

UNITED STATES MILITARY ACADEMY

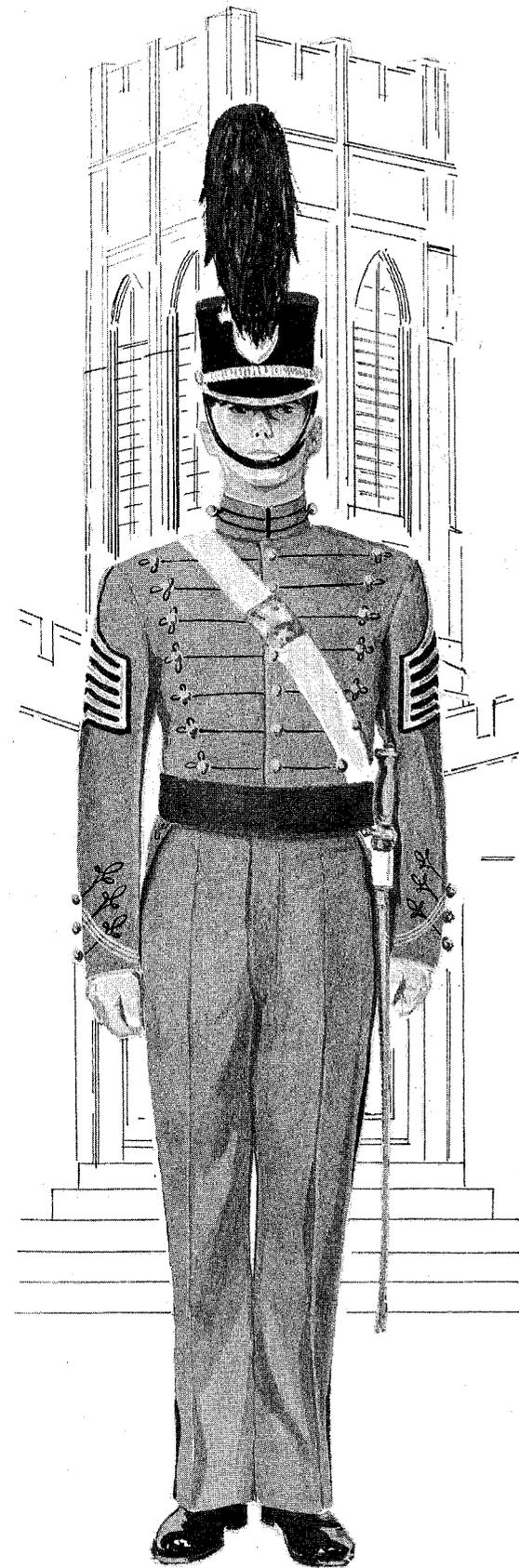
WEST POINT · NEW YORK

ANNUAL REPORT

of the

SUPERINTENDENT

1 July 1968-30 June 1969



DUTY · HONOR · COUNTRY



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

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30 June 1969

SUBJECT: Annual Report, 1 July 1968 through 30 June 1969

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

This report provides a record of the United States Military Academy for the period of 1 July 1968 through 30 June 1969. 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 -- Resource Management.

A handwritten signature in black ink, appearing to read "S. W. Koster", with a long horizontal stroke extending to the right.

S. W. KOSTER
Major General, USA
Superintendent

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INTRODUCTION

As the first year of my superintendency at the United States Military Academy comes to a close, I justifiably feel I may say that this institution has continued to serve our nation proudly and effectively. The outstanding young men who enter these gates as Fourth Classmen and remain to graduate and accept their roles as commissioned officers continue to distinguish themselves not only as soldiers on the battlefield but as dedicated citizens as well.

The past year has not been a unique one for the Military Academy, but surely, as in previous years, it has been a challenge. As criticism by a vocal few against the professional soldier mounts, as the international role of the United States military establishment is increasingly questioned, and as military service is eschewed by a growing number of our nation's youth, we must continually assess the relevancy of what we are providing our students. I am convinced that our program of self-criticism and analysis, begun long before I arrived here, has enabled us to ensure that each cadet who completes this arduous program is well prepared to take his place both as an officer in the United States Army and as a responsible member of society.

