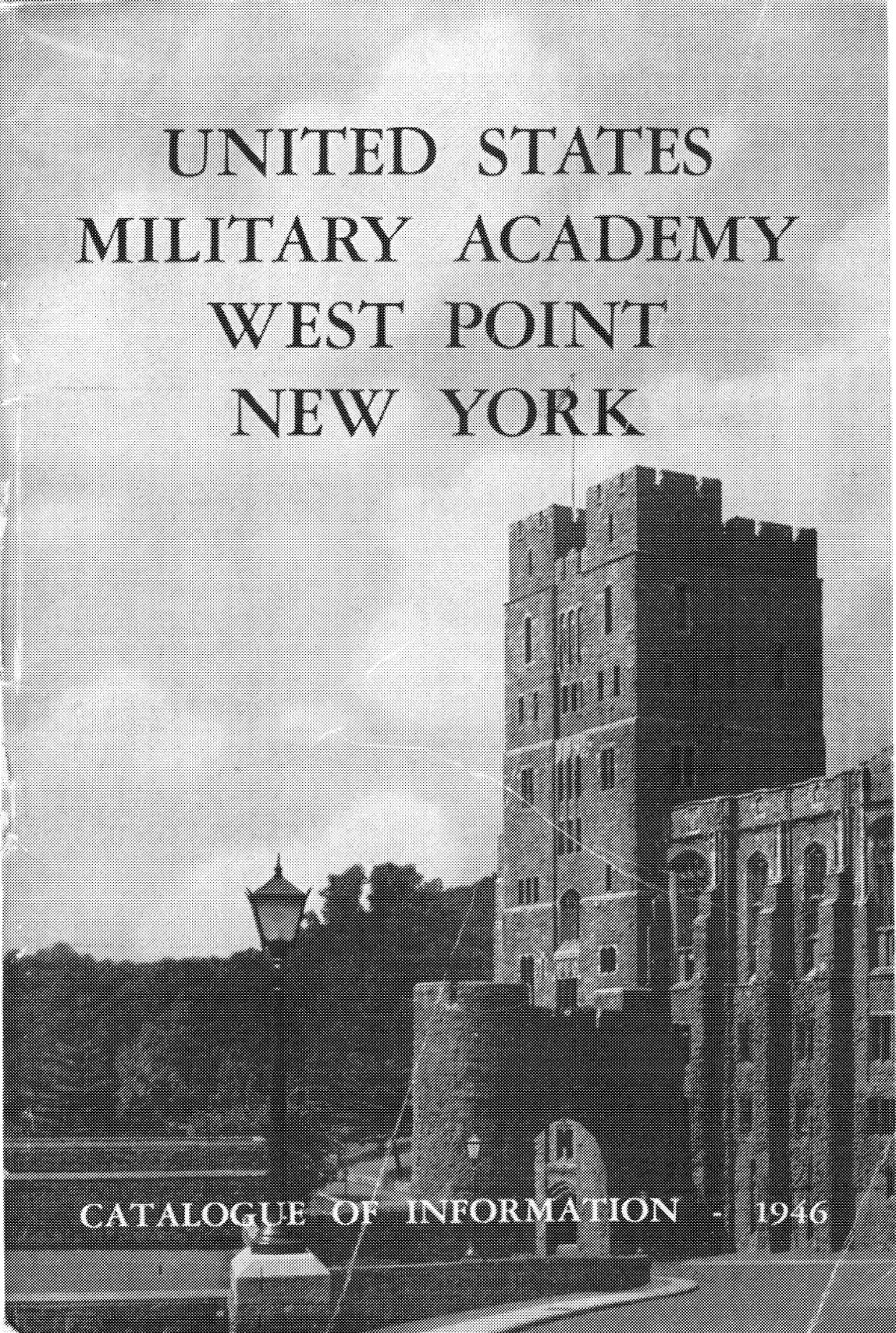


UNITED STATES
MILITARY ACADEMY
WEST POINT
NEW YORK



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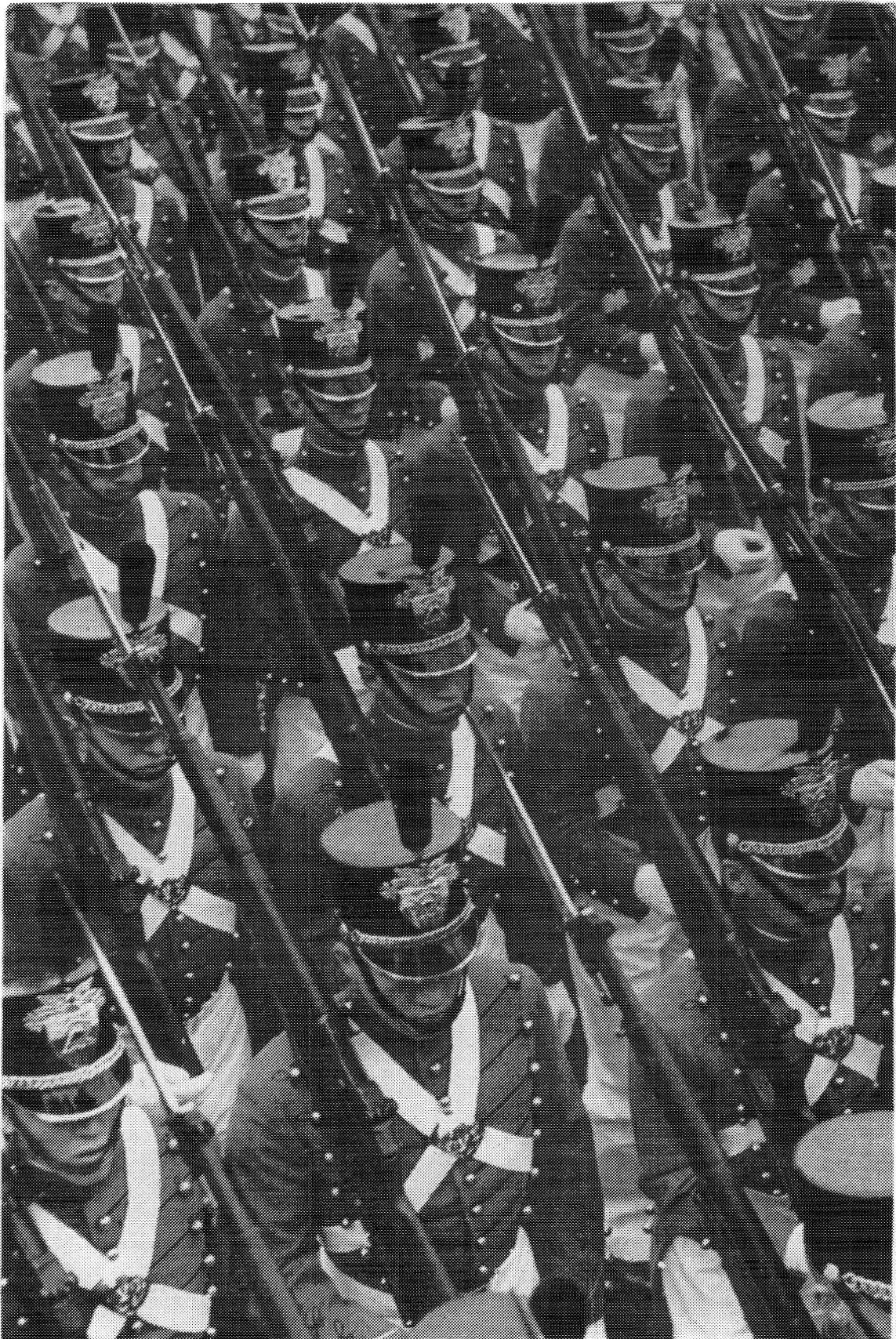
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THE MILITARY ACADEMY

1. Historical Sketch

West Point was first occupied by troops during the Revolutionary War, on 20 January 1778. It is therefore the oldest of the United States military posts now in use. Because of its strategic importance in the defense of the Hudson River Valley and of the communications between the New England and Middle Atlantic States, it was heavily fortified. The story of Benedict Arnold's attempt to betray it is familiar to every American.

The proposal to found a military academy was first made by Brig. Gen. Henry Knox in 1776 and was seconded by Col. Alexander Hamilton and Gen. George Washington. The latter selected West Point as a suitable site and repeatedly urged upon Congress the necessity for establishing the Academy. Although several attempts to found a military school at West Point were made at various times from 1781 to 1794, they were unsuccessful because of inadequate provision of funds and facilities. Washington's last official letter, written only 2 days before his death, was a strong recommendation that a military academy be founded in order that the Nation might have a cadre of trained officers, the lack of which had been a serious handicap to him in the War of Independence.

The present Military Academy dates from the act of 16 March 1802 when Congress, yielding to President Jefferson's advice and considering the threat of war with France, authorized a Corps of Engineers, to consist of 5 officers and 10 cadets, and provided that it should be stationed at West Point, in the State of New York, and should constitute a Military Academy. The post then consisted of 1,795 acres which had been purchased from Stephen Moore in 1790, although it had been occupied by the Army ever since the Revolution. The barracks and other buildings on the site, while inadequate, were available for the new institution. Col. Jonathan Williams, grandnephew of Benjamin Franklin, was therefore able to open the Academy formally on 4 July 1802, with 10 cadets present for instruction.

Congress, having founded the Military Academy, took little interest in it for several years thereafter. Lacking funds, professors, and facilities, the Academy struggled on until the War of 1812. The declaration of war found it empty of both faculty and cadets, who had been dispersed to various assignments, while some hundreds of new appointments over a period of years were left invalidated by the Office of the Secretary of War. Nevertheless, the record of the war showed that the graduates, although too young to hold high command, performed creditably and

rendered important services as engineers. A quarter of the more than a hundred West Pointers engaged were killed or wounded. Not one of the fortifications constructed by them fell to the enemy; and their works were a decisive factor in winning the ultimate victory.

Spurred by the war crisis, Congress provided for the reorganization of the Military Academy by its act of 29 April 1812. A more adequate corps of professors was authorized, a maximum strength of 250 cadets was fixed, and age and mental requirements for admission were prescribed.

The Academy, however, did not flourish. In 1815 Congress failed to appropriate funds for its support; and its second superintendent, Maj. Joseph G. Swift, met the crisis by borrowing \$65,000 from private sources on his own credit. Both administration and instruction suffered from the neglect occasioned by Swift's dual responsibility for the Academy and for the construction of harbor defenses elsewhere. Although the act of 1812 had provided a more adequate legal basis for the institution, Congress had failed to follow through with legislation to establish improved operating procedures.

The United States Military Academy, as it now exists, is largely the creation of Maj. (later Colonel) Sylvanus Thayer, who was appointed to the superintendency by President James Monroe. He assumed command on 28 July 1817, and immediately proceeded to inaugurate those features which have ever since characterized the West Point system. His achievements rightly earned for him the title of "Father of the Military Academy."

In general outline, Colonel Thayer's system was founded, first of all, on character. He insisted upon absolute honesty and complete integrity. Secondly, he established a curriculum as broad as was consistent with the primary demands of professional training. Lastly, he made it necessary for every cadet to exercise his own faculties to the utmost, to the end that his mind and character might attain their maximum development.

For many years West Point, aside from its military functions, was the only engineering school in the country; and until after the Civil War it was the only one to produce any considerable number of engineers. For this reason all of the main and transcontinental railroad lines were the work of West Pointers. The latter mapped the coasts, charted the harbors, built the lighthouses and coastal fortifications, surveyed frontiers, and constructed most of the important public improvements of that day.

Although there were no graduates among the general officers at the outbreak of the Mexican War, the services of West Pointers were so brilliant that Maj. Gen. Winfield Scott, the Commander-in-Chief, paid them a glowing tribute in which he assigned them the major share of credit for the victory. Robert E. Lee, Sherman, Sumner, Hooker,

McClellan, Grant, and "Stonewall" Jackson were among those who distinguished themselves.

In the Civil War, West Pointers again started in subordinate capacities in the Union Army, chiefly because of the Government's propensity for appointing "political generals" from civil life. Thanks to their training and ability, however, the graduates rose rapidly as the war progressed, until by January 1865, all of the general officers of the line were West Pointers. The Confederacy, on the other hand, was quick to take advantage of the services of graduates who adhered to its cause.

At the end of the Civil War, West Pointers were at the heads of the opposing armies. They had commanded the forces on at least one side, and usually on both sides, in every major engagement. Men like Lee, Grant, Sherman, and "Stonewall" Jackson had added new luster to the Academy's reputation.

In 1866, the diminishing national role of the Academy in engineering education and its broadening military responsibilities were recognized to the extent that line officers, as well as members of the Corps of Engineers, were made eligible for the superintendency. The transition was reflected in progressive changes in the curriculum which have continued to the present.

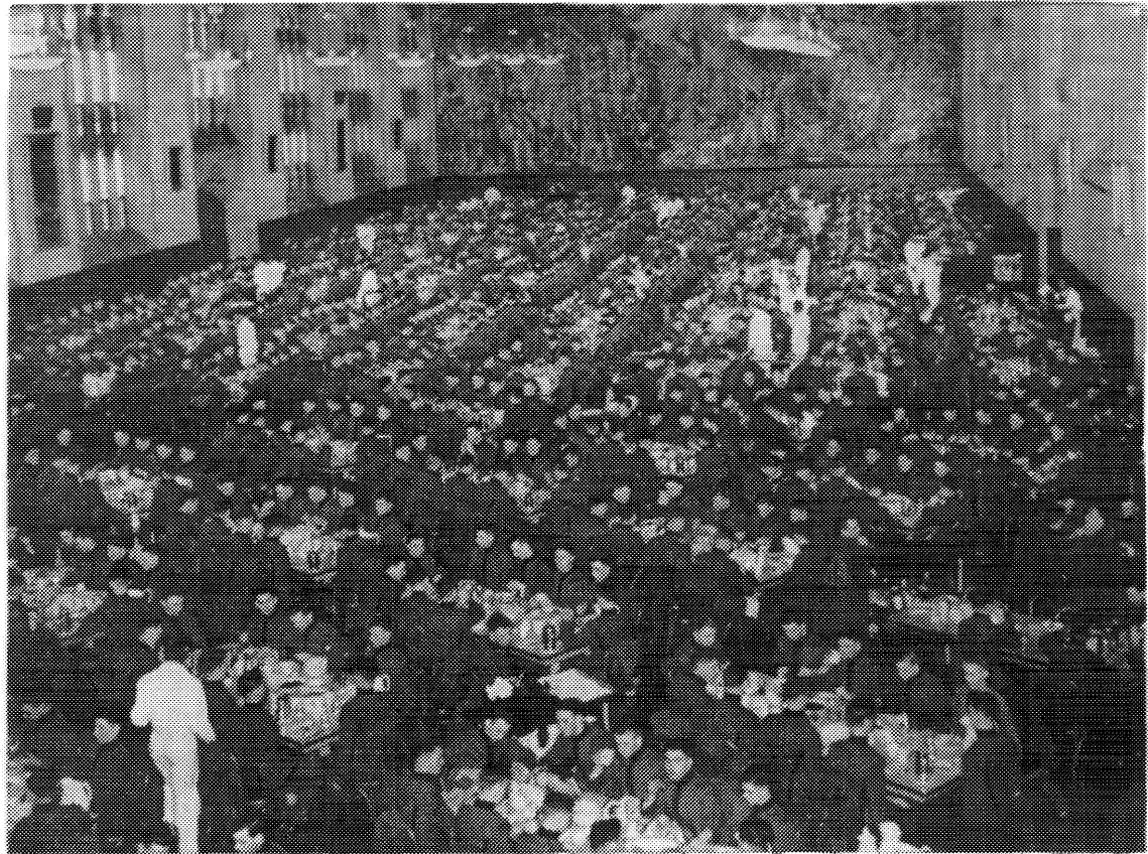
Graduates served on the frontiers, protecting settlers and controlling the Indians, until the Spanish-American War. In that conflict they again served with credit, and performed a highly constructive task in governing Cuba and the Philippines for some years afterward.

The First World War once more put West Point to the test. Gen. Peyton C. March, the Chief of Staff, and Gen. John J. Pershing, the commander in France, were both graduates, as were Generals Liggett, Bullard, and Dickman, who commanded the field armies. Of the 38 corps and division commanders who commanded in France at the end of the war, 34 were West Pointers.

Early graduations during the war caused confusion and disruption of the Academy's curriculum. Only by 1921 was a return to the regular 4-year course possible.

The new curriculum was adopted after careful study of postwar conditions and consultation with civilian educators. New courses in economics and government were added, the time devoted to English was increased, and all courses were greatly improved. Military training was brought up-to-date, and a program of prescribed intramural athletics (the first in the country) was instituted.

On 22 June 1926, a separate Department of Economics, Government, and History was created in recognition of the increased importance of those subjects. Again, in 1931, a new Department of Physics was set up to take care of basic instruction in the natural sciences and to enable the other scientific departments to concentrate on more advanced work. The Department was permanently established by law on 26 May 1934.



Another extensive revision of the curriculum took place in 1933. Other developments followed: Closer contacts with civilian institutions, the granting of the degree of Bachelor of Science to graduates, more extensive employment of university training to prepare instructors for their duties, frequent invitations to outside lecturers, and an enlarged program of extra-curricular activities. The entrance requirements were revised so as to reduce the number of failures after admission. And, finally, the authorized strength of the Corps of Cadets was raised to 1960 by the act of 7 June 1935.

Along with successive increases in the number of cadets since 1900, there have been corresponding building programs and expansions of the Academy's domain. Most of the Gothic buildings which give West Point its special architectural effect are the result of this development. Land purchases have increased the size of the reservation to 15,085 acres at West Point and 1,674 at nearby Stewart Field, where aviation training is given. Three additional areas in the general vicinity of Stewart Field were leased and developed for use as emergency landing fields.

During World War II, the confusion and the lowering of standards that had occurred at West Point during the First World War were avoided

by foresight and planning. The increased demand for West Point-trained officers was met by raising the authorized strength of the Corps of Cadets to 2,496 (act of 3 June 1942); by graduating the class of 1943 on 19 January of that year, and the class of 1944 on the first of the following June; and by reducing the length of the course to 3 years. A transition program was put into effect on 16 September 1942, which worked very smoothly.

Pursuant to the request of the Army Air Forces, West Point accelerated its development of Stewart Field and undertook to graduate Air Cadets fully trained as pilots. Hitherto, only observation flights and general instruction in the employment of air forces had been given. On 31 May 1943, Gen. H. H. Arnold awarded wings to the first class ever to graduate from West Point as full-fledged pilots. Of the 2,624 officers graduated by the Military Academy during the war, 825 were commissioned in the Army Air Forces.

An equally modern and intensive program of training for Ground Cadets was introduced, embodying the latest lessons learned from the battlefields. Camp Buckner in the newly acquired area was developed as a base for the summer training program. Maneuvers and observation tours at Pine Camp, Fort Benning, and other training centers rounded out the basic instruction given at Camp Buckner.

Approximately 8,800 graduates of West Point saw active service during the war. Although they constituted less than 2 percent of all officers in the Army of the United States, they furnished 83 percent of the generals, 65 percent of the lieutenant generals and 55 percent of the major generals (exclusive of medical officers). The commanders of the Ground, Air, and Service Forces were graduates, as were the two Supreme Commanders of the Allied Forces, General of the Army Dwight D. Eisenhower in Europe and General of the Army Douglas MacArthur in the Pacific.

In September 1945 the Academy announced its return to the 4-year course. A new curriculum and plans for putting it into effect were approved. The third class was to be divided in half; one-half to be graduated in June 1947, and the other half in June 1948. A board of consultants, with members representing the Army and civilian educational institutions, was convened to pass upon the proposed curriculum and make general recommendations as to the conduct of the Academy.

Under the new plan, pilot training was dropped; but all cadets are to be given aviation training sufficient to provide them with a grasp of air operations. This change was necessary in order to allow time for military and academic subjects of more general importance to Army officers. Amphibious training with the Midshipmen of the Naval Academy was also planned, and an exchange of instructors between the two service academies was inaugurated.

The proven methods of the past were adhered to, but modifications and additions in keeping with experience in the war were adopted. An acting

Dean of the Academic Board was appointed, and Congress was requested to authorize a permanent deanship and nine new permanent professors. The basic sciences, chemistry, and physics, were grouped under the Department of Physics; and additional time was allotted for the study of nuclear physics. The course in the Department of Electricity was extended to include electronics and communications. The course in Economics, Government, and History was expanded to include geography and military government, and a more thorough study of international relations and the economics of war. The list of languages taught by the Department of Modern Languages was increased to five by the inclusion of Russian.

The total number of graduates, including foreigners receiving instruction under acts of Congress, from 1802 to 5 June 1945, inclusive, is 15,286.

2. Mission

The mission of the Military Academy is to instruct and train the Corps of Cadets to the end that each graduate shall have the qualities and attributes essential to his progressive and continued development throughout a lifetime career as an officer of the Regular Army. W. D. Circular No. 109, dated 3 October 1940 (changes in AR 350-5).

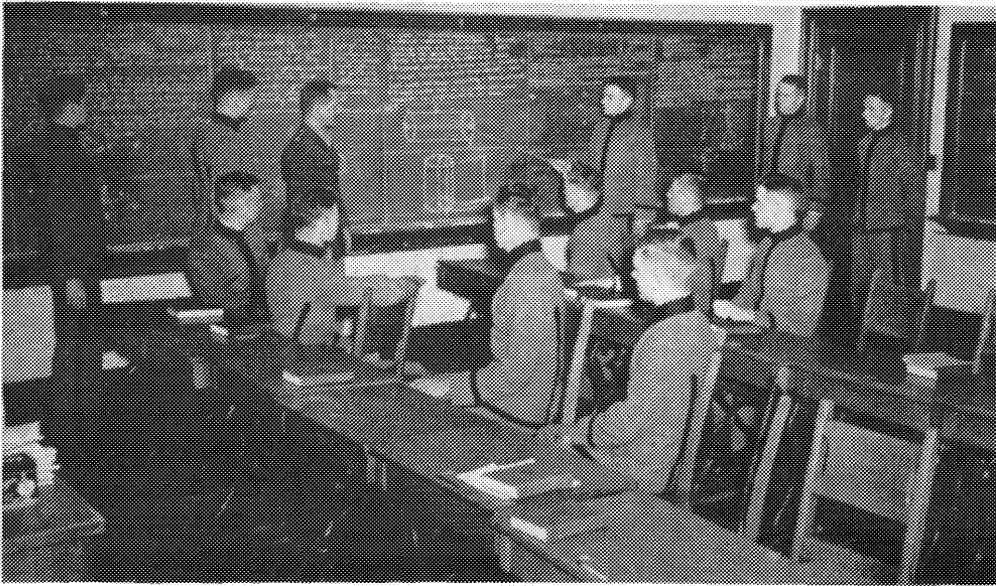
3. Calendar 1946-47

1946:

5 June-31 August.....	Practical Military Instruction.
1 July.....	New Fourth Class enters.
3 September.....	First term begins.
21 December.....	First term ends.
23-28 December.....	Term examinations.
21 December-1 January 1947.....	Christmas leave for upper classes.

1947:

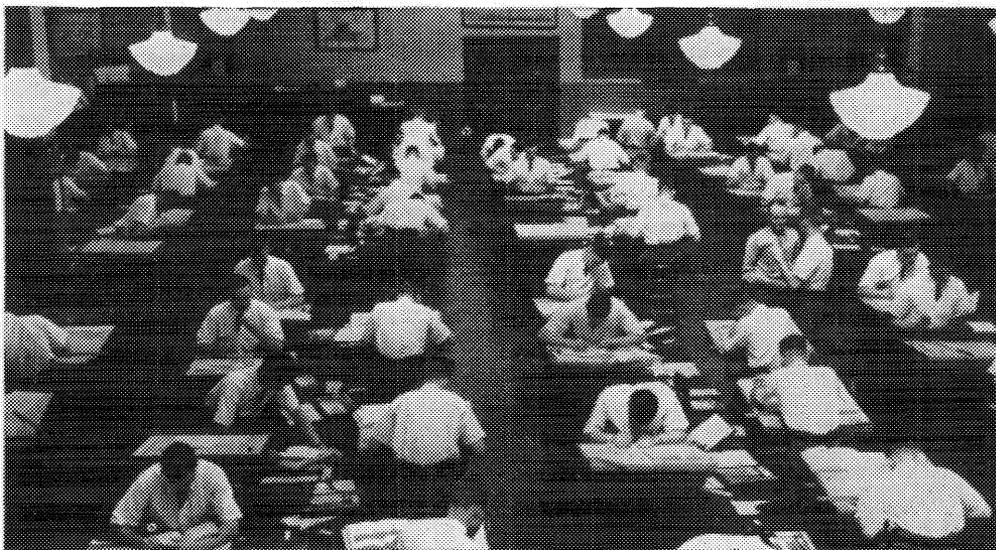
2 January.....	Second term begins.
29 May.....	Second term ends.
30 May-2 June.....	Term examinations.
3 May-3 June.....	June Week.
3 June.....	Graduation.



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ADMISSION TO THE MILITARY ACADEMY

1. General Requirements (age, citizenship, etc.)

Candidates other than veterans of World War II¹ are eligible for admission from the day they are 17 (or 19 if from the Army of the United States) until the day they become 22 years of age, on which latter day they are not eligible. The age requirements for all candidates as well as the service requirements for appointment from the Army of the United States are statutory and cannot be waived.

At the time of proposed admission the candidate's age must be within the prescribed age limits, and he must be a citizen of the United States.²

He must be of good moral character.

He must never have been married. Proof of prior marriage will be considered the equivalent of resignation from the Academy.

No candidate shall be admitted who is less than 5 feet 6 inches in height, or who is deformed or afflicted with any disease or infirmity which would render him unfit for the military service, or who has, at the time of presenting himself, any communicable disease.

Each candidate must, on reporting at West Point, present a certificate showing successful vaccination within 1 year; or a certificate of two vaccinations, made at least a month apart, within 3 months.

If accepted, the candidate reports at the Military Academy before 10:30 a. m. on the first weekday in July. New cadets are received at and after 8 a. m. Facilities for the housing and feeding of new cadets are not available prior to 8 a. m. It is advantageous, however, to report as early as possible.

Warrants of appointment are furnished cadets as soon as practicable after their admission.

At the time of admission and before receiving their warrants of appointment candidates are required to take the oath of allegiance (*a* below) and to sign in the presence of an officer deputized by the superintendent an engagement to service (*b* below).

¹ Public Law 755, approved 11 December 1945, provides " * * * Any appointee who has served honorably not less than 1 year in the armed forces of the United States during any of the present wars, and who possesses the other qualifications required by law, may be admitted between the ages of 17 and 24 years: *Provided*, That whenever any member of the graduating class shall fail to complete the course with his class by reason of sickness or deficiency in his studies, or other cause, such failure shall not operate to delay the admission of his successor."

² Noncitizens may be permitted to attend the United States Military Academy under special laws enacted from time to time (see par. 5c, sec. III). Further information may be obtained upon request to The Adjutant General, War Department, Washington 25, D. C.

a. Oath of allegiance.

