



# UNITED STATES MILITARY ACADEMY

WEST POINT · NEW YORK

ANNUAL REPORT

*of the*

SUPERINTENDENT

*1 July 1966 - 30 June 1967*

**DUTY · HONOR · COUNTRY**



OFFICE OF THE SUPERINTENDENT  
UNITED STATES MILITARY ACADEMY  
West Point, New York 10996

MASP

1 July 1967

SUBJECT: Annual Report, 1 July 1966 through 30 June 1967

TO: Chief of Staff  
Department of the Army  
Washington, D. C. 20310

1. This report provides a record of the United States Military Academy for the period 1 July 1966 through 30 June 1967.

2. The complete report consists of this basic document plus three separately bound annexes: the Annual Report of the Dean of the Academic Board, the Annual Report of the Commandant of Cadets, and the Annual Report -- Management and Administration.

A handwritten signature in black ink, appearing to read "D.V. Bennett", with a horizontal line extending from the end of the name.

D. V. BENNETT  
Major General, USA  
Superintendent



ANNUAL REPORT  
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ANNEX B	Annual Report of the Commandant of Cadets (Separate Cover)
ANNEX C	Annual Report -- Management and Administration (Separate Cover)

## INTRODUCTION

During the past year, the United States Military Academy, like many colleges and universities, has felt the pressures exerted by an expanding student body. These pressures will continue throughout the next few years as the Corps of Cadets increases by planned increments until it reaches an authorized strength of 4,417. My central concern as Superintendent has been to cope with the problems of maintaining standards of intellectual and professional excellence in the face of this expanding student population.

These problems go far beyond the bounds of purely local interests. Academically, they are part of a continuous evolution in the philosophy, method, and content of undergraduate education being felt throughout the educational community; professionally, they are part of a continuous evolution in the military's contribution to national policy, illustrated most vividly by our nation's commitment in Vietnam.

As other educational institutions have learned, the problems involved in achieving an increase in student numbers without realizing a decrease in educational quality are not easily solved. The Military Academy's unique challenge, however, is to provide both a broad undergraduate education in the arts and sciences and a broad military education, leading to the simultaneous awards of a Bachelor of Science degree and a commission in the Regular Army. To continue doing so, without lowering either academic or military standards, requires careful monitoring to insure: that we attract as candidates for admission an even larger number of superior students who are interested in the military profession; that our staff and faculty grow in size and competence; that our curriculum continues to expand and evolve to satisfy our future requirements; that our academic, athletic, housing and recreational facilities keep pace with the increased population; and that

our graduating cadets continue to be eminently qualified in the military profession, prepared for future intellectual growth, and dedicated to the nation's service.

Complicated by the problems of expansion, the attempt to keep up with modern developments, especially in the scientific and technical fields, is a never-ending task that calls for continuous evaluation of educational philosophy and curriculum content. Merely to "keep up with the times," however, is an inadequate goal for an institution consciously striving to educate the leaders of tomorrow. A sobering awareness that today's technology and equipment are likely to be quaint history and obsolete museum pieces when today's cadets are in high positions of leadership is influencing the direction of movement of our academic program. If there ever was a day when the Army officer could feel assured that his undergraduate education equipped him with sufficient knowledge to sustain a lifetime career of leadership and service, that day has long gone. The Military Academy can and must strive to provide the basis for the intellectual growth of increased numbers of graduates whose knowledge of humanity must at least equal their knowledge of computers.

The record of this past year is encouraging, but it does suggest that, while the initial steps of expansion have been successfully taken, continuous monitoring is necessary to insure that the Military Academy continues to achieve its goal of providing the nation with competent, inquisitive military leaders whose education and intellectual growth will continue throughout a lifetime of service.

## ADMISSIONS

### Class of 1970

On 1 July 1966, 1,019 new cadets, members of the Class of 1970, entered the Military Academy. Nearly 80% of these new cadets had graduated from within the

top fifth of their secondary school class, and 19% had completed at least one semester of college prior to admission. Both of these percentage figures represent a slight increase over the corresponding figures for the preceding class. This increase and a study of other pertinent Class statistics tend to support the contention that we are continuing to experience a gradual increase in the scholastic ability of entering cadets -- a contention that receives further support from noting both a long-term trend toward fewer instances of academic failure and a substantial increase in the number of cadets who validated portions of the standard curriculum this past academic year.