In their classroom discussions, in their extracurricular activities, and in their informal gatherings, cadets are urged to confront and discuss contemporary issues. We are taking extra care to ensure that any myths about the existence of "forbidden" topics is demolished. Consequently, I am happy to say that our cadets are participating vitally in an educational experience. I consider this experience to be a two-way road; we of the staff and faculty also learn. We have found that, as cadets are given greater authority and responsibility in developing and recommending policy changes and in supervising and managing their activities, they have shouldered new and increasing burdens with enthusiasm. My experiences during this past year have convinced me that, so long as this nation continues to produce such outstanding youth

as I have had the privilege to observe this year, we need never fear a breakdown in the essential fiber of our country.

I am not, however, unmindful of the challenge that we must face in the future. As the knowledge explosion burgeons and as our international military role continues to change, we must apply ourselves unceasingly to ensure that, in the name of tradition, we do not become self-satisfied and complacent about what we are doing at the Academy. We are now well into programs of expanding the size of the Corps of Cadets and increasing the physical facilities at West Point; so, in like fashion, must we continue to expand our intellectual horizons if we are to keep pace with the needs of our students. To this end, we are refurbishing old programs which are still valid, initiating new ones where needed, and discarding outworn ones. These things we must do if we are to maintain the prominent place which the Military Academy has so long enjoyed among institutions of higher learning.

Still, there are those who continue to say that changes here have been too slow in coming, and others maintain that the changes are too many, too fast. I feel that the changes inaugurated during the past dozen or so years have shown good, sound planning and foresight. I hope that what we have done during this past year will withstand the test of time, and I am looking forward enthusiastically to the opportunity of participating in the continuing evolution of the Military Academy.

ACADEMICS

General

As a result of continuous curriculum review, our academic program has continued to grow realistically. Our aim has been to look into the future to estimate the educational needs of our graduates and to provide each cadet with a sound foundation for further professional development. I feel that we are well on the way to meeting each of these goals, but the Dean and I both realize that, if the Academy is to maintain its prestigious place among the colleges and universities of this

country, we must persevere in our efforts to identify areas where academic improvement is warranted. The Annual Report of the Dean, Annex A, under separate cover, presents a detailed analysis of our academic program during this past year; however, there are four items which merit highlighting in this volume. These are the Report of the Evaluation Team of the Middle States Association of Colleges and Secondary Schools, our accrediting agency; the Report of the Faculty Review Board; the status of our latest curriculum studies; and the organizational changes which we have recently begun implementing.

Accreditation

As a member of the Middle States Association, the Military Academy is subject to a regularly scheduled decennial review for accreditation by that agency. The Association's Evaluation Team, under the leadership of Doctor John J. Meng, Executive Vice President of Fordham University, performed this review in February. In April, Doctor Meng submitted his team's report -- in effect, an education audit of the Academy -- to the Association's Commission on Institutions of Higher Education. In May, the Association informed us of our continuing good standing and accreditation.

In general, the Meng report was commendatory about USMA. Doctor Meng stated that

the Academy is doing -- and doing well -- what it exists to do. The only question which can be reasonably asked... is whether... the process of educational adaptation to the swiftly changing social, political, economic, and military factors of national life is proceeding with the forethought and speed requisite to continue into the future the Academy's admirable present record.

I believe this to be a valid question; moreover, I believe that the team's generally affirmative answer is the most important feature of the report. From their comments, I am convinced

Faculty

that we are moving in the right direction, that we should review continually and critically our extant programs, and that well-planned changes should be implemented when warranted.

Included in the Meng report were a number of comments about our faculty. This was expected, particularly since our faculty is so markedly different from that found on most college campuses. The report praised our instructors as individuals, and it made specific, favorable comments about their classroom competence and their ability to develop a high level of rapport with the cadets. The team did offer some suggestions for improvement. Among these were a recommendation to increase the tenure component of the faculty and another that we provide our instructors with more opportunities to participate in "the scholarly life of the nation."

Similar comments and recommendations were made by the Faculty Review Board, a group appointed by the Chief of Staff to study the long-range development of our instructional staff. The Board members submitted their report to me in July 1968. After adding my comments to each of their specific proposals, I forwarded the report to the Department of the Army. Action to implement the majority of those proposals has already begun, but I would be remiss if I did not again mention the importance which I attach to specific portions of this report.

