

UNITED STATES MILITARY ACADEMY

WEST POINT · NEW YORK

ANNUAL REPORT

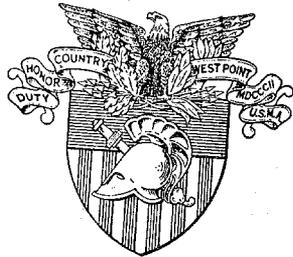
of the

SUPERINTENDENT

1 July 1967 - 30 June 1968

DUTY-HONOR-COUNTRY

United States
Military Academy
Library



SPECIAL COLL

U410

•E1

•U61

SHELF No.

1967/68



OFFICE OF THE SUPERINTENDENT
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

Spec. Coll.
V410
. E1
. U61
1967/68

MASG

15 June 1968

SUBJECT: Annual Report, 1 July 1967 through 30 June 1968

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 1967 through 30 June 1968. I have selected a cut-off date of 15 June 1968 for this basic document to coincide with the date of my departure from the office of Superintendent. The detailed annexes to this document, however, cover the entire year.
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 that reads "D. V. Bennett".

D. V. BENNETT
Major General, USA
Superintendent

CONTENTS

	PAGE
INTRODUCTION.....	1
ACADEMICS.....	3
ADMISSIONS.....	10
MILITARY TRAINING.....	14
ACTIVITIES.....	20
CONSTRUCTION PROGRAM.....	22
CONCLUSION.....	26

ANNEXES

ANNEX A	Annual Report of the Dean of the Academic Board (separate cover)
ANNEX B	Annual Report of the Commandant of Cadets (separate cover)
ANNEX C	Annual Report -- Management and Administration (separate cover)

INTRODUCTION

My superintendency of the United States Military Academy comes to a close at the midpoint of an ambitious, eight-year expansion program designed to enlarge the size of the student body from 2,500 to 4,400. This past year was neither unique nor revolutionary in the long history of West Point. It was, however, a year in which the Academy continued to expand and evolve in an attempt to improve the quality of its academic and military education at the same time that it increases the size of its student body.

Although the record of this past year is encouraging, I leave this office much more conscious of the tasks yet to be done than of past accomplishments. I take pride in the current vitality and purposeful development of the Military Academy, but at the same time I am soberly aware of the many challenges yet to be met in assuring the continued excellence and relevance of the undergraduate education being offered the future leaders of the Regular Army.

The tasks involved in expanding the Corps of Cadets without in any way lowering the Military Academy's high standards of intellectual and military excellence are indeed challenging. We are, I believe, successfully meeting this challenge.

Our expansion, however, is occurring at a time of rapid scientific advancement and technological improvement; at a time of political, military, and moral controversy over our nation's commitment in Vietnam; at a time when many Americans are questioning both the role of violence in our national character and the role of the military in formulating national policy; at a time when social, racial, urban, and campus turbulence appears to be increasingly characteristic of the immediate national scene. It is, of course, a truism that today's college student is not yesterday's. He is vitally concerned with today's problems, and he is vitally involved in today's controversies. The changes occurring at the Military Academy, therefore, must be aimed not only at matching our past accomplishments for a larger number of students,

but also at adapting ourselves and our institution to the changing national scene and to the changing nature of our students.

The physical scene at West Point usually conveys to the visitor a reassuring sense of permanence, tradition, and stability. Even the most casual of today's visitors, however, cannot help noticing the signs of change contained in the large-scale construction of new buildings and facilities currently in progress. Less apparent but more significant than the physical changes are the inner processes of continuous self-evaluation and critical analysis that make careful evolution and controlled expansion possible. Virtually everyone at the Military Academy is involved in these processes, and the shared excitement, debate, and controversy they engender bode well for the future.

There is unrest on the campus at West Point. It is, however, a healthy unrest indicative of growth and change and shared in by students, staff, and faculty alike. Cadets, like most college students, continually question themselves and the world around them; they challenge the relevance of classroom experiences to their later lives, and they actively seek both a larger role in the processes of decision making and a greater control over student affairs. Cadets, however, are responsible, professionally oriented young men. The relatively small size of the student body provides them with easy access to even the highest ranking members of the Academy's hierarchy, and the small classrooms, normally containing only 12 to 15 students each, provide for a close relationship and a meaningful exchange of ideas between instructor and student. Our staff and faculty are involved with and concerned about student problems, and they are responsive to student ideas.

It is the pervasive military professionalism, however, shared by nearly all members of the West Point community, that stands out as perhaps the single most important factor in our avoiding the kind of unrest that has troubled a number of college campuses in recent months. At the Military

Academy there is no significant rift between students, faculty, and administrators. Whereas it might be possible for a professor of English, for example, at a particular civilian college to feel more of a professional kinship with another professor of English at a different college than with either a professor of chemistry or a dean at his own institution, such a situation does not exist and is not likely to arise at the Military Academy. The military professionalism that links a departing Superintendent with an incoming new cadet and is shared by all other members of the community creates a unique cohesiveness not to be found on other college campuses. Institutional and professional dedication, therefore, tends to unite administrators and faculty members, all of whom are working toward the same goal -- to provide the best possible undergraduate education and military training for the future leaders of the Regular Army. This does not mean, however, that there is unanimity of opinion about the steps that are being taken or that need to be taken to insure our continuing ability to approach that goal. On the contrary, our rate of change has undoubtedly been too slow in the eyes of some and too rapid in the eyes of others.

