

ANNUAL REPORT
OF THE
SUPERINTENDENT
UNITED STATES
MILITARY ACADEMY



1921

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Annual Report of the Superintendent of the United States Military Academy.



Headquarters United States Military Academy,
West Point, New York, June 30, 1921.

From: The Superintendent, U. S. M. A.
To: The Adjutant General of the Army.
Subject: Annual Report of the Superintendent, U. S.
Military Academy.

I

It was held in last year's report that if in the light of the late war's lessons West Point were to continue to fulfill its purpose, it had to face frankly certain new national demands upon its development. Since the immediate mission of the Academy, existing solely as a feeder for the Army, is to prepare the officer personnel for the next possible future war, it must deliver a product trained with a view to teaching, leading, and inspiring the modern citizen in the crisis to become an effective officer or soldier. It must construct a new West Point in the spirit of the old West Point.

It was pointed out that it is especially necessary to hold fast to the policies typified in the motto of the Academy, "DUTY, HONOR, COUNTRY," to insist upon "thoroughness", to implant as of old the gospel of cleanliness, not only of body but of mind and spirit, to introduce a new atmosphere of liberalization—in doing away with provincialism, in substituting subjective for objective discipline, in progressively increasing cadet responsibility that tends to develop initiative and force

of character rather than automatic performance of stereotyped functions—to broaden the curriculum so as to be abreast of the best modern thought on education, and to bring West Point into a newer and closer relationship with the Army at large.

Transforming such a purpose into a complete program is not the work of a single year, nor yet of a decade. In the first twelve months it was possible merely to establish the cardinal principles upon which to erect a substantial structure that would rise through the certainty of evolution rather than after the demoralization of revolution.

Accordingly, the Academic Board, as was shown in last year's report, made an exhaustive study of possible curricula; it chose from among all available and appropriate subjects and courses those, in its opinion, most suitable to the volume and necessities of four years' preparation for the Army; and it coordinated those studies by time and content.

Taking into account the exceptional section-room methods of instruction in vogue at the Academy, and the limited opportunity of the graduate to undertake post-graduate work in any particular subject, it made a recommendation that instructors should spend the first year of their West Point detail at civilian colleges and universities in order to specialize in the particular study in which they were going to instruct. In order to obtain closer relationship and contact with the general progress of instruction, it urged that each professor be ordered annually to visit not less than three institutions of higher education for the purpose of observation, study, and liaison. Realizing the tendency induced by the

location and nature of the Academy toward narrowing the cadet's intellectual interests, it recommended a greater number of general lectures by prominent men to be given to the entire Corps.

The report also set forth material efforts to improve the methods of discipline in the Corps itself. Tactical officers had been assigned offices in barracks for the purpose not only of making the majority of corrections of cadets face to face, instead of by formal correspondence, but also of standing ready as confidential advisers after the manner of company commanders in the service. Arrangements had been made to transfer the summer instruction of cadets from West Point to a large Army cantonment for the purpose of having the Corps come in contact with the life of the enlisted man, of obtaining more extended drill than is possible on this reservation, of gaining an insight into the administration of large bodies of troops, and of broadening the horizon of the cadets by a complete change of scene and environment. Athletics were planned to become a regular part of the drill schedule. A rating scale, designed upon the same basis as the marking system for studies, was adopted whereby each cadet was given a standing, based not only upon scholarship, but upon military bearing, neatness and soldierly appearance, leadership and personality, and efficiency at drills, military instruction, athletics, and extra-curriculum activities. This rating has been used to determine the appointment of cadet officers and non-commissioned officers.

Such, briefly, were the initial means of recasting the curriculum along the lines of a broad and advanced

treatment, and of reforming the system of discipline of the Corps in the light of present-day standards of efficiency.

If the policies conceived and the means undertaken for their consummation were to be open-minded in their determination, if West Point was to incorporate the best of the new without displacing the proven good of the old, it realized it should bring itself under the focus of the best criticism the country could offer. Accordingly, the report, after being approved by the Secretary of War, was distributed to officers of the Army and to prominent civilians, including a number of well-known educators, in the hope of receiving valuable constructive criticism.

The hope was not misplaced. The press, without exception, expressed enthusiastic approval of the aims set forth and the changes begun. Letters from officers evinced thorough accord or displayed keen interest, some containing suggestions which have since been put into effect. Ninety-one distinguished educators took the pains to study the report and to review it in detail. Forty-three of them gave unqualified praise to the policies determined upon and to the curriculum selected. Forty-eight accompanied their approval of the general purpose and methods of the course with constructive suggestions on particular subjects or phases of the work, thus giving the institution the benefit of their educational experience. Since from no source came an adverse criticism of the foundations laid, the responsible authorities feel convinced that their plans are set on correct lines.

II

The Academic Board in its studies took into account certain unique advantages of the Military Academy, such as: (1) the democracy of the Corps, (2) the universality of the student body, (3) the honor and integrity of the Corps family, and (4) the physical regime.

It has ever been a source of pride to those interested in West Point that the democracy of the Corps assured every individual cadet a standing won by his character and personality, irrespective of his social or financial position outside the walls of the institution. This democracy is maintained by the system at the Academy where every member of the student body throughout his four year course wears the same clothes, eats the same food, passes through the same course of study, rises and retires at the same hours, receives the same pay, and starts always without handicap in the same competition. Friends, even roommates, have remained throughout the four years ignorant of, indeed uninterested in, each other's social and financial status in the outside world. Thus certain problems peculiar to life in the ordinary college community do not confront West Point. Each man has free opportunity to win his own place in the estimation of his fellows.

Closely allied to the democracy of the Corps is its universality. Dean Pritchett in interpreting the English view of our higher education states that our "universities represent local not national conceptions in education, and have little relation to national purposes and problems. Their provincial character lies not only in the geographical limitations of their constituencies, but still more markedly in the personal form of allegi-

ance which they develop." For West Point our government overcomes sectional characteristics by allotting cadetships to each district of every State and of every Territory in the Union. The Academy thereby adds to its developed democracy such a beneficial complement as an evenly distributed national representation. Finally, it unifies this balanced constituency by placing the whole under direct federal control, and thus obviates any such complaint as has been made by one educator that, "There is no national educational administrative machinery and no national legislative authority over education in the several States."

In this century-old democracy of the cadet body, tradition has developed a group pride for the Honor of the Corps which is responsible for the maintenance of high standards of individual conduct. Under its inspiration each cadet not only models his own conduct along high standards, but is jealous of the actions of every other member insofar as those actions relate to the reputation or well-being of the whole. An unwritten code imposes an obligation on the part of each member of the corps to report voluntarily, even to the disregard of personal friendship, any deception or falsehood. The code, with its rigid high standards, has developed spontaneously from the experience of generations of cadets, so that the Corps painstakingly models its own life and conduct. It is not the result of a disciplinary system imposed from above, but of the better discipline emanating from within the student body itself. Without this pride in the Honor of the Corps, and its omnipresent influence upon every thought and act of the cadets, the

authorities could shape but crudely and ineffectively that character so necessary to the graduate.

It is obviously essential that peculiarly high standards of character shall be maintained by the officer personnel of the Army. In many businesses and professions the welfare of the individual is the chief object; in the military profession the safety and honor of the state are involved. In the emergencies of war, success or failure with all their effect upon the future of a country, may depend upon an officer's word and upon his un-deviating adherence to a principle or an ideal. It is in view of these unquestioned facts that the traditional standards of conduct have been developed and are fostered in the Corps of Cadets. The unique responsibility of his chosen profession is brought home to each man at the very threshold of his higher education, and its gravity soon affects his bearing and character. In its light he strives to prepare himself for his career of service.

