



Falcon Footnote

Department of History
United States
Air Force Academy

Volume 28
Academic Year 2022-2023



Commander's Call: Colonel Matt "Meta" Dietz

My Fellow Historians,

The first academic year with the new guy at the helm is behind us and, to my knowledge, nothing exploded and I didn't get fired, so I'll call it a win. The 2022-2023 Academic Year marked the first year in three years without COVID restrictions significantly impacting our work, a second win for sure.

Overall, I am grateful for the state of the department left to me by Meg, and I cannot take credit for the success we achieved this year. As you will read below, the faculty continues to do an

amazing job teaching, serving, mentoring, and producing work in their fields. The cadets respond to their efforts, demonstrated not only by the official cadet feedback, but also the fact that graduates stay in touch well beyond their days at USAFA. Additionally, we were extremely fortunate to have Dr. Joe Glatthaar join us as Distinguished Visiting Professor. Joe jumped in with two feet as if he'd been here his whole career. Thanks to his work, the department will be a better place for us having him, despite the short stay. Dr. Gregory Daddis, from San Diego State, joined us as the Harmon Lecture speaker. Finally, we made steps towards tenure for our full professors, rightly rewarding their years of dedicated service.

Similarly, the cadets never cease to amaze, and the History and FAS-History cadets stacked up USAFA-level awards for all their efforts. Notably, Cadet Josh Fields

earned a slot in the RAND PhD program following graduation while Angelo Capriola and Haley Hoffmeister will both be off to master's degree programs. As always, DFH cadets will venture out for summer research programs, including our first research program with the Simon Wiesenthal Center. Over the year we had cadets visit Serbia, New York, LA, and more representing The Academy and DFH. I was fortunate enough to tag along with them to LA and was reminded again just how accomplished and intelligent they are.

Overall, I think this was a year of preparation and recovery. It was nice to return to a more normal academic rhythm. As always, we will take a well-earned rest in the summer and return ready to jump into a very busy AY 23-24. We look forward to hosting the DFH reunion and the War, the Holocaust, and Human Rights Conference in the Fall. I sincerely hope you will join us for one or

both of those events.

Once a DFHer...

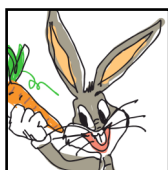
Hit My Smoke!

Col Matt "Meta" Dietz

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Alumni Association: Larry Weaver



Welcome to the Graduation Edition of the Falcon Footnote!

This time of the year brings a sense of renewal as a new class joins the ranks of the Air Force and Space Force. In addition, we have made significant strides in the last several months, and there are several important events that we all need to prepare for in the coming few months. First, I want everyone to know that Brenda Roth is the key person making the Footnote happen. She organizes it, pushes us to meet the deadline, and then beats

the computer to create it. We all owe her a big thank you!

Second, we conducted our first mini reunion in the DC area on 5 April. It was a successful event and there will be more to follow in Colorado Springs and Montgomery in the next few months.

Third, we are working to support the Harmon Memorial for 2024. If you're interested in joining us, please let me know.

Fourth, the AF Historical Foundation convention in September will include a panel

with our members. The topic will be "Teaching the Vietnam War."

Finally, Carson Tavener is racing ahead with the reunion and we have updated the agenda on the website. Most importantly, we will open registration the first week of June, and you can expect an email with the link shortly. Our interest count indicates there will be a great turnout. This is going to be a great opportunity to catch up, find out what has changed, and mingle with the next generation of instructors and history majors.

In closing, as always, if you know a former department member or cadet that hasn't gone on the website and joined us, please tell them it is the best deal in town...it's free.



Join The Alumni Association: <https://usafadfh alumniassociation.com/membership/>

Our 2023 Graduates

History:

NAME	SQUADRON
Brinson, William Grey	02
Zanolli, Evan James	03
Davison III, Kenneth Lewis	06
Hillard, Sierra Sky	09
Stratton, Jackson Dane	10
Nemecek, Johnnie Lawson	12
Stamp, Alexander John	15
Byszewski, John Walter	17
Myles, Jonathan Parker	17
Poole, Douglas Henry	17
Gonzalez, Bradley Alexander	18
Capriola, Angelo Leonardo	23
Fields, Joshua Dean	25
Asplund, Abigail Renee	28
Pittman, Jace William	29
Coppess, Cole Jacob	33
Guzman, Kai William	33
Szvetecz, Zachary Robert	36
Hall, Will Sonny	38
Stafford, Henry Field	39

FAS History:

NAME	SQUADRON
Manion, Madison Nichole	03
Angeletti, Jacob Lee	05
Amstutz, Mitchell Drew	13
Anderson, Renee Audrey	25
Hoffmeister, Haley Lynn	26
Sorensen, Joshua Todd	31
Shen, Sheldon Zhongheng	33
Brewer, Bennett Giacomini	39

Faculty Farewells

Dear Team,



I have been tremendously blessed to have had the privilege to work with such incredible colleagues—the best at USAFA! I have sincerely appreciated the opportunity I’ve had to grow in my career, at least during this stage of it, and be a part of such a strong group of academic professionals.

I can clearly recall when Chuck called me four years ago asking if I “still was interested in teaching at the Air Force Academy.” What a guy! His angelic tone from so many years ago still resonates today! I had no idea what to *really* expect from this place, but I will say that this place never fails at surprises.

While I am ready to begin the next stage of my personal journey, I thank all of you for giving me the space and encouragement to be my best while helping others achieve their dreams.

I will miss the ready support I have received from each of you during the past four years.