In particular, I believe that we must place even greater emphasis on the importance of officer assignments to the Academy staff and faculty. We must continue to make every effort to ensure that the officers assigned here have the requisite schooling prior to their arrival. Finally, we must continue to increase gradually the tenure component of the faculty, particularly among the Associate Professors. We can do no less if we are to continue to offer the cadet the best possible educational experience required of a professional officer.

Curriculum

The series of curriculum studies begun ten years ago by the Academic Board have resulted in a program more flexible than at any other time in our 167-year history. We have tried, whenever possible, to exploit not only each cadet's educational background but also his range of academic interests and aptitudes. This approach provides an outstanding undergraduate education to our cadets, but the curriculum must continue to be analyzed and revised to respond to the changing needs of the nation which the Academy serves.

The embodiment of the educational experience is, of course, the academic program. Over the years, this program has been changed periodically to provide for the varying needs of the military profession, the shifting concepts of higher education, and -- particularly since World War II -- the explosion of knowledge. The present curriculum is quite different from what it was only ten short years ago. The cadet is now offered a sound body of general knowledge in many academic areas and is presented with limited opportunities for concentration in any one of them. The latest studies of the curriculum have indicated that we should continue to take this approach but that further limited thrusts in the direction of individual choice and elective concentration would be of benefit to both the cadet as an individual and to the Army as a whole.

Accordingly, the program which will be offered next fall will allow the cadet, if he so desires, to concentrate his electives in one of the four broad areas in the core program. These four broad areas are the Basic Sciences, Applied Sciences and Engineering, Humanities, and National Security and Public Affairs. Depending on his choice, the cadet will be able to select a number of elective courses from one or more areas and to tailor a program of elective study to conform to his own academic interests and talents. I stress that our aim is not a type of program commonly referred to as a "major" at other institutions. On the contrary, it is -- as Doctor Meng pointed out in his report -- to acquaint the

cadet with the "methods and meaning of intellectual specialization" while providing him with a sound foundation for future professional development in any one of a wide variety of disciplines. This is what our educational objective should be at this time. By offering the cadet the opportunity to pursue an area of elective concentration, we are well on the way toward achieving this objective.

Organization

With the changes of our academic program and vast increases in our elective course offerings has come the need to assess our academic organization. It is recognized that our departments should be aligned in a logical, functional relationship. The curriculum changes which are being implemented warrant major realignment in our departmental structure. In June, the Department of Electricity was redesignated the Department of Electrical Engineering and Military Art was separated from Engineering with the latter and Ordnance Engineering becoming the Department of Engineering. In addition, Military Art and the history component of the Department of Social Sciences were merged to form a new Department of History. This merger will be completed in two stages; the last stage is scheduled for completion in September 1970.

ADMISSIONS

General

This year has been the Academy's most active in the realm of admissions activities and programs. Our public relations efforts have emphasized four major themes: increased opportunity for admissions, equal opportunity for admissions, expanded facilities, and curriculum changes. The expansion of the Corps of Cadets from 2500 to 4400 has placed us in even greater competition with other colleges and universities for the top-level, best qualified students; consequently, we have tried to exploit every possible means to "tell our story." Among the most noteworthy and successful of these has been the District Representative Program, the Equal Opportunity Admission Program (EOAP), the Educator Visit Program, the Cadet

Public Relations Council (CPRC), and the Congressional Briefing Program.

Increased Opportunity

Concurrent with the expansion of the size of the Corps, the nomination possibilities for each Congressional vacancy have increased from six to ten. To dramatize the marked increased opportunity for admission, it is accurate to say that provided he applies early enough, there is no excuse for a qualified young man to fail to be nominated.

Equal Opportunity

Although in the past we have made progress toward ensuring equal opportunity for admission to the Academy regardless of race, color, or creed, I am particularly pleased with the results of this past year. We have paid increased attention to identifying outstanding individuals among the nation's minority groups. To enhance the effectiveness of this program, the Director of Admissions now has a minority group recruiting officer, a Negro, on his staff. This officer's primary duty is to identify and assist individuals from minority groups who possess the requisite intellectual and physical qualifications and who indicate interest in attending the Academy.