Although part of this increase in the academic ability of entering cadets may well be attributable to a rise in the quality of secondary school education that has been generally noted throughout the country in recent years, a study comparing new cadets of the Class of 1970 with new freshmen nationwide -- conducted in cooperation with the American Council on Education -- shows that the new cadets had significantly higher levels of achievement in high school academics, athletics, and leadership than did the new freshmen entering four-year colleges across the nation.

We would, of course, like to attract an even larger percentage of superior students than we do now. To this end, Colonel Robert S. Day, the Director of Admissions and Registrar, points to the beneficial results we expect to derive from an expansion of the Educator Visit Program, the continuing popularity of competitive nominations with Members of Congress, increased participation in the Boys State Program, new emphasis on early testing of candidates and early notification of acceptance sent to qualified potential cadets, and a District Representative Program scheduled to get under way in the coming year.

## Educator Visit Program

Inasmuch as members of each incoming class are admitted from every state in the Union, as well as from a few foreign countries, it is important that educators and guidance counselors in secondary schools throughout the nation be accurately informed of the educational opportunities available at the Military Academy. During the past year, staff members made more than 300 visits to secondary schools and educational meetings throughout the country. More importantly, since seeing the Military Academy is frequently more impressive than merely hearing about it, I have encouraged an increase in our Educator Visit Program. Under this program of 26 different visits, a total of 716 counselors from almost as many secondary schools throughout the continental United States visited the Military Academy this past year. They were afforded an opportunity over a four-day period to visit classes and to meet with our students, staff, and faculty.

In general, the reaction of these visitors has been very favorable, and the visits have helped dispel some traces of the myth that a military atmosphere is somehow inimical to academic excellence. I am convinced we will derive many worthwhile benefits from this program as more and more professional educators, whose tasks include advising young men on their choice of college, become aware of the kind of student we wish to attract, the various methods of gaining admission, and the advantages and disadvantages of a Military Academy education that leads directly to a career in the Regular Army. Consequently, I intend to increase this program still further.

## Congressional Competitive Nominations

The Congressional Competitive method of nominating cadets again was popular with members of Congress. Under this system, the Academy's Academic Board selects for appointment the best qualified candidate of

six nominees submitted by a member of Congress to fill a vacancy. One hundred and seventy-four members of Congress used this method in nominating for 225 vacancies in the Class of 1970.

## Boys State Program

As a further means of searching for potential leaders among the youth of the country, active interest in the American Legion Boys State Program continued with increased participation. In 1966, cadets were invited to take part in 41 Boys State Programs. Nearly 25,000 individual Boys Staters were contacted and informed of the Military Academy. Of these, more than 8,000 wrote to ask for additional information and guidance.

## Early Notification

In an age when many students apply for admission to several colleges simultaneously, it is desirable that we decide on a candidate's admissibility and notify him of his status as quickly as possible. During this past year we have increased the percentage of candidates tested in January (rather than March), and we have also succeeded in notifying many fully qualified candidates of their acceptance for admission earlier than in previous years. It is still too early to draw any meaningful conclusions about the effect that earlier notification of acceptance has on later success as a cadet, but the possibility of a relationship existing among early notification, declination of appointments, and the cadet attrition rate is a matter of continuous study.

## Attrition

The Class of 1970 experienced a remarkably low attrition rate of only 5.3% during New Cadet Barracks. This figure continues the slight downward rate of recent years. During the entire four-year period that a Class spends at the Military Academy, however, we continue to experience a fairly stable attrition rate of approximately 30%. This figure is perhaps a little higher than

we would like and is a cause of continuous inquiry and study.

