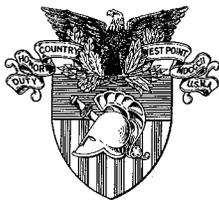


ANNUAL REPORT  
*of the*  
SUPERINTENDENT



1961

UNITED STATES MILITARY ACADEMY  
WEST POINT, NEW YORK

**THE MISSION  
of the  
UNITED STATES MILITARY ACADEMY**

The mission of the United States Military Academy is to instruct and train the Corps of Cadets so that each graduate will have the qualities and attributes essential to his progressive and continued development throughout a lifetime career as an officer of the Regular Army.

*AR 350-5*

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OFFICE OF THE SUPERINTENDENT  
UNITED STATES MILITARY ACADEMY  
WEST POINT, NEW YORK

Introduction  
to the  
Annual Report of the Superintendent

1. Herewith is a report on the operation and administration of the United States Military Academy from 1 July 1960 to 30 June 1961. The report records the more significant events of the cadet year 1960-1961, particularly with regard to changes in Military Academy policies and procedures.

a. Our first concern has been the cadet program. In this regard we record with satisfaction the beginning of the four year transition to the modified curriculum. The modifications include a carefully studied introduction of course validation and electives designed to capitalize on cadet motivation and aptitude.

b. The Military Heritage course now involves all four classes. It is conducted by the Department of Tactics to develop in the cadet a heightened appreciation of the history, traditions, and contributions of the Armed Forces of the United States with primary emphasis on the Army. In the preparation of instructional materials and in the administration of elements of the course, the Department of Tactics is assisted by the Department of Military Art and Engineering.

c. Our library which is a direct participant in the educational program will make its full contribution as soon as the new building, scheduled for completion early in 1964, will be occupied.

d. During the 1960-61 season, the 17-sports intercollegiate program made its contribution to the development of cadet leadership and the competitive spirit; and helped develop future coaches and officials for troop athletics.

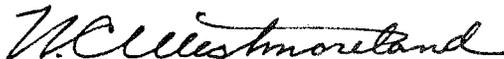
e. A considerable amount of energy has been devoted to raising the quality of the candidates who join the Corps of Cadets each year. Our program is national in scope and involves the identification of outstanding high school students who have an interest in the military service; the development of effective evaluation and examination procedures; and the encouragement of legislation which will improve admission procedures.

f. Management techniques have been applied to increase efficiency and production as well as economize on manpower. Careful attention was given to grouping, integrating, or relocating functions where a more efficient operation would accrue. Practical revision of the military training program also resulted in manpower savings. In addition, we have established the feasibility of the adoption of automatic data

processing equipment which can contribute further operating economies.

g. A private organization designated as the West Point Superintendent's Fund under the chairmanship of General Lucius D. Clay has been established to conduct a permanent program of fund raising for projects in the extracurricular, cultural, and social fields.

2. I wish to express my particular gratification to the officers of the staff and faculty of the Military Academy, to the assigned enlisted men and women, and to the civilian personnel for their cooperation. Their teamwork made possible the accomplishments of the year.



W. C. WESTMORELAND  
Major General, USA  
Superintendent

ANNUAL REPORT OF THE SUPERINTENDENT  
1 July 1960 to 30 June 1961

I. THE CANDIDATE

1. GENERAL.

a. The success of our effort to produce highly qualified graduates is largely dependent upon the quality of candidates who join the Corps of Cadets each year. We have therefore devoted a considerable amount of energy to this problem.

b. The admissions problem involves three distinct areas of interest. First, we must meet the competition for outstanding high school graduates by establishing and maintaining contact with young men throughout the nation who have an interest in the military service. Second, we must do everything within our means to insure that our evaluation and examination procedures are effective. Finally, we must take whatever action is necessary to encourage passage of legislation that will improve admissions standards.

2. THE ADMISSIONS PROGRAM.

a. Through the USMA Admissions Program we have been able to contact secondary school guidance counselors and principals throughout the country and provide them with sufficient information to enable them to advise prospective candidates on matters pertaining to West Point and the military service. In addition, we have been able to establish direct contact with thousands of interested prospective candidates, provide them with information they need to submit an application for nomination, identify those who are endowed with outstanding potential for cadetship, and maintain the interest of the ones who are confronted with attractive scholarship offers from other colleges.

b. Needless to say, the project involving the informing of teachers about the Military Academy is long-range in nature, in view of the large number of schools involved. During the past year, however, almost every secondary school in the nation was visited by a representative of the Military Academy. The school authorities were presented with a copy of the latest USMA Catalogue and with a pamphlet describing the characteristics of the current Fourth Class. With the support of program participants located in various parts of the nation, there has been a marked increase in the number of organized teacher groups that have visited West Point for the purpose of observing the Military Academy in action.

c. The increased interest in the Military Academy and the facility with which prospective candidates are now able to obtain advice as to application procedures have resulted in a proportional increase in the number of applications for admission, an opportunity for greater selectivity on the part of the nominating authorities, and a consequent improvement in the over-all quality of candidates selected

for nomination. This has resulted in the admission of a new class which appears to surpass any preceding class in overall potential. The percentage of the cadets in the incoming class who received guidance from Admissions Program participants prior to admission jumped from 7% for the previous year to 33%.

d. The effectiveness of the USMA Admissions Program can be attributed largely to the publication, in July of 1960, of AR 350-56, which established the program as a formal project of the Department of the Army. Prior to this time, activities of program participants were dependent upon the voluntary support of each of the six continental army commanders. The publication of the regulation has resulted in an increased interest in the program at all levels of command and has enabled major commanders to designate liaison officers and candidate advisory officers on an official basis. In addition, we have been able to expand the program to include the European and Pacific theaters, both of which are now participating actively.

e. Credit is due to the non-USMA agencies that have been instrumental in support of the Admissions Program. Participating agencies included the United States Army Recruiting Service, the major commands (USCONARC, USAREUR, USARPAC, Continental armies, and MIDW), the Office of the Chief of Legislative Liaison, the West Point Societies, and The Association of the United States Army.

