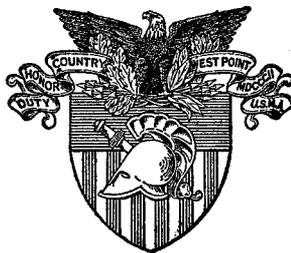


ANNUAL REPORT
of the
SUPERINTENDENT



1962

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



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

MASP

1 July 1962

SUBJECT: Annual Report, Academic Year 1962

TO: The Chief of Staff
United States Army
Washington 25, D. C.

1. This report on the activities and management of the United States Military Academy highlights significant events and records changes in Military Academy policies and procedures during the period 1 July 1961 to 30 June 1962.

2. Certain happenings which took place during the Military Academy's 160th year of operation are worthy of particular note because they seem to portray the breadth of our endeavors and the significance of our accomplishments during Fiscal Year 1962. Most of these events or undertakings, summarized below, will be discussed in greater detail in the ensuing report:

a. A project was initiated to develop a clear statement of the educational philosophy of the Military Academy. It is believed that such a statement could serve as a guidepost for those directing the endeavors of this institution.

b. During the academic year, I undertook an unannounced class visitation program which provided an opportunity for me to obtain a firsthand evaluation of the Academy's curriculum and the effectiveness of its presentation. My schedule included each of the courses offered during the year to all four of the classes. In most instances I managed to visit both top and bottom sections. This was a revealing and gratifying experience and gave me a heightened appreciation for the excellence of our academic program.

MASP

1 July 1962

SUBJECT: Annual Report, Academic Year 1962

c. The period of this report marked our second year of experience with the modified curriculum. This experience has demonstrated the timeliness and validity of this change to the Academy's program. As a result of an evaluation of experience gained during the previous academic year, minor revisions to the academic programs were made. Particular attention was given to developing a schedule of electives which would produce maximum benefit to the cadet and to the service. Elective course offerings were increased significantly during the period: thirty-one as compared to the sixteen presented the previous year.

d. To assist the Academic Board in its deliberations, particularly in regard to curriculum planning, we were fortunate to obtain the services of Dr. James Phinney Baxter, III, President Emeritus of Williams College, and Dr. Carl R. Soderberg, former Dean of Engineering at Massachusetts Institute of Technology and presently Institute Professor Emeritus, as consultants. A third eminently well-qualified consultant, Dr. Lucian W. Pye of the Massachusetts Institute of Technology was secured as a special advisor on counterinsurgency training aspects of our curriculum.

e. As one means of maintaining liaison with the academic community and insuring our cognizance of the experiences and thinking of leaders in the field of education, we initiated a Faculty Lecture Program. The initial presentation was given by Mr. Fred Hechinger, Education Editor of The New York Times, who delivered an address on "Trends in Education".

f. A visiting professor program was inaugurated. Dr. Tristram P. Coffin of the University of Pennsylvania conducted an elective course in contemporary literature during the spring term of the academic year.

g. In November of 1961, I formed an ad hoc committee to make a detailed examination of the objectives, environmental features, and practical operation of the Fourth Class System. The committee was instructed to analyze all phases of the System to insure that the effort is fully productive and is in consonance with the mission of the Military Academy.

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SUBJECT: Annual Report, Academic Year 1962

h. The period of this report provided our second year of experience with a revised program of military training which was initiated in the Fall of 1960. It became apparent that the program was well-conceived to meet the objectives of this important phase of cadet development. The experience gained during the previous year guided our efforts to insure that effective use was being made of instruction time. Emphasis was placed on extending the cadet (psychologically as well as physically and mentally) by insuring maximum opportunities for participation in military studies and training requirements. At Camp Buckner, cadets spent a greater portion of their time living and training in the field. Advanced individual training and combined arms training were emphasized in order to increase the cadet's knowledge of the scope of Army field operations.

i. We feel that one measure of the effectiveness of our Admissions Program is the quality of the entering class. It is apparent that this program, which is in its fourth year of operation, has achieved impressive results. A summary of the qualifications and accomplishments of West Point's Class of 1965 prior to admission indicated high achievement potential and the performance of the class during their first year reflected the validity of earlier evaluations.

j. During December 1961 a Product Appraisal Committee was established on a permanent basis. The seven-man committee which includes representatives of the Dean's Office, Academic Departments, Department of Tactics, and Office of the Director of Admissions and Registrar, will attempt to evaluate the performance of our graduates during the early years of their military career. Periodically, the committee will present their findings and recommendations to the Academic Board.

k. On the 8th of January 1962, the Superintendents of the Academies of the three Services met and agreed in principle on expansion legislation to be recommended for inclusion in the Department of Defense Legislative Program. The proposed legislation would authorize the same enrollment for each Academy; an enrollment large enough to enable the Services to attain more nearly the goal of 50% of their Regular officer input being Academy graduates.

SUBJECT: Annual Report, Academic Year 1962

l. In anticipation of the eventual enactment by Congress of legislation authorizing an increase in the size of the Corps of Cadets, we initiated planning for the modernization and expansion of facilities. Planning undertaken was in consonance with instructions received from the Deputy Chief of Staff for Military Operations in a letter to the Superintendent dated 26 April 1961. These instructions directed the Superintendent to plan for and make recommendations concerning an incremental expansion of existing facilities or provision of new facilities in proximity of existing ones to accommodate an increase in the size of the Corps to about 4,250 cadets. Following our evaluation of several plans to accomplish the expansion, our concept was formalized for presentation to Department of the Army. On 27 April 1962, I briefed the Vice Chief of Staff on this concept which provided for the modernization and enlargement of the existing cadet mess, barracks, and academic complex, and received approval to proceed with detailed planning.

m. Continued emphasis on management improvements has resulted in savings through increased efficiency and improved quality. Relocation of activities to achieve optimum placement of related functions, to reduce congestion around the area of the Plain, and to provide improved and expanded facilities for the cadets and the staff and faculty has had a salutary effect upon the Academy's operations.

n. The West Point Superintendent's Fund, in its initial year of operation, has continued to grow. Through contributions already received, it has been possible to equip fully a modern T-bar ski lift, assist in converting the old Ordnance Compound into a social activity center for the First Class, make a major addition to the organ in the Cadet Chapel, and accomplish several other projects of direct benefit to the Corps.

o. On the 12th of May 1962, General Douglas MacArthur, upon accepting the 1962 Sylvanus Thayer Award at West Point, delivered an address which has received national attention and recognition. His stirring speech has been published in numerous pamphlets and books in addition to being reproduced on tape and record in response to wide public acclaim. General MacArthur's eloquent and stimulating reflections on the responsibilities and challenges of leadership in the profession of arms and the significance of dedication to the Academy's motto, Duty, Honor, Country, prompted

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Congress to record this speech for history by placing it in the Congressional Record.

p. Two major additions to the facilities at West Point were under construction during the period of this report. A new 263-room cadet barracks, New South Barracks, was virtually complete by the end of the period. Work on the new library, which will cost in excess of \$4 million, commenced in January and is scheduled for completion in 1964. The new building will allow us to increase our library holdings by 100% during the next 8-10 years.

q. The culmination of a year of progress and accomplishment was the commencement address delivered to the Class of 1962 by President John F. Kennedy. In speaking of opportunities, responsibilities, and challenges, the President placed our endeavors in clear perspective and set the tone for our approach to the coming year. During the graduation exercises President Kennedy accepted honorary membership in the Class of 1962 and was presented the cherished class ring.

3. These accomplishments as well as those discussed in the report are due to the dedicated and tireless response of the individuals assigned to or employed at the United States Military Academy. The significant strides which have been made are attributable to the endeavors of these individuals who share, in some degree, the responsibility for fulfilling the important mission of this organization.



W. C. WESTMORELAND
Major General, USA
Superintendent

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“ . . . it is your good fortune to serve in the United States Armed Forces at a time when the demands upon our military leadership are more exacting and more wide-ranging than at any previous time in our history.”

ANNUAL REPORT OF THE SUPERINTENDENT
1 JULY 1961 to 30 JUNE 1962

I. INTRODUCTION

The United States Military Academy's 160th year of operation has been a year of progress and achievement in many endeavors. By establishing goals which were high, we have attained results which provide encouragement that still greater advances will be made in the year ahead.

In behalf of the Academy, I wish to express appreciation to the officers of the Staff and Faculty, to the assigned enlisted men and women, and to the civilian personnel for their cooperation and contributions. Their diligence and teamwork made possible the accomplishments of the year.

II. EDUCATIONAL PHILOSOPHY

The Military Academy prepares selected young men for service to their country in the profession of arms. Since our military establishment requires in its officers a variety of skills, talents, and intellectual capabilities, the scope of the Academy's curriculum cannot be narrow; it must encompass the sciences and the humanities and military training.

Such a curriculum should provide for the development of creative thinking, critical analysis, logical thought, and reasonable judgment. It must help the cadet develop the self-discipline of mind and body essential to rational thought and action in the complex problems of the council table as well as in the crises of the battlefield.

The academic program emphasizes the basic subjects of the arts and sciences and is so designed that the graduate is prepared for postgraduate study in a number of areas.

The military training program emphasizes discipline, physical stamina, and character development. Discipline keeps an Army from becoming a mob; physical stamina is a fundamental requirement on the field of battle; character development brings about the proper relationship of the individual to society.

Critical evaluation and creative thinking are demanded in both programs. In the military training program the cadet is expected to be critical of the propositions and thoughts of others but to be ready, as a disciplined soldier, to carry out implicitly the instructions of constituted authority once a decision has been reached. In the academic program he is encouraged to think and work on his own and to reach independent conclusions.

In short, our educational philosophy agrees closely with that of John Milton, who said, "... a complete and generous education, (is) that which fits a man to perform, justly, skillfully, and magnanimously all the offices, both private and public, of peace and war."

III. ACADEMIC PROGRAMS

Since the end of World War II, there have been eighteen special curriculum surveys in addition to periodic surveys by Academic Board Committees, by members of the General Staff of the Army, by The Inspector General, and by the Board of Visitors. The last major study in this series was the Curriculum Study of 1957-1960 which resulted in instituting a program of advanced studies and electives. Formerly each cadet followed the same curriculum, although the amount and depth of material covered varied considerably between the first and last sections of the class. Today, a cadet may proceed as rapidly and as far in a subject area as is consistent with his background, capability, and interest.

Actually two academic programs are now offered: the Standard Program and the Advanced Studies Program. The Standard Program is the basic minimum academic course required for graduation and the award of the Bachelor of Science Degree. It consists of a prescribed core curriculum plus two electives which every cadet chooses and pursues in his last year. The Advanced Studies Program contains advanced, augmented, and more sophisticated versions of the standard courses, plus additional electives. A cadet can progress to the Advanced Studies Program in two ways: he may be validated for a standard course which he completed at another school prior to entering the Academy and take in lieu thereof a course in the Advanced Studies Program; or he can take, on the basis of demonstrated excellence at the Academy, an advanced or augmented version of a required standard course.

While our Standard Academic Program is demanding and requires many cadets' full attention, the Advanced Studies Program enables us to challenge those cadets with either prior training or an exceptionally keen grasp of a given subject area. In academic year 1961-1962, almost half of the Corps of Cadets was enrolled in the Advanced Studies Program. Sixty-five percent of the members of this year's graduating class, the Class of 1962, participated in the program since its establishment during academic year 1960-1961. This year, there were thirty-one electives in the sciences and the humanities, covering such varied subjects as Digital Computers, Space Mechanics, Theoretical Physics, 20th Century Warfare, National Security Problems, and Contemporary Literature. (A list of the electives appears in Appendix B)

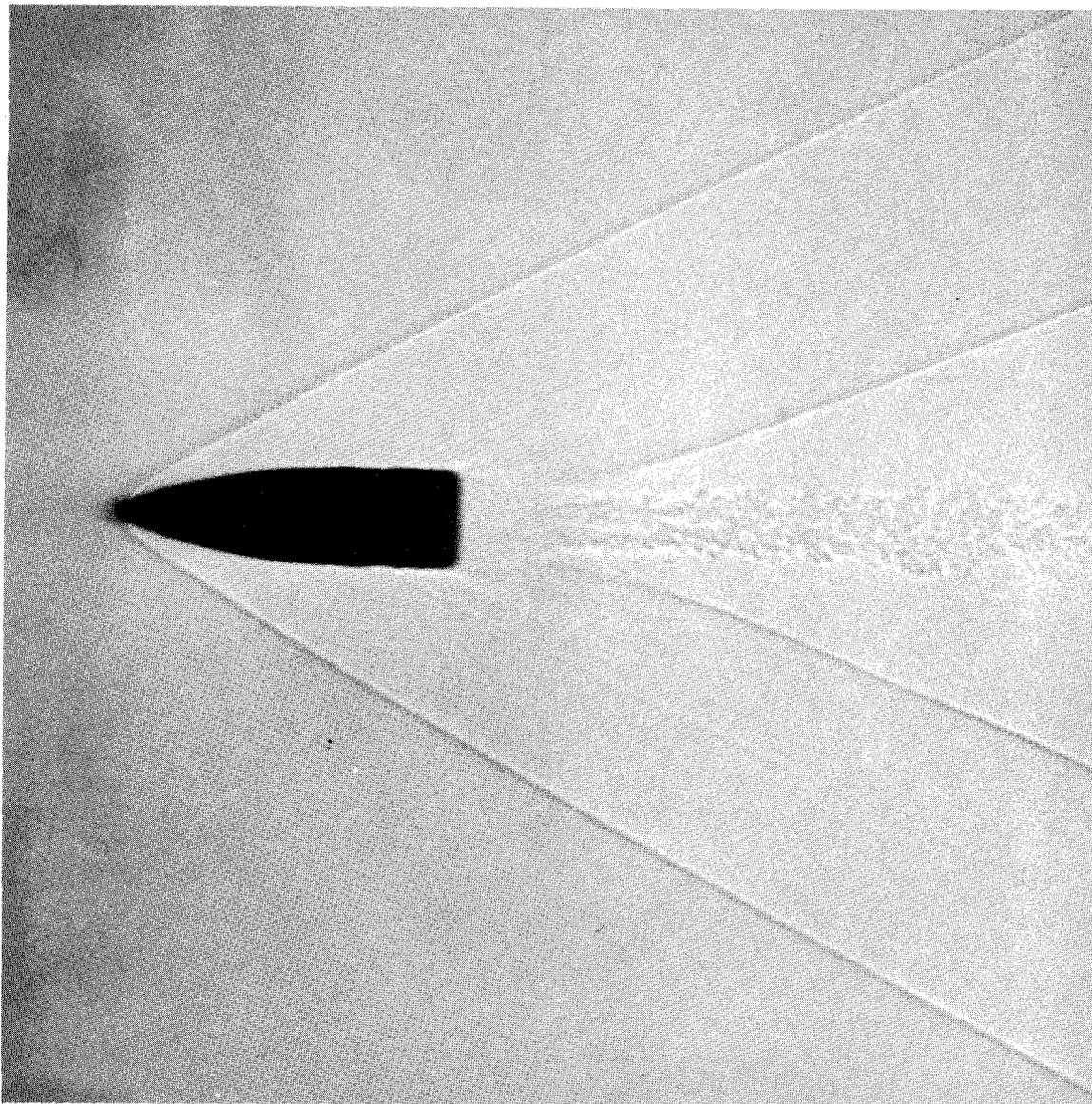
Electives are under constant study to provide for service and academic needs. Among the new electives for the academic year 1962-1963 are Differential Equations II, Information Transmission, Human Relations in Managerial Psychology, Problems of the Developing Nations, Graphical Computations, Latin American Studies, and Management Engineering. The number of electives available will be increased to 41 during the academic year. Elective courses are being realigned, with a view to graduate study, to afford better areas of concentration in fields such as international relations, space technology, civil engineering, and nuclear engineering.

