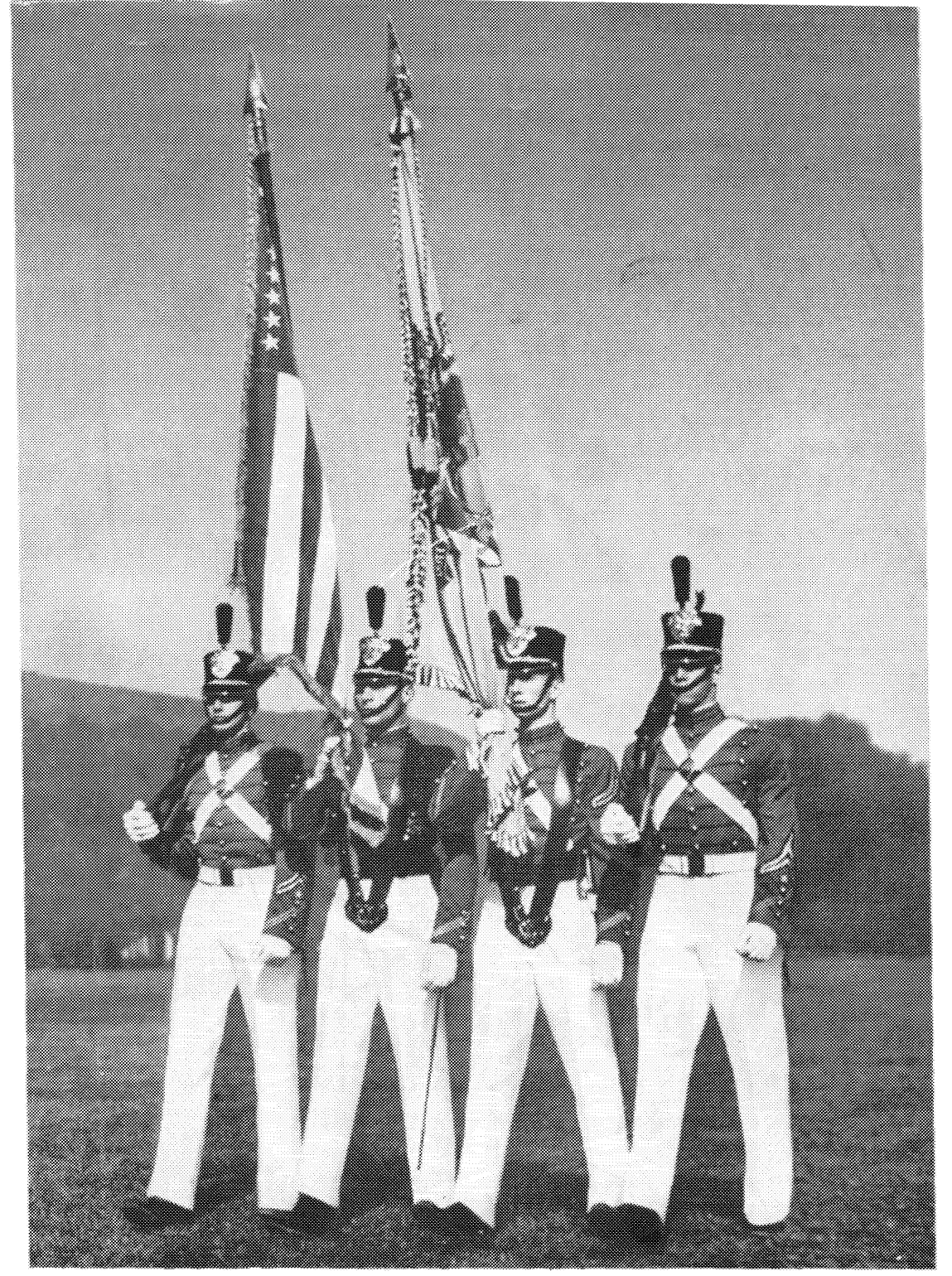


UNITED STATES MILITARY ACADEMY

WEST POINT, NEW YORK

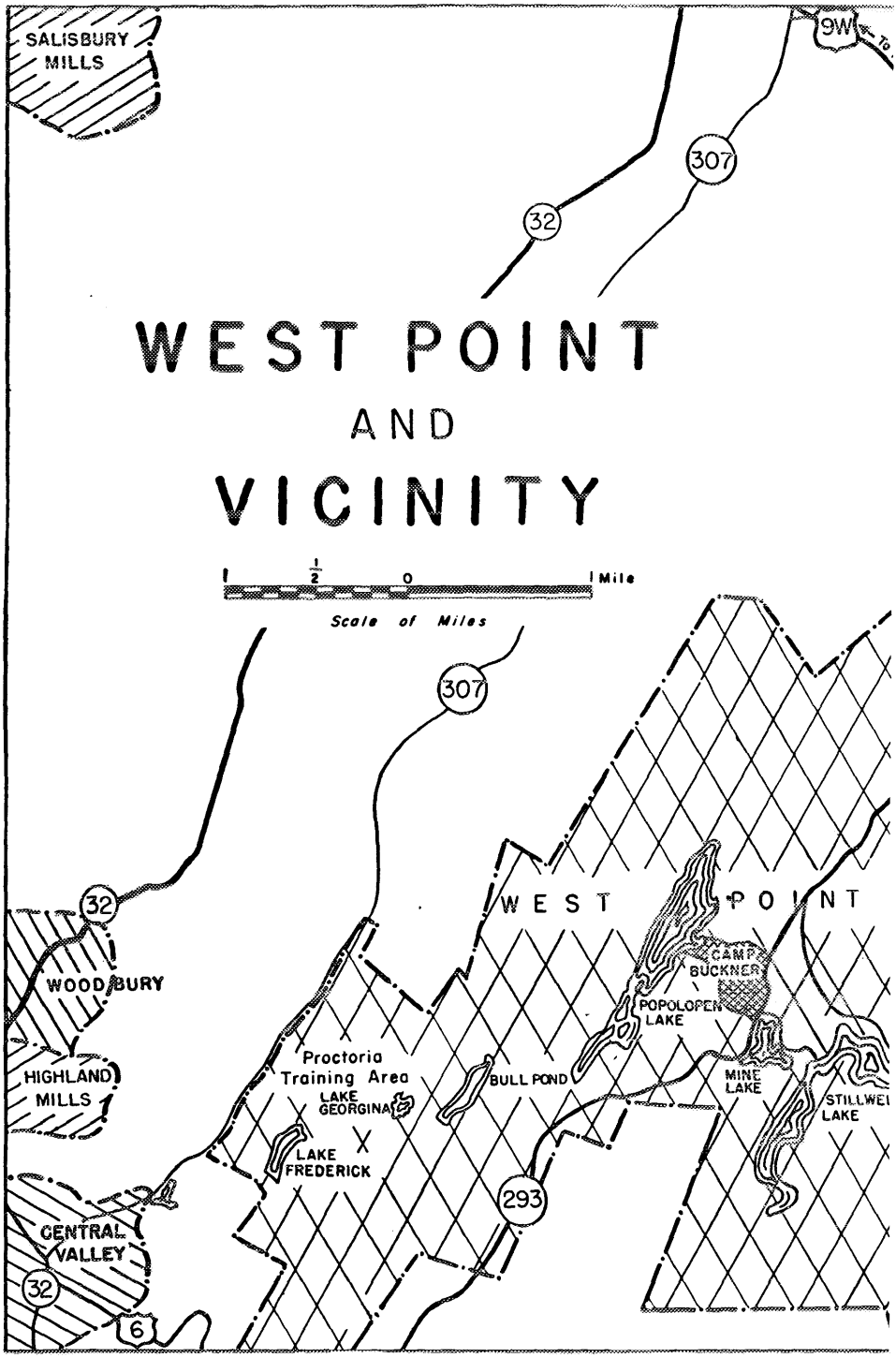
CATALOG 1950-51

CATALOG

of the

UNITED STATES MILITARY ACADEMY

1950–51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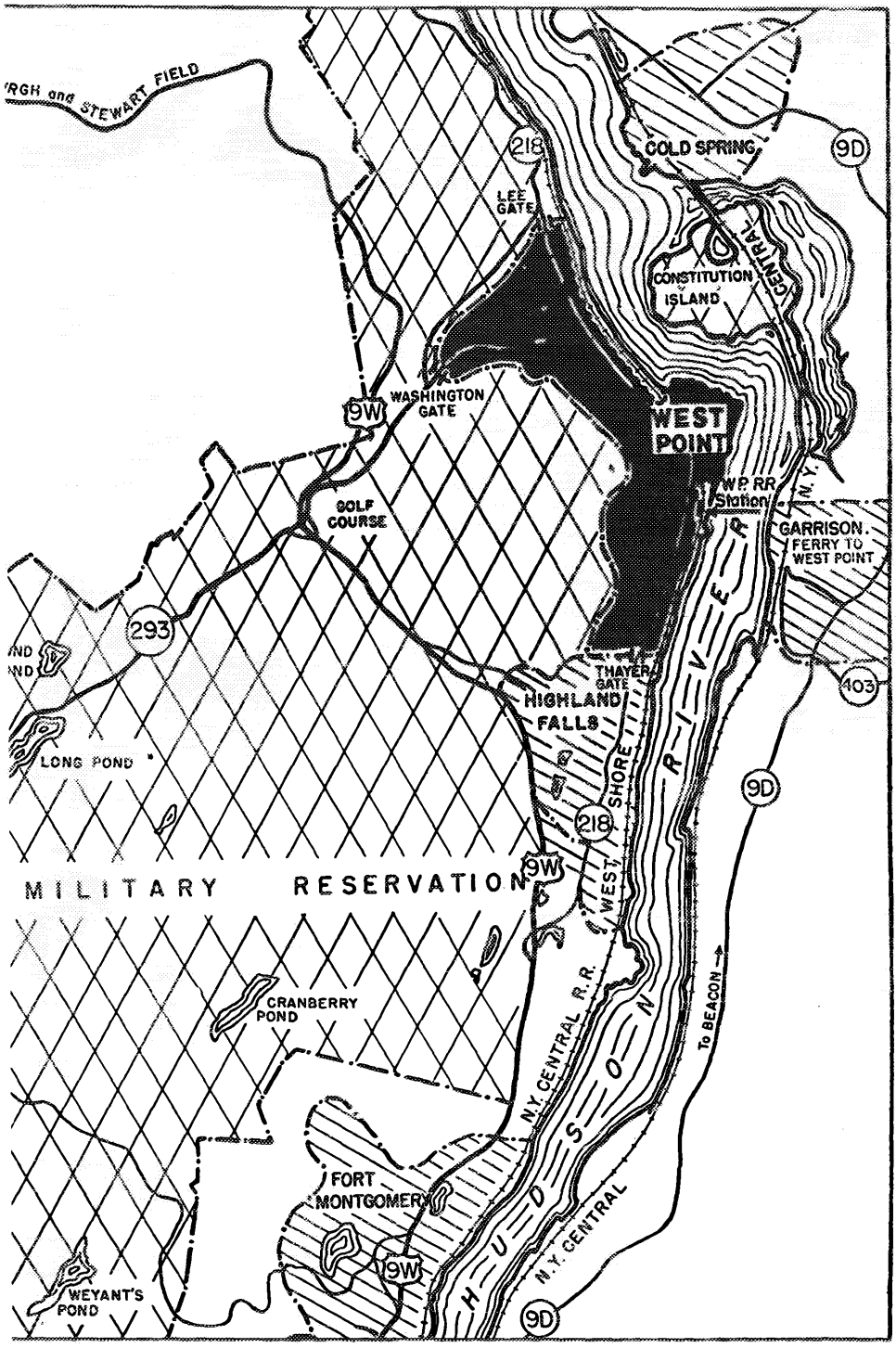

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W.P. RR Station
N.Y.
GARRISON. FERRY TO WEST POINT
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293
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403
LONG POND
9D
218
WEST SHORE
MILITARY RESERVATION
9W
CRANBERRY POND
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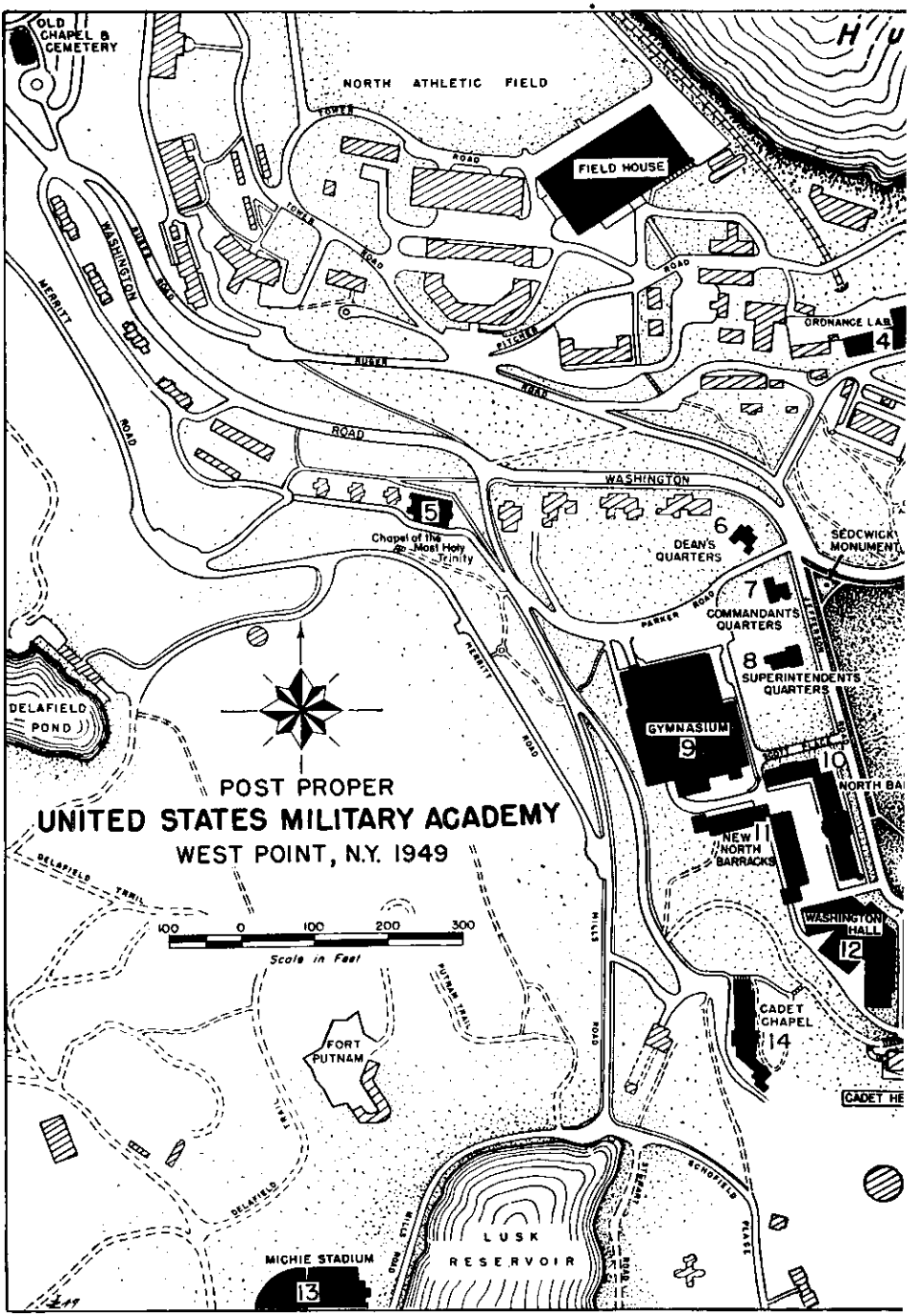
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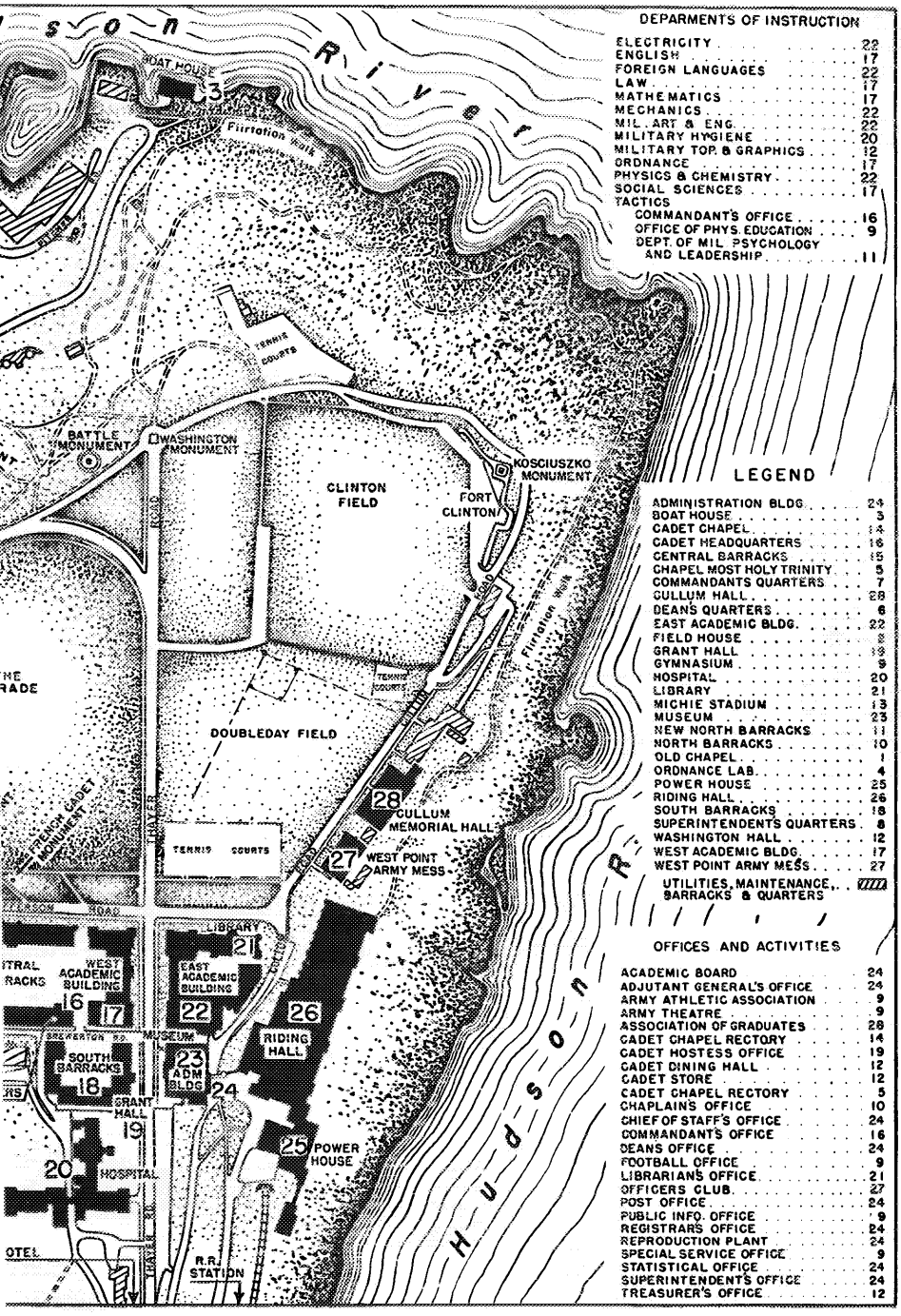

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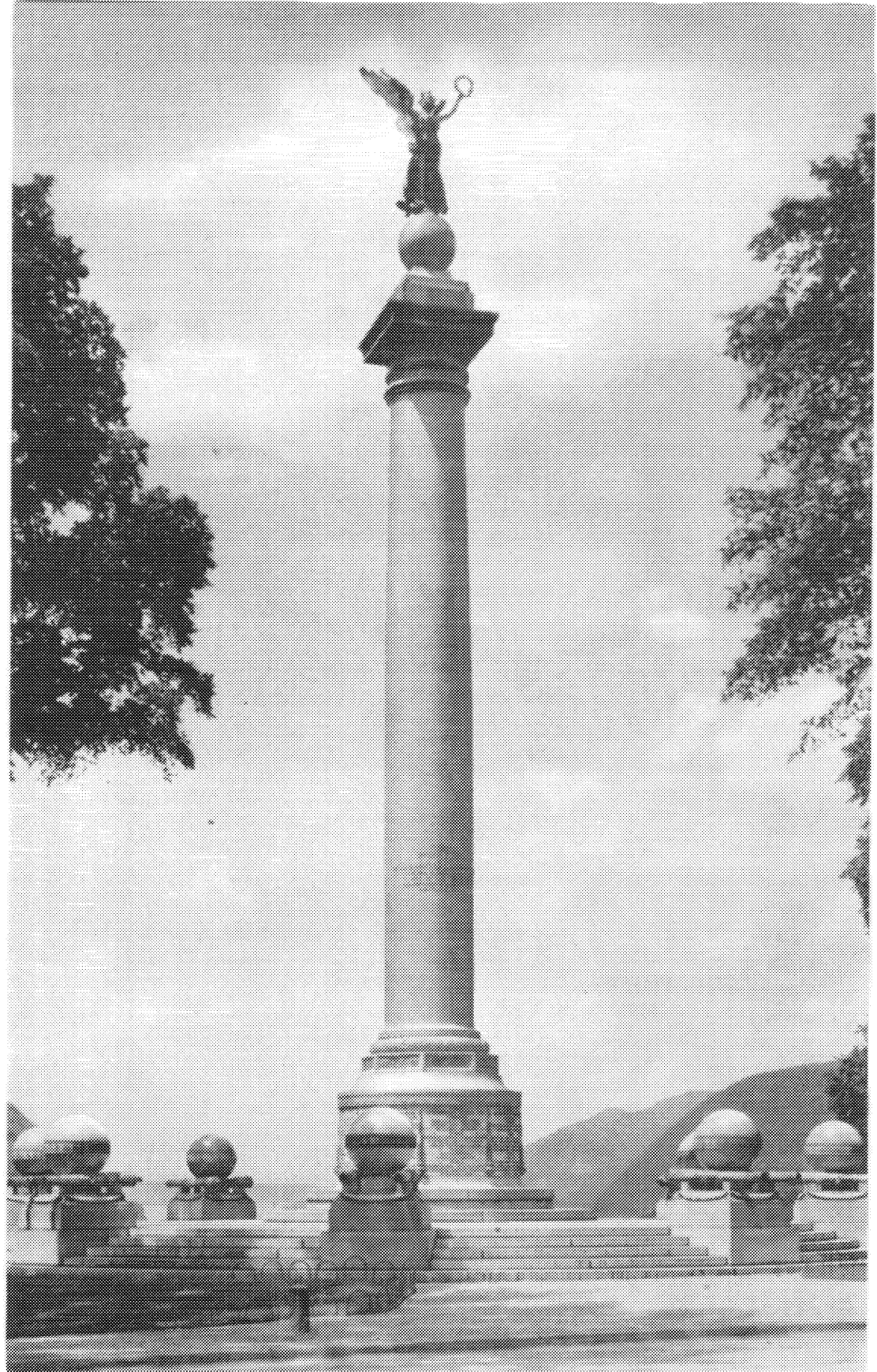

CATALOG

of the

UNITED STATES MILITARY ACADEMY

One Hundred and Forty-ninth Year

1950–51

United States Government Printing Office

Washington : 1950

DEPARTMENT OF THE ARMY
WASHINGTON 25, D. C.

The following publication entitled "Catalog of the United States Military Academy, 1950–51," is published for the information of all concerned.

[AG 351.27 (5 Aug 49)]

BY ORDER OF THE SECRETARY OF THE ARMY:

OFFICIAL:
EDWARD F. WITSELL
Major General, USA
The Adjutant General

J. LAWTON COLLINS
Chief of Staff, United States Army

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CALENDAR FOR 1950–51

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ACADEMIC CALENDAR, 1950–51

1950

1 July.	*Saturday.*	New Fourth Class enters.
17 August.	*Thursday.*	Reexamination of cadets deficient on second term-end examinations.
1 September.	*Friday.*	Ex-cadets report for readmission.
4 September.	*Monday.*	Labor Day. Duties suspended.
5 September.	*Tuesday.*	First term begins.
11 November.	*Saturday.*	Armistice Day. Classes suspended.
23 November.	*Thursday.*	Thanksgiving Day. Classes suspended.
22 December.	*Friday.*	First term ends at 1200 hours. Christmas leave begins for those in three upper classes not taking term-end examinations.
23 December.	*Saturday.*	Term-end examinations begin.
28 December.	*Thursday.*	Term-end examinations completed. Ex-cadets report for readmission.

1951

1 January.	*Monday.*	Christmas leave for three upper classes ends at 1730 hours.
2 January.	*Tuesday.*	Second term begins.
22 February.	*Thursday.*	Washington's Birthday. Classes suspended.
6 March.	*Tuesday.*	Entrance examinations begin for candidates applying for admission July 1.
13 March.	*Tuesday.*	Reexamination of ex-cadets.
15 March.	*Thursday.*	Spring leave for three upper classes begins at 1500 hours.
18 March.	*Sunday.*	Spring leave for three upper classes ends at 1800 hours.

30 MAY.	*Wednesday.*	Memorial Day. Classes suspended.
31 MAY.	*Thursday.*	Second term ends.
1 JUNE.	*Friday.*	Term-end examinations begin.
3 JUNE.	*Sunday.*	Baccalaureate Sunday.
4 JUNE.	*Monday.*	Term-end examinations completed.
5 JUNE.	*Tuesday.*	Graduation.
12 JUNE.	*Tuesday.*	Entrance examinations begin for candidates applying for admission July 1.
3 JULY.	*Monday.*	New Fourth Class enters.

Leaves are granted during the months of June, July, and August as follows: First Class, 3 weeks; Second Class, 4 weeks; Third Class, 4 weeks.

ADMINISTRATION

The United States Military Academy is under the general direction and supervision of the Department of the Army. The Secretary of the Army has designated the Chief of Staff of the Army as the officer in direct charge of all matters pertaining to West Point.

The immediate government and military command of the Academy and the military post at West Point are vested in the Superintendent. Subordinate to the Superintendent is the Dean of the Academic Board who has charge of the faculty and all academic work, and who acts as representative of the academic departments and as adviser on academic matters to the Superintendent. The administration and training of the Corps of Cadets is in charge of the Commandant of Cadets, who is also head of the Department of Tactics.

Superintendent: MAJ. GEN. BRYANT E. MOORE, USA.
Office: Administration Building.

Aide-de-camp: 1ST. LT. WILLIAM D. CLARK, INF.
Office: Administration Building.

Dean of the Academic Board: BRIG. GEN. HARRIS JONES, USA.
Office: Administration Building.

Assistant to the Dean: MAJ. THOMAS W. BROWN, INF.
Office: Administration Building.

Commandant of Cadets: COL. PAUL D. HARKINS, CAV.
Office: Cadet Headquarters, Central Barracks.

Assistant Commandant: LT. COL. JOHN K. WATERS, CAV.
Office: Cadet Headquarters, Central Barracks.

THE AIM OF WEST POINT

The aim of West Point is to provide undergraduate instruction, experience, and motivation to each student so that he will graduate with the knowledge and the qualities of leadership required of a junior officer and with a basis for continued development throughout a lifetime of service to his country, leading to readiness for responsibilities of the highest order in the Department of Defense.

Implicit in this aim are the following objectives:

1. To give the cadet the motivation for a lifetime of military service to his country.
2. To give the cadet a balanced and liberal education in the arts and sciences in order to develop his powers of reasoning and analysis; to give him a firm grasp of the role of the military establishment in a democratic society and an awareness of the problems facing the State he is to serve; and to give him a background of general knowledge similar to that possessed by the graduates of our leading universities.
3. To develop in the cadet those personal physical attributes and abilities needed by a leader in the Armed Forces.
4. To give the cadet a basic professional knowledge of the techniques of modern warfare and of the roles of the combined arms of all the services.
5. To develop in the cadet those qualities of character, leadership, integrity, loyalty, discipline, and a sense of duty that are essential to an officer in the Armed Forces.

HISTORY OF WEST POINT
1802–1949

The United States Military Academy was established officially on 16 March 1802 at West Point, a key Hudson River military fortress during the Revolution, and was opened on 4 July 1802.

Two compelling reasons made the formation of an American military academy at that time both logical and necessary: the experience of the Revolutionary War; and the ominous international political situation when Thomas Jefferson became President in 1801.

The experience of the Revolutionary War, during which America had to rely in large part on foreign drillmasters, artillerists, and trained engineers, made the military and political leaders of the day energetic backers of a military academy. The earliest proposal was in 1776 by Col. Henry Knox who recommended "An Academy established on a liberal plan . . . where the whole theory and practice of fortification and gunnery should be taught." The papers of Gen. Benjamin Lincoln, Gen. Jedediah Huntington, Secretary of War Timothy Pickering, John Adams, Alexander Hamilton, and George Washington mention time and again the need for an academy. In his annual messages to Congress, Washington always included a plea that the Congress provide facilities for the study of military art. In 1797 in his eighth annual address, for example, he said:

> The institution of a military academy is also recommended by cogent reasons. However pacific the general policy of a nation may be, it ought never to be without a stock of military knowledge for emergencies. . . . [The art of war] demands much previous study, and . . . [knowledge of that art] . . . in its most improved and perfect state is always of great moment to the security of a nation. . . . For this purpose an academy where a regular course of instruction is given is an . . . expedient which different nations have successfully employed.

The military academies that "different nations" had "successfully employed" and that Washington likely had in mind were England's Royal Military Academy at Woolwich, founded in 1741, and France's Ecole Polytechnique, founded in 1794. The Royal Military College at Sandhurst in England was founded the same year as our own Academy, 1802. And Washington quite obviously realized that complete independence for America called not only for the severance of political ties from England and the formation of an independent political state, but also independence in every facet of national life and culture: in law, religion, agriculture, shipbuilding, trading, manufacturing, and in military science. How deeply he continued to feel about the need for an Academy appears in

a letter written 2 days before his death and addressed to Alexander Hamilton:

> The establishment of an Institution of this kind, upon a respectable and extensive basis, has ever been considered by me as an object of primary importance to this country; and while I was in the Chair of Government, I omitted no opportunity of recommending it, in my public speeches and other ways, to the attention of the Legislature.

The second compelling reason for the immediate establishment of an American Military Academy was the ominous international political situation of 1801–2. The previous two decades had been troublesome ones. The weak and ineffectual Articles of Confederation and Perpetual Union, trouble with the Barbary pirates, Shay's rebellion, boundary disputes, frontier battles, currency quarrels: these had plagued the young nation, and now it was threatened by the danger of involvement in the complexities that were coming as an aftermath of the French Revolution of 1789. Public opinion moved toward more energetic national government and better trained armed forces. So it was that Congress by its Act of 16 March 1802 authorized a Corps of Engineers, set its strength at 5 officers and 10 cadets, and provided that it be stationed at West Point in the State of New York, and should constitute a Military Academy.

The garrison site of West Point, consisting of 1,795 acres purchased from Stephen Moore in 1790, had been occupied by the Army since 1778. Hence barracks and other buildings, while inadequate, were available for housing and instruction; and Maj. Jonathan Williams, grandnephew of Benjamin Franklin and Chief of the Corps of Engineers, who had been appointed as the first Superintendent, was able to open the Academy on 4 July 1802 with 10 cadets present.

The initial purpose of the Academy was to train military technicians for all branches of the military service, to encourage the study of military art nationally and thus raise the level of training of the militia, and to encourage the practical study of every science. This last, it should be noted, at a time that many other American academic institutions looked at the sciences with suspicion and hostility. How well the Academy succeeded in its purpose for the first 10 years of its existence was summarized by the most authoritative historian of that period of American life, Henry Adams. In his History of the United States (9 vols., 1889–91), covering the Jefferson and Madison administrations, Adams offers the tribute that American scientific engineering ". . . owed its efficiency and almost its existence to the military school at West Point established in 1802."

Early in the year 1812 the growing threat of war with England impelled Congress to pass the act of 29 April 1812 by which the strength of the Corps of Cadets was increased to 250, the academic staff enlarged, and the cadets placed under the discipline of published regulations. A chaplain was authorized who in addition to his religious duties was "to officiate as Professor of Geography, Ethics, and History." The act required also

that the cadets be taught "all the duties of a private, a non-commissioned officer, and an officer." This requirement, says Emory Upton in The Military Policy of the United States (1904), was the "key to the character for efficiency and discipline which the graduates have since maintained."

The record of the War of 1812 shows that the Academy graduates served their country well. A quarter of the more than 100—all under 30 years of age—who saw action were killed or wounded; and not one of the fortifications constructed under their direction was captured. Henry Adams was appreciative of their technical skill. "During the critical campaign of 1812," he wrote, "the West Point Engineers doubled the capacity of the little American army for resistance."

The experience of the War of 1812, that gave the Nation new self-assurance, affected the Academy's educational aims in the period of peace which followed. No longer was the enemy an immediate threat on our borders; American nationality had been firmly established. National interest called now for canals, roads, railroads, and the exploitation of the soil and its mineral wealth. The accurate mapping of rivers, the deepening of their channels, the constructing of lighthouses and beacon lights: these were needed to make communication easier. And the preliminary work of prospecting and surveying had to be done.

That the Academy graduates of this era were men who through force of character and training could assume leadership in the performance of these tasks was due largely to the genius of Col. Sylvanus Thayer, Superintendent from 1817 to 1833. The "Father of the Military Academy" had one ideal before him: to produce men who would be trained and worthy leaders. He demanded of the cadets excellence of character and excellence of knowledge, the two integrating qualities of such leadership. But he knew that to achieve his ideal he must master and guide the day-to-day routine of the Academy, and so it was that he let no detail of character training or discipline, of curriculum content, of textbooks, of teaching methods, of extra-curricular activities, of physical plant escape his attention.

Thayer grasped at once the need of the country for engineers, and therefore made courses in civil engineering the core of the curriculum. Under his direction, instruction in that subject eventually included the properties, preparations, and use of materials for construction; the art of construction generally, including decorative architecture; the manner of laying and constructing roads; the construction of bridges; the principles regulating the removal of obstructions impeding river navigation; the survey, location, and construction of canals and railroads; and the formation of artificial and the improvement of natural harbors.

A list of the Academy's achievements in the field of civil engineering that can be attributed to the farseeing genius of Thayer would include trigonometrical and topographical surveying; methods of triangulation; magnetic declination; and the systems used in locating, surveying, and dividing the public lands of the United States. Francis Wayland Brown, the

scholarly president of Brown University from 1827 to 1855, said in 1850 in a report to the Corporation of Brown University that the Academy graduates did "more to build up the system of internal improvement in the United States than [the graduates of] all other colleges combined."

To help him by outside criticism of his work, Thayer had the aid of a Board of Visitors. A Regulation for the Government of the Military Academy, approved by Secretary of War William H. Crawford on 1 July 1815, provided for the appointment of such a Board to consist of five "competent gentlemen," with the Superintendent as President, who should attend at each of the annual and semiannual examinations and report thereon to the Secretary. This excellent custom of a Board of Visitors, with a few intermissions and some changes in the manner of their appointment, has lasted to the present day. From the beginning their criticism was pertinent and helpful; nor is this surprising when the long list of those who have been members is scanned, for thereon the names of men like Edward Everett, George Bancroft, George Ticknor, Horace Mann, and Daniel Coit Gilman appear. Thayer knew the value of the intelligent lay point of view and welcomed the Boards' comments on his curricular shift to civil engineering, his innovations in educational method, and his system in general.

His innovations in educational methods ensured that the cadets not only learned but retained their subjects. Basically, he demanded that the cadets develop habits of mental discipline and maintain standards of scholarship that have grown in importance the more they have been tested through the years. He emphasized habits of regular study, he laid down the rule that every cadet had to pass every course—any deficiency had to be made up within a specified time or the cadet would be dropped. To carry out these rigorous standards he limited the classroom sections to from 10 to 14 members; he rated these sections from high to low and directed that cadets be transferred from one to the other as their averages rose or fell.

These methods and standards of Thayer's system are still used at the Academy, and Thayer's insistence on leadership integrated by excellence of character and excellence of knowledge has been the cornerstone of the Academy's training since his day. Emerson, visiting West Point in 1863, spoke of the "air of probity, of veracity, and of loyalty" the cadets had; and when in 1898 the present coat of arms was adopted, the motto thereon of "Duty, Honor, Country" was but a later generation's attempt to put Thayer's ideal into words.

To the casual student it might seem that until about 1860 West Point was filling the almost dual roles of national military academy and of national school of civil engineering. But despite the curricular emphasis on civil engineering and the renown of her graduates in that field the Academy never forgot her deepest and most abiding obligation to the nation: to send forth graduates trained in the art and science of war. That the obligation was fulfilled is attested for these early years by the

records of the Mexican and Civil Wars. The record of the Mexican War is told best in the words of General Winfield Scott:

> I give it as my fixed opinion, that but for our graduated cadets, the war between the United States and Mexico might, and probably would, have lasted some four or five years, with, in its first half, more defeats than victories falling to our share; whereas, in less than two campaigns, we conquered a great country and a peace, without the loss of a single battle or skirmish.

The record of the Civil War shows that the Confederacy used graduates whenever and wherever possible; the Union, in the beginning, used "political" generals. Defeat after defeat proved the need for professionally trained officers, and in the last year of the war all senior commanders of the Union armies were Academy graduates. Grant, Lee, Sheridan, Jackson, to name but a few on both sides, were all from West Point.

After the Civil War, changing conditions necessitated a shift in the Academy's curriculum away from the emphasis on civil engineering. The first Morrill Land-Grant Act of 1862, granting Federal land to each state "for the endowment, support, and maintenance of at least one college where . . . military tactics . . . [and] . . . such branches of learning as are related to agriculture and the mechanic arts [shall be taught]," enabled American education to be enormously expanded. New technical and engineering schools, supplementing those that had been founded in the second quarter of the nineteenth century, made it possible for the Academy to drop its strong emphasis on engineering subjects. But even had these new schools not come into being, the Academy would have found it impossible to keep on producing both adequately trained Army officers and adequately trained engineers. The tremendous expansion of the body of scientific knowledge during these years—the last half of the nineteenth century—was enforcing specialization in all technical fields. And since the science of war likewise expanded greatly it became obvious that the Army officer would need specialization in his particular branch of service.

The Academy met these changed conditions by severing its direct relationship with the Corps of Engineers; from 1866 on it was no longer mandatory that the Superintendent be a member of that Corps. To take care of officer-specialization demand, several Army postgraduate schools were set up, and West Point gradually came to be looked on as only the initial step in the Army officer's education. As the Academy approached its centennial, the military objective of the curriculum came to be the giving of general instruction in the elements of each military branch.

After its centennial, in 1902, the Academy underwent a thoroughgoing structural renovation and became known as the New West Point. Coincident with this reconstruction, Gen. Albert L. Mills, the Superintendent, had the entire curriculum, military and academic, reassessed. As a result, military instruction was transformed from a series of mechanical drills to practical training in minor tactics and field work. Complete

correlation was developed between instruction and actual field conditions. One of Mills's special hobbies was English; he believed that the Army officer should be able to express himself clearly in speech and writing. To that end he strengthened greatly the course in English. A gradual liberalization of the curriculum went on until the outbreak of World War I.

World War I tested and proved as never before the soundness of the Academy's curriculum and training. Although in order to meet the sudden and great demand for trained officers the course was shortened and a number of classes graduated early, the qualities and abilities of the graduates remained high.

After the close of the war the Academy's further development was placed in the hands of Gen. Douglas MacArthur, who became Superintendent on 12 June 1919. General MacArthur's primary concern was an adaptation of the curriculum in terms of the recent war. It was known, for instance, that the concept of total war, new in military history, required cadets to have a knowledge of national production, transportation, and social problems; that something of the new developments in weapons and tactics had to be incorporated into cadet instruction; and that shortcomings in the officers' physical development, seen clearly in the stress of battle, made a longer and more vigorous physical training program necessary. But at the same time it was realized that the tremendous advances in the art and science of war, made under the pressure of actual conflict, presaged further development of Army postgraduate schools, and hence a growing emphasis upon a more broadly conceived basic curriculum at West Point. The belief was reached that the Academy would serve best by giving the cadets a combination of general and technical education, in this way providing a solid foundation for a professional military career.

The part of the curriculum General MacArthur changed with the greatest vigor was that relating to physical education. He believed firmly that physical fitness was a basic requirement of an officer; and he planned a strenuous program of compulsory gymnastic instruction complemented by an intramural program of 14 sports in which every cadet had to take part. The wisdom of his foresight has been reflected ever since in the excellent physical condition of all cadets at all times.

Soon after General MacArthur's incumbency the policy of a liberal as well as a technical education got renewed emphasis by the introduction of a course in economics and government under the professor of English and history. In 1926 the Department of English and History was reorganized into the Department of Economics, Government, and History; and a separate Department of English established. In succeeding years curricular reforms took place in modern languages, natural philosophy, and mathematics.

All phases of training were greatly intensified during the rearmament years, 1939–41; and the part played by its graduates in World War II

seemed to justify the teaching and the courses at the Academy. Eisenhower, MacArthur, Bradley, Patton, Spaatz, Arnold, Collins, Clark, McNair, Devers, Wainwright, McNarney, McAuliffe: the list of graduates who commanded our armies is a long and honored one. But much was learned from World War II; there were revised concepts of what professional military education should mean. In 1945 a special Board of Consultants, civilian and military, made a study of the curriculum and as a result of their recommendations a number of changes were made. Among these were expansion of the work in English and in international relations; and the introduction of courses in electronics, economic and industrial geography, and military psychology and leadership. At the present time the humanities comprise about 40 percent of the curriculum; the sciences about 60 percent.

