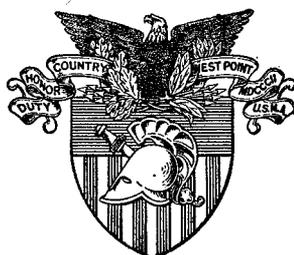


ANNUAL REPORT
of the
SUPERINTENDENT



Academic Year 1962-63

UNITED STATES MILITARY ACADEMY
WEST POINT NEW YORK

THE MISSION
of the
UNITED STATES MILITARY ACADEMY

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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

25 June 1963

SUBJECT: Annual Report, Academic Year 1962-1963

TO: The Chief of Staff
Department of the 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 1962 to 25 June 1963 (the final date of my Superintendency).

2. Certain significant events that illustrate the breadth of our endeavors and the significance of our accomplishments during Fiscal Year 1962 are summarized below and will be discussed in greater detail in the ensuing report:

a. A full-time expansion planning group organized in September 1962 from among assigned personnel developed a master plan for the expansion of facilities of the Military Academy. This plan reflected the broad concept for the expansion which had been approved for detailed planning by the Deputy Chief of Staff for Military Operations in April of 1961 and, following approval by the Post Planning Board, it was forwarded to the Department of the Army during early February 1963 for evaluation.

b. The development of an expansion plan was undertaken in anticipation of Congressional legislation which would authorize an increase in the strength of the Corps of Cadets. The requirement for more Academy trained graduates was initially indicated in the report of the Service Academies' Board, convened by the Secretary of Defense in 1949, where it was stated "that in times of peace not less than 50% of the planned annual procurement of regular officers for each service should be Academy graduates." The reaffirmation of this requirement in a recently concluded Department of the Army long-term study made this expansion a priority goal of the Military Academy.

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c. Legislation originally developed by the Services for submission to the 88th Congress (identified as DOD 88-13) proposed an amendment to Title 10, United States Code, authorizing a strength for the United States Corps of Cadets that would produce approximately 966 graduates annually. This would fill approximately 50% of the Army's present annual requirement of 2200-2300 newly commissioned Regular Army officers. The Department of Defense, following guidance from the Administration, developed a revised version of the Bill in coordination with the Academy. This Bill, now identified as HR 6611, has been presented to the 88th Congress. A subcommittee of the House Armed Services Committee conducted initial hearings on the 7th of June and is now studying the proposal.

d. The present academic curriculum consisting of a Standard Academic Program, an Advanced Studies Program, and an extensive offering of electives has been tailored to provide the basic education that we feel will be required by an Army officer throughout the remainder of the 20th Century. There are those, however, who believe that the present curriculum is still too broad. Consequently, the Academic Board is presently studying the feasibility and desirability of programs that would permit further concentration in selected areas of study to enable cadets to develop more fully their specific interests and yet maintain a balanced program.

e. Elective courses have increased in number and in scope since the adoption of the revised curriculum in Academic Year 1960-61. During the academic year just concluded, forty different electives were available - twenty-two in the mathematics-science-engineering area and eighteen in the social sciences-humanities area. Of the forty electives seven were offered for the first time during Academic Year 1962-63. Next year's four new electives will be Numerical Analysis with Electronic Digital Computation, Graphical Computations, Sociology, and International Law and the Military. During the past academic year, members of the First Class were authorized to take, on an optional basis, one additional elective each semester as an overload. The response to this program merits its continuation during Academic Year 1963-64; and, in addition, the option will be presented to Second Classmen.

f. Although cadets continue to receive most of their instruction in small sections of twelve to fifteen students, various appropriate instructional techniques, e.g., lectures, conferences, seminars, panel discussions, and television are used. Experimentation was conducted during the past year

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which will lead to the adoption of still another technique in the Academic Year 1963-64. The Department of Social Sciences developed a "block system" for the presentation of their subject matter. The system consists of a five-lesson block in which the first lesson is an introductory lecture to all of the cadets taking a specific course; the next three lessons are discussions in the section rooms where the smaller classroom groups can approach the subject in greater detail; and the final lesson is an examination.

g. During the recent academic year the Department of Mechanics, with the assistance of mobile equipment and technicians from the Army Pictorial Center, presented simultaneously to eight academic sections the first closed-circuit television instruction at West Point. Cadets were required to observe, record, and analyze the results of a laboratory experiment in the strength of materials. Results were extremely promising; not only was there enthusiastic cadet interest but the lab reports submitted were both more complete and more lucid than those produced in similar experiments performed individually in the laboratory in previous years. The application of this medium, in other kinds of instruction, in other disciplines, is being actively studied, and we believe that the use of closed-circuit television as a technique supplementary to our traditional method of section room teaching offers promise.

h. The art of rapid reading was subjected to rigorous test during the academic year in a Third Class History Course presented by the Department of Social Sciences. Approximately sixty-five cadets, divided into four academic sections, spent about two and one-half months on the development of a rapid reading technique prior to applying it to their work in history. Although formal evaluation of the experiment has not been completed, one fact is clearly emerging: these cadets read, with comprehension, about three times more textual material in history than their classmates who did not take rapid reading instruction.

i. The Military Academy, during Academic Year 1962-63, was pleased to add to its list of professional academic consultants Dr. Robert E. Weigle, Chief Scientist, Watervliet Arsenal, and Dr. Robert Ehrlich, Director of Research, Transportation Group, at Stevens Institute of Technology. The continued services of Dr. James Phinney Baxter, President Emeritus of Williams College, as consultant emeritus in the social sciences-humanities area and Dr. C. Richard Soderberg, Dean of Engineering, Emeritus, M.I.T., as advisor in the engineering-science field insured expert advice to the Academic Board.

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j. A significant addition to the curriculum was the establishment of an Academic Computer Center containing a modern high-speed digital computer (GE 225). This facility operates as an interdepartmental facility under the Dean of the Academic Board in a manner analogous to the Library. During the first semester of its use, this facility was used in fifteen courses presented by six academic departments. Approximately seven hundred Fourth Classmen, one hundred and five Third Classmen, one hundred and fifty Second Classmen, and twenty-five First Classmen programmed and solved problems on the computer. A program was initiated in which each cadet will learn to program and to use the machine during each of his four years of academic instruction.

k. With a Department of Law consisting of twelve Army lawyers (eleven with LLB degrees and one with a LLM degree), it appeared logical that the command as well as the assigned JAG officers would profit considerably through an amalgamation of the Department of Law and the Office of the Staff Judge Advocate. Such a reorganization would provide valuable practical experience to those officers assigned to teaching positions while contributing to the post's legal assistance program. Accordingly, on 1 November 1962 the Professor and Head of the Department of Law was designated Staff Judge Advocate and the officer who had formerly been SJA was assigned to the Department of Law as an Associate Professor of Law and Deputy Staff Judge Advocate. The reorganization has resulted in fuller utilization of personnel and improved legal service without detracting from the quality of instruction presented to the cadets.

l. In November of 1962, an ad hoc committee was formed 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 Fourth Class Program to insure that it was reasonable, fully productive, and in consonance with the mission of the Military Academy. It is significant to note that the committee recommended no major changes and found that the System is making a fundamental contribution to the accomplishment of the mission of the Military Academy.

m. On the 9th of March, Brigadier General Michael S. Davison replaced Brigadier General Richard G. Stilwell as Commandant of Cadets. General Stilwell's tour as the Academy's 50th Commandant was terminated following two years of service in that position. General Davison, who during an earlier tour at the Military Academy was a Regimental Commander in the Department of Tactics, is highly qualified for the position of

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Commandant. He is an officer with extensive background in both command and staff duty, and is a graduate of the Military Academy, Class of 1939, and Harvard University where he received a degree of Master of Public Administration.

n. In the two years of its existence, the West Point Superintendent's Fund has established itself as a permanent and important source of funds to support projects that contribute greatly to the welfare of the cadets. (Present contributions to the Fund exceed \$400,000.) The largest contribution to the Fund, thus far, is the \$200,000 gift received this year from the Richard King Mellon Trusts to construct a shell and stage for an amphitheater at Trophy Point.

o. During the year several major construction projects were underway or completed. The new 263-man barracks, New South Barracks, was completed in August in sufficient time to accommodate five cadet companies when the Corps reassembled after three months of summer training. A one million dollar addition to the West Point Army Mess has been under construction since May of 1962. Funds for this construction were made available to the Academy by the Association of Graduates from a bequest by the widow of Brigadier General Palmer Pierce. The renovated and significantly enlarged facility should be available for use in September of 1963. Work commenced on the new USMA Library in January of 1962 and should be completed in March of 1964. The permanent east stands which were added to Michie Stadium represented a \$1,600,000 investment by the Army Athletic Association. This project, initiated in December of 1961, was completed in time for the opening football game of the 1962 season. A new building providing a 17-room addition to the Post Elementary School was completed in October. Construction of a combined motor maintenance facility was undertaken in November of 1962 as part of the FY 63 MCA Program. Completion date for this project is September 1963.

p. A reorganization of the Army Athletic Association that was completed in the spring of 1963 will permit the AAA to respond quickly and effectively to meet competitive business practices connected with intercollegiate athletics. At the same time, the AAA will have long-range continuity in athletic policies and will continue the finest possible representation by the Corps of Cadets in intercollegiate competition.

q. The First National U.S. Army Junior Science and Humanities Symposium was held at West Point from 2-5 April 1963. The Symposium was sponsored jointly by USMA and the Army Research Office (Durham) which has been sponsoring regional Junior Science

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and Humanities Symposia since 1958. Attending were 131 outstanding high school students selected competitively on the basis of participation in 16 regional symposia. The students were accompanied by 36 teachers and administrators from their local educational systems. More than 50 representatives of universities, industry, and government agencies attended as observers. The two-day program at West Point consisted of presentations by leading scientists and educators for the Army, civilian universities, and industry. Principal speakers were Dr. Edward Teller, who delivered the keynote address; The Honorable Finn J. Larsen, Assistant Secretary of the Army for Research and Development; Lt. Gen. Dwight E. Beach, Chief of Army Research and Development; Dr. Ralph G. H. Siu, Scientific Director of the Research Division, Army Materiel Command; Dr. Harold G. Cassidy, Professor of Chemistry, Yale University; and Colonel E. R. Heiberg, Professor and Head of the Department of Mechanics, USMA. Two program high-lights were presented by cadets. "Operation Crossroads-Africa" was discussed by the cadets who had participated in the program and a third cadet discussed his senior research project "The USMA Liquid Propellant Rocket Engine." In addition to the formal presentations, a group of 29 distinguished scientists and educators led panel discussions on various subjects. The symposium, in addition to rewarding outstanding students for their participation in regional symposia, afforded an excellent opportunity for an exchange of ideas between student and adult participants.

r. The climax of a successful June Week was the Military Academy's 161st commencement exercise on the 5th of June. On this date, the five hundred and four cadets of the Class of 1963 who graduated brought the total number of graduates of the Military Academy to nearly 25,000. The commencement address entitled, "The American Soldier," presented by General Maxwell D. Taylor, Chairman of the Joint Chiefs of Staff, provided both perspective and challenge to the five hundred members of the class receiving commissions in the Armed Forces of the United States (four hundred and forty-four - Army; forty-nine - Air Force; and seven - United States Marine Corps).

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 advances made are attributable to these individuals who all share, in some degree, the responsibility for fulfilling the important mission of the institution.



W. C. WESTMORELAND
Major General, USA
Superintendent

**ANNUAL REPORT
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"Beside and above professional attainments, the American Soldier has always carried the stamp of character, integrity, and reliability . . ."

ANNUAL REPORT OF THE SUPERINTENDENT
1 JULY 1962 TO 25 JUNE 1963

I. INTRODUCTION

This report highlights the activities and summarizes significant accomplishments during the 161st year of the United States Military Academy. The achievements of the year have been recorded through the endeavors of the members of the Staff and Faculty, the assigned enlisted men and women, and the civilian personnel of the Post.

II. MISSION AND EDUCATIONAL PHILOSOPHY

The recently concluded academic year has been characterized by a vast amount of planning and self-appraisal directed toward keeping the Military Academy moving ahead with the rapid scientific and technological progress characteristic of the times and in a manner consistent with the social and international responsibilities of the nation.

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.

Inherent in this mission are the objectives:

(1) Mental - to provide a broad collegiate education in the arts and sciences leading to the Bachelor of Science degree.

(2) Moral - to develop in the cadet a high sense of duty and the attributes of character with emphasis on integrity, discipline, and motivation essential to the profession of arms.

(3) Physical - to develop in the cadet those physical attributes essential to a lifetime career as an officer of the Regular Army.

(4) Military - to provide a broad military education rather than individual proficiency in the technical duties of junior officers. Such proficiency is, of necessity, a gradual development, the responsibility for which devolves upon the graduates themselves and upon the commands and schools to which they are assigned after being commissioned.

An essential difference between the Academy and civilian institutions is that we must provide in the same four year period not only a basic academic education but also a broad military education - and at the same time develop physical agility, coordination, stamina, and courage in the cadets. A second essential difference lies in the degree of emphasis which every member of the staff and faculty must place on the continuous development in cadets of integrity, of a keen sense of responsibility, of devotion to duty, of a strong feeling of self-confidence, and of complete dedication to the service of the nation.

Our program of education and training must provide graduates with a solid foundation on which to build lifetime careers as military leaders. The programs must be broad basic ones. The specialization, the additional detailed education, training, and experience needed to become an officer of one of the Arms or Services, an expert in nuclear engineering, business management or other specialty must be acquired after graduation. We must focus our attention on providing the leadership qualities, the physical qualities, and the basic knowledge and intellectual capacity for "commencement" of a lifetime career of service.

The military training mission derived from the Academy's mission has these aims:

- To develop character exemplified by a strong sense of honor and high moral standards;
- To instill a strong sense of duty and responsibility;
- To provide a broad basic military education;
- To develop the qualities and attributes of leadership;
- To develop high standards of physical fitness.

The academic educational mission derived from the Academy's mission has these aims:

- To provide each graduate a broad collegiate education consisting of a carefully designed sequence of studies in both the arts and sciences leading to the Bachelor of Science degree and constituting a suitable academic base for graduate study in one of the many fields demanded by the modern Army;
- To stimulate intellectual curiosity and challenge individual aptitudes and abilities;

To develop the powers of analysis, logical reasoning, and effectiveness of expression;

To contribute to the achievement of the Academy's objectives of developing integrity, responsibility, and self-confidence.

The mission, thus defined, dictates that both the academic program and the military training program be oriented on the special needs of the prospective military leader. Hence, the curriculum includes such courses as Military Psychology and Leadership, the History of Military Art, Military Heritage, Military Fundamentals and Ordnance Engineering which are clearly identified as being unique by their title alone. However, even the courses with familiar names, such as mathematics, physics, and electricity, although taught from college texts, are reinforced with military applications and taught by carefully selected and trained uniformed officers. Throughout the four years of a cadet's training there is an accent on pride in military heritage and motivation for the military career. The design and conduct of programs which will meet these multi-purpose aims of the Military Academy constitute a difficult and challenging assignment.

Based upon further interpretation of our mission we have recently developed a statement of our educational philosophy:

"The United States Military Academy prepares selected young men for service to their country as professional officers of the United States Army. Since it is the only institution of higher learning with this specific mission, its philosophy of education is unique. The Military Academy must produce enlightened military leaders of strong moral fiber whose minds are creative, critical, and resourceful. The academic curriculum and military training encourage logical analysis, clear and concise expression of considered views, and independent thought and action along with a readiness, developed within the framework of military discipline, to carry out orders without reservation once a decision has been reached.

"The total curriculum is designed to develop those qualities of character, intellect, and physical competence needed by the officer who is prepared to lead the smallest combat unit or to advise the highest governmental council. The program includes the sciences, the humanities, and military and physical training. It forms a basis both for graduate education and for further professional development.

"In the academic curriculum, standard courses provide the essential core of knowledge of mathematics, science, engineering, the social sciences, and the humanities and an understanding of the application of this knowledge to the solution of

problems. Advanced and elective courses afford the opportunity to develop intellectual capacities and to concentrate in areas of particular interest.

"Military training provides the requisite knowledge of professional fundamentals and doctrine and of the basic military skills. Service in positions of responsibility in the Corps of Cadets and participation in intensive summer training provide the opportunity to apply and test principles and to learn techniques by practice and observation.

"Fitness for military leadership requires physical strength, agility, stamina, and a competitive spirit. These are acquired from a comprehensive course in physical education and from participation in intramural and intercollegiate sports.

"The increasing complexity of the world scene requires constant adaptation by the military profession and by the institutions which prepare its leaders. But while adapting itself to the changing world, the Academy must continue to emphasize the devotion to Duty, Honor, and Country which has traditionally been the hallmark of its graduates."

III. PROVISIONS FOR PROGRAM REVIEW AND ANALYSIS

Review and modification of the educational and training programs and methods of instruction at the Military Academy are the responsibility of the Academic Board. Local examination of programs and recommendations based thereon are made for the approval of the Academic Board by Committees of the Board: the Curriculum Committee for the curriculum as a whole; the Math-Science-Engineering Committee, and the Social Sciences-Humanities Committee for these particular areas; and ad hoc committees of the faculty for special problems. The Academic Board is also responsible for the establishment of standards and procedures for the appointment of candidates; the admission, re-admission, advancement from class to class, and the graduation and commissioning of cadets.

In addition to provisions that have been made locally for review and modification of our programs, there are a number of periodic reviews by outside agencies that examine and evaluate the operation of the Military Academy in considerable detail. These reviews, through their totally objective appraisal, have contributed significantly toward the development of a balanced perspective in viewing the endeavors of the Military Academy. Periodic reviews of special importance to the Military Academy include those made by:

The Department of the Army General Staff
The United States Military Academy Board of Visitors
The Superintendents of the Academies of the Armed
Forces in joint conference
The Middle States Association of Colleges and Secondary
Schools

Annual Visit of the Department of the Army Staff - The following representatives composed the Department of the Army General Staff Team that visited West Point during the three-day period, 17 - 19 April 1963 to review and make recommendations concerning the programs of the Military Academy:

Major General C. W. Abrams, Jr., Deputy Assistant
Chief of Staff for Force Development, Team Chief.

Major General A. J. Maroun, Director of Programs,
Office of the Deputy Chief of Staff for Personnel.

Brigadier General F. J. Chesarek, Assistant Deputy
Chief of Staff for Logistics (Materiel Readiness).

Brigadier General R. N. Tyson, Director of Manage-
ment, Office of Comptroller of the Army.

Brigadier General K. G. Wickham, Commander, United
States Army Data Services and Administration Sys-
tems Command, Office of the Adjutant General.

Brigadier General F. W. Boye, Jr., Deputy Chief of
Legislative Liaison.

The conclusions and recommendations of the report submitted by the Department of the Army Staff Team to the Chief of Staff of the Army appear in Appendix B. This report was approved by Department of the Army on the 27th of May.

The United States Military Academy Board of Visitors - The Board is constituted annually under the provisions of Section 4355, Title 10, United States Code, to inquire into morale and discipline, curriculum, instruction, physical equipment, fiscal affairs, academic methods, and other matters relating to the Academy that the Board decides to consider. The specified composition of this Board along with the 1963 membership follows:

General Composition

1963 Membership

The Chairman of the Committee on Armed Services of the Senate (or his designee).

Three other members of the Senate designated by the Vice President or President pro tempore of the Senate, two of whom* are members of the Committee on Appropriations of the Senate.

The Chairman of the Committee on Armed Services of the House of Representatives (or his designee).

Four other members of the House of Representatives designated by the Speaker of the House of Representatives, two of whom** are members of the Committee on Appropriations.

Six persons designated by the President.

Senator Daniel K. Inouye, Hawaii (representing Senator Richard B. Russell)

Senator Kenneth B. Keating, New York
Senator Estes Kefauver*, Tennessee
Senator John O. Pastore*, Rhode Island

Honorable George Huddleston, Jr., Alabama (representing Honorable Carl Vinson)

Honorable William H. Natcher**, Kentucky
Honorable Harold C. Ostertag**, New York
Honorable R. Walter Riehlman, New York
Honorable Olin E. Teague, Texas

General J. Lawton Collins, Retired, Vice President, Pfizer International, Inc., Washington

Dr. Robert F. Goheen, President Princeton University

Mr. Edward Benno Hanify, Member, Ropes, Gray, Best, Coolidge and Rugg, Boston, Massachusetts

Dr. Edwin D. Harrison, President, Georgia Institute of Technology

Mr. Robert T. Stevens, President, J. P. Stevens Company, New York

Dr. Eric A. Walker, President, Pennsylvania State University

Following their annual visit to the Military Academy, during the period 2-4 May 1963, the Board submitted to the President of the United States a written report relative to their inquiry. A summary of the findings and recommendations incorporated in this report appears in Appendix C.

The Superintendents' Conference - Annually, during the period 1958-1962, the Superintendents of the Service Academies have met to exchange ideas and information of mutual interest and concern. These conferences have included, in addition to the meetings of the Superintendents, individual sessions of the Academic Deans, Commandants of Cadets, and Athletic Directors of the Academies, who were convened to discuss mutual problems with a view toward improving all phases of education and training at the Academies. The most recent conference was hosted by the United States Coast Guard Academy at New London, Connecticut, during the period 9-11 April 1962. At the conclusion of this meeting it was determined that the next Superintendents' Conference will be held at West Point in the spring of 1964.

The Middle States Association of Colleges and Secondary Schools - Prior to 1949 the United States Military Academy, like other colleges, had been accredited to award the Bachelor of Science degree by the American Association of Universities. In 1949 a regional accrediting system was adopted, and the Middle States Association of Colleges and Secondary Schools became the designated accrediting agency for the region in which the Military Academy lies. In order to insure maintenance of high standards, every ten years accredited institutions must undergo resurvey by the Middle States Association. The United States Military Academy was initially examined and accredited by this Association in 1949. In 1959 the Military Academy was reexamined, in accordance with established procedures, and in confirming the accreditation the Chairman of the Association's Commission on Institutions of Higher Learning stated:

The Commission appreciates the opportunity it and others have had to examine the purposes and affairs of an outstanding institution and takes this means to commend the United States Military Academy for setting and revealing, in this additional way, standards and procedures for distinguished work, thereby performing a service to the whole community of higher education. Even in an Association devoted to the pursuit and interpretation of educational excellence, there is only so much room at the top; this space is reserved for a few, including, in the Commission's judgment, The United States Military Academy.

Since World War II, in addition to the routine and periodic surveys and examinations of our programs by the Curriculum Committee and other Academic Board committees, by members of the General Staff of the Army, by the Board of Visitors, and by the Middle States Association of Colleges and Secondary Schools, there have been eighteen surveys by special committees and boards. Of particular significance and value to the Military

Academy were the surveys of the Postwar Board of Consultants (The Compton Board) of 1945; the Service Academy Board (the Stearns-Eisenhower Board) of 1949; the Aptitude for the Service Panel (the Wood Panel) of 1953; and the Superintendent's Curriculum Review Board (the Bowles Board) of 1959.

The most recent survey and the one which has had a profound effect upon the academic program of the Military Academy is the Superintendent's Curriculum Study which was conducted by a number of different agencies during the period 1957-1960. This comprehensive survey led to adoption by the Academic Board of the modified academic program with which we have just completed our third year of experience.

Provisions for the ready availability of expert advice and counsel in guiding the development of the curriculum have been made by the Academic Board by securing the services of educational consultants. We have been successful in securing the services of outstanding civilian educators who occupy positions of leadership and have established enviable reputations in their endeavors. Serving for the second year were Dr. James Phinney Baxter, President Emeritus of Williams College, and Dr. C. Richard Soderberg, Dean of Engineering, Emeritus, the Massachusetts Institute of Technology. Dr. Baxter, who was a member of the Board of Visitors for four years, 1955-1958, serves as a consultant emeritus especially in the social sciences-humanities area. Dr. Soderberg is the advisor in the engineering-science field.

Other eminently well qualified educational consultants have been secured as advisors in departmental or subject areas as requirements for their services have developed. Dr. Lucien W. Pye, Professor of Political Science at the Massachusetts Institute of Technology, served as advisor in the complex and increasingly important area of counterinsurgency. Dr. Robert E. Weigle, Chief Scientist, Watervliet Arsenal, and Dr. Robert Ehrlich, Director of Research, Transportation Group at Stevens Institute of Technology, have provided technical counsel in the fields of ordnance engineering and land locomotion. Dr. Henry O. Pollak, Director of the Mathematics and Mechanics Research Center, Bell Telephone Laboratories, has been most helpful in his evaluation of and continued interest in the mathematics program of the Academy.

On a much more informal basis, the Academic Departments seek the opinions and advice of our distinguished guest lecturers in a continuing effort to obtain new ideas and improve upon the effectiveness of the Academy's curriculum.

IV. ACADEMIC PROGRAMS

The academic curriculum resulting from an exhaustive curriculum study consists of two academic programs: the Standard Academic Program and the Advanced Studies Program.

The Standard Academic 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.

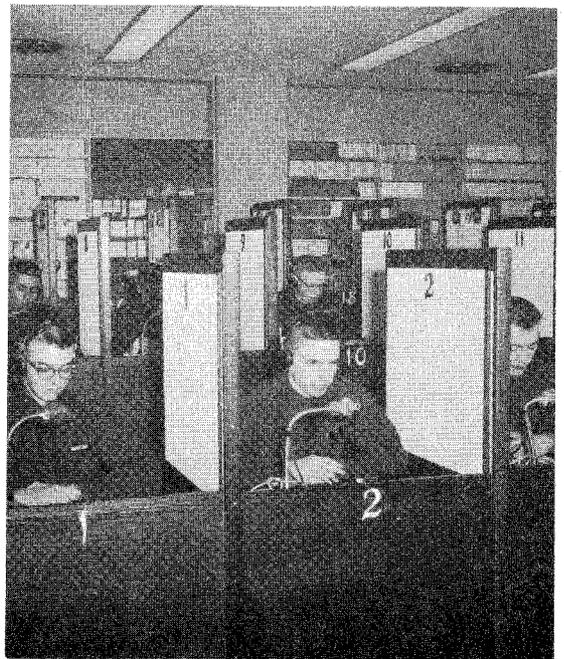
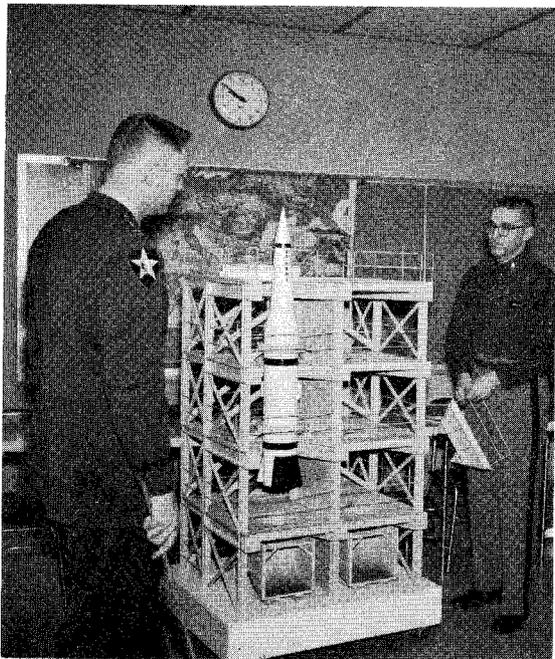
The Advanced Studies Program contains advanced, augmented and more sophisticated versions of the standard courses, plus additional electives. A cadet can progress to this program in two ways: he can be validated for a standard course which he has completed at another institution prior to entering the Academy and take in lieu thereof an Advanced Studies Program course; or he can be declared qualified to pursue an advanced or augmented version of a required course on the basis of demonstrated excellence in prior work at the Academy and/or passing qualification tests. Thirty-two percent of the Corps of Cadets and thirty-eight percent of the Class of 1963 were enrolled in various courses under the Advanced Studies Program during the first semester of Academic Year 1962-63. Fifty-eight percent of the Class of 1963 had been enrolled in this program at some time since their entrance into the Academy.