All of our courses are under constant scrutiny to insure that the course content is keeping pace with today's rapid advances in knowledge. For example, we are altering our mathematics courses to reflect trends in this important discipline. More emphasis is being placed on the principles and uses of computers. In Electricity, we are increasing the stress on solid-state electronics, including the LASER, and reorienting communication instruction to include electronic warfare and counter-measures. In the three-year sequence of Social Sciences Courses, better continuity has been developed and cadets will be offered earlier validation and qualification for advanced courses. Selected cadets of the First Class will be permitted to carry an additional course each semester as an overload to the Standard Academic Program. The Department of Military Art and Engineering will offer to a selected group of cadets a two-semester course in Nuclear Engineering, beginning in September 1963. This course will be taken in lieu of the standard course in Civil Engineering.

These Academic Programs are designed to meet the mission of the Military Academy. The course content is that which the recent curriculum survey indicated would best give the USMA graduate the foundation of knowledge on which he must progressively build during his career as a military leader. The curriculum is divided between mathematics-natural science-engineering subjects and social science-humanities subjects in the ratio of approximately 60%-40%. This ratio will vary for each cadet according to his selection of elective courses.

During the four-year curriculum, five courses are conducted which are unique to the Military Academy. They are Military Heritage, Military Fundamentals, the History of Military Art, Military Psychology and Leadership, and Ordnance Engineering. But unique to the Academy also is the emphasis given to military application and usefulness to the career officer of all subjects including those such as mathematics, English, physics, chemistry, mechanics, and political science, customarily found also in the curricula of liberal arts and of engineering colleges. Hence interpolations are provided and material is added to the standard college texts which have been adopted for departmental use. Throughout the academic education of the cadet runs the theme of

motivation, dedication to the military profession, of pride in our military heritage. Teaching methods are also designed to assist in developing motivation, dedication, and esprit. (Appendix C summarizes the present curriculum)



Shadow photograph taken in free flight laboratory

Academic progress has also been aided by recent improvements in laboratories and other instructional devices, including: completion of an unofficial weather station to support studies in climatology; installation of an all-transistorized digital computer; acquisition of a sweep-frequency generator; construction of 150 plastic micromodule mockup; installation of a new language laboratory with 30 booths; addition of a soils equipment laboratory to support the course in Soil Mechanics; addition of an Analog Computer Laboratory; addition of a static Rocket Engine Test Facility consisting of two cells - one for liquid and one for solid motor static firing; addition of two gas turbines complete with dynamometers and instrumentation; addition of a ballistic free flight laboratory; addition of a small land locomotion laboratory; and expansion of the Special Physics Projects Laboratory.

To increase the efficiency of our instruction, studies are being made of the feasibility of closed circuit television and programmed instruction ("teaching machines"). Limited use has already been made of closed circuit television. We are considering an experimental rapid reading course in conjunction with a history course. Increased use of the latest techniques in audio-visual aids is planned. A computer center is planned to support our increased emphasis on the use of computers and to aid post administrative and managerial functions.

To enrich classroom studies, the Military Academy "opens many doors" for the cadet. Some 81 guest lecturers, experts in many fields, addressed cadets this academic year. Lady Barbara Ward Jackson, Dr. Charles Malik, Mr. William Faulkner, and many other notables from the fields of science, government and the humanities were speakers in this program.



"THE WORLD OF WILLIAM FAULKNER" - a guest lecture that will long be remembered at West Point.

Our nearness to New York also enables us to send groups of cadets on educational tours related to their courses. Groups visit Brookhaven National Laboratory, the United Nations, the Metropolitan Museum of Art, and many other places of interest. A group studying Soil Mechanics has seen at firsthand how engineers are solving the problem of building the New York World's Fair on the reclaimed swamps of Flushing Meadows.

Cadet usage of the USMA Library greatly increased during the past year although the Library was housed in temporary facilities in Thayer Hall pending completion of the new Library. The improved arrangement of books and the more comfortable surroundings significantly contributed to this increase in usage and offered further evidence of the need for a modern library facility at the Academy. When the new library building is completed in 1964, usage is expected to increase with the increased library services.

With the generous aid of the Carnegie Corporation of New York, 1,500 color slides of American art were purchased for the Library.

As a measure of the success of our academic programs, several facts may be of interest.

Our First Classmen scored near the top on the Graduate Record Examination when compared with competing students of other colleges. (Appendix D summarizes these results)

Each of the eleven First Classmen who competed for National Science Foundation Fellowships received recognition; one was awarded a Fellowship in physics and ten were given honorable mention (2 in physics, 4 in chemistry, 4 in mathematics). This marked the first time cadets have competed for these fellowships.

A test measuring general knowledge in foreign affairs was given to two groups of the USMA's Class of 1962. One group consisted of 180 cadets who ranked in the bottom third of the international relations course. The second group was made up of 55 cadets who were in the middle of the top third of their class in the same subject. Groups to be tested were determined by Educational Testing Service, the testing agency. They administered the examination to nearly 2000 seniors in 175 colleges and universities. An analysis of the test results showed that one cadet equalled the highest score attained on the test, and the mean score achieved by the cadets was well above the mean of the test group. (These results are summarized in Appendix E)

That our curriculum must prepare graduates for graduate school is apparent in the fact that 342 Academy graduates are this year in attendance at 51 civilian institutions of higher learning in 44 areas of study. It is estimated that more than 60% of our graduates will earn advance degrees during the first

15 years of their military careers.

This year, for the first time, five cadets from the Class of 1962 were earmarked for early assignment to graduate school in science and engineering. It is hoped that these young officers will obtain the degree of Doctor of Philosophy. Actual assignment will be made two years after graduation, provided that the new lieutenant's military record is adequate and that he still desires to attend graduate school (with the extension of obligatory service required). This procedure permitting early graduate schooling will provide a reservoir of highly trained young officers who can be utilized in their specialties either by the Military Academy or by other agencies of the Army. Requiring a period of military training prior to graduate schooling is deemed highly desirable to provide officers who are both soldiers and scholars.

In the opinion of the Academic Board, establishment of schools leading to the award of Master's Degrees at the Military Academy would be detrimental to the quality of our undergraduate program which is and must remain of primary importance. Very few cadets are so advanced in studies that they could gain both a Bachelor's and Master's Degree in four years and, therefore, the advantages to be gained, if any, by establishing a graduate program are inconsequential in light of the cost involved. Those cadets taking advanced work, elective courses, and overload courses receive credit on their transcripts and are well prepared to enter graduate work elsewhere. Part of the rewarding experience of graduate study comes from association with students of varied academic backgrounds. This association is achieved at the large civilian universities, whereas the pursuit of graduate study at a service academy would narrow a student's intellectual contacts. We believe that the attendance of service academy graduates at the foremost civilian graduate schools in the nation is of great benefit to the officer, the Academy and the Service. Perhaps there is some benefit to the universities attended by our graduates.

IV. THE FACULTY

But the heart of any educational institution is its faculty. While all of our staff and faculty officers administer or instruct cadets in some manner, some 370 officers teach courses of instruction. The Department of Foreign Languages has two foreign officers and five civilian instructors native to the countries of the five languages taught.

With the exception of the 23 permanent professors, the rest of the academic instructors are Regular or Reserve officers of the Army, Navy, Air Force, and Marine Corps assigned to the Military Academy on a normal tour of three or four years. All are volunteers selected because of outstanding military and academic

records. Through the Army Civil Schooling Program they receive graduate education at civilian educational institutions. Of the 370 officers assigned to our academic departments, 14 have doctorates, 251 have been awarded Master's Degrees, and 9 are Rhodes Scholars. Present faculty members have attended 106 different civilian institutions of higher learning. During the year, 188 members of our faculty were taking additional graduate work at nearby institutions during their off-duty hours.

A suitable facility in which to conduct briefings on the operation of the Military Academy and the Academy's curriculum was provided with the establishment of a Faculty Lounge in the room adjoining the Academic Board room.

For certain elective courses, we employ visiting professors. Dr. Tristram P. Coffin of the University of Pennsylvania conducted an elective course in Contemporary Literature during the spring term and will conduct the elective course in Shakespeare in the spring of 1963.

To assist the Academy, particularly in curriculum planning, we have been fortunate in obtaining the services of Dr. James Phinney Baxter, III, President Emeritus of Williams College, and Dr. C. Richard Soderberg, former Dean of Engineering at M.I.T., as consultants to the Academic Board. Dr. Baxter was a member of the Board of Visitors for four years, 1955-1958. When advisable, we plan to secure the services of other eminent civilian educators as consultants. In this connection, to assist us in covering in our curriculum the complex and now important area of counterinsurgency, we have been fortunate in securing the consultant services of Dr. Lucian W. Pye of the Massachusetts Institute of Technology.

We have initiated a series of lectures for the faculty. Mr. Fred Hechinger, Education Editor of The New York Times, spoke to the assembled faculty in April on "Trends in Education". Early next fall, Dr. Frank Bowles, President of the College Entrance Examination Board, will deliver the first of two faculty lectures programmed for the academic year. Dr. Bowles is currently serving as Director of International Studies of University Admissions, a project being sponsored by the United Nations Educational Scientific, and Cultural Organization.

The Board of Visitors last year recommended that the normal tour for Army officers at the Military Academy should be four years, in addition to the period of post-graduate training required. We have received permission from Department of the Army to extend approximately 40% of our officers to four years.

The 1961 Board of Visitors also recommended support of additional pay increments for the permanent professors at the Academy. For a number of years the Department of the Army has

avored legislation which would provide for additional pay increases for these officers after thirty years of service. In the 86th Congress and in the 87th Congress, the Senate Armed Services Committee failed to consider proposed legislation to this effect after its passage by the House of Representatives. Based upon the recommendation of the Department of Defense General Council the proposed legislative item was referred to the Defense Study Group on compensation to be included within the Department of Defense omnibus bill which will be submitted to the 88th Congress. The legislation provides for pay raises for professors in the rank of colonel after 31 and 36 years of service, respectively. These officers, selected because of their scholarship and high capabilities, now gain their last pay increase at 26 years of service. Normally, a colonel retires at 30 years of service and goes on to a second remunerative career. A professor at the Military Academy normally serves until age 64, the last 14 to 16 years of service without a pay increase. The estimated cost of this bill, if passed, would be less than a total of \$15,000 a year.

To keep abreast of developments in their special areas of activity as well as in the profession of arms, the Dean of the Academic Board, the permanent professors and other members of academic department instructional staffs visited both military and educational institutions, participated in conferences of professional societies, pursued courses at civilian institutions, published scholarly works, and attended short courses at various service schools.

Colonel C. R. Broshous and Colonel W. W. Watkin, Professors of Earth, Space, and Graphic Sciences, visited Hayden Planetarium for a special demonstration and conference with the Planetarium Astronomer. Colonel Watkin attended Columbia University as a doctoral candidate.

Colonel E. C. Cutler, Professor of Electricity, attended the Annual Meeting of the American Society of Physics Teachers. Lieutenant Colonel E. A. Saunders, Professor of Electricity, visited Johnston Island in the Pacific to observe nuclear weapon high altitude tests.

Colonel R. K. Alspach, Professor of English, served as Chairman, Nominating Committee, and Member of Council, American Folklore Society. Colonel Alspach is working on The Variorum Edition of the Plays of W. B. Yeats, that should be published in late 1963. Colonel E. V. Sutherland, Professor of English, pursued graduate study at the University of Pennsylvania toward the degree of Doctor of Philosophy.

Colonel C. J. Barrett, Professor of Foreign Languages, visited U. S. Military Missions in South American countries, and

the USARCARIB School for members of Latin-American armies, conducted at Fort Gulick, Canal Zone. Colonel W. J. Renfro, Professor of Foreign Languages, read a paper on the Military Academy German course at the University of Kentucky Foreign Language Conference.

Colonel C. P. Nicholas, Professor of Mathematics, attended the annual meeting of the American Society for Engineering Education. Colonel J. S. B. Dick, Professor of Mathematics, assisted as a reader in the grading of Advanced Placement Examination conducted by the Educational Testing Service, Princeton, New Jersey.

Colonel E. R. Heiberg, Professor of Mechanics, conferred with Professor W. W. Havens, Committee on Nuclear Engineering, Columbia University, and with Professor F. C. Lindvall, Chief of the Engineering Division, California Institute of Technology, on the engineering curriculum at the Military Academy. He also attended the annual conference of the Association of the U. S. Army at Washington, D. C., and visited military training activities at Fort Benning, Fort Sill, Fort Bliss, White Sands Missile Range, Fort Knox, and Fort Belvoir. Colonel H. R. Fraser, Professor of Mechanics, graduated with distinction from the Training Center for Experimental Aerodynamics in Brussels, Belgium. He also attended the annual meeting of the American Society for Engineering Education at the U. S. Air Force Academy.

Colonel V. J. Esposito, Professor of Military Art and Engineering, served as Assistant Editor for Military Affairs, Collier's Encyclopedia and Encyclopedia Americana. In the latter capacity Colonel Esposito has been directing and supervising the efforts of a dozen well-known historians--including French, British, and German--in the compilation of extensive articles on the two World Wars. Colonel Esposito met on 6-7 April 1962 with the Secretary of the Army's Historical Advisory Committee, Washington, D. C.

Colonel C. H. Schilling, Professor of Civil Engineering, presented a paper on "Digital Computers in the Curriculum at the United States Military Academy", at RECOMP Computer User's Group Conference, San Francisco, California.

Colonel J. D. Billingsley, Professor of Ordnance, attended orientations at Picatinny Arsenal, Aberdeen Proving Grounds, Fort Bliss, and White Sands Missile Range. Colonel Billingsley served as an associate member of the Ordnance Board and as a member of the Board of Visitors of the Ordnance Training Command.

Colonel E. C. Gillette, Professor of Physics and Chemistry, attended the annual meeting of the Institute of Radio Engineers. Colonel John R. Jannarone, Professor of Physics and Chemistry, attended the annual meeting of the American Association of

Physics Teachers and the American Society for Engineering Education. He also attended the Special Weapons Orientation Course at Sandia Base, New Mexico. He continued to pursue further graduate work at Columbia University, and was awarded the Professional degree of Civil Engineer.

Colonel G. A. Lincoln, Professor of Social Sciences, completed the co-authored volume The Dynamics of International Politics, served as a member of the Consultative Group for the United States Army Control and Disarmament Agency, and participated in the European Association on Arms Control in Burgenstock, Switzerland. Colonel A. A. Jordan, Professor of Social Sciences, published the volume Foreign Aid and the Defense of Southeast Asia. In January 1962 Colonel Jordan was assigned as Staff Director of the Secretary of Defense's Advisory Committee on Non-Military Instruction, Washington, D. C.

Colonel F. J. Kobes, Jr, Director of Physical Education, in a trip to Europe, visited the Loughborough Physical Training College in England; the University of Oslo and the State School of Gymnastics in Norway; the Danish Military Academy in Copenhagen; and the Chiefs of the Army Physical Training Programs in England, Norway, and Denmark. He made a two week tour of 43 US Army units in Germany, conducting a physical training survey for the Commanding General, Seventh US Army. Colonel Kobes also attended the annual meeting of the College Physical Education Association in Kansas City as the Chairman of the Public Relations Committee; served on a committee to study the Physical Education program for the Commissioner of Physical Education for the State of New York; and spoke at the annual meeting of the New York State Directors of Physical Education, the Annual Arkansas State Teachers Conference, and on twelve other occasions at civic luncheons, high schools, and athletic award banquets.

Brigadier General William W. Bessell, Jr., Dean of the Academic Board, participated in several conferences of educators including: the meeting of the American Society of Engineering Education during July of 1961; the meeting of the Middle States Association of Colleges and Secondary Schools, November 1961; the Conference of Academic Deans, January 1962; and the Annual Conference of Superintendents, May 1962. General Bessell also prepared a comprehensive article on the Military Academy's revised curriculum for publication in Assembly. This article entitled, "First Year of Evolution," has been reproduced and distributed extensively to educator groups and alumni.

In addition to making numerous formal presentations at West Point, the Superintendent addressed 25 civilian and military groups away from the Academy during the period of this report. These included addresses supporting a variety of activities ranging from educational gatherings, commencement exercises, student assemblies to management organizations and civic clubs. He

conferred with the Superintendents of the other Service Academies during their 1962 Conference which convened at New London, Connecticut during the period 9-11 May 1962.