Over a ten-year period, academic attrition, resulting from cadet failures to achieve passing grades, has steadily declined, but the decline has been offset numerically by a steady increase in the number of cadet resignations. We are paying particular attention to attrition among the Class of 1970. An initial study of losses up to February, 1967, for this Class indicates that, using admission criteria as a basis, the most highly qualified cadets had significantly fewer losses than did other groups. This study tends to underscore our need to attract an even higher percentage of superior students. This need, however, must be tempered by the realization that we must attract superior students -- not just to the Military Academy but to the military profession. It is not surprising to learn, for example, that a different study shows that the early resignees from the Class of 1970 come largely from the group least committed to the pursuit of a military career. It is, however, too tempting to conclude simply that increased career motivation will result in decreased cadet attrition; it has become increasingly obvious that such a conclusion is an oversimplification. We have a need, first of all, to accumulate more meaningful data on why cadets resign before we can fully understand the significance of voluntary attrition. Improved techniques of interviewing resignees, recently adopted by the Office of Military Psychology and Leadership, are expected to provide such data.

## Revised Admissions Criteria

Due to the strong mathematical and scientific requirements in the Military Academy's curriculum, our criteria for admission intentionally place more emphasis on the mathematical aptitude than on the verbal aptitude of entering cadets. A growing concern about the verbal aptitude of

some of our students, however, has caused us to take a harder look at these criteria. A recent statistical analysis identified a small but appreciable percentage of cadets whose verbal aptitude was unduly low at time of admission. Further study led to the conclusion that this group was generally unable to respond sufficiently during their cadet years to the verbal stimulus of a broad college program. Consequently, in May of 1967 the Academic Board revised the admissions criteria in an attempt to preclude admitting a student with too low a verbal aptitude, regardless of his mathematical aptitude. This change will go into effect for the Class of 1972, and its effects will be watched closely.

## ACADEMIC EDUCATION

By the start of the Academic Year in September, 1966, the student body had grown to a new high of 3,257 cadets. Corresponding increases in the faculty, however, helped to maintain a favorable instructor-student ratio. The classroom emphasis remains on small sections of approximately fifteen students each.

### Academic Flexibility

The Academic Board is engaged in a critical evaluation of the entire curriculum on a continuous basis, and Brigadier General John R. Jannarone, the Dean of the Academic Board, points to this continuous evaluation, the use of advanced, accelerated, or honors courses, the introduction of new courses, and an increased use of the validation and elective programs as evidence that the direction of academic movement is toward a more flexible program, more easily tailored to the interests and abilities of the individual student.

One measure of this flexibility can be seen in the fact that, in addition to the selection of at least four electives, required of all students, approximately two-thirds of

the student body will at some time take either additional electives or advanced programs in lieu of pursuing portions of the standard core curriculum. While this represents a significant change from the much more rigid academic requirements demanded of each cadet only a few years ago, such flexibility is perhaps unimpressive when measured against the number of diversified academic programs available to undergraduates at many colleges and universities. The Military Academy, however, remains committed to the educational philosophy of providing all students with a well-rounded education in the arts and sciences with opportunity for limited concentration through electives, rather than allowing cadets to specialize exclusively in one particular field of study while neglecting others. Nevertheless, the nature, content, kind, and interrelationship of required and elective programs remain topics of lively, healthy debate among faculty, students, and alumni; and our curriculum continues to expand and evolve.

## Curriculum Changes

Noteworthy among curriculum changes in the past year have been the addition of Chinese to the foreign language program and the offering of new electives in history, economics, and public policy. Plans were also completed to begin offering electives in Space Science, Music, Fine Arts, and American Studies during academic year 1967-1968.

The introduction of such elective courses as Music and Fine Arts is a curriculum innovation that bears careful watching as we strive for increased cultural awareness on the part of students whose later military careers will undoubtedly demand that they serve and represent their nation in close contact with many different peoples and cultures. American Studies, an interdisciplinary program, will build upon an existing advanced course offered at the

freshman level by the Department of English. The program promises to be intellectually challenging and hopefully will grow from the rather modest beginning currently planned.

## Academic Counseling

A more flexible academic program requires more careful academic counseling than has been necessary in the past. Additional personnel have therefore been obtained from within our own resources to enable the Dean to provide individual academic counseling to every cadet who validates a required course as well as to every Third Classman (Sophomore). Hopefully, increased individual counseling will help to insure that each student selects an academic program as a result of mature deliberation.

