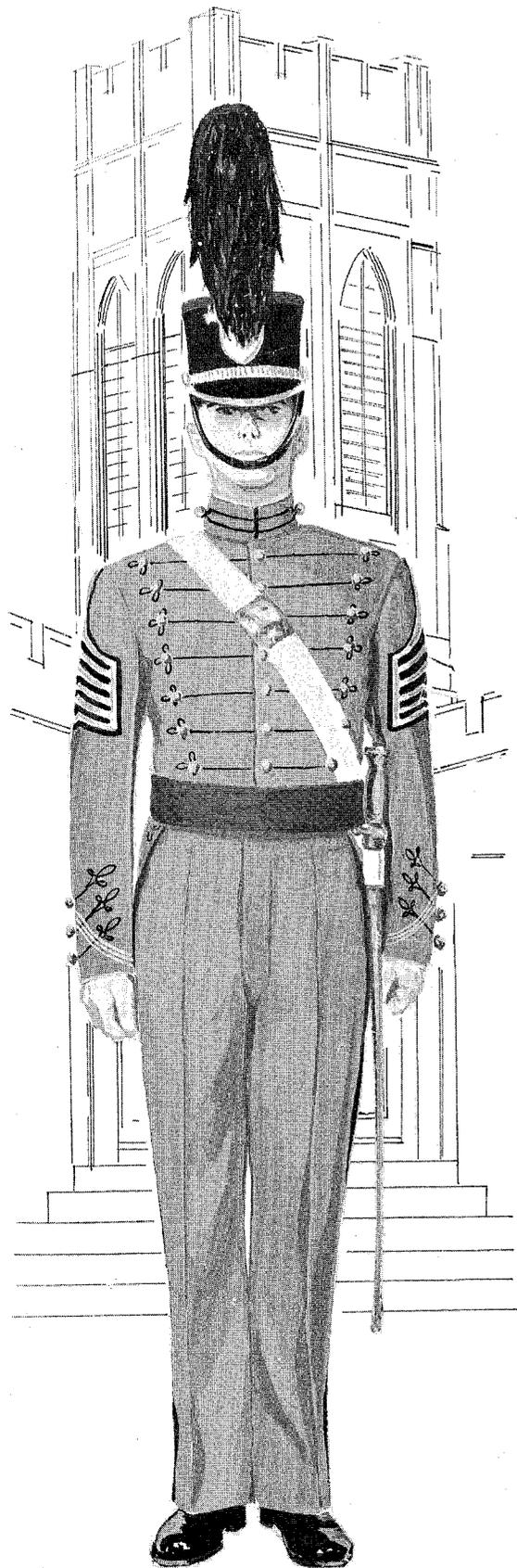


UNITED
STATES
MILITARY
ACADEMY

WEST POINT, NEW YORK

REPORT
of the
BOARD OF VISITORS



DUTY-HONOR-COUNTRY

28 December 1979

An Extract of the Sections of the United States Code that
Directly Pertain to the United States Military Academy and Faculty
September 1, 1972

SECTION 4355. Board of Visitors

(a) A Board of Visitors to the Academy is constituted annually of--

(1) the chairman of the Committee on Armed Services of the Senate, or his designee;

(2) three other members of the Senate designated by the Vice President or the President pro tempore of the Senate, two of whom are members of the Committee on Appropriations of the Senate;

(3) the chairman of the Committee on Armed Services of the House of Representatives, or his designee;

(4) four other members of the House of Representatives designated by the Speaker of the House of Representatives, two of whom are members of the Committee on Appropriations of the House of Representatives; and

(5) six persons designated by the President.

(b) The persons designated by the President serve for three years. Two persons shall be designated by him each year to succeed the members whose terms expire that year.

(c) If a member of the Board dies or resigns, a successor shall be designated for the unexpired portion of the term by the official who designated the member.

(d) The Board shall visit the Academy annually. With the approval of the Secretary of the Army, the Board or its members may make other visits to the Academy in connection with the duties of the Board or to consult with the Superintendent of the Academy.

(e) The Board shall inquire into the morale and discipline, the curriculum, instruction, physical equipment, fiscal affairs, academic methods, and other matters relating to the Academy that the Board decides to consider.

(f) Within 60 days after its annual visit, the Board shall submit a written report to the President of its action, and of its views and recommendations pertaining to the Academy. Any report of a visit, other than the annual visit, shall, if approved by a majority of the members of the Board, be submitted to the President within 60 days after the approval.

(g) Upon approval by the Secretary, the Board may call in advisers for consultation.

(h) While performing his duties, each member of the Board and each adviser is entitled to not more than \$5 a day and shall be reimbursed under Government travel regulations for his travel expenses.



BOARD OF VISITORS
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

December 18, 1979

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

Dear Mr. President,

It is the privilege of the members of the Board of Visitors to the United States Military Academy to render to you our 1979 Annual Report. This report records the Board's observations and findings regarding the state of health of the Academy during the past year. The recommendations we have made represent the unanimous judgment of the Board.

The Board continued the more active role initiated last year by visiting West Point on three separate occasions to inquire into important areas of Academy life. In addition, four Executive Committee meetings were convened, three at West Point and one in Washington, D.C., for the purpose of specific inquiry into matters of significant importance confronting the Superintendent. During full Board meetings, our attention was focused on the Cadet Honor System, the academic curriculum, military training and professional development, and the integration of women at West Point because of the priority given these topics by the Board members and Academy officials. Although many other important matters face the Military Academy, we believe our directed efforts will better provide advice to you and to the Superintendent.

We have been particularly encouraged by the support of the Secretary of the Army and the Chief of Staff of the Army and are grateful for the splendid cooperation of the entire Academy staff as they have been most helpful in our endeavor to effectively carry out the responsibilities of the Board of Visitors.

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As the Commander-in-Chief you can be justifiably proud of our nation's Military Academy as we are happy to report that the principles set forth in the Academy's motto . . . Duty, Honor, Country . . . are being maintained at the highest of standards. Our nation is well served by West Point.

The enclosed letter to the Superintendent, Lt. General Andrew J. Goodpaster, provides my own detailed assessment of the Academy after three years of service on the Board . . . service for which I am deeply grateful.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Douglas P. Bennett". The signature is written in a cursive style with a horizontal line underneath.

DOUGLAS P. BENNETT
Chairman
United States Military Academy
Board of Visitors

Enclosure



BOARD OF VISITORS
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

December 17, 1979

Lieutenant General Andrew J. Goodpaster
Superintendent
United States Military Academy
West Point, New York 10996

Dear General Goodpaster,

During the past three years, I have been privileged and honored to serve as a member of the Board of Visitors and to be further entrusted by my colleagues with the responsibilities of Chairman in 1978 and 1979. I believe I have had a unique opportunity to observe the great institution of West Point and, as a graduate now engaged in the private practice of law, to gain a more profound appreciation for this Academy and its true significance. It is from this perspective that I would like to render my personal assessment of West Point.

In 1976 the Academy was jolted by a cheating scandal of significant proportions. Directed by the highest levels of civilian and military leadership, extensive inquiries were conducted for the purpose of examining every nook and cranny of the United States Military Academy. While a range of recommendations indicated that some institutional fine tuning was in order, the unquestioned consensus was that the fundamental values of West Point were intact and that the refinements proposed were designed to strengthen these values not change them. Quite frankly, I was initially deeply concerned that there would be views from some quarters, and indeed there were, which would be persuasive in effecting change for the sake of change. It occurred to me that a school of thought might prevail that the fundamental traditions of West Point be deemed passe and therefore should be restructured so as to be better aligned with today's society. I am grateful that the conclusion was otherwise.

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I have given very considerable thought during the past few years to the views I am about to set forth and have concluded that the real meaning of West Point is captured in three simple words . . . Duty. Honor. Country.

Duty is the discipline and courage of leadership.

Honor is the adherence to the highest standard of moral and ethical behavior and integrity.

Country is the dedication to those principles of freedom and equality which have made our great nation proud and enduring.

Should we lose sight of these fundamental values and their constitution of the very heart of West Point, then I would seriously question the continued necessity for the United States Military Academy. In my judgment it is this heartbeat that makes West Point distinctive and separates it from every other institution of higher learning in the United States.

I believe it is instructive to reflect upon the founding father of West Point, Sylvanius Thayer, and the importance he lent to the adoption of the Honor Code and Honor System. The Code is a clear and concise statement of ethical behavior . . . one will not lie, one will not cheat, one will not steal. The thousands of members of the Long Grey Line have abided by that standard since 1802. Graduates of West Point have served with distinction in virtually every professional endeavor . . . Presidents of the United States, Members of Congress and of the cabinet, great military leaders, leaders in industry, medicine, law, the clergy . . . and all have carried with them the sense of honor imbued in them at West Point. I believe it was this that lent to their greatness.

You have often referred to the four pillars or fundamental principles and objectives of West Point as academic, military, physical and moral-ethical. I do not disagree with that assessment but I do believe that one principle serves as the cornerstone and the others serve as building blocks around it. To set West Point apart, the moral-ethical principle must be predominant.

Justifiable pride can be taken in the academic program extant at West Point. The restructuring of the curriculum that is in its final stages is a significant step toward achievement of a balance between the arts and the sciences. There is no question that exemplary intellectual development is a fundamental requisite for the demands future military and civilian leaders of our nation will be called upon to shoulder. The ever increasing complexities of the world will require forms of leadership necessitated by superior intellectual achievement. The abilities of incisive analysis within an ever changing and more sophisticated world environment measured with simple good judgment and common sense will be the benchmarks of decisive and courageous leadership. Unquestionably, the high academic standards at West Point must be maintained and constantly pursued with vigor. But, I would suggest that there are other institutions of higher learning in our nation whose pursuit for academic excellence parallels that of West Point.

The military and professional development principles go to the very heart of the mission of the Military Academy. The military environment during the four years of cadetship serves not only to expose these young men and women to the challenges of a career in the military but, more importantly, to the sensitive characteristics of leadership which are applicable to any walk of life. The culturing of the qualities of leadership characterized by motivation, self discipline, sensitivity to others and dedication to duty and country is manifest at West Point. As I expand upon the principle of military training, it becomes clear to me that the true significance of this fundamental objective lies in the nurturing and development of leadership ability. Our nation screams for leadership and West Point is perhaps the single institution created for and dedicated to the objective of training and producing leaders who are capable of assuming responsibilities and facing the challenges of leadership at all levels of American society. Time and again our graduates have demonstrated this. In times of war and peace, in the military and in civilian endeavors, they have stood out with greatness. Leadership is West Point.

The third pillar of the Academy is described as physical. In this area we are unsurpassed. The physical training program at West Point is probably the most sophisticated and most highly developed of any college or university in the land. Fitness of body preserves clarity of thinking and the expression of leadership which is most severely tasked during times of great

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stress. The steadiness of great leadership is in part predicated upon soundness of body. I fully concur that this principle is fundamental to West Point.

However, I turn now to the cornerstone of the Military Academy . . . the moral-ethical pillar. When the citizens of our country and for that matter of the world think of West Point, they recognize an institution whose standards of integrity and ethical behavior are maintained at the highest level. Time and again I have been told by people who are aware that I am a graduate that the reputation of West Point rests in its strict and absolute adherence to the principle of honor. Deviations from the highest standards of moral and ethical conduct simply are not condoned. Or, expressed differently, West Point graduates are to be trusted.

This reputation of West Point is singularly unique and distinctive. The perception and reality of the Academy is something of which all of us can be proud. Never, regardless of the pressures to the contrary, should there be any relaxation of these standards. In my view, any deviation would be crippling and seriously undermine the very premise upon which the justifiable pride of our nation is based. I deeply believe that the true distinction of West Point rests upon this fundamental value, this cornerstone.

Without the preservation of the precepts of honor and unquestioned moral and ethical behavior, academic excellence becomes impure, leadership and military development lose meaning, and soundness of body serves a lesser purpose. Throughout history, the truly great leaders, albeit few, have never swayed, have never bent, have never deviated from these simple, fundamental values. Those who may have been deemed leaders at one time, but whose moral and ethical conduct was not maintained at these standards, were soon recognized and history has dealt with them harshly.