ACADEMICS

Curriculum

The academic curriculum, for example, has long been a matter of continuous, healthy debate among students, faculty, and interested alumni. Though there have been and there will continue to be differences of opinion, our curriculum continues to expand and evolve, and we continue to move toward a more diversified academic program, more responsive to the varied interests and abilities of individual students.

Actually the Military Academy has been engaged in a curriculum revision project since 1958-59, and revisions have been made on a phased basis throughout the past decade. In addition to an extensive upgrading of all courses of instruction, modifications have led to a curtailed core curriculum and to the introduction of a number of elective courses which provide each cadet the opportunity to explore subjects beyond the scope of the standard academic

program and, to a limited degree, to concentrate his studies in an area in which he may have a particular interest or aptitude.

Although most of the curriculum is still prescribed, each cadet is permitted to select at least four elective courses which may be concentrated, if a cadet so desires, in one of twenty different elective programs, ranging from Nuclear Engineering to Literature. In addition, opportunities to take advanced programs and additional electives in lieu of portions of the standard core curriculum are available to those cadets able to transfer equivalent academic credit from other institutions, able to pass validation examinations in required subject areas, or capable of carrying extra courses on an overload basis.

During this past year, several new electives have been added. These include a seminar in Public Policy and courses in Modern American Criticism and Expositors of 18th and 19th Century American Thought. Also, courses in Fine Arts and in Music were offered for the first time as overload electives. These latter two courses were enthusiastically received; they represent significant forward steps in our endeavor to improve the humanities portion of the curriculum.

American Studies will be added to the list of elective programs for the coming academic year, and several new elective courses will also be offered. Of particular importance will be the addition of two courses to our Chinese language sequence and a two-semester course in Human Biology. During Academic Year 1968-69, cadets will be able to choose their electives from a total of 110 offerings.

More significant changes are in the offing, however. During the past year the Academic Board has been conducting additional curriculum studies and has concluded that a further modest extension of the concept of diversification through elective options is desirable in order to keep abreast of developments in higher education, to respond to the expanding needs of the Army, and to recognize

demonstrated student interest in opportunities to pursue some studies in greater depth.

Consequently, beginning in Academic Year 1969-70, each cadet will be allowed to enroll in an area of elective concentration and, if he meets a specified grade point average, to have his official academic records reflect successful completion of such a program. Three areas of concentration have been designated: Basic Science, Engineering Science, and National Security and Public Affairs. Those cadets who choose not to enroll in one of these specified areas will be considered to be in a general program. The areas of elective concentration will not constitute "majors" as that term is commonly used; each graduating cadet will continue to receive the Bachelor of Science degree without specification.

To provide depth to these areas of concentration, the minimum number of elective courses available to each cadet is being increased from four to six by reducing the present First Class (Senior) engineering courses from a total of four semesters of required work to a single, two-semester course. For those cadets enrolled in the National Security and Public Affairs area, two additional electives will be made available by eliminating one semester of thermodynamics and one semester of mathematics from the required category. Thus, these cadets will take a minimum of eight elective courses.

In my opinion, the increase from a minimum of four to a minimum of eight electives is about right at this time. I would like to see each cadet, regardless of area of concentration, have the opportunity to take at least eight elective courses. For this to be possible, however, would require some adjustment of our current plans.

The feasibility of equalizing elective opportunities for all cadets by providing two additional electives for those not enrolled in the National Security and Public Affairs area is currently being studied by the Academic Board. The Board is also studying the possibility of developing a series of sequential engineering courses for cadets concentrating in

Engineering Science and the possible reorganization of certain academic departments along more functional lines -- to provide, for example, for consolidating all engineering courses within one department and history and military art courses in a separate Department of History. These and related studies should be completed within the next few months and will permit us to initiate the revised academic program in September, 1969.

Faculty

Under the leadership and guidance of a small number of permanent professors in each academic department, most of our faculty is -- and should continue to be -- Regular Army officers who serve as instructors for a limited period of time, usually three years, and then move on to other Army assignments. The increasing elective program with its enlarged opportunities to pursue subjects in depth, however, carries with it a correspondingly increased demand for a greater degree of continuity and expertise than we now enjoy on the faculty. To this end, the policy, initiated in 1963, of appointing a limited number of faculty members as Permanent Associate Professors has proven highly successful. The first such appointee, Colonel George W. Bixby, retired this year from his position as Associate Professor of Mathematics. The Academy benefited immensely from the prolonged, continuous service of Colonel Bixby, and we continue to derive great educational benefit from our other Permanent Associate Professors.

At the present time, nineteen officers, who are either presently assigned to the Military Academy or whose arrival is imminent, hold such appointments. In my opinion, we have a definite need to increase this number substantially in the near future in order to provide the expertise in specific academic disciplines needed to support our revised curriculum. In this regard, however, and in regard to other faculty policies as well, we are presently awaiting the final report of the Faculty Review Board. This Board, appointed by the Chief of Staff and chaired by Dr. Harlow J. Heneman, has been studying the organization, responsibilities, and

operations of our faculty. We expect to have the benefit of its observations and recommendations during the summer of 1968.

