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MIDDLE COLLEGE AT EKU,  
ALLIED EXPEDITIONARY FORCEMCEKU (33) 77

9 September, 2012

SUBJECT: Operation 'APPLICATION'

TO : The Albert H. Small Institute, NORMANDY, FRANCE,  
Ms. Stephanie L. Smith, History and English Teacher, Middle  
College at Eastern Kentucky University.PREVIOUS DIRECTIVES

1. The inspiration for the structure, language\*, and font of this application came from the authentic WWII era operation order for operation 'OVERLORD'. (See endnote<sup>1</sup>)

OBJECT

2. The object of Operation 'APPLICATION' is to convey my eagerness to be accepted into the Albert H. Small's Summer Institute, NORMANDY: Sacrifice For Freedom program.

3. This operation will be carried out in four phases:--

Phase I - Acceptance into this program would be the chance of a lifetime, as I could partake in activities I would never have the chance to experience, otherwise. An opportunity to visit the American Cemetery in NORMANDY would be incredibly meaningful to me. The troops who fought in the Invasion of NORMANDY gave up so much; thousands gave their lives. These soldiers had to go through one of the cruelest battles of WWII, and I would feel humbled and honored to have the opportunity to pay my respects to the amazing individuals whose sacrifice helped give me the freedom I have today.

Phase II - Traveling to WASHINGTON, D.C. would be a supreme\* opportunity for someone like me, who has journeyed very little outside of KENTUCKY. WASHINGTON is a place of relevance to me, given that it is the source of government and history in the U.S., both of which are of great interest to me. As an avid photographer, who documents the world around me through pictures, seeing the DISTRICT OF COLUMBIA's collection of artifacts and photographs that signifies who we are as a nation would be very inspirational.

Phase III - Participation in your program would reinforce the type of learning I experience at Middle College at EKU, the school into which I was recently initiated\*. Middle College is an establishment\* in which students go to high school on a four-year college campus, take college classes, and secure\* college credit for those classes. Participation in your institute would give me an advantage in my academic interests and pursuits; I can apply many concepts that I would learn from experiences during your summer institute to

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my life and to my education. For instance, the aspects I would learn in WASHINGTON D.C., such as government and history, I would be learning first-hand from the source, and could exercise that knowledge immediately in my history classes. The skills I could learn from the preparation in the spring, and from the work we would complete at the Albert H. Small Institute, I can apply in *all* of my classes.

Phase IV - My assets would be a great addition to your program, as would my brilliant teacher, Ms. Smith; we will bring great ideas and innovation to your institute. My teacher has a very determined methodology to her work, and can bring that determination with her; her work itself could be a major addition to your program, in that she is an authorized\* Holocaust educator, which was a major aspect of WWII. I have a taste for detail, flawlessness, and creativity, and I exhibit perseverance in the projects I undertake. A chance to study, in person, the three lodgements\* we would visit, could further augment my interest in historical research by exposing me to elements that I have not yet seen or experienced. My study of the French language would be of great use if I ever had the chance to employ it, and FRANCE, like WASHINGTON, is of major interest to me. Going to another country is a big responsibility, but one that I can handle. My experience in Middle College has given me a great deal more responsibility, and any of my teachers can attest to the fact that I have shown a strong sense of accountability. Middle College has also given me another tool that other students at your institute may not boast\*: the sociological imagination. This concept is the ability to capture\* the social world as the big picture, not as the individual; or, in a greater context, as designated\* by C. Wright Mills, "neither the life of an individual nor the *history* of a society can be understood without understanding both" (3). This is one of my favorite quotes, for it is wonderfully and intelligently written, and states that the problems an individual faces are caused, or rather, cannot be understood, without understanding the history of the society he or she is in. I could allocate\* the knowledge I have gained from my college level sociology class to the battalion\* of students and teachers at your institute. My attitude and determination towards my work have made all the difference in my educational career, and I hope that they will make all the difference in my acceptance into your institute.

By Command of Principle JOHN A. FIELDS:



Brad T. Shoopman  
Middle College Student at EKVU

<sup>i</sup> For the original operation order, please see the attachment with this document; or visit: [tinyurl.com/9jwbgnn](http://tinyurl.com/9jwbgnn)  
Mills, C. Wright. *The Sociological Imagination*. Oxford: Oxford University Press, 1959. Print.