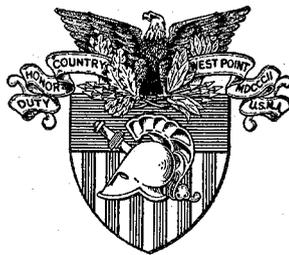


**REPORT**  
of the  
**BOARD OF VISITORS**  
to the  
**UNITED STATES MILITARY ACADEMY**  
**WEST POINT, NEW YORK**



**27 April 1949**



UNITED STATES MILITARY ACADEMY  
WEST POINT, NEW YORK

27 April 1949

SUBJECT: Report of Board of Visitors to the United States Military Academy, Appointed Under the Provisions of Public Law 816, 80th Congress, Chapter 714, Second Session.

TO: The President of the United States.

1. Act Creating Board of Visitors for United States Military Academy.

Under the provisions of Public Law 816, referred to above, which rescinded previous laws on the subject, a new Board of Visitors was created for the United States Military Academy. The new Board differs from previous Boards in that, in addition to being composed of Senators appointed by the Vice-President and Representatives appointed by the Speaker of the House of Representatives, it includes a group of Presidential appointees. Specifically, under the law, the Board is constituted as follows:

a. The chairman of the Committee on Armed Services of the Senate or his designee;

b. Three other Members of the Senate to be appointed by the Vice-President or President pro tempore of the Senate, two of whom shall be members of the Committee on Appropriations of the Senate;

c. The Chairman of the Committee on Armed Services of the House of Representatives or his designee;

d. Four other Members of the House of Representatives to be appointed by the Speaker of the House of Representatives, two of whom shall be members of the Committee on Appropriations of the House of Representatives; and

e. Six persons to be appointed by the President. The first Board shall consist of two persons appointed to serve for one year, two for two years, and two for three years. Thereafter two new appointees to be appointed each year to serve for three years.

In brief, the duties of the Board, as prescribed by the Law, are to visit West Point annually in April and at such other times as it may see fit, for the purpose of inquiring into the state of morale and discipline, curriculum, instruction, physical equipment, fiscal affairs, academic methods, and other matters relating to the Military Academy which the Board may decide to consider.

The Law further requires that within 60 days after the annual visit in April, the Board shall submit a written report to the President of the United States regarding its action as such Board, together with its views and recommendations pertaining to the United States Military Academy. This report is submitted under that provision of the Law.

A full copy of the Law is appended, marked Exhibit "A".

## 2. Personnel of the Board

The membership of the Board, appointed as described above, is as follows:

### SENATORS

Millard E. Tydings, Maryland  
Lister Hill, Alabama  
Chan Gurney, South Dakota  
A. Willis Robertson, Virginia  
Lester Callaway Hunt, Wyoming

### REPRESENTATIVES

Carl Vinson, Georgia  
Albert Joseph Engel, Michigan  
George Herman Mahon, Texas  
Overton Brooks, Louisiana  
Paul Joseph Kilday, Texas  
Herbert Alton Meyer, Kansas

### PRESIDENTIAL APPOINTEES

Dr. Irvin Stewart, President, University of West Virginia, Morgantown, West Virginia.  
Dr. Samuel N. Stevens, President, Grinnell College, Grinnell, Iowa.  
Dr. Frederick D. G. Ribble, Dean of the School of Law, University of Virginia, Charlottesville, Virginia.  
Hon. Tom Miller, Mayor of Austin, Texas.  
Dr. Uel W. Lamkin, Maryville, Missouri.  
Dr. Ben M. Cherrington, Director of Social Science Foundation and Professor of International Relations, University of Denver, Denver, Colorado.

## 3. Preliminary Data in Accordance with Directions Issued by the Secretary of the Army.

As soon as the names of the Presidential appointees were received, the Superintendent of the Military Academy wrote a letter to all members of the Board (see Exhibit "B") suggesting a date of meeting for the Board and inclosing certain pamphlets and statistical charts which it was believed would be of interest to the members of the Board prior to the time of convening. (See Exhibit "C")

#### 4. Convening of Board.

The Board met at 2:00 p.m., 25 April 1949, at Post Headquarters, U. S. Military Academy. Present:

Senator A. Willis Robertson  
Senator Lester Callaway Hunt  
Representative Herbert Alton Meyer  
Dr. Frederick D. G. Ribble  
Dr. Ben M. Cherrington

It is very much regretted that the other members of the Board could not be present, but pressing legislation in the Congress prevented the attendance of the other Congressional members of the Board; and the other Presidential appointees had commitments, made prior to the receipt of the notification of their appointments, which they could not cancel.

#### 5. Opportunity to Perform Mission.

The meeting of the Board of Visitors had the complete cooperation and assistance of the Superintendent and the entire staff of the Military Academy. Colonel O. J. Gatchell, Professor of Mechanics, USMA, was detailed as Faculty Secretary; his assistance to the Board was invaluable in planning the meeting so that it covered the work of the Academy as fully as might be done in so short a space of time. The cooperation by the staff made it easy for the Board to meet any members of the staff and any cadet or group of cadets with whom the members of the Board desired to speak. The Board is deeply grateful to the Superintendent, to Colonel Gatchell, and to each member of the staff with whom it came in contact.