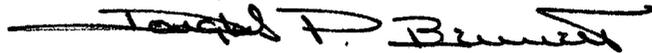
Duty. Honor. Country. The significance of these three words represents the true meaning of West Point. We must never lose sight of this charge.

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In closing, I want to express my sincere appreciation to you for your tremendously inspired leadership as Superintendent and, on a personal note, for your warmth and friendship. I am comforted with the knowledge that you are guiding West Point. I am grateful that our paths have crossed and trust they will never diverge. It has been an honor to serve my Alma Mater.

With warmest personal regards.

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas P. Bennett". The signature is written in a cursive style with a long horizontal stroke at the beginning and a flourish at the end.

DOUGLAS P. BENNETT
Chairman
United States Military Academy
Board of Visitors

BOARD OF VISITORS
UNITED STATES MILITARY ACADEMY

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ANNUAL REPORT OF THE BOARD OF VISITORS
OF THE
UNITED STATES MILITARY ACADEMY, 1979

West Point, New York, December 18, 1979

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

Robert J. Dole, Kansas

J. Bennett Johnston, Jr., Louisiana

Paul Laxalt, Nevada

J. James Exon, Nebraska

Representatives

Silvio Conte, Massachusetts

Clarence D. Long, Maryland

John M. Murphy, New York

Mendel J. Davis, South Carolina

Benjamin A. Gilman, New York

Presidential Appointees

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

Mr. Robert M. Kaufman, Attorney at Law, Partner, Proskauer Rose Goetz and Mendelsohn, New York, New York (appointed in 1977 to serve through 1979).

Mrs. Whitney Young, Chairman, Board of Directors, Whitney M. Young, Jr. Memorial Foundation, Inc., New York, New York (Appointed in 1978 to serve through 1980).

Mr. Harry Baxter, President, Schoff & Baxter, Inc., Burlington, Iowa (Appointed in 1978 to serve through 1980).

Mr. James R. Killeen, Wayne County Clerk, Detroit, Michigan (Appointed in 1979 to serve through 1981).

Dr. Sylvio L. Dupuis, President, Catholic Medical Center, Manchester, New Hampshire (Appointed in 1979 to serve through 1981).

3. EXECUTIVE SECRETARY.

Lieutenant Colonel Kermit M. Henninger, Special Assistant to the Superintendent for Policy and Planning, USMA, serves as Executive Secretary to the Board.

4. PRELIMINARY DATA.

Certain reports and informational material were mailed to each Member of the Board prior to the scheduled sessions. A list of material so furnished is shown as Appendix 1.

5. PUBLIC NOTICE.

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

6. 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.

7. CONVENING OF THE BOARD.

a. Role of the Board in 1979. The 1979 Board continued the increased activity begun last year to develop a more knowledgeable evaluation of the programs and activities at the United States Military Academy. Three visits by the full Board were conducted at West Point at times of the year permitting an optimum exposure to all facets of Academy operations. The three visits by the full Board were augmented by four meetings of the Executive Committee to gain insight into more immediate matters confronting Academy officials. Several members also made individual visits to explore areas in even greater depth.

b. April 12-14, West Point, New York. The first of the Board's visits focused on the revised core academic program, changes to the Honor System, and the leadership experiences of the women cadets. Members visited the cadet classrooms and also had an opportunity to talk informally with cadets and members of the staff and faculty. The agenda of this meeting is at Appendix 2. All sessions were open.

c. August 6-8, West Point, New York. The second visit concentrated on the cadet summer military programs with first hand observation of the rigorous training. Both Cadet Basic Training for the new "plebes" at West Point and Cadet Field Training for the third class at Camp Buckner, were closely observed. Of particular interest was the honor instruction given to both classes and the recently adopted changes to the Fourth Class System. The agenda of this meeting is at Appendix 3. All sessions were open.

d. September 27-29, West Point, New York. The Annual Meeting of the Board, as required by 10 U.S.C. 4355, convened on September 27th and additional business was conducted on the 28th and 29th of September.

Presidential appointees, Messrs. Bennett, Kaufman, Baxter, and Killeen, Dr. Dupuis, and Mrs. Young, and Senator Exon, and Congressman Gilman were present during the meeting. Pressing legislative duties prevented other Congressional Members of the Board from attending. Ms. Marcie Adler, Mr. Martin Howell, Mr. Chinch Wollerton, Mr. Gregg Pallas, and Mr. Tim Kernan, staff members from the offices of Senator Dole, Congressman Murphy, Congressman Conte, Senator Exon, and Congressman Long respectively, were also present during the session.

The Superintendent presented his assessment of the overall condition of the Academy to the members on the 28th. The text of his address is at Appendix 4. The Board received extensive briefings on the new academic, physical education, and military science programs and had an opportunity to visit academic classes. The Members also discussed branch/specialty selection for women cadets, the pressures on cadet time, and the nature of the cadet attrition issue. The conclusions and recommendations of the Annual Report to the President of the United States were prepared and unanimously approved by the Members present.

The Board members present unanimously re-elected Mr. Douglas P. Bennett as Chairman of the 1979 Board. Mr. Harry Baxter was re-elected as Vice Chairman. The chairman appointed an Executive Committee as shown in Appendix 5. The agenda of this meeting is at Appendix 6. All sessions were open.

e. Other Board Business.

(1) Individual Visits. Several members conducted individual visits to better acquaint themselves with the operations of the Academy. These visits included: July 2, Reception Day, to observe the inprocessing and first-day training for the new cadets; visit to a Full Honor Investigative Hearing, conducted under the new procedures; and visits with the Chairman of the Cadet Honor Committee, the Staff Judge Advocate, the Director of Admissions, individual academic departments, the Commandant of Cadets, the Deputy Superintendent, and the Superintendent.

(2) Executive Committee Meetings. The Executive Committee held four meetings during the year to inquire into matters arising between the regular visits and to better organize the efforts of the full Board.

(a) NCAA Investigation. Meetings were held on January 27 and April 6 at West Point to discuss the NCAA investigation into the allegations made by the former football coach. The Executive Committee approved the methodology of the Academy's approach to its investigation and authorized the Board Chairman to express this observation in a letter to the NCAA (Appendix 7).

(b) Annual Meeting Preparation. On September 20 in Washington, D.C. the committee met again to discuss the preparations for the Annual Meeting.

(c) Special Meeting. Several members found it desirable to hold an additional Executive Committee meeting at West Point on November 19, thus delaying submission of the Annual Report (Appendix 8). Nation-wide publicity about alleged cadet hazing activities prompted the meeting. Academy officials reported on investigations into the incidents. The Superintendent reported on corrective actions being taken. Board expectations concerning advance notification of newsworthy events were also discussed. A letter from the Board Chairman reporting to the entire Board membership (Appendix 9) summarized the committee's observations.

f. Outgoing members. The Superintendent commended Mr. Douglas P. Bennett and Mr. Robert M. Kaufman upon completion of their three-year tour as Presidential appointees to the Board. Their dedicated and unselfish efforts have made a lasting contribution to the Military Academy and to the future leadership of the Army. The Superintendent, on behalf of the Academy and the assembled Corps of Cadets, presented a framed picture of a West Point scene to Mr. Bennett as a token of the Academy's appreciation of his untiring efforts while serving as Board Chairman for the last two years.

g. The Executive Secretary has tentatively set April 18-19, 1980 and October 2-4, 1980 as the dates for meetings of the 1980 Board. Executive Committee, summer training and individual visits will be arranged as necessary.

8. CONCLUSIONS AND RECOMMENDATIONS

a. General Conclusions. The members have concluded, after extensive Board and individual visits in 1979, that the United States Military Academy is accomplishing its assigned mission in a commendable manner. The staff and faculty are to be commended for the steady improvements made to all existing programs and for their open evaluation of possible improvements.

The Board wishes to recognize the devoted service of Brigadier General Bard as Commandant of Cadets during the period January 1977 to June 1979. His selfless dedication during a turbulent period of Academy history was instrumental in helping restore a glow of health to the institution. We wish him well and thank him once again for his unselfish contributions.

The Board's close look at the summer military programs indicated that a great deal of effort over the past few years has been devoted to improving Cadet Basic and Cadet Field Training. The commendable improvements are indications of the professional approach to these important duties by Colonel Hutchison and Colonel Cole. A special word of recognition from the Board is thus in order.

The members of the Board recognize that the academic program constitutes a fundamental building block of the four year cadet experience. The program provides the intellectual basis for future academic and professional education, for the formulation of a personal ethic, for the development of character, and for effective decisionmaking. During the past two years review and adjustment of this program has been pursued with vigor, and a new curriculum has evolved. The Board commends the Dean, Brigadier General Smith, and the members of the Academic Board for their efforts and this significant contribution toward improvement of the Military Academy experience.

b. Specific Conclusions and Recommendations.

Cadet Honor Code and System

Conclusions: During this past year the Board continued to be concerned about cadet commitment to the Honor Code and System and the procedures used to process cases of alleged violations. The Board is of the opinion that the Cadet Honor Committee and the Corps of Cadets should have the primary responsibility for any future changes to the Honor System. The members of the Board applaud the statesmanship of the Cadet Honor Committee and the wisdom of the Corps in adopting new honor procedures. The Board further recognizes that the first year of implementation will probably require minor adjustments and/or refinements to the new procedures.

Recommendation: That the Board receive a detailed report on the impact of recent changes to the Honor System procedures and an assessment of the state of health of the Honor System. The Board requests that comments from the Cadet Honor Committee be included in the evaluation. Focus should be on the degree of cadet commitment.

Cadet Separations

Conclusions: The Board commends the Superintendent and the recent efforts of the Procedures Working Group for the analysis and revision of Honor, Disciplinary, Military Development (Leadership) and major misconduct separation procedures. Some members of the Board have been concerned with the Academy's lack of success in identifying and separating cadets who do not meet established standards. The Board is also concerned that some of the poor cadet performers are not recognized until late in their cadet career.

Recommendation: That the Academy closely monitor its ability to discern and separate poor cadet performers and report to the Board during 1980.

Fourth Class System

Conclusions: In conjunction with cadets, the Commandant recently completed a thorough analysis of the Fourth Class System that challenged all of the assumptions about its makeup and operation. Extensive research by the Department of Behavioral Sciences and Leadership clarified the role of cadet stress in the System. Starting in CBT '79, a new System was adopted which stressed high standards coupled with concern for subordinates. While it is too early to assess the impact of the changes, the Board supports the general concept.

Recommendation: That, at the end of AY 79-80, the Commandant of Cadets and representative cadets brief the Board on their evaluation of the impact of the recent changes to the Fourth Class System.

Academic Program

Conclusions: Recognizing the mission of the Military Academy, the Board continued to assess the strengths and weaknesses of the new curriculum. Members were impressed with the detailed planning, concurrent counseling efforts, and implementation to date. They support the emphasis to continue to provide a broad, general education embracing almost equally the humanities and the sciences. While also supporting the reduced number of required courses, the Board has some concern with the scheduling of "star days" (heavy academic load) and notes that the overall academic load may not have decreased so that cadets have the option and time to pursue areas of scholarly interest. Nevertheless, the Board continues to recognize that it is still too early to draw any valid conclusions concerning the impact of the new curriculum.

Recommendations:

- (1) That the Academy present a full report analyzing the impact of the new curriculum on the cadet daily schedule and cadet time requirements.
- (2) That the Academy keep the Board informed of the results and observations of the Middle States Accreditation Report.

Civilianization of Faculty and Visiting Professor Program

Conclusions: Over the past few years the Board had the opportunity to meet some of the distinguished visiting professors and were impressed with their contributions to Academy programs. The Board noted that for AY 79-80 the number of visiting professors has increased to 14 and that the number of guest lecturers, visiting researchers, and consultants has also increased. The Board members now look forward to a thorough evaluation of the civilianization issue in order to determine the proper balance between military and civilian faculty.