Mass mailing of form letters to many potential candidates in minority groups has been of great benefit to our Minority Group Recruiting Officer. With these letters were mail-back cards by which individuals indicated to us further interest in possible attendance at the Academy. This procedure, in conjunction with our use of the National Achievement Test results and race identification being put back on all of our admissions forms, has enabled us to recognize immediately minority group applicants and to render to them whatever assistance is appropriate in each case.

The success of these efforts speaks for itself. The Class of 1972 contained nine Negroes; the incoming Class of 1973 includes forty-seven -- more than a fivefold increase. This has been accomplished without the use of a double standard.

Public Relations

One of the largest contributors to our pool of applicants was the added emphasis on public relations by the Director of Admissions. Increased effort has gone into exploiting the past successes of both the Educator Visit and District Representative Programs. Each has been expanded. For example, there are now 321 District Representatives serving in 235 Congressional Districts. Additionally, there are 112 invitational letters to prospective District Representatives pending replies. Favorable response from those letters will add Representatives in ninety Congressional Districts not now represented. This program remains closely aligned with the Educator Visit Program as District Representatives are encouraged to accompany educator groups from their districts. Educator visitors continue to be one of our best sources of propagating the story of the Military Academy. We will continue this program at its present level, but we have instituted some innovations. Accompanying each group of educators on a two and one-half day itinerary here will be at least one member of their local press. We experimented with this idea last year, and it resulted in several unsolicited, laudatory news releases. For us, this is highly profitable advertising.

Cadet Public Relations Council

While all of the aforementioned "establishment" public relations efforts are reaping noteworthy dividends, the best salesman for the Military Academy is the cadet. In light of this, the programs sponsored by the Cadet Public Relations Council and monitored by the Office of Admissions were given greater emphasis this year. Over the Christmas and Spring Leave periods, during June Week, and on local special trips, cadets conducted public appearances in their home areas informing their local communities as to what is available at the Military Academy. Statistics for the past year show 2,177 high school visits, 441 civic group appearances, and 136 radio/television interviews, all of which covered 359 Congressional Districts. These primarily non-funded programs resulted in over 5000 queries for additional USMA information. We anticipate that during the coming year cadets

will contact over 25,000 potential candidates to inform them of the greater opportunities for admission to the Academy.

As part of their program, these cadets show the new eleven minute film, "The Making of a Leader," a documentary condensation of "West Point, the Army Challenge." "The Making of a Leader" has received enthusiastic response and will play a key role in many of our various admissions programs during the coming years.

The Objective

Exposure has been and will continue to be the object of our public relations and admissions efforts. While we have made progress in these areas, we can ill-afford to become complacent. We have only just begun to ripple the surface of the annual crop of outstanding young men.

Class of 1972

The quality of young men that we are attracting continues to be high. A general examination of the profile of the Class of 1972 is interesting. The typical new cadet had an A- or B+ average in high school, was a member of a scholastic honor society, won a varsity letter, and was probably an officer in a school club. He applied to and was accepted by at least one other college. The academic reputation of the Military Academy was a major factor in his decision to accept an appointment. He was influenced in his decision by a parent or other relative. His father had at least some college education, is a business or professional person, and is in the middle income bracket.

This year USMA participated in a survey conducted by the American Council on Education. The purpose was to provide a source of readily available information about American college students in general. The survey collected data about secondary school background, socio-economic background, college choice, values, interests, and activity patterns. A comparison of new cadets of the Class of 1972 with first-time, full-time freshmen at other colleges is as interesting for

the similarities it reveals as for the differences it shows. Significant findings were:

Academically, a higher percentage of new cadets than other freshmen received A's, were in the top ten per cent of their class, and were elected to scholastic honor societies during secondary school.

With respect to leadership, a higher proportion of cadets were elected president of one or more student organizations.

With respect to athletics, a higher proportion of cadets won a varsity letter.

In general, cadets are more like students at technical institutions than like students at other institutions. Cadets differ from students at technical institutions in that they are more interested in political affairs, administrative responsibility, and community leadership.

MILITARY TRAINING

General

Balancing the cadet's educational experience into a logical, meaningful relationship between his academic interests and his quest for the purely military aspects of his present and future careers has long been an essential aim of the Academy. At Annex B is the Annual Report of the Commandant of Cadets; this report gives a detailed presentation of those areas over which the Commandant has direct supervision. Some emphasis is appropriate in this volume. Among those areas deserving comment are career motivation, Corps organization, the Cadet Chain of Command, and the summer training program.