#### 6. Procedure.

a. Orientation Conference. Immediately after the convening of the Board, there was an orientation conference. First in the conference was an address by the Superintendent, Major General Bryant E. Moore, welcoming the Board and explaining the mission of the Military Academy in general (Exhibit "D"). This was followed by a statement by the Chief of Staff, Colonel M. J. Lee, USAF, explaining the general organization of the Military Academy into its 3-fold components: academic instruction, military instruction, and post administration. The Dean of the Academic Board, Brigadier General Harris Jones, then explained the organization of the academic instruction with a brief description of the curriculum and the methods of instruction. The Commandant of Cadets, Colonel Paul D. Harkins, Cav., gave a brief statement regarding the organization of the Corps of Cadets and the scope and methods of military instruction, including physical education.

b. Conference with Commandant of Cadets. At the completion of this orientation conference, the Board proceeded to a conference room in the Cadet Headquarters where, from charts, the Commandant of Cadets explained in more detail the military instruction of the Corps of Cadets.

c. Interviews with Groups of Cadets. Upon the completion of this explanation by the Commandant of Cadets, the Board was afforded the opportunity to interview four different groups of cadets. The first interview was with 18 cadet officers, including the Brigade Commander and his staff, 2 Regimental Commanders, 6 Battalion Commanders, and 6 Company Commanders. The second group was the Cadet Honor Committee of 25 cadets, consisting of a chairman and one representative from each of the 24 cadet companies. The third group was the Cadet Duty Committee, likewise consisting of a chairman and a representative from each of the 24 cadet companies. The fourth group was composed of 2d, 3d, and 4th Classmen selected in such a manner as to give a cross section of academic preparation prior to entering the Military Academy, of military service prior to entering the Military Academy, and of academic standing at the Military Academy.

The chairmen of the Honor Committee and the Duty Committee made brief statements explaining the functions of their committees. All four groups were questioned by the members of the Board regarding their reactions to the concepts of honor and duty, the academic instruction, the military instruction, and the discipline of the Corps of Cadets. They were afforded ample opportunity to make any suggestions which they might have for improvement in any of these fields. They were asked about their food, their medical treatment, and other like subjects. They expressed general satisfaction with the present status of affairs of this nature at the Military Academy. However, they did call attention to the crowded living quarters. They stated that there was a difference of opinion among cadets as to whether or not the curriculum leaned too heavily toward scientific subjects or, on the other hand, toward humanistic subjects, but they agreed that this is dependent largely upon the individual liking of the cadet; and in general they all felt that the curriculum was very well balanced. They stated that the food was excellent and well prepared, and that their medical and dental treatment was excellent. The Board was very much impressed with the candor, the poise, and the ability for self-expression which characterized the statements made by the cadets to the Board.

d. Inspection of Cadet Dining Hall and Kitchen. After the completion of these interviews, the Board inspected the cadet dining hall and kitchen, which they found to be thoroughly clean and sanitary and modern in the highest degree. The kitchen has been recently enlarged and modernized and constitutes, with the extension to the Gymnasium, the only expansion of the facilities of the Military Academy to accommodate the increase from 1900 to 2500 cadets, which was made in 1942.

e. Inspection of Model Cadet Room. The Board then visited a model cadet room in which could be seen the way in which cadets live and are required to keep their clothing and equipment.

f. Retreat Review. Following this, the Board witnessed a retreat review by the entire Brigade of Cadets. This was a most inspiring sight; the marching was fully up to the traditional standards of West Point, and the Board marveled that such precision in marching could be accomplished

when it was informed that the only close-order drill now a part of the military instruction of cadets, after the initial period in their first summer as new cadets, consists of 6 hours of drill in the month of September and 8 hours of drill in the month of May.

g. Cadet Chapel. The Board then visited the Cadet Chapel and listened to a brief playing of the magnificent organ. The Chaplain was away but conversation with the Chairman of the Chapel Board, Colonel Gatchell, leads the Board to believe that appropriate provision is made for religious interests at the Academy. There were notable evidences of significant cadet initiated religious activities.

h. Executive Session, 25 April. In the evening after being entertained at the Superintendent's quarters, the Board held an executive session at the Hotel Thayer. This meeting was held at this time because pressing duties in Washington required the Congressional members of the Board to leave the next morning. At this executive session, the Assistant Chief of Staff, G-4, Colonel E. E. Kirkpatrick, was present and answered questions by the Board regarding fiscal matters, physical equipment, and the construction program for the Military Academy. The Congressional members then stated certain impressions which they had received during their brief stay at the Military Academy, which they directed the Faculty Secretary to incorporate into the report, and delegated to the Presidential appointees the authority to represent them in the preparation of the remainder of the report.

i. Departure of Congressional Members. The Congressional members departed for Washington at 7:30 a.m. Tuesday, 26 April.

j. Schedule April 26th and 27th. The work of the next two days by the two remaining Presidential appointees was in accordance with a carefully prepared program of visits to various activities. Wherever an academic department was visited, the head of that department gave a brief explanation of the work of his department and methods of instruction. Following this there was an inspection of the activities of the department. Inspections are listed below:

- Dept. of Social Sciences - Attended recitation in International Relations (1st Class)
- Dept. of Electricity - Attended lecture-demonstration, and witnessed cadets at work in Electronics Lab. (2d Class)  
Inspected Power Laboratory (2d Class)
- Dept. of Mechanics - Inspected Thermodynamics Laboratory (2d Class)  
Inspected Hydraulics Laboratory (2d Class)
- Dept. of Military Art and Engineering - Attended recitation in Military History (1st Class)

Dept. of Physical Education - Tour of Gymnasium:  
Witnessed classes in Swimming, Gymnastics,  
Boxing and Wrestling (4th Class)  
Witnesses intramural sports in Tennis, Cross  
Country, Soft Ball, Soccer and Water Polo  
(all classes).

Inspected Library, Officers' Mess, Cullum Memorial Hall, and Museum.

Lunch in Cadet Dining Hall with Superintendent and Commandant of Cadets  
and again on the second day, sitting with cadets.

Observation tour of the Post.

Inspection of facilities at Camp Buckner.