## Library

Fortunately, the Library's resources continue to grow along with the student body and the curriculum. Circulation reached a new high this past year, and the addition of nearly 16,000 new items brought the number of bound volumes to a new level of about 263,000. The Library's special interest in American military history was furthered by notable acquisitions and gifts, particularly those dealing with the colonial and Revolutionary War eras. Gifts included a manuscript record of the Loyal American Regiment, a regiment loyal to the Crown; acquisitions included microfilm editions of the papers of General Henry Knox and microprint editions of every existent book and pamphlet printed in America from 1639 through 1800. Microfilm and microprint editions promise to be a most lucrative area for future expansion of the Library. A study has also been initiated to determine the amount of automation possible in future Library expansion. Space and financial considerations, in conjunction with ever-increasing demands for more books, point to increased dependence on mechanized and computerized library services in the future.

## Organizational and Faculty Changes

Two organizational changes will hopefully prove beneficial to both faculty and students. First, a new Educational Resources and Technology Division was formed in the Office of the Dean to consolidate the functions of the Academic Computer Center and the Instructional Television Center, and thus to simplify procedures for obtaining classroom support from these two widely used facilities. Second, a change that reflects an increase in the number of physics and chemistry courses being taught, resulted in the splitting of the Department of Physics and Chemistry into two separate departments. Colonel Edward A. Saunders has become Head of the Department of Physics, and Colonel Donald G. MacWilliams now heads the Department of Chemistry.

Other noteworthy faculty changes include the nominations of Lieutenant Colonel Jack L. Capps to become a professor of English and of Lieutenant Colonel G. W. Kirby to become a professor in the Earth, Space, and Graphic Sciences Department.

## Faculty Research

Opportunities for faculty members to conduct full-time scholarly research have never been as readily available as most of us would like. A modest Faculty Research Program, however, has been approved for initiation during the coming year by adding four new faculty spaces that will permit a few members to conduct full-time research without increasing the teaching load on others. The efforts of our faculty, however, remain focused on teaching. For better or worse, the pressures to "publish or perish" are not as keenly felt here as they are at some institutions, and the Military Academy remains committed to the principle that the true measure of our faculty's worth is to be found in our students.

## Student Achievement

In this regard, measures of student academic achievement continue to be encouraging. One cadet won a National Science Foundation scholarship, and five cadets won Atomic Energy Commission fellowships. The graduating class as a whole scored well in the Graduate Records Examination with a Verbal Aptitude Examination mean at the 68th percentile and a Quantitative Aptitude Examination mean at the 95th percentile in relation to norms established by the Educational Testing Service in Princeton, New Jersey. These results are generally comparable to those of the Class of 1966 in the same areas, but they do indicate a slight increase in the quantitative mean and a slight decrease in the verbal mean scores. Neither the increase nor the decrease, however, is statistically significant.

Although the significance of mean scores on the Graduate Records Examination is difficult if not impossible to determine precisely, one possible danger sign that bears watching is the gap between the verbal and quantitative percentile figures. We would, of course, feel more comfortable with a verbal mean that more closely approximates the significantly higher quantitative mean.

The previously noted revision in admissions criteria, to go into effect with the selection of new cadets for the Class of 1972, should serve to raise this verbal mean score appreciably. Of concern to me is the need to assure ourselves that rapid strides in scientific and technical fields are not made at the expense of progress in the humanities and social sciences. Our increasingly technical age and our increasingly technical Army carry increased demands for articulate, knowledgeable leaders of men -- demands that the Military Academy must continue to respond to in exemplary fashion.

## Postgraduate Education

Perhaps, however, an indication of student achievement, more meaningful than the Graduate Records Examination, is provided by taking a close look at the accomplishments of Military Academy graduates in diversified fields of study at graduate schools throughout the country. Although heavy demands for Army officers elsewhere, notably Vietnam, tended to reduce the number in graduate school slightly this past year, in September 1966 more than 300 graduates of the Military Academy were pursuing advanced degrees at 61 different universities in 65 different fields of study.

The top 5% of each class are assured of attending graduate school at some time during their first five years of commissioned service. In carrying out this program we continue to advise cadets that it is to their professional advantage to serve in an Army unit prior to attending graduate school. In addition, we expect that in the near future approximately 70% of Academy graduates will go on to graduate school in one field or another at some time in their Army careers.

