

UNITED STATES MILITARY ACADEMY

WEST POINT · NEW YORK

REPORT of the BOARD OF VISITORS

29 November 1977

DUTY · HONOR · COUNTRY

MR. CARLETON J. KING

The 1977 Board of Visitors wishes to make record of its high esteem for Mr. Carleton J. King, Chairman of the 1977 Board, who died November 19, 1977.

As a Member of the Board, and as a friend and associate of many of its current members, Mr. King's service was characterized by dedication, civility, discernment and integrity. His unanimous election by his colleagues as Chairman, during this active and important year, attests to the high regard in which he was held by all.

A firm believer in the mission and purposes of West Point, a patriot, and a great friend of cadets, he made a lasting contribution to the Military Academy's training and educational programs during a time of great change and introspection. His skillful and sensitive leadership as Chairman will be remembered by us all.

The impressions he left in the halls of Congress and on the Plain at West Point will be long remembered by all and especially cherished by his associates who served with him and mourn his passing.

ANNUAL REPORT OF THE BOARD OF VISITORS
OF THE
UNITED STATES MILITARY ACADEMY, 1977

West Point, New York, 29 November 1977

THE PRESIDENT OF THE UNITED STATES:

Sir:

1. APPOINTMENT AND DUTIES OF THE BOARD. The Board of Visitors to the United States Military Academy was appointed in accordance with the provisions of Section 4355 of Title 10, United States Code. It is the duty of the Board to inquire into the morale and discipline, curriculum, instruction, physical equipment, fiscal affairs, academic methods, and other matters relating to the Academy that the Board decides to consider.

2. MEMBERS OF THE BOARD.

<u>Senators</u>	<u>Representatives</u>
Mark O. Hatfield, Oregon	Benjamin A. Gilman, New York
J. Bennett Johnston, Jr., Louisiana	Clarence D. Long, Maryland
Patrick J. Leahy, Vermont	Elford A. Cederberg, Michigan
Dewey F. Bartlett, Oklahoma representing John C. Stennis, Chairman, Committee on Armed Services	John M. Murphy, New York Thomas J. Downey, New York representing Melvin Price, Chairman, Committee on Armed Services

Presidential Appointees

Mr. Carleton J. King, Esq., Senior Member, Law Firm of King, Murphy, F. Fitzpatrick, Washington, D. C. (Appointed in 1974 to serve through 1977)

Mr. Joseph T. Power, General President, Operative Plasterers & Cement Masons International Association of the United States and Canada. (Appointed in 1974 to serve through 1977)

Major General George H. Olmsted, USAR (Ret), President and Chairman of the Board, International Bank of Washington. (Appointed in 1975 to serve through 1978)

Mrs. Helen N. Wilkins, President, Servo-Tek Products Company, Hawthorne, New Jersey. (Appointed in 1975 to serve through 1978)

Mr. Douglas P. Bennett, Esq., Attorney at Law, Washington, D. C. (Appointed in 1977 to serve through 1979)

Mr. Robert M. Kaufman, Esq., Partner, Proskauer Rose Goetz and Mendelsohn, New York, New York. (Appointed in 1977 to serve through 1979)

3. EXECUTIVE SECRETARY.

Colonel Dana G. Mead, Professor and Acting Head of the Department of Social Sciences, USMA, was appointed Executive Secretary to the Board.

4. CONVENING OF THE BOARD.

The unique nature of developments surrounding the United States Military Academy this year convinced the Board that it should conduct its annual meeting in two phases:

a. April 28-29, 1977, West Point, New York. The first phase consisted of the annual visit to the Military Academy as required by 10 USC 4355. The Board convened at West Point on April 28, carried out its inquiries and visits at the Military Academy all day April 29, and recessed the formal portion of the visit late that day. All sessions at West Point were open.

Congressmen Cederberg, Downey, Gilman and Murphy were joined by Presidential appointees King, Power, Olmsted, Wilkins, Bennett and Kaufman for the entire visit. Ms. Jean O'Neill, Senior Staff Member, represented Congressman Long during the meeting. Congressional duties prevented the other members of the Board from attending, although Senator Bartlett and Congressman Long did submit letters and statements to the Board.

The Board Members present unanimously elected Mr. Carleton J. King Chairman of the 1977 Board.

An Interim Report of the Meeting, June 30, 1977, was submitted earlier. That Report, along with Additional Comments by Mr. Downey and a Discussion Summary, is included at Appendix 2, with Exhibits A through H.

b. September 28, 1977, Washington, D. C. The second phase was a day-long meeting in the Capitol Building, S146, at which the Board was briefed by the Department of the Army Study Group heads on the Final Report of the West Point Study Group. The Superintendent discussed his approach to the Report and the plans he had designed for addressing its recommendations. The Board also heard an update by the General Accounting Office on the Military Academy's response to its study of two years earlier. (See Appendix 1, Exhibit A for the Meeting Agenda)

Senators Bartlett, Leahy and Johnston were joined by Congressmen Cederberg, Downey, Gilman, Long and Murphy for the meeting. Presidential appointees Power, Olmsted, Wilkins, Bennett and Kaufman attended; Mr. King was unable to attend because of illness.

In the absence of Mr. King, the Board unanimously elected Mr. Power to serve as Temporary Chairman and to preside over the Washington meeting.

All of the briefings and discussions were open except part of the time between 1130 and 1230 hours set aside under the provisions of Title 5, U. S. C. , Section 552b (c) (6) for the sole purpose of discussing individual cases where the identification or disclosure of case information would constitute a clearly unwarranted invasion of personal privacy.

5. PRELIMINARY DATA.

Certain reports and informational material and a suggested program for the meetings were mailed to each Member of the Board prior to the scheduled sessions. A list of material so furnished is shown as Appendix 1, Exhibit B.

6. PUBLIC NOTICE.

In accordance with Section 10(a) (2) of the Federal Advisory Committee Act (Pub. L. 92-463), notice of the meetings was published in the Federal Register. Local notice was provided to the West Point Community and Corps of Cadets by newspaper and bulletin notices.

7. RECOMMENDATIONS OF THE BOARD OF VISITORS, 1976.

Prior to the convening of the Board in April at West Point, each Member was provided with a report detailing the status of actions completed or underway in response to each recommendation of the 1976 Board of Visitors. (Appendix 2, Exhibit B)

8. PROCEDURES.

Under the provisions of Section 10 (b) and (c) of the Federal Advisory Committee Act (Public Law 92-463), the detailed minutes of each meeting of the Board, certified by the Chairman, and its records, reports, drafts, letters, working papers and other documents are available for public inspection in the Office of the Executive Secretary, Board of Visitors, United States Military Academy.

Under the provisions of Title 5, U. S. C. Section 552b (c) (6), a portion of the meeting from 1129 to 1143 hours, September 28, 1977, was closed for the sole purpose of discussing, by name or other information sufficient to identify the person, certain cadets and specific Honor Code matters in which they may have been involved. The public disclosure of this information would constitute a clearly unwarranted invasion of personal privacy. Under the provisions of Title 5, U. S. C. Section 552b (f) (1) a complete transcript of the closed portion of the meeting is maintained by the Executive Secretary, Board of Visitors, United States Military Academy.

The wide geographical distribution, occupational diversity, turnover in Board membership at the end of each calendar year, and the heightened level of Board activity combined with the increasing complexity of the law governing advisory bodies led to the conclusion that the Board should elect a Vice Chairman each year. Mr. Douglas Bennett was unanimously elected Vice Chairman of the 1977 Board of Visitors.

9. STRUCTURE OF THIS REPORT.

The remainder of this report consists of four parts:

a. Paragraph 10, immediately following provides the conclusions and recommendations of the 1977 Board.

b. Paragraphs 11-16 provide a detailed summary of the presentations and discussions that ensued at the September 28 meeting of the Board in Washington, D. C., and Additional Comments by members of the Board.

c. Appendix 1, Exhibits A-E, includes documents, submissions and other papers related to the second phase meeting September 28, 1977 in Washington, D. C. In that respect they relate directly to the material presented in Paragraphs 11-16.

d. Appendix 2, Exhibits A-H, includes the Interim Report of the Board, June 30, 1977, with Additional Comments by Mr. Downey and a Discussion Summary of the April 29 meeting.

10. CONCLUSIONS & RECOMMENDATIONS.

a. General Conclusions

Based upon its personal observation, information presented by and questions asked of responsible officials, and reports of outside evaluative bodies (including the Department of the Army staff and the General Accounting Office) the Board concludes that the Military Academy's senior personnel, and its staff and faculty are on the whole discharging their responsibilities with professional dedication and vigor.

This is a time of great challenge and change, as well as opportunity, for the Military Academy -- with the advent of women cadets, the EE 304 aftermath and the readmission program. The Board commends the Military Academy for the timely changes it has already instituted and for devising a carefully constructed approach to the longer range, more complex issues it faces.

Finally, the Board concludes that West Point has successfully weathered the first part of probably its most severe crisis, with its integrity and ability as a preeminent military educational institution intact. We expect that the second part of this great challenge -- learning from past episodes and strengthening every aspect of West Point's activity -- will be met just as successfully or more so.

b. Department of the Army Study Group Report

(1) General Conclusions:

(a) The Board is impressed by the scope, the depth and quality of the Department of the Army Report, which consolidates the three major studies on the Academic Program, Military and Professional Development and the USMA Environment. The Report is extremely well done; the extensive efforts and dedication of the three subcommittees headed by Generals Dickinson, Merritt and Mackmull are manifest in their report. We congratulate them and thank them for their presentations and for meeting with the Board on two separate occasions.

(b) The Board congratulates the Army Chief of Staff, General Rogers, for his foresight in creating the study effort, his support of it throughout its deliberations and his generous letter of instructions for implementation to General Goodpaster.

(c) The Academy's plans for establishing procedures and bodies for action on the Study Group Report have been presented to the Board. The Board believes the plan is carefully designed and well conceived. At its April 1978

meeting the Board will make a comprehensive review of the implementation of the important material included in the report, to include assessments by the major study group participants.

(2) Recommendation: That the Board review the progress made in implementation of the Study Group Report at the next meeting.

c. USMA Advisory Committee Proposal

(1) Conclusions: The Board concludes that the proposal to establish a USMA Advisory Committee as presented by the West Point Study Group Report (Recommendation 27, p. 12) would unnecessarily duplicate the functions of the Board. After consideration and discussion with representatives of Department of the Army at the September meeting, the Board believes that an Advisory Committee which concentrates on academic matters would serve a useful function, if such an advisory group does not duplicate the legally mandated role of the Board of Visitors.

Furthermore, the Board observes the President's desire that the range of inquiry and activity of the Board be increased to include academic as well as other matters. (Letter from President Jimmy Carter to Major General Howard Wilcox, Chairman 1976 Board of Visitors, 1 August 1977, Appendix 1, Exhibit C)

(2) Recommendation:

(a) That a USMA Academic Advisory Committee be established to advise the Superintendent and the Board on academic programs and policies, with membership of top-rank civilian academicians.

(b) That the Office of Management and Budget be advised by letter of the Board's support of the proposal to establish such an academic advisory committee, provided that the committee's functions supplement, not duplicate, the Board's functions, and that the committee prepare advisory reports for the Board. (Note: The letter to President Carter submitted to the Secretary of the Army for transmittal is included in this report at Appendix 1, Exhibit D)

Minority view: One member of the Board expressed complete opposition to the concept of an Academic Advisory Committee, arguing that it created another unnecessarily burdensome permanent layer to advise and supervise the Superintendent, and that it would be inescapable that such an advisory group would duplicate and perhaps interfere with the functions of the Board of Visitors mandated by law.

(c) That Department of the Army and the Superintendent increase the use of the Board of Visitors with respect to general policy problems of a non-academic nature, as along the lines noted by the President, and described in the OMB letter of 16 September 1977 (Appendix 1, Exhibit E)

d. Visiting Professor Program.

(1) Conclusions. The Board views the Visiting Professor Program as an important avenue for bringing first-rate civilian scholars to West Point to teach, research and assist in faculty development. In the Board's view the program can be helpful in improving faculty quality, broadening the academic viewpoints of the faculty and adding diversity. A number of Board members feel that a much greater effort must be made to increase civilian representation on the Academy's academic faculty.

(2) Recommendation: That the Superintendent, USMA, expand the Visiting Professor Program, and keep the Board informed of his progress in that regard.

e. Physical Plant and Athletic Facilities

(1) Conclusions:

The Military Academy must upgrade its athletic facilities to achieve the high quality intercollegiate, intramural and instructional programs so vital to the development of military leaders.

Other priority construction items identified by USMA and the Department of the Army are indeed needed. Their expeditious approval and completion are essential to the Academy's program. The Board is especially concerned that centralized health care in Building 606 is provided and that the millions of citizens who visit their Academy have a productive visit.

(2) Recommendations: Therefore concerning the Military Academy's physical plant the Board recommends that:

(a) The Department of the Army support a program of construction designed to bring the Military Academy's athletic facilities up to a parity with those of other major American universities at the earliest possible time, to accommodate the expanded Corps of Cadets and to provide for the requirements generated by the admission of women, including the establishment of a women's intercollegiate athletic program. Specifically the Board recommends the following projects:

(1) Indoor Athletic Facility to provide a 6,000 seat basketball arena and a 3,500 seat hockey arena with appropriate spectator and participant support.

(2) Outdoor Athletic Facilities to provide 6 football-size athletic fields, 16 additional tennis courts and the modification of ammunition storage necessary to permit siting of the additional athletic fields.

(3) Michie Stadium and Gymnasium Alterations to provide support facilities for women's intercollegiate athletics in the gymnasium as well as additional support facilities at and renovation of Michie Stadium.

(b) The Department of the Army strongly supports a FY 79 project to renovate Building No. 606 to provide essential dental clinic and support facilities presently located in dispersed, temporary locations. It further recommends that such renovations be made concurrently with work on the already funded Cadet Health Clinic in Building 606.

(c) The Department of the Army strongly supports the early funding and construction of the proposed Visitors' Information Center, urgently required to adequately provide for the increasing influx of visitors (currently 2 million per year) and to relieve the hazardous traffic congestion within the Cadet Areas of Post. This item to be included in the FY 80 MCA Program.

f. Readmissions

(1) Conclusions:

(a) The Board concludes that the Readmissions Program promulgated by the Secretary of the Army for EE 304 separatees and other equity cases is being implemented by the Military Academy in the spirit intended. The Board applauds the Academy's effort to insure meaningful reintegration of the 98 cadets who have been readmitted, but cautions that vigilance throughout the 1977-78 Academic year must be maintained.

(b) Though the Board recognizes that cadet records do not accompany graduates after commissioning it remains concerned about the possibility that an officer identified as a readmitted cadet may suffer adverse promotion or assignment consequences. The Board is somewhat reassured by the Department of the Army's strong policy position against any such identification of readmitted cadets or the use of such information in personnel decisions, as stated by MG William Kingston (ADCSPER) at the September 1977 meeting.

(2) Recommendations:

(a) That a review and assessment of the Readmissions Program be an agenda item for the Spring 1978 visit of the Board.

(b) That Department of the Army affirm in writing its policy of not permitting information of involvement in the EE 304 incident or related cases to be brought before any promotion board or be considered in any assignment. This policy should be widely understood and scrupulously observed. The Department of the Army will be asked to report on its efforts in this regard at the Spring 1978 meeting of the Board.

g. Honor Matters

(1) Conclusions: At both the Spring and Fall 1977 meetings, the Board was concerned about the numerous changes needed and underway in the Honor Code and Honor System, primarily the Honor System. The Board is advised that the Academy plans to continue reevaluation and revamping of the Honor System throughout the coming Academic Year.

(2) Recommendations: The Academy present a full report and analysis of the effect of "discretion" being exercised by the Superintendent in the Honor System, the impact of the numerous changes in Honor System procedures, and the degrees of shifts in cadet support for the Honor Code and System, if any, at the Spring 1978 meeting of the Board. The Board desires comments from the Cadet Honor Committee as well as from Academy personnel at that time.

h. Admissions

(1) Conclusion:

The Board has been informed that the \$28,000 budgeted for the Educator Visitation Program has been deleted by the Senate Appropriation Subcommittee. This program, which acquaints high school counselors with the USMA curriculum and program, has proved a valuable link in the Admission chain that helps ensure highly qualified, well-informed, motivated candidates. In the Board's view, the large number of applications for each freshman space at West Point received last year does not justify deletion, because it does not address the quality of the candidates.

(2) Recommendation: That the \$28,000 budgeted to support the USMA Educator Visitation Program be restored to the FY 79 budget.

i. General Accounting Office Update

(1) Conclusion:

The Board expresses its appreciation to the representatives of the General Accounting Office who briefed the Board and responded to its questions in the areas of (1) student attrition (2) the academic and military programs, and (3) financial operations in response to earlier GAO reports. The positive motivational training actions taken by the Academy thus far appear to have had a significant beneficial effect on attrition. Initiative has been shown by Academy officials in focusing attention on potential areas for economizing as well as for civilianizing support positions occupied by military personnel, but continued attention is required at all levels.

(2) Recommendation:

That the Academy continue its efforts in motivational programs to reduce attrition. However, the Board cautions in this regard, because it sees some favorable aspects of attrition --namely that it may well reflect a proper screening out of candidates in a process that identifies problems that cannot be identified in the initial admissions program. Furthermore, adequate implementation of the Study Group proposal regarding academic failures could by its nature somewhat increase attrition and do so for desirable reasons. The Board recommends that enhancement of both Academic and Military programs to develop professional competence be a top priority; and that continued attention be given to programs to increase operating effectiveness at reduced cost to the government; and that the Board be advised promptly of further GAO findings and recommendations in this regard.

j. Women Cadets

(1) Conclusion:

In its 1976 Report the Board endorsed the Military Academy's preparation for the advent of women cadets. Reports of the first year's experience tend to confirm the Board's confidence. This summer the entrance of the women in the Class of 1981 has been, from all reports, equally successful. The Academy has built upon the early experience and is adjusting admirably to one of the most radical changes in its history.

(2) Recommendation:

The Board recommends that the continuing experience of women cadets be carefully evaluated, and that timely adjustments be made by the Military Academy as experience warrants. As the senior class of women cadets, the Class of 1980, progresses through its cadet career new problems

and challenges will become apparent. The Academy must be sensitive to these situations and continue its policy of maximum integration of women cadets as it prepares them for military careers.

k. Board Procedures and Organization

(1) Conclusions: The wide geographical distribution and occupational diversity among the Board's members create unique administrative problems. These problems are aggravated by the high turnover of membership; historically about a third of the Board changes each year. The marked increase in Board activity and the increasing complexity of the law governing such advisory bodies, also contribute to the Board's conclusion that the election of a Vice-Chairman is desirable and that a written set of procedures is needed.

(2) Recommendations:

(a) That the Board regularly elect a Vice-Chairman at the same time it elects its Chairman each year.

(b) The Executive Secretary, in conjunction with the Department of the Army develop, in draft, a proposed comprehensive set of rules and procedures for the Board, taking into account the limits, responsibilities and obligations prescribed by law. The draft procedures should address the creation of an Executive Committee for the Board, specifically. The draft is to be circulated to the Board for comment after appropriate legal review and presented as an agenda item at the next scheduled meeting of the Board in 1978.

(c) That the Board and Department of the Army consider ways to periodically visit the other service academies or exchange views so that there may be a better basis for evaluating the comparisons between Academies which are constantly made.

11. BRIEFING BY THE SUPERINTENDENT - SEPTEMBER 28.

a. The Superintendent described his perception of his role -- one that he saw combining both stewardship and leadership: the first to safeguard and strengthen the institution, particularly the great values that are embodied there, and the second to identify the main avenues along which to direct efforts to strengthen the Military Academy. He recounted the remarks that he made at the change of command ceremony on June 13th, in which he expressed his view that West Point existed to provide to the cadets of the Corps an intellectual, military, physical and moral-ethical experience of such high quality that it could serve as bedrock upon which they, as future military leaders, could build the capability to take their leadership responsibilities in due time for the security and well-being of the Country.

