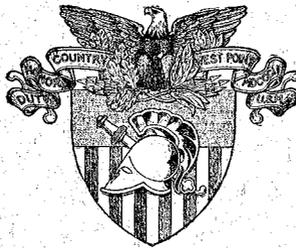


ANNUAL REPORT
OF THE
SUPERINTENDENT
UNITED STATES
MILITARY ACADEMY



1923

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

Headquarters United States Military Academy,
West Point, N. Y., June 30, 1923.

Subject: Annual Report of the Superintendent, U. S. M. A., for the
year 1922-1923.

To: The Adjutant General of the Army.

The undersigned assumed command of the United States Military Academy on July 1, 1922.

THE PROGRAM OF INSTRUCTION.

During the year just closed, certain changes of policy by the War Department with reference to this institution have had a considerable effect upon its curriculum.

The mission of the Military Academy during past years has been as stated in a Report of the Academic Board upon the reorganization of the curriculum for the four-year course, made in the spring of 1920, i. e.,—"The function of the Military Academy is to give, in addition to that character building for which it has long been famous, and in addition to the necessary military and physical training, such a combination of basic general and technical education as will provide an adequate foundation for a cadet's subsequent professional career."

Military Training.—In discussing the purpose of military training at this institution, the Academic Board stated in its report: "The purpose of the military training at West Point is to give to all cadets a broad general conception of all branches of the service and of the function of each branch in the organization of the division, corps, or army. Attention is invited to the fact that this training is elementary, fundamental, and general. The tactical work is not intended to produce glorified drill sergeants, or to qualify the cadet to be a subaltern officer in one particular branch of the service. As stated, the training is planned to impart a general conception of all branches and of the special function of each branch."

In discussing the place of West Point in the military educational system planned for the army officer, the Academic Board stated:

"The West Point course is but the first stage in this system; it is intended by the War Department to impart merely the general fundamental principles upon which may be based advanced technical training in the detailed work of the separate branches. After graduation from the Military Academy, the officer combines experience in subaltern command with further education in (a) basic courses at special service schools; (b) unit schools; (c) advanced courses at special service schools; and (d) general service schools. The object of the entire school system is to provide systematic and progressive courses of instruction and training which will prepare each officer to perform the highest duties of command and staff commensurate with his ability. In the whole system, West Point is, as stated, the first stage."

In the approved report of the proceedings of a Board of Officers appointed to study the Army School System, per paragraph 8, S. O. 29-0, W. D., February 4, 1922, the War Department restated the mission of the Military Academy as follows:

- "(1) To instill discipline and high sense of honor;
- (2) To develop the powers of analysis so that the mind may reason to a logical conclusion;
- (3) To bring its graduates into the corps of officers properly equipped to enter upon the duties of the lowest grade in the arm in which they may be commissioned."

The Board of Officers made the following statement in this report:

"United States Military Academy.

(1) The existing program of instruction and course of studies covering basic general and technical subjects is well fitted to provide an adequate foundation for the cadet's subsequent career. The course of military training lacks coordination, devotes time to technical subjects and athletics at the expense of tactical subjects, and fails both to cover that portion of the present basic course of Special Service Schools intended to qualify the student for troop leading, and to produce graduates equipped to take up their duties.

(2) The existing program of instruction and course of studies covering basic, general, and technical subjects to remain. Course in Military Training to be remodeled as indicated in Paragraph (3).

(3) Transfer the Course in Military Art and Military History from the Department of Civil and Military Engineering to the Department of Tactics.

Distribute the course in Practical Military Engineering between the Department of Civil and Military Engineering and the Department of Tactics.

Render the Department of Practical Military Engineering inactive, and abolish it by law as soon as practicable.

REASONS FOR CHANGES.

(a) Military Art is now taught in three departments and courses lack coördination with each other and with courses as covered in Service Schools. Obviously should be handled entirely by the Tactical Department and under the tutelage of Service School graduates.

(b) The course in Practical Military Engineering covers both that subject, signalling and signal communications. Practical Military Engineering proper should be handled by the Department of Engineering, and the subject of communications by the Department of Tactics.

(c) With changes cited in (a) and (b) the reason for maintenance of the Department of Practical Military Engineering ceases to exist."