Recommendation: That during the 1980 fall meeting the Academy present an evaluation of the benefits and costs of the visiting professor program and of any other efforts to civilianize the faculty. The evaluation should include a comparison of civilianization issues at the other Service Academies.

Women Specialty Assignments

Conclusions: After detailed briefings and discussions, the Board is concerned that women cadets will be commissioned in narrow entry level specialties that may have some effect on the decision to remain in the Army. There was also some concern about the degree of availability of basic entry specialty assignments. Since final decisions on women specialty assignments have not been made for the Class of 1980, it is too early to make valid conclusions.

Recommendation: That the Department of the Army brief the Board in 1980 on specialty assignments for women cadets which includes an analysis of the viability for successful career progression.

Recruiting of Minority and Women Candidates

Conclusions: While the Academy has continued its efforts to include more minority and women candidates, the Board recognizes that further improvement is necessary to insure that West Point is truly representative of the Army and the Nation. The Board commends the Director of Admissions for new initiatives in this area and encourages continuation of the Summer Enrichment Program¹ and Project Outreach².

Recommendation: That the Military Academy continue aggressively to encourage minority and women youth to seek admission.

¹The Summer Enrichment Program is an admissions effort designed to display cadets as role models for minority students involved in a summer tutorial program. This program is co-sponsored by affiliates of the National Urban League and the Equal Admissions Office. Three cities, Atlanta, GA, Philadelphia, PA, and Binghamton, NY, served as initial sites for this program.

²Project Outreach is a youth motivational program designed to communicate to minority high school and junior high school students the need to prepare themselves for a college education. Five minority Army lieutenants, who are on temporary duty, augment the Equal Admissions Office in this program.

Cadet Time

Conclusions: Several opportunities to talk to cadets, tactical officers, and a cross section of the staff and faculty revealed a common concern for competition for cadet time. This is a complex issue just as time management is a major problem in the active Army as well as the private sector. The Board noted that the Cadet Life Committee and the Concept Analysis Working Group are studying the issue with a view toward making observations and recommendations to the Superintendent. Members of the Board share this concern of the West Point community and look forward to being informed of the outcomes of the study.

Recommendation: That, during a Board visit in 1980, the Academy and representative cadets present an evaluation of the concern for competition for cadet time.

Cadet Attrition

Conclusions: Although members noted that attrition for the Class of 1980 may equal or exceed 40%, the rate may not be excessive in light of attrition at comparable institutions. While the Board agrees that a certain level of attrition is both normal and desirable, members regard attrition as an important subject for continuing review and study. The impact of the selection and admission procedures and the future work of the Cadet Quality Development and Commitment Committee and the Cadet Counseling Center will be of special interest to the Board.

Recommendation: That the Academy continue its efforts to evaluate causes of attrition and evaluate reasons for cadet commitment to remain at West Point.

Five-Year Service Obligation

Conclusions: The Board members and Academy officials discussed the present five-year service obligation to explore the possible impacts on cadet attrition and on the candidates seeking admission to the Service Academies. The members encourage the Academy to develop further data bearing on this issue, and the Board wishes to continue discussions in 1980.

Recommendation: That the Military Academy determine, to the best extent possible, all of the factors and issues relevant to the five-year service obligation and report back to the Board in 1980.

Visitors' Information Center (VIC)/Museum

Conclusions: The Board commends MG George Olmsted (USAR Retired and former member of the Board of Visitors) for his generous, major grant to defray the operating costs of an expanded program for the existing museum. The nearly three million visitors per year to West Point will

benefit immensely from General Olmsted's much appreciated generosity. The initial concept envisioned a VIC co-located with a museum. The Board noted that efforts to date to obtain alternate financing for the VIC have been unsuccessful and that other USMA and DoD construction projects have taken priority over VIC funding. However, the members strongly support the need for a VIC in keeping with the increasing influx of visitors; the Academy's prominence as a leading historical site; and the institution's symbol to the Nation of pride in upholding standards in time of decline.

Recommendation: That DA and DoD strongly support funding and construction of a VIC. The design should be such that it allows for future expansion to accommodate the requirement for additional museum space. The VIC should be in addition to the priority projects already identified by USMA and DA in the FY 81 and 82 MCA programs.

Cadet Diet/Weight

Conclusions: The Board is encouraged with the ongoing analysis with respect to its previous observations concerning cadet diet and weight problems.

Recommendations:

- (1) That the Academy continue to evaluate the cadet diet with a view toward providing a better nutritional balance and develop an over-all mechanism for coordination of nutrition and diet policies.
- (2) That the Academy immediately secure a full-time military or civilian dietician for the Cadet Mess.
- (3) That the Department of the Army continue to support research of obesity in cadets being conducted by the Lettermen Army Institute of Research.
- (4) That the Academy continue to develop further programs for obesity-prone cadets predicated upon the analysis of the results of the research.

9. DISCUSSION SUMMARY OF MAJOR BOARD CONSIDERATIONS:

a. Honor Education and Honor Committee Procedures. Major Terry, Special Assistant to the Commandant for Honor Matters, briefed the Board during the August visit on the modifications made in Honor Education and the changes in procedures to process alleged honor offenses.

The education process is essentially continuous after beginning with the basic instruction to the incoming fourth class. The new cadets receive ten classes in the summer to prepare them for entrance to the

Corps in the fall. For the Class of 1983, the emphasis was placed on the positive aspects of the Honor Code. Cadets were enjoined to be truthful, fair, and have respect for others' property as opposed to the more negative approach of, a cadet does not lie, cheat, or steal. The honor instruction stresses the spirit of the code and that the written code is a minimum standard. The purpose is to discourage a system of compliance to a list of "dos and don'ts," but rather to live the example and adhere to the highest standards of the spirit of the Honor Code.

The instruction to the third class at Camp Buckner continues to stress the positive aspects while introducing to a greater degree the role of honor throughout the Army. Small groups permit active dialogue on the difficulties of living honorably and setting the highest standard in various duty assignments.

The honor procedures were modified significantly due to concerns with the old procedures. These concerns included the time involved to process a case to final disposition, the proper role of lawyers, and the heavy administrative burden. The new procedures, contained in USCC Regs 15-1, were adopted on July 1, 1979 and have resolved some of the previously mentioned problems. The major changes include a new non-adversarial hearing with one lawyer acting as hearing officer, and elimination of the old sub-committee hearing, while protecting the due process rights of the cadets involved.

The Board continues to be concerned about cadet commitment to the Honor Code and System and the procedures used to process cases of alleged violations. In this regard the members asked to receive a report on the impact of recent procedure changes and an assessment of the state of health of the Honor System.

b. Fourth Class System. The members of the Board were briefed on the changes to the Fourth Class System during the August visit, and then had an opportunity to discuss these changes with the Commandant of Cadets, the Commander of Cadet Basic Training (CBT), and the cadet leaders.

The major modification to the system is in its overall thrust. The relationship between the "plebe" and upperclass should be based on trust, not on fear. This senior/subordinate relationship must be based on mutual respect for the other person and a desire to develop as cadets. The new system stresses high standards coupled with concern for subordinates. Efforts continue to eliminate abusive and negative leadership while emphasizing developmental leadership in the Fourth Class System and Cadet Basic Training.

The academic year will see changes in company and mess hall behavior standards that should be beneficial to both the fourth class and the upperclass. The major thrust here is to provide a transition from new cadet to third class year. For the upper classes the new system presents new challenges in developing proper leadership techniques.

While it is too early to assess the impact of the changes, the Board supports the general concept and direction of change.

c. Academic Curriculum. The Academy has developed a new academic program designed to fulfill its educational responsibilities. This new program, developed by a faculty curriculum committee appointed by the Superintendent and coordinated with the academic departments, was designed to contain a broad core curriculum consisting of approximately three-fourths of the total curriculum; to reduce fragmentation of cadets' study time; to provide cadets with greater opportunities to tailor their academic programs in areas of interest to them; and to foster a dedication to intellectual development by faculty and cadets alike. The new curriculum contains 40 courses; 30 core courses and 10 electives. The focus of the curriculum is on long-term intellectual development, on providing, as General Goodpaster has stated, "a sound foundation for a variety of responsibilities encountered in an Army career." The new core curriculum provides the technical and nontechnical preparation required of an officer during a full career of service.

Core Courses. A strong mathematics-science-engineering sequence, which affords cadets the opportunity to learn the experimental and analytical technique of these disciplines is complemented by a strong sequence in the social sciences and also one in the humanities--courses aimed at developing an awareness of the government, culture and society in which the graduates will live and serve.

Areas of Concentration. The elective courses in the curriculum have been grouped into four areas of concentration. There are some 29 elective sequences which build upon the core curriculum, lead cadets to a fourth-year college level of education, provide "unifying themes" within the curriculum, and provide some element of choice within each sequence. The structured sequence of eight electives stops short of a major, and cadets may select their remaining two electives from the entire range of elective offerings.

Military Science Instruction. The program of military instruction was revised to provide cadets with a broader military background. During Fourth Class Year the course in Military Heritage and Standards of Professional Behavior covers two related areas. First is an examination of the history of the U. S. Army with discussions about standards of professional behavior. This is followed by a course in small unit tactics stressing basic map reading skills and fundamentals of leading small units in combat operations. These two subjects prepare Fourth Classmen for their summer training at Camp Buckner at the outset of Third Class Year.

The Third Class studies larger combat units in the Combined Arms Operations course. This course, as well as the course in Terrain Analysis, builds upon the earlier instruction and further prepares cadets for various duty assignments throughout the Army the following summer. During their Second Class Year, cadets will begin learning about the integrated Army in the course on Army Systems Management, which begins with the functions and organization of the Department of the Army and the major commands of the Army. It also covers management of personnel, equipment and training with Army Units. In further preparation for their commissioning in the Army, First Classmen undergo an orientation on the branches/specialties and services of the Army.

Physical Education. The Department of Physical Education continues to provide cadets with a comprehensive four-year physical education program. Beginning in the Fourth Class Year, male cadets have four different blocks of instruction: gymnastics, swimming, boxing, and personal conditioning. The wrestling block has been moved to Third Class Year to better distribute the physically fatiguing courses. The women also have gymnastics and swimming but they have instruction in self-defense in place of boxing. During the remaining three years the cadets will receive instruction in wrestling and coeducational unarmed combat (women will receive Self-Defense II in lieu of wrestling), and then select seven other blocks of instruction in a variety of individual skill and team sports, including carry-over sports such as volleyball, tennis, golf, racquetball, and handball.

Faculty. In general the Academy's faculty is a teaching faculty, a faculty which has not only youth but also experience, enthusiasm and academic credentials. Because these military faculty members bear important responsibilities, the Academy is very selective in choosing them. Military officers with top-flight military records are carefully selected to attend outstanding graduate schools throughout the country. Upon reporting to West Point they generally serve as instructors and assistant professors in their designated departments. The two years spent in graduate school prior to assuming their teaching duties helps to keep the Academy in touch with the latest developments in course content and teaching methodologies at the nation's leading universities.

In addition to the important faculty task of teaching cadets a body of knowledge which provides the foundation for their continued intellectual development throughout a career of military service, the members of the Academy's faculty also serve as role models, representing what cadets should aspire to be. There are approximately 580 military officers and 10 enlisted personnel on the teaching faculty. About 10 percent of the current military faculty is tenurial. The remaining 90 percent is non-tenured. The tenured faculty includes the authorized 21 statutory professors who serve as department heads and deputies, three designated professors, and 37 permanent associate professors.

The visiting professor program is well underway and there are currently 14 serving at West Point. They are carefully selected from other universities and have already provided a valuable contribution to the USMA faculty. In addition guest lecturers, generally professors from other institutions, are used in a variety of courses to provide the desired academic viewpoint. Approximately 70 guest lecturers will appear during this academic year.

The role of consultants is continuing at the Military Academy. Such consultants serve with the faculty selection committees, as participants in various workshops at the Academy, and as consultants to some of the academic departments themselves.