He noted that a few important features were embodied in this statement. First, it centers on cadets. Cadets are the product of West Point and they measure the value of the contribution of the institution. Second, it is purpose-oriented, because there has to be a clear concept of purpose which everyone at West Point can recognize and work toward. It emphasizes a combined experience, one that is a combination of intellectual, military, physical and moral-ethical experience. It is need-oriented because West Point must look at what the Army requires and to what our nation needs in the way of security and defense activities which these officers-to-be will be responsible for directing and leading. The Superintendent stated his intention to build on the strengths of West Point and the enduring values of its past while adopting and responding with readiness and initiative to the challenges and opportunities of the present and the future. "West Point will face its problems with confidence and resolution, with integrity, justice, human understanding and not the least, with good humor and goodwill. The common standard will be excellence and the common inspiration will be Duty, Honor, Country."

(1) The West Point Study Group Report. The Superintendent expressed his view that the final report of the West Point Study Group was a splendid effort, a most valuable document that would be a constructive force in improving the intellectual, military, physical and moral-ethical experience of cadets. He expressed confidence that the recommendations and the proposals could be organized and oriented to further West Point's objectives in each of those fields. He noted that he had been awaiting the proposals for some time and that in a number of areas he had deliberately delayed introducing changes in an effort to avoid any yo-yo effect, that is, starting to take action and then having the report modify the previous action. He said that he had anticipated a few of the proposals and a number of the recommendations had already been put into effect.

He stressed that from that point on the report would be West Point's report. West Point planned to make it its own and go forward with its valuable proposals, taking full advantage of the hard and competent work and thought that had gone into the study project. The Superintendent noted that he had no serious problems with the objectives and the values the Study Group was seeking.

He added that he was concerned about a failure on the part of many observers to recognize the purpose of some of the steps that had been taken. Unfortunately they had been interpreted as lowering the requirements or standards. He did not regard them in that sense at all. In fact, they were intended to raise standards by eliminating requirements that had little to do with the proper mission and the experience of cadets and placing greater emphasis upon the aspects that did contribute in important ways to the cadet experience. The Superintendent then summarized some of the steps that had been taken:

-- The General Order of Merit for the Corps of Cadets had been dropped in favor of the use of the Grade Point Average to evaluate individual performance. The purpose here was to raise academic standards and to shift some of the attitudes about the standards for academic achievement. The intention was to shift attention away from grading emphasis per se, putting emphasis upon the achievement of a body of knowledge itself and the quality of a person's performance in the learning process.

-- The leadership evaluation system insofar as it was based on peer ratings had taken on unhealthy overtones and it had been eliminated. The purpose here was to raise military standards and to focus on military requirements rather than on an artificial system of numerical computation of standings in the class.

-- The 80 minute academic period has been eliminated and the academic periods are now 60 minutes throughout the day. There is flexibility here for laboratory and computation periods, but overall the shorter periods permit a real gain in flexibility and add to the success of the pedagogy.

-- A broad process of strengthening and enhancing the role of the Tactical Department has been launched. Specifically the duties and responsibilities of the Company Tactical Officer have been reviewed, refined and strengthened. There had been a progressive deterioration in the role of the tactical officer and the actions already taken and those planned are intended to reverse that direction of movement and to strengthen the crucial role the tactical officer plays at West Point.

-- The Plebe System has been reoriented with the emphasis being placed upon rigorous requirements of military performance.

The Superintendent then turned to another element of his approach. He noted that as he surveyed the task at West Point and the responsibility there it seemed that it was of crucial importance to apply the principles of concentration of effort and of the objective. The task is a very complex operation. There are many things that have to be knitted together and objectives must be clearly focused or the effort will suffer through dissipation of effort and scattering of attention. "I was asked to go to West Point to pursue the things that I stand for and that is why I am there and that is what I propose to do. I am getting a superb response in that effort. Those things we seek I think we can say are academic excellence, positive leadership, selfless service and integrity. That's what I want to see developed among the Cadets."

He then discussed attitude. One of the first things to receive his attention upon assuming command at West Point was the development of a healthy, and constructive attitude. He found it fundamentally quite sound. In his eyes the spirit at West Point was high. In that regard, in his view, the Academy was basically strong and healthy and ready to move forward. He emphasized that he wanted to leave no misunderstanding on that point, and invited the Members of the Board to come to West Point and watch the way cadets walked and carried themselves, to see the smiles on their faces and to see for themselves that it is an upbeat collection of young people. He observed that there was perhaps a sense outside West Point that the Academy was problem-ridden and that it was up tight, but now he could describe West Point as confident and poised, with a sense of achievement and readiness about it. The cadets are inspiring, sometimes fractious, but they have ideas of their own and they are young people worthy of respect. They require firm, professional, warm-hearted leadership and that is what those who bear responsibility for leadership at West Point will provide to them.

He closed by saying that West Point is already deeply engaged in a very serious and demanding effort, the aim of which is to raise the standard of excellence across the board in all that the cadets are called on to do.

(2) Cadet Basic Training - The Class of 1981. The performance of the new class has certainly met the high expectations held for it. The Class of 1981 began cadet basic training with 1491 cadets and completed it with 1366, a loss of only 105 cadets or 7.1% of the class. This compares very favorably with the CBT experience of the Class of 1980 from which were lost 10.2%, or 151 of 1485.

There was also a marked decrease in the attrition of women cadets. Last summer 17 of the 119 entering departed West Point before the completion of the summer, a loss of 14%. This summer only ten of the 105 entering were lost,

or 9.6%. A tentative assessment would conclude that as the knowledge about women cadets increases -- and the Academy applies it toward improving every aspect of its activity from admissions to military training to academics -- that the overall attrition of women should approach that of men, about 7% in CBT.

Other statistical indicators on the Class of '81 are just as favorable. Visits to the counseling center dropped nearly 20%, the result in great measure of more effective counseling and support at the company, squad and platoon level combined with a better overall leadership environment that minimized the kind of unproductive stress that warrants careful professional counseling.

Sick call visits and hospitalization decreased dramatically -- the former decreased by 28% over the previous year and the latter dropped nearly 40%. Concurrent with the decrease in injuries came better physical performance -- average times on the 1 1/2 mile run decreased significantly, for instance.

In summary, by almost every statistical indication it was a stronger performance by the new cadets in essentially the same program as the preceding year. The program changes instituted this year were primarily refinements. Running groups were used this year, divided according to physical ability and the new running shoe prevented some of the past running related injuries. Time in the field was increased (from 17 to 20 days), always a lift to the spirit and a way to heighten interest. Finally, a great deal of time was devoted to building an effective cohesive officer-cadet team.

- (3) Cadet Field Training, Class of 1980 Camp Buckner 1977. Cadet field training for the Class of 1980 comprised eight weeks of intensive training from 5 July to 28 August. The training requires each cadet to demonstrate proficiency in basic military skills, to master the necessary soldier and leadership skills to successfully complete the demanding infantry recondo training and to successfully complete a rigorous and challenging field type term-end examination -- the fourteen station, four-hour long Buckner stakes.

In addition to the development of the basic military skills, and the acquisition of some advanced and technical skills of the combat and combat support arms, the cadet is provided a broad picture of the various arms to assist him in making a more informed branch selection in the years ahead. Cadets also have ample opportunity at Buckner to develop their leadership skills and talents through practical field experience -- for many of the new upper classmen, the first real opportunity to do so.

Chart #1 on the following page gives a good picture of the breadth and intense nature of the subjects and training presented at Buckner:

CADET FIELD TRAINING - CLASS OF 1980

CAMP BUCKNER - 1977

	<u>DAYS/NIGHTS</u>
WEAPONS FIRING	3 1/2
COMMUNICATIONS TRAINING	1 1/2
LAND NAVIGATION	2/1
LEADER PREP TRAINING	3/4
INFANTRY	3/1
RECONDO	7/6
ARMOR	4
AIR DEFENSE	1
FIELD ARTILLERY	2 1/2
INSTRUCTOR TRAINING	1 1/4
ENGINEER	2
PHYSICAL TRAINING	Daily
BUCKNER STAKES	1/2

(SHORTER BLOCS AND DEMONSTRATIONS NOT SHOWN)

CHART #1

The Class of 1980, including 81 women cadets, by all estimates performed admirably at Camp Buckner. The emphasis upon leadership development begins to pay dividends at that stage of cadetship. One innovation, the addition of a tactical non-commissioned officer to each company, greatly assisted in the teaching and advising of cadets, and in their developing good, understandable and mutually profitable relations with senior noncommissioned officers, again, a concern expressed by the Study Group.

(4) Cadet Troop Leader Training. The cadet troop leader training program in which Second Class cadets are assigned to Regular Army units and serve as junior leaders, mostly as platoon leaders in combat units, is designed to give the cadet a realistic view of the Army, to bring him into contact with noncommissioned

officers and enlisted soldiers, and to acquaint him with the duties and responsibilities of a junior officer. This year 925 members of the Classes of 1978 and 1979 participated in the program. Chart #2 shows the great variety of assignments and locations of the program. This program continues to be one of the most successful ways of introducing the Army and officership to cadets and in turn introducing them to the Army. The mutual benefits have been great, and the Academy is confident they will continue to be so.

CADET TROOP LEADER TRAINING 1977

Class of 1978	98
Class of 1979	<u>827</u>
	925

Total by Location:

CONUS (18 Posts)	500
Europe	362
Panama	28
Alaska	20
Hawaii	<u>15</u>
	925

Total by Branch:

Infantry	292
Armor	174
Field Artillery	155
Engineer	135
Air Defense Artillery	71
Signal Corps	52
Training Center	32
Ranger/Special Forces	11
Other	<u>3</u>
	925

CHART #2

(5) Cadet Military Specialty Training 1977. In cadet military specialty training primarily Second Class cadets attend various military schools during the summer. This program originated in the summer of 1971 when Airborne School was first offered to cadets on a duty time basis, and replaced a month of training at West Point known as Second Class June Encampment. This change was made when it was noted that the latter was found to be frequently mentioned as a reason for many Second Class cadets resigning prior to the start of academics in September. CMST is thus designed primarily to help cadets make an informed, careful choice about the Army at that juncture, to develop self-confidence and leadership, to acquire additional military skills, and to increase the cadet's exposure to the military environment away from West Point.

This past summer the program consisted of 912 cadets attending six schools.

CADET MILITARY SPECIALTY TRAINING 1977

Airborne School	600 cadets
Ranger School	50 cadets
Flight School	45 cadets
Northern Warfare School	115 cadets
Jungle Warfare School	79 cadets
Survival, Evasion, Resistance and Escape (SERE)	23 cadets
TOTAL	912 cadets

CHART #3

With the exception of the survival course all of the above are standard Army courses. SERE is a graduation prerequisite for U. S. Air Force Academy Cadets. USMA started sending cadets to that program in 1976.

The results of the CMST program this past summer have been extremely favorable. Overall the cadets had a 98.4% success rate for all programs, the lowest rate being 95.6% for flight school. Although the cadet questionnaire results for this year have not yet been analyzed, last summer 95% of the cadets said they would recommend their particular CMST program to subsequent classes. Over 80% said that their CMST program favorably affected their attitude and desirable perceptions of a military career.

(6) Readmissions Program. At the time of the April visit of the Board the Readmissions Program was in the midst of its final deliberations. Of the 105 cadets making application, all were offered readmission, and of these, 98 accepted the offer and seven declined. Readmission was recommended in the Borman Report and every cadet seeking readmission was offered the opportunity to return.

Of the 98 returning cadets, 93 were readmitted in connection with EE 304 honor violations and the remaining five were readmitted under the provisions of the so-called "equity clause" of the Secretary's plan. The original plans called for the return of 61 on 22 June, 36 on 29 June and one on reception day, who joined the Class of 1981. These plans were met, with one exception caused by last minute illness. Some 83 of the readmitted cadets were required to complete and pass a summer term academic program in EE 304. All of them successfully completed the course, with grades ranging from A to barely passing.

The summer training programs have been described above. The Academy emphasized the complete integration of the returning cadets into every phase of the Academy's summer training programs. Chart #4 shows the various programs in which the returning cadets participated. Every indication thus far is that the program is working well, and there is little expectation that problems will arise. It is being carried out by the Class of 1978, in particular, by the returnees and the Corps in the spirit and the purpose intended by the Secretary and the Congress.

Actions Resulting From Report of Borman Commission. At the last meeting the Board was briefed on the Borman Commission Report, the Army response to that report, and the actions which had been taken by the Military Academy. The following is a brief update on actions the Academy has taken since that earlier meeting.

The Commission recommended return of separated cadets "as soon as possible." The Secretary concurred in this and stated the cadets would return to join the Class of 1978. The details of that implementation have been outlined.

READMITTED CADETS SUMMER ASSIGNMENTS

EE 304

<u>Program</u>	<u>No. of Cadets</u>
Summer Term EE 304 (I) - Cadet Basic Training (II)	6
Summer Term EE 304 (I) - Cadet Field Training (II)	24
Summer Term EE 304 (I) - Cadet Troop Leader Training	16
Cadet Basic Training (I) - Summer Term EE 304 (II)	13
Cadet Field Training (I) - Summer Term EE 304 (II)	24
Jungle Opns Training - Cadet Basic Training (II)	10

EQUITY

<u>Program</u>	<u>No. of Cadets</u>
Cadet Basic Training ('81)	1
Cadet Field Training ('80)	2
Extended Cadet Troop Leader Training ('79)	1
Cadet Field Training (I & II) ('78)	<u>1</u>
	5

RECAPITULATION

Jungle Warfare	10
CTLT	17
Summer Remedial Program	83
CBT ('81)	1
CBT (Detail)	29
CFT (Detail)	49
CFT ('80)	1

CHART #4

In the area of governance the Office of Special Assistant to the Superintendent has been established. This office will be directly involved in the staffing of recommendations made by the Department of the Army Study Groups. It will assist the Superintendent in maintaining control over the myriad of details resulting from the large number of specific actions to be analyzed and implemented.

USMA is taking action to develop a four year program on Ethics/Professionalism as part of the core curriculum. For the Class of 1981, there will be 13 hours of instruction during the current academic year.

The Military Academy has taken action to increase significantly the participation by all cadets and officers in the operation of the Honor System. Members of the Corps at large are participating in deliberations on specific honor cases. Cadet rank for Honor Committee service has been limited to only four members; the Chairman who is a Captain and three Lieutenants. These ranks are appropriate because the Honor Committee duties of these four individuals preclude them from holding other responsible positions in the cadet chain of command.

A specially prepared TV tape on honor was used this summer for instruction of the Class of 1981. In the meanwhile, arrangements were made for commercial production of a film on honor. The contractor has developed a draft script and will film scenes at West Point this fall.

The Department of the Army has authorized the necessary manpower spaces for the Office of the Special Assistant to the Commandant on Honor matters. The responsiveness of this office is not limited solely to the Commandant of Cadets but rather to all elements of the Military Academy.

The Military Academy has requested the establishment of a permanent Advisory Board to evaluate all aspects of the institution and to report findings and recommendations to the Superintendent on a continuing basis. The request has been rejected by the Office of Management and Budget, but the Department of the Army is seeking reconsideration of this proposal.

The position of Deputy Superintendent has been created to assist the Superintendent in governance of the Military Academy. This position is filled by Brigadier General Charles W. Bagnal, a USMA graduate of the Class of 1956. General Bagnal is assisting the Superintendent in supervision of supporting operations.

Since the beginning of academics this fall, the Department of Behavioral Sciences and Leadership has existed as a separate academic department. Heretofore, its functions had been divided between the Dean and the Commandant of Cadets. The Department Head is now a member of the Academic Board, as is the Professor of Physical Education.

This academic year, the Academy has a total of five visiting professors. The goal is to increase this number to thirteen, one for each academic department, in the next year.

b. Discussion Summary and Members Statements--
Superintendent's Briefing.

During and following the Superintendent's briefing the Board raised the following discussion subjects:

(1) The Superintendent was asked if a detailed analysis of the reasons for summer losses had been made. He answered that from the time a resignation request is submitted the individual is counseled and his reasons for resigning are evaluated and analyzed. Throughout the summer there is a great deal of information gained by these resignation interviews and it, in turn, is collated and analyzed. Generally the reasons are the same for men and women. The training is more rigorous than they anticipated. They dislike the regimentation and they are not ready to accept the demands that are placed upon them. They develop real questions and doubts about their commitment to a military career. The Superintendent added that to his knowledge there was no pattern of women being frozen out or harassed. He reported that he had heard of one case in which a female cadet had alluded to harassment, but upon closer analysis her reasons were similar to the pattern he had already described. However, the Superintendent stressed that he saw this as a sensitive and important area that the Academy intended to watch very carefully. He thought that West Point was making progress in the overall process of integration of women and that a positive professional attitude toward the service of women in the Army was developing. He intended to see to it that such a professional understanding was nurtured at West Point.

(2) The Board was interested in the comparisons of SAT scores for incoming classes between academies. The Superintendent responded that the mean verbal score was 550 and the mean in math 638, and that Military Academy entrance scores had been holding fairly stable over the years, not reflecting the decline that was occurring in many other institutions of higher learning. USMA scores were essentially the same as those of the other Academies, with USNA and USAFA means generally 5 to 10 points higher. The Superintendent noted that he believed USMA was doing quite well and that the scores were quite representative of the high quality of young people that the Military Academy was continuing to attract.

(3) The question of how a readmitted cadet would be affected in the future by virtue of his readmitted status under the Secretary of the Army's Plan was raised. The Board expressed concern that a cadet's experience in EE 304 and his subsequent readmission might interfere with his long run promotions and success in the Army. The Superintendent was asked if the cadet's readmission would appear on his academic records, and whether or not the cadets would be

marked people throughout their service careers. A question was asked about the Army's stated policy in this regard. In response the Superintendent indicated that there was absolutely no policy to mark the individual and that each cadet or officer would be judged on his performance only from this point on. It was explained that upon graduation from West Point the service record is wiped clean, reflecting only the source and date of commission. It was acknowledged that if someone studied the individual's background in great detail, including his official academic transcripts, one could possibly identify the cadet as a readmitted cadet. However, those cadet academic records would never appear before an Army promotion board or anything of that kind. They might be considered in the selection of an individual for further academic education or for possible assignment back to West Point based on his cadet record.

The Department of the Army was asked if it would consider preparing a statement that would make the policy explicit. The Assistant Deputy Chief of Staff for Personnel replied that Department of the Army would prepare such a statement if the Board so desired. The ADCSPER underlined the Superintendent's statement, that it was certainly Department of the Army policy to wipe the slate clean and to insure that no readmitted cadet was marked. There was a general expression of agreement that such a statement would be helpful for both the Board as well as the readmitted cadets. It was finally agreed that a conclusion to this effect coupled with a formal recommendation would be included in the Board's Report. (Para. 15. f. (2) below).

(4) A question was asked regarding the makeup of the total four-year program in ethics. The Superintendent briefly outlined the concept of a four-year program beginning with 13 hours of formal instruction in the first academic year, coupled with the approximately eleven hours of honor instruction that the Fourth classmen receive during their first summer. He then described the development of the program which would include an informal study of ethics to include the law. Some parts of the philosophy course would be devoted to it as well as parts of other academic courses. He explained that the entire program was under development at this time and it would be premature to try to define it in any detail at the Board meeting.

(5) A question was asked regarding the composition of the USMA faculty. The Superintendent explained that of the 550 total faculty strength approximately 2 to 3% was civilian, and that an effort was being made to move the civilian composition up to 5%. The percentage of the civilian faculty at the Air Force Academy is comparable to that at West Point but the Naval Academy percentage is quite different; approximately 50% of the Naval Academy faculty is civilian. A member of the Board pointed out that a large percentage of the civilian faculty at West Point is physical education instructors and that they should be recognized in any analysis of civilianization by the Military Academy.

c. Statement by Mr. Downey

At the conclusion of the Superintendent's briefing and the discussion of items related to it, Mr. Downey introduced the following statement into the record:

Statement to the Board of Visitors of the U. S. Military Academy at West Point

Today the Board of Visitors will receive a report from the West Point Study Group. This is the third major study of the Academy which has been conducted within the last year.