It will be seen from the above that the War Department, by its approval of this report, has placed upon this institution the added responsibility of covering in the course in military instruction that portion of the former basic courses at the Special Service Schools which was intended to qualify the student for troop leading. This policy made it necessary to revise and intensify the course and coordinate it with those of the Service Schools. These changes were made, the program was approved by the War Department, and the schedule will be put fully into effect on September 1st of this year.

The course as now drawn is systematic and progressive, and is coordinated as to scope, subject matter, doctrine and methods with the Service Schools. It is elementary and technical in the first two years, designed to acquaint the cadet with the matériel of each arm; and in the last two years, advanced and tactical, designed to teach him to use this matériel tactically, acquaint him with the Army organization, and give him a general knowledge of the function of each arm and its place in the team. During the last

year, the cadet is, as far as possible, placed in positions of command and responsibility and trained in methods of instruction. The course should equip every graduate to perform the duties of the lowest grade in any of the branches into which he may be commissioned. In addition, he should gain a knowledge of the work of other branches, a conception of the relation of the different branches to one another and an appreciation of the meaning and value of team work and cooperation between branches.

Cadet Summer Camp.—In accordance with decision of the War Department, the cadet summer camp was established in the Fort Clinton area of this Post in the latter part of June, 1922. The establishment of this camp at West Point marked a return to the practice followed at the Military Academy for a century and more previous to 1920. In view of the experience of summer training away from West Point during the years 1920 and 1921, the course during 1922 was closely observed and its results carefully considered.

The return to the traditional practice of establishing a summer camp at West Point proved an unqualified success. The terrain available includes the 3500 acres of the reservation proper, plus over 400 acres on the Queensboro brook six miles away. Within this territory, excellent ranges were found for field artillery practice over variegated areas, ample opportunities provided for topographical work over ground unfamiliar to the cadets, and adequate districts marked out for tactical problems and military manoeuvres under surroundings away from the normal limits to which the cadets are restricted during the period of academic duties. The course of training was framed to take advantage of these several natural features of West Point and its vicinity. The time available between the establishment of camp June 29 and its breaking up August 28 was divided into three periods with definite stages of advance set for accomplishment during each period for the three classes of cadets present. The end of each of these periods was marked by a combat problem of combined arms, using service ammunition. In addition to the experience at the West Point summer camp, the First Class was sent for a week in June to Mineola for practical training in the nature and functions of the Air Service, and again to Fort Wright for similar training as a Coast Artillery unit. With this experience, the completeness of the military training during the summer period is evident. Each cadet at graduation has not only been well drilled in the elements,

but has had actual service in every combat arm. By thus organizing the work for the summer period and utilizing carefully the excellent terrain, the Corps as a whole fulfilled the expectations with respect to its progress in military training during the summer.

The maintenance of the summer camp at West Point has peculiar advantages not readily to be gained at other places. On this Post is all the material close at hand for the military training. Here are additional officers from the academic departments available to assist the tactical officers in the unusually heavy routine of the summer work. Here at West Point is a class of unusually high-grade and experienced non-commissioned officers and enlisted men of long service, trained and accustomed to aiding and instructing in the military work. Here the areas for the different branches of military instruction are so near at hand and readily accessible that a great economy of time results. Here are all the facilities for healthy social diversion under careful supervision. And by no means the least important consideration, by keeping the classes here for their summer training a large saving in expense of transportation of men and supplies is made.

There is an additional advantage in establishing the summer camp at West Point which should not be overlooked. The summer period for the first and third classes is one of relaxation from academic work, and the afternoon and evening periods are largely available for recreation. It is therefore the period during which the relatives and friends of cadets count on visiting them and at the same time seeing the historic spot and great national institution at which they are receiving their education. Located but fifty miles from New York City and reached by the Hudson River boat lines, two railways, and by State highways from all directions, West Point is easily accessible, and is being visited by the general public in ever increasing numbers.

In brief, the experience of the summer has proved conclusively that the practice, prevailing for more than a century before 1920, of maintaining a summer camp at West Point for military instruction was based upon sound principles.

The New Fourth Class: Number Reporting at Irregular Time.—The majority of the new Fourth Class reported on July 1, but eighty reported on various dates throughout the summer and so late as September 9. The result was that these late comers could not and did not receive the same careful detailed instruction in their elementary military duties as did their classmates who came on July

1, and suffered a handicap difficult to overcome. The War Department has now approved a policy of requiring all to report upon one date.