Through the years we have experienced a remarkably low failure rate of less than 1% by graduates pursuing advanced degrees, despite the fact that the Military Academy graduate is usually competing with students who have majored in a particular field of study as undergraduates, while his own undergraduate education has been broad rather than specialized.

While approximately three-fourths of our faculty is drawn from the ranks of Academy graduates, we do provide for the constant inflow of new ideas by diversifying the post-graduate education of faculty members as much as possible. More than 100 different graduate schools are represented on today's faculty. Apart from our own faculty, the Academy is extremely fortunate

in having available the services of many distinguished educators who serve together with active and retired army officers on ad hoc committees called from time to time to assist in evaluating the curriculum. In addition, members of the faculty, through membership in professional groups and through contacts with civilian educators at other institutions, have long been able to obtain the advice and guidance of educational colleagues on matters pertaining to their academic disciplines. The annual input of young instructors fresh from a wide variety of graduate schools, the review of our entire academic program by ad hoc committees, and the formal and informal contacts of our faculty members with their counterparts at colleges and universities throughout the country assist the Academic Board in keeping our curriculum and instructional techniques updated.

## MILITARY EDUCATION AND TRAINING

Although the organization of the Corps of Cadets did not change during this past year, plans were completed to expand the Corps from 24 to 32 companies next year. The number of companies will increase in order to accommodate the overall increase in the size of the Corps and still retain an optimum company size of 100-125 cadets. Each regiment consisting of two battalions of three companies each will expand to two battalions of four companies. This expansion in number of companies does generate increased pressure for new facilities.

During a period of expansion, the quality of military education leading to a Regular Army commission is no less subject to degradation than is the quality of academic education leading to a Bachelor of Science degree. Brigadier General Richard P. Scott, the Commandant of Cadets and Head of the Department of Tactics, points to revisions in the program of military instruction, continued emphasis on career

motivation, and the vitality of the Cadet Honor Code as evidence that the Military Academy is continuing to produce graduates who are eminently prepared to serve the nation in positions of leadership within the Regular Army.

## Military Instruction

In 1967, all cross-service instruction was presented either at West Point or at nearby Stewart Air Force Base, thus placing cross-service training in a better perspective in relation to other training and releasing a significant number of hours for other purposes. In addition, Second (Junior) Class June Training, given this year to the Class of 1968, has evolved into a short but meaningful course of instruction aimed primarily at preparing the cadet for his initial duties as a junior officer. Thus, although this program contains some tactical training, the main emphasis is on leadership, methods of instruction, and training management. The lower attrition rate noted for the Class of 1970 during New Cadet Barracks can be attributed, at least in part, to more mature leadership methods on the part of the upperclassmen who conducted the training.

Due largely to the outstanding support received from the various combat arms centers, the First (Senior) Class Trip was again a successful training exercise. In 1967, a sixth stop, at the United States Army Signal School at Fort Monmouth, was added. A savings in both funds and travel time was realized by making the trip via C-141 aircraft from the Military Air Lift Command.

The most prominent change in military training this past year, however, was increased use of the lessons learned from military operations in Vietnam. During the academic year, for example, the Military Science course offered to the First Class, "The United States Army in the Cold War," was reoriented so as to lean heavily on company operations in Vietnam.

At Camp Buckner, summer training for the Class of 1969 emphasized the tactics, techniques, and operations of all five combat arms in Vietnam. Instruction was successfully supplemented by frequent contacts between cadets and experienced commissioned and non-commissioned officers who had recently returned from service in Vietnam. A training innovation at Camp Buckner during the summer of 1966 was a Commander's Information Program designed to familiarize cadets with current tactics and techniques, and individual actions and operations, in Vietnam. The program was well received by the Third Classmen, and current plans are to continue it in 1967. Much of our military instruction is frequently as topical as the morning newspaper; it continues to evolve with the times and appears to be gaining in vitality and meaning as the percentage of instructors who have seen service in Vietnam increases.

## Career Motivation

A study conducted by the Office of Research this year concluded that, although cadets in general attend the Military Academy for the purpose of pursuing a military career, a significant number of them are unwilling to state an intention to remain in the Army beyond their obligated tour of duty. The results of this study are hardly surprising, but they do point up the need for active, continuing measures to enhance career motivation.

