, and many rights that they had as civilians. As an example, one of the rights that they are relinquishing is their right to privacy. A military supervisor can enter a service member’s quarters (residence) at any time to monitor the service member’s behavior or inspect his or her living conditions when he or she lives on a military installation (e.g., U.S. Army Garrison Baumholder, 2008). The supervisor can look for contraband items, ensure that the quarters are clean, or check if the service member is conducting himself or herself in a manner that represents the U.S. military positively. As another example, a supervisor can forbid a service member from taking a second job.

Military members also give up some political rights. The political election ballots of military voters are very often not counted because the mail delivery system delivers them to election officials after the deadline required for those ballots to be counted, or they vote absentee in states that routinely do not count absentee ballots unless election results are very close (Roff, 2009). Military members serving overseas are also not able to participate in the voting process for presidential delegates in any state that requires that participants appear in person to have their votes counted.

There are also military regulations that restrict how service members can participate in political activities (Office of the Law Revision Counsel, 2008). Military members are allowed to vote for and support any political party or candidate they choose but cannot do so in uniform. They cannot attend political rallies in uniform either because that might suggest that the military or one of its branches endorses that particular candidate or party. Service members cannot use their workplaces or any other government facility to engage in political activities, such as gathering votes and gaining support for a candidate or political party. Service members are also not permitted to strike for higher wages.

Service members can be required to spend weeks or months of training away from their homes and families to ensure that they can perform their jobs well in spite of intense pressure. Military units often conduct grueling military training in extreme, sometimes very uncomfortable, conditions that approximate war and require that service members perform their jobs flawlessly.

The military services place the accomplishments of their assigned missions before everything else, including individual needs and family concerns. Service members are required to accept and comply with this priority. They know that they can be sent to new locations, either temporarily or permanently, to work or train with no advance notice to them or to their families. The instability they live with can be very disruptive to their or their family members’ activities or personal goals.

Accomplishing the tasks and living the lifestyle required of the military demands a focus on the mission and a personal discipline to keep physically, emotionally, and mentally fit. To be certain that service members are physically fit, each service has a periodic physical fitness test that the service member must pass. This physical fitness test usually includes a weigh-in, to ensure that a member’s weight falls within what is considered appropriate limits for someone who may have to run, jump, and carry heavy equipment in combat. In addition, the physical fitness test includes a demonstration by each member that he or she is in good physical condition. In the Army, for example, every 6 months a soldier must complete a 2-mile run within a certain time and complete a specified
minimum number of push-ups and sit-ups within 2 minutes. Failing to pass the weigh-in or the fitness test results in administrative actions against the service member and can result in disciplinary action or the end of his or her military career. To avoid this, service members are required to participate in unit physical fitness training, often early in the morning while it is still dark and most civilians are still in their beds, or to conduct regular physical training on their own before or after work. Not all persons who seek to enter the military are accepted. In Chapter 2, we will address the entrance standards.

Military Laws and Discipline Service members are subject to the Uniform Code of Military Justice (UCMJ; part of the U.S. Code of law that regulates the conduct of the Uniformed Services) and to the Manual for Courts-Martial (MCM), an executive order that contains detailed instructions for implementing military law for the U.S. military. Under the UCMJ (Office of the Law Revision Counsel, 2008), service members can be charged, tried, and convicted of a range of crimes, including assault or robbery and military-specific crimes like desertion. The MCM (Joint Service Committee on Military Justice, 2008) specifies the procedures used in courts-martial. These documents are designed to balance the need for individual rights with the need for a system of justice that accommodates the discipline requirements of the military.

Under the UCMJ, military commanders have the authority to administer disciplinary actions or punishment for minor offenses, which can be addressed through nonjudicial punishment. Examples of these offenses are disobeying an order, showing up late for a formation (i.e., a gathering of military members for an inspection, physical training, or some other purpose), improperly wearing a military uniform, and showing disrespect to a higher-ranking service member. These kinds of offenses do not require a formal hearing with judicial due process protection that a regular civilian court must provide. The kinds of punishments commanders are able to administer are based on the rank of the commander. These usually include restriction, extra duty, and forfeiture of up to half the service member's pay. A court-martial usually takes place when there is a more serious crime that requires that the service member receives judicial due process. Judicial due process, or due process of law, is the principle that the government must respect all of the legal rights that are owed to a person, including witnesses, a jury, a pre-trial hearing, formal notification of the charges, free legal representation, and a speedy trial. These processes are necessary in order to protect the service member when the punishment could potentially be severe, such as involuntary separation from the military or imprisonment (Library of Congress, 2009).