Career Motivation

The very clamorous criticism of the military profession heard from a vocal few throughout the nation during this past year has caused us to place even more emphasis on that portion of our mission which calls upon us to instill in each cadet the motivation essential to the profession of arms and to orient each cadet toward a career in the United States Army. We have met the challenge presented by this criticism primarily through encouraging open discussion between cadets and

officers who have played an active role in the nation's military activities.

A cadet's understanding of his immediate duties as a junior officer has been expanded by our Recent Graduate Returnee Program. Under this program, young officers of all combat branches who have graduated from the Military Academy within the last few years have been invited to return to the Academy and conduct informal discussions with members of the First Class. During these discussions, they have described the duties, responsibilities, and challenges that they faced on a daily basis as junior officers. Because of the enthusiasm and professionalism displayed by returnees, the program this year was an unqualified success.

The Class of 1971 had an opportunity to meet thirty-four lieutenants of the combat arms who assisted in the Third Class Summer Training program at Camp Buckner. These young officers, many of whom recently returned from Vietnam, provided Third Classmen with a unique and valuable insight into the life of a junior officer.

The Senior Officer Seminar Program, managed by the Office of Military Psychology and Leadership, provided cadets with an accurate picture of military activities at division level and higher. This year's program consisted of presentations by six guest speakers: Lieutenant General Harry W. O. Kinnard, Commanding General, U. S. Army Combat Developments Command; Lieutenant General Albert O. Connor, Deputy Chief of Staff for Personnel; Lieutenant General Harry J. Lemley, Jr., Deputy Chief of Staff for Military Operations; Lieutenant General Austin W. Betts, Chief of Research and Development; Lieutenant General Arthur S. Collins, Assistant Chief of Staff for Force Development; and General Bruce Palmer, Jr., Army Vice Chief of Staff. General William C. Westmoreland's inspiring graduation address capstoned the program.

Our philosophy at West Point is and will continue to be to let the Army sell itself to cadets. We

have found that the most effective way to accomplish this is through maximum officer-cadet contact, especially on an informal basis. With few exceptions, the officers assigned to West Point as instructors and tactical officers recently have served at least one tour in Vietnam. These officers, most of whom are field-grade with from seven to fourteen years service, meet daily with cadets on both a personal and professional basis. Through classroom discussions, informal counseling sessions, and social gatherings in officers' homes, cadets gain an understanding of Army life through the eyes of the career officer. They learn what combat in Vietnam is like at company, battalion, and brigade levels from officers who have served as advisors, staff officers, and commanders.

Although the informal approach is effective, we do not rely on it completely. The Career Counseling Program, conducted by the Office of Military Instruction, provided accurate information about all branches to the cadets. Career oriented discussions were conducted for all four classes. During the First Class Branch Training Trip, First Classmen received an orientation about Army life at each of the various branch centers. In December, the First Class attended discussions conducted by a branch orientation panel composed of Military Academy officers representing all arms and services. The Director, Officer Personnel Directorate, Colonel George W. Putnam, Jr., also addressed the First Class in December. Prior to branch drawings in February, the Office of Military Instruction furnished each First Classman extensive and detailed information about each branch, and, following the drawing, senior instructors provided individual consultation service regarding the selection of initial duty assignments.

Last year, ten minutes of each Military Instruction class was set aside for discussion of career matters. A series of locally produced, five to ten minute television spots titled "Dateline: Army" was presented to the Second Classmen during Military Instruction. Current information and new

developments in the Army were featured in these films. The Third Class received a nine-hour Service Orientation Course in which service schools, career patterns, and current promotion policies were discussed in detail. One of the highlights of this course was a class titled "The Army Wife and Family Life." For this session, the officer instructor brought his wife to class to answer questions from the distaff point of view. Cadet interest in the class exceeded all expectations, and it will be continued as part of next year's program of Military Instruction. Fourth Class Military Instruction included a seventeen-hour course in the military heritage and traditions of the United States Army. This course was designed to instill in each Fourth Classman a feeling of pride in being part of an organization with a proud past and a challenging future.