### 3. CANDIDATE SELECTION.

a. The second element in our admissions problem pertains to candidate selection. Because of the material increase in the number of applications for nomination received by the nominating authorities in Congress, we have felt compelled to offer our administrative services to the Member of Congress in the selection of applicants for nomination.

b. Our offer of assistance to the nominating authorities in Congress has produced highly satisfactory results. A total of 97 Members of Congress employed the Congressional Competitive Method of Nomination in making their selections for the USMA Class of 1964. Furthermore, a number of Congressmen have sought the aid of the Military Academy in conducting the preliminary screening of applicants prior to nomination. Many Members of Congress have now formed interview boards of interested constituents to screen applicants. Finally, with the assistance of the United States Civil Service Commission and the Office of the Chief of Legislative Liaison, we have been able to provide the nominating authorities with information relative to methods of testing and screening.

c. The administrative burden inherent in selecting nominees for appointment occasionally results in the selection of candidates who fail to meet desired standards. To insure the effectiveness of our examination and evaluation procedures, we have established an academic score for

each candidate which is obtained from a combination of secondary school rank in class and College Board examination results. This change in selection criteria should be reflected in a reduction in the attrition rate. It enables the Academic Board to reject a candidate whose record indicates little potential for success at West Point but who has achieved satisfactory College Board scores through a program of intensive cramming.

d. The academic qualifications of the candidates for entrance with the Class of 1964 were determined by the use of the College Entrance Examination Board Tests. The tests consisted of the Scholastic Aptitude Test and the Achievement Tests in Mathematics and English Composition.

e. The qualifications for admission of competitive candidates, including Congressional competitors, were determined by evaluation of the candidate's record on the basis of academic ability, as measured by the College Board Tests and rank in secondary school class; physical aptitude, as measured by the Physical Aptitude Examination and leadership potential, as measured by ratings of school officials and by participation in extracurricular activities.

#### 4. LEGISLATION AFFECTING ADMISSION.

During FY 1961 the Military Academy supported HR 6728, a bill introduced by Mr. Mendel Rivers of South Carolina, which would authorize the Secretary of the Army to select for admission to the Academy sufficient additional appointees from qualified candidates to insure that the Corps would be at full strength at the end of the academic year. This bill is important to the Military Academy in that it will allow full utilization of existing facilities and at the same time permit the graduation and commissioning of approximately 50 more cadets each year.

#### 5. STATISTICAL ANALYSIS OF THE CLASS OF 1964.

The Class of 1964 entered the Academy on 5 July 1960, 802 strong. These cadets were selected for admission in the following categories:

a.	Congressional	
	(1) Principal or alternate	500
	(2) Congressional competitive	101
b.	Competitive	
	(1) Regular components	26
	(2) Reserve components	25
	(3) Presidentials	27
	(4) Honor Schools	9
	(5) Sons of Deceased Veterans	11
c.	Foreign cadets	
	(1) Filipino	0
	(2) Other foreign	4
d.	Additional appointees	99
	TOTAL	<u>802</u>

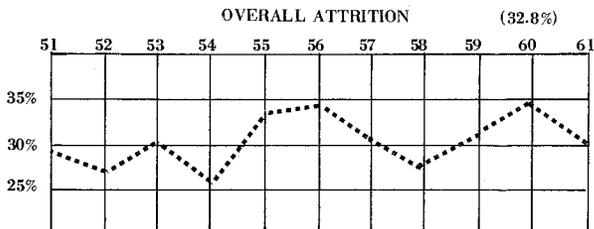
The characteristics of the Class of 1964 are indicated by the following statistics:

Extracurricular Activities in Secondary School

President of student body or senior class	15.6%
Editor of school publication	4.6%
Athletic team captain	11.5%
All-State or All-Conference Athletic Award Winner	11.1%
Debate team member	7.6%
Boys State Delegate	17.8%
Club president	33.6%
Eagle Scout	10.7%

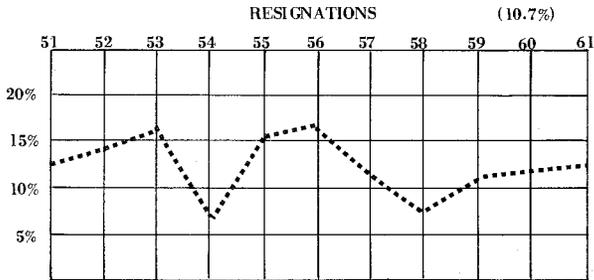
II. THE CADET - SEPARATIONS, INSTRUCTION, AND TRAINING

1. SEPARATIONS. The accompanying charts compare the number of separations for the Class of 1961 with the classes of the previous ten years. The first chart is a comparison of the over-all attrition rate of the Class of 1961 with the previous classes, and subsequent charts indicate the trends in terms of the six principal causes for separation. The total losses of the Class of 1961 were not of sufficient variation from that of the previous classes to be of concern.

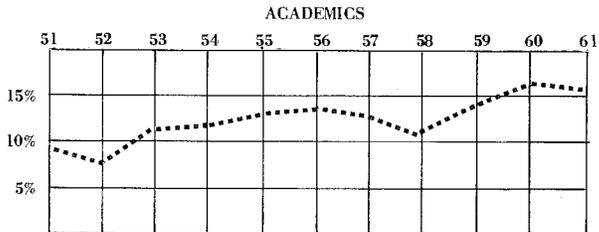


The trend in resignations continues to be normal and below the ten-year average. In the other five categories, academics, conduct, aptitude, honor, and physical education, the trend continues to be above the ten-year average.

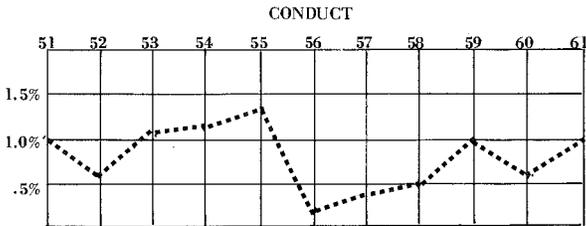
a. Resignations. The resignation rate of the Class of 1961 remained well below the ten year average. Based on the entering strength of each class, the resignation rate during Fourth Class Year for the Classes of 1960, '61, '62, and '63 was approximately 7 to 7.5%, and for the Class of 1964, 9.98%.



b. Academic Losses. Separations for Deficiency in Academics for the Class of 1961 was 15.4%. This parallels the losses for the past three or four years.

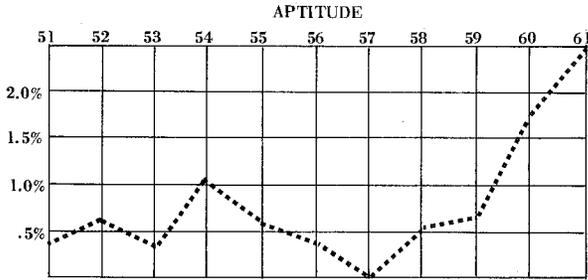


c. Conduct Losses. Separations for Deficiency in Conduct for the Class of 1961 was .9%, an increase of .4% over the Class of 1960. However, this approximates closely our expected loss rate of approximately 1% per class.