Semper Fidelis,

CDM (Cameron McCoy)



“Parting is such sweet sorrow.” As I reflect on my upcoming retirement following twenty-six years of active duty service, fourteen of which were within DFH from 2003-2006 and then again from 2012 until the present, I do so with a tremendous amount of gratitude and optimism. Clio, that mysterious muse and frequently difficult taskmaster, has held a tremendous allure for me ever since I was a small child. One of the main reasons I came to USAFA as part of the Class of 1997, besides my love of airplanes and a desire to serve my nation, was to study military history from practitioners. My instructors – notables such as Jeanne Heidler, Dennis Showalter, Colonel John Abbatiello, and Brigadier General Mark Wells – pushed me to see history and the world in a completely new light. It is no exaggeration to say that the time I spent in my major’s classes was by far the most enjoyable and rewarding part of my cadet experience. It should come as no surprise then that when my career field, Force Support Officer (38F), offered me the opportunity to return to DFH as a junior captain in exchange for a one-year tour at Osan Airbase, Republic of Korea, I jumped at the opportunity.

Many USAFA grads have mixed feelings about their time at “The Zoo” and I certainly am no exception. I frequently joke with my students that I did not graduate, but rather was paroled for good behavior. That, however, is a cadet perspective. As a member of the faculty, I have never seen a more professional, world-class, and dedicated group of teammates who accomplish the mission regardless of what obstacles they face. Not only do DFHers masterfully teach history, but they care for the cadets as people and future officers. Furthermore, DFHers bring this same approach of education and mentorship to their interactions with peers, which results in good-natured camaraderie and esprit de corps that only exists in other elite units. I have never heard any DFHer tell a member of our department they were too busy when asked for help, whether it was assisting a new instructor with a lesson plan, getting our computers and printers to work, or navigating arcane staff work.

So to all DFHers, past and present, I want to say THANK YOU! Thank you for shaping me into the officer I became and the wonderful career I had. Thank you for giving me the opportunity to share my passion for the historical discipline with some of the best students in the country. Thank you for sponsoring me for a PhD and letting me spend three wonderful years in Chapel Hill, North Carolina with my young family. Thank you for being the reason that I looked forward to going to work every day.

My optimism for the future stems from the fact that I know DFH is in capable hands and will continue to find the right people for the job. For my second act post-retirement I plan to chase down my other childhood dream of becoming a professional pilot. I hope to see you all again someday onboard and in blue skies.

Once a DFHer, always a DFHer!

John Roche

Research and Publications

Eagles Overhead by Matt Dietz

A Review by Larry Weaver

The Air Force tends to view the Forward Air Control (FAC) mission as an afterthought. The problem is that it is a critical air-ground mission, and allowing the capability to atrophy comes with a cost. Matt Dietz explores the history of the forward air control mission from World War I to Afghanistan and provides a guide to how to handle this mission in the 21st century. The common theme throughout is that the FAC mission has been and will be critical to battlefield success.

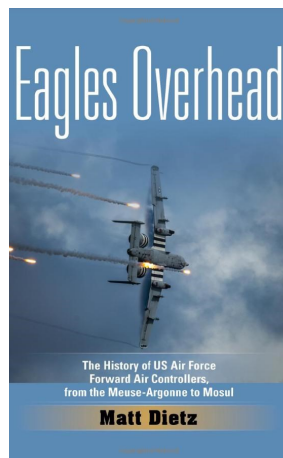
Eagles Overhead begins the story with the role of observation and reconnaissance in World War I. The central air power question of that war revolved around how to use this new emerging weapon. The issue of a stalemated war tended to drive everything from bombing and air to air dog-fights to how support the ground offensive. Effectively guiding air to ground operations raised the question of what needed to be attacked. This need led to the birth of the first primitive form of the FAC mission.

Matt traces the development of forward air control efforts through World War II, Korea, Vietnam, Desert Storm and Afghanistan. He notes several important consistencies. The Air Force tended to view the mission as a step child or a diversion from the key effort of establishing first a separate air force and then the importance of strategic bombing and air superiority. During this period, demand led to renewed emphasis on the mission and individuals more often than not were more crucial than official doctrine when that renewed emphasis emerged. All of this created

a cycle—a lack of interest followed by renewed demand. To some degree, the cycle matches the Army's interest in counter insurgency.

The book concludes with an outline of what the Air Force will need to do maintain a capability for the FAC mission in a world of F-35s, F-16s and A-10s. Central to this discussion is the simple fact that the older air frames will be retired and the Air Force has not taken the right steps to include the F-35 or any other modern air frame in the forward air control mission. The need to use air power to support ground forces will not disappear, and the Air Force must not leave FACs "off the battlefield."

Matt's book fills two critical needs. First, it is the only account of the evolution of the FAC mission while explaining why it will remain critical to future war. Second, it raises the alarm of failing to make the FAC mission an important part of force structure and doctrine. If we do forget we may find ourselves relying on the ingenuity of a few people seizing the moment—not a sure prescription for winning the near-perpetual conflicts we face now.



DFH Weapons Shoot Is Back!



After a few years hiatus due to COVID and bureaucratic hurdles, the DFH Weapons Shoot was back as a full-scale experience in 2023. A DFH alum, retired Lt. Col. Nathan Watanabe of Patriot Heritage Shoots, led over 30 cadets as shooters and cadre through firing dozens of historical weapons, ranging from muskets and Colt revolvers to Tommy guns, M1 Garands, and more.

Despite a storm the night before, the weather cleared up, and it was a near perfect day for shooting at Fort Carson. The cadets got to experience the evolution of American military weapons from independence to present, giving them a great hands-on lesson in the history of military technology and warfare. DFH greatly appreciates Col. Watanabe's help making this event happen and looks forward to continuing the tradition for years to come.



Col. Watanabe brought all these weapons to USAFA the week before the shoot and briefed cadets on their historical significance as well as safety information. C2C Brennan Thompson served as the Cadet in Charge, leading a group of cadre who learned about and trained with weapons from a specific era ahead of the shoot. For the shoot, these cadre wore full period uniforms and provided excellent instruction to the other cadets.



A Year on the Academic Calendar

by Meredith Scott

Sitting down to write this piece offers me a moment to reflect on the past year and all that has taken place. Perhaps unsurprisingly, I tend to think about the flow of life according to the academic calendar rather than the calendar year, and in this sense, my years “begin” and “end” in the summer. What a year this past one has been!