In order to challenge the cadet and enable him to work to his maximum capacity, the Advanced Studies Program contains an advanced version of nearly every standard course.

Every cadet takes two electives during his last year. During the academic year covered by this report, we authorized members of the First Class to take, on an optional basis, one additional elective each semester as an overload. During the elective counseling period in the spring of 1962, 116 cadets volunteered for additional electives. Of these, 95 were qualified and enrolled in the first term, and 43 of them completed the overload course. Forty cadets were qualified and enrolled in the second term, and 32 of them completed the overload course. (Cadets were allowed to drop the additional elective if the academic burden proved to be too heavy.)

Comparison of the class order of merit for the cadets who completed the additional electives indicates no adverse effect on their overall performance. This option will be made available to both First and Second Classmen during Academic Year 1963-64.

Elective offerings have increased significantly in number and in scope since the initiation of the program. Sixteen electives were presented during Academic Year 1960-61 (the initial



year for the program); this year cadets could select from among twenty-two different electives in the mathematics-science-engineering area and eighteen in the social sciences-humanities area. Seven of these were new electives introduced in Academic Year 1962-63. The three additional electives which will be offered next year are: Numerical Analysis with Electronic Digital Computation, Sociology, and International Law and the Military. A summary of elective course offerings is presented in Appendix D.

The course content of these Academic Programs is that which the recent curriculum survey indicated would best give the United States Military Academy graduate the foundation of knowledge on which he must progressively build during his career as a military leader. The proportion of engineering-science subjects to social science-humanities is approximately 60-40%, but this proportion will vary for individual cadets in accordance with the electives they choose. The course content is, therefore, a general one which cannot be strictly classified as either engineering or liberal arts. The course content takes into account also the need to give an adequate basis for the graduate study in one of a variety of areas which graduates may be expected to pursue. (Appendix E summarizes the present curriculum.)

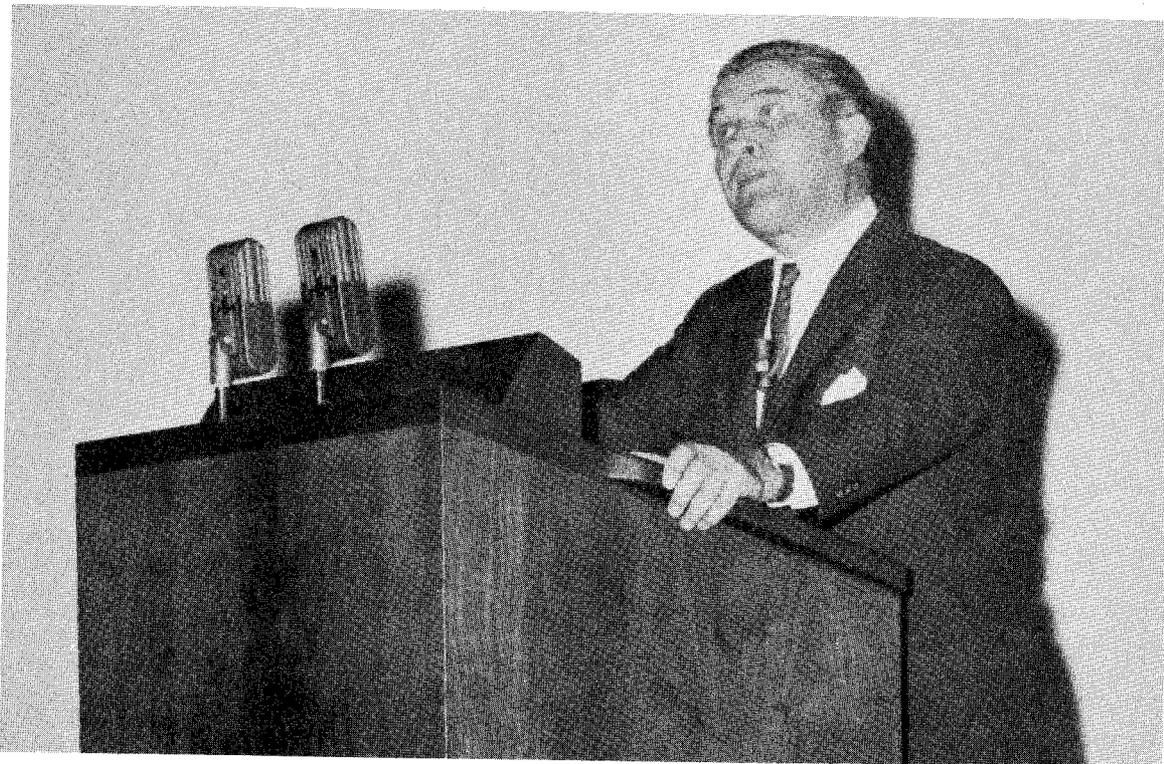
A Fact Finding Committee of ten officers was convened in March of 1963 by the Dean of the Academic Board to examine and respond to a list of questions posed by the Superintendent relating to five major areas of the depth, length, and scope of the Mathematics Program at the Military Academy and the subject of validation of cadets in this discipline. The report submitted by this Committee on the first of June outlined in considerable detail the concept and content of the Mathematics Program. This report will be submitted to the Academic Board for their deliberation.

The foundation of the West Point educational system was established more than a century ago by Colonel Sylvanus Thayer, the fourth Superintendent of the Academy. While the curriculum has been dynamically revised to meet the needs of the changing times, Thayer's principles, tested and proven through the years, have remained almost intact. Cadets continue to receive the bulk of their instruction in small sections of twelve to fifteen students with assignments determined by the cadet's demonstrated proficiency in each subject. This insures not only a close instructor-student relationship, but also enables the instructor to tailor his instruction to the capabilities of the cadets, thereby imparting the maximum of learning at all levels. Cadets are required to participate actively in classroom activities. Through oral questioning, participation in seminar discussions, preparation of written work, conduct of experiments, and examinations, cadets are trained to reason logically and to express themselves clearly and concisely. Daily preparation, frequent grading, and

periodic reviews insure day-to-day mastery of the subject matter which leads to comprehensive understanding of course material.

Various instructional techniques; e.g., lectures, conferences, seminars, panel discussions, television, and movies are utilized as appropriate to the subject matter. An experimental "block system" is also being planned by the Department of Social Sciences for Academic Year 1963-64. This system consists of a five-lesson block. The first lesson is a lecture which introduces the subject matter to the cadets as a single group; the next three lessons are conducted in the section rooms where smaller classroom groups discuss the subject in greater detail; and the final lesson consists of an examination.

During the academic year cadets have the privilege of hearing and profiting from the experience and expertise of 70 - 80 lecturers speaking on subjects which relate closely to the courses under study. The distinguished author, the late William Faulkner; Dr. Wernher von Braun; Dr. Edward Teller; the Honorable Dean Acheson; Dr. E. L. Katzenbach, Jr., Deputy Secretary of Defense; and Lady Barbara Ward Jackson are but a few of the notables who have spoken during recent years. A list of guest lecturers for Academic Year 1962-63 is included as Appendix F.



Dr. Wernher von Braun, Director of George C. Marshall Space Flight Center, addresses members of the Second Class on, "Our Future in Space"

The close proximity of West Point to a large number of governmental, cultural, scientific, industrial, and research activities has enabled the Military Academy to extend classroom discussions and laboratory exercises into "the field" in a highly effective manner through a program of educational trips.

Cadets in the top section of Atomic and Nuclear Physics visited the Brookhaven National Laboratories. Cadets in the second and third sections visited the Nevis Cyclotron Laboratory at Columbia University. These cadets observed practical applications of theories and principles which they studied to gain greater understanding and insight into the problems and possibilities of nuclear energy.

Cadets enrolled in the Information Transmission elective visited the Bell Telephone Laboratories in New Jersey and the Research and Development Laboratories at Fort Monmouth; cadets taking the Digital Computer elective visited the Air Force Project 465-L facility at the International Electric Corporation, Paramus, New Jersey; cadets taking the elective course in National Security Problems visited the United Nations; cadets taking the Gas Dynamics elective visited the Republic Aviation Corporation; the upper sections of the Fluid Mechanics course visited the Texaco Laboratories in Beacon, New York; and the cadets taking the Organic Chemistry course visited the medical research laboratories of Charles Pfizer and Company, New London, Connecticut.

As the capstone of the Ordnance Engineering course, members of the First Class visited Aberdeen Proving Ground. There they became familiar with the latest developments in Ordnance material and techniques. Also, they acquired a more thorough understanding of the magnitude of the research and development effort brought about as a result of the increasing complexity of modern warfare technology.

Modern, well-equipped laboratories are utilized to demonstrate scientific principles and practices and to teach research techniques. Cadets plan and execute experiments in support of classroom instruction and selected cadets are encouraged to conduct original laboratory research. Among the special laboratory facilities available are:

Foreign Language Laboratory. Tape recording facilities have been used to aid the oral-aural aspects of language teaching since 1949. Currently, a modern laboratory with 52 individual booths is in use. Each third and fourth class cadet spends approximately five hours per semester in the audio laboratory, under the guidance of an instructor, perfecting his aural comprehension and speaking ability. In addition, the laboratory is

open during off-duty hours for voluntary practice. Tapes covering all phases of the course are available.

Physics and Chemistry Laboratories. The Department of Physics and Chemistry has developed and constructed a special projects laboratory for cadet use, especially those enrolled in the elective courses in Theoretical Physics and Physical Chemistry.

A new gas chromatograph and a spectrophotometer permits more advanced demonstration and experimentation in the identification of compounds and will significantly enhance the Chemistry Advanced Courses.

Ordnance Laboratories. Recent additions include:

Free Flight Laboratory. This laboratory is used to confirm theoretical calculations in the interior, exterior, and terminal ballistic coverage in the Ordnance Engineering course and is being used by cadets in research for their Ordnance Engineering Monographs.

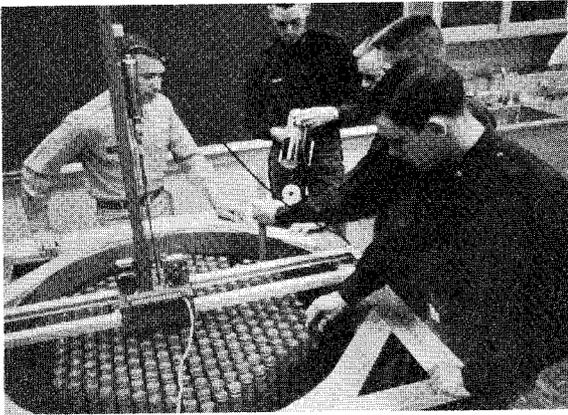
Rocket Test Cells. Solid and liquid rocket engine test cells have been constructed to support propulsion instruction and the monograph program.

Land Locomotion Laboratory. This laboratory which consists of a soil bed and powered models is used to confirm the recently developed theory of vehicle-soil dynamic relationships. Research in this area is directed toward improvement of cross-country vehicular mobility.

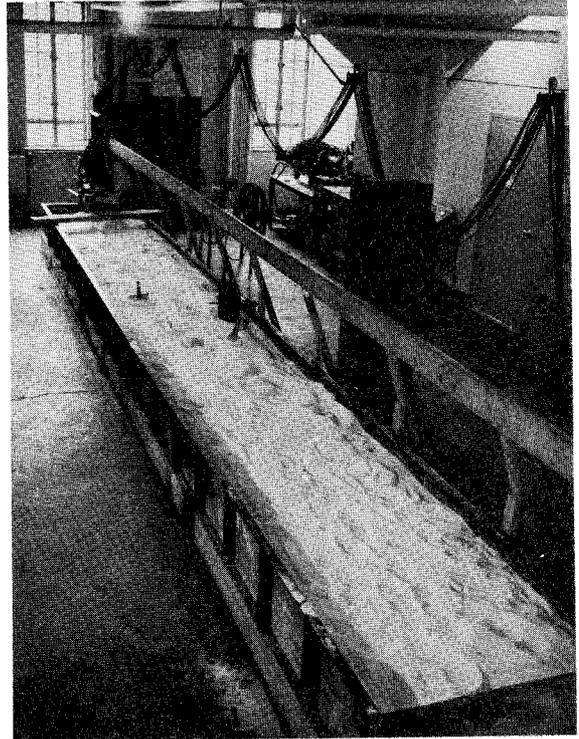
Gas Turbine Laboratory. Two Rover Gas Turbine units complete with instrumentation have been installed. These are used to support coverage of gas turbines in propulsion instruction.

Nuclear Engineering Laboratory. This laboratory was installed in the spring of 1961 and equipped with a water cooled sub-critical reactor containing 2500 kilograms of natural uranium on loan from the AEC, along with appropriate radiation detection and measuring devices. It is used to amplify and demonstrate principles presented in the Nuclear Reactor Theory elective and to provide radioactive material for use in the standard Nuclear Physics course.

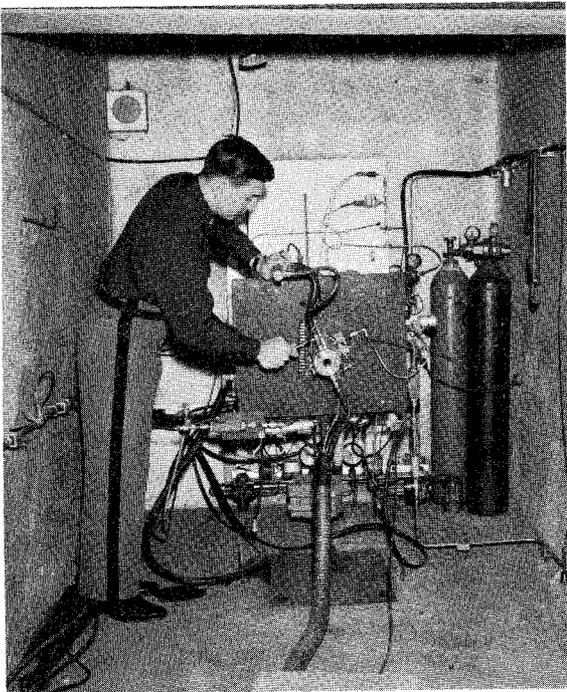
Electricity Laboratory. A solid state ruby laser was delivered to the Department of Electricity early this spring. Instructors are experimenting with the equipment at the present time in preparation for incorporating it into the course in Nuclear Physics next year.



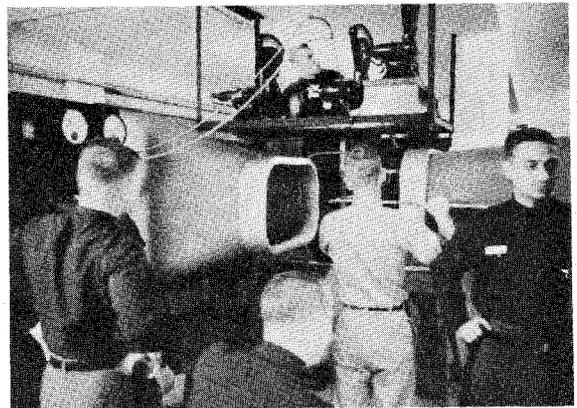
Nuclear Engineering Lab



Land Locomotion Lab



Rocket Test Cell



Mechanics Lab Wind Tunnel

Other recent acquisitions are four microwave sets for use in the advanced course in Electromagnetic Fields and two servo-demonstrators for use by cadets in the advanced course in Energy Conversion.

Mechanics Laboratory. A subsonic wind tunnel is being used by cadets to compute lift and drag along with a supersonic wind tunnel which is used to demonstrate the effects of fluid compressibility on typical aerodynamic shapes. A supersonic flow nozzle is also used to demonstrate the effects of changes in back pressure on shock wave location in a converging-diverging nozzle.

Audio-visual aids are used extensively to facilitate classroom instruction. Most classrooms are equipped with overhead projectors; all classrooms are equipped with blackboards; and the classrooms in Thayer Hall have, additionally, magnetic boards and cork boards. All lecture halls are equipped with projection booths and screens. The Film and Equipment Exchange maintains a pool of films and film strips with the necessary projection equipment, and public address systems and sound recording equipment are available for use as appropriate. In addition, facilities for the construction of graphical and three-dimensional training aids are available.

Many unique aids have been designed and constructed at the Academy. For example, the combination student desk and physics laboratory work cabinet which enables dual purpose use of classrooms was designed by Brigadier General G. A. Counts when he was Head of the Department of Physics, and the transparent plastic slide rule currently being used with a projector in mathematics instruction was first designed and constructed at the Academy and later manufactured by Keuffel and Esser Company.

Responsibilities for the production, operation, and maintenance of audio-visual devices were consolidated under the Signal Officer as a result of a reorganization effected in July of 1961. This centralization has fostered more efficient utilization of equipment as well as more rapid and effective response to the needs of instructors. Audio-visual personnel stay abreast of developments in the field by attending conferences and conventions of other educational institutions and through contacts with industry. They also provide technical advice to instructors on the design and effective use of audio-visual techniques and devices.

Programmed instruction involving the use of teaching machines is a concept receiving considerable attention by many educators. A test program involving the use of programmed text was prepared by the Department of Earth, Space and Graphic Sciences and used as a teaching vehicle for half of the Fourth Class during one subcourse in Earth Measurements. The programmed text

proved effective as used but would have greater application as a scheme for introducing the student to more advanced work which he could pursue on his own. A programmed text or teaching machine could be effectively employed to present additional instruction to students having difficulty with a course. It is interesting to note that many of the principles of programmed instruction are closely related to those established by Colonel Thayer.

Rapid Reading - History Course. During Academic Year 1962-63, sixty-five volunteer Third Classmen have participated in an experimental course that combines reading and study skills training with the learning of European and American History. The experimental course, taught by the Department of Social Sciences offered a two and one-half month subcourse on reading and study skills training. This was followed by a highly concentrated course in European and American History in which reading assignments were twice their normal length, and testing, lecturing, and classroom discussion were programmed in a different manner.



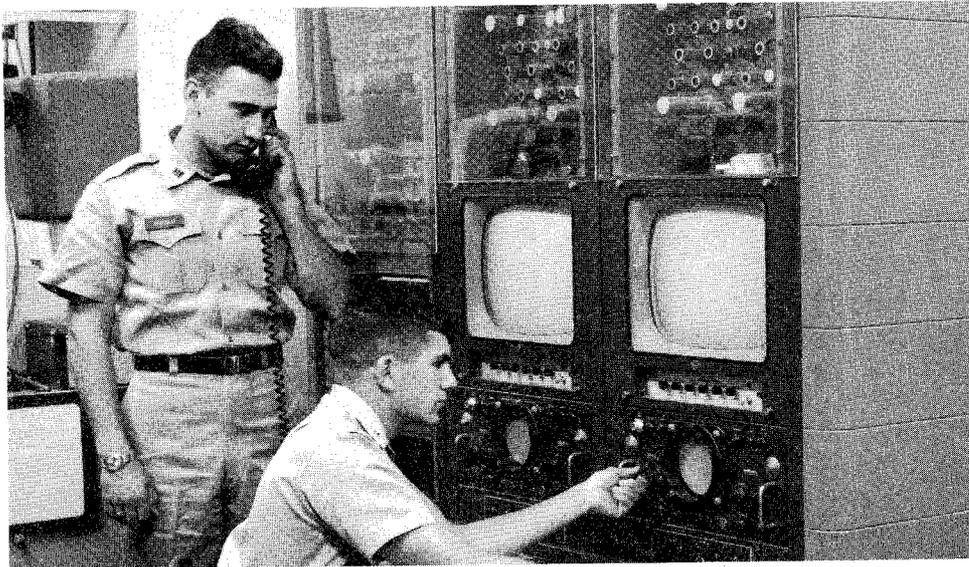
Some results of the reading-study skills training are reflected in the following figures. The test group started at an average reading speed of 408 words per minute, and tested out at 943 words per minute at the end of the reading training in November. This was a 131 per cent increase in speed. Their achievement rate, significant because it reflects both speed and comprehension, increased by 74 per cent. In the final evaluation of this program, these speeds will be compared with those of a matched control group.

The application of reading-study skills training to the learning of history is more difficult to measure. A spot check of progress was made on Lessons 27 and 28 of the history course. This check showed that the test group read assignments of 25,000 words in length within the normal study time of 90 minutes and made an average grade of 2.43 (81%) in daily examinations. The test group ranged in order of merit in the class from the top man down to the top man in the last quarter of the class.

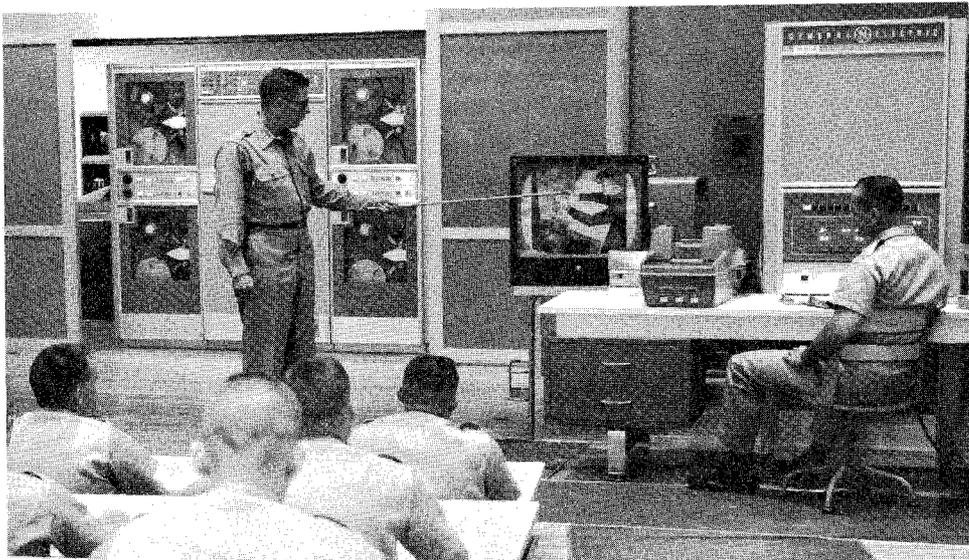
A comparison of academic performances of these groups in areas other than history has been made and a complete evaluation is being prepared.

Basic equipment for closed circuit television is on hand and has been used effectively. The Department of Ordnance has used it to facilitate the conduct of live rocket firing and ballistic experiments; the Department of Electricity uses it for lecture-demonstrations; and the Department of Physics & Chemistry has used it for lecture purposes. In cases where our facilities are not equal to the task, equipment has been borrowed. For example, the Department of Mechanics presented a series of video-recorded laboratory experiments in the classrooms, and the Academic Computer Center presented 58 video-recorded classes on computer operation, each using equipment borrowed from the Army Pictorial Center. Research and evaluation aimed at securing the maximum educational advantages from television are being conducted on a continuing basis. Two lecture rooms in Thayer Hall are equipped for large screen projection, and the building is conduited to permit ready installation of television equipment in classrooms. It is planned that Bartlett Hall will be similarly equipped as part of a future renovation project.

The Academic Computer Center, an interdepartmental facility, was opened in December 1962 with the installation of a General Electric 225 digital computer in Thayer Hall. A radically new kind of computer language, the West Point Basic Programming System, was developed to allow cadets to learn to program and use a computer with as little as ten hours of training. Instruction in the use of the new programming system was video recorded and used in conjunction with computer instruction presented to all members of the Fourth Class. The methodology



Control Console - Closed Circuit TV



Academic Computer Center

developed for presenting this training has proven to be exceptionally effective. Each member of the Fourth Class, in addition to receiving individual instruction on computer operation, prepared and ran off his own problem after making a complete computer set-up. Computer instruction and usage are now being integrated in appropriate courses throughout the four year program. In addition to the relatively large scale digital computer in the Center, several analog computers are used in the Electricity and Ordnance Engineering courses, and a small digital computer (RECOMP II) is utilized as an instructional vehicle in the Digital Computer elective course.

Although it is difficult to appraise the ultimate influence which many of these innovations might have in further strengthening the Military Academy's curriculum, they are representative of the great amount of attention being given to insuring that full advantage is taken of new concepts and techniques growing out of the many technological advances being made. That this quest for constant growth and improvement is productively oriented can be seen, to a degree, in the enviable records achieved by graduates in academic tests and scholarship competition.

The Graduate Record Examination, prepared by the Educational Testing Service, is a four hour test used by colleges principally to guide them in the selection of students for graduate work. This examination has been administered to each First Class for well over a decade. It serves not only as a useful check on the quality of our instruction but also a way of comparing academic qualifications of our graduating class with seniors of more than 200 other colleges. It is gratifying to note that in the examination recently given to the Class of 1963, they, as had the classes before them, scored near the top when compared with seniors of other institutions. This year's graduating class achieved the highest average scores attained by a Military Academy class during the period that the test has been given at West Point. Mean scores achieved on this examination by the last five graduating classes, along with current norms, are shown in Appendix G.

The number of graduates who have been selected for the award of Rhodes Scholarships may be considered an indication of the excellence of an institution. In this year's competition, of the nine cadets seeking the honor, four were selected by their District Committees but none achieved final selection. However, our record over 40 years is a proud one with a total of 45 scholars or an average of more than one a year. Rhodes Scholarship selection results of the top five schools are portrayed in the following table:

	Total Scholars	Scholars Since 1923	Post WWII Scholars	1963	1962	1961	1960	1959
Harvard	108	91	62	4	5	4	7	5
Princeton	107	81	45	2	3	1	3	3
Yale	94	75	51	2	4	4	5	1
USMA	45*	45*	32	0	0	3	2	5
Dartmouth	37	24	17	0	0	1	0	0

*It should be noted that Academy graduates were not allowed to compete for Rhodes Scholarships until 1923--19 years after their establishment.