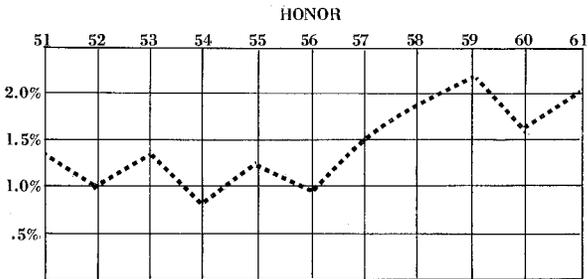
d. Aptitude Losses. As indicated in previous reports, it appears the percentage loss in Aptitude will stabilize between 2 and 3% of the entering strength of any class. The Class of 1961 lost 2.5% of their entering strength. The losses in the three underclasses through the Academic Year 1960-61 are as follows:

<u>1962</u>	<u>1963</u>	<u>1964</u>
1.7%	2.2%	1.3%

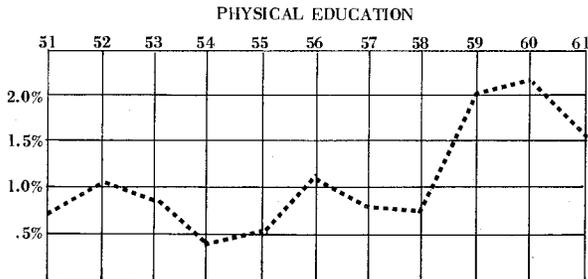


e. Honor Losses. The separations for violations of the Honor Code remain at approximately 2% of the entering strength of any class. The Class of 1961 lost 2.0% of their entering strength, and the three underclasses have lost as follows:

<u>1962</u>	<u>1963</u>	<u>1964</u>
2.3%	1.8%	1.1%



f. Physical Education Losses. Separations for Deficiency in Physical Education amounted to 1.6%.



## 2. ACADEMIC ACTIVITIES.

a. Faculty Activities. In order to keep abreast of developments in their special areas of activity as well as in the profession of arms, permanent professors and other members of academic department instructional staffs visited both military and educational installations, participated in conferences of professional societies, pursued courses at civilian colleges, and attended short courses at various service schools. Of particular note were:

(1) Brigadier General W. W. Bessell, Jr., Dean of the Academic Board, addressed the Association of College Admissions Counsellors at their Annual Meeting in October, attended the Annual Service Academy Superintendent's Conference in April, made a series of addresses to Local Societies of the Association of Graduates, and attended the Annual Meeting of the American Society for Engineering Education at the University of Kentucky in June.

(2) Colonel C. J. Barrett, Professor of Foreign Languages, visited Spain, France, Italy, Germany, and Switzerland, for cultural improvement and conversation practice, and U. S. Army installations overseas to renew familiarity with their missions and functions.

(3) Colonel C. P. Nicholas, Professor of Mathematics, visited the Mathematics Research Center, U. S. Army, at the University of Wisconsin, and attended the weapons Orientation Advanced Course at Sandia Base, New Mexico. He also attended the Annual Meeting of the American Society for Engineering Education.

(4) Colonel H. R. Fraser, Professor of Mechanics, for the past year has been on sabbatical leave in Belgium where he is pursuing a diploma course in experimental aerodynamics at Rhode-Saint-Genese.

(5) Colonels L. E. Schick and C. R. Broshous, Professors of the newly named Department of Earth, Space, and Graphic Sciences, visited numerous NASA space flight centers and research laboratories and conferred with officials in the field of geography, astronomy, and astronautics in connection with the establishment of the new course in Environment, terrestrial and interplanetary.

(6) Colonel V. J. Esposito, Professor of MA&E, having completed his splendid West Point Atlas of American Wars, has been engaged in the preparation of a similar text-atlas of the Napoleonic campaigns.

(7) Colonel J. D. Billingsley, who had previously prepared articles for Encyclopedia Americana, prepared four articles on ordnance and ballistics for Grolier Encyclopedia. He also attended the Annual Meeting of the American Society for Engineering Education.

(8) Colonel G. A. Lincoln, Professor of Social Sciences, in addition to co-authoring three volumes of The Dynamics of International Politics, has been a member of the consultation group for the U. S. Disarmament Administration.

(9) Colonel W. J. Renfroe, Professor of Foreign Languages, and Colonel J. R. Jannarone, Professor of Physics and Chemistry, have been engaged in graduate work at Columbia University. Colonel A. A. Jordan, Professor of Social Sciences, completed requirements for the PhD. degree at Columbia University and was awarded the Einstein Prize for excellence in American Diplomacy.

b. Pay of Senior Professors. The bill introduced by Mr. Kilday last year to provide increases in basic pay for colonels who are permanent professors at the Military Academy upon the completion of thirty-one and thirty-six years of service passed the House but failed to reach the Senate before the close of the 86th Congress. The bill was again introduced in the new Congress as HR 4325 by Mr. Kilday and it is hoped that this year it will be enacted into law.

c. Tenure of Instructors. The Board of Visitors again strongly recommended that the tour of duty of instructional personnel at the Military Academy be increased from three to four years. Reconsideration has therefore been requested of our previous recommendation in this matter with the qualification that the four year tour of duty be reduced to three whenever the career pattern of the officer and the essential needs of the service dictate.

d. Transition to the Modified Curriculum. The past year saw the beginning of the four-year transition to the modified curriculum adopted by the Academic Board. The plan includes two programs: The Standard Academic Program and the Advanced Studies Program. The Standard Academic Program contains the minimum courses required for graduation. It includes a prescribed core curriculum with a carefully considered proportion of science-engineering subjects and of the social sciences-humanities with the weight on the side of the former. In addition, the Standard Academic Program requires that each cadet pursue a prescribed number of electives of his own choice during his first class year. Cadets are enrolled in the Advanced Studies Program whenever they are declared qualified to pursue other than the standard courses. Cadets may be declared so qualified for advanced work by validation of a USMA subject pursued elsewhere before entrance, or by versions of standard courses.

It has been gratifying to note the progress thus far made in this first year of transition to the modified curriculum. Enrolled in the Advanced Studies Program were 1040 cadets or 44% of the Corps. The Class of 1961, the first class to pursue an elective, was offered one elective from a list of 16. The reaction to this experiment in capitalizing on motivation and aptitude was most gratifying.

e. Teaching and Training Aids. Steps have been taken to bring together for more efficient management and improved service, the widely scattered teaching and training aid activities at West Point.