Along these lines, few activities at the Military Academy are more important than the daily formal and informal contacts between cadets and officers. Frequent social and recreational contacts, apart from the daily routine, produce a greater degree of mutual understanding and social poise and serve to acquaint cadets with the way of life they will encounter after graduation. The significance of these contacts is

increasing as the number of officers who have seen service in Vietnam increases. The presence in close association with cadets of experienced, educated officers, obviously successful in their field and fresh from a combat zone, has a significant impact on a cadet's attitude toward an Army career. Company Tactical Officers bear considerable responsibility in this area that offers many opportunities to improve career motivation and that continues to receive strong personal encouragement from me.

To assist the Company Tactical Officer in counseling cadets and to provide an avenue of approach apart from the established chain of command, a new counseling service has been established under the supervision of the Director of the Office of Military Psychology and Leadership. An officer who has been trained in psychology and counseling, who is both a professional Army officer and a graduate of the Military Academy, serves as Cadet Counselor. The teaching of psychology has also been enhanced this past year by establishing a Behavioral Science Laboratory that enables instructors and cadets to conduct research in various aspects of behavior.

Ten minutes of each Military Instruction class conducted during the academic year are devoted to informal discussions of an Army career, and among other significant programs designed to enhance career motivation are the seminars with senior general officers and discussions with recent graduates who return to the Academy. This year a program of ten seminars, each moderated by a different senior general officer, again proved beneficial in providing an opportunity for First Classmen to talk informally about the problems and satisfactions to be found in a lifetime career as an officer in the Regular Army. Similarly, as in 1966, selected recent graduates were brought back to the Military Academy for

the purpose of acquainting cadets with the problems and experiences of junior officers. Ten officers, from the Classes of 1964, 1965 and 1966, returned for a six-day period. During that time, they were in almost continuous contact with cadets of all classes, both informally as well as in scheduled conferences and discussions. The enthusiastic and highly motivated attitude of the young officers presented an excellent example to all members of the Corps, who in turn appeared genuinely interested, inquisitive, and receptive. Both these programs were considered highly successful, and current plans call for their continuation next year.

The problems of career motivation are more complex than they appear to be on the surface. Uncertainty and doubt about the future are perhaps as characteristic of cadets as they are of other youths. We must, however, continue to stress to each entering cadet that the Military Academy's sole reason for existence is to educate and train officers for the Regular Army. The immediate effect of career motivation programs at the Academy is felt primarily in the degree of eagerness with which cadets accept their commissions as second lieutenants and embark upon their Regular Army careers.

After graduation, events and circumstances during his five-year obligated tour of duty will have much to do with whether or not the young officer continues to pursue a Regular Army career. While the Military Academy exerts little or no influence over such events and circumstances away from West Point, it has exerted much influence over the shaping of attitudes during the officer's formative, college-age years. These attitudes will certainly affect his later decision to remain with or depart from a lifetime career of service to the nation in the Regular Army.

The complexities of career motivation therefore require careful attention to insisting on at least some interest in the military profession prior to admission, and to enlightened nurturing of this interest by education, example, and training throughout the four years that a cadet is at the Military Academy. The immediate aim of career motivation programs at the Military Academy is to minimize the number of cadet resignations caused by a lack of sufficient interest in the military profession to accept the five-year obligated tour of duty that accompanies commissioning as a second lieutenant. The long-range aim, however, is to instill and foster a set of values and attitudes toward the nation's service that will provide a firm basis for the later decision to remain in the military profession. Undoubtedly there is room for improvement in our efforts to enhance career motivation. We continue to study the problem carefully, and we continue to watch the professional development of our graduates with interest and pride.

## Cadet Honor Code

The Cadet Honor Code and Honor System are essential to the development of character and integrity in the Corps of Cadets. The Code remains unchanged. It belongs to the cadets themselves and remains one of the Corps' proudest possessions; its health and vitality, however, are reviewed annually by a group of senior officers. To guard against the possibility that the applications of the Honor Code to highly organized cadet life might result in an ever-increasing, highly codified body of rules that could in turn be mistaken for the Code itself, the Cadet Honor Committee throughout the past year stressed the importance of each cadet's living up to the spirit of the Code rather than literally following only the specific rules and regulations of the Honor System. To this end, scheduled company and class honor meetings were held during allotted time once each semester. Allotting special time for this purpose

is an innovation that will be continued in future years. Prior to graduation First Classmen were given instruction on the relationship of the Cadet Honor Code to a conception of honor among officers that is based on the premise that unquestioned integrity is an essential trait of the successful military leader.