Within the ranks of permanent full professors, a few personnel changes have taken place this past year. Lieutenant Colonel Jack L. Capps has been appointed Professor of English, and Lieutenant Colonel G. W. Kirby has been appointed Professor of Earth, Space, and Graphic Sciences. Colonels Capps and Kirby are now the deputy heads of their respective departments. Colonel John S. B. Dick has been named Head of the Department of Mathematics to replace Brigadier General Charles P. Nicholas who retired on 1 October 1967. General Nicholas had been department head since 1959; he retired after 42 years of continuous service, 25 of which were spent on the USMA faculty. Colonel Jack M. Pollin has replaced Colonel Dick as Deputy Head of the Department of Mathematics.

A modest Faculty Research Program was inaugurated this year to provide an opportunity for a few faculty members to conduct full-time research without increasing the teaching or administrative load on others. Since September 1967, the Office of the Dean, the Department of Earth, Space, and Graphic Sciences, the Department of English, and the Department of Physics have each had the opportunity to assign one faculty member to a full-time research project. Their cumulative efforts have resulted in the preparation of two books in draft form and more than a dozen published articles and reports. The efforts of our faculty, however, remain focused predominantly on teaching rather than on research, and the true measure of their competence is to be found not in their own accomplishments but in those of their students.

As a whole, the Class of 1968 scored well on the Graduate Record Examination. In comparison with a standard reference group of senior men tested in 1952 by the Educational Testing Service, the mean scores of this year's graduating class were at the 72nd percentile in the Verbal Aptitude Test and at the 95th percentile in the Quantitative Aptitude Test.

Graduating Class

The encouragingly high quantitative percentile figure equals the performance of last year's class, while the verbal figure shows significant improvement over the scores achieved by the Class of 1967.

Individual members of the Class of 1968 won six Atomic Energy Commission Fellowships and one National Science Foundation Scholarship. The top 5% of the Class of 1968 included 34 cadets who were commissioned in the Regular Army. All elected to participate in our Distinguished Graduate Program which assures them of attendance at graduate school at some time during their first five years of commissioned service. For professional reasons a large number of them, 25, chose to delay their entry into graduate school until after at least one tour of duty with an Army unit. The large majority also elected to work in the fields of science and engineering. Nine have been admitted to the Massachusetts Institute of Technology, eight have been accepted by Stanford University, six by Harvard University, and the remainder have all been admitted to equally prominent colleges and universities.

Postgraduate Education

Although the opportunity for immediate attendance at graduate school is offered to the top 5% of the graduating class only, experience has shown that many other members of this year's class can also expect to receive such an opportunity in the years to come. The scientific, technological, and sociological changes that have profoundly affected this nation since World War II have generated an ever-increasing need for exceptionally well-educated Army officers. This need extends beyond the level of the Bachelor's Degree to that of the Master's Degree and, in some cases, to the Doctorate. Furthermore, this need is not limited to the fields of engineering and the physical sciences but includes the whole range of the social sciences and humanities as well. For these reasons, more and more graduates of the Military Academy are being given the opportunity to attend civilian graduate institutions in pursuit of advanced degrees in a wide variety of academic disciplines.

A study begun this past year of classes at the end of five, ten, and fifteen years of service shows clearly that approximately three of every four graduates who remain on active duty are given an opportunity to pursue a graduate degree program. Indeed, the majority are receiving this opportunity during the first ten years of service. Although the future requirements of the Army are not completely predictable, the likelihood of postgraduate education is certainly expected to increase for members of future classes. We have a need, therefore, to assure ourselves that our graduating cadets are academically prepared to undertake postgraduate education in any of the diverse fields for which the Army may have a requirement.

To date, our graduates have compiled an impressive academic record in diversified fields of study at graduate schools throughout the country, despite the fact that they are usually in competition with students who have majored in a particular field as undergraduates while their own undergraduate education has been broad rather than specialized. Obviously, however, there is no room for complacency. We must continue to cast a critical eye on our curriculum, our faculty, and our academic facilities; and we must continue to act and plan for the future in such a way that, hopefully, it will not become necessary for the Military Academy to make changes merely to catch up with the present.

We are, of course, vitally interested in the military, as well as the academic achievements of our graduates. In this regard, reports from Regular Army units, especially from those in Vietnam, are indeed encouraging. Our most recent graduates continue to distinguish themselves by seeking out the most demanding assignments and by handling the responsibilities of junior officers in exemplary fashion. The matter remains, however, the subject of continuous study and research. The objective of one of our continuing long-term research projects, entitled "Product Appraisal," for example, is to determine precisely how effective the Military Academy is in preparing young men for careers in the Regular Army. This is a

complex task, and work on it is continuing at a deliberate pace. Along with this evaluation will be a comparison of officers commissioned from various sources and a comparison of those who leave the Army with those who remain on active duty. In addition, a subtask built into this project will attempt to relate a cadet's performance in various areas with his subsequent performance as an officer.

ADMISSIONS

While we continue to watch the accomplishments of our graduates with interest and pride, it is even more important that we carefully watch and respond to the ever-changing nature of our incoming cadets. Drawn from all sections of the country and possessing diverse backgrounds, they represent, in a very real and timely sense, the social, economic, and political changes that are affecting the American people. One of our most pressing problems, in the light of these changes and in the light of our own expansion, is to insure that we continue to attract to the Military Academy an increasing number of youths possessing the requisite intellectual capacities and personal qualities.