The latest curricular addition is a program of studies in national security, set up in 1949. Actually it is a shift in emphasis and not a curricular change. The general object of the program is the orientation of all courses, both military and academic, to the problem of national security today; the more pertinent courses have been coordinated and their direction and emphasis brought into common focus.

And yet while modifying its academic or military training whenever the need arises, the Academy builds always on the cornerstone of the Thayer system: leadership integrated by excellence of character and excellence of knowledge.

THE HONOR SYSTEM

The Honor System at West Point stems logically from the ideal of Col. Sylvanus Thayer that the Military Academy must produce graduates possessing leadership integrated by excellence of character and excellence of knowledge.

Honor, as it is understood by the Corps of Cadets, is a fundamental attribute of character. Honor implies loyalty and courage, truthfulness and self-respect, justice and generosity. The Honor System is not a complicated system of ethics, but is merely straightforward honesty of thought and of action. A cadet who has trained himself to be involuntarily true in thought and act need have no worry about meeting the standards of the Corps. On the other hand, quibbling; evasive statements; or the use of technicalities to conceal guilt are not tolerated by the Corps.

For its success the Honor System depends more upon the Corps of Cadets than upon the supervision of the officers. Each year the cadets select from among themselves an Honor Committee that interprets the System to the Corps, explains the principles upon which it is based, and brings honor violations into the open. Its procedures are codified, and its members have responsible authority. Its tasks are numerous. They include indoctrinating new cadets in the principles of the System; guarding against the appearance of practices inconsistent with the System; and inquiring into definite irregularities of conduct, personal or official, which cadets may have committed. In this last respect, the Honor Committee acts as a grand jury by reporting possible violations to the Commandant of Cadets. The Committee has no punitive powers, its functions being entirely investigative and advisory. If a cadet is reported to the Commandant by the Committee as possibly guilty of an honor violation, the Commandant sets in motion all the official machinery to make a careful investigation of the facts. In the course of this investigation, the legal rights of the cadet are protected in accordance with the prescriptions of military law.

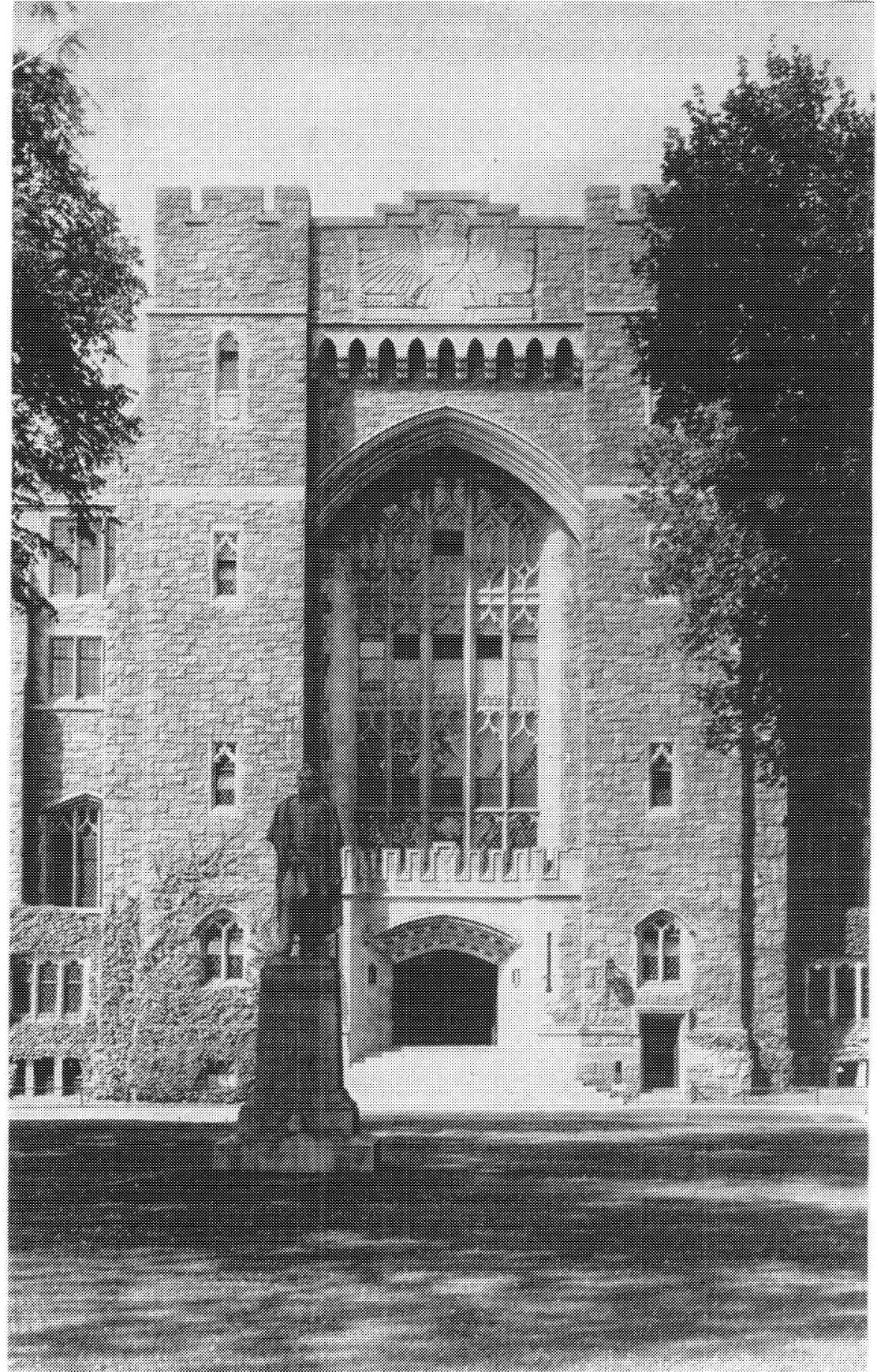
Although there are many cadet regulations that are related to the Honor System, the System has never outgrown its simple meaning—that a cadet will neither lie, cheat, nor steal. A cadet's written or spoken word is always regarded as truth. If he signs a statement that he has complied or will comply with a particular regulation, the statement is accepted without question. A cadet taking advantage of a dining privilege, for instance, is required to sign his departure and return in a book. His signature means that he has taken no undue advantage of the privilege during his absence from barracks. Having once signed for the privilege, he is honor-bound to report himself for any violation of it.

In other cases a cadet's simple word is taken in lieu of a complicated

official report. An example is a cadet's crossing a sentry post and telling the sentry "All Right." "All Right" means that he is authorized to cross the post and has legitimate reasons for doing so. The phrase is used elsewhere in a variety of circumstances as an official formula with a definite meaning. It may be the oral report of a cadet who has just performed a specific duty, or it may be the spoken guarantee that the authorized occupants of a room are present at a given inspection. The system of "All Right" is carefully explained to all new cadets so that there can be no mistake about its significance.

The Honor System is an essential element in the character molding which goes on at the Military Academy. It is a vital influence in the day-to-day life of every cadet. Instances are constantly occurring which show how much the System means to the Corps. Cadets frequently report themselves for unintentional violations. A cadet may be reported by one of his closest friends for a violation because the men of the Corps feel that the System is bigger than any one man or any personal friendship.

The devotion of the Corps of Cadets to the Honor System is very real and is very deeply rooted.



ADMISSION

I. GENERAL

The requirements for admission to the Military Academy differ somewhat from those for admission to a civilian college or university. In the sections that follow, the different ways of entering West Point are set forth in detail. Each candidate should study carefully those which apply to his individual case. The paragraphs immediately below summarize briefly the steps which *all* candidates must take.

The initial step in gaining admission is to secure a nomination. No one is permitted to take the entrance examinations unless he has been designated a nominee by one of the nominating authorities. Usually the candidate obtains his nomination either from his Representative in Congress or from one of the Senators from his State. Other sources of nomination are described in detail in section II of this chapter. No one is eligible for an appointment unless he has had his seventeenth birthday and has not had his twenty-second birthday on July 1 of the year in which he seeks admission.

The second step is to satisfy the mental and physical requirements for admission to the Academy. For the vast majority of candidates these requirements are met by means of entrance examinations held during the first week in March each year (a supplemental examination is held in June for certain classes of appointees). The entrance examination is in three parts: a mental examination, a medical (physical) examination, and a physical aptitude examination.

The mental examination required of a candidate depends upon the kind of nomination he has received and upon the extent of his education. Any candidate who has graduated from high school with good grades, particularly in mathematics and English, should be able to pass the mental examination.

All candidates must take the medical examination. To qualify in this examination a candidate must be in good health, have no deformities, and have good vision and hearing. All candidates must also pass the physical aptitude examination. This examination requires that a candidate have the physical strength, endurance, coordination, and agility found in active young men in their late teens.

After a candidate has secured his nomination and taken all the examinations, he is notified whether or not he is eligible. If eligible, and if a vacancy exists under the terms of his appointment, he reports at West Point on the first Tuesday of July. At that time he is sworn in as a cadet of the United States Military Academy and assumes an obligation to serve in the Army or Air Force for at least 3 years after graduation.

Detailed statements of the general, scholastic, medical, and physical aptitude requirements are contained in section III of this chapter. Each candidate should make a careful study of the scholastic requirements in particular to find out specifically in what category he falls. Once a candidate has succeeded in securing a nomination he will receive definite instructions from The Adjutant General, Department of the Army, concerning further action on his part that is necessary to complete his admission requirements.

II. APPOINTMENTS

1. GENERAL

Admission to the Military Academy may be gained only by appointment to one of the 2,496 cadetships authorized by law. Graduation of the senior class, normally leaves about 750 vacancies each year. Candidates may be nominated for these vacancies only during the year preceding the admission date, the first weekday in July.

Letters of appointment are issued by the Department of the Army, in the name of the President, upon receipt of a nomination from one of the sources described below.

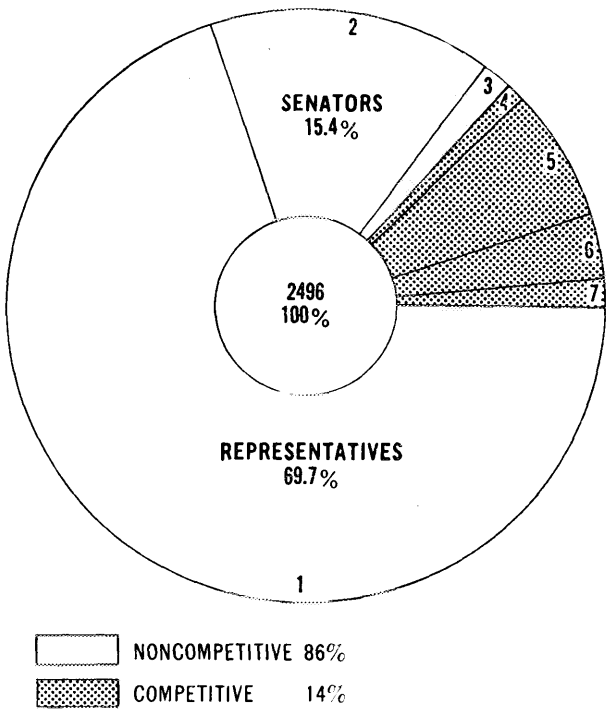
2. SOURCES OF NOMINATION

The 2,496 cadetships authorized at the Military Academy are allocated among the various sources of nomination as follows:

Noncompetitive:		
1—Representatives (4 each)		1,740
2—Senators (4 each)		384
3—Miscellaneous		
Hawaii and Alaska, 4 each	8	
District of Columbia	6	
Panama Canal Zone	2	
Puerto Rico	4	
Vice Presidential	3	
Total miscellaneous		23
Competitive:		
4—Army and Air Force		180
5—Presidential		89
6—Sons of deceased veterans		40
7—Honor military and naval schools		40
Total		2,496

a. Noncompetitive.—Nomination of candidates for appointment from noncompetitive sources (whether or not based upon preliminary competitive examination) is entirely in the hands of the nominating authority who has the cadetship at his disposal, and all applications must be ad-

dressed to him. 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 if the principal fails; the second alternate, if qualified, will be



admitted if both the principal and first alternate fail; and the third alternate, if qualified, will be admitted if the principal and the first and second alternates fail. 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 of the geographical unit from which nominated.

(1) Vice Presidential:

The Vice President may nominate candidates from the United States at large.

(2) States at large and congressional districts:

The nominating authorities of the States at large are the United States Senators; of the congressional districts, the Representatives in Congress. *The great majority (85%) of all appointments are controlled by these two groups.* Inasmuch as many Congressmen hold their own competitive examinations to facilitate selection of the best qualified applicants, candidates seeking congressional nomination should apply to their Senators and Representatives at the earliest possible date.

(3) Territories, District of Columbia, and Puerto Rico:

Nominating authorities for these vacancies are the following:

Territory of Alaska—Delegate in Congress

Territory of Hawaii—Delegate in Congress

District of Columbia—Commissioners of District of Columbia

Puerto Rico—The Resident Commissioner

(4) Panama Canal Zone:

Appointments are made upon nomination of the Governor of the Panama Canal Zone. They are restricted by law to the sons of civilian personnel of the United States Government and the Panama Railroad Co.

b. Competitive.—Appointments to vacancies within competitive groups are awarded to those fully qualified candidates within each category who attain the highest scores on the West Point Achievement Tests in Mathematics and English and the West Point Aptitude Test. Candidates for these vacancies can qualify only by taking these three tests on the first Tuesday in March, regardless of the extent of their education and regardless of performance on entrance examinations of previous years. Failure of a competitive candidate to report for the March examination—regardless of the circumstances—will vacate his nomination. There is no restriction on the residence of any competitive candidate.

(1) Army and Air Force:

One hundred and eighty (180) cadetships at the Military Academy are divided equally between enlisted men of the Army of the United States and the Air Force of the United States as follows:

Ninety (90) from the Regular components: Regular Army and Regular Air Force; Ninety (90) from the Reserve components: National Guard of the United States, the Air National Guard of the United States, the Organized Reserve Corps, and the Air Force Reserve.

On or about 1 June each year The Adjutant General estimates the number of vacancies that will be available for appointments to the class entering the Military Academy on 1 July of the following year. The number of candidates that may be nominated from each of the Regular and Reserve components is three times the number of available vacancies. Admission of candidates to fill Regular component vacancies is made from among all Regular Army and Regular Air Force competitors regardless of the command from which nominated; to fill Reserve component vacancies, from among all National Guard, Air National Guard, Organized Reserve Corps, and Air Force Reserve competitors regardless of the State, Territory, District, or command from which nominated.

(a) Regular components:

An applicant must have completed at least one full year of active enlisted service in the Regular Army or Regular Air Force on the date of his admission to the Military Academy. Although his service need not have been continuous, he must be in an active enlisted status at the time of his admission. Candidates are selected nearly 1 year in advance of the scheduled date of admission to permit them to attend the United States Military Academy Preparatory School at Stewart Air Force Base, Newburgh, N. Y.

A Department of the Army circular, published annually on or about 1 May, gives detailed directions about making application for Regular component appointments.

(b) Reserve components:

An applicant must be an enlisted man of one of the Reserve components at the time of nomination and at the time of his admission to the United States Military Academy. He must have served as an enlisted man in the component from which he is nominated not less than 1 year preceding the date of his admission. It is not essential that the service have been continuous. The Department of the Army issues a letter of appointment to each candidate selected authorizing him to report the following March for the annual entrance examination. At that time he must take the West Point Achievement Tests in Mathematics and English and the West Point Aptitude Test in competition with the entire number of Reserve component candidates. A Department of the Army publication, giving detailed instructions as to the nomination of Reserve component candidates and the manner of applying therefor, is released annually on or about 1 September.

(2) Presidential:

Eighty-nine (89) cadetships are reserved for disposition by the President of the United States. Nominations to vacancies of this category are normally restricted to the blood sons and adopted sons, if legally adopted prior to their fifteenth birthday, of members of the Regular Army, Air Force, Navy, Marine Corps, and Coast Guard. Application should be made by letter (no form is prescribed) addressed to The Adjutant General, 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, duty authenticated and

certified by the clerk of the court, must accompany the application.

(3) Sons of Deceased Veterans of World Wars I and II:

Forty (40) cadetships are provided for the sons of members of the Armed Forces of the United States who were killed in action or who died of wounds, injuries, or disease resulting from active service during World Wars I or II. The Veterans' Administration determines the eligibility of all applicants, and its decisions are final and binding on the Department of the Army. Application should be made by letter (no form is prescribed) addressed to The Adjutant General, Washington 25, D. C. The letter should state the full name, date of birth, and address of the applicant (complete service address should be given if the 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.

(4) Honor Military Schools:

Forty (40) cadetships are provided for Honor Military and Naval schools. Each such school of the essentially military type, as determined by annual Departments of the Army and Navy inspections, may nominate three candidates annually from among its honor graduates, to compete for admission at the regular entrance examination in March. The number of available vacancies will be filled in the order of merit established at the regular examination, regardless of the schools from which the candidates are nominated. 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 or naval 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.

c. Sons of Congressional Medal of Honor Winners.—Sons of recipients of the Congressional Medal of Honor may be appointed to the Military Academy, provided they are qualified for admission. The administration of these appointments has been delegated to the Department of the Army. Application by those eligible should be made by letter (no form is prescribed) to The Adjutant General, Washington 25, D. C. The letter should contain the applicant's full name, address, and date of birth (complete service address should be given if the applicant is in the Armed Forces), the name, rank, and branch of service of the parent and a brief statement of the date and circumstances of the award. 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.

d. Filipino Cadets.—In addition to the 2,496 cadetships authorized, the Secretary of the Army may permit one Filipino for each entering class to be designated by the President of the Republic of the Philippines to receive instruction at the United States Military Academy.

e. Foreign Cadets.—The act of 24 June 1938 authorizes the President of the United States to permit not more than 20 persons at a time from the Latin-American republics and Canada to receive instruction at the United States Military Academy. Not more than three persons from any one country may be cadets at the same time. Such persons receive the same pay and allowance (including mileage from their homes in proceeding to the Military Academy for initial admission) as cadets appointed from the United States. They are not entitled, however, by reason of their graduation to appointment to any office or position in the United States Army.

Citizens of other foreign countries have been permitted from time to time to attend the Military Academy upon specific authorization of the United States Congress in each case. Applications must be submitted to the United States Government through diplomatic channels by the governments concerned. Requirements for the admission, advancement, and graduation of foreign cadets are identical with those for United States cadets. In addition, such cadets must be provided with exactly the same amount of funds provided by the United States Government for United States cadets.

3. QUALIFIED ALTERNATES AND QUALIFIED COMPETITORS

An act of Congress approved 30 June 1950, provides that when upon determination that upon the admission of a new class to the Military Academy the total number of cadets will be less than the number authorized, the Secretary of the Army may within his discretion and within the capacity of the Academy, nominate additional cadets to be admitted in such class in such number to meet the needs of the armed services, but not to exceed the authorized strength of the corps of cadets, from qualified candidates holding alternate appointments and other qualified candidates holding competitive appointments from the remaining sources of admission authorized by law recommended and found to be qualified by the Academic Board of the Academy, at least two-thirds of those so appointed to be from among qualified alternate candidates nominated by the Vice President, Members of the Senate and House of Representatives of the United States, Delegates and Resident Commissioners, the Commissioners of the District of Columbia, and the Governor of the Panama Canal, and not more than one-third of those so appointed to be from among qualified candidates holding competitive appointments from sources authorized by law other than those holding such alternate appointments. This law provides that these appointments shall be in addition to and not

in lieu of appointments otherwise authorized by law. The only candidates eligible for consideration under this law are those found mentally and physically qualified in connection with an appointment held for admission the first Tuesday in July of the year concerned. No application is necessary since all candidates found fully qualified but not otherwise admitted are rated by the Academic Board. Their records are studied and the selections made based upon academic grades and other pertinent factors which affect the qualifications of the various candidates to become officers of the Army or Air Force. Those selected under this provision are admitted as cadets on or about 15 July.

III. ENTRANCE REQUIREMENTS

This section describes the specific requirements which candidates must fulfill *after obtaining an appointment* as outlined in the preceding section.

1. GENERAL

a. Age.—On 1 July of the year admitted to the Military Academy a candidate must have attained the age of 17 years and must not have reached the age of 22. The age requirements for all candidates are statutory and cannot be waived.

b. Citizenship.—A candidate must be a citizen of the United States, except for those appointed specifically as foreign cadets.

c. Character.—Every candidate must be of good moral character.

d. Marital Status.—A candidate must never have been married. A cadet may not marry until he has graduated from the Academy; and if any cadet is found to have been married, he will be immediately separated from the Academy.

e. Height and Weight.—No candidate will be admitted who is shorter than 5 feet 6 inches or taller than 6 feet 4 inches. The weight of a candidate must be within certain limits which depend upon his height. Height-weight tables will be found in appendix 1, paragraph d.

f. Admission Date.—New cadets report to West Point for admission on the first Tuesday in July, except when July 4th falls on Tuesday in which event they report on the first Wednesday in July.

g. Engagement to Serve.—Upon admission each cadet (except foreigners) must sign articles, with the consent of his parents or guardian if he is a minor, by which he shall engage to complete the course at the Academy and to serve for three consecutive years following graduation in the Regular Army or Regular Air Force.

h. Examination of Candidates.—Every candidate for admission to the Military Academy must take three types of examination: medical, mental, and physical aptitude. The entrance examinations begin on the first Tuesday in March of each year, being conducted at various military installations throughout the country. Each candidate holding a letter of appointment will be authorized by the Department of the Army to report

at the examination center most convenient either to his home or to the school which he is attending. The examinations normally require 3 to 6 days.

2. SCHOLASTIC

a. General.—A candidate who has graduated from secondary school in the upper portion of his class and has attained good grades in all his mathematics and English courses should be able to pass the Military Academy's entrance examinations without intensive cramming or special preparation. *All* candidates (competitive and noncompetitive) must

(1) Take and pass the West Point Aptitude Test, a 2½-hour examination requiring no special preparation. It includes sections designed to measure likelihood of success in subjects such as mathematics, English, foreign languages, science, and engineering.

(2) 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 West Point Achievement Test in United States history.

b. Competitive Candidates.—A candidate who seeks to qualify for admission under a competitive appointment—Army and Air Force, Honor Military and Naval Schools, Presidential, or Sons of Deceased Veterans—must take the West Point Achievement Tests in Mathematics and in English, regardless of the extent and quality of his scholastic record. In addition, a competitive candidate must have satisfied the required credit in United States history by the time of the *March* examination, or take the United States History Achievement Test at that time. The vacancies available within each of the four competitive categories are awarded to those candidates within each category who attain the highest proficient scores on the West Point Achievement Tests in Mathematics and English and the West Point Aptitude Test.

c. Noncompetitive Candidates.—There are two methods by which a candidate may qualify mentally for a noncompetitive (congressional, etc.) appointment:

(1) By passing the West Point Achievement Tests in Mathematics and in English, and the West Point Aptitude Test. The Mathematics Achievement Test is a 1½-hour test covering high-school algebra, including quadratic equations and progressions, and plane geometry. The English Achievement Test is a 1½-hour test covering English grammar, composition, and literature at the level to be expected of high-school graduates.

No candidate will be denied the privilege of undergoing the entrance examination because he does not have an acceptable educational record. However, each candidate must submit his complete educational record which should indicate graduation from a secondary school with satisfactory grades accounting for 15 units credit (a unit credit is interpreted as satisfactory

completion in secondary school of a standard academic year's study of a course listed below. Seven of the 15 units must be in the following courses:

Course	*Maximum unit credit*
Mathematics (algebra, first year)	1
Mathematics (algebra, second year)	1
Mathematics (plane geometry)	1
English, first year	1
English, second year	1
English, third year	1
History, United States	1

The remaining eight units must be chosen from the following optional courses:

Course	*Maximum unit credit*
Mathematics (advanced algebra)	½
Mathematics (solid geometry)	½
Mathematics (trigonometry)	½
English, fourth year	1
History (ancient)	1
History (European)	1
History (English)	1
History (World)	1
Economics	1
Sociology	1
Social Democracy	1
Problems of American Democracy	1
Contemporary Problems	1
Citizenship	½
Government	½
Civics	½
Latin, first year	1
Latin, second year	1
Latin, third year	1
Latin, fourth year	1
Greek, grammar and composition	1
Any modern foreign language, first year	1
Any modern foreign language, second year	1
Any modern foreign language, third year	1
Any modern foreign language, fourth year	1
Physics	1
Chemistry	1
General Science	1
Biology	1
Botany	1
Zoology	1

Course	*Maximum unit credit*
Geography	1
Drawing (mechanical or freehand)	1
Bookkeeping	1
Physiology	1
Psychology	1
Astronomy	½
Geology	½

(2) By passing *only* the West Point Aptitude Test. A candidate who submits an acceptable record of at least one semester's credits earned at a recognized college, university, or technical school, and who was admitted thereto after having earned in secondary school the 15 units credit described in paragraph (1) above, is specifically excused by the Academic Board at the Military Academy from taking the Achievement Tests in mathematics and English. He is then authorized to take only the West Point Aptitude Test which he must pass in order to qualify mentally. If his record lacks not more than two units of the secondary-school credits described in paragraph (1) above, he may make up this deficiency in college. One semester of college work is considered the equivalent of one academic year of secondary school study.

3. MEDICAL

a. Preliminary Examination.—Time permitting, prior to reporting for the entrance examination, candidates should ascertain whether they have physical defects which would permanently disqualify them for admission, or defects which could be corrected. Many candidates are disqualified at the entrance examinations for defects that might have been corrected if dental or surgical treatment had been undertaken in time. Candidates whose teeth are defective cannot be admitted to the Military Academy. Carious teeth should be restored by permanent fillings and missing teeth should be replaced by fixed bridgework, as described in appendix 1, before reporting for the entrance examination. In cases of malocclusion (excessive overbite, underbite, protruding teeth, etc.), which may require lengthy treatment, candidates are invited to submit dental plaster models and full mouth X-rays to The Adjutant General, Washington 25, D. C., Attention: Military Academy Section, for advance determination as to acceptability.

Medical officers at Army, Air Force, or Navy installations having adequate medical facilities to conduct final-type physical examinations are authorized to accomplish preliminary physical examinations of applicants or candidates for admission to the United States Military Academy, provided that such persons present written requests therefor signed by one of the following: Any Member of Congress; a parent or guardian of

an applicant entitled to a Presidential or Son of Deceased Veteran appointment; or any officer of the Army, Navy, or Air Force.

A candidate who finds it impractical to report to a military installation for a preliminary physical examination should consult a civilian physician and dentist to ascertain if he has any disqualifying defect. The candidate should invite the attention of the physician and dentist to the physical requirements and causes for rejection which are given in detail in appendix 1, pages 127–136.

No charge will be made for an examination conducted at a military installation, but the applicant or candidate is responsible for travel and personal expenses, and for all costs in connection with examination by civilian doctors or dentists.

A preliminary physical examination, whether conducted by military or civilian examiners, is advisory only and does not commit or obligate the Department of the Army to accept a candidate who is found by an entrance examination medical board to have a disqualifying physical defect.

b. Final Physical Examination.—Every candidate is required to undergo a very thorough physical examination at the conclusion of his mental examinations. His hearing must be normal (15/15) in each ear for the whispered voice, and the ears must be free from acute or chronic disease. His vision must not fall below 20/30 in either eye without glasses, correctable with glasses to 20/20 in each eye. Both his eyes must be free from disease. No candidate will be accepted unless he has a minimum of 12 masticating teeth and 8 incisor teeth, all of which must be so opposed as to serve the purposes of biting and chewing. Details relating to physical requirements and causes for physical disqualification will be found in appendix 1, pages 126–135.

4. PHYSICAL APTITUDE

Every candidate is required to take a 1 hour and 15-minute physical aptitude examination designed to measure strength, coordination, muscular power, endurance, speed, and flexibility. The examination items will be selected from those listed below. Candidates may consider themselves qualified to meet the minimum standard of the Physical Aptitude Examination if they can achieve the performances indicated. The examination will be graded on the basis of the total score. In other words, if a passing grade is achieved on the whole examination, failure to achieve a passing score on any single test will not cause disqualification.

a. Vertical jump..... 17 inches.
The difference between the height an individual can reach and the height he can jump and reach.

b. Standing broad jump for distance..... 6 feet 9 inches.

c. 3 broad jumps for distance..... 20½ feet.
Standing start with 3 continuous broad jumps.

d. Pull-ups ..... 3 times.
Chinning oneself on a horizontal bar, grasping bar with back of hand toward face.

e. Dips ..... 3 times.
Raising and lowering oneself on parallel bars by means of the arms. The body is lowered until upper arm passes the horizontal.

f. Push-ups ..... 16 times.
Standard push-ups starting from the leaning rest position.

g. Dodge run ..... 27 seconds.
A run through a maze placed on a gymnasium floor.

h. 300-yard run (indoor track—11 laps to the mile). 46.7 seconds.

i. 300-yard run ..... 65 seconds.
This test is a shuttle run on a gymnasium floor between two turning blocks placed 25 yards apart.

j. 100-yard run ..... 18.9 seconds.
This test is a shuttle run on a gymnasium floor between two turning blocks placed 25 yards apart.

k. 50-yard run ..... 8.7 seconds.
This test is a shuttle run as described under the above 100-yard run.

l. Bar vault for height ..... 4 feet 6 inches.
From a standing position vault over a horizontal bar by touching it with only the hands using either flank or front vault.

m. Burpee test for 20 seconds ..... 10½ times.
Continuous movements from the standing position to the squat, to the leaning, rest, to the squat, and back to the standing position.

n. Squat jumps ..... 28 times.
From a squatting position on the right heel with fingers laced on top of head palms downward, and with left foot slightly advanced, spring upward until both knees are straight and both feet clear the floor. While the feet are off the floor advance the right foot and drop to a squat on the left heel. Spring up again and repeat.

o. Sit-ups ..... 30 times.
These are to be performed with a partner holding the feet.

p. Sit-ups for speed ..... 20 times.
These are to be performed in 30 seconds while lying on a gymnasium mat with toes hooked under a bar.

q. Softball throw for distance using a regulation softball (12-inch circumference) ..... 140 feet.

r. Basketball throw for distance using a regulation basketball ..... 65 feet.

s. Medicine ball put ..... 33 feet.
A 6-pound medicine ball is put using the same movement as required for a shot-put.

t. Hop, step, and jump ..... 20 feet.
From a standing position take a hop, a step, and a jump to gain as great a distance as possible.

u. 100-yard pickaback carry ..... 27.0 seconds.
Carrying a partner astride his back one runs 100 yards by shuttling back and forth around stakes placed 25 yards apart. The partner must be within 10 pounds of one's own weight.

v. Rope climb (7 seconds) ..... 10½ feet.
Climb a regulation gymnasium rope as high as possible in 7 seconds, using hands and feet or hands alone, starting from a standing position.

Candidates should prepare for this examination by engaging in all-round vigorous activities such as running, conditioning exercises, or competitive games, rather than by practing on specific test items.

IV. ENTRANCE EXAMINATIONS

1. MARCH

The Military Academy examinations begin at 8:00 a. m. on the first Tuesday in March each year. All candidates are expected to report between 1:00 and 5:00 p. m. of the preceding afternoon, as explained in the original letter of appointment furnished the candidate by The Adjutant General. Three to six days are normally required for the completion of all mental, medical, and physical aptitude examinations. During this period sleeping accommodations and meals are made available to candidates at nominal cost. The cost of transportation and all personal expenses must be borne by the candidate.

Failure to report for examination automatically vacates any competitive appointment. Failure to report vacates a noncompetitive appointment unless failure is attributable to sickness or other unavoidable cause.

Each candidate will be authorized to report for examination to the military installation listed below which is most convenient either to his home or to the school which he may be attending just prior to the March examination. A candidate may request from The Adjutant General the

authority to change his place of examination if he finds that his home or school address changes.

Probable Examining Centers, March 1951

Army and Navy General Hospital, Hot Springs, Ark.
Army Medical Center, Washington, D. C.
Army Base, Boston, Mass.
William Beaumont Army Hospital, El Paso, Tex.
Fort Benning, Ga.
Fort Bragg, N. C.
Fitzsimons Army Hospital, Denver, Colo.
Fort Sam Houston, Tex.
Keesler Air Force Base, Biloxi, Miss.
Fort Knox, Ky.
Fort Leavenworth, Kans.
Letterman Army Hospital, Presidio of San Francisco, Calif.
Fort Lewis, Wash.
March Air Force Base, Riverside, Calif.
Fort McPherson, Ga.
Governors Island, N. Y.
Fort Sheridan, Ill.
Fort Sill, Okla.
Schofield Barracks, T. H.
Fort Brooke, Puerto Rico.
Fort Clayton, C. Z.
Fort Richardson, Alaska.

2. JUNE

A second examination is held at West Point only. This examination, held on the Tuesday preceding the 16th of June, is available only to those candidates nominated for vacancies which remain unfilled or occur after the March examination.

V. MISCELLANEOUS

1. CANDIDATE'S SUBMISSION OF RECORDS

All necessary papers, certificate forms, and detailed instructions for the accomplishment and submission of each will be furnished the candidate by The Adjutant General along with the candidate's original letter of nomination. Before writing to The Adjutant General or to the Military Academy for additional information, candidates should study these instructions thoroughly.

2. PREVIOUS QUALIFICATION

A candidate (except an ex-cadet) once found mentally qualified for admission to the Academy will be considered mentally qualified for any subsequent noncompetitive appointment and will not be required to take further mental examination.

A candidate who has once qualified in Physical Aptitude will not be required to take another Physical Aptitude Test.

A candidate must undergo the medical examination in the year preceding the proposed date of admission, even though he may have been found fully qualified in a previous year.

3. USMA PREPARATORY SCHOOL

The USMA Preparatory School at Stewart Air Force Base, Newburgh, N. Y., was established to prepare members of the Armed Forces for the entrance examinations. Participation in this preparatory training program is limited strictly to personnel on active duty who hold appointments to the Military Academy. The school is operated under the direction of the Superintendent, USMA. (For further details, see page 30.)

Prospective candidates may obtain appropriate circulars on the Preparatory Training Program and on the procedure for obtaining Regular Army appointments by writing to The Adjutant General, Department of the Army, Washington 25, D. C.

4. PHYSICAL CONDITIONING

Because of the nature of the new cadets' training during their first 2 months at the Academy, the physical demands upon them are necessarily great. Experience indicates that those cadets who, prior to admission, have conditioned themselves physically are best able to meet the training requirements. The needed amount of conditioning will vary depending on the candidate's athletic background, but in general the more nearly he can acquire a degree of conditioning approximating that required for vigorous athletic team sports the less difficulty he will experience in the very rigorous summer training program. He is advised to practice heavy physical-conditioning exercises until many repetitions of the exercises can be performed without severe physical strain. In addition, he should strengthen his legs and wind by regular cross country running and, if possible, fast climbing on steep slopes. A program of vigorous competitive sports should be followed with emphasis on variety of sports rather than on one favorite activity. Any candidate in doubt as to physical conditioning methods will be wise to consult a high school or college physical education department.

5. 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 mailed to 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 should, on leaving home for admission, take with them no more money than is needed for traveling expenses. Any balance in their possession at the time of admission will be 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 in the United States or point of entry in the United States to West Point. 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.

UNITED STATES MILITARY ACADEMY PREPARATORY SCHOOL

Exclusively for the benefit of candidates who are serving on active duty in the Armed Forces of the United States, the Department of the Army maintains the United States Military Academy Preparatory School at Stewart Air Force Base, Newburgh, N. Y., where an intensive preparatory training program is conducted annually under the direction of the Superintendent of the United States Military Academy.

The mission of the Preparatory School is to assist the candidates assigned thereto to pass the entrance examinations for admission to the Military Academy; to prepare them for successful accomplishment of the academic, military, and physical training courses at West Point; and to indoctrinate them in the methods and practices of the Military Academy. The tactical and administrative organization of the Preparatory School parallels that of the Corps of Cadets wherever possible.

This is the only West Point preparatory school available to personnel serving under enlistments, or on *extended* active duty, in the Army, Air Force, Navy, Marine Corps, or Coast Guard. Attendance at the Preparatory School is limited strictly to such personnel who have been appointed as candidates (whether as principals, alternates, or competitors) from one of the sources described in section II, and who meet the physical requirements for admission to the Military Academy as determined by a preliminary physical examination.

Duly appointed candidates who, subsequent to receipt of their appointments, enlist in any of the regular services listed above will be transferred to the Preparatory School upon request, provided they meet the physical requirements. There are no special or short-term enlistments solely for the purpose of attending the Preparatory School. Candidates who enlist and fail to gain admission to the Military Academy must complete the terms of their enlistments.

The basic preparatory training program is conducted from the first week in September until the March entrance examination. It is recommended that candidates arrive at the beginning of September in order that they may have the benefit of the full course. Candidates who take the March examination are continued in an advanced course until June. As much of the basic course as possible is repeated from March until June for candidates appointed to undergo the special June entrance examination. Transfers of March candidates must be effected by 15 January, and the transfer of June candidates is effected as soon as practicable after receipt of their nominations.

A copy of the regulations governing attendance at the United States Military Academy Preparatory School may be obtained by writing to The Adjutant General, Department of the Army, Washington 25, D. C.

GENERAL INFORMATION

ACADEMIC

The United States Military Academy offers a 4-year course of undergraduate study leading to the degree of Bachelor of Science. The Military Academy is an accredited member of the Association of American Universities and of the Middle States Association of Colleges and Secondary Schools. Except for a choice of one of the five languages offered, the curriculum is prescribed.

Throughout their careers officers have opportunities to further their education through attendance at advanced service schools, and many qualify for specialized study in the graduate schools of civilian colleges and universities. Interspersed among these years of academic study are assignments that may take the officer to all parts of the United States and to foreign countries for tours of duty lasting several years.

PAY AND ALLOWANCES

Cadets receive their entire education at Government expense and in addition are paid $936 a year plus an allowance of the cost of one ration a day. From this total the cadet pays for food, books, clothing, etc. The cost of the ration is equal to the actual cost of the food. Quarters and medical attention are provided. With proper economy during his 4 years the cadet is able to save enough to purchase the initial supply of uniforms and equipment he will need as an officer.

The deposit of $300 the cadet must make before he enters the Academy (see p. 29) is used to pay for the uniforms and personal equipment he is provided with immediately after admission.

PROMOTION AFTER GRADUATION

When any cadet of the United States Military Academy (other than foreign cadets) has completed the prescribed course of instruction, and meets the required physical standards, he may upon graduation be promoted and appointed a second lieutenant in the Regular Army or United States Air Force, and whenever any such appointment would result in there being a number of active list commissioned officers in the Regular Army or in the United States Air Force in excess of the authorized active list commissioned officer strength, such strength shall be temporarily increased as necessary to authorize such appointment (sec. 506 (f), Public Law 381, 80th Congress).

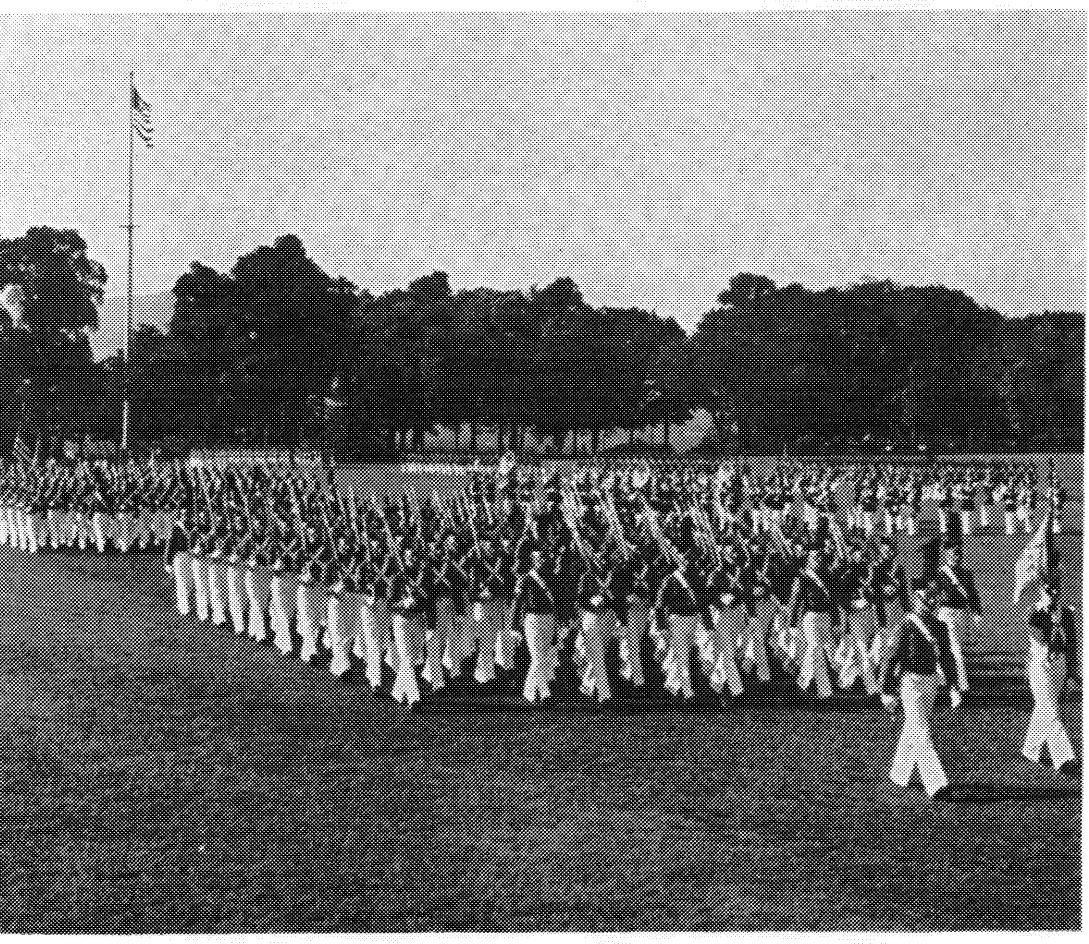
LEAVES OF ABSENCE AND SUSPENSION OF ACADEMIC AND MILITARY DUTIES

Academic duties are suspended during the months of June, July, and August. Although the summer period is primarily devoted to practical military instruction, class leaves are given during this period as follows: First Class, 3 weeks; Second Class, 4 weeks; Third Class, 4 weeks. Aca-

demic duties are suspended for a period of approximately 10 days at the close of the fall term (over the Christmas holiday period) and are suspended for approximately 4 days during the middle of the second term. At these times cadets of the First, Second, and Third Classes who are not undergoing final examinations and/or 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-ends leave 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 Department of the Army.