Training Intrusted to Selected First Classmen.—The policy was adopted this year of detailing selected First Classmen, under the supervision of officers, as instructors over new cadets. The results were highly satisfactory from the standpoint both of the new cadet and of the First Classman. The former received his elementary instruction from an enthusiastic instructor thoroughly informed upon present orders, regulations, and customs and traditions of the Corps, rather than from an officer who, by the fact of his age and position, had some years previously lost touch with them and who felt that it was work for a younger man. The First Classman derived great profit from the experience in positions of responsibility that will be of inestimable value to him after graduation.

THE ACADEMIC CURRICULUM.

Changes Due to Reduction of Officer Personnel.—The operation of the academic curriculum for the past year has been subjected to a radical change due to the action by the War Department in the matter of distribution of officer personnel. The number of instructors in academic departments was reduced on January 1 by twenty-nine, and the number of cadets per instructor raised from a maximum of twenty-four to one of thirty-six each day.

The academic course has, for a century, been based on three fundamentals:

1. Every cadet in every subject.
2. Every cadet every day.
3. Every cadet proficient in every subject.

In the attempt to adhere to this wise policy, productive as it has been of unusual results, it became necessary with the reduction of officer personnel to adjust the schedule of instruction in most of the departments so that each instructor handled three sections of a maximum of twelve cadets each per day instead of adhering to the long-tried policy of handling only two. Some of the departments attempted at the beginning to adapt themselves to the new conditions by having instructors handle two sections increased in size to a maximum of eighteen cadets each. The results of the "three period" system have been so unsatisfactory that most departments of instruction have reverted to the "two period"

system, preferring to attempt to carry on the instruction each day of the enlarged sections to continuing under the "three period" system with the smaller ones. The remaining departments will make the change back to the "two period" system on September 1.

The "three period" system necessitated a shortening of the instruction period and caused the instructor to go over the same subject three times in the same day with consequent loss of enthusiasm and efficiency of instruction. To reach the entire class with a lecture the heads of departments have been forced to the same repetition. Periods of recitation and of laboratory have been of necessity shortened. On the other hand, with sections of eighteen men each, one of the fundamentals of "Every cadet every day" cannot be carried out. By either method the quality of instruction has suffered greatly.

It is urgently recommended that the necessary number of instructors be again allotted to the Military Academy to enable it to return to its long-tried and proven system of one instructor to two sections of a maximum of twelve cadets each per day. Definite recommendation will be made to the department in this matter.

Changes in Subject Matter and Methods of Instruction.—Certain changes in subject matter and in methods of instruction in the Academic Departments have been made during the past year, to which I shall briefly refer.

DEPARTMENT OF MODERN LANGUAGES.

In the Department of Modern Languages, a new French Grammar, used in the Fourth Class, has proved very satisfactory by reason of its more orderly arrangement of subject matter and its more frequent review lessons. Classroom work in the Fourth Class French sections is conducted progressively in French for all sections, from the beginning. The upper sections arrive quickly at a point where English is used rarely in the classroom. Instruction in Third Class French for all sections is conducted wholly in that language from the opening of the term.

A refresher course of Spanish lectures was given to the First Class monthly during the academic year.

A series of lectures, given by prominent Spaniards and Frenchmen, among whom were Doctor Benavente and Monsieur Firmin-Roz, were of great benefit to the Second and Third Classes, respectively.

Five instructors were sent to France and Spain during the period of the suspension of academic duties with a resultant gain in efficiency as instructors.

DEPARTMENT OF MATHEMATICS.

In the Department of Mathematics, the subject of descriptive geometry was taken up again on the first of January and added to the Third Class course. The regulations with reference to compulsory conferences for deficient cadets of the Fourth Class were amended so as to make them compulsory for the first three weeks beginning September 15, and voluntary after that date until December 1.

DEPARTMENT OF CHEMISTRY.

In the Department of Chemistry, the time available for laboratory work was of necessity reduced by one-half with a corresponding loss to the course. Eight lessons in internal combustion engines were added to the course supplementing the valuable practical work with these machines which had already been given by the Department of Tactics. The Department prepared an illustrated Chemical Laboratory Manual which is now in readiness for the use of the next class.