The following personnel changes in faculty are noted:

Colonel Boyd W. Bartlett, 027891, Professor and Head of the Department of Electricity since 1945, retired 12 July 1961. Upon his retirement he was awarded the Legion of Merit with Second Oak Leaf Cluster for his "eminently meritorious conduct in the performance of outstanding service to the government in a position of great responsibility", and was promoted to the grade of brigadier general.

Colonel Elliott C. Cutler, 024649, Professor and Deputy Head of the Department of Electricity, was designated as Professor and Head of Department, effective 13 July 1961.

Colonel Lawrence E. Schick, 012736, Professor and Head of the Department of Earth, Space and Graphic Sciences since 1946, retired 30 September 1961. Upon his retirement he was awarded the First Oak Leaf Cluster to the Distinguished Service Medal for his "brilliant and distinguished performance of duty throughout this period", and was promoted to the rank of brigadier general.

Colonel Charles R. Broshous, 018977, Professor and Deputy Head of the Department of Earth, Space, and Graphic Sciences, was designated Professor and Head of Department, effective 30 September 1961.

Colonel William W. Watkin, Jr., 024664, was designated Professor and Deputy Head of the Department of Earth, Space and Graphic Sciences, effective 1 October 1961, having been appointed previously by the President to occupy the position effective upon the retirement of Colonel Schick.

V. MILITARY TRAINING

While the entire training program of the Military Academy contributes to the development of the character of cadets the Commandant of Cadets has the specific responsibility for creating an environment and conducting programs of instruction and activities to achieve the following objectives of the Department of Tactics:

- a. To develop character exemplified by a strong sense of honor and high moral standards.
- b. To instill a strong sense of duty and responsibility.
- c. To develop the qualities and attributes of leadership.

- d. To provide a broad basic military education.
- e. To develop high standards of physical fitness.

The new cadet is taught the importance of individual discipline and the necessity for exactness in the execution of whatever he does. As a subordinate during his first and second years, he learns the principles of leadership which he applies, as leader, during his last two years. Throughout his four years, the cadet develops a sense of commitment to the profession of arms as he lives within the Cadet Honor System and comes to appreciate the ideals of duty, honor, country imbued at the Academy.

Military training is conducted primarily during the summer months. In his first summer the new cadet is given basic military training which prepares him to join the Corps at the start of the academic year. He spends his second summer at Camp Buckner, the local training area, receiving two months of concentrated advanced individual military training and small unit training.

During the final two summers, the cadets continue to gain leadership experience. He also learns about branches of the Army and the sister Services when, in June of these summers, he makes trips to nearby Service facilities and to the school centers of the combat arms, where he learns about the latest materiel, missions, and doctrine.

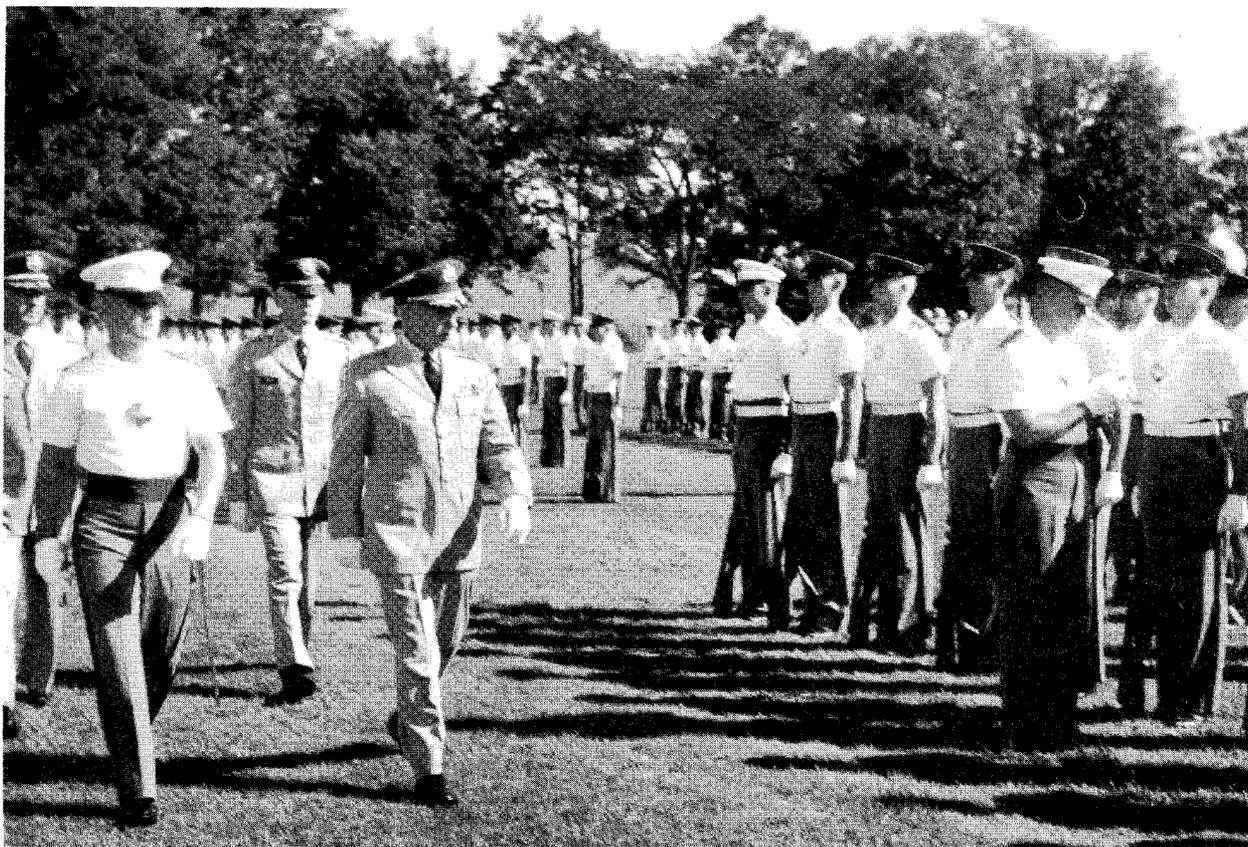
The leadership experience of the final two summers is both within the Corps and with regular Army combat units. During one of these summers the cadet has a position of leadership in either New Cadet Barracks or at Camp Buckner where he assists in the training of the new cadets or the Third Classmen, and at an early stage he learns of the responsibilities and satisfactions involved in the leadership of others. During the other summer he spends one month serving as a junior officer with a combat unit in Germany. In this way he becomes acquainted with the responsibilities, problems, and opportunities that he will encounter when he becomes a commissioned officer.

Military instruction during the academic year is designed to give the cadet a thorough appreciation for the fundamentals of Military Science and to instill pride in his heritage. There are two short courses in the History of the U. S. Army and of the U. S. Armed Forces. Instruction in Fundamentals of Military Science includes a progressive series of courses, covering four academic years, which familiarize the cadet with the combat military establishment and with basic tactical principles.

The Office of Military Psychology and Leadership is a part of the Department of Tactics. This office contributes to the

Department mission by developing a basic understanding of leadership and command. A program which includes courses in psychology, methods of instruction, and military leadership, is presented as part of the standard curriculum. Additionally, the Department offers an elective course in Human Relations.

During the year, a Counterinsurgency Committee was formed to identify instruction bearing on the broad area of counterinsurgency, to determine what additional instruction should be added to the present course to develop a program of instruction in counterinsurgency warfare that will reflect the national interest in the subject, and to monitor the program of instruction. This committee identified and programmed fifty-four hours of counterinsurgency instruction throughout the four year curriculum. The findings of this committee were forwarded to Department of Army and approved.



The Commandant also supervises the physical education of the cadet. We are convinced that the physical development of the cadet remains an absolute necessity. The Army officer will always need vitality, strength, and stamina; experience has proven that he must be capable of leading his men physically as

well as in other ways. The Academy has cooperated fully in the development of the President's Physical Fitness Program. In fact, the initial "kickoff session" of the Program was held at West Point.

The Academy has three physical fitness programs:

1. The physical education program during academic hours.
2. The intramural athletic program.
3. The intercollegiate athletic program.

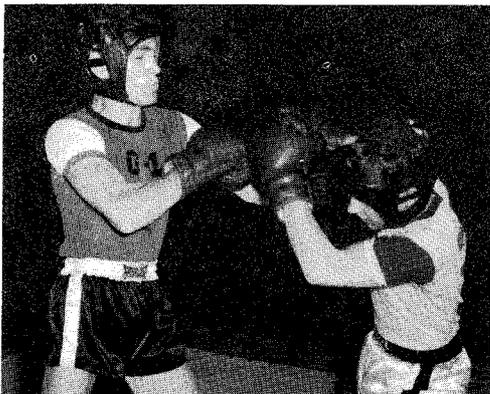
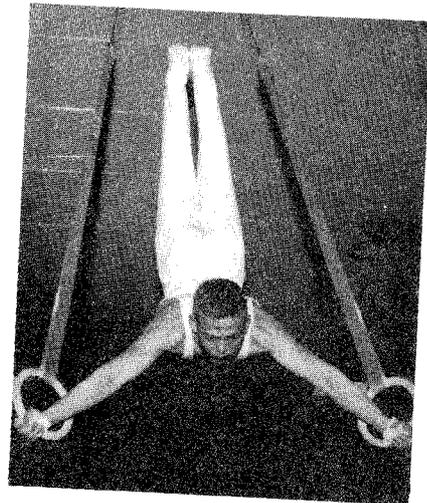
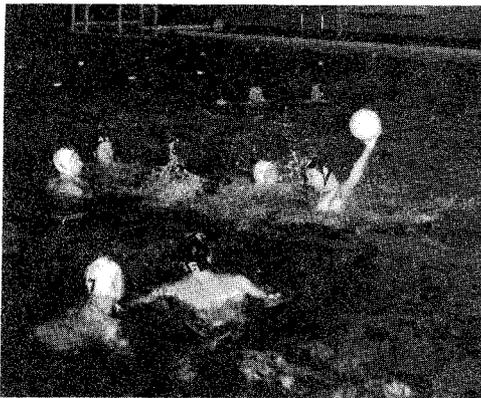
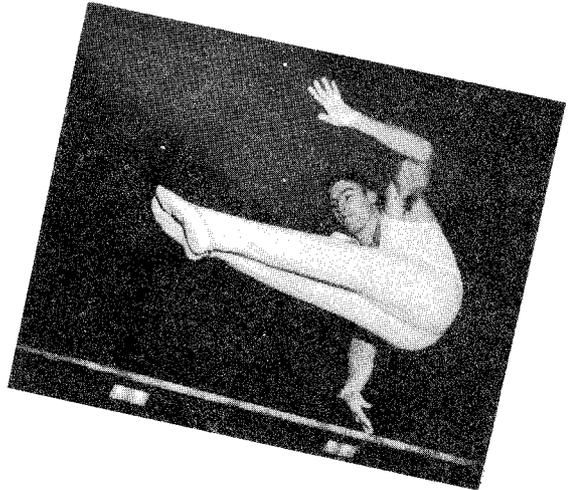
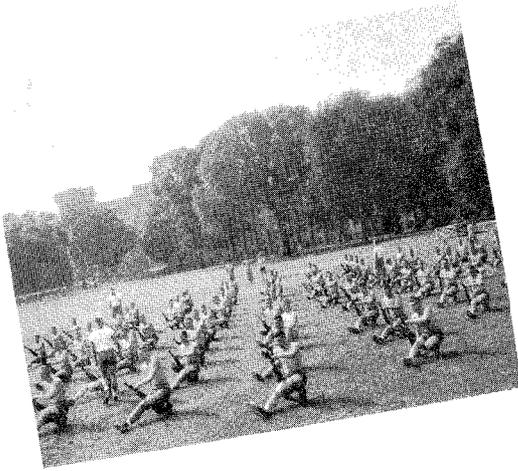
That part of the program conducted during academic hours is devoted to developing skills, strength, and stamina. Fourth Classmen attend physical education classes three times a week. Third Classmen attend twice a week. The two upper classes attend only eight physical education periods each year. They maintain their physical condition on their own initiative and through regular participation in either the intramural or intercollegiate programs. Each cadet twice a year is given a physical proficiency test which he must pass. (Progress made as a result of physical conditioning by members of the Fourth Class, Class of 1965, can be seen in the charts included in Appendix G)

The intramural athletic program is designed to meet multiple needs: teaching skills in individual and team sports; developing physical ability; providing healthful, vigorous recreation; and inculcating qualities of leadership. Every cadet participates in an intercollegiate or intramural sport and is graded on his performance. To insure the development of a variety of skills, participation in any intramural sport is limited to one season. Every cadet must participate during two seasons each year. Through this competition cadets encounter situations which contribute toward the development of the attributes of a leader. In the program, upperclass cadets have many opportunities to administer and coach, as well as to play on teams.

Because athletic activities involve many of the deepest and most powerful of human emotions, athletics offer unlimited and unique opportunities for the inculcation of desirable qualities of character: aggressiveness, personal courage, confidence, determination, and the ability to think and act quickly and effectively under pressure. Here, then, lies the true worth of the intramural program at West Point, where every cadet is a participating athlete.

The intercollegiate athletic program engages approximately one-half of the Corps of Cadets annually in athletic contests with 17 intercollegiate teams. (Almost two-thirds of our athletes are engaged in advanced study programs) Last year, more than 6,000 young men came to West Point as members of visiting

teams to participate in well over 300 athletic contests. This valuable program is administered by the Army Athletic Association, a private organization supported by non-appropriated funds. (Appendix H summarizes the results of the 1961-1962 season)



In athletics, as in scholarship and all areas of endeavor, we sought excellence. The Academy won the Eastern Intercollegiate Gymnastic team title and the National Team Title in pistol. Our rifle team once again captured First Army laurels. Individual performances resulting in recognition included: 147 pound national wrestling champion; Eastern horizontal bar champion (gymnastics); IC4A champion and world record holder for one-mile walk; and the leading college pole vaulter in the United States.

During the year, the services of Mr. Dale Hall as Football Coach were terminated without prejudice to his character. Concurrently the requirement that the football coach be an Academy graduate was removed. This policy announcement created broad interest in athletic circles. The Army Athletic Association received over 50 expressions of interest in the position from qualified coaches throughout the country. Following an evaluation of interested parties, the acceptable candidates were narrowed down to a few, to include Mr. Paul Dietzel. Discussions took place with Mr. Dietzel, with the permission and knowledge of the Director of Athletics of Louisiana State University. He was employed following approval of his application for release from contract by the Board of Supervisors of LSU.