Added to the character-training above outlined, the Military Academy has inaugurated what is believed to be one of the most complete physical regimes to be found in any institution in the world. In accordance with Dr. John Dewey's conception that for educational purposes there is an "impossibility of insuring general intelligence through a system which does not use the body to teach the mind and the mind to teach the body," the cadet is made to experience each day mutual response between the mental and physical sides of his nature. The lack of serious attention to this principle throughout our land causes Dr. Stanley to regret that

“those who realize how small a proportion of the young male population train or even engage in amateur sports with zest and regularity, how very few and picked men strive for records, and how immediate and amazing are the results of judicious training, can best understand how far below his possibilities as a motor-being the average modern man goes through life and how far short in this respect he falls from fulfilling the ends designed for him.” It was the recognition of this dearth of compulsory physical effort that caused the Commissioner of Education in 1917, after his investigation of the schools of the country to render this verdict: “The establishment of health and right living habits must be considered a most important and vital factor in any education that is to fit for life. Provision for such games, plays, drills, and other exercises as will develop physical strength, bodily control, and endurance, is essential to the schools of any nation that would maintain for all its citizens a high degree of preparedness for the duties both of peace and of war.”

The success of the scheme has exceeded all expectations. Out of a total average enrollment of not more than 950 during this first trial year of compulsory mass athletics, 641 cadets were individually coached until they were able to play in intra-mural match games of football and were marked in the meantime on their progress, 641 went through the same process in soccer, 550 in lacrosse, 337 in tennis, 263 in basketball, 240 in baseball, 100 in track and field, 25 in golf and 16 in polo.

It is planned that upon graduation every cadet will have had to pass through three semesters each of football, baseball, soccer, and lacrosse, two each of tennis,

basketball, track and field, and one of golf and polo. Although the schedule takes on the seriousness of other activities required at the Academy, it is relieved by inter-company competition or intra-mural contests. The above course does not include that of the new cadet who, during the summer period, receives individually a preparatory course in baseball, football, lacrosse, tennis, track and field; the participants in the various compulsory indoor activities such as swimming, boxing, wrestling, fencing, gymnastics, or riding, which in most cases alternate with study periods during the term; or volunteers for outdoor sports such as hockey.

III

Such are some of the assets upon which West Point can count in its departure toward a broadening and betterment of its curriculum. With this knowledge, and with the helpful suggestions from educators and officers outside the Academy, the Academic Board has proceeded during the past year to frame and operate its schedule still further along the lines of progress.

To coordinate with that body and to harmonize the labor of carrying the projected policies into effect, a complete revision of the regulations of the Academy was accomplished. Much unnecessary and cumbersome matter, the accumulation of past decades, was eliminated. New provisions were introduced with the object of broadening the life of cadets without lessening the rigor of his schedule. Among them are the opportunity to draw a money allowance for the purpose of permitting the cadet to exercise within a limited scope economy and responsibility as to the use of funds, permission to purchase at specified hours articles kept for

sale at the cadet exchange, and authority to receive packages as ordinary mail without inspection. In order to ease the abruptness of change between cadetship and an officer's commission, the privileges of 1st classmen are extended by permitting a six-hour leave at weekends, by extending the riding privileges to the east side of the Hudson River, by opening the First Classmen's Club to 1st classmen during release from quarters, and by establishing the class upon a status of junior officers in their social relations with the officers of the Post. The old sub-division inspector is transformed with new duties into a non-commissioned officer in charge of quarters so as to simulate the duties of that office in the service. Each class after the 4th class year is authorized to organize by electing a president, vice president, secretary, treasurer, class historian, class athletic representative, and such class committees as desirable. A departure book in each company orderly room takes the place of the great mass of routine permits for privileges of dining upon the Post.

Throughout the departments of instruction there has been decided advancement during the past year in methods of teaching, in coordination between departments, and in the content of individual courses. I shall outline briefly in order chronologically, as these departments appear in the schedule, some of the principal measures adopted.

In the Department of Tactics a systematic and progressive drill schedule has been effected which by means of the "job sheet method" strives to have the cadet at graduation conversant with the technique, tactics, and functions of each arm of the service. The handling of

all new cadets by officers has resulted not only in the elimination of undesirable features heretofore existing in the induction of 4th classmen into the Academy, but has appreciably enlarged the amount of knowledge and training inculcated. The experience of giving the summer training of the upper classes at a large Army cantonment has resulted signally in superior training and a greater breadth of outlook for the Corps. The Commanding General of Camp Dix after the summer's work voluntarily attested to the advantages, both to the cadets and to the troops, of the service of the Corps in an organized division.

In the Department of Mathematics an elaborate reconstruction is being undertaken designed to decrease materially the number of cadets turned back or discharged in the subject. It was found that many cadets with adequate mental equipment were unable to accomplish the introductory stages of the old course, due either to a poor foundation of previous instruction, or to a lack of understanding of correct methods of application. The new course is designed to correct this situation by inducting the cadet more gradually into the difficult reaches of the higher branches of Mathematics.

In the Department of Modern Languages there has been recognized, especially since the war, the necessity that an officer should have the command of a foreign language in his professional equipment. On finding that certain cadets reported at the Academy who had never studied any other language than their own, the department has endeavored to furnish sympathetic instruction by doing away with marking in certain instances. Thus such cadets could make fully known their difficulties,

to which an instructor would have opportunity to devote his entire attention. In addition, the department made use of the monographs of the Intelligence Branch of the War Department as a basis for formal lectures or informal talks which served to excite the interest of the cadet in the subject matter of a foreign tongue.

In the Department of English and History the added time under the new schedule gave the department, first, a chance to conduct a preparatory drill in the 4th class course in the essentials of English Grammar; second, to introduce a larger quantity and variety of English prose readings in order to give the cadets the basis for more practice in English Composition; and third, to organize on an extensive scale a course in public speaking and debating. The last mentioned course was graduated so as to enable the cadet to progress easily and naturally through the simplest oral delivery before his section to regular debates before a number of sections combined. The cadet undoubtedly obtained a degree of self-assurance and poise not heretofore made possible.

In the Department of Practical Military Engineering the course was re-arranged for the main purpose of conforming to the future needs of graduates who are to go into the line of the Army. Theory gave place to practical example and fundamentals were stressed to the exclusion of unnecessary details.

In the Department of Drawing the course has been redrawn so as to adjust itself to the reduced time and to embody the practical experience of the World War. The work gives a practical understanding of the preparation and use of mechanical, architectural, and topographical drawings, military maps and field sketches,

together with skill and facility in the handling of drafting equipment and in the employment of drafting-room methods.

In the Department of Philosophy a short course in slide rule eliminates much mechanical labor, the time for which can be suitably devoted to the more extensive study of physics. In instruction in precision of measurements and graphical methods, emphasis is placed upon the practical working principles and rules more than upon theory. In technical mechanics additional problems of an applicatory sort have been introduced in order to connect directly with the work of Ordnance and Gunnery. Aerodynamics is for the first time being introduced in this department. Coordination between the work of the departments of Mathematics, Chemistry and Electricity, Ordnance and Gunnery, and Civil and Military Engineering has been effected.

In the Department of Chemistry and Electricity eight lessons have been introduced covering the principles of internal combustion engines. In the electrical course an extension has been made in the theory and use of various field telephones and twenty periods have been devoted to practical instruction in radio work. Coordination between the work of this Department and that of the Departments of Philosophy and Practical Military Engineering has been effected.

In the Department of Military Hygiene the 4th class received informal talks on personal hygiene during the month of August. In addition, a series of eight lectures on general hygiene was given this class later. Other instruction, practical and theoretical, will be given the 1st class before its graduation.

In the Departments of Military Engineering, Military Art and History, Economics and Government and Political History, Law, and Ordnance and Gunnery, the absence of a 1st class made impossible any actual instruction this year. For next year these courses are either in process of preparation or have already been adopted.

From a personal inspection of all departments I have found a general effort on the part of the instructor to teach patiently the weak student rather than merely to hear recitations.