DEPARTMENT OF ECONOMICS, GOVERNMENT, AND HISTORY.

In the history branch of the Department of Economics, Government, and History, the new features this year were the introduction of four preliminary lessons in geography, reviewing the main features of the political geography of Europe, Asia and Africa, and the replacement of the required newspaper reading by the study of the Review of Reviews. An important innovation in the subject of economics was the inclusion, near the end of the course, of a series of lessons in the principles of double-entry bookkeeping by forms carrying typical cash book, journal, and ledger accounts. This short course is of unquestionable value to the future young officer.

DEPARTMENT OF ENGLISH.

The course in Fourth Class English was extended to include the entire year, enabling the department to lay more stress on the subjects of oral and written expression and giving time in the Third Class year for the examination of some of the chief English classics with the hope of imparting to cadets something of their cultural value.

DEPARTMENT OF NATURAL AND EXPERIMENTAL PHILOSOPHY.

In the Department of Natural and Experimental Philosophy, the shortened periods of instruction and curtailed laboratory periods had an adverse effect upon the results obtained as they did in the

Department of Chemistry. The only change in the course over the previous year was the adoption of the text-book, General Physics—Ferry, in lieu of General Physics—Duff.

DEPARTMENT OF DRAWING.

Additional time was added to the course in the Department of Drawing by the reorganization in January. This time was devoted to a special course in descriptive geometry for the Second Class, which had passed through the Department of Mathematics during the period when that subject was eliminated from the course. The course in drawing for the Third Class remained substantially the same as last year.

DEPARTMENT OF CIVIL AND MILITARY ENGINEERING.

The course in the Department of Civil and Military Engineering was reorganized pursuant to the approved report of the War Department heretofore referred to. On January 1, the course in Military Art and History was transferred to the Department of Tactics. A short course in mechanical engineering was introduced comprising briefly the principles of steam and gas engines, transmission of power, principles of power plants and the economy of fuels, with special reference to conditions arising in the United States Army Supply Departments. The subjects of surveying and certain theoretical parts of military engineering formerly conducted by the Department of Practical Military Engineering were taken over by this Department.

DEPARTMENT OF LAW.

In the Law Department instruction was given in the subjects of Elementary Law, Criminal Law, Constitutional Law, Evidence and Military Law, in the order named. The method of instruction differed from that of the previous year, which was a combination of lectures with practical applicatory tests, in that standard text-books were made the basis of each of the above subjects. A daily lesson assignment was made in the text-books, a study of this was supplemented on three successive days by a lecture by the instructor, followed by quizzes. On the fourth day, a written examination was held on the three days' work. The written examinations consisted of problems which required a comprehensive understanding of the subject. At the completion of each subject a written examination was held thereon. It is believed that the use of text-books in conjunction with the lecture system proved more effective than the course based on lectures alone as conducted in the previous year.

DEPARTMENT OF ORDNANCE AND GUNNERY.

The course in Ordnance and Gunnery was revised by mimeographs and pamphlets to keep abreast of changes in calculating interior and exterior ballistic data. The Ordnance Museum has been rearranged to show the progressive development of each type of arm used in the United States Service and has been more extensively utilized this year in presenting the subject. The mechanical trades shops have been expanded to carry the instruction to cover all phases of elementary mechanical work.

Academic Deficiencies.—During the past few years, the casualties in the Fourth Class from academic deficiencies have been heavy. Analysis of the situation indicates two chief causes for this condition: 1st, the submission by schools of certificates which do not accurately represent a student's ability and attainments; and 2d, a lowering in the character of the teaching in the preparatory schools.

Under the certificate system, the Academic Board regularly accepts certificates showing the necessary number of units, the required subjects, and good grades. It should be a fact that such certificates, based on daily contact with a student through four years of preparatory work, constitute by far the best evidence of his ability to master successfully the course at West Point. The Military Academy should be able to regard students with satisfactory certificates as "good risks."

Unfortunately, the results during the past few years have been disappointing. A study of the statistics over a four-year period shows that of those admitted by certificate, 29.64% were discharged for academic deficiency. After the semi-annual examinations of 1922, for example, in the single subject of Fourth Class English, forty-nine cadets were deficient, every one of whom had been admitted upon a certificate showing grades well above satisfactory in that subject. The English deficiencies which caused the discharge of these cadets were basic and elementary, deficiencies in the first principles of grammar, deficiencies in spelling, deficiencies in any sense of composition form.