Supporting Academic Facilities. Complementing the Academy's curriculum and faculty are a variety of facilities that enhance cadets' intellectual development. The latest audiovisual techniques, computer technology, and library resources are available for cadet classroom and laboratory work and individual studies.

Accreditation. The Military Academy is preparing for its accreditation review by the Middle States Association of Colleges and Schools in March of 1980. The last review was conducted in 1969.

Summary. The educational experience at West Point has served Academy graduates well. As graduate students, Academy graduates have proven to be substantially above the average. Seventy percent of the graduates who stay in the Army participate in graduate study at many of the country's finest universities.

The ingredients of the West Point academic program--the curriculum, the faculty and the supporting academic facilities--are all designed to provide cadets with an educational experience that encourages academic excellence. The cadets' educational experience, furthermore, is reinforced throughout the calendar year by other related activities. This education not only provides for cadets' introduction into an Army that has been revolutionized by science and technology but, more importantly, it provides for their continued educational growth in other areas throughout an extensive career of service to their country.

Members of the Board were generally impressed with the detailed planning, concurrent counseling efforts, and implementation of the new curriculum to date. The Board has some concern about the impact of the new curriculum on the cadet daily schedule and cadet time requirements. Members asked for an analysis of this impact and asked to be kept informed of the accreditation review. Additionally they asked for an evaluation of the Academy's civilianization efforts to date.

d. Women at West Point. With the admission of 131 women with the Class of 1983, the United States Military Academy now has women in each of its four classes. There are a total of 326 women in the Corps of Cadets and 3873 men.

The academic qualifications of women selected for admissions are similar to those of the men. Women cadets admitted to the Classes of 1980 through 1983 scored, on the average, slightly higher than the men on the verbal portion of the Scholastic Aptitude Test and slightly lower on the mathematics portion. The average Whole Candidate Score (a combination of academic performance and potential, physical aptitude and leadership potential) has also been similar for men and women selected for admission.

Women cadets are assigned to all 36 companies in the Corps of Cadets. They are billeted in pairs and triads within their companies, and they participate with male cadets in all company activities. Women currently hold key leadership positions throughout the Cadet Chain of Command ranging from brigade executive officer to squad leader.

Except for adjustments necessitated by physiological differences, women experience the same training as men. In physical education, men and women participate in a common program of instruction with the exception that women take two courses in self-defense in lieu of boxing and wrestling. The core courses for Fourth Class cadets in swimming and gymnastics are coeducational, as are the elective courses for upperclass cadets; however, the women's performance is not measured against the men's for grading purposes, but against their own standards.

Academically, men and women cadets take exactly the same program and do equally well. There are no significant differences between men and women in overall grade average, percentage on the Dean's List, or percentage declared deficient. Overall, women cadets do better in Humanities, Social Sciences and Behavioral Sciences, while men do slightly better in Mathematics, Engineering, Physics and Military Science.

Women apply for admission for the same reasons as men: to get a good education, to become officers and to finance their education. The majority of women who resign also give the same reasons as the men: dislike of discipline and regimentation, lack of privacy, and belief that civilian schools offer more attractive life styles and career opportunities. The cadet attrition rates are as follows:

	<u>Men</u>	<u>Women</u>
Class of 1980	1419/866 - 38.9%	119/62 - 47.9%
1981	1404/954 - 32 %	105/66 - 37 %
1982	1301/949 - 27 %	127/92 - 27 %
1983	1288/1104 - 14 %	131/106 - 19 %

In the summer training programs, the women undergo the same training as the men unless physiological differences dictate adjustments. With women in all four classes now, every summer training program has women involved except Ranger School where their attendance is precluded by Army Regulations. In every training activity their performance compares favorably to the men's although tasks involving running speed and upper body strength are more difficult.

The Project Athena III report, prepared by the Department of Behavioral Science and Leadership was published in early October and provides significant detail on the integration of women at West Point.

A formal plan for the successful integration of men and women at the Military Academy has been developed and is being implemented. The Academy continues its human relations training designed to engender an understanding of, and a commitment to, the integration of women. At a senior management conference in April 1979 specific goals and operational objectives were designed to facilitate the integrated services of men and women.

The Board concluded from its observations of summer training and briefings concerning the academic-year programs that the Academy efforts to integrate women cadets have been commendable. Of special note was the Board's encouragement to the Director of Admissions to continue aggressive efforts to encourage minorities and women to seek admission.

While members of the Board noted that there has been significant progress since the integration of women in 1976, the members share the Academy's concern regarding remaining negative attitudes toward acceptance of women. There was also some concern about the degree of availability of specialty assignments for women cadets and the viability of successful career progressions. In this regard the Board asked that Department of the Army brief the Board in 1980.

e. Cadet Time. Colonel Schilling, Professor and Head of the Department of Engineering and Chairman of the Concept Analysis Working Group, presented a short briefing on the work of his group. The Military Academy has identified four major components in the development of the cadet, these being intellectual, military, moral-ethical, and physical, sometimes referred to as the "Four Pillars." The relationship among these four concepts is the primary focus of this working group. It is recognized that the relationship is complex and any action taken on one component will impact on the other three. What has not been known to the leadership of the Academy is the breadth and depth of the impact created by various changes.

The goal of the Working Group is to place relative weights or value judgments on the various elements of each component and then use a systems approach to provide timely information concerning the total impact of decisions affecting the "Four Pillars." This is obviously a very difficult undertaking and will require considerable refinement before implementation. Even at this stage, however, it has increased the administration's awareness of the complex relationship of every decision.

One critical element needed by Colonel Schilling's group is data on how cadets use the time they have and, equally important, their perceptions about the use of their time. LTC Bacon, the Director of Institutional Research, working for Colonel Hoff's Cadet Life Committee, presented a briefing on the studies, both completed and underway, to provide data on Cadet Time.

As everyone at West Point is aware, the cadet's day is filled from early morning until late at night. There are a multitude of demands, and obviously the total time available in a week will not be changing. The first major question to be resolved is, "Does the cadet have the time to meet all of the demands placed on him or her?" The second is, "Can we identify time demands placed on the cadets that do not contribute to the total four-year development?" and third, "Is there a relationship between the demands we place on cadets and cadet attitudes toward the institution or groups within the institution?"

Time surveys are now underway. In Phase One scheduled and unscheduled time demands placed on cadets will be identified. In Phase Two a

detailed survey on the time actually spent on various activities by a sample of cadets will be conducted. Surveys already concluded have provided information on the cadet's priorities for various activities. Academy officials are also evaluating a time study conducted at the Naval Academy.

In summation, the studies are laying a valid statistical base to be applied in a study of integrating the activities under each of the main concepts. The complex issue of time management will require additional study although the Academy has confidence that steady progress is being made.

Members of the Board share the concern of the West Point community regarding competition for cadet time and look forward to being informed of the outcomes of the studies by the Cadet Life Committee and the Concept Analysis Working Group.

f. Summer Military Training. In August the Board was able to observe firsthand the operation of Cadet Basic Training and Cadet Field Training. Sufficient time was available to permit close observation of the vigorous training and to talk with many cadets about their perceptions. It was an excellent opportunity for a candid dialogue with the cadets and members of the staff and faculty.

Cadet Basic Training (CBT) for the Class of 1983 was shorter than in previous years due to the shift in the academic year schedule. This six and one-half week CBT will be the normal length for the foreseeable future. The modifications to the program of instruction from previous years were minimal and the important tasks of CBT are still being accomplished. These tasks include preparing the new cadet for entrance to the Corps of Cadets with: Classes in drill, honor, and traditions; training in the required soldier skills to enable steady progress in Military Science classes and the training in following years; issue of uniforms and equipment; and completion of a vigorous physical training program. The modifications to CBT have been skillfully planned and executed.

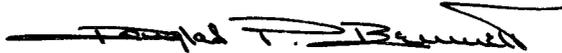
Cadet Field Training for the Class of 1982 at Camp Buckner was somewhat shorter than last year, but the training was essentially the same as in the past. The focus on training in a broad spectrum of combat arms activities is an important feature of this training. Although the basic skills in each block of training are stressed, the exposure to the different branches/specialties is needed to enable the cadet to make an intelligent specialty selection prior to graduation.

The training support provided by the contingent of the 82nd Airborne Division and the 10th Special Forces was an outstanding feature of the summer training. These highly trained professionals set an ideal example of soldierly competence for the cadet.

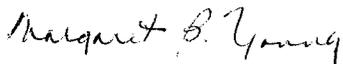
At several training sites visited by the Board, the presence of officers from the academic departments was noted. This cross utilization in the summer provides an obvious efficiency in obtaining qualified military trainers, but more importantly, it provides an ideal role model for the cadet.

The Board took special note of the many innovative refinements in military training over the past few years. Members share the Academy's concern about some negative attitudes toward women. Recent unfavorable media publicity concerning summer training also highlighted a need for greater sensitivity to these attitudes and a need to strengthen the role and control of the officer cadre and cadet chain of command.

1979 USMA BOARD OF VISITORS



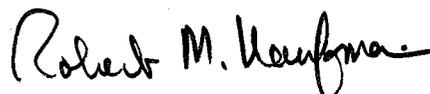
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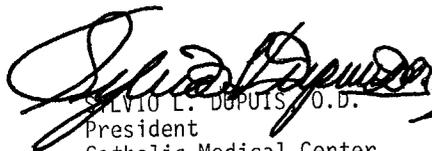
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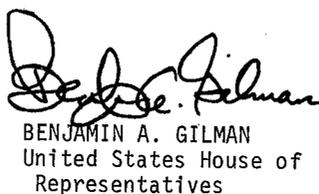
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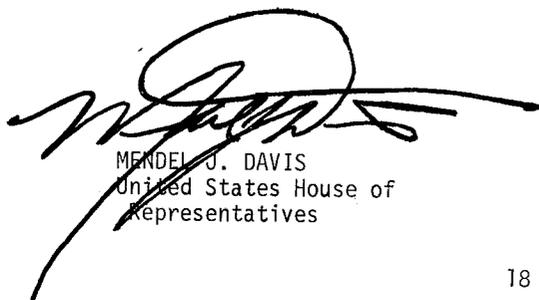
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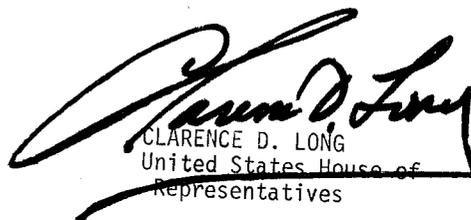
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United States House of
Representatives



JOHN M. MURPHY
United States House of
Representatives



MENDEL J. DAVIS
United States House of
Representatives



CLARENCE D. LONG
United States House of
Representatives

MATERIAL FURNISHED TO THE BOARD OF VISITORS PRIOR TO 1979 SESSIONS

Regulations for the United States Military Academy
1978 Board of Visitors Report
Reports on Status of Recommendations for 1977 and 1978
Current USMA Catalogue
Honor Pamphlet, The Honor Code and Honor System June 1979
Buckner Training Schedule
Cadet Basic Training Schedule
Academic Program AY 1979-1980 ("Red Book")
Record of the USMA Conference on the State of the Academy,
Camp Buckner, September 7-8, 1979
Staff Directory - USMA
1979 Fall Sports Schedules
USCC Regulation 600-1 (Regulations for the United States
Corps of Cadets)
Superintendent's Annual Report
Project Athena III
News Release - Camp Buckner Incidents
United States Naval Academy 1978 Board of Visitors Report
Physical Education Syllabus

APPENDIX 1

April 12, 1979

AGENDA
1979 USMA BOARD OF VISITORS
Spring Visit
April 12-14, 1979

Thursday, April 12

1630-1800 Arrival of Board Members
1800-2100 Cocktails and Dinner - Hotel Thayer
2100-2300 Organizational Meeting - Hotel Thayer

Friday, April 13

0700-0800 Breakfast - Hotel Thayer
0830 Introductory Remarks by Chairman, BOV, and Superintendent -
 Superintendent's Conference Room (SCR)
0915 Commandant's Review (Actions in the Honor Area, Women Cadet
 Leadership Experiences) - SCR
1015 Break
1050 View PE Classes
1200 Move to Front Steps, Washington Hall
1220 Lunch - Cadet Mess Hall
1310 Attend Classes
1530 Meet with Junior Faculty - SCR
1630 Board Discussions - Hotel Thayer
1830 Cocktails and Dinner - West Point Army Mess

Saturday, April 14

0700-0800 Breakfast - Hotel Thayer
0800 Director of Facilities Engineer Review of Capital
 Improvements - Hotel Thayer

APPENDIX 2

Saturday, April 14 (cont.)