We are, of course, in direct competition with the other service academies and with civilian colleges and universities for the best qualified young men. The advantage of offering a free collegiate education is no longer unique to the Military Academy -- 55% of the Class of 1971, for example, rejected at least one firm scholarship offer in order to come to USMA. We have therefore found it increasingly desirable to emphasize the opportunities for intellectual challenge, for worthwhile service, for personal involvement, and for moral commitment as the most telling inducements for a young man to become a cadet.

An analysis of pertinent data reveals that the Class of 1971, the latest to enter the Military Academy, compares quite favorably with earlier classes. For example, more than 3/4 of the 1,054 new cadets who were admitted on 3 July 1967 had graduated from the top fifth of their secondary school class, and more than 1/4 of them had completed at

Class of 1971

least one semester of college prior to admission. In addition, a study conducted by the American Council on Education, comparing the Class of 1971 with entering college freshmen at other institutions, shows that the new cadets had significantly higher levels of achievement in high school academics, athletics, and leadership than did the male freshmen entering 155 four-year colleges across the nation.

I am convinced that we are continuing to attract high-caliber students -- that to date at least we have succeeded in increasing the size of the student body without decreasing the quality of our incoming students. We are far from complacent, however; we feel the need to increase the effectiveness of our efforts to attract the best possible students, and we are paying increased attention to the processes of recruiting, selecting, and admitting new cadets. The Class of 1972, scheduled to enter the Military Academy on 1 July 1968, will initially number approximately 1,250, and subsequent classes will be even larger. A minor revision in entrance criteria, effective with the Class of 1972, will preclude admitting a candidate with too low a verbal aptitude, regardless of his mathematical aptitude. In the midst of these changes, Colonel Robert S. Day, who had served as Director of Admissions and Registrar since 1955, retired this past year. Lieutenant Colonel Manley E. Rogers, whose latest assignment as the Associate Dean makes him well aware of the Academy's unique admissions problems, has been selected to replace Colonel Day.

Early Notification

Inasmuch as most of our candidates for admission are competing for appointments and often lack assurance of being both nominated and accepted until rather late, they usually apply simultaneously to a number of colleges. Increased competition among these institutions for the best students makes it highly desirable that we decide on a candidate's admissibility and notify him of his status as quickly as possible. We have made substantial progress in this regard during the past year -- whereas in April 1967, only 10% of the Class of 1971 had been offered admission, by 12 April 1968

approximately 50% of the Class of 1972 had been selected and notified of their acceptance. I hope that we can do even better next year.

Although we continue to enjoy the advantage of having many more fully qualified nominees than entrance spaces, the total number of nominated cadets who are determined to be fully qualified for entrance has declined significantly in each of the past three years. I am deeply concerned about the decreasing size of the pool of interested, nominated, and qualified young men from which we can select new cadets; to reverse the trend and increase the size of the pool is a major task of our admissions program.

Currently pending legislation is designed to enlarge the number of congressional candidates by increasing the authorization of one principal and five alternate appointments per Congressman and Senator to one principal and nine alternates each. The Academy urgently supports this legislation, for we feel its passage will greatly benefit our admissions program.

District Representatives

This year we have initiated a District Representative Program that seeks to develop throughout the United States a network of volunteer Academy representatives who will actively seek, identify, and contact young men having the desired intellectual, moral, and physical attributes and counsel them as to the procedures for gaining appointment to the Military Academy. The enthusiastic response to this new program has indeed been gratifying. More than 200 individuals have volunteered to serve as representatives of the Academy, and Members of Congress have eagerly welcomed their assistance in locating outstanding young men and actively interesting them in becoming cadets. Eventually we hope to have one such representative, a respected member of his civilian community, in each congressional district. By maintaining close liaison with the appropriate Member of Congress and by disseminating dependable and timely information to high school students and other youths, these representatives will hopefully serve to

Educator Visits

increase our ability to attract superior students and will also assist us in keeping abreast of the rapid social, economic and political changes affecting the attitudes of the country's youths.

One of the myths about the Military Academy, that unfortunately still lingers in the minds of some educators, holds that a cadet is exposed more to a process of rigorous indoctrination than to an intellectually challenging education. Efforts to dispel this myth have met with some success, but all-too-frequently our Admissions Officers encounter this erroneous image when they visit secondary schools and attend educational meetings throughout the country. A total of 350 such visits were made during this past year as part of our continuing efforts to provide accurate, up-to-date information about the Military Academy and to keep ourselves informed about changes in secondary school education. Since it is usually much more impressive and convincing to observe the Military Academy for oneself rather than merely to hear about it, I have encouraged a further increase in our program of sponsoring the visit here of groups of secondary school educators and guidance counsellors from different sections of the country.