I’ll start with the most important part of our work in the department: cadets. I had the honor of organizing a trip to Poland and Germany last summer for cadets to study European Jewish life before 1939 and to visit sites of Holocaust memorialization. It was a transformative experience for everyone who participated, one that reinforced my own dedication to working with students on matters of human rights, genocide prevention, and Holocaust education.

When August arrived, the

department was again full of activity as teaching and mentoring took center stage. The academic year offered fantastic classroom experiences and opportunities to create new educational programming for cadets.

Among them were a genocide prevention and Holocaust workshop with the US Holocaust Memorial Museum, a trip to the Simon Wiesenthal Center and Museum of Tolerance in Los Angeles that focused on leadership and human rights, and a new cadet summer research program. It has been a pleasure to see cadets thrive as they’ve engaged in meaningful dialogues and learned new things!

Another exciting part of this past year has been my work as the committee chair for *The War, the Holocaust, and Hu-*



man Rights conference, which will take place at the Academy this coming October. The Department of History is co-hosting the conference with the Ackerman Center at the University of Texas-Dallas,

and we are thrilled about the range of scholars and professionals from around the world who will be presenting their research and creating a community of thinkers at the Academy. We will have two full days of panels, presentations, film viewings, and even a few performances by the Bluebards! It will be a terrific event – cadets will be taking part as much as possible, and if you are in the area in October, consider attending some or all of the conference.

Finally, it’s been a year of steady steps forward in my

personal work. Last spring, Brill published my first book, [*The Lifeline: Salomon Grumbach and the Quest for Safety*](#). Building on that, I am co-editing a book with my friend and colleague Nicholas Underwood (the College of Idaho) for Routledge: *Jewish Ideas of France: Identity, Diaspora, and Migration*. I also just wrapped up an article examining Jewish refugees in interwar France and the first months of World War Two, and thanks to a generous grant from the Academy, I’ll be heading to France this summer to begin research on my next project.

The beauty of looking back is that we sometimes can see things more clearly. In this case, it is exciting to see how research, teaching, and outreach reinforce one another and support the department’s mission. The past year has been exciting and rewarding, and I can’t wait to see what the next twelve months will bring!

Air Force Commander in Chief’s (CIC) Trophy Award at the White House

President Biden presented the CIC Trophy to the 2022 football team at the White House on April 28th. Traditionally, the president presents the trophy to the seniors from the winner of the round robin competition among the three service academies. This victory marked the 21st time the Air Force Football team captured the hardware (as compared to Navy 16 times and Army 9 times.) Rain drove the ceremony inside, but it did not dampen the spirit of the event. After President Biden’s remarks, Coach Troy Calhoun took the stage, thanked the academy staff for their support before turning the mic over to Haziq Daniels and Brad Roberts who gave the president a personalized jersey, football and helmet. The DFH Alumni Association can take pride in the fact that Troy is not only a 1989 grad but a **history major** who continued his love of the subject with a recent vacation tour and bike ride of the Normandy Beaches of World War II. The Coach is joining our association and we are looking forward to his participation. [LAW]



From the Desk of the Distinguished Visiting Professor Joseph T. Glatthaar

I came to the United States Air Force Academy as the Distinguished Visiting Professor at the urging of former graduate students of mine, in and out of uniform, who are on the faculty here. After eleven months at USAFA, I can state unequivocally that the History Department is outstanding. The department's military leadership has assembled a talented group of officers, retired military personnel, and civilians to create a climate of intellectual excellence and teamwork that has resounded to the benefit of the cadets and the Air and Space Force.

Over the last half a dozen years the department has broadened its areas of study and selected excellent military personnel and civilians as teachers and scholars to build on a superb core of more senior historians. With the officers and senior civilians setting the tone, the department has established an open, cooperative, and intellectually vibrant culture that fosters discussions of issues and ideas and promotes learning. Faculty care about the mission, scholarship, and one another. Whether it is the open yet respectful exchange of ideas in department meetings or the exciting discussions over brownbag lunches in the break room, the faculty members are absolutely delightful colleagues who care deeply about the cadets and this institution. The atmosphere in the department is wonderful.

Although the dominant classroom focus is on military history, as it should be, the department offers courses that span the globe and time, ranging from ancient history in Africa, Asia, Europe, and the

Americas to contemporary hotspots around the world. As a result, the department is not only using history to train outstanding leaders, but it is also exposing these young leaders to societies and cultures in ways that may prove valuable over the course of their military careers.

Despite its achievements, the department must confront important problems to continue fulfilling its mission at USAFA, and here its alumni can play a valuable role. With the introduction of tenure at the Academy, faculty will need access to funds to assist in research. Historians must go where the source material resides, and in virtually every instance this means extended travel to locations in the United States and abroad. According to the dean, Brigadier General Linell Letendre, the department is establishing practices and standards for tenure and promotion that are serving as a model for the institution. Department leadership has juggled duty schedules during the summer to provide time for faculty to conduct research. The problem, however, is funding. The Academy has not made it easy for faculty to compete for the limited number of external grants and fellowships that exist for historians. To maintain and improve these excellent faculty members and enable them to conduct the necessary research that promotes both scholarship and teaching, the department is going to have to seek help from its loyal alumni.

The same is true of travel for students. This academic year my colleague who spe-



cializes in the history of the Vietnam War and Southeast Asia sought funding to take cadets to Vietnam. He has lived there for two years, travelled extensively in the region, speaks the language, and as a military historian is very well suited to teach the course and lead a cadet contingent there. Ideally, he would like to take cadets there during the summer, when the cadets and he have time to explore Vietnam more fully. Unfortunately, there was no funding available, and cadets lost out on an exceptional educational experience. The response is that maybe they can go next year, but that is not necessarily true. Some graduates, and others have commitments the next year that will not allow them to go to Vietnam. Regrettably, this colleague is just one of a number of faculty members who would like to take cadets on historically beneficial trips abroad but are checked by limited funds. If USAFA hopes to prepare its cadets for the global focus of today's Air and Space Force, it needs resources to finance these kinds of educational excursions.