A compendium of information has been assembled of the many items and methods of instruction which are unique at the Academy. The items vary from the special combined laboratory-desk designed at West Point and used in physics classrooms and mounts for the 8-foot mock-up slide rules used for mathematics instruction, to complex "black box" - type electric circuitry timesavers for instruction in electricity.

Newly installed apparatus includes the sub-critical nuclear reactor for the Department of Electricity and addition to the number of digital and analog computers now in use.

f. Proposal to Award Master's Degrees. The Air Force Academy initiated a proposal that legislation be sought to authorize service academies to award the master's degree upon completion of the prescribed four years of instruction at the academies. We strongly opposed this proposal for the reasons set forth in the correspondence on this subject with the Chief of Staff. We have been supported in our stand by the Superintendents of the United States Naval Academy and the United States Coast Guard Academy. The American Council on Education has stated in this connection that it "considers it unwise national policy for Government agencies to be permitted to use the symbols which traditionally have been associated with civilian academic institutions" and that it "is not in position to endorse the recommended solution at this time."

g. Library. Curriculum expansion continues to increase the pressure on library resources and physical facilities and will continue to do so until a new library building has been completed.

The USMA Library was awarded first place among college and university libraries in this year's John Cotton Dana Publicity Awards Contest. The contest is sponsored jointly by the American Library Association's Public Relations Section and the Wilson Library Bulletin. The citation for the award-winning USMA Library entry reads: "For publicity program showing how the library relates itself to the life of the whole organization."

h. Cadet Monographs. An increased emphasis has been placed on critical writing by cadets of all classes. In his Fourth Class year, for example, each cadet is required to submit more than 20,000 words of his writings of his English course, to include one research paper. His writing is continued in Third Class English, to include an additional research paper.

In Third Class Social Sciences cadets write two critical essays averaging 2000 words in length.

In Second Class year, each cadet prepares a book report in Military Heritage and submits a 2500-4000 word monograph on a Social Sciences subject.

In First Class year the writing requirement culminates in the preparation of a series of papers in English, particularly staff studies and other military writings, and the preparation of two major monographs, one in the Military Heritage Course, and the other in the Social Sciences course. In lieu of the latter, cadets may elect to write their research paper in Civil Engineering or Ordnance, and about 10% of the First Class so elects. The majority of these cadets perform laboratory research and record their conclusions in their monographs. Four such monographs, one on Civil Engineering and three on Ordnance subjects, were presented at the Eastern Colleges Science Conference held at Syracuse University, 4-7 May 1961. The cadet papers were the only applied science papers presented at the Conference.

### 3. MILITARY TRAINING.

a. General. With the beginning of the 1960-1961 Academic Year a new program of military education was undertaken. The objective of this program was to provide the qualities and attributes essential to a broad, basic, military education with emphasis on leadership. The course was designed to provide basic knowledge of the military tactics and techniques essential to a junior officer; it was not intended to develop individual proficiency in specific skills. The course placed maximum emphasis on practical skills and training during the summer training or laboratory periods.

#### b. Summer Training Period.

(1) General. The summer training period was considered to be the laboratory phase of the cadet's military education. It consisted generally of three major phases: New Cadet Barracks, which grooms the individual as a cadet and provides the equivalent of basic individual training; Camp Buckner, which is highlighted by intensive advanced individual and small unit tactical training with emphasis on combined arms aspects; and Army Orientation Training, which provides the cadet with first-hand knowledge of life as a junior officer in company-sized units of the combat arms.

(2) Class of 1961. Heretofore the Army Orientation Program had been limited to stateside units, but this past year arrangements were effected whereby 220 members of the Class were assigned as platoon leaders or assistant platoon leaders to operational units in U.S. Seventh Army, Europe. Cadets gained unparalleled experience as junior of-

fficers while serving with the Seventh Army's infantry, artillery, and armor units. This month of duty as junior officers provided them the best possible peacetime training and awakened them to the challenge of the profession of arms. Commanders were particularly well pleased with the performance of the cadets, both in the field and in garrison. The remainder of the First Class were assigned to the normal command and instructor duties associated with training the Fourth Class cadets in New Cadet Barracks and Third Classmen at Camp Buckner.

(3) Class of 1962. In July and August approximately 215 members of this Class were given the responsible positions of squad leaders in New Cadet Barracks. Other members of the Class spent one month as platoon leaders or assistant platoon leaders in CONUS units. Similar to the First Class Army Orientation Program, this training gave participating Second Classmen an insight into the inner workings of a company-size unit. In June 1961, as new First Classmen, they visited Forts Benning, Sill, Bliss, and Knox in furtherance of the objective of orienting cadets on the roles and missions of the combat arms.

(4) Class of 1963. During July and August the Third Class encountered seven weeks of realistic field training. Weapons firing, combat arms tactics, extensive tactical training at small unit level, physical conditioning, and orientation on the role of supporting services comprised this training bloc. A major innovation in this year's program was the Ranger-type training of some 70 hours. Named "Recondo," this training was an excellent vehicle for teaching patrolling and small unit leadership under arduous conditions. This instruction was the highlight of the Buckner program. In June 1961, the Class will enter an encampment period at West Point designed to further the cadet's laboratory period of military instruction. Also during this period they will visit Signal Center, Fort Monmouth, N.J.; receive an orientation at the US Navy Submarine School, New London, Conn.; Stewart Air Force Base, Newburgh, N.Y.; and undergo advanced instruction in map reading, methods of instruction and physical training.

(5) Class of 1964. The New Fourth Class spent their first two months at USMA receiving extensive instruction in the facets of cadet life and undergoing basic individual military training. Culmination of the basic training was firing the M14 Rifle for qualification on a Trainfire course. Over 70% qualified Expert. Upon becoming Third Classmen in June they took their leave.

#### c. Academic Year.

(1) General. The principal changes in military education affected the Academic Year program. Changes were made both in method and content. The innovations in method were designed to provide co-equal stature in cadet opinion between the study of military science and other academic subjects by assigning study time and assignments, by

section-room type attendance with the sections periodically rearranged in order of merit, frequent examinations, and term-end examinations for cadets who failed the regular term work. The content of the military education curriculum was divided into two broad courses: Military Heritage and Military Fundamentals. The former course was designed to provide greater stress on motivation of the cadet toward a life of service by developing in the cadet an appreciation of the history, traditions, and contributions of the Armed Forces of the United States with primary emphasis on the Army. The latter course, Military Fundamentals, is the hard core of the cadet's broad military education.