Approximately 950 such professional people traveled to West Point for four-day orientation visits this past year. They attended briefings, visited classrooms, and talked informally with faculty members and cadets. In general, this program has been eminently successful, and our visitors have been favorably impressed. Frequently they express surprise at discovering that the "real" Academy is quite different from the stereotyped image they brought with them. I wish it were possible for more civilian educators to see for themselves that academic freedom really does exist at the Military Academy, that cadets are intellectually curious and enthusiastically involved in the educative process, that our faculty is academically qualified and responsive to new ideas, that our classroom atmosphere is more conducive to discussion and questioning than it is to prescription and dogmatizing, and that the Academy openly invites outside assistance

MILITARY TRAINING

Career Motivation

and constructive criticism. Perhaps, however, the day is not too distant when a large number of our best students will indicate that among their reasons for becoming cadets was the knowledgeable recommendation of a respected secondary school teacher or counsellor.

A central concern of our admissions program is that we attract outstanding students not just to the Military Academy but also to the military profession. We continue to experience a fairly stable attrition rate of approximately 30% throughout the four-year period that a class is at the Military Academy, despite the fact that losses directly attributable to academic failure have markedly decreased in recent years to a rate of about 3 - 4%. Cadet resignations contribute heavily to our attrition rate and remain the subject of continuous study. We still have a great deal to learn about precisely why cadets resign, but based on the assumption that a fairly large number of resignations are attributable, at least in part, to either a lack or a loss of adequate career motivation, we are attempting by various means to increase the career motivation of all cadets. This attempt begins in our recruiting and selecting cadet candidates.

Perhaps our greatest chance for reducing the number of resignations lies in attempting to insure that all candidates admitted to the Academy are either highly motivated toward a military career from the outset, or at least are receptive to the prospect of pursuing such a career. In an attempt to identify potential motivational resignees, the officers and cadets who assisted in candidate testing during January and March of 1968 were asked to interview all candidates for admission. One reason for this interview was to insure that each candidate clearly understood the nature of the academic curriculum, the five-year military service commitment required after graduation, and the sole reason for the Military Academy's existence -- to educate and train officers for the Regular Army. In addition, the interviewer evaluated the candidate's motivation as outstanding, average, or poor.

It will take some time to determine whether or not this additional attention being given to candidate testing will bear fruit. It would indeed be foolish, however, for us to aspire to a situation in which all entering cadets profess to have an unshakeable resolve to devote their lives to a military career -- or even to assume that such a situation would solve our problem. Uncertainty and doubt about the future are perhaps as characteristic of cadets as they are of other youths; attitudes do change; and even the firmest resolve of a teen-ager is frequently of dubious long-range value.

Once a young man becomes a cadet, his experiences at the Military Academy surely influence his attitudes toward the military much more than do any preconceived ideas he may bring with him. In this regard, his daily contacts with numerous career officers, both in and out of the classroom, undoubtedly have a great influence on his own motivation toward a military career. For this reason, of course, we insist that our staff and faculty be composed primarily of successful, knowledgeable Army officers with both academic and military expertise.

The Academy is deriving great benefit from the fact that many staff and faculty members have served successfully in combat in Vietnam and are thus able to bring recent, first-hand knowledge of our nation's most important and most controversial military commitment to bear on the classroom and training environment. Brigadier General Bernard W. Rogers, for example, came directly to the Military Academy from the First Infantry Division in Vietnam where he had served as Assistant Division Commander. General Rogers replaced Brigadier General Richard P. Scott as Commandant of Cadets and Head of the Department of Tactics on 15 September 1967. The Commandant has placed particular emphasis on maintaining a high ratio of combat-experienced officers in the Department of Tactics, and 87% of the officers currently assigned to that department have seen service in Vietnam.

Apart from the daily routine, many opportunities for informal, off-duty contacts between cadets and career officers exist at the Academy. In fact, since the occasions when cadets are permitted to leave the military reservation are relatively infrequent, their on-campus extracurricular, athletic, recreational, and social activities are necessarily more numerous and more comprehensive than they are for most college students. Perhaps greater rapport between officers and cadets is established through mutual participation in off-duty activities, when appropriate, than through any other source. Considerable responsibility for such informal contacts rests with the company tactical officers who entertain cadets, particularly the First Class, in their homes and at other social functions. This close association is intended to foster mutual understanding, to enhance the free exchange of ideas, and in effect, to introduce the cadet to the kind of community and family life he might expect to find when he becomes an officer.

Two programs specifically designed to enhance the career motivation of cadets were continued this past year. Under the first of these, the Senior Officer Seminar Program, a total of nine senior general officers visited the Academy at different times and led informal, career-oriented discussions with groups of First Classmen. The second of these, the Recent Graduate Returnee Program, saw the return of ten combat arms officers, four of whom were Vietnam veterans, representing the Classes of 1965, 1966, and 1967, to discuss the role of a junior officer in today's Army. Both of these programs were considered highly successful in increasing cadet awareness of the advantages and disadvantages of pursuing a lifelong military career and of the relationship his training at the Military Academy bears to his future tasks as an army officer.

The cadet counseling service, established by the Commandant under the supervision of the Director of Military Psychology and Leadership, came into full operation this past academic year and has proven to be a valuable instrument in the counseling

field. One adjunct of the counseling service is that it has enabled us to begin collecting some meaningful data on cadet resignees. Each resignee was asked to state his primary reason for leaving and to answer a variety of questions. As a result we have gained some insight into his attitudes, his personality, and his problems.