APPRECIATION FOR THE STRENGTHS OF AND CHALLENGES FACED BY MILITARY FAMILIES

Most military families adjust well to the challenges that come with military life. They demonstrate numerous strengths while responding to frequent moves, separations from extended family, deployments, and living in other counties (Wiens & Boss, 2006). The resilience of military families is highlighted throughout this book.

Research on military families has moved beyond deficits models (i.e., identifying the factors families lack that are associated with unhealthy development) to strengths-based models that identify and build on families' existing strengths to encourage healthy development (MacDermid, Samper, Schwarz, Nishida, & Nyaronga, 2008). Military families share with civilian families the normative stressors of family life, that is, stressors that occur for most families and at expected times, such as life cycle transitions (e.g., birth of a child, death of an aged grandparent) and developmental changes (e.g., children going to school). However, military families experience additional stressors that are normative for them: lengthy work hours, frequent moves, separations, deployments, unaccompanied tours (i.e., assignments to overseas locations where the family is not authorized to travel with and remain with the service member), dangerous work settings, and combat-related activities. Active duty and selected reserve members differ somewhat in the types of stressors they experience.
For example, while active duty members move many times throughout their careers as they are assigned to different military installations, members of the National Guard and Reserves could serve their whole careers at one installation. National Guard and Reserve members work at and advance in their civilian job or career and their military career, while active duty members typically focus on their military career.

Families, military and civilian, also experience nonnormative stressors. Nonnormative stressors are ones that do not occur to most families and are unexpected (e.g., a child with a terminal illness). Examples of nonnormative stressors unique to military families would be injury or death of their service member by friendly fire or their service member missing in action. However, worry about service members’ safety during deployment would be considered normative (Blaisure & Arnold-Mann, 1992; MacDermid et al., 2008).

Research on military families has identified many strengths associated with positive adjustment to the challenges of military life (e.g., flexibility, strong family relationships, social support) (Wiens & Boss, 2006). This research and lessons learned from those who work with military families will be shared in upcoming chapters.

**STEPS TAKEN TO MAKE MILITARY LIFE MORE FAMILY-FRIENDLY**

The welfare and success of military families are crucial to the accomplishment of the mission of the DoD. Therefore, the DoD has developed and funded numerous programs and services to help military families adapt to and thrive within the military community and to assist them in dealing with challenges that come with a military life. However, this approach has not always been the case. Until the advent of the all-volunteer force, only the service member himself or herself was of concern to the DoD. Basic needs such as schools, housing, recreation, health care, and shopping facilities have historically been provided for military families, but the specialized programs that have been developed and funded to meet many needs that military families may have were instituted within the past 30 years (MacDermid Wadsworth & Southwell, 2011). In fact, until recently a standing military joke was that, “If the military wanted you to have a spouse, it would have issued one to you!”

In recent decades, the DoD has begun to view spouses and other family members as vital to the success of an all-volunteer force (MacDermid Wadsworth & Southwell, 2011). If family members are well cared for and doing well in the military community, the service member is more likely to consider staying in the military; and civilians who know that spouses and children will be supported are more likely to join the military. The DoD also realizes that service members who know that their families are taken care of will not need to spend as much time and energy worrying about them, especially during times when they cannot physically be with their families, such as during combat deployments.

Most civilians do not know that the DoD manages the largest school and child development center systems in the United States. The Department of Defense Education Activity (DoDEA, 2009) operates 191 schools in 12 foreign countries, seven states, Guam, and Puerto Rico. There are over 8700 DoDEA educators who serve more than 77,000 DoDEA students. The DoD also oversees approximately 800 Child Development Centers located on 300 military installations worldwide and caring for approximately 200,000 military and DoD civilian children each day (Military Community & Family Policy, 2009).

There are numerous other examples of the ways in which the DoD has tried to improve family life for the military. For example, the Departments of the Air Force and Army now have a dual-military program that tries, when possible, to assign service members who are married to service members to the same location so that they can live together (Department of the Army, 2006a, 2009). The Army also has an assignment stabilization program for keeping service members from having to change assignments during the child’s senior year in high school because changing high schools, especially during the final year, is a significant stressor for teenage family members. Each
branch of the military has extensive family support that sponsors programs affecting almost every aspect of family life. These range from social services programs, such as domestic abuse and violence programs that work to prevent, identify, and treat child and spouse abuse and neglect; to medical programs, such as those identifying family members with special medical and/or educational requirements and then ensuring that those families are assigned to locations where the services they require are available; to programs that encourage mutual support of families, such as family social support and recreation groups that help service members and their families offer each other social and emotional support and exchange information.