In addition, the following individual visits were made:

Dr. Cherrington:

Department of Social Sciences - Attended recitation in Government (2d  
Class)

Department of Physics and Chemistry - Attended recitation in Physics  
(3d Class)  
Inspected Chemistry Laboratory  
(3d Class)

Department of Foreign Languages - Attended recitations in Russian,  
German, and French (3d Class)

Department of Military Psychology and Leadership - Attended lecture,  
"Reactions to Frustrations" (3d Class)

Dr. Ribble:

Department of Military Topography and Graphics - Tour of drawing rooms  
and other facilities.  
Inspected products of cadet work (3d and  
4th Classes)

Department of Ordnance - Attended recitation on Ammunition (1st Class)  
Witnessed Automotive Laboratory work (overhaul  
of 2-1/2 ton truck engine)

Department of Mathematics - Attended lecture in Calculus (4th Class)

Department of English - Attended recitation - Benet's "John Brown's  
Body" (4th Class)

In addition to these scheduled visits, there were informal  
conferences with the Superintendent, the Dean of the Academic Board, the  
Commandant of Cadets, the Faculty Secretary, and several heads of academic  
departments, which took place from time to time during the three days and  
two evenings.

## 7. Comments

### a. State of Morale and Discipline.

#### (1) Corps of Cadets.

- (a) Morale. The state of morale is superb. It was evident to the Board that this derives from the confidence of the cadets in the administration, in the instruction, and in the leadership of the institution, as well as from the democratic participation by the members of the Corps of Cadets themselves in the formulation and maintenance of the standards of all student relationship and conduct. The interview with the Honor Committee brought out the fact that the students are intensely and wholeheartedly devoted to the Honor System. It was obvious from the statements made by the members of the Cadet Honor Committee that the cadets feel that the Honor System belongs to them, and that the traditions of the Honor System are handed on from class to class sacredly; the cadets have full confidence in its efficacy, fairness, and its influence upon the molding of the character of West Point graduates. The student presentation convinced the Board that the System is operated fairly and justly, and is a tremendous source of moral strength to the Academy.

The Board is convinced that the cadets themselves are imbued with a high sense of duty and that every effort is being made within the Corps of Cadets itself to stimulate, foster and promote that sense of duty. The Corps of Cadets considers that performance of duty by each cadet is the responsibility of the Corps and that this responsibility arises from their own sense of obligation and not merely as a result of commands or requirements issued from above.

- (b) Discipline. From its observation, the Board found that the discipline of the Corps of Cadets is excellent. This is due to a large degree to the fact that the manifest discipline is self-discipline, derived from the participation of the cadets in the development and maintenance of the standards of conduct within the Corps.

The honor, discipline and sense of duty prevalent among the members of the Corps of Cadets is to be highly commended and sets a very fine example to the youth of the country.

(2) Staff and Faculty.

The Board was impressed with the spirit of the staff and faculty. Everyone with whom we came in contact was found to be alert, interested in his work, and anxious to perform his duties to the highest degree possible. In this connection, the Board found that members of the faculty, by frequent visits to other educational institutions, make constant effort to keep abreast of modern developments in education. Over 100 visits were made during the past year to various educational institutions and Army and Air Force installations by the 20 permanent professors.

(3) Remainder of Command.

There was no opportunity to observe or form any conclusions upon the state of morale and discipline of the administrative officers of the command or the enlisted men, in the time available. However, during the time that the Board was at the Military Academy, it was noted that the members of the command were all neatly dressed, that saluting was smart and military, and there was every outward appearance of a well-disciplined command with high morale.

8. Curriculum.

a. Studies Which Have Been Made. The time available was far too short to make a very detailed study of the curriculum. However, the Board learned that the curriculum has been studied very carefully several times in recent years. In 1940, an extensive investigation by the Academic Board resulted in a number of changes. Again in 1942, the curriculum was carefully examined in preparation for the three-year course which was followed by the Academy during the war years. This curriculum was thoroughly studied and approved by a Board of Consultants consisting of a number of Army officers, Dr. Karl Compton, President of Massachusetts Institute of Technology, and Dr. Hopkins, President of Dartmouth College. Dr. Hopkins was Chairman of this Board. Toward the end of the war when it became evident that a return to the four-year course was imminent, a long study was made by a Committee of the Academic Board especially selected for that purpose, which prepared a four-year course taking into consideration the lessons learned in World War II. This report was carefully considered by another Board of Consultants in 1945 under the chairmanship of Dr. Karl Compton, and consisting of six Army officers representing different activities of the Army; Lieut. General Troy Middleton, Comptroller of Louisiana State University; and Dr. James Phinney Baxter, III, President of Williams College.

There is a standing curriculum committee which constantly studies the curriculum with a view toward improvement, considers any

suggestions for change, and strives to keep it up to date. As late as September 1948, this committee made an intensive study which resulted in significant improvements in the schedule of instruction.

b. General Scope of Curriculum. The Military Academy is an undergraduate institution which provides a good balance between the arts and sciences. The Board was favorably impressed with the proportions. The curriculum is comparable to that of the best college in the country. The graduates have a greater concentration of scientific subjects than is common among graduates of American arts colleges, yet the concentration is not sufficient to cause the Academy to be classed as an engineering school. The curriculum is carefully organized and the elements of the curriculum have been so arranged as to provide an effective integration of various subject matters. Thereby a great deal of time is saved and a high degree of flexibility is had. In general, the Board believes the curriculum is admirably suited for the purpose for which the Academy is intended.

c. Specific Comments. Specifically, the Committee submits the following comments regarding the curriculum:

- (1) American History. The Board was surprised to find that no course in American History as such is included in the curriculum. The Board is cognizant of the fact that all candidates must qualify in American History for admission, but the requirements for qualification are only one year in a secondary school or one semester in college. It was observed that courses in the Department of Social Sciences and Military Art and Engineering contain a large amount of subject matter which is directly related to American History. Because the Board feels this subject is of such vital importance to an Army officer it suggests that the standing Curriculum Committee make a careful inquiry as to whether the amount and type of instruction now offered in this field is adequate.
- (2) English. The Board gave careful consideration to the amount of time devoted to instruction in English. At present the course constitutes about 1-3/4 academic years on a three-hour per week basis; however, by recent action of the Academic Board, this will be increased next year to nearly two full academic years. In the opinion of the Board, the crowded condition of the curriculum does not permit of the assignment of added time to this subject. However, the Board feels that each head of a department which gives instruction to cadets in their last two years should be authorized to certify to the English Department that a cadet in his department is deficient in the capacity to express himself clearly and well. Thereupon the cadet in question should be required, as a pre-requisite for graduation, to take such additional work in

English as shall be specified by the English Department. The Board believes it would be desirable to have a remedial communications clinic, particularly for the Fourth and Third Classes, including reading, hearing, and speech.