Inspiration has been given the Corps and the various classes by the following lectures which have been delivered here during the academic year:

LECTURER.	SUBJECT.
Prof. John H. Wigmore,	The Judiciary.
Prof. C. A. Clark,	Rebuilding Central Europe.
Prof. H. R. Seager,	Economics.
Prof. Wm. O. Stevens,	Sea Power, Land Power and the People.
Prof. A. G. Keller,	Sociology.
Prof. David Todd,	Astronomy.
Dr. John Johnson,	Industrial Research.
Dr. Wm. McPherson,	Large Scale Production of Muni- tions.
Dr. C. A. Richter,	Rockets, Flares and Smokes.
Dr. C. W. Gray,	Fuel, Motor and Lubricating Oils.
Dr. W. Lee Lewis,	Toxic Gases.
Maj. H. S. Martin, A. S.,	Aerodynamics.
Col. W. N. Hensley, A. S.,	Aviation Developments in Ger- many.
Maj. Oscar Westover, A. S.,	Lighter-than-Air-Craft.
Lt. C. C. Moseley, A. S.,	Airplanes.

The faculty has come in closer touch during this same period with civilian institutions. Nine of the pro-

fessors visited the following institutions and camps—Massachusetts Institute of Technology, Yale University, Harvard University, Columbia University, Johns Hopkins University, College of the City of New York, University of Pennsylvania, Western Reserve University, University of Michigan, University of Illinois, Cornell University, Syracuse University, Rochester University, Ohio State University, Camp Knox, Camp Benning, Fort Leavenworth, Fort Riley, University of Chicago, Northwestern University, University of Wisconsin, United States Naval Academy, University of Virginia, Camp Bragg, Camp A. A. Humphreys, Watertown Arsenal, Aberdeen Proving Ground, Virginia Polytechnique Institute, Georgia School of Technology, Alabama Polytechnique Institute, University of Georgia, and the University of Tennessee. By observation of the methods practiced in, and opportunities offered by, other technical schools and colleges the Academic Board was enabled to detect the more readily deficiencies in the Academy. Members of the Board are alert to correct these deficiencies and to maintain the methods of instruction and the educational opportunities on a level with the best in sister institutions.

IV

In my annual report of last year I made but one recommendation. This year my only recommendation is its reiteration. I stated at that time that—

“The Reorganization Bill of June 4th practically doubled the size of the officer personnel of the Regular Army, but failed utterly to provide any increase in the supply thereof. The Military Academy was left with the same authorized strength of 1334 cadets that it had

had previously. It cannot now supply more than one-third of our officers even in times of peace. In contrast with this condition I invite attention to the fact that the Brigade of Midshipmen has now an authorization of 3,136 members to supply a commissioned personnel of the Navy of approximately five thousand. I regard a commensurate increase in the Corps of Cadets as the most necessary and constructive feature of a sound military policy that confronts the Nation to-day. I have recommended elsewhere legislation designed to double the strength of the Corps of Cadets, the increase to be assimilated in four annual increments, the necessary construction to be undertaken in consonance therewith. In making this recommendation I wish to emphasize the comparatively small appropriations that have been made for construction at this Institution since its foundation in 1802. The total sum is something less than twenty million dollars. Many of our State institutions, relying entirely on taxation within their own States, have more than doubled this amount during a much shorter life. I am informed that the yearly budget of many is more than twice that of the Military Academy. When I draw attention to the fact that the University of Chicago has from one beneficiary received more than fifty million dollars in his lifetime, that within the last year fifteen million dollars have been left by one bequest to Princeton University, some idea will be obtained of the comparative indigence with which this school has been faced. The press has recently stated that two hundred and twelve million dollars are being sought for this year by the universities of the country for still further expansion of plant.

I bespeak a broad and mature consideration of the question lest a condition may ultimately result which will be paid for in the bitterness of American blood."

Plans and estimates have been prepared covering the necessary construction to expand the strength of the

Corps of Cadets to 2500. Sketches of the buildings are shown in the illustrations incorporated in this report. The total cost involved, excluding the two memorial buildings and the hotel, is estimated at \$6,000,000.00.

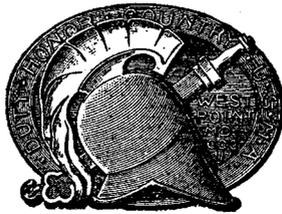
The overwhelming trend of public opinion throughout the world is against war. This feeling reflects not only the horrors of the past but the crushing financial burdens of the future. As the Nation responds to this impulse in diminishing the size of its standing Army it must, if wise, increase the small leaven of professionally trained experts to train the great masses of the citizen soldiery which must be improvised in time of strife. As our standing Army goes down in numbers the enrollment of the Military Academy should go up. The basic idea which led to the foundation of the Military Academy was the desire to have a nucleus to train the great body of our citizens in time of emergency rather than to be forced to keep large bodies of men continually under arms. Over a century ago, with a population of scarcely more than five millions of people, the American Government authorized a Cadet Corps of over two hundred and fifty. To-day with that population increased twenty fold the number of cadets in training is scarcely four times the original number authorized. With the passage of time the splendid nucleus of veterans of the World War will go, and a wise policy should be prepared to fill the gaps as they occur. The larger the number of men throughout the country educated for war the smaller need be the actual number held in continuous readiness.

This Institution, together with the United States Naval Academy, represents the only contribution made

upon the country at large for a free university education. It represents the apotheosis of the public school system, and in its development there should be that spirit of generous foresight that has marked the educational systems of the Nation for the past century.

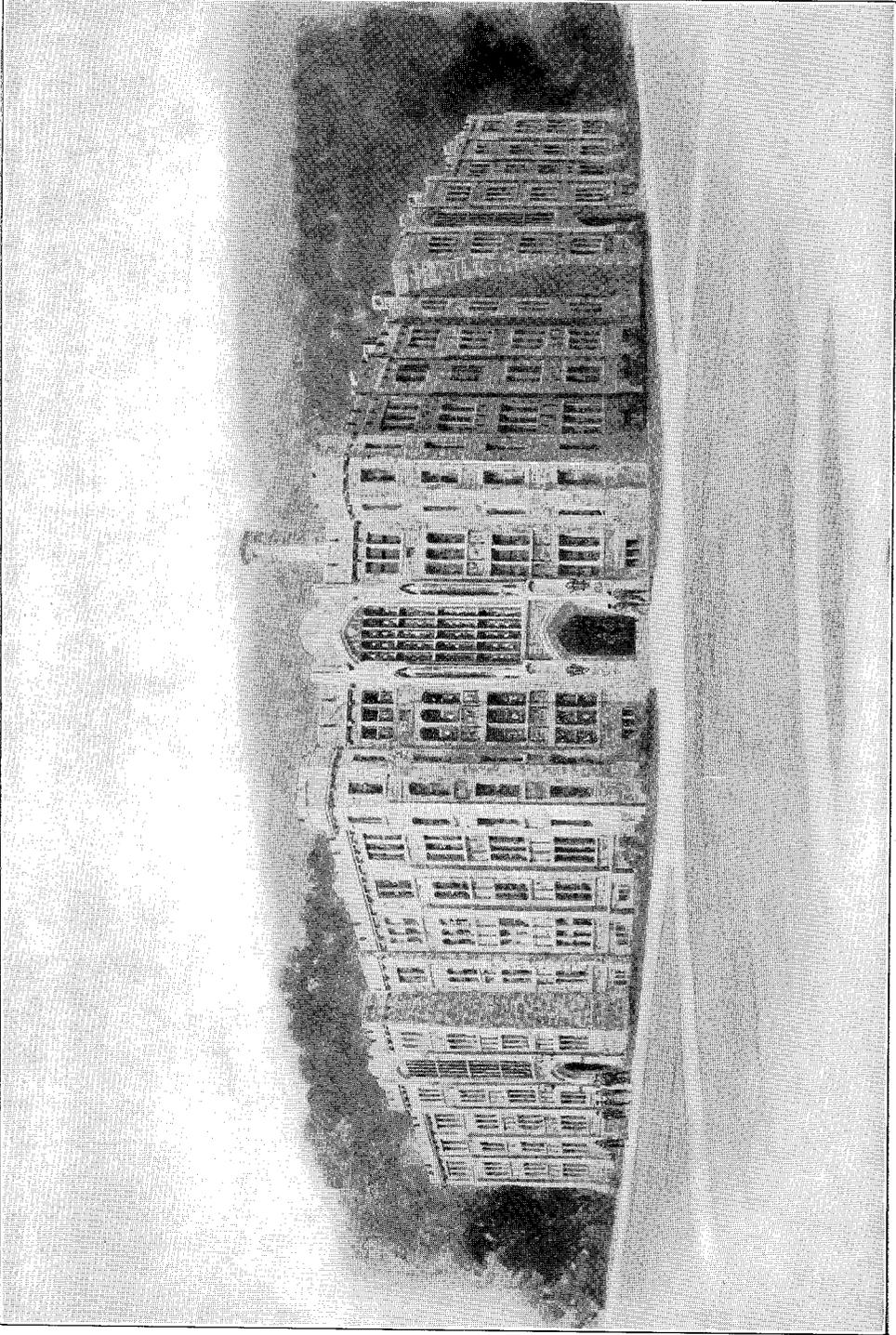
A comparatively small outlay now by the United States will serve in the future to lessen the tremendous expense and the loss of blood for which no money can pay when the unforeseen tragedy is upon us.