Finally, let me offer a few words about this generation of cadets. They are wonderful. In the fall term I taught freshmen in the required military history course entitled "History of Modern Warfare," and this term I am teaching almost all juniors and seniors in two different courses, "Great Commanders" and "The American Way of War." The cadets are an intelligent, articulate, and dedicated group of young people who are eager to serve in the United States Air and Space Force.

They are passionate about becoming the best leaders they possibly can be, and every day they make me proud. I assure you, this country's future is in very good hands with this generation of cadets and young officers.

I have found my eleven months at USAFA to be one of the most delightful and edifying experiences of my life. Even though I was trained as a military historian and have taught my own military history courses for forty years now, I have learned so much about airpower history and military history in general from my colleagues and cadets, which I shall impart to my own students.

Joseph T. Glatthaar

Stephenson Distinguished Professor

University of North Carolina at Chapel Hill



Carson Tavenner on DFH and a new Global Studies (Class of 1991; DFH 2000-03)



Falcon Footnote: What was your path to teaching in DFH? What did you do afterwards until your retirement?

Tavenner: In hindsight, my path started when I was the president of the cadet History Club from 1989-1991, my second- and first-class years. We greatly increased the frequency of movie nights, often with a guest speaker, to attract cadets to a fun evening activity.

I believe Carl Reddel saw in this the ability to teach well, despite the fact that I was not a straight-A history major. In fact, my overall GPA was higher than my major's GPA! Ha ha.

After graduation in 1991 I ended up in Panama in the age before email and cell phones. When I finally one day called the History department to see if there was a chance I could come teach, I'll never forget the personnel officer exclaiming "Where have you been?! We've been looking for you!" That was an auspicious start to it all.

After my DFH stint, I entered the world of Asia-Pacific national intelligence, helping develop plans and capabilities for maintaining peace in the Pacific. I was a squadron DO and CC at Yokota and a missile defense advisor, and I worked at DIA.

FF: You are both a USAFA grad and a DFH faculty alum. When you were a cadet, which instructors were most memorable? And as a faculty member, who helped you the most?

Tavenner: In order as they come to me: Clodfelter, Chavez, Conversino, Daubach, Shattuck, Shackleton...and so many others whose faces are imprinted deeply on my mind but not the last name. So many fun and interesting relationships were formed, particularly through the work of the History Club. As a faculty member, Hector Chavez had the greatest influence on me because his teaching in History 101, World History, moved me from being an aero major to the history major. Clodfelter had the greatest overall impact on me as he mentored me through so many aspects of learning both history and life, yet I was not often his student in the classroom. The faculty member who helped me the most was Carl Reddel. He often had the means to make me suffer, yet he did not, and in the end he transformed my career by pursuing me to teach -- which I am still doing to this day.

FF: Since you retired and settled in the state of Washington, you've been focused on education, international exchanges, and global citizenship. You travelled to China many times. Tell us more.

Tavenner: I feel strongly that individual global citizens must come to terms with the amazing opportunity which exists at this time in world history to form bonds between civilizations. Ties are difficult to form into trusting relationships at the national level. I've found through my work with the Washington State Sichuan Province Friendship Association, being the China Director of the Association for Christian Conferences, Teaching, and Service (ACCTS), and the programs of my non-profit The Tai Initia-

tive, that people on both sides of the Pacific desire to learn more about one another through information beyond the national-level news reports. And this information is helpful to forming more trusting bonds.

The key is the subnational level of relationship found in organizations which can outlast an individual's lifetime yet do not bring along all the "defense baggage" of national military and economic fears. Fear grips the world, and hate cannot drive out hate. Only love can do that. Individual people can love, not nations. Global citizens must come to grips with this, and that's why I'm still teaching a variety of topics connected to this effort, from leadership to global studies and more.

FF: You are writing a global studies textbook. In DFH, we know area history and world history. What concepts are you developing?

Tavenner: I've developed a "tool bag" of perspectives, relationship levels, and catalysts. The first set of tools is the perspectives, of which I present six. The first and most important is the historical lens. I also show them the importance of viewing the world through financial, conflict, institutional, multi-cultural, and geo-physical perspectives.

History is a vital "lens" through which to view everything. I teach that world history is not just the sum of all national and regional histories. Too many times, I think, "world history" in schools is the history of Western Civilization, to which is then added the story of how other civilizations came to be known and involved with it.

I want to show students there is a story to all humanity, and we must really see that story to understand the 21st century. So, I include in the textbook a family timeline project to guide the student to gather their own

family historical data, place it alongside global historical developments, and look for interactions. This process helps the student to think critically in answering the question "who am I, and what is my identity?" And I thrill to see the wide variety of migration stories from across a century as I grade the assignments!

When I taught the core course in World History in DFH, one of my end-of-semester extra credit projects for cadets was to create a course syllabus that might be taught in China at their National Defense Academy. If you have a completely different perspective on the world, doesn't that inform what you think "world history" is? Years later, I'm applying the practice in my global studies textbook and realizing just what an immensely difficult thing it is, to truly possess two totally different perspectives on the same thing. Though we are bound to view history through our own perspective, global citizens understand there is a history of humanity, and they can view current global issues from that encompassing perspective. But they can also see global issues from the other perspectives, too.

The other two key concepts I'm developing are the four-fold levels of relationship (civilizational, national, subnational, and individual) and the work of three catalysts -- revolution (information, genetic, and green), digitization, and globalization. All of these are transforming the political, economic, and social characteristics of global life, just as the Enlightenment, industrialization, and four revolutions (scientific, American, French, and industrial), transformed the West in the 18th century, which then went on to transform the globe.

The entire world saw the transformative effects of those previ-

(Continued from page 7)

ous catalysts for the past few centuries. In the 21st century we must appreciate just how disruptive the same process – but with different catalysts this time – is transforming not just a region (the West) but the entire globe at the same time.

These ideas are tools for my students to use over the course of their lifetimes, regardless of their trade or career, to navigate the difficult moral, financial and physical challenges they will face.

FF: This is a very tall order!

And in one course!