- 0900 Meet w/Cadets and/or Tactical Officers - Commandant's
Conference Room (CCR)
- 1000 Public Affairs Office Review - CCR
- 1100 Admissions Briefing - CCR
- 1200 Individual Departure of Members

August 6, 1979

AGENDA
1979 USMA BOARD OF VISITORS
Summer Visit
August 6-8, 1979

Monday, August 6

1700 Arrival of Board Members
1830-1900 Cocktails - Highlands Room, Hotel Thayer
1900-2030 Dinner - " " " "
2030-2230 Organizational Meeting - Crest Room Terrace, Hotel Thayer

Tuesday, August 7

0700-0745 Breakfast - Crest Room Terrace, Hotel Thayer
0800-0815 Enroute to Camp Buckner
0815-0845 Cadet Field Training (CFT) Briefing - Barth Hall,
Camp Buckner
0845-0900 Enroute to Range 2
0900-1000 Observe Field Artillery - Firing and RSOP (CFT)
1000-1015 Enroute to Area W
1015-1030 Break
1030-1150 Observe Engineer Training - Area W (CFT)
1150-1200 Return to Camp Buckner - Barth Hall
1210-1300 Lunch - Okinawa Hall, Camp Buckner
1300-1315 Tour of Cadet Barracks - Camp Buckner
1315-1330 Enroute to West Point
1330-1345 Overview of Honor Instruction by MAJ Terry - Room 150,
Thayer Hall
1345-1430 Observe Cadet Basic Training (CBT) Honor Class -
South Auditorium, Thayer Hall

APPENDIX 3

Tuesday, August 7 (cont.)

1440-1615 Board Discussions on Cadet Field Training and Cadet
Basic Training - Rm 150, Thayer Hall

1615-1700 Observe Mass Athletics - Gymnasium (CBT)

1700-1710 Enroute to Hotel Thayer

1830-2100 Cocktails and Dinner - Ferry Boat, South Dock

2100-2110 Enroute to Cadet Barracks

2110-2200 Visit Cadet Barracks (CBT)

Wednesday, August 8

0700-0800 Breakfast - Crest Room Terrace, Hotel Thayer

0800-0815 Enroute to Camp Buckner

0815-0845 Observe RECONDO training - White Oak Island (CFT)

0845-0900 Observe Instructor Training - Parade Field,
Camp Buckner (CFT)

0900-0910 Visit Confidence Obstacle Course (CFT)

0915-0925 Enroute to Area T

0925-1010 Observe Infantry Defensive Training (CFT)

1010-1025 Enroute to Barth Hall

1025-1030 Break - Barth Hall

1030-1050 Observe Honor Instruction - Chapel Point (CFT)

1050-1110 DCA Briefing - Barth Hall (CFT)

1110-1215 Meeting with CFT Tactical Officers and Cadets - Barth Hall

1215-1230 Enroute to West Point

1245-1255 Observe CBT Lunch Formation (CBT)

1255-1330 Lunch at Cadet Mess

SUPERINTENDENT'S REPORT TO THE BOARD OF VISITORS
SEPTEMBER 28, 1979

Well, it is a pleasure to welcome the Board here. I know that you are in the midst of preparing your annual report to the President and during this visit we hope to help you focus on your final conclusions and recommendations for that report. Your itinerary, as always, is a busy one, and you will be receiving reports and briefings from many people here at West Point.

Before I turn the briefing over to General Smith for his review of our academic program, I would like to give my assessment of the overall health and state of the Academy.

At the first meeting with the Board that I had in September of 1977, I described my perception of the role of the Superintendent of the Academy as one that would combine both stewardship and leadership. First to safeguard and to strengthen the institution, particularly the great values that are embodied here and second, to identify the main avenues along which to direct efforts to strengthen the Military Academy.

In the two plus years that I have been here, I think that considerable progress has been made by the Academy in that regard. The cheating incident is now, for the most part, behind us, and we can also add that the reports of the Borman Commission and the West Point Study Group have accomplished their very useful purposes in very large degree.

What we have seen over the past few years is a whole range of actions, many of which had their roots in years preceding. I think we should take note first and foremost of the adherence to our fundamental principles and objectives: academic, military, physical, and moral-ethical. In my view, one of the crucial moments in the whole process of self review was the time when it was possible to conclude that nothing had occurred, and none of the studies that had been made suggested, that we needed to make fundamental changes in the objectives of the institution. That meant to me that the pattern of change would be a pattern of refinement and realignment in detail, but not radical change which would alter the nature and the direction of the Academy.

We have designed and adopted a new curriculum and we are well into it, and that in an institution which is built around an academic program has to be regarded as a great achievement.

I want to give credit to all who participated in that effort, which was a very difficult one, and to the wisdom and largeness of view of the Academic Board in particular in their consideration of that curriculum, which was adopted without the trauma and discord that has characterized curricular changes in other institutions. I think the dedication to the well-being of West Point and its service to the Army and nation was manifest in the action of the academic leadership here at the Academy.

We have a new grading system, and by all reports and indications it is serving us well in the pedagogical field. We have done a lot of work on scheduling. I think we have refined our schedules to a considerable degree, but I would venture that we have not achieved as yet perfection in scheduling, and also that it is not likely that we ever will. This is an area that will continue to receive close attention.

There has been advancement in the upgrading of the role of Tactical Officer, and I have felt from the outset that this had to be one of the most important goals here at the Academy. I think we are enriching the role of the Tactical Officer. We are achieving dynamic change in the nature of the relationship between the Tactical Officer and the cadets, making that a much more constructive and contributive relationship. Much that is positive has been achieved in that regard, and that process goes on.

We are well along now in the assimilation of women, and I think that the Academy can take great credit for the anticipatory and preparatory work that was done. I can say that because it was done before I got here, but I have felt a great debt of gratitude for the caliber of that work as well as the careful and wise direction that has been given at all levels in this historic change at the Academy. There, too, I think we must not delude ourselves in thinking that we have seen or solved all the problems--far from it. We will continue to be tried and tested in that area in future months and years. Let me just say that I am quite confident that we can, indeed, achieve an exemplary role in the integration of the services of men and women here at this Academy.

We have made progress in the definition and formation of the ethical program and its related course of studies. I think that it is developing very well--it is being developed very carefully and is bringing real strength to the Academy and to its forthcoming graduates, a strength on which they will be able to draw throughout their careers of service to our country.

Referring specifically to the area of physical development, where our past programs have been exemplary and, indeed, unsurpassed, I think that even there we continue to make progress through careful study, through bringing in the latest techniques of scientific analysis, and through revising our program to take account of the results of that work. We have made especially careful surveys of those particular areas in which the program inherently involves a significant degree of risk and danger to the individual cadets, both men and women.

In athletics, although the picture has not everywhere been one of joy, I would say that the overall trend has been one of remarkable strengthening, stiffening, and progress. In the area of strengthening athletic management, the past couple of years have really shown, in my

view, tremendous progress in putting our athletic program on a sound and businesslike basis. With the hope of a better football program this fall, we will round out a pattern of excellence which already exists in other sports. The athletic program provides a very important and proper part of the goals that ought to be before all of our cadets, and forms a major portion of the picture that West Point ought to, and I think does, present across our country.

The project that we designate here as "Initiative Teamwork" is well into pay dirt, and I believe we have found ways of working toward an improved set of Academy relationships. You know of my concern over the development of what we call the "We/They syndrome," the tendency toward an adversarial rather than a cooperative relationship--between the cadets and the institution in particular. We've come to understand a great deal more about the factors that underlie those relationship between the cadets and the institution, and also between cadets at different levels of authority and between different elements of the institution, such as the Tactical and the Academic Departments.

The accent is clearly on the constructive and the mutually beneficial. Work continues this year with the central theme of doing one's duty. We are giving close attention to the development of a sense of responsibility and of the ability to make responsible decisions on the part of our cadets. We are also studying the whole matter of cadet social development and the maturing process. Here again we do not delude ourselves that we have reached all the answers.

For example, our ability to eliminate those cadets who can't or won't measure up is of continuing concern, and that, in a way, limits the degree that we can move toward placing responsibility for individual decision in the hands of cadets. It is a very important issue to which we continue to give close attention.

In the whole area of improved management relating to Academy funds and property and operations--business type operations, administrative type operations--long strides have been made, and here I pay particular credit to our Deputy Superintendent, General Bagnal. Work is still in progress, and more, of course, is still to be done, but I for one have a great deal of confidence that we have looked into every corner, every aspect of the Academy; that was the charge I gave General Bagnal when he came to join us here. We have examined the whole range of activities and have introduced systems and methods that can give each of us in our respective areas confidence as to the probity and the efficiency of our operations.

In commercial and industrial type activities we have made a start on a program which I think will continue to transfer those activities to contract rather than having them conducted by a government force. This is a very sensitive area; it is an area where we must proceed with every

great care and with consideration for the loyal and able labor force that has so well served the Academy over many, many years. We have done all of this in a framework of strengthened governance at the Academy. Rules have been delineated, and we have governance structures that are serving us effectively across the whole range of our responsibilities.

We went through a very demanding period where changes of many kinds had first to be evaluated and then formulated in detail in ways that would indeed serve the Academy according to the views of those best qualified through experience and through responsibility to judge those changes. As the older members of the Board of Visitors know, that was a very, very busy period. And all of us who were here and participated know too that it was indeed a very busy period.

But, let me also make note of some non-changes--the things that did not occur. In addition to reinforcing our basic principles and objectives, we have reinforced high standards of morals, ethics and conduct and this, too, is a matter, in my view, of very great importance at a time when elsewhere in our country the same cannot be said. There has been a deterioration in morals and ethics and conduct, and in the sense of service and sacrifice across the country. There have been pressures, as all of us well know, to conform to that trend here. It has not been easy in the past, it is not easy now, and it will not be easy in the future for us to try to maintain a higher standard of morality and ethics and conduct here than is seen across the country.

This result involves stress in many areas, not the least of which is the legal area where we are challenged from time to time--where we are attempting to maintain requirements that go beyond the evolving norms of our country. This to me is a very important issue, a very key issue for the leaders to whom the care of West Point has been entrusted. We have to ask ourselves constantly what is desirable in terms of our responsibilities to the Army and to the nation and beyond that, what we can make feasible.

Another place where there has been no change, in my view, is in the continuing high caliber of staff and faculty and of our incoming cadets. The trends here are, in fact, positive. That caliber has held up and, indeed, there may be improvement as we look back over the years. There exists here at the Academy a wealth of talent and dedication that can be applied to our common task.

Beyond what has been accomplished, there are inevitably some concerns that we have to recognize as we look to the future. We have our doubts and we share some of the concerns that you have expressed during past Board meetings. These concerns include the continuing viability of our Honor Code and System; the level of cadet attrition to include the question of what is an acceptable attrition rate and what should we do about it; the matter of cadet time and how it should be managed, including

the responsibilities of the institution and the responsibility of the individual cadet for managing his or her time; the Fourth Class System and how best to employ proper leadership techniques in developing our young men and women from the time of their arrival; and our ability to continue to attract quality candidates, especially minorities and women.