It is significant to note, for example, that a majority of resignees this past year were low in military aptitude and also were weak in one or more other areas, such as academics, physical fitness, or interpersonal relations. Not more than 10% of them showed above-average potential to serve as officers in the Regular Army. To some extent, then, perhaps resignations are a process of self-elimination on the part of those cadets who see limitations in their possibilities of achieving success either at USMA or later in their military careers.

We have much yet to learn about the complex problems associated with career motivation and the complex reasons why some cadets decide to resign. If possible, we would like to reduce our attrition rate without lowering our standards, and we would like to assure ourselves that our graduating cadets continue to be well motivated toward pursuing a military career. The matter continues to be investigated and continues to receive strong emphasis throughout the Academy.

One result of this emphasis was the enthusiasm with which 218 members of the Class of 1968 volunteered for service in Vietnam. On a percentage basis, this number exceeded the number volunteering for any other geographical area, including Europe and the continental United States. Another indicator is found in the fact that seven of the ten permanent cadet captains in the Class of 1968 elected to serve in the Infantry, and the remaining three selected one of the other combat arms branches.

Another step in the expansion of the Corps was accomplished during this past year by increasing the number of cadet companies from 24 to 32. Each

Cadet Chain of Command

of the four regiments now consists of two battalions of four companies each. This configuration will remain unchanged until September 1969, when the final expansion to 36 companies will take place. At that time, each regiment will contain three battalions of three companies each.

Contrary perhaps to some popular opinion, the pervasive military atmosphere found at West Point fosters student involvement and responsible student government. The eagerness with which cadets assume positions of responsibility within the Corps attests to their strongly felt desire to manage student affairs, and the allocation of progressively increasing amounts of responsibility to the cadets in the chain of command plays an important role in developing their leadership capabilities in a military environment.

During the past year we have achieved good results by increasing both the authority and the responsibilities of the cadet chain of command in such areas as administration, student discipline, military training, the Fourth Class System, extracurricular activities, intramural athletics, and drill and ceremonies. For example, beyond the usual cadet responsibilities for supervising, officiating, and coaching individual sports, the responsibility for the conduct and administration of the entire intramural athletics program was made a function of the cadet chain of command this year through the assignment of an athletic officer to the Brigade Staff. This, in turn, promoted an increased sense of involvement with and responsibility for the intramural program among all cadets.

Effective use of the cadet chain of command, both as a training device for developing leadership and as a means of enlisting student commitment, calls for it to be an important vehicle for the two-way transmission of information and ideas and not merely a convenient one-way means of imposing decisions from above. While cadet leaders are often expected to enforce established standards and policies, they are also frequently called on to influence the formulation and revision of those same

Summer Training

standards and policies. Both the cadet leaders and their subordinates are learning to adjust to the military organizational environment, to handle the personal allocation of authority and responsibility, and to develop a personal commitment to values and standards which they help to formulate.

The mature and professional attitude of upperclassmen was much in evidence last summer as they successfully conducted the initial military training of the Class of 1971 during the traditionally rigorous New Cadet Barracks.

Summer training for the Class of 1970 at Camp Buckner consisted of advanced individual training, squad and platoon tactical training, weapons instruction, and practical exercises in the tactics and techniques of the five combat arms. Eighty-one officers from the academic departments and over 1,200 troops, primarily from the 101st Airborne Division, helped to conduct this training; emphasis was placed on the tactics, techniques, and operations currently being used in Vietnam. As in recent years the week of Recondo Training, resembling an abbreviated ranger course, remained one of the high points of the Third Class summer. This 79-hour block of instruction included hand-to-hand combatives, mountaineering, survival training, and long-range patrolling.

Highlights of the summer training of the two upper classes included participation in the Army Orientation Training program (AOT); a trip to the Army's major training centers for Infantry, Armor, Artillery, Engineer, and Signal Corps; and the filling of leadership positions either in New Cadet Barracks or at Camp Buckner.

The AOT program enables each cadet to serve for a month as a platoon leader in a Regular Army unit. This realistic exposure to the problems of a junior officer is an invaluable experience that overcomes the artificiality of most training situations and increases the cadet's sense of involvement with "real-life" problems. We were particularly

pleased to learn recently that the Department of the Army has approved the reinstatement of this program in Europe for the summer of 1968.

The Class of 1968 did a particularly commendable job in all their training assignments during the summer of 1967; their accomplishments served as an accurate forecast of their commendable performance throughout the academic year.

ACTIVITIES

Intercollegiate Athletics

The Military Academy continues to emphasize maximum cadet participation in intercollegiate athletics as an essential part of its overall program. We take pride in the lack of separation between our best athletes and the rest of the student body, and we are constantly striving to diversify our sports programs and increase participation at all levels of competition -- varsity, junior varsity, and freshman.

During this past year fencing became our 19th intercollegiate sport, and 18 of the 19 varsity teams enjoyed winning seasons. The 42 Army teams (19 varsity, 5 junior varsity, and 18 freshman) engaged in 436 contests and won 69% of them. In varsity competition, the teams won 74% of their 243 contests.

Notable team accomplishments during the past year included the following: the soccer team was invited to the NCAA regional tournament; the basketball team was invited to both the NCAA and National Invitational post-season tournaments; the pistol team won the NRA Sectionals and the national intercollegiate championship; the rifle team won the NRA Sectionals; the squash team won second place in the national tournament; and the indoor track team won the Heptagonal title.