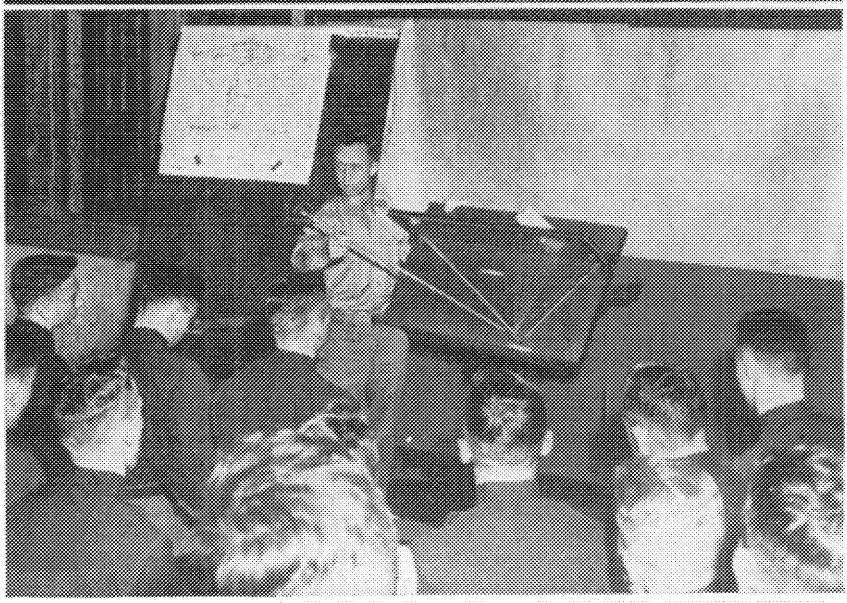


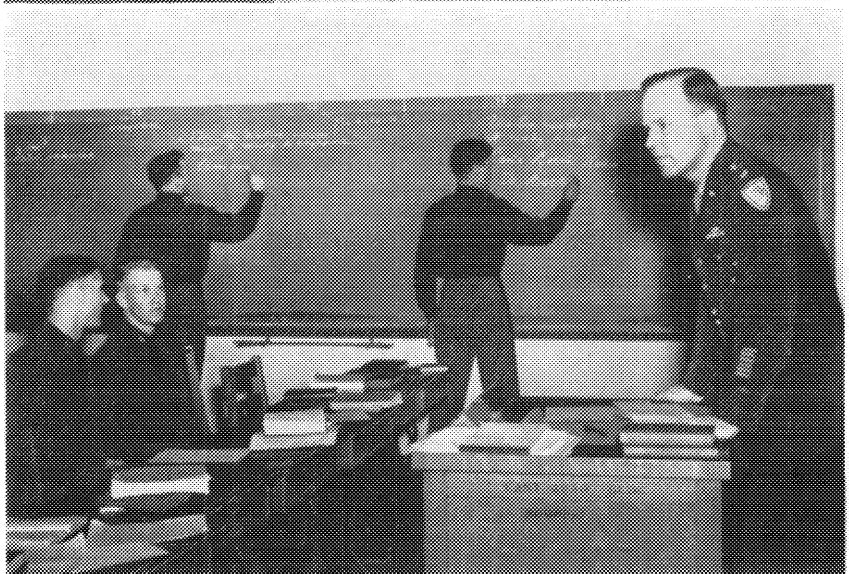
ORGANIZATION OF THE CORPS OF CADETS

The approximately 2,400 cadets of the Corps are organized into 24 companies of about 100 men each. The 24 companies are formed into 6 battalions; and the 6 battalions into 2 regiments. The two regiments make up the cadet Brigade.

At the head of the Brigade is the Cadet Brigade Commander (known also as the Cadet First Captain) who has a staff of a Brigade Adjutant, a Brigade Training Officer, and a Brigade Supply Officer. The two Cadet Regimental Commanders have corresponding staffs, as have the six Cadet Battalion Commanders except that on the battalion staffs the Training Officer is replaced by a Battalion Sergeant Major.

Each company is in charge of a Cadet Company Commander, with subordinate cadet officers in command of the smaller units.





COURSE OF STUDY

PROGRAM OF INSTRUCTION FOR ACADEMIC YEAR 1950–51

Class	Subject	Attendance	Length of period (minutes)
FOURTH (Freshman year).	Mathematics	Whole class daily	80
	Military topography and graphics.	One-half class daily except Saturday.	120
	Physical Education	One-half class daily except Saturday.	45
		Whole class Saturday	45
	English	One-half class daily except Saturday.	60
	Languages	One-half class daily except Saturday.	60
THIRD (Sophomore year).	Mathematics	One-half class daily	80
	Physics	One-half class daily	80
	Chemistry	One-half class daily (91 periods).	80
	Languages	One-half class daily	70
	English	One-half class daily except Saturday (63 periods).	60
	Military psychology and leadership.	One-half class daily except Saturday (27 periods).	60 or 120
	Military topography and graphics.	One-half class daily except Saturday.	60 or 120
	Military hygiene	One-half class daily except Saturday (15 periods).	60
SECOND (Junior year).	Mechanics of fluids	One-half class daily	80
	Mechanics of solids	One-half class daily	80
	Electricity	Whole class daily (158 periods).	80
		One-half class daily (27 periods).	80
	Military instructor training.	One-half class daily (23 periods).	80
	Military correspondence.	One-half class daily (4 periods).	80
	Social sciences (geography, government, and history).	Whole class daily except Saturday.	60
FIRST (Senior year).	Military engineering.	One-half class daily	80
	History of Military Art.	One-half class daily	80
	Social sciences (economics and international relations).	One-half class daily	70

Class	Subject	Attendance	Length of period (minutes)
FIRST (Senior year).	Ordnance	One-half class daily (94 periods).	70
	English	One-half class daily (27 periods).	60
	Military hygiene	One-half class daily (12 periods).	60
	Tactics	One-half class daily (10 periods).	60
	Law	One-half class daily except Saturday.	60
	Military psychology and leadership.	One-half class daily except Saturday.	60
After 3 p. m. (all classes).	Tactics	2 attendances a week	60
	Physical education	2 attendances a week (36 periods).	75

The average number of periods available for the courses prescribed in table are as follows:

Whole class daily	212
Half class daily	106
Half class daily (except Saturday)	90
Two attendances a week	72

TYPICAL CADET SCHEDULES

FOURTH (FRESHMAN) CLASS

FIRST WEEK:

	0755–0915	0930–1035	0955–1155	1300–1400	1400–1500	1515–1615	1630
Mon	MATH	PHYS ED			ENGLISH		TACTICS
Tue	MATH		MILITARY TOPOGRAPHY AND GRAPHICS			FOREIGN LANG	INTRAMURAL
Wed	MATH	PHYS ED			ENGLISH		
Thu	MATH		MILITARY TOPOGRAPHY AND GRAPHICS			FOREIGN LANG	INTRAMURAL
Fri	MATH	PHYS ED			ENGLISH		TACTICS
Sat	MATH	PHYS ED					

BLANK SPACES REPRESENT CADET FREE TIME

SECOND WEEK: Except on Saturday, Military Topography and Graphics reverses with Physical Education; Saturday schedule remains constant.
English meets Tuesday, Thursday; Foreign Languages meet Monday, Wednesday, Friday.
Tactics reverses with Intramural.

NOTE: 1. During winter months, Free Time replaces Intramural.

THIRD (SOPHOMORE) CLASS

FIRST WEEK:

	0755–0915	0955–1035	1045–1155	1300–1400	1400–1500	1515–1615	1630
Mon	MATH	LAB [1]	CHEMISTRY [2]		ENGLISH [3]		TACTICS
Tue	PHYSICS	LAB [4]	FOREIGN LANG		MILITARY TOPOGRAPHY AND GRAPHICS		INTRAMURAL [5]
Wed	MATH		CHEMISTRY		ENGLISH		
Thu	PHYSICS		FOREIGN LANG		MILITARY TOPOGRAPHY AND GRAPHICS		INTRAMURAL
Fri	MATH		CHEMISTRY		ENGLISH		TACTICS
Sat	PHYSICS		FOREIGN LANG				

SECOND WEEK: English reverses with M T and G.
Tactics reverses with Intramural.

NOTES: 1. Chemistry has twenty 2-hour laboratory periods.
2. Military Hygiene replaces Chemistry for last 15 periods of the year.
3. Military Psychology and Leadership replaces English for first 27 periods of the year.
4. Physics has seventeen 2-hour laboratory periods.
5. During winter months, Free Time replaces Intramural.

SECOND (JUNIOR) CLASS

FIRST WEEK:

	0755	0915	0955	1035	1155	1300	1400	1500	1515	1615	1630
Mon	MECHANICS			LAB [1]	ELECTRICITY [2]			SOCIAL SCIENCES		TACTICS	
Tue	MECHANICS		LAB [3]		ELECTRICITY			SOCIAL SCIENCES		INTRAMURAL [4]	
Wed	MECHANICS				ELECTRICITY			SOCIAL SCIENCES			
Thu	MECHANICS				ELECTRICITY			SOCIAL SCIENCES		INTRAMURAL	
Fri	MECHANICS				ELECTRICITY			SOCIAL SCIENCES		TACTICS	
Sat	MECHANICS				ELECTRICITY						

SECOND WEEK: Tactics reverses with Intramural.

NOTES: 1. Electricity has thirty-five 2-hour laboratory periods.
2. Military Instructor Training alternates with Electricity for last 27 periods of the year.
3. Mechanics has twenty-one 2-hour laboratory periods.
4. During winter months, Free Time replaces Intramural.

FIRST (SENIOR) CLASS

FIRST WEEK:

	0755	0905	0955	1035	1155	1300	1400	1500	1515	1615	1630
Mon	ORDNANCE [1]		LAB [2]		HISTORY OF MILITARY ART			LAW		INTRAMURAL [3]	
Tue	SOCIAL SCIENCES				MILITARY ENGINEERING			MIL. PSYCHOLOGY AND LEADERSHIP [4]		TACTICS	
Wed	ORDNANCE				HISTORY OF MILITARY ART			LAW			
Thr	SOCIAL SCIENCES				MILITARY ENGINEERING			MIL. PSYCHOLOGY AND LEADERSHIP		TACTICS	
Fri	ORDNANCE				HISTORY OF MILITARY ART			LAW		INTRAMURAL	
Sat	SOCIAL SCIENCES				MILITARY ENGINEERING						

SECOND WEEK: Military Psychology and Leadership reverses with Law.
Tactics reverses with Intramural.

NOTES: 1. Military Hygiene replaces Ordnance for first 12 periods.
2. Ordnance has fourteen 2-hour laboratory periods.
3. During winter months, Free Time replaces Intramural.
4. English replaces Military Psychology and Leadership for first 27 periods.

DEPARTMENTS OF INSTRUCTION

The four Academy classes are the First (Senior) Class, the Second (Junior) Class, the Third (Sophomore) Class, and the Fourth (Freshman, or Plebe) Class.

DEPARTMENT OF ELECTRICITY

Professors: COLS. B. W. BARTLETT (Head of Department), J. W. GREEN, JR.

Associate Professors: COL. J. V. G. WILSON (Director of Laboratories and Laboratory Instruction); LT. COL. R. I. HEINLEIN, JR. (Executive Officer).

Assistant Professors: LT. COLS. J. S. ADDINGTON, L. G. FORBES, D. W. HIESTER; MAJOR W. M. SMITH.

Instructors: LT. COL. L. V. SKINNER; MAJORS R. C. BARTHLE, R. S. MALONEY, JR., R. S. NEUMEISTER, J. T. Newman, R. M. NOONAN, E. G. RADCLIFF; CAPTS. C. J. DAVIS, D. A. GRUENTHER, F. K. NICHOLS; 1ST LTS. G. CHEADLE, W. E. PEUGH.

NOTE.—The two courses in Electrical Engineering are survey courses somewhat broader in scope than the engineering school courses usually offered for nonelectrical engineers. Demonstration-lectures and 2-hour laboratory exercises supplement the regular classroom instruction at frequent intervals. The two courses are conducted concurrently.

Second Class

ELECTRICITY I: FIELDS, MACHINERY, AND NUCLEAR PHYSICS. *Assistant Professors:* Lt. Cols. Hiester and Addington; Major Smith; *Instructors:* Majors Neumeister, Noonan, Radcliff; Captain Davis; First Lieutenant Peugh.

a. Fields.—Basic ideas of magnetostatics, electrostatics, systems of units, and electromagnetics, requisite for study of electrical machinery. *24 hours (eighteen 80-minute periods).*

b. Machinery.—Fundamentals of DC generators and motors; single-phase and polyphase AC alternators, motors, and transformers; selsyns and amplidynes. This subject is taught from the point of view of operational characteristics rather than design. *44 hours (thirty-three 80-minute periods).*

c. Nuclear Physics.—Historical development of modern concepts, nuclear reactions, radiation hazards, nuclear fission, atomic power. *24 hours (eighteen 80-minute periods).*

Laboratory.—The department's power laboratories are equipped for the instruction of 80 cadets working in 4-man teams. DC and AC machinery are studied. *20 hours (ten 2-hour periods).*

ELECTRICITY II: CIRCUITS, ELECTRONICS, AND COMMUNICATIONS. *Assistant Professor:* Lieutenant Colonel Forbes; *Instructors:* Lieutenant

Colonel Skinner; Majors Barthle, Maloney, Newman; Captains Gruenther, Nichols; First Lieutenant Cheadle.

a. Circuits.—Basic laws and theorems of DC and AC electric circuits, electrical instruments, complex notation, single and polyphase systems, resonance phenomena, pads, filters. *51 hours (thirty-eight 80-minute periods).*

b. Electronics.—Vacuum tube characteristics, cathode ray oscillograph, basic vacuum tube circuits (rectifier, amplifier, modulation, and oscillator), photocells. *35 hours (twenty-six 80-minute periods).*

c. Communications.—Wire telegraphy and telephony, AM and FM radio transmitters and receivers, propagation of electromagnetic waves, antennas, elementary principles of radar and television. *23 hours (seventeen 80-minute periods).*

Laboratory.—The department's circuits laboratory is equipped for the instruction of 120 cadets working individually. Basic AC and DC circuits; electronics and communications. *50 hours (twenty-five 2-hour periods).*

DEPARTMENT OF ENGLISH

Professors: Col. G. R. Stephens (Head of Department), Lt. Col. R. K. Alspach.

Associate Professors: Lt. Cols. P. R. Moody, T. S. Sinkler, Jr. (Administrative Officer).

Assistant Professors: Lt. Col. F. E. Kramer; Majs. B. J. Gault, A. L. P. Wermuth; Capt. Burton.

Instructors: Lt. Cols. J. D. Byrne, W. C. Freudenthal, B. J. Smith, E. V. V. Sutherland; Majs. R. T. Dixon, G. B. Moore, R. P. Scott; Capts. J. S. D. Eisenhower, R. W. Faas, T. P. Furey, B. F. Hardaway, Jr., A. A. Norton, H. S. Walker, L. D. Wallis; 1st Lts. T. F. G. Adair, J. M. Alfonte, J. C. Bennett.

Fourth Class

Composition, Readings, and Public Speaking. *Assistant Professors:* Lieutenant Colonel Kramer and Major Wermuth; *Instructors:* Lieutenant Colonel Freudenthal; Major Scott; Captains Eisenhower, Faas, Furey, Hardaway, Norton; First Lieutenants Adair, Alfonte, Bennett.

Lessons on punctuation and diction, with emphasis on the sentence and the paragraph, followed by theme assignments that progress through the simpler types of exposition—analysis, processes and mechanisms, feature article, investigative report, book review, critical essay, editorial—to a formal research paper. Diversified reading selections, including one long narrative poem, furnish effective examples of style and content for compositions and speeches. Public speaking stresses the preparation and presentation of various types of speeches, including the speech to inform, to convince, to actuate, to entertain, and ends with special work in debating. *90 hours.*

*THE ESSAY. *Assistant Professor:* Major Wermuth.

Lectures, discussions, and theme assignments. The course begins with Montaigne, and then considers the great English and American essayists, including Bacon, Addison and Steele, Hunt, Lamb, Hazlitt, Stevenson, Emerson, Thoreau, and Repplier. *45 hours.*

Third Class

LITERATURE. *Associate Professor:* Lieutenant Colonel Moody: *Assistant Professors:* Major Gault; Captain Burton; *Instructors:* Lieutant Colonels Byrne, Smith, Sutherland; Majors Dixon, Moore; Captains Walker, Wallis.

Selections from the best in world literature, with the approach through the literary tempers of classicism, romanticism, and realism. Among the works and writers studied under classicism are the *Bible*, Homer, Aeschylus, Plato, and Milton; under romanticism, the old English ballads, Shakespeare, Wordsworth, Keats, Shelley, Rostand, Browning, Emerson, and Kipling; under realism, Ibsen, Whitman, Koestler, and Sandburg. Further practice in writing and speaking is gained by the preparation of several papers and by class discussions of the readings. *63 hours.*

First Class

LITERATURE AND COMPOSITION. *Instructors:* As for Third Class.

Study and discussion of works in literature and the analyzation of effective writing in order to develop the ability for clear and effective expression. Advanced expository themes. *27 hours.*

DEPARTMENT OF FOREIGN LANGUAGES

Professors: COL. C. J. BARRETT (Head of Department); LT. COL. W. J. RENFROE, JR.

Associate Professors: COL. A. HOPKINS; LT. COL. J. A. CLEVELAND, JR. (Administrative Officer).

Assistant Professors: LT. COLS. J. A. HEINTGES, B. D. JONES; MAJS. D. P. DAY, W. R. KRAFT, F. J. YEAGER.

Instructors: LT. COLS. J. D. CROWLEY, JR., J. G. FOCHT, R. A. JANOWSKI, M. S. MIRSKI; MAJS. C. F. BETTS, A. CORONA (Mexican Army), W. N. GULETSKY, S. T. KOSIOREK, J. H. UTLEY, J. D. YATES, C. F. RADLO; CAPTS. J. V. CHRISTY, J. W. DONALDSON, E. H. GERMANN, W. C. HARPER, L. V. HAYES, O. A. VELHO (Brazilian Army); 1ST LTS. J. W. HOWE, W. B. WIER; MESSRS. N. MALTZOFF, J. MARTINEZ, F. TILLER, P. VILS, C. VIOLLET.

NOTE.—Each cadet studies one foreign language—French, German, Portuguese, Russian, or Spanish—during the first two years of his course at West Point. The Department of the Army specifies the approximate percentage of the entering class to be assigned to each language. Within these quotas cadets are assigned in accordance with their preferences and previous language experience. In general, a cadet continues the study of a language

*Given during the spring term to the top 60 men in fourth-class English as determined by first-term standings.

already begun, unless he has reached a stage of proficiency equal to the average to be attained at West Point.

Fourth Class

FRENCH. *Instructors:* Lieutenant Colonel Crowley; Major Betts.

GERMAN. *Instructors:* Lieutenant Colonel Focht; Captain Donaldson.

PORTUGUESE. *Instructors:* First Lieutenant Wier; Mr. Vils.

RUSSIAN. *Assistant Professor:* Major Yeager; *Instructors:* Majors Radlo, Yeates; Mr. Maltzoff.

SPANISH. *Assistant Professor:* Lieutenant Colonel Jones; *Instructors:* Major Utley; Captain Harper; Mr. Martinez.

Basic course in the fundamentals of the language. Covers pronunciation, basic grammar, elementary reading, simple written composition, and oral practice. Particular emphasis is placed on oral work, with the oral-aural skills developed by question and answer drills, prepared and extemporaneous dialogues, and individual short talks. After the first month of the course all classroom work is in the foreign language being studied. *90 hours.*

Third Class

FRENCH. *Assistant Professor:* Major Kraft; *Instructors:* Captain Germann; Mr. Viollet.

GERMAN. *Assistant Professor:* Lieutenant Colonel Heintges; *Instructors:* Captain Christy; Mr. Tiller.

PORTUGUESE. *Assistant Professor:* Major Day; *Instructor:* Captain Velho.

RUSSIAN. *Instructors:* Lieutenant Colonels Janowski, Mirski; Major Guletsky.

SPANISH. *Instructors:* Majors Corona, Kosiorek; Captain Hayes; First Lieutenant Howe.

Continuation of the Fourth Class course, with increased stress on the correct application of grammar principles. Reading and discussion of one or two literary works, historical and geographical material, and military articles. Continued written composition and continued emphasis on oral discussions, dialogues, and individual talks. Series of six or seven lectures on the culture of the country or countries whose language is being studied. All work conducted in the foreign language. *124 hours (one hundred and six 70-minute periods).*

DEPARTMENT OF LAW

Professor: COL. C. W. WEST (Head of Department).

Associate Professor: COL. E. H. SNODGRASS.

Assistant Professor: LT. COL. R. B. DURBIN.

Instructors: COL. G. EMERY; LT. COL. J. RAY; MAJS. E. L. FARRELL, JR., W. FREEMAN, J. A. KERIG, JR., C. PALFREY, JR., B. F. PRANN; CAPTS. R. J. CARY, P. W. EASLEY.

First Class

Assistant Professor: Lieutenant Colonel Durbin; *Instructors:* Colonel Emery; Lieutenant Colonel Ray; Majors Farrell, Freeman, Kerig, Palfrey, Prann; Captains Cary, Easley.

a. Elementary Law.—A broad basic coverage of the fundamental legal principles of contract, tort, agency, real and personal property, negotiable instruments, banking, and claims for and against the Government. *21 hours.*

b. Criminal Law.—A study of substantive criminal law essential to the proper exercise of court-martial jurisdiction. *17 hours.*

c. Constitutional Law.—Important phases of constitutional authority, guarantees, and limitations with special emphasis on sources and extent of military power. *13 hours.*

d. Evidence.—The rules of evidence required in court-martial practice. *17 hours.*

e. Military Law.—Study and practical application of court-martial procedure. Participation in moot courts is featured. *22 hours.*

DEPARTMENT OF MATHEMATICS

Professors: Cols. W. W. Bessell, Jr. (Head of Department), C. P. Nicholas.

Associate Professors: Col. P. D. Calyer; Lt. Col. R. C. Yates.

Assistant Professors: Lt. Cols. G. P. Anderson, A. W. Oberbeck, K. E. Tilton, J. J. Wilson.

Instructors: Col. N. O. Ohman; Lt. Cols. M. J. Altenhofen, W. E. Gunster, L. L. Haseman, J. H. Hayes, J. T. Honeycutt, F. W. Jenkins, H. J. Katz, G. W. Lewis, Jr. (Executive Officer), M. R. Russell, J. R. Schrader, W. A. Sussman, J. J. Wald; Majs. J. J. Courtney, R. M. Horridge, H. Richardson, Jr., O. C. Tonetti; Capts. R. L. Algermissen, J. H. Cabaniss, H. V. Ellis, W. Jamar, T. M. Johnston, W. L. Kahn, J. W. Lakin, J. M. Pollin, P. A. Tisdale, A. L. Toth; 1st Lts. R. A. Bahls, T. R. Marks.

Fourth Class

Fourth Class Mathematics. *Associate Professor:* Colonel Calyer; *Assistant Professors:* Lieutenant Colonels Anderson, Tilton, Wilson; *Instructors:* Lieutenant Colonels Gunster, Jenkins, Lewis, Schrader, Sussmann, Wald; Majors Horridge, Richardson, Tonetti; Captains Algermissen, Cabaniss, Ellis, Jamar, Johnston, Kahn, Lakin, Pollin, Tisdale, Toth; First Lieutenants Bahls, Marks.

a. Algebra.—A brief review of the fundamental algebra required for entrance to the Military Academy, followed by college algebra, including mathematical induction, the binomial theorem, complex numbers, theory of equations, inequalities, determinants, mathematics of finance, permutations and combinations, probability, partial fractions, and infinite series. *51 hours (thirty-eight 80-minute periods).*

b. Slide Rule.—The theory and use of the several scales of the slide rule. *5 hours (four 80-minute periods).*

c. Trigonometry.—The course covers both plane and spherical trigonometry and stresses applications. *48 hours (thirty-six 80-minute periods).*

d. Solid Mensuration.—Deals with areas and volumes of solids. Generally similar to solid geometry, but is less theoretical and involves more applied problems. *20 hours (fifteen 80-minute periods).*

e. Analytic Geometry.—Plane and solid analytic geometry. The course includes first, second, and higher degree equations in two and three variables: rectangular, polar, cylindrical co-ordinates; conic sections, parameters, and parametric equations. *106 hours (eighty 80-minute periods).*

f. Calculus.—An introduction to calculus. The mechanics of differentiation and integration, and simple applications to area, volumes, moments, center of gravity, work, and fluid pressure. *44 hours (thirty-three 80-minute periods).*

NOTE. Extra amplifying periods: 6.

Third Class

*THIRD CLASS MATHEMATICS. *Associate Professor:* Lieutenant Colonel Yates; *Assistant Professor:* Lieutenant Colonel Oberbeck; *Instructors:* Colonel Ohman; Lieutenant Colonels Altenhofen, Haseman, Hayes, Honeycutt, Katz, Russell; Major Courtney.

a. Calculus.—The course quickly reviews the fourth-class course and then continues with a unified coverage of differential and integral calculus at a second year engineering college level, with emphasis on applications. *Upper, 88 hours (sixty-six 80-minute periods); lower, 104 hours (seventy-eight 80-minute periods).*

b. Differential Equations.—Upper and lower sections both cover standard types of first order equations, integrating factors, certain higher order equations, and applications to harmonic motion. In addition, the upper sections cover additional types of equations and important applications to physical and geometrical problems. *Upper, 24 hours (eighteen 80-minute periods); lower, 12 hours (nine 80-minute periods).*

c. Statistics.—Upper and lower sections cover essentially the same material. The course includes classification of data and computation of descriptive measures, some theoretical distributions, and applications of sampling techniques. *Upper, 25 hours (nineteen 80-minute periods); lower, 21 hours (sixteen 80-minute periods).*

NOTE. Extra amplifying periods: *3.*

DEPARTMENT OF MECHANICS

Professors: COLS. O. J. GATCHELL (Head of Department), E. R. HEIBERG.
Associate Professors: LT. COLS. G. J. MURRAY, JR., W. H. VAIL, JR.
Assistant Professors; LT. COLS. R. M. CLOCK, J. M. MCBRIDE, T. M. NOSEK; MAJ. C. E. COATES, JR.

*The cadets are divided into "upper" and "lower" groups of sections at the beginning of third-class mathematics. The upper group progresses more rapidly and covers extra subject matter during the year.

Instructors: Lt. Cols. H. R. Fraser, G. Mayo, Jr.; Majs. H. J. Bestervelt, D. K. Blue, L. B. Fisher, S. N. Karrick, Jr., C. W. Lenfest, J. B. Newman III, W. W. Watkin, Jr.; Capts. J. F. Buyers, E. S. Ott, Jr., C. W. Sampson.

Second Class

Mechanics of Solids. *Associate Professor:* Lieutenant Colonel Murray; *Assistant Professors:* Lieutenant Colonel Nosek; Major Coates; *Instructors:* Lieutenant Colonel Mayo; Majors Bestervelt, Blue, Watkin; Captains Buyers, Sampson.

a. Analytical Mechanics.—The principles of mechanics considered essential for an understanding of engineering, including the study of statics, kinematics, and kinetics. The course includes resolution of moments and forces; couples; dimensional equations; resultants of and equations of equilibrium for coplanar and non-coplanar force systems; graphical analysis of coplanar force systems; free body diagrams; analysis of trusses by joints, by sections, and graphically; friction of blocks, wedges, pivots, screws, belts, and rollers; first and second moments, centroids, centers of pressure for two- and three-dimensional bodies; motion of a particle, including velocities, accelerations, trajectories; motion of rigid bodies (mechanisms); force, mass, and accelerations of bodies in translation, rotation, and plane motion; center of percussion; work and energy; impulse and momentum; moving vanes; direct central impact; gyroscopic motion. *89 hours (sixty-seven 80-minute periods).*

b. Strength of Materials.—Stresses and strains encountered in various materials and structural members under the action of external forces. Particular emphasis is placed on the engineering significance rather than on the mathematics involved in the analyses. The course includes stresses on normal and oblique sections caused by central and eccentric axial loads; stress-strain curves for various materials; indeterminate axially loaded members; thermal stresses; stress concentration; thin and thick-walled cylinders; torsion of shafts; indeterminate torsional members; modulus of rupture; shear flow; beam reactions; shear and moment diagrams; flexure formula; maximum bending moments; beam deflection by moment areas and by elastic curve equation; maximum deflections; economic sections; moving loads; indeterminate beams; combined axial and bending loads; eccentric loads; columns; relations between stresses at a point; Mohr's circle; theories of failure; impact and energy loads, including working stress, ultimate resistance, stresses and beam shapes; and composite beams. *52 hours (thirty-nine 80-minute periods).*

Mechanics of Fluids. *Associate Professor:* Lieutenant Colonel Vail; *Assistant Professors;* Lieutenant Colonels Clock, McBride; *Instructors:* Lieutenant Colonel Fraser; Majors Fisher, Karrick, Lenfest, Newman; Captain Ott.

a. Thermodynamics.—Engineering thermodynamics. Principal atten-

tion is given to the study of the conversion of thermal energy into mechanical energy and to the processes of heat transfer, mechanical refrigeration, and air conditioning. The classroom work includes the general energy equation; characteristic equation of a perfect gas; energy equation of a perfect gas; reversible nonflow processes of gases including P–V and T–S diagrams; Carnot, Ericsson, and reversed gas cycles; the first and second laws of thermodynamics; entropy; Otto, Diesel, dual, and Brayton cycles; air compression; air engines; flow of gases; nozzles; P–V and T–S diagrams for steam; steam tables, Mollier diagram and Ellenwood charts; processes for steam; vapor cycles, including Rankine, incomplete expansion, reheat, regenerative and binary; refrigeration; mixtures of vapors and gases (the atmosphere); air conditioning; the psychrometric chart. *59 hours (forty-four 80-minute periods).*

Laboratory.—A correlation of actual performance characteristics and theory previously studied in the classroom. The equipment used includes gasoline and Diesel engines, jet engines, steam engines and turbines, air compressors, air tools, refrigeration, and air conditioning. *30 hours (fifteen 2-hour periods).*

b. Fluid Mechanics.—The laws of mechanics as they apply to liquids, vapors, and gases. Principal emphasis is placed on the mechanical properties of water and air. The classroom work includes specific weight; density; compressibility; surface tension; pressures in compressible and incompressible fluids; manometers; center of pressure; introduction to design of dams; buoyant forces; laminar flow; turbulent flow; distribution of velocity; steady and unsteady flow; Bernoulli's equation; continuity of flow; hydraulic gradient; energy gradient; venturi meter; pitot tube; orifices; uniform flow; conduits; solution of flow problems with Reynolds' number known and unknown; effect of roughness; flow through siphons; design of pipelines; divided and branching flow; flow through noncircular closed conduits; flow in open channels; most efficient cross section; determination of velocity and discharge of open channels; flow through orifices; nonuniform flow; short tubes; minor losses; weirs; nonuniform flow in open channels; critical slope; transition sections; venturi flume; Froude number; Weber number; flow of compressible fluids; forces exerted by fluids in motion; turbines; pumps; water hammer. *55 hours (forty-one 80-minute periods).*

Laboratory.—Practical exercises. The equipment used includes pumps, turbines, various measuring devices, and a wind tunnel. *12 hours (six 2-hour periods).*

DEPARTMENT OF MILITARY ART AND ENGINEERING

Professors: Cols. T. D. Stamps (Head of Department), V. J. Esposito.
Associate Professors: Lt. Cols. R. G. MacDonnell (Executive Officer), G. P. Winton, Jr.

Assistant Professors: Col. R. C. Boys; Lt. Cols. C. M. Duke, C. P. Eastburn, W. H. Lewis.

Instructors: Col. D. F. Tatum; Lt. Cols. J. B. W. Corey, Jr., P. L. Elliott, G. L. Evans, Jr., W. J. Fellenz, R. R. Ganns, J. A. Graf, Jr., E. F. Holton, R. S. Kelley, C. T. Marsh, Jr., E. T. Podufaly, C. E. Spann, Jr., J. F. Thomason, W. L. Winegar; Maj. A. T. Surkamp; Capt. E. F. McCabe.

First Class

Military Engineering. *Associate Professor:* Lieutenant Colonel MacDonnell; *Assistant Professors:* Lieutenant Colonels Duke and Lewis; *Instructors:* Lieutenant Colonels Corey, Evans, Graf, Kelley, Podufaly, and Winegar; Major Surkamp; Captain McCabe.

a. Structural Analysis.—Analysis of stresses in structures, with emphasis on bridges. It includes determination of reactions, shear, and moment in beams and girders; analysis of stresses due to standard highway and railroad loadings, using influence lines; analytic analysis of trusses; and analysis of statically indeterminate beams and simple angle frames. *68 hours (fifty-one 80-minute periods).*

b. Structural Design.—Design of steel and wood structures, with emphasis on bridges. It includes design of beams, girders, and tension and compression members; riveted and welded joints; and design of a simple truss bridge. *44 hours (thirty-three 80-minute periods).*

c. Army Engineering.—Instruction in military bridges, military roads, demolitions, field fortifications, camouflage, airfields, and construction in war. *29 hours (twenty-two 80-minute periods).*

History of Military Art. *Associate Professor:* Lieutenant Colonel Winton; *Assistant Professors:* Colonels Boys, Tatum; Lieutenant Colonels Eastburn, Elliott, Fellenz, Ganns, Holton, Marsh, Spann, and Thomason.

The evolution of the art of war—on land, on sea, and in the air. Ancient concepts of war; the impact of successive technological advances on the conduct of war in the strategic and tactical fields; the attributes of great military leaders and their contributions to the advancement of the art of war; the development and application of the principles of strategy; the growing influence of logistics upon strategy and tactics that has come about because of the expansion of the spheres of conflict, of the employment of huge military forces, and of the methods and means of warfare; the growth, influence, and interrelation of land, sea, and air power in military operations; the principles governing the organization and functioning of high commands in joint operations; and studies of military leaders of the army, navy, air force, and of unified commands. The course, which is an integral part of the Program of Studies in National Security, also points out the impact on warfare of nonmilitary factors—treated in detail by the Department of Social Sciences—concurrently with the study of military operations. *141 hours (one hundred and six 80-minute periods.)*

DEPARTMENT OF MILITARY HYGIENE

Professor: Col. C. L. Kirkpatrick (Head of Department).
Assistant Professor: Lt. Col. S. J. Weidenkopf.

Third Class

Sanitation and Preventive Medicine. Responsibilities for sanitation and preventive medicine measures as they affect the unit commander at all levels. The strategic and tactical influence of disease in modern war, environmental sanitation, psychiatry, atomic warfare casualties, and alcoholism. *15 hours.*

First Class

Hygiene. Instruction in first aid, field sanitation, care of troops, personal hygiene, and sex hygiene. *12 hours.*

DEPARTMENT OF MILITARY TOPOGRAPHY AND GRAPHICS

Professors: Col. L. E. Schick (Head of Department); Lt. Col. C. R. Broshous.
Associate Professors: Lt. Cols. D. W. Gray, L. J. Hillberg, D. D. Rule.
Assistant Professors: Lt. Cols. R. C. Crawford, Jr., J. R. Reeves; Maj. T. J. McAdams (Administrative Officer).
Instructors: Lt. Cols. G. E. Howard, Jr., A. E. McCollam, D. S. Parker, L. F. Schockner, E. A. Trahan; Majs. J. M. Anderson, E. L. Hehn, T. W. Maxwell, P. H. Riedel, Jr., P. A. Wyman; Capts. J. K. McGregor, W. B. Smith, Jr., G. A. Tuttle, A. W. Van Schoick, Jr., A. G. Witters; 1st Lts. J. F. Holcomb, F. F. Marvin.

Fourth Class

Graphics. *Associate Professors:* Lieutenant Colonels Gray, Rule; *Assistant Professor:* Lieutenant Colonel Crawford; *Instructors:* Lieutenant Colonel Trahan; Majors Anderson, Riedel; Captains McGregor, Tuttle, Witters; First Lieutenant Marvin.

Graphics I. A basic course in descriptive geometry and engineering drawing. Use of instruments; pictorial representation; orthographic principal views; mechanical perspective; lines, planes, and auxiliary views. *76 hours (thirty-eight 2-hour periods).*

Graphics II. A continuation of *Graphics I.* Intersections and developments; map projections; working drawings, both detail and assembly; charts, graphs, and inking; and design of simple wooden structures. *104 hours (fifty-two 2-hour periods).*

Third Class

Military Topography. *Associate Professor:* Lieutenant Colonel Hillberg; *Assistant Professor:* Lieutenant Colonel Reeves; *Instructors:*

Lieutenant Colonels Howard, McCollam, Parker, Schockner; Majors Hehn, Maxwell, Wyman; Captains Smith, Van Schoick; First Lieutenant Holcomb.

Military Topography I. a. Surveying.—The fundamentals of plane and topographic surveying including horizontal and slope taping, familiarization with instruments, differential leveling, measurement of angles and direction, transit surveys, stadia surveying and stadia levels, theory and use of plane table, triangulation, and contouring. The course includes twenty-four hours of field problems. *50 hours (twenty-five 2-hour periods).*

b. Elementary Map Reading.—The fundamentals of military map reading; conventional signs; geographic coordinates; military grid and referencing systems; military symbols and overlays; profiles and visibility; direction and azimuth; determination of direction—field methods. *24 hours (twelve 2-hour periods).*

Military Topography II. Advanced Map Reading.—Map projections; military grid systems; map analysis, foreign maps; aeronautical charts; basic photogrammetry, use of vertical and oblique photos, photomaps, stereoscopy, and stereo contouring; topographic drafting from air photos; terrain appreciation; and field military sketching. *106 hours (fifty-three 2-hour periods).*

DEPARTMENT OF ORDNANCE

Professor: Col. J. W. Coffey (Head of Department).
Associate Professor: Col. E. C. Reber.
Assistant Professors: Lt. Cols. M. H. Clark, H. E. Mikkelsen, R. J. Rastetter.
Instructors: Lt. Cols. S. W. Connelly, E. M. Lee; Majs. R. H. Edger, J. J. Pidgeon, P. B. Schuppener, E. P. Wynne; Capt. J. T. Peterson.

Note.—The courses in Ordnance are designed primarily to give an appreciation of the engineering and industrial problems involved in the design and construction of conventional weapons, ammunition, and automotive combat vehicles. In addition, modern trends of development are surveyed; and stress is laid upon the capabilities and limitations of such weapons as guided missiles and nuclear bombs. Elements of interior, exterior, and terminal ballistics—fundamental in the design and use of modern weapons—are included. The engineering problems give opportunity for the application of certain of the principles studied in previous courses in physics, chemistry, electricity, and mechanics; the industrial problems focus attention on the economic aspects of military requirements.

First Class

Engineering Materials and Processes; Mechanisms. *Assistant Professor:* Lieutenant Colonel Mikkelsen; *Instructors:* Lieutenant Colonels Connelly, Lee; Majors Edger, Pidgeon, Schuppener, Wynne; Captain Peterson.

The structure of metals; cooling curves, equilibrium diagrams, heat and surface treatments, plastics, ferrous and nonferrous metals and alloys; the means of shaping metals such as casting, hot working, cold working,

welding, and machining on a mass production scale; cams, gears, bearings, and servomechanisms. *16 hours (twelve 70-minute periods; one 2-hour laboratory period).*

ARMAMENT ENGINEERING AND MATÉRIEL. *Assistant Professor:* Lieutenant Colonel Clark; *Instructors:* Lieutenant Colonel Connelly; Majors Pidgeon, Schuppener, Wynne.

Design, engineering, production, and trends of development of explosives, ammunition, small arms, artillery, and guided missiles; the principles of interior, exterior, and terminal ballistics. *52 hours (forty 70-minute periods; three 2-hour laboratory periods).*

AUTOMOTIVE ENGINEERING AND MATÉRIEL. *Assistant Professor:* Lieutenant Colonel Rastetter; *Instructors:* Lieutenant Colonels Mikkelsen and Lee; Major Edger; Captain Peterson.

Design, engineering, production, functioning, and trends of development of wheeled and track-laying vehicles, with emphasis on gasoline and diesel internal combustion engines; power transmission systems; suspensions; steering systems and brakes. The laboratory work consists of disassembly, inspection, and assembly for operation, of originally unserviceable gasoline truck engines; work is group effort by not more than four cadets to a group. *52 hours (twenty-eight 70-minute periods; ten 2-hour laboratory periods).*

DEPARTMENT OF PHYSICS AND CHEMISTRY

Professors: COLS. G. A. COUNTS (Head of Department), E. C. GILLETTE, JR.

Associate Professors: LT. COLS. R. C. TRIPP, C. H. WOOD.