I, _____, do solemnly swear that I will support the Constitution of the United States and bear true allegiance to the National Government; that I will maintain and defend the sovereignty of the United States paramount to any and all allegiance, sovereignty, or fealty I may owe to any State, county, or country whatsoever; and that I will at all times obey the legal orders of my superior officers and the rules and articles governing the Armies of the United States (R. S. 1320).

Sworn to and subscribed at _____ this _____ day of _____, nineteen hundred and _____, before me.

b. Engagement to service.

I, _____, of the State (or Territory) of _____, aged _____ years, _____ months, do hereby engage (with consent of my parent or guardian) that from the date of my admission as a cadet of the United States Military Academy I will serve in the Army of the United States for 8 years unless sooner discharged by competent authority.

In the presence of _____.

In the case of the Filipino cadets the engagement shall be made to serve in the Philippine Scouts. (See R. S. 1321.)

2. Appointments

The figures given in paragraph 5, section III, indicate the maximum limits of representation at the Military Academy at any one time from the respective sources; consequently, no appointment can be made from any source except to fill a vacancy therefrom. All appointments are made by the President upon the designation of the authorized nominating authorities as outlined in detail in paragraph 3 below. The age requirements are explained in paragraph 1, section II, to which particular attention is invited. The law governing the appointment and admission of cadets to the Military Academy prescribes that they shall be appointed only within the year preceding the date of their admission. Accordingly, the appointments may be made after the first day of July with a view to admission on the next regular date of entrance, the first weekday of the following July. Candidates whose nominations are received in the War Department prior to the first Tuesday in March, the date of the annual entrance examination, are appointed to undergo that examination which is given at various military installations (see par. 5*a* and *b*, sec. III). Vacancies that occur subsequent to the March examination may be filled by the nomination of candidates to undergo the special examination held at West Point, N. Y., the third Tuesday in June (see par. 5*a*, sec. III). Only those candidates who are found to be mentally and physically qualified at the March or June examination may be nominated for appointment after the June examination has been held. Nominations of such candidates will be accepted if received in the War Department not later than midnight on 30 June preceding the regular date of ad-

mission on 1 July. Letters whose post-office marks clearly show that they were placed in the mail prior to midnight of 30 June are held to meet the foregoing requirement.

3. Sources of Admission

Before a candidate can be permitted to undergo the entrance examinations to qualify for admission to the Military Academy, he must hold a letter of appointment issued by the War Department. A letter of appointment is issued only upon receipt in the War Department of a nomination from one of the recognized nominating authorities, to whom all applications for appointment must be made. The various sources of admission, together with the nominating authority of each, are fully described below:

a. States at large, congressional districts, Territories, District of Columbia, and Puerto Rico.—The nomination of candidates, whether or not based upon preliminary competitive examination, for appointment from these sources, is entirely in the hands of the nominating authority who has the vacancy at his disposal and all applications must be addressed to him. These authorities are: 1. States at large: United States Senators; 2. Congressional districts: Representatives in Congress; 3. Territories: Delegates in Congress; 4. District of Columbia: commissioners thereof; 5. Puerto Rico: the resident commissioner. For each vacancy four candidates may be nominated, one to be named as *principal*, one as *first alternate*, one as *second alternate*, and one as *third alternate*. The first alternate, if qualified, will be admitted in the event of the failure of the principal; the second alternate, if qualified, will be admitted in the event of the failure of both the principal and the first alternate; and the third alternate, if qualified, will be admitted in the event of the failure of the principal, first, and second alternates. The law requires that candidates appointed from States at large, congressional districts, the Territories, the District of Columbia, or the island of Puerto Rico, must be *actual residents* thereof respectively.

b. Panama Canal Zone.—Appointments are made upon nomination of the Governor of the Panama Canal Zone and are restricted, by law, to the sons of civilians residing in the Canal Zone and the sons of civilian personnel of the United States Government and the Panama Railroad Company. Four candidates may be nominated for each vacancy in the same manner as outlined in *a* above.

c. Vice Presidential.—Appointments are made upon the personal selection of the Vice President and from the United States at large, there being no limitation imposed by law as to residence. Four candidates may be nominated for each vacancy in the same manner as outlined in *a* above. These appointments cannot be made until the duly elected Vice President is sworn into office.



d. Honor military schools.—Honor graduates of honor military schools are nominated for appointment by the heads of the respective schools and in the following manner: The Adjutant General maintains a roster of honor military schools as determined by annual War Department inspections of educational institutions of the essentially military type. In July each year The Adjutant General anticipates the vacancies in the Corps of Cadets for admission the following year which are open to honor graduates, makes an equitable distribution of those vacancies among the honor military schools and notifies them accordingly. The head of each institution so notified must submit to The Adjutant General at a specified time the nominations of the honor graduates selected. Four candidates may be nominated by each school in the same manner as outlined in *a* above. Each nomination must contain a certification by the head of the institution that the candidate is an honor graduate of a year for which the institution was designated an honor military school. No student may be rated as an honor graduate unless he has shown proficiency in subjects of his school work amounting to not less than the 15 units prescribed by the regulations for admission to the United States Military Academy. However, the institution is not limited to those graduates of the current year. All honor graduates are appointed subject to the same tests for mental and physical qualifications as are required of other candidates. (See pars. 7 and 8, sec. II.)

e. Sons of deceased veterans of World Wars I and II.—An act of Congress, approved 8 June 1926, as amended by acts of Congress approved 1 December 1942 and 24 November 1945 provides cadetships at the United States Military Academy for the sons of members of the land or naval forces (including male and female members of the Army, Navy, Marine Corps, and Coast Guard, and of all components thereof) of the United States, who were killed in action or have died of wounds or injuries received, or disease contracted, or preexisting injury or disease aggravated, in active service during World War I or II (as each is defined by laws providing service-connected compensation or pension benefits for veterans of those wars and their dependents.) The administration of these appointments has been delegated to the War Department. Application should be made by letter (no form is prescribed) addressed to The Adjutant General, War Department, Washington 25, D. C., showing the full name, date of birth, and address of applicant (complete service address should be given if applicant is in the armed forces), and the name, rank, serial number, and last organization of the veteran parent together with a brief statement concerning the time, place, and cause of death. The claim number assigned to the veteran parent's case by the Veterans' Administration should also be furnished. All candidates from this source must undergo the regular entrance examination competitively since the vacancies available must, under the law, be awarded to those physically qualified candidates who make the highest proficient ratings in the order of merit

established by the examination mentioned. Accordingly, candidates appointed under this law cannot qualify thereunder by the submission of educational records in lieu of the regular entrance examination. There is no restriction imposed as to residence.

f. Presidential.—These appointments are made upon the personal selection of the President and are reserved for the blood sons and adopted sons, *if legally adopted prior to their fifteenth birthday*, of members of the Regular Army, Navy, and Marine Corps who are still in the service, retired, or who died while serving therein. The available vacancies are awarded to those physically qualified competitors making the highest proficient ratings in the order of merit established at the annual entrance examination held the first Tuesday in March each year. Accordingly candidates appointed from this source cannot qualify by the submission of educational records in lieu of the regular entrance examination. Failure of a candidate to report for examination, for any cause, at the time and place authorized will vacate his appointment. The administration of these appointments has been delegated to the War Department. Application by those eligible should be made by letter (no form is prescribed) addressed to The Adjutant General, War Department, Washington 25, D. C., giving the applicant's full name, address, and date of birth (complete service address should be given if applicant is in the armed forces), and the name, rank, and branch of service of the father. In the case of an adopted son, a copy of the order of court decreeing adoption, duly authenticated and certified by the clerk of the court, must accompany the application. There is no restriction imposed as to residence.

g. Regular Army and National Guard.—The sources of admission from among enlisted members of the Regular Army and the National Guard have been combined for the duration of the present war and opened to all enlisted men of the Army of the United States. The law authorizing appointments from this source prescribes that the applicant must have completed as of the date of admission one full year of active enlisted service in the Army and be in an active enlisted status at that time. It is not essential that the service be continuous; therefore, prior active enlisted service in the Army may be counted in determining an applicant's eligibility. The administration of these appointments has been delegated to the War Department. The number of candidates appointed to compete cannot exceed three times the number of existing vacancies from this source and is distributed equitably by the War Department among the foreign commands, the numbered Armies within the continental United States and the Military District of Washington. No preliminary examination is conducted in order to determine the eligibility of applicants. Each designated candidate is issued a letter of appointment authorizing him to report for the regular entrance examination in March which he must undergo in competition with the entire number of Army candidates. The available vacancies are awarded to those physically

qualified competitors making the highest proficient ratings in the order of merit established at the examination mentioned without regard to the foreign command or Army from which designated. Since the admission of candidates is based entirely upon competitive examination, alternates cannot be considered. Failure of a duly appointed candidate to appear for examination, for any cause, at the time and place authorized will vacate his appointment.

h. Sons of Congressional Medal of Honor winners.—An act of Congress, approved 24 November 1945, provides that the number of cadets otherwise authorized by law at the United States Military Academy is increased by such number of cadets as may be appointed by the President from the United States at large from among the sons of persons who have been or who may later be awarded a Medal of Honor in the name of Congress for acts performed while in any of the armed forces of the United States, provided that such appointees are otherwise qualified for admission. The administration of these appointments has been delegated to the War Department. Application by those eligible should be made by letter (no form is prescribed) to The Adjutant General, War Department, Washington 25, D. C., giving the applicant's full name, address, and date of birth (complete service address should be given if applicant is in the armed forces), and the name, rank, and branch of service of the parent and the date and a brief statement of the circumstances for which the Medal of Honor was awarded. Candidates appointed from this source may qualify in the same manner as a Congressional principal candidate. All who are found fully qualified will be admitted as cadets, regardless of the number, since the law does not impose a limitation as to the total number to be admitted from this source.

i. Qualified alternates and qualified candidates.—Section 2, act of Congress, approved 3 June 1942, provides: "When on the date of admission of a new class the total number of cadets is below the number authorized, the Secretary of War may bring the Corps of Cadets to full strength by appointing qualified alternates and candidates recommended by the academic board, two-thirds thereof from qualified alternates and one-third thereof from qualified candidates (competitors): *Provided*, That any appointment made under this section shall be an additional appointment and shall not constitute an appointment otherwise authorized by law. The only candidates who are eligible for consideration are those who have been found mentally and physically qualified in connection with an appointment held for admission the first weekday of July of the year concerned. No application is necessary for consideration by the academic board since all candidates who are fully qualified but who are not entitled to admission under the terms of their appointments are rated relatively according to general merit. The academic board in determining the general merit studies the records of these candidates and makes its selection based upon consideration of the academic grades and other pertinent

factors which affect the qualifications of the various candidates to become officers of the Army. Since, under the law, the vacancies in the Corps of Cadets cannot be determined until the date of admission, notices to candidates selected are sent on or shortly after that date authorizing them to report for admission as cadets on 10 July."

4. Educational Qualifications

a. There are three methods of meeting the educational requirements for admission:

(1) By successfully passing the regular examination (see par. 6, sec. II); or

(2) By submitting a satisfactory educational certificate (secondary school) and passing the validating examination or the college Entrance Examination Board's Scholastic Aptitude Test (see par. 7, sec. II); or

(3) By submitting an educational certificate which does not require the validating examination (see par. 8, sec. II).

b. In addition, there are two basic educational requirements which all candidates for admission to the United States Military Academy must meet:

(1) All candidates must take the West Point Aptitude Test. This is a 1-hour test requiring no special preparation and consisting of an elementary mathematics section and a language section. For a description of the test, see section VI.

(2) All candidates must qualify in United States history, either by presenting evidence that they have satisfactorily completed a standard course in United States history or its equivalent (1 year in secondary school or 1 semester in college), or by passing the special examination in United States history. This examination will be generally similar to the examinations in history reproduced in section VI (see par. 10 l, sec. II).

5. Entrance Examinations

a. Time.—The regular Military Academy entrance examination and the examination for validating certain classes of certificates are held beginning on the first Tuesday in March each year. Each candidate designated to take one of these examinations will receive from the War Department a letter of appointment. He must appear for examination at the time and place designated therein before a board of Army officers convened by the War Department. Enlisted men appointed from the Army also receive authority from the War Department to report for examination, and must report at the time and place specified. No other regular mental examination is held during the year. The failure of candidates holding noncompetitive appointments to appear for examination unless prevented by sickness or other unavoidable cause shall vacate the appointment; the failure of candidates holding competitive appointments to report for examination for any cause shall vacate the appointment.

A second validating examination and West Point Aptitude Test is held on the third Tuesday in June at West Point, N. Y., but is offered only for emergency vacancies which remain unfilled or occur after the March examination. Candidates appointed to fill such emergency vacancies must qualify by certificate or by certificate supplemented by the validating examination mentioned above.

b. Place.—Boards of officers are convened at certain designated places, listed below, for the purpose of conducting the regular entrance examinations. The place of examination selected by the War Department for each candidate is the one nearest or most convenient to his home or to the school at which he is in regular attendance

Army and Navy General Hospital, Hot Springs, National Park, Ark.	Fort Leavenworth, Kans.
Army Medical Center, Washington, D. C.	Keesler Field, Biloxi, Miss.
Army Base, Boston, Mass.	Letterman General Hospital, Pre- sidio of San Francisco, Calif.
William Beaumont General Hos- pital, El Paso, Tex.	Fort Lewis, Wash.
Fort Benning, Ga.	March Field, Calif.
Fort Bragg, N. C.	Fort McPherson, Ga.
Fitzsimons General Hospital, Den- ver, Colo.	Fort Omaha, Nebr.
Fort Douglas, Salt Lake City, Utah.	Governors Island, N. Y.
Fort Benjamin Harrison, Ind.	Fort Sheridan, Ill.
Fort Hayes, Columbus, Ohio.	Fort Sill, Okla.
Fort Sam Houston, Tex.	Fort Snelling, Minn.
Jefferson Barracks, Mo.	Schofield Barracks, T. H.
Fort Knox, Ky.	San Juan, P. R.
	Corozal, C. Z.
	Fort Richardson, Alaska.

c. Examination schedule.—Schedule of examinations is as follows:

FIRST DAY

Morning.—All candidates. Report and instructions, 9 a. m. to 11 a. m., 2 hours. West Point Aptitude Test, 11 a. m. to 12 noon, 1 hour.

Afternoon.—Only those candidates whose credit in United States history has not been accepted. Special examination in United States history, 2 p. m. to 5 p. m., 3 hours.

SECOND DAY

Morning.—Regular examination in mathematics, 9 a. m. to 12 noon, 3 hours. Validating examination in mathematics, 9 a. m. to 10:30 a. m., 1½ hours.

Afternoon.—Regular examination in English, 2 p. m. to 5 p. m., 3 hours. Validating examination in English, 2 p. m. to 3:30 p. m., 1½ hours.

6. Admission by Regular Mental Examination

See section II, paragraph 4*a* (1).

a. All candidates who cannot qualify under paragraph 7 or 8, section II, must take the regular mental examination in mathematics and English. As stated in paragraph 4*b* (2), section II, all candidates must also qualify in United States history.

Inasmuch as candidates from the United States at large and the Army of the United States are appointed to vacancies in the order of merit competitively established as a result of the regular mental entrance examination in mathematics and English (the examination in United States history is not a part of the competition), such candidates cannot qualify under paragraphs 7 or 8, section II.

b. Mathematics.—Candidates will be required to pass a satisfactory examination in those topics of algebra and plane geometry listed in paragraphs 10 *b* and *d* (Mathematics A and C) section II. A typical form of the examination is given in section VI.

c. English.—Candidates will be required to pass a satisfactory examination in English grammar, composition, and literature as described in paragraphs 10 *g* and *h* (English A and B) section II. A typical form of the examination is given in section VI.

7. Admission by Certificate and Validating Examinations

See section II, paragraph 6*a* (2).

The Academic Board will consider and may accept in lieu of the regular mental examination a certificate³ with validating examination in mathematics and English in the following cases. (For alternate method of validating secondary school certificates, see par. 8*a* (2), sec. II. As stated in par. 4*b* (2), sec. II, all candidates must also qualify in United States history.)

a. A properly attested certificate (Form II) that the candidate has graduated from a preparatory school or public high school accredited by the United States Military Academy, provided that in his school work he has shown proficiency in subjects amounting to not less than 15 units of the list given in paragraph 9, section II.

Of the 15 units, 2⁴ must be in algebra, 1 in plane geometry, 1½ in English grammar and composition, 1½ in English literature, and 1⁵ in United States history. The remaining 8 units must be chosen from the list of optional subjects, and must not include commercial or other subjects not listed.

³ For lists of subjects and weights on certificates see sec. II, par. 9.

⁴ In the case of candidates from schools so organized as to offer only 1½ years of algebra, the 1½ units of credit so earned will be accepted as meeting the requirements in that subject if the certificate shows completion of all subject matter listed in sec. II, par. 10*b*.

⁵ Lack of this credit does not cause rejection of the certificate but adds the requirement that the special examination in United States history be taken and passed.

b. A properly attested certificate (Form II) that the candidate is in actual attendance in his senior year at a preparatory school or public high school accredited by the United States Military Academy, and has satisfactorily completed $3\frac{1}{2}$ years' work at such school, provided that the certificate shows specifically by subjects and units the work already completed and also that to be completed by graduation, and provided that the course the candidate is pursuing will, when completed, show proficiency in subjects amounting to not less than 15 units prescribed in *a* above.

A candidate submitting a certificate showing actual attendance at and prospective graduation from a preparatory or public high school must as a condition of admission continue his course of study and submit his diploma or other formal evidence of graduation at the time of entrance to the United States Military Academy. Failure to submit such evidence of graduation will disqualify the candidate for entrance.

The validating examination, required with all secondary school certificates (Form II) except those accepted under paragraph 8*a* (2), section II, includes the subjects of mathematics (A and C) and English (A and B). This validating examination is not identical with the regular mental entrance examination. It will be of such a nature as to determine the knowledge of a candidate, but not so difficult as to require for the desirable student an intensive special preparation.

A candidate whose certificate (Form II) has been rejected must take the regular mental entrance examination. Typical forms of the validating examinations in mathematics and English are given in section VI.

8. Admission by Certificate

See paragraph 4*a* (3), section II.

a. The Academic Board will consider and may accept without other mental requirement, except that of paragraph 4*b*, section II (West Point Aptitude Test and United States history requirement):

(1) A properly attested college certificate (Form I) that the candidate is, or was upon leaving, a regularly enrolled student in good standing without condition in a university, college, or technical school accredited for admission to the United States Military Academy, provided that he entered college with the secondary school credits prescribed in paragraph 7*a*, section II, and provided further that he has completed successfully at least one semester in college. If he lacks not more than 2 units of the prescribed secondary school credits, required or optional, he may make up this deficiency in college at the rate of one semester of college work to 1 year of secondary school study.

A full record of academic work at college, giving subjects taken and grades attained in each, should be presented on Form I, which must be submitted in all cases where college work covers one semester or more.

If the college certificate covers less than 1 full year's work in college it

must be accompanied by a Form II certificate covering work in secondary school, and the two certificates will be considered together in determining the candidate's mental qualifications.

(2) A secondary school certificate (Form II) as described in paragraph 7, section II, supplemented by a report from the College Entrance Examination Board that the candidate has taken its Scholastic Aptitude Test⁶ provided the grades earned on these tests are satisfactory. In case the candidate has graduated from secondary school prior to the date set for the validating examination (March or June), the Scholastic Aptitude Test must also have been taken and reported upon prior to that date. In case the candidate is in actual attendance in his senior year at a secondary school at the time set for the validating examination in March and has not yet taken these tests, he may decline to take the validating examination, electing instead to undergo the Scholastic Aptitude Test to be given by the College Entrance Examination Board in April of the same year. Privilege of electing to substitute the Scholastic Aptitude Test to be taken later is allowed for the March Validating Examination only.

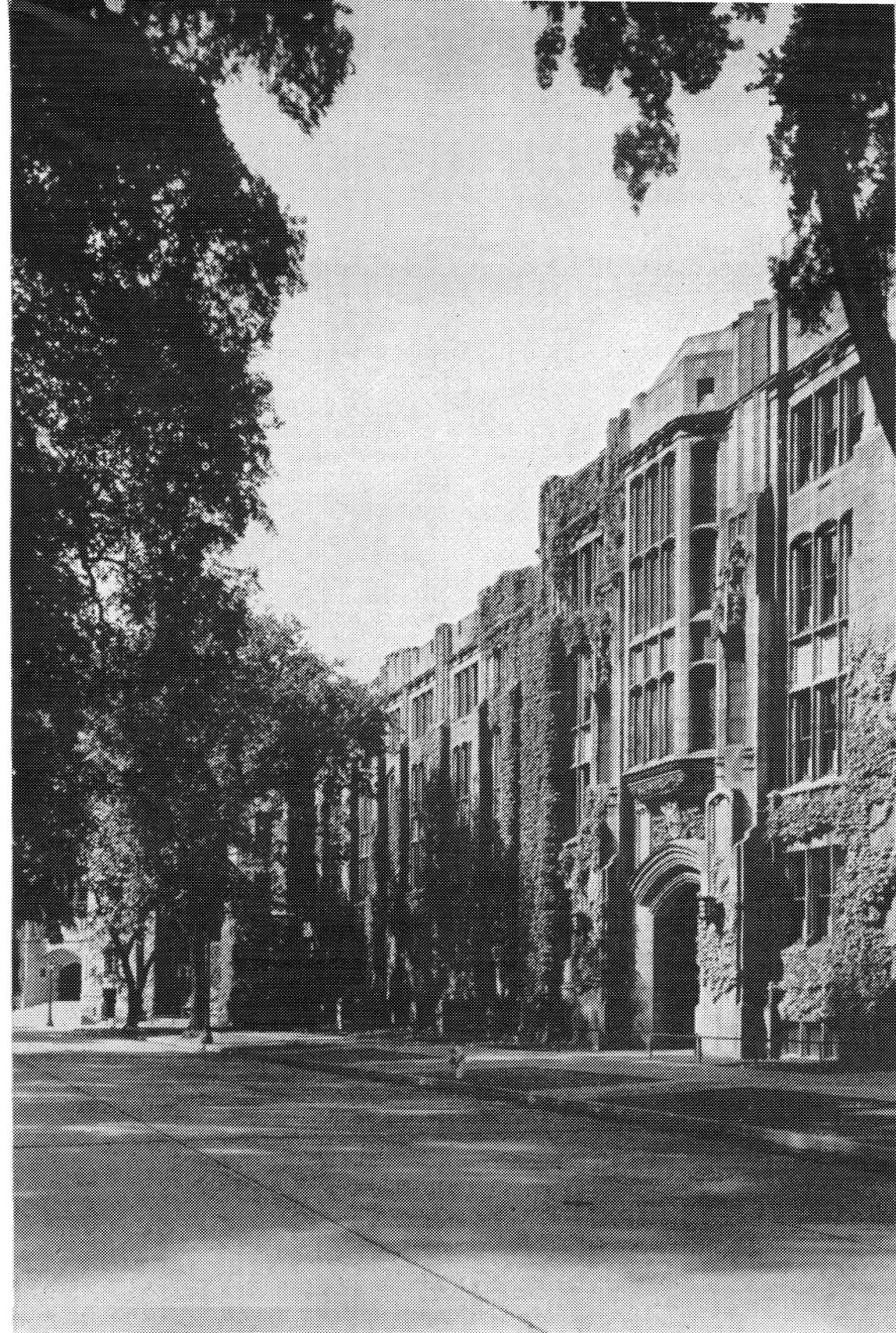
b. A candidate whose certificate has been rejected under paragraph 8*a*, section II, will be required to take the regular entrance examination except in cases where the Academic Board approves his credits under paragraph 7, section II, for admission subject to the validating examination.

The Academic Board may reject any certificate (Form I and II) for low grades, or upon any evidence, whether contained in the certificate or not, that creates a reasonable doubt as to the candidate's mental qualifications for admission. A record in the entrance examination of a former year is considered excellent evidence of mental qualifications for admission and is given great weight when certificates are being evaluated. Taking the examination, when unprepared, merely for practice and failing on the same may, therefore, have an adverse effect if entrance by certificate is sought in a later year.

A candidate whose certificate has been accepted under paragraph 8*a*, section II, is excused from the mental examination but must appear for the physical examination and for the West Point Aptitude Test. He is rejected as mentally unqualified if he fails to pass this aptitude test.

A candidate whose certificate is approved under paragraph 8*a* (2), section II, subject to later passing in the College Entrance Examination Board's Scholastic Aptitude Test, is accepted as mentally qualified for admission (subject to fulfilling the requirements of par. 4*b*, sec. II), if his record in this test proves satisfactory. He is rejected as mentally unqualified if it proves unsatisfactory.

⁶ The Scholastic Aptitude Test prepared by the College Entrance Examination Board, 425 West 117 St., New York 27, N. Y., is the only such test accepted for exemption from entrance examinations. General information concerning such examinations may be obtained from the College Entrance Examination Board. Address it for this purpose at P. O. Box 592, Princeton, N. J. Tests prepared by State or other testing agencies are not accepted.



9. Subjects and Credits

The list of subjects and corresponding weights in units is as follows:

a. Required.

Every certificate must show evidence of proficiency in these subjects:

	Units		Units
Mathematics, A.....	2	English, A.....	1½
Mathematics, C.....	1	English, B.....	1½
History, D, ⁷ United States history.....	1		

b. Optional.

The remaining 8 units may be supplied from among the following subjects and no others:

	Units		Units
Mathematics, B.....	½	Latin, fourth year.....	1
Mathematics, D.....	½	Greek, grammar and composition.....	1
Mathematics, E.....	½	Any foreign language, first year.....	1
English, fourth year.....	1	Any foreign language, second year.....	1
History, A, ancient history.....	1	Any foreign language, third year.....	1
History, B, European history.....	1	Any foreign language, fourth year.....	1
History, C, English history.....	1	Physics.....	1
History, world history.....	1	Chemistry.....	1
Economics.....	1	General science.....	1
Sociology.....	1	Biology.....	1
Social democracy.....	1	Botany.....	1
Problems of American democracy.....	1	Zoology.....	1
Contemporary problems.....	1	Geography.....	1
Citizenship.....	½	Drawing, mechanical or freehand.....	1
Government.....	½	Bookkeeping.....	1
Civics (when not included in history D).....	½	Physiology.....	1
Latin, first year.....	1	Psychology.....	1
Latin, second year.....	1	Astronomy.....	½
Latin, third year.....	1	Geology.....	½

10. Definitions and Detailed Requirements

a. *The unit.*—A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. A 4-year secondary school curriculum should be regarded as representing not more than 16 units of work.

This statement is designed to afford a standard of measurement for the work done in secondary schools. It takes the 4-year high-school course as a basis, and assumes that the length of the school year is from 36 to 40 weeks, that a period is from 40 to 60 minutes in length, and that the study is pursued for 4 or 5 periods a week; but under ordinary circumstances a satisfactory year's work in any subject cannot be accomplished in less than 120 60-minute hours or their equivalent.

b. *Mathematics, A, algebra, two units.*—The meaning, use, evaluation, and necessary transformations of simple formulas involving ideas with

⁷ See footnote 5, par. 7a, sec. II.

which the pupil is familiar, and the derivation of such formulas from rules expressed in words.