- (3) Foreign Languages. The Board commends the teaching of five foreign languages, especially the method of emphasizing conversational skill, including the use of nationals in the instruction process. The Board feels that it would be desirable, if possible, to have a refresher course in languages just prior to graduation, but realizing the crowded condition of the curriculum, has no specific suggestion to make in this respect. The Board noted with great interest the number and size of the language clubs which are conducted as extracurricular activities by the cadets themselves. The Board believes that these clubs should be encouraged and helped in every way possible in order to increase ability in speaking foreign languages.

## 9. Academic Methods of Instruction.

a. Basic Principles. The Board found that instruction is highly effective, being well-planned and carried out by competent teachers. The quality of the instruction is due largely to certain fundamental principles which have been in being at the Military Academy for over 120 years. These principles are, first, instruction by groups of approximately 12-16 students; second, by arrangement in groups according to excellence in the particular subject, with frequent rearrangement in accordance with demonstrated ability; third, an assigned task to be prepared by the cadet each day with, in general, a marked recitation in the assigned subject matter each day. Although the details vary in different departments, in general the class is conducted in such a manner as to stimulate discussion. Ample opportunity is afforded for the cadets to ask questions. Explanations of difficult points are given by the instructor, followed by a test of the knowledge and understanding of the class.

b. Permanent Personnel. The only permanent teaching personnel are the two professors in each department plus the native language instructors. The Associate and Assistant Professors are officers usually on a second tour of duty at the Academy.

### c. Non-Permanent Personnel.

- (1) Selection and Training. The quality of the instruction is due in a large measure to the method of selecting instructors and of preparing them for their work. A large majority of the instructors are graduates of the Academy who, as cadets, excelled in the work of the academic department for which they are selected. They are observed

as potential instructors while they are still cadets, and their progress is watched after graduation. At the appropriate time, usually after about 5 to 8 years' commissioned service, which must have been of superior quality, their assignment to the Military Academy for instructor duty is requested. Normally, the detail is for 4 years with the first year spent in postgraduate work at a civilian educational institution. New instructors report at West Point in June, where the summer is spent in intensive preparation for the exact subjects they are to start teaching in September. Frequently, also, in some departments instructors attend evening classes at colleges and universities in New York City during the academic year.

- (2) Ability. The zeal, enthusiasm, and skill of the instructors observed by the Board was outstanding. All Army officers have to spend much of their time teaching, and every effort is made to utilize the most modern teaching methods with extensive use of visual aids. The varied experience of these young instructors, coming from service in all parts of the world, gives background both technical and human, which is very valuable.
- (3) Necessity of Instructors Being Commissioned Officers. One very important reason for having officers as instructors is the fact that after academic hours during the fall and spring and all during the summer, academic officers are called upon to assist in the military instruction of cadets. Civilian instructors would not be qualified for this duty.
- (4) Limited Use of Non-Graduates. The authorities at the Military Academy believe that a small number of non-graduate officers should be on the teaching staff. This idea was endorsed by the 1945 Board of Consultants and is shared by this Board. The fact that the number is very limited now is due to lack of information regarding qualified personnel in the Armed Forces. The Academy believes that, like all other educational institutions, it should have the right to choose its own personnel. The Board heartily endorses this attitude. Efforts are being made to acquire information regarding qualified non-graduates in the Regular Army and among Reserve Officers who might be called to active duty as instructors and in the future it is expected that the number of non-graduate instructors will be increased. It is noteworthy that there are two Navy officers now on duty at West Point and two Army officers on duty at Annapolis.

- (5) Danger of Inbreeding Minimized by Postgraduate Work at Other Schools. The Board recognizes some possibility of inbreeding of the Academy in having so many of its own graduates as instructors, but believes that this danger is minimized by the postgraduate instruction which is given and by the steps which are being taken to have a reasonable number of non-graduate instructors.
- (6) Necessity for High Priority in Assignments of Instructors. The Board believes that the system is sound and efficient but, to be successful, must have full cooperation on the part of the Department of the Army in giving a high priority to requests of officers for instructor duty. If officers requested are not made available, the result will inevitably be a reduction in the quality of instruction.

d. Supervision. Another feature of the instruction methods at West Point noted with approval by the Board was the close supervision of the work of the instructors by the heads of the departments and associate professors. Coordinating conferences and frequent visits to classrooms are routine procedure and not considered by the instructors as spying or infringement of their academic freedom. On the other hand, they are looked upon as helpful.

e. Laboratories. The technical departments of Physics and Chemistry, Electricity, Mechanics, and Ordnance, have laboratories which compare most favorably with those of the finest technical schools in the country. They have a wide variety of modern equipment arranged systematically to promote efficiently the handling of the large number of cadets taking the work simultaneously. The heads of the departments concerned have planned wisely to protect against obsolescence by providing systematic programs for replacement of major items of equipment as modern technological development produces improvements. The Board noted with concern, however, that in the Budget for 1950 the annual estimates for replacement of obsolescent equipment had all been eliminated by the Bureau of the Budget on the grounds of economy. The Board feels that such action is false economy which, if continued, can only result in the long run in a reduction in the standard of instruction.

## 10. Military Instruction and Methods.

a. Conforms to Mission. After examining the scope of the military instruction and inspecting the facilities for presenting the instruction, the Board is of the opinion that the Military Academy is performing its mission of giving a broad basic military education to the cadets most efficiently.

b. Use of First Classmen as Instructors. The Board was particularly impressed with the use of First Classmen as instructors. It is believed that this is highly important leadership training. It is part of the whole integrated system which requires four years for fruition.