In spite of continued, constant attention to the Career Motivation portion of our mission, the attrition rate for a class over a four-year period remains at approximately thirty per cent. The Class of 1969 entered the Academy with a strength of 1137 men, 800 of whom graduated this June. This represented a loss of 337 men or 29.82 per cent. We are continuing our studies of the complex problems involved with career motivation. We sincerely wish to lower the attrition rate but not at the expense of lowering our academic and professional standards. The cadet counseling service operated by the Office of Military Psychology and Leadership has proved to be a valuable agency in guiding cadets who are considering resignation for motivational reasons. During this past year, 213 cadets received professional counseling through this service. Information obtained from those cadets who elected to resign for motivational reasons substantiated the opinion expressed in last year's report that motivational losses are a process of self-elimination by those cadets who, because of physical, emotional, or academic limitations, cannot fully meet cadet standards and whose value as officers would be questionable.

A means of identifying potential motivational losses during candidate testing continues to be one of our primary concerns. Officers assigned to West Point and selected cadets who fully understand the demands which will be placed on young men who enter the Academy traveled to each of the candidate test centers during this year's winter and spring candidate testing periods. At the center they briefed each candidate on the rigors and challenges of cadet life to ensure, insofar as possible, that each candidate had a true understanding of the Academy and a sincere desire to become a cadet.

I feel that these efforts to motivate our graduates will prove profitable. In spite of apparently growing criticism of the military establishment, and particularly of the United States' presence in Vietnam, 235 members of the 800 who graduated this June requested duty in Vietnam for their first assignment.

The Corps this year consisted of four regiments of two battalions of four companies each -- a total of thirty-two companies. Preparations have been made for the final expansion to take place in September 1969 when the Corps will be organized into four regiments of three battalions of three companies each, totalling thirty-six companies.

Students at the Military Academy, perhaps more than at any other academic institution, have a direct responsibility for the formulation, revision, and enforcement of standards and policies. Excellent results have been achieved over the past few years by increasing cadet authority and responsibility in all areas of cadet activity to include military training, intramural athletics, administration, student discipline, drill and ceremonies, extracurricular activities, and the Fourth Class System. Student government at West Point is the Cadet Chain of Command and every cadet is an integral part of that system. The Chain of Command is not a convenient means of imposing authority from above, but an important and effective means of transmitting information and ideas both ways.

Corps Organization

Cadet Chain of Command

Summer Training

The Cadet Chain of Command was rotated three times last year. In this manner, a minimum of seventy-five per cent of the First Class served as cadet officers. Underclassmen received leadership experience by serving in positions of responsibility on provisional chains of command created for the various summer training programs.

The Class of 1972 started New Cadet Barracks on 1 July 1968 with a strength of 1244, the largest class ever to enter the Academy. The upperclass detail for New Cadet Barracks, composed of members of the Classes of 1969 and 1970, trained the new cadets using positive leadership with emphasis on professionalism. This approach resulted in high individual and unit esprit throughout the new cadet training period. One indicator of the high degree of performance exhibited by the new cadets was the result of the rifle marksmanship training; all new cadets qualified with the M-14 rifle. Over fifty-nine per cent of the class qualified as sharpshooter or better. The biggest innovation during New Cadet Barracks 1968 was the introduction of new cadets into leadership positions. During the Fourth Class bivouac, each squad, led by a new cadet, conducted a graded tactical attack problem and completed for an award which went to the best drilled squad. The Class of 1972 selected as its class motto, "Proud and True -- 72."

After a month's leave in June, 854 members of the Class of 1971 reported to Camp Buckner where, during July and August, they received an intensive program of advanced individual training, squad and platoon tactics instruction, individual and crew-served weapons firing, and practical exercises in the tactics and techniques of the five combat arms. During this year's Buckner training, tactics and techniques currently used in Vietnam were emphasized. The week of RECONDO training, resembling an abbreviated Ranger course, remained one of the high points of Third Class summer training.

Members of the Classes of 1969 and 1970 participated in Army Orientation Training (AOT) during the months of July and August. The value of this

year's AOT was enhanced by the return of the program to Europe after an absence of three years. By sending 105 cadets to Europe, every cadet who participated was able to serve in a junior leadership position in the Regular Army. Other locations participating in the program were the United States, the Panama Canal Zone, Hawaii, and Alaska.