Tavener: Several students have told me the course has helped them become more aware of themselves. I think we can all improve in our global citizenship with these tools. It is up to everyone to

assess their place in this world, think about whether that “place” is where they ought to be, and make decisions to move themselves and others into a sustainable future. It starts with learning from history, right? [DMB]

DFH Reunion Update: Carson Tavener

Excitement builds among the reunion planning committee and DFH Alumni Association leadership as we marvel at the list of respondents to the late winter survey. Over one hundred are expected to attend! The next step is the opening of the Cvent registration and Marriott reservations, which will be happening in conjunction. Check for a link at the bottom of this article.

The schedule of events has coalesced into a reliable pattern, with many details of course yet to be decided but here is the full (albeit rough) outline of the days;

- **Wednesday, September 6:** Arrival, heavy hors d'oeuvres at the Marriott, followed by optional small group gatherings at watering holes old and new.
- **Thursday, September 7:** Morning begins at the new Air Warfighter Memorial (Diamond Lil, Robin Olds, and the Jolly Green) and wraps up with a memorial ceremony for our fallen at the SE Asia pavilion. Lunch at nearby Doolittle Hall includes an opportunity to showcase your authorship (contact tavener@hotmail.com). The Afternoon Tasking Order (ATO) is “centralized command, decentralized execution” with a host of pre-arranged yet flexible activity options ranging from restful to active. Evening RTB for refueling with a buffet dinner at the Marriott hotel.
- **Friday, September 8:** Morning begins by entering the pattern at Arnold Hall, from which we jet across the Terrazzo to Fairchild Hall, descending on our welcoming plenary session. After the initial salvo, you’ll engage your choice of reunion options including panel presentations, visits to history classrooms, “patrolling” the halls of Fairchild (ROE excludes dorm visits), the library, the Center for Character and Leadership Development and of course the DFH offices. If you miss a lot during the morning, the orbital pattern repeats in the afternoon. Intersecting the day is our review of the noon meal formation followed by eating at cadet tables in Mitchell Hall (with other options for those not inclined to joining the Wing). After a busy day on the hill, dinner at the Falcon Club with our very special guest speaker, General (Ret.) Ron Fogleman, addressing us along with the Cadet History Club to consider the outcome of the past two days’ missions accomplished! From there, the stars await.
- **Saturday, September 9:** The reunion officially comes to a close, but with the mighty Falcons preparing to meet their honorable opposition on the fields of friendly strife (in Denver), no doubt there will be opportunities for us to cheer them on in unison that day, whether on screen or in the stadium! Stay tuned, friends.

Our reunion will set the stage for a host of ongoing and growing activities of the DFH Alumni Association, so if reading this makes you sad about missing it, don’t fret! More possibilities, and more reunions, will surely follow close on the heels of this “take-off” event.



Robin Olds Air Warfighters Mem

REGISTRATION AND HOTEL RESERVATIONS
NOW OPEN!!!

Go [here](#) to register with Cvent

Go [here](#) to make hotel reservations at the
Marriott



Cadet Area at the SE Asia Memorial



Alumni Spotlight: Bill Williams (DFH 1985-87; 1990-95)

Bill Williams served as Chief of the Center for Cryptologic History (CCH) at the National Security Agency from 2002 to 2016. He was an Air Force officer for 30 years, serving initially as a radar weapons controller and then as an intelligence analyst. He also had two assignments to the Air Force Academy, where he became a Senior Associate Professor and the History Department's Deputy Head (and Acting Head for one semester). He earned his history Ph.D. through an Academy sponsored program at the University of Washington (Seattle). He retired from the Air Force as a Colonel in 2005, and he continued to serve at CCH as a civilian until his retirement from government service in 2022.



FALCON FOOTNOTE: Tell us more about your career after your AF retirement. You went into federal history programs.

WILLIAMS: I was given the opportunity to spend the rest of my military career at the Air Force Academy, but I decided to return to the line of the Air Force as an intelligence officer, which I had found to be a challenging and rewarding career. In 2002, when I became available for my final Air Force assignment, I only had two-and-a-half years left before retirement. I never

thought I'd go back into a history program, but I did. At that time, I was on a billet owned by the National Security Agency (NSA), whose headquarters is at Fort Meade, Maryland. The then-director of NSA, Gen. Michael Hayden, saw my resume. He had a master's degree in history and thought that I, with my experience in the Intelligence Community and my Ph.D. in history, might be able to raise the visibility of NSA's history program. I accepted the position of Chief of the Center for Cryptologic History (CCH) without any hesitation.

FF: In our last conversation, you mentioned that as you began your work at the National Cryptological Agency, you visited with the heads of other federal history programs. What were the key takeaways?

WILLIAMS: Shortly after I arrived at Fort Meade, I met with the Commandant of NSA's National Cryptologic School. His organization owned CCH. The first advice he gave me was to link up with the Society for History in the Federal Government (SHFG). I'd never run a federal history program before, so I knew I needed to talk to folks who were already running such programs and grab any good ideas they might have. SHFG turned out to be a good place to start.

Thanks to the Society, I got access to the entire federal history program in the D.C. area, and began visiting my new colleagues. Two of these visits were especially valuable.

One was at the Central Intelligence Agency's history office, where I saw a sign on the wall quoting a 1952 statement by Sherman Kent,

a history professor at Yale University who left academia to play a key role in the development of the CIA. "In my view," Kent's quote began, "the only reason for reconstructing the history of a government agency is to further the operational efficiency of that agency. This cannot be history for history's sake. It must be history for the improvement of today's and tomorrow's operations." I found this to be a bold statement, but wasn't sure what it meant.

I asked the head of the CIA's history program to provide me an example of how CIA historians supported the Agency's current and future operations. He showed me something his historians had recently been tasked to do. Unfortunately, I can't go into detail since this story has not been released to the public. But I can tell you that CIA was preparing to conduct operations in coordination with other federal government organizations. The CIA Director, to prepare for this effort, asked the history office to provide him information on how CIA had cooperated with these organizations in similar situations in the past. He wanted to know what had been successful and what had not, and why. The due date was short, just a week or two.