## Physical Education

Physical Education continued under the progressive development concept throughout the year and received several modifications, including improved diagnostic profile testing, increased accelerated instruction, and a simplified performance grading system. The program emphasized performance objectives devoted to the development of basic physical ability, sports training, and leadership training. Implementing the progressive development concept has improved cadet performance levels and provided more effective use of instructors and facilities.

## ACTIVITIES

### Intercollegiate Athletics

The Military Academy continues to emphasize intercollegiate athletics as an integral part of its overall program. More than a third of the student body participated in Corps Squad activities this past year and, for the first time since the athletic program was expanded in 1921, all 18 varsity squads enjoyed winning seasons. Notable team accomplishments included winning the NRA sectional title in both pistol and rifle, winning the Heptagonal title in both indoor and outdoor track, winning the Eastern Intercollegiate title in 150-pound football, and gaining the semi-finals of the NCAA tournament in soccer. Outstanding individual performances in various sports resulted in 17 cadets being selected to All-East teams and 11 being selected to All-America teams. Of special note among the coaching staffs are the honors bestowed on Thomas B. Cahill, Jack Ryan, and LeRoy Alitz. Tom Cahill, in his first year as head football

coach, was named Coach of the Year by both sports writers and his fellow coaches. Jack Ryan is president-elect of the College Swimming Coaches Association of America, and LeRoy Alitz is president-elect of the National College Wrestling Association.

Proud as we are of the winning seasons enjoyed by all varsity teams this past year, we are prouder still of the fact that a sufficiently high percentage of our students takes an active part in the intercollegiate athletic program to insure a lack of separation between our best athletes and the Corps as a whole. Plans have been completed to increase the numerical strengths of freshman, varsity, and junior varsity teams in many sports for the 1967-1968 seasons to help accommodate the expanding Corps. It has become increasingly obvious, however, that there is a need to diversify our athletic program even further if we are not to suffer a marked decrease in the percentage of the student body taking part in intercollegiate athletics. A study has been initiated to determine the feasibility of adding more sports to the program in future years.

## Extracurricular Activities

Cadet participation in extracurricular activities increased again during this past year. Sixty-three cadet activities with a total membership of more than 4,400 were in operation. The Cadet Riding Club and the Cadet Behavioral Science Club were added this year. Noteworthy among the accomplishments of these activities was the successful season of the Sailing Club, highlighted by their winning the Inter-Service Academy Regatta for the first time since the competition began. Similarly to the intercollegiate athletic program, there is a definite need to diversify our extracurricular activities still further in order to accommodate our expanding student body. Demonstrated cadet interest in any activity commensurate with our academic, athletic,

or military programs will continue to be the primary consideration in establishing new extracurricular programs.

## Alumni Activities

Returning alumni at Homecoming in the fall and during June Week continue to tax our facilities to the utmost. This alumni interest in today's Military Academy is most gratifying, however, and the Association of Graduates continues to improve its support of alumni activities. This year the 20-year reunion class was switched from Homecoming to June Week to achieve a better balance. The recently adopted June Week concept of scheduling reunion activities first, followed by graduation, proved workable and quite acceptable to returning alumni.

The Association of Graduates, by furnishing films and arranging for speakers, supported approximately 100 Founders Day celebrations this past year. In September, the Association presented the 1966 Sylvanus Thayer Award to the Honorable Carl Vinson, a distinguished statesman, and a long-time supporter of the Army. The 1967 Sylvanus Thayer Award was presented to His Eminence Francis Cardinal Spellman in May. Cardinal Spellman was cited for his unswerving loyalty to his country and for his service as Military Vicar of the Armed Forces for 27 years.

The number of West Point Societies expanded to 65. This continued growth is most gratifying as the Societies do much to assist the Military Academy.