(2) Class of 1961. The major portion of the First Class Tactics Course involved preparation of a military monograph as the final phase of the Military Heritage course. This requirement was intended to give cadets experience in research and in writing a paper requiring analysis and support of the conclusions drawn. Topics for this assignment were of two types: The command decision; or an analysis of a historical (or future) military problem. Due to the close relationship to military history, the Department of Military Art was designated the responsible agency for conducting this monograph program.

Another new sub-course for the First Class was the Studies of Military Problems which was designed to focus the cadet's attention on the broad military considerations and challenges facing the future soldier. This subcourse was the culmination of the Military Fundamentals course.

The third major portion of the First Class course was the Tactical Officer Conferences. These periods were established for the purpose of smoothing the transition from cadet to officer.

(3) Class of 1962. The Second Class Tactics Course was dominated by its Military Fundamentals sub-course, which consisted of a complete study of the contribution made by various members of a combined arms team, theory of combat support, the principles of task force organization, and logistical considerations. The re-inforced battle group was used as the model of instruction. Also included was a limited study of the tactical implications of nuclear weapons.

The Heritage course for this Class required each cadet to read a military book from an approved list and submit a report on his reading. Selected on a basis of quality, some cadets presented an oral report on their work.

(4) Class of 1963. The Military Fundamentals Course in Third Class year examined the roles of the three Services, the basic structure of the Army, and the Soviet Army. Primary attention was given to tactical considerations, the principles of task force organization, and the fundamentals of attack and defense using the reinforced company as a model.

The Military Heritage Course consisted of a study of the Army's growth and contribution to the nation and a study of the history of the other services.

(5) Class of 1964. Three major changes were undertaken with the Fourth Class Course: Military Fundamentals, Heritage, and Map Reading. Fundamentals commenced with a broad coverage of the National Military Establishment, the major components of the Army, and the Soviet Armed Forces. Next, basic military concepts, principles of war, and the application of principles in the attack and defense were emphasized.

Heritage in this academic year consisted of a study of the history of the U. S. Army.

Due to reorganization of the Academic curriculum, Map Reading became a significant part of the Fourth Class Tactics program. A thorough understanding of basic map reading was the objective of this course.

#### 4. EXTRACURRICULAR ACTIVITIES.

a. Cadet Clubs, Organizations, and Activities. The number of cadet clubs decreased during the year to 62, with the Weight Lifting and Ordnance Clubs being disbanded and the formation of a Cadet Rugby Club and a West Point College Bowl Organization. Total aggregate membership of the 62 activities is over 6,000 cadets. During the year, cadet club members participated in 205 trips ranging from one to two hundred cadets each. Activities of nine of the clubs are competitive in character. Important accomplishments of several clubs are as follows:

(1) Of the competitive clubs, the Parachute Club, the Water Polo Club, and the Triathlon Club were particularly distinguished for their successes during the year.

(2) The Glee Club reached an estimated audience of over 70 million persons through live and televised appearances. The Glee Club's stature was enhanced with personal appearances in Boston, New York, and Wilmington, and appearances on national television shows.

(3) The Catholic, Protestant and Jewish Choirs made three trips each to various churches and synagogues within a hundred mile radius of West Point to participate in services and foster community relations.

b. Intercollegiate Athletic Program. During the 1960-61 season, the record of our teams was good. The cross country team won the Heptagonal Championship. The 150-lb. football team again won the Eastern Collegiate League Championship. The lacrosse team earned a berth as National Intercollegiate Co-Champions. The pistol team was outstanding and won the National Intercollegiate Championship. Cadet athletes from several sports won national and regional indi-

vidual honors. Throughout the year the varsity teams competed in 206 contests, won 137, lost 67, and tied 2 for a .671 winning percentage.

The intercollegiate athletic program complements the physical education program and has become an important part of cadet life. Improvement in athletic facilities, in the caliber of team members, and full support by the Corps and alumni should further develop and strengthen the intercollegiate program during the coming year.

### III. THE GRADUATE

The graduating strength of the Class of 1961 was 534; 472 were commissioned in the Army; 55 in the Air Force; 4 in the Marine Corps; 1 was graduated without a commission because of physical defects; and 2 graduates were allied students. In the branch selection for the Class of 1961, 94% of the cadets received their first or second choice, and 6% received their third or fourth choice.

The gradual increase in the resignation rate of USMA graduates from the officer ranks has given rise to the need for further appraisal of the graduate. A committee has been appointed to investigate the methods of appraisal and the practical limits of those evaluations of the graduate that may be carried out here at West Point and those that may be carried out by the Department of the Army. Steps have already been taken to include a large sample of West Point graduates in the differential leadership project being carried out by the Army Personnel Research Office in Washington. A preliminary report, to include detailed recommendations of studies which might be carried out at West Point, is now being prepared.

### IV. PERSONNEL

1. Colonel George R. Stephens, O 27892, Professor and Head of the Department of English since October 1945, retired 31 January 1961. Upon his retirement he was awarded the Legion of Merit for his many contributions to West Point and was promoted to the grade of Brigadier General.

2. Colonel Russell K. Alspach, O 50879, Professor and Deputy Head of the Department of English, was designated as Professor and Head of Department, effective 1 February 1961.

3. Colonel Edwin V. Sutherland, O 20173, Infantry, was appointed by the President as Professor of English, and will be assigned as Deputy Head of the Department of English upon his return from duty in Cambodia. Colonel Sutherland is a USMA graduate of the Class of 1936. He served a tour of duty at West Point as Associate Professor of English during the period 1949-1952 and earned a Master of Arts Degree in English at Columbia University in 1951.

4. Colonel Boyd W. Bartlett, O 27891, Professor and Head of the Department of Electricity, was scheduled for retirement and promotion to the grade of Brigadier General on 30 June 1961. Additional processing of some related personnel actions was necessary, however, with retirement action anticipated in about ten days.

5. Lt Colonel Elliott C. Cutler, O 24649, Professor and Deputy Head of the Department of Electricity, will be appointed Head of the Department of Electricity upon Colonel Bartlett's retirement. A USMA graduate, Class of 1942, he holds the PhD Degree.