A survey of 1962 results at Oxford University also indicates that USMA Rhodes Scholars are doing very well in competition with other scholars:

Degree Classification	University Total 1962	Rhodes Scholars 1962	USMA Rhodes Scholars 1962	USMA Rhodes Scholars 1957-1962
1sts	184 (8%)	10 (23%)	2 (40%)	6 (40%)
2ds	1284 (56%)	26 (59%)	2 (40%)	7 (47%)
3rds	687 (30%)	8 (18%)	1 (20%)	2 (13%)
4ths	93 (4%)	0	0	0
Fails	50 (2%)	0	0	0

In 1962 cadets were permitted for the first time to compete for National Science Foundation Fellowships. Of eleven members of the Class of 1962 who competed, (three in Physics, three in Chemistry, and five in Mathematics) one won a fellowship in Physics and the other ten won honorable mention in their respective fields. This academic year twenty cadets competed for National Science Foundation Fellowships, each in one of the following areas: Mathematics, Physics, Chemistry, Electrical Engineering, Astronautical Engineering & Physics, Chemical Engineering, Nuclear Engineering, Economics, and Civil Engineering. Of these twenty cadets, five won fellowships--one in Nuclear Engineering, two in Electrical Engineering, one in Physics, and one in Economics. Nine others received honorable mention.

A test in the knowledge of foreign affairs was prepared by the Educational Testing Service using suggestions from over 100 well-known educators, business and professional men, scientists, and persons with experience in public affairs. It was then administered to approximately 2,000 seniors in 175 colleges and universities--a sample, giving a rough cross section of the degree-awarding institutions in the United States.

This test, consisting of 80 questions, was given to groups of cadets in the Class of 1962 and the Class of 1963 with the following results:

Class of 1962

The test was given to a group of cadets (180) ranking in the bottom third of the International Relations course. The mean score of this group was at the 81 percentile of the test group of college seniors mentioned above. Parenthetically this group of cadets had a mean score higher than the social science majors in the test group.

The test was also given to the second section (55 cadets). The mean score of this group was at the 93 percentile with one cadet scoring 77 out of 80 questions, equaling the highest score of the test group.

<u>Test Groups</u>	<u>Means</u>
National Sample	44.0
Lower Third Group USMA	54.8
Second Section Group USMA	62.8

Class of 1963

The test was given to 470 cadets taking the International Relations Course. The mean score of this group was at the 81 percentile of the test group.

The cadets in Sections 1 and 2 had studied an augmented course with significantly heavier reading and writing requirements. The mean score of the Second Section was at the 93 percentile and the mean score of the First Section was at the 95 percentile with one cadet scoring 78 out of 80, beating the highest score of the test group.

<u>Test Groups</u>	<u>Means</u>
National Sample	44.0
Class of 1963, USMA	55.2

The distribution of the National Sample is compared to that of the Class of 1963 at the Military Academy in a graphical analysis contained in Appendix H.

The Academy's curriculum has also been effective in preparing graduates for graduate school. As of 30 September 1962, 342 West Point graduates were enrolled in civilian institutions of higher learning throughout the United States on a full time basis under the Army's Graduate Schooling Program. Of these enrollees 236 (or 69%) were pursuing programs in the mathematics-science-

engineering area, while 106 (or 31%) were in other areas. Additionally, there were 38 Academy graduates seeking graduate degrees through the program associated with the higher military schools and sponsored by George Washington University.

The Eastern Colleges Science Conference is an annual event which has taken place on the campuses of sixteen colleges situated East of the Mississippi River. Each year the host college provides facilities, and organizes the program for several hundred undergraduate science students from these institutions. North Carolina State College was the host college in 1962, and Boston College was the host for the Seventeenth Annual Conference, 2-4 May 1963. The major purpose of the Conference is the stimulation of undergraduate interest in the natural sciences by providing a forum for the presentation of undergraduate research papers. Eleven First Classmen attended the 1962 conference with six of them presenting papers. Ten First Classmen participated in the 1963 conference with three of them presenting the following papers: "Low Temperature Tempering of Hyper-Eutectoid Carbon Steel," "Digital Computer Solution of Non-Linear Electronic Circuits," and "Performance of USMA Liquid Oxygen Rocket Engine." Military Academy participation has always been well received and the quality of the cadet papers has received very favorable comment.

V. THE ACADEMIC FACULTY

The heart of any educational institution is its faculty. This fact is no less true at the Military Academy than at any other college or university. The utmost importance is therefore attached to the selection and training of faculty members in order to meet the challenging standards of academic excellence expected of the Military Academy.

The faculty is comprised almost in its entirety of officers of the Regular Army and especially selected reserve officers called to active duty for extended periods of service. Exceptions to this are the Navy, Marine Corps, and Air Force officers serving in the various academic departments through mutual agreement of the Services and the foreign officers (2) and civilian instructors (5) teaching their native languages in the Department of Foreign Languages.

Professor Tristram P. Coffin of the University of Pennsylvania who was the first visiting professor to join the USMA faculty was employed once again during Academic Year 1962-63 to conduct elective courses in Contemporary Literature and Shakespeare. Dr. Stephen Parrish of Cornell University will teach Contemporary Literature during Academic Year 1963-64. Colonel Russell K. Alspach, Professor and Head of the Department of English, is teaching Modern British Literature at the University of Pennsylvania.

Through the Army's Graduate Schooling Program, faculty officers receive their graduate training at the best civilian educational institutions. This policy fosters the cross-fertilization of educational ideas which is of particular benefit to the Military Academy and serves further to acquaint the civilian academic world with the Army, the Military Academy, and their missions. Present faculty members have received their graduate degrees from over 60 universities throughout the country. (At the present time there are eight officers on the faculty who received their post graduate training at California Institute of Technology, 23 at Columbia, nine at Georgia Institute of Technology, 17 at Harvard, six at Iowa State University, 19 at MIT, nine at Oxford University, six at Pennsylvania State, 14 at Princeton, 26 at Purdue, 14 at RPI, five at Stanford University, 10 at the University of Arizona, 24 at the University of Illinois, 10 at the University of Michigan, 13 at the University of Pennsylvania, 10 at the University of Virginia, and numerous other graduates from over twice again as many different schools.)

Over 70 faculty members are pursuing courses of instruction in their academic fields at civilian colleges and universities on a part time basis. This work is being done during evenings and on weekends. A number are doing full time residence work toward their M.A. Degrees prior to joining their Academic Departments. Five professors are engaged in postgraduate study while on sabbatical leave or academic absence. Twenty members of the faculty have received Doctor of Philosophy Degrees and an additional twenty-three members are presently working on their doctorate degree requirements. A tabulation of degrees held by members of the faculty appears in Appendix I.

In addition, the officers of the faculty have completed those steps in the professional army officer schooling program commensurate with their ranks before coming to the Academy. All have completed their branch career courses. In some cases, completion of a part of the professional military schooling program is a departmental prerequisite; for example, graduation from the Command & General Staff College is required for teachers of Military History.

Faculty members, other than those permanently assigned, are selected by name for assignment to the Military Academy by Department Heads on the basis of standards established for each Department. Educational proficiency in the subject matter which the prospective instructor is to teach, demonstration of exemplary military bearing, neatness, unquestionable character, and consistent records of superior performance of duty are requirements imposed in selecting members of the faculty. The complete record--undergraduate, graduate, and military--of each prospective instructor is carefully examined. In all cases, the desire to join the faculty is ascertained before an assignment is

requested. No officer is assigned if he does not desire the appointment.

Prior to assignment to the Academy the officer must have completed a minimum of four years of service; however, the average number of years service upon appointment approaches eight.

Department of the Army, on 25 March 1963, approved the request submitted by the Military Academy for extended tours of duty on a permanent basis for not to exceed 15 officers. These officers, all of whom will have had at least one tour of duty at the Academy as a teacher, will provide continuity at the level of Associate Professor and above.

With the exception of officers selected for extended tours under this newly established category and the 23 permanent professors who serve until statutory retirement at age 64, all Regular Army officers assigned to the faculty serve at West Point for a three year tour of duty, exclusive of time which may have been required for preparation through attendance at a civilian college or university. Department of the Army has approved, on a case by case basis, one-year extensions for those members of the faculty whose retention for an additional year is clearly in the best interests of the Military Academy and the Army.

Permanent Professors are encouraged to spend periods of six months to one year duration, generally every seven years, on sabbatical leave status. The purpose of sabbaticals and academic absences is: "To assist each USMA professor in the optimum performance of his primary mission in the education and training of cadets by affording him opportunities to keep up to date and to broaden and to deepen his professional and cultural background."

Included in this overall mission are these objectives for each professor:

To keep abreast of developments and to deepen his knowledge and abilities in his special academic field and those allied thereto.

To keep abreast of developments in the field of educational techniques and equipment.

To broaden his general educational and cultural background.

To keep abreast of developments in the professional military field: national security, the tactics and techniques of war, the Armed Forces, the Army, Army installations in the U. S. and abroad, the career officer, and the Army schooling system.

To gather material, conduct research, and prepare general and professional studies, articles, texts, experiments, exhibits, equipment, etc.

To foster the prestige and better understanding of the Military Academy throughout the world.

Those professors on sabbatical leave or academic absence at the present time are as follows:

Colonel W. W. Watkin, Jr., Deputy Head of the Department of Earth, Space, and Graphic Sciences, is pursuing his Ph.D. in Geography at Columbia University.

Lieutenant Colonel E. A. Saunders, Deputy Head of the Department of Electricity, is pursuing his Ph.D. in Nuclear Engineering at Rensselaer Polytechnic Institute.

Colonel E. V. Sutherland, Deputy Head of the Department of English, is pursuing his Ph.D. at the University of Pennsylvania.

Colonel W. J. Renfroe, Jr., Deputy Head of the Department of Foreign Languages, is studying and engaged in research activities in Europe.

Colonel C. P. Nicholas, Head of Department of Mathematics, is completing his text, Differential and Integral Calculus.

Colonel J. R. Jannarone, Deputy Head of the Department of Physics and Chemistry, is presently doing postgraduate work at Stevens Institute of Technology.

Permanent professors maintain up-to-date knowledge of developments in the doctrine, techniques, and weapons of war through visits of inspection and reorientation to schools and training camps of the Army training system such as the Infantry Center, the Engineer Center, and the White Sands Missile Range. Visits are also made to other Army posts and overseas stations.

Academic faculty members participate in the field training of cadets during the Summer Training Programs. In addition to providing the individual officer an opportunity to refresh his military skills, this practice adds further to his stature in the eyes of the cadets, who see him both as a competent academic instructor and as a qualified soldier.

Professors and most other senior faculty members are active members of those national professional and educational societies pertinent to their special fields of endeavor. Study of the

professional journals of these societies and participation in their meetings, conferences, panels, and seminars contribute to maintaining diverse contacts with the civilian educational world.

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, and attended short courses at various service schools. A resume of these activities is contained in Appendix J.

Faculty officers have authored, collaborated in, or edited sixteen books and are contributors to more than thirty professional publications. Among the books of USMA professors are:

West Point Atlas of American Wars

by Colonel Vincent J. Esposito,
Professor of Military Art & Engineering
(Colonel Esposito is currently at work on a
companion set, West Point Atlas of Napoleon's
Campaigns.)

Economics of National Security

by Colonel George A. Lincoln,
Professor of Social Sciences

The Dynamics of International Politics

by Colonel George A. Lincoln,
Professor of Social Sciences, in collaboration
with Norman J. Padelford

Differential and Integral Calculus

by Colonel Charles P. Nicholas,
Professor of Mathematics

The Variorum Edition of the Poems of W. B. Yeats

by Colonel Russell K. Alspach,
Professor of English

Foreign Aid and the Defense of Southeast Asia

by Colonel Amos A. Jordan,
Professor of Social Sciences

Among professional articles contributed by professors are:

A Semi-Graphical Method of Approximating Amplitude
Functions of Frequency in Continued Fraction Form

Colonel E. C. Cutler, Professor of Electricity

Study of an Incompressible Turbulent Boundary
Layer in a Conical Diffuser

Colonel Harvey R. Fraser, Professor of Mechanics

Limited War and the Scholars

Colonel George A. Lincoln, Professor of
Social Sciences

Taylor's Theorem in a First Course

Colonel Charles P. Nicholas, Professor of
Mathematics

Interaction Diagrams in Aerodynamic Design of
Suspension Bridges

Colonel Charles H. Schilling, Professor of
Military Art & Engineering

Elements of Armament Engineering

Elements of Automotive Engineering

Engineering Materials and Processes

Colonel John D. Billingsley, Professor of Ordnance

Other writings by professors include articles for the En-
cyclopedia Americana, Collier's Encyclopedia, and World Book
Encyclopedia.

Throughout the education and training of a cadet there must flow the main stream of military motivation. He must develop real pride in the historic heritage of the nation and particularly in its military heritage. He must be made the strong, honest, dependable, trained leader in whose hands the people may confidently place their sons in defense of the nation. Hence since its very beginning in 1802, instruction at the Academy has been conducted by highly selected, well-educated and trained officers in uniform.

During Academic Year 1962-63, the only personnel change among Professors was that brought about as a result of the retirement of Colonel Charles W. West, Professor and Head of Department of Law since 1944. On the occasion of his 31 October retirement, Colonel West was awarded a First Oak Leaf Cluster to the Legion of Merit for exceptionally meritorious achievement and was retired in the grade of Brigadier General. Colonel Frederick C. Lough, USMA, Class of 1938, who had served as Associate Professor of Law since 1960, was selected as Professor and Head of Department. Colonel Lough's appointment was the first to be made under a new policy which provides for provisional appointment prior to formal appointment by the President. Colonel Lough received his L.L.B. degree in 1949 from Columbia University's School of Law. He is a graduate of the Industrial College of the Armed Forces.

Although the USMA Library is situated in a temporary location in Thayer Hall while a new facility is under construction, the overall use of library material, as evidenced by circulation and the incidence of reference service is increasing rapidly. This increased pace in cadet reading and research has been stimulated by the expanded curriculum and the enhanced opportunities for general cultural enrichment afforded by our library's increasing printed and audio-visual resources.

Graphically portrayed, the increased use of this facility can be readily seen.

CIRCULATION OF LIBRARY MATERIALS

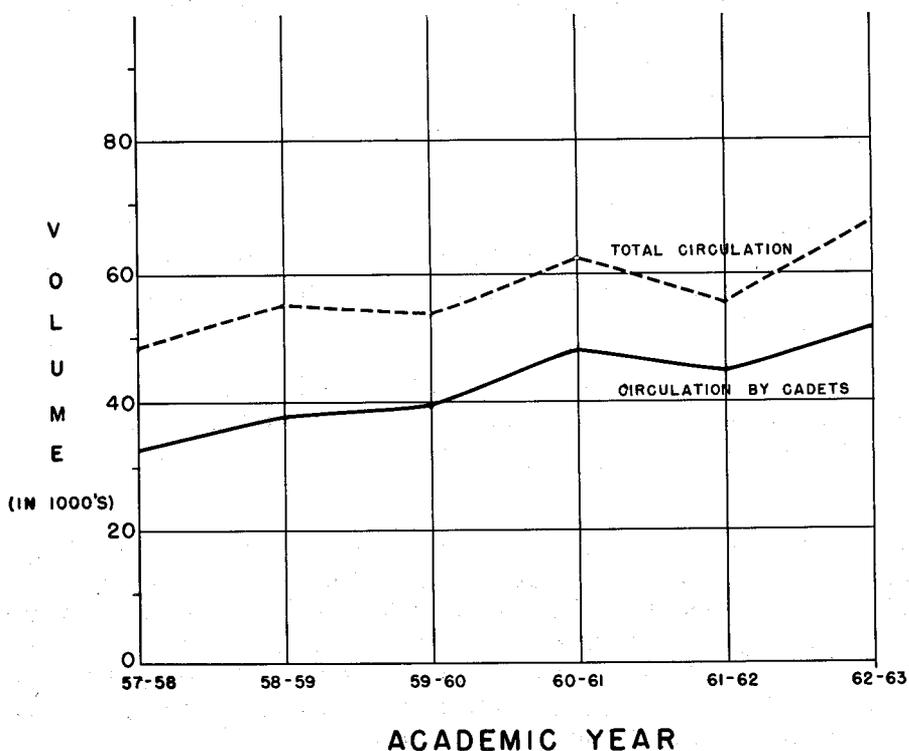


Figure 1

Reference services showed a better than 200% increase. With only a minor increase in materials borrowed on inter-library loan from other institutions, the growth in reference service points up the continuing improvement in the scope and quality of our collection and its adequacy to meet research as well as curriculum needs. Archival reference services to staff and researchers reflected intensive use of our historical collections.

Significant acquisitions which have been made during the year:

The Library received \$900 from the Carnegie Corporation of New York to apply to the purchasing of a collection of 1500 color-slides pertaining to the "Arts of the United States."

Commander Charles K. Post, USNA 1919, great grandson of General Phillippe Regis de Trobriand, donated this renowned author's important diaries and valuable manuscripts, papers, documents, and miscellaneous correspondence to the Military Academy Library. These papers represent invaluable source material for the study of the Civil War.

The Library acquired a collection of important military books and maps from the Gumpenberg Estate in Southern Germany.

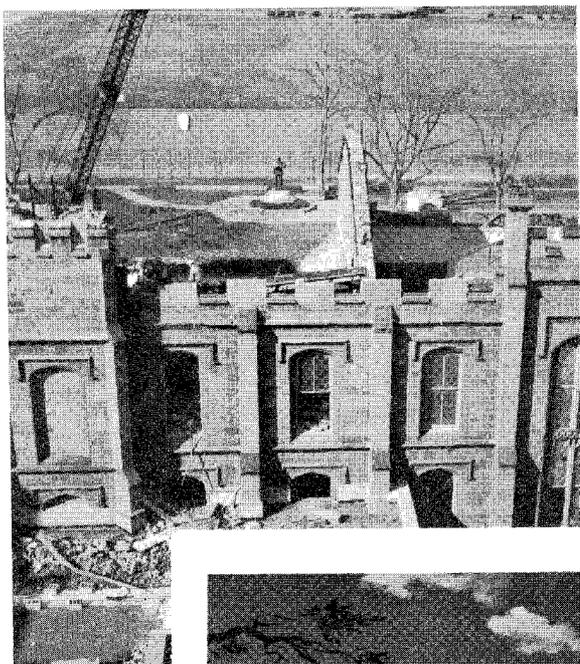
The estate of Robert L. Haas, previous donor to the Library, made an additional bequest of approximately \$950 for the purchase of library materials in the field of international relations.

The papers, letters, and manuscripts of Major General Jacob Ford Kent, USMA, May 1861, were received from the estate of his daughter. General Kent played an outstanding role in the Battle of San Juan Hill.

The Library received \$5000 during Fiscal Year 63 to support the Rapid Reading Program. A number of reading improvement machines designed to accelerate reading speed and comprehension were acquired.

It is planned that the new Library, under construction since January of 1962, will be completed at the end of March next year (1964). Coordination is now underway with the architect-engineer and design decorator in developing plans for furniture and furnishings for the Library which should be installed between April and June of 1964. The Library will be fully operational in the new building by September of 1964.

Mr. Egon A. Weiss, who formerly occupied the position of Assistant Librarian, was appointed Acting Librarian in July of 1962 when Dr. Sidney Forman resigned to accept the position of Librarian of Teachers College, Columbia University. Dr. Forman had served as USMA Librarian since 1958 and had been associated with the Library for the past 20 years. A Librarian Selection Committee was appointed in July of 1962 and following a detailed review of the qualifications of 41 applicants the Committee submitted its recommendation to the Academic Board in May of 1963. With full concurrence of the Academic Board Mr. Egon Weiss was recommended to Department of the Army to fill the position of Librarian.



March 1962

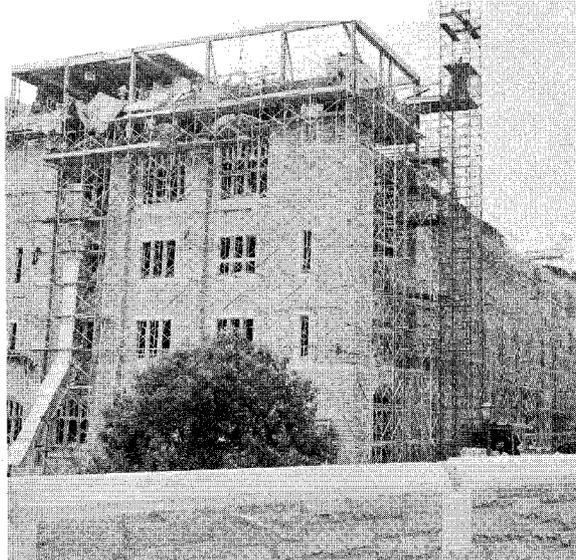
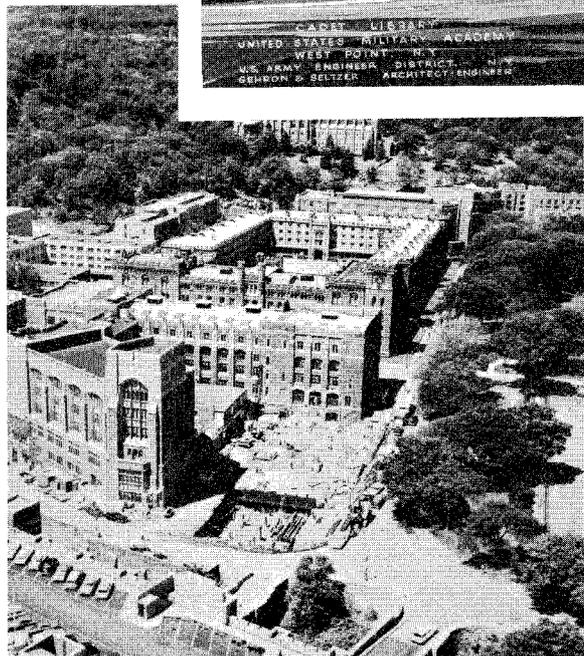


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VI. MILITARY TRAINING

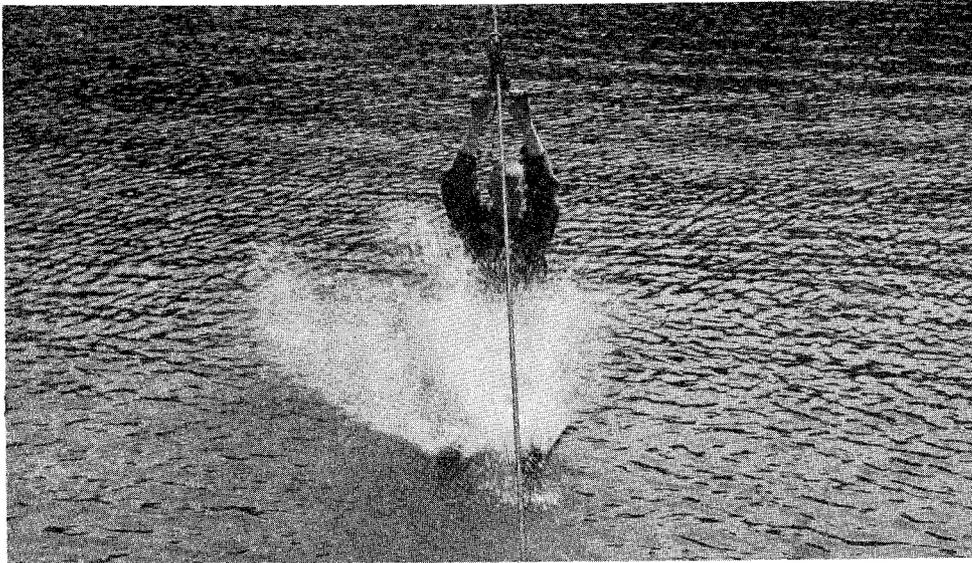
Not through academic instruction alone is a graduate produced who is equipped to meet the requirements of the Army. A vital part of the training program, now presented principally during the summer months, is the program of military instruction conducted by the Commandant. Concentration of this phase of cadet training in the summer months has resulted in the development of the most rigorous and demanding summer training program ever conducted at the Military Academy.

The initial training presented to an entering class upon reporting to West Point is designed to instill discipline and a high sense of duty and honor in each new cadet, indoctrinate each new cadet in the customs and traditions of West Point and the heritage of the Armed Forces and the United States, train new cadets in basic individual military subjects, and instruct and train each new cadet so that he will be prepared to join the Corps at the start of the academic year. Additionally, New Cadet Barracks provides an opportunity to further the leadership development of First and Second Classmen assigned to the detail. Although modifications to this program have occurred through the years the basic precepts have remained substantially unaltered. The findings of a recently convened ad hoc Committee to Study the Fourth Class System reaffirmed the validity of concepts basic to this indoctrination program. In their report of 15 November 1962, it was the finding of this Committee that "The concept of New Cadet Barracks is sound and is a major contribution to the Military Academy mission."

During the 1962 summer training program a new training film on New Cadet Barracks was prepared. This 35 minute film, recently completed, provides a realistic orientation on this phase of cadet training. It is most suitable for showing to groups of potential candidates.

The cadet spends his second summer at Camp Buckner receiving two months of concentrated advanced individual military training and small unit training. The Buckner program is a model in practical military training. Not only are the cadets taught the basic military skills but they are toughened physically, mentally, and psychologically.

This program is especially designed for the Third Class under the leadership of a First Class Detail. It is supported by a contingent of selected Regular Army troop units assigned temporarily at West Point for the summer training period. With a high content of substantive professional instruction, the program is notable for the rigor of the physical requirement imposed on the cadet. The development of superb physical condition, individual self-confidence, morale, and the positive appreciation of small



RECONDO

unit teamwork in the field--these are its primary objectives. The 72 hour RECONDO course (instruction and practical exercise in individual advanced infantry combat techniques involving day and night patrolling, with emphasis on anti-guerilla formations, hand to hand combat, mountain expedients, physical confidence tests and field bivouacs) is of superior effectiveness. "RECONDO" is a hybrid word - a contraction of reconnaissance and commando.

A new 35 minute film featuring the Buckner training program was produced during the summer of 1962.

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

During the Second Class summer the branch and Service orientation consists of: a two-day visit at the U. S. Army Signal Center, Fort Monmouth, New Jersey, for instruction in combat communications and battle field surveillance techniques, equipment, and developments and a number of trips to local Air Defense

(5th Missile Battalion, 7th Artillery, located at Orangeburg, New York and Ramsey, New Jersey), Air Force (Stewart Air Force Base), and Naval (U. S. Naval Submarine Base, New London, Connecticut) installations. During the period of Second Class June Encampment cadets also receive instruction in advanced map reading, methods of instruction, and physical education.

Members of the First Class receive additional branch orientation through visits to the centers of the Combat Arms. During the summer of 1962, these cadets visited the Infantry Center (2 and 1/2 day orientation), the Artillery and Guided Missile Center (2 day orientation), the Air Defense Center (2 day orientation), the Armor Center (2 and 1/2 day orientation), and the Engineer Center (2 day orientation).

Cadets gain leadership experience during the final two summers 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 of his West Point career each cadet participates in the Army Orientation Training (AOT) Program. He is detailed as platoon leader in one of the combat arms--Infantry, Artillery, Armor, Engineers, or Signal Corps--in an overseas unit. Although in former years all cadets were assigned to one of the combat divisions in Germany, during the summer of 1962 twenty-five cadets received assignments with the 25th Division in Hawaii. The more effective training environment existing in Europe has led us to exclude Hawaiian assignments for 1963. In effect, he is given the advantage of a foretaste of the commissioned officer's life and work while still a cadet, translating his experience as a cadet leader and his academic leadership instruction into actuality. He savors in practice the difficulties and peculiar rewards of leading the American soldier in garrison and in the field. The result of AOT in inculcating that most crucial of personal qualities--professional career motivation--has been outstanding.