The graph and graphical representation in general. The construction and interpretation of graphs.

Negative numbers; their meaning and use.

Linear equations in one unknown quantity, and simultaneous linear equations involving two unknown quantities, with verification of results. Problems.

Ratio, as a case of simple fractions; proportion, as a case of an equation between two ratios; variation. Problems.

The essentials of algebraic technique.

Exponents and radicals; simple cases.

Numerical trigonometry.

Numerical and literal quadratic equations in one unknown quantity. Problems.

The binomial theorem for positive integral exponents with applications. Arithmetic and geometric series.

Simultaneous linear equations in three unknown quantities.

Simultaneous equations, consisting of one quadratic and one linear equation, or of two quadratic equations of certain types. Graphs.

Exponents and radicals. Logarithms.

c. Mathematics, B, advanced algebra, one-half unit.

Theory of equations.

Determinants.

Complex numbers (numerical and geometric treatment), simultaneous quadratics, scales of notation, mathematical induction, permutations and combinations, and probability.

d. Mathematics, C, plane geometry, one unit.—The usual theorems and constructions presented in good textbooks, including the general properties of plane rectilinear figures; the circle and measurement of angles; similar polygons; areas; regular polygons and measurement of the circle.

The solution of numerous original exercises, including loci problems.

Applications to the mensuration of lines and plane surfaces.

e. Mathematics, D, solid geometry, one-half unit.—The usual theorems and constructions presented in good textbooks, including the relations of planes and lines in space; the properties and measurement of prisms pyramids, cylinders, and cones; the sphere and the spherical triangle.

The solution of numerous original exercises, including loci problems.

Applications to the mensuration of surfaces and solids.

f. Mathematics, E, trigonometry, one-half unit.—Definition of the six trigonometric functions of angles of any magnitude, as ratios. The computation of five of these ratios from any given one. Functions of 0, 30, 45, 60, and 90, and of angles differing from these by multiples of 90.

Determination, by means of a diagram, of such functions as $\sin(A-90)$ in terms of the trigonometric functions of A.

Circular measure of angles; length of an arc in terms of the central angle in radians.

Proofs of the fundamental formulas, and of simple identities derived from them.

Solution of simple trigonometric equations.

Theory and use of logarithms, without the introduction of work involving infinite series. Use of trigonometric tables, with interpolation.

Derivation of the Law of Sines and the Law of Cosines.

Solution of right and oblique triangles (both with and without logarithms) with special reference to the applications.

g. English, A, grammar and composition, one and one-half units.

The principles of English grammar.

The rules of English composition.

Proficiency in spelling, punctuation, grammar, and composition acquired by repeated oral and written exercises.

h. English, B, literature, one and one-half units.—The study of selected masterpieces in English and American literature.

Familiarity with the nature and characteristics of the different literary forms, such as the essay, the novel, and biography in prose, the lyric and the epic in poetry, and the comedy and the tragedy in drama.

Knowledge of the history and development of English and American literature, including acquaintance with the chief periods, as the Elizabethan, the Puritan, the Restoration, and the Victorian, with the leading writers of such periods, and with the most important works of each writer.

i. History, A, ancient, one unit.—History down to the death of Charlemagne (814 A. D.) with special reference to Greek and Roman history, and with a short introductory study of the more ancient nations.

j. History, B, European, one unit.—History from the fall of Rome to the present time.

k. History, C, English, one unit.—History of England, emphasizing the important epochs and the greater movements and showing the relations of English history to the history of other countries, especially the United States.

l. History, D, American, with or without civil government, one unit.—The history of the United States, and, if civil government is included, a study of the United States Constitution, of the Federal Government, with its powers, organization, and operation, and of the relations between the Federal and the State Governments.

m. History, world, one unit.—A general survey.

11. General Information as to Certificates

All necessary papers, including a set of blank certificate forms, are furnished by The Adjutant General, Washington 25, D. C., to each duly nominated candidate with his letter of appointment. All candidates, of

every category, should submit their complete educational records on these forms, whether or not they wish to claim exemption from any examinations. Candidates whose schooling has been so irregular or incomplete that the forms do not properly describe it should submit statements of their scholastic work, certified by their teachers or tutors, in as much detail as possible.

Certificates should be submitted not later than 15 February. A certificate received between 15 February and the examination will receive consideration; but, in view of the short time left to the Academic Board to investigate its value, no assurance will be given that such certificate can be acted on in time to exempt the candidate from the regular mental examination. Certificates received at West Point too late for full investigation and appraisal before 9 a. m. on the first Tuesday in March of each year will be filed without action thereon. Candidates will be notified of the time and date of the receipt of such certificates.

Candidates who submit certificates on a date which does not allow the Academic Board sufficient time to investigate their value and notify them regarding the final action thereon prior to the day set for the examination should proceed with the regular examination.

Candidates who are informed that their certificates have been accepted, must present themselves at the regular time and place, as herein prescribed, for physical examination and the tests prescribed in paragraph 4b, section II, and, if required, for the validating examination.

A candidate submitting a secondary school certificate who has taken the College Entrance Examination Board's Scholastic Aptitude Test should have his record in this test forwarded to the Superintendent, United States Military Academy, West Point, N. Y., at the same time as his school certificate. He should state on the latter that this is being done.

A candidate in his last year in secondary school who elects not to take the validating examination in March but to depend for validation of his certificate upon the Scholastic Aptitude Test of April of the same year, should include a statement to that effect when submitting his educational certificate. The latter should be submitted, as in the general case, when the blank form is received from The Adjutant General. In any case he must report in March for the physical examination and the tests prescribed in paragraph 4b, section II.

A candidate whose certificate qualifications have been approved, provided he completes his regular high-school or preparatory-school course with good grades and graduates, must bring with him, and present on the day he reports for admission his diploma or certificate of graduation, together with a certified statement of the grades attained in his academic work, in order that the Academic Board of the Military Academy may determine whether or not these provisions have been fulfilled. If approval of his certificate was also subject to passing the College Entrance Examina-

tion Board's Scholastic Aptitude Test at a later date, he should have a report of his record on this test sent to the Superintendent, United States Military Academy, West Point, N. Y., as soon as the marks are available.

A candidate who has once satisfactorily fulfilled all the mental requirements for entrance will be regarded as mentally qualified at any subsequent opportunity which may arise for entrance with the same class.

In case a candidate who has submitted a satisfactory certificate for the March examination is not admitted as a result of that examination but received another appointment prior to the June examination, (a) if he did not take the March examination, his certificate will be considered satisfactory for the June examination; (b) if he failed in the March examination, his certificate will be reconsidered in connection with the results of that examination.

Any certificate accepted for entrance with one class is not valid for entrance with a succeeding class unless reapproved. It must be resubmitted, accompanied by a full statement of the candidate's educational work in the interim, and both certificate and statement will be subject to careful scrutiny by the academic board.

A candidate, not an ex-cadet, who has once been declared mentally qualified for entrance upon written examination, either regular or validating, need not undergo a second mental examination in case of any subsequent appointment unless the requirements for entrance have been changed in the meanwhile. A candidate reported not qualified mentally in one or more subjects on one examination will be required to qualify in all subjects at any subsequent examination.

Information on the Scholastic Aptitude Test mentioned in this pamphlet may be obtained from the College Entrance Examination Board. Address it for this purpose at P. O. Box 592, Princeton, N. J.

12. Physical Examination

a. Preliminary.—Each candidate designated as principal or alternate for appointment as a cadet of the Military Academy should ascertain as soon as practicable whether or not he has any physical defect that would disqualify him for admission or any that should be corrected by treatment before presenting himself for examination.

A preliminary physical examination will be authorized by the War Department only upon specific request. Any candidate who holds a letter of appointment issued by the War Department may apply to the office of The Adjutant General, War Department, Washington 25, D. C., for permission to undergo a preliminary examination, and the necessary instructions setting forth the place of examination will be issued. A prospective candidate will also be authorized to undergo a preliminary physical examination upon receipt in the War Department of a request from the Member of Congress who is considering him for nomination with a view

to appointment as a candidate. The Member of Congress or the prospective candidate will be informed by the War Department of the result.

It should be clearly understood by the candidate that this examination is a *preliminary* one only and *in no way commits or obligates the War Department to accept a candidate* who is found by the regular medical examining board to have a physical defect which is considered to be disqualifying.

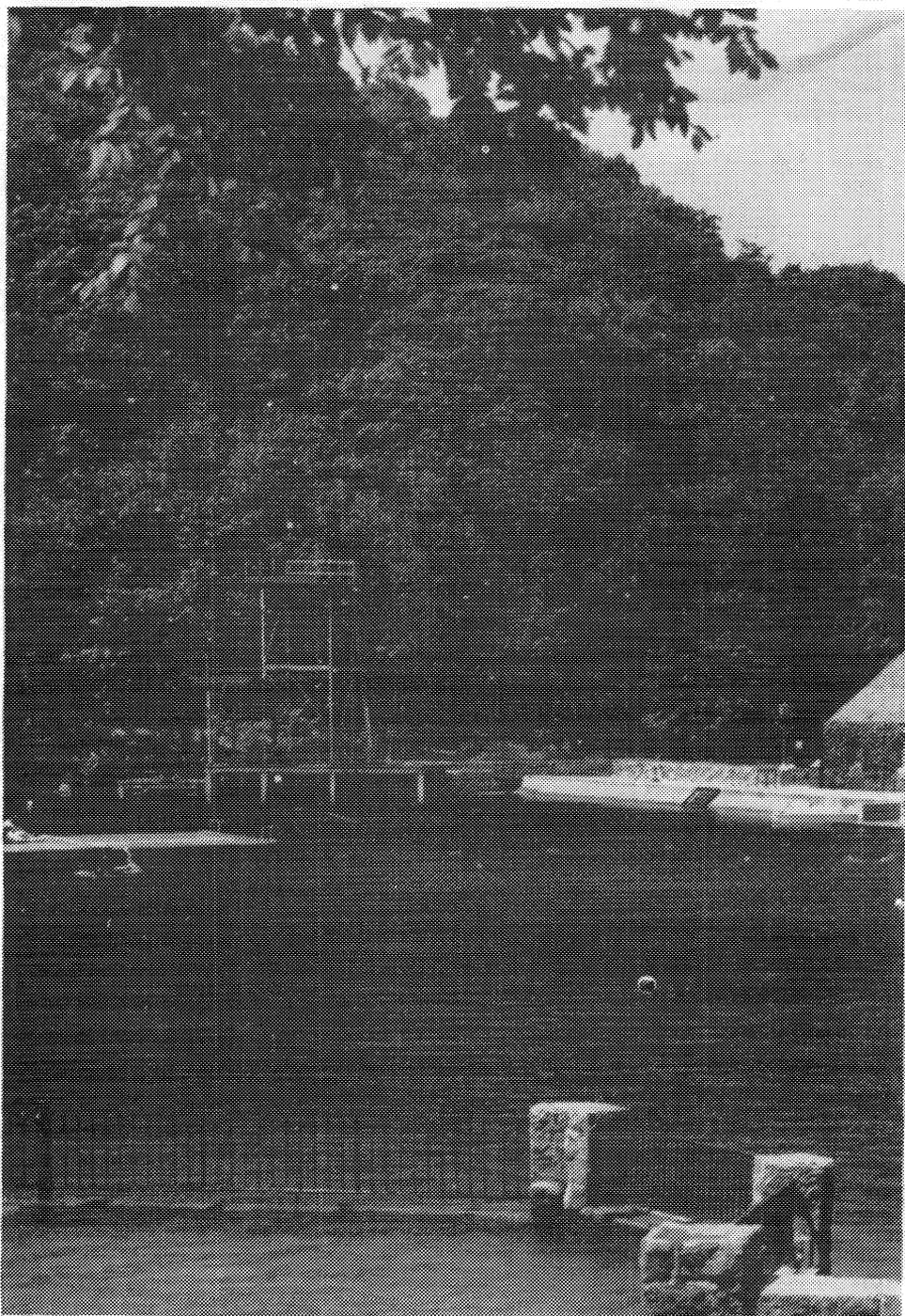
b. Regular.—The physical examination of a candidate begins after the conclusion of his last mental examination, and is continued daily until completed, but those candidates who upon reporting at the place of examination present evidence⁴ that they have been excused from the mental examination under the provisions of the certificate privilege, or as the result of having qualified mentally at a previous examination, are usually examined physically as soon as possible after reporting and are not required to wait until the schedule of mental examinations has been completed.

c. Physical requirements.—(1) Hearing must be normal (15/15) in each ear for the whispered voice and the ears must be free from acute or chronic disease. The following-named conditions are causes for rejection: The total loss of an ear, marked hypertrophy or atrophy, or disfiguring deformity of the organ; atresia of the external auditory canal, or tumors of this part; acute or chronic suppurative otitis media, or chronic catarrhal otitis media; mastoiditis, acute or chronic; existing perforation of the membrana tympani from any cause whatever.

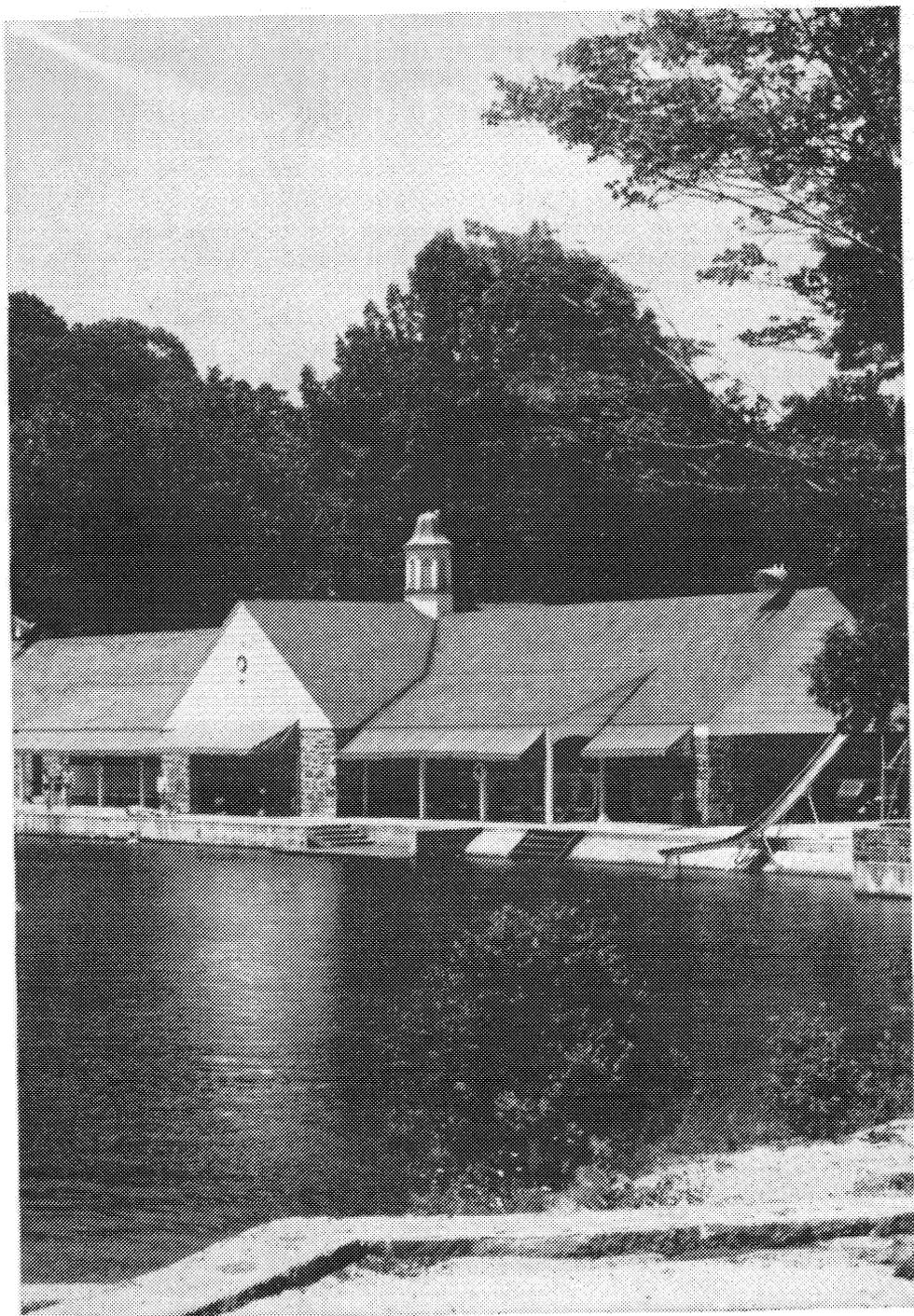
(2) Vision as determined by the visual test types (without a cycloplegic) must not fall below 20/30 in either eye without glasses, correctible with glasses to 20/20 in each eye, when no organic disease in either eye exists. Both eyes must be free from acute or chronic disease. Errors of refraction, if considered excessive, may be a cause for rejection even though the visual acuity falls within acceptable limits. Total hyperopia of more than two diopters or total myopia of more than three quarters (0.75) diopter in any meridian in either eye is cause for rejection.

The following-named conditions are also cause for rejection: Manifest disturbance of muscle balance; esophoria of more than 10 prism diopters, exophoria of more than 5 prism diopters, or hyperphoria of more than 1 prism diopter; impairment of the sense of color perception in a pronounced degree; trachoma, or xerophthalmia; chronic conjunctivitis; pterygium encroaching upon the cornea; complete or extensive destruction of the eyelids; disfiguring cicatrices, adhesions of the lids to each other or to the eyeball; inversion or eversion of the eyelids, or lagophthalmus; trichiasis, ptosis, blepharospasm, or chronic blepharitis; epiphora, chronic dacryocystitis, or lachrymal fistula; chronic keratitis, ulcers of the cornea, staphyloma, or corneal opacities encroaching on the pupillary area and

⁴ The evidence must be in the form of an official communication from the War Department and must specify exemption from the mental examination of the current year.



Delafield Pond



reducing the acuity of vision below the standard noted above; irregularities in the form of the iris, or anterior or posterior synechiæ sufficient to reduce the visual acuity below the standard; opacities of the lens or its capsule, sufficient to reduce the acuity of vision below the standard, or progressive cataract of any degree; extensive coloboma of the choroid or iris, absence of pigment, glaucoma, iritis, or extensive or progressive choroiditis, retinitis, detachment of the retina, neuroretinitis, optic neuritis or atrophy of the optic nerve; loss or disorganization of either eye, or pronounced exophthalmus, true nystagmus; or permanent or well-marked strabismus; diplopia, or night blindness; abnormal conditions of the eyes due to disease of the brain; malignant tumors of lids of eyeballs; ashenopia accompanying any ocular defect.

(3) *Teeth*.—No candidate will be accepted unless he has a minimum of 6 serviceable vital masticating teeth (bicuspid and molars) above and 6 below serviceably opposing and also 4 serviceable vital incisor teeth (incisors and cuspids) above and 4 below serviceably opposing. Therefore, the minimum requirement consists of a total of 12 masticating teeth and 8 incisor teeth, all of which must be so opposed as to serve the purpose of incision and mastication. In cases in which insufficiency of teeth may be remedied by the eruption of third molars, if an X-ray of the third molar region determines a normal third molar properly positioned and developed, it may be assumed that it will have a normal eruption, and the candidate may be credited with possession of this tooth.

Vital teeth properly filled with permanent filling material, or well crowned, will be considered serviceable if otherwise acceptable. A single tooth replacement by a standard method of fixed bridgework will be accepted in lieu of a serviceable vital tooth when the abutment teeth are otherwise acceptable and the bridge well constructed.

A tooth will not be considered serviceable if it is a deciduous tooth, or if it fails to enter into serviceable occlusion with an opposing tooth, if it has an unfilled cavity, if it supports a defective filling or crown, if it is nonvital, or if there is destruction of the supporting tissues of the tooth, such as results from chronic gingivitis, pyorrhea, etc.

Causes for rejection are: Failure to meet the standard of minimum requirements outlined above; the loss of three adjoining masticating teeth in either side of the upper or lower jaw; disfiguring spaces between anterior teeth, such as result from the extraction of a tooth; marked irregularity of the teeth; and marked malocclusion. No candidate will be accepted until all cavities in the teeth have been filled with proper permanent fillings.

(For additional causes for physical disqualification see sec. VI.)

d. Physical proportions for height, weight, and chest measurements for all candidates except Filipinos.—The requirements of the following tables of physical proportions are for growing youths and are for guidance in connection with the other data of the examination, a consideration of all

of which will determine the candidate's physical eligibility. Mere fulfillment of the requirements of the standard tables does not determine eligibility.

Height	Weight		Minimum chest measurement at expiration	Height	Weight		Minimum chest measurement at expiration
	Minimum	Maximum			Minimum	Maximum	
<i>Inches</i>	<i>Pounds</i>	<i>Pounds</i>	<i>Inches</i>	<i>Inches</i>	<i>Pounds</i>	<i>Pounds</i>	<i>Inches</i>
66	120	170	30.50	72	144	201	32.50
67	124	175	30.50	73	148	208	32.50
68	128	180	31.00	74	152	214	33.00
69	132	185	31.50	75	156	220	33.00
70	136	190	32.00	76	160	226	33.50
71	140	195	32.00				

NOTE.—Fractions greater than $\frac{1}{2}$ inch in height will be considered as an additional inch, but candidates must be at least 66 inches in height. Height to be taken without shoes and weight without clothes.

Medical examiners will recommend rejection of individuals who show poor physical development and those who appear to be undesirable candidates because of excess fat, even though their measurements may come within the figures stated in the above table. In such instances, the report will show in detail the findings upon which recommendation for rejection is based.

Recommendations for waiver of excess weight will be made in cases in which the general appearance and conformation of the candidate and the rest of the examination clearly indicate that he is of the robust type and that there is no tendency to obesity, endocrine imbalance, cardiovascular disease, or other defect which is likely to shorten the period of useful active service normally expected of an Army officer. (See par. 1a (1) (e), AR 40-100.)

e. Minimum standards for Filipino applicants.

Height	Weight	Chest measurement at expiration	Height	Weight	Chest measurement at expiration	Height	Weight	Chest measurement at expiration
<i>Inches</i>	<i>Pounds</i>	<i>Inches</i>	<i>Inches</i>	<i>Pounds</i>	<i>Inches</i>	<i>Inches</i>	<i>Pounds</i>	<i>Inches</i>
59	100	28½	63	105	29½	67	118	30½
60	101	28¾	64	107	29¾	68	124	30¾
61	102	29	65	110	30	69	127	31
62	103	29¼	66	113	30¼	70	130	31¼

13. Physical Conditioning

a. Because of the nature of the new cadets' training during their first 2 months at the Academy the physical requirements are necessarily exacting. Experience has indicated that those cadets who, prior to admission, have hardened themselves physically, are best able to meet these requirements. The cooperation of parents is enjoined to encourage new cadet candidates to participate in some form of physical exercise prior to their arrival at the Academy.

b. In the past new cadets have been unaware of the absolute necessity for maintaining good physical condition. Candidates were of the impression that, having passed the physical examination, they were also physically fit or conditioned to meet the arduous duties required upon entrance. Experience has proved that such is not the case. Passing the physical examination simply means that the candidate has a normal body

and has no apparent serious physical defects. It does not insure normal muscular development nor proper physical fitness to undergo the initial training at the United States Military Academy without considerable difficulty.

c. Much valuable time has been lost from instruction because of poor physical condition, sore feet, muscular soreness, strained arches, and many other physical impairments due to unaccustomed physical exertion. This loss can be avoided if all new cadet candidates begin to condition themselves immediately upon notification of appointment. The conditioning program may include daily exposure to sunlight, running, taking long hikes, swimming, and other types of exercise.

d. Candidates are advised to study carefully the training hints presented in paragraph 5, section VI, as a basis for a thoroughgoing physical conditioning program to be pursued for as long a period as possible prior to admission to the Military Academy.

14. Deposit Upon Entrance

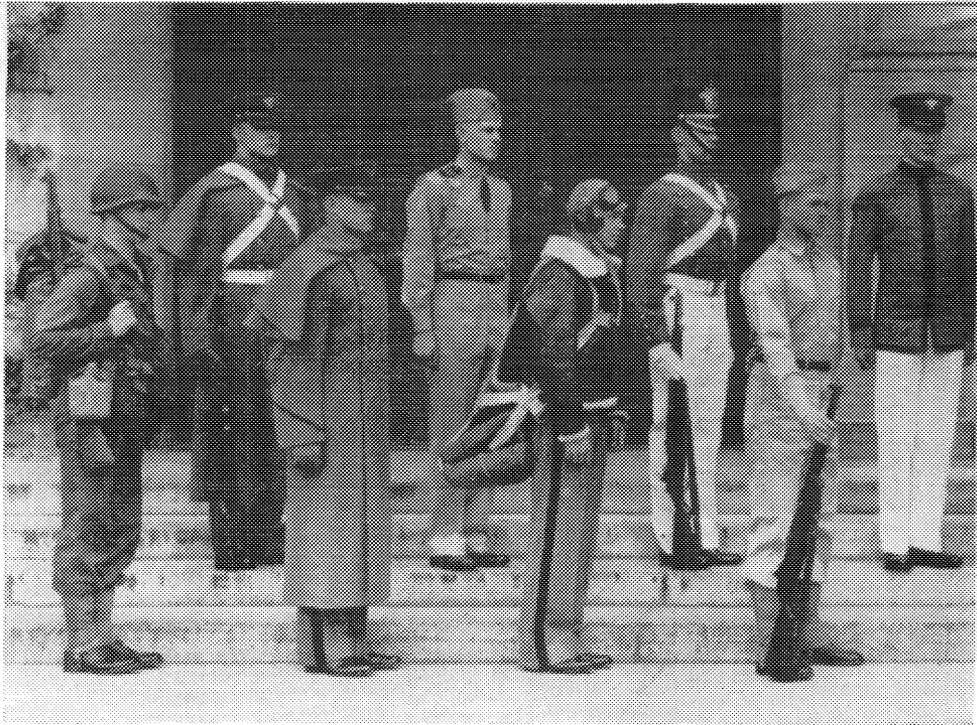
The cost of the uniform and personal equipment with which the new cadet is provided immediately after admission is approximately \$300. This sum must be deposited with the treasurer of the Academy before the cadet is admitted. Parents of candidates are advised to forward the required deposit by draft, payable to the Treasurer, United States Military Academy, who will credit it to the new cadet's account. Cadets who exercise proper economy will have upon graduation a sufficient balance to their credit with the treasurer to purchase the initial supply of uniforms and equipment which they will need as officers.

Candidates are advised, on leaving home for admission, to take with them no more money than is needed for traveling expenses. Any balance in their possession at the time of admission is deposited to their credit with the treasurer. Except for members of the armed forces, who are provided transportation or are allowed mileage as provided in Army Regulations, cadets are allowed 5 cents per mile for traveling expenses from their homes to the Military Academy. Such mileage is credited to the cadet's account after his admission unless he makes a specific written request to the Commandant of Cadets that the mileage allowance be sent to his parents.