6. Major Edward A. Saunders, O 27904, Corps of Engineers, will be designated Deputy Head of the Department of Electricity upon his appointment by the President as a permanent Professor. Major Saunders, a USMA graduate, Class of 1946, served in the Department of Electricity from 1951 to 1954. He holds the degree of Master of Science in Engineering from Purdue University.

7. Colonel William W. Watkin, Jr., O 24664, Corps of Engineers, was appointed by the President to be Professor and Deputy Head of the Department of Earth, Space and Graphic Sciences upon the retirement of Colonel Lawrence E. Schick, Head of the Department. Colonel Watkin graduated from USMA in 1942 and served a tour of duty here from 1947-1950. He was awarded the degree of Master of Science in Civil Engineering from the California Institute of Technology in 1951.

8. Colonel Albert O. Connor, Deputy Commandant of Cadets, was promoted to Brigadier General 28 February 1961. On 24 March he departed USMA to become Deputy Commanding General, U. S. Army Training Center, Infantry, Fort Dix. On General Connor's departure, Colonel Richard G. Stilwell became Deputy Commandant of Cadets.

9. On 10 February 1961 Reverend James D. Ford was appointed Assistant Cadet Chaplain. Only 29 years of age when selected, Chaplain Ford is believed to be the youngest chaplain to hold this post. He is a graduate of Gustavus Adolphus College in Minnesota and the Augustana Theological Seminary. Following graduation from the Seminary in 1957, he spent a year at the University of Heidelberg in Germany doing post graduate work. In June 1958, he returned to America and was ordained as a Lutheran minister. In both college and seminary he was president of his graduating classes. An excellent athlete, he played varsity football for four years at Gustavus Adolphus and was Minnesota's ski champion in 1949.

## V. UTILIZATION OF RESOURCES

### 1. FUNDS FOR CADET INSTRUCTION, TRAINING AND SUPPORT.

a. Funding Program, FY 1961. The initial funding program of \$16,635,000 for FY 1961 was adequate to cover all recurring operational requirements except the additional cost

resulting from the pay raise granted to classified civilian employees by the FESI Act of 1960. This deficit was subsequently covered by a funding program increase of \$268,000. In addition, an increase of \$1,000,000 was received in the third quarter for reduction of the deferred maintenance backlog and for minor modifications to facilities. Minor adjustments in the reimbursable obligation ceiling brought the total funding program for FY 1961 to \$18,084,200.

b. Funding Program, FY 1962. The funding program for FY 1962 has been tentatively established at \$17,512,000. This amount will satisfy all known operational requirements, with one exception, and will permit a modest reduction to the \$4,310,000 deferred maintenance backlog. The unfinanced item mentioned above, as the exception, is the requirement of \$309,000 to support employment of 59 additional civilian employees. This requirement was submitted to DA in the FY 1962 Operating Program. DA has already authorized 40 of these civilian spaces in exchange for 50 enlisted spaces voluntarily relinquished by this command. DA action has not been received on the remaining 19 spaces required to provide maintenance services for 156 newly completed quarters and to adequately staff the enlarged Post Children's School. The seven spaces for the Post Children's School are programmed for the first quarter FY 62.

## 2. REORGANIZATION.

The 1st Battle Group, 1st Infantry has been reorganized as a result of recent curriculum changes which included a revised military training program at USMA. The revised military training program requires less emphasis upon practical tactical instruction during the academic year, and provides additional time for the inclusion of elective courses within the academic program. This permitted inclusion of all military instruction within the Commandant of Cadets' area thereby resulting in an excess staffing of the Battle Group in view of its revised mission. In order to maintain the continuing military training requirement, and to assure the necessary planning and administration of the summer tactical training program, sufficient military personnel were transferred to the Department of Tactics. These personnel have been assigned to a newly created Office of Military Instruction. Tactical training and combat-type exercises will continue to be conducted in the field during the summer with the assistance of TDY troops. The impact of this change on the organization and resources of the command has generated an excess of 204 enlisted spaces which will be released to Department of the Army effective 30 June 1961.

## 3. MANAGEMENT IMPROVEMENT.

a. During the past year we have applied a philosophy old to the Army - give the operating manager a clear mission, authority and appropriate resources and expect of him profitable results. This philosophy has made "thinking" managers of our activity chiefs imbued with a will to produce "more and better with less".

We have approached the objective of increased efficiency in two general directions. Where backlogs of work existed we have increased production. In areas where the product is fixed we have reduced staffing through more efficient application of better methods. A performance evaluation program was developed and implemented during the year to provide diagnostic information for improving employee performance. The program principally uses the management techniques of work sampling and pace rating, and is directed primarily toward measuring those administrative and support activities which are considered unmeasurable under the existing Performance Analysis System. In other areas where work can be readily measured, Project PEP augments the work measurement techniques currently being applied. It is intended that the program will increase efficiency by identifying and decreasing idle time and provide a firmer basis for manpower requirements. During this period we have relocated 50 logistic spaces from marginal areas to critical areas both within and outside logistic's activities and over-all output has increased approximately 10.5%. We have established centralized audio-visual aids, integrated mobile maintenance operations under a single manager and we are planning for the consolidation of all supply functions.

b. Automatic Data Processing System. A program was started last year to determine the extent to which operating economies or management improvements could be realized through the adoption of automatic data processing equipment (which includes an electronic digital computer). A feasibility study has clearly established the over-all soundness of using such equipment in USMA business-type operations, research applications, and as an instructional aid to cadets. The application study, which began in August 1960, is expected to produce conclusive evidence of the operational and educational benefits from the use of ADPE. Current plans envision a Computer Center in operation by May 1963. The data processing functions and services to be performed by ADPE will be an improvement over our present punched card equipment operation. This program is a major undertaking and is expected to prove beneficial to all elements of the Military Academy.

#### 4. RELOCATIONS.

a. During the year by readjusting the location of certain post activities, it has been possible to materially improve the recreational facilities available to cadets. Plebes now have a facility of their own to receive and entertain their guests. The upperclass social room in the gymnasium has been expanded by 50% and the entire old Ordnance Compound is in the process of being developed into a First Class activity complex. A centrally located building behind Central Barracks is being developed to house cadet extracurricular clubs which were previously scattered about the post.

b. Additional shifts are in process in order to better utilize limited space in the cadet area, group homogeneous functions for increased efficiency, and reduce congestion in critical areas of the post. The following are examples of this program. Movement of the Post Office to a recently vacated fire station will not only provide a modern postal facility of adequate size but also, relieve congestion in the cadet area and make space available to adequately accommodate the cadet hostesses. The facilities for developing audio-visual instructional aids are being concentrated in the academic area to provide broader and more responsive support to instructors and cadets. The Transportation shipping and receiving terminal is being moved to the periphery of the post to reduce the amount of heavy traffic on post and to free a site better suited for administrative purposes.