I believe that the final report of the Study Group represents a frank and accurate picture of the situation at West Point.

The report minutely documents a number of circumstances which have deeply concerned us regarding the Academy. The report properly recommends actions to correct the deficiencies I have pointed out in the past.

I applaud actions already taken or contemplated by Superintendent Goodpaster which will implement many of the findings of the Study Group.

The West Point Study Group notes in its introductory remarks that "our review indicate(s) that the Academy has fallen victim to a number of problems which in complex and subtle ways have been compounded".

I agree.

The report acknowledges four major problems at West Point:

- the Study Group notes "a slackening of the pursuit to excellence" at the Academy in both the academic and military training.
- the Study Group observes "a concomitant decline in the standards demanded of cadets by the Academy" noting that marginal performance "does not preclude graduation"
- the Study Group identifies as a problem area "an apparent lack of common objectives for the whole institution" and a "disturbing lack of comprehensive supervision and long-range planning"
- finally, the Study Group observes that "the Academy is not institutionally sensitive to evidence of the need for change nor is it organized to be decisive in making changes."

These are blunt words which need to be addressed if the Academy is to

faithfully address its mission of producing academically qualified military leaders for the Army of the future.

The 153 recommendations which will be presented to the Board today by the Study Group indicate a thoughtful and comprehensive approach to the very real problems which exist at West Point.

Of particular significance to me are a number of points which I have raised in previous Board meetings, including the need to establish a formal ethics course at the Academy for all cadets to be conducted by qualified instructors, and a recognition that service as a member of the military faculty should not involve a sacrifice in career aspirations on the part of that faculty.

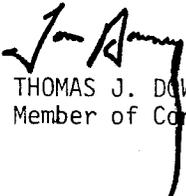
I am also pleased with constructive changes which have been recommended in the areas of administration, the curriculum, the honor code and the faculty at West Point.

As members of the Board of Visitors this report presents us with an opportunity and a challenge. We cannot afford to ignore the careful examination this report offers.

This report is an honest attempt to present us with the unvarnished truth together with responsible suggestions for change at West Point.

But, I must emphasize that administrative changes do not take the place of substantive initiatives for reform. Specifically, I am referring to the recommendations dealing with the Academic Board which the report notes "impedes rather than facilitates progressive change" at West Point.

The solutions to many of the problems at West Point are not the establishment of more committees, or another ineffective bureaucracy. All of us -- the Board, the Army, West Point and its Superintendent -- must realize that the future of the Academy as a viable institution may well rest on our decisive reaction to this report.


THOMAS J. DOWNEY
Member of Congress

12. USMA CONSTRUCTION PROJECTS AND PLANNING.

Colonel Gilkey, Director of Facilities Engineering, USMA, presented an update on construction and construction planning.

Completion of Keller Army Hospital was delayed about a month because of minor last minute changes. The building was dedicated on 9 September 1977, and it will be in full operation about mid-November 1977. The project for the construction of additional service facilities near Washington Gate has been completed with the exception of minor items. The project for the installation of artificial turf at Michie Stadium was completed ahead of schedule on 18 August 1977. The stadium is being used by Academy athletic teams for both practice and competition. The final cost of this project was \$814,000, which came completely from gift monies and nonappropriated funds provided by the Directorate of Intercollegiate Athletics.

Last year the Academy accomplished a project to modify cadet barracks to accommodate women cadets, including the modification of latrine facilities in one-third of the cadet companies. Currently there are two contracts underway which will result in similar modifications in all companies of the Corps. The first of these provides for an additional twelve companies, and was started in July; it will be completed by 1 October. The second, which completes the work, was awarded in August and will be completed in December.

Turning to future work, three projects in the FY '78 Program, which were presented to the Board in April, including the project for the renovation of the Field House, have survived the appropriations process and are included in the approved program. Actual work on the Field House will start at the conclusion of this winter's basketball season, and the new floor and basketball facilities will be available for use by the beginning of the 1978 season.

There has been no change in the status of the projects to renovate the Old Hospital Building and to construct a Visitors' Information Center. They currently remain in FY '79 and FY '80 Programs, respectively.

In April, the Board received an analysis of the short-falls in existing athletic facilities, which were identified as the result of the study USMA conducted last winter. As a summary, the preliminary estimate for the entire program was \$22 million. Feasibility studies, siting studies and cost estimates relating to this program have now been completed and the Academy has developed and recommended an Athletic Facilities Program to Department of the Army, which contains three separate projects. The first project, entitled Outdoor Athletic Facilities, includes sixteen tennis courts in close proximity to the Cadet area. The proposed siting plan provides for concentrating the courts within easy access of cadets and also permits construction without giving up any full-sized playing fields. In addition, the project includes six

football sized athletic fields on one of the very few remaining flat areas on the Main Post, at the western end near the ammunition storage facility. In order to construct these fields, it will be necessary to modify the ammunition storage program, and the project also calls for a simple field storage facility on the Artillery range to obviate the requirement to store artillery ammunition in the existing ammunition storage facility near the playing fields. The total cost of the entire project is estimated at \$1,070,000. The Academy has recommended to Department of the Army that it be included in the FY '79 Program.

The second project is entitled "Michie Stadium and Gymnasium Alterations". Here again, several requirements have been combined into a single project. This project calls for modification of existing locker rooms in the Cadet Gymnasium to provide facilities for women cadets, visiting women's teams and women officials. It also provides for the expansion and modification of the intercollegiate training rooms to permit use by both men and women cadets. To release the space in the Gymnasium for these facilities for women, alternate facilities for the men's intercollegiate football, soccer and lacrosse teams must be provided. This will be accomplished by the construction of a support facilities under the west stands of Michie Stadium. Two additional items have also been included in this project. The first is a major renovation of the older portions of Michie Stadium, where age deterioration of a basic structural nature is taking place. Lastly, the project provides sufficient lighting at Howze Field to permit late afternoon use for intercollegiate practice during the late fall and early spring. The complete project for Michie Stadium and Gymnasium alterations is estimated at approximately \$3,600,000. It is also recommended as part of the FY '79 program.

The third and last project combines the requirement for an adequate basketball arena with that of a new ice hockey facility. Studies over the summer indicated that renovation of Smith Rink would cost over \$2 million and would result in a loss of approximately 1/3 of the present seating if the minimum fire code requirements were to be met. Rehabilitation, accompanied by the maximum feasible expansion would result in approximately the present seating capacity and would cost about 50% of a new structure. This would still leave the Academy with a forty-year old arena. Based on this, the Academy decided to seek a new facility. It was then determined that approximately two million dollars would be saved by combining the new ice hockey facility with a basketball arena rather than constructing two separate facilities. Therefore USMA has recommended that a combined facility be constructed in the vicinity of Howze Field, at the northwest corner at the approximate site of the present AAA garage. This facility would have a seating capacity of approximately 6,000 for basketball and 3,500 for ice hockey, and is estimated to cost \$13,300,000. Because of the lead time required for the design of this major facility, USMA has recommended that it be included in the FY '80 MCA Program.

A special feature of this project is a solar energy system for heating and hot water generation. Although this feature adds approximately one million to the cost of the building, it will amortize itself in the first half of the building's life, and will reduce fossil fuel consumption by approximately 75%. It will also provide the Academy with an operating solar energy system, which can be used as a work laboratory by several of the academic departments for the instruction of cadets.

The completion of this total Athletic Facilities Program will satisfy all of the major identified athletic facilities requirements of West Point. The Military Academy's cost of the proposed program for the construction of athletic facilities has been reduced by \$4,000,000 from the preliminary estimate of last winter and \$2,000,000 below the March estimates, which were presented to the Board in April.

The Academy believes that this program represents its minimum requirements which will permit it to continue to provide a well-rounded athletic program to all cadets, men and women. The programs will provide the intercollegiate facilities necessary to establish a well-rounded women's program, place USMA intercollegiate athletics in a sounder economic position, assist in continuing a program of intercollegiate competition at a level which will help to attract high quality candidates to the institution and place USMA on an approximate par with the other Service Academies with regard to athletic facilities. It will also provide West Point with the necessary facilities for the instructional and intramural programs, to insure the capability to prepare officers for the Army who are able to withstand the physical rigors of ground combat, prepared to conduct the necessary physical fitness programs in their military units, and are motivated and trained through "carry-over" sports activity to maintain their own physical fitness throughout a military career.

13. SUMMARY BRIEFINGS ON THE FINAL REPORT OF THE WEST POINT STUDY GROUP.

a. Major General Hillman Dickinson, Chairman, Academic Committee. After reviewing the methodology and the membership of his Committee, General Dickinson addressed some of the major issues in his part of the report:

(1) General. There was great dedication and quality throughout the Corps of Cadets, in the faculty and staff; the Committee observed some excellent academic instruction, some good military training and some very broadening extracurricular activities. It was impressed by the achievement exhibited by the upper portion of the class which apparently was doing some very difficult academic tasks exceptionally well.

The Committee was particularly gratified by the willingness of the Academy to immediately respond to problems as they were identified during

the study. As a result, many of the items which appeared to be problems then are no longer as pressing.

The basic approach of his Committee was by its nature problem-oriented. Many of the problems identified at West Point are no worse than those of educational institutions throughout the country, and in many areas the Academy is better off. Nevertheless, his Committee's effort focused upon problems and recommendations that would improve the Military Academy.

The Committee was disturbed by what it viewed as a slackening in the pursuit of excellence, particularly in academic excellence, although this deterioration was seeping over into other areas also. It observed what it perceived to be a decline in standards; so much was being demanded in so many areas that great pressures were exerted on standards. It observed a confusion of common objectives. A comprehensive oversight function vested in a Board that has wide responsibilities, one that can provide better long-range planning, is needed.

The governance of the institution requires careful study and revamping to insure that the top individuals deal with appropriate matters and not with minor ones that should never have been brought to their attention. Clearly some divisions exist between the Tactical and the Academic sides of the house. Other divisions exist between the tenured and non-tenured personnel. Overall the Committee sensed some difficulty at the Academy in recognizing and implementing change -- governance proposals must address these problems.

(2) Concept for the Military Academy. The Committee recommended a concept which articulated the overall objectives of the Institution. The key of this concept was to develop a man dedicated to selfless service who can deal with both the technical world and non-technical world. The Committee further believed that each student should concentrate in at least one area of academics to the point that he gained the satisfaction of really being competent in something. But it stopped short of recommending the depth that would be implied by going to a full majors academic program. Counselling and careful structuring of a cadet's program would be an important part of the process of reaching this level of academic excellence. This entailed a careful structuring of the elective offerings and the Committee so recommended.

In the military and professional development program the Committee supported giving a cadet a thorough understanding of classical and contemporary military thought that he could combine with the study of command techniques and leadership principles. The Committee saw the athletic program and the extracurricular program as ways of broadening and filling in the entire cadet experience.

(3) Accreditation. General Dickinson expressed his view that accreditation was not a problem, that as a whole the Academy was far above the minimum that was required for accreditation. The Middle States Association, the

accreditation body, had postponed the ten year review for one year so that the changes that were to be instituted as a result of the report would have a chance to be put in place and working before being reviewed by the accreditation group.

(4) Governance. The Committee agreed that the recommendations contained in the governance chapter were in many ways as important as the detailed recommendations provided in the academic part. It was clear that an outside body could not fix the academic program, nor could it make changes in the details of the curriculum; such minute adjustments and sensitive changes could not be done from outside. The key was to make governance changes so that the Academy could address problems in a more timely and flexible way in the future.

The first among those governance recommendations was one that had already been implemented -- that of bringing in a Superintendent with greater tenure who has academic competence as well as great professional achievement. That recommendation was the key to the implementation of all the rest of the recommendations in the report and it provided a foundation without which some of the other recommendations did not make good sense.

(5) Immediate Actions. General Dickinson then ran off, in brief, a number of individual shorter-term recommendations that followed from his remarks: the establishment of a policy board, greater cross-fertilization between the tactical and academic sides, the provision of more outside advisory help to assist the Superintendent in his broad educational and military development role, the elimination of the General Order of Merit, a lightening of the overall academic load, eliminating normative grading in physical education courses, and elimination of the heavy load of administrative details imposed upon cadets in the cadet chain of command.

(6) Curriculum. On the curriculum itself General Dickinson emphasized that attention should be on quality and high standards as well as on the objective of creating a cadet who was comfortable in the technical language of math and science and the non-technical languages of the social sciences and the humanities. To achieve this the Committee recommended a solid core of required subjects and a relatively greater number of electives than before. The core included a two-year language requirement, provision for more structure in the elective offerings in each area of concentration and more experimentation in systems engineering, modeling and wargaming.

In the area of ethics and professionalism, the Committee believed that the key to success here, was to make it part of the entire experience at the Academy. However, this was recognized as a difficult and complex area and

the Committee agreed that West Point should proceed slowly and deliberately in the creation of an integrated four-year program that is proper and effective.

(7) Faculty Development. With regard to the faculty, the Committee observed that the tenure selection process should be improved and broadened; that the Heads of Departments should be rotated and that Associate Professors should be extended beyond 30 years in many cases. Expertise on the faculty should be improved by the use of repetitive tours, by broadening the sources of the faculty (such as from the Army laboratories), by reinforcing the relationships between the various departments and by streamlining academic administration so that more time could be devoted to faculty training and improvement.

(8) Cadet Time. Throughout its efforts the Committee was mindful of the need to provide cadets time in larger blocks and to eliminate the fragmentation of cadet time that had grown up over the years. A common objective of many of the changes suggested by all of the three committees is exactly that -- providing a less fragmented, more coherent schedule for the cadets.

(9) Service Commitment. Finally, General Dickinson described one area where he believed congressional assistance would be needed. The Committee generally believed the service commitment for separated cadets should be changed. The obligation now requires a cadet to serve two years as an enlisted man if he leaves the Academy voluntarily after the beginning of his junior year. The Committee had recommended several alternatives including the revocation of the service obligation; it believed that at a minimum a cadet in this circumstance should be allowed to enroll in another commissioning program, if qualified.

b. BG Jack N. Merritt, Chairman, Military Professional Development Committee.

(1) General Merritt's Committee reviewed the Department of Tactics, the organization and attitudes of the Corps of Cadets, the Leadership Evaluation System, the Fourth Class or Plebe System, the disciplinary system and the Honor Code and Honor System.

In his committee's view one of the overarching problems of the Military Academy was what it termed as the essential duality of West Point. This characteristic, possibly more accurately termed a lack of homogeneity of purpose, was the result of a dramatic gap between the Tactical Department and those in the academic departments. Although there are many interest groups represented at the Military Academy this conflict appeared to be a dysfunctional one that the Committee addressed in some detail. Although such a gap is not atypical of complex institutions in any place, the Committee became convinced that unless the situation was given careful attention it might

become a more serious problem. The pressure on academics was going to increase because the body of knowledge that one needed to know in the modern world is going to increase; likewise the requirement for a greater sophistication in military professional development was going to increase. The tension that these two developments would produce would continue and never really be resolved. With this in mind, the Committee believed that everything that was done at West Point needed to be bent toward establishing a degree of homogeneity of purpose that would make this tension creative and not destructive.

(2) Department of Tactics. The Committee concluded that the EE 304 Honor situation had reflected among other things a failure in the Tactical Department partly because the tactical officer was not as attuned to the cadet as he might have been. This was the result of physical isolation, the absence of clear purpose, problems in preparation for the job and less than satisfactory selection criteria. In regard to the latter the Department of the Army has already set forth rigorous selection criteria to insure that better equipped, quality officers are assigned to the crucial position of tactical officer.

The Committee recommended that there be an exchange program between tactical officers and academic instructors to demonstrate that the life of the mind can exist in the military role and that a Ph. D. in Physics does not bar a man from being a splendid soldier. The Committee also urged the introduction of non-commissioned officers into the Tactical Department, and this is being done now at West Point.

(3) Attitudes. In the area of attitudes the Committee was disturbed by some of the unfortunate attitudes that it perceived at West Point. The pervasive presence of unrelenting purposefulness led the Committee to conclude that the environment was humorless. The whole approach to things military was characterized by a certain disdain that also disturbed the Committee. Some of these attitudes were a function of systems and practices that had developed over the years in unsatisfactory ways: The Leadership Evaluation System had been subject to much abuse, so much that it was no longer effective and the Committee recommended that it be discontinued. The cadet chain of command had been caught up in so much administrivia that it had lost its purpose as a leadership development program. The disciplinary system had become largely punitive and a control mechanism. That system needed to be revamped and redesigned to become a system of incentives to recapture the spirit and meaning of discipline.

(4) Fourth Class System. The Plebe or Fourth Class System which is fundamental in the Committee's view to any long-range development system at West Point had become abused in many areas. Its great virtues -- the

sense of cohesion and accomplishment resulting from shared challenge and success, were important. But the abuses which had developed detracted from those strengths. Those abuses need to be continually examined. In this area the Committee was particularly concerned about the absolute authority of the upper classman over the plebe not being coupled with commensurate responsibility. The fundamental assumption about stress as an integral part of the Plebe System needed extensive research and evaluation. The Committee concluded that there should be a thorough outside look at the Fourth Class System, one that challenged all of the old assumptions about its makeup and operation.

(5) Military Training. The Committee rejected the notion that there was a dichotomy between good academic training and good military training. The Academy should strive for both, and both are possible. However, military training in its view had not been uniformly good. Some of the military training related to the Fourth Class System had been unrealistic and essentially an exercise in rote memorization. Summer field training was generally regarded as good but even then the Committee suggested some changes. The summer at Camp Buckner in its view was too intense and there was too much emphasis upon unproductive evaluation and not enough upon training and development. In the Second Class summer the Committee recommended that all cadets be sent to the Army training base to act as squad leaders or platoon leaders in basic training companies where they would work with drill sergeants learning about the entry level soldier and his problems. This would improve the cadet's ability to deal with soldiers and non-commissioned officers, a problem of West Point graduates which was repeatedly identified in the surveys conducted by the Study Group. Cadet troop leader training appeared to be effective, but the Committee would recommend that it be more branch-oriented so that the cadet would be serving in the branch he had already selected.

(6) Women Cadets. Although the Committee did not make a specific study of women cadets, it concluded from its observations that the Academy was doing an excellent job in that regard. That success is partly the result of the careful integration of women into the Corps of Cadets, into the cadet companies and into every facet of cadet life. However, the Committee questioned the physical education standards for women. Were they correct? It concluded by observing that the new ground that the Academies were breaking in this area should be carefully evaluated for a longer period of time before any significant changes are initiated.

(7) Honor Code and System. In its review of the causes of the EE 304 Honor incident the Committee decided that there were no simple answers to why the situation occurred, but that excusing individual responsibility because of institutional shortcomings was a no more reasonable answer than to excuse institutional responsibility because of the imperfectness of the people in it. One had to review the situation in some balance. The Committee felt that there were strains within the System that contributed in a way to enticing cadets to

fall into honor violations. But its overriding observation regarding honor was that the system was undergoing careful and extensive change that would help to meet the varied problems that the Committee identified.

In the Committee's view the Code was not a prescription for all ethical and moral behavior but rather a basis for the cadet to use in building his own personal ethic. One of the most important developments or needs of the Honor Code and System was the granting of the powers of discretion to the Superintendent (and ultimately to the Honor Committee and the Corps of Cadets). Another important development is the new set of procedures that has been adopted. Those procedures include new guarantees of due process, introduce the mature judgment of officers very early in the handling of suspected honor violations, and establish the Special Assistant on Honor. The studies on the non-toleration clause and the creation of an honor ethic have all helped to provide a broader context within which the cadets can understand and live with the Honor Code and the Honor System. The Committee recommended a redefinition of lying, in an effort to exclude, by definition, trivial acts of deception which had clouded the application of the System and sowed confusion in understanding the Honor Code. The Committee recommended that the Honor Code continue to apply in every place and at every time.

c. Major General Jack V. Mackmull, Chairman, Environment Committee.