Assistant Professors: LT. COLS. E. A. FLANDERS, H. R. HALLOCK, J. R. JANNARONE, J. H. ROTHSCHILD; MAJ. R. B. ARNOLD.

Instructors: LT. COLS. E. W. BROWN, J. B. R. HINES; COMMANDER R. F KELLY; MAJS. B. S. EVANS, C. E. HOWE, JR., J. J. NEUER, J. R NICKEL; CAPTS. J. B. BEACH, J. F. DEATHERAGE, R. D. MCCORD F. A. SMITH, JR.; 1ST LTS. W. J. HENDERSON, J. N. ROBINSON, JR

Third Class

PHYSICS. *Associate Professor:* Lieutenant Colonel Tripp; *Assistant Professors:* Lieutenant Colonels Hallock, Jannarone; Major Arnold; *Instructors:* Lieutenant Colonels Brown, Hines; Majors Howe, Nickel; Captains McCord, Smith.

a. Mechanics.—Statics and dynamics, molecular forces, fluids, and elasticity and strength of materials. *53 hours (twenty-nine 80-minute class-room periods; seven 2-hour laboratory periods).*

b. Sound.—The mechanics of wave motion and the production and transmission of sound. *11 hours (seven 80-minute classroom periods; one 2-hour laboratory period).*

c. Heat.—Temperature, kinetic theory of gases, radiation, mechanical

equivalent of heat, and certain aspects of meteorology. *20 hours (twelve 80-minute classroom periods; two 2-hour laboratory periods).*

d. Electricity.—Magnetism, electrostatics, electrical circuits, dynamos, condensers, inductance, and certain aspects of alternating current. *41 hours (twenty-five 80-minute classroom periods; four 2-hour laboratory periods).*

e. Light.—The nature and propagation of light, reflection and refraction of light, optical instruments, color and spectra, interference, and polarization. *27 hours (sixteen 80-minute classroom periods; three 2-hour laboratory periods).*

CHEMISTRY. *Associate Professor:* Lieutenant Colonel Wood; *Assistant Professors:* Lieutenant Colonels Flanders, Rothschild; *Instructors:* Commander Kelly; Majors Evans, Neuer; Captains Beach, Deatherage; First Lieutenants Henderson, Robinson.

A general chemistry course. Lectures, classroom recitations, and laboratory work deal with the essential principles of chemistry. Laboratory work designed to give familiarity with chemical apparatus and method. *135 hours (seventy-one 80-minute classroom periods; twenty 2-hour laboratory periods).*

DEPARTMENT OF SOCIAL SCIENCES

Professors: COLS. H. BEUKEMA (Head of Department), G. A. LINCOLN.
Associate Professors: COL. W. S. STONE; LT. COL. J. D. F. PHILLIPS (Executive Officer).
Assistant Professors: COL. T. L. CRYSTAL; LT. COLS. E. A. BAILEY, P. O. BUCKHOLTS, E. C. DUNN, J. S. HARNETT, T. H. HARVEY, J. F. RHOADES, G. H. WOODWARD; MAJ. P. H. KRAUSS.
Instructors: LT. COLS. J. A. BOWMAN, C. W. CLAPSADDLE, G. H. HOLTERMAN, C. L. JOHNSON, L. A. KUNZIG, C. R. LADD, J. M. SAGE, M. C. SMITH; MAJS. H. A. BARBER, H. M. BOWLBY, S. GUSTAVES, S. H. HAYS, H. F. JORDAN; CAPTS. R. N. GINSBURGH, L. SEMBACH; 1ST LTS. G. A. GARMAN, JR., R. J. ULRICH, J. G. WILLIAMS, JR.

NOTE.—The courses in Social Sciences are coordinated and interrelated. As integral parts of the Program of Studies in National Security, they are also coordinated with those courses in other departments—such as the History of Military Art in the Department of Military Art and Engineering—that are integral parts of the same Program. The general objectives of the Social Sciences courses, in addition to education in the responsibilities of citizenship, are the development of (1) a comprehension of the relationship to national security of the social, political, and economic facets of American life; (2) the total value and essential character of the security problem today; and (3) an understanding of the Department of Defense and of the relationship of the armed forces to the other elements of our national society.

Second Class

HISTORY, GOVERNMENT, AND GEOGRAPHY. *Associate Professor:* Lieutenant Colonel Phillips; *Assistant Professors:* Lieutenant Colonels Bailey, Buckholts, Dunn, Rhoades, Woodward; Major Krauss; *Instructors:*

Lieutenant Colonels Kunzig, Ladd, Sage, Smith; Majors Barber, Bowlby, Gustaves, Hays; Captain Sembach; First Lieutenants Garman and Williams.

a. Economic and Industrial Geography.—The investigation of the elements of physical geography (climate, soils, landforms) and their relationship to man, by the study of principles and areal examples. In addition, the economic geography of raw materials, industries, trade, and transportation is developed, leading to a world point of view of the significance of basic geographical factors. *38 hours.*

b. History of Modern Europe.—A politico-social survey of the history of Europe from 1500 to the end of World War II. Major emphasis is placed on the origin of the European balance-of-power system, the development of sovereign states, and the subsequent rivalries of these states. The primary purpose of the course is to provide a knowledge of the social, economic, and political institutions of modern Europe sufficient to serve as a basis for comprehension of contemporary problems in Europe and the world. *66 hours.*

**c. History of Russia.*—The major themes of the political, cultural, and social history of Russia—with emphasis on the period since 1533—in order to afford a basis for understanding current problems peculiar to Russia or international in scope. The peoples, institutions, traditions, and cultures of Russia are studied in order to bring about a comparative evaluation of similar phenomena in the United States. *36 hours.*

**d. History of Latin America.*—A study of the nature, origins, and development of the political, social, and cultural institutions of Latin America from colonial times to the present. The relationships of the countries of the Western Hemisphere to each other are studied, with particular emphasis on the position of the United States. Stress is placed on the economic and geographic factors which have contributed to the present development of Latin America. *29 hours.*

e. Modern History of the Far East.—A politico-social survey of the history of the Far East from the beginning of the 19th century to World War II. Major emphasis is placed on the impact of the West upon the social, political, and economic institutions of China and Japan. The course is designed to give sufficient knowledge of the political and cultural forces at play in the Far East to serve as a basis for comprehension of the problems confronting the United States in China and Japan. *28 hours.*

f. National Government of the United States.—A survey of the federal government. Stress is laid on its inception and bases; on citizenship and civil rights, political parties and public opinion, the process of nomination and election, the structure and powers of Congress, the Presidency, and the judiciary; and on the functions and services performed by the government in the fields of finance, business, labor, agriculture, social security, foreign relations, and national defense. Designed to give the fundamental

*Given to those cadets who have passed successfully a qualifying examination in *History of Modern Europe.*

knowledge needed for understanding the duties and responsibilities of citizenship. *24 hours.*

**g. *Diplomatic History of the United States.*—Nature, origins, and development of the foreign policy of the United States from colonial times to the present. The object of the course is to give a basic understanding of the evolution of the foreign policy of the United States. *24 hours.*

h. Contemporary Foreign Governments.—A survey of the political institutions of Great Britain, France, Italy, Germany, the U. S. S. R., and Japan, plus a comprehensive view of the problems of national security and international organization. Attention is focused on the contemporary struggle between forces favorable to the development of representative government, or democracy in the Western sense, and the antidemocratic forces favorable to the development of modern dictatorship. Stress is placed upon the relationship between internal political developments and foreign policy in each of the nations studied, and attention is given to the power factor in politics. *24 hours.*

First Class

ECONOMICS AND INTERNATIONAL RELATIONS. *Associate Professor:* Colonel Stone; *Assistant Professors:* Colonel Crystal; Lieutenant Colonels Harnett, Harvey; *Instructors:* Lieutenant Colonels Bowman, Clapsaddle, Holterman, Johnson; Major Jordan; Captain Ginsburgh; First Lieutenant Ulrich.

a. Economics.—A study of basic economic principles, facts, and institutions, with national income providing the unifying theme. The first part of the course is concerned with basic economic concepts, national income, business and labor organization, and the economic role of government; the second part with the determination of national income and its fluctuations, and the role of savings and investment; the third part with the composition and pricing of national output. Principles of insurance and personal finance are included. *51 hours (forty-four 70-minute periods).*

b. Economics of Security.—The allocation of national resources to the components of national security and the optimum utilization of these resources. All aspects of the economics of security—consumption logistics, industrial mobilization, military economics of both a peacetime and a wartime economy, and the quasi-military and nonmilitary economic measures of cold war—are interrelated. The factors considered under these heads deal with manpower, raw materials, stockpiling, finance, transportation, communications, and power. Primary consideration is given to capabilities and readiness measures as regards these factors and to their conversion to and operation in a wartime economy. *24 hours (twenty 70-minute periods).*

c. International Relations.—An analysis and interrelation of the politi-

**Given to those cadets who have passed successfully a qualifying examination in *National Government of the United States.*

cal, psychological, economic, demographic, and military factors that condition the international policies and actions of states. Contemporary international problems are studied; and the basic elements that influence a state's foreign relations and the instruments and mechanisms through which nations adjust their international policy differences are surveyed, as well as the diplomatic and organizational techniques historically and currently employed by great powers. Ideological differences and the security implications of all power relationships are discussed. The final exercise is a two-week committee research problem in which an important problem confronting the United States is investigated and action recommended. *49 hours (forty-two 70-minute periods).*

DEPARTMENT OF TACTICS

TACTICS

Commandant of Cadets: COL. P. D. HARKINS (Head of Department).
Assistant Commandant: LT. COL. J. K. WATERS.
Brigade Staff: S–1: MAJ. G. W. COOPER; *Assistant:* CWO C. J. MARTIN; *S–2/3:* LT. COL. D. V. BENNETT; *Assistants:* LT. COL. E. J. LATOSZEWSKI, CWO A. T. LAVERY; *S–4:* LT. COL. B. STERNBERG; *Assistants:* MAJ. D. DAVIS, CWO J. P. MANNING; *SSO:* MAJ. C. C. FISHBURNE, JR.
First Regiment: Commanding Officer: LT. COL. J. K. WOOLNOUGH; *Executive Officer:* LT. COL. A. S. COLLINS, JR.; *S–1:* LT. COL. R. H. SCHELLMAN; *Company Tactical Officers:* COMMANDER F. HALE, USN; LT. COLS. B. C. ANDRUS, R. W. GARRETT, S. W. KOSTER, E. D. LIGHT, R. B. MARLIN, J. W. MILNER, R. S. MORRISON, K. C. ROBERTSON, R. H. SCHELLMAN, E. P. SMITH, R. H. YORK.
Second Regiment: Commanding Officer: LT. COL. C. DEW. W. LANG; *Executive Officer:* LT. COL. A. B. SUNDIN; *S–1:* LT. COL. J. J. IRVIN; *Company Tactical Officers:* LT. COLS. W. D. CRITTENBERGER, JR., H. L. CROUCH, V. W. HOBSON, W. N. HOLM, J. J. IRVIN, J. A. NORRIS, JR., W. R. TUCK, H. P. TUCKER, J. WATT; MAJS. E. B. EDWARDS, JR., H. HARMELING, JR., W. D. SHORT.

NOTE.—The functions of the Department of Tactics include the routine administration and discipline of the Corps of Cadets and the conduct of the basic military training needed to provide a balanced military and physical education. Specialities peculiar to the various arms and services are not emphasized because of lack of instructional time and because knowledge of such specialities is more logically taught during later troop service and during attendance at the several service and staff schools conducted by the Departments of the Army and Air Force.

Fourth Class

a. Summer.—Basic military training in preparation for the military life. Orientation and indoctrination in duty and honor. *8 weeks.*

b. Academic Year.—A continuation of basic military training in individual techniques and in tactics and techniques of small units. Close order drill, map reading and terrain appreciation, military courtesy, basic

weapons, squad tactics, introduction to armor, and basic techniques of conduct of fire of artillery units. *65 hours.*

Third Class

a. Summer.—Instruction in tactics and techniques of small units; in the care, employment, and firing of type weapons; and in the techniques of various services. Armored and artillery training, signal exercises, transportation corps training, engineer training, quartermaster training, and infantry training to include the platoon. *8 weeks.*

b. Academic Year.—Training in small units of the infantry, in the basic organization and uses of air force units, and in close order drill. *36 hours.*

Second Class

a. Summer.

(1) Capabilities, limitations, tactics and techniques of type air force units and of airborne units. *4 weeks.*

(2) Instruction in the organization, equipment, and tactical employment of small units engaged in amphibious operations. This training is given by the Navy, Marine, Air Force, and Army personnel of the Amphibious Training Base, Little Creek, Va., and is taken by the Second Classes of the United States Naval and Military Academies. *2 weeks.*

(3) Organization and equipment of Transportation Corps units. *1 week.*

b. Academic Year. Instruction in close order drill, antiaircraft artillery, armor, and tactics and techniques of the infantry company. *65 hours.*

First Class

a. Summer.

(1) Combined-arms trip to Air Matériel Command at Wright-Patterson Air Force Base, Ohio; Antiaircraft Artillery School at Fort Bliss, Tex.; Infantry School at Fort Benning, Ga.; and the Armored School at Fort Knox, Ky. *2 weeks.*

(2) Training as administrative officers and instructors to the third class, the fourth class, or to trainees at various replacement training divisions. *5 weeks.*

b. Academic Year. Instruction in close order drill, organization of the Armed Forces, techniques of the Air Force, orientation of the commissioned officer, and tactics and techniques of combined arms. *94 hours.*

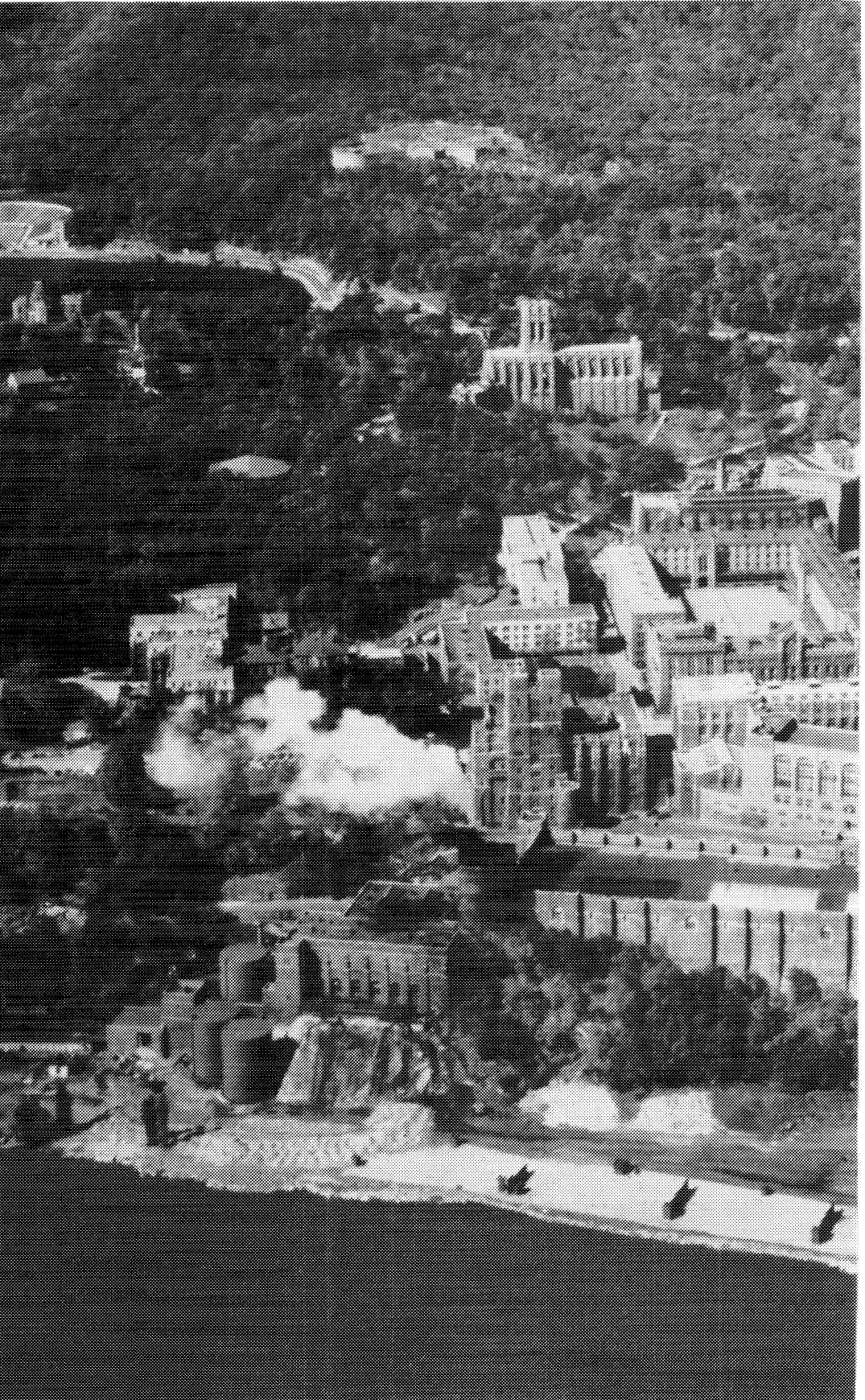
MILITARY PSYCHOLOGY AND LEADERSHIP

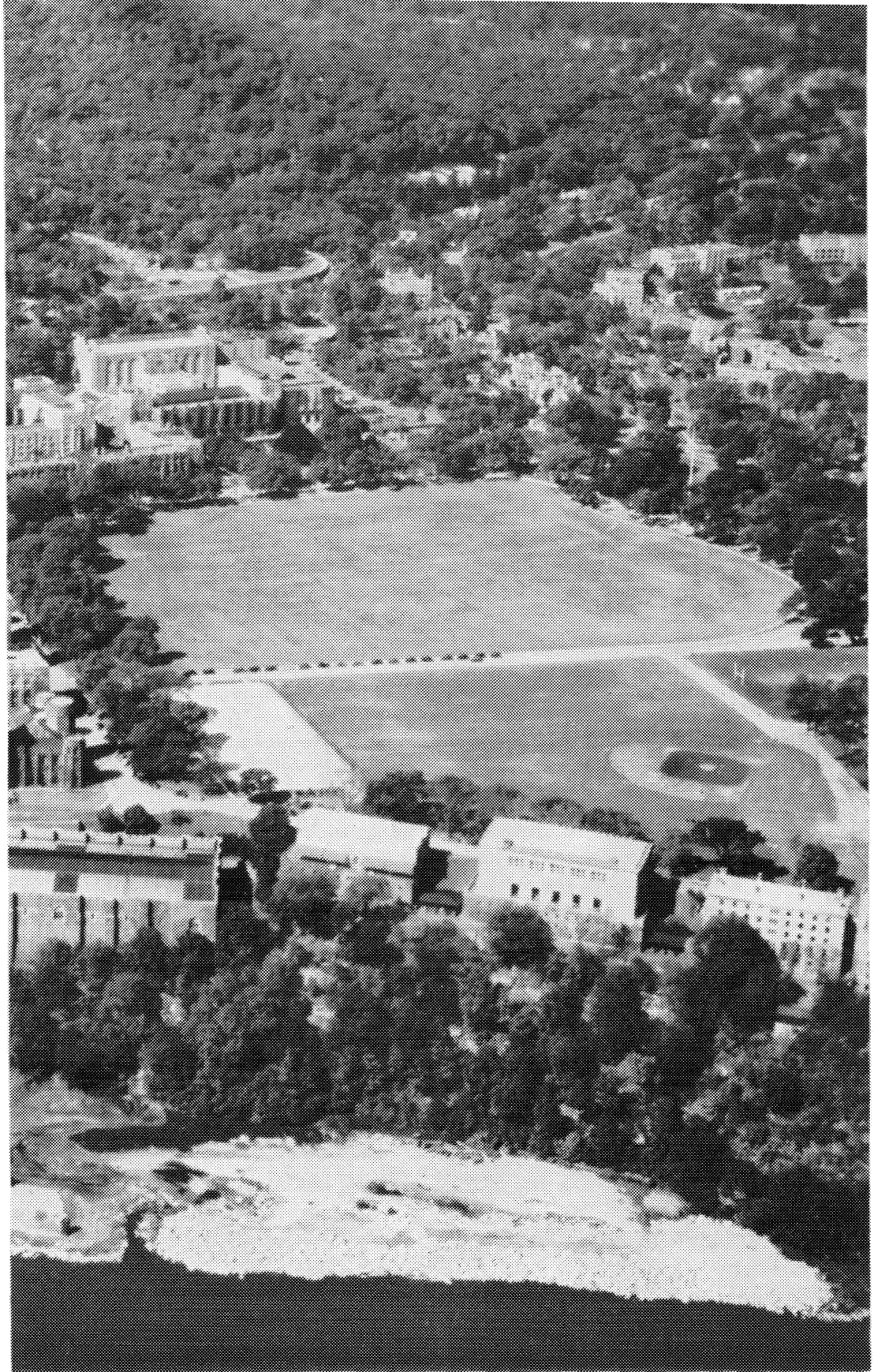
Director: Lt. Col. S. E. Gee.

Associate Director and Staff Psychologist: Dr. W. D. Spencer.

Assistant Directors: Lt. Cols. C. G. Fredericks, R. W. Rumph; Maj. C. E. Covell.

Brigade Aptitude Officer: Maj. H. F. Smith.





Instructors: Lt. Cols. T. H. Andrews, J. N. Davis, L. E. English (U. S. M. C.), W. M. Kasper, J. F. Pearsall; Capts. D. B. Cullinane, Jr., H. A. Grace, R. C. Lee.

Third Class

Basic Psychology. Designed to give an understanding of the principles underlying individual and group human behavoir and the ways in which this knowledge can be used in the effective handling of problems in human relations. It includes a detailed consideration of psychology and scientific method, personality and individual differences, motivation, emotional behavior, frustration, conflict, adjustment, learning and conditioning, and social problems. *27 hours.*

Second Class

a. Leadership in the Corps.—A review of the principles of basic psychology and their application to leadership problems within the Corps of Cadets. *10 hours.*

b. Military Instructor Training.—Instruction in the personal and professional qualifications required of a good military instructor. Treated in some detail are the principles of educational psychology and application thereof: methods and procedures for effecting desired training in the most efficient manner, including preparation by the instructor, methods used in presentation, techniques of applying information and skills, purposes and types of examinations, procedures in conducting discussions and critiques, techniques of supervision of instruction, and selection and construction of training aids. Included are supervised presentations by each cadet of a lecture, a conference, and a directed discussion. *36 hours (twenty-seven 80-minute periods).*

First Class

Leadership in the Service.—The principles of psychology as applied to military management and leadership in the Service, leading into a detailed study of the officer's relations with his men, maxims of leadership, morale and esprit de corps, psychological warfare, rumor, panic and mob, leadership in combat, the American citizen soldier, civilian components, and public relations. *52 hours.*

PHYSICAL EDUCATION

Director: Col. F. M. Greene.

Assistant to the Director: Dr. L. O. Appleton.

Instructors: Lt. Col. G. G. O'Connor (Executive Officer); Majs. J. H. Buckner, R. R. Evans; Capt. R. L. Flint; Messrs. R. M. Bruce, J. B. Kress, H. J. Kroeten, W. F. Lewis, G. W. Linck, T. E. Maloney, J. M. Palone, R. E. Sorge, T. F. Triol.

Fourth Class

a. Summer.

(1) Conditioning exercises. *7 hours.*

(2) Athletics, including water polo, speedball, softball, swimming, touch football, and volleyball. *30 hours.*

b. Academic Year. Instructional classes for developing basic physical and recreational skills. Twenty-four lessons in each subject: boxing, gymnastics, swimming, and wrestling. *92 hours (one hundred and twenty-three 45-minute periods).*

In the spring, instruction is held out of doors. Eleven attendances each are required in golf and tennis.

Third Class

The development of advanced physical skills and the enlargement of the repertory of individual sports. Volleyball and basketball; swimming or squash and handball. *30 hours.*

Second Class

Instructor training in preparation for leading an army physical education program. The command voice, physiology of exercise, leadership of conditioning exercises; and coaching techniques in the following sports: basketball, boxing, water polo, cross country, golf, football, lacrosse, track, swimming, softball, soccer, and wrestling. The study of coaching techniques prepares the second classmen for their duties as intramural coaches and officials during their First Class year. *19 hours.*

First Class

Conferences on programs and schedules, tournaments and meets, physiology of exercise, procurement and care of athletic equipment, physical education, testing administration, principles and methods of athletic leadership, and field problems. Designed to prepare for administration of army athletic programs. *9 hours.*

Intramural Athletics: Intramural athletics at West Point are a specific part of the physical education program. With the exception of the voluntary winter intramural program they are compulsory for all cadets not currently members of intercollegiate squads. Their purpose is to provide a broad experience in sports competition and, in addition, for First Classmen experience in organization, coaching, and officiating in competitive sports.

Each cadet company provides a team in each sport, the company program being organized by a cadet athletic director. Teams compete twice weekly during each season under the leadership of trained first classmen. Strict eligibility requirements permit cadets to participate only one season in a sport, prohibit cadets with intercollegiate squad experience from playing the sport in which they have been so trained, and require that each cadet on a squad participate for a specified length of time in each team contest or in a specified number of events or matches in individual contests.

All special sports equipment, including uniforms and team supplies, is furnished to cadets from the Intramural Storeroom.

The following is the annual schedule of intramural athletics:

Fall: 20 attendances (compulsory) in football, golf, lacrosse, or track;

Winter: 16 attendances (voluntary) in basketball, boxing, handball, squash, swimming, wrestling, or volleyball;

Spring: 16 attendances (compulsory) in cross country, golf, softball, tennis, soccer, or water polo;

Summer: 20 attendances (compulsory to Third Class only) in basketball, softball, skeet, swimming, tennis, touch football, volleyball, golf, or canoeing.

PROGRAM OF STUDIES IN NATIONAL SECURITY

This program was initiated at the Military Academy to keep pace with the problem of the national security of the United States in the post-World War II era. To understand that problem an officer of the armed forces must comprehend the political, economic, psychological, moral, and military components that go to make up the complex substance of our national security. He must likewise see clearly that the armed forces are a unified team operating under the Department of Defense, thoroughly co-ordinated with other government agencies, and deriving power from the economic, political, and moral strength of our country. Educating an officer to grasp completely these complexities of national security is a process beginning in his earliest undergraduate days and proceeding through all his schooling—undergraduate and post-graduate, military and civilian. The Military Academy, as an undergraduate school, gives him the foundation.

The program emphasizes that the military aspect of national security is the responsibility of a single federal department; it gives due attention to the roles of all arms and to the interdependence of the military agencies and all other elements of national life.

The departments directly charged with carrying out this program are Tactics, particularly through those of its courses that deal with the Department of Defense and with the Navy, the Air Force, and the civilian component of the Armed Forces; Social Sciences, through all its courses; Military Art and Engineering, through its course in the History of Military Art; and Ordnance, through its coverage of the broad military technological aspects of national security. Wherever pertinent, other departments emphasize the unified Armed Forces point of view and the relation of national security to the material being taught.

The purpose of the program is to inculcate in the students the following:

a. An awareness of the major problems, internal and international, affecting the security of the nation;

b. An understanding of the relation between military preparedness and the other components that make up the problem of total national security, with particular recognition that "national defense is not the exclusive property and concern of men in uniform, but the responsibility as well of labor, management, agriculture, industry, and every group that goes to make up the national complex" (Gen. Dwight D. Eisenhower, *Final Report of the Chief of Staff, 1948*):

c. An appreciation both of the role of science in preparedness and of the technological aspects of modern warfare;

d. A realization of responsibility toward the national economy on which the expense of modern defense measures has such a heavy impact; and of the crucial significance, in terms of security, of a healthy national economy;

e. A firm grasp of the place of the military establishment in the framework of our government and of our democratic society;

f. An understanding of the roles of the separate agencies of an integrated Department of Defense;

g. An understanding of the concept of the Department of Defense as an integrated instrument of defense and a realization of the teamwork that must exist among services if they are to complement each other in carrying out their joint and separate missions;

h. A motivation of lifetime service to the country as officers in its unified armed forces.

A committee of the heads of the departments of Social Sciences, Military Art and Engineering, Ordnance, and Tactics, and acting under the direction of the Academic Board, is charged with supervising and coordinating the program.

The concept and content of the program are in accord with the conclusions concerning this area of instruction as expressed in the report of January 1950 of the Service Academy Board of the Secretary of Defense.

THE APTITUDE SYSTEM

Since the over-all mission of the Military Academy is the development of officer-leaders for the armed forces, it is necessary to measure the leadership qualities of cadets and give them individual guidance. To effect these purposes the aptitude system was instituted with the specific objectives of (1), determining those cadets who possess outstanding ability and who deserve positions of responsibility within the Corps; (2), identifying those cadets who are weak in qualities of leadership and determining their specific weaknesses in order to give them help in attaining the standards of the Corps; and (3), providing an impartial hearing for any cadet who, after receiving special assistance over a reasonable period of time, appears to be unable to meet the requirements of the Corps or who seems to be misplaced in the military profession and must therefore be considered for separation from the Academy. A subordinate purpose achieved in the gaining of the first and second objectives is that of giving the cadets experience in evaluating men on the basis of leadership qualities—something they will do throughout their professional careers.

The accomplishment of the first of these objectives requires the following procedure. The initial step is to have a cadet rate his own classmates in his company (a cadet company consists of about 100 men drawn in equal number from the first, second, third, and fourth classes) in the order of what he thinks is their relative leadership ability within their own group. That is, a first classman rates the leadership ability of the other first classmen in his company in relation to the company group of first classmen, a second classman rates the other second classmen, etc. The next step is to have the cadet rate the members of the other classes in his company in the same way; if, for example, he is a second classman he rates each *first* classman in terms of his company's group of *first* classmen; each *third* classman in terms of his company's group of *third* classmen; and each *fourth* classman in terms of his company's group of *fourth* classmen.

The traits and characteristics which enter into the rating are varied. Such factors as intelligence, personality, temperament, physique, and any special abilities influence the impression which a cadet creates among his fellows. But evidence shows that within a cadet company there is consistent agreement as to who belongs in the top and bottom quarter of the company. And results have shown that the aptitude rating system is a highly reliable measure of relative merit among cadets with respect to leadership potential.

All ratings made by a cadet of his fellows, as well as the rankings and any comments he in turn receives from them, are held in strict confidence.

The utmost care is taken to prevent disclosures which might prejudice future ratings. Neither a cadet nor his parents are ever informed of his numerical standing beyond the fact that he is satisfactory in aptitude for the service or that he is in "Class E" in aptitude—Class E comprising the bottom 7 percent of a class. Being ranked in Class E indicates marginal or doubtful leadership potential and is rightly a cause for some concern to cadets and parents alike. This group of cadets receives the most careful study. The Commandant of Cadets keeps the parents informed of all particulars in these cases.

Before going into detail about the second and third objectives of the system, a few words about two of the more important agents of the system. The first is the Company Tactical Officer. He is a carefully selected officer who has proved his leadership ability in the Armed Forces. One of his principal responsibilities is to know intimately all the cadets of his company, for whom he serves as advisor. He studies all members of his company closely in order to have an authoritative opinion of their worth as potential officers. He has frequent informal interviews with them in order to understand their problems, appraise their performance, and guide their progress. He rates each cadet in his company on aptitude for the service. Since his judgment is based not only on his understanding of cadets but also upon his experience with officers in the service, his ratings are given a weight of one-third in the final rating of the cadets in his company. (The cadet ratings make up the other two-thirds.) He is always willing to correspond with parents—or, preferably, to arrange personal interviews with them—to discuss the reasons for the ratings their sons have received.

A second important agent is the Staff Psychologist, who is available to the Tactical Officer for professional advice on guidance activities and who works closely with the Tactical Officers. The Staff Psychologist is likewise available to every cadet in the Corps for advice or help on any personal problem.

In achieving the second objective of the aptitude system—helping those cadets who have been found weak in leadership qualities—the Tactical Officer plays a vital part. He has available and draws on numerous sources of information in order to determine what guidance is indicated in the case of any particular cadet. Combining this information with his own observations, the Tactical Officer can usually determine the reasons for a cadet's low standing in the ratings. Through interviews and coaching the Tactical Officer attempts to help a cadet improve himself as a leader and, at the same time, tries to help him develop insights concerning the causes for his rating. Here he has much help from the Staff Psychologist.

In meeting the third objective of the aptitude system—to provide an impartial hearing for a cadet deficient in aptitude to determine if he should be separated—a great deal of time and study is spent. The official

basis for recommendation of separation because of lack of aptitude is in par. 9.08, Regulations for the United States Military Academy:

> 9.08 DEFICIENCY IN APTITUDE FOR THE SERVICE.—If any cadet, as determined by periodic ratings, shall be found lacking in Aptitude for the Service, he shall be reported to the Academic Board by the Superintendent for such deficiency, and the Board shall act upon the deficiency as in a case of deficiency in studies.
>
> If the Academic Board recommends separation from the Academy for such deficiency, a full report of the facts shall be made to the Department of the Army for final action.
>
> Cadets recommended under this provision for discharge at any time during the six months period just prior to the date of graduation of their class shall normally be permitted to graduate, provided they are otherwise qualified, and shall then be honorably discharged without commission.

If a cadet is found to be recurrently low in the aptitude ratings and seems unable to profit from the counsel and guidance offered him, his records, along with a letter of evaluation and recommendation from his Tactical Officer, are carefully studied by a board of impartial officers. If the board finds that real doubt exists about the desirability of keeping the cadet in the service, the case is referred to a Regimental Aptitude Board consisting of senior officers who again study the case with great thoroughness. This board may then declare a cadet proficient or deficient in aptitude. If declared deficient a cadet will be placed in a "conditioned" or probationary status until the next rating six months later when he will meet the Brigade Aptitude Board. This board holds a thorough investigation and hearing on the case and may recommend that the cadet be considered proficient in aptitude for the service or it may find him deficient and recommend that he be separated. The Commandant of Cadets forwards the report on the case to the Superintendent for review by the Academic Board. The final approval of the Secretary of the Army is necessary in cases involving separation.

Normally a cadet will not come before an Aptitude Board before the first-term rating of his third class (sophomore) year and then can not be recommended for discharge prior to the next rating at the end of the third class year. In no case is any cadet recommended for separation for aptitude without first having had the full benefit of counsel and guidance and of having spent a period in a probationary status. Following the first-term rating of second class (junior) year, cadets are normally considered as being proficient in aptitude for the service.

It is the earnest desire of the Superintendent that cadets and their parents understand fully the aptitude system. It may be noted in passing that a cadet's aptitude for the service may not be directly related to his performance in other phases of cadet training. The number of demerits he receives, for example, is not necessarily relevant to his aptitude standing, as a respect for regulations reflected in a low number of demerits may not counterbalance lack of such qualities as force and initiative. In

every profession some combination of traits and characteristics is most favorable for success. The military profession is a highly specialized one, requiring attributes differing in quality and degree from the requirements of many civilian callings. A young man may be inapt for the military service and have great promise for a number of other professions.

In addition to its counsel and guidance functions, the aptitude system is necessary not only to protect the government from spending time and money on unsuitable officer material, but also to protect a cadet from entering on a career for which he is not qualified and from which he will probably receive little satisfaction. The problem of discovering this inaptitude in time is one which should be met through the co-operative efforts of the authorities of the Academy, the cadets themselves, and their parents.

LECTURE PROGRAM, 1948–49

Lectures at the Academy fall into two general categories: those lectures given under the supervision of the General Lecture Committee; and those given under the direction of academic departments. The lectures given under the supervision of the General Lecture Committee comes under three headings: the Superintendent's Series; the General Lecture Series; and Special Lectures. For the academic year 1948–49 53 lectures, 51 of them by visiting lecturers, were given in these three categories. The academic work of the attending class or classes was in almost every case coordinated with the subject of the lecture. A list of these lectures follows:

Superintendent's Series

Lecturer and Subject	*Class*
MAJ. GEN. ALFRED M. GRUENTHER	
Director, the Joint Staff	
Subject: *The National Military Establishment*	First.
LT. GEN. R. L. EICHELBERGER	
Subject: *Postwar Japan & Korea*	First.
LT. GEN. WILLARD S. PAUL	
Director, Personnel & Administration	
Subject: *Personnel Problems*	First.
GEN. J. LAWTON COLLINS	
Deputy Chief of Staff	
Subject: *A Concept of Future Warfare*	First. Second.
MAJ. GEN. MAXWELL D. TAYLOR	
Superintendent, USMA	
Subject: *The Army as a Career*	First.
LT. GEN. IDWAL H. EDWARDS	
Deputy Chief of Staff, Personnel Dept. of the Air Force	
Subject: *The Air Force as a Career*	First.
MAJ. GEN. MAXWELL D. TAYLOR	
Superintendent, USMA	
Subject: *Leading the American Soldier*	First.
MAJ. GEN. A. C. MCAULIFFE	
Deputy Director of Research and Development	
Subject: *Army Research and Development*	First.
MAJ. GEN. L. L. LEMNITZER	
Deputy Commandant, The National War College	
Subject: *Military Cooperation with Western Europe*	First.
LT. GEN. RAYMOND S. MCLAIN	
Chief of Information	
Subject: *The Army and Public Information*	First.

General Lecture Series

Lecturer and Subject — *Class*

DR. E. L. WOODWARD
Professor of International Relations, Oxford University
Subject: *The Meaning of the Western Tradition* ..... First, Second.

DR. J. WALLACE STERLING
President, Leland Stanford University
Subject: *Canadian–U. S. Relations* ..... First.

MR. DUDLEY CHAMBERS
Director, Research Laboratory, General Electric Co.
Subject: *The Role of Science in Industry and the Organization and Function of a Research Laboratory* ..... First.

Special Lectures

KERMIT ROOSEVELT MEMORIAL LECTURE

LT. GEN. SIR GERALD TEMPLAR
Subject: *The Role of the British Armed Forces as an Instrument of British Foreign Policy* ..... First, Second, Third.

FRENCH CLUB

MLLE. SUZANNE BERTILLON
Professional Lecturer from Paris, France
Subject: *La Resistance Francaise* ..... All.

RUSSIAN CLUB

MISS MARIE TOLSTOY
Lecturer and Instructor in Russian, New York, N. Y.
Subject: *Leo Tolstoy—Early Years* ..... All.

PROF. ELIAS TARTAK
New School for Social Research, New York, N. Y.
Subject: *Russian Military Thought in the 19th Century* ..... All.

DEPARTMENT OF ELECTRICITY

COL. R. V. D. CORPUT
Chief, Plans and Operations Division, Office of the Chief Signal Officer, U. S. Army
Subject: *Systems of Military Communications* ..... Second.

DEPARTMENT OF ENGLISH

PROF. STANLEY T. WILLIAMS
Yale University
Subject: *Literature of the Civil War* ..... Fourth.

DEPARTMENT OF MATHEMATICS

DR. IDA RHODES
Subject: *Modern Computing Machines—Their Development and Use* ..... Third.

Lecturer and Subject *Class*

MAJ. C. F. VORDERBRUEGGE, MC
Department of Pathology, Walter Reed General Hospital, Washington, D. C.
Subject: *Anatomy and Physiology* ..... First.

BRIG. GEN. J. MARTIN, MC
Commandant, Medical Field Service School, Ft. Sam Houston, Texas
Subject: *Introduction to Military Medicine, Including Medical Department Responsibilities* ..... First.

DR. JOHN GORDON
Department of Epidemiology, Harvard University School of Public Health
Subject: *Strategic and Tactical Influence of Disease in Modern War* ..... First.

COL. W. L. WILSON, MC
Office of the Surgeon General, Washington, D. C.
Subject: *Military Responsibility in Civil Public Health, Civil Defense and Occupation* ..... First.

LT. COL. J. W. REGAN, MC
Chief, Environmental Sanitation Branch, Office of the Surgeon General, Washington, D. C.
Subject: *Malaria and Other Tropical Diseases of Military Importance* ..... First.

DR. ALAN GREGG
Director, The Rockefeller Foundation, New York, N. Y.
Subject: *Psychiatry* ..... First.

COL. J. M. CALDWELL, MC
Chief, Neuropsychiatry Consultants Division, Office of the Surgeon General, Washington, D. C.
Subject: *Neuropsychiatric Problems of Modern War* ..... First.

DR. RALPH S. MUCKENFUSS
Assistant Commissioner, Department of Health, New York, N. Y.
Subject: *Immunization* ..... First.

DR. H. W. HAGGARD
Director, Laboratory of Applied Physiology, Yale University School of Medicine
Subject: *Alcohol and Drugs* ..... First.

CAPT. G. E. GUSTAFSON, MC
Army Chemical Center, Chemical Corps School, Edgewood Arsenal, Md.
Subject: *Defense Against Chemical, Biological and Atomic Bomb Warfare* ..... First.

DEPARTMENT OF MILITARY TOPOGRAPHY AND GRAPHICS

Lecturer and Subject — *Class*

LT. COL. DESLOGE BROWN
Executive Officer, Army Map Service, Washington, D. C.
Subject: *Operation of the Army Map Service* ..... Third.

DEPARTMENT OF ORDNANCE

LT. GEN. JOHN E. HULL
Subject: *Operations Research* ..... First.

COL. J. M. COLBY
Detroit Arsenal
Subject: *Research and Development in Combat Vehicles* .... First.

DEPARTMENT OF SOCIAL SCIENCES

MR. JOHN F. SULLIVAN
of Merrill Lynch, Pierce, Fenner & Beane
Subject: *Investment Analysis* ..... First.

MR. ROBERT ROSA
Federal Reserve Bank of New York
Subject: *Banking in the U. S* ..... First.

MAJ. GEN. EVEREST, USAF
Deputy Chief of the Plans and Operation Division
of the Air Staff
Subject: *The Arctic as a Factor in U. S. Strategic Plans and Operations* ..... Second.