DOUGLAS MACARTHUR,
Brigadier General, U. S. Army.

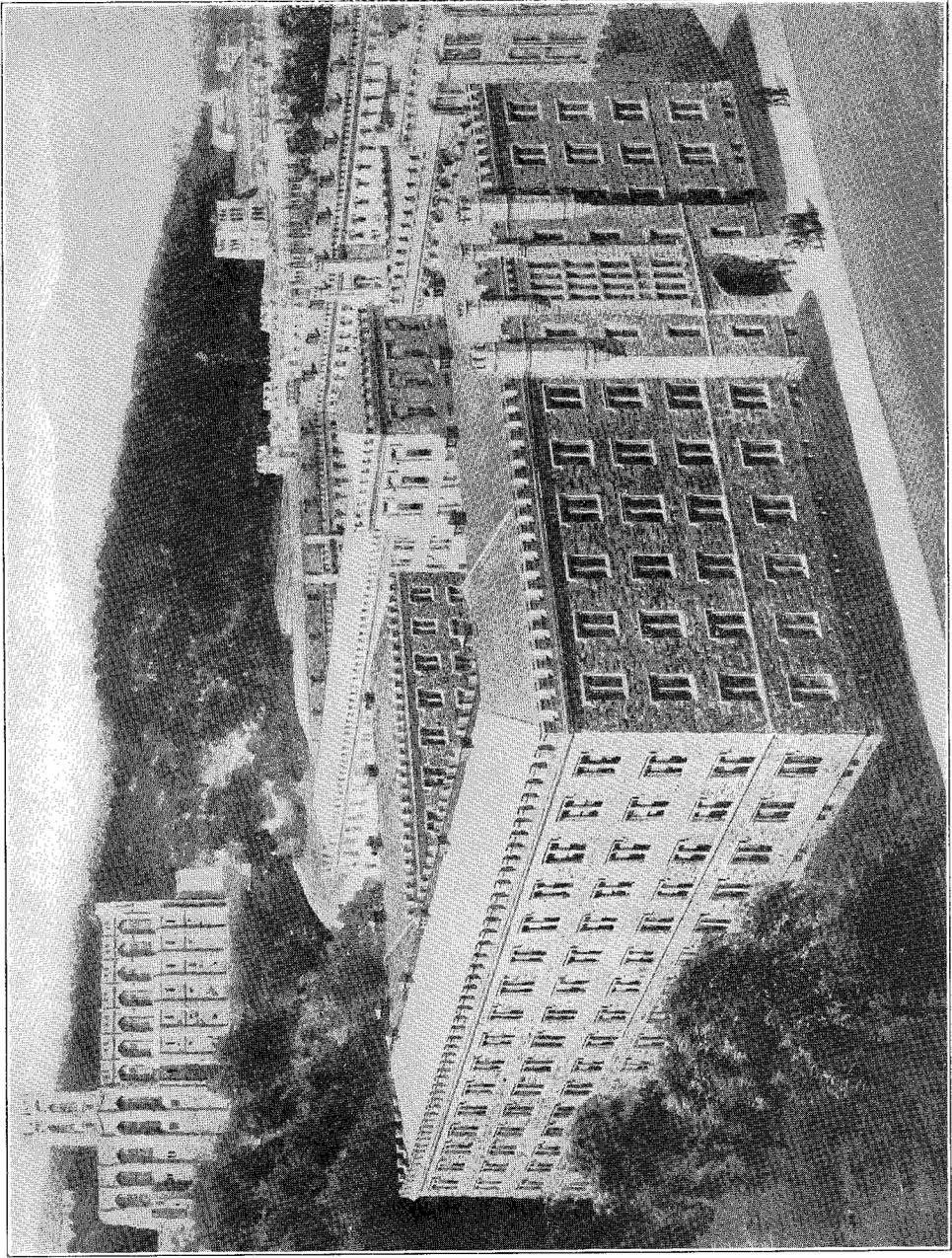




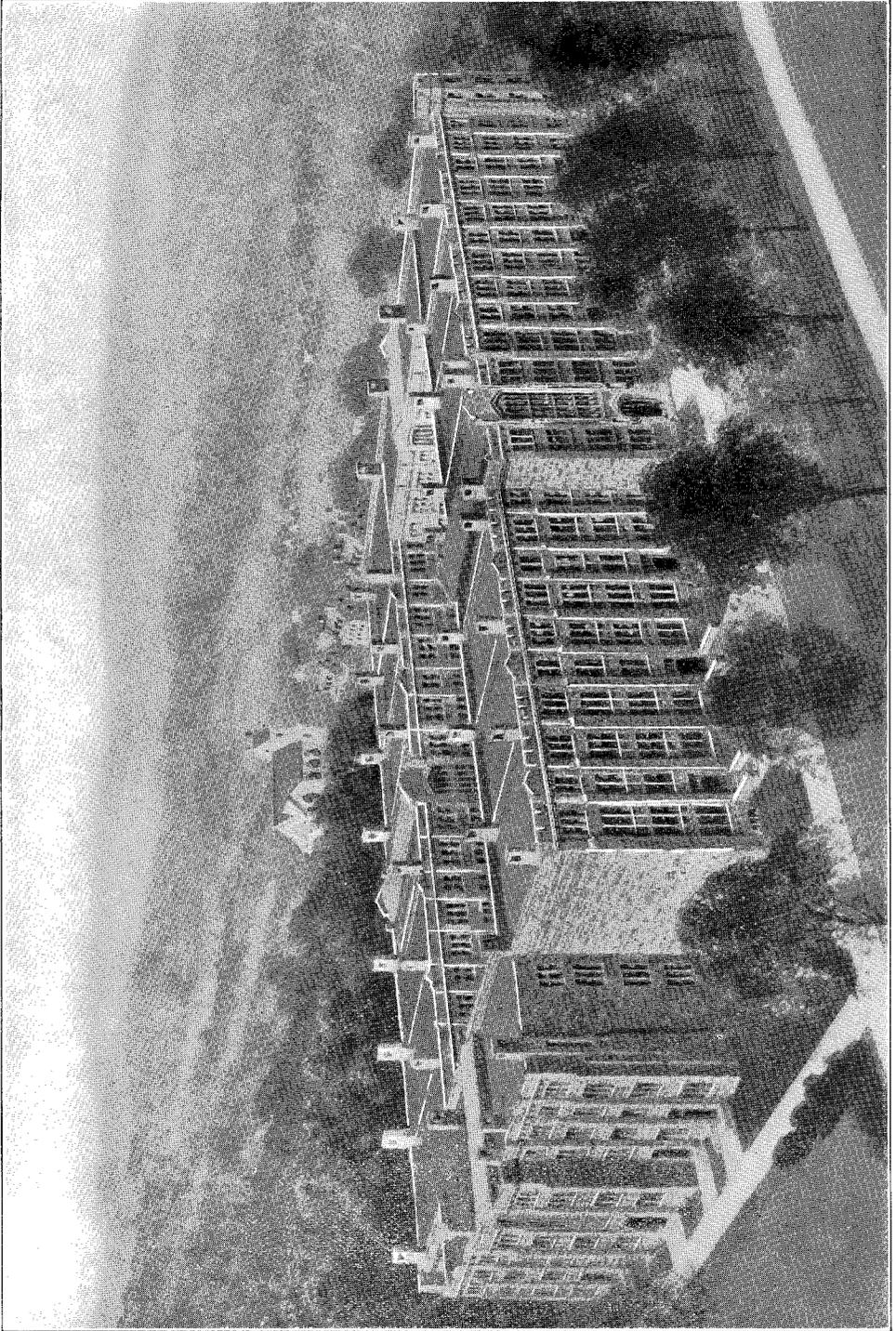
WEST POINT AS IT WOULD APPEAR IF EXPANDED.