When I saw the point paper, I was impressed by how useful its information could be to the Director as he prepared to meet with the other government organizations. This was what Kent meant by "history for the improvement of today's and tomorrow's operations."

Another visit that was very helpful was to the Army's Center of Military History (CMH). When I met the Chief of CMH's Histories Division, he told me it didn't matter how good the histories being produced by CMH were if no one was reading them. To have a successful history program, he said, it was necessary to create a "culture of history."

I knew this would be a challenge. The workforce at NSA comes largely from STEM backgrounds.

These types of professionals do not normally have a natural affinity for history. I remember thinking: How am I going to create a "culture of history" at NSA?

As I pondered this, NSA's internal communications team decided to create a home page that would automatically appear whenever NSA employees logged onto "NSA Net," the Agency's classified computer network. The communications folks needed content for this website each day. Fortunately for CCH, they had trouble finding organizations that would commit to even weekly inputs. Somewhat desperate, they called CCH to see if we could help. I promised them a history input every single workday.

NSA employees couldn't miss seeing our "History Today" feature when they logged onto their classified computers because some days there would only be two items on NSA Net's home page, and one would always be "History Today." We tried to make each day's feature as interesting a story as possible. Thanks to these short, entertaining and illustrated stories CCH was able to let the workforce know that we existed, and employees who previously didn't have any interest in history found themselves reading a brief dose of cryptologic history first thing every day. "History Today" quickly became the most popular feature on "NSA Net," and soon had over a million hits annually.

FF: What kinds of products or reports did your office produce? Quarterly or annual chronologies? Reviews of key achievements of the Agency in the past? Reports on the historical background

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needed to think about current problems? Others?

WILLIAMS: CCH's mission statement addresses your question. It has two parts: first to provide objective and meaningful historical support to NSA's leadership and workforce to enhance decision-making, cryptologic knowledge, and esprit de corps; and second to advance an understanding of cryptologic history for the U.S. Intelligence Community, the Department of Defense, other government agencies, academia, and the general public.

This mission statement is designed to identify the types of things we do to provide NSA with history that can be used, as Sherman Kent put it, "for the improvement of today's and tomorrow's operations." We called this "applied history."

We didn't do quarterly or annual chronologies, but we did publish classified and unclassified books and brochures about NSA's programs and activities. We were not "court historians" who only documented good news stories – with the support of NSA's leadership, we documented the good, the bad and the ugly parts of the Agency's history.

FF: Tell us about some of the ways you promoted more knowledge of history among your Agency's people.

WILLIAMS: Our mission statement emphasizes the commitment we have "to enhance decision-making" at NSA. We did this through our written products (e.g., a classified study of the intelligence mistakes NSA made related to the Gulf of Tonkin incident, which has now been declassified), a popular staff ride to the Antietam battlefield (which demonstrates the similarity of intelligence mistakes that General McClellan made at Antietam and the United States made over 150 years later in Iraq), and presentations (e.g., a history talk to new hires that shows how a recent, and still classified, NSA achievement literally changed the histo-

ry of the world – just as cryptologic achievements during World War II, such as the breaking of German ciphers and Japanese codes, changed the history of that war).

We believe the stories of NSA's successes and mistakes can help NSA leaders and employees make better informed decisions – and, importantly, the stories of our successes can also have a dramatic impact on the morale of the workforce and help create a positive esprit de corps.

I should mention that our mission statement also includes promoting "an understanding of cryptologic history for the United States Intelligence Community, the Department of Defense, other government agencies, academia, and the general public." This refers to our outreach responsibilities, which are also an important part of our applied history efforts. The better American citizens, and elected officials, understand what NSA has done in the past to support our nation's security, the better they can judge the Agency's value and requirements today. [DMB]



How USAFA Got Its World War II

Enigma Machine

Bill Williams

During World War II Germany used the Enigma machine to encrypt some of its most sensitive strategic and tactical communications. The illustration above shows how the machine works. The operator is pushing the letter "B" (hidden by his finger) and randomly the machine selected the letter "H" to be lighted. If, for example, the word being transmitted was "Bay" the operator would next tap the letter "A" (and



randomly the machine selects the letter "X" to be lighted) and then the letter "Y" (and randomly the machine selects the letter "F" to be lighted). When the message is sent by radio to another location with an Enigma machine, the letters "HXF" appear in the appropriate place for the word "Bay." The operator at the receiving station would ensure his Enigma machine had the same settings as the machine at the transmitting location. Then, when he got to the part of the message where he typed "HXF" into his keyboard, the letters "BAY" would show up in the lights.

More details on how the Enigma machine worked can

be found in the short, and easily readable, NSA history brochure available online at https://www.nsa.gov/portals/75/documents/about/cryptologic-heritage/historical-figures-publications/publications/wwii/CryptoMathEnigma_Miller.pdf

As the author notes, "the theoretical number of possible Enigma configurations" that determined what light would turn on when a letter on the keyboard was pressed were "approximately 3×10^{14} " – which is multiple times the number of "atoms in the entire observable universe."

This astounding type of security led the Germans to believe the Enigma machine could never be broken, which was good news for the Allies – who took advantage of German security mistakes and brilliant achievements by Polish and British (and later American) mathematicians to break the Enigma cyphers. This amazing story can be found in another easily readable NSA publication at <https://media.defense.gov/2022/Sep/29/2003087366/-1/-1/0/SOLVING%20THE%20ENIGMA%20-%20HISTORY%20OF%20THE%20CRYPTANALYTIC%20BOMBE.PDF>

The ability of the Allies to read Germany's highly classified communications played a key role in the defeat of Hitler's military forces. Some historians estimate this intelligence achievement shortened the war in Europe by as much as two years.

NSA's National Cryptologic Museum (which is open to the general public) has a number of Enigma machines, two of which are fully operational and can be typed on by visitors to the Muse-

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um. While working as the Chief of NSA's history office, the Center for Cryptologic History (CCH), I discovered that the Museum had loaned Enigma machines for long-term displays at West Point and Annapolis, but not at the Air Force Academy. I contacted the Museum's Curator to see if there might be an Enigma machine that could be provided to USAFA, and fortunately he had an extra spare.