SECTION III—ORGANIZATION AND ADMINISTRATION

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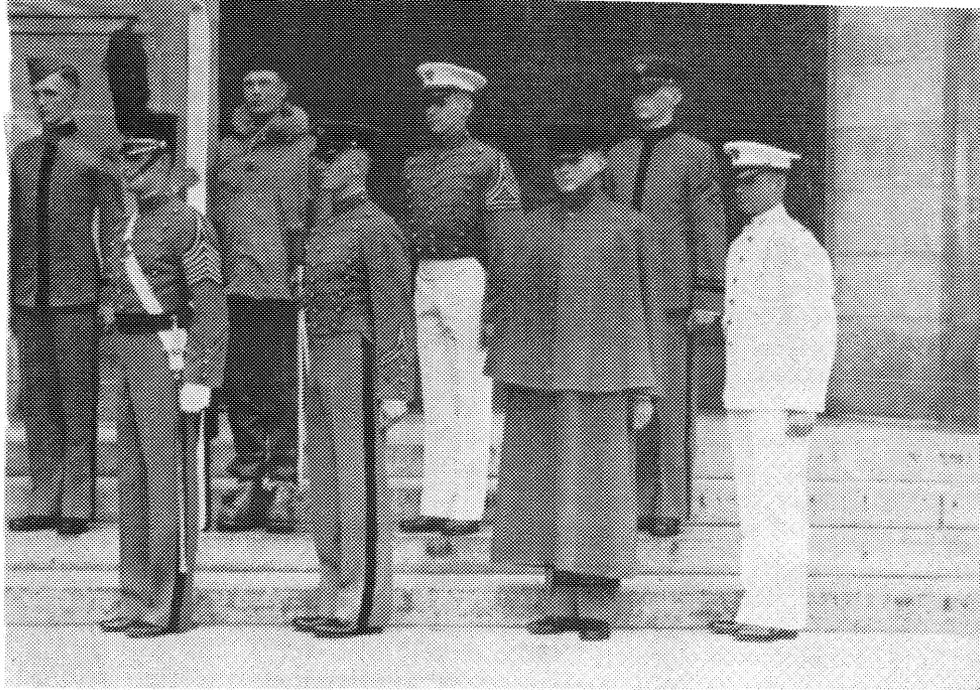
ORGANIZATION AND ADMINISTRATION

1. Direction and Supervision

Direction and supervision of the Military Academy are vested by law in the War Department under such officer or officers as the Secretary of War may select, and, in accordance with this provision, the Chief of Staff has been designated as the officer in charge of all matters pertaining to the institution.

2. Board of Visitors

Hereafter the Board of Visitors to the United States Military Academy shall consist of five members of the Committee on Military Affairs of the Senate, two members of the Committee on Appropriations of the Senate, seven members of the Committee on Military Affairs of the House of Representatives, and five members of the Committee on Appropriations of the House of Representatives, to be appointed by the respective chairmen thereof; the members so appointed shall visit the United States Military Academy at least once annually at such time or times as the chairman of said committee shall appoint, and the members from each of said committees may visit said academy together or



separately as the respective chairmen of said committees may elect; and the superintendent of the academy and the members of the Board of visitors shall be notified of such date by the chairmen of the said committees: *Provided*, That members chosen by the respective chairmen of the said committees who have been reelected to the Senate or House of Representatives may continue to serve as members of the Board of Visitors and visit the United States Military Academy, notwithstanding the expiration of Congress. The expenses of the members of the board shall be their actual expenses while engaged upon their duties as members of said board and their actual expenses of travel (act approved 17 May 1928) (1st Ind., WD, AGO, 8-17-28).

3. Officers, Headquarters and Staff

a. *Superintendent*.—Taylor, Maxwell D., O14898, Maj. Gen., USA

b. *Headquarters and Staff*.

(1) *Personal Staff*.

Aides.—Rogers, Bernard W., O25867, Capt., Inf

Stewart, John A., Jr., O529872, 1st Lt., FA-Res

(2) *General Staff.*

Chief of Staff.—Swofford, Ralph P., Jr., O18026, Col., AC
G-1 and Asst. Chief of Staff.—Grant, Melville F., O14977, Col., AGD
G-4 and Asst. Chief of Staff.—Viney, G., O17511, Col., CE

(3) *Special Staff.*

Civilian Personnel Officer.—Vacant
Adjutant General.—Leland S. Smith, O12799, Col., AGD
Ordnance Officer.—Briggs, Ralph D., O275763, Lt. Col., ORD-NG
Provost Marshal.—Stowell, John H., O341945, Maj., CMP-Res
Signal Officer.—Scroggs, John P., O21863, Lt. Col., SigC
Surgeon.—Carbonell, Arturo, O4073, Col., MC
Staff Judge Advocate.—Chandler, Robert E., O17559, Col., JAGD
Fiscal Officer.—Fraser, Frank G., O16090, Col., FD
Finance Officer.—Uhler, Frederick C., O25003, Capt., FD
Treasurer.—Badger, George M., O12139, Col., CAC
Quartermaster.—Ehlen, Edward S., O19286, Col., QMC
Post Engineer.—Cuttino, Thomas E., O301040, Lt. Col., CE
Public Relations Officer.—Moore, Ned D., O18212, Col., Inf
Special Services Officer.—Azoy, Anastasio C. M., O101909, Col., CAC-Res
Post Exchange Officer.—Johnson, Phillip F., O901459, Maj., AUS
Librarian.—Morton, William J., Jr., O15158, Lt. Col., FA-Ret
Secretary-Treasurer, Association of Graduates.—Branham, Charles N.,
O14920, Col., CAC

(4) *Operating agencies.*

Commandant of Cadets.—Higgins, Gerald J., O19530, Brig. Gen., USA
C. O. of Troops.—Verbeck, William J., O16852, Col., Inf
C. O., Stewart Field.—Webster, Benjamin J., O18714, Col., AC
Graduate Manager of Athletics.—Jones, Lawrence McC., O8578, Col.,
FA-Ret

4. Officers, Departments of Instruction

Dean of the Academic Board.

Alexander, Roger G. O1497, Col., Professor

Department of Chemistry and Electricity.

Professor.—Bartlett, Boyd W., O27891, Colonel, Professor
Assistant Professor.—Wallace, Everett C., O15525, Lieutenant
Colonel, CAC

Department of Economics, Government, and History.

Professor.—Beukema, Herman, O3790, Col., Professor
Asst. Professor.—Weitzel, George J., O19429, Lt. Col., CAC

Department of English.

Professor.—Stephens, George R., O27892, Lt. Col., Professor
Asst. Professor.—Sinkler, Thomas S., Jr., O5307, Lt. Col., Inf-Ret

Department of Law.

Professor.—West, Charles W., O12774, Col., JAGD

Asst. Professor.—Levings, George E., O266157, Lt. Col., JAGD-NG

Department of Mathematics.

Professor.—Jones, Harris, O5222, Col., Professor

Assoc. Professor.—Sharrer, Robert A., O4427, Lt. Col., CE-Ret

Department of Mechanics.

Professor.—Gatchell, Oscar J., O3357, Col., Professor

Asst. Professor.—Downing, Walter A., Jr., O18991, Lt. Col., FA

Department of Military Art and Engineering.

Professor.—Stamps, Thomas D., O8560, Col., Professor

Asst. Professor.—Hill, Robert A., O232567, Lt. Col., AUS

Department of Military Topography and Graphics.

Actg. Professor.—Schick, Lawrence E., O12736, Col., GSC

Asst. Professor.—Dickson, Merwin S., O359710, Lt. Col., QMC-Res

Department of Modern Languages.

Professor.—Morrison, William E., O2237, Col., Professor

Assoc. Professor.—Durfee, Loyd Van H., O8620, Lt. Col., Inf-Ret

Department of Ordnance.

Professor.—Leonard, Lawrence C., O14906, Col., Ord

Asst. Professor.—Straub, Theodore F., O163469, Lt. Col., Ord-AUS

Department of Physics.

Professor.—Counts, Gerald A., O8556, Col., Professor

Asst. Professor.—Longley, William L., O20274, Lt. Col., Inf

Department of Tactics.

Commandant of Cadets.—Higgins, Gerald J., O19530, Brig. Gen.

Asst. Commandant.—Stewart, John A., O5278, Col., FA

5. Composition of the Corps of Cadets

a. United States and Territories.—Under an act of Congress approved 3 June 1942, the Corps of Cadets shall hereafter consist of 2,496⁹ cadets, appointed in number and from sources as follows:

8 from each State at large.....	384
4 from each congressional district.....	1,740
4 from each Territory (Hawaii and Alaska).....	8
6 from the District of Columbia.....	6
4 from natives of Puerto Rico.....	4
2 from Panama Canal Zone.....	2
172 from the United States at large ¹⁰	172
180 from among the enlisted men of the Regular Army and of the National Guard, in number as nearly equal as practicable.....	180
Total.....	2,496

For footnotes, see following page.

Section 2 of the above-mentioned act is quoted in paragraph 3i, sec. II.

b. Filipino cadets.—In addition to the 2,496 designated above, the Secretary of War is authorized to permit not exceeding four Filipinos, to be designated by the President of the Republic of the Philippines, to receive instruction at the United States Military Academy, under the provision of the act of Congress approved 28 May 1908, as amended. These students execute an agreement to comply with all regulations for the police and discipline of the Academy, to be studious, and to give their utmost efforts to complete satisfactorily the courses in the various departments of instruction.

c. Foreign cadets.—The act of 24 June 1938, as amended by the act of 26 June 1946, authorizes the President of the United States to designate not exceeding 20 persons at a time from the Latin American Republics to receive instruction at the United States Military Academy. Not more than three persons from any one of such republics may receive instruction under authority of that law at the same time. Such persons receive the same pay, allowances and emoluments, including mileage from their homes in proceeding to the Military Academy for initial admission, as cadets appointed from the United States. Foreign cadets are subject to the same rules and regulations as cadets appointed from the United States, but they are not entitled to appointment to any office or position in the United States Army, by reason of their graduation from the Military Academy.

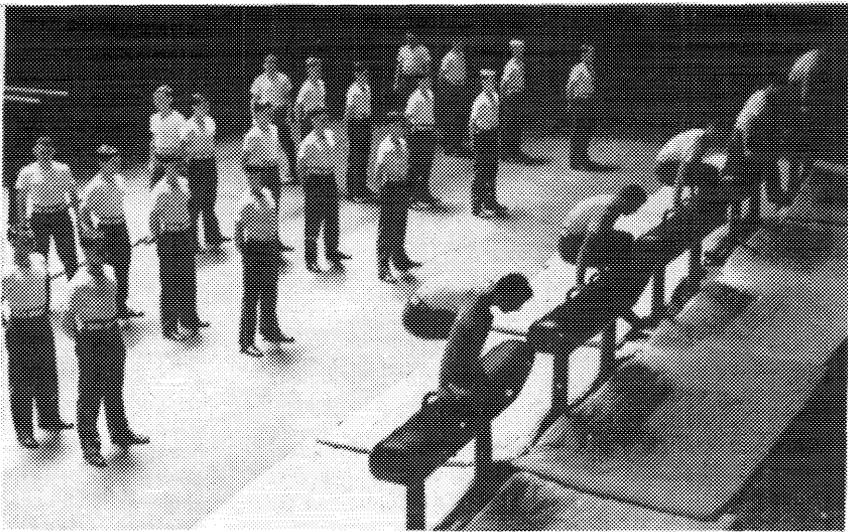
Cadets from other foreign countries may be admitted by special act of Congress in each instance. The expenses of foreign cadets are borne by their respective governments. The charges in each case are equivalent to the total of the pay and allowances authorized by law for United States cadets. Requirements for the admission, advancement, and graduation of foreign cadets are identical with those for United States cadets.

⁹ In addition to the 2,496 designated above, Public Law 228, 79th Cong., approved 24 November 1945, provides that the strength of the Corps of Cadets is " * * * increased by the President from the United States at large from among the sons of persons who have been or shall hereafter be awarded a Medal of Honor in the name of Congress for acts performed while in any of the armed forces of the United States * * * "

¹⁰ Of whom 3 are appointed upon the recommendation of the Vice President, 40 are selected from among the honor graduates of those educational institutions designated as "honor military schools," 40 are chosen from among the sons of veterans who were killed in action or have died, or may hereafter die, of wounds received or disease contracted in line of duty during World War I or World War II, and 89 upon the personal selection of the President.

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PROGRAM OF INSTRUCTION AND COURSE OF STUDIES

1. General

a. Courses of instruction.—Courses include academic instruction and military training covering a period of 4 years, and of such scope and content as is determined by the War Department upon the recommendation of the superintendent. In general, courses of instruction and training are designed to develop character and the personal attributes essential to an officer, to provide a balanced and liberal education in the arts and sciences, and to provide a broad basic military education rather than that individual proficiency in the technical duties of junior officers of the various arms which is of necessity a gradual development, the responsibility for which devolves upon the graduates themselves and upon the commands and schools to which they are assigned after being commissioned.

b. Academic terms.—Two terms of academic instruction are provided, the Tuesday after Labor Day to 21 December, and 2 January to 30 May.

c. Term examinations.—A semiannual examination is held at the end of the first term, and an annual examination at the end of the second term. At the first term examination, cadets who are found to be proficient in subjects they have completed during the preceding term are arranged according to merit in each subject. At the second term examination they are similarly arranged, and they are also assigned general standing in the class as determined by their standings in the various subjects. When a subject of study is completed during a term, an examination concluding the work in that subject may be held.

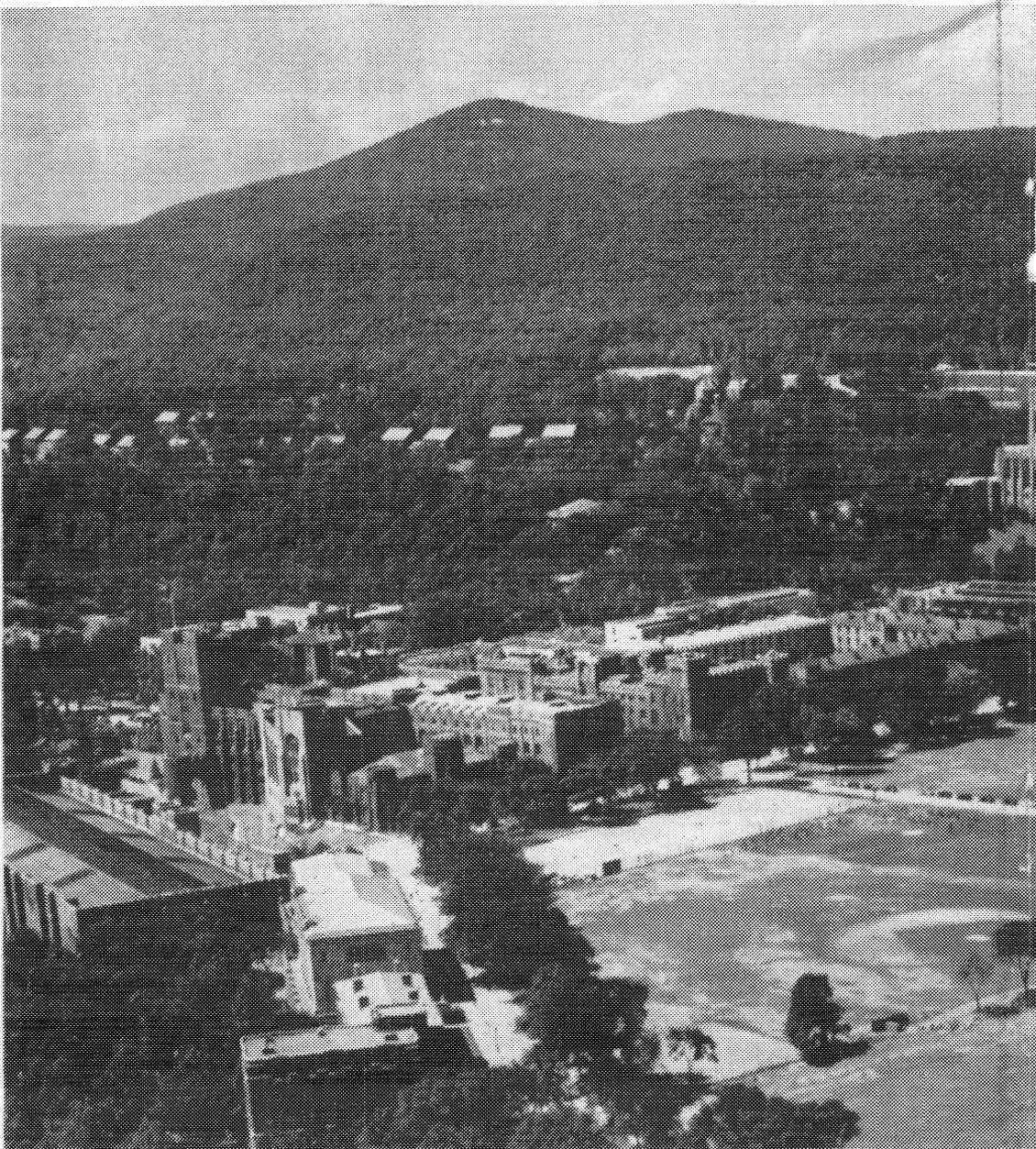
d. Disposition of cadets found deficient in academic work or conduct.— Cadets deficient in studies at any examination are discharged from the Academy unless for special reasons the Academic Board recommends otherwise. Cadets exceeding at any time the maximum number of demerits allowed for 6 months are reported to the academic board as deficient in conduct.

2. Program of Instruction.

Class	Subject	Attendance	Length of period (minutes)
Fourth (first year)	Mathematics	Whole class daily	80
	Military topography and graphics	One-half class daily except Saturday	120
	Physical training	One-half class daily except Saturday	45
	English	Whole class Saturday	
	Languages	One-half class daily except Saturday	60
Third (second year)	Mathematics	One-half class daily	80
	Physics	Whole class daily (33 periods)	80
	Chemistry	One-half class daily (90 periods)	80
	Languages	One-half class daily	70
	English	One-half class daily except Saturday (63 periods)	60
	Tactics	One-half class daily except Saturday (28 periods)	60
	Military topography and graphics	One-half class daily except Saturday	120
Second (third year)	Mechanics	Whole class daily	80
	Electricity	Whole class daily (128 periods)	80
	Military instructor training	One-half class daily (42 periods)	80
	Military correspondence	One-half class daily (4 periods)	80
	Tactics	One-half class daily (15 periods)	80
	Economics, Government, and history (History and Government)	Whole class daily except Saturday	60
	First (fourth year)	Military art and engineering	Whole class daily
Economics, Government, and history (Economics)		One-half class daily	70
Ordnance		One-half class daily (88 periods)	70
Military hygiene		One-half class daily (18 periods)	60
Law		One-half class daily except Saturday	60
Tactics		One-half class daily except Saturday	60

Detailed descriptions of the work in each department appear in paragraphs 3 and 4. The average numbers of periods available for the courses prescribed in table are as follows:

	First class	Second, third, and fourth classes
Whole class daily	212	213
Half class daily	106	106
Half class daily (except Saturday)	90	91



Air View—Academic Area



3. Schedule of Instruction.

FOURTH CLASS

Department	Subject	Number of recitation or lecture periods	Length of recitation or lecture periods	Number of laboratory or practical work periods	Length of laboratory or practical work periods	Total number of periods	Total number of hours
	<i>Between 7:55 a. m. and 3 p. m. (Academic Day)</i>						
Mathematics	Algebra	57	1 $\frac{1}{3}$			57	76
	Solid geometry	30	1 $\frac{1}{3}$			30	40
	Plane and spherical trigonometry.	45	1 $\frac{1}{3}$			45	60
	Plane and solid analytic geometry.	72	1 $\frac{1}{3}$			72	96
	Slide rule	9	1 $\frac{1}{3}$			9	12
Military Topography and Graphics.	Military topography	13	1 $\frac{1}{3}$	38	2	51	93
	Graphics			40	2	40	80
Tactics	Physical training			122	$\frac{3}{4}$	122	92
English	Grammar	29	1			29	29
	Composition	29	1			29	29
	Readings	4	1			4	4
	Public speaking	29	1			29	29
Modern languages	Languages	91	1			91	91
	Subtotal	408		200		608	731
	<i>After 3 p. m.</i>						
Tactics	Practical military training (twice a week).			72	1	72	72
	Physical training (twice a week).			72	1	72	72
	Parades (twice a week in September and May).			16	1	16	16
	Reviews and inspections			45	1	45	45
	Subtotal			205		205	205
	Total	408		405		813	936

THIRD CLASS

Department	Subject	Number of recitation or lecture periods	Length of recitation or lecture periods	Number of laboratory or practical work periods	Length of laboratory or practical work periods	Total number of periods	Total number of hours
	<i>Between 7:55 a. m. and 3 p. m. (Academic Day)</i>						
Mathematics	Differential calculus	40	1 $\frac{1}{3}$			40	53
	Integral calculus	66	1 $\frac{1}{3}$			66	88
	NOTE.—Upper sections have 16 periods of Statistics instead of reviews in calculus.						
Physics and Chemistry	Physics	105	1 $\frac{1}{3}$	18	2	123	176
	Chemistry	70	1 $\frac{1}{3}$	20	2	90	133
Modern Languages	Languages	106	1 $\frac{1}{3}$			106	124
Military topography and graphics.	Military topography			50	2	50	100
	Graphics			41	2	41	82
English	Advanced Composition	18	1			18	18
	Literature	30	1			30	30
	Public speaking	15	1			15	15
Tactics	Tactics and technique			28	2	28	56
	Subtotal	450		157		607	875
	<i>After 3 p. m.</i>						
Tactics	Practical military training (twice a week).			72	1	72	72
	Physical training			72	1	72	72
	Parades (twice a week in September and May).			16	1	16	16
	Reviews and inspections (once a week).			45	1	45	45
	Subtotal			205		205	205
	Total	450		362		812	1,080

SECOND CLASS

Department	Subject	Number of recitation or lecture periods	Length of recitation or lecture periods	Number of laboratory or practical work periods	Length of laboratory or practical work periods	Total number of periods	Total number of hours
<i>Between 7:55 a. m. and 3 p. m. (Academic Day)</i>							
Mechanics	Analytical Mechanics	72	1 $\frac{1}{3}$			72	96
	Strength of Materials	39	1 $\frac{1}{3}$			39	52
	Thermodynamics	33	1 $\frac{1}{3}$	15	2	48	74
Electricity	Fluid Mechanics	45	1 $\frac{1}{3}$	9	2	54	78
	Electricity, Electronics, and Communication.	30	1 $\frac{1}{3}$	40	2	170	253
Tactics	Tactics and Technique	15	1 $\frac{1}{3}$			15	20
English	Military instructive training.	24	1 $\frac{1}{3}$			24	32
	Military correspondence	4	1 $\frac{1}{3}$			4	5
Economics, Government, and History.	History of modern Europe.	82	1			82	82
	History of Far East	25	1			25	25
	Government	40	1			40	40
	Geography	35	1			35	35
Subtotal		544		64		608	792
<i>After 3 p. m.</i>							
Tactics	Practical Military Training (twice a week).			72	1	72	72
	Physical training			72	1	72	72
	Parades (twice a week in September and May).			16	1	16	16
	Reviews and inspections (once a week).			45	1	45	45
Subtotal				205		205	205
Total		544		269		813	997

FIRST CLASS

Department	Subject	Number of recitation or lecture periods	Length of recitation or lecture periods	Number of laboratory or practical work periods	Length of laboratory or practical work periods	Total number of periods	Total number of hours
	<i>Between 7:55 a. m. and 3 p. m. (Academic Day)</i>						
Military Art and Engineering.	Military art.....	106	1 $\frac{1}{8}$			106	141
	Military engineering.....	103	1 $\frac{1}{8}$	3	2	106	143
Economics, Government and History.	Economics.....	54	1 $\frac{1}{6}$			54	63
	Economics of war.....	20	1 $\frac{1}{6}$			20	23
	International relations.....	32	1 $\frac{1}{6}$			32	37
Ordnance.....	Elements of Ordnance.....	70	1 $\frac{1}{6}$			70	82
	Machine tool laboratory.....			18	2	18	36
Military hygiene.....	Military hygiene.....	18	1			18	18
Law.....	Elementary law.....	21	1			21	21
	Constitutional law.....	13	1			13	13
	Criminal law.....	19	1			19	19
	Evidence.....	17	1			17	17
	Military law.....	20	1			20	20
Tactics.....	Tactics.....			90	2	90	180
	Subtotal.....	493		111		604	813
	<i>After 3 p. m.</i>						
Tactics.....	Practical military training (twice a week).....			72	1	72	72
	Physical training.....			72	1	72	72
	Parades (twice a week in September and May).....			16	1	16	16
	Review and inspections (once a week).....			45	1	45	45
	Subtotal.....			205		205	205
	Total.....	493		316		809	1,018

4. Departments of Instruction

a. Mathematics.—The course includes the subjects of college algebra, solid geometry, the slide rule, plane and spherical trigonometry, plane and solid analytic geometry, differential and integral calculus, and for the more proficient students the elements of statistics.

b. Modern languages.—Each cadet studies one foreign language, French, Spanish, Portuguese, Russian, or German. The selection is made according to his own choice as far as quotas will permit. When the language of his first choice is oversubscribed, he is given his second or sometimes even his third choice.

The cadet follows a course in his selected language throughout his first 2 years. His program starts with a thorough study of pronunciation and grammar, accompanied by reading and numerous oral and written exercises and proceeds in the second year to grammar review, composition, idiomatic expression with emphasis on military vocabulary, intensive and extensive reading, dictation, aural comprehension exercises, free composition both oral and written, conversation and lectures in the foreign language on the history and civilization of its country.

c. English.—Instruction in this department comprises three courses: one given to the Fourth Class, one to the Third Class, and one to the Second Class. The Fourth Class course includes the study of the fundamentals of grammar, punctuation, diction, sentence structure, expository writing, public speaking, and readings from English and American literature. The Third Class course includes advanced expository composition, a study of English literature from the Age of Chaucer to the present, and readings in American literature. The Second Class course includes the methods and technique of military instructor training and a series of lessons in military correspondence.

d. Military topography and graphics.—The course in military topography includes surveying, military sketching, terrain appreciation the principles and methods of map construction, map and aerial photograph reading, stereoscopy, and military applications.

The course in graphics includes the use of drawing instruments, lettering, projections, pictorial representation, technical sketching, blueprint reading, charts and graphs, and working drawings, detail and assembly for machines, and simple structures.

e. Physics.—This department conducts an introductory course in general physics, covering the subjects of elementary mechanics, properties of matter, wave-motion, sound, heat, electricity and magnetism, light, and modern physics.

f. Mechanics.—The course includes analytical mechanics (statics, kinematics, and kinetics), strength of materials, engineering thermodynamics, and fluid mechanics. Standard college textbooks are used. Emphasis is placed on the development and practical illustration of

fundamental principles rather than on specialization in preparation for any particular field of engineering.

g. Chemistry and electricity.—(1) *Chemistry.*—The course in chemistry, given to all Third Classmen, is an introduction to the principles of general inorganic chemistry. The scope and difficulty of the course is that covered by a standard college text such as General College Chemistry by Richardson and Scarlett.