The Class of 1971 underwent Second Class June Training at West Point after a short but very informative visit to Aberdeen Proving Ground. The class maintained a high level of esprit and enthusiasm during its preparation for assumption of responsibilities as members of the upperclass New Cadet Barracks detail or as platoon leaders in AOT.

The Class of 1970 left on graduation afternoon to visit six major U. S. Army Combat Arms Centers. During visits to Forts Bliss, Sill, Knox, Belvoir, Monmouth, and Benning, these cadets received excellent orientations on tactics, techniques, current equipment, and new developments in the Combat Arms.

ACTIVITIES

General

We continue to emphasize a wide range of extracurricular activities to stimulate and attract cadet interest and participation. These activities, now sixty-nine in number, enhance academic pursuits, provide training in military carry-over skills, bridge the gap between intramural and intercollegiate sports, and provide outlets for religious, cultural, and leisure interests of the cadets. Each cadet belonged to an average of two clubs, and, statistically, 6683 cadets took 421 trips while engaged in extracurricular activity programs during the past year.

Sports

All cadets participate in athletics at the intramural, club, or intercollegiate levels. The intercollegiate program, now including twenty sports since skiing was added this year, offers a challenge to those cadets who are highly skilled athletes. Nine athletic clubs are available for cadets who prefer sports which do not have full

Intercollegiate Competition

varsity status. All cadets who are not members of an intercollegiate team or a club team are required to participate in the intramural athletic program which includes eighteen sports.

The Academy's twenty intercollegiate varsity teams compiled an enviable record during the past season. They distinguished themselves by winning seventy-five per cent of 252 contests (won 185, tied 4, lost 63). Among the more significant team honors garnered by the Academy during this year were:

The 150-pound football team was undefeated and won the Eastern League championship.

The soccer team participated in the quarter-finals of the NCAA Tournament.

The basketball team led the nation in defense and placed fourth in the National Invitational Tournament.

The pistol team was undefeated and won the National Rifle Association Sectional matches.

The indoor track team was undefeated.

The lacrosse team shared the national championship with Johns Hopkins.

Of added interest, in the eighteen varsity meetings with Navy, Army won thirteen, tied one, and lost four.

Outstanding individual performances resulted in recognition of eight cadets as All-American, eighteen as All-East, and nine as Heptagonal champions.

Coaching Staff

Of special note are the activities of the varsity coaches. Football coach Tom Cahill was on the staff of the East teams in both the Shrine Game in San Francisco and the All-America game in Tampa. He also conducted a clinic for the U. S. Army in Germany during the summer. Frank Wells in gymnastics, Jack Ryan in swimming, and Leroy Alitz in wrestling are all members of the United States Olympic committees for their respective sports. Bill Cullen is president of the

National Squash Racquets Association. Jack Riley is chairman of the Hockey Committee for the World Student Games.

Two new coaches were added to the staff in the past year; they were Lieutenant Ronald McMahan, fencing, and Sergeant Major Ray Love, skiing. Sergeant Major Alfred O'Neill, who had previously coached the rifle team, returned after a year of duty in Vietnam.

Spectator Interest

There was continued interest in the performance of Army teams throughout the year. Five home football games attracted a total of 148,000 people. Three of the games were sellouts. Other sports drew well, and a marked improvement in lacrosse attendance was noted.

CONSTRUCTION PROGRAM

General

This fiscal year has seen a marked improvement in the availability of physical facilities. By no means, however, have all the problems been alleviated. Temporary crowding of cadet barracks, overtaxed cadet social and recreational facilities, and insufficient family housing for staff and faculty continue. Current needs are being met by juggling available resources; however, this becomes more difficult as the strengths of the Corps and the staff and faculty continue to rise. Some of our most urgent requirements have been met with the recent availability of new facilities. Construction has been initiated this past year in other key areas to provide programmed relief; however, rising construction costs and resultant high bids have caused delays which seriously affect our programmed construction.

Washington Hall - Barracks Complex

Construction of the Washington Hall-Barracks Complex is nearing completion, and only a few areas, including the important kitchen rehabilitation, remain unfinished. Portions of the project completed this past year were the remaining two wings of the dining hall; the expanded academic areas on the fourth, fifth, and sixth floors, and both wings of barracks. The East wing of barracks was occupied in September 1968 and the

North wing in April 1969. This allowed us to vacate the old barracks, scheduled for demolition, to make way for construction of our second phase of barracks. Construction of this second phase is programmed to begin this summer and, upon completion in 1971, will allow the Cadet Corps to return to two-man rooms.