Military instruction during the academic year is designed to give the cadet a thorough appreciation of 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 an understanding of leadership and command. A program which includes courses in psychology, methods of instruction, military leadership, and management is presented as part of the standard curriculum. Additionally, the Department offers elective courses in Human Relations and Sociology.

The Commandant was directed in June of 1962 to examine, in the broadest context, the academic and practical approach to leadership with emphasis on the inputs theoretically provided by academic courses. The comprehensive study undertaken produced an analysis of the leadership environment as well as leadership training at the Military Academy. As a result of this study, certain curriculum changes are planned for Academic Year 1963-64. The Psychology course taught by the Department of Military Psychology and Leadership will be increased from 33 hours to 45 hours (thus effectively increasing the course to a full semester) to provide additional time for coverage of social relationships, group structure, and an initiation to leadership theory. To provide cadets with an opportunity to penetrate more deeply into the behavioral sciences, an elective course in Sociology will be available during Academic Year 1963-64. By scheduling the Third Class course in Psychology during the second term and the First Class course of Military Leadership during the first term, the gap of time between the two related courses will be reduced from two to one year. This recommended change, to be adopted in Academic Year 1963-64, will increase the value derived from both courses.

In order to further encourage participation and to broaden the cadets' educational base in their study of Leadership, the Office of Military Psychology and Leadership initiated, during the academic year of this report, a seminar program. The two cadets with the highest course grade average in each section attended an informal seminar instead of taking "written partial reviews." Among guests who have contributed to the seminar program are General Edwin Sebree and General Bruce Clarke.

During the previous academic 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 the Army and approved. Further refinements were made to the counterinsurgency training presented to cadets during Academic Year 1962-63. A new eight-hour block of instruction on counterinsurgency was presented to members of the First Class.

During the past academic year considerable attention has been directed toward placing greater emphasis on self-discipline and duty through the elimination of procedures and policies that tend to "spoon feed" cadets. Some of the changes growing out of this introspection have been:

The elimination of the Fourth Class Sponsor Program.

The establishment of a new policy governing disposition of cadets deficient in one subject at term end.

The granting of broader privileges to members of the upper classes.

The establishment of a procedure, referred to as "Operation Scramble," to reassign members of the Second Class to other cadet companies, thus separating members of the First and Second Classes who have lived together in the same company.

Under the Fourth Class Sponsor Program officers of the Staff and Faculty sponsored (following Reorganization Week) a small number of cadets, usually from one to four. The program was developed to provide additional guidance and counseling during a difficult adjustment period as well as to provide initial indoctrination in social customs and courtesies. The program was discontinued because it was believed that the aims of the program were not being achieved. After reexamining the objectives of and requirements for a sponsor program, with a view toward its reinstatement or discontinuance, it has been concluded that the objectives of such a program could be equally or better accomplished through other efforts.

A new policy governing the disposition of cadets deficient in one subject at term end was approved by the Academic Board on the 15th of October 1962. Under the revised policy - "Any cadet who is deficient in one academic subject after the Term End Examination will be offered the opportunity to take a reexamination in the subject approximately two weeks after he has received notification of failure. Those who pass the reexamination will continue with their class. Those who fail will be separated and may not be reappointed without the recommendation of the Academic Board"...further..."Any cadet who is required to take a Term End Examination in any subject will be required to make a minimum passing mark of 66.7% in order to be declared proficient." The new policy pertaining to term end deficiency applies equally to those deficient in Physical Education.

Through the extension of more privileges during the Second and First Class years, cadets have been put in the position of dealing with options on the use of their time, thus requiring the exercise of individual judgment to a far greater degree than in previous years.

Members of the Second Class are authorized those evening privileges formerly reserved for members of the First Class. Thus, members of the two upper classes can attend the theater, visit the gymnasium or Smith Rink, attend lectures, seminars, or other educational activities, and visit their Class Clubs during evening call to quarters. As a result of this policy, a number of cadets have fallen by the wayside but it is apparent that these individuals would inevitably have run into trouble at a later date, perhaps as officers.

Feeling that a more effective First Class System could be established by separating First and Second Classmen who have lived together in the same company "Operation Scramble" was devised to: provide a new rating environment for the Aptitude System, provide more equitable distribution of talent, and provide an opportunity for cadets to become more closely acquainted with a larger number of their classmates.

During Academic Year 1962-63, members of the Fourth Class were required to march to one class per day. In reporting to their classes in Engineering Fundamentals and Physical Education cadets were required to form in sections at designated assembly areas and be marched to class. The reinstatement of marching to class, on a limited basis, has been initiated to provide additional training in marching and experience in giving commands to the members of the Fourth Class. Section marchers were rotated weekly.

To provide cadets with greater liberty in the management of their unscheduled time, an experiment was conducted during the year to determine the impact of authorizing limited or unrestricted use of lights within cadet rooms after taps. Following a trial period when cadets were permitted to remain up after taps with unrestricted use of desk lamps, the procedure was modified to authorize the unrestricted use of overhead lights as well. The results of this latter trial have been highly satisfactory.

A number of time-scheduling changes were adopted during the academic year to provide additional time for the cadets during the noon hour and to release them at an earlier hour on Saturdays. Classes were started ten minutes earlier on Monday through Friday and twenty-five minutes earlier on Saturday. This provided time for more reasonable scheduling of the noon meal on weekdays. With the scheduling of Saturday reviews before lunch, the earlier hour for Saturday classes made it possible to place the required formations in the morning hours. Thus cadets were free at approximately 1300 hours on Saturday.

To provide additional opportunities for the exercise of leadership by members of the First Class, a cadet Brigade Executive Officer was added to the Brigade Commander's staff and a Cadet Activities Staff was organized at Brigade and Regimental

level. This staff consisted of a cadet captain and a cadet master sergeant at Brigade level and one cadet lieutenant in each Regiment. The Cadet Activities Staff assists the Cadet Activities Office of the Department of Tactics in supervising the extensive program of extracurricular activities.

It has been our belief that training on the athletic field produces, as nothing else can, the attributes of fortitude, self-control, resolution, and physical development that are essential in making a career soldier.

The Academy has three physical fitness programs:

The physical education program during academic hours.

The intramural athletic program.

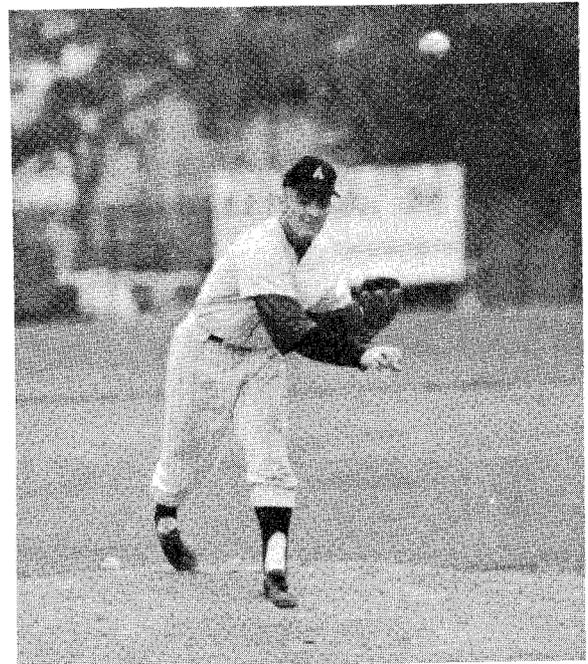
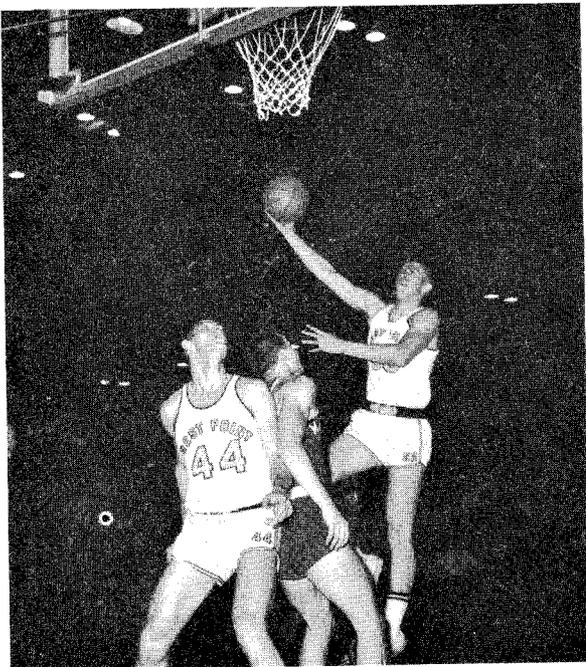
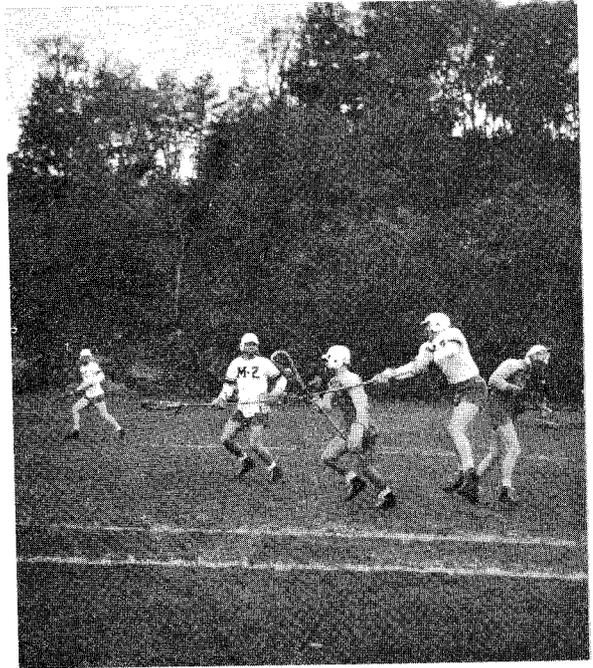
The intercollegiate athletic program.

The Commandant of Cadets is responsible for the conduct of the physical education and the intramural athletic programs. The Director of Athletics has responsibility for 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 four eight-hour blocks of instruction. The two upper classes attend only twenty-two physical education classes during the last two years. 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.

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, upper class 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.

With a comprehensive program of intramural athletics consisting of 18 different sports presented, during three seasons of the year, cadets today enjoy one of the most effective and scientifically designed intramural programs in the Academy's history. This year in both the intramural program and in the physical education program, skiing was added. The addition of this sport which provides military skill, as well as physical development and enjoyment, to the physical training program has been made possible by the development of an exceptionally fine ski slope on the reservation. With the recent installation of a 2260 foot long T-Bar Ski Lift, Victor Constant Ski Slope is now one of the finest on-campus ski facilities in the United States. The ski lift, acquired through a generous donation to the Superintendent's Fund, was operational throughout the skiing season. The new facility was dedicated on the 9th of March 1963.

The intercollegiate athletic program engages approximately one-half of the Corps of Cadets annually in athletic contests with 18 intercollegiate teams. During the academic year just concluded, Army teams emerged victorious in nearly 70% of the 218 contests in which they participated. (Won 149, lost 64, tied 5). Included among the more significant team laurels resulting from contests played during the year are the following:

The 150 pound football team emerged as Eastern Conference Champions.

The pistol team received recognition as the National Intercollegiate Champions and set a new Academy and Range Record (1424).

The indoor track team won the championship of the Heptagonal Games.

The swimming team broke nine of ten Academy records and established six pool records.

Individual performances resulting in recognition included:

Five members of the 150 pound football team were named to the Eastern Intercollegiate all-league team.

Pistol team member won National individual title and was named to NRA and USRA First Team, All-America.

Rifle team member named to the NRA All-America rifle team.

Four members of the swimming team named to the NCAA All-America 400-yard freestyle relay team, and one member achieved similar recognition on the 100-yard freestyle team.

A member of the track team emerged as Heptagonal one and two-mile champion, set the Academy and Shea Stadium record in one-mile and set the Academy two-mile record; a second member of the team was recognized as Heptagonal pole vault champion.

Highest recognitions were accorded a member of the wrestling team - National and Eastern 147 pound champion.

During the past year, the Military Academy defeated the Naval Academy in nine of 17 scheduled athletic contests. The cadet spring sports teams particularly distinguished themselves in defeating championship Navy lacrosse and baseball teams as well as winning in track and tennis.

The cadet hockey team defeated the cadets of the Royal Military College of Canada on the occasion of the 32nd annual meeting during the weekend of 1-3 March. This victory marked the tenth in the past thirteen contests.

Appendix K summarizes the results of the 1962-63 intercollegiate athletic season.

An effective intercollegiate athletic program is greatly dependent upon the quality of the coaching staff. In this regard West Point is in the highly enviable position of having an outstanding staff of coaches. They are not only highly expert in their professional specialty but they are gentlemen of excellent character who appreciate and admire the Military Academy and what it stands for.

A recent personnel change in the coaching staff occurred when Mr. George Hunter, head coach of Army's basketball team, resigned to enter private business. Mr. Taylor Locke was named to succeed him. Coach Locke was Plebe coach last year and a varsity assistant for two years. He brings outstanding qualifications to the position.

A new permanent addition to Michie Stadium was completed in time for the homecoming football game of the 1962 season. The replacement of the temporary bleachers which lined the east side of the stadium with concrete stands has added significantly to the capacity of the stadium (29,425). With the new addition provisions were made for modern rest rooms, concession stands, a visiting team room, and an officials' room. The building

investment, which also included extensive renovation of the old stands, amounted to \$1,600,000. This project was financed entirely by the Army Athletic Association and although it has resulted in a temporary debt of \$350,000 the Association is moving dynamically forward as a result of sound management practices. The addition of seating capacity is timely since it would seem desirable to play more home games at Michie Stadium in view of poor attendance at games in New York City in recent years.

The importance of the role of the Army Athletic Association to the mission of the Military Academy required that certain organizational changes be effected to place the AAA on a sound and more viable basis. A reorganization completed during the spring of 1963 provides an officer to act as executive officer and business manager. Four branches were formed within the AAA; a Facilities Branch, a Team Branch, a Support Branch, and a Service Branch. In addition, more administrative duties will be assigned to coaches during times of the year when these duties will not materially interfere with coaching assignments. The reorganization will provide better long-range continuity in athletic policy matters while permitting it to respond rapidly and effectively to meet the highly competitive business atmosphere associated with intercollegiate athletics.

VII. EXTRACURRICULAR ACTIVITIES

An important contribution to cadet life and the general education of the cadet is made by an extensive program of extracurricular activities. Appendix L lists these activities. Membership within the 59 activities which are divided into seven major groups: Academic, Competitive, Entertainment, Hobby, Publications, Religious, and Representative, was over 3,000 cadets. During the year more than 200 extracurricular trips, involving in excess of 3000 cadet participants, were scheduled. One new club, Mountaineering, was authorized and organized this year.

The Military Academy offers varied opportunities for cadets who are interested in exploring fields of academic study on a broader or more intensive basis than is provided in the formal academic curriculum. Seminars, special guest lectures, discussion groups, student conferences, and intercollegiate debates are undertaken on cadet initiative and carried out primarily with cadet effort. The largest and most active organization in this field is the Debate Council and Forum whose members engage in intercollegiate debates and discussions in all parts of the United States during the academic year. This organization also sponsors voluntary seminars on public affairs topics in which cadets express interest.



Mountaineering Club

Annually since 1949, West Point, with the assistance of private financial aid, has sponsored a Student Conference on United States Affairs, known as SCUSA. Outstanding students from about 90 United States and Canadian colleges and universities gather for a four-day conference in early December with approximately 35 senior individuals from college faculties, business, and government. Meeting in small seminars, the participants discuss major aspects of U. S. National Security Policy and formulate policy recommendations. The Cadet Debate Council and Forum administers these conferences and acts as host. In addition to the cadets on the administrative staff and those actually participating in conference discussions, the first and second classes of the Military Academy attend the opening conference speech.

The purpose of these conferences are: to produce an informative examination and discussion of U. S. National Security Policy; to provide an outstanding representation of college students with an appreciation of the complexities of government policy formulation; and to broaden students' contacts with their contemporaries in an academic endeavor.

The principal speakers at recent conferences were as follows:

SCUSA XII: 30 November - 3 December 1960

The Honorable Nelson A. Rockefeller
Governor of the State of New York

The Honorable Dean Rusk
Former President of the Rockefeller Foundation
and Secretary of State

SCUSA XIII: 6 - 9 December 1961

The Honorable John J. McCloy
Former High Commissioner in Germany, Assistant
Secretary of War, President of the World Bank,
and Disarmament Advisor to the President

The Honorable George C. McGhee
Under Secretary of State for Political Affairs

SCUSA XIV: 5 - 8 December 1962

The Honorable Dean Acheson
Former Secretary of State

The Honorable Allen Dulles
Former Director, Central Intelligence Agency

Annually, since 1947, the Debate Council and Forum has sponsored the National Debate Tournament which marks the culmination of national intercollegiate forensic activities for the academic year. For administrative purposes the United States is divided into eight debating districts, each headed by a chairman and a district committee. During the debating season approximately 600 colleges and universities compete within their respective districts in order to win 1 of 36 invitations to the national tournament held at West Point each spring.

After two days of seeding and semifinal rounds, two teams are selected to compete for the championship. The winner is awarded the Larmon Trophy, donated by Mr. Sigurd S. Larmon of Young and Rubicam, Inc., New York City. More than 150 teams, representing colleges and universities from all sections of the United States, have competed in the national tournament since its inception in 1947. U. S. Military Academy teams won the tournament in 1956 and placed second in 1957. Seventy-six debaters from 38 colleges and universities representing 20 states debated the National Debate Topic on the occasion of this year's National Debate Tournament. General Lauris Norstad (USAF, Retired), USMA 1930, former NATO Commander, was guest speaker for the tournament banquet.

The Debate Council, an activity within the Debate Council and Forum, sponsors an extensive program of forensic activities affording its members the opportunity of acquiring skills in public speaking and in the use of logic, and of using and perfecting these skills in tournament debating in competition with colleges and universities throughout the country. The Debate Council program for a typical year includes: seminars on debating techniques and the national debate topic, intrasquad practice debating, varsity and novice intercollegiate competition, high school audience debating, Fourth Class tournament, an intramural tournament, and an extemporaneous speech contest.

Of particular interest are the varsity intercollegiate and high school audience debate programs. USMA varsity teams participate in the leading college debate tournaments (39 in Academic Year 1962-63, involving over 310 debates with 165 colleges and universities). Through the caliber of its performance in major tournaments each year, West Point has achieved recognition as one of the leading schools in intercollegiate debating. In order to gain experience in speaking before large audiences and to encourage interest in debating, cadets compete each year against teams from leading universities before high school, college, and civic group audiences.

The Cadet Forum provides an opportunity for widening of intellectual interest. Each year the Forum presents a series of lectures by distinguished speakers and conducts seminars on a variety of topics to prepare cadets to participate in a large number of student conferences and model United Nations assemblies throughout the country. At the 1963 Mid-Atlantic Model United Nations Assembly in Washington, D. C., seven cadets of the Debate Council and Forum received the "Best Delegation" award in competition with 90 eastern colleges and universities. In 1962-63, cadets participated in conferences at such institutions as Texas A&M, Ohio State University, Principia College, and the Air Force Academy. The Forum sponsors educational trips each year to the United Nations and to Washington, D. C., to allow cadets to observe at first hand the operations of the United Nations and the major branches of our own government.

During the summer of 1962, three cadets of the First Class participated in Operation Crossroads - Africa. They joined a group of nearly 300 students representing over 70 United States and Canadian colleges and universities who were sent to 16 different African countries. "Crossroads" participants worked side by side to build rural schools and other basic community projects; the three Academy representatives were assigned to projects in Nigeria, Ethiopia, and Tanganyika. Following the project phase, the students and their African counterparts were conducted on an educational tour of at least one additional African country. Participation in Crossroads is necessarily voluntary

and is undertaken by the individual cadet in lieu of his regular summer leave.

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 national tournaments in Fencing and Handball and in regional tournaments in Triathlon, Bowling, Judo, and Water Polo.

The Rugby Club completed its second 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 Cadet Band played at three concerts and the Fourth Class Glee Club gave two concerts away from West Point.

For the first time, Fourth Classmen were permitted to be active members of all extracurricular clubs in order to improve the quality and selectivity of the best representation of USMA talent.

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. Among fifteen concerts presented during the year were: an appearance at the National Football Hall of Fame in New York City, a concert at Constitution Hall, Washington, D. C., nationally televised appearances on the Bell Telephone Hour and the Tree Lighting Ceremony in Rockefeller Plaza, a concert before the National Association of Manufacturers at which General Dwight D. Eisenhower was guest of honor, General MacArthur's birthday celebration, and the John J. McCloy Thayer Award ceremony.

Building 720, after having been developed into a facility to house club activities during the Academic Year 1961-62 continued to be improved during the period of this report through the addition of furnishings and facilities to support the cadet organizations. Twenty-five clubs are located within this building which is centrally situated within the barracks complex.

During the summer months Grant Hall, the cadet reception facility, was refurnished in an effort to restore and preserve the dignity of its Gothic atmosphere. The state seals of Alaska and Hawaii were added to those of the other 48 states that add to the decor of the reception room. The office and reception facilities available to the Cadet Hostesses, who have conducted their affairs from the limited space available on the balcony of Grant Hall since 1929, were markedly improved with the opening in September of 1962 of a newly decorated and furnished Hostess' Office and lounge on the first floor of the Administration Building (that portion of the building formerly occupied by the West Point Post Office).

The resources for the leadership of the cadets in matters pertaining to religion, come under the direction of the Reverend Theodore C. Speers, D.D., Chaplain USMA, his assistant, Chaplain James D. Ford, and John A. Davis, Jr., Organist and Choirmaster for Protestants; under the direction of the Rt. Reverend Monsignor Joseph P. Moore and the Reverend Robert F. McCormick for the Roman Catholics; under the direction of Rabbi Abraham Ruderman of Vassar Temple, Poughkeepsie, New York for the Jewish cadets. The work of these gentlemen has included the leadership of Sunday worship services and week-day Devotions, the Choirs, the Sunday School (Protestant), Week-day School (Roman Catholic), counseling with special emphasis on the adjustment of new cadets during New Cadet Barracks, special lectures, week-day meetings (The Protestant Cadet Fellowship, the Newman Society) marriage counseling and hospital visitation. Chaplain Speers, whose initial appointment as Chaplain was to terminate September 1, 1963 was reappointed by the President for a second four-year tour.

VIII. THE ADMISSIONS PROGRAM

The Academy's admissions procedures are designed to admit those young men to West Point who appear qualified to complete the course of instruction and to make high quality officers for the Army. That our admissions operations fully serve this end is of great and lasting importance to West Point.

The quality of the young men entering the Military Academy today is high. An examination of the profile of the classes that have entered during the past decade reveals a steady and impressive growth in the qualifications of our candidates. By all significant measures, the quality of the entering cadet has improved.

An examination of how recent entering classes have fared in their curricular and co-curricular endeavors prior to entering the Academy lends itself to graphical summary. Figures 2 and 3 illustrate the steadily increasing class qualifications, throughout the past four years, in the areas of leadership and scholarship.

To be truly objective, however, our entering classes must be compared with those at comparable level academic institutions. Such a comparison reveals that, although there is full reason to be proud of the type young men who today are seeking the challenges of a West Point education, the Academy is merely abreast of the national trend. Between 1950 and 1960 college and university enrollments in public and private institutions increased by nearly 57%. By 1970, we can expect these enrollments to double. By 1980 they will have tripled. This is attributable not only to the increasing number of young people of college age

ACADEMIC QUALIFICATION
ENTERING CLASSES

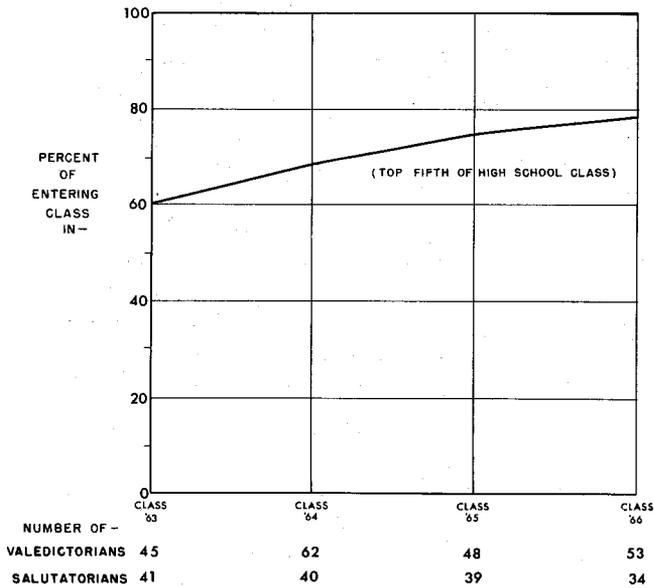


Figure 2

later as officers, we have adopted admissions procedures which serve this same end. Following several years of study, we revised, in 1961, the means of determining academic qualification of candidates. We no longer rely solely on the results achieved by candidates in aptitude and achievements tests. In establishing the academic qualification of a candidate, his entire academic record is reviewed and appropriately considered. It is already evident that we are more efficient than we were before in predicting, for admissions purposes, the applicants most likely to succeed academically.

(16.2 million in 1960) but also the increasing proportion of young people who are pursuing post-high school work (22% in 1960). This growth, though shown in quantitative terms, has been accompanied by qualitative development of the student population. With more (and better prepared) students competing for the limited number of spaces available in our leading colleges and universities, it is of paramount importance and in the best national interest that we seek, as do other leading schools, those candidates who have demonstrated outstanding qualifications.

In addition to focusing our efforts on attracting the young men who we feel are likely to succeed at West Point and

PARTICIPATION BY ENTERING CLASSES
IN
CO-CURRICULAR ACTIVITIES

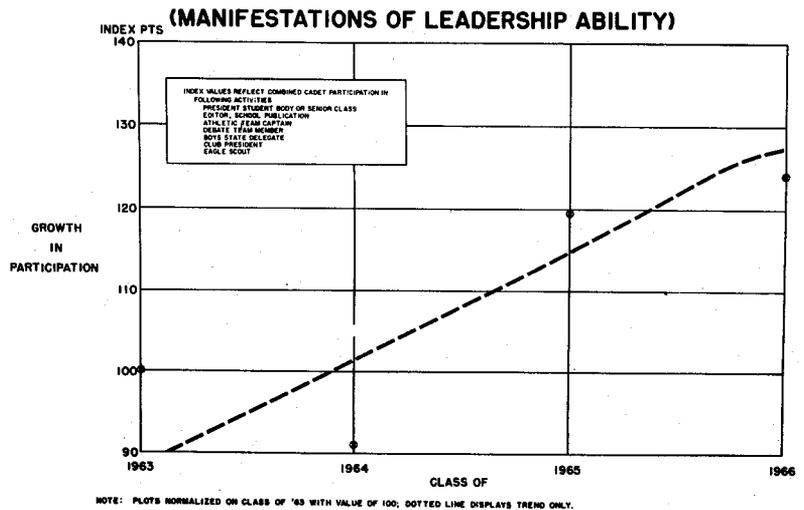


Figure 3

It is believed that West Point has never been more popular with the young men of the country. For the past several years, we have had an estimated 20,000 young men competing for approximately 800 vacancies at the Academy. With an ever increasing number of college-bound youth from which to select, we are seriously obliged to become more selective so that we obtain our "fair share" of the top talent among the young men of the nation.