ATHLETIC EVENTS TO-DAY				
SPORT	OPPONENT	TIME		LOCATION
		P.	M.	
VARSITY				
GYMNASTICS	PITTSBURGH	1	30	4TH FLOOR CENTRAL
TRACK	PITTSBURGH	1	30	FIELD HOUSE
PISTOL	U. S. COAST GUARD	2	00	INDOOR RANGE
RIFLE	U. S. COAST GUARD	2	00	INDOOR RANGE
SQUASH	DARTMOUTH	2	00	WEST GYM
SWIMMING	DARTMOUTH	3	15	EAST GYM
WRESTLING	PENN STATE	4	00	2ND FLOOR CENTRAL
HOCKEY	DARTMOUTH	7	30	SMITH RINK
BASKETBALL	MANHATTAN	8	00	FIELD HOUSE
PLEBE				
PISTOL	FORT MONMOUTH	1	30	INDOOR RANGE
RIFLE	XAVIER HI SCH	1	30	INDOOR RANGE
RIFLE	GLOUCESTER HI SCH	1	30	INDOOR RANGE
SWIMMING	HAVERFORD SCHOOL	1	30	EAST GYM
TRACK	PITTSBURGH FROSH	1	30	FIELD HOUSE
HOCKEY	PRINCETON FROSH	2	00	SMITH RINK
SQUASH	PRINCETON FROSH	2	00	WEST GYM
WRESTLING	HOFSTRA FROSH	2	00	2ND FLOOR CENTRAL
GYMNASTICS	ARLINGTON HI SCH ^o	4	00	4TH FLOOR CENTRAL
BASKETBALL	MANHATTAN FROSH	6	00	FIELD HOUSE

VI. EXTRACURRICULAR ACTIVITIES

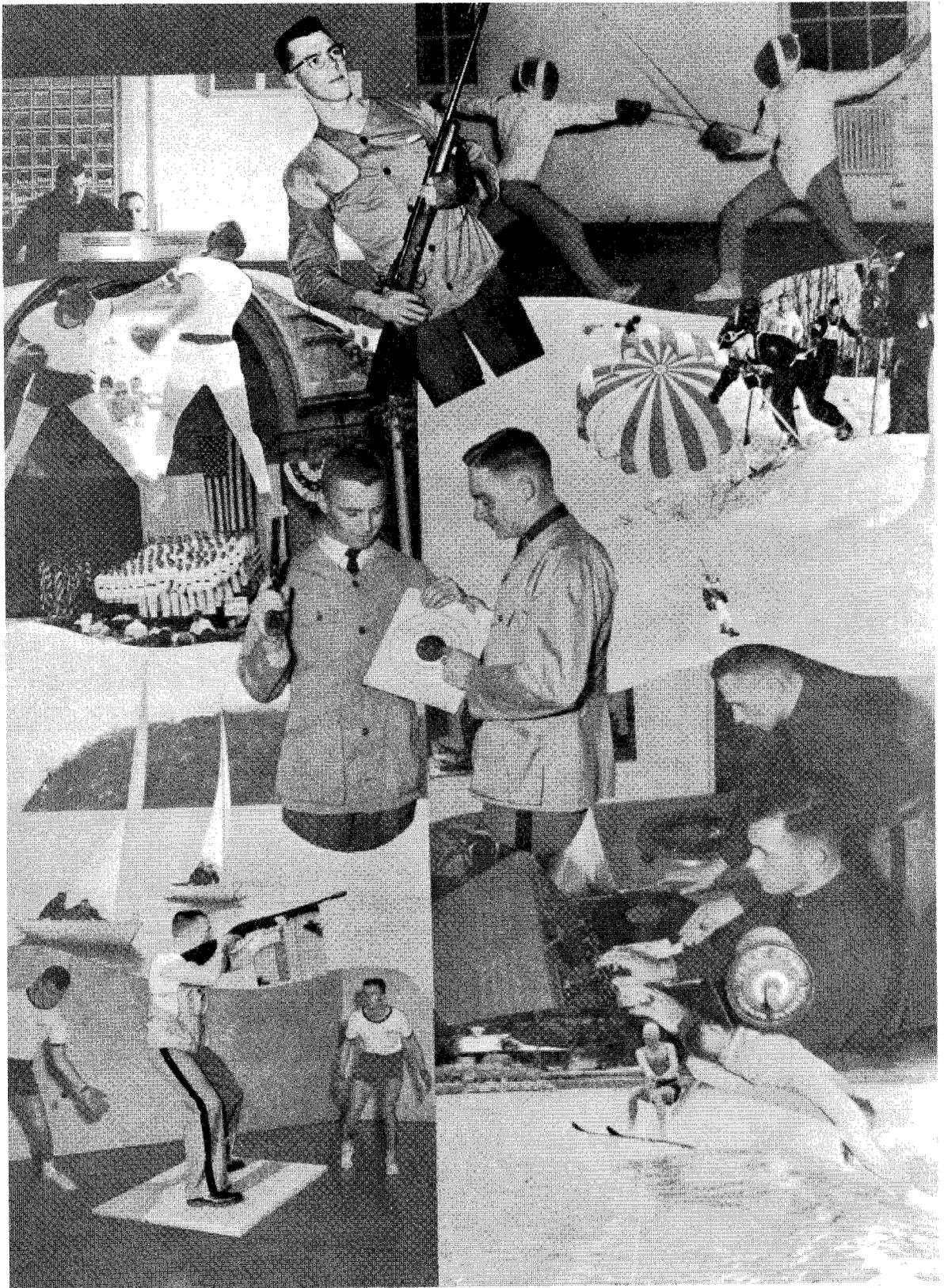
An important contribution to cadet life and the general education of the cadet was made by an extensive program of extracurricular activities. (Appendix F lists these activities) Cadets have formed such clubs as the Chess Club, the Sky Diving Club, and the Pointer Club, which publishes the Corps of Cadets' magazine. Membership within the 59 activities which are divided into seven major groups: Academic, Competitive, Entertainment, Hobby, Publications, Religious, and Representative, was well over 6,500 cadets. During the year over 3,600 cadets participated in more than 225 extracurricular trips. New clubs authorized and organized this year were Judo and Bowling.

Many cadets engaged in extracurricular activities of an academic nature. The Debate Council and Forum administered the Student Conference on United States Affairs (SCUSA), sponsored annually by West Point. During the period 6-9 December 1961, the Thirteenth Annual Conference with 217 students representing 86 U. S. and Canadian colleges and universities met in small seminars with thirty eminent leaders from college faculties, business, and government to discuss major aspects of U. S. national security policy and to formulate policy recommendations. The banquet speaker was The Honorable John J. McCloy, former U. S. High Commissioner in Germany who spoke on "Goals for the Atlantic Community." Debate Council members participated in over 700 debates this academic year with some 160 colleges and universities before a combined audience of approximately 4000 people. The Academy once again sponsored the National Debate Tournament, which culminates the collegiate debate year. Some 600 institutions competed for invitations to this tournament. Eighty debaters from 40 colleges and universities representing 30 states debated the National Debate Topic. The West Point Forum conducted voluntary seminars on subjects of interest preliminary to participation in student conferences throughout the United States.

The Cadet Rocket Club participated in two educational trips during the year. Members of the club visited Huntsville Arsenal, Huntsville, Alabama, to observe the U. S. Army Missile Program and Cape Canaveral, Florida, to observe missile firings.

Cadets participated in several other national student activities. Six papers were presented by 11 cadets attending the Eastern Colleges Science Conference at North Carolina State College.

During the summer of 1961, three cadets participated in Operation Crossroads - Africa. They joined a group of nearly 200 students from over 70 American and Canadian educational institutions who were sent to fourteen African countries. The Military Academy representatives who were sent to the countries



of Ghana, Nigeria, and Northern Rhodesia, worked side by side with the African people on a variety of community projects. Three cadets will be selected from among qualified applicants to participate in the 1962 Operation Crossroads - Africa.



Operations Crossroads - Africa, 1961

The Rugby Club completed its first season of competition. The ability to field three complete teams of volunteer cadets is an indication of the steadily increasing popularity of this sport.

The Sailing Club received 15 new sailboats this year providing a capability for hosting meets of all types.

The Cadet Glee Club reached a greater audience in the period of a year than any other activity. Through many public contacts it has developed the image of the United States Military Academy. It presented fifteen concerts during the year including appearances at the National Football Hall of Fame in New York City which was attended by President Kennedy; the American Publishers' Convention in New York City at which Prime Minister MacMillan was guest of honor; the International Azalea Festival in Norfolk, Virginia, which was attended by Senators, Congressmen, NATO Ambassadors, members of the NATO Standing Committee, and senior

Army, Navy, and Air Force officers; the Eagle Scout Recognition Ceremonies at Carnegie Hall; the MacArthur Thayer Award Ceremony; the "I Am An American Day" Rally at Central Park; and at Gracie Mansion, home of the mayor of New York City.

Building 720 became the new home for club activities after undergoing a complete rehabilitation, following the relocation of the visiting team dormitory formerly in the building. Several general activity rooms are now available in addition to club rooms. Twenty-five clubs are located within this building which is centrally located within the barracks complex.



SCUSA XIII

VII. ADMISSIONS PROGRAM

An evaluation of the Admissions Program reveals that significant advances have been made in locating, motivating, and assisting outstanding young men who desire to attend the Military Academy in preparation for a career as a Regular Army Officer. The increasing number of outstanding young men (those who have displayed excellence in three major fields of endeavor - scholarship, leadership, and athletics - and have been outstanding in at least one of these endeavors) securing appointments is shown in Figure 1.

RESULTS OF LOCATION EFFORT

OUTSTANDING PROSPECTS

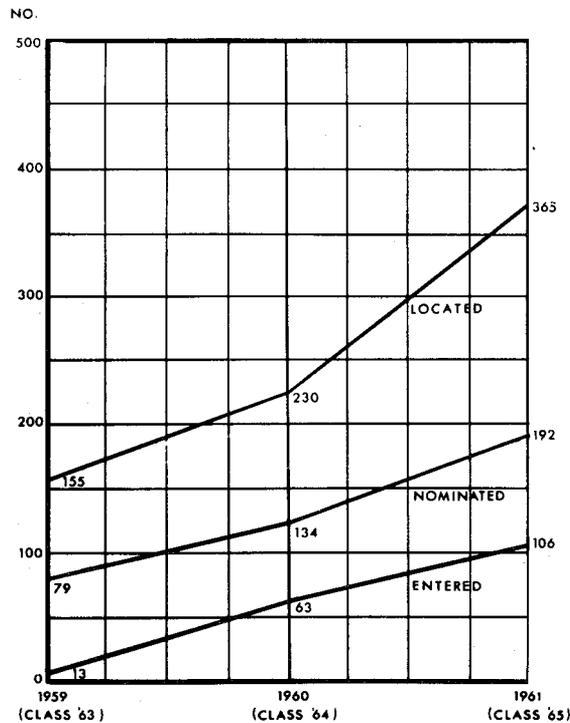


Figure 1

Another indication that our program to inform prospective candidates is becoming more effective is a comparison of the number of entering cadets who have, some time prior to their gaining admission, received advice and counsel on West Point through the Admissions Program. Figure 2 shows the percentage of the last three entering classes that received counsel from Admissions Program participants before they entered the Military Academy. We believe that the continued improvement in this field will lower our attrition rate. While conducting a comprehensive program

to stimulate the interest of outstanding young men we have continued to offer assistance to all nominating authorities in the selection of their candidates.

**PERCENTAGE OF ENTERING CLASS
IN CONTACT WITH
THE ADMISSIONS OFFICE**

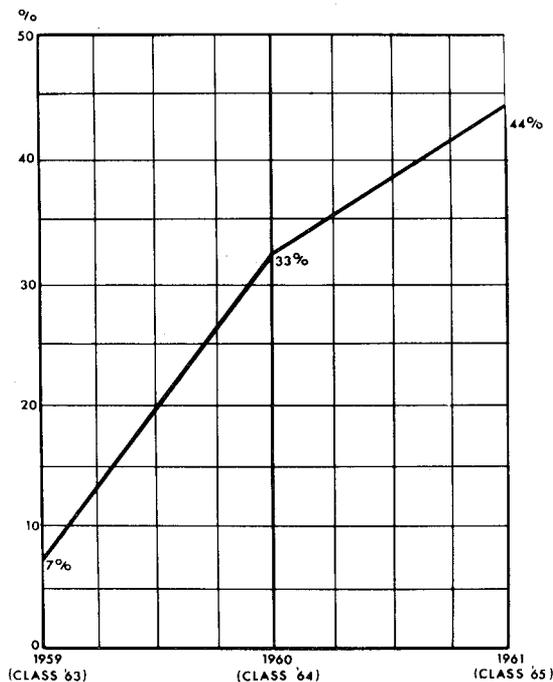


Figure 2

The Congressional Competitive System, wherein four co-equal nominations are made for each vacancy and the Military Academy recommends to the nominating authority the candidate deemed best-qualified to fill the vacancy, has continued to meet with favor among members of Congress. The number of nominating authorities using this method of nomination has grown from 3 in 1957 to 118 in 1962.

We know that many young men are failing to consider West Point when they make their plans for their future merely because of the lack of knowledge or, in many instances, misinformation about the Military Academy. We have, therefore, explored various means to dispel the incorrect images known to exist among students and educators.

Considerable effort has been made to bring selected groups of secondary-school guidance counselors to West Point for an

orientation on the scope and quality of activities conducted at the Military Academy. During the academic year, we have hosted visits by nine separate groups of educators which included 157 educators from all parts of the United States. The results of these visits have been encouraging. We plan to expand this program.

Credit is due to other agencies that have supported the Admissions Program; the U. S. Army Recruiting Service, the major commands (USCONARC, USAREUR, USARPAC, Continental Armies, and MDW), the West Point Societies, and the Association of the United States Army.

**PERCENTAGE OF FULLY QUALIFIED CANDIDATES
TO
VACANCIES AVAILABLE USMA**

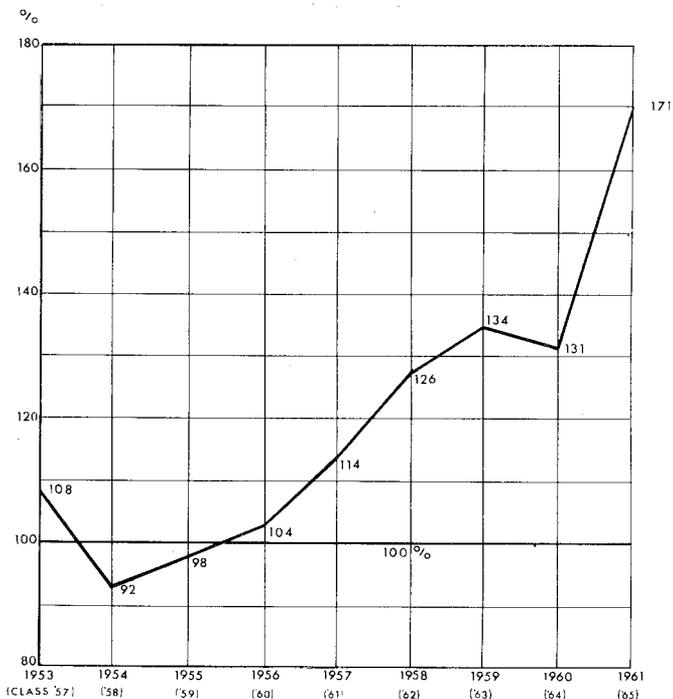


Figure 3

As a result of the program, we have been able to counsel a large number of young men seeking information concerning admissions procedures and requirements. During the last year, nearly 18,000 young men requested information from our Admissions Division. An ever-increasing number of fully-informed individuals are active in the program and are in frequent contact with schools, community organizations, and prospective candidates. The availability to the prospective candidate of accurate advice and counsel has kept pace with an increasing awareness of the

Military Academy. Figure 3 shows that over a period of the last 9 years the number of qualified candidates has come to exceed the number of available vacancies even though admissions requirements continued to rise during the period.

As a result of Academic Board action taken on 20 December 1961, the Military Academy established a Product Appraisal Committee to study United States Military Academy graduates and to submit semiannually to the Academic Board a report of its progress and findings. To date the committee has been establishing areas of responsibility and concentration. It is estimated that by December 1962 the committee will present to the Academic Board its recommendations for procedures to motivate cadets for a lifetime career as an officer and methods to assess adequately the USMA product.

The Class of 1965 entered the Academy on 5 July 1961 with 847 cadets. Appointees were selected for admission from the following categories:

Congressional

Principal or alternate	498	
Congressional competitive	147	
	<u>645</u>	645

Competitive

Regular components	28	
Reserve components	34	
Presidentials	17	
Honor schools	4	
Sons of deceased veterans	11	
	<u>94</u>	94

Foreign cadets

Philippine	1	
Other	4	
	<u>5</u>	5

Additional appointees

103	103
<u>TOTAL</u>	<u>847</u>

The characteristics of the Class of 1965 are indicated by the following statistics:

Rank in secondary-school class

Top quintile	73.7%
Second quintile	17.9%
Third quintile	7.1%

Fourth quintile	.8%
Bottom quintile	.5%
Valedictorians (48)	5.7%
Salutatorians (39)	4.6%

Mean College Board Scores:

Scholastic aptitude	
Verbal - 568	
Math - 636	
Achievement	
English composition - 564	
Math - 626	

Extracurricular activities:

President of student body or senior class	14.5%
Editor of school publication	12.4%
Athletic team captain	30.5%
All-State or All-Conference Athletic Award winner	23.3%
Debate Team member	15.4%
Boys' State delegate	17.5%
Club president	33.8%
Eagle Scout	10.9%

The graduating strength of the Class of 1962 was 601; 523 were commissioned in the Army; 63 in the Air Force; 11 in the Marine Corps; 1 was graduated without commission because of physical defects; and 3 graduates were allied students. In the branch selection for the Class of 1962, 99.6% received their first or second choice, and .4% received their third choice.