I would like to discuss briefly, an exercise that we held here in early September. We assembled the top officer leadership of the Academy and their wives, about 90 people in all, for a conference to discuss some of the issues confronting the Academy. Early in the two-day session, the group broke into a number of small sub-groups to identify and list their concerns, and after a process of consultation, some thirty concerns were developed, of which ten were then discussed in greater detail. Although no solutions were expected or could be expected in such a short period, I believe that the exercise proved its usefulness in evaluating ourselves and in plotting our course for the future, in particular in identifying the things to which we should address our attention.

I believe we have directed every action at West Point, and I think I can speak for the whole West Point community, within the context of a common conviction that the role of this institution is, remains, and will remain of tremendous importance to our country. When you reflect for a moment on the attitude of the people across our country toward West Point, you realize that West Point symbolizes something very special to them: it symbolizes what our people regard as the very finest values in our American tradition.

West Point has earned that position through its past performance, and has won the respect and affection of our people. I think we earn it today, and there is no doubt here that it is worth our constant effort to continue earning it. I am confident that we will. This place epitomizes a degree of excellence in the academic, the military, the physical and the moral-ethical fields of which our people are very proud, and rightly so. I think everyone here at West Point shares with me the daily lift to the spirit that comes from just being able to be a part of it.

Now, that concludes my evaluation of our present health and some of our shared concerns. I would be remiss if I didn't mention one additional item, however, a specific item.

Since the last report to the Board of Visitors on the process of the NCAA investigation of the charges made by our former football coach, the Academy had been visited by two NCAA investigators. The investigator responsible for our case interviewed a number of officers and civilian coaches and cadets, and this was to be the finish of the field portion

of the investigation. Subsequently we have learned that this investigator is no longer with the NCAA, and our case has not yet been assigned to another individual. We have since then provided to the NCAA some additional material that they requested or which came to our attention; letters from the former coach and a letter on our use of civilian preparatory schools. We have at this time no reliable forecast as to when the NCAA will conclude its investigation or when the Academy will learn the results and have an opportunity to comment on the findings, if that is appropriate.

Given the NCAA administrative procedures, it seems unlikely that anything will become public prior to the first of the year, but I'm sure you recall it has been my commitment that as soon as we are in a position to do so under the NCAA procedures, we will lay out publicly the full results of our investigation and, to the extent available to us, theirs as well.



BOARD OF VISITORS
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

May 9, 1979

LETTER OF APPOINTMENT:

Under the provisions of paragraph 1.04 of the Rules of the Board of Visitors, the following members are appointed as the Executive Committee of the 1979 United States Military Academy Board of Visitors.

MR. DOUGLAS P. BENNETT, Chairman
MR. HARRY BAXTER, Vice Chairman, ex officio
SENATOR J. JAMES EXON, Member
REPRESENTATIVE BENJAMIN A. GILMAN, Member
REPRESENTATIVE JOHN M. MURPHY, Member
MR. ROBERT M. KAUFMAN, Member
MRS. WHITNEY YOUNG, Member

The members of the Executive Committee shall serve for a period commencing with their appointment until their reappointment or the appointment of their successors at next year's organizational meeting. The Committee shall serve an oversight function as considered appropriate and necessary and shall report to the Board of Visitors at each meeting with its findings and recommendations. Its recommendations shall be taken up by the Board as agenda items.

A handwritten signature in black ink, appearing to read "Douglas P. Bennett".

DOUGLAS P. BENNETT
Chairman, 1979 USMA
Board of Visitors

APPENDIX 5

September 27, 1979

Saturday, September 29

0715-0815 Breakfast - Hotel Thayer, Highlands Room

0845-0930 Briefing on Active Duty Commissioned Service (Commandant) -
Commandant's Conference Room

0930-0945 Coffee Break

0945-1045 Briefing on Cadet Attrition (Commandant and Cadet Quality
Development and Commitment Committee) - Commandant's
Conference Room

1045-1110 Visit Academic Classes

1140 Parade

1210 Cocktails - Superintendent's Quarters

1245 Lunch - Cadet Mess

1400 Football Game - North Carolina vs. Army

1700 Depart Hotel Thayer



BOARD OF VISITORS
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

April 13, 1979

Mr. Walter Byers
Executive Director
National Collegiate Athletic Association
P. O. Box 1906
Shawnee Mission, Kansas 66222

Dear Mr. Byers:

The United States Military Academy Board of Visitors is appointed by the President of the United States to oversee the operation of the Military Academy. The Board of Visitors through its executive committee has been consulted by the Academy during the investigation of the allegations made by the former football coach. The briefings have been comprehensive and have included the approach to the investigation and the methodology with which the Investigating Officer determined the facts on each allegation.

The Board of Visitors is convinced that the methodology followed is sound and that the Academy has conducted a thorough, factual and exhaustive investigation of the allegations. We believe that the attitude of the Academy officials is very positive and the actions taken by the Superintendent in the spring of 1978 and those since are appropriate and adequate to preclude such allegations in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas P. Bennett".

DOUGLAS P. BENNETT
Chairman, 1979 United States
Military Academy Board of Visitors

Cf: Supt, USMA

APPENDIX 7



BOARD OF VISITORS
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

November 21, 1979

The President
The White House
Washington, DC 20500

Dear Mr. President:

The annual meeting of the Board of Visitors to the United States Military Academy as required by 10 U.S.C. 4355 was conducted at West Point on September 27-29, 1979. At the completion of the meeting we began preparation of the required annual report for submission to you. However, while the report was being developed a number of the Board members deemed it desirable to convene an Executive Committee session at West Point, November 19, 1979, to inquire into recent developments at the Academy as well as certain matters of interest not covered in earlier meetings. Without this Executive Committee meeting it was our judgment that we would be unable to discharge satisfactorily our advisory responsibilities to you. It is our intent to provide all Board members with the details of the Executive Committee session and incorporate a summary into the annual report. I respectfully request your approval for submission of the annual report within 30 days of the November 19, 1979 meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas P. Bennett", written over a horizontal line.

DOUGLAS P. BENNETT
Chairman
United States Military Academy
Board of Visitors

APPENDIX 8



BOARD OF VISITORS
UNITED STATES MILITARY ACADEMY
WEST POINT NEW YORK 10996

November 30, 1979

MEMBERS OF THE USMA BOARD OF VISITORS (BOV)

Dear Member:

A number of the Board members recently expressed interest in convening an Executive Committee session to review events surrounding recent unfavorable media publicity concerning incidents at the Military Academy. Without this further meeting, it was my judgment that we would be unable to discharge satisfactorily our advisory responsibilities. Members of the Executive Committee were notified of the meeting which was held at West Point on November 19, 1979. All other BOV members were notified that they could attend if they so desired or were invited to send a representative. The meeting proved quite informative and profitable for the BOV and Academy officials.

I have attached for all members an information copy of the Executive Secretary's summary of the session. For those of you who could not attend the meeting, LTC Henninger (914-938-2785) is prepared to answer any questions. It is my intent to include this correspondence with inclosures in our Annual Report to the President. Additionally, I have asked the Superintendent to brief the Board at a future meeting on the results of the actions directed to the Commandant. Also at a future meeting, the Executive Secretary will propose some procedures for notifying the Board of issues volatile for unfavorable publicity.

A copy of the Annual Report for your comment and approval should be in the mail by the end of next week. I want to extend my sincere appreciation for all of the fine support that I have received while serving as your Chairman. I am deeply grateful to have had this opportunity to serve our Nation's Military Academy.

Sincerely,

DOUGLAS P. BENNETT
Chairman
United States Military Academy
Board of Visitors

1 Incl
As stated

cf: Lt. Gen. Goodpaster

APPENDIX 9

EXECUTIVE COMMITTEE MEETING
1979 USMA BOARD OF VISITORS (BOV)
November 19, 1979

1. The meeting was convened by the Chairman, Mr. Bennett, at 1030 hours, November 19, 1979, in the Commandant's Conference Room, West Point, N.Y. Members of the Executive Committee present were: Messrs. Bennett, Kaufman, Baxter, Mrs. Young and Congressman Gilman. Other BOV members present were Congressman Conte and Mr. Killeen. Ms. Marcie Adler, Mr. Gregg Pallas, Mr. Chinch Wollerton, Mr. "Red" Evans, and Mr. Tim Kernan, staff members from the offices of Senator Dole, Senator Exon, Congressman Conte, Congressman Davis, and Congressman Long respectively, were present during this session. LTC Norman and Major Eggers represented the Department of the Army at the invitation of the Board. The Executive Secretary was present.
2. The Chairman reported that a number of the Board members expressed interest in convening an Executive Committee session at West Point to explore matters of interest not covered in earlier meetings. Members were especially interested in receiving information on events surrounding recent unfavorable media publicity and discussing methods of keeping the BOV informed on sensitive issues that had the potential to receive national publicity. Mr. Bennett asked that the members look at events prospectively in order that the USMA and the BOV would derive maximum benefit from the meeting.
3. The Superintendent recognized Congressman Silvio Conte's appointment to the Board and extended a welcome from the West Point community during his first visit as a member.
4. Some BOV members present expressed concern that all members of the Board were not consulted or informed prior to the media publicity on the Camp Buckner incidents. Congressman Gilman was particularly concerned over not receiving advance notice since West Point is in his Congressional district. The Superintendent indicated that unfavorable incidents may occur from time to time and that the Academy had no reservations about keeping the BOV informed. He asked that the Board members clarify their expectations and methods of dealing with sensitive issues. The Chairman and the Executive Secretary will develop notification procedures for the Board's future consideration. BOV members were provided by mail on November 12, 1979 a copy of the USMA news release concerning the incidents (Incl 1).
5. Academy officials briefed on events surrounding the Camp Buckner incidents and possible implications. The investigations revealed:
 - a. No indication/intent to threaten or frighten, nor racial conspiracy involved in Klan costume affair. Cadets considered it a matter of horseplay.

INCL 1

b. Some indication of sexist or anti-female behavior throughout the summer.

c. Two cadets did resign after summer training. One of the cadets stated that peer-pressure tactics and anti-female remarks had been, in part, responsible for their resignations. The two cadets were not involved in the Klan costume affair.

d. There were instances in which male and female cadets were pressured into "volunteering" to kill chickens during survival instruction.

e. There were instances in which cadets were thrown into showers or into a lake and, in at least one case, tied to a tree.

f. Cadet Chain of Command was aware of the improper behavior and verbal abuse. Officer Chain of Command not aware of significant incidents except strong sexist remark by male cadet.

g. Summer support troops not implicated.

6. The Superintendent then discussed action to be taken by the Commandant as a result of the investigations:

a. Appropriate punishment of individuals involved in breaches of regulation and good order.

b. Revision of training program at Camp Buckner to preclude a recurrence of infractions/incidents of this type, including proper male/female relationships.

c. Increased officer/cadet supervision at summer training.

7. The Board reviewed the information provided in prospective and offered several comments concerning the specifics of the incidents. Remarks centered on the need to make cadets aware of the seriousness of the implications of the use of Klan costumes, failure of the cadet and officer chain of command, further actions needed concerning attitudes toward women, and the role of the Board as a consultant body for USMA. Several members also commented on the thoroughness of the Academy's investigations.

8. The Superintendent outlined several issues at West Point that he sees as possibly volatile for unfavorable publicity either in the courts or in the news media including:

a. Individual cadet cases involving honor and conduct.

b. USMA policy concerning cadet pregnancy.

c. Alleged NCAA recruiting violations (The BOV Executive Committee has previously received briefings on the methodology of USMA investigation and the status of the NCAA inquiry).

d. Teen-age vandalism on Academy grounds.

e. Nearby civilian community relations.

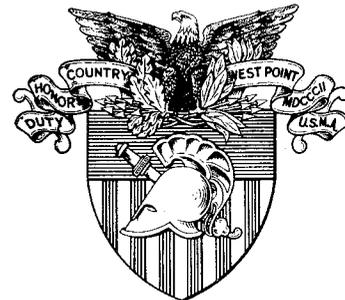
9. There being no further business for the Executive Committee, the meeting adjourned at 1630 hours on November 19, 1979.