I asked the Curator if this Enigma could be upgraded to a fully operational machine, like those on display at the Museum. He didn't see a problem with that as long as I could find the money needed for the upgrade.

Fortunately, the non-profit National Cryptologic Museum Foundation agreed to provide the necessary funding.

The upgrade could not be done for several months, but I needed to go to USAFA to finalize arrangements for an Air Force cadet to come to CCH for a summer internship, a program we were reestablishing after many years without Service Academy cadets and midshipmen. I decided to take the Enigma with me, and we plugged some batteries into the machine – which had not been operational for over six decades – to see if it still worked. In a tribute to German engineering, the machine came alive and was about 75% operational (some of the light bulbs no longer lit up, and a few of the wire connections failed).

On 24 April 2011, I took the Enigma to the airport with a letter from the Museum authorizing me to take the machine to Colorado Springs. I couldn't leave this valuable historical exhibit out of my sight, so I had to take it on board the aircraft. As I got in the security line, I prepared for what I knew would be an interesting

experience.

The inspectors called me aside and asked me what I had. I showed them the letter and volunteered to open the Enigma so they could see what it was. They said that they would have to open it, but they couldn't figure out how to do that. I told them it was upside down and explained how it opened. When they saw it, they were fascinated and asked for a short history lesson about its role in World War II. I then went to the boarding gate and my flight to Colorado Springs went without a hitch.

It was the Computer Science Department – which had shown great interest in the Enigma and coordinated the Academy's acceptance of this long-term loan – that took ownership of the machine. I discovered, thankfully, that the Computer Science folks were located right next to the History Department. I demonstrated the Enigma in several history classes, and the cadets were intrigued when they were able to operate the partially working machine.

To make a long story short, the USAFA Enigma was upgraded to full operational status several months later and has been available, ever since, for display, demonstrations, and faculty/cadet operation. Meanwhile, the fact that the Air Force Enigma was fully operational led to efforts at the Naval Academy and the Military Academy to operationalize their Enigmas – which makes the machine come alive instead of just being another display

*Note from the editors: In 1988, when George Stamper was a firstie, he wrote an article that was published in the **Polaris** (page 86). As a history major, he described how it gave him "a solid foundation." We asked George to write an update to this article and how being a history major served him during his career and what he thinks 35 years later*

A Solid Foundation

Interesting, practical and enjoyable major

Life's a bowl of cherries ... and I got History. Of all the good, enjoyable, interesting and useful majors to choose from out there, I chose history. Everyone knows that the History Department uses more red ink than the English Department and twenty percent of the grade goes toward mechanics. Capt Clodfelter is especially good with the ol' pen stroke.

History, I have found, actually is interesting, practical and enjoyable. I know more about our American heritage, have a better perspective on world-wide developments and issues and have gotten some insights on events that I probably would not have otherwise known. The purpose of this institution is to produce second lieutenants who are knowledgeable, responsible officers who can think on their feet and make rational decisions. I think that a major in history fulfills that goal. History is not just a series of events, happenings and facts. It is the analysis of these events that matter. The thought process, judgement, ob-

jectivity, and insights into the human experience are what a historian derives from history. This has utility in any career field.

The choices in the department are numerous. The four main tracks of specialization are Modern, Military and American History, and Area Studies. I'm a Soviet Area Studies major, but there is also Western European, Latin American, Middle Eastern, Sub-Saharan African and East Asian History. The intelligence, attache, or diplomatic opportunities arising from these areas are obvious. They also offer a variety of special upper division courses each semester, open to all students.

Yes, of all of life's cherries, I picked History. And I'm glad. I've learned a lot and think I'll be a better officer because of it. My masters degree will likely concentrate on the Soviet Union and I firmly believe that my historical studies has given me a solid foundation upon which I can build. /CIC George L. Stamper Jr.

In Retrospect by George Stamper, '88

What a surprise to see this article again! I had forgotten. It is not really a surprise, though, our History Department has dutifully preserved it and Larry effortlessly retrieved it when I registered with the Alumni Association. Cadet Stamper had it about right. But grey beard Stamper thinks the young cadet undersold history a bit, probably being humble. History, I would say now, is the bowl of cherries, especially American history—our story, our life, is a bowl of cherries. We need to know it, understand it, and share it more, with ourselves and with the world. All of it, the good, the bad and the ugly, and especially the exceptional. We must study and teach for the reasons Cadet Stamper identified thirty-five years ago. Yes, history is a solid foundation, but it must be more, for our cadets, officers, and our citizenry. I learned about the enemy (Soviet Area Studies) as a cadet and later focused on my profession (Airpower) as an officer, pilot, and instructor. But I took for granted American history and our Constitution. We swore an oath to protect and defend something we only superficially studied and understood. We mastered technical skills and enemy tactics and focused on leadership and management, for good reason. But I think we left out—or assumed we knew—why, for what, for whom. I think now we recognize our collective lack of knowledge of our own history. I expect when I do my next retrospective, I'll be able to say we avoided the pits and our bowl is even bigger.





Air Force Historical Foundation

Become A Member: [afhistory.org/](https://www.afhistory.org/)

AFHF Website: [afhistory.org/](https://www.afhistory.org/)

The Journal of the AFHF:
<https://www.afhistory.org/journal-of-the-air-force-historical-foundation/>

Annual Membership Meeting

When: 1 June 2023; 1000-1130

Where: Army/Navy Club, Arlington, VA

All members are invited to attend. Later that day, the Foundation will present its major unit achievement award (The Doolittle Trophy) to the 480th ISR Wing. We will present the lifetime achievement award (The Spaatz Award) to General "Speedy" Martin at the Banquet that evening. To attend the banquet, see the link below:

EVENTS: [Air Force Historical Foundation \(afhistory.org\)](https://www.afhistory.org/)

Annual AFHF Symposium

(Save the Date)

When: 15-19 September 2023

Where: Denver, CO

The event will include panels delivered by AFHF Vietnam veterans and a collection of Air and Space Museums from across the country. The culmination of the symposium will take place at the Wings Over the Rockies Air and Space Museum on 18 September. One of our own alumni, Phil Meilinger, will receive the prestigious I.B. Holley Award for lifetime achievement in documenting and teaching USAF history. Registration for this event will begin later this summer but save the date! This event is the weekend following the DFH reunion.