DR. ERIK KJELLSTROM
Associate Director, Research Department,
National Association of Manufacturers
Subject: *War Economy of the Soviet Union* ..... First.

DR. GEORGE PETTEE
Staff Member, House Committee on Foreign Affairs
Subject: *German War Economy* ..... First.

MR. GEORGE KENNAN
Director, Policy Planning Staff, U. S. Department of State
Subject: *Current Problems in International Relations* ..... First.

MR. JAMES J. WADSWORTH
Special Assistant to Mr. Paul Hoffman
Subject: *European Co-operation Administration* ..... First.

MR. JOHN J. MCCLOY
Chairman, Board of Directors of the World Bank
Subject: *The World Bank* ..... First.

SENATOR ESTES KEFAUVER
Tennessee
Subject: *Organization of the House and Senate* ..... Second.

Lecturer and Subject	
MR. WILLIAM DRAPER	
Former Undersecretary of War	*Class*
Subject: *Problems of the Occupied Areas: Germany*	First.
MR. DONALD PRICE	
Hoover Commission	
Subject: *Reorganization of the Executive Branch of the Government*	Second.
DR. JOSEPH E. JOHNSON	
Professor of History, Williams College	
Subject: *Evolution of U. S. Foreign Policy*	First.
DR. POLLOCK	
Chairman of the Department of Political Science, University of Michigan	
Subject: *Occupation Problems in Germany*	Second.

DEPARTMENT OF TACTICS

COL. L. I. DAVIS	
Research Division, AMC	
Subject: *AF Research and Development*	First.
MAJ. GEN. KENNETH F. CRAMER	
Chief, National Guard Bureau	
Subject: *The National Guard*	First.
MAJ. GEN. WENDELL WESTOVER	
Executive for Reserve and ROTC Affairs	
Subject: *The Organized Reserves*	First.
MAJ. GEN. LEWIS B. HERSHEY	
Director, Selective Service	
Subject: *Selective Service*	First.
MR. LOWELL LIMPUS	
Chief, *United Nations Bureau, N. Y. Daily News*	
Subject: *Officer Relationship with Members of the Press*	First.
COL. L. K. WHITE	
Central Intelligence Agency	
Subject: *Central Intelligence Agency*	First.
DR. DOUGLAS S. FREEMAN	
Editor, *Richmond News Leader*, Richmond, Va.	First.
Subject: *Leadership*	Second.

RELIGION

Chaplain, U. S. M. A.: FRANK E. PULLEY, GRADUATE IN DIVINITY.
Post and Regimental Chaplain: MAJ. HERMAN J. KREGEL, CH; B. A., TH. B., B. D.
Cadet Chapel Organist and Choirmaster: MR. FREDERICK C. MAYER.

Protestant

Protestant services are held in the Cadet Chapel during the academic year and out-of-doors during the summer months. Three services are held every Sunday in the academic year; the third is a service of the Holy Communion. On the first two Sundays of the month the earliest service is also a service of the Holy Communion. Members of all Christian churches are welcome at the Communion Table. Throughout Lent, daily services are held in the Chaplain's office. The two regiments of cadets alternate in their attendance at the earliest service and the eleven o'clock, or second, service. The form of worship is nondenominational in character, and follows a procedure approved by the larger Protestant communions. A cadet choir of 165 voices takes part in the Cadet Chapel services.

Catholic

Catholic cadets attend 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. Catholic members of the two cadet regiments alternate in attending the 8 and 9:15 a. m. Mass in order to facilitate frequent reception of Holy Communion. A cadet Catholic choir renders music for High Masses and all other ceremonies. During Lent, May, and October daily Mass is celebrated at 7 a. m. and 5:30 p. m.

Jewish

Jewish services are held in the Old Cadet Chapel every Sunday at 7:40 a. m. A visiting Rabbi officiates. Services are held also on the various Jewish holy days and festivals. A cadet choir and a cadet organist take part. The Rabbi is at the Academy from Saturday noon until Sunday noon.

ACTIVITIES AND SOCIAL LIFE

Contrary to popular opinion, the cadets do not spend all their time parading, shining shoes, and studying; they enjoy practically the same recreational activities as any college students.

During the summer there is swimming in Delafield Pond. Picturesque Flirtation Walk, winding for three quarters of a mile along the majestic Hudson, offers a peaceful and shady retreat from the walls of barracks. Cadets stationed at Camp Buckner enjoy swimming, canoeing, fishing, and sailing on Lake Popolopen. There are two or more football trips to New York City and Philadelphia, where the bright lights of the cities are a welcome diversion. During the winter months, ice skating at Smith Rink and skiing on the Constant Slope are extremely popular. Weekly hops are held in either the gymnasium or Cullum Hall, with music furnished by the Cadet Dance Band or one of the two Post orchestras. Cadets may attend movies in the Army Theater on Saturday nights, Sundays, and holidays. Frequently outside talent, sponsored by the cadet special program committee, is brought to the Post for Sunday evening performances.

Aside from general recreational activities, there are many organized extracurricular activities. Standing cadet committees performing functions of great importance include the Honor Committee, whose job it is to interpret and apply the honor system; and the Hop Committee, which plans and schedules social functions.

Young men with a musical bent are encouraged to indulge their talents. Cadet Protestant, Catholic, and Jewish choirs sing at religious services on the Post and usually make several trips each year to sing in New York and Washington. For those who prefer a more informal type of music, there are the Cadet Glee Club and the Cadet Dance Band.

As members of the Radio, Model Airplane, Model Railroad, and Camera clubs, technically minded hobbyists will find pleasure and opportunities to test their skill.

Those to whom literary activities appeal may seek outlets for their talents in The Howitzer, yearbook of the Corps of Cadets; The Pointer, official magazine of the Corps of Cadets; and Bugle Notes, the cadet handbook, more commonly known as the Plebe Bible. Cadet press representatives conduct interviews and prepare hundreds of releases for hometown newspapers.

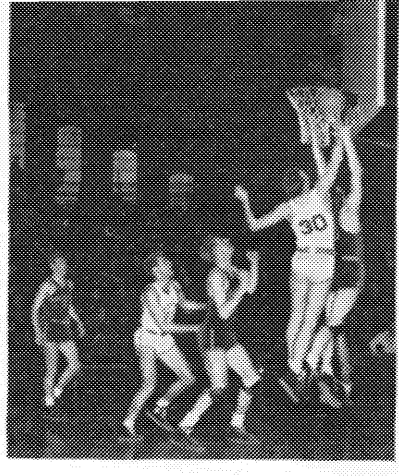
Recently organized are clubs corresponding to each foreign language taught in the regular curriculum: Portuguese, Spanish, German, Russian, and French, where members, in addition to devoting further study to the language, seek to broaden their knowledge of the various countries and peoples.

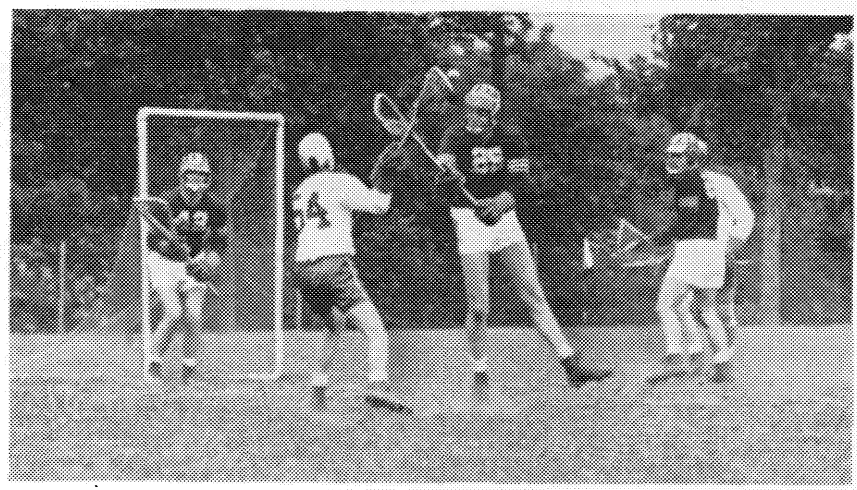
The One Hundredth Night Show, the time-honored dramatic highlight presented annually by the Dialectic Society, is written, produced, and enacted solely by cadets.

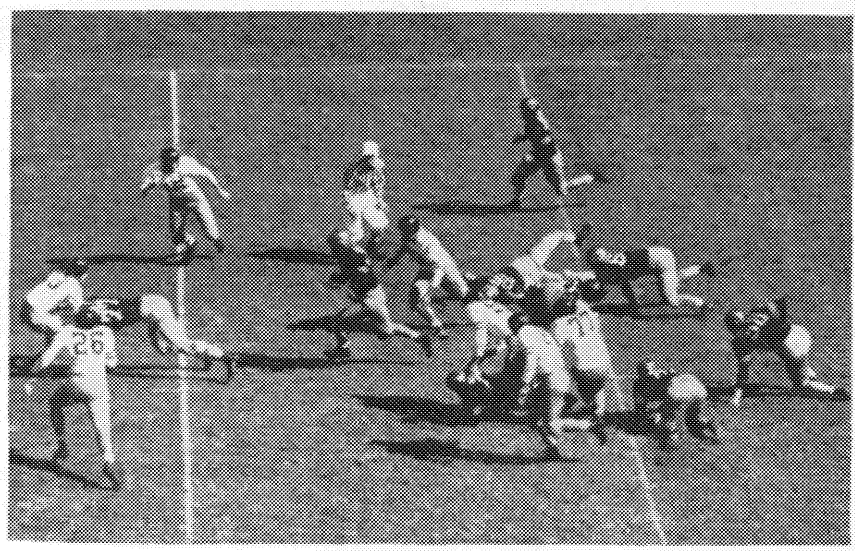
A most active organization is the West Point debate council. In the course of an academic year its members engage in some 50 intercollegiate

debates, traveling to all parts of the United States. In the spring of 1947 the efforts of the West Point debaters to organize and stage the first truly national intercollegiate debating tournament culminated with their playing host to representatives of 29 colleges, victors in regional tournaments.

Organized extracurricular activities are directed and administered almost entirely by the cadets themselves subject to the approval of the Superintendent. There is an officer in charge of each activity, who acts in an advisory capacity. From these activities cadets acquire a wealth of specialized knowledge or develop latent talent, which subsequently will serve them well and be a source of pleasure and relaxation in their careers as officers.







INTERCOLLEGIATE ATHLETICS

ATHLETIC BOARD

MR. EARL H. BLAIK, *Chairman;* BRIG. GEN. HARRIS JONES, COL. GERALD A. COUNTS, COL. THOMAS D. STAMPS, COL. PAUL D. HARKINS, LT. COL. ORRIN C. KRUEGER.

Director of Athletics: MR. EARL H. BLAIK.

Graduate Manager of Athletics: LT. COL. ORRIN C. KRUEGER.

COACHES

Baseball: PAUL J. AMEN. *Basketball:* JOHN W. MAUER. *Fencing:* MARCEL PASCHE. *Football:* EARL H. BLAIK; *assistants,* PAUL J. AMEN, 1ST LT. JOHN F. GREEN, VINCENT T. LOMBARDI, MAJ. JOEL B. STEPHENS, MURRAY WARMATH. *Golf:* DENNIS LAVENDER. *Hockey:* LEONARD B. PATTEN. *Lacrosse:* F. MORRIS TOUCHTONE. *Swimming:* GORDON H. CHALMERS. *Tennis and Squash:* LEIF NORDLIE. *Track:* JESSE P. MORTENSEN; *advisory,* NATHANIEL CARTMELL.

Intercollegiate athletics are supervised by the Athletic Board, which in turn reports to the Superintendent on matters pertaining to athletic policies and schedules. Through the Board the Superintendent exercises general control over the entire program.

West Point sponsors 18 intercollegiate sports: football, soccer, and cross country in the fall; basketball, indoor track, boxing, wrestling, swimming, gymnastics, fencing, hockey, rifle, and squash in the winter; and baseball, lacrosse, track, tennis, and golf in the spring.

Teams representing West Point take part during the academic year in about 300 "at home" contests and about 70 "away" contests.

Intercollegiate athletics at West Point are supported entirely by the Army Athletic Association. No appropriated funds are used. The Army Athletic Association contributes also to the support of other cadet activities and organizations.

The athletic plant includes the Field House, Michie Football Stadium, Smith Rink, a golf course, four gymnasium buildings, 23 tennis courts, and several athletic fields. Additional details about these buildings will be found in the section on *Buildings and Grounds.*

NOTE: West Point's extensive Intramural Athletic Program is under the direction of the Office of Physical Education of the Department of Tactics. An outline of the program will be found on pages 59-60.

THE HOSPITAL

STAFF

COL. CHARLES L. KIRKPATRICK, MC; B. S., M. A., M. D. *Surgeon; Professor and Head of Department of Military Hygiene*

LT. COL. STANLEY J. WEIDENKOPF, MSC; B. S., M. P. H. *Executive Officer; Assistant Professor of Military Hygiene*

COL. WILLIAM A. TODD, JR., MC; B. S., M. D. Fellow American College of Surgeons; American Board of Surgery.
Chief, Surgical Service

COL. WALLACE J. MORLOCK, DC; D. D. S.
Dental Surgeon

LT. COL. ROBERT J. HOAGLAND, MC; B. A., M. D.
Chief, Medical Service

The West Point Hospital provides hospital and out-patient medical care for the Corps of Cadets and for the military personnel assigned to the garrison of West Point. In addition, the hospital is responsible for hospitalization and evacuation of First Army District No. 9, comprising the nine counties of New York State, as well as the personnel of Stewart Air Force Base.

The hospital is authorized a total of 267 beds. Sections are organized in the hospital or out-patient service for all specialties of surgery and medicine, except for the more highly specialized sections found in general hospitals.

Civilian professional consultants make regular visits to the hospital. Such consultants are employed in the specialties of Dermatology and Allergy; Obstetrics and Gynecology; Pediatrics; Eye, Ear, Nose, and Throat; Neuropsychiatry; Orthopedics; Internal Medicine; General Surgery; and Roentgenology.

Physical examinations of all cadets are conducted annually, as well as examinations of candidates for admission to the Corps of Cadets, enlistment and discharge examinations, and other examinations that may be authorized.

During the calendar year 1949, 3,642 patients were admitted to the hospital; and 82,000 to the Out-patient Service.

The present authorized strength of the Medical Department at West Point consists of 17 medical corps officers, 10 dental corps officers, 2 medical service corps and/or women's army corps officers, 24 army nurse corps officers, 3 women's medical specialist corps officers, 143 enlisted personnel, and 1 veterinary corps officer.

BUILDINGS AND GROUNDS

The military reservation at West Point consists of a little more than 15,100 acres. The original purchase was 1,795 acres and was made from Stephen Moore in 1790; additional purchases made in 1824, 1879, 1889, 1903, 1905, and 1909 brought the acreage to about 3,596.

From 1938 to 1943 the acreage was quadrupled by the purchase of 10,215 acres to allow for the expansion of the Academy demanded by the war. A final purchase of 1,286 in 1945 made up the present total.

Of this total 2,546 acres are the Post proper; they comprise the area lying south of Storm King Mountain between the old Storm King Highway and the Hudson River. Access to the Post proper is by three gates: the Thayer Gate (South Gate), from Highland Falls; the Lee Gate (North Gate), from the old Storm King Highway (Route NY 218); and the Washington Gate (West Gate), from the new Storm King Highway (Route US 9W).

The expansion since 1938 has been toward the west almost as far as Central Valley and toward the south almost as far as Route US 6. Route NY 293 runs from southwest to northeast on about the mid-line of the entire reservation.

ACADEMIC BUILDINGS. *See* East Academic Building, West Academic Building.

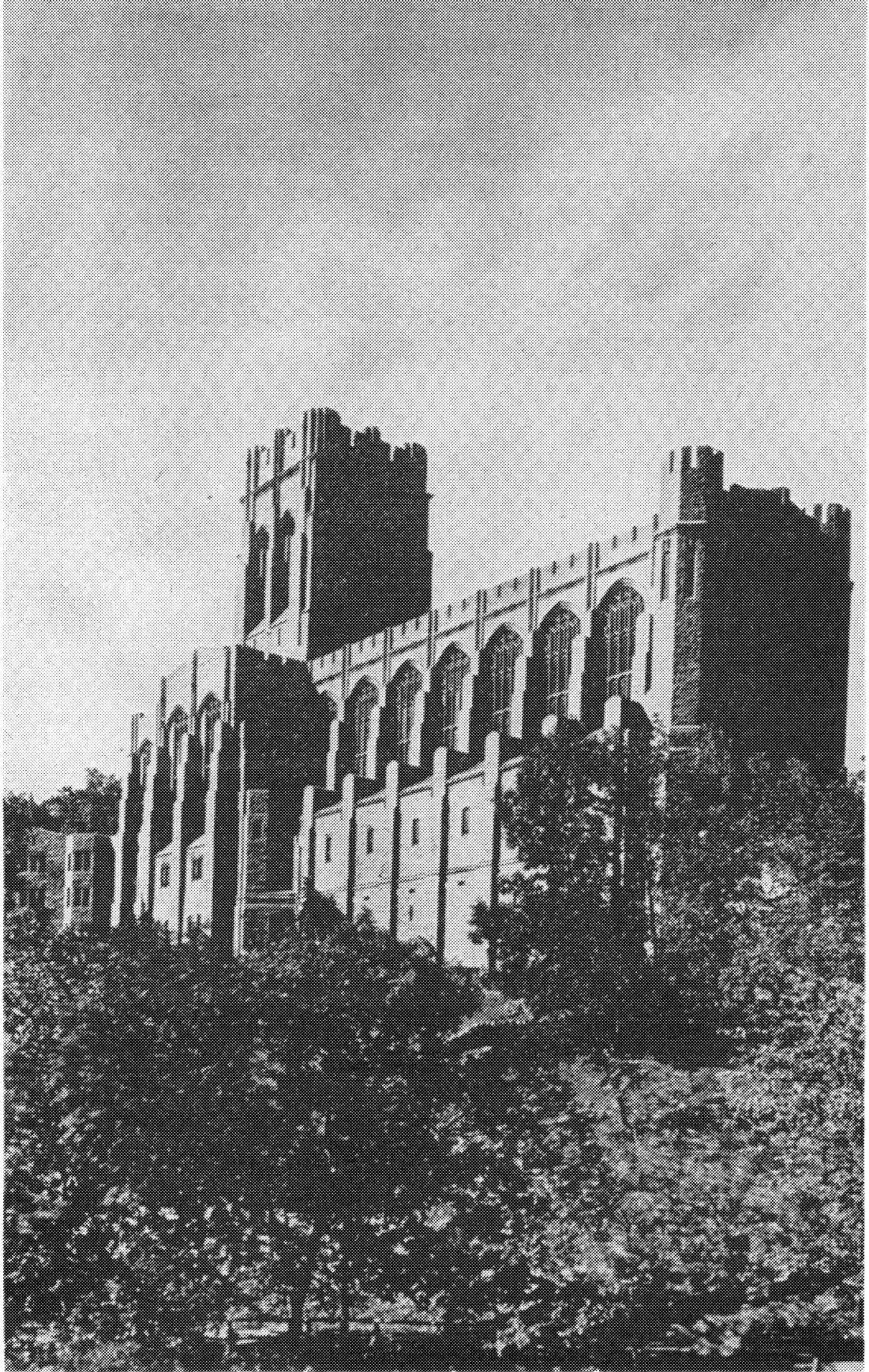
ADMINISTRATION BUILDING (1909). Designed by Cram, Goodhue, and Ferguson in Gothic style. It is located on Thayer Road and contains the offices of the Superintendent, the Dean, the Academic Board, the General Staff, and the Registrar. The Post Office and the Telegraph Office are on the ground floor. The Museum and the USMA Press occupy portions of the building.

BARRACKS. *See* Central Barracks, New North Barracks, North Barracks, South Barracks.

BASEBALL FIELD. *See* Doubleday Field.

BATTLE MONUMENT (1897). Designed by Stanford White, executed by Frederick MacMonnies. Located at Trophy Point at the northern limit of the Plain, and a little to the west of the Washington Monument. It is dedicated to the memory of the soldiers and officers of the Regular Army killed in action in the Civil War.

CADET CHAPEL (1910). Designed by Cram, Goodhue, and Ferguson in Gothic style. Located west of, and 300 feet above, the cadet barracks,



it dominates the Post proper. The stained glass window over the altar has twenty-seven panels, each depicting a militant Biblical character. The window at the entrance pictures the Revelation of St. John the Divine; it shows also the designs of the Medal of Honor and the Distinguished Service Cross. The windows in the nave are gifts of the several classes; the flags hanging in the nave were used in the War of 1812, the Mexican, Civil, and Spanish-American Wars. The Chapel Organ is the largest church organ in the Western Hemisphere, and contains over 14,000 pipes. The seating capacity is fifteen hundred.

CAMP BUCKNER (1945). The summer training camp for third classmen, located on the reservation about five miles west of the Post proper, and known formerly as Camp Popolopen. It was renamed in honor of Lt. Gen. Simon Bolivar Buckner, USMA 1908, killed at Okinawa in 1945.

CATHOLIC CHAPEL. *See* Chapel of the Most Holy Trinity.

CEMETERY (1816). Located at Washington and Ruger Roads. Among others, it contains the graves of Margaret Corbin, Revolutionary War heroine, and of Generals Scott, Custer, and Goethals.

CENTRAL BARRACKS (1854, 1882, 1921). The designers of the 1854 and 1882 sections are not known, although it is likely that Major Richard Delafield had much to do with the design of the 1854 section and a Board of Engineers with the 1882 section. Captain A. B. Proctor, Quartermaster Corps, designed the 1921 section. All are in Tudor style. The three sections form three sides of a rectangle of which the West Academic Building, located at Thayer and Jefferson Roads, forms the fourth side. The headquarters of the Commandant of Cadets is in a wing at the eastern end of the south section.

CHAPEL. *See* Cadet Chapel, Chapel of the Most Holy Trinity, Old Cadet Chapel, Post Chapel.

CHAPEL OF THE MOST HOLY TRINITY (1900). Designed by Heins and La Forge in Gothic style. Located at Mills and Washington Roads, on a sharp rise of ground, this Roman Catholic chapel is a copy of the St. Ethelreda Carthusian abbey parish church in county Essex, England. The seating capacity is four hundred.

CLINTON FIELD. Located immediately north of Doubleday Field and west of Fort Clinton. The name of the field derives from the Fort, that was called Clinton after the Revolutionary War general. The Fort had originally been called Fort Arnold; after Arnold's treason the name was changed. Clinton Field was the site of the cadets' summer encampment from 1819 to 1942. It is used now for soccer, football, etc.

CONSTITUTION ISLAND. Donated to West Point in 1909 by Mrs. Russell Sage and Miss Anna B. Warner. About two hundred and eighty

acres, it is located opposite the north area of the Post proper. One end of the Great Chain, stretched across the Hudson to obstruct British navigation of the river during the Revolutionary War, was anchored in Martelaer's Rock, at the western point of the island.

Cullum Memorial Hall (1899). Designed by McKim, Mead, and White in Greco-Roman style. Located on the east side of Cullum Road, across from Doubleday Field, and named after Major General George W. Cullum, USMA 1833, Superintendent, 1864–1866, who gave it to house trophies of war and "statues, busts, mural tablets and portraits of distinguished deceased officers and graduates of the Military Academy."

Delafield Pond (1937). The outdoor swimming pool, located on Delafield Road. Named after Major General Richard Delafield, USMA 1818, Superintendent, 1838–1845 and 1856–1861.

Doubleday Field (1939). Baseball field, located between Thayer and Cullum Roads, east of The Parade. Named in honor of Major General Abner Doubleday, USMA 1842, who is said to have laid out the first modern baseball diamond at Cooperstown, N. Y., in 1839.

East Academic Building (1913, 1938). The original building, 1913, was designed by Cram, Goodhue, and Ferguson; the east wing, 1938, by Paul Philippe Cret. Both are in Gothic style. Located between Thayer and Cullum Roads, north of the Administration Building. In addition to classrooms and laboratories it contains the offices of the Departments of Electricity, Foreign Languages, Mechanics, Military Art and Engineering, and Physics and Chemistry.

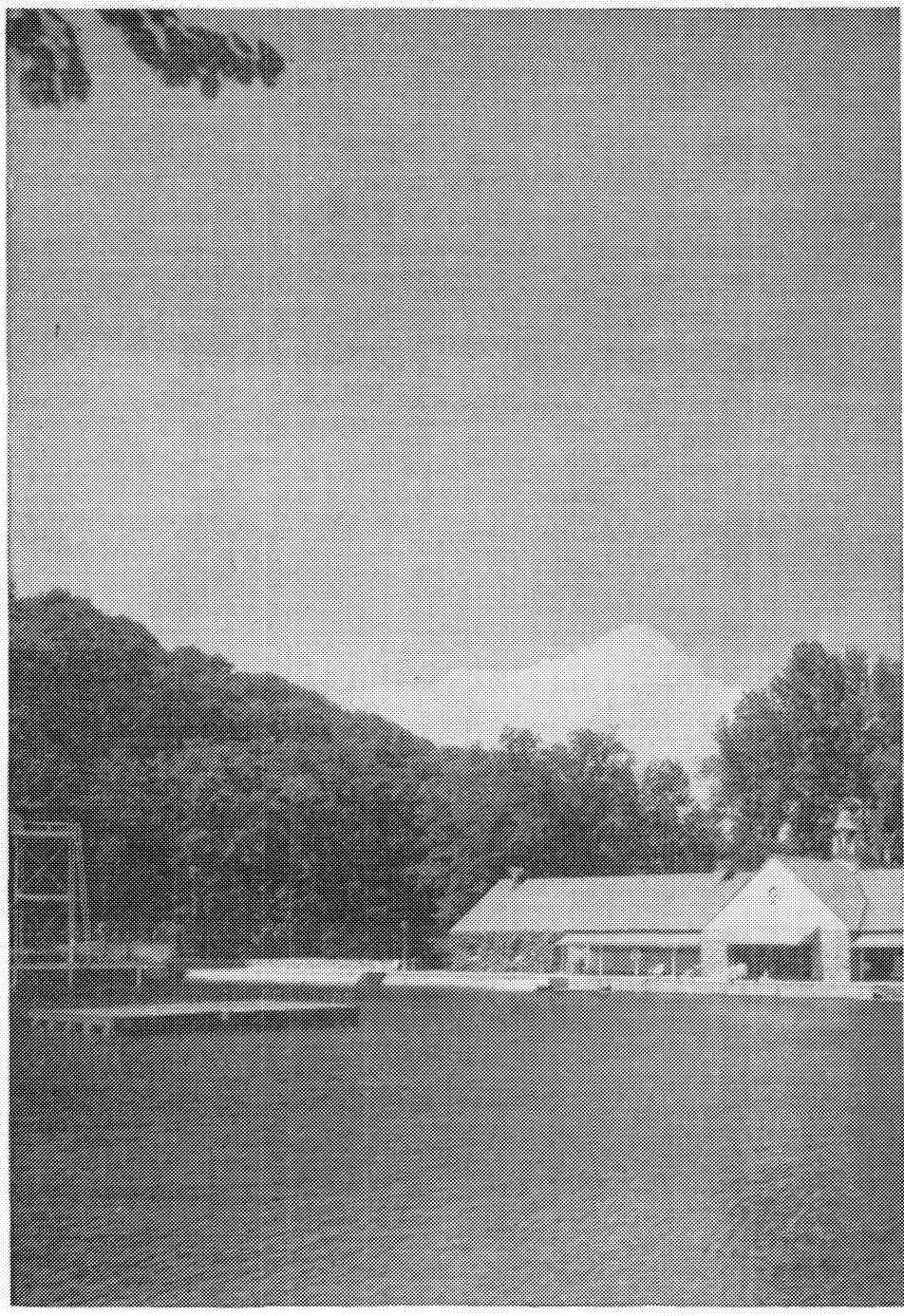
Field House (1939). Designed by Paul Philippe Cret. Located on Tower Road southwest of the West Shore Railroad. Used for indoor athletics and graduation ceremonies.

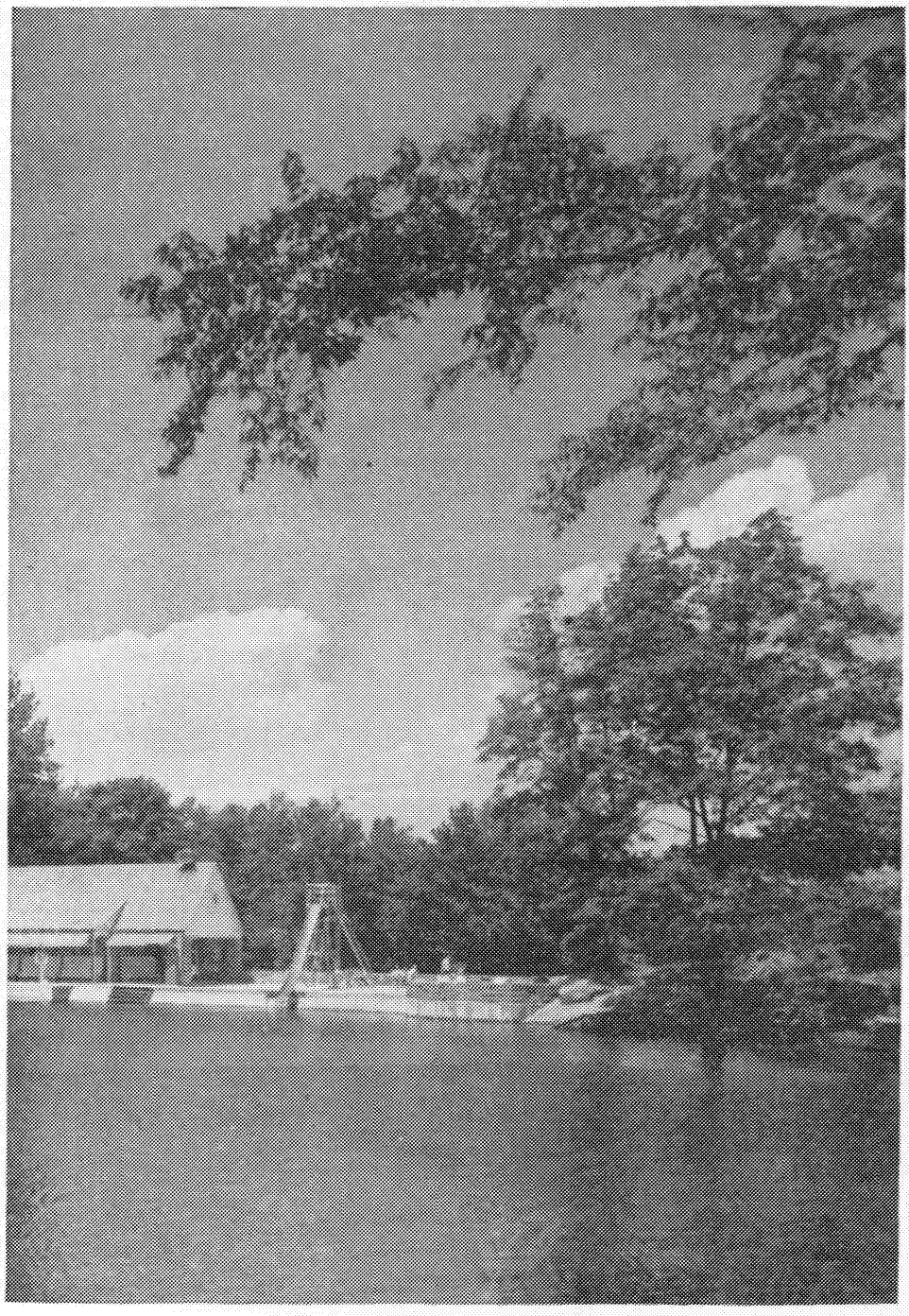
Fields. *See* Clinton Field, Doubleday Field, Howze Field, Michie Stadium.

Flirtation Walk. A foot trail, cut shortly after the Civil War, that extends three-quarters of a mile along the river from Cullum Road to Battle Monument. It is open only to cadets and their guests. The earliest mention of it is in 1867.

Football Field. *See* Michie Stadium.

Fort Clinton (1778). Designed and begun by Lt. Col. Louis de la Radière and completed by Col. Thaddeus Kosciuszko. Located at Cullum Road and Clinton Place. Originally called Fort Arnold, but after Arnold's treason in 1780 renamed Fort Clinton, after General George Clinton.





Fort Putnam (1778; partly restored, 1907–10). Designed by Col. Thaddeus Kosciuszko and built by troops of General Rufus Putnam. It is located on Mount Independence, 451 feet above tidewater, and is reached by foot trail from Mills Road.

French Cadet Monument (1919). Presented by the cadets of L'Ecole Polytechnique. Located on The Parade directly opposite Central Barracks.

Grant Hall (1931). A wing of South Barracks on Thayer Road directly across from the Administration Building. It is the cadet reception hall and contains the office of the cadet hostess.

Great Chain. The chain stretched across the Hudson from just north of Gee's Point to Martelaer's Rock on Constitution Island to obstruct navigation of the river by the British during the Revolutionary War. It was fastened in place on 11 April 1781. A number of the links are at Trophy Point.

Gymnasium (1910, 1933, 1937, 1947). The East Gymnasium (1910) was designed by Cram, Goodhue, and Ferguson; the North Gymnasium (1933) by the Quartermaster Corps; the West Gymnasium (1937) by Paul Philippe Cret; and the Central Gymnasium (1947) by Delano and Aldrich. All are in Gothic style. The gymnasium buildings are west of the Superintendent's quarters and north of New North Barracks.

Headquarters Building. *See* Administration Building.

Hospital (1884, 1923, 1944). Architect for older portions unknown. Extensive additions and alterations were done in 1923, William Gehron, architect; and in 1944, York and Sawyer, architects. Located on the west side of Thayer Road, south of Grant Hall.

Hotel. *See* U. S. Hotel Thayer.

Howze Field. Located directly south of Michie Stadium, and bounded by Mills Road on the east, by Howze Place on the south, and by Delafield Road on the west. A large recreation field, it is named in honor of Major General Robert Lee Howze, USMA 1888, commandant of cadets, 1905–1909.

Kosciuszko Monument (1828). Designed by John H. Latrobe, USMA 1822. Located to the north of Fort Clinton. Given by the Corps of Cadets in honor of Colonel Thaddeus Kosciuszko, who helped plan the fortifications at West Point during the Revolutionary War.

Library (1841, 1900). Designed by Major Richard Delafield in Tudor style. Located at Jefferson and Cullum Roads, it was intended originally to house Post Headquarters, the Department of Natural and Experi-

mental Philosophy, and the Astronomical Observatory. The central tower was surmounted by a traveling dome, resting on six 24-pound cannon balls that turned in cast-iron grooves. About 1900 the building was remodeled to adapt it to library purposes only.

MICHIE STADIUM (1924). The football stadium, between Delafield and Mills Roads, west of the reservoir. Named for 1st Lt. Dennis Mahan Michie, USMA 1892, captain of the first West Point football team, killed in action at San Juan, Cuba, in 1898. The seating capacity is about 28,000.

MONUMENTS. *See* Battle Monument, French Cadet Monument, Kosciuszko Monument, Sedgwick Monument, Thayer Monument, Washington Monument.

MUSEUM. Located on the second and third floors in the northwest corner of the Administration Building. The collections date from 1777 and represent every war in which the United States has fought.

NEW NORTH BARRACKS (1939). Designed by Paul Philippe Cret in Gothic Style. Located south of the gymnasium and west of North Barracks. Sometimes called West Barracks.

NORTH BARRACKS (1908). Designed by Cram, Goodhue, and Ferguson in Gothic style. Located at Jefferson Road and Scott Place. The chaplain's office is on the ground floor in the southeast corner.

OBSERVATORY (1883). Architect unknown. Located on Observatory Hill, between Stewart Road and Scofield Place. It is no longer used.

OFFICERS' CLUB. *See* West Point Army Mess.

OLD CADET CHAPEL (1837). Architect unknown. Designed in Greco-Roman style. It was located originally where the East Academic Building now stands; in 1911 it was moved to its present site at the entrance to the cemetery. The American artist, Robert W. Weir, professor of Drawing at the Academy from 1834 to 1876, painted the mural that hangs on the wall behind the altar. The chapel is used now for Jewish religious services. The seating capacity is about 500.

ORDNANCE LABORATORY (1939). Designed by Paul Philippe Cret in Gothic style. Located on Howard Road.

THE PARADE. The drill and parade field, bounded by Jefferson Road on the south and west, by Thayer Road on the east, and by Washington Road on the north.

THE PLAIN. That portion of the grounds embracing The Parade, Clinton Field, and Doubleday Field.

POPOLOPEN. *See* Camp Buckner.

POST CHAPEL (1944). Constructed from a standard design used during World War II for chapels erected on military reservations. Located between Merritt Road and Biddle Loop. The seating capacity is 450.

POWER HOUSE (1909, 1945, 1947). The original building was designed by Cram, Goodhue, and Ferguson in Gothic style; the alterations of 1945 and 1947 were done by the Quartermaster Corps. Located just south of the Riding Hall on Cullum Road.

RIDING HALL (1911). Designed by Cram, Goodhue, and Ferguson in Gothic style. Located on Cullum Road, east of the Administration Building and the East Academic Building. Current plans call for its conversion to an academic building.

SEDGWICK MONUMENT (1868). Dedicated to the memory of Major General John Sedgwick, USMA 1837, killed at Spottsylvania, 1864. The monument is made of cannon captured by his corps. Located at the northwest corner of The Parade.

SMITH RINK (1931). The indoor ice-skating rink located on the east side of Mills Road, south of the reservoir. It is named after Major General William R. Smith, USMA 1892, Superintendent, 1928–1932.

SOUTH BARRACKS (1931). Designed by William Gehron in Gothic style. Located at the southwest corner of Thayer and Brewerton Roads.

STADIUM. *See* Michie Stadium.

SUPERINTENDENT'S QUARTERS (1820). Architect unknown. Designed in colonial style, and located on Jefferson Road. Colonel Sylvanus Thayer was the first Superintendent to live there. Directly to the north are the Commandant's Quarters at the southwest corner of Parke and Washington Roads; across Parke Road at the northwest corner of the same intersection are the Dean's Quarters.

THAYER MONUMENT (1883). Dedicated to Colonel Sylvanus Thayer, the "Father of the Military Academy." Located on The Parade directly across from the entrance to Washington Hall.

TROPHY POINT. A small plot of ground located north of The Parade where are grouped many trophies captured in war by American forces. Several links of the Great Chain are there.

UNITED STATES HOTEL THAYER (1926, 1948). Architect unknown. Located on the east side of Thayer Road, just inside the Thayer Gate. It is owned by the Government and is designed in Tudor style. Including the addition completed in 1948, there are accommodations for five hundred guests.

UTILITIES BUILDING (1935). Designed by the Quartermaster Corps in Tudor style. Located at Ruger and Tower Roads. It contains the Post Exchange and the Commissary; and the offices of the Post Engineer, the Post Quartermaster, and the Post Transportation Officer.

WASHINGTON HALL (1929). Designed by William Gehron in Gothic style. Located on Jefferson Road between Central Barracks and North Barracks. It is the Cadet Dining Hall, and has a seating capacity of twenty-five hundred. The offices and drafting rooms of the Department of Military Topography and Graphics are on the fifth floor.

WASHINGTON MONUMENT (1916). Located in the circle at the corner of Cullum and Thayer Roads. It is a replica of the Washington Monument in Union Square, New York City.

WEST ACADEMIC BUILDING (1895). Designed by Richard M. Hunt in Gothic style. Located on Thayer Road across from the East Academic Building. In addition to classrooms it contains the offices of the Departments of English, Law, Mathematics, Ordnance, and Social Sciences.

WEST BARRACKS. *See* New North Barracks.

WEST POINT ARMY MESS (1903). The official name of the Officers' Club. Designed by McKim, Mead, and White in Classic style. Located on Cullum Road, south of Cullum Hall.

THE LIBRARY

Librarian: LT. COL. WILLIAM J. MORTON, JR., B. S., Certificat d'Etudes Françaises, University of Geneva, Switzerland.

Associate Librarian: MARY L. SAMSON, B. A., B. L. S.

Archivist: SIDNEY FORMAN, B. S., PH. D.

Cataloguer: LOUISE V. HOROBIN, Special Library Course, New York Public Library.

Reference Librarian: THELMA E. BEDELL, B. A.

Assistant Librarians: ANNA E. PIERCE, B. S., New York State School Librarian's Certificate; IRENE FEITH, B. A.

Library Assistants: HANNA SIBUSHNICK, LL. B., FRANCES W. LEWIS.

The library contains about 135,000 accessioned books, exclusive of those in the thirteen departmental libraries. The main library collection is housed in a gray stone Tudor building designed by Maj. Richard Delafield in 1841, and in a large first-floor room of the adjacent East Academic Building.

The first library at the Military Academy was the library of the Corps of Invalids. This Corps, made up of wounded officers and men of the Revolutionary War, was so named and sent by Washington to Philadelphia in 1778. Two years later some of its members were ordered to West Point where they taught and trained recruits. The Continental Congress decreed that each of these officers contribute one day's pay a month for the purchase of books; apparently a sizeable collection was the result for on a map of West Point dated 1780, drawn by a French officer and reproduced by Barbé-Marbois in his *Complot d'Arnold*, a building marked "Library" is shown. No record exists of what happened to this first Library, but it is probable that a few of the volumes from it are in the present collection.

We do know that the teachers from the Corps of Invalids were released and their classes discontinued about 1784 and that from then to 1794 West Point was only a garrison site. In the latter year a school of military instruction was established; in 1802 the Military Academy was founded. And it is likely that the books remaining from the earlier schools became the nucleus of the library of the new Military Academy.