(1) General. General Mackmull began by stating that his committee found that the Academy was fundamentally sound, but like any organization subjected to a comprehensive and independent review, it had areas that were identified as needing improvement. He observed that most of these improvements could be made by the Military Academy itself and that approach would be the generally accepted course of action, although in some rare instances the Academy might need outside assistance. His Committee studied the specific areas of internal governance, admissions, extracurricular activities, intercollegiate athletic activities, cadet time and the Military Academy Prep School.

(2) Internal governance. The Committee saw this was an exceedingly important area because the governance structure provided a framework around which leadership could function. In the long term probably the most significant gains could be made by straightening out and defining a sound governance structure. As a first step, the Committee recommended the establishment of an Academy Policy Board. This Board would be advisory to the Superintendent and would provide him with a broad-based source of counsel on all major aspects of the Academy. The Academic Board, many of whose current functions would be subsumed by the Policy Board, would be retained to continue to provide the Superintendent with policy advice on academic and other matters provided by statute. This shift of function from the Academic Board would reduce the workload of its members and free them to pursue their teaching and administrative matters. The Committee also recommended the establishment

of a new Committee system designed to strengthen the roles of the Superintendent, Dean and Commandant. It recommended the establishment of the Office of Deputy Superintendent, an individual to assist the Superintendent primarily in the exercise of supervision over the Post financial and resource matters. The Deputy Superintendent is intended to perform those functions rather than a Provost which was recommended earlier in the Borman Commission Report and approved in the Army response to it.

(3) Admissions. In the Committee's view the Director of Admissions was doing an excellent job and the area was not a major problem. The cadets admitted to USMA compare favorably to those of the other two Academies and the quality of the entering classes has remained high. Some improvements that could be made are development of a more aggressive recruiting program, adoption of an early admissions policy for gifted students and athletes, and the provision of additional effort in providing admissions information particularly relating to the complicated applications process. An effort is already underway to reduce the complexities of the overall admissions process.

(4) Extracurricular Activities. Despite some earlier criticism that West Point had too many diverse extracurricular activities, the Committee examination concluded that the activities were appropriate and, in fact, enhanced academic excellence and military professional development. The activities are well managed and they meet the broad range of cadet interests.

(5) Intercollegiate Athletics. Overall, the athletic program at the Military Academy has been excellent and has contributed to the broad objective of cadet development. Here General Mackmull stressed that in speaking about the athletic program he included not only intercollegiate athletic activities but physical education, intramural sports and club sports. Some areas need improvement. The selection, qualification and tenure of the Director of Athletics in the past has been a problem. However, the Chief of Staff has recently instituted new criteria and a new Athletic Director hired under those criteria is on board and initiating worthwhile changes in the intercollegiate athletics area. Among these changes, which the Committee applauds, are the placement of the Army Athletic Association on a more businesslike basis and the development of a renewed sense of institutional commitment to excellence in athletics. Finally, significant improvement could be made in the recruiting of highly qualified scholar-athletes to come to the Academy.

Athletic facilities is another important component of the program. A Study Group a few years ago came to the same conclusion as the Mackmull Committee -- that West Point is in dire need of upgraded and improved athletic facilities. This need is a function not just of the intercollegiate program but of the total athletic program in which each cadet is encouraged to compete to his level of competency. Those who are gifted athletes play intercollegiate athletics; those who are not, play in the intramurals; and all

participate in physical education. Club teams supplement all of these. It is a total athletic program and an excellent one, but it requires better facilities than the Academy now possesses.

(6) Cadet Time. This is a subject which occupied both the Borman Commission and this Committee. It is a complex issue just as time management is a major problem in the active Army as well as in the private sector. Time problems are always more critical in a highly structured environment because there is more emphasis placed upon them. One view is that cadets have adequate time but that the time is too fragmented, thereby creating a sense of having a shortage. Scheduling and time improvements can be made that will improve the availability of time in larger blocks for the cadet to devote more profitably to academics, to professional development and to athletics.

(7) USMA Prep School. The Committee found that the Prep School was basically sound with only a few minor problem areas. The Committee recommended a Board of Visitors for the Prep School so that it could have the benefit of outside counsel regarding its problems, policies and programs.

In conclusion the Committee recognized that almost all of its recommendations could be accomplished by the Military Academy. Most of the recommendations are not time sensitive, consequently the Academy can set priorities and initiate actions as they are needed or when they best dovetail with the other initiatives of the report.

d. Discussion Items.

During and after the summary presentations by the Committee Chairmen, the Board discussed a number of major items in detail:

(1) Advisory Committee. The Board was deeply concerned about the recommendation for the establishment of a general Advisory Committee because it believed that all of the powers of the Board of Visitors were directed at the same functions as those of the newly recommended Panel or Board. In the view of the Board the law permits them to consult with the Superintendent, to have additional meetings, and to provide direct and continuing assistance to the Superintendent on a wide variety of matters. Furthermore, the Board was prepared to meet on multiple occasions (as proposed in the Report) and it welcomed the provision for a broad-based Secretariat, which if assigned to the present Board of Visitors, would insure the same kinds of continuing administrative service and oversight as envisioned for the new panel.

The Board challenged the assumption, inherent in the recommendation, that the members of the current Board may not be available a great deal of the time, and questioned whether that might not also be the case with the members of the new Advisory committee. The Board members concluded that they

would strongly urge that before another level of structure was created that the Department of the Army try to use the Board of Visitors to the full extent that Section 4355 of the Code now allows.

The Board agreed that a provision for an academic advisory function was an excellent idea and should be endorsed by the Board, as long as it was separate from the other types of advice.

Another consideration closely related to this recommendation was the unique nature of the Military Academy. The Advisory committee that was suggested in the Report appeared to the members of the Board to resemble a Board of Trustees for a private institution, a structure that was regarded as inappropriate for a public institution such as West Point. The major policy decisions and recommendations upon which the Congress must pass its thoughts and approve are of a distinctly different nature than those of a private institution. This unique characteristic accounts for the diversity of the Board appointments -- members come from the House and from the Senate Armed Services and Appropriations Committees, as well as the private sector. This insures the proper "public" oversight of a public institution. The Board again expressed its view that the particular expertise for the academic side could probably be vested in a special academic advisory committee to the Superintendent, but on other matters dealing with overall policy at the Academy such an Advisory Committee as outlined in the Study Group proposal would be contradictory to what the Board of Visitors is supposed to be doing and in the future will be doing.

The Board reviewed a letter from OMB to the Secretary of the Army regarding the establishment of the Advisory committee as recommended in the Study Group Report (Appendix 1, Exhibit E). In this communication OMB opposed the creation of such a body stating that there was no compelling need for the committee because its functions duplicated those mandated for the Board of Visitors, USMA. The OMB response referred to the letter from the President to the Board thanking it for its latest report and expressing his view that in subsequent years the Board should focus more on academic and other training matters. (A copy of the President's letter to the outgoing President of the 1976 Board is included in this report at Appendix 1, Exhibit C.) In light of the OMB objection and the Board's extensive discussion of the Advisory committee the Board decided to take a position supporting only an academic advisory board. It directed the Executive Secretary to prepare a letter to the President stating its support for an Academy Advisory Committee limited to the academic area. (This letter was transmitted to the President through the Secretary of the Army. A copy of the letter is included at Appendix 1, Exhibit D.)

The Board in its discussion reflected a general view that the presence of a recommendation creating another advisory body was something of an indictment of the Army because when the crisis came in 1976 the Army did not

read Section 4355 carefully and decide in the first instance that this was an occasion where the Secretary of the Army ought to call in the Board of Visitors. The Army did not take advantage of such a body which it already had in hand, a body that perhaps it ought to try to use more effectively before the next crisis. On this point, the Board expressed its view that authority existed in the law for the Board to set up committees that parallel the structure of the report, permitting it to call in advisers and visiting groups to assist and counsel both the Academy and the Board. In this way outside advice on a variety of items might be available to both the Board and the Superintendent and the role of the Board of Visitors would be expanded and strengthened.

The Superintendent responded to the discussion and conclusions of the Board on this by indicating that the insights of academicians that were serving in a broad range of assignments and with great experience would be of very high priority and of very great value to him. He would also find people of broad military experience and accomplishment of value in giving him advice and the benefit of their experience in the area of military development. He did not see that the oversight and advisory functions of the Board of Visitors would necessarily conflict with the more narrow academic and professional development input that he desired. The Board concluded its discussion by confirming its desire to continue its active role in pursuing its functions under the statute and agreeing that if the Superintendent found an Academic Advisory committee useful that it would support its creation.

(2) Civilianization of the Faculty. The Board expressed concern about the conclusions of the Department of the Army Report regarding civilianization of the faculty and the percentage of civilians at USMA now. Some members of the Board urged the Academy to take a broad look at ways of increasing its civilian component, thereby broadening the academic offerings and increasing the quality of the faculty. It indicated that 5% was not a very high figure when one considered that a good percentage of those were physical education instructors. It urged West Point to search for younger Ph.D's with novel approaches in teaching and novel ideas in their disciplines. Furthermore, members of the Board encouraged those at West Point charged with teaching U.S. Government and the American Political System to strengthen their offerings by including briefings, seminars and lectures by officials and members of the Government. The Board complimented the authors of the Report for providing a broad base for educational reform, but reiterated its support of the Superintendent's efforts to expand the Visiting Professor Program, to increase the percentage of the civilians on the faculty and to take advantage of many of the top quality civilian educators that might be available to West Point from throughout the academic world. The Board expressed their continued support for a continuing emphasis upon reading and writing and cautioned against grade inflation, which seems to become a problem as an educational institution revamps its curriculum, tightens its standards and becomes concerned about attrition.

(3) Honor. The Board questioned the Superintendent and the Study Committee Chairmen regarding their views of the proper role the Superintendent and the Officer Corps should play in the Honor System. The Board agreed that the Superintendent should play a vital and direct role and that the Officer Corps should be involved early in the handling of cases and be immediately available to the cadets for advice and assistance. They all believed that the weak link in the current Honor Code and System was in the non-toleration clause, observing that if there were seeds of further scandal they would be found in that area.

A member of the Board inquired about the proper location of ultimate responsibility for interpretation of the Code. The Borman Commission had recommended that the Honor Review Committee should be the ultimate arbiter and interpreter. General Merritt disagreed with the Borman Commission's conclusion; he did not believe that the Superintendent could be removed from his role as the one ultimately in charge of the Code and System, and, therefore, the ultimate responsibility and authority for interpretation of the Code should reside with him. The Superintendent was asked if a circumstance might arise where an individual who violated the non-toleration clause might be given a penalty of some sort, rather than expulsion. The Superintendent answered that a penalty short of separation was possible, and that part of the instruction from the Secretary of the Army to him included direction to exercise his discretion on such cases, as long as he took into account a number of specified factors. That authority extended over the whole scope of the Honor Code. A member of the Board observed that in fact the readmissions program promulgated last year by the Secretary of the Army was clearly an example of one of those sanctions short of dismissal being used and tested out in terms of a large group, and it had proven to be effective and appropriate.

14. USMA PLANS AND PROCEDURES FOR ACTION ON THE DEPARTMENT OF THE ARMY REPORT.

Following the briefings by the Subcommittee Chairmen, the Superintendent briefly described his plans for address of the Report and its recommendations.

He repeated his earlier praise of the high quality of the report and his appreciation for the effort. From that point on, he saw it as West Point's report and he intended to see it translated into effective measures to improve the Academy's program.

He detailed the terms in which General Rogers, the Chief of Staff, had transmitted and referred the report to him for action. The Chief of Staff sent it to USMA commending the proposals of the report to the Superintendent for action as he deemed appropriate. In the Superintendent's view this provides the latitude that is needed. The Chief of Staff knows the USMA view of the value of the work that has been done and the favorable orientation toward the purposes and the objectives as set forth in the report. But, his transmittal gives West Point the latitude it needs to apply it to the conditions and the circumstances at the Military Academy and to decide such things as scope and timing of the implementation measures. Furthermore, in one or two cases, it permits the Academy to reach a judgment which might conceivably differ at least in detail from the recommendations of the study group. There were some minor areas of disagreement but the Superintendent did not believe that areas of more serious conflicts of view would be found.

He expected to use the Report as a point of departure for his direction of the major affairs of the Military Academy, and he planned to take it and place it in a positive context. He regarded that as one of his own major personal responsibilities over the coming months. He added that having the Deputy Superintendent in place to free a good part of his time for that purpose is already extremely beneficial.

The Military Academy had already started to organize staff and faculty to address the issues and the proposals contained in the report. A Curriculum Review Committee has been established. The earlier curriculum review work that was done at the Military Academy will be combined with the curriculum recommendations in the Report and studied to produce, if possible, a new curriculum to go into effect in the Fall of 1978. The Curriculum Committee is superbly well-qualified and the Superintendent expressed reasonable confidence that the Fall of 1978 target could be met.

Another aspect is scheduling, and USMA is trying to organize the fall and spring terms so that the break comes at Christmas time. There is considerable advantage in doing that, but the implications and ramifications are many,

and the academy is working to trace those out and analyze them before making the change. In that area a committee is already hard at work; the Academy anticipated the report to that extent.

Many of the recommendations will simply be referred to the Dean, Commandant and the Deputy Superintendent for them to develop implementation plans that consider timing and other aspects. The Superintendent's special assistant will monitor the progress of that work. Other recommendations will be referred to appropriate standing or newly created committees. As the third major action already taken, a steering committee has been established under the chairmanship of the Deputy Superintendent. That group is responsible for submitting to the Superintendent proposals for the constitution of committees, which will receive specific sets of recommendations. The Committees, then, will become the responsible bodies and their work will be monitored by the special assistant. The steering committee also has the task of preparing the tasking documents and specifying the coordination required for this work.

The Superintendent observed that effective solutions in many of these areas could not be imposed by an edict of the Superintendent. The solutions must command support in terms of reasoning and logic that go into them. For that purpose, and to guide the work during this very exacting phase that is beginning, the Superintendent had proceeded to develop concepts in each of the major areas of action and responsibility. For example, he had asked the Dean to prepare a concept for the academic development of the cadets. Again, this is focusing on the cadets because they are the West Point product. That academic concept will look forward into the Army as well, to see what the Army needs from West Point in the terms of its product. Then, USMA will look at the question of how this can best be done at the Military Academy, deciding, in effect, what qualities of mind and competences should be built on the academic side at West Point.

The military professional development of cadets is a second concept under development. Discipline was mentioned earlier. One can say that discipline is the demerits that you did not receive, but that is a rather narrow formulation. In the concept of a professional military -- in terms of professional military development -- discipline has a major and fundamental role. Until a would-be Army officer achieves self-discipline, he is not prepared for his profession. Cadets must understand that. And USMA will incorporate achievement of such an understanding in its goals and procedures. Along with that, studies of military history, of the skills of command, of decision making will be included. These are tremendous intellectual achievements which will be focused on the military side of the institution. This will lend substance to the statement made earlier that the Academy intends to build up the tactical department and the whole military developmental side of the institution.

The Superintendent intends to use these concepts to convey a clear view that the educational experience of the cadets at West Point forms a vital part of the professional military competence that they will take into their years as officers

in the U. S. Army. There is no dichotomy between academics and military preparation in that regard. The cadet now sees himself as a platoon leader, and that is very good because they must be effective platoon leaders. But in addition to being a commander the officer is going to be a staff officer. He is going to be a technical advisor. He is going to run technical programs. He is going to work in laboratories. He is going to teach, he is going to train. He has a wide range of requirements for which he must be prepared, and any narrow concentration on the more simplistic elements of military performance will simply not be adequate to enable him to do the kind of job that he has to do. He has to understand how the Army fits into our society. This is the base of understanding that will enable officers, staff, faculty and cadets to comprehend their goals and to refine the ways they achieve them.

The concept of moral-ethical development of the cadets and the relation of the honor code to ethics instruction will be a major target of that particular concept.

Another concept, which has been put on the back burner for a bit, relates to the physical requirements for women at West Point. Here the Academy is gaining a lot of experience. It would be premature, to try to reach judgments now, but the process is going well. Women are taking their proper part as respected cadets in the Corps, and it is probably best to wait awhile longer to acquire more experience and data, before making any major shifts of policy.

In conclusion, the Superintendent emphasized his commitment in giving reality and substance to his statement that the common standard would be excellence and the common dedication would be duty, honor, country. He expressed confidence that the Military Academy was doing what the nation expected and needed from it.

15. GENERAL ACCOUNTING OFFICE UPDATE

Mr. Charles W. Thompson and Mr. Thomas A. Eickmeyer of the Federal Personnel and Compensation Division of the U.S. General Accounting Office presented the findings of the following review of the 1975-76 GAO reports on attrition, academic and military programs and financial operations at the Military Academy. A survey of the presentation follows.

a. Attrition. In March of 1976 GAO issued a comprehensive report on student attrition at the five academies. At that time, attrition among graduating classes had been comparatively high, in some cases reaching 11 or 12-year highs.

The following chart shows actual student attrition for all five academies since the Class of 1964 and GAO estimates of attrition rates for the classes to graduate in the next two years.

Academy Attrition Rates

<u>Class</u>	<u>Air Force</u>	<u>Military</u>	<u>Naval</u>	<u>Coast Guard</u>	<u>Merchant Marine</u>
1964	36	32	27	51	41
1965	35	32	32	43	33
1966	38	31	33	38	39
1967	39	30	29	53	41
1968	39	29	36	39	43
1969	35	30	34	45	39
1970	28	28	37	52	43
1971	33	32	37	56	41
1972	40	35	34	52	40
1973	40	35	36	51	42
1974	44	40	34	38	48
1975	46	36	39	46	38
1976	38	37	38	44	33
1977	41(43) <u>1/</u>	46	33	44	38
1978 estimated	40(41) <u>1/</u>	36	36	43	29
1979 estimated	40(42) <u>1/</u>	29	29	45	31

1/ For these three classes, the Academy modified its policy of administering the oath from the first day to administering it on the second day. All individuals who left the Academy before taking the oath were not considered by the Academy in the attrition statistics. Had this policy not been changed, actual and estimated attrition would be as shown in parenthesis. The Academy has changed back to administering the oath on the first day with the class of 1980.

As the chart shows, recent attrition rates tend to be down from the peak levels of 1974 or 1975. However, attrition and the factors causing it still need to be watched closely since they tend not to be stable.

Some student attrition is necessary and desirable since procedures for initial selection of those students who would make desirable career officers is imperfect. Further, it is difficult to specify a given attrition rate as being appropriate. Attrition should be viewed primarily in terms of the factors causing it and the importance of those factors to the goals and missions of the academies.

The prior GAO report noted that the Military Academy reached an 11-year high attrition rate of 40 percent for the Class of 1974, but subsequently dropped to 36 percent attrition for the Class of 1975. GAO also estimated an attrition rate of 38 percent for the Class of 1976 and 37 percent for the recent graduating Class of 1977, ". . . Barring any abnormal occurrences . . ."

Actual attrition for the Class of 1976 was 37 percent, but it was 46 percent for the most recent graduating class (1977), the highest attrition in at least the last 14 years. However, there were "abnormal occurrences" for the latter class caused by a major honor incident in the Fall of 1976 which saw approximately 150 students leave the academy due to honor violations. Had this attrition due to honor violations not occurred, attrition would have appropriated the GAO estimated 37 percent.

Attrition for the classes to graduate in the next two years - the Classes of 1978 and 1979 - should level off at around 36 percent, a rate more in line with the last eight graduating classes, but still above the 28 to 32 percent range which existed for the earlier classes of 1964-71.

First year attrition for the Class of 1980 during academic year 1976-1977 showed a slight rise over two prior classes. According to Academy officials, the recent honor violations and the resulting news articles and investigations which resulted from them had a negative effect on the morale of the new cadets, and probably served to increase attrition over what normally would have taken place.