VIII. INCREASE IN STRENGTH OF THE CORPS OF CADETS
SHORT RANGE AND LONG RANGE

Currently before the Congress is a bill (HR 7913) to obtain authority to increase our strength at the beginning of the year so as to allow us to be at our authorized strength at the end of the academic year. This flexibility will permit us to accept on the average 50 more cadets each year. As the 1961 Board of Visitors recognized, the Academy can accommodate this increase without any additions to our physical plant or significant increase in operating costs.

Last year's Board of Visitors also recommended that planning continue for expansion of the Corps of Cadets to a size of approximately 4,250 and that authorization to expand be sought if the project proved feasible. The Army Staff was presented our concept for the proposed expansion and approved it for planning purposes.

An expansion to 4,250 cadets is in consonance with several considerations: (1) The Stearns-Eisenhower report of 1950 recommended that 50% of all Regular Army officers commissioned annually be graduates of the Military Academy; the larger Army of today would thus require 900 USMA graduates yearly; (2) The population explosion is making available more outstanding secondary-school graduates; and (3) The Naval Academy is now authorized 4,426 midshipmen and the Air Force is planning an expansion to about 4,500 cadets.

The heart of the Military Academy's concept for the expansion of facilities is an expansion of the cadet barracks and mess. New modern barracks would be erected near the site of the two old barracks. Washington Hall, the mess hall, would be expanded forward since it can not extend into the solid rock cliff behind it.

A new academic building would be built nearby. The hospital would be provided at another location and the present building used for another required purpose.

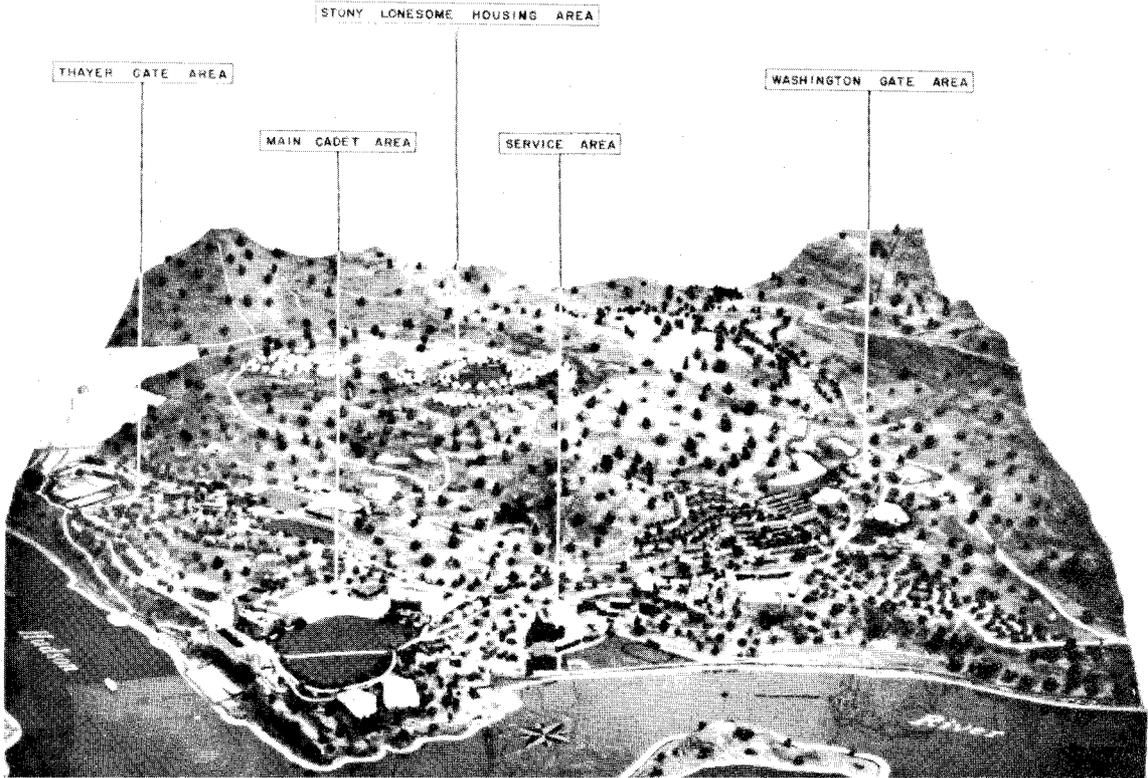
The Board of Visitors in 1961 recommended a needed addition to the present gymnasium, and such an item was included in our FY 1963 construction program but was deleted by the Secretary of Defense. In view of the expansion plans under development we did not include this project in our request for 1964 funds. However, it still remains a requirement.

The removal of the road across The Plain would enable us to enlarge the parade ground. An adequate by-pass road around The Plain would be constructed to relieve traffic congestion in the cadet area.

We could complete our plant expansion as outlined by this concept in an eight and one-half year period. At the middle of the third construction-year, we could reach an input of 1380 new cadets.

It is estimated that Department of Defense construction costs required by this plan for the rehabilitation, modernization, and expansion of facilities will be approximately \$110 million spread over a 10-year period. Of this sum, approximately \$44 million is required for improvements considered to be desirable today to permit optimum support of the current strength of the Corps of Cadets, and \$66 million is required solely to meet expansion needs. An annual increase of approximately \$13 million in the Academy's operation and maintenance costs will be incurred in the event of expansion. Without expansion we must soon ask Congress for funds to rehabilitate our oldest academic facility (Bartlett Hall) and to rebuild the two oldest cadet barracks (Central and Old North). The age, obsolescence, and excessive cost of maintenance of these facilities dictate this course of action.

We feel that the plan as presented here is the most economical concept which is available to us considering the limited amount of flat land at West Point. The plan retains the character of the Academy as we have known it over many years. It gives us a facility which would not disturb current academic or intramural athletic scheduling.



Model of the Main Post reflecting the Military Academy's Proposal for Expansion of Facilities

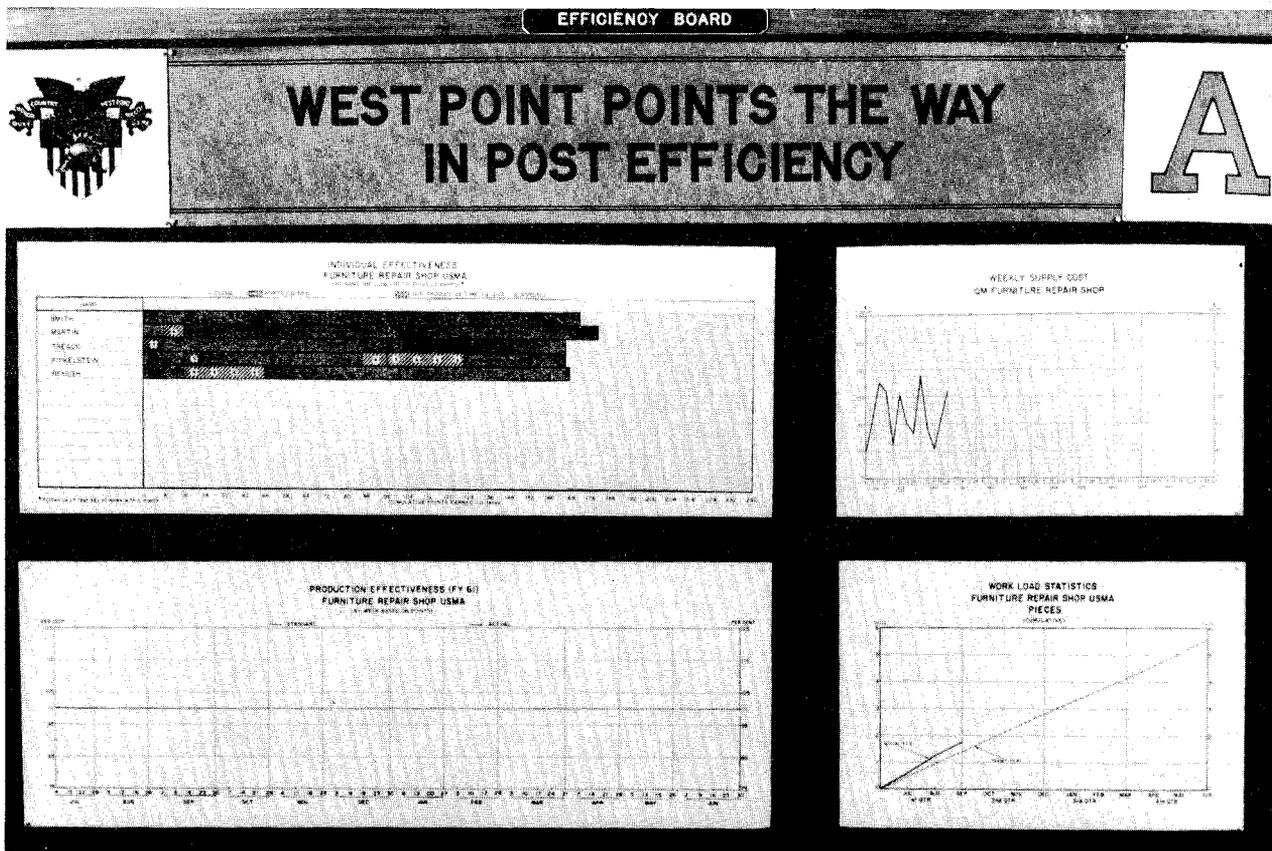
IX. POST MANAGEMENT AND FACILITIES

The future physical plant at West Point is of utmost import in our plans. While the outlying USMA reservation is large, most of the area is an engineering headache. Little flat space remains for construction if we are not to build on the parade ground or on athletic fields. The cost of moving granite has often cut down on the money left to build on the site. While construction costs are up, we are doing everything possible to reduce costs in other areas.

Last June, West Point was declared a national historic landmark. Even without this inducement, we estimate that West Point is visited by two and a half million visitors a year. To relieve

the resulting congestion and to provide optimum utilization of existing buildings, we have initiated a program to group those post functions not directly connected with cadet activities away from the center of the post. The administrative complex and troop area are being grouped at the south end of the post and the technical service areas at the north end. The headquarters and cadet area remain in the center.

Continued emphasis on management improvements has resulted in savings through increased efficiency and improved quality. A total of 254 enlisted men have been released for service with other commands. Fifty of these have been replaced by 40 civilians. Twelve civilian spaces have been eliminated through consolidation of activities. Eighty-seven civilian spaces have been reallocated to more critical areas at West Point. Through deployment of twenty-one spaces our capabilities for facility maintenance have been increased, and a centralized work control center established. With improved work schedules and the introduction of mechanized service equipment, five civilian spaces have been eliminated in the Cadet Mess; additional reductions will follow as procedures are refined and more fully installed. Fifty-two motor vehicles have been eliminated from the motor pool. Industrial worker per capita productivity at West Point, such as in the areas of cadet uniform manufacture, laundry operations, and



maintenance operations, has been increased by approximately 20%. Improvements in the Cadet Store operations will result in savings of over \$115 per cadet over his four-year cadetship. All instructional aids have been centralized under a new Audio-Visual Center which is located within the academic area for ease of access. Increased utilization, improved service, and economy of operation have resulted.

To provide further economies, we plan to install automatic data processing equipment, to refine our work measurement techniques, and to expand our use of engineered standards where practical.

While accomplishing these economies, we find we must still construct new facilities and repair old ones. A badly needed 17-room addition to the Post Elementary School should be completed in October, 1962 from funds provided in the Department of Health, Education, and Welfare. Michie Stadium will have an additional 3838 permanent seats (constructed from non-appropriated funds of the Army Athletic Association) by our first football game this fall. The West Point Army Mess is being increased in capacity by a 1-million dollar addition from funds received as a bequest of the widow of General Palmer Pierce.

From appropriated funds have come four necessary projects. In January of this year the last 156 new units of family housing were completed. Our electrical distribution system was converted to a 4160 volt capacity to conform with commercial practices today and to correct problems arising from excessive voltage drops. Our new 263-room cadet barracks was completed this August, which will enable us to billet almost all cadets two to a room. Work on the new library commenced last January and is scheduled for completion in 1964.

For Fiscal Year 1963, three items are now under consideration by the Congress. The first of these items is for construction of two athletic fields and twenty-three tennis courts on the new south fill below Thayer Hall. The second is for the rehabilitation of the utilities at the Hotel Thayer (in essence the hotel for the guests of cadets and for visitors), which is government-owned and which the Academy by law is required to operate as a first class facility. The third item is for the construction of a consolidated motor maintenance facility at the north end of the post.

We have requested FY 1964 MCA Funds for ten projects. One of these is for the Student Activities Building recommended by the Board of Visitors for the past several years. Although we have recently expanded by over 50% our scattered facilities to house cadet extracurricular and recreational activities, we still do not have adequate facilities to meet desirable needs. Other essential projects are the computer center necessary for cadet instruction in modern computer theories and techniques, a

consolidated facility for the USMA Band, and funds to modernize Bartlett Hall (an academic facility built in 1915).

The age and deterioration of our buildings and underground utilities have resulted in a significant maintenance problem. We currently have a backlog of deferred maintenance approximating \$3.3 million. I have reference to such things as deteriorated underground steam lines, leaking roofs, overdue exterior painting, outmoded electrical wiring and cracking plaster. We have been spending about \$1.0 million annually for contractual services in this area during the past few years. Last year, through the efforts of the Department of the Army Staff, we were able to apply \$1.1 million to deferred maintenance. Even with this concentrated effort, much still remains to be done.



*Progress of construction: (23 July 1962) New USMA Library - foreground
New South Barracks at top and center of picture.*

X. SUPERINTENDENT'S FUND

Last year the Board of Visitors included the following in their report:

"The Board believes that particular benefit to the Military Academy will derive from the efforts of the Superintendent to establish a fund, to be raised by voluntary contribution, and to provide certain facilities better suited to this type of funding than to the expenditure of appropriated funds."

Two weeks after the Board's visit, General Lucius Clay met with a group of distinguished graduates to launch an organization now designated the West Point Superintendent's Fund. The purpose of the organization is to encourage gifts from alumni and friends



Victor - Constant Ski Slope

to provide for facilities and projects, generally extracurricular, recreational or environmental, not likely to be obtained through the expenditure of appropriated funds.

Contributions and gifts stimulated by the Fund organization flow into the West Point Alumni Foundation, Inc., a private, non-profit corporation formed in 1945 to support the Military Academy.

To define the purpose of the giving, a list of needed and appropriate projects has been developed. The current project list includes sculptured history panels for the new library, a suitable amphitheater for Trophy Point, a carillon for the Cadet Chapel tower, winter sports facilities and other recreational, educational, and extracurricular items.

To date contributions and pledges of cash and securities approach the \$100,000 mark. In addition, several substantial bequests for the Fund have been reported. Some of the money received has been used to purchase a ski lift that was erected in time to give the cadets a highly enjoyable ski season, with a marked increase in interest. With some of the gift money the echo division of the Cadet Chapel organ was restored and expanded while other sums aided materially in development of a much-needed First Class Club. A part of the expenses of three cadets who participated in Operation Crossroads-Africa was also financed by the Fund.