There is noted, however, what seems to be a general lowering of the standards of preparation. It may be that during these recent years the Military Academy has been receiving for the first time the product of schools whose teaching staffs had been reduced as a result of the war conditions. Whatever the cause, the character of preparation has been poorer than in former years. Out

of nine hundred and sixty-eight cadets admitted during a four-year period by certificate, two hundred and eighty-seven, or 29.64%, were discharged for academic deficiency; and out of four hundred and twenty admitted by examination, sixty-four, or 15.23%, were discharged. Such a heavy casualty list indicates an inadequate grounding.

It is interesting in this connection to note that our results show how widely the standards differ in the several sections of the country. Where there are notably good school systems, the students coming therefrom succeed readily in mastering the West Point course. Where the school systems are poor, the students have the utmost difficulty in the Academy. The analysis of the figures by States shows that Massachusetts ranks best, with only 8.7% of cadets admitted therefrom failing in their studies. Florida is second, with 11.1% failing; New York is third, with 12.3% failing; and North Dakota, South Dakota, Illinois, North Carolina, Vermont, New Jersey, Kansas, California, and Michigan follow in the order named, all having less than 18% of failures. At the other end of the list we have the deplorable record of one State which showed as high as 52.6% of failures of its entrants to master the course.

The unfortunate results of these conditions need no emphasis: they are evident enough. The Government is led by the certificates to believe that a young man has been satisfactorily grounded in those subjects required for admission, accepts him as a cadet, and labors and spends money upon him only to find after a few months or a year that he has not had the quality or quantity of preparation necessary to enable him to master the course. Moreover, the young man who has received these grades has been misled. Having no standards of comparison himself, he is led to believe that his educational progress has been fully satisfactory and that he is qualified to go ahead with a severe course in an institution of higher learning. The awakening to the true condition is hard and disheartening. The student's hopes and aspirations, legitimately based upon his school record, are blasted, and the shock of disappointment may well affect him for years afterward.

Inspection Trip to Observe Educational Methods in Other Institutions.—During the Spring, the Professor of English and History made a trip to the Middle West for the purpose of visiting schools and colleges in that section and observing and comparing methods. His observations are interesting and I quote them herewith:

“The system of electives, almost universal in the colleges now, makes it impossible to find a hard and fast basis of comparison between courses; but it is practicable to compare methods. It was observed that in the ordinary college considerably less attention was paid to daily grades than at the Military Academy. The sections were much larger; only a few persons in each section were called upon to recite during a day’s recitation period in a subject; and a very large proportion of the period was devoted to a long and thorough elaboration by the instructor of the material in the assigned lesson. Less responsibility for learning the lesson seemed to be imposed on the student by this method. It was also noted that progress in a recitation seemed to be very leisurely, in contrast to the decided effort at the Military Academy to cover all of the assigned lesson each day. It is possible, naturally, where a single subject is offered piecemeal by means of a dozen or a score of elective branches, for this subject to be covered in a leisurely way. In the Military Academy, however, conditions compel a different treatment—a careful definition of just what material can be covered in the time available, and an earnest effort to teach all of this material. In general, the results of this observation trip tended to confirm me in the belief that the basic principles of the Military Academy system for its purposes are sound and correct, and that West Point’s standards are being maintained on the high level where they should always remain.”

THE CORPS OF CADETS.

Its Size.—It is my firm opinion, after a careful study of the subject for the past year, that there should be no further increase in the size of the Corps of Cadets.

The needs of the nation for national defense will be far better served by the production of an output of limited size but of high quality rather than by one of increased size with correspondingly diminished quality.

Even with the increases of recent years, the Military Academy has not been able to keep pace with the demands of the Regular Army for officer material. Nor would it be advisable to do so, were it possible. The success of our present military policy will be measured by the support it receives from the public. To deny the

public all opportunity for commissions in the Regular Army would react unfavorably on the Army as a whole, and would, moreover, deprive the Regular Army of much desirable officer material.