With regard to implementation of the recommendations in the prior report on student attrition, GAO did not attempt to deal with each of the many recommendations or to attribute any organizational changes to its effect on attrition. Rather, through discussion with academy officials and review of selected documents, GAO formed a general impression as to whether the academy had made efforts to address the recommendations. At the same time, GAO did not, to any substantive degree, verify that the changes which GAO was told occurred were, in fact, instituted and working.

Generally, it appears that the military academy is attempting to address many of the GAO recommendations and the Academy appears to be instituting changes to its environment to eliminate many aspects of the training programs which are demotivational.

There appears to be a greater recognition on the part of the academy's management that (1) many entering students are not committed to a military career when they enter the academy, and (2) as a result, the training environment should be designed to develop student commitment and motivation rather than to test them. As GAO pointed out in its prior report, the attitudes and philosophies of the academy's top officials, notably the superintendent and commandant, play a key role in attrition. If their philosophy is to test commitment and weed out those who are not committed, the academies will lose some potentially good officers. On the other hand, if the philosophy is, as seems to be the case now, one of positive motivation and development of commitment, fewer potentially good officers will be lost.

Institutions such as the academies which have long histories of tradition seem to change slowly and, frequently, such change is caused by forces external to the institution. To a large degree change, particularly major change, should take place only after careful study and reflection. Yet, at the same time, there is a continuing need to assure that our institutions do not become so rigid and inflexible that they become self-serving and not responsive to those whom they serve.

To encourage appropriate change, institutions must, from time to time, be examined to assure that its policies and practices continue to contribute to the purposes for which they exist. Practices which were once sound may no longer be appropriate.

The Military Academy seems to have begun to more critically examine its environment. Whether this is a function of the external pressures exerted on it is still debatable, although it appears that these external forces played key roles. In any event, the academy should continue to examine its policies and practices in terms of how they contribute to developing motivated career officers.

b. Academic and Military Training. In the prior GAO report, it was recommended that the Academy establish a comprehensive professional examination to verify the level of professional competence of its students prior to graduation.

Military Academy officials concluded that a single examination would be inadequate, possibly distractive, less reliable than the present system, and not in the best interest of the Army. Academy officials said that they are developing more definitive training standards and objectives in technical professional training.

Both the Coast Guard and Naval Academies have developed manuals for their students defining professional competency objectives which they feel benefit both the students and the service. For example, Coast Guard officials said that by defining the level of professional competency required upon graduation in the form of professional competency objectives, three things will be accomplished.

- the Academy curricula can be shaped to achieve that level,
- a yard stick will be available against which achievements or shortfalls can be measured, and
- the service will share a common perception of what may be expected and required of newly commissioned Academy graduates.

We noted that the Army has developed a soldiers manual which defines the level of competency expected of its enlisted personnel but no similar manual exists for its officer corps.

Another recommendation called for the Army to have a systematic graduate assessment program. The Academy agreed with the recommendation and in a February 1976 letter recommended that the Army establish such a program. No program has yet been established.

c. Costs and Financial Operative.

Estimated Cost Per Graduate

	<u>Class of 1977</u>	<u>Class of 1978</u>
Academy reported	\$ 126,000	\$ 106,000
GAO figures including retirement	143,000	121,000
Adjusted for honor incident	121,000	133,000

In the earlier report GAO identified opportunities to reduce costs by (1) using more civilians, (2) contracting for support activities, and (3) verifying the appropriateness of staffing levels.

GAO recommended that the Academy review its military support positions and use less costly civilians wherever possible. The Academy had about 700 enlisted military support positions. The Academy's review identified 118 positions which were potential candidates for conversion but it only asked the Army for approval to convert 26 of them.

Following the GAO recommendation, the Academy has conducted studies of 12 support activities to determine whether contracting for them would be less costly. The Academy was about to open bids in August on the entire BOS of the Stewart subpost when the Congressional moratorium went into effect. The study was cancelled and activity in this area will be curtailed during the one year moratorium.

In the February 1975 report, GAO recommended the Academy review its staffing levels to assure that they are appropriate. Since then the Army has directed reductions of 132 civilians, and 75 military spaces. The academies have divided their staffing into 39 functional areas. During the past 2-1/2 years the Military Academy has made an in-depth analysis of only one of these, the custodial function. They found overstaffing and eliminated 23 custodial positions and will be able to reduce staffing by an additional 4 positions if the Academic Departments accepts the same blackboard washing frequency as is practiced at the other academies. (Executive Secretary note: Since this briefing this reduction has been made.)

There are still large variances in staffing levels among the academies. For example:

	<u>Military</u>	<u>Air Force</u>	<u>Naval</u>
Band	99	96	66
Comptroller	104	65	55
Security	129	85	47

In summary, the Academy has taken some actions on our recommendations but more could be done.

d. Discussion. The Board questioned the representatives of the General Accounting Office at some length about their methods of calculating costs and developing attrition figures. The briefers were asked how they handled the attrition for the Classes of 1977 and 1978 where "abnormal" occurrences certainly occurred. The methods of costing the Federal contribution to the education of ROTC officers was challenged and the practice of charging all of the costs of graduate education for instructors to the Academy rather than prorating its value across the remainder of the officer's Army career was questioned.

During the Board's discussion of attrition, a number of the members of the Board challenged the inherent assumption that attrition was per se bad. The view was expressed that if the Academy were to pursue excellence in everything that it did, that inevitably a number of people would not pass courses or complete the physical and professional development requirements. If a reasonable goal for admissions is established and careful attention to excellence is maintained, then attrition is not a negative but a part of the very productive function of getting and keeping the best people. If that is an institution's philosophy and there is not enough attrition then possibly the institution is lowering standards to keep the attrition down. Another possible outcome of too much attention to attrition per se is that an institution may try to be too safe in its admissions policies and thereby lose numbers of good people by taking candidates from too narrow a pool. The briefers answered that they had not intended to create the impression that a given attrition rate was good or bad, but that attrition needed to be viewed in terms of the factors that caused it and the relationship of those factors to admissions and goals of the Academy. The relationship of external factors was also discussed, with the Board disagreeing as to which external factors have contributed to attrition over time.

16. ADDITIONAL COMMENTS BY MEMBERS. The following additional comments to the report were submitted by Congressmen Gilman, Long and Downey:

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COMMITTEE ON
ARMED SERVICES
SUBCOMMITTEES:
MILITARY PERSONNEL
MILITARY COMPENSATION
SELECT COMMITTEE ON AGING
COMMITTEE ON
SCIENCE AND TECHNOLOGY
SUBCOMMITTEES:
FOSSIL AND NUCLEAR ENERGY
SPACE SCIENCE AND APPLICATION

ADDITIONAL COMMENTS
Final Report of the Board of Visitors
November 30, 1977

1977 has been a year of reassessment, reaffirmation, and redirection for the United States Military Academy. As frequent critics of the Academy's indisposition toward reform, we are pleased with the progress that is being made at West Point to address longstanding problems. This progress is, in no small part, due to the work of the West Point Study Group and the leadership of the Academy's new superintendent, General Goodpaster.

The Final Report of the West Point Study Group has provided a "blueprint" for reform at the Academy. General Goodpaster's assertion before the Board of Visitors that henceforth the report would be "West Point's report" underscores the value the Academy is placing on the Study Group's recommendations. We would like to take this opportunity to highlight some of the points raised by the Study Group, considered by the Board of Visitors, and now being examined by the Academy.

In the wake of the EE 304 cheating incident, the honor system has received more attention than any other aspect of Academy life. This is reflected in the changes already made in this area and the continuing effort to implement Study Group recommendations concerning the honor system. Intimately tied to these efforts is the careful planning now being undertaken to establish a curriculum in ethics and professionalism so vital to the nurturing of an "honor ethic" among and within cadets.

Because the Study Group and the Academy support the retention of a strict interpretation of non-toleration, it is clear that the honor code will remain, at once, the bedrock of the institution and its glass jaw.

The need for heightened understanding of the meaning of honor among the Corps of Cadets must be an ongoing priority for the Academy. Close coordination among all officers assigned to West Point is necessary to meet this need.

Changes in attitude must continue to accompany changes in honor system procedures. If, as time passes, the EE 304 incident comes to be viewed as an aberration and not the most painful of lessons, questions of purpose and not institutional deficiency may become the order of the day.

The Board of Visitors is committed to closely monitor the programs designed to develop an "honor ethic" at West Point. The importance of these programs cannot be more clear.

At the September meeting of the Board of Visitors, General Goodpaster eloquently articulated and reinforced the predominant theme of the Study Group report: "Learning constitutes the most important undertaking of the academic year." The Study Group and the Board agree that the high quality of the West Point faculty will allow it to take advantage of structural reforms designed to redirect cadet academic work toward the "pursuit of excellence."

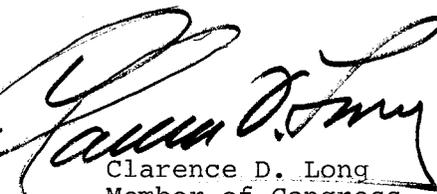
The Board, however, felt that the Study Group did not go far enough in recommending solutions to what the Study Group itself called the "intellectual inbreeding" of the West Point faculty. The Board's recommendation that the visiting professor program be expanded beyond a 5% target and the view, which we share with other Board members, that additional efforts must be made to increase civilian representation on the Academy's faculty are indicative of this fact.

We think the Board is eminently correct in not discounting increased civilianization as a complementary approach to other Study Group recommendations concerning faculty improvement. While the logic behind a predominantly military faculty is understood, an increased civilian component of 10% or more will enhance the faculty's ties to the "educational mainstream in the country." Administrative problems that might arise with increased civilianization are not insurmountable and do not outweigh the potential benefits to the Academy. Also, the Ph.D glut in many disciplines may make the next few years an ideal time for the Academy to hire young and enthusiastic civilian professors. This entire issue is one which we hope the Board will continue to actively pursue.

If institutional change continues to be supported and accepted by all those involved with the Academy, 1978 will be another productive year for West Point.


Thomas J. Downey
Member of Congress


Benjamin A. Gilman
Member of Congress


Clarence D. Long
Member of Congress

~~Douglas P. Bennett~~

DOUGLAS P. BENNETT, ESQ.
Vice Chairman, 1977
U. S. Military Academy
Board of Visitors

Dewey F. Bartlett

DÉWEY F. BARTLETT
United States Senate

Benjamin Gilman

BENJAMIN GILMAN
United States House of
Representatives

Joseph T. Power

JOSEPH T. POWER
President, Operative Plasterers and
Cement Masons International
Washington, D. C.

Clarence D. Long

CLARENCE D. LONG
United States House of
Representatives

George H. Olmsted

GEORGE H. OLMSTED
Major General USAR (Ret)
President and Chairman of the Board,
International Bank
Washington, D. C.

Elford A. Cederberg

ELFORD A. CEDERBERG
United States House of
Representatives

Helene N. Wilkins

HELEN N. WILKINS
President, Servo-Tek
Products Company

John M. Murphy

JOHN M. MURPHY
United States House of
Representatives

Robert M. Kaufman

ROBERT M. KAUFMAN, ESQ.
Partner, Proskauer Rose
Goetz and Mendelsohn
New York, New York

Thomas J. Downey

THOMAS J. DOWNEY
United States House of
Representatives

1977 BOV MEETING AGENDA
THE CAPITOL, S146
WASHINGTON, D. C.

28 September 1977

- 0900-0930 Discussion of organizational matters and agenda. Report of the Executive Secretary
- 0930-1015 Superintendent's Briefing (LTG Goodpaster)
- Admissions update; new class performance
 - Summer training activities
 - EE 304 returnees
 - Actions taken by USMA pursuant to Borman Report
 - Construction items (COL Gilkey)
- 1015-1030 Break
- 1030-1130 Presentation of Summary Briefings on Department of the Army Report on USMA (DA Sub-committee Chairman Generals Dickinson, Merritt and Mackmull)
- 1130-1230 Closed session. If there are matters of discussion requiring closure this session from 1130-1230 hours will be closed to the public "for the sole purpose of discussing, by name or other information sufficient to identify the person, certain cadets and specific Honor Code matters in which they have been involved. An integral and inseparable portion of this session will involve discussion and review of material from personnel or similar files. The public disclosure of this information would constitute a clearly unwarranted invasion of the personal privacy of the individuals. These matters are exempt from public disclosure under Title 5, U. S. C., Section 552b (c) (6)."
- (Note: If no matters appropriate for closure are introduced, or if the closed portion concludes before the allotted time the Board will proceed to the next agenda item before recessing for lunch at 1230.)
- 1230-1400 Lunch - Senate Dining Room (designated tables)
- 1400-1430 USMA Plans and Procedures for Action on the DA Report (General Goodpaster)
- 1430-1530 Questions and Discussion (All briefers will be present or available to appear before the Board)
- 1530-1600 Presentation of General Accounting Office Update
- 1600-1700 Board Executive Session (Discussion of conclusions and recommendations.)

APPENDIX 1, EXHIBIT A

1977 Annual Report

Material Furnished to the Board of Visitors Prior to April 27-29, 1977 Visit

Proposed Program
Status of Actions Completed or Underway
1976 Board of Visitors Report
Current USMA Catalogue
Report of the Superintendent
Report of the Special Commission on the United States Military
Academy (Borman Report)
Army Response to the Borman Report
Report of 11 August 1976 Meeting of the Board
Copies of Superintendent's Letters (April '76, August '76,
February '77) to Alumni and Friends

Material Furnished to the Board of Visitors Prior to September 28, 1977 Meeting

Draft Proposed Program
Interim Report of the Board of Visitors of the United States Military
Academy, 1977 (With Exhibits)
Final Report of the West Point Study Group, 27 July 1977

APPENDIX 1 - EXHIBIT B

UNITED STATES MILITARY ACADEMY BOARD OF VISITORS

Letter to the Chairman of the Board on
Receiving the Board's Annual Report
for 1976. August 1, 1977.

To General Wilcox

Thank you for the report on the United States Military Academy provided by you and your colleagues on the Board of Visitors. Please convey to each member of the Board my deep appreciation for his contribution to the report.

As you are aware, U.S. law requires the Board to examine academic and administrative procedures at the Academy, as well as physical and fiscal matters. In light of recent difficulties experienced at the Academy, I would hope the Board's report for April 1978 and subsequent years will focus more on academic and other training matters. I believe that your group offers a critical source of outside and expert evaluation, and I count on your judgment to help guide West Point in maintaining the high standards required to produce dedicated leadership for the United States Army.

Please accept my thanks for providing your distinguished and knowledgeable leadership as Chairman of the Board of Visitors.

Sincerely,

Jimmy Carter

[Major General Howard S. Wilcox, USAR, 300 Board of Trade Building,
Indianapolis, Indiana 46240]

NOTE: The text of the letter was made available by the White House Press Office on August 2.

APPENDIX 1, EXHIBIT C

DRAFT

Board of Visitors
United States Military Academy
West Point, New York

President Jimmy Carter
The White House
Washington, D.C.

Dear Mr. President:

During the second session of the United States Military Academy Board of Visitors 1977 annual meeting held in Washington, D.C. on September 28, 1977, the Board received a series of detailed briefings regarding the West Point Study Group final report on the Military Academy. In the near future we will submit our official report to you reflecting the collective views of the members of the Board, but we would like to state that the work done by this Study Group was outstanding.

One of the matters which was deliberated at great length relates to a Study Group recommendation for the creation of a special advisory committee to advise the Superintendent on all aspects of Academy life. Earlier this year-- as an outgrowth of the Borman Commission's report on West Point -- the Department of the Army and the Secretary of Defense endorsed one of the Borman recommendations calling for the creation of such an advisory committee. The Office of Management and Budget rejected this proposal on grounds that it duplicated the responsibilities of the Board of Visitors. Generally speaking, this Board of Visitors agrees with the view of OMB, particularly if the charter of such an advisory committee is so broadly drawn.

However, during our recent meeting it became clear to us that one specific and extremely important aspect of West Point deserves special attention calling for the experience and expertise that can only be rendered by those who have devoted their lives to the academic profession. In view of the very serious problem of academic achievement which is so important to an institution of higher education and the efforts now underway to improve the academic quality of the West Point curriculum and teaching systems, some rather dramatic changes are being implemented. It seems to us that especially at this time, the Superintendent needs the ongoing consultation in the academic area that can only be provided by such a special group.

As you well know, the three service academies have unique academic programs which have to complement properly other aspects of cadet and midshipman training in consideration of their respective missions. Therefore, any outside advisory body must have not only the expertise but also the time to understand and appreciate fully the nature of academic life at West Point. While the members of this Board are devoting a great deal of personal time to West Point, the fact remains that advice on academic matters would best come from those of the academic world.

APPENDIX I, EXHIBIT D

President Carter

We agree with the Superintendent's view that he would benefit from the advice of a prestigious, highly qualified group on academic matters. We envision such a special advisory committee would be constituted of leading men and women educators, Deans and Presidents of some of our nation's top colleges and universities and having a life of limited duration, perhaps two or three years. The individuals selected would be recommended by the Superintendent, with the concurrence of the Chief of Staff and appointed by the Secretary of the Army.

In conclusion, the Board supports the creation of an academic advisory committee, particularly in recognition of the troubled recent period at West Point. We do not feel that a more broadly mandated advisory committee is appropriate or necessary generally for the reasons articulated by the Office of Management and Budget.

Sincerely,

DOUGLAS P. BENNETT
Acting Chairman
1977 USMA Board of Visitors

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET

Washington, D. C. 20503

September 16, 1977

Mr. Arthur H. Ehlers
Department of Defense
Committee Management Officer
Office of the Assistant Secretary
of Defense, Comptroller
Washington, D. C. 20301

Dear Mr. Ehlers:

The Office of Management and Budget has carefully reviewed the proposal in your memorandum of August 15, 1977, to establish the U. S. Military Academy Advisory Committee.

We do not believe that a compelling need exists for this committee for the reason that the functions expected of it are duplicative of those mandated for the Board of Visitors to the U. S. Military Academy. As you are aware, the President by letter of August 1, 1977, not only thanked the Board for their latest report, but hoped that "the Board's report for April 1978 and subsequent years will focus more on academic and other training matters" since the group offers a "critical source of outside

A close examination of the number and background of the present members indicates that, possibly, the number should be increased to include those with more educational expertise. We, therefore, recommend that the Board's legislation be amended to reflect additional appointments in the area of applied education.

Accordingly, we do not concur in the establishment of the U. S. Military Academy Advisory Committee.

Sincerely,

/s/ William E. Bonsteel

William E. Bonsteel
Committee Management
Secretariat

CERTIFIED TRUE COPY:

By:


Dana G. Mead

Control Nr. 310-77

APPENDIX I, EXHIBIT E



DEPARTMENT OF THE ARMY
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

MADN-J

30 June 1977

The President
The White House
Washington, D. C. 20500

Dear Mr. President:

The Annual Meeting of the United States Military Academy Board of Visitors is being convened in two phases this year. The first phase consisted of the Annual Visit to the Military Academy as required by 10 USC 4355, which took place during the period April 28-30, 1977. This meeting was entirely open, consistent with the Government in the Sunshine Act of 1976. The Interim Report on phase I is submitted herewith.

The second phase of the Annual Meeting will be convened in early fall in Washington, D.C. It was the judgment of the Board that the unique nature of the honor system incident and the major studies emanating therefrom at West Point dictated the need for a portion of this second meeting be closed. At that time we will discuss information regarding honor and disciplinary cases, as well as internal governance and procedures, the public disclosure of which could constitute a clearly unwarranted invasion of the personal privacy of the individuals involved, as protected by 5 U.S.C. 552b(c). Without this closed session, it is our further judgment that we would be unable to discharge satisfactorily our advisory responsibilities to you as directed by the Code and Section 6, Public Law 92-463.

Following the conclusion of the second phase meeting, a full and final report will be filed within sixty days.

Respectfully,

A handwritten signature in cursive script, appearing to read "Carleton J. King".