Check These Out

ARCHIVE PROJECT WITH AU LIBRARY

The project will catalog images from USAF history and make them available to all through the AU Library website. The link for the first experiment is here (The Jarman Collection), a series of images from Andrews AFB in the early 1970s. Go [here](#) to view the collection.

WAR STORIES

A new evening program kicked off on 16 March. The program is moderated by Edward R. Murrow Award winning broadcaster, Matt Jolley. Our first honored guest was Col. Chuck DeBellevue, USAF leading Vietnam ace. WAR STORIES will continue on opposite months of the AFHF Book Club. Go [here](#) to read about upcoming guests and to register.

BOOK CLUB

The April Book Club event featured another alumni, Mark Clodfelter. He discussed his work, *The Limits of Airpower*, with host Pepe Soto and General Mike Holmes. Register at the link below. For information on upcoming reads and to review past selections and notes go [here](#).

Did You Know????

You can pick up autographed editions of member books in the "Book in the Box" donor program.

Included on our research website are links to a variety of book lists, including books by DFH Alumni. Go [here](#) to browse the impressive compilation of work by members and DFHer's as well.



In Memoriam-Scott M. Smith (Class of 1975, DFH 1984-88)

Scott Michael Smith, passed away peacefully on September 16, 2022 following a courageous battle with cancer at his home in Dumfries, Virginia. He was a 1975 graduate of the United States Air Force Academy, and an alum of DFH where he taught from 1984 to 1988. He also earned a Master of Arts in French & Soviet History from the University of Washington.

Scott retired from the Air Force in 1996 after 25 years of service. During this period, he was a C130 pilot, an instructor at the Air Force Academy and the Executive Officer to the Secretary of the Air Force Administrative Assistant. He flew missions during Operations Desert Storm and Desert Shield. He then worked for Delta Airlines as a pilot for 20 years, retiring in 2018.

Scott was an active church leader and member. He volunteered as a Boy Scout leader, earning the Silver Beaver service award. Scott participated in the Air Force Academy Drum & Bugle Corp as a cadet and had recently helped to organize and participate in their 50th anniversary celebration.

An avid traveler, Scott explored fifty-nine countries throughout his professional and personal life. He loved scuba diving with Janet and was a certified scuba instructor. He completed numerous woodworking projects in his shop. Scott brewed beer for many years and always had a home-brew on tap to share with family and friends, especially when cheering for his favorite team, the Pittsburgh Steelers.

He is survived by his wife of 47 years, Janet (Lopez) Smith; children, Jennifer McGuire (Bryan), Scott Michael Smith II; grandchildren, Ruth McGuire and John David McGuire; mother, Norma Smith; brother, George (Skip) Smith; and sisters, Elizabeth Burleson (Polk), Tracy Balen (Alan) and Camille Gilbert (Adam). (Obituary from *The Weirton Daily Times*, Steubenville, OH)

Rest In Peace Scott. We will miss you!

Department of History
United States Air Force Academy



HQ USAFA/DFH
2354 Fairchild Drive,
Suite 6F-101
United States Air Force
Academy, CO 80840
Phone: (719) 333-3230
DSN: 333-3230

Email:

First.Last@afacademy.af.edu

USAFA DFH Alumni
Association
c/o Larry Weaver
10551 James Wren Way
Fairfax, VA 22030
Phone: (Larry's cell) 703-
969-1343

Email:

laweaverphd@gmail.com



We Are On The Web

Alumni:

<https://usafadfh alumniassociation.com/>

Or

USAFA History Department

<https://www.usafa.edu/academic/history/>

Join the LinkedIn Group



There's a LinkedIn group for "USAF Academy Department of History Alumni" including current and former faculty and cadets who majored in or studied history.

Here's the link:

<https://www.linkedin.com/groups/4576731/>

The Falcon Footnote Crew

Permanent Professor

Colonel Meg Martin

History Department Head

Colonel Matt Dietz

Editors:

Don Bishop

Mark Clodfelter

Dik Daso

Brenda Roth

Larry Skogen

Larry Weaver

Contributing Writers:

Mostly Don



Chapel Cocoon

Alumni Association Logo

Over the last several months we have been working on designing a logo. We created something that defines who we are and our connection to the Academy. We worked with the AOG and with the help of Karina Ross, Senior Director of Alumni Engagement, the logo is as you see it. She took our rough sketch and turned it into a great logo. We started out thinking the USAFA Falcon would be our centerpiece but we decided it was used a lot by others and we wanted something different. We decided to use the "Eagle and the

Fledglings" statue that stands between Mitchell Hall chow hall and the Air Gardens. It is iconic and is a perfect choice. Many thanks to Dik Daso (DFH 1992-93) for suggesting it and to the team for their inputs. It helped to have a collaboration to make our logo come to life. The hardest part of creating the logo was deciding on a motto that would be part of it. We came up with several but decided that "From Past to Future" defined what we represent. Many of us taught in the past and by doing so, we helped create the future. Our students went on to do amazing things and some are

still on active duty in leadership positions of all kinds. Now we are mentors and hope to continue our contributions as DFH Alumni through the Association.

A little about the statue. It was presented to the Academy in 1958 by Air Training Command. It was created by Curt Mose and the inscription, "Man's flight through life is sustained by the power of his knowledge" was penned by Austin "Dusty" Miller (<https://www.loc.gov/resource/highsm.48622/?r=-0.407,0.03,1.679,0.75,0>).

We hope the logo becomes recognized in our print material such as the *Falcon Footnote*. You will see it there and in other places as appropriate.