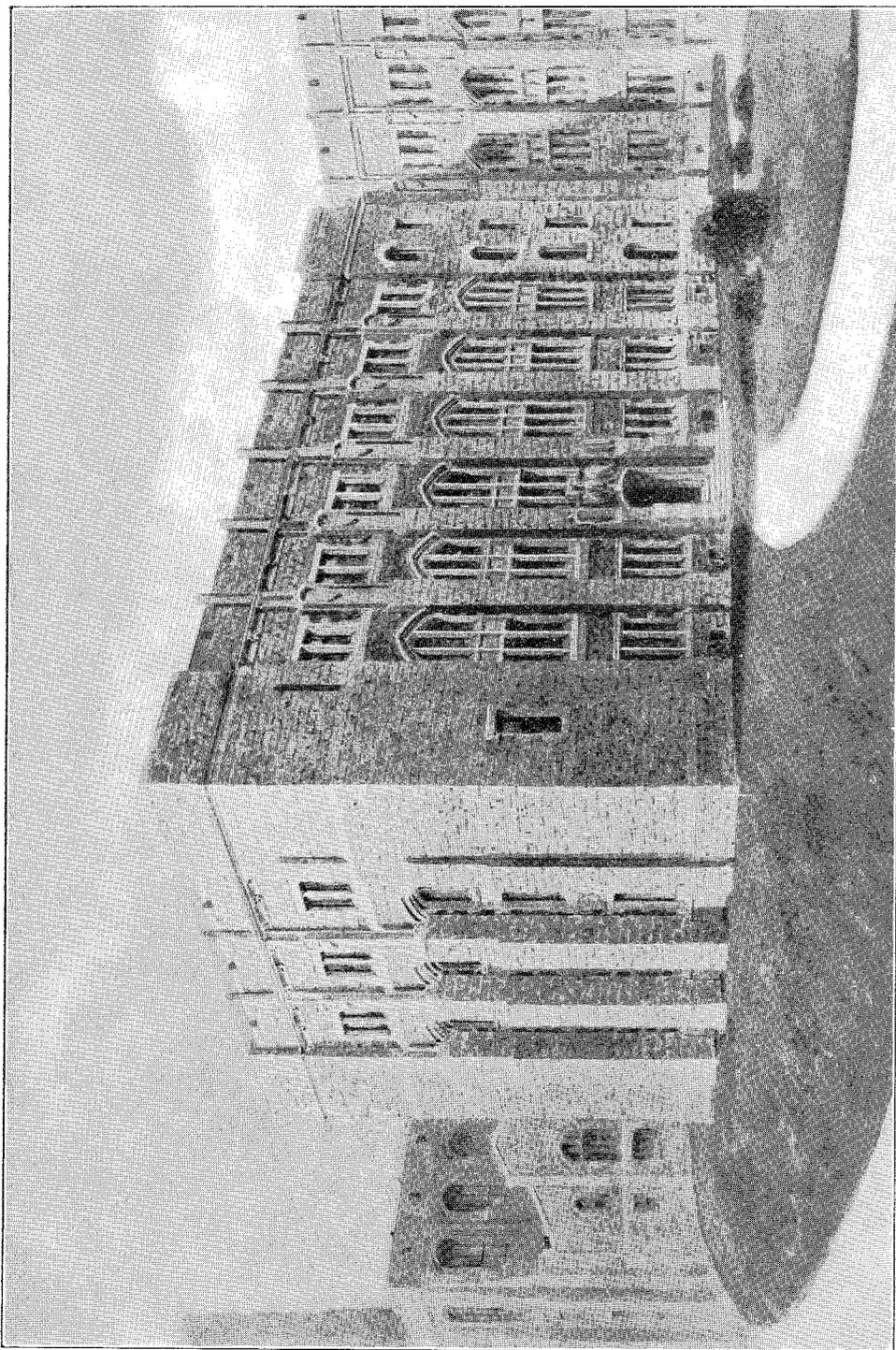
QUADRANGLE—MESS HALL, CADET STORE, DRAWING ACADEMY