XI. CONCLUSION

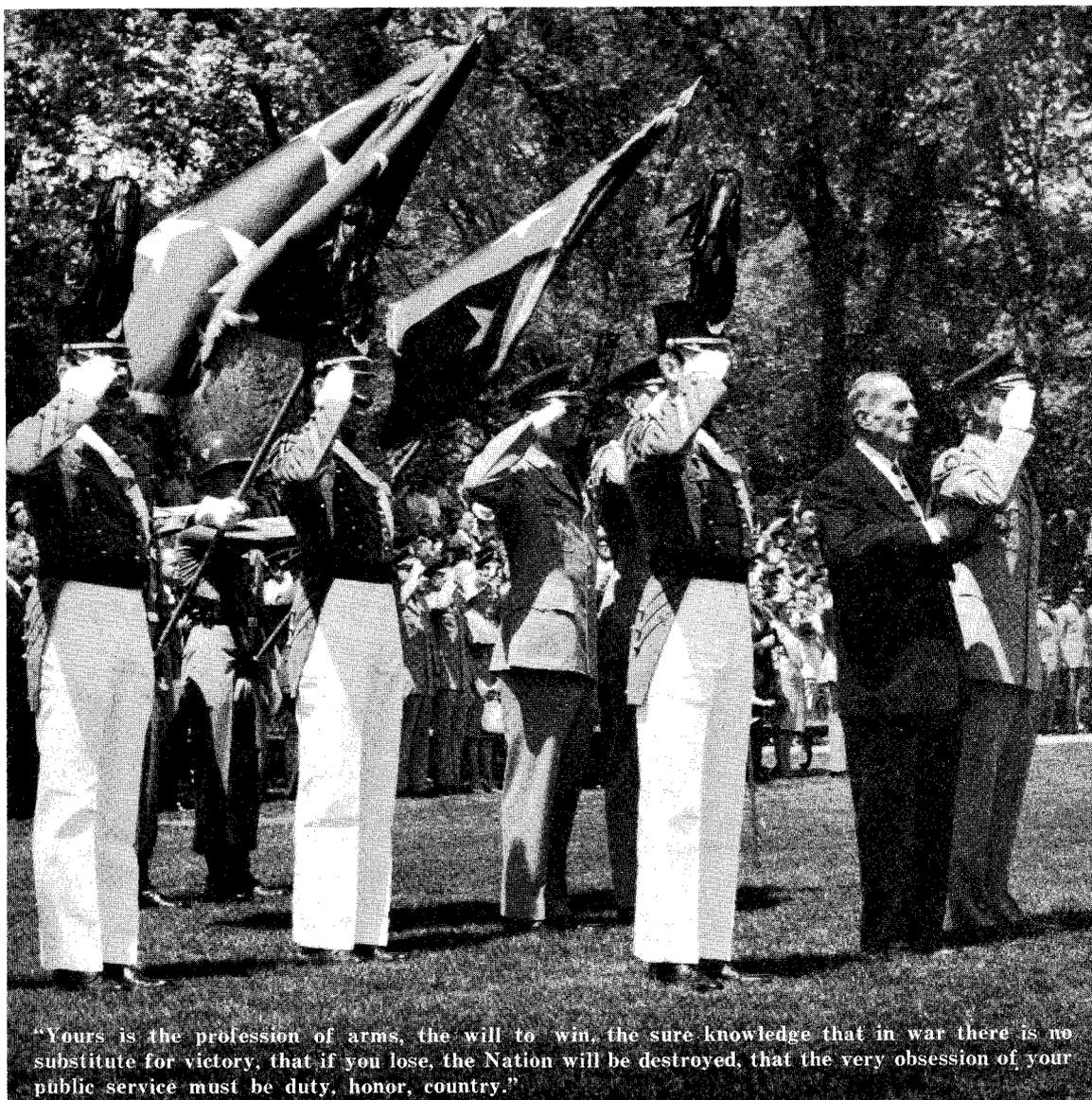
In order to maintain our "forward look" and to prepare officers for the demands of the future, it is recommended that:

1. Full advantage be taken of the physical facilities and academic faculty to graduate the maximum number of officers by amending the law to allow for the loss of cadets by attrition.

2. The laws applicable to the Military, Naval, and Air Force Academies be revised so as to place each Academy under a common law equalizing the authorized strength of the student bodies and standardizing the numbers of appointments within nomination categories.

3. The need for modernized and expanded facilities in consonance with the authorized strength of the Corps of Cadets be recognized.

4. Increased pay be provided for permanent Professors following thirty years of service.



"Yours is the profession of arms, the will to win, the sure knowledge that in war there is no substitute for victory, that if you lose, the Nation will be destroyed, that the very obsession of your public service must be duty, honor, country."

General MacArthur's words were a timely reminder of the fundamental purpose of the Military Academy and the obligation its graduates owe to the nation and the men they lead.

APPENDICES

APPENDIX A

HEADQUARTERS UNITED STATES MILITARY ACADEMY

SUPERINTENDENT MAJOR GENERAL W. C. WESTMORELAND

GENERAL STAFF

Chief of Staff	Colonel Robert L. Ashworth
Secretary of the General Staff	Lt Colonel Thomas F. Flynn
DCS, Personnel & Administration	Colonel Stephen Silvasy
DCS, Logistics	Colonel Thomas H. Scott, Jr.
Comptroller	Colonel John J. Pidgeon

SPECIAL STAFF

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

**HEADQUARTERS
UNITED STATES CORPS OF CADETS**

**COMMANDANT OF CADETS
BRIGADIER GENERAL RICHARD G. STILWELL**

Deputy Commandant	Colonel Kenneth W. Collins
Professor of Physical Education	Colonel Frank J. Kobes, Jr.
Office of Military Psychology and Leadership	Colonel Paul V. Tuttle, Jr. Director
Office of Military Instruction	Colonel Robert C. Cameron Director
Commanding Officer, 1st Regt	Colonel Thomas C. Chamberlain
Commanding Officer, 2d Regt	Colonel Roland M. Gleszer

OFFICE OF THE DEAN

**DEAN
BRIGADIER GENERAL WILLIAM W. BESSELL, Jr.**

Assistants to the Dean
Colonel Jess P. Unger, Major John W. Mastin
Major Charles M. Adams, Captain Thomas C. Young

REGISTRAR
Lt Colonel Robert S. Day

ACADEMIC DEPARTMENTS

	PROFESSORS
Earth, Space & Graphic Sciences	Colonel Charles R. Broshous Colonel William W. Watkin, Jr.
Electricity	Colonel Elliott C. Cutler, Jr. Lt Colonel Edward A. Saunders
English	Colonel Russell K. Alspach Colonel Edwin V. Sutherland
Foreign Languages	Colonel Charles J. Barrett Colonel Walter J. Renfro, Jr.
Law	Colonel Charles W. West
Mathematics	Colonel Charles P. Nicholas Colonel John S. B. Dick
Mechanics	Colonel Elvin R. Heiberg Colonel Harvey R. Fraser
Military Art & Engineering	Colonel Vincent J. Esposito Colonel Charles H. Schilling
Military Hygiene	Colonel Phillip W. Mallory
Ordnance	Colonel John D. Billingsley
Physics and Chemistry	Colonel Edward C. Gillette, Jr. Colonel John R. Jannarone
Social Sciences	Colonel George A. Lincoln Colonel Amos A. Jordan, Jr.

APPENDIX B

ELECTIVE COURSES

Math-Science-Engineering

Advanced Calculus
Automotive Engineering
Design of Concrete Structures
Nuclear Engineering
Physical Chemistry (2 Terms)
Advanced Electronics
Aircraft Propulsion
Space Mechanics
Soil Mechanics
Digital Computers
Abstract Algebra and Linear
Programming
Theoretical Physics (2 Terms)
Advanced Structural Analysis
Individual Ordnance Project
Science of Materials
Individual Engineering Project

Social Science-Humanities

Advanced Language Study
(French, Spanish, Russian,
Portuguese, German)¹
National Security Problems
Human Relations
Early Modern Warfare
Twentieth Century Warfare
The Novel
Contemporary Literature
Comparative Economic Systems
Diplomatic History of the U. S.
Governmental Problems of the
Non-Western World
History of Russia
History of Great Powers
Political Philosophy
Shakespeare's Plays and Poems
History of the Middle East

¹ Includes advanced courses and seminar courses.

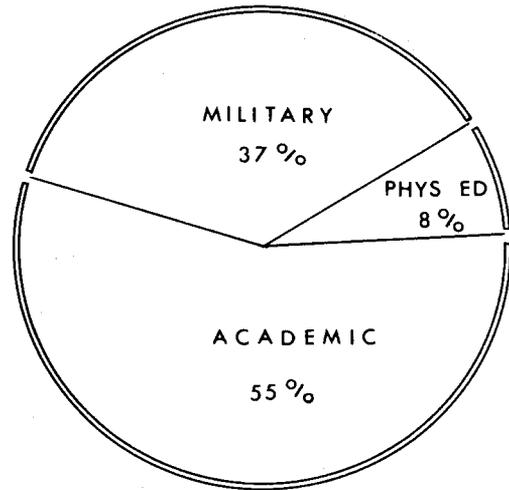
APPENDIX C

FEATURES OF USMA ACADEMY POLICY

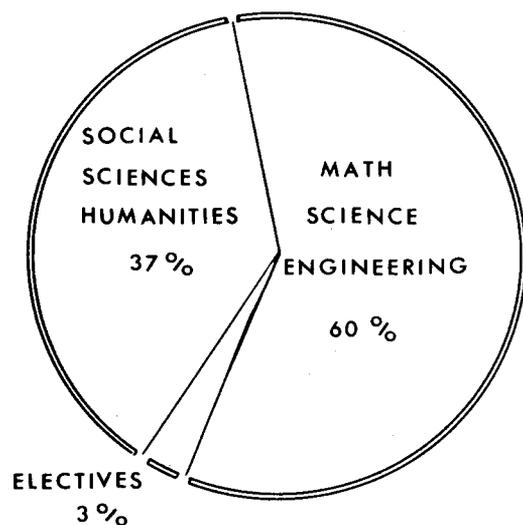
1. SMALL SECTIONS
2. HOMOGENOUS GROUPING
3. PERIODIC RESECTIONING
4. DAILY PREPARATION
5. ACTIVE PARTICIPATION
6. FREQUENT GRADING
7. REQUIRED PROFICIENCY
8. THOROUGH REVIEW
9. ADDITIONAL INSTRUCTION
10. HONOR SYSTEM

DISTRIBUTION OF CONTACT HOURS

TOTAL IN FOUR YEARS



STANDARD ACADEMIC PROGRAM



FOURTH CLASS ACADEMIC YEAR

Subject	Contact Hours	Credit Hours
Mathematics	265	16
Engineering Fundamentals	180	6
Environment	90	6
English	83	5
Foreign Languages	90	5
Total Academic	708	38
Military Instruction	110	2.5
Physical Education	128	3
Total	946	43.5
Summer Military Training	543	
New Cadet Barracks		

STANDARD ACADEMIC PROGRAM

Mathematics

Basic analysis: Analytic geometry (first and second degree equations), complex numbers, vector and matrix algebra. Analytic geometry and calculus; vector treatment of analytic geometry, theory of the number system and a single real variable, controlled approximation; differentiation, the derivative and its applications, introduction to differential equations, fundamental concepts of integral calculus.

Engineering Fundamentals

Earth measurements: Measuring horizontal and vertical distances. Analysis of sources of error and methods of adjusting errors. Graphics: graphical techniques, applied geometry and pictorial representation, orthographic projections, size and shape description, descriptive and vector geometry, nomography and graphical mathematics.

Environment

Astronomy-Astronautics: Evolution, history, characteristics and motions of the solar system. History of space flight. Physical geography: Studies in geology, geomorphology, meteorology and climatology. Map studies emphasized throughout. World geography: Study of the location of man and the way he adjusts to his habitat.

English

Grammar, punctuation, and diction; the summary and paraphrase; the paragraph; analysis, logic, exposition, research; diversified reading selections, including narrative poetry, drama, the short story, and the essay; preparation and presentation of various types of speeches.

Foreign Languages

Basic course in the language. Primary objectives: Speaking and understanding, with particular emphasis on oral work. Frequent use of the language laboratory and varied classroom exercises such as repetition drills, dialogues, short talks and reading aloud.

ADVANCED STUDIES PROGRAM

Mathematics

Validates basic analysis. Linear algebra and linear programming; abstract algebra and underlying laws and theory of algebraic structures, theory of finite-dimensional vector spaces, linear transformations and matrix algebra, followed by an introduction to linear programming. Accelerates coverage of analytic geometry and differential calculus and completes integral calculus except multiple integrals.

Engineering Fundamentals

Prerequisite: College engineering drawing. First third of this course is the same as earth measurements given in the standard course. This is followed by advanced engineering graphics, advanced descriptive geometry, vector geometry, graphical arithmetic, algebra, empirical equations, nomography and graphical calculus.

English

A study of the part played by American Literature in the development of our national character. Among the writers studied are Bradford, Edwards, Franklin, Jefferson, Emerson, Thoreau, Hawthorne, Poe, Whitman, Lincoln, Howells, James, Clemens, Crane, Sandburg, Frost, Benet, Hemingway, Steinbeck, and Faulkner.

Foreign Languages

Prerequisite: The passing of oral and written validating examinations at the beginning of Fourth Class year. Grammar review with audio-lingual emphasis. Extensive use of pattern drills, question and answer exercises, dialogues and individual talks. Reading and discussion of modern fiction. Periodic written compositions. All classroom work is in the foreign language.

STANDARD MILITARY PROGRAM

New Cadet Barracks

To instill discipline and a high sense of duty and honor in each new cadet. To indoctrinate each new cadet in the customs and traditions of the United States Military Academy and West Point and in the heritage of the Armed Forces of the United States. To instruct and train each new cadet so that he will be qualified to become a member of the Corps of Cadets at the conclusion of New Cadet Barracks. To train new cadets in basic individual military subjects.

Military Fundamentals

To familiarize the cadet with the mission and structure of the Armed Forces, basic operational concepts, and tactical principles. Scope includes summary of general world situation; organization of Department of Defense and the Armed Services; Combat Arms, capabilities and limitations; principles of organization; axioms of war; principles offensive and defensive action; introduction counterinsurgency operations to teach the cadet the basic techniques of map reading, including the fundamentals required to orient, use, and interpret map. In military hygiene, to orient the cadet in the basic mechanics of the human body.

Military Heritage

To develop in the cadet appreciation of the history and traditions of the Armed Forces of the United States, with primary emphasis on the Army, and thereby instill in him a spirit of emulation and pride in the military profession; secondarily, to broaden his cultural background in the military art.

Physical Education

Instruction designed to develop basic elements underlying physical skills and personal requisites for military leadership. These aims are accomplished through participation in intramural or intercollegiate athletics and instruction in boxing, swimming, apparatus and wrestling.

THIRD CLASS ACADEMIC YEAR

Subject	Contact Hours	Credit Hours
Mathematics	141	8
Chemistry	141	8
Physics	141	8
English	45	2.5
Foreign Languages	141	8
Social Sciences	90	5
Psychology	45	2.5
Total Academic	744	42
Military Instruction	100	1.5
Physical Education	77	1.5
Total	921	45
Summer Military Training	393	
Camp Buckner Training Program		

STANDARD ACADEMIC PROGRAM

Mathematics

Integral calculus; integration techniques, applications, and infinite series. Differential equations; standard types of first and second order. Statistics; fundamentals of probability theory and mathematical models, and basic statistical inference.

Chemistry

A study of the nuclear, atomic and molecular structure of matter, bonding and energy changes with emphasis on fundamental concepts, principles and theories. Laboratory exercises are designed to illustrate basic chemical discoveries.

Physics

College Physics for students of science and engineering, covering contemporary as well as classical concepts. Vector algebra and calculus are used throughout the course. A concurrent laboratory program stresses the scientific method.

English

Reading of and expository writing on selections from western world literature, with emphasis on man's relationship with God, nature, and his fellow man.

Foreign Languages

Continuation of First Year courses, with increased stress on correct application of grammar. Periodic written themes. All work conducted in the foreign language. Series of lectures on cultural topics.

Psychology

Teaches the cadet the basic principles and concepts of general psychology, emphasizing their importance to him as a student and as a future military leader.

Social Sciences

Two undergraduate survey courses in the **History of Modern Europe: 1500 to 1900**; and the **History of the United States and Twentieth Century Europe**, stressing the development of an Atlantic Community.