1 Incl
As stated

Kermit M. Henninger
KERMIT M. HENNINGER
LTC, GS
Executive Secretary
1979 Board of Visitors

NEWS RELEASE

PUBLIC AFFAIRS OFFICE
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996
Tel: (914) 938-2006



Release #104-79

CAMP BUCKNER INCIDENTS

West Point, N.Y., November 9, 1979--The U. S. Military Academy today announced a series of actions being taken to correct certain practices that occurred during cadet summer training and barracks life at Camp Buckner, involving infractions of proper discipline and expected behavior. Academy Superintendent Lt. Gen. Andrew J. Goodpaster has directed the Commandant of Cadets 1) to take appropriate disciplinary action with respect to individuals involved in the breaches of regulations and good order that occurred; 2) to make the necessary revisions in the program of training at Camp Buckner to include instruction in required military behavior in order to preclude a recurrence of infractions of this type; and 3) to strengthen the control by Military Academy officers and cadets in the chain of command at the summer training for the same purpose.

Yesterday, the Superintendent approved the results of investigations into incidents in which cadet peer pressure reportedly prompted the resignations of two cadets early this semester. One of the cadets stated that peer-pressure tactics and anti-female remarks had been, in part, responsible for their resignation.

The investigations conducted by Academy officials confirmed that certain incidents of the kind reported had in fact occurred.

The set of events stemmed from an incident in which another cadet during summer training delivered a strong sexist remark. The male cadet who ultimately resigned reported the remark to the tactical officer. This was construed by other cadets to be a matter of "ratting" on a classmate and became the basis of significant recrimination in the following weeks. Some of the verbal harassment was applied to the woman cadet who resigned in that she was a friend of the male cadet.

The investigations revealed unrelated but comparable actions of other varieties. For example, there were instances in which women cadets alongside male cadets were pressured into killing chickens during survival instruction. In other instances, cadets, some of whom were in positions of responsibility, were thrown into showers or into a lake in the training area and, in at least one case, tied to a tree. None of these latter incidents, however, are believed to involve sexist or anti-female behavior.

Incl to Incl 1

There was an occasion in which a group of cadets in a matter of horse-play dressed themselves in a Klu Klux Klan type costume. Evidence indicates that these cadets dressed in this manner to throw their platoon sergeant (a classmate) into the shower. It has been determined that there was no intent to threaten or frighten, nor were there racial overtones. The cadets indicated that they wore sheets because it was humorous and that is what was most available.

Officials concluded that none of these incidents, excepting the confrontation over reporting of a classmate, had any direct bearing on the resigning of the two cadets. However, the occurrence of these incidents added to the anxieties of the two resigned cadets.

The Superintendent has emphasized that such incidents will not be tolerated and that actions are being implemented to preclude recurrence in the future.

Camp Buckner is summer training for cadets at the beginning of their sophomore (or "yearling") year. The camp is located at West Point some ten miles west of the campus.

REPORT ON PRESIDENTIAL ADVISORY COMMITTEE RECOMMENDATIONS, 1977

As of September 21, 1979

1. Title and Date of Report: United States Military Academy Report of the Board of Visitors, 29 November 1977.
2. Name of Advisory Committee: Board of Visitors, United States Military Academy.
3. Recommendations and Responses: The following recommendations from the 1977 Report require status updating beyond that provided in Appendix 5 of the 20 November 1978 Report.

Recommendation No. 1: That the Board review the progress made in the implementation of the DA Study Group Report at the next meeting.

Response: At the end of two years, 92% of the Study Group recommendations have been completed. Based largely upon recommendations already implemented, the Academy has significantly strengthened its academic program, streamlined its governance structure, and moved toward more meaningful, developmental relationships among cadets, tactical officers and instructors. In many ways the Academy has now moved beyond the recommendations, having undertaken during the past year comprehensive revisions of the conduct, honor and military development (formerly leadership) systems as well as a broad-based initiative at working toward improving teamwork at West Point. Many of the implemented programs have been discussed at length at the BOV meetings during 1979. Individual Board members have also been consulted by Academy personnel throughout the evaluation and implementation process.

Recommendation No. 3: That the Superintendent, USMA, expand the Visiting Professor Program and keep the Board informed of his progress in that regard.

Response: See response to similar recommendation in the 1978 Report.

Recommendation No. 4: That the Department of the Army supports 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.

APPENDIX 10

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

Response:

(1) Indoor Athletic Facility. See response to similar recommendation in the 1978 Report.

(2) Outdoor Athletic Facility. The Outdoor Athletic Project to provide 4 athletic fields, 13 tennis courts, and the modification of an ammunition storage area necessary to permit siting of the additional athletic fields is in process. Construction started July 25, 1979 and is scheduled for completion in April 1980.

(3) Michie Stadium and Gymnasium Alterations. The project to provide support facilities for women intercollegiate athletics in the gymnasium, and additional support facilities at and renovation at Michie Stadium, was started in June 1979 and is scheduled for completion in June 1980.

Recommendation No. 5: That the Department of the Army strongly support a FY 1979 project to renovate Building 606 to provide essential dental clinic and support facilities presently located in dispersed, temporary locations. The Board further recommends that such renovations be made concurrently with work on the already funded Cadet Health Clinic in Building 606.

Response: The project was started on June 25, 1979 and includes a 24-bed medical clinic and four additional administrative support areas. A new addition to Building 606 will include a 20-chair dental clinic. Completion is scheduled for June 1981.

Recommendation No. 6: That the Department of the Army strongly support early funding and construction of the proposed Visitors' Information Center, urgently required to provide adequately for the increasing influx of visitors (currently two million per year) and that it be included in the FY 1980 MCA Program.

Response: See response to similar recommendation in the 1978 Report.

Recommendation No. 10: That the \$28,000 budgeted to support the USMA Educator Visitor Program be restored to the FY 79 budget.

Response: Through timely efforts of the Board of Visitors, the Educator Visits were restored. During AY 78-79, USMA hosted 197 educators from 26 states. In AY 79-80, USMA expects to host 230 educators from 30 states.

Recommendation No. 11: 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 DA 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, 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.

Response: The Academy continues its efforts to ensure that all cadet experiences are both supportive and motivating. The modified curriculum and opportunity to have an area of concentration both contribute to this condition. In addition, an expanded and intensified effort has been made to prepare cadet leaders in Cadet Basic Training and Cadet Field Training for their leadership responsibility. Those cadets receive special training prior to assuming their leadership duties, which emphasizes quiet, professional, supportive leadership and is designed to teach the newly-assigned leaders how best to meet the needs of their subordinates in a supportive, constructive way.

Recommendation No. 12: 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.

Response: See response to similar recommendation in the 1978 Report.

REPORT ON PRESIDENTIAL ADVISORY COMMITTEE RECOMMENDATIONS, 1978
As of September 21, 1979

1. Title and Date of Report: United States Military Academy Report of the Board of Visitors, 20 November 1978.
2. Name of Advisory Committee: Board of Visitors, United States Military Academy.
3. Recommendations and Responses: During the past year certain actions have been taken in response to the 1978 Report recommendations.

Indoor Athletic Facility

Recommendation: That the Department of the Army and Department of Defense vigorously support the construction of an Indoor Athletic Facility to provide a 6,000 seat basketball arena and a 3,500 seat hockey arena with appropriate participant and spectator support.

Response: The Indoor Athletic Facility has been included in the Military Academy's proposed Military Construction Program for FY 1980. The Chief of Engineers, DA, has authorized design of the project. Concept design is complete and final design is 30% complete. The facility is in the President's FY 80 Military Construction Program. Three of the four congressional committees have approved the project. The Senate Appropriations Committee has not completed its review. The timely efforts of the Board of Visitors have greatly assisted in obtaining DoD and congressional support for this vital project.

Visitors' Information Center

Recommendation:

(a) That the Department of the Army strongly support the funding and construction of the Visitors' Information Center urgently required to adequately provide for the increase of visitors.

(b) The Board further recommends that the Military Academy explore alternative financing through other sources and that the Academy seek to promptly solve the budgetary, administrative, and political problems confronting the Visitors' Information Center so that private funds which may be available for the museum project may be utilized.

Response: The Superintendent's 1976 review of the proposal to construct a combined Visitors' Information Center and a privately funded museum concluded that justification exists for a new museum, and that a Visitors' Information Center would be desirable. The Military Academy, however, has identified several other FY 81 and FY 82 MCA Projects that are more closely related to the Military Academy's mission and more urgently needed than the VIC. Any attempt at a modification of the programs to

substitute the VIC would result in the project being deferred again. Because of this, a strong opposition by local interests to the VIC, and the inability of that project to compete with higher priority Army-wide program requirements, the Military Academy has placed the VIC in the FY 83 MCA Program in order to gain better consideration. Major General George Olmsted (USAR Retired and former Member of the Board of Visitors) has made a generous major grant to defray the operating costs of an expanded program for the existing museum. To date efforts to obtain alternate financing for the VIC through other than DoD sources have been unsuccessful.

Minority Recruiting

Recommendation: That the Academy continue its special efforts to encourage qualified minority and disadvantaged youth to enter West Point and explore additional methods of reinforcing current approaches.

Response:

The Equal Admissions effort has maintained its momentum toward the goals of improving the minority population ratio within the Corps of Cadets. This effort has resulted in the initiation of one new program and the extension of another. The new program, entitled Summer Enrichment, incorporates minority cadets into an Urban League run tutoring program. In addition to providing tutoring assistance for young minority students, our cadets served as role models for the youth in the program and the community at large. The program runs for three weeks during the summer. Initial efforts were concentrated in Atlanta, Georgia; Philadelphia, Pennsylvania; and Binghamton, New York. All feedback has indicated a favorable reception by the minority community and the students involved. The program has resulted in a number of prospective candidates being identified and the initiation of more than 50 minority applications.

Project Outreach, a four year old program utilizing minority Lieutenants to speak to high school and junior high students, has been extended from six to ten months each year beginning in September. The extension of this program will allow the travel schedule of the Lieutenants to better coincide with schedules of school systems throughout the country. This will afford a better opportunity to concentrate on targeted schools.

Nomination Process

Recommendation:

(a) That the BOV encourage Senators, Representatives and Delegates to adopt a more flexible approach that would allow nomination of outstanding candidates without the rigid cutoff dates now imposed in many states.

(b) That the BOV explore the possibility that Senators, Representatives and Delegates who do not have a vacancy in a given year be permitted to nominate up to nine alternates for competition on the Qualified Alternate list.

Response: Through encouragement of individual Congressional members of the Board of Visitors and efforts of the Office of the Director of Admissions, the Academy has been able to improve its ability to obtain nominations for outstanding candidates who surface late in the admissions cycle. Through the cooperation of Senators this past year, Representatives who did not have a vacancy were able to obtain in-state nominations for outstanding candidates. Refinements to the nomination process will be tested for the next incoming class.

Five-Year Service Obligation

Recommendation: The Board encourages the Academy to survey nominated candidates and admitted cadets to determine the effect the five-year obligation has on acceptance of an appointment and retention as a cadet.

Response: A 1978 survey of candidates to the Class of 1982 who declined admission revealed that only 6% (34 of 570) felt that the five-year obligation was one of the reasons for declining the offer of admission. The impact of the obligation on admitted cadets is being studied in greater depth by the Cadet Quality Development and Commitment Committee. That committee is conducting a major study on cadet attrition, to include analyses of candidate declinations, and will render its final report to the Superintendent in September 1980. The attrition study will include an analysis of the obligation from the perspectives of candidates, cadets and graduates. The Commandant of Cadets is also studying possible alternatives to the five-year obligation.

Honor Matters

Recommendation: That the Academy continue to study and to evaluate the Honor Code and the Honor System so that a full report and analysis can be presented at the spring 1979 meeting of the Board. This report should include a detailed analysis of the effect of "discretion" being exercised by the Superintendent and of the effect and implementation of "due process" considerations.