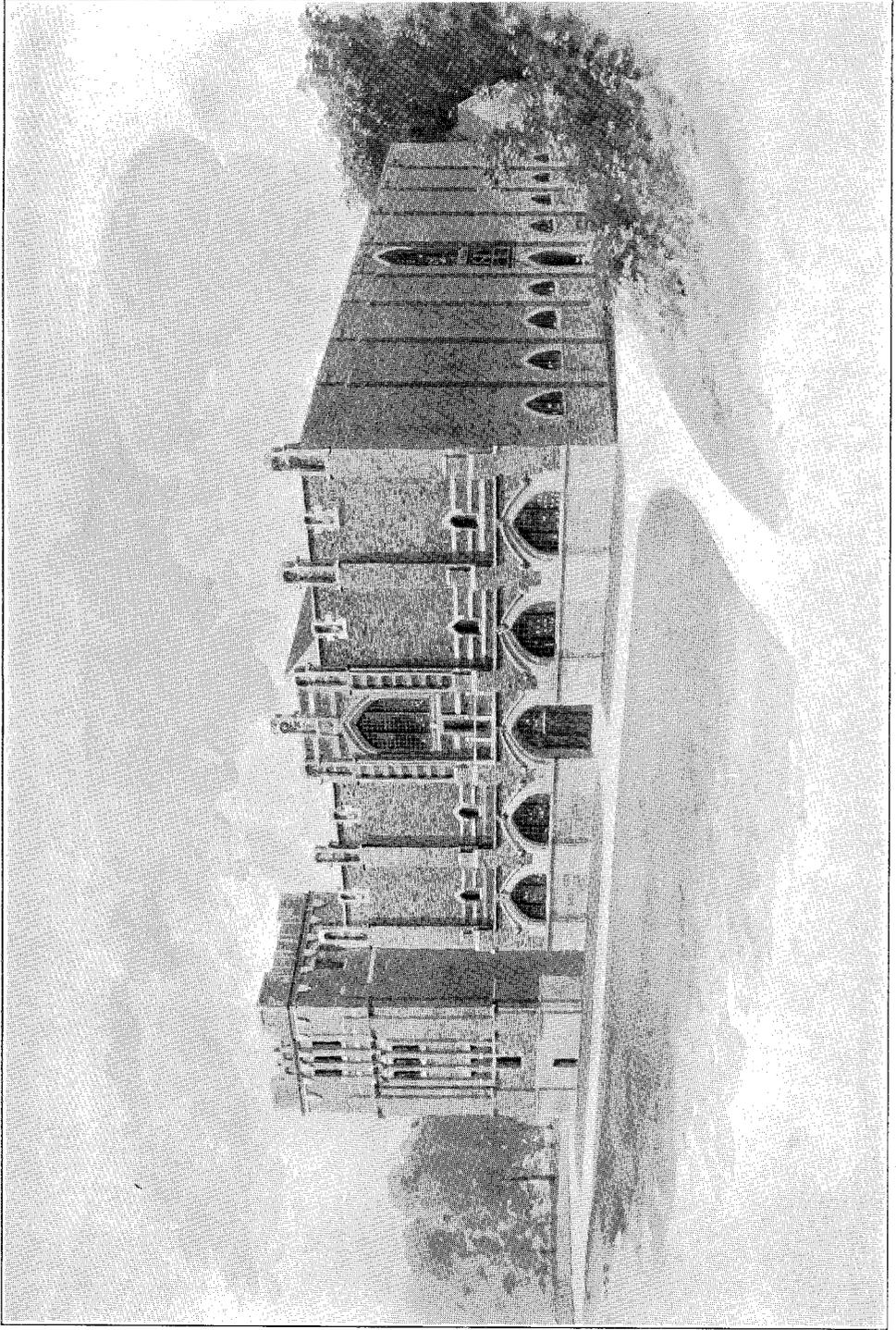
NEW CADET BARRACKS — SOUTH



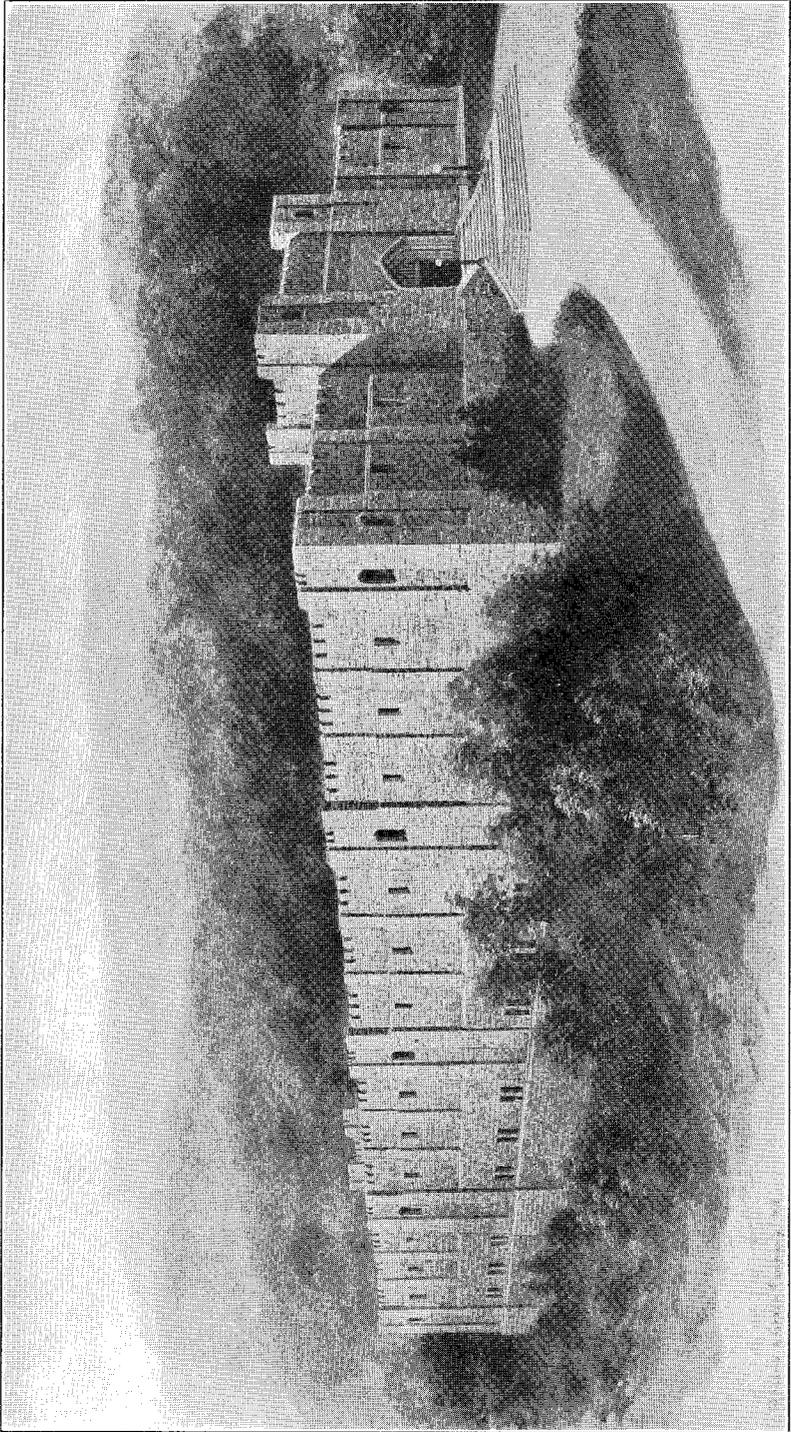
NEW CADET BARRACKS — NORTH



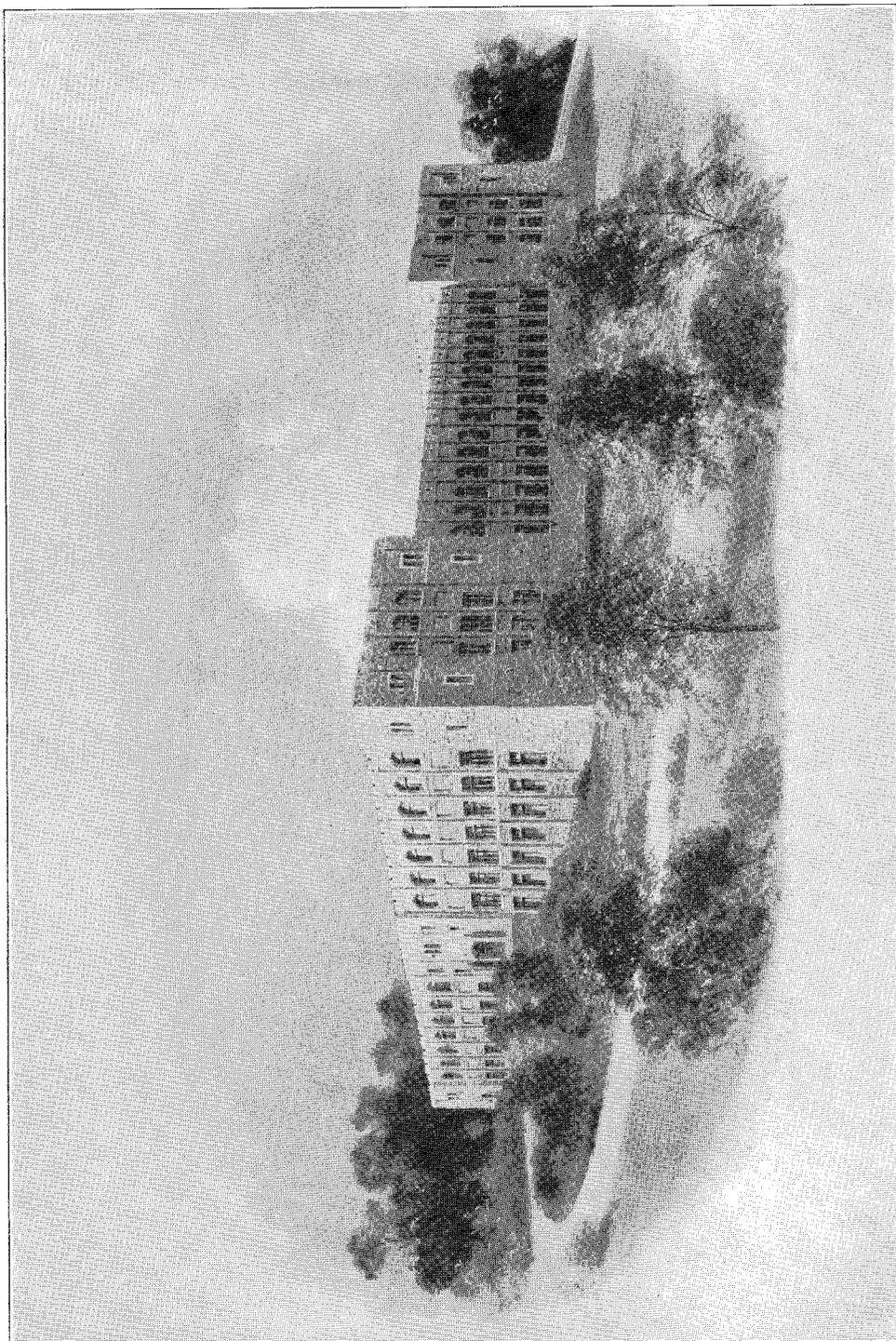