ADVANCED STUDIES PROGRAM

Mathematics

Advanced calculus; functions of several variables, vector differential and integral calculus, line and surface integrals. Differential equations; adds linear equations of higher order, approximate numerical and series solutions, Legendre's equation, Fourier Analysis and Laplace Transforms. Statistics; adds moments, moment generating functions, and derivations of the student-T and Chi-Square distributions.

Chemistry

Advanced inorganic chemistry: A study of special areas in inorganic chemistry. Experiments illustrate the reactions and mechanisms of ionic and covalent compounds.

Organic chemistry: A study of the principles of organic chemistry emphasizing reaction mechanisms, molecular structure and chemical bonds. Laboratory projects illustrate behavior and identification of functional groups, and the preparation of organic compounds.

Foreign Languages

Prerequisite: First year advanced courses in the corresponding language.

Greater use of audio-lingual techniques, talks, debates and interpreter exercises. Reading of a wider field of literature by French, German, Spanish or South American writers. Greater emphasis upon the culture and history of the countries concerned.

Social Sciences

The history of Russia: Survey of Russian development from traditional to modern Soviet society. Middle East studies: A survey course of Middle East history, Islamic custom, and current problems. The history of U. S. foreign relations: Study of U. S. diplomacy from the Revolution to the present. Latin American studies: Historical survey with an analysis of current socio-political problems.

STANDARD MILITARY PROGRAM

Camp Buckner

An intensive training program for Third Classmen conducted at Camp Buckner to teach the tactical employment of the infantry rifle squad, the rifle and armored rifle platoon, tank and reconnaissance platoon, field artillery battery, combat engineer and signal corps units as part of the combined arms team; to provide familiarization firing of weapons; to continue development of individual soldier skills; to develop understanding of unit teamwork and small unit leadership; to provide basic orientation on supporting services; maintain high state of physical condition, appearance and esprit; to prepare cadets for upper class duties.

Military Fundamentals

To develop further the cadet's appreciation of the missions and structure of the Armed Forces, basic operational concepts, and tactical principles. Scope includes review of roles and missions of Armed Forces; introduction to logistical principles and organization; tactical principles of offense and defense, emphasizing the combined arms aspects and using the reinforced rifle and tank companies as models.

Military Heritage

To develop in the cadet appreciation of the history and traditions of the Armed Forces of the United States, with primary emphasis on the Army, and thereby instill in him a spirit of emulation and pride in the military profession; secondarily, to broaden his cultural background in the military art. Emphasis is placed on political, economic, and social influences on the development of the United States Army.

Physical Education

Instruction designed to foster carryover skills of individual and team sports to include handball, squash, tennis, basketball and volleyball. Instruction in physical training-leadership-participation in intramural or intercollegiate athletics.

SECOND CLASS ACADEMIC YEAR

Subject	Contact Hours	Credit Hours
Electricity	283	16
Mechanics of Fluids	141	8
Mechanics of Solids	141	8
Law	90	5
Social Sciences	90	5
Total Academic	745	42
Military Instruction	102	2.5
Physical Education	56	1.5
Total	903	46
Summer Military Training	348	
June Encampment	(104)	
Army Orientation Training		
or		
New Cadet Barracks Detail		(244)

STANDARD ACADEMIC PROGRAM

Electricity

DC and AC circuits: Basic circuit laws, complex impedance analysis, polyphase circuits, magnetism and transformers.

Atomic and nuclear physics: Bohr Theory, spectra, solid state physics, nuclear reactions, radiations, and reactors.

Electronics and communications: Vacuum tube and transistor circuits, AM and FM modulation, radio and radar.

DC and AC machinery: Generators, motors.

Mechanics of Fluids

Thermodynamics: Application of the first and second laws to the transfer and conversion of thermal and mechanical energy; thermodynamic processes and cycles. Includes 20 hours of laboratory work.

Fluid mechanics: Application of the laws of mechanics to liquids, vapors, gases. Includes 14 hours of laboratory work.

Mechanics of Solids

Engineering mechanics I: Statics and strength of materials. Static loads and resulting elastic and plastic action. Includes 8 hours of laboratory work.

Engineering mechanics II: Dynamics; application of laws of mechanics to moving bodies and analysis of resulting velocities, accelerations and vibrations.

Law

Introduction to the rule of law, study of principles of the law of contracts, torts, property, agency and of persons, legal study of the Constitution, theory of crime and punishment, substantive criminal law, basic rules of evidence, military offenses and trial procedure.

Social Sciences

Economic principles and problems:* A survey course in basic economic principles and problems of public policy.

National government of the United States: A course in U. S. politics, emphasizing the organs and functions of the National Government, and including a subcourse in economics of National Security.

*-Transition Year Course.

ADVANCED STUDIES PROGRAM

Electricity

Circuit theory: Basic theorems, complex variable, transform analysis, computers
Field Theory: Maxwell's equations, radio wave, antennas, microwaves, radar.

Atomic and nuclear physics: Standard course electronics: Electronic circuit theory, modulation, noise, communications.

Energy conversion: Coenergy, generalized machine analysis, introduction to servomechanisms.

Advanced Thermodynamics

Accelerated thermodynamics: A course for cadets who have demonstrated their desire and ability to proceed at a more rapid pace through the subject material of the standard thermodynamics course.

Classical thermodynamics: An erudite study of the first and second laws of thermodynamics and their consequences with emphasis on rigorous mathematical analysis of systems and media.

Mechanics of Solids

Advanced engineering mechanics: A course for specially qualified cadets. Vector methods applied to Mechanics I plus advanced topics in strength of materials. Includes 8 hours of laboratory work.

Vector mechanics: The vector approach to Mechanics II including advanced work in three-dimensional motion, gyroscopes, vibrations, and an introduction to advanced energy methods.

Social Sciences

Comparative economic systems: A study of the philosophical and theoretical bases of Capitalism, Socialism, and Communism and of problems in the actual operation of these economic systems.

Political philosophy: An introduction to the classic writings of western political thought, emphasizing the development of the concept of Constitutional Government and the values that underlie that concept.

STANDARD MILITARY PROGRAM

June Encampment

Training of Second Classmen conducted at West Point and local installations during June to familiarize the cadet with the roles and missions, organization and developments of the Armed Forces. Instruction in map reading, methods of instruction and physical education is conducted. Visits to Ft. Monmouth, N. J.; Air Defense sites; Navy Submarine School, New London, Conn.; and Stewart AFB, Newburgh, N. Y.

New Cadet Barracks Detail

Designed to further the leadership development and potential of each Second Classman assigned to this duty by placing him in a command position as a Squad Leader or administrative position and by requiring him to lead, instruct, counsel and administer groups of cadets and aid in the daily functioning of a cadet unit.

Army Orientation Training

Provides the Second Class cadet with a first-hand knowledge of the Army by having him assume and perform the duties and responsibilities of a small-unit leader at platoon level of a combat ready unit of the active Army for thirty days.

Military Fundamentals

To teach the cadet the organization of, and the support available to, the combined arms team, using the reinforced battalion as a model. Scope includes basic principles of the combat employment of the combined arms team, using typical situations in the attack and defense; introduction to logistical problems of the combined arms team; the tactical implications of nuclear weapons on combat plans and operations.

Physical Education

Emphasis is placed on the further development of carryover skills through advanced instruction in golf, tennis, handball, squash, softball, volleyball, and basketball. Leadership training in intramural program as assistant coaches.

FIRST CLASS ACADEMIC YEAR

Subject	Contact Hours	Credit Hours
Civil Engineering	141	8
Ordnance Engineering	141	8
English	45	2.5
History of the Military Art	141	8
Social Sciences	141	8
Electives	90	5
<hr/>		
Total Academic	699	39.5
Military Leadership	45	2.5
Military Instruction	99	1.5
Physical Education	61	1
<hr/>		
Total	904	44.5
<hr/>		
Summer Military Training	324	
Combat Arms Orientation Tour	(80)	
New Cadet Barracks Detail		
or		
Camp Buckner Detail	(244)	
or		
Army Orientation Training		

STANDARD ACADEMIC PROGRAM

Civil Engineering

Primarily structural analysis and design plus concrete as a material. One term of truss analysis, influence lines, loadings, space frames, cables, and indeterminate structures by approximate methods, moment area and moment distribution. One term of steel and timber design in addition to a comprehensive analysis-design problem.

Ordnance Engineering

Includes coverage in sources of energy, ballistics, control and guidance systems, engineering materials, propulsion and systems engineering. Course terminates with a comprehensive engineering analysis and design study. Propulsion, ballistics, computer and servomechanism laboratory experiments confirm theoretical analyses.

English

Readings in the expository essay and the novel. Advanced expository writing and classroom conferences designed to develop further the student's ability in writing and speaking.

History of the Military Art

Evolution of the art of war, current and future trends. Study of the campaigns of Napoleon and preceding Great Captains, major 19th and 20th century wars, Korea and subsequent irregular operations. Stressed are: Changing military concepts, impact of technology; interrelationship of land, sea, and airpower; eminent leaders.

Social Sciences

International relations: The study of world politics with emphasis on dynamic forces changing the relationships among nations in the Post-World War II era.

Economic principles and problems:* A survey course in economic principles and problems of public policy including a sub-course in economics of national security.

Electives

Two one term elective courses complete the standard academic program.

*-Transition year course.

ADVANCED STUDIES PROGRAM

Civil Engineering Honors Course

By weekly meetings with an advisor, very capable cadets accelerate their study of the standard course material. Emphasis is on individual study and research. The time gained is used to cover advanced topics of cadet choice or to accomplish an individual analytical and/or laboratory project in a related field.

STANDARD MILITARY PROGRAM

Combat Arms Orientation Tour

To provide training in the tactics, techniques, and developments of the infantry, armor, artillery and engineers through a two week orientation trip to Fort Knox, Ky.; Fort Bliss, Tex.; Fort Sill, Okla.; Fort Benning, Ga.; and Fort Belvoir, Va.

New Cadet Barracks-Camp Buckner Detail

Command and instruction experience to expand leadership training through assignment to command and instructor positions as members of the detail receiving and training new cadets or conducting training at Camp Buckner for the Third Class.

Army Orientation Training

Provides the First Class cadet with a first-hand knowledge of the Army by having him perform the duties of a platoon leader of a combat ready unit of the Active Army for a period of thirty days.

Military Fundamentals

To provide a vehicle for focusing the cadet's total military intake on the major pertinent features of the existing military situation; includes major counterinsurgency component; deployments and contingent tasks of armed forces; U. S. and Soviet military developments and trends.

Staff Study

To give the cadet practice in analysis of military problem, emphasizing development of logical, supported conclusions.

Military Leadership

Provides the cadet a broad understanding of leadership as a phenomenon of human behavior. Covers leadership theory-the functions of management-management of men.

Physical Education

Emphasis is placed on leadership development. Cadets administer, coach and officiate intramural teams and serve as Assistant Gym Instructors. Instruction in unarmed combat and self defense.

FOUR YEAR SUMMARY

Contact Hours:

Academic	2896
Military	1968
Physical Education	422
<hr/>	
Total	5286

Credit Hours:

Academic	161.5
Military	10.5
Physical Education	7
<hr/>	
Total	179.0

Average weekly classroom hours - 22

APPENDIX D

GRADUATE RECORD EXAMINATION

Each cadet received an individual report card on the Area Tests of the Graduate Record Examination which were taken on 6 February 1962. A copy of these results were placed in his new officer's Military Personnel Records Jacket, United States Army (DA Form 201).

These Area Tests are constructed and scored by the Educational Testing Service, a cooperative, non-profit organization which also administers the College Entrance Examination Board Tests, the Selective Service College Qualification Tests, and many others. The stated purpose of the Area Tests is "to assess the broad outcomes of education in the liberal arts."

These tests were given at West Point for the eighth time this year. The following tabulation indicates the performance of the Class of 1962 in relation to:

1. All senior men taking the test (1956 norms).
2. Senior men majoring in the area (1956 norms).
3. USMA classes of 1959, 1960, and 1961.

<u>TESTS</u>	<u>MEAN</u>	<u>MEANS USMA CLASSES</u>			
	<u>NORMS</u> 1956	1959	1960	1961	1962
<u>NATURAL SCIENCES</u>					
Senior Men	516	574	594	609	575
Natural Sci Majors	585				
<u>SOCIAL SCIENCES</u>					
Senior Men	505	549	550	540	553
Soc Sci Majors	518				
<u>HUMANITIES</u>					
Senior Men	478	465	495	510	488
Humanities Majors	530				

GRADUATE RECORD EXAMINATION DISTRIBUTION OF MEANS — 231 COLLEGES

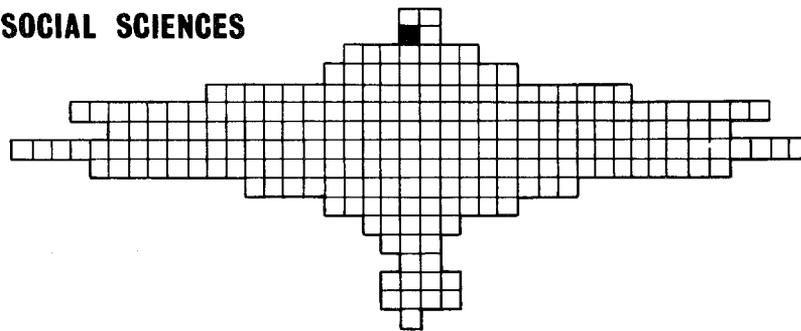
1960 — 1961

(EACH BLOCK REPRESENTS ONE COLLEGE)

580—
540—
500—
460—
420—
380—
340—
300—
260—
220—

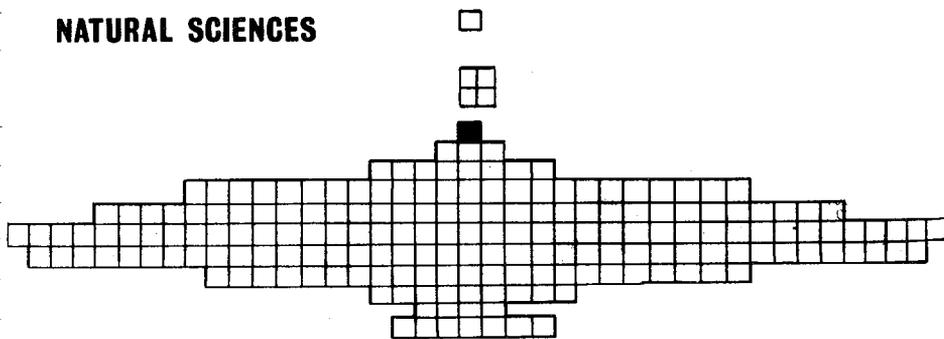
SOCIAL SCIENCES

■ USMA 62



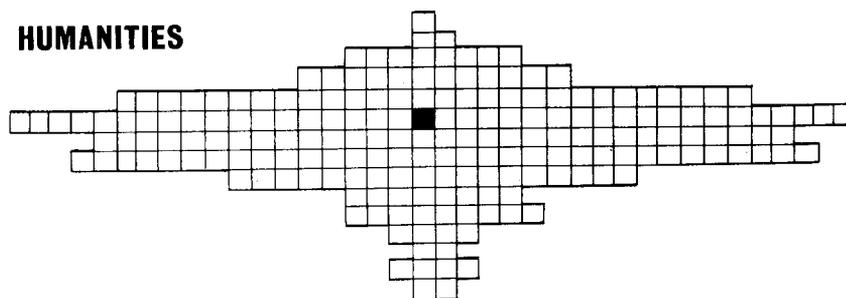
700—
660—
620—
580—
540—
500—
460—
420—
380—
340—