The Admissions Program has continued to increase in scope while improving in effectiveness. Advances have been made during the year in furthering the program's primary mission of encouraging outstanding potential leaders to seek admission to the Military Academy to prepare for a career as a Regular Army Officer. A greater number of outstanding young men (those displaying excellence in scholarship, leadership, and athletics - with outstanding qualifications in at least one of these areas) were located through the Admissions Program, motivated toward seeking nomination and assisted in their efforts to secure a nomination by alumni and civic groups supporting the program.

Significant advances have been made in assisting nominating authorities in their selection of candidates. Each newly elected Senator and Congressman or his principal assistant has been individually briefed by an admissions officer concerning Military Academy admissions procedures. A program has been developed to secure the scholastic, athletic, and leadership accomplishments of young men seeking admission and to provide this information to nominating authorities upon request. Over one-hundred nominating authorities have requested information about this plan. It is anticipated that an increasing number of nominating authorities will seek the direct assistance of the Admissions Division in screening applicants.

The Congressional Competitive Method of Nomination has been adopted by an increasing number of nominating authorities. The number using this method has grown from three in 1957 to one hundred and thirty-three in 1963. Nominating authorities name four candidates to each vacancy under this system and the Military Academy selects the best qualified of the four to fill the vacancy.

A major effort has been directed toward informing prospective candidates and secondary-school officials of the scope and quality of activities conducted at West Point and correcting misconceptions about the Academy. The information program is conducted through publications, films, cadet attendance at Boys State, Boys Nation, and secondary-school programs, Academy representation at educational programs, and visits of educator groups to West Point. During the past year, the Academy sponsored eleven group visits that brought a total of 245 educators from

all parts of the United States to West Point. Cadets appeared in 30 Boys State and Boys Nation programs and 68 cadet visits were sponsored throughout the country. West Point Societies and Chapters of the Association of the U.S. Army were active in forming candidate assistance committees. One hundred twenty-nine such groups are actively engaged in local programs to contact school officials, prospective candidates and nominating authorities.

A major adjunct to the admissions information program is a new project to prepare a film strip and record about the Military Academy. Copies of these items will be distributed to Admissions Program participants early in 1964.

Through the Admissions Program, nearly 18,000 young men were contacted by the Admissions Division last year. Thirty-nine per cent of the last entering class had, at some time prior to gaining admission, received advice and counsel through the program. An increasing number of persons, well informed about the Military Academy, are available throughout the country to advise prospective candidates and school officials seeking information about West Point. A larger number of nominating authorities are seeking assistance in their selection of candidates in order to continue to improve upon the caliber of entering classes.

Credit is due to all agencies that have supported the Admissions Program: the West Point Societies, the Association of the United States Army and the major military commands (USCONARC, Continental Armies, MDW and the U. S. Army recruiting services).

The Class of 1966 entered the Academy on 2 July 1962 with 807 cadets. Appointees were selected for admission from the following categories:

Congressional:	Principal or alternate	463	
	Congressional Competitive	<u>152</u>	
		615	615
Competitive:	Regular Components	29	
	Reserve Components	23	
	Presidentials	29	
	Honor Schools	15	
	Sons of Deceased Veterans	<u>11</u>	
		107	107
Foreign Cadets:	Philippine	1	
	Other	<u>4</u>	
		5	5
Additional Appointees		79	79
Congressional Medal of Honor		1	<u>1</u>
	TOTAL		807

The characteristics of the Class of 1966 are illustrated by the following statistics:

<u>Rank in secondary-school class</u>	<u>No.</u>	<u>%</u>
Top quintile	625	77.9
Second quintile	139	17.3
Third quintile	36	4.5
Fourth quintile	2	.3
Bottom quintile	0	0
Valedictorians	53	6.6
Salutatorians	34	4.2

Mean College Board Scores:

Scholastic Aptitude
 Verbal - 569
 Math - 644

Achievement
 English Composition - 573
 Math - 641

<u>Extracurricular activities</u>	<u>No.</u>	<u>%</u>
President of student body or senior class	116	14.5
Editor of school publication	87	10.8
Athletic team captain	232	28.9
All-State or All-Conference Athletic Award winner	170	21.2
Debate team member	124	15.5
Boys State delegate	161	20.1
Club President	299	37.3
Eagle Scout	101	12.6

The graduating strength of the Class of 1963 was 504; 444 were commissioned in the Army; 49 in the Air Force; 7 in the Marine Corps; and 4 graduates were allied students.

In the branch selections for the Class of 1963, 99 per cent received their first or second choice.

Under the aegis of the Research Division of the Office of the Director of Admissions and Registrar, and receiving contributions from many of West Point's activities and individuals, there are underway a number of research projects of current importance and potential significance. One line of research is directed toward refining our predictive skill in the area of selecting candidates having the greatest aptitude for the military service; another is focusing on a study of the pre-entrance environmental factors--academic, physical, family, social--with a

view to discovering the correlation, if any, between these factors and cadet resignations. Research goes forward on a continuing basis in appraising the Academy product, research designed to develop dependable data on the graduated cadets' performance in fulfilling the requirements of the Service. Recommendations deriving from this research are thoroughly staffed with a view to making improvement in the curriculum and other areas.

IX. EXPANSION LEGISLATION

On the 14th of March 1949, the Secretary of Defense appointed a Service Academies' Board "to recommend...that general system of basic education which it believes is best adapted to provide all three Services with a sufficient number of young men qualified to meet the needs of the regular Armed Services." This Board, referred to as the Stearns-Eisenhower Board, recommended, in part, "that in times of peace not less than 50% of the planned annual procurement of regular officers for each service should be academy graduates."

This requirement has recently been reaffirmed by the Department of the Army in a recently concluded long-term study.

Presently, Military Academy graduates constitute about 25% of the officers commissioned annually in the Regular Army. The Academy, with an authorized strength of approximately 2,500 has admitted, during the last ten years, classes which average 758 new cadets. Of this number, an average of 538 have been graduated each year. With an annual Regular Army requirement for approximately 2,200 - 2,300 new officers, it is obvious that the size of the Corps would have to be increased in order to meet the established objective.

We have endeavored, therefore, to secure legislation which would enable us to increase the authorized strength of the Corps of Cadets. A brief resume of the history of overstrength legislation considered by the Congress throughout the past five years is presented in Appendix M.

A Bill (HR 7913) that proposed increasing the authorized strength of the Military Academy by 250, was introduced into the 87th Congress. This increase would have enabled the Military Academy to graduate approximately 50 additional officers annually, a modest increase compared with the recommendation of the Service Academies' Board. The cost, however, would have been insignificant since with present facilities and overhead a Corps of approximately 2,700 can be accommodated. Regrettably, HR 7913 died in joint conference. An identical Bill, now identified as HR 2686, has been reintroduced into the 88th Congress; however, no action is being taken by the sponsor to bring the Bill before

Committee until other Academy Expansion Legislation now before the House is acted upon. In the event of favorable consideration of this legislation HR 2686 would not be required.

Legislation to meet the full requirement for an increased number of graduates of the Service Academies and, additionally, to standardize for each Academy both the categories of nomination and the quota for each category was developed during the past year for submission to the 88th Congress. Responsibility for developing the legislation was assigned by DOD to the Department of the Air Force. A proposed amendment to Title 10, United States Code, a result of a coordinated effort of the Service Academies which carries the indorsement of each of the Services, was submitted to the Department of Defense as proposed legislation. It included provisions which would authorize each Academy a basic total strength large enough to produce sufficient graduates to attain more nearly the goal of having Academy graduates comprise at least 50% of the Regular officer input. The proposed legislation, indorsed by Department of Defense and identified as DOD 88-13, was submitted to the Bureau of the Budget for review. Following a briefing on the DOD proposal for expansion of the Service Academies, the President presented guidance which resulted in a revised version of the Bill being developed. Under the revision the Military and Air Force Academies would be granted the same appointment authority as that authorized the Naval Academy.

The Naval Academy is now authorized to admit approximately 60% more midshipmen than we can admit cadets (present approximate authorized strengths: USMA and USAFA, 2536; USNA, 4400). At the same time the present law has allowed the Navy more flexible appointment procedures which authorize the transfer of unfilled vacancies from one competitive category to another. The tabular summary below reflects present inequities in these two areas.

CADETSHIPS AT THE SERVICE ACADEMIES

	USMA & USAFA	USNA
House of Representatives	4 per member	5 per member
Senate	4 per member	5 per member
Vice President	3	5
District of Columbia	6	5
Puerto Rico	4	6
Panama	2	1
Guam, Samoa and Virgin Islands	1	1
Sons of Deceased Veterans	40	40
Presidential	89 (avg 23 per year)	300* (75 per year)
Regular Components	90 (avg 23 per year)	640* (160 per year)
Reserve Components	90 (avg 23 per year)	640* (160 per year)
Honor Schools	40 (avg 10 per year)	80 (20 per year)
		(NROTC included)

*Quotas are interchangeable if any are unfilled

It is clear from this analysis that the law allows the Naval Academy greater flexibility in admitting candidates with high potential. We believe that after careful study Congress will consider favorably this legislation directed toward meeting officer procurement requirements, as well as providing equity in appointment procedures.

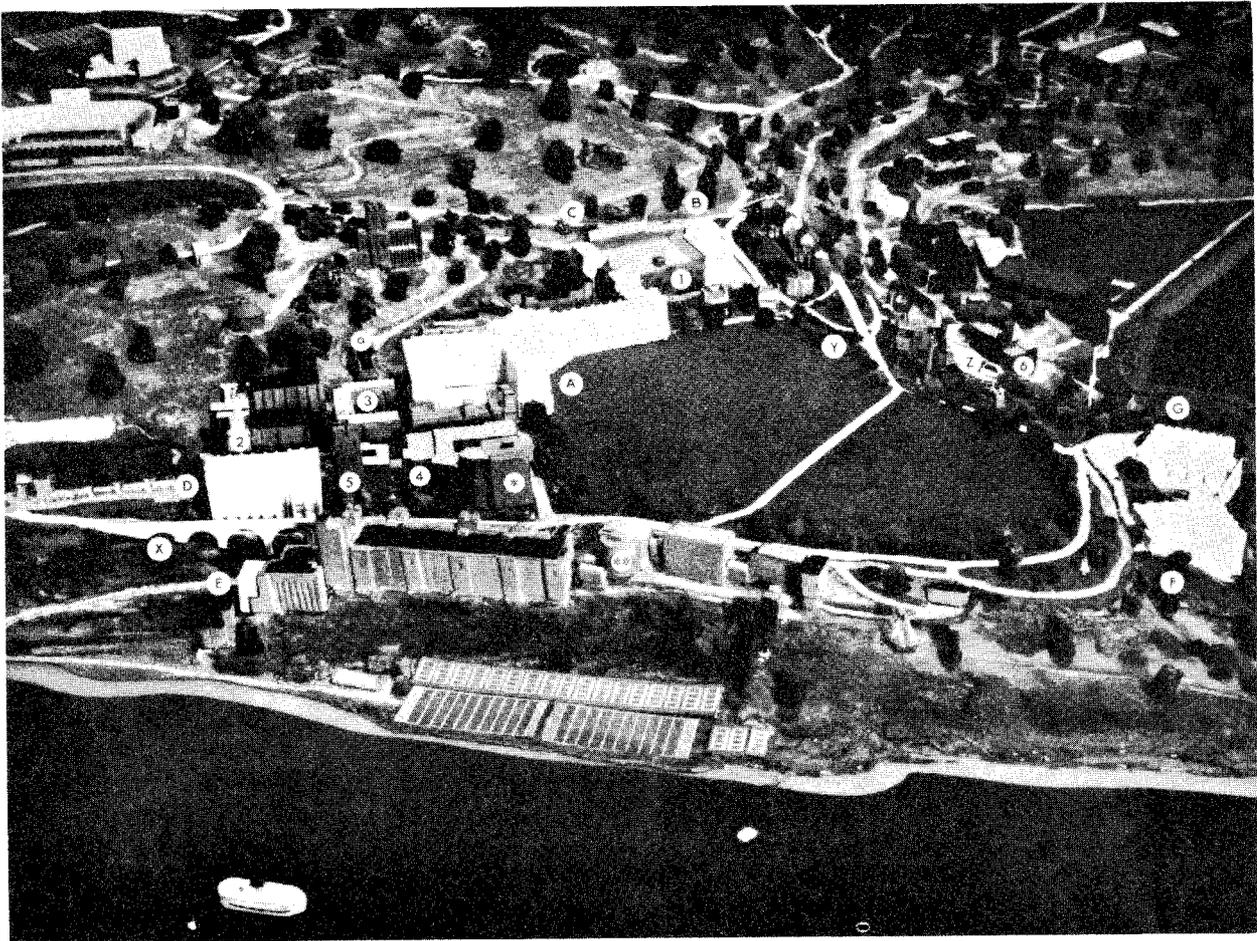
The expansion legislation, a revision to DoD 88-13, resulting from guidance presented by the President, is now identified as HR 6611. This amendment to Title 10, United States Code relating to the nomination and selection of candidates for appointment to the Military and Air Force Academies has been presented to the 88th Congress. Initial hearings were conducted before a Subcommittee of the House Armed Services Committee on the 7th of June; that group is now studying the legislative proposal and its relationship to the three Armed Services Academies.

X. EXPANSION PLANNING

In anticipation of eventual enactment by the Congress of legislation authorizing an increase in the strength of the Corps of Cadets, the Military Academy initiated planning several years ago for the purpose of developing requirements for both modernizing and expanding facilities.

During recent years, a number of "off main post expansion concepts" have been developed. These concepts have been considered unacceptable because they would adversely affect the homogeneity of the Corps of Cadets by tending to create a second Military Academy at West Point. In addition, the inevitable duplication of many facilities would arise and attendant costs for site preparation, utilities, and supporting plant would unnecessarily increase the Academy's annual operating costs during the years ahead. Also, the traffic and transportation problems involved in assembling the Corps or bringing those cadets living in satellite areas to the main post for combined activities or for class would be formidable and time consuming. Therefore, until such time as the need may arise for the construction of an additional Military Academy at another location, West Point's expansion has been premised upon the assumption that a single integrated facility should be provided not only on post but also in the immediate vicinity of existing facilities.

During the past year our efforts to develop a master plan for the expansion of the Military Academy were intensified. In the early fall of 1962 a full-time expansion planning group was set up under the chairmanship of Colonel C. R. Broshous. The plan developed by the Committee and approved by the Post Planning Board was forwarded to the Department of the Army early in February of this year. Following briefings presented to the Department



LEGEND

Major New Construction

- A Washington Hall, reconstruction of North and Central Barracks
- B North Gym
- C Southwest Gym Addition
- D Science Building
- E Power Plant Addition
- F Auditorium and Fine Arts Center
- G Cadet Recreation and Reception Area
- X Cullum Road Elevated - Bypass
- Y Traffic Interchange
- Z Amphitheater

MAIN CADET AREA

VIEW FROM THE EAST

Major Modernization and Rehabilitation

- 1 Gymnasium
- 2 Cadet Store and Dental Clinic
- 3 South Barracks
- 4 Bartlett Hall
- 5 Post Headquarters
- 6 Post Exchange (Bldg 639)

Relocations with Minor Rehabilitation

- a Cadet Special Activities (Bldg 720)

Construction Now in Progress

- * Library
- ** West Point Army Mess

of the Army Staff, the Chief of Staff of the Army referred the plan to the Chief of Engineers for technical review. Concurrently, the Plan was submitted to appropriate Department of the Army Staff sections for analysis. Although the technical review has been completed by the Chief of Engineers and submitted to Department of the Army, the decision on this plan will not be rendered until such time as the Department of the Army Staff completes its evaluation.

The Plan which has been developed by the Military Academy for the expansion of facilities to support a strength of 4250 cadets has these basic features:

It substantially provides for the modernization and enlargement of the existing cadet mess hall, barracks, gymnasium, and academic complex in place and the construction of a major bypass road for public traffic entering and leaving the Post.

It minimizes further encroachment on premium real estate.

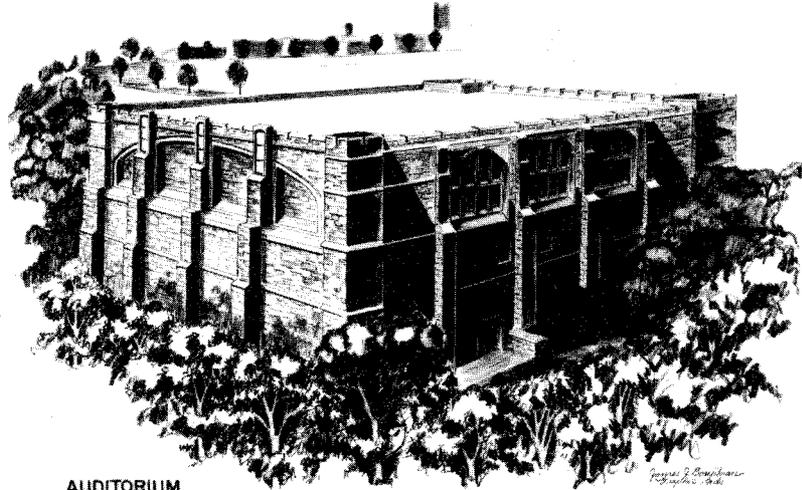
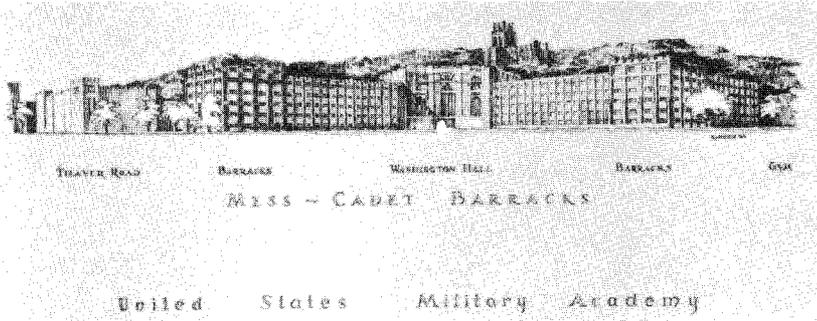
It preserves in major degree the West Point scene as it has long been known, but provides for the demolition of a few buildings which are outdated and inefficient in terms of today's standards.

It adheres to the traditional standards of quality which underlie the academic, military training, and physical education programs of the Academy.

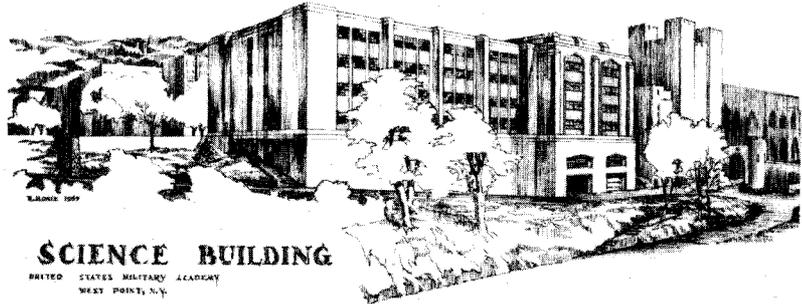
It locates new construction so as to provide a unified complex which is aesthetically acceptable, is operationally economical, preserves the homogeneity of the Corps of Cadets as a single organizational unit, and minimizes time and distance factors associated with cadet individual and group activities.

Since the Cadet Mess and Barracks are key facilities in any plan for substantial increase of the strength of the Corps of Cadets, the determination was made that this complex, as it exists today, should be modernized and expanded in approximately its present location, with minimal encroachment upon the Plain. Engineering studies indicated that a forward extension of the Cadet Mess (Washington Hall) toward diagonal walk was practical.

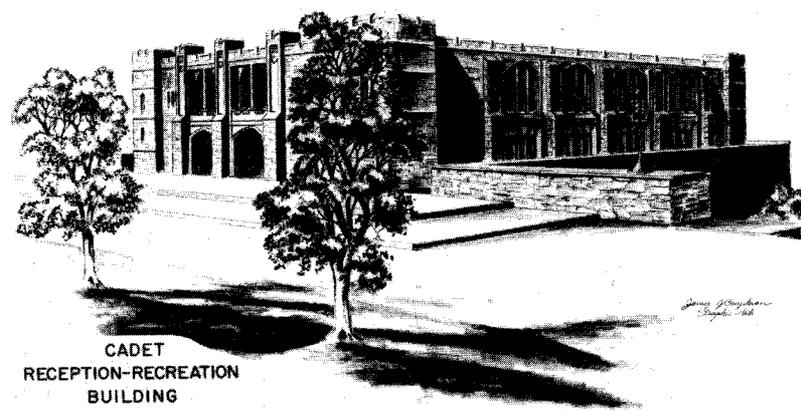
Further studies indicated that Central Barracks and Old North Barracks, the two oldest at the Academy, do not utilize to advantage the premium real estate they occupy and that they required major rehabilitation if they were to continue to be used. Since the costs of major rehabilitation were estimated to be as great as, or even in excess of, new construction, and since the narrow shells of these barracks severely limited the type of new



AUDITORIUM
 United States Military Academy
 West Point, New York



SCIENCE BUILDING
 UNITED STATES MILITARY ACADEMY
 WEST POINT, N.Y.



**CADET
 RECEPTION-RECREATION
 BUILDING**
 United States Military Academy

construction that could be placed therein, it was decided to replace them. The new construction will be similar to that of the Academy's most recently completed barracks which, designed on a horizontal concept, are wider, provide more usable space, contain five floors within the same height as four in the old barracks, permit greater use of modern custodial equipment, are more efficient in terms of annual operating and maintenance costs, contain more than double the amount of cadet living space per square foot of real estate and reflect standards of efficiency in cadet rooms and attendant facilities far superior to those in the old barracks.

The forward extension of Washington Hall permits these barracks to be built with a capacity adequate for replacement and expansion needs. The new barracks will provide space for billeting approximately 2,554 cadets, two to a room, whereas Central and Old North Barracks today have 260 and 145 cadet rooms, respectively, housing 824 cadets. The Cadet Mess - Barracks complex, as presently visualized, is aesthetically attractive, does not alter to a major degree the West Point scene, and provides for the efficient use of the cadet's time as he moves to and from facilities and activities.

The Plan also includes provision for the construction of a major road bypassing the Plain. This will appreciably reduce traffic congestion in the cadet area and at the same time afford visitors a panoramic view of West Point. In turn, it makes possible the elimination of that portion of Thayer Road which now bisects the Plain. The resulting enlargement of the Plain will permit the Corps of Cadets to form for reviews with the traditional background of the Cadet Barracks and Cadet Chapel.

It is estimated that the Academy's proposed expansion program can be completed in approximately eight and one-half years. Cadet strength could be increased as facilities become available. Construction costs required by this plan for the rehabilitation, modernization, and expansion of facilities will be approximately \$110,000,000. Of this sum approximately \$44,000,000 is required for improvements considered to be desirable today to permit optimum support of the current strength of the Corps of Cadets, and \$66,000,000 is required solely to meet expansion needs. An annual increase of approximately \$13,000,000 in the Academy's operation and maintenance costs will be incurred in the event of expansion.

While developing this expansion plan, we consulted with former Superintendents and former Presidents of the Association of Graduates as well as other senior alumni, and the plan has been universally well received. Numbered among those who have been briefed on and indorsed the expansion plan are Generals MacArthur, Eisenhower, Devers, Collins, Bradley, Clay, Mark Clark, Schuyler, Eddleman, and Bruce Clarke.

XI. SUPERINTENDENT'S FUND

To focus attention upon the need for private gifts to the Military Academy, a group of senior alumni, headed by General Lucius D. Clay, established in 1961 a permanent fund raising organization with the objective of encouraging gifts (cash, securities, bequests) from alumni and other friends of West Point to provide facilities for the Corps of Cadets and the Academy which are more appropriately financed by private contributions than by appropriated funds. In the two years of its existence, the West Point Superintendent's Fund has established itself as a permanent and important source of funds resulting in endorsement by each Board of Visitors during the same period. Projects are established from time to time as objects on the current list are funded and when new needs are identified.

The original project list included a \$1,000,000 requirement to expand the West Point Army Mess. The Pierce bequest made this a reality, the work to be completed in September 1963. Also, early in the life of the Fund, a gift of \$25,000 from the estate of Mr. Samuel J. Moritz of New York City made possible the purchase of the equipment needed for a ski lift. This opened the door to a major expansion of our ski slope, enabling the immediate addition of ski instruction and intramural skiing to cadet life. A gift of \$5,000 in memory of a grandfather made possible a major expansion and renovation of the echo division of the Cadet Chapel organ. The Class of 1932 Reunion Gift made possible



First Class Club

the modernization of the skeet range. The annual expenses of the debating team are being underwritten by a generous graduate on a continuing basis. From its income the Fund has been able to make a major contribution to the yearly costs of sending three cadets on a summer trip with students of other universities to study the new nations of Africa. In furtherance of plans to completely convert the Old Ordnance Compound into an activity center for First Classmen and their guests, the Fund has contributed to its furnishings. A recent gift of \$25,000 will be used to convert Benet Hall, one of the major buildings of the Compound, into a recreation facility with a stag lounge upstairs and a game room downstairs. Nearing completion as a result of a \$10,000 gift is a restoration of Sylvanus Thayer's original office in the basement of Quarters 100. Programmed for the near future is the completion of a \$60,000 set of three massive bronze panels for the outside of the new library; bas reliefs outlining American history, showing, where appropriate, the role of West Pointers in the building of our Nation.

Development of a proper amphitheater at Trophy Point has been made possible by a recent gift of \$200,000 from the Richard King Mellon Trusts. This is the largest single gift that has been placed with the Fund. A committee chaired by Colonel Charles R. Broshous has been named to monitor the design, construction, and dedication of the amphitheater. Brigadier General James H. Stratton, USA Retired, will serve as consultant to the committee. Completion of the amphitheater will bring many benefits to the Corps and to the people of the United States who visit West Point in great numbers each year.

The majority of the contributions made to the West Point Superintendent's Fund are unrestricted as to specific purpose of expenditure within the broad field of "benefit to the Corps and West Point." These unrestricted gifts are the most useful because they may be used for those projects most needed at any given time. Prior to financing projects, the Superintendent has the benefit of the judgment of a representative group of senior alumni who have been appointed as a policy committee. This consultative group, appointed in January of 1963, assures that expenditures are in keeping with the long range plans for the Academy. Membership includes the presidents of the Association of Graduates and the West Point Alumni Foundation, the Chairman of the Fund Committee and one of the Advisers to the Superintendent's Fund, Chairman of the USMA Post Planning Board, and a representative of the Chief of Staff of the Army.