Evidently these books were few. Col. Jonathan Williams, the first Superintendent, found it necessary to make his personal library available to officers and cadets; and since Colonel Williams, a grandnephew of Benjamin Franklin, had inherited Franklin's library we know that instruction at the Military Academy in its earliest years was based in part on Franklin's books.

The first important additions to the library were in 1815 when Maj.

Sylvanus Thayer, Superintendent, 1817–1833, on an official trip to Europe was authorized by Secretary of War James Monroe to use this opportunity to buy military, scientific, and engineering works for the Military Academy. Major Thayer bought about 1,000 volumes. Room for these was provided in the Academy building, opened that same year. Further purchases from Europe, principally France and England, were made regularly until after the middle of the century.

The Academy building burned in 1838; in 1841 the library was given space in a new building designed to house the Astronomical Observatory, Post Headquarters, and the Department of Natural and Experimental Philosophy. About 1900 the interior of this building was extensively remodeled to adapt it to library purposes alone.

The library is similar to that of a liberal arts college, save that it contains a large proportion of mathematical, scientific, and technical works, and has a very complete military section. The collection of standard literary works is good; and that of eighteenth and nineteenth-century periodicals is unusually representative.

The manuscript and archival collection is extensive, and deals principally, though by no means exclusively, with the United States Army, the Military Academy, and persons of the military profession. Typical examples are the Sylvanus Thayer papers; the Joseph G. Swift papers; the Journal and Notes of Captain John G. Bourke; and the twenty-eight bound volumes of Colonel Wirt Robinson's manuscript journals that contain much original observation of the flora and fauna of the United States, Central America, and the West Indies. The collection of early American military art imprints is unique.

The library is rich in both original and secondary sources dealing with the history of the Hudson Highlands. In particular, there is a large collection of early nineteenth-century prints, drawings, and water-colors picturing West Point and the immediate vicinity.

A celebrated collection of ten portraits by Thomas Sully is housed in the library. The best known are those of Thomas Jefferson, James Monroe, and Jonathan Williams, all painted from life expressly for the Military Academy. An original portrait of George Washington by Gilbert Stuart, and one of General Winfield Scott by Robert W. Weir are worthy of note. Mention should be made likewise of the Edgar Allan Poe Memorial Doorway and of the James McNeill Whistler Memorial Plaque, both of white marble. Near the Plaque are hung a number of sketches done by Whistler in his cadet days.

The facilities of the library are available to research scholars and writers. It is open from 8:30 a. m. to 6 p. m., and from 7:15 p. m. to 9:15 p. m. daily; and from 2 p. m. to 6 p. m., and from 7:15 p. m. to 9:15 p. m. on Sundays and holidays. Visitors are always welcome.

THE MUSEUM

Director of the Museum: COL. ALLEN L. KEYES, B. S., M. A.
Curator: GERALD C. STOWE, B. S.

The large and valuable collections of the West Point Museum are displayed in several halls on the second and third floors of the northwest corner of the Administration Building. The story of the beginning and growth of these collections is almost a brief history of the United States from the Revolution to the present.

The beginning was in 1777. After the battle of Saratoga in October of that year, much of the ordnance captured from Burgoyne was sent to West Point to be held there as a war reserve. A little later part of the famous Great Chain that had been stretched across the Hudson at West Point to bar navigation of the river to British men-of-war was stored at the Point. In the course of the next few years two-sixpounder brass guns, or "grasshoppers," captured by Maj. Gen. Nathanael Greene in his campaign against the British in the Carolinas, and several guns taken by "Mad Anthony" Wayne at Stony Point on 15 July 1779 were added. At the close of the Revolution Major George Fleming, with the designation of Ordnance and Military Storekeeper, was placed in charge of this small arsenal. He held his post until several years after the founding of the Military Academy in 1802.

During the first half of the nineteenth century the custom of sending trophies of war and objects of historic interest to the Military Academy grew slowly. In 1843, for example, John C. Spencer, Secretary of the Treasury, presented West Point with a brass culverin 6-pounder that had been given to the Continental Congress many years before by General Lafayette. And after the close of the Mexican War in 1847 General Winfield Scott sent numbers of captured flags, cannon, and other war trophies to the Military Academy. For lack of adequate housing some of these were displayed by various departments and the library; others were stored.

In 1848 when Secretary of War Marcy directed in the President's name that West Point be the "depository of the trophies of the successful victories of our arms in Mexico," a great number of items were sent to the Academy for safekeeping and display. The authorities saw that permanent provision had to be made for the ever-growing collections, and in 1854 they officially created the *Ordnance and Artillery Museum*, established it on the third floor of the Academy—a building erected in 1838 on the ground of the present West Academic Building—and placed it in charge of the Instructor of Artillery. Here were displayed most of the collections; the Great Chain and cannon, however, were grouped around the flagpole at Trophy Point, and the captured flags of the Revolution

and the Mexican War were placed in what is now called the Old Chapel.

From then on the Museum grew rapidly. The Civil War, the Indian Wars, the Spanish-American War, and World Wars I and II contributed much: ordnance from the Civil War, relics of all kinds from the Indian Wars, and native relics from the Philippine Islands as a result of the Spanish-American War. The richness of the collections can only be indicated. The collection of automatic weapons, for instance, from the volley guns of the Civil War to the machine guns of World War II, shows step by step the development of the principle of rapid fire; and the scale models of artillery weapons illustrate the growth of mobile cannon and their carriages, and coast artillery. Of especial note from World War I are the French 75 millimeter cannon used in the first round fired against the Germans by American artillerists. From World War II are Yamashita's saber, Mussolini's fascist hat and his decorations, and Göring's silver-framed guest book and his diamond-studded marshal's baton. Displayed in prominence and honor are the flag of General Eisenhower's Supreme Headquarters, and the Legion of Honor and Croix de Guerre awarded by the Republic of France to the United States Military Academy in 1949. When the new Administration Building was erected in 1909, the Museum was moved to its present and larger quarters. But so much new material is constantly being acquired that a growing number of items must be stored.

Because the Museum had long ceased to have any particular relation to the Department of Ordnance, and had in fact become an historical Museum, it was given independent status in 1942. Closed during the war it was reopened in 1946 with an officer detailed as Director.

The Museum serves a vital need in the life of the Military Academy. It is an invaluable supplement to the cadet's education; it serves as a national depository for objects of historic interest and veneration; and it stimulates general interest in the long and honorable history of the Armed Forces of our country.

The Museum is open to visitors on Tuesdays through Saturdays from 1030 to 1630; on Sundays and holidays from 1300 to 1700.

PRIZES AND DISTINCTIONS

Distinguished Cadets

In June of every year those cadets on the general merit roll of each class and on the graduating merit roll whose records show they have met the requirements set by the Academic Board are classed as "Distinguished." When the list has been determined, the Superintendent sends it to the Department of the Army for publication in the Army Register.

Distinguished cadets wear a five-pointed star, three quarters of an inch in diameter, on each side of the collar of the dress coat and the full dress coat. The star is worn for 1 year by cadets who were distinguished in the work of the Second, Third, or Fourth Class year.

GENERAL

The Francis Vinton Greene Memorial Prize

A saber, given annually by Mrs. Francis Vinton Greene in memory of the late Maj. Gen. Francis Vinton Greene, USMA 1870, to the cadet standing number one in the general order of merit at graduation. First presented in 1929.

The Military Order of the World War Prize

An annual prize of the value of $50 presented to the graduating cadet who has made the greatest improvement during his course. First presented in 1946.

MILITARY

The Charles G. Dawes Prize

A sword, called the Pershing Sword, given by Brig. Gen. Charles G. Dawes and awarded annually to the First Captain, to commemorate General Pershing's being First Captain of the Corps of Cadets in 1866. First presented in 1929.

The Association of Graduates Awards

These awards, given annually since 1942 by the Association of Graduates, consist of a fifty dollar series E bond presented to the cadet in the Second Class outstanding in military efficiency and leadership, of a twenty-five dollar series E bond to the cadet in the Third Class outstanding in military efficiency and leadership, and a twenty-five dollar series E bond to the cadet of the Fourth Class outstanding in military efficiency and leadership.

The Army and Navy Union Prize in Tactics

An annual prize of the value of $100 given by the Army and Navy Union to the cadet with the highest rating in tactics. First presented in 1947.

Military Efficiency Prize

Each year the name of the cadet who has the highest rating in military efficiency is inscribed on a cup presented to the Academy in 1910 by the Sons of the Revolution in the State of New York.

ACADEMIC

The American Legion Prize in Chemistry

A life membership in the National Geographic Society, given annually by the National Organization of the American Legion to the graduating cadet who has the highest standing in chemistry. First presented in 1935.

Intercollegiate Debating Prizes

Two wrist watches, given annually by the Consul General of Switzerland in the United States, for excellence in intercollegiate debating. First presented in 1947.

Economics and International Relations Prize, Established by the National Commandery, Military Order of Foreign Wars

A prize of the value of $50 given annually by the National Commandery, Military Order of Foreign Wars, to the cadet standing highest in economics and international relations. First presented in 1929.

The Armed Forces Communications Association Prize in Electricity

A prize of the value of $100 given annually to the graduating cadet who has achieved the highest standing in electricity. First presented in 1947.

Prize in English, Established by the National Society, Colonial Daughters of the Seventeenth Century

A set of books of the value of $50 given annually to the graduating cadet who has the highest standing in English for the entire course. First presented in 1934.

The Steuben Society of America Prize in Foreign Languages

A prize presented annually of the value of $100 to the graduating cadet who has stood highest in the work in foreign languages. First presented in 1936.

American Bar Association Prize in Law

A set of books of the value of $25 given annually to the cadet with the highest standing in law. First presented in 1941.

Prize in Mathematics, Established by the United Daughters of the Confederacy

A prize of the value of $100 given annually to the graduating cadet with the highest standing in mathematics for the entire course. First presented in 1931.

Prize in Mechanics, Established by the National Society, Daughters of the American Revolution

A prize of the value of $100 awarded annually to the graduating cadet with the highest standing in mechanics. First presented in 1930.

The William M. Mitchell Prize in Military Art and Engineering

A set of books of the value of $100 awarded annually by Mrs. William M. Mitchell in memory of her husband, Brig. Gen. William M. Mitchell, USMA 1902, to the cadet standing highest in military engineering and the history of military art. First presented in 1942.

Prize in Military Hygiene, Established by the National Society, Daughters of Founders and Patriots of America

A prize of the value of $50 awarded to the graduating cadet with the highest standing in military hygiene. First presented in 1942.

Prize in Military Topography and Graphics, Established by the Womans Relief Corps, Auxiliary to the Grand Army of the Republic

A prize of the value of $100 awarded annually to the graduating cadet with the highest standing in military topography and graphics. First presented in 1932.

Prize in Ordnance, Established by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States

A prize of the value of $100 awarded annually to the cadet with the highest standing in ordnance. First presented in 1939.

Prize in Physics, Established by the Veterans of Foreign Wars of the United States

A prize of the value of $100 awarded annually to the graduating cadet with the highest standing in physics. First presented in 1937.

ATHLETIC

The Army Athletic Association Trophy

A silver-service plate bearing the Academy seal embossed at four places on the border. Awarded annually to the cadet of the First Class who has rendered the most valuable service to athletics during his career as a cadet. First presented in 1904.

The Bankers Association of New York Trophy

A silver cup awarded annually to the cadet company ranking first in intramural athletics during the year. It is kept by the winning company for 1 year. First presented in 1924.

The Frances Dorothy Beebe Trophy in Foils

A silver plate bearing the Academy seal embossed at four places on the border. Purchased with the interest from a bequest of $2,000 under the will of Frances Dorothy Beebe and awarded to the cadet showing the highest excellence in foils. First awarded in 1944.

The George Alexander Campbell II Memorial Trophy

Established in 1949 by the Class of 1951 in memory of their classmate, Cadet Campbell, who died during yearling summer camp. The trophy is a silver cup awarded annually to the company winning the brigade championship in intramural basketball.

The Edgerton Football Trophy

This trophy, a silver plate bearing the Academy seal embossed at four places on the border, is awarded annually to the outgoing football captain. It is purchased under the terms of a legacy presented by Mrs. Wright Prescott Edgerton in memory of her husband, Col. Wright Prescott Edgerton, USMA 1874. First awarded in 1909.

The William P. Fickes Memorial Lacrosse Trophy

This trophy, purchased with the interest from a fund of $1,000 given by Mr. and Mrs. Walter M. Fickes in memory of their son, William P Fickes, USMA 1936, is awarded annually to the outgoing lacrosse captain. The trophy is a silver plate bearing the Academy seal embossed at four places on the border. First presented in 1938.

The Pierce Currier Foster Memorials

These memorials, established in 1902 under the terms of the will of Mrs. Anna A. Foster, are in memory of her son, Pierce Currier Foster, USMA 1899. They consist of two silver plates each bearing the Academy seal embossed at four places on the border, and are awarded annually to the cadets standing first and second in gymnastics.

The Hughes Football Award

Established in 1939 by Colonel Thruston Hughes, USMA 1909. It is a silver plate with the Academy seal embossed at four places on the border and is purchased with the interest from a fund of $2,000. Awarded annually to the most valuable player on the Army football team.

Intramural Athletic Awards

Plaques are awarded annually to the companies winning the brigade championship in each intramural sport; smaller plaques are awarded to the brigade runners-up. Winners of brigade individual sports contests such as tennis, golf, and cross country are awarded silver medallions; runners-up receive bronze medallions.

The David Marcus Memorial Award

Established in 1949 by the Col. David Marcus Memorial Foundation, Inc., in memory of Col. David Marcus, USMA 1924, for the outstanding boxer of the graduating class. The award, which in 1949 was a wrist watch, is purchased with the interest from a fund of $2,000.

The General Palmer E. Pierce Football Trophy

This trophy, a silver cup originally awarded to Gen. Palmer E. Pierce, USMA 1891, by the National Collegiate Athletic Association in recognition of his services to the Association, was bequeathed by him to the Army Athletic Association to be awarded annually to the Intramural Champion Football Team. First presented in 1943.

The Sands Fencing Trophy

Established in 1937 by Lt. Thomas J. Sands, USMA 1929, and awarded annually to the outstanding cadet fencer. It consists of a silver cup, kept at the Academy, on which the cadet's name is inscribed; and of an engraved foil, duelling sword, or saber, presented to the cadet.

The Eber Simpson Memorial Trophy

This trophy is a silver plate with the Academy seal embossed at four places on the border, purchased with the interest from a fund of $2,000 presented by Mr. George Simpson in memory of his son, Capt. Eber Simpson, USMA 1943. It is awarded annually to the outgoing basketball captain and was first presented in 1949.

The Class of 1923 Memorial Trophy

Established in 1949, this trophy is purchased with the interest from a fund of $2,000 contributed by the class of 1923. It is a silver plate with the Academy seal embossed at four places on the border and is awarded annually for excellence in swimming.

THE RHODES SCHOLARSHIPS

Cadets of the Military Academy first entered the Rhodes scholarships competition in 1923, and with the exception of the war years they have since competed annually. From 1923 to 1950 twenty-one scholarships were awarded to Academy men. Eight former cadets are now at Oxford. West Point graduates study at Oxford as Army or Air officers on active duty.

Elections for Rhodes scholarships are held every year. Scholars-elect enter the University of Oxford in October of the year following their election. The scholarships are for a minimum period of 2 years study; a third year may be awarded if the Rhodes scholar presents a plan of study acceptable to the Academy and to the Rhodes trustees.

Appointments are made by the District Committees, subject to the final approval of the Rhodes trustees. A Committee of Selection in each State recommends two candidates every year to the District Committee. Candidates may apply either in the State in which they live or in the State in which they have received at least 2 years of their college education.

Cadets must make a written request of the Academic Board at the end of the Second Class year for permission to compete. If permission is granted, their completed applications must be in the hands of the Committee of Selection for the State in which they are applying by 1 November. For further information consult the Department of Social Sciences.

Basis of Selection

The Rhodes Scholarships Application blank says in part:

The basis of selection by the Committee is that section of the Will of Mr. Rhodes in which he mentioned the four groups of qualities which he desired in his scholars, the first two of which he considered the most important: (1) Literary and scholastic ability and attainments; (2) qualities of manhood, truth, courage, devotion to duty, sympathy for and protection of the weak, kindliness, unselfishness, and fellowship; (3) exhibition during school days of moral force of character and of instincts to lead and to take an interest in his schoolmates; (4) fondness for and success in manly outdoor sports such as cricket, football and the like.

The selection is not made, however, on any system of averaging up a man's qualifications under all these heads. Committees are interested instead in men who show promise of outstanding achievement in later life in their particular callings. For this, distinction of intellect and character are the most important requirements.

BOARD OF VISITORS

The custom of a Board of Visitors for West Point goes back almost to the year of its founding. On 1 July 1815, "A Regulation for the Government of the Military Academy," approved by Secretary of War William H. Crawford, provided for the appointment of a Board to consist of five "competent gentlemen," with the Superintendent as President, who should attend at each of the annual and semi-annual examinations at West Point and report thereon to the Secretary.

The Boards are appointed at present under the provisions of an act of Congress approved 29 June 1948. This act specifies that a Board of Visitors shall visit the Military Academy in April of each year and inquire into the state of morale and discipline, curriculum, instruction, physical equipment, fiscal affairs, academic methods, and other matters relating to West Point which the Board may decide to consider, and submit a written report to the President of the United States giving its views and recommendations pertaining to the United States Military Academy. The personnel of the Board shall be as follows:

a. The Chairman of the Committee on Armed Services of the Senate;

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

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

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

e. Six persons to be appointed by the President.

BOARD OF VISITORS 1950

BY THE PRESIDENT

To Serve 3 Years (beginning 1949)

Dr. Irvin Stewart, President, University of West Virginia, Morgantown, W. Va.

Dr. Samuel N. Stevens, President, Grinnell College, Grinnell, Iowa.

To Serve 2 Years (beginning 1949)

Dean Frederick D. G. Ribble, Dean of the School of Law, University of Virginia, Charlottesville, Va.

The Honorable Tom Miller, Mayor of Austin, Tex.

To Serve 1 Year

Dr. W. W. Parker, President, Southeastern Missouri State Teachers College, Cape Girardeau, Mo.

Mr. William Safford, President, Western & Southern Life Insurance Co., Cincinnati, Ohio.

BY THE PRESIDENT OF THE SENATE

Senator Millard E. Tydings, Maryland.
Senator Lister Hill, Alabama.
Senator A. Willis Robertson, Virginia.
Senator Chan Gurney, South Dakota.

BY THE SPEAKER OF THE HOUSE OF REPRESENTATIVES

Representative Carl Vinson, Georgia.
Representative Porter Hardy, Jr., Virginia.
Representative Richard B. Wigglesworth, Massachusetts.
Representative Ralph A. Gamble, New York.
Representative John J. Rooney, New York

SUPERINTENDENTS OF THE UNITED STATES MILITARY ACADEMY

1. JONATHAN WILLIAMS
   Maj., Corps of Engineers..... 15 Apr. 1802 to 20 June 1803
2. JONATHAN WILLIAMS [1]
   Lt. Col., Corps of Engineers..... 19 Apr. 1805 to 31 July 1812
3. JOSEPH G. SWIFT
   Col., Corps of Engineers..... 31 July 1812 to 24 Mar. 1814
4. ALDEN PARTRIDGE
   Capt., Corps of Engineers..... 3 Jan. 1815 to 28 July 1817
5. SYLVANUS THAYER
   Capt., Corps of Engineers..... 28 July 1817 to 1 July 1833
6. RENE E. DERUSSY
   Maj., Corps of Engineers..... 1 July 1833 to 1 Sept. 1838
7. RICHARD DELAFIELD
   Maj., Corps of Engineers..... 1 Sept. 1838 to 15 Aug. 1845
8. HENRY BREWERTON
   Capt., Corps of Engineers..... 15 Aug. 1845 to 1 Sept. 1852
9. ROBERT E. LEE
   Capt., Corps of Engineers..... 1 Sept. 1852 to 31 Mar. 1855
10. JOHN G. BARNARD
    Capt., Corps of Engineers..... 31 Mar. 1855 to 8 Sept. 1856
11. RICHARD DELAFIELD
    Maj., Corps of Engineers..... 8 Sept. 1856 to 23 Jan. 1861
12. PETER G. T. BEAUREGARD [2]
    Capt., Corps of Engineers..... 23 Jan. 1861 to 28 Jan. 1861
13. RICHARD DELAFIELD [2]
    Maj., Corps of Engineers..... 28 Jan. 1861 to 1 Mar. 1861
14. ALEXANDER H. BOWMAN
    Maj., Corps of Engineers..... 1 Mar. 1861 to 8 July 1864
15. ZEALOUS B. TOWER
    Maj., Corps of Engineers..... 8 July 1864 to 8 Sept. 1864
16. GEORGE W. CULLUM
    Lt. Col., Corps of Engineers..... 8 Sept. 1864 to 28 Aug. 1866

Note. The Superintendents of the Military Academy were selected from the Corps of Engineers until the passage of the law of 13 July 1866, which opened the Superintendency to the entire army. By the Act of 12 June 1856, the local rank of Colonel was conferred upon the Superintendent.

[1] Major Williams resigned 20 June 1803, on a point of command, and pending its settlement on 19 April 1805 when he again returned to service as Chief Engineer, no permanent Superintendent of the Military Academy was appointed, the command devolving upon the senior officer of the Corps of Engineers present for duty.

[2] Capt. P. G. T. Beauregard, Corps of Engineers, by order of John B. Floyd, Secretary of War, relieved Major Delafield, 23 January 1861, from the Superintendency of the Military Academy, but was himself relieved 5 days later 28 January 1861, by direction of the succeeding Secretary of War Joseph Holt, the command again devolving upon Major Delafield.

17. Thomas G. Pitcher
Col., 44th Infantry..... 28 Aug. 1866 to 1 Sept. 1871
18. Thomas H. Ruger
Col., 18th Infantry..... 1 Sept. 1871 to 1 Sept. 1876
19. John M. Schofield
Maj. Gen., U. S. Army..... 1 Sept. 1876 to 21 Jan. 1881
20. Oliver O. Howard
Brig. Gen., U. S. Army..... 21 Jan. 1881 to 1 Sept. 1882
21. Wesley Merritt
Col., 5th Cavalry..... 1 Sept. 1882 to 1 July 1887
22. John G. Parke
Col., Corps of Engineers..... 28 Aug. 1887 to 24 June 1889
23. John M. Wilson
Lt. Col., Corps of Engineers..... 26 Aug. 1889 to 31 Mar. 1893
24. Oswald H. Ernst
Maj., Corps of Engineers..... 31 Mar. 1893 to 21 Aug. 1898
25. Albert L. Mills
1st Lt., 1st Cavalry..... 22 Aug. 1898 to 31 Aug. 1906
26. Hugh L. Scott
Maj., 14th Cavalry..... 31 Aug. 1906 to 31 Aug. 1910
27. Thomas H. Barry
Maj. Gen., U. S. Army..... 31 Aug. 1910 to 31 Aug. 1912
28. Clarence P. Townsley
Col., Coast Artillery Corps..... 31 Aug. 1912 to 30 June 1916
29. John Biddle
Col., Corps of Engineers..... 1 July 1916 to 31 May 1917
30. Samuel E. Tillman
Col., U. S. Army..... 13 June 1917 to 11 June 1919
31. Douglas MacArthur
Brig. Gen., U. S. Army..... 12 June 1919 to 30 June 1922
32. Fred W. Sladen
Brig. Gen., U. S. Army..... 1 July 1922 to 23 Mar. 1926
33. Merch B. Stewart
Brig. Gen., U. S. Army..... 24 Mar. 1926 to 5 Oct. 1927
34. Edwin B. Winans
Maj. Gen., U. S. Army..... 23 Oct. 1927 to 25 Feb. 1928
35. William R. Smith
Maj. Gen., U. S. Army..... 26 Feb. 1928 to 30 Apr. 1932
36. William D. Connor
Maj. Gen., U. S. Army..... 1 May 1932 to 17 Jan. 1938
37. Jay L. Benedict
Brig. Gen., U. S. Army..... 5 Feb. 1938 to 17 Nov. 1940
38. Robert L. Eichelberger
Brig. Gen., U. S. Army..... 18 Nov. 1940 to 12 Jan. 1942
39. Francis B. Wilby
Maj. Gen., U. S. Army..... 13 Jan. 1942 to 4 Sept. 1945

40. Maxwell D. Taylor
Maj. Gen., U. S. Army..... 5 Sept. 1945 to 28 Jan. 1949
41. Bryant E. Moore
Maj. Gen., U. S. Army..... 28 Jan. 1949 to

STAFF AND FACULTY

The entries have name, rank, branch of service, academic degrees, and graduation from postgraduate schools of military art and science. This last is shown by abbreviations of the names of these schools in capital italic letters.

Schools of military art and science are of three postgraduate levels. Where graduation is shown from a school or schools of the third, or highest, level it indicates that the requirements of the schools in the first and second levels have also been met; where from a school or schools of the second level that the requirements of the schools in the first level have also been met.

The following list gives the names of the schools mentioned in this catalog, beginning with the first, or lowest, level. The abbreviations are those used in the entries.

a. Special Service School level: Studies in the tactics and techniques of an arm or service:

AAAS Antiaircraft Artillery School, Fort Bliss, Tex.
AS Artillery School, Fort Sill, Okla.
ATS Air Tactical School, Tyndall Air Force Base, Fla.
CAS Coast Artillery School.
CS Chemical School, Edgewood Arsenal, Md.
ES Engineer School, Fort Belvoir, Va.
FS Finance School, St. Louis, Mo.
IS Infantry School, Fort Benning, Ga.
IT U. S. Air Force Institute of Technology, Wright-Patterson Air Force Base, Dayton, Ohio.
OS Ordnance School, Aberdeen Proving Ground, Md.
QS Quartermaster School, Camp Lee, Va.
SS Signal School, Fort Monmouth, N. J.
TS Transportation School, Fort Eustis, Va.

b. Command and Staff level: Studies in command and staff work, including joint operations:

AC&S Air Command and Staff School, Maxwell Air Force Base, Ala.
AFSC Armed Forces Staff College, Norfolk, Va.
BSC British Staff College, Camberley, England
CGSC Command and General Staff College, Fort Leavenworth, Kans.

c. War College level: Studies in the highest echelons of command and staff work:

ArWC Air War College, Maxwell Air Force Base, Ala.
AWC Army War College, Washington, D. C.

ICAF Industrial College of the Armed Forces, Fort McNair, District of Columbia

NvWC Naval War College, Norfolk, Va.

NWC National War College, Fort McNair, District of Columbia

Abbreviations Used for Branch of Service

AGD	Adjutant General's Department
ANC	Army Nurse Corps
AUS	Army of the United States
CAC	Coast Artillery Corps
CAV	Cavalry
CE	Corps of Engineers
CH	Chaplain
CMLC	Chemical Corps
CMP	Corps of Military Police
DC	Dental Corps
FA	Field Artillery
FD	Finance Department
GSC	General Staff Corps
INF	Infantry
JAGC	Judge Advocate General's Corps
MC	Medical Corps
MSC	Medical Service Corps
ORD	Ordnance
OTM	Officer-Teacher of Music
QMC	Quartermaster Corps
SIGC	Signal Corps
SPS	Special Services
TC	Transportation Corps
USA	U. S. Army
USAF	U. S. Air Force
USMC	U. S. Marine Corps
USN	U. S. Navy
VC	Veterinary Corps
WAC	Women's Army Corps
WMSC	Women's Medical Specialist Corps

General and Special Staff Abbreviations

G–1, S–1 Section in charge of Personnel

G–2, S–2 Section in charge of Intelligence

G–3, S–3 Section in charge of Operations and Training

G–4, S–4 Section in charge of Supply and Evacuation

ACADEMIC BOARD

MAJ. GEN. BRYANT E. MOORE, USA; B. S.; *CGSC.*
Superintendent of West Point and President of the Board.

BRIG. GEN. HARRIS JONES, USA; B. S. (USMA), B. S. (M. I. T.).
Dean of the Board.

COL. HERMAN BEUKEMA, USA; B. S., D. Sc., LL. D. (2); *CGSC.*
Professor and Head of the Department of Social Sciences.
Office: 203 West Academic Building.

COL. OSCAR J. GATCHELL, USA; B. S.; *NWC.*
Professor and Head of the Department of Mechanics.
Office: 300 East Academic Building.

COL. GERALD A. COUNTS, USA; B. S. (USMA), B. S. (M. I. T.).
Professor and Head of the Department of Physics and Chemistry.
Office: 129 East Academic Building.

COL. THOMAS D. STAMPS, USA; B. A., B. S. (USMA), B. S. (M. I. T.); *CGSC.*
Professor and Head of the Department of Military Art and Engineering.
Office: 429 East Academic Building.

COL. JOHN W. COFFEY, USA; B. S.; *AWC.*
Professor and Head of the Department of Ordnance.
Office: 400 West Academic Building.

COL. WILLIAM W. BESSELL, JR., USA; B. S., C. E.; *CGSC.*
Professor and Head of the Department of Mathematics.
Office: 332 West Academic Building.

COL. LAWRENCE E. SCHICK, USA; B. S.
Professor and Head of the Department of Military Topography and Graphics.
Office: 503 Washington Hall.

COL. CHARLES W. WEST, USA; B. S., LL. B.; *CAS.*
Professor and Head of the Department of Law.
Office: 300 West Academic Building.

COL. CHARLES J. BARRETT, USA; B. S.; *CGSC.*
Professor and Head of the Department of Foreign Languages.
Office: 329 East Academic Building.

COL. PAUL D. HARKINS, CAV; B. S.; *CGSC.*
Commandant of Cadets and Head of the Department of Tactics.
Office: Cadet Headquarters, Central Barracks.

COL. CHARLES L. KIRKPATRICK, MC; B. S., M. A., M. D.
Surgeon, and Professor and Head of the Department of Military Hygiene.
Office: Hospital, First Floor.

COL. BOYD W. BARTLETT, USA; B. A., B. S., PH. D., SC. D.
Professor and Head of the Department of Electricity.
Office: 200 East Academic Building.

COL. ROBERT S. NOURSE, AGD; B. S.; *CGSC.*
Adjutant General, USMA, and Secretary to the Board.
Office: Administration Building.

COL. GEORGE R. STEPHENS, USA; B. A., PH. D.
Professor and Head of the Department of English.
Office: 420 West Academic Building.

ADMINISTRATIVE STAFF

GENERAL STAFF

Chief of Staff: COL. JOHN J. MORROW, USAF; B. S.; *NWC.*
Office: Administration Building.

Assistant Chief of Staff, G–1: COL. LEO V. WARNER, GSC; B. S.; *AS.*
Office: Administration Building.

Assistant Chief of Staff, G–2/G–3: COL. PERRY McC. SMITH, GSC; B. S.; *CGSC.*
Office: Administration Building.

Assistant to G–2/G–3: MAJ. DAVID H. BARGER, USAF; B. S.

Assistant Chief of Staff, G–4: COL. NUMA A. WATSON, GSC; B. S.; *CGSC, AFSC.*
Office: Administration Building.

Assistant G–4: LT. COL. JOSEPH R. RUSS, INF; B. S.; *CGSC.*
Office: Administration Building.

Secretary to General Staff: 1ST LT. RICHARD H. MAEDER, INF; B. S.
Office: Administration Building.

SPECIAL STAFF

Adjutant General of the Military Academy and of the Post; Secretary of the Academic Board: COL. ROBERT S. NOURSE, AGD; B. S.; *AFSC.*
Office: Administration Building.

Chaplain, USMA: FRANK E. PULLEY, Graduate in Divinity.
Office: North Barracks, First Floor.

Director, West Point Museum: COL. ALLEN L. KEYES, FA; B. S., M. A.; *CGSC.*
Office: Museum, Administration Building.

Director of the Sesquicentennial: COL. WILLIAM E. CRIST, INF; B. S.; *CGSC.*
Office: Administration Building.

Finance Officer: MAJ. RAY C. LEWIS, FD; B. S.
Office: Administration Building.

Fiscal Officer: COL. HARRY W. CRANDALL, FD; B. S.; *FS.*
Office: Administration Building.

Inspector General: Col. H. Crampton Jones, IGD; B. S.; *CGSC.*
Office: Administration Building.

Librarian: Lt. Col. William J. Morton, Jr.; B. S.; Certificat d'Etudes Francaises, University of Geneva, Switzerland.
Office: The Library.

Post Chemical and Post Ordnance Officer: Lt. Col. Oren E. Hurlbut, ORD; B. S.; *CGSC.*
Office: Ordnance Laboratory.

Post Engineer: Lt. Col. Donald A. Phelan, CE; B. S., M. S.; *CGSC.*
Office: Utilities Building.

Post Exchange Officer: Maj. Dayton C. Beverly, SPS; *CGSC.*
Office: Utilities Building.

Post Quartermaster: Lt. Col. Travis T. Brown, QMC; B. S.; *AWC.*
Office: Utilities Building.

Post Signal Officer: Lt. Col. Winfield L. Martin, SIGC; B. S.; *CGSC.*
Office: Administration Building.

Provost Marshal: Lt. Col. Edwin N. Howell, CMP; B. S.; *CGSC.*
Office: Military Police Barracks.

Public Information Officer: Lt. Col. William G. Proctor, INF; B. S., *CGSC.*
Office: North Gymnasium.

Registrar: Robert T. Timbers, B. A.
Office: Administration Building.

Secretary-Treasurer, Association of Graduates: Col. John A. McComsey, CAC; B. S.; *CGSC.*
Office: Cullum Hall.

Special Services Officer: Lt. Col. Arthur W. Gustafson, SPS; B. S.
Office: North Gymnasium.

Staff Judge Advocate: Lt. Col. Edward J. Burke, JAGC; B. S., LL. B.
Office: 300 West Academic Building.

Surgeon: Col. Charles L. Kirkpatrick, MC; B. S., M. A., M. D.; *CGSC.*
Office: Hospital, First Floor.

Transportation Officer: Lt. Col. Richard D. Meyer, TC; B. S., M. S.; *CGSC, AFSC.*
Office: Utilities Building.

Treasurer: Col. Robert G. Gard, FA; B. S.; *CGSC.*
Office: Washington Hall, First Floor.

THE 1802d SPECIAL REGIMENT

The 1802d special regiment was activated in 1946 with a tripartite mission: To assist in the practical military training and instruction of the Corps of Cadets; to aid in the operation and maintenance of West Point's installations and utilities; and to garrison the Post of West Point.

It has an authorized strength, including the attached USMA band, of 44 officers and 1,292 enlisted men.

The commanding officer is COL. WILLIAM S. TRIPLET, INF; B. S.; *CGSC*.

The executive officer is LT. COL. ROBERT B. NEELY, FA; B. S.; *CGSC*.

INSTRUCTIONAL STAFF AND FACULTY

	Reported West Point
ADAIR, THEODORE F. G., 1ST LT., INF; B. S.	15 June 49
Instructor in English	
ADDINGTON, JERRY S., LT. COL., FA; B. S.; *CGSC*	1 Sept. 46
Assistant Professor of Electricity	
ALFONTE, JAMES M., 1ST LT., FA; B. S.	15 July 49
Instructor in English	
ALGERMISSEN, ROBERT L., CAPT., USAF; B. S.	17 Sept. 49
Instructor in Mathematics	
ALSPACH, RUSSELL K., LT. COL., USA; B. A., PH. D.	1 July 47
Professor of English	
ALTENHOFEN, MATTHEW J., LT. COL., CE; B. S., M. S.	2 July 48
Instructor in Mathematics	
ANDERSON, GLENN P., JR., LT. COL., USAF; B. S.; *CGSC*	5 Aug. 46
Assistant Professor of Mathematics	
ANDERSON, JOHN M., MAJOR, USAF; B. S.	10 July 46
Instructor in Military Topography and Graphics	
ANDREWS, THEODORE H., LT. COL., INF; B. S.; *CGSC*	1 Feb. 48
Instructor in Military Psychology and Leadership, Department of Tactics	
ANDRUS, BURTON C., JR., LT. COL., USAF; B. S.; *CGSC*	16 June 49
Cadet Company, Tactical Officer	
APPLETON, LLOYD O.; B. A., PH. D.	1 July 30
Assistant to the Director of Physical Education, Department of Tactics	
ARNOLD, ROBERT B., MAJOR, CAV; B. S., M. S.; *CGSC*	22 Dec. 42
Assistant Professor of Physics and Chemistry	
BAHLS, ROY A., 1ST LT., USAF; B. S.	23 June 48
Instructor in Mathematics	
BAILEY, EDWARD A., LT. COL., FA; B. S.; *AS*	1 Mar. 46
Assistant Professor of Social Sciences	
BARBER, HENRY A., III, MAJOR, INF; B. S.; *IS*	11 Nov. 47
Instructor in Social Sciences	
BARRETT, CHARLES J., COL., USA; B. S.; *CGSC*	1 July 47
Professor and Head of Department of Foreign Languages	
BARTHLE, ROBERT C., MAJOR, SIGC; B. S., M. S.; *CGSC*	2 Sept. 47
Instructor in Electricity	
BARTLETT, BOYD W., COL., USA; B. A., B. S., PH. D., SC. D	1 June 42
Professor and Head of Department of Electricity	
BEACH, JOHN B., CAPT., INF; B. S., M. S.; *IS*	1 July 49
Instructor in Physics and Chemistry	
BENNETT, DONALD V., LT. COL., FA; B. S.; *AS*	25 July 46
Brigade Staff, S 2/3, Department of Tactics	
BENNETT, JOHN C., 1ST LT., INF; B. S.	1 July 49
Instructor in English	
BESSELL, WILLIAM W., JR., COL., USA; B. S., C. E.; *CGSC*	31 July 47
Professor and Head of Department of Mathematics	

	Reported West Point
BESTERVELT, HAROLD J., MAJOR, USAF; B. S.	23 Dec. 46
Instructor in Mechanics	
BETTS, CURTIS F., MAJOR, USAF; B. S.	17 June 48
Instructor in Foreign Languages	
BEUKEMA, HERMAN, COL., USA; B. S., D. Sc., LL. D. (2); *CGSC*	24 Aug. 28
Professor and Head of Department of Social Sciences	
BLUE, DOUGLAS K., MAJOR, CE; B. S. (Union College), B. S. (USMA), M. S.; *ES*	2 July 48
Instructor in Mechanics	
BOWLBY, HERBERT M., JR., MAJOR, INF; B. S., M. A.; *CGSC*	27 Aug. 46
Instructor in Social Sciences	
BOWMAN, JOSEPHUS A., LT. COL., USAF; B. S., M. P. A.; *ACSC*	14 June 48
Instructor in Social Sciences	
BOYS, RICHARD C., COL., USAF; B. S.; *CGSC*	19 July 48
Assistant Professor of Military Art and Engineering	
BROSHOUS, CHARLES R., LT. COL. USA; B. S., M. S.; *ES*	1 Mar. 46
Professor of Military Topography and Graphics	
BROWN, EDWIN W., LT. COL., USAF; B. S., M. S.; *ATS*	12 June 47
Instructor in Physics and Chemistry	
BROWN, THOMAS W., MAJOR, INF; B. S.	27 June 48
Assistant to the Dean	
BRUCE, ROBERT M., B. A., M. ED	3 Sept. 46
Instructor in Physical Education, Department of Tactics	
BUCKHOLTS, PAUL O., LT. COL., USAF; B. A., M. A.; *CGSC*	19 June 48
Assistant Professor of Social Sciences	
BUCKNER, JOHN H., MAJOR, USAF; B. S.	15 May 46
Instructor in Physical Education, Department of Tactics	
BURTON, WILFRED C., CAPT., CAC; B. S., M. A.	10 June 45
Assistant Professor of English	
BUYERS, JOHN F., CAPT., CE; B. S., M. S.; *ES*	5 June 47
Instructor in Mechanics	
BYRNE, JOHN D., LT. COL., FA; B. S.; *AS*	24 May 49
Instructor in English	
CABANISS, JELKS H., JR., CAPT., FA; B. S., M. S.	1 Sept. 49
Instructor in Mathematics	
CALYER, PETER D., COL., INF; B. S.; *IS*	12 July 46
Associate Professor of Mathematics	
CARY, RANDOLPH J., CAPT., INF; B. S.	15 June 49
Instructor in Law	
CHEADLE, GEOFFREY, 1ST LT., USAF; B. S., M. S.	17 Mar. 48
Instructor in Electricity	
CHRISTY, JAMES V., CAPT., INF; B. S.	13 Dec. 46
Instructor in Foreign Languages	
CLAPSADDLE, CLARENCE W., JR., LT. COL., FA; B. S., M. A.; *AS*	22 Aug. 48
Instructor in Social Sciences	
CLARK, MILTON H., LT. COL., ORD; B. S.; *CGSC*	24 June 48
Assistant Professor of Ordnance	
CLEVELAND, JOHN A., JR., LT. COL., INF; B. S.; *CGSC*	8 July 48
Associate Professor and Administrative Officer, Department of Foreign Languages	
CLOCK, RAYMOND M., LT. COL., CE; B. S., M. S.; *CGSC*	7 June 47
Assistant Professor of Mechanics	
COATES, CHARLES E., JR., MAJOR, INF; B. S.	1 Sept. 46
Assistant Professor of Mechanics	