NATURAL SCIENCES



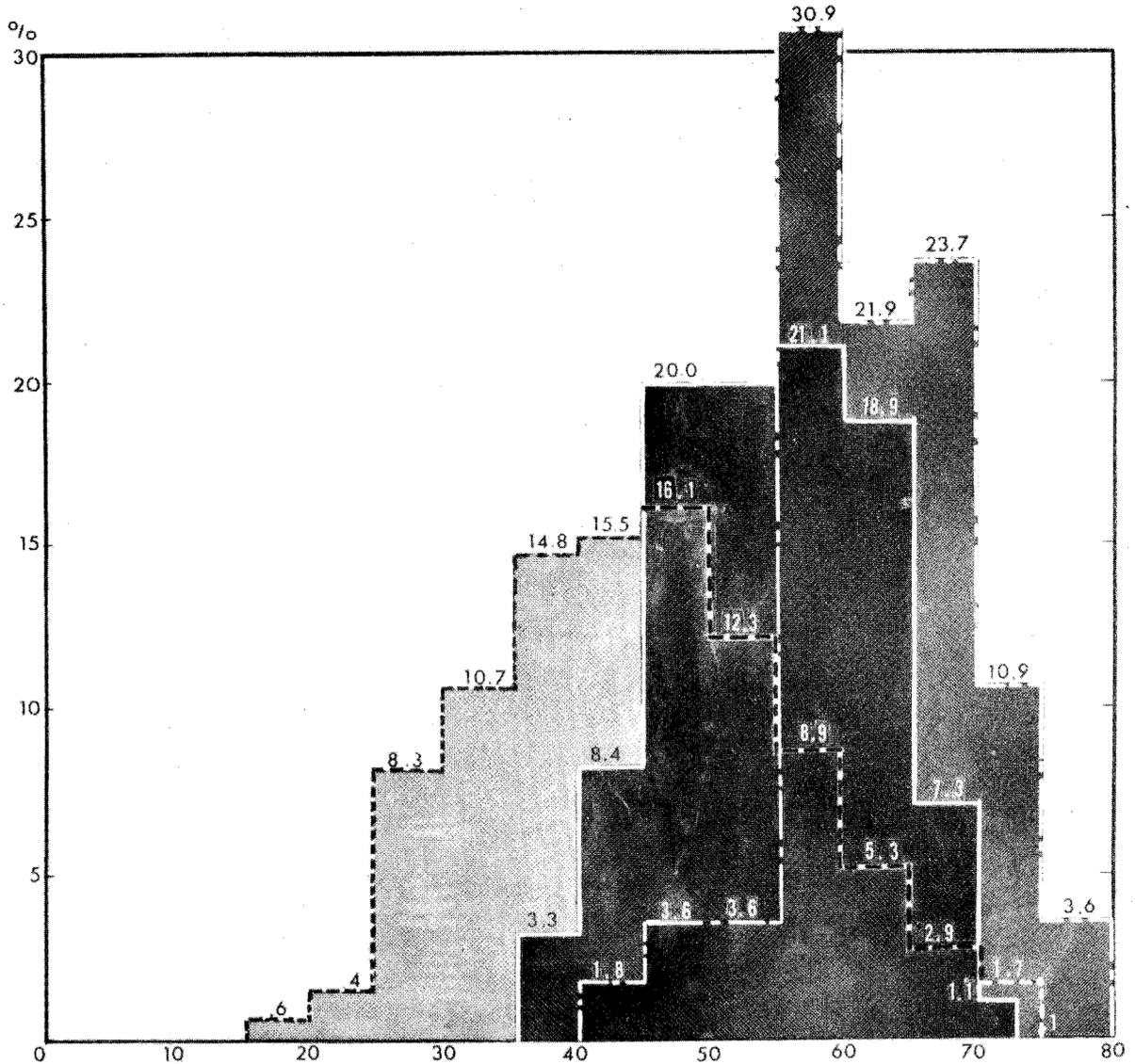
600—
560—
520—
480—
440—
400—
360—
320—
280—

HUMANITIES



APPENDIX E

EDUCATIONAL TESTING SERVICE FOREIGN AFFAIRS



----- NATIONAL SAMPLE 1854 SENIORS
 _____ LOWER 3 SECTIONS U S M A 180 SENIORS
 SECOND SECTION I.R. 55 SENIORS

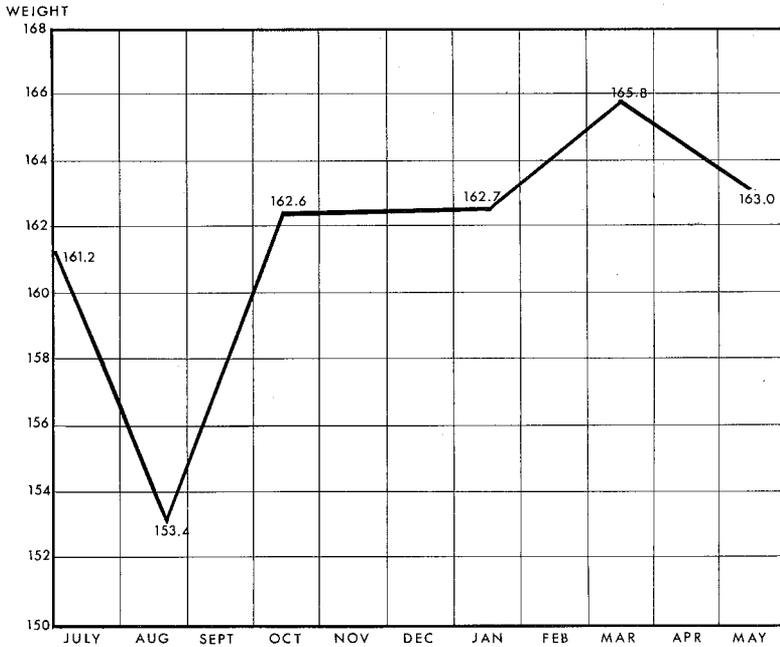
NOTE: CLASS WAS SECTIONED HOMOGENEOUSLY INTO 10 SECTIONS

APPENDIX G

PHYSICAL PROGRESS OF FOURTH CLASSMEN CLASS OF 1965

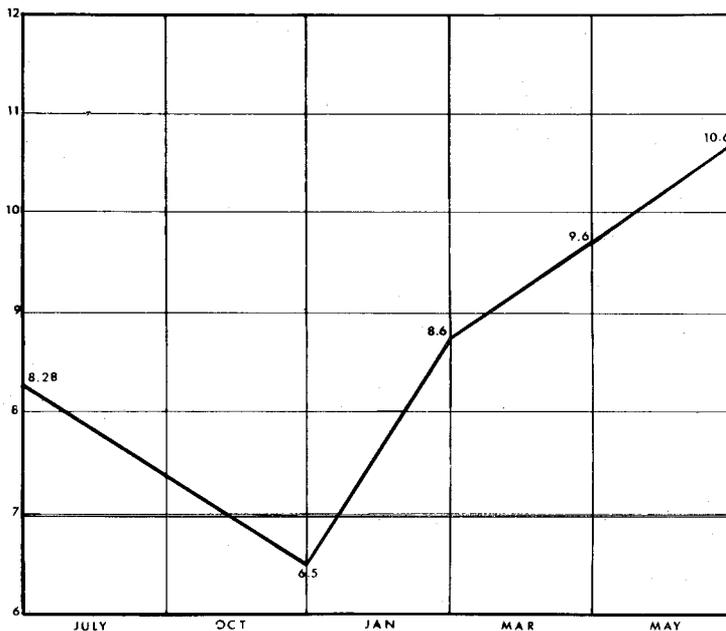
The physical progress of the Fourth Class (Class of 1965) can be shown graphically in several important measurement areas.

Weight Change



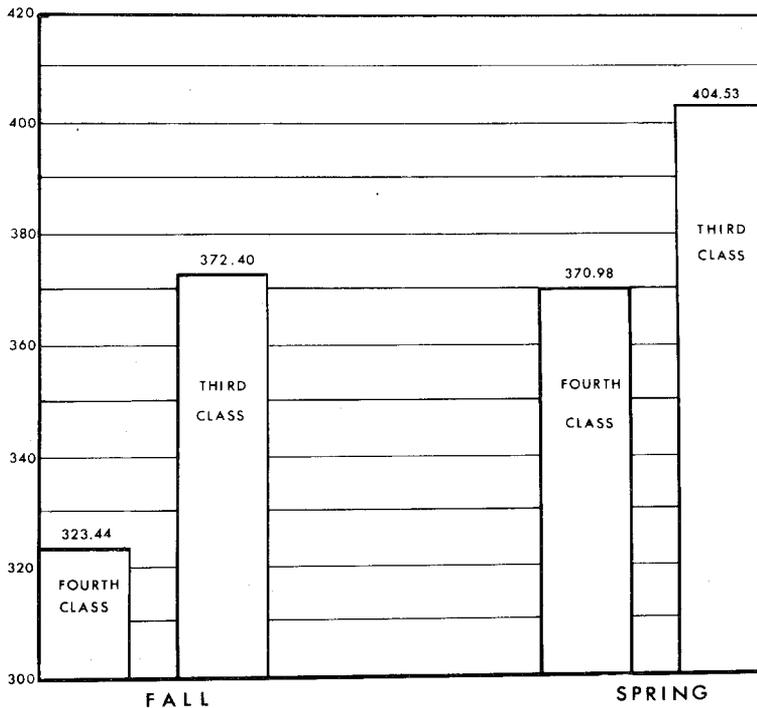
The sharp drop in weight during the first month is primarily due to the drastic change in environment, the heavy exercise schedule, and the loss of excess body fat and fluids. The subsequent gain of weight represents the rebuilding of a more solid and functional body.

Ability to Perform Pullups



The trend in pullups, which measure arm and shoulder strength and endurance, is almost parallel with the loss and gain of weight. There is initially a decline in endurance, and then a steady and progressive improvement.

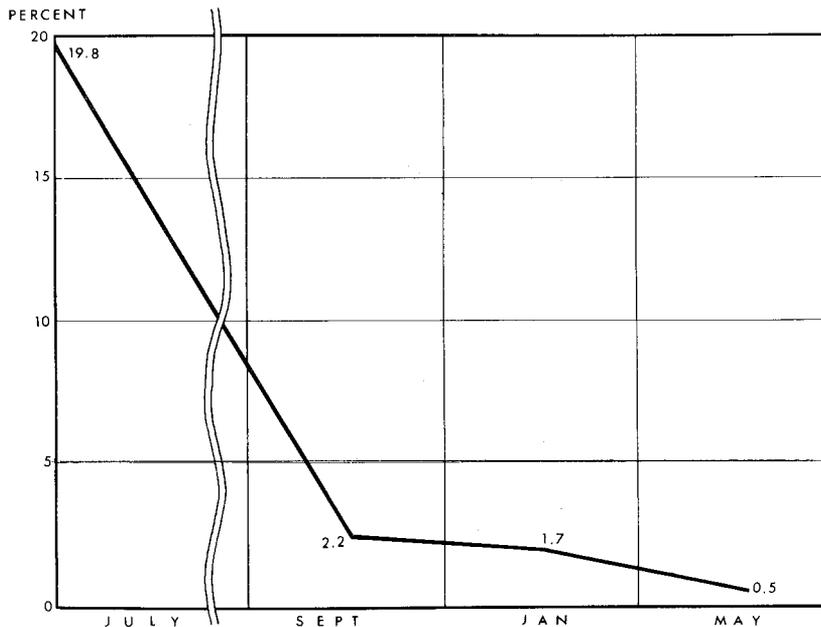
Physical Ability Test Results



This test is given twice during each of the first two years at USMA. The 6-item PAT measures agility, coordination, mobilization of power, and to a lesser extent strength and endurance. For comparison, the average scores of the current Third Class (Class of 1964) are included.

Ability to Meet Swimming Requirements

Percent in Special Swimming



At entrance 19.8% of the Class of 1965 were unable to swim the minimum required distance of 160 yards; 3.7% were unable to swim at all. These cadets were placed in an intensive Special Swimming Program, and their progress was dramatic. By the end of the academic year only three (3) cadets were unable to pass the minimum requirements; they will continue in this program until they do pass.

APPENDIX H

ARMY VARSITY SPORTS SUMMARY

1961 - 1962 Season

SPORT	W	L	T	PER.	ARMY/NAVY	CAPTAIN 61-62
FALL						
Cross-Country	6	1	0	.857	Army	JONES, JW
150-lb Football	5	1	0	.833	Navy	BROWN, WR
Football	6	4	0	.600	Navy	CASP, MS
Soccer	5	5	0	.500	Army	BROWN, AS
WINTER						
Pistol	7	1	0	.875	Army	SWICK, CD
<i>National Champions:</i>						
<i>First Team All-American - Cadets EBERTS, SWICK, MOAKLEY, SHUEY</i>						
Gymnastics	7	0	1	1.000	Army	COSTAIN, PA
<i>Eastern Champions:</i>						
<i>Cadet COSTAIN Eastern Horizontal Bar Champion</i>						
Track (Indoor)	6	1	0	.857	Army	BROWN, GL
<i>Cadet ZINN World Record Mile Walk & IC4A Champion</i>						
<i>One Field house & 3 Academy Records set by Cadets</i>						
Hockey	17	5	1	.773	Army	DOBBINS, PJ
Swimming	11	4	0	.733	Navy	THOMAS, RB
<i>All Academy, 3 Pool & 2 National Freshman Records set by Cadets</i>						
Squash	8	5	0	.615	Army	McQUILLEN, JF
Wrestling	6	4	0	.600	Army	RUSHATZ, AS
<i>Cadet NATVIG Army's First NCAA Champ (147 lb)</i>						
Basketball	10	11	0	.476	Army	SHERARD, S
<i>Cadet SHERARD - All-Time Career Scoring Record</i>						
<i>Most Valuable Player East-West Shrine Game</i>						
Rifle	5	3	0	.625	Navy	BROWN, ME
SPRING						
Lacrosse	8	2	0	.800	Navy	DARRELL, CC
Golf	9	3	0	.750	Navy	WOODS, JM
<i>Cadet PEMBROOK Low Medalist Eastern Championships</i>						
Baseball	15	6	0	.714	Navy	DeJARDIN, AR

SPORT	W	L	T	PER.	ARMY/NAVY	CAPTAIN 61-62
Track (Outdoor)	5	2	0	.714	Army	BROWN, GL
<i>Cadet SZEKELY American Record 4000 Meter Walk</i> <i>Cadet ZINN AAU 10 Kilometer Champ</i> <i>Cadet ALMAGUER Hep Record 220 Yard Dash</i> <i>1 Stadium & 3 Academy Records set by Cadets</i>						
Tennis	11	6	0	.647	Army	PETERSON, JC
TOTALS	147	64	2	.696	Army 11 Navy 7	

30 June 1962

(a) PERCENTAGE OF CLASS STRENGTH SEPARATED FOR THE CLASSES 1952-1965

CLASS	RESIG- NATIONS	ACADEMICS	CONDUCT	APTITUDE	(b) HONOR	PHYSICAL EDUCATION	(d) OTHER	(e) TOTAL PERCENT
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	33.0
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)	0.2 (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)
1961	(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)
10 Yr Average	12.0	12.9	0.7	0.9	1.5	1.2	2.5	31.3
1962 (4 Yrs)	(811) 10.4 (84)	10.7 (87)	1.2 (10)	1.7 (14)	2.5 (20)	1.6 (13)	2.3 (19)	30.1 (244)
1963 (3 Yrs)	(738) 11.2 (83)	13.3 (102)	1.4 (10)	2.4 (18)	1.9 (14)	1.8 (13)	2.3 (17)	34.0 (251)
1964 (2 Yrs)	(802) 12.3 (99)	9.2 (74)	1.0 (8)	2.4 (19)	1.9 (14)	0.6 (5)	2.5 (20)	29.0 (232)
1965 (1 Yr)	(847) 10.9 (92)	8.1 (69)	0.0 (0)	0.6 (5)	2.5 (21)	0.2 (2)	1.7 (14)	23.5 (199)

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 J

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. Annual Army Science Conference
2. The Officials and Directors, National Debate Society
3. National Science Foundation Engineering Graphics Course Content Development Study Committee
4. American Assembly, Arden House, Columbia University
5. New York State Association of European Historians
6. The Mid-Hudson Section of the American Chemical Society
7. Guidance Counselor Groups from Georgia, Illinois, Massachusetts, Mississippi, Ohio, and South Carolina
8. National Defense Educational Activities Institute from Ohio State University
9. National Defense Educational Activities Institute from Columbia University
10. Students and Faculty of the Graduate School of Library Service, Columbia University