The Fund's total intake to date is in excess of \$400,000, almost all of which has already been expended or is allocated for expenditure. The long term permanency of the Fund is strengthened by sums set aside in the wills of alumni and friends.

XII. POST MANAGEMENT & FACILITIES

A preliminary investigation into the utilization of space and facilities revealed that obvious advantages would accrue if certain activities were relocated. Accordingly, in August of 1960, a Committee was formed to examine in detail the physical layout of the Post and to develop a relocation plan that would achieve the following desirable goals: consolidate like activities in one area, reduce traffic in the area of the Plain, and obtain maximum use of existing facilities.

The master plan arising from this detailed review and analysis called for troop activities and facilities to be concentrated at the south end of the post in the area surrounding the Cavalry Plain and technical service activities to be located at the north end of the post in the vicinity of Washington gate. This functional groupment in outlying areas of the post preserves the central portion for activities and facilities related directly to the training of cadets.

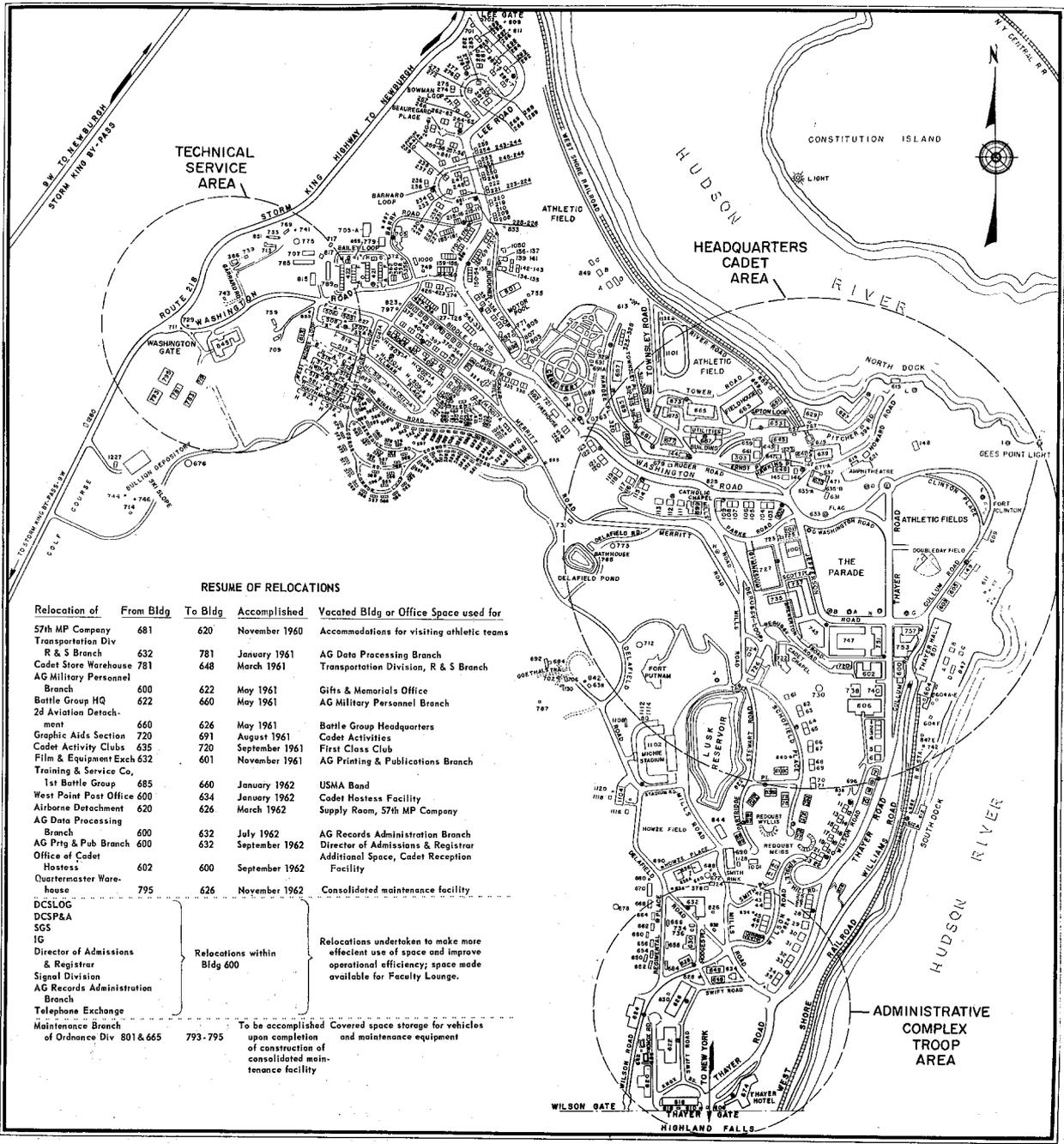
The program was initiated in November of 1960 when the 57th MP Company was moved from Building 681 to Building 620, a barracks above the southwest end of the Cavalry Plain. The billeting space in Building 681 which became available by this move provided sorely needed accommodations for visiting athletic teams.

At the north end of the post the Transportation Corps Shipping & Receiving Branch has been relocated in Building 781, thereby reducing the flow of heavy truck traffic through the main post. This move took place in January of 1961.

The Cadet Store Warehouse was relocated in Building 648 in March of 1961. This facility, at one time the artillery gun shed, had been vacant due to the phaseout of the Artillery Section.

The Adjutant General Military Personnel Branch was temporarily relocated from Building 600 to Building 622 in May of 1961; this branch will later move to Building 632.

Relocations have also taken place in the central area of the post. With the consolidation of training aids activities under the Signal Officer, the Graphic Aids Section was moved from Building 720 to the unused tower room of Thayer Hall in August of 1961, and the Film & Equipment Exchange was relocated in November of 1961 from Building 632 to Room 164, Thayer Hall. Thus situated, in the vicinity of the Academic Departments, (the foremost users of films, training aids, and audio-visual equipment) a more responsive system of support has been developed. The majority of Building 720 has thereby become available for



RESUME OF RELOCATIONS

Relocation of	From Bldg	To Bldg	Accomplished	Vacated Bldg or Office Space used for
57th MP Company Transportation Div R & S Branch	681	620	November 1960	Accommodations for visiting athletic teams
Cadet Store Warehouse	781	648	January 1961	AG Data Processing Branch
AG Military Personnel Branch	781	648	March 1961	Transportation Division, R & S Branch
Battle Group HQ	600	622	May 1961	Gifts & Memorials Office
2d Aviation Detachment	600	660	May 1961	AG Military Personnel Branch
Graphic Aids Section	720	626	May 1961	Battle Group Headquarters
Cadet Activity Clubs	635	691	August 1961	Cadet Activities
Film & Equipment Exch	632	720	September 1961	First Class Club
Training & Service Co.	600	601	November 1961	AG Printing & Publications Branch
1st Battle Group	685	660	January 1962	USMA Band
West Point Post Office	600	634	January 1962	Cadet Mess Facility
Airborne Detachment	620	626	March 1962	Supply Room, 57th MP Company
AG Data Processing Branch	600	632	July 1962	AG Records Administration Branch
AG Prtg & Pub Branch	600	632	September 1962	Director of Admissions & Registrar
Office of Cadet Hostess	602	600	September 1962	Additional Space, Cadet Reception Facility
Quartermaster Warehouse	795	626	November 1962	Consolidated maintenance facility
DCSLOG				
DCSP&A				
SGS				
IG				
Director of Admissions & Registrar				
Signal Division				
AG Records Administration Branch				
Telephone Exchange				
Maintenance Branch of Ordnance Div 801 & 665				
	793-795		To be accomplished upon completion of construction of consolidated maintenance facility	Covered space storage for vehicles and maintenance equipment

Relocations within Bldg 600

Relocations undertaken to make more efficient use of space and improve operational efficiency; space made available for Faculty Lounge.

To be accomplished upon completion of construction of consolidated maintenance facility

ADMINISTRATIVE COMPLEX TROOP AREA

Cadet Clubs and extracurricular activities and for cadet supply.

An indirect benefit from these moves was the establishment of a Cadet First Class Club in the old Ordnance Compound where rooms became vacant after the move of Cadet extracurricular activities to Building 720.

The consolidation of Headquarters and Training and Service Companies in January 1962 released Building 685 to the USMA Band. This building is scheduled for conversion to a modern band facility when funds are made available by Congress. The USMA Band is currently utilizing Building 677 which was built in 1859 and Building 683 which was built in 1870. Both of these buildings are scheduled for demolition as the maintenance costs now far exceed the relative value of the buildings.

The phaseout of the Combat Arms Sections of the 1st Battle Group last year released Buildings 618, 622, and 626, (all located near the Cavalry Plain) for use by other activities. Future planning envisions the use of Building 618 by the Provost Marshal and Building 622 by all Special Services Activities. Building 626 was occupied by the Quarters Property Section of the Quartermaster in November of 1962.

The elimination of one fire company at West Point released Building 634. This facility was appropriately modified to become the West Point Post Office in January of 1962. Relocation of this activity away from the center of the post (formerly located in the Headquarters Building, Building 600) has had a significant effect in reducing congestion in an area where both natural and imposed restrictions exist. Other moves that have been made in the Troop Area include: the movement of the Airborne Detachment from the basement of Building 620 to the loft of Building 626; the movement of the Battle Group Headquarters from Building 622 to Building 660 and the movement of 2d Aviation Detachment from Building 660 to Building 626.

Enlargement and modernization of the Telephone Exchange was undertaken concurrently with the relocation of this facility, in May of 1962, from the inadequate accommodations provided on the first basement level of Building 600 to the third basement of the same building where sufficient space was available to install the Exchange with full regard for present needs as well as anticipated requirements for future expansion. The line capacity of the Exchange was increased by 600 lines, providing a total capacity of 2800 lines.

During the first quarter of FY 1963 the AG Data Processing Branch and the AG Printing and Publications Branch were moved from Building 600 to Building 632 in the space formerly occupied by Transportation Corps Shipping and Receiving Branch.

A number of moves have taken place within Building 600, the Post Headquarters. The following offices were relocated: Deputy Chief of Staff for Logistics, Deputy Chief of Staff for Personnel and Administration, Secretary of the General Staff, Inspector General, Director of Admissions and Registrar, Signal, and AG Mail & Distribution Branch. Through these moves, in addition to creating space for a Staff & Faculty Lounge, Superintendent's Reception Room, and additional space for the Dean, organizations were situated with due regard to functional as well as space requirements. The Office of the Cadet Hostess was moved from Grant Hall to newly decorated facilities in Headquarters Building in September of 1962.

Funds made available by the Congress in fiscal year 1963 for military construction have enabled us to undertake the construction of a combined maintenance facility utilizing Buildings 793 and 795 which were formerly occupied by the Quartermaster, Post Engineer, and 50th Engineer Company. Construction of this facility which started in November of 1962 should be completed in September of this year. The consolidation of maintenance in these buildings will result in a savings of \$25,000 in equipment, a reduction of five civilian and four military spaces which will save \$55,000 annually, and the release of 23,000 sq. ft. of floor space in Buildings 801 and 665 for use of other activities.

All moves have been accomplished at minimum cost to the Government without loss in efficiency or operational capability of the activity concerned. These moves have created more efficient operations, achieved savings in manpower and equipment costs, obtained better utilization of existing facilities, and reduced traffic and parking problems.

Other relocations are planned as funds become available. The Office of the Provost Marshal, now located in Building 681, will move to the west end of Building 618, presently used for storage space. This move will make the services of the Provost Marshal's office more readily available to visitors entering the Post through Thayer Gate as well as to local and state police officials and activities.

In the months ahead, the Service Club will be relocated to Building 622, in which the Special Services Office is located. A request for special welfare funds for this purpose, has been submitted to the Commanding General, First United States Army. Relocation of the Service Club will provide a much needed facility in close proximity to the Troop Area. The existing Service Club, located at the north end of the Post near the Post Exchange, can then be made available for other purposes such as youth and community activities.

In Fiscal Year 1963, the Military Academy was authorized to undertake three major construction projects (MCA). In addition to receiving \$350,000 for the construction of the consolidated maintenance facility discussed above, \$995,000 was appropriated for the modernization of Hotel Thayer facilities and \$200,000 was made available for the construction of additional tennis courts on the south fill area (that area situated along the Hudson River east of Thayer Hall).

Rehabilitation of the Hotel Thayer commenced in January of this year and will be underway for approximately 18 months. In order for the hotel to remain open for business and not inconvenience its guests during this renovation period, work is being accomplished by rehabilitating one section of the building at a time. Not more than 40 rooms are being closed at any one time. Major repairs, replacements and additions are being made to deficient and obsolete facilities in the old portion of the hotel. This project includes replacement of hot and cold water supply piping, heating lines, convectors, electrical rewiring to include installation of additional convenience outlets in all rooms, the addition of new electrical fixtures, and interior painting. Though not a part of the MCA project, complete air conditioning of the hotel is in progress. Funds for this improvement are being provided by the hotel. Upon completion of these projects excellent accommodations will be available for guests at West Point.

The 24 additional tennis courts that are now under construction should be completed by 1 November 1963.

The establishment of a newly conceived Operations Branch in the Post Engineer Division in July of 1962 brought to fruition the results of nearly two years of locally conducted research in maintenance management. The organization growing out of this study has proven to be a highly responsive, efficient and economical unit. The concept on which it has been established has received wide interest and attention throughout the Army. A Department of the Army Circular on work management presents the Engineer Control Center concept as a model for other posts to consider. The Engineer Control Center, which is the heart of the new organization, serves as a clearing house--handling requests, assigning work, and measuring progress. Further refinements are programmed when the application of automatic data processing techniques to work management and job control procedures can be undertaken.

During the year seven major construction projects involving millions of dollars and several years of planning were underway. Earlier in this report reference was made to the permanent east stands added to Michie Stadium. This project initiated in

December of 1961 was completed in August of 1962. Also mentioned earlier were the extensive renovation of the Hotel Thayer and the construction of a consolidated maintenance facility at the north end of the Post. Two other construction projects, both of which were completed during 1962, are the 17-room addition to the Post Elementary School, which was completed in October, and the new 263-room cadet barracks (New South Barracks) completed in August. Moving five cadet companies into this new facility on the 25th of August 1962 allowed most of the Corps to be quartered on the basis of two cadets per room.

Also under construction since May of 1962 is a one million dollar addition to the West Point Army Mess, a project undertaken through the generosity of the widow of General Palmer Pierce. These funds were released by the Association of Graduates for the purpose upon the request of the Superintendent. The renovated and significantly enlarged facility will be available for use in September of 1963. During the period of this construction temporary provisions for the West Point Army Mess have been made in Cullum Memorial Hall.

The final major construction project is the new Library. Work commenced on this \$4 million project in January of 1962 and is scheduled for completion in March of 1964.

In time for the fall sports season the newly constructed Cross Country Course, a facility developed by the 50th Engineer Company, was completed. This is probably the finest such course in the country. It will be extensively used by intramural and Corps Squad runners. It covers a route rich in historical significance as well as natural beauty, following the path that at one time was used for travel between old redoubts and forts used during the Revolution. The new course will also provide a route for cross country military skiing.

The 50th Engineer Company also contributed significantly to the development of facilities at Victor Constant Ski Slope, by constructing the new T-Bar Lift which was acquired through a \$25,000 gift to the Academy.

In analyzing the Military Academy's continuing requirement for the services of an Engineer Construction Company, Department of the Army, when faced with the requirement to reallocate STRAF spaces, determined that the 50th Engineer Company (formerly assigned to STRAF with station at West Point) would be transferred to CONUS Operating Forces and assigned to the Military Academy as a TO&E unit.

The measured effectiveness of the Quartermaster Laundry has increased by 2% over last fiscal year. Improved operation

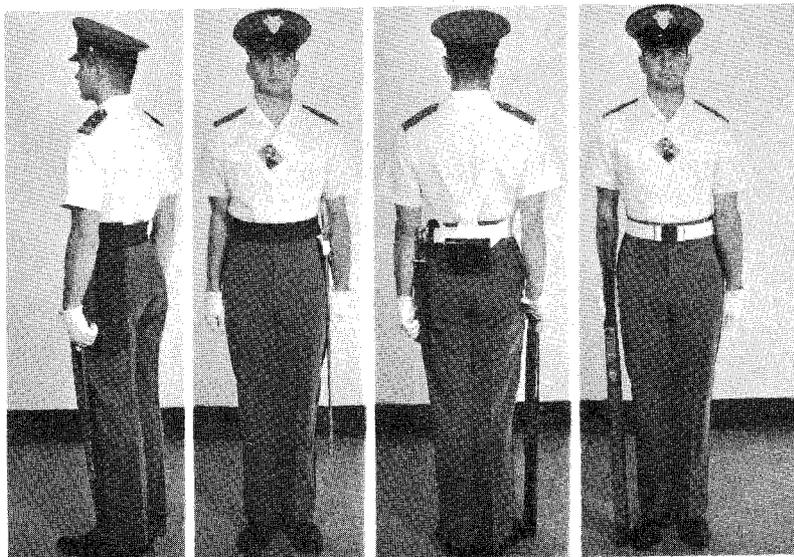
has resulted from the adoption of engineered standards in the Dry Cleaning Plant. With the acquisition of several major items of equipment the modernization program will be more than 2/3 completed at the end of the fiscal year.

The complete interior of the commissary store was repainted, continuous line lighting was installed and a vinyl tile floor covering was placed over the existing concrete floor. This was the first major renovation in over 10 years. The installation of new checkout stands and new display cases also contributed toward bringing the store up to the expected standards of appearance.

During the year a study was undertaken to determine if the General Transport Administrative Fleet could be reduced without impairment of operational efficiency. As the study nears completion it is anticipated that a 10% reduction (approximately 31 vehicles) can be accomplished with no loss of vehicular support to the command.

Prototype hot/cold food carts have been purchased for testing in the Cadet Dining Hall. One cart has been under test since 8 June 1962. A second cart, obtained from another company, has been under test since 29 October 1962. Although testing has not been completed, the early evaluation reveals that mechanization of food service may have a significant effect in reducing personnel requirements and improving service.

Cadet Store operations, within the first six months of the fiscal year, showed a 3% increase in overall productivity. Most of this increase was realized as a result of decreased costs associated with clothing alterations.



*Uniform "S" - Under Arms
(Adopted summer 1962)*

A board of officers has given considerable attention to methods of improving upon the quality and serviceability of cadet uniforms. A new quarpel material has been selected for use in raincoats and a plastic white cap cover has been adopted to replace the cloth cover. Following June Week in 1962, the Corps was issued a lightweight, short sleeve, open neck white shirt with the designation of rank indicated on shoulder boards. During the summer of 1962 the white shirt was worn with the standard gray wool trousers and replaced the normal dress gray uniform with white trousers. The new uniform proved so satisfactory that lightweight, gray, TW dacron/wool trousers to be worn with the white shirts have been adopted and will be issued to members of the New Cadet Detail and fourth classmen during the summer of 1963. Although all wool kersey cloth continues to be used for cadet gray uniforms, tests are being conducted on garments manufactured from four different types of cloth: dacron/wool kersey, dacron/wool melton, all wool melton, and elastique.

Since Fiscal Year 1960, deferred maintenance backlog has been reduced from a total of \$5.5 million to \$2.4 million. This has been made possible primarily through the receipt of additional funds from the Department of the Army specifically for this purpose; however, a significant contribution has been made through funds generated locally as a result of savings.

On 1 November 1962 a revision to the USMA Air Raid Plan was completed. It is anticipated that further updating will be required, probably during the coming fiscal year, upon implementation of the National Shelter Plan being developed by the Office of Civil Defense.

The Military Academy's 2d Aviation Detachment continued to provide a vitally important transportation service to the organization. Although aircraft flying time during FY 63 was approximately 4% under the FY 62 level, there was an increase in passenger miles flown. This is indicative of more efficient use of aircraft. A new U-8F command aircraft was received in August 1962 to replace one of the D-models of the same type aircraft.

Participation by civilian and military personnel in the Incentive Awards Program has continued to grow at an encouraging rate. The increased participation has resulted in recognition for a greater number of personnel while improving worker productivity. During the year 16 employees received Outstanding Performance ratings; 80 employees received cash awards for Sustained Superior Performance. Approximately \$24,500 was realized from savings resulting from sustained superior performance. Throughout the year 611 suggestions were submitted; cash awards amounting to \$1400 were awarded. Savings accruing from these suggestions totaled \$21,000.

On the 21st of September 1962 a Family Housing Division was established. This organization, under the Deputy Chief of Staff for Logistics, provides for a centralized approach to housing management to include operations (assignment, acquisition, and repair of quarters, furniture and equipment), maintenance (alterations and repairs), and construction.

Improved administrative procedures have resulted in increased efficiency and savings. The use of automatic data processing procedures for the preparation of officer pay vouchers and income tax withholding statements (W-2 forms) has resulted in significant savings in manpower (560 man hours saved annually in the preparation of W-2 forms alone).

The increased demands for data processing in support of administrative and managerial functions prompted the development of a cross training program for operators of the Data Processing Branch. Additional training of key punch operators has increased the organizational flexibility; these personnel are being qualified to work in the machine room during peak periods.

At the USMA Printing Plant, although a significant increase in the production of printed material was experienced, the cost of production declined markedly. (For the first six months of FY 63 the cost of production dropped from \$5.91 to \$5.30 per 1000 units.)

During the year the Military Academy hosted approximately 300 official visits in addition to welcoming an estimated two and one-half million tourists and sightseers. A partial list of distinguished visitors appears as Appendix N.

West Point's designation as a national monument in 1961 has attracted an increasing number of unofficial visitors each year. The West Point Museum has played a significant part in conveying to the visiting public the role of the military throughout the history of our country. During the period of this report approximately 260,000 visitors toured the Museum.

Two bequests of significant value were received by the Museum during the year. On the 3d of January \$150,000 was received from the estate of Colonel Henry C. McLean to be used to build a museum building at West Point. An unconditional bequest amounting to nearly \$6,400 was received from the estate of Colonel William E. Shipp.

On the 25th of January 1963, Mr. Ray W. Moniz, Curator of Design at the Museum, was designated as Advisor to the United States Military Academy on Interior Decorations and Furnishings. He will advise and assist as necessary such architects, interior decorators, and special consultants as may be periodically

employed for the purpose of developing plans for the interior decoration and furnishings of public buildings and facilities at West Point.

A requirement exists for informed and impartial counsel on matters of architecture, fine arts, and esthetics in general. The need for such counsel is apparent in order that present and proposed construction projects will not materially alter the landscape looked upon as part of West Point's heritage and to provide a means of securing and properly caring for valuable pieces of art. Colonel Edgar W. Garbish has agreed to serve as consultant in these matters.

XIII. CONCLUSIONS

The United States Military Academy's 161st year of operation has been highly successful. The progress that has been made places the Academy in excellent position to meet the challenges of the future that are already beginning to take shape.

Although extensive planning has been completed in preparation for the expansion of facilities to accommodate a larger Corps of Cadets, the work undertaken to date is recognized as but the preliminary step in a planning sequence that will require time and attention for years to come.

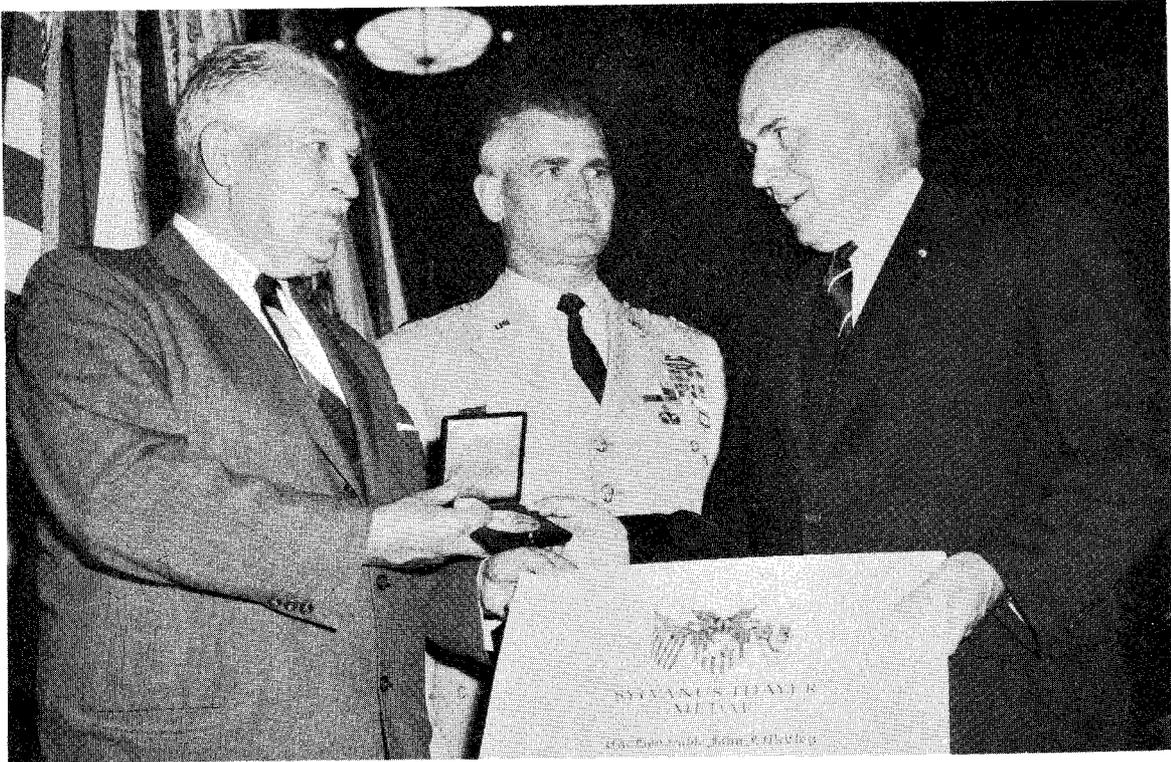
If we are to continue to attract to the Military Academy (and to the profession of arms) young men with the highest qualifications and standards, we must continue to present to these youths the challenges that they seek. This requires dynamic growth and development to the end that the U. S. Military Academy will continue to enjoy the reputation of a leader among educational institutions as well as an educator of leaders. These objectives are clearly in the best national interest. To achieve these goals continued attention must be given to the following:

We must continually strive toward developing admissions procedures that serve the best interest of the Military Academy and the Army.

We must maintain in clear perspective the mission of the Military Academy and the role that it performs in the national interest so that divisive elements and distracting evaluations will not deter us from pursuing the objectives that are our *raison d'etre*.

We must respect the position of leadership that the Military Academy has gained and accept no compromise in setting excellence as our goal in all endeavors.

We must cherish the sense of values set forth by our motto, "Duty, Honor, Country," and protect and nurture these values as a vital part of our programs for the education and training of the cadet and future career officer.