CARLETON J. KING, ESQ.
Chairman, 1977
U.S. Military Academy
Board of Visitors

Incl
As stated

APPENDIX 2 - EXHIBITS A-F

INTERIM REPORT OF THE BOARD OF VISITORS
OF THE
UNITED STATES MILITARY ACADEMY, 1977

West Point, New York, 29 April 1977

THE PRESIDENT OF THE UNITED STATES:

Sir:

1. APPOINTMENT AND DUTIES OF THE BOARD. The Board of Visitors to the United States Military Academy was appointed in accordance with the provisions of Section 4355 of Title 10, United States Code. It is the duty of the Board to inquire into the morale and discipline, curriculum, instruction, physical equipment, fiscal affairs, academic methods, and other matters relating to the Academy that the Board decides to consider.

2. MEMBERS OF THE BOARD.

Senators

Mark O. Hatfield, Oregon

J. Bennett Johnston, Jr., Louisiana

Patrick J. Leahy, Vermont

Dewey F. Bartlett, Oklahoma
representing John C. Stennis,
Chairman, Committee on Armed
Services.

Representatives

Benjamin A. Gilman, New York

Clarence D. Long, Maryland

Elford A. Cederberg, Michigan

John M. Murphy, New York

Thomas J. Downey, New York
representing Melvin Price,
Chairman, Committee on
Armed Services

Presidential Appointees

Mr. Carleton J. King, Esq., Senior Member, Law Firm of King, Murphy, F. Fitzpatrick, Washington, D.C. (Appointed in 1974 to serve through 1977)

Mr. Joseph T. Power, General President, Operative Plasterers & Cement Masons International Association of the United States and Canada. (Appointed in 1974 to serve through 1977)

Major General George H. Olmsted, USAR (Ret), President and Chairman of the Board, International Bank of Washington. (Appointed in 1975 to serve through 1978)

Presidential Appointees (continued)

Mrs. Helen N. Wilkins, President, Servo-Tek Products Company, Hawthorne, New Jersey (Appointed in 1975 to serve through 1978)

Mr. Douglas P. Bennett, Esq., Consultant, Bethesda, Maryland (Appointed in 1977 to serve through 1979)

Mr. Robert M. Kaufman, Esq., Proskauer Rose Goetz and Mendelsohn, New York, New York (Appointed in 1977 to serve through 1979)

3. EXECUTIVE SECRETARY.

Colonel Dana G. Mead, Professor and Deputy Head of the Department of Social Sciences, USMA, was appointed Executive Secretary to the Board.

4. PRELIMINARY DATA.

Certain reports and informational material, and a suggested program for the visit were mailed to each Member of the Board prior to the scheduled visit. A list of material so furnished is shown as Exhibit A.

5. PUBLIC NOTICE.

In accordance with Section 10(a)(2) of the Federal Advisory Committee Act (Pub. L. 92-463), notice of the meeting was published in the Federal Register. Local notice was provided to the West Point Community and Corps of Cadets by newspaper and bulletin notices.

6. CONVENING OF THE BOARD.

The Board convened at West Point on 28 April, carried out its inquiries and visits at the Military Academy all day 29 April, and recessed the formal portion of the visit late that day.

Congressmen Cederberg, Downey, Gilman and Murphy were joined by Presidential appointees King, Power, Olmsted, Wilkins, Bennett and Kaufman for the entire visit. Ms. Jean O'Neill, Senior Staff Member, represented Congressman Long during the meeting. Congressional duties prevented the other members of the Board from attending, although Senator Bartlett and Congressman Long did submit letters and statements to the Board.

The Board Members present unanimously elected Mr. Carleton J. King Chairman of the 1977 Board.

7. RECOMMENDATIONS OF THE BOARD OF VISITORS, 1976.

Prior to the convening of the Board at West Point, each Member was provided with a report detailing the status of actions completed or underway in response to each recommendation of the 1976 Board of Visitors (Exhibit B). The status

of each of the actions pursuant to the 1976 Board recommendations was also outlined in the Report of the Superintendent submitted to the Board Members prior to the meeting (Exhibit C).

8. PROCEDURES AND ACTIVITIES.

With the exception of minor adjustments and additions the Board followed the Proposed Program submitted by the Military Academy (Exhibit D). The Board received the Report and a short introductory briefing by the Superintendent. Detailed briefings were presented on the EE304 Honor situation, the Academy's Readmission Program for Honor separatees, the status of the actions pursuant to the Borman Commission recommendations and the Army Response, and the three major Department of the Army Continuing Studies on the Academic Program, the Military Professional Development Program and the USMA Environment. The Board was also given an update on the performance of women cadets and USMA construction activities and requests. All of the briefings and meetings were open. The Members participated as guests of the Corps of Cadets at lunch and attended an informal evening buffet with cadets and junior staff and faculty. Three members of the Board, including Chairman King, represented the group at Colonel Sutherland's retirement ceremony on Saturday morning, 30 April.

Under the provisions of Sections 10.(b) and (c) of the Federal Advisory Committee Act (Public Law 92-463), the detailed minutes of each meeting of the Board, certified by the Chairman, and its records, reports, drafts, letters, working papers and other documents are available for public inspection in the Office of the Executive Secretary, Board of Visitors, United States Military Academy.

9. SUBMISSIONS TO THE BOARD.

A statement was submitted to the Board by Senator Bartlett; the statement was noted by the Board and is attached as Exhibit E. A letter jointly signed by Senator Bartlett and Congressman Long concerning three varied proposals was introduced and supported by Congressman Downey. No action was taken on the three proposals as enumerated during the Board meeting, although two of three, those dealing with the continuing studies and ethics instruction, were deferred for subsequent address by the Board (Exhibit F). Congressman Downey independently submitted a list of questions to the Military Academy from Senator Bartlett and himself; responses will be provided directly to them from the Department of the Army.

10. STATEMENT BY THE BOARD.

At the conclusion of the fact-finding meeting the Board agreed by a vote of 10-1 (Mr. Downey voting No) to issue the following statement:

The Board of Visitors has just concluded an intensive day of briefings, questions, and interviews regarding the activities and programs of the United States Military Academy in what is anticipated will be the first in a series of fact-finding meetings this year. The Board members have had an opportunity to observe the facets of academic, military training and cadet life first-hand, and have talked to cadets, as well as staff and faculty. In all of these areas West Point personnel manifest a vigorous commitment to the Academy's mission and national responsibility that is impressive.

The Board wishes to acknowledge the outstanding service of Lieutenant General Sidney B. Berry as the 50th Superintendent of the Military Academy during the past three years. His courageous leadership has been instrumental to the continued success of West Point during one of the most difficult and important periods in the history of the Academy. We convey our thanks for his superb performance. We wish him the very best and godspeed in his next assignment.

The Board also wishes to acknowledge its gratitude and appreciation for the long and dedicated service of Colonel Edwin Van Valkenberg Sutherland during his fifteen years as Executive Secretary of the Board of Visitors. Since 1961 he has been instrumental in the planning, conduct, and continued effectiveness of the Board. A generation of Board members have been impressed by his good humor, dedication and the professional execution of his duties. As he retires after 41 years of service the Board wishes to convey its appreciation and best wishes.

The Board has been briefed on the present status of three major Army studies and contemplated actions central to West Point's future as an outstanding educational institution for the development of Army leaders in our democratic society.

This meeting has included briefings on a multitude of specific matters -- the honor situation, the continuing major studies, the status and admission of women cadets, the readmission program, the Academy's athletic program and construction related to it, and the overall construction program. There are many issues central and peripheral to the future of the Academy. It is not possible to evaluate wisely or fairly all that we have found and seen today. The reports of the three major continuing studies will not be completed before mid-fall. Moreover, members of the Board have asked throughout the day for a variety of further reports on issues we have heard discussed.

The Board also notes that the Academy will be under the direction of a new Superintendent in June.

The Board has concluded, therefore, that it will file an interim report with the President, advising him that the Board will reconvene in the near future to receive reports it has requested, review the reports of the Army's three major continuing studies on the USMA Academic Program, Military and Professional Development and Environment -- which include reassessment of the honor system, reevaluate academic and faculty policies, meet with the incoming Superintendent, and discuss and decide as appropriate on the Board's official recommendations to the President.

The Board wishes to thank the Academy, especially Superintendent (General) Berry, for a most informative visit to West Point.

11. RECOMMENDATIONS.

The Board arrived at two recommendations during this initial meeting:

a. Concerning the Military Academy's physical plant, the Board recommends that:

(1) The Department of the Army vigorously support a program of construction designed to bring the Military Academy's athletic facilities up to a parity with those of the two other Service Academies and other major American universities at the earliest possible time. Such facilities are deemed to be the minimum essential to accommodate the expanded Corps of Cadets and to provide for the requirements generated by the admission of women, including the establishment of a women's intercollegiate athletic program. Specifically the Board recommends the construction of an adequate intercollegiate basketball arena, a modern ice hockey arena, support facilities at and renovation of Michie Stadium, women's support facilities in the gymnasium, replacement tennis facilities, and additional intramural athletic fields.

(2) The Department of the Army strongly support a FY 79 project to renovate Building No. 606 to provide essential dental clinic and support facilities presently located in dispersed, temporary locations. It further recommends that such renovations be made concurrently with work on the already funded Cadet Health Clinic.

(3) The Department of the Army strongly support the early funding and construction of the proposed Visitors' Information Center, urgently required to adequately provide for the increasing influx of annual visitors and to relieve the significant traffic congestion within the Cadet Areas of Post; this item to be included in the FY 80 MCA Program.

b. Furthermore the Board recommends the expeditious approval of this year's priority construction items requested by the Military Academy and now before the Congress:

- (1) Field House Rehabilitation.
- (2) Air Conditioning of the Print Plant.
- (3) Provision of Separate Power and Communication Ducts, Phase II.

12. RESOLUTION HONORING GENERAL BERRY.

The Board unanimously passed a resolution acknowledging the outstanding service of LTG Sidney B. Berry as Superintendent. The formal resolution will be drafted by the Executive Secretary and signed by the Board for presentation to General Berry.

13. DETERMINATION OF THE NEXT BOARD MEETING.

The Board directed the Executive Secretary to submit a request for a closed Executive Session of the Board to be convened in late summer or early fall in Washington, D.C. It was the judgment of the Board that the unique nature of the honor situation and the procedural aspects involved made such a session imperative for the Board to satisfactorily discharge its advisory responsibilities. The date of the meeting will be contingent upon the completion and release of the three major continuing studies on the Academy. These studies will provide the basis for the majority of the Board's inquiry at the next meeting.

MEMBERS:

Mr. Joseph T. Power
Major General George H. Olmsted, USAR (Ret)
Mrs. Helen Wilkins
Mr. Douglas P. Bennett, Esq.
Mr. Robert N. Kaufman, Esq.
Senator Dewey F. Bartlett
Senator Mark O. Hatfield
Senator J. Bennett Johnston, Jr.
Senator Patrick J. Leahy
Representative Benjamin A. Gilman
Representative John M. Murphy
Representative John M. Murphy
Representative Clarence D. Long
Representative Elford A. Cederberg
Representative Thomas J. Downey


CARLETON V. KING
Chairman

1977 Interim Report

EXHIBIT A

Material Furnished to the Board of Visitors Prior to 27-29 April Visit

Proposed Program
Status of Actions Completed or Underway
1976 Board of Visitors Report
Current USMA Catalogue
Report of the Superintendent
Report of the Special Commission on the United States Military
Academy (Borman Report)
Army Response to the Borman Report
Report of 11 August 1976 Meeting of the Board
Copies of Superintendent's Letters (April '76, August '76,
February '77) to Alumni and Friends

REPORT ON PRESIDENTIAL ADVISORY COMMITTEE RECOMMENDATIONS

1. Title and Date of Report: United States Military Academy "Report of the Board of Visitors," 29 April 1976.
2. Name of Advisory Committee: Board of Visitors, United States Military Academy.
3. Recommendations and Actions Taken:

a. Concerning the pay of cadets the Board recommends that:

Any action taken by the Congress to reduce the pay of cadets and midshipmen provide a "saved pay clause" for current and future pay, and that the rate of pay fixed not be lower than the two hundred and eighty-five dollars per month demonstrably required to cover the essential academic and personal expenses of cadets and midshipmen.

STATUS: This recommendation is in line with current thinking in the Department of Defense, and it is anticipated that legislation articulating the same will be submitted to the Congress this year. The projected base will be about \$291, with a "saved pay clause."

b. Concerning the Military Academy's housing needs for staff and faculty, the Board recommends that:

The family housing presently assigned to personnel of the Military Academy at Stewart Army Sub-Post be retained in such use as the most economical and effective way of satisfying the Academy's housing requirements.

STATUS: There is no action presently contemplated which will deprive the Military Academy of family housing as it is currently utilized at Stewart Army Sub-Post.

c. Concerning the Military Academy's physical plant, the Board recommends that:

(1) The Department of the Army strongly supports an FY 1978 project to renovate the non-medical portions of Building 606 for the accommodation of certain essential support activities presently housed in dispersed, temporary locations; such renovation to run concurrently with work of the already funded Cadet Health Clinic.

STATUS: The Secretary of Defense approved a program budget decision (PBD) which reduced the FY 1978 military construction programs. As a result of the decision, the FY 1978 Military Construction Project "Conversion of Building 606" which addressed the renovation of the non-medical portion of the building was deferred to FY 1979.

(2) The Department of the Army strongly support early funding and construction of West Point's proposed Visitors' Center, urgently needed in view of the present inadequate facilities and the annually increasing influx of visitors; this item be included in the 1978 MCA Program.

STATUS: The Visitor Information Center was deferred from the FY 1979 MCA Program so that the Athletic Facility requirements, as determined by the USMA Study Advisory Committee on Athletic Facilities and Programming, could be incorporated into the FY 1979 program. The project is currently included in the preliminary FY 1980 program.

(3) The Department of the Army vigorously support a program of construction and renovation designed to bring the Military Academy's athletic facilities up to parity with those of the two other Service Academies and other major American universities. Specifically the Board recommends the provision of an artificial turf field on the level of the Plain, a modernization of the existing field house, the construction of replacement tennis courts, and an adequate basketball arena.

STATUS: Concept approval has been given by OSD for an artificial turf field at Michie Stadium. The project is to be funded by other than appropriated funds. It is anticipated that complete funding for this project will be accomplished by 31 March 1977. Construction is expected to commence shortly thereafter and be completed prior to the 1977 football season. The Field House Rehabilitation is now included in the FY 1978 program and will include artificial surfacing of varying textures, folding bleachers, ventilation improvements, and locker room facilities for women.

At the request of the Army Chief of Staff, the Superintendent directed a study to review the Athletic Facilities requirements of the Military Academy. The results of the study identified specific requirements for additional athletic facilities at the Military Academy. As a result of the study, projects to renovate Michie Stadium, build additional tennis courts, expand outdoor athletic fields, and provide additional support facilities are included in the FY 1979 program. A new Indoor Athletic Facility and Ice Hockey Facility have been added to the FY 1980 program.

d. Concerning the Board's duties, the Board recommends that:

The Armed Services Committees of the House and Senate review legislation establishing and regulating Boards of Visitors of the Service Academies and make such changes in this legislation as will make the Boards of Visitors more effective in providing an independent surveillance of the several Service Academies.

STATUS: As of 15 January there has been no action taken to implement this recommendation.

ACADEMIC ACTIVITY

Admissions

Class of 1980

By any standard, the typical West Point cadet is an outstanding young man or woman. As the tables below reflect, most cadets far exceed national norms in high school rank as well as on their standard academic proficiency tests. Significant too, is the unique geographical distribution of the Corps of Cadets when compared to other major colleges and universities. Finally, the long-standing norm that "every cadet be an athlete" is amply demonstrated by the scope and level of high school athletic participation.

PROFILE -- CLASS OF 1980

VOLUME OF APPLICANTS	Men	Women
Applicant Files Started	11,358	867
Nominated and Examined	6,130	631
Qualified (academically, medically, and in physical aptitude)	2,474	176
Admitted	1,366	119

RANK IN HIGH SCHOOL

First Fifth	75.2%
Second Fifth	17.5%
Third Fifth	6.0%
Fourth Fifth	0.8%
Bottom Fifth	0.2%
Did Not Graduate	0.3%

AMERICAN COLLEGE TESTING (ACT) ASSESSMENT PROGRAM SCORES*

RANGE	ENG	MATH	NAT SCI	SOC SCI
31-36	1%	22%	39%	13%
26-30	15%	67%	48%	47%
21-25	60%	10%	11%	34%
16-20	23%	1%	2%	5%
11-15	1%	0%	0%	1%
MEAN	22.6	28.7	29.1	26.3

COLLEGE BOARD ADMISSIONS TESTING PROGRAM (CBATP) SCORES*

RANGE	APTITUDE	
	VERBAL	MATH
700-800	4%	23%
600-699	26%	49%
500-599	46%	27%
400-499	22%	1%
300-399	2%	0%
MEAN	550	638

*Includes only scores used as a basis for admission

ACADEMIC HONORS

Class Valedictorians	83
Class Salutatorians	58
National Merit Scholarship Recognition	259
National Honor Society	840

ACTIVITIES

Boys/Girls State Delegate	311
Class President or Student Body President	297
President, Vice-President or Equivalent of a School Club	715
School Publication Staff:	
School Paper Editor or Co-Editor	94
School Paper Staff	225
Yearbook Editor or Co-Editor	47
Yearbook Staff	210
Debating	147
Dramatics	173
Scouting Participants	790
Eagle Scout	185
Varsity Athletics:	
Letter Winner	1,199
Team Captain	562

GEOGRAPHICAL DISTRIBUTION

The Class of 1980 includes cadets from every state and from six foreign countries. There is one cadet each from Bolivia, Colombia, Dominican Republic, Nicaragua, Panama, and the Philippines.

Orientation Activities

The Military Academy Admissions Office plans and implements a number of programs designed to interest high quality young people in the opportunities available through a West Point education. These programs are managed and developed by the staff of the Admissions Office and the Admissions Field Force, which is built around 400 Reserve Liaison Officers, alumni of the Military Academy and volunteers, and totals approximately 1,000 individuals.

Several admissions programs exist to acquaint prospective candidates with the Military Academy as well as keeping educators and staff assistants to Members of Congress abreast of current admissions procedures. The Educator Visit Program brings a number of high school guidance counselors and congressional staff workers to the Military Academy each year for a one and one-half day orientation. The Cadet Public Relations Council Program places cadets in contact with high school guidance counselors, prospective candidates, and the general public. The ethnic minority recruitment effort involves travel throughout the United States seeking academically prepared students. Moreover, a geographical Admissions Officer manages the Equal Admissions Activities within that particular area of responsibility.

Finally, a full-time Reserve Affairs Advisor at the Military Academy manages the Reserve Liaison Officer Program in addition to his other duties as advisor to the Superintendent on Reserve Affairs.

In summary, the purpose of these programs is to make highly qualified candidates aware of the West Point opportunity. To do this, a large coordination and planning task is required annually, involving some one thousand to fifteen hundred people. The high quality of the recent incoming classes seems to indicate that the efforts are successful.

Special Readmissions

On January 6, 1977, the Secretary of the Army reaffirmed his policy to consider the readmission of cadets who resigned from the United States Military Academy (USMA) in connection with the Electrical Engineering cheating incident. The readmission criteria relate to the suitability of any cadet for commissioning in the Army and include any single or combination of the following evaluators: criminal conduct; submarginal academic (at USMA or any other college), military (active duty experience), or employee (work record) performance; and disciplinary or honor incidents contrary to the applicant's stated intent to subscribe to USMA principles. At present, 119 of the 148 cadets who resigned have active readmissions files. A final decision on all readmissions cases will be made soon.

In anticipation of the problems of assimilating readmitted cadets into new companies and a new class, the Superintendent has appointed a committee to oversee the integration process. The committee is chaired by the Commandant of Cadets and includes the Dean, the Chief of Staff, the Special Assistant to the Commandant for Honor Matters, and the Chairman of the Special Readmissions Committee.