	Reported West Point
COFFEY, JOHN W., COL., USA; B. S.; *AWC*	1 May 47
Professor and Head of Department of Ordnance	
COLLINS, ARTHUR S., JR., LT. COL., INF; B. S.; *IS*	1 June 48
Executive Officer, First Regiment, Department of Tactics	
CONNELLY, STANLEY W., LT. COL., ORD; B. S., M. S.; *CGSC*	10 July 48
Instructor in Ordnance	
COOPER, GEORGE W., MAJOR, INF; B. S.; *CGSC*	26 June 48
Brigade Staff, S-1, Department of Tactics	
COREY, JOHN B. W., JR., LT. COL., CE; B. S., M. S.; *CGSC*	23 June 48
Instructor in Military Art and Engineering	
CORONA, ARTURO, MAJOR (Mexican Army); B. S.; *CGSC*	21 July 49
Instructor in Foreign Languages	
COUNTS, GERALD A., COL., USA; B. S. (USMA), B. S. (M. I. T.)	11 Aug. 31
Professor and Head of Department of Physics and Chemistry	
COURTNEY, JOHN J., JR., MAJOR, USAF; B. S.	3 Aug. 46
Instructor in Mathematics	
COVELL, CRANSTON E., MAJ., CAC; B. A., M. A.; *AAAS, IS*	10 Feb. 45
Assistant Director Military Psychology and Leadership, Department of Tactics	
CRAWFORD, ROSCOE C., JR., LT. COL., USAF; B. S.; *CGSC*	17 June 46
Assistant Professor of Military Topography and Graphics	
CRITTENBERGER, WILLIS D., JR., LT. COL., FA; B. S.; *AS*	15 July 49
Cadet Company Tactical Officer	
CROUCH, HENRY L., JR., LT. COL., USAF; B. S.; *ACAS, CGSC*	7 June 48
Cadet Company Tactical Officer	
CROWLEY, JOHN D., JR., LT. COL., INF; B. S.; *CGSC*	6 July 48
Instructor in Foreign Languages	
CRYSTAL, THOMAS L., JR., COL. USAF; B .S., M. A.; *CGSC*	15 Dec. 45
Assistant Professor of Social Sciences	
CULLINANE, DANIEL B., JR., CAPT., CAV.; B. S.	10 Jan. 49
Instructor in Military Psychology and Leadership, Department of Tactics	
DAVIS, CHARLES J., CAPT., CE; B. S.	1 Sept. 47
Instructor in Electricity	
DAVIS, DON, MAJOR, INF; B. S.; *CGSC*	24 May 48
Brigade Staff, Assistant S-4, Department of Tactics	
DAVIS, JOHN N., LT. COL., INF; B. S.	19 Sept. 48
Instructor in Military Psychology and Leadership, Department of Tactics	
DAY, DONALD P., MAJOR, QMC; B. A.; M. A.	14 Aug. 43
Assistant Professor of Foreign Languages	
DEATHERAGE, JAMES F., CAPT., CE; B. S.	1 Sept. 46
Instructor in Physics and Chemistry	
DIXON, ROBERT T., MAJOR, INF; B. S.; *IS*	15 Sept. 48
Instructor in English	
DONALDSON, JOHN W., CAPT., INF; B. S.	6 Oct. 46
Instructor in Foreign Languages	
DUKE, CHARLES M., LT. COL., CE; B. S., M. S.	18 July 47
Assistant Professor of Military Art and Engineering	
DUNN, EDWARD C., LT. COL., CAV; B. S., M. A.; *CGSC*	20 Sept. 46
Assistant Professor of Social Sciences	
DURBIN, ROLLIN B., LT. COL., INF; B. S.; *CGSC*	17 Mar. 47
Assistant Professor of Law	
EASLEY, PRESTON W., CAPT., USAF; B. S.; *ATS*	20 July 49
Instructor in Law	
EASTBURN, CHARLES P., LT. COL., INF; B. S.; *CGSC*	17 July 48
Assistant Professor of Military Art and Engineering	

	Reported West Point
EDGER, ROBERT H., MAJOR, ORD; B. S.	15 June 47
Instructor in Ordnance	
EDWARDS, EDMUND B., JR., MAJOR, USAF; B. S.; *ATS*	13 Mar. 49
Cadet Company Tactical Officer	
EISENHOWER, JOHN S. D., CAPT., INF; B. S.	3 Dec. 47
Instructor in English	
ELLIOTT, PHILIP L., LT. COL., QMC; B. S.; *CGSC*	17 July 48
Instructor in Military Art and Engineering	
ELLIS, HARRY V., JR., CAPT., FA; B. S.	1 Aug. 46
Instructor in Mathematics	
EMERY, GUY, COL., INF; B. S., LL. B.; *IS*	1 Aug. 49
Instructor in Law	
ENGLISH, LOWELL E., LT. COL., USMC; *B. A.*	1 July 49
Instructor in Military Psychology and Leadership, Department of Tactics	
ESPOSITO, VINCENT J., COL., USA; B. S. (USMA), B. S. (M. I. T.); *NWC*	24 June 47
Professor of Military Art and Engineering	
EVANS, BELMONT S., JR., MAJOR, CAC; B. S.	15 Sept. 46
Instructor in Physics and Chemistry	
EVANS, GILES L., JR., LT. COL., CE; B. S.; *CGSC*	18 July 48
Instructor in Military Art and Engineering	
EVANS, ROBERT R., MAJOR, USAF; B. S.; *IT*	16 June 48
Instructor in Physical Education, Department of Tactics	
FAAS, ROBERT W., CAPT., USAF; B. S.	27 Jan. 49
Instructor in English	
FARRELL, EDWARD L., JR., MAJOR, INF; B. S.; *IS*	15 Oct. 46
Instructor in Law	
FELLENZ, WALTER J., LT. COL., INF; B. S; *CGSC*	11 June 47
Instructor in Military Art and Engineering	
FISHBURNE, CHARLES C., JR., MAJOR, USAF; B. S.	3 May 47
Brigade Staff, Special Services Officer, Department of Tactics	
FISHER, LOWELL B., MAJOR, USAF; B. S.	2 Feb. 48
Instructor in Mechanics	
FLANDERS, EDWARD A., LT. COL., CE; B. S., M. S.	1 Aug. 47
Assistant Professor of Physics and Chemistry	
FLINT, RAYMOND L., CAPT., USAF; B. S., M. A.	14 Aug. 47
Instructor in Physical Education	
FOCHT, JOSEPH G., LT. COL. USAF; B. S.; *CGSC*	18 June 48
Instructor in Foreign Languages	
FORBES, LAWRENCE G., LT. COL. SIGC; B. S., M. S.; *SS*	15 Aug. 48
Assistant Professor of Electricity	
FORMAN, SIDNEY, B. S., PH. D.	15 Feb. 45
Post Archivist and Historian	
FRASER, HARVEY R., LT. COL., CE; B. S., M. S.	2 July 48
Instructor in Mechanics	
FREDERICKS, CHARLES G., LT. COL., INF; B. S.; *IS*	10 Sept. 46
Assistant Director of Military Psychology and Leadership, Department of Tactics	
FREEMAN, WILSON, MAJOR, JAGC; B. S., LL. B.	10 June 47
Instructor in Law	
FREUDENTHAL, WILHELM C., LT. COL., CAV; B. S.	14 Sept. 42
Instructor in English	
FUREY, THOMAS P., CAPT., INF; B. S.	15 June 46
Instructor in English	

	Reported West Point
GANNS, RALPH R., LT. COL., FA; B. S; *CGSC*	17 July 48
Instructor in Military Art and Engineering	
GARMAN, GEORGE A., JR., 1ST LT., FA; B. A., B. S., M. P. A.; *AS*	4 Aug. 48
Instructor in Social Sciences	
GARRETT, ROBERT W., LT. COL., INF; B. S.; *CGSC*	20 July 49
Cadet Company Tactical Officer	
GATCHELL, OSCAR J., COL.; B. S.; *AWC*	1 July 38
Professor and Head of Department of Mechanics	
GAULT, BENJAMIN J., MAJOR, SIGC; B. A., Ph. D	11 May 46
Assistant Professor of English	
GEE, SAMUEL E., LT. COL., INF; B. S.; *IS, CS*	10 May 49
Director of Military Psychology and Leadership, Department of Tactics	
GERMANN, EDWARD H., CAPT. INF; B. A., M. A., Cd'EF	1 May 49
Instructor in Foreign Languages	
GILLETTE, EDWARD C., JR., COL., USA; B. S., M. S.; *CGSC*	4 Jan. 46
Professor of Physics and Chemistry	
GINSBURGH, ROBERT N., CAPT., USAF; B. S., PH. D.; *AS*	15 Aug. 48
Instructor in Social Sciences	
GRACE, HENRY A., CAPT., FA; B. S.; *AS*	1 Nov. 48
Instructor in Military Psychology and Leadership, Department of Tactics	
GRAF, JOHN A., JR. LT. COL., CE; B. S., M. S	1 Aug. 47
Instructor in Military Art and Engineering	
GRAY, DAVID W., LT. COL., INF; B. S.; *CGSC, AFSC*	1 July 47
Associate Professor of Military Topography and Graphics	
GREEN, JAMES W., JR., COL., USA; B. S., M. S.; *CGSC*	4 Mar. 47
Professor of Electricity	
GREENE, FRANCIS M., COL., INF; B. S., M. P. E., DR. S.; *IS*	30 Apr. 42
Director, Office of Physical Education, Department of Tactics	
GRUENTHER, DONALD A., CAPT., FA; B. S., M. S	1 Sept. 49
Instructor in Electricity	
GULETSKY, WALTER N., MAJOR, INF; B. S.; *CGSC*	16 July 48
Instructor in Foreign Languages	
GUNSTER, WALTER E., JR., LT. COL., FA; B. S.; *CGSC*	3 July 46
Instructor in Mathematics	
GUSTAVES, SELMER, MAJOR, USAF; B. S.; *CGSC*	1 Feb. 48
Instructor in Social Sciences	
HALE, FLETCHER, COMMANDER, USN; B. S	1 Aug. 49
Cadet Company Tactical Officer	
HALLOCK, HOUGHTON R., LT. COL., CE; B. S., M. S.; *CGSC*	1 Aug. 47
Assistant Professor of Physics and Chemistry	
HARDAWAY, BEN F., JR., CAPT., USAF; B. S	18 Jan. 46
Instructor in English	
HARKINS, PAUL D., COL., CAV; B. S.; *CGSC*	27 Jan. 46
Commandant of Cadets and Head of Department of Tactics	
HARMELING, HENRY, JR., MAJOR, INF; B. S.; *IS*	23 June 49
Cadet Company Tactical Officer	
HARNETT, JOHN S., LT. COL., CE; B. S., M. A	20 Sept. 46
Assistant Professor of Social Sciences	
HARPER, WILSON C., CAPT., INF; B. S	3 June 48
Instructor in Foreign Languages	
HARVEY, THOMAS H., LT. COL., CAC; *CGSC*	20 Sept. 46
Assistant Professor of Social Sciences	

	Reported West Point
HASEMAN, LEONARD L., LT. COL., CE; B. A., B. S., M. S *Instructor in Mathematics*	20 June 47
HAYES, JAMES H., LT. COL., INF; B. S. (Drexel Inst.), B.S. (USMA), M.S.; *IS* *Instructor in Mathematics*	10 Mar. 47
HAYES, LEO V., CAPT., CAC; B. S *Instructor in Foreign Languages*	8 May 48
HAYS, SAMUEL H., MAJOR, INF; B. S.; *CGSC* *Instructor in Social Sciences*	20 May 47
HEHN, EARL L., JR., MAJOR, USAF; B. S.; *CGSC* *Instructor in Military Topography and Graphics*	7 Apr. 46
HEIBERG, ELVIN R., COL., USA; B. S., C. E.; *CGSC* *Professor of Mechanics*	17 July 49
HEINLEIN, REX I., JR., LT. COL., CE; B. S., M. S.; *AAAS* *Associate Professor of Electricity*	16 Feb. 42
HEINTGES, JOHN A., LT. COL., INF; B. S *Assistant Professor of Foreign Languages*	29 Oct. 46
HENDERSON, WILLIAM J., 1ST LT., USAF; B. S *Instructor in Physics and Chemistry*	8 Jan. 49
HIESTER, DAVID W., LT. COL., FA; B. S.; *CGSC* *Assistant Professor of Electricity*	25 Jan. 46
HILLBERG, LAURI J., LT. COL., CAC; B. S.; *AFSC* *Associate Professor of Military Topography and Graphics*	1 July 47
HINES, JOHN B. R., LT. COL., FA; B. S.; *CGSC* *Instructor in Physics and Chemistry*	24 May 47
HOBSON, VICTOR W., JR., LT. COL., INF; B. S *Cadet Company Tactical Officer*	29 Dec. 47
HOLCOMB, JAMES F., 1ST LT., INF; B. S *Instructor in Military Topography and Graphics*	30 June 49
HOLM, WILLIAM N., LT. COL., INF; B. S.; *CGSC* *Cadet Company Tactical Officer*	15 Aug. 48
HOLTERMAN, GORDON H., LT. COL., CAC; B. S., M. A.; *CGSC* *Instructor in Social Sciences*	30 Aug. 46
HOLTON, EARL F., LT. COL., INF; B. S.; *CGSC* *Instructor in Military Art and Engineering*	17 July 48
HONEYCUTT, JOHN T., LT. COL., FA; B. S.; *AS* *Instructor in Mathematics*	17 June 46
HOPKINS, ARMAND, COL., CAC; B. S., M. A. *Associate Professor of Foreign Languages*	3 Dec. 45
HORRIDGE, RICHARD M., MAJOR, USAF; B. S., M. S *Instructor in Mathematics*	17 June 49
HOWARD, GEORGE E., JR., LT. COL., USAF; B. S *Instructor in Military Topography and Graphics*	1 Dec. 45
HOWE, CHARLES E., JR., MAJOR, USAF; B. S.; *ATS* *Instructor in Physics and Chemistry*	14 June 49
HOWE, JAMES W., 1ST LT., INF; B. S *Instructor in Foreign Languages*	22 July 47
IRVIN, JEFFERSON J., LT. COL., INF; B. S.; *CGSC* *Cadet Company Tactical Officer*	26 Aug. 49
JAMAR, WALKER, JR., CAPT., CE; B. S *Instructor in Mathematics*	26 Aug. 46
JANNARONE, JOHN R., LT. COL., CE; B. S.; *CGSC* *Assistant Professor of Physics and Chemistry*	30 Apr. 47

	Reported West Point
JANOWSKI, RAYMOND A., LT. COL., CAC; B. S.; *CGSC*	10 Sept. 46
Instructor in Foreign Languages	
JENKINS, FRANCIS W., LT. COL., FA; B. S.; *CGSC*	15 July 49
Instructor in Mathematics	
JOHNSON, CHESTER L., LT. COL., FA; B. S., M. A.	3 Sept. 46
Instructor in Social Sciences	
JOHNSTON, THOMAS M., CAPT., CE; B. S., M. S.	5 July 49
Instructor in Mathematics	
JONES, BEVERLY D., LT. COL., FA; B. S.; *CGSC*	13 July 49
Assistant Professor of Foreign Languages	
JONES, HARRIS, BRIG. GEN., USA; B. S. (USMA), B. S. (M. I. T.)	1 July 31
Dean of the Academic Board	
JORDAN, HUGH F., MAJOR, USAF; B. S., M. P. A.; *CGSC*	22 Aug. 48
Instructor in Social Sciences	
KAHN, WILBUR A., CAPT., FA; B. S., M. S.	1 June 49
Instructor in Mathematics	
KARRICK, SAMUEL N., JR., MAJOR, INF; B. S.; *ES*	1 Feb. 48
Instructor in Mechanics	
KASPER, WILLIAM M., LT. COL., INF; B. S.; *AAAS, IS*	1 Feb. 48
Instructor in Military Psychology and Leadership, Department of Tactics	
KATZ, HENRY J., LT. COL., ORD; B. S.; *CGSC*	25 Sept. 46
Instructor in Mathematics	
KELLEY, ROY S., LT. COL., CE; B. S., M. S.	2 July 48
Instructor in Military Art and Engineering	
KELLY, ROBERT F., CMDR., USN; B. S.	1 Aug. 48
Instructor in Physics and Chemistry	
KERIG, JOHN A., JR., MAJOR, USAF; B. S.	15 June 48
Instructor in Law	
KIRKPATRICK, CHARLES L., COL., MC; B. S., M. A., M. D.	1 Dec. 46
Surgeon, and Professor and Head of Department of Military Hygiene	
KOSIOREK, STEPHEN T., MAJOR, CAC; B. S.	4 Oct. 46
Instructor in Foreign Languages	
KOSTER, SAMUEL W., JR., LT. COL., INF; B. S.; *CGSC*	15 Aug. 49
Cadet Company Tactical Officer	
KRAFT, WILLIAM R., JR., MAJOR, CAV; B. S.	30 Oct. 46
Assistant Professor of Foreign Languages	
KRAMER, FRANCIS E., LT. COL., FA; B. S.	31 Jan. 46
Assistant Professor of English	
KRAUSS, PAUL H., MAJOR, INF.; B. S.; *IS*	1 Sept. 46
Assistant Professor of Social Sciences	
KRESS, JOHN B.; B. S., M. A.	29 June 42
Instructor in Physical Education, Department of Tactics	
KROETEN, HERBERT J.; B. S., M. ED.	1 Sept. 48
Instructor in Physical Education, Department of Tactics	
KUNZIG, LOUIS A., JR., LT. COL., INF; B. S., M. P. A.; *BSC, NWC*	25 June 48
Instructor in Social Sciences	
LADD, CHESTER R., LT. COL., USAF; B. S.; *CGSC*	27 Aug. 47
Instructor in Social Sciences	
LAKIN, JOHN W., CAPT., USAF	14 June 49
Instructor in Mathematics	
LANG, CORNELIS DEW. W., LT. COL., FA; B. S.; *CGSC*	8 Aug. 48
Commanding Officer, Second Regiment, Department of Tactics	
LATOSZEWSKI, EDWIN J., LT. COL., USAF; B. S., M. B. A.; *CGSC*	18 Sept. 48
Brigade Staff, Assistant S–3 (Air), Department of Tactics	

	Reported West Point
LAVERY, ARTHUR T., CWO, AUS	24 Feb. 49
Brigade Staff, S-3, Department of Tactics	
LEE, EDWARD M., LT. COL., ORD; B. S.; *CGSC*	17 June 49
Instructor in Ordnance	
LEE, RAYMOND C., JR., CAPT., USAF; B. S., M. S	17 June 48
Instructor in Military Psychology and Leadership, Department of Tactics	
LENFEST, CHARLES W., MAJOR, USAF; B. S	2 Sept. 46
Instructor in Mechanics	
LEWIS, GABE W., JR., LT. COL., AGD; B. S., M. ED.; *CGSC*	15 June 47
Instructor and Executive Officer, Department of Mathematics	
LEWIS, WILLIAM F.; B. S	31 Oct. 45
Instructor in Physical Education, Department of Tactics	
LEWIS, WILLIAM H., LT. COL., CE; B. S., M. S.; *CGSC*	15 Apr. 47
Assistant Professor of Military Art and Engineering	
LIGHT, EVERETT D., LT. COL., CAC; B. S.; *CGSC*	1 Aug. 49
Cadet Company Tactical Officer	
LINCK, GEORGE W.; B. S., M. A	17 Nov. 47
Instructor in Physical Education, Department of Tactics	
LINCOLN, GEORGE A., COL., USA; B. S., B. A. AND M. A. (Oxon.)	1 Sept. 47
Professor of Social Sciences	
MACDONNELL, ROBERT G., LT. COL., CE; B. S., M. S.; *CGSC*	26 June 47
Associate Professor and Executive Officer, Department of Military Art and Engineering	
MALONEY, ROBERT S., JR., MAJOR, USAF; B. S., M. S	12 June 47
Instructor in Electricity	
MALONEY, THOMAS E	1 Sept. 31
Instructor in Physical Education, Department of Tactics	
MALTZOFF, NICHOLAS; B. A., M. S	8 July 46
Instructor in Foreign Languages	
MANNING, JAMES P., CWO, AUS	19 Dec. 49
Brigade Staff, Assistant S-4, Department of Tactics	
MARKS, THOMAS R., 1ST LT., USAF; B. S., M. S	30 June 49
Instructor in Mathematics	
MARLIN, RAYMOND B., LT. COL., INF; B. S.; *CGSC*	20 May 49
Cadet Company Tactical Officer	
MARSH, CLARENCE T., JR., LT. COL., CAC; B. S.; *CGSC*	15 June 49
Instructor in Military Art and Engineering	
MARTIN, CLYDE J., CWO, USA	12 Oct. 46
Brigade Staff, Assistant S-1, Department of Tactics	
MARTINEZ, JOSE; B. S., B. A., PHL. (Licentiate)	2 Feb. 40
Instructor in Foreign Languages	
MARVIN, FRANK F., 1ST LT., USAF; B. S	16 June 49
Instructor in Military Topography and Graphics	
MAXWELL, THOMAS W., MAJOR, FA; B. S.; *AS*	29 Apr. 49
Instructor in Military Topography and Graphics	
MAYO, GEORGE, JR., LT. COL., FA; B. S.; *CGSC*	28 Oct. 47
Instructor in Mechanics	
MCADAM, THEODORE J., MAJOR, USAF; B. S.; *ATS*	2 June 47
Assistant Professor and Administrative Officer, Department of Military Topography and Graphics	
MCBRIDE, JAMES L., LT. COL., USAF; B. S.; *CGSC*	27 Dec. 46
Assistant Professor of Mechanics	
MCCABE, EDWARD F., CAPT., CE; B. S., M. S.; *ES*	5 July 49
Instructor in Military Art and Engineering	

	Reported West Point
McCollam, Albert E., lt. col., ce; B. S., M. S.; *CGSC* *Instructor in Military Topography and Graphics*	23 June 46
McCord, Richard D., capt., usaf; B. S., M. S. *Instructor in Physics and Chemistry*	22 June 49
McGregor, Jack K., capt., usaf; B. S. *Instructor in Military Topography and Graphics*	19 Aug. 46
Mikkelsen, Harry E., lt. col., ord; B. S. *Assistant Professor of Ordnance*	1 Aug. 47
Miller, Frank D., lt. col., inf; B. S.; *CGSC* *Brigade Staff, S-1, Department of Tactics*	23 June 49
Milner, James W., lt. col., fa; B. S.; *CGSC* *Cadet Company Tactical Officer*	1 Aug. 49
Mirski, Michael S., lt. col., cav; B. A., B. S., LL. M., LL. D. *Instructor in Foreign Languages*	15 June 49
Moody, Peter R., lt. col., usaf; B. A., B. S., M. A. *Associate Professor of English*	28 Nov. 45
Moore, Bryant E., major gen., usa; B. S.; *CGSC* *Superintendent*	28 Jan. 49
Moore, George B., major, fa; B. S.; *CGSC* *Instructor in English*	2 Feb. 46
Morrison, Richard S., lt. col., usaf; B. S.; *AC&S* *Cadet Company Tactical Officer*	2 June 49
Murray, George J., Jr., lt. col., ce; M. E. (Stevens Inst. Tech.), B. S. (USMA), M. S. *Associate Professor of Mechanics*	19 Aug. 47
Neuer, John J., major, usaf; B. S. *Instructor in Physics and Chemistry*	4 Sept. 46
Neumeister, Roger S., major, ord; B. S., M. S. *Instructor in Electricity*	24 June 48
Newman, James B., III, major, ce; B. S.; *ES* *Instructor in Mechanics*	10 Nov. 47
Newman, John T., major, sigc; B. E. E., M. S. *Instructor in Electricity*	2 Sept. 47
Nicholas, Charles P., col., usa; B. S.; *CGSC* *Professor of Mathematics*	14 June 48
Nichols, Frederick K., capt., usaf; B. S., M. S. *Instructor in Electricity*	15 June 47
Nickel, John R., major, sigc; B. S., M. S.; *SS* *Instructor in Physics and Chemistry*	1 Sept. 47
Noonan, Robert M., major, usaf; B. S., M. S.; *IT* *Instructor in Electricity*	14 June 49
Norris, John A., Jr., lt. col., inf; B. S.; *CGSC* *Cadet Company Tactical Officer*	8 May 47
Norton, Aloysius A., capt., usaf; B. S. *Instructor in English*	9 Apr. 48
Nosek, Thaddeus M., lt. col., ce; B. S., M. S.; *CGSC* *Assistant Professor of Mechanics*	20 Dec. 46
Oberbeck, Arthur W., lt. col., ce; B. S., M. S. *Assistant Professor of Mathematics*	15 June 47
O'Connor, George G., lt. col., fa; B. S. *Executive Officer, Office of Physical Education, Department of Tactics*	19 Aug. 46
Ohman, Nils O., col., usaf; B. S. *Instructor in Mathematics*	1 July 47

	Reported at West Point
OTT, EDWARD S., JR., CAPT., FA; B. S.; *AS*	6 May 47
Instructor in Mechanics	
PALFREY, CAMPBELL, JR., MAJOR, USAF; B. S.	15 June 48
Instructor in Law	
PALONE, JOSEPH M.; B. S.	5 Feb. 44
Instructor in Physical Education, Department of Tactics	
PARKER, DAVID S., LT. COL., CE; B. S., M. S.; *ES*	8 July 49
Instructor in Military Topography and Graphics	
PEARSALL, JAMES F., JR., LT. COL., INF; B. S.; *IS*	15 Aug. 46
Instructor in Military Psychology and Leadership, Department of Tactics	
PETERSON, JOHN T., CAPT., ORD; B. S.; *OS*	1 July 48
Instructor in Ordnance	
PEUGH, WILLIAM E., 1ST LT., USAF; B. S., M.S.	21 Apr. 48
Instructor in Electricity	
PHILLIPS, JOHN D. F., LT. COL., FA; B. S., M. A.; *CGSC, AFSC*	7 Feb. 48
Associate Professor and Executive Officer, Department of Social Sciences	
PIDGEON, JOHN J., MAJOR, CAC; B. S.; *CGSC*	1 Oct. 49
Instructor in Ordnance	
PODUFALY, EDWARD T., LT. COL., CE; B. S., M. S.; *CGSC*	23 June 48
Instructor in Military Art and Engineering	
POLLIN, JACK M., CAPT., FA; B. S., M. S.	1 Sept. 49
Instructor in Mathematics	
PRANN, BRADLEY F., MAJOR, USAF; B. S.	31 Aug. 46
Instructor in Law	
RADCLIFF, ELGIN G., MAJOR, CE; B. S., M. S.	1 July 48
Instructor in Electricity	
RADLO, CHESTER F., MAJOR, USAF; B. A.	24 Jan. 48
Instructor in Foreign Language	
RASTETTER, RICHARD J., LT. COL., ORD; B. S.	28 June 47
Assistant Professor of Ordnance	
RAY, JOHN, LT. COL., FA; B. S.	8 Mar. 46
Instructor in Law	
REBER, EDWARD C., COL., ORD; B. S., M. S.; *CGSC*	8 May 47
Associate Professor of Ordnance	
REEVES, JOSEPH R., LT. COL., FA; B. S.; *CGSC*	22 June 46
Assistant Professor of Military Topography and Graphics	
RENFROE, WALTER J., JR., LT. COL., USA; B. S.; *CGSC, AFSC*	4 Feb. 49
Professor of Foreign Languages	
RHOADES, JOHN F., LT. COL., CAV; B. S.; *CGSC*	7 Mar. 46
Assistant Professor of Social Sciences	
RICHARDSON, HERBERT, JR., MAJOR, CE; B. S., M. S.	25 June 48
Instructor in Mathematics	
RIEDEL, PHILIP H., JR., MAJOR, FA; B. S., M. S.	26 June 48
Instructor in Military Topography and Graphics	
ROBERTSON, KENNETH C., LT. COL., INF; *CGSC*	17 July 48
Cadet Company Tactical Officer	
ROBINSON, JOHN N., JR., 1ST LT., USAF; B. S.	16 Apr. 49
Instructor in Physics and Chemistry	
ROTHSCHILD, JACQUARD H., LT. COL., CMLC; B. S., M. S.; *CGSC*	15 June 47
Assistant Professor of Physics and Chemistry	
RULE, DONALD D., LT. COL., CAC; B. S.	1 July 43
Associate Professor of Military Topography and Graphics	

	Reported West Point	
RUMPH, RAYMOND W., LT. COL., CAC; B. S.	3 Oct.	46
Assistant Director of Military Psychology and Leadership, Department of Tactics		
RUSSELL, MELVIN R., LT. COL., CAC; B. S.; *AAAS*	19 June	46
Instructor in Mathematics		
SAGE, JERRY M., LT. COL., INF; B. A.	4 Dec.	48
Instructor in Social Sciences		
SAMPSON, CHARLES W., CAPT., USAF; B. S., M. S.; *ATS*	1 July	49
Instructor in Mechanics		
SCHELLMAN, ROBERT H., LT. COL., INF; B. S.; *CGSC*	17 July	48
First Regiment, S–1, and Cadet Company, Tactical Officer		
SCHICK, LAWRENCE E., COL., USA; B. S.	1 May	46
Professor and Head of Department of Military Topography and Graphics		
SCHOCKNER, LESTER F., LT. COL., FA; B. S.; *CGSC*	28 July	49
Instructor in Military Topography and Graphics		
SCHRADER, JOHN R., JR., LT. COL., CAC; B. S.; *CGSC*	23 July	47
Instructor in Mathematics		
SCHUPPENER, PAUL B., MAJOR, ORD; B. S.; *CGSC*	24 June	48
Instructor in Ordnance		
SCOTT, RICHARD P., MAJOR, CAV; B. S.; *CGSC*	13 June	49
Instructor in English		
SEMBACH, LEON, CAPT., FA; B. S.; *AS*	1 Apr.	47
Instructor in Social Sciences		
SHORT, WALTER D., MAJOR, INF; B. S.; *CGSC*	22 May	48
Second Regiment, S–1, Department of Tactics		
SINKLER, THOMAS S., JR., LT. COL., INF; B. S.; *IS*	1 Feb.	42
Associate Professor and Administrative Officer, Department of English		
SKINNER, LEO V., LT. COL., USAF; B. S., PH. D.	1 July	48
Instructor in Electricity		
SMITH, BRADISH J., LT. COL., INF; B. S.; *CGSC*	8 July	47
Instructor in English		
SMITH, EDWARD P., LT. COL., INF; B. S.; *IS*	15 Mar.	47
Cadet Company Tactical Officer		
SMITH, FREDERICK A., JR., CAPT., INF; B. S., M. S.; *IS*	26 June	49
Instructor in Physics and Chemistry		
SMITH, HERMAN F., MAJOR, USAF; B. A., M. A.	2 June	48
Brigade Aptitude Officer, Military Psychology and Leadership, Department of Tactics		
SMITH, MATTHEW C., LT. COL., INF; B. S.	2 Feb.	48
Instructor in Social Sciences		
SMITH, WILLIAM B., JR., CAPT., USAF; B. S.; *IT*	19 Aug.	46
Instructor in Military Topography and Graphics		
SMITH, WOODROW M., MAJOR, FA; B. S.; *AS*	28 Sept.	46
Assistant Professor of Electricity		
SNODGRASS, EDGAR H., COL., JAGC; B. S., LL. B.; *IS*	28 June	47
Associate Professor of Law		
SORGE, ROBERT E.; B. S., M. A.; *IS*	23 June	43
Instructor in Physical Education, Department of Tactics		
SPANN, CECIL E., JR., LT. COL., CAC; B. S.; *CGSC*	17 July	48
Instructor in Military Art and Engineering		
SPENCER, DOUGLAS; B. A., PH. D.	29 June	48
Staff Psychologist and Associate Director, Military Psychology and Leadership, Department of Tactics		

	Reported West Point	
STAMPS, THOMAS D., COL., USA; B. A., B. S. (USMA), B. S. (M. I. T.); *CGSC*	2 Aug.	38
Professor and Head of Department of Military Art and Engineering		
STEPHENS, GEORGE R., COL., USA; B. A., PH. D.	28 Oct.	45
Professor and Head of Department of English		
STERNBERG, BEN, LT. COL., INF; B. S.; *CGSC*	17 July	48
Brigade Staff, S-4, Department of Tactics		
STONE, WILLIAM S., COL., USAF; B. S., M. S., M. A.; *CGSC*	2 June	47
Associate Professor of Social Sciences		
SUNDIN, ALVAR B., LT. COL., FA; B. S.; *CGSC*	3 Nov.	47
Executive Officer, Second Regiment, Department of Tactics		
SURKAMP, ARTHUR L., MAJOR, CE; B. S., M. S.; *ES*	22 June	48
Instructor in Military Art and Engineering		
SUSSMANN, WILLIAM A., LT. COL., CAV; B. S.; *CGSC*	10 June	47
Instructor in Mathematics		
SUTHERLAND, EDWIN VAN V., LT. COL., INF.; B. S.; *CGSC*	15 Sept.	48
Instructor in English		
TATSCH, WILLIAM D., CAPT., FA; B. S.	1 June	48
Instructor in Law		
TATUM, DANIEL F., COL., USAF; B. S.; *ACAS*	14 June	48
Instructor in Military Art and Engineering		
THOMASON, JOEL F., LT. COL., FA; B. S.; *CGSC*	2 June	49
Instructor in Military Art and Engineering		
TILLER, FRITZ; B. A., PH. D.	28 Aug.	42
Instructor in Foreign Languages		
TILTON, KENNETH E., LT. COL., CAC; B. S.	20 July	48
Assistant Professor of Mathematics		
TISDALE, PIERRE A., CAPT., USAF; B. S.	27 Mar.	48
Instructor in Mathematics		
TONETTI, OSCAR C., MAJOR, FA; B. S., M. S.	26 June	49
Instructor in Mathematics		
TOTH, ALFRED L., CAPT., INF; B. S., M. S.	1 Sept.	49
Instructor in Mathematics		
TRAHAN, EUGENE A., LT. COL., CAV; B. S.	17 July	48
Instructor in Military Topography and Graphics		
TRIOL, THOMAS F.; B. S., M. A.	1 Sept.	49
Instructor in Physical Education, Department of Tactics		
TRIPP, ROBERT C., LT. COL., TC; B. S., M. S.; *CGSC*	20 July	47
Associate Professor of Physics and Chemistry		
TUCK, WILLIAM R., LT. COL., CAV; B. A.; *CGSC*	27 June	49
Cadet Company Tactical Officer		
TUCKER, HENRY P., LT. COL., INF; B. S.; *CGSC*	15 July	49
Cadet Company Tactical Officer		
TUTTLE, GEORGE A., CAPT., INF; B. S., M. S.	25 June	49
Instructor in Military Topography and Graphics		
ULRICH, ROBERT J., 1ST LT., USAF; B. A.	7 June	49
Instructor in Social Sciences		
UTLEY, JOHN H., MAJOR, SIGC; B. A., PH. D.	8 Sept.	41
Instructor in Foreign Languages		
VAIL, WILLIAM H., JR., LT. COL., CAC; B. S.; *CGSC*	21 Mar.	46
Associate Professor of Mechanics		
VAN SCHOICK, ARTHUR W., JR., CAPT., INF; B. S.	28 Aug.	47
Instructor in Military Topography and Graphics		
VELHO, OCTAVIO A., CAPT. (Brazilian Army); B. S.	5 July	48
Instructor in Foreign Languages		

	Report For Duty	
VILS, PREBEN; B. S.	19 July	49
Instructor in Foreign Languages		
VIOLLET, CLAUDE; Bac. École Sciences Politiques Certificat Licence; *CGSC*	28 Nov.	46
Instructor in Foreign Languages		
WALD, JOHN J., LT. COL., CAC; B. S., M. S.	13 Sept.	49
Instructor in Mathematics		
WALKER, HAROLD S., JR., CAPT., CAV; B. S.; *AS*	1 July	49
Instructor in English		
WALLIS, LUTHER D., JR., CAPT., INF; B. S.	15 June	49
Instructor in English		
WATKIN, WILLIAM W., JR., MAJOR, CE; B. S.; *ES*	26 Jan.	47
Instructor in Mechanics		
WATT, JOHN, LT. COL., INF; B.S.; *CGSC*	1 July	48
Cadet Company Tactical Officer		
WEIDENKOPF, STANLEY J., LT. COL., MSC; B. S., M. P. H.	21 June	49
Assistant Professor of Military Hygiene		
WERMUTH, ANTHONY L. P., MAJOR, INF; B. S.; *CGSC*	15 June	46
Assistant Professor of English		
WEST, CHARLES W., COL., USA; B. S., LL. B.; *CAS*	23 Sept.	43
Professor and Head of Department of Law		
WIER, WILLIAM B., 1ST LT., INF; B. S.	21 Sept.	48
Instructor in Foreign Languages		
WILLIAMS, JOHN G., JR., 1ST LT., USAF; B. S.	3 Feb.	50
Instructor in Social Sciences		
WILSON, JAMES V. G., COL., USAF; B. S., M. S.	15 June	47
Associate Professor of Electricity		
WILSON, JASPER J., LT. COL., CAV; B. S.	29 July	46
Assistant Professor of Mathematics		
WINEGAR, WALTER L., LT. COL., CE; B. S., M. S.	9 July	48
Instructor in Military Art and Engineering		
WINTON, GEORGE P., JR., LT. COL., FA; B. S.; *CGSC*	2 Sept.	47
Associate Professor of Military Art and Engineering		
WITTERS, ARTHUR G., CAPT., USAF; B. S., M. S.	5 July	49
Instructor in Military Topography and Graphics		
WOLFE, YALE H., LT. COL., CAC; B. S.; *CGSC*	3 July	47
Brigade Staff, S-4, Department of Tactics		
WOOD, CECIL H., LT. COL., CMLC; B. S., M. A.	30 Apr.	42
Associate Professor of Physics and Chemistry		
WOODWARD, GILBERT H., LT. COL., CAV; B. S.; *CGSC*	18 Feb.	47
Assistant Professor of Social Sciences		
WOOLNOUGH, JAMES K., LT. COL., INF; B. S.; *IS*	22 July	49
Commanding Officer, First Regiment, Department of Tactics		
WYMAN, PHILIP A., MAJOR, FA; B. S.	23 July	46
Instructor in Military Topography and Graphics		
WYNNE, EDWARD P., MAJOR, USAF; B. S., M. S.	1 July	49
Instructor in Ordnance		
YATES, JULES D., MAJOR, INF; B. S.	21 Sept.	48
Instructor in Foreign Languages		
YATES, ROBERT C., LT. COL., CE; B. A., B. S., PH. D.	15 June	42
Associate Professor of Mathematics		
YEAGER, FREDERICK J., MAJOR, INF; B. S.	1 Aug.	46
Assistant Professor of Foreign Languages		
YORK, ROBERT H., LT. COL., INF; B. S.	29 July	48
Cadet Company Tactical Officer		

ASSOCIATION OF GRADUATES

The Association of Graduates of the United States Military Academy was established in 1869, and the first meeting was held on 17 June 1870. Annual meetings have been held since at West Point during Graduation Week. The association was incorporated under the laws of the State of New York on 13 November 1891.

The purposes of the Association are "To acquire and disseminate information on the history, activities, objectives, and methods of the United States Military Academy; to acquire and preserve historical materials relating to that institution; and to encourage and foster the study of Military Science there by young men."

Graduates, and former cadets who attended at least one academic term at the Academy, are eligible for membership. Approximately 95 percent of the more than 11,000 living graduates, and many former cadets who are not graduates, are members.

The Association regularly disseminates information about West Point and the activities of its graduates principally by the two publications which it sponsors: the annual *Register of Graduates and Former Cadets, USMA*, that includes a summary of the record of each entry and that tells, whenever possible, where he is and what he is doing; and the quarterly magazine, *Assembly*, which gives current information about the Military Academy and its alumni.

The administrative organization consists of a President; five Vice-Presidents, elected annually; a Secretary-Treasurer; an Assistant Secretary-Treasurer; and thirty Trustees, ten of whom are elected annually for terms of three years. At the present time the officers and trustees of the Association are as follows:

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MAJ. GEN. WILLIAM BRYDEN, '04

Secretary-Treasurer

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(To serve until 1 July 1951)

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COL. ALLAN M. POPE, '03
COL. JAMES W. RILEY, '06
COL. MEADE WILDRICK, '10
MAJ. GEN. RUSSELL L. MAXWELL, '12
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MAJ. GEN. BRYANT E. MOORE, August '17
COL. THOMAS D. STAMPS, August '17
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APPENDICES

I. PHYSICAL REQUIREMENTS

a. Hearing.—Auditory acuity of all candidates will be determined by the whispered voice, and by the audiometer using the following frequencies: 256, 512, 1024, 2048, 4096, and 8192. At the time of examination the candidate should be free of upper respiratory infection. Hearing when tested by the whispered voice must be 15/15 in each ear and loss of hearing as determined by the audiometer must *not* be greater than fifteen (15) decibels in any of the frequencies 512, 1024, 2048, nor greater than thirty (30) decibels in either of the frequencies 4096 or 8192. The following conditions are causes for rejection: 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.

b. Vision.—Vision as determined by the visual test types (without a cycloplegic) must not fall below 20/30 in either eye without glasses, correctable 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 considered cause for rejection.

The following 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 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 choroididits, 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 the lids of the eyeballs; ashtenopia accompanying any ocular defect.

c. Teeth.—No candidate will be accepted unless he has a minimum of 6 serviceable vital masticating teeth (bicuspids 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 one or two 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.

d. Physical Proportions.—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	
Inches	*Pounds*	*Pounds*	*Inches*	*Inches*	*Pounds*	*Pounds*	*Inches*
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 of an inch will be reduced to the quarter of an inch, but candidates must be at least 66 inches in height. No candidate will be accepted who is more than 76 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.

Recommendation for waiver of excess weight will be made in cases in which the general appearance and conformation of the candidate and the remainder of the examination clearly indicate that he is of the robust type and 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 or Air Force officer.