## 11. Physical Instruction.

a. Sound Program. The Board was very favorably impressed with the physical instruction of the cadets. It is diverse, thorough, and interesting. The cadets appear to enjoy it and the whole program is well conceived and most efficiently administered.

b. Director of Physical Education. The Board believes that the position of Director of Physical Education should be made permanent by securing legislation which would authorize an additional permanent professor who, under the supervision of the Commandant of Cadets, would have immediate charge of the physical education of cadets and would have the rank, pay, allowances, retirement rights, and other benefits authorized for other permanent professors of the Academy.

## 12. Physical Equipment.

a. Increase in Strength. In recent years the strength of the Military Academy has been increased on two occasions: in 1935, from approximately 1200 to 1900, and in 1942, to approximately 2500. Authorizations and appropriations for increasing the physical plant and equipment to meet the demands of the enlarged Corps have not materialized.

b. Gymnasium and Dining Hall. The Board found the Gymnasium and dining facilities for the Corps of Cadets to be modern and adequate.

c. Academic Space. Academic space is barely sufficient to accommodate a strength of 1900 and the increase to 2500 has resulted in larger instruction groups than is desirable.

d. Lecture Halls. There are no lecture halls large enough to accommodate an entire class.

e. Barracks for Cadets. Space for housing cadets is designed to accommodate properly only 1692 cadets and, in order to house the present Corps, it is necessary to place three and four cadets to a two-man room.

f. Laundry. Other facilities on the Post are even less adequate. The Laundry was constructed to provide services for a Corps of Cadets of less than 900 and the facilities within the inefficient and antiquated building have been increased in every way possible without being able to meet peak-load demands.

g. Utilities. The condition of many of the utilities is unsatisfactory due to age and obsolescence. This is particularly true with respect to the Power Plant which is inadequate to meet the power requirements of the Military Academy, and connection to outside power sources is most urgently needed. This outside connection will cost about one quarter as much as it would cost to increase the capacity of the existing plant. The average cost of purchased power will be about 13 mills per KWH, which is comparable

to the government's present cost, and a firm secondary source of power will be provided. A general rehabilitation of the power distribution system and the water, sewer and drainage facilities is also required as well as some expansion of these systems. The Committee was concerned to find that no steps had been taken to meet State of New York requirements with regard to stream pollution. Raw sewage from the Military Academy is discharged into the Hudson River without any treatment whatsoever at numerous different points. The construction of interconnecting and interceptor sewers will be a tedious and expensive engineering problem, but should be undertaken at an early date. It will then be possible to construct and utilize a modern sewage disposal plant.

h. Construction Program. In order to provide additional facilities required for the present strength of the Corps of Cadets, the Military Academy has prepared a Program of Permanent Construction, which has received the approval of the Department of the Army. Early action should be taken to authorize legislation for this entire program. The most urgent items in the program consist of Utility Rehabilitation and Improvements, a new Laundry, and the conversion of the existing Riding Hall to an Academic Building. Early action should be taken with a view to the appropriation of funds necessary for the completion of the first two of these items and to provide sufficient funds to prepare detailed plans and the start of construction on the new Academic Building with contract authorization for the remaining funds required for this facility. These items of work will require some two or three years to complete after the appropriations have been made available. As work progresses, additional appropriations should be made in order to complete the entire plan within a reasonable period of time, which will probably take from 8 to 10 years.

i. Replacement and Rehabilitation. Appropriations for the maintenance and operation of the Military Academy for the past three fiscal years and for the coming fiscal year have only been sufficient to maintain normal operating and maintenance standards. Reductions in the budget requests made by the Military Academy have resulted in the postponement of replacement of or additions to academic and training equipment, the rehabilitation of Camp Buckner, and furnishings in cadet living quarters. The Board fears that the result of such reductions will be the early deterioration of the present good physical condition and the loss of the present high standing in laboratories. In considering future appropriations, due consideration should be given to replacement of equipment and rehabilitation and modernization of existing facilities.

### 13. Fiscal Affairs.

a. Cadet Rations. In addition to finding that the budget for the coming year 1950 would permit a too limited amount of replacement of equipment, the Board found that the appropriation for the procurement of food for the cadets was based on \$1.15 a day while the legally authorized subsistence allowance has been set at \$1.20 a day. This situation may necessitate a deficiency appropriation for the fiscal year 1950 in order to provide sufficient funds to feed the Corps of Cadets.

#### 14. Method of Appointment.

a. Quality of Entering Classes. By study of statistics furnished by the Educational Testing Service (under the auspices of the College Entrance Examining Board) the Board is of the opinion that the average entering class at West Point compares favorably mentally with entering classes at other first class institutions of collegiate rank. However, it is believed that the quality of the entering class could be improved with respect both to mental capacity and to character and capacity for leadership if more nominating authorities would choose to nominate four candidates for each of their vacancies without designation of principal or alternates and the Academic Board be authorized to select from among the qualified candidates for each vacancy the one generally best qualified for admission. Some nominating authorities follow this practice now. The Board of Visitors is satisfied that in those instances in which the nominating authorities desire to make nominations in this manner the Academic Board would exercise that authority with a view to the selection of the best qualified candidate, taking into consideration factors of leadership and character as well as mental attainments. This proposal was first made by the 1945 Board of Consultants and has been recommended to the Department of the Army several times, but no further action has been taken.

b. Uneven Size of Classes. Another weakness in the present system of appointments is that under the Act of Congress approved June 3, 1942, each non-competitive nominating authority is authorized to have 4 cadets at the Military Academy with no prescription as to year of appointment. For example, under this system a Congressman may have 4 appointments open one year and none for the next three, and in the past this has been a factor in producing entering classes of varying sizes. This is accentuated to a high degree with any change in the authorized strength of the Corps of Cadets. It is very essential to the smooth administration of the Academy that entering classes be of approximately the same size. Therefore, it is believed that it would be advantageous to change the law so that each non-competitive nominating authority would have one vacancy each year instead of 4 cadets at the Military Academy in toto, and that competitive categories be put on a similar annual basis as is now done at the Naval Academy. The details of this scheme should be in accordance with studies which have been made by the Admissions Committee of the Academic Board.