Outstanding individual performance in various sports resulted in 11 cadets being selected to All-East teams and 10 being selected to All-America teams. Last season's football captain, Bud Neswiacheny, in addition to being named to the Academic all-America team, was awarded Football Foundation and NCAA Scholar-Athlete graduate scholarships.

Various members of our coaching staffs also achieved national recognition and honors this past year; Tom Cahill coached the winning East team in the Coaches' All-America football game in Atlanta and has been named to the East staff for next year's Shrine game in San Francisco; Frank Wells is a member of the 1968 Olympic Games Gymnastics Committee; Jack Riley is chairman of the Hockey Committee for the World Student Games; Bill Cullen is president of the Eastern Intercollegiate Tennis Coaches' Association and vice president of the National Squash Racquets Association; Jack Ryan is past president of the College Swim Coaches' Association and a member of the Board of Directors of the Swimming Hall of Fame; Leroy Alitz is president of the National College Wrestling Coaches Association; Jim Adams is a member of the Executive Board of the U. S. Lacrosse Association.

Extracurricular Activities

Along with intercollegiate athletics the Academy continues to support a diversified program of worthwhile extracurricular activities. A marked increase in interest in many of these activities was noted this past year. Sixty-four extracurricular activities with a total membership of more than 5,100 cadets were in operation. An eighth major group, concentrating on developing particular military skills, was added this year. This group includes such activities as the Sport Parachute Club, which presently holds the National Intercollegiate Championship, and the Mountaineering Club. In addition, the Fine Arts Forum and the Chinese Language Club were successfully initiated, and a Geology Club has been approved for next year. 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 activities.

Religious Activities

Last October, the Right Reverend Monsignor Joseph P. Moore departed from West Point after 28 years of distinguished service to the Military Academy. Serving first as a parish priest and later, since 1948, as Rector of the Most Holy Trinity Chapel, Monsignor Moore was a respected

and beloved pastor and spiritual advisor for those cadets and other post personnel of the Roman Catholic faith. Father Robert McCormick has assumed Monsignor Moore's duties.

Religion plays an important part in the lives of most people at the Military Academy. Each cadet must attend a religious service weekly at one of the Academy's chapels, and many opportunities for deeper participation in religious activities exist. The large Cadet Chapel Choir, for example, is a well-known and highly respected organization. In addition, a number of cadets, acting as Sunday School teachers, make a significant contribution to community life by providing basic religious instruction to the young children of staff and faculty members. Architecturally, the Cadet Chapel, where Protestant services are conducted, is perhaps the most impressive building on the Academy's grounds. Its physical location on a dominant piece of ground overlooking the entire cadet area signifies the importance that we place on providing each cadet the opportunity to participate meaningfully in religious activities. To encourage religious commitment, we feel, is wholly consistent with one of the Academy's basic aims -- to foster and develop the cadet's moral integrity and moral commitment.

Honor Code

Aside from religious considerations, the Cadet Honor Code is perhaps the most conspicuous evidence of the Corps' moral integrity on a secular level. Belonging entirely to the cadets themselves, the Honor Code is one of the Corps' most cherished possessions, and voluntary adherence to its tenets remains a source of cadet pride and a strong bond tending to unify the entire student body. A cadet's word is always unquestioningly accepted at its face value, and were he to violate this trust, his continued presence at the Military Academy would no longer be desired nor tolerated by the cadets themselves.

CONSTRUCTION PROGRAM

Providing the physical facilities needed to maintain the standards of intellectual and professional excellence during the phased expansion of the Cadet Corps

has become increasingly difficult and challenging. Current needs have been met by juggling available facilities, and we are experiencing some temporary inconveniences. Hopefully, these inconveniences will soon be eliminated as programmed construction projects are completed. Of particular significance are the overcrowding of cadet barracks, the badly overtaxed cadet social and recreational facilities, and the lack of adequate family housing. These conditions have become more critical as the strengths of the Corps and of the staff and faculty continue to rise.

The past year has been an active period in the construction program. Several critical facilities are nearing completion, and other significant projects have been submitted to contractors for bid.

Washington Hall- Barracks Complex

Construction of Washington Hall -- a keystone of the expansion program -- has been proceeding satisfactorily. The first wing of the dining hall, presently seating approximately 800 cadets, has been in use since August 1967, and the remaining two wings are scheduled for completion late in 1968. The expanded academic areas on the 5th and 6th floors of Washington Hall, designated for the Departments of Foreign Languages and Earth, Space, and Graphic Sciences, are scheduled to be ready for the start of academics this September. The east wing of the barracks is also scheduled to be ready in August 1968 with the north wing to be completed later in the year. Completion of this phase of the construction will noticeably ease the strain on cadet housing.

Athletic Facilities

The conversion of the War Department Theater in the gymnasium into three basketball courts was completed in April 1968. Construction of an addition to the gymnasium, to house the new Olympic-sized swimming pool, is now progressing satisfactorily after troublesome foundation problems. Occupancy is expected early in 1969.

To accommodate the increased size of the Corps and their guests, and to provide as many seats as possible for the growing band of Army football

supporters, the Army Athletic Association has programmed a 10,000-seat expansion of Michie Stadium. Construction will increase the seating capacity to 40,000; it will be financed by non-appropriated funds; and it is expected to be completed between the 1968 and 1969 football seasons.