Faculty

The Conference Report of the House and Senate Armed Services Committees for Fiscal Year 1977 directed the Department of Defense to study the feasibility of greater faculty civilianization at the three major service academies. A Defense Education Working Group was formed to execute the requirement and was composed of military officers and distinguished academicians.

Among the more significant conclusions drawn by the Group were: (1) the recommendation that the Military Academy raise the level of civilians on the faculty to five percent beginning with the 1979-1980 academic year; and (2) that military faculty members be encouraged to have at least a Masters degree with all requirements for the Ph.D., except the dissertation, met at the time they join the faculty.

The Department of the Army is currently formulating its response to the study.

Visiting Professor Program

Considerations of faculty civilianization up to a level of five percent suggest that West Point could expand its visiting professor program from the current number of two to twelve. West Point provides an attractive opportunity for teaching experience and field research for scholars with a highly specific interest in the Military Academy environment.

USMA Visiting Professor on the National Defense University Faculty

During the 1975-1976 academic year, the Military Academy provided a visiting professor to the National Defense University in Washington, D.C. The reciprocal benefits of the program were many. The Defense University gained from the presence of an experienced instructor while the Military Academy faculty member returned with a better awareness of the Army's officer developmental needs from an educational and professional standpoint. The program will be continued in the future, and examined to determine whether or not a reciprocal exchange may be instituted.

MILITARY TRAINING AND ENVIRONMENT

Cadet Basic Training

The purpose of Cadet Basic Training (CBT), which runs from entry of the new cadet until the beginning of academics in September, is to indoctrinate, motivate and otherwise equip new cadets to become members of the United States Corps of Cadets. Besides indoctrination in Army and Military Academy customs, traditions and principles of conduct and behavior, CBT develops self-discipline and a high state of physical conditioning. The instruction in basic military skills is performed by cadets and members of the Tactical Department, with assistance from selected faculty members and other Army personnel from various training centers.

Cadet Troop Leader Training

As a part of the Second Class summer training program, the Class of 1979 will participate in Cadet Troop Leader Training (CTLT). In this important phase of leadership development cadets are assigned to Regular Army units as junior leaders, most serving as platoon leaders in combat units. This experience provides a realistic view of the Army, while bringing cadets into contact with noncommissioned officers, enlisted men and the duties of the junior officer. CTLT provides a base of information and a catalyst for a commitment to a military career. Cadets enjoy the challenge of being on their own and testing their leader skills in a field environment. Cadets have consistently reported that CTLT is a major positive motivation toward the desire for a military career. In addition, CTLT is a welcome source of junior officer manpower for heavy summer commitment in many Army units.

Summer Intern Program/Crossroads Africa

Among the more innovative summer activities for cadets is the opportunity to serve an internship within various institutions of government. Cadets, between their junior and senior years, compete for positions in the Department of Defense, the State Department, and for opportunities to serve in the Operation Crossroads Africa program. Additionally, there is a more informal summer program where the cadet uses his leave time to intern in positions primarily in the Department of the Army. The collective experience provided by these opportunities broadens the exposure of cadets to actual and related duties that they will encounter in later years. Additionally, it demonstrates the complexities of the policy-making process and brings to life the classroom experience. Finally, Operation Crossroads Africa, a village-level assistance and exposure program in various African nations, acquaints the cadet with

both the problems and environment of developing countries. Normally, six cadets are chosen on a competitive basis to serve in the summer-long program.

Cadet Activities Division

The Cadet Activities Division is responsible for the social, recreational and extracurricular activities program for the Corps of Cadets. In carrying out its mission, it supervises over 100 dances each year, plans and supervises special cadet events such as Autumn Queen Weekend, Army-Navy Weekend, 100th Night Weekend, Plebe Parent Weekend, Ring Weekend, and June Week activities, and administers 79 extracurricular activities. The extracurricular program encompasses six major areas. They are the Academic, Corps Support, Military Skills, Recreational, Competitive Athletics, and Religious Groups.

The various clubs and activities available to the individual cadet cover a broad spectrum and provide the members of the Corps many outlets. These activities contribute to the intellectual, physical, moral, and leadership development of their participants. They enable cadets to engage in intercollegiate competition which is not a component of the corps squad program and provide opportunities for development of individual military and academic skills, and supplement their religious and ethical development.

Another major responsibility of the Cadet Activities Division is the programming of entertainment for the Eisenhower Hall Theater and its operation. Since its opening in 1974, many outstanding performers have graced its stage. Other responsibilities include the operation of Grant Hall, Lee Hall, Cullum Hall, and the First Class Club. The Cadet Activities Division is supported primarily by nonappropriated funds. Each cadet also pays a \$30.00 activities fee.

Cadet Pay

The 1976 Board of Visitors Report recommended a "saved pay clause" affecting current and future cadet pay, and a base pay of \$285.00 per month. On January 18, 1977, the Office of Management and Budget recommended to Congress that cadet pay be fixed as \$291.20 per month; however, the current legislative package proposes a freeze at \$345.00, the current pay rate. The Congress has yet to take final action on this issue.

FACILITIES

Medical

During the April 1976 meeting, the Board of Visitors expressed interest in the medical facilities new construction and rehabilitation programs. At present, a new 65-bed hospital and related sewage, utility, power generating and other infrastructural improvements will be completed by mid-1977. The current hospital will be converted into a cadet health clinic, a dental clinic, a cadet store, legal office, additional office space, and a library storage area. The nonmedical conversions will be funded from the Fiscal Year 1977 USMA Military Construction Army project while the medical facility improvements and changes will be funded from \$20 million previously authorized for the new hospital. These programs will not only improve the efficiency of cadet support activities but also lead to a \$500,000 savings through concurrent scheduling. The consolidation of support activities and concurrent renovation program were specifically recommended by the Board in its 1976 Annual Report.

Athletic

In their 1976 Annual Report, the Board urged a general improvement of the Military Academy's athletic facilities. The Chief of Staff of the Army also directed a broad review of all athletic facilities at the Military Academy with a view toward projected improvements extending into Fiscal Year 1980. Included are plans to renovate Michie Stadium, build more tennis courts, expand outdoor athletic fields, build a new indoor ice hockey facility, and provide additional support space.

Among recently completed activities is the rehabilitation of the cadet gymnasium. Also planned are the installation of artificial turf at Michie Stadium (with completion due prior to the opening of the 1977 football season), and general field house rehabilitation -- to include artificial surfacing of the dirt floor, removal of the temporary basketball court, conversion to telescopic and rollaway bleachers, ventilation improvements, and locker rooms for women.

In summary, it would appear that recently completed, current and projected improvements will help meet the Board's concern that the Military Academy's athletic facilities, some of which have needed expansion or improvements for years, be upgraded to the standards of the other two service academies and other major American colleges and universities.

Staff and Faculty Housing

The Board recommended in its 1976 Annual Report that Stewart Army Subpost, formerly Stewart Air Force Base, be retained as the most economical and satisfactory means of meeting current Military Academy staff and faculty housing requirements. An inventory of dwelling occupancy justifies that recommendation. For example, of the 591 sets of quarters at Stewart, 359 are occupied by personnel assigned to West Point. Although 63 are vacant, the remaining units are occupied by tenant units at Stewart, wives of military sponsors serving in overseas remote areas, and military personnel performing support functions at Stewart itself.

Visitors Center

During its 1976 meeting, the Board also expressed concern over the status of visitor facilities at West Point. In anticipation of an increase from two million to four million visitors annually by 1986, visitor reception and support facilities have been programmed for expansion in the Fiscal Year 1980 construction program. Projected plans will collocate the West Point Museum, one of the most popular of all visitor attractions, with the new visitors center in a flat, open area near Michie Stadium and Fort Putnam, well removed from the main traffic and activities of the cadet area. The construction of the Museum will be done through the use of gift funds.

Miscellaneous Facility Improvements

Other construction projects currently underway include the rehabilitation of older cadet barracks, the reintroduction into service of older enlisted barracks which have been completely remodeled, warehouse and garage expansion in the Academy industrial area, safety upgrading of power and communication lines, and fire and safety improvements to the Thayer Hotel and Cullum Hall. Additionally, work is scheduled for modernization of the printing plant.

INTERCOLLEGIATE ATHLETICS AND EXTRACURRICULAR ACTIVITIES

1976-1977 Intercollegiate Athletic Program

This was a winning year for West Point on the sports fields. In football the Military Academy fielded the best team since 1972 with one player, tight end Clennie Brundage, making second-team UPI All-American. Quarterback Leamon Hall was selected as All-East UPI. In other fall sports, the 150 pound football team won its 13th Eastern League title in 20 years with a perfect season. In cross-country, the team finished

with a 7-4 record, the first winning season since 1973. In soccer, the team ended its season with an 8-4-1 record, including a victory over nationally ranked Brown.

In winter sports, the basketball team, which won 20 out of 28 games, the best season since 1969-1970, won the Vermont Classic and was runner-up in the Birmingham Classic. The team was invited to the ECAC Metropolitan playoffs. Among other honors included Coach Mike Krzyzewski's designation as District II Coach of the Year and Metropolitan Area Coach of the Year. Team Captain Gary Winton was named an Honorable Mention All-American by AP. In indoor track the team finished with a perfect season with distance runner Curt Alitz designated as an All-American. In gymnastics and swimming the teams compiled impressive winning records while in hockey the team registered the most wins in the history of Army hockey. Dave Rost was named a hockey All-American.

In the spring of 1976, Army compiled its best baseball record since 1969 and finished third in the Eastern Baseball League. In golf the team lost just one competition while winning 14. Tennis registered its first winning season since 1970 while in track, Dennis Trujillo won the 10,000 meter run at the Eastern Heptagonals.

1977 Debate Council and Forum

West Point has participated in competitive intercollegiate debate since the organization of the National Debate Tournament in 1949. From that time through 1967 it hosted national debate finals. In 1977, for the first time in its long history of debate, West Point earned through competitive elimination a billet in the national debate finals to be held in St. Louis this month. West Point will join Harvard and Bates College as representatives from the highly competitive and academically strong Northeastern Debate District.

Student Conference on United States Affairs (SCUSA)

For 28 successive years, West Point has hosted the largest student conference in the country. This year's topic: "The Political Economy of National Security: A Bicentennial Reappraisal," attracted more than 200 students from 100 universities nationwide, including Hawaii. Additionally, a distinguished slate of round table discussion leaders from academe, government and industry joined keynote Herman Kahn of the Hudson Institute at SCUSA. Past SCUSA speakers have included Henry Kissinger, Nelson Rockefeller, Bill Moyers and Dean Acheson.

Senior Conference

At the conclusion of the academic year, a conference is held at West Point which brings together distinguished military and civilian government leaders and academicians as well as other appropriate representatives of the private sector to explore intensively a topic of concern to the Army. Last June the conference addressed arms transfer policy. This year the conference will highlight the issue of national compulsory service and the draft. Working groups consisting of West Point staff and faculty members and visiting conferees discuss and develop policy options in a way that contributes to the development of a national policy on the topic. The "Proceedings", published each year are in great demand throughout the academic, government and business world.

National Junior Science and Humanities Symposium (NJSHS)

Each year the Army Research Office sponsors the NJSHS at West Point. The objective of the symposium is the promotion of science. The United States Military Academy acts as host for the symposium every other year. Dates for the symposium this year are 5-6 May 1977. Based on regional competition throughout the United States and American schools in Europe, 225-240 students have been selected to attend this year. Regional winners will present papers at the symposium and five of these will be selected to attend an International Science Fortnight in England.

SPECIAL INTEREST

Several specific items of special interest are brought to the attention of the Board. The Honor Code incident and women at West Point gained national publicity and were made the subjects of Congressional hearings. Another, the report of the Borman Commission, was the direct result of the Honor Code incident. Astronaut Frank Borman, now President of Eastern Airlines, was requested by former Secretary of the Army, Martin R. Hoffmann, to make a personal study of the circumstances surrounding the Honor Code violations. That report, and the Army reply thereto, are submitted as inclosures with this summary to the Board. Finally, the unique historical situation of West Point attracted much attention and many visitors during the past summer. The Bicentennial program is discussed briefly.

Honor and the Honor System

During the 1976 Annual Meeting and at the special meeting convened in Washington in August of that year, the Board was briefed and updated on the Honor System crisis. Following the special meeting, which collected and reviewed information on the problem, the Chairman of the Board, Major General Howard O. Wilcox, USAR Retired, filed a report with the President.

Since the beginning of the situation in April of last year 148 cadets have resigned.

The Honor System problem triggered several reviews of the honor environment at West Point, many of which have led to changes while other studies continue:

1. Procedural Changes. In a 1976 referendum, the Corps of Cadets voted the right of full due process into the Honor Board hearings to include the introduction of counsel to represent the accused, advise the chairman and to present the Honor Committee case.

2. Borman Commission. The Special Commission on the United States Military Academy reaffirmed the substantive purpose of the Honor Code but recommended changes in its application through the Honor System. Several of these recommendations have either been acted upon or remain under study:

a. By referendum, the Corps of Cadets voted to retain the mandatory separation sanction for proven Honor Code violations. The Secretary of the Army, however, delegated authority to the Superintendent, USMA, to recommend a sanction less than separation for certain cases.

b. The nontoleration clause remains under study by a committee consisting of both cadets and officers and chaired by the Special Assistant to the Commandant for Honor matters.

c. The Chief of Staff of the Army formed three study groups to review all activities, including the Honor System, at West Point. The Chairman of each group will brief the Board in the course of the Annual Meeting.

Women at West Point

Of the 119 women entering the Military Academy in July 1976, 89 remain. Attrition rates for men and women have begun to converge at 7% for each group following basic training. The most common reasons cited by women for resignations were dislike of regimentation, a desire for greater personal freedom, and a lack of independence and responsibility. These reasons, interestingly, are essentially the same ones given by male cadets who resign.

Academically, no significant difference between male and female performance was reported by the end of the first semester. Military leadership ratings showed a normal distribution of women from the top to the bottom quarters of the evaluation scale, although there were more ranked in the bottom (31%) quarter. Two women were ranked first in leadership by their respective companies.

In physical education, women undergo training which strives toward equal effort rather than equal performance as compared with men. Women cadets participate in 42 of 76 extracurricular activities. Of the three inter-collegiate athletic women's teams -- basketball, gymnastics and horseback riding -- the women's basketball team compiled an impressive 11-3 record and was cast into the national limelight by several sportswriters. Future plans include women's softball, field hockey or soccer clubs.

During training at Camp Buckner this summer, women will be thoroughly integrated into platoons, although housed apart from men because of the cost of converting field billets.

The Class of 1981 will have approximately 100 women. While applications from women are 14% over last year at this time, applications from men are down 12% for the same period.

Bicentennial Events at West Point

The Bicentennial Program at the Military Academy was educational in character and its basic thrust was historical. The program was designed to give the members of the West Point community, citizens of surrounding communities, and visitors a better understanding of the role played by West Point, the Hudson Highlands, and the Army in the American Revolution. While focusing on many local and regional events to take advantage of West Point's rich heritage, the program related local experiences to the history of the Hudson Highlands, and where possible, to other areas of the nation.

Three activities were particularly notable: the partial restoration of Fort Putnam, the Lecture Series and Symposium on the American Revolutionary War, and the commemoration of the 200th anniversary of American independence on July 4, 1976. Fort Putnam, one of West Point's Revolutionary War fortifications, now stands as a center for the interpretation of the military history of West Point and the Hudson Highlands during the American Revolution. It was opened to the public on July 4, 1976. The Lecture Series and Symposium, the Military Academy's largest educational project, was completed in April 1976. It brought together many distinguished American and British scholars who developed new insights into the history of the American Revolution. Its record will be published. The celebration of the Fourth of July in 1976 brought about 14,000 people to West Point where special military displays and events commemorated the 200th anniversary of the Declaration of Independence.

The legacies of this program should insure that those who serve and visit West Point will have a better perspective of the history of West Point, the Hudson Highlands, and the American Army in the American Revolution for years to come.

Appointment of General Goodpaster as Superintendent

On April 4, 1977 General Bernard W. Rogers, Chief of Staff of the Army, announced the appointment of General Andrew J. Goodpaster, USA Retired, as the 51st Superintendent of the Military Academy. General Goodpaster, who will be recalled in the grade of lieutenant general when he takes office on June 13, 1977, is a distinguished academician and soldier. Besides holding a Ph.D. from Princeton, he has served as Commandant of the National War College, as a Senior Fellow at the Smithsonian Institution's Woodrow Wilson International Center for Scholars, and holds the John C. West chair of Government and International Studies at The Citadel. His last active duty assignment was as Supreme Allied Commander, Europe.

EXHIBIT D

1977 BOV PROGRAM

Thursday
28 April

1845 Arrive Hotel Thayer, USMA
1930-2115 Dinner - Highlands Room
2130-2200 BOV Organizational Meeting - Highlands Meeting Room.

Friday
29 April

0830-0915 Superintendent's Report and Briefing
0915-1200 Honor Situation Review
(0915-0945) EE304 Recapitulation: Colonel Rhyne
(0945-1015) Readmission Program: Colonel Capps
(1015-1030) Break
(1030-1100) Borman Commission Report & Army Response: Colonel Tormey
(1100-1130) Major Continuing Studies: Generals Dickinson, Merritt and Mackmull
(1130-1200) Discussion & Questions
1205-1255 Board members meet cadet escorts and appointees for noon meal with cadets: Washington Hall
1300-1330 Briefing and Update on Women Cadets: DCSOPS
1330-1400 USMA Construction Activities; Athletic Facilities Upgrading Director of Facilities Engineering
1400-1515 Visits are desired by Board Members (classes, barracks, cadets, construction, etc.)
1515-1545 Wrap-up Discussion-Questions (Superintendent, Commandant, Dean: Gold Room, West Point Army Mess)
1545-1645 Executive Session (Gold Room, West Point Army Mess)
1645 Depart for Stewart Airport or other destinations
1800-2030 Buffet w/Cadets, Junior staff and faculty. (Cadet Ferry Boat)
2030 Open Time - Optional visits of barracks, cadets, etc.

STATEMENT
SENATOR DEWEY F. BARTLETT

HONORABLE FELLOW MEMBERS OF THE BOARD OF VISITORS OF THE UNITED STATES MILITARY ACADEMY AT WEST POINT:

THIS PAST YEAR AT THE MILITARY ACADEMY HAS BEEN A CONTROVERSIAL, IF NOT STORMY, ONE BECAUSE OF THE COURSE OF EVENTS SURROUNDING THE EE 304 CHEATING SCANDAL.

SOME VERY DIFFICULT DECISIONS HAD TO BE MADE BY THE DEPARTMENT OF THE ARMY, AND BY GENERAL BERRY, SUPERINTENDANT OF THE ACADEMY. MANY OF THE DECISIONS WERE NOT POPULAR AND THEREFORE, IN MY OWN OPINION, ALL THE MORE COURAGEOUS.

ONE IMPORTANT FINAL STEP MUST BE TAKEN IN ORDER TO BRING THE ACADEMY BACK TO ITS UNEQUALLED HISTORY. I STATED REPEATEDLY DURING THE LAST YEAR THAT AN HONOR SYSTEM, TO BE EFFECTIVE, MUST TRULY BE A CADET HONOR SYSTEM THAT HAS THE OVERWHELMING SUPPORT OF THE CORPS OF CADETS. I URGED THAT A SYSTEM BE DRAFTED BY MEMBERS OF THE CORPS, VOTED ON BY THE ENTIRE CORPS, AND ENACTED SO THAT A VIABLE CADET HONOR SYSTEM WITH OVERWHELMING CORPS SUPPORT AND COMMITMENT WILL EXIST AGAIN AT THE MILITARY ACADEMY.

THIS IMPORTANT STEP IS YET TO BE TAKEN. A STRONG HONOR SYSTEM, TOTALLY SUPPORTED BY THE CORPS, INCLUDING THE REPORTING OF VIOLATORS IS POSSIBLE. NOW IS THE TIME FOR THE CORPS TO ACT AND WE, AS THE MEMBERSHIP OF THE BOARD OF VISITORS MUST URGE THEM TO DO SO.