#### RECOMMENDATIONS

1. The Board recommends as follows:

a. Morale and Discipline.

- (1) That the present very efficient system of inculcation of high ideals of honor, duty and discipline be preserved and strengthened in every possible way.

b. Curriculum and Methods of Instruction.

- (1) No Major Changes. That no major changes be made in the present curriculum or methods of instruction.
- (2) American History. That the present effort to foster a thorough knowledge of American History beyond that required for entrance to the Military Academy, by integrating the subject into existing courses in history and government be continued and that the standing Curriculum Committee investigate the feasibility of teaching American History as a distinct and separate subject.
- (3) English. That rules be established whereby any cadet who, in his last two years of work is discovered by a head of any department to be deficient in his use of the English language may be conditioned in that subject and required to take additional work in English until the Head of the English Department is satisfied that the deficiency has been removed. That the standing Curriculum Committee investigate the possibility of establishing, particularly for the Fourth and Third Classes, a remedial communications clinic, including reading, hearing and speech.
- (4) Proportion of Non-graduate Instructors. That the proportion of non-graduates of the Military Academy on the instructional staff be increased slightly by the use of qualified regular Army officers, reserve officers called to active duty, and civilian teachers given temporary commissions as officers of the Army for the purpose.

c. Military Instruction.

That there be no major change in the scope or methods of military instruction.

d. Physical Education.

- (1) That there be no major change in the Physical Education program.
- (2) That the position of Director of Physical Education be made permanent by legislation which would authorize an additional permanent professor who, under the supervision of the Commandant of Cadets, would have immediate charge of the physical education of cadets and would have the rank, pay, allowances, retirement rights, and other benefits authorized for other permanent professors of the Academy.

e. Physical Equipment.

- (1) Construction Program. That action be taken to secure enabling legislation to authorize the entire program for permanent construction as prepared by the Military Academy and approved by the Department of the Army in order that requests for appropriations may be made and the development proceed in an orderly way over the next 8 or 10 years.
- (2) Urgent Needs. That special funds be appropriated as soon as possible to provide for the following construction features which are part of the construction program most urgently needed now and for which sketch plans and estimates have been prepared and submitted.
  - (a) Electric Power. Increase electric power capacity and rehabilitate power distribution system.
  - (b) Water, Sewage and Drainage Facilities. Rehabilitate and expand water, sewage, and drainage facilities, with particular emphasis on providing interconnecting and interceptor sewers, and the construction of a modern sewage disposal plant in order to comply with requirements of the State of New York in preventing pollution of the Hudson River.
  - (c) Laundry. Construct a new modern laundry.
  - (d) Academic Building. Prepare detailed plans and start construction work to convert the existing unused Riding Hall into an Academic Building with lecture halls and other needed facilities, and to provide contract authorization to complete the building.
  - (e) Cadet Barracks. Construct additional cadet barracks to enable the cadets to live 2 men to a room instead of 3 and sometimes 4 as is prevalent under the existing crowded conditions.
- (3) Replacement and Rehabilitation.
  - (a) Laboratory Equipment. That regular annual appropriations for the Military Academy provide for the replacement of obsolescent laboratory equipment.
  - (b) Camp Buckner. That in the near future the regular annual appropriations include funds for the rehabilitation of Camp Buckner in accord with estimates which have been presented.

(c) Furnishings of Cadet Rooms. That in the near future the regular annual appropriations include funds for the replacement of unsightly and dilapidated furnishings in cadet rooms in accord with estimates which have been presented.

f. Fiscal Affairs.

(1) Cadet Rations. That regular annual appropriations provide funds for the legally authorized cadet subsistence allowance of \$1.20 per day.

g. Appointments.

(1) No Principals and Alternates. That each non-competitive appointing authority be encouraged to nominate four candidates for each vacancy at the United States Military Academy at their disposal, without statement of preference; and that the Secretary of the Army be authorized to admit that one of the mentally and physically qualified candidates for each such vacancy who shall be selected by the Academic Board of the Military Academy on the basis of intellectual capacity, character, capacity for leadership, and physical vigor.

(2) Annual Vacancies. That the existing laws and regulations regarding appointments to the Military Academy be modified to provide that each non-competitive appointing authority will be allowed one vacancy annually instead of 4 cadets at the Academy in toto and similarly competitive appointments will be placed on an equal annual basis in accordance with detailed recommendations which have been prepared by the Admissions Committee of the Academic Board, the totals remaining approximately the same as at present.

CONCLUSION.

As a general conclusion the Board is happy to report that it unanimously believes that under the present administration the Military Academy more than richly upholds the traditions of more than a century of training young men to be leaders in the Armed Forces of the nation.

A. WILLIS ROBERTSON,  
United States Senate.

LESTER CALLAWAY HUNT,  
United States Senate.

HERBERT ALTON MEYER,  
United States House of  
Representatives.

FREDERICK D. G. RIBBLE,  
Dean of the School of Law,  
University of Virginia.

BEN M. CHERRINGTON,  
Director, Social Science Foundation,  
University of Denver.

(PUBLIC LAW 816 - 80TH CONGRESS)

(CHAPTER 714 - 2D SESSION)

(S. 239)

AN ACT

To provide for a Board of Visitors to the United States Naval Academy and for a Board of Visitors to the United States Military Academy, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there shall be appointed on or before the last day of every year a Board of Visitors to the United States Naval Academy and a Board of Visitors to the United States Military Academy.