(2) *Electricity.*—The course in electricity, given to all Second Classmen, consists of an introduction to the principles of electrical engineering, followed by an introductory course in electronics and communications. Of the 170 periods allotted to the study of electricity, 110 are devoted to basic electrical engineering principles, electric circuit theory, and rotating machinery. The remaining 60 periods are devoted to electronics and the applications of electron tubes to the communications art. Forty of the one hundred and seventy periods are allotted to 2-hour laboratory exercises, 24 in basic circuit theory and machinery, and 16 in electronics.

h. Military hygiene.—The course of instruction includes the subjects of personal hygiene, the nature of alcoholic drinks and narcotics and their effects upon the human system, first aid, communicable diseases, care of troops, and practical field sanitation.

i. Law.—The course of instruction comprises the study of elementary law, constitutional law, and military law, including the related subjects of criminal law and evidence.

j. Economics, Government, and history.—First Class courses consist of a survey of the principles and problems of elementary economics, along with their application to the problems of war; and an introduction to the study of international relations. Second Class courses are as follows: Political and economic geography, surveys of the history of modern Europe and of the Far East, Government of the United States, contemporary foreign governments, and military government. In the transition year 1946-47, the Second Class courses will be limited to geography and military government, inasmuch as the class of 1948 will have completed in its Third Class year the other courses listed above.

k. Ordnance.—The purpose of the course of instruction conducted by this department is to give the cadets a basic knowledge of the principles involved in the design, production, and functioning of ordnance matériel (except automotive, which is covered elsewhere). This basic knowledge is meant to serve as a foundation upon which more detailed and specialized knowledge may be built when necessity or opportunity arises. It also furnishes an understanding of the importance of proper maintenance and intelligent employment of ordnance equipment. In this course the cadet sees the practical application of many of the principles studied in physics, chemistry, electricity, and mechanics. The major characteristics, including the powers and limitations of all types of weapons and ammunition, are studied; but emphasis is placed on typical

mechanisms rather than minute details of construction and operation. Interior, exterior, and terminal ballistics are included in the course.

l. Military art and engineering.—This department conducts two courses: military history and military engineering.

The course in military history is a survey course in which the cadet is made acquainted with the most important fields of military history: great captains before Napoleon, campaigns of Napoleon, American Civil War, World War I, and World War II. Throughout the course, instruction is given in the principles of strategy.

The course in military engineering consists of two subcourses: (1) structures and (2) Army engineering.

The subcourse in structures deals with the analysis and design of simple steel and wood structures, with emphasis on bridges. The upper sections also study simple indeterminate structures.

The subcourse in Army engineering includes instruction in military bridges, military roads, demolitions, land mines, field fortifications, and camouflage.

m. Tactics.—(1) *General military instruction.*—(a) *Objectives.*—The objectives of the Department of Tactics include not only the routine administration and discipline of the Corps of Cadets but also the conduct of the requisite basic military training to provide a balanced military and physical education for the potential Regular Army officer. The guiding principle in the selection of courses is that they shall furnish training in matters which should be of value to all line officers of the Regular Establishment. Overemphasis upon specialties is avoided, both because of lack of instructional time and because specialized training is a function of unit training and of the various service and staff schools conducted by the War Department for the progressive military education of commissioned officers.

(b) *Methods used to attain objectives.*

1. The Department accomplishes the first of its objectives by exercising continuous and strict supervision over the daily life of the cadet and by demanding prompt, precise, and thorough performance of all duties. This portion of the training is essentially one of character-development and is designed to inculcate the traditional soldierly attributes.
2. The purely military portion of the cadet's training includes instruction currently pertinent to the separate and combined arms. Subcourses are given in organization, administration, staff functioning, leadership, weapons and matériel, and tactics and technique.
3. A progressive course of physical training is conducted by the Department of Tactics, under the direction of the Master of the Sword. This course is designed to equip cadets with as high a degree of physical and mental adjustment suit-

able to a military career as can be obtained from a physical training program. Basic physical skills, coordination, and condition (fitness) are developed in the fourth class year, followed in later years by progressive instruction in military skills and sports of carry-over value in the professional life. An understanding and appreciation of the value of physical training for the Army and training in leadership are stressed through instructor assignments in the first class year. Training in posture as well as in voice and command are the functions of this section. Throughout the 4 years, a highly developed intramural program of rugged body-contact sports indoctrinates cadets with aggressiveness and ability to perform under stress. Relative proficiency in each class is determined by a thorough system of objective method testing and grading.

4. Weight toward graduation standing, similar to that given the various academic subjects, is assigned to the following headings under which each cadet is rated by the Department of Tactics: tactics, conduct, military, physical efficiency, and aptitude for the service.

(2) *Aviation training.*—Conducted by the Director of Aviation, United States Military Academy, in coordination with the Department of Tactics.

The postwar curriculum provides aviation training for all cadets during their last two summers at the Academy. During the Second Class summer, time is allotted for sufficient ground and flight instruction at Stewart Field, N. Y., to familiarize all cadets with the basic characteristics, powers, and limitations of the airplane. Individual screening is included to determine each cadet's aptitude for flying and to permit him to decide whether he desires to be commissioned in the Air Forces upon graduation and then take the additional flying training prescribed for combat pilots. During the First Class summer, a period is allotted for visits of the First Class to Air Force Tactical Schools for a broader view of the combat functions of the Air Forces. No specialized pilot training of selected cadets is given prior to graduation.

(3) *Aptitude.*—Periodically during their 4-year course at West Point cadets are rated and graded in aptitude for the military service. This rating is accomplished by having aptitude estimates submitted for each cadet by other cadets and by officers who have had opportunities to observe the cadet in the performance of his duties. Cadets found deficient in aptitude may be discharged from the Military Academy.

(4) *Conduct.*—During their 4 years at West Point cadets are required to comply with certain specific regulations and customs which are an integral part of a cadet's life. If the cadet fails at any time to comply with these regulations or does not maintain himself and his equipment

at the standard set by the authorities, he is awarded demerits for his derelictions. Cadets are given a certain allowance of demerits for each 6-month period. A cadet who exceeds this allowance may be discharged from the Military Academy for deficiency in conduct.

5. Annual Physical Examination

Periodic physical examinations are conducted by the Medical Department. Cadets found to be permanently disqualified physically to continue the course, or in the case of the first class for commission in the Army, are discharged.

6. Tests of Physical Performance

A physical aptitude examination is administered to new cadets upon their arrival at the Academy. A physical performance examination is given annually to each class. Cadets who fail to meet the minimum standards prescribed for physical efficiency are required to take special training on their own time. For example, before the end of the first year,



fourth-classmen must swim properly the elementary back, breast, side, and crawl strokes, and swim 175 yards in 5 minutes. Cadets who fail to achieve the minimum standards after a reasonable length of time are reported to the academic board as of doubtful proficiency in Military Physical Efficiency and may be discharged under paragraph 116%, Regulations, United States Military Academy. (See par. 13, sec. II.)

7. Degree

The degree of bachelor of science is conferred at the time of graduation under the provisions of an act of Congress approved 25 May 1933, as amended by the act of Congress approved 8 July 1937, which provides: "that the superintendents of the United States Naval Academy, the United States Military Academy, and the United States Coast Guard Academy may, under such rules and regulations as the Secretary of the Navy, the Secretary of War, and the Secretary of the Treasury may prescribe, confer the degree of bachelor of science upon all graduates of their respective academies, from and after the date of the accrediting of



said academies by the Association of American Universities: *Provided*, That on and after the date of the accrediting of the said academies by the Association of American Universities the superintendents of the respective academies may, under such rules and regulations as the respective secretaries may make, confer the degree of bachelor of science upon such other living graduates of the said academies as shall have met the requirements of the respective academies for such degree."

The United States Military Academy was accredited by the Association of American Universities on 31 October 1925.

8. Academic Prizes and Special Awards for Military Proficiency

Awards are annually made by patriotic societies and certain individuals to cadets of the graduating class for outstanding academic performance and for military proficiency, as follows:

a. By the Sons of the Revolution in the State of New York, the cup, on which is inscribed each year the name of the cadet having the highest rating in military efficiency. Cup presented in 1910.

b. By Mrs. Francis Vinton Greene, as a memorial to the late Maj. Gen. Francis Vinton Greene, Class of 1870, U. S. M. A., to the cadet standing No. 1 in general order of merit at graduation. First presented in 1929.

c. By Gen. Charles G. Dawes, the Pershing sword, to commemorate the fact that General Pershing was first captain of the Corps of Cadets in 1886. Awarded to the graduating cadet captain and brigade commander. First presented in 1929.

d. By the National Commandery, Military Order of Foreign Wars of the United States, to the cadet standing highest in economics. First presented in 1929.

e. By the National Society, Daughters of the American Revolution, to the cadet standing highest in mechanics. First presented in 1930.

f. By the United Daughters of the Confederacy, to the cadet standing highest in mathematics. First presented in 1931.

g. By the Women's Relief Corps, Auxiliary to the Grand Army of the Republic, to the cadet standing highest in military topography and graphics. First presented in 1932.

h. By the Colonial Daughters of the Seventeenth Century, to the cadet standing highest in English. First presented in 1934.

i. By the national organization of the American Legion, to the cadet standing highest in chemistry and electricity. First presented in 1935.

j. By the Veterans of Foreign Wars of the United States, to the cadet standing highest in physics. First presented in 1937.

k. By the Ladies Auxiliary to the Veterans of Foreign Wars of the United States, to the cadet standing highest in ordnance. First presented in 1939.

l. By the American Bar Association, to the cadet standing highest in law. First presented in 1941.

m. By the National Society, Daughters of Founders and Patriots of America, to the cadet standing highest in military hygiene. First presented in 1942.

n. By Mrs. William A. Mitchell, as a memorial to the late Brig. Gen. William A. Mitchell, to the cadet standing highest in military engineering and military history. First presented in 1942.

o. By the Military Order of the World War, to the cadet who has made the greatest improvement during his course. First presented in 1942.

p. By the Regular Veterans Association, to the cadet standing No. 1 in graduation merit. First presented in January 1943.

q. By Col. and Mrs. Charles R. Finley, in memory of their son, Lt. Charles R. Finley, Jr., for the battalion adjutant, First Battalion, Second Regiment. First presented in 1945.

r. By the Steuben Society of America, to the cadet standing highest in modern languages. First presented in 1936.

9. Special Athletic Awards

The following special awards are annually presented to cadets and organizations whose performance has been outstanding:

a. The Army Athletic Association Trophy to the cadet of the first class who has rendered the most valuable service to athletics during his career as a cadet.

b. The Edgerton Trophy to the outgoing football captain.

c. The Hughes Trophy to the most valuable player on the football team.

d. The W. P. Fickes Memorial Trophy to the outgoing lacrosse captain.

e. The Treat Trophy for horsemanship and excellence in polo.

f. The Sands Fencing Trophy to the outstanding fencer.

g. The Frances Dorothy Beebe Trophy for excellence in foils.

h. The Heiberg Trophy for horsemanship.

i. Pierce Currier Foster Memorial Trophy to the best all-round gymnast.

j. Bankers' Trust Co. Trophy to the cadet company excelling in intramural athletics during the year.

k. The Gen. Palmer E. Pierce Trophy to the cadet company excelling in intramural football during the year.

10. Annual Report of Distinguished Cadets

Annually in the month of June, the superintendent reports to the War Department, for publication in the Army Register, the names of distinguished cadets, including only those on the general merit roll of each class

and on the graduating merit roll whose records meet the requirements fixed by the academic board. Not more than 6 percent of each roll are so included.

Cadets who at any annual examination are classed as distinguished wear a five-pointed star, three-fourths of an inch in diameter, on each side of the collar of the dress coat and the full dress coat. This mark of academic distinction is effective for 1 year after the announcement of the award.

11. Promotion After Graduation

The act of Congress approved 17 May 1886, to regulate the promotion of graduates of the United States Military Academy, provides: "That when any cadet of the United States Military Academy has gone through all its classes and received a regular diploma from the academic staff, he may be promoted and commissioned as a second lieutenant in any arm or corps of the Army in which there may be a vacancy and the duties of which he may have been judged competent to perform." The act approved 4 June 1920 (National Defense Act), section 24e as amended by the act approved 3 April 1939 (Public, No. 18, 76th Cong.), provides:

Appointment of officers.—Except as otherwise herein provided, all appointments in the Regular Army shall be made in the grade of second lieutenant from the following groups: Group 1, from graduates of the United States Military Academy; * * *."

Revocation of commission—marriage prohibited within one year.—Under the provisions of the act of Congress approved 25 July 1939 (53 Stat. 1074; 10 U. S. C. 484a), authorizing revocation by the Secretary of War of the commission of an officer on the active list, initially commissioned after 25 July 1939, who has had less than 3 years of continuous service as a commissioned officer of the Army at the date of revocation, it is prescribed that: "*a.* In the case of officers serving under revocable commissions * * * the Secretary of War may revoke the commission of any officer whose conduct or performance of duty is such as not to justify his retention as an officer of the Army, or whose retention as an officer of the Army is not justified for other good and sufficient reasons appearing to the satisfaction of the Secretary of War. The action of the Secretary of War is final and conclusive. *b.* In case any second lieutenant commissioned in the Army after July 1, 1942, marries within 1 year subsequent to the date of his original commission, such marriage will be considered cause for the revocation of his commission. * * * *d.* An officer whose commission is revoked under this authority will be entitled only to accrued pay and allowances upon discharge. * * * *f.* These regulations become effective as to all officers originally commissioned in the Regular Army after July 25, 1939."

The provisions of subparagraph *b* of the act of Congress approved 25 July 1939, pertaining to revocation of commission—marriage pro-

hibited within 1 year, quoted in the third subparagraph have been waived by the Secretary of War for the duration of the war, but will again become effective 1 July 1949.

12. Furloughs, Leaves of Absence, and Suspension of Academic and Military Duties

Academic duties are suspended during the months of June, July, and August. Although the summer period is primarily devoted to practical military instruction, class furloughs are given during this period as follows: First Class, 1 week; Second Class, 4 weeks; Third Class, 4 weeks. Academic duties are suspended for a period of approximately 10 days at the close of the fall term (over the Christmas holiday period). At this time cadets of the First, Second, and Third Classes who are not undergoing final examinations, and whose disciplinary records and credit balance with the Treasurer, United States Military Academy warrant it, are granted a short leave of absence.

Cadets of the First Class are granted not to exceed nine week-end leaves during the year, subject to the requirements that such leave does not interfere with duty, and that the individual cadet's academic and disciplinary records and credit balances warrant the leave.

Academic and other duties are suspended for all classes on such national holidays as may be designated by the War Department.

13. The Library

Cadets and officers have free access to the library, which comprises approximately 123,000 volumes, with an extensive collection of maps, manuscripts, and rare books. The collection contains substantially all standard books on the subjects taught in the Military Academy, and is especially complete in military subjects. Its card catalogs (about 400,000 cards) are arranged with the special object of saving the time of cadets. The library is open on weekdays from 8:30 a. m. to 6 p. m.; Sundays and holidays from 2 p. m. to 6 p. m.; and, on evenings when required for cadets' special research work.

14. The Museum

The United States Military Academy Museum houses a fine collection of weapons and ammunition, both ancient and modern, as well as many other items of historical value pertaining to the Academy and to the Army. It is open daily to visitors from 10:30 a. m. to 4:30 p. m. except on Sunday, Monday, and holidays.

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GENERAL AND MISCELLANEOUS

1. Pay and Allowances of Cadets

The pay of the cadet is \$780 per annum plus the cost of one ration per day. The latter item varies with the cost of food. The total of such pay and allowances, when added to the new cadet's initial deposit, is sufficient to meet the cadet's actual needs at the Academy.

Except for members of the armed forces who are provided Government transportation or allowed mileage in accordance with Army Regulations, mileage at 5 cents per mile, for traveling expenses from their homes is credited to the account of cadets after their admission to the Academy.

Obtaining money from outside sources is regarded with disfavor, unless it be for purposes specifically authorized in the Budget of a Cadet's Pay or in Regulations, United States Cadet Corps.

New cadets who own Government life insurance and who wish to authorize pay-roll deductions for premium payments may make provision for the deposit of sufficient outside funds to cover such payments. Deposits for that purpose may be made with the Treasurer, United States Military Academy, monthly, quarterly, semiannually, or annually.

2. Uniforms and Supplies

Cadets are required to wear the prescribed uniform. All articles of their uniform and equipment, including bedding, shoes, and underwear, are of a designated pattern, and are sold to cadets at West Point at regulated prices. It is not necessary for candidates to make special preparation for their stay at the academy, although there is no objection to their bringing with them such supplies of underwear, toilet accessories, etc., as they may have. Should a trunk be brought, it should be of the Army trunk locker type, 29¾ by 16 by 12 inches in size, and in good condition. If a candidate does not have such a trunk, he should wait until his arrival at the academy to procure one. Everything needed can be secured from the cadet store at West Point.

3. Extracurricular Activities

a. Social.—The social life of the cadets is regarded as an essential factor in their preparation for a military career. Weekends and other free time afford ample opportunity for the social diversions which make a distinct and welcome break from the routine of classes and drills. Formal hops, informal tea dances, and similar gatherings are sponsored by the class hop committees. Moving pictures, concerts, and plays—both professional and amateur—add variety to cadet entertainment.

Formal hops are scheduled every Saturday throughout the academic year. Special hops highlight certain milestones in the cadet career, among them: the ring hop, when the First Classmen receive their rings; the hundredth night hop, given approximately 100 days before June; the howitzer hop, when the annual year book of the First Class is distributed; and graduation hop. Informal week-end hops at Camp Buckner and Stewart Field are a feature of the summer program. Picnics, moving pictures, and other informal entertainments, given when permitted by the demands of the various programs of practical military training, round out the social activities.

The cadet hostess exercises general supervision over the social life of the cadets. Her office and lounge in Grant Hall and the cadet reception room in the same building provide a homelike atmosphere, in sharp contrast with the austerity of cadet barracks. There cadets meet and entertain their friends. During the summer training period at Camp Buckner and Stewart Field, similar provisions are made at those stations. An additional feature at that season is found in organized water sports.

b. Cultural activities and entertainment.—Week ends and other special occasions provide the opportunity for a wide variety of cultural activities and entertainment, presented under the direction or sponsorship of the agencies listed below:

Cadet Lecture Committee.—Lectures, concerts, and special features.

Special Services Office.—Plays and moving pictures.

The Chapel Organist.—Organ recitals.

The Teacher of Music.—Band and orchestral concerts.

In addition to the above, some forty cadet clubs, committees, and boards sponsor extracurricular activities which serve as outlets for the varied talents and interests of the Corps of Cadets. Three cadet publications, *The Howitzer*, *The Pointer*, and *Bugle Notes* offer such opportunities to men interested in writing. The Debating Society brings men of all four classes into intercollegiate and international competition. Two orchestras, the Cadet Glee Club, and the Chapel Choirs avail themselves of whatever musical talent is available. Men with a bent for public entertainment find their vehicles of self-expression in the Hundredth Night Show and the Color Lines, agencies sponsored by the Dialectic Society. Athletics outside the range of intercollegiate and intramural competition is provided for by clubs sponsoring such sports as handball, polo, skeet, skiing, squash, and water soccer. Lastly, the camera, radio, and other hobbyists have their own clubs.

4. Intercollegiate Athletics

In addition to formal physical training and a well-rounded intramural program, the Military Academy maintains a very comprehensive intercollegiate program. Teams representing the Academy meet outside

competition in the following sports: baseball, basketball, cross country, fencing, football, golf, gymnastics, hockey, lacrosse, pistol, rifle, polo, soccer, swimming, tennis, track, and wrestling.

The Graduate Manager of Athletics arranges schedules for varsity, junior varsity, and plebe teams in these sports. It is estimated that each year approximately 1,000 different cadets compete in at least 1 sport in this program.

5. Authorized Religious Activities

a. Protestant.—Protestant services of worship are held in the Cadet Chapel during the academic year, and out-of-doors during the months of summer training. Three services are held each Sunday in the Cadet Chapel, the last of these being a service of Holy Communion, at which attendance is voluntary. On the first two Sundays of the month, the early service is a service of the Holy Communion. Members of all Christian churches are welcomed to the Communion Table. The two regiments of cadets alternate in their attendance at the early service and the 11 o'clock service. During the summer months services are held at Camp Buckner, Battle Monument, and Stewart Field. Throughout the Lenten season, daily services are held in the Chaplain's office. All Protestant services are nondenominational in character, following a form approved by the larger Protestant communions. A cadet choir of 165 voices participates in the Cadet Chapel services.

b. Catholic.—The Catholic cadets fulfill their religious obligations by attending Mass at Holy Trinity Chapel on the Post. The Chapel is served by two priests in residence. Confessions are heard on Saturdays and as desired. The first and second regiments alternate in attending 8 and 9:15 a. m. Mass in order to facilitate frequent reception of Holy Communion. A cadet Catholic Choir is trained and renders music for High Masses and all other ceremonies. During Lent, October, and May daily Mass is celebrated at 7 a. m. and 5:30 p. m.

c. Jewish.—Jewish services are conducted each Sunday morning at 7:40 in the Old Cadet Chapel under the supervision of a Rabbi, the Acting Jewish Chaplain. Services are also conducted on the various Jewish holy days and festivals. There is a Cadet choir of 14 and a cadet organist. The chaplain is at the Academy from Saturday noon until Sunday noon.

6. USMA Association of Graduates

Graduate affairs, including arrangements for June Week reunions of graduated classes, are handled by the USMA Association of Graduates, with headquarters at West Point, N. Y.



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TYPICAL ENTRANCE EXAMINATIONS

1. Mathematics

The entrance examination in mathematics is a single examination, including questions in both algebra and plane geometry. It consists of two parts, 1½ hours being allotted to each part. Part I comprises a large number of short-answer type questions; part II comprises a smaller number of essay type questions. The regular examination includes both part I and part II; the validating examination consists of part I only.

In view of the large number of items and the necessity for maintaining a satisfactory file of questions it is not considered advisable to publish more than one complete examination. The following is a typical set of examination questions.

VALIDATING EXAMINATION AND PART I, REGULAR EXAMINATION

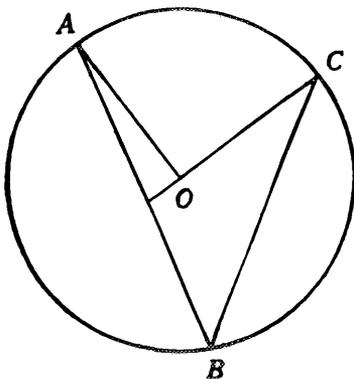
Write the answers in the spaces provided. In this part, only the answers count.

Use the blank space on the right-hand side of each page for such computations as you need.

In construction problems, show all construction lines but make no written explanations.

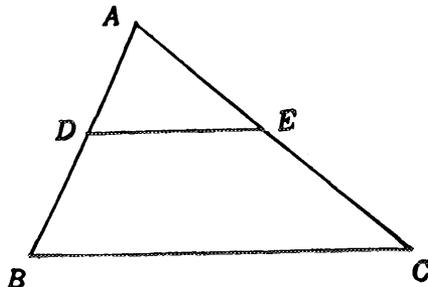
Work steadily and as quickly as is consistent with accuracy. If you are taking the REGULAR examination, stop work on part I at the end of 1 hour and 30 minutes and start on part II. Do not worry if you cannot finish all of part I in the allotted time.

1. Factor: $x^2 + 2x - 24 = \dots\dots\dots$
2. Each angle of an equilateral triangle contains $\dots\dots\dots$ degrees.
3. If $xy - z = w$, then $z + w = \dots\dots\dots$
4. Expand: $(x + 3a)^2 = \dots\dots\dots$
5. A quadrilateral whose opposite sides are equal is called a $\dots\dots\dots$.
6. The average cost of 6 two-cent stamps and 3 three-cent stamps is $\dots\dots\dots$ cents per stamp.
7. Simplify: $6 - \{7 - (9 + 4) + 6\} = \dots\dots\dots$
8. The product of two numbers is π . One of the numbers is 12. The other number is $\dots\dots\dots$
9. In the figure, O is the center of the circle. If angle AOC is 84° , angle $ABC = \dots\dots\dots^\circ$.

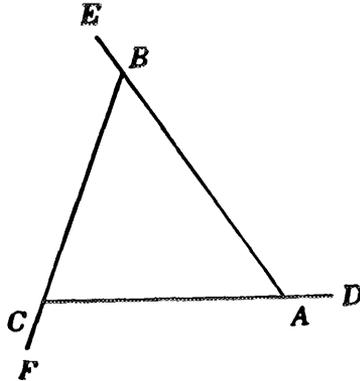


10. If $(a-b)(c-d)(e-f) = (b-a)(d-c)(x)$, then $x = \dots\dots\dots$
11. If $7x - 5 = 4x + 2$, then $3x - 1 = \dots\dots\dots$
12. If one base angle of a parallelogram is 125° , the other base angle is $\dots\dots\dots^\circ$.
13. Fill in the parenthesis: $(\dots\dots\dots)^{21} = 37\frac{1}{2}\%$.