## FACILITIES

Continuous monitoring is necessary to insure that our academic, athletic, housing, and recreational facilities keep pace with our growing population. We have had to make some minor adjustments to accommodate the expanded Corps. For example, more cadets than last year are being

housed three to a room in rooms originally designed for two, and we have been forced to use smaller tables and to reduce aisle space in the Cadet Dining Hall. In addition, in some instances the number of cadets in academic sections has been slightly increased. To date, temporary overcrowding has resulted only in minor inconveniences that will be eliminated as new facilities come into use.

## Barracks and Dining Hall

Construction of the major project of the expansion program -- the Washington Hall-Barracks complex -- has been proceeding on schedule. The granite exterior facing of the east and west wings of the barracks is 95% complete. Also nearly completed are the limestone window tracery and granite walls of the three wings of the new Dining Hall. We plan to occupy one wing of this dining area by the fall of 1967 and the entire complex by the fall of 1968. Final completion is scheduled for May 1969.

## Completed Construction

Projects completed since last year include the USMA Band facility, eight multi-purpose athletic fields, and rehabilitation of 31 sets of family quarters. Projects underway at this time, in addition to the Washington Hall-Barracks complex, include the reconversion of the Army Theater in the gymnasium to gym use, the addition to the gymnasium of an Olympic-size swimming pool, the partial renovation of Camp Buckner, the rehabilitation of 119 sets of family quarters, the expansion of the Hotel Thayer, and the installation of related utilities.

## Funding

Since fiscal year 1964 Congress has authorized and appropriated approximately 57 million dollars of the currently estimated 120 million dollar total cost of the expansion program. At the end of fiscal year 1967, projects totaling about 43 million dollars have been completed or are underway. The remaining projects, totaling

about 14 million dollars, will be awarded in fiscal year 1968. Included in this group are those projects previously authorized by Congress but deferred by the Department of Defense in December 1965. These funds were released by the Department of Defense in January 1967. Included in that group were the Hospital, 200 sets of housing, Bachelor Officers' Quarters, North Shore restoration, and related utilities.

### New Academic Building

None of the projects planned for fiscal year 1967 were included by the Department of Defense in the military construction program for that year. They were, however, included in the program for fiscal year 1968. First priority in this program has been given to the new academic building. Preliminary plans for this building, to be constructed south of Post Headquarters and opposite the present USMA hospital, have been completed, and if congressional authorization and appropriations are received, work could start on it late in calendar year 1967. It will house the Department of Mechanics, Ordnance and Social Sciences.

### Cadet Activities Building

The Cadet Activities Building, to be known as Pershing Hall, was originally programmed for fiscal year 1967 but was placed in the budget for fiscal year 1968. At the request of the Department of the Army, however, this project was again delayed and is now programmed for fiscal year 1969. Due to the limited recreational, reception, and auditorium facilities at the Academy, and the fact that cadets are limited to the reservation during their off-duty time, this project has been given first priority for fiscal year 1969. No further delay can be accommodated if the members of the expanded Corps are to have the facilities they require for proper, well-rounded growth. Also included in the program for fiscal year 1969 is the second phase of Cadet Barracks. The estimated cost of

these two projects is approximately 30 million dollars.

## CONCLUSION

Five hundred and eighty-three cadets graduated in June, 1967. Approximately 1,050 new cadets, members of the Class of 1971, were expected to enter the Military Academy in July. Beginning with the Class of 1972, scheduled to enter in July 1968, classes of 1,350 are currently being planned. A careful decision will be required in the fall of 1967 to determine the capability of the Academy to absorb such an expanding student body. This decision will necessarily be based on the progress made in the construction of new facilities and our continued assurance that we will suffer no degradation in either the academic or military qualifications of our graduates. I feel it is imperative that we make every effort to refrain from reducing overall strength or input; hence, we shall continue to expand the Corps and overcrowd our facilities as long as we continue to see new facilities around the corner.

The sights and sounds of construction work, however, are only the most obvious signs of evolution at the Military Academy. Beneath the face-lifting is the continuous process of soul-searching and evaluation that makes expansion possible and that enables us to look forward to future growth with guarded optimism. This report necessarily provides only a glimpse into some of the problems and accomplishments of the Military Academy during the past year; more detailed information may be found in the three separately bound annexes.