Such being the case, the Corps of Cadets should not be maintained at a strength greater than can be handled with the maximum efficiency. The mission of the Military Academy has always been, and always should be, to produce quality rather than quantity. To accomplish this result requires sufficient facilities to obviate the necessity for extemporizing, and sufficient personnel to insure close contact with and close supervision of the individual cadet.

Existing conditions make it impossible to achieve this result. The physical accommodations and facilities are inadequate — quarters, mess arrangements, recitation rooms, lecture halls, facilities for indoor military training, all are inadequate. Instructing personnel is inadequate. In consequence, cadets are required to study under crowded and unfavorable conditions, mess under inconvenient arrangements and recite without the desired attention from instructors. In general, the tendency is toward mass, rather than individual instruction, while the orderly, unhurried life essential to proper training is sacrificed. Officers do not know the cadets. The cadets do not know each other. The traditional close association and close supervision have suffered and standards have been lowered accordingly.

Immediate increase of facilities to fit the present size of the Corps should be made, or the Corps should be allowed to decrease in size until it fits existing accommodations. In no event, should the size be increased beyond that now authorized.

Rules Regarding Cadet Financial Allowances.—Earnest effort has been made to put the Corps of Cadets back on the basis of equality as to finances upon which it had always existed prior to the World War. Regulations authorizing cadets to have cash in their possession were revoked during the early summer of 1922. Cadets have not only been forced to live on their pay, but the extent to which leave privileges have been granted them (except the Second Class furlough) has been limited by the amount to their credit on the books of the Treasurer. Books of exchange checks are issued to those whose accounts warrant it and the purchase of tobacco, confections, newspapers, etc., can be made with these at the Cadet Restaurant. Parents have been informed as to the Regulations in the matter and their cooperation requested.

The strongest justification for this endeavor to maintain financial

equality among the cadets is to be found in the effect upon the perpetuation of the traditional democracy in the Corps. This fine democracy can be perpetuated only when cadets live, work and are treated on a basis of absolute equality in every respect, and attain their academic and military standing and rewards solely on their merit regardless of the wealth, position or creed of their families. This condition can be maintained only by requiring cadets to live within the government allowance.

The Cadet Ration Allowance.—On July 1, 1922, the cadet ration allowance was reduced to eighty cents per day. This amount was far under the cost of the mess per cadet per day as it had been conducted for several years previously. Although every practical measure was taken to economize, the cost of the cadet ration for the fiscal year ending June 30, 1923, was ninety-four cents. This cost could, of course, have been reduced to eighty cents, but it would have necessitated a sudden and drastic reduction in the quality of the mess. In the appropriation act for the fiscal year 1924 Congress has provided funds to cover the preparation and service of the food, as had been done at the Naval Academy. It is expected that this will result in reducing the cadet's daily food bill by fourteen cents and enable him to live within the ration allowance.

Cadet Leaves.—Regulations as to leaves were amended upon my recommendation last summer, extending the six-hour weekend leave for First Classmen to one of twenty-four hours once a month, and making the privilege dependent upon discipline, a satisfactory academic record, and financial standing on the books of the Treasurer. This has resulted in a marked improvement in discipline and larger credit balances, and has had a broadening influence upon the cadet in bringing him into closer touch with the outside world.

To earn leave privileges the cadet must keep his demerit record under fifty per cent of the maximum allowed. The records for eleven months ending May 31, 1923, show that an average of eighty-three per cent of the First Class earned leaves each month, and that ninety-eight per cent of the First Class, ninety-seven per cent of the Second Class, and eighty-seven per cent of the Third Class earned Christmas leaves. The records further show that, during the nine months ending May 31, some nine thousand less delinquencies were recorded than during the same period the previous year, and that the number of cadets serving punishments was about one-fifth that of last year.

The average number of demerits per cadet for the past two years was:

	1921-'22	1922-'23
Class 1922	70.88	
1923	68.66	64.47
1924	78.16	34.52
1925	58.11	42.45
1926		31.75
	<hr/> 275.81	<hr/> 173.19

These figures show the effect of the premium granted in the shape of leave privileges for high standing in discipline.

Physical Training: Intramural Athletics.—Instruction in compulsory athletic training, which at the Academy has become known as Intramural Athletics, has been carried on in accordance with the prescribed program.