#### 5. CURRENT CONSTRUCTION.

a. Cadet Barracks. Construction of the new 526 man Cadet Barracks, which started on 15 February 1960, is progressing satisfactorily and is scheduled for beneficial occupancy 31 July 1962.

b. New Family Housing. 156 sets of family quarters will become available this summer and fall. 52 sets will be available 31 July, 38 sets 31 August, 46 sets 30 September, 20 sets 15 December.

c. Water Sprinkler System on the Plain. An automatic underground sprinkler system has been installed on the entire Plain. In addition to using less water and producing better turf, the watering requires no man power and can be done during the night. This eliminates daytime watering and permits full utilization of the Plain.

#### 6. PROPOSED CONSTRUCTION.

a. New Cadet Library. This item is contained in the Department of the Army FY 1962 MCA Funding Program which is currently under Congressional review. Preliminary plans are now being developed. Based on the present schedule for completing the final plans and specifications, a construction contract should be awarded before Christmas and actual work started early in January 1962. The new library will be located at the site of the existing library and will blend with the architecture of adjacent Bartlett Hall.

b. FY 1963 MCA Program. The following projects have been submitted to the Department of the Army for inclusion in the FY 1963 MCA Program: Rehabilitation of Hotel Thayer, Student Union Building, integrated maintenance shops, additions to the cadet gymnasium, ADP computer center, expansion of band rehearsal facilities, 24 tennis courts and rehabilitation interior south barracks.

## VI. ESTABLISHMENT OF MEMORIALIZATION PROGRAM

In reviewing the needs of the Academy it became evident that certain projects, generally in the extracurricular, social and cultural fields, could be classed as nice-to-have additions to the environment of West Point. Those projects that were believed might have appeal to private donors, especially as a gift to memorialize a relative, classmate or friend, have now been identified and listed as a point of departure for a memorialization program.

When the list of projects was shown to a number of our most distinguished senior graduates they proved to be highly receptive to the idea of establishing a definitive program and a permanent organization for private giving to West Point. In May 1961 a committee of such distinguished graduates with General Lucius D. Clay as Chairman met in New York City and formally established the West Point Superintendent's Fund. A private organization composed of graduates, the Fund Committee has already begun its fund-raising efforts with an initial appeal to a selected list of graduates. The response to their appeal has been encouraging. Later they expect to approach other graduates and also other friends of West Point.

Funds for one of the projects in the program has already materialized in the form of a gift of one million dollars, a bequest to the Association of Graduates by Mrs. Palmer E. Pierce, widow of General Pierce, Class of 1891, to his memory. The Association of Graduates proposes to enlarge the building now occupied by the West Point Army Mess and to expand the facilities to provide for a faculty club, officers mess activities and create space for additional memorialization beyond that remaining in Cullum Hall.

From the estate of a friend of West Point, approximately twenty-five thousand dollars is expected to provide a modern ski lift for our ski slope.

## VII. MISCELLANEOUS

The Sylvanus Thayer Award, presented annually by the Association of Graduates to "That citizen of the United States whose record of service to his country, accomplishments in the national interest, and manner of achievement exemplify outstanding devotion to the principles expressed in the motto of West Point--Duty, Honor, Country" is normally given at the Founders Day dinner held at West Point on or about 16 March. This year the Sylvanus Thayer Award was presented to General of the Army Dwight D. Eisenhower, USMA Class of 1915, on 15 May 1961.

In accordance with the Military Academy's memorialization program, the East Academic Building was named Bartlett Hall in honor of Colonel William H. C. Bartlett, Professor of Natural and Experimental Philosophy, USMA, from 1836 to 1871. In addition, buildings located in the old Ordnance Compound were named in honor of three distinguished Ordnance officers: Major General Stephen Vincent Benet, USMA Class

of 1849; Major General William Crozier, USMA Class of 1876; and Colonel James G. Benton, USMA Class of 1842. Similarly, ranges and areas were named to remind the users of our military heritage.

APPENDIX A

HEADQUARTERS  
UNITED STATES MILITARY ACADEMY

SUPERINTENDENT

MAJOR GENERAL W. C. WESTMORELAND

GENERAL STAFF

Chief of Staff	Col Joseph Hardin
DCS, Personnel & Administration	Col Roderick Wetherill
DCS, Logistics	Col Phillip L. Elliott
Comptroller	Lt Col Harold W. Kasserman

SPECIAL STAFF

Adjutant General	Col James B. Gregory
Admissions Division, Chief	Lt Col A. R. Bolling, Jr.
Air Force Liaison Officer	Maj James M. Minor
Alumni Secretary	Col Norton B. Wilson
Archivist and Historian	Dr Sidney Forman
Chaplain	Col Steve P. Gaskins, Jr.
Chemical Officer	Lt Col Roger W. Spigelmoyer
Civilian Personnel Officer	Mr Joseph J. Stapleton
Dental Surgeon	Lt Col James R. Jessel
Director of Athletics.	Col Emory S. Adams, Jr.
Engineer	Col Herbert G. Lux
Exchange Officer	Lt Col Arthur A. Paulus
Finance & Accounting Officer	Lt Col James R. Calhoun
Information Officer	Lt Col Joel B. Stephens
Inspector General	Lt Col George H. Welles
Librarian	Dr Sidney Forman
Museum Director	Mr Frederick P. Todd
Ordnance Officer	Lt Col Roger W. Spigelmoyer
Personnel Branch, Chief	Col T. Stacy Capers
Provost Marshal	Maj Robert J. Kriwanek
Purchase & Contract Officer	Maj Frank G. Everett, Jr.
Quartermaster	Lt Col Earl K. Buchanan
Security Division, Chief	Maj Lee H. Burns
Signal Officer	Lt Col Arthur J. Sebesta
Special Services Officer	Lt Col Francis D. Miller
Staff Judge Advocate	Col Arthur P. Ireland
Surgeon	Col Phillip W. Mallory
Transportation Officer	Lt Col Reuben E. Wheelis
Treasurer	Col Walter J. Woolwine
Veterinarian	Lt Col George M. Kerr