New Academic Building

Construction began on the new Academic Building in September 1968 after a delay of several weeks caused by high bids. Some delay has been experienced in the initial construction, and the anticipated delay beyond the scheduled September 1970 completion date will result in the difficult but not insurmountable problem of providing temporary classroom facilities.

Athletic Facilities

Construction of an addition to the gymnasium which will house a new Olympic swimming pool is nearing completion. The pool should be available by fall, 1969, and will provide a badly needed facility. Although not part of the government funded expansion program, construction began late last fall on an eleven thousand seat expansion to Michie Stadium. This addition, funded by the Army Athletic Association, is scheduled for completion before the first home football game this fall.

Camp Buckner

Construction of an addition to the mess hall at Camp Buckner is nearing completion and will be available for use this summer. The thirteen prefabricated barracks programmed for construction have been delayed. We are meeting our requirements for summer training this year by using tents for a portion of the Class of 1972. I hope the status of our barracks construction can be resolved in time to permit construction by the summer of 1970.

Cadet Activities Center

The Cadet Activities Center is scheduled for inclusion in the FY 1970 MCA budget, for which hearings are now being held by Congress. Final design is underway, and it is hoped that construction will begin on this desperately needed facility during the spring of 1970.

Post Facilities

Major post projects include 360 units of family housing, a one hundred bed hospital, a thirty-six unit BOQ, a new access road, and the necessary supporting utilities. A majority of the new utilities have been completed and the new access road is under construction with completion expected this summer. After a delay of several weeks caused by high bids, construction began on the first two hundred units of family housing in September 1968. The housing situation at the Military Academy is extremely critical; there are no rentals now available in the local off post area and the large number of families for whom government housing is not available must pay extremely high rent and travel excessive distances. The situation will be relieved only partially by the completion of the two hundred housing units now under construction and will remain one of our most critical problem areas until completion of the second 160 units scheduled as part of the FY 1971 program.

Recent bids submitted for both the new hospital and the thirty-six unit BOQ were rejected because they were in excess of authorized funds. Both projects are badly needed and a decision as to what course of action will be pursued is now under study at Department of the Army level.

Status

Based on construction costs, our present status shows nearly fifty per cent of all projects either complete or under contract. Of the remaining fifty per cent, almost twenty per cent is funded but not yet underway and thirty per cent remains to be authorized and appropriated during Fiscal Years 1970-73. Included among the projects not yet funded are the Cadet Activities Center and the second increment of housing programmed for FY 1971. Together, these two projects constitute a large percentage of unfunded requirements.

Rising construction costs and the resulting high bids have affected seriously the scheduling of some projects carefully programmed to meet requirements. Further delays can only result in even higher construction costs and magnified operating inefficiencies at the Academy.

CONCLUSION

During this past year as Superintendent of the Military Academy, I have taken extraordinary pleasure in having seen an outstanding group of young men participate in the educational experience provided here. I have seen eight hundred of the nation's finest leave as graduates and commissioned officers to take their places in a volatile and turbulent world, and I have seen over one thousand new cadets, the Class of 1972, arrive to begin their training. This new class, as well as those returning to the Academy to continue the educational process, will continue to provide new challenges for us. Our ability to meet these challenges will determine our ability to grow and successfully accomplish our mission.

I look forward, too, to the arrival of the Class of 1973, the largest class ever to enter West Point, 1440 men. The expansion programs, both of facilities and of the Corps of Cadets, are in full progress. I am happy to report that there has still been no lowering of standards. At this point, I can see no reason why there ever need be. We continue to have more qualified applicants than vacancies, and we are continuing to explore every available resource to uncover potential candidates.

While this past year reveals nothing revolutionary at the Academy, it has marked a year of accomplishment and growth which may justifiably reflect creditably upon the outstanding staff and faculty with whom I have had the pleasure to serve during this period of my superintendency.

I am profoundly grateful to each of them for the assistance which they have given me. Neither this volume nor the annexes can possibly give total credit for all that has gone into making the academic and fiscal year the success that I feel it has been, but within the context of the preceding and succeeding years, their pride and dedication will be evident.