This instruction, introduced in 1920 as a part of the regular academic curriculum, requires that every cadet be instructed in the theory and practice of all prominent athletic sports: baseball, football, lacrosse, soccer, basketball, tennis, track and field, golf and polo. This course has long since passed out of the experimental stage, and the wisdom of its introduction as a most valuable and important adjunct to a cadet's training has been proven by the unquestioned beneficial results that have accrued from it. It is undoubtedly the most comprehensive and extensive course in athletic training attempted at any institution.

Competitive Athletics.—At no time in the history of the Academy have competitive athletics, activities which are voluntary and in which cadet teams are permitted to compete with teams representing other institutions, been as prominent as they are at present.

In addition to the physical and military benefits derived from participation in these competitions, they have a distinct and peculiar value here at the Academy that is quite different from that prevailing at other institutions. Because of environment and military regulations and the restrictions these impose upon cadets, together with the close intimacy in which cadets live as a result of these conditions, these competitions form a community of interest about which Corps spirit and Corps camaraderie center. Through them class distinctions of all kinds are eliminated. By bringing the members of the Corps into close personal contact with students representing other educational institutions, the cadet's horizon is broadened and a mutual regard and respect is fostered between the cadets

and the members of the competing teams they meet that cannot fail to be of the greatest advantage to both.

For these reasons, and for others which it is hardly necessary to enumerate in this report, these competitions have been given every encouragement without, however, permitting them to encroach upon those sterner military or academic duties upon which the successful mastery of the curriculum depends.

That successful teams can be developed without encroaching upon these duties is evidenced by the fact that the past year has probably been the most successful of any since competitive athletics have been authorized at the Academy, for at no time has the general excellence of the physical efforts of the Corps teams attained a higher standard, nor has the Corps in general displayed a better spirit of sportsmanship toward competing teams.

New Athletic Field.—For many years it has been the practice to use the east half of the parade ground in the center of this Post for football and baseball contests with other institutions. It has been necessary to construct and remove the spectators' stands twice each year for this purpose. This has been extremely unsatisfactory on account of the expense for labor involved, on account of the unsightly appearance of the stands in the center of the main part of the Post, and because of the need of the ground for practical instruction. The location, without an enclosing wall or fence, does not admit of the control of large crowds. A site has been located on the west side of Lusk reservoir for a permanent football and baseball field and work upon its construction will begin this summer.

With a congressional appropriation of \$20,600, supplemented by funds accruing from gate receipts, it is hoped to complete the construction in a year and to have a permanent enclosed field, to be used solely for football and baseball competitions, which will be on a par with those of other institutions. Congress appropriated the above amount with the proviso that it be not used unless admission be charged to major contests held on the Academy grounds.

Record of Cadets in Physical Efficiency Tests.—In December, 1922, the National Amateur Athletic Federation prepared standards for physical fitness for college students. War Department Bulletin No. 3, 1923, preceded by an advance letter from The Adjutant General to the Superintendent, dated March 9, 1923, prescribed that the physical efficiency tests be taken by the United States Military Academy. Complying with these instructions, members of the

Corps took part in each of the four prescribed events. These events comprised the 100-yard dash, running broad jump, running high jump and bar vault, all made as prescribed, in the field uniform.

The grand average for the Corps, one thousand and nine cadets participating, was 326.84 points out of the perfect score of 400, the percentage being 81.7. The standard obtained was "Excellent College", which is just below the varsity athletic rating. This percentage placed the Academy first among the eighty-eight competing colleges. Also, with over eighty per cent fourth classmen participating, West Point won first place in the Freshman tests among these colleges, their grand average being 319 points or a percentage of 79.7.

BUILDINGS AND IMPROVEMENTS.

Cadet Hospital.—Construction on the new wing of the Cadet Hospital has advanced until it is now approaching completion and it is expected that it can be occupied during the first part of the next fiscal year. It is a substantial fireproof structure, similar in architectural appearance to other recent permanent buildings of the academic group, having outside walls of local granite with limestone trim. The arrangement of the interior will provide facilities which will meet the requirements of modern surgical and medical practice of the highest standard.

Enlisted Men's Club.—There was completed in December, 1922, the Enlisted Men's Club which is a two-story frame building with a shingled exterior, centrally located as regards the enlisted detachments in the North End of the Post, where the need is greater than in the South End. The cost of erection was \$35,000, the funds being supplied by the Chief of the Education and Recreation Branch, U. S. Army.