**OFFICE OF THE DEAN**

**DEAN**

Brigadier General WILLIAM W. BESSELL, Jr

**Assistants to the Dean**

Lt Col Jess P. Unger, Maj John W Mastin

**REGISTRAR**

Lt Col Robert S. Day

**ACADEMIC DEPARTMENTS**

	<b>PROFESSORS</b>
Earth, Space & Graphic Sciences	Col Lawrence E. Schick
	Col Charles R. Broshous
Electricity	Col Boyd W. Bartlett
	Lt Col Elliott Cutler
English	Col George R. Stephens
	Col Russell K. Alspach
Foreign Languages	Col Charles J. Barrett
	Col Walter J. Renfroe, Jr
Law	Col Charles W. West
Mathematics	Col Charles P. Nicholas
	Col John S. B. Dick
Mechanics	Col Elvin R. Heiberg
	Col Harvey R. Fraser
Military Art & Engineering	Col Vincent J. Esposito
	Col Charles H. Schilling
Military Hygiene	Col Phillip W. Mallory
Ordnance	Col John D. Billingsley
Physics and Chemistry	Col Edward C. Gillette, Jr
	Col John R. Jannarone
Social Sciences	Col George A. Lincoln
	Col Amos A. Jordan, Jr

**HEADQUARTERS**

**UNITED STATES CORPS OF CADETS**

**COMMANDANT OF CADETS**

Brigadier General CHARLES WYTHE G. RICH

Deputy Commandant	Col Albert O. Connor
Prof of Physical Education	Col Frank J. Kobes, Jr
Office of Military Psychology and Leadership	Col Paul V. Tuttle, Jr Director
Commanding Officer, 1st Regiment, USCC	Col Seth F. Hudgins
Commanding Officer, 2d Regiment, USCC	Col Richard G. Stilwell

(a) PERCENTAGE OF CLASS STRENGTH SEPARATED FOR THE CLASSES 1951-1964

CLASS	RESIG- NATIONS	ACADEMICS	CONDUCT	APTITUDE	(b) HONOR	PHYSICAL EDUCATION	(d) OTHER	(e) TOTAL PERCENT
1951 (615)	13.2	9.3	1.1	0.3	1.3	0.7	3.7	29.6
1952 (689)	13.5	8.3	0.7	0.6	1.0	1.2	2.9	28.2
1953 (727)	16.2	10.5	1.0	0.3	1.4	0.8	2.3	32.3
1954 (797)	7.2	11.0	1.0	1.3 (c)	0.9	0.3	3.4	25.0
1955 (649)	15.1	13.3	1.4	0.6	1.2	0.5	1.7	33.7
1956 (670)	15.2	13.9	0.1	0.4	0.9	1.3	2.2	33.9
1957 (730)	12.6	13.3	0.1	0.0	1.5	0.8	1.8	30.0
1958 (752)	9.4 (71)	12.8 (96)	0.4 (3)	0.4 (3)	1.9 (14)	0.8 (6)	3.2 (24)	28.7 (216)
1959 (683)	9.5 (65)	13.6 (93)	1.0 (7)	0.7 (5)	2.2 (15)	2.0 (14)	3.8 (26)	32.9 (225)
1960 (765)	10.0 (76)	16.0 (122)	0.5 (4)	1.8 (14)	1.7 (13)	2.2 (17)	2.4 (19)	33.2 (254)
10 Yr. Average	12.1	12.2	0.7	0.6	1.3	1.0	2.7	30.7
1961 (4 Yrs) (737)	10.9 (80)	16.1 (119)	0.9 (7)	2.6 (19)	2.0 (15)	2.0 (15)	1.4 (10)	35.0 (258)
1962 (3 Yrs) (811)	10.2 (83)	10.7 (87)	1.1 (9)	1.7 (14)	2.3 (19)	1.6 (13)	2.1 (17)	29.4 (239)
1963 (2 Yrs) (738)	9.9 (73)	13.2 (98)	1.4 (10)	2.2 (16)	1.8 (13)	1.8 (13)	1.6 (12)	31.0 (229)
1964 (1 Yr.) (802)	10.0 (80)	7.4 (59)	0.7 (6)	1.1 (9)	1.2 (10)	0.4 (3)	1.9 (15)	21.8 (175)

Footnotes: (a) All percentages are figured on the basis of original entrants of a class.

(b) Includes all cadets found guilty of an honor violation regardless of their type of separation.

Does NOT include those cadets involved in the 1951 incident.

(c) Includes two graduated cadets (Bentley and Caffney).

(d) Includes cadets separated for Physical Disability, Death, Administrative Discharge, Habits and Traits, Turned Back, Dropped, Suspended, and Released.

(e) The total percent of a class separated is not necessarily the sum of the percentages separated for any one reason because a man separated, for example, for deficiency both in academics and physical education is counted in each category but is not counted twice when figuring the total percentage lost to a class.

## APPENDIX C

### ELECTIVE COURSES

Elective courses are those which a cadet pursues upon his own choice at designated stages in the curriculum. At present, each cadet selects a minimum of two electives during his last year at the Military Academy. Cadets are encouraged to make their selections in the interest of deepening their area of concentration or in the interest of broadening their program, whichever appears to contribute most effectively to their professional development. Elective courses are as follows:

Aircraft Propulsion	Individual Engineering Project
Automotive Engineering	Individual Ordnance Project
Calculus	Modern Abstract Algebra
Comparative Economic Systems	National Security Problems
Concrete Structures	Nuclear Engineering
Contemporary Literature	Physical Chemistry
Digital Computers	Portuguese
Electronics	Russian
French	Science of Materials
German	Shakespeare
Governmental Problems of the Non-Western World	Soil Mechanics
History of the Great Powers Since 1870	Space Mechanics
History of the Military Art	Spanish
Human Relations	Structural Analysis
	The Novel
	Theoretical Physics

## APPENDIX D

### MEETINGS OF PROFESSIONAL SOCIETIES AT WEST POINT

The following named professional societies or groups held meetings at or visited West Point during the past year:

1. The Mid-Hudson Section of the American Chemical Society.
2. American Association of Teachers of Slavic and East European Languages (NY - NJ Chapter).
3. Rensselaer Polytechnic Institute Society of American Military Engineers - Student Branch.
4. Society of Automotive Engineers - Student Branch, NYU.
5. Students and Faculty of the School of Library Service, Columbia.
6. The Officials and Directors, National Debate Tournament.
7. American Assembly, Arden House, Columbia University.
8. The Orange County High School program. Attendance approximated 2,700 high school students from Orange County with Admissions Personnel from 78 different universities.
9. Guidance Counselors from Bergen County, New Jersey.
10. NATO representatives.