SEC. 2. Each Board shall be constituted as follows:

(a) The chairman of the Committee on Armed Services of the Senate or his designee;

(b) Three other Members of the Senate to be appointed by the Vice President or President pro tempore of the Senate, two of whom shall be members of the Committee on Appropriations of the Senate;

(c) The chairman of the Committee on Armed Services of the House of Representatives or his designee;

(d) Four other Members of the House of Representatives to be appointed by the Speaker of the House of Representatives, two of whom shall be members of the Committee on Appropriations of the House of Representatives; and

(e) Six persons to be appointed by the President. The first Board to be appointed pursuant to the provisions of this Act shall, with respect to the nine Presidential appointees, consist of two persons appointed to serve for a period of one year, two persons appointed to serve for a period of two years, and two persons appointed to serve for a period of three years. Two Presidential appointees shall be appointed to each subsequent Board to serve for a period of three years.

SEC. 3. In case of the death or resignation of a member of a Board during the term for which such member was appointed, a successor shall be appointed for the unexpired portion of the term. Such successor shall be appointed by the official, or his successor, who appointed the member who died or resigned.

SEC. 4. Each Board shall visit the respective Academy for which it is appointed once annually in April, and each Board or the individual members thereof may, with the approval of the Secretary of the Navy or the Secretary

of the Army, as the case may be, make such other visits on matters pertaining to the duties of the Board, or for purposes of consulting with the respective Superintendents of the Academies, as the Board or its members may determine to be desirable.

SEC. 5. (a) It shall be the duty of each Board to inquire into the state of morale and discipline, curriculum, instruction, physical equipment, fiscal affairs, academic methods, and other matters relating to the Academy concerned which the Board may decide to consider.

(b) Each Board shall, within sixty days after the meeting designated as the annual visit, submit a written annual report to the President regarding its action as such Board, together with its views and recommendations pertaining to the Academy concerned. Any report based on a visit other than the annual visit shall be submitted by the originator or originators thereof to the President within sixty days after approval of said report by at least a majority of the members of the Board.

(c) Each Board is authorized to call into consultation upon prior approval of the Secretary of the Navy or the Secretary of the Army, as the case may be, such advisers as it may deem necessary or advisable to effectuate the duties imposed upon it by the provisions of this Act.

SEC. 6. (a) Each member of each Board shall receive not more than \$5 per day and be reimbursed under Government travel regulations for actual expenses of travel while performing duties as a member of either Board.

(b) Advisers called for consultation by either Board in connection with the business of the Board shall be compensated in the same manner as members of the Boards in accordance with the provisions of subsection (a) of this section.

SEC. 7. That part of the Act of August 29, 1916, entitled "An Act making appropriations for the naval service for the fiscal year ending June thirtieth, nineteen hundred and seventeen, and for other purposes", which relates to the Board of Visitors to the United States Naval Academy (31 Stat. 608) and reads as follows: "From and after the passage of this Act there shall be appointed every year, in the following manner, a Board of Visitors, to visit the academy, the date of the annual visit of the board aforesaid to be fixed by the Secretary of the Navy: Seven persons shall be appointed by the President and four Senators and five Members of the House of Representatives shall be designated as visitors by the Vice President or President pro tempore of the Senate and the Speaker of the House of Representatives, respectively, in the month of January of each year. The chairman of the Committee on Naval Affairs of the Senate and chairman of the Committee on Naval Affairs of the House of Representatives shall be ex officio members of said board.

"Each member of said board shall receive while engaged upon duties as a member of the board not to exceed \$5 a day and actual expenses of travel by shortest mail routes", is hereby repealed.

SEC. 8. (a) So much of the provision of the Act of August 9, 1912, entitled "An Act making appropriations for the support of the Military Academy for the fiscal year ending June thirtieth, nineteen hundred and thirteen, and for other purposes", which provides as follows: "Provided, That the Act approved May twenty-eighth, nineteen hundred and eight, be amended and reenacted so as to read as follows: That hereafter the Board of Visitors to the Military Academy shall consist of five members of the Committee on Military Affairs of the Senate and seven members of the Committee on Military Affairs of the House of Representatives, to be appointed by the respective chairmen thereof; the members so appointed shall visit the Military Academy annually at such time as the chairman of said committees shall appoint, and the members from each of said committees may visit said academy together or separately as the said committees may elect during the session of Congress; and the superintendent of the academy and the members of the Board of Visitors shall be notified of such date by the chairmen of the said committees. The expenses of the members of the board shall be their actual expenses while engaged upon their duties as members of said board not to exceed five dollars per day and their actual expenses of travel by the shortest mail routes" is hereby repealed.

(b) The Act of May 17, 1928, entitled "An Act to provide for the membership of the Board of Visitors to the United States Military Academy, and for other purposes" (45 Stat. 597), is hereby repealed.

Approved June 29, 1948.

EXHIBIT "A"

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

11 April 1949

Dear \_\_\_\_\_:

I have been notified that you will serve on the Board of Visitors to the United States Military Academy. Accordingly, I take this opportunity to welcome you to the group to which we shall look strongly for guidance and advice. I hope that you will take a particular interest in and find it a pleasure to look into the operation of the Military Academy.

The Secretary of the Army has directed that I speak in his name in making arrangements for the 1949 activities of the Board. You will note that Section Three of Public Law 816, copy enclosed herewith, provides that the Board visit USMA once annually in April. Therefore, we are preparing an agenda and making other plans for the visit of your Board during the period 25-29 April, feeling that all members probably could not meet an earlier date. I must point out that a proposed agenda which will be presented to you upon your arrival at West Point will be merely a suggested one for your guidance. Because of the nature of your visit, we shall expect you to change the proposed itinerary in any way you see fit.

It is suggested that, if possible, you plan to arrive at West Point by noon on Monday 25 April 1949. This would permit the Board to organize, receive preliminary orientation and the usual honors, so that detailed inspection of the Military Academy could begin early Tuesday.

For your information, attached herewith is a list of the members of the Board of Visitors for 1949. I am also sending under separate cover several pamphlets and charts concerning USMA which should prove of interest to you before your arrival.

In addition to a copy of Public Law 816 and the list of members, there is enclosed a questionnaire. Will you please fill out this questionnaire and return it in the franked, addressed envelope so that we may make all the necessary preliminary arrangements for your visit.