NEW ACADEMIC BUILDING



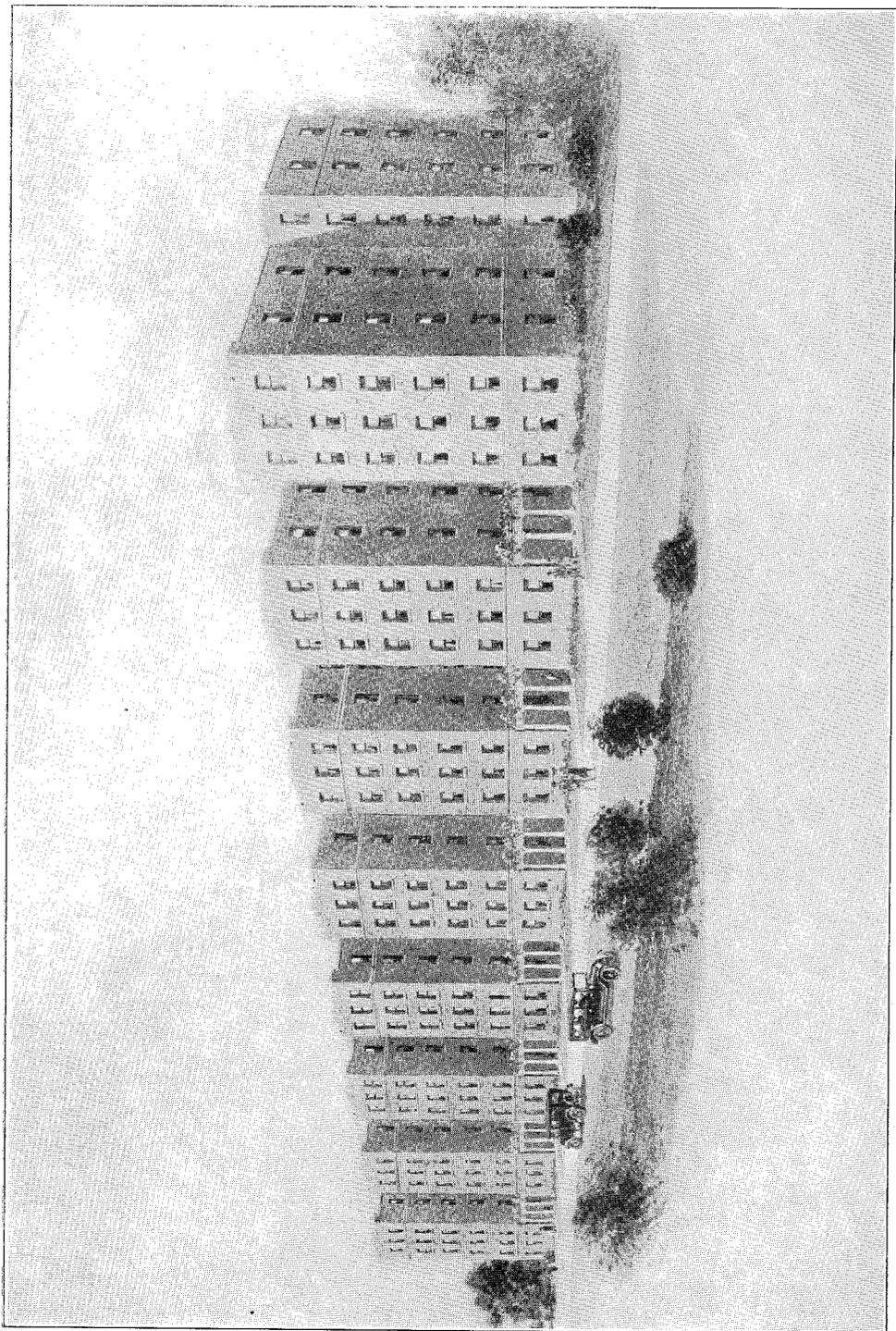
ADDITION TO GYMNASIUM



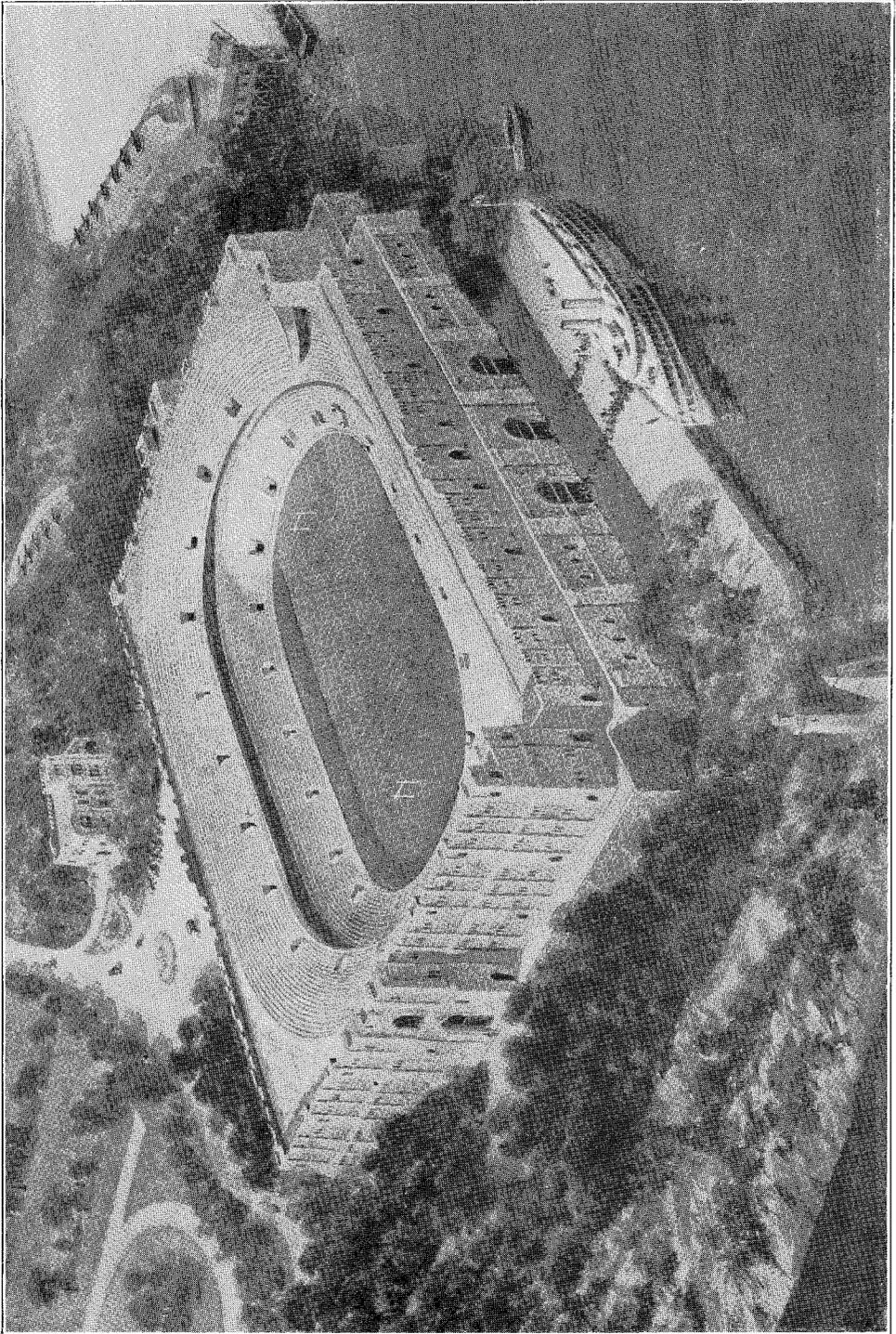
CADET ARMORY



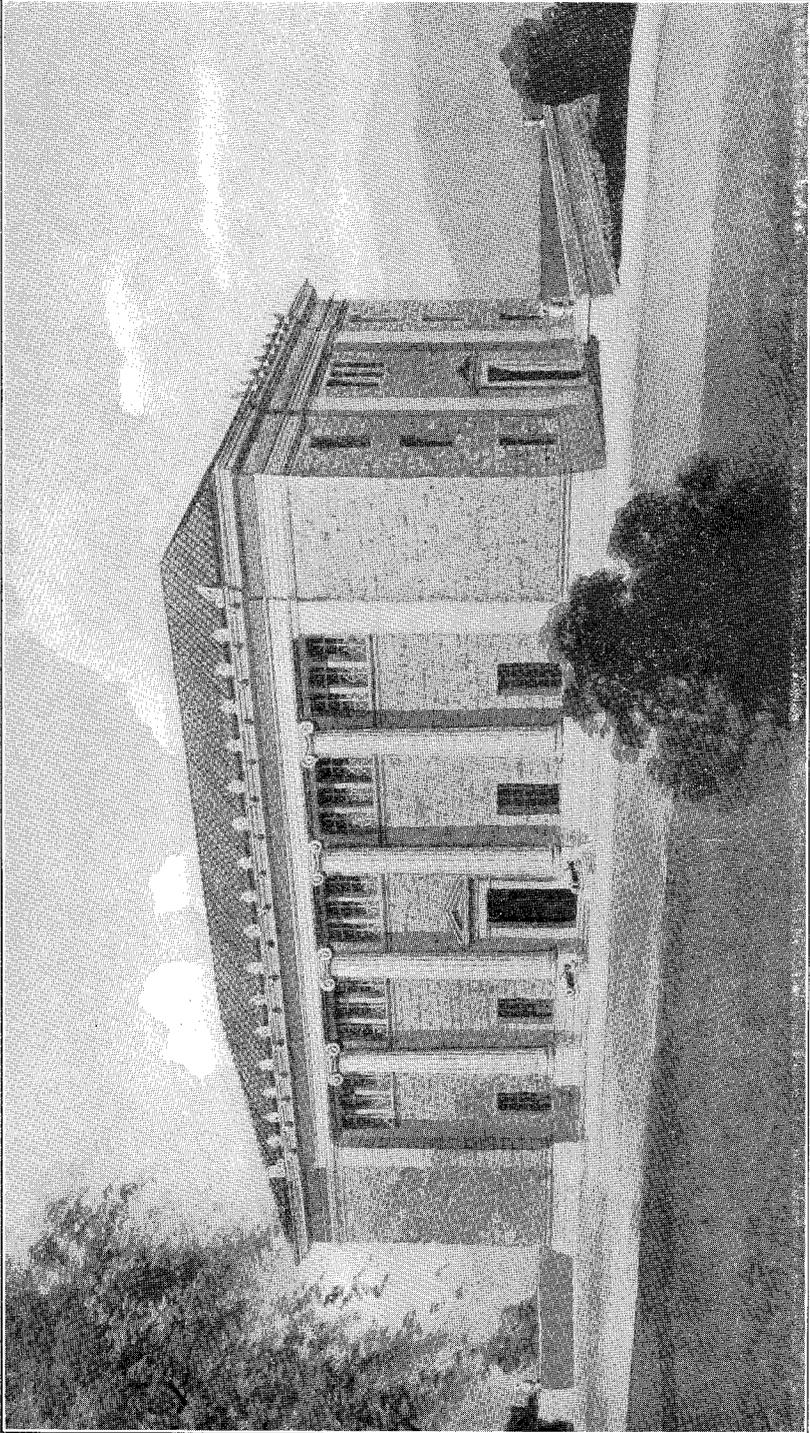