Among the facilities which the Club provides are a first-class restaurant, pool tables, reading-room and ball-room. For the enlisted men of the vicinity, it answers an important demand in that it furnishes them a place for social gatherings, dances, radio concerts, etc., not otherwise available in the old and overcrowded barracks which quarter them.

Children's School.—As the first step in alleviating the seriously overcrowded condition of the Children's School Building, an addition of one room was built on the building, using for this purpose, in great part, salvaged material. The new teacher engaged to take charge of this additional room has been paid by contributions from the parents of all the school children.

By the addition of this room, the overcrowding of the school building was partially eliminated. It is planned to further cut down the overcrowding during the ensuing year by the additional use of a small building in another part of the Post, formerly used by the Quartermaster as a store room.

The Cadet Chapel Organ.—The extensive additions to the Cadet Chapel Organ, mentioned in last year's report as approximately completed, were delayed and were heard for the first time in the Graduation Service and Recital in June, 1923. These additions, which exceed the original size of the organ, have resulted in an improvement to the general effect of the organ which has surpassed expectations. The organ has drawn enthusiastic comment from the world's greatest authority on organs, Dr. G. A. Audsley, who alludes to this instrument as "The most remarkable organ ever designed for, and installed in, a church," and further declares it "a landmark in the History of the Art of Organ Building" ("The Organ," London).

The fame of this organ, and its organist, Mr. F. C. Mayer, has been such as to draw many non-resident visitors to the Chapel organ recitals.

New Window in Cadet Chapel.—During the current year a superb stained-glass window of twenty-one panels was installed in the Cadet Chapel as a memorial to the Graduates of the Academy who died in the World War. This window is a tribute from the Association of Graduates. It was undertaken in June, 1921, and formally unveiled and dedicated in June, 1923. It is the work of the Willet Company who designed the great window in the chancel and rivals the latter in beauty. It bears the inscription "To our Graduates who died in the World War; 'Proudly their Alma Mater claims her own; May she have sons like these from age to age'".

Need of Increased Accommodations.—This institution is sorely in need of increased accommodations for its officers and enlisted personnel as well as for cadets.

During the past year twenty-nine officers were quartered outside the reservation.

Enlisted men of all detachments except the Cavalry and Field Artillery are crowded in unattractive old buildings, some built in 1840, 1851 and 1858, many of them for purposes other than that for which they are now used, and are living under conditions not to be found in other permanent posts of the Army.

The Corps of Cadets reached a total of one thousand two hundred and sixty-five in the month of September (the maximum authorized number of cadets is one thousand three hundred and thirty-eight). Barrack accommodations exist for nine hundred and two, quartered two in a room. The result of this has been that over three hundred of these rooms contained more than two cadets.

The Corps of Cadets is messing in a building constructed in 1850 for two hundred and fifty cadets. A new mess hall and additional barracks are the first need.

ENTERTAINMENT OF VISITING DELEGATIONS.

With the idea of making the Academy better known to the public, proposed visits to West Point of delegations, societies, and student bodies, have in all cases been encouraged and facilitated. The result of this policy has been the visit of a large number of groups of representative citizens. On the occasions of these visits, everything possible has been done to make them agreeable and instructive, consistent with a non-disturbance of the usual academic and military routine. Among the larger of these groups which visited the Academy during the year are the following:

- July 22—1500 Columbia University Summer Session Students.
- September 6—The Lafayette-Marne Society.
- September 10—700 tourists under the direction of the Sharp-Vaca Tours.
- September 10—Delegates to reunion of the 42nd Division.
- September 13—The Automobile Club of Newburgh, about 500 members.
- September 16—The members of the Society of Automotive Engineers of New York City.
- September 20—Delegates to the convention of Kiwanis Clubs of New York.
- October 6—7100 delegates to the convention of the American Bankers' Association.
- May 5—Delegates to International Police Conference.
- May 11—2500 delegates to convention of the Chamber of Commerce of the United States.
- May 12—2000 Columbia University students and faculty.
- May 19—250 members of the Rotary Club of New York City.

- May 19—2000 students and faculty of Fordham University.
May 23—Members of High School Principals' Association of
New York City.
June 8—The delegates to the convention of the 2nd Division
Association.

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Superintendent.