Honorable John J. McCloy, 1963 Thayer Award Recipient

APPENDICES

APPENDIX A

HEADQUARTERS UNITED STATES MILITARY ACADEMY

SUPERINTENDENT
MAJOR GENERAL W. C. WESTMORELAND

GENERAL STAFF

Chief of Staff	Colonel Thomas C. Chamberlain
Secretary of the General Staff	Major Ernst E. Roberts
Special Assistant for Gifts & Memorials	Colonel John R. Watson
DCS Personnel & Administration	Colonel Stephen Silvasy
DCS Logistics	Colonel Thomas H. Scott, Jr.
Comptroller	Colonel John J. Pidgeon

SPECIAL STAFF

Adjutant General	Colonel Earl F. Cole
Air Force Liaison Officer	Major James M. Minor
Alumni Secretary	Colonel Thomas M. Metz
Army Aviation Officer	Major Jerry L. Teague
Chaplain, Post	Lt Col Gordon Hutchins, Jr.
Chaplain, USMA	Reverend Dr. T. C. Speers
Chemical Officer	Lt Col Billy J. May
Civilian Personnel Officer	Mr. Joseph J. Stapleton
Dental Surgeon	Colonel Clarence E. Sheets, Jr.
Director of Admissions & Registrar	Lt Col Robert S. Day
Director of Athletics	Colonel Emory S. Adams, Jr.
Director of Family Housing	Mr. E. W. Amick
Director of Music & Bandmaster	Lt Col William H. Schempf
Engineer	Colonel Herbert G. Lux
Exchange Officer	Lt Col Arthur A. Paulus
Finance & Accounting Officer	Lt Col James R. Calhoun
Information Officer	Lt Col Everett O. Post
Inspector General	Lt Col George H. Welles
Military Personnel Branch, Chief	Lt Col Leonard P. Perna
Museum Director	Mr. Frederick P. Todd
Ordnance Officer	Lt Col Billy J. May
Provost Marshal	Lt Col Robert J. Kriwanek
Purchase & Contract Officer	Lt Col Frank G. Everett, Jr.
Quartermaster	Lt Col Ivan B. Acker
Security Division, Chief	Major William J. Hodges
Signal Officer	Lt Col Arthur J. Sebesta
Special Services Officer	Lt Col Hilbert G. Jones

Special Staff - Continued

Staff Judge Advocate	Colonel Frederick C. Lough
Surgeon	Colonel Charles H. Gingles
Transportation Officer	Colonel Reuben E. Wheelis
Treasurer	Colonel Robert C. Borman
Veterinarian	Captain F. A. Ramsey

HEADQUARTERS
UNITED STATES CORPS OF CADETS

COMMANDANT OF CADETS
BRIGADIER GENERAL RICHARD G. STILWELL
(July 1961 - March 1963)
BRIGADIER GENERAL MICHAEL S. DAVISON
(March 1963 -)

Deputy Commandant	Colonel Kenneth W. Collins
Director of Physical Education	Colonel Frank J. Kobes
Director of Military Psychology & Leadership	Colonel Auburon P. Hauser
Director of Military Instruction	Colonel Paul V. Tuttle
Commanding Officer, 1st Regt	Colonel Robert M. Tarbox
Commanding Officer, 2d Regt	Colonel Roland M. Gleszer

OFFICE OF THE DEAN

DEAN
BRIGADIER GENERAL WILLIAM W. BESSELL, JR.

Principal Assistant to the Dean	Colonel Jess P. Unger
Director of Academic Computer Center	Major William F. Luebbert
Librarian	Mr. Egon Weiss

ACADEMIC DEPARTMENTS

PROFESSORS

Earth, Space & Graphic Sciences	Colonel Charles R. Broshous Colonel William W. Watkin, Jr.
Electricity	Colonel Elliott C. Cutler, Jr. Lt Col Edward A. Saunders
English	Colonel Russell K. Alspach Colonel Edwin V. Sutherland
Foreign Languages	Colonel Charles J. Barrett Colonel Walter J. Renfroe, Jr.

Academic Departments - Professors - Continued

Law	Colonel Frederick C. Lough
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 Charles H. Gingles
Ordnance	Colonel John D. Billingsley
Physics & Chemistry	Colonel Edward C. Gillette, Jr. Colonel John R. Jannarone
Social Sciences	Colonel George A. Lincoln Colonel Amos A. Jordan, Jr.

APPENDIX B

Conclusions and Recommendations set forth in the Report of the Department of the Army General Staff following the 1963 visit, 17 - 19 April, to the United States Military Academy.

CONCLUSIONS:

The Superintendent and staff and faculty of the United States Military Academy are carrying out their responsibilities in an outstanding manner. Of particular note are their philosophy and attitude keyed to pressing forward in areas of academic education, physical education, and management. Here the role of the Dean of the Academic Board, Brigadier General W. W. Bessell, Jr., is particularly worthy of praise.

The actions taken to reduce the over-protection of cadets are encouraging, particularly as they contribute to the progressive development of the cadet to include his transition to commissioned officer status.

The new term-end procedures appear to be meritorious; however, continuing study is necessary to determine whether cadets involved in reexamination are being placed at a significant disadvantage when required to continue with the rest of their class.

The administration of the Corps of Cadets continues to be exceptional and provides reviews and studies of the Honor Code and Fourth Class System to safeguard against undesirable practices.

Computer instruction is an important part of the academic program and DA should support the addition of satellite computers when requested. Additionally, action should be initiated by the Superintendent to gain authorization to use the computer for business application.

The regular loss of graduates to other Services should be studied to determine means to reduce the loss or to convert it to a net gain.

The 50th Engineer Company should be retained at West Point as a military unit.

DA should actively support the renovation of the Band Barracks Building and the movement of the Provost Marshal Building in the FY 65 MCA Program.

The reduction of deferred maintenance backlog has been commendable, but additional assistance is needed. Year-end funds for this purpose at USMA should receive high priority by DA.

The Admissions Program to include the selection and qualification of candidates is functioning properly. However, the administrative procedures associated with the processing of the results of the academic, physical aptitude, and medical examinations and the notification of candidates should be studied to determine whether it can be made more efficient.

The Product Appraisal Committee is a most worthwhile activity and should continue to evaluate the graduates in an effort to improve the program at USMA.

The General Staff Team visit should continue to be scheduled prior to the Board of Visitors in 1964 and should again cover a three-day period.

RECOMMENDATIONS:

An Ad Hoc Committee under the chairmanship of an officer designated by the DCSPER and composed of DA Staff representatives from ACSFOR, CLL, and DCSPER, to include Special Staff Divisions where appropriate, be appointed to study and make recommendations to DA concerning the administrative procedures associated with the assembling of the results of the academic, physical aptitude, and medical examinations and the notification of candidates.

The Superintendent be requested to study and make recommendations to DA on the implementation of the service transfer law.

The Superintendent be requested to analyze the impact of the new term-end procedures on those cadets who pass the re-examination and inform DA of the results.

DA support the retention of the 50th Engineer Company at the United States Military Academy.

DA urge the retention in the FY 65 MCA Program of the item for renovation of the Band Barracks.

DA support the addition of satellite computers for use in the academic and business areas if recommended by the Superintendent.

APPENDIX C

Conclusions and Recommendations set forth in the Report of the Board of Visitors to the United States Military Academy following the 1963 visit, 2 - 4 May.

CONCLUSIONS:

It is the opinion of the Board of Visitors, based upon personal observation and the information laid before it, that the Military Academy continues to carry out its mission in a resourceful, imaginative, thorough, and highly effective manner.

Such contact as the Members of the Board had with personnel of the West Point garrison and with the Staff and Faculty of the Military Academy, causes the Board to believe they are possessed of that high seriousness of purpose, sincere devotion to duty, and fine professional capacity worthy of identification with the important national institution which they serve.

The Board found the opportunity for personal contact with the members of the Corps of Cadets an inspirational, enlivening, and reassuring experience.

The Board takes pleasure in highly commending the Superintendent, Major General William C. Westmoreland, for his intelligent, energetic, and resourceful conduct of affairs. The continued improvement in the excellent course of instruction, the high morale and state of discipline of the officers, cadets, and enlisted cadre of the Military Academy reflect the superior leadership of General Westmoreland.

RECOMMENDATIONS:

That legislation providing for an increase in the size of the Corps of Cadets be submitted to the Congress without delay for favorable consideration.

That the Academy's Expansion Plan, as submitted by the Superintendent to the Chief of Staff of the Army on 1 February 1963, be approved for appropriate architectural development in anticipation of its early consideration by the Congress.

That the provision of a Cadet Activities Building be treated as an essential element of the Academy's facilities expansion plan, and that it be given the highest priority for construction consistent with the orderly implementation of the Plan.

That the rehabilitation of Bartlett Hall be treated as a matter of priority and authorized for early implementation.

That the Military Pay Bill (HR 5555) be vigorously supported.

APPENDIX D

ELECTIVE COURSES

Math-Science-Engineering

Advanced Calculus I
Advanced Calculus II*
Linear Algebra and Linear Programming
Numerical Analysis w/Electronic Digital Computation**
Differential Equations II*
Physical Chemistry I
Physical Chemistry II
Theoretical Physics I
Theoretical Physics II
Nuclear Reactor Theory
Advanced Electronics
Digital Computers
Information Transmission*
Gas Dynamics
Space Mechanics
Soil Mechanics
Advanced Structural Analysis
Individual Engineering Project
Design of Concrete Structures
Automotive Engineering
Management Engineering*
Individual Ordnance Project
Engineering Materials

Social Sciences-Humanities

Advanced Language Study I
Advanced Language Study II*
Advanced Language Seminars
National Security Problems
Comparative Economic Systems
Latin American Studies*
Problems of the Developing Nations
History of Russia
History of U.S. Foreign Relations
Middle Eastern Studies
Political Philosophy
Human Relations I
Human Relations II*
Sociology**
Evolution of Modern Warfare
Twentieth Century Warfare
The Novel
Contemporary Literature
Shakespeare
International Law and the Military**

*New, Academic Year 62-63

**To be offered, Academic Year 63-64

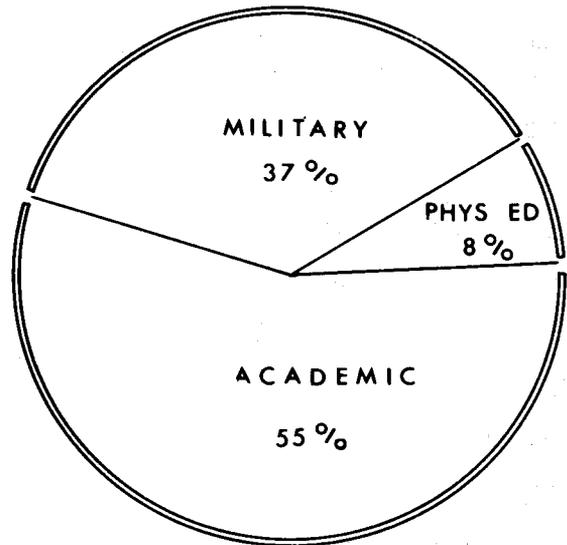
APPENDIX E

FEATURES OF USMA ACADEMIC POLICY

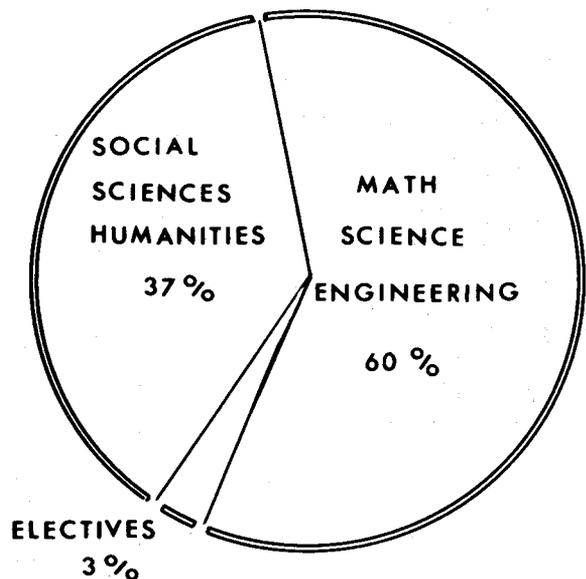
1. SMALL SECTIONS
2. HOMOGENOUS GROUPING
3. PERIODIC RESECTIONING
4. DAILY PREPARATION
5. ACTIVE PARTICIPATION
6. FREQUENT GRADING
7. REQUIRED PROFICIENCY
8. THOROUGH REVIEW
9. ADDITIONAL INSTRUCTION
10. HONOR SYSTEM

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
<hr/>		
Total Academic	708	38
Military Instruction	110	2.5
Physical Education	131	3
<hr/>		
Total	949	43.5
<hr/>		
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 maps and aerial photographs.

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	90	1.5
Total	934	45
Summer Military Training	393	
Camp Buckner Training Program		

STANDARD ACADEMIC PROGRAM

Mathematics

Integral calculus: integration techniques, applications, infinite series and multiple integrals. Differential equations: standard types of first and second order, approximate numerical and series solutions. 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, divergence and Stokes' Theorems. Differential equations: adds linear equations of higher order, Legendre's equation, Fourier Analysis, Laplace Transforms and introduction to partial differential equations. 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, volleyball, golf and personal conditioning. 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	149	8
Mechanics of Solids	147	8
Law	90	5
Social Sciences	90	5
<hr/>		
Total Academic	759	42
Military Instruction	102	2.5
Physical Education	61	1.5
<hr/>		
Total	922	46
<hr/>		
Summer Military Training	344	
June Encampment	(100)	
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 waves, 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 nearby installations during June to familiarize the cadet with the roles and missions, organization and developments of the Armed Forces. Instruction in advanced 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 one month.

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, basketball, golf and personal conditioning. 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
Total Academic	699	39.5
Military Leadership	45	2.5
Military Instruction	99	1.5
Physical Education	61	1
Total	904	44.5
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.

FOUR YEAR SUMMARY

Contact Hours:

Academic	2896
Military	1968
Physical Education	343
Total	5207

Credit Hours:

Academic	161.5
Military	10.5
Physical Education	7
Total	179.0

Average weekly classroom hours - 22

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 Benning, Ga.; Fort Sill, Okla.; Fort Bliss, Tex.; Fort Knox, Ky.; 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 one month.

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.

APPENDIX F

GUEST LECTURERS, AY 1962-1963

Department of Earth, Space, and Graphic Sciences:

Dr. J. H. Heller, Director, New England Institute for Medical Research, subject: Man's Exploration of Space (24 Feb 63)

Department of Electricity:

Dr. Harold Jacobs, Deputy Director, Solid State and Frequency Control Division, U. S. Army Signal Research and Development Laboratory, Fort Monmouth, N.J., subject: Recent Advances in Solid State Electronics (19 Jan 63)

Colonel William C. Gribble, Deputy Director of Military Construction, Office of the Chief of Engineers, subject: The Army and Nuclear Power (9 Mar 63)

Department of English:

Professor William Gruen, New York University, subject: The Nature of Ethical Inquiry (20 Nov 62)

Major General (Ret) Charles E. Saltzman, subject: The Importance of Understanding Our National Character (10 Apr 63)

Department of Foreign Languages:

M. Daniel P. Girard, Professor of French, Teachers College, Columbia University, subject: La Vallee de la Loire (31 Jan 63)

Dr. Guido Brunner, Second Secretary, Office of the Permanent Observer of the Federal Republic of Germany to the United Nations, subject: Der Gemeinsame Markt (29 Mar 63)

Lieutenant Colonel Herbert P. Winterhager, Assistant Military Attache, Embassy of the Federal Republic of Germany, subject: Deutsche und sowjetische Fuhrung (26 Apr 63)

Professor Francis M. Rogers, Professor of Romance Languages, Harvard University, subject: Uma Viagem ao Oriente Portugues (30 Mar 63)

Mr. Nicholas Fersen, Russian Instructor, Williams College, subject: Russian Literature (3 May 63)

Guest Lecturers - Continued

Department of Law:

Major General Charles L. Decker, The Judge Advocate General of the Army, subject: Administration of Justice in the U.S. Army (9 Nov 62)

Professor Arthur E. Sutherland, Jr., Bussey Professor of Law, Harvard Law School, subject: The Constitution and the Soldier (23 Nov 62)

Honorable Robert E. Quinn, Chief Judge of the U.S. Court of Military Appeals, subject: Military Justice in the Armed Forces Today (3 May 63)

Department of Mechanics:

Mr. Neil MacCoull, (Ret), Texaco Research, subject: Thermodynamics of the Automobile (24 Nov 62)

Dr. Wernher von Braun, Director of George C. Marshall Space Flight Center, NASA, subject: Our Future in Space (18 Oct 62)

Dr. J. J. Cornish II, Head, Aerophysics Department, Mississippi State University, subject: Low Speed Flight (20 Mar 63)

Professor J. P. Den Hartog, Professor of Mechanical Engineering, Massachusetts Institute of Technology, subject: Mechanical Vibrations (25 Apr 63)

Major Frank Borman, NASA Astronaut, subject: Landing Program (29 May 63)

Department of Military Art & Engineering:

Mr. John J. Hogan, Portland Cement Association, subject: Reinforced Concrete Design (17 May 63)

Department of Ordnance:

Dr. A. Hammer, Mr. R. Ledoux, Mr. E. Jakubowski, U.S. Army Springfield Arsenal, subject: Engineering Systems Analysis (21-22 Sep 62)

Mr. Harold Stratton, Rocketdyne, North American Aviation, subject: Liquid Propellant Rocket Engines (19 Dec 62 and 11 Apr 63)

Guest Lecturers - Continued

Mr. R. Liston, U. S. Army Tank Automotive Center, subject:
Land Locomotion (11 Jan 63)

Dr. J. Sperrazza, Ballistic Research Laboratories, Aberdeen
Proving Ground, subject: Wound Ballistics (11 Jan 63 and
24 Apr 63)

Rear Admiral K. S. Masterson, Bureau of Naval Weapons,
subject: Naval Ordnance Activities (18 Jan 63)

Dr. William R. Lucas, Chief, Engineering Materials Branch,
Marshall Space Flight Center, subject: Space Materials
Engineering (7 Feb 63)

Mr. S. Forter, Instrumentation Laboratory, Massachusetts
Institute of Technology, subject: Inertial Guidance
(9 Apr 63)

Department of Social Sciences:

Mr. Raymond L. Garthoff, Advisor, Department of State,
subject: Soviet Views on the Military as an Instrument
of Policy (14 Sep 62)

Professor Zbigniew K. Brzezinski, Columbia University,
subject: The Soviet View of a Changing World (24 Sep 62)

Dr. Henry Bund, Research Institute of America, subject:
American Business and our Economy (26 Sep 62)

Colonel Lawrence J. Legere, Jr., Office of the Military
Representative of the President, subject: The President
and the NSC: State and Defense (30 Sep 62)

Mr. Ray S. Cline, Deputy Director, CIA, subject: The
Intelligence Community (4 Oct 62)

Professor William R. Emerson, Yale University, subject:
The Changing U.S. Strategic Response (21 Oct 62)

Professor Lincoln P. Bloomfield, MIT, subject: The UN in
U.S. Foreign Policy (7 Nov 62)

Professor Leo Gershoy, NYU, subject: The French Revolu-
tion (8 Nov 62)

Mr. Thomas O. Waage, Federal Reserve Bank of New York,
subject: Recent Federal Monetary Policy (13 Nov 62)

Guest Lecturers - Continued

Professor Stephen Lukashovich, University of Delaware, subject: Continuity and Change in Imperial Russia and the Soviet Union (15 Nov 62)

Colonel Richard L. Clutterbuck, British Army, subject: The Communist Defeat in Malaya (23 Nov 62)

Honorable Edward L. Katzenbach, Jr., Deputy Assistant Secretary of Defense, subject: The Military in the Nuclear Age (19 Nov 62)

Dr. Frank Tannenbaum, Professor Emeritus, Columbia University, subject: The Mexican Revolution (27 Feb 63)

Mr. William F. Treiber, First Vice President, Federal Reserve Bank of New York, subject: Recent Federal Reserve Monetary Policy (1 Mar 63)

Dr. Alain C. Enthoven, Deputy Assistant Secretary of Defense, subject: The Utility of Army Divisions (3 Mar 63)

Dr. William Emerson, Professor of History, Yale University, subject: Military Force as an Instrument of Policy (6 Mar 63)

Professor Lester V. Chandler, Princeton University, subject: Fiscal and Monetary Policy for Economic Growth and Stability (7 Mar 63)

Mr. William C. Sullivan, Deputy Director, Federal Bureau of Investigation, subject: Communism in the U.S. (26 Mar 63)

Dr. Leo Cherne, President, Research Institute of America, subject: America's Role in the World Economy (29 Mar 63)

Honorable Robert V. Roosa, Undersecretary of the Treasury for Monetary Affairs, subject: The International Position of the Dollar (4 Apr 63)

Honorable Harold Linder, President, Export-Import Bank of Washington, subject: Public International Assistance to the Developing Nations (12 Apr 63)

Professor Henry Graff, Professor of History, Columbia University, subject: U.S. Diplomacy 1919-1939 (15 Apr 63)

Professor Richard Neustadt, Professor of Government, Columbia University, subject: The Presidency (17 Apr 63)

Guest Lecturers - Continued

Professor Charles Frankel, Professor of Philosophy, Columbia University, subject: Rousseau and the Prospect for Democracy (18 Apr 63)

Mr. W. Howard Wriggins, Policy Planning Council, Department of State, subject: Ceylon (18 Apr 63)

Professor Lewis Hanke, Professor of History, Columbia University, subject: Brazil: The Uncertain Giant (25 Apr 63)

Lady Barbara Ward Jackson, subject: The Political and Economic Challenge to the West (29 Apr 63)

Robert E. Osgood, School of Advanced International Studies, subject: Military Policy for the Atlantic Community (30 Apr 63)

Mr. Robert Amory, Bureau of the Budget, subject: Budget Makers and Policy Makers (2 May 63)

Mr. Leonard Kamsky, W. R. Grace & Company, subject: Nationalism and Economic Development in Latin America (8 May 63)

Dr. Samuel Huntington, Professor, Columbia University, subject: Politics of Deterrence (9 May 63)

Lieutenant General Theodore Parker, Deputy Chief of Staff for Operations, subject: Military Policy for the Sixties (10 May 63)

Office of Military Psychology and Leadership:

Dr. Carl J. Lange, Director of Research, U. S. Army Infantry Human Research Unit, subject: Current Views on Psychology and Leadership (3 Dec 62)

Dr. A. S. Thompson, Columbia University, subject: Industrial Psychology Today (13 Feb 63)

Mr. Robert Powell, Purdue University, subject: Creativity in Management (25 Feb 63)

Lieutenant General Andrew T. McNamara, Director, DSA, subject: Management in the Military (26 Mar 63)

Dr. Chris Argyris, Professor of Industrial Administration, Yale University, subject: Man and Organization (22 Apr 63)

Guest Lecturers - Continued

Mr. R. G. Kopff, Manager, Executive Development, Celanese Corporation of America, subject: Executive Development (3 May 63)

Others:

Dr. Jean Van der Spek, Director, Belgian Atomic Energy Commission, subject: Civilian Aspects of Nuclear Engineering (10 Sep 62)

Dr. Frank Bowles, President, International Study of University Admissions, subject: Education in America, Russia, India, Africa (9 Nov 62)

Dr. Edward Teller, Professor at Large in Physics, U. of California, subject: Education in the Atomic Age (3 Apr 63)

Lieutenant General Sir William Pike, Vice Chief of Staff, British Imperial General Staff, subject: The Soldier (16 May 63)

APPENDIX G

GRADUATE RECORD EXAMINATION

Since 1948 the Academy has administered to each member of the First Class the Graduate Record Examination prepared by the Educational Testing Service. This four hour test is used by colleges to assist in the selection of students to pursue graduate study. Results achieved by USMA classes on these tests when compared against the mean norms for test groups are creditable.

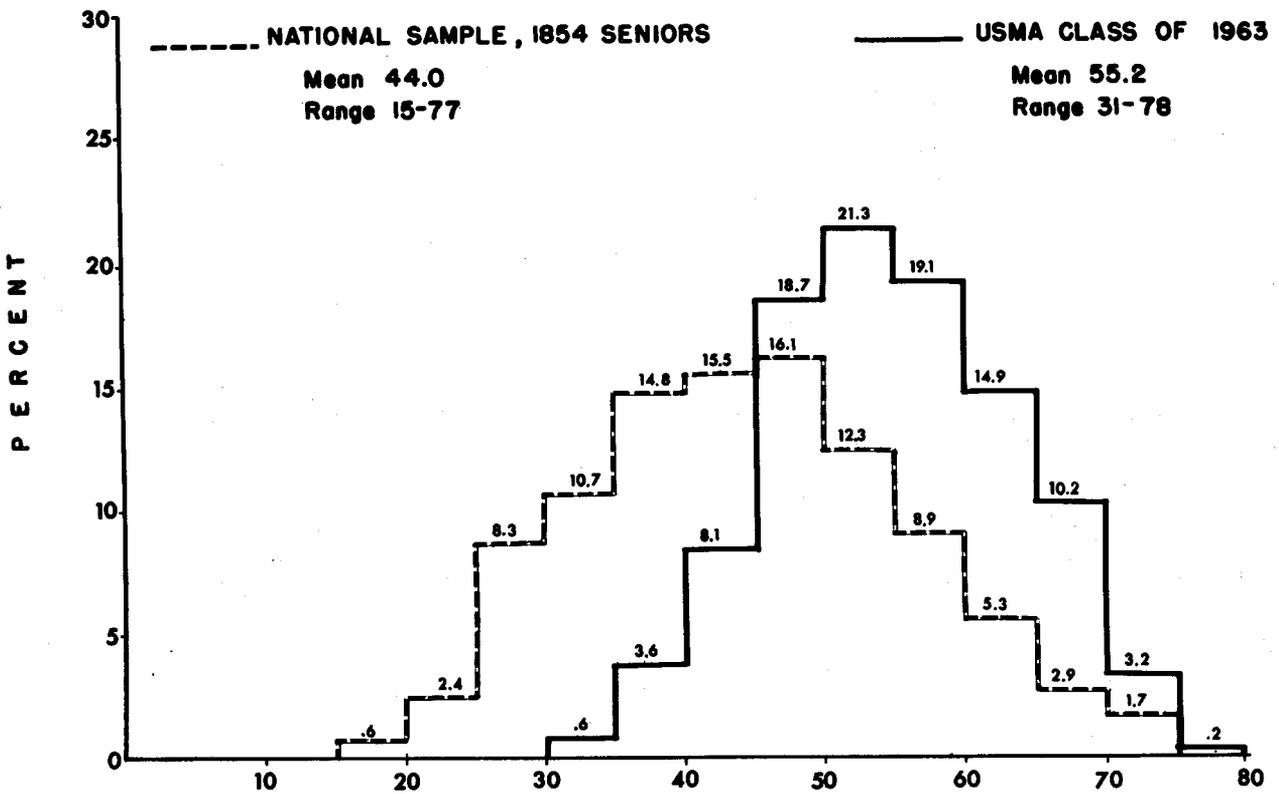
The following tabulation indicates the performance of the Classes of 1959-1963 in relation to:

1. All senior men taking the test (1956 norms).
2. Senior men majoring in the area (1956 norms).

<u>TESTS</u>	<u>MEAN NORMS</u>	<u>MEANS USMA CLASSES</u>				
	1956	1959	1960	1961	1962	1963
<u>NATURAL SCIENCES</u>						
Senior Men	516	574	594	609	575	626
Natural Science Majors	585					
<u>SOCIAL SCIENCES</u>						
Senior Men	505	549	550	540	553	563
Social Science Majors	518					
<u>HUMANITIES</u>						
Senior Men	478	465	495	510	488	506
Humanities Majors	530					

APPENDIX H

EDUCATIONAL TESTING SERVICE
FOREIGN AFFAIRS
TEST RESULTS



APPENDIX I

DEGREES HELD BY FACULTY MEMBERS

	<u>BACCALAUREATES</u>	<u>MASTERS</u>	<u>DOCTORATE</u>
Office of the Dean	1	4	1
Departments of:			
ES&GS	8	28(3)*	0(3)*
Electricity.....	0	26	1(3)*
English.....	10	21(8)*	3(3)*
Foreign Languages**.....	33	9(7)*	3
Law (see below).....		12	1
Mathematics.....	14	38(4)*	0
Mechanics.....	1	23(1)*	2
MA&E.....	11	16	2(1)*
Ordnance.....	1	15(1)*	0(1)*
Physics & Chemistry.....	1	29	2(1)*
Social Sciences.....	3	35(3)*	3(11)*
Offices of:			
MP&L.....	5	11	0
Phys Ed***.....	4	14(2)*	2
Totals.....	<u>92</u>	<u>281</u>	<u>20</u>

*Numbers in parentheses indicate degrees for which faculty members are presently working

**Includes 5 civilians, 1 Mexican Officer and 1 Brazilian Officer

***Includes 10 civilians

Law - 11 LLB's, 1 JD, and 1 LLM

APPENDIX J

RESUME OF VISITS AND CONFERENCES ATTENDED BY MEMBERS OF THE FACULTY

OFFICE OF THE DEAN

Brigadier General William W. Bessell, Jr.,
Dean of the Academic Board

Attended Annual National Conference of Academic Deans, Oklahoma State University, Stillwater, Oklahoma; visited U.S. Engineer District Projects, Tulsa, Oklahoma; Fort MacArthur, Jet Propulsion Laboratory, NASA, U.S. Ordnance District Projects, University of Southern California, University of California at Los Angeles, and California Institute of Technology at Los Angeles, California; Systems Division of General Motors Corporation, Pacific Missile Range, and University of California at Santa Barbara, California; Fort Ord; Combat Development and Experimentation Center; HUMRRO Unit, Army Language School and Naval Post Graduate School at Monterey, California; Fort Lewis; University of Washington, and University of Seattle at Seattle, Washington (during trip 28 July - 16 August 1962).