While the service branches have different titles for their programs and may manage and deliver the services differently, each places great emphasis on the successful and appropriate delivery of all of its family services and programs. All of the programs for military families are regulated extensively, and they are overseen and enforced by the very top leadership of each of the services. These programs are monitored very closely and constantly evaluated and modified, as part of the DoD’s effort to ensure that military families thrive. These programs and services will be introduced and discussed at length in later chapters of this textbook.

APPLYING WHAT YOU LEARN

There are both civilian and military career paths where people can work with members of the military community. In upcoming chapters, you will become familiar with programs and services for military families. In Chapter 13, you will learn where to apply for jobs working in the military community. There is also a possibility that you may choose a career path where interaction with military families is only occasional or unexpected. No matter where your choices may lead you in life, having a better understanding of military families and the contexts that shape their lives, give them strength, and challenge them will help you become a better neighbor, family member, and community member.

SUMMARY

- Service members and their loved ones live in communities throughout the United States.
- Civilian control of the military is a central feature of democracy in the United States.
- The military has a distinctive culture and a history that begins prior to the formation of the country. The military culture is exhibited through language, a chain of command, location (e.g., military installations), respect for service, personal sacrifice and discipline, and military laws.
- The Active and Reserve Components combined total approximately 2.3 million service members, approximately a 30% decline in numbers since the end of the Cold War.
- The branches of the U.S. Armed Forces depend upon one another, yet their missions and traditions make each unique. Under the direction of the Commander in Chief, the Armed Forces engage in fighting wars, humanitarian efforts, peacekeeping, evacuations, and protecting the security of the United States.
- The total force concept emphasizes reliance on the Reserve Component for combat and peacekeeping missions. Families of Reserve Component service members, with little or no prior identification as a military family, suddenly have been required to learn a new culture and respond to new stressors.
- Most military families demonstrate numerous family strengths while responding to frequent moves, separations from extended family, deployments, and living in other counties. The resilience of military families is highlighted throughout this book.
- The DoD has developed and funded programs and services to help military families adapt to and thrive within the military community and to assist them in dealing with challenges that come with a military life.
EXERCISES

To become aware of military links in your own community and your own preconceptions and depth of knowledge, answer the following questions:

1. Go to the Department of Defense website (http://www.defense.gov). Find the links to the military branches and explore their websites to learn more. How do they each contribute to national security and how do they coordinate with one another?

2. Learn about the military links and relationships in your local community:
   a. Campus—is there a military science program (often a Reserve Officer Training Corps or ROTC) at your university or college? If so, what branches are represented and how many students are involved? Who are the instructors for this program? How many students of your university have served in or been wounded or killed in recent conflicts?
   b. Is there a military installation near you? If so, what kind of installation is it? How many service members and civilians are part of the installation?
   c. Is there an Armory in your town or county?
   d. Is there a Veterans Affairs (VA) health-care facility in your community? If so, what services do they provide?
   e. Is there a Veterans of Foreign Wars (VFW) and/or American Legion hall in your community? What purpose do these organizations serve?

3. Consider the history of military service in the United States. From the beginning of the country, arguments have been made that those with more money and more power have been able to sidestep military service, even when there has been conscription. Respond to these questions:
   a. The current law in the United States requires its male citizens and aliens living in the United States to register with the Selective Service. Do you agree with this policy? Should female citizens and aliens living in the United States be required to register?
   b. Should the United States require its citizens, upon reaching the age of 18, to engage in military service? Public service? Would you prefer the United States to require military service of everyone, use a lottery and only draft some persons, or continue with an all-volunteer policy? What are the possible consequences of each option?
   c. Do you prefer that the country continue with the practice of the all-volunteer force even if it means multiple deployments for the same individuals and families?

4. Think about your experience with the military:
   a. Are you part of a military family? Do you know anyone serving in the military? Are you or have you been a member of the military? Have you ever considering joining? Why or why not?
   b. How many service members or military family members do you think you encounter in an average week or average day and where in your school or community, maybe even without being aware they are in the military?
   c. What are your views about war? About the wars in Iraq and Afghanistan?
   d. If you could ask a service member who just returned home from war a question what would it be? How would you feel asking the question? How do you think he or she would feel about your question?
   e. If you could ask a family member a question, what would it be? How do you think you would each feel?
   f. How might your political or religious views influence your thoughts and feelings about the military, service members, or family members you might meet in your work?
   g. Do you know someone who has been injured or killed while serving in the military?
   h. How do you think the military impacts your everyday life?
   i. What else do you want to learn about the military? How will you go about learning it?
References


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