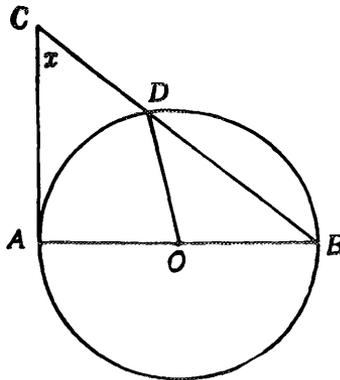
14. The arithmetic mean between 13 and 23 is
15. Complete the following statement: "The angle formed by a tangent and a chord of a circle is measured by"
16. If $0.2x = 0.34$, then $x =$
17. Solve: $10x^2 + x - 3 = 0$. $x =$
18. If $\frac{1}{3}$ of the length of a pole is in mud, $\frac{1}{4}$ is in water, and the remainder, 15 feet, is above water, the total length of the pole = feet.
19. The number of degrees in an angle which is 5 times its complement is°.
20. Factor: $x^3 - 27a^3 =$
21. The smallest number which is divisible by 2, 3, 4, 5, 6 and 7 is
22. The line joining the midpoints of the non-parallel sides of a trapezoid is 7 inches long. The perpendicular distance between the bases is 3 inches. The area of the trapezoid issq. in.
23. Which is the greater, $\sqrt{5}$ or $\sqrt[3]{12}$?
24. If $\frac{x}{1+x} + \frac{x}{1-x} = 1$, then $x =$
25. A line 6 inches long joins the midpoints of two sides of a triangle. The length of the third side of the triangle isinches.
26. If $a^2 = 6$, then $(1-a)(1+a) =$
27. Bronze is composed of 11 parts of tin and 39 parts of copper. How many pounds of tin will there be in 100 pounds of bronze?lbs.
28. How many negative terms are there in the expansion of $(x^2 - 8)^9$? terms.
29. The circumference of a circle, in which a central angle of $22\frac{1}{2}$ degrees intercepts an arc of 6 inches, is inches.
30. If $(64x)(1.25) = 320$, then $x =$
31. The altitude on the hypotenuse of a right triangle is 2 inches. One segment of the hypotenuse is 1 inch. The other segment isinches.
32. If $\frac{1}{x} - \frac{1}{y} = 2$, and $\frac{1}{x} + \frac{1}{y} = 4$, then $\frac{1}{x^2} - \frac{1}{y^2} =$
33. Factor: $a^3 - 2ab + b^2 - c^3 =$
34. Find the two acute angles of a right triangle, if one of them is four times the other.°.
35. Simplify: $\frac{\frac{a^2-1}{b^2-1}}{\frac{a}{b}-1} =$
36. If $\sin \theta = \frac{12}{13}$, then $\tan \theta =$
37. PA and PB are tangents to a circle from an exterior point P . If angle $APB = 60^\circ$ and $PA = 4$ inches, then $AB =$ inches.
38. The Highest Common Factor of $a^2b^3x^2y^2$, $a^3b^2x^2y$, and $a^2b^2x^3y^2$ is
39. The corresponding sides of two similar triangles are 2 inches and 4 inches. The ratio of their areas is :
40. If, in the expansion of $(x+y)^n$, the coefficient of the second term is 4, then $n =$
41. A tank has two inlet taps. With the first alone open it can be filled in 8 hours, and with the second alone open it can be filled in 10 hours. With both taps open it can be filled inhrs.
42. Two triangles of equal areas have bases equal to 10 inches and 16 inches respectively. The ratio of their respective altitudes is :
43. The integral part of $\log 97368$ is
44. If $(a+b) = 0$, then $(a^2 - b^2) =$
45. In the figure, DE is parallel to BC , $AE = 4$, $DE = 5$, and $CE = 5$. $BC =$



46. Form a quadratic equation whose roots are 0, and $-5/2$
47. If $\frac{4\sqrt{3}}{2\sqrt{2}} = x\sqrt{72}$, then $x =$
48. Complete the following: "If the bisectors of two adjacent angles are perpendicular, the angles are.....".
49. If $6x^2 + kx + 3 = 0$, for what values of k are the roots of the given equation equal? $k =$
50. If $\sqrt{2x^2 + 11} + 5 = 8$, then $x =$
51. Fill in the parentheses: $\sqrt{32} + \sqrt{72} = (\quad) (\sqrt{8} + \sqrt{18})$.
52. One angle of a triangle is $4/5$ of the second, and the second is $5/3$ of the third. The largest angle is.....°.
53. If $10^{2n} = 1,000,000$, then $n =$
54. An automobile travels $1/2$ of a mile in $3/4$ of a minute. What is its speed in miles per hour?
55. In the figure, $\angle FCA = 2\angle CAB$, and $CA = 8$ units. Therefore $CB =$units.

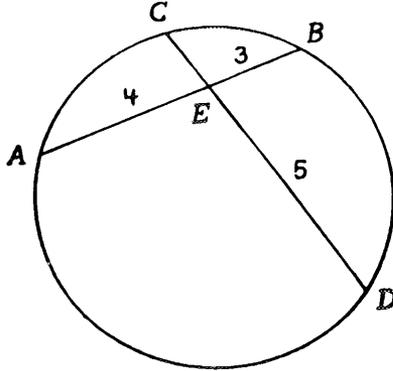


56. If $(2a - b)^2 = 0$, then $\frac{2a}{b} =$
57. For what value of a is $x^2 + 7x + a$, a perfect square? $a =$
58. In the figure, O is the center of the circle, CA is a tangent, AB is a diameter. If angle $x = 55^\circ$, then angle $AOD =$°.

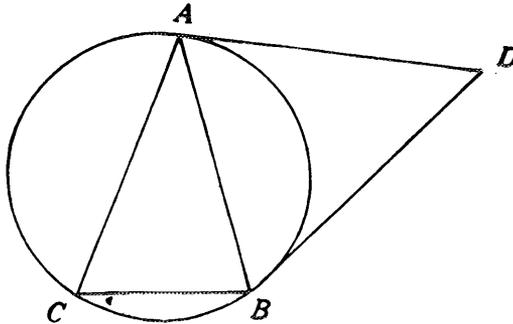


59. If the altitude of an equilateral triangle is a , the radius of the circle which circumscribes the triangle is
60. The fifth term of the progression $5/3, 2/3, 4/15$ is.....
61. A man is m times as old as his son. The difference of their ages is a years. How old is the son?
62. One angle of a regular octagon contains.....degrees.

53. If $\frac{0.2}{\sqrt{x}} - \frac{0.1}{\sqrt{x}} = 0.2$, then $x =$
54. Simplify: $(2)^1(3)^{-2}(10)^0 =$
55. The least common multiple of x^2+3x , x^2-3x and x^2 is
56. If $2^{-x} = 0.125$, then $x =$
57. In the figure, arc $AC = 50^\circ$ and arc $BD = 80^\circ$. Angle $BED =$ $^\circ$.



58. If $x^2 + y^2 = 2xy$, then $\frac{x+y}{x} =$
59. In the figure, DA and DB are tangents, and angle $CAB = 35^\circ$. Therefore angle $CBD =$ $^\circ$.



70. If $\sqrt{x} + \sqrt{45} = 5\sqrt{5}$, then $x =$
71. If $2y\sqrt{A} = \sqrt{32xy^2z^2}$, then $A =$
72. In a circle, if a central angle and the angle formed by a tangent and a chord intercept the same arc, then the ratio of the first angle to the second is
73. Factor: $(x-y)(y-z) + (y-z)^2 =$
74. The center of a circle inscribed in a triangle is the intersection of the..... of the triangle.
75. The sum to infinity of the series $6, 2, \frac{2}{3}, \frac{2}{9}, \dots$ is
76. The area of a square, in which a diagonal equals 8 units, is sq. units.
77. If $\frac{\sqrt{7+t}}{\sqrt{7-t}} = 1$, then $t+7 =$
78. A chord 30 inches long subtends an arc of 120° . Find the distance of the chord from the center of the circle. inches.
79. If $x^3 - x^2 - 3$ is divided by $(x-2)$, the remainder is.....
80. In triangle ABC , if angle $A = 60^\circ$, and angle B is greater than angle C , then the longest side is the side

81. In a given circle, an arc which subtends a central angle of 30° is 4π inches long. The radius of the circle is _____ inches.
82. If $x = 1 + \sqrt{2}$, then $x^2 + x - 1 =$ _____.
83. The sides of an equilateral triangle are increased by 1, 3, and 5 respectively. If the resulting triangle is a right triangle, then the side of the original equilateral triangle was _____.
84. Find k in the equation $3x^2 + 13x + k = 0$ if the product of the roots is $\frac{10}{3}$. $k =$ _____.
85. The area of one regular hexagon is one-half that of another. The sides of the two hexagons are to each other as 1 : _____.
86. $2x+1$ can be used as a divisor when x is any number except $x =$ _____.
87. Two tangents to a circle from an external point intercept arcs which have the ratio 2 to 7. The angle formed by the tangents is _____ degrees.
88. A man walked $15k$ miles in 5 hours. By how much must he increase his rate to walk the same distance in 3 hours? _____ miles per hr.
89. Solve for n : $9^n (3)^n = 27^n$. $n =$ _____.
90. The bases of a trapezoid are 4 and 3, and the altitude is 2. The non-parallel sides are produced to meet. The altitude of the larger triangle formed is _____.
91. In triangle ABC , if the hypotenuse AB is 5 inches and $\cos A = 0.6$, then the area of the triangle = _____ sq. in.
92. The curve $y = ax^2 + c$ goes through the points (0,1) and (6,6). Then $a =$ _____.
93. The first term of a geometric progression is $\frac{1}{2}$, the ratio is -2 , and the sum of n terms is $\frac{43}{2}$. $n =$ _____.
94. The sides of a triangle are 5, 12, and 13. The radius of the inscribed circle is _____.
95. If $2^x = 8^{x+1}$ and $9^y = 3^{x-9}$, then $y =$ _____.
96. If $\log 2 = 0.3010$ and $\log 3 = 0.4771$, then $\log 0.18 =$ _____.
97. If $a-b$, a , and $a+b$ are the sides of a right triangle, then $\frac{a}{b} =$ _____.
98. Two sides of a triangle are 3 inches and 2 inches, and the included angle is 60° . The length of the third side of the triangle = _____ inches.
99. For what value of a are the graphs of the equations $2x - 3y = 5$ and $ax + 3y = 7$ parallel? $a =$ _____.
100. The parallel sides of a trapezoid are 8 inches and 12 inches. The altitude is 5 inches. The line joining the middle points of the diagonals of the trapezoid is equal to _____ inches.

(End of Validating Examination. Regular Examination Follows.)

PART II, REGULAR EXAMINATION ONLY

Each question requires a clear, systematic, and complete solution. You will receive credit for all work correctly done; therefore, do what you can in each case even though you may not be able to complete the solution or obtain a correct result. In questions in which you are asked to prove something as well, as in locus or construction problems, it will be sufficient to write the important statements and reasons, omitting the formal statement of what is given and what is to be proved, and suppressing the most obvious details.

- In 9 years A will be twice as old as B , and 2 years ago C was 3 times as old as B . If the sum of the present ages of A , B , and C is 53 years, find the age of each.
- Prove that the diameter of the circle inscribed in an equilateral triangle is equal to the radius of the circumscribed circle.
- Solve: $\begin{cases} 5x^2 - 14y^2 = 231 \\ 3x^2 + 5y^2 = 152 \end{cases}$ List each set of answers separately.
- Corresponding sides of two similar pentagons are in the ratio of 5:7 and the sum of the areas of the two figures is 296 square inches. Find the area of each.
- The sum of three numbers in arithmetic progression is 57. If 2 is subtracted from the second number and 4 from the third number, they will then be in geometric progression. Find the numbers.
- Prove that any straight line through the point of intersection of the diagonals of a parallelogram divides the parallelogram into two figures of equal area.
- AC is a chord of a given circle. Through A a tangent is drawn, and through C a line is drawn perpendicular to the tangent, meeting the tangent at B . Prove that AC is a mean proportional between BC and the diameter of the circle.
- Solve: $x + \sqrt{x^2 - 2} = \frac{1}{\sqrt{x^2 - 2}}$
- The area of an isosceles triangle is 48 square feet. If the length of one of the equal sides is 10 feet, find the length of the base.
- Write the term which does not contain x in the expansion of $\left(x^2 + \frac{1}{x}\right)^{12}$ by the Binomial Theorem.

2. English

The entrance examination in English is a single examination, including questions on grammar, composition and literature. It consists of two parts, 1½ hours being allotted to each part. Part I comprises a large number of short-answer type questions covering vocabulary, grammar, and interpretation; part II comprises questions on literature and the writing of a composition. The regular examination includes both part I and part II; the validating examination consists of part I only.

In view of the large number of items and the necessity for maintaining a satisfactory file of questions it is not considered advisable to publish more than one complete examination. The following is a typical set of examination questions.

VALIDATING EXAMINATION AND PART I, REGULAR EXAMINATION

Part I

No. 1. (Reg., 20; Val., 40) In *forty* of the forty-two phrases below select the word which means most nearly the same as the italicized word. In the blank space in the left-hand column write the number of the word you select. If all forty-two spaces are filled in, only the first *forty* answers will be considered.

- | | | | | | | |
|---------|--|---------------------------|------------------------------|----------------------------|-------------------|---------------|
| EXAMPLE | 2 a vague <i>allusion</i> | (1) vision | (2) reference | (3) visit | (4) delusion | (5) light |
| ----- | an <i>austere</i> allowance | (1) pleasant | (2) stern | (3) ugly | (4) sad | (5) wise |
| ----- | He tried to hide his <i>chagrin</i> | (1) anger | (2) hurt | (3) contempt | (4) humor | |
| ----- | <i>intrinsic</i> value | (1) valuable | (2) involved | (3) inherent | (4) outward | |
| ----- | a <i>complacent</i> look | (1) alone | | | | |
| ----- | He was <i>scrupulous</i> about his obligations | (1) pitying | (2) self-satisfied | (3) humorous | (4) bold | |
| ----- | He dismissed the matter with a <i> cursory</i> mention | (1) happy | | | | |
| ----- | The pay is <i>adequate</i> | (1) punctilious | (2) careless | (3) secretive | (4) punctual | |
| ----- | To <i>annihilate</i> the enemy | (5) worried | | | | |
| ----- | <i>aversion</i> to the visitor | (1) superficial | (2) unfriendly | (3) oblique | (4) flattering | |
| ----- | the <i>candor</i> of his remarks | (5) reproachful | | | | |
| ----- | The story was not as <i>innocuous</i> as it sounded | (1) insufficient | (2) generous | (3) sufficient | (4) unequal | |
| ----- | to display <i>equity</i> in the deal | (5) fair | | | | |
| ----- | The law allows considerable <i>latitude</i> in this matter | (1) surprise | (2) attack | (3) destroy | (4) run away from | |
| ----- | a <i>magnanimous</i> deed | (5) surround | | | | |
| ----- | an <i>innate</i> courtesy | (1) appealing | (2) message | (3) antipathy | (4) reproof | |
| ----- | We <i>sanctioned</i> the agreement | (5) notice | | | | |
| ----- | She was <i>nettled</i> at my statement | (1) truthfulness | (2) childishness | (3) deceitfulness | | |
| ----- | the <i>sordid</i> details of the plot | (4) frankness | (5) partiality | | | |
| ----- | a <i>subtle</i> distinction | (1) harmful | (2) harmless | (3) wicked | (4) bold | |
| ----- | This is only a <i>surmise</i> | (5) indiscreet | | | | |
| ----- | The explanation was <i>superfluous</i> | (1) fairness | (2) partiality | (3) quality of horsetrader | | |
| ----- | Who was your <i>predecessor</i> in office | (4) reserve | (5) satisfaction | | | |
| ----- | We <i>deprecated</i> your methods | (1) discussion | (2) delay | (3) change | (4) opportunity | |
| ----- | <i>diffident</i> in manner | (5) freedom | | | | |
| ----- | an <i>ignominious</i> defeat | (1) generous | (2) mean | (3) clever | (4) hypnotic | |
| ----- | a <i>novice</i> at bridge | (5) full of charm | | | | |
| ----- | held an <i>antipathy</i> for cats | (1) acquired | (2) inexpressible | (3) unnatural | (4) unexpected | |
| ----- | In <i>retrospect</i> the matter appeared different | (5) inborn | | | | |
| | | (1) noted | (2) made holy | (3) disapproved | (4) studied | |
| | | (5) ratified | | | | |
| | | (1) amused | (2) irritated | (3) grieved | (4) puzzled | |
| | | (5) outraged | | | | |
| | | (1) sad | (2) vile | (3) secret | (4) dark | (5) pleasant |
| | | (1) nicely discriminating | (2) clear | (3) involved | (4) vague | |
| | | (5) crude | | | | |
| | | (1) hope | (2) guess | (3) dream | (4) promise | (5) beginning |
| | | (1) unnecessary | (2) complete | (3) insufficient | (4) excellent | |
| | | (5) sufficient | | | | |
| | | (1) one who came before | (2) one who came after | (3) one who died | | |
| | | (4) assistant | (5) supervisor | | | |
| | | (1) expressed approval of | (2) expressed disapproval of | (3) criticized | | |
| | | (4) appreciated | (5) improved upon | | | |
| | | (1) confident | (2) lacking in confidence | (3) awkward | | |
| | | (4) original | (5) unpleasing | | | |
| | | (1) complete | (2) unexpected | (3) unreported | | |
| | | (4) caused by ignorance | (5) shameful | | | |
| | | (1) expert | (2) lucky player | (3) beginner | (4) cheater | |
| | | (5) unfortunate player | | | | |
| | | (1) feeling of affection | (2) feeling of dislike | (3) feeling of doubt | | |
| | | (4) feeling of fear | (5) feeling of strangeness | | | |
| | | (1) looking forward | (2) looking backward | (3) self-examination | | |
| | | (4) clear view | (5) the report | | | |

-He has a *tenacious* memory (1) retentive (2) poor (3) sentiment (4) clear (5) blank
-He is your *contemporary* (1) one living at the same time (2) older than you
(3) younger than you (4) enemy (5) opposite
-a *toruous* argument (1) long (2) devious (3) unfair (4) dull (5) obscure
-an *irrevocable* decision (1) unalterable (2) unfortunate (3) sudden (4) fortunate
(5) timely
-the *malevolence* of his regard (1) mildness (2) graciousness (3) hatred (4) force
(5) wistfulness
-the *fluid* battle line (1) fixed (2) not fixed (3) broken (4) weak (5) strong
-a state of *anarchy* in the country (1) law and order (2) rule of one (3) rule of many
(4) tyranny (5) lawlessness
-an *anonymous* gift (1) generous (2) small (3) undesirable (4) unexpected
(5) from an unannounced giver
-an *ambiguous* statement (1) lying (2) unfair (3) unusual (4) indeterminate (5) biased
-to *inculcate* good manners (1) instill (2) learn (3) imitate (4) admire (5) discuss
-to *improvise* a scheme (1) improve (2) disapprove (3) devise (4) approve of
(5) need
-*inarticulate* with rage (1) unhinged by (2) inspired (3) speechless (4) disabled
(5) disconcerted
-to *augment* our fleet (1) overhaul (2) recruit for (3) enlarge (4) make smaller
(5) discuss
-A *presentiment* of evil No. (1) foreboding (2) foreknowledge (3) prediction
(4) appearance (5) fear

2. (Reg., 20; Val., 40) a. The names of the grammatical constructions underlined in the following passage are included in the list below the passage. Place in the parentheses above each underlined construction the listed number of the term which classifies that construction.

Many students, feeling that facility with grammatical terms is all that can be gained from the study of English grammar, tend to discount its value and thus content themselves in a false evaluation of literacy: that of not being illiterate. However, to speak a language without understanding its structure is insufficient to enable one to convey ideas in that language in such a manner as to render them incapable of being misunderstood. It therefore behooves the man who wishes to write and speak clear, concise, and emphatic English to study and assimilate the rules of English grammar and the principles of English rhetoric.

1. Adjective clause.
2. Noun clause.
3. Adverbial clause.
4. Independent clause.
5. Prepositional phrase.
6. Present participial phrase.
7. Infinitive phrase used as a noun.
8. Infinitive phrase used as an adjective.
9. Infinitive phrase used as an adverb.
10. Gerund phrase.
11. Finite verb phrase.
12. Past participial phrase.

b. The grammatical terms illustrated by each underlined word or pair of words in the following passage are included in the list below the passage. Place within the parentheses above each underlining the listed number of the term illustrated.

... Who reads to bring about an end however desirable? Are there not some pursuits that are practised because they are good in themselves; and some ends that are final? ... I have sometimes dreamt, at least, that when the Day of Judgment dawns and the great ... come to receive their rewards—their crowns, their laurels, their names carved indelibly on imperishable marble—the Almighty will turn to Peter and will say, ... when He sees us coming with our books under our arms, "Look, these need no reward. We've nothing to give them here. They have loved reading."

—VIRGINIA WOOLF.

1. Proper noun.
2. Demonstrative pronoun.
3. Conjunctive adverb.
4. Verb in passive voice.
5. Verb in imperative mood.
6. Expletive.
7. Personal pronoun.
8. Abstract noun.
9. Reflexive pronoun.
10. Present participle.
11. Past participle used as an adjective.
12. Verb in present perfect tense.
13. Indefinite article.
14. Interrogative pronoun.
15. Subordinating conjunction.
16. Adverb.
17. Predicate adjective.
18. Contraction.
19. Linking verb.
20. Relative pronoun.

c. Correct any errors which appear in the following sentences by deleting the incorrect words and writing above your deletions the correct forms of those words. Do not delete any word which is correct. Make the least number of changes required for correctness.

1. That was the man whom you said could do anything.
2. Let us suppose that you were in my position and was my age.
3. Did you pick up your things like I told you?
4. Since May there were only two heavy rains on our farm.
5. He told we two to go back into the house and stay there.
6. John and Bill were twins, but John was the tallest.
7. She was so exhausted that she laid down to rest.
8. There goes Henry and his brother.
9. I hear where he has broken another record.
10. He said that he would go if he was me, but I have choosen not to except his advice.
11. There's at least two hundred people coming.
12. He has completed this course last June.
13. Seldom does a man pass a bond poster without it attracting his attention.
14. Yesterday father and myself each bought a bond.
15. The year 1941 is one of the most perilous that has come to the American people.
16. No one can feel comfortably knowing that he might have saved a life by having done his task more perfectly.

No.
3. (Reg., 10; Val., 20) In not more than three sentences tell in your own words the thought expressed in each of the following passages:

(a) An old proverb says: "A man's praise has very musical and charming accents in another's mouth, but it is very flat and untuneful in his own mouth."

(b) In the old wars drum of hoofs and the beat of shod feet.

In the new wars hum of motors and the tread of rubber tires.

In the wars to come silent wheels and whirl of rods not yet dreamed out in the heads of men.

— Carl Sandburg, "Wars" [1914-1915].

[End of validating examination]

Part II—Regular Examination Only

No.

4. (20) In each item below, one of the numbered options is correct. For any twenty items, write the number of the correct option in the blank space in the left-hand column. If more than twenty items are answered, only the first twenty answers will be graded.

EXAMPLE: 3 Milton's great epic is (1) *The Pilgrim's Progress* (2) *Gulliver's Travels* (3) *Paradise Lost* (4) *Beowulf*.

..... *Sonnets from the Portuguese* were written by (1) John Keats (2) P. B. Shelley (3) F. B. Browning (4) D. G. Rossetti.

..... *The Song of the Shirt* was written by (1) Walt Whitman (2) John Greenleaf Whittier (3) Thomas Hood (4) Leigh Hunt.

..... *The Deacon's Masterpiece* or *The Wonderful One-Hoss Shay* was written by the author of (1) *The Vision of Sir Launfal* (2) *The Ole Swimmin' Hole* (3) *The Chambered Nautilus* (4) *The Courtship of Miles Standish*.

..... *A Shropshire Lad* was written by (1) John Masefield (2) A. E. Housman (3) the author of *The Highwayman* (4) Robert Bridges.

..... The author of *The Comedy of Errors* also wrote (1) *The Tragical History of Doctor Faustus* and *The Passionate Shepherd to His Love* (2) *The Critic* and *The Rivals* (3) *Coriolanus* and *Measure for Measure*.

..... *Peter Pan* was written by (1) Sinclair Lewis (2) Lewis Carroll (3) the author of *Uncle Remus* (4) the author of *The Little Minister*.

..... In *The Canterbury Tales* one of the narratives is attributed to (1) Evangelist (2) Childe Harold (3) Wife of Bath (4) Christiana.

..... *Enoch Arden* was written by the author of (1) *Maud Muller* (2) *Evangeline* (3) *Maud* (4) *Lucy Gray*.

..... Three characters in a famous novel by Sir Walter Scott are (1) Ivanhoe, King Arthur, and Shylock (2) Robin Hood, Isaac, and Jezebel (3) Friar Tuck, Rebecca, and Wamba (4) Edward Waverley, Meg Merrilies, and Bob Cratchitt.

..... Deaths of friends or acquaintances of the poets are lamented in (1) *In Memoriam* and *The Lost Leader* (2) *Adonais* and *Lycidas* (3) *Crossing the Bar* and *Elegy Written in a Country Churchyard* (4) *The Bridge of Sighs* and *Invictus*.

..... Well-known schemes for ideal commonwealths are advanced in (1) *Utopia* and *The New Atlantis* (2) Plato's *Republic* and *Nossum Organum* (3) *Leviathan* and *The Dunciad* (4) *Bruce's New World* and *The Decline and Fall of the Roman Empire*.

..... *The Faerie Queene* was written by the author of (1) *Morte d'Arthur* (2) *Idylls of the King* (3) *The Shepherdes Calender* (4) *The Cotter's Saturday Night*.

- *Caliban upon Setebos* was written by the author of (1) *Antony and Cleopatra* (2) *Incident of the French Camp*. (3) *Samson Agonistes* (4) *Caesar and Cleopatra*.
- *Christabel* was written by the author of (1) *The Pied Piper of Hamelin* (2) *Kubla Khan* (3) *The Raven* (4) *Cymbeline*.
- *The Vicar of Wakefield* was written by the author of (1) *The Deserted Village* and *She Stoops to Conquer* (2) *The Rivals* and *The School for Scandal* (3) *Silas Marner* and *Mill on the Floss* (4) *Tale of Two Cities* and *Puckwick Papers*.
- *Moll Flanders* was written by the author of (1) *Tam O'Shanter* (2) *Robinson Crusoe* (3) *Gulliver's Travels* (4) *The Pilgrim's Progress*.
- *The Tale of a Tub* was written by the author of (1) *Sentimental Tommy* (2) *Puck of Pook's Hill* (3) *The Hunting of the Snark* (4) *The Battle of the Books*.
- *Abraham Lincoln: The Prairie Years* and *Abraham Lincoln: The War Years* were written by the author of (1) *Eminent Victorians* and *Elizabeth and Essex* (2) *Chicago Poems* and *Cornhuskers* (3) *The Congo* and *Other Poems* (4) *Lincoln, The Man* and *Spoon River Anthology*.
- The author of *The Pilot* and *The Red Rover* also wrote (1) *The Sea-Wolf* and *The Son of the Wolf* (2) *The Pioneers* and *Deerslayer* (3) *The Black Arrow* and *Kidnapped* (4) *Northwest Passage* and *Captain Corcoran*.
- The author of *All God's Chillun Got Wings* and *The Emperor Jones* also wrote (1) *The Green Pastures* (2) *Op Man Adam an' His Chillun* (3) *Desire Under the Elms* (4) *Green Grow the Lilacs*.
- The author of *The Luck of Roaring Camp* also wrote (1) *The Spell of the Yukon* (2) *Plain Tales from the Hills* (3) *The Outcasts of Poker Flat* (4) *The Call of the Wild*.
- The author of *A Connecticut Yankee in King Arthur's Court* also wrote (1) *Graustark* (2) *The Celebrated Jumping Frog of Calaveras County* (3) *A Dissertation upon Roast Pig* (4) *The Prisoner of Zenda*.

No.

5. (30) Write a composition of about 300 words on ONE of the two following subjects. In your development you are required to include all of the subtopics listed under the subject of your choice, but you should rearrange, combine, and amplify the given subtopics so as to obtain the most effective results. There is no objection to the addition of thoughts or subtopics of your own.

I. My Educational Background.

1. Grade school (city, town, or village).
2. High school, preparatory school, and college, if attended.
3. Courses in which I excelled or had a particular interest.

II. A person who had an important influence on my life (instructor, guide, athletic coach, scoutmaster, or any one other than a member of the family).

1. The person and our meeting.
2. Our association.
3. His influence and its importance to me.

3. History of the United States

The following sets of questions were used in recent years in the special examination on this subject.

MARCH 1944

History of the United States

NOTE.—This examination in United States History consists of eighteen (18) questions (questions 1–18). Each question is of equal weight. You are required to answer the last question (question 18), and in addition not more than fourteen (14) of the questions numbered 1 to 17, inclusive, making a total of fifteen (15) to be answered. Should you answer more than fourteen (14) of the questions 1 to 17, only the first fourteen answers will be considered in computing the final mark. An answer scratched out will not be considered.