New Academic Building

Bids for construction of the new Academic Building and for relocation of Thayer Road were opened on 24 May 1968; they were unexpectedly high. Action is presently being taken by the Corps of Engineers to minimize any delay in initiating construction of this critically phased Academic Building. We have committed ourselves to an entering class of 1,250 on 1 July 1968 based on the guarantee that construction would begin in the spring of 1969. The building must be completed by September 1970 to house the Departments of Mechanics, Social Sciences, and Ordnance and to permit the academic departments remaining in Bartlett and Thayer Halls to expand within those buildings.

Barracks

The second phase of barracks is scheduled for construction in 1969. These barracks will hold approximately 1,350 cadets, and when completed, the Academy will be able to house most cadets in two-man rooms. This project is critically phased to be completed simultaneously with the Academy's attaining its maximum authorized strength of 4,417.

Pershing Hall

Pershing Hall was originally programmed for FY 1967; at the request of the Department of the Army, however, it has been successively delayed until 1970. Construction of this facility has long been sought by the Military Academy and has been emphatically recommended by successive Boards of Visitors since 1953. The most recent Board, noting that the Academy lacks an assembly hall sufficiently large to accommodate its present student body, and that it also lacks all but very meager facilities for cadet social activities, for receiving parents or visitors, or for cultural activities, strongly recommended the construction of Pershing Hall at the earliest possible date. I wholeheartedly concur

with the Board's recommendations; I remain convinced that this facility is essential for proper, well-rounded development of the cadet, and that no further delay can be accommodated.

Camp Buckner

Scheduled for construction this summer at Camp Buckner are 13 pre-fabricated barracks and an addition to the mess hall. We had hoped to include other needed facilities: a headquarters addition, cadet store, and paving of parking areas; bids were unexpectedly high, however, and we were forced to delete all but the most essential facilities.

Post Facilities

Principal projects for the post, supporting both the Corps of Cadets and the enlarged staff and faculty, include 360 units of family housing, a new 100-bed hospital, a new access road, a new 36-unit BOQ, and supporting utilities. The contract for the new Stony Lonesome access road was awarded in the fall of 1967, and the majority of the utilities are either under construction or have been completed. The hospital and the BOQ were originally programmed for 1966; construction was deferred, however, and escalating building costs now require congressional action to approve a deficiency appropriation.

The first 200 units of family housing were also scheduled for construction in 1966. Construction was deferred because of the heavy Vietnam commitment, and when funds were released, the rising construction costs dictated redesign in order to cut costs. Bids recently received were disappointingly high, and plans are presently being formulated to attempt a negotiated contract within the authorized funding limits.

The housing situation at the Military Academy is extremely critical both on and off post. There are very few local rentals available off post; consequently, a large number of families for whom government housing is not available pay extremely high rent and travel excessive distances. The situation can only be overcome by timely completion of the first increment of family housing and immediate follow-up construction of the second 160 units.

Status

Since FY 1964 Congress has authorized and appropriated over 73 million dollars of the estimated 130 million cost of the expansion program. Projects totaling approximately 6.5 million dollars have been completed; 39 million dollars in projects are presently under construction; and 28 millions are awaiting award. The remaining 57 million dollars are programmed for fiscal years 1969-1974, with the bulk of the remaining expansion projects, including Pershing Hall and the second phase of barracks construction, planned for fiscal years 1969 and 1970.

Rising construction costs are presenting a problem in initiating the construction of several key projects carefully programmed to meet the needs of our phased increase in Corps strength. At the present time the full impact of the unexpectedly high bids recently received is not known, and we can only hope that further delays in key projects -- such as the construction of the new Academic Building and the first 200 units of family housing -- will not be incurred.

CONCLUSION

I look back on this past year with pride in our accomplishments and with an awareness of the many problems yet to be solved. It is impossible, however, to pass a final judgment -- for a year cannot be properly evaluated in isolation but only within the context of what has preceded it and what will come after. At the Military Academy it has not been necessary to destroy the old in order to construct the new. On the contrary, if today we are able to look to the future with guarded optimism, it is largely because of the fruitful past which continues to nourish and sustain us. I would hope that this past year has contributed to this healthy, evolutionary process.

In the two and one-half years that I have been Superintendent, my central concern has been the continuing expansion program. I believe that, to date at least, the Military Academy has responded well to the challenge of increasing the size of its

student body without lowering its academic or military standards. The challenge continues, however, and the next few years will indeed be critical. Changes, aside from those necessitated by expansion, have also been made, and they have in common an increased recognition of the cadet as a responsible individual rather than as a faceless member of a stereotyped group. The academic, organizational, and extracurricular changes being made all point toward the individual cadet's having an increased involvement in and responsibility for his own education and his own government. There is, of course, a limit to how far we can move in this direction. In my opinion, however, we are nowhere near that limit at the present time, and further changes aimed at diversifying the academic curriculum and increasing the individual cadet's involvement and commitment are called for if we are to continue attracting a large number of outstanding young men to the Military Academy and to the military profession.

This report necessarily provides only a glimpse into some of the problems and accomplishments of the Military Academy during this past year; more detailed information may be found in the three separately bound annexes.