Looking forward to meeting you at West Point, I am

Sincerely yours,

BRYANT E. MOORE  
Major General  
Superintendent

Encls. 4

EXHIBIT "B"

PAMPHLETS AND STATISTICAL CHARTS SENT TO MEMBERS OF  
BOARD OF VISITORS, APRIL 1949

- ✓ Official Register of the Officers and Cadets, U. S. Military Academy  
for the Academic Year Ending 30 June 1948
- ✓ Pamphlet - Aptitude for the Military Service
- ✓ " West Point Honor System - Its Objectives and Procedures
- " Building Leaders - The Story of West Point
- ✓ " The Educational Objectives of the U. S. Military Academy
- ✓ Catalog of Information, 1948-49, U. S. Military Academy
- Outline of Mission of the U. S. Military Academy
- Organization Chart, U. S. Military Academy

Chart Studies:

Sources of Appointment to U.S.M.A.

Strength of Cadet Corps, Actual and Authorized

Allotment of Cadet Time

Curriculum, U.S.M.A., 4-Year Program

Cadet Military Training Program, Dept. Tactics, USMA

Physical Education Program, USMA

Analysis of Curriculum, USMA, by Nature of Instruction

Academic Curricula of 1st, 2d, 3d, and 4th Class, USMA

Comparison of Class of 1948 with other colleges in Gen. Educational  
Tests

EXHIBIT "C"

OPENING REMARKS BEFORE THE BOARD OF VISITORS

25 April 1949

Gentlemen of the Board of Visitors: It is a great privilege and pleasure to welcome you to West Point. This is the first Board of Visitors to convene at West Point under the provisions of Public Law 816.

I should like to make a few opening remarks in order to start off this brief orientation. I shall depend on the Chief of Staff, the Dean, and the Commandant of Cadets for more detailed statements covering the various departments of our institution.

West Point, as you are well aware, is the National Service Academy for the development of Army Officers. Its purpose is the education and indoctrination of future commanders. It was recommended by Washington in the last letter that he ever wrote, two days before his death. It was strongly supported by Knox and Hamilton and was formally established by Jefferson in the year 1802. It has been most successful in the carrying out of its general mission.

We provide at West Point an undergraduate education, as well as experience and motivation to each cadet, so that he will graduate with the knowledge, character, and the qualities of leadership required of an officer. It is intended to provide at West Point, a broad basis for the officer's continued development throughout a lifetime of service, and a basis for his readiness to assume military responsibilities of the very highest order.

West Point, like Annapolis, is the first in a great series of formal educational steps which the officer will take during his service, as he advances from school to school in the educational hierarchy.

Our particular mission, under the War Department directive, is to instruct and train the Corps of Cadets so that each graduate shall have the qualities and attributes essential to his progressive and continued development throughout a lifetime career as an officer in the Regular Army.

We maintain an undergraduate institution which is definitely collegiate in scope, and provides a balanced and liberal education in the arts and sciences. We think our education will stand comparison with any other undergraduate institution in the subjects that lead generally to a degree of Bachelor of Science.

At the same time, we have a military organization, and the cadet is under constant military discipline and command during the four years, winter and summer, that he remains a cadet. We lean heavily on those disciplinary and educational features within the Corps of Cadets, which are imposed by the cadets themselves. Our so-called Fourth Class System, which requires a little more of the first-year cadet in the way of discipline

and restraint than it does of other cadets; the cadet chain of command, which puts the responsibility of maintaining our disciplinary system squarely upon the cadets of the upper, or senior, class; and our various cadet committees, such as the Honor Committee, the Duty Committee, the assemblages of the Cadet Captains, and so forth - are distinct features of our development of a high sense of duty and motivation, and of the character and personal honor which are indispensable to the regular officer in the Armed Forces.

With regard to the Duty, Honor, Country, that is our West Point device and that the cadet lives by at West Point, and the indispensable military virtues which we must inculcate on our cadets, I should like to read the following quotation from Secretary of War Newton D. Baker:

"The purpose of West Point, therefore, is not to act as a glorified drill sergeant but to lay the foundation upon which a career in growth of military knowledge can be based and to accompany it by two indispensable additions: First, such a general education as educated men find necessary for intelligent intercourse with one another; and second, the inculcation of a set of virtues, admirable always, but indispensable in a soldier. Men may be inexact or even untruthful in ordinary matters and suffer as a consequence only the disesteem of their associates or the inconveniences of unfavorable litigation; but the inexact or untruthful soldier trifles with the lives of his fellow men and with the honor of his government, and it is therefore no matter of pride but, rather, a stern disciplinary necessity that makes West Point require of her students a character for trustworthiness that knows no evasions."

In addition, we give the cadet, during the four years that he is here, a broad, basic, military education, which teaches him the nomenclature and tools of his profession and provides for his development therein.

The cadet, as you know, takes an oath to serve his country for eight years. He receives pay while he is a cadet, and is under strict military discipline for eleven months of the year during the four years that he is an undergraduate.

The country has a tremendous capital investment in West Point. The visible and hidden maintenance of the buildings and grounds is a large problem. Each year we have to request the Congress for a round sum of three million dollars to maintain the expensive plant which the government has provided. (We have to ask for other moneys too; this is merely maintenance.) At the same time, in our expanded Corps of Cadets under the conditions of today, we have outgrown our facilities. Extensions to the plant in the way of utilities, another academic building, and more living quarters for cadets, are urgently needed.

There is attached to the Board a Faculty Advisor in the person of Colonel O. J. Gatchell, Professor of Mechanics. He will be available at all times to answer questions or to make contacts for the convenience of the Board.

Our course is designed to make officers. We feel that we have been most successful over the 150 years of our institutional life. We are anxious to have you examine West Point thoroughly. We feel that we can stand examination. If in the opinion of this Board of Visitors, it is found that certain elements of our instruction need improvement, we are most anxious to determine what they are. We intend to maintain the standard which the country must have in its present-day West Point.

I shall now turn the rostrum over to the Chief of Staff, for a more detailed explanation of the administration of West Point.