Response: In April 1979, the BOV were briefed in detail on the actions taken by the Academy to improve Honor Committee case-handling procedures. The briefing included an overview of old and new procedures and a statement on the impact and responsive action taken regarding the need to expedite the handling of cases while still maintaining appropriate due process. In August 1979, the BOV were briefed on the summer Honor education programs for Cadet Basic Training and Cadet Field Training and informed that new case-handling procedures had been finalized and published on 1 July 1979. During 1978-79, the Superintendent exercised discretion in only one Honor case.

Performance of Women Cadets

Recommendation:

(a) That the Academy continue to evaluate carefully the experience of women cadets and that adjustments be made as experience warrants. Specifically, the Board requests a progress report during one of the 1979 meetings focusing on the acceptance of women and on an evaluation of physical-performance requirements.

(b) That the Department of the Army provide guidance to the Academy, as soon as possible, on those branches/specialties which will be available to women cadets. This guidance should also include the projected branch/specialty quotas.

(c) Department of the Army and the Academy should continue efforts to increase the number of women on the staff and faculty.

Response

(a) Project Athena--the longitudinal study of the assimilation of women into the Corps of Cadets--is beginning its fourth year at West Point. The broad research goals of this research effort are to evaluate the integration of women into the Corps of Cadets and to analyze performance of women graduates starting with the Class of 1980.

The major findings of the study to date show that women are being effectively integrated into the Corps of Cadets.

(1) Attitudes: With each entering class, the male cadets appear to have a more positive attitude toward women in non-traditional roles. A logical explanation for this apparent positive change is due to strong support and commitment for women by senior decision makers at West Point and the demonstrated performance of female cadets.

(2) Military Training/Physical Performance Requirements: With the exception of some recognized and accepted physiological differences in upper body strength, women are performing equally well with their male peers in the summer training activities.

(3) Integration: Although attitudes toward the acceptance of women are becoming more positive, there is room for improvement. This problem is being addressed in several ways: first, through non-tolerance of actions, whether passive or active, which mitigate against the acceptance of women; second, through human relations training directed toward both staff and faculty and cadets, designed to engender an understanding of and a commitment to the integration of women. An example of the latter is the six-hour conference conducted by the Superintendent in April 1979 for all senior managers at West Point. The purpose of the conference was to establish specific goals and operational objectives designed to facilitate the integrated services of men and women.

(b) The Deputy Chief of Staff for Personnel has provided preliminary guidance on specialty quota selection procedures for women. MILPERCEN will announce entry specialties, together with the quota for each specialty, available to the Class of 1980. This will be provided in late November 1979.

(c) In a related area, efforts continue to increase the number of women on the staff and faculty. In Academic Year 1978-1979 there were: 8 women (7 officers, 1 civilian) on the faculty; 11 women (7 officers, 4 civilians) assigned to the Office of the Commandant of Cadets; and 4 women staff officers. In Academic Year 1979-1980 there are: 15 women (13 officers, 2 civilians) on the faculty, 14 women (11 officers, 3 civilians) assigned to the Office of the Commandant and 8 women staff officers.

Summer Military Training

Recommendation: That, during a Board visit in 1979, the Academy present an evaluation of the women's leadership experiences during Second Class Summer Training.

Response: During the summer of 1979, women cadets in the Classes of 1980 and 1981 were assigned to various leadership positions and Army schools throughout CONUS, Hawaii, Alaska, Europe, and Panama. One general observation can be made in regard to all of these programs: from all reports, women and men performed equally. More detailed comments on specific programs are listed below:

(a) Cadet Basic Training (CBT): Forty-one women cadets participated during CBT, of which, twenty were squad leaders, five platoon leaders, one company commander and one was the Regimental S-4. The woman company commander was selected as the best company commander for the 1st detail. Two women cadets are currently holding permanent captain assignments on the Brigade Staff.

(b) Cadet Field Training (CFT): Nine women cadets served as platoon leaders during CFT '79. They were assigned to each of the eight separate companies and led platoons consisting of both men and women. Although the women performed well in general, one female platoon leader was relieved about midway into the 1st Detail because she lost credibility as a leader when she was repeatedly unable to successfully complete the reveille PT runs. A member of the Department of Behavioral Sciences and Leadership continued a longitudinal research program during CFT '79 which this year examines the female leaders' exercise of power in a leadership role. Last year's study showed that the male and female platoon leaders (Class of '80) saw no difference in themselves as far as their platoon leader roles. However, their subordinates (Class of '81) described the females as leaders who had more concern for the welfare of troops. The subordinates further described their platoon leaders (male and female) as equally capable of getting the task or mission accomplished. This year's research is still undergoing analysis; and, thus, no results are available at this time.

(c) Cadet Military Skills Training (CMST): All CMST training was open to female cadets except Ranger School. However, this year, Flight School and Survival, Evasion, Resistance and Escape (SERE) had no female participation.

(1) Airborne Training

Cadet Participation

	<u>Enrolled</u>	<u>Dropped</u>	<u>Graduated</u>	<u>Percent Graduated</u>
Men	539	24	515	95.5
Women	34	2	32	94.1

(2) Northern Warfare Training

Cadet Participation

	<u>Enrolled</u>	<u>Dropped</u>	<u>Graduated</u>	<u>Percent Graduated</u>
Men	52	0	52	100.0
Women	4	0	4	100.0

(3) Jungle Warfare Training

Cadet Participation

	<u>Enrolled</u>	<u>Dropped</u>	<u>Graduated</u>	<u>Percent Graduated</u>
Men	77	1	76	98.7
Women	4	1	3	75.0

(d) Drill Cadet Program (DCP): Nine women cadets participated in this program during 1979. Four of the women were assigned to Fort Jackson and five to Fort Leonard Wood. No problems were encountered by any of the cadets and they reportedly did a fine job.

(e) Cadet Troop Leader Training (CTLT): This program is designed as a leadership development vehicle with cadets participating in either their second class year (approx. 90%) or during their first class year (approx. 10%). Specifics for 1979 are listed below:

(1) Participation: 915 cadets (182 Class of 1980, 733 Class of 1981).

(2) Number of Posts involved: 17 Posts and Europe.

(3) Male cadet participation by branch and location:

	<u>AIR DEF</u>	<u>ARMOR</u>	<u>ENGR</u>	<u>FLD ARTY</u>	<u>INF</u>	<u>RNGR</u>	<u>SIG CORPS</u>
CONUS	36	74	69	74	177	2	38
Alaska, Hawaii, Canal Zone	3	5	8	6	32	0	4
Europe	21	99	40	31	111	0	19
TOTAL MEN	<u>60</u>	<u>178</u>	<u>117</u>	<u>111</u>	<u>320</u>	<u>2</u>	<u>61</u>

	<u>SP FOR</u>	<u>TRANS CORPS</u>	<u>TOTAL</u>
CONUS	11	0	481
Alaska, Hawaii, Canal Zone	1	1	60
Europe	0	0	321
TOTAL MEN	<u>12</u>	<u>1</u>	<u>862</u>

(4) Female cadet participation by branch and location:

	<u>AIR DEF</u>	<u>ENGR</u>	<u>FLD ARTY</u>	<u>MIL INT</u>	<u>MIL POL</u>	<u>ORD</u>	<u>SIG CORPS</u>
CONUS	0	0	1	3	4	2	10
Alaska, Hawaii, Canal Zone	0	0	0	3	3	0	0
Europe	2	2	0	10	8	0	5
TOTAL WOMEN	<u>2</u>	<u>2</u>	<u>1</u>	<u>16</u>	<u>10</u>	<u>2</u>	<u>15</u>

	<u>TRANS CORPS</u>	<u>TOTAL</u>
CONUS	1	21
Alaska, Hawaii, Canal Zone	1	7
Europe	3	25
TOTAL WOMEN	<u>5</u>	<u>53</u>

Cadet Diet/Weight

Recommendation:

(a) That the Department of the Army make available the best experts to assist in the long-term evaluation of cadet diet.

(b) Efforts should be increased to monitor and counsel those cadets who are overweight by Army standards.

Response: The Lettermen Army Institute of Research (LAIR) is currently conducting a study of obesity in cadets using a representative sample from each class. The results of this study will be used to adopt diets and education programs for obesity prone cadets. The LAIR team includes nutrition specialists. The addition of optional breakfast and more salads and fruits on the menu provide wider choices for cadets.

Visiting Professor Program and Civilianization of Faculty

Recommendation: That the Superintendent keep the Board informed of his progress in expanding the Visiting Professor Program and increasing other civilian representation on the faculty.

Response: For Academic Year 1979-80 the Academy has increased the number of its visiting professors to 14. The Superintendent directed an evaluation of the costs and benefits of the program at the end of Academic Year 1979-80. The Dean will present a briefing of the program at the September meeting.

Academics

Recommendation:

(a) That the Academy continue its detailed planning and evaluation of the new curriculum and counseling efforts especially during the transition period before full implementation.

(b) That the Board review the curriculum again at a meeting during 1979.

Response: The Academy has continued its detailed planning and evaluation of the new curriculum and counseling efforts using the transition period before full implementation with the Class of 1982. The Dean will address this topic during his briefing of the Board of Visitors on 28 September.

Cadet Attrition

Recommendation:

(a) The Board recommends that the Academy continue to evaluate causes of attrition with a view toward increased knowledge of such causes and toward reducing attrition of highly qualified cadets. The review should include, among other areas, the Fourth Class System and Cadet Basic Training.

(b) If possible, the Academy should improve the candidate orientation system to reach out with a personal interview to all nominated candidates.

Response:

(a) Attrition reasons are coded and causes studied on an ongoing basis. This is particularly true during Cadet Basic Training. A broad based attrition study is underway by ODIR with a projected completion date of September 1980.

(b) Extensive efforts were made to increase the number of candidate interviews. Specific emphasis was placed on interviewing candidates to whom an offer of admission had been extended. Of the 1,396 cadets admitted to the Academy, 1,109 (79%) received interviews. Efforts included screening of the files of those candidates offered admission to determine where an interview was lacking. Where not precluded by geographical remoteness, the appropriate local Admissions Participant (AP) was sent an interview sheet requesting the interview. Follow-up phone calls to the AP's were made to insure the interviews were completed.

Public Relations

Recommendation: That in addition to the current duties of the Public Affairs Office, a new emphasis should be placed on positive aggressive public relations.

Response: Largely as a result of long-range public affairs planning accomplished during the 1977-78 academic year, the past 12 months have witnessed a significant upswing in the quality and quantity of mass communications coverage of West Point, resulting in a new heightening of the Academy's public image. Some of the year's most noteworthy public relations highlights are:

(a) Television:

(1) "Women at West Point"--feature length television movie--aired on CBS in February 1979 to approximately 30 million viewers.

(2) "Evening Magazine"--three seven-minute segments centering around life at West Point--first segment aired in July 1979, the rest to be seen this fall--syndicated to approximately 50 million viewers.

(3) "Today Show"--highly positive follow-up piece on the success of integrating women cadets--aired on 18 August 1979--approximately 5.5 million viewers.

(b) Magazines:

(1) Cosmopolitan--December 1979 issue, "Notes of a West Point Woman"--2.7 million readers.

(2) Glamour--August 1979 issue featured Cadet Joan Smith, Class of 1980, as one of the "Top Ten College Women" in the country--1.9 million readers.

(3) Army--June 1979 issue--cover story "Goodpaster + Two: West Point Today"--110,000 readers.

(c) Newspapers:

(1) Sacramento Bee--February 1979--three-part series on service academies--very supportive--210,000 readers plus syndication.

(2) New York Times--June 1979--major story on June Week alumni activities--highly positive--syndicated nationally.

(3) Associated Press--August 1979--story on integration of women cadets--national coverage.

(d) Civilian Public Relations Advisory Committee (CPRAC: The Attitude Research phase of the CPRAC's public relations audit of the Military Academy has been completed. Conclusions were drawn and a host of recommendations were made. The recommendations exist in the form of ideas for public relations projects that will either correct public relations liabilities or reinforce assets. At present the recommendations are being converted into a list of "actions" to be undertaken by the Academy's Public Affairs staff. The proposed actions will be briefed to the CPRAC at a meeting on 19 October 1979.