ANSWER ANY FOURTEEN (14) OF THE FOLLOWING QUESTIONS, NUMBERED 1 TO 17

1. Below are listed seven significant personages in American History. Selecting any *five* (5) (a) indicate the fields of endeavor of each; (b) show the period in which each worked (by dates or reference to some historical period); and (c) summarize briefly the achievements of each that influenced American History. (An example is given below.)

NOTE.—Should you answer more than five, ONLY THE FIRST FIVE will be considered.

Example

THEODORE ROOSEVELT—(a) Fields: Statesman, President. (b) Period: 1901–1909. (c) Achievements: Inaugurated American construction of Panama Canal. Led “Progressive Movement,” demanding government action against trusts.

SAMUEL ADAMS—(a) Fields: (b) Period: (c) Achievements:

HORACE GREELEY—(a) Fields: (b) Period: (c) Achievements:

HENRY CLAY—(a) Fields: (b) Period: (c) Achievements:

ROBERT M. LA FOLLETTE, SR.—(a) Fields: (b) Period: (c) Achievements:

SAM HOUSTON—(a) Fields: (b) Period: (c) Achievements:

SAMUEL GOMPERS—(a) Fields: (b) Period: (c) Achievements:

STEPHEN A. DOUGLAS—(a) Fields: (b) Period: (c) Achievements:

2. Below are listed six important battles of American History. Selecting any *five* (5), (a) state where (region or geographical section) each took place; (b) give the date of each or indicate the war in which each occurred; (c) name the commanders on each side; and (d) show briefly the importance of each battle in the war of which it was a part. (An example is given below.)

NOTE.—Should you answer more than five, ONLY THE FIRST FIVE will be considered.

Example

Chancellorsville—(a) Location: Northern Virginia. (b) Date or War: 1863 or Civil War. (c) Commanders: North, Hooker; South, Lee and Jackson. (d) Importance: Caused wave of defeatism in North. Loss of Jackson a severe blow to South.

TRENTON—(a) Location: (b) Date or War: (c) Commanders:
(d) Importance:

1st BULL. RUN (MANASSAS)—(a) Location: (b) Date or War: (c) Commanders:
(d) Importance:

NEW ORLEANS—(a) Location: (b) Date or War: (c) Commanders:
(d) Importance:

GETTYSBURG—(a) Location: (b) Date or War: (c) Commanders:
(d) Importance:

BUENA VISTA—(a) Location: (b) Date or War: (c) Commanders:
(d) Importance:

BELLEAU WOOD—(a) Location: (b) Date or War: (c) Commanders:
(d) Importance:

3. Account for the huge immigration to the British Colonies in the Eighteenth century with reference to:
(a) Origins, and
(b) Causes of influx.
4. Contrast the English and French Colonies in America in 1756 with respect to:
(a) Type of government,
(b) Occupations and population,
(c) Religion.
5. Discuss briefly the reasons for American opposition to England during the period (1764–1775) under any three (3) of the following headings:
(1) Representation in Parliament.
(2) Taxation.
(3) Regulation of trade and commerce.
(4) Support of armed forces in America.
6. (a) State four (4) weaknesses of American Government under the Articles of Confederation.
(b) Describe briefly how the Constitution of 1787 corrected any two (2) of these weaknesses.
7. During the period 1800–1860, the United States acquired great new territories. Using three (3) specific territories as examples, indicate how each contributed to the growth of:
(a) National feeling,
and/or
(b) Sectional feeling.
8. Three outstanding national issues of the period 1830–1860 were the tariff, banking, and slavery questions.
(a) For each of these issues name two (2) national political figures who took opposing positions.
(b) Discuss briefly the opposing views of the two leaders on any one (1) of the issues.
9. Show how any three (3) of the following proposed to settle the Slavery Controversy:
(a) Missouri Compromise.
(b) Kansas-Nebraska Bill.
(c) Dred Scott Decision.
(d) Wilmot Proviso.
(e) Republican Party.
10. (a) Compare the economic resources of the North and the South in 1861 with respect to the following:
(1) Agriculture.
(2) Industrial development.
(3) Transportation facilities.
(b) Explain which of the above contributed the most to the Northern victory.
11. With respect to the Reconstruction Period in the South during the years 1865–1877, discuss the policy of the North in regard to:
(a) Economic development.
(b) Restoration of state governments.

12. (a) List three (3) grievances of American farmers in the period 1870-1890.
 (b) Selecting any one (1) of the above, discuss
 (1) Nature of the grievance.
 (2) Attempts to correct the grievance.
13. (a) Give three (3) causes of the Spanish-American War (1898).
 (b) List the territories gained by the United States as a result of the war.
 (c) What effect did this war have upon the United States as a world power?
14. Discuss briefly any two (2) of the following:
 (a) The Gentleman's Agreement of 1907.
 (b) The Federal Trade Commission, 1914.
 (c) The Clayton Act, 1914.
 (d) The Underwood Tariff, 1913.
 (e) The Bryan-Chamorro Treaty, 1916.
15. (a) List five (5) of President Woodrow Wilson's "Fourteen Points."
 (b) State how any two (2) of those listed were dealt with by the Paris Peace Conference.
16. Discuss briefly the policies and achievements of the United States during the period of demobilization (1918-1924) following World War I, with respect to any two (2) of the following:
 (a) National Defense.
 (b) Care of veterans.
 (c) Railways and shipping.
17. (a) List three (3) acts of legislation during the Roosevelt Administration between 1933-1937 relating to one (1) of the following:
 (1) Banking, currency, and credit.
 (2) Agriculture.
 (b) State the purpose of any two (2) of the acts listed.
18. On Map "L" below:
 (a) Trace the boundary of the Confederate States of America.
 (b) Trace and name the Erie Canal and the Cumberland Road (also known as the National Road).
 (c) Locate by a cross and name any six (6) of the following:

Lundy's Lane	Astoria	West Point
Fort Sumter	Monterey	Plymouth
New Orleans	Gettysburg	

 (d) Locate and name any six (6) of the following physical features:

Sabine River	Lake Erie	Sacramento River
Lake of the Woods	Delaware Bay	Rocky Mountains
Ohio River	Cape Hatteras	

MARCH 1945

History of the United States

NOTE:—This examination in United States History consists of 18 questions (questions 1-18). Each question is of equal weight. You are required to answer the last question (question 18), and in addition not more than 14 of the questions numbered 1 to 17, inclusive, making a total of 15 to be answered. Should you answer more than 14 of the questions 1 to 17, only the first 14 answers will be considered in computing the final mark. An answer scratched out will not be considered.

ANSWER ANY FOURTEEN (14) OF THE FOLLOWING QUESTIONS, NUMBERED 1 TO 17

1. Below are listed seven significant personages in American History. Selecting any five (5), (a) indicate the fields of endeavor of each; (b) show the period in which each worked (by dates or reference to some historical period); and (c) summarize briefly the achievements of each that influenced American History. (An example is given below.)

NOTE:—Should you answer more than five, ONLY THE FIRST FIVE will be considered.

Example

ANDREW JACKSON—(a) Fields: Soldier, President, Statesman. (b) Period: 1810-37, or War of 1812
 (c) Achievements: Won Battle of New Orleans; helped win Florida, 1819. Established "Spoils System;" opposed nullification and National Banks.

WILLIAM MCKINLEY—(a) Fields: (b) Period: (c) Achievements:

JOHN MARSHALL—(a) Fields: (b) Period: (c) Achievements:

ROBERT E. LEE—(a) Fields: (b) Period: (c) Achievements:

JOHN J. PERSHING—(a) Fields: (b) Period: (c) Achievements:

WILLIAM H. SEWARD—(a) Fields: (b) Period: (c) Achievements:

WOODROW WILSON—(a) Fields: (b) Period: (c) Achievements:

THOMAS JEFFERSON—(a) Fields: (b) Period: (c) Achievements:

2. Below are listed six important battles of American History. Selecting any five (5) (a) state where (region or geographical section) each took place; (b) give the date of each or indicate the war in which each occurred; (c) name the commanders on each side; and (d) show briefly the importance of each battle in the war of which it was a part. (An example is given below.)

NOTE:—Should you answer more than five, ONLY THE FIRST FIVE will be considered.

Example

GETTYSBURG.—(a) Location: Southern Pennsylvania. (b) Date or War: 1863 or Civil War. (c) Commanders: U. S.—Meade; Confederate—Lee. (d) Importance: Repelled Lee's second and last invasion of the North.

BUENA VISTA—(a) Location: (b) Date or war: (c) Commanders:
(d) Importance:

MANILA BAY—(a) Location: (b) Date or war: (c) Commanders:
(d) Importance:

ANTIETAM—(a) Location: (b) Date or war: (c) Commanders:
(d) Importance:

MEUSE-ARGONNE—(a) Location: (b) Date or war: (c) Commanders:
(d) Importance:

BELLEAU WOOD—(a) Location: (b) Date or war: (c) Commanders:
(d) Importance:

YORKTOWN—(a) Location: (b) Date or war: (c) Commanders:
(d) Importance:

3. (a) Discuss briefly three major reasons for the coming of settlers to the British colonies in America in the Eighteenth Century.
(b) List four main occupational groups in colonial America.
4. Discuss briefly the causes and origins of the American Revolution under two of the following headings:
 - (1) Controversy concerning the control of Parliament over the Colonies.
 - (2) Controversy over the regulation of trade.
 - (3) Controversy between colonial governors and legislatures.
 - (4) Defeat of the French in 1763.
5. (a) Distinguish between the Virginia and the New Jersey Plans in the Constitutional Convention of 1787 and explain the main differences between these plans.
(b) Explain how the United States Constitution provides for the division of powers between the State and National governments.
6. (a) What provoked the issuance of the Monroe Doctrine in 1823?
(b) What other country was in agreement with the policies expressed by the Monroe Doctrine? Why?
(c) Give two examples of the application by the United States of the Monroe Doctrine in later years.
7. With respect to Andrew Jackson, discuss any two of the following:
 - (a) His first election to the Presidency in 1828.
 - (b) His idea of the proper position and functions of a President of the United States.
 - (c) His attitude toward the Bank of the United States.
8. (a) What were the principal causes of the Mexican War?
(b) Discuss the results of the war with respect to the Slavery Controversy.
9. Explain the role any three of the following played in bringing on the Civil War:
 - (a) The Kansas-Nebraska bill (1854).
 - (b) The Dred Scott Decision (1857).
 - (c) John Brown's Raid at Harper's Ferry (1859).
 - (d) The birth and growth of the Republican Party.
10. Discuss the methods used by both the North and the South to finance the Civil War and the success obtained by each.
11. Discuss the Johnson plan and the Congressional plan of Reconstruction for the Southern States with respect to:
 - (a) Amnesty for Confederates.
 - (b) Type of government established.
 - (c) Effect on return to normal conditions.
12. In connection with the post-Civil War period of great railroad expansion:
 - (a) List three unfair or corrupt practices of the railroads.
 - (b) Why were the Middle Western States the first to enact laws against these corrupt practices?
 - (c) What caused the Federal Government finally to intervene with the Interstate Commerce Act?
13. (a) In the following presidential campaigns, name a dominant issue:
 - (1) 1872.
 - (2) 1888.
 - (3) 1892.
 - (4) 1896.
(b) Discuss one of these issues in the campaign in which it was dominant.
14. Discuss briefly any two of the following:
 - (a) The Platt Amendment.
 - (b) The Philippines Insurrection (1898-1902).
 - (c) The Annexation of Hawaii (1898).

15. Identify (giving date or period, definition or nature, and importance) any three of the following:
- "Cross of Gold."
 - "Dollar Diplomacy."
 - "Open Door" Policy.
 - Hepburn Act.
 - Hay-Pauncefote Treaty.
 - Underwood Tariff.

16. Answer (a) or (b).

- Discuss briefly the reasons for American participation in World War I.
- Explain briefly why the United States did not join the League of Nations (1919-20).

17. Discuss briefly any one of the following:

- The presidential election of 1932: candidates, issues, and results.
- The Court reorganization plan of 1937 proposed by President Roosevelt.
- Causes of the stock market crash and business depression (1929).

18. (You are required to answer this question.)

On Map "L" below:

- Trace the exterior boundaries of *either* one of the following:
 - United States after the Treaty of Paris (1783).
 - Mexican Cession (1848).

NOTE.—Indicate on map which *one* of the above you have traced.

- Locate and designate by name five of the following physical features:

NOTE.—Trace the course of rivers and shade the lakes.

Puget Sound	James River	Missouri River	Long Island
Lake Superior	Lake Champlain	Ohio River	

- Locate by a cross and name any five of the following:

Salt Lake City	Denver	Vicksburg	Philadelphia
Chicago	San Francisco	Atlanta	

1946

History of the United States

NOTE.—This examination in United States History consists of 18 questions (questions 1-18). Each question is of equal weight. You are required to answer the last question (question 18), and in addition not more than 14 of the questions numbered 1 to 17, inclusive, making a total of 15 to be answered. Should you answer more than 14 of the questions 1 to 17, only the first 14 answers will be considered in computing the final mark. An answer scratched out will not be considered.

ANSWER ANY 14 OF THE FOLLOWING QUESTIONS, NUMBERED 1 TO 17

1. Below are listed seven significant personages in American History. Selecting any five (a) indicate the field of endeavor of each; (b) show the period in which each worked (by dates or reference to some historical period); and (c) summarize briefly the achievements of each that influenced American History. (An example is given below.)

NOTE.—Should you answer more than five, ONLY THE FIRST FIVE will be considered.

Example

THEODORE ROOSEVELT—(a) Fields: Statesman, Naturalist, Military leader. (b) Period: 1901-1909. (Or, early 20th century). (c) Achievements: Inaugurated American construction of Panama Canal. Led "Progressive Movement," demanding government action against trusts. President of the United States.

SAM HOUSTON—(a) Fields: (b) Period: (c) Achievements:

SAMUEL GOMPERS—(a) Fields: (b) Period: (c) Achievements:

JOHN HAY—(a) Fields: (b) Period: (c) Achievements:

ROBERT FULTON—(a) Fields: (b) Period: (c) Achievements:

DAVID G. FARRAGUT—(a) Fields: (b) Period: (c) Achievements:

JAMES MONROE—(a) Fields: (b) Period: (c) Achievements:

CALVIN COOLIDGE—(a) Fields: (b) Period: (c) Achievements:

2. Below are listed six important battles of American History. Selecting any five (a) state where (region or geographical section) each took place; (b) give the date of each or indicate the war in which each occurred; (c) name the commanders on each side; and (d) show briefly the importance of each battle in the war of which it was a part. (An example is given below.)

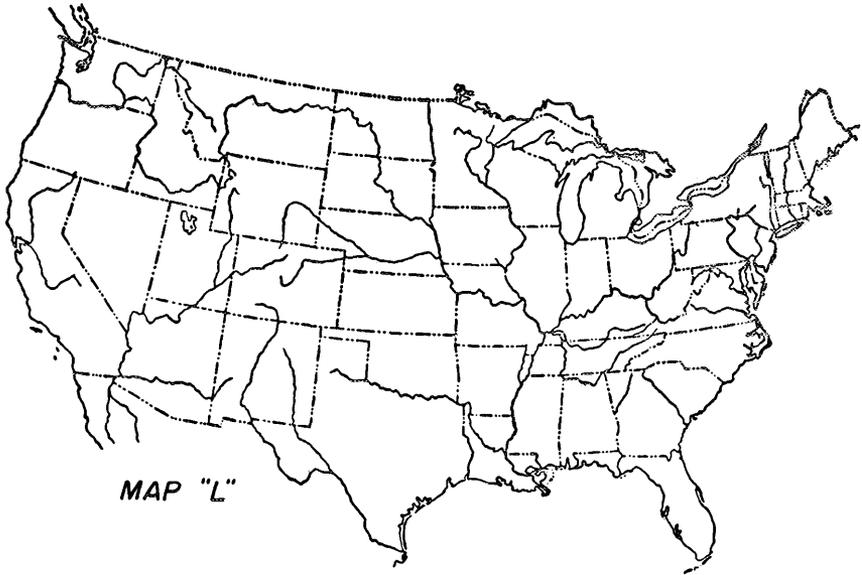
NOTE.—Should you answer more than five, ONLY THE FIRST FIVE will be considered.

Example

GETTYSBURG—(a) Location: Southern Pennsylvania. (b) Date or war: 1863 (or, Civil War). (c) Commanders: U. S.—Meade; Confederates—Lee. (d) Importance: Repelled Lee's second and last invasion of the North.

TRENTON—(a) Location: (b) Date or war: (c) Commanders:

(d) Importance:



- NEW ORLEANS—(a) Location: (b) Date or war: (c) Commanders:
 (d) Importance:
- SAN JACINTO—(a) Location: (b) Date or war: (c) Commanders:
 (d) Importance:
- VICKSBURG—(a) Location: (b) Date or war: (c) Commanders:
 (d) Importance:
- ST. MIHIEL—(a) Location: (b) Date or war: (c) Commanders:
 (d) Importance:
- CANTIGNY—(a) Location: (b) Date or war: (c) Commanders:
 (d) Importance:

3. State briefly the causes for American opposition to British colonial policies in the period 1764–75.
4. Compare briefly the Articles of Confederation and the Constitution of the United States under any five of the following headings:
 - (a) Power of taxation.
 - (b) Control of commerce.
 - (c) Power of the judiciary.
 - (d) Type and power of the executive.
 - (e) Representation of the states.
 - (f) The slave problem.
 - (g) Preservation of the civil rights of individuals.
 - (h) Control over the Army and Navy.
5. Discuss briefly the effect of any three of the following upon the slavery problem:
 - (a) Missouri Compromise.
 - (b) Dred Scott Decision.
 - (c) Compromise of 1850.
 - (d) Kansas-Nebraska Bill.
 - (e) Wilmot Proviso.
 - (f) Beginning of the Republican Party.
6. List four territorial acquisitions of the United States on the continent of North America between 1800 and 1875, showing the date, source, and method of acquisition.
7. Compare briefly the resources of the North and the South at the beginning of the Civil War with respect to:
 - (1) Manpower.
 - (2) Material resources.
 - (3) Military and naval power.

8. State the general provisions and the reasons for passage of any three of the following:
- Pendleton Civil Service Act (1883).
 - Interstate Commerce Act (1887).
 - Sherman Anti-Trust Act (1890).
 - Clayton Anti-Trust Act (1914).
 - Immigration Act of 1924.
9. Discuss briefly the attitude of both John C. Calhoun and Daniel Webster with respect to the following:
- Slavery.
 - Protective tariff.
10. With respect to the Spanish-American War:
- Give the causes.
 - Discuss the far-reaching effects of the outcome.
11. Discuss the policies of President Theodore Roosevelt with respect to two of the following:
- Industry.
 - Conservation.
 - Imperialism.
12. (a) What hostile German acts prompted American entrance into World War I?
 (b) What threefold task was performed by the United States' Navy during World War I?
13. (a) Why did President Woodrow Wilson want a League of Nations?
 (b) For what reasons was the Treaty of Versailles rejected by the United States Senate?
14. What policies were followed in this country during the period 1920-38 toward the maintenance of peace?
15. Selecting any two of the following fields, state the condition of each in 1933 and discuss the remedial legislation passed:
- Banking.
 - Relief.
 - Agriculture.
16. In the objective-type questions below, select the correct answer by circling the letter A, B, C, or D in each case. There is only one correct answer. (An example is given below.)

Example

The first president of the United States was---

- Thomas Jefferson.
- George Washington.
- Abraham Lincoln.
- Andrew Johnson.

ANSWER ALL QUESTIONS

- (1) "Manifest Destiny" was the cry which ran through the United States at the time of the Mexican War. On which of the following occasions did a similar feeling sweep the Nation?
- At the outbreak of the Civil War.
 - At the time we acquired Alaska.
 - In the period of the Spanish-American War.
 - On our entrance into the World War in 1917.
- (2) One of the most important consequences to the United States of the War of 1812 was the---
- acquisition of further territory.
 - growth of domestic industry.
 - recognition of neutral rights on the sea.
 - signing of favorable trade agreements with Great Britain.
- (3) The principal economic difference between New England and the Southern colonies in the Eighteenth century was that New England had---
- a self-sufficient economy.
 - an industrialized society.
 - large landed estates.
 - a varied agricultural and commercial society.
- (4) The "Teapot Dome" scandals following Harding's administration refer to---
- the evidence of corruption in the Veterans' Bureau.
 - charges of unconstitutional acts on the part of the President.
 - the illegal lease of Government oil reserves to private industries.
 - the sale of confiscated liquor by prohibition officials.
- (5) The so-called Gentlemen's Agreement of 1907-08 was---
- a pooling arrangement between large business corporations.
 - a peace compromise between labor and industry.
 - an agreement to restrict Japanese immigration to the United States.
 - an understanding between the United States and Great Britain over Panama.
17. In the objective-type questions below, the responses to the question or statement are marked I, II, III, IV. Your task is to select the option A, B, C, or D, which is the correct combination of responses, by drawing a circle around the correct answer. (An example is given below.)

Example

Which of the following have been presidents of the United States?

- I. Robert Fulton.
- II. Thomas Jefferson.
- III. Andrew Jackson.
- IV. Robert E. Lee.
- A. Only I, II, and III.
- B. Only II and IV.
- C. Only II and III.
- D. All of these.

ANSWER ALL QUESTIONS

- (1) Which of the following groups were most interested in the calling of the Constitutional Convention in 1787 to revise and strengthen the Articles of Confederation?
- I. Western farmers.
 - II. Laborers and artisans.
 - III. Merchants and financiers.
 - IV. Large landholders.
 - A. Only I.
 - B. Only I and IV.
 - C. Only II and III.
 - D. Only III and IV.
- (2) Of the following characteristics, which ones applied to the royal type of colony in seventeenth and eighteenth century America?
- I. Governor was not elected but appointed.
 - II. A house of representatives was forbidden.
 - III. Title to all land was granted to a proprietor by the Crown.
 - IV. The colonial legislatures approved appropriations for the salaries of colonial officials.
 - A. Only I and IV.
 - B. Only I, II, and III.
 - C. Only II and III.
 - D. All of these.
- (3) Of the following border States, which ones joined the Confederate States of America?
- I. Delaware.
 - II. Maryland.
 - III. Virginia.
 - IV. Kentucky.
 - A. Only I and II.
 - B. Only III.
 - C. Only IV and V.
 - D. All of these.
- (4) Which of the following did the Covenant of the League of Nations provide for?
- I. Reduction of armaments.
 - II. Court of International Justice.
 - III. Publicity of treaties.
 - IV. Arbitration of disputes.
 - A. Only III and IV.
 - B. Only I, III, and IV.
 - C. Only I and IV.
 - D. All of these.
- (5) Which of the following were reasons for the pronouncement of the Monroe Doctrine in 1823?
- I. The contemplated attempt of the Holy Alliance to restore to Spain her lost Empire in the New World.
 - II. The threat to Mexico by Emperor Louis Napoleon of France.
 - III. The possibility of Russian expansion from Alaska southward to California.
 - IV. The threat by England to establish more colonies in South America.
 - A. Only I and II.
 - B. Only I, II, and III.
 - C. Only I and III.
 - D. Only III and IV.
18. On map "L":
- (a) Trace the boundary of the United States as acknowledged by the Peace of Paris, 1783.
- (b) Locate and designate by name any six of the following physical features:
- NOTE—Trace the course of rivers and shade lakes.
- | | | | |
|-----------------|------------------|-------------|--------------------|
| Lake Erie | Rio Grande River | Puget Sound | Appalachian Mts. |
| Great Salt Lake | Colorado River | Mobile Bay | Sierra Nevada Mts. |
- (c) Locate by a cross and name any six of the following:
- | | | | |
|---------------|---------|-----------|-----------|
| San Francisco | Omaha | New York | Duluth |
| Seattle | Chicago | Pittsburg | Nashville |

4. Additional Causes for Physical Disqualification. (See Sec. II, pars. 13, 14.)

a. In general:

- (1) Any deformity which is repulsive or which prevents the proper functioning of any part to a degree interfering with military efficiency.
- (2) Obesity.
- (3) A height of more than 76 inches.
- (4) Deficient muscular development.
- (5) Deficient nutrition.
- (6) Evidences of physical characteristics of congenital asthenia. The physical characteristics of congenital asthenia are slender bones, a weak ill-developed thorax, nephroptosis, gastroptosis, constipation, the "drop" heart, with its peculiar attenuation and weak and easily fatigued musculature.
- (7) All acute communicable diseases.
- (8) All diseases and conditions which are not easily remediable or that tend physically to incapacitate the individual, such as—
 - (a) Chronic malaria and malarial cachexia.
 - (b) Uncinariasis (hookworm).
 - (c) Active tuberculosis of any type or degree.
 - (d) Leprosy and actinomycosis.
 - (e) Pellagra, beriberi, sprue, scurvy, or other evidence of vitamin deficiency.
 - (f) History of recent or recurrent attacks of rheumatic fever or chorea; atrophic or hypertrophic arthritis; chronic myositis or fibrositis.
 - (g) Active osteomyelitis of any bone or a history of osteomyelitis of any of the long bones of the extremities at any time.
 - (h) Malignant disease of all kinds in any location.
 - (i) Hemophilia and purpura.
 - (j) Leukemia of all types.
 - (k) Primary (pernicious), secondary, or splenic anemia.
 - (l) Filariasis and trypanosomiasis.
 - (m) Diabetes mellitus or insipidus, or renal glycosuria.
 - (n) Acromegaly, gigantism, myxoedema, cretinism, Addison's disease, and other endocrine diseases.
 - (o) Chronic metallic poisoning.
 - (p) Migraine.
 - (q) Hay fever if more than mild; food intolerance, angioneurotic edema, or other allergic manifestations if more than mild.

b. The skin:

- (1) Eczema of long standing or which is rebellious to treatment.
- (2) Chronic impetigo, pemphigus, lupus, or sycosis.

- (3) Actinomycosis, dermatitis herpetiformis, or mycosis fungoides.
- (4) Psoriasis.
- (5) Ichthyosis, more than mild.
- (6) Acne, moderate or severe, and the deeply pitted scars resulting therefrom, upon the face, neck, or trunk, which are so pronounced as to attract attention because of unsightliness.
- (7) Elephantiasis.
- (8) Pediculosis or scabies.
- (9) Carbuncle.
- (10) Ulcerations of the skin not amenable to treatment, or those of long standing, or of considerable extent, or of syphilitic, tuberculous, leprosy, or malignant origin.
- (11) Extensive, deep, or adherent scars that interfere with muscular movements or with the wearing of military equipment, or that show a tendency to break down and ulcerate.
- (12) Naevi and other erectile tumors, if extensive, disfiguring, or exposed to constant pressure.
- (13) Obscene, offensive, or indecent tattooing on portions of the body subject to exposure.
- (14) Pilonidal cyst or sinus.
- (15) Generalized dermatitis of long duration.
- (16) Allergic dermatoses if more than mild.
- (17) Ringworm if more than mild and not easily remediable.
- (18) Plantar warts on weight-bearing areas.
- (19) Vitiligo of the face or body if sufficient to be considered disfiguring or unsightly.
- (20) Chronic trichophytosis or other chronic fungus infections which have not been amenable to treatment.
- (21) Exfoliative dermatitis; chronic seborrheic dermatitis if more than mild.

c. The head:

- (1) Tinea in any form.
- (2) All tumors which are of sufficient size to interfere with the wearing of military headgear.
- (3) Imperfect ossification of the cranial bones, or persistence of the anterior fontanelles.
- (4) Extensive cicatrices, especially such adherent scars as show a tendency to break down and ulcerate.
- (5) Depressed fractures or depressions, or loss of bony substance of the skull.
- (6) Monstrosity of the head or hydrocephalus.
- (7) Hernia of the brain.
- (8) Deformities of the skull of any degree associated with evidence of diseases of the brain, spinal cord, or peripheral nerves.

d. The face:

- (1) Extreme ugliness.
- (2) Unsightly deformities, such as large birthmarks, large hairy moles, extensive cicatrices, mutilations due to injuries or surgical operations, tumors, ulcerations, fistulae, atrophy of a part of the face, or lack of symmetrical development.
- (3) Persistent neuralgia, tic douloureux, or paralysis.