Attended AUSA Meeting, Washington, D.C. (8 - 10 October 1962).

Attended annual meeting of College Entrance Examination Board, New York, New York (31 October 1962).

Attended U.S. Military Mission meeting, United Nations Building, New York, New York (16 November 1962).

Attended annual meeting of Middle States Association of Colleges and Secondary Schools, Atlantic City, New Jersey (6 - 8 December 1962).

Accompanied the Chief of Engineers, U.S. Army, on his inspection of construction and training activities at St. Louis Engineer District, Fort Leonard Wood, Minuteman Construction at Whiteman Air Force Base, Tulsa Engineer District, Albuquerque Engineer District, Fort Huachuca, and Los Angeles Engineer District (4 - 11 February 1963).

Attended 18th National Conference on Higher Education, Chicago, Illinois (3 - 6 March 1963).

Served as a member of the Middle States Association of Colleges Accreditation Commission team which surveyed for accreditation the U.S. Merchant Marine Academy (18 - 21 November 1962).

Office of the Dean - Continued

Colonel Jess P. Unger,
Principal Assistant to the Dean

Attended Senior Officers Counterinsurgency Course, Fort Bragg, North Carolina (2 - 7 December 1962).

TDY to Miami, Florida, as Special Representative of the Secretary of the Army to the 2506th Cuban Brigade (15 February - 25 March 1963).

Coordinated plans for U.S. Army Junior Science Symposium held at USMA (March and April 1963).

DEPARTMENT OF EARTH, SPACE AND GRAPHIC SCIENCES

Colonel C. R. Broshous,
Professor and Head of Department

Performed special duty as Staff Director of the Military Academy's Expansion Planning Group effective 21 September 1962.

Colonel W. W. Watkin, Jr.,
Professor

On Sabbatical Leave attending Columbia University pursuing his PhD in Geography (1 July 1962 - 1 June 1963).

DEPARTMENT OF ELECTRICITY

Colonel E. C. Cutler, Jr.,
Professor and Head of Department

Attended the following scientific conferences:

- American Management Association (27 August 1962).
- American Physical Society meeting (19 - 20 October 1962).
- Northeast Electronic Research and Engineering Group, Boston Section, IRE, meeting (2 - 7 November 1962).
- American Association of Electrical Engineers, annual meeting (22 - 26 January 1963).
- American Institute of Electrical Engineers (28 January - 1 February 1963).
- Institute of Electrical and Electronic Engineers, International Convention (25 - 28 March 1963).
- New York State Section, American Physical Society, Anniversary meeting (19 - 20 April 1963).

Accompanied a group of 10 officers and 60 cadets on a visit to the Brookhaven National Laboratories, Upton, L.I., (18 March 1963).

Dept of Electricity - Continued

Attended informal conferences with the following colleagues:

Dr. Harold Jacobs, Head of Electronic Engineering Department, Monmouth College;

Dr. B. J. Dasher, Head of Department, Dr. N. J. Burnette, and Dr. F. O. Nottingham, Georgia Institute of Technology;

Dr. Martin Edwards, Professor of Physics, Royal Military College of Canada;

Dr. Warren F Goodell, Jr., Associate Director, Nevis Cyclotron Laboratory, Columbia University;

Colonel W. C. Gribble, Jr., former Chief of Army Nuclear Power Program;

Dr. Kendall L. Su, Georgia Institute of Technology;

Dr. Henry E. Meadows, Columbia University.

Official representative of United States Military Academy at Inauguration of 10th President of Colgate University, Hamilton, New York (18 April 1963).

Lieutenant Colonel E. A. Saunders,
Professor

Dominic Observer Program, Johnston Island, Southwest Pacific, (16 - 26 June 1963).

Preparation for PhD in Nuclear Engineering including off-duty course work at Columbia University and full-time schooling at Rensselaer Polytechnic Institute.

DEPARTMENT OF ENGLISH

Colonel R. K. Alspach,
Professor and Head of Department

Each Saturday, throughout the academic year, as a visiting professor, has conducted a graduate course in Contemporary Literature at the University of Pennsylvania.

Attended the annual meeting of the American Folklore Society in Washington, D.C. (27 - 29 December 1962).

Attended with three other members of the department the annual meeting of the Modern Languages Association in Washington, D.C. (27 - 29 December 1962).

Dept of English - Continued

Presented a lecture on "The Origins and Development of the English Language" at the Orange County Community College, Middletown, New York (16 March 1963).

Research and educational visit to England, Ireland, and the continent for the primary purpose of concluding arrangements for the publication of The Variorum Edition of the Plays of William Butler Yeats (17 June - 20 July 1963).

Colonel E. V. Sutherland,
Professor

Pursuing his PhD degree at the University of Pennsylvania.

DEPARTMENT OF FOREIGN LANGUAGES

Colonel C. J. Barrett,
Professor and Head of Department

Attended the NCAA Convention in Los Angeles as faculty representative (January 1963).

Travel in Germany, France, and Spain (March and April 1963).

Colonel W. J. Renfroe, Jr.,
Professor

Sabbatical leave studying and engaging in research activities in Europe: study at the Sorbonne, the Bibliotheque Nationale, and the Ecole Superieure de Guerre. Visits to the French military academies. Travel in France, Germany, Spain, Italy, Belgium, and England.

DEPARTMENT OF LAW

Colonel F. C. Lough,
Professor and Head of Department and Staff Judge Advocate

Attended the American Bar Association Annual Meeting (12 August 1962).

Represented the Superintendent at the 175th Anniversary of the Founding of the University of Pittsburgh and the Adoption of the Constitution of the United States (16 September 1962).

Represented the Military Academy at the Centennial Convocation of Boston College (19 April 1963).

Department of Law - Continued

Colonel R. H. Ivey,
Deputy Staff Judge Advocate

Attended the world-wide conference of Staff Judge Advocates at the University of Virginia, Charlottesville, Virginia (24 September 1962).

Attended Briefing on the United States Air Force Academy (20 March 1963).

DEPARTMENT OF MATHEMATICS

Colonel C. P. Nicholas,
Professor and Head of Department

On sabbatical leave completing his text, Differential and Integral Calculus.

Colonel J. S. B. Dick,
Professor

Acted as a member of the grading team for the Advanced Placement Tests conducted by the Educational Testing Service.

Attended annual meeting of American Society for Engineering Education (ASEE) in Philadelphia, Pennsylvania (18 - 20 June 1963).

DEPARTMENT OF MECHANICS

Colonel E. R. Heiberg,
Professor and Head of Department

Visited the University of Michigan, Boston University, and the United States Naval Academy.

Gave Founders' Day talk at Fort Sill, Oklahoma.

Delivered an Address before the National Junior Science and Humanities Symposium.

Gave speech before the Country Day School Headmaster's Association.

Attended conference on a masters degree program for USMA graduates, at the Renssalaer Polytechnic Institute.

Attended ASEE Convention at the University of Pennsylvania.

Dept of Mechanics - Continued

Colonel H R. Fraser,
Professor

Attended ASEE Convention at the University of Pennsylvania.

Classroom TV coordination at the University of Illinois.

Attended convocation of President of Worcester Polytechnic Institute.

Graduated from Army Counterinsurgency and Special Warfare Orientation Course at Fort Bragg.

Gave Founders' Day talk at Fort Meade, Maryland.

DEPARTMENT OF MILITARY ART AND ENGINEERING

Colonel V. J. Esposito,
Professor and Head of Department

Served on the Secretary of the Army's Historical Advisory Committee and as advisor to Collier's Encyclopedia and Encyclopedia Americana.

Continued writing of West Point Atlas of Napoleon's Campaigns to be published in 1964.

Colonel C. H. Schilling,
Professor

Participated in Summer Course at UCLA in study of "Modern Engineering" (17 June - 27 July 1963).

Served on the American Society for Engineering Education Committee on Construction Management.

Attended the NASA Conference in Chicago (1 - 3 November 1962).

Accompanied, as an observer, a party, from Office of Chief of Engineers on an inspection of engineering and construction activities in Missouri River Valley and NORAD (22 - 26 October 1962).

TDY to Washington, D.C. for the purpose of reviewing personnel records incident to the selection of nominee for Professor, USMA (15 - 20 April 1963).

DEPARTMENT OF ORDNANCE

Colonel J. D. Billingsley,
Professor and Head of Department

Attended retirement ceremony for Major General Ghormley at Picatinny Arsenal (31 October 1962).

Attended the following conferences:

Army Fourth Nuclear Weapons Symposium, Picatinny Arsenal (16 - 18 October 1962).
New York Post, American Ordnance Association (31 October 1962).
Annual National Meeting at Aberdeen Proving Ground, American Ordnance Association (4 October 1962).
44th Annual Industrial Preparedness Meeting, American Ordnance Association (5 December 1962).
Conference on Research Activities, OCRD (14 January 1963).
Annual Meeting, American Society for Engineering Education (21 - 25 June 1963).

Visited MIT, Babson, Harvard (13 - 15 August 1962), and U.S. Army Ordnance demonstration for First Class at Aberdeen Proving Ground (27 May 1963).

Visited Office of Army Research (Durham), Duke University, and North Carolina State College (28 February - 5 March 1963).

Visited Redstone Arsenal (14 - 16 March 1963).

Visited Aberdeen Proving Ground (23 - 25 August 1962) and (4 - 6 May 1963).

DEPARTMENT OF PHYSICS AND CHEMISTRY

Colonel E. C. Gillette, Jr.,
Professor and Head of Department

Attended the National Advance Technology Management Conference in Seattle, Washington (3 - 9 September 1962).

Visited Oxford University, England for a 15-day orientation in the field of chemistry; conferred with Sir Ewart R. H. Jones, Waynfleet professor of chemistry and Head of Oxford's chemistry department. Laboratories, research facilities, and methods of instruction were viewed and discussed in detail.

Dept of Physics & Chemistry - Continued

U. S. Military Academy Rhodes Scholars in residence at Oxford were all contacted except H. D. Graves, Texas and St. John's College, 1961 (USMA 1961) who was on leave of absence. In this connection, a conference was had with Warden Williams of Rhodes House, Oxford.

Visited Supreme Headquarters, Allied Powers Europe, Paris; conferred with more than a score of U. S. Military Academy graduates on duty in the Headquarters. "West Point's mission and the evaluation of its product" was the subject discussed. The meetings were informal. (June 1963.)

Colonel J. R. Jannarone,
Professor

Attended the National Advance Technology Management Conference in Seattle, Washington (3 - 9 September 1962).

Attended annual meeting of the American Association of Physics Teachers at University of Maine, Orono, Maine. (June 1963.)

DEPARTMENT OF SOCIAL SCIENCES

Colonel G. A. Lincoln,
Professor and Head of Department

Attended the following conferences:

- American Assembly on Cultural Affairs.
- National Security Studies Committee of the Social Sciences Research Council (two meetings a year).
- Frequent conferences as consultant for Foundation supporting expanding program of the Woodrow Wilson School at Princeton.
- Frequent conferences as member of Consultation Group for U.S. Disarmament Administration at Washington, D.C.
- Council for Atomic Age Studies at Columbia University.
- Conference on Scientists and the Making of Public Policy.
- Annual Workshop of the Council on Graduate Education for Public Administration, Washington, D.C.

Dept of Social Sciences - Continued

Colonel A. A. Jordan,
Professor

Attended the following conferences:

- American Economic Association meetings.
- Council on Foreign Relations Study Group on "South Asia and U.S. Policy in the 1960's," Symposium on "The United States Army's Limited War Social Sciences Research," Washington, D.C.
- Conference for Strategic Studies, Georgetown University, Washington, D.C.
- Member of a panel on "American Goals in Southeast Asia: The Ideal versus the Attainable," Institute of World Affairs, Pasadena, California.
- Member of a panel on "Public Understanding of the Role of Science in Society," Aspen Institute of Humanistic Studies, Aspen, Colorado.
- Member of the Columbia University Seminar on "The Problems of Peace."

Participated in the "Meet the Professor" nationally-televised educational feature and taped a TV show on 21 November 1962 for Columbia University's International Affairs series, which was telecast in early January 1963.

On Sabbatical Leave as Special Political Advisor to U.S. Ambassador to India (June 1963 - July 1964).

APPENDIX K

ARMY VARSITY SPORTS SUMMARY

1962-1963 Season

SPORT	W	L	T	PER CT	ARMY/NAVY	CAPTAINS 62-63	CAPTAINS SELECTED FOR 63-64 SEASON
FALL							
Cross Country	5	3	0	.625	Navy	Chicedantz, Carl	Straub, Bill
150-lb Football	6	0	0	1.000	Army	Blackwell, Gene	DiNeno, Bill
LEAGUE CHAMPIONS:							
<i>Cadets Blackwell, Brown, Conlon, Bennett, and Thomasson named to Eastern Intercollegiate All-League Team</i>							
Football	6	4	0	.600	Navy	Ellerson, John	Game Captains
<i>Cadet Nowak named to All-East Team</i>							
Soccer	7	3	1	.700	Navy	Stonehouse, Gerry Kelly, Frank	Wheeler, Wayne
WINTER							
Pistol	7	1	0	.875	Navy	Eberts, Miles	Grimes, Everett
NRA SECTIONAL and NATIONAL CHAMPIONS:							
<i>Academy & Range record set (1424) by Army versus Brown</i>							
<i>Cadet Eberts won National individual title and was also named to NRA & USRA First Team All-America</i>							
<i>Cadets Moakley, Normyle, Grimes, Kahara, and Exelby named to USRA First Team All-America; Cadet Moakley set Academy & Range record</i>							
Gymnastics	8	2	0	.800	Army	Best, Steve	Gray, Mike
Track (indoors)	6	1	0	.857	Army	Almaguer, Joe	Straub, Bill
HEPTAGONAL TITLE:							
<i>Cadet Ballard - Heptagonal 35-lb champion</i>							
<i>Cadet Straub - Heptagonal two-mile champion & Academy mile record holder</i>							
<i>Cadet Richard - Heptagonal pole vault champion</i>							
<i>Cadet Almaguer - 60 yd dash, Academy record</i>							
<i>Cadet Allen - 60 yd high hurdles, Academy record</i>							
<i>Cadet Plymale - pole vault, Academy record</i>							
Hockey	16	5	2	.762		Stonehouse, Gerry	Johnson, Gary
<i>Academy records set for most consecutive games won, 7; and most goals, game, 15</i>							
<i>Cadet Peterson tied record for most goals, game, 5</i>							
Swimming	13	2	0	.867	Army	Kilroy, Mike	Landgraf, Bill
<i>Cadet Clay named to the NCAA All-America 100 yd freestyle team</i>							
<i>Cadets Bliss, Merges, Clay, and Landgraf named to the NCAA All-America 400 yd freestyle relay team</i>							
<i>Nine of Ten Academy records broken; also six Pool records were set by Army:</i>							
<i>Cadets Herdegan, Magruder, Merges, and Clay, 400 yd medley relay, Academy & Pool record;</i>							
<i>Cadets Bliss and Clay, 50 yd freestyle, Academy & Pool record;</i>							
<i>Cadet Clay, 100 yd freestyle, Academy & Pool record;</i>							
<i>Cadet Lee, 200 yd butterfly, Pool record;</i>							
<i>Cadet Landgraf, 500 yd freestyle, Academy & Pool record and 200 yd freestyle, Academy record;</i>							
<i>Cadets Merges, Clay, Landgraf, and Bliss, 400 yd freestyle relay, Academy & Pool record;</i>							
<i>Cadet Bucha, 200 yd individual medley, Academy record;</i>							
<i>Cadet Shive, 1650 yd freestyle, Academy record;</i>							
<i>Cadet Herdegan, 200 yd backstroke, Academy record;</i>							
<i>Cadet Childers, 200 yd breaststroke, Academy record.</i>							

SPORT	W	L	T	PER CT	ARMY/NAVY	CAPTAINS 62-63	CAPTAINS SELECTED FOR 63-64 SEASON
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WINTER - Continued

Squash	11	3	0	.786	Army	Silvasy, Steve	Oehrlein, Rich
Wrestling	4	5	1	.444	Navy	Natvig, Mike	Winborn, Ed

Cadet Natvig - NATIONAL and EASTERN 147-lb CHAMPION

Basketball	8	11	0	.421	Navy	Foley, Bob	Chilcoat, Dick
Rifle	7	3	0	.700	Navy	Sturbois, Lou	Wikan, Mike

NRA SECTIONAL CHAMPIONS

Cadet Bradburn tied the Academy and Range record; he was named to the NRA All-America team.

SPRING

Lacrosse	7	3	0	.700	Army	Stanley, Paul	Buckner, Roy
Golf	8	3	0	.727	Navy	Battis, Warren	Pembrook, Steve
Baseball	12	10	1	.545	Army	Boice, Bill	Michela, Bob

Cadet Haydash named to NCAA District II All-Star team

Track (outdoor)	4	3	0	.571	Army	Almaguer, Joe	Straub, Bill
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Cadet Ballard - HEPTAGONAL & PENN RELAYS HAMMER THROW CHAMPION

Cadet Ahern - HEPTAGONAL JAVELIN THROW CHAMPION

Cadet Plymale - HEPTAGONAL POLE VAULT CHAMPION

Cadet Straub - HEPTAGONAL ONE & TWO MILE CHAMPION. Also set Academy and Shea

Stadium record in mile and set Academy record in two mile.

Cadet Sarn, discus, Academy record

Cadet Allen, 330 and 440 Intermediate hurdles, Academy records

Tennis	14	2	0	.875	Army	Di Voss	Leyerzaph, John
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APPENDIX L

CADET EXTRACURRICULAR ACTIVITY ORGANIZATIONS

Extracurricular Activities - There are a total of fifty-nine (59) extracurricular activities to which cadets may profitably devote their spare time. These activities are organized and directed almost entirely by cadets; however, each activity has a volunteer officer in charge who acts in an advisory capacity. Activities are organized by like type into seven groups as follows:

<u>Academic Group (11)</u>	<u>Competitive Group (12)</u>	<u>Entertainment Group (4)</u>	<u>Hobby Group (11)</u>
Astronomy Club	Fencing Club	Cadet Band	Art Club
Audio Club	Handball Club	Dialectic Society	Bridge Club
*Debate Council and Forum	Judo Club	Glee Club (and Fourth Class Glee Club)	Camera Club
French Language Club	Pistol Club	KDET	Chess Club
German Language Club	Rifle Club		Models Club
Mathematics Forum	Rugby Club		Outdoor Sportsmen Club
Portuguese Language Club	Sailing Club		Scoutmasters' Council
Radio Club	Ski Team (Part of Ski Club)		Skeet and Trap Club
Rocket Club	Skin Diving Club		Mountaineering Club
Russian Language Club	Sky Diving Club		Bowling Club
Spanish Language Club	Triathlon Club/Water Polo Club		Ski Club
<u>Publication Group (3)</u>	<u>Religious Group (7)</u>	<u>Representative Group (11)</u>	
Bugle Notes	Cadet Chapel Acolytes and Choir and Chimers	1st Class Committee	
Howitzer	Cadet Sunday School Teachers	2d Class Committee	
Pointer	Catholic Chapel Acolytes	3d Class Committee	
	Catholic Chapel Choir	Hop and Activity Committee	
	Cardinal Newman Club	Information Detail	
	Jewish Chapel Choir	Public Relations Council	
	Protestant Discussion Group	Rabble Rousers	
		Ring & Crest Committee (1st CI)	
		Ring & Crest Committee (2d CI)	
		Ring & Crest Committee (3d CI)	
		Ring & Crest Committee (4th CI)	

Membership in the above activities is over 3000 cadets.

*USMA Debate Squad granted varsity status.

APPENDIX M

HISTORY OVERSTRENGTH LEGISLATION

On 27 June 1958, DoD 85-241 was submitted to the Congress. It provided that the Secretary of the Army could select a number of previously qualified candidates, recommended by the Academic Board, for entrance to USMA. The number so admitted was to be such that the average strength of the Corps of Cadets during the year would be not greater than the authorized strength.

On 30 June 1958, DoD 85-241 was introduced into the Congress as HR 13226 by Mr. Vinson. HR 13226 was approved by the House Armed Services Committee on 15 July 1958.

HR 13226 was not considered on the floor of the House of Representatives.

During 1959 and early 1960, DoD 86-55 was considered by Services, DoD and BoB. It provided for expansion of the Service Academies to strengths of 4250. When this proposal proved unacceptable to BoB, DoD 86-55 was revised to provide an initial overstrength to USMA and USAFA equal to the anticipated attrition during the academic year. It was thus a successor to DoD 85-241.

The revised DoD 86-55 was introduced into the House of Representatives by Mr. Kilday on 5 May 1960 as HR 12089. Hearings were held by the House Armed Services Committee which approved the bill, with minor amendments, and reported it as a clean bill HR 12417.

HR 12417 was passed by the House of Representatives on 28 June 1960.

HR 12417 was not considered by the Senate prior to adjournment of the 86th Congress.

On 27 April 1961, DoD 87-79 was forwarded to the Congress. It contained the initial overstrength concept of DoD 85-241 and of the revised DoD 86-55. It was introduced into the House of Representatives by Mr. Rivers on 1 May 1961 as HR 6728.

Hearings on HR 6728 were held by the House Armed Services Committee on 28 June 1961. The Committee approved the bill, with minor modifications, and reported it as a clean bill, HR 7913.

HR 7913 was passed by the House of Representatives on 7 August 1961, after having been amended to provide for a mandatory post academy service of five years. This legislation failed to receive Senate consideration during the 1st Session, 87th Congress.

HR 7913 continued before the 2nd Session, 87th Congress. The Senate placed an amendment on the bill which proved unacceptable to the House of Representatives and thus no final action was taken prior to adjournment of the 87th Congress.

On 27 May 1963, HR 6611, a bill to amend Title 10, United States Code, relating to the nomination and selection of candidates for appointment to the Military and Air Force Academies, was introduced in the House of Representatives by Mr. Hebert. This legislation provided that the strengths and appointment provisions for the three Service Academies would be equalized under legislative action similar to that presently authorized for the Naval Academy.

On 7 June 1963, a subcommittee of the House Armed Services Committee held hearings on HR 6611. The Subcommittee directed a redrafting of the legislation and presented a clean bill, as HR 7356, to the House of Representatives.

APPENDIX N

DISTINGUISHED VISITORS

General Shu-Ming Wang,
Chairman of the Chinese Delegation to the
United Nations..... 19 July 1962

Prince Juan Carlos,
Son of the Pretender to the Throne of Spain.. 28 August 1962

General Kim Chong Oh,
Chief of Staff, Republic of Korea Army..... 4 September 1962

Major General John G. N. Wilton,
Chief of the General Staff Designate,
Australian Army..... 10 September 1962

General Giuseppe Aloia,
Chief of Staff, Italian Army..... 20 September 1962

Honorable Norman S. Paul,
Assistant Secretary of Defense,
(Manpower) 2 October 1962

Lieutenant General Merid Mengesha,
Minister of Defense, Ethiopia..... 10 October 1962

General Jaakko S. Simelius,
Commander in Chief, Finnish Defense Forces.. 22 October 1962

General Luis Maria da Camara Pina,
Chief of Staff, Portuguese Army..... 5 November 1962

Honorable Kenjiro Shiga,
Director General, Defense Agency of Japan.. 13 November 1962

Honorable Dean Acheson,
Former Secretary of State..... 5-6 December 1962

Honorable Marcario Peralta, Jr.,
Secretary of National Defense, Philippines.. 4 February 1963

Colonel Luis Lutgardo Cabrera,
Commander, Equador Army..... 15 February 1963

Brigadier General Juan Carlos Ongania,
Commander in Chief, Argentine Army..... 25 February 1963

Distinguished Visitors - Continued

- His Excellency Kai-Uwe von Hassel,
Minister of Defense, Federal Republic of
Germany..... 28 February 1963
- General Sir Richard A. Hull,
Chief, Imperial General Staff of
Great Britain..... 23 April 1963
- His Excellency Richard R. Seppala,
Ambassador of Finland..... 25 April 1963
- Honorable David Brand,
Premier of Western Australia..... 4 May 1963
- Lieutenant General Sir William Pike,
Vice Chief of Staff, Imperial General Staff
of Great Britain..... 15-18 May 1963
- Major General Joseph Mobutu,
Commander in Chief, Congolese National Army..... 21 May 1963