ORDNANCE LABORATORY AND MACHINE SHOP



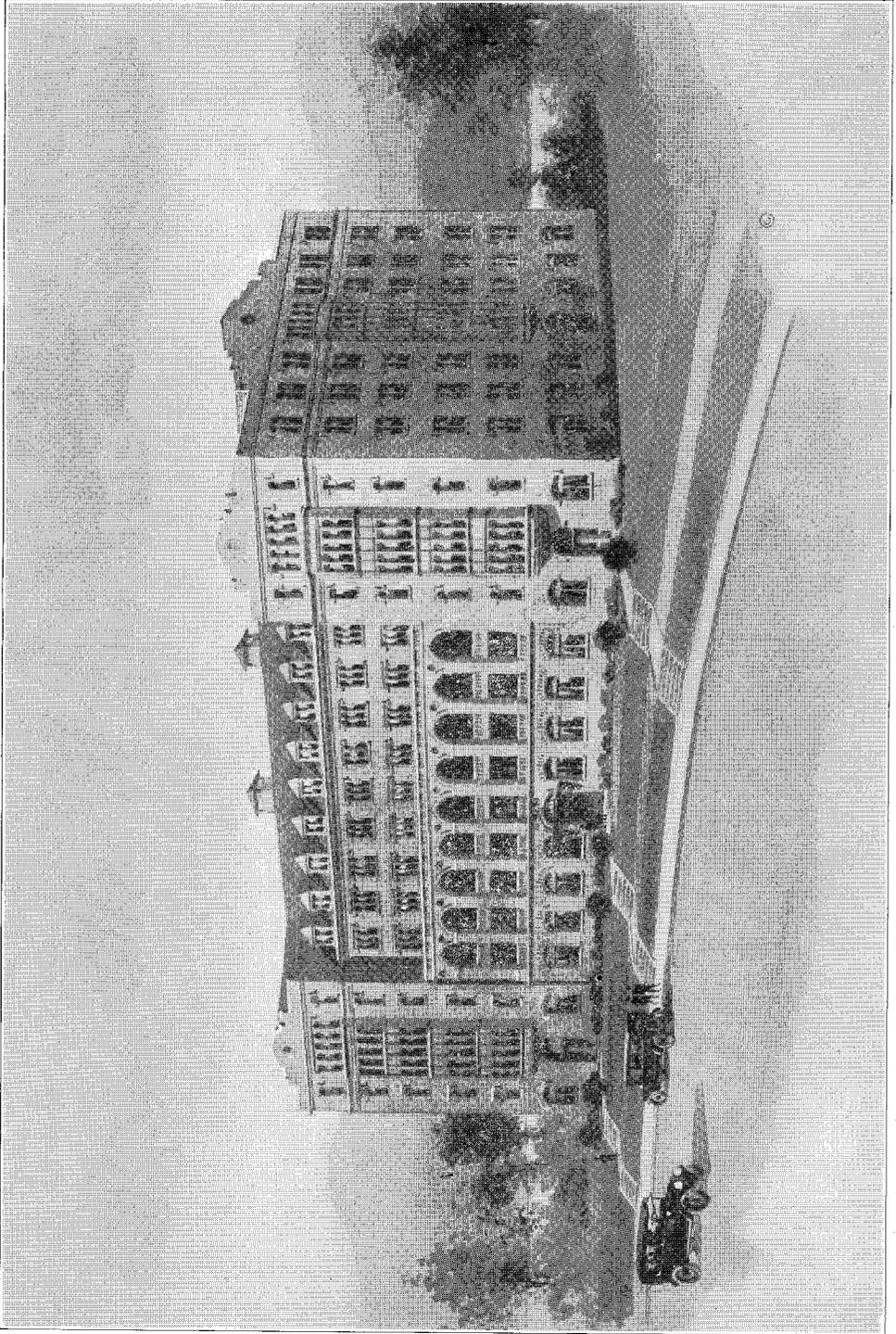
OFFICERS' QUARTERS — APARTMENT HOUSE



COLOSSEUM — WORLD WAR MEMORIAL



NEW MEMORIAL HALL



NEW HOTEL