- (4) Ununited fractures of the maxillary bones, deformities of either maxillary bone interfering with mastication or speech, extensive exostosis, caries, necrosis, or osseous cysts.
- (5) Chronic arthritis of the temporo-maxillary articulation, badly reduced or recurrent dislocations of this joint, or ankylosis, complete or partial.

e. The mouth, nose, fauces, pharynx, larynx, trachea, and oesophagus:

- (1) Harelip, loss of the whole or a large part of either lip, unsightly mutilations of the lips from wounds, burns, or disease.
- (2) Malformation, partial loss, atrophy or hypertrophy of the tongue, split or bifid tongue, or adhesions of the tongue to the sides of the mouth, provided these conditions interfere with mastication, speech, or swallowing, or appear to be progressive.
- (3) Malignant tumors of the tongue, or benign tumors that interfere with its functions.
- (4) Marked stomatitis, or ulcerations, or severe leukoplakia.
- (5) Ranula if at all extensive, or salivary fistula.
- (6) Perforation or extensive loss of substance or ulceration of the hard or soft palate, extensive adhesions of the soft palate to the pharynx, or paralysis of the soft palate.
- (7) Loss of the nose, malformation, or deformities thereof that interfere with speech or breathing, or extensive ulcerations.
- (8) Perforated nasal septum, if progressive, or if respiration is accompanied by a noticeable whistling sound. Before accepting any applicant with a perforated nasal septum, the possibility of syphilitic infection will be excluded.
- (9) Nasal obstruction due to septal deviation, hypertrophic rhinitis, or other causes, if sufficiently severe to interfere materially with breathing.
- (10) Acute or chronic inflammation of the accessory sinuses of the nose, or hay fever if more than mild in degree.
- (11) Chronic atrophic rhinitis, if marked and accompanied by ozena.
- (12) Malformations and deformities of the pharynx of sufficient degree to interfere with function.
- (13) Postnasal adenoids interfering with respiration or associated with progressive middle-ear disease.
- (14) Chronic enlargement of the tonsils sufficient to interfere with speech or swallowing.
- (15) Chronic laryngitis from any cause.
- (16) Paralysis of the vocal cords, or aphonia.
- (17) Tracheotomy.
- (18) Diverticulitis, ulceration, stricture, or pronounced dilation of the oesophagus.

f. The neck:

- (1) Cervical adenitis of other than benign origin, including cancer, Hodgkin's disease, leukemia, tuberculosis, or syphilis.
- (2) Adherent and disfiguring scars from disease, injuries, or burns.
- (3) Moderate or marked enlargement of the thyroid gland from any cause.

- (4) Exophthalmic or adenomatous goiter or thyroid enlargement from any cause associated with toxic symptoms; history of thyroidectomy; myxedema.
- (5) Benign tumor or cyst which is so large as to interfere with breathing or the wearing of the uniform or military equipment.
- (6) Congenital cysts or brachial cleft origin or those developing from the remains of a thyroglossal duct, with or without fistulous tract.
- (7) Torticollis or cervical rib.

g. The spine:

- (1) Curvature of the spine of any degree in which function is interfered with or in which there is noticeable deformity when the applicant is dressed (scoliosis, kyphosis, or lordosis), or in which there is present or likely to develop pain or interference with function.
- (2) Healed fractures or dislocations of the vertebrae.
- (3) Tuberculosis, either active or healed, of any portion of the vertebral column.
- (4) Abscess of the spinal column or its vicinity.
- (5) Osteoarthritis or rheumatoid arthritis or chronic arthritis from any cause.
- (6) Fracture of the coccyx.
- (7) Spondylolisthesis; herniated nucleus pulposus or history of operation for same.
- (8) Malformation or deformities of the pelvis sufficient to interfere with function.
- (9) Disease of the sacro-iliac or lumbro-sacral joints.

h. The chest:

- (1) Deficient expansion of the chest.
- (2) Congenital malformations or acquired deformities which result in reducing the chest capacity and diminishing the respiratory functions to such a degree as to interfere with vigorous physical exertion, or that produce disfigurement when the applicant is dressed.
- (3) Pronounced contractions of the chest wall following pleurisy or empyema.
- (4) Deformities of the chest or scapulae sufficient to interfere with the carrying of military equipment.
- (5) Absence or faulty development of the clavicle.
- (6) Old fracture of the clavicle where there is much deformity or interference with the carrying of military equipment, ununited fractures, or partial or complete dislocation of either end of the clavicle.
- (7) Suppurative periostitis or caries or necrosis of the ribs, the sternum, the clavicles, the scapulae, or vertebrae.
- (8) Old fractures of the ribs with faulty union, if interfering with function.
- (9) Malignant tumors of the breast or chest wall or benign tumors which interfere with the wearing of a uniform or of military equipment.
- (10) Unhealed sinuses of the chest wall.

i. The lungs:

- (1) Active tuberculosis of any organ including pleurisy with effusion, which is to be considered of tuberculous origin if no other cause can be proved. History of clinical tuberculosis exceeding minimal stage.
- (2) Inactive pulmonary tuberculosis, except as specified in Army Regulations.
- (3) Acute pleurisy or extensive chronic adhesive pleuritis, or empyema.
- (4) Pneumothorax or hydrothorax.
- (5) Chronic bronchitis, bronchiectasis, pulmonary emphysema, cystic disease of the lung, pneumoconiosis or extensive fibrosis of the lungs from any cause.
- (6) Mycotic disease, or residual cavitation therefrom; hydatid cysts; abscess of the lung.
- (7) Tumor of lungs, pleura or mediastinum.
- (8) Asthma of any degree, or a history of asthma, except a history of childhood asthma with a trustworthy history of freedom from symptoms since the twelfth birthday.
- (9) Foreign body in the lung. An individual may be accepted after a foreign body has been removed from a bronchus, provided examination shows recovery without disqualifying sequelae.

j. The heart and blood vessels:

All questionable findings will be thoroughly investigated over a sufficient period of time to determine their significance. Any evidences of organic heart disease will be considered as cause for rejection. When a candidate is found to have a systolic blood pressure of 140 mm. or more, or a diastolic blood pressure of 90 mm. or more, a series of readings, both a. m. and p. m. will be taken over a period of 3 days or more in order to determine if the arterial hypertension is constant and, if possible, the causes thereof. All readings will be taken with the individual relaxed and in the sitting position after a period of normal physical activity. A period of recumbency prior to taking readings will not be used.

- (1) All valvular diseases of the heart or other organic diseases of the heart.
- (2) Hypertrophy or dilatation of the heart.
- (3) Pericarditis, endocarditis, myocarditis, myocardial insufficiency, or angina pectoris.
- (4) A heart rate of 100 or over when persistent after repeated examination in the recumbent position. (a. m. and p. m. examinations for 3 days are considered adequate for such determination). A heart rate of 50 or under, if the history, physical examination, or an electrocardiogram shows the presence of A-V heart block or other evidence of heart disease.
- (5) Marked cardiac arrhythmia or irregularity.
- (6) Arteriosclerosis.
- (7) A persistent systolic blood pressure of 140 mm. or more, or a persistent diastolic blood pressure of 90 mm. or more, or an unstable blood pressure. Arterial hypotension, when the systolic blood pressure is persistently less than 100 mm in the sitting or standing position.

- (8) Aneurysm of any variety in any situation.
- (9) Intermittent claudication.
- (10) Raynaud's disease.
- (11) Phlebitis or thrombophlebitis, or evidence of repeated phlebitis in the past.
- (12) Varicosities of any extremity unless mild in degree.
- (13) Congenital disease or deformity of the heart or great vessels.
- (14) Evidence of vasomotor instability or neurocirculatory asthenia, if persistent on examination of not less than 3 days.
- (15) Electrocardiographic evidence of paroxysmal tachycardia, auricular fibrillation, auricular flutter, incomplete A-V block with or without dropped beats, complete A-V block, bundle branch block, and recent or remote coronary occlusion.
- (16) Inadequate arterial blood supply to any limb.
- (17) Arteritis of any vessel.

k. The abdomen:

- (1) Wounds, injuries, cicatrices, or weakness of muscle of the abdominal walls sufficient to interfere with function.
- (2) Fistulae from visceral or bony lesions or following operation.
- (3) Hernia of any variety, or a history of a recurrent hernia even though apparently repaired by a second operation.
- (4) Large tumors of the abdominal walls.
- (5) Scar pain, if severe.
- (6) Chronic diseases of the stomach or intestines.
- (7) History of gastroenterostomy, gastric resection, resection of peptic ulcer, partial resection of the intestine or operation for relief of intestinal adhesions.
- (8) Blood in the feces, unless shown to be due to unimportant causes.
- (9) Ptosis of the stomach or intestines.
- (10) Chronic appendicitis.
- (11) Chronic diseases of the liver, gall bladder, pancreas, or spleen.
- (12) Chronic peritonitis or peritoneal adhesions.
- (13) Chronic enlargement of the liver.
- (14) Chronic enlargement of the spleen.
- (15) Jaundice, or history of recurrent jaundice.
- (16) Proctitis, stricture or prolapse of the rectum.
- (17) Hemorrhoids as noted in *l* (7) below.
- (18) Fistula in ano.
- (19) Incontinence of feces.
- (20) Uncinariasis (hookworm).
- (21) History of gastric or duodenal ulcer.
- (22) History of splenectomy.

l. The pelvis, including the sacroiliac and lumbosacral joints:

- (1) Malformation and deformities of the pelvis sufficient to interfere with function.
- (2) Disease of the sacroiliac or lumbosacral joints.
- (3) Urinary fistula.
- (4) Stricture or prolapse of the rectum.
- (5) Fissure of the anus or pruritis ani.
- (6) Fistula in ano or ischio-rectal abscess.

- (7) External hemorrhoids sufficient in size to produce marked symptoms. Internal hemorrhoids, if large or accompanied by hemorrhage or protruding intermittently or constantly.

m. The genito-urinary system, including venereal diseases:

A serologic test for syphilis will be required of all candidates. A negative report will be accepted as satisfactory evidence of freedom from syphilis in the absence of a history of, previous treatment for, or clinical signs of syphilis. A positive or doubtful report will be rechecked by both a Kahn and Wassermann test within 3 days. If the individual gives a history of syphilis, a repeated positive test will be accepted as evidence of the disease and considered a cause for rejection. If, on repeated serologic tests, the results remain doubtful or positive and after careful history and physical examination, the individual presents no evidence of having had syphilis at any time, the War Department will notify him whether or not he is eligible for a 3-month observation period and designate the time and place for the reexamination. During this 3-month period, he will have a quantitative serologic test for syphilis performed every 3 weeks. At the end of the 3-month observation period, providing the individual's physical condition remains the same, and his serologic tests have become negative, he will be considered nonsyphilitic and qualified. Those individuals with continued positive reactions will be rejected. A positive serologic spinal fluid examination at any time will be cause for rejection.

When albumin or casts are found in the urine, the cause will be determined, if possible. Specimens from the individual concerned will be examined twice daily, morning and afternoon, for three successive days. These specimens will be collected while the individual is carrying on with his normal activities. Persistent albuminuria of any type or the persistence of casts in the urine will be a cause for rejection, even though the etiology thereof cannot be determined.

- (1) Acute or chronic nephritis, or diabetes mellitus or insipidus.
- (2) Blood, pus, albumin, or casts in the urine, if persistent.
- (3) Floating kidney, hydronephrosis, pyonephrosis, pyelitis, tumors of the kidney, or renal calculi.
- (4) Acute or chronic cystitis.
- (5) Vesical calculi, tumors of the bladder, incontinence of urine, enuresis, or retention of urine.
- (6) Hypertrophy or abscess of the prostate gland, or chronic prostatitis.
- (7) Urethral stricture or urinary fistula.
- (8) Epispadias or pronounced hypospadias.
- (9) Phimosis.
- (10) Hermaphroditism.
- (11) Amputation of or deformity of the penis.
- (12) Variocoele, if large and painful, or hydrocele if large.
- (13) Atrophy, deformity or maldevelopment of both testicles or loss of both.
- (14) Undescended testicle of any degree. Infantile genital organs.
- (15) Chronic orchitis or epididymitis.
- (16) Syphilis in any stage.
- (17) Gonococcus infections, acute or chronic (including gonorrheal arthritis), chancroids, or buboes.

n. The extremities:

Suitable exercise will be employed to determine the strength of the

arches of the feet. Weak or painful feet are cause for rejection regardless of whether or not the arch is flattened. In reporting the presence of flat feet a careful estimate of the degree of flattening, as first, second, or third degree, will be made and reported, as well as other abnormalities, such as eversion, rotation, etc.

- (1) All anomalies in the number, the form, the proportion, and the movements of the extremities which produce noticeable deformity or interfere with function.
- (2) Atrophy of the muscles of any part, if progressive or if sufficient to interfere with function.
- (3) Benign tumors, if sufficiently large to interfere with function.
- (4) Ununited fractures, fractures with shortening or callous formation sufficient to interfere with function, old dislocations unreduced or partially reduced, complete or partial ankylosis of a joint, or relaxed articular ligaments permitting of frequent voluntary or involuntary displacement.
- (5) Reduced dislocations or united fractures with incomplete restoration of function.
- (6) Amputation of any portion of a limb, except fingers or toes, or resection of a joint.
- (7) Excessive curvature of a long bone or extensive, deep, or adherent scars interfering with motion.
- (8) Severe sprains.
- (9) Diseases of the bones or joints.
- (10) Chronic synovitis, or floating cartilage, or other internal derangement in a joint.
- (11) Varicose veins in an extremity when they cover a large area or are more than mild in degree, or are associated with oedema, or are accompanied by subjective symptoms.
- (12) Varices of any kind situated in the leg below the knee if associated with varicose ulcers or scars from old ulcerations.
- (13) Chronic oedema of a limb.
- (14) Chronic and obstinate neuralgias, particularly sciatica.
- (15) Deviation of the normal axis of the forearm to such a degree as to interfere with the proper execution of the manual of arms.
- (16) Adherent or united fingers (web fingers).
- (17) Permanent flexion or extension of one or more fingers, as well as irremediable loss of motion of these parts, if sufficient to interfere with proper execution of the manual of arms.
- (18) Total loss of either thumb.
- (19) Mutilation of either thumb to such an extent as to produce material loss of flexion or strength of the member.
- (20) Loss of more than one phalanx of the right index finger.
- (21) Loss of the terminal and middle phalanges of any two fingers on the same hand.
- (22) Entire loss of any finger except the little finger of either hand, or the ring finger of left hand.
- (23) Perceptible lameness or limping.
- (24) Knock-knee when the applicant is unable to take the position of a soldier, when the gait is clumsy or ungainly, or when subjective symptoms of weakness are present.
- (25) Bowlegs if so marked as to produce noticeable deformity when the applicant is dressed.

- (26) Clubfoot unless the defect is so slight as to produce no symptoms during vigorous exercise.
- (27) Pes cavus if extreme and causing symptoms.
- (28) Pes planus when accompanied with symptoms of weak foot or when foot is weak to test. Weak or painful feet regardless of whether or not the arch is flat.
- (29) Loss of either great toe or loss of any two toes on the same foot.
- (30) Webbing of all the toes.
- (31) Overriding or superposition of any of the toes to such a degree as will produce pain when wearing the military shoes.
- (32) Ingrowing toenails when marked or painful.
- (33) Hallux valgus when sufficiently marked to interfere with locomotion or when accompanied with a painful bunion.
- (34) Bunions sufficiently pronounced to interfere with function.
- (35) Hammer toes when existing to such a degree as to interfere with function when wearing the military shoes.
- (36) Corns or callosities on the sole of the foot when they are tender or painful.
- (37) Hyperidrosis or bromidrosis, more than mild.
- (38) Habitually sodden feet with blistered skin.

o. The nervous system:

- (1) Insanity, epilepsy, or convulsions of any character, or history thereof.
- (2) Idiocy, imbecility, mental deficiency, or moronism (an applicant having a mental age of 10 years or less).
- (3) Constitutional psychopathic states.
- (4) Chronic alcoholism or drug addiction.
- (5) Locomotor ataxia, paresis, or cerebrospinal syphilis.
- (6) Multiple sclerosis, syringomyelia, paralyses, paraplegia, monoplegia, hemiplegia, or hemiparesis.
- (7) Psychoneurosis, neurasthenia, psychasthenia, hysteria, hysterical paralysis, or hysterical stigmata.
- (8) Chorea or marked muscular tremors.
- (9) Somnambulism, or history thereof.
- (10) Neuritis, beriberi, or severe neuralgia.
- (11) Muscular atrophies and dystrophies.
- (12) Stuttering or stammering of such degree that it would interfere with performance of military duties.
- (13) Unequal or irregular pupils unless cause is definitely determined to be other than neurological.
- (14) Brain tumors.
- (15) History of having been committed to an institution for the care of the insane.
- (16) History of injury to skull, with secondary symptoms, or any evidence of impaired nervous function.
- (17) History of excessive nervousness, or depression to an undue extent.
- (18) Injuries involving peripheral nerves which result in impaired function to an extent that would interfere with the performance of military duty.
- (19) Other organic or severe functional diseases of the nervous system.

5. Training Hints for Candidates

a. Care of feet.—(1) *General.*—The weaknesses or unsound conditions most often discovered in new cadets are the following:

- (a) Tender feet with blister formation.
- (b) Athlete's foot.
- (c) Painful feet (weak feet).

- 1. Strain of metatarsal arch.
- 2. Strain of longitudinal arch.

(2) *The following general measures should be observed carefully.*—(a) The feet should be washed daily, carefully dried, and then powdered.

(b) Fresh socks should be put on each day, and if the feet perspire freely during the day, more than one change is necessary. Always wash, dry, and powder the feet before putting on fresh socks.

(c) Air the feet as often as possible.

(d) Exposure of feet to sunlight as well as walking barefoot, especially in sand, toughens the feet considerably.

(3) *Tender feet with blister formation.*—(a) As a preliminary measure, toughen the feet and care for them as described above.

(b) Make sure the socks and shoes fit properly. There should be no wrinkling of the socks, neither should they be so tight that they cramp the toes. A good test to determine that the shoes fit properly is to put them on, lace comfortably, then stand up. Test each foot separately as follows:

Stand on one foot, preferably while holding weight (60 pounds), then with thumb and forefinger grip across the broad part of the foot and try to gather leather as the thumb and finger are pinched together. If it is possible to catch hold of a wrinkle of leather the shoes are too large; if there is a noticeable give, but one is unable to grasp the leather, then the fit is good. If the thumb and finger slip off without noticeable give, the shoes are too tight.

(c) The wearing of two pairs of socks will aid materially in the prevention of blisters. The under pair should be thin, white cotton.

(4) *Treatment of blisters.*—See your physician.

(5) *Athlete's foot.*—(a) Employ all the general measures of cleanliness. Drying and powdering the feet daily will be of considerable aid in preventing spread of the infection. The fungus that causes the infection grows best in a warm, moist skin tissue. Keep the feet DRY!

(b) Make use of footbaths after bathing.

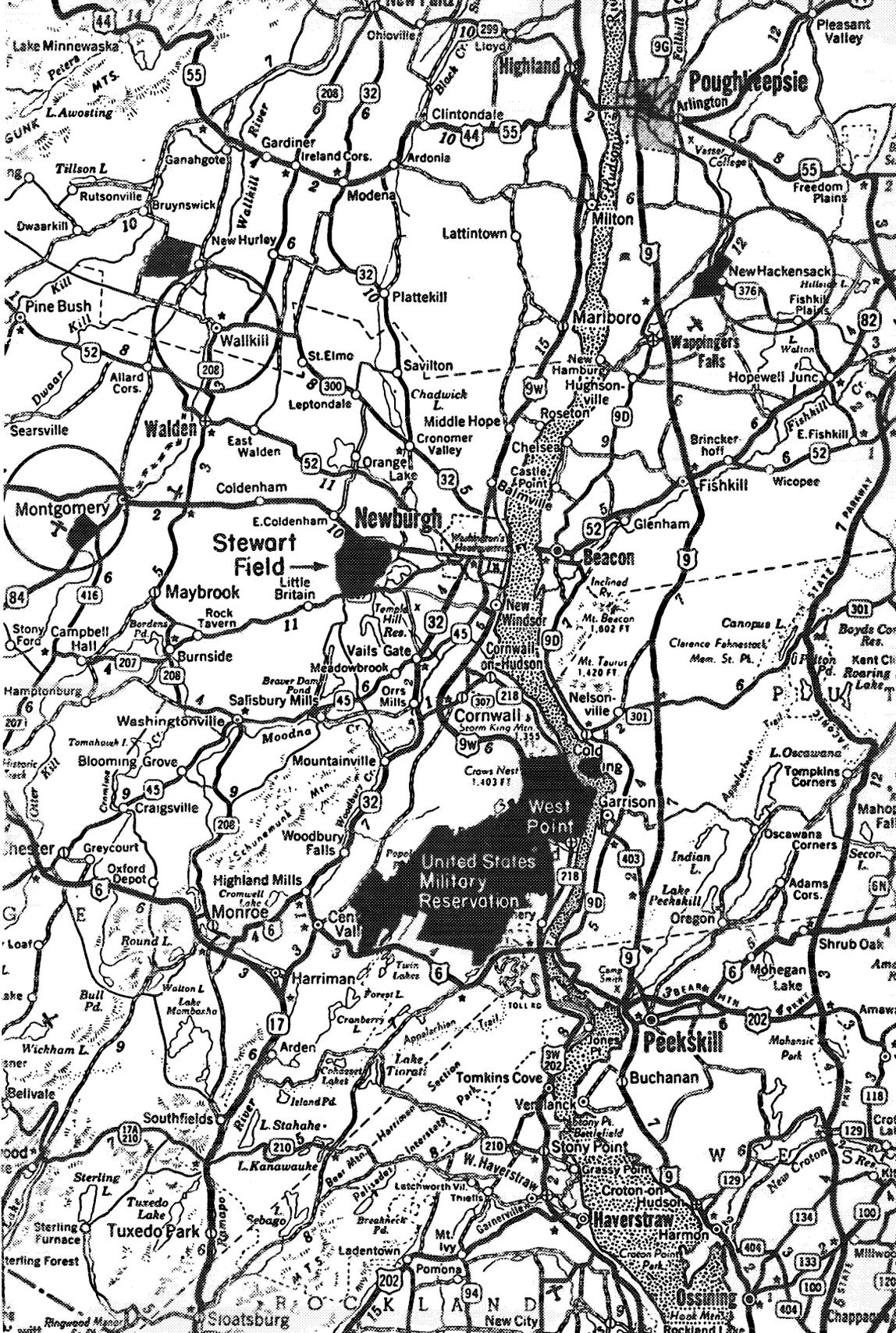
(c) Avoid using equipment of infected persons.

(d) See your physician for treatment and consequent elimination of the condition prior to the date of admittance.

(6) *Ingrowing toenails.*—Result of improper cutting of toenails. The nails should be cut straight across on line with end of toe. The edges should never be rounded.

(7) *Painful feet (weak feet).*—Those individuals who have not been accustomed to much activity on their feet will do well to begin exercising their arches in order to stand the strain of increased activity. Constant exertion of untrained muscles and ligaments supporting the arches of the feet will produce mainly two types of pain:

(a) *Pain in ball of foot* (because of break-down of transverse arch of foot).—The pain is localized usually in the center of the ball of the foot and is characterized by a burning sensation while standing and pain when the weight is placed on the foot in walking.



(b) *Pain along longitudinal arch* (result of excessive strain on foot).—This condition has feeling of sharp, knifelike, burning pain running from heel to ball of foot.

(8) Corrective exercise is extremely helpful for both of these conditions. Some corrective exercises are listed below for guidance in developing strong arches:

(a) Standing with toes on raised board (2 to 3 inches), rise slowly up on the toes, then return to starting position. Repeat several times and increase duration of exercise daily.

(b) Standing with feet parallel and about 6 to 8 inches apart, rise on toes slowly; roll on the outside of feet to heels; then slowly roll on inside of feet to toes. Resume original stance. Repeat several times, increasing duration of exercise daily.

(c) Sitting in a chair with legs extended to the front, move feet and toes slowly and under all possible muscular tension, in all directions; that is up, down, outward, inward, circularly, etc. Do this until fatigue is felt in the muscles of the legs.

(d) Lay a bath towel flat on the floor; stand on the towel with the feet on the center section of one end, the heels about 8 inches apart; turn the ankles out so that the weight rests on the outside of the feet; then, with all toes, begin pulling the towel until it is pulled entirely in between the feet. This exercise should be performed after each bath and the number of repetitions of the exercise increased daily.

(e) Walking around a room two or three times on the outside of the feet is an exercise that will rest the arches after exercise or exertion.

b. *Legs*.—It is just as important that the legs be as well conditioned as the feet. However, all exercises that involve the feet will in turn benefit the legs, and vice versa. A few hints on conditioning the muscles of the legs and thighs are given below:

(1) The terrain at West Point and in the vicinity is mountainous, featured by sharp and long gradients. Exercise in walking and running over as nearly as similar terrain as is available to the candidate is advised.

(2) Development of the legs and wind to the point where 5 miles can be covered at double time without undue fatigue is highly desirable. It is best accomplished by beginning with a half-mile jog, and increasing the distance to the full 5 miles as the candidate's condition improves.

c. *Miscellaneous considerations*.—(1) *Meals*.—Candidates should eat as wide a variety of meats, vegetables, and fruits as the available menu permits. Such eating habits will be in keeping with the menu at the cadet mess at West Point. Avoid drinking a great deal of water, smoking, or eating candy, cookies, etc., before a meal. Drink plenty of milk. During the summer months, season food with plenty of salt to replace that lost through perspiration. On long hikes, a teaspoonful of salt in the canteen will prevent excessive thirst as well as replace that lost through perspiration.

(2) *Constipation*.—Regular body habits are the best means of preventing constipation. Develop regularity in answering nature's call. Let nothing interfere. It is important to have one good movement each 24 hours. The partaking of fluids, fruits, and vegetables freely, especially during warm months, will aid materially in preventing constipation. One should not let more than 2 days elapse without a bowel movement.

(3) *Exposure to sun*.—One should spend as much time as possible out of doors. He should condition himself to withstand long exposures to the sun and heat. A good tan is very helpful. Acquire it gradually!