MINIMUM STANDARDS FOR FILIPINO APPLICANTS

Height	Weight	Chest measurement at expiration	Height	Weight	Chest measurement at expiration	Height	Weight	Chest measurement at expiration
Inches	*Pounds*	*Inches*	*Inches*	*Pounds*	*Inches*	*Inches*	*Pounds*	*Inches*
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

e. Additional causes for physical disqualification.

(1) *In general:*

(*a*) Any deformity which is repulsive or which prevents the proper functioning of any part to a degree interfering with military efficiency.

(*b*) Obesity.

(*c*) A height of less than 66 inches or more than 76 inches.

(*d*) Deficient muscular development.

(*e*) Deficient nutrition.

(*f*) Evidences of physical characteristics of congenital asthenia. The physical charcteristics 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.

(*g*) All acute communicable diseases.

(*h*) All diseases and conditions which are not easily remediable or that tend physically to incapacitate the individual, such as—

1. Chronic malaria.
2. Uncinariasis (hookworm).
3. Active tuberculosis of any type or degree.
4. Leprosy and actinomycosis.
5. Pellagra, beriberi, sprue, scurvy, or other evidence of vitamin deficiency.

6. History of rheumatic fever or chorea within the preceding 2 years, or substantial history of recurrent attacks of rheumatic fever or chorea at any time; atrophic or hypertrophic arthritis; chronic myositis or fibrositis.
7. Osteomyelitis of any bone or a history of osteomyelitis of any of the long bones of the extremities at any time.
8. Malignant disease of all kinds in any location.
9. Hemophilia or purpura.
10. Leukemia of all types.
11. Primary (pernicious), secondary, or splenic anemia.
12. Filariasis, trypanosomiasis, and schistosomiasis.
13. Diabetes, mellitus or insipidus, or renal glycosuria.
14. Acromegaly, gigantism, myxoedema, cretinism, Addison's disease, gout, Simmond's disease, and other endocrine diseases.
15. Chronic metallic poisoning.
16. Migraine.
17. Hay fever, food intolerance, angioneurotic edema or other allergic manifestations of sufficient degree to warrant the use of vasoconstrictor drugs, ephedrine, or epinephrine either locally or systemically.
18. 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.

(2) *The skin:*

(*a*) Eczema of long standing or which is resistant to treatment.
(*b*) Pemphigus; lupus; sycosis; psoriasis.
(*c*) Actinomycosis; dermatitis; herpetiformis; mycosis fungoides.
(*d*) Ichthyosis or psoriasis if more than of slight degree.
(*e*) Acne upon face or neck which is so pronounced as to be definitely unsightly.
(*f*) Elephantiasis.
(*g*) Scabies; impetigo.
(*h*) Furunculosis, unless mild in degree.
(*i*) Ulcerations of the skin not amenable to treatment, or those of long standing or of considerable extent, or of syphilitic, tuberculous, malignant, or leprous origin.
(*j*) 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.
(*k*) Naevi or vascular tumors, if extensive, markedly disfiguring, or exposed to constant pressure.
(*l*) Obscene or offensive tatooing on portions of the body subject to exposure.
(*m*) Vitiligo of the face or body, or other skin defect if sufficient to be considered disfiguring or unsightly.
(*n*) Chronic trichophytosis or other chronic fungus infections which have not been amenable to treatment.
(*o*) Chronic urticaria and chronic angioneurotic edema.
(*p*) Exfoliating dermatitis; severe chronic seborrheic dermatitis.
(*q*) Chronic lichen planus; dermatitis factitia; scleroderma.
(*r*) Pilonidal cyst if evidenced by the presence of a tumor mass or a discharging sinus or if there is a history of inflammation or discharging sinus.

(3) *The head:*

(*a*) Tinea in any form.
(*b*) All tumors which are of sufficient size to interfere with the wearing of military headgear.
(*c*) Imperfect ossification of the cranial bones.

(*d*) Extensive cicatrices, especially such adherent scars as show a tendency to break down and ulcerate.

(*e*) Depressed fractures or loss of bony substance of the skull.

(*f*) Hydrocephalus or microcephalus.

(*g*) Deformities of the skull of any degree associated with evidence of disease of the brain, spinal cord, or peripheral nerves.

(4) *The face:*

(*a*) Extreme ugliness.

(*b*) Unsightly deformities such as large birthmarks, large hairy moles, extensive cicatrices, and mutilations due to injuries or surgical operations; tumors; ulcerations, fistulae, atrophy of a part of the face or lack of symmetrical development.

(*c*) Persistent neuralgia; tic douloureux; paralysis.

(*d*) Ununited fractures; osseous cysts; extensive exostoses.

(*e*) Chronic arthritis; complete or partial ankylosis; badly reduced or recurrent dislocations of the temporo-mandibular articulation.

(5) *The mouth, nose, fauces, pharynx, larynx, trachea, and esophagus:*

(*a*) Harelip; loss of the whole or a large part of either lip; unsightly mutilations of the lips from wounds, burns, or disease.

(*b*) Malformation, partial loss, atrophy, or hypertrophy of the tongue, split or bifid tongue, adhesions of the tongue to the sides of the mouth, provided these conditions interfere with mastication, speech, or swallowing, or appear to be progressive.

(*c*) Malignant tumors of the tongue or benign tumors that interfere with its functions.

(*d*) Marked stomatitis; ulcerations; severe leukoplakia.

(*e*) Ranula if extensive; salivary fistula.

(*f*) Perforation or extensive loss of substance or ulceration of the hard or soft palate; extensive adhesions of the soft palate to the pharynx; paralysis of the soft palate.

(*g*) Loss of the nose, malformation, or deformities thereof that interfere with speech or breathing; extensive ulcerations.

(*h*) Perforated nasal septum, if progressive, or if respiration is accompanied by a noticeable whistling sound. Before accepting any candidate with a perforated nasal septum, the possibility of syphilitic infection will be excluded.

(*i*) Septal deviation, hypertrophic rhinitis, or other conditions which result in 50 percent or more obstruction of either airway, or which interfere with drainage of sinus on either side.

(*j*) Acute or chronic inflammation of the accessory sinuses of the nose; has fever of sufficient degree to warrant the use of vasoconstrictor drugs, ephedrine, or epinephrine either locally or systemically.

(*k*) Chronic atrophic rhinitis, if marked and accompanied by ozena.

(*l*) Malformations and deformities of the pharynx of sufficient degree to interfere with function.

(*m*) Postnasal adenoids interfering with respiration or associated with recurrent middle ear disease.

(*n*) Chronic enlargement of the tonsils sufficient to interfere with speech or swallowing.

(*o*) Chronic laryngitis from any cause.

(*p*) Paralysis of the vocal cords; aphonia.

(*q*) Tracheotomy.

(*r*) Diverticulum, ulceration, stricture, or pronounced dilatation of the esophagus.

(6) *The neck:*

(*a*) Cervical lymph node involvement of other than benign origin, including cancer, Hodgkin's disease, leukemia, tuberculosis, and syphilis.

(*b*) Adherent and markedly disfiguring scars from disease, injuries, or burns.
(*c*) Moderate or marked enlargement of the thyroid gland from any cause.
(*d*) Exophthalmic or adenomatous goiter or thyroid enlargement from any cause associated with toxic symptoms, history of thyroidectomy.
(*e*) Benign tumors or cysts which are so large as to interfere with the wearing of the uniform or military equipment.
(*f*) Congenital cysts of branchial cleft origin, or those developing from the remains of a thyroglossal duct, with or without fistulous tracts.
(*g*) Torticollis; cervical rib.

(7) *The chest:*
(*a*) Chest expansion less than two inches.
(*b*) Congenital malformations or acquired deformities which result in reducing the chest capacity and diminishing the cardiac or respiratory functions to such a degree as to interfere with vigorous physical exertion, or that produce disfigurement when the applicant is dressed.
(*c*) Pronounced contraction of the chest wall following pleurisy or empyema.
(*d*) Deformities of the chest or scapulae sufficient to interfere with the carrying of military equipment.
(*e*) Absence or faulty development of the clavicle.
(*f*) 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.
(*g*) Suppurative periostitis, osteomyelitis, caries, or necrosis of the ribs, sternum, clavicles, scapulae, vertebrae, or other bones.
(*h*) Old fractures of the ribs with faulty union, if interfering with function.
(*i*) Malignant tumors of the breast or chest wall, and benign tumors which interfere with the wearing of a uniform or of military equipment.
(*j*) Unhealed sinuses of the chest wall.
(*k*) Scars of old operations for empyema unless the examiner is assured that the respiratory function is entirely normal.

(8) *The lungs:*
(*a*) History of:
1. Clinical tuberculosis exceeding minimal extent.
2. Tuberculosis of minimal extent clinically active within the preceding five years.
3. Known tuberculous pleurisy with effusion.
4. Pleurisy with effusion of unknown origin within the preceding five years.
(*b*) Active tuberculosis, including pleurisy with effusion which is to be considered of tuberculous origin if no other cause can be proved.
(*c*) Inactive pulmonary tuberculosis, except as specified in Army Regulations.
(*d*) Nontuberculous defects as specified in Army Regulations.

(9) *The heart and vascular system:*

All questionable findings will be thoroughly investigated over a sufficient period of time to determine their significance. Any evidence 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.

(*a*) All valvular diseases of the heart.
(*b*) Cardiac enlargement as indicated in notation below.
(*c*) 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.)

(*d*) 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.

(*e*) Hypertension evidenced by a persistent systolic blood pressure of 140 mm. or more, or a persistent diastolic blood pressure of 90 mm. or more.

(*f*) Arterial hypotension, when the systolic blood pressure is persistently less than 100 mm. in the sitting or standing position.

(*g*) Pericarditis, endocarditis, myocarditis, or myocardial insufficiency.

(*h*) Coronary heart disease, including angina pectoris.

(*i*) Congenital disease or deformity of the heart or great vessels.

(*j*) Aneurysm.

(*k*) Arteriosclerosis disproportionate to age.

(*l*) Arrhythmia, except sinus arrhythmia and occasional extrasystoles.

(*m*) History of rheumatic fever or chorea within the preceding two years or substantiated history of recurrent attacks of rheumatic fever or chorea at any time.

(*n*) Evidence of vasomotor instability or neurocirculatory asthenia, if persistent on examination of not less than three days.

(*o*) 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

(*p*) Orthostatic hypotension or tachycardia, if marked and persistent.

(*q*) Inadequate arterial blood supply to any limb.

(*r*) Arteritis of any artery.

(*s*) Intermittent claudication, if confirmed by peripheral vascular tests.

(*t*) Phlebitis or thrombophlebitis, or evidence of repeated phlebitis in the past. Varicosites of any extremity, unless mild in degree, or history of operative treatment for such defect.

NOTE.—An apex beat located beyond the left midclavicular line or below the sixth rib indicates an enlargement sufficient to disqualify for military service if this finding is supported by X-ray evidence of abnormality of cardiac size or contour. The cause of such enlargement should be sought for and enlargement should not be made a primary diagnosis unless careful examination fails to reveal a cause.

(10) *The abdomen:*

(*a*) Wounds, injuries, cicatrices, or weakness of muscles of the abdominal walls sufficient to interfere with function.

(*b*) Fistulae from visceral or bony lesions or following operation.

(*c*) Hernia of any variety or a history of a recurrent hernia even though apparently repaired by a second operation.

(*d*) Chronic diseases of the stomach or intestines.

(*e*) Gastric or duodenal ulcer or history of gastric or duodenal ulcer with or without operation.

(*f*) History of gastroenterostomy, gastric resection, resection of peptic ulcer, partial resection of the intestine, or operation for relief of intestinal adhesions. If pyloric stenosis occurred in infancy but there have been no symptoms of obstruction since then, it will not disqualify applicant if X-ray studies of the gastrointestinal tract are negative at the time of examination.

(*g*) Blood in the feces unless shown to be due to unimportant causes.

(*h*) Visceroptosis other than mild.

(*i*) Chronic diseases of the liver, gall bladder, pancreas, or spleen.

(*j*) History of splenectomy for reason other than trauma.

(*k*) Enlargement of the liver.

(*l*) Chronic enlargement of the spleen.

(*m*) Jaundice or history of recurrent jaundice.

(*n*) Proctitis, stricture, or prolapse of the rectum.

(*o*) External or internal hemorrhoids if large in size or symptomatic.

(*p*) Fistula in ano; ischiorectal abscess.
(*q*) Fissure of the anus or pruritus ani.
(*r*) Incontinence of feces.
(*s*) Marked engorgement of superficial abdominal vessels.

(11) *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. An authentic history of syphilis of any type is cause for rejection without further laboratory procedure. A repeated positive serologic test, in the absence of a history of syphilis, will be accepted as evidence of the disease and considered 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 Department of the Army 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 confirmed positive reactions will be rejected. A positive spinal fluid test for syphilis 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 3 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.

(*a*) Acute or chronic nephritis, diabetes mellitus or insipidus, or renal glycosuria.
(*b*) Blood, pus, albumin or pathologically significant casts in the urine, if persistent (found on a. m. and p. m. rechecks for 3 consecutive days).
(*c*) Floating kidney; hydronephrosis; pyonephrosis; pyelitis; tumors of the kidney; absence of one kidney; renal calculi.
(*d*) Acute or chronic cystitis.
(*e*) Vesical calculi; tumors of the bladder; incontinence or retention of urine; enuresis.
(*f*) Hypertrophy or abscess of the prostate gland; chronic prostatitis; history of prostatectomy or transurethral resection.
(*g*) Urethral stricture or urinary fistula.
(*h*) Phimosis, epispadias or pronounced hypospadias.
(*i*) Hermaphroditism; infantile genital organs.
(*j*) Amputation or deformity of the penis.
(*k*) Varicocele or hydrocele, if large or painful.
(*l*) Pronounced atrophy of both testicles or absence of both.
(*m*) Atrophy, deformity or maldevelopment of both testicles, or undescended testicles of any degree.
(*n*) Chronic orchitis or epididymitis.
(*o*) Syphilis as specified in Army Regulations.
(*p*) Gonococcus infections, acute or chronic; chancroid; granuloma inguinale; lymphogranuloma venereum.

(12) *Spine and pelvis, including sacroiliac and lumbo-sacral joints:*

(*a*) Lateral deviation of the spine from the normal midline of more than 1 inch (scoliosis).
(*b*) Curvature of the spine of any degree in which there is noticeable deformity when the candidate is dressed (scoliosis, kyphosis, or lordosis), or in which there is present or likely to develop pain or interference with function.
(*c*) Spondylolisthesis; herniated nucleus pulposus or history of operation for same.

(*d*) Healed fractures or dislocations of the vertebrae.
(*e*) Tuberculosis, either active or healed, of any portion of the vertebral column.
(*f*) Osteoarthritis of the spinal column.
(*g*) Malformation or deformities of the pelvis sufficient to interfere with function.
(*h*) Disease, chronic strain, or sprain of the sacroiliac or lumbosacral joints.

(13) *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.

(*a*) All anomalies in the number, form, proportion, and movements of the extremities which produce noticeable deformity or interfere with function.
(*b*) Atrophy of the muscles of any part, if progressive or if sufficient to interfere with function.
(*c*) Benign tumors if sufficiently large to interfere with function.
(*d*) 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 frequent voluntary or involuntary displacement.
(*e*) Reduced dislocations or united fractures with incomplete restoration of function.
(*f*) Resection of a joint or amputation of any portion of a limb except fingers or toes.
(*g*) Excessive curvature of a long bone or extensive, deep, or adherent scars interfering with motion.
(*h*) Severe sprains.
(*i*) Diseases of the bones or joints.
(*j*) Chronic synovitis, floating cartilage, or other internal derangement in a joint. A history of dislocated semilunar cartilage or loose body of the knee which has not been satisfactorily corrected by surgery or does not otherwise meet the specifications of Army Regulations.
(*k*) Varicose veins if more than mild in degree, or history of operative treatment for such defect.
(*l*) Varices of any kind situated in the leg below the knee if there are associated varicose ulcers or scars from old ulcerations.
(*m*) Chronic edema of a limb.
(*n*) Sciatica or other chronic neuralgias.
(*o*) Adherent or united fingers (webbed fingers).
(*p*) Total loss of either thumb.
(*q*) Mutilation of either thumb to such an extent as to produce material loss of flexion or strength of the member.
(*r*) Loss of more than one phalanx of the right index finger.
(*s*) Loss of the terminal and middle phalanges of any two fingers on the same hand.
(*t*) Entire loss of any finger except the little finger of either hand or the ring finger of the left hand.
(*u*) Perceptible lameness or limping.
(*v*) Knock-knee or bowlegs if severe in degree.
(*w*) Clubfoot.
(*x*) Pes cavus with clawing of the toes, if more than mild or of any degree causing symptoms.
(*y*) Flat foot when accompanied with symptoms of weak foot or when the foot is weak on test or painful, pronounced cases of flat foot attended with decided eversion of the foot and marked bulging of the inner border, due to inward rotation of the astragalus, are disqualifying regardless of the presence or absence of subjective symptoms.

(*z*) Loss of either great toe or loss of any two toes on the same foot.

(*aa*) Webbing of all the toes.

(*ab*) Overriding of any of the toes if symptomatic or more than mild in degree.

(*ac*) Ingrowing toenails if severe.

(*ad*) Hallux valgus when sufficiently marked to interfere with locomotion or when accompanied with a painful bunion.

(*ae*) Bunions, if painful or sufficiently pronounced to interfere with function.

(*af*) Hammertoes of such a degree as to interfere with function.

(*ag*) Corns or calluses on the sole of the foot when they are tender or painful.

(*ah*) Bormidrosis, if more than mild.

(14) *Psychiatric disorders:*

(*a*) Psychoses as specified in Army Regulations.

(*b*) Psychoneurotic disorders as specified in Army Regulations.

(*c*) Character and behavior disorders as specified in Army Regulations.

(15) *Neurological disorders:*

(*a*) Neurosyphilis of any form (general paresis, tabes dorsalis, meningovascular syphilis).

(*b*) Degenerative disorders (multiple sclerosis, encephalomyelitis, cerebellar and Friedreich's ataxia, athetoses, Huntington's chorea, muscular atrophies, and dystrophies of any type, cerebral arteriosclerosis).

(*c*) Residuals of infection (moderate and severe residuals of poliomyelitis, meningitis, and abscesses, paralysis agitans, postencephalitic syndromes, Sydenham's chorea).

(*d*) Peripheral nerve disorder (chronic or recurrent neuritis or neuralgia of an intensity which is periodically incapacitating, multiple neuritis, neurofibromatosis).

(*e*) Residuals of trauma (residuals of concussion or severe cerebral trauma, post-traumatic cerebral syndrome, incapacitating severe injuries to peripheral nerves).

(*f*) Paroxysmal convulsive disorders and disturbances of consciousness (grand mal, petit mal, and psychomotor attacks, syncope, narcolepsy, migraine).

(*g*) Miscellaneous disorders (tics, spasmodic torticollis, spasms, brain and spinal cord tumors, operated and unoperated, cerebrovascular disease, congenital malformations, including spina bifida, if associated with neurological manifestations, meningocele, and Meniere's disease).

II. SAMPLE QUESTIONS, MENTAL EXAMINATION

(not complete examinations)

WEST POINT ACHIEVEMENT TESTS

1. MATHEMATICS (one and one-half hours)

The following problems illustrate the difficulty and the subject matter coverage of the examination. A sample answer sheet and a list of the correct answers for these questions follow the description of the West Point Aptitude Test.

Directions.—In this examination, five possible answers are given immediately following each problem. The five answers are lettered A, B, C, D, and E. On the answer sheet you will find, for each problem, five pairs of lines lettered A to E. Solve each problem, using the blank space at the right of the page for scratchwork. Then indicate on the answer sheet the one correct answer by making a heavy black mark between the lines under the letter corresponding to that answer.

NOTE.—Figures accompanying problems in geometry and trigonometry are not necessarily drawn to scale.

USE THIS SPACE FOR FIGURING

1. If $p^n=x$, $p^{-n}=(?)$

   (A) $-x$ (B) $\frac{x}{n}$ (C) $\frac{1}{x^{2n}}$

   (D) $\frac{1}{x^n}$ (E) $\frac{1}{x}$

2. Two triangles of equal areas have bases equal to 10 inches and 16 inches, respectively. What is the ratio of the altitude of the first triangle to the altitude of the second triangle?

   (A) 25 to 64 (B) 5 to 8 (C) $\sqrt{10}$ to 4

   (D) 4 to $\sqrt{10}$ (E) 8 to 5

3. As shown in Figure 1, town P is 50 miles due east of airfield T. A plane flies in a direction $x°$ north of east from T. When the plane is directly north of P, how many miles is it from T?

   (A) $\frac{50}{\cos x°}$ (B) $50 \tan x°$ (C) $50 \cos x°$

   (D) $\frac{\cot x°}{50}$ (E) $\frac{\sin x°}{50}$

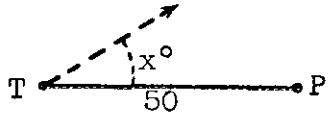


Figure 1

4. The national output of coal is normally x tons per month. If a certain coal mine, from which n tons of coal are obtained each month, is shut down for 1 month, the national output of coal is reduced to what fraction of the normal amount?

   (A) $\frac{x-n}{x}$ (B) $\frac{x}{x+n}$ (C) $\frac{n-1}{n}$

   (D) $\frac{nx-n}{x}$ (E) $\frac{x+n}{x}$

5. In Figure 2, points P, Q, R, and S all lie on a circle. PR and QS intersect at K. If $QK=12$, $RK=6$, and $SK=4$, then $PK=(?)$

   (A) 2 (B) 6 (C) 8 (D) 10 (E) 18

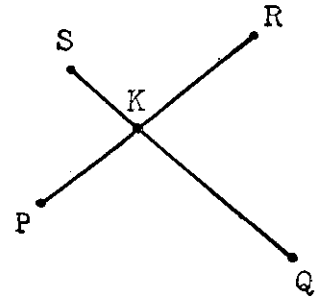


Figure 2

6. If $\log_{10}x=3+\log_{10}4$, $x=(?)$

   (A) 7 (B) 12 (C) 250

   (D) 1004 (E) 4000

2. ENGLISH (one and one-half hours)

The practice questions below are illustrative of the general nature and difficulty of the examination. One or two other types of questions may be included in addition to, or in place of, those given below. A sample answer sheet and a list of the correct answers for the practice questions follow the description of the West Point Aptitude Test.

Directions.—Each question below consists of a group of four words, two of which are approximately *opposite* to each other in meaning. Decide which two words in each group are most nearly *opposite*, and blacken the space beneath the corresponding pairs of numbers on the answer sheet; i. e., mark the space between the dotted lines beneath "1–2" if words numbered 1 and 2 are opposite, beneath "2–4" if words 2 and 4 are opposite. beneath "3–4" if words 3 and 4 are opposite, etc. Mark only one set of dotted lines for each answer.

1.	1—tributary	2—aggrieved	3—vincible	4—appeased
2.	1—*eminence*	2—*learning*	3—*ignominy*	4—*latitude*
3.	1—foreign	2—affluent	3—indigent	4—persuasive

Directions.—Each of these questions consists of four words numbered 1 to 4. In some of the questions there is *one* misspelled word; in some of the questions all the words are spelled correctly. You are to decide which of the four words, if any, is misspelled and blacken the space beneath the corresponding number on the answer sheet. If there is *no* spelling error in a question, blacken the space beneath the "O." No question contains more than one misspelled word.

4.	1—digestion	2—antagonistic	3—paralysis	4—herisy
5.	1—committed	2—embarass	3—pronunciation	4—villain
6.	1—inspirational	2—species	3—irreconcilable	4—miscellaneous

Directions.—In the sentences below, certain portions are underlined and numbered. On the right-hand side of the page are suggested several ways of writing or punctuating each underlined portion. Choose the answer which is *best* for formal writing, and blacken the space beneath the corresponding number on the appropriate line on the answer sheet.

Our staff reported yesterday that they have not yet deciphered the message.
7

7. (1) have not yet deciphered
(2) had not yet deciphered
(3) did not yet decipher

On July 4, 1776, the American colonies declared themselves completely independent from British rule.
8

8. (1) from (2) of

No one was much taken by the applicant's personality, though his credentials indicated
9
that he was pleasant, intelligent, and friendly.

9. (1) , though (2) : though
(3) ; though (4) . Though

Shapespeare is the most universally loved of all poets.
10

10. (1) of all poets
(2) of any poet
(3) of any poets
(4) of any other poets

Directions.—Each incomplete statement below is followed by five suggested completions, only *one* of which is correct. Select the correct completion and blacken the space beneath the corresponding number on the answer sheet.

11. Washington Irving's works are characterized by
1—concern with industrial problems
2—cool impersonality
3—humor and sentimentality
4—bitter satire of the author's rivals
5—championship of feminism

12. The literary form most characteristic of the Romantic Period is
1—lyric poetry
2—drama
3—satire
4—sonnet sequences
5—scientific prose

13. The idea that people without great wealth, noble birth, or exceptional beauty are fit subjects for poetry finds conspicuous expression in

1—Shakespeare's sonnets
2—Pope's *The Rape of the Lock*
3—Dryden's *Absalom and Achitophel*
4—Wordsworth's *Composed upon Westminster Bridge*
5—Gray's *Elegy Written in a Country Churchyard*

Directions.—One of the numbered words in each of the following paragraphs spoils the sense or meaning of the paragraph as a whole. Read each paragraph through and decide which *one* of the numbered words spoils the meaning. Then blacken the space beneath the corresponding number on the answer sheet.

14. The limestone region of the Carso has been a scene of excessive 1 activity in cave formation and as such 2 is of greatest indifference 3 to the geologist. In places the earth is absolutely 4 honey-combed with the tortuous 5 galleries 6 and passages characteristic of this type of erosion 7.

15. They were living 1 in a warmer climate in which a diet of beef and fermented liquor was destructive 2; they were forced, therefore, to a generally vegetarian diet 3, and the barren 4 soil, almost 5 unasked 6, gave them all the food 7 they needed.

16. The [illegible] 1 critics 2 of the seventeenth century, especially in France, were fond of representing 3 their political 4 theories graphically 5 by drawing elaborate allegorical 6 maps of the land of poetry 7.

3. UNITED STATES HISTORY (one and one-half hours).

The achievement test in United States History will consist entirely of questions of the multiple-choice type. The samples below illustrate the kinds of questions which will be asked and indicate the difficulty and the subject-matter coverage of the examination. A section of map questions may also be included. A sample answer sheet and a list of the correct answers for the sample questions follow the description of the West Point Aptitude Test.

Directions.—Each incomplete statement below is followed by five words, phrases, or clauses, *one* of which will complete the statement correctly. Select the correct completion and blacken the space beneath the corresponding number on the appropriate line on the answer sheet.

1. The Granger movement was supported by
   1—the great cattlemen of the West who wanted the open range retained for their herds
   2—owners of grain elevators who wished to stimulate the production of wheat
   3—people interested in preserving the forests of the United States
   4—pioneers who believed in squatters' rights.
   5—farmers who were conscious of their economic hardships
2. Diplomatic immunity is
   1—the condition of a country well-protected by buffer states
   2—a strong, unassailable alliance between states
   3—police protection granted to the embassies of foreign countries
   4—privileges granted by a country to its diplomats because of the nature of their work
   5—the freedom from arrest and taxation accorded to members of the diplomatic staffs of foreign countries

---

Directions.—Each incomplete statement below is followed by two or more numbered sets of completions. ONE of the 3 completions in each set is FALSE. Find the *false completion* in each set and on the answer sheet blacken the space corresponding to it in number.

However they disagreed on many details, the men who drew up the Constitution of the United States at Philadelphia in 1787 were agreed on certain essentials. The majority wished to create a central government which could

3. 1—support an army strong enough to suppress domestic disorder
   2—make commercial treaties with foreign nations
   3—give financial assistance to private debtors
4. 1—pay off its financial obligations
   2—collect and enforce interstate tariffs
   3—be less directly subject to popular control than were the state governments

After the first World War there was a prolonged agricultural depression in the United States because

5. 1—the fertility of American farms was practically exhausted
   2—the great expansion of land under cultivation during the war resulted in unsalable surpluses when the war markets collapsed
   3—our high protective tariff prevented foreign nations from selling to us, and consequently they were not able to buy goods from us
6. 1—there was a sharp reduction in the demand for hay and grain to feed draft animals
   2—improvements in machines made it possible to produce enormous quantities of agricultural products
   3—foreign producers gained over thirty percent of our domestic market for agricultural products

---

Directions.—Each item in this section is a statement about *one* of the four labor disturbances (lettered A to D) listed below. Select the one to which each statement best applies and blacken the space beneath the corresponding letter on the answer sheet.

(A) Homestead Strike
(B) Pullman Strike
(C) Mining Strike of 1902
(D) Haymarket Affair

7. Was of such great importance that President Theodore Roosevelt intervened and induced a settlement of the matter.
8. Hurt the reputation of the Knights of Labor so much that this organization dissolved not many years later.
9. Culminated in a pitched battle between strikers and Pinkerton detectives hired by the Carnegie Steel Company.
10. Terminated to the advantage of the company because of a federal injunction issued against the labor leaders.
11. Was caused by the hurling of a bomb into the midst of massed strikers.
12. Did not terminate to the advantage of the strikers, principally because the companies involved succeeded in gaining the support of President Cleveland and Attorney General Olney.
13. Ended in a signal victory for the strikers because the dispute was arbitrated in their favor.
14. Resulted in the breaking of the union's power and enabled magnates for over forty years to prevent the organization of labor in the steel industry.

Directions.—Each of the following quotations is typical of *one* of the 5 names or phrases which follow it. Decide which one on the 5 choices is the most likely source of the quotation and blacken the space beneath its number on the appropriate line on the answer sheet.

NOTE.—You are not expected to recall these quotations from memory. It is intended rather that you examine each statement carefully to determine the point of view it summarizes and then from you knowledge of history select the most probable answer.

15. "We think it so much in the public interest to maintain a vigorous judiciary that we encourage the retirement of elderly judges by offering them a life pension at full salary. Why then should we leave the fulfillment of this public policy to chance or make it dependent upon the desire or prejudice of any individual Justice?"
    1—Charles E. Hughes
    2—Herbert Hoover
    3—Franklin Roosevelt
    4—Thomas Dewey
    5—Alfred Landon
16. "It matters not what way the Supreme Court may hereafter decide as to the abstract question of whether slavery may or may not go into a Territory under the Constitution; the people have the lawful means to introduce it or exclude it as they please for the reason that slavery cannot exist a day or an hour, anywhere, unless it is supported by local police regulations."
    1—Roger B. Taney
    2—John C. Calhoun
    3—William Lloyd Garrison
    4—Jefferson Davis
    5—Stephen A. Douglas

4. WEST POINT APTITUDE TEST

The West Point Aptitude Test is two and one-half hours in length. The questions below indicate the general nature and difficulty of the test. However, one or two other types of questions may be contained in addition to, or instead of, those given below. A sample answer sheet and a list of the correct answers for the practice questions follow this test.

This section is based on an artificial language. The questions measure the understanding of the organization of a language and the ability to apply its principles with speed and accuracy. Principles used include the formation of words from roots, inflection of verbs for tense, agreement of nouns and adjectives, and inflection for number. The following key and questions illustrate the nature of the section.

KEY

Vocabulary

mesrag	the examination.	pagres	to be
poprun	a student.	dinez	to like
mesrun	an examiner.	cludez	to take
neezag	the difficulty.	pol	not

Verbs are formed by changing the noun ending (*ag* or *un*) to

ez for the infinitive.
av for the present tense.
ej for the past tense.
ip for the future tense.

An adjective is formed from a noun by changing the noun ending (*ag* or *un*) to *ub*.

An adjective agrees with its noun in number. The plural of a noun or adjective is formed by adding *no* to it.

There is no translation for the articles.

In questions 1 to 4, inclusive, select the one of the four alternatives which correctly translates the statement. Then on the appropriate line on the answer sheet blacken the space beneath the letter corresponding to that of your choice.

1. The student took the examination.
   (*A*) Poprun cludej mesrag.
   (*B*) Poprez cludav mesrag.
   (*C*) Poprun cludip mesrag.
   (*D*) Poprag cludez mesrag.
2. The examinations are not difficult.
   (*A*) Mesragno pagravno pol neezub.
   (*B*) Mesrag pagravno pol neezub.
   (*C*) Mesrango pagravno pol neezubno.
   (*D*) Mesragno pagrav pol neezubno.
3. Mesrun mesrip poprunno.
   (*A*) The examiner examines the students.
   (*B*) The examiner will examine the students.
   (*C*) The examiners will examine the student.
   (*D*) The examiner examined the student.
4. Poprunno poprav neezub mesrag.
   (*A*) The students study the difficult examinations.
   (*B*) The student will study the difficult examination.
   (*C*) The students study the difficult examination.
   (*D*) The student studied the difficult examinations.

In questions 5 and 6 decide which of the four alternatives should be used to complete the sentence and then on the answer sheet blacken the space beneath the corresponding letter.

5. Mesrun_____mesrag.
   (*A*) poprip
   (*B*) popez
   (*C*) neezip
   (*D*) pagrej
6. Poprunno_____mesrag.
   (*A*) mesrun
   (*B*) cludag
   (*C*) pagrip
   (*D*) dinej

This section of the examination consists of a series of algebraic problems which measure the applicant's ability to perform simple algebraic computations with speed and accuracy. The problems cover the elementary principles of addition, subtraction, multiplication, and division in algebra and require a knowledge of such concepts as factoring, exponents, and evaluation.

For each question decide which of the five possible answers, (A), (B), (C), (D), or (E), is the correct one and then blacken the space beneath the corresponding letter on the answer sheet.

USE THIS SPACE FOR FIGURING

7. If $2x+4y=17$ and $3y-2x=11$, then $y-2x=(?)$

(A) $\frac{1}{2}$ (B) 1 (C) 2

(D) 3 (E) 6

8. $\frac{(7)(8)}{(2)(6)}+\frac{7}{6}=(?)$

(A) 1 (B) 4 (C) $\frac{14}{3}$

(D) $\frac{49}{9}$ (E) 8

USE THIS SPACE FOR FIGURING

9. If $h=k=5$, $21h^2-17k^2+6p^2=(?)$

(A) 50 (B) 100 (C) 250
(D) 500 (E) 1100

10. If $t=4$ and $n=5$, then
$3(n-t)-8(t-n)=(?)$

(A) -45 (B) -5 (C) 11 (D) 45 (E) 99

The following section measures the candidate's comprehension of words and his skill in dealing with word and thought relationships.

Directions.—Each of these questions consists of two words which have a certain relationship to each other followed by five numbered pairs of related words. Select the numbered pair of words which are related to each other in the *same* way as the original pair of words are related to each other. Then, on the answer sheet, blacken the space beneath the number corresponding to the number of the pair you have selected.

11. SMILE : LAUGH :: 1—grin : whimper 2—grin : wail 3—whimper : wail 4—whimper : sad 5—mouth : face

12. HELMSMAN : SHIP :: 1—leader : victory 2—army : victory 3—enemy : battle 4—conscience : conduct 5—patriotism : nation

13. DINOSAUR : DRAGON :: 1—reptile : mammal 2—real : fabulous 3—prehistoric : medieval 4—kangaroo : antelope 5—wisdom : folly

Directions.—In each of the sentences below there is a blank space indicating that a word has been omitted. Beneath the sentence are five numbered words; from these five words you are to choose the one word which, when inserted in the blank space, *best* fits in with the meaning of the sentence as a whole. Blacken the space beneath the number on the answer sheet which corresponds to the number of the word you have chosen.

14. Although the Alps have often been described as a great ..... they have seldom protected the regions to the south from invasion.
1—phenomenon 2—barrier 3—thoroughfare 4—mystery 5—threat

15. The urban population of the United States has slowly ....., the urban decline in births being more than balanced by migration from the rural areas.
1—decreased 2—consolidated 3—disintegrated 4—increased 5—assimilated

16. Studies of children have shown that democratically organized groups do better and more careful work than groups under the supposedly ..... methods of authoritarianism.
1—dictatorial 2—obsolete 3—efficient 4—cooperative 5—haphazard

---

The following section is intended to identify the student who can apply basic knowledge in reasoning out solutions to new problems, rather than the student who has simply memorized formulas and processes. It is assumed that the applicant is familiar with the use of algebraic symbols and the elements of geometry.

For each question decide which of the five possible answers, (A), (B), (C), (D), or (E), is the correct one and then blacken the space beneath the corresponding letter on the answer sheet.

USE THIS SPACE FOR FIGURING

17. A truck is licensed to carry between 7 and 8 tons. What is the maximum number of bushel bags of salt it may carry, if one bushel weighs 70 pounds and one ton equals 2,000 pounds?

(A) 200 (B) 228 (C) 229 (D) 250 (E) 560

18. The reading of a certain instrument is the average of 6 successive positions of the indicator. If variations on either side of 24 are $+.3$, $-.7$, $+.2$, $-.5$, $+.2$, and $-.4$, what is the reading of the instrument?

(A) -9 (B) 23.1 (C) 23.85 (D) 24.15 (E) 24.9

19. A new machine part requires 25% less material than the old part and weighs one-half as much. The weight per cubic foot of the new part is how many times that of the old?

(A) $\frac{1}{8}$ (B) $\frac{3}{8}$ (C) $\frac{2}{3}$ (D) $\frac{3}{2}$ (E) 2

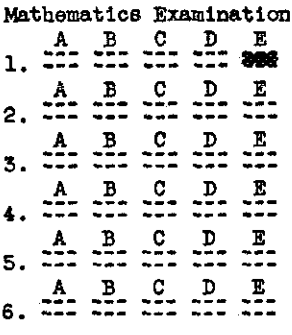
20. A rectangular sheet of paper has an area of 24 square inches. If 4 holes, each having a radius of ½ inch, are punched in this sheet of paper, what percent of the area of the rectangle has been punched out?

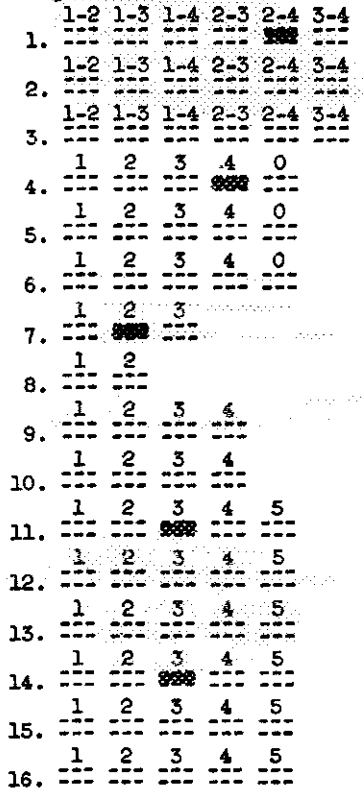
(A) $\frac{\pi}{2400}$ (B) $\frac{24-\pi}{2400}$ (C) $\frac{25\pi}{6}$

(D) $\frac{50(6-\pi)}{3}$ (E) $\frac{25(24-\pi)}{6}$

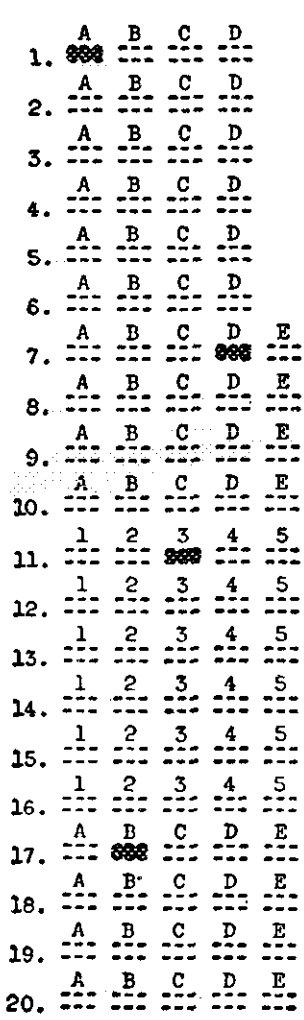
5. SAMPLE ANSWER SHEET

Answers to the questions in all examinations will be indicated on a *separate answer sheet*, similar to the one below. No credit will be allowed for anything written in the test booklets. The answers to several of the questions are indicated in the appropriate places on this sample answer sheet. For a list of the correct answers to all questions, see page 145.

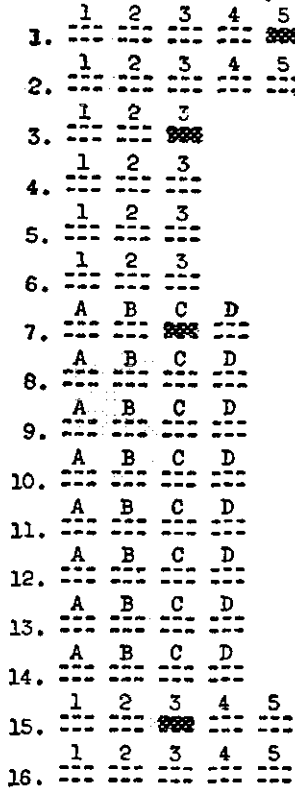




West Point Aptitude Test



United States History Examination



Key to Answers

Mathematics Examination
1. E
2. E
3. A
4. A
5. C
6. E

English Examination
1. 2-4
2. 1-3
3. 2-3
4. 4
5. 2
6. 0
7. 2
8. 2
9. 1
10. 1
11. 3
12. 1
13. 5
14. 3
15. 4
16. 4

United States History Examination
1. 5
2. 5
3. 3
4. 2
5. 1
6. 3
7. C
8. D
9. A
10. B
11. D
12. B
13. C
14. A
15. 3
16. 5

West Point Aptitude Test
1. A
2. D
3. B
4. C
5. A
6. D
7. D
8. B
9. C
10. E
11. 3
12. 4
13. 2
14. 2
15. 4
16. 3
17. B
18. C
19. C
20. C

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