PERHAPS WE DID NOT DISCHARGE OUR RESPONSIBILITIES AS THE BOARD OF VISITORS AS EFFECTIVELY AS WE SHOULD HAVE DURING THE CRISIS THAT

HAS NOW PASSED OVER. I HOPE IN THE FUTURE THAT WE WILL HAVE A NEW SPIRIT OF DEDICATION TO OUR RESPONSIBILITIES.

THE WORLD THAT OUR FUTURE MILITARY OFFICE CORPS, MEMBERS OF "THE LONG GRAY LINE", FACES IS RAPIDLY CHANGING. NEW HORIZONS, UNFORESEEN PROBLEMS, AND UNPARALLELLED CHALLENGES AWAIT THESE NEW MILITARY LEADERS. THEY MUST BE THE BEST, THEY WILL BE THE BEST.

THOMAS J. DOWNEY
2ND DISTRICT, NEW YORK

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4 UDALL ROAD
WEST ISLIP, NEW YORK 11795
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EXHIBIT F

Congress of the United States
House of Representatives

Washington, D.C. 20515
April 28, 1977

COMMITTEE ON
ARMED SERVICES
SUBCOMMITTEES:
MILITARY PERSONNEL
MILITARY COMPENSATION
SELECT COMMITTEE ON AGING
COMMITTEE ON
SCIENCE AND TECHNOLOGY
SUBCOMMITTEES:
FOSSIL AND NUCLEAR ENERGY
SPACE SCIENCE AND APPLICATION

Colonel Dana G. Mead
Executive Secretary
Board of Visitors
United States Military Academy
West Point, New York 10996

Dear Colonel Mead:

We the undersigned members of the Board of Visitors join in support of the following proposals:

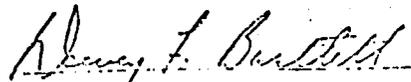
A. In a time when West Point needs the very best Reserve and Regular Army officers to accept West Point faculty and staff assignments, we ask the Secretary of the Army and the Chief of Staff to ensure that Promotion Boards give favorable consideration to an officer's departing from a typical career pattern to prepare for and carry out an assignment to the U.S. Military Academy.

B. In light of the ongoing Department of Army studies of West Point, we ask that a special meeting of the Board of Visitors be convened in Washington no later than September 1, 1977 to be briefed on the analysis, findings and recommendations of the three study groups which are presently examining the subject areas for Academic, Military and Environment. We also ask that interested Board members be given briefings on the individual areas as the respective subcommittees complete their work.

C. Since no agreement has apparently been reached on cadets beginning "formal ethics study" as "part of the core curriculum" (a recommendation of the Borman Commission), we ask that West Point forgo a "stop-gap" ethics course for plebes or similar programs for other classes during the '77-'78 academic year. We suggest that appropriate "ethics study" in the spirit of the Borman Commission recommendation begin in the '78-'79 academic year. We also ask that appropriate authorities at West Point and Department of Army begin immediately to ensure that officers who may be involved in developing and teaching formal ethics study be required to complete at least one year of full time graduate study in Philosophy. We further ask that by the '79-'80 academic year the faculty associated with such courses (including the mandatory English 402 "Philosophic Issues" course or its successor) be required to have at least the Master's degree in Philosophy.

Therefore, we the undersigned authorize Congressman Thomas J. Downey to cast our proxy on any vote before the Board of Visitors pertaining to the matters outlined above.

Sincerely,



MADN-J

15 August 1977

Honorable Clifford L. Alexander
The Secretary of the Army
Pentagon, Room 3E718
Washington, DC 20310

Dear Mr. Secretary:

On 30 June 1977 I submitted to you the Interim Report of the first phase of the annual meeting of the 1977 United States Military Academy Board of Visitors, for your review and subsequent transmittal to the President. Since that submission Congressman Thomas Downey, a member of the Board, has requested that the attached letter to the President be appended to the Interim Report as additional comments. I concur in his request, and hereby submit Congressman Downey's letter and ask that you add it as an inclosure to the Interim Report.

Sincerely,



CARLETON J. KING, ESQ.
Chairman
1977 USMA Board of Visitors

Incl
as

APPENDIX 2, EXHIBIT G

THOMAS J. DOWNEY
2ND DISTRICT, NEW YORK

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Congress of the United States
House of Representatives
Washington, D.C. 20515

June 27, 1977

**COMMITTEE ON
ARMED SERVICES**
SUBCOMMITTEES:
MILITARY PERSONNEL
MILITARY COMPENSATION
SELECT COMMITTEE ON AGING
**COMMITTEE ON
SCIENCE AND TECHNOLOGY**
SUBCOMMITTEES:
FOSSIL AND NUCLEAR ENERGY
SPACE SCIENCE AND APPLICATION

Dear Mr. President:

I have the greatest respect for the individuals who make up the West Point Board of Visitors. But, I feel that it is my duty as a member of the Board to report to you on the health of the Board as an institution. My observations are not optimistic.

I accepted a seat on the Board of Visitors at the thoughtful invitation of House Armed Services Chairman Melvin Price. I firmly believe that the tragic cheating scandal which occurred at the United States Military Academy last spring was symptomatic of a whole range of problems which have been allowed to develop at the Point. I felt that responsible suggestions for change by Board members might prevent a similar occurrence in the future. In addition, I think the Academy ought to take a careful look at its basic mission.

But, the West Point Board of Visitors must itself be willing to accept and benefit from public scrutiny. Two things particularly disturb me about the interim report.

I was frankly appalled at the lack of formal procedures employed by the Board at its April 27-29 meeting. That is not reflected in the interim report because no detailed account of the meeting was kept.

Section 10(a)(1) of the Federal Advisory Act requires that "detailed minutes of each meeting of each advisory committee shall be kept and shall contain (an) accurate description of matters discussed by the advisory committee". My office has been informed by Colonel Dana Mead, the Executive Secretary of the USMA Board, that no such transcript of the first meeting of the Board exists, as required by law.

This provision of the Federal Advisory Act was intended to provide the public and interested participants with a record of each meeting for further study. This legal requirement has clearly been ignored and with it the primary record which would have documented the lack of Board procedures.

Page one

APPENDIX 2, EXHIBIT G

President Jimmy Carter
June 27, 1977
Page two

The interim report's deficiencies make an accurate review of the meeting impossible. In addition, it troubles me that the report contains a number of inaccuracies and omissions including:

1. A number of Board members asked questions concerning West Point's implementation of the recommendations of the Borman Report, the status of women cadets, faculty profile, the Academy honor system, etc. The result was a substantive discussion by West Point officials and Board members growing out of these questions. None of this important information is detailed in the report.
2. Senator Bartlett and I submitted eight questions to the Board and West Point (see attachment A). This is not reflected in the record.
3. Under Section 10 Statement by the Board it is not noted that I voted against the closing Board statement. I did so because of its references to General Sidney B. Berry, the outgoing superintendent at West Point. I feel strongly that General Berry should not have been commended by the Board for his term as superintendent at West Point. Rather, I felt that during the West Point cheating scandal General Berry lost control of his command in the classic military sense, to the detriment of the Academy.
4. Under Section 9 Submissions to the Board, it is reported that exhibit F is a submission by Senator Bartlett and Representative Long. That is inaccurate. Senator Bartlett, Congressman Long and I felt deeply that the questions raised in the letter should be answered. I was given their proxy vote on these matters. I don't believe that the report's summary truly reflects this concern or the intent of our letter.

The interim report also states that "the second phase of the Annual meeting will consist of a closed executive session in early Fall in Washinton, DC". I disagree. I believe that one of the reasons that the EE304 cheating scandal reached the proportions and seriousness it did was that the Board and West Point operated in a vacuum.

The Spring meeting of the Board was open to the public. I see no reason why the next Board meeting cannot be conducted in the same manner. I reject the argument made in the report that "the unique nature of the honor situation and the procedural aspects involved made such a (closed) session imperative". The whole question of the honor situation at West Point was extensively detailed at our last meeting. That discussion should continue in public.

Page two

President Jimmy Carter
June 27, 1977
Page three

The Fall meeting of the Board will consider three major Department of the Army studies on the academic program, the USMA environment, and the military professional development program at West Point. In addition, I hope to present data to the Board on the service academies that I have requested from the General Accounting Office (see attachment B).

All of this additional important business will be conducted behind closed doors if the Secretary of the Army approves the Board request. I have written Secretary Alexander urging him to deny the Board's request.

In conclusion, I must emphasize my belief that the Board should conduct its business according to the letter and spirit of federal law. And, I see no reason why the public and the press should not be allowed to observe our Fall meeting.

Sincerely,



THOMAS J. DOWNEY
Member of Congress

TJD/ps:ct

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ATTACHMENT A

Congress of the United States
House of Representatives
Washington, D.C. 20515

June 15, 1977

COMMITTEE ON
ARMED SERVICES
SUBCOMMITTEES:
MILITARY PERSONNEL
MILITARY COMPENSATION
SELECT COMMITTEE ON AGING
COMMITTEE ON
SMALL BUSINESS
SUBCOMMITTEES:
GOVERNMENT PROCUREMENT AND
INTERNATIONAL TRADE
SBA OVERSIGHT AND
MINORITY ENTERPRISE

Elmer B. Staats
Comptroller General of the United States
U.S. General Accounting Office
441 G Street, NW
Washington, DC 20548

Dear Mr. Staats:

As a member of the House Armed Services Committee and of the Board of Visitors of the United States Military Academy, I am aware of the excellent studies your office did in 1973-76 on West Point and the other service academies. There have been important developments at all the academies (especially the admission of women and the tragic West Point EE 304 honor scandal) since the research reflected in these reports was completed. I believe that Congress, which is charged with oversight of the Academies, ought to carefully scrutinize their progress and offer substantial suggestions for reform when necessary. I would be most appreciative if you would supply me with an assessment of the academies' responses as of July 1, 1977 to each one of the conclusions and recommendations in your reports. In addition, I have a number of specific questions I would like your office to address.

1. Congress has requested that the Department of Defense use the least costly form of manpower in operating their programs. Are the academies using the least costly form of manpower?

2. Please assess if and how the academies have determined that their staffing levels are appropriate considering: a. staffing levels at other academies for comparable functions; b. the comparative costs of military versus civilian manpower.

3. Please provide estimated cost per graduate for FY 76, 77, and 78 of all graduates of each of the academies and include in your estimates all elements of cost. Please give the best estimate you can of cost per graduate for the same years of ROTC graduates for each of the services.

Page one

Elmer B. Staats
June 15, 1977
Page two

4. What effect did the dismissal of over 150 cadets in the EE 304 scandal at West Point have on the cost per graduate of the class of 1977? What effect did the readmission of many of these cadets into the class of 1978 have on the estimated cost per graduate of the class of 1978?

Thank you for your attention to this request. As a member of the Board at West Point I am sure your analyses of this situation would be most helpful to me and other Board members. I may submit some additional questions for response in the next few weeks.

Sincerely,



THOMAS J. DOWNEY
Member of Congress

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Attachment B

Bartlett and Downey Questions

1. How do College Board mean scores for class of 1980 compare with scores for last five years and with those of similar classes at USAF and USNA?
2. Please explain what adjustments were made in the academic requirements for members of the Cadet Honor Committee during the 1976-77 academic year. How are these adjustments reflected on cadet transcripts?
3. Please provide a detailed report on the academic rankings and GOM rankings for these cadets who are planning to return to West Point and similar information on those who are not returning. Also please give a detailed report on the response cadets in each group gave for their decisions.
4. Why are the returning cadets required to repeat the CTLT program and why are they repeating EE 304? What happens if they fail EE 304?
5. Who were the members of the "Defense Education Working Group"? Please provide a copy of their report, findings and conclusions. What is the current status of the Army's response?
6. How soon can the visiting professor program be expanded to 12 or more professors a year? What is the rationale for apparently restricting West Point's civilian academic faculty to this program?
7. Please supply a detailed breakdown of the SAT scores and predicted grade point average of cadets who have resigned in the last three years including the men and women plebes.
8. Why are applications from men down by 12%?

EXHIBIT H TO APPENDIX 2 OF THE INTERIM REPORT OF THE
1977 USMA BOARD OF VISITORS, 29 April 1977

DISCUSSION SUMMARY -- GENERAL MEETING, 29 April 1977

During the briefings presented by the Superintendent and members of his staff, a number of questions were raised by the members of the Board. Among them were:

-- If a cadet is found to have violated the Honor Code and there were evidences of undue pressure and mitigating circumstances does the Superintendent have the discretion to conduct his own Board of Inquiry? General Berry indicated that the Superintendent had always reviewed findings of the Honor Committee and in cases where the evidence or absence of it so warranted the Superintendent could proceed to conduct his own investigation. In cases where it became purely a matter of the Superintendent's judgment, General Berry indicated he could always go back and conduct his own inquiry.

-- The Board expressed its hope that the Academy would observe the Borman Commission's caution against putting instructions on the Honor Code into a "cookbook approach". There was general agreement expressed by both the Superintendent and his staff that such an approach was improper and the Academy would take all necessary precautions to prevent such a presentation.

-- The Board asked for a general comparison of the amount of ethics instruction taught by the various Federal service Academies. Although there was no detailed information available, the Board was informed that including the 20 hour course of Ethics instruction (which was contemplated for the upcoming year) the Military Academy over a four-year period would provide approximately 25% more instruction time on this subject than was offered by the other Academies.

-- The Board expressed interest in the role of the cadets in the rewrite of the Honor Code and System. It was assured by the Superintendent that the cadets were intimately involved in any rewrites or drafts that were being prepared.

-- The Board asked Colonel Rhyne about the frequency of Honor violations other than EE 304 separations in '76 and '77. He indicated that there were 24 cadets other than those associated with EE 304 who were found guilty and

APPENDIX 2, EXHIBIT H

separated for honor violations. He further reported that five cadets had gone before four Honor Boards this year (the other resigned before appearing) and that this rate was considerably lower than the '75 - '76 rate.

--Colonel Rhyne was asked whether he intended to keep transcripts of the Subcommittee proceedings. He responded that Subcommittees are not taped but that there was a written summary prepared and provided to each of the lawyers before they appear before the Board to represent the accused cadet.

-- There was considerable discussion regarding the procedures of the Honor Committee. The Board was informed that the Honor Committee finding no longer had to be unanimous, but that a 10-2 vote is sufficient to find a cadet guilty; that 12 new members are picked for each case before it is heard, with eight of these members selected on a computer roster distribution of the Corps-at-large while the other four are chosen from the Cadet Honor Committee. From the time an investigation is opened the cadet is informed that he has a right to consult a lawyer although an attorney is not actually assigned until a cadet has been referred to a full Honor Board hearing.

-- The Board was also interested in the point made by the Borman Commission that there was considerable confusion about whether an act was a violation of Regulations or the Honor Code. The Superintendent and Colonel Rhyne responded that it was an area to which a great deal of study was being devoted, including a reevaluation of the absence card and the use of the signature. They both reiterated their belief that regulations would not be completely divorced from honor.

-- The Board asked why counsel is not assigned to a cadet at the Subcommittee level. The Staff Judge Advocate explained that at that level the situation is one of developing evidence with a subcommittee functioning more like a grand jury than a full hearing. A vote in the Subcommittee is not a definite vote of guilt, but instead serves as a recommendation for forwarding the case to the full Honor Committee Hearing.

-- The Board was concerned about the attitudes of the 152 individuals who were separated in the EE 304 incident. Was the cheating confined only to the 152? The Superintendent responded that he could not definitely say that it was totally confined to that 152. Among those 152 there was a question about how many had cheated and how many had tolerated. Of the group it was determined that 100 had cheated, one had tolerated (the remainder collaborated in the cheating).

-- The Academy was asked about what efforts it had made in the Corps to heal the wound caused by the returning cadets. The Chairman of the Cadet Honor Committee (Cadet Michael Ivy) described the efforts being made by the cadet chain of command and the Honor Committee to welcome these cadets back.

He noted that the Honor Committee was offering any support necessary to try to insure a smooth and harmonious integration back into the Corps.

-- The Board asked about the development of a sanction other than dismissal. The Superintendent reported that under the new procedures he may take a case and decide whether to retain or dismiss a cadet. However, there is at the Honor Committee level no intermediate punishment. In the upcoming year there will be an intermediate sanction which may be applied by the Superintendent, although the Cadet Honor Committee does not yet have that option. The Superintendent indicated that he believed that the discretion should rest with the Corps and that he would have no problem with that. The Corps in the December referendum on the discretion issue had voted 66% in favor although it still fell less than 1% short of passing. The Superintendent and the Honor Committee Chairman both were confident that the Corps would choose some form of discretion this year (1977). This would move the final interpretation to the level of the Corps where the Superintendent said he believed it should reside.

-- Colonel Capps, Chairman of the Readmissions Committee, was asked about what criteria the Readmissions Committee was using. He answered that suitability for commissioned service was the prime criterion, and that all of the 137 examined thus far were found to be suitable for service. None had been found unsuitable at that point although the rejection of any individual was to be made at the Department of the Army level and not at West Point.

-- A number of questions regarding the Academy's position on various Borman Commission recommendations were asked. It was noted that although the Army concurred in certain Borman Commission recommendations the Chairman of the Honor Committee and the Superintendent did not necessarily concur with the same ones. At issue here was the recommendation that the Honor Review Committee be the final interpreter of the Code. Cadet Ivy and General Berry both indicated that they did not agree, because they believed that the Cadet Honor Committee in conjunction with the Superintendent should retain the authority to be the final interpreters of the Code.

-- The Superintendent was asked about establishing an Advisory Board as recommended by the Borman Commission. General Berry deferred the question to General Mackmull who was heading the Environmental Subcommittee of the Department of the Army Study Group. This item had been referred to the Study Group and West Point has taken no further action on it at this time, preferring to wait until the completion of the Study Group Report.

-- The three general officers, Dickinson, Merritt and Mackmull who head the Subcommittees of the Army Study Group, were asked about the origin of the Study Group and its responsibilities. The group was created at the direction

of the Chief of Staff and would be reporting to him, not directly to the Military Academy. The Subcommittees are expected to complete their work sometime in the late summer or early fall and anticipate that there would be a much longer subsequent period of review and implementation of their findings and recommendations. The generals indicated that they were examining a whole host of issues among those, ways of reinforcing the role of the tactical officer and improving assignment policies. General Merritt described the surveys and the discussions that he had held to date reporting that he thought he was receiving total and eager candor. In the final analysis the Subcommittees would report to the Chief of Staff who would be the final arbiter on issues and decisions.

-- The question of why women go through combat training at the Military Academy was explored in some detail with the Superintendent responding that it was part of the total Academy experience and served an important purpose in the preparation of the women to become Regular Army officers.

-- An extensive discussion regarding the Academy's policy on pregnancy ensued. The Academy spokesperson indicated that a cadet who became pregnant would normally be separated from the Academy. If she did not abort and became a point of official concern she would be separated. A member of the Board asked about the policy toward a male cadet who is responsible for getting a female pregnant. Is he separated? According to the paternity clause in use at the Academy, if the case is adjudicated the cadet is separated. However, the Military Academy does not adjudicate cases. Nevertheless, if it is adjudicated by an outside group the cadet will be separated. The Superintendent was then asked if the institution encouraged abortion. He responded it was a doctor-patient situation and the institution did not encourage abortion. When asked about the doctor-patient relationship the Academy indicated that pregnancy was a reportable situation, however, the reporting could be worked out between doctor and patient. If the cadet had an abortion she would no longer be pregnant and probably the situation would not be reported. There was an objection to the use of the term "refuses an abortion" and that was corrected to indicate that if a young woman became pregnant and desired to terminate it would not become part of her military record. However, if she continued the pregnancy it would be reported and she would be separated. Nevertheless, the decisions would be based on individual cases. Female cadets are briefed on birth control and they are told they can make appointments at the hospital for an examination and prescriptions for birth control pills during their initial summer training.

APPENDIX 2, EXHIBIT H

